

Parts of Speech

Nouns

Nouns are words that refer to people, places, things, groups, concepts, feelings, and ideas. There are many different types of nouns:

- Proper Nouns – George Washington, Bleecker Street, Hampton Inn, Samsung
- Common Nouns – president, street, hotel, company
- Countable Nouns – president(s), street(s), hotel(s), company(ies), person (people)
- Uncountable Nouns – hair, coffee, water, flour, air, happiness, juice
- Collective Nouns – bunch, herd, team, gaggle, committee
- Concrete Nouns – peanut butter, table, flower, hair, president, Hampton Inn
- Abstract Nouns – happiness, justice, hatred, love

Pronouns are words that take the place of nouns in a sentence and refer to a specific noun that was previously (or soon to be) stated. They are limited to a closed group of words; that is, no new words will be added to the list. They are categorized based on their function in a sentence.

- Subject Pronouns – I, you, we, they, he, she, it
- Object Pronouns – me, you, us, them, him, her, it
- Possessive Pronouns – mine, yours, ours, theirs, his, hers, its
- Reflexive/Intensive Pronouns – myself, yourself, yourselves, ourselves, themselves, himself, herself, itself
- Demonstrative Pronouns – this, that, these, those
- Interrogative Pronouns – who, which, what, whom
- Relative Pronouns – which, that, who, whom, whose
- Indefinite Pronouns – all, someone, somebody, some, any, anybody, anyone, nobody, no one, none, each, both, few, either, neither, several, many, much, a lot

Verbs

Verbs are words that indicate an action or state of being. They also serve to specify time, obligation, ability and capability. There are four kinds of verbs:

- Active Verbs – run, play, hit, stagger, trip, bite, drink, fall, touch, look
- Stative Verbs – be, feel, look, smell, seem,
- Auxiliary/Helping Verbs – be, have, do
- Modal Verbs – should, could, can, will, would, might, may, must

Note: Some verbs can be either active or stative, but their meanings change when they change categories. For example, as an active verb, “look” means “to point one’s eyes in a particular direction for the purpose of seeing something. As a stative verb, “look” means “to have a certain appearance.”

Active – Randy looked at his wife and smiled.

Stative – Randy looked like his mother.

Adjectives

Adjectives are words that give more information about nouns.

- Quality/Characteristic Adjectives – good, big, purple, difficult, incredible, exciting
- Demonstrative Adjectives – this, that, these, those
- Possessive Adjectives – my, your, our, their, his, her, its
- Quantity/Amount Adjectives – much, more, most, many, twelve
- Order Adjectives – first, second, third, 127th, later, subsequent
- Interrogative Adjectives – what, which, whose
- Participial Adjectives – exciting, excited, interesting, interested

Adverbs

Basically, adverbs are the catch-all category for every word that doesn't fit into one of the other categories. There are whole categories of words that are categorized as adverbs. For example, prepositions, conjunctions, and transition words (however, therefore, etc.) are all technically adverbs. If you want a strict definition, though, adverbs are words that give more information about verbs, adjectives and other adverbs.

- Adverbs of Manner – sweetly, slowly, beautifully, neatly
- Adverbs of Time – now, today, tomorrow, soon, often, at (6:30)
- Adverbs of Place – here, there, everywhere, somewhere, nowhere, at, on, in
- Adverbs of Degree – very, completely, quite, totally, somewhat

Parts of Speech Practice

Cut the words apart. Then have students categorize them according to their parts of speech. For a fun game, divide them evenly amongst small groups of students. The first group to correctly categorize all the words wins!

ask	pull	buy
put	doll	fast
tell	write	live

ask	pull	buy
fly	bell	baby
old	best	people
ball	mother	think
father	thank	day
sit	sleep	do
stop	take	open
orange	read	brother

purple	call	children
round	cold	sing

purple	call	children
sister	tree	give
green	use	hand
walk	warm	have
head	wash	jump
wish	work	know
bed	love	box
car	dog	eat
egg	funny	good

help	is	leg
little	look	make
new	pig	play
pretty	ride	ring
say	see	sun
time	top	toy
word	candle	lamp
huge	tiny	quickly
quietly	well	beautiful
neatly	coffee	playfully

Use a dictionary to complete the chart.

Noun	Verb	Adjective	Adverb
deletion			-----
	-----	impartial	
menace			menacingly
	legitimize	legitimate	
	-----	lenient	leniently

In a moment, you are going to read a few paragraphs. With a partner, you will decide which parts of speech are possible in each blank. Here are a few hints to help you:

Example: I want **a** _____.

Singular, countable nouns cannot stand alone. They must have an article, a demonstrative adjective, or a possessive adjective before them. **The** can be followed by singular, plural, or uncountable nouns, but **a/an** can only be followed by singular, countable nouns, so the **a** in this sentence must be followed by a singular, countable noun.

Example: I want **the** _____ **bike**.

After an article (a/an/the), there **MUST** be a noun. Here, the noun (bike) is present. Therefore, this sentence needs a word to describe the bike. Most likely, it is an adjective. However, nouns can sometimes be modified by other nouns (dirt bike).

Example: I want _____ **bikes**.

This sentence has no article, so an article (the/some) is possible. However, only singular nouns absolutely must have an article or other determiner, so it's also possible that this sentence is missing an adjective describing **bikes**. And of course, another noun is also possible (dirt bikes).

Example: The boy _____ to school.

Every subject must have a verb, and every verb must have a subject. The subject in this sentence, **The boy**, does not have a verb.

Example: _____ walked across the street.

Every subject must have a verb, and every verb must have a subject. The verb in this sentence, **walked**, does not have a subject.

Example: The boy **punched** _____.

Transitive verbs are verbs that take objects. That is, the subject does the action, and the object receives that action. Whom did the boy punch? That noun is the object. This sentence could need a noun object. It could also take an adverb: "The boy punched hard."

Example: The boy walked home **from** _____.

After a preposition, a sentence can have a noun (school), noun phrase (the old tree house), a noun clause (where he had been all day), or a gerund (playing soccer).

Now, here are the paragraphs. Use the hints and your own knowledge to decide which parts of speech are possible in each blank. (Teachers, you can find a more detailed lesson plan for this mini-biography at http://www.famouspeoplelessons.com/a/anne_frank.html.)

Anne Frank was a young, _____ German girl who gained international fame after her _____, following the publication of her diary. She wrote about her life, thoughts and experiences of hiding from the _____ in World War II. Her account of her two years spent in an attic in Amsterdam became an international best seller. She _____ at the age of 15 in _____ German concentration camp.

Anne Frank was born in 1929 in _____. Her father was a German officer from World War I. Anne was a very studious and _____ student who had a _____ for books. She moved to Amsterdam with her family after Adolf Hitler _____ to power in 1933. She attended a Montessori school and was a very energetic and outgoing _____.

In June 1942, Anne received a _____ for her thirteenth birthday. She decided to use it as a diary and wrote _____ her dreams to become an actress. In July, she

and her family were ordered to go to a _____ camp. Instead, they hid in the attic of her father's workplace. They _____ the small space with another family for two years.

In August 1944, German security police discovered the _____ and arrested its _____. Anne was sent to the Auschwitz concentration camp. Anne died in March 1945 and was buried in a _____ grave, the whereabouts of which is still unknown. Her diary was found and given to her father. It is one of the most _____ read books in the world today.

Now, with your partner, put the following words in the correct blanks:

about	diligent	death
died	Jewish	work
mass	Germany	girl
came	widely	Nazis
a	passion	hideout
shared	occupants	notebook

(Teachers, for more of a challenge, give students the base form of all verbs and the singular form of all countable nouns. Students must then put the words in the right places and also the right forms.)