

## Word Analytics, Part Two

The purpose of analytics is not to enable one to exhaustively and perfectly analyze every word in every sentence. Such an aim is a recipe for frustration, as there are many exceptions that will always elude the most brilliant teachers of grammar, not to mention the students.

When one encounters – as one often does – words or combinations of words that are difficult to analyze, one should simply guess at the best possible answer, and laugh at the difficulty of grammar. Students can be reminded about how difficult grammar is, but that it is not essential to know grammar perfectly when learning to write.

***What they must understand is that they can analyze effectively 80% to 90% of what they read and write.*** That does matter a great deal. *Students must feel competent and confident that they can grammatically understand the overwhelming majority of the words of the sentences that they write and read.* Once they know that they can do this, they are not intimidated or frightened by the language, nor do they worry too much or take too seriously minor failures to understand difficult points of grammar that would challenge or even defeat a very gifted student or teacher of grammar.

It is a notorious commonplace that excessive attention on the fine points of grammar serves only to depress and frustrate students and afflict them with the conviction that they can never master the simplest forms of expression. At the outset, students need only to understand the basic fundamentals of grammar as we have set them forth in this book, and then practice some analytics of sentences. **The real understanding of sentences comes not with analytics but with the mastery of the Ten Forms.** Only after they have seen and used all the Forms and gained a sense that they have a fluid mastery of multiple options in self-expression, should further attention be paid to more complex exercises in word analytics or analysis.

Even then, only some attention (and never excessive attention) should be given to word analytics. Word analytics will help some students, especially incipient linguists, and give some confidence to others. Some people, however, may always find word analytics unduly frustrating. In such cases, forget it, and concentrate on improving the student's mastery of the sentence forms.

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In the following sentences, students have analyzed sentences taken from the National Geographic website. The article was about an old growth forest in Alaska. The last example is taken from a children's story book.

<b>Word Analytics</b>		
from the Tongass National Park (Alaska) interview with a concerned forester at the National Geographic website at <i>nationalgeographic.com</i> .		
<b>Student 1</b>		
And you look up and you see the ragged canopy of this forest.		
Word	Kind	Job
<b>And</b>	conjunction	connector
<b>you</b>	pronoun	subject
<b>look</b>	verb	main verb
<b>up</b>	pre/postposition	(part of) main verb (a phrasal verb)
<b>and</b>	conjunction	connector
<b>you</b>	pronoun	subject of second clause
<b>see</b>	verb	main verb of second clause
<b>the</b>	adjective	descriptor
<b>ragged</b>	verbal - past participle	descriptor
<b>canopy</b>	noun	direct object
<b>of</b>	preposition	connector
<b>this</b>	adjective	descriptor
<b>forest.</b>	noun	object of preposition
<b>Student 2</b>		
This is the forest duff, the organic soil in the forest, and it is very thin.		
Word	Kind	Job
<b>This</b>	pronoun	subject
<b>is</b>	verb	main verb
<b>the</b>	adj.	descriptor
<b>forest</b>	noun	descriptor
<b>duff,</b>	noun	distant descriptor
<b>the</b>	adj.	descriptor
<b>organic</b>	adjective	descriptor
<b>soil</b>	appositive	descriptor
<b>in</b>	preposition	connector
<b>the</b>	adj.	descriptor
<b>forest,</b>	noun	object of preposition

<b>and</b>	conjunction	connector
<b>it</b>	pronoun	subject
<b>is</b>	verb	second main verb
<b>very</b>	adverb	descriptor
<b>thin.</b>	adjective	descriptor

### Student 3

Though maps of the Tongass show mostly green, less than half is forested.

<b>Word</b>	<b>Kind</b>	<b>Job</b>
<b>Though</b>	conjunction	connector
<b>maps</b>	noun	subject
<b>of</b>	preposition	connector
<b>the</b>	adjective	descriptor
<b>Tongass</b>	noun	object of preposition
<b>show</b>	verb	secondary main verb
<b>mostly</b>	adverb	descriptor
<b>green,</b>	adjective	descriptor
<b>less</b>	adverb	descriptor
<b>than</b>	conjunction	connector
<b>half</b>	noun	subject
<b>is</b>	verb	aux.verb. part of main verb
<b>forested.</b>	verbal - past participle	main verb

### Student 4

Jenny calmly ate her breakfast and got ready for school.

<b>Word</b>	<b>Kind</b>	<b>Job</b>
<b>Jenny</b>	noun	subject
<b>calmly</b>	adverb	descriptor
<b>ate</b>	verb	descriptor
<b>her</b>	adjective	descriptor
<b>breakfast</b>	noun	direct object
<b>and</b>	conjunction	connector
<b>got</b>	verb	(second) main verb
<b>ready</b>	adjective	descriptor
<b>for</b>	preposition	connector
<b>school.</b>	noun	object preposition

[from the book *I Am Not Jenny*]