LINGUISHTIK JUDGES MANUAL

2016-17 EDITION

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PREFACE

The game of LinguiSHTIK® is played competitively at the local, state and national levels. The object of LinguiSHTIK is to make a four to ten letter word using cubes from the game mat. The word must satisfy the demands made in the course of play and must be used in a sentence type, classified by pattern, structure, or purpose, that is designated by the first player. The rules by which the game are played are contained in the Academic Games Leagues of America, Inc. ("AGLOA") Tournament Rules, which make this manual the game's official judging reference. This manual includes all changes made in the 2016-2017 LinguiSHTIK Tournament Rules.

This manual has been written to provide those who judge LinguiSHTIK and those who would like to judge LinguiSHTIK with a handy reference. This manual is intended to codify those rulings which have traditionally been made in the game and to illuminate some others which may arise in the future. This manual is organized so that it takes the reader through the game in the same order in which the students play. In addition, there are sections on judging, technical rulings related to the game and finally a judge's self-test.

Reference in this manual to a specific tournament rule is denoted as (**LT__**). The Tournament Rules are broken down by division based on grade level: Elementary Division (4th - 6th grade), Middle Division (7th - 8th grade) and Junior/Senior Division (9th - 12th grade). The LinguiSHTIK Tournament Rules are updated and made available yearly (usually late August). This manual denotes where the rules make distinctions between the divisions as follows:

> *   Is not allowed in Elementary Division
> **   Is not allowed in Elementary or Middle Divisions
> ***   Is not allowed in Elementary or Junior/Senior Divisions

The authors are especially grateful to the Board of Directors of AGLOA which endorsed our efforts in the development of this manual. The authors also wish to acknowledge Brother Neal Golden who permitted us to borrow liberally from the rulings already established in his *Manual for Equations and On-Sets Officials*. In addition, the authors also acknowledge the significant contributions that Sue Stephenson and Jean Skomra made in preparing a previous judging manual. Finally, the authors wish to acknowledge each of the judges, teachers and students whose insight and countless questions led to many of the rulings reiterated in this manual. The authors alone, however, take responsibility for any errors contained herein.

This 2016-2017 Revision of this manual replaces the earlier Editions, and should be the one used for judging in local and national tournaments in conjunction with the 2016-17 LinguiSHTIK Tournament Rules. Each section has been numbered separately with Roman numerals, and all pages are numbered consecutively so that sections can be found easily using the Table of Contents.

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This 2016-17 Edition of the Judges Manual has been correlated to specific rules of grammar. The page numbers appearing next to a topic in this manual refer to the rules of grammar on that topic as set forth in the official grammar reference for LinguiSHTIK Tournament play: *Elements of Language, 6th Course* **published by Holt Rinehart Winston. <mark>Changes are highlighted in yellow.</mark>**

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Each of the following forms is located as a PDF file on the AGLOA web site (agloa.org). Each one can be downloaded and printed from that site:

Elementary Division Order of Play Sheet (Revised 2015)
Middle Division Order of Play Sheet (Revised 2015)
Junior/Senior Division Order of Play Sheet & Scoring Chart (front) (Revised 2015)
Junior/Senior Division Order of Play Sheet (back) (Revised 2015)
List of Demands Form (Revised 2015)
LinguiSHTIK Scoring Chart (Revised 2015)
Dictionary of Terms (Revised 2016)
Official Tournament Rules (for the current year)

The official grammar book can be purchased at a nominal cost on www.amazon.com.

SECTION I: THE GAME OF LinguiSHTIK

The object of the game of LinguiSHTIK® is to make a 4-10 letter word using cubes from the game mat. The word must satisfy the demands made in the course of play and must be used in a sentence type, classified by pattern, structure, or purpose, that is designated by the first player. (**LT 2**).

A.   Starting a Game

Students are allowed the following materials when playing the game: (1) the LinguiSHTIK Scoring Chart, (2) the LinguiSHTIK Order-of-Play sheet including the LinguiSHTIK General Demand sheet, (3) a supply of blank List of Demands sheets, (4) the LinguiSHTIK Game Mat, and (5) all twenty-three LinguiSHTIK cubes. (**LT 3**). (The List of Demands sheet, Order-of-Play sheets and Scoring Charts for each division are included in Appendices A-E and are also available online at agloa.org).
Absolutely forbidden are grammar books, dictionaries, the LinguiSHTIK Game Manual, the LinguiSHTIK Rules and Dictionary of Terms, or this manual. Players may bring to the table only BLANK paper (lined or unlined) and writing implements (pens or pencils). BEFORE the round begins, players should check the papers of their opponents to make sure that all papers are BLANK. Once a round begins, any player may write anything on her/his own paper. As a courtesy, when a player submits a sentence to opponents for evaluation, the player should circle the submitted sentence and underline the word that he believes satisfies the demands for that shake so that the opponents know which word and sentence to evaluate. If a player fails to circle a sentence or underline a word when presenting, his opponents should ask that the sentence be circled and that the word be underlined. There is NO penalty for failing to circle a sentence or to underline a word. (**LT 3**).

To determine who starts the game, each player rolls a cube of the same color. The player who rolls a letter closest to the beginning of the alphabet, becomes Player One for the first shake. If there is a tie, players involved will roll again until the tie is broken. To start a new shake proceed in a clockwise manner, to Player One's left. Thus Player Two in the first shake becomes Player One in the second shake. (**LT 5**).

B.   The First Three Plays

1.   The Sentence Designation -- Player One

        Player One must state the Sentence Designation -- the type of sentence in which the word to be formed must be written. Player One has one minute within which to make this designation, and then each subsequent player has one minute within which to make a demand or move a cube from resources. Player One does not move a cube when making the sentence designation.

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2.   The Type Demand -- Player Two

Player Two must state the Type Demand -- the type of word to be formed. This is always the first demand made in a game. In making this -- and every other demand -- a player selects a green or black cube and places it on the section of the mat designated as Demands and simultaneously states his demand.

3.   The Function Demand -- The Third Move

Player Three must state the Function Demand -- how the word to be formed will function in the sentence. In a two-player game, this move is made by Player One.

When the start of the game does not proceed in the proper order, then one of the players should declare **Illegal Procedure** and see that the proper procedure is followed. A player who does not make the proper demand in the right order must retract his demand and make a proper one. **NO PENALTY IS INVOLVED** UNDERLINE the player fails to make the proper demand in the one minute time limit allowed for making a demand.

PENALTY: If Player 1, 2, or 3 has not made the proper demand in the 1-minute time allowed for making a demand, he/she receives a one-point (-1) penalty and is instructed by the judge to "move."

C.   The Remaining Moves

After the function demand, each player, on his turn, and within his one minute time limit, can either (1) move a cube to letters; (2) make a demand, (3) make a challenge, or (4) pass. If all players choose to pass, then Forceout is declared. (**LT 12**).

1.   Move a Cube to Letters

A player may play a cube to the *LETTERS* Section of the mat with the intention that the letter played <u>may</u> be used to form the designated word at a later time. There is no set order for placing letters on this section of the mat. When a cube touches the mat in *LETTERS*, it is considered played and may not be retracted.

2.   Make a Demand

A player may not move a cube to letters and also make a demand. A player may do one or the other, not both. After the function demand, a player on his turn, instead of moving a cube to letters, may make a demand -- either a general demand or an additional function demand. (**LT 14**). A player makes a demand by moving a green or black cube to the Demands section of the playing mat and stating the desired demand.

When the cube touches the mat, it is assumed to be played and may not be retracted; therefore, a player may not place a cube in the Demands section and slide it over into the Letters section of the mat. A cube in the Demands Section of the mat may not be used as one of the letters in the word to be formed. (**LT 8**)

Each player should write his Demand on the <u>List of Demands Form</u> and on his individual notebook paper. A player making a demand is highly encouraged to check that all of the players have written down the correct demand. (**LT 8**).

3.   <u>**Make a Challenge**</u>

A player can challenge anytime, as long as he is not the last mover.

a.   <u>**How to Challenge**</u>

A challenge block is to be placed equidistance from all players at the table. A player challenges by **picking up** the challenge block and simultaneously stating his challenge. If the challenger does not pick up the challenge block, there is no challenge. (**LT 18**).

If two players challenge at nearly the same time, the player who **picks up** the challenge block first is the challenger. If two players pick up the challenge block at exactly the same time, in the opinion of the third player, they are both challengers. A player may never challenge if he made the last move. Either of the two players, other than the last mover, may challenge. (**LT 18**).

A player who picks up the challenge block and <u>does not make a valid challenge</u> is penalized one point and the challenge is set aside. Examples of invalid challenges are (a) a player attempting to challenge himself or (b) a player picking up the challenge block but deciding not to challenge (before stating the challenge). **If the challenge has been stated, it cannot be retracted.** See Technical Rulings for sample situations and rulings (Section XVII).

b.   <u>**Types of Challenges**</u>

There are two challenges that can be called. These are **Challenge Now** and **Challenge Impossible**.

CHANGED in 2015

CHALLENGE NOW: Using one more cube from Resources (if needed*), a player will write a solution. The one more cube may be a letter which he may use in the word, or it may be a black or green cube which may be used to make a demand. If a player's one more cube is used to make a demand, he must write the demand as well as the solution within the time limit. **If all the cubes needed to make the word are already in the Letters section of the mat, the player does not need to use one more cube from Resources.*

> **NOTE:** If a player makes a Challenge Now statement with fewer than three cubes in the Letters section of the mat, that player receives a -1 penalty, loses his/her turn, and the challenge is invalid.

CHALLENGE IMPOSSIBLE: It is impossible, with *only the demands currently in force, to make a word which fits all of the demands with the letters

available in letters and resources and also to write the designated sentence. *An additional demand may not be made if Challenge Impossible is called.

> **NOTE:** Although the purpose of the game is to find words and write grammatically correct sentences, in some instances it may be necessary to call Challenge Impossible before all three players have made their first moves.

c.   **Procedures for Challenging**

1)   **CHALLENGE NOW**

The **CHALLENGER** must write a solution within three minutes. In writing the solution, the player may use one cube from Resources. The one more cube may be used as either a letter in the word to be formed, or it may be a green or black cube used to make an additional demand. This additional demand must be written on the paper with the solution.

The **MOVER** and **THIRD PARTY** may choose to be solvers or neutral.

If a player calls CHALLENGE NOW with fewer than three cubes in the LETTERS section of the mat, that player receives a -1 penalty, loses his/her turn, and the challenge is invalid.

2)   **CHALLENGE IMPOSSIBLE**

The **CHALLENGER** may not write a solution.

The **MOVER** <u>must</u> write a solution within three minutes. In writing a solution, the player may use as many letters as needed from letters and/or resources, but the player may not make any further demands.

The **THIRD PARTY** may choose to be a solver or neutral.

Note: Under special circumstances, Player One may call Challenge Impossible. See LT25 in the Official Tournament Rules.

4.   **Pass and Forceout**

a. **PASS Procedure**

CHANGED in 2016

1) After the first three moves are made (Player One, Player Two, Player Three) a player may choose to say PASS, which means that he will not play a cube to the mat.
   a. Usually this will occur near the end of a shake when the player feels that there is not a safe move, and any move will make it possible for another player to call Challenge Now.
   b. A player may only PASS once in a shake and must initial the Demands Form to indicate that the PASS has been used.
   c. Once all players have called "PASS" then **FORCEOUT** is declared. *Note: If Player 1 and Player 2 have called PASS and Player 3 places a cube on the mat, when Player 3 does call PASS a FORCEOUT is declared.

2) It should be noted that PASS is considered a MOVE, so after a player calls "PASS," a subsequent player still has the option to place a cube, make a demand, or make a challenge. In a three-player shake, the Third Player still has those options even if both other players have said "PASS."

3) Players need to be aware that calling PASS too early in a shake may result in the necessity of putting a cube on the mat later in the game, which may set up another player to Challenge. If one or two players pass but the next decides to move, that player opens himself to a Now or Impossible challenge.

b. FORCEOUT Procedure

CHANGED in 2015

1) If each player passes then **FORCEOUT** is called. (*See note above under **PASS procedure, Section 1.c**)

2) **FORCEOUT** means that players have three minutes to write solutions using <u>two</u> more cubes from Resources. Neither of these cubes may be used as a demand. Correct solutions would score 4 points. Players with incorrect or no solutions would score 2 points.

> **NOTE**: If a player's time expires before he either (1) moves a cube to letters, 2) makes a demand, (3) makes a challenge, or (4) passes, then the player suffers a one point penalty and loses his turn. (**LT 13**).

D. Illegal Procedure

CHANGED in 2016

Any action which violates a procedural rule is Illegal Procedure. A player charging illegal procedure must clearly specify immediately the exact nature of the illegal procedure.

a. If a move *is* illegal procedure, the Mover must return any illegally moved cube to its previous position (usually Resources) and, if necessary, make another move. The Mover must be given at least 10 seconds to make this correction, unless the original move was made after the ten-second countdown, in which case the time limit rule is enforced. If the player has not corrected the action within the time limit then the player gets a -1 penalty, the action is set aside, and the player loses his turn.

Examples of illegal procedures: moving out of turn, making an illegal demand

b. If the move is *not* illegal procedure, the cube stands as played.

c. An illegal procedure is *insulated* by a legal move by another player so that, if the illegal procedure is not called or corrected before another player makes a legal move, it stands as completed.

SECTION II: SENTENCE DESIGNATION (LT 6)

To start a shake, Player One rolls the cubes, orders them in a group called Resources, and designates either a (i) pattern, (ii) structure or (iii) purpose. In LinguiSHTIK, pattern and purpose are governed by the independent clause in the sentence. Therefore, a dependent clause functioning as a modifier does not affect the pattern or purpose of a sentence.

A.   SENTENCE PATTERNS (LT 6)

There are twelve sentence patterns. A player designates one of the patterns. A player may use a pronoun in any situation calling for a noun unless a noun is required to meet the type demand. Dependent clauses not functioning as nouns, verb phrases, as well as modifiers have no effect on the designated pattern. The pattern will determine the order that the words will appear in the sentence.

1.   S-V (Subject –Verb)   **#538**

This is a sentence or independent clause which has only a subject and a verb and may have modifiers.

Examples: Birds sing.
Barry The boy walked down the street.
Charles Beebe was born in Brooklyn.
While it was raining, I slept.

2.   S-V-DO (Subject –Verb – Direct Object)   **#539**

This is a sentence or an independent clause which contains only a subject, verb, direct object and may have modifiers.

Examples: Because we were hungry, my mother baked cookies.
Beetles have four wings.
I usually leave the hardest problems until last.

3.   S-LV-PN (Subject – Linking Verb – Predicate Noun)   **#543**

This is a sentence or an independent clause which contains only a noun, linking verb, predicate nominative and may have modifiers.

Examples: The secretary should be a boy.
Asia is a continent of extremes.
Because he was a good student, Winston Churchill became a leader.

4.   S-LV-PA (Subject – Linking Verb – Predicate Adjective)   **#544**

This is a sentence or an independent clause which contains only a subject, a linking verb, predicate adjective and may have modifiers
Examples: The honey was very sweet.
Her pies taste delicious.
Because he received the award, Bob could not be happier.

5.   S-V-IO-DO (Subject –Verb – Indirect Object – Direct Object)   #540

This is a sentence or an independent clause which contains only a subject, verb, indirect object, direct object and may have modifiers.

Examples: Because it was her birthday, the boy gave his mother a rose.
            Uncle Winston wished us a safe trip.
            Ms. Pratt dropped Willis a hint.

6.   S-V-DO-OC (noun)* (Subject-Verb-Direct Object-Objective Complement) {noun}
                                #541

This is a sentence or an independent clause which contains only a subject, verb, direct object, noun objective complement and may have modifiers

Examples: Because we lived there, we called Mayfield our home.
            The judges selected Alice Adams Miss Ohio.
            The sponsor appointed the girl captain.

7.   S-V-DO-OC (adj.)* (Subject-Verb-Direct Object-Objective Complement) {adj.}
                                #541

This is a sentence or an independent clause which contains only a subject, verb, direct object, adjective objective complement and may have modifiers.

Examples: Our neighbor painted his house green.
            Because the dog was hungry, he licked the dish clean.
            Those people thought the clown funny.

8.   INVERTED   #531

A sentence is inverted if the verb, or part of it, precedes the subject. The subject appears after the predicate or between the parts of the predicate. The sentence may begin with *here* or *there*. For the purposes of this game, the **interrogative sentence** shall **not** be considered inverted.

Examples: Here is a letter for you.
            Here are nine boys singing on key.
            There goes the boat.
            There are six girls going to the party.
            Under the spreading oak sat a group of hungry campers.
            "Strike three," yelled the umpire.
            Away on the breeze sailed the dry leaves.

NOTE: Retained objects only can be found in sentences written in the passive voice. Therefore, for sentence patterns #9-12, the verb must be in the passive voice. A verb in the active voice often has an indirect object as well as a direct object. When such a verb is put into the passive voice, either object can become the subject. The other object then serves as a complement called a retained object.

9.   S – V – RETAINED DO**   #705

This is a sentence in which the verb is in the passive voice and a retained direct object remains in the object position.

Examples: Each new employee was given a tour of the factory.
                          They were given flowers by the committee.
                          The teacher was handed the apple.

10.   S – V – RETAINED IO**   #705

This is a sentence in which the verb is in the passive voice and a retained indirect object remains in the object position.

Examples: A tour of the plant is given each new employee by the boss.
                          The kiss was given the child by his proud mother.
                          An apple was given the teacher by her students.

11.   S – V – RETAINED OC (noun)**   #705

This is a sentence in which the verb is in the passive voice and a retained noun objective complement remains in the object position.

Examples: The objects were called flowers.
                          Sam was named captain by his team.
                          Marvin was elected president by his friends.

12.   S – V – RETAINED OC (adj.)**   #705

This is a sentence in which the verb is in the passive voice and a retained adjective objective complement remains in the object position.

Examples: The objects were colored green by the group.
                          Mary was declared pretty by the judges.

JUDGES' NOTES ON SENTENCE PATTERNS

1. **NOTE**: If Player One designates a pattern and subsequently a **compound sentence** is written, the word to be formed must be in the designated pattern.

    > **Example**: S-V
    >   Noun
    >   Subject
    > The <u>girl</u> ran and the teacher baked cookies.

    (**Correct**: Since "girl" is in the S-V portion of the compound sentence), then all the demands are met. Since "the teacher baked cookies" is an S-V-DO pattern, a player could not form the word "teacher."

2. **NOTE**: If Player One designates a pattern and subsequently a **complex sentence** is written, the word to be formed may be in either an independent or dependent clause. Although the sentence must meet the designated pattern, the word to be formed does not have to be in the designated pattern.

    > **Examples**: S-LV-PN
    >   Noun
    >   Direct Object
    > The woman who teaches the <u>class</u> is a nurse.

    > S-V
    > Noun
    > Direct Object
    > After baking <u>cookies</u>, mother drove to the store.

3. **NOTE**: If Player One demands a pattern and subsequently a **compound complex sentence** is written, the word to be formed may be in either (i) the designated pattern or (ii) a dependent clause attached to the designated pattern.

    > **Examples**: S-V
    >   Noun
    >   Subject
    >   in an Adverb clause
    > While the <u>pilot</u> was waiting for the airplane, the woman paced and the girl played cards.

    (**Correct** - Since the dependent clause is attached to an independent clause which is the designated pattern, the word to be formed can be in the dependent clause.)

    > S-V
    > Noun
    > Subject
    > in an Adverb clause
    > The woman paced and the girl played cards while the <u>pilot</u> was waiting for the airplane.

    (**Wrong** - In this example, since the dependent clause is attached to an independent clause which is <u>not</u> the designated pattern, then the word to be formed <u>cannot</u> be in the dependent clause.)

B.   SENTENCE STRUCTURES (LT 6)

1.   SIMPLE   #588

A sentence which contains a single sentence pattern is a simple sentence. The sentence must contain only one main subject and one main predicate although these elements may be compound. A direct or indirect quote which contains a subject and verb is a dependent noun clause; therefore, its addition to a sentence will create either a complex or compound-complex sentence. **A simple sentence is an independent clause**.

Examples: My father left yesterday.
We visited two museums.
Winston and Maurice traveled many miles and saw many things.

NOTE : Any dependent clause changes a simple sentence into a complex sentence.
Example: My father, who is sleeping, left yesterday.
(The addition of the adjective clause "who is sleeping" makes the sentence a **complex sentence**.)

2.   COMPOUND   #588

A sentence which contains two or more independent clauses but NO dependent clause is a compound sentence. The clauses may be connected by a coordinating conjunction, conjunctive adverb, or a semicolon.

Examples: The war is over; the guns are silent.
The story sounds false, but I know it is true.
Byron is on a diet; nevertheless, he eats dessert.

3.   COMPLEX   #589

A sentence which contains only one independent clause and one or more dependent clauses is a complex sentence.

Examples: The train stalled because the switches were frozen.
We heard that you were going to Cleveland.
He said, "I will not eat meat."

NOTE: If a noun clause functions as a noun within an independent clause a complex sentence is formed.
Example: Whoever talks will be given an extra assignment.
("Whoever talks" is a noun clause that functions as the subject of this sentence. The noun clause makes the sentence a complex sentence.)

4.   **COMPOUND-COMPLEX**   **#590**

A sentence which contains at least two independent clauses and one or more dependent clauses is a compound-complex sentence.

Examples: When Turk caught the ball, he ran for a touchdown, and the crowd went wild.

After the storm ended, we decided to go home, but the snow piled into great drifts that blocked the road.

He stood at the podium and he said, "The only thing we have to fear is fear itself."

JUDGES' NOTE ON SPILLOVER CONFUSION:

There is much confusion about spillover confusion, referenced in **LT 7**. Spillover confusion applies only when player One designates a structure. Since structures have a defined number of independent and dependent clauses, adding additional clauses will turn one structure into another, thus the added clause causes the sentence structure to "spillover" into another structure. For example, adding a dependent clause to a simple sentence makes it no longer a simple sentence, but a complex sentence. In short, spillover confusion is a term used to remind people that when player One designates a structure, one must proceed with care in adding additional clauses.

 C.   <u>**SENTENCE PURPOSES**</u> **(LT 6)**

1.   **DECLARATIVE**   **#591**

A sentence which makes a statement is declarative. A sentence which states a fact or opinion is declarative.

Examples: Walt Disney loved farm life, and he sketched animals constantly.
During his school years, Disney and a friend enjoyed acting.
He later attended an art institute where he learned to draw cartoons.

2.   **IMPERATIVE**   **#591**

A sentence which gives a command or makes a request is imperative. An imperative sentence usually ends with a period. A strong command may end with an exclamation point.
Note: It is recommended that to prevent confusion players do not write imperative sentences with exclamation points; however, there is no penalty for doing so.

Examples: Clean your room before you go out with your friends.
Consider the life of the famed animator, Walt Disney.

3. **INTERROGATIVE**

A sentence which asks a question is interrogative. An interrogative sentence ends with a question mark.

Examples: Where did you buy that camera?
Did you see the zebra at the zoo?

NOTE: A declarative sentence cannot be made interrogative simply by adding a question mark. Such writing is sometimes found in dialogue or informal usage, but it is not considered formal writing and is not acceptable in this game.

4. **EXCLAMATORY** **#592**

A sentence which expresses strong feeling is exclamatory.

Examples: I missed the bus!
If I don't get home in five minutes, I will be in big trouble!

NOTE: Rather than trying to determine whether a sentence demonstrates strong emotion, accept as exclamatory any **non-imperative** sentence which a player writes as long as it ends with an exclamation mark. An imperative sentence will NOT be judged exclamatory.[1]

NOTE: If Player One designates a purpose and writes a compound, complex or compound-complex sentence, the purpose has been met if any **independent clause** meets the purpose. The word to be formed **does not** have to be in the independent clause that meets the designated purpose.

SECTION III: NOUNS & PRONOUNS

A.   TYPE DEMAND

NOUN or PRONOUN - A word which names a person, place, thing, idea or feeling.

NOTE: There are very few words than can function as both nouns and pronouns, however, they do exist. For example, numeric pronouns -- which are indefinite pronouns -- such as three, four, etc. can also be nouns. The determining factor in most cases is whether there is an article ("the") in front of the word.

Examples: <u>Four</u> ran to the store. (Four is an indefinite pronoun).
          The <u>four</u> ran to the store. (Four is a noun functioning as a subject).

NOTE: There are pronouns that take articles; an example of which is *other*.

B.   FUNCTION DEMANDS

1.   SUBJECT -   A noun or pronoun about which something is being said in a sentence or clause.   **#531**

   Examples: The <u>pilot</u> flew the airplane.
              The <u>girl</u> ran to the store.

   NOTE: In sentences other than simple sentences, there may be more than one subject. As long as the other demands are met, there is no restriction on which subject is formed.

   Example: S-V
              Noun
              Subject

              The <u>painter</u> laughed because the <u>joke</u> was funny.

   (Since both "painter" and "joke" function as subjects, either word could be formed. However, if the demand was made that the word also had to be in an adverb clause, then only the word "joke" would meet the demands.)

2. **DIRECT OBJECT** - A noun or pronoun that receives the action of a transitive verb, active voice verb or verbal. (Regarding passive voice verbs - <u>see</u> Retained Objects.) **#539, 1095**

Examples: Mother baked <u>cookies</u>.
I called <u>them</u>.
Mary, the girl who drew the <u>picture</u>, is ten years old.
After driving the <u>truck</u>, I gave my father the <u>keys</u>.

3. **INDIRECT OBJECT** - A noun or pronoun which follows a transitive verb, active voice verb or verbal and precedes a direct object. It usually tells to whom/what or for whom/what the action of the verb is done. **#540, 1099**

Examples: The boy gave the <u>teacher</u> an apple.
I gave my <u>horse</u> a bath.

4. **PREDICATE NOMINATIVE (NOUN)** - A noun or pronoun that follows any form of a linking verb and renames or identifies the subject. **#543, 1104**

Examples: The lady is a <u>nurse</u>.
The man is the <u>mayor</u> of my city.
Benjamin Franklin was an <u>inventor</u>.
That person is <u>someone</u> whom I know.

5. **OBJECT OF THE PREPOSITION** - A noun or pronoun at the end of a prepositional phrase. **#517**

Examples: I read the book about <u>dinosaurs</u>.
I walked in the <u>grass</u>.
I talked to <u>myself</u>.

NOTE: The prepositional phrase ends with the object of the preposition. For more detail, see PHRASES: Prepositional phrase, Section XI – p. 45.

6. **APPOSITIVE** - A noun or pronoun set beside another noun or pronoun to explain, identify or rename it. **#567-568**

Examples: Nancy, my <u>sister</u>, lives in New Jersey.
Julie, my best <u>friend</u>, came to the movies with me.

NOTE: In this game, appositives must be properly punctuated.

Examples: John, my <u>father</u>, is in the hospital.
The word <u>peace</u> is abstract.
(This one-word appositive is punctuated correctly.)

*Only for middle, junior, or senior divisions
**Only for junior or senior divisions
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NOTE: An appositive which has a possessive adjective or an article in front of it is considered a one word appositive and not in an appositive phrase (i.e. my sister, the boy). When additional modification is present the appositive is in an appositive phrase.

NOTE: A word can only be used as it is defined in the official dictionary. Therefore, while a student may attempt to write the following sentence using "happy" as an appositive -- The word happy has five letters, -- this is incorrect. Since "happy" is not defined as a noun, it would not meet the type demand of noun or the function demand of appositive.

NOTE: An appositive may precede the word that it explains, identifies or renames.

> S-V-DO
> Noun
> Appositive
>
> A strong <u>man</u>, John lifted the barrels onto the truck.

7.   **NOUN USED AS ADJECTIVE** -   A noun used as an adjective.   **#507**

   Examples: Mr. Smith is a <u>science</u> teacher.
              The <u>window</u> cleaner liked his job.

   NOTE: Pronouns cannot function as a noun used as an adjective. Nouns used as adjectives can be neither singular nor plural. Since adjectives have no number and nouns used as adjectives function as adjectives, they lose the ability to express number. Participles cannot be used as nouns used as adjectives. A word defined as both a noun and an adjective in the dictionary will not be accepted as a noun used as adjective. The noun used as adjective can include words listed in the dictionary as compound nouns used as two words.

   Example: The dictionary lists <u>grease</u> as a noun, but also lists the compound nouns <u>grease</u> <u>monkey</u>, <u>grease</u> <u>spot</u>, and <u>grease</u> <u>pencil</u>. The player would be able to write the word <u>grease</u> as a noun used as adjective in any of these uses.

8.   **NOUN OBJECTIVE COMPLEMENT*** - A noun or pronoun which follows a direct object and completes its meaning.   **#541**

   Examples: The committee declared Joe the <u>winner</u>.
              We elected Mary <u>chairman</u> of the committee.

9.   **RETAINED DIRECT OBJECT**** - A retained direct object is a direct object that is retained in the object position when a sentence has been written in the passive voice.   **#705**

NOTE: Retained objects can only be found in sentences written in the passive voice. They are separate and distinct from any other type of object since they do not meet the defined functions of such objects. For example, a direct object directly receives the action of the verb; indirect objects indirectly receive the action of the verb, objective complements complete the direct object. Since a passive voice sentence has no action, no object can directly or indirectly receive the action.

NOTE: It is suggested (but not required) that students show on their solution papers the sentence written in the active voice so that there will be little disagreement as to whether the correct object has been retained. If the student has not done this, either mentally construct such a sentence or ask the player whose solution is in question to do so.

Examples: S-V-Retained DO
Noun
Retained Direct Object

Mary was given <u>flowers</u> by the boys. (retained DO)

To check whether flowers is a retained direct object, write the sentence in the active voice to determine whether flowers is a direct object. As shown below, it is.
                    IO   DO
The boy gave Mary flowers.
S-V
Noun
Retained Direct Object
In an Adverb Clause

Because the teacher was given an <u>apple</u> by the student, she smiled.

<u>The check sentence</u>:   **DO**
Because the student gave the teacher an apple, the teacher smiled.

10.   **RETAINED INDIRECT OBJECT** -** A retained indirect object is an indirect object that is retained in the object position when a sentence has been written in the passive voice.   **#705**

NOTE: Sentences which retain the indirect object or the objective complement as object will have an unusual sound.

Example: Flowers were given the <u>teacher</u> by the boys. (retained IO)

<u>The check sentence</u>:
                    IO   DO
The boys gave the teacher flowers

11. RETAINED OBJECTIVE COMPLEMENT (Noun)**

A retained noun objective complement is a noun objective complement that is retained in the object position when a sentence has been written in the passive voice.

Example: Marvin was elected <u>president</u> by his friends. (retained OC-noun)
James was voted captain by his team.
<u>The check sentences:</u>
                    DO   OC (noun)
His friends elected Marvin president.
His team voted James captain.

C.   NOUN GENERAL DEMANDS

1 & 2. SINGULAR AND PLURAL - A noun that refers to one person, place, thing or idea is singular in number. A noun that refers to more than one person, place, thing or idea is plural.

NOTE: Most nouns form their plural by adding -s or -es: bird, birds; house, houses; card, cards. Some nouns, however, are irregular.

Examples:	<u>Singular</u>	<u>Plural</u>
	goose	geese
	mouse	mice
	ox	oxen
	fly	flies
	child	children
	tooth	teeth
	woman	women

In addition, some nouns are the same singular as plural. Some examples: sheep, deer, trout, species

NOTE: A verb agrees with its subject in number. Therefore, when a noun is used as a subject, often the verb form will help determine whether the noun is singular or plural. In all other cases, if a determination regarding number cannot be made by reviewing the sentence, then a judge should accept the explanation regarding number offered by the solution writer.

3. COLLECTIVE NOUNS - A noun which names a group of persons or things as one item. The **singular form** of a collective noun names a group of persons or things. **#499**

NOTE: A player -- in a separate demand -- can demand that the collective noun be either singular or plural. A collective noun takes a singular verb when the writer refers to the group as a unit; it takes a plural verb when the writer refers to the individual members or parts of the group. **#610**

NOTE: Collective nouns are not defined as such in the official dictionary. Players should verify that the nouns are defined as naming a group as one item.

Examples: The <u>class</u> usually bring their calculators with them.
(The speaker is thinking of individuals in the class; note that the use of the plural pronoun "their" means that "class" is plural in this sentence.)
            The <u>class</u> meets Monday, Wednesday, and Friday.
(The speaker is thinking of the class as a single thing, a unit).

Some Collective Nouns:

army	class	family	herd	staff
assembly	club	fleet	jury	swarm
audience	committee	flock	public	team
band	crowd	group	squadron	troop

4.   **NOMINATIVE CASE*** - The nominative case is the form of the noun or the pronoun which corresponds with the word's grammatical function in the sentence.
                                                                                                                                #633-634

NOTE: In English, nouns do not have the distinctive nominative case form which pronouns do. Generally, the nominative case is used for subjects and predicate nominatives.

5.   **OBJECTIVE CASE*** - The objective case is the form of the noun or the pronoun which corresponds with the words grammatical function in the sentence.   **#635**

NOTE: In English, nouns do not have the distinctive objective case form which pronouns do. Generally, the objective case is used for direct objects, indirect objects, objects of the preposition, objective complements, retained objects, and subjects and predicate nominatives in infinitive clauses.

NOTE: Subjects and predicate nominatives are in the nominative case while direct objects, indirect objects, objective complements and objects of the preposition are in the objective case. There are only two accepted exceptions to this rule. These are (1) the subject of an infinitive clause is in the objective case and (2) the predicate nominative in an infinitive clause is in the objective case. (This second rule follows from the first since a predicate nominative must be in the same case as its subject).

Examples: S-V
            Noun
            Subject
            Objective Case

While expecting <u>mother</u> to vote for me, I laughed.

(In the above example, a player not knowing this exception would most likely challenge Impossible. However, since "mother" is the subject of the infinitive clause "mother to vote for me," mother is in the objective case. In addition, a clause does not need to be demanded before it is included in a sentence.)

Inverted
Noun
Predicate Nominative
Objective Case

"I expected my son to be a <u>doctor</u>," said the man.

(In the infinitive clause "my son to be a doctor," both the subject "son" and the predicate nominative "doctor" are in the objective case.)

NOTE: An appositive is always in the same case as the word it identifies.

D.   **PRONOUN GENERAL DEMANDS**

1 & 2. SINGULAR AND PLURAL - In general, see singular and plural for noun.

NOTE: A player can demand that a pronoun be either singular or plural. While many pronouns can be either singular or plural, there are some pronouns that are either always singular or always plural. These include:

Always Singular			**Always Plural**		
anybody	anyone	much	both	many	others
anything	each	neither	several	ourselves	them
either	everybody	nobody	themselves	these	they
everyone	everything	nothing	yourselves	three, sixty (etc.)	
other	somebody				
someone	something				

3.   **PERSONAL PRONOUN** - Pronouns which refer to particular people, places, and things.   **#502**

Examples: *they, them*.

4.   **INDEFINITE PRONOUN** - Pronouns which do not fall within the classification of personal, interrogative, demonstrative, intensive, reflexive, relative or possessive are indefinite pronouns. Most indefinite pronouns express the idea of quantity.   **#504**

Common Indefinite Pronouns

another	either	neither	some	anybody	several
everybody	nobody	somebody	anyone	everyone	each
none	someone	both	many	other	most such

NOTE: Numeric pronouns are indefinite pronouns. **Warning**: Numbers (i.e. three, four, etc.) are listed as nouns, adjectives and pronouns in the dictionary. Thus, if the number is modifying a noun, then it is an adjective, not a pronoun. Moreover, if used to describe itself, then the number is actually a noun.

Examples: S-V
Pronoun
Subject
Indefinite pronoun
Must contain an "w"

<u>Twenty</u> ran to the store. (**correct**)

S-V-DO
Noun
Subject

The <u>twenty</u> formed a great team. (**correct** -- The use of the article or noun marker
makes <u>twenty</u> a noun).

S-LV-PN
Pronoun
Subject

<u>Twenty</u> is a number.   (**Wrong**, in this sentence twenty is a noun).

The <u>twenty</u> animals are horses. (**Wrong**, in this sentence <u>twenty</u> is modifying
animals, so it is an adjective).

5. **POSSESSIVE PRONOUN** - Possessive pronouns show ownership and function
as an adjective or pronoun.   **#640-641**

   Examples: *mine, your, yours, hers, ours, their, theirs*

6. **INTERROGATIVE PRONOUN*** - Pronouns which are used to begin questions.
                                                                                                        #503

   Examples: *whom, which, what, whose*
   whoever and *whomever* -- when used to begin questions.

7. **DEMONSTRATIVE PRONOUN*** - Pronouns used to point out a particular
person, place, thing or idea.   **#503**
         Examples: *this, these, that, those*
8. **NOMINATIVE CASE*** -   <u>See</u> Nominative Case for Nouns.

9. **OBJECTIVE CASE*** -   <u>See</u> Objective Case for Nouns.

10. **RELATIVE PRONOUN*** - Pronouns which are used to begin a dependent clause.
                                                                                                        #503

   Examples: *who, whom, which, that, whose*

NOTE: Pronouns that introduce noun clauses are indefinite relative pronouns and
should be accepted as either indefinite or relative pronouns.

NOTE: When *whoever* or *whomever* are used to introduce a subordinate clause, they are
relative pronouns. When *whoever* and *whomever* are used to begin a question, they are
interrogative pronouns.

11. **INTENSIVE PRONOUN**** - Personal pronouns ending in -*self/selves* and used in apposition to another noun or pronoun for emphasis.   **#503**

Examples: I, <u>myself</u>, ran to the store.
John <u>himself</u> was not hurt.

12. **REFLEXIVE PRONOUN**** - Personal pronouns ending in -*self/selves* which refers back to another noun or pronoun in the sentence and has a specific grammatical function in the sentence.   **#503**

Examples: I accidentally hit <u>myself</u>.
John hurt <u>himself</u>.

NOTE: Intensive and reflexive pronouns are the same group of words. The difference between the two is in the usage within the sentence.

Examples: *myself, ourselves, yourself, yourselves, himself, herself, itself, themselves*

SECTION IV: VERBS

A.   TYPE DEMAND

> **VERB** - A word that expresses action, a condition, or a state of being.   **#509**
> > **Examples**:   He <u>played</u>. (action)
> > We <u>were</u> in the park. (state of being)
> > She <u>is</u> cute. (condition/linking)
>
> > **NOTE**: When forming a verb tense or form consisting of more than one word, the word
> > to be formed must be the main verb.

B.   FUNCTION DEMANDS (LT 10)

> **1.   MAIN VERB** – This is the verb in a clause that identifies the action or state of
> being of the subject of the clause.   **#509**
>
> > Note: If an infinitive clause is written, the verb is considered an infinitive not a main
> > verb. Example: We wanted the boys *to play* fairly. In that sentence *to play* is an
> > infinitive which takes a subject (boys), not a main verb.
>
> > **Examples**:   The boy <u>cried</u>.
> > The girl is <u>laughing</u>.
> > The lady <u>became</u> a doctor.
> > When the bell <u>rang</u> the children <u>left</u> the classroom.
>
> **2.   VERBAL*** - A verb form that is used as a noun, an adjective, or an adverb. The
> three kinds of verbals are the infinitive, the gerund, and the participle.   **#558**
>
> **3.   INFINITIVE** - An infinitive is a verb form that can be used as a noun, an adverb,
> or an adjective. Most infinitives begin with *to*. Players can call additional function
> demands (noun, adjective, or adverb) when infinitive has been selected.   **#564**
>
> > **Examples**:   S-LV-PA
> > Verb
> > Infinitive
> > Infinitive must function as subject
> > To <u>wait</u> for the bus is tiresome.
> >
> > S-V-DO
> > Verb
> > Infinitive
> > Infinitive functions as direct object
> > Everyone wanted to <u>play.</u>

S-V-DO-OC (adj)
Verb
Infinitive
Infinitive as adjective objective complement
We lacked the strength to <u>resist</u>.

S-V
Verb
Infinitive
Infinitive must function as adverb
We study to <u>learn</u>.

NOTE: In LinguiSHTIK, the word to be formed with the playing cubes is the infinitive itself, not including the "to." The word "to", called the sign of the infinitive, is sometimes omitted such as in: She made me (to) leave. Help me (to) do my homework. However, the "to" needs to be written if required by the sense of the sentence.

4. **GERUND*** - A gerund is a verb form ending in "-ing" that is used as a noun. Since a gerund can be used as a noun, players can call additional function demands when infinitive has been selected. **#562**

Examples: S-V-DO
Verb
Gerund
Gerund must function as subject
<u>Photographing</u> animals requires great patience.

S-V-DO
Verb
Gerund
Gerund must function as object of the preposition
In <u>answering</u>, give specific examples.

S-V-DO
Verb
Gerund
Gerund must function as direct object
Please stop <u>whispering</u> in the movie theatre.

NOTE: A gerund may be used in almost any way in which a noun may used except as a noun used as adjective. These should not be confused with present participles.

Example: <u>Driving</u> on long road trips, we usually take turns behind the wheel.
(<u>driving</u> is an adjective modifying the pronoun *we*)

5.   **PARTICIPLE*** - A participle is a verb form used as an adjective. It comes in two forms: the present which ends in "-ing" and the past which often ends in "-ed", "-d", "-en", "-n" or "-t." Present participle and past participle are general demands. (<u>See</u> numbers 9 & 10 in Section C below).   **#558**

Examples: The rapidly <u>developing</u> storm kept small boats in port.
The <u>broken</u> toys could not be replaced easily.

NOTE: In addition to their present and past forms, participles have a *present perfect* form. This form adds *having* or *having been* to the past participle of a verb and indicates a completed action.

Examples: <u>Having completed</u> his chores, Brian went to play in the park.
<u>Having been declared</u> the winner, she joyfully accepted the trophy.

NOTE: A participle is a verb form functioning as an adjective. As such, while progressive tense verbs look like participles, they are not; rather they are verbs functioning as verbs.

Examples: I am <u>frustrated</u>.
I was <u>swimming</u>.

6.   **AUXILIARY** - A verb used in conjunction with the main verb to create tense and mood. If *Auxiliary* is called, the player uses the cubes to form the helping verb only, not the main verb.   **#509**

Example: We <u>should</u> <u>have</u> <u>been</u> working on the project during the last two weeks.
(The player could make any one of the three auxiliary verbs underlined above.)

Common auxiliary verbs:

been	being	were	have	does
should	might	must	could	will
shall	would			

C.   VERB GENERAL DEMANDS

1 & 2. SINGULAR AND PLURAL - A verb demonstrates its number in relation to its subject.

NOTE: A verb agrees with its subject in number. Therefore, in most cases, a determination regarding number can be made by reviewing the verb in context. When such a determination cannot be made, then a judge should accept the explanation regarding number offered by the solution writer.

3.   LINKING VERBS - A linking verb joins the subject with a noun/pronoun or adjective which identifies or describes the subject and shows no action. <u>Linking verbs are always intransitive</u>.   **#511**

NOTE: The most common linking verb is "be" and all of its forms (am, is, are, was, etc.). Only *were,* however, contains at least four letters. There are several other linking verbs in addition to *be*. See the list below:

List of Linking Verbs other than Forms of *be*

appear	grow	seem	stay
become	look	smell	taste
feel	remain	sound	turn

4.   REGULAR VERB - A regular verb is one that forms its past and past participle by adding "-d" or "-ed" to the infinitive form.   **#1106**

5.   IRREGULAR VERB - An irregular verb is one that forms its past and past participle in some other way than a regular verb.   **#1100**

NOTE: This *other way* may involve changing the spelling of the verb or making no change at all.

List of Irregular Verbs

Infinitive Form	Past	Past Participle
be	was	been
become	became	become
begin	began	begun
bite	bit	bitten
blow	blew	blown
burst	burst	burst
catch	caught	caught
choose	chose	chosen
come	came	come
dive	dived, dove	dived
do	did	done

Irregular Verbs List (continued)

draw	drew	drawn
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
find	found	found
fling	flung	flung
fly	flew	flown
get	got	gotten
give	gave	given
go	went	gone
grow	grew	grown
have	had	had
know	knew	known
lay	laid	laid
lead	led	led
leave	left	left
lie	lay	lain
lose	lost	lost
ride	rode	ridden
ring	rang	rung
rise	rose	risen
say	said	said
speak	spoke	spoken
swear	swore	sworn
swim	swam	swum
tear	tore	torn
tell	told	told
throw	threw	thrown
wear	wore	worn
write	wrote	written

6. **IMPERATIVE MOOD**** - This is the form of the verb utilized in an imperative sentence where a command or request is made. **#709**

   Examples: Form a single line along the left wall.
   Please reply to this letter as soon as possible.

7. **EMPHATIC FORM**** - The use of the auxiliaries "do," "does" and "did" to add force or emphasis to the verb. The emphatic form can only be used with simple present or simple past tense verbs. **#694**

   Examples: We do walk every day when the weather is good. (present).
   We did walk before the snow began to accumulate. (past).
   It is only the main verb *walk* that is formed, unless auxiliary verb has been demanded.)

8 & 9. PRESENT AND PAST PARTICIPLES* - A present participle ends in "-ing."
A past participle often ends in either *"-ed", "-d", "-en", "-n"* or *"-t."*   See list
of irregular verbs above for irregular past participles.   **#703**

10.   ACTIVE VOICE** - An active voice verb expresses an action performed by its
subject.   **#705**

   Examples: The students <u>completed</u> the project.
                    They <u>planted</u> trees in the park.

11.   PASSIVE VOICE** - A passive voice verb expresses an action performed on its
subject or makes the subject the result of the action. Frequently with passive
voice the subject will actually be the receiver of the action. (The action is
performed on the subject).   **#705**

   Examples: The project <u>was completed</u> by the students.
                    The trees <u>were planted</u> in the park.

12.   TRANSITIVE VERB** - A transitive verb is one which has a direct object. If
there is no direct object in the sentence, the verb is intransitive.   **#512**

   Examples: The cat <u>ate</u> the mouse.
                    The judge <u>explained</u> the contest rules.

13.   INTRANSITIVE VERB** - An intransitive verb is one which has no direct
object. By their very nature, linking verbs are always intransitive.
                                                                       #512

   Examples: The cat <u>slept</u>.
                    Patiently, the judge <u>explained</u>.

14.   PRESENT INFINITIVE**- The present infinitive expresses an action or a state
of being that follows another action or state of being.   **#703**

   Examples: Charlotte had expected to <u>travel</u> with us to the zoo.
                    The girl had planned to <u>complete</u> the assignment at home.

15.   PRESENT PERFECT INFINITIVE** - The present perfect infinitive expresses
an action or state of being that precedes another action or state of being.   **#703**

CHANGED in 2015   *Note: Our official grammar text uses PRESENT PERFECT INFINITIVE. Other
reputable grammar resources use this term interchangeably with PERFECT
INFINITIVE, so in this game we will use the term PRESENT PERFECT INFINITVE.*

   Examples: My little brother pretended <u>to have read</u> my diary.
                    I would like <u>to have gone</u> to the new movie with my friends.
                    <u>To have been elected</u> unanimously as the president of the chapter
                    is a great honor.

INFINITIVE FORMS			
KIND	*ACTIVE*		*PASSIVE*
PRESENT	**SIMPLE**	**PROGRESSIVE**	to be written
	to write	to be writing	
PRESENT PERFECT	to have written	to have been writing	to have been written

16-19. SIMPLE TENSES - The simple tense of the verb is the plain form of the verb. Players can demand that a verb be in either the simple present tense, simple past tense, or simple future tense. Simple tenses may have voice and/or form. (See Simple Tense Verb Chart.) For example, simple tenses may be in the active or passive voice, as well as the emphatic form. However, if a simple tense verb is demanded, for example, "simple present," and another "present" verb form is used in its place, for example present progressive, then the verb does not meet the requirements of simple present.

#695-696

Examples: I <u>walk</u> to the store. (Simple present)
I <u>walked</u> to the store. (Simple past)
I <u>will walk</u> to the store. (Simple future)
I <u>do walk</u> to the store. (Simple present)
I <u>did walk</u> to the store. (Simple past)

20. PRESENT PERFECT TENSE* - The present perfect tense expresses an action or a state of being that occurred at some indefinite time in the past. To form the present perfect tense, use *has* or *have* with the past participle of the main verb. **#697**

Examples: You <u>have given</u> more money to charity this year than ever before.
He <u>has worked</u> for us many times.

21. PAST PERFECT TENSE* - The past perfect tense is used to describe existing or happening before a specific time in the past. To form the past perfect tense, use *had* with the past participle of the main verb. **#698**

Examples: She <u>had given</u> the signal to start the race before they were ready.
When I <u>had worked</u> for a week, I asked for my pay.

22. FUTURE PERFECT TENSE* - The future perfect tense is used to describe existing or happening before a specific time in the future. To form the future perfect tense, use will have or shall have with the past participle of the main verb. **#698**

Examples: We will have given all the raffle prizes away before the evening is
over.
By the time school opens, I will have worked here eight years.

PROGRESSIVE FORMS - Each tense has an additional form called the **progressive
form** which expresses continuing action or being. To form the progressive, use
the appropriate tense of the verb be with the present participle of the main verb.
(**Note:** these Progressive Forms had been mislabeled as Progressive Tenses)   **#693-694**

CHANGED
in 2015

23.   **PRESENT PROGRESSIVE FORM***

Examples: The students are waiting patiently for the bus.
The teacher is giving her students the graded test papers now.

24.   **PAST PROGRESSIVE FORM***

Examples: I was researching the life and times of John F. Kennedy.
They were giving their undivided attention to the new performer.

25.   **FUTURE PROGRESSIVE FORM***

Examples: I will be walking the dog for the next two hours.
They will be attending a state university next year.

26.   **PRESENT PERFECT PROGRESSIVE FORM***

Examples: Who has been playing my CD's?
The reality show has been pairing women with eligible bachelors.

27.   **PAST PERFECT PROGRESSIVE FORM***

Examples: I had been looking through dozens of old magazines before I
found
the article I needed for my report.
She had been driving since early morning and wanted to stop.

28.   **FUTURE PERFECT PROGRESSIVE FORM***

Examples: By the time the bus arrives, we will have been waiting two hours.
The newspaper will have been publishing for twenty-five years
when this year ends.

29.   **FUNCTIONS FOR INFINITIVES*** - When infinitive is the function demand, a
player may subsequently demand how that infinitive will function. (See
discussion of infinitives in this Section under Function Demands).   **#564**

30.   **FUNCTIONS FOR GERUNDS*** - When gerund is the function demand, a
player may subsequently demand how that gerund will function. *(See
discussion of gerund in this Section under Function Demands).*   **#562**

D. VERB CHARTS

SIMPLE VERB TENSES					
PRESENT		*PAST*		*FUTURE*	
Active	**Passive**	**Active**	**Passive**	**Active**	**Passive**
play or plays	am, is or are played	played	was or were played	will or shall play	will or shall be played
give or gives	am, is or are given	gave	was or were given	will or shall give	will or shall be given

Simple Present Tense - Active Voice: The orchestra <u>plays</u> the symphony.
Simple Present Tense - Passive Voice: The symphony <u>is played</u> by the orchestra.
Simple Past Tense- Active Voice: The orchestra <u>played</u> the symphony.
Simple Past Tense - Passive Voice: The symphony <u>was played</u> by the orchestra.
Simple Future Tense - Active Voice: The orchestra <u>will play</u> the symphony.
Simple Future Tense - Passive Voice: The symphony <u>will be played</u> by the orchestra.

PERFECT VERB TENSES					
PRESENT		*PAST*		*FUTURE*	
Active	**Passive**	**Active**	**Passive**	**Active**	**Passive**
have or has played	have or has been played	had played	had been played	will have played	will have been played
have or has given	have or has been given	had given	had been given	will have given	will have been given

Present Perfect Tense - Active Voice: The orchestra <u>has played</u> the symphony.
Present Perfect Tense - Passive Voice: The symphony <u>has been played</u> by the orchestra.
Past Perfect Tense- Active Voice: The orchestra <u>had played</u> the symphony.
Past Perfect Tense - Passive Voice: The symphony <u>had been played</u> by the orchestra.
Future Perfect Tense - Active Voice: The orchestra <u>will have played</u> the symphony.
Future Perfect Tense - Passive Voice: The symphony <u>will have been played</u> by the orchestra.

PROGRESSIVE VERB FORMS					
PRESENT		*PAST*		*FUTURE*	
Active	**Passive**	**Active**	**Passive**	**Active**	**Passive**
am, is or are playing	am or is being played	was or were playing	was being played	will be playing	will be being played
am is or are giving	am being given	was or were giving	was being given	will be giving	will be being given

Present Progressive Form - Active Voice: The orchestra <u>is playing</u> the symphony.
Present Progressive Form - Passive Voice: The symphony <u>is being played</u> by the orchestra.
Past Progressive Form- Active Voice: The orchestra <u>was playing</u> the symphony.
Past Progressive Form - Passive Voice: The symphony <u>was being played</u> by the orchestra.
Future Progressive Form - Active Voice: The orchestra <u>will be playing</u> the symphony.
Future Progressive Form - Passive Voice: The symphony <u>will be being played</u> by the orchestra.

PERFECT PROGRESSIVE VERB FORMS					
PRESENT		*PAST*		*FUTURE*	
Active	**Passive**	**Active**	**Passive**	**Active**	**Passive**
have or has been playing	have or has been being played	had been playing	had been being played	will have been playing	will have been being played
have or has been giving	have or has been being given	had been giving	had been being given	will have been giving	will have been being given

Present Perfect Progressive Form - Active Voice: The orchestra <u>has been playing</u> the symphony.
Present Perfect Progressive Form - Passive Voice: The symphony <u>has been being played</u> by the orchestra.
Past Perfect Progressive Form - Active Voice: The orchestra <u>had been playing</u> the symphony.
Past Perfect Progressive Form - Passive Voice: The symphony <u>had been being played</u> by the orchestra.
Future Perfect Progressive Form - Active Voice: The orchestra <u>will have been playing</u> the symphony.
Future Perfect Progressive Form - Passive Voice: The symphony <u>will have been being played</u> by the orchestra.

SECTION V: ADJECTIVES

A.   TYPE DEMAND

       ADJECTIVE - A word which modifies a noun or pronoun.   **#502, 722**

B.   FUNCTION DEMANDS

1- 2.   NOUN / PRONOUN MODIFIER - There is no restriction on the meaning of noun/pronoun modifier. As such, a predicate adjective, adjective objective complement, or an adjacent adjective will be accepted as a noun/pronoun modifier.

3.   ADJACENT ADJECTIVE - An adjective which immediately precedes or follows the noun or pronoun which it modifies.   **#506**

    Examples: I bought the <u>brown</u> hat for Sarah.
                   The <u>tired</u>, <u>hungry</u> hikers straggled into camp.
                   I bought a <u>large</u>, <u>maroon</u> notebook for my science class.
(The second and third sentences above each have two adjacent adjectives)

    NOTE: Predicate adjectives and adjective objective complements will not be accepted as adjacent adjectives since they have their own specific grammatical function in the sentence.

4.   PREDICATE ADJECTIVE - An adjective which follows a linking verb and modifies the subject of the linking verb.   **#506**

    Examples: The rooms in the old house smelled <u>musty</u>.
                   Those strawberries look <u>ripe</u> to me.

5.   ADJECTIVE OBJECTIVE COMPLEMENT* - An adjective which follows a direct object and completes its meaning.

    Examples: Most players found the new video games <u>enjoyable</u>.
                   Lack of ventilation made the workroom <u>stuffy</u>.

6.   RETAINED OBJECTIVE COMPLEMENT (ADJ)** - A retained adjective objective complement is an adjective objective complement that is retained in the object position when a sentence has been written in the passive voice.

    Example: Martha was considered <u>pretty</u> by Howard.

                                        DO   OC(adj)
    <u>The check sentence</u>:   Howard considered Martha pretty.

C. ADJECTIVE GENERAL DEMANDS

1. DEGREES OF COMPARISON - Adjectives have three degrees of comparison: positive, comparative, and superlative. **#730**

NOTE: There are some modifiers that have no comparative or superlative forms; they do not vary in degree. Grammar books often refer to them as "absolute adjectives." These modifiers will be considered <u>positive</u> for the purposes of the game. **#735**

a. POSITIVE - the positive degree of comparison is the simple form of the adjective used to describe a noun.

Examples: fast – She is a <u>fast</u> runner.
good – That young man is a <u>good</u> student.

b. COMPARATIVE - The comparative degree is used to compare two things. It is usually formed by adding "-er" as an ending, or by using "more" or "less" in front of the adjective.

Examples: faster – She is a faster runner than Sam.
better – He is a better student than I am.

c. SUPERLATIVE - The superlative degree of comparison is used to compare three or more things. It is usually formed by adding "-est," as an ending, or by using "most" or "least" in front of the adjective.

Examples: fastest – Joan is the fastest runner on our track team.
best – He has the best chance of the three to make the team.

NOTE: Some adjectives of two syllables and all adjectives of three or more syllables have their comparative and superlative degrees of comparison formed by using the words *more* and *most* or *less* and *least*.

2. REGULAR AND IRREGULAR ADJECTIVES* - A regular adjective is one which forms its degrees of comparison in accordance with the methods outlined above. Irregular adjectives do not follow the regular methods of forming their degrees of comparison. **#731**

Examples:	bad	worse	worst	far	farther	farthest
	far	further	furthest	good	better	best
	ill	worse	worst	little	less	least
	many	more	most	much	more	most
	well	better	best			

SECTION VI: ADVERBS

A.   TYPE DEMAND

> **ADVERB** - A word which modifies a verb, adjective, or adverb.   **#722**

B.   FUNCTION DEMANDS

1.   VERB MODIFIER - An adverb which modifies a verb. Normally, an adverb functioning as a verb modifier will tell either how, when, where, or to what extent (how often or how much) the action of the verb is done.

> **Examples**:   The cruise ship moved <u>quickly</u> on the calm ocean.
> The raccoon disappeared <u>silently</u> in the bushes.
> The college student came <u>home</u> for the holidays.
> I could <u>almost</u> see the eye chart at the doctor's office.
> The cheerleader practices <u>early</u> and <u>late</u>.

2.   ADJECTIVE MODIFIER - An adverb which modifies an adjective.

> **Examples**:   The new student was <u>really</u> handsome.
> The <u>very</u> excited audience cheered and applauded.
> Riding in the back seat of a car makes me <u>slightly</u> nauseated.

3.   ADVERB MODIFIER - An adverb which modifies an adverb.

> **Examples**:   The young boy behaved <u>very</u> well at his sister's wedding..
> During the heavy rain, the river rose <u>somewhat</u> rapidly.

C.   ADVERB GENERAL DEMANDS

1.   DEGREES OF COMPARISON - <u>See</u> Degrees of Comparison under Adjectives.

> **#730**

2.   REGULAR AND IRREGULAR ADVERBS* - <u>See</u> Regular and Irregular under Adjectives.   **#731**

SECTION VII: PREPOSITIONS

A.   TYPE DEMAND

> **PREPOSITION** - A word used to introduce a phrase which shows a relationship between the object of the preposition and another word in the sentence. **#517**

NOTE: If compound is called during the course of the shake, this does not mean "compound preposition," for those are two or more separate words functioning together as one preposition, rather the player should use a preposition which is a <u>compound word</u>.

Commonly Used Prepositions

about	at	but (*except*)	inside	through	upon
above	before	by	into	throughout	with
across	behind	concerning	like	to	within
after	below	down	of	toward	without
against	beneath	during	off	under	
along	beside	except	on	underneath	
amid	besides	for	over	until	
among	between	from	past	unto	
around	beyond	in	since	up	

B.   FUNCTION DEMANDS

1.   INTRODUCTORY WORD IN AN ADJECTIVE PHRASE - A preposition that introduces a prepositional phrase used as an adjective.   **#554**

> **Examples:**   The class <u>after</u> lunch is my favorite of the whole day.
> The shadow <u>behind</u> the door scared the little girl.

2.   INTRODUCTORY WORD IN AN ADVERB PHRASE - A preposition that introduces a prepositional phrase used as an adverb.   **#556**

> **Examples**:   We first heard the rumor <u>after</u> lunch.
> He hid <u>behind</u> the door as a practical joke.

SECTION VIII: CONJUNCTIONS

A.   TYPE DEMAND

  CONJUNCTION -   A word used to join words, phrases or clauses.   **#519**

B.   FUNCTION DEMANDS

1.   SUBORDINATING CONJUNCTIONS (SUBORDINATORS) - Conjunctions which introduce dependent clauses, usually adverb clauses.   **#520**

NOTE: The subordinator will show a relationship between the clause and a word in the sentence.

Some Commonly Used Subordinating Conjunctions

NOTE: This list does not presume to be all-inclusive. Some of these words may be used for other functions.

after	provided	unless	where
although	since	until	wherever
because	than	when	whether
before	that	whenever	while
lest	though		

2.   CONJUNCTIVE ADVERB - This is an adverb used to join two independent clauses.   **#588**

NOTE: A conjunctive adverb is properly punctuated by a semicolon preceding the adverb and a comma following it. A sentence written with a conjunctive adverb MUST be correctly punctuated, (even if *conjunctive adverb* was not demanded). (**LT 23 (F)**)

Examples: We should leave early; <u>otherwise</u>, we will miss our bus.
        The team won their last game; <u>therefore</u>, they will go to the playoffs.

Some Common Conjunctive Adverbs

NOTE: This list does not presume to be all-inclusive. Some of these words may be used for other functions.

again	anyway	finally	indeed	next	still	then
also	besides	however	moreover	otherwise	therefore	thus

SECTION IX: INTERJECTIONS

A.   TYPE DEMAND

> **INTERJECTION** - A word which expresses emotion and has no grammatical relation to the rest of the sentence.   **#522**

> **Examples**:   Ouch! **T**hat hurt!   or   Ouch! **T**hat hurt. or   Ouch! **D**id that hurt?
> Eureka**,** the scientist found a cure**!**

NOTE: For the purpose of the game, interjections must be punctuated in either of the two ways illustrated above: 1) an exclamation point after the interjection, and the rest of the sentence capitalized with correct end punctuation, or 2) a comma after the interjection, with an exclamation point at the end of the sentence.

NOTE: If the interjection has a grammatical function in a sentence, then it is not an interjection.

> **Examples**:   S-V-DO
> Interjection
>
> The boy cried, "Ouch!"
> (**Incorrect:** The quote "Ouch" functions as the direct object of the sentence, **not** an interjection.)
>
> S-V-DO
> Interjection
>
> The boy said, "Ouch, that hurts!"
> (**Correct:** "Ouch" is an interjection. The entire noun clause is the direct object.)

NOTE: Care should be given when attempting to use imperative verbs as interjections. First, they are not listed in the dictionary as interjections. In addition, depending on usage, imperative verbs have an understood subject ("you") and function as a predicate verb in the sentence.

Example: (you) Stop, the train is coming!
    (**Incorrect:** stop is used as a verb in this sentence.)

JUDGES' NOTE: When faced with a word that is listed in the dictionary as both a verb and an interjection, if punctuated and used correctly, the word can be accepted as an interjection.

Example: Check! We have all the camping equipment loaded in the bus.
    (**Correct:** check is listed in the dictionary as **both** a verb and an interjection, and this sentence clearly uses it as an interjection meaning "used to express agreement."

NOTE: In the game of LinguiSHTIK, a word may be used as an interjection **only** [1]if the official dictionary lists it as such or [2]indicates that the word may be used interjectionally. When interjection is called, there will be no function demand. A player would either make a General Demand or play a cube to LETTERS.

List of Some Common Interjections

NOTE: This list does not presume to be all-inclusive.

alas	gadzooks	hurrah	goodness (*used interjectionally)*	
ahoy	goody	hurray	ouch	yippee
eureka	hooray	oops	rats	zowie

B. FUNCTION DEMAND

If the type demand is interjection, there is no function demand. Player Three would either make a General Demand or play a cube to LETTERS.

SECTION X: CLAUSES

As a general demand, a player can demand that the word to be formed must be contained in the following clauses. (**LT 16M**). A clause is a group of words containing a subject and predicate and is used as part of a sentence. Clauses may be independent or dependent. A clause that can stand alone if removed from its sentence is an independent clause. **#576**

NOTE: The number of times in a shake that a clause or phrase can be demanded depends on the division. In the **elementary division**, this demand can only be made **once per shake**. In the **middle, junior and senior divisions**, this demand can only be made **twice per shake**.

NOTE: a clause that modifies a **word** in a clause is said to be **IN** the clause that it modifies.

NOTE: In the **junior and senior divisions**, when the demand has been made that the word must be in a clause or phrase, the player may optionally specify how that clause or phrase is to function in the sentence. (**LT 16**)

1. **DEPENDENT CLAUSE (SUBORDINATE) -** A clause that does not express a complete thought and cannot stand by itself as a sentence is a dependent (or subordinate) clause.   **#577**

NOTE: Dependent (subordinate) clauses function grammatically in a sentence as nouns, adjectives or adverbs, and are used in the same way as single words and phrases.

NOTE: When a dependent clause is demanded, it can be any of the dependent clauses allowed in this game; namely, adjective clause, adverb clause, noun clause, relative clause, infinitive clause or elliptical clause. Therefore, even if a clause cannot be demanded in a particular division (such as elliptical clause in the elementary division), if dependent clause is the demand -- an elementary division player may still form an elliptical clause.

2. **ADJECTIVE CLAUSE -** An adjective clause is a subordinate (dependent) clause that, like an adjective, modifies a noun or pronoun.   **#578**

Examples: The paper <u>that my sister wrote</u> was about the space shuttle program.
Mr. Smith is a good counselor <u>who never betrays a confidence</u>.
She is the one <u>whose essay took first place</u>.

3. **ADVERB CLAUSE -** An adverb clause is a subordinate clause that, like an adverb, modifies a verb, an adjective or an adverb.   **#584**

NOTE: An adverb clause will normally tell how, when, where, why, to what extent, or under what conditions.

Examples: The squirrel ran <u>as though it were being chased by a cat</u>. [*how*]
Many artists became famous <u>while they studied art in Paris</u>. [*when*]
The rock star attracts huge audiences <u>wherever he performs</u>. [*where*]
This class is important <u>because it is required for college entrance</u>. [*why*]

Daniella likes rap music more <u>than she likes rock music</u>. [*how much*]
<u>If you want to pass</u>, you must do all your work. [*under what conditions*]

NOTE: Some of the words that introduce adverb clauses may also introduce adjective clauses and noun clauses. To determine what type of clause the introductory word begins, look at how the clause is used in the sentence.

Examples: The day <u>when we got our puppy</u> was a Friday.
(**adjective clause** describing which day)
Does Jimmy remember <u>when we got our puppy</u>?
(**noun clause** acting as a direct object of the verb *remember*)
Our older dog sulked a little <u>when we got our puppy.</u>
(**adverb clause** modifying the verb *sulked*)

4.   **NOUN CLAUSE** -   A noun clause is a subordinate (dependent) clause used as a noun.   **#581**

NOTE: Direct quotes that contain a subject and a verb, or the imperative form of a verb will be treated as noun clauses.

Examples: John said, "<u>I ran to the store</u>." (Correct)

John said, "Hello."
(Incorrect: Since this a single word direct quote, it is not a noun clause.)

Considering saying, "<u>I want to go home</u>," the boy cried.
(Correct: Note that not only does this sentence contain a noun clause, but the noun clause is contained in a gerund phrase which is contained in a participial phrase).

<u>Whoever baked me this cake</u> is a nice person. (Correct)

NOTE: Noun clauses are sometimes written without an introductory word. In this game, it is acceptable to omit the introductory word in a noun clause when it is appropriate.

Example: She says <u>my mother is nice</u>. (the "that" has been omitted).

5.   **INFINITIVE CLAUSE*** - An infinitive clause is a dependent clause where the infinitive takes a subject. The subject, the infinitive and any complements or modifiers make up the clause.   **#566**

Examples: I believe <u>them to be trustworthy</u>.
We wanted <u>them to lead the discussion</u>.
Everyone expects <u>my mother to win the baking contest at the fair</u>.

NOTE: Verbs such as *expected*, *wanted* and *asked* are the most commonly used verbs to introduce infinitive clauses.

NOTE: The subject of the infinitive clause is in the objective case. A predicate nominative –
referring to the subject of the infinitive clause – is in the objective case.

> **Examples**:   I expected _mothe_r to vote for me.
> (_mother_ functions as a subject in the infinitive clause and is in the objective
> case)
>> I expected my daughter to be a _doctor_.
> (_doctor_ functions as a predicate nominative in the infinitive clause and is in
> the objective case.)

NOTE: It is easy to mistake an infinitive phrase for an infinitive clause. The key is that in infinitive
clauses the infinitive takes a subject.

6.   **ELLIPTICAL CLAUSE****   An elliptical clause is a clause in which some
words have been left out when its meaning can be clearly understood. Most
elliptical clauses are adverb clauses which begin with a subordinating conjunction
and have an understood subject and/or auxiliary verb. An elliptical clause may be
either dependent or independent.   **#585**

> **Dependent**   Australia is smaller than the other continents (are small).
> **Examples:**   When (you are) taking notes, use your own words.
>> I like Anne as much as (I like) her.
>> I like Anne as much as she (likes Anne.)
>> (Be sure to use the correct pronoun case for an elliptical clause.)
>
> **Independent**
> **Example:**   The girls ate three pizzas; the boys (ate) five.

NOTE: Elliptical Clauses are a favorite of students wanting to call several clauses. However, there
are pitfalls with elliptical clauses. See the example below.

> **Example**:   S-V-DO
>> Noun
>> Direct Object
>> In a Gerund Phrase
>> In a Participial Phrase

>> Considering walking the dogs, I tied my shoes.

(This sentence is **correct**! -- If you do not understand how, look at the participial
phrase section below). However, students attempt to also add a general demand for
elliptical clause by modifying the sentence as follows:

> While considering walking the dogs, I tied my shoes.

(This is **WRONG**. When you insert the ellipsed subject, the sentence becomes
"While [I was] considering walking the dogs, I tied my shoes." It is clear that the
subordinate conjunction "while" changed the participle "considering" into a past
progressive verb. Of course, without the participle, there can be no participial
phrase. There is, however, both an elliptical clause and gerund phrase in the above
sentence.)

In the Junior/Senior Divisions the player may specify the function of a clause or a phrase. Here are some example sentences for noun clauses and infinitive clauses. Sentences showing the functions of various types of phrases are located with each phrase definition as examples.

A. **Noun clauses** perform the same functions in sentences that nouns do.
    1. A noun clause can be a **subject** of a verb:
       Example: <u>What the child said</u> shocked his parents.
    2. A noun clause can be a **direct object** of a verb:
       Example: His friends didn't know <u>that he could not swim</u>.
    3. A noun clause can be a **predicate nominative**:
       Example: His mistake was <u>that he refused to take lessons</u>.
    4. A noun clause can be an **object of a preposition**:
       Example: His friend is not responsible for <u>what the child did</u>.
    5. A noun clause can be an **indirect object**:
       Example: The parents gave <u>what the child said</u> their full attention.
    6. A noun clause can be an **appositive**:
       Example: My fear <u>that the class would laugh at me</u> proved groundless.
    7. A noun clause can be a **retained direct object**:
       Example: I was informed <u>that the train was late</u>.

B. **Infinitive clauses** can function as nouns.
    1. An infinitive clause can be a **direct object**:
       Example: The teacher declared <u>the student to be a good role model</u>.
    2. An infinitive clause can be the **object of a preposition**:
       Example: They are waiting for <u>the bus to take them home</u>.

SECTION XI: PHRASES

As a general demand, a player can demand that the word to be formed must be contained in the following phrases. (**LT 16N**).

> **NOTE**: The number of times in a shake that a clause or phrase can be demanded depends on the division. In the **elementary division**, this demand can only be made **once per shake**. In the **middle, junior and senior divisions** this demand can only be made **twice** **per shake**.

> **NOTE:** In the **junior and senior divisions**, when the demand has been made that the word must be in a clause or phrase, the player may optionally specify how that clause or phrase is to function in the sentence. (**LT 16**)

1. **ADJECTIVE PHRASE* -** A prepositional phrase that is used as an adjective.
#554

> **Examples**:   The ball in the yard is mine.
>   Many of the tourists like historical places.

2. **ADVERB PHRASE* -** A prepositional phrase that is used as an adverb. **#556**

> **Examples**:   She practices with diligence.
>   He threw the bar far to the left.
>   I ran up the hill.

3. **PREPOSITIONAL PHRASE* -** A phrase consisting of a group of words beginning with a preposition and ending with the object of the preposition (a noun, a pronoun, or a group of words functioning as a noun) and any modifiers of that object. Any modifier that comes between a preposition and its object is part of the prepositional phrase. (Any of the above adjective or adverb phrases listed above would qualify as prepositional phrases.) **#554**

> **Examples**:   The ball in the yard is mine.
>   Many of the tourists like historical places.

> **NOTE:** The grammar book states "any modifier that comes between a preposition and **its** object is part of the prepositional phrase." Therefore, in a prepositional phrase with two objects, a clause modifying and following the first object is not part of the phrase, just geographically located within it.

Examples: S-V
Noun
Direct Object
In an Adverb Phrase
In an Adjective Clause

When my bicycle brakes failed, I crashed into the boy who was watching the <u>game</u> and his girlfriend.

(**Incorrect**. Since there is a compound object of the preposition, the adverb phrase consists of "into the boy ... and his girlfriend." However, the adjective clause "who was watching the game" modifies the object *boy* and does not come between the preposition *into* and its object, so it is **not** in the adverb phrase.

S-V-DO
Noun
Subject
In prepositional phrase (or adjective phrase)
In a noun clause

The girl near whoever said, "The <u>dogs</u> will run the race," will have to race.

(**Correct.** *Dogs* is the subject of the direct quote (a noun clause), functioning as the direct object of another noun clause "whoever…race". That noun clause functions as the object of the preposition *near*.
NOTE: because there's great potential for calling a variety of grammatical functions in this sentence, judges should look carefully at this usage.

4.   **INFINITIVE PHRASE -** An infinitive phrase consists of an infinitive and any complements or modifiers it may have. An infinitive phrase can be used as a noun, adjective or adverb.   **#565**

Examples: We have time <u>to walk to the concert</u>. (adjective)
<u>To get a medical degree</u> is her goal. (noun – subject)
They promised <u>to return soon.</u> (noun – direct object)
He is eager <u>to give Chris the award</u>. (adverb)
.

NOTE: A simple infinitive is <u>not</u> an infinitive phrase.

NOTE: An infinitive that takes a subject is an infinitive clause, not an infinitive phrase.

5. **GERUND PHRASE* -** A gerund phrase consists of a gerund and its complements and modifiers. The entire phrase is used as a noun. **#563**

Examples: <u>Managing the restaurant efficiently</u> required much hard work. (subj.)
My cousin enjoys <u>working as a lifeguard</u>. (direct object)
Her greatest achievement was <u>winning three gold</u> medals. (predicate noun)
We were fined for <u>parking there.</u> (object of preposition)

6. **PARTICIPIAL PHRASE*** - A participial phrase consists of a participle and its complements and modifiers. The entire phrase is used as an adjective. **#559**
Examples: <u>Grinning broadly</u>, the gymnast accepted the gold medal.
<u>Proclaiming his innocence</u>, the candidate denied the charges.
<u>Puzzled by their behavior,</u> I asked for an explanation.
Zimbabwe, <u>formerly known as Rhodesia,</u> is in southern Africa.

NOTE: Participial phrases and gerund phrases are often demanded in the same sentence.

Examples: S-V-DO
Noun
Direct Object
In a Gerund Phrase
In a Participial Phrase

Considering walking the <u>dogs</u>, I tied my shoes.

 ("Considering walking the dogs" is a participial phrase modifying "I." "Walking the dogs" is a gerund phrase functioning as the direct object of considering.)

S-V-DO
Noun
Subject
In a Gerund Phrase
In a Participial Phrase
In a Noun Clause

Considering saying, "<u>Happiness</u> is everything," I quit my job.

("Considering ... everything" is the participial phrase modifying "I", "saying ... everything" is the gerund phrase functioning as the direct object of considering and "Happiness ... everything" is the noun clause (omitting the understood 'that') functioning as the direct object of *saying*.)

S-V-DO
Noun
Direct object
In a Gerund Phrase
In a Participial Phrase

Knowing making <u>candy</u> is my favorite pastime, the girl teased me.

("Knowing…pastime" is a participial phrase modifying "girl", "making candy" is a gerund phrase, and "candy" is the direct object of the gerund *making*.)

7. **APPOSITIVE PHRASE -** An appositive phrase consists of an appositive and its modifiers. An appositive phrase usually follows the word it describes or identifies, but may precede it. **#567**

Examples: My brother's car, <u>a sporty red hatchback with bucket seats</u>, has over 100,000 miles on it.
Mr. Hudson, <u>a member of the jury</u>, asked the judge a question.
<u>Once a pagan feast</u>, Valentine's Day is now celebrated as a day of love.

NOTE: An appositive preceded by a *possessive* or an *article* is considered to be a one word appositive and not an appositive phrase.

Examples: The dancer, my sister, won the contest. (Incorrect)
My sister, the dancer, won the contest. (Incorrect)
(In both sentences, the appositives are considered one word appositives.)

SECTION XII: NOT CONTAINED IN CLAUSE OR PHRASE**

In the Junior & Senior Divisions, players may demand that the word to be formed Not be Contained in any of the following Clauses or Phrases. (**LT 16 Q**).

(1)	adjective clause	(8)	infinitive phrase
(2)	adverb clause	(9)	gerund phrase
(3)	noun clause	(10)	participial phrase
(4)	infinitive clause	(11)	appositive phrase
(5)	elliptical clause	(12)	adjective phrase
(6)	direct quote	(13)	adverb phrase
(7)	indirect quote		

NOTE: Dependent clause and prepositional phrase were intentionally omitted from this demand.

NOTE: The number of times this demand, known as the "Must NOT Be Contained In ...." demand, can be used is limited to **once**. Therefore, in combination with LT 16 M & N in the Junior/Senior Divisions, it is possible to demand that a word be contained in **two** clauses, phrases and not be contained in **one** other.

NOTE: If a player demands that a word must be contained in a certain clause or phrase and another player demands that the word must NOT be contained in the same clause or phrase, then the appropriate challenge is challenge impossible.

SECTION XIII: DIRECT & INDIRECT QUOTES

As a general demand, a middle or junior/senior division player can demand that the word to be formed must be contained in a direct quote and a junior/senior division player can demand that the word to be formed must be contained in an indirect quote. (**LT 16 O**) **#859**

A.   **DIRECT QUOTE*** - A direct quote is a restatement of a speaker's exact words.

NOTE: Direct quotes must be correctly punctuated and capitalized. A direct quote functions as a noun.

NOTE: For the purpose of the game, a direct quotation must have an attributive statement such as, *He said, " . . ."*

Example: acceptable - He said, "I put the cows in the barn."
unacceptable - "I put the cows in the barn."

 NOTE: An inverted sentence will result if the player begins the sentence with a direct quote and then follows with the verb and the speaker.

"Strike three," yelled the umpire.

NOTE: For the purpose of the game, if *direct quote* is demanded, the direct quote needs to be written as a complete thought with a subject and a verb and function as a noun clause.

B.   **INDIRECT QUOTE**** **-** An indirect quote is a statement that does not give the speaker's exact words but does convey the speaker's message.

Example: Mother said that she was listening to country music.
    [**A direct quote would be** Mother said, "I am listening to country music."]

NOTE: An indirect quote functions as a noun.

NOTE: A direct or indirect quote is considered a subordinate clause if it contains a subject and a verb.

Examples: He said, "I went to the store." (**correct –** direct quote in a complex sentence)
    He said that he went to the store. (**correct** – indirect quote in a complex sentence)

If the quote consists of a single word, other than an imperative verb, this would not be true.

Example: He said, "No." (**incorrect** – This is not a complex sentence.)

SECTION XIV: ADDITIONAL GENERAL DEMANDS

In addition to the general demands listed above, the following general demands may be called. (**LT 16**)

A. **COLOR WILD:** A color is wild in this shake. In the word to be formed, cubes of this color may represent a single letter more than once, or it may represent different letters. For instance, one wild cube may stand for "G" and another wild cube for "E" in the same shake. Only <u>one</u> color may be wild in a Shake.

B. **MUST CONTAIN:** The word must contain a certain letter designated by the player making the demand. Only one letter may be demanded in a shake.

C. **MUST NOT CONTAIN:** The word may not contain the letter designated by the player making the demand. Only one letter may be forbidden in a shake.

D. **LETTER TRANSFER:** All occurrences of a letter designated by the player making this demand become the other letter specified by the player making this demand. For instance, "All P's are X's." In this case, "P's are entirely eliminated from the shake. Even a wild cube designated as a "P" becomes an "X." Only one letter transfer is allowed in a shake.

E. **NUMBER OF LETTERS:** The word must contain the <u>exact</u> number of letters designated by the player making this demand. No less than four and no more than ten letters may be demanded.

F. **DOUBLE VOWEL:** The word must contain a double vowel. This means the word must contain two consecutive vowels of the same letter, for example, *ee, oo, aa.*

G. **DOUBLE CONSONANT:** The word must contain a double consonant. This means the word must contain two consecutive consonants of the same letter, for example: *tt, pp*.

H. **COMPOUND WORD:** A compound word is one word formed by combining two or more smaller words. The compound word retains in some form the combined meanings of the smaller words.
NOTE: In an open compound, or two-word compound, such as "light bulb," the word "light" will be ruled as a noun used as an adjective.

SECTION XV: SOLUTIONS

After a challenge has been made, players have three minutes to write solutions followed by two minutes to check solutions. (**LT 13**). A solution consists of a written sentence which is of the pattern, structure, or purpose designated by Player One and contains a word which satisfies all of the demands made of it.

> **NOTE**: If the player writing the solution is making a demand as his last move, this last demand must also be written beside the solution. (**LT 21**).

> **NOTE**: A solution shall be considered to be presented when a player directly hands his solution to another player thereby indicating that this is his solution. Once the solution is in the hands of another player, it cannot be withdrawn. Allowing the time to run out when checking an opponent's solution implies acceptance of the solution.

A. <u>**Requirements of Word to be Formed**</u>

In addition, the word which is formed must conform to the following specifications:

1. It may not be a contraction, a hyphenated word, or a proper noun. It may not contain an apostrophe.

2. It may not be labeled archaic or obsolete in the official dictionary.

3. It may not be a foreign word, including letters and currency whose nationality is listed in the official dictionary. Words are not considered foreign if they are listed as an **entry** in the official dictionary.

> **NOTE**: The word to be formed by the student must be contained in the official dictionary, which is the 2002 printed edition of Webster's Third International Unabridged. (**LT 4**). If the word is not in the dictionary, all inquiry stops.

4. It may not be a word that is profanity, or is vulgar or slang in its usage.

5. It may not be an abbreviated version of the word.

6. It must be used accurately according to its definition in the official dictionary which is the final authority.

> **NOTE**: While players can ask a judge to check the official dictionary for spelling and usage, the players should never be shown the dictionary during the round. Instead, a player's question should be answered specifically (i.e. "Yes, the word is spelled correctly.")

7. It must be used in the sentence in the way it is normally used. A word cannot be called an adjective simply because the player wishes to use it in that manner. Again, the official dictionary is the final authority on whether a word may be used as the demanded part of speech.

B. <u>**Requirements of Sentence to be Written**</u>:

The sentence to be formed must conform to the following specifications:

1. **It must be able, in the opinion of the judges, to be justified as reality.** The reality of the situation should be provided in context of the sentence. The sentence will be viewed as presented by the player. There should be no need for any verbal clarification by the player.

NOTE: The words *"in my dream"* may **<u>not</u>** be used in the sentence to justify reality.

NOTE: Judges and coaches realize that there may be other creative ways to write sentences (ex. In the cartoon, the coffee pot danced.); however, the sentences will be able to be judged based on the "reality" of what might appear in that cartoon.

> **Examples**: Acceptable: In the Disney cartoon, the meat gave orders.
> Unacceptable: The meat gave orders.

NOTE: The reality of the situation should be provided in context of the sentence. The sentence will be viewed as presented by the player. There should be no need for any verbal clarification by the player.

NOTE: Reality will be considered as a separate issue from truth. While the sentence, "George W. Bush is a Democrat" is not true, it is acceptable within the realm of reality.

2. **It must be grammatically correct, including subject-verb agreement.** A grammar book may be needed to determine correctness. If two grammar books disagree, the judging team will be the final authority.

NOTE: The official grammar reference is *Elements of Language, 6th Course* published by Holt Rinehart Winston. *Elements of Language* shall be considered the primary reference with the following two references serving as secondary sources to expand upon *Elements* or when *Elements* does not address an issue. These are: (i) Prentice-Hall Grammar and Composition, Levels 1-6 and (ii) the Plain English Handbook. (**LT 4**).

3. It must have all words spelled correctly and utilize proper capitalization.

4. It must begin with a capital letter and close with the proper punctuation.

5. Any possessive nouns used in the sentence must be properly punctuated.

6. Internal punctuation will apply only to possessives, interjections, appositives, nouns of direct address, conjunctive adverbs, and direct quotes.

7. It must not be, in the opinion of the judges, unintelligible or cumbersome.

NOTE: Cumbersome must be judged in context. A sentence is not cumbersome simply because it could have been written better or more simply. For example, if the players have demanded two clauses or phrases, cumbersome should be judged in light of this requirement.

8. The sentence to be formed may not exceed 20 words in length.

SECTION XVI: JUDGING

A.   HOW WILL I KNOW WHEN A JUDGE IS NEEDED?

Usually there are few calls for judges during the opening moments of the game. It's not until the round is just about over that you will be called into action. Players signal for a judge by raising their hands. Players are not to get out of their seats to go in search of a judge.

B.   WHAT DO I DO WHEN I GET THERE?

First, make sure that a challenge has been made and that you are not verifying a solution prior to a challenge. Then listen carefully to the specific question. Have the player clarify a question if necessary. Before making a judgment read the demands and the solutions. When you are ready, answer the question with a simple YES or NO. Avoid teaching explanations. Avoid answering questions that were not asked. For example, if a player asks, "Is this a direct object?" respond with a YES or NO. **Do not add**, "No, it is a predicate nominative." **Do not respond with**, "Yes, but it is misspelled."

NOTE: It is important to read the demands so that irrelevant questions do not affect the play and, ultimately, the score. For example, a player may ask, "Is this word (not the solution word) plural?" The answer may be NO but that is irrelevant to the demands.

Or a player may ask, "Is this word (the solution word) the subject of the sentence?" Not looking at the demands can lead to the judge misleading the players. For example, assume that the word is not the subject of the sentence, but is a subject of a dependent clause. Therefore, while the answer to the player's question is NO, if the function demand was SUBJECT, it is irrelevant if the solution word is a subject of an independent or dependent clause. In such cases, a judge should say, NO, BUT THAT QUESTION IS IRRELEVANT AND SHOULD NOT AFFECT THE CORRECTNESS OR INCORRECTNESS OF THE SOLUTION.

In LinguiSHTIK, the players ask specific questions and the judges answer the question asked, nothing else. However, this rule must be tempered with the reality that judges cannot allow themselves to be pawns in one player's attempt to deceive another. If a player asks an irrelevant question, in answering, the judge is allowed to tell the players that the question is irrelevant and should not affect the correctness or incorrectness of the solution.

Once you have answered the question, the player may pose several other questions. Contrary to the myth that only three questions are allowed to be asked by a player, there is no set limit on the number of questions a player can ask. Each judge has to use his judgment as to when a particular player is "fishing" or attempting to waste time.   Should you begin to feel that the student is "fishing" for something or is having you do his job for him, you may exercise your prerogative and ask him to make a statement of what he thinks is incorrect about the sentence. Usually this is enough to return his focus to the game.

C.   WHAT DO I DO WITH THE MIND-BOGGLING QUESTION?

In LinguiSHTIK, time is of the essence. A match only lasts thirty minutes and, therefore, every minute a judge is at a table is a minute the players cannot play. Judges should remember this at all times. Many questions can be answered by a judge quickly. However, there are those questions that take additional time and that you may like to have help in resolving. If this occurs, confirm that the players have finished checking solutions except for the questions they have posed.

> **NOTE**: Here, you must be careful. You want to make sure that when you take the questions away from the table that the shake is otherwise complete. (This avoids your coming back in ten minutes with a ruling and having the players say that they have other questions about the solution.) But, when confirming that the players have completed the shake, a judge must be careful not to volunteer any information. For example, it is improper for a judge to remind players that they should check that the solution word can be formed with the available cubes.

Once you have confirmed that the shake is otherwise over, confirm with the players the questions to be resolved. In a perfect world you would have each player write down all unanswered questions about the solution, and have all players check the questions and verify their correctness. But, remembering the students only have thirty minutes to play a match, the judge should note the questions to be asked and simply confirm with the players that those are the only questions. Make sure you keep the original solution(s) upon which the questions are being asked.   Then, instruct the players to begin another shake. Tell players to hold their score and remain in the playing room until you return to answer the question and resolve the score.

As quickly as possible, discuss the solution with other judges. As soon as the question is resolved, inform the players of the official ruling so they can score the shake and determine a final score for the match. If a decision is made after score sheets have been turned in, give the score sheet to the head judge to take to the scoring room.

D.   HOW MANY JUDGES CAN A PLAYER HAVE?

Often, a player will receive an unfavorable ruling and want a second opinion. Usually another judge can be called to the table. Have the player who posed the question restate the question for the second judge. Most of the time the two judges will concur, and play can be continued; however, a conference may be needed to reach agreement. (Of course, any such conference should take place after the players are instructed to begin another shake using the procedure outlined above for mind-boggling questions).

Occasionally, players will want a third, fourth even fifth opinion. Resolve these situations as follows: Remembering that time is of the essence, it is the rare situation where a third judge should ever be called to a table to answer a question. This process simply takes too long. Instead, if a player wants a third opinion, the judge, after confirming the shake is otherwise complete, should inform the player that he will solicit opinions from other judges and come back with a decision. The judge should then solicit opinions from other judges. If possible, have the head judge also review the decision. Remarkably, the fact that the head judge has reviewed a question will normally satisfy the player.

Again, contrary to popular myth, a player is not limited to three judges. Each of the authors has been involved in situations where the first three judges to review a question have all ruled incorrectly. It is a byproduct of this game that judging is difficult and even the most experienced judges do make mistakes. As such, never tell a player that he can't have another judge. After having solicited opinions from other judges and informing the players of the ruling, you may encounter a player that wants to protest.

If a judge encounters a player that wants to **protest**, the judge should immediately do the following:
➢ collect all solutions and all questions relating to that shake
➢ advise the players to continue the match
➢ immediately notify the head judge of the potential protest
➢ inform the players that at the conclusion of the match a player who wishes to protest should fill out a protest form and should not sign the scoresheet
➢ turn over all solutions and questions along with the scoresheet and demands list form to the head judge.

None of the players involved in the protest should leave the playing area until instructed to do so by the head judge.

> **NOTE**: Any player who believes he has received an incorrect ruling should protest by not signing the scoresheet. Protests must be filed according to the Protest Rules in place for that Tournament.)

E.   WHAT DO I DO IF I REALIZE THAT I MADE A MISTAKE?

If a judge realizes during the match that he has made a mistake, the judge should inform the head judge and the players involved. The head judge will change the score for that shake accordingly.

F.   JUDGING: GENERAL INFORMATION AND GUIDELINES

1.   Always insist that players ask questions to which you can give "yes" or "no" answers.

2.   Always be sure that challenges have been made and/or solutions presented before answering substantive questions.

3.   Only questions on timing and procedural issues should be answered during a shake.

4.   Never offer any information about a solution unless it is in response to the specific question asked.

5.   Never explain something to a player during the course of a round.

6.   Never allow yourself to become a pawn in a player's "fishing" expedition.

7.   Remember, time is of the essence. If it will take you more than a couple of minutes to render a decision, have the players start another shake. They can score the shake under consideration later in the round.

8.   When a judge is called to the table, the timer should be laid down while you learn the situation and make a ruling.

9.   When players give conflicting testimony, *Was a ten-second warning given? Did the cube touch the mat? Was the cube in Letters or Demands? etc. . . .* the rule of thumb is not to penalize a player unless the evidence is definite. In a three-player game, if two of the three players agree on a situation, you can follow the majority opinion; however, if the third player does not know or refuses to take a stand on the issue, you will be at a real loss in settling the problem. The same will be true if a controversy erupts in a two-player game. In these cases, a shake may need to be replayed or a move made over. (**Never have players replay a shake without consulting the head judge**).

10.   Never judge a move to be an illegal procedure if the player has selected something which is from the correct category. Frequently something may appear to be impossible; however, this does not make it an illegal procedure.

11.   Always allow a player to have all of the judges' opinions to which he is entitled.

SECTION XVII: TECHNICAL RULINGS

A.   MOVING

1.   SITUATION: A player moved out of turn and Illegal Procedure is called.

      RULING: Return the cubes to Resources and continue play in the proper order.

      PENALTY: None unless the play is not completed during the player's time.

2.   SITUATION: A player moves out of turn and a Challenge is called before Illegal Procedure is called.

      RULING: The Challenge insulates the Illegal Procedure; therefore, the Challenge stands and is worked out in the usual way.

      PENALTY: None

3.   SITUATION: A player moves out of turn and a Challenge and an Illegal Procedure are called simultaneously.

      RULING: The Challenge prevails. Set aside the Illegal Procedure charge and work out the Challenge in the usual way.

      PENALTY: None

4.   SITUATION: A player moves out of turn and no Illegal Procedure or Challenge is called. Another player, other than the one whose turn had been skipped, moves.

      RULING: All cubes played by the last two Movers are returned to Resources and play resumes with the player whose turn it should have been.

      PENALTY: None

NOTE: If players have been moving in the wrong order (e.g. counter-clockwise instead of clockwise) for several moves, a judge should simply tell them to start moving in the right order from that point on and leaving all previous moves as played. In some situations players may prefer to complete the shake moving counter-clockwise.

5.   SITUATION: After moving a cube to one section of the playing mat, the Mover attempts to transfer the cube to another section.

         RULING: Illegal Procedure; the cube must stay in the section where it first touched the mat. If it first touched the Demands Section, then the player must make a demand. Play continues.

         PENALTY: None

6.   SITUATION: So many cubes have been played to the Letters section of the mat that they fill the area. The next player moves a cube to that section and places it on top of another cube in that section. He then tries to change his move, arguing that his first cube never "touched the mat."

         RULING: Changing the move is an Illegal Procedure. The play was completed when the cube touched the other cube(s) that sat on the mat. Play continues.

         PENALTY: None

7.   SITUATION: A player makes a demand without putting a cube into the Demands Section and another player moves making a demand before it is noticed.

         RULING: The demand stands and no cube is placed in Demand Section.

         PENALTY: None

8.   SITUATION: A player makes a demand without moving a cube into the Demand Section and no one has noticed nor was Illegal Procedure called or remedied using the above written situation. After several more legal demands are made, a player attempts to make a demand using the last green or black cube. (This is the cube which should have been used for the demand made without a cube.)

         RULING: Illegal Procedure; a shake can have no more than eight (8) demands even if there is an extra cube due to a previous Illegal Procedure.

         PENALTY: None

9.   SITUATION: A player makes an illegal demand and Illegal Procedure is not called. Another legal demand is made. Challenge Impossible is called.

        RULING: The challenge stands. <u>The illegal demand automatically makes it impossible to write a correct solution</u>.

        PENALTY: None (The person making the illegal demand will be indirectly penalized since it will be impossible for him to write a solution.)

10.   SITUATION: A player makes an illegal demand and another legal demand is made before Illegal Procedure is called.

        RULING: The Illegal Procedure call cannot be honored. Illegal Procedure can only be called on the immediate play.

        PENALTY: None (SEE #9 above)

        COMMENT: *In the above situation the correct call would have been to call Challenge Impossible.*

11.   SITUATION: A player makes an illegal demand and Challenge Impossible is called before the next player moves.

        RULING: Both the illegal demand and the Challenge stand. (SEE: #9)

        PENALTY: Follow Challenge-Scoring Rules

12.   SITUATION: A player makes an illegal demand before the end of his one minute. Illegal Procedure is called before the next player moves.

        RULING: The player retracts his demand and makes a legal demand. The time should be reset to the amount of time he had left in his one minute.

        PENALTY: None

13.   SITUATION: A player makes an illegal demand at the end of his one minute to play. Illegal Procedure is called.

        RULING: The demand is retracted.

        PENALTY: The player loses his turn and receives a (-1).

14. SITUATION: A player makes two demands/moves in a row and Illegal Procedure is called before another player moves.

    RULING: The player's second demand/move is removed.

    PENALTY: None

15. SITUATION: A player makes two demands/moves in a row and a Challenge is called before another player moves.

    RULING: The second demand stays and the Challenge stands.

    PENALTY: None. Follow Challenge-Scoring Rule

16. SITUATION: A player makes two demands/moves in a row and another player has moved before Illegal Procedure is called.

    RULING: Illegal Procedure cannot be called. This call must be made at the time the play is made. The player's second demand remains.

    PENALTY: None

17. SITUATION: A player makes two demands/moves in a row and another player has moved. A Challenge is called.

    RULING: The second demand and the Challenge stand.

    PENALTY: None. Follow Challenge-Scoring Rules

18. SITUATION: A player states his demand but has not yet placed the cube in the demand column when a Challenge is called.

    RULING: Both the demand and the Challenge stand. The player making the demand should finish his move by placing the cube in the demand column, and the Challenge continues in the normal fashion.

    PENALTY: None

NOTE: The stating of a demand and the placing of the cube into the demand column are to occur simultaneously; however, **it is the stating of the demand which actually constitutes the making of a demand**. The player making the demand should write that demand on the List of Demands Form in a timely manner once he has placed the cube into the demands column.

19.   SITUATION: A player has stated an illegal demand but has not yet placed the cube into the Demand column or written the demand on the List of Demands Form when a Challenge is called.

      RULING: Both the demand and the Challenge stand. The player making the demand should finish his move by placing the cube in the demand column and writing the demand on the List of Demands Form. The Challenge continues in the normal fashion.

      PENALTY: None

20.   SITUATION: A player asks to have the cubes moved so that he can see them more clearly. May he move the cubes?

      RULING: Yes, the cubes may be adjusted so that all see them clearly.

B.   CHALLENGES

1.   SITUATION: A player takes his turn and Challenges before the next player takes his turn.

      RULING: The Challenge is set aside.

      PENALTY: None

2.   SITUATION: A player picks up the challenge block and says "Challenge", then before stating the Challenge wished to retract the Challenge.

      RULING: If the player has not stated the Challenge, then he can take a one point penalty and play resumes.

      PENALTY: The player who said "Challenge" gets -1.

3.   SITUATION: A Challenge and an Illegal Procedure are issued at the same time by two different players.

      RULING: The challenge prevails. The Illegal Procedure is set aside, unless the challenger is the player who has just completed a move. (SEE #1)

      PENALTY: None

4.   SITUATION: A player commits an Illegal Procedure. An opponent charges Illegal Procedure. The other player then challenges this opponent that he should have challenged rather than called Illegal Procedure.

     RULING: The Illegal Procedure takes precedence. An Illegal Procedure call cannot be challenged.

     PENALTY: None

5.   SITUATION: A player **touches** the challenge block and issues a Challenge. No one notices until later that the player did not pick up the block.

     RULING: The player's Illegal Procedure was insulated by a valid action by another player, which would be a player calling "neutral," working on solutions or the presentation of solutions. The Challenge stands as issued.

     PENALTY: None

6.   SITUATION: A player issues a Challenge but does not pick up the challenge block. Illegal Procedure is called.

     RULING: The challenger must **pick up** the challenge block and reissue the Challenge.

     PENALTY: None

7.   SITUATION: A player clearly challenges but does not pick up the challenge block. Another player, noticing that the block was not picked up, picks it up and institutes a Challenge.

     RULING: The second challenge prevails. The original Challenge was not consummated with the picking up of the challenge block.

     PENALTY: None. Follow the Challenge-Scoring Rule.

8.   SITUATION: A player picks up the challenge block and challenges "A-Flub" or "C-Flub".

     RULING: These are old Equations and On-Sets challenges and are not correct terminology for LinguiSHTIK. If the opponent asks for a clarification of the challenge, the Challenger must rephrase the challenge using LinguiSHTIK terminology such as "Challenge Now." If the Challenger refuses to "translate" for the opponent, a judge should tell the Challenger to state the challenge in

LinguiSHTIK terminology. If the Challenger cannot or will not do so, the judge should translate for the opponent.

PENALTY:	None

9. SITUATION: A player calls Challenge Now when there are fewer than three cubes placed on the LETTERS section of the mat.

RULING: The Challenge is invalid.

PENALTY: The player loses his turn, and receives a -1 penalty.

10. SITUATION: A player picks up the challenge block and says "Challenge" but does not specify what kind (e.g., Now, Impossible).

RULING: The Challenge is set aside and the game continues.

PENALTY: The player who made the Challenge is penalized -1.

C.   PASS and FORCEOUTS

Remember Forceout is only called after each player has said PASS, usually because a player feels that any cube moved will allow a solution to be written with one more cube. As such, a player writing a solution after Forceout has been called can use **two more** cubes in writing his solution.

1. SITUATION: A player declares PASS for the second time in the same shake.

RULING: Illegal Procedure; ignore and continue play.

PENALTY: None

2. SITUATION: Two of the three players declare PASS consecutively. The third player places a cube on the mat, either in Demands or Letters. One or both of the other players tell the third player that he must PASS so that Forceout can be called.

RULING: The third player may choose to play a cube, make a demand if there is still a green or black cube in Resources, or state a Challenge. Play continues with Player One either playing a cube or making a Challenge.

PENALTY: None

3.	SITUATION:	Same as #2 except the third player calls either Challenge Now or Challenge Impossible.

	RULING:	The Challenge stands. Work out the Challenge declaration in the usual way.

	PENALTY:	Follow the Challenge-Scoring Rule.

4.	SITUATION:	A player calls a Forceout instead of declaring PASS.

	RULING:	Remind players that Forceout cannot be called unless each player has called PASS. Set aside the Forceout declaration and instruct the player to make a correct move.

	PENALTY:	Assuming that the player completes his turn within the time limit, there is no penalty.

5.	SITUATION:	After each player has declared PASS and Forceout is called, the players write solutions. One player insists that because there is a black or green cube in Resources he was allowed to write his solution using a written demand as one of his two cubes.

	RULING:	The rules state that players may use two more cubes from Resources, but that neither of those cubes may be used as a demand. The player's solution is incorrect.

	PENALTY:	Follow the Forceout Scoring Rule.

## D.	SOLUTIONS

1.	SITUATION:	After presenting a solution, a player attempts to change it or add to it.

	RULING:	If the player has handed his solution to an opponent, then the solution stands as presented, even if his time has not expired.

	PENALTY:	None

	NOTE: Be aware! If the opponent takes the paper from the solution-writer, claiming the writer was finished, this does not mean the solution-writer has finished the solution.

2.	SITUATION:	At the end of the three minute solution writing time, a player has not yet finished his solution and wishes to take a one point penalty to gain a minute of writing time.

	RULING:	The player may not do this. LinguiSHTIK does not allow for this. The Stalling Rule from the mathematics games does not apply. The player must either concede or present his solution as it is.

PENALTY: None

3. SITUATION: Players are checking solutions; player A accepts his opponent's solution; however, player B finds an error and does not accept. Does player A's acceptance stand and he receives fewer points?

RULING: No, a solution must be accepted by both opponents before it is correct. If either party finds an error, the solution is incorrect and the shake is scored accordingly.

PENALTY: None

NOTE: This same ruling applies to any situation where two players are checking the third player's solution.

4. SITUATION: Player A, after accepting an opponent's solution as correct, notices and points out an error in the solution. Player B then rejects the solution for this reason. Is this acceptable?

RULING: Yes, the solution-writer was incorrect and the shake is scored accordingly. The player who at first accepted the solution still scores 4 or 2 points.

PENALTY: None

5. SITUATION: The solution-writer made an additional demand as his *one more cube*, but did not write down the demand on his solution paper. Is the solution acceptable?

RULING: No, the rule which allows for this move (**LT 19 A**) requires the demand be written on the solution paper. The solution is incorrect.

PENALTY: The solution is incorrect.

6. SITUATION: The solution-writer made an additional demand as his *one more cube,* wrote the demand on his solution, but there was no green or black cube left in Resources with which to make the demand.

RULING: The solution is unacceptable. There must be a remaining demand cube in order to do this.

PENALTY: The solution is incorrect.

7. SITUATION: Player A presents a solution based upon the demands which are written on his paper. In checking the solutions, one of his opponents Player B rejects the solution because it does not meet the demands which were made according to those written on the List of Demands Form. Player C agrees with Player B.

    RULING: The solution is unacceptable since it does not meet the demands.

    PENALTY: Player A's solution is incorrect. Players are cautioned to make sure each person records his/her demands correctly on the List of Demands Form and on individual papers.

8. SITUATION: Same as #7 except Player C agrees with Player A.

    RULING: The demand as recorded on the List of Demands Form stands. It is the final source for determining what has been demanded. The solution is correct if there are no other errors.

    PENALTY: None

9. SITUATION: Same as #7 except there are only two players. Once again, the Demands Form is the only source for what was demanded.

    RULING: Only a correct solution which matches the List of Demands Form is acceptable.

10. SITUATION: Players present solutions. Each player has different demands on his/her paper, no one has recorded any demands on the List of Demands Form, and after inquiry it cannot be determined which are the correct demands.

    RULING: Throw out that shake. If the players request additional time at the end of the round for this extra shake, it is to be given.

    PENALTY: None

    NOTE: In situations #7-10, players should be cautioned to be extremely careful in making demands. They should check to see that the player stating the demand records it correctly on the List of Demands Form and that each player does so on his/her individual papers. This is particularly true when the demands involve letters.

11. SITUATION: A player rejects a player's solution because he has printed in all capitals. The solution's capitalization is quite clear.

    RULING: LT 23C will be interpreted to mean correct capitalization not correct formation of letters. If the letters which should be

capitalized are clearly larger than the other letters in the solutions then the solution should be accepted if it meets all other demands and requirements.

PENALTY: None

NOTE: For the purposes of this game LT 23C will be interpreted to mean correct capitalization and not the correct formation of letters. Judgments should favor the writer when possible since a player rejecting on the basis of handwriting obviously can find no other error.

12.   SITUATION: A player rejects a player's solution because he cannot read the handwriting, either he claims word is misspelled or he simply cannot read it.

        RULING: The judge should ask the player who has written the solution to either spell the word or read the solution. When in doubt, rulings should be made in favor of the solution-writer rather than the opponent. The judge may also look at other examples of the solution-writer's handwriting to determine similarities.

        PENALTY: None

SECTION XVIII: JUDGE'S SELF-TEST

A.   Test Questions

The following are sample questions which one might be called upon to answer in a tournament. Answer them and then check your answers with the answers at the end of this test. Feel free, if you so desire, to pull out the official grammar book or Judges Manual to check before you answer. You would be able to do this in a tournament setting. The answers and explanations are given at the end of this test. Remember; this is only a self-test.

Section I: In this section the solution sentence is given first, and then the question is given below in italics.

1.   Please give this note to whomever answers the door.
        Is whomever used correctly?

2.   The stuffed monkey, my present, was wrapped in the Sunday funnies.
        Is present in an appositive phrase?

3.   I want to go fishing with Grandpa next Saturday.
        Is this an S-V-DO sentence?

4.   Jack said, "I like apples."
        Is this a complex sentence?

5.   Jimmy shot the deer as soon as it was close enough to his stand.
        Is deer plural?

6.   I enjoy listening to lectures more than working in the lab.
        Is working a direct object?

7.   The girl baked Martha a cake.
        Is cake in a dependent clause?

8.   The girls baked Mother a cake.
        Is Mother a proper noun?

9.   His eyeglasses were broken.
        Is eyeglasses singular?

10.   We expected the girls to win the race.
        Is girls in the objective case?

11.   John said, "I can buy that bike because my brother lent me thirty dollars."
        Is brother in both a noun clause and an adverb clause?

12. One way to raise money is to have a bake sale.
    Is this an S-LV-PN sentence?

13. "I picked a bucket of strawberries, "said Natasha.
    Is bucket in a dependent clause?

14. I bought the house next door to my uncle who is eighty.
    Is eighty in a prepositional phrase ?

15. I expected John to choose the captain of the team.
    Is captain in an infinitive phrase?

16. Whoever passes the test will get a free day on Friday.
    Is test in an adjective clause?

17. Class, take out your math books.
    Is class the subject of the sentence?

18. Get quiet so I can hear the announcements.
    Is announcements in an imperative sentence?

19. Did you study for your Geography test?
    Should geography be capitalized?

20. The word occur is difficult to spell.
    Is occur an appositive?

21. The house where I was born is still standing.
    Is born in an adjective clause?

22. The boy, that one standing against the bleachers, is cute.
    Is that a relative pronoun?

23. I know where you live.
    Is live in a noun clause?

24. She sounds like she wants to come with us.
    Is like a preposition?

25. They were given a million dollars.
    Is dollars a retained object?

26. He put off the decision until a later date.
    Is decision a direct object?

27. He gave whoever wanted the papers which were stored in the warehouse a key.
Is warehouse in a noun clause?

28. We listened to the music.
Is music a direct object?

29. He handed the scissors case to Myron.
Is scissors a plural noun used as adjective?

30. He yelled, "Joey!"
Is this a complex sentence?

31. Help! I've fallen and can't get up.
Is help an interjection?

32. While considering running for class president, the student who had never been popular realized that he wouldn't overcome his handicap.
Is this an S-V sentence?

33. While proofreading the manuscript to be published, the editor fell asleep.
Is manuscript to be published an infinitive clause?

34. The cow was purple in the child's drawing of a farm.
Is this sentence based in reality?

35. You go to the store.
Is this an imperative sentence?

36. I went to the store yesterday!
Is this an exclamatory sentence?

37. The boy cried, "Ouch!"
Is ouch an interjection?

38. Buying a woman perfume is always a tricky venture.
Is woman an indirect object?

39. We were given a chance to bid on the painting.
Is the verb in the simple past tense?

40. John said that the doctor was a great man.
Is doctor contained in an indirect quote?

41. The boy is handsome.
Is handsome a noun modifier?

42. Help me finish this project.
Is project a direct object?

43. Gloria was elected president.
Is president a retained objective complement?

44. Comedy usually becomes more prevalent during times of despair.
Is prevalent a comparative adjective?

45. Considering refusing the appointment was unthinkable to most of his friends.
Is refusing contained in a participial phrase?

46. We will buy the car, only you must agree to pay for the insurance.
Is this a compound sentence?

47. While buying parts for his car, the boy remembered he needed an oil filter.
Is parts contained in a participial phrase?

48. While buying parts for his car, the boy remembered he needed an oil filter.
Is filter contained in a noun clause?

SECTION II: **In this section you are given the list of demands; you are to determine if the solution meets all of the demands. The word which was formed to meet the demands is underlined.**

49. S-V-DO | The president who signed the treaty, in
NOUN | an <u>effort</u> to make peace, kept a solemn
APPOSITIVE | expression.
IN DEP. CLAUSE

50. SIMPLE | The boy said, "Looking in the <u>window</u>
NOUN | gives me the creeps."
OBJ. of PREP
IN GERUND PHRASE
SINGULAR

51. S-V-DO | We expect the <u>geese</u> to chase the ducks.
NOUN
DIRECT OBJ.
PLURAL
NO "S"

52. INVERTED
    VERB
    SIMPLE FUTURE.
    7 LETTERS

Consume you anger will, as it has consumed others.

53. S-V-DO
    NOUN
    SUBJECT
    SINGULAR

The audience applauded because the choir sang so well.

54. COMPLEX
    NOUN
    DIRECT OBJ.
    IN INFIN. PHRASE
    PLURAL

We expect the girls to win the matches since they are on a winning streak.

55. S-V-DO
    NOUN
    IND. OBJ.
    NOT IN GER. PH.

Giving my mother the cake, I left the reception because I was not feeling well.

B. **ANSWERS AND EXPLANATIONS**

1. **NO** You should use "whoever". *Whoever answers the door* is a noun clause functioning as the object of the preposition. *Whoever* is the subject of the clause.

2. **NO** An appositive phrase consists of an appositive and its complements or modifiers. However, single determiners, possessive pronouns, and demonstrative pronouns do not change an appositive into an appositive phrase.

3. **YES** The infinitive phrase *to go fishing with Grandpa next Saturday* functions as a direct object.

4. **YES** Simply *I like apples* is not a noun clause or any kind of phrase that can function as a direct object; however, the addition of the quotation marks turns it into a noun clause. If this had been an indirect quote a *that* or an *understand that* would have preceded it. The quotation marks serve as the understood markings for the beginning of a noun clause.

5. **NO** Although *deer* is both the singular and plural form of this word, in this sentence, *deer* is used singularly. We know this because of the use of the singular pronoun *it* which refers to the deer which was shot.

6. **YES** If the subject in this adverb clause had not been ellipsed, we could easily see that *working* is the object --I enjoy listening to lectures more than I enjoy working in the lab.

7. **NO** By definition, this is a simple sentence which is an independent clause.

8. **YES** When relationship nouns are used in place of a name, that noun is considered a proper noun just as a name is. In order for it to be a common noun, it must be preceded by a determiner or a possessive pronoun. ("my mother").

9. **YES** Words that appear to be plural because they are formed in the same manner as plurals but are used to name only one item are singular, but they do take a plural verb, probably for the sake of sound.

10. **YES** *Girls* is the subject of the infinitive clause. The clause functions as the direct object of the sentence, and in that position the subject of an infinitive clause is in the objective case.

11. **YES** The direct quote is a noun clause. In addition, inside the noun clause is an adverb clause "because my brother lent me twenty dollars." Therefore, brother is in both a noun clause and an adverb clause.

12. **YES** The infinitive phrase *to have a bake sale* functions as a predicate noun.

13. **YES** The direct quote can best be interpreted as a noun clause. Since the word *bucket* is in the direct quote, it has to be in a dependent clause.

14. **NO** Prepositional phrases end with the object of the preposition. Therefore, the prepositional phrase ends with *uncle*. Clauses or phrases that modify the object of the preposition are not considered in the prepositional phrase unless they are geographically located between the preposition and the object of the preposition.

15. **NO** *John to choose the captain of the team* is an infinitive clause not an infinitive phrase. If there is no infinitive phrase, the word *captain* cannot be in one.

16. **NO** *Whoever passes the test* is a noun clause that functions as the subject of the sentence, not an adjective clause

17. **NO** You, understood, is the subject of the imperative sentence. *Class* is noun of direct address, not a subject.

18. **YES** Even though *announcements* is in a dependent clause which is declarative in nature, that clause is part of the imperative sentence. The independent clause dictates the purpose of the sentence, and since this independent clause is imperative, the entire sentence is imperative.

19. **NO** Names of subjects are only capitalized if they are followed by a number, unless it is the name of a language.

20. **NO** *Occur* is in apposition to word, but for the purposes of this game, this is not an acceptable appositive. An appositive, by definition, is a noun. Since *occur* does not appear in the dictionary as a noun, it cannot be an acceptable appositive.

21. **YES** Adjective clauses usually begin with relative pronouns, but they may also begin with relative adverbs. *Where* is one of those relative adverbs.

22. **NO** Relative pronouns are used to introduce subordinate clauses. In this sentence *that* is being used as an adjective to modify *one*.

23. **YES** *Where you live* is a noun clause introduced by a relative adverb. The clause functions as a direct object.

24. **NO** In this particular case *like* is a subordinate conjunction used to introduce the adjective clause like she wants to come with us. *Like* has a separate entry in the dictionary giving it the identification of conjunction. This clause is also functioning as a predicate adjective.

25. **YES** When a passive voice verb is used, if there are any complements, they will be retained objects. It is helpful if you write the sentence using an active voice verb to show how the object was retained. *He gave them a million dollars*. Since dollars is a direct object in the active voice sentence; when retained it becomes a retained direct object.

26.   **YES**   Decision is the direct object of the verb participle *put off*. Decision is that which directly receives the action of being *put off*. *Off*, in this sentence is a verb particle rather than a preposition.*

27.   **YES**   The entire noun clause is *whoever wanted the papers which were stored in the warehouse*. This entire clause functions as the indirect object of the sentence. Not only is *warehouse* contained in a noun clause, but it is also contained within the adjective clause, *which were stored in the warehouse*.

28.   **YES**   The player has satisfied the demand of direct object. He has utilized the verb particle "listen to"; therefore, music serves as a direct object, not an object of the preposition.

*NOTE ON VERB PARTICLES:

In the English language you will occasionally find a construction where a verb is followed by what appears to be a prepositional phrase; however, upon closer inspection, you will notice that it is impossible to separate the preposition from the verb. i.e. - The boy turned on the music. In this particular sentence, the verb is *turned on*, if the meaning is taken to be that he flipped the switch which provided power to the stereo, and music becomes a direct object. If, however, the meaning of *turned on* is that he turned or mentally changed positions then the verb is *turned* and *on the music* is a prepositional phrase with *music* being the object of the preposition or *He turned on Third Street*. Other examples of such verb particles would be *put down* (He put down the book.), *blew up* (The clown blew up the balloon.) and *take off* (Take off your wet shoes.).

Occasionally you will also come across a verb followed by two particles. i.e. - *put up with* (He put up with her antics.) *stay away from* (Stay away from that boy!), *check up on* (The boy will check up on that problem.) These are all more or less idiomatic expressions and can usually be translated to one more precise word, *put up with* (tolerate), *stay away from* (avoid), *check up on* (investigate).

29.   **NO**   There is no such thing as a plural noun used as adjective since noun used as adjectives function as adjectives, and adjectives do not have number.

30.   **NO**   In order for a direct or indirect quote to be considered as a noun clause, it must contain a subject and a verb. This one-word quote has neither; therefore, it is not a clause.

31.   **YES**   Although *help* is a verb, the official dictionary states that it is often used interjectionally. In this sentence *help* is properly punctuated as an interjection.

32.   **NO**   The pattern for this sentence is S-V-DO. *student -- realized -- that he wouldn't overcome his handicap* (functioning as the direct object). *While considering...president* is an elliptical clause and *who had never...popular* is an adjective clause. Neither of these clauses has any effect on the pattern.

33.   **NO**   *Manuscript* is the direct object of the ellipsed verb *proofreading*, and *to be published* is an infinitive phrase functioning as an adjective modifying *manuscript*.

34. **YES** The simple addition of the prepositional phrase *in the child's drawing* allows this to meet the requirement of reality.

35. **NO** In this unique situation the player's lack of internal punctuation has caused his downfall. Without the comma after *you*, the sentence is interpreted as a declarative sentence. Had the player set off *you* with a comma, the ruling would have been YES since *you* would clearly have been a noun of direct address.

36. **YES** Even though this sentence does not exactly show great emotion, it is acceptable as an exclamatory sentence since the player put an exclamation mark at the end. While this is a gimmick for some, it is better to allow this than to put ourselves in the position where players concoct grand explanations of the circumstances under which the sentence could have been exclamatory.

37. **NO** By definition an interjection can have no grammatical connection to the sentence. In this particular case, the word *ouch* is the direct object, therefore, having a grammatical connection.

38. **YES** *Woman* is the indirect object of the gerund phrase buying... perfume. This gerund phrase is functioning as the subject of the sentence.

39. **YES** *Were given* is the passive voice of the simple past. If this sentence were transformed into active voice you would have *He gave us a chance*.

40. **YES** *Doctor* is contained in an indirect quote. By definition an indirect quote is a statement that does not give the speaker's exact words but does convey the speaker's message. John's message is that the doctor is a great man.

41. **YES** In all divisions a predicate adjective is accepted as a noun modifier.

42. **YES** *Project* is the direct object of the bare infinitive, an infinitive where the *to* is omitted. The infinitive phrase *finish the project* functions as the noun objective complement.

43. **YES** If one were to return this to its active voice form, it would be easily seen that *president* is an objective complement; therefore, in the transformation of the sentence into the passive voice, *president* was retained as an object.

44. **YES** The word *prevalent* uses *more* as an identifier, making it comparative. It is a predicate adjective modifying *comedy*.

45. **NO** Refusing is a gerund which begins the gerund phrase *refusing the appointment*. This gerund phrase then functions as the direct object of the phrase *considering... the appointment* which functions as the subject of the sentence. Thus, this sentence contains a gerund phrase within a gerund phrase.

46. **YES** *Only* has a separate listing in the dictionary as a coordinating conjunction.

47. **NO** *Parts* is the direct object in this elliptical clause. It is an elliptical clause because *the boy was* is easily understood to be between *while* and *buying*.

48. **YES** *He needed an oil filter* is a noun clause which functions as the direct object for remembered. The introductory *that* has been omitted.

49. **NO** *Effort* is an object of the preposition *in*, it is not an appositive. In order for *effort* to be an appositive, the sentence would have to be written as follows:
The president who signed the treaty, an <u>effort</u> to make peace, kept a solemn expression.

50. **NO** The solution is automatically wrong since it does not meet the first demand of being in a simple sentence. Since the direct quote contains a subject and a verb, it is considered a dependent clause (noun clause), making the sentence complex.

51. **NO** This sentence is wrong for several reasons. First, the word formed contains an "s". Secondly, *geese* is not a direct object. It is the subject of the infinitive clause which functions as a direct object.

52. **YES** By definition, an inverted sentence has a subject that appears after the predicate or between the parts of a predicate. The subject *anger* appears between the parts of the predicate *will* and *consume*.

53. **NO** Once again, the writer of this solution is wrong right from the start. The sentence which he produced has the S-V pattern.

54. **NO** This solution is incorrect because *matches* is contained within an infinitive clause rather than an infinitive phrase. This infinitive clause, *the girls to win the matches*, functions as the direct object of *expect*.

55. **YES** *Mother* is the indirect object of the participle *giving*. The participial phrase modifies *I* which functions as the subject of the clause.

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*This is the official grammar reference for the game of LinguiSHTIK. (purple cover)
There are copies of this book available for as low as $.49 + shipping on www. amazon.com

**This is the official dictionary reference for the game of LinguiSHTIK.

For the most current Tournament Rules, Order of Play Sheets for Elementary, Middle and Junior/Senior divisions, List of Demands Form, Scoring Chart, and Dictionary of Terms please download those forms directly from the www.agloa.org website.