

noun	The name of, for example, a person, place, feeling or object.
pronoun	A word that stands in for a noun – he, she, her, him, it, them, they.
adjective	A word that describes what a particular noun is like.
verb	A word that describes an action.
adverb	A word that says how an action is being done.
synonym	A word that has the same meaning as another word.
homophone	A word that sounds the same as another word.
connective/conjunction	A word joining two phrases.
preposition	A word that says where or when a noun is.
subject	The thing that the sentence is about.
punctuation	The marks used in writing to separate sentences and their elements and to make meanings clearer.
grammar	The whole system and structure of a language or of languages in general.

Parts of speech activity

Name _____ Date _____



After you have matched the cards with the names of parts of speech to their meanings, give an example here for each one. The first one is done for you.

noun	<i>duck</i>
pronoun	
adjective	
verb	
adverb	
connective/conjunction	
preposition	
synonym	
homophone	

After you have done this, check your answers using a dictionary or by asking your tutor.

Parts of speech activity



Teaching notes

This activity is in two parts.

Firstly, learners should match the words to their meanings. Next they should use the writing frame to give an example for each one.

For Entry 2 and 3 learners remove cards as needed and adapt the worksheet accordingly.

An example is given for the first one.

This activity meets the following core curriculum references:

Rs/E3.2

Use implicit and explicit knowledge of different types of word (e.g. linking words [connectives], nouns, verbs, adjectives), of word order, and of possible plausible meanings, to help decode unfamiliar words and predict meaning

Rs/L1.1

Use implicit and explicit grammatical knowledge e.g. of different sentence forms, types of word, verb tense, word order along with own knowledge and experience to predict meaning, try out plausible meanings, and to read and check for sense

Rw/L1.3

Recognise and understand an increasing range of vocabulary, applying knowledge of word structure, related words, word roots, derivations, borrowings

Rw/L1.2

Recognise and understand the vocabulary associated with different types of text, using appropriate strategies to work out meaning

Rs/E2.2

Use knowledge of simple sentence structure and word order to help decipher unfamiliar words and predict meaning

Rs/L2.1

Use implicit and explicit grammatical knowledge, alongside own knowledge and experience of context, to help follow meaning and judge the purpose of different types of text

Source: Adult Literacy Core Curriculum, Excellence Gateway

<http://www.excellencegateway.org.uk/sfcurriculum>