

# Title

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# Words

## Word classes

## 5 minute exercise

### Words

Definition

### Word classes

3 ways to define word classes

So which test?

Let's meet the word classes!

Categorization of word classes

Word classes and language impairment

### 5 minute exercise

5 minute exercises

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'minimal standalone symbolic unit'

MiSS

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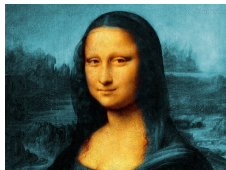
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## Symbolic versus iconic



A: What was he doing? B: **Working**

A: How would you describe the experience? B: **Unbelievable**  
**Shark!!!!!!!!!! Swim!!!!!!!!!!**

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1. Inactive
2. Careless
3. She saw a blackbird in the tree

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A verb is a DOING word

An adjective is a DESCRIBING word

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1. The raging river tore through the valley
2. That film really sucks

# 3 ways to define word classes

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(1) Functional

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## (2) Morphological

e.g. we can make a verb progressive by adding -ing

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## (3) Positional

e.g. verbs come after subjects and before objects, e.g. she **ate** the fish, she **likes** cheese.

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1. Content versus function words
2. Open versus closed class.
3. What the words do in the sentence?
4. Where do they appear in the sentence?

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## From *Robot* to *Mobot*

Recent nouns  
(plus the exclamative *doh!*)



Robot  
Karel Capek, 1920

Thought police - 1946

Loser - 1960

Spam, 1970 – Monty Python\*

Email, 1982

Cyberspace, 1984

Doh!, 1985\*\*

Internet, 1990 - 1995

Chav\*\*\*, 1998

Brangelina, 2005

Mobot, 2012

\* This sketch is regarded as the origin of the use of *spam* to describe unsolicited email

\*\* This term was popularised by *the Simpsons*

\*\*\* This is actually derived from a Latin word for child. However, the current meaning dates from the late 1980s



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Word classes which come inside the Noun Phrase

$\left\{ \begin{array}{c} \text{DET.} \\ the \\ these \\ some \end{array} \right\}$   $\left\{ \begin{array}{c} \text{ADV.} \\ really \\ very \\ totally \end{array} \right\}$   $\left\{ \begin{array}{c} \text{ADJ.} \\ lovely \\ mean \\ furry \end{array} \right\}$  cats NOUN like fish

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The cats  $\left\{ \begin{array}{c} \text{AUX.} \\ \text{are} \end{array} \right\} \left\{ \begin{array}{c} \text{ADV.} \\ \text{always} \\ \text{greedily} \\ \text{really} \end{array} \right\} \text{licking VERB the bowl.}$

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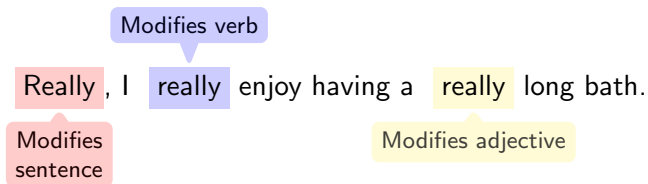
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The three types of adverb.



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## Examples of prepositions

He's been living  $\left\{ \begin{array}{l} \text{with } [his \text{ pet dog}] \\ \text{in } [a \text{ log cabin}] \\ \text{in } [the \text{ wilds of Alaska}] \\ \text{for } [many \text{ years}] \end{array} \right\}$

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## Children with language impairments

- ▶ Tend to miss out function words
- ▶ Have difficulties understanding prepositions (when used to express location), e.g. on, in
- ▶ Have reduced verb diversity
- ▶ Sometimes omit arguments of the verb, e.g. 'She put the books'

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A student says 'I am going to a lection'. What does 'lection' mean, and how has this error arisen?