

Elocution Module 11: Nominalization Pattern 4

This module is designed for use in Lesson 7: Complete Persuasive Arrangement with Narrative (see chart, Year-at-a-Glance). You should expect to use at least one class period to complete this module.

Getting Ready

To teach this module, you will need to:

Be able to

- Show students how to recognize and repair sentences that use a series of nominalizations joined by prepositions.

Understand

- That when a verb is used as a noun we call it a “nominalization.”
- That nominalizations can almost always be avoided by turning the nominalization into a verb and clarifying the subject.

Know

- That Nominalization Pattern 4 involves a series of nominalizations joined by prepositions.
- That when we avoid nominalizations, we make our sentences clearer.

To teach this module, you will need the following materials:

Elocution Worksheet 6: Nominalization Pattern 4—“Nominalizations joined by prepositions

Extra examples of this way of using nominalizations—taken from newspapers, magazines, or your own imagination

When they complete this module, your students will

Be able to

- Show students how to recognize and repair sentences that use a series of nominalizations joined by prepositions.

Understand

- That when a verb is used as a noun we call it a “nominalization.”
- That nominalizations can almost always be avoided by turning the nominalization into a verb and clarifying the subject.

Know

- That Nominalization Pattern 4 involves a series of nominalizations joined by prepositions.
- That when we avoid nominalizations, we make our sentences clearer.

Presenting the Material

Pre-Grammar

Subject matter	Presentation
<p>Goals: Review the three previous uses of nominalizations (“There is,” “Object of a vacuous verb,” and “Subject of a vacuous verb”).</p> <p>Follow Elocution Worksheet 6: Nominalization Pattern 4—“A series of nominalizations joined by prepositions” to ask appropriate Forethought questions.</p>	<p><i>What nominalization patterns have we learned so far? How did we fix each one?</i></p> <p><i>Why shouldn't we use nominalizations?</i></p> <p><i>Why do we want clear verbs and clear subjects?</i></p>
<p>Transition to Grammar</p> <p>Read your students the three examples in part A under “Sentences to Contemplate.”</p>	<p><i>Tell me what you remember about these examples: Can you tell me any specific</i></p>

<p>Before reading the examples, ask your students to notice the subjects and verbs.</p>	<p><i>subjects and verbs in them?</i></p> <p><i>Why do you think you remember these subjects and verbs?</i></p> <p><i>Why do you think it is important to offer clear subjects and verbs in our sentences?</i></p>
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Grammar:

<p>Subject matter</p>	<p>Presentation</p>
<p>Goal: Give your student clear types, or examples, of the error of Nominalization Pattern 4.</p> <p>Model type</p> <p>Turn to the shaded box on the second page of Elocution Worksheet 6. Explain the three steps we took to eliminate the nominalization in the sentence.</p> <p>First type</p> <p>Now turn to section B under “Sentences to Contemplate.” Read the first sentence. Ask your students appropriate questions about the subject and verb (if it has one).</p> <p>Take them through the steps. Demonstrate for them at least once—but do it aloud.</p> <ol style="list-style-type: none"> 1. Turn the nominalization into a verb. 2. If necessary, clarify the subject. 3. Make a choice: <ul style="list-style-type: none"> ➤ Either leave the second nominalization as it is, or ➤ Turn it into a verb and include it in a clause that begins with “how” or “why” 	<p><i>Let’s read the first sentence under section B.</i></p> <p><i>Can you find a clear subject?</i></p> <p><i>Is this a clear subject?</i></p> <p><i>How could we correct this problem? In other words, how could we make it clearer?</i></p>

4. Rewrite the sentence with a new subject, the better verb, and the reduced nominalizations.
5. Write the final sentence.

Second type

Now read sentence 2 under the same section B. Ask the same questions as before.

Again, help them through the process of eliminating the nominalization.

Third type

Proceed with the third sentence. Ask the same questions as before, and correct the sentence just as you did in previous examples.

Fourth, fifth, sixth types

Continue with the fourth, fifth, and sixth types if necessary. Ask the same questions and follow the same steps as before.

For more types, guide your students through section C, having the students turn the nominalizations into verbs.

If necessary, go a step further with these sentences, and ask the same questions and follow the same steps that we did in previous types.

Let's read the second sentence under section B.

*Can you find a clear subject?
Is this a clear subject?*

How could we correct this problem? In other words, how could we make it clearer.

Let's read the third sentence under section B.

*Can you find a clear subject?
Is this a clear subject?*

How could we correct this problem? In other words, how could we make it clearer.

<p>Once you determine that your students grasp the concept, proceed to the dialectic stage of the lesson.</p>	
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Dialectic:

<p>Subject matter</p>	<p>Presentation</p>
<p>Goal: Show your students the difference between sentences that contain Nominalization Pattern 4 and those that do not contain this error.</p> <p>Compare the first set of sentences in section B (the regrettable sentences) with the second set in section B (the corrected sentences). Or use the corrected sentences you have invented in class.</p>	<p><i>How are the subjects and verbs different in each of these sets of sentences?</i></p> <p><i>What makes the new sentences better than the old ones? How are they different?</i></p> <p><i>When we corrected the regrettable sentences, what steps did we take each time?</i></p>

Rhetoric A: Explanation

<p>Subject matter</p>	<p>Presentation</p>
<p>Student states the concept</p> <p>Instruct your students to complete the explanation section of the worksheet. Then discuss what they wrote.</p> <p>Ask them to describe what a nominalization is.</p>	<p><i>Complete the Explanation section on the worksheet.</i></p> <p><i>What is a nominalization?</i></p> <p><i>How can we eliminate a nominalization of this kind from our sentences?</i></p>

Rhetoric B: Practice/ Application

Subject matter	Presentation
<p>Students work on their essays by applying this lesson.</p> <p>Practice</p> <p>Direct your students to practice identifying and eliminating Nominalization Pattern 4 from their writing by working on sections A and B.</p> <p>Have your students read through their practice essays, making sure they have eliminated all nominalizations of this kind.</p> <p>Application</p> <p>Instruct your students to edit their current essays by eliminating nominalizations joined by prepositions from their current essays.</p>	<p><i>Now, let's turn to section A under "Practice." Read the sentences and follow the instructions underneath them. These are the same steps we followed earlier in the lesson.</i></p> <p><i>In section B, underline the nominalizations; then write verbs that could replace them.</i></p> <p><i>Now, read through your practice essays. Find any nominalizations joined by prepositions and underline them. Then rewrite those sentences using the steps we learned during this lesson.</i></p> <p><i>Now edit your current essays by finding any nominalizations joined by prepositions. If you find any, rewrite the sentences using clear subjects and clear verbs.</i></p>

Assessment

Check your students' essays to be sure they have eliminated all instances of Nominalization Pattern 4. Begin to look for this (and encourage the students to look for this error) in their writing from now on.

Read their explanations.

Read through their practice essays and make sure they understand both how to recognize this kind of nominalization and how to correct sentences that include them.