

STRUCTURE WORKSHEETS FOR CONTEMPORARY ENGLISH

To Accompany

THE SENTENCE AND ITS PARTS
A GRAMMAR OF CONTEMPORARY ENGLISH

Ralph B. Long



THE UNIVERSITY OF CHICAGO PRESS

CHICAGO AND LONDON

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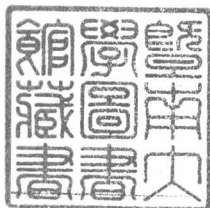
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These Worksheets are designed especially to accompany
Ralph B. Long's THE SENTENCE AND ITS PARTS
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**STRUCTURE WORKSHEETS
FOR CONTEMPORARY
ENGLISH**



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PREFACE

Most of us learn systematic grammar best not by merely reading accounts of it, or by hearing it discussed, but by repeatedly putting it to use in our own analysis of particular sentences and parts of sentences. And grammatical systems should be put to the test of application to specific grammatical problems. For such reasons as these, worksheets can be helpful in courses in grammar even at quite advanced levels. In advanced courses worksheets can be used without a text, as a basis for formulating a system more or less inductively or reviewing a system already learned. Worksheets can also be used along with a text. The worksheets that follow are usable most conveniently with The Sentence and Its Parts (Chicago: University of Chicago Press, 1961), which stands in the relation of parent to them. Sections of this text can be assigned, and students can be asked to follow their reading of these sections by doing relevant assignments in the worksheets. All worksheets carry page numbers relating them to sections of the parent text. Class discussion can center around worksheet assignments, which have the merit of involving application of what is said in the text and not just repetition of it. Worksheets can be collected, regularly or occasionally as circumstances suggest. Since they are separate, worksheets of current relevance can be brought to class separately, folded across once or twice and carried in an envelope. The other worksheets, and all work done in connection with them (if it is done on paper of the same size), can be kept in a loose-leaf notebook along with summaries of outside reading and the like.

Both these worksheets and the text should be used with discretion, with additions here and subtractions there as circumstances make desirable. In these worksheets little attention is given to nonstandard construction, spoken and written; yet nonstandard construction is of considerable interest both to those who would like to see the full range of English grammatical patterning and, in a different way, to those who want to map out pitfalls to be avoided. Every teacher of grammar finds himself collecting examples of nonstandard construction: often these are of great interest, and should be put to use. In addition, it may seem best to depart from the order in which the text and these worksheets present the material covered in both. If syntactic structure and phonological structure are to be taken up in a single course, there is a great deal to be said for starting with them more or less simultaneously, taking the chapters of the text in some such order as 1-2, 19-20, 3-8, 17-18, 9-10, etc. Syntactic structure, phonological structure, and lexical structure have, like dimensions, the relation which the theologian Paul Tillich has called within-each-otherness: they cannot really be discussed very satisfactorily in independence of each other. Serious students will make considerable use of the index found in the text. The most difficult chapters in the text are the first four, and these are also fundamental. For these reasons, discreet students will put some hard thinking into the material at the very beginning of the course.

A course in the structure of contemporary English can profitably take up material not included in The Sentence and Its Parts or in these worksheets. Some reading in the standard works on usage is desirable. Fries's discussion of the use of shall and will in his American English Grammar is decidedly worth assigning; the Evanses' 1957 discussion of some of the constructions

PREFACE

Leonard had written about twenty-five years earlier can be compared with profit to what Leonard (and Marckwardt and Walcott) had had to say about the same constructions. Some comparison of grammatical systems should prove of value. The Sentence and Its Parts is essentially pragmatic in approach; it should be helpful to compare such an approach with approaches based in general linguistic theory. Serious advanced students of English grammar should acquaint themselves with the listings in the brief bibliography appended to The Sentence and Its Parts. Very few articles in periodicals are listed in the bibliography, but serious students should keep up with such publications as American Speech, College Composition and Communication, College English, the College English Association Critic, the English Journal, Language, PMLA, and Word, beside giving attention to new books in the field as they appear. Finally, outside reading in the history of the language is highly desirable. A large part of Baugh's History of the English Language might well be assigned, to be covered in tests without class discussion.

These worksheets do not suggest either full diagramming or complete phonemic transcription. Both are of great value to the development of skill in precise analysis, though both tend to take up too much time. The most satisfactory method of diagramming worked out thus far is that developed by John Malcolm Forsman and described in his Structure of the English Sentence (Austin, Texas: J. K. Alexander Company, 1955). Forsman diagrams can show clause types, part-of-speech classifications, and syntactic functions, separately and unambiguously, with syntactic analysis done step by step; they do not disturb word order, they can be made with a typewriter (or on a blackboard), and they can easily be adapted to the analysis employed in The Sentence and Its Parts. Actually the work suggested in most of the worksheets given here for use in connection with the first four chapters of The Sentence and Its Parts could be done to advantage in incomplete Forsman diagrams.

There seems to be no equally satisfactory single system of phonemic transcription. The Sentence and Its Parts follows the Kenyon analysis of vowel-and-consonant sounds, partly because of the existence of the Kenyon and Knott Pronouncing Dictionary of American English. Kenyon transcriptions can obviously be supplemented when supplementation seems desirable. Thus if it seems desirable to give representation to vocalic glides in such words as say, sew, sir, and saw the symbols used to represent the phonemically more essential final glides of high, how, and here and the final schwa of sofa can be added, superscript. Indication of stresses, pitches, and pauses (or "junctions") raises questions in connection with which items listed on pp. 515-516 of The Sentence and Its Parts should be useful, as should Dwight L. Bolinger's more recent Forms of English: Accent, Morpheme, Order (Tokyo: Hokuou Publishing Co., 1963).

Ralph B. Long

11 February 1963

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Name_____

Date_____

STRUCTURE WORKSHEETS FOR CONTEMPORARY ENGLISH

1.1 PREDICATORS, SUBJECTS, COMPLEMENTS: PP. 9-15

For the following sentences, on this sheet place an open box labeled P above each main-clause predicator, an open box labeled S above each main-clause subject, and an open box labeled C above each main-clause complement. Phrasal predicators given here are simply phrasal verb forms in which auxiliaries (pp. 188-193, 480) are employed. Phrasal subjects and complements are varied in types. When a main-clause predicator, subject, or complement is interrupted, it will be necessary to use two boxes for it, uniting them with a broken tie line. Merged forms such as I'm must be divided in marking, since they have the value of unmerged sequences. An example of the marking to be done follows:

|S|
For a century Mediterranean life, like European life generally,
|P|-----|C|
has been forcefully subjected to pressures toward industrialization.

1. I'm shivering.
2. The children aren't shivering now.
3. When I said I was shivering, I really was.
4. I feel silly.
5. The boy behind us is acting silly again.
6. I just didn't want to talk.
7. It doesn't really matter what we do.
8. It's incredible what Joe eats.
9. It's to be hoped that Perry will give in a little.
10. It won't be long till Christmas now.
11. Thank you very much, John.

STRUCTURE WORKSHEETS FOR CONTEMPORARY ENGLISH

1.1-2 PREDICATORS, SUBJECTS, COMPLEMENTS: PP. 9-15

12. See you tomorrow.
13. That's what that silly girl does. Cries.
14. We'll have good weather next month.
15. You'll enjoy next month.
16. You'll enjoy yourself here next month.
17. A great many wives work now.
18. Many children of Helen's age stutter when they get excited.
19. Mary's crying.
20. Though Jerry doesn't smoke, he does drink.
21. Jerry's been drinking entirely too much rum the last few weeks.
22. The key is finally turning.
23. I've finally turned the key.
24. My vaccination really took this time.
25. Jobs like this take too much time.
26. Don't answer unless you want to.
27. Don't answer my questions unless you want to.

Name_____

Date_____

STRUCTURE WORKSHEETS FOR CONTEMPORARY ENGLISH

1.1-3 PREDICATORS, SUBJECTS, COMPLEMENTS: PP. 9-15

28. All I could see was trees.
29. The commercials are the best part of the show.
30. In spite of our inexperience, Mary and I made a pretty good table.
31. In the end we actually made the door into a pretty good table.
32. Unfortunately we also made our landlord angry.
33. We're making out pretty well now.
34. I handed my paper to the teacher Monday.
35. I handed in my paper Monday.
36. The effort to wipe out all pockets of resistance failed dismally.
37. Serious drinkers don't put cream and sugar in good coffee.
38. Polite people generally refrain from telling unpleasant truths.
39. I authorize the director to call a doctor if necessary.
40. It occurs to me that exceptions will be necessary.
41. I rather think that exceptions will be necessary.
42. McGuffey Readers gave the American child a common body of allusions.
43. For some reason poor Jean usually gets herself too excited.

STRUCTURE WORKSHEETS FOR CONTEMPORARY ENGLISH

1.1-4 PREDICATORS, SUBJECTS, COMPLEMENTS: PP. 9-15

44. For some reason poor Jean usually gets too excited.
45. The newer teachers have recently taken to wearing sport shirts to class.
46. Mattie got down the pickle dish.
47. Mattie got down the hill.
48. Certainly the better schools give more emphasis to independent thought.
49. Certainly the better schools emphasize independent thought more.
50. Those who made money did not use the power that went with it wisely.
51. Those who made money did not put to wise use the power that went with it.
52. The Wife of Bath loved the husband that beat her most.
53. The Wife of Bath felt the greatest love for the husband that beat her.
54. The speech made me disgusted.
55. The speech disgusted me.
56. We'll pick you up at seven.
57. We'll pick a time that's convenient.

Name_____

Date_____

STRUCTURE WORKSHEETS FOR CONTEMPORARY ENGLISH

1.2 ADJUNCTS, ISOLATES: PP. 15-20

For the following sentences, on this sheet place an open box labeled A above each main-clause adjunct, whether one-word or multiword, and an open box labeled X above each isolate. An example follows:

A _____ A _____ A _____
Unfortunately that kind of people always let you down when you need them most.

1. Monday will probably be a little late.
2. Monday we'll probably be a little late.
3. Sensible people like second class.
4. Sensible people travel second class.
5. Phil's weakness is obvious women.
6. Phil's weakness is obviously women.
7. I'm watching Joe.
8. I'm watching, Joe.
9. I usually put the car in the drive.
10. I usually wash the car in the drive.
11. We respect more women in my country.
12. We respect women more in my country.
13. We usually wind up the argument by midnight.
14. We usually finish up the argument by midnight.
15. At the time of the Cretaceous flood half of North America was under water.
16. Unfortunately the Chairman always refers me to the Dean.
17. Alcohol, unlike most cultural acquisitions, owes little to human creativity.
18. Jack's gone off disgusted again.
19. For some time, when Judy has had tonsilitis it has been very light.
20. The dog breaks loose whenever it wants to.
21. Attending social affairs costs time and money, both of which Joe lacks.

STRUCTURE WORKSHEETS FOR CONTEMPORARY ENGLISH

1. 2-2 ADJUNCTS, ISOLATES: PP. 15-20

22. Personally, under such circumstances I'd always recommend being frank.
23. By 1800 most of Europe had been plunged into war.
24. Amateurs blow themselves up entirely too often.
25. Now Phyllis has almost talked her husband into buying her another car.
26. Perhaps poems like these won't appeal to children very much.
27. For some reason Jane is trying hard to seem sophisticated.
28. After working an hour, George always begins to read his mail.
29. After working an hour, George always stops to read his mail.
30. In August we were in San Francisco seeing the sights.
31. Jack wastes too much time trying to understand that silly girl.
32. I've heard about him for a long time.
33. I've been waiting for a bus.
34. I've been waiting for an hour.
35. The door has banged shut again, I'm afraid.
36. Anna would like very much to like good music.
37. We went to St. Kitts with Jim Hackett, who knows the island well.
38. Nice going, Bill.
39. Wow!
40. Merry Christmas!
41. No, Jack.
42. The hypocrisy of it all!
43. And now to return to what was going on in Paris.

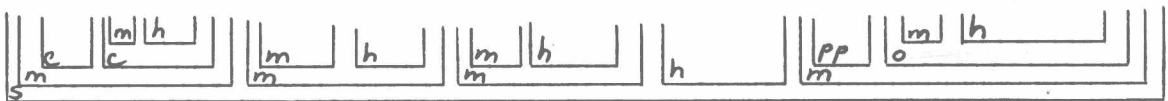
STRUCTURE WORKSHEETS FOR CONTEMPORARY ENGLISH

1.3 CONTAINED SYNTACTIC FUNCTIONS: PP. 20-28

For the following sentences, on this sheet place an open box above each predicator, subject, complement, isolate, and adjunct, marking the boxes P, S, C, X, and A. Where contained syntactic functions occur, place smaller open boxes inside these first ones, marking them as follows:

h	Contained Head	pp	Preposition
m	Contained Modifier	o	Object
p	Principal	c	Coordinate
a	Appositive	x	Unanalysed Component

It is important to proceed step by step, building upward from the sentences. However, where two or more contained modifiers attach to a contained head in layers, the layering can be ignored, so that in three or four rather lively high-school students from the neighborhood the head students can be treated as the head for three or four, rather lively, high-school, and from the neighborhood alike. An example follows:



Three or four rather lively high-school students from the neighborhood



were going in.

Hyphenated phrases such as high-school should be analyzed, but written-language compounds such as highway need not be.

1. A great many excellent speakers never say very much.
2. Many thanks, Mrs. Mathews.
3. Good luck!
4. Joe was my poor cousin's first endurable mail-order husband.
5. Your noisy boy friend no doubt knows the night-club crowd here.