

Chapter 9 Connecting Everything–Functional Word Categories

Additional information and practice

More practice from Exercise 1

Identify all determiners in the sentences below. Bonus points for finding the one example with a pre-determiner followed by a central determiner!

- a) The dog chased the cat under the table. (sE)
- b) Bruce BIN putting those glasses on the shelves.¹ (AAE)
- c) I Ø been doing dancing for a long time, for eight years already.² (ChE)
- d) Cher swims every day. (sE)

More practice from Exercise 2

Underline as many determiners as you can in the excerpt³ below.

Each cat is distinct; some have playful personalities, some have a mischievous demeanor, while others were regal and dignified, their presence commanding admiration from all who crossed their path. Amidst the rustling leaves and whispers of the wind, their soft purrs resonated like soothing melodies, weaving tales of an ancient secret and untold adventures into the fabric of the night. And as dawn painted the sky in hues of rose and gold, the cats retreated to their cozy nooks, their dreams filled with visions of endless exploration and boundless curiosity, eagerly awaiting the next chapter in their timeless tale.

More practice from Exercise 3

Underline all prepositions in the sentences below.

- a) The students had to do original research for the final paper. (sE)
- b) What we need is we need to help people find work in a legal way.⁴ (sE/non-sE)
- c) You just look at him and he starts a-bustin' out laughing at you.⁵ (AE)

¹ Green, L. (2002), *African American English: A Linguistic Introduction*, Cambridge: Cambridge University Press, p. 58.

² Barrón and San Romón, n.d., p. 30–31; cited in Bayley, R. (2012). “Chicano English,” In B. Kortmann, and K. Lunkenheimer, (eds), *The Mouton World Atlas of Variation in English*, 156–165, Berlin: De Gruyter Mouton, p. 160.

³ based on an excerpt produced by OpenAI, 2024.

⁴ O'Neill, T. (2014), ‘Repetition clefts’, *Yale Grammatical Diversity Project: English in North America*. (Available online at <http://ygdp.yale.edu/phenomena/repetition-clefts>. Accessed on 2024-02-24). Updated by Tom McCoy (2015) and Katie Martin (2018).

⁵ Wolfram and Christian, 1971, p. 71; cited in Matyiku, S. (2011), ‘A-prefixing’, *Yale Grammatical Diversity Project: English in North America*. (Available online at <http://ygdp.yale.edu/phenomena/a-prefixing>. Accessed on 2024-02-24). Updated by Tom McCoy (2015) and Katie Martin (2018).

More practice from Exercise 4

Label the underlined words as either a determiner (DET) or a preposition (PREP) in the excerpt⁶ below. The excerpt is taken from the published convention program for the Conference on College Composition and Communication, and as such represents written AAE.

Yes, yes, y'all, we bout social justice dis here time. So y'all diverse peoples, y'all there inclusive folk, y'all there allies, and those who wanna be allies, and y'all who still workin on bein proper allies, I urge you and support you to speak yo own truf first. Then—when u done, speak on that truf that power must hear—and if power don't listen, it will hear us nonetheless. So speak up—speak out—even if yo voice shakes.

More practice from Exercise 5

Identify the italicized conjunctions as either coordinating (co) or subordination (sub) conjunctions in the sentences below.

- a) I hope y'all can tell from my call for papers last year, (...) *that* dis here C's, dis here conference, is bout honorin, explorin, researchin, *and* advocatin wit diverse peoples/voices.⁷ (AAE)
- b) Now, *while* you at the convention center itself, at the conference, check out at least one of dem dere sessions I spotlighted.⁸ (AAE)

Additional insights from the medical world

How do we know that rules and patterns of language varieties and different dialects are encoded in the brain? The following data come from two speakers who have suffered strokes that affected different areas of the brain. Describe what word classes are difficult (and maybe impossible) to produce or how language production has been impaired due to the damage their brains have experienced. Compare your answer to information provided in the answer key.

A. [video]:⁹

Speaker	Utterance
Therapist:	“Okay so what’s your name?” “
Sarah:	“Um Scott, oh no Sarah Scott.”
Therapist:	“That’s right. And how old are you?”
Sarah:	“I can’t.”
Therapist:	“Try.”
Sarah:	“I can’t. Ooh.”

⁶ Young, V. A. (2019), ‘Greetings from the 2019 program chair’, *Program for Seventieth Annual Convention Conference on College Composition and Communication*, 4-6, Pittsburgh, PA, p. 4.

⁷ Ibid.

⁸ Ibid.

⁹ SymphUK (2010, Feb 28). Expressive Aphasia - Sarah Scott - Teenage Stroke Survivor. [Video]. YouTube. Available online: <https://youtu.be/1aplTvEQ6ew>.

Therapist: "Ooh. You're nineteen. Nineteen."
 Sarah: "Yeah."
 Therapist: "Yeah. and what happened to you?"
 Sarah: "Uhm, stroke."
 Therapist: "You had a stroke last year."
 Sarah: "Yes."
 Therapist: "And what happened, can you remember what happened?"
 Sarah: "Um um um school. And, English class, and I um book and I read it aloud. And um but I can't cause stroke."

B [video]:¹⁰

Speaker Utterance

Therapist: "And what were we just doing with the iPad?"
 Byron: "Uhh, right at the moment they don't show a darn thing. Ha ha!"
 Therapist: "With the iPad, what were we doing? Like here?"
 Byron: "I'd like my change for me and change hands for me. It would happy."

¹⁰ Tactustherapy (2015, Sept 15). Fluent Aphasia (Wernicke's Aphasia). [Video] YouTube. Available online: <https://youtu.be/3oef68YabD0>.