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MyCompLab

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The Sounds of English

Answers to the Exercises
In this Instructor’s Manual for *Analyzing English Grammar*, we have tried to do several things:

- Based on our experience teaching with the text, we have offered suggestions for BEGINNING THE DISCUSSION of each chapter. Here we have often included reproducible introductory exercises that have worked in our classes or shared notes that reflect successful openers we have used.

- Beginning with Chapter 3, we have included with each chapter a reproducible STUDY GUIDE that identifies key terms and concepts and establishes goals for student learning.

- Beginning with Chapter 3, we have created brief, reproducible CHECKUP QUIZZES similar to the ones we use to encourage student self-assessment at the end of each chapter. They are short enough so that you can, if you wish, give them to students at the beginning of class and still have time to review the answers in the same class period. (These quizzes help to prevent the unhappy shocks that can otherwise occur with only one or two midterm exams and a final.)

- For each chapter we have provided a complete EXERCISE ANSWER KEY. We like to provide students with the answers to many of the exercises so that they can check their own work; you may wish to do the same by reproducing the answers to selected exercises directly from this Manual. Some exercises are especially well-suited for work with small groups in class, and others are useful for checking on student mastery; we identify those exercises that we have used in these ways. (Because we are accustomed to giving our students major portions of the Exercise Answer Key, the comments that are often part of the answers are addressed to students.) For ease in copying, we have placed the answers to many of the exercises together at the end of this manual.

Although courses in English grammar may seem to lend themselves to short answer and multiple choice tests, we like to include student writing, often ungraded, wherever feasible and appropriate. For example, prior to beginning a new chapter or a new topic, we like to ask our students to write for a few minutes about what they already know about the topic (“Write for five minutes describing what you know about dependent clauses.”). Beginning, interrupting, or ending a class with a few minutes of ungraded writing can often help students to gain or regain their focus on what is being studied or to sum up what they have learned and identify what remains unclear. Sometimes these brief writing assignments are “FYE0” (For Your Eyes Only) and are not collected. At other times, we collect them for our own quick review and a brief, encouraging comment. In this way, we have learned a great deal about what our students have and have not learned. Basing 5-10% of the course grade on students’ completion (not your evaluation) of collected in-class writing encourages students to take this activity seriously but doesn’t burden you with hours of paper grading.
We sincerely hope that this Instructor’s Manual, together with *Analyzing English Grammar*, assists you in teaching courses in English grammar with pleasure and success.

THANKS.

Thomas P. Klammer
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Fullerton, California
June, 2012
www.MyCompLab.com

What Is MyCompLab?

MyCompLab, a powerful and flexible online learning solution, facilitates writing instruction while providing personal assessment and practice resources to hone students’ skills.

Emerging from instructors’ desire to put writing at the forefront of the Composition course and to teach students in the context of their own writing, MyCompLab facilitates writing instruction through time-saving commenting functions. Students benefit from learning resources integrated with the composing space as well as personalized assessment that direct learning via a Study Plan.

For almost a decade, MyCompLab has been the most widely used online learning application at the composition course level, with over 1 million student registrations across two- and four-year institutions. We have published case studies and multiple surveys demonstrating how MyCompLab consistently enhances instructors’ teaching and students’ writing as well as critical thinking.

What’s New in MyCompLab?

What’s New in MyCompLab? As is the case with any good technology, MyCompLab is improving every day. The Pearson Media Team is committed to providing high quality features and content to help instructors teach and students learn. The changes listed below are the result of the feedback we’ve received from our users—instructors and students alike. Thank you for being part of our team! Your feedback is valuable to us! Please feel free to email your comments and suggestions to EnglishLabs@pearson.com.

SPECIAL ANNOUNCEMENT: Pearson is proud to announce our next-generation MyCompLab. Building on its hallmark features (diagnostics, personalized Study Plan, Composing, and instructor commenting), this new release of MyCompLab offers streamlined navigation, a suite of course management tools to save you time, and even more engaging and effective content.

- **More intuitive, familiar navigation.** The top navigation bar has been replaced by a left-hand navigation tree.

- **New file attachment capability.** The ability to attach a file to an assignment has been extended for Composition, Collaboration, Peer Review and Portfolio assignments. Instructors can allow students to attach specific types of files to their assignment submissions. Instructors can download the attachments, comment on the documents, and repost the file to send back to the student. *TIP! This new feature is great for managing documents that require heavy formatting. Other applications include: off-line commenting, support for different file types (e.g., PowerPoint), and more.*

- **New role for section instructors (teaching assistants).** Instructors can now assign “section instructors” (a.k.a., TA status) to course members.

- **Ability to hide features.** Instructors can hide features (e.g., the Composing space) that they choose not to use in their course.

- **Interactive chat and whiteboard.** Chat & ClassLive tools enable instructors and students to engage in synchronous chat and whiteboard sessions.
• **Enhanced announcements manager.** Announcements now have date and time display settings as well as expirations.

• **Enhanced email manager.** A native email manager allows users to more efficiently control course email.

• **Enhanced document and file sharing.** The document-sharing tool allows instructors and students to post documents to be shared with the class. Instructors can use document sharing to post their syllabus and other course documents.

• **New search box functionality.** The search box functionality has been modified to allow for autocomplete, which guides users to achieve more accurate search results.

• **New Media Index filter and search functionality.** Users are now able to filter and search the Media Index through the Search Media Index tab on the Resources page. Users can filter by Chapter, Topic, and Media Type to quickly locate the desired assets.

• **Improved display (ability to modify the viewing area).** Users are now able to drag and stretch the topic viewing area on the Resources page, and Gradebook Topic Results Summary to show lengthy titles. Also available to instructors in the Assignment Builder for the Skill Building assignments.

• **Improved accessibility.** Pearson is committed to making our content and technology accessible to all users. We’ve made changes throughout the application so the user interaction is consistent with Section 508 recommendations.

• **Improved mobility.** In the ongoing effort to make our content and technology mobile-ready, we’ve redeveloped media resources, including the Writing in Action, Common Grammar Errors, and Avoiding Plagiarism videos, to work across more platforms and devices.

• **WriteClick!** WriteClick is a powerful application that encourages writers to think critically about their writing, then review, edit, and revise effectively--anywhere they write. WriteClick instantly analyzes writing for grammar and spelling errors, provides suggestions on writing skills, and puts useful tools at the writer’s fingertips. WriteClick is available at no additional cost with the MyLab.

• **Model Documents Player.** An updated, enhanced player makes it easier to navigate and view helpful annotations and writing samples, including emails, letters, presentations, and essays. It also works across more platforms and mobile devices, and is Section 508-compliant/accessible. Additional sample documents will be added to the Lab this year.

• **Office Hours Plus.** Completely updated videos address 10 topics useful for college writers, including writing process, avoiding plagiarism, and peer review.

• **Writing Strategies Topics.** This new section offers instruction and practice for 9 of the traditional modes or patterns, including Argument, Cause and Effect, Comparison and Contrast, Definition, Description, Division and Classification, Illustration, Narration, and Process writing. Writing in Action Videos. New instructional videos cover such writing purposes as Writing to Inform and Writing to Reflect.

• **Grammar Podcasts.** Additional podcasts have been added to the Resources and the Writer’s Toolkit areas.

Pearson has long been a partner to the English disciplinary community, shaping the way English has been taught and used for well over 200 years, pretty much ever since we published Samuel Johnson’s *Dictionary* in 1755 and Roget’s *Thesaurus* in 1851. Our most recent efforts to support the profession are focused on providing top-quality instructional support materials and ongoing support for faculty professional development.

English Instructor Exchange, an open-access community site, was created to provide a space for college English instructors at all stages of their careers to share ideas and resources. At EnglishInstructorExchange.com you can: read articles on our multi-authored blog; discuss trends and topics in higher education with your colleagues around the country; or download podcasts, lectures and videos from our Resource Library. You’re always welcome, so stop by anytime!

www.englishinstructorexchange.com
Chapter 1 – Introduction

BEGINNING THE DISCUSSION

One of the chief goals of chapter one is to explore with students the various meanings of grammar and grammatical rule. Many students begin the class with the notion that grammatical rules are solely concerned with matters of correctness and incorrectness and that these prescriptive rules must be memorized. One way of pointing out to students the limits of memorization is to contrast the rules of English described by formal linguists, those known to applied linguists, those known to the best teachers, and those taught to students. Using an overhead projector, we like to talk about the following diagram adapted from Steven Krashen, Principles and Practice in Second Language Acquisition (Oxford: Pergamon Press, 1982), pp. 92-93.

1. A rule not described by linguists is the difference, if any, between

   I might be able to pay you back next week.
   I may be able to pay you back next week.

2. A rule described by linguists but not usually taught is the rule governing the presence or absence of /g/ in words like the following:

   longing   longest
   clinging   linger
   singer     finger
   stronger   wringer
In dialects in which there is not a /g/ in all of these words, the rule governing the distinction seems to be that /g/ is not pronounced in words derived from verbs (longing, from the verb long plus the ending -ing) but is in words like longer (from the adjective long plus the comparative ending -er). Students should be able to think of other examples. You might try testing whether this rule operates on new words by having them pronounce the following words:

- **ming**: to move carelessly, like a bull in a china shop
- **minger**: one who mings (“What a minger you are.”)

**USAGE EXERCISE**

Since Chapters 1 and 2 provide background information, you will probably decide to allot less time to them than to subsequent chapters, which are dense with material to be mastered. However, you might want to consider asking students to bring a handbook of usage to class and giving them the exercise that follows. This is designed to show students how to use a handbook and to demonstrate that handbooks do not always agree. When an item is not listed, one can assume that the editors have decided that the item is no longer a problem. Since some students have difficulty using handbooks, it helps to have students work in pairs or small groups.

Before students do the exercise, you might point out to them that most handbooks of American English contain the following:

1. A rhetorical section covering the writing and organization of an essay.
3. A usage guide discussing the major problems of correct usage.
4. A glossary of usage: an alphabetical listing of the errors most frequently made in writing and speaking and a discussion of how to correct them.
5. An index which includes not only general topics but also—in better handbooks—each item that a student is likely to look up.
**EXERCISE: WHAT’S THE USAGE?**

In each of the following sentences, you are given two choices. Record the one your handbook says is correct. If you cannot find the item, leave it blank. This is not a test of what you know, but rather of what usage is prescribed by current handbooks.

Name of the handbook you are using. ________________________________

<table>
<thead>
<tr>
<th>Sentence</th>
<th>Choice</th>
<th>Page(s) and Section</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. We are searching for histories of the U.S.S.R./USSR.</td>
<td>________________</td>
<td>____________________</td>
</tr>
<tr>
<td>2. In her letter, Esmerelda inferred/implied she was joining the circus.</td>
<td>________________</td>
<td>____________________</td>
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<tr>
<td>3. This semester I plan to really study/study really conscientiously.</td>
<td>________________</td>
<td>____________________</td>
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<tr>
<td>4. Margaret’s opinion is different from/than mine.</td>
<td>________________</td>
<td>____________________</td>
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<tr>
<td>5. Philbert is the person we gave it to/to whom we gave it.</td>
<td>________________</td>
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<tr>
<td>6. The guilty one is me/I.</td>
<td>________________</td>
<td>____________________</td>
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<tr>
<td>7. Let’s keep this secret between you and I/between you and me.</td>
<td>________________</td>
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<tr>
<td>8. She walked into the dentist’s office like/as a trooper marches into battle.</td>
<td>________________</td>
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<tr>
<td>9. <strong>Less/Fewer</strong> students listen to opera than you think.</td>
<td>________________</td>
<td>____________________</td>
</tr>
<tr>
<td>10. Neither you nor she is/are tall.</td>
<td>________________</td>
<td>____________________</td>
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<tr>
<td>11. If people got to know each other/one another better, there would be less prejudice.</td>
<td>________________</td>
<td>____________________</td>
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<tr>
<td>12. Murgetroid is <strong>pretty/fairly</strong> sure she flunked the test.</td>
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EXERCISE: WHAT’S THE USAGE? (Answers)

(The notes in capital letters suggest headings under which students may find the item listed.)

1. [ABBREVIATIONS] Handbooks differ on whether or not to use periods.

2. Handbooks generally point out that this should be implied.

3. [INFINITIVE, SPLIT] Handbooks agree that splitting an infinitive is acceptable when it changes the meaning or emphasis of a sentence (as is true in this case).


5. [PREPOSITION, ENDING SENTENCE WITH] Prepositions at the ends of sentences are considered acceptable.

6. [PRONOUNS, CASE] Handbooks point out that me is widely used in standard spoken English.

7. [PRONOUN CASE; HYPERCORRECTION] This is widely used as an example of hypercorrection; me is the standard form.

8. Many handbooks no longer differentiate between the preposition (like) and the conjunction (as). By default, they accept like as a conjunction in this sentence.

9. Students have difficulty finding this, but handbooks generally agree that fewer is appropriate before count nouns.

10. [VERB AGREEMENT; CORRELATIVE CONJUNCTIONS] The noun or pronoun after or and nor (in this case she) governs the verb, which would be is.

11. Handbooks will probably not give space to this old distinction between two (each other) and more than two (one another).

12. Most handbooks no longer label pretty as colloquial.

DIAGRAMMING

In Analyzing English Grammar we introduce both Reed-Kellogg diagrams and phrase marker tree diagrams as tools for syntactic analysis. We have found that diagramming is helpful to most students, particularly to visual learners. Because in many states R-K diagrams are widely used in the schools, knowledge of that kind of diagramming is essential for the future teachers in our classes. Phrase markers, on the other hand, are better suited to representing the underlying structure of sentences in discussions of grammatical transformations.

Practically any recent syntax text can assist instructors who wish to pursue the intricacies of phrase marker tree diagrams in detail beyond what we have felt is appropriate for the students in our classes. For more examples of Reed-Kellogg diagrams, two works that follow the original methods of Alonzo Reed and Brainerd Kellogg are particularly useful:


It may also be interesting to consult the original work of Reed and Kellogg:

Chapter 2 – Varieties of English

BEGINNING THE DISCUSSION

It may help students to understand questions of “correctness” by pointing out that standard and nonstandard English exist as opposite ends of a continuum, along which any speaker is placed. Speakers who have no strongly stigmatized items in their speech (He don’t) and only a few instances of mildly stigmatized items (goin’) are heard as speaking standard English. At one end of the continuum is language universally recognized as standard, and at the other, as nonstandard. In between, the same varieties of speech will be rated by some as standard and by others as nonstandard, depending upon how many items perceived as nonstandard are present. Probably no one speaks a version of English which matches the written standard at all times. The differences in judgment come about because of differing evaluations of what constitutes the standard, as the following exercise illustrates.

EXERCISE: DIFFERING NOTIONS OF CORRECTNESS

Just as people have different pain thresholds, they also have different grammar thresholds: points at which they become conscious of the mismatch between their concepts of correctness and the language uttered by a speaker. Each of the following sentences is, or has been, considered “incorrect” by some speakers of English. Can you explain what is considered wrong with each?

1 Edwin keeps insisting that the black hole theory has never been proven.
2 Gavin will graduate from bartending school next week.
3 Your brother does not seem nearly as eager to find a job as I.
4 Joey has finally received the body-building course he sent for.
5 Ellen complained that there is too little variation in the cafeteria menus from week to week.
6 Since Julie’s high school momentos fill the garage, her parents have to park their car in the street.
7 I am going to need a long rest when this semester ends.
8 My house is the little blue one right next to the playground.
EXERCISE: DIFFERING NOTIONS OF CORRECTNESS (Answers)

1. *Proved* is traditionally considered the past participle of *prove*.

2. At one time, the passive (*was graduated from*) was the only permissible form.

3. *Not* in a comparative used to require *so* rather than *as*: “not ... so eager ...”

4. Students may still believe that it is wrong to end a sentence with a preposition in English.

5. The word should be *variety*; *variation* occurs on a continuum; *variety* suggests many sorts.

6. *Memento* is the word (as in *memory*).

7. *Need* was considered to be a catenative verb (one requiring another verb as its direct object). The form would have to have been *I am going to need to take a long rest...*.

8. Traditionally, *next to* means *near*, not *beside*. Dictionaries still may list only the earlier meaning.
BEGINNING THE DISCUSSION

Our students have enjoyed the following exercise on “neocomorphisms.” It allows them to see creatively and humorously the function of derivational morphology in the grammatical system. (We thank Professor Jack Rawlins of California State University, Chico, who is the inventor of this delight.)

NEOCOMORPHISM EXERCISE

New words can enter the language when users of the language create them in order to express concepts or name things for which no existing word will do. Try creating several new words to encode meanings that have heretofore been inexpressible, using the prefixes, roots, and suffixes given below. (Sorry—we offer no guarantees that your new words will ever be found in a dictionary. But good luck nonetheless!)

Examples

pseudodentology meaning: “the study of false teeth” (or should it be “the false study of teeth”?)
hypergrammaphile meaning: “one who has an excessive love of grammar”

Prefixes

demi- “half”
proto- “first”
mega- “million; large”
ad- “to”
ex- “out”
hypo- “under; too little”
hyper- “excessive”
inter- “between”
philo- “love”
miso- “hate”
pan- “all”
counter- “opposite”
pseudo- “false”
neo- “new”

Roots

cycl “circle, ring”
phon “sound”
chron “time”
logo “word”
mania “madness”
lith “stone”
psyche “mind”
paleo “old”
ped “foot”
dent “tooth”
luna “moon”
mort “death”
terr “land”
urb “city”
saur “lizard”
anthrop “mankind”

Suffixes

-ology “study of”
-ist “one who does”
-ism “practice of”
-ness noun
-ment noun
-tion noun
-al adjective
-able adjective
-ish adjective
-ic adjective
-ize verb
-ate verb
MORPHOLOGY

Study Guide

<table>
<thead>
<tr>
<th>TERMS AND CONCEPTS</th>
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<tr>
<td>phonology</td>
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GOALS

A. BASES AND AFFIXES.
1. Be able to differentiate bases from affixes and prefixes from suffixes.
2. Be able to identify (and to justify your identification of) examples of bases and affixes occurring in either a word, a sentence, or a paragraph.

B. BOUND AND FREE MORPHEMES
Be able to identify (and to justify your identification of) examples of both bound and free bases occurring in either a word, a sentence, or a paragraph.

C. ALLOMORPHS
1. Be able to identify allomorphs (variants) of morphemes.
2. Be able to identify the morpheme or base to which an allomorph belongs.

D. HOMOPHONES
Be able to decide whether two homophones belong to the same morpheme.

E. DERIVATIONAL/INFLECTIONAL
1. Be able to produce examples of all eight inflectional morphemes.
2. Be able (after studying parts of speech) to state whether a derivational morpheme has created a noun, a verb, an adjective, or an adverb.
3. Be able to analyze a word into its derivational and inflectional morphemes.
4. Be able to identify (in a sentence or a passage) examples of specific kinds of derivational and inflectional morphemes.
5. Be able to produce words which belong to different parts of speech by combining bound and free morphemes (bases and affixes).
CHECKUP QUIZ - MORPHOLOGY

In the following passage, find examples of the categories listed below. Write the phrase in which the category is contained and circle (in the phrase you write) the specific example you are citing.

Robert, a family friend, follows an unvarying routine in visiting the supermarket. The markets in his neighborhood have traditionally been open twenty-four hours a day, and Robert likes to shop between 3:00 A.M. and 5:00 A.M. on Thursdays. His choice of days is based on his observation that many of the weekend sales announced in Wednesday's newspaper begin then. The unlikely hours reflect his desire to avoid crowds and his belief that the fruits and vegetables are freshest before dawn. Robert told me that last week, for example, he arrived at the Alpha Beta on First Street at 3:15 A.M., shared a cup of coffee with the night manager and early-morning checker, completed his grocery shopping, and enjoyed a delicious bowl of granola and fruit at Pop's Diner, all before 5:00 A.M.

Example: a derivational suffix early-morning checker

1. a word containing two free bases ________________________________
2. a word containing two derivational suffixes _______________________
3. a word containing a bound base _________________________________
4. a word containing a prefix and a suffix ___________________________
5. an inflected adjective __________________________________________
6. a verb past tense morpheme ____________________________________
7. a verb past participle morpheme ________________________________
8. an inflected noun _____________________________________________

CHECKUP QUIZ - MORPHOLOGY (Answers)

Prototypical answers to the quiz follow. Students will find additional examples of some of these. It is useful to ask them for others so that you can discuss peripheral examples and correct wrong answers.

1. visiting the (supermarket)
2. have (traditionally) been open
3. (reflect) his desire
4. The (unlikely) hours
5. vegetables are (freshest) then
6. arriv(ed) at the Alpha Beta
7. announc(ed) in Wednesday’s newspaper
8. the (markets) in his neighborhood

EXERCISE: POSSESSIVES

Decide whether an ’s or simply an apostrophe is needed to make the italicized words possessive in the sentences below. Notice that some of the italicized words are plural.

1. The president refusal to approve the tax increase upset the senators hopes of balancing the budget.
2. Have you finished reading Henry James novel The Turn of the Screw?
3. The junior class top student won a trip to Washington, D.C.
4. Not all of the countries governments were willing to follow Washington lead.
5. Bess daughter husband drives that silver Jaguar.
6. Have you met Lois friend Madge?

EXERCISE: POSSESSIVES (Answers)

1. president’s; senators’
2. James’s
3. class’s
4. countries’; Washington’s
5. Bess’s; daughter’s
6. Lois’s
EXERCISE: MORPHOLOGY

Separate the words below into morphemes (using your dictionary, if necessary), and identify each as being either a derivational morpheme, an inflectional morpheme, or a bound or free base. Then tell how each one fulfills both of the criteria for morphemes: 1) state its meaning or function; 2) use it with the same meaning in another word or as an independent word. One has been done for you.

EXAMPLE

satisfied
{satis-} bound base; “enough”; satisfaction
{-fy} derivational suffix; creates verbs; ratify
{-ed} inflectional suffix; past tense; walked

1. marvelous
{marvel} free base; “wonder”; They marvelled at the fireworks.
{-ous} derivational suffix; creates adjectives; ridiculous

2. reviewing
{re-} derivational prefix; “again”; retell
{view} free base; “see”; Sharon viewed the new film.
{-ing} inflectional suffix; present participle; telling

3. shorten
{short} free base; “of limited length”; the shortest day
{-en} derivational suffix; creates verbs; weaken

4. finished
{finish} free base; “end”; Fritz finished the term paper.
{-ed} inflectional suffix; past tense or past participle; called.

5. democrats
{demo-} bound base; “people”; demographic
{-crat} derivational suffix; “advocate or member of”; bureaucrat
{-s} inflectional suffix; noun plural; lamps

6. breakage
{break} free base; “split in pieces”; The machine is breaking the pavement.
{-age} derivational suffix; creates nouns; leakage
7. {in-} derivational prefix; “in”; ingest
   {flat-} bound base; “blowing, wind”; deflate
   {-ion} derivational suffix; creates nouns; creation
   {-al} derivational suffix; creates adjectives or nouns; formal, numeral

8. {sheep} free base; “wooly mammal”; a flock of sheep
   {-ish} derivational suffix; creates adjectives; foolish
   [-ly] derivational suffix; creates adverbs; foolishly

9. {ex-} derivational prefix; “out of”; exhale
   {port} free base; “carry”; The campers ported all their equipment around the rockslide.
   {-er} derivational suffix; creates agent nouns; ruler

10. {hair} free base; “fine filament(s) growing from skin; A barber cuts hair.
    [-y] derivational suffix; creates adjectives; greasy
    [-est] inflectional suffix; superlative; strongest

11. {history} free base; “chronological record”; a history of Latin America
    {-cal} derivational suffix; creates adjectives; geographical

12. {bi-} derivational prefix; “two”; bifocal
    {cycle} free base; “wheel, circle”; the cycle of the seasons
    {-ist} derivational suffix; creates agent nouns; typist

13. {long} free base; 1) “having a distance from end to end”; a long rope; 2) “to desire”;
    She longed for strawberries.
    {-er} corresponding to meanings of base: 1) inflectional suffix; comparative; shorter,
    2) derivational suffix; creates agent nouns; lover

14. {morph-} bound base; “form”; allomorph
    {-eme} derivational suffix; creates nouns; phoneme

15. {pro-} derivational prefix; “forward”; projection
    {pose} free base; “put”; The attorney posed a question to the witness.
    {-al} derivational suffix; creates nouns or adjectives; disposal, musical
BEGINNING THE DISCUSSION

One way of beginning the discussion of form classes is to have students write briefly what they already know about nouns, verbs, adjectives, and adverbs. We ask them to sort a list of words into four sets—nouns, verbs, adjectives, and adverbs. We include some of the following, since each can be more than one part of speech.

book, yellow, fast, drive, drip, light, walk, tree, case

Their answers provide a good starting point for the discussion. The words that can be more than one part of speech illustrate a weakness of traditional definitions: they do not reliably identify parts of speech.

For example, the same word is two different parts of speech in the sentences below. How do students know it? Does the traditional definition provide reliable help?

1. The decorator used six different yellows in the Yellow Dining Room.
   (Traditional definition: “A noun is the name of a person, place, or thing.”)

2. He won't go for a walk with us because he has already walked six miles today.
   (Traditional definition: “A verb is a word that expresses either an action or a state of being.”)

3. Some fast drivers go much too fast on slippery streets.

Another introductory strategy is to begin with students creating sentences using down as different parts of speech. We ask them to write three sentences containing the word down in different uses. One example is put on the board. Then students are asked for a contrasting example. This continues as long as new parts of speech are obtained. Down can be a noun (three downs), a verb (downed the drink), an adverb (look down), a preposition (down the street), a verb particle (the clock ran down) and—for some—an adjective (feeling down).

SUGGESTED EXERCISE USING FRAMES

A way of stressing the usefulness of the sentence structure frames (and of showing that many words belong to more than one form class) is to give students a list of words to test against all four frames in order to see how many of the frames each word will fit. (The four sentence frames appear together in Figure 4.7.) Students may disagree about some of the words; if so, the disagreement is a good opportunity for encouraging students to defend their decisions with evidence. It is possible to tie this discussion to Chapter 3 by asking students to look for morphological proof of form-class membership first (ability to inflect, presence of derivational prefixes and suffixes) and then functional proof (the ability to fit the frame).
PARTS OF SPEECH
Study Guide

TERMS AND CONCEPTS

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<th>Pronouns</th>
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<td>Count/noncount</td>
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<td></td>
<td>Lexicon</td>
</tr>
</tbody>
</table>

GOALS

1. Be able to identify in a word, sentence, or passage, the derivational affixes used to create various parts of speech.

2. Be able to identify in a word, sentence, or passage instances of inflectional morphemes.

3. Be able to identify nouns, verbs, adjectives, and adverbs in a sentence or a passage.

4. Be able to give supporting criteria of form (morphology) or function (frame sentences) to justify assignment of a word to a given part of speech.
CHECKUP QUIZ - Form Classes

In the following passage, find examples of the categories listed below. Write the phrase in which the category is contained and circle (in the phrase you write) the specific example you are citing.

Carl’s boyhood hero, never forgotten, but long vanquished beyond the realm of routine, daily concern, was the Lone Ranger. The masked man on his great horse Silver, together with his faithful Indian companion Tonto—aboard Scout—rode into the Swensen kitchen regularly every Wednesday evening at 6:30 as Carl helped his mother with the dinner dishes. The physical details that Carl could have observed later in life when he saw the Lone Ranger on television—a shirt that never came untucked or got rumpled in fights, hair that never blew in the wind, a white hat that never got knocked off, a gun that never ran out of silver bullets—were all invisible in the radio adventures of the brave defender of truth and justice. By the time Carl was able to observe these irrelevant contradictions on the screen, they could do nothing to weaken the heroic picture indelibly engraved in his imagination.

1. a word containing a noun-making morpheme

2. a word containing an adjective-making morpheme

3. a word containing an adverb-making morpheme

4. a word containing a verb-making morpheme

5. a noun modifying a noun

6. In *The masked man*, *masked* modifies *man*. Is *masked* an adjective? 
   Give evidence to support your judgment.

7. Identify the form class of each of the following words. Then supply both formal and functional evidence to support your judgment.

   *filler*

   formal 

   functional 

   *fuller*

   formal 

   functional
SUGGESTED EXERCISE USING NONSENSE WORDS

This exercise demonstrates to students their awareness of morphological signals of nouns, verbs, adjectives, and adverbs. It also illustrates differences between form-class and structure-class (function) words. It makes a good bridge between Chapters 4 and 5.

Students may enjoy putting competing versions of the first sentence on the board. They will be unable to create an English-sounding sentence with the second set, since structure words (which are turned into nonsense syllables in the second set) create English syntax. Asking students to hypothesize about why they can make English-sounding sentences with the first list but not with the second usually leads to good class discussion that anticipates later topics.

NONSENSE WORD EXERCISE

Make an English-sounding sentence using all seventeen of the words in the following list. Don’t add any other words and don’t change any spellings. Use all of the words exactly as they are. (Be creative! If you are too solemn, your results will probably be dull.)

flingbodles their blundegg that when murglie and
tronixed the the bargle binked a he
under crunky sliggardly

After you have made your sentence with the first list of words, try to make another sentence with the following words:

strangely Joey breakfast sev gwonk kwiss sny
juice house had his huge believed phim
bruzz mother sat

CHECKUP QUIZ – FORM CLASSES (Answers)

1. the brave (defender)
2. his (faithful) Indian companion
3. (regularly) every Wednesday evening
4. to (weaken) the heroic picture
5. Carl’s (boyhood) hero
6. No. It cannot fit the sentence frame for adjectives.
7. noun: FORMAL – {-er} derivational morpheme; FUNCTIONAL – Can follow a determiner in the frame sentence. (*The filler seems all right.*)
adjective: FORMAL – {-er} comparative inflectional morpheme (fuller, fullest); FUNCTIONAL – The base form (*full*) can occur in both slots of the frame sentence. (*The full bowl seems very full.*)

(Invite students to suggest – and defend – other answers, if they can find them, in 1-6.)
Chapter 5 – Structure Class Words

BEGINNING THE DISCUSSION

Because the structure word classification is new to students, framing an initial question to draw out what they already know is difficult. However, the Nonsense Word Exercise included in the suggestions for Chapter 4 provides an effective bridge from the discussion of form class words to a consideration of structure class words.

Sometimes we begin the discussion by pointing out the ways English conveys meaning structurally through

1. A change in word order:
   Has she finished eating her oat bran? vs. She has finished eating her oat bran.

2. A change in intonation:
   Joey forgot his notes again vs. Joey forgot his notes again.

3. A change in structure words:
   Margaret is already at the table vs. Margaret is already under the table.

Students can suggest other ways in which a change in structure class words can distinctly change meaning.

In introducing students to the structure classes or in going over the study guide, emphasizing prototypes of the various kinds of structure words, where possible, gives students clear examples that help to build their confidence and clarify their thinking. Articles, for example, are prototypical determiners. If a, an, or the can replace a suspect word, that word is a determiner. Unfortunately, the converse is not true. One cannot say that a word is not a determiner if an article cannot substitute for it. For example, some determiners always occur in combination with other determiners (second in the second strike).
# STRUCTURE CLASSES

## Study Guide

### THE STRUCTURE CLASSES (FUNCTION WORDS)

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<th>QUALIFIERS</th>
<th>PREPOSITIONS</th>
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<tr>
<td>precede nouns</td>
<td>precede verbs</td>
<td>precede adjectives and adverbs</td>
<td>precede nouns</td>
<td>coordinating (and, but)</td>
<td>(who, which, that, where, when, why)</td>
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<td></td>
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<tr>
<td>articles (a, an, the)</td>
<td>modals (can, could, will, would, shall, should, may, might, must)</td>
<td>(quite, rather)</td>
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<tr>
<td>possessive nouns (Joe’s)</td>
<td>have</td>
<td></td>
<td>phrasal (because of)</td>
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<td>possessive pronouns (his)</td>
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<td>subordinating conjunctions (while, because, whenever)</td>
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<td>demonstrative pronouns (this)</td>
<td>do</td>
<td></td>
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</tr>
<tr>
<td>numbers (one)</td>
<td>modal-like verbs</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>quantifiers (many)</td>
<td></td>
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<td>predeterminers (half the…</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>postdeterminers (the first…</td>
<td></td>
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</tr>
</tbody>
</table>

### GOALS

1. Be able to identify in a sentence or passage examples of determiners, auxiliaries, qualifiers, prepositions, conjunctions, relatives, and interrogatives.

2. Be able to recognize as units expanded determiners, phrasal prepositions, and phrasal conjunctions.

3. Be able to create examples of each of the categories listed above.
EXERCISE: DIAGRAMMING

Draw Reed-Kellogg diagrams and phrase markers for the following phrases. You will first have to decide whether the modified headword is an adjective or an adverb. In the phrase marker, treat phrasal qualifiers as though they were single words. Put verbs on horizontal lines in diagrams; leave them out of phrase markers.

1. rather late
2. excessively angry
3. (sat) quite comfortably
4. (called) less frequently
5. kind of upset

EXERCISE: DIAGRAMMING (Answers)

1. rather late

```
 late
    
rather

ADJP
    Q ADJ
      rather late
```

2. excessively angry

```
 angry
    
excessively

ADJP
    Q ADJ
      excessively angry
```

3. (sat) quite comfortably

```
 sat
    
quite

ADJP
    Q ADV
      quite comfortably
```

4. (called) less frequently

```
 called
    
less

ADJP
    Q ADV
      less frequently
```

5. kind of upset

```
 upset
    
kind of

ADJP
    Q ADJ
      kind of upset
```
EXERCISE: QUALIFIERS

Rewrite the following sentences adding a qualifier as a modifier of each adjective or adverb that will accept one. Notice that some of the rewritten sentences are inferior to the originals.

1. The tall soprano sang beautifully, but not until after a long intermission.
2. Before commencement, Jeff optimistically sent his father an anonymous note suggesting subtly that a powerful sports car would make a memorable graduation gift.
3. Rhea wore a colorful silk dress daily while she attended that tedious summer school class.
4. A government inspector examined each package thoroughly to prevent a damaging infestation of the Sandwich Island fruit flies dreaded all around the Pacific Rim.
5. A weird voice on the answering machine earnestly promised that his timid personality could be instantly transformed into something dynamic and virile for only $99.95.

EXERCISE: QUALIFIERS (Answers)

Many alternatives exist in choosing qualifiers to insert in the sentences.

1. The rather tall soprano sang beautifully indeed but not until after a very long intermission.
2. Just before commencement, Jeff somewhat optimistically sent his father an anonymous note suggesting very subtly that a fairly powerful sports car would make a most memorable graduation gift. [Note that just is a qualifier modifying a prepositional phrase, before commencement.]
3. Rhea wore a really colorful silk dress almost daily while she attended that so very tedious summer school class.
4. A government inspector examined each package just thoroughly enough to prevent a still more damaging infestation of the Sandwich Island fruit flies so dreaded all around the Pacific Rim.
5. A rather weird voice on the answering machine very earnestly promised that his too timid personality could be almost instantly transformed into something more dynamic and even virile for only $99.95.

EXERCISE: STRUCTURE-CLASS WORDS

Identify determiners, auxiliaries, qualifiers, and prepositions in the following sentences.

1. Before graduation, several students had already applied for jobs in industry.
2. In some areas of the world, many people will go to bed extremely hungry tonight.
3. Seventeen people in that hospital pooled their earnings last week in rather futile hope of winning the lottery.
4. The caller on the telephone had a very important message for the talk show host.
5. Despite enthusiastic support, Winsocki’s team did rather poorly in the finals.
EXERCISE: STRUCTURE-CLASS WORDS (Answers)

1. before = preposition  
   several = determiner (indefinite)  
   had = auxiliary  
   for = preposition  
   in = preposition  
   last = determiner (indefinite)  
   in = preposition  
   the = determiner (article)  
   rather = qualifier (modifies adjective futile)  
   of = preposition  
   the = determiner (article)

2. in = preposition  
   some = determiner (indefinite)  
   of = preposition  
   the = determiner (article)  
   many = determiner (indefinite)  
   will = auxiliary (modal)  
   to = preposition  
   extremely = qualifier (modifying adjective hungry)  
   4. the = determiner (article)  
   on = preposition  
   the = determiner (article)  
   [Had is the main verb in this sentence]  
   very = qualifier (modifies adjective important)  
   for = preposition  
   the = determiner (article)  
   5. despite = preposition  
   rather = qualifier (modifies adverb poorly)  
   in = preposition  
   the = determiner (article)

3. seventeen = determiner (cardinal number)  
   in = preposition  
   that = determiner (demonstrative)  
   their = determiner (possessive)

EXERCISE: POSSESSIVE PRONOUN FUNCTIONS

Decide whether each of the italicized possessive pronouns in the following sentences is in nominal or determiner function. (Hint: If you can substitute the word the for the possessive pronoun, the pronoun is in determiner function; otherwise it is in nominal function.)

EXAMPLE
Mary did all of her homework, but her friends did not do theirs.

Her: determiner (You can substitute the for her: Mary did all the homework . . . .)  
Theirs: nominal; third person, plural (You can’t substitute the for theirs: * . . . but her friends did not do the.)

1. If you have forgotten your calculator, you’re welcome to borrow mine.
2. Our cat has shed almost all of its fur; has yours shed its?
3. Harold and Maude discovered that the man who had sold them their car had never actually owned it. The car was, therefore, not really theirs.
4. Her goal is to become a successful philatelist. What’s his?
5. Their political views are definitely not ours.
EXERCISE: POSSESSIVE PRONOUN FUNCTIONS (Answers)

1. your: determiner
   yours: nominal
2. our: determiner
   its: determiner
3. their: determiner
   theirs: nominal
4. her: determiner
   his: nominal

CHECKUP QUIZ - Structure Words

In the following passage, find examples of the categories listed below. Write the phrase in which the category is contained and circle (in the phrase you write) the specific example you are citing.

Keith told one of his many stories the other night, this one about four friars who were granted a leave of absence from their monastery to start a florist business. However, to their dismay, they inadvertently cultivated man-eating plants in their greenhouse. To make matters worse, the vicious green monsters were mobile and would wander about the countryside at night, eating the poor peasants and farmers who lived there. “This carnage must stop!” declared the senior friar, although neither he nor his colleagues had the slightest idea how to control the leafy carnivores. Fortunately, along came the good knight Hugh, clothed in armor and armed with a razor-sharp sword. “Let me at them!” he shouted, charging into the greenhouse. He slashed to the left, he slashed to the right, cutting and hacking everything in sight. Unfortunately, by the time he had finished, he had also hacked the poor friars into bits. The moral of the story: Only Hugh can prevent florist friars.

1. a modal auxiliary verb____________________________________________________
2. a determiner other than an article _________________________________________
3. a determiner other than an article and of a different category from #2 ____________
4. a preposition _____________________________________________________________
5. a coordinating conjunction _________________________________________________
6. a subordinating conjunction _______________________________________________
7. a demonstrative pronoun ___________________________________________________
8. a conjunctive adverb ______________________________________________________
9. a personal pronoun _______________________________________________________
BEGINNING THE DISCUSSION

Our students have responded well to the following way of introducing Chapter 6. On the board or on a transparency, we give students examples of a phrase, a clause, and a sentence:

- the tallest pyramid
- because she felt excited by the film
- The tower clock chimed on the hour.

We ask them, based on what they know or perceive, to jot down a definition of each. It helps to give them a beginning, such as “A clause is a group of words that . . .” The ensuing discussion usually anticipates important topics of the chapter and provides examples and insights for later reference.

To help students internalize the notion of subject and predicate, we put something like the following on the board or a transparency. We ask students to divide it into subject and predicate. (Using an intransitive verb helps clarify the notion of a predicate as a verb or something that can substitute for a verb.)

Fish gotta swim.

After students divide the sentence into two parts, subject and predicate, we explain that we are going to look at the variety of patterns that can combine to create subjects. We draw a vertical line after the subject and ask for phrases of two or more words that can substitute for Fish in the sentence above. We usually get adjectives first (Big fish) and ask for more adjectives (Big slimy fish), moving finally to something too long to put on the board (Big slimy, ugly fish of all colors that live deep in the ocean, behind rocks and in caves . . .). This shows students that in theory at least the subject of a sentence can be infinitely long, depending only upon the ingenuity of the speaker and the patience of the listener.

Then we repeat the process with the predicate, soliciting ever more complex substitutions for gotta swim. By substituting longer and longer phrases students creatively explore many possible verb phrases functioning as predicate and learn inductively the functional basis for calling a string of words a verb phrase.

TEACHING THE MAIN VERB PHRASE

We have found the main verb phrase easy to teach through an exercise in which we draw on the board or a transparency empty columns with headings like those in Figure 6.6.
First we explain that the order of items is unchanging. We supply a subject (such as Carol) and a main verb (such as laugh), which also will remain unchanging. Then we begin filling in parts of the chart (first, just present tense; next, past tense), one by one adding additional constituents underlying more complex main verb phrases. We move across from left to right, picking up the subject, the tense, and any parts of the auxiliary that are present, showing “affix-hopping” as we go. Then we ask students to supply the form the verb will take. We write the verb form in the column on the right.

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>TENSE</th>
<th>(MODAL)</th>
<th>(HAVE+{en}) PERFECT</th>
<th>(BE+{ing}) PROGRESSIVE</th>
<th>MAIN VERB</th>
<th>RESULTING FORM</th>
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</thead>
<tbody>
<tr>
<td>Carol</td>
<td>past</td>
<td>have +{en}</td>
<td>be+{-ing}</td>
<td>(laugh)</td>
<td>had been laughing</td>
<td></td>
</tr>
</tbody>
</table>

As we start adding have+{en} or be+{ing}, we point to the labels perfect and progressive at the top of those columns and show students how they can read off the name of the verb by reading labels on the Tense, Perfect, and Progressive columns, beginning (in the example above) with tense (past) and then the heading on the other columns, if filled (eg, past perfect progressive).
Chapter 7 – Phrases

PHRASES

Study Guide

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<td>auxiliary modal</td>
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<tr>
<td>perfect</td>
</tr>
<tr>
<td>progressive</td>
</tr>
<tr>
<td>regular verb</td>
</tr>
<tr>
<td>irregular verb</td>
</tr>
</tbody>
</table>

GOALS

1. Be able to identify noun phrases, adjective phrases, and adverb phrases in an extended passage.
2. Be able to use the Main Verb Phrase Formula (verb expansion rule) to create tenses and forms of verbs: TENSE + Modal + HAVE+{-en} + BE+{-ing} + Main Verb
3. Be able to decompose main verb phrases into TENSE + Modal + HAVE+{-en} + BE+{-ing} + Main Verb and to label verb tenses and compound verb forms.
The following exercise lends itself to group work followed by class discussion.

**EXERCISE: IDENTIFYING CONSTITUENTS**

Divide the sentences below into their chief constituents (noun phrases, main verb phrases, adjective phrases, and adverb phrases) by following these steps:

- Using your intuition as a guide, divide the sentence into sequences that you think might be phrases.
- For each sequence you have identified, try substituting a single noun, verb, adjective, or adverb which supplies similar information.
- If you divide a unit and find that you cannot substitute a single word for it, assume that it belongs to a larger noun, verb, adjective, or adverb phrase.

1. The flower wilted slowly in the afternoon sun.
2. I wonder when the notice will arrive.
3. Some of my friends have already purchased next season’s football passes.
4. Mozart composed many fine symphonic pieces before he was sixteen.
5. People who walk five miles a day are usually healthier than people who do not.
6. His dog is a German shepherd.
7. His home run in the last half of the ninth inning surprised everyone.
8. All of the people at the game suddenly began to shout.

**EXERCISE: IDENTIFYING CONSTITUENTS (Answers)**

1. The flower [NP]; wilted [MVP]; slowly [ADVP]; in the afternoon sun [ADVP]
2. I [NP]; wonder [MVP]; when the notice will arrive [NP]
3. Some of my friends [NP]; have purchased [MVP]; next season’s football passes [NP]; already [ADVP]
4. Mozart [NP]; composed [MVP]; many fine symphonic pieces [NP]; before he was sixteen [ADVP]
5. People who walk five miles a day [NP]; are [MVP]; usually [ADVP]; healthier than people who do not [ADJP]
6. His dog [NP]; is [MVP]; a German shepherd [NP]
7. His home run in the last half of the ninth inning [NP]; surprised [MVP]; everyone [NP]
8. All of the people at the game [NP]; began [MVP]; to shout [NP]; suddenly [ADVP]
EXERCISE: MEANINGS OF MODALS

Try to define the meanings of the modals in the following sentences. Do not limit yourself to the meanings in Figure 7.8.

1. Children can be a real challenge.
2. The windows may have been washed, but they certainly aren’t clean.
3. We might ask her to be chairperson.
4. They must have decided not to come.
5. For the sake of national security, the President must have reliable data.
6. Thou shalt not steal.
7. If your new employer should ask for recommendations, tell him to call me.
8. Accidents will happen.
9. Before dinner, my grandfather would read a chapter from the Bible.
10. I refuse to apologize. After all, why should I?

EXERCISE: MEANINGS OF MODALS (Answers)

1. the ability or potentiality to do something
2. admission of the possibility of something
3. the possibility or merely the suggestion of doing something
4. a conclusion or deduction
5. necessity
6. command
7. contingency or possibility that something will occur
8. having a natural propensity to occur
9. habit or repetition
10. rhetorical question

CHECKUP QUIZ - Phrases

1. Look at the italicized structures in the questions below, taken from the passage beginning Watching the tabloid newspapers . . . . First, identify whether the italicized phrase is nominal (NP), adjectival (ADJP), or adverbial (ADVP). Then, as proof, supply a single word that could substitute for the phrase, one that supplies similar information and leaves the sentence complete. If the phrase is adjectival, give the noun that the phrase modifies.

   Watching the tabloid newspapers carefully, I learned that the astounding appearance of Elvis in a Las Vegas bank was made possible only when two outer space alien officials of the Andromedan federal government were persuaded to play blackjack at a nearby casino.
CHAPTER 7 – PHRASES

a. What is Watching the tabloid newspapers carefully?

NP, ADJP, or ADVP? ________________________________
PROOF: ____________________________________________

b. What is that the astounding appearance of Elvis in a Las Vegas bank was made possible only when two outer space alien officials of the Andromedan federal government were persuaded to play blackjack at a nearby casino?

NP, ADJP, or ADVP? ________________________________
PROOF: ____________________________________________

c. What is of the Andromedan federal government?

NP, ADJP, or ADVP? ________________________________
PROOF: ____________________________________________

2. Decompose the underlined main verb phrase in the following sentences; list in the proper order the elements that comprise it. Identify the tense or verb form. Example: The students waited outside the classroom.

   Answer: past + wait (past tense)

   ☐ Edward should be waiting for you outside on the Quad.
   ☐ I have always given out apples on Halloween.

1. Write a sentence that corresponds to the following underlying structure. Name the tense or the compound verb form you have created. The detective + present + HAVE + {-en} + ask + rude questions.

2. Make the following sentence present perfect progressive: The committee offered Mary the job.
ANSWERS TO CHECKUP QUIZ - Phrases

1  a. ADVP - then
   b. NP - something
   c. ADJP - modifies *officials*

2  a. PRES + MODAL *should* + BE + { -ing } + *wait* (Present Progressive)
   b. PRES + HAVE + { -en } + *give out* (Present Perfect)

3. *has asked*

4. *has been offering*
BEGINNING THE DISCUSSION

*Verb complement* is a key idea in understanding the distinctions among the five basic sentence types. To introduce the concept, we begin by putting on the board or a transparency a sentence similar to that used at the beginning of Chapter 6.

Willie | laughed. |

We ask students to add one word to the end of the sentence (it will be an adverb). We explore what kinds of things can substitute for the adverb (all of which will be adverb phrases of time, place, and so forth), but we leave the sentence unchanged.

Once the students can easily substitute additional adverbial modifiers and understand clearly what they are doing, we ask them to suggest other verbs that can substitute for *laughed*. We write a selection of these verb in the space below *laughed*.

Willie | laughed. |
slept.  
talks.  
etc.

Next we put on the board or transparency

Willie | happy. |

and ask students to supply verbs. They have no trouble doing so, and we write some of the examples below the space.

Willie | happy. |
is  
may be  
seems  
etc.

We ask for other words and expressions that can substitute for *happy*, but we don't write them on the board or transparency.

Then we ask students to try *happy* at the end of *Willie laughed*. They see quickly that this combination doesn't work. We point out that verbs like *laugh* pattern differently from verbs like *is* and *seems*.

Adding to what we have written on the board or transparency, we write

Willie | the exam. |

and ask students to supply verbs. After listing a selection of them,
Willie | the exam.
completed
feared
aced
e tc.

We ask students to try replacing *the exam* with *happy*. Again we point out the difference in how the verbs pattern in relation to what can follow them. We explore alternatives to *the exam* without listing them.

Finally, we ask students to add an adverb (or adverb phrase) to the beginning and/or end of each of the three sentence types, pointing out that adverbs can be added to any main verb. Then we erase the adverb(s) from the first example (*Willie laughed*) and ask if it is still a sentence. If it is, the adverb is simply an optional modifier.

We erase the adverb(s) from the second examples (*Willie is happy*, etc.), with the same result. Then we erase *happy*, pointing out that we no longer have a complete sentence. *Happy* is necessary to complete the verb: it is a complement. We let students use the same test to identify the modifiers and complements in the third example.

**SUMMARY TRANSPARENCIES OF THE SENTENCE TYPES**

The following pages can be expanded and reproduced on most copy machines as transparencies for teaching the five sentence types. We have found it essential to stop and give students practice in recognition and diagramming after each pair of sentence types, as the exercises in Chapter 8 encourage.
Type I - INTRANSITIVE VERB

Structural Formula: $S_I = NP + MV_{\text{int}}$

Tree Diagram:

```
  S_I
 /   \
NP    VP
 |     |
A telephone    rang.
   Jenny    meowed.
```

R-K Diagram:

```
telephone    rang
 \    |
  \   |
   \  |
    \|
```
Type I - INTRANSITIVE VERB with adverbial modifier

One or more ADVP modifiers are optional constituents.

Tree Diagram:

```
  SI
 / \       
NP   VP     
 |     |     
MV_P MVP ADVP
 |     |     
MV_int MV_int MV_int
```

R-K Diagram:

```
Melanie | sang | well
```
Type II - LINKING VERB *be*
with adverbial of time or place

Structural Formula: $S_{II} = NP + MV_{be} + ADVP_{tm/pl}$

Tree Diagram:

```
S_{II}
   / \\
  NP   VP
     / \     / \\
    MVP   ADVP_{tm/pl}
    /   /    /   /
   Jesse is outside. Oscar was late.
```

R-K Diagram:

```
Jesse is outside
```

Type II - LINKING VERB be
with adverbial of time or place

Tree Diagram: (adverbial is a prepositional phrase)

\[
\begin{array}{c}
S_{II} \\
NP \quad VP \\
MVP \quad ADVP_{tm/pl} \\
MV_{be} \quad PREPP \\
\text{The dog was under the table.} \\
\text{The meeting is on Friday.}
\end{array}
\]

R-K Diagram:

\[
\begin{array}{c}
dog \\
The \\
was \\
under \\
table \\
the
\end{array}
\]
Type III - LINKING VERB
with adjectival subject complement

Structural Formula: $S_{III} = NP + MV_{link} + ADJP$

Tree Diagram:

R-K Diagram:

**Type IV - LINKING VERB**

with nominal subject complement

Structural Formula: $S_{IV} = NP_1 + MV_{link} + NP_1$

Tree Diagram:

```
  S_{IV}
   /   \
  NP_1  VP
     /   |
    MVP  NP_1
   /     |
  Ricardo  became  Vice President.
 /     \
Mice are rodents.
 /     |
Alex remained a skeptic.
```

R-K Diagram:
```
Ricardo | became \ Vice President
```
Type V - TRANSITIVE VERB

Structural Formula: \( S_V = NP_1 + MV_{tr} + NP_2 \)

Tree Diagram:

```
                  S_V
                 /   \
               NP_1   VP
                  /   \
               MVP  MV_{tr}
                  /   \
           Melinda  watched  television.
                  \
             Kurt   writes  poems.
```

R-K Diagram:

```
Melinda       watched       television
```
SENTENCE TYPES
Study Guide

TERMS AND CONCEPTS

<table>
<thead>
<tr>
<th>subject complement</th>
<th>VERB TYPES</th>
</tr>
</thead>
<tbody>
<tr>
<td>predicate adjective</td>
<td>intransitive verb</td>
</tr>
<tr>
<td>predicate nominative</td>
<td>linking verb</td>
</tr>
<tr>
<td>direct object</td>
<td>transitive verb</td>
</tr>
<tr>
<td>adverbial complement</td>
<td>be</td>
</tr>
<tr>
<td>adverbial modifier</td>
<td>referent</td>
</tr>
<tr>
<td>indirect object</td>
<td>NP_1, NP_2, NP_3</td>
</tr>
<tr>
<td>object complement</td>
<td></td>
</tr>
</tbody>
</table>

GOALS

1. Be able to recognize, identify, and create examples of the five sentence types (and types of verbs).

2. Be able to differentiate between be, linking verbs, intransitive verbs, and transitive verbs.

3. Be able to identify in a sentence or passage and to create examples of the verb complements: adverb phrases, subject complements (predicate adjectives, predicate nominatives), and direct objects.

5. Be able to distinguish between adverbial complements and adverbial modifiers.

4. Be able to draw phrase structure trees and Reed-Kellogg diagrams of simple examples of each of the five sentence types. The phrase structure trees should contain the following properly labeled branchings:
   - NP subject; VP predicate
   - VP constituents (MVP, NP, ADJP, ADVP)
   - MVP constituents (AUX and MV)
EXERCISE: IDENTIFYING CONSTITUENTS

Divide each of the following sentences into its constituent phrases. Separate subject noun phrases from predicate verb phrases. Then label the noun phrase functioning as subject and the main verb phrase, noun phrases, adjective phrases, and adverb phrases in the predicate. As in Chapter 7, do not separate any constituent that cannot be replaced by a single noun or pronoun, verb, adjective, or adverb.

Example

The new bus driver greeted each passenger cheerfully.

*The new bus driver* —— *greeted* *each passenger* *cheerfully.*

NP MVP NP ADVP

1. A soccer ball dented her car.

2. The entire chorus will sing.

3. Patricia has looked rather gloomy lately.

4. In the middle of his life, Dr. Carlson became an attorney.

5. Harold’s dog was outside yesterday.

6. A cheerful blaze in the fireplace will certainly warm our guests.

7. Big, wet flakes of snow have been falling since noon.

8. Your appointment at the clinic will be on Mondays.

EXERCISE: IDENTIFYING CONSTITUENTS (Answers)

1. *A soccer ball* — *dented* *her car.*
   
   NP MVP NP

2. *The entire chorus* — *will sing.*
   
   NP MVP

3. *Patricia* — *has looked* *rather gloomy* *lately.*
   
   NP MVP ADJP ADVP

4. *Dr. Carlson* — *became* *an attorney* *in the middle of his life.*
   
   NP MVP NP ADVP

5. *Harold’s dog* — *was* *outside* *yesterday.*
   
   NP MVP ADVP ADVP

6. *A cheerful blaze in the fireplace* — *will warm* *our guests* *certainly.*
   
   NP MVP NP ADVP

7. *Big, wet flakes of snow* — *have been falling* *since noon.*
   
   NP MVP ADVP

8. *Your appointment at the clinic* — *will be* *on Mondays.*
   
   NP MVP ADVP
EXERCISE: TYPE I SENTENCES

Functioning as adverbial modifiers in the following sentences are phrases and clauses that are longer and more complex than those we have thus far discussed. Your analysis of such sentences will thus anticipate the discussion of these forms in later chapters. First divide each sentence into its subject noun phrase and predicate verb phrase. Then label the sentence constituents: noun phrases, main verb phrase, adjective phrases, and adverb phrases. Remember that sentence constituents can each be replaced by a single noun or pronoun, verb, adjective, or adverb. Indicate whether each sentence is Type I.

1. The King of Belgium departed before the coffee was served.
2. That old station wagon with a dented hood weaved slowly through the traffic coming up Main Street.
3. Betty’s answering machine beeps so loudly that it might damage someone’s ear.
4. The school band marched out of the gym while the president was still speaking.
5. Pat’s insurance company cancelled his policy in spite of his mother’s pitiful letters of entreaty.

EXERCISE: TYPE I SENTENCES (Answers)

1. Subject     Predicate
   The King of Belgium — departed before the coffee was served.
   NP       MVP       ADVP
   Type I.

2. Subject     Predicate
   That old station wagon with a dented hood — weaved slowly through the traffic coming up Main Street.
   N P         MVP       ADVP
   Type I.

3. Subject     Predicate
   Betty’s answering machine — beeps so loudly that it might damage someone’s ear.
   NP         MVP       ADVP
   Type I.

4. Subject     Predicate
   The school band — marched out of the gym while the president was still speaking.
   NP         MVP       ADVP
   Type I.
5. Subject Predicate

*Pat’s insurance company — cancelled his policy*

NP MVP NP

*in spite of his mother’s pitiful letters of entreaty.*

ADVP

Not Type I.

---

**EXERCISE: TYPE II SENTENCES**

Divide each of the following sentences into its subject noun phrase and predicate verb phrase. Label the sentence constituents: noun phrases, main verb phrases, adjective phrases, and adverb phrases. Give the structural formula for each, placing optional constituents in parentheses. Not all are Type II.

1. Peter stayed at the party until midnight.
2. The applicant is waiting in the corridor.
3. A distinguished diplomat will be in the audience tonight.
4. The ship’s crew survived for three weeks without food.
5. The missing books might have been in your locker.

---

**EXERCISE: TYPE II SENTENCES (Answers)**

1. Subject Predicate

*Peter — stayed at the party until midnight.*

NP MVP ADVP ADVP

\[ S_1 = NP + MV_{int} + (ADVP_{pl}) + (ADVP_{tm}) \]

2. Subject Predicate

*The applicant — is waiting in the corridor.*

NP MVP ADVP

\[ S_1 = NP + MV_{int} + (ADVP_{pl}) \]

3. Subject Predicate

*A distinguished diplomat — will be in the audience tonight.*

NP MVP ADVP ADVP

\[ S_{II} = NP + MV_{be} + ADVP_{pl} + (ADVP_{tm}) \]

4. Subject Predicate

*The ship’s crew — survived for three weeks without food.*

NP MVP ADVP ADVP

\[ S_1 = NP + MV_{int} + (ADVP_{tm}) + (ADVP_{man}) \]
5. Subject  
   The missing books — might have been  
   in your locker.  
   NP  
   MVP  
   ADVP  
   \[ S_{II} = NP + MV_{be} + ADVP_{pl} \]

**EXERCISE: TYPE III SENTENCES**

Divide each of the following sentences into its subject noun phrase and predicate verb phrase. Label the sentence constituents: noun phrases, main verb phrases, adjective phrases, and adverb phrases. Circle constituents functioning as subject complements. Give the structural formula for each sentence, placing optional constituents in parentheses. Not all are Type III.

**Example**

A hot shower can feel heavenly after a day of skiing.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Predicate</th>
</tr>
</thead>
<tbody>
<tr>
<td>A hot shower</td>
<td>can feel heavenly</td>
</tr>
<tr>
<td>NP</td>
<td>MVP ADJP ADVP</td>
</tr>
</tbody>
</table>

\[ S_{III} = NP + MV_{link} + ADJP + (ADVP_{tm}) \]

1. The weather had turned cold during the night.
2. Henry turned suddenly.
3. The sky was looking rather gloomy.
4. The sailor looked at the sky.
5. Jay’s cactus grew slowly for three years.
6. The thorny, desert plant grew taller gradually.
7. Jay is very enthusiastic about his cactus garden.
8. Our old friend is in his cactus solarium right now.
9. My Canadian sister-in-law felt weak under the blazing, desert sun.
10. Very few visitors have been to the book sale.

**EXERCISE: TYPE III SENTENCES (Answers)**

Subject complements are in parentheses.

1. Subject  
   The weather — bad turned  
   (cold) during the night.  
   NP  
   MVP  
   ADJP  
   ADVP  
   \[ S_{III} = NP + MV_{link} + ADJP + (ADVP_{tm}) \]
2. Subject Predicate  
   *Henry* — *turned* *suddenly.*  
   NP MVP ADVP  
   \( S_I = NP + MV_{int} + (ADVP_{man}) \)

3. Subject Predicate  
   *The sky* — *was looking* *(rather gloomy).*  
   NP MVP ADJP  
   \( S_{III} = NP + MV_{link} + ADJP \)

4. Subject Predicate  
   *The sailor* — *looked* *at the sky.*  
   NP MVP ADVP  
   \( S_I = NP + MV_{int} + (ADVP_{pl}) \)

5. Subject Predicate  
   *Jay's cactus* — *grew* *slowly* *for three years.*  
   NP MVP ADVP ADVP  
   \( S_I = NP + MV_{int} + (ADVP_{man}) + (ADVP_{tm}) \)

6. Subject Predicate  
   *The thorny, desert plant* — *grew* *(taller)* *gradually.*  
   NP MVP ADJP ADVP  
   \( S_{III} = NP + MV_{link} + ADJP + (ADVP_{man}) \)

7. Subject Predicate  
   *Jay* — *is* *(very enthusiastic about his cactus garden).*  
   NP MVP ADJP  
   \( S_{III} = NP + MV_{link} + ADJP \)

8. Subject Predicate  
   *Our old friend* — *is* *in his cactus solarium* *right now.*  
   NP MVP ADVP  
   \( S_{II} = NP + MV_{be} + ADVP_{pl} + (ADVP_{tm}) \)

9. Subject Predicate  
   *My Canadian sister-in-law* — *felt* *(weak)* *under the blazing, desert sun.*  
   NP MVP ADJP ADVP  
   \( S_{III} = NP + MV_{link} + ADJP + (ADVP_{pl}) \)

10. Subject Predicate  
    *Very few visitors* — *have been* *to the book sale.*  
    NP MVP ADVP  
    \( S_{II} = NP + MV_{be} + ADVP_{pl} \)
EXERCISE: TYPE IV SENTENCES

Each of the sentences below contains two noun phrases: one in the subject and one in the predicate. Consider the subject to be Noun Phrase$_1$. Does the noun phrase in the predicate refer to the same thing as the subject noun phrase? If so, it, like the subject noun phrase, is NP$_1$. If the second noun phrase has a different referent than the subject noun phrase, then it is NP$_2$, and the sentence is not Type IV. Which of the following sentences contains a second NP$_1$?

1. That book is a real bore.
2. John heard a loud noise.
3. Susan’s parents remained her most enthusiastic supporters.
4. Peter became treasurer.
5. The oil lamp produced a warm glow.

EXERCISE: TYPE IV SENTENCES (Answers)

1. *That book* [NP$_1$] is *a real bore* [NP$_1$].
2. *John* [NP$_1$] heard *a loud noise* [NP$_2$].
3. *Susan’s parents* [NP$_1$] remained *her most enthusiastic supporters* [NP$_1$].
4. *Peter* [NP$_1$] became *treasurer* [NP$_1$].
5. *The oil lamp* [NP$_1$] produced *a warm glow* [NP$_2$].

The following works well as an exercise in small group problem solving, forcing students to come to a consensus. A lively and fruitful discussion usually results as the groups report their decisions. They will probably disagree on how various verbs should be classified and on how many classifications there should be. They should begin to see the reason linguistic descriptions “leak.”

The instructor should form students into groups of 3 or 4. Time on each task should be closely monitored to force students to come to a consensus (five minutes or so is enough for each question). Involving each student in reporting to the class on a group’s response to one of the questions ensures that everyone is actively participating. Each group member can record and report to the class the group’s decision and reasoning on at least one question, with the instructor tallying the results on a chart on the board or a transparency.
EXERCISE: TRANSITIVE AND INTRANSITIVE VERBS

A. Do the italicized words in the following pairs of sentences have the same meaning, regardless of whether the direct object is present? In other words, is the same action performed in each case?

1. Let's *eat* dinner. 1. The man is *watching* television.
2. Let's *eat*. 2. The man is *watching*.
1. Esmerelda *sang* songs last night.
2. Esmerelda *sang* last night.

B. Compare the following sentences. Do both the (2) and (3) versions have the same meaning as the (1) version?

1. Jack *poured* wine. 1. Tom *cooked* some eggs.
3. Wine *poured*. 3. The eggs *cooked*.

1. Jill *drives* a Toyota.
2. Jill *drives*.
3. Jill's Toyota *drives* easily.

C. Are the (2) and (3) versions above more like transitives or intransitives? Compare them with the following:

1. **Intransitive**
   Elvis died.
   The trees grew slowly.
   Camp Runamuck closed last week.

2. **Transitive**
   Freddie fixed the TV.
   Marilyn owns a house in Palm Springs.
   The Phillies beat the Red Sox.

D. The sentences in A, B, and C provide the kind of information on transitive/intransitive verbs with which linguists work. They have to come to a consensus as to whether two classifications (transitive and intransitive) are sufficient to explain this material, or whether there should be additional categories. Additional categories provide for a more logical analysis, but they also complicate the grammar and the number of labels that have to be mastered. If you were a linguist, how many categories would you provide for the verbs in questions A through C? How would you classify the (2) versions in questions A and B?

E. A student who knows you are studying grammar asks you whether the following are transitive or intransitive verbs. What will your answer be?

1. The toy *broke*.
2. The automobile *crashed*.
3. She shopped around for a car, but she didn’t *buy*.
4. She told the Red Cross she had already *given*.
5. She *finished* early.
6. Have you *eaten* yet?
EXERCISE: SENTENCE TYPES I - V

Divide each of the following sentences into its subject noun phrase and predicate verb phrase. Label the sentence constituents: noun phrases, main verb phrases, adjective phrases, and adverb phrases. Label constituents functioning as direct objects and subject complements. Give the structural formula for each sentence, placing optional constituents in parentheses.

Example

Fernando steered his speedboat toward the dock.

Direct Object

\[ \text{Fernando} \quad \text{steered} \quad \text{his speedboat} \quad \text{toward the dock}. \]

\[ NP \quad MVP \quad NP \quad ADVP \]

\[ S_V = NP_1 + MV_{tr} + NP_2 + (ADVP_{pl}) \]

1. The fresh hyacinths smelled wonderful.
2. Harvey hungrily smelled the soup.
3. Irma's alarm clock rang annoyingly.
4. Pablo rang his girlfriend's doorbell urgently.
5. The two answering machines greeted each other politely.
6. The surprise party seemed a great idea three weeks ago.
7. Patrice acted silly at the party.
8. She acted splendidly on stage.
9. Karl helped himself at the buffet.

EXERCISE: SENTENCE TYPES I - V (Answers)

1. Subject Complement

\[ \text{The fresh hyacinths} \quad \text{smelled} \quad \text{wonderful} \]

\[ NP \quad MVP \quad ADJP \]

\[ S_{III} = NP + MV_{\text{link}} + ADJP \]

2. Direct Object

\[ \text{Harvey} \quad \text{smelled} \quad \text{the soup} \quad \text{hungrily}. \]

\[ NP \quad MVP \quad NP \quad ADVP \]

\[ S_V = NP_1 + MV_{tr} + NP_2 + (ADVP_{man}) \]

3. Direct Object

\[ \text{Irma's alarm clock} \quad \text{rang} \quad \text{annoyingly}. \]

\[ NP \quad MVP \quad ADVP \]

\[ S_I = NP + MV_{\text{int}} + (ADVP_{man}) \]
EXERCISE: SENTENCE TYPES I AND II

Analyze the patterns of the sentences below. Are they closer to Type I or Type II? Give reasons to support your decisions.

1. Her car rolled into the garage yesterday.
2. Paul remained in his seat.
3. The evening star was glowing just above the horizon.
4. My keys were sitting on the kitchen counter.
5. Spring vacation begins in March this year.
6. The alumni magazine reads like a tabloid newspaper.
EXERCISE: SENTENCE TYPES I AND II (Answers)

Several of the sentences in this exercise are borderline examples for which it is difficult to assign a sentence type without qualification. Students may respond differently from the authors (or their teacher, or other students) to these sentences. Our discussion of our own responses is meant to provoke thinking and discussion, not to offer a single “correct” answer.

1. In this sentence, the adverbial phrases of place (into the garage) and time (yesterday) seem to be optional. Sentences like this one with the intransitive verb roll seem to fit the pattern of Type I.

2. Is Paul remained an acceptable sentence? We find it a bit strange. However, if it is acceptable, then the adverbial of place in his seat is optional, and sentence #2 fits Type I. If the adverbial is required to make an acceptable sentence, then sentence #2 might more closely resemble Type II sentences, in which a form of be must be followed by an adverbial of place or time, as, for example, in the sentence Paul was in his seat.

3. Just above the horizon is an optional adverbial of place; the sentence exemplifies the Type I pattern.

4. See discussion for question #5.

5. In both #4 and #5, the adverbials on the kitchen counter and in March seem to be required for the sentences to sound natural. My keys were sitting and Spring vacation begins sound incomplete to us. The requirement of an adverbial of place or time seems to make these intransitive verbs resemble the be of Type II sentences, in which such an adverbial is also required.

6. It is difficult for us to imagine read used intransitively in a sentence like this one without an adverbial modifier, as in The alumni magazine reads. Yet unlike the be verb of Type II sentences, the intransitive read does not require an adverbial of place or time, but rather one of manner. In this way it does not resemble either Type I or II. When read is used with a subject that is an agent/actor (John reads), it seems to be a pseudo-intransitive, requiring as an unstated object something to be read (John reads [books]). In this use it is closest to the transitive verbs of Type V sentences.
CHECKUP QUIZ - Sentence Types

1. Write the structural formula and (on the reverse side of your paper) draw a Reed-Kellogg diagram of the following sentence.

   I can easily give Alice my lecture notes.

2. Write the structural formula and (on the reverse side of your paper) draw a phrase structure tree of the following sentence.

   After class, my friends went to the cafeteria for lunch.

3. Using the sentences below as data, find examples of each of the structures listed. Underline (or write out) the phrase from which it comes.

   My grandmother led me into the kitchen and gave me a brownie
   I found the volleyball game boring.
   I felt proud of my accomplishment.
   I ran outside to the kennel and hugged my dog.

   a. an indirect object ________________________________
   b. a direct object ________________________________
   c. an object complement ______________________________
   d. a transitive verb ________________________________
   e. a linking verb ________________________________
   f. a subjective complement ______________________________

4. Rewrite the following sentences, changing only the elements of the auxiliary necessary to create the form indicated in parentheses.

   a. She has very bad luck. (Make it present perfect progressive.)
   b. Edna already is doing the dishes. (Make it past perfect.)
CHECKUP QUIZ - SENTENCE TYPES (Answers)

1. \( NP_1 + MV_{tr} + NP_2 + (ADVP) \)

   \[
   \begin{array}{l}
   I \quad | \quad \text{can give} \quad | \quad \text{notes} \\
   \quad \text{easily} \quad | \quad \text{Alice} \quad | \quad \text{my} \quad | \quad \text{lecture} \\
   \end{array}
   \]

2. \( NP + MV_{int} + (ADVP) + (ADVP) + (ADVP) \)

   \[
   S_I \\
   \begin{array}{l}
   NP \\
   \quad MV_{int} \\
   \quad VP \\
   \quad MV_{P} \\
   \quad ADVP \\
   \quad ADVP \\
   \quad ADVP \\
   \end{array}
   \]

   My friends went to the cafeteria for lunch after class.

3a. gave me a brownie  
   b. led me, gave me a brownie, found the volleyball game boring, hugged my dog  
   c. found the volleyball game boring  
   d. led me into the kitchen, gave me a brownie, found the volleyball game boring, hugged my dog  
   e. felt proud of my accomplishment  
   f. felt proud of my accomplishment

4a. She has been having very bad luck.  
   b. Edna already had done the dishes.
Chapter 9 – Basic Sentence Transformations

BEGINNING THE DISCUSSION

One way of introducing students to the notion of transformations is to give them sentences like those below, asking them to transform the sentences into the appropriate form and then to describe the steps they have followed. If you write on the board the steps they propose, and then try to perform those steps using a new sentence, students begin to understand the elegance and precision of transformational rules. These sentences also introduce them to the notion of do-support.

Questions
1. Eleanor is eating her dinner. → Is Eleanor eating her dinner?
2. Edward can have some pie. →
3. Mel wants some more soup. →
4. Don has a new car. →
5. He has finished eating. →

Negatives
1. He has answered the question. → He has not answered the question.
2. He has the right answer. →
3. Eleanor is waiting for you. →

We follow this up by pointing out that transformations don’t change basic meaning. Their purpose is to explain how we get from a deep to a surface structure. For one sentence to be a transformation of the other, both must mean the same thing. Transformations make four kinds of changes:

A. Additions - However, they cannot add new information.
(Question) + He owns that car. → DOES he own that car?

B. Deletions - Can remove only information that can be reconstructed.
You finish your noodles! → Finish your noodles!

C. Substitutions - Grammatical items may be substituted for one another as long as meaning is not lost.
I had the book, but I lost THE BOOK. → I had the book but I lost IT.

D. Rearrangement - May be stylistic (for example, changing emphasis or focus) or may be grammatically required.
STYLISTIC - I read War and Peace yesterday. → Yesterday I read War and Peace.
GRAMMATICAL - (Question) + That is your book → Is that your book?

Students may look again at the transformations they have performed to see which of the four processes have been involved in creating interrogative and negative sentences.
BEGINNING THE DISCUSSION OF PASSIVES

The most difficult section of this chapter is that dealing with passives. A good way to begin the discussion is to ask students to write briefly what they know about the passive. Since many of them believe that they should never use it, this gives you an opportunity to discuss its functions.

Next, we have students do Exercise 9.12 in class. This works well for small groups, whose members help each other see that changing a sentence from active to passive involves several operations. One group can be asked to list the steps on the board and others to contribute suggestions for improving them. Then someone can be asked to follow the steps exactly as they are written in order to see what they get. Once again students experience linguistic methods of refining hypotheses by testing proposed rules against language data. This is also a good time to discuss why a speaker or writer might choose active or passive in preference to the other. (We suggest using a sentence without indirect objects at this stage, possibly something like The Home Ec Department is preparing the food for our banquet.)

In teaching students to recognize and analyze passive sentences, we point out that decomposing the verb phrase helps them recognize the major attribute of the passive construction: BE + {-en}. The page which follows can be reproduced as a transparency and used in teaching these steps:

- Decompose the main verb phrase. (Notice: the verb must be transitive)
- Move the subject to the end of the sentence and put by in front of it.
- Move the direct object or the indirect object to the subject slot.
- Insert BE + {-en} into the verb phrase immediately before the main verb.
Passive Transformation
Type V Sentences

Active Voice:
Bob picked the tulip.

Subject is agent, actor, performer of action denoted by verb.

a. Bob + PAST + pick + the tulip.

b. _____ + PAST + pick + the tulip + by Bob.

c. The tulip + PAST + pick + _____ + by Bob.

d. The tulip + PAST + BE + {-en} + pick + by Bob.

Passive Voice:
The tulip was picked by Bob.

Original direct object becomes grammatical subject.
Logical subject (actor) becomes object of preposition.
BASIC SENTENCE TRANSFORMATIONS
Study Guide

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GOALS

1. Know the transformational processes and what they involve.
2. Understand the function of *do*-support in interrogative, negative, and imperative sentences.
3. Be able to recognize the underlying pattern of sentences that have undergone the interrogative, negative, imperative, and passive transformations.
4. Be able to identify and return to their base form sentences that have undergone the interrogative, negative, imperative, and passive transformations.
5. Understand the passive transformation and be able to convert an active sentence to passive and a passive sentence to active.
6. Be able to distinguish between the direct and the indirect object.
7. Be able to use diagramming appropriately in analyzing transformed sentences.
CHECKUP QUIZ - Basic Transformations

1. What kind of main verb occurs in each of the following sentences (all of which have undergone one or more transformations)? The possibilities are INTRANSITIVE, TRANSITIVE, or LINKING.
   a. What courses have been scheduled for next fall? ______________________________
   b. Could he have recovered more quickly in the hospital? _________________________
   c. Doesn’t ice cream taste good on a hot day? __________________________________
   d. Give me some yellow roses for my birthday. _________________________________

2. Using sentences #1a-d above, find one of each of the following and write it into the blank.
   a. DIRECT OBJECT ______________________________________________________
   b. INDIRECT OBJECT ____________________________________________________
   c. ADVERBIAL MODIFIER _____________________________________________
   d. PREDICATE ADJECTIVE ____________________________________________

3. Write the positive, declarative sentences that correspond to the transformed sentences in #1a-d. Give the sentence type of each.
   a. ________________________________________________________
   b. ________________________________________________________
   c. ________________________________________________________
   d. ________________________________________________________

4. Write a sentence that corresponds to the following underlying structural formula:

   Mary + present + HAVE + {-en} + MV_{tr} + NP_{2} + ADVP
CHECKUP QUIZ - BASIC TRANSFORMATIONS (Answers)

1. a. transitive  b. intransitive  c. linking  d. transitive

2. a. what courses; some yellow roses  b. me
   c. for next fall; more quickly; in the hospital; on a hot day; for my birthday  d. good

3. a. She scheduled some courses for next fall. (V)
   b. He could have recovered more quickly in the hospital. (I)
   c. Ice cream tastes good on a hot day. (III)
   d. You give me some yellow roses for my birthday. (V)

4. Example: Mary has stored her things in the garage.

EXERCISE: HISTORICAL CHANGES IN NEGATIVE SENTENCES

Several centuries ago, negative sentences like the following were possible. Some of them are like modern English, and some are not.

I say not the words.
That man has not the book.
I am not cold.
He held it not.
They may not sing.
He would not come in.
We saw them not.
We saw not the knights.
He should not leave.
It is not far.

How is our current way of making sentences negative different from the way it was several centuries ago? In your opinion, has the method of forming negatives in English become simpler or more complex as a result of these changes?

EXERCISE: HISTORICAL CHANGES IN NEGATIVE SENTENCES (Discussion)

Two differences are evident between the pattern illustrated in the examples and that which we follow today. In older English, 1) the negative word not is introduced after the first verbal element, including a main verb (as in #1, I say not the words); as a consequence, the auxiliary DO is unnecessary in this older form of English, whereas today we insert DO in forming negative sentences whenever there is no other auxiliary verb or be. 2) An exception to the older pattern occurs when the direct object is a pronoun, in which case not follows the direct object (as in #7, We saw them not).
EXERCISE: HISTORICAL CHANGES IN QUESTIONS

Several centuries ago, English questions like the following were normal.

Walk you far today?
When rode he?
What say you now?
Who goes there?
Do you swear, fool?
How many hast thou slain today?
Why dost thou complain?
What owest thou to her?

In what ways do these sentences from an earlier period of English differ from those that follow today’s norm? In what ways are they like contemporary English questions? How would the question transformations have to be modified to describe these sentences accurately?

EXERCISE: HISTORICAL CHANGES IN QUESTIONS (Discussion)

The older forms show more variety than Modern English questions. Since main verbs other than be could be moved in forming questions, the auxiliary DO was not always required as it is in Modern English. In #1, Walk you far today?, the main verb walk has been moved to the front of the yes/no question, whereas in Modern English, we would say Do you walk far today? or, using slightly different terms, Will you walk far today? Similarly, in wb-questions, main verbs other than be can be moved, and DO is not always required, as in #2, When rode he? (We would say When did he ride?) However, both yes/no and wb-questions also occurred in the forms that we use today, for example, #5, Do you swear, fool? and #7, Why dost thou complain? In these examples, DO (or dost) functions in the way described in the transformational rules we have formulated for Modern English.

EXERCISE: BRITISH AND AMERICAN YES-NO QUESTIONS

In each case, the first yes/no question below is in a form common in American English, whereas the second is preferred in British English.

1. Different
   American: Do those people have a copy of the text?
   British: Have those people a copy of the text?
   American: Do you have money for cab fare?
   British: Have you money for cab fare?
2. Alike

American: Did you see that?
British: Did you see that?

American: Have they answered yet?
British: Have they answered yet?

How would the rule for using do in the yes/no question transformation have to be modified to allow for the sentences in British English?

EXERCISE: BRITISH AND AMERICAN YES-NO QUESTIONS (Answer)

In order to allow for sentences like Have those people a copy of the text?, the yes/no question transformation would have to be modified so that a main verb have would be treated just like a main verb be, that is, moved to the front of the sentence without the insertion of DO.

EXERCISE: NEGATIVE QUESTIONS

Both the negative and the question transformation can occur in the same sentence, as we saw above. Consider the following examples:

Can't John attend? Can John not attend?
Didn't you ask? Should you not ask?
Doesn't the guitarist play well? Does the guitarist not play well?
Haven't they chosen a captain? Have they not chosen a captain?
Aren't the books in the library? Are the books not in the library?

Do both alternatives occur in your speech or writing? Are there occasions when you would use one form of the question but not the other?

Writers’ handbooks often advise that contractions (aren't, haven't) should be written out (are not, have not) in formal writing. Compare your usage with that of your classmates and with that found in your textbooks or other published writing. Does current practice follow handbook advice? Have you noticed whether we use contractions in this text?

EXERCISE: NEGATIVE QUESTIONS (Answer)

There are no right or wrong answers to this exercise.
EXERCISE: TAG QUESTIONS

In addition to the yes/no questions and *wh*-questions that we have studied in this chapter, another kind of English question is called the *tag question*. (We introduced you to tag questions in Chapter 1 in order to illustrate the difference between constitutive and regulative rules.) The following two sentences conclude with tag questions:

Prices have risen, *haven’t they*?
The jar isn’t empty, *is it*?

Supply appropriate tag questions for each of the following sentences.

1. The photographer loves camping in the mountains, ____________?
2. Many guests will have arrived already, ____________?
3. William can’t golf, ____________?
4. Jay’s grandmother was a jazz guitarist, ____________?
5. Mary didn’t leave, ____________?
6. Your teacher praised your performance, ____________?
7. A raw egg won’t bounce, ____________?
8. The tire is leaking, ____________?

Imagine that a person learning English as a second language asks you to explain how to make tag questions. Make a list of the grammatical “rules” you unconsciously followed in creating the proper tags.

Try to apply your rules in making appropriate tag questions for the following sentences.

9. I am in debt to you, ____________?
10. That street may be closed, ____________?

What do these sentences illustrate about the nature of grammatical rules in a changing language?

EXERCISE: TAG QUESTIONS (Answers)

1. . . . doesn’t he?
2. . . . won’t they?
3. . . . can he?
4. . . . wasn’t she?
5. . . . did she?
6. . . . didn’t she?
7. . . . will it?
8. . . . isn’t it?

Some of the rules you followed in creating tag questions include the following:

a. Choose a pronoun for the tag question that matches the subject of the original statement in person, number, and gender.
b. If the statement contains an auxiliary or be verb, repeat that verb in the tag question; otherwise use do in the tag.

c. If the statement is positive, make the tag negative; if the statement is negative, make the tag positive.

d. If the tag question is negative, the proper contraction of the auxiliary or be with not must be used.

e. The word order in the tag question is “inverted;” that is, the auxiliary verb or be precedes the pronoun that is its subject.

Strictly following the rules would produce contractions of be and may with not that do not occur in standard English:

*I am in debt to you, amn't I?
*That street may be closed, mayn't it?

Yet it isn't easy to find an acceptable alternative. Ain't would work in the first tag, but for most speakers, ain't is not a “correct” form, even though it is used informally by some speakers. The tag . . . aren't I? occurs frequently, but it, too, is widely considered to be incorrect. The only option seems to be rephrasing the entire sentence so that the difficult tags can be avoided:

I owe you a lot, don't I?
That street is probably closed, isn't it?

All grammatical rules, whether prescriptive or descriptive, must be tentative and allow for exceptions because language changes through time and varies according to the identity and purposes of its speakers. Clear prototypical patterns may follow regular rules, but “fuzzy,” more peripheral cases may resist easy generalizations, as we discover in trying to create tag questions for the sentences in #9 and #10.
Chapter 10 – Finite Verb Clauses – I

BEGINNING THE DISCUSSION

Asking students to write briefly what they know about dependent clauses usually reveals that many of them know very little. This activity is a good way to bring out some of the misinformation they are carrying around.

As a preview to a more detailed discussion, we find it useful to contrast the three kinds of clauses discussed in this chapter, using the following notes:

1. **COORDINATION**
   a. **USE:** Joins two complete propositions considered to be equivalent.
   b. **MARKERS:** Coordinating conjunctions such as *and, but, or.*
   c. **RESULTING STRUCTURE:** A sentence consisting of two independent clauses.
   d. **EXAMPLE:** *Her car started, but then it stalled.*

2. **SUBORDINATION** - Usually creates adverbial modifiers.
   a. **USE:** One proposition is considered secondary to the other, which it qualifies in some way, usually by modifying the verb.
   b. **MARKERS:** Subordinating conjunctions such as *although, because, if.*
   c. **RESULTING STRUCTURE:** A subordinate (dependent) clause.
   d. **EXAMPLES:**
      - They really hit him *where he lives.* [PLACE]
        ← They really hit him *[somewhere].* *He lives wh-place.*
      - I’ll do it *when I have a free hour.* [TIME]
        ← I’ll do it *[sometime].* *I have a free hour wh-time.*
      - He waited *while I cashed a check.* [TIME DURING WHICH]
        ← He waited *[then].* *I cashed a check wh-time.*

3. **RELATIVIZATION** - Creates adjectival modifiers.
   a. **USE:** One proposition modifies a single part of another.
   b. **MARKERS:** Relative pronouns such as *who, which, that.*
   c. **RESULTING STRUCTURE:** A relative (dependent) clause.
   d. **EXAMPLES:**
      - I drove down the street *where you live.* *(Which street?)*
        ← I drove down the street. *You live on the street.*
      - I had only one hour *when I had nothing to do.* *(What kind of hour?)*
        ← I had only one hour. *I had nothing to do that hour.*
      - I know the reason *why he refused to answer.* *(What reason?)*
        ← I know the reason. *He refused to answer for some reason.*
FINITE VERB CLAUSES – I
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GOALS

1. Be able to distinguish between dependent and independent clauses.
2. Be able to identify whether a dependent clause is functioning as an adjectival or an adverbial modifier.
3. Be able to distinguish between simple, compound, and complex sentences.
4. Be able to identify the verb type in all clauses in compound or complex sentences.
5. Be able to distinguish between a dependent clause and a prepositional phrase.
6. Be able to use diagramming appropriately in analyzing sentences with dependent clauses.
CHECKUP QUIZ - Finite Verb Clauses - I

Directions: Select the best answer to each question about the following passage.

In the classroom, Professor McLoon was a figure of unrestrained emotional energy. With exaggerated gestures and dramatic vocal renditions, he beguiled his undergraduates. He blustered, he roared, he pleaded, and he begged. He gazed at the ceiling, as if waiting for divine affirmation. He paced, he jumped, he left the room and then returned. When such theatrics worked, the results were impressive indeed: Beowulf that awed innocent freshmen, Spencer that shocked jaded seniors, Milton that inspired even the jocks. But when they didn't, which was almost as often, his audience laughed at him, rather than with him.

1. What is *When such theatrics worked*?
   a. a subordinate (adverbial) clause
   b. a prepositional phrase
   c. a relative clause
   d. an independent clause

2. What is *that awed innocent freshmen in Beowulf that awed innocent freshmen*?
   a. a subordinate (adverbial) clause
   b. a prepositional phrase
   c. a relative clause
   d. an independent clause

3. What test or evidence can you give as proof of the correctness of your answer in #2?

4. What is *He blustered, he roared, he pleaded, and he begged*?
   a. a simple sentence
   b. a compound sentence
   c. a complex sentence
   d. a compound-complex sentence

5. Identify the form of each underlined structure; then determine its function in the sentence (adverbial modifier, adjectival modifier).

   a. A day *when the sun fails to shine* is rare in Florida.
      FORM __________________ FUNCTION __________________

   b. Edward decided to wait *while they fixed his car*.
      FORM __________________ FUNCTION __________________

   c. *After we finish the exam*, let's build a bonfire with our notes.
      FORM __________________ FUNCTION __________________
CHECKUP QUIZ - FINITE VERB CLAUSES - I (Answers)

1. a  2. c  3. The clause modifies *Beowulf:*  4. b

5a. Relative clause; adjectival modifier of *day*

b. Subordinate clause; adverbial modifier of *to wait*

c. Subordinate clause; adverbial modifier of *build*

EXERCISE: EMBEDDED CLAUSES

Combine the sets of sentences below into single sentences by embedding one clause within another. Underline any dependent clauses you create. You may want to rearrange material, but do not add or remove any information. Decide for each embedded clause whether you have created an adjectival or an adverbial dependent clause. An example has been done for you.

**Example**

From 1977 to 1987 executive wages and bonuses jumped 120 percent.

Factory workers' wages increased by only 80 percent.

(a) *Although executive wages and bonuses jumped 120 percent from 1977 to 1987, factory workers' wages increased by only 80 percent.* (Adverbial)

(b) *From 1977 to 1987 executive wages and bonuses jumped 120 percent, while factory workers' wages increased by only 80 percent.* (Adverbial)

1. No flowers are easier to grow than impatiens.
   Impatiens require little food.
   Impatiens don't attract pests.

2. They decided to sell the airline to a group of investors.
   The group of investors was headed by a Houston financier.

3. People are working at their computers.
   People sometimes develop eyestrain.

4. Some people avoid the sun.
   Solar radiation may cause melanoma.
   Melanoma can be fatal.

5. Barber reminded them of former offenders.
   The former offenders had received lighter sentences.
   People were less concerned about links between gambling and sports then.

6. The school nurse bandaged the child.
   The child's knee had been scraped.
   She fell off the swing.
EXERCISE: EMBEDDED CLAUSES (Answers)

This, too, is a good exercise for small group work, followed by class discussion.

1. No flowers are easier to grow than impatiens, which require little food and don't attract pests (ADJECTIVAL).
   Because impatiens require little food and don't attract pests (ADVERBIAL), no flowers are easier to grow than they.

2. They decided to sell the airline to a group of investors that was headed by a Houston financier (ADJECTIVAL).

3. When people are working at their computers (ADVERBIAL), they sometimes develop eyestrain.
   People who are working at their computers (ADJECTIVAL) sometimes develop eyestrain.

4. Some people avoid the sun because solar radiation may cause melanoma (ADVERBIAL), which can be fatal (ADJECTIVAL).

5. Barber reminded them of former offenders, who had received lighter sentences (ADJECTIVAL) because people were less concerned about links between gambling and sports then (ADVERBIAL).

6. The school nurse bandaged the child whose knee had been scraped (ADJECTIVAL) when she fell off the swing (ADVERBIAL).

EXERCISE: RELATIVE CLAUSES

Students can demonstrate to themselves that the relative clauses in Exercise 10.8 are not adverbial. Underline the relative clauses and then submit each of them to the four tests for adverbial clauses given in Figure 10.2.
Chapter 11 – Finite Verb Clauses – II

BEGINNING THE DISCUSSION

We continue the discussion of dependent clauses by reviewing the introductory material contrasting adverbial and adjectival clauses at the beginning of Chapter 9 of the Instructor's Manual and then adding to it the following introduction to nominal clauses.

4. COMPLEMENTATION – Creates nominal constituents.
   a. USE: One proposition fills a nominal slot in another.
   b. MARKERS: The expletive that or wh-words (what, which, who, where, when, why, or how)
   c. RESULTING STRUCTURE: A that or interrogative (wh-) dependent clause.
   d. EXAMPLES:
      That you called surprised me. _______surprised me. You called.
      I know what you said. _______You said wh-thing.
      I don't know where he keeps his horses. _______He keeps his horses wh-place.
      I asked when he ordered the pizza. _______He ordered the pizza wh-time.
      I wonder why you didn't want to drive to school. _______You didn't want to drive to school wh-reason.
      I can't figure out how she did that. _______She did that wh-manner.

FINITE VERB CLAUSES – II
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TERMS AND CONCEPTS

NOMINAL CLAUSE TYPES

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GOALS

1. Be able to identify whether a dependent clause is functioning as a nominal, adjectival, or adverbial clause.
2. Be able to identify the verb type in all dependent clauses.
3. Be able to distinguish between that functioning as a demonstrative pronoun, a relative pronoun, or a complementizer.
4. Be able to recognize and correct sentence fragments.
5. Be able to use diagramming appropriately in analyzing sentences with nominal dependent clauses.
CHECKUP QUIZ - Finite VerbClauses - II

Directions: Select the best answer to each question about the following passage.

On fine winter weekends, Joe and Marie would hike along Esperanza Ridge, from which they could see, on particularly clear days, the tall buildings of downtown Los Angeles 50 miles away. Immediately below them were the greenery, ponds, and curving paths that comprised the Getty Arboretum. At these times, the elderly couple were quite certain that they were living in the most beautiful place on earth.

1. What is from which they could see, on particularly clear days, the tall buildings of downtown Los Angeles?
   a. a subordinate (adverbial) clause  e. a that clause
   b. a prepositional phrase  d. an interrogative clause
   c. a relative clause

2. What is that comprised the Getty Arboretum?
   a. a subordinate (adverbial) clause  d. an interrogative clause
   b. a prepositional phrase  e. a that clause
   c. a relative clause

3. What is that they were living in the most beautiful place on earth?
   a. a subordinate (adverbial) clause  d. an interrogative clause
   b. a prepositional phrase  e. a that clause
   c. a relative clause

4. Identify the form of each italicized structure and its function in the sentence.
   a. What he eats for breakfast is no business of mine.
      FORM ___________________  FUNCTION ___________________

   b. The typical English village, a cluster of buildings centered upon a church, set the pattern of development for many of the early New England towns.
      FORM ___________________  FUNCTION ___________________

   c. He told me the rehearsal was scheduled for 9:30.
      FORM ___________________  FUNCTION ___________________

CHECKUP QUIZ - FINITE VERB CLAUSES – II (Answers)

1. c  4. a. Interrogative clause; subject
2. c  b. Noun phrase; appositive
3. e  c. That clause (with deleted that); direct object
Chapter 12 – Nonfinite Verb Phrases – I

BEGINNING THE DISCUSSION

Students who see the relationship between nonfinite verb phrases (infinitive, participle, and gerund phrases) and the finite verb clauses discussed in Chapters 10 and 11 have little problem with Chapter 12. Therefore we begin by trying to establish that connection with clear examples similar to the following:

The announcer promised *that he would play Handel's Water Music.*
Nominal *that* clause, direct object of *promised*

\[\text{that he [TENSE + MODAL}_{\text{would}} + \text{play]} \ldots\]

The announcer promised *to play Handel's Water Music.*
Nominal infinitive phrase, direct object of *promised*

We point out that by deleting *that*, TENSE, and MODAL and then inserting *to*, we have transformed a nominal *that* clause into a nominal infinitive phrase. The function (direct object of *promised*) remains unchanged, but the form has changed from a dependent clause with subject and finite main verb to a nonfinite verb phrase.

I saw a man *who was selling watermelons.*
Adjectival relative clause modifying *man*

\[\text{who [TENSE}_{\text{past}} + \text{BE} + [-ing] + \text{sell]} \ldots\]

I saw a man *selling watermelons.*
Adjectival participle phrase modifying *man*

Once again, form changes, but not function. With the deletion of the relative pronoun *who*, TENSE, and the auxiliary BE, a relative clause is reduced to a present participle phrase. However, the function remains adjectival; both constituents modify *man.*
CHAPTER 12 – NONFINITE VERB PHRASES – I

CHECKUP QUIZ - NONFINITE VERB PHRASES - I (Answers)

1. b  
2. d  
3. c

4. *Something or it* can substitute for the infinitive phrase.

5. Subject complement (predicate adjective)

6. They eat the swan.

7. *Ought to* is an auxiliary verb meaning “should.” *Take* is the main verb of the sentence, and its direct object is *it.*
CHECKUP QUIZ - Nonfinite Verb Phrases - I

Directions: Select the best answer to each question about the following passage.

When the Reddenbackers moved from the country to the city, they brought a young bird with them, thinking that it would make a fine Thanksgiving dinner in a few months. But as the bird grew, the whole family agreed that it was too beautiful to eat. Their duckling had grown into a swan. Sally Jean, the eldest daughter, often cooed to the swan that one day they would fly off together back to the green hills of home. Then came the fateful day: a county wildlife officer arrived at their house. He wanted to take the swan away from them. They obstinately refused, and the neighbors began to gather in their front yard, curious about the heated argument. Sally Jean was in tears. Finally the wildlife officer declared, “If you don’t want the bird destroyed, then you ought to take it back to the country.” Although he said it with anger, the suggestion ultimately led to a satisfactory compromise: their beloved swan found a new home at a cousin’s farm not far from where they had lived.

1. What is to eat in too beautiful to eat?
   a. an adjectival infinitive phrase
   b. an adverbial infinitive phrase
   c. a nominal infinitive phrase
   d. an adverbial prepositional phrase

2. What is to the swan in Sally Jean . . . often cooed to the swan?
   a. an adjectival infinitive phrase
   b. an adverbial infinitive phrase
   c. a nominal infinitive phrase
   d. an adverbial prepositional phrase

3. What is to take the swan away from them in He wanted to take the swan away from them?
   a. an adjectival infinitive phrase
   b. an adverbial infinitive phrase
   c. a nominal infinitive phrase
   d. an adverbial prepositional phrase

4. What proof can you give that your answer to #3 is correct?

5. What is the function of beautiful in it is too beautiful to eat?

6. What is the underlying clause of to eat in too beautiful to eat?

7. Is to take it back to the country an infinitive phrase in you ought to take it back to the country? If not, what is its function in the sentence? What proof can you give?
EXERCISE: SUBJECTS OF INFINITIVES

Identify the subject of the infinitive verbs in the sentences below. Reconstruct the full underlying clause if necessary. An example has been done for you. A modal auxiliary has been supplied in the example so that the underlying sentence makes sense.

Example
Anne is working as a waitress to pay her way through college.
She will pay her way through college.

1. We didn't have time to answer all of the questions on the test.
2. Although no one was willing to admit it, the party was a failure.
3. It is too early for us to know who will win the prize.
4. The government doesn't know what to do about the growing trade deficit.
5. To write a letter in anger is almost always a mistake.
6. Herman has gone to the store to buy Christmas presents.
7. The car began to give us trouble soon after we bought it.

SUBJECTS OF INFINITIVES (Answers)

1. We answer all of the questions on the test.
2. No one admits it.
3. We know who will win the prize.
4. The government does something about the growing trade deficit.
5. Someone writes a letter in anger.
6. Herman buys Christmas presents.
7. The car gives us trouble.
BEGINNING THE DISCUSSION OF NONFINITE VERB PHRASES - II

We stress the natural continuity between the discussion of infinitive phrases in Chapter 11 and the consideration of participle and gerund phrases in this chapter. In both, the key idea is the relationship of the nonfinite verb phrase to an underlying clause. The discussion of participles and gerunds can begin with clear examples similar to those at the beginning of Chapter 11 in the Instructor’s Manual. We like to relate adjectival participle phrases to relative clauses:

The woman who was waiting for the train bought a newspaper.
Relative clause, adjectival modifier of woman

... who [TENSE_PAST + BE + {-ing} + wait] . . .

The woman waiting for the train bought a newspaper.
Participle phrase, adjectival modifier of woman

By deleting the relative pronoun, TENSE, and BE from the relative clause, we change the form to a participle phrase, but the function of the clause and the phrase remain the same: both are adjectival modifiers of woman and answer the question Which woman bought a newspaper?

Forced by the pressures of the calendar to limit the attention we can give to the historical dimension of English structure, we do not usually discuss the historical differences between the present participle and gerund forms. Rather we emphasize the synchronic contrasts between their functions. To introduce this contrast, we present paired examples of present participle phrases and gerund phrases, emphasizing that participles are always adverbial or adjectival in function, whereas gerunds are always nominal.

Opening the theater door, Chris felt a rush of cold air.
Adverbial participle phrase: When did Chris feel cold air?

The woman waiting for the train bought a newspaper.
Adjectival participle phrase: Which woman bought a newspaper?

Maria didn’t mind waiting for the train.
Nominal gerund phrase (direct object): Maria didn’t mind something.
NONFINITE VERB CLAUSES—II
Study Guide

TERMS AND CONCEPTS

<table>
<thead>
<tr>
<th>participle phrase</th>
<th>dangling modifier</th>
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</thead>
<tbody>
<tr>
<td>adjectival participle phrase</td>
<td>dangling infinitive</td>
</tr>
<tr>
<td>adverbial participle phrase</td>
<td>dangling participle</td>
</tr>
<tr>
<td>gerund phrase</td>
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GOALS
1. Be able to identify whether a participle phrase is an adjectival or adverbial modifier.
2. Be able to distinguish between participle and gerund phrases.
3. Be able to identify the verb type of participles and gerunds.
4. Be able to reconstitute the clause underlying participles and gerunds.
5. Be able to recognize and correct dangling and misplaced modifiers.
6. Be able to use diagramming appropriately in analyzing sentences that include participle and gerund phrases.

CHECKUP QUIZ - NONFINITE VERB PHRASES - I (Answers)

1. b 2. a 3. b 4. e 5. b 6. a. Hard work is usually necessary if you are to do well in school.
   b. While he was tossing the salad, the steaks began to burn.
CHECKUP QUIZ - Nonfinite Verb Phrases – II

Directions: Select the best answer to each question about the following passage.

Margaret recalled a simple, wooden box she had bought many years ago in Athens with her last traveler’s check. Parting with it reluctantly, the old man who sold it to her had at first demanded a price far beyond what she could afford on the day before her scheduled flight home to New Jersey. Perhaps he had been moved by seeing a tear in her eye, or perhaps he was just a good salesman trying to get as much as he could for a relatively valueless item. What she remembered clearly, however, was the clarity in her decision. Without asking herself why she wanted the box, she signed the check, knowing that she would go hungry until lunch was served on the airliner twenty hours later.

1. What is she had bought many years ago in Athens with her last traveler’s check?
   a. a nominal clause d. a main verb phrase
   b. an adjectival clause e. a participle phrase
   c. an adverbial clause

2. What is parting with it reluctantly?
   a. a participle phrase d. a main verb phrase
   b. a gerund phrase e. an adjective plus complements
   c. an infinitive phrase

3. What is seeing a tear in her eye?
   a. a participle phrase d. a main verb phrase
   b. a gerund phrase e. an adjective plus complements
   c. an infinitive phrase

4. What is what she remembered clearly?
   a. a that clause d. a prepositional phrase
   b. a relative clause e. an interrogative clause
   c. a subordinate (adverbial) clause

5. What is asking herself why she wanted the box?
   a. a participle phrase d. a main verb phrase
   b. a gerund phrase e. an adjective plus complements
   c. an infinitive phrase

6. Correct any dangling or misplaced modifier in a and b.
   a. Hard work is usually necessary to do well in school.
   b. While tossing the salad, the steaks began to burn.
WRITING A POEM USING NONFINITE VERB PHRASES

Students may enjoy using some of the grammatical categories they have learned as the basis for writing assignments such as these. You might like to vary the instructions by having students begin with a noun naming a sound or activity; or you might have them use a nominative absolute in line 2 of the cinquaine.

1. Follow the steps below to create a cinquain, a five line poem.

Line 1: Write a noun or noun phrase.
Line 2: Write two past participles describing the noun in line 1.
Line 3: Add three present participles describing the action of the noun in line 1.
Line 4: Add a past or present participle phrase.
Line 5: Repeat the noun or noun phrase from line 1, or use a synonym for it.

Example
Shoppers, Absorbed,
irritated, Jostling, hurrying,
colliding, Ignoring the lights,
Shoppers.

2. Create a diamante, a diamond-shaped poem, by following the steps below. Students should fill in lines 1 and 7 first, before completing the intervening lines, since the content is intended to show a transition, or growth, or change as it moves from the noun phrase in line 1 to the noun phrase in line 7. The noun phrase in line 7 should be an opposite of the noun phrase in line 1 or a noun phrase that indicates some change from the first one.

1) A noun or noun phrase
2) Two adjectives describing the noun in line 1
3) Three present participles relating to the noun in line 1
4) A sentence or participle phrase relating to the change from line 1 to line 7
5) Three present participles
6) Two adjectives describing the noun in line 7
7) A noun or noun phrase

Example
Shoppers
Carefree, eager Admiring, fingering,
clutching, Bearing their trophies to the cash
registers, Coping, answering, reckoning,
Weary, harassed Clerks
SOUNDS OF AMERICAN ENGLISH

Exercise 1

1. coal /kɔl/  
2. ditch /dɪtʃ/  
3. width /wɪðθ/  
4. grope /ɡrɒp/  
5. joke /jɒk/  
6. win /wɪn/  
7. wing /wɪŋ/  
8. wink /wɪŋk/  
9. minnow /mɪnəʊ/  
10. fish /fɪʃ/  
11. yolk /ˈyɒk/  
12. host /hɒst/  
13. both /boθ/  
14. thick /θɪk/  
15. vote /vɑt/  
16. loathing /ˈloʊθɪŋ/

Exercise 2

1. pin /pɪn/  
2. lamp /læmp/  
3. wrote /rɔɪt/  
4. rot /rɒt/  
5. steps /stɛps/  
6. look /lʊk/  
7. Luke /luːk/  
8. mate /meɪt/  
9. creep /kriːp/  
10. rustle /rʌsl/  
11. cough /kɑf / or /kaf/  
12. steeper /ˈstɪpər/  
13. could /kʊd/  
14. fasten /fɛsən/  
15. preach /priːʃ/  

Exercise 3

1. talk /tɑk/ or /tɑk/  
2. pouch /pɑʊʃ/  
3. relax /rəlæks/  
4. coy /kɔi/  
5. rider /ˈraɪdər/  
6. pencil /pɛnsəl/  
7. pine /pain/  
8. crowding /ˈkraʊdɪŋ/  
9. lightning /ˈlaɪtnɪŋ/  
10. foil /fɔɪl/  

Exercise 4

1. leash, liege /ʃiː - ʃiː/ or /ʒiː/  
2. ridge, rich /rɪdʒ - /rɪdʒ/  
3. mush, much /mʌʃ - /mʌʃ/  
4. sought, soft /sɔt - /sɔt/  
5. ought, out /ɔʊt - /au/  
6. full, foot /fʊl - /ʃʊl/  
7. shine, sheen /ʃiːn - /ʃiːn/  
8. lähn, phahn /læn - /fæn/  
9. pun, put /pʊn, pʊt/ - /pʊn - /pʊt/
EXERCISE ANSWER KEY – APPENDIX

10. sinner, sinker /n/ - /ŋ/
11. lesser, lecher /s/ - /ʃ/
12. ringed, linger /ŋ/ - /ŋg/
13. pressure, pleasure /ʃ/ - /ʒ/,
14. rouge, rough /ʒ/ or /ʃ/ - /f/•
15. batches, badges /ʃ/ - /ʃ/ •

Exercise 5

1. cute /kyut/ 11. rotate /rotet/
2. funnel /fənəl/ 12. goodness /gʊdnəs/
3. prevent /prɪvənt/ 13. bundle /bʌndəl/
4. piano /pɪənəʊ/ 14. thigh /θaɪ/
5. fireman /faɪrmən/ 15. leisure /liʒər/
6. gender /ˈɡendər/ 16. outrage /ɔːtərʤ/•
7. ashes /æʃz/ 17. joyous /ˈjoʊəs/
8. glazed /ɡlezd/ 18. thy /ðai/
9. challenge /ˈkæləŋj/ or /ˈkæləŋj/ 19. cot /kæt/
10. taxes /ˈteɪksəz/ 20. caught /kɔt/ or /kat/

Exercise 6

Note: the following alternatives are the most likely way or ways in which you could probably pronounce the words in the exercise; however, other pronunciations are possible.

1. wash /wɔʃ/, /waʃ/, /wɔrʃ/
2. salmon /sæmən/, /sælmən/
3. forehead /fɔrhed/, /fɔrhed/, /fɔɾd/, /fɔɾd/•
4. orange /ɔrəŋ/, /ɑːrəŋ/, /ɔrnŋ/, /ɑːrnŋ/•
5. length /lɛŋθ/, /lɛŋkθ/, /lɛŋθ/•
6. almond /ɑːlmənd/, /æmənd/, /æmənd/•
7. falcon /fælkən/, /fɔlkən/, /fɔlkən/, /fɔkən/•
8. arctic /ɑːrtɪk/, /ɑːrkɪt/•
9. data /ˈdeɪtə/, /ˈdeɪtə/, /ˈdaɪtə/•
10. route /rʊt/, /rɔut/•
11. root /rʊt/, /rʊt/•
12. economic /ɪkənəmɪk/, /ɪkənəmɪk/•
13. interesting /ˈɪntərɛstɪŋ/, /ˈɪntɛrɛstɪŋ/•
14. humor /hjuːmər/, /ˈyʊmər/•
15. tomato /ˈtəmətə/, /ˈtəmətə/, /ˈtəmətə/•
### Exercise 7

1. /rɪdus/ reduce
2. /ˈdə bʊk/ the book
3. /prəskraɪb/ prescribe
4. /kəntræst/ contrast (verb)
5. /bæθ/ bath
6. /rɪdəkʃən/ reduction
7. /ˈdɪ æpəl/ the apple
8. /prəskripʃən/ prescription
9. /kəntræst/ contrast (noun)
10. /bɛθ/ bathe

### Review Exercise

1. /sləʊtʃ/ slouch
2. /pɪŋk/ pink
3. /pʊl/ pool
4. /waɪz/ wise
5. /ɪksplən/ explain
6. /ˈbeɪsədʒ/ beaches
7. /θɪmbəlz/ thimbles
8. /ʃəkɪŋ/ shaking
9. /səraʊndəd/ surrounded
10. /ˈpɪtʃt/ pitched
11. /ˈnɔtəkəl/ nautical
12. /fænetˈɪks/ phonetics
13. /ˈɛkspləneʃən/ explanation
14. /ˈkæŋgrəs/ congress
15. /səɪkəˈlɔjɪ/ psychology
16. /ˈnɔiz/ or /noɪz/ noises
17. /skɪkt/ squeaked
18. /ˈsəsɪdəd/ seceded
19. /faʊndəˈʃən/ foundation
20. /ˈtərəfəɪnə/ terrifying
CHAPTER 1 - ANSWERS

Exercise 1.1

A.

1. aren’t we?
2. couldn’t we?
3. haven’t they? (In #3, have is an auxiliary or helping verb; delivered is the main verb.)
4. isn’t it?

B.

5. didn’t you?
6. don’t you? or haven’t you? (When have is the main verb, as it is in #6, don’t you? is the more commonly used tag in American English. However, haven’t you? or have you not? is also used, especially in British English. This might be the basis of a discussion of variable usage. Are both forms equally probable in #6? Do the probabilities change if the verb is singular, as in She has our bags ready to go, doesn’t she/hasn’t she?)

C.

7. oughtn’t we? ought we not?
8. may he not? mightn’t he?
9. won’t we?

D.

10. Grammarians disagree about the acceptability of possible tags that can be formed for the sentence. amn’t I? is not used by speakers of English. ain’t I? is used, but is considered unacceptable by most speakers of English. aren’t I? is considered acceptable in speech, but not in writing. am I not? is, though stilted, the only form approved for writing by the Usage Panel of the Fourth Edition of The American Heritage Dictionary, 2006.
Exercise 1.2

1. In 2006, 77 percent of the Panel objected to *I graduated college*, prescribing *I graduated from college*, instead.

2. This construction should include the verb *concern*, according to 80 percent of the Panel: *As far as knowledge about cave drawings is concerned, . . . .*

3. “*To comprise*” means “to contain”; thus, by definition, a whole comprises its parts. In the 1950s, 53 percent of the Panel found the use of *is comprised of* unacceptable; by 2006 only 35 percent objected to it, preferring, in this instance, *Three archaeologists and two linguists comprised our team.*

4. No apostrophe should be used in the plural of proper names: *the Johnsons.*

5. According to 74 percent of the Panel, *farther* should be used when speaking of physical distance: *farther along the trail; further* is used in other, less tangible, contexts, such as time and space.

6. Opinion is divided on whether *but* is a conjunction in this sentence and should be followed by *I*, or whether it is a preposition meaning “except” and should be followed by *me*.

7. The use of *plus* as a conjunction introducing an independent clause is not accepted as correct by the Panel, nor is *plus which* in the same construction: *A different team had to cook dinner every night, and they had to set the table, as well.*

8. *Nauseated* is preferred in this sentence by 77 percent of the Panel. Although it is widely used in sentences like this, *nauseous* is still considered to mean “*causing* nausea”: *That was a nauseous meal.*

9. This use of *myself* in this sentence was considered incorrect by eighty percent of the Panel in 2006, who preferred *our team leader and me.*

10. *A lot* is so unacceptable that the American Heritage Dictionary does not include an entry for it, and word processor spelling programs automatically correct it. It should be written *a lot.*
Exercise 1.3

A. Sentences that no speaker of English would use. 1, 8 (Sentence #1 is a book title, but its humor derives from the fact that it is a non-sentence.)

B. Sentences that have the sentence patterns of English, but contain nonsense words. 2, 10

C. Sentences that obey the grammatical rules of English, but that use words in strange, illogical ways. 4, 7, 9, 12

D. Sentences that native speakers of English do use, but that some people disapprove of in formal usage. 5, 6

E. Fully acceptable sentences of English. 3, 11 (People might consider #3 awkward because of its juxtaposition of her and me, but it is correct, as you can verify by removing one of the pronouns and then the other: gave her tickets to the game and gave me tickets to the game.)
CHAPTER 2 – ANSWERS

Exercise 2.1

*Whom did you say is calling?* Might result from hypercorrection in that *who* is the correct form as the subject of *is calling*. Someone unsure about when to use *whom* and accustomed to being corrected about having used *who* instead of *whom* might decide to use *whom* just to be safe, thereby violating the formal pattern he was attempting to follow. In *We will accept whomever applies*, the same logic of hypercorrection might account for using *whomever* where the formal standard pattern calls for the subject form *whoever*.

Exercise 2.2

This is a question for class discussion

Exercise 2.3

This is a question for class discussion. The fear of foreign influences on English, like the fear of the English language being supplanted by some other language, usually arises during periods of substantial immigration. It is an expression of anxiety and distrust toward the immigrants themselves and a rejection of the cultural change they may represent.
CHAPTER 3 - ANSWERS

Exercise 3.1

This exercise lends itself to group work. It focuses students’ attention on their knowledge of the underlying morphological system that enables them to create new words from nonsense words.

1. flister (or flistor)
2. flistishly
3. flisty
4. flistily
5. flistiness (or fliestiness)

Exercise 3.2

The parts of speech are indicated below, although at this point students are expected only to recognize independent words.

1. father hood NOUN
   {father} is a noun meaning “male parent”
   {-hood} creates nouns from nouns (childhood)

2. wide en VERB
   {wide} is an adjective meaning “broad”
   {-en} creates verbs from adjectives (darken)

3. en force VERB
   {en-} creates verbs from nouns (enjoy)
   {force} is a noun meaning “strength”

4. apple sauce NOUN
   {apple} is the noun name for an edible fruit
   {sauce} is a noun meaning “stewed or pureed fruit”

5. un believe able ADJECTIVE
   {un-} changes the meaning of a word to its opposite (unlikely)
   {believe} is a verb meaning “to accept as true”
   {-able} creates adjectives meaning “capable of” (enjoyable)
6. **dis appear ance** NOUN
   - {dis-} negates the meaning of a word (disability)
   - {appear} is a verb meaning “to become visible”
   - {-ance} creates nouns from verbs (riddance)

7. **happy ness** NOUN
   - {happy} is an adjective meaning “having or demonstrating pleasure”
   - {-ness} creates nouns meaning “the condition of being” of an adjective (graciousness)

8. **ridicule ous** ADJECTIVE
   - {ridicule} a verb meaning “to make fun of”
   - {-ous} creates adjectives from verbs (marvelous)

9. **re- play ed** VERB
   - {re-} means “repetition of a stated action” (reassure)
   - {play} is verb meaning “to occupy oneself in amusement”
   - {-ed} indicates the past tense of a verb (walk/walked)

10. **hope ful ly** ADVERB
    - {hope} is a noun meaning “a wish or desire accompanied by confidence”
    - {-ful} creates adjectives meaning “full of” (careful)
    - {-ly} creates adverbs from adjectives (truly)

11. **re deploy ment** NOUN
    - {re-} means “repetition of a stated action” (reassure)
    - {deploy} is a verb meaning “to station troops in an area”
    - {-ment} creates nouns from verbs (announcement)

12. **ir regard less** ADVERB
    - {ir-} negates the word it precedes (irreverent)
    - {regard} is a verb meaning “to concern”
    - {-less} creates adjectives and adverbs meaning “free of” (heedless)
    - This is frowned upon because it is a double negative.

**Exercise 3.3**

Yesterday the elder son of the oldest daughter ran away with the elder son.
Exercise 3.4
1. Joe | y | all | ways | get | s | a | week | lly | allow | ance
2. The | teach | er | s | act | ive | lly | support | ed | our | news | paper | drive

Exercise 3.5
1. D - Something that will occur in the future
2. C - Something that is continuously ongoing in the past, present, and future
3. B - Something in a narrative that occurred in the past but is told as though it were happening in the present
4. CC - Both verbs indicate something that is continuously ongoing in the past, present, and future
5. A - A regular activity assumed to occur in the past, the present, and the future
6. D - Something that will occur in the future
7. E - Something that occurs at an indefinite time (This is not a regular activity.)
8. C - Something that is continuously ongoing in the past, present, and future
   E - Something that occurs at an indefinite time
9. CC - Both verbs indicate something that is continuously ongoing in the past, present, and future
10. C - Something that is continuously ongoing in the past, present, and future
    D - Something that will occur in the future

Exercise 3.6
1. brought, brought (Some nonstandard dialects have brung, brung)
2. flung, flung
3. stank (or stunk), stunk
4. clinked, clinked

5. made, made
6. woke, waked (Some dialects used *wake, waked* or *woke, woken*)
7. leapt, leapt (Some dialects have *leaped, leaped*)
8. swept, swept
9. lighted, lighted (Some dialects have *lit, lit*)
10. fought, fought
11. swelled, swelled (Some dialects have *swelled, swollen*)
12. told, told

**Exercise 3.7**

1. **Noun** None of these yellows match the sofa.
   **Adjective** This pillow is *yellower* than the sofa.
   **Verb** Our white furniture has *yellowed* with age.

2. **Noun** No inflections possible.

3. **Noun** The *flowers* in our garden have stopped blooming.
   **Verb** Marty’s century plant finally *flowered* last year.

4. **Noun** The model home showed various *finishes* available for kitchen cabinets.
   **Verb** They have not *finished* counting all the ballots yet.

5. **Noun** He used to play *heavies* in films.
   **Adjective** Barbara needed help moving the *heaviest* furniture.

6. **Noun** He is trying to keep track of too many *blogs*.
   **Verb** Joey is *blogging* in his room instead of doing his homework.

7. **Noun** How many *moons* does Jupiter have?
   **Verb** The pitcher who *mooned* the fans was ejected from the game.
8. Noun  The market hit new *lows* last week.
   Adjective  *Lower* prices lead to higher sales.
   Adverb  Pete is trying to throw his pitches *lower* and more inside.

9. Noun  Let’s serve some *nibbles* with the drinks.
   Verb  Something has *nibbled* on the leaves of our tomato plant.

10. Verb  As the plane *neared* the ground, Tony clutched the arms of his seat.
    Adjective  We’ll take a train to the *nearest* town.
    Adverb  If you sit *nearer* the fire, you’ll get warm.

11. Adjective  No inflections possible.

12. Noun  Gwen’s *fasts* usually last only a day or two.
   Verb  When she *fasts*, her children have to cook their own dinners.
   Adjective  They took a *faster* train than we did.
   Adverb  Stan claims that he can run *faster* uphill than down.

**Exercise 3.8**

Some of the possible derivations from *act* are:

- actable, actably, action, actionary, actionless, activate, active, actively, activeness, activist, activistic, activisticly, activity, anti-action, de-activate, enact, enact, enactment, in-actable, inactableness, inactably, inaction, inactivate, inactive, inactively, inactiveness, inactivity, non-action, non-active, non-actively, non-activeness, non-activity, pro-action, pro-active, proactively, pro-activeness, pro-activity, react, reaction, reactionary, reaction-less, reaction-less-ly, reactive, reactiv-ness, reactiv-ity, re-enact, re-enact-ment, semi-action, semi-active, semi-actively, semi-activeness, semi-activity, super-action, super-active, super-actively, un-actable, un-actably, and so on.

Students may create or discover others.

**Exercise 3.9**

1. {contort} free base
   {tion} bound derivational noun-making suffix (*perfection*)
   {-ist} bound derivational suffix meaning “a person who generates something” (*motorist*)

2. {pre-} bound derivational prefix meaning “an earlier or prior time” (*preheat*)
   {select} free base
3. {house} free base
   {mate} free base
4. {sub-} bound derivational morpheme meaning “under” (subway)
   {mask} free base
5. {idiot} free base
   {-ic} bound derivational adjective-making morpheme (tragic)
6. {sap} free base
   {-ling} bound derivational suffix meaning “small” (fledgeling)
7. {content} free base
   {-ment} bound derivational noun-making suffix meaning “state or action” (government)
8. {de-} bound derivational prefix indicating reversal (detoxify)
   {cert-} bound base
   {-ify} bound derivational verb-making suffix indicating a making or forming into (falsify)
9. {en-} bound derivational verb-making prefix meaning “causing to become” (ennoble)
   {count} free base
   {-er} bound derivational noun-making suffix meaning “one who does” (employer)
10. {illus-} bound base
    {-ory} bound derivational adjective-making suffix meaning (transitory)
11. {be-} bound derivational verb-making prefix meaning “to cause a condition to exist” (becalm)
    {little} free base
12. {affa-} bound base
    {-able} bound derivational adjective-making suffix meaning “capable of” (reasonable)
Exercise 3.10

This exercise can be assigned as homework or it can be done in class in small groups. Use a dictionary to check your answer.

acrophobia  fear of heights
claustrophobia  fear of being locked up, shut up in an enclosed space
hydrophobia  fear of water
agoraphobia  fear of open spaces
gamophobia  fear of marriage
ornithophobia  fear of birds
ponophobia  fear of work
melissophobia  fear of bees
demophobia  fear of crowds
thanatophobia  fear of death
phagophobia  fear of eating
ichthyophobia  fear of fish
genophobia  fear of sex
arachnophobia  fear of spiders
ophidiophobia  fear of snakes
xenophobia  fear of strangers
gynophobia  fear of women
t riskaidekaphobia  fear of thirteen
autophobia  fear of being alone
scopophobia  fear of being looked at
hygrophobia  fear of dampness
batrachnophobia  fear of frogs
peniaphobia  fear of poverty
alophobia  fear of seeing, handling, or playing a flute or similar wind instrument

Exercise 3.11

1. short  accepts derivational (shorten, shortly) and adjective/adverb inflectional suffixes (shorter/shortest)
2. until  cannot accept change
3. blank  accepts derivational (blankly) and inflectional suffixes (noun blanks; verb blanks/blanked/blanking; and adjective blanker/blankest)
4. although  cannot accept change
5. elegant  accepts derivational suffixes (elegantly)
6. very cannot accept change
7. whether cannot accept change
8. stop accepts derivational (stopper) and inflectional suffixes (noun stops; verb stops/stopped/stopping)
9. so cannot accept change
10. text accepts derivational (textual) and inflectional suffixes (noun texts; verb texts/texted/texting).
11. before cannot accept change
12. pursue accepts derivational (pursuit, pursuant) and verb inflectional suffixes (pursues/pursued/pursuing)

Exercise 3.12
No answers are provided for this exercise.

Morphological Analysis
1. {nano-} bound derivational prefix meaning “one billionth” or “very small” (nanotechnology)
   {second} free base meaning “unit of time equal to 1/60 of a minute”
2. {un-} bound derivational prefix meaning “not” (unable)
   {think} free base meaning “to have in one’s mind”
   {-able} bound derivational adjective-making suffix meaning “capable of” (arguable)
3. {real} free base meaning “having verifiable existence”
   {-ist} bound derivational noun-making morpheme meaning “a person who believes in something” (ethicist)
   {-ic} bound derivational adjective-making suffix meaning “characteristic of” (mythic)
4. {giga-} bound derivational prefix meaning “a billion” (gigahertz)
   {byte} free base meaning “eight bits”
5. \{in-\} bound derivational prefix meaning “not” \((inedible)\)
\{digest\} free base meaning “to assimilate food”
\{-tion\} bound derivational noun-making morpheme meaning “process” \((adoption)\)

6. \{care\} free base meaning “uncertainty, worry”
\{-less\} bound derivational adjective-making suffix \((painless)\)
\{-ness\} bound derivational noun-making suffix meaning “quality of” \((happiness)\)

7. \{ugly\} free base meaning “extremely unattractive”
\{-est\} bound inflectional suffix indicating the superlative \((biggest)\)

8. \{soft\} free base meaning “not hard”
\{ware\} free base meaning “articles of the same general kind” \((earthenware)\)

9. \{in-\} bound derivational prefix meaning “not” \((ineligible)\)
\{capable\} free base meaning “having the ability”
\{-ity\} bound derivational suffix indicating a state or quality \((authenticity)\)

10. \{re-\} bound derivational prefix meaning “repetition of a previous action” \((reapply)\)
\{deploy\} free base meaning “to spread out troops”
\{-ment\} bound derivational noun-making suffix meaning indicating “action or state” \((appeasement)\)

11. \{un-\} bound derivational prefix meaning “not” \((unfair)\)
\{de-\} bound derivational prefix meaning “reverse” \((declassify)\)
\{cipher\} free base meaning “code”
\{-able\} bound derivational adjective-making suffix meaning “capable of” \((arguable)\)

12. \{margin\} free base meaning “edge”
\{-al\} bound derivational adjective-making suffix meaning “connection with” \((original)\)
\{-ize\} bound derivational verb-making suffix meaning “to cause” \((criticize)\)
\{-ed\} bound inflectional suffix indicating the past tense \((wanted)\).

**Inflectional Morphemes**

- world’s: noun possessive
- oldest: adjective superlative
- has: verb present tense
- identified: verb past participle
- Researchers: noun plural
- been: verb past participle
- standing: verb present participle
Practical Applications - New Coinages

1. **blogware**
   software used for creating blogs
   \{blog\} + \{ware\}, as in chinaware

2. **blogisphere**
   world of blogging
   \{blog\} + \{sphere\}, as in hemisphere

3. **blogistan**
   blogs from Afghanistan or Kazakhstan or even Pakistan etc.
   \{blog\} + \{-stan\}

4. **blogvert**
   advertising on a blog
   \{blog\} + \{-vert\}, as in advert

5. **edublog**
   blog devoted to education
   \{edu\}, as in .edu + \{blog\}

6. **blawg**
   blog devoted to law
   \{blog\} + \{law\}
Some possible answers are:

1. bloglet
2. blogaholic
3. bleg
4. blath
5. blook
6. celeblog

Practical Applications - Changing Language

Student answers to this assignment will vary. It is a good exercise for students to write first and share later in small groups.
CHAPTER 4 - ANSWERS

Exercise 4.1
This is a good exercise for small group work followed by class discussion.

blurky  Adjective: It has an adjective-forming suffix {-y} (formal clue); it is preceded by an article, the, and seems to be followed by a noun gromper (functional clues).

gromper  Noun: It has a noun-making derivational suffix {-er} (formal clue); it follows an article, the, and its position suggests it is the subject of the verb maculfied (functional clues).

maringously  Adverb: It has an adverb-forming suffix {-ly} (formal clue); it occurs just before maculfied, an apparent verb (functional clue).

maculfied  Verb: It has verb-making derivational suffix {-fy} and a past tense verb inflectional suffix {-ed} (formal clues); its position suggests that gromper is its subject (functional clues).

nungrikins  Noun: It has a noun-making derivational suffix {-kin} and a noun plural inflectional suffix {-s} (formal clues); it follows the three and seems to be a direct object of the verb (functional clues).

crooch  Noun: It follows the article a, and its position suggests it is the subject of the verb was striffing (functional clue).

striffing  Verb: It has a present participle verb inflectional suffix {-ing} (formal clue); it follows the helping verb was, and its position suggest that crooch is its subject (functional clue).

flup  Noun: It has no formal clues; however, it follows a preposition and article, along the (functional clue).

Exercise 4.2

1. window  (4)  **Applicable:** (2) Can occur with plural (windows); (3) can occur with possessive (the window’s sash); (4) can follow an article (the window); (5) can fit in the frame sentence (The window seems all right).  **Not Applicable:** (1) Has no noun-making morpheme.
Answer Key 4-2

2. fluctuation (5)  
   **Applicable:** (1) Has a noun-making derivational suffix {-tion}; (2) can occur with plural (fluctuations); (3) can occur with possessive (the fluctuation’s duration); (4) can follow an article (the fluctuation); (5) can fit in the frame sentence (The fluctuation seems all right).

3. independence (3)  
   **Applicable:** (1) Has a noun-making derivational suffix {-ence}; (4) can follow an article (The independence of that ninety-year-old); (5) can fit in the frame sentence (His independence seems all right).
   **Not Applicable:** (2) Cannot occur with plural (*independences); (3) cannot occur with possessive (*independence’s).

4. mailbox (4)  
   **Applicable:** (2) Can occur with plural (mailboxes); (3) can occur with possessive (the mailbox’s capacity); (4) can follow an article (the mailbox); (5) can fit in the frame sentence (The mailbox seems all right).
   **Not Applicable:** (1) Has no noun-making morpheme.

5. cable (4)  
   **Applicable:** (2) Can occur with plural (cables); (3) can occur with possessive (the cable’s plug); (4) can follow an article (the cable); (5) can fit in the frame sentence (The cable seems all right).
   **Not Applicable:** (1) Has no noun-making morpheme.

6. hit (4)  
   **Applicable:** (2) Can occur with plural (hits); (3) can occur with possessive (the hit’s effect); (4) can follow an article (the hit); (5) can fit in the frame sentence (The hit seems all right).
   **Not Applicable:** (1) Has no noun-making morpheme.

7. online (0)  
   **Not Applicable:** (1) Has no noun-making morpheme. *Line* is a noun, but the prefix {on-} deprives it of its noun status; (2) cannot occur with plural (*onlines); (3) cannot occur with possessive (*online’s); (4) cannot follow an article (*the online); (5) cannot fit in the frame sentence (*The online seems all right; *Online seems all right).

8. sending (1)  
   **Not Applicable:** (1) Has no noun-making morpheme, but has a verb inflectional morpheme {-ing}; (2) cannot occur with plural (*sendings); (3) cannot occur with possessive (*sending’s); (4) cannot follow an article (*the sending).
9. **greeting (4)**  
   **NOUN**  
   **Applicable:** (2) can occur with plural (*greetings*); (3) can occur with possessive (*the greeting’s language*); (4) Can follow an article (*The greeting has been changed*); (5) can fit in the frame sentence (*The greeting seems all right*).  
   **Not Applicable:** (1) Has no noun-making morpheme, but has a verb inflectional morpheme {-ing}.

10. **message (5)**  
    **NOUN**  
    **Applicable:** (1) Has a noun-making derivational suffix {-age}; (2) can occur with plural (*messages*); (3) can occur with possessive (*the message’s length*); (4) can follow an article (*the message*); (5) can fit in the frame sentence (*The message seems all right*).

11. **processor (5)**  
    **NOUN**  
    **Applicable:** (1) Has a noun-making derivational suffix {-or}; (2) can occur with plural (*processors*); (3) can occur with possessive (*the processor’s spell check*); (4) can follow an article (*the processor*); (5) can fit in the frame sentence (*The processor seems all right*).

12. **weight (4)**  
    **NOUN**  
    **Applicable:** (2) Can occur with plural (*weights*); (3) can occur with possessive (*the weight’s pressure*); (4) can follow an article (*the weight*); (5) can fit in the frame sentence (*The weight seems all right*).  
    **Not Applicable:** (1) Has no noun-making morpheme.

**Exercise 4.3**

This is a good exercise for small group work followed by class discussion.

1. **window**  
   A (It names a thing.)

2. **fluctuation**  
   C (It is derived from the verb *fluctuate* by the addition of the noun-making derivational suffix {-tion}.)

3. **independence**  
   B (It is derived from the adjective *independent* by the addition of the noun-making derivational suffix {-ence}.)

4. **mailbox**  
   A (It names a thing.)

5. **cable**  
   A (It names a thing.)

6. **hit**  
   E (It was originally a verb.)

7. **online**  
   This adjective cannot function as a noun.
8. sending  G (This gerund has not become a true noun, as is demonstrated by its not accepting noun inflections.)

9. greeting  C Although it has a verb inflection and still functions as a verb (He is greeting people now), it has become a noun. It accepts noun inflections.

10. message  A (It names a thing.)

11. processor  C (It is derived from the verb process by the addition of the noun-making derivational suffix {-or}.)

12. weight  A (It names a thing.)

**Exercise 4.4**

This is a good exercise for students to write out and then submit to small group discussion.

1. milk  noncount, common, inanimate
2. Big Mac  count, proper, inanimate
3. price  count, common, inanimate
4. waitress  count, common, animate, human, female
5. ketchup  noncount, common, inanimate
6. overhead  noncount, common, inanimate
7. Ray Kroc  count, proper, animate, human, male
8. fries  count, common, inanimate
9. counter  count, common, inanimate
10. customer  count, common, animate, human
11. noise  noncount, common, inanimate
12. playground  count, common, inanimate

**Exercise 4.5**

1. vote (7)  VERB  **Applicable:** (2) Can occur in the present tense (votes); (3) can occur in the past tense (voted); (4) can occur as a present participle (voting); (5) can occur as a past participle (voted); (6) can be made into a command (Vote!); (7) can be made negative (didn’t vote); (8) can fit the frame sentence (Everyone registered should vote).
   **Not applicable:** (1) Has no verb-making morpheme.

2. enact (8)  VERB  **Applicable:** (1) Has a verb-making morpheme {en-}; (2) can occur in the present tense (enacts); (3) can occur in the past tense (enacted); (4) can occur as a present participle (enacting); (5) can occur as a past participle (enacted); (6) can be made into a
command (*Enact this bill!*); (7) can be made negative (*didn’t enact*); (8) can fit in the frame sentence (*They can enact the law*).

3. count (7)  
   **Applicable:** (2) Can occur in the present tense (*counts*); (3) can occur in the past tense (*counted*); (4) can occur as a present participle (*counting*); (5) can occur as a past participle (*counted*); (6) can be made into a command (*Count the votes*); (7) can be made negative (*didn’t count*); (8) can fit the frame sentence (*Someone can count the votes*).  
   **Not applicable:** (1) Has no verb-making morpheme.

4. should (0)  
   **Not applicable:** (1) Has no verb-making morpheme; (2) cannot occur in the present tense (*shoulds*); (3) cannot occur in the past tense (*shoulded*); (4) cannot occur as a present participle (*shoulding*); (5) cannot occur as a past participle (*shoulded*); (6) cannot be made into a command (*Should!*); (8) cannot fit in the frame sentence (*Everyone can should*).

5. register (7)  
   **Applicable:** (2) Can occur in the present tense (*registers*); (3) can occur in the past tense (*registered*); (4) can occur as a present participle (*registering*); (5) can occur as a past participle (*registered*); (6) can be made into a command (*Register!*); (7) can be made negative (*didn’t register*); (8) can fit in the frame sentence (*They can register*).  
   **Not applicable:** (1) Has no verb-making morpheme.

6. ratify (8)  
   **Applicable:** (1) Has a verb making morpheme {-fy}; (2) can occur in the present tense (*ratifies*); (3) can occur in the past tense (*ratified*); (4) can occur as a present participle (*ratifying*); (5) can occur as a past participle (*ratified*); (6) can be made into a command (*Ratify the amendment!*); (7) can be made negative (*didn’t ratify*); (8) can fit in the frame sentence (*They can ratify the amendment*).  
   **Not applicable:** (1) Has no verb-making morpheme.

7. run (7)  
   **Applicable:** (2) Can occur in the present tense (*runs*); (3) can occur in the past tense (*ran*); (4) can occur as a present participle (*running*); (5) can occur as a past participle (*run*); (6) can be made into a command (*Run!*); (7) can be made negative (*didn’t run*); (8) can fit in the frame sentence (*They can run*).  
   **Not applicable:** (1) Has no verb-making morpheme.

8. decide (7)  
   **Applicable:** (2) Can occur in the present tense (*decides*); (3) can occur in the past tense (*decided*); (4) can occur as a present participle (*deciding*); (5) can occur as a past participle (*decided*); (6)
Answer Key 4-6

can be made into a command (Decide!); (7) can be made negative (didn’t decide); (8) can fit in the frame sentence (He can decide).

Not applicable: (1) Has no verb-making morpheme.

9. poll (7)
   
   **Applicable**: (2) Can occur in the present tense (polls); (3) can occur in the past tense (polled); (4) can occur as a present participle (polling); (5) can occur as a past participle (polled); (6) can be made into a command (Poll the electorate!); (7) can be made negative (didn’t poll); (8) can fit in the frame sentence (They can poll the electorate).

   **Not applicable**: (1) Has no verb-making morpheme.

10. concede (7)
   
   **Applicable**: (2) Can occur in the present tense (concedes); (3) can occur in the past tense (conceded); (4) can occur as a present participle (conceding); (5) can occur as a past participle (conceded); (6) can be made into a command (Concede!); (7) can be made negative (didn’t concede); (8) can fit in the frame sentence (The loser will concede now).

   **Not applicable**: (1) Has no verb-making morpheme.

11. elect (7)
   
   **Applicable**: (2) can occur in the present tense (elects); (3) can occur in the past tense (elected); (4) can occur as a present participle (electing); (5) can occur as a past participle (elected); (6) can be made into a command (Elect her!); (7) can be made negative (didn’t elect); (8) can fit in the frame sentence (They can elect her).

   **Not applicable**: (1) Has no verb-making morpheme.

12. politicize (8)
   
   **Applicable**: (1) Has a verb-making morpheme {-ize}; (2) can occur in the present tense (politicizes); (3) can occur in the past tense (politicized); (4) can occur as a present participle (politicizing); (5) can occur as a past participle (politicized); (6) can be made into a command (Politicize this principle!); (7) can be made negative (didn’t politicize); (8) can fit in the frame sentence (He can politicize anything).

**Exercise 4.6**

1. tornado
   
   Can occur with noun inflections (tornados, tornado’s); can fit in the noun frame sentence (The tornado seems all right). Cannot be used as a verb (*They can tornado).
Answer Key 4-7

2. storm
   **NOUN, VERB**
   Can occur with noun inflections (storms, storm’s); can fit in the noun frame sentence *(The storm seems all right)*. Also can occur with verb inflections (storms, stormed, storming); can fit in the verb frame sentence *(It might storm)*.

3. warn
   **VERB**
   Can occur with verb inflections (warns, warned, warning); can fit in the verb frame sentence *(She can warn them)*. Cannot be used as a noun (*The warn seems all right)*.

4. report
   **NOUN, VERB**
   Can occur with noun inflections (reports, report’s); can fit in the noun frame sentence *(The report seems all right)*. Also can occur with verb inflections (reports, reported, reporting); can fit in the verb frame sentence *(They can report it)*.

5. damage
   **NOUN, VERB**
   Can occur with noun inflections (damages, damage’s); can fit in the noun frame sentence *(The damage seems all right)*. Also can occur with verb inflections (damages, damaged, damaging); can fit in the verb frame sentence *(It might damage the house)*.

6. notify
   **VERB**
   Has a verb-making derivational suffix {-fy}; can occur with verb inflections (notifies, notified, notifying); can fit in the verb frame sentence *(They can notify us)*. Cannot be used as a noun (*The notify seems all right)*.

7. escape
   **NOUN, VERB**
   Can occur with noun inflections (escapes, escape’s); can fit in the noun frame sentence *(The escape seems all right)*. Also can occur with verb inflections (escapes, escaped, escaping); can fit in the verb frame sentence *(We can escape)*.

8. tropical
   **NEITHER**
   Cannot occur with noun inflections (*tropicals, *tropical’s); cannot fit in the noun frame sentence (*The tropical seems all right*). Also cannot occur with verb inflections (*tropicaled, *tropicalling); cannot fit in the verb frame sentence *(We can tropical)*.

9. hurricane
   **NOUN**
   Can occur with noun inflections (hurricanes, hurricane’s); can fit in the noun frame sentence *(The hurricane seems all right)*. Cannot be used as a verb (*They can hurricane)*.

10. downpour
    **NOUN**
    Can occur with noun inflections (downpours, downpour’s); can fit in the noun frame sentence *(The downpour seems all right)*. Cannot be used as a verb (*They can downpour)*.
11. **gust**  
   **NOUN, VERB**  
   Can occur with noun inflections (*gusts, gust’s*); can fit in the noun frame sentence (*The gust seems all right*). Can also occur with verb inflections (*gusts, gusted, gusting*); can fit in the verb frame sentence (*It can gust*).

12. **flood**  
   **NOUN, VERB**  
   Can occur with noun inflections (*floods, flood’s*); can fit in the noun frame sentence (*The flood seems all right*). Also can occur with verb inflections (*floods, flooded, flooding*); can fit in the verb frame sentence (*It can flood*).

### Exercise 4.7

1. **leafy (4)**  
   **ADJECTIVE**  
   **Applicable:**  (1) Has an adjective-making morpheme \{-y\}; (2) can be made comparative and superlative (*leafier, leafiest*); (3) can be qualified (*quite leafy*); (4) can fit in the frame sentence (*The leafy greens are very leafy*).

2. **sweet (3)**  
   **ADJECTIVE**  
   **Applicable:**  (2) Can be made comparative and superlative (*sweeter, sweetest*); (3) can be qualified (*quite sweet*); (4) can fit in the frame sentence (*That sweet muffin is very sweet*).  
   **Not applicable:**  (1) No adjective-making morpheme.

3. **tasting (0)**  
   **NOT AN ADJECTIVE**  
   **Not applicable:**  (1) Has no adjective-making morpheme; (2) cannot be made comparative and superlative (*more/most tasting*); (3) cannot be qualified (*quite tasting*); (4) cannot fit in the frame sentence (*That tasting model is very tasting*).

4. **burnt (3)**  
   **ADJECTIVE**  
   **Applicable:**  (2) Can be made comparative and superlative (*more/most burnt*); (3) can be qualified (*quite burnt*); (4) can fit in the frame sentence (*The burnt toast is very burnt*).  
   **Not applicable:**  (1) No adjective-making morpheme.

5. **diet (0)**  
   **NOT AN ADJECTIVE**  
   **Not applicable:**  (1) Has no adjective-making morpheme; (2) cannot be made comparative and superlative (*more diet/most diet*); (3) cannot be qualified (*quite diet*); (4) cannot fit in the frame sentence (*This diet drink is very diet*).

6. **fresh (3)**  
   **ADJECTIVE**  
   **Applicable:**  (2) Can be made comparative and superlative (*fresher, freshest*); (3) can be qualified (*quite fresh*); (4) can fit in the frame sentence (*The fresh bread is very fresh*).  
   **Not applicable:**  (1) No adjective-making morpheme.
7. satisfying (3) **Applicable**: (2) Can be made comparative and superlative (more/most satisfying); (3) can be qualified (quite satisfying); (4) can fit in the frame sentence (The satisfying dinner was very satisfying). **Not applicable**: (1) No adjective-making morpheme.

8. delicious (4) **Applicable**: (1) Has an adjective-making morpheme {-ious}; (2) can be made comparative and superlative (more/most delicious); (3) can be qualified (quite delicious); (4) can fit in the frame sentence (The delicious luncheon was very delicious).

9. roasted (3) **Not Applicable**: (1) Has no adjective-making morpheme; (2) cannot be made comparative and superlative (more/most roasted); (3) cannot be qualified (*quite roasted); (4) cannot fit in the frame sentence (*This roasted turkey is very roasted). [Some students may consider the frame sentence acceptable.]

10. full (3) **Applicable**: (2) Can be made comparative and superlative (fuller, fullest); (3) can be qualified (quite full); (4) can fit in the frame sentence (The full glass is very full). **Not applicable**: (1) No adjective-making morpheme.

11. dessert (3) **Not Applicable**: (1) Has no adjective-making morpheme; (2) cannot be made comparative and superlative (*more/most dessert); (3) cannot be qualified (*quite dessert); (4) cannot fit in the frame sentence (*This dessert dish is very dessert).

12. thirsty (4) **Applicable**: (1) Has an adjective-making derivational suffix {-y}; (2) can be made comparative and superlative (more/most thirsty); (3) can be qualified (quite thirsty); (4) can fit in the frame sentence (That thirsty model is very thirsty).

**Exercise 4.8**

This is a good exercise for small group work followed by class discussion.

1. unanimous (both)  
   *Theirs was a unanimous decision (attributive). Their approval was completely unanimous (predicative).*

2. utter (attributive)  
   *Her haircut was an utter disaster (attributive). *The disaster was very utter (predicative).*

3. urgent (both)  
   *Marcia was directed to the urgent care clinic (attributive). The flood victims’ need for food and water was urgent (predicative).*
4. ultimate (attributive)  Uncle Nick-Nack had the ultimate solution (attributive).
   *Uncle Nick-Nack’s solution was very ultimate. (predicative).

5. unstable (both)  We have an unstable market at the moment (attributive).
   The floors were unstable after the fire (predicative).

6. unbearable (both)  Someone has to tell her the unbearable news (attributive).
   The heat in this room is unbearable (predicative).

7. unfair (both)  The workers protested unfair labor practices (attributive).
   Paying men and women differently for the same work is unfair (predicative).

8. utmost (attributive)  The runners put forth their utmost effort (attributive).
   *Their effort was utmost.

9. unusual (predicative)  Monica’s unusual lunch bothered some people (attributive).
   Snow in Florida is quite unusual (predicative).

10. ugly (both)  Have you seen the TV program, “Ugly Betty”? (attributive).
    Helen’s new furniture is very ugly (predicative).

11. urban (both?)  Urban redevelopment is underway near the college (attributive).
    That development is urban (predicative).

12. upper (attributive)  We have added on an upper floor (attributive).
    *Our new floor is upper (predicative).

Exercise 4.9
This is a good exercise for small group work followed by class discussion.

ADJECTIVES

cowardly [cowardly lion]
timely [timely solution]
worldly [worldly experience]
fatherly [fatherly advice]

ADVERBS

quickly [spoke quickly]
simply [simply told]
boldly [go boldly]
gladly (help gladly)
rarely (rarely seen)
certainly (certainly funny)
sorrowfully (responded sorrowfully)
maternally (behaved maternally)
The adjectives are derived from the following nouns: coward, time, world, father. The adverbs are derived from these adjectives: quick, simple, bold, glad, rare, certain, sorrowful, maternal.

**Exercise 4.10**

This is a good exercise for small group work followed by class discussion.

1. Because *hourly* is derived from a noun, we would expect it to be an adjective (*an hourly report*); for some speakers it is both an adjective and an adverb (*He reported to the office hourly*).

2. *Leisurely*, too, is derived from a noun. It is a prototypical adjective (*Their leisurely stroll was very leisurely*); for some speakers, but not all, it is also an adverb (*They strolled leisurely through the park*).

**Exercise 4.11**

1. **forward** (3)
   
   **Applicable:**
   - (1) Has an adverb-making derivational suffix {-ward};
   - (4) may possibly move in its sentence (*They marched forward/Forward they marched*);
   - (5) fits in the frame sentence (*Grumby walked his dog forward*).
   
   **Not applicable:**
   - (2) Cannot be made comparative or superlative (*moved more/most forward*);
   - (3) cannot be qualified (*moved rather forward*).

2. **somewhere** (2)
   
   **Applicable:**
   - (4) Can move in its sentence (*I have seen her before somewhere/Somewhere I have seen her before*);
   - (5) fits in the frame sentence (*Grumby walked his dog somewhere*).
   
   **Not applicable:**
   - (1) Has no adverb-making morpheme;
   - (2) cannot be made comparative or superlative (*more/most somewhere*);
   - (3) cannot be qualified (*rather somewhere*);

3. **soon** (4)
   
   **Applicable:**
   - (2) Can be made comparative or superlative (*sooner, soonest*);
   - (3) can be qualified (*quite soon*);
   - (4) can move in its sentence (*We’ll begin soon/Soon we’ll begin*);
   - (5) fits in the frame sentence (*The man will tell his story soon*).
   
   **Not applicable:**
   - (1) Has no adverb-making morpheme.

4. **obviously** (5)
   
   **Applicable:**
   - (1) Has an adverb-making derivational suffix on an adjective base{-ly};
   - (2) can be made comparative or superlative (*more/most obviously*);
   - (3) can be qualified (*rather obviously*); can move in its sentence (*He is obviously telling a lie/Obviously he is telling a lie*);
   - (5) fits in the frame sentence (*She is obviously not from around here*).
5. **homely (2)**  
   **Applicable:** (2) Can be made comparative or superlative  
   \((\text{homelier}, \text{homeliest})\); (3) can be qualified \((\text{quite homely})\). \([\text{Both are true for adjectives, as well.}]\)
   
   **Not applicable:** (1) Does not have an adverb-making morpheme, but has an adjective-making morpheme on a noun base \{-ly\}; (4) cannot move in its sentence \((\text{Fang is a homely dog}/*\text{Homely Fang is a dog})\); (5) Does not fit the frame sentence \(*\text{Grumby walked his dog homely}\). \([\text{Homely is an adjective.}]\)

6. **today (2)**  
   **Applicable:** (4) Can move in its sentence \((I’ll answer all my mail today/Today I’ll answer all my mail); (5) fits in the frame sentence \((\text{Grumby walked his dog today})\).
   
   **Not applicable:** (1) Has no adverb-making morpheme; (2) cannot be made comparative or superlative \(*\text{more/most today}\); (3) cannot be qualified \(*\text{quite today}\).

7. **late (4)**  
   **Applicable:** (2) Can be made comparative or superlative \((\text{later, latest})\); (3) can be qualified \((\text{rather late})\); (4) can move in its sentence \((\text{The plane arrived at the gate late/The plane arrived late at the gate}; (5) fits in the frame sentence \((\text{Grumby walked his dog late})\).
   
   **Not applicable:** (1) Has no adverb-making morpheme.

8. **eventually (3)**  
   **Applicable:** (1) Has an adverb-making morpheme on an adjective base \{-ly\}; (4) can move in its sentence \((\text{We’ll receive the news eventually/Eventually we’ll receive the news}); (5) fits in the frame sentence \((\text{Grumby walked his dog eventually})\).
   
   **Not applicable:** (2) Cannot be made comparative or superlative \(*\text{more/most eventually}\); (3) cannot be qualified \(*\text{quite eventually}\).

9. **gladly (5)**  
   (1) Has an adverb-making morpheme \{-ly\} on an adjective base;  
   (2) can be made comparative or superlative \((\text{more/most gladly})\); (3) can be qualified \((\text{quite gladly})\); (4) can move in its sentence \((\text{Eleanor welcomed the children gladly/Gladly Eleanor welcomed the children}); (5) fits in the frame sentence \((\text{Grumby walked his dog gladly})\).

10. **clockwise (3)**  
    **Applicable:** (1) Has an adverb-making derivational suffix \{-wise\};  
    (4) can move in its sentence \((\text{He moved around the circle clockwise/Clockwise, he moved around the circle}; (5) fits in the frame sentence \((\text{Grumby walked his dog clockwise})\).
    
    **Not applicable:** (2) Cannot be made comparative or superlative \(*\text{more/most clockwise}\); (3) cannot be qualified \(*\text{rather clockwise}\).
11. along (3)  
**ADVERB**  
Applicable: (1) Has an adverb-making derivational prefix {a-}; (4) can move in its sentence (*John came along/Along came John*); (5) fits in the frame sentence (*Grumby walked his dog along*).  
Not applicable: (2) Cannot be made comparative or superlative (*more/most along*); (3) cannot be qualified (*rather along*).

12. urgently (5)  
**ADVERB**  
Applicable: (1) Has an adverb-making derivational suffix on an adjective base {-ly}; (2) Can be made comparative or superlative (*more/most urgently*); (3) can be qualified (*rather urgently*); (4) can move in its sentence (*Mortimer dialed 911 urgently/Urgently Mortimer dialed 911*); (5) fits in the frame sentence (*Grumby walked his dog urgently*).

**Exercise 4.12**

1. ghoulishly - MANNER  
2. yesterday - TIME  
3. occasionally - FREQUENCY  
4. endlessly - DURATION or DEGREE  
5. twice - NUMBER or FREQUENCY  
6. seldom - FREQUENCY  
7. ahead - PLACE, TIME  
8. afterwards - TIME  
9. there - PLACE  
10. completely - DEGREE  
11. around - PLACE  
12. silently - MANNER

**Exercise 4.13**

1. Florida  
NOUN functioning ADJECTIVALLY - It cannot be made comparative and superlative nor can it be qualified (*more/most/quite Florida*). It cannot fit in the adjective frame sentence (*The Florida woman was very Florida*).

2. around  
ADVERB functioning ADVERBIALLY - It can move in its sentence (*The ferris wheel went around/Around went the Ferris wheel*). It can fit in the adverb frame sentence (*Grumby walked his dog around*). It cannot be made comparative or superlative, nor can it be qualified (*more/most/quite around*).
3. **Tuesday**
   NOUN functioning ADVERBIALLY - Can fit in the adverb frame sentence (Grumby walked his dog Tuesday. It can move in its sentence (Tuesday Grumby walked his dog). It cannot be made comparative and superlative nor can it be qualified (*more/most/quite Tuesday).

4. **frightening**
   ADJECTIVE functioning ADJECTIVALLY - It can be made comparative and superlative and can be qualified (more/most, quite frightening). It can fit in the adjective frame sentence (The frightening alligator was very frightening).

5. **kitchen**
   NOUN functioning ADJECTIVALLY - It cannot be made comparative and superlative nor can it be qualified (*more/most/quite kitchen). It cannot fit in the adjective frame sentence (*The kitchen table was very kitchen).

6. **nearby**
   ADJECTIVE functioning ADJECTIVALLY - It can be made comparative and superlative and can be qualified (more/most, quite nearby). It cannot fit in the adjective frame sentence (*The nearby shopping center was very nearby).

7. **sliding**
   VERB PRESENT PARTICIPLE functioning ADJECTIVALLY - It cannot be made comparative and superlative, nor can it be qualified (*more/most/rather sliding). It cannot fit in the adjective frame sentence (*The sliding door is very sliding).

8. **glass**
   NOUN functioning ADJECTIVALLY - It cannot be made comparative and superlative nor can it be qualified (*more/most/quite glass), and it cannot fit in the adjective frame sentence (*The glass door was very glass).

9. **different**
   ADJECTIVE functioning ADJECTIVALLY - It can be made comparative and superlative and can be qualified (more/most, quite different). It can fit in the adjective frame sentence (The different answer was very different).

10. **animal**
    NOUN functioning ADJECTIVALLY - It cannot be made comparative and superlative nor can it be qualified (*more/most/quite animal); it cannot fit in the adjective frame sentence (*The animal trapper was very animal).

11. **immediately**
    ADVERB functioning ADVERBIALLY - It can move in its sentence (They sent a trapper immediately/Immediately they sent a trapper); it fits in the adverb frame sentence.
(Grumby walked his dog immediately). Students may disagree on whether it can be made comparative and superlative, or can be qualified (more/most/quite immediately).

12. captured
VERB PAST PARTICIPLE functioning ADJECTIVALLY - It cannot be made comparative and superlative, nor can it be qualified (more/most/quite captured). It cannot fit in the adjective frame sentence (The captured alligator was very captured).

13. wild
NOUN functioning NOMINALLY - The adjective wild has become a noun through functional shift. It accepts a noun plural inflection (wilds). It can fit in the noun frame sentence (The wild seems all right as a place to release an alligator).

14. broken
ADJECTIVE functioning ADJECTIVALLY - It can be made comparative and superlative and can be qualified (more/most, quite broken). It can fit in the adjective frame sentence (The broken dish was completely broken). [Although this started out as a verb past participle, for most speakers it is a true adjective.]

Exercise 4.14

1. color
NOUN functioning adjectivally - It fails the adjective tests, but it can take the noun plural inflection: three colors. [It can also take verb inflections: he colors/colored/has colored/is coloring.]

2. perceive
VERB functioning as a verb - It can fit in the verb frame sentence (I can perceive the difference) and can take verb inflections (perceives, perceived, perceiving).

3. speech
NOUN functioning adjectivally - It fails the adjective tests, but it can take the noun inflections: three speeches, the speech’s conclusion. [We use the question mark to indicate that not everyone will agree that this is a permissible phrase.]

4. human
NOUN functioning adjectivally - It fails the adjective tests, but it can take the noun inflections: those humans, the human’s behavior.

5. physical
ADJECTIVE functioning adjectivally - It has an adjective-making derivational suffix {-al} and it can be compared: Her response was more physical than mental. It can be qualified for most speakers in sentences like Theirs was a very physical response.
6. visible
ADJECTIVE functioning adjectivally - A prototype: It ends with an adjective-making derivational suffix {-ible}; can be made comparative and superlative (more/most visible); can be qualified (very visible); and it can fit in the adjective frame sentence (The visible apparition was very visible).

7. imperceptibly
ADVERB modifying blend - A prototype: It contains an adverb-making derivational suffix {-ly} on an adjective base; it can be made comparative and superlative (more/most imperceptibly) and can be qualified (quite imperceptibly); and it can fit in the adjective frame sentence (The temperature dropped imperceptibly).

8. European
ADJECTIVE or NOUN modifying communities - This one is ambiguous. If you can compare (a most European community) or qualify it (a quite European community), as many speakers can, you are using it as an adjective. However, it is also a noun, and if you think of European community as being a community of Europeans, then you may have a strong sense that it is a noun modifying a noun.

Form Class in Context

1. spaniel - NOUN
Formal - It takes the plural (spaniels) and the possessive (the spaniel’s owners) inflections.
Functional - It can fit in the noun frame sentence (The spaniel seems all right). [It cannot pass the adjective tests: it cannot be made comparative and superlative nor can it be qualified (*more/most/quite spaniel), and it cannot fit in the adjective frame sentence (*The spaniel puppy is very spaniel).]

2. old - ADJECTIVE
Formal - It takes the comparative and superlative inflections (older, oldest).
Functional - It passes the adjective tests: it can be qualified (quite old), and it can fit in the adjective frame sentence (The old dog is very old).

3. survived - VERB
Formal - It can accept verb inflections (survives, survived, surviving).
Functional - It can fit in the verb frame sentence (She can survive).

4. populated - ADJECTIVE
Formal - It has the verb past-participle inflection {-en}.
Functional - It can be made comparative and superlative and can be qualified (more/most/quite populated), and it can fit in the adjective frame sentence (The populated island is very populated).
5. **original** - ADJECTIVE  
Formal - It contains an adjective-making derivational suffix {-al}.  
Functional - It can be made comparative and superlative and can be qualified (more/most/quite original), and it can fit in the adjective frame sentence (The original artwork is very original).

6. **there** - ADVERB  
Formal - None  
Functional - It cannot be made comparative or superlative (*more/most there); it can be qualified (We’re not quite there); it cannot fit in the adverb frame sentence (Grumby walked his dog there), but it cannot move in its sentence (*There Grumby walked his dog).

7. **rescued** - VERB (PAST PARTICIPLE)  
Formal - It is the past-participle form of the verb rescue (they have rescued the dog). Its base form can accept verb inflections (rescues, rescued, rescuing).  
Functional - In the passage above, rescued is a verb participle functioning adjectivally. It cannot be made comparative or superlative (*more/most rescued), and it does not fit in the adjective frame sentence (*The rescued dog was very rescued).

8. **cruise** - NOUN  
Formal - It takes the plural (cruises) and the possessive (the cruise’s origin) inflections.  
Functional - It can fit in the noun frame sentence (The cruise seems all right).  
[It cannot pass the adjective tests: it cannot be made comparative or superlative nor can it be qualified (*more/most/quite cruise), and it cannot fit in the adjective frame sentence (*The cruise ship is very cruise).]

9. **Humane** - ADJECTIVE  
Formal - It contains an adjective-making derivational suffix {-ane}.  
Functional - It can be made comparative and superlative and can be qualified (more/most/quite humane), and it can fit in the adjective frame sentence (Their humane behavior is very humane).

10. **hoping** - VERB (PRESENT PARTICIPLE)  
Formal - It is the present-participle form of the verb hope. Its base form can accept verb inflections (hopes, hoped, hoping).  
Functional - Its base form can fit in the verb frame sentence (She can hope to win). In the passage above, hoping is a verb participle functioning adjectivally. It cannot be made comparative or superlative (*more/most hoping), and it does not fit in the adjective frame sentence (*The hoping puppy was very hoping).

11.  
   **amazing** - ADJECTIVE  
   Formal - It contains a verb inflectional suffix {-ing}.  
   Functional - It can be made comparative and superlative and can be qualified (more/most/quite amazing), and it can fit in the adjective frame sentence (Their amazing story is very amazing).

12.  
   **ship** - NOUN  
   Formal - It takes the plural (ships) and the possessive (the ship's captain) inflections.  
   Functional - It can fit in the noun-frame sentence (The ship seems all right).

13.  
   **boating** - VERB (PRESENT PARTICIPLE)  
   Formal - Its base can accept verb inflections (boats, boated, boating).  
   Functional - Its base can fit in the verb frame sentence (She can boat to Catalina). In the passage above, boating is a verb participle functioning adjectivally. It cannot be made comparative or superlative (*more/most boating), and it does not fit in the adjective frame sentence (*The boating rules were very boating). It can also substitute for a noun and fit the noun frame sentence (Boating seems all right).

14.  
   **Hawaiian** - ADJECTIVE  
   Formal - It contains an adjective-making derivational suffix {-an}.  
   Functional - It can be made comparative and superlative and can be qualified (more/most/quite Hawaiian), and it can fit in the adjective frame sentence (Their Hawaiian luau was very Hawaiian).

15.  
   **adopting** - VERB (GERUND)  
   Formal - Its base can accept verb inflections (adopts, adopted, adopting). It does not accept the noun plural (*The adoptings) or possessive (the adopting’s outcome) inflectional morphemes.  
   Functional - It can fit in the verb frame sentence (They can adopt). It also seems to fit in the noun frame sentence (?Their adopting seemed all right). [In this sentence, it is a verb occupying a noun position: inquired about it.]

16.  
   **Paperwork** - NOUN  
   Formal - It does not take a plural inflection (*paperworks), but it can be made possessive (the paperwork’s origin).  
   Functional - It can fit in the noun frame sentence (The paperwork seems all right). [It cannot pass the adjective tests: it cannot be made comparative and superlative nor can it be qualified (*more/most/quite paperwork), and it cannot fit in the adjective frame sentence (*The paperwork problem is very paperwork).]

17.  
   **prevented** - VERB (PAST PARTICIPLE)  
   Formal - Its base can accept verb inflections (prevents, prevented, preventing).  
   Functional - It can fit in the verb frame sentence (You can prevent fire).
18.  *Snicker*’s - NOUN
Formal - It has a possessive noun inflection (*Snicker*’s owner).
Functional - It can fit in the noun frame sentence (*Snicker seems all right).*

**Form Classes in Isolation**

Students will find a variety of possible sentences. Those below are simply suggestions.

1. shrubbery  NOUN - *The shrubbery should be trimmed.*
2. hedge  NOUN - A hedge borders the herb garden.
   VERB - Morton always hedges his bets.
3. green  NOUN - There are many different greens in the garden.
   VERB - An iron solution will green acid-loving plants.
   ADJECTIVE - That green awning is very green.
4. trim  NOUN - The trim around the windows looks good.
   VERB - We must trim the shrubbery this week.
   ADJECTIVE - Its trim lines are very trim.
5. ladder  NOUN - The ladder is behind the garage.
6. rose  NOUN - The roses are blooming early this year.
   VERB - Jan rose from her chair when we arrived.
7. soil  NOUN - The soil in our garden is very sandy.
   VERB - Splatters from the watering have soiled my shoes.
8. periodically  ADVERB - We water the garden periodically.
9. fruit  NOUN - Fruit fresh from the garden tastes the best.
   VERB - Our orange tree did not fruit well last year.
10. decorative  ADJECTIVE - Those decorative bushes are very decorative.
11. water  NOUN - Water tastes good on a hot day.
    VERB - We can water the garden tomorrow.
12. outside  ADVERB - Grumby likes to sit in a chair outside.
Subclasses

Students will find a variety of examples. Those below are simply suggestions.

1. adverb, frequency, comparative
   *We should eat out more frequently.*

2. noun, proper, inanimate, noncount
   *The sin of Gluttony is pictured in several great works of art.*

3. adjective, gradable, both attributive and predicative
   *The hungry throng was very hungry.*

4. adverb, manner, superlative
   *Joey ate his spinach the most slowly of all.*

5. noun, common, animate, human, female
   *The girls will come home from the park soon.*

6. noun, proper, animate, nonhuman, male
   *We named our pet rooster Aristotle.*

7. adjective attributive but not predicative
   *Gwen’s attempt at baking a Dobosch torte was a total failure.*

8. adjective, predicative but not attributive
   *Gwen accidentally left the oven door ajar.*

Practical Applications: Language Creativity and Shifting Parts of Speech

This is a good exercise for small group work followed by class discussion, or students might choose to write a short written response to one or more of the questions.
CHAPTER 5 - ANSWERS

Exercise 5.1

1. the definite article
   an (2) indefinite article
   a (2) indefinite article

2. these demonstrative article
   the definite article
   your possessive

3. half quantifier
   the definite article
   a indefinite article

4. the definite article
   a indefinite article
   300 cardinal number

5. 8, 10 cardinal number
   the definite article

6. other indefinite
   a indefinite article

7. some indefinite
   their possessive

8. these demonstrative
   children’s possessive

9. The definite article
   whose possessive

10. many indefinite
     the (2) definite article

11. their possessive
     Britain’s possessive
     the definite article
     government’s possessive
     last ordinal number
Answer Key 5-2

12. enough indefinite
    their possessive
    a indefinite article
    the definite article

Exercise 5.2

1. these hedgehogs

2. their gardens

3. half the food

4. the only other hedgehogs

Exercise 5.3

1. these hedgehogs
Answer Key 5-3

2. their gardens

3. half the food

4. the only other hedgehogs

Exercise 5.4

1. *is* [known]  
   *has* [been]  
   *been* [returning]

2. *is* [returning]

3. *has* [chased]

4. *has* [figured]  
   *will* [feed]

5. *will* [tap]  
   *is* [given]

6. *can* [hear]  
   *will* [squawk]
7. is [responding]

8. do [know]
   have [been]
   been [giving]
   is [called]

9. have [trained]
   were [doing]

10. has [learned]
    must [go]
    should [behave]

Exercise 5.5

[No answers are provided for this exercise.]

Exercise 5.6

1. the - determiner, definite article
   50 - determiner, cardinal number
   its - determiner, possessive
   has - auxiliary
   rather - qualifier

2. has - auxiliary
   so - qualifier
   many - determiner, indefinite
   have - auxiliary
   its - determiner, possessive

3. A - determiner, indefinite article
   had - auxiliary
   a - determiner, indefinite article
   the - determiner, definite article

4. that - determiner, demonstrative
   the - determiner, definite article (occurs twice)
   had - auxiliary
   were - auxiliary
   a - determiner, indefinite article
5. \( A \) - determiner, indefinite article
   \textit{was} - auxiliary
   \textit{a} - determiner, indefinite article
   52 - cardinal number

6. \textit{a} - determiner, indefinite article
   \textit{could} - auxiliary
   \textit{their} - determiner, possessive

7. \textit{the} - determiner, definite article (occurs three times)
   \textit{a} - determiner, indefinite article

8. \textit{The} - determiner, definite article
   \textit{a} - determiner, indefinite article
   \textit{its} - determiner, possessive
   \textit{each} - determiner, indefinite

9. \textit{The} - determiner, definite article
   \textit{a} - determiner, indefinite article
   \textit{one} - determiner, cardinal number (first instance)
   \textit{one} - pronoun (second instance)

10. \textit{This} - determiner, demonstrative
    \textit{so} - qualifier
    \textit{can} - modal auxiliary
    \textit{has} - auxiliary
    \textit{extremely} - qualifier

11. \textit{was} - auxiliary
    \textit{this} - determiner, demonstrative
    \textit{the} - determiner, definite article (occurs 3 times)

12. \textit{so} - qualifier
    \textit{had} - auxiliary
    \textit{somewhat} - qualifier
    \textit{the} - determiner, definite article
    \textit{has} - auxiliary
    \textit{its} - determiner, possessive
    50\textsuperscript{th} - determiner, ordinal number

\textbf{Exercise 5.7}

1. \textit{He} and \textit{she} are the subjects of \textit{save}.
2. \textit{Him} and \textit{her} are the objects of \textit{to}.
3. *He* and *she* are the subjects of *look*.
4. *Him* and *her* are the objects of *for*.
5. *Him* and *her* are the objects of *with*.
6. *He* and *she* are the subjects of *try*.
7. *Me* is the object of *to*.

**Exercise 5.8**

1. Anyone who wants to play Bingo Blast must first purchase bingo cards.
2. Players should purchase their cards from Suzanne and then find a place for themselves at a table.
3. Occasionally, players will not have finished checking their cards before the next number is called.
4. In that case, Scott will wait a few moments, giving all of them a chance to check their cards carefully.
5. When anyone cries “Bingo,” both Fred and I will check the card against the numbers that have been called.
6. If someone has covered a number that has not been called, we simply correct that person’s card and continue.
7. After a winner is declared, players must turn in their cards and buy new ones for the next game.
8. Players who win a game in the bingo contest will receive a t-shirt with their name printed on it.

**REVIEW EXERCISES**

**Structure Word Identification**

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<thead>
<tr>
<th></th>
<th>Determiner</th>
</tr>
</thead>
<tbody>
<tr>
<td>42</td>
<td><em>42 dishes</em></td>
</tr>
<tr>
<td>the</td>
<td><em>the Observatory</em></td>
</tr>
<tr>
<td>quite</td>
<td><em>quite near</em></td>
</tr>
<tr>
<td>They</td>
<td><em>personal, subject case</em></td>
</tr>
<tr>
<td>are</td>
<td><em>are assembling</em></td>
</tr>
<tr>
<td>this</td>
<td><em>this area</em></td>
</tr>
<tr>
<td>very</td>
<td><em>very remote</em></td>
</tr>
<tr>
<td>3500</td>
<td><em>3500 feet</em></td>
</tr>
<tr>
<td>earth’s</td>
<td><em>earth’s transmissions</em></td>
</tr>
<tr>
<td>Their</td>
<td><em>possessive pronoun (Their goal)</em></td>
</tr>
<tr>
<td>any</td>
<td><em>any messages</em></td>
</tr>
<tr>
<td>are</td>
<td><em>are being [sent]</em></td>
</tr>
<tr>
<td>being</td>
<td><em>being sent</em></td>
</tr>
<tr>
<td>one</td>
<td><em>one researcher</em></td>
</tr>
<tr>
<td>40</td>
<td><em>40 years</em></td>
</tr>
</tbody>
</table>
they pronoun (personal, subject case)
have auxiliary (have been [borrowing])
been auxiliary (been borrowing)
other determiner (other observatories)
the determiner (the skies)
350 determiner (350 dishes)
enough determiner (enough dishes)
a determiner (a [million] stars)
million determiner (million stars)
10 determiner (10 [billion] channels)
billion determiner (billion channels)
Some pronoun (indefinite)
might auxiliary (might contain)
one determiner (one [million] civilizations)
million determiner (million civilizations)
Those pronoun (demonstrative)
quite qualifier (quite sure)
will auxiliary (will start)
very qualifier (very soon)

Distinguishing Between Structure Words

1. Some = indefinite determiner (some researchers)
   Some = indefinite pronoun

2. This = demonstrative pronoun
   This = demonstrative determiner (This year)

3. have = main verb
   have = auxiliary (have been listening)

4. enough = indefinite determiner (enough dishes)
   enough = qualifier (far enough)

5. are = auxiliary (are listening)
   are = main verb (excited is an adjective)

Practical Applications - Missing Structure Words

1. BUSH MAKES [A] BEIJING PRAYER STOP
   BUSH MAKES [ALL] BEIJING PRAYER STOP

2. LEAHY WANTS FBI TO HELP [THE] CORRUPT IRAQI POLICE FORCE
   LEAHY WANTS FBI TO HELP CORRUPT [THE] IRAQI POLICE FORCE
3. CRAIG’S DECISION TO STAY [IS] A HEADACHE FOR GOP
   CRAIG’S DECISION [IS] TO STAY A HEADACHE FOR GOP

4. WILL HANGING [HIM] HELP BUSH?
   WILL [THE] HANGING HELP BUSH?

5. USE OF JETS TO FIGHT FIRES [IS] UP IN THE AIR
   USE OF JETS TO FIGHT FIRES [THAT ARE] UP IN THE AIR
CHAPTER 6 - ANSWERS

Exercise 6.1

1. PREPOSITIONS - on, through  
   VERB PARTICLE - off

2. ADVERBS - back, away  
   PREPOSITION - from

3. ADVERB - along  
   PREPOSITIONS - with, for

4. ADVERBS - away, out  
   PREPOSITIONS - at, near

5. ADVERBS - off  
   PREPOSITIONS - on, out of, into

6. ADVERB - on  
   PREPOSITIONS - for, for  
   VERB PARTICLE - up

7. PREPOSITIONS - on, to, from

8. ADVERBS - by, back  
   PREPOSITION - for

9. ADVERB - back  
   PREPOSITION - in  
   VERB PARTICLES - out

10. PREPOSITIONS - from, for, in

11. ADVERB - in  
    PREPOSITION - around  
    VERB PARTICLE - up

12. ADVERB - back  
    PREPOSITIONS - in, on, during, along, with
Exercise 6.2

1. PREPOSITION before the opera

2. SUBORDINATOR Since some orchestra seats remain unsold at most performances

3. PREPOSITION since the beginning of the year

4. SUBORDINATOR before they sell them tickets at full price

5. PREPOSITION before the performance
   SUBORDINATOR until all have been sold

6. PREPOSITION after that

7. SUBORDINATOR After they buy their tickets
   PREPOSITION until curtain time

Exercise 6.3

1. however CONJUNCTIVE ADVERB

2. after as a result SUBORDINATING CONJUNCTION
   CONJUNCTIVE ADVERB

3. though SUBORDINATING CONJUNCTION

4. after consequently SUBORDINATING CONJUNCTION
   CONJUNCTIVE ADVERB

5. while SUBORDINATING CONJUNCTION

6. but COORDINATING CONJUNCTION

7. after SUBORDINATING CONJUNCTION

8. although and SUBORDINATING CONJUNCTION
   COORDINATING CONJUNCTION

9. and before COORDINATING CONJUNCTION
   SUBORDINATING CONJUNCTION
10. Since

SUBORDINATING CONJUNCTION

Exercise 6.4

1. comma splice
   a. **Punctuation**: All you have is a hammer; everything looks like a nail.
   b. **Coordinator**: All you have is a hammer, so everything looks like a nail.
   c. **Subordinator**: When all you have is a hammer, everything looks like a nail.
   d. **Conjunctive adverb**: All you have is a hammer; consequently, everything looks like a nail.

2. run-on
   a. **Punctuation**: There can’t be a crisis today. My schedule is full.
   b. **Coordinator**: My schedule is full, so there can’t be a crisis today.
   c. **Subordinator**: There can’t be a crisis today because my schedule is full.
   d. **Conjunctive adverb**: My schedule is full; as a result, there can’t be a crisis today.

3. run-on
   a. **Punctuation**: Cut the pizza in four pieces. I’m not hungry enough to eat six.
   b. **Coordinator**: Cut the pizza in four pieces, for I’m not hungry enough to eat six.
   c. **Subordinator**: Cut the pizza in four pieces because I’m not hungry enough to eat six.
   d. **Conjunctive adverb**: I’m not able to eat six pieces; consequently, cut the pizza in four pieces.

4. comma splice
   a. **Punctuation**: You are in deep water; it’s a good time to keep your mouth shut.
   b. **Coordinator**: You are in deep water, so it’s a good time to keep your mouth shut.
   c. **Subordinator**: When you are in deep water, it’s a good time to keep your mouth shut.
   d. **Conjunctive adverb**: You are in deep water; therefore, it’s a good time to keep your mouth shut.

5. comma splice
   a. **Punctuation**: Everything is coming your way; you’re in the wrong lane.
   b. **Coordinator**: Everything is coming your way, so you’re in the wrong lane.
   c. **Subordinator**: If everything is coming your way, you’re in the wrong lane.
   d. **Conjunctive adverb**: Everything is coming your way; hence, you’re in the wrong lane.
6. comma splice  
   a. **Punctuation**: The early bird gets the worm. The second mouse gets the cheese.  
   b. **Coordinator**: The early bird gets the worm, but the second mouse gets the cheese.  
   c. **Subordinator**: Although the early bird gets the worm, the second mouse gets the cheese.  
   d. **Conjunctive adverb**: The early bird gets the worm; however, the second mouse gets the cheese.

7. run-on  
   a. **Punctuation**: Teach a man to fish; you feed him for a lifetime.  
   b. **Coordinator**: Teach a man to fish, and you feed him for a lifetime.  
   c. **Subordinator**: Once you teach a man to fish, you feed him for a lifetime.  
   d. **Conjunctive adverb**: Teach a man to fish; as a result, you feed him for a lifetime.

8. comma splice  
   a. **Punctuation**: You can smile in a crisis. You have found someone to blame.  
   b. **Coordinator**: You have found someone to blame, so you can smile in a crisis.  
   c. **Subordinator**: You can smile in a crisis because you have found someone to blame.  
   d. **Conjunctive adverb**: You can smile in a crisis; therefore, you have found someone to blame.

**Exercise 6.5**  
This is a good in-class discussion exercise.

**Exercise 6.6**

1. (stars) **that**  
2. (Scientists) **who**  
3. (the moment) **when**  
   (two stars) **that**  
   (the black hole) **that**  
4. (the other star) **which**  
5. (Two scientists) **who**  
   (a new hypervelocity star) **that**  
6. (That star) **which**  
7. (The other stars) **which**  
8. (The mass and color) **which**
Exercise 6.7

1. what the weather is like
   (the Père-Lachaise Cemetery) where Jim Morrison’s tomb is found
2. (These people) who come from all over the world
   (the grave) where Morrison is buried
   (Morrison) who performed with the Doors
3. (other graves) that are nearby
4. whoever succeeded in locating the tomb
   (arrows) that were labeled “Jim”
5. What was even worse
   (messages) that were addressed to Jim
6. (Parisians) whose family tombs were being defaced by visitors
   (visitors) who seemed unaware
7. whoever is in charge of the cemetery
   how to find Morrison’s tomb
   where Frédéric Chopin, Edith Piaf, and other famous people are buried
8. (The anniversary of Morrison’s death) which occurs in July
9. (the day) when rules . . . are rescinded
   (rules) that prohibit candles and singing
   (people) who remember Morrison
   what it was like
10. (a café) that sells Doors concert posters
    (a florist shop) that sells Jim Morrison T-shirts
    (the nostalgia) that still surrounds Jim

Review Exercises

Supporting Identifications of Form-Class and Structure-Class Words

1. less
   have
   qualifier (It precedes and modifies an adverb: enthusiastically.)
   have auxiliary (It is followed by a verb past participle: wished.)
2. have
   less
   main verb (It is followed by a direct object: less money.)
   deterniner (It precedes and modifies a noun: money.)
3. were
   until
   before
   were
   until
   before
   be main verb (It is followed by an adjective: happy.)
   subordinating conjunction (It is followed by a complete sentence.)
4. were
   until
   before
   be auxiliary (It is followed by a verb present participle: expecting.)
   preposition (It is followed by a noun object: the Tuesday.)
   preposition (It is followed by a noun object: Easter.)

5. *out* verb particle (You can move it to the right: *figure it out.*)  
   *where* interrogative pronoun (It identifies an unknown and begins a dependent clause.)

6. *out* preposition (It is followed by a noun object: *the door.*)  
   *where* relative pronoun (It follows a noun antecedent: *the place.*)

7. *After* subordinating conjunction (It is followed by a complete sentence.)  
   *on* verb particle (You can move it to the right: *turned the heat on.*)  
   *in* preposition (It is followed by a noun object: *the family.*)  
   *after* preposition (It is followed by an indefinite pronoun object: *all.*)

**Structure Identification**

1. *that* - relative pronoun  
   *up* - verb particle  
   *they* - personal pronoun  
   *across* - preposition  
   *as* - subordinating conjunction  
   *through* - preposition  
   *of* - preposition  
   *100* - determiner, cardinal number

2. *When* - subordinating conjunction  
   *are* - be auxiliary  
   *that* - relative pronoun  
   *any* - determiner, indefinite  
   *might* - modal auxiliary  
   *by* - preposition  
   *into* - preposition  
   *a* - determiner, indefinite article

3. *more* - determiner, indefinite  
   *but* - coordinating conjunction  
   *whether* - subordinating conjunction  
   *the* - determiner, definite article

4. *Some* - determiner, indefinite  
   *nature’s* - determiner, possessive noun  
   *off* - verb particle  
   *and* - coordinating conjunction  
   *for* - preposition  
   *however* - conjunctive adverb
many - determiner, indefinite
or - coordinating conjunction

5. with - preposition
that - relative pronoun

6. In - preposition
can - modal auxiliary
up - verb particle
half - determiner, quantifier
to - preposition
where - relative adverb
another - determiner, indefinite

7. Because - subordinating conjunction
so - qualifier
quite - qualifier
what - interrogative pronoun

8. why - relative adverb
many - determiner, indefinite
of - preposition
has - have auxiliary
since - preposition
has - have auxiliary
been - be auxiliary
in - preposition

9. These - determiner, demonstrative
for - preposition
as a result - conjunctive adverb
more - qualifier

10. that - relative pronoun
through -preposition
so - qualifier
much - determiner, indefinite
must - modal auxiliary
down - verb particle
Practical Applications - Using Structure Words Effectively

One possible version of this series of sentences follows:

In November 2000, Merv Grazinski bought a new 32-foot Winnebago motor home. On his way home from the Winnebago agency, he entered a freeway, set the cruise control at 70 mph, and left the driver’s seat. Then he went to the back of the Winnebago and started to make himself a cup of coffee. The Winnebago left the freeway, crashed, and overturned. Grazinski sued the manufacturer because the Winnebago handbook had not advised him that he should not leave the steering wheel unattended. He won his lawsuit and was awarded $1,750,000 and a new Winnebago.

Practical Applications - Missing Structure Words

1. JAILED KILLER [IS] SOUGHT TO FATHER A CHILD
2. CRASHES [ARE] TIED TO ALCOHOL DECLINE
   CRASHES TIED TO ALCOHOL [ARE ON A] DECLINE
3. POLICE [WITH A BASEBALL BAT] SEEK MAN IN ASSAULT
4. JENNA BUSH’S CHARM [IS] OFFENSIVE
5. MAYOR [IS] TO LEAVE TOWN IN GOOD FISCAL HEALTH
   MAYOR TO LEAVE TOWN [IS] IN GOOD FISCAL HEALTH
CHAPTER 7 - ANSWERS

Exercise 7.1

1. a. Edward grows tomatoes as large as grapefruit.
   b. The students in Math 101 have always disliked taking exams.
   c. people find Chris Rock funny usually.
   d. The house that we own sits on a small lot.

2. a. He grows tomatoes as large as grapefruit.
   b. They have always disliked taking exams.
   c. Usually, they find Chris Rock funny.
   d. It sits on a small lot.

Exercise 7.2

1. The Lightning Field [is] . . . , isn’t it?
   Is The Lightning Field an artwork made by Walter De Maria in 1977?

2. De Maria [has] . . . , hasn’t he?
   Has De Maria placed 400 stainless steel poles in a field in the high desert of New Mexico?

3. The poles, which measure more than 20 feet in height, [are] . . . , aren’t they?
   Are the poles, which measure more than 20 feet in height, arranged in a rectangular grid pattern 220 feet apart?

4. The entire field of poles [measures] . . . , doesn’t it?
   Does the entire field of poles measure one mile by one kilometer, with each pole equidistant from every other one?

5. The pointed tips of the poles, all at exactly the same height, [form] . . . , don’t they?
   Do the pointed tips of the poles, all at exactly the same height, form a horizontal plane above the field?

6. The best time for viewing The Lightning Field [is] . . . , isn’t it?
   Is the best time for viewing The Lightning Field during an electrical storm?
7. The foundation that owns the field [allows] . . . , doesn’t it?
   Does the foundation that owns the field allow a small group of visitors to stay for just one night at the site?

8. The most popular times for visiting [have been] . . . , haven’t they?
   Have the most popular times for visiting been the stormy months from late June to September?

9. Watching lightning play on the shining rods [is] . . . , isn’t it?.
   Is watching lightning play on the shining rods an exciting and dramatic experience?

10. Just walking through the field on a beautiful day [can be] . . . , can’t it?
    Can just walking through the field on a beautiful day be enjoyable, too?

Exercise 7.3

1. Readers feel sorry for King Lear. usually
   NP MVP ADJP ADVP

2. He offers his entire kingdom to his daughters. foolishly
   NP MVP NP ADVP ADVP

3. Only his youngest daughter, Cordelia, refuses her share of his estate.
   NP MVP NP

4. The other two daughters become antagonistic to Lear. after the power shift
   NP MVP ADJP ADVP

5. both sisters mistreat Lear’s loyal companions. During his visits
   NP MVP NP ADVP

6. Critics have called Goneril and Regan “unnatural daughters.”
   NP MVP NP NP

7. not everyone sides with Cordelia against her sisters. However
   NP MVP ADVP ADVP ADVP

8. Some directors and actresses sympathize with Cordelia’s sisters.
   NP MVP ADVP

9. Lear’s rowdy followers disrupt life in Goneril’s castle. For example
   NP MVP NP ADVP
10. Some actresses portray the two sisters as sympathetically as possible

Exercise 7.4

Answers to this exercise are given in the text that follows it.

Exercise 7.5

1. has been assembling
2. has made
3. had described, hovered
4. said, was sleeping, woke (awakened)
5. was coming
6. led, discussed
7. had agreed, was, released
8. complained, had failed
9. reported, has been
10. is collecting

Exercise 7.6

<table>
<thead>
<tr>
<th>TENSE</th>
<th>MODAL</th>
<th>HAVE + {-en}</th>
<th>BE + {ing}</th>
<th>MAIN VERB</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. past</td>
<td></td>
<td></td>
<td>be</td>
<td></td>
</tr>
<tr>
<td>2. past</td>
<td></td>
<td>HAVE + {-en}</td>
<td>put</td>
<td></td>
</tr>
<tr>
<td>3. past</td>
<td></td>
<td></td>
<td>BE + {-ing} expect</td>
<td></td>
</tr>
<tr>
<td>4. present</td>
<td></td>
<td>HAVE + {-en}</td>
<td>BE + {-ing} plan</td>
<td></td>
</tr>
<tr>
<td>5. present</td>
<td></td>
<td>HAVE + {-en}</td>
<td>be</td>
<td></td>
</tr>
<tr>
<td>6. present</td>
<td>should</td>
<td>HAVE + {-en}</td>
<td>send</td>
<td></td>
</tr>
<tr>
<td>7. past</td>
<td></td>
<td>HAVE + {-en}</td>
<td>eat</td>
<td></td>
</tr>
<tr>
<td>8. past</td>
<td></td>
<td>HAVE + {-en}</td>
<td>BE + {-ing} drive</td>
<td></td>
</tr>
<tr>
<td>9. past</td>
<td></td>
<td></td>
<td>BE + {-ing} look</td>
<td></td>
</tr>
<tr>
<td>10. present</td>
<td></td>
<td></td>
<td>be</td>
<td></td>
</tr>
</tbody>
</table>
Exercise 7.7

1. sleeps  
2. should sleep  
3. was sleeping  
4. has slept  
5. could have slept  
6. might be sleeping  
7. had been sleeping  
8. might have been sleeping

Exercise 7.8

1. are spreading = present + BE + {-ing} + spread: present progressive form  
2. will assume = present + MODAL (will) + assume: simple future form  
3. govern/agree/share = present + govern/agree/share: simple present form  
4. are trying = present + BE + {-ing} + try: present progressive form  
5. does offer = present + DO + offer: simple present form (The auxiliary DO appears because the sentence is negative; it does not change the verb form.)  
6. find = present + find: simple present form  
7. have been building = present + HAVE + {-en} + BE + {-ing} + build: present perfect progressive form  
8. must provide = present + MODAL (must) + provide: simple present form  
9. includes = present + include: simple present form  
10. has succeeded = present + HAVE + {-en} + succeed: present perfect form  
     will be offering = present + MODAL (will) + BE + {-ing} + offer: future perfect form

Exercise 7.9

1. Some European airlines (have decided)  
   TENSE (present) + HAVE + {-en} + decide (Have is an auxiliary.)  
   the plane (has reached)  
   TENSE (present) + HAVE + {-en} + reach (Have is an auxiliary.)
2. Not all flyers (were)
   TENSE + (past) + be (Be is a main verb.)
   they (heard)
   TENSE + (past) + hear

3. Many people (had hoped)
   TENSE (past) + HAVE + {-en} + hope (Have is an auxiliary.)
   the current prohibition against cell phones in flight (would remain)
   TENSE (present) + MODAL (would) + remain

4. that (are)
   TENSE (present) + be (Be is a main verb.)
   airlines (will have)
   TENSE (present) + MODAL (will) + have (Have is a main verb.)

5. The technology for providing service without interfering with aircraft systems (has been)
   TENSE (present) + HAVE + {-en} + be (Have is an auxiliary; be is a main verb.)

6. Airlines (are arguing)
   TENSE + (present) + BE + {-ing} + argue (Be is an auxiliary.)
   planes (are)
   TENSE (present) + be (Be is a main verb.)
   people talking on cell phones (will add)
   TENSE (present) + MODAL (will) + add

7. Some people (have been complaining)
   TENSE + (present) + HAVE + {-en} + BE + {-ing} + complain (Have is an auxiliary; be is an auxiliary.)
   overhead cell-phone conversations (are)
   TENSE (present) + be (Be is a main verb.)

8. It (may be)
   TENSE (present) + MODAL (may) + be (be is a main verb.)

9. The use of cell phones at 30,000 feet (has begun)
   TENSE (present) + HAVE + {-en} + begin (Have is an auxiliary.)

10. the airline industry (decided)
    TENSE (past) + decide
        who (encounter)
    TENSE (present) + encounter
    Americans (were going)
    TENSE + (past) + BE + {-ing} + go (Be is an auxiliary.)
Exercise 7.10

This is an excellent opportunity for class discussion.
No answers are provided for this exercise.

Exercise 7.11

The answers are given in the text.

Review Exercises

Sentence Constituents

1. The first ice cream truck appeared on the streets of Youngstown, Ohio, in 1920.
   NP MVP ADVP

2. An Ohio candy maker named Harry Burt was the first man to put a chocolate-coated ice cream bar on a stick.
   NP MVP

3. The ringing bells on his ice cream truck launched the Good Humor truck.
   NP MVP

4. Generations of children have stopped playing their games at the sound of the jingling bells of the ice cream truck.
   NP MVP ADVP

5. Some adventurous children would run after the trucks jumping on the bumpers of the moving truck.
   NP MVP ADVP

6. Ice cream trucks are driving through urban and suburban neighborhoods still Ninty years later, in some parts of the country.
   NP MVP ADVP ADVP
7. most ice cream trucks are available However only as party rentals
   NP MVP ADJP ADVP

8. Supermarket ice cream bar sales have made the roving ice cream truck obsolete
   NP MVP NP ADJP

9. Dearborn, Michigan, city officials passed Recently an ordinance forbidding street vending trucks from making any noise to attract customers
   NP MVP ADVP NP

10. Officials revised the ordinance to exempt ice cream trucks after receiving messages from dozens of angry parents
    NP MVP NP ADVP

Main Verb Phrase

1. collapsed = past + collapse; simple past form

2. must have fractured = present + MODAL (must) + HAVE + {-en} + fracture; present perfect form

3. had opened = past + HAVE + {-en} + open; past perfect form

4. was = past + be; simple past form

5. have argued = present + HAVE + {-en} + argue; present perfect form
can sense = present + MODAL (can) + sense; simple present form

6. has pointed out = present + HAVE + {-en} + point out; present perfect form
strike = present + strike; simple present form

7. are breeding = present + BE + {-ing} + breed; present progressive form

8. may be producing = present + MODAL (may) + BE + {-ing} + produce; present progressive form
9. \textit{have been contributing} = present + HAVE + {-en} + BE + {-ing} + \textit{contribute}; present perfect progressive form

10. \textit{are} = present + \textit{be}; simple present form

11. \textit{had won} = past + HAVE + \textit{win}; past perfect form

12. \textit{had been shoplifting} = past + HAVE + {-en} + BE + {-ing} + \textit{shoplift}; past perfect progressive form

13. \textit{would begin} = present + MODAL (would) + \textit{begin}; present form

14. \textit{has never sung} = present + HAVE + {-en} + NEG (never) + \textit{sing}; present perfect form

15. \textit{has been singing} = present + HAVE + {-en} + BE + {-ing} + \textit{sing}; present perfect progressive form

16. \textit{is learning} = present + BE + {-ing} + \textit{learn}; present progressive form

17. \textit{had practiced} = past + HAVE + {-en} + \textit{practice}; past perfect form

18. \textit{will have caused} = present + MODAL (will) + HAVE + {-en} + \textit{cause}; future perfect form

19. \textit{has been issuing} = present + HAVE + {-en} + BE + {-ing} + \textit{issue}; present progressive form

20. \textit{will be rating} = present + MODAL (will) + BE + {-ing} + \textit{rate}; future progressive form

**Modal Auxiliaries - Practical Applications**

1. Present tense; present time: simple present \([\textit{always tries or always says}].\)

2. Present tense. There is no tense morpheme on the modal, although the time expressed by the sentence is present. The modal \textit{can}, meaning “ability,” is presumed to be in the present tense, no matter what time is intended.

3. Present tense. There is no tense morpheme on the modal, although the time expressed by the sentence is past. In this sentence, the modal \textit{could}, meaning “ability,” suggests a past action, but the modal is presumed to be in the present tense no matter what time is intended.

4. Present tense. There is no tense morpheme on the modal, although the time expressed by the sentence is the future. The modal \textit{could}, meaning “possibility,” suggests a future action, but the modal is assumed to be in the present tense.
5. Present tense; present time: The action is ongoing and the verb should be a present progressive \[am \text{ reading} \text{ or am \text{ studying}}\].

6. Present tense, past time. Although the action was completed in the past, the orientation to it is from the present moment. The verb should be a present perfect \[have \text{ finished} \text{ or have \text{ completed}}\].

7. Present tense. There is no tense morpheme on the modal, although the time expressed by \textit{will} is future. Since they don’t inflect, modals are presumed to be in the present tense.

8. Past tense; past time: “Initially I \textit{believed} that someone had broken into the house.”
   Simple past tense.
   Past tense; past time: “Initially I believed that someone \textit{had broken into} the house.”
   Past perfect.

**Practical Applications: Modal Auxiliaries**

Answers to this exercise will vary.
CHAPTER 8 - ANSWERS

Exercise 8.1

These answers are just suggestions. This is a good exercise for students to write first and share later in small groups.

1. hungry (ADJP)
2. their lunch boxes (NP)
3. sour (ADJP)
4. Margaret some fruit juice (NP NP)
5. together (ADVP)
6. a tuna sandwich (NP)
   all gone (ADJP)
7. No complement required
   early (ADVP)
8. loud (ADJP)
9. ice cream (NP)
10. chess (NP)
    quietly (ADVP)

Exercise 8.2

1. Subject  Predicate
   Sue’s birthday party occurred on Saturday this year
   NP   MVP   ADVP   ADVP
   Type 1

2. Subject  Predicate
   Pink balloons hung above the mailbox out front
   NP   MVP   ADVP   ADVP
   Type 1

<table>
<thead>
<tr>
<th></th>
<th>Subject</th>
<th>Predicate</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.</td>
<td>Children were arriving at one o’clock</td>
<td>NP MVP ADVP</td>
</tr>
<tr>
<td></td>
<td><strong>Type 1</strong></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>They wore bathing suits under their clothes</td>
<td>NP MVP NP ADVP</td>
</tr>
<tr>
<td></td>
<td><strong>Not Type 1</strong></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>The pool looked inviting in the sun</td>
<td>NP MVP ADJP ADVP</td>
</tr>
<tr>
<td></td>
<td><strong>Not Type 1</strong></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>A cake with seven candles sat on the table</td>
<td>NP MVP ADVP</td>
</tr>
<tr>
<td></td>
<td><strong>Type 1</strong></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Several gifts lay nearby</td>
<td>NP MVP ADVP</td>
</tr>
<tr>
<td></td>
<td><strong>Type 1</strong></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Cans of soda waited in a tub of ice</td>
<td>NP MVP ADVP</td>
</tr>
<tr>
<td></td>
<td><strong>Type 1</strong></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Sue sat outside near the pool with Amanda</td>
<td>NP MVP ADVP ADVP ADVP</td>
</tr>
<tr>
<td></td>
<td><strong>Type 1</strong></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>Amanda had been Sue’s best friend since first grade</td>
<td>NP MVP NP ADVP</td>
</tr>
<tr>
<td></td>
<td><strong>Not Type 1</strong></td>
<td></td>
</tr>
</tbody>
</table>
Exercise 8.3

1. The plane had finally arrived at the gate.

2. Some passengers were standing in the aisles.

3. Others remained in their seats.
4. No one was talking.

5. Last week, I went to Atlanta, Georgia, for a conference.
6. The opening session began Monday morning.

7. Sam’s guitar twanged rhythmically at the sales party.
8. Finally, during the final ceremony, our company won.
Exercise 8.4

1. The children were in the shallow water.

2. The mother was on a beach towel nearby.
3. They had been at the beach for three hours.

4. A few people were still swimming.
5. The lifeguard should have been in the tower.

6. Instead, the beach staff was in the break room.
Exercise 8.5

1. Anders was always very careful.

2. Its bright red paint was flawless.
3. He usually parked far away.

4. Only a few cars were nearby.
5. The car looked beautiful in the sunlight.

6. Lately, I have grown very angry.
7. This fresh bread smells incredible!
Usage Exercise 8.6

1. **good** (Type III, adjectival complement)
2. **well** (Type I, adverbial modifier)
3. **quickly** (Type I, adverbial modifier)
4. **miserable** (Type III, adjectival complement)
5. **terrible** (Type III, adjectival complement)
6. **quietly** (Type I, adverbial modifier)

Exercise 8.7

1. scientists [NP₁] considered [MVP] polar bears [NP₂] an endangered species [NP₃]. In the 1970s [ADVP]

2. Hunters [NP₁] were [MVP] the major threat to the bears [NP₂] at that time [ADVP].
   or Hunters [NP₁] were [MVP] the major threat [NP₁] to the bears [ADVP] at that time [ADVP].


4. populations in some areas [NP₁] have remained [MVP] the same size [NP₂]. As a result [ADVP]

5. numbers [NP₁] are decreasing [MVP]. In other places [ADVP]


7. Polar ice shelves [NP₁] provide [MVP] a necessary fishing platform for the bears [NP₂].
   or Polar ice shelves [NP₁] provide [MVP] a necessary fishing platform [NP₂] for the bears [ADVP].

8. The loss of sea ice [NP₁] reduces [MVP] the polar bear’s fishing capability [NP₂] seriously [ADVP].

1. Homemade pizza for lunch was a good idea.

2. The pizza stone was ready in the oven.

---

3. The mix of cheeses became a gooey mess.

4. The sweet Italian sausage tasted delicious.
5. Conner’s pizza was the best-looking one.
6. My favorite pepperoni is from the Tuscany region.

7. Suzanne’s mother must be the heartiest eater in town.
Exercise 8.9

1. **Subject**  
   A trip to Paris had remained James’s dream for many years.
   **Predicate**
   
   **NP** | **MVP** | **NP** | **ADVP**
   
   $S_{dy} = NP_1 + MVP_{link} + NP_1 + (ADVP)$

2. **Subject**
   His hotel was a small one near the Seine.
   **Predicate**
   
   **NP** | **MVP** | **NP** | **ADVP**
   
   or
   
   **NP** | **MVP** | **NP**
   
   $S_{dy} = NP_1 + MVP_{link} + NP_1 + (ADVP)$

3. **Subject**
   His first sightseeing goal was the Eiffel Tower at night.
   **Predicate**
   
   **NP** | **MVP** | **NP** | **ADVP**
   
   or
   
   **NP** | **MVP** | **NP**
   
   $S_{dy} = NP_1 + MVP_{link} + NP_1 + (ADVP)$

4. **Subject**
   The best view of the tower is from steps of the Trocadero.
   **Predicate**
   
   **NP** | **MVP** | **ADVP**
   
   $S_d = NP_1 + MVP_{be} + ADVP$

5. **Subject**
   His next stop was a café on the Left Bank.
   **Predicate**
   
   **NP** | **MVP** | **NP** | **ADVP**
   
   or
   
   **NP** | **MVP** | **NP**
   
   $S_{dy} = NP_1 + MVP_{link} + NP_1 + (ADVP)$

6. **Subject**
   His small coffee was the cheapest item on the menu.
   **Predicate**
   
   **NP** | **MVP** | **NP**
   
   $S_{dy} = NP_1 + MVP_{link} + NP_1$

7. **Subject**
   Hundreds of people strolled along the boulevard in front of him.
   **Predicate**
   
   **NP** | **MVP** | **ADVP** | **ADVP**
   
   $S_i = NP_1 + MVP_{norm} + (ADVP) + (ADVP)$
8. **Subject**    
Watching the people    
**Predicate**    
was    
a pleasure    
for him.    
NP    
MVP    
NP    
(ADVP)    
S_r = NP_1 + MVP_{sub} + NP_1 + (ADVP)

9. **Subject**    
He    
**Predicate**    
sat    
drowsily    
at his table.    
NP    
MVP    
AVP    
ADVP    
S_i = NP_i + (ADVP) + (ADVP)

10. **Subject**    
he    
** Predicate**    
wandered    
back    
to his hotel.    
After an hour,    
NP    
MVP    
(ADVP)    
(ADVP)    
(ADVP)    
S_i + NP_i + MVP_{sub} + (ADVP) + (ADVP) + (ADVP)

**Exercise 8.10**

1. Type I verbs can stand alone without any complement.
2. *Outdoors* is a complement required by the verb in (b); it is an optional modifier in (e).
3. Type III complements are adjectival; Type V complements are nominal.
4. In (d), the second noun phrase (*a family member*) refers to the subject (*kitten*), but in (e) the second noun phrase (*a cat*) does not refer to the subject.
5. The presence of a second noun phrase that names something new distinguishes Type V sentences.

**Exercise 8.11**

1. **Subject**    
Buddy    
**Predicate**    
is    
a slobbery, reddish brown bulldog.    
NP    
MVP    
NP    
S_r = NP_1 + MVP_{sub} + NP_1

2. **Subject**    
He    
**Predicate**    
sleeps on his back    
with his tongue hanging out of his mouth.    
usually    
NP    
MVP    
AVP    
ADVP    
ADVP    
S_i = NP_i + MVP_{sub} + (ADVP) + (ADVP) + (ADVP) + (ADVP)
3. **Subject**  | **Predicate**  
His owners   entered Buddy in a “Beautiful Bulldog” contest.  
NP  | MVP  | NP  | ADVP  
S, = NP₁ + MVPₚ + NP₂ + (ADVP)

4. **Subject**  | **Predicate**  
The contest honored the bulldog mascot of Drake University.  
NP  | MVP  | NP  
S, = NP₁ + MVPₚ + NP₂

5. **Subject**  | **Predicate**  
Fifty bulldogs from the Midwest participated in the contest.  
NP  | MVP  | ADVP  
S, = NP₁ + MVPₚ + (ADVP)

6. **Subject**  | **Predicate**  
One of the bulldogs had bright red toenails.  
NP  | MVP  | NP  
S, = NP₁ + MVPₚ + NP₂

7. **Subject**  | **Predicate**  
She wore a bikini top with a grass skirt.  
NP  | MVP  | NP  
S, = NP₁ + MVPₚ + NP₂

8. **Subject**  | **Predicate**  
Bulldogs may be the ugliest dogs in the world.  
NP  | MVP  | NP  
S, = NP₁ + MVPₚ + NP₂

9. **Subject**  | **Predicate**  
The judges awarded the “Beautiful Bulldog” first prize to Buddy.  
NP  | MVP  | ADVP  
S, = NP₁ + MVPₚ + NP₂ + (ADVP)

10. **Subject**  | **Predicate**  
Part of his prize was a ride in a golf cart before 18,000 spectators.  
NP  | MVP  | ADVP  
S, = NP₁ + MVPₚ + NP₂ + (ADVP)
Exercise 8.12

1. A heavy rain pelted the countryside with watery fury.

2. The river was already rising swiftly.

3. Barbara collected her most valuable possessions.
4. The family put their most important belongings into the car.

5. The heavy cloud cover looked ominous.
6. Everyone waited quietly near the front door.

7. Joey heard the warning signal first.
8. The warning was sad news to the family.

Exercise 8.13

This exercise works best as part of class discussion. Examples are suggested for comparison with students’ answers.

1. George [NP₂] the winner [NP₂]

2. his Texas Hot Ribs [NP₂] delicious [ADJP]
   his Texas Hot Ribs [NP₂] a standout [NP₂]

3. their ribs [NP₂] very hot [ADJP]
   their ribs [NP₂] with slaw [ADVP]

4. most of the people [NP₂] wild (ADJP)
   most of the people [NP₂] out the door (ADVP)

5. me [NP₂] ill (ADJP)
   me [NP₂] a whimpering baby [NP₂]
6. my ribs \([\text{NP}_2]\) mild (ADJP)
   my ribs \([\text{NP}_2]\) with beans (ADVP)

7. me \([\text{NP}_2]\) wimpy (ADJP)
   me \([\text{NP}_2]\) a wimp \([\text{NP}_2]\)

Exercise 8.14

1. Transitive Verb - \textit{June} [direct object] \textit{Homecoming Queen} [nominal object complement]
2. Transitive Verb - \textit{June’s Homecoming Queen title} [direct object]
3. Transitive Verb - \textit{Marilyn} [direct object] \textit{smarter than June} [adjectival object complement]
4. Transitive Verb - \textit{Marilyn} [direct object] \textit{Valedictorian} [nominal object complement]
5. Transitive Verb - \textit{a beauty award} [direct object]
6. Transitive Verb - \textit{her Homecoming Queen title} [direct object] \textit{frivolous} [adjectival object complement]
7. Linking Verb - \textit{the smartest student in the class} [nominal subject complement]

Exercise 8.15

1. \textbf{Subject}
   The magnificent twenty-five-pound Thanksgiving turkey that Ina had roasted with loving care
   \textbf{NP}
   \textbf{Predicate}
   slipped from the meat platter onto the floor before all the assembled guests.
   \textbf{MVP} \textbf{ADVP} \textbf{ADVP} \textbf{ADVP}
   \(S_i = \text{NP}, + \text{MVP}_{\text{intr}} + (\text{ADVP}) + (\text{ADVP}) + (\text{ADVP})\)

2. \textbf{Subject}
   Harold’s younger brother, who had dreamed of this moment for years,
   \textbf{NP}
   \textbf{Predicate}
   picked up the receiver without any intention of speaking into it.
   \textbf{MVP} \textbf{NP} \textbf{ADVP}
   After the telephone had rung six times
   \textbf{ADVP}
   \(S_s = \text{NP}_1 + \text{MVP}_{\text{intr}} + \text{NP}_2 + (\text{ADVP}) + (\text{ADVP})\)
3. **Subject**
   the handsome young prince
   NP
   **Predicate**
   became a toad again suddenly After kissing the princess
   MVP NP ADVP ADVP ADVP
   \[ S_{ox} = NP_1 + MVP_{link} + NP_1 + (ADVP) + (ADVP) + (ADVP) \]

4. **Subject**
   One of our neighbors
   NP
   **Predicate**
   must own that dilapidated automobile with the crushed roof that has been sitting in
   front of the house for the last six weeks.
   MVP NP
   \[ S_v = NP_1 + MVP_u + NP_2 \]

5. **Subject**
   The old oak tree with an enormous lightning scar running down its northern side
   NP
   **Predicate**
   appears healthier than many of the unscarred trees in the same area
   MVP ADJP
   \[ S_{III} = NP_1 + MVP_{link} + ADJP \]

6. **Subject**
   An alarming-looking person from the Internal Revenue Service
   NP
   **Predicate**
   is at the door
   MVP ADVP
   \[ S_u = NP_1 + MVP_u + ADVP \]

**Exercise 8.16**
This exercise has many possible answers. It is a good group activity for our students.
Review Exercises

Recognizing Sentence Patterns

1. The new movie theater - looks - rather impressive.
   \[S_m = NP_1 + MVP_{link} + ADJP\]

   \[
   S_{III} \\
   \sqrt{NP_1} \quad \sqrt{VP} \\
   \sqrt{MVP} \quad \sqrt{ADJP} \\
   \text{The new movie theater} \quad \text{looks} \quad \text{rather impressive}
   \]

   \[
   \text{theater} \quad \text{looks} \quad \text{impressive}
   \]

2. A hummingbird - must eat - constantly.
   \[S_i = NP_1 + MVP_{intr} + (ADVP)\]

   \[
   S_I \\
   \sqrt{NP_1} \quad \sqrt{VP} \\
   \sqrt{MVP} \quad \sqrt{ADVP_{tm}} \\
   \text{A hummingbird} \quad \text{must eat} \quad \text{constantly}
   \]

   \[
   \text{hummingbird} \quad \text{must eat} \quad \text{constantly}
   \]
3. The wildfires - burned - many expensive homes.
   \[ S_v = NP_1 + MVP_u + NP_2 \]

4. A country inn - should be - around the next bend.
   \[ S_{II} = NP_1 + MVP_{be} + ADVP \]
5. Our Smart Car - is - a really small car.
   \( S_{IV} = NP_1 + MVP_{\text{link}} + NP_1 \)

6. The animals - seem - rather restless - today.
   \( S_{III} = NP_1 + MVP_{\text{link}} + ADJP + (ADVP) \)
7. The President - will be - in Madrid - for two days.
   \[ S_{II} = NP_1 + MVP_{be} + ADVP + (ADVP) \]

7. The President will be in Madrid for two days

8. Martin - kicked - his socks - under the bed.
   \[ S_v = NP_1 + MVP_{tr} + NP_2 + (ADVP) \]

8. Martin kicked his socks under the bed
9. The astronauts - returned - quickly - to their craft.
   \[ S_i = \text{NP}_1 + \text{MVP}_{\text{intr}} + (\text{ADVP}) + (\text{ADVP}) \]

10. Land west of the Ohio River - remained - unknown territory - to the early pioneers.
    \[ S_{iv} = \text{NP}_1 + \text{MVP}_{\text{link}} + \text{NP}_1 + (\text{ADVP}) \]
Practical Applications: Creating Sentence Patterns

Student answers to this assignment will vary. It is a good exercise for students to write first and share later in small groups.

Other Verb Types - An Exercise for Thought and Discussion

This is a good in-class exercise for group discussion.
CHAPTER 9 - ANSWERS

Exercise 9.1

1. We gave Jim [IO] a surprise birthday dinner [DO] last week.
   We gave a surprise birthday dinner [DO] to Jim [to PREP PHRASE] last week.

2. We sent invitations [DO] to twelve people [to PREP PHRASE].
   We sent twelve people [IO] invitations [DO].

3. The restaurant set aside a private room [DO] for the party [for PREP PHRASE].
   This sentence cannot be transformed. *The restaurant set aside the party a private room.

4. Our neighborhood bakery made us [IO] a carrot cake [DO].
   Our neighborhood bakery made a carrot cake [DO] for us [for PREP PHRASE].

5. Caroline decorated the dining room [DO] for us [for PREP PHRASE].
   This sentence cannot be transformed. *Caroline decorated us the dining room.

6. We rented a limousine [DO] for our family [for PREP PHRASE].
   We rented our family [IO] a limousine [DO].

7. A photographer offered everyone [IO] pictures [DO].
   A photographer offered pictures [DO] to everyone [to PREP PHRASE].

8. The waiter urged more food [DO] upon us [upon PREP PHRASE].
   This sentence cannot be transformed: *The waiters urged us more food.

9. Most of the people brought presents [DO] for Jim [for PREP PHRASE].
   Most of the people brought Jim [IO] presents [DO].

10. Jim’s parents gave him [IO] a generous check [DO].
    Jim’s parents gave a generous check [DO] to him [to PREP PHRASE].

Exercise 9.2

Sentences # 3, # 5, and # 8 have no IO.

1. Students may prefer the first version. It is direct and less wordy than the second.

2. Students may prefer the less wordy version.

3. Students may prefer the less wordy version.
4. The version with the *for*-prepositional phrase may be the more easily understood.

5. Students may prefer the less wordy version.

6. Students may prefer the less wordy version.

7. Students may prefer the less wordy version.

**Exercise 9.3**

This exercise is discussed in the text.

**Exercise 9.4**

This exercise functions well as the basis of class discussion on the effects of using the passive. Below are some possible effects. Students may perceive others.

1. Suggesting that someone has already paid for the camera may be designed to make the recipient feel guilty about ignoring the notice.

2. By not stating who is painting or who recommends that the numbers be painted, and by alluding to the police and fire departments, this flyer suggests (without saying it), that the painters have official backing.

3. The passive forms disguise rumor as report and leave unnamed both sources: the people who did the briefing and the people who spoke to the reporter.

4. Using the passive allows the magazine not to name the culprit who got the recipe wrong.

5. Notice that this version of the passive allows the magazine not to acknowledge that an error was made. It may, in fact, place the responsibility on cooks who want to use the recipe.

6. In the alternative (*We make our vodka from the pure glacial waters of the river Neva*), the focus on *made from the pure glacial waters* is lost. Since the agent is self-evident in the ad (it is the manufacturer of the vodka), nothing is gained by including it.

7. The three short sentences naming the steps followed in matching the hospital patient to the missing son have a dramatic impact that would be lost if the agents were supplied in active versions of the sentences: “The hospital and the family placed phone calls. They exchanged photos. They found the photos matched.”
Exercise 9.5

A.
1. Passive version: A farmers’ market is held in our town every Tuesday [by truckers from nearby farms].
2. Passive version: A large variety of green vegetables is sold by most of the farmers.
3. Passive version: Just strawberries and tomatoes are sold by one farmer.
4. Passive version: During the winter, large bags of oranges are sent to the market by a Riverside orchard.
5. Passive version: Bread and rolls are made available by a local bakery on most Tuesdays.

B.
6. Active version: Farmers will sell freshly-picked corn at our afternoon market during the summer.
7. Active version: Several vendors offer hot, ready-to-eat foods every week.
8. Active version: One trucker prepares barbequed chicken on a grill.
9. Active version: Many of the visitors to the market buy lunch.
10. Active version: [Someone] allows the market to operate until 5:00 pm during the summer.

Exercise 9.6

This is a good discussion exercise for students. They will not necessarily agree on which version is easier to understand. In general, however, the exercise seems to support the belief that the passive is best when a shift of focus is desired.

Exercise 9.7

1. A homeless man built a tree house in Seattle two years ago.
2. Friends and neighbors have named him “Squirrelman.”
3. Recently, the city sent out social workers to evict him.
4. The city told them to move him into a shelter.
5. Squirrelman refused the offer.
6. Shelters do not accept people with pet rats and squirrels.
7. Finally, the authorities posted an eviction noticed on his gate.
8. In a stand-off, he pulled up his hand-made ladder to keep people out.
9. Then two friendly neighbors found a decrepit RV on Craigslist.
10. They sold it as a home to Squirrelman for a penny.

**Exercise 9.8**

1. **are** - [progressive auxiliary] - *driving*
2. **are** - existential *be*
3. **is** [main verb - linking Type IV] - *the small gray one* = NP subject complement
4. **is** [main verb - linking Type III] - *almost identical to the remote for the DVD player* = ADJP subject complement
5. **is** [passive auxiliary] - *used*
6. **are** - [progressive auxiliary] - *lying*
7. **is** - existential *be*
8. **is** - [main verb - linking Type II] - *on the floor* = ADVP complement

**Exercise 9.9**

The (a) version of 1, 2, and 3 are simple statements. Although both versions of # 4 are simple statements, they do have different meanings.

1b. is negative.
2b. is a question.

3b. is a command.

4a. In this version, Dylan found a picnic table for someone else.

4b. In this version, Dylan found the best picnic table for Dylan.

Exercise 9.10

1. . . . are not . . . (after the main verb be)

2. . . . does not consist . . . (auxiliary DO added; negative follows DO)

3. . . . do not use . . . (auxiliary DO added; negative follows DO)

4. . . . cannot contain . . . (after the MODAL auxiliary)

5. . . . will not be . . . (after the MODAL auxiliary)

6. . . . is not . . . (after the main verb be)
   . . . does not contain . . . (auxiliary DO added; negative follows DO)

7. . . . is not including . . . (after auxiliary BE)

8. . . . may not be . . . (after the MODAL auxiliary)

9. . . . have not suggested . . . (after auxiliary HAVE)

10. . . . has not forbidden . . . (after auxiliary HAVE)

Exercise 9.11

1. present + may + not + be

2. present + DO + not + want

3. present + BE + not + {-ing} + sell

4. present + DO + not + use

5. present + might + not + be
6. present + DO + not + know  
7. present + be + not  
8. present + DO + not + translate  
9. present + DO + not + buy  
10. present + BE + not + {-ing} + wait

Exercise 9.12

This exercise is discussed in the text.

Exercise 9.13

1. Is gas becoming . . . ?   Isn’t gas becoming . . . ?
2. Should we have bought . . . ?  Shouldn’t we have bought . . . ?
3. Might a hybrid have given. . . ?  Mightn’t a hybrid have given . . . ?
4. Are we trying . . . ?   Aren’t we trying . . . ?
5. Could we combine . . . ?  Couldn’t we combine . . . ?
6. Can we ride . . . ?   Can’t we ride . . . ?
7. Will that save us. . . ?  Won’t that save us . . . ?
8. Is the ride . . . ?  Isn’t the ride . . . ?

Exercise 9.14

1. How was Lillian sitting at the piano?
2. Why couldn’t she get through the Chopin Prelude without forgetting?
3. When would she be playing it in a recital?
4. *Where* had her teacher put the sheet music?

5. *Why* hadn’t her teacher told her where?

6. *Who* else knew where it was?

7. *How* could she play it all the way through?

8. *What* was causing her to forget?

**Exercise 9.15**

Students might be asked to do a small survey of their friends or relatives on the questions raised in Exercise 9.15 and 9.16.

Many speakers report that they would use the first because it sounds more “natural,” but that the second and third are more correct and sound more “formal.” Some speakers are influenced by having been taught a prescriptive rule that advises against ending a sentence with a preposition, although a majority of American English speakers themselves seem to prefer and use the version ending with a preposition (*Who did Carol go with?*) Those who use two or all three of the options generally consider the versions beginning with *whom* and *with whom* to be more formal and/or more appropriate to writing.

Most people use the object form *whom* when the preposition is in the immediately preceding position. When the preposition and its object are separated (as in *Who did Carol go with?*), the requirement to use *whom* rather than *who* as its object seems to be much weaker.

**Exercise 9.16**

*Who* traditionally functions as subject, *whom* as object. In informal, especially spoken, usage, many Americans use the form *who* whenever that word begins a sentence, even when it actually functions as an object. Thus, *Who did Carolyn invite to the dance?* is standard informal American English.

Even though *Who did you say is calling?* is grammatically correct (because *who* is the subject of *is calling*), some speakers feel that *whom* “sounds” more correct, perhaps because they associate the use of *whom* under any circumstances with greater formality and correctness. In this case, the use of *whom* would be an example of hyper-correction, “over-correction,” interpreted by some sociolinguists as a sign of linguistic and social insecurity.
Exercise 9.17

1. Answer: This many bears [NP] lived [MVP] in the house [ADVP] in the woods [ADVP]. How = determiner; This replaces How in the answer. Lived is an intransitive verb. (Sentence Type I)

2. Answer: The bears [NP] went [MVP] out [ADVP] for a walk [ADVP]. Why = adverb; for a walk replaces Why in the answer. Went is an intransitive verb. (Sentence Type I)

3. Answer: Goldilocks [NP] got [MVP] into the house [ADVP] through the front door [ADVP]. How = adverb; through the front door replaces How in the answer. Get is an intransitive verb. (Sentence Type I)

4. Answer: The bowls on the table [NP] contained [MVP] porridge [NP]. What = pronoun; porridge replaces What in the answer. Contain is a transitive verb. (Sentence Type V)

5. Answer: Goldilocks [NP] liked [MVP] the baby bear’s chair [NP] best [ADVP]. Which = determiner; the baby bear’s replaces Which in the answer. Like is a transitive verb. (Sentence Type V)

6. Answer: Goldilocks [NP] felt [MVP] sleepy [ADJP] after the chair broke [ADVP]. How = adjective; sleepy replaces How in the answer. Feel is a linking verb. (Sentence Type III)

7. Answer: The bears [NP] returned [MVP] later [ADVP]. When = adverb; later replaces When in the answer. Returned is an intransitive verb. (Sentence Type I)

8. Answer: The bears [NP] found [MVP] Goldilocks [NP] upstairs [ADVP]. Where = adverb; upstairs replaces Where in the answer. Find is a transitive verb. (Sentence Type V)

9. Answer: Goldilocks [NP] was sleeping [MVP] in baby bear’s bed [ADVP]. What = determiner; baby bear’s replaces What in the answer. Sleep is an intransitive verb. (Sentence Type I)

10. Answer: A hunter [NP] rescued [MVP] her [NP] from the angry bears [ADVP]. Who = pronoun; A hunter replaces Who in the answer. Rescue is a transitive verb. (Sentence Type V)
Exercise 9.18

This exercise is discussed in the text.

Review Exercises

Creating Transformations

A.

1. Many virtual museums haven’t appeared . . .
   Have many virtual museums appeared . . .?  
   Haven’t many virtual museums appeared . . .? 

2. Some museum sites don’t claim . . .
   Do some museum sites claim . . .?  
   Don’t some museum sites claim . . .? 

3. A “Server not found” message is not like . . .
   Is a “Server not found” message like . . .?  
   Isn’t a “Server not found” message like . . .? 

4. The Virtual Museum of Computing is not . . .
   Is the Virtual Museum of Computing . . .?  
   Isn’t the Virtual Museum of Computing . . .? 

5. Computer scientists didn’t found . . .
   Did computer scientists found . . .?  
   Didn’t computer scientists found . . .? 

6. Many museums don’t offer . . .
   Do many museums offer . . .?  
   Don’t many museums offer . . .? 

7. Visitors cannot tour . . .
   Can visitors tour . . .?  
   Can’t visitors tour . . .? 

8. The Samurai Asian Museum doesn’t provide . . .
   Does the Samurai Asian Museum provide . . .?  
   Doesn’t the Samurai Asian Museum provide . . .?
9. Some of the virtual museums haven’t opened . . . .
   Have some of the virtual museums opened . . . ?
   Haven’t some of the virtual museums opened . . . ?

10. You cannot buy your . . . .
    Can you buy your . . . ?
    Can’t you buy your . . . ?

B.
1. Where have many virtual museums appeared . . . ?

2. Which museum sites claim . . . ?

3. What is a “Server not found” message like?

4. What is one of the oldest . . . ?

5. When did computer scientists found . . . ?

6. What do many museums offer tours of to visitors?

7. Where can visitors tour . . . ?

8. What does the Samurai Asian Museum provide . . . ?

9. Where have some of the Museums opened . . . ?

10. What can you buy . . . ?

C.
1. Many museums offer virtual visitors tours of buildings or gardens.

2. The Samurai Asian Museum provides visitors video tours of beautiful Japanese sites.

3. You can buy your friends books and T shirts and DVDs at the International Surfing Museum.

D.
1. That virtual museums never close is claimed by some museum sites.

2. It was founded in 1995 by computer scientists.
3. Virtual visitors are offered tours of buildings or gardens by many museums.  
   or  
   Tours of buildings or gardens are offered to virtual visitors by many museums.

4. A Roman villa can be toured at the Roman Open Air Virtual Museum by visitors.

5. Video tours of beautiful Japanese sites are provided for visitors by the Samurai Asian Museum.  
   or  
   Visitors are provided video tours of beautiful Japanese sites by the Samurai Asian Museum.

6. Gift shops have been opened on their Web sites by some museums.

7. Books and T-shirts and DVDs can be bought for your friends [by you] at the International Surfing Museum.  
   or  
   Your friends can be bought [by you] books and T-shirts and DVDs at the International Surfing Museum.

**Sentence Patterns**

   Transitive verb

2. Someone [NP₁ - subject] has named [MVP] three sites where the Phoenix landed [NP₂ - direct object] Mama Bear, Papa Bear, and Baby Bear [NP₂ - object complements].  
   Transitive Verb

   Transitive Verb

   Intransitive Verb

5. Other forms of life on Mars [NP₁ - subject] would require [MVP] water [NP₂ - direct object].  
   Transitive Verb
   Transitive Verb

   Transitive Verb

   Transitive Verb

   Transitive Verb

    Linking Verb
Trees and Diagrams

1. Have you eaten yet?

```
S1
  |_________NP1_________VP__________
  |                     |          |
  |                     |          |
  |                     |          |
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2. Where did I leave my hat?
3. The IRS is sending us a refund.
4. Margie has not bought the textbook

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5. Stop the car!

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CHAPTER 10 - ANSWERS

Exercise 10.1

This exercise is discussed in the text.

Exercise 10.2

1. *Heathrow’s Terminal 5 opening in 2008 was a disaster* = independent clause [past + be]
   [In spite of its 17 years of planning is a prepositional phrase.]

2. *Airport parking signs were misleading* = independent clause [past + be]
   *airport workers could not find their parking lots* = independent clause [present + MODAL + NOT + find]

3. *Because massive numbers of them arrived at work late* = dependent (subordinate) clause
   *many check-in counters remained closed* = independent clause [past + remained]

4. *Long lines developed* = independent clause [past + develop]
   *tempers flared* = independent clause [past + flare]
   *as passengers waited before understaffed airline counters and baggage drop-off points* = dependent (subordinate) clause [past + wait]

5. *[When] the high-tech baggage conveyor system broke down* = dependent (subordinate) clause
   *baggage began to pile up everywhere* - independent clause [past + begin]

6. *[After] passengers had finally checked in* = dependent (subordinate) clause [past + HAVE + {-en} + check in]
   *they stood in more lines at the security checkpoints* = independent clause [past + stand]

7. *Because lines were moving so slowly* = dependent (subordinate) clause [past + BE + {-ing} + move]
   *planes could not leave their gates on time* = independent clause [present + MODAL + NOT + leave]

8. *[While] departing planes were waiting at the gates* = dependent (subordinate) clause [past + BE + {-ing} + wait]
   *arriving planes sometimes sat for hours on the runways* = independent clause [past + sit]

9. *[Once] they got inside the terminal* = dependent (subordinate) clause [past + get]
   *arriving passengers waited as long as four hours for their baggage* = independent clause [past + wait]
10. *15,000 bags failed to appear* = independent clause [past + fail]
    *To appear* contains a nonfinite verb; it is not inflected for TENSE.
    *300 flights were canceled* = independent clause [past + be]
    *In the first four days of the terminal’s operation* = prepositional phrase.

**Exercise 10.3**

1. Simple sentence: It contains only one independent clause.
2. Compound sentence: It contains two independent clauses.
3. Complex sentence: It contains one independent and one dependent clause.
4. Compound-complex sentence: It contains one dependent and two independent clauses.
5. Complex sentence: It contains one independent and one dependent clause.
6. Complex sentence: It contains one independent and one dependent clause.
7. Complex sentence: It contains one independent and one dependent clause.
8. Complex sentence: It contains one independent and one dependent clause.
9. Complex sentence: It contains one independent and one dependent clause.
10. Compound sentence: It contains two independent clauses.

**Exercise 10.4**

These are merely suggested combinations. Students may come up with others.

1. As customers play darts nearby, a CPA sits under his “Tavern Tax” sign.
2. His computer is ready on a folding table while he waits for customers.
3. Since he founded his tavern income tax consulting business in 2005, he has worked in New York City and in New Jersey.
4. Although his customers are mostly young urban professionals, people of all ages are welcome to have their taxes done in the bar.
5. As the customers hand over documents, they may be sipping beer.

6. Although he can have only soft drinks, his customers can have a beer.

7. Because people hate tax time, they are happy to relax while the CPA does their taxes.

8. The CPA says, “If you can combine tax time with pleasure, it numbs the pain.”

9. Although this CPA works independently, you can find a tavern tax accountant online.

10. When you read this, one may be available in your neighborhood.

**Exercise 10.5**

1. Test 1: Clauses can be reversed. The network was deluged with calls from people wanting to learn how to grow their own spaghetti *after the BBC, as an April Fool joke, reported on a bumper spaghetti crop in Switzerland.*
   Test 2: Question can be formed using a *wh*-adverb. *When* was the network deluged with calls from people wanting to grow their own spaghetti?
   Test 3: A single adverb cannot substitute for the clause. The network was deluged with calls from people wanting to learn how to grow their own spaghetti *then.*
   Test 4: Fits the adverbial frame sentence. The network was deluged with calls from people wanting to learn how to grow their own spaghetti *[complete sentence] after the BBC, as an April Fool joke, reported on a bumper spaghetti crop in Switzerland.*
   An adverbial clause.

2. Clauses cannot be moved. *Who had learned in a Tibetan monastery how to throw a ball at 168 miles an hour,* on April 1, 1985, a sports magazine reported on a young pitcher.
   Test 2: Question cannot be formed using a *wh*-adverb (*why*/*where*/*when*/*how*).
   Test 3: A single adverb can substitute for the clause.
   Test 4: Does not fit the adverbial frame sentence.
   Not an adverbial clause.

3. Test 1: Clauses can be reversed. Customers threatened a boycott *after Taco Bell announced on April 1st that it had bought the Philadelphia Liberty Bell.*
   Test 2: Question can be formed using a *wh*-adverb. *When* did customers threaten a boycott?
   Test 3: A single adverb can substitute for the clause. Customers threatened a boycott *then.*
   Test 4: Fits the adverbial frame sentence. Customers threatened a boycott *[independent clause] after Taco Bell announced on April 1 that it had bought the Philadelphia Liberty Bell.*
   An adverbial clause.

4. Test 1: Clause cannot be moved. *That the Lincoln Memorial would be renamed “The Ford Lincoln Memorial”* at the same time someone floated a rumor.
   Test 2: Question cannot be formed using a *wh*-adverb (*why*/*where*/*when*/*how*).
   Test 3: A single adverb cannot substitute for the clause.
Test 4: Does not fit the adverbial frame sentence.
Not an adverbial clause.

5. Test 1: Clause can be moved. *Because Burger King had supposedly rotated all its condiments 180 degrees* in April 1998, thousands of customers tried to order left-handed whopper Burgers.
Test 2: Question can be formed using a *wh-*adverb. *Why* did thousands of customers try to order left-handed whopper Burgers in April 1998?
Test 3: A single adverb cannot substitute for the clause.
Test 4: Fits the adverbial frame sentence. In April 1998 thousands of customers tried to order left-handed whopper Burgers [independent clause] *because Burger King had supposedly rotated all its condiments 180 degrees.*
An adverbial clause.

6. Test 1: Clause can be moved. A Swedish television station promised viewers color-television if they pulled a nylon stocking over the screen, *even though Sweden had only black-and-white television in April 1962.*
Test 2: Question cannot be formed using a *wh-*adverb.
Test 3: A single adverb cannot substitute for the clause.
Test 4: Fits the adverbial frame sentence. A Swedish television station promised viewers color-television [independent clause] *even though Sweden had only black-and-white television in April 1962.*
Adverbial clause.
[NOTE: *If they pulled a nylon stocking over the screen* is also an adverbial dependent clause that passes all tests.]

7. Test 1: Clause can be moved. *If they pulled a nylon stocking over the screen,* a Swedish television station promised viewers color-television even though Sweden had only black-and-white television in April 1962.
Test 2: Question cannot be formed using a *wh-*adverb.
Test 3: A single adverb cannot substitute for the clause.
Test 4: Fits the adverbial frame sentence. A Swedish television station promised viewers color-television [independent clause] *if they pulled a nylon stocking over the screen.*
An adverbial clause.

8. Test 1: Clause can be moved. Google asked their users on April Fool’s Day to place their noses near their monitors and click “Go” *so that they could take advantage of “scratch and sniff books.”*
Test 2: Question can be formed using a *wh-*adverb. *Why* did Google ask their users on April Fool’s Day to place their noses near the computer monitor and click “Go”?
Test 3: A single adverb cannot substitute for the clause.
Test 4: Fits the adverbial frame sentence. Google asked their users on April Fool’s Day to place their noses near their monitors and click “Go” [independent clause] *so that they could take advantage of “scratch and sniff books.”*
An adverbial clause.
Test 2: Question cannot be formed using a wh-adverb.
Test 3: A single adverb cannot substitute for the clause.
Test 4: Does not fit the adverbial frame sentence.
Not an adverbial clause.

10. Test 1: Clause can be moved. Because it had a hot, ice-boring plate in its head, she named the species “The Hotheaded Naked Ice Borer.”
Test 2: Question can be formed using a wh-adverb. Why did she name the species “The Hotheaded Naked Ice Borer”? Test 3: A single adverb cannot substitute for the clause.
Test 4: Fits the adverbial frame sentence. She named the species “The Hotheaded Naked Ice Borer” [independent clause] because it had a hot, ice-boring plate in its head.
An adverbial clause.

Exercise 10.6

1. When five years old, Father began to take violin lessons.
2. Napoleon lost his Russian campaign because he misunderstood time and weather.

3. After the teacher gave the exam, I looked up the answers.
4. We ran marathons every year until I injured my hamstring.
Exercise 10.7

1. Halloween, which began as a recreational observance to relieve spiritual anxiety, occurs on October 31st. Halloween, which occurs on October 31st, began as a recreational observance to relieve spiritual anxiety.

2. The most common activity now, which can be very dangerous, is children asking for candy. The most common activity now, which is children asking for candy, can be very dangerous.

3. Some teens celebrate the night with pranks, which can involve eggs, toilet paper, or fireworks. Some teens celebrate the night with pranks that can involve eggs, toilet paper, or fireworks.

4. Many costumes, which portray less scary beings for the comfort of small kids, are dolls, toys, and vehicles. Many costumes that are dolls, toys, and vehicles portray less scary beings for the comfort of small kids.

5. Last year, my daughter, who is 10 years old, donned the most frightening mask of her group. My daughter, who last year donned the most frightening mask of her group, is 10 years old.

6. I have visited northern Spain, which is difficult for visitors to navigate, several times. Northern Spain, where I have visited several times, is difficult for visitors to navigate.

7. Pamplona, where Hemingway wrote *The Sun Also Rises*, is my favorite city there. Hemingway wrote *The Sun Also Rises* in Pamplona, which is my favorite city there.

8. My favorite seaside town in Spain is San Sebastian, which was mentioned in Hemingway’s fiction. San Sebastian, which is my favorite seaside town in Spain, was mentioned in Hemingway’s fiction.

9. *Death in the Afternoon*, which Hemingway wrote after his short stories, is his masterpiece on bullfighting. Hemingway wrote *Death in the Afternoon*, which is his masterpiece on bullfighting, after his short stories.

10. You can also learn about Spain from reading Richard Wright, who wrote a travel narrative entitled *Pagan Spain*. Richard Wright, from whom you can also learn about Spain, wrote a travel narrative entitled *Pagan Spain*. 
Exercise 10.8

1. A circus was a round building where Ancient Romans held chariot races.
2. Picadilly Circus is a London intersection where traffic travels in a circle.
3. The Ringling Brothers Circus held its show in a tent that was round.
4. We call noisy chaos “a circus” because it reminds us of the noise under the big top.
Exercise 10.9

1. which = El Niño [El Niño is a disruptive weather pattern originating in abnormally warm waters in the Pacific Ocean.]

2. that = the equatorial trade winds [The equatorial trade winds blow westward from South America.]

3. that = the winds [The winds normally blow offshore.]

4. where = the southwestern United States [Residents must deal with floods, high waves, and mud slides in the Southwestern United States.]

5. that = drought conditions [Drought conditions often lead to devastating wildfires.]

6. who = scientists [Scientists regularly record information on ocean currents, temperatures, and winds.]

7. which = El Niño winds [El Niño winds raise the temperature of the ocean around Southern California.]
   that = fish [Fishermen depend upon fish.]

8. that = weather changes [Weather changes occur far from the area in which the El Niño occurs.]
   which = the area [The El Niño occurs in the area.]

Exercise 10.10

1. **Cracker** is a term that [relative pronoun] was used in England 400 years ago to describe a braggart.
   Restrictive adjectival relative clause identifying term; no comma required.

2. In American Colonial times, rural settlers who [relative pronoun] were of Scotch-Irish origin were referred to as Crackers.
   Restrictive adjectival relative clause identifying which settlers; no comma required.

3. The English settlers looked down on the Scotch-Irish frontiersmen, who [relative pronoun] were often seen as boastful rogues.
   Nonrestrictive adjectival relative clause supplying additional information about the Scotch-Irish frontiersmen; comma required.
4. *Cracker* passed out of use in the mid-Atlantic states, where [relative adverb] other disparaging terms for rural dwellers developed.
   Nonrestrictive adjectival relative clause supplying additional information about *the Middle Atlantic states*; comma required.

5. However, the term survived in Georgia and Florida, where [relative adverb] it is often used pejoratively.
   Nonrestrictive adjectival relative clause supplying additional information about *Georgia and Florida*; comma required.

6. However, descendants of the early pioneers, *who* [relative pronoun] *lived in Georgia and Florida without screens or air conditioning*, proudly call themselves *Georgia Crackers* and *Florida Crackers*.
   Nonrestrictive adjectival relative clause supplying additional information about *the early pioneers*; commas required.

7. To them the term signifies someone *whose* [relative pronoun] family has lived in Georgia or Florida for generations.
   Restrictive adjectival relative clause identifying *someone*; no comma required.

8. *Cracker Country*, which [relative pronoun] is a rural living history museum, is on the Florida State Fairgrounds.
   Nonrestrictive adjectival relative clause supplying additional information about *Cracker Country*; commas required.

9. It includes buildings that [relative pronoun] were moved to the site from all over the state.
   Restrictive adjectival relative clause identifying *buildings*; no comma required.

10. These restored buildings attempt to depict the conditions under which [relative pronoun] the early Florida pioneers lived.
    Restrictive adjectival relative clause identifying *conditions*; no comma required.

**Distinguishing between Simple, Compound, and Complex Sentences**

1. Complex sentence: An independent clause [*Jazz music first emerged in New Orleans*] and a dependent relative clause [*before the Great Depression began*].

2. Complex sentence: An independent clause [*Swing gained popularity in the 1930s*] and a dependent subordinate clause [*which is a subset of jazz*].
3. Simple sentence: One independent clause.
   **NOTE:** “near downtown Harlem” is merely an adverbial modifier.

4. Complex sentence: An independent clause [swing music enjoyed its last years] and two dependent subordinate clauses [After the war was over] and [until the 1990s brought a resurgence].

5. Compound-Complex sentence: Two independent clauses—1) [Nobody foresaw (something)] joined to a dependent subordinate clause [that the Brian Setzer Orchestra would reinvigorate swing music and America]; and 2) [few could guess (something)] joined to a dependent clause [that so many young listeners would embrace this genre].

6. Complex sentence: One independent clause [Controversy about (something) still exists] and one dependent clause [(some) modern swing band ruled radio airwaves in the 1940s].

7. Compound sentence: Two independent clauses [You can take a paid tour of the vintage ballrooms in New York City] and [I have never done so] joined by a coordinating conjunction.

8. Complex sentence: An independent clause [Many cities in the United States host swing dance societies] and two dependent subordinate clauses [most of (societies) are populated by college-aged students] and [(students) are novice learners].

9. Compound sentence: Two independent clauses [The casual observer may fear the scene] and [long-term dancers welcome beginners to the floor] joined by a coordinating conjunction.

10. Complex sentence: An independent clause [the basic rock step is the foundation of them all] and a dependent subordinate clause [Although thousands of swing moves are possible].

**Identifying Dependent Clause Types**

1. *who was living in Lake Machado in Los Angeles* = an adjectival relative clause that modifies *an alligator*.

2. *who released Reggie into the lake* = an adjectival relative clause that modifies *The man*.

3. *when he grew too big* = an adverbial subordinate clause. It passes all four tests.

4. *While Reggie was swimming free* = an adverbial subordinate clause. It passes all four tests.

5. *Whenever he was discussed in the local newspapers* = an adverbial subordinate clause. It passes all four tests.
6. *before he finally surfaced* = an adverbial subordinate clause. It passes all four tests.

7. *Although he was reputed to be 10 feet long* = an adverbial subordinate clause. The clause can be moved to the beginning or end of the sentence, and it fits the adverb frame sentence.

8. *who heard the news* = an adjectival relative clause modifying *people*.

9. *that at last he had come out of the water* = a nominal *that*-clause, direct object of *heard*.

10. *while he basked in the sun* = an adverbial subordinate clause. It passes all four tests.

11. *as he sunned himself on the bank* = an adverbial subordinate clause. It passes all four tests.

12. *that carried him from the lake to the Los Angeles Zoo* = an adjectival relative clause modifying *van*.

**Restrictive/Nonrestrictive Relative Clauses**

1. Flying is not as pleasant a way to travel as it was in the days when few people flew.  
   *When few people flew* = restrictive relative clause identifying which *days*.

2. The burden of higher gas prices, which cut into airlines profits, is passed on to customers, who must pay a gasoline surcharge.  
   *which cut into airlines profits* = nonrestrictive relative clause supplying additional information about *higher gas profits*.  
   *who sometimes must pay a gasoline surcharge* = nonrestrictive relatives clause supplying additional information about *customers*.

3. Passengers who choose some airlines now have to pay a fee for any baggage that they check.  
   *who choose some airlines* = restrictive relative clause identifying *passengers*.  
   *that they check* = restrictive relative clause identifying *baggage*.

4. The long lines that develop at security check points can hold up passengers for over half an hour.  
   *that develop at security check points* = restrictive relative clause identifying *lines*.

5. The hot meals that airlines used to serve on domestic flights are not offered today.  
   *that airlines used to serve on domestic flights* = restrictive relative clause identifying *the hot meals*.

6. On longer domestic flights today, most airlines offer a snack for passengers who are hungry.  
   *who are hungry* = restrictive relative clause identifying *passengers*.
7. Passengers who want a meal must bring it along themselves. 
   *who want a meal* = restrictive relative clause that identifies *passengers*.

8. Alcoholic beverages, which once were offered free on international flights, now cost five or six dollars. 
   *which once were offered free on international flights* = nonrestrictive relative clause that adds additional information about *alcoholic beverages*.

9. The Cunard Line, whose ships took five days from New York to England, had a motto, “Getting There Is Half the Fun.” 
   *whose ships took five days from New York to England* = nonrestrictive relative clause that adds additional information about *the Cunard Line*.

10. No one who travels today would say that about flying. 
    *who travels today* = restrictive relative clause identifying *no one*.

### Form and Function of Prepositional Phrases and Subordinate Clauses

1. *With Google’s Street View* 
   - FORM: prepositional phrase 
   - FUNCTION: adverbial

2. *along the streets of San Francisco or New York or Paris* 
   - FORM: prepositional phrase 
   - FUNCTION: adjectival, modifies *walk*

3. *Although most Google map pictures were taken by satellites* 
   - FORM: subordinate clause 
   - FUNCTION: adverbial

4. *of all stages* 
   - FORM: prepositional phrase 
   - FUNCTION: adjectival, modifies *maps*

5. *of the Tour de France* 
   - FORM: prepositional phrase 
   - FUNCTION: adjectival, modifies *stages*

6. *By clicking on the yellow arrows* 
   - FORM: prepositional phrase 
   - FUNCTION: adverbial
7. if you want to
   FORM: subordinate clause
   FUNCTION: adverbial

8. when you want to read road signs
   FORM: subordinate clause
   FUNCTION: adverbial

10. near the bicycle route
    FORM: prepositional phrase
     FUNCTION: adjectival, modifies streets

11. that are shaded blue
    FORM: relative clause
     FUNCTION: adjectival, modifies streets

12. if you are looking for a hotel or restaurant along the route
    FORM: subordinate clause
     FUNCTION: adverbial
CHAPTER 11 - ANSWERS

Exercise 11.1

There are many possible answers for this exercise. The following are examples.

1. That he was going to be late for his appointment disappointed Joel.
2. The story going around is that we will have three days off at Thanksgiving.
3. Scarlett swore that she would never be hungry again.
4. If Roxanne is going to marry Scott, I think that we should plan a party.
5. After the student demonstration, the New York Times reported that school officials had decided to shut down the campus.
6. That we didn't have enough money for the cruise of our dreams seems obvious now, of course.
7. How is it that everyone else knew that there was a test scheduled for Thursday?

Exercise 11.2

1. That requires one to jump from a height while attached to a strong elastic cord = adjectival relative clause modifying sport.

2. That is hovering in the air, like a helicopter, = adjectival relative clause modifying something.

3. That bungee jumping is no more dangerous than driving a car at 100 miles an hour = nominal, direct object of reports.

4. That driving a car at 100 miles an hour is too dangerous for us = nominal, direct object of think.

5. That support their chests, their buttocks, and, if they want, their feet = adjectival relative clause modifying harnesses.

6. That the cord and harnesses are strong enough to support 4,000 pounds = nominal, direct object of know.
7. That bungee cords are ten times as strong as they need to be = nominal, direct object of means.

8. That jumping from a bridge over a high ravine is quite thrilling = nominal, direct object of report.

9. That then repeatedly jerks them back upwards and lets them down = adjectival relative clause modifying cord.

10. That are dangerous to the bungee jumper's body = adjectival relative clause modifying jerks.

Exercise 11.3

1. The contestant that won the Acme World Oyster Eating championship ate 35 dozen oysters in eight minutes.
2. The winner claimed that he could have eaten two dozen more oysters.
3. He reported that he had eaten over 53 dozen last year.
4. People were surprised that the second-place contestant weighed only 105 pounds.
5. Major League Eating is the group that regulates competitive eating contests around the country.
6. The oyster-eating contest had a rule that required the use of forks.
Exercise 11.4

1. *Where he has placed the world’s largest greenhouses in a clay pit* = adjectival relative clause supplying additional information about *Cornwall.*

2. *What he said at the time* = nominal interrogative clause functioning as subject of the sentence.

3. *Whose contributions totaled over a million dollars* = adjectival relative clause modifying *backers.*

4. *Which slowed down the construction* = adjectival relative clause giving additional information about *rain.*

5. *Which replicate climates of different parts of the world* = adjectival relative clause giving additional information about *domes.*

6. *What plants grow in other places around the world* = nominal interrogative clause functioning as direct object of *see.*

7. *Which were among the earliest erected in Europe* = adjectival relative clause modifying *turbines.*

8. *That is more popular than the Tower of London* = adjective relative clause modifying *destination.*

9. *Why Project Eden has had 9 million visitors since 2001* = nominal interrogative clause functioning as the direct object of *explains.*

10. *Who come to Cornwall in fossil-fueled vehicles* = adjectival relative clause modifying *visitors.*
Exercise 11.5

1. *in how they build their honeycombs* = Adverbial Relative Clause modifying *differ*
2. *where they store nectar in combs* = Adjectival relative clause modifying *hives*
3. \textit{which eventually becomes a thick honey} = Adjectival relative clause modifying \textit{nectar}

Worker bees draw water from the nectar which eventually becomes a thick honey.
4. \( \text{what feeds the bees during the winter} = \text{Interrogative clause modifying honey} \)
Exercise 11.6

1. As the wildfires crept closer to Big Sur, people prepared to evacuate. People prepared to evacuate as the wildfires crept closer to Big Sur.

2. Although Juan was reluctant to leave, he loaded his car with prized possessions. Juan loaded his car with prized possessions although he was reluctant to leave. Juan, although he was reluctant to leave, loaded his car with prized possessions.

3. While Betty’s family waited inside their house, they could see flying embers nearby. Betty’s family could see flying embers nearby while they waited inside their house. Betty’s family, while they waited inside their house, could see flying embers nearby.

4. After the police announced a mandatory evacuation, cars began to pull out. Cars began to pull out after the police announced a mandatory evacuation.

5. A store owner decided to stay so that he could protect his property. So that he could protect his property, a store owner decided to stay.

Dependent Clauses Beginning with *That*

1. *That Daimler-Benz developed in the 1990s* = nominal *that*-clause, direct object of *forget*.

2. *That seated six people* = adjectival relative clause modifying *minivan*.

3. *That its fuel cell took up half the trunk space* = appositive nominal *that*-clause that renames *fact*.

4. *That were placed beneath the rooftop shell* = adjectival relative clause modifying *cylinders*.

5. *That there were no stations set up for providing hydrogen fuel* = nominal clause, direct object of *pointed out*.

6. *That was a little more widely available than hydrogen* = adjectival relative clause modifying *fuel*.

7. *That California was trying to develop a methanol distribution program* = nominal *that*-clause, direct object of *reported*.

8. *That could provide methanol* = adjectival relative clause modifying *pumps*. 

9. *That they intended to develop an A-class electric car* = nominal clause, direct object of announced.
*That would lead the green-car market* = adjectival relative clause modifying car.

*That it would leave electric cars in the dust* = nominal clause, direct object of foresee.

**Other Dependent Clauses**

1. *That has been studying the planet Saturn for the last four years* = adjectival relative clause modifying spacecraft.

2. *Although it was launched in 1997* = adverbial subordinate clause; it can be moved and it fits the frame sentence.
   *before its Cassini Orbiter began circling Saturn* = adverbial subordinate clause; passes all four tests.

3. *After it broke off from the Cassini Orbiter* = adverbial subordinate clause; passes all four tests.

4. *While the orbiter continued to circle Saturn* = adverbial subordinate clause; passes all four tests.

5. *What it found on Titan’s surface* = nominal interrogative clause, object of the preposition about.

6. *That the surface of Titan slips around “like cheese on pizza sauce”* = nominal that-clause, direct object of the verb say.

7. *[That] this may occur* = nominal that-clause, direct object of believe.
   *Because an internal ocean causes the surface to move* = adverbial subordinate clause; it can be moved, a wh- interrogative can substitute for it, and it fits in the frame sentence.

8. *[That] it has been orbiting* = adjectival relative clause modifying years.

9. *That prompts new questions from scientists* = adjectival relative clause modifying information.

10. *That the rings of Saturn are a permanent phenomenon* = nominal that-clause, direct object of found.
11. Before a message from the orbiter reaches the scientists on earth = adverbial subordinate clause; it can be moved; it fits the frame sentence; it does not pass the other two tests. Who are monitoring its signals = adjectival relative clause modifying scientists.

12. That the Cassini mission will now run until 2010 = nominal that-clause, direct object of announced. Which was scheduled to end in 2008 = adjectival relative clause modifying mission.

Subordinate Clauses - Form and Function

1. That music can reduce stress
   FORM = That-clause
   FUNCTION = Nominal, direct object of known

2. That calms our nerves
   FORM = Relative clause
   FUNCTION = Adjectival, modifies beat

3. Before we were born
   FORM = Subordinate clause
   FUNCTION = Adverbial modifier

4. While we were safe and comfortable in the womb
   FORM = Subordinate clause
   FUNCTION = Adverbial modifier

5. Why music that mimics the rate and regularity of the human heart can be especially calming
   FORM = Interrogative clause
   FUNCTION = Nominal, subject complement

6. That mimics the rate and regularity of the human heart
   FORM = Relative clause
   FUNCTION = Adjectival, modifier of music

7. Which is the usual heart beat
   FORM = Relative clause
   FUNCTION = Adjectival, supplies additional information about beats

8. How a piece of music will affect anyone
   FORM = Interrogative clause
   FUNCTION = Nominal, direct object of predict
9. While patients are undergoing dental work
   FORM = Subordinate clause
   FUNCTION = Adverbial modifier

10. That are designed to promote relaxation
    FORM = Relative clause
    FUNCTION = Adjectival, modifies records

11. That any kind of live music is likely to lead to stress reduction
    FORM = That-clause
    FUNCTION = Nominal, subject complement

12. As long as it is played at a moderate volume
    FORM = Subordinate clause
    FUNCTION = Adverbial modifier
CHAPTER 12 - ANSWERS

Exercise 12.1

1. I want to own a hybrid car.
2. I expect the hybrid car to use less gasoline.
3. I have asked some friends to car pool with me.
4. Sally drives out of her way to buy cheaper gas.
5. Tom is experimenting with driving techniques called “hypermiling” to save money.
6. His goal is for his car to get 90 miles to the gallon.
7. Harvey plans to bicycle to work every day.
8. To bicycle on busy city streets is dangerous.
9. Our family expects to take the train to travel to Chicago this summer.
10. We are going there to visit relatives.

Exercise 12.2

1. To own a hybrid car = Nominal infinitive, direct object of want
2. To use less gasoline = Nominal infinitive, direct object of enable
3. To car pool with me = Nominal infinitive, direct object of asked
4. To buy cheaper gas = Adverbial infinitive, modifies drives
5. To save money = Adverbial infinitive, modifies experimenting
6. For his car to get 90 miles to the gallon = Nominal infinitive, subject complement
7. To bicycle to work every day = Nominal infinitive, direct object of plans
8. To bicycle on busy city streets = Nominal infinitive, subject of the sentence
9. *To take the train* = Nominal infinitive, direct object of *expects*
   *To travel to Chicago this summer* = Adverbial infinitive, modifies *take*

10. *To visit relatives* - Adverbial infinitive, modifies *going*

**Exercise 12.3**

   *improve* = Intransitive verb, Type I sentence

2. Unmanned aircraft [NP, - subject] study [MVP] how storms form and develop strength [NP, - direct object].
   *study* = Transitive verb, Type V sentence

   *deploy* = Transitive verb, Type V sentence

4. These drones [NP, - subject] gather [MVP] data on winds, temperature, and pressure [NP, - direct object].
   *gather* = Transitive verb, Type V sentence

5. A network of trackers and analysts all over the world [NP, - subject] receive [MVP] data [NP, - direct object] from the unmanned aircraft [ADVP].
   *receive* = Transitive verb, Type V sentence

6. They [NP, - subject] study [MVP] the exchange of energy on the surface of the seas [NP, - direct object].
   *study* = Transitive verb, Type V sentence

   *learn* = Transitive verb, Type V sentence

8. Meteorologists [NP, - subject] improve [MVP] their ability [NP, - direct object]
   *improve* = Transitive verb, Type V sentence
   Meteorologists [NP, - subject] forecast [MVP] serious tropical storms [NP, - direct object].
   *forecast* = Transitive verb, Type V sentence

   *flee* = Intransitive verb, Type I sentence
\( be = \text{Linking verb, Type III sentence} \)

**Exercise 12.4**

1. \( to \text{ make her home there} \)
   \( Petra = \text{subject} \)

2. \( to \text{ watch Petra fall in love with a large, white plastic paddle boat} \)
   \( People = \text{subject} \)

3. \( to \text{ swim alongside her beloved boat} \)
   \( Petra = \text{subject} \)

4. \( to \text{ leave the lake} \)
   \( Other \text{ swans} = \text{subject} \)
   \( to \text{ migrate south} \)
   \( Other \text{ swans} = \text{subject} \)

5. \( to \text{ join them} \)
   \( Petra = \text{subject} \)

6. \( to \text{ interest her in her own kind} \)
   \( Zoo \text{ officials} = \text{subject} \)

7. \( to \text{ mix with the other swans} \)
   \( Petra = \text{subject} \)

8. \( to \text{ return the boat to the lake} \)
   \( Someone = \text{subject} \)

9. \( to \text{ return Petra to the lake} \)
   \( Zoo \text{ officials} = \text{subject} \)

10. \( to \text{ swim alongside the boat} \)
    \( Petra = \text{subject} \)
    \( to \text{ be reunited with her true love} \)
    \( Petra = \text{subject} \)
Exercise 12.5

1. *Nothing to do Tuesday night* = Nominal infinitive, direct object of *had*. Test #1: Pronoun substitution - *He had something*. Test #2: *Wh*-question - *What did he have?*

2. *To see the opera Das Rheingold* = Nominal infinitive, direct object of *decided*. Test #1: Pronoun substitution - *He decided something*. Test #2: *Wh*-question - *What did he decide?*

3. *To arrive at the opera house by 8:00 pm* = Nominal infinitive, direct object of *needed*. Test #1: Pronoun substitution - *He needed something*. Test #2: *Wh*-question - *What did he need?*

4. *To be seated* = Nominal infinitive, complement of the adjective *late*. No other tests available.

5. *To see the opera* = Adverbial infinitive, modifying the sentence *it would be necessary*. Test #1: *Wh*-question: *Why would it be necessary?* Test #2: It can move in its sentence. Test #3 - Paraphrase with *in order to*: *In order to see the opera.*

*To stand at the highest level of the house* = Nominal infinitive. No other tests available.

6. *To find standing room available* = Nominal infinitive, complement of the adjective *happy*. No other tests available.

7. *To see most of the stage* = Nominal infinitive, complement of the adjective *able*. No other tests available.

8. *To put his coat* = Adjectival infinitive, modifying *place*. Restatement as an adjectival relative clause containing a relative adverb: *a place on the rail where he could put his coat."

9. *To allow standees* = Adverbial infinitive. Test #1: It can move in its sentence. Test #2: *Wh*-question: *Why were they provided?* Test #3 - Paraphrase with *in order to*: *In order to allow the standees.*

*[Standees] to see the signers’ faces* = Nominal clause. Direct object of *allow*. Test #1: Pronoun substitution - *They allowed something*. Test #2: *Wh*-question - *What did they allow?*

10. *to remember* - Adjectival infinitive, modifying *evening*. Restatement as a relative clause: *an evening that he would remember.*
Answer Key 12-5

Exercise 12.6

   *Went* = Intransitive verb, Type I sentence

2. He [NP₁] achieved [MVP] those five championships [NP₂].
   *Achieved* = Transitive verb, Type V sentence

3. Federer [NP₁] hoped [MVP] to become the first man in 122 years [NP₂].
   *Hope* = Transitive verb, Type V sentence

   *Lost* = Intransitive verb, Type I sentence

5. He [NP₁] won [MVP] 65 straight matches [NP₂] on grass courts [ADVP].
   *Won* = Transitive verb, Type V sentence

6. He [NP₁] played [MVP] almost faultless elimination matches [NP₂].
   *Play* = Transitive verb, Type V sentence

7. Rafael Nadal [NP₁] lost [MVP] both [NP₂].
   *Lose* = Transitive verb, Type V sentence

   *Expected* = Transitive verb, Type V sentence

   *Watched* = Transitive verb, Type V sentence

10. The match [NP₁] became [MVP] the longest in Wimbledon history [NP₂].
    *Become* = Linking verb, Type IV sentence

Exercise 12.7


Answer Key 12-6

3. *Giving up on that* = Adverbial present-participle phrase. Movable: He switched the radio to a music station *after giving up on that* . . . . *Wh*-question: *When* did he switch the radio . . . ? Adverb substitution: He switched the radio . . . *then*.

4. *Wondering whether he could make a call* = Adverbial present-participle phrase. Movable: He took out his cell phone, *wondering whether he could* . . . . *Wh*-question: *Why* did he take out his cell phone? Adverb substitution: He wondered whether he could make a call *then*.

While sitting in traffic = Adverbial present-participle phrase. Movable: Wondering whether, *while sitting in traffic*, he could make a call. *Wh*-question: *When* did he wonder . . . ? Adverb substitution: He wondered whether he could make a call *then*.


*Using a cell phone* = Adjectival present-participle phrase. Modifies *no one else*. Can be transformed into a relative clause: “*Seeing no one else who was using a cell phone*...”

6. *Waiting to get on the freeway* = Adjectival present-participle phrase modifying *people*. 
Relative clause test: The other people, *who were waiting to get on the freeway* . . . .


**Exercise 12.8**

1. *Reigning* = Present participle - Cannot be compared or qualified (*The more/very reigning monarch*)
2. *Waiting* = Present-participle - Cannot be compared or qualified (*The more/very waiting people*)

3. *Leading* = Adjective - Can be compared or qualified (*The more/very leading questions*)

4. *Sitting* = Present-participle - Cannot be compared or qualified (*The more/very sitting judge*)

5. *Impending* = Present-participle - Cannot be compared or qualified (*The more/very impending reductions*)

   *Alarming* = Adjective - Can be compared or qualified (*is more/very alarming*)

6. *Surging* = Present-participle - Cannot be compared or qualified (*The more/very surging health costs*)

   *Lacking* = Present-participle - Cannot be compared or qualified (*more/very lacking health care*)

7. *Waiting* = Present-participle - Cannot be compared or qualified (*The more/very waiting car*)

8. *Passing* = Present-participle - Cannot be compared or qualified (*The more/very passing Hummers*)

9. *Roaring* = Present-participle - Cannot be compared or qualified (*The more/very roaring traffic*)

10. *Terrifying* = Adjective - Can be compared or qualified (*The more/very terrifying movie*)

**Exercise 12.9**


   *Connecting* = Adjectival participle phrase, modifying *route*.

2. *Searching* = Adverbial participle phrase, modifying *died*.


   *Resulting* = Adjectival participle phrase, modifying *temperatures*.

4. *Self-propelling* = Adjectival participle phrase, modifying *process*.
5. *Struggling* = Adverbial participle phrase, modifying *rushed in.*
   *Lying* = Adjectival participle phrase, modifying *riches.*


7. *Training* = Adjectival participle phrase, modifying *facility.*


9. *Expecting* = Adverbial participle phrase, modifying *sent out.*
   [Students might see this as an adjectival participle phrase, modifying expedition.]

10. *Disrupting* = Adverbial participle phrase, modifying *move.*

**Exercise 12.10**

1. [The Bagley brothers] . . . named as heirs to their cousin’s estate
2. [The policeman] . . . although severely wounded
3. [Hank] . . . bitten by mosquitos
   [Hank] . . . burned by the sun
4. [Bert] . . . blinded by the late afternoon sun
5. [The new treaty] . . . when completed
6. [Melody] . . . encouraged by her coach’s praise
7. [One of Molly’s suitcases] . . . fully packed
8. [This bill] . . . signed into law
9. [Harold] . . . severely strapped for funds
10. [Pasta] . . . correctly cooked

**Exercise 12.11**

1. *Distributed free over the Internet* = Restrictive past-participle phrase; it modifies *podcast.*
2. *Lasting only a few minutes* = Nonrestrictive present-participle phrase; it adds additional information about *podcast.*
3. *Including college lectures and interviews* = Nonrestrictive present-participle phrase; it adds additional information about *others*.

4. *Devoted to a different grammatical query each week* = Restrictive past-participle phrase; it modifies *podcast*.

5. *Taken from a regularly scheduled NPR radio show* = Nonrestrictive past-participle phrase; it adds additional information to “Wait, Wait, Don’t Tell Me.”

6. *Sponsored by The Economist* = Nonrestrictive past-participle phrase; it adds additional information about “The Ethicist.”
   *E-mailed to the Web site by listeners* - Restrictive past-participle phrase; it modifies *questions*.

7. *Pointing out that he is not establishing an attorney-client relationship* = Restrictive present-participle phrase modifying *disclaimer*.


9. *Interviewing chefs at the Santa Monica Farmer’s Market* = Restrictive present-participle phrase; it modifies *woman*.

10. *Downloaded from television shows* = Restrictive past-participle phrase; it modifies *episodes*.

**Exercise 12.12**

1. *Placed on the Negev Desert floor* - Past-participle phrase - Cannot be compared or qualified (*more/very placed on the Negev Desert floor*).

2. *Guided by a computer* = Past-participle phrase - Cannot be compared or qualified (*more/very guided by a computer*).

3. *vacuum-sealed tubes* = Past-participle phrase - Cannot be compared or qualified (*more/very vacuum-sealed tubes*).

4. *Heated water* = Past-participle phrase - Cannot be compared or qualified (*more/very heated water*). [This is borderline; some students may disagree.]

5. *The controlled focusing* = Adjective - Can be compared and qualified (*more/very controlled focusing*).
6. *Planned for the Mojave Desert in California* = Past-participle phrase - Cannot be compared or qualified (*more/very planned for the Mojave Desert in California*).

7. *Excited by the potentiality* = Adjective - Can be compared and qualified (*more/very excited by the potentiality*).

8. *Gas-powered turbines* = Past-participle phrase - Cannot be compared or qualified (*more/very gas-powered turbines*).

**Exercise 12.13**

1. BAN ON [the] ABUSING [of] PRIESTS TO BE KEPT  
   [ABUSING = Gerund]  
   BAN ON ABUSING [by] PRIESTS TO BE KEPT  
   [ABUSING = Gerund]  
   BAN ON [the] ABUSING PRIESTS TO BE KEPT  
   [Adjectival present-participle]

2. HELPING [to] HURT CHILDREN IS REWARD ENOUGH  
   [HURT = Nominal infinitive]  
   HELPING [the] HURT CHILDREN IS REWARD ENOUGH  
   [HURT = adjective]

3. YWCA [is] BATTERED WOMEN’S ADVOCATE  
   [BATTERED = Adjectival past participle]  
   YWCA BATTERED [a] WOMEN’S ADVOCATE  
   [BATTERED = Main verb past tense]

4. JUDGE DEBATING STATE EXECUTION PROCEDURE [is] RESPECTED BY LAWYERS  
   [RESPECTED = Main verb past participle]  
   JUDGE DEBATING STATE EXECUTION PROCEDURE [that is] RESPECTED BY LAWYERS  
   [RESPECTED = Adjectival past participle]

5. TEXAS POLICE WANT BULLET [that is] LODGED IN TEENAGER’S HEAD  
   [LODGED = Past participle in passive main verb phrase]  
   TEXAS POLICE WANT BULLET [to be] LODGED IN TEENAGER’S HEAD  
   [LODGED = Past participle in infinitive phrase]
6. FIFTH AVENUE CLOGGED WITH POLICE [who are] SHOOTING PROTESTORS
   [SHOOTING = Main verb present-participle]
   FIFTH AVENUE CLOGGED WITH PROTESTORS [of] POLICE SHOOTING
   [SHOOTING = Gerund]

7. AFTER RIOTING [occurs], SOLOMON’S PREMIER IS SWORN IN
   [RIOTING = Gerund]
   AFTER [his] RIOTING, SOLOMON’S PREMIER IS SWORN IN
   [RIOTING = Gerund]

8. CEO [was] SOLD AS STOCK DROPPED
   [SOLD = Main verb past participle]
   CEO SOLD [stock] AS STOCK DROPPED
   [SOLD = Main verb past tense]

9. BICYCLIST STRUCK BY CAR [is] IN FAIR CONDITION
   [IN FAIR CONDITION = Adjectival prepositional phrase]
   BICYCLIST STRUCK BY CAR [that is] IN FAIR CONDITION
   [IN FAIR CONDITION = Adjectival prepositional phrase]

10. PEACE COUNCIL [is] AT RADIO STATION TO PROTEST TORTURE
    [AT RADIO STATION = Adverbial prepositional phrase]
    PEACE COUNCIL TO PROTEST TORTURE [that occurs] AT RADIO STATION
    [AT RADIO STATION = Adverbial prepositional phrase]

Review Exercises

Identifying Nonfinite Verb Phrases

1. To visit Niagara Falls = Adjectival infinitive phrase [modifying Europeans]
2. Felt by spectators = Adjectival past-participle phrase [modifying horror]
3. To terrify visitors = Nominal infinitive phrase [complement of able]
4. Standing near it = Adjectival present-participle phrase [modifying people]
5. Being terrified = Gerund phrase [direct object of like]
6. To the falls = Prepositional phrase
7. Hoping = Present-participle
8. *Named* = Past-participle

9. *Doing headstands midway* = Adverbial present-participle phrase [*How did he walk across . . . ?*]

10. *To survive a trip over the falls in a barrel* = Nominal infinitive phrase, direct object of *trying*

11. *To see if it would survive* = Adverbial infinitive phrase [*Why did she . . . ?*]

12. *Unfazed* = Past-participle

13. *Distressed by the number of deaths that occurred* = Adverbial past-participle phrase [*Why did they . . . ?*]

14. *Going over the falls in a barrel* = Gerund phrase, direct object of *made illegal.*
Form and Function of Phrases and Clauses

1. *Donated by McDonald’s* = Adjectival past-participle phrase. [Modifies *bench*]
2. *To pass the time* = Adverbial infinitive phrase. [Tells *why* he read the paper]
3. *That it was yesterday’s paper* = Nominal *that*-clause. [Direct object of *notice*]
4. *To feed the ducks* = Nominal infinitive phrase. [Direct object of *decided*]
5. To see that someone was taking his picture = Nominal infinitive phrase. [Adjective complement]

He was surprised to see that someone was taking his picture.
6. *Who was flying a kite* = Adjectival relative clause. [Modifies boy]
7. *Lighting charcoal* = Adjectival present-participle phrase. [Modifies *Fannie*]

8. *Like screaming* - Adjectival prepositional phrase (preposition + gerund). [Subject complement]
9. After she has finished lighting the charcoal = Adverbial subordinate clause. [Tells when]

10. To cover the grill = Nominal infinitive phrase. [Object of needs]
    [The tree remains unchanged]
11. *Cooked* = Adjectival past-participle. [Modifies *cheeseburgers*]

12. *How many guests were there* = Nominal interrogative clause. [Direct object of *wondered*]
Practical Applications - Modifiers

There are other possible answers for this exercise. The following are examples.

1. Although Fannie tried to keep him indoors or on a leash, her dog ran away again.

2. When it is filled with gas, Fannie can drive her motorcycle all the way to Flagstaff without refueling.

3. After tasting a strawberry at the market, Fannie thought the idea of making strawberry shortcake seemed appealing.

4. To avoid injury, Freddie was advised by his doctor to warm up before exercising.

5. Although extremely nervous about singing a solo for the panel of judges, Fannie was reassured by Freddie’s presence as she auditioned for the choir.

6. When it is newly detailed, Freddie knows his car looks best.

7. After the pizzas had been baked in the oven for 35 minutes, Fannie and Freddie decided to add more sauce to them.

8. With great reluctance, Fannie agreed to revise her thesis.

9. Fannie is disappointed that her new car won’t be the color she wanted because Jaguars aren’t available in mauve.

10. Freddie smiled at the burger on his plate that was burned on the outside but rare in the middle.