



**THE ENGLISH AND FOREIGN LANGUAGES UNIVERSITY
SCHOOL OF DISTANCE EDUCATION
Hyderabad-500007**

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

ASSIGNMENTS 2019-2020

(Total number of pages: 13)

General Points to Remember

- Answer all the questions **BRIEFLY** within the space provided. Do not give random details. Limit the answer to relevant details. You only have a limited space to answer.
- Do **NOT** SUBMIT any additional papers. Do **NOT** submit your assignment in PENCIL.
- Detach Assignment ONE from Assignment TWO in the stapled bunch, and send them separately as per the deadlines.
- 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. You will not be able to answer these questions without reading the blocks properly. Do not take shortcuts.
- Remember that you need to score 40% and above to get a PASS grade. Once you get an F in an assignment, it remains F, with no chance to re-do the assignment, which will lower your over-all grade eventually, and sometimes even lead to an over-all grade of F in the paper.

**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. Pay attention to the fact that clauses are not always arranged one after the other. Sometimes they are embedded inside other clauses. In the space provided below the sentences, you need to not only tell us which are the clauses, but also how they are nested inside one another (if they are).
- (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.
 - (iv) If it is a simple sentence, say why you think it is so in terms of the number of clauses.

		Simple/ Compound/ Complex/Compound- complex
a	Bethanne's spoon hovered over her bowl of soup as they sat at a window table in their favorite café.	

b	This was not actually news and should not have come as any surprise.	
c	She had seen the signs, as recently as this morning.	
d	These days Gregory was inventing excuses to call her.	
e	Six years ago her world had imploded when her husband confessed that he had fallen in love with another woman.	

II. 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 have 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*. Pay attention to identify formal properties not only in terms of the type of phrase but also its position in the sentence. Remember that, just because something is an NP, it does not become a subject or an object automatically. The position is also important, and you need to specify that (eg. *NP before the verb*; *NP after the preposition*, etc).

In the first place, the strange visitor¹ never asked for anything². Every time he went straight to a corner by the stove³ and sat down in a chair there. If the seat by the stove⁴ were occupied, after standing for some times⁵ in bewildered perplexity before the gentleman who had taken his place⁶, he walked away, seeming puzzled⁷, to the other corner by the window. There he fixed on a chair⁸, deliberately seated himself in it, took off his hat⁹, put it on the floor beside him, laid his stick by his hat, and then, sinking back into the chair, he would remain without moving for three or four hours¹⁰.

	Functional label	Formal/ syntactic property	Semantic property
1			
2			
3			
4			

Roll no: _____

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

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

		Formal Label	Semantic Label(s)
a	It is going to rain any minute now.		
b	Could you please make less noise?		
c	I'm sorry about the delay.		
d	Give me a digital watch for my birthday!		
e	I think you'd better leave at once.		

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	Her last real vacation, aside from a few trips with the kids to visit relatives, <i>have</i> been with George.	
b	Annie's accomplishments, despite her age, <i>is</i> very inspirational to young students.	
c	Copies of the articles she had written on the decline of the Mughal empire <i>is</i> kept in the archives.	
d	The benefits of listening to music <i>makes</i> me worship the artists who produce them.	
e	She is wondering if the love that had survived the divorce, in spite of her bitter feelings for men <i>is</i> enough to sustain a second attempt at marriage.	
f	The bodies of the tired horses, with their shoes ringing on the pavement, <i>are</i> smoking with frost.	

V. Analyse the following sentences into the basic sentence patterns (SV, SVO, SVC_s, SVC_o, SVC_a, SVO_iO_d, SVOC_o, SVOC_a). Underline and label the components accordingly, including adjuncts. Remember that A (*Adjunct*) is not part of the labeling of a sentence type. We have SVO, and not SVOA or SVAO, etc. However, when you are underlining and identifying components, you need to not only identify the obligatory elements but also the adjunct(s) (in the first column).

	Underline and identify the components	Basic Sentence pattern
a	The pupils of his eyes were as dark as his hair.	a)
b	A pair of twinklers like his could be sold as diamonds to a duchess.	b)
c	He laughed easily.	c)
d	He carried himself with a carefree lightness.	d)
e	People sometimes took him to be younger than he was.	e)
f	Zachary was always quick to offer a correction.	f)
g	He took no small pride in the fact of knowing his precise age and the exact date of his birth.	g)
h	He would point out that he was twenty, not a day less and not many more.	h)

VI. Correct the following ungrammatical sentences. Briefly (**in just one sentence**) indicate the reason why you think the given sentence is ungrammatical. Remember that we are looking for your ability to identify exact reasons and exact differences. Don't give us vague definitions. For example, the Simple Present or Present Continuous may be used for multiple functions in English. We are not interested in that. We need to know what specific difference of meaning/function is being highlighted in the given context.

(a)	I am feeling we shouldn't be doing it.
Correction	
Reason	
(b)	Who was it sent?
Correction	
Reason	
(c)	Are you having a headache?
Correction	
Reason	
(d)	I don't can play football.
Correction	
Reason	
(e)	Some people think that Shakespeare has travelled a lot in Germany.
Correction	
Reason	

VII. Pick out the **TWELVE** finite verbals in the following passage and analyse their structure using tree diagrams. **Underline and number the verb.**

It could have been a bird in flight but Kabutri recognized it at once for what it was – an image of a two-masted vessel with unfurled sails. She was amazed that her mother had drawn the image as though she were representing a living being. You are going to put it in the puja room? she asked.

Yes, said Deeti.

The child could not understand why a ship should find a place in the family pantheon.

Deeti too was puzzled by the sureness of her intuition.

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

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. Stick to the difference in meaning and not the structure.

a	i. When I came out of my room, I saw that it was raining. ii. When I came out of my room, I saw that it had been raining.
b	i. Suddenly, I remembered buying the soap. ii. Suddenly, I remembered to buy the soap.
c	i. You needn't pay that fine. ii. You mustn't pay that fine.

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

		Operator
a	The noise was unfamiliar and unsettling.	
b	Abruptly, it would change to a deep rumble, shaking the food-stall and rattling its steaming pot of soup.	
c	The stall had only two benches.	
d	They were both packed with people, sitting pressed up against each other.	
e	The sun had not risen high enough yet to burn off the damp mist that had drifted in at dawn from the river.	

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	War <i>broke out</i> in 1939.			
b	We <i>put off</i> the meeting till Tuesday.			
c	Stop talking and <i>get on with</i> your work.			
d	She <i>went up to</i> the officer and explained her problem.			
e	What are you <i>thinking about</i> ?			

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	He took ages to get over <i>his illness</i> .
b	I helped Susan to clean up <i>the room</i> .
c	I asked him to give back <i>my watch</i> to me.
d	I jumped off <i>the wall</i> .
e	I'm looking forward to <i>the party</i> .



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ASSIGNMENT - 02
(Based on Blocks IV & V)

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

Last year¹, on the evening of March 22, I had a very strange adventure². All that day I had been walking about the town trying to find a lodging³. My old one⁴ was very damp, and I had begun to have an ominous cough⁵. Ever since the autumn⁶ I had been meaning to move, but I had hung on till the spring. I had not been able to find anything decent⁷ all day. In the first places⁸ I wanted a separate tenement⁹, not a room in other people's lodgings¹⁰; secondly, though I could do with one room, it¹¹ must be a large one, and, of course, it had at the same time to be as cheap as possible. I have observed that in a confined space¹² even thought is cramped.

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

II. Analyse the structure of the underlined noun phrases in the following passage, using tree diagrams. Relative clauses **need not** be analyzed for their internal structure and can be represented using triangles as in the Review Questions. *No other phrase should be left unanalyzed as triangles.*

The old man¹, stooping and tapping the pavement with his stick, drew near the confectioner's, with his slow, feeble step², moving his legs³ as though they were sticks, and seeming not to bend them. I had never in my life come across such a strange, grotesque figure⁴, and, whenever I had met him at Muller's before, he had always made a painful impressions⁵ on me. His tall figure, his bent back, his death-like face with the stamp of eighty years upon it⁶, his old great-coat torn at the seams⁷, the battered round hats⁸, at least twenty years old⁹, which covered his head - bald but for one lock of hair¹⁰ not grey but yellowish-white.

1		2	
3		4	
5		6	
7		8	

9		10	
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III. Correct the following ungrammatical sentences. Briefly (**in just one sentence**) indicate the reason why you think the given sentence is ungrammatical. Please ensure that the original intended meaning of the sentence is not changed when you correct the sentence. Under '**reason**' tell us **why** you have made the correction, and don't just make vague statements or merely highlight the correction you have made.

(a)	Herself was introduced by her as a scholar.
Correction	
Reason	
(b)	Everyone who were present there were impressed by his speech.
Correction	
Reason	
(c)	I have got a friend who he works in a pub.
Correction	
Reason	
(d)	We don't want this country to be a place where each other are killed by people.
Correction	
Reason	
(e)	You will find Coca Cola wherever you will go.
Correction	
Reason	

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, by paying special attention to the italicized word/phrase/clause. **Highlight the difference in meaning and not the difference in structure.** In (c) highlight the semantic contribution of the two forms of the word '*pure*'.

a	i. Anthony killed <i>himself</i> . ii. Anthony killed <i>him</i> .
---	---

b	i. The report <i>that the minister had dismissed</i> has embarrassed the government. ii. The report <i>that the minister had been dismissed</i> has embarrassed the government.
c	i. Their support cannot be measured in <i>purely</i> practical terms. ii. Neither of them had <i>pure</i> academic interests.

- V. 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**. **Highlight the difference in meaning and not the difference in structure (or the presence/absence of commas)**.

a	i. He's got a bike which goes like a bomb. [<i>restrictive / non-restrictive</i>] ii. He's got a bike, which goes like a bomb. [<i>restrictive/ non-restrictive</i>]
b	i. Her cars, which are parked on the street, are a public nuisance. [<i>restrictive / non-restrictive</i>] ii. Her cars which are parked on the street are a public nuisance. [<i>restrictive/ non-restrictive</i>]

- VI. 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	Her mother has met with an accident, <i>which is why she is not able to come for this meeting.</i>	
b	<i>What she's supposed to be doing</i> is a big state secret.	
c	The scientists can only wait and hope, <i>which is what most of us will be doing in the coming weeks.</i>	
d	I saw a tree <i>that looked like it has been around ever since the human race came into existence.</i>	
e	He wouldn't tell me <i>what the message was.</i>	

- VII. Resolve the ambiguity. Say what the multiple interpretations of the given sentences are. Make sure that in the meaning that you give, you re-phrase the original sentence in such a way that there should be no more ambiguity left. Use proper sentences/language to bring out the different meanings, and do not resort to the use of brackets and commas for the same.

(a)	Mary might seem very keen on the boat.
Meaning-1	
Meaning-2	
(b)	The dean says he is going to stop smoking in the college.
Meaning-1	
Meaning-2	
(c)	The cause of death was determined to be strangulation by the medical examiner.
Meaning-1	
Meaning-2	

VIII. 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. My father's car | a. _____ |
| b. The children's room | b. _____ |
| c. Women's rights | c. _____ |
| d. Aristotle's ideas | d. _____ |
| e. Jack's email | e. _____ |

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*:

Because of his disfigurement and because he was not whip-smart¹, Michael was taken out of school after a short², painful³ trial and committed to the protection of social care in Faure, where he spent the rest of his childhood in the company of other variously afflicted⁴ and unfortunates⁵ children. At the age of fifteen he joined the municipal services of the city of Cape Town. On his way home from work late one Friday he was set upon in a subway by two men who beat him, and left him with a dislocated⁶ thumb and two broken⁷ ribs. Because of his face K did not have women friends. He was easiest⁸ when he was by himself. He loved parks. The parks he preferred were those with dark⁹, slender¹⁰ pine trees and dim agapanthus walks.

	Structural TYPE [pred/attr/PD]	TYPE [bas/der/comp]		Structural TYPE [pred/attr/PD]	TYPE [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	We broke off our relationship.	
b	Could you look after the children?	
c	We quickly got off the bus and looked for him.	
d	I would like to put the dress on and see.	
e	I wrote down the address.	
f	I know you went after an anchor job last year.	
g	I'm a little confused about your theory.	
h	My flat had become pretty run down .	
i	We talked about the accident.	
j	He stood on the table and fixed the fan.	

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. Form 3 cleft structures at the least. If it is not possible to passivize a sentence, say so explicitly. Be very careful with the tense, aspect and modal specifications of the original sentence and retain it in the passive and the cleft structures. Remember that mere jumbling of the words is not clefting.

(a)	They should descend from their carriage at the main gate.
<i>Passive</i>	
<i>Cleft-1</i>	
<i>Cleft-2</i>	
<i>Cleft-3</i>	
(b)	One day he collapsed suddenly, with a burning fever.
<i>Passive</i>	
<i>Cleft-1</i>	
<i>Cleft-2</i>	
<i>Cleft-3</i>	
(c)	Elizabeth gathered him into her arms.
<i>Passive</i>	
<i>Cleft-1</i>	
<i>Cleft-2</i>	
<i>Cleft-3</i>	
