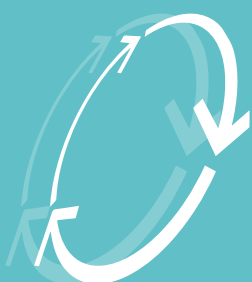
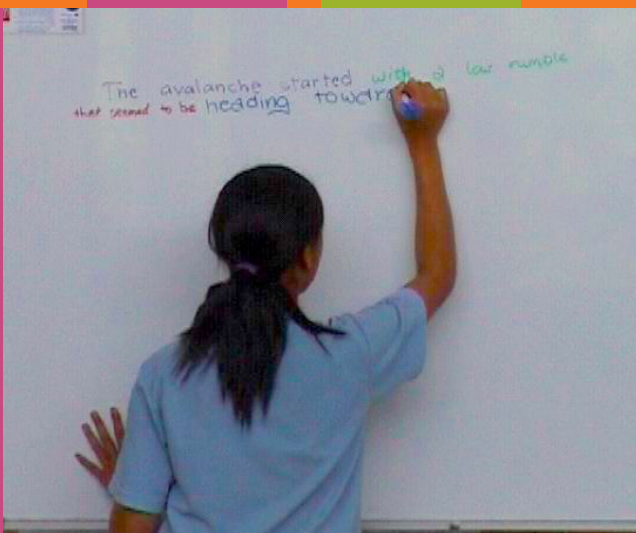
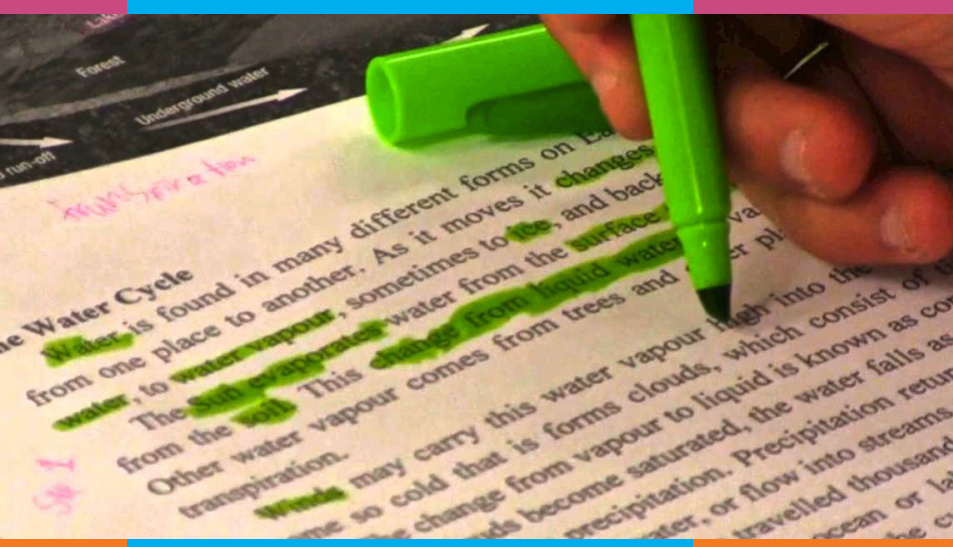
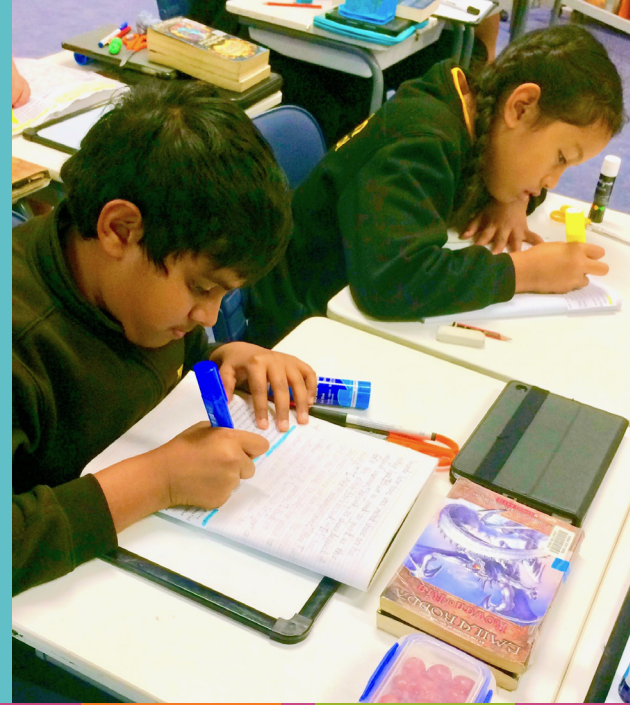


PATTERNS IN SENTENCES



READING TO LEARN

Accelerating learning and closing the gap

ABOUT THIS BOOK

In this book we explore patterns of meaning within sentences, in other words grammar. But this is grammar from the perspective of meaning, of how people use language to make meaning - the functions of language in social life.

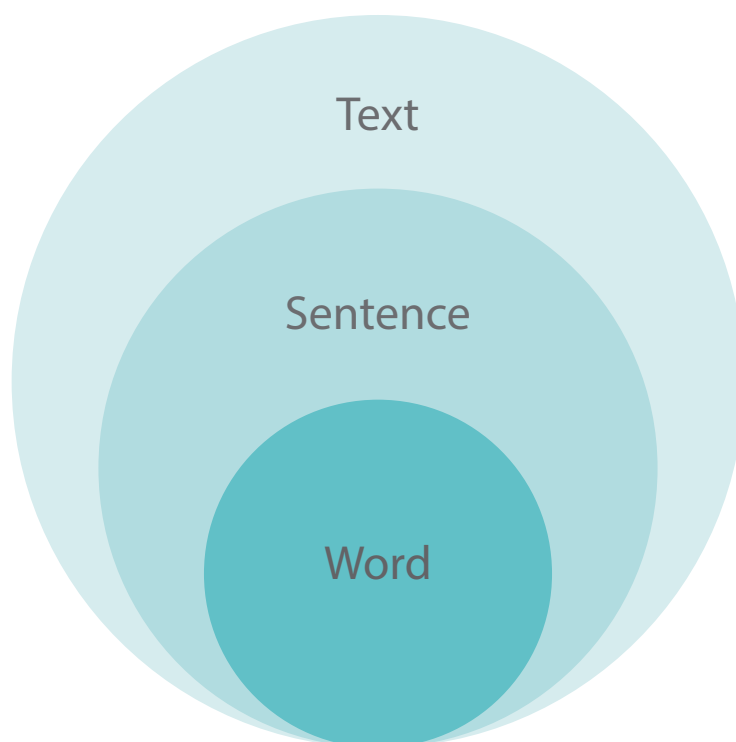
This is a functional grammar because it is designed to be directly useful to teachers for analysing texts for lesson planning, and for talking about them with students.

The only effective way to understand how language works is to practise analysing it. This book is designed as a series of analysis activities, in which you will be applying what you are learning about language to texts.

At each step we build up a set of terms to talk about language in the classroom, or

metalanguage. Whether or not we are trained in grammar, all teachers use a large set of terms for talking about language, such as word, phrase, sentence, paragraph, and the many terms for punctuation in sentences.

The key principles of our metalanguage are that it is firstly about meaning, and secondly it is explicit, consistent and systematic. It is a metalanguage specifically designed for teaching and learning.



CONTENTS

Kinds of wordings	1
Word groups	3
Sentences and clauses	4
Two kinds of clauses	4
Types of processes	5
Three kinds of word groups	6
Meanings and classes of word groups	6
Teaching about word groups and clauses	7
Meanings within word groups	8
Verb groups	8
Noun groups	9
Teaching about noun groups	10
Preposition phrases	12
Other useful words and groups	13
Metaphors	15
Grammatical metaphor	15
Lexical metaphor	16
Teaching metaphor	17
Stories	18
Factual texts	19
Answers to analysis activities	20

WORDINGS IN STORIES AND FACTUAL TEXTS

Before exploring patterns of wordings in sentences, we need to emphasise the different approaches for Detailed Reading and Rewriting, between factual texts, stories, arguments and text responses.

In factual texts, we focus on the key information that will be used to make notes and rewrite the text. When we rewrite the text, we use the same information content as the original text, but write it in new sentence patterns.

In stories, we focus on literary patterns of the story, that express events, characters, settings, qualities. When we rewrite the story, we use the same literary sentence patterns but change the content - events, characters, settings, qualities.

In text responses and arguments, we focus on evaluative patterns that evaluate texts and issues. When we rewrite, we use the same evaluative sentence patterns but change the content - the text or issue that we are evaluating.

What we highlight and rewrite are not just single words, but two or more words together. It is these groups of words that carry the key information or literary or evaluative meanings.

	Detailed Reading	Preparing to write	Rewriting
factual texts	highlighting key information	note making of key information	same information content with new sentence patterns
stories	highlighting literary sentence patterns	create new events, characters, settings, qualities	same literary sentence patterns with new content
text responses & arguments	highlighting evaluative sentence patterns	discuss new texts or issues to evaluate	same evaluative sentence patterns with new content

Analysis activities

We use one factual text and one story to do all the analyses in this book. The factual text is an extract from a social studies text, People of the Kulin Nation (Koo-lan), who lived in southern Victoria before European settlement (and still do). The story is an extract from Follow the Rabbit Proof Fence, by Doris Pilkington. Each analysis activity is flagged with this symbol:

The first analysis is simply to highlight the key wordings in each sentence, as you would do in Detailed Reading. You will then be guided to analyse and name various patterns that these wordings express.

It is essential that you complete each of these activities, and then apply them to your own texts that you are planning to teach with. This is an essential step in becoming an expert text analyst - from modelled, to guided to independent practice.

Answers to the analyses are given at the end of the book.

Factual text: People of the Kulin Nation

For hundreds of generations the Kulin people lived as hunters and gatherers. The men hunted using a variety of tools made from stone and wood, including spears and spear throwers. Each woman had her own digging stick for digging out roots and flushing small animals from burrows.

The campsite locations of the Kulin people were affected by seasonal changes. For example the Wurundjeri clan of the Woiworung tribe spent the summer months on the banks of the Yarra River, and in winter they would move to higher land near the Dandenong Ranges where there was more shelter and firewood.

Story text: Follow the Rabbit Proof Fence

Molly and Gracie finished their breakfast and decided to take all their dirty clothes and wash them in the soak further down the river. They returned to the camp looking clean and refreshed and joined the rest of the family in the shade for lunch of tinned corned beef, damper and tea.

The family had just finished eating when all the camp dogs began barking, making a terrible din. “Shut up,” yelled their owners, throwing stones at them. The dogs whined and skulked away.



Analysis 1: Highlighting meanings

In the two texts, highlight the wordings that you consider express key information and the events, characters, settings and qualities. You will mostly highlight groups of content words, that express these 'chunks' of meaning. Leave gaps between the highlighted chunks.



Analysis 2: Kinds of wordings

Wordings within sentences express a small set of general meanings, such as who or what the sentence is about, what they are doing, where, when and how. These are the patterns we focus on with 'wh' preparation cues in Detailed Reading:

people	who
things	what
process	what doing/being
place	where
time	when
quality	how

Label each wording you have highlighted with these six types of meanings, above the highlighted wordings, as follows.

people process things things
The men hunted using a variety of tools made from stone and wood...

These are the basic categories of meaning that all languages use to represent people's experience of the world. Language construes human experience as series of processes, that involve people and things, places, times and qualities. Each sentence is made up of word groups that express these meanings.



Analysis 3: Word groups

Around each of the wordings you have highlighted are other words that are closely associated with the highlighted wordings. Together they make up a word group.

Mark the boundary between each of the word groups in the texts with a slash, as follows.

For hundreds of generations / the Kulin people / lived / as hunters and gatherers. /

The family / had just finished eating / when / all the camp dogs / began barking. /

Then label the remaining word groups that you have not underlined, as people, things, process, place, time, quality.

Each sentence consists of a series of word groups, that express the meanings people, things, processes, places, times and qualities. Sometimes these meanings are expressed by a single word like it, they, lived. But most often they are groups of words.

SENTENCES AND CLAUSES



Analysis 4

Some sentences have just one process, with people and things involved in the process.

time people process people
 For hundreds of generations / the Kulin people / **lived** / as hunters and gatherers.

This is known as a simple sentence. But most sentences have more than one process.

These are known as complex sentences.

Each part of a complex sentence is a clause. Each clause includes one process. The boundary between clauses is marked with a double slash.

people process conjunction things process
 The family / **had just finished eating** // when / all the camp dogs / **began barking** /

A clause corresponds to a simple sentence, i.e. a simple sentence consists of just one clause, but a complex sentence includes two or more clauses.

Clauses in a complex sentence are often joined by a conjunction, like and, then or so.

Clauses are often separated by punctuation, such as a comma, semi-colon or a dash.

Mark the boundaries between clauses in the texts above with a double slash.

Look for each process, and work out where the clause boundaries lie, before and after the process. (Sometimes the clause has no people or things – because they are presumed from the preceding clause.)

If there is a conjunction joining the clauses, mark the boundary before the conjunction.

The overall meaning of a clause is a process.

Each clause includes a process, with people and things involved in the process, and places, times and qualities associated with it.



Analysis 4: Two kinds of clauses

We need to make one more distinction between two kinds clauses in complex sentences.

Some clauses can stand on their own - they could form a simple sentence by themselves.

We will call these independent clauses.

Other clauses cannot stand on their own - they depend on other clauses in the sentence, so they are called dependent clauses.

Find the independent and dependent clauses in the two texts. Think about how you could make the dependent clauses independent. What elements of grammar need changing?

Now apply the analysis of word groups and clauses to a text of your own, that you are planning to teach with.

Analysis 5: Types of processes

Have you ever defined verbs as 'doing' or 'action' words? Doing is one kind of process, but it is not the only kind. We need to be aware of two other kinds of processes, that are different from simply doing:

- saying and sensing
- being and having.

In the story text, find two clauses that express a process of saying, and what was said. Write the two clauses here.



what was said	
saying	

Now find two clauses that express a process of thinking, and what was thought.

thinking	
what was thought	

Did you find "Shut up," yelled their owners, and decided to take all their dirty clothes? These are processes of saying and sensing. They are special kinds of doing that can say or sense other processes. Sensing processes include seeing, hearing, feeling and thinking. They are very important in narratives, and sometimes in other texts.

Now find a clause that expresses a quality of Molly and Gracy.



quality	
---------	--

In the factual text, find a clause that expresses a possession of each woman.

possession	
------------	--

Did you find looking clean and refreshed and Each woman had her own digging stick? These are processes of being and having, which are not 'doing' at all. They relate one thing to another. Processes of being relate people and things to their qualities and identities. Processes of having relate wholes to their parts, or people to their possessions. They are particularly important in factual texts, for describing and classifying things, but also in other texts.

To see the difference clearly, find any two clauses that express processes of simply doing.



doing	
doing	

Because they relate on thing to another, processes of being and having are also known as relational. Process of saying are also known as verbal, processes of sensing as mental, and processes of doing and happening as material.