Teacher Training Module:

English

Learning Cycle Sixteen

Formation of Words and Sentence Structures

Sindh Technical Assistance –
Development through
Enhanced Education Programme
(STA-DEEP)

School Education & Literacy Department (SE&LD)

Government of Sindh.

Introduction and Rationale of the Training

Dear Teachers!

Welcome to the new phase of the Continuous Professional Development (CPD) Program. In the previous phase, we had focused on pedagogical skills that helped you to develop your skills to make classroom more interactive, participative, and joyful for our students. In the new phase, we will continue practicing those pedagogical skills and also learn about the introduced content knowledge and skills in Mathematics, Science, English, Urdu, and Sindhi. As a result, you will be better prepared to deal classroom situation using modern teaching strategies integrated with subject knowledge.

Our vision

Our common goal is to improve the quality of teaching in schools all over Sindh. We want students to become active and collaborative learners, problem solvers, and critical thinkers who approach tasks with creativity and confidence. They are conceptually clear about the subject content and have the skills to link this content with the world around them. To make this possible, we, as teachers, must be better prepared for the classroom demands in pedagogy and the subject content. Moreover, we aim to professionalize these trainings so that the CPD teacher training courses make an impact and substantially change student performance.

Our Teaching Philosophy

The CPD training sessions, including this training, follow a participatory teaching philosophy that engages participants to apply and practice active and collaborative learning, as well as engage in self and peer reflection to become community of practice. The objective is not only to improve the teaching practices but to help you understand the theory of the subject content and the strategies that help students apply the content in daily life with confidence and mastery.

Supporting You
The training module is designed to support you in your classroom teaching. It will introduce you to the subject content and some approaches for use in the classroom. This will make your teaching more manageable and help you grow as a skilled teacher.

Online CPD portal for teachers

An online CPD portal has been developed for teachers to ask questions to experts, exchange ideas, and share personal learning experiences and difficulties in rolling out the CBLCs. The online CPD portal would help teachers connect with other teachers from all the districts and subject experts to share and learn as a community of teachers.   Online portal: https://stadeep-cpd.com/

Note: CBLCs have been developed in alignment with the School Education & Literacy Department (SE&LD), Government of Sindh notified curriculum and textbooks of English subject from grades 1-8 under STEADA and PITE supervision. English textbooks of Grade 1-8 have been used in this LC as a reference.

CBLCs: 1-20:
Please refer to the last page of this LC to see the complete list of topics for 1-20 LCs.
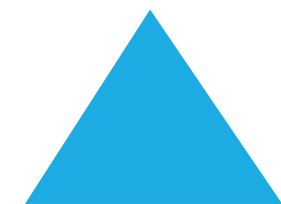
Acknowledgement

Dr. Pervaiz Pirzado	Education Officer, UNICEF
Mr. Aftab Ahmed Nizamani	National Teachers Professional Development Consultant, UNICEF

Formation of Words and Sentence Structures

Learning Objectives: By the end of the session, the teachers will be able to:

Comprehend the Word and Sentence Structure Formation Process.

Practice Word and Sentence Structure Formation.

Assess Word and Sentence Structure Formation.

120 mins

Session Plan

Instructional strategies/activities

Time	Objective of the activity	Activities	Materials/resources
5 mins	**Recitation**	**Activity-1** 1. Ask a volunteer to recite a few verses from the Holy Quran. 2. Invite few teachers to reflect about the previous session. 3. Briefly explain the objectives of today's session.	
10 mins	**Warm-up**	**Activity-2** 1. Write a word like 'Infotech', 'Breakfast', etc. on the board. 2. Ask teachers about the type of words mentioned. 3. Write their responses on the board. 4. Summarise the activity by giving your input on the types of words.	Board, Marker, Duster

⏱ **30 mins**	**Understanding on Formation of Words and Sentence Structures**	**Activity-3** 1. Divide teachers into 4 Groups. 2. Ask each Group to read and discuss their respective topics given in Hand-out 16.1. Group 1: Clipping, Compounding and Acronym Group 2: Blending, Affixation (Prefixation and Suffixation) and Conversion Group 3: Simple and Compound Sentences Group 4: Declarative, Imperative, Interrogative and Exclamatory Sentences 3. Then, ask each group to share their understanding with all. 4. Finally, sum-up the activity by giving input on Word and Sentence Structure formation.	Marker, Board, Duster, Handout 16.1
⏱ **35 mins**	**Practice on Formation of Words and Sentence Structures**	**Activity-4** 1. Divide teachers into 4 Groups. 2. Distribute Charts, Markers and other stationery items among them. 3. Ask each group to search 3-5 examples each of the following from any source other than textbooks and write them on their charts. Group 1: Clipping, Compounding and Acronym Group 2: Blending, Affixation (Prefixation and Suffixation) and Conversion Group 3: Simple and Compound Sentences	Charts, Markers, etc. Internet Data, Mobile/Laptop

		Group 4: Declarative, Imperative, Interrogative and Exclamatory Sentences 4. Ask each group to paste their chart on the wall and present their assigned task. 5. Sum-up the activity by giving feedback on their presentation.	
35 mins	**Assessment and Practice on Formation of Words and Sentence Structures**	**Activity-5** 1. Divide teachers into 4 Pairs/Groups. 2. Distribute Charts, Markers and other stationery items among them. 3. Ask each pair/group to search 3-5 examples each of the following from the Textbooks 1-8 keeping Hand-out 16.1 and write them on the charts. Group 1: Clipping, Compounding and Acronym Group 2: Blending, Affixation (Prefixation and Suffixation) and Conversion Group 3: Simple and Compound Sentences Group 4: Declarative, Imperative, Interrogative and Exclamatory Sentences 4. Then, ask them to paste their chart on the wall and share their findings with all. 5. Sum-up the activity by providing feedback on their presentation.	Charts, Markers, etc. Textbooks 1-8 Handout 16.1

		Activity-6	Board, Marker, Duster
5 mins	**Feedback/Closure**	Conclude the session by asking about the achievement / learning of the day.	

Formation of Words

Word:

A word is a single unit of language that has meaning and can be spoken or written.

Nowadays, the terms 'word formation' does not have a clear cut, universally accepted usage. It is sometimes referred to all processes connected with changing the form of the word by, for example, affixation, which is a matter of morphology. In linguistics, morphology is the study of words, how they are formed, and their relationship to other words in the same language. It analyzes the structure of words and parts of words, such as stems, root words, prefixes, and suffixes. In its wider sense word formation denotes the processes of creation of new vocabulary units. There are numerous word formation processes.

1. Clipping:

Clipping is the word formation process which consists in the reduction of a word to one of its parts (Marchand: 1969). Clippings are, also, known as "shortenings." Clipping mainly consists of the following types:

a) Back clipping b. Fore-clipping c. Middle clipping

a. Back clipping

Back clipping or apocopation is the most common type, in which the beginning is retained. The unclipped original may be either a simple or a composite. For example: ad (advertisement), cable (cablegram), doc(doctor), exam (examination), gas (gasoline), math (mathematics), memo(memorandum), gym (gymnastics, gymnasium), pub(public house), pop (popular concert), fax(facsimile), etc.

b. Fore-clipping

Fore-clipping or aphaeresis retains the final part. For Example: phone (telephone), varsity (university), chute (parachute), gator (alligator), etc.

c. Middle clipping

In middle clipping or syncope, the middle of the word is retained. For Example: flu (influenza), fridge (refrigerator), etc.

2. Blending:

Blending is the word formation process in which parts of two or more words combine to create a new word whose meaning is often a combination of the original words.

For example:

advertisement + entertainment → advertainment

biographical + picture → biopic

breakfast + lunch → brunch

hazardous + material → hazmat

motor + hotel → motel

simultaneous + broadcast → simulcast

smoke + fog → smog

Spanish + English → Spanglish

spoon + fork → spork

telephone + marathon → telethon

web + seminar → webinar

Formation of Blending:

Most blends are formed by one of the following methods:

I.   The beginning of one word is added to the end of the other.

For Example: brunch (breakfast and lunch).

i.   The beginnings of two words are combined.

For Example: cyborg (cybernetic and organism)

ii.   One complete word is combined with part of another word.

For Example: guesstimate (guess and estimate)

3. Compounding:

Compounding is simply the joining of two or more words into a single word, as in airstrip, cornflakes, downpour, alongside, breakfast, long-haired, high school, etc.

4. Acronym

Acronym is the process whereby a word is formed from the initials or beginning segments of a succession of words. In some cases the initials are pronounced, as in MP (military police, or Member of Parliament). In others the initials and/or beginning segments are pronounced as the spelled word would be. For example, NATO (North Atlantic Treaty Organization) and radar (radio detecting and ranging).

https://engforengg.wordpress.com/word-formation/

FORMATION of Words

Present-day English has four main processes of word formation: prefixation, suffixation, conversion and compounding.

Prefixation:

Prefixation involves adding a prefix to a base or stem:

antenatal, anteroom

decriminalise, deform

post-1945, postgraduate

pro-life, pro-Europe

untidy, unhappiness, unusual, undemocratic

Suffixation:

Suffixation involves adding a suffix to a base or stem:

ageism, terrorism

kingdom, freedom

identify

reasonable, unprofitable

unhappily, slowly

Conversion:

Conversion involves the change of a word from one-word class to another.

For example, the verbs to screen and to fax are formed from the nouns screen and fax.

The verb to narrow is formed from the adjective narrow; the noun love from the verb to love:

The film is an absolute must for all lovers of Westerns.

(noun from verb)

Can we microwave it?

(verb from noun)

Internet downloads can be expensive.

(noun from verb)

They decided that they had *to broaden* his appeal.

(verb from adjective)

https://englishlab294371612.wordpress.com/wp-content/uploads/2020/10/word-structure-and-word-formation.pdf

Types of Sentence Structure

1. **Simple Sentence**
2. **Compound Sentence**

Simple Sentence: A simple sentence expresses a complete thought using a subject, verb, and sometimes a little explanatory information.

Ex: I ran into the house.

Compound Sentence: A compound sentence is composed of two independent clauses (simple sentences) put together in one of three possible ways.

A comma and a conjunction
Ex: I ran into the house, and I saw my mother.

Semicolon
Ex: I ran into the burning house; I had to save my cat.

Semicolon, conjunctive adverb, and a comma
Ex: I like cats; however, I don't like to own them.

These are the conjunctions we use to make compound sentences:
and, but, for, nor, or, so, yet; (fanboys)

https://nmu.edu/writingcenter/types-sentences

Types of Sentences

There are four main types of sentences.

(s = subject; v = verb; aux = auxiliary verb; x = objects, complements or adjuncts)

Declarative (statements)	[S] [V] *I finished* [X]*the book last night.*
Interrogative (questions)	[AUX][S] *Did you* [V]*study* [X] *Latin at school?*
Imperative (orders, instructions)	[V] *Leave* [X]*it on the chair, thanks.*
Exclamative (expressing strong opinion or surprise)	*What* [S]*a gorgeous dress* [V]*she's wearing!*

https://dictionary.cambridge.org/grammar/british-grammar/sentences

For reference:

List of 1-20 LCs topics

Learning Cycles (LCs)	Topics
LC-1	Listening Skills
LC-2	Reading: Approaches and Components
LC-3	Reading: Types and Techniques
LC-4	Teaching Grammar: Approaches and Methods
LC-5	Teaching of Writing
LC-6	Writing: Types and Genres
LC-7	Teaching of Vocabulary and Comprehension
LC-8	Teaching of Story-writing and Story-telling
LC-9	Grammar Structures: Parts of Speech and Narration
LC-10	Integrated Language Skills and 21st Century Skills
LC-11	Presentation Skills for Effective Oral Communication
LC-12	Aligning English Curriculum with Textbooks
LC-13	Use of Correct Pronunciation in Reading and Speaking
LC-14	English Language Learning through Games
LC-15	Teaching of Poetry and Prose
LC-16	**Formation of Words and Sentence Structures**
LC-17	The Use of Technology in Learning English Language
LC-18	Learning Styles in English Language Learning
LC-19	Real-life English Language Learning by Using Different Strategies
LC-20	Use of English Language in School Culture

For Reference:
List of Resource Items for English Learning Cycles (11-20)

Items	No. of items	LC-11	LC-12	LC-13	LC-14	LC-15	LC-16	LC-17	LC-18	LC-19	LC-20
Sticky Notes	6		✓						✓		
Paper Cutters	1								✓		
Tennis Ball	01				✓						
Chart Papers	40		✓				✓	✓	✓		✓
Permanent Markers (Assorted Colors)	20		✓				✓	✓	✓		✓
Paper Tape	5		✓				✓	✓	✓		✓
Speakers	1	✓		✓					✓	✓	
Multimedia	1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

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