# TSSM™

Creating VCE Success

SAMPLE

# ENGLISH LANGUAGE
# Teach Yourself Series
## Topic 2: Grammar

# Contents

# Grammar

## As it appears in Units 1 - 4

Units 1 - 4 requires that students understand linguistic concepts and use grammar appropriately to describe and analyse language in an objective and a systematic way. Units 1 and 2 address basic grammatical rules and Units 3 and 4 build on that knowledge to provide students with the tools to create increasingly sophisticated written texts. Grammatical concepts cross all areas of the study design and should not be isolated in the teaching of individual units.

The subsystems of language are the essential organizing tools for exploring, discussing and understanding grammatical concepts. The following questions will test your knowledge and understanding of these areas.

English has two voices – the active and the passive. In the active voice, the subject of the sentence does the action. The passive voice is a syntactic construction in which the agent (or 'doer') is demoted to an adverbial phrase beginning with *by…* or else is omitted altogether, while the patient (the person/thing affected) is promoted to the subject. An auxiliary verb is added to the verbal element to indicate the passive voice and the main verb appears as a past participle.

a) Australia <u>was</u> first <u>settled</u> by the British (passive)
b) The British first <u>settled</u> Australia (active)

Passives have a range of purposes:
- To omit the agent (agentless passive)
- To create a more formal register
- To help information flow

## Review Questions

1. Rewrite the following active voice sentences into the passive voice:

a) The German Shepherd dog chased the intruders.

_____

b) The children picked the oranges from the tree.

_____

2. Identify all the passive voice verbs in the following sentences.

a) No photographs were taken inside the art gallery.

_____

b) The graffiti remained visible until it was washed away by heavy rain.

_____


There are eight parts of speech and one of the best ways to practice identifying them is by parsing. When you parse a sentence you are able to identify the word class (part of speech) of every word in the written text.

3.  Read the following passage and fill in the table.

On Friday, a green and yellow parrot suddenly flew into the classroom. It landed awkwardly on the teacher's desk and skidded clumsily to the floor. We opened several windows, but it chose to fly through the door into the hallway. It eventually found its way outside through an open door.

| Nouns | Pronouns | Verbs | Adverbs | Adjectives | Prepositions | Conjunctions | Articles |
|-------|----------|-------|---------|------------|--------------|--------------|----------|
|       |          |       |         |            |              |              |          |
|       |          |       |         |            |              |              |          |
|       |          |       |         |            |              |              |          |
|       |          |       |         |            |              |              |          |
|       |          |       |         |            |              |              |          |
|       |          |       |         |            |              |              |          |
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|       |          |       |         |            |              |              |          |
|       |          |       |         |            |              |              |          |
|       |          |       |         |            |              |              |          |


4. What is the function of an adjective? Provide an example.

_____

_____


5.  Underline the four verbs in this sentence:

'As you sit at your desk, you work on your maths problems and only ask your teacher for help when you need it'

6.  We combine words in sentences to create a specific meaning. A sentence must contain a verb (the action) and a subject (the doer of the action). Identify the verb and subject in the following sentence:

'Our friends arrived at the airport'

_____

_____

7.  Modal verbs allow us to vary the meaning of a verb without changing their form. Create two sentences that contain an example of a modal verb.

a)

_____

_____

b)

_____

_____

Semantic fields are ways of organising words into groups of lexemes that interconnect in specific ways. The 'field' refers to a field of meaning. A semantic field categorises, stores and retrieves information.

8.  Provide a semantic field for each of the following:

| fruit | animals | kinship |
|-------|---------|---------|
|       |         |         |
|       |         |         |
|       |         |         |
|       |         |         |
|       |         |         |
|       |         |         |

9.  A clause is a key grammatical concept. It can be considered as a short sentence on its own or can be combined with other clauses to create a longer sentence. An understanding of clauses will assist you in creating simple, compound and complex sentences. Rewrite the clauses in the following sentences and indicate whether they are main (independent) or subordinate (dependent).

a)  'I ate the mango because I was hungry'

_____

_____

## Solutions to Review Questions

Q1. a) 'The intruders were chased by the German Shepherd dog.'
   b) 'The oranges were picked from the tree by the children.'

Q2. a) 'were', 'taken'
   b) 'remained', 'was'

Q3.

| Nouns | Pronouns | Verbs | Adverbs | Adjectives | Prepositions | Conjunctions | Articles |
|-------|----------|-------|---------|------------|--------------|--------------|----------|
| Friday | it | flew | suddenly | Green | on | and | a |
| classroom | we | landed | awkwardly | Yellow | into | but | the |
| teacher's | it | skidded | clumsily | Several | to | | an |
| desk | | opened | eventually | Open | through | | |
| floor | | chose | | | | | |
| windows | | fly | | | | | |
| door | | found | | | | | |
| hallway | | | | | | | |
| way | | | | | | | |
| parrot | | | | | | | |
| outside | | | | | | | |

Q4. Adjectives add more meaning to a noun or pronoun by providing more detail.

Example: 'As a new (adj.) student, he was excited (adj.) by all the activity'

Q5. 'sit', 'work', 'ask', 'need'

Q6. 'Our friends (subject) arrived (verb) at the airport' To locate the subject, ask 'Who?' or 'What?' in front of the verb, e.g. 'Who arrived at the airport?' 'Our friends'

Q7. a) 'She may go to the movies tomorrow'

   b) 'They must leave immediately!'

Q8.

| Fruit | Animals | kinship |
|---|---|---|
| Apples | Dogs | mother |
| Oranges | Cats | father |
| Bananas | Horses | aunt |
| Kiwifruit | Rabbits | brother |
| Strawberries | guinea pigs | uncle |
| Peaches | Chickens | sister |

Q9.
    a) 'I ate the mango' (main) because I was hungry (subordinate)'
    b) 'When Jane visits (subordinate), we will surprise her with a birthday party (main)'

Q10. Syntax is specifically concerned with how phrase and clauses are put together.

Q11.
    a) 'During my long experience...' (2)

    b) '- there is no rest for the wicked.' (7)

    c) '… and the peculiar circumstances …' (3)

    d) 'During my long experience, … are necessary for well-being.' (2)

    e) 'Rest is as sweet for the body as for the mind.' (1)

Q12.Connotative meanings for 'green': a) naïve  b) inexperienced  c) envious  d) nauseated

Q13. Synonyms for 'considerate':

thoughtful, kind, concerned, obliging, attentive

Q14.

| Synonyms | Antonyms |
|---|---|
| futile, useless, pointless | successful, useful, effective |
| passive, compliant, quiescent | spirited, feisty, energetic |