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MASTERY LEARNING AND TEACHING GRAMMAR TO PROSPECTIVE ENGLISH
TEACHERS AT SOUTHEASTERN COLLEGE

Middle Tennessee State University

D.A.

1979

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MASTERY LEARNING AND TEACHING GRAMMAR TO PROSPECTIVE
ENGLISH TEACHERS AT SOUTHEASTERN COLLEGE

James Attlee West

A dissertation presented to the
Graduate Faculty of Middle Tennessee State University
in partial fulfillment of the requirements
for the degree Doctor of Arts

December, 1979

MASTERY LEARNING AND TEACHING GRAMMAR TO PROSPECTIVE
ENGLISH TEACHERS AT SOUTHEASTERN COLLEGE


APPROVED:

Graduate Committee:


Major Professor

 
Minor Professors


Head of the Department of English


Dean of the Graduate School

ABSTRACT

MASTERY LEARNING AND TEACHING GRAMMAR TO PROSPECTIVE ENGLISH TEACHERS AT SOUTHEASTERN COLLEGE

by James Attlee West

An English grammar course for prospective secondary school English teachers which was proposed and taught at Southeastern College maintained that such a course should have traditional grammar as the core of its curriculum and use traditional diagramming for the analyses of sentences. It also maintained that such a course should employ the mastery learning practices of short units, an immediate reporting of performance, correctives, and additional testing. The hypothesis being tested in this course was that the teaching of traditional grammar by using traditional diagramming combined with the practices of mastery learning would result in superior achievement by students in learning a grammatical structure.

The course had twelve units of grammatical structures with commentary written on the students' level of knowledge. It also included assigned sentences to be analyzed by diagramming and tests to determine students' achievement in comprehending sentence structures. The course was taught inductively.

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Many examples of diagramed sentences were used to help students learn grammatical concepts and sentence structure. The course began with very basic simple sentences and continued through somewhat complicated simple, compound, complex, and compound-complex sentences. Almost every type of grammatical structure that a secondary school English teacher encounters in the teaching of English grammar and composition was included in these units.

Traditional grammar was the core of the subject matter of the course because most school systems throughout the country are using traditionally oriented grammar and composition textbooks and because the trend of returning to the "basics" is causing additional school systems to adopt the traditional approach. Diagraming was used because it gives a complete picture of sentences and also helps students analyze sentences.

The mastery learning practices of this course included mastery criteria for the criterion-referenced formative unit tests and the summative test. If students did not attain the mastery criterion of eighty percent accuracy on formative unit tests, they were given an immediate report on their performance, correctives, and an additional test to enable them to attain this criterion. The mastery criterion for the summative test was seventy-five percent accuracy. If students did not attain these criteria, they could not satisfactorily complete the course. Some students

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attained them without additional help and testing, but others did not. Although some observers predicted that many students would never reach these criteria, the teacher and developer of the course was optimistic.

The results justified this optimism, for all six students enrolled in the course attained the mastery criterion for the formative unit tests and the mastery criterion for the summative test. Moreover, the students in this mastery learning course performed significantly better on their summative test than a nonmastery group who studied the same subject matter in a previous semester performed on their comparable final examination.

The students in this mastery learning course were given a preliminary modified summative test on the first day of class and then were given the actual summative test on the last day. Comparison of the results of the preliminary summative test with the results of the actual one revealed that the students in this experimental course in English grammar made great progress. Certainly the evidence that was developed supports the hypothesis that teaching traditional grammar to prospective English teachers by using traditional diagraming and employing mastery learning practices results in superior achievement in the learning of traditional grammar.

ACKNOWLEDGMENTS

In 1962 when I enrolled in the sophomore course "English Grammar for Teachers" at Indiana University, I knew that I was weak in English grammar. By the end of the course, I had learned a great deal. I was fortunate to have Dr. Robert W. Mitchner as my teacher, for he was particularly gifted in analyzing and explaining grammatical structures. Although I have studied transformational grammar and English linguistics since having Professor Mitchner's course, I am indebted to him for my ability to analyze sentences.

There were two English grammar textbooks invaluable to me in the preparing of the course on which this dissertation is based. Homer C. House and Susan E. Harman's Descriptive English Grammar, 2nd ed. (Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1950) was especially helpful because of its inductive approach and its arrangement of grammatical structures from the simple to the difficult. Alonzo Reed and Brainerd Kellogg's Higher Lessons in English (1877; rpt. New York: Charles E. Merrill Company, 1913) was a very reliable source for analysis and diagraming.

When I enrolled in the graduate course "Problems of Evaluation in Higher Education" at Middle Tennessee State

University, I knew little about the concept of mastery learning and how it can be an impetus for greater achievement. As Professor Charles Babb was informing the class about mastery learning, I realized that in an attempt to promote greater student achievement I could use this concept in a course, "Advanced Grammar," that I teach at Southeastern College. Benjamin Bloom's writings on mastery learning were also helpful in the preparing of this course, especially his Human Characteristics and School Learning, which reports on mastery learning experiments at the University of Chicago.

I deeply appreciate Dr. R. G. Coleman, Dr. William Connelly, and Dr. Charles Babb, members of my doctoral advisory committee, for their diligent work in reading the dissertation and commenting on it. Particularly I appreciate Dr. Coleman, my major professor, for his patience in listening and in answering my many questions, for his constructive criticism, and for his encouragement.

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Chapter I

INTRODUCTION: MEETING THE NEED

Although the 1950s and 1960s were years for strong emphasis on the linguistic approach to teaching English grammar, in recent years there has been a strong emphasis on the "basics," with American secondary schools returning to the traditional approach to teaching English grammar. Only eight years ago a school personnel director strongly suggested that Southeastern College have a course in transformational grammar for its prospective secondary school English teachers; however, Robert Fisher, the current English coordinator for the secondary schools of Polk County, Florida, recently asserted that transformational grammar has declined in popularity so drastically that it is difficult to find one English teacher in the secondary schools of Polk County teaching transformational grammar or using a linguistic approach.¹ The once popular Roberts English Series is currently in disfavor and no longer in use by the secondary school English teachers of Polk County.

¹ Personal interview with Robert Fisher, 9 Jan. 1979.

Furthermore, a recent survey conducted by J. Barry Koops and reported in English Education reveals that composition textbooks for the secondary school approved by the fifty state departments of education and the fifty largest city school districts are predominantly textbooks with the traditional approach, such as Voices in Literature, Language, and Composition (Ginn), American English Today (Webster McGraw), Guide to Modern English (Scott Foresman), and English Grammar and Composition (Harbrace), with these last two being the traditional "Warriner" texts.² The textbooks listed rank first, second, third, and fifth respectively in adoption by the states and the fifty largest city school districts.³ Although two linguistic textbooks, Dynamics of Language (Heath), and Roberts English Series (Harbrace), rank fourth and fourteenth respectively, most of the adopted textbooks use the traditional approach and have been in print for the past sixteen or more years.⁴

Since there is a return to the basics, including traditional grammar, since Polk County, Florida, where Southeastern College is located and where a majority of its prospective English teachers will intern, has returned

² J. Barry Koops, "Warmed Up Leftovers and Hot Apple Pie: A Report on Widely Used Secondary School Writing Textbooks," English Education, 10, No. 1 (1978), 17-24.

³ Koops, pp. 22-23.

⁴ Koops, pp. 22-23.

to traditional grammar in its secondary schools, and since throughout the nation the adopted textbooks for English grammar and composition to be used in the secondary school are predominantly traditional, the English department of Southeastern College must be certain that its prospective secondary school English teachers understand traditional grammar. Therefore, the department proposed that a course already being offered in traditional grammar, "Advanced Grammar," English 333, be rewritten to this end, then tested, and--if successful--required as part of the secondary school education-English major and minor. This new version of "Advanced Grammar" emphasizes analyses of sentences by using the traditional method of diagraming. The content of the course begins with the simplest simple sentence and continues through quite complicated simple, compound, complex, and compound-complex sentences. The teacher's commentary on the content, given in Chapter IV, Units I-XII, is appropriate to the level of the prospective teachers taking the course. Almost all the types of sentences and grammatical structures that secondary school English teachers encounter in their teaching are considered.

Undoubtedly content is extremely important if students are to progress; however, the method of teaching, which includes the actual presentation of the material, the measurements, and the evaluation, is also very significant.

Benjamin Bloom's experiment at the University of Chicago reveals that students who study subjects divided into small units and who receive immediate reports on their performances, and correctives after taking a formative unit test--a measurement given while learning is in progress--do better on future formative tests and the summative test--a test given at the end of a learning situation--than the students who do not receive immediate reports on their performances, and correctives.⁵ Bloom also cites a study that was conducted by J. H. Block at the University of Chicago and which also gave immediate reports of performances on unit tests, and correctives to one group of students called the mastery group but not to another group called the non-mastery group. The results of Block's study are that the non-mastery group students averaged a score of fifty on the hundred-possible formative tests, but that the mastery group students averaged ninety. Moreover, his study reveals that only twenty percent of the non-mastery group attained the mastery criterion on the summative test, which is scoring at least eighty on a hundred-possible summative test, but that eighty percent of the mastery group attained the mastery criterion on the summative test.⁶

⁵ Benjamin S. Bloom, Human Characteristics and School Learning (New York: McGraw-Hill Book Company, 1976), pp. 55-64.

⁶ Bloom, pp. 125-26.

Bloom's and Block's findings led to the following proposals for the course intended to teach traditional grammar to future secondary school English teachers: (1) that the course be divided into twelve units; (2) that a formative test of five sentences to be diagrammed be given at the end of the first eleven units; (3) that since English grammar is a cumulative subject, all formative tests after the first one be cumulative; (4) that if a student does not score at least eighty on a hundred-possible formative test, he be given an immediate report on his performance, correctives, and a second formative test on the same unit; (5) that all students at the end of the twelfth unit be given a cumulative summative test comprising ten sentences to be diagrammed.

It is expected that the use of diagramming to teach traditional grammar and the use of the mastery learning practices of giving an immediate report on a student's performance, giving correctives, and giving a second test will train prospective English teachers adequately in traditional grammar and thus qualify them to teach grammar in the secondary school. Therefore, the hypothesis of this course is that the teaching of traditional grammar by using traditional diagramming joined with the use of the mastery learning practices of smaller units of study, of immediate reporting of performances on tests, of giving

correctives, and of giving additional tests will end in a significantly improved knowledge of English grammar as revealed in the results of the summative test.

Chapter II

PROCEDURE, TESTING, AND EVALUATION

The approach in this experimental course is inductive; that is, examples of grammatical concepts are given to help the students understand these concepts. Although rules and definitions are presented, students are not to memorize them but to understand them as the course progresses from very simple to very complicated grammatical structures. For instance, in a very simple sentence such as Birds fly, students should easily comprehend that birds is the subject of the sentence and fly is an intransitive verb, expressing action but not having a receiver for the action. When modifiers are introduced and the sentence is expanded to Young birds fly swiftly through the sky, students should be able to comprehend that young is an adjective describing bird, that swiftly is an adverb of manner describing the action of the verb fly, and that through the sky is a prepositional phrase used as an adverb of place. Later, when transitive verbs are introduced and when transitive and intransitive verbs are used in the same sentence as in the one following, The young millionaire has already given liberally and created several

worthwhile social programs, students should be able to differentiate transitive and intransitive verbs. That is, as the course builds, the students' understanding of grammatical structures should also increase.

Grammatical concepts are taught contextually. This means there will not be blocks of study dedicated to the teaching of the parts of speech or the teaching of syntactical elements, such as subject, predicate, and complement. Instead, parts of speech and syntactical elements are taught in the context of the sentences being analyzed. For instance, adjectives and adverbs are considered when simple sentences with intransitive verbs are analyzed; prepositional phrases are considered when simple sentences with intransitive verbs and prepositional phrases are analyzed; and direct objects and objective complements are considered when simple sentences with transitive verbs are analyzed.

Bloom discovered that if students receive directions from the instructor, participate in the learning activity, receive reinforcement, and receive immediate reporting on performance with the correctives, they tend to have greater achievement than they would otherwise.¹ The present course utilizes all four of these corollaries for increased

¹ Benjamin S. Bloom, Human Characteristics and School Learning (New York: McGraw-Hill Book Company, 1976), pp. 115-38.

achievement. First, students receive directions in analyzing sentences and also receive hints concerning the functions of certain words and structures; for instance, students are reminded that prepositional phrases are almost always used as either adverbs or as adjectives. In addition, students see many examples of diagramed structures on the chalkboard. Second, students diagram fifteen sentences for each unit as a home assignment, put their diagramed sentences on the chalkboard the next class period, and discuss them with the class. Third, since every unit except the last includes a test that is marked and immediately returned to the students, they very frequently receive reinforcement. Of course, this reinforcement may be positive or negative according to the individual student's performance on the test; however, since students have a second opportunity to reach mastery level for the formative unit tests and receive additional help from the instructor to enable them to reach this level, the possibility of receiving positive reinforcement is increased. Fourth, students do not have to wait a day to know how they performed on a unit test because formative unit tests are so constructed that the instructor can mark them quickly and inform students of their performances before a class session ends. Not only do students receive these immediate reports, but also receive correctives, additional help, from the instructor if test

results indicate that students need additional explanation and examples. If just one or two students need this additional help, it is given individually.

As the procedure for this course differs from the procedures of most other courses, so the testing differs. All the tests are criterion-referenced; that is, they are taken from the behavioral objectives of the course. The prevailing behavioral objective is that students be able to demonstrate their knowledge of grammatical structures by diagramming correctly various grammatical structures. It follows that students be able to diagram at the end of a unit the structures which are considered in that unit and at the end of the course the structures which are considered in the course. Since this main objective determines the content of the course and the content of the tests, the tests exclude trivia and extraneous material and enable the instructor to measure the students' achievement in learning subject matter.

Students' evaluations, or grades, are determined by their performances on the formative unit tests and on the summative test. If students reach the mastery criterion of scoring eighty percent on the hundred-possible formative tests although it may require additional help, time, and a second test on different units to do so, and if they score

at least seventy-five percent on the summative test, it is assumed that they are ready to teach English grammar in the secondary school. If students cannot attain these mastery criteria for the formative tests and for the summative test although they have been given additional help, time, and testing, it is assumed that they need still more help before teaching the grammar in the secondary school. This help can take different forms, such as repeating the course, studying units and taking tests on units which have disclosed weaknesses, or finding sentences of certain grammatical structures in other people's writings and diagramming them.

Reacting to this course with its testing and evaluation, some observers predicted that very few students would reach the mastery criteria for the formative tests and the summative test and, therefore, that many students would have to repeat the course. However, mastery learning advocates, such as Benjamin Bloom and John Carroll gave cause for hope. They contend that most students can attain a high level of learning if instruction is approached sensitively and systematically, if students are helped when and where they have learning difficulties, if they are given sufficient time to achieve mastery, and if there is some clear definition of what constitutes mastery.² Another

² Bloom, p. 4.

reason for optimism was that formative tests may encourage a striving for mastery. If students reach mastery on one formative test, they may be encouraged to reach for mastery on the next; and if they reach mastery on that they may reach for mastery on another.

The criteria for evaluating a measurement permit some nonessential parts of a diagram to be incorrect if other essential parts are correct. For instance, if modifiers are diagramed incorrectly, points are deducted from the total value allotted the diagramed sentence; but if the verb, the subject, or the element currently being emphasized is incorrectly diagramed, the total value of the diagram will be deducted from the total value of the test. In other words, if a diagram of a sentence be valued at ten points, the student may lose all ten points or just some of them.

Evaluation of the course itself is made by giving a test similar to the summative test at the beginning of the course and then giving the summative test at the end, and by comparing the results of the two tests. If students score much higher on the summative test than on the test at the beginning of the course, it is indicated that the content and methodology of the course have been effective; however, if an appreciable gain is not evident or if there is a decline, it is indicated that the teacher and the curriculum planner must reconsider the course.

Chapter III

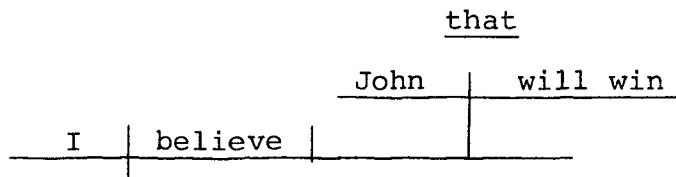
DIAGRAMING, A TOOL FOR PROSPECTIVE ENGLISH TEACHERS

Many people, both educators and laymen, disparage diagraming. They point out that students who have studied diagraming know the mechanics of diagraming and the positions of words in the diagram, but they do not know the nomenclature or the rules of grammar. Also, critics of diagraming denounce the inconsistency of the ways that different grammarians diagram the same type of grammatical structure and the same grammatical case. Among the uncertainties about the practice of diagraming, the greatest weakness is this inconsistency. It seems that almost every grammar text has its own idiosyncratic method of diagraming. One text will diagram a verbal on an elevated broken line if the verbal goes on the base line of the diagram as a subject, direct object, predicate nominative, or predicate adjective but will diagram a verbal on a broken line that is not elevated or on an unbroken line that is elevated if it goes below the base line as a modifier or an object of a preposition. Another

text will use the objective case sign to show the object of a verb but will not use this sign to show the object of a preposition or a verbal, although the objects of verbs, verbals, and prepositions are all in the objective case. Another weakness is that most texts diagram predicate nominatives and predicate adjectives the same way.

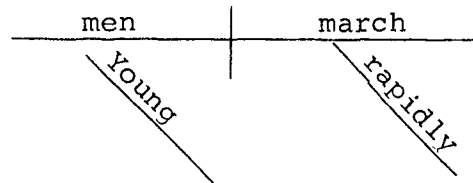
Not all criticisms of diagraming can be satisfactorily answered; however, the weakness caused by the inconsistency in diagraming grammatical structures can be greatly reduced by using a logical system for diagraming: (1) The objective case sign (\perp , the perpendicular line which meets the base line but does not intersect it) should be used to diagram the objective case for verbs, verbals, and prepositions. (2) An elevated broken line (\square) should be used to diagram all verbals. (3) Because the predicate nominative is equal to the subject of the verb, the equal sign ($=$) should be used to indicate predicate nominatives and objective complements which are nouns or pronouns; according to the generative theory of grammar, these objective complements were formerly predicate nominatives. The dash ($--$) should be used to indicate predicate adjectives. By using a logical diagraming system, this study attempts to reduce greatly the inconsistency found in diagraming.

In spite of its disparagement, diagraming has survived and still appears in many grammar texts. Unquestionably, diagraming is helpful. To begin with, it can make the abstractions of grammatical structures concrete. For instance, a teacher may explain the noun clause in the sentence I believe that John will win as the object of the verb believe and introduced by the expletive that; however, such grammatical terms are abstractions for many students and meaningless nomenclature for others. But if the sentence is diagramed, students can see the relationship that the noun clause has with the verb and see the function of the expletive:



John will win is shown to have the same relationship with believe that ball has with caught in the following sentence: John caught the ball. That is diagramed above the base line to show that it is merely a filler and does not have a grammatical relationship with the rest of the sentence. In diagramed sentences with modifiers, students are able to see modifiers beneath the words which they modify and are, therefore, able to see the relationships that exist between words and their modifiers. The following sentence and its

diagram will demonstrate this quality: Young men march rapidly.



Another benefit of diagramming is that it gives a complete picture of the sentence and includes all its parts--the subject, the predicate, the complement, the modifiers, etc. Sentence patterns deal with subject, verb, and complement but ignore modifiers; therefore, sentence patterns do not give a complete picture of a sentence. Parsing, giving the part of speech and function of every word in a sentence, is time-consuming and does not give a picture of the sentence or make the abstractions of grammar concrete. Derivational trees, which are used by transformational grammarians, can give a picture of a very simplistic simple sentence; but several, or perhaps even more, derivational trees are required to give a picture of a compound, complex, or compound-complex sentence. The traditional diagram remains to give a complete picture of a sentence and to make the abstract concrete. Robert W. Mitchner, a retired Indiana University English professor who taught sentence diagramming for many years, maintains:

If a tricky sentence (or any other kind) is to be diagramed, every single element in that sentence--every word, phrase, or clause--must be accounted for, and there can be no pieces left over. Once a sentence has been diagramed, its structure is instantly clear, even to one who has never seen a diagram before. There is nothing vague or esoteric about it; it is right there in front of one's eyes.¹

In stating his position concerning the diagraming of sentences, Mitchner not only points out the concreteness of a diagramed sentence, but he also points out that the diagram is an instrument for analyzing sentences. By use of the diagram, one can divide the sentence into its components and, thus, can better understand the functions of all the words, phrases, and clauses in the sentence. Sometimes, it is true, the student needs to supplement diagraming with parsing because he may encounter sentences which are difficult to diagram.

Certainly, however, the prospective English teacher has a most useful tool in the sentence diagram, for it helps to make grammatical abstractions concrete, helps to give a complete picture of sentences, and helps to analyze sentences so that the functions of the words, phrases, and clauses can be better understood.

It should be added that the primary objective of the course as it related to the prospective teacher is not

¹ Letter received from Robert W. Mitchner, 25 April 1979.

necessarily to train him to teach diagraming itself in the secondary school. The primary objective is simply to help him understand grammar and to provide him with an effective means of explaining it to his students.

Chapter IV

KNOWING THE SUBJECT

The subject matter for this proposed course is divided into twelve units. Before entering into the first unit and beginning the analysis of sentences, however, students should understand certain basic grammatical terms, such as the sentence, the simple sentence, the subject, and the predicate. A sentence is an independent group of words which has a subject and a predicate and which expresses a complete thought. A simple sentence has one subject and one predicate, either or both of which may be compound. The predicate is that which is said, asserted, or predicated about the subject.

Since the first four units call attention to the different kinds of verbs--intransitive, transitive, and linking--and since the instructions for many of the assignments and tests ask for the tenses of many individual verbs of sentences to be diagrammed, students should know what is meant by tense. Tense is the form that a verb takes to indicate the time of the action or the state of being: present tense (he goes, past tense (he went), future tense (he will go), present

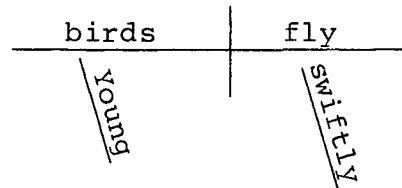
perfect tense (he has gone), past perfect tense (he had gone), future perfect tense (he will have gone), present progressive tense (he is going), past progressive tense (he was going), future progressive tense (he will be going), present perfect progressive tense (he has been going), past perfect progressive tense (he had been going), and future perfect progressive tense (he will have been going). The various tenses have various functions: The present tense represents an action that is presently taking place or being or state of being that is currently existing. The present is also used to represent a habitual action or being, to give a general truth, and to bring narrative action to the present. The past tense represents an action or state of being as happening or being before the present. The future tense represents an action or a state of being as yet to take place or come into existence. The present perfect tense stresses the completion of an action before the speaker expresses the thought of the action. The past perfect tense speaks of an action that has been completed before some past time. The future perfect tense represents an action which will be completed at a certain time in the future. The present progressive tense stresses an act going on or in progress when thought is expressed. The past progressive tense stresses an act in progress in the past. The future progressive tense stresses an act that will be in progress in the future. The present perfect

progressive tense represents an action beginning in the past and continuing to the present. The past perfect progressive tense stresses an action that is continuing from a point of time in the past to another point of time in the past. The future perfect progressive tense stresses an action as continuing at some future time.

Unit I. Simple Sentences with Intransitive
Verbs and Modifiers

An intransitive verb expresses action but does not have a receiver for this action. Thus, a simple sentence with an intransitive verb may have just the verb and a stated or implied subject. Birds fly and men walk are two simple sentences which have just a subject and a verb. The subjects of the two sentences, birds and men, simply act, fly and walk respectively, but the action stops with the verbs because there is no receiver for the action. To diagram a simple sentence which has an intransitive verb and adjective and adverb modifiers, one uses a simple process. First, he draws a horizontal line, and then divides it into two parts by a short vertical line which intersects it: _____|_____. Second, he places the subject at the left of the vertical line and the verb, or predicate, at the right; thus, he diagrams the sentence Birds fly as follows: Birds | fly . Words which modify the subject go beneath the subject on the left side of the vertical line, and those which modify the verb go

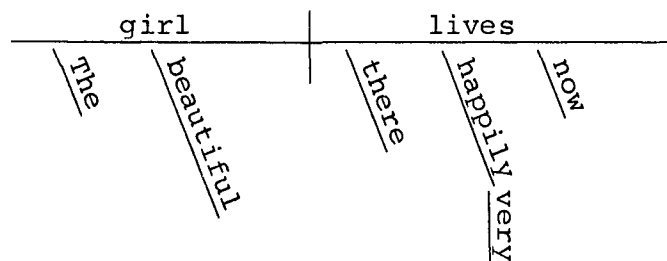
beneath the verb on the right side; thus, one diagrams the sentence Young birds fly swiftly as follows:



Since this unit deals with adjective and adverb modifiers, students must understand the functions of these modifiers. An adjective is a word used with a noun or pronoun to describe or define it. An adjective can also be thought of as a word which tells how many, what kind, which, and whose. An adverb is a word that modifies a verb, an adjective, or another adverb or tells when, where, why, how, how much, and to what extent.

The following sentences will be analyzed by using the diagram:

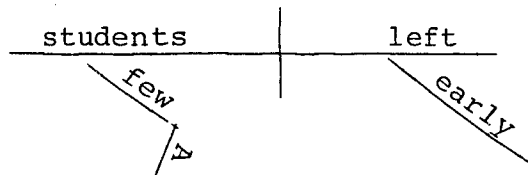
1. The beautiful girl lives there very happily now.



Both the, an adjective article, and beautiful, a descriptive adjective, modify the subject, the common noun

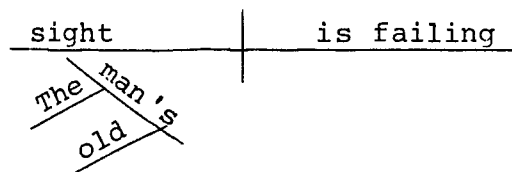
girl. All the adverbs except very modify the intransitive verb lives, which is in the present tense. There is an adverb of place. Now is an adverb of time. Happily is an adverb of manner. Very modifies happily by intensifying it.

2. A few students left early.



Students is the subject modified by the adjective few, which tells how many. A modifies few, since few can be a noun as well as an adjective. Left is an intransitive verb in the past tense. Early is an adverb telling when the students left.

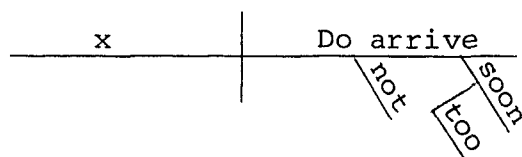
3. The old man's sight is failing.



Sight is the subject. Is failing is an intransitive verb in the present progressive tense. Man's is a noun in the possessive case modifying sight. The is an adjective article modifying man's. Old is a descriptive adjective modifying man's. Usually, one adjective cannot modify

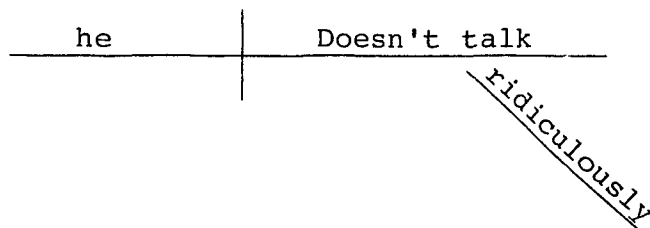
another adjective; however, if a noun is in the possessive case and used as an adjective to tell whose, such as man's in this sentence, it can be modified by other adjectives.

4. Do not arrive too soon.



Because the verb do arrive is in the imperative mood and gives a command, the subject you is understood. Do arrive is intransitive and in the present tense. Not is an adverb negating do arrive. Soon is an adverb of time telling when to arrive. The adverb too modifies soon.

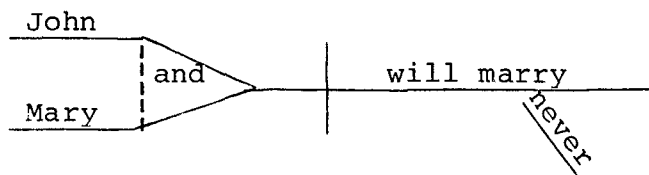
5. Doesn't he talk ridiculously?



Students should observe that an interrogative sentence must be changed to a declarative sentence before it can be diagramed, that the first word in a sentence is capitalized in the diagram, and that a contraction is diagramed on the base line as Doesn't is diagramed. However, when the word not is separate from the verb, it is diagramed as an adverb.

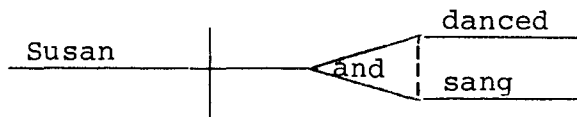
He, a personal pronoun, is the subject. Doesn't talk is an intransitive verb in the present tense and emphatic form. Ridiculously is an adverb of manner telling how he talks.

6. John and Mary will never marry.



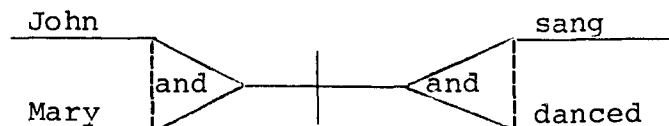
This sentence has a compound subject, John and Mary. Will marry is an intransitive verb in the future tense, and never is an adverb of negation.

7. Susan danced and sang.



Susan, a proper noun, is the subject; danced and sang forms a compound verb.

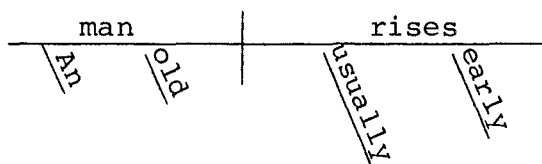
8. John and Mary sang and danced.



In sentence 6 a simple sentence has a compound subject; in sentence 7 a simple sentence has a compound predicate,

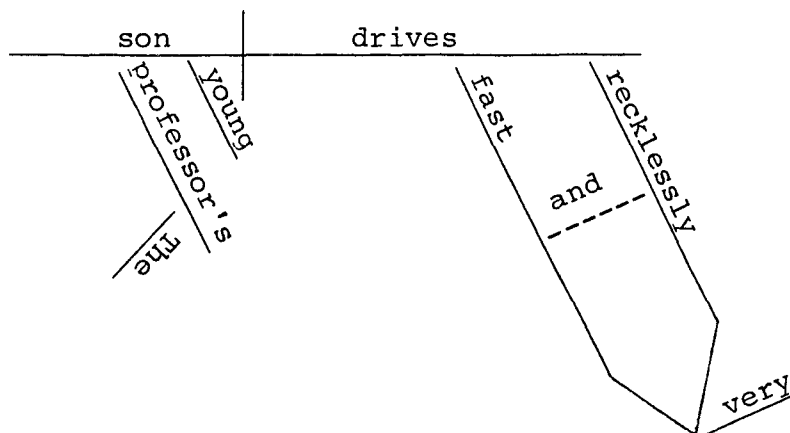
and in this sentence a simple sentence has a compound subject and a compound predicate.

9. An old man usually rises early.



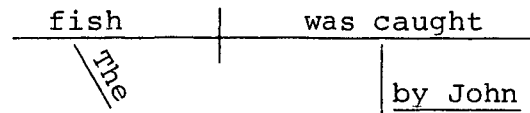
An modifies man and cannot possibly modify old, which also modifies man; however, in sentence 3 the and old modify man's because man's is a noun in the possessive case used as an adjective. Man is the subject; rises is an intransitive verb in the present tense. Usually is an adverb of frequency modifying rises. Early is an adverb of time telling when the man rises.

10. The professor's young son drives very fast and very recklessly.



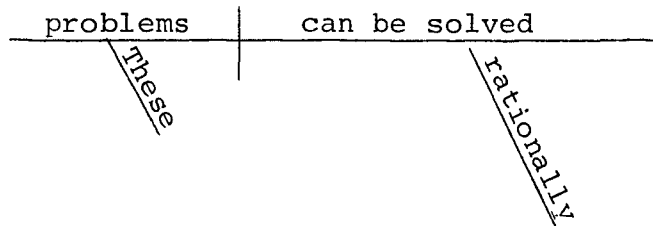
The modifies professor's, and professor's and young modify the subject, the noun son. Fast and recklessly are adverbs of manner telling how the subject drives, and very, an adverb, intensifies both fast and recklessly. The verb drives is intransitive, in the present tense, and singular.

Because transitive verbs that are changed from the active to the passive voice are diagramed the same as intransitive verbs, that is, without receivers for the action, students must be aware that when the passive voice is used they are dealing with a different type of sentence. In John caught a fish caught is a transitive verb, which expresses action and has a receiver for the action, commonly called the direct object, and is in the active voice; that is, the subject of the verb is the agent of the action. In this sentence John is the agent, but in the passive voice the subject is being acted upon, as in The fish was caught by John. It should be observed that the object in the sentence with the verb in the active voice becomes the subject in the sentence with the verb in the passive voice, that the passive verb is comprised of to be and the past participle of the main verb, and that there is a prepositional phrase, either stated or implied, beginning with by and giving the agent of the action. The following example shows how a sentence with a passive verb is diagramed:



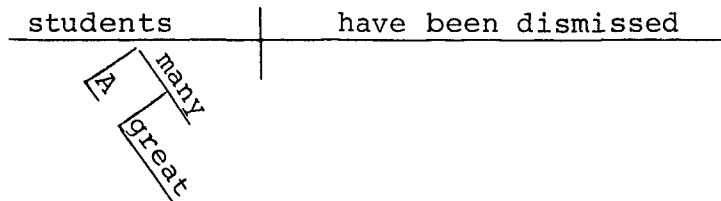
Sentences 11 and 12 which follow have verbs in the passive voice:

11. These problems can be solved rationally.



The verb solve is transitive; but since solved is in the passive voice, it is diagramed as intransitive. Rationally is an adverb of manner. The subject problems is not acting but being acted upon.

12. A great many students have been dismissed.



Dismiss is transitive, but dismissed is diagramed as intransitive because it is in the passive voice. Logically, the students did not dismiss themselves; thus, they are not acting but are receiving the action.

Assignment I

(Diagram the following sentences, indicate if the verbs are intransitive or in the passive voice, and give the tense of each verb.)

1. The wheat has been garnered.
2. My company will leave immediately.
3. The quarterback was thrown for a seven-yard loss.
4. Everyone responded cheerfully and gave liberally.
5. Leave secretly and come quickly.
6. The river flows quietly and murmurs drowsily.
7. Geraldine sings well but draws poorly.
8. The handsome young swain waited expectantly and hoped unstintingly.
9. The fertile farm land can be sown again.
10. The wise, courageous scout crept softly and listened nervously.
11. The older boys and younger men have proudly enlisted.
12. The inexperienced teamster often drives too fast and too recklessly.
13. Worthy motives cannot be successfully concealed.
14. His hand shook nervously and uncontrollably.
15. The lieutenant and the sergeant have marched out.

Formative Tests for Unit I¹

First Test

¹ The keys for all formative tests are given in the Appendix.

(Diagram the following sentences, indicate if the verbs are intransitive or in the passive voice, and give the tense of each verb.)

1. The boys could not laugh.
2. Good deeds will always be rewarded.
3. Noxious weeds grow rapidly.
4. Do not smoke here.
5. Man's greatest ideas are seldom enacted.

Second Test

(Diagram the following sentences, indicate if the verbs are intransitive or in the passive voice, and name the tenses.)

1. The girl wept profusely.
2. The captain goes there.
3. Young athletes do not play skillfully.
4. Do not push.
5. Morals are socially determined.

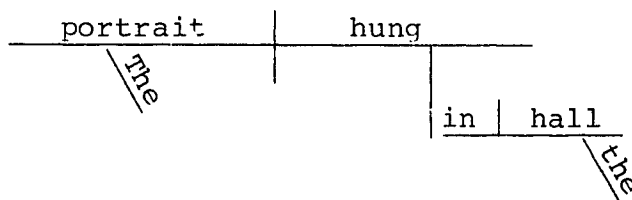
Unit II. Simple Sentences with Intransitive Verbs and Prepositional Phrases

A preposition is a word in a sentence which usually comes before another word with which it has a relationship. Some common prepositions are across, after, as, at, because, of, before, between, by, for, from, in, in front of, like,

near, of, on, over, through, to, under, until, up, down, and with. The word, a noun or a pronoun, with which the preposition has a relationship is called the object of the preposition. All objects of prepositions are in the objective case. The prepositional phrase is comprised of the preposition, its object, and any possible modifiers. With one exception (which will be discussed in Unit VIII), prepositional phrases are always used as either adjectives or adverbs.

In diagramming prepositional phrases, one should use the objective case sign to show that the object of the preposition is in the objective case; in fact, in this study all objects of verbs, verbals, and prepositions have the objective case sign preceding them in the diagram. The following sentences are diagrammed with the objective case sign preceding the object of the preposition:

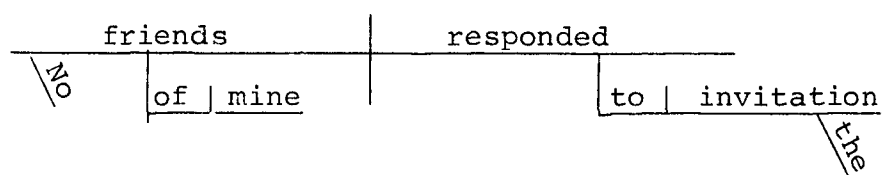
1. The portrait hung in the hall.



Since the prepositional phrase in the hall is used as an adverb of place which modifies hung by telling where the portrait was hanging, there is a perpendicular line which begins under the word hung and meets a horizontal line on

which the prepositional phrase is diagrammed. The verb hung is intransitive and in the past tense, and the subject portrait is modified by the adjective article the.

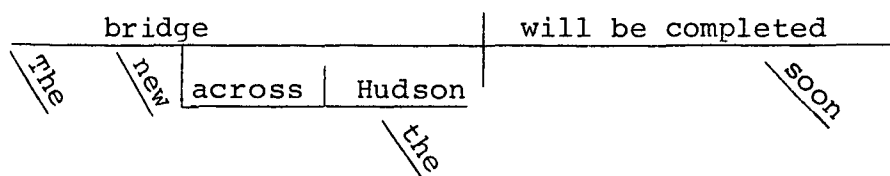
2. No friends of mine responded to the invitation.



There are two prepositional phrases in this sentence. The prepositional phrase of mine is used as an adjective and modifies the subject friends. The prepositional phrase to the invitation is used as an adverb and modifies responded, which is an intransitive verb in the past tense.

The following sentences have prepositional phrases used as adjectives:

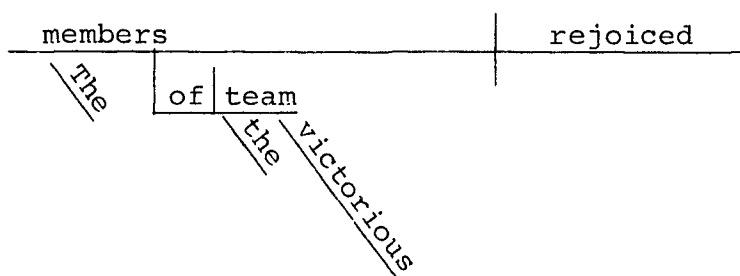
1. The new bridge across the Hudson will soon be completed.



The prepositional phrase across the Hudson is used as an adjective and modifies the subject by identifying the bridge that will soon be completed. The and new are both

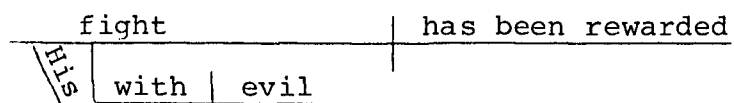
adjectives and modify the subject bridge. The verb will be completed is in the passive voice and the future tense. Soon is an adverb of time telling when the bridge will be completed.

2. The members of the victorious team rejoiced.



The prepositional phrase of the victorious team modifies the subject members as does the adjective the. In the prepositional phrase both the and victorious modify team, the object of the preposition of. The verb rejoiced is intransitive and in the past tense.

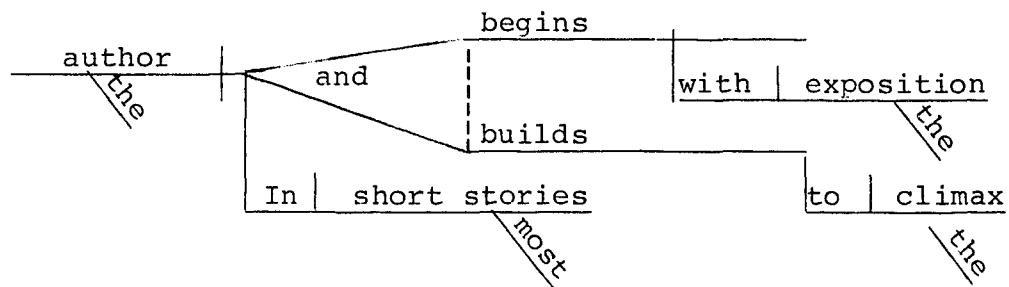
3. His fight with evil has been rewarded.



The prepositional phrase with evil is used as an adjective and modifies the subject fight. His, a personal pronoun in the possessive case, is used as an adjective and also modifies fight. The verb has been rewarded is in the passive voice and the present perfect tense.

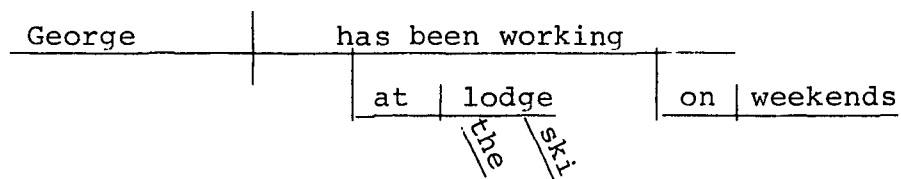
The following sentences have prepositional phrases used as adverbs:

1. In most short stories the author begins with the exposition and builds to the climax.



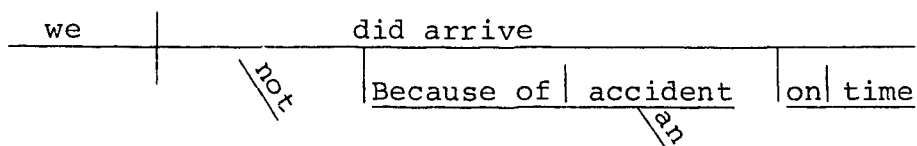
In this sentence there are three prepositional phrases used as adverbs. In most short stories modifies the verbs begins and builds by telling where the action takes place. With the exposition modifies the verb begins by telling how the author begins. To the climax modifies the verb builds by telling how the author builds. The verbs begins and builds are both intransitive, singular, and in the present tense.

2. George has been working at the ski lodge on weekends.



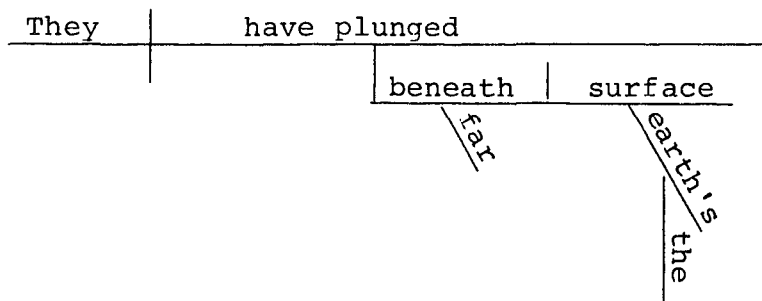
In this sentence there are two prepositional phrases used as adverbs. At the ski lodge modifies the verb has been working by telling where the action is taking place. On weekends modifies the verb by telling when the subject has been working. Has been working is intransitive and is in the present perfect progressive tense.

3. Because of an accident we did not arrive on time.



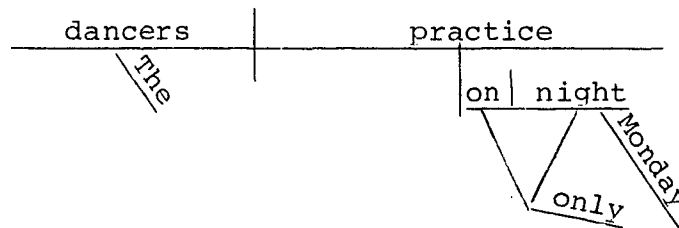
There are two prepositional phrases in this sentence used as adverbs. Because of an accident modifies the verb did arrive by giving the cause for not arriving. On time modifies the verb did arrive by telling when the people of the subject arrived. Did arrive is an intransitive verb, in the past tense, and in the emphatic form.

4. They have plunged far beneath the earth's surface.



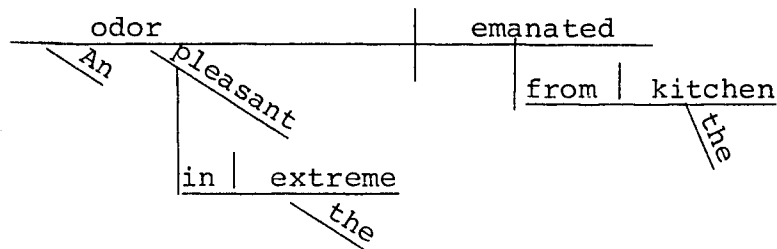
At times adverbs modify the prepositions themselves, as in far behind the cloud, completely over the fence, and just before dinner. In this sentence far modifies the preposition beneath. It is an adverb of degree telling to what extent they have plunged beneath the earth's surface. The prepositional phrase beneath the earth's surface is an adverb of place telling where they have plunged. The verb have plunged is intransitive and is in the present perfect tense.

5. The dancers practice only on Monday night.



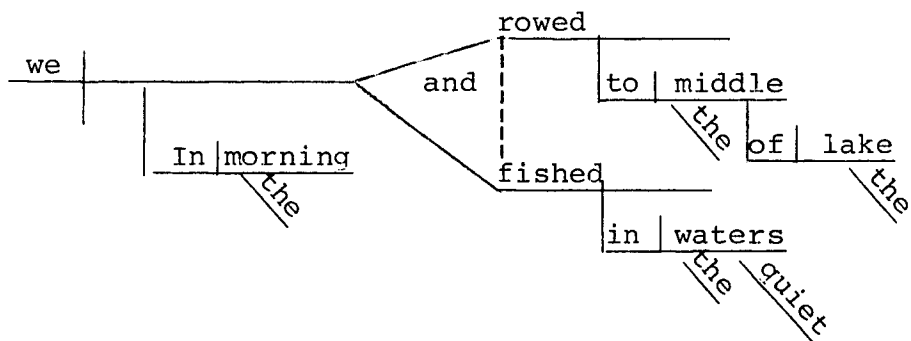
But other adverbs modify the entire prepositional phrase, such as only for two, partly for your sake, and merely for love. In this sentence the adverb only modifies the prepositional phrase on Monday night, which is used as an adverb of time telling when the dancers practice. The verb practice is intransitive and is in the present tense.

6. An odor pleasant in the extreme emanated from the kitchen.



There are two prepositional phrases used as adverbs in this sentence. In the extreme modifies the adjective pleasant, which modifies the subject odor. From the kitchen modifies the verb emanated, which is intransitive and in the past tense.

7. In the morning we rowed to the middle of the lake and fished in the quiet waters.



In this sentence there are three prepositional phrases used as adverbs. In the morning modifies the verbs rowed and fished, which are intransitive and in the past tense, by telling when the action occurred. To the middle modifies the verb rowed by telling where this action took place.

In the quiet waters modifies the verb fished by telling where the fishing took place. The fourth prepositional phrase, of the lake, is used as an adjective and modifies the noun middle, the object of the preposition to.

Assignment II

(Diagram the following sentences, indicate if the verbs are intransitive or in the passive voice, and give the tenses.)

1. Queen Guinevere sat beside King Arthur at the Round Table.
2. The wild animals of the jungle screamed at us.
3. The boiler burst with a tremendous blast.
4. The fearful deer darted through the forest, across the river, and up the steep hill.
5. The eager hunter ran in pursuit of the fearful deer.
6. The hunter returned to the camp with the dead deer.
7. A family of ducks swam leisurely across the lake.
8. The beautiful leaves fall lazily from the trees in the autumn.
9. The call to battle came without warning.
10. The true results of an election in a dictatorship may never be known.
11. Farmers in the fields and in the towns waved to us and cheered uproariously.
12. Tourists from the North have often been attracted by the plantations of the South.
13. Do you often lie down during the daytime?

14. The football was dropped at the goal line.
15. Early in the morning the sun rises over the mountain and sinks into the sea late in the evening.

Formative Tests for Unit II

First Test

(Diagram the following sentences, indicate if the verbs are intransitive or in the passive voice, and give the tenses.)

1. Lucretia looked defiantly at John.
2. His association with the criminal element cannot be denied.
3. The very pleasant aroma of coffee emanated from the small restaurant.
4. The story of the sad lover was told in accordance with Poe's gothic tales.
5. Do not go near the precipice.

Second Test

(Diagram the following sentences, indicate if the verbs are intransitive or in the passive voice, and give the tenses.)

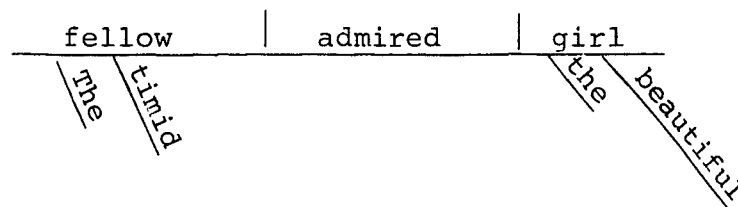
1. The young man, wise and knowledgable, subtly proposed to the beautiful girl.
2. The earliest taboos probably centered around religious rites and duties.
3. The vast estate was divided among the seven prodigal sons.

4. Because of the slippery roads we were delayed for an hour.
5. Keep off my property.

Unit III. Simple Sentences with Transitive Verbs,
Direct Objects, and Objective Complements

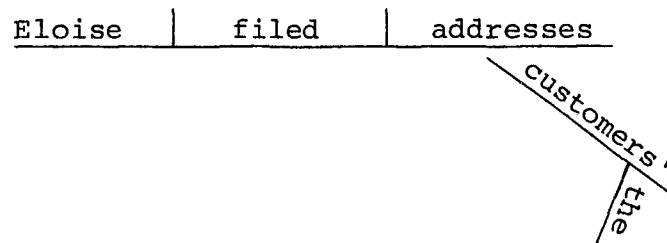
A transitive verb is an action word which has a receiver for the action. The receiver is called the direct object and is a noun or a pronoun. In diagraming a sentence with a transitive verb and its direct object, one places the direct object on the base line immediately following the transitive verb and places a short vertical line, which does not intersect the base line, between the transitive verb and the direct object. In this study the short vertical line is called the objective case sign. This sign is used to diagram objects of verbs, objects of prepositions, and objects of verbals to show the reader that all these objects are, of course, in the objective case. The following sentences have transitive verbs and direct objects:

1. The timid fellow admired the beautiful girl.



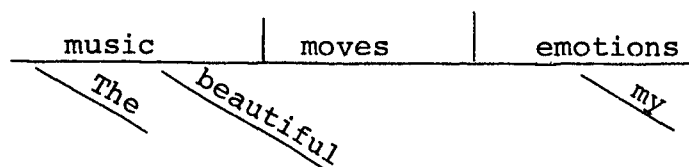
The subject of the sentence is fellow, which is modified by the adjective article the and the descriptive adjective timid. The verb admired is transitive because it expresses action and takes a direct object, girl. Admired is in the past tense. The direct object girl is modified by the adjective article the and the descriptive adjective beautiful.

2. Eloise filed the customers' addresses.



Eloise, a proper noun, is the subject. The verb filed is transitive and in the past tense, and its direct object is addresses, which is modified by customers', a plural noun in the possessive case used as an adjective. Since customers' is a noun in the possessive case used as an adjective, it can be modified by the article adjective the.

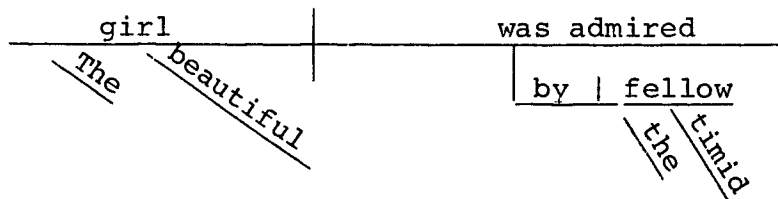
3. The beautiful music moves my emotions.



In this sentence moves is a transitive verb in the present tense, and emotions is its direct object. In the first two sentences, the direct objects receive physical action, but in this last sentence the action is metaphysical; nevertheless, the transitive verb still takes a direct object.

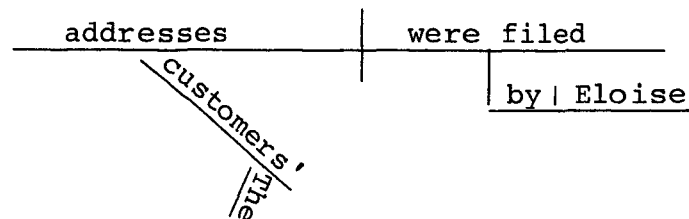
As mentioned in Unit I, transitive verbs have voice. In the three preceding sentences, all the transitive verbs are in the active voice because the subject is doing the action and the direct object is receiving it. But if the verbs of these three sentences are put in the passive voice, the subjects will be receiving the action:

1. The beautiful girl was admired by the timid fellow.



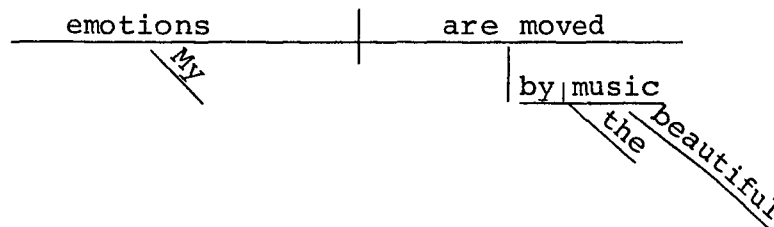
The verb was admired is in the passive voice form because the transitive verb admired has the past participial form preceded by the to be verb was, which indicates the tense of the verb. The subject, girl, is not the agent of the action but the receiver. The prepositional phrase by a timid fellow is used as an adverb of manner modifying was admired.

2. The customers' addresses were filed by Eloise.



The subject addresses is not acting but is receiving the action. The verb were filed has the passive form, for the main verb, filed, has the past participial form with the to be verb were preceding it.

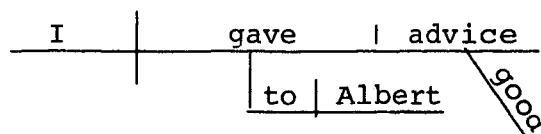
3. My emotions are moved by the beautiful music.



Emotions, the subject, is a receiver of the action, not the actor. The verb are moved is passive.

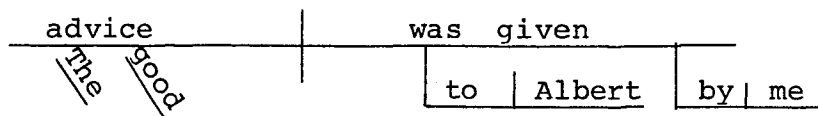
Occasionally a sentence with a transitive verb has both a direct object and a prepositional phrase which tells to or for whom the direct object is intended:

1. I gave good advice to Albert.



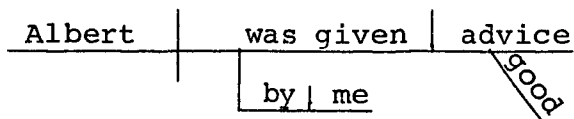
This sentence can also be changed into a passive voice structure:

2. The good advice was given to Albert by me.



The subject advice is the receiver of the action, not the agent. Was given is in the passive voice. The prepositional phrase to Albert is an adverb telling for whom the action was intended, and the prepositional phrase by me is an adverb telling how the action was done. This sentence can subsequently be changed with Albert, the object of the preposition to, being the subject of the passive verb was given, and with advice, the direct object in the first sentence, being retained as the direct object:

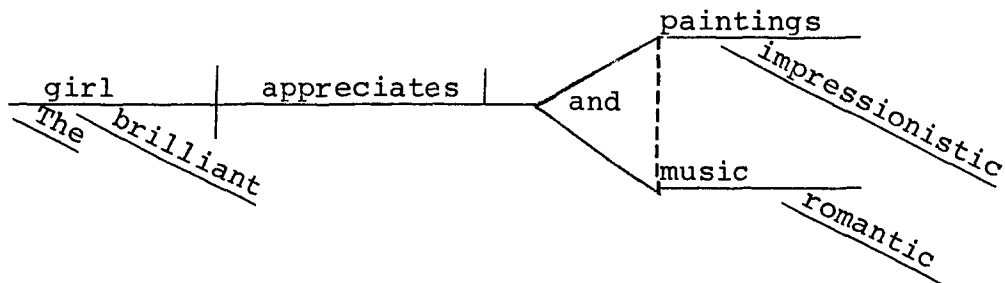
3. Albert was given good advice by me.



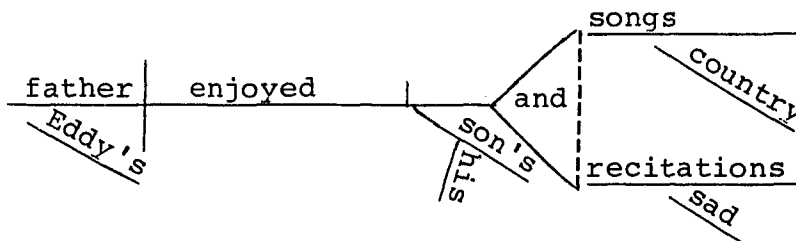
Advice, in this last sentence, is an example of a retained object, for it is the direct object in the original sentence, completes the meaning of the passive verb, and receives the action.

Even as a sentence with an intransitive verb can have a compound subject and a compound verb, a sentence with a transitive verb can have a compound direct object:

1. The brilliant girl appreciates impressionistic paintings and romantic music.



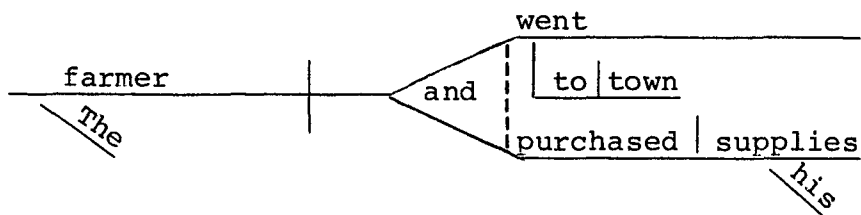
2. Eddy's father enjoyed his son's country songs and sad recitations.



To diagram a compound direct object, one places the sign of the objective case on the base line before this is divided for the compound direct object.

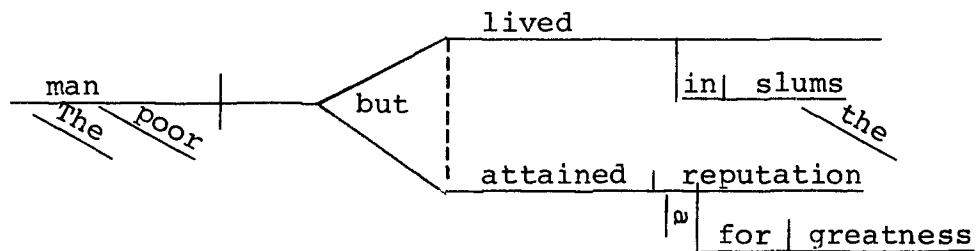
There are sentences which have an intransitive verb and a transitive verb with its direct object:

1. The farmer went to town and purchased his supplies.



Went is an intransitive verb, and to town is a prepositional phrase used as an adverb of place telling where the farmer went. Purchased is a transitive verb, and supplies is its direct object. Both verbs are in the past tense.

2. The poor man lived in the slums but attained a reputation for greatness.

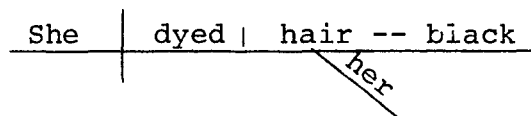


Lived is an intransitive verb, and in the slums is a prepositional phrase used as an adverb of place telling where the man lived. Attained is a transitive verb, and reputation is its direct object. For greatness is a prepositional phrase used as an adjective to modify reputation. Both verbs are in the past tense.

There are transitive verbs which have a direct object and an objective complement. An objective complement

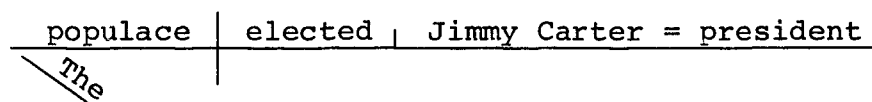
completes the meaning of the verb by amplifying the meaning of the direct object. The objective complement may be a noun or an adjective. When it is a noun, it names the same person or thing that the direct object names; when it is an adjective, it describes the direct object. The following sentences have objective complements:

1. She dyed her hair black.



Black is an adjective used as an objective complement. It meets the requirements for an objective complement, for it completes the meaning of the verb dyed and describes the direct object hair. In the diagram of a sentence, the objective complement is placed on the base line immediately after the direct object and is separated from the direct object by the dash (--). The verb dyed is transitive and is in the past tense.

2. The populace elected Jimmy Carter president.

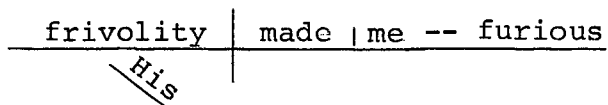


President is a noun used as an objective complement because it completes the meaning of the verb elected and

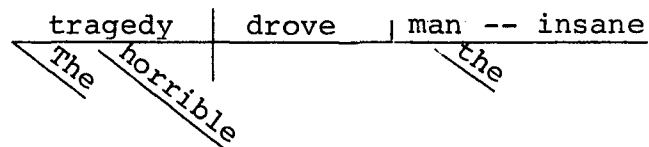
names the same person that the direct object names. In the diagram it is placed immediately after the direct object and is separated from it by the equal sign (=). The verb elected is transitive and in the past tense.

Some transitive verbs are factitive; that is, they make their objects different in some respect. The following sentences have transitive verbs which are factitive:

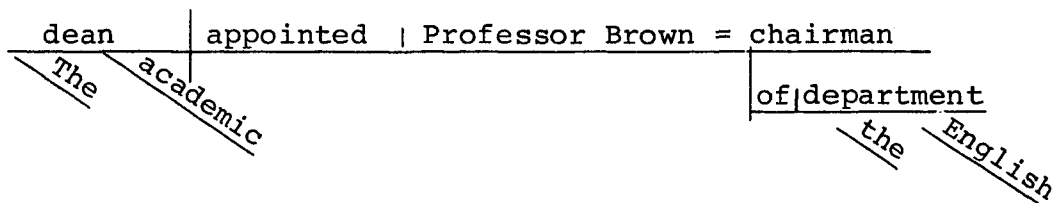
1. His frivolity made me furious.



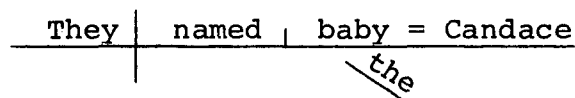
2. The horrible tragedy drove the man insane.



3. The academic dean appointed Professor Brown chairman of the English department.



4. They named the baby Candace.



However, not all transitive verbs are factitive because there are some which do not make their objects different; nevertheless, their direct objects can also require objective complements. In the following sentences, the transitive verbs do not make their direct objects different in some respect:

1. We found the man dead.

We	found	the man	--	dead
		the		

The verb found does not change the nature of the direct object, for certainly finding a dead body does not make that body dead.

2. We call Nathan Hale a hero.

We	call	Nathan Hale	=	hero
				a

Calling Nathan Hale a hero does not make him a hero.

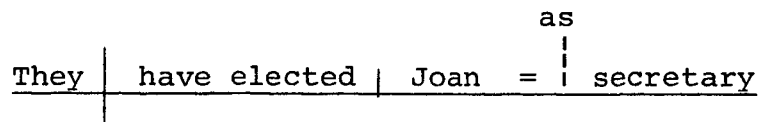
3. Do you consider him capable?

you	Do consider	him	--	capable

Considering a person capable does not make him capable.

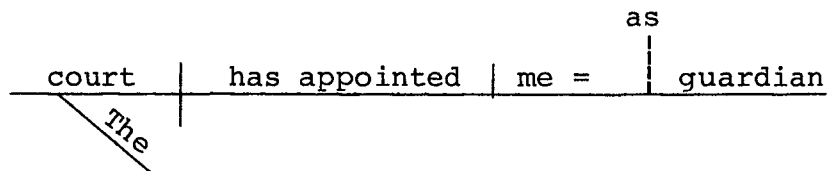
Occasionally, as is used as an expletive to introduce an objective complement:

1. They have elected Joan as secretary.



In the diagram the broken line attaching as to the base line comes after an objective complement sign and before the word with which as has a relationship.

2. The court has appointed me as guardian.

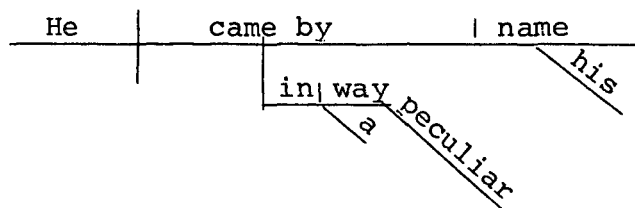


Occasionally, a verb and an adverb working closely with it function as one word. Professor Mitchner calls this phenomenon a cluster verb and maintains that a verb and an adverb working closely with it can be a cluster verb if there is a synonym that can replace the combination of the verb and adverb.¹ H. W. Fowler calls this same phenomenon

¹ Robert W. Mitchner, "Cluster Verbs," "English Grammar for Teachers," G203, Indiana Univ., Bloomington, 9 Jan. 1962.

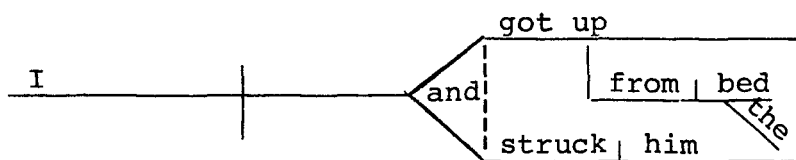
a phrasal² verb. The following sentences contain this grammatical phenomenon:

1. He came by his name in a peculiar way.



Came by functions as one word, for it can be replaced by several synonyms: got, acquired, and gained. Came by functions as a transitive verb, and name is its direct object.

2. I got up from the bed and struck him.



Got up is a combination of verb and adverb functioning as one word. Arose is a synonym for got up. Got up functions as an intransitive verb. Struck is a transitive

² H. W. Fowler, A Dictionary of Modern English Usage, 2nd ed., rev. Sir Ernest Gowers (Oxford: Oxford Univ. Press, 1965), pp. 451-52.

verb, and its direct object is him. Both verbs are in the past tense. From the bed is a prepositional phrase used as an adverb.

Assignment III

(Diagram the following sentences, identify the verbs as transitive, intransitive, or passive, and give the tenses.)

1. We called his actions treason.
2. The teacher has appointed Betty chairman.
3. The Smiths named their twins Craig and Cindy.
4. The president has given an accurate picture of the situation.
5. The panel includes a university professor, a banker, and a clergyman.
6. The long period of inactivity made my father restless.
7. Has Wilma actually dyed her hair red?
8. We should consider time as a sacred trust.
9. Ophelia and Polonius thought Hamlet really insane.
10. The young millionaire has already given liberally and created several social programs.
11. Shylock would have struck Jessica dead.
12. Cornwallis was captured by Washington.
13. High winds leveled a city in West Texas.
14. The governor warmly greeted the reporters at the airport.
15. The prisoner repeated his sad story.

Formative Tests for Unit III

First Test

(Diagram the following sentences, identify the verbs as transitive, intransitive, or passive, and give the tenses.)

1. The furious girl denounced John for his insolence.
2. John, proud and wilful, laughed uproariously at the girl's denunciation.
3. This news makes me very sad.
4. She was given the good advice of a father by me.
5. Parliament crowned the wrong man king.

Second Test

(Diagram the following sentences, identify the verbs as transitive, intransitive, or passive, and give the tenses.)

1. John's insolence was denounced mercilessly by the furious girl.
2. The brave girl resisted the bold advances of the lecherous man.
3. His countrymen have made Washington a hero.
4. Jerry has been told the secret by his enemies.
5. We painted the barn red.

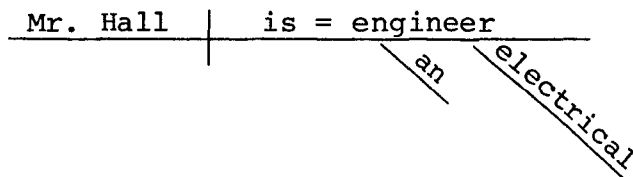
Unit IV. Simple Sentences with Linking Verbs, Predicate Nominatives, and Predicate Adjectives

A linking verb is a verb which links, connects, the subject to another word or a group of words that names or describes it. A predicate nominative is a noun or a pronoun in the nominative case which follows the linking verb and names the subject. A predicate adjective follows the linking verb and describes the subject. The predicate nominative and the predicate adjective are also called subjective complements because they complete something said concerning the subject. If the linking verb is not followed by a predicate nominative or a predicate adjective, it has very little meaning. Some common linking verbs are the to be verbs, be, am, are, was, were, and been; the sense verbs, look, taste, smell, feel, and sound; and the verbs which are commonly employed as linking verbs, appear, become, feel, grow, keep, remain, and seem. Some linking verbs can also function as intransitive verbs when they mean exist.

In the diagram the subjective complement--predicate nominative or predicate adjective--comes immediately after the linking verb on the base line. If the subjective complement is a predicate nominative, an equal sign separates the linking verb and the subjective complement. The equal sign is used because the predicate nominative is equal to the subject. If the subjective complement is a predicate adjective, the dash is used to separate the linking verb and the subjective complement.

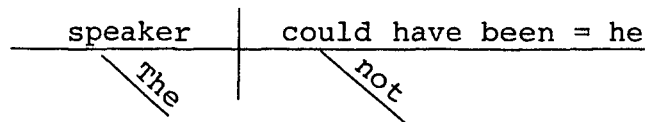
Predicate Nominatives

1. Mr. Hall is an electrical engineer.



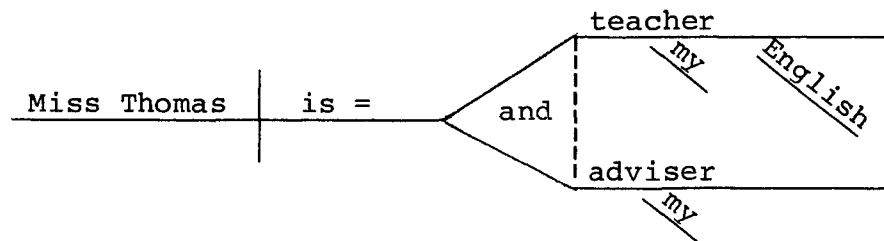
Is is a linking verb in the present tense that connects the subject Mr. Hall to engineer, a predicate nominative that names the subject. Electrical is a descriptive adjective modifying engineer.

2. The speaker could not have been he.



Could have been is a linking verb because the main verb is been, with could and have being helping verbs, and is in the past perfect tense. Could have been functions as a linking verb because it connects the subject with something said concerning the subject. He is the predicate nominative of the sentence. The predicate nominative is equal to the subject and is not a receiver of action. It would be ungrammatical to say, The speaker could not have been him.

3. Miss Thomas is my English teacher and my adviser.



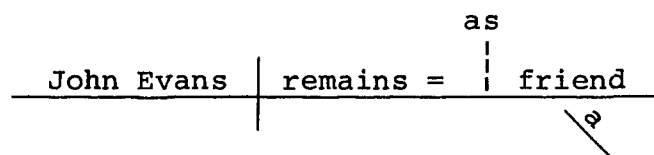
Is is a linking verb in the present tense which connects Miss Thomas, the subject, with a compound predicate nominative, teacher and adviser.

4. Jimmy Carter was elected President of the United States.

Jimmy Carter | was elected = President of the United States

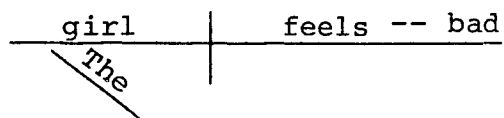
Jimmy Carter and President of the United States are the same person. The former is the subject, and the latter is a predicate nominative because it names the subject. Since linking verbs function to connect subjects with predicate nominatives, was elected is a linking verb regardless of its passive voice form. President of the United States is a phrasal noun.

5. John Evans remains as a friend.



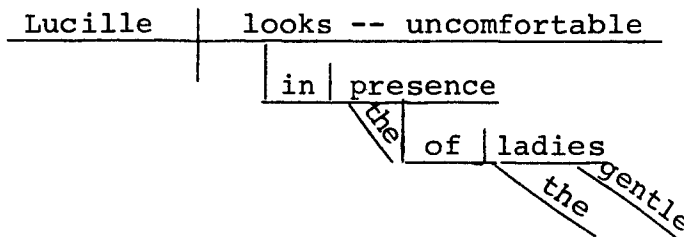
adjectives crowded and noisy. Although became seems to express action, this sentence is not concerned with the action but with the results of it.

3. The girl feels bad.

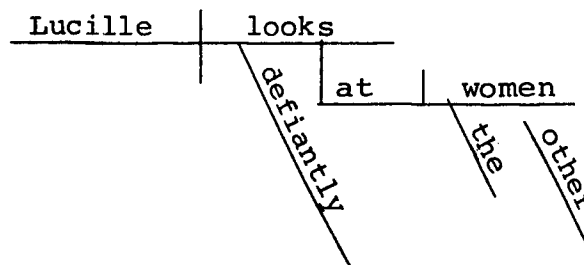


Bad is not an adverb but a predicate adjective. If badly were used in this sentence, it would modify the verb; but feels is a linking verb connecting the subject with its predicate adjective.

4. Lucille looks uncomfortable in the presence of the gentle ladies.

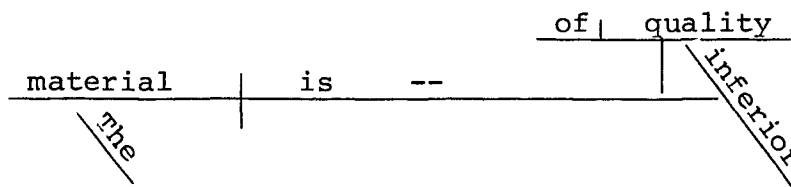


5. Lucille looks defiantly at the other women.



Uncomfortable in sentence 4 is a predicate adjective, for it completes the predicate and describes the subject. Looks is, therefore, a linking verb. However, in sentence 5 looks is an intransitive verb, for there is not a predicate adjective following the verb to complete or to describe the subject. Defiantly is an adverb of manner modifying the verb.

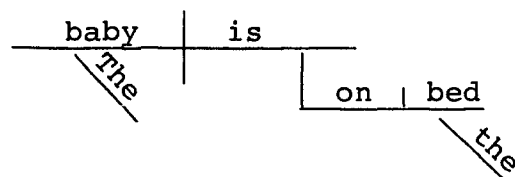
6. The material is of inferior quality.



Of inferior quality is a prepositional phrase used as the predicate adjective. Is is a linking verb, for it connects material, the subject, with the predicate adjective.

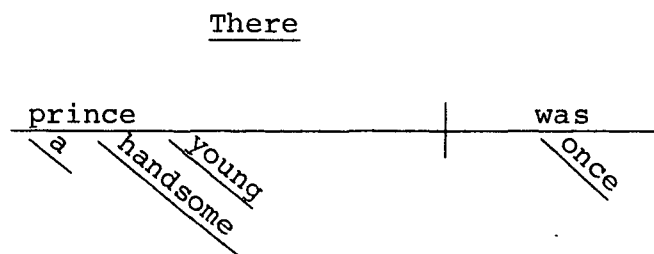
The to be verbs, which are most frequently used as linking verbs, can also be used as intransitive verbs if they mean exist.

1. The baby is on the bed.



In this sentence is means to exist. On the bed is a prepositional phrase used as an adverb of place telling where the baby exists.

2. There was once a handsome young prince.



Since there functions only to permit the verb to precede the subject and has no grammatical relevance to the rest of the sentence, it is an expletive, a filler, and is diagramed separately. Because the verb was is not followed by a predicate nominative or a predicate adjective and means to exist, it is an intransitive, not a linking, verb.

Assignment IV

(Diagram the following sentences, indicate if the verbs are intransitive, transitive, linking, or passive voice, and give the tenses.)

1. The highest outcome of culture is simplicity.
2. The sea can be beautiful and treacherous.
3. The mountains of West Virginia are grand, tranquil, and inspirational.

4. The verb is the life of the sentence.
5. Velvet feels smooth and looks expensive.
6. John remains as the captain of the team.
7. There are six reasons for his defeat.
8. John became extremely angry with Sue.
9. The young bride looks beautiful in her wedding gown.
10. The angry girl looked defiantly at her accusers.
11. The baby is in its crib.
12. Joyce has lately seemed moody.
13. His decision sounds quite correct to me.
14. Dr. John Johnson is an English professor and chairman of the English department.
15. Bill was appointed chairman of our literary club and performed his duties effectively.

Formative Tests for Unit IV

First Test

(Diagram the following sentences, indicate if the verbs are intransitive, transitive, linking, or passive voice, and give the tenses.)

1. Joan appears weary and out of sorts.
2. Heathcliff is desperate, cruel, and wilful and expresses himself violently.
3. The knowledge of synonyms and antonyms is absolutely necessary in every kind of composition.
4. There was once a gentle, perfect knight.

5. Cragmire became the spokesman for the downtrodden and vituperated.

Second Test

(Diagram the following sentences, indicate if the verbs are intransitive, transitive, linking, or passive voice, and give the tenses.)

1. William Jennings Bryan became extremely angry and denounced the philosophy of the evolutionists.
2. Mr. Rochester is sincere, wholesome, faithful, and fearful.
3. Both of these diamonds are of great value.
4. There are ten incredible results of the flood.
5. The nervous pilot prayed and then grew courageous.

Unit V. Simple Sentences with Appositives, Independent Elements, and Adverbial Objectives

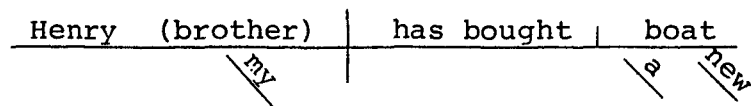
An appositive is a word, phrase, or clause in a sentence that identifies or explains some other word or group of words in the same sentence. The most common appositive is a noun in apposition to another noun. There are two tests for this type of appositive: (1) One should be able to place a linking verb between the two nouns involved. In the sentence Thomas L. James, president of the bank, will be honored tonight, president appears to be an appositive because it is placed next to another noun to

identify it. This apparent appositive passes the test for an appositive, for one can say, Thomas L. James is president of the bank. (2) One should be able to interchange the two nouns. Again, the apparent appositive passes the test, for one can say, The president of the bank is Thomas L. James. President, the appositive, and the prepositional phrase of the bank, its modifier, form an appositive phrase.

Appositives can be restrictive or nonrestrictive. If the appositive restricts the noun with which it is in apposition, it is not set off with commas; e.g., Your friend Bill is in serious trouble. If the appositive gives additional information and can be omitted without affecting the basic meaning of the sentence, it is nonrestrictive and must be set off with commas; e.g., My brother's car, a sporty red convertible, is the envy of my friends.

In the diagram, the appositive is usually placed immediately after the word it identifies or explains and is always enclosed with parentheses:

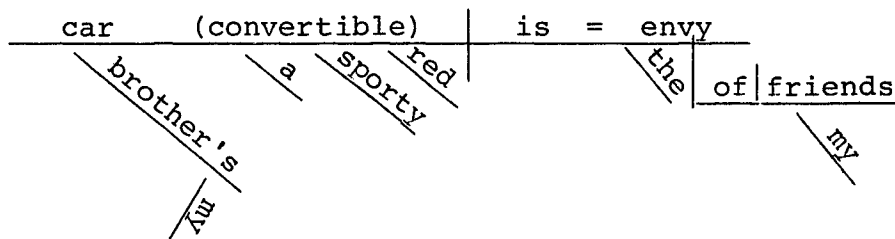
1. Henry, my brother, has bought a new boat.



In this sentence, brother is a nonrestrictive appositive because it explains by giving additional information about Henry, the subject, and is in the nominative case because

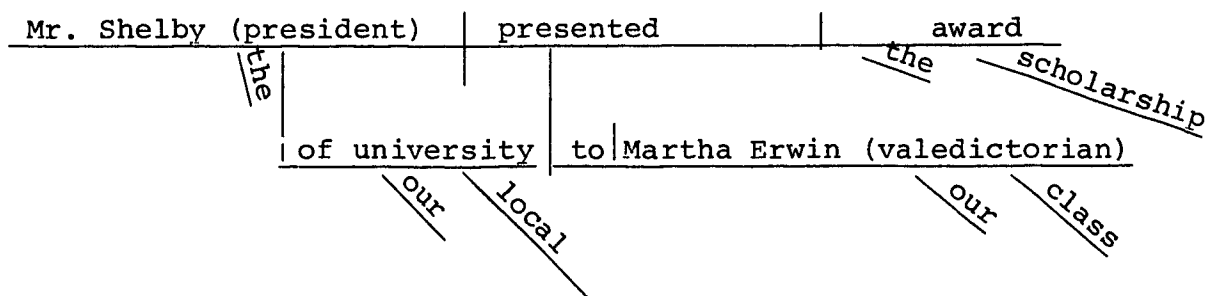
it is in apposition to the subject. My, a possessive pronoun used as an adjective, modifies the appositive. The verb bought is transitive, and boat is its direct object.

2. My brother's car, a sporty red convertible, is the envy of my friends.



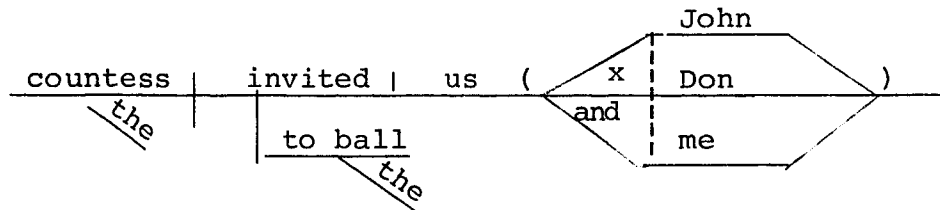
In this sentence a sporty red convertible is an appositive phrase which explains car, the subject. A, sporty, and red are all adjectives modifying the appositive convertible. Is is a linking verb, and envy is a predicate nominative. Of my friends is a prepositional phrase used as an adjective to modify the noun envy.

3. Mr. Shelby, the president of our local university, presented the scholarship award to Martha Erwin, our class valedictorian.



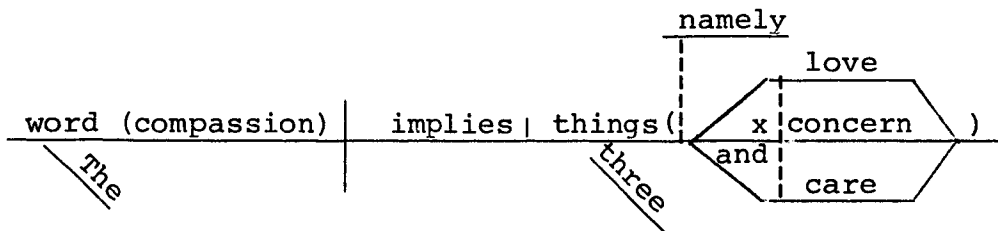
There are two appositives in this sentence: (1) The president of our local university is in apposition to the subject, Mr. Shelby; (2) Our class valedictorian is in apposition to Martha Erwin, the object of the preposition to. Presented is a transitive verb in the past tense, and award is the direct object.

4. The countess invited us--John, Don, and me--to the ball.



John, Don, and me is in apposition to the direct object us; therefore, the appositive must also be in the objective case.

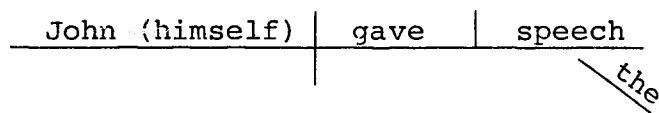
5. The word "compassion" implies three things; namely, love, concern, and care.



There are two appositives in this sentence: (1) Compassion is in apposition with word, which is the subject. (2) Namely,

love, concern, and care is in apposition to things, the direct object. Since namely is an expletive, it is diagramed above the base line.

6. John gave the speech himself.

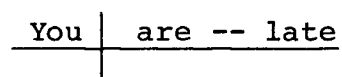


Himself is in apposition to the subject John. Since himself is used as an intensive pronoun, its position does not change the structure of the sentence. In the sentence John can defend himself, himself is a reflective pronoun and has its own function as the direct object of can defend; therefore, it is diagramed as any other direct object is diagramed.

The careful listener to English conversations often hears expressions which are not related to the structure of the contextual sentence. Any word or phrase that is not related grammatically to the rest of the sentence can be considered an independent element. There are three very common independent elements: the vocative, the interjection, and the expletive. The vocative is a noun of direct address:

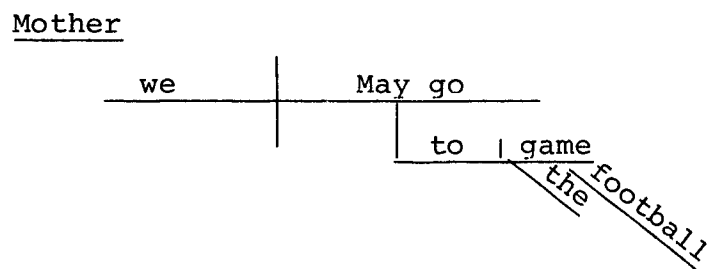
1. Hilda, you are late.

Hilda



In a diagram the vocative, or the noun in direct address, is placed on a line above the rest of the sentence to show that it is an independent element.

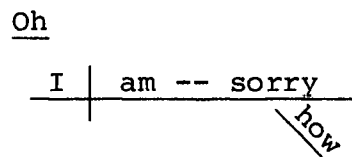
2. May we go to the football game, Mother?



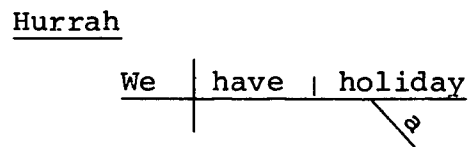
Mother is the vocative in this sentence. We, a personal pronoun, is the subject, and may go is an intransitive verb in the present tense. To the football game is a prepositional phrase used as an adverb of place.

Another common independent element is the interjection. Although the interjection is a part of speech and usually expresses an emotion related to the contextual sentence, it is not grammatically related to it:

1. Oh, how sorry I am!



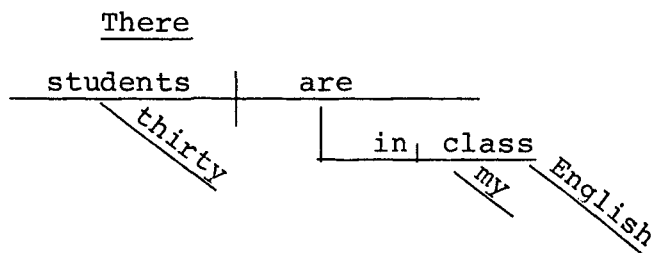
2. Hurrah! We have a holiday.



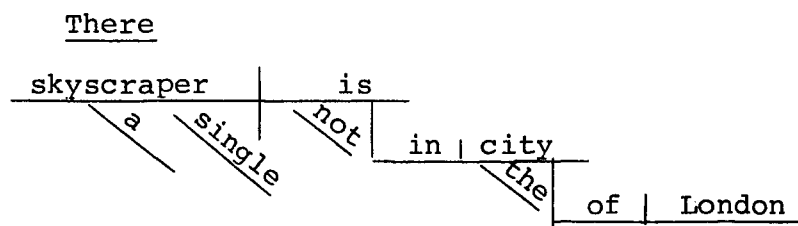
Because interjections are independent elements, they are diagrammed apart from the rest of the sentence on a horizontal line above the base line.

The expletive, a third kind of independent element, often introduces a sentence but does not have a grammatical relationship with it. Consequently, expletives are also diagrammed apart from the rest of the sentence on a horizontal line above the base line:

1. There are thirty students in my English class.



2. There is not a single skyscraper in the city of London.



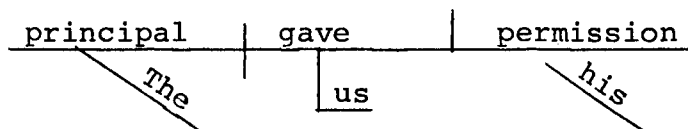
There introduces both sentence 1 and sentence 2 but is not related grammatically to them.

Adverbial objectives are nouns or pronouns used as adverbs; that is, they modify verbs, adverbs, adjectives,

prepositions, and prepositional phrases. One might think of adverbial objectives as prepositional phrases used as adverbs but without the prepositions; however, it is not true that in every instance there is an understood preposition.

The most common of the adverbial objectives is the indirect object. The indirect object is used with a transitive verb which also has a direct object. Some verbs which may have both a direct and an indirect object are give, grant, allow, pay, loan, send, teach, and furnish. The indirect object of the verb precedes the direct object and usually tells to whom or for whom the action is done:

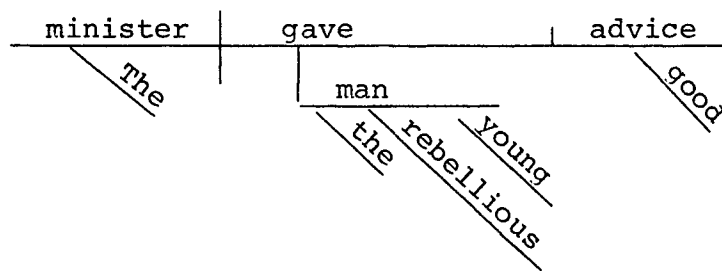
1. The principal gave us his permission.



Permission is the direct object because it receives the action of the verb, and us is the indirect object because it tells for whom the action was done. The indirect object must precede the direct object. The principal gave his permission us is not grammatical; however, one can say, The principal gave his permission to us. Thus, some have argued that the indirect object is a prepositional phrase without the preposition. In the diagram the indirect

object is shown as modifying the verb and is placed on a horizontal line connected to the base line by a perpendicular line.

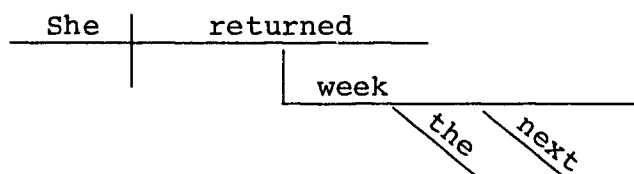
2. The minister gave the rebellious young man good advice.



In this sentence advice is the direct object, and man is the indirect object.

There are other uses for the adverbial objective, and W. M. Baskervill and J. W. Sewell point out that adverbial objectives can express time, the extent of time, distance, and measurement:³

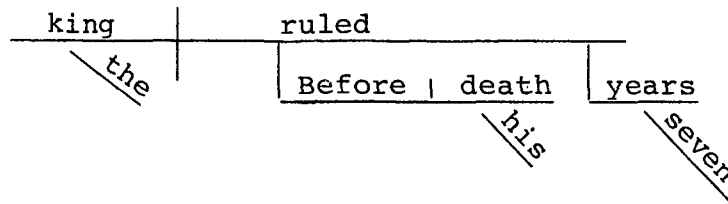
3. She returned the next week.



³ W. M. Baskervill and J. W. Sewell, A School Grammar of the English Language (New York: The American Book Company, 1903), p. 35.

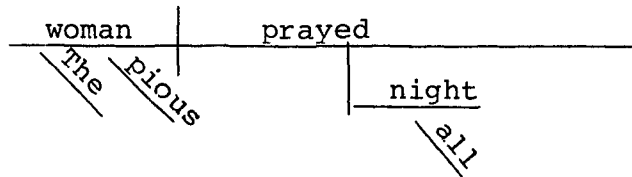
Week is the adverbial objective telling when the subject returned.

4. Before his death the king ruled seven years.



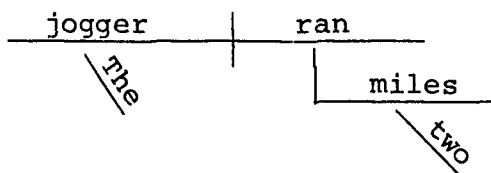
Years is the adverbial objective giving the extent of the time that the subject ruled.

5. The pious woman prayed all night.



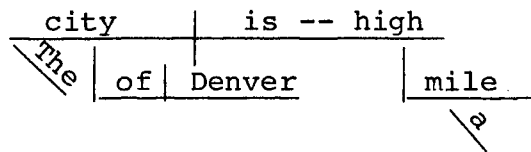
Night is an adverbial objective giving the extent of time that the subject prayed.

6. The jogger ran two miles.



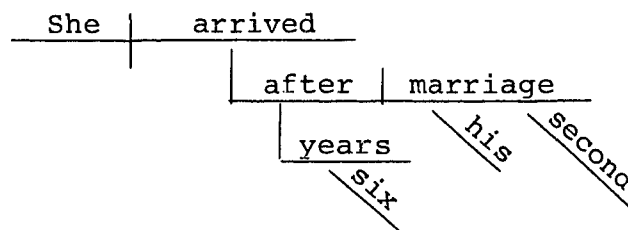
Miles, an adverbial objective, gives the distance that the subject ran.

7. The city of Denver is a mile high.



Mile is an adverbial objective which modifies the adjective high by giving the measurement of the height of the city of Denver.

8. She arrived six years after his second marriage.

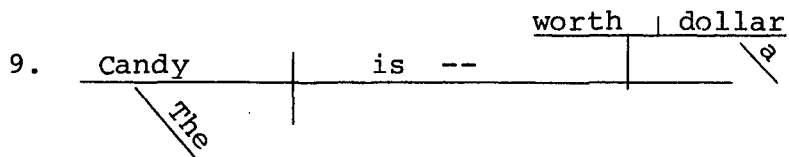


Years is an adverbial objective modifying the preposition after by telling how long after the second marriage the subject arrived.

Baskervill and Sewell also state that adverbial objectives can express value and give worth as an example.⁴ But since worth can take an object, follow a linking verb, and have adjectival meaning in such cases, worth functions

⁴ Baskervill and Sewell, p. 35.

as a preposition which with its object says something about the subject; e.g., The candy is worth a dollar. Worth a dollar is thus a prepositional phrase used as a predicate adjective:



Assignment V

(Diagram the following sentences, indicate if the verbs are intransitive, transitive, linking, or passive voice, and give the tenses.)

1. Last week Professor John Mitchell, a bowling enthusiast, won the State Bowling Championship.
2. With Craig and Cindy, the Wilson twins, we visited the ruins of a Mayan village.
3. The governor granted the senile prisoner a pardon--a magnanimous act.
4. O Lord, the God of heaven and earth, thou hast been our place of habitation for generations.
5. Miss Sylvia Throgmorton emphasizes three things in her English classes: namely, spelling, penmanship, and reading.
6. The buxom girl arrived a month before the wedding.
7. Mrs. Goldman, the head of the drama department, herself directed the play, a story about two fated lovers.
8. Oh, you, my comrade and my confidant, wound me deeply with your accusation--and your innuendoes.

9. Doesn't William's uncanny ability in music surprise you, Mother?
10. Oh, there must be a sensible solution for this unusually difficult problem.
11. Into the cradle I lifted the sleepy baby, gave him his teddy bear, and covered him with a blanket a few minutes before nine.
12. An hour later we joyously caught sight of a slow-moving wagon, our only hope for escape from the desert.
13. How many years did the Children of Israel stay in Egypt?
14. The red rose bush, the most favored plant in our flower garden, was planted by my great-grandfather about fifty years before my birth.
15. John Steinbeck's The Grapes of Wrath, a clever novel with intercalary chapters, is a narrative commentary on a very serious social problem.

Formative Tests for Unit V

First Test

(Diagram the following sentences, indicate if the verbs are intransitive, transitive, linking, or passive voice, and give the tenses.)

1. Our old uncle refused us our rightful inheritance-- a despicable deed.
2. She walked two miles to church, listened an hour to the sermon, and prayed ten minutes.
3. Senator Bill Stone, a faithful and renowned public servant, is worth our greatest support.
4. O mountain, the safest refuge, hide us.

5. There are six reasons for the decline in his popularity.

Second Test

(Diagram the following sentences, indicate if the verbs are intransitive, transitive, linking, or passive voice, and give the tenses.)

1. The spinsterish schoolteacher taught three things: namely, discipline, fidelity, and idealism.
2. John worked all day, jogged a mile to the store, and waited fifteen minutes for the clerk.
3. I allow myself unlimited time for the pursuit of happiness.
4. This excellent course in English grammar has been worth the sacrifice of time and effort.
5. There were ten boys, unpredictable ragamuffins, in the class.

Unit VI. Simple Sentences with Present and Past Participles

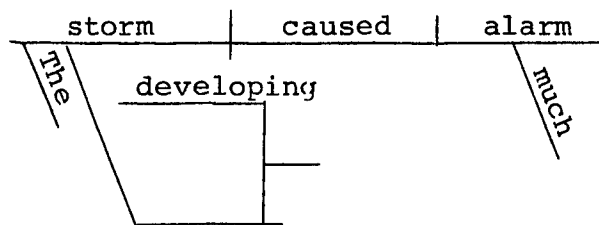
Units VI, VII, and VIII deal with verbals--participles, gerunds, and infinitives. A verbal is a word formed from a verb but used as another part of speech. Lillian Kimball points out that verbals denote action or being without asserting it.⁵ House and Harman emphasize that because

⁵ Lillian G. Kimball, Kimball's English Grammar (New York: The American Book Company, 1912), p. 211.

verbals lack the power to assert, they are nonfinite verbs and are unable to be finite verbs, the main verbs in predicates.⁶ Although verbals are words formed from verbs but used as other parts of speech, they do not lose all their verb properties because they can express action, have objects and complements, and have adverbial modifiers.

Participles are verb-form words used as adjectives and may exist as single adjectival words or adjectival phrases with modifiers and complements. In the following two examples, the first sentence has one word that is a participle, and the second has a phrase that is a participle:

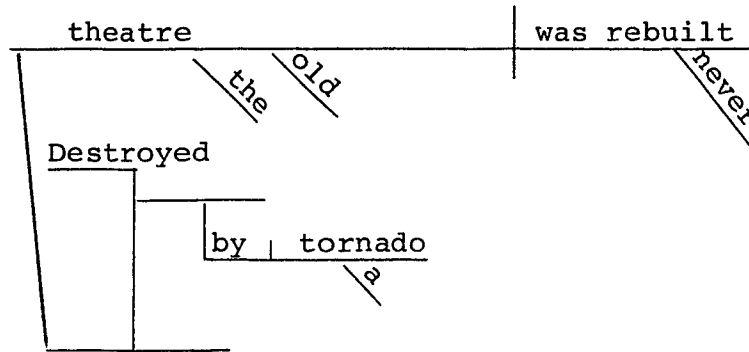
1. The developing storm caused much alarm.



Developing is formed from the verb develop and is a participle because it is used as an adjective to modify the noun storm.

2. Destroyed by a tornado, the old theatre was never rebuilt.

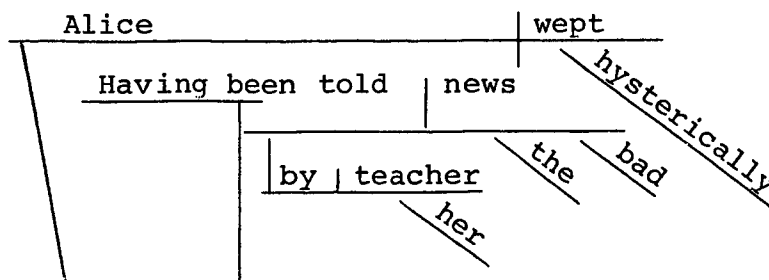
⁶ Homer C. House and Susan E. Harman, Descriptive English Grammar, 2nd ed., rev. Susan E. Harman (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1950), p. 33.



Destroyed is formed from the verb destroy and is modified by the prepositional phrase by a tornado, which is used as an adverb of manner. Destroyed by a tornado is a participial phrase modifying the noun theatre.

These two preceding sentences also give an example of each of the two kinds of participles: present and past. Developing is a present participle and ends in ing, and destroyed is a past participle and has the past participial form. A past participle may end in ed, t, en, or n, as in lighted, caught, driven, and grown. Both developing and destroyed are in the active voice, but there are also passive voice participles:

3. Having been told the bad news by her teacher, Alice wept hysterically.

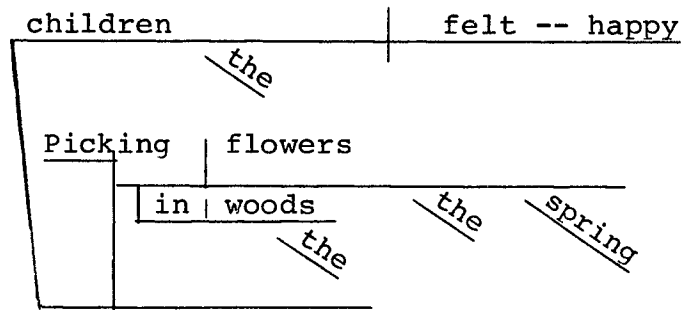


Having been told the bad news by her teacher is a participial phrase containing a passive voice participle because its subject, Alice, is not the agent of the action in the participial phrase, but the receiver, and because the phrase told, the past participle of tell, with been, a to be verb, and having, the present progressive form of have, as an auxiliary. Thus, the phrase contains a verbal in the passive voice; furthermore, it is a participial phrase; it is used as an adjective to modify the proper noun Alice.

In the diagram the participle is placed on an elevated broken line immediately beneath the noun or pronoun that it modifies. If the participle is a subjective complement or an objective complement, it is placed on an elevated broken line at the proper place on the base line, either following the linking verb or the direct object.

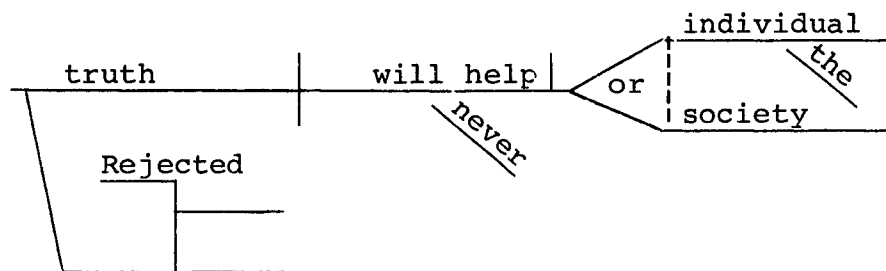
Since participles are adjectival in function and in meaning, they can be used in the same ways that adjectives can: they can modify subjects, objects of prepositions, predicate nominatives, and direct objects and can function as predicate adjectives and objective complements.

4. Picking the spring flowers in the woods, the children felt happy.



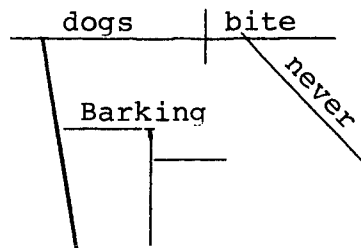
Picking the spring flowers in the woods is a participial phrase modifying the subject children. Although picking is a present participle and used as an adjective, it retains the following verb properties: (1) it takes an object, flowers; (2) it is modified by in the woods, a prepositional phrase used as an adverb of place.

5. Rejected truth will never help the individual or society.



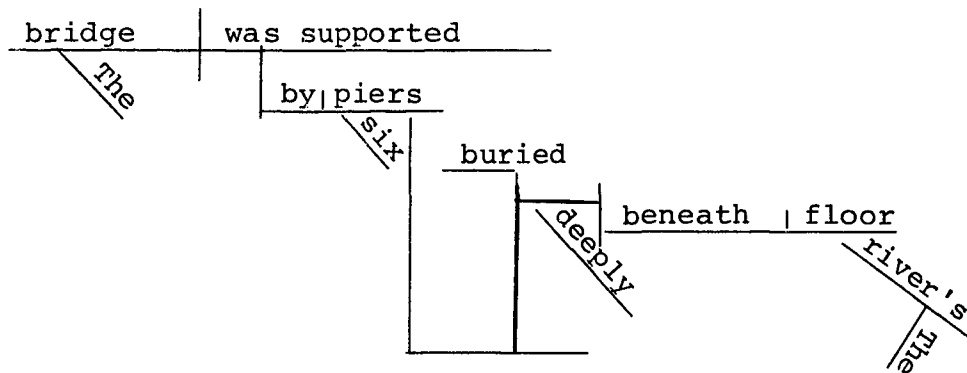
Rejected is a past participle modifying truth, the subject. It is restrictive because it limits and identifies truth, for it is only rejected truth that will never help the individual or society.

6. Barking dogs never bite.



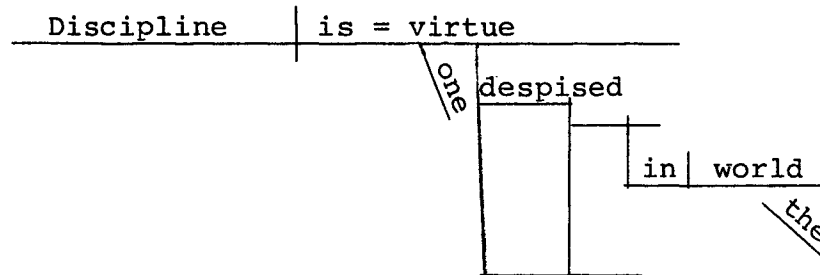
Barking is a present participle modifying the subject dogs. It is restrictive because it limits and identifies dogs.

7. The bridge was supported by six piers buried deeply beneath the river's floor.



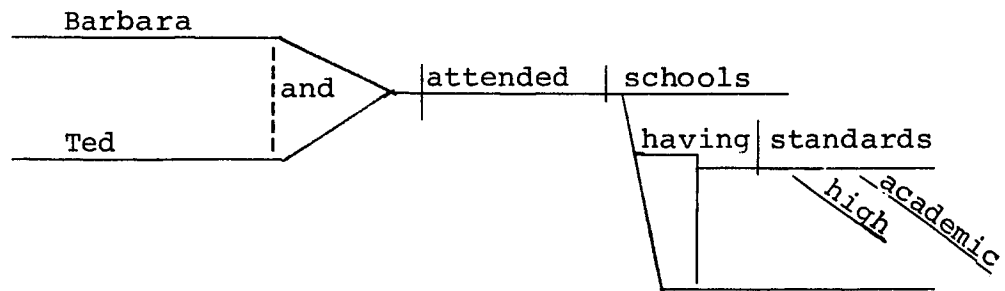
Buried is a past participle modifying piers, the object of the preposition by.

8. Discipline is one virtue despised in the world.



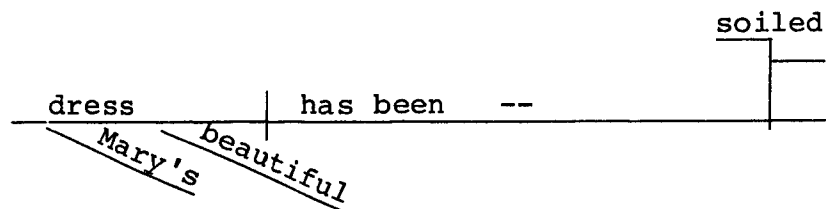
Despised is a past participle modifying the predicate nominative virtue.

9. Barbara and Ted attended schools having high academic standards.



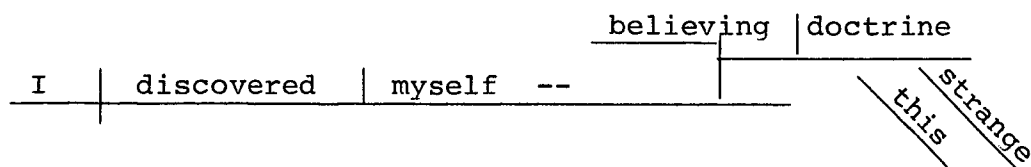
Having high academic standards is a present participial phrase modifying the direct object schools. Having, the present participle, retains the ability of a verb to have direct objects.

10. Mary's beautiful dress has been soiled.



Soiled is a past participle used as a predicate adjective which says something about the subject dress.

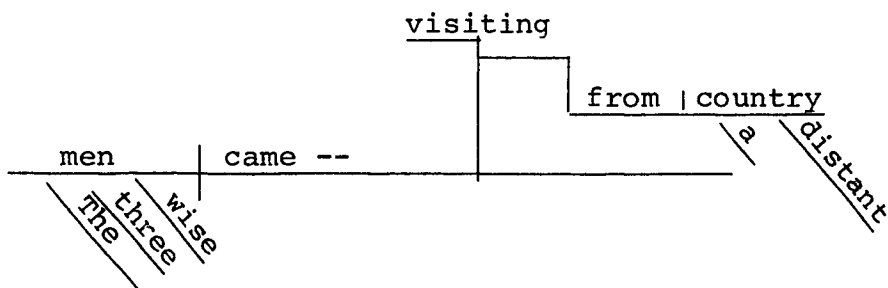
11. I discovered myself believing this strange doctrine.



Believing this strange doctrine is a present participial phrase used as an adjectival objective complement, but it retains the ability of a verb to take an object.

All the examples of participles that we have considered so far in this unit have the usual functions of adjectives, but the three following sentences consider participles or participial phrases which in some respect are unusual.

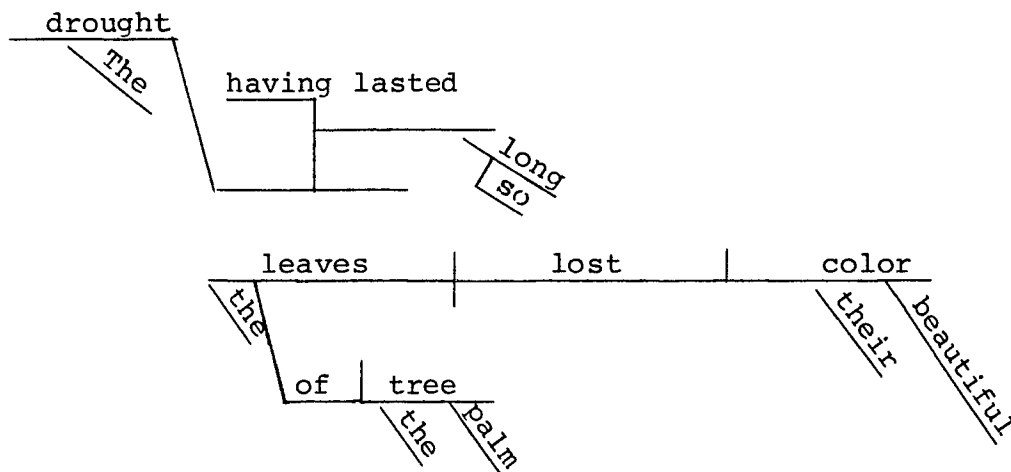
1. The three wise men came visiting from a distant country.



Visiting, a present participle, modifies the subject, men; thus, although it follows came, usually an intransitive

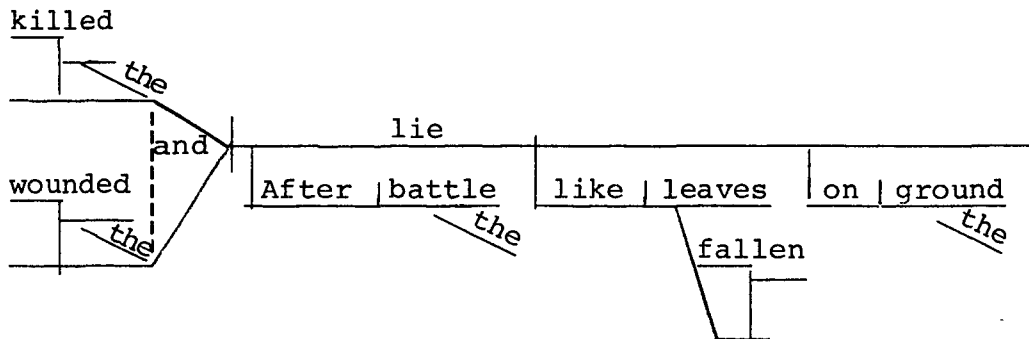
verb, it is a predicate adjective. It has not lost all its verb properties because it is modified by from a distant country, a prepositional phrase used as an adverb.

2. The drought having lasted so long, the leaves of the palm tree lost their beautiful color.



The drought having lasted so long is an absolute phrase because it has a noun, drought, modified by the participial phrase having lasted so long. It is participial because it contains having lasted, a present perfect participle. Since absolute phrases are grammatically independent of the rest of the sentence, they are diagrammed separately.

3. After the battle the killed and the wounded lie like fallen leaves on the ground.



Occasionally, the noun that a participle modifies is omitted, and the participle is used as a noun. In this sentence the noun that two past participles modify has been omitted; thus, killed and wounded are participles used as the subject of lie. Fallen is a past participle modifying leaves, the object of the preposition like.

House and Harman point out and catalog some words which look like participles but are adjectives and of course must be diagramed as such; (1) Words which are formed by adding "un" to the past participial form are not participles but adjectives; thus, words like unschooled, unwashed, and unshaven are not participles. A good reason these words are not participles is that there are no verbs meaning to unwash, unschool, and unshave. (2) Adjectives formed from nouns are not participles because participles come from verbs; thus adjectives like talented, diseased, and silken cannot be participles. (3) Words which do not denote action cannot be participles, since participles come from action words; drinking in drinking fountain, living in

living room, and fishing in fishing pole cannot be participles because fountains do not drink, rooms do not live, and poles do not fish.⁷

Participial phrases often dangle, or are unattached to the rest of a sentence, because they do not logically modify a noun or a pronoun in it. In Flying over Washington, the capitol could be seen, flying over Washington cannot logically modify capitol because it is impossible for the capitol to fly. The reason this participial phrase dangles is that the main verb in the sentence is passive. If the sentence is rewritten with the verb in the active voice, the participial phrase will not dangle: Flying over Washington, the people could see the capitol. In Unit XI students will learn that dangling participles can also be eliminated by changing the participial phrase into an adverbial clause.

Assignment VI

(Diagram the following sentences, indicate if the verbs are intransitive, transitive, linking, or passive voice, and give the tenses.)

1. Being descendants of Adam and Eve, we have much of their mental inquisitiveness.

⁷ House and Harman, pp. 296-97.

2. The whale is the largest animal now living in the world.
3. Forsaken principles will surface again.
4. Jane Addams had compassion for the oppressed people.
5. We saw a piano being loaded onto a truck.
6. The boy, running down the street, stumbled and fell.
7. Ray and Bill apprehended the dangerous man wanted by the police.
8. The seniors did not work energetically on the themes assigned by their English teachers.
9. Clyde had noticed the young girl abandoned by her lover.
10. Nowadays there are college English courses emphasizing the basics.
11. Brenda, having studied diligently all year, is sure of high grades.
12. Being exasperated with him, we resented his pertinacity.
13. The weather being unpleasant, we have postponed our vacation.
14. The golden eggs having been sold, Jack and his mother are wealthy.
15. The small town has two hundred citizens and twenty-five houses made of brick.

Formative Tests for Unit VI

First Test

(Diagram the following sentences, indicate if the verbs are intransitive, transitive, linking, or passive voice, and give the tenses.)

1. Climbing to the top of the hill, the hikers saw the Kanawha River.
2. I meditated with a longing desire on the crystal treasure poured from our thousand hills.
3. Having made our arrangements, we returned to the helicopter.
4. We found the truculent fellow arguing with his neighbor.
5. John, have you studied the preceding lesson?

Second Test

(Diagram the following sentences, indicate if the verbs are intransitive, transitive, linking, or passive voice, and give the tenses.)

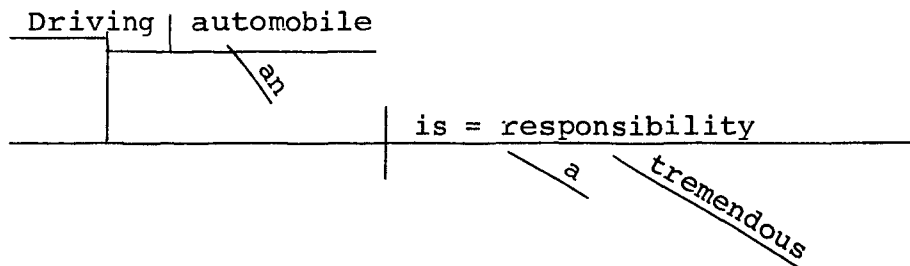
1. Love delayed is love appreciated by anticipating hearts.
2. "Ethan Brand" by Nathaniel Hawthorne, one of America's most celebrated writers, is the winning story.
3. The milk delivered by Mr. Sweet is a product highly rated by the county health department.
4. Being determined for victory, John confidently reached the goal.
5. Working eight hours and studying five hours every day, Homer is physically exhausted.

Unit VII. Simple Sentences with Gerunds

A gerund is a verbal which, like the present participle, has the ing form; nevertheless, in most cases it is easy to

differentiate the gerund from the participle because the gerund is used as a noun and a participle as an adjective. A gerund will always have the ing form and will always be used as a noun. The gerund, like all verbals, retains some verb properties, such as taking objects and being followed by complements; in addition, it can also have a subject, a noun or a pronoun in the possessive case. Since gerunds are verbals used as nouns, the one-word gerund and the gerundial phrases are called verbal nouns and can have all the functions of a noun: be the subject of the predicate verb, the direct object, the predicate nominative, the objective complement, the object of the preposition, and the appositive:

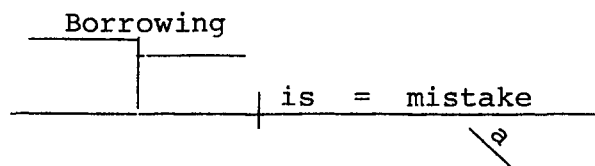
1. Driving an automobile is a tremendous responsibility.



Driving an automobile is a gerundial phrase used as the subject of is. Driving is the gerund, the verb-form word used as a noun; however, it has not lost all its verb properties because it has automobile as its object. A

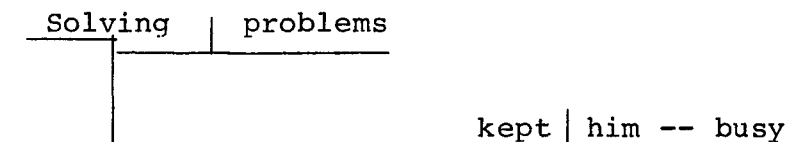
gerund can become a gerundial phrase if it has a modifier, an object, or a complement.

2. Borrowing is a mistake.



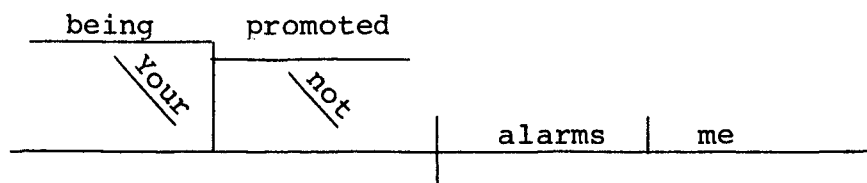
Borrowing, a one-word gerund, is the subject of is.

3. Solving problems kept him busy.



Solving problems, a gerundial phrase, is the subject of the transitive verb kept.

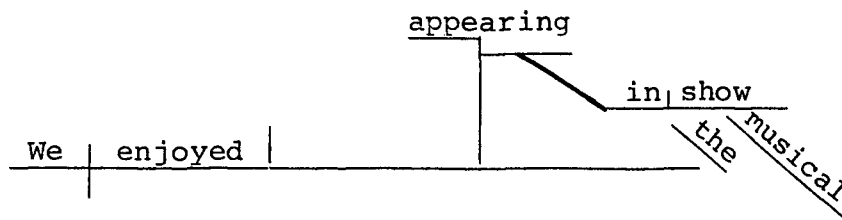
4. Your not being promoted alarms me.



Your not being promoted is a gerundial phrase used as the subject of the transitive verb alarms. Being promoted is in the passive voice and present tense. Your is

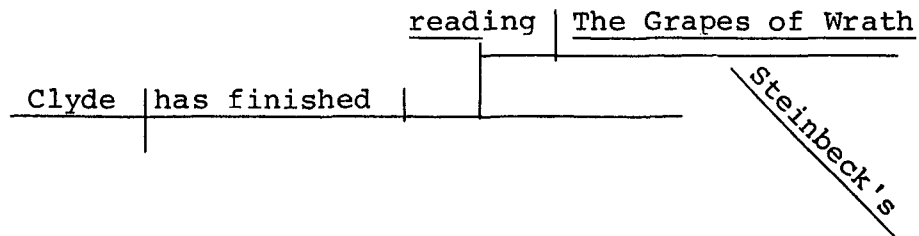
considered the subject of the gerund being but is used as an adjective. Adjectival modifiers, such as your, my, his, John's, and so on, are placed in the diagram beneath the gerund on the left side of the broken line, and adverbial modifiers are placed on the right side.

5. We enjoyed appearing in the musical show.



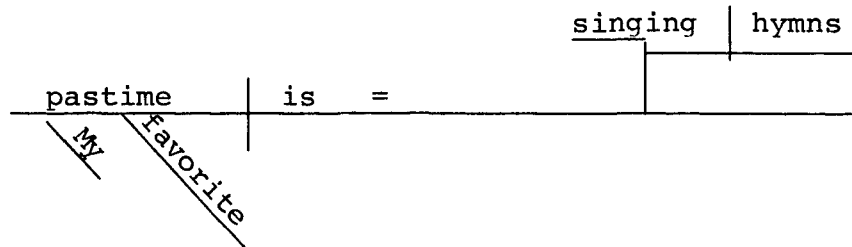
Appearing in the musical show is a gerundial phrase used as the direct object of the verb enjoyed.

6. Clyde has finished reading Steinbeck's The Grapes of Wrath.



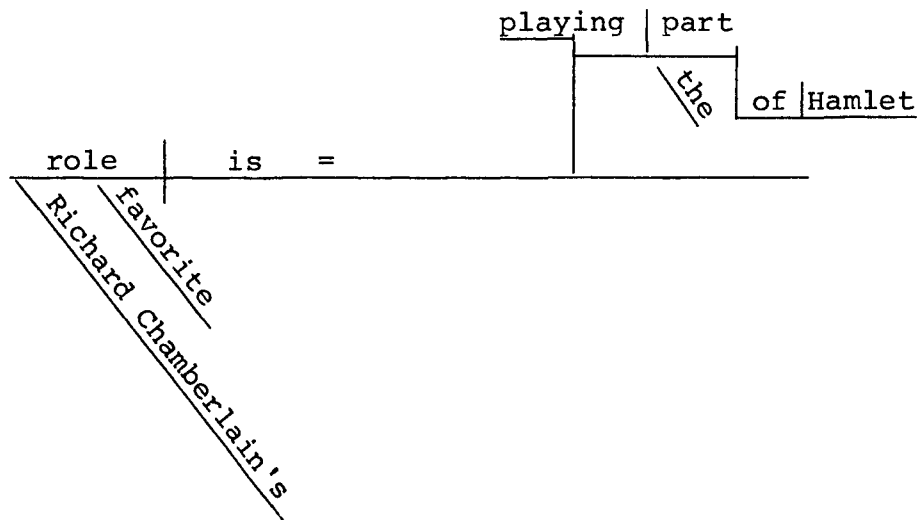
Reading Steinbeck's The Grapes of Wrath is a gerundial phrase used as the direct object of the verb has finished. Reading is the gerund, the verb-form word used as a noun, and The Grapes of Wrath is its object.

7. My favorite pastime is singing hymns.



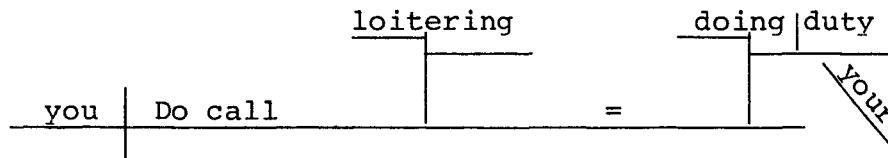
Singing hymns is a gerundial phrase consisting of the gerund singing and its object hymns and is used as a predicate nominative which completes something said about the subject.

8. Richard Chamberlain's favorite role is playing the part of Hamlet.



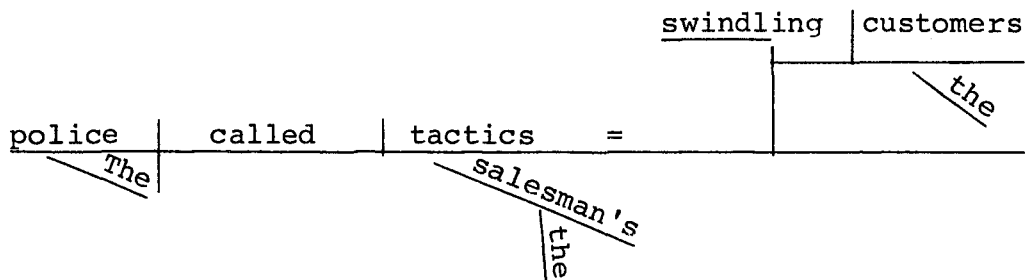
Playing the part of Hamlet is a gerundial phrase composed of the gerund playing, its object part, and the adjectival prepositional phrase of Hamlet, and is used as a predicate nominative.

9. Do you call loitering doing your duty?



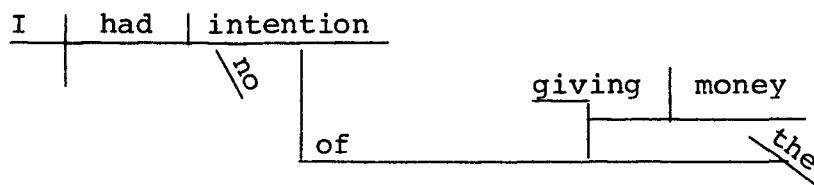
Doing your duty, a gerundial phrase, is the objective complement of this sentence, for it completes something said about the direct object loitering, which is a gerund.

10. The police called the salesman's tactics swindling the customers.



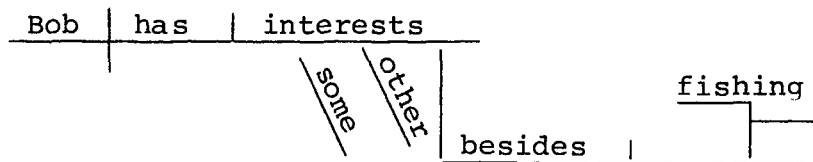
Swindling the customers is a gerundial phrase used as the objective complement, for it completes something said about the direct object tactics.

11. I had no intention of giving the money.



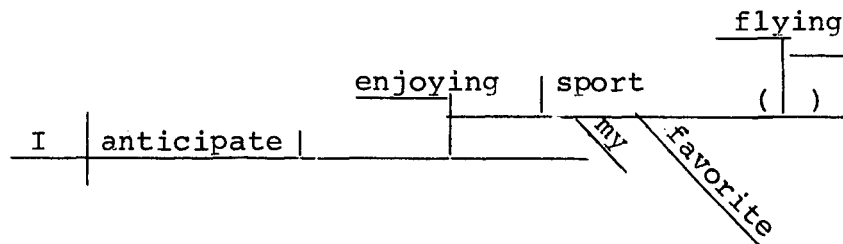
Giving the money is a gerundial phrase used as the object of the preposition of.

12. Bob has some other interests besides fishing.



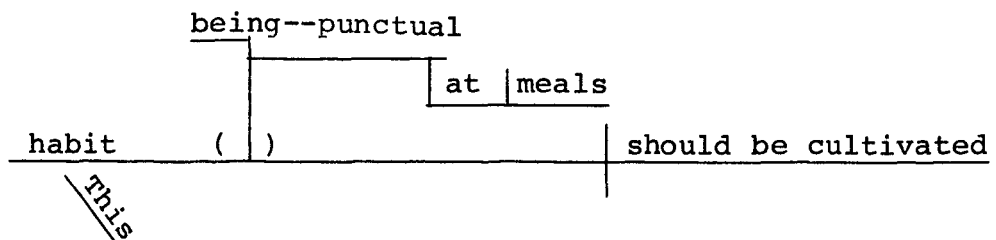
Fishing, a gerund, is the object of the preposition besides.

13. I anticipate enjoying my favorite sport, flying.



Enjoying my favorite sport is a gerundial phrase used as the object of the verb anticipate. Flying is a gerund used as an appositive of the noun sport.

14. This habit, being punctual at meals, should be cultivated.



Being punctual at meals is a gerundial phrase used as an appositive of the subject habit.

To differentiate a gerund from a pure noun that ends in ing, one must consider the meaning of the word as it is used in the sentence and not just its form. Some ing words which have been derived from verbs are no longer verbals but nouns. Homer House and Susan Harman point out that noun ing words denote a single act, but the gerunds suggest the continuation of an act.⁸ In the following sentences, the ing words are just nouns, not gerunds: This was her second wedding, His earnings are very high, There is a good opening into the cave. But in the following sentences, the ing words are gerunds: His earning a very good reputation surprises all of us, Her wedding a commoner was a mistake, Opening the cave to visitors is commendable. Moreover, as House and Harman explain,⁹ one can differentiate gerunds from nouns because gerunds cannot have number; therefore, if the ing word used as a noun has a plural, one knows that it is not a gerund.

The subject of the gerund is always in the possessive case; that is, it is a noun or pronoun in the possessive

⁸ House and Harman, pp. 317-18.

⁹ House and Harman, pp. 317-18.

case that modifies the gerund: Her being tired, His losing the race, Father's giving his consent, Betty's playing the lead. One reason for retaining the possessive noun or pronoun as the subject, or modifier, of the gerund is that it prevents confusing gerunds and present participles. In the sentence I don't like the woman's complaining about the food, woman's, the possessive noun, makes it clear that complaining is a gerund and the direct object of the verb don't like; but in the sentence I don't like the woman complaining about the food, complaining is a participle modifying woman, the direct object.

Assignment VII

(Diagram the following sentences, indicate if the verbs are intransitive, transitive, linking, or passive voice, and give the tenses.)

1. Being cautious is being alert at all times.
2. I anticipate hearing the good news of your graduation.
3. By failing the examination, he has jeopardized his teaching career.
4. Hauling logs out of the woods is a very dangerous occupation.
5. Entering the Courts of the Lions, I was almost startled at beholding a turbaned Moor seated near the fountain.
6. Your running away from home has brought you many difficulties.

7. Mother, will you insist on Father's accompanying us?
8. My most difficult task has been swimming from Bimini to Florida.
9. Writing fiction requires different talents from writing nonfiction.
10. Realizing one's limitations is realizing one's humanity.
11. The director of admissions advises sending your application in early.
12. "Finding a needle in a haystack" is a traditional expression of impossibility.
13. Reggie's most important achievement was winning the National Spelling Championship.
14. He pacified her by buying her flowers and writing her love poetry.
15. I have always enjoyed listening to a stirring debate.

Formative Tests for Unit VII

First Test

(Diagram the following sentences.)

1. By selling their bicycles, Joan and John succeeded in obtaining money for their trip to Chicago.
2. His playing of Hamlet has secured him a leading role in a Broadway production.
3. I have just finished perusing Scott's Ivanhoe.
4. Buying antiques and selling them have made him a fortune.
5. My assigned task is catching the objects thrown at the umpire.

Second Test

(Diagram the following sentences.)

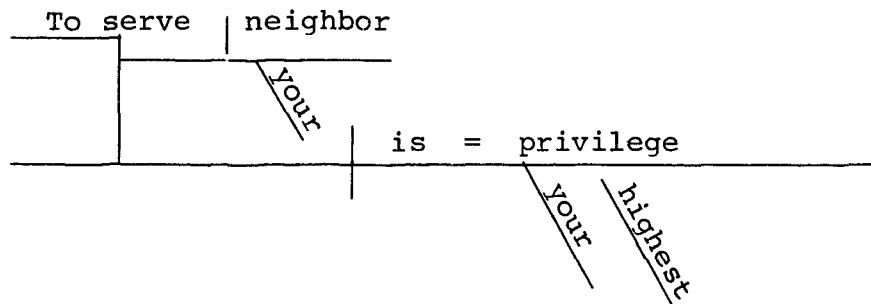
1. By growing and selling prize chrysanthemums, John Tabor paid his college tuition for four years.
2. Speaking in public is a frightening experience for most people.
3. The pitcher's greatest mistake was throwing Pete Rose a curve ball.
4. Ruth's one bad habit, biting her fingernails, has marred her appearance.
5. Adventurous swimmers often try swimming the English Channel.

Unit VIII. Simple Sentences with Infinitives

The infinitive is the third kind of verbal, a word that is derived from a verb but used as another part of speech. An infinitive is usually composed of to, which is the sign of the infinitive and is not a preposition, and the present form of the verb. Infinitives, like participles and gerunds, have not lost all their verb properties, for they can have subjects, objects, complements, and modifiers. There are three types of infinitives: the simple infinitive, to plus the present form of a verb; e.g., To succeed is his ambition; the infinitive phrase, the simple infinitive with modifiers, complements, or objects; e.g., To side with truth is noble; and the infinitive clause, the simple infinitive with a subject, which is in the

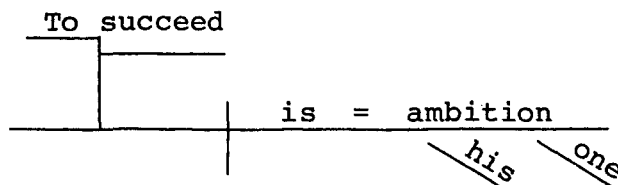
objective case, and optional modifiers, complements, and objects; e.g., I believe him to be an honest man. Simple infinitives, infinitive phrases, and infinitive clauses can be used as nouns, adjectives, and adverbs, but they are most frequently used as nouns. The following sentences with their diagrams are concerned with the different usages of the simple infinitive, the infinitive phrase, and the infinitive clause.

1. To serve your neighbor is your highest privilege.



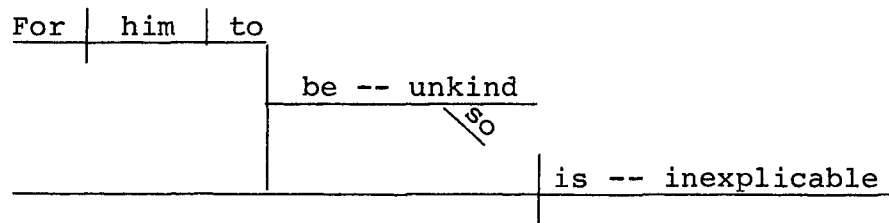
The infinitive phrase to serve your neighbor is used as a noun, the subject of the linking verb is. Neighbor is the object of the infinitive to serve.

2. To succeed is his one ambition.



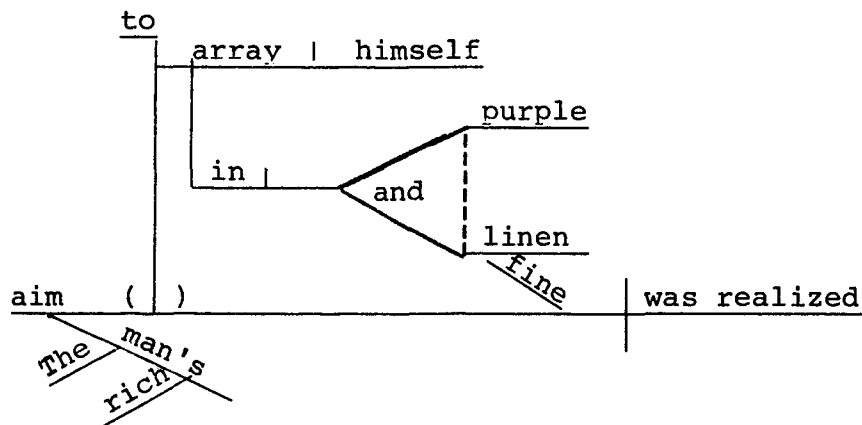
To succeed, a simple infinitive, is used as a noun, the subject of the linking verb is. Ambition is the predicate nominative.

3. For him to be so unkind is inexplicable.



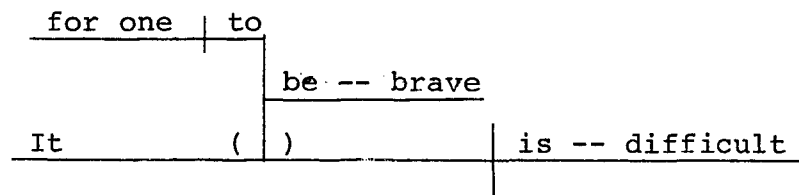
For him to be so unkind, an infinitive clause, serves as the subject of the predicate verb is. For him, a prepositional phrase, is the subject of the infinitive to be. A prepositional phrase is usually used as an adjective or an adverb, but it is used as a noun when it is the subject of an infinitive. Unkind is an adjectival complement of the infinitive to be.

4. The rich man's aim, to array himself in purple and fine linen, was realized.



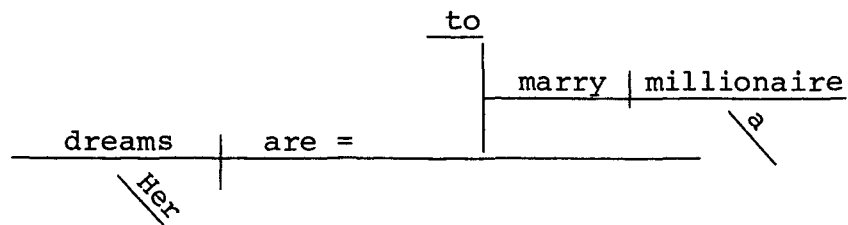
The infinitive phrase to array himself in purple and fine linen is used as a noun, the appositive to the subject aim. Himself is the object of the infinitive to array.

5. It is difficult for one to be brave.



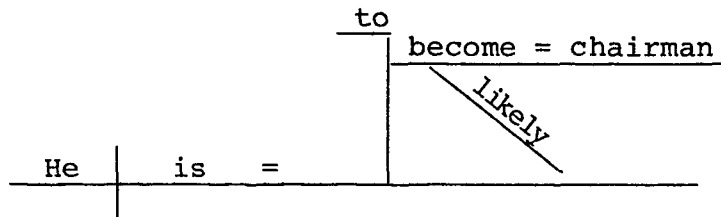
For one to be brave, an infinitive clause, is in apposition to the structural subject it. For one, a prepositional phrase, is subject of the infinitive to be, and brave is an adjectival complement of the infinitive to be.

6. Her dreams are to marry a millionaire.



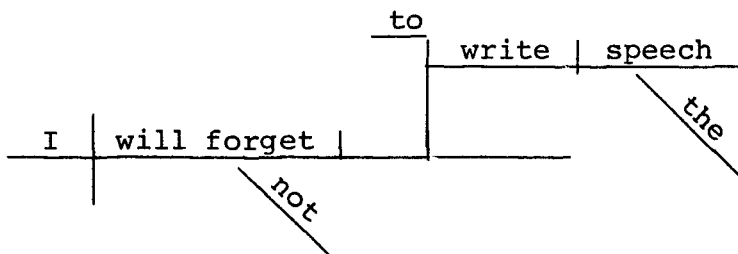
To marry a millionaire, an infinitive phrase, is a predicate nominative completing something said about the subject dreams. Millionaire is the object of the simple infinitive to marry.

7. He is likely to become chairman.



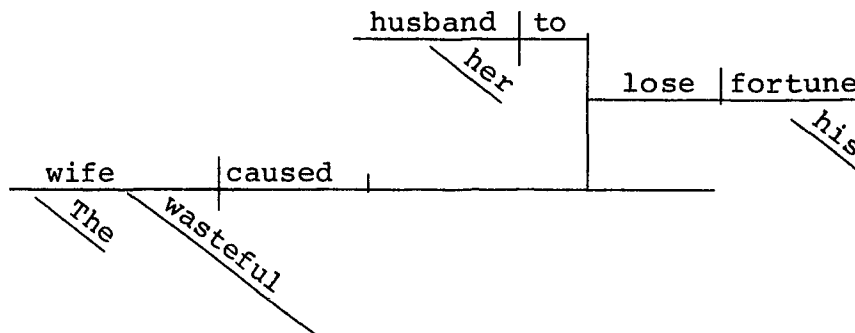
To become chairman, an infinitive phrase, is a predicate nominative completing something said about the subject he. Chairman functions as a noun complement of the infinitive to become.

8. I will not forget to write the speech.



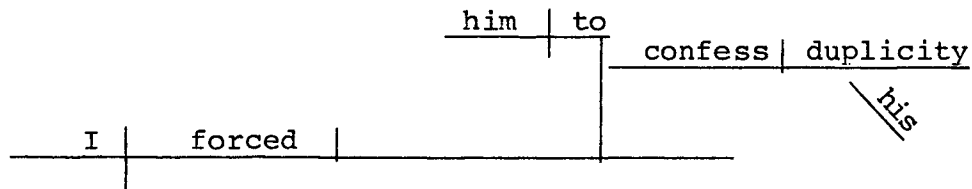
To write the speech is an infinitive phrase used as the direct object of the verb will forget, which is in the active voice and the future tense. Speech is the object of the simple infinitive to write. Not, an adverb, negates will forget.

9. The wasteful wife caused her husband to lose his fortune.



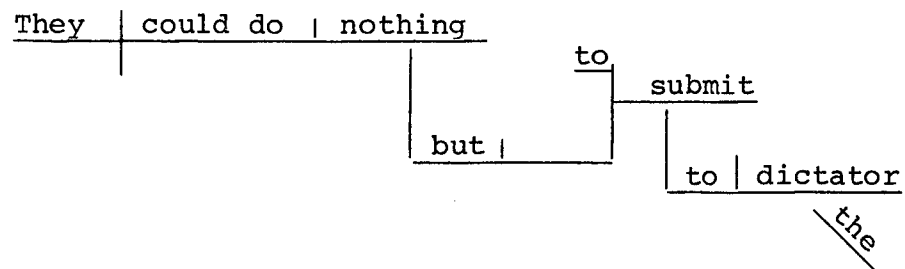
Although some grammarians contend that an infinitive can be an objective complement, it is perhaps better to maintain that the structure is not an objective complement but an infinitive clause, the object of the predicate verb. In this sentence husband is not the direct object of caused, and to lose his fortune is not an objective complement. Rather the entire infinitive structure--her husband to lose his fortune--is the object of the transitive verb caused, for the entire infinitive structure tells what the wife caused. Furthermore, an objective complement either describes or names the direct object, but to lose his fortune tells something that the husband did; it does not describe him or name him. This infinitive structure is an infinitive clause because it has a subject, husband. The only occasion in the English language that a subject of a grammatical structure is in the objective case is the one in which an objective case noun or pronoun is the subject of an infinitive clause.

10. I forced him to confess his duplicity.



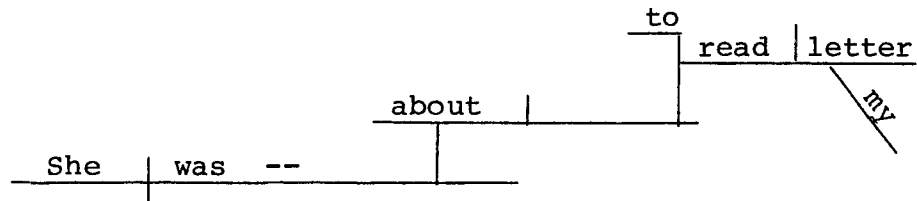
Him to confess his duplicity is an infinitive clause used as the direct object of the verb forced. Although him is in the objective case, it is the subject of the infinitive to confess. Duplicity is the object of the infinitive.

11. They could do nothing but to submit to the dictator.



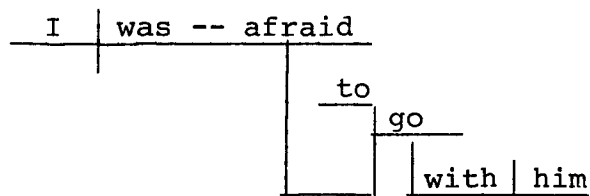
To submit to the dictator is an infinitive phrase used as the object of the preposition but. To the dictator is a prepositional phrase used as an adverb to modify the infinitive to submit. The entire prepositional phrase but to submit to the dictator is used as an adjective modifying the direct object nothing.

12. She was about to read my letter.



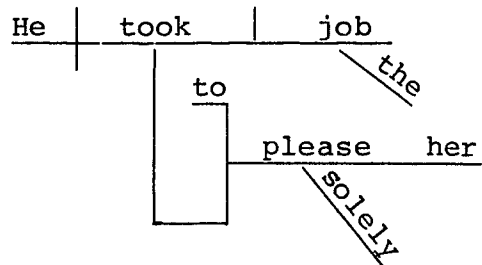
To read my letter, an infinitive phrase, is the object of the preposition about. The prepositional phrase about to read my letter is used as a predicate adjective. Letter is the object of the infinitive to read.

13. I was afraid to go with him.



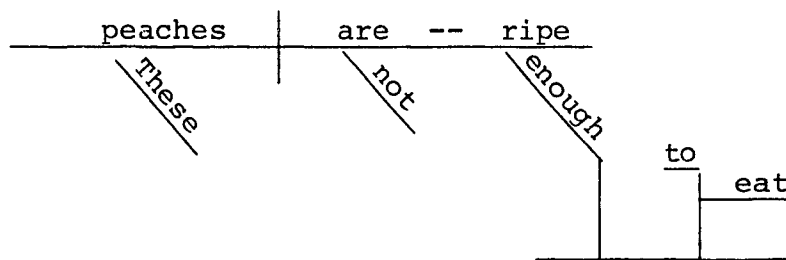
All the infinitives--simple infinitives, infinitive phrases, and infinitive clauses--in the preceding sentences, one through twelve, are used as nouns; in fact, infinitives are more frequently used as nouns than as any other part of speech. However, in this sentence the infinitive phrase to go with him is used as an adverb to modify the adjective afraid. With him, a prepositional phrase, is used as an adverb to modify the infinitive to go.

14. He took the job solely to please her.



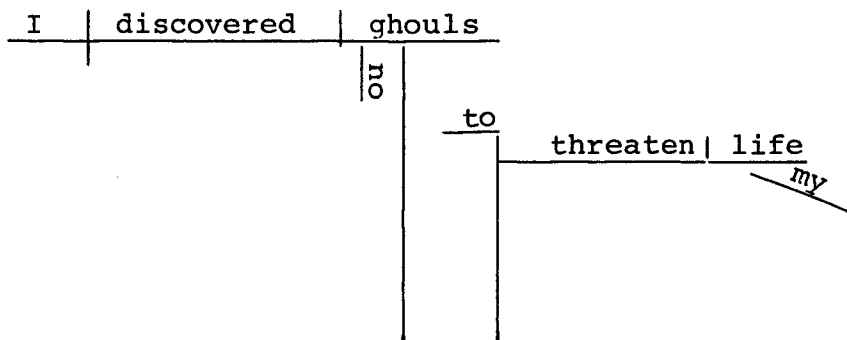
To please her, an infinitive phrase, modifies the verb took by giving the reason for taking the job. Solely is an adverb also modifying the transitive verb took.

15. These peaches are not ripe enough to eat.



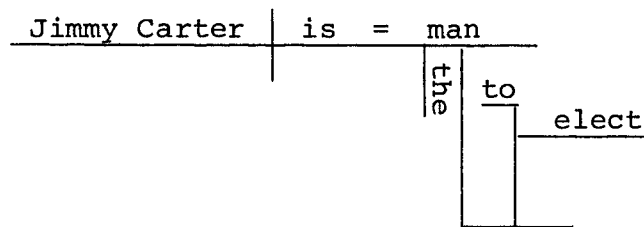
To eat, a simple infinitive, is used as an adverb to modify the adverb enough.

16. I discovered no ghouls to threaten my life.



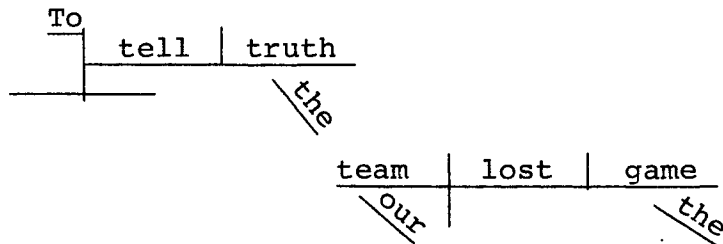
To threaten my life is an adjectival infinitive phrase modifying the noun ghouls, and life is the object of the infinitive to threaten.

17. Jimmy Carter is the man to elect.



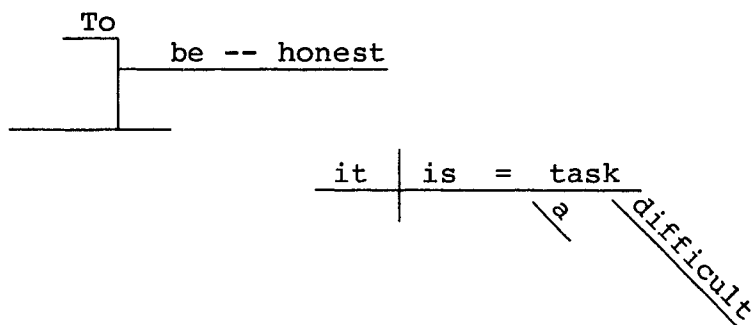
To elect is a simple infinitive used as an adjective to modify the noun man.

18. To tell the truth, our team lost the game.



To tell the truth is an infinitive phrase used independently; that is, it has no grammatical relationship with the rest of the sentence. Because it is an independent element, it is diagramed separately.

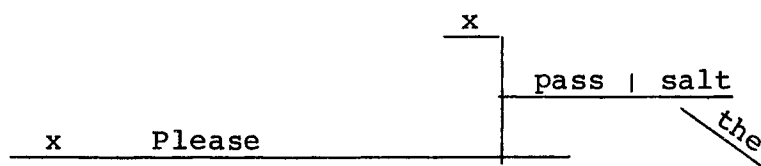
19. To be honest, it is a difficult task.



To be honest is also an infinitive phrase used independently; and since it is not grammatically related to the rest of the sentence, it is diagramed separately.

Complementary infinitives are often ignored, but English teachers should be aware of them. As William D. Lewis and Helen M. Lynch point out, these infinitives are called complementary infinitives because they are used in a complementary or completing sense.¹⁰ There are two kinds of complementary infinitives. The first kind has to, the sign of the infinitive, deleted. Infinitives which follow the verbs bid, dare, let, make, may, can, need, please, and see often have the to deleted:

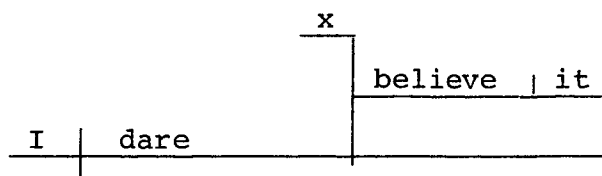
1. Please pass the salt.



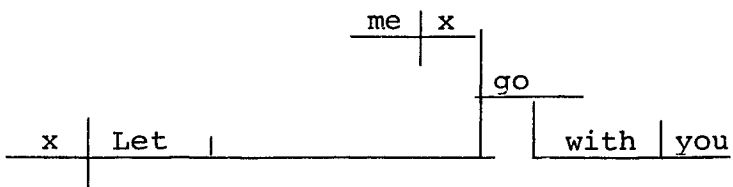
¹⁰

William D. Lewis and Helen M. Lynch, Grammar to Use (Philadelphia: The John C. Winston Company, 1933), p. 227.

2. I dare believe it.



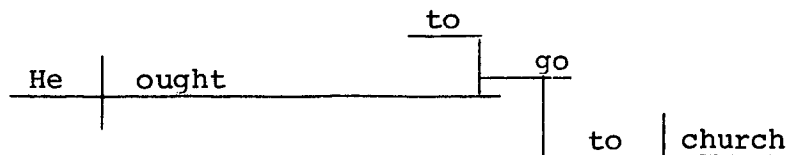
3. Let me go with you.



The x is used in the diagram to indicate that to, the sign of the infinitive, has been deleted as it is also used to indicate other words which are deleted.

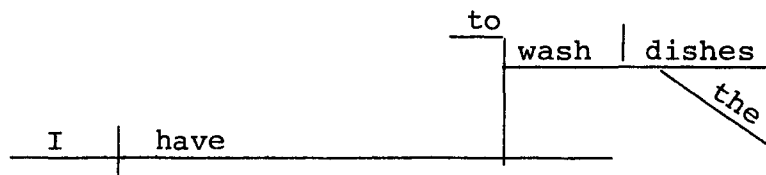
The second kind of complementary infinitive does not omit the to, but the to and the predicate verb can be replaced by another verb:

1. He ought to go to church.



The infinitive to go obviously complements the verb ought, but ought and to can be replaced by one verb, should; e.g., He should go to church.

2. I have to wash the dishes.



To wash is a simple infinitive complementing the verb have, but have and to can be replaced by one verb, must; e.g., I must wash the dishes.

In the diagram the signs of the objective case, the predicate nominative, and the predicate adjective do not usually separate the predicate verb and a complementary infinitive because the complementary infinitive is helping the predicate verb. However, if there is a subject for the infinitive, there will be an objective case sign between the predicate verb and the subject of the infinitive (see sentence 3 on page 97).

The infinitive phrase without a logical agent with which to connect is called a dangling infinitive phrase. The following sentence contains one: To make a trip by plane cannot be logically connected with courage. However, if the active voice of the verb is used, the infinitive phrase does not dangle: To make a trip by plane, one must have courage. In this last sentence the infinitive phrase is logically connected with one, the subject of the main clause.

The split infinitive is an expression in which an adverb separates to, the sign of the infinitive, and the present verb; e.g., to completely enjoy, to always be ready, to personally get, and to properly understand. Since to is considered a part of the infinitive, it should not be separated from the present tense verb; however, in some cases it is just as graceful and as unambiguous to split the infinitive; e.g., to really appreciate, to adequately cope, and to always be.

Assignment VIII

(Diagram the following sentences, indicate if the verbs are intransitive, transitive, linking, or passive voice, and give the tenses.)

1. She ought to give him a reply.
2. I am sorry to tell you such horrible news.
3. It is natural for a man to indulge in the illusions of hope.
4. The coach made John give a second effort.
5. To antagonize the jealous girl was to make a serious mistake.
6. The war news caused him to be sullen.
7. Many strangers have come to view the battleground.
8. Please go without me.
9. The boy's friends have warned him to be prudent.
10. I am not a man to be moved by a woman's tears.

11. She could do nothing but to return his ring.
12. She would not dare remain in the house alone.
13. Many attempts to swim the English Channel have failed.
14. To teach English grammar is to teach logic.
15. Wounds made by friends are hard to heal.

Formative Tests for Unit VIII

First Test

(Diagram the following sentences.)

1. Let me stay with you during the storm.
2. Children are to be obedient to their parents and to respect them.
3. It was necessary for him to find a solution to the difficult problem.
4. The swift current caused him to lose his balance.
5. He did nothing except to review his stale arguments.

Second Test

1. Let me endure the extremity of your anger.
2. His first intentions were to rent a horse and to ride home immediately.
3. It is easy for one to find the faults of others.
4. To explicate a miracle is to nullify it.
5. We discovered his report to be incorrect.

Unit IX. Complex Sentences with Adjective Clauses

All the preceding units--I through VIII--have been concerned with simple sentences, groups of words having only one subject and one predicate. Some of these constructions have been complicated and intricate and have included appositives, adverbial objectives, participial phrases, gerundial phrases, and infinitive phrases; nevertheless, they have all been simple sentences.

A sentence is composed of at least one clause and perhaps one or more phrases. A clause is a group of words which has both a subject and a verb. There are two kinds of clauses, the independent, or main clause, and the dependent clause. The independent clause can stand alone; the dependent clause cannot. (The infinitive clause discussed in Unit VIII is not actually a clause, for it does not have a finite verb but a verbal; however, the term infinitive clause is a useful appellation to distinguish it from the simple infinitive and the infinitive phrase.) A phrase, on the other hand, is a group of words which does not have a subject and a verb. Students should recall that prepositional phrases and verbal phrases, both of which have already been considered in this study, do not have subjects and verbs.

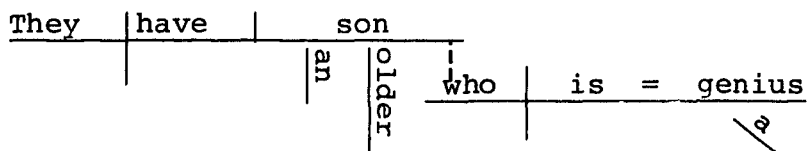
The next three units--IX through XI--are concerned with complex sentences. A complex sentence contains an independent

clause and at least one dependent clause, which is inferior to the independent clause. Dependent clauses are classified according to their functions as adjective clauses, noun clauses, and adverb clauses. Unit IX focuses on complex sentences containing adjective clauses.

An adjective clause is a dependent clause which does the work of an adjective; that is, it modifies a noun or a pronoun. There are two kinds of adjective clauses: (1) those that are introduced by relative pronouns and (2) those that are introduced by relative adverbs. Adjective clauses introduced by relative pronouns are the more common.

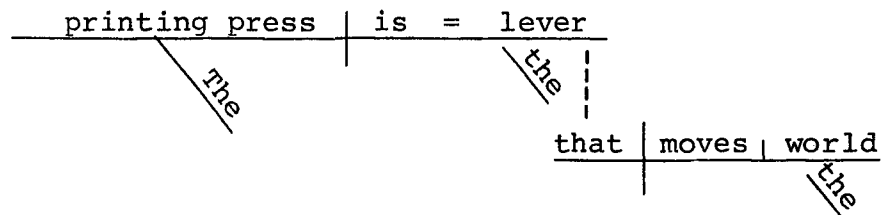
A relative pronoun is a word in the adjective clause which relates back to an antecedent, or word, in the independent clause with which it must agree in person, number, and gender, but its case is determined by its function in the adjective clause. The relative pronouns are who, whom, whose, which, what, that, whoever, whomever, whichever, and whatever. The first thirteen sentences analyzed contain adjective clauses introduced by a stated or an implied relative pronoun. Sentences containing adjective clauses introduced by relative adverbs will be analyzed later in the unit.

1. They have an older son who is a genius.



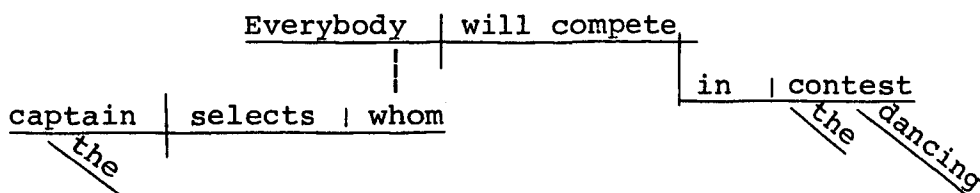
Who is a genius is an adjective clause modifying son, the direct object in the independent clause. Who, the relative pronoun, agrees with son, its antecedent, in person, number, and gender, functions as the subject of the dependent adjective clause and is in the nominative case. In complex sentences with adjective clauses, the independent clause is always diagrammed first, and the relative pronoun of the adjective clause is connected with its antecedent in the independent clause by a broken line.

2. The printing press is the lever that moves the world.



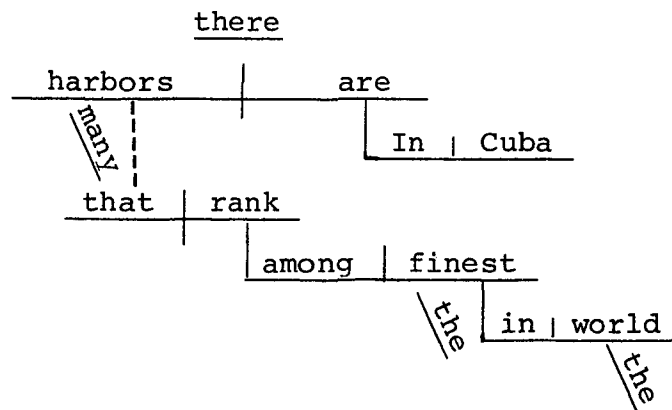
That moves the world is an adjective clause modifying the noun lever, the predicate nominative in the independent clause. The relative pronoun that functions as the subject of the adjective clause.

3. Everybody whom the captain selects will compete in the dancing contest.



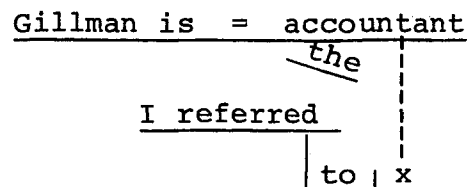
Whom the captain selects is an adjective clause modifying the indefinite pronoun everybody, its antecedent and subject of the independent clause. Although the relative pronoun whom relates to everybody, the subject of the independent clause, it is in the objective case because it is the object of the verb selects in the adjective clause.

4. In Cuba there are many harbors that rank among the finest in the world.



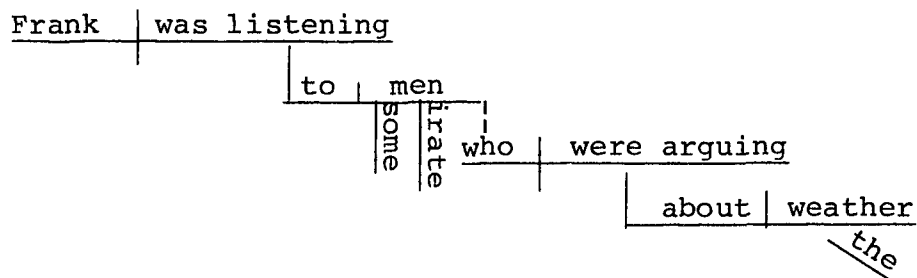
That rank among the finest in the world is an adjective clause modifying harbors, the antecedent of that and the subject of the independent clause. The relative pronoun that is the subject of the adjective clause.

5. Gillman is the accountant I referred to.



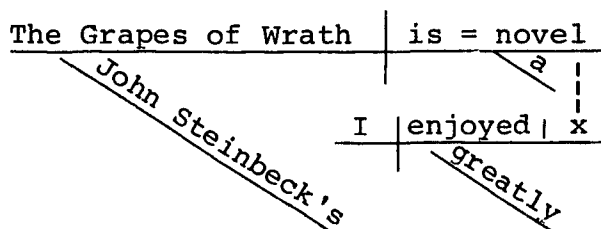
I referred to is an adjective clause modifying accountant, the antecedent of the omitted relative pronoun and the predicate nominative of the independent clause. The omitted relative pronoun functions as the object of the preposition to in the adjective clause.

6. Frank was listening to some irate men who were arguing about the weather.



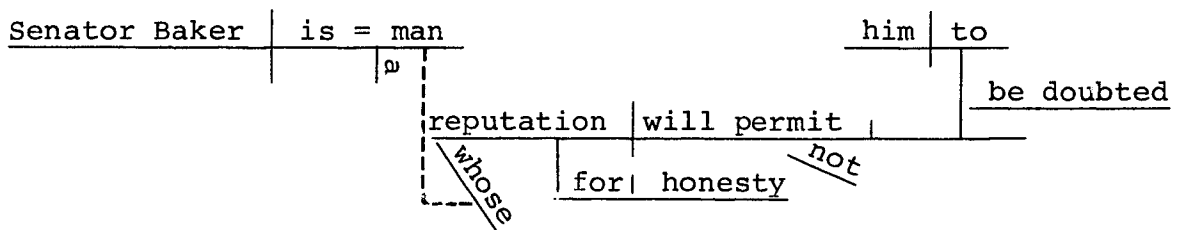
Who were arguing about the weather is an adjective clause modifying men, the antecedent of the relative pronoun who and the object of the preposition to in the independent clause. Who is the subject of the adjective clause.

7. John Steinbeck's The Grapes of Wrath is a novel I greatly enjoyed.



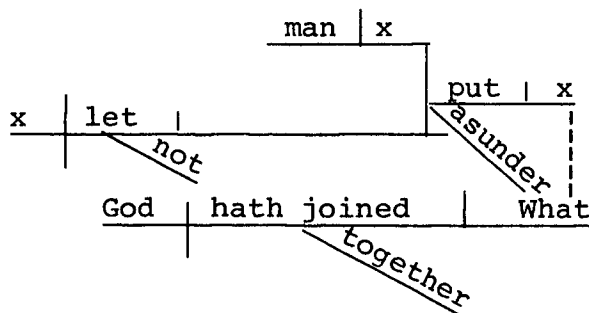
I greatly enjoyed, an adjective clause with its relative pronoun omitted, modifies the noun novel, the predicate nominative of the independent clause. The omitted relative pronoun, represented in the diagram by the x, functions as the object of the verb enjoyed in the adjective clause.

8. Senator Baker is a man whose reputation for honesty will not permit him to be doubted.



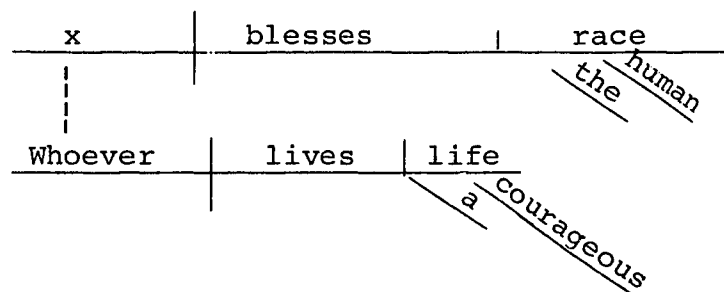
Whose reputation for honesty will not permit him to be doubted is an adjective clause modifying the noun man, the antecedent of the relative pronoun whose and the predicate nominative of the independent clause. Whose, a relative pronoun in the possessive case, functions in the adjective clause as an adjective modifying the noun reputation.

9. "What God hath joined together let not man put asunder."



House and Harman contend that the indefinite relative pronouns whoever, whatever, whichever, whosoever, whatsoever, and whichsoever and the indefinite relative what regularly refer to unexpressed antecedents; and, therefore, what and whatever are equivalent to anyone who.¹¹ Thus, what God hath joined together is an adjective clause modifying an implied pronoun, and this sentence can be written as follows: Let not man put asunder that which God hath joined together.

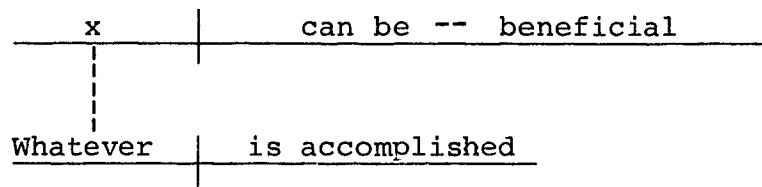
10. Whoever lives a courageous life blesses the human race.



Since whoever, the indefinite relative pronoun, is equivalent to anyone who, whoever lives a courageous life is an adjective clause with an implied antecedent which is the subject of the independent clause. The sentence can be written as follows: Anyone who lives a courageous life blesses the human race.

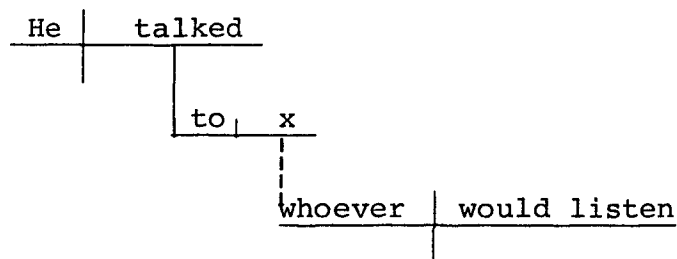
¹¹ House and Harman, pp. 357-60.

11. Whatever is accomplished can be beneficial.



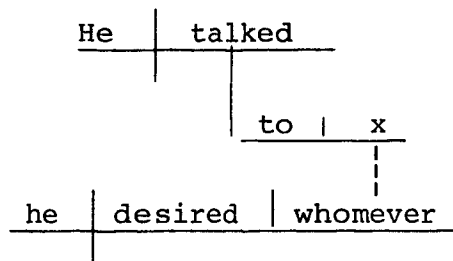
Since whatever, the indefinite relative pronoun, is equivalent to that which, whatever is accomplished is an adjective clause with an implied antecedent which is the subject of the independent clause. The sentence can be written as follows: That which is accomplished can be beneficial.

12. He talked to whoever would listen.



Because whoever is the equivalent of anyone who, the sentence can be written as follows: He talked to anyone who would listen. Therefore, whoever relates to the unexpressed object of the preposition to and is correctly used as the subject of the adjective clause.

13. He talked to whomever he desired.



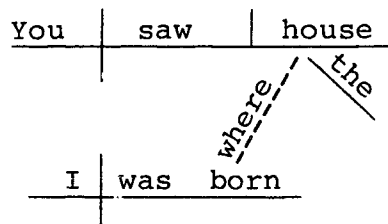
Since whomever is the equivalent to anyone whom, whomever he desired is an adjective clause modifying an implied antecedent. Whomever is the objective case because it is the direct object of desired, the transitive verb of the adjective clause.

Adjective clauses that are introduced by relative adverbs are diagramed somewhat differently from adjective clauses introduced by relative pronouns. Relative adverbs, such as when, where, and why, are on a line which is broken in the beginning and solid at the end and which goes from the antecedent in the independent clause to the verb in the adjective clause. Alonzo Reed and Brainerd Kellogg maintain that the relative adverb is diagramed on a line which is at first broken and which at the end is solid because it represents a conjunction at first connecting the independent clause with the adjective clause and an adverb at the end modifying the verb in the adjective clause.¹² Emery and Kierzek explain that whenever adjective clauses are introduced by the relative adverbs where, when, and why, the

¹² Alonzo Reed and Brainerd Kellogg, Higher Lessons in English (1877; rpt. New York: Charles E. Merrill Company, 1913), p. 130.

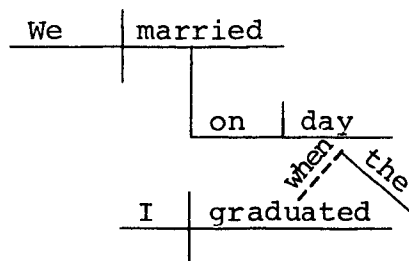
meanings of these relative adverbs respectively are the place where, the time when, and the reason why.¹³ The following three sentences to be analyzed are introduced by these three relative adverbs.

1. You saw the house where I was born.



Where I was born is an adjective clause introduced by a relative adverb. It is not an adverb clause because it does not tell where the person was born, but it does modify the noun house.

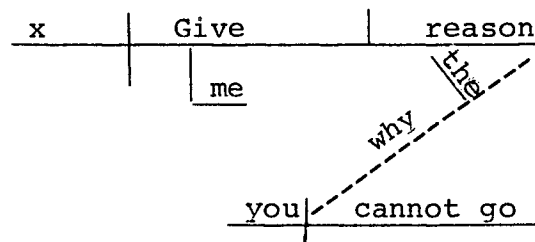
2. We married on the day when I graduated.



When I graduated is an adjective clause modifying day, the object of the preposition on in the independent clause.

¹³ Don W. Emery and John M. Kierzek, English Fundamentals, Form A, 3rd ed. (New York: The Macmillan Company, 1952), p. 47.

3. Give me the reason why you cannot go.



Why you cannot go is an adjective clause modifying reason, the direct object in the independent clause. In a sentence of this type, why is often implied.

Adjective clauses can also be classified as restrictive and nonrestrictive. The restrictive adjective clause limits, or restricts, the word it modifies to an individual or a specific class; thus, the restrictive clause is essential to the meaning of the independent clause. Because it is essential, it is not set off with commas; e.g., Everyone that gives his best will be a victor. That gives his best is a restrictive adjective clause that limits everyone, for it is not simply everyone that will be a victor, but everyone that gives his best. Therefore, the clause is essential to the meaning of the independent clause and is not set off with commas. The nonrestrictive adjective clause gives additional information and is not essential to the meaning of the independent clause; therefore, it is set off with commas; e.g., Lucy Brown, who lives upstairs, raises salamanders. The adjective clause who lives upstairs does

not restrict Lucy Brown, its antecedent, but gives additional information concerning her; thus, the adjective clause is nonrestrictive and is set off with commas.

Assignment IX

(Diagram the following sentences.)

1. She wore the beautiful dress in which her mother had been married.
2. He has the watch that his uncle had given him.
3. Howard Hughes, who plays fullback for the Bobcats, is a tall, heavy athlete.
4. The motel where we inquired had one vacant room.
5. I explained to him the reason why I resigned the professorship.
6. The book I am now reading is not a best seller.
7. His wife, who was a charming lady, stood beside him.
8. Clara Boone, who is a very pretty girl, will enter the beauty contest.
9. Henry betrayed the man who had helped him build his fortune.
10. There are people who enjoy this kind of humor.
11. Send us a list of the people whom you would recommend.
12. It is sometimes good to meet people whose opinions differ from yours.
13. Give it to whoever opens the door.
14. That was the moment when he made his great mistake.
15. Give the reward to whomever you like.

Formative Tests for Unit IX

First Test

(Diagram the following sentences.)

1. Let me go, Lover, who has grown cold and callous.
2. My brother caught the fish which he had for lunch on a small hook baited with a worm.
3. Whoever lies about small matters will also lie about tremendous matters.
4. Everybody who orders before Friday will receive a bonus.
5. The year when Chaucer was born is uncertain.

Second Test

(Diagram the following sentences.)

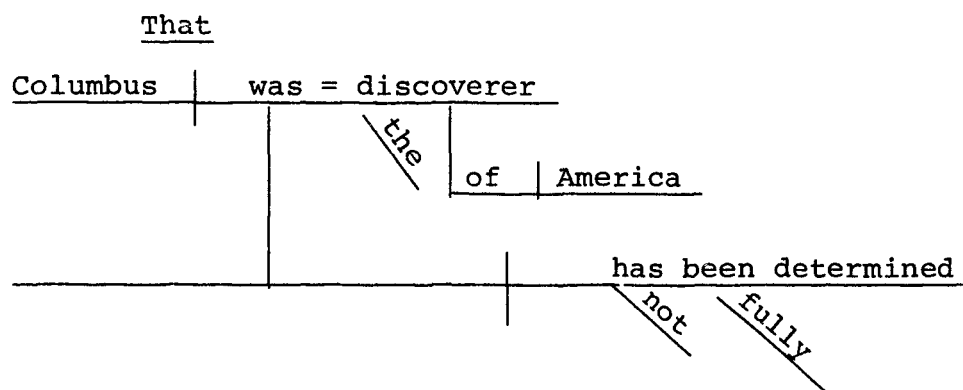
1. Youth is the time when the seeds of character are sown.
2. I instructed him to bring whichever was the lightest.
3. The thirteen colonies were welded together by the measures which Samuel Adams framed.
4. The boy whom I met at the pool showed me how to float.
5. The scientists who forecast the weather depend on reports from observation stations dotting the countries and the isles of the sea.

Unit X. Complex Sentences with Noun Clauses

Unit IX demonstrated that a complex sentence consists of one independent clause and at least one dependent clause

and that dependent clauses are classified according to their functions: as adjective clauses, noun clauses, and adverb clauses. In Unit IX the focus was on complex sentences with adjective clauses. In this unit, Unit X, the focus is on complex sentences with noun clauses. A noun clause is a dependent clause used as a noun; therefore, the noun clause functions as a subject of a sentence, a direct object, an object of a preposition, an appositive, and an adverbial objective.

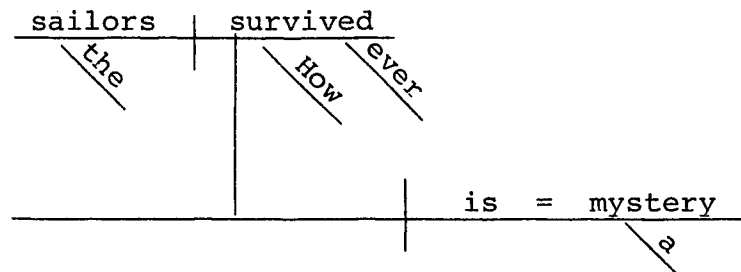
1. That Columbus was the discoverer of America has not been fully determined.



That Columbus was the discoverer of America is a noun clause used as the subject of the sentence. It is introduced by the expletive that, an independent fill-in word. In the diagram the noun clause is placed on a stand above the point on the base line where a simple noun would appear. Expletives are diagramed above the base line because they

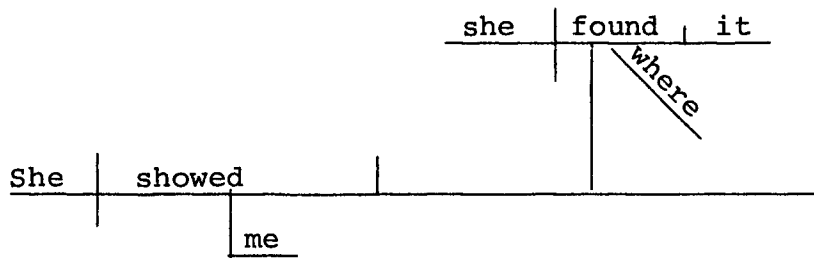
are not grammatically related to the rest of the sentence; expletives are always underlined. Reed and Kellogg emphasize that there is no principal clause in this kind of sentence, strictly speaking, because the whole sentence cannot be called a clause; however, one may say that it is a complex sentence in which the whole sentence takes the place of a principal, or independent, clause.¹⁴

2. How the sailors ever survived is a mystery.



How the sailors ever survived is a noun clause used as the subject of the sentence. How functions as an interrogative adverb.

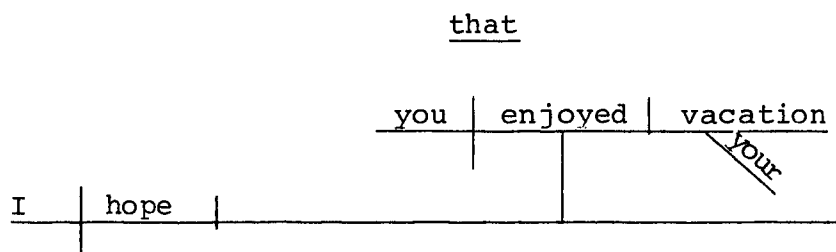
3. She showed me where she found it.



¹⁴Reed and Kellogg, p. 130.

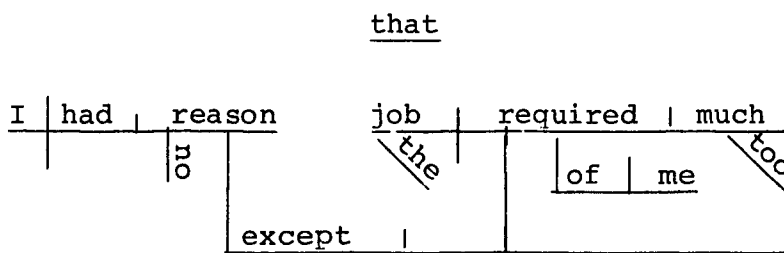
Where she found it, a noun clause, is the direct object of the transitive verb showed, and me is the indirect object. Where functions as an interrogative adverb.

4. I hope that you enjoyed your vacation.



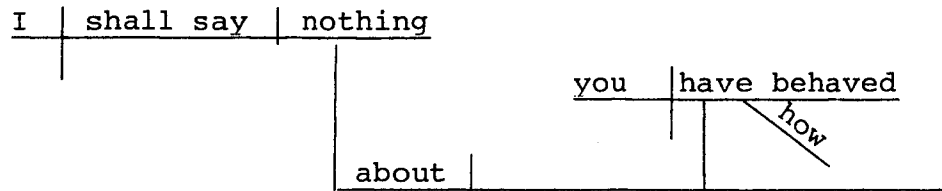
That you enjoyed your vacation, a noun clause, functions as the object of the verb hope and is introduced by the expletive that.

5. I had no reason except that the job required too much of me.



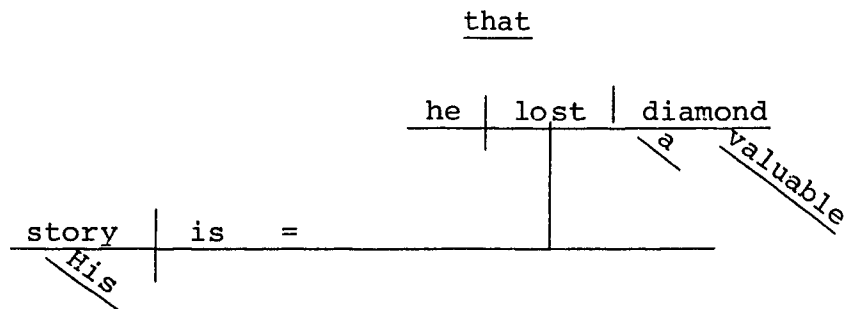
That the job required too much of me is a noun clause used as the object of the preposition except.

6. I shall say nothing about how you have behaved.



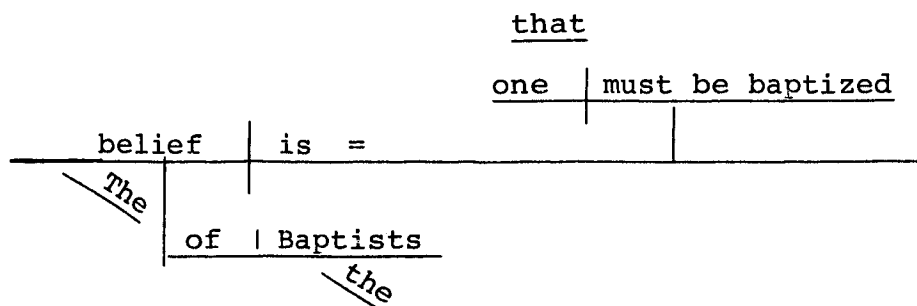
How you have behaved is a noun clause used as the object of the preposition about.

7. His story is that he lost a valuable diamond.



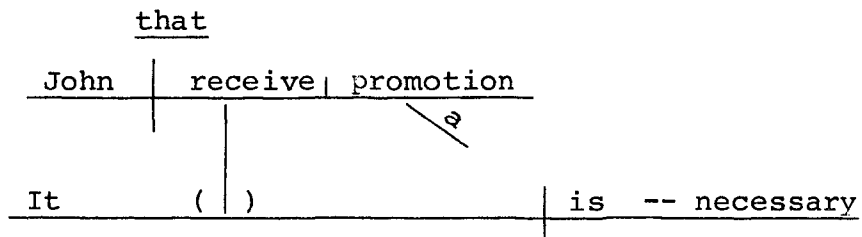
That he lost a valuable diamond is a noun clause used as a predicate nominative; it could change places with the subject story: That he has lost a valuable diamond is his story.

8. The belief of the Baptists is that one must be baptized.



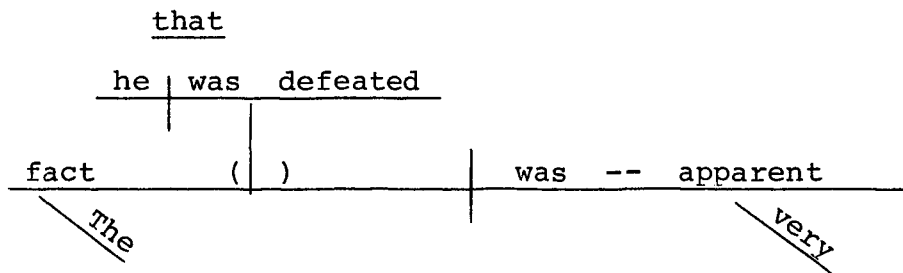
That one must be baptized, a noun clause, functions as the predicate nominative.

9. It is necessary that John receive a promotion.



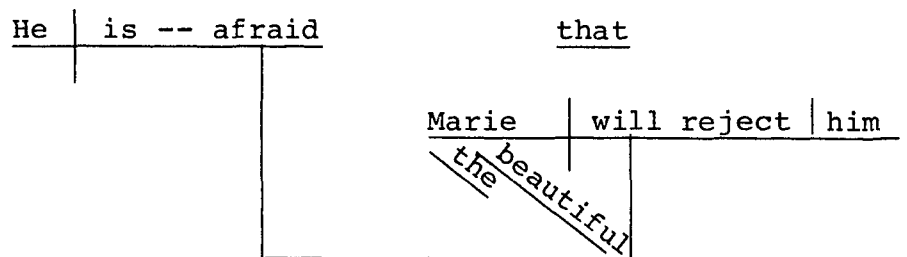
That John receive a promotion is a noun clause in apposition to the personal pronoun it.

10. The fact that he was defeated was very apparent.



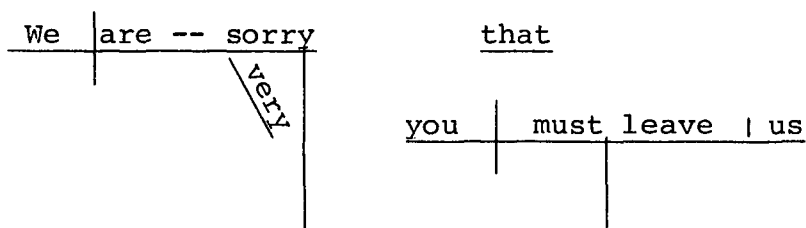
That he was defeated is a noun clause in apposition to the noun fact, which is the subject of the independent clause.

11. He is afraid that the beautiful Marie will reject him.



That the beautiful Marie will reject him is a noun clause used as an adverbial objective to modify the predicate adjective afraid.

12. We are very sorry that you must leave us.



That you must leave us is a noun clause used as an adverbial objective to modify the predicate adjective sorry.

Since there are words--such as who, which, and what--that introduce adjective clauses and noun clauses, special consideration must be given to these words. House and Harman contend that if one of these words introduces a clause which expresses or implies a question, the clause acts as a noun; otherwise the clause is an adjective clause with the pronoun having an implied antecedent in the

independent clause.¹⁵ Therefore, the dependent clauses (underlined twice) in the following sentences are noun clauses: I want to know what you are saying, I am wondering what he will do, He wants me to find out who is invited, Can you tell me what he said to offend you? Because the dependent clauses in the following sentences have relative pronouns with implied antecedents, they are adjective clauses: He did what was right, Who steals my purse steals trash, Give the money to whoever claims it. Whoever, whichever, whatever, and whomever are indefinite relative pronouns used to introduce adjective clauses and in standard English never to introduce noun clauses.

Assignment X

(Diagram the following sentences.)

1. Some people believe that sleep is caused by a diminution in the supply of blood to the brain.
2. The fact that Jimmy Carter was elected cannot be denied.
3. There has been some dispute about who wrote Shakespeare's plays.
4. That his records are false is apparent.
5. The truth is that we have ignored our benefactor.
6. Have you forgotten that today is my birthday?

¹⁵ House and Harman, pp. 382-83.

7. The elderly worker was told that his pension would be forthcoming.
8. The beleaguered captain asked, "Who are your accomplices?"
9. Are you aware that we have two holidays this month?
10. He was trying to discover why this leaf grew in this shape.
11. He asserted he was ready for battle.
12. My advice is that we should sell the Billinger property.
13. That there is a higher intelligence cannot be denied.
14. Sue's opinion was that Wilma put too much salt in the soup.
15. At last it became obvious to Magellan that Cartagena, the captain of the San Antonio, was plotting mutiny.

Formative Tests for Unit X

First Test

(Diagram the following sentences.)

1. The result of my taking Spanish lessons is that my speaking ability has improved.
2. The report that John has been injured is untrue.
3. I had no idea of where the passage would lead me.
4. It was obvious that we could not trust him.
5. I am sure that Carl will be promoted.

Second Test

(Diagram the following sentences.)

1. The answer is that that is his choice.
2. Often poor Ceres encountered fauns, who looked like sunburnt country people, except that they had hairy ears.
3. We believe that war is not inevitable.
4. Where they could find a house for rent was a big problem.
5. We are not certain that an open sea surrounds the Pole.

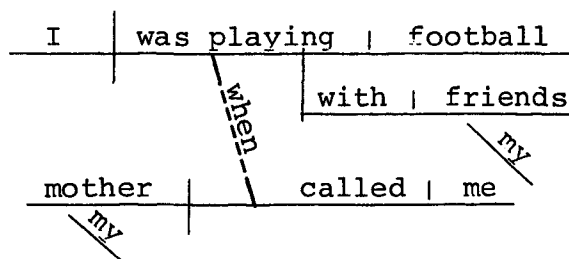
XI. Complex Sentences with Adverb Clauses

It has already been considered that the dependent clause in a complex sentence may be either a noun or an adjective clause. The third kind of dependent clause is the adverb clause. Adverb clauses may come before, after, or in the middle of independent clauses, but they can be distinguished from the other dependent clauses because, like simple adverbs, they modify verbs, adverbs, and adjectives in the independent clauses. They are usually introduced by conjunctive adverbs or by subordinating conjunctions. A conjunctive adverb introduces an adverb clause, modifies some part of it, usually the verb, and joins it to that part of the independent clause which it modifies. Some common conjunctive adverbs that are employed

with adverb clauses are when, where, whenever, wherever, while, why, and how. A subordinating conjunction introduces and subordinates an adverb clause and connects it to that part of the independent clause which it modifies. Some common subordinating conjunctions are after, although, as, because, before, if, in order that, lest, provided, since, so that, than, that, though, till, and unless. Adverb clauses express time, place, manner, comparison, condition, cause, purpose, concession, and result or effect.

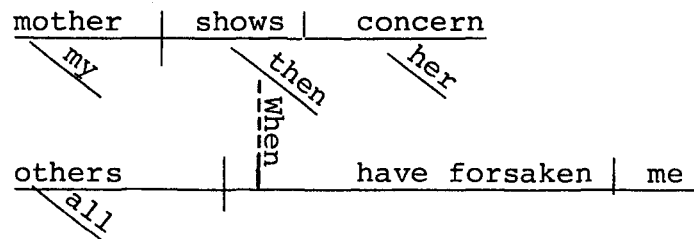
I. Adverb Clauses of Time.

1. When my mother called me, I was playing football with my friends.



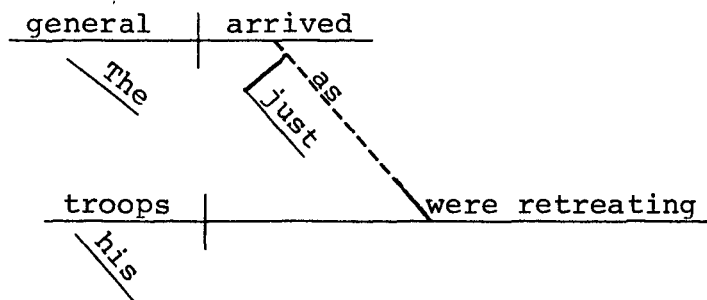
When my mother called me is an adverb clause expressing time. When is a conjunctive adverb because it modifies the verbs was playing and called and connects my mother called me with was playing. Since when is a conjunctive adverb, it is diagramed on a solid line immediately below was playing and above the verb called to depict that it is an adverb modifying was playing and called and on a broken line in the middle to show that it is a conjunction connecting the two clauses.

2. When all others have forsaken me, then my mother shows her concern.



When, a conjunctive adverb, modifies have forsaken and also connects the two clauses. Then, a simple adverb of time, modifies shows and adds emphasis to the time of the action. When is diagrammed with the broken lines attached to the solid line on which then appears to show a relationship with then in denoting time and with a solid line near have forsaken to show its adverbial ability to modify a verb.

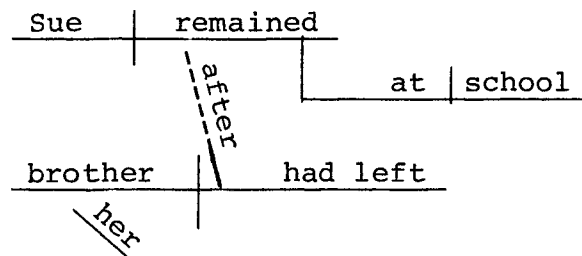
3. The general arrived just as his troops were retreating.



Reed and Kellogg assert that just as is equivalent to just at the time at which; thus, in effect, just modifies

at the time.¹⁶ At the time is represented in the diagram by the first element of the as line. As, a conjunctive adverb, modifies were retreating and connects the two clauses.

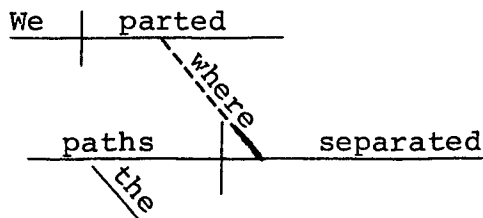
4. Sue remained at school after her brother had left.



After, a conjunctive adverb, modifies the verb had left and connects the two clauses. All of these adverb clauses of time express when the action in the independent clause occurs.

II. Adverb Clauses of Place.

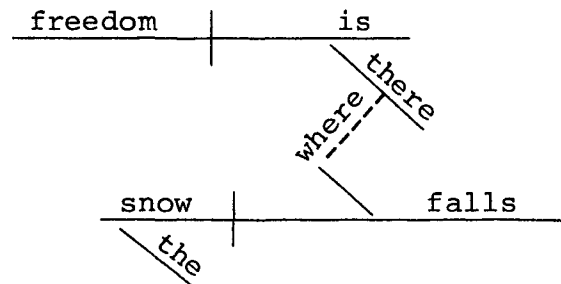
1. We parted where the paths separated.



¹⁶ Reed and Kellogg, p. 136.

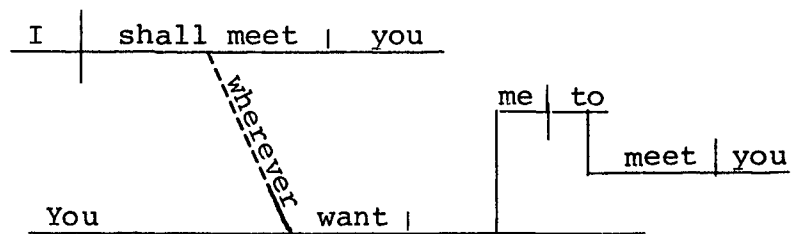
Where, a conjunctive adverb, modifies the verb separated and connects the two clauses.

2. Where the snow falls, there is freedom.



There, a simple adverb of place, modifies is. Where, a conjunctive adverb, collaborates with there to tell where freedom is, modifies the verb falls, and joins the two clauses.

3. I shall meet you wherever you want me to meet you.

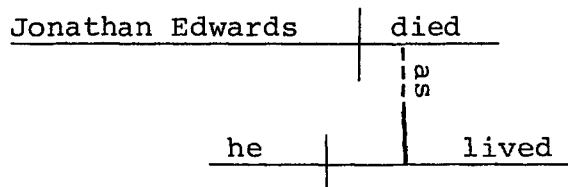


Wherever, an indefinite conjunctive adverb, connects the two clauses, modifies want, and expresses an indefinite place. All the adverb clauses of place tell where the action of the verb in the independent clause occurs or

where an adverb of place in the independent clause is located.

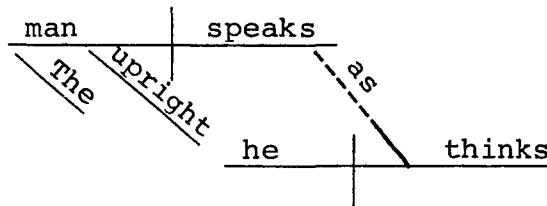
III. Adverb Clauses of Manner.

- Jonathan Edwards died as he lived.



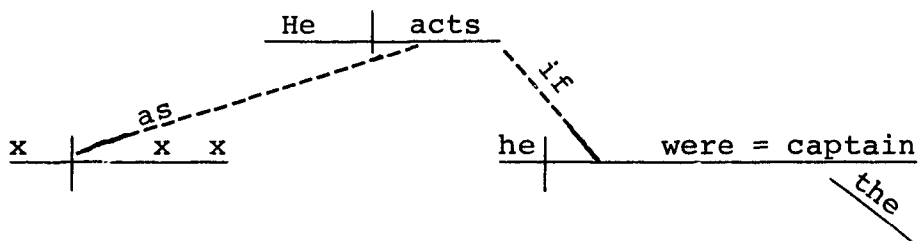
As, a conjunctive adverb, joins the two clauses and modifies the verb lived.

- The upright man speaks as he thinks.



As, a conjunctive adverb, joins the two clauses and modifies the verb thinks.

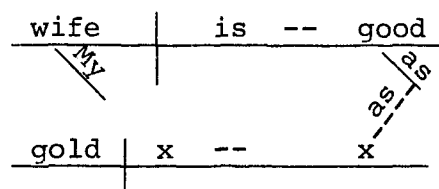
- He acts as if he were the captain.



Actually, there are two adverb clauses in this sentence. The first one is an elliptical adverb clause of manner which means as he would act. The second one is an adverb clause which gives the condition if he were the captain. The sentence without words being omitted would read, He acts as he would act if he were the captain. All adverb clauses of manner tell in what way the action of the independent clause is done.

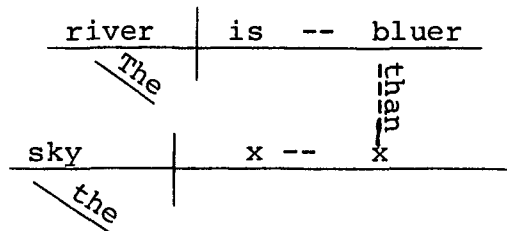
IV. Adverb Clauses of Comparison.

1. My wife is as "good as gold."



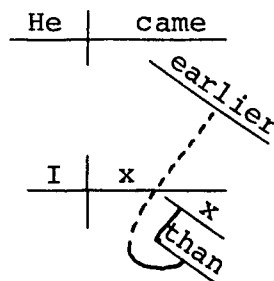
The first as is a simple adverb modifying the adjective good and can be expanded into the prepositional phrase in the degree. The second as, a conjunctive adverb, modifies the understood adjective good, joins the clauses, and can be expanded into the prepositional phrase in which. Therefore, the sentence can read as follows: My wife is as good in the degree in which gold is good. As is used in a clause of comparison to point out likenesses and to modify adjectives and adverbs that are in the positive degree. Of course, x's are used in the diagram where words are omitted.

2. The river is bluer than the sky.



The elliptical clause is introduced by than, a conjunctive adverb, which modifies the adjective bluer and connects the two clauses. Than always follows an adjective or an adverb in the comparative degree, such as younger, bluer, earlier, later, etc., and introduces the adverb clause which modifies the adjective or adverb of the comparative degree which is in the independent clause. Than is also used in a clause of comparison to point out differences.

3. He came earlier than I.

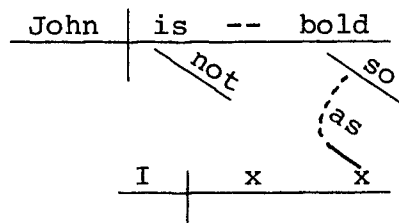


Than, a conjunctive adverb, modifies the unexpressed adverb early in the adverb clause and joins the two clauses.

The adverb clause can be expanded to read as follows:

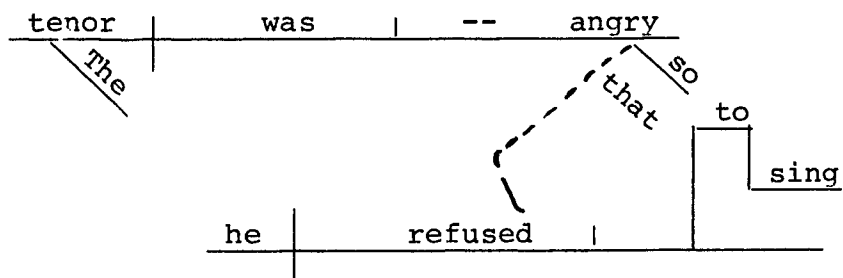
Than I came early.

4. John is not so bold as I.



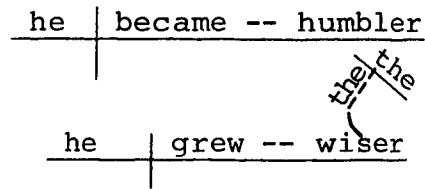
There are two conjunctive adverbs working together in this sentence. So, the first conjunctive adverb, modifies bold in the independent clause; as, the second one, modifies the unexpressed bold in the adverb clause and with so joins the clauses.

5. The tenor was so angry that he refused to sing.



So, an adverb, modifies angry, the predicate adjective of the independent clause; that, a conjunctive adverb, modifies so and refused and joins the two clauses.

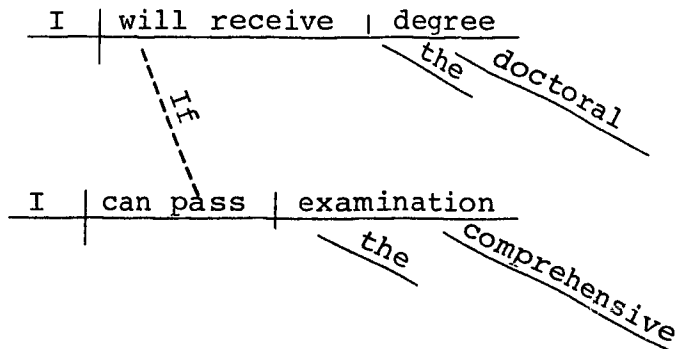
6. The wiser he grew, the humbler he became.



In this sentence the is used as an adverb and as a conjunctive adverb. The first the modifies wiser, and the second the modifies humbler and joins the two clauses. In a the . . . the comparison, the independent clause is written or spoken last but diagramed first, and the adverb clause is written or spoken first but diagramed last.

V. Adverb Clauses of Condition.

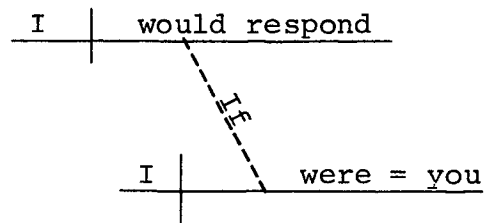
1. If I can pass the comprehensive examination, I will receive the doctoral degree.



The adverb clause, introduced by the subordinating conjunction if, gives the condition for receiving the degree. The verb in the condition clause is in the indicative mood because the subject can or cannot pass the

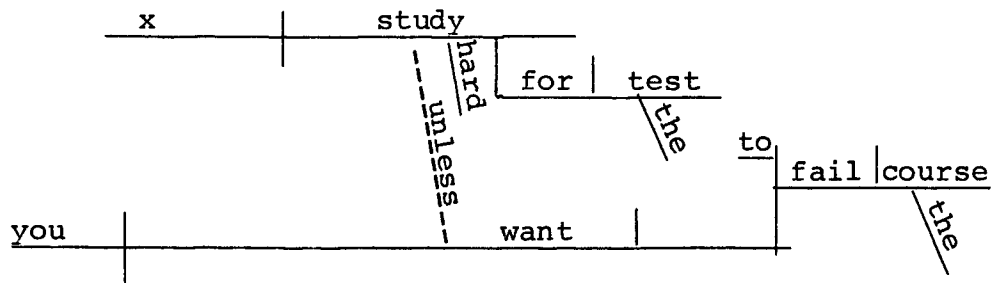
examination, and because a statement contrary to fact has not been made.

2. If I were you, I would respond.



The adverb clause if I were you gives the condition for responding. The verb in the condition clause is in the subjunctive mood because the clause states a condition which is contrary to fact. The word if in both sentences one and two is just a subordinating conjunction, not a conjunctive adverb, because it does not modify an adjective or an adverb.

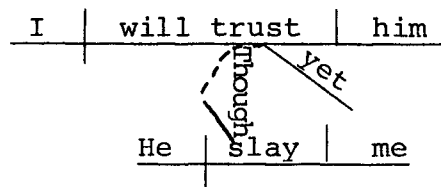
3. Unless you want to fail the course, study hard for the test.



Unless is a subordinating conjunction joining the two clauses and denoting negation in the clause of condition and is equivalent to if not.

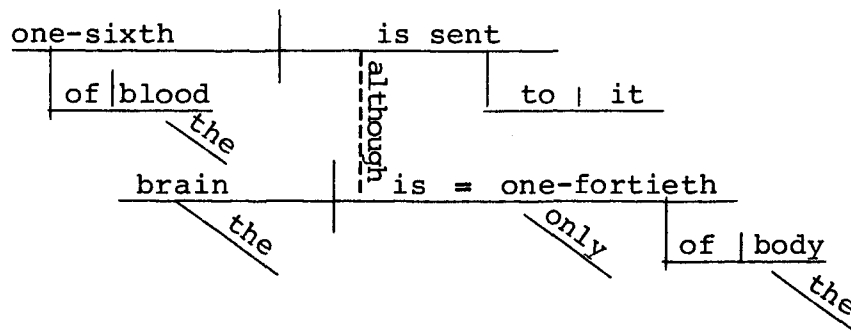
VI. Adverb Clauses of Concession.

1. "Though He slay me, yet will I trust him"--Job.



Though He slay me is the adverb clause of concession, for it states something which seems to be in direct opposition to what is stated in the independent clause. Though is a conjunctive adverb because it modifies slay and works with yet to join the clauses. The verb slay is in the subjunctive mood.

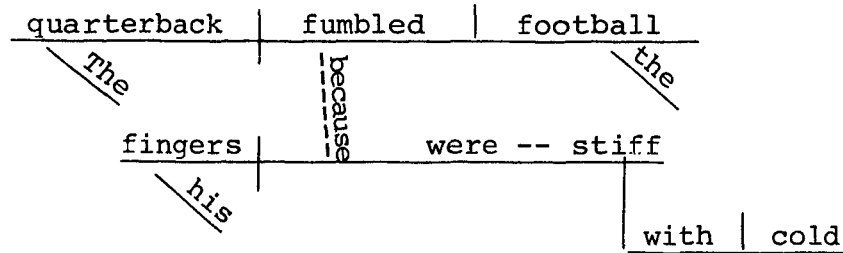
2. Although the brain is only one-fortieth of the body, one-sixth of the blood is sent to it.



Although, a subordinating conjunction, introduces the adverb clause of concession and joins the two clauses.

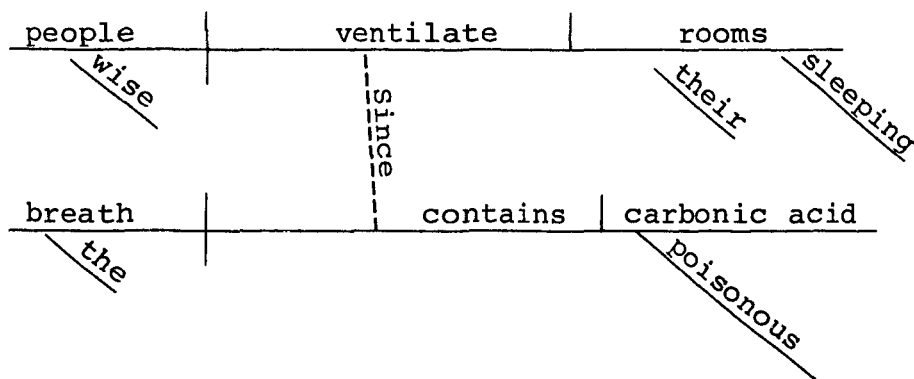
VII. Adverb Clauses of Cause.

1. The quarterback fumbled the football because his fingers were stiff with cold.



Because his fingers were stiff with cold is the adverb clause of cause, for it tells why the quarterback fumbled. Because, a subordinating conjunction, joins the clauses but does not modify an adjective or an adverb; therefore, it is diagrammed on a broken line.

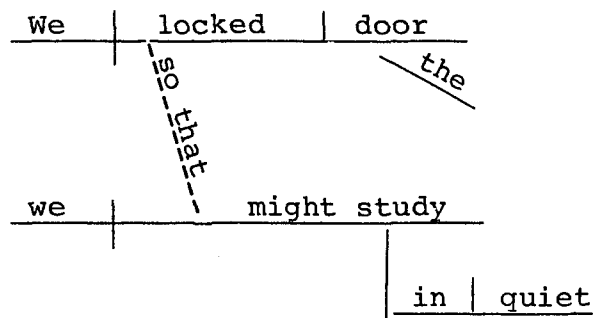
2. Since the breath contains poisonous carbonic acid, wise people ventilate their sleeping rooms.



Since the breath contains poisonous carbonic acid is the adverb clause of cause that gives the reason for ventilating the sleeping rooms. Since is a subordinating conjunction.

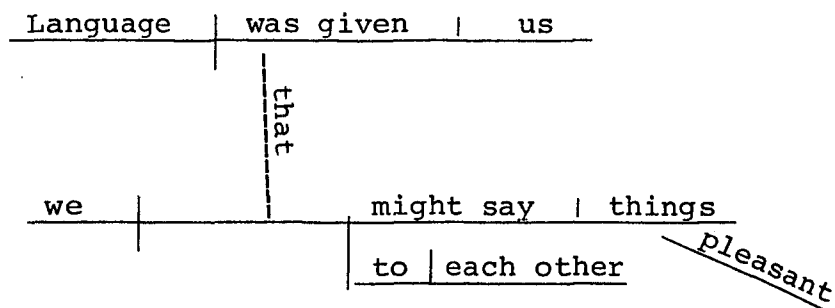
VIII. Adverb Clause of Purpose.

1. We locked the door so that we might study in quiet.



So that we might study in quiet is an adverb clause which gives the purpose for the action in the independent clause. So that is a subordinating conjunction.

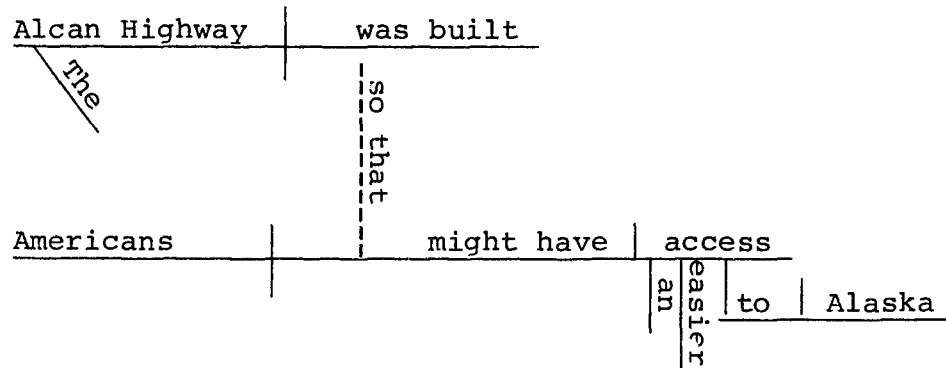
2. Language was given us that we might say pleasant things to each other.



That we might say pleasant things to each other is an adverb clause that gives the purpose for the action in the independent clause. That functions as a subordinating conjunction.

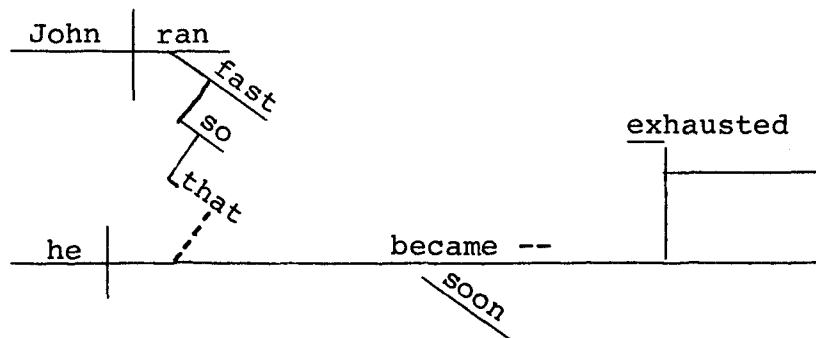
IX. Adverb Clauses of Result or Effect.

1. The Alcan Highway was built so that Americans might have an easier access to Alaska.



So that Americans might have an easier access to Alaska is an adverb clause that gives the result of the action of the independent clause. So that is a subordinating conjunction.

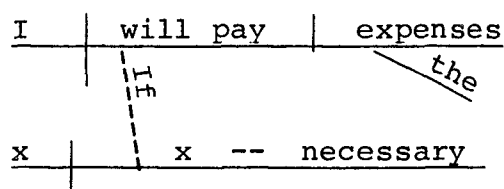
2. John ran so fast that he soon became exhausted.



That he soon became exhausted is an adverb clause that gives the result of the subject's running fast.

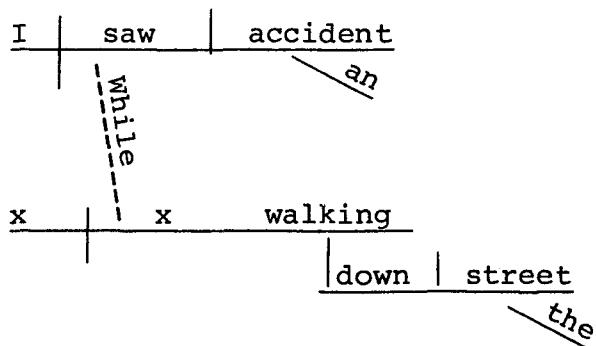
One often encounters elliptical adverb clauses in his reading and listening. Before sentences containing elliptical adverb clauses can be analyzed, all the omitted words must be supplied. In the diagram an x is used for each omitted word. The following two sentences contain elliptical adverb clauses:

1. If necessary, I will pay the expenses.



In the adverb clause it and is have been omitted; therefore, the x's are used in the diagram. The expanded sentence reads, If it is necessary, I will pay the expenses.

2. While walking down the street, I saw an accident.



In the adverb clause the personal pronoun I and the verb was have been omitted; therefore, the x's are used in

the diagram. The expanded sentence reads, While I was walking down the street, I saw an accident.

Elliptical adverb clauses will dangle if they are not carefully written. When only eight years old, Jerry's grandfather remarried has a dangling elliptical adverb clause because it cannot be expanded and cannot be logically attached to the independent clause. Certainly, Jerry's grandfather did not remarry at the age of eight; thus, the sentence must be rewritten: When Jerry was only eight years old, his grandfather remarried. Dangling participial phrases can also be corrected by expanding participial phrases into adverb clauses. The sentence Flying over Washington, the capitol can be seen contains the dangling participial phrase Flying over Washington. This dangling participial phrase can be corrected by expanding it into the adverb clause While we are flying over Washington.

Assignment XI

(Diagram the following sentences.)

1. When pleasure calls, we listen.
2. Because she is allergic to so many things, her enjoyment of food is limited.
3. Since no one else is here, I shall do whatever is necessary myself.
4. While standing on the corner, we saw four sports cars go by.

5. His invention would not work until he soldered the broken wires.
6. Benjamin Franklin was as sincere as he was brilliant.
7. If the air is quickly compressed, enough heat is evolved to produce combustion.
8. If the War of the Roses did not utterly destroy English freedom, it arrested its progress for a hundred years.
9. Though many rivers flow into the Mediterranean, they are not sufficient to make up the loss caused by evaporation.
10. We did not hear from you after you left Lakeland.
11. Now, hold your club as I have instructed you.
12. As he was an officer, we agreed with what he said.
13. A man who is as old as you should not play football.
14. She walks as if her shoes are too tight.
15. The men were released as soon as the war had ended.

Formative Tests for Unit XI

First Test

(Diagram the following sentences.)

1. I assure you that I am as patriotic as he is.
2. I made the beds while Alice swept the floors.
3. Make yourself a sandwich if you are still hungry.
4. The professor lectures so fast that the students cannot follow his arguments.
5. Leonardo da Vinci would walk the whole length of Milan so that he might alter a single tint in his picture of the Last Supper.

Second Test

(Diagram the following sentences.)

1. Rebecca left the screen door ajar so that flies came in.
2. Be sure to wait until he signals to you.
3. Pope skimmed the cream of good sense and expression wherever he could find it.
4. To be right is better than to be president.
5. Many a year is in its grave since I crossed this restless wave.

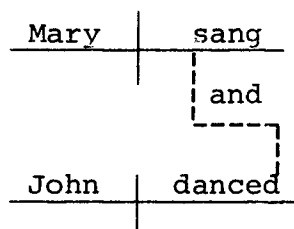
Unit XII. Compound Sentences and Compound-
Complex Sentences

This study in English structures began with simple sentences containing intransitive verbs and modifiers, became concerned with simple sentences containing transitive verbs with direct objects and objective complements and linking verbs with predicate nominatives and predicate adjectives, and then became concerned with simple sentences containing verbal phrases. The first eight units were devoted to simple sentences, structures with one subject and one finite verb. Beginning with Unit IX, the study focused on complex sentences, structures with one independent clause and one dependent clause, and gave attention to adjective clauses in Unit IX, noun clauses in Unit X, and adverb clauses in

Unit XI. Therefore, the study has considered simple sentences and complex sentences but has not yet considered the two other kinds of sentences based on grammatical structure: the compound sentence and the compound-complex sentence.

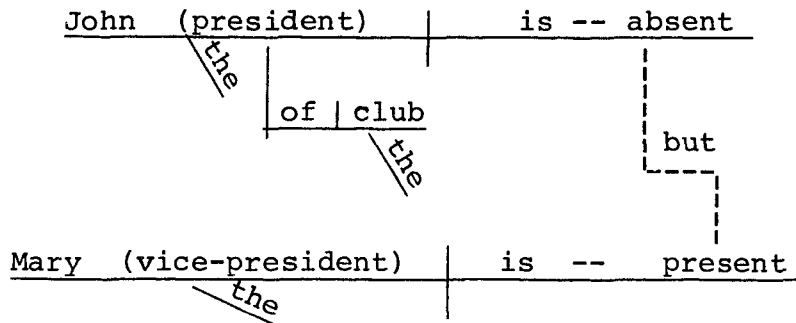
A compound sentence has two or more independent clauses that are joined either by coordinating conjunctions, conjunctive adverbs, transitional expressions, or the semicolon. The first three sentences to be analyzed have independent clauses joined by coordinating conjunctions. The coordinating conjunctions are and, but, nor, or, for, so, and yet. Coordinating conjunctions join independent clauses as well as other clauses, phrases, and words of equal rank.

1. Mary sang, and John danced.



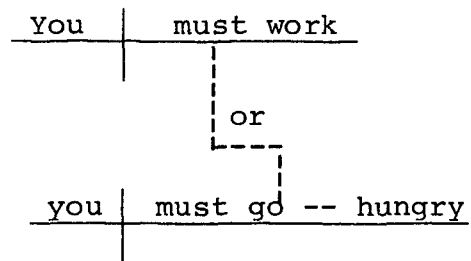
This compound sentence is simply two independent clauses joined by and, coordinating conjunction. The coordinating conjunction is diagramed on a dotted line halfway between the two clauses.

2. John, the president of the club, is absent; but Mary, the vice-president, is present.



Independent clauses which present contrasting ideas are often joined by the coordinating conjunction but.

3. You must work or you must go hungry.

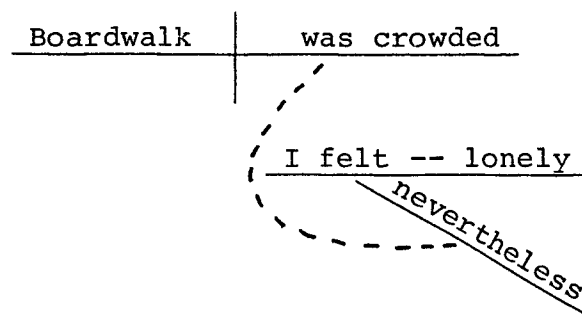


Independent clauses often express alternative concepts, and or, nor, either . . . or, and neither . . . nor are often used to join the two choices found in the independent clauses.

The independent clauses of a compound sentence are often joined by conjunctive adverbs. Conjunctive adverbs have the double function of modifying the verbs in the second and later independent clauses and of connecting the independent clauses. In Unit XI the conjunctive adverbs modify verbs, usually in the dependent clauses, and join independent and dependent clauses. The conjunctive adverbs used to join

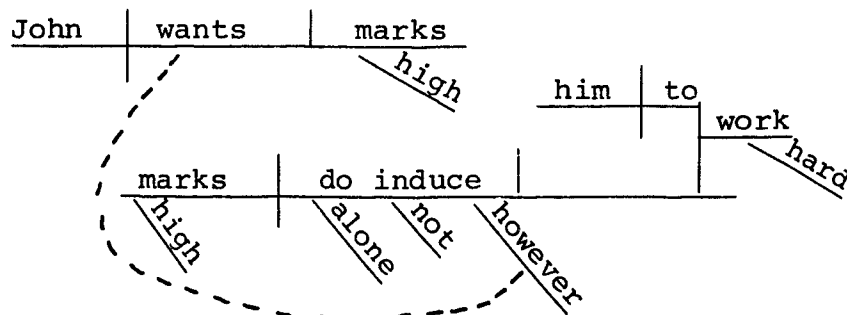
independent clauses are hence, nevertheless, however, moreover, thus, furthermore, still, consequently, therefore, otherwise, indeed and so on. The following two sentences have independent clauses which are joined by conjunctive adverbs.

1. The Boardwalk was crowded; nevertheless, I felt lonely.



Nevertheless, a conjunctive adverb, is diagrammed as an adverb to modify the verb felt and as a conjunction to join the two independent clauses.

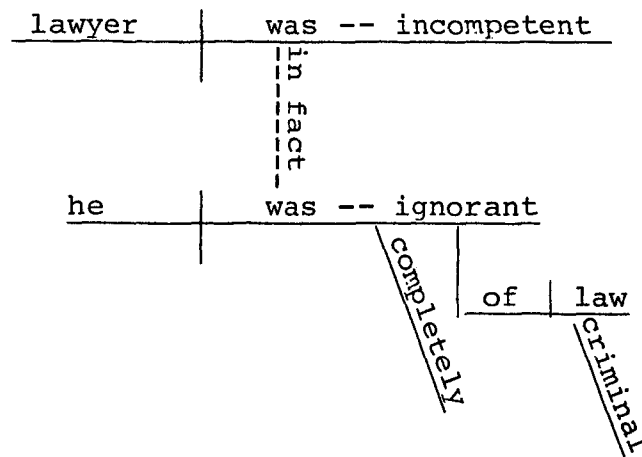
2. John wants high marks; however, high marks alone do not induce him to work hard.



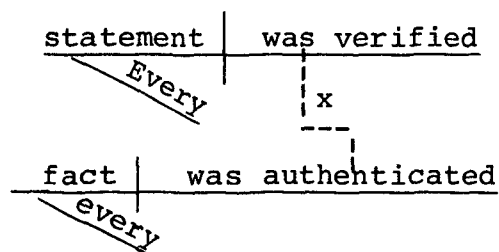
However, a conjunctive adverb, modifies the verb do induce and joins the two independent clauses.

Independent clauses of a compound sentence can be joined by transitional expressions, such as in fact, as a result, in addition, on the other hand, on the contrary, and so on; they can also be joined by only a semicolon if the independent clauses are closely related. In the following sentences, the first sentence has the independent clauses joined by a transitional expression; and the second sentence has the independent clauses joined by only a semicolon.

1. The lawyer was incompetent; in fact, he was completely ignorant of criminal law.



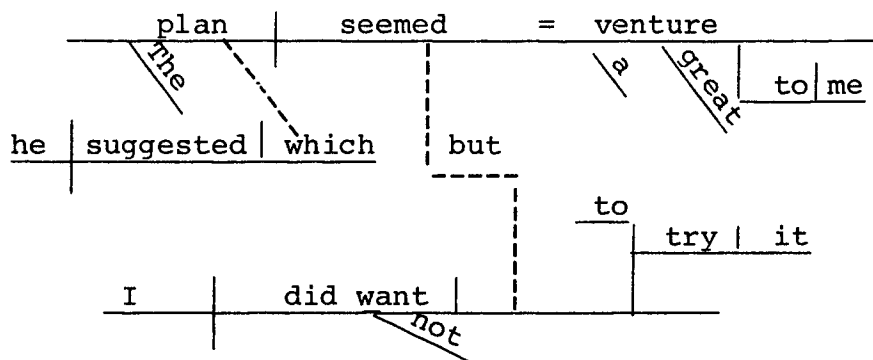
2. "Every statement was verified; every fact was authenticated." --Virginia Woolf



If just the semicolon is used to join two independent clauses, an x is placed in the diagram to show that a coordinating conjunction has been omitted. If a coordinating conjunction is not used to join two independent clauses, the semicolon must be used, either by itself or with a conjunctive adverb or a transitional expression.

The compound-complex sentence has at least two independent clauses and at least one dependent clause. There may be an adjective clause, a noun clause, or an adverb clause in a compound-complex sentence, or there may be two or more of these clauses. In the following sentences to be analyzed are the different kinds of dependent clauses with the last sentence having two dependent clauses.

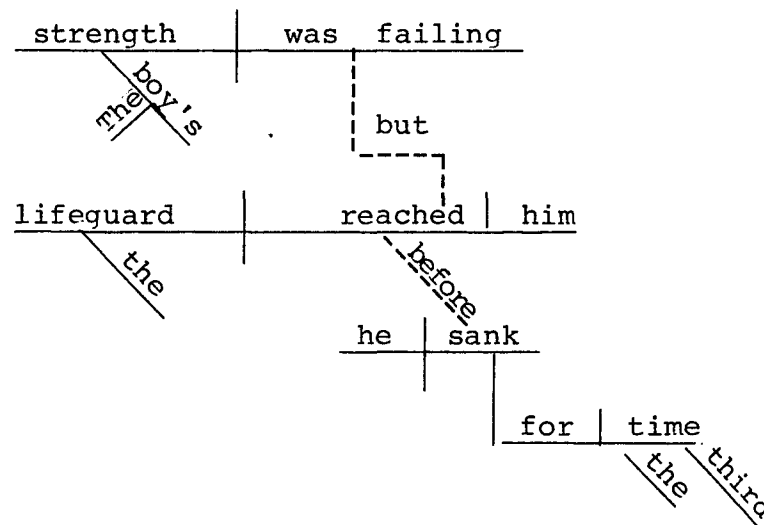
1. The plan which he suggested seemed a great venture to me, but I did not want to try it.



The dependent clause in this sentence is the adjective clause which he suggested, and the two independent clauses are The plan seemed a great venture to me and but I did not

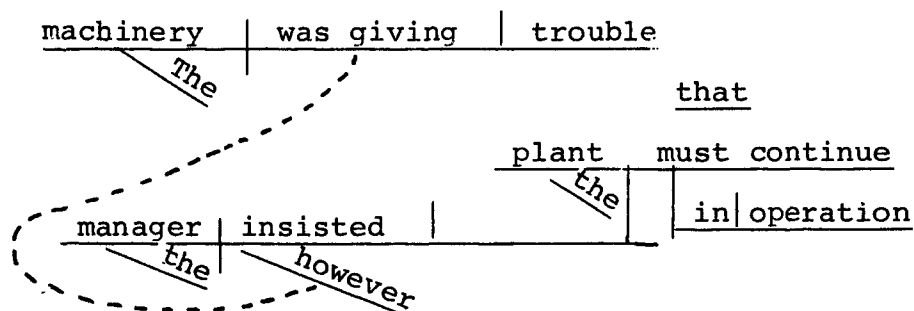
want to try it. The two independent clauses are joined by the coordinating conjunction but.

2. The boy's strength was failing; but before he sank the third time, the lifeguard reached him.



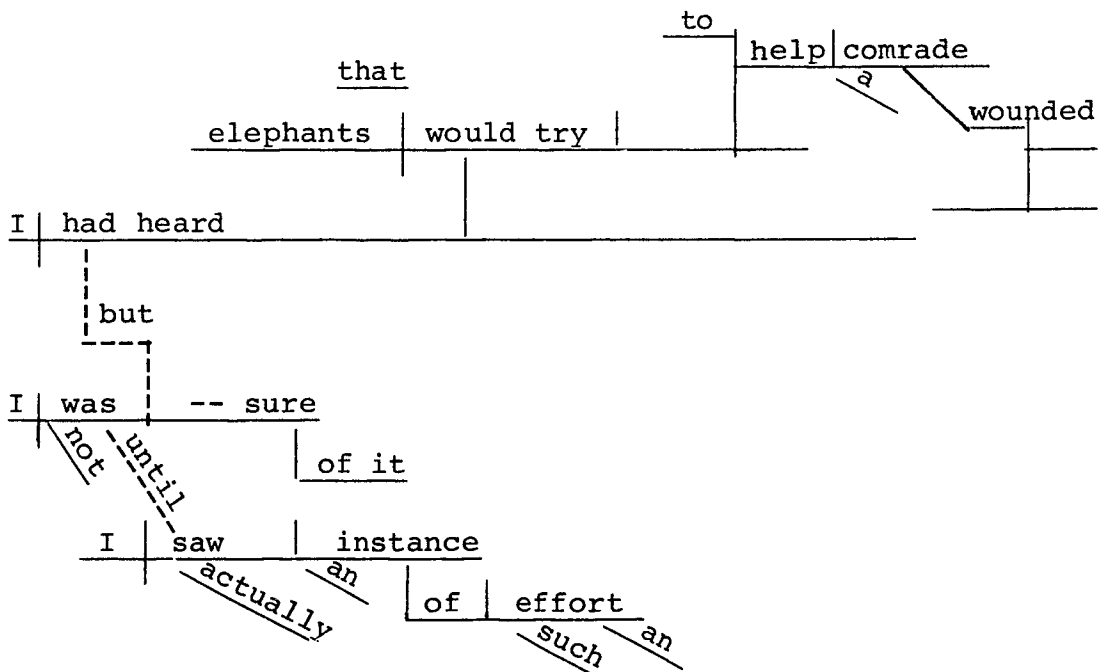
The dependent clause in this sentence is the adverb clause before he sank for the third time, and the two independent clauses are The boy's strength was failing and but the lifeguard reached him. The two independent clauses are joined by the coordinating conjunction but.

3. The machinery was giving trouble; however, the manager insisted that the plant must continue in operation.



The dependent clause in this sentence is the noun clause that the plant must continue in operation, and the two independent clauses are The machinery was giving trouble and however, the manager insisted. However, a conjunctive adverb, joins the two independent clauses and modifies the verb insisted.

4. I had heard that elephants would try to help a wounded comrade, but I was never sure of it until I actually saw an instance of such an effort.



In this sentence there are two dependent clauses. The first is the noun clause that elephants would try to help a wounded comrade, and the second is the adverb clause until I actually saw an instance of such aid. The two independent

clauses are I had heard and but I was never sure of it.
But is a coordinating conjunction.

Assignment XII

(Diagram the following sentences.)

1. Many of the stories in the American Girl are about high school girls; therefore, most girls greatly enjoy this magazine.
2. It may seem strange for a girl to like scientific magazines, but I enjoy the articles in Popular Science very much.
3. Learning to drive a car was an exciting undertaking, but having my first accident was a harrowing experience.
4. It was getting cold, so I closed the window.
5. George does not have the intuition that a quarterback needs; moreover, he is too light to play football.
6. I preferred not to take the risk, but I had to take it.
7. If he asks for my opinion, I will give it to him; but I will not give it unless he asks for it.
8. Great literature is sometimes difficult, but it is always rewarding.
9. Dripping water is transformed into sparkling icicles and columns of ice, and where water drops have splashed and frozen, the floor glitters as if it were covered with diamonds.
10. Swift's Gulliver's Travels stirs the intellect and rouses the imagination.
11. Memorizing is play; thinking is real work.
12. He never knew the details of the plot, but he knew the name of every man who believed in the cause.

13. I have written her three letters, but she has not answered any of them.
14. Will you travel by plane when you go to France, or will you enjoy a leisurely crossing by ship?
15. I believed that he was taking a chance which was too great; however, since he insisted, I allowed him to go ahead.

Chapter V

CONCLUSION: STUDYING THE RESULTS

The students' performances on the formative tests and the summative test are quite significant for the students and for the course itself. Students must score at least eighty percent on the hundred-possible formative tests for each of the first eleven units, although it may require additional help from the instructor and a second formative test on some or all the units for some of them to reach this criterion. They must score at least seventy-five percent on the hundred-possible summative test¹ if they are to be considered ready to teach the English language in secondary school. Furthermore, if students do not score appreciably higher on the summative test than on a test which has the same sentences as the summative test but different instructions and which is given at the beginning of the course, the course is subject to review and perhaps radical change.

This experimental course was actually taught at Southeastern College the first summer session of 1979,

¹ The summative test and its key are found in the Appendix.

April 23 through May 25. The class met for one hour and forty-five minutes for five days a week. There were six students enrolled in the class. The course followed the twelve units that are given in this proposal with students doing the assignments of the units, putting these assignments on the chalkboard, discussing them with the instructor and with the class, taking the formative tests for the first eleven units, and finally taking the summative test. Students who failed to attain the mastery criterion for any formative unit test received additional help and testing.

All six students enrolled in the course attained the mastery criterion for the formative tests; however, three students required additional help and testing to reach the criterion for several of the formative tests. Described below are the performances of the students on the eleven formative unit tests. The six students are referred to as Student A, Student B, Student C, Student D, Student E, and Student F. Student A did not need additional help or testing for any of the formative tests and made the following scores on the first through the eleventh formative tests: 97, 100, 97, 92, 86, 86, 98, 98, 87, 94, and 97. Student B did not need additional help and made the following scores: 100, 100, 100, 94, 100, 97, 98, 96, 100, 96, and 100. Student C did need additional help and testing to attain the mastery criterion for three

formative tests: On the first test of Unit VIII, he made 68; on the first test of Unit IX, 77; and on the first test of Unit X, 75. After receiving additional help, he made 84, 95, and 91. Since the first formative test of a unit is not permanently recorded when a student must take a second test for the unit, Student C's scores for the first formative unit test through the eleventh were 88, 94, 82, 90, 86, 91, 84, 84, 95, 91, and 95. Student D needed additional help and testing on only one test. On the first formative test of Unit VIII he made 75; on the second, 80. After Student D performed satisfactorily on the second formative test of Unit VIII, his scores were 100, 97, 97, 90, 99, 95, 93, 80, 89, 96, and 94. Student E needed additional help and testing for two formative tests: On the first test for Unit VII, he made 76; but after receiving additional help, he made 89. On the first test for Unit VIII, he made 75; after receiving additional help, he made 93. Thus, Student E's scores for the first formative unit test through the eleventh were 85, 94, 88, 80, 85, 80, 89, 93, 100, 90, and 80. Student F did not need additional help or testing to attain the mastery criterion. He scored 97, 95, 100, 92, 94, 87, 93, 80, 97, 90, and 92. Therefore, all six students attained the mastery criterion.

Several reasons can be suggested for the students' success on the formative tests. First, these tests, as

well as the summative test, are criterion-referenced. Students were tested on what was taught in class; no trivia or extraneous material is included in the tests. Second, the consensus of the students, which was expressed in class, was that they should do their best on the first formative test of a unit so that they would not have to take a second test. Thus, the motivation to escape retesting was perhaps a factor. Third, the three students who did not need additional help and testing and the one student who needed additional help and testing for just one test are English majors who plan to teach English in secondary school. The two students who needed the most help to attain the mastery criterion are not English majors and have no intention of teaching English. Therefore, perhaps dedication, or a lack of it, was a factor. Fourth, students remarked that since they attained mastery criterion on several formative unit tests, they were confident that they could continue to do so. Perhaps a growing confidence was an additional factor.

Since formative tests are given while learning is still in progress, they can reveal students' weaknesses and suggest the teacher's actions. Both strong and weak students had difficulty with the first test for Unit VIII. Student C and Student E, who were weak students, had difficulty with this test as did Student D and Student F,

who were strong students. Thus, it was suggested that this unit was especially difficult for the students and that the teacher should allow more time for it and perhaps even take a different approach.

Students had to score at least seventy-five on the hundred-possible summative tests. However, since all the students attained the mastery criterion for the formative tests, it is doubtful that a student would have failed the course if he had scored less than seventy-five. Instead, he would have been given additional help in the areas of his weaknesses and then given a second summative test. However, all the students attained the mastery criterion for the summative test. Three students barely did so with scores of 76, 75, and 75, but the other three had scores of 94, 88, and 84. Students who barely attained the criterion were given a review of the subject matter which comprised their areas of weaknesses.

Although the scores on the summative test were somewhat lower than those on the formative tests, these lower scores on the summative test were to be expected because it was made up of materials from all the units of the course. Furthermore, although the scores on the summative test were lower than those on the formative tests, they were higher than the scores of a previous class that studied the same subject matter but did not have the mastery

learning practices of shorter units, immediate reporting on performance, correctives, and additional testing. This previous class, the original "Advanced Grammar," English 333, offered in the Fall Semester of 1978, had only three units, two unit tests, and a final examination that was comparable in difficulty to the summative test. The scores of the twelve students on the final examination in this course were 88, 80, 75, 75, 75, 68, 65, 61, 58, 58, 55, and 34. The scores of the six students in this mastery learning class on the summative test were 94, 88, 84, 76, 75, and 75. The average score of the nonmastery group on the final examination was 66. The average score for the mastery group was 82. Moreover, seven students of the nonmastery group failed the final examination, but all the students of the mastery group passed the summative test. These findings suggest that students in mastery learning groups tend to have greater achievement than students in nonmastery learning groups.

On the first day of class, the students of the course proposed in this study were given the summative test but did not know it was the summative test; however, they would encounter it again on the last day of the course. Since at least four of the six students did not have a background in diagraming sentences, the students were permitted on this pretest either to diagram the sentences or simply to tell the part of speech and function of each

word in the sentences. Five of the six students elected the second possibility. Each sentence has a value of ten points, and for each mistake a point is deducted from the total points allotted for the sentence. This marking is easier for the students than that for the summative test at the end of the course because on the latter each sentence must be diagramed, with one mistake meaning the loss of several points. Here are some examples of this more rigid marking for the summative test: In sentence one of the summative test, if than is not diagramed correctly, the student loses three points; in sentence seven if the x's are not placed properly, the student loses five points; and in sentence eight if venerated is not diagramed as a past participle, the student loses three points.

Students' performances on the preliminary summative test were as follows: Student A scored 34; Student B, 74; Student C, 36; Student D, 41; Student E, 20; and Student F, 39. Students' performances on the actual summative test at the end of the course were as follows: Student A, 75; Student B, 94; Student C, 75; Student D, 84; Student E, 76; and Student F, 88. Student A improved by 41 points or 121%; Student B, by 21 points or 27%; Student C, by 39 points or 108%; Student D, by 43 points or 105%; Student E, by 56 points or 280%; and Student F, by 49 points or 125%. These improvements were dramatic; moreover,

all the students except Student B reported that they had had little background in English grammar with their last formal course in English grammar being in the eighth or ninth grade. Undoubtedly, based on the results of the formative tests, the preliminary summative test, and the summative test, one can conclude that the students in the experimental mastery learning course in English grammar for prospective secondary school English teachers learned English grammar.

From the beginning the continued offering at Southeastern College of this mastery learning course was dependent on there being an appreciable increase in students' scores on the final summative test. Not only was this increase realized, but also students of this course did much better on their summative test than a nonmastery group in a course on the same subject matter did on their final examination. Therefore, the course presented and discussed in this paper deserves to be continued.

APPENDIX

Keys to Formative Tests, Units I-XI

Unit I
First Test

- | | | |
|----|---|-------------------------|
| 1. | boys could laugh
<i>The</i> <i>not</i> | past
intransitive |
| 2. | deeds will be rewarded
<i>Good</i> <i>always</i> | future
passive |
| 3. | weeds grow
<i>Noxious</i> <i>rapidly</i> | present
intransitive |
| 4. | X Do smoke
 <i>not</i> <i>here</i> | present
intransitive |
| 5. | ideas are enacted
<i>Man's</i> <i>Greatest</i> <i>seldom</i> | present
passive |

Second Test

- | | | |
|----|---|-------------------------|
| 1. | girl wept
<i>The</i> <i>profusely</i> | past
intransitive |
| 2. | captain goes
<i>The</i> <i>there</i> | present
intransitive |
| 3. | athletes do play
<i>Young</i> <i>not</i> <i>skillfully</i> | present
intransitive |

Second Test

1.

man		proposed		to		girl		beautiful
The	wise	and	Young	subtly	the	the	beautiful	
			knowledgeable					

past
intransitive

2.

taboos		centered		around		rites		and		duties
The	earliest	probably	religious	and	duties	rites	and	duties	rites	duties

past
intransitive

3.

estate		was divided		among		sons		the		seven		prodigal
The	vast	among	sons	the	seven	prodigal	sons	the	seven	prodigal	sons	prodigal

past
passive

4.

we		were delayed		Because of		roads		for		hour		an
Because of	roads	for	hour	slippery	an	roads	for	hour	an	hour	an	an

past
passive

5.

X		Keep		off		property		my
off	property	my	property	my	property	my	property	my

present
intransitive

Unit III
First Test

1.

girl		denounced		John		for		insolence
The	furious	for	insolence	John	insolence	for	insolence	insolence

past
transitive

2. John | laughed |
 proud and wilful | uproariously | at | denunciation |
 the | girl's
3. news | made | me -- sad |
 This | very
4. She | was given | advice |
 by | me | the | good | of | father |
 a
5. Parliament | crowned | man = King |
 the | wrong
- past
intransitive
- past
transitive
- past
transitive
passive
- past
transitive

Second Test

1. insolence | was denounced |
 John's | mercilessly | by | girl |
 the | furious
2. girl | resisted | advances |
 The | brave | the | bold | of | man |
 the | lecherous
3. countrymen | have made | Washington=hero |
 His | a
4. Jerry | has been told | secret |
 by | enemies | the |
 his
- past
passive
- past
transitive
- present
perfect
transitive
- present
perfect
transitive
passive

5. We | painted | barn -- red
 the
 past transitive

Unit IV
 First Test

1. Joan | appears -- and | weary
 out of | sorts
 present linking

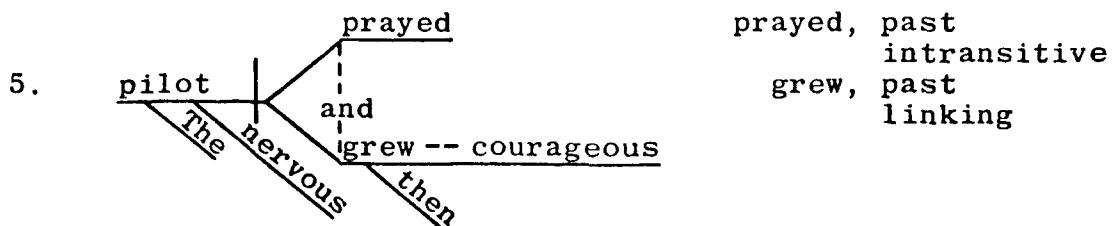
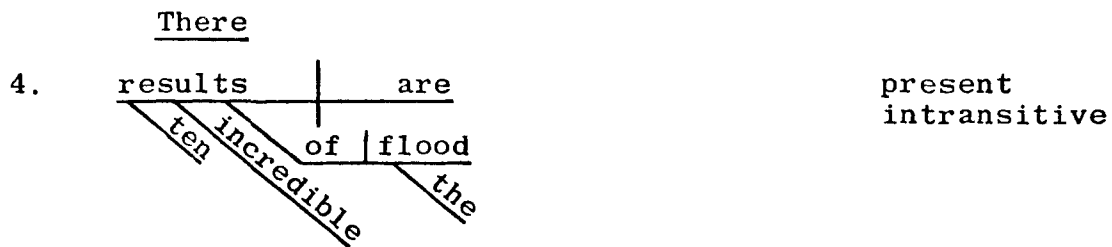
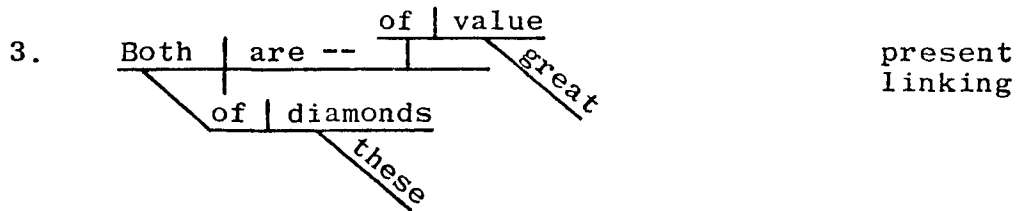
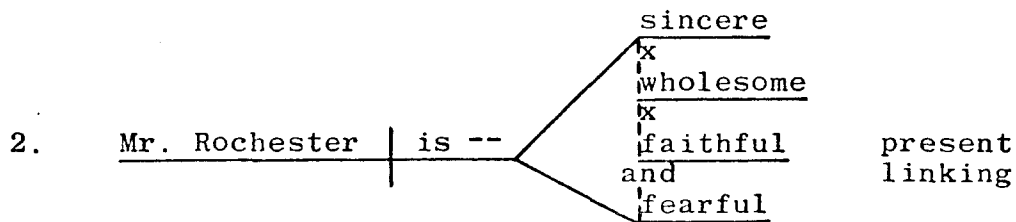
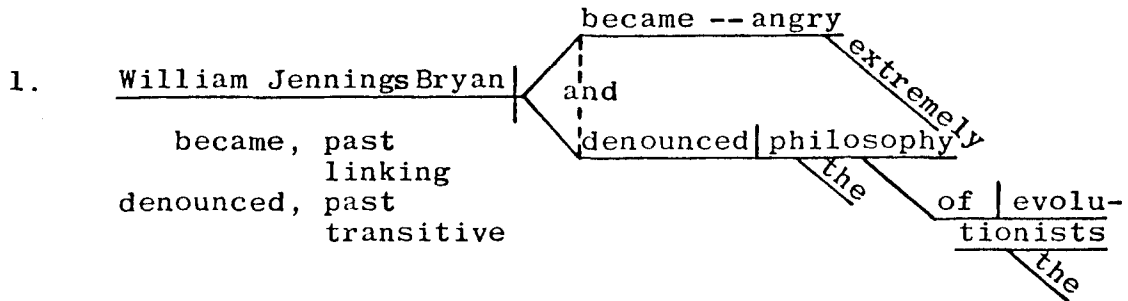
2. Heathcliff | is -- and | desperate
 | cruel
 | and | expresses, present transitive
 | wilful
 expresses | himself
 violently

3. knowledge | is -- necessary
 The | of | synonyms | absolutely | in kind
 | and | antonyms | every | of | composition

There
 4. knight | was
 a | gentle | perfect | once
 past intransitive

5. Cragmire | became=spokesman
 | and | the | for | downtrodden
 | vituperated
 vituperated, past intransitive
 sharply
 became, past linking

Second Test



Unit V
First Test

1. uncle | refused | inheritance (deed) | past
Our old | us | *our rightful* | *a despicable* | transitive

2. She | walked | miles | to church | all
x | listened | and to sermon | past
two | prayed | the | intransitive
minutes | ten

3. Senator Bill Stone (public servant) | is -- | worth support
a faithful and renowned | *our greatest*
present linking

4. O mountain (refuge) | present
the safest | transitive
x | hide | us

5. There | reasons | are | present
six | for decline | in popularity | intransitive
the | *his*

Second Test

1. schoolteacher | taught | things (| namely discipline)
The spinsterish | three | fidelity
and idealism)
 past transitive
2. John | worked | day | all | jogged | and | mile | to | store | waited | minutes | for | clerk | a | fifteen |
 all past intransitive
3. I | allow | time | myself | unlimited | for | pursuit | the | of | happiness |
 present transitive
4. course | has been -- | worth | sacrifice | the | of | time | and | effort |
This excellent | in grammar | English | There |
 present perfect linking
5. boys (ragamuffins) | were | ten | unpredictable | in | class | the |
 past intransitive

Unit VI
First Test

1. hikers | saw | Kanawha River | past transitive
 the Climbing | to top | the of hill | the

2. I | meditated | past intransitive
 with desire | on treasure | poured | from hills | a thousand
 a longing | the crystal

3. we | returned | past intransitive
 Having made | arrangements | to helicopter
 our | the

4. We | found | fellow -- | arguing | past transitive
 the truculent | with neighbors | his

5. John | you | have studied | lesson | present perfect transitive
 the preceding

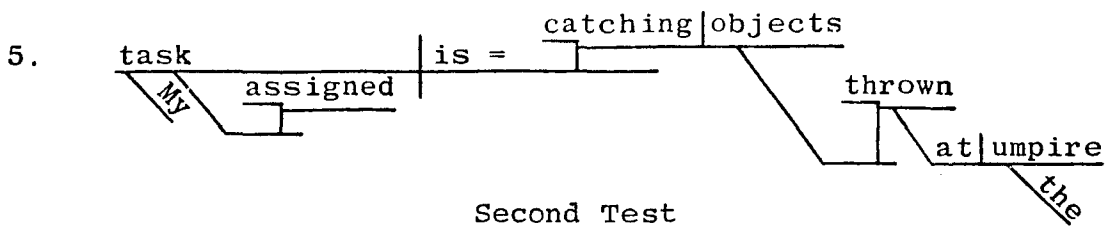
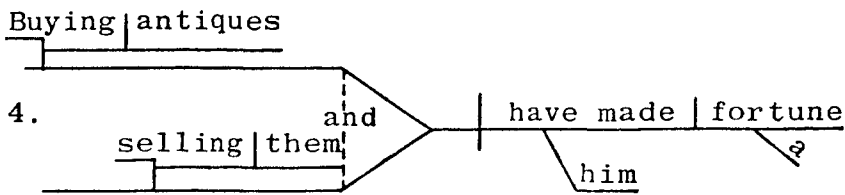
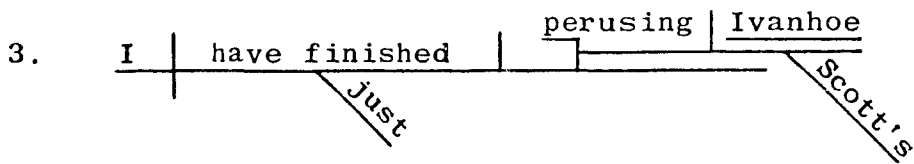
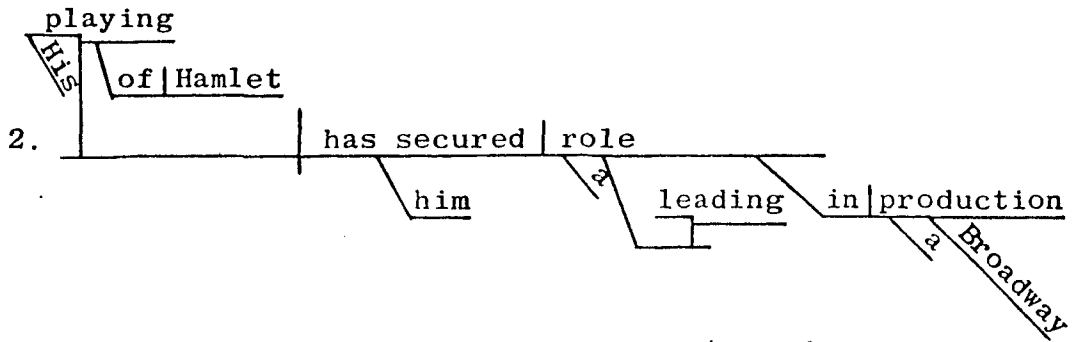
Second Test

1. Love | delayed | is = love | appreciated | present linking
 by hearts | anticipating

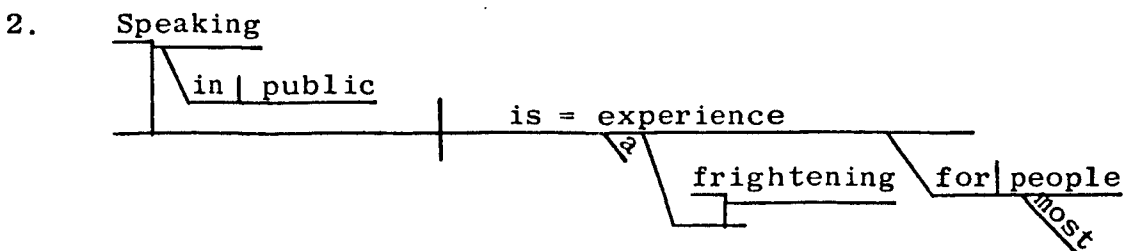
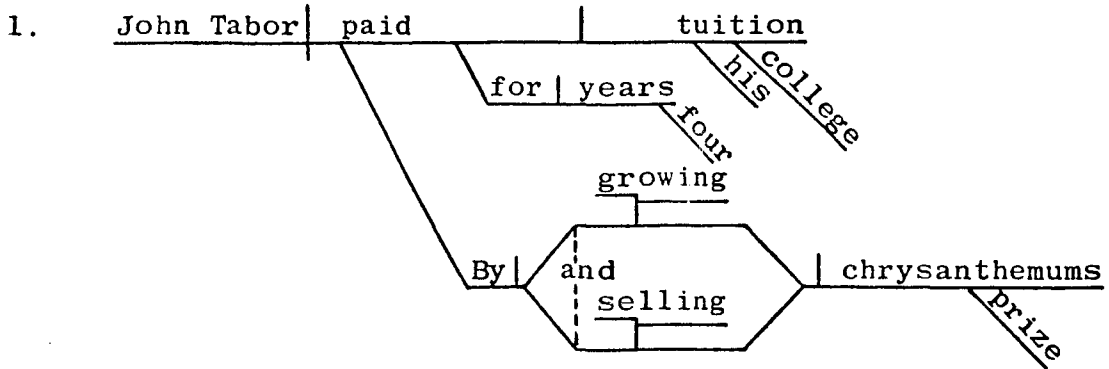
2. "Ethan Brand" | is = story | winning
 by | Nathaniel Hawthorne (one) | the |
 present linking
 of | writers | celebrated
 most
 America's
3. milk | is = product | present linking
 The | a | rated
 delivered | highly | by | county health department
 by | Mr. Sweet | the
4. John | approached | goal | past transitive
 Being determined | the
 for | victory
5. Homer | is -- | exhausted | present linking
 Working | physically
 hours
 and | studying | eight
 hours | five

Unit VII
 First Test

1. Joan | succeeded | past intransitive
 and | John |
 obtaining | money
 in |
 By | selling | bicycles | for | trip
 their | their | to | Chicago



Second Test



4. current | caused | him | to lose | balance
The Swift | | | | | *his*

5. He | did | nothing
 | | | | | except | to review | arguments
 | | | | | | | | | *his* *stale*

Second Test

1. x | Let | me | x endure | extremity
 | | | | | | | | | *the* | of | anger
 | | | | | | | | | | | *your*

2. intentions | were = and | to rent | horse
His first | | | | | | | | | *a*
 | | | | | | | | | | | to ride
 | | | | | | | | | | | *home* *immediately*

3. for | one | to see | faults
 | | | | | | | | | *the* | of | others
 It () | | | | | | | | | is -- easy

4. To explicate | miracle | is = to nullify | it
 | | | | | | | | | *a* | | | | |

5. We | discovered | report | to be -- incorrect
 | | | | | | | | | *his* | | | | |

Unit IX
First Test

Lover
 who | has grown --
 cold
 and
 callous

1. x | Let | me | x | go

2. brother | caught | fish
 My | on | hook | the
 a | small | baited | with | worm
 he | had | which
 for | lunch

3. x | will lie
 about | matters
 Whoever | lies
 about | matters
 tremendous
 small

4. Everybody | will receive | bonus
 who | orders
 before | Friday

5. year | is -- uncertain
 The | when
 Chaucer | was | born

Second Test

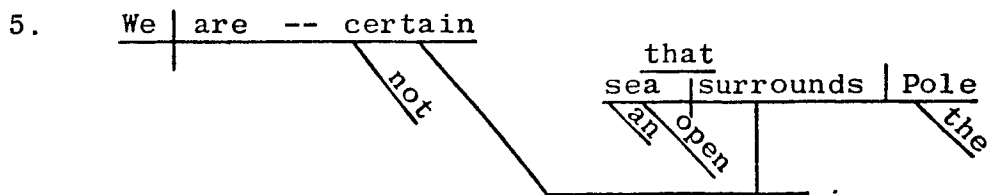
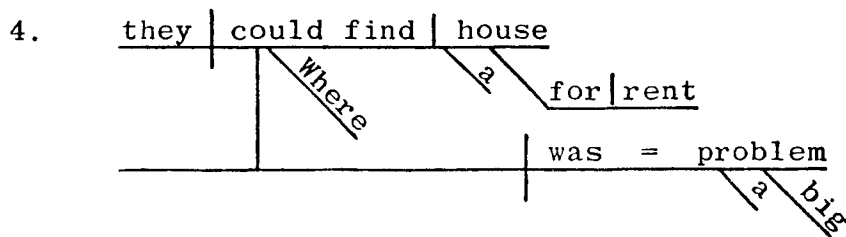
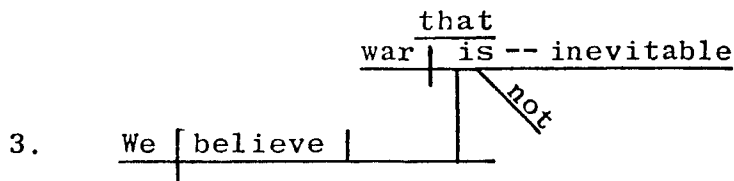
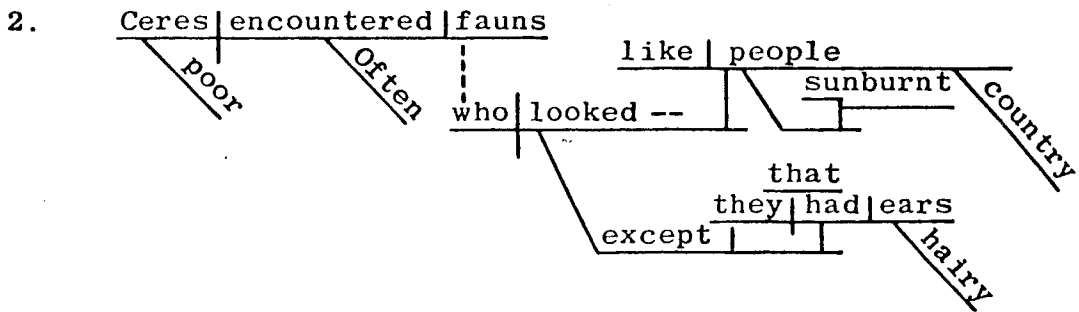
1. Youth | is = time
 the when
 seeds | are sown
 the of | character
2. I | instructed | him | to bring | x
 whichever | was -- lightest
 the
3. colonies | were welded
 The thirteen together
 by | measures
 Samuel Adams | framed | which
4. boy | showed | me | to float
 The how
 I | met | whom
 at | pool
 the
5. scientists | depend
 The on | reports
 from | stations
 who | forecast | weather
 the observation
 dotting
 countries
 and the
 isles
 the of | sea
 the

Unit X
First Test

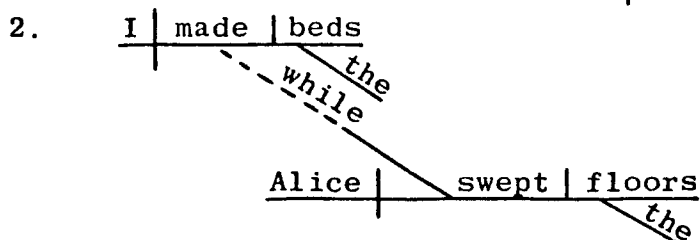
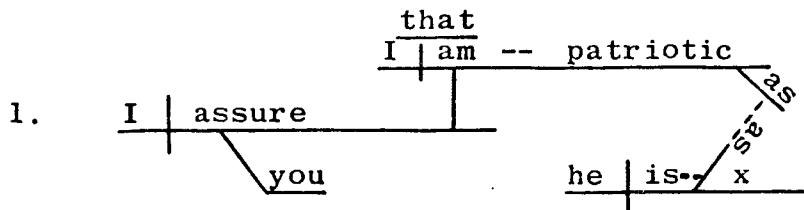
1. ability that has improved
my speaking
1. result is =
The of my taking lessons Spanish
2. that
John has been injured
 2. report () is -- untrue
The
3. I had idea
no of the passage would lead me
where
4. that
we could trust him
not
4. It () was -- obvious
5. I am -- sure that
Carl will be promoted

Second Test

1. that
that is = choice
his
 1. answer is =
The



Unit XI
First Test



3. x | Make | sandwich
 yourself a
 you | are -- hungry
 still

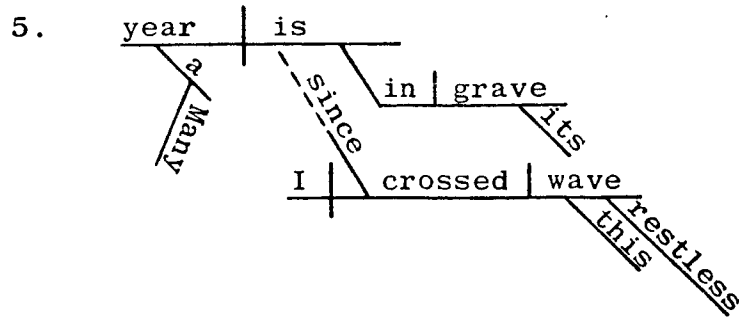
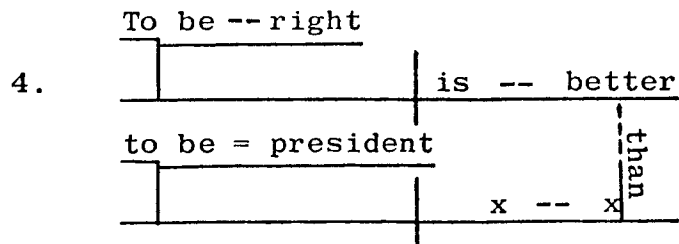
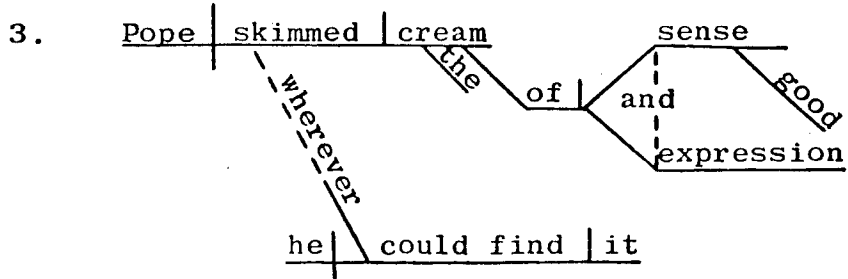
4. professor | lectures
 The
 fast
 so that
 students | cannot follow | arguments
 the his

5. Leonardo da Vinci | would walk
 so that
 length
 the whole of Milan
 he | might alter | tint
 a single in The Lord's
Supper

Second Test

1. Rebecca | left | door -- ajar
 the
 so that
 flies | came in

2. x | Be -- sure
 to wait
 until
 he | signals
 to | you



Summative Test

(Diagram the following sentences.)

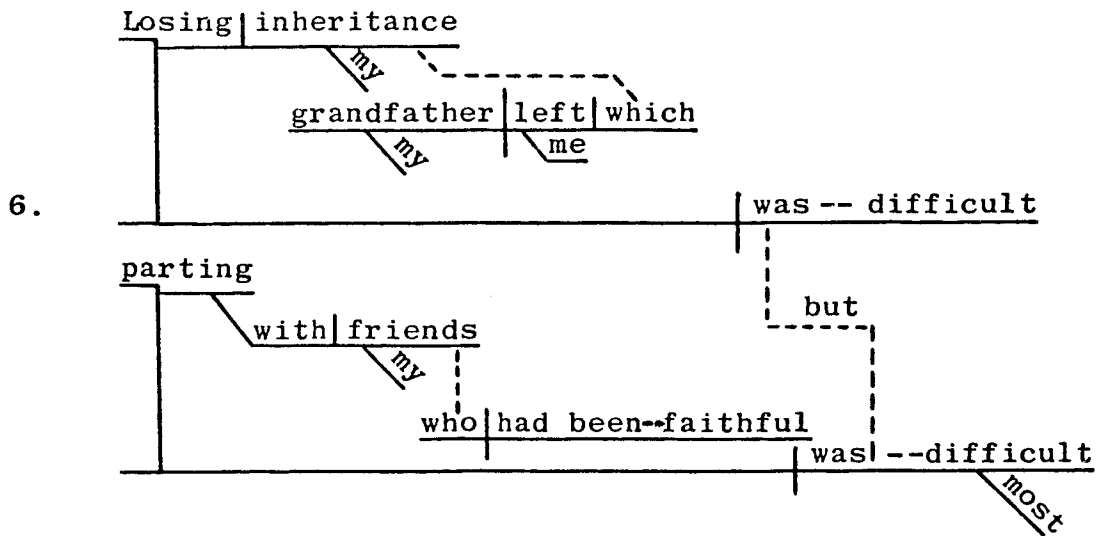
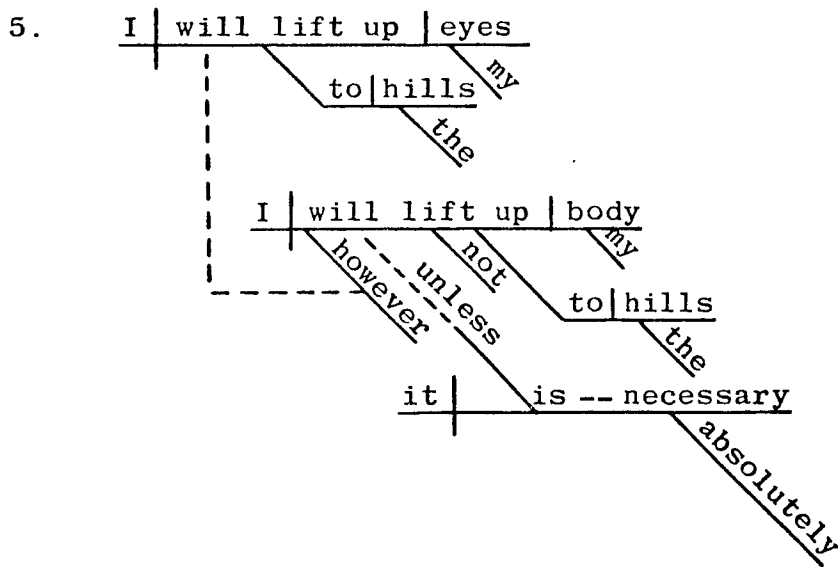
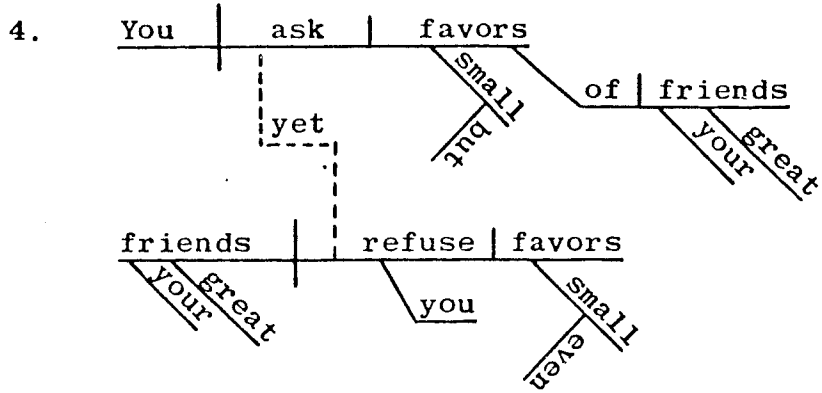
1. Greater is he that is in you, than he that is in the world.
2. A man who leaves home to mend himself and others is a philosopher, but he who goes from country to country, guided by the blind impulse of curiosity, is a vagabond.
3. If you make people think they are thinking, they will love you; but if you make people think, they will hate you.
4. You ask but small favors of your great friends, yet your great friends refuse you even small favors.
5. I will lift up my eyes to the hills; however, I will not lift up my body to the hills unless it is absolutely necessary.
6. Losing my inheritance which my grandfather left me was difficult, but parting with my friends who had been faithful was most difficult.
7. While writing the letter, I received his phone call which he had placed from Germany.
8. George Washington, the venerated first president of the United States, was confident that the young nation would prosper.
9. Lasting only thirty seconds, the earthquake itself was not the major disaster that Jack London covered.
10. Because we are so accustomed to accounts of fire-fighting today, we find it difficult to believe that the fire department was almost helpless.

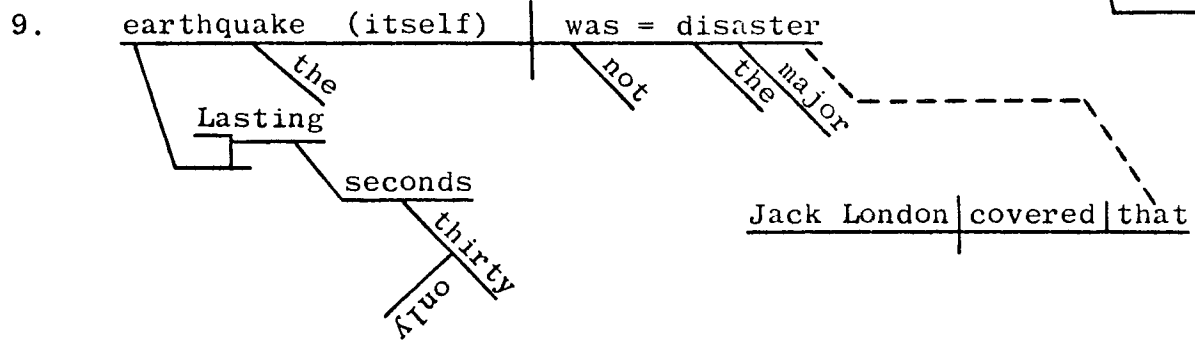
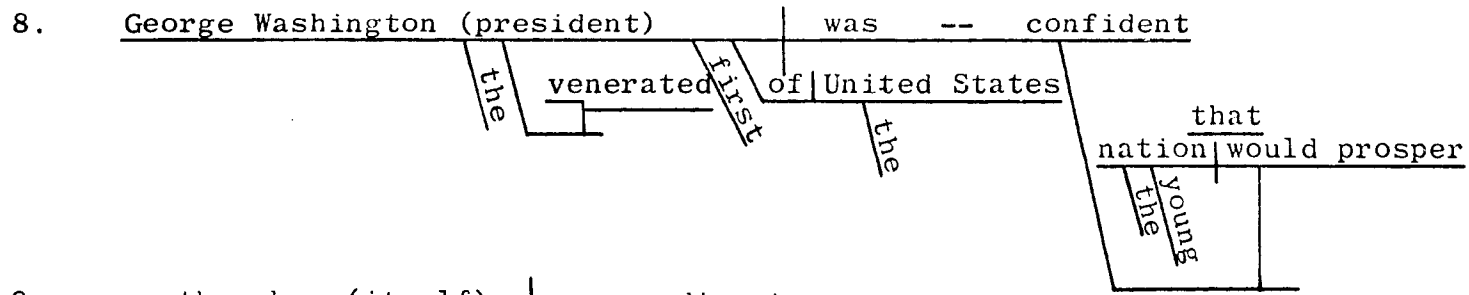
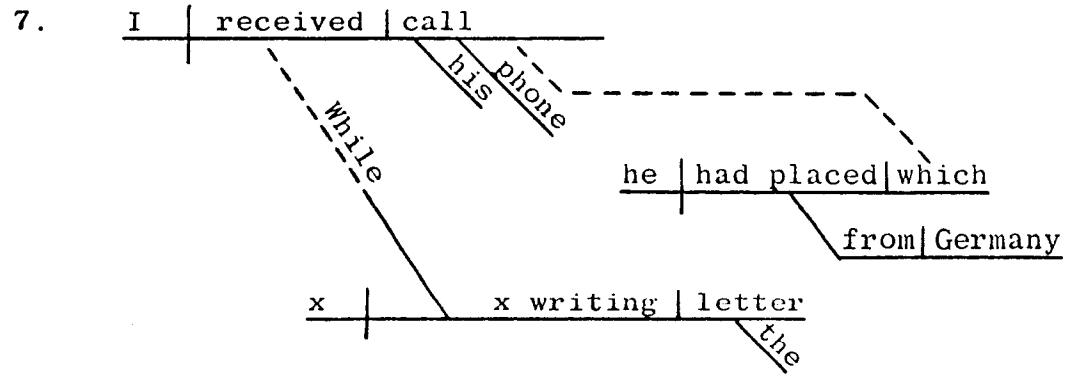
Key to Summative Examination

1. he | is -- Greater than that | is in | you he | x -- x that | is in | world the

2. man | is = philosopher who | leaves home to mend | and himself others but he | is (= vagabond) who | goes from | country to | country guided by | impulse the blind of | curiosity

3. they | will love | you they | are thinking but you | make people | x think they | will hate | you you | make people | x think





10. we | find | it (|) -- difficult

to believe

department | was -- helpless

that

the fire

almost

Because

we | are -- accustomed

today

to | accounts

of | firefighting

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