



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 2020-2021

(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	He frantically tried to call on his cell phone for the go-ahead to bid higher.	

		Simple/ Compound/ Complex/Compound- complex
b	The European representative desperately wanted the invoice but had reached his authorized limit.	
c	Until just a few years ago, India was the world's largest producer of tea.	
d	Darjeeling tea has poise rather than the bounce of other Indian black teas, patience over velocity, and, like the finest female vocalists, can carry body as well as subtlety and grace.	
e	Brass bells wound with garlands of orange marigolds hang from the entrance arch for the faithful to ring as they enter the tree-filled temple complex atop Observatory Hill.	

- 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).

The short, early spring rains¹ have passed, and gleamings of verdant freshness² are in the Darjeeling hills³. Giant ferns blanket the mountainsides⁴. Pink magnolias and camellias bloom, the first of the pinkish-red rhododendrons⁵. The tea bushes, stimulated by the moisture after a winter of dormancy⁶, begin to flush new shoots so quickly⁷ that they need to be picked every four to five days⁸. As the light filters through the darting clouds⁹, workers pluck the young leaves: slender and lightly serrated¹⁰, lacquered green in color, sprightly.

	Functional label	Formal/ syntactic property	Semantic property
1			
2			
3			
4			
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	We first spoke in mid-April.		
b	She will begin weeping within seconds.		
c	Tell her on the phone that I am going to visit her soon.		
d	How could the US have the worst death rate from coronavirus?		
e	God I'm in heaven!		

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	Mass gatherings, even before the pandemic, was under threat from draconian laws.	
b	That the crowd always finds a way to return is something we learn from history.	
c	Everyone is belting out the song at the tops of their lungs.	
d	Gathering with others was suddenly, paradoxically antisocial.	
e	The very sight of crowds suddenly seem alarming.	

- 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).

	<u>Underline and identify the components</u>	<u>Basic Sentence pattern</u>
a	The nurse wheeled me out of the operating room.	a)
b	I held my baby the whole way.	b)
c	You did not tell us that you were in pain.	c)
d	I had not slept more than fifteen minutes straight in almost seventy hours.	d)
e	Pain, like many other things, is inconvenient for bureaucratic efficiency.	e)

- 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 thinking we should buy a new car.
<i>Correction</i>	
<i>Reason</i>	
(b)	Although she was tired, but she went to work.
<i>Correction</i>	
<i>Reason</i>	
(c)	'I love to play football.' 'Do you can play football?'
<i>Correction</i>	
<i>Reason</i>	
(d)	'Could I ask you something?' 'Yes, of course you could.'
<i>Correction</i>	
<i>Reason</i>	
(e)	'Where's Bernard?' 'He plays tennis.'
<i>Correction</i>	
<i>Reason</i>	

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

The power of crowds has fixated religious and secular leaders alike for long, who have sought to harness communal energy for their own glorification, or to tame mass gatherings when they start to take on a momentum of their own. Ehrenreich records the medieval Christian church's long battle to eradicate unruly, ecstatic or immoderate dancing from the congregation. In later centuries, as the reformation and industrial revolution proceeded, festivals, feast days, sports, revels and ecstatic rituals of countless kinds were outlawed for their tendency to result in drunken, pagan or otherwise ungodly behaviour. It was not until the 19th century, as industrialising cities exploded in size, that the formal study of crowd psychology and herd behaviour emerged.

1		2		3	
4		5		6	
7		8		9	

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 opened the window, I had had a cup of tea. ii. When I opened the window, I had a cup of tea.
b	i. I regret to inform you of her arriving late by 4 hours. ii. I regret informing you of her arriving late by 4 hours.
c	i. She could read when she was four. ii. She could read if she wants to.

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

		Operator
a	Strange things happen to our brains when we are in a crowd.	
b	We have chosen to be part of the group.	
c	He feels happier and more confident with friends he likes.	
d	Some people have a lower threshold of disgust.	
e	New research has produced sophisticated insights into crowd behaviour.	

X. Say whether the italicized verbs followed by particles/prepositions 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 <i>(if phrasal)</i>	Type I/ Type II <i>(if prepositional / phrasal- prepositional)</i>
a	Joe <i>turned up</i> last night to the party.			
b	She <i>sent out</i> a letter to all her friends.			
c	Stop talking and <i>get on</i> with your work.			
d	He took ages to <i>get over</i> his illness			
e	Please <i>clean up</i> the room.			

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 think I've hit on <i>a way to solve this problem</i> .
b	He rang up <i>Nancy</i> early in the morning.
c	They have torn down <i>many old buildings</i> in my hometown.
d	She came across <i>the room</i> and gave me a big hug.
e	I switched off <i>the light</i> .
