LING1110
FOUNDATIONS OF LANGUAGE

Course Readings
Semester 2, 2010

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## CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture, Tutorial, and Assessment Timetable</td>
<td>ii</td>
</tr>
<tr>
<td>Language &amp; Linguistics</td>
<td>1</td>
</tr>
<tr>
<td>Phonetics</td>
<td>2</td>
</tr>
<tr>
<td>Structure of English</td>
<td>13</td>
</tr>
<tr>
<td>Exams</td>
<td>40</td>
</tr>
</tbody>
</table>
### Lecture, Tutorial, and Assessment Timetable

<table>
<thead>
<tr>
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<th>Lecture 2</th>
<th>Tutorial</th>
<th>Assessment</th>
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<td>1</td>
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<td>Grammar</td>
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<td>9</td>
<td>Sep 20</td>
<td>Children’s language acquisition – social issues</td>
<td>Aboriginal Languages</td>
<td>Grammar</td>
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**Mid Semester Break**

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**Assessment:**

- **Assignment 1** 10% Phonetics 23.00 Friday 20 August
- **Assignment 2** 10% Grammar 23.00 Friday 10 Sept
- **Assignment 3** 10% Grammar 23.00 Friday 24 Sept
- **Case Study** 35% Children’s Literature & Language Acquisition 23.00 Friday 29 Oct
LANGUAGE & LINGUISTICS: QUESTIONS FOR THOUGHT AND DISCUSSION

1. Can you give a simple definition of linguistics?

2. What do teachers need to know about the scientific study of language, and why?

3. Can you describe some differences between what is meant by the word grammar as used (a) in the general community, (b) in schools, and (c) in educational psychology and linguistics?

4. Have you ever experienced someone criticising your grammar? To what aspect of your language production were they actually referring?

5. Have you ever criticised someone else’s grammar? Exactly what was it about their language use that you were criticising?

6. What is the range of your personal language experiences? What experiences have you had with languages other than your mother tongue, and with the various situations and media in which language is used?

7. What knowledge and skills would you like to gain in the area of language and communication, and why? What are some strategies you can use to increase your competence?

It is suggested that you jot down some notes about these questions now, and return to look at them at the end of this semester, to see how your knowledge and perspective have changed.
**PHONETICS**

Symbols for transcribing English consonants

<table>
<thead>
<tr>
<th>MANNER OF ARTICULATION</th>
<th>PLACE OF ARTICULATION</th>
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</thead>
<tbody>
<tr>
<td>Stop</td>
<td>Bilabial</td>
</tr>
<tr>
<td>voiceless</td>
<td>p</td>
</tr>
<tr>
<td>voiced</td>
<td>b</td>
</tr>
<tr>
<td>Fricative</td>
<td></td>
</tr>
<tr>
<td>voiceless</td>
<td>f</td>
</tr>
<tr>
<td>voiced</td>
<td>v</td>
</tr>
<tr>
<td>Affricate</td>
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<tr>
<td>voiced</td>
<td>dʒ</td>
</tr>
<tr>
<td>Nasal</td>
<td>m</td>
</tr>
<tr>
<td>Lateral</td>
<td>l</td>
</tr>
<tr>
<td>Approximant</td>
<td>w</td>
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</table>

**PLACE AND MANNER OF ARTICULATION FOR ENGLISH CONSONANTS**
Symbols for transcribing Australian English vowels.

<table>
<thead>
<tr>
<th>Simple vowels (Monophthongs)</th>
<th>Diphthongs</th>
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<tbody>
<tr>
<td>( t ) peat</td>
<td>( I ) pit</td>
</tr>
<tr>
<td>( E ) pet</td>
<td>( \Theta ) pat</td>
</tr>
<tr>
<td>( \leftrightarrow ) above</td>
<td>( \varepsilon ) dirt</td>
</tr>
<tr>
<td>( \alpha ) part</td>
<td>( \varphi ) but</td>
</tr>
<tr>
<td>( \square ) pot</td>
<td>( \square ) port</td>
</tr>
<tr>
<td>( Y ) put</td>
<td>( \upsilon ) suit</td>
</tr>
<tr>
<td>( \alpha I ) pie</td>
<td>( I \leftrightarrow ) dear</td>
</tr>
<tr>
<td>( \varepsilon I ) bay</td>
<td>( \Theta \leftrightarrow ) hair</td>
</tr>
<tr>
<td>( \square I ) boy</td>
<td>( \varphi \leftrightarrow ) cure</td>
</tr>
</tbody>
</table>

| \( t \)                     | tense, high, front, unrounded |
| \( I \) bit                | lax, high, front, unrounded |
| \( \varepsilon I \) bait   | tense, mid, front, unrounded + lax, high, front, unrounded |
| \( E \) bet                | lax, mid, front, unrounded |
| \( \Theta \) bat           | low, front, unrounded |
| \( \varepsilon \) Bert     | tense, mid, central, unrounded |
| \( \leftrightarrow \) above | lax, mid, central, unrounded |
| \( \alpha \) part          | low, central, unrounded |
| \( \upsilon \) boot        | tense, high, back, rounded |
| \( Y \) put                | lax, high, back, rounded |
| \( oY \) boat              | tense, mid, back, rounded + lax, high, back, rounded |
| \( \square \) bought       | lax, mid, back, rounded |
| \( \square \) pot          | low, back, rounded |
| \( \varphi \) but          | low, back, unrounded |

New Zealand English

| \( \backslash \) fish, chips | tense, high, central, unrounded |

| \( \alpha I \) buy | \( \square I \) boy | \( \alpha Y \) how |
| \( I \leftrightarrow \) here | \( E \leftrightarrow \) hair | \( \varphi \leftrightarrow \) cure |
Scope and Sequence of Phonological and Graphological Processing

When selecting the content of a program to teach students to use phonological and graphological information, teachers should be aware of the importance of, and the relationships between, the following aspects of literacy learning:

- sound (phonological) awareness
- visual (graphological) processing
- letter -sound (graphophonic) relationships
- spelling
- handwriting.

Sound (phonological) awareness

Sound awareness is the understanding that spoken words are made up of separate sounds and that these sounds can be pulled apart and put back together again or manipulated to make new words. Students need sound awareness to be able to use the alphabetic principle effectively in reading and spelling. While many aspects may be taught aurally in Early Stage 1, it is important that once students know some letter -sound relationships, the teaching of sound awareness links with reading, writing and spelling activities.

Visual (graphological) processing

The 26 letters that make up the English alphabet are the basic data of the reading system. Each individual word in a printed text is visually identifiable because it is made up of a unique subset and sequence of these letters.

The visual processing system gradually builds up detailed images of a growing number of words that it can process automatically (with the aid of other processing systems). Accuracy, fluency and, eventually, automatic recognition of words by sight depend greatly upon the completeness and rapidity of one's visual memory of the words. In early processing, the whole word is recognised as an image, but later processing involves combining letter sequences, use of which is facilitated by phonemic awareness and knowledge of letter -sound relationships.

Letter -sound (graphophonic) relationships

Knowledge of letter -sound relationships gives students a degree of independence in learning to recognise words and in reviewing them. It develops students' visual images of words because it allows them to attend actively to the letter components of the words and their sequencing. It is important that students understand that the pattern of letters that is unique to each word is not arbitrarily chosen but depends on a conventional system. The English language uses the alphabet to relate printed letters to speech sounds using a system of correspondences (the alphabetic principle).

There are several important aspects in teaching letter -sound relationships:

- awareness of the printed form (visual familiarity with the letters);
- alphabetic principle (systematic relationships between letters and sounds);
• making generalisations about letter-sound relationships;
• ensuring that students know whether teachers are referring to the sound or the letter name;
• recognising that graphemes usually represent multiple sounds;
• blending sounds for known letters to form words.

Spelling

Learning to spell is closely linked to learning to read and write. Learning about spelling reinforces knowledge about common letter sequences and about spelling-sound relationships. Good spelling involves flexible and strategic problem-solving behaviour. It is important that students are aware of the variety of strategies that can be used to spell words. They should be aware that, because of the peculiarities of the English spelling system, some strategies work better for some words than others.

Early spelling is usually characterised by phonetic approximations, but later spelling becomes orthographic as the speller learns about common letter sequences, phonic generalisations, word origins and rules used in English orthography.
B. Sound Identification

1. Listen to the sounds of the words, and be careful not to be confused by spellings. Using a mirror may be helpful.

2. Circle the words that begin with a bilabial consonant:
   - mat
   - gnat
   - sat
   - bat
   - rat
   - pat

3. Circle the words that begin with a velar consonant:
   - knot
   - got
   - lot
   - cot
   - hot
   - pot

4. Circle the words that begin with a labiodental consonant:
   - fat
   - cat
   - that
   - mat
   - chat
   - vat

5. Circle the words that begin with an alveolar consonant:
   - zip
   - nip
   - lip
   - sip
   - tip
   - dip

6. Circle the words that begin with a dental consonant:
   - pie
   - guy
   - shy
   - thigh
   - thy
   - high

7. Circle the words that begin with a palato-aveolar consonant:
   - sigh
   - shy
   - tie
   - thigh
   - thy
   - lie

8. Circle the words that begin with a fricative:
   - race
   - wreath
   - bush
   - bring
   - breathe
   - bang
   - rave
   - real
   - ray
   - rose
   - rough

9. Circle the words that end with a nasal:
   - rain
   - rang
   - dumb
   - deaf

10. Circle the words that end with a stop:
    - pill
    - lip
    - lit
    - graph
    - crab
    - dog
    - hide
    - laugh
    - back

11. Circle the words that begin with a lateral:
    - nut
    - lull
    - bar
    - rob
    - one

12. Circle the words that begin with an approximant:
    - we
    - you
    - one
    - run

13. Circle the words that end with an affricate:
    - much
    - back
    - edge
    - ooze

14. Circle the words in which the consonant in the middle is voiced:
    - tracking
    - mother
    - robber
    - leisure
    - massive
    - stomach
    - razor
14. Circle the words that contain a high vowel:
    sat    suit    got    meet    mud

15. Circle the words that contain a low vowel:
    weed    wad    load    lad    rude

16. Circle the words that contain a front vowel:
    gate    caught    cat    kit    put

17. Circle the words that contain a back vowel:
    maid    weep    coop    cop    good

18. Circle the words that contain a rounded vowel:
    who    me    us    but    him

II. Name the consonant sounds in the middle of each of the following words as indicated in the example:

<table>
<thead>
<tr>
<th>robber</th>
<th>Voiced or voiceless</th>
<th>Place of articulation</th>
<th>Manner of articulation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>voiced</td>
<td>bilabial</td>
<td>stop</td>
</tr>
</tbody>
</table>

1. father
2. singing
3. etching
4. ether
5. pleasure
6. hopper
7. selling
8. sunny
9. lodger
10. adder
III. Following are some groups of words. Considering one group at a time, pronounce the words (as many times as necessary) and compare the sounds that the underlined letter(s) in each word stands for. *(Ignore the rest of the word.)* Are all 5 sounds in the 5 words *the same*? If so, write “All the same.” Find one other word that includes this same sound. Are four of the sounds the same and one different? Are three of the sounds the same and two different? If so, put an “X” beside the two words whose relevant sounds don’t match those of the other three. For these groups find one other word that has the same sound that’s included in the word(s) that you marked with an “X”. Find one word with the same sound that’s included in the unmarked words, too.

Remember: sameness or difference in spelling is irrelevant. Don’t be misled!

1. *shrink*
   - bishop
   - nation
   - special
   - splash

2. *thumb*
   - both
   - ether
   - that

3. *cut*
   - put
   - study
   - touch
   - juggle

4. *pleasure*
   - television
   - fishing
   - azure
   - flasher

5. *smooching*
   - smudge
   - generous
   - legend
   - June

6. *suppose*
   - to
   - super
   - broom
   - you

7. *tact*
   - walked
   - waited
   - raced
   - logged

IV. Consider *only* the vowel sounds represented by the letters in bold in the words following. How many different vowel sounds do these bold letters represent? Place the words in groups according to the sounds of the bold letters (same sound, same group). There may be “groups” with only one member.

- rye
- sibling
- do *(Do you want to come?)*
- suppose
- I

- profanity
- super
- hey
- average
- able
C. Word Transcriptions

I. Transcribe the following words: (Answers to C.I.a. are on page 12)

a) rich ................ ridge .............. sham ..............
jam .............. gem .............. bush ..............
mush .............. knot .............. myth ..............
gap .............. his .............. hiss ..............
hung .............. box .............. zest ..............
things .............. that .............. dumb ..............
hook .............. scotch .............. buff ..............
guess .............. witch .............. which ..............
should .............. thank .............. vex ..............
shock .............. Butch .............. cup ..............
debt .............. ring .............. wring ..............
latch .............. bath .............. could ..............
top .............. this .............. them ..............
thumb .............. jug .............. yes ..............
give .............. zinc .............. hod ..............
peas .............. peace .............. prize ..............

b) price .............. loud .............. ice ..............
eyes .............. raise .............. race ..............
shout .............. lose .............. loose ..............
choose .............. coat .............. code ..............
root .............. rude .............. mate ..............
made .............. though .............. pined ..............
pint .............. down .............. bound ..............
through .............. sight .............. sighed ..............
place .............. daze .............. throw ..............
do .............. due .............. dew ..............
freeze ............... cheese ............... east ............... 
eazed ............... roast ............... posed ............... 
don’t .......... loaf ............... healed ............... 
knifed ............... wheezed ............... boned ............... 
cheer ............... jeer ............... sheer ............... 
there ............... chair ............... car ............... 
star ............... score ............... pure ............... 
poor ............... sir ............... fur ............... 
her ............... oar ............... floor ............... 
cork ............... fork ............... hoarse ............... 
horse ............... course ............... thwart ............... 
steered ............... hard ............... heart ............... 
harm ............... George ............... forge ............... 
pearl ............... first ............... mare ............... 
more ............... tour ............... wore ............... 
war ............... feared ............... air ............... 
sharp ............... shirt ............... bird ............... 
barred ............... bared ............... beard ............... 
harsh ............... hearth ............... scorned ............... 

II. Transcribe the following words:
1. lose 9. breathe 17. dove (the bird)
2. loose 10. circus 18. hour
3. moustache 11. patient 19. rhythm
4. cough 12. hue 20. price
5. though 13. thing 21. touch
6. vision 14. prayers 22. clapped
7. said 15. move 23. moist
8. breath 16. wore 24. pushed

III. Transcribe the following words:
knee, wrought, lamb, table, wooing, debt, button, wart, chill, psyche, ghost, sure.
IV. Transcribe the following words:

  stitch, pebble, loom, elephant, china, ambiguous, thread, corner, length, singing, fuchsia, facsimile, boil, lawn, extravagant, ashes, language diary, lumps, food, suit, Rumpelstiltskin, Germany, here, their, philosopher, women, notion, force, pure, election, church, bus, buzzer, eyelash, zebra, nudge, alphabetical, crime, yeast, post, lost, stay, lance, pilot, learn, crumb, wisdom, houses, gnat, strata, curriculum, moth, mother, tasks, judge, zip, Europe, plumb, linguistics, contemporary, hatbox, hospital, who, brilliance, putt, oven, law, score, suggestions, diphthong, phenomena, chemistry, probe, put, birdlike, favour, juicy, pharynx, knitting, cataclysm, society, bush, passion, terms, observer, pageantry, furze, poor, viscount, moustache, cud, plinth, gone, police, aisles, plaid, ache, croquet, ninth, could, bier, recipe, leopard, laurel, brooch, brier, mica, laughter, mallet, bouquet, food, zephyr, mirage, gauge, muscular, chaos, verdict, work, toughen, bough, clerk, wasp, heifer, lieutenants, gauze, quay, half, victuals, circuit, climber, age, ginger, oath, further, soul, gaunt, thinnest, aunt, hyphen, indict, tough, abyss, timber, iron, linger, bury, eight, conscience, granary, alien, viscous, plover, canary, gin, jumping plait, hoist sewer, query, worse, tortoise, sword, lichen, Ralph.
Answers to C.I.a)

rich [ᵣɪtʃ] ridge [ᵣɪdʒ] sham [ʃæm] [θʌm]
jam [dʒæm] gem [dʒɛm] bush [bʌʃ] [biˈʃʊs]
mush [mʌʃ] knot [nɒt] myth [maɪθ] [muːθ]
gap [ɡæp] his [hɪs] hiss [hɪs] [hɪs]
hung [hʌŋ] box [bɒks] zest [ˈzɛst] [zɛst]
things [θɪŋz] that [ðæt] dumb [dʌm] [dʌm]
hook [hʌk] scotch [ˈskɒtʃ] buff [bʌf] [ˈbʌf]
guess [ɡɛs] witch [wɪtʃ] which [wɪtʃ] [wɪtʃ]
should [ʃəʊld] thank [θæŋk] vex [vɛks] [vɛks]
shock [ʃɔk] Butch [ˈbʌtʃ] cup [kʌp] [kʌp]
debt [dɪb] ring [rɪŋ] wring [rɪŋ] [rɪŋ]
latch [lɑtʃ] bath [bɑθ] could [kʊd] [kʊd]
top [tɒp] this [ðɪs] them [ðɛm] [ðɛm]
thumb [θʌmb] jug [dʒʌɡ] yes [eɪs] [eɪs]
give [ɡiːv] zinc [zɪŋk] hod [hɒd] [hɒd]
peas [ˈpiːz] peace [pɪːs] prize [praɪz] [praɪz]

E. Miscellaneous

I. Indicate which of the words below have homophones (i.e. words with the same pronunciation which are spelled differently), which are homographs (i.e. correspond to more than one pronunciation without changes in the spelling) and which have a particularly deviant spelling with regard to the English norm:

colonel, have, lead, urn, tomb, tyre, weigh, mown, aunt, read, sword, lone, fir, lieutenant, boar, sieve, thyme, yacht, bury, aisle, quay, witch, sow, court, due, pretty, ache, bow, wring.

II. Mark the word pairs below that you consider to be homophonous (i.e. to sound exactly the same). Then check your intuitions against a standard pronouncing dictionary and try to explain any disparities that might exist.

writ - wit, male - mail, dough - doe, dear - dare, grown - grown, hat - hut, roam - Rome, flaw - floor, here - hear, peel - peal, heir - hair, put - putt, source - sauce, pain - pine, flew - flu, kin - king.
1. **Word Classes**

   - **Adjective (ADJ)**: green, old, rich, small, tiresome
   - **Adverb (ADV)**: often, quickly, slowly, ..... ;
     quite, rather, surprisingly, very, ..... 
   - **Coordinator (C)**: and, but, or
   - **Article (ART)**
     - Definite: the
     - Indefinite: a, an, some
   - **Demonstrative (DEM)**: this, that, these, those
   - **Noun (N)**: bag, cat, happiness, Kim, money, Sydney, tennis, ..... 
   - **Preposition (P)**: along, by, for, in, into, of, to, under, ..... 
   - **Verb (V)**: catch, dropped, meets, singing, told, ..... 
   - **Auxiliary (AUX)**
     - Primary: be, do, have
     - Modal: can, could, may, might, must, shall, should, will, would

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### PRONOUN FORMS

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<th>Plural</th>
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<tr>
<td>3rd masculine</td>
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<td>her</td>
</tr>
<tr>
<td>3rd feminine</td>
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### REFLEXIVE PRONOUN FORMS

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<tr>
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<td>themselves</td>
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</tr>
<tr>
<td>3rd feminine</td>
<td>itself</td>
<td></td>
</tr>
</tbody>
</table>
2. Forms of the verb

<table>
<thead>
<tr>
<th>Base form</th>
<th>Present Participle</th>
<th>-s Form</th>
<th>Past Tense</th>
<th>Past Participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>like</td>
<td>liking</td>
<td>likes</td>
<td>liked</td>
<td>liked</td>
</tr>
<tr>
<td>see</td>
<td>seeing</td>
<td>sees</td>
<td>saw</td>
<td>seen</td>
</tr>
<tr>
<td>break</td>
<td>breaking</td>
<td>breaks</td>
<td>broke</td>
<td>broken</td>
</tr>
<tr>
<td>buy</td>
<td>buying</td>
<td>buys</td>
<td>bought</td>
<td>bought</td>
</tr>
<tr>
<td>cut</td>
<td>cutting</td>
<td>cuts</td>
<td>cut</td>
<td>cut</td>
</tr>
<tr>
<td>have</td>
<td>having</td>
<td>has</td>
<td>had</td>
<td>had</td>
</tr>
<tr>
<td>do</td>
<td>doing</td>
<td>does</td>
<td>did</td>
<td>did</td>
</tr>
</tbody>
</table>

3. Verbal contrasts

a) Tense: Present Tense

*be* has three present tense forms: *I am; you/we/they are; he/she/it is*

Other verbs use two forms only:

- **-s form** for 3rd person singular: *Kim likes icecream.*
- **base form** for all others: *The children like icecream.*

**Past Tense**

*be* has two past tense forms: *you/we/they were; I/he/she/it was*

Other verbs have one past tense form only: *I/we saw you yesterday.*

(NB: The future in English is formed with the modal *will* and the base form of the verb.)

b) Aspect: Perfect Aspect:

auxiliary *have* + past participle

*Kim has bought a new car.*

**Progressive Aspect:**

auxiliary *be* + present participle

*Kim is buying a new car.*

**Perfect + Progressive:**

*Kim has been working hard all day.*

c) Voice: Active: *Kim broke the record.*

**Passive:** *The record was broken by Kim.*
INTERACTION OF TENSE, ASPECT AND VOICE IN ENGLISH

Examples
- With regular verbs like *chase*, past tense and past participle are both formed with the *-ed* ending, while some irregular verbs like *eat* have different forms for past tense (*ate*) and past participle (*eaten*).
- Some sources use the term *perfect* aspect; others use *perfective* aspect. Assignment 2 uses the shorter term.

<table>
<thead>
<tr>
<th>Active voice</th>
<th>Passive voice</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Simple present tense</strong></td>
<td></td>
</tr>
<tr>
<td>The cat <em>chases</em> the mice.</td>
<td>The mice <em>are chased</em> by the cat.</td>
</tr>
<tr>
<td>The cat <em>eats</em> the mice.</td>
<td>The mice <em>are eaten</em> by the cat.</td>
</tr>
<tr>
<td><strong>Simple past tense</strong></td>
<td></td>
</tr>
<tr>
<td>The cat <em>chased</em> the mice.</td>
<td>The mice <em>were chased</em> by the cat.</td>
</tr>
<tr>
<td>The cat <em>ate</em> the mice.</td>
<td>The mice <em>were eaten</em> by the cat.</td>
</tr>
<tr>
<td><strong>Present tense, progressive aspect</strong></td>
<td></td>
</tr>
<tr>
<td>The cat <em>is chasing</em> the mice.</td>
<td>The mice <em>are being chased</em> by the cat.</td>
</tr>
<tr>
<td>The cat <em>is eating</em> the mice.</td>
<td>The mice <em>are being eaten</em> by the cat.</td>
</tr>
<tr>
<td><strong>Past tense, progressive aspect</strong></td>
<td></td>
</tr>
<tr>
<td>The cat <em>was chasing</em> the mice.</td>
<td>The mice <em>were being chased</em> by the cat.</td>
</tr>
<tr>
<td>The cat <em>was eating</em> the mice.</td>
<td>The mice <em>were being eaten</em> by the cat.</td>
</tr>
<tr>
<td><strong>Present tense, perfect(ive) aspect</strong></td>
<td></td>
</tr>
<tr>
<td>The cat <em>has chased</em> the mice.</td>
<td>The mice <em>have been chased</em> by the cat.</td>
</tr>
<tr>
<td>The cat <em>has eaten</em> the mice.</td>
<td>The mice <em>have been eaten</em> by the cat.</td>
</tr>
<tr>
<td><strong>Past tense, perfect(ive) aspect</strong></td>
<td></td>
</tr>
<tr>
<td>The cat <em>had chased</em> the mice.</td>
<td>The mice <em>had been chased</em> by the cat.</td>
</tr>
<tr>
<td>The cat <em>had eaten</em> the mice.</td>
<td>The mice <em>had been eaten</em> by the cat.</td>
</tr>
<tr>
<td><strong>Present tense, perfect(ive) aspect, progressive aspect</strong></td>
<td></td>
</tr>
<tr>
<td>The cat <em>has been chasing</em> the mice.</td>
<td>The mice <em>have been being chased</em> by the cat.</td>
</tr>
<tr>
<td>The cat <em>has been eating</em> the mice.</td>
<td>The mice <em>have been being eaten</em> by the cat.</td>
</tr>
<tr>
<td><strong>Past tense, perfect(ive) aspect, progressive aspect</strong></td>
<td></td>
</tr>
<tr>
<td>The cat <em>had been chasing</em> the mice.</td>
<td>The mice <em>had been being chased</em> by the cat.</td>
</tr>
<tr>
<td>The cat <em>had been eating</em> the mice.</td>
<td>The mice <em>had been being eaten</em> by the cat.</td>
</tr>
</tbody>
</table>
**Tense, aspect and voice marking**

### Tense

- Tense is always marked on the **first** verb in the verb phrase.
- Forms of the auxiliaries *be* and *have* depend on the person and number of the Subject.

- **Present** tense uses the **base** form of the verb, or the **-s** form if the Subject is 3rd person singular

<table>
<thead>
<tr>
<th>Present Tense</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>The cat <strong>chases</strong> the mice.</td>
<td>The mice <strong>are chased</strong> by the cat.</td>
<td></td>
</tr>
<tr>
<td>The cat <strong>is chasing</strong> the mice.</td>
<td>The mice <strong>are being chased</strong> by the cat.</td>
<td></td>
</tr>
<tr>
<td>The cat <strong>has chased</strong> the mice.</td>
<td>The mice <strong>have been chased</strong> by the cat.</td>
<td></td>
</tr>
<tr>
<td>The cat <strong>has been chasing</strong> the mice.</td>
<td>The mice <strong>have been being chased</strong> by the cat.</td>
<td></td>
</tr>
</tbody>
</table>

- **Past** tense uses the **-ed** form of regular verbs, or a variety of irregular forms

<table>
<thead>
<tr>
<th>Past Tense</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>The cat <strong>chased</strong> the mice.</td>
<td>The mice <strong>were chased</strong> by the cat.</td>
<td></td>
</tr>
<tr>
<td>The cat <strong>was chasing</strong> the mice.</td>
<td>The mice <strong>were being chased</strong> by the cat.</td>
<td></td>
</tr>
<tr>
<td>The cat <strong>had chased</strong> the mice.</td>
<td>The mice <strong>had been chased</strong> by the cat.</td>
<td></td>
</tr>
<tr>
<td>The cat <strong>had been chasing</strong> the mice.</td>
<td>The mice <strong>had been being chased</strong> by the cat.</td>
<td></td>
</tr>
</tbody>
</table>

- English has no inflectional future tense; future is formed with the modal auxiliary *will* plus the base form of the verb.
Aspect

- Aspect is marked by a combination of auxiliary plus present (-ing) participle or past (-ed/-en) participle verb form.
- Forms of the auxiliaries be and have depend on person and number of the Subject.
- Tense is marked on the first verb in the verb phrase.

- **Progressive** aspect uses auxiliary *be* plus the *-ing* participle of the next verb

| The cat *is chasing* the mice. | The mice *are being chased* by the cat. |
| The cat *was chasing* the mice. | The mice *were being chased* by the cat. |

- **Perfect(ive)** aspect uses auxiliary *have* plus the *-ed* participle of the next verb

| The cat *has chased* the mice. | The mice *have been chased* by the cat. |
| The cat *had chased* the mice. | The mice *had been chased* by the cat. |

**Perfect(ive) and progressive** aspect can occur together

- **Progressive** aspect with auxiliary *be* plus the *-ing* participle of the next verb
- **Perfect** aspect with *have* plus *been*, the past participle of the next auxiliary *be*

| The cat *has been chasing* the mice. | The mice *have been being chased* by the cat. |
| The cat *had been chasing* the mice. | The mice *had been being chased* by the cat. |
Voice

- **Active** voice uses the tense and aspect forms described above.
- **Passive** voice uses auxiliary *be* plus the -ed/-en participle of the **main** verb, plus the same tense and aspect forms as the active voice.
- Passive auxiliary is always immediately before the main verb.
- Tense is marked on the first verb in the verb phrase.

<table>
<thead>
<tr>
<th>Active</th>
<th>Passive</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>The cat chases the mice.</em></td>
<td><em>The mice are chased by the cat.</em></td>
</tr>
<tr>
<td><em>The cat chased the mice.</em></td>
<td><em>The mice were chased by the cat.</em></td>
</tr>
<tr>
<td><em>The cat is chasing the mice.</em></td>
<td><em>The mice are being chased by the cat.</em></td>
</tr>
<tr>
<td><em>The cat was chasing the mice.</em></td>
<td><em>The mice were being chased by the cat.</em></td>
</tr>
<tr>
<td><em>The cat has chased the mice.</em></td>
<td><em>The mice have been chased by the cat.</em></td>
</tr>
<tr>
<td><em>The cat had chased the mice.</em></td>
<td><em>The mice had been chased by the cat.</em></td>
</tr>
<tr>
<td><em>The cat has been chasing the mice.</em></td>
<td><em>The mice have been being chased by the cat.</em></td>
</tr>
<tr>
<td><em>The cat had been chasing the mice.</em></td>
<td><em>The mice had been being chased by the cat.</em></td>
</tr>
</tbody>
</table>

**SUMMARY**

**Tense**

- **Present** tense: base form of the verb, or -s form if Subject is 3rd person singular
- **Past** tense: -ed form of regular verbs, or a variety of irregular forms

**Aspect**

- **Progressive** aspect: *be* + *-ing* participle verb form
- **Perfect(ive)** aspect: *have* plus -ed/-en participle verb form

**Voice**

- **Active** voice: tense and aspect forms as described above
- **Passive** voice: *be* + -ed/-en participle of main verb
Modal constructions

<table>
<thead>
<tr>
<th>English modal auxiliaries</th>
<th>can</th>
<th>could</th>
<th>may</th>
</tr>
</thead>
<tbody>
<tr>
<td>might</td>
<td>must</td>
<td>shall</td>
<td></td>
</tr>
<tr>
<td>should</td>
<td>will</td>
<td>would</td>
<td></td>
</tr>
</tbody>
</table>

Modal constructions
- Modal auxiliary is first member of the verb phrase
- Modal auxiliary may be followed by aspectual and/or passive auxiliaries
- English has no inflectional future tense; future is formed with the modal auxiliary *will* plus the base form of the verb

Examples, with modal *will*

<table>
<thead>
<tr>
<th>The cat <em>will chase</em> the mice. [future, no aspect, active voice]</th>
<th>The mice <em>will be chased</em> by the cat. [future, no aspect, passive voice]</th>
</tr>
</thead>
<tbody>
<tr>
<td>The cat <em>will be chasing</em> the mice. [future, progressive aspect, active voice]</td>
<td>The mice <em>will be being chased</em> by the cat. [future, progressive aspect, passive voice]</td>
</tr>
<tr>
<td>The cat <em>will have chased</em> the mice. [future, perfect aspect, active voice]</td>
<td>The mice <em>will have been chased</em> by the cat. [future, perfect aspect, passive voice]</td>
</tr>
<tr>
<td>The cat <em>will have been chasing</em> the mice. [future, perfect progressive aspect, active voice]</td>
<td>The mice <em>will have been being chased</em> by the cat. [future, perfect progressive aspect, passive voice]</td>
</tr>
</tbody>
</table>
4. **Grammatical Functions**

**Subject:** (usually) the first noun phrase in the clause; determines the form of the verb (present tense only) and of any reflexive pronoun.

*John is teaching himself German.*

**Object:** noun phrase which immediately follows the verb; may become the subject of an equivalent passive sentence.

*Kim has broken the record.*

**Complement:** noun phrase or adjective phrase which follows the verb; cannot become the subject of an equivalent passive sentence; gives further information about the Subject (*Subject Complement*) or the Object (*Object Complement*).

*Pat is a good friend.* (Subject Complement)
*I consider that comment impertinent.* (Object Complement)

5. **Classification of main verbs:**

<table>
<thead>
<tr>
<th>Verbs used with</th>
<th>no object:</th>
<th>intransitive</th>
<th>one object:</th>
<th>transitive</th>
<th>two objects:</th>
<th>ditransitive</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><em>The ball was lying in the gutter.</em></td>
<td><em>Kim kicked the ball.</em></td>
<td><em>Kim gave them the ball.</em></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Overview of Language and Language Learning (extracts from English K-6 Syllabus)

Overview Diagram (p7)

Learning about language (p9)

As they learn to use English, students will also be involved in learning about how language works (see ‘Knowledge About Oral Language’ and ‘Knowledge About Written Language’ in the outer circle of the diagram on page 7). They will be asked to reflect on various aspects of language, to develop a shared language for talking about language, and to use this knowledge to evaluate texts critically in terms of effectiveness, meaning and accuracy. They will be able to discuss language at the level of the whole text through to the ‘micro-level’ of the word and components of words. They will be able to consider the relationship between a text and its context. They will also observe how language changes over time, how it differs from culture to culture and how it changes in different situations.
The grammar outlined in this syllabus will allow students and teachers to discuss language in terms of both meaning and accuracy. The grammar can be used as a tool to help students understand how sentences are structured so that they are meaningful, clear and syntactically accurate. It also provides scope for exploring the grammatical patterns in texts to see how they build up the meaning. An exploration of grammatical patterns might focus on questions such as the following:

- How do grammatical patterns change according to the purpose, content, audience and channel of communication?
- What makes a text effective and appropriate in relation to its context?
- How does the grammar contribute to the overall flow of the text and its organisation?
- How is grammar used to express different shades of meaning?
- How is grammar used to express cultural patterns regarding, for example, differences in power, status, values and attitudes, gender, ethnicity and class?

**Scope and Sequence of Grammar** (Syllabus pp. 72-73)

When talking about the teaching and learning of grammar, it is important to distinguish between:

- **the grammar that students use in their creation and interpretation of texts**
  Most students come to school with the ability to use and understand quite complex grammar (particularly in their home language) in the spoken mode. Even the writing of young children displays some very sophisticated forms. There is, therefore, a great gap between what children can do with grammar and the grammatical concepts that they can talk about explicitly.

- **students’ everyday understanding about language and how it works**
  Most students will have an intuitive knowledge about many features of spoken and written language. Teachers should draw on this understanding when introducing more explicit and technical knowledge about language.

- **students’ ability to analyse and discuss grammatical features explicitly**
  At school, students will be developing the ability to discuss language structures and features in an explicit way, using a shared language for talking about language. The following framework refers only to those understandings about grammar, and the associated terminology, that students are taught in school contexts. It does not refer to what students are able to do with grammar.

**Terminology**

The following scope and sequence of grammar framework indicates those grammatical understandings and terms over which students might be expected to have control by the end of each stage. It would be quite appropriate to introduce certain grammatical concepts and terms at earlier stages if desired — for example, in the context of work with a particular text.

The terminology is conventional and can be found in most contemporary grammars.

In Early Stage 1, it is possible that teachers may want to use familiar, accessible ways of talking about language. In Stage 1, students might be introduced to ‘everyday’ terminology, transferring to more technical terms (as indicated in bold).
If, in later stages, students are unfamiliar with the grammatical concepts and terms from earlier stages, it might be necessary to revisit these earlier stages before proceeding with those from the later stages.

**Meaning and accuracy**

The scope and sequence framework allows teachers to teach about language in relation to both meaning and accuracy. There is scope to explore the way in which grammatical patterns build up the meaning in different types of texts (e.g., the use of saying and thinking verbs in narratives, the use of relating verbs in information reports, the use of noun groups to describe characters in a story, the use of adverbs and adverbial phrases in a procedure, the use of modal verbs in an exposition).

Teachers can also use the grammatical terms to focus attention on questions of accuracy (e.g., well-structured sentence, complete sentences, subject–verb agreement, complex sentences).

**Teaching grammar**

Initially, students should be introduced to the meaning behind grammatical terms (e.g., the people, places and things in stories), accompanied by the teacher’s use of grammatical terminology such as ‘naming words’, ‘noun’, ‘noun groups’, with the students themselves ultimately using the terms.

When the grammar is being examined in terms of meaning, it is preferable that this be done within the context of the different types of texts that children are reading and writing.

Issues of accuracy can be dealt with as specific problems are encountered by individual students, or groups of students, in writing their own texts. Teachers may want to treat certain grammatical features in a more systematic way at certain points, although ultimately an understanding of grammatical concepts and terms should be developed in context and not through decontextualised exercises.

Grammar is not being learnt as an end in itself but as a means of improving students’ ability to use language more effectively and to evaluate others’ texts critically.
## Scope and Sequence of Grammar

### EARLY STAGE 1

<table>
<thead>
<tr>
<th>Text Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>— cohesion</td>
</tr>
<tr>
<td>repeated words; repeated groups of words, eg Koalas eat leaves. Koalas are not bears. Koalas ...</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sentence Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>— structure of the sentence</td>
</tr>
<tr>
<td>simple sentence, eg Kim broke the glass ...</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Clause Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>— structure of the clause</td>
</tr>
<tr>
<td>statement/gives information, eg I am here ...</td>
</tr>
<tr>
<td>question/asks for an answer, eg Are you busy?</td>
</tr>
<tr>
<td>command/tells us to do something, eg Close the door ...</td>
</tr>
<tr>
<td>exclamation/for emphasis, eg I won!</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group and Phrase Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>— structure of the noun group</td>
</tr>
<tr>
<td>— structure of the verb group</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Phrases</th>
</tr>
</thead>
<tbody>
<tr>
<td>— structure of the adverbial phrase</td>
</tr>
<tr>
<td>when/where/how words</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Word Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>— Nouns</td>
</tr>
<tr>
<td>naming words</td>
</tr>
</tbody>
</table>

| — Articles |
| describing words |

| — Adjectives |
| — Pronouns |
| 1, me, he, she |

| — Verbs |
| doing words |

| — Adverbs |
| when/where/how words |

| — Prepositions |
| preposition/placed in front of a noun group to show where, when etc, eg on the box (where), during my birthday (when) |

| Word Building and Origins |
| compound word/two words combined, eg playground |

<p>| Figurative Language |
| creative word play, eg alliteration (glimmy, slippery, gnaky), onomatopoeia (the wind whooshed) |</p>
<table>
<thead>
<tr>
<th>STAGE 2</th>
<th>STAGE 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>homonyms, words with the same sound and often the same spelling, but different meanings, eg bark (tree), bark (sound made by dog)</td>
<td>word chains, eg synonyms, antonyms, repetition, collocation word sets, eg mammal: placental, marsupial, monotreme (classes and subclasses of words); tree: trunk, branch, leaf (part, whole)</td>
</tr>
<tr>
<td>word families: words linked because they deal with the same topic</td>
<td>connectives, eg similarly, on the other hand, however (contrast) dialogue patterns, eg taking turns, different types of questions and responses</td>
</tr>
<tr>
<td>referring words, eg pronouns</td>
<td>structure of sentence</td>
</tr>
<tr>
<td></td>
<td>— quoted (direct) speech, eg Kim said, 'I want to go home.'</td>
</tr>
<tr>
<td></td>
<td>— reported (indirect) speech, eg Kim said that she wanted to go home ...</td>
</tr>
<tr>
<td>structure of clause</td>
<td>structure of clause</td>
</tr>
<tr>
<td>syntax, eg Kim [subject] opened (verb) the door (object), stressing structural accuracy, eg subject–verb agreement</td>
<td>syntax/direct and indirect object, eg Kim [subject] gave (verb) the teacher (indirect object) the flower (direct object)</td>
</tr>
<tr>
<td>meaning, eg Kim [thinker] remembered [thinking verb] the party [what is thought]; Kim [person or things] is [relating verb] generous [description] ...</td>
<td>meaning/Kim [doer] kicked (action) the ball (done to) to Lachlan [recipient] ...</td>
</tr>
<tr>
<td>theme of clause/beginning focus of clause, eg Kim (beginning/focus) opened the door ...</td>
<td>theme of clause/changing the beginning focus of the clause</td>
</tr>
<tr>
<td>structure of noun group</td>
<td>— active, eg Kim [doer] finished (action) the work (done to) by Kim [doer] ...</td>
</tr>
<tr>
<td>— additional elements of noun group, eg the (article) three (number) beautiful [opinion adjective] native [classifying adjective] flowers (noun)</td>
<td>— passive, eg The work (done to) was finished (action) by Kim [doer] ...</td>
</tr>
<tr>
<td>structure of verb group</td>
<td>additional types of nouns, eg girl (singular), girls (plural), crew, collective, Ms Jones (terms of address)</td>
</tr>
<tr>
<td>— negatives (including contractions); auxiliary, helping verbs, eg She is sitting here</td>
<td>additional types of nouns, eg happiness (abstract), nucleus (technical)</td>
</tr>
<tr>
<td>additional types of nouns, eg girl (singular), girls (plural), crew, collective, Ms Jones (terms of address)</td>
<td>additional types of adjectives, eg her book (possessive), you, books, the first book (numbering), native flower (classifying), possible answer (modal)</td>
</tr>
<tr>
<td>additional types of adjectives, eg this (pointing), our (possessive), bigger (comparing)</td>
<td>additional types of nouns, eg happiness (abstract), nucleus (technical)</td>
</tr>
<tr>
<td>types of articles, eg the dog (definite), a dog, an apple (indefinite)</td>
<td>additional types of adjectives, eg her book (possessive), you, books, the first book (numbering), native flower (classifying), possible answer (modal)</td>
</tr>
<tr>
<td>additional types of pronouns, eg the girl who ... (relative)</td>
<td>additional types of nouns, eg happiness (abstract), nucleus (technical)</td>
</tr>
<tr>
<td>relating verbs, eg She is my teacher ...</td>
<td>additional types of adjectives, eg her book (possessive), you, books, the first book (numbering), native flower (classifying), possible answer (modal)</td>
</tr>
<tr>
<td>tense, eg She went home (past); Koalas eat leaves (present); She will arrive tomorrow (future) ...</td>
<td>tense, eg multiple word tenses (We have been working for three hours.)</td>
</tr>
<tr>
<td>additional types of adverbs, eg possibly (modal), very (degree)</td>
<td>additional types of adverbs, eg luckily (comparative), in my opinion (post of view)</td>
</tr>
<tr>
<td>prepositions, eg in front of</td>
<td>prepositions, eg throughout the story; underneath the bed</td>
</tr>
<tr>
<td>base words, eg happy, prefixes, eg unhappy</td>
<td>word origins, eg telephone (Greek), pyramids (Persian and Urdu), pedestrian (Latin), bungaloow (Indian)</td>
</tr>
<tr>
<td>suffixes, eg happy</td>
<td>metaphor, eg She is an angel.</td>
</tr>
<tr>
<td>evaluative language, eg It was an excellent piece of writing, simile, eg She sings like an angel, idiom, eg Pull yourself together.</td>
<td>personification, eg the water licking at my feet</td>
</tr>
</tbody>
</table>
GRAMMATICAL AND SYNTACTIC TERMINOLOGY

You may have noticed already some differences between the grammatical terminology used by various child language development sources, and the terminology in the NSW Syllabus extracts shown above. In grammar and syntax, as in most areas of science, there are several competing analyses, each with its own set of terms. If you are preparing to teach in NSW schools, you will mainly use the terms from the NSW Syllabus; but if you work in other situations or use a wider range of resources, you will encounter differences in style, terminology, and standards.

In this course, we focus on helping you understand the approach to grammar taken in the NSW Syllabus, but we also encourage you to become familiar with some of the other main reputable sources on grammar and syntax, including the course textbook, and to notice the terms that they use. Some of the practice material that follows uses slightly different terminology for the same things. Most of this you can work out for yourself, but your lecturers and tutors can also advise you.

To give an example, the Syllabus (p.75) gives the example sentence She is sitting here. In this sentence, the ‘verb group’ consists of is sitting, and is is called an ‘auxiliary’ or a ‘helping verb’. Some sources include auxiliaries as a subtype of verbs, while other sources distinguish between ‘auxiliaries’ and ‘verbs’ as separate categories. Similarly, the Syllabus uses the term ‘articles’ for words like a and the, while some other sources include articles in a larger category called ‘determiners’. You will notice both of these terms in the practice exercises.

As you explore grammatical patterns, you can gain confidence in your ability to recognise grammatical elements, and to discuss and describe them in a variety of ways, depending on your purpose.

Some of the exercises are fairly advanced, so don’t worry if we don’t cover them all! Another good way to get more practice is to look at children’s books for the age groups you expect to teach, and make sure you understand the grammatical structure of the sentences in them.
STRUCTURE OF ENGLISH - Practice material

A. Word classes
1. Fill in each gap in the following text with an appropriate word of the class indicated. The first sentence has been completed for you.

   adjective     article     noun
Then    old    Mrs. Rabbit took    a    basket and her    umbrella,

   preposition    preposition    verb
and went    through    the wood    to    the baker's. She ______

   article    preposition    noun    coordinator
________    loaf    ________    brown    ________    ________    five currant

   coordinator    adjective
buns. Flopsy, Mopsy, ________ Cottontail, who were ________

   adjective    article    verb
_______    bunnies, went down    _____    lane to    _____    blackberries:

   relative pronoun    adverb    verb
but    Peter, ________    was    ________    naughty,    ________    straight

   preposition    preposition
away    ________    Mr. McGregor's garden, and squeezed    ________

   pronoun    noun    article
the gate! First    _____    ate some    ________    and    _____    French beans;

   verb    coordinator    verb
and then he    ____    some radishes;    ________    then,    ________

   pronoun    preposition
rather    sick,    ________    went to look    ________    some parsley.    But

   preposition    preposition    modal
_______    the    end    ________    a cucumber    frame, whom    ________    he

   preposition
meet    but    Mr. McGregor!    Mr. McGregor was    ________    his    hands

   coordinator    noun    adjective    coordinator
_______    ________, planting out    ________    cabbages,    ________    he

   verb
(present participle)
jumped up and ran after    Peter,    ______________    a rake and calling
out, '______ thief!' Peter was most ________ frightened; he _____ all over
the garden, for he ______ forgotten the way back ______ the
gate. He _____ one ______ his shoes ______ the cabbages, and
the other ______ _____ the potatoes. After losing _____, he ran
________ four legs and went faster, so that ______ think ________
might ______ got away ______ if he had not ______
run into ______ gooseberry net, and got caught ______ the
adjective ______ buttons ______ his jacket.
2. Fill in each gap in the following text with an appropriate word of the class indicated.

Ladies and gentlemen, on this ____________ occasion it is a privilege to address such a ____________ looking group of ____________.

I can tell from your smiling ____________ that you will support my ____________ program in the coming election. I promise that, if elected there will be a ____________ in every ____________ . And two ____________ in every garage. I want to warn you against my ____________ opponent, Mr. ____________. This man is nothing but a ____________ ____________ . He has a ____________ character and is working ____________ in glove with the criminal element.
3. Identify the class of each word in the following sentences. (Answers on page 34)
   a) I remember Mama.
   b) Martians like cheese.
   c) Bill ran quickly to the door and opened it.
   d) Mary was bitten by a rabid dog.
   e) The girl with the blond hair went to the movies after school.
   f) I believe John likes kosher pickles.
   g) I met her by the gate.

4. Identify the class of each word in the following sentences. (Answers on page 34)
   a) The burglar came into the room.
   b) She wrote with a pen.
   c) He was thinking about the problem.

5. Identify the class of each word in the following sentences. (Answers on page 34)
   a) She wore a new dress.
   b) The assignment was extremely difficult.
   c) He was a tall man.
   d) The members named him chairman.
   e) The very apprehensive teller gave the holdup man the crisp new bills.

6. Put real words into the following combinations to form complete sentences:
   a) ARTICLE NOUN VERB PREPOSITION ADJECTIVE NOUN
   b) VERB ARTICLE NOUN
   c) NOUN VERB NOUN PREPOSITION ARTICLE ADJECTIVE NOUN
   d) MODAL PRONOUN VERB ADVERB
7. The role which a word plays can (to a certain extent) be independent of its meaning. Look at the following 'nonsense' sentences:

a) Assign each underlined word to its word class.

b) What evidence/information did you use in coming to your decision?

   (i) The Jabberwock came whiffling through the tulgey wood.
   (ii) The maget was obtewed upon by a santib.
   (iii) Keeves pluret around the rekled.
   (iv) Keeves rekled around the pluret.
   (v) Denat frekished giglen.

8. Some of the underlined words in the following paragraph may not be familiar to you. You will, however, know what part of speech each word is. As you read, look for the cues that help you determine the part of speech.

   In the morning, after you get out of the rack, you will scrub the deck, the bulkheads, and the overhead before leaving the billet. You will clean the portholes, and sweep the ladder. After head-calls, you will go through the hatch, put your cover on your gourd, make sure you are wearing clean skivvies, and run to the messhall. You are not allowed to get chow from the refeer in the galley or to get pogibates at the gedunk. After you leave the messhall, the smokinglamp will be lit if there are no fights with the Squids and no one is fatmouthing. All sickbay commandos will report to the Louie or the Gunner. Don’t listen to scuttlebutt. I am the only one with the skinny.

   a) Which word class do most of the underlined words belong to? ____________________________

   b) List the clues that you had for determining this. Consider word ending and word position in relation to verbs or other word classes. ____________________________________________

   ____________________________________________

   ____________________________________________

9. Identify the word class of each of the words in the following sentence, giving detailed reasons in support of your analysis.

   a) That nice young boy in the corner will probably fall off his bed onto the cold hard floor.

   Now consider the status of the italicised nonsense words in the following, giving arguments in support of your analysis.

   b) Twas brillig, and the slithy toves
      Did gyre and gimble in the wabe;
      All mimsy were the borogoves,
      And the mome raths outgrabe.
10. Using the key that follows, place in the blanks the correct number for each of the italicized words. Use the first blank for the first italicized word and the second blank for the second italicized word. (Answers on page 34)

   1. noun  2. pronoun  3. adjective

3 1 Example: I shall be glad to come for an interview.

      a) The butcher who lives on our street has a shiny new car.
      b) His honesty and friendliness are evident.
      c) John was honest and friendly.
      d) At the reception center we were asked many questions.
      e) We often call things that we cannot afford "luxuries."

11. Identify the part of speech of each italicized word or phrase by placing its number in the blank. (Answers on page 34)

   4. verb  5. adverb  6. neither verb nor adverb

4 6 Example: She found tennis very strenuous.

      a) The bill was railroaded through the House.
      b) Was that someone knocking quietly at the door?
      c) The stout gentleman came rapidly down the street.
      d) This pear is ripe, but it looks green.
      e) The man ran rather haltingly.
      f) "I have a wonderful remedy," the doctor said.

12. Identify the part of speech of each italicized word or phrase by placing its number in the blank. (Answers on page 34)

      1. noun  2. pronoun  3. adjective  4. verb  5. adverb

      a) The student who recited so well is my roommate.
      b) Naturally, I prefer to be with cheerful people.
      c) I saw him today in the bookroom.
13. Identify the part of speech of each italicized word or phrase by placing its number in the blank. (Answers on page 34)

<table>
<thead>
<tr>
<th>1. noun</th>
<th>2. pronoun</th>
<th>3. adjective</th>
<th>4. verb</th>
<th>5. adverb</th>
</tr>
</thead>
<tbody>
<tr>
<td>______</td>
<td>a) Were you playing football when he hit you?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>______</td>
<td>b) Rex won first place in the show.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>______</td>
<td>c) An interesting program has been planned.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>______</td>
<td>d) Rationalizing is a fallacious type of reasoning.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>______</td>
<td>e) Some Indian tribes in the Amazon valley are hostile.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>______</td>
<td>f) When you have completed this exercise, correct it carefully.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>______</td>
<td>g) The war accelerated the rush from the city.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>______</td>
<td>h) She wears a very unusual kind of shoes.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>______</td>
<td>i) Athletes who wish to win honors must train rigorously.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

14. Many words in English belong to more than one word class. Give sentences to illustrate the use of the following words in the classes indicated:

a) Noun/Verb: handicap, book, kick, heap
b) Verb/Adjective: smooth, dry,
c) Adjective/Adverb: early, well, hard

How many word classes can you find for the word round?

15. Each of the following words belongs to more than one word class. Give two sentences for each, illustrating different word class membership:

- eye, dog, calm, colour, lower

16. Identify the word class of each word in each of the following sentences. (Use this set of word classes: Adjective, Adverb, Article, Coordinator, Noun, Preposition, Pronoun, Verb.)

a) Paul looks rather tired and sad.
b) Unfortunately they are buying the new cheaper model.
c) In the darkness I could hear a child softly singing a lullaby.
d) The painters should have finished their work by Saturday.

17. List the verbs in the sentences in (16) which are:

a) modal verbs
b) primary verbs
c) transitive verbs
Answers to Problems 3-5 and 10-13

3. a) I remember Mama.
   b) Martians like cheese.
   c) Bill ran quickly to the door and opened it.
   d) Mary was bitten by a rabid dog.
   e) The girl with the blond hair went to the movies after school.
   f) I believe John likes kosher pickles.
   g) I met her by the gate.

4. a) The burglar came into the room.
   b) She wrote with a pen.
   c) He was thinking about the problem.

5. a) She wore a new dress.
   b) The assignment was extremely difficult.
   c) He was a tall man.
   d) The members named him chairman.
   e) The very apprehensive teller gave the holdup man the crisp new bills.

10. a) 2, 3
    b) 1, 1
    c) 3, 3
    d) 1, 2
    e) 2, 1

11. a) 6, 4, 4
    b) 5, 6
    c) 4, 5
    d) 4, 6
    e) 5, 5
    f) 4, 4

12. a. 2, 5
    b. 5, 3
    c. 2, 5

13. a. 2, 4
    b. 1, 1
    c. 3, 4, 4, 4
    d. 1, 1
    e. 1, 3
    f. 4, 4, 4
    g. 4, 1
    h. 5, 3
    i. 2, 5
B. Sentence Structure Exercises

1. Identify the Subject Noun Phrase in each of the following sentences:
   (1) The old men sat quietly on the bench.
   (2) Some big stones had fallen down onto the road.
   (3) Several big crocodiles were circling around the floundering politician.
   (4) The tall woman wearing the blue hat went down towards the lake.
   (5) Murray could have run faster in the race.
   (6) A little man in a white coat took him away.
   (7) They had been watching the sunset for a couple of minutes.
   (8) The girl in the green dress stood near the edge of the lookout.

2. Identify all the Preposition Phrases in the following sentences:
   (1) Zenayb enjoyed the experiment with the crystals.
   (2) The students discussed their problems with the maths assignment over a cup of coffee.
   (3) Isabel saw the woman from the house on the corner.
   (4) Maurice walked the dog in the park.
   (5) Christos watched the dog by the gate very carefully.
   (6) The old storyteller told the children many stories about dragons.
   (7) Catherine was planting out the garden with grevilleas.

3. What are the Past Tenses and Past Participles for the underlined verbs.
   (1) I often mow the grass.
   (2) Kim dreams of iced vovos every night.
   (3) Pat writes letters to the editor.
   (4) I usually put the cat out.
   (5) John eats three meals a day.
   (6) Kim runs marathons.
   (7) I listen to the Goons.
   (8) My dog knows the way home.
   (9) Pat goes to Sydney.
   (10) He strides down the hallway.

4. Classify the following according to whether the underlined verb is intransitive or transitive.
   a) Everybody likes John.
   b) The cat was sleeping in front of the fire.
   c) Pat lent me $10.
   d) He has worked wonders with his new methods.
   e) He has been working in London for five years.

   Give examples of other verbs which can be used both intransitively and transitively.

5. For each of the following examples, state whether the underlined phrase is functioning as OBJECT or not. In each case state which criterion/criteria you have used to make your decision.
   a) Everybody has solved the easy problems.
   b) Thunderstorms frighten me.
   c) Honesty is the best policy.
   d) I feel very foolish.
   e) The child was standing on the edge of the cliff.
6. Identify which of the following sentences are passive. For each passive sentence, give the active equivalent.

   a) The lion thanked the mouse.
   b) The mouse was given a reward by the lion.
   c) My neighbour is cultivating a large crop of strange green plants.
   d) John became a celebrity overnight.
   e) The race has been won by the New Zealand yacht.
   f) John left on Friday.

7. For each of the following sentences state:

   (i) whether the TENSE is PRESENT or PAST; and

   (ii) whether the sentence contains PERFECT aspect, PROGRESSIVE aspect, or both, or neither.

   a) I was trying to be clever.
   b) Alex has won the prize.
   c) Pat was asleep on the couch.
   d) Kim had been working diligently all evening.
   e) They are leaving for Tamworth in the morning.
Practice sentences.

(1) Kim is a clever student.
(2) She found some money in the bottom of the drawer.
(3) Angry crowds are gathering in Newcastle.
(4) Thunderstorms frighten me.
(5) A ghost is the spirit of a dead person.
(6) Heavy storms deluged the parched earth with water.
(7) You should obey the rules.
(8) The students were talking about their problems over a cup of coffee.
(9) My best friend is amazingly clever.
(10) I will give the winner a big box of chocolates.
(11) A very big, extremely ugly cat has been digging in the garden.
(12) A large city in Japan has been damaged by an earthquake.
(13) Dreams of gold lured the greedy explorers to a thirsty death.
(14) The child was standing on the edge of the cliff.
(15) Loud noises echoed around the room after the explosion.
(16) The examination will test your knowledge of these rules.
(17) Everybody in the room has found the solution to the problem about complements.
(18) A large sheet of paper would be useful.
(19) Peter picked a peck of pickled peppers on Thursday.
(20) My neighbour is cultivating a large crop of strange green plants.
(21) The analysis of very long sentences can become exceedingly tedious.
(22) The mouse was given a large reward by the grateful lion.
(23) John is leaving for Sydney on Friday.
(24) The quick brown fox jumps over the lazy dog.
(25) A lecturer in the Department of Linguistics will be marking our assignments.
(26) Syntax is great fun.
(27) These examples should help you with your revision.
Practice with verb groups
For the following examples, see if you can do the following:

- Underline the verb group of each clause
- Circle the main verb
- For each auxiliary, say whether it is primary or modal
- For each sentence, say whether it is active or passive
- For each verb group, identify its tense and aspect
- For each verb (main and auxiliary), identify which of the 5 verb forms it is
- Change each active sentence to passive, and the reverse

The children are being bitten by the snake.
The children are bitten by the snake.
The snake bites the children.
The children have been being bitten by the snake.
The children were bitten by the snake.
The snake may have been biting the children.
The snake had been biting the children.
The children had been being bitten by the snake.
The children had been bitten by the snake.
The snake had bitten the children.
The snake bit the children.
The children will be bitten by the snake.
The children have been bitten by the snake.
The snake has been biting the children.
The snake has bitten the children.
The children must have been bitten by the snake.
The children were being bitten by the snake.
The snake is biting the children.
The snake was biting the children.
The children can’t have been being bitten by the snake.
Have you ever thought how many things are really very smelly? Smelly bags and smelly bins contain the most revolting things. Smelly cabbage, smelly fishes, smelly cheese for smelly dishes. Smelly things attract the flies, especially very old pork pies. Camels have a horrid pong, warthogs can smell very strong. I think I would do a bun if I saw a smelly skunk. Smelly pigs and smelly mice, smelly ferrets are not nice! Farmers are a smelly bunch. They can put you off your lunch! Stagnant puddles smell so grim... hold your nose when you jump in! Smelly socks that go quite stiff... have the most disgusting whiff. My dad's feet smell pretty bad, sometimes it drives mum quite mad! Smelly bones make auntie swoon, but smelling salts revive her soon! Our dog likes to roll around in smelly things left on the ground. But if I rolled around a drain I'd never see my friends again! Smelly babies wail and bawl. Smelly tramps don't wash at all. Smelly kids play smelly tricks because some grown ups are such twits! Teachers said, 'I smell a rat. Who put this thing inside my hat? ...and who threw that rotten egg at the science master's head? Whoever did it was quite wrong to blast the class with that stink bomb!' He kept us in 'til after tea. But never found out... It was me!
Linguistics Week 13: Notes on exam preparation for the 2009 exam paper

**Very important:**
- **Read thoroughly** all of the information accompanying the exam timetable on the University website
- **Locate the room and seat allocation** for your exam – available at least a week before the exam period, as explained in the exam timetable information
- **Don’t wait until the day of the exam** to resolve any desk allocation problems!

**Exam Format**
- 2 hours plus 10 mins reading time
  (i.e. Thu 18 June, 1.45 pm – 3.55 pm)
- 30 questions in 3 sections

The exam is worth 35 marks, constituting 35% of overall assessment. All answers are to be written in the Exam Booklet.

**Questions 1-25** are very short answers, no more than a few words. Of these, 5 are multiple choice, where you need only write the letter of the correct answer.

**Questions 26-30** are to be answered in no more than one paragraph each.

| Section A: | Speech Sounds | 1-5, very short answers, 1 mark each |
| Section B: | Language Structure | 6-25, very short answers, 0.5 mark each |
| Section C: | Acquisition & Concepts | 26-30, short paragraph, 4 marks each |

**Tips:**
- Be sure to allow enough time to write **good answers** to the **last 5 questions**; don't run short of time and skip them, because they are worth 20 of the 35 points.
- The exam has been timetabled to give plenty of time for those who may need it. If you are well prepared and not suffering from exam nerves, you might be able to finish it in less than the allocated time. If so, check to see that you've answered everything, and when you're sure you've done all you can, feel free to leave early, with permission and subject to the official regulations shown on the exam timetable (no one can leave in the first 30 minutes or the last 10 minutes).
- If uncertain about a question, write **something** that might get a mark, rather than skip the question and get zero marks for it.
- Point form and notes are acceptable, so long as the information is there. The exam is marked on **the knowledge you show**, not on formalities of expression.
- The accompanying 3 page **summary of grammatical terms, and consonant chart** will be supplied for you to refer to along with the examination paper. That's right: we are really doing everything possible to assist you! (Print this out and keep it for when you need to review your language structure, for English K-6 Method.)
- This is a new course, so there are no past exam papers, but we include a **sample question or questions** under each section, with answers at the end.
- For revision of the following points under each section, we suggest you use the **Lecture Notes** first, then refer also to the textbook and course notes.
What to study

Section A – Speech Sounds (5 questions, 1 mark each)

- Be able to identify consonant and vowel sounds (as distinct from letters) in a word.
- Be able to recognise what sound each consonant symbol on the chart stands for.
- Be aware of the main different ways in which the same sound may be spelt in English (see examples in Lecture Notes and textbook).
- Be able to say how and where different types of sounds are produced in the vocal tract (see Lecture Notes and textbook).

Sample Section A questions:
1. Divide these six words into two (2) groups according to which words contain the same vowel sound: through, tow, sew, two, sue, foe.
2. How is a nasal sound made?
3. Give 3 ways in which the sound [k] is spelt in English.

Section B – Language Structure (20 questions, 0.5 mark each)

- Be able to identify nouns, verbs, auxiliaries, adjectives, adverbs, articles/determiners, prepositions, pronouns, and coordinators.
- Be able to recognise the main verb in a clause.
- Be able to recognise whether an auxiliary is primary or modal.
- Be able to recognise pronoun forms (e.g. 3rd person plural object: them)
- Be able to recognise the subject and the object in a clause.
- Be able to recognise whether a verb is transitive or intransitive.
- Be able to recognise the entire noun phrase that functions as subject or object.
- Be able to recognise a prepositional phrase.
- Be able to say what the tense and aspect of a sentence is.
- Be able to recognise the active equivalent of a passive sentence.
- Be able to recognise the passive equivalent of an active sentence.

Sample Section B questions:
4. What is the word class of the underlined word in the sentence “I took the dog for a walk”?
5. List the prepositions in the sentence “I poured milk into the cup of tea and put it on a tray with the sugar.”
6. How many modal auxiliaries are there in the sentence “I can’t do it now, but I might have time later”?
7. How many words are there in the subject of the sentence “All of the people in the room enjoyed the concert and the dinner that followed it”?
8. What is the complete set of tense and aspects for the sentence “We have been learning to swim”?
   a. Present tense, no aspect
   b. Past tense, progressive aspect, perfect aspect
   c. Present tense, progressive aspect (only)
   d. Past tense, perfect aspect (only)
   e. Present tense, perfect aspect (only)
   f. None of the above answers is correct.
9. What is the passive sentence corresponding to the sentence “The students should have read the notes”?
   a. The notes should be read by the students.
   b. The students should have been reading the notes.
   c. The notes should have been read by the students.
   d. The notes have been read by the students.
   e. None of the above; there is no passive equivalent.

Section C – Language Acquisition and Linguistic Concepts (5 questions, 4 marks each)

- Be able to describe the main stages of language acquisition, and what happens at each stage.
- Be able to describe the basic grammatical characteristics of child utterances at each stage.
- Understand the order of acquisition of grammatical morphemes, questions, and negative sentences.
- Be able to discuss the role and limitations of adult input in child language acquisition.
- Be able to describe the main areas in the scientific analysis of language (phonetics, morphology, syntax, semantics, pragmatics).
- Be able to discuss differences between spoken and written language, and the grammatical characteristics of different types of texts.
- Be able to recognise and discuss grammatical features of standard and non-standard English utterances, using appropriate grammatical terminology.
- Be able to discuss differences between linguistic competence and performance, and descriptive versus prescriptive approaches to grammar.
- Be able to discuss the language diversity that teachers in NSW are likely to encounter in their work, and to comment in an informed way about Aboriginal languages, languages other than English, and the needs of non-English speaking background students in schools.

Sample Section C questions:
10. Briefly explain two (2) reasons why most linguists and educators think that children are born with a specialised capacity to acquire language.
11. Briefly describe two (2) ways in which the language structure of a scientific report differs from the structure of a set of instructions.
Answers to sample questions:

(explanations in brackets are not required as part of a correct answer)

1. through, two, sue  tow, sew, foe
2. With airflow blocked in the mouth, and flowing out through the nose.
3. c, k, ck  (as in cat, kit, pick)
4. noun
5. into, of, on, with
6. 2  (can’t) and might
7. 7  (all of the people in the room)
8. f  (because have been learning is present tense (have),
progressive aspect (be learning), perfect aspect (have been) )
9. c  (because it has the same modal and perfect auxiliaries,
should have, plus the passive auxiliary, been)

10, 11. Section C questions should be answered in no more than one paragraph, making sure each part of the question is answered concisely but completely. Answers should be clearly expressed, using appropriate terminology, showing an informed understanding of the material presented in the course, and should demonstrate your ability to apply what you have learnt. It is usually a good strategy to give specific examples to illustrate what you say, and to avoid vague or overly general statements.
A good answer to Q.10 would show your knowledge of the scientific evidence about language acquisition, for example, the rapidity with which language is acquired in the five years after birth, and the fact that children produce utterances that they have never heard before. A good answer to Q.11 would focus on the structural characteristics of the two text types, for example that scientific reports usually contain a relatively high proportion of passive sentences (e.g. ‘The volume of liquid was measured before and after heating’ rather than ‘We measured the volume of liquid...’), and instructions usually contain many imperative sentences (e.g. ‘Shake well before pouring.’).
2009 Exam Paper
SECTION A

Questions 1-5: Speech Sounds

Instructions: Please answer all 5 short-answer questions in your answer booklet. Each question is worth 1 mark.

1. Place the following words into two groups according to which vowel sound each word contains.
   neat, great, late, sheet, say

2. How is a nasal sound made?

3. Give two ways in which the sound [k] is spelled in English, other than the letter <k> on its own.

4. What does ‘manner of articulation’ refer to in describing how consonants are produced?

5. Give the IPA symbols for the two sounds spelled by <n> in English, as for example in pin and pink.

SECTION B

Questions 6-25: Language Structure

Instructions: Please answer all 20 short-answer questions in your answer booklet. For questions 21-25 you need write only the letter of the correct answer (e.g. a, b, c…). Each question is worth 0.5 mark.

6. What is the word class of the underlined word in the sentence “The athletic runners jumped over the log”?

7. What is the word class of the underlined word in the sentence “The fleeing fugitive took a leap over the fence”?

8. What is the word class of the underlined word in the sentence “Sophie talked during the whole movie”?

9. What is the word class of the underlined word in the sentence “Surprisingly, the doors stayed shut despite the wind”?

10. What is the word class of the underlined word in the sentence “The cleared field looked very barren”?

11. What is the word class of the underlined word in the sentence “They will brick up that door next week”? 
12. What is the word class of the underlined word in the sentence “They left the really dirty clothes outside”?

13. What is the word class of the underlined word in the sentence “The trees are planted neatly along the avenue”?

14. List all the pronouns in the sentence “Catherine talked to them and they said she needed to work it out for herself”.

15. List all the coordinating conjunctions in the sentence “Martin and Adam were willing to see the play or the movie, but the band”.

16. List all the adjectives in the sentence “The amused teacher listened to the playful, animated kids while they talked about some really interesting topics”.

17. List all the primary auxiliaries in the sentence “Margaret might be finishing up at work now”.

18. List all the prepositions in the sentence “The girl with the long hair walked down the avenue of poplars with a small dog racing beside her”.

19. List all the main verbs in the sentence “The builders should have been working at that site all of last week”.

20. How many words are there in the subject of the sentence “The customers who had been waiting outside for ages rushed in as soon as the store doors opened”?

21. What is the complete set of tense and aspects for the sentence “Nathan had been writing his essay all morning”?
   a. Present tense, no aspect
   b. Past tense, perfect aspect, progressive aspect
   c. Present tense, perfect aspect, progressive aspect
   d. Past tense, progressive aspect (only)
   e. Past tense, perfect aspect (only)
   f. None of the above answers is correct.

22. What is the complete set of tense and aspects for the sentence “The builders were levelling the site all morning”?
   a. Present tense, progressive aspect, perfect aspect
   b. Past tense, progressive aspect, perfect aspect
   c. Present tense, progressive aspect (only)
   d. Past tense, progressive aspect (only)
   e. Past tense, perfect aspect (only)
   f. None of the above answers is correct.
23. What is the complete set of tense and aspects for the sentence “The kids are watching TV”?
   a. Past tense, perfect aspect (only)
   b. Present tense, perfect aspect (only)
   c. Present tense, perfect aspect, progressive aspect
   d. Past tense, perfect aspect, progressive aspect
   e. Past tense, no aspect
   f. None of the above answers is correct.

24. What is the passive sentence corresponding to the sentence “Many people have helped those refugees”?
   a. Those refugees were helped by many people.
   b. Those refugees are being helped by many people.
   c. Those refugees had been helped by many people.
   d. Those refugees have been helped by many people.
   e. None of the above; there is no passive equivalent of this sentence.

25. What is the passive sentence corresponding to the sentence “Removalists are shifting the furniture”?
   a. The furniture was shifted by removalists.
   b. The furniture is being shifted by removalists.
   c. The furniture is shifted by removalists.
   d. The furniture was being shifted by removalists.
   e. None of the above; there is no passive equivalent of this sentence.

Please turn to the next page for Section C.
SECTION C

Questions 26-30: Language Acquisition and Linguistic Concepts

Instructions: Please answer all 5 questions in no more than one paragraph each, in your answer booklet. Each question is worth 4 marks.

26. Briefly discuss the difference between prescriptive and descriptive approaches to language. Provide an example of spoken English and compare how it would be analysed differently using a prescriptive approach and a descriptive approach.

27. In the ‘one-word’ stage of language acquisition, children often display over-extensions. Explain what this term means. Give three examples of over-extensions. Explain what the link between the extended meaning and the basic meaning is. You must give examples of two different kinds of links between extended meanings and basic meanings.

28. For each of the two examples below, state what text type it represents, and say what characteristics of the language structure indicate the type of text.

(a) MUM JAILED OVER CHOOKS!

(b) There are three major sources of vowel length in the language: underlying vowel length, vowel length resulting from vowel concatenation at morpheme boundaries and compensatory vowel lengthening in the environment of gliding and prenasalization, both, root internally and at morpheme boundaries. Vowel length is represented here by doubling the vowel. The boundary between prefixes and roots, where applicable, is marked by hyphenating the prefix and the root.

29. In Australian Aboriginal English (AAE), the following sentence has two (2) grammatical features that differ from those of Standard Australian English (SAE): “That Kevin car.” State what the two features are (using the grammatical terms you have learnt in this course), and comment on their similarity to or difference from features found in other non-standard varieties of English.

30. What are the different types of educational resources required to run a successful Aboriginal language program in accordance with the NSW Aboriginal language curriculum? Briefly discuss three aspects of the structure of Aboriginal languages and cultures which would be covered in a K-6 Aboriginal language program.
THE STRUCTURE OF ENGLISH
A list of grammatical terms

1. **Word Classes**

   Adjective (ADJ)  green, old, rich, small, tiresome, ..... 
   Adverb (ADV)    often, quickly, slowly, ..... ;  
                   quite, rather, surprisingly, very, ..... 
   Coordinating conjunction (C)  and, but, or 
   Article (ART)   
                   Definite  the 
                   Indefinite  a, an, some 
   Demonstrative (DEM)  this, that, these, those 
   Noun (N)  bag, cat, happiness, Kim, money, Sydney, tennis, ..... 
   Preposition (P)  along, by, for, in, into, of, to, under, ..... 
   Verb (V)  catch, dropped, meets, singing, told, ..... 
   Auxiliary (AUX)  
                   Primary  be, do, have 
                   Modal  can, could, may, might, must, shall, should, will, would 

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**PRONOUN FORMS**

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<th>Subject</th>
<th>Object</th>
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<th></th>
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<th>Object</th>
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<td></td>
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<td></td>
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<td>my, mine</td>
<td>you</td>
<td>you</td>
<td>your, yours</td>
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**REFLEXIVE PRONOUN FORMS**

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<td><strong>3rd neuter</strong></td>
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2. **Forms of the verb**

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<tr>
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<th>-s Form</th>
<th>Past Tense</th>
<th>Past Participle</th>
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<tr>
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<td>was, were</td>
<td>been</td>
<td>(am, are)</td>
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<tr>
<td>must</td>
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**PAST AND PRESENT TENSE FORMS OF THE VERB ‘BE’**

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<td>was</td>
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<tr>
<td>3rd singular Subject</td>
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<td>were</td>
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<tr>
<td>1st plural Subject</td>
<td>is</td>
<td>was</td>
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<tr>
<td>2nd plural Subject</td>
<td>are</td>
<td>were</td>
</tr>
<tr>
<td>3rd plural Subject</td>
<td>are</td>
<td>were</td>
</tr>
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</table>

3. **Verbal contrasts**

a) **Tense:**  
*Present Tense*

*be* has three present tense forms: *I am; you/we/they are; he/she/it is*

Other verbs use two forms only:

- **-s form** for 3rd person singular: *Kim likes icecream.*
- **base form** for all others: *The children like icecream.*

*Past Tense*

*be* has two past tense forms: *you/we/they were; I/he/she/it was*

Other verbs have one past tense form only: *I/we saw you yesterday.*

(NB: The future in English is formed with the modal *will* and the base form of the verb.)

b) **Aspect:**  
**Perfect Aspect:** auxiliary *have + past participle*

*Kim has bought a new car.*

**Progressive Aspect:** auxiliary *be + present participle*

*Kim is buying a new car.*

**Perfect + Progressive:** *Kim has been working hard all day.*
c) Voice:  
Active:  *Kim has broken the record. Everybody applauded Kim.*

Passive:  *The record has been broken by Kim. Kim was applauded by everybody.*

4. Grammatical Functions

Subject:  the first noun phrase in the clause; determines the form of the verb (present tense only) and of any reflexive pronoun.

*John is teaching himself German.*

Object:  noun phrase which immediately follows the verb

*Kim has broken the record.*

---

**PLACE AND MANNER OF ARTICULATION FOR ENGLISH CONSONANTS**

<table>
<thead>
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<th>MANNER OF ARTICULATION</th>
<th>PLACE OF ARTICULATION</th>
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<tr>
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