

UNIT ONE

LEARNING VOCABULARY FROM READING

▣ *Part 1:*

*Recognizing Parts
of Speech*

▣ *Part 2: Guessing Meaning from Context*

▣ *Part 3: Using the Dictionary to Learn Vocabulary*



Unit Topic:
*Getting
Acquainted with
People*

WHAT'S THE WORD?

PART 1: ***Recognizing Parts of Speech***

Recognizing Parts of Speech—Nouns, Verbs, Adjectives, and Adverbs

In learning new vocabulary, it helps to recognize “parts of speech” (the grammatical categories of words). The major parts of speech are *nouns*, *verbs*, and *adjectives*.

When we read a new word, how can we recognize what part of speech it is? There are several questions we can ask ourselves:

But why is it important to know parts of speech?

- When we see a new vocabulary item, we can begin to guess its general meaning if we can figure out its function in the sentence.
- If we recognize the part of speech of a new word in a sentence, we can find the appropriate meaning in the dictionary.
- If we know the rules for parts of speech, it is easier to use new vocabulary correctly in our own speaking and writing.

1. **What is the grammatical function of the word in the sentence? What does the word do?** A *noun* usually functions as a subject or an object. A *verb* tells what the subject does. And an *adjective* describes a noun or a pronoun.
2. **What kinds of items does the word name?** *Nouns* name people, places, things, ideas, and so on. *Verbs* name actions and conditions. And *adjectives* describe physical appearance and other characteristics.
3. **What other kinds of words are in the same phrase?** Other words give “clues” to the part of speech of a new word. “Articles” and quantity expressions—such as *a*, *an*, *the*, *this*, *some*, *many*, numbers, and so on—often begin noun phrases. Verb phrases may include forms of the “auxiliary verbs” *be*, *do*, or *have* or modal verbs like *will*, *won’t*, *would*, *should*, *can*, *must*, and so on. Adjectives can appear in noun phrases, too—after an article, a number, or a quantity expression and before a noun. They also come after “linking verbs”—like *be*, *seem*, *appear*, *look*, *sound*, *feel*, etc.
4. **What is the word ending?** Some word endings—the plural *-s* and others—are typical for nouns. The grammatical endings *-ed* and *-ing* are typical in verb phrases, and there are several other common verb endings. Adjectives have many common endings, such as *-an*, *-y*, *-ical*, *-ful*, *-less*, etc.

On the next page is a summary chart for the major parts of speech.

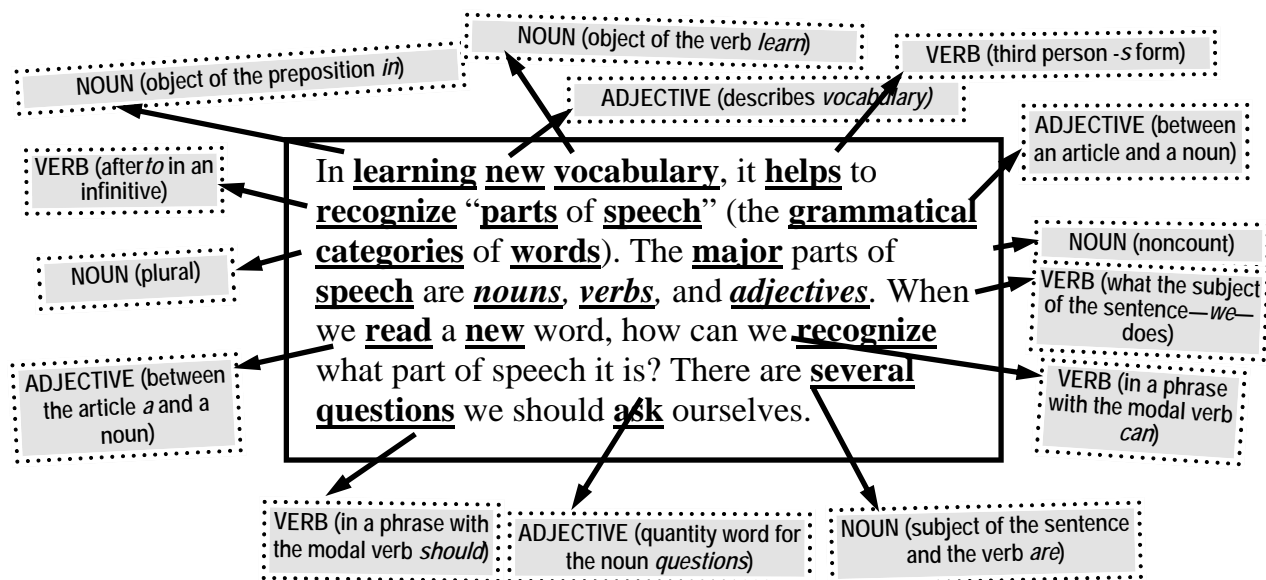
How to Recognize Parts of Speech

	NOUN	VERB	ADJECTIVE
Function or Position in the Sentence	<ul style="list-style-type: none"> subject object (of a verb or a preposition) 	<ul style="list-style-type: none"> between the subject and the object in statements 	<ul style="list-style-type: none"> describes nouns or pronouns before nouns after linking verbs
Meaning (What Does the Word Name?)	<ul style="list-style-type: none"> people places things ideas 	<ul style="list-style-type: none"> actions events conditions 	<ul style="list-style-type: none"> appearance other characteristics
Other Words in the Same Phrase	<ul style="list-style-type: none"> articles (<i>a, an, the, etc.</i>) numbers quantity words (<i>some, any, etc.</i>) 	<ul style="list-style-type: none"> forms of <i>be, do, have</i> modal verbs (<i>can, could, will, may, etc.</i>) 	<ul style="list-style-type: none"> articles nouns linking verbs (<i>be, seem, appear, look, feel, smell, etc.</i>)
Typical (Common) Word Endings	<ul style="list-style-type: none"> <i>-(e)s</i> (plural) <i>-er, -or, -ist</i> (people) <i>-ship, -ness, -ance, -ism</i> (ideas) some other endings 	<ul style="list-style-type: none"> <i>-ed</i> (past) <i>-ing</i> (continuous forms) <i>-ize, -ify, -en, -ate</i> a few other endings 	<ul style="list-style-type: none"> <i>-ing, -ed</i> <i>-er, -est</i> (comparatives) <i>-(i)an, -ese, -ish</i> (nationalities) <i>-al, -a(e)nt, -able, -ous, -ic, -ive</i> other endings

Are nouns, verbs, and adjectives the only parts of speech in English?

No, but most of the new words you will read are nouns, verbs, adjectives, and adverbs (words that tell "how," "when," "where," etc.). These parts of speech are "content words." They carry the meaning of the sentence, so there are many thousands of them in the English language.

In the following paragraph, the important content words are underlined and in bold type. Some parts of speech are identified, and there are explanations of how to figure them out.



Can a word be more than one part of speech?

Yes, it can—in different sentence positions or meanings. For example, the words *family* and *middle* are usually nouns, but when they come before another noun that they describe—like *name*—they become “noun adjectives.” Do you see other “noun-adjectives” in the exercise?

Many words are nouns in some sentences but verbs in others. For example, in the phrase “my name,” *name* is a noun. But in “to name a child” or “named him Andy,” *name* is a verb.

Many words fit this pattern.

Instructions: In the following paragraphs, many of the important content words are underlined. In the numbered list on the next page (1-75), write the part of speech for each word (N = noun; V = verb; Adj= adjective) as they appear in these sentences. Then explain the reasons for your answers. To help you, some answers are given.

Names

My ¹full name ²is Harriet Elaine Fendelman Kirn Rubin. I don't ³like my ⁴first ⁵given name because it ⁶has a ⁷negative ⁸image. In the ⁹media, “Harriet” may ¹⁰be a ¹¹cow, a ¹²serious ¹³girl with ¹⁴glasses, or an ¹⁵unmarried ¹⁶aunt. Therefore, I don't ¹⁷use it. I ¹⁸prefer my ¹⁹middle name, Elaine, because it ²⁰means “bright.” It's a ²¹variation of an ²²old ²³French ²⁴form of “Helen.” After that ²⁵comes my ²⁶family name. My first ²⁷husband ²⁸gave me the name “Kirn.” It's ²⁹German. I ³⁰think it ³¹sounds ³²good. It is ³³short and ³⁴seems to ³⁵fit well on ³⁶book ³⁷covers. (I ³⁸am an ³⁹author.) “Rubin” is my ⁴⁰second ⁴¹married name. I'm ⁴²glad I ⁴³have ⁴⁴so ⁴⁵many ⁴⁶name ⁴⁷choices.

My son's ⁴⁷full name ⁴⁸reflects ⁴⁹culture and ⁵⁰history. It is Andreas Mark Ernesto Kirn. We ⁵¹named him “Andreas” when he ⁵²was born because we were ⁵³living in ⁵⁴Germany. “Andreas” ⁵⁵seemed like an ⁵⁶international name. I ⁵⁷call my ⁵⁸son “Andi” but he ⁵⁹uses the names “Andrew” and “Drew” in ⁶⁰business and ⁶¹social ⁶²life. His middle name is “Mark,” after my ⁶³grandfather “Morris.” In the ⁶⁴Jewish culture, it's ⁶⁵customary to ⁶⁶name a ⁶⁷child after a ⁶⁸relative who's no longer ⁶⁹living. His ⁷⁰father ⁷¹chose his second middle name, “Ernesto,” after a ⁷²political ⁷³figure. “Kirn” was the name of a ⁷⁴village in ⁷⁵southern Germany.

- | | | |
|--------------------|------------------|-----------------------|
| 1. Adj full | 26. ___ family | 51. ___ named |
| 2. V is | 27. ___ husband | 52. ___ was |
| 3. ___ like | 28. ___ gave | 53. ___ living |
| 4. ___ first | 29. ___ German | 54. ___ Germany |
| 5. ___ given | 30. ___ think | 55. ___ seemed |
| 6. ___ has | 31. ___ sounds | 56. ___ international |
| 7. ___ negative | 32. ___ good | 57. ___ call |
| 8. N image | 33. ___ short | 58. ___ son |
| 9. ___ media | 34. ___ seems | 59. ___ uses |
| 10. ___ be | 35. ___ fit | 60. ___ business |
| 11. ___ cow | 36. ___ book | 61. ___ social |
| 12. ___ serious | 37. ___ covers | 62. ___ life |
| 13. ___ girl | 38. ___ am | 63. ___ grandfather |
| 14. ___ glasses | 39. ___ author | 64. ___ Jewish |
| 15. ___ unmarried | 40. ___ second | 65. ___ customary |
| 16. ___ aunt | 41. ___ married | 66. ___ name |
| 17. ___ use | 42. ___ glad | 67. ___ child |
| 18. ___ prefer | 43. ___ have | 68. ___ relative |
| 19. ___ middle | 44. ___ many | 69. ___ living |
| 20. ___ means | 45. ___ name | 70. ___ father |
| 21. ___ variation | 46. ___ choices | 71. ___ chose |
| 22. ___ old | 47. ___ full | 72. ___ political |
| 23. ___ French | 48. ___ reflects | 73. ___ figure |
| 24. ___ form | 49. ___ culture | 74. ___ village |
| 25. ___ comes | 50. ___ history | 75. ___ southern |

Using the Dictionary to Find Out Parts of Speech

If we already know the *meaning* of a word, we probably know its part of speech. And if a word is new or unfamiliar, we can often figure out what part of speech it is from its function or position in the sentence—or from its ending. Also, we can find out parts of speech from the dictionary. These abbreviations usually appear after the dictionary pronunciation symbols for each word entry: *n* = noun, *pron* = pronoun, *v* = verb, *adj* = adjective, *adv* = adverb, *prep* = preposition, and so on.

Does a word have a different meaning when it becomes a different part of speech?

Often, yes, but the two meanings may be closely related. Here are examples:

- The word *use* (*uses* in the third person singular form, *using* in continuous verb phrases) is most often a verb.

It means “make *use* of.” (In this phrase the word *use* is a noun—with a different pronunciation from the verb.)

- The word *given* is the past participle form of the verb *give*, as in “I’ve *given* away my money.”

But before a noun or after a linking verb, *given* is an adjective, as in “my *given* name” (the name my parents gave me).

- The word *serious* is an adjective, as in “a *serious* person.”

But the word *seriously* is an adverb. It means “in a *serious* way.” (The most common adverb ending is *-ly*.)

Instructions: For each of the following words, write the part of speech (*N* = noun, *V* = verb, *Adj* = adjective, *Adv* = adverb). (All of the words are from this vocabulary worktext, so you can look for them in sentences if you need to.) A few answers are given.

Are there any answers you are not sure about? Check those answers in a dictionary. If a word can be more than one part of speech in different meanings or sentence positions, write those too.

- | | |
|--------------------------------|------------------------------|
| 1. <u> </u> <i>N</i> word | 26. <u> </u> endings |
| 2. <u> <i>N, V</i> </u> use | 27. <u> </u> need |
| 3. <u> </u> new | 28. <u> </u> know |
| 4. <u> </u> vocabulary | 29. <u> </u> knowledge |
| 5. <u> </u> real | 30. <u> </u> items |
| 6. <u> </u> really | 31. <u> </u> read |
| 7. <u> </u> world | 32. <u> </u> imitate |
| 8. <u> </u> pronounce | 33. <u> </u> better |
| 9. <u> </u> pronunciation | 34. <u> </u> sixteen |
| 10. <u> </u> phrases | 35. <u> </u> American |
| 11. <u> </u> aloud | 36. <u> </u> left |
| 12. <u> </u> recognize | 37. <u> </u> diagram |
| 13. <u> </u> recognition | 38. <u> </u> central |
| 14. <u> </u> parts | 39. <u> </u> function |
| 15. <u> </u> speech | 40. <u> </u> grammar |
| 16. <u> </u> adjectives | 41. <u> </u> grammatical |
| 17. <u> </u> guess | 42. <u> </u> figure |
| 18. <u> </u> meaning | 43. <u> </u> figurative |
| 19. <u> </u> context | 44. <u> </u> figuratively |
| 20. <u> </u> system | 45. <u> </u> category |
| 21. <u> </u> systematic | 46. <u> </u> categorize |
| 22. <u> </u> systematically | 47. <u> </u> cause |
| 23. <u> </u> synonyms | 48. <u> </u> typical |
| 24. <u> </u> pairs | 49. <u> </u> common |
| 25. <u> </u> reasonable | 50. <u> </u> major |

Can two words with the same ending be different parts of speech?

Yes. Here are a few examples:

- The grammatical ending *-(e)s* can appear on plural nouns or on third person singular present tense verbs.
- Not only nouns but also adjectives and adverbs may end in *-y* (as in *rainy* or *fully*).
- The ending *-an* usually appears on adjectives, but adjectives can be used as nouns in some contexts—as in a *Canadian* person = a *Canadian*.

For more information on word endings in parts of speech, see Part 9 of this vocabulary worktext. Of course, some words have no endings, so you have to know the words (or look them up) to figure out what parts of speech they are.

How can we recognize adverbs in sentences?

- When an adverb tells "how," it usually has the *-ly* ending, as in *importantly* or *generally*.
- Adverbs that tell "when," "how often," "where," etc.—such as *today*, *never*, or *there*—may not have an ending.
- Adverbs can appear in several different sentence positions—between the subject and the verb or at the beginning or end of a phrase.

Instructions: Can you figure out what part of speech a word is from its ending, meaning, or position or function in a sentence? To find out, do the following exercise.

1. In the left column are some groups of related words. First, write the part of speech of each word on the line ((*N* = noun, *V* = verb, *Adj* = adjective, *Adv* = adverb).
2. Then write the words in the blanks of the paragraph to the right. To review the rules for parts of speech in sentences, you can look back at the chart on page 25, and you can look the words up in a dictionary.

To help you, some answers are already there.

Adj important
N importance
Adv importantly

 interest
 interests (plural)
 interesting
 interested

 forget
 forgetful
 forgetfulness

 visual
 visualize
 visualization

 memory
 memorize
 memorized
 memorizing
 memorization
 remember

1. What is the importance of names in real life? In other words, why is it so important to remember people's names? More importantly, how can we do so?
2. It is usually _____ to meet new people. How can you make new friends? Be _____ in their _____. Take an _____ in people.
3. Are you _____? Do you often _____ people's names? What can you do about your _____?
4. Often, _____ people can remember names easily. That's because they can _____ people with their names. They use the memory technique of _____.
5. How's your _____ for names—and new vocabulary items? Can you _____ words quickly? Can you _____ them after a few minutes or a few days? For example, have you _____ all the vocabulary of this exercise so far? Are you good at _____ words and names? _____ can be a useful skill.

6. How about _____ as a memory technique? When we meet people, it is a good idea to _____ their names several times in conversation. It might sound _____ or _____, but it sure helps in remembering.

- ___ repeat
- ___ repetition
- ___ repetitive
- ___ repetitious

7. What do you _____ about names? Are you _____ about given (first), middle, maiden, and family (last) names? To understand the meaning or importance of names, we need _____ of the culture. That's a _____ fact.

- ___ know
- ___ known
- ___ knowledge
- ___ knowledgeable

8. Different _____ of people may have different kinds of names. For example, nicknames like "Magic" or "the Babe" are _____ of sports figures. Nature names like "Blackcloud" or "Lone Wolf" _____ American Indian culture. What _____ of names do you like?

- ___ type
- ___ types (plural)
- ___ typify
- ___ typical

9. In the United States, many women change their last names when they get _____. During the _____, they use the same last name as their husbands. But other women keep their maiden names even after they _____.

- ___ marry
- ___ married
- ___ marriage

10. Names follow _____. For example, the names Barbara, Linda, and Ruth were _____ for children in the 1930s. Also, women with those names probably dressed _____.

- ___ fashion
- ___ fashionable
- ___ fashionably

11. English given names are sometimes different from North _____ names. For example, Cyril and Reginald were common names for Englishmen, but not for men in North _____. Of course, some people _____ their names when they move to the U.S.A. Also, some vocabulary items are _____ because they don't exist in Great Britain. Only _____ use them.

- ___ America
- ___ American
- ___ Americans
- ___ Americanize
- ___ Americanisms

Can more than one related word be correct in the same sentence position?

Sometimes there are two related words—of the same part of speech—with similar meanings. Some examples are the nouns *memorizing* and *memorization*, the adjectives *repetitive* or *repetitious*, and so on.

What are some other parts of speech? Why isn't there much info about them in this section?

Nouns, verbs, adjectives, and adverbs are the major parts of speech because they are "content words." Therefore, there are many, many thousands of them. Most of the new vocabulary we hear, see, or read will fit these categories.

There is not much info about the other parts of speech in this worktext because they are "function words."

For example, the function of *pronouns* is to replace nouns. *Prepositions* show the relationship between content words. *Conjunctions* connect two words or phrases. *Articles* come before nouns. There are only limited numbers of these words, so they can be learned quickly.

___ image
 ___ images
 ___ imagine
 ___ imagination
 ___ imaginary

___ tradition
 ___ traditional
 ___ traditionally

___ relatives
 ___ relationship
 ___ related

___ decide
 ___ decisions
 ___ decisive
 ___ decidedly

12. Names carry _____ with them. For example, the name *Igor* reminds some people of the _____ monster in the novel *Frankenstein*. Can you _____ a young man named "Romeo?" In your _____, he's romantic, right? What _____ might you have of a man named "Charlie Brown?"

13. Some names come from family or cultural _____. Certain social classes in some societies tend to choose _____ names for their children. For example, _____, the first-born son has the same given name as the father.

14. Just as _____ may have the same names, vocabulary can be _____ too. There is a _____ between nouns, verbs, adjectives, and adverbs of the same word "family."

15. How can you _____ what part of speech a new word is? _____, the best method is to look at the *context* of the word. That info will help you to _____.! Later, you can check your _____ in a dictionary.

***L*earning Beyond the Book**

Can you use your knowledge of parts of speech and grammatical categories to increase your vocabulary? Let's find out!

For at least a week, list all the new or difficult words that you see. From your knowledge of word categories, guess their part of speech. Then look up each word in the dictionary to check your guess. (Write the part of speech after each word.)

You may want to study each word's meaning for the context in which you read it. You may also want to look at the related words—words that have the same root but that are different parts of speech. Read the dictionary examples to see how to use the words correctly in sentences.

Then you will begin to get an idea of how to use new vocabulary items in your own speech and writing.