

EDIBLE ENGLISH:

MIDDLE SCHOOL

MUNCHIES

Second Edition

Judy McLaughlin



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Gratitude and Thanks

This book has only been possible because I have great friends. They support, cajole and encourage me all the way through any project. For *Middle School Munchies*, I especially want to thank:-

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And finally, my daughter, Jessica, who has "taken care of business" while I was busy writing, found a zillion punctuation errors in the final draft and kept the book on track. Thanks, Jess!

Before you start...

This book is intended as an "easy reference" for students to decipher the language of English.

It is NOT intended to replace the role of the classroom teacher.

Edible English: Middle School Munchies is designed to provide three important aspects of English terminology:-

- **What** does the term mean or to **What** does it refer?
- **When** is the term used, or **When** can we see examples of the device described in use?
- **Why** do we have the device/technique?
Or
Why is it important for you to know?
Or
Why does a composer utilize the technique or device?

Remember, the "composer" is the person who has created the text, whether it is film, visual, oral or written.

An appendix has been provided at the end of this text that will assist you in accessing terms that are related to your area of study.

Punctuation and font highlights have been used in the following manner:-

- **Bold font** has been used to highlight terms that are cross-referenced. In other words, you will find them elsewhere in the text with additional information.
- Examples have been highlighted in *italics*.
- Under normal circumstances, the names of books, films, newspapers, CDs would be *italicised* in a printed text.

Due to the fact that italics have been used for examples, I have underlined the names of these texts.

- The names of poems, TV programs, songs and articles have been enclosed in "quotation marks".

And finally, the purpose of *Edible English: Middle School Munchies* is to explain, in easy-to-understand language, complex terms used in English. For this reason, I have broken LOTS OF RULES of written English.

Namely, my excessive use of parentheses, broken sentences, slang and repeated exclamation and question marks. This would be totally inappropriate in any text that did not share the same purpose. Therefore, DO AS I SAY, NOT AS I DO!!!

I hope you enjoy the book and best wishes for your studies,

Judy McLaughlin

Abbreviations

Ab-BREE-vee-A-shuns

What

- Usually a single word made shorter by omitting (leaving out) letters. Eg, *telephone* is abbreviated to *phone*; *street* is abbreviated to *St*.
- A lot of our abbreviations come from French or Latin phrases and they are the first letters of each word of the phrase.
- See **Acronyms**, which are abbreviations formed from the first letters of words.
- Another form of abbreviation is used in **Short Messaging**. Examples include *SWALK* (*Sealed With A Loving Kiss*) and *LOL* (*Lots Of Love*).

When

The most common Latin and French abbreviations are:-

- *c* (or *ca*) - *circa* - *about, approximately*
- *eg* - *exempli gratia* - *for example*
- *etc* - *et cetera* - *and so forth*
- *ie* - *id est* - *that is*
- *NB* - *nota bene* - *note well or pay attention*
- *PS* - *post scriptum* - *written afterwards*
- *RSVP* - *repondez s'il vous plait* - *please reply*
- *v* (or *vs*) - *versus* - *against*

Why

- We use them because we're just a tad lazy, and they are useful and convenient. Some of them, especially Short Messaging, are fun to use.
- Abbreviations are very useful when you are taking notes for yourself. When you are writing in a project or assignment, avoid using abbreviations. Use the whole words.
- Become familiar with them so that when you see them in a textbook, you don't feel stupid.



Acceptable Use

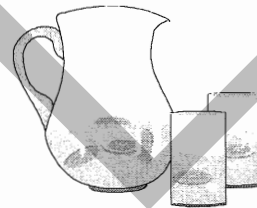
Ak-SEPT-a-ble USE

What

- Computer terminology.
- Refers to the behaviour and rules with which users of the Internet have implicitly (*implicit: something that is understood, rather than explicitly stated clearly*) agreed to obey and follow.
- Is connected with copyright.
- See **Nethics**.

When

- When you download programs from the Internet, there is usually an agreement to which you click "yes", where you agree to terms and conditions. This is part of "acceptable use".
- Depends upon the type of Internet service, but includes copying material and calling it your own. This is wrong for a number of reasons: it's illegal and it's cheating. The term for this is *plagiarism* and it can incur heavy penalties, both from your teacher and the business world.
- When you are researching on the Internet, you can print out information. BEFORE you use it in your homework assignments, though, put it IN YOUR OWN WORDS.



Acronym

ACK-ron-im

What

- Using the first letter of each word in a long name to represent the name.
- A form of **abbreviation**.
- See **Short Messaging**.

When

There are a zillion examples; some more serious than others:-

- *UNESCO* - *United Nations Educational, Scientific and Cultural Organisation*
- *USA* - *United States of America*
- *NSW* - *New South Wales*
- *WHO* - *World Health Organisation*
- *SNAG* - *Sensitive New-Aged Guy*
- *DINK* - *Double Income, No Kids*.
- *RAM* - *Random Access Memory*

- When using an acronym in a piece of writing, write out the full name first, then the acronym in brackets immediately following and, after that, you can use the acronym throughout the rest of your text.

Why

- Laziness, basically, and convenience. It makes a long name easier to write and say. We seem to live in a world where speed counts.
- Some of them, such as *DINK*, are quite humorous.
- Some acronyms are used to add prestige and status to an organisation.

Acrostic A-CROSS-tick**What**

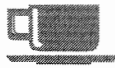
- Poetry terminology.
- A type of poem where the first letter of each line forms a word.
- Each line in an acrostic poem could be just a word, a phrase or a whole sentence.

When

*Deep in the
Ocean, they frolic.
Leaping from the water and
Playing in the surf.
Happy and carefree -
In touch with
Nature.
Sensational.*

Why

- Acrostic poems are fun to create. You get to play with words and create images without all the rules of other types of poetry.

**Active Verb** ACT-ive VERB**What**

- Grammar terminology.
- This is when the subject of the sentence (that is, WHO or WHAT the sentence is about) carries out the action of the sentence.
- Also referred to as "Active Voice" of a verb.
- See **Sentences, Verbs**.

When

- *The shark ate the man.* "Ate" is the verb; "the shark" is the subject of the sentence (that is, the sentence is about "the shark" and what the shark did) and the "eating" (the action) is done by the subject (the shark).
- *The woman wrote the book.* "Wrote" is the verb; "the woman" is WHO the sentence is about (that is, the subject of the sentence) and the subject is also the "doer" of the action.
- Contrast with **passive verbs**.

Why

- Makes writing more dramatic, action-packed, sharper, immediate and exciting.
- Often used in **news reports** in the present tense to sensationalise an event and make out that the action is still going on, providing a sense of immediacy in reporting. *Killer sharks eat swimmers!*

Adage ADD-idge**What**

- A wise saying or expression.
- Traditionally defined as a **proverb**.
- Common usage includes any wise saying, so you can include **aphorisms** and **epigrams**.

When

- *You catch more flies with honey than with vinegar.*
- *People who live in glass houses shouldn't throw stones.*

Address Ad-DRESS**What**

- Computer terminology.
- The specific "identifier" for an Internet site or a computer in a network. Addresses are unique (that is, there are no two the same.)
- See **Domain**.
- Traditionally, refers to the instructions for reaching a person or company. Includes the street name and number, suburb or town, postcode and, sometimes, country.

Adjectival Clause

AD-ject-EYE-val CLAWS

What

- Grammar terminology.
- A **subordinate clause** is:-
 - a group of words that includes a **verb**,
 - provides information about something, and
 - does NOT make sense on its own.
- An adjectival clause is a subordinate clause that:-
 - is introduced by a relative **pronoun** (noun substitute) or relative **adverb** (describes a verb), and
 - gives more information about a **noun** (naming words).
- See **Adjectives, Adverbs, Adverbial Clauses, Clauses**.

When

She climbed the tree that grew on the bank.

I returned to the town where I was born.

- Both of these sentences have clauses that give more information about the respective nouns: *the tree* and *the town*.
- Contrast with **adjectival phrases**, which do NOT contain a verb.

Adjectival Phrase

AD-ject-EYE-val FRAYZ

What

- Grammar terminology.
- A meaningful group of words which:-
 - does NOT contain a **verb**,
 - describes a noun, and
 - is introduced by a **preposition**.
- See **Adjectives, Adverbial Phrases, Nouns, Phrases**.

When

The boy *with dark hair* ate all the plums.

The toys *in the cupboard* were broken.

- In these examples, we are given more information about "the boy" and "the toys", both of which are nouns.

Why

- They give us more information without having to use two simple sentences, which gets really boring after a while.

Consider: *The boy has dark hair. He ate all the plums.* The sentence above is much more concise and interesting.

- Quantity
 - *little* talent;
 - *great* amounts.

- Determiners:-
 - Demonstrative
 - *This* desk is mine.
 - *Those* books belong to us.
 - Distributive
 - *Each* student tried hard.
 - *Neither* hat fits.
 - Interrogative
 - *Which* girl sat there?
 - *What* time is it?
 - Possessive
 - The dog licked *its* paw.
 - It is *her* book.
 - He broke *his* arm.

Adjectives can be:-

- Positive
 - *bad, good, happy, wonderful.*
- Comparative
 - *worse than,*
 - *better than,*
 - *happier than,*
 - *more wonderful than.*
- Superlative
 - *the worst;*
 - *the best;*
 - *the happiest;*
 - *the most wonderful.*

Adjectives

AD-ject-iv-es

What

- Grammar terminology.
- Words that describe nouns.
- See **Adjectival Clause, Adjectival Phrase, Nouns, Parts of Speech**.

When

Adjectives can be grouped under three broad categories:-

- Describers:-
 - Descriptive
 - *a huge* rock;
 - *a green* leaf;
 - *a small* bird.
 - Proper
 - *the English* textbook;
 - *New South Wales* schools;
 - *the Canadian* border.
- Numeratives:-
 - Definite Numerical
 - *six* eggs;
 - *the third* day.
 - Indefinite Numerical
 - *several* people;
 - *a few* biscuits;
 - *any* ideas.

NB: Words of more than two syllables use "more" and "most" to form the comparative and superlative forms. For instance, *more beautiful* (not *beautifuller*) and *most interested* (not *interestedest*).

Beware of the double superlative: "most loveliest"; or the double comparative: "more cheaper". Both of these are wrong. You don't need the *most* or *more* in either of these cases.

Adjectives follow certain rules:

- When there is more than one adjective before a noun, a **comma** must separate the two adjectives. For instance, *I sat on the large, green chair*. A comma separates "large" and "green".
- The word order in a list of adjectives is important. For instance, *I ate six, large, red Jonathan apples*. It would sound strange to say "I ate red, six, Jonathon, large apples".

The usual order for adjectives is:

- Number: *six, four, some, a few*;
- Size: *large, small, huge*;
- Shape: *round, long*;
- Age: *old, new, young*;
- Colour: *blue, striped, mottled*;

- o Nationality: *Japanese, American;*
- o Type: *concrete trucks, water balloons.*

NB: It would not be usual to use all of these types of adjectives in one sentence. It is normal to limit yourself to only three or four of the above.

- Another rule for organising the order of adjectives is to look at whether they are expressing an **OPINION** or being **FACTUAL**.

For instance, *nice* is an adjective that expresses a view about something, as do *ugly, beautiful* and *warm*.

By contrast, *big, little, green* and *round* are all factual adjectives.

The rule says that opinion adjectives come **BEFORE** factual ones. I ate the *warm, round* rolls. The *ugly, big* dog was scary.

- Adjectives that come from proper nouns (see **Nouns**), always need capital letters. For instance, *English* rose; a *Sydney* street.
- Adjectives created by joining "well", "ill", "self", "non" and "semi" to another word always have a hyphen. Eg, *well-liked, self-monitored*.
- There is often a "normal-sounding" adjective that "goes with" a noun. For instance, if we were talking about a paddle-pop, we might use words like *cold* and *icy*. It would sound very strange to use "frigid". Similarly, we are used to *slender, skinny* or *thin* girls, but we seldom hear them described as "narrow". This habit of using some adjectives to describe something rather than other adjectives that are similar in meaning is referred to as **collocation**.

Why

- Adjectives enable us to paint very precise pictures with words. They provide more detail and description in our writing so that the reader can better imagine what we are describing.
- Superlative adjectives are often used by advertisers and other people seeking to persuade you to do something, want something or believe something.



Adverbial Clauses

Ad-VERB-ee-al CLAWS-es

What

- Grammar terminology.
- A subordinate clause:-
 - is a group of words which tells more about something,
 - contains a verb, and
 - does not make sense on its own.
- An adverbial clause is a subordinate clause that is introduced by a subordinate conjunction. (You really need to look these up!) It provides more information about the action of the main clause.
- Adverbial clauses can describe:-
 - HOW something was done;
 - WHEN something was done;
 - WHERE something was done,
 - WHY something was done and
 - HOW MUCH was done.
- See **Adverbs, Clauses, Conjunctions**.

When

Lots of different types of Adverbial Clauses:-

- Comparison – (*than*)
I am shorter *than* you (are).
- Concession – (*though, although*)
She obeyed her mother, *although* she did so grudgingly.
- Condition – (*if, unless, whether*)
I will come to Sydney *if* you pay for my plane fare.
- Degree – (*as*)
She was as happy *as* you could be.
- Manner – introduced by *as*
She wrote *as* she had been taught.
- Place – (*where, wherever*)
He stayed *wherever* there was a youth hostel.
- Purpose – (*so that, in order that*)
She studied *so that* she could gain university entrance.
- Reason – (*because, for, as*)
He practised often *because* he wanted to succeed.
- Result – (*that*)
The surf was so rough *that* the boys didn't enter the water.
- Time – (*when, while, as since*)
I ate dinner *while* I watched "Friends".

Why

- You don't really need to know all of the above types of clauses. What you do need know is the range of conjunctions you can

use when you write. This makes your writing more interesting.

- Adverbial clauses are very useful when writing as they can provide linkages between paragraphs.

Adverbial Phrase

Ad-VERB-ee-al FRAYZ

What

- Grammar terminology.
- A phrase is a meaningful group of words that does NOT have a verb and is introduced by a **preposition**.
- An adverbial phrase describes or gives more information about a verb.
- See **Adverbs, Phrases, Sentences, Verbs**.

When

He ran *like a gazelle*.

She ate her dinner *in the car*.

- Both of these tell more about the verb: How did he run? *Like a gazelle*. Where did she eat? *In the car*.
- Compare with **Adjectival Phrases**, which give more information about a **noun**.

Adverbs

AD-verbs

What

- Grammar terminology.
- Words that modify or give more information about verbs, adjectives or other adverbs. Usually, though, it's the verbs that adverbs describe.
- See **Adjectives, Parts of Speech, Verbs**.

When

There are a number of different sorts:-

- Affirmation or Negation
 - yes, *certainly*, *surely*;
 - no, *not*, *never*.
- Degree - tell to what extent
 - You are *so* wrong.
 - I was *equally* to blame.

NB: "Wrong", in this instance, is an adjective. This is one of the occasions where adverbs modify adjectives.

- Interrogation – asks questions of a verb
 - Why did you?
 - How are you?
- Manner - tell how
 - She ran *quickly*.
 - He read *avidly*.

- Number – tell in what order
 - I went *first*.
 - *Secondly*, I believed this was correct.
- Place - tell where
 - The man slept *nearby*.
 - She looked *above*.
- Reason - tell why
 - *Therefore*, I resigned.
 - *Consequently*, he apologised.
- Time - tell when
 - He will eat *soon*.
 - She will *never* read all of the book.

Quick Rule of Thumb: Most words ending in "ly" are adverbs ("lovely" is an exception to this rule); NOT ALL adverbs end in "ly" (as can be seen above).

- Like adjectives, adverbs can have levels of degree.
 - Positive: *badly*, *well*, *soon*, *often*.
 - Comparative: *worse*, *better*, *sooner*, *more often*.
 - Superlative: *worst*, *best*, *soonest*, *most often*.

Why

- We use adverbs to give us more explicit information about how/when/where/why something is done.



Advertisement

Ad-VERT-iss-ment

What

- A type of text designed to persuade someone to:-
 - buy something,
 - do something (invest in a company or vote for a particular party), or
 - believe something (that smoking is bad for you).
- An advertisement incorporates **bias** (a one-sided opinion) and is not intended to be **objective** or factual.
- May be printed (in newspapers, magazines, brochures, billboards) or electronic (radio, TV, film, Internet).
- Differs from other information texts in that it is PAID for by someone, be it a commercial company, a government organisation or an individual. Even "Drink Driving" commercials are paid for by the government.
- See **Media, Propaganda**.