



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

M.A. ENGLISH (Semester II/Course No. VI)  
**MODERN ENGLISH GRAMMAR AND USAGE**

**ASSIGNMENTS 2022-2023**

(Total number of printed pages: 14)

**\*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 limited space to answer.
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- Separate the three assignments from the stapled bunch, and send them separately as per the deadlines.
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**ASSIGNMENT - 01**  
**(Based on Block I)**

(Total number of printed pages: 04)

- 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.

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*Modern English Grammar and Usage-Assignments-2022*

		<b>Simple/ Compound/ Complex/Compound- complex</b>
a	With the invasion of Ukraine, Vladimir Putin has single-handedly revived the fortunes of the North Atlantic Treaty Organisation.	
b	The old sheriff of the cold war has regained its focus, and, to the surprise of many, has proved itself to be a remarkably spry and capable force in the fight against Russia.	
c	Nato's return to the spotlight has been accompanied by a renewed debate about its history.	
d	For Moscow, Nato has long been a project to subjugate Russia and reduce its influence to a memory.	
e	The political stability that Nato achieved in the 50s was never free from ruptures.	

- II. Analyse the following sentences into their 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. 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>	Basic Sentence pattern
a	En route to the scene, she had been filled in on the case.	a)
b	Lynn and her husband woke to a flashlight and a laser shining in their faces.	b)
c	It was her first day as a detective.	c)
d	Kelly had been in her bedroom across the hall.	d)
e	A masked man dressed in black stood at the foot of their bed.	e)

- III. Examine the following sentences and in each case (of the *italicized verb*) state the principle(s) of concord at work (i.e., grammatical, notional, or proximity).

		Principle of concord
a	Among the recent destinations on the car's GPS <i>was</i> an address in Huntington Beach.	
b	To treat the members of the cricket team as super-heroes <i>is</i> very normal.	
c	The sudden changes happening in the stock market <i>is</i> very dangerous.	
d	The government <i>have</i> gone back on all their promises on jobs.	
e	What you tell me about your trips <i>are</i> not believable.	

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

		Formal Label	Semantic Label(s)
a	Mail that to your mother!		
b	Oh, Mozart!		
c	Why does that ring a bell?		
d	Do you know why we're here?		
e	Caught in the tape was a long strand of blond hair.		

- V. 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.). An NP after the verb is not always an object, however! Remember, you need to highlight all the necessary and sufficient formal properties.

Just after seven **in the morning**<sub>1</sub> on June 9, 2015, **Misty Carausu**<sub>2</sub> joined **a group of police officers**<sub>3</sub> lining up outside **a dark green cabin with white trim**<sub>4</sub>. **The blinds**<sub>5</sub> inside were drawn. Jeffrey pines cast **thick shadows across the driveway**<sub>6</sub>. The air was **still**<sub>7</sub> but for the scrape of boots on asphalt and the occasional call of a bird. Carausu, 35, was **a head shorter than the other officers**<sub>8</sub>, and the only woman. She wore **iridescent eye shadow and pearl earrings**<sub>9</sub> along with **a tactical vest**<sub>10</sub>.

	<b>Functional label</b>	<b>Formal/ syntactic property</b>	<b>Semantic property</b>
1			
2			
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9			
10			



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**ASSIGNMENT - 02**

**(Based on Block II)**

(Total number of printed pages: 04)

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

Carausu's job<sub>1</sub> was to process evidence<sub>2</sub>. She<sub>3</sub> snapped photos of a black ski mask<sub>4</sub>. A stun gun<sub>5</sub> sat on a rocking chair<sub>6</sub>. In a banker's box<sub>7</sub> she found more duct tape and gloves<sub>8</sub>. In a bathroom<sub>9</sub> were makeup brushes<sub>10</sub> and a partly empty bottle of NyQuil. An open tube of golden brunette hair dye<sub>11</sub> lay on the sink<sub>12</sub>.

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

II. 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)	Every one of us were crying
<i>Correction</i>	
<i>Reason</i>	
(b)	The tallest plants here grow to about 1.75 foot.
<i>Correction</i>	
<i>Reason</i>	
(c)	I saw that Hillary's stupid boyfriend yesterday.
<i>Correction</i>	
<i>Reason</i>	
(d)	Are we expecting a bad weather in Kohima next weekend?
<i>Correction</i>	
<i>Reason</i>	
(e)	The staff is on strike from tomorrow.
<i>Correction</i>	
<i>Reason</i>	

III. 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. **Highlight the difference in meaning and not the difference in structure.** In (c) highlight the semantic contribution of the words '*beside/besides*'.

a	i. Is there any water in the can? ii. Is there water in the can?
b	i. She married Brad Pitt, the actor. ii. She married Brad Pitt, an actor
c	i. They lived in a little house <i>beside</i> the river. ii. <i>Besides</i> literature, we have to study history and philosophy.

IV. 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. The white building, which is next to our house, belongs to the Mayor. [ <u>restrictive /non-restrictive</u> ] ii. The white building which is next to our house belongs to the Mayor. [ <u>restrictive /non-restrictive</u> ]
b	i. My friend whose laptop I had borrowed is very upset with me. [ <u>restrictive /non-restrictive</u> ] ii. My friend, whose laptop I had borrowed, is very upset with me. [ <u>restrictive/ non-restrictive</u> ]

V. Say whether the italicized portion in each of the following sentences is: a nominal relative clause, a connective relative clause, or, a sentential relative clause.

		TYPE
a	The officers led him to a patrol car, <i>which started moving as soon as they were in.</i>	
b	Muller was a strong-willed, introverted child <i>who refused to do everything his father wanted him to do.</i>	
c	Her mother was a middle school English teacher, <i>which was not very common those days.</i>	
d	She became <i>whatever her parents wanted her to become.</i>	
e	<i>What you told me about their relationship</i> has totally scandalized me.	

VI. Read the context of the sentence in which the genitives in **bold and italics** appear in the following sentences and give the paraphrases of the genitives. **Please paraphrase only the highlighted genitive expression and not the whole sentence.**

- |   |                   |
|---|-------------------|
| a. Moritz Kaposi discovered the skin tumour that came to be called <b><i>Kaposi's sarcoma.</i></b>  | a. _____<br>_____ |
| b. George Mtafu, <b><i>Malawi's only neurosurgeon,</i></b> was arrested for criticizing President Banda.                                      | b. _____<br>_____ |
| c. Many political prisoners from Irian Jaya are serving prison terms for advocating <b><i>the province's independence</i></b> from Indonesia. | c. _____<br>_____ |
| d. <b><i>The father's sentence</i></b> was changed to one of life imprisonment.   | d. _____<br>_____ |
| e. <b><i>Raphael's materials</i></b> are generally borrowed, though the noble structure is his own.   | e. _____<br>_____ |

**VII.** 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.*

Around noon, Carausu and her colleagues drove to a tow yard<sub>1</sub> to search a stolen white Mustang<sub>2</sub> recovered near the cabin. Inside, they found items they thought could be linked to the Dublin break-in<sub>3</sub>: two gloves<sub>4</sub> matching one from the crime scene<sub>5</sub>, both covered in foxtails; receipts for a flashlight<sub>6</sub>, a speaker<sub>7</sub>, and zip ties purchased near Dublin the night of the home invasion<sub>8</sub>.

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**ASSIGNMENT - 03**  
**(Based on Block III)**

(Total number of printed pages: 06)

- I.** 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. I spent all my childhood in Dehradun. ii. I have spent all my childhood in Dehradun.
b	i. It's impossible for the job to be finished in time. ii. It's impossible for the job to have been finished in time.
c	i. Anna could be in the office now. <i>-it's ten o'clock.</i> ii. Anna should be in the office now. <i>-it's ten o'clock.</i>

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

		<b>Operator</b>
a	Police traced the phone number to a cabin.	
b	Carausu and her colleagues are preparing to enter the cabin.	
c	It sits on a residential street in South Lake Tahoe.	
d	Carausu could hear the cabin's front door splinter.	
e	They have had to shove through a barricade of chairs.	

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

		<b>TYPE [prep/adv]</b>
a	He immediately came <b>over</b> to my table and said hello.	
b	His earnings have been <b>over</b> the tax-exempted threshold.	
c	I ran <b>over</b> to her and gave her a big hug.	
d	They had received <b>over</b> 1,500 letters of support.	
e	The hijackers took <b>over</b> the plane.	
f	Let's pull <b>over</b> the car and ask someone for directions.	
g	The actor went <b>over</b> his lines before the audition.	
h	The children were playing, and they knocked the lamp <b>over</b> .	
i	The tree has fallen <b>over</b> the car.	
j	We finished the work <b>over</b> the last three years.	

IV. 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	Please break down <i>the manufacturing process</i> into steps for us.
b	The opposition party has called for <i>an investigation</i> .
c	He said he's never heard of <i>Jane Austen</i> .
d	In the fall we pile up <i>the dead leaves</i> in the driveway and burn them.
e	I pointed out <i>several flaws</i> in Prof. Chomsky's theory.

- V. 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**:

		<b>Phrasal/ Prepositional/ Phrasal- Prepositional</b>	<b>Transitive/ Intransitive</b> (if phrasal)	<b>Type I/ Type II</b> (if prepositional / phrasal- prepositional)
a	I was sorry to hear that Maria's mother <i>passed</i> away in the morning.			
b	I was furious about the way he <i>talked</i> down to me!			
c	The party <i>came</i> off well. Everyone had a lot of fun.			
d	I just don't <i>feel</i> up to going dancing tonight.			
e	I'm so embarrassed. Why did I <i>fall</i> for his lies?			

- 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.

<b>(a)</b>	It is raining. We will get wet if we will go out.
<b>Correction</b>	
<b>Reason</b>	
<b>(b)</b>	Where's Johnny? He has a shower.
<b>Correction</b>	
<b>Reason</b>	
<b>(c)</b>	How are you feeling now? I am usually feeling very tired in the mornings.
<b>Correction</b>	
<b>Reason</b>	
<b>(d)</b>	He never thinks about other people. He is being selfish.
<b>Correction</b>	
<b>Reason</b>	
<b>(e)</b>	He has a fever since Monday.
<b>Correction</b>	
<b>Reason</b>	

**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 is 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 shot the policeman with a camera.
<i>Meaning-1</i>	
<i>Meaning-2</i>	
(b)	I fed the dog in the cage.
<i>Meaning-1</i>	
<i>Meaning-2</i>	
(c)	He said the teacher was missing from the class in the morning.
<i>Meaning-1</i>	
<i>Meaning-2</i>	

**VIII.** 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)	Steffy told him to look at her camera.
<i>Passive</i>	
<i>Cleft-1</i>	
<i>Cleft-2</i>	
<i>Cleft-3</i>	
(b)	Jacky had grown up in the suburbs of Delhi in the early eighties.
<i>Passive</i>	
<i>Cleft-1</i>	
<i>Cleft-2</i>	
<i>Cleft-3</i>	
(c)	He plays trumpet in the school band.
<i>Passive</i>	
<i>Cleft-1</i>	
<i>Cleft-2</i>	
<i>Cleft-3</i>	

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

A **striking**<sub>1</sub> feature of the **well-worn**<sub>2</sub> arguments over Nato is that they all assume a **high**<sub>3</sub> degree of familiarity with the thing itself. For all that it is **central**<sub>4</sub> to a **certain**<sub>5</sub> conception of Europe – or even the west – few can say what, exactly, it is. Crammed into a four-letter acronym is something more than a **simple**<sub>6</sub> military alliance. Calling Nato an *organisation* almost makes it sound like a **benevolent**<sub>7</sub> **charitable**<sub>8</sub> enterprise. Nato’s shape can be **difficult**<sub>9</sub> to discern and the benefits of the alliance difficult to explain to **sceptical**<sub>10</sub> populations.

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

When officers arrived at the scene, Chung had bruises on his arms and face and was bleeding from a cut above his ear—he said the intruder had hit him with a metal flashlight to get himself out of his grip. A window near the back door was open, and the screen had been removed to find an escape route. In the couple’s bedroom, the police could find a black wool glove and three plastic zip ties. Kelly was unharmed.

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

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7		8		9	

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