

# [Lftmo4 (30%) c) to what extent do you](https://assignbuster.com/lftmo4-30-c-to-what-extent-do-you/)

[](https://assignbuster.com/)[Design](https://assignbuster.com/essay-subjects/design/), [Fashion](https://assignbuster.com/essay-subjects/design/fashion/)

LFTMO4 ASSIGNMENT TWO 2.  Word Classesa) What are the tests to determine whether a word inEnglish is a noun, verb, adjective or adverb? Remember to refer to theliterature in answering the question. (20%) b) For each of these four word classes, give oneexample of your own and show how it fits each of the tests you mentioned insection a). (30%) c) To what extent do you think students should betaught how to do these tests? Give a detailed answer, critically reflecting onwhat you have read and explaining how you might incorporate the whole idea intoclassroom activities. (50%)Section a)In the oxford dictionary, grammar is definedas: “ The whole system and structure of a language or of languages in general, usually taken as consisting of syntax and morphology (including inflections)and sometimes also phonology and semantics”. Knowing the part of speech of a word(noun, adjective, verb, preposition, etc.

) is not always easy for L2 learnersstudying English.   Some languages are very different from English, and the students have to learn what “ noun”, “ verb”, “ adjective” and “ adverb” means and their grammatical syntax. According to (Geoffrey Leech, Margaret Deuchar and Robert Hoogenraad, 2006), there are three criterion used to definethe open classes of Nouns, Verbs, Adjectives and Adverbs that can be placed respectivelyin the following order according to their importance: Function, Form andmeaning.

Nouns1-      Function: In order to test whether a word is anoun, one must check if the word comes in the beginning of a noun phrase andthe possibility of it being preceded by a definite article.   2-    Form:  To test the noun for its form a-      Most nouns havecharacteristic suffixes such as:  ‘-ist’,  example: florist-ism’,  example:– Optimism , ‘-ity’,  example: unity ‘-hood’, example: Parenthood ‘-tion’, example: intention   /? n? ten·?? n/’-ence’, example: reference     /? ref·? r·? ns/’-ment’, example: movement    /? mu? v·m? nt/ b-      Most words intheir singular form when changed  intothe plural form we add: ‘ S’, ‘ es’,  /s/, /z/ or /iz/, forexample respectively: Orange – Oranges tomato –  tomatoes  or they change their form such as the case of irregular nouns : Child – Children Foot- FeetTooth – Teeth Mouse – Mice  3-    Meaning When we dealwith nouns, we usually mention physical things such as: People (doctor), Objects (table), Places (street), substances (silver), etc. these nouns arecalled: concrete nouns. However, we also have abstract nouns such as : activities, emotions, ideas, procedures, etc. According to(Geoffrey Leech,  Margaret Deuchar and Robert Hoogenraad, 2006),  affiliated words in this category of part ofspeech, the noun, don’t all act in the same fashion. In relation to form, function and meaning, there are relevant sub-categories as follows: a-    Count/ Mass Nouns  Example:(desk, pen, glass, idea) which are refere to as countable nouns. b-   Proper/ Common Nouns Proper NOUNS:  names of people, places, films, books.

. which usually start with capital letter. Example: Europe, Mr. SmithCommonnouns: they categorize thing into types.

.  c-    Collective NounsGenerally speaking collectivenouns are countable, however, even in their singular form to refer to groups of: people, animals or things. Example: family, class, group, team  Verbs  1-     FunctionVerbs are the main components of the verb phrase (Leech, 2006). Theycan stand alone as predicators or they can follow other verbs. Example: Thedog was barkingOne orange hasbeen cut.

According to (Leech, 20016). It is recommended to “ look for theverb” or verbs first when starting an analysis, because the predicator is the principalcomponent of a clause.  2-     Forma-     The mostimportant forms are inflections: According to (Leech, 2006 P54 ), verbs have upto five inflections:   Vo Vs Ved Ving Ven Regular Visit visits visited Visiting visited Irregular Drink drinks drank drinking drunk  b-     Someverbs have derivational suffixes : -ise , -ize (realise / categorize)  and – ify  (identify), according to (Leech, 2006). This categoryisn’t that important.  3-     Meaning(Leech, 2006) denotes that verbs usually definite actions, activities, events, processes, states, etc. (Leech, 2006), states that: “ an easy test for a verb is: Can theword vary its form from present tense to past tense?” the base form of the verbtogether with the s-form represent the present tense, whereas the ed-form is usuallymeant for the past tense. This is true in case of regular verbs, however, forthe irregular verbs it is a different story.

4-     Adjectives  1-     Function According to (Leech, 2006). Adjectives have two functions: –         ashead of an adjective phrase : dolphins are {quite amazing}-         as amodifier in a noun phrase : an amazingcat If a word can fit in these two places, then the possibility of it being an adjective is very high.    2-     Form(Leech, 2006), states that most adjectives  take the suffixes –er , -est  in  caseof comparatives and superlatives forms, for example: big, bigger, biggest, ofcourse this is in case we are dealing with a one or twosyllable words.   Simple Comparative Superlative Funny funnier funniest Good better best Beautiful more beautiful most beautiful   3-     MeaningUsually adjective describe nouns or add extra characteristics toit. That is why we ask the question: what kind of book? The soft book.   4-     Adverbs  (Leech, 2006) states that there are three principle types ofadverbs, namely: –         Circumstanceadverbs:  She spoke briefly in front of theaudience.-         DegreeAdverbs: is this box light enoughfor you to carry? –         SentenceAdverbs: Clearly, there have been unreasonable costs. 1-     FunctionAccording to the Cambridge Dictionary, “ Adverbs can modify verbs, adjectives, nouns, other adverbs and whole phrases or sentences”.

(Leech, 2006) indicates that the primary roleof an adverb is to be head of an adverb phrase.  2-     Form: As (Leech, 2006) indicates, many adverbs are formed by adding –ly toan adjective. Furthermore, like adjectives, some adverbs have the comparativeand superlative forms: Hard, harder, hardest Well, better, best Adverb Type Question Examples Manner Place Time Duration Frequency Degree How? Where? When? How long? How often? To what extent? well, badly, cleverly here, there, anywhere now, then, soon, tomorrow briefly, always weekly, daily, always rather, quite, much, hardly   3-     MeaningAdverbs can express many types of meaning. According to (Leech, 2006), there are some key question to test whether a word is an adverb, for example: How?  To elicit an adverb ofmanner Where to?   To elicit andadverb of place How often? To elicit an adverb of frequency How much? Or to what degree? To elicit an adverb of degree    Section b)  Now I am going to adhere to one of the examples stated in section a, for each word class and discuss how they fit in the testing scales mentioned.    Nouns  The word orange: She ate the ripe orangesFunction: Can it take a definite article? (yes) The orangeForm: does it take an –s  inthe plural form? (yes) Oranges Meaning: Does it refer to a physical thing? (yes) and it is a countablenoun.

Noun Function Form Meaning Orange The orange Oranges a thing   Verb:  The dog was barkingFunction: The base form of “ barking” is “ bark”. When we analysethis word in the sentence, we can see that it can stand alone. Form: it has the “ Ving” form specified in the table above. (Sectiona-Verb-Form)Meaning: the word “ barking” defines an action done by the subject “ thedog”   Verb Function Form Meaning barking  It stands alone Barking – Ving Action  Adjective     In my opinion, you must know themeaning of the word before you can know the part of speech of the word.  Ifyou understand the word, you may know the part of speech easily.  References: ·        https://en.

oxforddictionaries. com/definition/grammar·        https://dictionary. cambridge. org/grammar/british-grammar/about-adjectives-and-adverbs/adverbs-functions LFTMO4 ASSIGNMENT TWO 2.  Word Classesa) What are the tests to determine whether a word inEnglish is a noun, verb, adjective or adverb? Remember to refer to theliterature in answering the question. (20%) b) For each of these four word classes, give oneexample of your own and show how it fits each of the tests you mentioned insection a).

(30%) c) To what extent do you think students should betaught how to do these tests? Give a detailed answer, critically reflecting onwhat you have read and explaining how you might incorporate the whole idea intoclassroom activities. (50%)Section a)In the oxford dictionary, grammar is definedas: “ The whole system and structure of a language or of languages in general, usually taken as consisting of syntax and morphology (including inflections)and sometimes also phonology and semantics”. Knowing the part of speech of a word(noun, adjective, verb, preposition, etc.

) is not always easy for L2 learnersstudying English.   Some languages are very different from English, and the students have to learn what “ noun”, “ verb”, “ adjective” and “ adverb” means and their grammatical syntax. According to (Geoffrey Leech, Margaret Deuchar and Robert Hoogenraad, 2006), there are three criterion used to definethe open classes of Nouns, Verbs, Adjectives and Adverbs that can be placed respectivelyin the following order according to their importance: Function, Form andmeaning. Nouns1-      Function: In order to test whether a word is anoun, one must check if the word comes in the beginning of a noun phrase andthe possibility of it being preceded by a definite article.   2-    Form:  To test the noun for its form a-      Most nouns havecharacteristic suffixes such as:  ‘-ist’,  example: florist-ism’,  example:– Optimism , ‘-ity’,  example: unity ‘-hood’, example: Parenthood ‘-tion’, example: intention   /? n? ten·?? n/’-ence’, example: reference     /? ref·? r·? ns/’-ment’, example: movement    /? mu? v·m? nt/ b-      Most words intheir singular form when changed  intothe plural form we add: ‘ S’, ‘ es’,  /s/, /z/ or /iz/, forexample respectively: Orange – Oranges tomato –  tomatoes  or they change their form such as the case of irregular nouns : Child – Children Foot- FeetTooth – Teeth Mouse – Mice  3-    Meaning When we dealwith nouns, we usually mention physical things such as: People (doctor), Objects (table), Places (street), substances (silver), etc.

these nouns arecalled: concrete nouns. However, we also have abstract nouns such as : activities, emotions, ideas, procedures, etc. According to(Geoffrey Leech,  Margaret Deuchar and Robert Hoogenraad, 2006),  affiliated words in this category of part ofspeech, the noun, don’t all act in the same fashion.

In relation to form, function and meaning, there are relevant sub-categories as follows: a-    Count/ Mass Nouns  Example:(desk, pen, glass, idea) which are refere to as countable nouns. b-   Proper/ Common Nouns Proper NOUNS:  names of people, places, films, books.. which usually start with capital letter. Example: Europe, Mr. SmithCommonnouns: they categorize thing into types..

c-    Collective NounsGenerally speaking collectivenouns are countable, however, even in their singular form to refer to groups of: people, animals or things. Example: family, class, group, team  Verbs  1-     FunctionVerbs are the main components of the verb phrase (Leech, 2006). Theycan stand alone as predicators or they can follow other verbs. Example: Thedog was barkingOne orange hasbeen cut. According to (Leech, 20016). It is recommended to “ look for theverb” or verbs first when starting an analysis, because the predicator is the principalcomponent of a clause.

2-     Forma-     The mostimportant forms are inflections: According to (Leech, 2006 P54 ), verbs have upto five inflections:   Vo Vs Ved Ving Ven Regular Visit visits visited Visiting visited Irregular Drink drinks drank drinking drunk  b-     Someverbs have derivational suffixes : -ise , -ize (realise / categorize)  and – ify  (identify), according to (Leech, 2006). This categoryisn’t that important.  3-     Meaning(Leech, 2006) denotes that verbs usually definite actions, activities, events, processes, states, etc. (Leech, 2006), states that: “ an easy test for a verb is: Can theword vary its form from present tense to past tense?” the base form of the verbtogether with the s-form represent the present tense, whereas the ed-form is usuallymeant for the past tense. This is true in case of regular verbs, however, forthe irregular verbs it is a different story.   4-     Adjectives  1-     Function According to (Leech, 2006). Adjectives have two functions: –         ashead of an adjective phrase : dolphins are {quite amazing}-         as amodifier in a noun phrase : an amazingcat If a word can fit in these two places, then the possibility of it being an adjective is very high.

2-     Form(Leech, 2006), states that most adjectives  take the suffixes –er , -est  in  caseof comparatives and superlatives forms, for example: big, bigger, biggest, ofcourse this is in case we are dealing with a one or twosyllable words.   Simple Comparative Superlative Funny funnier funniest Good better best Beautiful more beautiful most beautiful   3-     MeaningUsually adjective describe nouns or add extra characteristics toit. That is why we ask the question: what kind of book? The soft book.   4-     Adverbs  (Leech, 2006) states that there are three principle types ofadverbs, namely: –         Circumstanceadverbs:  She spoke briefly in front of theaudience.-         DegreeAdverbs: is this box light enoughfor you to carry? –         SentenceAdverbs: Clearly, there have been unreasonable costs. 1-     FunctionAccording to the Cambridge Dictionary, “ Adverbs can modify verbs, adjectives, nouns, other adverbs and whole phrases or sentences”.  (Leech, 2006) indicates that the primary roleof an adverb is to be head of an adverb phrase.  2-     Form: As (Leech, 2006) indicates, many adverbs are formed by adding –ly toan adjective.

Furthermore, like adjectives, some adverbs have the comparativeand superlative forms: Hard, harder, hardest Well, better, best Adverb Type Question Examples Manner Place Time Duration Frequency Degree How? Where? When? How long? How often? To what extent? well, badly, cleverly here, there, anywhere now, then, soon, tomorrow briefly, always weekly, daily, always rather, quite, much, hardly   3-     MeaningAdverbs can express many types of meaning. According to (Leech, 2006), there are some key question to test whether a word is an adverb, for example: How?  To elicit an adverb ofmanner Where to?   To elicit andadverb of place How often? To elicit an adverb of frequency How much? Or to what degree? To elicit an adverb of degree    Section b)  Now I am going to adhere to one of the examples stated in section a, for each word class and discuss how they fit in the testing scales mentioned.    Nouns  The word orange: She ate the ripe orangesFunction: Can it take a definite article? (yes) The orangeForm: does it take an –s  inthe plural form? (yes) Oranges Meaning: Does it refer to a physical thing? (yes) and it is a countablenoun.   Noun Function Form Meaning Orange The orange Oranges a thing   Verb:  The dog was barkingFunction: The base form of “ barking” is “ bark”. When we analysethis word in the sentence, we can see that it can stand alone.

Form: it has the “ Ving” form specified in the table above. (Sectiona-Verb-Form)Meaning: the word “ barking” defines an action done by the subject “ thedog”   Verb Function Form Meaning barking  It stands alone Barking – Ving Action