



DICTIONARY OF TERMS for LinguSHTIK

The definitions are listed by division.

NOTE: Not all the details on the Order of Play Sheets are defined in this Dictionary of Terms. This resource is intended as an introduction to many of the terms used in this game. The LinguSHTIK Tournament Rules describe how to play the game and list official references. Complete details and examples are available in the LinguSHTIK Handbook and Judges Manual that may be downloaded from www.agloa.org. Grammatical questions can be answered by referring to Elements of Language, 6th Course published by Holt Rinehart Winston.

Definitions that apply to Elementary, Middle, Junior, and Senior divisions:

BASIC SENTENCE PATTERNS

1. S-V (Subject-Verb)

Examples: *Birds sing.*
The boy walked.
The children ran over the bridge.

2. S-V-DO (Subject-Verb-Direct Object)

Examples: *Mother bakes cookies.*
Beetles have four wings.
I usually leave the hardest problems until last.

3. S-V-IO-DO (Subject-Verb-Indirect Object-Direct Object)

Examples: *The class gave the teacher a party.*
My uncle wished his nieces a safe trip.
Ms. Pratt dropped her husband a hint.

4. S-LV-PN (Subject-Linking, Verb-Predicate Noun)

Examples: *That girl should be the captain.*
Asia is a continent of extremes.
The honor student became a leader.

5. S-LV-PA (Subject-Linking Verb-Predicate)

Examples: *The honey was very sweet.*
Her pies taste delicious.
Bob could not be happier.

SENTENCES CLASSIFIED BY STRUCTURE

1. SIMPLE A sentence that contains a single sentence pattern is a simple sentence. A simple sentence must contain only one main subject and one main verb, although these elements may be compounded. A direct or indirect quote that contains both a subject and its verb is considered a subordinate clause; therefore, its addition to a sentence will create either a complex or compound-complex sentence.

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

2. COMPOUND A sentence that contains two or more independent clauses but no dependent clauses is a compound sentence. Each clause must contain both a subject and its verb. 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; however, he eats dessert.

3. COMPLEX A sentence that contains only one independent clause and one or more dependent clauses is a complex sentence. A direct quote is considered to be a dependent clause if it contains a subject and its verb.

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

4. COMPOUND-COMPLEX A sentence that contains two or more 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 was over, we decided to go home, but the street was flooded.
 He stood at the microphone, and he said, "Let me introduce the team."

SENTENCES CLASSIFIED BY PURPOSE

1. DECLARATIVE A sentence that makes a statement and ends with a period.

Example: *In 1945 the United Nations had many member countries.*

2. IMPERATIVE A sentence that gives a command or makes a request. *

Examples: *Please write me.*
 Stop talking and open your books.
 Stop bothering me!

3. INTERROGATIVE A sentence that asks a question and ends with a question mark.

Example: *Which book did you like best?*

Note: A declarative sentence cannot be made interrogative simply by adding a question mark.

4. EXCLAMATORY A sentence that expresses strong emotion and ends with an exclamation point. *

Examples: *That sunset is beautiful!*
 I won the grand prize!

***Note:** Some imperative sentences may have an exclamation point to indicate that the command or request is being issued forcefully. An exclamatory sentence is NOT a command or a request.

ADJECTIVES:

1) ADJACENT ADJECTIVE

An adjacent adjective is an adjective that immediately precedes or follows the noun or pronoun that it modifies. Adjective objective complements will not be accepted as adjacent adjectives since they fulfill a different specific grammatical function (OC [adj]) in the sentence.

Examples: *I bought the black hoodie for Sarah.*
 The jeans, torn and tattered, were at the thrift store.
 Several large animals were seen at the zoo.

(Sentences 2 & 3 each have two adjacent adjectives)

2) PREDICATE ADJECTIVE

A predicate adjective follows a linking verb and describes the subject of the linking verb.

Examples: *The players seem happy.*
 I expect him to be smart and fair.

(Sentence 2 has two predicate adjectives)

3) ADJECTIVES - DEGREES OF COMPARISON

Adjectives have three degrees of comparison: positive, comparative, and superlative.

There are some adjectives that have no comparative or superlative forms; they do not vary in degree. These adjectives will be considered **positive** for the purposes of the game.

POSITIVE - the simplest, or plain, form of the adjective

Example - smart - He is a smart student.

COMPARATIVE - The form used to compare two items.

Example - smarter - John is smarter than Bill.

SUPERLATIVE - The form used to compare three or more items.

Example - smartest - Alfred is the smartest student in the class.

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**.

APPOSITIVE

An appositive is a noun or pronoun, often with modifiers, placed beside another noun or pronoun to further explain or identify it. Appositives that have a possessive adjective or article in front of them are considered one-word appositives for the purposes of the game.

When additional modifiers are present, the appositive becomes a phrase. Appositives must be punctuated correctly.

Examples: The word peace is abstract. (This one-word appositive is punctuated correctly.)

Nancy, my sister, lives in New Jersey. (single appositive)

Nancy, an assistant director of nursing, lives in New Jersey. (appositive phrase)

COMPOUND WORD

A compound word is defined as one solidly written word made by combining two or more smaller words, keeping the meanings of the smaller words from which it is combined, with no parts functioning as a prefix or suffix. *Examples: goldfish, lipstick, cowboy, rainbow*

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.

CLAUSE

A clause is a group of words that contains a subject and its verb. There are two types: independent and subordinate (dependent). When a type of clause is specified in LING, the word to be formed must be **in** the specified clause.

DOUBLE CONSONANT OR VOWEL

A pair of the same two letters that are consecutive.

Examples: miss (double consonant) foot (double vowel)

NOUN USED AS ADJECTIVE

A noun may function as an adjective.

Additionally, a *noun used as adjective* may be neither singular or plural, nor can it be nominative, objective, or possessive case. Since adjectives have no number or case and these nouns function as adjectives, they lose the ability to express number or case.

Note: many pairs of nouns and the *nouns used as adjectives* that modify them become so common that they are listed in dictionaries as compound nouns. The designation *noun used as adjective* may include these compound nouns used as two words, but not hyphenated nouns.

Examples: Mr. Smith is a science teacher.

Mr. Jones is a criminal lawyer.

PHRASE

A phrase is a group of words that functions as a single part of speech and does not contain both a subject and its verb.

When a type of phrase is specified in LING, the word to be formed must be **in** the specified phrase.

SPILLOVER CONFUSION

Spillover confusion results when players add clauses or phrases to a sentence and inadvertently change the intended pattern or structure.

When dealing with sentence patterns, observe the rules governing subject-verb-complement (e.g., DO, IO, etc.). The addition of dependent clauses or phrases will not affect the sentence pattern.

When dealing with sentence structures, observe the rules for simple, complex, etc. sentences. The addition of phrases will not affect the sentence structure.

Additionally, if a pattern is called and the player writes a solution within a compound sentence, the player must be careful to include the word to be formed in the portion of the sentence that meets the required pattern demand. See Example sentences and explanations:

A demand has been made for a direct object to be contained in an S-V sentence.

CORRECT - *One of the girls who selected a difficult song for the audition fainted afterwards.*
(EXPLANATION: Song is the direct object in the dependent clause that is contained within a S-V pattern.)

INCORRECT - *The girl stood up and she sang a song.*
(EXPLANATION: Even though there is an S-V pattern in the compound sentence, the direct object was written in that portion that contains an S-V-DO pattern.)

VERBS:

MAIN VERB

For the purposes of the game of LinguiSHTIK, the main verb in a clause identifies the action or existence of the subject of the clause. *Note that if there is more than one clause, there may be more than one main verb in the sentence.

*Examples: The boy cried. The girl is laughing. The lady became a doctor.
When the bell rang, the children walked into the classroom.

INFINITIVE

An infinitive is a verb form that is used as a noun or a modifier, usually preceded by "to." The word "to," called the sign of the infinitive, is sometimes omitted.

*Examples: She made me (to) leave.
Help me (to) do my homework.*

In LinguiSHTIK, the word to be formed is the infinitive itself; however, the "to" needs to be written if required by the sense of the sentence. *Example: The girl wants to take a walk.* Note that in infinitive clauses, the infinitive will be ruled as an infinitive and not as a main verb.

REGULAR and IRREGULAR VERBS

A **regular** verb forms its past and past participle by adding "-d" or "-ed" to the infinitive form.

Examples: He walks. He walked.

An **irregular** verb forms its past and past participle in some other way, usually by changing the spelling or by making no change at all.

*Examples: He begins the game today.
He began the game yesterday.*

SIMPLE TENSES

In LinguiSHTIK, the simple tenses of the verb are considered to be the plain tense as shown in the following examples. Note: For future tense, if main verb is demanded, only the main verb (and not the auxiliary [helping] verb) is the word to be formed.

SIMPLE PRESENT: The boys play the game. The child plays the game.

SIMPLE PAST: The boys played the game. We gave the pizza slices to our friends.

SIMPLE FUTURE: The boys will play the game. I shall give the idea some thought.

Definitions that apply ONLY to Middle, Junior, and Senior divisions:

ADDITIONAL SENTENCE PATTERNS:

6. **INVERTED** A sentence is inverted if the main verb of the independent clause, or part of the verb phrase, precedes the subject. For the purposes of this game, interrogative sentences are not considered inverted.

Examples: "That is strike three," yelled the umpire.

Here is a letter for you.

Under the tree sat a group of hungry picnickers.

There goes the parade.

ADJECTIVE [additional information for these divisions]:

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**. These are considered **REGULAR**.

A few adjectives are **IRREGULAR** and use different words for their comparative and superlative degrees.

Examples: good better best bad worse worst

AUXILIARY

A verb used with the main verb to create tense and mood. If Auxiliary is called, the player forms the helping verb only, not the main verb.

Examples: The children will laugh at my jokes.

He does know the rules.

CONJUNCTIVE ADVERB

An adverb that is used to join two independent clauses. *Note: In LING, when a conjunctive adverb is used in a sentence, the proper punctuation using a semicolon and a comma must be used as shown in the examples below. This is true even if conjunctive adverb has not been demanded.

Examples: The goods were of the best quality; hence, they were satisfactory.

The candidate made a gross error; therefore, he lost all support.

GERUND

In general, a gerund is a verb form ending in **-ing** that is used as a noun. It may be used in any way that a noun is used. These should not be confused with participles. In passive voice gerunds, the -ing is part of the auxiliary verb rather than the gerund.

Examples: Traveling is fun.

(Used as subject)

They do not like my singing.

(Used as direct object)

By studying, you can pass this course.

(Used as object of the preposition)

I enjoy being taught.

(Used as direct object)

INFINITIVE [additional information for these divisions]:

INFINITIVE PHRASE

An infinitive phrase consists of an infinitive and any complements or modifiers it may have.

Examples: We have time to walk around the block.

To walk around the block is good exercise.

INFINITIVE CLAUSE

If an infinitive phrase takes a subject, the subject together with the phrase is considered an infinitive clause. The phrase is then ruled as being part of an infinitive clause rather than an infinitive phrase.

Examples: I want you to play with your sister.

They expect him to win the election.

PARTICIPLE

For the purposes of the game, a participle is defined as a verb form used as an adjective. It comes in two forms: the present participle that ends in "-ing" and the past participle that often ends in "-ed, -d, -en, or -t." Participles should not be confused with gerunds. In addition, participles that are part of a main verb phrase will be ruled as main verbs, not participles. For example, the following are considered main verbs, not participles - *I am frustrated.* *I was swimming.* Finally, participles cannot be used as *noun used as adjective*.

*Examples: The developing storm kept small boats in port.
The broken toys could not be replaced.*

SUBORDINATORS

A conjunction that begins a subordinate clause (usually an adverb clause), joins the clause to the rest of the sentence, and shows a relationship between the clause and the remainder of the sentence. Some subordinating conjunctions can also be used as other parts of speech, such as pronouns, prepositions, and adverbs.

*Examples: whom, that, since, when, after, although, because
We will go to the game after we have pizza. When the sun goes down there will be fireworks.*

Definitions that apply ONLY to Junior and Senior divisions:

ADDITIONAL BASIC SENTENCE PATTERNS

7. S-V-DO-OC (noun) (Subject-Verb-Direct Object-Objective Complement {noun})

*Examples: We called Mayfield our home.
The judges selected Alice Adams Miss Ohio.
The sponsor appointed the girl captain.*

8. S-V-DO-OC (adj.) (Subject-Verb-Direct Object-Objective Complement {adj.})

*Examples: Our neighbor painted his house purple.
The dog licked the dish clean.
Those people thought the clown funny.*

ADJECTIVE OBJECTIVE COMPLEMENT

An adjective functions as an objective complement when it is the outer or second complement in a S-V-DO-OC sentence pattern. It completes the sense of the direct object. Adjective objective complements shall not be accepted as adjacent adjectives since they fulfill a different specific grammatical function in the sentence.

*Examples: He certainly considered the tiger angry.
Mr. Jones painted his barn brown.*

DIRECT QUOTATION

¹For the purposes of this game, a direct quotation must have an attributive statement such as, *He said, ". . ."* ²Also for the purposes of this game, a direct quotation must contain a subject and a verb and will be considered a noun clause. A direct quotation must be properly punctuated and capitalized.

*Examples: ¹acceptable - He said, "I put the cows in the barn."
unacceptable - "I put the cows in the barn."
²unacceptable – He said, "Under the bridge near the barn."*

NOUN OBJECTIVE COMPLEMENT

When the inner complement in the pattern S-V-DO-OC is a direct object, the outer complement is an objective complement. The objective complement relates to or completes the direct object. It may also be an adjective. (SEE ALSO Adjective Objective Complement)

*Examples: The committee declared Mary the winner.
We elected Thomas chairman of the committee.*

VERBS [additional information for this division]:

FUNCTION FOR THE INFINITIVE

The function for the infinitive may be demanded. This refers to a simple infinitive, not an infinitive phrase or clause.

- Examples: *To wait for the bus is tiresome. (noun, subject)*
Everyone wanted to travel. (noun, direct object)
*We lacked the strength to resist. (adjective, objective complement) *JR/SR only*
We study to learn. (adverb)
Her main goal, to teach, made her study hard. (noun, appositive)

FUNCTION FOR THE GERUND

The function for the gerund may be demanded. This refers to a simple gerund, not a gerund phrase.

- Examples: *Waiting for the bus is tiresome. (noun, subject)*
Everyone loved traveling. (noun, direct object)
Achieving her main goal, teaching, made her study hard. (noun, appositive)

Definitions that apply ONLY to Senior division:

ADDITIONAL BASIC SENTENCE PATTERNS

9. S-V-Retained DO (Subject-Verb-Retained Direct Object)

- Examples: *The teacher was given the apple by the student.*
On her birthday, the mother was given flowers by her children.

10. S-V-Retained IO (Subject-Verb-Retained Indirect Object)

- Example: *Flowers were given the mother by her children.*

11. S-V-Retained OC (noun) (Subject-Verb-Retained Objective Complement {noun})

- Example: *Marvin was elected president by his friends.*

12. S-V-Retained OC (adjective) (Subject-Verb-Retained Objective Complement {adj.})

- Example: *Howard considered the girl pretty.*

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 that begin with a subordinating conjunction and have an understood subject and/or auxiliary verb. For the purposes of the game of LinguisHTIK, an elliptical clause must be a dependent clause.

- Examples: *When (he was) running down the street, the boy was careless.*
He is taller than his uncle (is tall).

RETAINED OBJECT

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.

The following sentences are written in the active voice.

- | | |
|--|--|
| IO DO | DO OC (adj) |
| A. <i>The boy gave Mary flowers.</i> | B. <i>Howard considered Martha pretty.</i> |
| DO OC (noun) | DO |
| C. <i>We elected Marvin president.</i> | D. <i>We sent flowers.</i> |

In all cases above, the objects function as defined. There is action and there is a receiver of that action. When, however, these sentences are transformed into the passive voice, there is no longer an action; however, they remain objects. These objects are correctly called retained objects.

- A1. *Mary was given flowers by the boys. (retained DO)*
- A2. *Flowers were given Mary by the boys. (retained IO)*
- B. *Martha was considered pretty by Howard. (retained OC-adj.)*
- C. *Marvin was elected president by his friends. (retained OC-noun)*
- D. *Flowers were sent by us. (NO RETAINED OBJECT)*

You should note in the passive constructions A1 and A2 of the original sentence A that it can be determined whether the direct or the indirect was retained as object. In LinguiSHTIK when the demand of retained direct, indirect, or objective complement is made, it is suggested, but not required, that players write their active voice construction that they transformed into passive voice for their solution on the same paper as the solution itself. This may serve to avoid disagreements in the presentation of the solutions.

VERBS [additional information for this division]:

VOICE OF THE VERB: A verb can be of one of two voices: **active or passive**.

Active voice is when the subject performs the action of the verb.

Passive voice is when the subject is not the performer of the action. Frequently with passive voice the subject will actually be the receiver of the action. (The action is performed on the subject).

Examples: Bill painted the barn. (active) The barn was painted by Bill. (passive)
We gave Mary flowers. (active) The flowers were given Mary by us. (passive)