BỘ GIÁO DỤC VÀ ĐÀO TẠO

TRƯỜNG ĐẠI HỌC DÂN LẬP HẢI PHÒNG

ISO 9001:2008

KHÓA LUẬN TỐT NGHIỆP

NGÀNH: NGOẠI NGỮ

Sinh viên   : Hoàng Phương Thảo

Giảng viên hướng dẫn:ThS. Nguyễn Thị Yến Thoa

HẢI PHÒNG - 2013

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TRƯỜNG ĐẠI HỌC DÂN LẬP HẢI PHÒNG

AN ANALYSIS OF NOUNS FORMED BY SUFFIXES

IN ENGLISH -A CASE STUDY OF THE TEXTBOOK

"SOLUTIONS – PRE-INTERMEDIATE"

KHÓA LUẬN TỐT NGHIỆP ĐẠI HỌC HỆ CHÍNH QUY

NGÀNH: NGOẠI NGỮ

Sinh viên   :Hoàng Phương Thảo

Lớp   : NA1301

Giảng viên hướng dẫn:ThS. Nguyễn Thị Yến Thoa

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TRƯỜNG ĐẠI HỌC DÂN LẬP HẢI PHÒNG

NHIỆM VỤ ĐỀ TÀI TỐT NGHIỆP

Sinh viên: ....Mã SV:........................

Lớp: ....Ngành:..

Tên đề tài: ....

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NHIỆM VỤ ĐỀ TÀI

1. Nội dung và các yêu cầu cần giải quyết trong nhiệm vụ đề tài tốt nghiệp (về lý luận, thực tiễn, các số liệu cần tính toán và các bản vẽ).

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2. Các số liệu cần thiết để thiết kế, tính toán.

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3. Địa điểm thực tập tốt nghiệp.

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CÁN BỘ HƯỚNG DẪN ĐỀ TÀI TỐT NGHIỆP

Người hướng dẫn thứ nhất:

Họ và tên:..

Học hàm, học vị:...

Cơ quan công tác:...

Nội dung hướng dẫn:...

Người hướng dẫn thứ hai:

Họ và tên:..

Học hàm, học vị:...

Cơ quan công tác:...

Nội dung hướng dẫn:...

Đề tài tốt nghiệp được giao ngày 25 tháng 03 năm 2013

Yêu cầu phải hoàn thành xong trước ngày 29 tháng 06 năm 2013

Đã nhận nhiệm vụ ĐTTN   Đã giao nhiệm vụ ĐTTN

Sinh viên   *Người hướng dẫn*

Hải Phòng, ngày ...... tháng........năm 2013

Hiệu trưởng

GS.TS.NGƯT *Trần Hữu Nghị*

PHẦN NHẬN XÉT CỦA CÁN BỘ HƯỚNG DẪN

1. **Tinh thần thái độ của sinh viên trong quá trình làm đề tài tốt nghiệp:**

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2. **Đánh giá chất lượng của khóa luận (so với nội dung yêu cầu đã đề ra trong nhiệm vụ Đ.T. T.N trên các mặt lý luận, thực tiễn, tính toán số liệu…):**

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3. **Cho điểm của cán bộ hướng dẫn (ghi bằng cả số và chữ):**

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Hải Phòng, ngày … tháng … năm 2013

Cán bộ hướng dẫn

(Ký và ghi rõ họ tên)

NHẬN XÉT ĐÁNH GIÁ
CỦA NGƯỜI CHẤM PHẢN BIỆN ĐỀ TÀI TỐT NGHIỆP

1. Đánh giá chất lượng đề tài tốt nghiệp về các mặt thu thập và phân tích tài liệu, số liệu ban đầu, giá trị lí luận và thực tiễn của đề tài.

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2. Cho điểm của người chấm phản biện : ………………………..

(Điểm ghi bằng số và chữ)

Ngày.......... tháng......... năm 2013

Người chấm phản biện

ACKOWLEDGEMENTS

When I wrote my graduation paper, I received much help. I was not only sufficiently provided with documents but also got lots of experience and guidance and help from my teachers as well as my friends.

In the first place, I would like to express my deep thanks to my supervisor Ms. Nguyen Thi Yen Thoa, M.A – for her valuable guidance, helpful suggestions and critical feedback throughout the research. Without her help this paper will never be completed.

Besides, I would like to give my sincere thanks to Haiphong Private University for providing us professional learning environment and facilities, as well as all teachers in the Faculty of Foreign languages for giving enthusiasm and sympathies to lift us to be the better ones as we are today.

In addition, my deep thank is also sent to my family and my friends for their support in the period of time I was doing research and finish the process of this paper.

At last, because of limited knowledge and time in the process of completion, shortcomings cannot be avoided so I expect to receive helpful advice from teachers and readers to make the paper perfect.

Student:

Hoang Phuong Thao

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PART 1: INTRODUCTION

1. Rationale

Nowadays, English is used in the world as the global language. There are more and more people learning it. In the process of learning English, there are many problems facing learners. One of those problems is associated with affixes especially suffixes.

Firstly, English is an inflectional language in which words are formed by affixes. For English learners, affixes especially suffixes usually cause confusions. In order to have deep understanding and avoid confusion, suffix researching is very necessary.

Secondly, the textbook for Haiphong Private University's non-majors namely "Solutions – pre-intermediate" by Tim Falla and Paul A Davies (2007), like any other text books includes a great number of texts using nouns formed by suffixes. The students of English levels 3-4 usually get trouble when they use this textbook. It is also motivating for me to fulfill this graduation paper.

Suffixes in English are an interesting topic which has attracted a large number of language researchers and students. However, my graduation paper just focuses on nouns formed by suffixes so it will be detailed and helpful for English non-major at Haiphong Private University. It is the reason why this paper is called "An analysis of nouns formed by suffixes in English – A case study of the textbook "Solutions – pre-intermediate" has come into existence.

2. Scope of the study

Noun formation is so large and difficult that my graduation paper cannot cover all kinds of noun formation; it only focuses on nouns formed by suffixes especially derived nouns. The most typical suffixes used to form nouns will be analyzed. There are 10 selected texts from the textbook "Solutions – pre-intermediate" and I will analyze them to find problems and give solutions to English non-majors at levels 3, 4.

3. Aims of study

Nouns formed by suffixes are an extremely difficult topic and it is easy to be confused. Being aware of this fact, my graduation paper is aimed at:

- Giving a clear analysis of nouns formed by English suffixes in ten typical texts.
- Help students avoid problems or misunderstanding about nouns formed by suffixes in reading the texts.
- Help students have an insight into English vocabulary to be able to use it effectively in communication.

4. Methods

In order to understand nouns formed by suffixes in English, these following methods are used in the studying process:

- Questionnaires: Questionnaires will be given to both teachers and students at levels 3, 4 non-majors to collect the data on their problems and difficulties when they use the textbook "Solutions – pre-intermediate" to serve the study.
- Materials analysis: The author of this study will read different reference books to find and collect needed information and analyze them to contribute to the study.

5. Design of the study

This paper provides a clear organization consisting of three main parts, which are: introduction, development and conclusion. There are five small parts in Part I – Introduction namely: Rationale, Scope of the study, Aims of the study, Methods of the study and Design of the study. Part II – Development includes four main chapters such as Literature Review, Practical Background, An analysis of nouns formed by suffixes in 10 selected texts and Application of the study. In chapter 1, there are three small parts, which are "Morphemes", "Words and types of words" and "Noun-forming suffixes". In these subdivisions, some knowledge about morphemes, words, noun-forming suffixes will be presented. Chapter 2 is "Practical background" with two small

parts: An overview on the textbook "Solutions - pre-intermediate" and Common problems facing students in understanding the texts. Chapter 3 is called "An analysis of nouns formed by suffixes in ten selected texts", chapter 4 is called "Application of the study". The last part is Part III - Conclusion which summarizes the main points of the study and suggests ideas for further study.

PART II: DEVELOPMENT
CHAPTER 1: LITERATURE REVIEW

1.1. Morphemes
1.1.1. What is a morpheme?

In linguistics, a morpheme is the smallest grammatical unit in a language. A morpheme is not identical to a word, and the principal difference between the two is that a morpheme may or may not stand alone, whereas a word, by definition, is freestanding. Every word comprises one or more morphemes. A morpheme may be defined in different ways:

Firstly, according to Eugene A Nida (1946: 1), *"morphemes are the minimal meaningful units which may constitute words or parts of words"*.

A morpheme may be defined as the minimal linguistics sign, a grammatical unit that is an arbitrary union of a sound and a meaning and that cannot be further analyzed. This definition may be too simple, but it will serve our purposes for now. Every word in every language is composed of one or more morphemes.

Secondly, *"A morpheme is the smallest meaningful unit in a language which cannot be divided into smaller ones"*.

(Le Van Su, 2003: 152)

In language, there are many units such as phonemes, morphemes, words, phrases, clauses, sentences and texts. A phoneme is the smallest unit but it does not have meaning so a morpheme is the smallest meaningful and it cannot be divided without altering or destroying its meaning.

Thirdly, in the view of Hoang Tat Truong (1993: 11), "*A morpheme is the smallest meaningful unit of language that is not independent and only occurs in speech only as a part of a word"*.

Eg:

- ❖ Cat: 1 morpheme "cat".
- ❖ Cats: 2 morphemes "cat" + "s".
- ❖ Teachers: 3 morphemes "teach" + "er" + "s".

In short, morphemes may be defined as the minimal meaningful language units and it cannot be divided any further into meaningful parts. A morpheme has its sound form and meaning but unlike a word, it is not independent and occurs in speech only as part of a word although a word may consist of only one morpheme.

1.1.2. Types of morphemes

Basically, morphemes can be divided into two mains types: root morpheme and affixational morpheme. To clarify the types of morpheme, let us consider the following chart:

```
                        MORPHEME
            ┌───────────────┴───────────────┐
       Root morpheme              Affixational morpheme
      ┌──────┴──────┐             ┌──────────┴──────────┐
  Free root    Bound root    Inflectional      Derivational
                               morpheme           morpheme
                                             ┌──────┴──────┐
                                          Prefix        Suffix
```
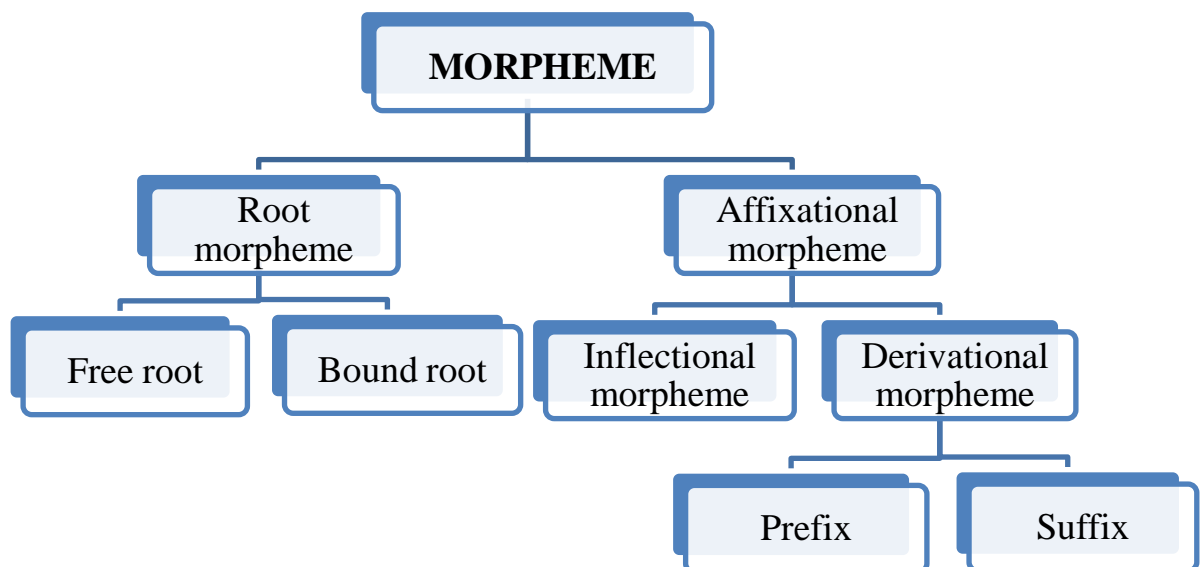
a/ Root morphemes

A root morpheme (the root) is also called the lexical morpheme or simply the root. It is the primary element of a word and conveys its lexical meaning.

Eg:

❖ "FRIEND": <u>Friend</u>ship (relationship between friends).

   <u>Friend</u>ly (behaving in a kind and pleasant way because you treat somebody as a friend).

❖ "BOOK": <u>Book</u>worm (a person who likes reading very much).

   <u>Book</u>shop (a shop or a store that sells books).

In the examples above, we have the roots "friend, book". The root remains after removing all the other elements and cannot be analyzed any further. There are two subtypes of root morphemes: free roots and bound roots.

Firstly, root morphemes are free roots because they can function independently.

Eg:

❖ WORK: <u>work</u>shop, <u>work</u>book, home<u>work</u>, house<u>work</u>,…

From a word ***"work"*** (job), we have ***"workbook"*** (a book with exercises in it, often with spaces for students to write answers in, to help them practice what they have learnt), ***"homework"*** (a work that is given by teachers for students to do at home), ***"housework"*** (the work involved in taking care of a home and family such as cleaning, cooking, …).

Secondly, the other type is bound roots, very few root morphemes are bound roots. Bound roots cannot function independently and it has to be combined with other morphemes.

Eg:

❖ "BIO" – (It means "life"): biography (the story of person's life written by somebody else), biology (the scientific study of the life and structure of plants and animals).
❖ "GRAM" – (It means "written"): telegram (a message sent by telegraph and then printed and given to somebody), grammar (the rules in a language for changing the form of words and joining them into sentences).

In short, most of the root morphemes in English are free ones. Free morphemes are the forms which can stand by themselves as words and bound morphemes are the forms which cannot stand by themselves but as part of words.

b/ Affixational morphemes

Affixational morphemes are further divided into inflectional grammatical morpheme and derivational morphemes.

The first is an inflectional grammatical morpheme. It is also called inflection or ending and it carries the grammatical meaning of the word.

Eg:

- ❖ Student<u>s</u>, student<u>'s</u>, students<u>'</u> (Noun paradigm)
- ❖ Prett<u>ier</u>, prett<u>iest</u> (Adjective paradigm)
- ❖ Stud<u>ies</u>, study<u>ing</u>, stud<u>ied</u> (Verb paradigm)

The second is a derivational morpheme (or lexical morpheme) which carries both lexical and inflectional meanings of the word.

Basing on its position to the root, there are two subtypes of derivational morphemes, as follows:

Firstly, the derivational morphemes which stand before the roots are called prefixes.

Eg:

- ❖ <u>un</u>like, <u>un</u>happy, <u>un</u>lucky,…

Secondly, the derivational morphemes which stand after the roots are called suffixes.

Eg:

- ❖ care<u>ful</u>. Hope<u>ful</u>,…

1.2.   Words

1.2.1. What is a word?

The existence of a word is usually taken for granted by the speakers of a language. It has been estimated that average speakers of a language know from 45000 to 60000 words. The words we know form part of our linguistic knowledge. Words appear in every phrases, sentences, paragraphs, essays, etc. The word itself is an abstract definition. Most fluent learners of English seem to know what a word is. They know, for example, that words are listed in dictionaries, that they are separated in writing by spaces. But it is one thing to identify words and another to suggest a definition that will apply to all types of word in English. So there are many scholars to define the words and their definitions can be expressed to satisfy and serve for the learners. For

example, we can consider the word as an uninterruptible unit of structure consisting of one or more morphemes and which typical occurs in the structure of phrases. Besides, some linguists base on semantic or phonological criteria to define the word.

According to Hoang Tat Truong (1993:11)*, "A word is a dialectical unity of form and content, independent unit of language to form a sentence by itself"*

In fact, a sentence is may be made by many words or only a word.

E.g:

❖ He hardly said ten words all morning.

The sentence above contains 7 words. However, only one word also makes a sentence.

E.g:

❖ Go!

We can consider "go" is an imperative sentence. This sentence means an order or a command for somebody to "go".

Also, there are many other word definitions, for example:

On the view of Le Van Su, 2003: 51: *"A word is the smallest linguistic unit which can go alone in speech and writing".*

A word consists of one or more spoken sounds or their written representation that functions as a principal carrier of meaning. Words are composed of one or more morphemes.

According to Wikipedia, *"in language, a word is the smallest element that may be uttered in isolation with semantic or pragmatic content".* This contrasts with a morpheme, which is the smallest unit of meaning but will not necessarily stand on its own. A word may consist of a single morpheme (for example: *rock, red, quick, run, expect*), or several (*rocks, redness, quickly, running, unexpected*), whereas a morpheme may not be able to stand on its own as a word (in the words just mentioned, these are *"-s", "-ness", "-ly", "-ing", "un-", "-ed"*). A complex word will typically include a root and one or more affixes (*rocks, redness, quickly, running, unexpected*).Words can be put

together to build larger elements of language, such as phrases (*a red rock*), clauses (*I threw a rock*), and sentences (*He threw a rock too but he missed*).

Due to the limitation of time and paper, this paper cannot show all word definitions. You can read and analyze my definitions in order to evaluate and refer.

1.2.2. Types of words

There are many ways to classify words; the concept of a morpheme now allows us to classify words into three types namely simple words, derived words and compound words. The following is the chart of words.

```
                    WORD
      ┌──────────────┼──────────────┐
  simple          derived        compound
   word            word            word
```
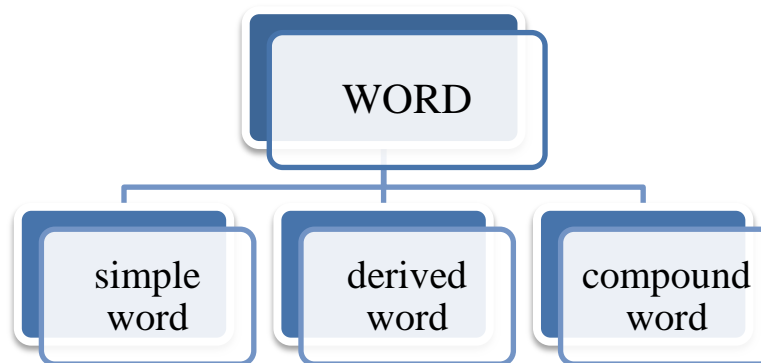
Firstly, a simple word is one that only consists of a root morpheme, for example, boy, girl, cat, hat,….

Secondly, a derived word is one that consists of a root and one or more derivational morphemes, for example, teacher, student, realistic,…

Lastly, a compound word is one that has at least two roots, with or without derivational morphemes, for example, lady - killer, happy - go - lucky,…

1.3.   Noun-forming suffixes in English

A suffix is a combination of letters added at the end of a word, or word root. Its purpose is either to form a new word or to show the function of the word. In the part, the suffixes used to form nouns will be discussed. There are

several suffixes we will see now which form nouns: "-ness", "-ment", "-ity", "-ion", "-ance",…. All these suffixes are used with various adjectives or verbs to form their noun counterparts. Make a note that these suffixes do not stand alone. They have to couple with the roots to get meaning.

1.3.1. Suffixes forming nouns from verbs

Nouns are formed from verbs in many ways. Some have the same form as the verbs while others add a suffix.

a/ The suffix "-age"

This suffix derives nouns that express an activity or its result. Nouns denote a collective entity or quantity. Due to inherent ambiguities of certain coinages, the meaning can be extended to include locations.

Eg:

* ❖ Drain (Verb): to make sth empty or dry by removing all the liquid from it.
* ➢ Drainage (Noun): the process by which water or liquid waste is drained from an area.

b/ The suffix "-al"

It is combined with verbs to create nouns. The new noun denotes an action or the result of an action.

Eg:

* ❖ To propose (Verb): to suggest a plan or an idea … for people to think about and decide on.
* ➢ Proposal (Noun): formal suggestion or plan; the act of making a suggestion.

c/ The suffix "-ant"

This suffix forms count nouns referring to persons or to substances involved in biological chemical or physical process.

Eg:

* ❖ To inhabit (Verb): to live in a particular place.
* ➢ Inhabitant (Noun): person or an animal that lives in a particular place.

d/ The suffix "-ation"

The suffix "-ation" is directly attached to nouns without any intervening verb in "-ate". These forms where "-ation" is directly attached in scientific discourse with words denoting chemical or other substances.

Eg:

- ❖ To combine (Verb): To come together to form a single thing or group; to join two or more things or groups together to form a single one.
- ➢ Combination (Noun): two or more things joined or mixed together to form a single unit.

e/ The suffix "-ee"

The meaning if this suffix can be rather clearly discerned. It derives nouns denoting sentient entities that are involved in an event as non-volitional participants.

Eg:

- ❖ To employ (Verb): to give sb a job to do for payment
- ➢ Employee (Noun): person who is paid to work for sb

f/ The suffix "-er" / "-or".

It is combined with verbs to create new nouns. It denotes active or volitional participants in an event. Furthermore, "-er" is used to create person nouns indicating place of origin or residence.

Eg:

- ❖ To sing (Verb): to make musical sounds with your voice in the form of a song or tune.
- ➢ Singer (Noun): person who sings, or whose job is singing.
- ❖ To visit (Verb): to go to see a person or a place for a period of time.
- ➢ Visitor (Noun): person who visits a person or place.
- ❖ Cook (Verb): to prepare food by heating it, for example by boiling, baking or frying it.
- ➢ Cooker (Noun): a large piece of equipment for cooking food, containing an oven and gas or electric rings on top.
- ❖ London (Noun): the capital city of England.

➢ Londoner (Noun): a person from London in England.

g/ The suffix "-ing"

The suffix "-ing" is combined with bare infinitive to make present participle. Some present participles are used as nouns describing the action which the verb refers.

Eg:

❖ To read (Verb): to look at and understand the meaning of written or printed words or symbols.

➢ Reading (Noun): the activity of somebody who reads.

h/ The suffix "-ment"

This suffix changes a verb to a noun. A new noun denotes the execute process or the result of that process. Verbs ending by "-ish" and "-gree" are combined with the suffix "-ment" to create new nouns.

Eg:

❖ To punish (Verb): to make somebody suffer because they have broken the law or done something wrong.

➢ Punishment (Noun): an illegal act or activity that can be punished by law.

❖ To agree (Verb): to have the same opinion as somebody

➢ Agreement (Noun): promise or a contract made with somebody.

1.3.2. Suffixes forming nouns from adjectives

There are five suffixes which derive nouns from adjectives. They are "-ness", "-ity", "-ist", "-ism" and "-dom".

a/ The suffix "-dom"

This suffix is combined with adjectives to make nouns. It denotes the experience which the adjectives refer.

Eg:

❖ Free (Adj): not under the control

➢ Freedom (Noun): the right to do or say what you want without anyone stopping you.

b/ The suffix "-ism"

The suffix "-ism" is formed by abstract nouns from other nouns and adjectives. Derivatives belonging to this category denote the related concepts state, condition, attitude and system of beliefs or theory.

Eg:

❖ Social (Adj): connected with society and the way it is organized.
➢ Socialism (Noun): a set of political and economic theories based on the belief that everyone has an equal right.

c/ The suffix "-ist"

This suffix derives nouns denoting persons, mostly from nominal and adjectival bases. All nouns in "-ism" which denote attitudes, beliefs or theories have potential counterparts is "-ist". The semantics of "-ist" can be considered underspecified "person having to do with X". With the exact meaning of the derivative being a function of the meaning of the base and further inferencing. These suffixes will be presented in this part respectively.

Eg:

❖ Social (Adj): connected with society and the way it is organized.
➢ Socialist (Noun): a person who believes in or supports socialism, a member of a political party that believes in socialism.

d/ The suffix "-ity"

Words belonging to this morphological category are nouns denoting qualities, states or properties. Apart from the compositional meaning just described.

Eg:

❖ National (Adj): connected with a particular nation; shared by a whole nation.
➢ Nationality (Noun): the legal right of belonging to a particular nation.

f/ The suffix "-ness"

Quality noun forming "-ness" is perhaps the most productive suffix of English. The suffix can attach to practically any adjective, and apart from

adjectival base words we find nouns as in "thingness", pronouns as in "us-ness" and frequently phrases as in "all-or-nothing-ness".

Eg:

- ❖ Sad (Adj): unhappy or showing unhappiness
- ➢ Sadness (Noun): the feeling of being sad

1.3.3. Suffixes forming nouns from nouns

On the view of Randolph Quirk and Sidney Greenbaum, the nouns forming from nouns can be subdivided into four major groups. The first group is occupational with three suffixes namely "-ster", "-eer" and "er". The second group includes four suffixes "-let", "-ette", "ess" and "-y"/ "-ie" with namely diminutive or feminine. Status and domain are the third group. It includes five suffixes: "-hood", "-ship", "-dom", "-ocracy" and "-(e)ry". The last group includes other suffixes such as "-ing", "-ful", …

a/ The suffix "-ster"

This suffix combines with some nouns to create new nouns. This new nouns denote the person who engaged in an occupation or activity.

Eg:

- ❖ A gang (Noun): an organized group of criminals.
- ➢ A gangster (Noun): a member of a group of violent criminals.

b/ The suffix "-eer"

This is another person noun forming suffix, whose meaning can be paraphrased as "person who deals in, is concerned with" as evidenced in forms such as auctioneer, mountaineer,…

Eg:

- ❖ Engine (Noun): the part of a vehicle that produces power to make the vehicle move.
- ➢ Engineer (Noun): a person whose job involves designing and building engines, machines, roads, …

c/ The suffix "-er"

Nouns with suffix "-er" varied meanings. Apart from performers of actions we find instrument nouns such as *steamer, mixer*, nouns denoting entities associated with an activity such as *trainer, winner*. Furthermore, "-er" is used to create person nouns indicating place of origin or residence (as in Londoner, New Yorker).

Eg:

- ❖ London (Noun): the capital city of England
- ➢ Londoner (Noun): the people who live in London.

d/ The suffix "-let"

This suffix is added to count nouns to denoting the meaning: small, unimportant.

Eg:

- ❖ Pig (Noun): an animal with pink, black or brown skin, short legs, a broad nose and a short tail which curls round itself
- ➢ Piglet (Noun): a young pig

e/ The suffix "-ette"

This suffix combines with some nouns to create new nouns. This new nouns denote the meaning: small, compact, imitation, females.

Eg:

- ❖ A kitchen (Noun): a room in which meals are cooked or prepared.
- ➢ A kitchenette (Noun): a small room or part of a room used as a kitchen, for example in a flat/ apartment.

f/ The suffix "-ess"

This suffix derives a comparatively small number of mostly established nouns referring exclusively to female humans and animals.

Eg:

- ❖ Lion (Noun): a large powerful animal of the cat family that hunts in group and lives in parts of Africa and southern Asia.
- ➢ Lioness (Noun): a female lion

15

g/ The suffix "-y" / "-ie"

These suffixes combine with almost nouns or name to create a familiar form or close name. These words usually are used by young children or people who want to express friendly.

Eg:

- ❖ Dad (Noun): means father - a male parent of a child
- ➢ Daddy (Noun): means father and used especially by and to young children and often as a name.

h/ The suffix "-hood"

Similar in meaning to "-dom", "-hood" derivatives express concepts such as "state" (as in childhood, adulthood). As with other suffixes, metaphorical extensions can create new meanings, for example the sense "area" in the highly frequent "neighborhood" which originates in the collectivity sense of the suffix.

Eg:

- ❖ Child (Noun): a young human who is not yet an adult.
- ➢ Childhood (Noun): the period of sb's life when they are a child.

i/ The suffix "-ship"

The suffix "-ship" forms nouns denoting "state" or "condition", similar in meaning to derivatives in "-age", "-hood". Base words are mostly person nouns as in (friendship, membership, clerkship). Extensions of the basic senses occur, for example "activity" (as in courtship or censorship)

Eg:

- ❖ Friend (Noun): a person you know well and like, and who is not usually a member your family.
- ➢ Friendship (Noun): a relationship between friends

j/ The suffix "dom"

The native suffix "-dom" is semantically closely related to "-hood" and "-ship", which express similar concepts. This suffix attaches to nouns to form nominal which denote domains, territories or conditions (as in kingdom, stardom).

Eg:

- ❖ King (Noun): the male ruler of an independent state that has a royal family.
- ➢ Kingdom (Noun): a country ruled by a king or queen

k/ The suffix "-ocracy"

The suffix "-ocracy" forms nouns denoting the system of government.

Eg:

- ❖ Democracy (Noun): a system of government in which all the people of country can vote to elect their representatives.

l/ The suffix "-(e)ry"

Formations in "-(e)ry" refer to locations which stand in some kind of connection to what is denoted by the base. More specific meaning such as "place where a specific activity is carried out" or "place where a specific article or service is available" could be postulated (as in bakery, fishery). In addition to the locations, "-(e)ry" derivatives can also denote collectivities (as in machinery, pottery).

Eg:

- ❖ Machine (Noun): a piece of equipment with moving parts that designed to do a particular job.
- ➢ Machinery (Noun): the parts of a machine that make it work.

m/ The suffix "-ing"

This suffix is added to create non-count nouns from count nouns. It denotes the substance of which N is composed.

Eg:

- ❖ Panel (Noun): a square or rectangular piece of wood, glass or metal that forms part of a larger surface such as a door or wall.
- ➢ Panelling (Noun): square or rectangular pieces of wood used to cover and decorate walls ceilings, …

n/ The suffix "-ful"

The nominal suffix "-ful" derives measure partitive nouns (similar to expressions such as *a lot of, a bunch of*) from nominal base words that can be construed as containers: *cupful, mouthful, stickful, …*

Eg:

- ❖ Cup (Noun): a small container shaped like a bowl, usually with a handle, used for drinking tea, coffee, …
- ➢ Cupful (Noun): the amount that a cup will hold

❈ **Conclusion:**

Suffixes can be classified in different ways according to different principles. This below is the chart of noun-forming suffixes:

a/ Suffixes forming nouns from verbs

Suffix	Added to -> to form	Meaning	Examples
-AGE	Verbs -> non-count abstract noun	Activity, result of activity	drainge
-AL	Verbs -> nouns	Action	refusal, dismissal
-ANT	Verbs -> nouns	Agentive and instrumental	inhabitant, disinfectant
-ATION	Verb -> abstract nouns or collective nouns	State action, institution	exploration, organization
-EE	Verbs -> personal nouns	Passive	Employee
-ER / -OR	Verbs -> nouns	Agentive and instrumental	drive receiver, actor
-ING	Verbs -> abstract nouns or concrete nouns	Activity or result of activity	driving, building
-MENT	Verbs -> nouns	State, action	amazement

b/ Suffixes forming nouns from adjectives

Suffix	Added to -> to form	Meaning	Examples
-DOM	Adjectives -> nouns	Condition	Freedom
-ISM	Adjectives -> abstract nouns	Attitude	Idealism
-IST	Adjectives -> personal nouns	Member of a party	Socialist
-ITY	Adjectives -> abstract nouns	State, quality	Sanity
-NESS	Adjectives -> abstract nouns	State, quality	Happiness

c/ Suffixes forming nouns from nouns

Suffix	Added to -> to form	Meaning	Examples
-STER **-EER**	Nouns -> person nouns	Person engaged in an occupation or activity	gangster, engineer
-ER	Nouns -> nouns	Person, instrument, resident,…	teenager, Londoner, cooker
-LET	Count nouns -> count nouns	Small, unimportant	booklet, piglet
-ETTE	Nouns -> nouns	Small, compact	Kitchenette
-ESS	Animate nouns -> animate nouns	Female	Waitress
-Y/ -IE	Nouns -> nouns	Close name	Daddy
-HOOD	Nouns -> abstract nouns	status	Boyhood
-SHIP	Nouns -> abstract nouns	Status, condition	friendship, dictatorship
-DOM	Nouns -> abstract nouns	Domain, condition	Kingdom, stardom
-OCRACY	Nouns -> abstract nouns	System of government	Democracy
-(E)RY	Chiefly -> abstract nouns, concrete count noun, non-count nouns	Behaviour, place of activity, collectivity	slavery, refinery, machinery
-ING	Nount nouns -> non-count nouns	The substance of which N is composed	Paneling
-FUL	Count nouns -> Count nouns	The amount which N contains	Mouthful

CHAPTER 2: PRACTICAL BACKGROUND

2.1. An overview on the textbook "Solutions – pre-intermediate"

"Solutions – pre-intermediate" was written by Tim Falla and Paul A Davies. In 2007, it was publish by Oxford University press. This textbook includes ten units and each unit is about an interesting theme. It supplies for learners a large of vocabulary and grammar. There are many reading texts and basing on these reading texts, learners have the chance to know about the culture, the people of many countries in the world. There are a large number of exercises which are mentioned in this textbook. It helps learners confirm and improve their English. In short, this is the useful textbook for learners.

2.2. Common problems facing students in understanding the texts

Solutions – pre-intermediate is a good textbook and it is given to use for English non-majors at Haiphong Private University, especially students at level three and four. In the using this textbook, there are many problems which students have to face in understanding the texts such as grammar, vocabulary, …. There are many students who said that they had problem with suffixes. Nouns formed by suffixes are one of these problems will be found out and discussed in this part.

2.2.1. Survey questionnaires with students at levels 3 and 4

"Solutions - pre-intermediate" by Tim Falla and Paul A Davies, 2007, Oxford, is a good textbook for English non-majors at Haiphong Private University, especially students at level 3 and 4. However, when using this textbook, students usually get trouble with nouns forming suffixes. It is the reason why the survey is carried out.

a/ Survey questionnaire for students at levels 3 and 4

This questionnaire consists of ten questions. The first question is level of English which students are learning. The second question is the problem which students encounter the most in learning process. Question 3 and 4 are the importance of the reading skill and the suffixes in reading the texts. Question 5 and 6 are students' opinion about the textbook "Solutions – pre-

intermediate". Question 7 is the following aspects which students find the most confusing in reading the texts. Question 8 is the way to deal with new words of students. Question 9 and 10 are students' opinion about understanding the texts in "Solutions – pre-intermediate".

b/ Survey questionnaire for lecturers at levels 3 and 4

Ten questions are presented in this part. Question 1 is the level of English which lecturers are teaching. Question 2 is the lecturers' idea about problems of their students in learning English. Question 3 and 4 are their opinion about the reading skill and the suffixes in reading the texts. Question 5 and 6 are lecturers' opinion about the textbook "Solutions – pre-intermediate" and reading texts for their students. Question is problem which their students usually confuse in reading the texts. Question 8 is the way which lecturers often give students to learning new words. Question 9 and 10 are lecturers' opinion about their students' understanding the texts in "Solutions – pre-intermediate".

2.2.2. Findings

This is the survey for English non-majors levels 3, 4 and English lecturers who are teaching English at levels 3 and 4 at Haiphong Private University to collect data to serve the graduation paper called "An analysis of nouns formed by suffixes in the texts in the textbook "Solutions-pre-intermediate".

There are two survey questionnaires and the following are the analysis reports.

a/ The survey for English non-majors at levels 3 and 4

Firstly, it is the analysis report from the survey of English non-majors levels 3 and 4.The chart below will show data of the survey for English non-majors at Haiphong Private University.

Category	a	b	c	d
1	40	50	10	0
2	34	44	22	0
3	42	46	12	0
4	60	34	16	0
5	8	28	44	20
6	10	28	46	16
7	32	20	30	18
8	56	18	16	10
9	32	68	0	0
10	64	36	0	0
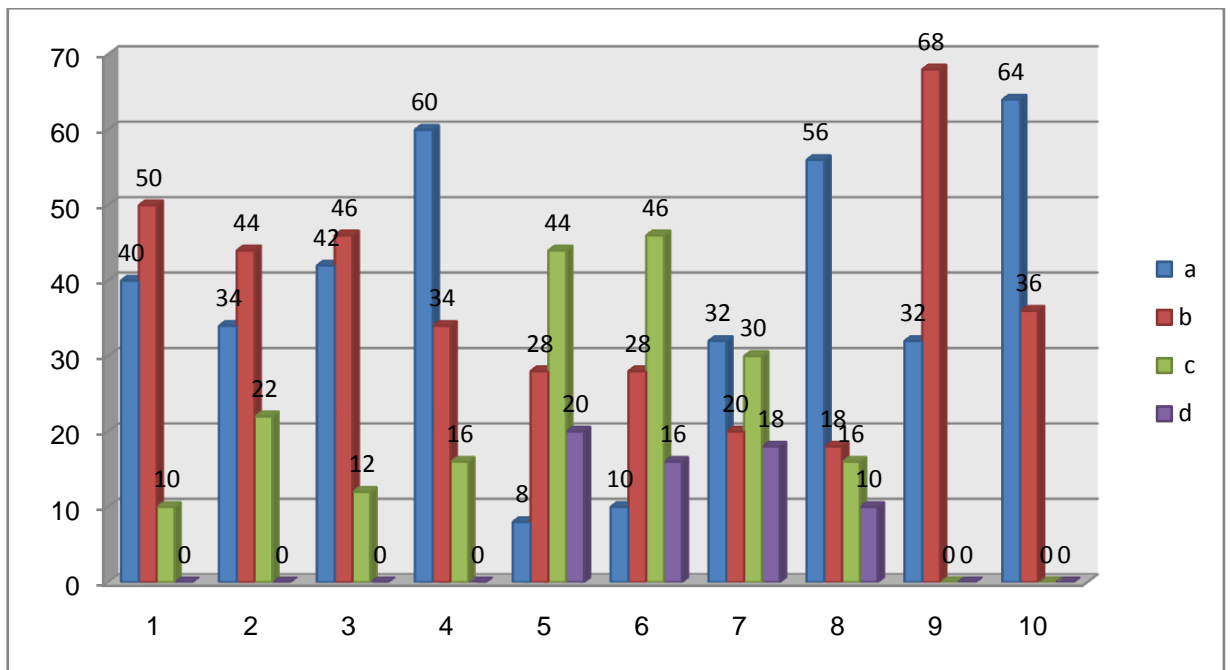
It is clear from the chart, 40% of the English non-majors at level 3, and 50 % at level 4 and 10% at other levels take part in this survey. When learning English, three aspects are mentioned namely grammar, vocabulary and pronunciation. 34% of the students have problems with grammar, 22% have problems with pronunciation and 44% have problems with vocabulary. That is, most students face problems of vocabulary. Vocabulary is a wide category and it is the reason why students usually get trouble.

The reading skill is very important and necessary in English language learning. Based on this data, there are 12% of the students who think that the reading skill is unimportant. 42% of the students think that the reading skill is important and specially, 46% think that it is very important. The reading skill is very important because it contributes to the understanding level and time to do exercise.

When reading the texts, 60% of the students think that the suffixes are important, 34% think that it is very important and 16% of the students think that it is unimportant. In fact, the suffixes in reading the text are very important. If students understand suffixes, they can know about types of words and understand its meaning. It is the way to learning English better.

"Solution – pre-intermediate" is a very interesting textbook. There are many ideas about this text book. 8% of the students think it is easy to learning, 28% of them think it is normal, 44% of the students think that it is difficult and

20% of the students think this text book is very difficult. This text book includes many reading texts and exercises so it is not easy to understand and learn. The reading texts contain much information. 10% of the students think that it is easy, 28% think that it is normal. 46% and 16% of them think that it is difficult and very difficult. It takes them much time to understand these reading texts.

There are many aspects which students feel confused in reading the texts in the textbook "Solution – pre-intermediate" such as rules of grammar, prefixes, suffixes, idioms and phrases,…. Based on the data of this survey, 32% of the students have problems with rules of grammar. 20% of them have problems with prefixes and 30% have problems with suffixes. Many students said that they usually didn't understand the meaning of words formed by suffixes so it takes much time to read the texts. There are 18% of the students who have problems with idioms and phrases. This data show that suffixes are easy to be confused so students should spend time understanding the suffixes more and more.

There are many ways to deal with new words in reading the texts. 56% of the students usually look new words up in dictionaries. Using dictionaries is very popular but it is not a good way to learn new words. When students use dictionaries, they know the meaning of new words very fast but it is easy to forget these meanings. 18% of the students guess words from context, 16% of them understand new words by analyzing word structures. Analyzing word structures help students remember the meaning a long time and it is really the way to learn English better. Besides three main ways, 10% students have other ways of learning new words.

When using this textbook, 32% of the students understand the texts little and 68% of the students understand so much. 64% of them find the texts interesting and 36% of the students think it is unintersting. Looking at data of the survey, we can know about the reasons why many students feel uninterested in the texts. If they give a lot of time to learn vocabulary and have a good way to learn new words such as analyzing word structures, they will understand the reading texts so much. They think the textbook is very interesting and the reading texts are attractive.

In short, look at the data of this survey, we can see that many problems which are existence. Many students have problems with grammar, pronunciation especially vocabulary. Almost students think that the text book "Solutions – pre-intermediate" is difficult and they usually have problems when using this text book. Some of their most popular problem is rules grammar and suffixes. This is the reason why some students understand the texts a little and they don't find the interesting in the texts of this text book.

b/ The survey for English lecturers at levels 3 and 4

Secondly, it is the analysis report from the survey for English lecturers who are teaching English at levels 3 and 4 at Haiphong Private University. The chart below will show data of this survey.
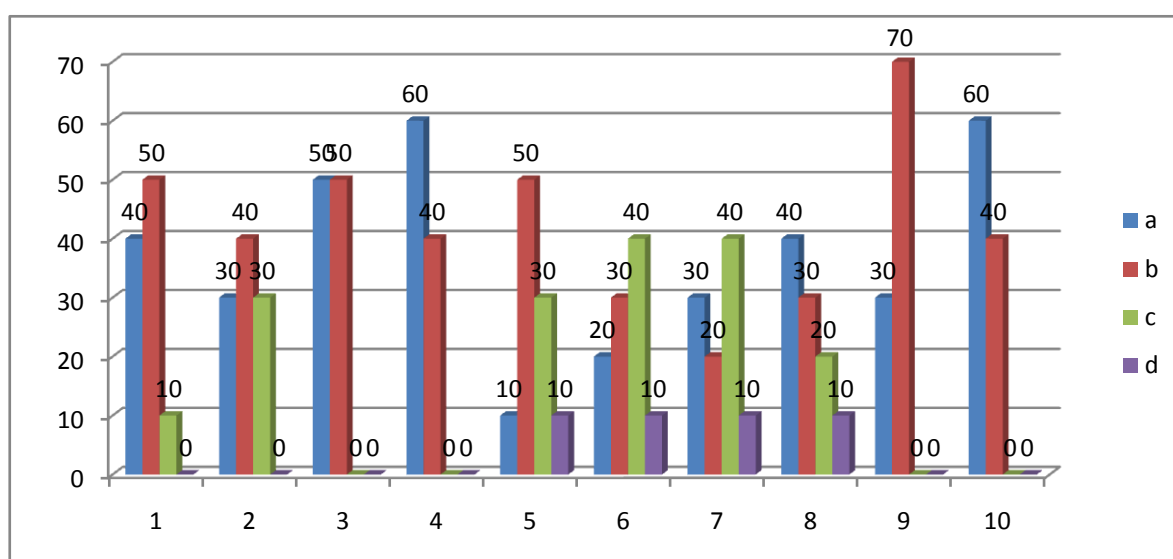
There are 10 English lecturers who take part in this survey. 40% of the lecturers teach level 3, 50% of them teach level 4 and 10% lecturers who teach other levels. In their opinion, there are many problems which their students encounter when learning English such as grammar, vocabulary and pronunciation. 30% lecturers think that their students have problems with grammar, 40% think that their students have problems with vocabulary and 30% think that pronunciation is the problem of their students.

There are many skills which we should pay attention when learning English. When being asked about reading skill, 50% of the lectures think that it is important and 50% think that it is very important. Reading skill is very important; it is one of four basic skills to learn English. When reading the texts, 60% lecturers think that suffixes are important for their students, 40%

think that it is very important. Suffixes contribute to the meaning of words and it is very necessary to understand reading content and improve the reading skill.

"Solution – pre-intermediate" is a very interesting textbook with a lot of suitable contents. 10% of the lecturers think this textbook is easy for their students. 50% of the lecturers think it is suitable with the proficiency level of students at level 3 and 4, 30 % think that this textbook is difficult and 10% of the lecturers think it is very difficult for their students. Reading texts in this textbook is not too long and each reading text is divided by many small paragraphs. This is very convenient for students in learning process. 20% of the lecturers think that these reading texts in "Solution – pre-intermediate" are easy to their students. 30% of them think that it is normal. Besides, 40% of the lecturers think it is really difficult and 10% think it is very difficult for their students.

When reading texts, students usually face with many problems such as word structures, grammar,…. In teaching process, 30% of the lecturers think that their students find rule grammar the most confusing, 20% of them think that their students have problems with prefixes. 40% of the lecturers think that their students are usually confused with suffixes. Only 10% of the lecturers think idioms and phrases are problems of their students. There are many suffixes and it makes the change of word form so it is very easy to be confused. In short, to learn English better, students should spend a lot of time on suffixes.

In reading process, there are some new words, 40 % of the lecturers suggest their students to using dictionaries. Although using dictionaries saves time to reading but students cannot remember the meaning of new words in a long time. Therefore, 30% of the lecturers encourage their students guessing words from contexts. Besides, 20% of them also help their students analyzing word structures. These ways will help students remember new words very well. Besides looking up in dictionaries, guessing words from contexts, analyzing word structures, 10% of the lecturers think that their students have other ways to learning new words.

There are many kinds of reading texts with a lot of pictures to help students to understand easily. The content of reading texts is very suitable with students who are learning level 3 and 4. It is the reason why 70% of the lecturers think their students understand the texts so much. Besides, 30% of them think that some their students understand the text a little. 60% of the lecturers think that their students feel interesting and 40% of them think their students do not find interesting in the texts. There are many short coming in students' learning process. If students work hard and spend time learning new vocabulary, they will find textbook very interesting and they will be attracted by this textbook and reading texts in there.
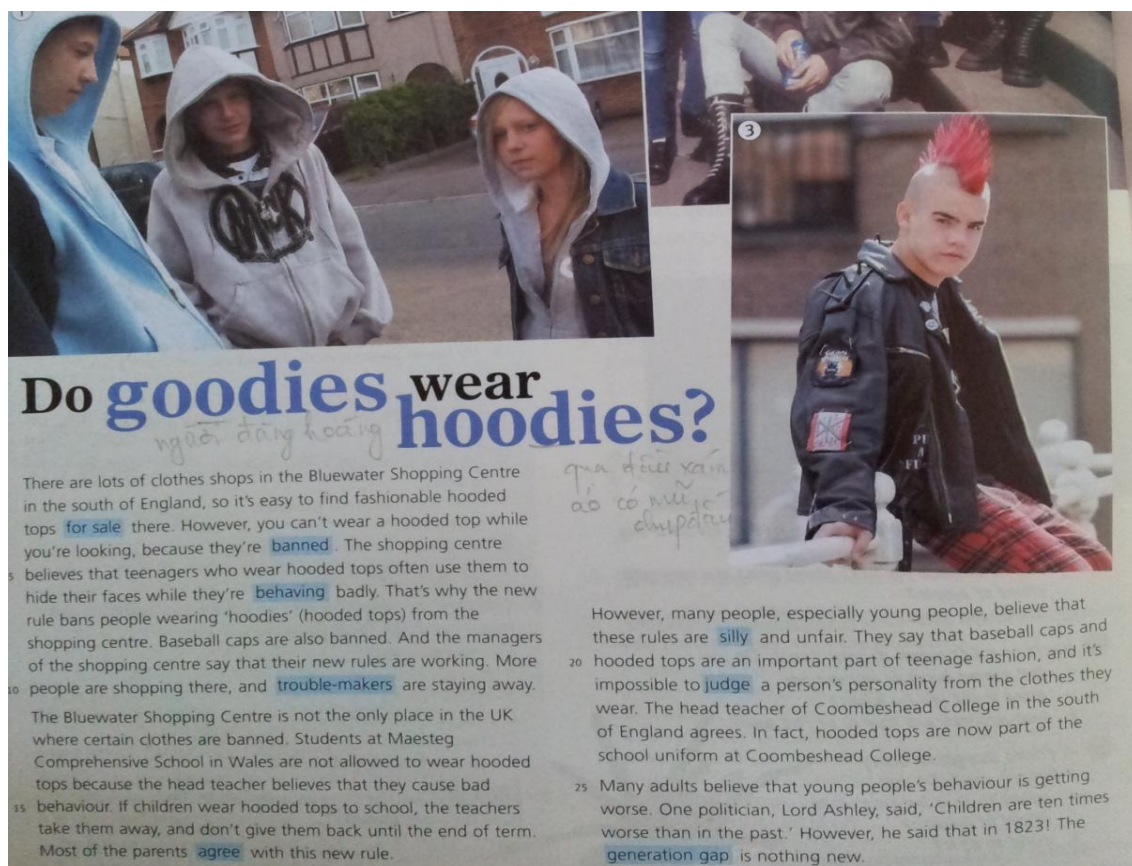
In brief, base on data of the survey for English lecturers who are teaching English at level 3 and 4, many students' problems are existence such as grammar, vocabulary and pronunciation. When being asked, many lecturers said that vocabulary was the most popular of their students. Almost lecturers think that reading skill is very important so students should give time to this skill. 50% lecturers think that the text book "Solutions – pre-intermediate" is normal and 30% of them think that it is difficult to their students. It is the reason why their students find confusion in using this text book. Their students face to many problems such as rules grammar, prefixes, suffixes and idioms and phrases. Suffixes are one of the most popular problems of their students. It causes the confusion about the function and the meaning of vocabulary. It is the reason why some students don't find the motivation to understand the texts in this text book.

CHAPTER 3: AN ANALYSIS OF NOUNS FORMED BY SUFFIXES IN 10 SELECTED TEXTS

Solutions – pre-intermediate was written by Tim Falla and Paul A Davies, 2007, Oxford. It includes ten units with a great number of exercises. Each unit includes many activities to help students improve their English skills. It supplies many skills such as listening skill, speaking skill, reading skill and writing skill. Each unit contains some reading texts with a lot of information about vocabulary, grammar and culture. Each reading text is an interesting topic. Ten reading texts are chosen and analyzed to help English non-majors at Haiphong Private University understand nouns forming from suffixes clearly.

In this part, nouns formed by suffixes will be chosen from ten texts and it will be analyzed in detail about the functions and meanings especially the meaning in these context.

3.1. "Do goodies wear hoodies?" (Tim Fall and Paul A Davies, 2007: 8)

This text will answer the question "do goodies wear hoodies?" In the UK, teenagers can't wear a hooded top because they are banned. Teachers and many people believe that teenagers who wear hooded tops often use them to hide their faces while they are behaving badly. Students at some schools are not allowed to wear hooded tops and most of the parents agree with this rule. However, many people, especially young people believe that these rules are silly and unfair. According to them, it is fashionable and it is impossible to judge a person's personality from the clothes they wear. There are many arguments about this problem and in fact, hooded tops are now popular and it is a part of some schools uniform.

That is the main content of the texts. The following is the analysis of the nouns formed by suffixes used in the text. When a word is analyzed, it shows the roots and the suffixes which create the suffixes-nouns. Besides, the meaning of those words especially the meanings in the contexts are presented.

- **Teenager**: This is a noun which is formed from the adjective *"teenage"* (age between 13 and 19, connected with people of this age). The suffix "-er" is added to create "teenager" (a person who is between 13 and 19 years old). In the text, teenagers are those wearing hooded tops.

- **Manager**: This noun is create by the root "manage" (to succeed in doing something, especially something difficult) and the suffix "-er" (person). This noun denotes a person who is in charge of running a business, a shop/store or a similar organization. In this text, manager is person in charge of running a shop/store which sells hoodies (hooded tops).

- **Trouble-maker**: This noun is formed from verb by the way adding suffix *"er".* It denotes a person who often causes trouble. In this text, trouble-makers are people who behave badly.

- **Teacher:** By the way adding the suffix *"-er",* this noun is formed from the verb *"teach"* (to give lessons to students in a school; to help somebody learn something by giving information about it). It means a person who teaches. In the text, head teacher is a person who is in charge of Maesteg Comprehensive School in Wales.

- **Behaviour:** This noun is formed by the verb *"behave"* (to do things in a way that people think is correct or polite). The suffix *"-iour"* is added to the verb *"behave"* to create this noun. It denotes the meaning "the way that somebody behaves, especially towards other people". In the text, it means attitude, treatment of teenagers who are those wearing hooded tops.
- **Personality**: The suffix *"-ity"* is added to the adjective *"personal"* (connected with individual people, especially their feelings, characters and relationships) to create the noun "personality". This noun denotes the qualities of a person's character that make them interesting and attractive. In the text, it denotes the character of person from their clothes.
- **Politician**: The suffix *"-ian"* is added the noun *"politics"* (the activities involved in getting and using power in public life, and being able influence decisions that affect a country or a society) to create this noun. It means: a person whose job is connected with politics, especially as an elected member of parliament. In this text, it denotes the job of Lord Ashley who said "Children are ten times worse than in the past".
- **Generation**: The suffix *"-ation"* is added to the verb "generate" (to produce or create something) to denote "all the people who were born at about the same time". In the text, it denotes the people who were born in the time from 1823 to now.

In this text, some words are easy to guess the meanings such as "teenager", "teacher", … Besides, others are more difficult to guess the meanings so students should pay attention the contexts to get the right meaning.

3.2. "Surfing superstar!" (Tim Fall and Paul A Davies, 2007: 18)

Surfing superstar!

On the morning of 31 October 2003 Bethany Hamilton decided to go surfing with some friends in Hawaii. The sky was clear, the sun was shining and it was a perfect day for surfing on the big waves near the island of Kauai.

The 13-year-old surfing star was lying on her surfboard about 300 metres from the beach. She was waiting for the next big wave, and her arms were hanging in the clear, blue water. Suddenly a five-metre tiger shark bit her left arm and shook her backwards and forwards. Bethany held onto her board and the shark eventually swam away – but it took her arm with it. It also took a huge piece of her board. Luckily it attacked only once. It happened so fast that Bethany didn't even scream.

Bethany was one of the best teenage surfers in the world, and was planning to become a professional surfer. Immediately after the attack, she thought: 'I need to get back to the beach' and 'Will I lose my sponsors?' Her friends didn't see the attack, and as Bethany started swimming back to the beach with one arm, they thought at first that she was joking. Then they saw the blood and quickly came to help.

The really incredible thing about Bethany is that only ten weeks later she was surfing again in a competition. Less than a year after the accident she won first place in a surfing competition in Hawaii. Before the accident a lot of professional surfers thought that Bethany was going to be the women's world champion. Very few of them have changed their opinion.

Surfing is one of the popular sports. Bethany Hamilton is a 13-year-old surfing star and she told about her accident while she was going surfing on the morning of 31 October 2003 in Hawaii. It is the attraction of five – metre tiger shark. She tried to get back to the beach with one arm. Bethany was planning to become a professional surfer. Although she was injured, she did not give up her plan. She was surfing again in a competition after ten weeks. Less than a year after the accident she won first place in a surfing competition. A lot of professional surfers thought that she was going to be the women's world champion.

That is the main content of the text. The following is the analysis of the nouns formed by suffixes which used in the text.

- **Surfer**: This noun is created by the way adding suffix *"-er"* to the verb *"surf"* (to take part in the sport of riding on waves on a surfboard). "Surfer" means a person who goes surfing. In the text, it denotes the sport which players lie on their surfboard and go on the big waves.
- **Competition**: The suffix *"ition"* is added to the verb *"compete"* (to try to be more successful or better than somebody else who is trying to do the same as you) to create this noun. It means a situation in which people or organizations compete with each other for something that not

everyone can have. In this text, it is surfing competition which is welcome in Hawaii.

These suffixes-nouns above are easy to guess the meanings. Students should analyze the word structures to guess their meaning easily.

3.3. "Monowi. Population:1" (Tim Fall and Paul A Davies, 2007: 29)

This text tells about Elsie Eiler who is the mayor of Monowi, a tiny town in the northern Nebraska, USA. But that isn't her only job; she is also the town clerk, the town treasurer and the librarian. She has got a lot of different jobs because Monowi has got a population of one – Elsie. Monowi is completely silent town with some old cars and a lot of rubbish. School, shop, even the church have been closed. The life in Monowi has been difficult so almost

people left the town to look for work in bigger towns. Now, Elsie lives alone but she is not lonely. She has a bar and farmers and truck drivers travel a long way to eat, to drink at her café. Elsie likes this place and as long as she can take care of herself, she will stay here.

The main content of the text is summary in the above. The following is the analysis of the nouns formed by suffixes which are used in the text.

- **Treasurer:** It is combination between the verb *"treasure"* (to have or keep something that you love and that is extremely valuable to you) and the suffix *"-er"* to denote a person who is responsible for the money and accounts of a club or an organization. In the text, it is the job of Elsie Eiler who keeps the money in Monowi.

- **Librarian**: The suffix *"-ian"* is added to the noun *"library"* (a building in which collections of books, CDs, newspapers are kept for people to read, study or borrow) to create a new noun. This new noun denotes a person who is in charge of or works in a library. Librarian is also the job of Elsie Eiler who manages everything in the library at Monowi.

- **Farmer**: To create the noun "farmer", the suffix *"-er"* is added to the noun *"farm"* (an area of land, and the buildings on it, used for growing crop and/or keeping animals. It denotes a person who owns or manages a farm. In this text, it is the job of people who lived and worked on farms in Monowi in the 1930s.

- **Inhabitant**: The suffix *"-ant"* is added to the verb *"inhabit"* (to live in a particular place) to create the noun *"inhabitant".* It denotes a person or an animal that lives or inhabits in a particular place. In this text, inhabitants are the people who lived in Monowi.

- **Driver**: It is the combination between the verb *"drive"* (to operate a vehicle so that it goes in a particular direction) and the suffix *"-er"* to denote a person who drives a vehicle. In this text, drivers are the people who drive truck. They are customers at Elsie Eiler's café.

Almost words in the text are easy to guess the meaning. If students understand these suffixes, they can guess the meaning easier.

3.4. "A British Spy" (Tim Fall and Paul A Davies, 2007: 36)

This text tells about James Bond who has been figure in over twenty films is Britain. The author of the James Bond books is Ian Fleming (1908-1964) who used his wartime experience in the intelligence services to write fourteen Bond books. James Bond works for MI6, the international part of the British Intelligence Service. His other name is 007. In the books and films, he is charming, sensitive and many affairs with women. There are six actors who have played the part of Bond.

That is the main content of the text. The following is the analysis in detail of the nouns formed by suffixes which are used in this text.

- **British**: the people who live in Britain. The suffix **"-ish"** is added to the noun **"Britain"** to create this noun. The consonant "ain" in this verb is dropped. In the text, it denotes the author of the James Bond books**.**

- **Action**: It is created by the way adding the suffix **"-ition"** to the verb **"act"** (to do something for a particular purpose or in order to deal with

a situation). Action means the process of doing something in order to make something happen or to deal with a situation. In the text, action film is one kind of the films which have a lot of exciting actions and adventures.

- **Actor**: This noun is created by the way adding the suffix *"-or"* to the verb *"act".* It denotes a person who performs on the stage, on television or in films/movies, especially as a profession. In the text, it denotes the people who have played the part of Bond.

- **Intelligence:** This noun is created by the way adding the suffix *"-ce"* to the adjective *"intelligent"* (good at learning, understanding and thinking in a logical way about thing; showing this ability). The consonant "t" in this adjective is dropped. "Intelligence" means the ability to learn, understand and think in a logical way about things; the ability to do this well. In the text, in the Second World War, Fleming got a job in the British Intelligence Service.

- **Journalist**: To create this noun, the suffix *"ist"* is added to the noun *"journal"* (a newspaper or magazine that deals a particular subject or profession). It means a person whose job is to collect and write news stories for newspapers, magazines, radio or television. In the text, this is the job of Ian Fleming who is the author of the James Bond in the 1930s.

- **Journalism**: This noun is created by the way of adding the suffix *"ism"* to the noun *"journal"* (a newspaper or magazine that deals a particular subject or profession). It denotes the meaning: the work of collecting and writing news stories for newspapers, magazines, radio or television Journalism is the work of journalist; it is also the work of Fleming after the war.

- **Banke**r: The suffix *"-er"* is added to the noun *"bank"* (an organization that provides various financial services, for example keeping or lending money) to create this noun. "Banker" means a person who owns a bank or has an important job at a bank. In the text, it is the job of Fleming in the 1930s.

- **Thriller**: This noun is created by the way adding the suffix *"-er"* to the noun *"thrill"* (a strong feeling of excitement or pleasure; an experience that gives you this feeling). It means a book, play or film/movie with an

exciting story, especially one about crime or spying. In this text, Fleming started writing thrillers in 1953.

In the text, some words are easy to guess the meanings. Others are more difficult to guess the meanings such as "thriller". This word causes the confusion for many students. Almost students think that the suffixes "-er" denotes a person but in this case, it denotes one kind of books. It is the reason why students should spend time learning suffixes.

3.5. "Gift – giving in Britain" (Tim Fall and Paul A Davies, 2007: 46)
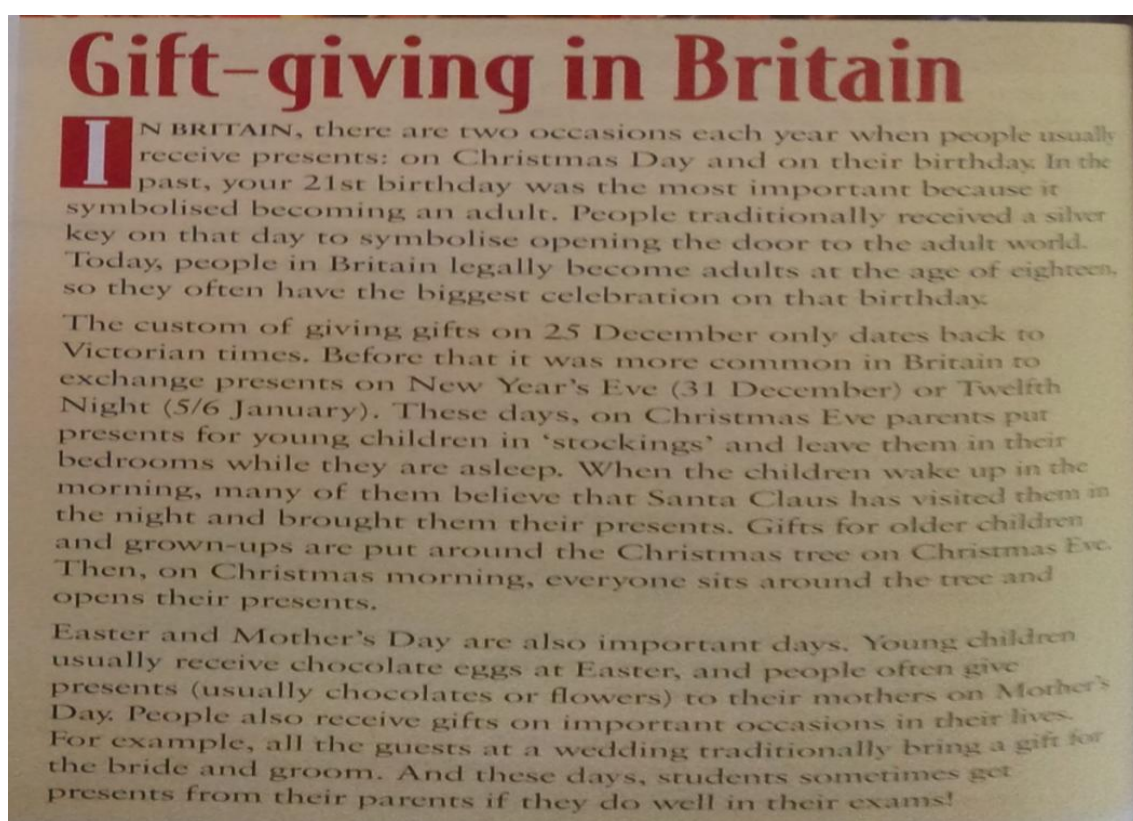
In Britain, there are two occasions each year when people usually receive presents: on Christmas Day and on their birthday. In the past, the 21st birthday symbolised becoming an adult and their received a silver key. Today, people in Britain become adult at the age of eighteen so they often have the biggest celebration on that birthday. On Christmas Eve, parents put presents for young children in stockings and children believe that Santa Claus has visited them. Gift for older children and grow-ups are put around the Christmas tree. Besides, Easter and Mother's day are also important days. Young children

usually receive chocolate, eggs at Easter and people often give presents to their mother on Mother's Day.

The main content of the text are presented in summary. The following is the analysis of the nouns formed by suffixes which are used in this text.

- **Gift-giving:** The suffix *"-ing"* is added to the verb *"give"* (to hand something to somebody as a present) to create this noun. It denotes the act of giving presents in special occasions. In the text, it is the presents which the British receive on special occasions such as Christmas Day, birthday, Easter, Mother's Day, …
- **Celebration:** This noun is created by the way adding the suffix *"-ion"* to the verb *"celebrate"* (to show that a day or an event or important by doing something special on it). It means a special event that people organize in order to celebrate something. In the text, it is the special occasions or special days such as Christmas Day, birthday, Easter, Mother's Day, …

In brief, suffixes-nouns in this text are easy to guess the meanings. Students should give these word to the contexts understand clearly.

3.6. "The joy of txt" (Tim Fall and Paul A Davies, 2007: 56)

The joy of txt

1 The British love sending text messages. They send more than 2.5 billion every month. And most people now understand the language of text, with its numbers and missing letters. In fact, when a student at a Scottish school wrote an essay entirely 'in txt', his teacher gave him 'C+ 4 f4t' ('C+ for effort').

2 Although texting is a convenient and cheap method of staying in touch with your friends, it can also bring problems. In 2005, a British teenager became the first person in the world to receive treatment for an addiction to text messaging. In one year, the nineteen-year-old spent about £4,500 on texts. (He was sending about 700 texts a week.) He was also addicted to e-mail, and sent 8,000 messages in one month from his computer at work. The treatment is working well, however, and he now spends no more than £10 a week on texts.

3 For some people, text messaging has changed their lives. For example, James Trusler from Sussex in England travels around the world taking part in texting competitions and TV shows. He's the world's fastest texter and recently set a new world record while he was appearing on Australian TV. He texted: 'The razor-toothed piranhas of the genera Serrasalmus and Pygocentrus are the most ferocious freshwater fish in the world. In reality they seldom attack a human.' It took him 67 seconds. (That's fast. Try it!) James sends a lot of text messages — about 2,500 a month. Fortunately, he doesn't get big bills because he works for a large mobile phone company!

The British love sending text messages. They send more than 2.5 billion every month. Although texting is a convenient and cheap method of staying in touch with your friends, it can also bring problems. In 2005, the nineteen-year-old in Britain became a first person in the world to receive treatment for an addiction to text messaging with 700 texts a week. For some people, text messaging has changed their lives. They have become famous by texting competitions and TV shows.

The following is the analysis of the nouns formed by suffixes which are used in this text.

- **Treatment**: This noun is created by the way adding the suffix *"-ment"* to the verb *"treat"* (to behave in a particular way towards

somebody/something). It denotes the meaning: a way of behaving towards or dealing with a person or thing. In the text, it is the behavior of the British teenager who was sending about 700 texts a week.

- **Addiction**: The suffix *"-ion"* is added to the noun *"addict"* (a person who is very interested in something and spends a lot of their free time on it) to create this noun. "Addiction" means the condition of being addicted to something. In this text, it denotes the British teenager who sending texts and e-mail comes up to 8000 messages in one month.

- **Texter**: The suffix *"-er"* is added to the noun "*text*" (any form of written material) to denote a person who sends text messages. In the text, it denotes James Trusler who sends the text fastest in the world.

- **Australian**: This noun is combination between the suffix *"-ian"* and the noun "Australia" to denote a person from Australia. In this text, it denotes the country where have texting competitions.

In short, some words in the text are easy to guess the meanings. Others are more difficult to guess the meanings. To understanding the words' meaning, students should spend time learning suffixes.

3.7. "Thanksgiving in the USA"(Tim Fall and Paul A Davies, 2007: 66)

Thanksgiving in the USA

Americans celebrate Thanksgiving every year on the fourth Thursday in November. It's a very important festival for families, who usually come together for a long weekend – even if some of them have to travel long distances to get home. According to American tradition, the first Thanksgiving took place in 1621, soon after the first European settlers arrived in North America.

The most common meal at Thanksgiving in the USA is roast turkey and vegetables. According to tradition, the person who gets the 'wishbone' must break it and make a wish. Of course, you needn't have turkey at Thanksgiving. Lobster and crab are also popular.

Apart from the family meal, the Thanksgiving weekend is also a time for sport, parades and shopping. There are American football matches on TV, as well as college football matches around the country. In New York, the department store Macy's organises a famous fancy-dress parade which always ends with Santa Claus. The Friday of Thanksgiving weekend is traditionally a busy shopping day because people start to buy presents for Christmas.

Traditionally, autumn festivals are an occasion to give thanks for having plenty of food. However, Thanksgiving is also an opportunity to remember those people who are less fortunate. In many US cities, volunteers spend some of the holiday working in soup kitchens which distribute free food to the poor and homeless.

Americans celebrate Thanksgiving every year on the fourth Thursday in November. According to American tradition, the first Thanksgiving took place in 1621. The most common meal at Thanksgiving in the USA is turkey and vegetables. Besides, the Thanksgiving weekend is also a time for sport, parades and shopping. Traditionally, autumn festivals are an occasion to give thanks for having plenty of food. However, Thanksgiving also an opportunity to remember those people who are less fortunate.

Some main content of the text are summary in the above. The following is the analysis of the nouns formed by suffixes which are used in this text.

- **American:** This noun is created by adding the suffix *"-an"* to the noun *"America".* In this case, "a" in "America" is dropped before adding "-an" (a person). This noun means a people who live in America. In the

text, Americans are the people who celebrate the first Thanksgiving in 1621.

- **European:** This noun is created by adding the suffix *"-an"* to the noun *"Europe". It denotes the meaning:* a person from Europe. In this text, it is the people who settlers arrived in North America.

- **Settler**: This noun is created by the way adding the suffix *"-er"* to the verb *"settle"* (to make your permanent home in a country or an area. It means a person who goes to live in a new country or region. In the text, it denotes the Europeans who arrived in North America before 1621.

- **Opportunity**: This noun is created by the way adding the suffix *"-ity"* to the adjective *"opportune"* (suitable for doing a particular thing, so that it is likely to be successful. "Opportunity" means a time when a particular situation makes it possible to do or achieve something. In the text, it denotes the occasion to remember those people who are less fortunate.

Some suffixes-nouns are popular. If students understand the meaning of these suffixes, they can guess the meaning very fast. It is the reason why students should pay attention to the suffixes in English.

3.8. "Wave power" (Tim Fall and Paul A Davies, 2007: 78)

Active volcano on La Palma in the Canary Island would cause a tsunami – an enormous wave. The volcano is by the sea. If the volcano collapsed, 500 billion tones of rock would fall into the sea. The wave would travel away from the Canary Island in all directions at about 800km/h. The wave would have enough energy to travel right cross the Atlantic Ocean. It would destroy everything and kill thousands of people. Volcano will collapse at some time in the future but it could be thousands of years from now.

That is the main content of the texts. The following is the analysis of the nouns formed by suffixes used in the text. When a word is analyzed, it shows the roots and the suffixes which create the suffixes-nouns. Besides, the meaning of those words especially the meanings in the contexts are presented.

- **Scientist:** The suffix *"-ist"* is added to the noun *"science"* (knowledge about the structure and behavior of the natural and physical world, based on facts that you can prove, for example by experiments). This noun denotes a person who studies one or more of the natural sciences In the text, it means the people who are researching the wave power.

- **Direction**: To create this noun, the suffix *"-ion"* is added to the verb "direct" (to tell or show sb how to get to somewhere or where to go). It denotes the general position a person or thing moves or points towards. In the text, it means the directions of the way from the Canary Island.

- **Equipment**: This noun is created by the way adding the suffix *"-ment"* to the verb *"equip"* (to provide yourself/somebody/something with the things that are needed for a particular purpose or activity. "Equipment" means the things that are needed for a particular purpose or activity In the text, it denotes the machines which scientists want to put on Cumbre Vieja to predict the volcano's eruptions.

- **Eruption:** The suffix *"-ion"* is added to the verb *"erupt"* (to burn for something which are thrown out from the volcano) to create this noun. "Eruption" means something that is erupted from a volcano. In this text, it denotes the activity of volcano in Cumbre Vieja.

In brief, there are some suffixes-nouns which are popular to students. If they understand the function and the meaning of these root and these suffixes, they are easy to guess its meaning.

3.9. "Sasser" (Tim Fall and Paul A Davies, 2007: 89)

On the evening of his 18th birthday, a teenager from a tiny village in northern Germany clicked 'send' on his computer. Within three hours, the postal service in Taiwan was in chaos, computers in hospitals and banks in Hong Kong had crashed, and trains in Australia and the USA had stopped.

In court a few months later, the teenager, Sven Jaschan, was charged with criminal damage. He was found guilty of putting the terrible 'Sasser' computer virus on the Internet and received a 21-month suspended sentence. He avoided prison because he was only eighteen when he committed the crime. The virus infected millions of computer systems across the world, and caused millions of dollars of damage.

Sven admitted his guilt to the detectives who came to his home last year. He had spent an enormous amount of time creating the Sasser virus on the computer in his bedroom. He often spent ten hours a day in front of his computer but his parents hadn't known what he was doing at the time.

When he released the virus on the Internet, he didn't realise it would cause so much damage. He was just delighted that it had worked. 'I felt as if I had written a first-class essay', said Sven. 'I told my classmates — they thought it was terrific.' But his feelings changed very quickly. He was terrified when he saw a TV news report about the virus and the damage it had caused.

Detectives arrested Sven after one of his classmates contacted Microsoft and told them about him. Microsoft had offered a $250,000 reward for information about the virus. However, Sven's teachers at school were astonished that Sven had created the virus. They said that he wasn't a brilliant computer student. 'There are others in the class who are better than him,' one teacher said!

While he was waiting for his trial to start, Sven left school and started work. He now works for a computer company, making 'firewalls' — vital pieces of software that protect computers from viruses!

On the evening of his 18th birthday, a teenager from a tiny village in northern Germany clicked 'send' on his computer. Within three hours, it caused many problems in Taiwan, Hong Kong, Australia and USA. The teenager namely Sven Jaschan was found guilty of putting the terrible 'Sasser' computer virus on the Internet and received a 21-month suspended sentence. The virus infected millions of computer systems across the world and caused millions of dollar of damage. He was terrified when he saw a TV news report about the virus and the damage it had caused. While he was waiting for his trial to start, he left school and started work. He now works for a computer company making 'firewalls' – vital pieces of software that protect computers from viruses.
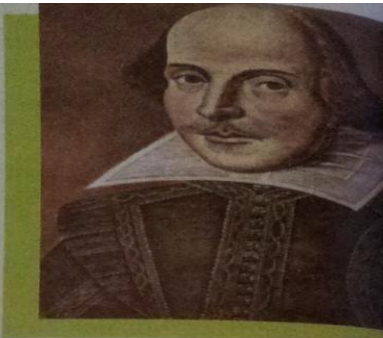
Some main content of the text are summary in the above. The following is the analysis of the nouns formed by suffixes.

- **Teenager**: This is a noun which is formed from the adjective *"teenage"* (between 13 and 19 years old, connected with people of this age). It means a person who is between 13 and 19 years old. In the text, teenager is the people who clicked 'send' on his computer.
- **Teacher**: a person who teaches. By the way adding the suffix *"-er"*, this noun is formed from the verb *"teach"* (to give lessons to students in a school; to help somebody learn something by giving information about it). In the text, it denotes the person who teaches Sven.

These nouns formed by suffixes in this text are easy to guess the meanings. Students should give it to the context to understand the meaning clearly.

3.10. "William Shakespeare" (Tim Fall and Paul A Davies, 2007: 96)

William Shakespeare

William Shakespeare is probably the most famous playwright in history. He was born on 23 April 1564 in Stratford-upon-Avon in England. He was one of eight brothers and sisters. His father, John Shakespeare, was a successful businessman. William went to school in Stratford and learned Latin and Greek, but he didn't go to university. At the age of fifteen he went to work in his father's business.

When he was eighteen, he met and fell in love with Anne Hathaway. She was eight years older than him. They got married in November 1582, and six months later their daughter Susanna was born. In 1585 they had twins, Hamnet and Judith. Little is known about the next seven years of his life. We only know that he moved to London, leaving Anne and the children in Stratford, and that by 1592 he was writing plays and working as an actor.

His plays were very popular and he made a lot of money. In 1597 he bought a big house in Stratford for his family, but he stayed in London for another thirteen years. He continued to write and act and also bought a theatre. In 1611 he finally retired and moved back to Stratford to live in the house he had bought. In total, Shakespeare wrote 37 plays and 154 sonnets (fourteen-line poems). Some of his love poems are addressed to a married woman, and some of them are addressed to a young man. Nobody knows the identity of these two people.

Shakespeare died in Stratford on his birthday, on 23 April 1616, and was buried in the church where he had been christened exactly 52 years earlier.

William Shakespeare (1564 – 1616) is probably the most playwright in history. He was born in Stratford-upon-Avon in England. From 1592, he was writing plays and working as an actor. In total, he wrote 37 plays and 154 sonnets (fourteen – line poems). Shakespeare died in Stratford on his birthday on 23 April 1616 when he was 52 years old.

The main content of the text is summary in the above. The following is the analysis of the nouns formed by suffixes which are used in the text.

- **Actor**: This noun is created by the way adding the suffix *"-or"* to the verb *"act"* (to do sth for a particular purpose or in order to deal with a situation). It denotes a person who performs on the stage, on television or in films/movies, especially as a profession. In the text, actor is the job of William Shakespeare in 1952.

- **Identity**: This noun is the combination between the root "identify" (to recognize somebody/something and be able to say who or what they are) and the suffix "-ity". In this case, "ify" in "identify" is dropped before adding the suffix "-ity". This noun denotes the characteristics, feelings or beliefs that distinguish people from others. In this text, it means the same characteristics between woman and young man in Shakespeare's love poems.

In short, some nouns formed by suffixes are easy to guess the meanings, others are more difficult to guess the meanings. If students understand these roots of words and these suffixes, guessing the meanings will become easier. It is the reason why students should analyze these noun structures.

CHAPTER 4: APPLICATION OF THE STUDY

4.1. Comments on the use of nouns formed by suffixes

Nominal suffixes are often employed to derive abstract nouns from verbs, adjectives and nouns. Such abstract nouns can denote actions, results of actions, or other related concepts, but also properties, qualities and the like. Another large group of nominal suffixes derives person nouns of various sorts. These meanings are often extended to other, related senses so that practically each suffix can be shown to be able to express more than one meaning, with the semantic domains of different suffixes often overlapping.

There are many kinds of suffixes and each suffix has many functions. Each suffix can be combined with one or some types of words to create a new word. It is the reason why suffixes usually cause confusions for learners. The following are some difficult which I have had in the process of researching on these papers.

Firstly, one suffix can be combined with many types of word such as noun, verb, and adjective to create a new noun.

Eg:

❖ The suffix "-dom" means the condition or state. It also means an area ruled or the group. When it is combined with a noun, a new noun is created to denote an area ruled or group (eg: Kingdom: a country ruled by a king or queen). When it is combined with an adjective to create a new noun, it denotes the condition (eg: freedom: the right to do or say what you want without anyone stopping you).

Secondly, one suffix can combines with many types of word to create the new types of word.

Eg:

❖ The suffix "-al": "-al" can combines with noun to create adjective. The meaning of this adjective relates to the meaning of the root noun (Eg: environmental: connected with the natural conditions in which people, animals and plants live; connected with the environment). The suffix "-al" also combines with verb to create noun. These nouns denote the

action or the process which the verb mentioned (Eg: denial: a statement that says something is not true or does not exist).

Thirdly, one suffix has a lot of meaning. In each situation, nouns forming by that suffix have other meaning so students should give them to the context to understand clearly.

Eg:

The suffix "-er": Nouns forming by suffix "-er" usually denote the person. For instance, the suffix "-er" is added to the verb "teach" to create the noun "teacher" (person whose job is teaching, especially in a school). In some case, nouns forming by suffix "-er" denote the thing or the instrument. For example, if the suffix "-er" is added to the verb "cook" (to prepare food by heating it), it create the new noun "cooker" (a large piece of equipment for cooking food, containing an oven and gas or electric rings on top). Noun forming by suffix in this situation does not mean person, it denotes the instrument. Some other situation, it is added to the noun to create the new noun with meaning "residence". For instance, Londoner (person who lives in London).

This is popular confusion of English non- majors. To avoid this mistake, students should understand that meaning in the context. It is the best way to avoid confusion.

In short, there are popular words formed by suffixes. Some words are easy to guess the meanings, others are more difficult to guess the meaning. To avoid confusion, each person should pay attention to the use and meaning clearly.

4.2. Some suggestions for English non-majors in reading the texts

"Solutions" is the textbook with many reading texts. Each reading text contains many nouns forming suffixes so it usually causes confusion for students especially English non-majors. This below are some suggestions for English non-majors to reading the texts better.

Firstly, the learners especially students of English level 3-4 at Haiphong Private University should understand suffixes more and more. Students should learn the suffixes systematically and fully functions and meanings.

Besides, learners also understand about noun forming suffixes. It helps learners can understand about word's meaning and application in learning process.

Secondly, the learners should change the way learning vocabulary. They should learn vocabulary by the way analyzing word structures to guess its meaning. This way helps them remember new word clearly.

Thirdly, students should base the particular context to determine the specific meanings or specific functions. For instance, it is the suffix "-er" in three words "cooker" (instruments), "Londoner" (residence) and "cleaner" (person). If we give them in the context, we can understand its meaning easily.

So far, I have just only provided some suggestions for English non-majors in reading the texts. I hope that they will help English non-majors at levels 3 and 4 at Haiphong Private University learn English better.

PART III: CONCLUSION

Nowadays, no one can deny that English plays an essential role in social life. It's considered as an international language which is officially used as the main language in communication, trade, business, … as well as institutions of higher education.

English like other languages, makes great contribution to the variety and diversity of the cultural exchange and to the social development and advancement.

English vocabulary contains a lot of complicated problems that Vietnamese learners especially English non-majors at Haiphong Private University, have to cope with difficulty.

Nouns formed by suffixes are one miniature branch of the immense sea of English vocabulary, but it causes many difficulties to its learners. It is the reason why this paper is called "An analysis of nouns formed by suffixes in English – A case study of the textbook "Solution – pre-intermediate" has come into existence.

So far, the study has already fulfilled its initial aims. Firstly, it has provided rationale, scope and aims of this graduation paper. Secondly, it has provided literature review with some knowledge about morpheme and word. Nouns formed by suffixes are also analyzed with many examples to help learners understand clearly. Thirdly, there are two survey questionnaires with students of level 3, level 4 and their lecturers to survey about common problems facing students in understanding the textbook "Solutions – pre-intermediate". Besides, ten reading texts are chosen and nouns formed by suffixes analyzed in detail to help learners understand nouns formed from suffixes clearly. Lastly, some suggestions for English non-majors in reading the texts are presented to help them avoid confusion in using nouns formed by suffixes. Hopefully, this graduation paper will be helpful for English non-majors especially English non-majors of level 3 and 4 at Haiphong Private University.

Because of restricted attainments and the time allowance, I cannot mention all of nouns formed by suffixes. I hope the study may be some help to English non-majors at Haiphong Private University in using the textbook "Solutions – pre-intermediate" as well as learning English.

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APPENDICES

SURVEY QUESTIONNAIRE 1

This questionnaire is designed for English non-majors levels 3 and 4 at Haiphong Private University to collect data to serve the graduation paper called "An analysis of nouns formed by suffixes in the texts in the textbook "Solutions-pre-intermediate"

1. What level of English are you learning?

A. level 3

B. level 4

C. other levels

2. What problem do you encounter the most when learning English?

A. grammar

B. vocabulary

C. pronunciation

3. How important is the reading skill in your opinion?

A. important

B. very important

C. unimportant

4. How important are the suffixes in reading the texts?

A. important

B. very important

C. unimportant

5. What do you think about textbook "Solutions – pre-intermediate"?

A. Easy

B. Normal

C. Difficult

D. Very difficult

6. What do you think about reading texts in the textbook "Solutions – pre-intermediate"?

A. Easy

B. Normal

C. Difficult

D. Very difficult

7. Which of the following aspects do you find the most confusing in reading the texts in the textbook?

A. rules grammar

B. prefixes

C. suffixes

D. idioms and phrases

8. How do you often deal with new words in reading the texts?

A. looking them up in dictionaries

B. guessing words from contexts

C. analyzing word structures

D. other ways of learning.

9. How much do you often understand the texts?

A. little

B. much

10. How interesting do you find the texts?

A. interesting

B. uninteresting

SURVEY QUESTIONNAIRE 2

This questionnaire is designed for English lecturers who are teaching English at levels 3 and 4 at Haiphong Private University to collect data to serve the graduation paper called "An analysis of nouns formed by suffixes in the texts in the textbook "Solutions-pre-intermediate"

1. What level of English are you teaching?

A. level 3

B. level 4

C. other levels

2. What problem do your students encounter the most when learning English?

A. grammar

B. Vocabulary

C. pronunciation

3. How important is the reading skill in your opinion?

A. important

B. very important

C. unimportant

4. How important are the suffixes for your students to understand the texts?

A. important

B. very important

C. unimportant

5. What do you think about textbook "Solutions – pre-intermediate" for your students?

A. Easy

B. Normal

C. Difficult

D. Very difficult

6. What do you think about reading texts in the textbook "Solutions – pre-intermediate" for your students?

A. Easy

B. Normal

C. Difficult

D. Very difficult

7. Which of the following aspects do your students find the most confusing in reading the texts in the textbook?

A. rules grammar

B. prefixes

C. suffixes

D. idioms and phrases

8. How do you often deal with new words in helping your students read the texts?

A. looking them up in dictionaries

B. guessing words from contexts

C. analyzing word structures

D. other ways of learning.

9. How much do you think your students often understand the texts?

A. little

B. much

10. How motivated are your students to read the texts?

A. interesting

B. uninteresting