

## Word Analytics, Part 1

Students can partake in **word analytics**, a new term which is equivalent to the old term, **parsing**. Sentences are written in charts. The student analyzes each word individually, writing the word, its kind, and its function in the appropriate box. Sentences are written downwards on the left side, one word at a time. This is best done at the board.

There is a definite procedural order when doing word analytics. The student should follow this order exactly and not deviate from it in order to become efficient at taking a sentence apart and thereby discerning its architectural structure.

<b>Sequence for Doing Word Analytics</b>	
1	Locate the <b>main verb</b> (with its auxiliary if present) and underline it twice.
2	By asking who performed the action of the verb, locate the <b>subject</b> , and underline it once.
3	Look to see if the main verb is a linking verb, and, if it is, look for a <b>distant descriptor</b> (formerly called the subjective complement).
4	Look for the <b>direct object</b> , and if there is one, underline it three times.
5	Ask if there is an <b>indirect object</b> , by asking, To whom? or For whom? something was done.
6	Identify all <b>adverbs</b> and <b>adjectives</b> attached respectively to the previous five elements
7	Identify all <b>prepositions</b> , their <b>objects</b> , and their <b>attachments</b>
8	Identify all <b>verbal elements</b> (infinitives, present and past participles, gerunds)
9	Identify all <b>noun, adjective, adverb strings</b>

For some sentences, the process of classification may tend to bog down and seem hazy or too difficult. In such instances, considerable time should not be spent wrangling over the correct analysis.

The practice of Analytics is intended to make students able to **confidently grasp at a glance the construction of the sentence**, and **to know which parts of the sentence are more important to understand** (the main verb and subject), and which parts may be less important. Analytics shows familiarity with the building materials of the sentence; it enables a student to deconstruct a sentence to its word level components.

## WORD ANALYTICS OF SOME FIRST LEVEL SIMPLE SENTENCES

### Sentence 1:

*Jenny went to the store and bought some gouda cheese.*

Word	Kind	Job
Jenny	noun	subject
went	verb	main verb
to	preposition	connector
the	adjective	descriptor
store	noun	object of preposition
and	conjunction	connector
bought	verb	2 <sup>nd</sup> main verb
some	adjective	descriptor
gouda	adjective	descriptor
cheese.	noun	object of preposition

### Sentence 2:

*Tired from her trip to Europe, Tammy rested all afternoon.*

Word	Kind	Job
Tired	verbal –past participle	descriptor [Tammy]
from	preposition	connector
her	adjective	descriptor
trip	noun	object of preposition
to	preposition	connector
Europe,	noun	object of preposition
Tammy	noun	subject
rested	verb	main verb
all	adjective	descriptor
afternoon.	noun	descriptor

...MORE ANALYTICS ON FIRST LEVEL SIMPLE SENTENCES		
<b>Sentence 3:</b> <i>Flashing her new engagement ring, Tina strolled triumphantly down the sunny street.</i>		
Word	Kind	Job
Flashing	verbal –present participle	descriptor [Tina]
her	adjective	descriptor
new	adjective	descriptor
engagement	noun	descriptor (or adjunct as <i>engagement ring</i> ) <sup>1</sup>
ring,	noun	object of verbal
Tina	noun	subject
strolled	verb	main verb
triumphantly	adverb	descriptor
down	preposition	connector
the	adjective	descriptor
sunny	adjective	descriptor
street.	noun	object of preposition
<b>Sentence 4:</b> <i>After eating breakfast, the children went to school</i>		
Word	Kind	Job
After	preposition	connector
eating	verbal - gerund	object of preposition
breakfast,	noun	object of verbal
the	adjective	descriptor
children	noun	subject
went	verb	main verb
to	preposition	connector
school	noun	object of preposition

<sup>1</sup> See Appendix 4 – Noun Pairs and Adjuncts