UNIT ONE

LEARNING VOCABULARY FROM READING

■Part 1:
Recognizing Parts
of Speech

■Part 2: Guessing
Meaning from
Context
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■ Part 3: Using the Dictionary to Learn Vocabulary







Unit Topic:
Getting
Acquainted with
People

WHAT'S 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:

- 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.

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.

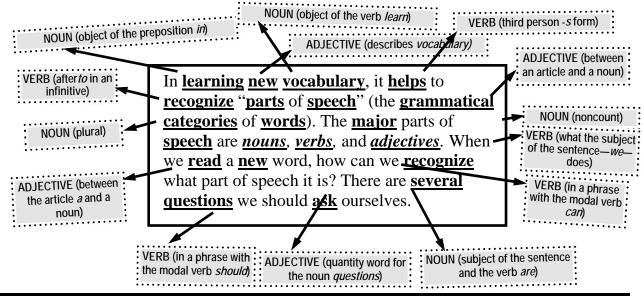
How to Recognize Parts of Speech			
	NOUN	VERB	ADJECTIVE
Function or Position in the Sentence	subjectobject (of a verb or a preposition)	• between the subject and the object in statements	describes nouns or pronounsbefore nounsafter linking verbs
Meaning (What Does the Word Name?)	peopleplacesthingsideas	 actions events conditions	appearanceother characteristics
Other Words in the Same Phrase	 articles (a, an, the, etc.) numbers quantity words (some, any, etc.) 	 forms of be, do, have modal verbs (can, could, will, may, etc.) 	 articles nouns linking verbs (be, seem, appear, look, feel, smell, etc.)
Typical (Common) Word Endings	• -(e)s (plural) • -er, -or, -ist (people) • -ship, -ness, -ance, -ism (ideas) • some other endings	 -ed (past) -ing (continuous forms) -ize, -ify, -en, -ate a few other endings 	 -ing, -ed -er, -est (comparatives) -(i)an, -ese, -ish (nationalities) -al, -a(e)nt, -able, -ous, -ic, -ive 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

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 "nounadjectives" 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 <u>underlined</u>. 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 so 44many 45name 46choices.

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

	1. <i>Adj</i> full	26 family	y 51	named
	2. V is	27 husba	and 52	was
	3 like	28 gave	53	living
4	4 first	29 Germ	an 54	Germany
	5 given	30 think	55	seemed
(6 has	31 sound	ls 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 cover	s 62	life
	13 girl	38 am	63	grandfather
	14 glasses	39 author	r 64	Jewish
	15 unmarried	40 secon	d 65	customary
	16 aunt	41 marrie	ed 66	name
	17 use	42 glad	67	_ child
	18 prefer	43 have	68	relative
	19 middle	44 many	69	living
2	20 means	45 name	70	father
2	21 variation	46 choice	es 71	chose
4	22 old	47 full	72	political
4	23 French	48 reflec	ts 73	figure
4	24 form	49 cultur	re 74	village
2	25 comes	50 histor	y 75	_ southern

Sing 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 "mygiven 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*.)

Most dictionaries give the answers to these questions about parts of speech and grammatical forms:

- 1. What part of speech is the headword (the word in bold type for the entry)?
- 2. Is the word always the *same* part of speech in all its meanings? Or can it become another part of speech in another meaning or sentence position?
- 3. What words are related to the headword? (In other words, what words have the same word root but different word endings?) What parts of speech are these related words?

Here are some examples of dictionary entries—from the *Longman Dictionary of American English*—with notes of explanation about parts of speech.

These two related words have the same root, categor. The first word has the verb ending -ize. The second word is a noun.

These are abbreviations for parts of speech (noun and verb).

This headword has the adjective ending - tive. The related adverb appears in the

This entry gives three different meanings of the headword figure when it is a noun.

same dictionary entry.

But when it is a verb, the word *figure* has different meanings and uses.

The headword for the first entry is a noun.
The related word in the second entry is an adjective. The related adverb is given too.

*go·ry /'kæṭəˌgəriy, -¡gowriy/ n -ries a ision or class in a system for dividing obs into groups according to their nature.

se¹ /kɔz/ n 1 [C] something which process an effect; a person, thing, or event that kes something happen -see REASON SAGE) 2 [U] reason: Don't complain hout (good) cause. 3 [C] a principle or vement strongly defended or supported: fought for the cause all her life.

see y caused, causing [T] to lead to; be the use of: What caused his illness? His illness used him to miss the game. He often causes uble for people. This car has caused me a of trouble.

ira-tive /'figyərətiv/ adj (of words) used some way to make a word picture or comrison: "Sweet dreams" is a figurative exsoin but "sweet coffee" is not. -compare

re' 'figyar' n 1 (the shape of) a whole man body, as shown in art or seen in lity: a group of figures on the left of the ture -see BODY (USAGE) 2 the human pe considered from the point of view of ing attractive: doing exercises to improve e's figure What a fine figure of a m/woman! (=a person with an attractive dily shape) 3 an important person: thatma Gandhi was both a political and a igious figure in Indian history.

ree v - ured, -uring 1 [I as, in] to take part:
liger figured as chief guest at the party. 2
T + (that)] AmE to consider; believe: I
ured (that) you'd want to go out. 3 That
ures! That seems reasonable and what I
pected, esp. when bad

en cy /'fluwensiy/ n [U in] the quality or

ndition of boing FLUENT and 'fluwant/ adj 1 [in] (of a person) asking or writing in an easy smooth manr: He is fluent in five languages. 2 (of each writing etc.) expressed readily and a tiling) or special duty (of a person): function of an adjective is to describe or to the meaning of a noun. The function chairperson is to lead and control meeting a large or important gathering of people pleasure or on some special occasion: room may be rented for weddings and o functions. The mayor has to attend all king of official functions.

function² v [I] (esp. of a thing) to be in act work: The machine won't function well if don't oil it.

func-tion-al/'fankfənəl/ adj made for or c cerned with practical use without ornam tation: functional furniture—functionally

gram-mar /'græmər/ n 1 [U] (the study use of) the rules by which words change the forms and are combined into sentences find German grammar very difficult.| Y must try to improve your grammar.

gram·mat·l·cal /grəˈmæṭɪkəl/ adj 1 [A] c cerning grammar 2 correct according to rules of grammar: That is not a grammati sentence. -grammatically adv

grand-fa-ther /'græn,foðər, 'grænd-/ n father of someone's father or mother

rec·og·ni·tion /ˌrɛkəgˈnɪʃən/ n [S;U] 1 act of recognizing:

rec·og·nize AmE | also -nise BrE / rek | naiz/ v -nized, -nizing [T] 1 to know a remember (someone or something one I seen before): I recognized Mary in the phograph. 2 [as] to accept as being lawful or re or as having value.

vo-cab·u·lar·y /vowˈkæbyəˌlɛriy, və-/ n -ie all the words known to a particular person used in a particular kind of work, et Our baby's just starting to talk; he's go vocabulary of about ten words. I find difficult to understand the vocabulary the law courts. 2 a list of words, usu alphabetical order and with explanations their meanings, less complete than

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. N	word	26	endings
2. N , V		27	need
3.	new	28	know
4	vocabulary	29	knowledge
5	real	30	items
6	really	31	read
7	world	32	imitate
8	pronounce	33	better
9	pronunciation	34	sixteen
10	phrases	35	American
11	aloud	36	left
12	recognize	37	diagram
13	recognition	38	central
14	parts	39	function
15	speech	40	grammar
16	adjectives	41	grammatical
17	guess	42	figure
18	meaning	43	figurative
19	context	44	figuratively
20	system	45	category
21	systematic	46	categorize
22	systematically	47	cause
23	synonyms	48	typical
24	pairs	49	common
25	reasonable	50	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	1. What is the <u>importance</u> of names in real life? In other words, why is it so <u>important</u> to remember people's names? More <u>importantly</u> , how can we do so?
interest interests (plural) interesting interested	2. It is usually to meet new people. How can you make new friends? Be in their Take an in people.
forget forgetful forgetfulness	3. Are you? Do you often people's names? What can you do about your?
visual visualize visualization	4. Often, people can remember names easily. That's because they can people with their names. They use the memory technique of
<pre> memory memorize memorized memorizing memorization</pre>	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.

remember

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	Can more than one related word be correct in the same
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	sentence position? Sometimes there are two related words—of the same part of
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	speech—with similar meanings. Some examples are the nouns memorizing and memorization, the adjectives
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	the adjectives repetitive or repetitious, and so on.
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	America American	
	men in North Of course, some people their names when they move to the U.S.A. Also, some vocabulary items are	Americans Americanize	
	don't exist in Great Britain. Only	Americanisms	

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	12. Names carry with them. For example, the name <i>Igor</i> reminds some people of the monster in the novel <i>Frankenstein</i> . Can you a young man named "Romeo?" In your, he's romantic, right? What might you have of a man named "Charlie Brown?"
tradition traditional traditionally	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.
relatives relationship related	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."
decide decisions decisive decidedly	15. How can you what part of speech a new word is?, the best method is to look at the <i>context</i> of the word. That info will help you to! Later, you can check your in a dictionary.

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.