

Assignment 26

Please watch Lesson 26 and Tutorial 26 before attempting this assignment.

Part A

1. Write four words that you learnt newly in the set of vowel-rich words, and explain what they mean.
2. Write a word with two i's and another with two u's successively, and explain what they mean.
3. Write five words with three vowels coming continuously, and explain what they mean.
4. What are connecting words? Give examples.
5. What is the difference between consequently and subsequently?
6. What is the difference between incidentally and accidentally?
7. What is the difference between until and unless?
8. Differentiate between till and until.
9. Write a single word for the meaning of 'in spite of'?
10. What are the extenuating circumstances to warrant the use of long sentences?

Part B

The skeletal structures of some sentences are given with the help of some of the 'Connectors', locations of clause 'subjects', forms of some 'verbs', locations of some 'supporting verbs (be, have)' and brackets, braces, etc to demarcate the appearance of clauses.

The structure specifications use obvious notations. However, they are summarised here for clarity.

- * **Sub:** Subject (of the sentence or any clause).
- * **V1, V2, V3, V4, and V5:** Five forms of any verb,
like break, broke, broken, breaks, and breaking, respectively.
- * **<be> and <have>:** Any form of the verb "be" and "have",
e.g. be, been, being, are, am, is, were, was, will be; and have, has, had, will have.
- * **Other supporting verbs, like "do", "will", "can", "must" etc, are not mentioned in the specifications.**
These can be used wherever needed in the sentence, just as you can use any **phrase** that you need in the slots shown as '...' which is your own space.
- * **If it comes naturally, you can insert words in between specified items.**
For example, to match
"... + <have> + V3 + ...", both "... **has taken** ..." and "... **has not taken** ..." are equally fine.
- * **... :** any number of words [zero to, say, 10] that you need to fit the sentence, except that these should bring in **no new subject or finite verb**.

Using the given skeletons, frame your sentences and underline wherever the required items of the skeleton are appearing in the sentences. One example is given.

Example structure:

V5 + ... + which + [Sub + <have> + V3 + ...],
 + Sub + <have> + <be> + V3 + ... + which
 + [Sub + <have> + V3 + ... + which
 + { ... + V1/V2/V4 + ... }].

Solution sentence:

Looking at the picture which you have sent me as a gift,
I have been reminded of a painting which
I have seen a few times in a friend's house which
 majestically displays many classic paintings on its walls.

1. Despite + V5 +, Sub + <have> + V3 + ... ,
 + which + [<have> + V3 + ...] and
 + [... + <have> + V3 + ...].

2. (Dummy) Sub + V1/V2/V4 + ... + which
 + [Sub + V1/V2/V4 + ...],+ but
 + (Dummy) Sub + V1/V2/V4 + ... + who
 + [V1/V2/V4 + ...] + ... + so that
 + [Sub + V1/V2/V4 + ...].

3. On one hand, Sub + V1/V2/V4 + ... + who
 + [V1/V2/V4 + ...], + while + on the other hand, + [Sub + V1/V2/V4 + ... + by + V5 + ...].
4. Sub + V1/V2/V4 + ... whenever
 + [Sub + V1/V2/V4 + ...], + provided that
 + [Sub + V1/V2/V4 + ... + and + V1/V2/V4
 + that + {Sub + <V1/V2/V4> + ... }].
5. [Even though + Sub + <be> + V3 + ...],
 + Sub + V1/V2/V4 + ... +
 + ... + because + [Sub + <V1/V2/V4> + ...].

[Note: You can pick up long sentences from any book, set up such exercises, and frame new sentences in those structures. This may be a very good practice for both comprehension and composition.]