



THE GRAMMAR TREE

VERBS & ADVERBS

ENGLISH

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THE GRAMMAR TREE

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About this package

The three packages of THE GRAMMAR TREE do not make a traditional reference grammar, such as used to be widely found in school classrooms. They are intended as a popular learning kit for anyone who wants to organise all those half-forgotten bits of information about basic grammar into a straightforward, cohesive system of grammar. As a popular learning kit, THE GRAMMAR TREE is very selective. It can't cover everything. What is included is there to give an idea of how the system works.

Formal grammar isn't easy — it's no good pretending it is, any more than physics. But everyone starts with one great advantage — knowing his or her own mother tongue. THE GRAMMAR TREE is designed to take advantage of this. The 'theory' — the jargon and the concepts they represent — is what baffles most people. Set out on a tree structure, with straightforward examples, it does not seem so alarming. The visual element helps to organise that inborn knowledge of the theory that everyone has.

Digging into what you already know is what you do here, therefore. To give you a chance to follow up this mental spadework, there are Exercises (on a separate program) where the chief task is to recognise where things would go on the Grammar Tree.

However, one or two assumptions have to be understood in order to get the best out of these packages.

1 SENTENCES These are the basic units of language. The word *sentence* means not only a particular collection of written or spoken words. It also refers to any other collection of words that means *exactly* the same thing.

We assume, for example, that (in the right context) the following are different versions of the same sentence structure:

He has.

He's bought it.

Henry's bought the one over there.

Henry's bought the car in that place by the window.

Henry Ford has bought the Model Q Johnsmithmobile car over there.

The assumption is that, between its 'formation' in our brain and its 'realisation' in a particular real-life situation, a sentence undergoes a series of formal changes which adapt it to that real-life situation (e.g. two people standing in a car showroom).

For example, parts of the sentence are often *omitted* — they have been mentioned in a previous sentence and don't need repeating. Parts of the sentence are often *emphasized* — they contrast with something said in a previous sentence, etc. The way a particular sentence is organised in 'real-life' tells you a lot about the situation to which it belongs.

2 EXPLICIT/IMPLICIT Following Point 1, in a real-life sentence, some parts may be *explicit*, others *implicit*. The implicit bits are those which you 'understand from the context' (the omitted or *suppressed* bits). The bits actually left in the sentence are the explicit bits. (In the first sentence above, only *he has* is explicit, for example.)

To take another example, in the following conversation, only *yesterday* is explicit. The rest is implicit. This is not mumbo-jumbo: every speaker of English would know what the sentence *Yesterday* meant in this situation.

— *When did Commander Wingfield arrive?*

— *(Commander Wingfield arrived) Yesterday.*

He arrived yesterday would be more explicit, but it still wouldn't be explicit about who *he* was.

Yesterday and *He arrived yesterday* are different 'real-life' (or *surface*) versions of one sentence: *Commander Wingfield arrived yesterday.*

3 MEANINGFULNESS Sentences are by definition meaningful. Because so much of a sentence can be implicit, the meaning has to be clear to any educated English speaker in a given real-life situation. If there's no meaning, we just have a string of words, not a sentence.

Lewis Carroll's line *And the mome raths outgrabe* is great fun, but not a sentence. It just looks like one. Many utterances by well-known people

have likewise the appearance of sentences, but are in fact just strings of words. *We shall overcome* is an example. Unless it's clear what is being 'overcome', this is a meaningless half-sentence. In short, the implicit part of any sentence *must* be reasonably clear in the given situation.

4 ONE LANGUAGE Every native speaker of English speaks the same language, although at the 'surface' end (e.g. between British and American) there may be minor differences in the way a sentence appears in 'real-life'. Usually one word or sound is substituted for another on a one-for-one basis (e.g. British *pavement* = American *sidewalk*; to some, West Country *I* sounds like [oi], while the same word in a Texan's mouth rhymes with [ah]).

5 CORRECTNESS Certain norms are accepted by English speakers throughout the world. For example, *you were* is accepted as correct, *you was* as incorrect, although some people say it. More extreme examples of what people say is *Him go* instead of *He goes*. We assume that most people would call these 'incorrect'.



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(Grammar V — Spectrum 48K)

To load THE GRAMMAR TREE

- REWIND the cassette to the beginning
- key in **LOAD " "**
- press **ENTER** on the computer
- press **PLAY** on the cassette player

Cassette 1

This cassette contains two programs, to be used in sequence.

Leave the tape running until the computer tells you to stop the tape. This loads the first part of the program (**a – h**).

Press any key (except **M**), and a short introductory section comes up. The little flashing figure (top left) indicates that, to continue the program, you have to press a key (any key except **M**).

The MENU then comes up, as below. Press any letter from **a** to **f**, and you can start at the relevant section.

If you want **g**, **h**, **i** or **j**, press the relevant letter, then start the tape again, to load the second program. The second program also contains a Menu (labelled **a** to **d**) in case you want to move about quickly here.

*[If you want to use **a** to **j** at all in the same session, you are advised to use them BEFORE loading the second program, otherwise you will need to rewind the program and load again, after using **g** to **j**]*



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MENU (*Cassette 1*)

- A** Verb phrases: verbs
- B** Noun phrases: objects
- C** Adverbs, adverbial phrases & prepositions
Position of adverbial phrases
Adverbs
- D** Sentence adverbs
- E** Intensifiers
- F** Transitive & intransitive verbs
- *G** Auxiliaries
- *H** Hidden auxiliaries
- *I** Suppressed verbs
- *J** *have, do, get*

[* Second program]

Options

At the end of each section, an OPTIONS BOX appears. This is a convenient break point. Here, you can either stop for the day, or get examples of grammar items you're interested in, or do some exercises, using the second cassette.

Do not simply go through the whole of the program on Cassette 1 before you do the Exercises. The material is very concise, and you will get more out of the package by mixing theory and exercises in smaller doses.

The options in the Options Box are

- C** Continue
- X** Examples
- S** Examples in context

You then choose from one of the following:

- | | | | |
|----------|---------------------------|----------|----------------------|
| a | a noun phrase | g | a preposition |
| b | a verb phrase / predicate | h | a transitive verb |
| c | a verb | i | an intransitive verb |
| d | an object | j | a sentence adverb |
| e | an adverbial phrase | k | an intensifier |
| f | an adverb | m | <i>have, do, get</i> |

To return to the Menu at any time, press **M**.



THE GRAMMAR TREE

VERBS & ADVERBS

MENU (*Cassette 2 — Exercises*)

- | | | | |
|----------|-------------------|----------|----------------------|
| a | Noun phrases | h | Prepositions |
| b | Verb phrases | i | Transitive verbs |
| c | Verbs | j | Intransitive verbs |
| d | Adverbial phrases | k | Sentence adverbs |
| e | Objects | l | Intensifiers |
| f | Auxiliaries | m | <i>have, do, get</i> |
| g | Adverbs | | |

The exercises will help you to recognise the different 'functions' [*nouns, verbs, etc.*] of English grammar.

Do the exercises after you have been through the relevant parts of the 'theory' on the other program. Do not do too much at once.

- 1** Choose a 'function' from the Menu by pressing one of the keys from **a.** to **m.**
- 2** Sentences will appear on the screen. Your task is to select the group of words [**1, 2, 3, 4** or **5**] which could correctly and meaningfully fill the gap. In each case, there is only one correct answer.
- 3** In the case of *have, do, get* [**m**], there are only two choices.

The right answer must be

- meaningful [i.e. the sentence must make sense];
- grammatically correct [e.g. if the subject is singular, the verb must also be singular];
- an example of the right 'function' [e.g. *noun* or *verb*].

If your choice seems to make sense and the message INCORRECT still appears, this means your choice is either grammatically incorrect [b. above] or not an example of the right function [c. above].

(For example, if you're asked to choose a *noun*, it's no good choosing an answer that contains an *article* as well.)

Four examples appear at a time. If you want more, go back to the Menu and start again.

Further information will be found in the Notes.

Scoring To help you check your progress, each set of four questions is scored. You get **3** for a correct answer, **-1** for each incorrect choice. If you want to find out where your strengths and weaknesses are, make a note of your scores. If you get a low score in any category, go back to the 'theory' program (Cassette 1) and run that section again.



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VERBS & ADVERBS

NOTES (Cassette 1)

VERB PHRASES: VERBS

★ A verb is usually a single word, though it can be more:

single: *run, jump, lift, outmanoeuvre, uplift*

multiple: *run down, jump up, lift down, put off*

Down, up, off etc. look like prepositions, but in this case they are not — they act independently of any object NP that follows.

- 1 *He ran down the road.* [*down* is a preposition — it must come in front of the NP *the road*]
- 2 *He ran down the mouse.* [*down* is part of the verb *run down*]

Sentences **1** and **2** can appear in different forms:

1a *Down the road he ran.* BUT

2a *He ran the mouse down.*

★ **Finite** verbs have a subject, and therefore have *number* (i.e. they are singular or plural) and *person* (i.e. 1st, 2nd or 3rd person — *I, you* or *he/she/it*). In practice, since English does not use inflexions much, it is the auxiliary (*is, doesn't, am* etc.) that 'carries' this information.

★ **Inflexions** used to be used in English (in Old English) much more than now, as in Latin or modern German. These days, English relies more on auxiliaries and word order.

★ **Agreement** This term includes all grammatical information about 'correctness' of forms — *number, person*, whether the auxiliary is matched up with the correct form of the verb (e.g. **have taking* is wrong), and so on. Agreement is not just pedantry — it is a form of 'fail-safe' system, ensuring that the information gets across correctly.

★ Singular and plural

NP1
Pansy and Poppy

NP2 NP3
Pansy *Poppy*

NPs 2 and 3 are *singular*, but together they make up a *plural* NP.

OBJECTS

An object is an NP like any other NP, except in its position in the sentence. It must contain at least a noun (or pronoun or name), though it can contain a lot more — a sentence (adapted as an NR), for example. It can also contain both: *Mrs Lee, the old lady who likes blue earrings* is the object in *I went and fetched Mrs Lee, the old lady who likes blue earrings*.

NPs adapted from **predicates** (using *-ing*) can equally be objects, as in *He preached giving up smoking*.

ADVERBIAL PHRASES

An adverbial phrase is not a phrase with an adverb in it, but a phrase used as an adverb:

in a nice way = *nicely*

there = *in or to that place*

Compare:

Jehu rushed there in his private plane.

Jehu rushed to Tampa in his private plane.

The first sentence (with the 'adverb') is just a less explicit version of the second (with the adverbial phrase).

INDIRECT OBJECTS

This only applies with certain verbs, where there are two NPs in the VP, one of which is a 'beneficiary'.

Celia passed the salt to Cedric. [Cedric is the beneficiary]

Indirect object sentences can be transformed to get rid of the preposition in the surface structure:

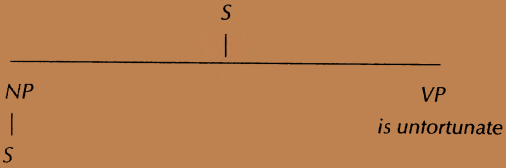
Celia passed Cedric the salt.

(This does not change the meaning or the underlying structure.)

Other verbs you can use in this way: *give, offer, send, leave (in a will), sing ... to, write (letters) to*

SENTENCE ADVERBS

Strictly speaking, the two Ss are not equal. Another way of setting it out would be



(That) the pub will be closed

That is structurally an 'invisible' surface linking word to show that the S is subordinate to the main S in the structure.

INTENSIFIERS

You can have intensifiers with verbs, too, but they are not always the same as for adjectives and adverbs.

I like soya meat very much.

I like soya meat awfully.

TRANSITIVE VERBS

★ **explicit/implicit** See general remarks in ABOUT THIS PACKAGE.



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NOTES (Cassette 2)

When doing the Exercises, bear in mind that

★ SENTENCES

- 1 must have an identifiable subject and a predicate;
- 2 must be meaningful [i.e. you must be able to imagine a situation in which they make sense];
- 3 may (in different contexts) appear only in part or adapted, but they must still be correct and make sense.

★ AUXILIARIES

More than one auxiliary may appear in a predicate (e.g. *can have been going*). However, remember that negatives (e.g. *not*) are not auxiliaries.

★ INTRANSITIVE VERBS

The skill is in recognising which verbs must have an implicit object.

★ INTENSIFIERS

More than one intensifier may occur at a time (e.g. *very, very nice*).

★ HAVE, DO, GET

The skill here is to recognise which is an auxiliary and which is a verb. You shouldn't lose more than a few points here!



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ERROR MESSAGES

To help you analyse your mistakes, a system of Error Messages has been included. For each wrong choice, an Error number will appear. This indicates in general terms what is wrong with the choice. Work out — with the help of the comments below — why your choice was wrong, and you will be well on the way to making the right choice next time.

- 1** 'Grammar' problem, e.g. a singular subject, plural verb of *me* instead of *I*.
- 2** Contains other functions besides the one asked for, e.g. an Adverb or Negative word as well as a Noun Phrase.
- 3** Not an example of the function asked for.
- 4** Not an example of the function asked for, and anyway this word/these words won't make sense in this context.
- 5** An incomplete example of the function asked for.
- 6** Doesn't make a sentence (no predicate).
- 7** Contains other functions besides the one asked for, and anyway doesn't make sense.
- 8** Doesn't make a sentence (no subject).
- 9** Doesn't make sense in this context.
- 10** (in questions with two gaps) Only one part of this choice is correct. [If Error 10 is listed first, the word(s) to go in the first space will be acceptable but the word(s) for the second space will not. If Error 10 is listed second, it's the other way round. Where only one error is listed, both parts are incorrect for the same reason.]



Some other programs from Sulis Software:

SPELLBOUND

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