



**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 2021-2022
(Total number of printed 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)
(Total number of printed pages: 07)

- 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	I was alone in New York when I heard about my grandfather's death.	

		Simple/ Compound/ Complex/Compound- complex
b	I set my phone up on a small tripod in the living room of the Brooklyn apartment I'd been subletting for more than a year but never felt quite at home in.	
c	No one had been expecting that she would pass away.	
d	He had been in hospital for several months and in a vegetative state.	
e	The faces of all these separate individuals in different parts of the US were huddled on to the small screen of her mobile phone.	

- 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.*).

Richard was a workaholic¹ who hardly ever took vacations. He spent most weekends² in the office of his engineering firm, missing countless baseball games and piano recitals³. In fact, he died in that very same office⁴. Grant had taken his father's death⁵ especially hard. They weren't close⁶ but Grant⁷ had looked up to his fathers⁸ and respected his work ethic. As for Robin, she had married right out of law school⁹, but divorced three years later. Robin was wedded to her job; there wasn't room for anything or anyone else¹⁰.

	Functional label	Formal/ syntactic property	Semantic property
1			
2			
3			
4			
5			
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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	Here comes the winner!		
b	We thank you for your recent enquiry.		
c	What can come close to the bliss of the smell of a ripe mango?		
d	Never come back to this place again!		
e	What can the party do about these consecutive losses?		

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	None of them <i>have</i> remained in bed for the last twenty-four hours.	
b	The proprietors of the miserable lodging <i>was</i> arrested two days ago.	
c	From another corner <i>issue</i> the complaints of an old woman of eighty years, laid up with rheumatism.	
d	How they lost all their things <i>is</i> not my concern.	
e	The housing committee <i>have</i> considered our request.	

- 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	Hefei is a sleepy, midsize city.	a)
b	I desperately longed to fill in the gaps of my knowledge about Asia.	b)
c	I went to China to collect my family's oral histories.	c)
d	I knew I couldn't keep putting it off.	d)
e	I walked out of the enormous, near-empty train station.	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)	You must to learn how to cook!
<i>Correction</i>	
<i>Reason</i>	
(b)	We have seen it happen yesterday.
<i>Correction</i>	
<i>Reason</i>	
(c)	They have not been understood the problem till now.
<i>Correction</i>	
<i>Reason</i>	
(d)	His mom finished sweeping and was wiping the cooker.
<i>Correction</i>	
<i>Reason</i>	
(e)	She has been having a cold since Monday.
<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.**

I could see how much I never even had known to ask. The essay showed how quick his mind was, his sharp awareness of the history he was living through. I had been looking for his other writings to know him more. I knew that four volumes of fiction and countless articles in journals and newspapers had been published. I still haven't found them.

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. She has lost her memory of the events. ii. She lost her memory of the events.
b	i. I am happy to find that a vaccine for this is available. ii. I am happy to have found that a vaccine for this is available.
c	i. That carpet must be cleaned. ii. That carpet should be cleaned.

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

		Operator
a	I spent three days interviewing my grandmother.	
b	She has dry, sturdy hands.	
c	She had just been an ordinary person.	
d	She was fiery and straightforward, unpretentious to the core.	
e	She could start talking again.	

- 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 (if phrasal)	Type I/ Type II (if prepositional / phrasal- prepositional)
a	In the Middle Ages epidemics <i>wiped</i> out whole cities.			
b	We <i>ran</i> out of milk when the guests arrived.			
c	The beggar <i>was picked</i> up from the street.			
d	For several reasons the meeting <i>was put</i> off.			
e	I <i>heard</i> about the earthquake on CNN.			

- 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	The company never gave in to <i>the workers' demands</i> .
b	We wrapped up <i>the meeting</i> around 4:00 and went home.
c	What can I do to get my cat to stay off <i>the kitchen counter</i> ?
d	The police broke down <i>the door</i> and arrested the bank robbers.
e	I was in Texas on business, and I looked up <i>George Bush</i> .



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ASSIGNMENT - 02
(Based on Blocks IV & V)
(Total number of printed pages: 06)

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

I₁ welcomed in the new year₂ with a friend₃ in Nanjing₄. Alone, I travelled through Hangzhou and Suzhou. These days, the logistical hurdles for a tourist visiting China₅ are complex and ever-changing. For one, everyone uses Alipay. But it's very difficult to register for Alipay as a mere tourist₆, and it's getting harder and harder to use cash₇. I had to get around this difficulty₈ by using my mother's smartphone₉, which is linked to her Alipay account. Because it was her identity₁₀, with her name listed, and not mine, I couldn't use the account to buy train tickets₁₁, which have names₁₂ printed.

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.*

While travelling alone, I wasn't sure what my purpose¹ was. I spent a lot of time² in Airbnbs doing my freelance work³. I had a research gig combing through recent media portrayals of China in the US⁴ to create a summary for an academic institutions⁵. I trawled through white papers describing Chinese student spies⁶ and ominous articles predicting a second cold war⁷ – abstract, alarming concepts that seemed far removed from the gentle patter of my family WeChats⁸.

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)	The police is looking for a fair-haired man in his twenties.
<i>Correction</i>	
<i>Reason</i>	
(b)	I am looking for an accommodation in this part of the city.
<i>Correction</i>	
<i>Reason</i>	
(c)	One of my friends are getting married.
<i>Correction</i>	
<i>Reason</i>	
(d)	He is reading a history book now, after finishing the moon book.
<i>Correction</i>	
<i>Reason</i>	
(e)	I always wash myself’s clothes.
<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. **Highlight the difference in meaning and not the difference in structure.** In (c) highlight the semantic contribution of the two forms of the word ‘*easy*’.

a	i. Mr. Campbell, a lawyer, was here last night. ii. Mr. Campbell the lawyer was here last night.
b	i. He often likes to spend time by himself. ii. He often likes to spend time with him.

c	<p>i. Take it <i>easy</i>!</p> <p>ii. That is an <i>easy</i> question.</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. The tall girl, who is dressed like a doctor, is Mary Smith. [<u>restrictive /non-restrictive</u>]</p> <p>ii. The tall girl who is dressed like a doctor is Mary Smith. [<u>restrictive/ non-restrictive</u>]</p>
b	<p>i. My brother who speaks Italian does not like living in Italy. [<u>restrictive /non-restrictive</u>]</p> <p>ii. My brother, who speaks Italian, does not like living in Italy. [<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	He taught <i>whatever he could</i> in the given circumstances.	
b	They agreed to work together on the project, <i>which was a great success for the company</i> .	
c	<i>What he told me about his finances</i> shocked me.	
d	They went together to the party, <i>which hadn't happened for ages</i> .	
e	I questioned John <i>who agreed to cooperate in the enquiry</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)	Take the chair outside.
<i>Meaning-1</i>	
<i>Meaning-2</i>	
(b)	The peasants are revolting.
<i>Meaning-1</i>	
<i>Meaning-2</i>	
(c)	I saw someone on the hill with a telescope.
<i>Meaning-1</i>	
<i>Meaning-2</i>	

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. Leonardo's masterpiece | a. _____ |
| b. life's true values | b. _____ |
| c. the person's circumstances | c. _____ |
| d. an individual's time | d. _____ |
| e. the body's defence system | 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*:

It came by mail, regular₁ postage, the old-fashioned₂ way since the Judge was almost eighty and trusted no modern₃ technological devices. He didn't use an answering₄ machine and had never been fond₅ of the telephone. He pecked out his letters with both index fingers, one feeble₆ key at a time, hunched over his old₇ Underwood manual. Professor Atlee studied the envelope, uncertain whether he should open it right there or wait a moment. Good₈ news or bad, he never knew with the Judge, though the old man was dying and good news had become rarer₉. It was thin₁₀ and appeared to contain only one sheet of paper

	<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*:

		TYPE [prep/adv]
a	If he doesn't pull through , five children will be without a father.	
b	I sat through that class for three months and didn't learn a thing.	
c	Erik went through with his decision to quit his job.	
d	When he put his fist through the wall, I said, "Oh, grow up!"	
e	The bank robbers tried to escape through the back door.	
f	Mike said the wedding had fallen through .	
g	He came up through the ranks.	
h	He fell through a hole in the ice.	
i	The family reunion fell through after Dad got sick.	
j	He will come through San Francisco.	

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)	Last year, he had made a remarkable announcement on TV.
<i>Passive</i>	
<i>Cleft-1</i>	
<i>Cleft-2</i>	
<i>Cleft-3</i>	
(b)	John saw a map of the world for the first time in 1990.
<i>Passive</i>	
<i>Cleft-1</i>	
<i>Cleft-2</i>	
<i>Cleft-3</i>	
(c)	The moth flies into the flame of her own accord.
<i>Passive</i>	
<i>Cleft-1</i>	
<i>Cleft-2</i>	
<i>Cleft-3</i>	
