

Grammar terminology explained

**Word classes**

<b><u>Nouns</u></b>	<b><u>Function in spoken or written language</u></b> The purpose of a noun is to name. It can be a thing, an animal, a person, a place or an idea.	<i>Examples:</i>
Common nouns	A noun that is not the name of any particular person, place, or thing.	<i>school, dinner, book, cow, goose, boy</i> <b>(They don't need capital letters.)</b>
Proper nouns	Names for specific or unique individuals, events, or places.	<i>Ben, The Titanic, Scarborough, January</i> <b>(They always need capital letters!)</b>
Collective nouns	A noun that refers to a group of individuals.	<i>team, audience, squad, crowd, family</i>
Abstract	An abstract noun is a noun that names an idea, event, quality, or concept e.g. feelings and emotions. An abstract noun names something that cannot be physically touched.	<i>courage, freedom, truth, love, patience, excellence, and friendship.</i>
Noun phrase	A noun phrase always has a noun in it but also has other words or phrases which add information about the noun. The extra information can come before or after the noun.	<b><i>the</i></b> dog the <b><i>lazy</i></b> dog <b><i>Aunt Sally's</i></b> dog <b><i>the</i></b> dog, <b><i>which was lying on the sofa</i></b> <b><i>the</i></b> dog, <b><i>that chases my cat</i></b>

<b><u>Pronouns</u></b>	<b><u>Function in spoken or written language</u></b> Pronouns are words that can stand in place of a noun. They help us to avoid repeating ourselves too much.	<i>Examples:</i> <i>I, we, you, he, she, it, they mine ours, yours, his, hers, its, theirs who, whom, whose, which, that</i>  The Gruffalo roared with laughter. <b><i>He</i></b> couldn't believe that all of the animals were scared of the little mouse, especially as <b><i>it</i></b> was so small!
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<b><u>Determiners</u></b>	<b><u>Function in spoken or written language</u></b> A determiner is a word or a group of words which introduce or point out nouns.	<i>Examples:</i> <i>a/an, the this/that, these/those my/your/, his/her/, its/our/their some, any, no, many, much, few, little, both, all, either, neither, each, every three, fifty, three thousand etc</i>
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		<p><i>which (which car?), what (what size?), whose (whose coat?)</i></p> <p><b><u>The</u></b> dog had to be walked every day.  <b><u>A</u></b> dog chased <b><u>my</u></b> cat.  <b><u>That</u></b> porridge was delicious.  <b><u>These</u></b> grapes came out of <b><u>that</u></b> box.</p>
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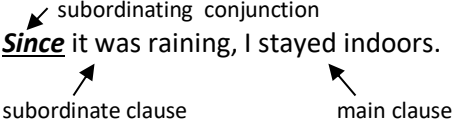
<b><u>Adjectives</u></b>	<p><b><u>Function in spoken or written language</u></b>  An adjective modifies a noun or a pronoun. The job of an adjective is to tell you more about a noun or pronoun.</p>	<p><i><u>Examples:</u></i>  <i>beautiful, huge, shiny, tall, horrible, bright, hungry, quiet, rough, colourful</i></p> <p>The <b><u>colourful</u></b> leaves floated down from the <b><u>tall</u></b> trees.</p>
Comparative adjectives	<p>A comparative adjective is a type of adjective which compares more or less, greater or lesser.  It often, <b>but not always</b>, involves adding 'er' to the original adjective e.g. fast – faster.</p>	<p><i>faster, shorter, happier, angrier, more beautiful, more surprising</i>  (*Note how the final 'y' on angry and happy, has to change to i before adding er.)</p> <p>My bicycle was fast, but my sister's was <b><u>faster</u></b>.</p>
Superlative adjectives	<p>A superlative adjective is a type of adjective that indicates the most or the least of something.  It often, <b>but not always</b>, involves adding 'est' to the original adjective e.g. fast – fastest.</p>	<p><i>fastest, shortest, happiest, angriest, most beautiful, most surprising</i>  (*Note how the final 'y' on angry and happy, has to change to i before adding est.)</p> <p>My sister's bicycle was faster than mine, but my brother's was <b><u>fastest</u></b>.</p>

<b><u>Verbs</u></b>	<p><b><u>Function in spoken or written language</u></b>  A verb is a word (or group of words) that tell you what is happening in a sentence. It is not necessarily a "doing" word. It can also be a "being" word. It shows the action in a sentence.  In fact, to be called a sentence, there must be a verb in it!</p>	<p><i><u>Examples:</u></i>  "doing verbs" – <i>sleep, cry, listen, shout</i>  "being verbs" – <i>am, were, is, will be</i></p>
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Verb phrase	Verb phrases are when verbs occur in 'chains' of more than one word, e.g. 'was living'; 'were playing'; 'have been working'.	I <b><u>was living</u></b> in Scarborough at the time. The dog <b><u>was barking</u></b> .
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<u>Adverbs</u>	<u>Function in spoken or written language</u> An adverb tells you about how, when and where something was done or happened. It tells you more about a verb or another adverb. They often, <b>but not always</b> , end in 'ly'.	<u>Examples:</u> <i>quickly, slowly, noisily, excitedly</i> <i>fast, soon, almost, tomorrow, often</i>  I <b><u>quickly</u></b> crossed the road. I will do my homework <b><u>tomorrow</u></b> .
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<u>Prepositions</u>	<u>Function in spoken or written language</u> A preposition is a functional word that shows the relationship between a noun or pronoun and other words in a sentence. It gives information about direction, time or place.	<u>Examples:</u> <i>along, between, under, during, before, near, through, since</i>  The mouse scurried <b><u>along</u></b> the table.
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<u>Conjunctions</u>	<u>Function in spoken or written language</u> <b>A conjunction</b> is a word which can join two parts of a sentence (clauses) or words or phrases.	<u>Examples:</u> fish <b><u>and</u></b> chips (joins the words) out of sight <b><u>but</u></b> not out of mind (joins the phrases) I have to hurry <b><u>or</u></b> I will be late. (joins the ideas or clauses)
Co-ordinating conjunctions	A co-ordinating conjunction joins ideas of equal importance. It is a word that connects words or groups of words in a sentence.	<i>for, and, nor, but, or, yet, so</i> (*Remember FANBOYS)  It was raining <b><u>so</u></b> I got my umbrella. Lisa <b><u>and</u></b> Tom are in the same class.
Subordinating conjunction	Subordinating conjunctions <b>explain the relationship</b> between the clauses they join together. They join a main clause (which makes sense on its own) with one or more subordinate clauses (which doesn't make sense on its own.)	if, since, because, although, when, until, so that, while, despite 

### A word of warning...



When it comes to grammar, words can belong in more than one word class.

It is best to consider what job a word is doing in a sentence before deciding which word class it belongs to.

(see over for example)

Example: In this sentence, 'orange' is a noun.

I had an orange for my lunch.

In this sentence, 'orange' is an adjective, it describes the leaves.

I was jumping around in the orange leaves.

Reading with your child provides a great opportunity to pick a word and discuss what type of word it is in that particular sentence.

### Useful websites

[http://www.grammar-monster.com/grammar\\_terms\\_and\\_definitions.htm](http://www.grammar-monster.com/grammar_terms_and_definitions.htm)

<https://www.englishclub.com/grammar/vocabulary.htm>