



**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**

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

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

**The work of journalists in all media around the world**<sub>1</sub> is even more important at **a time when misinformation and disinformation spread so rapidly across the internet**<sub>2</sub>, and when **powerful political and business actors**<sub>3</sub> can attack **journalists**<sub>4</sub> with impunity. As UNESCO said in **their campaign literature for this year's World Press Freedom Day**<sub>5</sub>: "Today, **citizens**<sub>6</sub> are on lockdown, eager for news like never before. And more than ever, **the news**<sub>7</sub> must be fact-checked, verified. Because disinformation spreads as fast as **the virus**<sub>8</sub> itself, and journalists are on the frontline in **the fight against the distortion of truth**<sub>9</sub>. More than ever we need **facts**<sub>10</sub>. Facts to avoid spreading fear, fake news and panic. More than ever **we**<sub>11</sub> need **a free press**<sub>12</sub>."

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.*

**Attacks on journalists around the world**<sup>1</sup> take **many forms**<sup>2</sup>, some of which are sanctioned in law. Legal or **quasi-legal mechanisms**<sup>3</sup> include **the use of criminal legal actions**<sup>4</sup>, covert surveillance, overt censorship and financial threats (such as withdrawing state advertising), as well as **more direct intimidation**<sup>5</sup> and threats. In recent years, **another way of silencing journalists**<sup>6</sup> has proliferated: the use of what are known as **strategic lawsuits against public participation**<sup>7</sup>, or Slapps, where defamation or criminal lawsuits are brought with the intention of shutting down forms of expression such as peaceful protest or writing blogs. Originally regarded as **an American legal mechanism**<sup>8</sup>, such lawsuits are now fairly widespread in Europe.

1		2	
3		4	
5		6	
7		8	

- 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)	My father enjoys a very good health.
<i>Correction</i>	
<i>Reason</i>	
(b)	Where are those five hundred rupees I lent you?
<i>Correction</i>	
<i>Reason</i>	
(c)	It's for he to decide.
<i>Correction</i>	
<i>Reason</i>	
(d)	The dead has no further worries.
<i>Correction</i>	
<i>Reason</i>	
(e)	My mother owns an old Italian brown mug.
<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, 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. Jack says that James talks to himself a lot. ii. Jack says that James talks to him a lot.
b	i. They considered Miss Padma, a very good person for the job. ii. They considered Miss Padma, a very good person, for the job.

c	<p>i. I hate arriving <i>late</i>.</p> <p>ii. I haven't been to the theatre much <i>lately</i>.</p>
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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	<p>i. She met my brother, who lives in Mexico, in the bus. [<u>restrictive /non-restrictive</u>]</p> <p>ii. She met my brother who lives in Mexico in the bus. [<u>restrictive/ non-restrictive</u>]</p>
b	<p>i. This is a letter from my son whom you met last night. [<u>restrictive /non-restrictive</u>]</p> <p>ii. This is a letter from my son, whom you met last night. [<u>restrictive/ non-restrictive</u>]</p>

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	I eat <i>what I like</i> .	
b	He didn't speak at the meeting <i>which was a wise decision</i> .	
c	Her results have been delayed by the university, <i>which is a tragedy</i> .	
d	You're not <i>who I thought you were</i> .	
e	She met with an accident <i>which made it difficult for her to speak</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)	They sent Joan a waitress from the hotel
Meaning-1	
Meaning-2	
(b)	Look at that dog with one eye.
Meaning-1	
Meaning-2	
(c)	I watched her duck.
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. Tony Blair's administration         | a. _____ |
| b. a politician's point of view        | b. _____ |
| c. Obama's war on drugs                | c. _____ |
| d. Clinton's state of the union speech | d. _____ |
| e. Escobar's arrest                    | 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*:

The April afternoon in rural<sub>1</sub> Oklahoma is gloomy<sub>2</sub>, and I'm sitting on the floor of a fluorescent-lit<sub>3</sub> room at a roadside<sub>4</sub> zoo with Nova, a 12-week-old tiliger. She looks like a tiger cub, but she is different<sub>5</sub>, an unnatural<sub>6</sub> combination of a tiger father and a mother born of a tiger and a lion. That unique<sub>7</sub> genetic<sub>8</sub> makeup places a higher<sub>9</sub> price tag on cubs like Nova, and makes it easier, legally speaking, to abuse and exploit them. Endangered species protections don't apply to artificial<sub>10</sub> breeds such as tiligers.

	<i>Structural TYPE</i> [pred/attr/PD]	<i>TYPE</i> [bas/der/comp]		<i>Structural TYPE</i> [pred/attr/PD]	<i>TYPE</i> [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*:

		<b>TYPE [prep/adv]</b>
a	<b>After</b> the high comes the low.	
b	Don't rely on older children to look <b>after</b> them.	
c	He is not worried <b>about</b> the money.	
d	I feel the spell <b>about</b> to be broken.	
e	I will allow you to lie half an hour <b>after</b> me.	
f	I will look <b>after</b> her.	
g	No one is going to panic <b>about</b> it.	
h	Satisfy me <b>about</b> your intention.	
i	They'll have us hanging <b>about</b> till we're dead.	
j	This movie will make him even more sought <b>after</b> .	

**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.

<b>(a)</b>	David Anderson has described the decision as a personal blow for him.
<i>Passive</i>	
<i>Cleft-1</i>	
<i>Cleft-2</i>	
<i>Cleft-3</i>	
<b>(b)</b>	Everyday life has become a disaster for many people.
<i>Passive</i>	
<i>Cleft-1</i>	
<i>Cleft-2</i>	
<i>Cleft-3</i>	
<b>(c)</b>	John pulled Rohan away from the determined predator.
<i>Passive</i>	
<i>Cleft-1</i>	
<i>Cleft-2</i>	
<i>Cleft-3</i>	

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