

## UNIT 10

### Parts of Speech

? Days

- Lesson 1 - Vocabularies Change - 1 Day
- Lesson 2 - Multicultural Language - 1 Day
- Lesson 3 - Changing Functions of Words - 1 Day
- Lesson 4 - A Common Characteristic of Languages - 1 Day
- Lesson 5 - The Eight Parts of Speech - 1 Day
- Lesson 6 - Suffixes on Parts of Speech - 1 Day
- Lesson 7 - Parts of Speech Game - 1 Day
- Lesson 8 - Parts of Speech Project - ? Days

Vocab	Terms
	Parts of Speech
	Preposition
	Adverb
	Conjunction
	Interjection
	Pronoun

## Unit 10 - Parts of Speech

### Lesson 1 - Vocabularies change

You will arrive at a study of what the parts of speech are by looking at the two themes which are subdivisions of this unit. Refer to these two themes throughout the year, looking for other ways in which languages change and for other things that are common to many languages. This unit will also serve as an introduction to units involving individual parts of speech and prefixes and suffixes.

#### Discuss

- We all have changed in some way over the last year / month / vacation. Tell us something that has changed about you, and whether you think it was a change for the better or not. (You might want to limit it to things that are not physical.)
- Vocabularies change too. As you grow older you use different words / more words.
- This happens to cultures too. Words change meaning, and new words are added to a culture's vocabulary.

#### Activity

- Have students form groups to think up lists of words in the following categories. Then write them on the board to discuss.
- Think of words that probably did not exist 200 years ago. (e.g. television, bicycle)  
(Point out that even though these things did not exist in ancient times, some of the words for them come from ancient words.)
- Think of words that do not mean the same as they did to your grandparents. (e.g. gay, printer)

#### Discuss

- What causes changes in vocabulary over time?  
e.g. *new technology, inventions, different customs*
  - How do changes in vocabulary spread?  
e.g. *computer, newspapers, songs, word of mouth*
  - Do changes spread faster today than 2000 years ago? Why?
  - Do you think languages will change more and more quickly in the future?
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#### Homework

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## Unit 10 - Parts of Speech

### Lesson 2 - Multicultural language

#### Discuss

- What will English be like in 3000 years? Will it still be in use and called English? Will all of the dialects become so different that they are all named different languages?
- Will all languages meld together into one or will there be even more languages in the world?
- Review the Indo-European and Romance language trees. Can you use these trees as evidence that languages are constantly evolving and that more and more languages are always being created?

#### Activity

- With this exercise examine how languages change by adopting words from other cultures.
- List on the board what everyone's favorite food is - no duplicates.
- Circle ethnic dishes.  
e.g. lasagne, tacos
- How many cultures are represented both with the dishes and with the origins of the words.  
e.g. lasagne - Italian dish and word  
filet mignon - French words

#### Discuss

- Our language seems to be multicultural. Languages mix when cultures mix, and vocabularies grow.
- Summarize: how languages can change
- new languages / dialects can form from old ones
- new words can be added to a vocabulary
- words can change their meaning
- words can be adopted from another culture

(Show them how to look for the derivation of a word in the dictionary and where the list of abbreviations of languages is for the homework. Shown on p.69)

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Homework  
page 68-69

## Unit 10 - Parts of Speech

### Lesson 3 - Changing functions of words

#### Activity

Follow up from the homework. Put a dictionary between two students and have them look up some of their own commonly used English words to find the derivation. Share them with the class.

Have all of the pairs look up the word **beauty**. What is the derivation?

Now ask them to look before and after the word beauty in the dictionary to see if it changes into words with different functions.

e.g. *beautiful, beautify*

#### Discuss

- Words within a language can change their endings to be used in different ways. We can change the noun beauty into the adjective beautiful to describe a noun or into the verb beautify to do an action.
- These different forms of a word are different parts of speech. Each part of speech has its own function.
- Dividing words into different parts of speech is the most basic way of starting to look at what words can do, what their different roles are in a sentence.
- Almost every language divides all of its words into the same parts of speech, and so this is one of the most basic things that languages have in common - the parts of speech - the building blocks of grammar.

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#### Homework

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## Unit 10 - Parts of Speech

### Lesson 4 - A common characteristic of languages

#### Activity

- Make a list of what we all have in common on the board - characteristics and habits.  
e.g. *We all eat. We all wear clothes.*
- Find differences within the commonalities.  
e.g. *We all have hair, but some have brown, blond or straight, curly or long, short.*
- Call three students up to demonstrate different hair types. Then give each student a sign to hold with the name of a language on it.  
e.g. *Portuguese, Swahili, Dutch*

#### Discuss

- Languages are like us; they have common characteristics and habits but individual ways of doing things.
- The common characteristic of languages that we will now study is the parts of speech.
- Once you know what they are in one language, you will know what they are when you study another language.

#### Activity

- Tell them that you are going to perform an experiment on one of them without warning.
- Ask one student to tell you about his/her last weekend or vacation or birthday.
- As the student is talking freely, copy on the board what he says verbatim, ums and all, until you run out of space.
- Ask the students to pick out the nouns, and erase them from the board. Read what is left. The facts are gone.
- Erase all of the verbs. The action is gone. Erase the adjectives. The description is gone.
- What is left? Identify the parts of speech of the remaining words, trying to figure out what function each is performing.  
*noun - adjective - preposition - pronoun - conjunction - adverb - verb - interjection*  
(perhaps do articles separately as a special type of adjective)

Show students how amazing it is that in their ordinary daily speech, they regularly use all of the parts of speech.

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#### Homework

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#### Terms

parts of speech

preposition

adverb

conjunction

interjection

pronoun

## Unit 10 - Parts of Speech

### Lesson 5 - The eight parts of speech

#### Activity

- Review the list of the parts of speech.
- Give a few examples of each part of speech.
- As a class write a sentence that has every part of speech in it.

Project the chart from page 73 and think up answers as a class. Have the students either figure out or make up a test they can use to determine the part of speech of a word. These are some of the tests my students have developed. (Some parts of speech will be covered in detail in later units. There is no need to get complicated here.)

Part of speech	Example	Function	Test
noun	frog	person, place, thing	the _____, or starts with a capital letter
verb	to drink, to be	action or state of being	you can do it
adjective	happy	describes a noun	She is _____.
pronoun	he, who	replaces a noun	you can put it in the place of a noun

preposition	under, between	starts a phrase that describes "where" (to simplify matters)	answers the question "Where?"
adverb	slowly, very	describes how verbs are done; describes other adjectives and other adverbs	answers the question "How?"
conjunction	and, but	connects parts of sentence or parts of speech	are there two things being connected?
interjection	oh, yes	exclamation	not connected with any other function of sentence, separated by commas

## Unit 10 - Parts of Speech

### Lesson 6 - Suffixes on parts of speech

#### Activity

- Working with a partner, students complete p.74.
- Have them group the suffixes by parts of speech.  
e.g.  
nouns: -ness, -tor, -or, -er, -ment, -tion, -y  
verbs: -ate, -en, -ire, -fy  
adjectives: -ful, -ous, -able, -ary, -ing (briefly review participles)  
adverbs: -ly
- Run words like friendly and cowardly vs. bravely and angrily through the parts of speech tests. "She is cowardly," but not "She is bravely."

#### Discuss

- By changing the endings of words we can make different uses for words. We can then express ourselves with greater variety.
- In highly inflected languages, such as Latin, when we change the inflection of a word, we can change its gender, number, function in a sentence, etc.  
In English and many other languages when we change the ending of a word, when we use a different suffix, we can change the whole part of speech of the word.
- You can figure out some other information, other than what the part of speech is, by looking at the suffixes.  
e.g. -tor, -or, -er refer to people  
-ness is a noun that has been made from an adjective  
-tion is a noun that has been made from a verb

Generate some lists to test these patterns.

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## Unit 10 - Parts of Speech

### Lesson 7 - Parts of speech game

#### Activity

Write each of the following words on an index card. Place cards face up on the floor.

admire - administer - breath - narrate - dictate - move federation - produce - candidate - capital - captive - pass  
glory - favor - divide - dominant - fear - hand - inclined - fright

- Students are in groups of three with blank paper and pens.
  - Teams make a name for themselves and write it on the board. This is where they will keep track of their points.
  - Follow directions for game on p.76. They should have this open to follow as they play.
  - Follow up by sharing results as a class.
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#### Homework

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## Unit 10 - Parts of Speech

### Lesson 8 - Parts of speech project

If you have access to the video Grammar Rock from Schoolhouse Rock, use it as a prelude to this project.

#### Project

Students do this project with a group. The size of the groups will be determined by your class size, since you need eight groups, one for each part of speech.

The members of each group are going to be the spokesmen for their part of speech and will create an advertising campaign for their parts of speech.

They can make a commercial, a video, a jingle, a booklet, an action dance, etc. in which they explain the function of their part of speech and give many examples. Their goal is to inform and persuade their audience that their part of speech is the most useful one. The rest of the class can be investors and invest money in each of the projects as they are presented.

These projects can take a few days of class time, and it will also take a few days for every group to act out or present their final products.

This is a major project and again encourage their creativity. Some group make five or six different parts of their advertising campaign and this gives everyone in the group something to do.

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#### Homework project