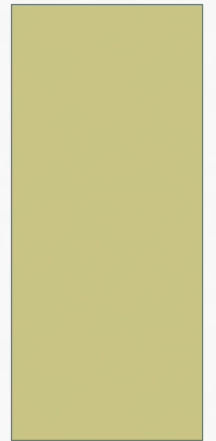


TRANSITION WORK PACK TWO

KEY ELEMENTS OF LANGUAGE ANALYSIS



READ THIS 😊

- Read through this document carefully.
- Complete the activities you are directed to, both on the slides themselves, **and** on the PDF **Transition Work Pack 3 Supporting Materials.**
- This will help you to BEGIN to develop an understanding of word classes and grammar.
- You will become more familiar and confident with the terminology as the course progresses.

ENGLISH LANGUAGE AT A LEVEL

In English language at A level we learn a language which enables us to describe and analyse and evaluate the language we use.

This language is known as a **METALANGUAGE or language about language**

As a student of English language you are expected to acquire an extensive linguistic vocabulary to enable you to accurately describe the language you analyse

BELOW ARE THE LANGUAGE LEVELS
THESE ARE THE KEY AREAS WE LEARN ABOUT TO HELP US
UNDERSTAND IMPLIED MEANINGS

1. Phonetics, phonology, prosodics: how speech sounds and effects are articulated and analysed
2. Lexis and semantics: the vocabulary of English, including historical geographical, social and individual varieties of English
3. Grammar including morphology: the structural patterns and shapes of English at sentence, clause, phrase and word level
4. Pragmatics: the contextual aspect of language use
5. Discourse: extended stretches of communication occurring in different genres, modes and contexts

LEXIS AND SEMANTICS ACTIVITIES

- Go to the PDF entitled –**Transition Work Pack 3 Supporting Materials**
- Read the information on Lexis and Semantics (**pg. 17**) and complete the activities on the extracts (**pg. 18**)
- Answer the questions in full sentences where possible.

WORD CLASS DEFINITION

A word class is a group of words that fulfil the same kind of role and function in speech and writing.

OPEN AND CLOSED WORD CLASSES

- **Nouns, verb, adverbs and adjectives** are known as **lexical word classes or open**.
- This is because nearly every new word that comes into the English language can be placed in one of these word classes.
- **Pronouns, determiners, prepositions and conjunctions** are known as **grammatical word classes or closed**. This is because these classes rarely gain new words as they are used to provide connections and cohesion between other words.

PREPOSITIONS

A preposition is one of a small group of words that can be used with nouns and verbs. Prepositions give information about position or movement.

e.g.

on the bridge

over the rooftops

in the morning

at the gates

Sometimes the preposition can do the work of an adverb

He is coming **in the morning**

I found him **near the gates**

CONJUNCTION

A conjunction joins two or more nouns OR clauses together. Conjunctions are sometimes called 'joining words' - and, but etc.

DETERMINER

A determiner is used to 'point' more precisely to (provide more information about) the person, thing or idea that is being talked about.

There are 8 Types of Determiner:

1. Definite articles - the
2. Indefinite articles – a /an
3. Possessives – his hers its our their etc.
4. Demonstratives – this that these those
5. The numbers - cardinal numbers (one, two, three) and ordinal (first second third)
 1. Quantifiers – some, any, no, enough, all both half, double etc.
 2. Distributives – each/ every/ either ,neither
 3. Exclamatives - what , such

NOUN

A noun is a thing which labels a thing or an idea. Some times referred to as 'naming words'

PHRASES

We have learned that words can be classified into word classes according to their function and the kinds of characteristics group members display. Words can also form larger structures called phrases.

The 2 most important phrases are **noun phrases** and **verb phrases**

NOUN PHRASES

Noun phrases are groups of words which are centred around a noun that acts as the 'head' of the phrase. Other words in the phrase fulfil certain functions in relation to the 'head'.

The expensive television in the corner

Determiner modifier head qualifier

post-modifier

The determiner and adjective pre modify the noun – the adjective modifies the quality of the television.

The qualifier – in the corner does not modify the quality of the television of the but instead gives information about its position.

PHRASES AND MODIFICATION ACTIVITIES

1. Go to the PDF entitled –Transition Work Pack 3 Supporting Materials
2. Read the information on Phrases and Modification(pg. 19) and complete the **first bullet** point activity on **noun phrases in texts 1-3**
3. Write out the noun phrase and underline the headword
4. Complete the **third bullet** point activity on **texts 7-9**
5. Write out the extracts and underline the noun phrases

PRONOUN

If we do not want to repeat the same noun in a sentence or paragraph we can replace it with a pronoun. A pronoun is a word that can be used in place of a noun.

Gary saw Sue so **he** asked **her** to help him.

ADJECTIVE

An adjective gives more information about a noun.

Adjectives enable us to describe or identify which of the options are being referred to.

Adjectives are sometimes referred to as describing words.

VERB

A verb tells us an action or a state of being. Ordinary verbs are called main verbs. Sometimes referred to as 'doing words'

A special group of verbs are called **auxiliary verbs**. These can be used with a main verb to form different tenses or for emphasis.

VERB PHRASES

A verb phrase is similar to a noun phrase as it is also built around a 'head' word, the main lexical verb.

Verb phrases are usually less complex than noun phrases but can, in addition to the main verbs, include auxiliary verbs – both primary auxiliary verbs and modal auxiliary verbs

Primary auxiliary verbs – be, do, have – largely to show tense

Modal auxiliary verbs - e.g *may, must, might, can, could, will* – indicating possibility, intention, obligation and necessity

PHRASES AND MODIFICATION ACTIVITIES

1. Go to the PDF entitled –Transition Work Pack 3 Supporting Materials
2. Read the information on Phrases and Modification(**pg. 19**) and complete the **fourth bullet** point activity on **verb phrases in texts 11-14 (pg.20)**
3. Write out the sentences and underline the verb phrases.

AUXILIARY VERBS

An auxiliary verb is a verb that is used together with a main verb to show time and continuity

Primary auxiliary verbs – **Be** and **Have**

Be is used to form the **present continuous tense** and the **past continuous tense** . It is also used in the creation of the **passive form**.

I am working

He is using

We were all wondering

Matt was teaching in America.

AUXILIARY VERBS

An auxiliary verb is a verb that is used together with a main verb to show time and continuity

Primary auxiliary verbs – **Be** and **Have**

Have is used to form the **present perfect tense** and the **past perfect tense** .

George and Alice **have seen** the show already.

They **had expected** to see us there.

AUXILIARY VERBS

Do - is the supporting auxiliary verb. It is used in forming negatives, questions and emphatic statements

I **do** not **like** sausages at all.

Do you **like** prawns?

MODAL VERBS

Modal verbs reflect our judgement, or 'mood' about whether what we are saying is true:

*can, may, will, shall, must,
could, might, would, should,
ought to.*

MODAL VERBS

This group of modal verbs have significant effects on meaning. They are used to convey various notions such as **possibility, necessity or obligation**.

can

could

will

would

shall

should

may

might

must

ought to

The groupings in pairs above show that the second form can sometimes be used as the past tense.

POSSIBILITY AND PROBABILITY

Some modal verbs indicate the degree of possibility of an event. Some of the verbs were listed in pairs, with the second form sometimes used as the past tense.

For example:

I can ride a bike.

I will be famous one day.

We shall be free.

I may go to university.
might

I could ride a bike.

I always thought I
would be famous.

I believed we should be
free.

My parents hoped I
go to university.

POSSIBILITY AND PROBABILITY

Apart from expressing either present or past time, these verbs express the attitude of the speaker to the degree of possibility of that event happening.

I will be famous

I could be famous

I may be famous

I might be famous

POLITENESS AND FORMALITY

These modal verbs also function to indicate degrees of politeness and formality. For example:

Can you lend me five pounds? (direct, colloquial)

Will you lend me five pounds? (direct)

Could you lend me five pounds? (tentative, more polite and formal)

Would you lend me five pounds? (tentative, more polite and formal)

May I borrow five pounds? (More formal and polite)

Might I borrow five pounds? (tentative, polite and formal)

NECESSITY AND OBLIGATION

As well as indicating degrees of possibility and politeness, some modal verbs express degrees of necessity or obligation. The writer or speaker can convey their attitude in ways that range from tentative suggestions to firm instructions. For example:

You might try an alternative shop.	(tentative suggestion)
You should try an alternative shop.	(advice)
You ought to try an alternative shop. advice)	(firmer
You need to try an alternative hop.	(definite suggestion)
You have to try an alternative shop.	(definite instruction)
You must try an alternative shop.	(perhaps even more direct).

FINITE AND NON-FINITE VERBS

Verbs can be classified into two main types: finite and non-finite. FINITE VERBS change their form to show contrasts of number, tense and person. NON-FINITE VERBS never change their form.

Finite verbs		
	She lives in Europe; She previously lived in America	Contrast in tense
	He eats ; they eat . I am ; you are	Contrast of number/person
Non-finite verbs	(is) living	Present participle (ing)
	(has) lived	past participle - ed
	live	The base form of the verb
	To live	The infinitive

FINITE AND NON-FINITE VERBS

It is important to recognise the difference between the past tense and the past-participle of regular verbs since both have an **-ed** ending. The past tense is finite because it is showing a change in tense. Usually the past participle follows an auxiliary verb and does not change its form

PHRASES AND MODIFICATION ACTIVITIES

- Go to the PDF entitled –Transition Work Pack 3 Supporting Materials
- Read the information on Phrases and Modification(pg. 19) and complete the **second bullet** point activity on **identification of the head word in texts 4-6**
- Write out the phrase and underline the headword
- Label the type of phrase

ADVERBS

An adverb gives information about the way an action is carried out, or when and where it takes place.

She ran **quickly** down the path

He lifted the box **carefully**.

Some adverbs can be used in front of adjectives or to introduce a sentence

This cake is **quite** nice.

It was **fairly** good.

Many adverbs are formed by adding – ly to the end of adjectives

ADVERBIALS

Adverbials give information about time, manner and place. You can check which part of a clause is an adverbial by asking questions like ***How? (manner) When? (time) Where? (place)*** and ***How often? (frequency)***

Adverbials can be adverb phrases, prepositional phrases, noun phrases or clauses
More than one adverbial can be added to a clause at a time.

EXAMPLES OF ADVERBIALS - **ACTIVITY**

Identify types of adverbial phrases in the sentence below the adverbials in the sentence below and their individual types. The first one has been done for you.

❖ They went (to town) (yesterday). They went (to town)
 A A A
 PrepP AdvP PrepP
 A
 (on Saturdays)
 PrepP

❖ Twice a week the boy ran to his grandmother's house
for tea.

There are 3 adverbial phrases in the sentence above. Write the sentence out.

Identify the adverbial phrases and label their types

POSITIONING OF ADVERBIALS AND ACTIVITY

An adverbial can be positioned in different places within a clause and this can enable the writer to create different types of emphasis.

☐ (Actually) we went (to the library) (on Mondays.)

☐ (On Mondays), we (actually) went (to the library.)

1. Identify and label the types of adverbial in a sentence above.
2. Explain how the changes in position of the adverbial phrases changes the implied meanings of the sentences.

PRACTISE IDENTIFYING ADVERBIALS

Write out the sentences below and underline and label the adverbial phrases.

□ They went to town last week. They went to town when it rained.

□ She sang at the concert last night. She will sing again in the Christmas show.

GRAMMAR

The focus of our study of language is to explore and consider how the language is used (A descriptive approach) rather than suggesting how it should be used (prescriptive).

OUR STUDY OF GRAMMAR FOCUSES ON MORPHOLOGY AND SYNTAX

- Syntax: The study of how words form larger structures such as phrases, clauses and sentences.
- Descriptive: an approach to language study that focuses on how language is actually used.
- Prescriptive: an approach to language study that focuses on the rules and notions of correctness.

MORPHOLOGY – THE STUDY OF WORD FORMATION

- **apples** is made up of 2 units of meaning
- **apple**= the root/base word
- **s** = the suffix
- **Unhealthy** is also made up of 2 units of meaning
- **Un** = the prefix
- **Healthy** = the root/base word
- Prefixes and suffixes together are called affixes

FUNCTION OF AFFIXES

Some affixes have an **inflectional function** – they show the tenses of verbs and the plural form of nouns

Other affixes have a **derivational function** as they enable us to form new words by adding to a root/base word.

CLAUSES

- In the same way that words form phrases, phrases form larger structures called clauses. These are words centred around a verb phrase.
- Clauses also have constituent elements that we can label and comment on depending on their function. In a clause, the verb phrase combines with other phrases as shown in the following table

CLAUSES AND SENTENCES ACTIVITIES

- Go to the PDF entitled –**Transition Work Pack 3 Supporting Materials**
- Read the information on Clauses and sentences(**pg. 21**) and complete the **first 4 bullet point** activities on texts **1-10** on page **23**
- In the **texts 11-13 (pg.23)** minor sentences have been included.
- Identify the minor sentences and re-write them as complete sentences. You will need to add words to do this.
- Try to label the word classes of the words you have included?

CLAUSE CONSTITUENTS

(PARTS OF A CLAUSE)

Constituent element	Description
Subject(S): usually a noun phrase	Acts as the key focus of the clause and is often the focus of a relational verb process or the agent of a material verb process.
Object(O): usually a noun phrase	Identifies the entity being acted on by the action of the verb process
Complement (C) : usually a noun phrase	Is the attribute of a subject in a relational verb process.
Adverbial (A): usually an adverb or a prepositional phrase	Identifies the circumstances of a verb process in terms of time, place or manner.

CLAUSE CONSTITUENT ELEMENTS IDENTIFIED

I awoke

S V

I turned on the television

S V O

I was tired

S V C

I lent my friend my iPad.

S V O O

I put the book on the floor

S V O A

Note that example 4 has two objects - (A verb like lent needs both a direct object, (the object being lent), and an indirect object, (the person receiving the object))

CLAUSES

Clauses are the main structures used to compose sentences. A sentence will be made up of at least one main clause (a clause that makes sense on its own and that is not dependant on or part of another clause); it may also contain one or more subordinate clauses (a clause that cannot stand on its own and that is dependent on the main clause). Clauses may be finite (containing a verb marked for tense, number and person); non-finite (containing a present participle, a past participle or an infinitive); or verbless (containing no verb).

- Finite clause (The guests arrived late)
- Non finite clause (Arriving late), the guests crowded around the door noisily.
- Verbless clause (Well I never)!

CLAUSE ELEMENTS

There are five types of Clause Element and each has a different function and site (position within the clause)

The SUBJECT (S) normally describes the person who or the thing which does the action of the verb. It is also the actor of a sentence. You can check which part of the clause is a subject by asking **who?** or **what** is responsible for the action or the process of a verb.

CLAUSE ELEMENTS

Kinds of subject – The subject is usually a **noun phrase** or a **pronoun**, but can also be a **clause**.

S

The girl was a good swimmer.

det N

NP

S

She was a good swimmer.

NP

Pronoun

CLAUSE ELEMENTS

Kinds of subject – The subject is usually a **noun phrase** or a **pronoun**, but can also be a **clause**.

S

(What I look forward to) is a restful Christmas.

CI

The position in the clause

In a statement the subject usually **precedes** the verb.

(The whole family) went to town.

CLAUSE ELEMENTS

The position in a question

In a question the subject usually follows the auxiliary verb.

S

Did (the girl) go to town?

Effect on the verb

The subject dictates the form of the verb.

S

I go to town. (The old lady) goes to town.

CLAUSE ELEMENTS

Effect on the object or the complement

The Subject sometimes controls the form of the object or complement in a sentence.

S

S

She cut herself. They cut themselves.

VERBS

Verbs or predicators (P) can express a range of meanings – actions, processes, states and so on

They are the most important clause element: they cannot be omitted, except in an MINOR SENTENCE.

- Like father, like son.

Only a verb phrase can fill the verb site of a clause.

- I **should go** to town.

OBJECT

The OBJECT (O) describes something that is directly affected by the verb. You can check which part of the clause is in the DIRECT OBJECT (Od) site by asking **who** or **what** is affected by the action or process of the verb:

Od

The dog ate the bone.

The object can also be something that is **indirectly** affected by the verb. Usually the indirect object (Oi) will precede the direct object, but it may instead follow the direct object. You can check whether an object is indirect by placing it after the direct object and putting to before it.

Oi

Od

Od

Oi

The child gave (her friend) (a present). The child gave (a present) (to her friend).

KINDS OF OBJECT

The Object is usually a noun phrase or a pronoun. If the object is a pronoun, it may have a distinctive form:

Od

Od

The rain soaked (the boy). The rain soaked (him).

Oi

Oi

He gave (the visitors) a cup of tea. He gave (them) a cup of tea.

Position of the object in a clause:

Normally, the object follows the verb.

COMPLEMENTS

The complement (C) gives extra information about the subject (Cs) or about the Object (Co)

Cs

- E.g the sun was bright

Co

- The teacher considered his pupil (a genius)

Complements can be adjectival phrases, noun phrases, a pronoun, a numeral or a clause

EXAMPLES OF DIFFERENT TYPES OF COMPLEMENT

Cs

The musician was (excellent)

Co

The man considered the wine (a bargain)

Cs

The book is (his)

Cs

The old lady was(ninety)

Cs

This field is (where the battle took place)

CLAUSE TYPES

There are 7 types of clause in which their elements are combined in different ways.

- Subject + verb

They voted

- Subject + verb + direct object

They ate dinner

- Subject + verb + indirect object + direct object

Father Christmas gave each child a present.

- Subject + verb + subject complement

Snow is disruptive

CLAUSE TYPES

There are 7 types of clause in which their elements are combined in different ways.

- Subject + verb + direct object + object complement

The government considered its election promises inappropriate

- Subject + verb + adverbial

You must not go near the derelict house

- Subject verb + direct object + adverbial

They packed their bags for school

MULTI-CLAUSE STRUCTURES

In turn, clauses can form larger multi-clause structures through the process of coordination and subordination. Coordinated clauses are joined by the conjunctions –

and, or, but

and are independent, in so far as they make complete sense and can stand alone.

I went into town and met my friends - contains 2 single clauses and they could stand on their own if the coordinator (coordinating conjunction) was not there.

Traditionally, single clauses are known as simple sentences and coordinated clauses, compound sentences.

MULTI-CLAUSE STRUCTURES

Subordinate clauses consist of a main clause which can stand on its own and make complete sense and any number of subordinate clauses that depend on the addition of a main clause to make complete sense.

The most common subordinating clause is an adverbial using a subordinating conjunction. The subordinate clause below functions as an adverbial.

- Although I went into town, I didn't meet my friend.
- A S V O

MULTI-CLAUSE STRUCTURES

Subordinate clauses can also function as noun clauses that act as a subject, object or complement.

- Meeting my friends was not planned for.

S

V

C

Noun clause acting as subject

- I did not know *that* I could meet my friends.

• S

V

C

- Noun clause acting as complement

ACTIVITY ON LABELLING CLAUSE ELEMENTS

1. Try to identify and label the different clause elements in the extract on the next **3** slides.
 2. Either print out or write out the extract
 3. Use the following abbreviations
- **S** Subject
 - **P** predicator or verb
 - **Od** direct object
 - **Oi** Indirect object
 - **A** Adverbial
 - **conj** Coordinating conjunction
 - **neg** negative
 - **C** - complement

ACTIVITY

(After William the conqueror,) (the next king of England
(was) (his son William.)(He) (was) (a very strong and
good-looking man), (but) (he) (had) (a red face and
rather reddish hair.) (He) (was) (not) (a good man) (and)
(was) (cruel to his people). (Like his father), (he) (enjoyed)
(hunting animals).

ACTIVITY

(One day) (the Red King's arrow) (just) (missed) (a big deer). (William) (was) (very excited) (and) (called out) (to his friend Walter). (Walter) (fired) (an arrow), (but) (by accident) (it) (stuck) (in the King's eye) (and) (he) (fell) (dead).

ACTIVITY

(Walter) (was) (very) (frightened) (and) (he) (rode)
(away). (The King's body) (lay) (in the forest) (all day). (In
the evening), (it) (was carried) (away) (in a workman's
cart) (and) (buried) (in the big church) (at a town)
(called) (Winchester).

SENTENCE MOODS(OR FUNCTIONS

1. A **declarative** sentence - makes a **statement** and ends with a **full stop**.
2. An **interrogative** sentence asks a **question** and ends with a **question mark**.
3. An **exclamatory** sentence shows **strong feelings** and ends with an **exclamation mark**.
4. An **imperative** sentence gives a **command**.

4 SENTENCE/ CLAUSE/ UTTERANCE FUNCTIONS AND THEIR USES

The 4 sentence functions tend to be associated with a specific grammatical form, although there are inevitably exceptions to this .

1. **Statements(declarative) – subject – verb-object/complement**
2. **Questions(interrogative) – begin with primary or modal auxiliary verbs of wh- words**
3. **Commands (imperative) – begin with a verb phrase and have no subject**
4. **Exclamations (exclamatory) usually start with a wh-word and then a noun phrase**

Activity

Create examples for each of the functions above

GRAMMATICAL FORM VS ACTUAL FUNCTION

Occasionally there is a contradiction between a grammatical form of communication and its actual function.

e.g. when you ask someone to shut a door which has been left open, you might use one of the following forms to communicate the same idea.

EXAMPLES

- Shut the door
- **grammatical form - imperative**
- Can you shut the door?
- **grammatical form - interrogative**
- The door is open
- **grammatical form - declarative**
- What a terrible draft!
- **Grammatical form – exclamatory**

ACTIVITY

All of the sentences on the previous slide have the same meaning even though their grammatical forms might suggest otherwise.

1. **Think about, list and explain** how different circumstances might lead to the use of each different grammatical form
 - Consider
 - i. What contextual issues might affect when these grammatical forms might be used?
 - ii. Who might the speakers be
 - iii. In what circumstances might the utterance be made
 - iv. What differences in status between the speakers might lead to the differences in utterance

ACTIVITIES

SENTENCE FUNCTIONS (MOODS)

- Go to the PDF entitled –**Transition Work Pack 3 Supporting Materials**
- Read the information on sentence functions(**pg. 22**)
- Complete the bullets point activities **on page 22** which are focused on **texts 16-24 (page 24)**
- Create an example of a sentence in each sentence mood/function.
- Identify and label the noun phrases, verb phrases, determiners, prepositions, adjectives and adverbs you use in your sentences.

END OF WORK PACK

- Transition Work Pack 4 contains a selection of articles that will enable you to do further wider reading around this fascinating subject.
- We would recommend that you read 4 or 5 of the following:
 1. How to Read the News Sceptically
 2. More or less Scouse – Language Change on the Merseyside
 3. Making a point – The History of Punctuation
 4. Accent and Dialect – Northern English
 5. Becoming an A level Language Student – A Quick Guide
 6. A Level Language- Reading around the Subject
 7. Metaphors for Cancer and Why they Matter