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Tran Thi Xoan

# PART I

## INTRODUCTION

### 1. RATIONALE

English is considered a global language, so it is taught widespread all over the world. The aim of the learners is to have a good skill of communication in English. In order to gain that aim, besides a good knowledge of grammar, learners need to have a plentiful source of vocabulary. However, by what way you learn by heart all the English words is always a question raised. Learners have many difficulties in learning the vocabulary because of its formation, how to use English words effectively in communication.

Adjectives occupy a large number in English vocabulary. It is also an important factor to make a meaningful sentence.

Adjectives make up a very large group of words in the English vocabulary (about 23%). Adjectives tell about the qualities and features of people, things, or concepts (*small, brave, elegant, intelligent*) and can be viewed as an added intensifier or “decoration” to the basic sentence elements, adding variety and descriptive value.

In order to understand adjectives deeply, guess their meaning and use them flexibly, learners have to know their formation. English adjectives are formed from many resources in which formed from nouns is quite popular. Thanks to this method, we not only enrich adjectives greatly but also guess their meaning basing on the root nouns.

That is why I choose the subject “*a study on adjective formation from nouns*” to discuss in my graduation paper and I hope that it will be useful for my studying English now as well as in the future.

### 2. AIMS OF THE STUDY

As I mention above, adjective plays an important role in English sentences so it is necessary to learn its formation. In this graduation paper, I would like to investigate one of the methods forming English adjective that is “*adjective formation from nouns*”. I hope that my study will help English learners more

and more understand adjective formation from nouns. Therefore, the aims of my study are:

- To introduce the general knowledge of adjective and noun.
- To investigate the way to form adjective from noun.
- To point out some implication of my study: related problems and solutions in understanding and using adjectives formed from nouns.

### **3. SCOPE OF THE STUDY**

Although adjective and its formation is interesting subject, attracting my attention, due to the limitation of time as well as knowledge, this study only takes my investigation in one small part of adjective formation, that is “*adjective formation from nouns*”. In the study, I give analysis about the formation of adjective from nouns, especially adjectives forming suffixes such as “-able”, “-ible”, “-ful”, “-y”, “-ing”... Moreover, I also give the implication of the study.

I hope that my study will give more clear understanding of adjective formation for you and me.

### **4. METHODS OF THE STUDY**

To complete my research, I try my best to collect essential related documents in reference books with great help of my guide teacher.

Definitions, examples in my graduation paper are extracted from different materials such as internet, dictionary, university grammar of English (Quick) and so on.

Moreover, I have given some exercises basing on practical lesson.

### **5. DESIGN OF THE STUDY**

With the aim to help learners get main ideas easily, I divide my study into three main parts:

- Part I is the introduction that mentions the reason, the purpose, the scope and the design of the study.
- Part II is entitled development consisting of three chapters:
  - + Chapter 1: Theoretical Background, deals with the definition, classification of word in English, nouns, adjectives and adjective formation.

+ Chapter 2: Formation of adjectives from nouns

+ Chapter 3: The implication

Some related problems and suggested solutions for learners of English in learning adjective formation from nouns

- Part III is the conclusion, summarizing what have been discussed in the previous parts.

# PART II

## DEVELOPMENT

### CHAPTER 1

#### THEORETICAL BACKGROUND

##### 1. WORDS IN ENGLISH

###### DEFINITION

The factor establishing a phrase, a clause or a sentence is a word. So what exactly do we mean by the term “*word*”? The term “*word*” is used to designate an intermediate structure smaller than a whole phrase and yet generally larger than a single sound segment. Most fluent speakers of English seem to know what a word is.

They know, for example, that words are listed in dictionary, that they may be separated in writing by spaces and that they may be separated in speech by pauses. However, the word may be defined differently depending on whether we focus on its representation, the thought, which it expresses or purely formal criteria. According to most linguistics, word, a basic unit is not easy to define. Some linguistics refer to semantic; some refer to phonology...to define the word.

For instance, according to Free multilingual dictionary [[http:// www.thefreedictionary. com/ word](http://www.thefreedictionary.com/word)], “*a word is a unit of language that native speakers can identify. Words are the blocks from which sentences are made*”.

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

Eg: I want to buy a new laptop.

The sentence above contains seven words. It means that each word is a block of the sentence. However, only one word also makes a sentence.

Eg: Listen!

We can consider “listen” is an *imperative* sentence.

This sentence means to order or command somebody to “listen”.

With a different view, Bloomfield, a linguistic defined word as a form that can occur in isolation and having meaning but which can not be analyzed into

elements that all can occur alone and having meaning.

For practical purposes, we accept the definition of words: “*A word is a free form that can not be divided wholly into smaller free forms*”.

[ Doan Minh & Nguyen Thi Tuyet, 2001: 30]

On the other hand, there is another definition that is considered the most satisfactory and close to the definition of Bloomfield, “*a word is a dialectical unit of form and content, independent unit of language to form a sentence by itself*”

[Hoang Tat Truong, 1993: 10]

According to this definition, a word consists two parts: the form and content. The content is expressed through its form and the form is used to express its content. The word is independent and its function is to form phrase, clause, and sentence. For example: “*Della*”, “*intelligent*”, “*girl*”, “*class*”, ect. These words are independent units of language and they are able to make a meaningful phrase or sentence like: “*Della is the most intelligent girl in my class*”.

## TYPES OF WORDS

English words may be classified on the basic of the kinds and combinations of morphemes of which they are composed. There are three main kinds of words: simple words, derived words and compound words.

### Simple words

Nguyen Hoa Lac, the writer of the book “*An Outline of Morphology*” said that: “*a simple word consists of a single free form and a super fix with or without any inflectional suffix*”.

Eg: girl, rose, bread, kitten, love, paradise, pink, violet, star, mother, sister, car, life, pretty, etc.

### 1.2.2 Derived words

“*A derived word is a word which consists of a root and an affix (or several affixes) and is produced by the process of word-building known as affixation (or derivation)*”. Derived words are extremely numerous in the English vocabulary.

Eg: polite - impolite - politeness

“Impolite” = polite (root word) + “im” (the prefix) antonymous

“Politeness” = polite (root word) + “-ness” (the suffix)

Happy - unhappy – happily

“unhappy” = happy (root word) + “un” (the prefix) antonymous

“happily” = happy (root word) + “-ly” (the suffix)

### **Compound words**

Another widespread word structure is a *compound word* consisting of two more stems with or without affixation morphemes. Words of this structural type are produced by the word, compound process called composition.

Eg: school fee = school (root word) + fee (root word).

Kindhearted = kind (root word) + heart (root word) + “-ed” (the suffix).

Furthermore, there is another frequent type of words. It is complex words. Complex words contain at least one bound morpheme as an immediate constituent and a superfix with or without an inflectional suffix. They fall into two subclasses:

- Complex words with a bound stem, sometimes called primary derivatives, are composed of two bound morphemes, one of which is a base, and a superfix = an inflectional suffix. The second bound morpheme may be a prefix, as in “*conceive, disturb, prepare*”, or a suffix, or in “*missile, version, amity*”. These words may in turn have inflectional suffixes, as in “*disturbed, preparing, missiles*”.
- Complex words with a free stem, sometimes called secondary derivatives, consist of a stem which is itself a word, a prefix or derivational. The stem may be either a single free form, as in “*love, undo, hopeless*” or a complex word with bound base, as in “*receiver, misconceive, fissionable*”

In short, there are three main kinds of words: simple words, derived words and compound words. And my graduation paper will concentrate on studying derived

words (exactly derived adjectives). It is formed by adding suffixes to nouns. Derived adjectives are extremely numerous in English vocabulary. Next, I would like to refer to word formation.

## 2. WORD FORMATION

### DEFINITION

*“Word formation is the process of building new words from the material already existing in the language according to certain structural and semantic patterns and formulae”.*

(Basic English Lexicology, Hoang Tat Truong: 15)

This process will result in the production of a specific type of word. Consequently, an understanding of this process is one way of studying different types word that existing in English. In other word if we know how association of different constituent morphemes makes complex lexical items, then we can also analyze any complex word into its various constituent.

For example, if we know that “*beautiful*” and “*golden*” are made by the addition of the suffixes “-ful” and “-en” to the nouns “*beauty*” and “*gold*”, then we can analyze any complex adjective inflected by any these suffixes into its constituent parts. Similarly, we can also analyze any other complex parts of speech.

There are eight basic processes of word formation: *affixation, conversion, compounding, shortening, sound imitation, back derivation, sound & stress interchange and word from names.*

However, the primary way to form adjective from noun is using affixation (suffixes); I only want to deal with *affixation*.

### 2.2 AFFIXATION

Affixation is the formation of new words with the help of affixes. Affixes consist of prefixes and suffixes therefore affixation is derived into prefixation and suffixation.



### 2.2.1 Prefixation

Prefixation is the process of building a new word by adding prefix.

Eg: supermarket, enrich, dislike, overtime, ect.

Commonly, prefix which is combination of the letters placed before a word, or root word to change its meaning, rarely changes the part of speech of the root words but there are some prefixes changing the part of speech and they are called conversion prefixes such as: “en-”, “a-”, “be-”, “up-”, ect.

Basing on the meaning, prefixes can be classified into following types:

Negative prefixes: un-, a-, in-, non-, etc.

Reversal and privative prefixes: dis-, un-, de-, etc.

Prejorative prefixes: mis-, mal-, etc.

Location prefixes: over-, under-, sub-, inter-, etc.

Prefixes of degree & size: mini-, sub-, super-, ultra-, etc.

Prefixes of time & order: pre-, post-, re-, etc.

Prefixes of attitude: co-, pro-, anti-, etc.

Prefixes of number: mono-, bi-, poly-, etc.

In short, the meanings of the prefixes in English are very greatly & we have to be vigilant when dealing with them. By learning the prefixes, you will understand the meaning and the formation of words in English more clearly.

### 2.2.2 Suffixation

Suffixation is the formation of word by means of suffix. Suffixes usually change the meaning of the roots or stem both semantically and grammatically. Its purpose is either to form a new word or to show the function of word. For example: “*danger*” is a noun but “*dangerous*” is an adjective. On the other hand, “*study*” is a verb, but “*student*” is a noun.

Like prefixes, suffixes can also be classified in different ways according to different principles such as part of speech, productive degree, and origin.

However, the most practical principle is the part of speech. Within this scope, suffixes consist of the following types:

Suffixes forming noun: -er, -or, -ing, -tion, -ness, -ist, etc.

Suffixes forming adjective: -able, -ed, -y, -ful, etc.

Suffixes forming verb: -ize, -en, etc.

Suffixes forming adverb: -ly, -wise, etc.

By learning suffixes, we can know the meaning of the new words and recognize the function of the new words.

In conclusion, affixation is a process whereby new words can be formed by adding elements either to the front or the back of the word. This is the most productive process to form adjective from nouns.

### **3. NOUNS IN ENGLISH**

#### DEFINITION

Noun is a word indicating a person, animal, place, thing and abstract idea.

A noun can function in a sentence as a subject, a direct object, an indirect object, a subject complement, an object complement, an adjective or an adverb.

#### CLASSIFICATION

There are many different types of nouns. Grammarians have developed a whole series of noun types including the proper nouns, the common nouns, the concrete nouns, the abstract nouns and the collective nouns.

##### **3.2.1 Proper nouns**

Proper nouns are nouns representing unique entities, personal names, geographical names, names of organizations and institutions like: London, Vietnam, BBC, Christmas, etc.

##### **3.2.2 Common nouns**

Common nouns are nouns referring to a person, place or thing in general sense.

Eg: summer, people, worker, etc.

##### **3.2.3 Concrete nouns**

Concrete nouns are nouns which refer to definite objects which you use at least one of your senses to observe.

Eg: dog, cat, picture, etc.

##### **3.2.4 Abstract nouns**

On other hand, abstract nouns refer to ideas or concepts that you can not

perceive through your five senses.

Eg: love, happiness, beauty, etc.

### 3.2.5 Collective nouns:

Collective nouns are nouns that refer to groups consisting of more than one individual or entity, even when they are inflected for the singular.

Eg: army, family, staff, troop, etc.

## 4. ADJECTIVES IN ENGLISH

### DEFINITION

Adjective is one of open- class items that refers to characterize of thing or person to modify about: shape, color, quality...

Adjectives describe or modify nouns. Adjectives tell the reader more about the noun used in the sentence.

Eg: nice, handsome, good, etc.

### CLASSIFICATION

Adjectives can be sub classified according to syntactic functions and semantic functions.

#### **Syntactic sub-classification of adjectives.**

Adjectives can be sub classified according to whether they can function variously in the following cases:

Firstly, they function as both attribute & predicative.

Eg: a hungry man

The man is hungry.

Secondly, they function as attribute only:

Eg: my *old(1)* friend

My friend is *old (2)*.

“**Old**” (1) refers to the friendship and does not characterize the person.

“**Old**” (2) refers to the character of a person.

Finally, they function as predicative only:

Eg: The woman is *loath* to admit it. (1)

A *loath* woman (2)

“**Loath**” in (1) is different from “**loath**” in (2).

He is *afraid* to do it. = He *fears* to do it.

### **Semantic sub-classification of adjectives**

#### 4.2.2.1 *Stative and dynamic adjectives*

Adjectives are characteristically stative, but many can be seen as dynamic. Stative adjectives are often used to indicate the stable notion or status.

Eg: She is *beautiful*.

Dynamic adjectives are often used to indicate a changing situation/ characteristics.

Eg: She is getting more and more *beautiful*.

#### 4.2.2.2 *Gradable and non-gradable adjectives*

Most adjectives are gradable. Gradability includes comparison:

tall	taller	tallest
handsome	more handsome	most handsome

and other forms of intensification:

<i>very</i> young	<i>so</i> pain	<i>extremely</i> useful
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All the dynamic adjectives are gradable.

Some are non- gradable, principally ‘technical adjective’ like *atomic* (scientist) and *hydrochloric* (acid) and adjectives denoting provenance like *British*.

#### 4.2.2.3 *Inherent and non-inherent adjectives*

Adjectives that characterize the reference of the noun directly are termed inherent, those that do not are termed non- inherent.

Some non- inherent adjectives occur also predicatively. For example, both *a new student* and *a new friend* are non- inherent.

Eg: He is a big fool.

(Non- inherent)

It is a big cat.

(Inherent)

In conclusion, adjectives make up a very large group of words in the English vocabulary. Searching the adjective formation, especially adjective formation from nouns is very important for learners who love English to improve

their adjective vocabulary. Moreover, learners can enrich their vocabulary as well as have a clearer view on English vocabulary.

## CHAPTER 2

### FORMATION OF ADJECTIVE FROM NOUNS

There are many suffixes used to form adjective such as: “-tive”, “-ory”, “-ose”,etc. However, my graduation paper only focuses on adjective forming suffixes from nouns such as: *-ful, -ish, -less, -ly, -y*, e.g. successful; childish, foolish; priceless, nameless; cowardly, friendly; smoky, bloody.

*-ly* can be added to father, mother, brother, sister, daughter, man, woman.

*-y* can be added to cream, rain, sun, wind, winter, sand, hill, hair, water.

They are called **denominal suffixes**.

There are some adjective forming suffixes from nouns that I will study as follow:

#### 1. Suffixes “-ful” and “-less”

✓ “-ful” and “-less” are two productive suffixes to form adjective from nouns. They are English suffixes. We often add the suffixes “-ful” and “-less” to nouns (chiefly abstract nouns) to form gradable adjectives. Suffix “-less” is antonym of suffix “-ful”.

Eg:

lawful		lawless
meaningful		meaningless
graceful		graceless

✓ We have two opposite adjectives by adding the suffixes “-ful” and “-less” to the same base noun.

Use	-	useful	useless
change	-	changeful	changeless
color	-	colorful	colorless

✓ The meaning of adjective forming suffixes “-ful” and “-less” from nouns is related to the meaning of the original noun.

The meaning of suffix “-ful” is either “having...” or “giving...”

Eg:

This tool has many uses. (1)

This machine is very useful. It makes doing this task a lot easier.

(2)

[<http://en.wikipedia.org>]

The word “*use*” in (1) is a noun that means “*a function, a purpose for which something may be employed*”. When the word “*use*” is added suffix “ful”, it becomes an adjective as in (2). The meaning of adjective “*useful*” in (2) is still related to the meaning of the noun “*use*”. Truthfully, “*useful*” means “*having a practical or beneficial use*”. Therefore, we can rewrite (2) by using the noun “*use*” as:

This machine has a lot of uses.

Let us consider other examples:

I need some help with my homework. (3)

He is very helpful. (4)

Her natural beauty makes me admired. (5)

She is a beautiful girl. (6)

“*Help*” in (3) is a noun whose meaning is “*an action given to provide assistance, aid*”. “*Helpful*” in (4) is an adjective derived from noun “*help*” by adding suffix “-ful” to the noun “*help*” and of course, the meaning of “*helpful*” has close relation with the meaning of noun “*help*” in (3). (4) can also be understood as: “*He has given another people a lot of help.*”

The meaning of the base noun “*beauty*” is “*a particular grace, feature, ornament, or excellence; anything beautiful; as, the beauties of nature*”.

[1913 Webster]

In addition, the meaning of the derived adjective “*beautiful*” is “*having the qualities which constitute beauty; pleasing to the sight or the mind*”.

[1913 Webster]

However, the meaning of suffix “-less” is “*without...*”

Eg:           useless:       without use or possibility to be used  
                   lawless:       not governed by any law  
                   careless:       not concerned or worried about

Let us consider these sentences:

He needs no indirect nor lawless course. (1)

Mary often gives to me the useless gift. (2)

My brother was too careless of his charge. (3)

In (1) we use the derived adjective “*lawless*” instead of the phrase “*Contrary to, or unauthorized by, law; illegal; as, a lawless claim*”. This usage makes the sentence richer about the expression.

In (2) and (3) we have the similar explanation. The derived adjective “*useless*” is used instead of the phrase “*having, or being of, no use; unserviceable; producing no good end; answering no valuable purpose; not advancing the end proposed; unprofitable; ineffectual*”. And the derived adjective “*careless*” is also used instead of the phrase “*having no care; not taking ordinary or proper care; negligent; unconcerned; heedless; inattentive; unmindful; regardless*”.

✓ To form adjective from nouns by using the suffixes “-ful” and “-less”, there are not much any spelling transformations, except for nouns ending in “y”. We only need add these suffixes following nouns.

Eg:           lawful       =     law + ful  
                   lawless     =     law + less  
                   meaningful =     meaning + ful  
                   meaningless =    meaning + less  
                   graceful     =     grace + ful  
                   graceless    =     grace + less

Nouns ending in “y” have a little change.

“y” changes “i” before the ending “-ful” if the noun ends in a consonant + “y”.

Eg:           beauty       -     beautiful  
                   pity         -     pitiful

“y” does not change if the noun ends in a vowel + “y”.

Eg:           joy         -     joyful



## 2. Suffixes “-able” and “-ible”

✓ “-able” and “-ible” are also two productive suffixes to form adjective. They are Latin suffixes.

Eg:	love	-	lovable
	like	-	likable
	charity	-	charitable
	sense	-	sensible
	access	-	accessible

✓ The meaning of adjective forming suffixes “-able” and “-ible” from nouns are related to the meaning of the original noun.

They mean “*capable...*” or “*worthing...*”

Eg:	<i>Love</i> conquers all.	(1)
	Kitty is a <i>lovable</i> animal.	(2)
	John is standing near the <i>access</i> .	(3)

The White House is *accessible* to every American citizen. (4)

“*Lovable*” in (2) means “*inspiring love*”, it has close relation with the meaning of the noun “*love*” in (1) which means “*a variety of different feelings, states, and attitudes, ranging from generic pleasure ("I loved that meal") to intense interpersonal attraction ("I love my boyfriend")*”.

The derived word “*accessible*” in (4) is formed by adding suffix “-ible” to the base noun “*access*” in (3).

“*Accessible*” in (4) can be viewed as the “*ability to access*” the functionality, and possible benefit, of some system or entity. Its meaning is close to the meaning of the noun “*access*” (a way of entering or leaving).

## 3. Suffix “-y”

✓ Suffix “-y” is one of English suffixes

Suffix “-y” is one of English suffixes. It is also a productive suffix to form adjective. Suffix “-y” is added to nouns (chiefly concrete nouns) to form adjectives.

Eg:	juice	-	juicy
	ink	-	inky

bush	-	bushy
rose	-	rosy
wind	-	windy
rain	-	rainy
cloud	-	cloudy

✓ The meaning of suffix “-y” is either “*having...*”, “*like...*” or “*covered with...*”

Eg:

- I like a cream. (1)  
 She has a cream skin. (2)  
 Tom has a short black hair. (3)  
 She does not like his hairy face. (4)  
 I want a little wind. It is too hot today. (5)  
 It is windy today. (6)

“*A creamy skin*” is a skin like “*cream*”. The meaning of adjective “*creamy*” in (2) is related to the meaning of noun “*cream*” in (1). The word “*cream*” is also in terms of color. Let us consider the sentence number two, “*She has a cream skin*”, it means that her skin is like cream.

In (4), “*a hairy face*” means a face covered with “*hair*”. Adjective “*hairy*” in (4) is formed by adding suffix “-y” to the noun “*hair*” in (3). It means that the meaning of adjective “*hairy*” is close related to the meaning of noun “*hair*”.

“*Hair*” is a covering for the body (or parts of it) consisting of a dense growth of threadlike structures (as on the human head); helps to prevent heat loss. And “*hairy*” means having or covered with hair.

Let us consider examples (5) & (6).

“*It is windy today*” means “*it has wind today*”. “*Wind*” is a flow of air or air moving (sometimes with considerable force) from an area of high pressure to an area of low pressure. After being added suffix “y”, the noun “*wind*” becomes the derived adjective “*windy*”. It resembles the wind in speed, force, or variability.

✓ To form adjective from nouns by using the suffix “-y”, we often add suffix “-y” after base nouns without any spelling transformation, eg:

ink	=	ink	+	y
silk	=	silk	+	y

except for nouns ending in “e”. They are omitted before adding suffix “-y”.

Eg:	juice	-	juicy
	rose	-	rosy
	smoke	-	smoky

#### 4. Suffix “-al” (also “-ial”, “-ical”)

✓ Suffix “-ial” is used to form primarily non- gradable adjectives. It is a Latin suffix. Suffix “-ial” is used to form primarily non- gradable adjectives. It is a Latin suffix.

Eg:	music	-	musical
	classic	-	classical
	crime	-	criminal
	nation	-	national
	nature	-	natural
	editor	-	editorial

✓ The meaning of suffix “-al” is “*pertaining to...*”

Eg: Music makes my life more interesting. (1)

It sounds terrible. It is not musical. (2)

Societies define crime as the breach of one or more rules or laws for which some governing authority or force may ultimately prescribe a punishment. (3)

Hitler is considered as a criminal man on my point of view. (4)

The noun “*music*” in (1) means one kind of entertainment helping people relax. After adding suffix “-al”, the noun “*music*” becomes an adjective “*musical*”. Its meaning is closed to the meaning of the noun “*music*”. The word “*musical*” in (2) has a meaning pertaining to music. Its meaning is characterized by or capable of producing music.

In the examples (3) and (4), we also can realize that there is an example of adjective forming from noun. The noun “*crime*” in (3) plays the role of the derived adjective “*criminal*” after being added the suffix “al”. The noun “*crime*”

means “*an act punishable by law; usually considers an evil act*”. Besides that, the adjective “*criminal*” means “*involving or being or having the nature of a crime*”.

### 5. Suffix “-ly”

✓ Suffix “-ly” is added to nouns (chiefly abstract nouns) to form gradable adjectives. It is unpopular way to form adjective from nouns. There is not many word built by this way. Suffix “-ly” can be added to “*father, mother, brother, sister, daughter, man, woman...*”

Eg: friendly

manly

lively

elderly

lonely

silly

lovely

cowardly

✓ The meaning of the suffix “-ly” is either “*having the quality of...*”, “*expressing liking...*” or “*having the character of...*”

Eg: “*cowardly*”: having the quality of “*coward*”

“*friendly*”: expressing liking “*friend*”

“*manly*”: having the character of “*man*”

Let us consider these examples:

I love my *mother*. (1)

Lollipop seems *motherly* with the children although she is not her *mother*.

(2)

[Vdict. Com]

According to “*Vdict.com*”, the adjective “*motherly*” means “*befitting a mother; warm and nurturing, having characteristic of a mother*”. While the meaning of the noun “*mother*” is “*a woman who has given birth to a child (also used as a term of address to your mother)*”. Therefore, we can see that the meaning of the derived adjective “*motherly*” in (2) has close related to the

meaning of the base noun “*mother*”.

## 6. Suffix “-ish”

✓ Suffix “-ish” is a productive suffix to form adjective. It is added to nouns (chiefly proper and countable nouns) to form adjectives non- gradable and gradable adjectives.

Eg:           girlish  
                childish  
                selfish  
                foolish  
                Turkish

✓ The meaning of suffix “-ish” is either “*somewhat...*”, “*belong to...*” or “*having character of...*”

Eg:           “youngish”       :       somewhat “young”  
                “Turkish”         :       belong to “Turk”  
                “foolish”         :       having character of “fool”

Let us consider these sentences:

Tommy is just angry with me, that means he shows his true self. (1)

She is so selfish that she does not want to share anything with her sister. (2)

His hair turned white. (3)

Teacher asked something whitish but I do not know what exact is. (4)

The noun “*self*” in the first sentence means individuality, personality, or essence. It is the base root word to form a new derived adjective by adding the suffix “-ish”. The adjective “*selfish*” in the second sentence means “concerned chiefly or only with yourself and your advantage to the exclusion of others”.

In the fourth sentence, the derived adjective “*whitish*” is also formed by the way adding suffix “-ish” to the noun “*white*”. Its meaning is close relation to the meaning of the noun “*white*”. “*White*” is a color, the perception which is evoked by light that stimulates all three types of color sensitive cone cells in the human eye in nearly equal amount and with high brightness compared to the surroundings. In addition, “*whitish*” means “*of something is having a color tending toward white*”.

## 7. Suffixes “-ese” and “-ian”, “ous”

✓ Suffixes “-ese” and “-ian”, “ous” are three non-productive suffixes to form adjective. The suffix “-ese” is Romanic suffixes. The suffix “-ous” may come from Latin.

Suffixes “-ese” and “-ian” are added to noun (chiefly proper names, geographical names, well-known personal names) to form non-gradable adjectives, however suffix “-ous” is added to noun to form primarily gradable adjectives.

✓ The meaning of these suffixes “-ian” and “-ous” is “*pertaining to...*”, but the meaning of suffix “ese” is “*nationality...*”.

Eg: Chinese  
republican  
Darwinian  
virtuous  
courteous  
vivacious  
adventurous  
courageous

The derived adjective “*chinese*” means “*nationality of China*”.

The noun “*republic*” means “*state in which supreme power is held by people or their elected representatives or by an elected nominated president, not by a monarch.*”

After being added suffix “ian”, the noun “*republic*” becomes the adjective “*republican*”. Its meaning has close relation with noun “*republic*”, it means “*of, or constituted as a republic*”.

republican (a) = republic (n) + “an”

The derived adjective “*adventurous*” means “*characterized by the desire to seek new experiences or risks*”.

adventurous (a) = adventure (n) + “-ous”

The derived adjective “*courageous*” means “*characterized by courage, brave*”.

courageous (a) = courage (n) + “ous”

## 8. Suffix “-en”

- ✓ Suffix “-en” is a popular suffix to form adjective from nouns.

It is often added to the nouns that refer to material such as: silk, wood, lead, etc to form adjective.

- ✓ Its meaning is “*having the quality of..., material*”.

Eg:            wooden  
                  silken  
                  leaden  
                  woollen  
                  golden

“**Silken**”: of or pertaining to silk; made of, or resembling, silk; as, silken cloth; a silken veil.

[1913 Webster]

Silken (a) = Silk (n) + “-en”

“**Golden**”: Made of gold; consisting of gold. Having the color of gold; as, the golden grain.

[1913 Webster]

golden (a) = gold (n) + “-en”

“**Leaden**”: Made of lead; of the nature of lead; as, a leaden ball.

[1913 Webster]

leaden (a) = lead (n) + “-en”

“**Wooden**”: Made or consisting of wood; pertaining to, or resembling, wood; as, a wooden box; a wooden leg; a wooden wedding.

[1913 Webster]

In short, each derived adjective was produced variously from nouns by adding suffixes. Let us take a brief look at the suffixes meaning summary in appendix to understand more clearly about the meaning of each derived adjective with each suffix.

# **CHAPTER 3**

## **IMPLICATION**

### **SOME RELATED PROBLEMS AND SUGGESTED SOLUTIONS FOR LEARNERS OF ENGLISH IN LEARNING ADJECTIVE FORMATION FROM NOUNS**

It is said that forming adjective from nouns is a useful way in enriching the learner's source of adjectives. Thanks to this process, learners are easy to catch the meaning of adjectives in the context although they meet the adjectives at the first time. However, when studying this subject, learners discover that besides benefits there are also some problems in the process.

#### **1. FINDINGS OF THE STUDY**

As we mention in chapter 2, English adjectives are formed from nouns through the primary way using suffixes such as “-al”, “-ish”, “-ly”... With the suffixes, learners are easy to recognize adjectives. Ending such as “ful, less, al, ish...” usually designate adjectives.

Eg: angry, beautiful, painful, zealous, etc.

With the suffixes, learners will be also easy to catch the meaning of adjective suffixes. We can do like that, because meaning of derived adjectives is usually related to meaning of the root nouns. For example, one of range of meanings suffix “-less” is “without...”, so we can guess the meaning of the adjectives derived from nouns by adding suffix “-less” at the end like “childless”, “lawless”, etc basing on meaning of nouns “child” and “law”.

Moreover, learners can enrich expression in English by using derived adjectives. For example, we use the derived adjective “summitless” instead of using the phrase “having no summit” or “beautiful” instead of “having the qualities which constitute beauty; pleasing to the sight or the mind”.



## 2. POSSIBLE PROBLEMS AND SUGGESTED SOLUTIONS

### 2.1 POSSIBLE PROBLEMS

It is said that the different nouns combine with different suffixes to form adjectives. So, by what way we can remember what is the correct suffixes for nouns to form adjectives. It is very difficult to give a detail regular. There are some troubles as follow:

The adjective ending “-al” should be confused with the noun ending “-al”. For instance, the word “*natural*” is a derived adjective forming from noun “*nature*”. It means: “*Conformed to the order, laws, or actual facts, of nature; consonant to the methods of nature; according to the stated course of things, or in accordance with the laws which govern events, feelings, etc.; not exceptional or violent; legitimate; normal; regular; as, the natural consequence of crime; a natural death; anger is a natural response to insult*”.

[1913 Webster]

What can be more natural than the circumstances in the behavior of those women who had lost their husbands on this fatal day? Addison.

natural (a) = nature (n) + “-al”

The word “*arrival*” is also ending in “al”; however, it is a noun. “*Arrival*” means: “*The act of arriving, or coming; the act of reaching a place from a distance, whether by water (as in its original sense) or by land*”.

[1913 Webster]

“*The person or thing arriving or which has arrived; as, news brought by the last arrival.*”

*Another arrival still more important was speedily announced. Macaulay*”.

[1913 Webster]

arrival (n) = arrive (v) + “al”

It is clear that with the same suffix ending, two words belong to two different kind of word. One is a noun other is an adjective. The question is that how to realize them. Perhaps, the best choice is practice and practice. By the way learning by heart the meaning as well as the formation of the word, you can solve this problem. Some examples of words using “-al” as an

adjective forming suffix are *musical, classical, criminal, national, natural, editorial*.

The adjective ending “-ful” should be confused with the noun ending “-ful”.

There are some noun ending “-ful” like “*spoonful, mouthful, roomful, etc.*”

They are formed by adding the suffix “-ful” to the noun; however, they are nouns not be adjectives like “*beautiful, useful, helpful, etc.*” It is quite difficult to distinguish them. Because there are only few cases of noun ending “-ful” formed by adding the suffix “-ful” to the noun, learner should learn by heart them. For instance, the noun “*spoonful*” means “*the quantity which a spoon contains, or is able to contain; as, a teaspoonful; a tablespoonful*”.(1913 Webster) Let us consider the meaning of some others:

“Mouthful”: As much as is usually put into the mouth at one time.

[1913 Webster]

“Roomful”: Abounding with room or rooms; roomy. “A roomful house.” [R.]  
Donne.

[1913 Webster]

The adjective ending “-ly” should be confused with the adverb ending “-ly”.

For example, the word “*friendly*” ends in “ly”, it is an adjective with the meaning “*having the temper and disposition of a friend; disposed to promote the good of another; kind; favorable.*”

[1913 Webster]

Let us consider another example:

There was no one in this room last night. He felt *lonely*.

The word “*lonely*” also ends in “ly”, it is an adjective with the meaning “*having a feeling of depression or sadness resulting from the consciousness of being alone; lonesome*”

[1913 Webster]

The words “*hopefully, joyfully...*” are also ending in “ly”, however they are the adverbs. We often meet trouble when distinguishing these words. In addition, we

always have to be careful. Some examples of words using “-ly” as an adjective forming suffix are *friendly, manly, motherly, womanly*.

It is worth noting that both “-ic” and “-ical” can be affixed to the same stem in some cases, but differ in meaning:

classic (great, memorable)	classical (of Latin and Greek)
comic (of comedy)	comical (funny)
historic (important in hist.)	historical (of history)
economic (in the economy)	economical (money-saving)
electric (powered by electr.)	electrical (of electricity)

There are some suggested problems that I meet with difficulties.

## 2.2 SUGGESTED SOLUTIONS

As my experience, let us see some the following solutions as the suggestion for studying better and better:

At first, learners need to find or search out the references relating to the study on adjective formation from nouns. Since then, learners will have many chances to study and find out the importance and necessary issues for their works.

It cannot be denied that studying about the words, learners must spend all the time on looking up the words that can be written and explained clearly in the big dictionaries. Besides, learners also need to read and study through the books of vocabulary.

Moreover, learners need to have their own ways in studying and especially remembering the words to serve for their process of studying. Learning by heart the meaning of words and its formation is always the best solution.

It is clear that the adjective formations from nouns are very plentiful and diversified but according to the scale of this research, learners have to know how to distinguish the different suffixes to form the correct adjective from nouns.

Furthermore, to understand exactly the meanings of words in the different situations, learners have to spend more time on studying the different examples as well as giving themselves their own concrete examples. This thing will certainly help learners to feel easy to learn and remember the words and their

meanings profoundly. Looking up in good dictionaries is also very important.

Some advice for guessing the meaning of the derived adjective forming from noun by adding suffixes: The most important thing is that you have to know well the meaning of the base noun. Then you guess the meaning of the derived adjective basing on the meaning of the root noun. It becomes more easier if you also know about the suffixes forming adjectives and the meaning of these suffixes. To help you know more about this issue, please take a brief look at the appendix in the end of graduation paper.

### 3. SUGGESTED EXERCISES

♣ *Exercise 1: Give the adjective form of the following nouns, using suffixes*

- |           |            |
|-----------|------------|
| 1. Kitten | 6. Month   |
| 2. Juice  | 7. Tropic  |
| 3. Sheep  | 8. Ease    |
| 4. Danger | 9. Romance |
| 5. Man    | 10. Zeal   |

♣ *Exercise 2: Give the base noun of the following derived adjectives*

1. Offenceless
2. Miserly
3. Intelligent
4. Natural
5. Transparent
6. Charitable

♣ *Exercise 3: Identify the adjective(s) in each group and explain your choice*

1. Sisterly, news, identify, music, cover
2. Monkey, manufactural, beautiful, act, smile
3. Honey, sunny, strength, love, beneficial
4. Functional, practical, use, wood, mirror
5. Selfish, teacher, rose, lonely, tree
6. Tremendous, vision, charity, Olympia, girls

7. Smoky, rain, baby, chimney, funny

8. Woollen, darling, sweaty, finger, foot

♣ Exercise 4: *Complete the sentences with the correct form of the words.*

1. Jackie is very... She wants to be a actress. (ambition)

2. Brenda was very ..... when she heard that I would split up with Pete. (sympathy)

3. How I can tell her that I love her, because she is so... (love)

4. After taking an aspirin, I had a wonderful night with a sound and... sleep yesterday. (dream)

5. He received thanks but no pecuniary compensation for his services. He has... feeling. (comfort)

6. He was in the grip of a... emotion. (power)

7. Mary always dreams about a... future. (rose)

8. I like the way she behaves. She has a... character. (color)

9. "... Whisper" is one of her favorite songs. (Care)

10. My brother works for a... foundation. (charity)

11. She dresses a short black skirt tonight. It is said that she is very... (charm).

12. Her baby is very lovely. She said that he is... (kitten)

13. Do not forget the lesson, it is very... (need)

14. I like her voice. It is very... (wonder)

15. Please, help him. He is... (power)

16. I do not understand what he is telling. It is too...(meaning)

17. My father is always...(fashion)

18. Whatever you do, I still love you. You are... of my life. (meaning)

19. It is... tonight. I feel cold. (wind)

20. He has just saved my life. He is very... (courage)

♣ Exercise 5: Give the correct form of the words.

1. He always makes others feel unbelievable. He is a... man. (faith)
2. She had just told me that she would go to the salon with me immediately. However, she still was there chatting with her boyfriend. Her... character made me angry. (flight)
3. Tom feels Sarah is a... girl. (love)
4. Le Hieu never forgets the first dating between him and Doan Trang. In his mind, it is very... (moment)
5. Children always feel... with their parents if they do not take care them carefully when they are old. (guilt)
6. I love him because he is... man. He always makes me feel believable. (truth)
7. My teacher always advises me that do what is... (need)
8. I cannot imagine the thing that he gives me because it is...
9. My landlady is very... I like both her voice and her action.
10. The police come immediately. They were... to resist. (power)
11. A brainteaser is a... puzzle posed as a test of intelligence. (play)
12. ... morphology is used to indicate number and case and tense and person etc. (inflection)
13. Your ... temper tantrums are not going to change my decision on this matter. (child)
14. She was... enough not to shatter his illusion. (tact)
15. The... castle garden enchants visitors with its... blooms and romantic follies. (love)
16. Import tariffs were raised for the... interest. (nation)
17. Richard is an excessively... boy. (ambition)
18. ... debates have arisen over the present and future use of technology in society. (philosophy)
19. It is said that there are many ghosts appearing in this mansion. It is a... place. (danger)
20. The effect was achieved by... retouching. (skill)

♣ Exercise 6: *Indicate the words which are adjective forming from nouns.*

1. Motherly, attractively, beautifully, carefully, slowly
2. Kindly, wonderfully, really, quickly, confidently
3. Skillfully, lately, lovely, absolutely, friendly
4. Heartily, mildly, quietly, early, neighborly
5. Angrily, hurriedly, harshly, lonely, tirelessly
6. Artful, beautiful, joyful, basketful, spoonful
7. Mouthful, lawful, meaningful, graceful, boxful
8. Cheerful, blameful, roomful, helpful, useful
9. Survival, natural, musical, criminal, national
10. Gradual, proposal, denial, removal, classical

## PART III

# CONCLUSION

Finally, a brief summary of what discussed in the previous parts and some conclusion remarks are presented in this part.

Adjectives make up a very large group of words in the English vocabulary (about 23%). Adjectives tell about the qualities and features of people, things, or concepts (*small, brave, elegant, intelligent*) and can be viewed as an added intensifier or “decoration” to the basic sentence elements, adding variety and descriptive value. There are many matters related to adjectives but because the limitation of time, in this graduation paper, I only focus on small part of adjective formation – that is adjective formation from nouns.

The development is the main part of the study. It consists of three chapters in which the general knowledge about word, word formation, noun and adjective is introduced in chapter 1 – “theoretical background”

How adjectives are formed from nouns is the problem presented in chapter 2. As I mentioned in this chapter, adjectives are formed from nouns by adding some adjective suffixes to the nouns. Learners can recognize the relationship between derived adjectives and root nouns as well as the change of verb form compared with root nouns.

From the study of adjective formation from nouns in English, we can find out the implication of the study with the benefits and possible problems. That is one of contents of chapter 3. Moreover, chapter 3 also presents some suggested solutions with students experience to learn better and better.

Adjectives are not only derived from nouns but also derived from verbs and other adjectives. However, due to the limitation of time, this study only presents adjectives derived from nouns. In the future, I hope that I will have condition to continue study more about adjective formation not only adjective formation from nouns.

Finally, with a view to helping learner to have firm understanding of this subject, some suggested exercises are also introduced in chapter 3.



In short, I expect that my study will somewhat satisfy the needs of the learners and I also expect the learners are people who will correct my unavoidable grammatical and spelling mistakes in my graduation paper. This paper can be considered my first step in language research. In the future I will make all opportunities to study about interesting topics like this.

## ADDPENDICES

### *LIST OF ADJECTIVE FORMING SUFFIXES:*

Suffixes	Meaning	Examples
- ful	“having..., giving...”	Useful, helpful, beautiful, graceful, successful, joyful, changeful, meaningful, colorful, lawful, pitiful, hopeful, careful, growthful.
- less	“without...”	Childless, lawless, careless, changeless, colorless, useless, homeless, loveless, grassless.
- able - ible	“capcible..., worthing...”	Lovable, accessible, edible, likeable, sensible, charitable, graspble, grantable, guildable, gustable.
- y	“having..., like..., covered with...”	Windy, creamy, hairy, rosy, bushy, greasy, grainy, rainy, guilty, gummy, branny.
- al (also -ial, - ical)	“ pertaining to...”	Musical, national, classical, natural, granparental,

		criminal, editorial, historial.
- ly	“having the character of..., expressing liking..., having the quality of...”	Cowardly, manly, hardly, friendly, lovely, likely, motherly, sisterly, greatly.
- ish	“some what..., belong to..., having the character of...”	Youngish, girlish, selfish, foolish, childish, kittenish, whitish, Turkish.
- ese	“nationality...”	Chinese
- ian	“pertaining to...”	Republican, Darwinian.
- ous	“pertaining to...”	Virtuous, courageous, victorious, granulous, nervous, adventurous, joyous.
- en	“having the quality of..., material...”	Wooden, woolen, golden, leaden, rotten.

## KEYS TO EXERCISES

♣ ***Exercise 1: Give the adjective form of the following nouns, using suffixes***

- |              |             |
|--------------|-------------|
| 1. Kittenish | 6. Monthly  |
| 2. Juicy     | 7. Tropical |
| 3. Sheepish  | 8. Easeful  |
| 4. Dangerous | 9. Romantic |
| 5. Manly     | 10. Zealous |

♣ ***Exercise 2: Give the base noun of the following derived adjectives***

1. Offence
2. Miser
3. Intelligence
4. Nature
5. Transparence
6. Charity

♣ ***Exercise 3: Identify the adjective(s) in each group and explain your choice***

1. Sisterly. Because this word ends in “-ly”. It belongs to the case number 5 in chapter 2.

2. Manufactural and beautiful. Because these words end in “-al” and “-ful”. They belong to the cases number 1 and number 4 in chapter 2.

3. Sunny and beneficial. Because these words end in “-y” and “-al”. They belong to the cases number 4 and number 3 in chapter 2.

4. Functional and practical. Because they end in “-al”. They belong to the case number 4 in chapter 2.

5. Selfish and lonely. Because they end in “-ish” and “-ly”. They belong to the cases number 5 and number 6 in chapter 2.

6. Tremendous. Because this word ends in “-ous”. It belongs to the case number 7 in chapter 2.

7. Smoky and funny. Because they end in “-y”. They belong to the case number 3 in chapter 2.

8. Woollen. Because this word ends in “-en”. It belongs the case number 8 in chapter 2.

♣ *Exercise 4: Complete the sentences with the correct form of the words.*

1 . Ambitious

2 . Sympatheitc

3 . Lovely

4 . Dreamless

5 . Uncomfortable

6 . Powerful

7 . Rosy

8 . Colorful

9 . Careless

10. Charitable

11. Charmless

12. Kittenish

13. Needful

14. Wonderful

15. Powerless

16. Meaningless

17. Fashionable

18. Meaningful

19. Windy

20. Courageous

♣ Exercise 5: Give the correct form of the words.

1. Faithless
2. Flighty
3. Lovely
4. Momentous
5. Guilty
6. Truthful
7. Needful
8. Shapeless
9. Wonderful
10. Powerless
11. Playful
12. Inflectional
13. Childish
14. Tactful
15. Lovely
16. National
17. Ambitious
18. Philosophical
19. Dangerous
20. Skillful

♣ Exercise 6: *Indicate the words which are adjective forming from nouns*

1. motherly
2. kindly
3. lovely and friendly
4. neighborly
5. lonely
6. artful, beautiful and joyful
7. lawful, meaningful, and graceful
8. cheerful, blameful, helpful and useful
9. natural, musical, criminal and national
10. gradual and classical

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