



ENGLISH Years 9 and 10

ARRANGING WORDS

Punctuation,
Word classes,
Sentence structure

Workbook + Interactive Web based Learning

Neil Riley

Introduction

Livewire Learning is a comprehensive on-line learning resource for secondary school students providing detailed teaching material and graded questions in English from Years 7-12.

The goal of your teachers and school is that you become a self-directed, life-long learner. Teachers will help you achieve this but you have to help yourself as well. Like any sport, computer game or cultural activity where practice makes perfect, you have to practise your English and literacy skills. This workbook combined with the elearning program is designed to help you to acquire the knowledge and skills you need to succeed.

Our aim with this first book in the series is provide hard copy notes (which you can refer to in the years ahead) from our eLivewire site and some graded exercises that you can complete in class. Then you can practise this skill on line in your own time. Once you have mastered the easier Achieved-Only (AO) versions of a module on line, you can challenge yourself with the harder Merit and Excellence level questions in the normal modules.

As a student you can now

- highlight key points in the teaching notes
- apply your understanding in class
- go on line and use the eLivewire programme to practise your knowledge and understanding of this material with Achieved level questions
- gain success and confidence
- get instant feedback from the hundreds of online questions + explanations to accelerate your learning
- extend yourself by re-sitting modules to improve your score out of 10 and your 'working at' level
- track your record of learning and your place on the leader boards

We hope that this resource will motivate and equip you to succeed in this subject.

All the best for your learning.

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PUNCTUATION:

1 Full Stops and Capital Letters

The Full Stop and Capitals in Summary



Full Stop .	
<i>The Rev N S Brown, BA, was a well-known teacher at the school.</i>	1. Indicates the completion of a sentence. 2. Can be used to indicate abbreviations and initials.
<i>'The Lord's my shepherd ... in green pastures.'</i>	3. Indicates ellipsis – that words have been omitted in a quotation. It always has 3 stops ...
<i>newman.m@rangiruru.school.nz</i>	4. Note how full stops are used in email addresses.
CAPITAL LETTERS	
<i>Boys were playing around on their bikes in Sydney.</i>	1. Indicate the beginnings of sentences.
<i>- My friend, Peter, is a wonderful cook. - My pet lion is called Leo.</i>	2. Are used for all names of people, animals or places. And is used for the names you address them by - Dad / Anna / Cuddles / Leo
<i>I was born on a Saturday in August.</i>	3. Are used for the days of the week and months of the year.
<i>New Year's Eve, Easter, Ramadan</i>	4. Are used for special days and religious festivals.

A. The Full Stop in Detail



There are three uses for the full stop:

Use 1: The full stop indicates the completion of a sentence that is not a question (?) or an exclamation (!).

Worked example 1:

He took the dog for a walk.

The sentence is complete. There is a subject (*He*) and a verb (*took*) and an object (*dog*). The full stop shows the end of the statement.

Use 2: In NZ English full stops are not used with abbreviations.

Worked example 2:

The Rev N S Brown MA, BD will be inducted as the new chaplain at the school at 2.00pm this afternoon.

In NZ English:

- i. Abbreviations do not use full stops, for example, Mr is short for mister.
- ii. Where abbreviations include two or more capital letters, leave out the full stops, eg, PM, NZ, PhD.

However, the traditional UK English approach is that the full stop indicates abbreviations and is used after initials.

Worked example 3:

The Rev. N. S. Brown M.A., B.D. will be inducted as the new chaplain at the school at 2.00 p.m. this afternoon.

A full stop appears after the abbreviation Rev. because it is short for the title Reverend. This is the formal UK English and traditional handling of abbreviations.

Use 3: The full stop indicates ellipsis—that words have been omitted in a quotation.

Worked example 4:

"The Lord's my shepherd ... He leads me beside green pastures."

B. Capital Letters in Detail

There are four uses for the capital letter:

Use 1: The capital letter indicates the beginnings of sentences.

The rule for starting a sentence is that the first word of the sentence must start with a capital letter.

Worked example 1:

The boys were playing around on their bikes. My dog had seven puppies last night.

Use 2: The capital letter indicates the names of people, animals or places.

Worked example 2:

My friend, Peter, is a wonderful cook. Many people live in Auckland. Our Alsatian dog is called Scruff.

Use 3: The capital letter indicates the days of the week and months of the year

Worked example 3:

The first of January fell on a Tuesday this year.

Use 4: The capital letter indicates the names of special days including religious festivals.

Worked example 4:

Sukkoth, Easter and Ramadan are major religious festivals for Jews, Christians and Moslems respectively.

Worked example 5:

*Thirty days hath September,
April, June, and November.
All the rest have thirty-one,
Excepting February alone,
And that has twenty-eight days clear,
And twenty-nine in each leap year.*





Challenge yourself



Rewrite adding full stops and capital letters in the sentences below.

1. the right honourable j d phelps will be speaking at the meeting today

2. round and round the rugged rascal ran

3. i live at 34 avenal st in mt maunganui

4. my favourite day of the week is friday night but the best days of the year would have to be christmas day and new year's eve

5. thirty days hath september november all the rest have 31 excepting february

6. napier's largest earthquake struck at 10.47 am on the morning of february the 3rd, 1921 hawke's bay was rocked for nearly three minutes

7. when the value of the new zealand dollar goes up against the value of other currencies, exporters tend to experience a drop in their income if this situation persists, many are forced to relocate to a country such as china, where production costs are cheaper in order to make up for the loss in income



COMPUTER WORK - Log on to www.livewirelearning.co.nz and test your understanding.

MODULE	First Attempt /10	Working at	Second Attempt /10	Working at
Using Capital Letters and Full Stops – AO				
Using Capital Letters and Full Stops				

WORD CLASSES:

6 Nouns

Nouns in Summary

Nouns are <i>naming words</i> and there are at least seven types:	
1. common	
<i>car</i> <i>city</i>	The common noun names <i>ordinary things</i> . It is called common because the name is shared by all the persons or things that belong to the common group.
2. proper	
<i>Brian</i> <i>Gore</i> <i>Queens Park</i>	The proper noun names a specific person, place or thing.
3. concrete	
<i>The daffodil wilted in the hot sun.</i>	A concrete noun is the name of a material object. It is something that has weight and occupies space. It can be involved in action or processes like falling, or breaking or sneezing.
4. abstract	
<i>Love is a feeling to be learned.</i>	An abstract noun is the name of an <i>idea</i> or <i>beliefs</i> or <i>feeling</i> or <i>quality</i> which makes it almost the opposite of a concrete noun.
5. countable	
<i>Each cup had two teaspoons.</i>	Countable nouns can be singular or plural (usually formed by adding an 's').
6. uncountable / mass	
<i>Tea is a popular drink.</i>	An uncountable noun will always be singular, as we cannot count the quantity of its mass.
7. collective	
<i>A flotilla of small craft passed by.</i>	A collective noun is the name for <i>whole groups</i> , though they are in a single form.

A. Nouns in Detail

1. An infant learning English will begin with *da-da* and later extend that to *dad*, and then maybe *ma-ma* and extend that to *mum*. The infant is learning to name his/her world and thus producing NOUNS.

2. A noun can therefore be many things:

a. the name of a **town** or **place**

Worked example 1:

*I found my adopted **brother** in the city of **New York**.*

b. the name of an **object**

Worked example 2:

*I saw the new season's **apples** in the **supermarket**.*

c. the name of an **action**.

Worked example 3:

*Her **laughter** is infectious.*

3. How do you identify a noun?

When learning to find nouns in sentences (and we need to understand how to do this so that we can know if we are writing a correct sentence or not), there are a few clues to help identify nouns.

- Most times they have an article such as **the**, **a** or **an** in front of them.
- A noun will also answer the question of '**who?**' or '**what?**'

Worked example 4:

The dog barked loudly.

If we ask the question 'What barked loudly?', 'the dog' is the answer, so this is the **noun**. The second clue is the word 'the' in front of the word 'dog'.



Challenge yourself

Highlight or underline the nouns.

1. The physics teacher from our school will be speaking at the meeting today.
2. Round and round the rugged rocks the ragged rascal ran.
3. Houses in our area are made out of brick.

B. Common and Proper Nouns in Detail

1. The **common noun** names a kind of person or thing.

It is called 'common' because the name is common to or shared by all the persons or things that belong to the common group.

Worked example 5:

*There is a **tree** in the **garden**.*

Tree is the common name given to any woody plant with a trunk.

Garden is the common name given to an area where plants grow.

Worked examples 6:

*The **shoe** is bright red.*

Shoe is the common name given to coverings worn on the feet.

SENTENCE STRUCTURE:

13 Subjects, Objects, Phrases and Clauses

Subjects and Objects, Phrases and Clauses in Summary

<p>A subject of a sentence <i>does something and acts on the verb</i>. It answers the question, "Who or what carries out an action?"</p>		
<p>1. The boy spoke to the teacher. 2. My Yemeni uncle owns 500 eagles.</p>	<p>1. The subject is 'the boy' as he is the one carrying out the action. 2. The subject is 'my Yemeni uncle' as he is the one doing the action – owning the eagles.</p>	
<p>A verb is a word that changes tense or mood.</p>		
<p>She sang a beautiful song.</p>	<p>To find the verb, ask the question: 'What is happening?' or 'What is the person/thing doing?'</p>	
<p>The object in a sentence is the person or thing that has something done to them or receives the action of the verb.</p>		
<p>1. The man read the newspaper. 2. I sang a very beautiful song.</p>	<p>1. The man read what? He read the newspaper so that is the object. 2. Sometimes the object can be several words or a phrase: I sang what? The object is 'a very beautiful song'.</p>	
<p>A phrase is a groups of words that does NOT have a finite verb and acts like a single part of speech.</p>		
<p>The road-worker, tired and dirty with tar on his face, leaned on his shovel.</p>	<p>a. The phrase in bold does not contain a finite verb. b. It gives more detail about the road-worker.</p>	
<p>A clause is a group of words that has a subject and a finite verb.</p>		
<p>independent or main clause</p>	<p>The children caught the train</p>	<p>An independent or main clause can stand on its own and can form a sentence.</p>
<p>dependent or subordinate clause</p>	<p>because they missed the bus.</p>	<p>A dependent or subordinate clause cannot stand on its own because it is dependent on the main clause to form a sentence.</p>
<p>Syntax is the technical name for sentence structure, and how we order words to create meaning.</p>		

B. Subjects, Objects, Phrases, Clauses in Detail

1. Background

Language consists of words placed in a meaningful order. The words - boy the the loves girl - do not form a meaningful order until we rearrange them into either:

The boy loves the girl. or The girl loves the boy.

This ordered and meaningful arrangement of words is called **syntax** or sentence structure. A sentence can be broken into a number of parts.

2. A phrase is a groups of words that does NOT have a finite verb and acts like a single part of speech. They are a group of words that gives more detail and improves our sentences. It

- does not express a complete thought and so cannot be a sentence.
- does not contain a finite verb.

b. Many common phrases are **adverbial** giving us details such as time, place and manner.

Worked example 1:

*We arrived home at **7 o'clock**.* (Tells us when)

*An earthquake happened **in Peru**.* (Tells us where)

*She lifted the pot lid **very carefully**.* (Tells us how)

c. Other phrases are **adjectival** giving us more description about people or things.

Worked example 2:

*The road-worker, **tired and dirty with tar everywhere**, leaned on his shovel.*

d. Other phrases can add more information about a **noun**.

Worked example 3:

*We arrived **at the isolated woolshed**.*

This phrase cannot stand on its own and is dependent on another clause to complete its meaning.



Challenge yourself

- Underline or highlight the phrases in each sentence.
 - Indicate whether each phrase is a noun, adjectival or adverbial phrase.
- Tania buys oranges at the supermarket.
 - The dirty rugby jersey and socks were left untidily everywhere.
 - New Zealand won several gold and silver medals at the 2012 London Olympics.
 - Gold medals in rowing will inspire young rowers in the future.
 - Their clothing was picked up very quickly by the teenagers.

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You hold in your hands a significant and effective resource.

Arranging Words and *Working with Words* have been updated and form a two book series that helps students and teachers explore language over a two year period. It is designed to work closely with the elearning program Livewire Learning (www.livewirelearning.co.nz).

The first book, *Arranging Words*, provides the basic grammar terms and tools of so that students can decode language to make meaning and arrange words to create meaning.

It is divided into three colour-coded sections: Punctuation, Word Classes and Sentence Structure.

Each section is broken into subsections with information **In Summary** (in an easy reference table format) and then **In Detail** with step by step explanations, worked examples and a Challenge yourself section to apply what students have learned.

The second book, *Working with Words*, examines the differences between formal and informal and written and spoken language, explores the history of the English language (including prefixes and suffixes), identifies and explains how poetic devices and language features work to create meaning, and provides strategies for the close reading of written and visual texts.

This is a unique, blended approach that facilitates differentiated teaching and encourages self-directed learning. The two booklets can stand alone but are designed to work most effectively in conjunction with normal classroom teaching and the on-line interactive program Livewire Learning. Students can work through the workbook independently or in class with their teacher and friends discussing the ideas and their answers. They can then apply and practise what they have learned online in order to get instant feedback and match their progress (via the leader boards) against that of their peers elsewhere in the country.

They can carry with them both workbooks into Year 11 as resource books for the NCEA Level 1 writing and close reading standards.

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www.livewirelearning.co.nz