

LANGUAGE

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EXPERIMENTING WITH PARTS OF SPEECH

UNIT 1

PARTS OF SPEECH

Understanding

By now you should be aware that words may have different forms for different parts of speech: one word can change from a noun ('observation') to a verb ('observe') to an adjective ('observant') and then to an adverb ('observantly'). You should also be aware that the 'same' word can turn up as a different part of speech: its part of speech depends on its placement in a sentence and how it functions. In the sentence:

The view that I view through the view finder is breathtaking.

we see the word 'view' functioning as a noun, then a verb and then an adjective, but never changing its form. Sometimes this can be because of a homonym:

The book club was reading a book about how to book restaurants.

- Place these words in phrases that clearly show different parts of speech. The first is done for you.
 - Rival. His rival; the rival chef; her cakes rival all others.
 - Pencil.
 - Man.
 - Drive.
 - Painting.
- Now using the different forms of one of the words above, create a complete sentence. For example: If you are the rival in this rival game, you have to rival your opponent.

- Name the underlined parts of speech using the brackets (noun N; gerund G; adjective ADJ; adverb ADV; verb V; past participle PP; present participle PRP).
 - The pirate (.....) who loved nothing more than wearing his pirate (.....) hat and pirating (.....) on the seas found it difficult to adjust to the modern world of pirating (.....) where videos about pirates (.....) were pirated (.....) and shown at pirate (.....) parties to little kids dressed in pirate (.....) clothes.

- b. However much you run (.....), running (.....) is best done with the right running (.....) shoes to ensure you are in the running (.....) for a prize.

Many writers, particularly poets, use patterns of parts of speech to write more creatively. In the poem 'The Fist and the Thorn', for example, the poet Pablo Neruda plays with the word 'forgive' sensitively, creating profound new meaning that makes us think as he moves from the gerund (participle used as noun) to the noun (adjective acting as a noun) to the verb.

It is not about *forgiving*:
 the *forgiven* does not *forgive*

'The fist and the thorn', Pablo Neruda

To determine the part of speech, you can:

- test the noun by placing 'the' or 'a' in front of it
- test the verb by placing 'to' in front of the root of the verb
- test the adjective by filling the space between: 'the ... person' or 'the ... object'.

Remember that:

- past participles end in '-ed' and present participles end in '-ing'
- irregular past participles can be tested by saying: 'I was ...'
- participles can often also act as adjectives and present participles can act as nouns/gerunds
- gerunds (noun form) end in '-ing' when the word means 'the act of ... -ing'.

4. Completing the parts of speech table below will show you the possibilities for being creative. The first is done for you. Note: not all words cover all parts of speech.

Noun	Verb	Adjective	Adverb	Past participle	Present participle
colour	colour	coloured colourful	colourfully	coloured	colouring
	frequent				
				forgiven	
		accessible			
			regretfully		
	speak				
organisation					
				grown	

Applying

Connecting with the curriculum



Poetry

Poets are like musicians: they collect words and place them where they will best create music. They use all the parts of speech to convey their meaning, but in the poem below we see, surprisingly, that parts of speech become metaphors.

Permanently

One day the Nouns were clustered in the street.
 An Adjective walked by, with her dark beauty.
 The Nouns were struck, moved, changed.
 The next day a Verb drove up, and created a Sentence.
 [...]
 As the adjective is lost in the sentence.
 So am I lost in your eyes, ears, nose, throat –
 You have enchanted me with a single kiss
 Which can never be undone
 Until the destruction of language.

'Permanently', Kenneth Koch

1. What gender do you think 'Nouns' and 'Adjectives' are in the poem, and why do you think this?

2. Which word suggests a relationship has been formed?

3. Why are capitals used for 'Adjective' and 'Sentence' in the first part and not in the last stanza?

4. Why is the Verb important in this poem? What rule about sentences does the verb line refer to?

.....

.....

5. Explain how the parts of speech act as metaphors.

.....

.....

.....



Music

Music lyrics play games with parts of speech to create musicality and originality.

6. In these song titles, the word 'dream' is used as different parts of speech. Decide whether the noun, adjective or verb form is used.

Song	Noun	Adjective	Verb
Dream weaver			
Follow that dream			
Don't dream it's over			
Wildest dreams			
Dream police			

Connecting in class

In the poem 'Permanently', we see parts of speech used as metaphors, but parts of speech also create metaphors when they appear in unexpected places, changing their part of speech. For example, when Shakespeare writes 'The hearts/That spaniel'd me at heels' (*Antony and Cleopatra*, act 4, scene 12), he changes the noun 'spaniel' (referring to a dog) to the verb 'spaniel'd': he is saying that Cleopatra is surrounded by those who follow her faithfully like dogs. The connotations of 'spaniel' are transferred through forming the verb 'spaniel'd'.

Create your own metaphors using words as the 'wrong' part of speech. (e.g. 'Technology this for me' might mean use some technology on 'this'.)

Just for fun

A popular emotion shared in songs is love. Make up your own song titles that use the different parts of speech (noun, gerund, verb, adjective) of the word 'love'.

FUNCTIONAL PUNCTUATION

PUNCTUATION

Understanding

Punctuation has to work across many different subjects and texts. The following are some features of punctuation that have very specific functions. In this unit we will focus on dot points, the **ellipsis** and the slash.

Dot points

Dot points (also known as bullet points) are found in text books, government reports and advertising, but not usually in English essays. They present lists of interconnected information, saving space and indicating the interrelationship between items.

Dot points can follow a stem (an introductory statement), or they can come under a heading or subheading that states what it is that the dot points are expanding on. The stem may be the beginning of a sentence that is ended by each dot point, or it may introduce a series of sentences:

- | | |
|---------------------|--|
| A Stem | Parts of speech include: |
| B Stem | Parts of speech include the following: |
| C Subheading | Parts of speech |

Rules for punctuating dot points include:

1. Dot points are often indented.
2. If the dot point is a sentence, you add a full stop after every entry.
3. A list (words or sentence fragments) only has a full stop after the last point.
4. Lists of dot points have to be consistently the same: do not mix sentences, sentence fragments and words.
5. Stems normally end with a colon, but if the list is completing a sentence, then you may omit the colon.
6. Use lower case if it is finishing a sentence started by the stem; otherwise use a capital to start each point.

1. Explain why this list starts with lower case and only has a full stop at the end.

To fight malnutrition in Rondo ward, ROWODO:

- teaches parents about the dangers of feeding babies under six months old foods other than their mother's milk
- breaks old myths, for example, one that says a pregnant woman should not eat eggs.

'The State of the World's Children 2019: Children, food and nutrition', UNICEF

Ellipsis

Ellipsis in Greek means 'missing', so ellipsis punctuation means something is missing, but it also indicates a train of thought is taking place. In some texts, such as horror texts, it is about anticipating what will happen. This is used in creative writing. It is rare in official reports, unless the report is quoting an interviewee.

Ellipsis is also used for quoting when you delete part of the quotation to shorten it. In this case, the ellipsis would be enclosed in square brackets [...] to show the ellipsis is not in the original quotation but indicates omission of part of the text.

2. Are the following an example of thought processes (T), words that have been removed (R) or anticipation (A)?
- She imagined walking into the darkness beyond all feeling, into ... (.....)
 - Tomorrow and tomorrow and tomorrow creeps [...] from day to day (.....)
 - If only she had been able to ... Forget it! Not worth worrying! (.....)

Slash (/)

The slash fills the space between two words and can:

- stand for 'or', indicating a choice is being made
Everyone wants what he/she can get out of life.
- indicate a combination (no space on either side of the slash)
It's a bedroom/sitting room
- indicate a line break in quotations from poetry. Use a space on each side of the slash.
'What light through yonder window breaks / it is the east'

3. Rewrite these lines of poetry into a single line using slashes. Use ellipses to remove any words that have strikethrough.

Tyger Tyger, burning bright,
In the forests of the night;
What ~~immortal~~ hand or eye,
Could frame thy fearful symmetry?

'The Tyger', William Blake

.....

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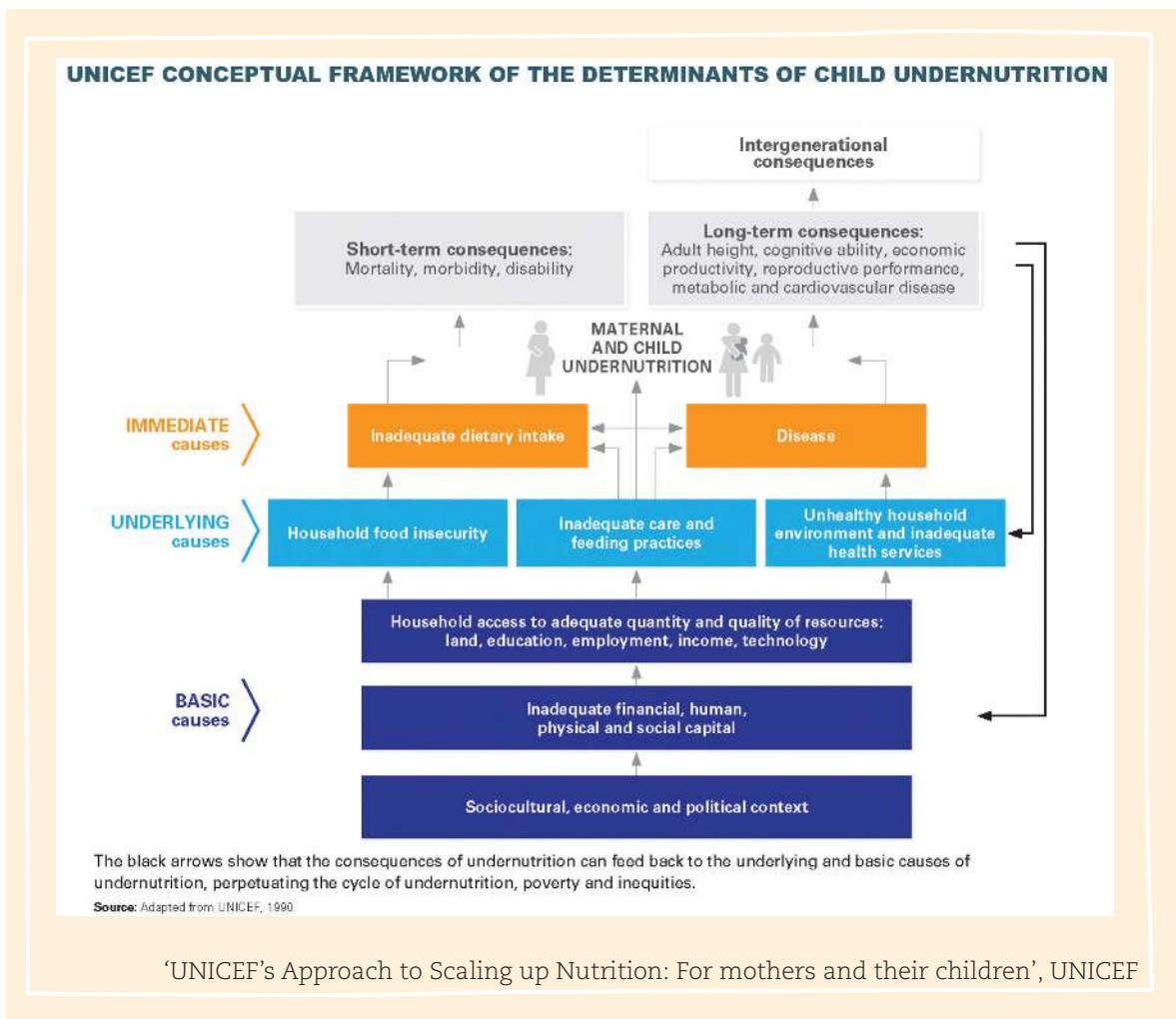
Applying

Connecting with the curriculum

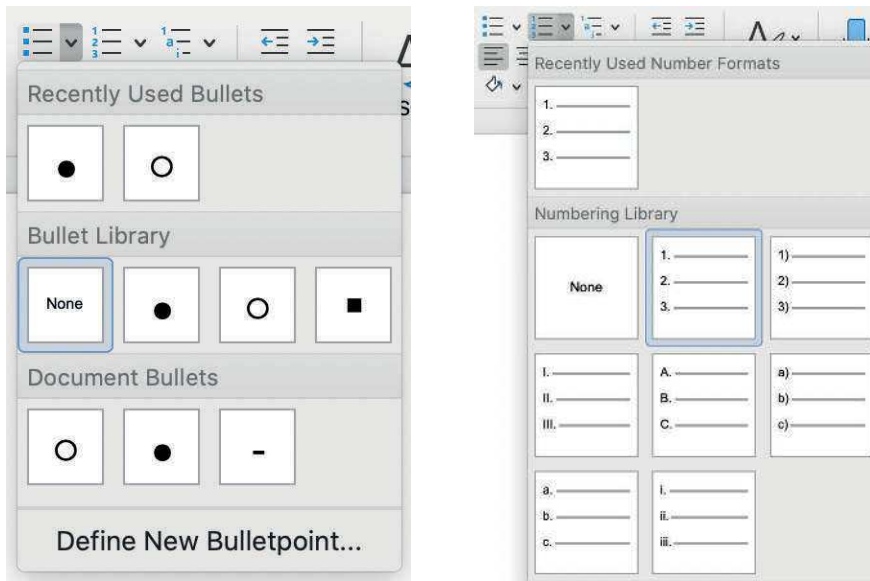


Geography

Tables are like dot points in that they illustrate a relationship between ideas at different levels.



- Use the above conceptual framework to devise a list of dot points under the heading ‘Causes of Child Undernutrition’. Because the information is quite complex, with several levels of information, you will need subpoints (also known as a ‘nested’ list). Complete this in Word, Google Docs or equivalent, using the computer tools displayed on page 11 including:
 - different bullet points
 - different levels of indentation
 - different number and letter formats
 - different font colour, size or type.



2. Add a suitable heading and stem to the below dot points and correct any punctuation.

Heading:

Stem:

- Globally at least 1 in 3 children is not growing well due to malnutrition.
 - In 2018 almost 200 million children under 5 suffered from stunting or wasting
 - The number of overweight children has risen in all continents including Africa
- ‘The State of the World’s Children 2019: Children, food and nutrition’, UNICEF

3. In your notebook, rewrite this paragraph as six dot points with the stem: ‘Undernutrition’.

Undernutrition continues to affect tens of millions of children. It is visible in the stunted bodies of children deprived of adequate nutrition. This is a burden that stops children from meeting their full physical and intellectual potential and it is evident in the wasted bodies of children at any stage in life. Food shortages, poor feeding practice and infection are major causes of undernutrition which is further exacerbated by situations of poverty, humanitarian crisis and conflict.

‘The State of the World’s Children 2019: Children, food and nutrition’, UNICEF

Connecting in class

1. Name all these forms of punctuation and explain how they are used: , ' " " . () [] ; ; ...
2. Transfer this information to a list with dot points. Transfer the information into a table.

Just for fun

Write a list of rules in dot points about how to behave at school.