INSTRUCTOR'S MANUAL

to accompany

ANALYZING ENGLISH GRAMMAR
Seventh Edition

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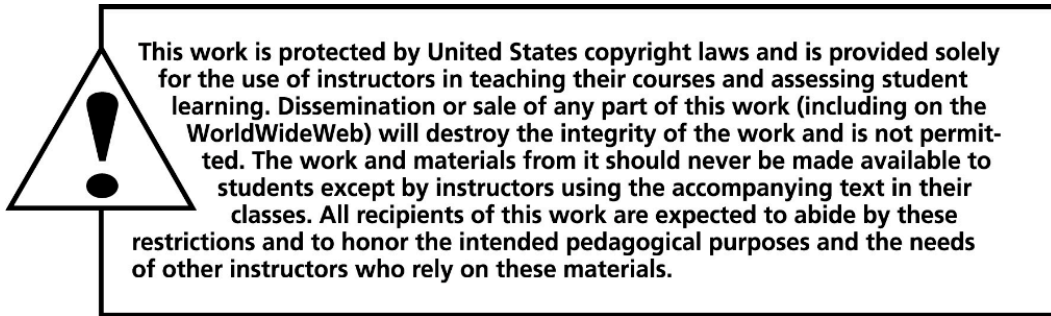
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CONTENTS

PREFACE

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 "FYEO" (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.

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Fullerton, California
June, 2012

MyCompLab

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 auto-complete, 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.

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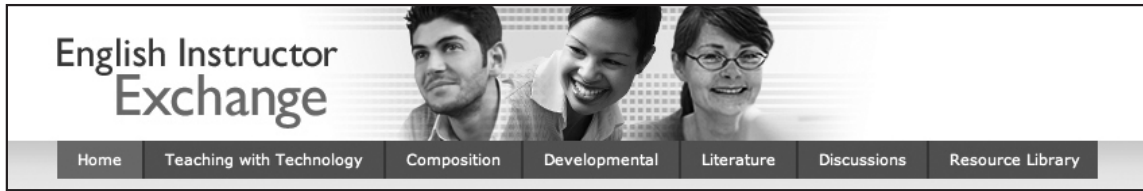
Pearson has long been a partner to the English disciplinary community, shaping the way English has been taught and used for well over 200 years, pretty much ever since we published Samuel Johnson's *Dictionary* in 1755 and Roget's *Thesaurus* in 1851. Our most recent efforts to support the profession 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, electures and videos from our Resource Library. You're always welcome, so stop by anytime!

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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.

rules of English

rules described by formal linguists

rules known to applied linguists

rules known to best teachers

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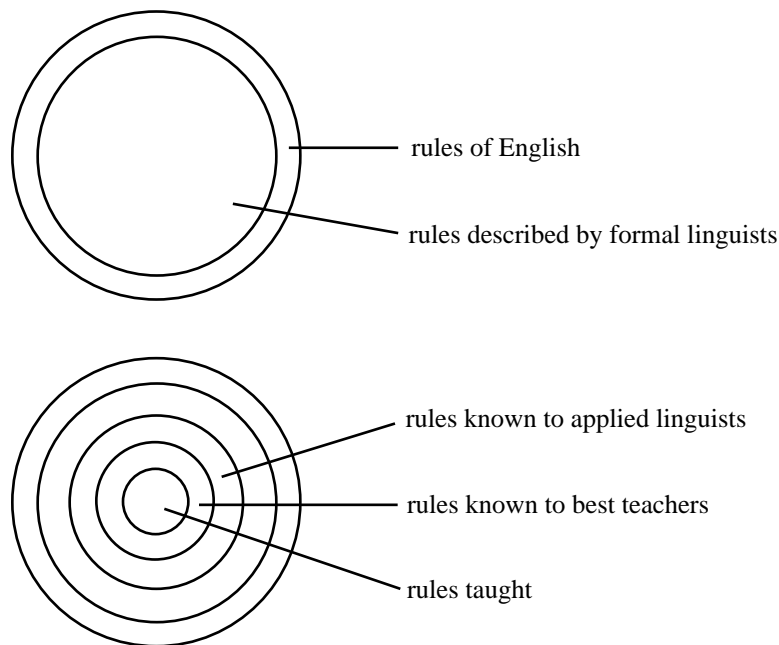
1. A rule not described by linguists is the difference, if any, between

    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.")

ming: fond of argument

minger: comparative of *ming* ("I may be ming, but you are even minger than I am.")

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.

2. A capsule grammar of English.

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. _____

1. We are searching for histories of the <u>U.S.S.R./USSR</u>.
    Choice _____   Page(s) and Section _____

2. In her letter, Esmerelda <u>inferred/implied</u> she was joining the circus.
    Choice _____   Page(s) and Section _____

3. This semester I plan to <u>really study/study really</u> conscientiously.
    Choice _____   Page(s) and Section _____

4. Margaret's opinion is different <u>from/than</u> mine.
    Choice _____   Page(s) and Section _____

5. Philbert is the person <u>we gave it to/to whom we gave it</u>.
    Choice _____   Page(s) and Section _____

6. The guilty one is <u>me/I</u>.
    Choice _____   Page(s) and Section _____

7. Let's keep this secret <u>between you and I/between you and me</u>.
    Choice _____   Page(s) and Section _____

8. She walked into the dentist's office <u>like/as</u> a trooper marches into battle.
    Choice _____   Page(s) and Section _____

9. <u>Less/Fewer</u> students listen to opera than you think.
    Choice _____   Page(s) and Section _____

10. Neither you nor she <u>is/are</u> tall.
    Choice _____   Page(s) and Section _____

11. If people got to know <u>each other/one another</u> better, there would be less prejudice.
    Choice _____   Page(s) and Section _____

12. Murgetroid is <u>pretty/fairly</u> sure she flunked the test.
    Choice _____   Page(s) and Section _____

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).

4. [DIFFERENT: PREPOSITION FOLLOWING] Most handbooks prefer *from.*

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:

House, Homer C., and Susan Emolyn Harman. *Descriptive English Grammar.* 2nd ed. Rev. by Susan Emolyn Harman. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1950.

Pence, R. W., and D. W. Emery. *A Grammar of Present–Day English.* 2nd ed. New York: The Macmillan Company, 1963.

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

Reed, Alonzo, and Brainerd Kellogg. *Higher Lessons in English.* A photoreproduction with an introduction by Charlotte Downey. Delmar, N.Y.: Scholars' Facsimiles & Reprints, 1987. Originally published: New York: Clark & Maynard, 1886.

Chapter 2 – Varieties of English

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.

Chapter 3 – The Morphology of English

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		**Roots**		**Suffixes**	
demi-	"half"	cycl	"circle, ring"	-ology	"study of"
proto-	"first"	phon	"sound"	-ist	"one who does"
mega-	"million; large"	chron	"time"	-ism	"practice of"
		logo	"word"	-ness	noun
ad-	"to"	mania	"madness"	-ment	noun
ex-	"out"	lith	"stone"	-tion	noun
hypo-	"under; too little"	psyche	"mind"	-al	adjective
		paleo	"old"	-able	adjective
hyper-	"excessive"	ped	"foot"	-ish	adjective
inter-	"between"	dent	"tooth"	-ic	adjective
philo-	"love"	luna	"moon"	-ize	verb
miso-	"hate"	mort	"death"	-ate	verb
pan-	"all"	terr	"land"		
counter-	"opposite"	urb	"city"		
pseudo-	"false"	saur	"lizard"		
neo-	"new"	anthrop	"mankind"		

MORPHOLOGY
Study Guide

TERMS AND CONCEPTS	

phonology
morphology
 	
derivational morpheme
inflectional morpheme
	morpheme
	allomorph
	base
	    bound base
	    free base
	affix
	    prefix
	    suffix

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   <u>early-morning check(er)</u>

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
2. reviewing
3. shorten
4. finished
5. democrats
6. breakage
7. inflational
8. sheepishly
9. exporter
10. hairiest
11. historical
12. bicyclist
13. longer
14. morpheme
15. proposal

EXERCISE: MORPHOLOGY (Answers)

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

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

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

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

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

6. {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*

Chapter 4 – Form-Class Words

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).

individual	reference	variable	slow	free	progress
lavish	dutifully	good	alone	brown	calm
square	park	high	space	separate	program
circle	tropical	parallel	frequent	fear	conceptualize

PARTS OF SPEECH
Study Guide

TERMS AND CONCEPTS

nouns
    common/proper
    abstract/concrete
    count/noncount
verbs
adjectives
adverbs

pronouns
    indefinite pronoun
    personal pronoun
        first, second, third person
    reciprocal pronoun
    reflexive pronoun

derivational morphemes
inflectional morphemes

sentence frames
    function slots

lexicon

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.)

flingboodles	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 and 6 – Structure Class Words
Parts I and II

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 <u>notes</u> again vs. Joey forgot his notes <u>again</u>.

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)	
DETERMINERS – precede nouns 　　articles (*a, an, the*) 　　possessive nouns (*Joe's*) 　　possessive pronouns (*his*) 　　demonstrative pronouns (*this*) 　　numbers (*one*) 　　quantifiers (*many*) 　　predeterminers (*half the…*) 　　postdeterminers (*the first…*)	**AUXILLIARIES** – precede verbs 　　modals (*can, could, will, 　　　would, shall, should, may, 　　　might, must*) 　　*have* 　　*be* 　　*do* 　　modal-like verbs
QUALIFIERS – precede adjectives 　　and adverbs 　　(*quite, rather*)	**PREPOSITIONS** – precede nouns 　　simple (*to, from, by*) 　　phrasal (*because of*)
CONJUNCTIONS coordinating (*and, but*) correlative (*either…or*) conjunctive adverbs (*however*) subordinating conjunctions 　　(*while, because, whenever*)	**RELATIVES** 　　(*who, which, that, where, 　　when, why*)
	INTERROGATIVES 　　(*who, which, what, where, 　　why, when, how*)
PERSONAL PRONOUNS 　　(*I, me; we, us; you; he, him; she, her; it; they, them*)	

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: DIAGRAMING

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 / comfortably / quite

ADJP
Q — ADV
quite — comfortably

4. (called) less frequently

called / frequently / 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

2. *in* = preposition
    some = determiner (indefinite)
    of = preposition
    the = determiner   (article)
    many = determiner (indefinite)
    will = auxiliary (modal)
    to = preposition
    extremely = qualifier (modifying adjective
    hungry)

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

    last = determiner (indefinite)
    in = preposition
    the = determiner (article)
    rather = qualifier (modifies adjective *futile*)
    of = preposition
    the = determiner (article)

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)

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*.

<u>EXERCISE: POSSESSIVE PRONOUN FUNCTIONS</u> (Answers)

1. *your:* determiner
   mine: nominal

   yours: nominal
   its: nominal

2. *our:* determiner
   its: determiner

3. *their:* determiner
   theirs: nominal

4. *her:* determiner
   his: nominal

5. *their:* determiner
   ours: nominal

<u>CHECKUP QUIZ</u> - 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 _____

<u>CHECKUP QUIZ - STRUCTURE WORDS</u> (Answers)

1. (would) wander about
2. from (their) monastery
3. (This) carnage
4. (about) four friars
5. were mobile (and) would wander
6. (although) neither he nor his colleagues
7. (this) one about four friars
8. (However,) to their dismay
9. (they) discovered man-eating plants

(Invite students to identify and defend other answers.)

Chapter 7 – Phrases

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.

SUBJECT	TENSE	(MODAL)	(HAVE+{-en}) PERFECT	(BE+{ing})PROGRESSIVE	MAIN VERB	RESULTING FORM
(Carol)	past		have +{en}	be+{-ing}	(laugh)	had been laughing

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).

PHRASES

Study Guide

TERMS AND CONCEPTS	
subject predicate	noun phrase (NP) verb phrase (VP) main verb phrase (MVP) adjective phrase (ADJP) adverb phrase (ADVP)
main verb auxiliary modal perfect progressive	**5 PRINCIPAL VERB PARTS** base form simple present tense simple past tense past participle present participle
regular verb irregular verb	

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.

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.

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

ANSWERS TO CHECKUP QUIZ - Phrases

1   a.   ADVP - then

    b.   NP - something

    c.   ADJP - modifies *officials*

2   a. PRES + MODALshould + BE + {-ing} + *wait* (Present Progressive)

    b. PRES + HAVE + {-en} + *give out* (Present Perfect)

3.   *has asked*

4.   *has been offering*

Chapter 8 - Five Basic Sentence Types

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
            etc.

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: $S_I = NP + MV_{int}$

Tree Diagram:

S_I

NP — VP

MVP

MV_{int}

A telephone   rang.
Jenny   meowed.

_____   _____

R-K Diagram:

telephone | rang

A
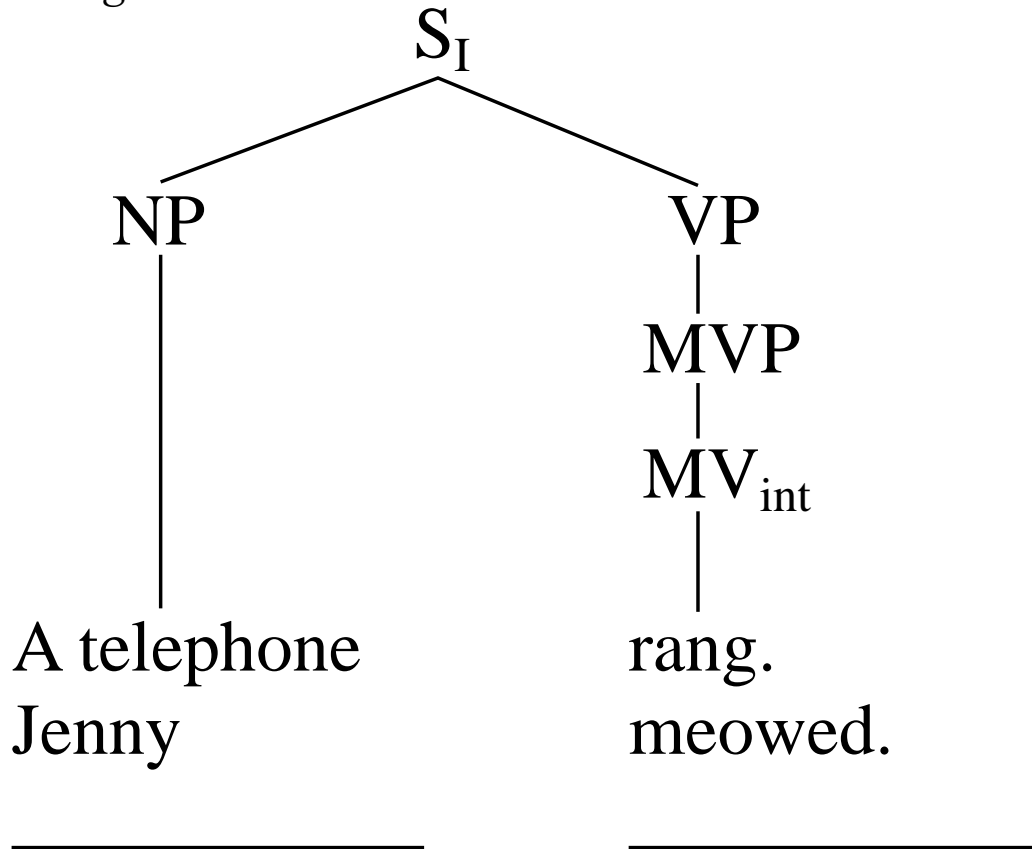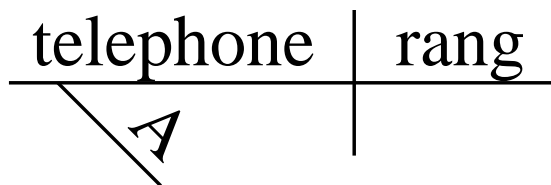
Type I - INTRANSITIVE VERB
with adverbial modifier

One or more ADVP modifiers are optional constituents.

Tree Diagram:

S_I

NP   VP

       MVP ADVP

       MV_{int}

Melanie sang   well.
An old truck backfired loudly.

R-K Diagram: Melanie | sang
            well
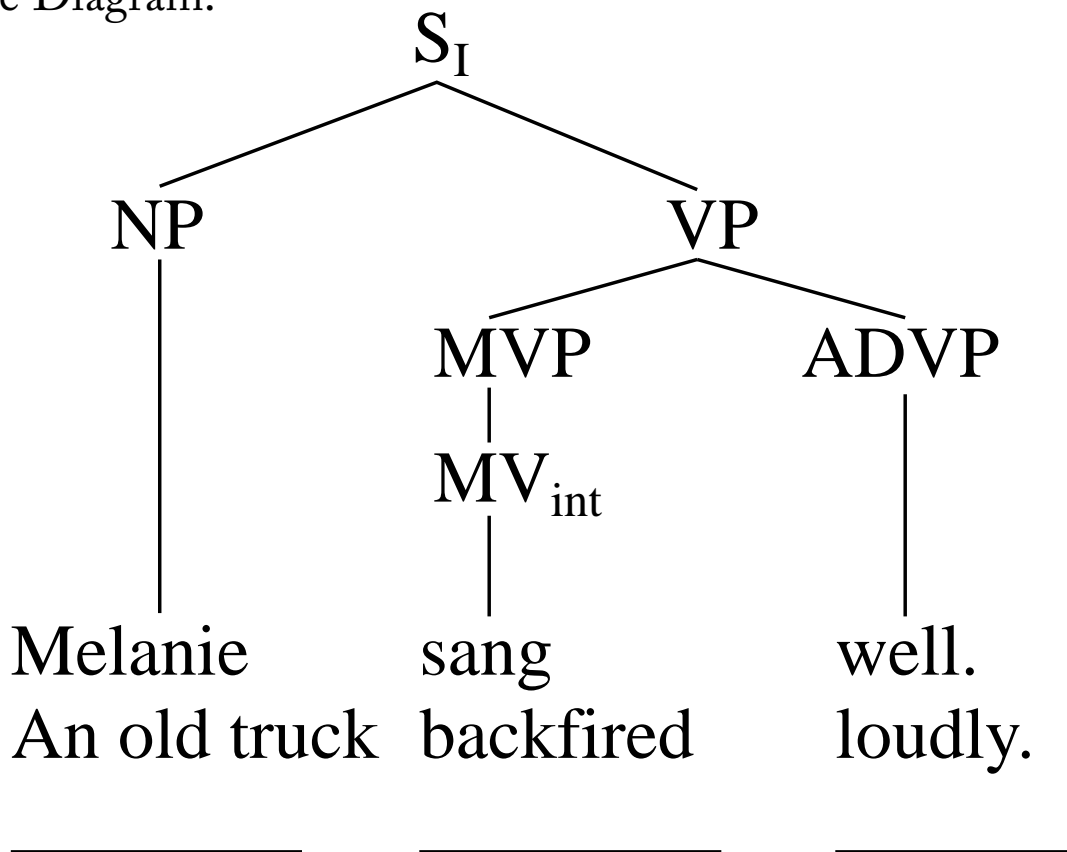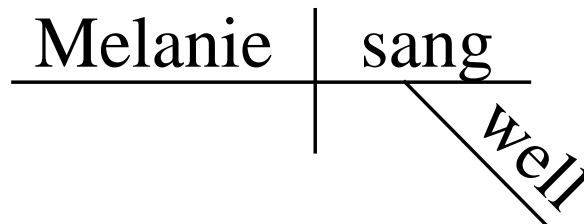
Type II - LINKING VERB *be*
with adverbial of time or place

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

Tree Diagram:

$$S_{II}$$

NP   VP

MVP $ADVP_{tm/pl}$

MV_{be}

Jesse   is   outside.
Oscar   was   late.

_____   _____   _____

R-K Diagram: Jesse | is

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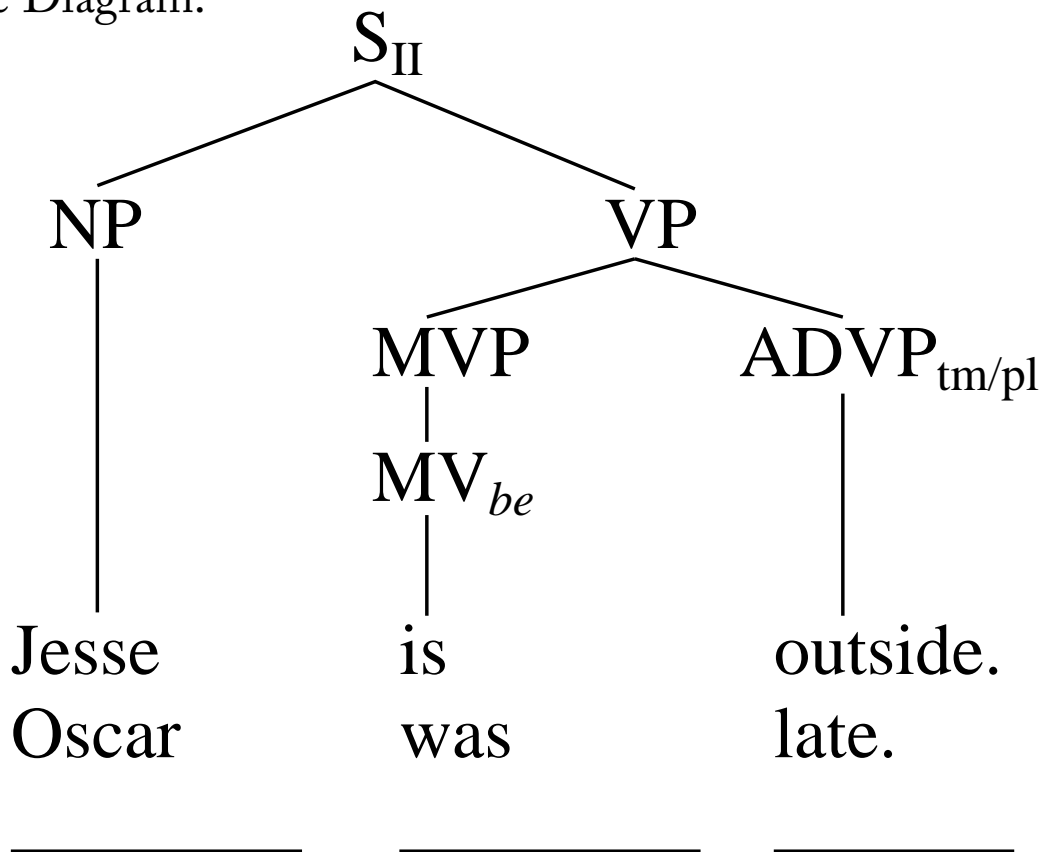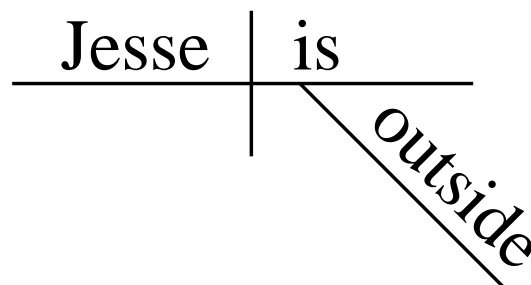
Type II - LINKING VERB *be*
with adverbial of time or place

Tree Diagram: (adverbial is a prepositional phrase)

$$S_{II}$$

NP   VP

MVP   ADVP$_{tm/pl}$

MV$_{be}$ PREPP

The dog   was   under the table.
The meeting   is   on Friday.

_____   ____   _____

R-K Diagram: dog │ was

The   under   table

the
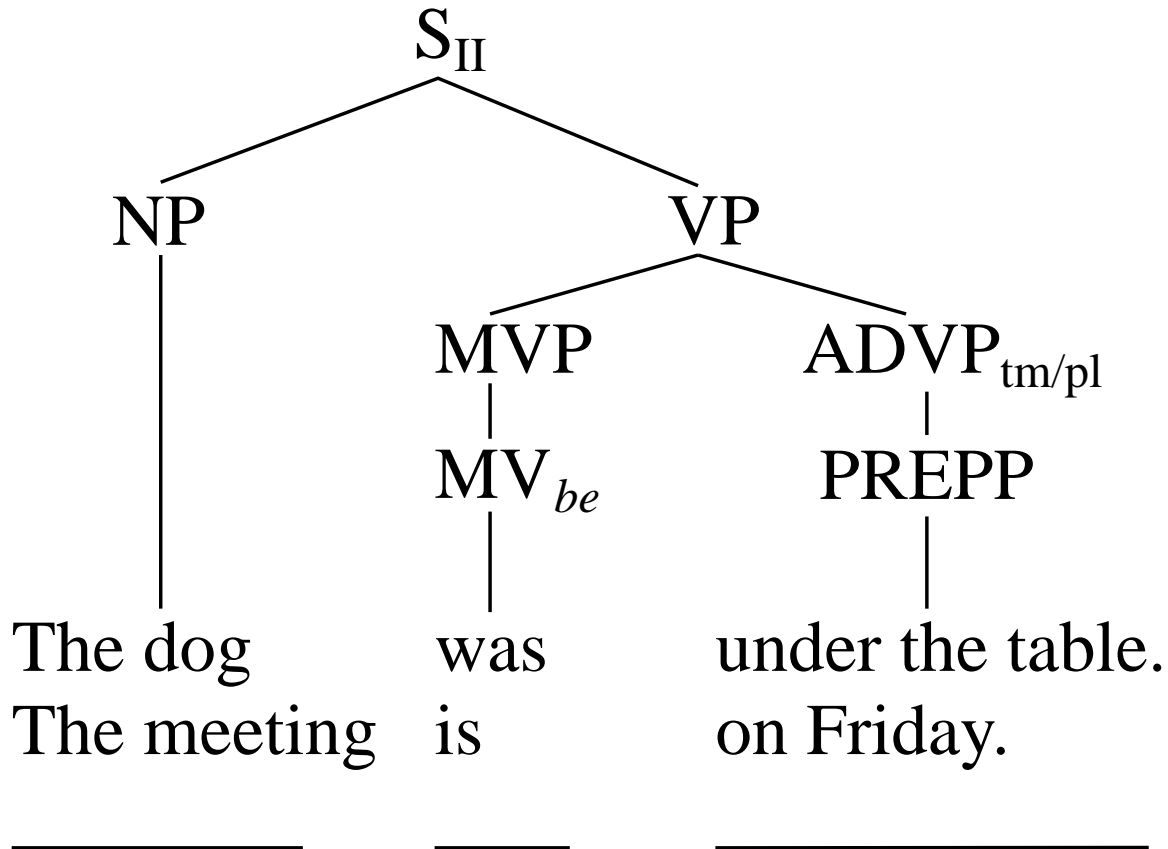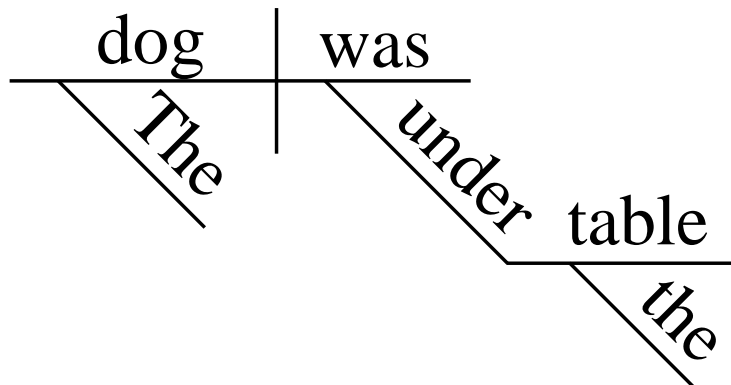
Type III - LINKING VERB
with adjectival subject complement

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

Tree Diagram:

$$S_{III}$$

NP   VP

MVP   ADJP

MV_{link}

That room   looks   messy.
Alex   remained   skeptical.

_____   _____   _____

R-K Diagram:

room | looks \ messy

That
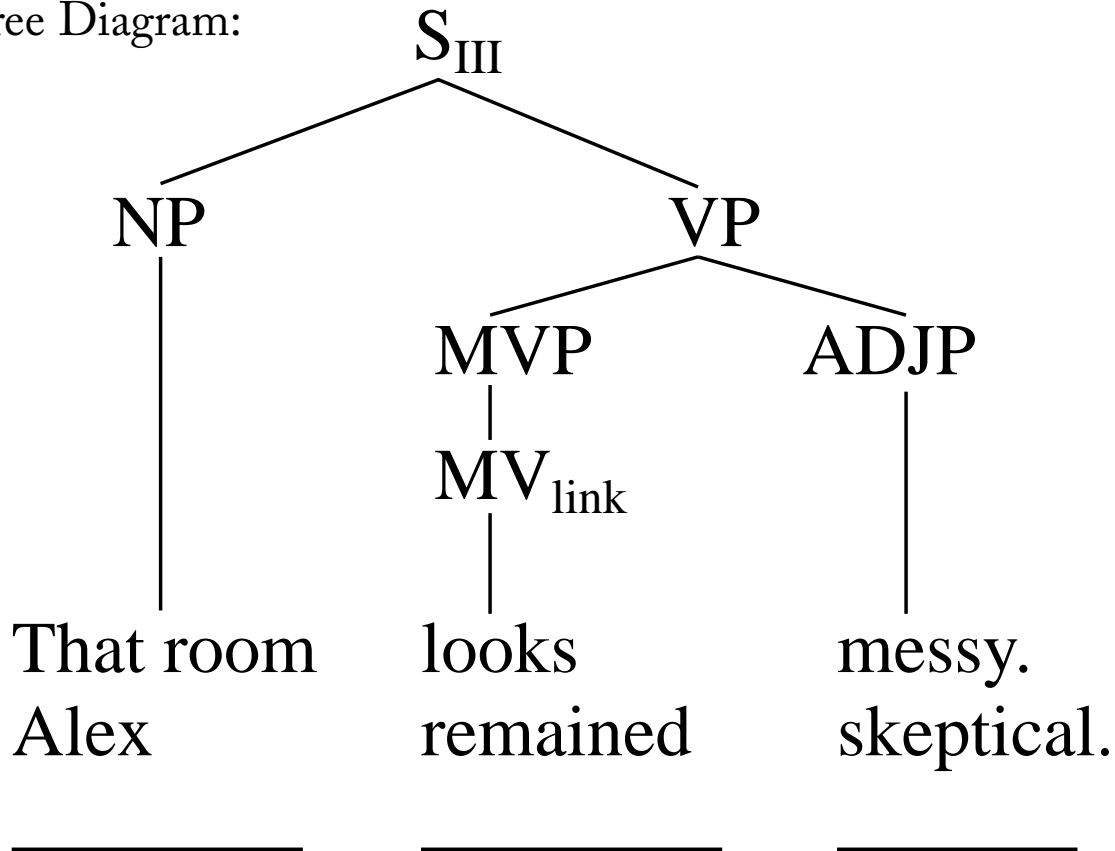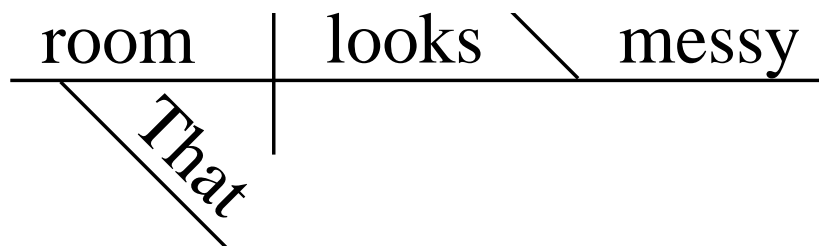
Type IV - LINKING VERB
with nominal subject complement

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

Tree Diagram:

$$S_{IV}$$

NP_1 — VP

MVP — NP_1

MV_{link}

Ricardo	became	Vice President.
Mice	are	rodents.
Alex	remained	a skeptic.

R-K Diagram:

Ricardo │ became ╲ Vice President
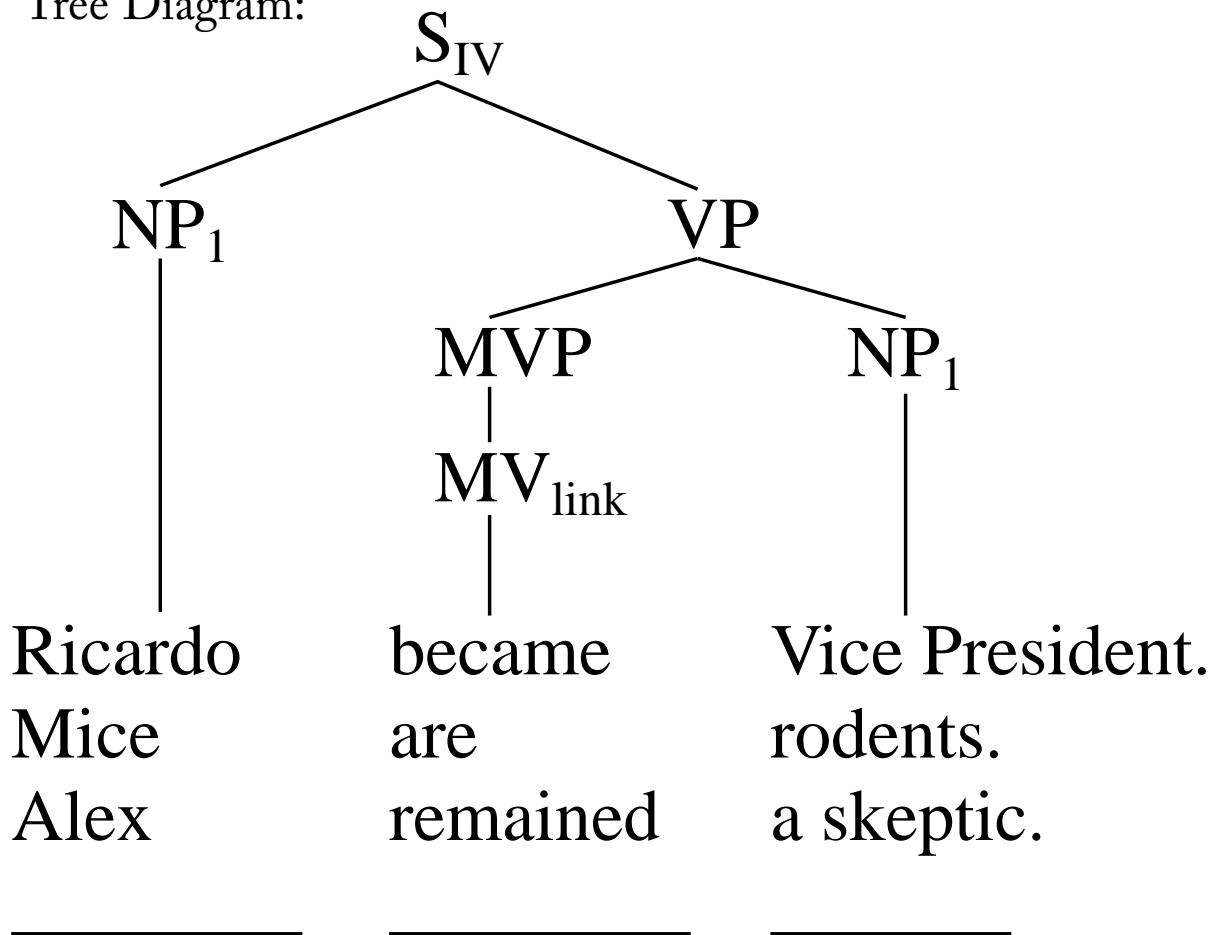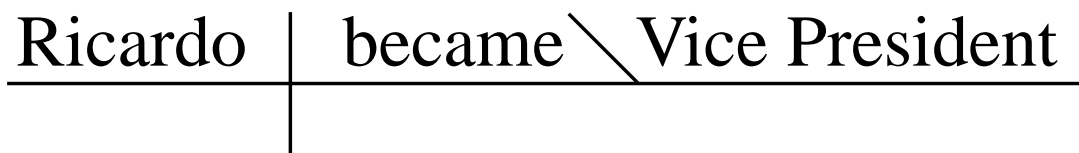
Type V - TRANSITIVE VERB

Structural Formula: $S_V = NP_1 + MV_{tr} + NP_2$

Tree Diagram:

$$S_V$$

```
              S_V
           /       \
        NP_1        VP
         |        /    \
         |      MVP     NP_2
         |       |       |
         |      MV_tr    |
     Melinda   watched  television.
     Kurt      writes   poems.
     _____    _____   _____
```

R-K Diagram:

Melinda | watched | television
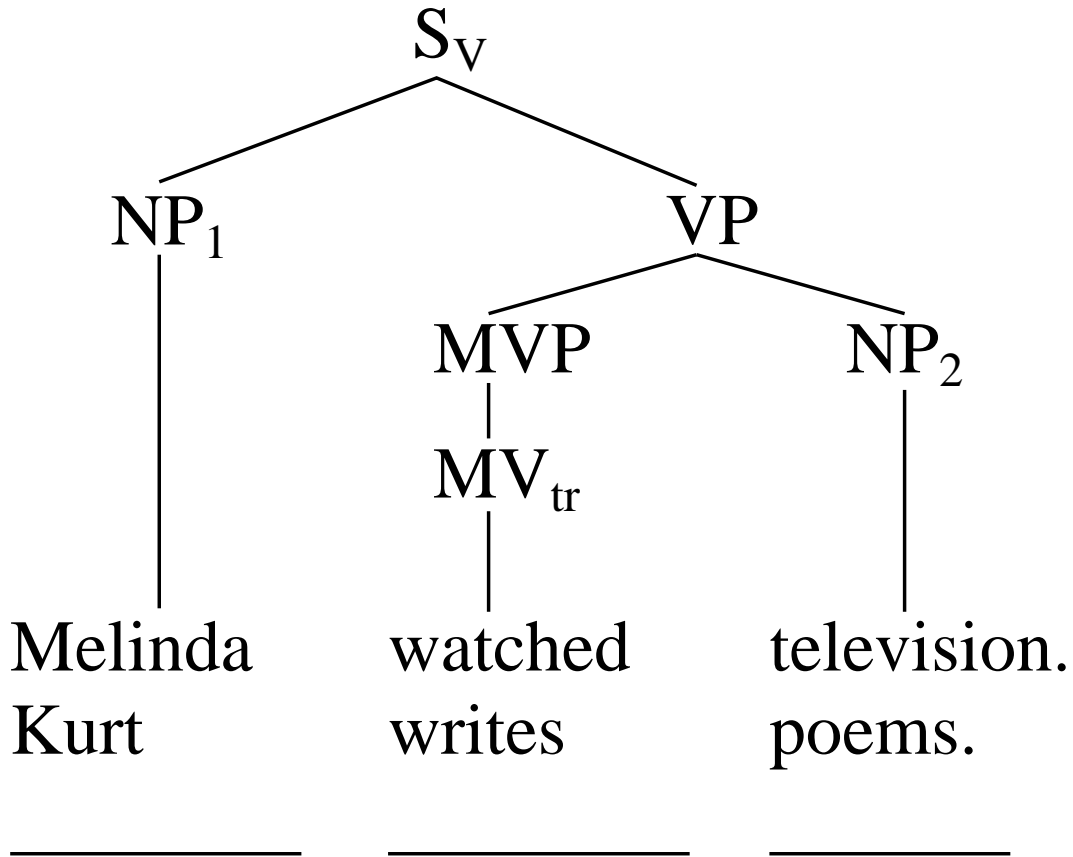
SENTENCE TYPES
Study Guide

TERMS AND CONCEPTS	

subject complement
    predicate adjective
    predicate nominative
direct object
adverbial complement
adverbial modifier
indirect object
object complement
	VERB TYPES
	    intransitive verb
	    linking verb
	    transitive verb
	    be

	referent NP$_1$, NP$_2$, NP$_3$

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*
    N P   MVP   ADVP

    through the traffic coming up Main Street.
    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   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
   $S_I = NP + MV_{int} + (ADVP_{pl}) + (ADVP_{tm})$

2. Subject   Predicate
   The applicant —   *is waiting*   *in the corridor.*
   NP   MVP   ADVP
   $S_I = NP + MV_{int} + (ADVP_{pl})$

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
   $S_I = NP + MV_{int} + (ADVP_{tm}) + (ADVP_{man})$

5. Subject   Predicate

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.

Subject   **Predicate**

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

NP   MVP   ADJP   ADVP

$S_{III} = NP + MV_{link} + ADJP + (ADVP_{tm})$

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   Predicate

    The weather —   *had 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   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.
2. Jack *poured*.	2. Tom *cooked*.
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. <u>Intransitive</u>	2. <u>Transitive</u>
Elvis *died*.	Freddie *fixed* the TV.
The trees *grew* slowly.	Marilyn *owns* a house in Palm Springs.
Camp Runamuck *closed* last week.	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	
Fernando ——	*steered*	*his speedboat*	*toward the dock.*
NP	*MVP*	*NP*	*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
The fresh hyacinths —	*smelled*	*wonderful*
NP	MVP	ADJP

$S_{III} = NP + MV_{link} + ADJP$

2.

		Direct Object	
Harvey —	*smelled*	*the soup*	*hungrily.*
NP	MVP	NP	ADVP

$S_V = NP_1 + MV_{tr} + NP_2 + (ADVP_{man})$

3.

Irma's alarm clock —	*rang*	*annoyingly* .
NP	MVP	ADVP

$S_I = NP + MV_{int} + (ADVP_{man})$

4.   Direct Object
   Pablo —   *rang*   *his girlfriend's doorbell*   *urgently.*
   NP   MVP   NP   ADVP
   $S_V = NP_1 + MV_{tr} + NP_2 + (ADVP_{man})$

5.   Direct Object
   The two answering machines —   *greeted*   *each other*   *politely.*
   NP   MVP   NP   ADVP
   $S_V = NP_1 + MV_{tr} + NP_2 + (ADVP_{man})$

6.   Subject Complement
   The surprise party —   *seemed*   *a great idea*   *three weeks ago.*
   NP   MVP   NP   ADVP
   $S_{IV} = NP_1 + MV_{link} + NP_1 + (ADVP_{tm})$

7.   Subject Complement
   Patrice —   *acted*   *silly*   *at the party.*
   NP   MVP   ADJP   ADVP
   $S_{III} = NP + MV_{link} + ADJP + (ADVP_{pl})$

8. *She* —   *acted*   *splendidly*   *on stage.*
   NP   MVP   ADVP   ADVP
   $S_I = NP + MV_{int} + (ADVP_{man}) + (ADVP_{pl})$

9.   Direct Object
   Karl —   *helped*   *himself*   *at the buffet.*
   NP   MVP   NP   ADVP
   $S_V = NP_1 + MV_{tr} + NP_2 + (ADVP_{pl})$

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. $NP_1 + MV_{tr} + NP_2 + (ADVP)$
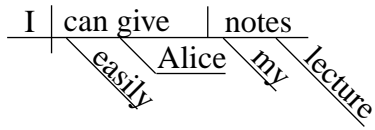
2. $NP + MV_{int} + (ADVP) + (ADVP) + (ADVP)$
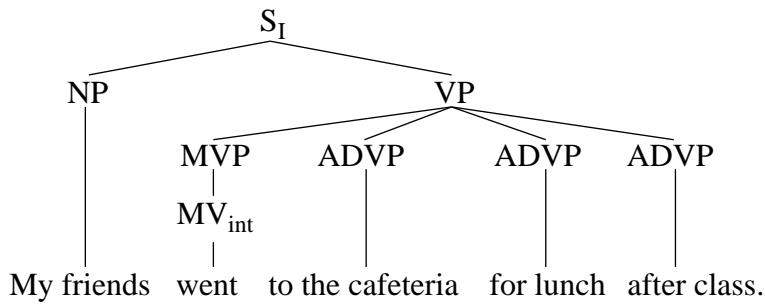
3 a. gave *me* a brownie
   b. led *me*, gave me *a brownie*, found *the vollyball game* boring, hugged *my dog*
   c. found the volleyball game *boring*
   d. *led* me into the kitchen, *gave* me a brownie, *found* the volleyball game boring, *hugged* my dog
   e. *felt* proud of my accomplishment
   f. felt *proud of my accomplishment*

4 a. 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:

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

Passive Transformation

Type V Sentences

Active Voice:

Bob picked the tulip.

NP_1 NP_2 *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.

NP_2 NP_1 *Original direct object becomes gramatical subject. Logical subject (actor) becomes object of preposition.*

BASIC SENTENCE TRANSFORMATIONS
Study Guide

TERMS AND CONCEPTS	

KINDS OF SENTENCES
declarative sentence
interrogative sentence
negative sentence
imperative sentence
 	
passive transformation
indirect object transformation
	EFFECTS OF TRANSFORMATIONS
	    move elements
	    delete elements
	    add elements
	    substitute elements

	active voice passive voice passive marker BE + {-en}

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 distiguish 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 *wh*-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 *wh*-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?
Shouldn'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
Study Guide

TERMS AND CONCEPTS	

CLAUSE TYPES
independent
dependent
    subordinate
    relative
	SENTENCE TYPES
	simple
	compound
	compound-complex

CLAUSE FUNCTIONS adverbial adjectival	**CONJUNCTIONS** coordinating conjunctions subordinating conjunctions relative pronouns relative adverbs
RELATIVE CLAUSE TYPES restrictive nonrestrictive	

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

<u>BEGINNING THE DISCUSSION</u>

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. <u>COMPLEMENTATION</u> – 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.* I know _____. *You said wh-thing.*

   I don't know *where he keeps his horses.* I don't know _____. *He keeps his horses wh-place.*

   I asked *when he ordered the pizza.* I asked him _____. *He ordered the pizza wh-time.*

   I wonder *why you didn't want to drive to school.* I wonder _____. *You didn't want to drive to school wh-reason.*

   I can't figure out *how she did that.* I can't figure out _____. *She did that wh-manner.*

FINITE VERB CLAUSES – II
Study Guide

TERMS AND CONCEPTS	
NOMINAL CLAUSE TYPES appositive clause elliptical clause interrogative clause *that* clause	direct discourse indirect discourse complementizer *that* sentence fragment

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 Verb Clauses - 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

<u>BEGINNING THE DISCUSSION</u>

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*

↓
> . . . ~~that he~~ [~~TENSE~~ + ~~MODAL~~_{would} + play] . . .

↓
The announcer promised <u>*to*</u> *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*

↓
> . . . ~~who~~ [~~TENSE~~_{PAST} + ~~BE~~ + {-ing} + sell] . . .

↓
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*.

NONFINITE VERB CLAUSES – I
Study Guide

TERMS AND CONCEPTS	
infinitive phrase adjectival infinitive phrase adverbial infinitive phrase nominal infinitive phrase	nonfinite verb reduced clause

GOALS

1. Be able to identify whether an infinitive phrase is functioning nominally, adjectivally, or adverbially.

2. Be able to identify the verb type for all infinitive phrases.

3. Be able to reconstitute the clause underlying infinitive phrases.

4. Be able to distinguish between the infinitive marker *to* and the preposition *to*.

5. Be able to recognize and correct sentence fragments.

6. Be able to use diagramming appropriately in analyzing sentences that include infinitive phrases.

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
>
> ... w~~ho [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

participle phrase   dangling modifier
    adjectival participle phrase   dangling infinitive
    adverbial participle phrase   dangling participle
gerund phrase   misplace modifier

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 6a. 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
          an infinitive phrase

3. What is *seeing a tear in her eye*?
          a participle phrase d. a main verb phrase
          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.

<u>WRITING A POEM USING NONFINITE VERB PHRASES</u>

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	/kol/		9.	minnow	/mɪno/
2.	ditch	/dɪč/		10.	fish	/fɪš/
3.	width	/wɪtθ/		11.	yolk	/yok/
4.	grope	/grop/		12.	host	/host/
5.	joke	/ǰok/		13.	both	/boθ/
6.	win	/wɪn/		14.	thick	/θɪk/
7.	wing	/wɪŋ/		15.	vote	/vot/
8.	wink	/wɪŋk/		16.	loathing	/loðɪŋ/

Exercise 2

1.	pin	/pɪn/		9.	creep	/krip/
2.	lamp	/læmp/		10.	rustle	/rəsəl/
3.	wrote	/rot/		11.	cough	/kɔf / or /kaf/
4.	rot	/rat/		12.	steeper	/stipər/
5.	steps	/stɛps/		13.	could	/kʊd/
6.	look	/lʊk/		14.	fasten	/fæsən/
7.	Luke	/luk/		15.	preach	/prič/
8.	mate	/met/				

Exercise 3

1.	talk	/tɔk/ or /tak/		6.	pencil	/pɛnsəl/
2.	pouch	/pauč/		7.	pine	/pain/
3.	relax	/rəlæks/		8.	crowding	/kraudɪŋ/
4.	coy	/koi/		9.	lightning	/laitnɪŋ/
5.	rider	/raidər/		10.	foil	/foil/

Exercise 4

1.	lea*sh*, lie*ge*	/š/ - /ǰ/ or /ž/		5.	*ou*ght, *ou*t	/ɔ/ - /au/
2.	rid*ge*, ri*ch*	/ǰ/ – /č/		6.	f*u*ll, f*oo*l	/ʊ/ - /u/
3.	mu*sh*, mu*ch*	/š/ - /č/		7.	sh*i*ne, sh*ee*n	/ai/ - /i/
4.	s*ou*ght, s*o*t	/ɔ/ - /a/		8.	la*the*, pa*th*	/ð/ - /θ/
				9.	p*u*t, p*u*tt	/ʊ/ - /ə/

10. si*nn*er, si*n*ker /n/ - /ŋ/
11. le*ss* er, le*ch*er /s/ - /č/
12. ri*ng*er, li*ng*er /ŋ/ - /ŋg/

13. pre*ss*ure, plea*s*ure /š/ - /ž/,
14. rou*ge*, rou*gh* /ž/ or /ǰ/ - /f/
15. ba*tch*es, ba*dg*es /č/ - /ǰ/

Exercise 5

1.	cute	/kyut/	11.	rotate	/rotet/
2.	funnel	/fənəl/	12.	goodness	/gʊdnəs/
3.	prevent	/prəvɛnt/	13.	bundle	/bəndəl/
4.	piano	/pɪyæno/	14.	thigh	/θai/
5.	fireman	/fairmən/	15.	leisure	/ližər/
6.	gender	/ǰɛndər/	16.	outrage	/autreǰ/
7.	ashes	/æšəz/	17.	joyous	/ǰoiəs/
8.	glazed	/glezd/	18.	thy	/ðai/
9.	challenge	/čælɛnǰ/ or /čælənǰ/	19.	cot	/kat/
10.	taxes	/tæksəz/	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	/wɔš/, /waš/, /wɔrš/
2.	salmon	/sæmən/, /sælmən/
3.	forehead	/forhɛd/, /farhɛd/, /forəd/, /farəd/
4.	orange	/orənǰ/, /arənǰ/, /ornǰ/, /arnǰ/
5.	length	/lɛŋθ/, /lɛŋkθ/, /lɛnθ/
6.	almond	/almənd/, /amənd/, /æmənd/
7.	falcon	/fælkən/, /falkən/, /fɔlkən/, /fɔkən/
8.	arctic	/arktɪk/, /artɪk/
9.	data	/detə/, /dætə/, /datə/
10.	route	/rut/, /raut/
11.	root	/rut/, /rʊt/
12.	economic	/ɛkənamɪk/, /ikənamɪk/
13.	interesting	/ɪntərɛstɪŋ/, /ɪntrɛstɪŋ/
14.	humor	/hyumər/, /yumər/
15.	tomato	/təmeto/, /təmato/, / təmetə/

16. creek /krik/, /krɪk/
17. rodeo /rodio/, /rodeo/
18. Missouri /məzuri/, /məzəri/, /məzurə/
19. newspaper /nuzpepər/, /nuspepər/, /nyuzpepər/
20. often /ɔfən/, /ɔftən/, /afən/, /ɔftən/

Exercise 7

1. /rɪdus/ reduce
2. /ðe bʊk/, /ðə bʊk/
   /ði bʊk/ the book
3. /prəskraib/ prescribe
4. /kəntræst/ contrast (verb)

5. /bæθ/ bath
6. /rɪdəkšən/ reduction
7. /ði æpəl/ the apple
8. /prəskrɪpšən/ prescription
9. /kantræst/ contrast (noun)
10. /beð/ bathe

Review Exercise

1. / slauč/ slouch
2. /pɪŋk/ pink
3. /pul/ pool
4. /waiz/ wise
5. /ɛksplen/ explain
6. /bičəz/ beaches
7. /θɪmbəlz/ thimbles
8. /šekɪŋ/ shaking
9. /səraundəd/ surrounded
10. /pɪčt/ pitched
11. /nɔtəkəl/ nautical

12. /fənɛtɪks/ phonetics
13. /ɛksplənešən/ explanation
14. /kaŋgrəs/ congress
15. /saikaləǰi/ psychology
16. /nɔizəz/ or /noizəz/ noises
17. /skwikt/ squeaked
18. /səsidəd/ seceded
19. /faundešən/ foundation
20. /tɛrəfaiɪŋ/ 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.   *Alot* 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.