

Elocution Module 8: Nominalization Pattern 2—Object of a Vacuous Verb

This module is designed for use in Lesson 6: Basic Persuasive Essay with Refutation (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 nominalizations as the objects of vacuous verbs.

Understand

- That when a verb is used as a noun we call it a “nominalization.”
- That Nominalizations should be avoided.
- That when we use vacuous verbs we take away the strength and force of a sentence.

Know

- That Nominalization Pattern 2 involves sentences that use nominalizations as objects of vacuous verbs.

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

Elocution Worksheet 4: Nominalization Pattern 2—“Objects of a vacuous verb”

When they complete this module, your students will

Be able to

- Recognize and repair sentences that use nominalizations as the objects of vacuous verbs.

Understand

- That when a verb is used as a noun we call it a “nominalization.”
- That Nominalizations should be avoided.
- That when we use vacuous verbs we take away the strength and force of a sentence.

Know

- That Nominalization Pattern 2 involves sentences that use nominalizations as objects as vacuous verbs.

Presenting the Material

Pre-Grammar

| Subject matter | Presentation |
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| <p>Goals: Review subjects and verbs (again).</p> <p>Review what a nominalization is.</p> | <p><i>What is a subject?</i> <i>What is a verb? What is an action verb?</i></p> <p><i>Last time, we learned what a nominalization is. That was just the first of the four nominalization patterns we will learn.</i></p> <p><i>What is a nominalization?</i> <i>What is Nominalization Pattern 1? How can we avoid using it?</i></p> <p><i>Many root-words have different forms—a noun form, a verb form, an adjective form, and so on.</i> <i>Let’s take the word “run.” What are some</i></p> |

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| | <p><i>forms of this word?</i></p> <ul style="list-style-type: none"> • to run, running, runner <p><i>How about “happy.” What are some forms of this word?</i></p> <p>happiness, happily</p> |
| <p>Transition to Grammar</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> <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> |

Grammar:

| Subject matter | Presentation |
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| <p>Goal: Give your student clear types, or examples, of the error of Nominalization Pattern 2—“Object of a vacuous verb.”</p> <p>Model type</p> <p>As the teacher, use the shaded box on the second page of Elocution Worksheet 4 to model the correction of the nominalization. Do not have the students turn to this page, simply use it to explain the steps with them on the board. 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.</p> | <p><i>Let’s read the first sentence under section B.</i></p> <p><i>Can you find the verb in this sentence? What is the subject?</i></p> <p><i>How does this sentence use a</i></p> |

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| <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. Replace the vacuous verb with the verb you made in step 1.3. Rewrite the sentence, using your new verb (making sure your subject stays strong). <p>Second type</p> <p>Now read sentence 2 under the same section B. Ask the same questions as before.</p> <p>Again, help them through the process of eliminating the nominalization.</p> <p>Third type</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>Again, help them through the process of eliminating the nominalization.</p> <p>Fourth, fifth, sixth types</p> | <p><i>nominalization?</i></p> <p><i>How could we correct this problem? In other words, how could we make the sentence clearer?</i></p> <p><i>Let's read the second sentence under section B.</i></p> <p><i>Can you find the verb in this sentence? What is the subject?</i></p> <p><i>How does this sentence use a nominalization?</i></p> <p><i>How could we correct this problem? In other words, how could we make the sentence clearer?</i></p> <p><i>Let's read the first sentence under section B.</i></p> <p><i>Can you find the verb in this sentence? What is the subject?</i></p> <p><i>How does this sentence use a nominalization?</i></p> <p><i>How could we correct this problem? In other words, how could we make the sentence clearer?</i></p> |
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| <p>Continue with the fourth, fifth, and sixth types, using the sentences under section B of “Sentences to Contemplate.”</p> <p>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>You can work through section C together at this point, or assign this at the end of the lesson for practice and review.</p> <p>Once you determine that your students grasp the concept, proceed to the dialectic stage of the lesson.</p> | |
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Dialectic:

| Subject matter | Presentation |
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| <p>Goal: Show your students the difference between sentences that contain Nominalization Pattern 2 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 does each of the regrettable sentences have in common? What error does each sentence contain?</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

| Subject matter | Presentation |
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| <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>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 this type of nominalization from our sentences?</i></p> |

Rhetoric B: Practice/ Application

| Subject matter | Presentation |
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| <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 2 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 nominalizations as “objects of vacuous verbs.”</p> <p>Application</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 write a verb that could replace the nominalization.</i></p> <p><i>In section C, you’ll find more sentences with nominalizations as “objects of vacuous verbs.” Improve the sentences by eliminating the nominalization in them.</i></p> <p><i>Now, read through your practice essays. Find any “objects of vacuous verbs” nominalizations and underline them. Then rewrite those sentences using the three steps we learned during this lesson.</i></p> |

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Instruct your students to edit their current essays by eliminating “objects of vacuous verbs” nominalizations from their current essays.

Now edit your current essays by finding any “objects of vacuous verbs” nominalizations. If you find any, rewrite the sentences using clear subjects and clear verbs.

Assessment

Check your students’ essays to be sure they have eliminated all instances of Nominalization Pattern 2. 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 type of nominalization and how to correct sentences that include them.