

Activity Type

Grammar and Vocabulary Exercises: categorising, labelling, unscrambling, binary choice, error correction, gap-fill

Speaking Game: forming sentences from prompts, freer practice (pair work)

Focus

Parts of speech: *verbs, nouns, adjectives, and adverbs*

Aim

To learn how to identify verbs, nouns, adjectives, and adverbs and use them in sentences.

Preparation

Make one copy of the two-page worksheet for each student.

Level

Elementary (A1-A2)

Time

30 minutes

Introduction

This parts of speech worksheet helps students learn how to identify verbs, nouns, adjectives, and adverbs and use them in sentences.

Procedure

Give each student a copy of the two page worksheet.

Students begin by reading a sentence and putting the words from the sentence in the correct categories.

Exercise A - Answer key

Verb	Noun	Adjective	Adverb
eats	cat	fat	quickly

Students then read sentences describing verbs, nouns, adjectives and adverbs and indicate which part of speech is being described in each one.

Exercise B - Answer key

1. adverbs
2. verbs
3. adjectives
4. nouns
5. nouns
6. verbs
7. adverbs
8. adjectives

Next, students put words into the correct parts of speech category.

Exercise C - Answer key

Verbs	Nouns	Adjectives	Adverbs
sat	woman	old	quietly
runs	dog	big	slowly
worked	child	good	hard
moved	car	red	noisily
fell	rain	cold	quickly
writes	sister	little	badly

After that, students put words in the correct order to make sentences.

Exercise D - Answer key

1. The old woman sat quietly.
2. The big dog runs slowly.
3. The good child worked hard.
4. The red car moved noisily.
5. The cold rain fell quickly.
6. My little sister writes badly.

(continued on the next page)

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Procedure continued

Students then move on to read sentences and underline the correct part of speech to be used in each one.

Exercise E - Answer key

- | | | |
|----------------|-----------|----------------|
| 1. beautifully | 2. hungry | 3. singer |
| 4. loudly | 5. speaks | 6. interesting |

Afterwards, students rewrite sentences, correcting the mistakes.

Exercise F - Answer key

1. My big brother cooks very badly.
2. We weren't hungry, so we ate slowly.
3. My older cousin paints well.
4. The bus driver drove quickly.
5. I picked up the glass carefully.
6. The happy bird sang noisily.

Next, students read sentences and fill in the gaps with the correct parts of speech using their own ideas.

Lastly, in pairs, students take it in turns to say a letter of the alphabet and then the word verb, noun, adjective or adverb, e.g. 'C - adjective'.

Their partner then has 30 seconds to think of a suitable word and use it in a sentence, e.g. 'Cute - My cat is cute'.

Students score one point for each correct sentence.

The student with the most points at the end of the game wins.

A. Verbs, nouns, adjectives and adverbs are four parts of speech. Read the sentence below and put one word from the sentence into each category.

The fat cat eats quickly.

Verb	Noun	Adjective	Adverb

B. Write verbs, nouns, adjectives or adverbs next to each description.

1. These words describe how we do something.
2. These words, such as *swim* and *run*, demonstrate actions.
3. These words describe an object, person, or place.
4. We use these words to identify an object, person, or place.
5. We sometimes add an 's' or 'es' when there is more than one of these.
6. These follow nouns or pronouns and change forms in different tenses.
7. These usually end in 'ly', but there are exceptions like *hard* and *well*.
8. These usually come before nouns, or after verbs in a sentence.

C. Put the words into the correct parts of speech category.

big moved sat good old quickly slowly woman rain dog quietly red
 writes worked little runs child noisily car cold fell sister badly hard

Verbs	Nouns	Adjectives	Adverbs

D. Put the words in the correct order to make sentences.

1. woman / the / sat / quietly / old
2. slowly / dog / runs / the / big
3. the / hard / child / good / worked
4. car / the / moved / noisily / red
5. rain / fell / quickly / the / cold
6. badly / my / sister / little / writes

E. Read the sentences and underline the correct word to be used in each one.

1. My cousin sings *beautiful* / *beautifully*.
2. The *hungry* / *hungrily* dog ate quickly.
3. The famous *sing* / *singer* dances very well too.
4. The small baby cried *loud* / *loudly*.
5. Our new teacher *speaker* / *speaks* very clearly.
6. The *interest* / *interesting* science lesson passed quickly.



F. Rewrite the sentences, correcting the mistakes.

1. My big brother cooks very bad.
2. We weren't hungry, so we ate slow.
3. My older cousin paints good.
4. The bus drive drove quickly.
5. I picked up the glass careful.
6. The happily bird sang noisily.

G. Read the sentences and fill in the gaps with the correct parts of speech.

1. Joe always does his homework
2. The children played quietly.
3. On cold days, I walk to school
4. The new chef cooks
5. The small slept peacefully.
6. The dog ran quickly.
7. Our new works well.
8. During the summer holidays, I late.

H. In pairs, take it in turns to say a letter of the alphabet and then the word *verb*, *noun*, *adjective* or *adverb*, e.g. 'C - adjective'.

Your partner then has 30 seconds to think of a suitable word and use it in a sentence, e.g. 'Cute - My cat is cute'.

Score one point for each correct sentence. The student with the most points at the end of the game wins.