

Lftmo4 (30%) c) to what extent do you

[Design](#), [Fashion](#)



LFTMO4 ASSIGNMENT TWO 2. Word Classes

a) What are the tests to determine whether a word in English is a noun, verb, adjective or adverb? Remember to refer to the literature in answering the question. (20%)

b) For each of these four word classes, give one example of your own and show how it fits each of the tests you mentioned in section a). (30%)

c) To what extent do you think students should be taught how to do these tests? Give a detailed answer, critically reflecting on what you have read and explaining how you might incorporate the whole idea into classroom activities. (50%)

Section a)

In the Oxford dictionary, grammar is defined as: “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 learners studying 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 criteria used to define the open classes of Nouns, Verbs, Adjectives and Adverbs that can be placed respectively in the following order according to their importance: Function, Form and meaning.

Nouns

- 1- Function: In order to test whether a word is a noun, one must check if the word comes in the beginning of a noun phrase and the possibility of it being preceded by a definite article.
- 2- Form: To test the noun for its form

a- Most nouns have characteristic suffixes such as: ‘-ist’, example: florist-ism’, example:- Optimism , ‘-ity’, example: unity ‘-hood’, example:

Parenthood '-tion', example: intention /n? ten·?? n/'-ence', example:

reference /r? ref·? r·? ns/'-ment', example: movement /mu? v·m?

nt/ b- Most words in their singular form when changed into the plural form

we add: ' S', ' es', /s/, /z/ or /iz/, for example respectively: Orange – Oranges

tomato – tomatoes or they change their form such as the case of irregular

nouns : Child – Children Foot- Feet Tooth – Teeth Mouse – Mice 3- Meaning

When we deal with nouns, we usually mention physical things such as: People

(doctor), Objects (table), Places (street), substances (silver), etc. these nouns

are called: 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 of speech, 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

referred 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.

Smith Common nouns: they categorize things into types.

. c- Collective Nouns Generally speaking collective nouns are countable,

however, even in their singular form to refer to groups of: people, animals or

things. Example: family, class, group, team Verbs 1- Function Verbs are

the main components of the verb phrase (Leech, 2006). They can stand alone

as predicators or they can follow other verbs. Example: The dog was

barking One orange has been cut.

According to (Leech, 2006). It is recommended to “ look for the verb” or verbs first when starting an analysis, because the predicator is the principal component of a clause.

2- Form- The most important forms are inflections: According to (Leech, 2006 P54), verbs have up to five inflections: Vo Vs Ved Ving Ven Regular Visit visits visited Visiting visited Irregular Drink drinks drank drinking drunk b- Some verbs have derivational suffixes : -ise , -ize (realise / categorize) and -ify (identify), according to (Leech, 2006). This category isn't that important.

3- Meaning (Leech, 2006) denotes that verbs usually denote definite actions, activities, events, processes, states, etc. (Leech, 2006), states that: “ an easy test for a verb is: Can the word vary its form from present tense to past tense?” the base form of the verb together with the s-form represent the present tense, whereas the ed-form is usually meant for the past tense. This is true in case of regular verbs, however, for the irregular verbs it is a different story.

4- Adjectives 1- Function According to (Leech, 2006). Adjectives have two functions: - ahead of an adjective phrase : dolphins are {quite amazing}- as a modifier in a noun phrase : an amazing cat 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 case of comparatives and superlative forms, for example: big, bigger, biggest, of course this is in case we are dealing with a one or two syllable words. Simple Comparative Superlative Funny funnier funniest Good better best Beautiful more beautiful most beautiful

3- Meaning Usually adjectives 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 of adverbs, namely: - Circumstance adverbs: She spoke briefly in front of the audience. - Degree Adverbs: is this box light enough for you to carry? - Sentence Adverbs: Clearly, there have been unreasonable costs.

1- Function According to the Cambridge Dictionary, “ Adverbs can modify verbs, adjectives, nouns, other adverbs and whole phrases or sentences”.

(Leech, 2006) indicates that the primary role of an adverb is to be head of an adverb phrase. 2- Form: As (Leech, 2006) indicates, many adverbs are formed by adding -ly to an adjective. Furthermore, like adjectives, some adverbs have the comparative and 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- Meaning Adverbs 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 of manner Where to? To elicit an adverb 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 oranges Function: Can it take a definite article? (yes) The orange Form: does it take an -s in the plural form? (yes) Oranges Meaning: Does it refer to a physical thing? (yes) and it is a countable noun.

Noun Function Form Meaning Orange The orange Oranges a thing Verb:
 The dog was barking Function: The base form of “ barking” is “ bark”. When
 we analyse this word in the sentence, we can see that it can stand alone.
 Form: it has the “ Ving” form specified in the table above. (Section a-Verb-
 Form) Meaning: the word “ barking” defines an action done by the subject “
 the dog” Verb Function Form Meaning barking It stands alone Barking -
 Ving Action Adjective In my opinion, you must know the meaning of the
 word before you can know the part of speech of the word. If you understand
 the word, you may know the part of speech
 easily. References: · <https://en.oxforddictionaries.com/definition/grammar-cambridge.org/grammar/british-grammar/about-adjectives-and-adverbs/adverbs-functions>

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