

# Elocution Module 6: Nominalization Pattern 1

This module is designed for use in Lesson 5: Basic Persuasive Essay with Division and Distribution (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 “there is” or “there are” when they shouldn’t.

#### Understand

- That when a verb is used as a noun we call it a “nominalization.”
- That nominalizations should be avoided.
- That when we say “there is” we often hide the subject, thus making sentences vague and confusing.

#### Know

- That Nominalization Pattern 1 involves sentences that use “there is” or “there are.”

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

Elocution Worksheet 3: Nominalization Pattern 1—“There is”  
Extra examples of regrettable uses of “there is”—from newspapers,  
magazines, or your own imagination

**When they complete this module, your students will**

**Be able to**

- Recognize and repair sentences that use “there is” or “there are” when they shouldn’t.

**Understand**

- That when a verb is used as a noun we call it a “nominalization.”
- That Nominalizations should be avoided.
- That when we say “there is” we often hide the subject, thus making sentences vague and confusing.

**Know**

- That Nominalization Pattern 1 involves sentences that use “there is” or “there are.”

**Presenting the Material**

***Pre-Grammar***

Subject matter	Presentation
<p><b>Goals:</b> Review subjects and verbs and their roles in sentences. Also, get ideas about what we mean by an “unclear” sentence.</p> <p>Follow Elocution Worksheet 3: Nominalization Pattern 1—“There is” to ask appropriate Forethought questions.</p>	<p><i>What is a subject?</i></p> <p><i>What is a verb?</i></p> <p><i>What makes a good subject?</i></p> <p><i>What makes a good verb?</i></p>
<p><b>Transition to Grammar</b></p> <p>Read your students the three examples in part A under “Sentences to Contemplate.” Before reading the examples, ask your students to notice the subjects and verbs.</p>	<p><i>Tell me what you remember about these examples: Can you tell me any specific subjects and verbs in them?</i></p>

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	<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:**

Subject matter	Presentation
<p><b>Goal:</b> Give your student clear types, or examples, of the error of Nominalization Pattern 1—“There is.”</p> <p><b>Model type</b></p> <p>Turn to the shaded box on the second page of Elocution Worksheet 3. Explain the three steps we took to eliminate the nominalization in the sentence.</p> <p><b>First type</b></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"> <li>1. Turn the nominalization into a verb.</li> <li>2. Find or invent a new subject.</li> <li>3. Rewrite the sentence with a new subject and the better verb.</li> </ol> <p><b>Second type</b></p> <p>Now read sentence 2 under the same section B. Ask the same questions as</p>	<p><i>Let’s read the first sentence under section B.</i></p> <p><i>Can you find a clear subject?</i> <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> <p><i>Let’s read the second sentence under section B.</i></p>

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<p>before.</p> <p>Again, help them through the process of eliminating the nominalization.</p> <p><b>Third type</b></p> <p>Proceed with the third sentence. Ask the same questions as before, and correct the sentence just as you did in previous examples.</p> <p><b>Fourth, fifth, sixth types</b></p> <p>Continue with the fourth, fifth, and sixth types if necessary. Ask the same questions and follow the same steps as before.</p> <p>If necessary, offer your students further regrettable sentences that they can correct, using the same steps we have taken in the previous types.</p> <p>Consider asking a student to tell a short story or description of something he saw that day out of the ordinary. Ask other students if the teller said “there is” or “there are” at all. This will make the students conscious of how often they use this Nominalization Pattern in their speech and writing.</p> <p>Once you determine that your students grasp the concept, proceed to the dialectic stage of the lesson.</p>	<p><i>Can you find a clear subject?</i> <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> <p><i>Let’s read the third sentence under section B.</i></p> <p><i>Can you find a clear subject?</i> <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>
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***Dialectic:***

<b>Subject matter</b>	<b>Presentation</b>
<p><b>Goal:</b> Show your students the difference between sentences that contain Nominalization Pattern 1 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***

<b>Subject matter</b>	<b>Presentation</b>
<p><b>Student states the concept</b></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>In each sentence, we eliminated something from our sentence. What was this word that we eliminated? Describe what a nominalization is.</i></p> <p><i>How can we eliminate a nominalization from our sentences?</i></p>

***Rhetoric B: Practice/ Application***

<b>Subject matter</b>	<b>Presentation</b>
<p>Students work on their essays by applying this lesson.</p>	

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<p><b>Practice</b></p> <p>Direct your students to practice identifying and eliminating Nominalization Pattern 1 from their writing by working on sections A, B, and C under “Practice.”</p> <p>Have your students read through their practice essays, making sure they have eliminated all “there is/ there are” nominalizations.</p> <p><b>Application</b></p> <p>Instruct your students to edit their current essays by eliminating “there is/ there are” nominalizations 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, and rewrite the sentence with a better verb.</i></p> <p><i>In section C, you’ll find more “there is” sentences.” Improve the sentences by eliminating the nominalization in them.</i></p> <p><i>Now, read through your practice essays. Find any “there is/ there are” nominalizations and underline them. Then rewrite those sentences using the three steps we learned during this lesson.</i></p> <p><i>Now edit your current essays by finding any “there is/ there are” nominalizations. If you find any, rewrite the sentences using clear subjects and clear verbs.</i></p>
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## Assessment

Check your students’ essays to be sure they have eliminated all instances of Nominalization Pattern 1. 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 a nominalization and how to correct sentences that include them.