



THE ENGLISH AND FOREIGN LANGUAGES UNIVERSITY  
SCHOOL OF DISTANCE EDUCATION

Hyderabad-500007

Roll no: \_\_\_\_\_

POST-GRADUATE CERTIFICATE IN THE TEACHING OF ENGLISH  
MODERN ENGLISH GRAMMAR AND USAGE

ASSIGNMENTS 2018-2019

(Total number of pages: 11)

Answer all the questions **BRIEFLY** in the space provided. Do **NOT** SUBMIT any additional papers. The questions are based on the **ACTIVITIES** and **REVIEW QUESTIONS** in the Units. Please go through them to see how these questions need to be answered.

ASSIGNMENT - 01  
(Based on Blocks I, II & III)

- I. Look at the following sentences. Say in each case whether it is a simple, compound, complex or compound-complex sentence.
- (i) If it is a compound sentence, identify the independent clauses that have been coordinated.
  - (ii) If it is a complex sentence, identify
    - (a) the main clause and the subordinate clause(s)
    - (b) the matrix clause and the embedded clause as the case may be.
  - (iii) If it is a complex sentence, which uses both subordination and embedding, say so.

		Simple/ Compound/ Complex/Compound- complex
a	Kemal was an enigma to Dana.	
b	When they were together, he behaved beautifully.	
c	Kemal loved every moment of it and adored being with Dana.	
d	On weekends, Dana and Jeff turned Washington into a playground for him.	

e	They went to the National Zoo, with its spectacular array of wild animals, starring the exotic giant panda.	
f	They visited the National Air and Space Museum, where Kemal saw the first Wright brothers plane dangling from the ceiling, and then walked through Skylab and touched moon rocks.	

**II.** Assign (a) a formal label and (b) a semantic label to each of the following sentences.

		Formal Label	Semantic Label(s)
a	Did the two men stop what they were doing?		
b	'Try it again. Louder!'		
c	Who is not awakened by such noise?		
d	How dark the hallway is!		
e	It was recommended that we walk along the corridor.		

**III.** Assign functional labels to the clause elements underlined and numbered in the passage below. In each case, mention **one** formal/syntactic property and **one** semantic property on the basis of which you arrived at the label. Remember: the functional labels you have to choose from are: (a) *subject* (b) *object* (c) *subject complement* (d) *object complement* (e) *adverbial complement*, and (f) *adjunct*.

Jeff had been married to Rachel Stevens, a top model<sub>1</sub>. Dana had seen her picture<sub>2</sub> in television ads and on magazine covers. It was hard to believe how beautiful she was<sub>3</sub>. But she probably doesn't have a working brain cell in her head<sub>4</sub>, Dana<sub>5</sub> decided. Dana had discussed Rachel with Jeff<sub>6</sub>. 'What happened to the marriage<sub>7</sub>?' 'It was great in the beginnings<sub>8</sub>,' Jeff told her. 'Rachel was so supportive<sub>9</sub>. Even though she hated baseball, she used to come to the games to watch me play. Besides that, we had a lot in common<sub>10</sub>.'

	Functional label	Formal/ syntactic property	Semantic property
1			
2			

	Functional label	Formal/ syntactic property	Semantic property
3			
4			
5			
6			
7			
8			
9			
10			

IV. Examine the following sentences and in each case (of the *italicized verb*) state the principle(s) of concord at work (i.e.,(a) grammatical (b) notional (c) proximity).

		Principle of concord
a	The only things Dana has to look forward to on this day <i>is</i> her meetings.	
b	When Dana returns from the meeting, Miss Evans <i>says</i> 'It's eleven o'clock.'	
c	The witness in the murder case that we have been scheduling for a live interview for the last two nights <i>have</i> changed his mind.	
d	Kemal's movements <i>were</i> too swift to be seen.	
e	His grades in math <i>proves</i> that he is a very bright boy.	
f	The door <i>was</i> opened by a pleasant-faced man in the uniform of a butler.	

V. Analyse the following sentences into the basic sentence patterns (SV, SVO, SVC<sub>s</sub>, SVC<sub>o</sub>, SVC<sub>a</sub>, SVO<sub>i</sub>O<sub>d</sub>, SVOC<sub>o</sub>, SVOC<sub>a</sub>). Underline and label the components accordingly, including adjuncts.

		Basic Sentence pattern
a	You must tell me all the favorite things you like to eat.	a)
b	I am a grand cook.	b)
c	We are going to have a good time together.	c)
d	'That is wonderful,' Dana said gratefully.	d)

e  
f  
g  
h

I am afraid there isn't too much room.

Dana breathed a sigh of relief.

She looked at her watch.

She put her hand on Jeff's arm.

e)  
f)  
g)  
h)

**VI. Pick out (any) TEN finite verbals in the following passage and analyse their structure using tree diagrams. Do NOT choose the same verb form twice. Underline and number the verb you have chosen:**

He looked at Dana and said, 'Matt tells me we are beating the competition again. Your ratings keep going up.'  
 'I am glad to hear that, Elliot.'  
 'Dana, I have been listening to a half-dozen newscasts every night, but yours is different from the others. I am not exactly sure why, but I like it.'  
 Dana could have told Elliot Cromwell why. Other newscasters were talking at - not to - audiences of millions, announcing the news.

1		2	
3		4	
5		6	
7		8	

9		10	
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**VII.** Correct the following ungrammatical sentences. Briefly (**in just one sentence**) indicate the reason why you think the given sentence is ungrammatical.

<b>(a)</b>	I have written a rough plan yesterday morning.
<i>Correction</i>	
<i>Reason</i>	
<b>(b)</b>	I have been knowing them since I was a child.
<i>Correction</i>	
<i>Reason</i>	
<b>(c)</b>	When Mozart was born, five of his siblings already died.
<i>Correction</i>	
<i>Reason</i>	
<b>(d)</b>	I knew the way as I had been visiting her several times before.
<i>Correction</i>	
<i>Reason</i>	
<b>(e)</b>	You will must learn some Cantonese. (cf: <i>Obligation</i> )
<i>Correction</i>	
<i>Reason</i>	

**VIII.** Comment on the differences (**in just one or two sentences in the space provided**), if any, in the meaning between the sentences in each of the following pairs.

a	i. I use the internet just about every day. ii. I am using the internet just about every day.
b	i. Deborah thinks that the patient will recover his memory. ii. Deborah thinks that the patient can recover his memory.
c	i. I put my new dress on before going to the party. ii. I put my new dress on the table before going to the party.

IX. Say what functions as the **operator** in the following sentences.

		Operator
a	I am Captain Turner.	
b	What can I do for you, Miss Evans?	
c	Did the fire kill Taylor Winthrop and his wife?	
d	What a tragedy that was!	
e	Could it have been arson?	

X. Say whether the italicized verbs and particles are phrasal verbs, prepositional verbs, or phrasal-prepositional verbs. If it is a phrasal verb, say whether it is **transitive** or **intransitive**. If it is a prepositional verb or phrasal-prepositional verb, say whether it is of **type I** or **type II**:

		Phrasal/ Prepositional/ Phrasal- Prepositional	Transitive/ Intransitive (if phrasal)	Type I/ Type II (if prepositional / phrasal- prepositional)
a	I think I should <i>stay away from</i> desserts.			
b	He <i>went into</i> his marriage problems in great detail.			
c	The boss told Eileen that he did not like some work she had done and she <i>burst into</i> tears.			
d	They always had to <i>hang on</i> while he got ready.			
e	The club <i>put on</i> a show to raise money for the party.			

XI. Replace the italicized noun phrase in each sentence by the corresponding pronoun and then give the whole new sentence **in the space provided**. If necessary, change the position of the pronoun.

a	I took <i>the book</i> off the table.
b	The dish fell off <i>the table</i> and broke.
c	You can warm <i>that cold soup</i> up in the microwave.
d	He wore down <i>my resistance</i> .
e	Mum told me to tidy away <i>all my things</i> before my aunt came to visit.

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**ASSIGNMENT - 02**  
**(Based on Blocks IV & V)**

**Roll no:** \_\_\_\_\_

- I. Analyse the structure of the underlined noun phrases in the following passage, using tree diagrams. Relative clauses need to be analyzed for their internal structure and can be represented using triangles as in the Review Questions:

The audience<sub>1</sub> has been asked not to take any flash photographs<sub>2</sub> and to maintain total silence<sub>3</sub>. Not that Ram or I could possibly hear them. Both of us<sub>4</sub> are wearing earplugs. I've also got on a pair of industrial strength earmuffs that look like they belong on an aircraft carrier deckhand<sub>5</sub> (because in the heat of a memory competition<sub>6</sub>, there is no such thing as deaf enough). My eyes<sub>7</sub> are closed. On a table in front of me, lying face down between my hands, are two shuffled decks of playing cards<sub>8</sub>. In a moment, the chief arbiter<sub>9</sub> will click a stopwatch and I will have five minutes to memorize the order of both decks<sub>10</sub>.

1		6	
2		7	
3		8	
4		9	
5		10	

**II.** Specify the article features of the underlined NPs in the following paragraph:

Three of them, hard men carrying nylon bags<sub>1</sub>, wearing work jackets<sub>2</sub>, Carhartts and Levi's, all of them with facial hair<sub>3</sub>. They<sub>4</sub> walked across the parking structure<sub>5</sub> to the steel security door<sub>6</sub>, heads<sub>7</sub> swiveling, checking the corners and the overheads, steam flowing from their mouths<sub>8</sub>, into the icy air<sub>9</sub>, one of the men on a cell phone<sub>10</sub>. As they got to the door, it<sub>11</sub> popped open, and a fourth man<sub>12</sub>, who'd been on the other end of the cell-phone call, let them through.

1		4		7		10	
2		5		8		11	
3		6		9		12	

**III.** Correct the following ungrammatical sentences. Briefly (**in just one sentence**) indicate the reason why you think the given sentence is ungrammatical.

<b>(a)</b>	Himself was consoled by him after his mother passed away.
<i>Correction</i>	
<i>Reason</i>	
<b>(b)</b>	Have anyone else been taken ill?
<i>Correction</i>	
<i>Reason</i>	
<b>(c)</b>	Each other were given mutual support by writers and artists during the war.
<i>Correction</i>	
<i>Reason</i>	
<b>(d)</b>	The police arrived three hours later, by what time the seige of the homes had ended.
<i>Correction</i>	
<i>Reason</i>	
<b>(e)</b>	It is a beautiful country which is being devastated by a disease who can be stopped.
<i>Correction</i>	
<i>Reason</i>	



IV. Comment on the differences (in just *one or two sentences in the space provided*), if any, in the meaning between the sentences in each of the following pairs.

a	i. Who is that? ii. What is that?
b	i. My brother, who writes very well, has been invited to the White House. ii. My brother who writes very well has been invited to the White House.
c	i. The ugly fact that he had kept a gun hidden indicated his guilt. ii. The ugly fact that he had kept hidden indicated his guilt.

V. Give the paraphrases of the following genitives [e.g., *Sukumar's cousin* = *Sukumar has a cousin*]. There may be more than one paraphrase possible for some.

- |                          |    |  |
|--------------------------|----|--|
| a. the children's toys   | a. |  |
| b. Dickens' novels       | b. |  |
| c. Alex's passport       | c. |  |
| d. A women's college     | d. |  |
| e. The minister's letter | e. |  |

VI. Identify the relative clause in the sentences in each of the following pairs by underlining the relative clause. Indicate whether it is **restrictive** or **non-restrictive**. Point out the difference in meaning between the two sentences **in the space provided**.

a	i. My job here which is a <i>nine-to-five</i> full-time job is very demanding. [ <u>restrictive/non-restrictive</u> ] ii. My job here, which is a <i>nine-to-five</i> full-time job, is very demanding. [ <u>restrictive/non-restrictive</u> ]
b	i. His novels which are historical fictions are well-received. [ <u>restrictive/non-restrictive</u> ] ii. His novels, which are historical fictions, are well-received. [ <u>restrictive/non-restrictive</u> ]

VII. Say whether the italicized portion in each of the following sentences is: (i) a nominal relative clause (ii) a connective relative clause or (iii) a sentential relative clause.

		TYPE
a	I'm not prepared to claim we're four times as good, <i>which is what these figures suggest.</i>	
b	Show me <i>what you've done.</i>	
c	I had to strap them to my bicycle, <i>which is why they look a bit battered.</i>	
d	I met a drunk ant <i>who said he found a drunk centipede struggling to put his feet to the ground.</i>	
e	<i>What you told me last night</i> was quite surprising.	

VIII. Resolve the ambiguity. Say what the multiple interpretations of the given sentences are.

(a)	A report that he stole was ultimately sent to the police.
Meaning-1	
Meaning-2	
(b)	He is the best man to choose.
Meaning-1	
Meaning-2	
(c)	Put the apple on the towel in the box.
Meaning-1	
Meaning-2	

IX. Look at the underlined adjectives in the following passage. For each adjective, identify its **structural** type (Say whether they are (a) predicative (b) attributive or (c) post-determiner). Also, say whether the adjectives are *basic*, *derived* or *compound*:

Somewhere along the line she had been programmed to hunt out real-time<sub>1</sub> information, and that was what she was determined<sub>2</sub> to get. Once she'd wrung the last<sub>3</sub>, meaningless<sub>4</sub> detail out of him, she'd give the object on her screen a final<sub>5</sub> spin, with a bizarrely human<sub>6</sub> smugness, before propelling it into the horizonless limbo of her memory. So long as he didn't move his head too much and hit the right<sub>7</sub> key in a steady<sub>8</sub> rhythm, Ava couldn't tell that she didn't exactly have his full attention. The device was illegal<sub>9</sub> of course, precisely because it was meant for people like him, who worked alone<sub>10</sub>, at home.

	<b>Structural TYPE</b> [pred/attr/PD]	<b>TYPE</b> [bas/der/comp]		<b>Structural TYPE</b> [pred/attr/PD]	<b>TYPE</b> [bas/der/comp]
i			vi		
ii			vii		
iii			viii		
iv			ix		
v			x		

X. Say whether the words in bold print are functioning *prepositionally* or *adverbially*:

		TYPE [prep/adv]
a	Could you bring the clothes <b>in</b> for me?	
b	I got stuck <b>in</b> a traffic jam for half an hour.	
c	I jumped <b>out</b> of bed and ran downstairs.	
d	Put those books <b>up</b> on the top shelf.	
e	The bag burst and the apples fell <b>out</b> .	
f	The roof of their house caved <b>in</b> during a hurricane.	
g	They live <b>in</b> a charming old cottage.	
h	We followed her <b>up</b> the stairs to a large meeting room.	
i	Would you stand <b>up</b> for a moment, I want to see how tall you are.	
j	You'll find a dusty attic <b>up</b> these stairs.	

XI. Give the **passive** and **cleft** equivalents of the following clauses. Do note that you can form multiple cleft structures for each of the clauses. Try to form as many as you can. If it is not possible to passivize a sentence, say so.

<b>(a)</b>	I shall ignore his callousness.
Passive	
Cleft-1	
Cleft-2	
Cleft-3	
<b>(b)</b>	John wore a white suit at the dance last night.
Passive	
Cleft-1	
Cleft-2	
Cleft-3	
<b>(c)</b>	He eventually became a doctor.
Passive	
Cleft-1	
Cleft-2	
Cleft-3	

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