

# The Uses of Grammar

Second Edition

## Exercise and Challenger Keys

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## Chapter 2

### Exercise 2.2

Draw a line between the subjects and the predicates of the following sentences.

#### Examples

*Bored people | watch TV.*

*“No song or poem | will bear my mother’s name.” (Alice Walker)*

*“Medication without explanation | is obscene.” (Toni Cade Bambara)*

1. Dick sneezes.
2. Jane hates liver.
3. The whole family thinks that cats are cute.
4. “I claim the right to contradict myself.” (Federico Fellini)
5. “The accomplice to the crime of corruption is frequently our own indifference.” (Bess Myerson)
6. “The ideology of capitalism makes us all into connoisseurs of liberty—of the indefinite expansion of possibility.” (Susan Sontag)
7. “The catholicity of Christianity integrates the small and touching household gods into the worship of saints, and local cults.” (Emmanuel Levinas)
8. “Large department stores, with their luxuriant abundance of canned goods, foods, and clothing, are like the primary landscape and the geometrical focus of affluence.” (Jean Baudrillard)

### Exercise 2.2 Key

1. Dick /sneezes.
2. Jane / hates livers.
3. The whole family / thinks that cats are cute.
4. I/ claim the right to contradict myself.
5. The accomplice to the crime of corruption/ is frequently our own indifference.
6. The ideology of capitalism/ makes us all into connoisseurs of liberty – of the indefinite expansion of possibility.
7. The catholicity of Christianity / integrates the small and touching household golds into the worship of saints and local cults
8. Large department stores, with their luxuriant abundance of canned goods, foods and clothing, / are like the primary landscape and the geometrical focus of affluence.

### Challenger (p. 29)

Find the subject and predicate division in the following sentence.

“One chill May day in Newfoundland I met Birgitta Wallace, a Swedish archaeologist for Parks Canada.” (Prijt Vesilind, *National Geographic*)

This sentence does not easily fall into subject and predicate divisions. The subject is *I*. The predicate includes the phrases “one chill day in Newfoundland” and “met Birgitta Wallace, a Swedish archaeologist for Parks Canada.” The phrases “one chill day in Newfoundland” modify the verb *met*, telling when and where, so they are part of the predicate even though they precede the subject. These phrases function adverbially, and as is characteristic of adverbials, their position in the sentence does not determine whether they are part of the subject or the predicate.

### Exercise 2.3

The sentences below have been produced by adding two basic sentences together. Make appropriate deletions and substitutions. Discuss the possibilities in class. How do the changes affect the meaning (emphasis, tone, connotation, etc.)?

#### Examples

*Albert has pneumonia, and Albert is in the hospital.*

*Albert has pneumonia and is in the hospital. [deletion]*

*Cary studies hard, but Cary also likes sports.*

*Cary studies hard, but she also likes sports. [substitution]*

1. The lodge members observed a minute of silence, and then the lodge members began the meeting.
2. Senior citizens often attend concerts, and senior citizens always enjoy the music.
3. The poems in the anthology were written in the twentieth century, and the poems in the anthology are incomprehensible. The chapter devoted to Franz Kafka is interesting because in his fiction Franz Kafka used Freudian concepts.
4. Dorothy Kirsten was the perfect Isolde because Dorothy Kirsten was thoroughly Teutonic.

#### Exercise 2.3 Key

1. The lodge members observed a minute of silence, and then they began the meeting. (substitution of *they* for *the lodge members*)  
The lodge members observed a minute of silence and then began the meeting. (deletion of the second subject – *the lodge members*)  
Notice that when we substitute *they* for *the lodge members*, the comma is retained whereas when we delete the second subject, the commas are also deleted. In the first revision there are still two coordinate clauses, and in the second there is a single clause because the second subject is deleted.
2. Senior citizens often attend concerts, and they always enjoy the music. (substitution of *they* for *senior citizens*)  
Senior citizens often attend concerts and always enjoy music. (deletion of *senior citizens*)  
See the explanation above for #1. Also, consider for both 1 and 2 what the difference is in style, tone, and meaning between the versions with and without the comma (with one clause or two coordinate clauses).
3. The poems in the anthology were written in the twentieth century, and they are incomprehensible. (substitution of *they* for *poems in the anthology*)  
The poems in the anthology were written in the twentieth century and are incomprehensible. (deletion of *poems in the anthology*)

4. Dorothy Kirsten was the perfect Isolde because she was thoroughly Teutonic. (substitution of *she* for *Dorothy Kirsten*).

Here it is not possible to delete *Dorothy Kirsten* or *she* because the two subject and verb units are connected by *because* rather than by *and*. In brief, whether deletion is possible or not is determined by several elements in the sentence.

## Chapter 3

### Exercise 3.1

Find a word currently in use in English that comes from each of the following languages: Hindu, Hebrew, Italian, Korean, Tagalog.

*Students will generate their own responses for this exercise.*

### Exercise 3.2

Find five acronyms (other than those already listed in this chapter) that are currently used in American English.

#### Exercise 3.2 Key

Additional examples of acronyms.

- Acronyms pronounced with each letter: ADD (or ADHD), ESL, ELL, BA, FHA.
- Acronyms pronounced as a word: laser (light amplification by stimulated emission of radiation), scuba (self-contained underwater breathing apparatus).

For many other examples of acronyms see the Wikipedia entry on acronym and initialism: [http://en.wikipedia.org/wiki/Acronym\\_and\\_initialism](http://en.wikipedia.org/wiki/Acronym_and_initialism)

Answers to frequently asked questions (FAQ) about acronyms (or initialisms – not making a distinction here):

—The expansion of an acronym is given the first time the term occurs in a text, followed by the acronym in parentheses. See example above for (FAQ).

—Usually acronyms are not punctuated with periods after each letter; capital letters indicate that the acronym is an abbreviation.

—Most style guides recommend that an acronym be pluralized without an apostrophe – as in CDs or TVs.

—An apostrophe would be used when making the acronym possessive – as in the CD's case or the TV's picture.

## Chapter 4

### Exercise 4.1

Classify the basic type of each of the following sentences.

1. Dick gave Jane a candy bar.

2. Spot is a mongrel.
3. Mother became angry.
4. Father was intolerant of laziness.
5. Jane kicked Dick.
6. Mother snores.
7. Spot was in the garage.
8. Mother called Father her honeybunch.
9. Everyone in the family became ill.
10. Lunch is at noon.

#### Exercise 4.1 Key

1. type 2 – direct and indirect object
2. type 5 – *be* verb and an noun
3. type 7- linking verb (become) and an adjective
4. type 5 – be verb and an adjective
5. type 1- transitive verb and an object
6. type 4 – intransitive verb
- 7 type 6 – be verb and an adverbial of place
8. type 3 - transitive verb and a direct object and a noun as a complement
9. type 7 – linking verb followed by an adjective
- 10.type 6 – be verb and an adverbial of time.

#### Exercise 4.2

In the following sentences, identify the types—1 through 8—of the italicized structures.

1. The boy wanted *to name his cat Cleopatio*.
2. *Having heard the alarm*, the students evacuated the building.
3. All of the neighbors realized that *the boy was a monster*.
4. By *being stubborn*, the girl got her way.
5. Everyone was amazed at *Alvin's being proud of his mistake*.
6. *Growing suspicious that the bank would fail*, the man withdrew all his money.
7. You can lose weight by *walking*.
8. *Giving your teachers respect* is a decent thing to do.
9. Thank you for *being here*.
10. William is happy *to be the leader*.

#### Exercise 4.2 Key

1. #3 direct object =cat; proper noun as complement = Cleopatio
2. #1 direct object = the alarm

3. #5 *be (was)* verb + noun
4. #5
5. #5
6. #8
7. #4
8. #2
9. #6
10. #5

## Challenger (p. 59)

In the following sentences, identify the types—1 through 8—of the italicized structures.

1. “If anything characterizes the culture of the seventies in America, it is an insistence on *preventing failures of communication*.” (Richard Dean Rosen)
2. “Music was invented to *confirm human loneliness*.” (Lawrence Durrell)
3. “*Having money is rather like being a blond*. It is more fun but not vital.” (Mary Quant)
4. “*Being middle class* means always having to say you’re sorry.” (Tony Parsons)
5. “*Given the cultural barriers to intersex conversation*, the amazing thing is that we would even expect men and women to have anything to say to each other for more than ten minutes at a stretch.” (Barbara Ehrenreich)
6. “Not only is it harder to *be a man*, it is also harder to *become one*.” (Ariana Huffington)

*These items are not much if any harder than those of 4.2. The difficulty arises in #3 and #4 with the phrases a blond and middle class; the first is a noun phrase and the second an adjectival phrase.*

1. #1
2. #1
3. Two verbs to analyze, the first is *having*, which is transitive in this sentence with *money* as the object; the second is *being*, which is a form of *be* with a noun (*a blond*) following it.
4. #5
5. 5. #1
6. 6. #5; #7

## Chapter 5

### Exercise 5.1

Find the verbs in the following sentences. Use as many formal criteria as you need to verify your choices. Note: There may be more than one verb in some sentences, and look out for infinitives (such as *to choose*).

#### Examples

*The monkey climbed up the tree.*

*climbed* [past tense, suffix *-ed*]

*The monkey climbs up the tree.*

*climbs* [singular]

*The monkey did not climb up the tree.*

*did not climb* [negative]

1. Boys laugh.
2. Girls tease boys.
3. Children become pests.
4. Girls and boys don't eat candy.
5. Most of us realize that art imitates life.
6. "In 1995, Dupage County Judge Ronald Mehling freed Rolando Cruz on the basis of a DNA test and evidence of prosecutorial misconduct." (Lifelines)
7. "The administration discriminates against fraternities and sororities." (Student)
8. "He who despairs over an event is a coward, but he who holds hope for the human condition is a fool." (Albert Camus)
9. "A grouch escapes so many little annoyances that it almost pays to be one." (Kin Hubbard)

Using the sentence frames, determine whether each of the following verbs is transitive, intransitive, or linking. Which of them can have more than one function?

act	lament
broil	manipulate
cheat	notice
dodge	operate
emphasize	perpetuate
feel	remain
grow	seem
harass	testify
interrupt	undo
jerk	verify
kick	weaken

### Exercise 5.1 Key

#### A

1. laugh (He laughs; laughing – can add the *-s* for third person singular present tense; can add *-ing* for the present participle.
2. tease (He teases; teasing – as in #1)
3. become (He becomes; becoming – as in #1)
4. eat (He eats; eating – as in #1)

5. realize (He realizes; realizing – as in #1); imitates (ends in third person singular present tense –s; imitating)
6. freed (past tense –ed; freeing)
7. discriminates (third person singular present tense–s ending; discriminating)
8. despairs (third person singular present tense–s ending; despairing); holds (third person singular present tense –s ending; holding); is (third person singular present tense of be; being)
9. escapes (third person singular present tense –s ending; escaping); pays (third person singular present tense –s ending; paying); to be (infinitive form of be; being)

**B**

act – Some verbs have two meanings; one transitive and the other intransitive. See the sentences that follow.

I acted the part of a crazy grandfather. (transitive)

I acted foolishly (intransitive)

broil – transitive- I broiled the steak.

cheat – intransitive- She cheated on the test.

dodge – transitive – The girl dodged the ball.

emphasize – transitive – I emphasized the high notes in the song.

feel – linking – He feels sick.

grow – transitive – I grow vegetables in the summer.

intransitive – The child is growing.

harass – transitive – The man harassed the crowd

interrupt – transitive- She interrupted the rehearsal.

jerk – Some verbs are can be considered transitive even though the object is not in the sentence. In these sentences the object is “understood.” Or these verbs can also be considered to have both a transitive and an intransitive use.

kick – transitive & intransitive (see explanation for *jerk*)

I kicked the ball. (transitive)

I kicked with great force. (could be considered intransitive or transitive with an understood object -- kicked my foot or kicked my leg with great force)

lament – transitive – We lamented her death.

intransitive – They lamented loudly.

manipulate – transitive – The lawyer manipulated the facts.

notice - transitive - I noticed the weather.

operate – transitive – She operated the machinery with ease.

perpetuate-transitive – The students perpetuated the rumor.

remain- intransitive – After the dinner, our visitors remained.

linking - My sister remained quiet throughout the movie

seem – linking – She seems tired.

testify – transitive – Susan testified that the man was innocent. (noun clause object)

intransitive – The man testified on Friday.

undo- transitive – The boy undid his shoe laces.

verify – transitive -She verified her phone number.

weaken – transitive – The snow weakened the roof.

intransitive –After three hours of digging, my arms weakened.

## Exercise 5.2

Which of the following instances of *do* are verbs, and which are AUX?

1. Good students do their lessons every day.
2. Bad students did have problems in school.
3. Mediocre students have done their lessons in a slipshod way.
4. The teacher did have both bad and good students.
5. The valedictorian did practice her speech.
6. The salutatorian didn't forget his mortarboard.
7. Many graduates did have excellent records.
8. Some will have been doing menial work.
9. Lunch might have been done by noon.
10. Did the graduates have their diplomas?

### Exercise 5.2 Key

1. verb
2. AUX (have is the verb)
3. verb
4. AUX (verb is have)
5. AUX (verb is practice)
6. AUX (verb is forget)
7. AUX (verb is have)
8. verb
9. verb
10. AUX (verb) is have

## Exercise 5.3

*Mother can surf like a pro* looks like a sentence, sounds like a sentence, smells like a sentence, and is a sentence because, among other attributes, it has MOD (can) and TN (slid). But *Father sulking in the basement* doesn't

look like a sentence or sound like a sentence, and in fact it is not a sentence because it has neither MOD nor TN. Which of the following are sentences, and which are not? Explain the basis for your decisions.

1. Dick ran home after school.
2. Jane going to the store.
3. Spot to bark at the mail carrier.
4. Having a good meal with my friends on my birthday.
5. Father can polish the car.
6. Jane being a good girl usually.
7. Dick will help with the dishes.
8. Jane to plant a garden in the backyard.
9. Dick, Jane, and Spot having gone to the park.

Find the regular, irregular, and periphrastic modals in the following sentences.

1. The children can clean up after supper.
2. Dick is able to run the dishwasher.
3. Jane will have to wash the crystal.
4. “It would be paradise to get away to a cheery island cottage like this!” (*Casual Living*)
5. “Man is a credulous animal and must believe something; in the absence of good grounds for belief, he will be satisfied with bad ones.” (Bertrand Russell)
6. “I’m not afraid of death but I am afraid of dying. Pain can be alleviated by morphine but the pain of social ostracism cannot be taken away.” (Derek Jarman)
7. “I doubt that the Trojans will be able to dominate the PAC 10 next year.” (Student)
8. When we visit with our grandson, we have got to be careful of the language we use. (Writing workshop participant)
9. “When FBI and immigration agents arrested Zacarias Moussaoui at his motel in suburban Minneapolis on Aug. 16, they suspected he might be a potential hijacker. (*Los Angeles Times*)
10. When ought we to expect the results of the mammogram?

### Exercise 5.3 Key

#### A

Note: There is a misprint in the preface to the exercise. In the sentence *Mother can surf like a pro* there is a MOD (can) in the verb group. The verb group does not have tense (TN).

1. TN – ran is past tense.
2. Not a sentence. The verb *going* has neither tense nor a modal; *going* is the present participle form of the verb.
3. Not a sentence – The verb *to bark* has neither tense nor a modal; *to bark* is the infinitive form of the verb.

4. Not a sentence – the verb *having* has neither tense nor a modal; *having* is the present participle form of the verb.
5. MOD – can
6. Not a sentence – the verb *being* has neither tense nor a modal; *being* is the present participle for of the verb.
7. MOD - will
8. Not a sentence – the verb *to plant* has neither tense nor a modal; *to plant* is the infinitive form of the verb.
9. Not a sentence – the verb *having gone* has neither tense or a modal.

**B**

1. regular (can)
2. periphrastic (is able to)
3. regular (will) + periphrastic (have to)
4. regular (would)
5. regular (must) ... (will)
6. regular (can) ... (cannot)
7. regular (will) + periphrastic (be able)
8. irregular (have got to) – Note – some speakers of English may accept the past tense form – *had got to-* in which case this modal would be classified as periphrastic.
9. regular (might)
10. regular (ought)

## Chapter 6

### Exercise 6.1

Some of the following sentences are in present perfect aspect, some are in past perfect aspect, and some are in neither. Identify the sentences in perfect aspect (either present or past), and analyze their auxiliary structures.

**Examples**

*Dick has eaten his breakfast.*

*Present perfect aspect*

*PRES + HAVE + EN [present tense of have and past participial form of eat]*

*Jane had completed her homework.*

*Past perfect aspect*

*PAST + HAVE + EN (past tense of have and past participial form of complete)*

*Mother built the tool shed.*

*The sentence is in simple past tense.*

1. Only one student has failed the course.
2. The teachers had prepared the lessons.
3. Someone is playing the oboe.
4. Has Father written the letter?
5. Spot hasn't bitten the mail carrier for weeks.
6. Who was trying to get into the room?

### Exercise 6.1 Key

1. present perfect aspect (has failed)
2. PRES +HAVE + EN
3. past perfect aspect (had prepared)
4. PAST +HAVE+EN
5. not the perfect aspect
6. present perfect aspect (has written)
7. PRES +HAVE+EN
8. present perfect aspect (has bitten)
9. PRES +HAVE+ EN
10. not the perfect aspect

### Challengers (p. 84)

1. Why is sentence a acceptable while sentence b is not? What makes sentence b different from sentence a? How would we rephrase sentence b to make it acceptable?

Jodie Foster has won two Academy Awards.

Bette Davis has won two Academy Awards.

2. What is the difference between the Impressionist exhibit at the time that sentence a is said and at the time sentence b is said? How do you know this?

Have you been to the Impressionist exhibit?

Did you go to the Impressionist exhibit?

### Challengers (p. 84) Key

1. a. Jodi Foster is a living actress so the period of time (her lifetime) during which she won awards has not ended. The present perfect is acceptable.  
b. Bette Davis has won two Academy Awards – is unacceptable because Bette Davis is deceased. The period of time in which she won (past) the awards is her lifetime and because she is deceased the time period is finished and not on-going.
2. Have you been – implies that the exhibit is still going on and it is still possible to go to the exhibit.  
Did you go – implies that the exhibit is no longer going on and it is not possible to go to the exhibit.

## Exercise 6.2

Some of the following sentences are in progressive aspect, and some are not. Which ones are in progressive?

1. Vegetables are nutritious.
2. Fruit is getting expensive.
3. Could this winter be colder than usual?
4. Might the price of gasoline be coming down?
5. No one should be watching television for more than one hour per day.
6. If you are wise, you should be planning for the future.

### Exercise 6.2 Key

1. not progressive
2. present progressive – is getting
3. not progressive
4. modal progressive – might be coming down
5. modal progressive – should be watching
6. modal progressive – should be planning

## Exercise 6.3

Write an original sentence in perfect progressive aspect.

Explain why the following sentences are or are not in perfect progressive aspect:

1. The concert will be starting in five minutes.
2. The audience must have been anticipating the delay.

### Exercise 6.3 Key

1. not in the perfect progressive aspect - the verb group has a modal and does not contain a form of *have* which is necessary for the perfect aspect (whether it is perfect progressive or not)
2. modal perfect progressive aspect - must (MOD) have (perfect) been anticipating (progressive).

## Challengers (p. 89)

Write an original *negative* sentence in perfect progressive aspect.

Write a yes/no question in perfect progressive aspect.

### Challengers (p. 89) Key

I have not been watching much TV lately.

Have you been watching much TV lately?

## Exercise 6.4

Using the notational system that we've developed, analyze AUX in the following sentences.

**Examples**

*Students love exams.*

*AUX → PRES*

*Professors flunked students.*

*AUX → PAST*

*The dean could have reprimanded the professor.*

*AUX → MOD + HAVE + EN*

*The president might have been exerting her authority.*

*AUX → MOD + HAVE + EN + BE + ING*

1. Mother likes horror films.
2. Father may stop playing golf.
3. Dick and Jane often torment Spot.
4. Jane's room sometimes can become a mess.
5. On Sunday afternoon, the family members played Monopoly.
6. Dick bought a skateboard.
7. Jane sleeps in class.
8. Mother can read the newspaper.
9. Father might have walked to work.
10. Spot was sleeping on the couch.
11. "U.S. officials will examine states' efforts on children's health coverage in the wake of welfare reform."  
(*Los Angeles Times*)
12. "I would die for my country, but I could never let my country die for me." (Neil Kinnock)
13. The team had been winning in the first three quarters. (Student)
14. "Up to this point, the system prompt has shown the current drive and directory in abbreviated form. . ."  
(*Running MS DOS*)
15. "Ever since Descartes, La Mettrie, and others explicitly called man a machine the metaphor has been a dominant one in educational thinking." (Wayne C. Booth)

**Exercise 6.4 Key**

1. AUX - PRES
2. AUX-MOD (Do not be confused by the word *playing*; it is not acting as a finite verb here.)
3. AUX-PRES
4. AUX-MOD
5. AUX-PAST
6. AUX-PAST
7. AUX – PRES
8. AUX-MOD
9. AUX – MOD+HAVE +EN

10. AUX –PAST+BE+ING
11. AUX-MOD
12. AUX-MOD; AUX-MOD
13. AUX- PAST+HAVE+EN+BE+ING
14. AUX-PRES+HAVE+EN
15. AUX- PAST; AUX-PRES+EN

## Chapter 7

### Exercise 7. 1

Change the negative sentences to positive, and change the positive sentences to negative.

1. Dick does not hate Jane.
2. Jane admires Dick.
3. Mother will tolerate Father.
4. Father has not fed Spot.
5. The family were angry at their neighbors.
6. “Men of my age live in a continual state of desperation.” (Trevor McDonald)
7. “Marxism is not scientific; at the best, it has scientific prejudices.” (Albert Camus)
8. “Humour is by far the most significant activity of the human brain.” (Edward De Bono)
9. “A man knows when he is growing old because he begins to look like his father.” (Gabriel Garcia Marquez)

### Exercise 7. 1 Key

(Some of these sentences do not make much sense when they are changed from positive to negative or the reverse.)

1. Dick hates Jane.
2. Jane does not admire Dick.
3. Mother will not tolerate Father.
4. Father fed Spot.
5. The family were not angry at their neighbors.
6. Men of my age do not live in a continual state of desperation.
7. Marxism is scientific; at the best it doesn't have scientific prejudices.
8. Humour is not by far the most significant activity of the human brain.
9. A man does not know when he is not growing old because he does not begin to look like his father.

### Exercise 7.2

Change each of these declarative sentences to a yes/no question and then to a *wh-* question. Name the operations you used to make the change (movement, substitution, and addition).

1. Carlos is the best student in the class.
2. In Spain dinner is eaten at nine or ten o'clock.
3. In the summer I can read to my heart's content.
4. Dick and Jane have been swimming in the ocean.
5. My friends traveled to Morocco to a music festival.

### Exercise 7.2 Key

1. Is Carlos the best student in the class? (movement)  
Who is the best student in the class? (substitution)
2. Is dinner eaten at nine or ten o'clock in Spain? (movement)  
When is dinner eaten in Spain? (substitution)  
In Spain what is eaten at nine or ten o'clock? (substitution)
3. In the summer can I read to my heart's content?(movement)  
In the summer what can I do to my heart's content? (substitution, movement)
4. Have Dick and Jane been swimming in the ocean? (movement)  
What have Dick and Jane been doing in the ocean? (substitution, movement)  
Who has been swimming in the ocean? (substitution)  
Where have Dick and Jane been swimming? (substitution, movement)
5. Did my friends travel to Morocco to a music festival? (addition)  
Where did my friends travel to music festival? (addition)  
Why did my friends travel to Morocco? (addition)  
Who traveled to Morocco to a music festival? (substitution)

### Challenger (p. 104)

Dick and Jane have been wondering about their dog Spot.

If you make a *wh-* question about the dog Spot, you are left with a preposition at the end of the question. Does that preposition bother you? Does the question seem awkward with a preposition at the end? How would you form the question to avoid the preposition at the end of the sentence? The word *whom* (rather than *who*) is technically correct after a preposition because whom is the object form. Does it seem strange to use whom to refer to a dog? Does the question seem to be very formal? Would you ever use a question formed in this manner? In what situations or contexts?

### Challenger (p. 104) Key

This is an open-ended question that tests students' grammatical sensibility.

### Exercise 7.3

ESL students frequently have trouble with English negatives and with question formation. Here are examples of mistakes they sometime make. Do you understand what these students are trying to say? What would you ask them to be sure you understand? Then describe the error and try to explain the correct rule—as simply as possible for the student.

1. Where he goed?
2. I no understand the question.
3. You will going with me?
4. What we are doing next?
5. The teacher no explaining the lesson again?

### Exercise 7.3 Key

Explanation for all questions – you will need an auxiliary to make a question (either a modal or some form of be or have) If you don't have an auxiliary, you have to use a form of do –do, does, did—to make a question.

1. Where did he go? (are you talking about the past? If yes, make the question with the past form of *do* coming before the subject.)
2. I do not understand the question. (DO you understand the question? If yes, use do before not before the verb.)
3. Will you be going with me? (You are talking about the future? If yes, the verb is *will be going* and to make a question you should invert the modal *will* and the subject.
4. What are we doing next? (to make a question, you need to invert the subject and the auxiliary.)
5. The teacher will not be explaining the lesson again.

### Exercise 7.4

In the following sentences, find the verb groups and identify their parts. A reminder: AUX may include MOD, TN (PRES or PAST), aspect (HAVE + EN, BE + ING), and passive (BE + EN). The sentences that consist of more than one clause will, of course, have more than one verb group.

#### Example

*The passenger had been informed that he would be taken to the airport by limousine.*

*PAST + HAVE + BE + EN + inform*

*MOD (would) + BE + EN + take*

1. Wisdom exceeds riches in worth.
2. “Children in high risk populations should be tested for tuberculosis in the first year.” (*Los Angeles Times*)
3. The dean told us that Murgatroyd had been thrown out last semester.
4. If your wild oats were sown when you were young, you will be eating oatmeal when you are old.
5. She is considered the most brilliant student in the class.
6. No one accepted Helen's explanation.
7. Little by little, Herman was intimidated by his cat.
8. “At the peak of his career (he won 26 and 27 games his last two seasons), Sandy Koufax was forced into premature retirement because of a chronic arm ailment.” (*Los Angeles Times*)

In the following, if a sentence is passive, change it to active. If it is active, change it to passive—unless the change would be so awkward that no one would ever use the passive version of the sentence. Some of the sentences in the exercise cannot be changed because their verbs are not transitive.

**Examples**

*Jane actually hated Dick.* [active]

*Dick was actually hated by Jane.* [passive]

*Spot was often thrown out of the house by Mother.* [passive]

*Mother often threw Spot out of the house.* [active]

*“He who despises himself nevertheless esteems himself as a self-despiser.” (Nietzsche)* [active]

*He who is despised by himself is esteemed by himself as a self-despiser.* [passive]

1. The police questioned the suspect.
2. The suspect was intimidated by the police.
3. The riot had been led by the chairperson of the party.
4. “Even paranoids have real enemies.” (Delmore Schwartz)
5. College students often study before tests.
6. “To love oneself is the beginning of a lifelong romance.” (Oscar Wilde)
7. “Most people would die sooner than think; in fact, they do so.” (Bertrand Russell)
8. “Whereas thou hast been forsaken and hated . . . I will make thee an eternal excellency, a joy of many generations.” (Isaiah 60:15)
9. “The devil is an optimist if he thinks he can make people meaner.” (Ambrose Bierce)
10. “Life is divided into the horrible and the miserable.” (Woody Allen)
11. “I regard golf as an expensive way of playing marbles.” (G. K. Chesterton)
12. “I was voted pill of the year by the Pharmaceutical Society.” (Oscar Levant)
13. “Most meals consisted of lots of fresh vegetables and fruits along with small portions of meat or fish.” (Donna Deane, *Los Angeles Times*)

**Exercise 7.4 Key****A**

1. PRES+ exceed
2. MOD +BE+EN+ test
3. PAST+ tell; PAST +BE +EN+ throw
4. PAST + BE+ EN+ sew; MOD + BE + ING + eat
5. PRES + BE + EN + consider
6. PAST + accept
7. PAST + BE+ EN+ intimidate
8. PAST + win; PAST + BE + EN+ force

**B**

1. The suspect was questioned by the police.
2. The police intimidated the suspect.
3. The chairperson of the party had led the riot.

4. Real enemies are even had by paranoids. (? Would you ever produce a sentence such as this one?)
5. not transitive – cannot be made into passive
6. not transitive – cannot be made into passive.
7. not transitive – cannot be made into passive.
8. Whereas (someone) has forsaken and hated thou .. thou will be made an eternal excellency, a joy of many generations by me. (In making the first clause active “someone” is used as the subject because the agent is not stated in the passive version.)
9. The devil is an optimist (linking verb- cannot be made passive) if he thinks people can be made meaner by him. (fairly awkward but perhaps possible)  
\*The devil is an optimist if that people can be made meaner by him is thought by him.
10. Someone divides life into the horrible and the miserable. (The meaning is not completely clear in this active version.)
11. Golf is regarded as an expensive way of playing marbles (by me). The *by me* phrase makes the passive version very awkward.
12. The Pharmaceutical Society voted me pill of the year.
13. not transitive -cannot be made passive.

## Chapter 8

### Exercise 8.1

Identify the nouns in the following sentences, and list some of the formal features that validate your choices.

#### Example

*In considering impeachment, the senators discussed the president's actions.*

- *impeachment*  
has the noun suffix -ment  
can be preceded by an article: *the impeachment*  
can be pluralized: *impeachments*  
can take the possessive suffix: *impeachment's outcome*
- *senators*  
has the article *the*  
is plural  
has noun suffix -or  
can take the possessive suffix: *the senators' votes*
- *president's*  
has the possessive suffix -'s  
is preceded by the article *the*  
can be pluralized: *presidents of the world's democracies*
- *actions*  
is plural

*can be preceded by the or an*  
*has the noun suffix -ion*  
*can be possessive: the action's outcomes*

1. Dogs eat steak.
2. The cat yowled.
3. An apple in the morning is healthy.
4. “Insanity is doing the same thing over and over again, but expecting different results.” (Rita Mae Brown)
5. “He looks like a man who has just swallowed an entire human being.” (Truman Capote on William S. Paley)
6. “It is not the office of the novelist to show us how to behave ourselves; it is not the business of fiction to teach us anything.” (Agnes Repplier)
7. “The art of advertisement—untruthfulness combined with repetition.” (Freya Stark)
8. “For rain it hath a friendly sound / To one who's six feet underground; / And scarce the friendly voice or face, / A grave is such a quiet place.” (Edna St. Vincent Millay)
9. “Satire is a sort of glass, wherein beholders do generally discover everybody's face but their own.” (Jonathan Swift)
10. “Scandal is gossip made tedious by morality.” (Oscar Wilde)

### Exercise 8.1 Key

1. *Dogs* – plural, can take an article *the dogs*; *steak* – can be made plural *steaks*, can take an article *the steak*.
2. *The cat* – article, can be made plural *the cats*.
3. *An apple* – article, can be made plural *apples*; *the morning*- article, can be made plural *mornings*.
4. *Insanity* – ity suffix, can take an article *the insanity*; *the(same) thing* – article, can be made plural *things*; *results*- plural, can take an article *the plural*.
5. *a man* – article, can be made plural *men*; *an (entire human) being*- article, can be made plural *beings*.
6. *the office*- article, can be made plural; *the novelist* -suffix, article, can be made plural *novelists*; *the business* – has article, can be made plural *businesses*; *fiction*- suffix, can be made plural *fictions*, can take an article *the fiction*.
7. *The art*-article, can be made plural; *advertisement*-suffix, can be made plural *advertisements*; *untruthfulness*-suffix; can take an article *the untruthfulness*; *repetition*-suffix, can take an article *the repetition*.
8. *rain*- can take an article *the rain*; *a (friendly) sound*- article, can be made plural *sounds*; *feet* -is plural, can take an article *the feet*; *the (friendly) voice*-article, can be plural *voices*; *face*- article, can be plural *faces*; *a grave* –article, can be plural *graves*; *a (quiet) place*- article, can be plural *places*.
9. *Satire*-can take an article *the satire* or plural *satires*; *a sort* – article, plural *sorts*; *glass*- can take an article *the glass*, plural *glasses*; *beholders*-plural, can take an article *the beholders*; *face* – can take an article and be made plural *faces*.
10. *scandal*-can take an article and be made plural *the scandals*; *gossip*- can take an article *the gossip*; *morality*-suffix, can take an article *the morality*.

## Challengers (p. 128)

1. What do you know about *to overestimate*? What form of the verb is it, and what are the other forms? Based on what you know, what is the function of the NP italicized below.  
“It is impossible to overestimate *the electronic media’s influence*.” (Student)
2. What are the functions of the italicized NPs below?  
“Public opinion is a permeating influence, and it exacts obedience to itself; it requires us to think *other men’s thoughts*, to speak *other men’s words*, to follow *other men’s habits*.” (Walter Bagehot)

## Challengers (p. 128) Key

3. *to overestimate* – it is the infinitive form of the verb; the phrase *the electronic media’s influence* is the object of the infinitive.
4. All three phrases are objects of verbs in the infinitive forms.

## Exercise 8.2

What are the plurals of the following nouns? If you are in doubt, check your dictionary.

alumnus	journey	stimulus
bacterium	klatch	thesis
cero	lex	usury
deli	medium	vivarium
entelechy	nibs	warmonger
fleur-de-lis	oligrachy	xanthochroi
guaranty	patois	yucca
housewife	quarry	zero
illuvium	rebozo	

## Exercise 8.2 Key

alumnus- alumni  
 bacterium – bacteria  
 cero – both singular and plural forms  
 deli –delis  
 entelechy-entelechies  
 fleur-de-lis fleurs-de-lis  
 guaranty-guaranties  
 housewife-housewives  
 illuvium-illuvia/illuviums  
 journey – journies  
 klatch – klatches  
 lex – leges  
 medium – media/mediums  
 oligarchy-oligarchies  
 patois –both singular and plural

quarry – quarries  
 rebozo- rebozos  
 stimulus – stimuli  
 thesis- theses  
 usury – usuries  
 vivarium – vivariums/vivaria  
 warmonger- warmongers  
 xanthochroi-xanthochrois  
 yucca- yuccas  
 zero- zeroes/zeros

### Exercise 8.3

Using the rules given above, generate different determiners for each of the following nouns: apple, elation, bananas, frugality, Congress, generations, and disomania.

Find the determiners in the following sentences. If the determiners are ungrammatical, rewrite them to make them grammatical.

#### Examples

*The some first peaches of the season were ripe.*

*The some first is an ungrammatical determiner.*

*Rewrite: The first peaches of the season . . . .*

*Rewrite: Some first peaches of the season . . . .*

*The first twenty persons of the hundred contestants received booby prizes.*

*The first twenty and the hundred are the determiners.*

*They are grammatical.*

1. Take the money and run.
2. Take the first money you see, and run.
3. After you take that money, see if you can find second a source.
4. The your ideas are for the birds.
5. What might you think of making the guest house into a bed-and-breakfast?
6. Before investing in those junk bonds, you should consult the some specialist in second mortgages.
7. The many thousands of tourists who flock to Rome often travel on the Metro.
8. “Most people get a fair amount of fun out of their lives, but on balance life is suffering, and only the very young or the very foolish imagine otherwise.” (George Orwell)
9. “Few pleasures there are indeed without an after-touch of pain, but that is the preservation which keeps them sweet.” (Helen Keller)
10. “I’ve been told that since the beginning of civilization, millions and millions of laws have not improved on the Ten Commandments one bit.” (Ronald Reagan)

#### Exercise 8.3 Key

Many possibilities for determiners. We have listed a few:

The first apple, enough elation, your few bananas, my one frugality, my Congress, these several generations, this dipsomania

3. a second source

4. Your ideas are for the birds. or The ideas are for the birds.

6. a specialist or some specialists

Try to analyze the sentences and explain what makes 6-10 grammatical.

### Exercise 8.4

In the following sentences find nonfinite verbs (infinitives and participle/ gerunds) functioning nominally. Be specific about how the nonfinite verb is functioning (subject, object, complement).

1. Jane enjoys watching television.
2. Dick wants to succeed.
3. Studying Latin improves the mind.
4. To make a billion dollars takes luck.
5. Are you afraid of wrestling alligators?
6. "Of course, resolving the Palestinian issue at this point through a separation of the two peoples into distinct states will be hard. . . . We might all need to brace for further violence before that happens." (Helena Cobban, *Christian Science Monitor*)
7. "If keeping a lid on what Gore says in class offers me the chance to hear some inside information, I'll gladly keep quiet." (Michael Arnone, *Christian Science Monitor*)

Find three sentences using infinitives nominally and three using gerunds. Bring them to class to share.

### Exercise 8.4 Key

1. *watching television* – the phrase is the object of the verb *enjoys* and *television* is the object of *watching*.
2. *to succeed* is the object of the verb *wants*
3. *Studying Latin* is the subject of the verb phrase *improves the mind*.
4. *To make a billion dollars* is the subject of the verb phrase *takes luck*.
5. *wrestling alligators* is the object of the preposition *of*.
6. *resolving the Palestinian issue at this point through a separation for the two peoples into distinct states* is the subject of the verb *will be*.  
The phrase *...to brace for further violence before that happens* is the object of the verb *need*.
7. The phrase *...keeping a lid on what Gore says in class* is the subject of the verb *offers*. The phrase *to hear some inside information* modifies the noun phrase *the chance*.

## Chapter 9

### Exercise 9.1

Identify the personal pronouns in the following sentences.

1. I like crisp, tart apples.

2. Please give me a beautiful Jonathan.
3. Do you have an apple tree in your backyard?
4. She has an orchard but doesn't tend it.
5. Please give us a ripe apple.
6. When apples are ripe, we pick them.

Identify the personal pronouns in the following passages. What is the case of each, subjective, possessive, or objective?

1. “The mouth organ man said, ‘It don't matter if you're looking for Chicago or Detroit or Orlando or Oklahoma City, I rode the rails to all of them. You might think or you might hear that things are better just down the line, but they're singing the same sad song all over this country. Believe me, being on the road is no good. If you two boys are from Hint, this is the right Hooverville for you.’” (Christopher Paul Curtis, *Bud, Not Buddy*, 68)
2. “When I got next to him, I could see that it was just rocks he was pushing around. Finally, he grunted a couple of times and started to bend over but his big belly got in the way and wouldn't let his arms reach to the ground. After a bunch more grunts, he said, ‘Make yourself useful, boy, come and hand me this one.’” (Curtis, *Bud, Not Buddy*, 207)

Identify the personal pronouns and the determiners in the following passages. Specify the cases of the personal pronouns. Look for slot-filler uses of *it*—that is, uses of *it* without a direct antecedent.

1. “I was well on my way to forming my present attitude toward politics as it is practiced in the United States; it is a beautiful fraud that has been imposed on the people for years, whose practitioners exchange gilded promises for the most valuable things their victims own, their votes.” (Shirley Chisholm)
2. “I am quite aware that owing to some of its scenes *Ulysses* is a rather strong draught to ask some sensitive, though normal, persons to take. But my considered opinion, after long reflection, is that whilst in many places the effect of *Ulysses* on the reader is somewhat emetic, nowhere does it tend to be an aphrodisiac. *Ulysses* may, therefore, be admitted into the United States.” (Judge John M. Woolsey)
3. “Flag burning as a form of symbolic speech is protected by the Constitution and has historically been used to protest policy. While some argue that it is a desecration of American patriotism, I argue that it is a way of protesting political ills, using Supreme Court decisions and historical events to support my case.” (Student)
4. “Patriotism in the female sex is the most disinterested of all virtues. Excluded from honors and from offices, we cannot attach ourselves to the State or Government from having held a place of eminence. Even in the freest countries our property is subject to the control and disposal of our partners, to whom the laws have given a sovereign authority. Deprived of a voice in legislation, obliged to submit to those laws which are imposed upon us, is it not sufficient to make us indifferent to the public welfare? Yet all history and every age exhibit instances of patriotic virtue in the female sex; which considering our situation equals the most heroic of yours.” (Abigail Adams)
5. “I remember that a wise friend of mine did usually say, ‘That which is everybody's business is nobody's business.’” (Izaak Walton)

### Exercise 9.1 Key

1. I
2. me

3. you
4. she, it
5. us
6. we, them

1. It – subjective, you – subjective, I – subjective, them –object of the preposition.

You- subjective, you – subjective, they –subjective.

me- objective

you-subjective, you – objective

2. I – subjective, him – objective, I -subjective, he –subjective.

he- subjective

he –subjective

I (subjective) was well on MY (possessive determiner) way to forming MY (possessive determiner) present attitude toward politics as IT (subjective) is practiced in the United States; IT (subjective) is A (determiner) beautiful fraud that has been imposed on THE (determiner) people for years, WHOSE (determiner) practitioners exchange gilded promises for THE (determiner) most valuable things THEIR (determiner) victims own, THEIR (determiner) votes.

I (subjective) am quite aware that owing to some of ITS (determiner)scenes *Ulysses* is a rather strong draught to ask SOME (determiner)sensitive, though normal, persons to take. But MY (determiner) considered opinion, after long reflection, is that whilst in MANY (determiner) places THE (determiner) effect of Ulysses on THE (determiner) reader is SOMEWHAT (determiner) emetic nowhere does IT (Subjective) tend to be AN (determiner) aphrodisiac. Ulysses may, therefore, be admitted into THE (determiner) United States.

Flag burning as A (determiner) form of symbolic speech is protected by THE (determiner) Constitution and has historically been used to protest policy. While some argue that IT (subjective) is A (determiner) discretion of American patriotism. I (subjective) argue that IT (subjective) is A (determiner) way of protesting political ills, using Supreme Court decisions and historical events to support in MY (determiner) case.

Patriotism in THE (determiner) female sex is THE (determiner) most disinterested of ALL (determiners) virtues. Excluded from honors and from offices, WE (pronoun-subjective) cannot attach ourselves (come back to ourselves after you have studied the 149-151) to the State or Government from having held a place of eminence. Even in the freest countries OUR (possessive determiner) property is subject to THE (determiner) control and disposal of OUR (possessive determiner) partner, to whom the laws have given A (article-determiner) sovereign authority. Deprived of A(article- determiner) voice in legislation, obliged to submit to THOSE (demonstrative-determiner) laws which are imposed upon US (pronoun- objective), is IT (pronoun-subjective) not sufficient to make US (pronoun – objective) indifferent to the public welfare? Yet ALL (indefinite determiner) history and EVERY (indefinite determiner) age exhibit instances of patriotic virtue in THE (article-determiner) female sex; which consid-

ering OUR (possessive determiner) situation equals THE (article determiner) most heroic of YOURS (possessive pronoun).

I (subjective) remember that A(determiner) wise friend of MINE (possessive pronoun) did usually say, THAT (subjective)which is EVERYBODY'S business is NOBODY'S (determiner) business.

### Challenger (p. 149)

In 1600, according to the English language historian Elizabeth Traugott, the form *It is me* was acceptable, if not required. However, by 1800 the rule seems to have settled down and come to require the subjective form after *be*, as in *It is I*. What would the reasoning be for a rule that requires *It is me* and conversely for one that requires *It is I*?

### Challenger (p. 149) Key

*It is me* could be justified because *me* is in the object position.

### Exercise 9.2

You should be gaining the ability to analyze words, phrases, clauses, and sentences. Therefore, you are ready to begin finding grammatical principles on your own without much prompting from us, and that being the case, what principles about compound personal pronouns can you derive from the following examples?

1. Jane saw *herself* in the mirror.
2. \*Jane saw in the mirror *herself*.
3. Dick *himself* solved the puzzle.
4. Dick solved the puzzle *himself*.
5. The children enjoyed *themselves* at the park.
6. \*The children enjoyed at the park *themselves*.
7. The children *themselves* started the fire in the garage.
8. The children started the fire in the garage *themselves*.
9. Mother and Father *themselves* built the house for Spot.
10. Mother and Father built the house for Spot *themselves*.
11. Mother and Father built the house for Spot.
12. The children admired *themselves* for being good.
13. \*The children admired for being good *themselves*.
14. \*The children admired for being good.

From these examples, we conclude the following:

1. Some compound personal pronouns cannot be deleted from their sentences.
  - Students pride *themselves* on writing brilliant essays.
  - \*Students pride on writing brilliant essays.
2. Some compound personal pronouns cannot be moved in their sentences.
  - The professor made *herself* prepare for class.

\*The professor made prepare for class *herself*.

Compound personal pronouns that fulfill both conditions 1 and 2—that is, they cannot be deleted and they cannot be moved—are *reflexive*.

From the examples, we draw two additional conclusions:

3. Some compound personal pronouns can be deleted from their sentences.

The dean *himself* spoke to the basket-weaving class.

The dean spoke to the basket weaving class.

4. Some compound personal pronouns can be moved about in their sentences:

The president *herself* raised funds for the new building.

The president raised funds for the new building *herself*.

Compound personal pronouns that fulfill conditions 3 and 4—that is, they can be deleted and they can be moved about in their sentences—are *intensifiers*.

### Exercise 9.2 Key

1 & 2 - These sentences demonstrate that the pronoun *herself* in sentence 1 cannot be moved. It is a reflexive use of the pronoun. It is the object of the sentence in #1 and the object and the subject refer to the same person.

3 & 4 - In both of these sentences the pronoun can be moved and can be deleted without the changing the basic meaning of the sentence. The pronoun *himself* intensifies the meaning that Dick the subject of the sentence did the action.

5 & 6 - This is a reflexive use of the pronoun *themselves* and thus cannot be moved or deleted without creating an ungrammatical sentence. *enjoy* is a transitive verb, requiring an object, and *themselves* is the object.

7 & 8; 9, 10, 11- These sentences demonstrate the intensive use of *themselves*. *themselves* can be moved and deleted.

12, 13, & 14 demonstrate the reflexive use of the pronoun *themselves*.

### Exercise 9.3

Reflexive pronouns cannot be deleted and are not movable; intensive pronouns can be deleted and are movable. Applying these tests, identify the reflexives and intensives in the following sentences.

1. Dick saw himself in the mirror.
2. The children themselves cooked supper.
3. I myself solved the crossword puzzle.
4. One should never doubt oneself.
5. The movie itself caused audiences to panic.
6. "True guilt is guilt at the obligation one owes to oneself to be oneself." (R. D. Laing)
7. "Beauty itself doth of itself persuade / The eyes of men without an orator." (Shakespeare)

8. “Pleasant it is, when over a great sea the winds trouble the waters, to gaze from shore upon another’s tribulation: not because any man’s troubles are a delectable joy, but because to perceive from what ills you are free yourself is pleasant.” (Lucretius)

### Exercise 9.3 Key

1. reflexive
2. intensive
3. intensive
4. reflexive
5. intensive
6. reflexive
7. reflexive
8. intensive

### Challenger (p. 153)

Identify the reflexives and intensives in the following passage.

“As for the aims and ideals of Marxism, there is one feature of them that is now rightly suspect. The taking-over by the state of the means of production and the dictatorship in the interests of the proletariat can by themselves never guarantee the happiness of anybody but the dictators themselves. Marx and Engels, coming out of authoritarian Germany, tended to imagine socialism in authoritarian terms; and Lenin and Trotsky after them, forced as they were to make a beginning among a people who had known nothing but autocracy, also emphasized this side of socialism and founded a dictatorship which perpetuated itself as an autocracy.” (Edmund Wilson)

### Challenger (p. 153) Key

themselves – reflexive

themselves – intensive

itself – reflexive

### Exercise 9.4

Find the demonstrative pronouns in the following sentences. Be sure to differentiate determiners (such as *Those oysters were spoiled*), which are not pronouns, from nominals (such as *Those were spoiled*), which are pronouns.

1. These seem to be riper than those.
2. We gave this reason for our tardiness.
3. That just won’t suffice.
4. Who would believe that alibi?
5. Those cost a good deal more than these.
6. “Anybody who doesn’t like this book is healthy.” (Groucho Marx, on a book by Oscar Levant)
7. “These are the gardens of the desert, these / The unshorn fields, boundless and beautiful, / For which the speech of England has no name— / The prairies.” (William Cullen Bryant)

8. “I refer those actions which work out the good of the agent to courage, and those which work out the good of others to nobility. Therefore temperance, sobriety, and presence of mind in danger, etc., are species of courage; but modesty, clemency, etc., are species of nobility.” (Spinoza)

### Exercise 9.4 Key

1. these , those – pronouns
2. this -determiners
3. That - pronoun
4. Who – pronoun (see the bottom of the page 156 for an explanation of interrogative pronouns), that- determiner
5. Those – pronoun, these – pronoun
6. this – determiner
7. These – pronoun
8. those – determiner, those- pronoun

### Exercise 9.5

In the following sentences, identify the indefinite pronouns. Some of these forms are used as determiners. Explain how you know the difference between the indefinite pronouns and determiners.

1. Dick wants money and fame, and he has neither.
2. Jane had many wishes, but few were fulfilled.
3. “If you can’t annoy somebody, there’s little point in writing.” (Kingsley Amis)
4. “I do not like work, even when someone else does it.” (Mark Twain)
5. “Wife: one who is sorry she did it, but would undoubtedly do it again.” (H. L. Mencken)
6. “Television is a device that permits people who haven’t anything to do to watch people who can’t do anything.” (Fred Allen)
7. “Everything ends this way in France—everything. Weddings, christenings, duels, burials, swindlings, diplomatic affairs—everything is a pretext for a good dinner.” (Jean Anouilh)
8. “Hermaphrodite . . . animal or plant with both female and male reproductive systems, producing both eggs and sperm.” (*The Concise Columbia Encyclopedia*)
9. “There is something to be said for growing old. Not much, but something.” (Laura Black)
10. “Let every nation know, whether it wishes us well or ill, that we shall pay any price, bear any burden, meet any hardship, support any friend, oppose any foe to assure the survival and the success of liberty.” (John F. Kennedy)

### Exercise 9.5 Key

1. neither – pronoun (doesn’t precede a noun)
2. many – determiner (precedes the noun *wishes*; few – pronoun (doesn’t precede a noun).
3. somebody- pronoun (doesn’t precede a noun)
4. someone- pronoun (doesn’t precede a noun)
5. one –pronoun (doesn’t precede a noun)
6. anything – pronoun (doesn’t precede a noun)

7. everything-pronoun (doesn't precede a noun)
8. both- determiner (precedes the noun phrase *eggs and sperm*)
9. something – pronoun (doesn't precede a noun); much- pronoun (doesn't precede a noun); something – pronoun (doesn't precede a noun).
10. every –determiner (precedes noun nation); any – determiner (precedes *burden, hardship, friend & foe*)

## Chapter 10

### Exercise 10.1

Find the noun clauses in the following sentences, and identify their function (subject, direct object, indirect object, object of preposition, subjective complement, objective complement, appositive, vocative). Remember that a clause has either TN or MOD.

#### Example

*Irving believes that he can beat the odds.*

*That he can beat the odds is a noun clause, the direct object of believes.*

*A noun can be substituted for the clause: Irving believes the alibi.*

*The sentence can be transformed into (an awkward) passive: That he can beat the odds is believed by Irving.*

1. Wise people know that exercise is healthy.
2. That jogging improves cardiac function seems obvious.
3. The philanthropist gave whoever was needy financial help.
4. That the right will prevail is what I strongly believe.
5. “What our competitive and careerist knowledge industry has produced already hopelessly exceeds our ability to make general use of it.” (Theodore Roszak)
6. “Don't forget that even our most obscene vices nearly always bear the seal of sullen greatness.” (Gesualdo Bufalino)
7. “Everyone in the class waited for what seemed like hours.” (Student)
8. “What is more important in a library than anything else—than everything else—is the fact that it exists.” (Archibald MacLeish)
9. “For years I thought what was good for our country was good for General Motors and vice versa.” (Charles E. Wilson)

#### Exercise 10.1 Key

1. that exercise is healthy – direct object
2. that jogging improves cardiac function – subject
3. whoever was needy – indirect object
4. that the right will prevail – subject; what I strongly believe – subject complement
5. what our competitive and careerist knowledge industry has produced –subject
6. that even our most obscene vices nearly always bear the seal of sullen greatness – object
7. what seemed like hours – object of preposition

8. What is more important in a library than anything else- than everything else –subject; that it exists-appositive
9. (that) what was good for our country was good for General Motors and vice versa –object; what was good for our country (subject)

## Exercise 10.2

In the following sentences, find the indefinite relative pronouns. Since each indefinite relative is part of a noun clause, when you locate an indefinite relative, you will also have located a noun clause. By now you are probably ready to explain the function of nominals, so determine whether the noun clauses are subjects, direct objects, indirect objects, objects of prepositions, subjective complements, objective complements, appositives, or vocatives. In summary:

1. Locate the indefinite relative pronouns in the following sentences.
2. Identify their function in the noun clauses.

### Examples

*Everyone knew who had spilled the syrup.*

*Who is the indefinite relative.*

*The clause who had spilled the syrup is the direct object of the verb knew. (We can substitute a noun for the clause Everyone knew the culprit. The sentence can be changed to passive, indicating that the clause is a direct object: Who had spilled the syrup was known by everyone.)*

*What the family had decided puzzled the neighbors.*

*What is the indefinite relative.*

*The clause What the family had decided is the subject of the sentence.*

*“The only way to keep your health is to eat what you don’t want, drink what you don’t like, and do what you’d rather not.” (Mark Twain)*

*What (you don’t want) is the indefinite relative.*

*The clause is the direct object of the verbal to eat.*

*What (you don’t like) is the indefinite relative.*

*The clause is the direct object of drink.*

*What (you’d rather not) is the indefinite relative with the verb do deleted.*

*The clause is the direct object of do.*

1. The police know who kidnapped Jane.
2. Do you know whom they arrested?
3. Father told whoever would listen the story.
4. Experts understand what castor oil is.
5. Whatever you think about Marvin will probably be wrong.
6. There were several problems. Does anyone know which created all the commotion?
7. Jacquie fretted over what she would wear to the reception.
8. Fernando couldn’t remember whom he had invited.
9. The problem of who should take the lead was solved by the toss of a coin.

10. Did you see to whom it was addressed?
11. “A husband is what’s left of the lover once the nerve has been extracted.” (Helen Rowland)
12. “I and my public understand each other very well: it does not hear what I say, and I don’t say what it wants to hear.” (Karl Kraus)
13. “What people call insincerity is simply a method by which we can multiply our personalities.” (Oscar Wilde)

### Exercise 10.2 Key

1. who kidnapped Jane – *who* is the indefinite relative – the subject of the clause; the clause is the direct object of *know*.
2. whom they arrested – *whom* is the indefinite relative – the object of the clause; the clause is the direct object of *know*.
3. whoever would listen – *whoever* is the indefinite relative- the subject of the clause; the clause is the indirect object.
4. what castor oil is – *what* is the indefinite relative – the subject complement of the clause; the clause is the direct object of *understand*.
5. whatever you think about Marvin – *whatever* is the indefinite relative- the direct object; the clause is the subject.
6. which created all the commotion- *which* is the indefinite relative – the subject of the clause; the clause is the direct object of *created*.
7. What she would wear to the reception - *what* is the indefinite relative- the direct object; the clause is the object of the preposition *over*.
8. Whom he had invited – *whom* is the indefinite relative – the direct object; the clause is the direct object of *remember*.
9. Who should take the lead – *who* is the indefinite relative- the subject; the clause is the object of the preposition *of*.
10. to whom it was addressed- *whom* is the indefinite relative – the object of the preposition *to*; the clause is the direct object of the verb *see*.
11. what is left of the lover – *what* is the indefinite relative – the subject; the clause is a subject complement.
12. what I say – *what* is the indefinite relative – the direct object; the clause is a direct object of *hear*  
what it wants to hear- *what* is the indefinite relative – the object of the infinitive *to hear*; the clause is the direct object of the verb *say*.
13. what people call insincerity – *what* is the indefinite relative- an object complement; the clause is the subject of the verb *is*.

The clause *by which we can multiply our personalities* is not a nominal clause. It does not begin with an indefinite relative and does not function nominally.

### Exercise 10.3

Find the indefinite relative adjectives and adverbs in the following sentences. Determine the function of the noun clauses in which they occur (subject, direct object, indirect object, object of preposition, objective complement, subjective complement, appositive).

1. Dick explained how he had avoided punishment.
2. Jane wanted to know whose bicycle Dick had wrecked.
3. Jane knew where Dick had hidden the bicycle.
4. When the bell rings is the time for Dick and Jane to go home.
5. Be very careful about what language you use.
6. Mother asked why the children were so late.
7. Give whatever job you undertake all of your effort.
8. Spot was heading for where he could hide from the kids.
9. "Morality is not properly the doctrine of how we may make ourselves happy, but how we may make ourselves worthy of happiness." (Immanuel Kant)
10. "I would much rather have men ask why I have no statue, than why I have one." (Marcus Porcius Cato, 234-149 BCE)
11. "As of January, 1988, hospitals are required by the Joint Commission on Accreditation of Health Care Organizations to have formal policies specifying when doctors and nurses can refrain from trying to resuscitate terminally ill patients." (*Ethics on Care of the Terminally Ill*)
12. "From where the sun now stands I will fight no more forever." (Chief Joseph of the Nez Percé, 1840-1904)
13. "Money is always dull, except when you haven't got any, and then it's terrifying." (Sheila Bishop)

### Exercise 10.3 Key

1. how –relative adverb- clause is direct object
2. whose- relative adjective- clause is object of the infinitive
3. where – relative adverb- clause is direct object
4. when-relative adverb- clause is subject
5. what – relative adjective – clause is object of preposition
6. why – relative adverb –clause is direct object
7. whatever- relative adjective- clause is indirect object
8. where- relative adverb - clause is object of preposition
9. how- relative adverb – clause is object of preposition
10. why- relative adverb – clause is object of *ask* (bare infinitive)
11. when-relative adverb- clause is object of present participle *specifying*
12. where – relative adverb –clause is object of preposition
13. when – relative adverb – clause is object of preposition

### Exercise 10.4

In the following sentences, differentiate strategic *that* from demonstrative *that*.

1. That made me think that life is worth living.
2. Gourmets know that Julia Child wrote that cookbook.
3. "What is irritating about love is that it is a crime that requires an accomplice." (Charles Baudelaire)

4. “The reason that lovers never weary each other is because they are always talking about themselves.” (Francois de la Rochefoucauld)
5. If you don’t like that, lump it!
6. “The trouble with wedlock is that there’s not enough wed and too much lock.” (Christopher Morley)
7. “The main difference between men and woman is that men are lunatics and women are idiots.” (Rebecca West)
8. “The trouble with Oakland is that when you get there, there isn’t any there there.” (Gertrude Stein)

#### Exercise 10.4 Key

1. That is a demonstrative pronoun ; that is strategic.
2. that is strategic; that is a demonstrative determiner – that cookbook.
3. that is strategic
4. that is demonstrative
5. that is strategic
6. that is strategic
7. that is strategic
8. that is strategic

#### Exercise 10.5

Find the noun clauses and the noun clauses within noun clauses in the following sentences.

1. Autobiographers know that they cannot find out what their subjects have done every minute of every day.
2. Novelists can invent whatever they think their characters might do.
3. That historians don’t believe Henry VIII gave his wives whatever they desired seems strange to me.
4. The diarist records what he thinks others shouldn’t know.
5. This book left whoever read what it contains in a coma.

#### Exercise 10.5 Key

1. they cannot find out what their subjects have done every minute of every day. (object of *know*) ; what their subjects have done every minute of every day. (object of *find out*)
2. whatever they think their characters might do (object of *invent*);(that) Their characters might do (object of *think* – the strategic *that* is deleted)
3. That historians don’t believe (subject) seems strange to me; (that) Henry VIII gave his wives whatever they desired (object of *believe*); whatever they desired (direct object -*gave*)
4. what he thinks others shouldn’t know (object of *records*); (that) others shouldn’t know (object of *think*)
5. whoever read what it contains (object of *left*); what it contains (object of *read*)

## Chapter 11

### Exercise 11.1

Find the adjectives in the following sentences, and use the formal and syntactic tests to explain your choices.

#### Example

*“Love is the white light of emotion.” (Diane Ackerman)*

*White is an adjective.*

*It can be compared: whiter, whitest.*

*It can be modified by an adverb: very white.*

*It fits the adjective frame sentence: The white light is very white.*

1. The angry cat is very angry.
2. Good can never come of bad deeds.
3. Thrifty makes the very best ice cream.
4. The heartless man took the pretty cat to the pound.
5. “The silence drew off, baring the pebbles and shells and all the tatty wreckage of my life. Then, at the rim of vision, it gathered itself, and in one sweeping tide, rushed me to sleep.” (Sylvia Plath, *The Bell Jar*)
6. “We are an intelligent species and the use of our intelligence quite properly gives us pleasure. In this respect the brain is like a muscle. When it is in use we feel very good. Understanding is joyous.” (Carl Sagan)
7. “Future shock: the shattering stress and disorientation that we induce in individuals by subjecting them to too much change in too short a time.” (Alvin Toffler)
8. “I who have cursed / The drunken officer of British rule, how choose / Between this Africa and the English tongue I love?” (Derek Walcott)
9. “There is no Jewish blood in my veins, But I am / hated with a scabby hatred / By all the anti-Semites, / like a Jew.” (Yevgeny Alexandrovich Yevtushenk)
10. “Private beneficence is totally inadequate to deal with the vast numbers of the city’s disinherited.” (Jane Addams)
11. “I wish that every human life might be pure transparent freedom.” (Simone de Beauvoir)
12. “What is man, when you come to think upon him, but a minutely set, ingenious machine for turning with infinite artfulness, the red wine of Shiraz into urine?” (Isak Dinesen)

#### Exercise 11.1 Key

1. angry – fits the frame sentence, can be modified by *very*
2. bad – can be compared (worse, worst); can be modified by *very*
3. best - *the superlative form of good, (better, best)*
4. heartless – fits the frame sentence (the heartless man is very heartless), has an adjectival ending (-less).  
pretty – fits the frame sentence (the pretty cat is very pretty) and can be modified by *very*
5. tatty- adjectival suffix (-y), can be modified by *very* (very tatty); sweeping - present participle and not an adjective per se, but it is used adjectivally.

6. Intelligent – fits the frame sentence (The intelligent student is very intelligent); good – has comparative and superlative forms (*better/ best*), can be modified by *very* (very good); joyous – has adjective suffix (-ous), can be modified by *very* (very joyous).
7. short – can be compared (*shorter/shortest*); modified by adverb *too*
8. drunken – past participle used adjectivally; *British* and *English* are proper nouns.
9. scabby- adjectival suffix (y), fits the frame sentence (a scabby hatred is very scabby)
10. private , inadequate- adjectival suffix (-ate), can be modified with *very* (very private, very inadequate).
11. human might be analyzed as an adjective (the human robot is very human ?) or as a noun functioning as an adjective; pure – can be modified with *very* (very pure); transparent – adjective suffix (-ent) can be modified with *very* (very transparent).
12. set – is modified by the adverb *minutely*; ingenious – adjectival suffix (-ous), can fit in the frame sentence (The ingenious plot is very ingenious).  
infinite – can fit in the frame sentence (the infinite road is very infinite) Although *very infinite* does not make much sense, the sentence is, nonetheless, possible grammatically much like the use of human in #11; red- can be compared (redder, reddest), can be modified by *very*.

## Challenger (p. 191)

What problem or problems do you find in trying to define the adjectivals in the following sentence? Do the formal and functional tests apply?

“We are not engaged in domestic politics, in church building or in social uplift work, but we are engaged in nation building.” (Marcus Garvey)

## Challenger (p. 191) Key

The tests apply but are complicated by the verbals (church building, nation building)

## Exercise 11.2

Find the adjectives in the following sentences and tell whether they are attributive, appositive, or predicate.

1. The old raccoon enjoyed ripe apples.
2. The possum, wary of the trap, sniffed at the smelly bait.
3. The skunk was clever.
4. “He was a short man, well below average, and he walked with his chin up, gazing about as though searching for his missing inches.” (Helen Hudson)
5. “Afoot and light-hearted I take to the open road, / Healthy, free, the world before me, / The long brown path before me leading wherever I choose.” (Walt Whitman)
6. “Home. It’s being new and old all rolled into one. Measuring your new against old friends, old ways, old places. Knowing that as long as the old survives, you can keep changing as much as you want without the nightmare of waking up to a total stranger.” (Gloria Naylor)
7. “We owe most of our great inventions and most of the achievements of genius to idleness—either enforced or voluntary. The human mind prefers to be spoon-fed with the thoughts of others, but deprived of such nourishment it will, reluctantly, begin to think for itself—and such thinking, remember, is original thinking and may have valuable results.” (Agatha Christie)

8. “The imagination of a boy is healthy, and the mature imagination of a man is healthy; but there is a space of life between, in which the soul is in a ferment, the character undecided, the way of life uncertain, the ambition thicksighted: thence proceeds mawkishness, and the thousand bitters which those men I speak of must necessarily taste in going over the following pages.” (John Keats)

### Exercise 11.2 Key

1. old – attributive; ripe-attributive;
2. wary of the trap – the adjective phrase is in appositive position  
smelly – attributive.
3. clever-predicate
4. short – attributive; well below average-appositive; missing-attributive
5. afoot and lighthearted- appositive position; open-attributive; healthy, free-appositive; long, brown-attributive.
6. new and old-predicate; new and old-attributive; total – attributive.
7. great-attributive; enforced or voluntary- appositive; spoon-fed- predicate; original-predicate; valuable-attributive.
8. healthy- predicate; healthy- predicate; undecided- appositive; uncertain-appositive; thicksighted-appositive; following-attributive.

### Exercise 11.3

In the following sentences, find nouns that modify other nouns.

1. The Norway rat carries plague.
2. In Vienna we bought sauerkraut at the vegetable shop.
3. The Marine lieutenant gave the Army general the report.
4. The ax murderer got a life sentence.

### Exercise 11.3 Key

1. Norway
2. Vienna; vegetable
3. Marine; Army
4. ax; life.

### Exercise 11.4

In the following sentences, find the nonfinite verb forms used adjectivally.

1. Everyone enjoyed the singing waiter.
2. The game played at night was boring.
3. “In this unbelievable universe in which we live there are no absolutes. Even parallel lines, reaching into infinity, meet somewhere yonder.” (Pearl S. Buck)
4. “A celebrity is a person who works hard all his life to become known, then wears dark glasses to avoid being recognized.” (Fred Allen)

**Exercise 11.4 Key**

1. singing
2. played & boring
3. reaching into infinity
4. known; recognized

**Exercise 11.5**

In the following sentences, find the adjectivals, and if they are not prepositional phrases or nouns, tell whether they are attributive, appositive, or predicate.

1. Little mice nested in the barn.
2. Field mice nested in the barn.
3. Scurrying mice nested in the barn.
4. Rats, big as cats, crawled in the sewers.
5. Norway rats crawled in the sewers.
6. Rats, slinking around, crawled in the sewers.
7. “We do not have to visit a madhouse to find disordered minds; our planet is the mental institution of the universe.” (Johann Wolfgang von Goethe)
8. “One reason the human race has such a low opinion of itself is that it gets so much of its wisdom from writers.” (Wilfrid Sheed)
9. “Americans are like a rich farmer who wishes he knew how to give his son the hardships that made him rich.” (Robert Frost)
10. “Americans are childish in many ways and about as subtle as a Wimpy burger; but in the long run it doesn’t make any difference. They just turn on the power.” (Tom Wolfe)
11. “Bonny isn’t ordinary. She has a liquid, intellectual gaze, as if she’s not a dog but a Democrat, interested, like Gabe and Len, in civil liberties.” (Laura Cunningham)
12. “I learned that economics was not an exact science and that the most erudite men would analyze the economic ills of the world and derive a totally different conclusion.” (Edith Summerskill)
13. “There is something about a home aquarium which sets my teeth on edge the moment I see it. Why anyone would want to live with a small container of stagnant water populated by a half-dead guppy is beyond me.” (S. J. Perelman)
14. “I have learned silence from the talkative, toleration from the intolerant, and kindness from the unkind; yet strange, I am ungrateful to those teachers.” (Kahlil Gibran)
15. “Only by pursuing the extremes in one’s nature, with all its contradictions, appetites, aversions, rages, can one hope to understand a little—oh, I admit only a very little—of what life is about.” (Francoise Sagan)

**Exercise 11.5 Key**

1. little (attributive)
2. field (noun)
3. scurrying (attributive]

4. big [attributive]
5. Norway (proper noun)
6. slinking around (appositive)
7. disordered [attributive]; mental [attributive]; of the universe (prepositional phrase)
8. low (attributive); from writers (prepositional phrase)
9. rich (attributive)
10. childish (predicate); subtle (prepositional phrase)
11. ordinary (predicate); liquid, intellectual (attributive); civil (attributive)
12. exact (attributive); erudite (attributive); economic (attributive); of the world (prepositional phrase); different (attributive)
13. about a home aquarium (prepositional phrase); home (noun); small (attributive); of stagnant water (prepositional phrase); half-dead (attributive)
14. from the intolerant (prepositional phrase); from the unkind (prepositional phrase); ungrateful (predicate);
15. in one's nature (prepositional phrase); with all its contradictions, appetites, aversions, rages (prepositional phrase)

### Exercise 11.6

In the following sentences, find the interrogative pronouns and the interrogative adjectives.

1. Whose can I trust, your excuse or your wife's?
2. Whose excuse can I trust, yours or your wife's?
3. Which do you prefer, jail or a fine?
4. Which penalty do you prefer, jail or a fine?
5. What in the world did Oscar mean by that remark?
6. Whichever investment would you choose if you had millions of dollars?
7. Whatever foreign country would you most like to visit?
8. Whose attorneys are honest and reliable?
9. "What is our life but a succession of preludes to that unknown song whose first solemn note is sounded by death?" (Alphonse de Lamartine, 1790-1869)
10. "What contemptible scoundrel stole the cork from my lunch?" (W. C. Fields)

### Exercise 11.6 Key

1. whose – pronoun
2. whose excuse – adjective
3. which- pronoun
4. which penalty-adjective
5. what – pronoun
6. whichever investment – adjective
7. whatever foreign country- adjective

8. whose attorneys – adjective
9. what – pronoun
10. what –adjective

## Chapter 12

### Exercise 12.1

Find the definite relative pronouns in the following sentences.

1. Spot always guarded the bowl that contained his supper.
2. Jane gave the boy who lived next door his first kiss.
3. Dick bought the motorized scooter which he had saved for.
4. Father admired the woman whom the voters had elected.
5. “Strange new problems are being reported in the growing generations of children whose mothers were always there, driving them around, helping them with their homework—an inability to endure pain or discipline or pursue any self-sustained goal of any sort, a devastating boredom with life.” (Betty Friedan)
6. “The yearning for an afterlife is the opposite of selfish: it is love and praise for the world that we are privileged, in this complex interval of light, to witness and experience.” (John Updike)

#### Exercise 12.1 Key

1. that
2. who
3. which
4. whom
5. whose
6. that

### Exercise 12.2

Find the adjective clauses in the following sentences.

#### Examples

*Shakespeare wrote plays that live through the ages.*

*That live through the ages is an adjective clause modifying plays. That is a definite relative pronoun.*

*Joseph Conrad is a novelist whose works I enjoy.*

*The adjective clause whose works I enjoy contains the definite relative adjective whose.*

*“It ain’t those parts of the Bible that I can’t understand that bother me, it’s the parts that I do understand.” (Mark Twain)*

*That I can’t understand modifies parts of the Bible; that is a definite relative pronoun.*

*That bother me modifies parts of the Bible that I can’t understand; that is a definite relative pronoun.*

*That I do understand modifies parts; that is a definite relative pronoun.*

1. Everyone must find the vocation that is right for him or her.
2. Only the person whose life has helped others dies happy.
3. Is it failure of which you are afraid?
4. "A happy woman is one who has no cares at all; a cheerful woman is one who has cares but doesn't let them get her down." (Beverly Sills)
5. "Having a baby . . . brought home to me with real force the hopelessly unbalanced nature of a society which is organized solely for the needs of people without responsibility for children." (Angela Phillips, 1983)
6. "That man is little to be envied whose patriotism would not gain force upon the plain of Marathon, or whose piety would not grow warmer among the ruins of Iona." (Samuel Johnson)
7. "The age in which we live can only be characterized as one of barbarism." (Alva Myrdal)
8. "I am the kind of man who would never notice an oriole building a nest unless it came and built it in my hat in the hat room of the club." (Stephen Leacock)
9. "The classes that work least are those that wash most." (G. K. Chesterton)
10. "I don't care to belong to a club that accepts people like me as members." (Groucho Marx)
11. "He who has mastered any law in his private thoughts, is master to that extent of all men whose language he speaks." (Ralph Waldo Emerson)
12. "Conservative, n. A statesman who is enamored of existing evils, as distinguished from a liberal, who wishes to replace them with others." (Ambrose Bierce)
13. "Criticism is the art wherewith a critic tries to guess himself into a share of the artist's fame." (George Jean Nathan)

### Exercise 12.2 Key

1. that is right for him or her
2. whose life has helped others
3. of which you are afraid
4. who has no cares at all- who has cares but doesn't let the get her down.
5. which is organized solely for the needs of people without responsibility for children.
6. whose patriotism would not gain force upon the plain of Marathon – whose piety would not grow warmer among the ruins of Iona.
7. in which we live
8. who would never notice an oriel building a nest
9. that work least
10. that accepts people like me as members
11. who has mastered any law in his private thought . . .whose language he speaks
12. who is enamored of existing evils...who wishes top replace them with others.
13. wherewith a critic tries to guess himself into a share of the artist's fame.

### Exercise 12.3

Find the relative clauses in the following sentences and note the relative adverbs.

1. Greed is the reason why misers save their dough.
2. The day when Bill and Edna were married was cold and rainy.
3. Can you direct me to a place where I can find a good hamburger?
4. Explain the method how you did it? (Do you take this sentence to be grammatical? Explain.)
5. At the time when everyone was ready to go to the arena where the show was to be held, Reginald stated the argument why all should stay home.
6. “Know’st thou the land where the lemon trees bloom, / Where the gold orange glows in the deep thick-  
et’s gloom, / Where a wind ever soft from the blue heaven blows, / And the groves are of laurel and  
myrtle and rose?” (Johann Wolfgang von Goethe)
7. “Oh, give me a home where the buffalo roam, / Where the deer and the antelope play, / Where seldom  
is heard a discouraging word / And the skies are not cloudy all day.” (Anonymous)
8. “In order to progress, radio need only go backward, to the time when singing commercials were not al-  
lowed on news reports, when there was no middle commercial on a news report, when radio was rather  
proud, alert and fast.” (Edward R. Murrow)
9. “If any man can show just cause, why they may not lawfully be joined together, let him now speak, or  
else hereafter forever hold his peace.” (*The Book of Common Prayer*, 1928)
10. “There is a time of life somewhere between the sullen fugues of adolescence and the entrenchments of  
middle age when human nature becomes so absolutely absorbing one wants to be in the city constantly,  
even at the height of summer.” (Edward Hoagland)

### Exercise 12.3 Key

1. why misers save their dough
2. when Bill and Edna were married
3. where I can find a good hamburger
4. how you did it ( should not end with a question mark).
5. when everyone was ready to go to the arena, where the show was to be held why all should stay home
6. where the lemon trees bloom, where the gold orange glows in the deep thicker’s gloom, where a wind  
ever soft from the blue heaven blows
7. where the buffalo roam, where the deer and the antelope play, where seldom is heard a discouraging word
8. when singing commercials were not allowed on news reports, when there was no middle commercial on  
a news report, when radio was rather proud, alert and fast.
9. why they may not lawfully be joined together
10. when human nature becomes so absolutely absorbing one wants to be in the city constantly even at the  
height of summer.

### Exercise 12.4

Find the restrictive and nonrestrictive adjective clauses in the following sentences and explain why these clauses are either restrictive or nonrestrictive. (Clauses other than adjective may be in the sentences.)

1. The class, which bored all of the students, was required for graduation.
2. The professor who taught the class was about to retire.

3. The dean said that the students, all of whom had cheated on the final, should be kicked out of the university.
4. Do you know the book that Alex checked out?
5. “Total loyalty is possible only when fidelity is emptied of all concrete content, from which changes of mind might naturally arise.” (Hannah Arendt)
6. “Bore, *n.* A person who talks when you wish him to listen.” (Ambrose Bierce)
7. “This has been due to cheap P. G. & E. power, which enables farmers to pump water from wells all over the valley.” (*Time*)
8. “It’s afterwards you realize that the feeling of happiness you had with a man didn’t necessarily prove that you loved him.” (Marguerite Duras)
9. “Love is an act of endless forgiveness, a tender look which becomes a habit.” (Peter Ustinov)

### Exercise 12.4 Key

1. which bored all of the students
2. who taught the class
3. of whom had cheated on the final
4. that Alex checked out
5. from which changes of mind might naturally arise
6. who talks when you want him to listen
7. which enables farmets to pump water from wells all over the valley.
8. (that) you had with a man
9. which becomes a habit.

Restrictive clauses begin with *that* (when the choice is between *which* and *that*) and are not separated from the rest of the sentence by commas. Restrictive clauses limit or restrict the number or quantity of the noun that they modify. For example in sentence #2 – the only professor who is going to retire is the one *who taught the class*. Or in #6 - a bore is not just any person but rather a person *who talks when you wish him to listen*. In #9 – prescriptive grammar would require a comma before the *which* but in many circumstances, this rule is not followed; however we will seldom (if ever) see comma(s) used with *that*.

### Challenger (p. 212)

Does the following sentence contain an adjective clause? If so, what is it? Where is the definite relative pronoun, adjective, or adverb?

The way students found the answers to the test is still a mystery.

### Challenger (p. 212) Key

(that) students found the answers to the test. The definite relative pronoun *that* has been deleted.

### Page 213 Sentences (1-4)

1. Dick sold his baseball cards to a dealer. The cards were valuable.
2. Jane, who seldom brushed her teeth, hated to visit the dentist.

3. Father wanted to restore his old Studebaker. He thought it might be worth a lot of money.
4. “A man’s indebtedness . . . is not a virtue; his repayment is. Virtue begins when he dedicates himself actively to the job of gratitude.” (Ruth Benedict)
5. “Obscenity is a moral concept in the verbal arsenal of the Establishment, which abuses the term by applying it, not to expressions of its own morality but to those of another.” (Herbert Marcuse)

### Page 213 Sentences Key

1. Dick sold his baseball cards, which were valuable, to a dealer.
2. Jane hated to visit the dentist. Jane seldom brushed her teeth.
3. Father wanted to restore his old Studebaker, which he thought might be worth a lot of money. ( here – Father has only one Studebaker)  
 Father wanted to restore his old Studebaker that he thought might be worth a lot of money. (here – Father has several old Studebakers, but he thinks that only one of them might be worth a lot of money.
4. A man’s indebtedness . . . is not a virtue that begins when he dedicates himself actively to the job of gratitude; his repayment is.

### Exercise 12.5

The following sentence demonstrates that sometimes relative pronouns can be deleted without destroying grammaticality:

A girl whom we know won the tennis match.

A girl we know won the tennis match.

And the following sentence demonstrates that sometimes relative pronouns cannot be deleted without destroying grammaticality:

The girl who won the tennis match sings in the choir.

\*The girl won the tennis match sings in the choir.

On the basis of the following examples, formulate the rule governing the deletion of definitive relative pronouns in sentences.

1. Bob knew who had borrowed the mower.  
 \*Bob knew had borrowed the mower.
2. Barbara resented the remark that Julie made.  
 Barbara resented the remark Julie made.
3. Blatchford liked the man whom he gave one of his puppies.  
 Blatchford liked the man he gave one of his puppies.
4. Billingsley admired the director from whom she had received a call.  
 Billingsley admired the director she had received a call from.
5. Billy resented the name that the teacher had called him.  
 Billy resented the name the teacher had called him.
6. Bultitude called the woman who was his accountant.

\*Bultitude called the woman was his accountant.

You guessed it! If the *definite relative pronoun is an object in its own clause, it can be deleted*. Now let's reexamine our six examples.

1. *Who* is the subject of the clause *who had borrowed the mower* and cannot be deleted.
2. *That* is the direct object of the verb *made* in *that Julie made* and thus can be deleted. [Julie made *that*.]
3. *Whom* is the indirect object in *whom he gave one of his puppies* and thus can be deleted. [He gave *whom* one of his puppies.]
4. *Whom* is the object of a preposition in *from whom she had received a call* and thus can be deleted. [She had received a call from *whom*.]
5. *Which* is the objective complement in *which the teacher had called him* and thus can be deleted. [The teacher called him *which*.]
6. *Who* is the subjective complement in *who was his accountant* and thus cannot be deleted. [His accountant was *who*.]

### Exercise 12.5 Key

Answers are in the text itself.

## Chapter 13

### Exercise 13.1

Find the adverbs in the following sentences and explain the tests that verify your choices.

#### Examples

*People spend money freely.*

*Freely is an adverb.*

- (1) *It denotes manner.*
- (2) *It has the -ly suffix and can be compared (more freely, most freely).*
- (3) *It is movable (People freely spend money).*
- (4) *It fits the frame sentence.*

*"Today, age is needy and, as its powers decline, so does its income. (Colin MacInness)*

*Today is an adverb.*

- (1) *It denotes time.*
- (2) *It is movable.*

1. Marvin solved the puzzle cleverly
2. We will go to Hollywood tomorrow.
3. Humorously the man in the ski mask told the bank teller to hand over the cash.
4. The train will pull out of the station soon.
5. "Colorless green ideas sleep furiously." (Noam Chomsky)

6. “Movements born in hatred very quickly take on the characteristics of the thing they oppose.” (J. S. Habgood)

### Exercise 13.1 Key

1. cleverly – ly is an adverbial suffix; cleverly is movable.
2. tomorrow – tells when, is movable.
3. humorously – ly is an adverbial suffix; is movable
4. soon – tells when; is movable.
5. furiously – ly suffix; is movable
6. quickly – ly suffix; the phrase *very quickly* is movable.
7. lightly – ly suffix, is movable
8. fast – tells how and is movable
9. curiously – ly suffix and is movable

### Exercise 13.2

Find the qualifiers (intensifiers) in the following sentences.

1. The cat was very wild.
2. Even though the dog was vicious, it was extremely gentle with its owner.
3. When hiking on mountain trails, one must be somewhat careful.
4. The student’s answer to the question almost completely overwhelmed the professor.
5. The trip to Madras totally wiped Hema out.
6. “The really great novel . . . tends to be the exact negative of its author’s life.” (Andre Maurois)

### Exercise 13.2 Key

1. very
2. extremely
3. somewhat
4. completely
5. totally
6. really

### Exercise 13.3

Find the adverbial prepositional phrases in the following sentences.

1. Marvin jogs in the morning.
2. After work, Marilyn works out at the gym.
3. The man from Georgia ate corn pone with great gusto.
4. From the evidence, we can draw the conclusion that Dillinger robbed the bank.
5. In several interesting cases the detective found that juvenile delinquents with long criminal records had swiped Twinkies from the market after school.

6. “God gives every bird his worm, but He does not throw it into the nest.” (P. D. James)
7. “Always serve letters with a cup of tea and a footstool. Celebrate ‘the reading’ slowly. It is irreverent to read a letter fast.” (Macrina Wiederkehr)
8. “The development of the national spirit in its present form leads into blind alleys.” (Mille Kollwitz)
9. “Media mystifications should not obfuscate a simple, perceivable fact: Black teenage girls do not create poverty by having babies. Quite the contrary, they have babies at such a young age precisely because they are poor—because they do not have the opportunity to acquire an education, because meaningful, well-paying jobs and creative forms of recreation are not accessible to them . . . because safe, effective means of contraception are not available to them.” (Angela Davis)

### Exercise 13.3 Key

1. in the morning
2. after work...at the gym
3. from Georgia... with great gusto
4. from the evidence
5. in several interesting cases...from the market after school
6. into the nest
7. with a cup of ten and a footstool
8. into blind alleys
9. by having babies./at such a young age

### Exercise 13.4

In the following sentences, find (a) the prepositions that can be used as adverbs and (b) the nouns that are used as adverbs.

1. Jane ran in, and Dick ran out.
2. After colliding with a bicycle, Spot crawled home.
3. “Go west, young man,” said Horace Greeley.
4. The neighbors came over to share the seder.
5. My driver’s license expires next year.
6. “You shoot me in a dream, you better wake up and apologize.” (Harvey Keitel, as Mr. White in *Reservoir Dogs*)
7. “Drug misuse is not a disease, it is a decision, like the decision to step out in front of a moving car. You would call that not a disease but an error of judgment.” (Philip K. Dick)
8. “It doesn’t matter who you vote for, the government always gets in.” (Graffito, London 1970)
9. “A foolish consistency is the hobgoblin of little minds, adored by little statesmen and philosophers and divines. With consistency a great soul has simply nothing to do. . . . Speak what you think today in hard words and tomorrow speak what tomorrow thinks in hard words again, though it contradict everything you said today.” (Ralph Waldo Emerson)
10. “The contents of [Sitting Bull’s] pockets were often emptied into the hands of small, ragged little boys, nor could he understand how so much wealth should go brushing by, unmindful of the poor.” (Annie Oakley)

**Exercise 13.4 Key**

1. in /out - prepositions
2. home - noun
3. west- noun
4. over - prepositions
5. next year- noun
6. up - preposition
7. out –preposition
8. in- preposition
9. today and tomorrow – these words can be considered nouns or adverbs
10. by preposition

**Challenger (p. 235)**

To each of the following sentences, add an adverbial prepositional phrase of the kind indicated in parentheses. Into how many sentence positions can you move each phrase without creating ambiguity or nonsense and without making the sentence so awkward as to be grammatically dubious?

**Example**

*“You can tell a lot about a fellow’s character by his way of eating jelly beans.” (Ronald Reagan)*

- Through intelligent analysis, *you can tell a lot about a fellow’s character by his way of eating jelly beans.*  
*You can,* through intelligent analysis, *tell a lot about a fellow’s character by his way of eating jelly beans.*  
*You can tell,* through intelligent analysis, *a lot about a fellow’s character by his way of eating jelly beans.*  
*You can tell a lot,* through intelligent analysis, *about a fellow’s character by his way of eating jelly beans.*  
 ?*You can tell a lot about a fellow’s character by his way of eating jelly beans* through intelligent analysis.

1. “Children’s liberation is the next item on our civil rights shopping list.” (Letty Cottin Pogrebin) [time]
2. “After all, crime is only a lefthanded form of human endeavor.” (John Huston) [place]
3. “An alcoholic has been lightly defined as a man who drinks more than his own doctor.” (Alvan L. Barach) [manner]
4. “Children’s talent to endure stems from their ignorance of alternatives.” (Maya Angelou) [frequency]
5. “I became a feminist as an alternative to becoming a masochist.” (Sally Kempton) [time, place]

**Challenger (p. 235) Key**

As a general rule, the adverbial prepositional phrases cannot follow a noun without creating some ambiguity in the meaning of the sentence.

1. On Monday, children’s liberation will be the next item on our civil rights shopping list . (the verb was changed to *will be* because of the requirement to add a prepositional phrase of time). If the prepositional phrase were to follow *liberation* or *list*, the assumption would be that *on Monday* would function adjectivally and not adverbially.
2. After all in New York City, crime is only a lefthanded form of human endeavor

3. An alcoholic has been lightly defined as a man who drinks from a bottle more than his own doctor. An alcoholic has been lightly defined as a man who drinks more than his own doctor from a bottle (?- do you accept the second sentence as grammatical?)
4. Children's talent to endure on Mondays stems from their ignorance of alternatives. On Mondays children's talent to endure stems from their ignorance of alternatives.
5. On Monday in my morning class, I became a feminist as a alternative to becoming a masochist.

## Chapter 14

### Exercise 14.1

In the following passages, which clauses are adverbials? How do you know?

1. If wishes were fishes, we'd all have a fry.
2. The students gorged themselves on pizza after they had finished the test.
3. I relax, when I have spare moment, with a good book.
4. "Confront a man in his office with a nuclear alarm, and you have a documentary. If the news reaches him in his living room, you have a drama. If it catches him in the lavatory, the result is comedy." (Stanley Kubrick)

#### Exercise 14.1 Key

1. If wishes were fishes... movable, begins with *if*
2. after they had finished the text... movable, begins with *after*
3. when I have spare moment... movable, begins with *when*
4. If the news reaches him in his living room...if it catches him in the lavatory . . . movable and begin with *if*.

### Exercise 14.2

Find the adverb clauses in the following sentences. (These sentences also contain noun and adjective clauses.)

1. Although the city council voted to rezone the neighborhood, no businesses seemed willing to move into the area.
2. Because the weather is so uncertain, I wonder if the game will be postponed.
3. The man who had asked whether the computer was fixed grew angry when the repairman said the job would take another week.
4. The territory looked barren, as though it had been swept by a giant bulldozer.
5. "When I'm good I'm very good, but when I'm bad I'm better." (Mae West)
6. "Life is something to do when you can't get to sleep." (Fran Lebowitz)
7. "City people try to buy time as a rule, when they can, whereas country people are prepared to kill time, although both try to cherish in their mind's eye the notion of a better life ahead." (Edward Hoagland)

#### Exercise 14.2 Key

1. Although the city council voted to rezone the neighborhood

2. Because the weather is so uncertain (if the game will be postponed – is a nominal clause, the object of *wonder*)
3. When the repairman said the job would take another week (who had asked whether the computer was fixed – is an adjective or relative clause modifying the man; further, whether the computer was fixed is a clause as well, acting nominally as the object of the verb *ask*.)
4. as though it had been swept by a giant bulldozer
5. When I'm good...when I'm bad
6. when you can't get to sleep
7. when they can, whereas country people are prepared to kill time, although both try to cherish in their mind's eye the notion of a better life ahead.

### Exercise 14.3

Find the nonfinite adverbial clauses and the finite adverbial clauses in the following sentences. Find and identify other clauses, too, for review.

1. Singing the song of the wind, we were on our way to the moon.
2. The Bach that she played at the concert is beautiful whether performed on harpsichord or piano.
3. Not having been aware of the power shortage, Milly installed thousands of Christmas lights.
4. Millard knew that he was doomed whether judged guilty or innocent.
5. When arriving late, audience members are asked to wait in the lobby until the end of the first act.

### Exercise 14.3 Key

1. Singing the song of the wind (present participial phrase – adverbial)
2. whether performed on harpsichord or piano (past participial phrase – adverbial)
3. Not having been aware of the power shortage (perfect progressive of be- adverbial)
4. that he was doomed (nominal – object of knew)-- whether judged guilty or innocent (past participial phrase – adverbial)
5. When arriving late (present participial phrase – adverbial)

### Challenger (p. 244)

The following sentence contains a clause that can be interpreted in two ways. Explain.

No one can be sure of the future when world conditions are so unsettled.

### Challenger (p. 244) Key

No one can be sure of the future when world conditions are so unsettled.

Is the clause adverbial? If so, then the world conditions are so unsettled now.

OR

Is the clause adjectival modifying the word future, suggesting that it is in the future when world conditions will be unsettled?

## Exercise 14.4

Find the conjunctive adverbs in the following sentences.

1. The used auto was a real creampuff; however, it was too expensive.
2. The TV was broken; the children, nevertheless, sat staring at the blank screen.
3. Sloth is a cardinal sin. Moreover, slothful people do not get ahead in life.
4. Rain ruined the rhubarb. Farmer Graham, hence, had no rhubarb pie that spring.
5. Carrots improve the eyesight; besides, they taste good.
6. "I had thought on starting this composition, that I should define what humor means to me. However, every time I tried to, I had to go and lie down with a cold wet cloth on my head." (Dorothy Parker)
7. "The insight that peace is the end of war, and that therefore a war is preparation for peace, is at least as old as Aristotle, and the pretence [sic] that the aim of an armament race is to guard the peace is even older, namely as old as the discovery of propaganda lies." (Hannah Arendt)
8. "We are well advised to keep on nodding terms with the people we used to be, whether we find them attractive company or not. Otherwise they turn up unannounced and surprise us. . . ." (Joan Didion)
9. "What you have to do is enter the fiction of America, enter America as fiction. It is, indeed, on this fictive basis that it dominates the world." (Jean Baudrillard)
10. "The Church welcomes technological progress and receives it with love, for it is an indubitable fact that technological progress comes from God, and, therefore, can and must lead to Him." (Pope Pius XII)

### Exercise 14.4 Key

1. however
2. nevertheless
3. moreover
4. hence
5. besides
6. however
7. therefore
8. otherwise
9. indeed
10. therefore

## Chapter 15

### Exercise 15.1

Some of the following sentences contain prepositional phrases as complements, both subjective and objective. Identify these.

1. Your excuse is beyond belief.
2. Everyone considered the movie in bad taste.
3. Since the stock market is volatile, investors seem on edge.

4. The ride of Paul Revere has become a legend in America.
5. The necessity for caution grows with each passing day.
6. The proposal is under consideration.
7. My attorney deemed the settlement within reason.

### Exercise 15.1 Key

1. beyond belief – subject complement
2. in bad taste – object complement
3. on edge – subject complement
4. neither
5. neither
6. under consideration – subject complement
7. within reason – object complement

### Exercise 15.2

Find the particles in the following sentences.

1. Spot threw up his dinner.
2. The knight threw down the gauntlet.
3. Get out the door before the smell knocks you out, but don't let the secret out.
4. "There is but one way left to save a classic: to give up revering him and use him for your own salvation."  
(Jose Ortega y Gasset)
5. "My love for you is mixed throughout my body . . . / So hurry to see your lady, / like a stallion on the track, / or like a falcon swooping down to its papyrus marsh. / Heaven sends down the love of her / as a flame falls in the hay." (*Love Songs of the New Kingdom*, c. 1550-1080 BCE)
6. "Polly, put the kettle on, / We'll all have tea." (Anonymous nursery rhyme)
7. "It takes far less courage to kill yourself than it takes to make yourself wake up one more time." (Judith Rossner)
8. "Most men who run down women are only running down a certain woman." (Remy de Gourmont, 1858-1915)
9. "A passage is not plain English—still less is it good English—if we are obliged to read it twice to find out what it means." (Dorothy L. Sayers)
10. "If you get hung up on everybody else's hang-ups, then the whole world's going to be nothing more than one huge gallows." (Richard Brautigan)
11. "We test and then they test and we have to test again. And you build up until somebody uses them."  
(John F. Kennedy).

### Exercise 15.2 Key

1. up
2. down
3. out (all three outs)

4. up
5. down ( in heaven sends down)
6. on
7. up
8. down
- 9..out
10. up
11. up

### Challengers (p. 258)

Find the particles in the following sentences.

1. “I will not blot out his name out of the book of life.” (Revelation 3:5)
2. “1992 is not a year I shall look back on with undiluted pleasure.” (Elizabeth II)

### Challengers (p. 258) Key

- 1 the first *out*
2. back on

### Exercise 15.3

Find the prepositional phrases in the following sentences. Indicate whether they are adverbial or adjectival.

1. Mother went to the store every day.
2. Father enjoyed his wedge of pie.
3. Dick served time in reform school.
4. Jane enjoyed her weeks of freedom from Dick’s teasing.
5. “There are only three things that can kill a farmer: lightning, rolling over in a tractor, and old age.” (Bill Bryson)
6. “It has to be acknowledged that in capitalist society, with its herds of hippies, originality has become a sort of fringe benefit, a mere convention, accepted obsolescence, the Beatnik model being turned in for the Hippie model, as though strangely obedient to capitalist laws of marketing.” (Mary McCarthy)
7. “All things truly wicked start from an innocence.” (Ernest Hemingway)
8. “If men as individuals surrender to the call of their elementary instincts, avoiding pain and seeking satisfaction only for their own selves, the result for them all taken together must be a state of insecurity, of fear, and of promiscuous misery.” (Albert Einstein)
9. “I’m not gonna change the way I look or the way I feel to conform to anything. I’ve always been a freak. So I’ve been a freak all my life and I have to live with that, you know. I’m one of those people.” (John Lennon)
10. “Ultraliberalism today translates into whimpering isolationism in foreign policy, a mulish obstructionism in domestic policy, and pusillanimous pussyfooting on the critical issue of law and order.” (Spiro T. Agnew)

11. “Loneliness is never more cruel than when it is felt in close propinquity with someone who has ceased to communicate.” (Germaine Greer)
12. “The real trouble with the doctor image in America is that it has been grayed by the image of the doctor-as-businessman, the doctor-as-bureaucrat, the doctor as medical-robot, and the doctor as terrified-victim-of-malpractice-suits.” (Shana Alexander)
13. “Hollywood is a place where people from Iowa mistake each other for stars.” (Fred Allen)

### Exercise 15.3 Key

1. to the store – adverbial
2. of pie – adjectival modifying wedge
3. in reform school – adjectival modifying time
4. of freedom – adjectival modifying weeks from Dick’s teasing – adjectival modifying freedom
5. in a tractor – adverbial
6. in capitalist society – adverbial; with its herds – adjectival; of hippies – adjectival; of fringe benefit – adjectival; for the Hippie model – adverbial; to capitalist laws – adverbial; of marketing – adjectival
7. from an innocence – adverbial
8. of their elementary instincts – adjectival; for their own selves – adverbial; for them – adjectival; of insecurity, of fear, of promiscuous misery – adjectival
9. of those people – adjectival
10. in foreign policy – adjectival; in domestic policy – adjectival; on the critical issue of law and order – adverbial; of law and order – adjectival
11. in close propinquity with someone – subject complement; with someone – adjectival.
12. in America – adjectival; by the image – adverbial; of the doctor-as-businessman – adjectival
13. from Iowa – adjectival; for stars – adjectival

## Chapter 16

### Exercise 16.1

Classify the following sentences according to their clause structure as simple, compound, complex, or compound-complex.

1. The children stood quietly in line.
2. The band played, and the children sang.
3. When the concert was over, Dick and Jane were happy.
4. Jane knew that Dick hated music, for he had destroyed the Beatles albums that she had collected.
5. “I hate the word housewife; I don’t like the word home-maker either. I want to be called—domestic goddess.” (Roseanne Barr)
6. “Cleaning your house while your kids are still growing is like shoveling the walk before it stops snowing.” (Phyllis Diller)
7. “I used to think that everything was just being funny but now I don’t know. I mean, how can you tell?” (Andy Warhol)

8. “When your dreams tire, they go underground and out of kindness that’s where they stay.” (Libby Houston)
9. “We have so many people who can’t see a fat man standing beside a thin one without coming to the conclusion that the fat man got that way by taking advantage of the thin one!” (Ronald Reagan)
10. “I was brought up to believe that the only thing worth doing was to add to the sum of accurate information in the world.” (Margaret Mead)

### Exercise 16.1 Key

1. simple
2. compound
3. complex
4. complex-compound
5. compound
6. complex
7. compound-complex
8. complex
9. complex
10. complex

### Exercise 16.2

Find the coordinating conjunctions in the following sentences, and identify the units being coordinated.

1. Taking vitamins and minerals can improve your health.
2. Literacy consists of both reading and writing.
3. Eat, drink, and be merry, for tomorrow you die.
4. “Talk to me about the truth of religion and I’ll listen gladly. Talk to me about the duty of religion and I’ll listen submissively. But don’t come talking to me about the consolations of religion or I shall suspect that you don’t understand.” (C. S. Lewis)
5. “The choice is whether you start sober and end drunk, or start drunk and end sober. The former is much better, both for the health of the speaker and for the effect on the audience.” (Oswald Mosley)
6. “I reckon—when I count at all— / First—Poets—Then the Sun— / Then Summer—Then the Heaven of God— / And then—the List is done— / But, looking back—the First so seems / To Comprehend the Whole— / The Others look a needless Show— / So I write—Poets All—” (Emily Dickinson)
7. “The Moving Finger writes; and, having writ, / Moves on: nor all your Piety nor Wit / Shall lure it back to cancel half a Line, / Nor all your Tears wash out a Word of it.” (Edward FitzGerald, *The Rubáiyát of Omar Khayyám*)
8. “Call no man foe, but never love a stranger.” (Stella Benson)
9. “We knew that winter had arrived, for our neighbors took in their patio umbrella.” (Student)
10. “Talent is a misfortune, for on the one hand it entitles a person to neither merit nor respect, and on the other it lays on him tremendous responsibilities; he is like the honest steward who has to protect the treasure entrusted to his keeping without ever making use of it.” (Andrey Tarkovsky)

11. “The trouble with tea is that originally it was quite a good drink. So a group of the most eminent British scientists put their heads together, and made complicated biological experiments to find a way of spoiling it.” (George Mikes)
12. “My imagination longs to dash ahead and plan developments; but I have noticed that when things happen in one’s imaginings, they never happen in one’s life, so I am curbing myself.” (Dodie Smith)

### Exercise 16.2 Key

1. and - vitamins and minerals – objects of the participle *taking*.
2. and – reading and writing – objects of the preposition *of*
3. and – eat, drink and be – verbs
4. and- coordinate clauses; or – coordinate clauses
5. or – verb phrases; and verb phrases; and objects of preposition *for*
6. and- noun phrases; But- two sentences (rather than coordinate clauses because of the capital letter and punctuation following *But*); So- coordinate clauses
7. and – verb phrases; nor- noun phrases;
8. but – verb phrases
9. for – coordinate clauses
10. for – and – coordinate clauses; the semi-colon operates as a kind of coordinator as well.
11. So- coordinates two sentences; and – verb phrases
12. and- verb phrases; the word *but* and the semi-colon coordinate independent clauses; so – coordinate clauses.

### Challenger (p. 283)

Find the coordinating conjunctions in the following poem and identify the units being coordinated. Explain why some words in the passage that are normally used as coordinating conjunctions are not so used in this passage, and identify how they are being used.

*The night has a thousand eyes,  
 And the day but one;  
 Yet the light of the bright world dies  
 With the dying sun.  
 The mind has a thousand eyes,  
 And the heart but one;  
 Yet the light of a whole life dies  
 When love is done.*

—Francis William Bourdillon

### Challenger (p. 283) Key

1. *The night has a thousand eyes,  
 And the day but one;*

Here the conjunction *and* works to join two units—the first an independent clause, in the second unit the verb *has* is deleted ( And the day has but one); also, the conjunction *but one* means *only one*. This use of *but* is also true in the sixth line.

1. *Yet the light of the bright world dies...*

The word *yet* is used after a semicolon; therefore, *yet* is not, strictly speaking, acting as a coordinating conjunction here.

### Exercise 16.3

Find the prepositions, particles, adverbial prepositional phrases, adjectival prepositional phrases, conglomerate prepositions, subordinating conjunctions, coordinating conjunctions, conjunctive adverbs, and correlative conjunctions in the following sentences.

1. In May, Norma Nell has much to say.
2. Norman vowed never to give up the struggle.
3. The fun of the game is playing, not winning.
4. The old car stood in front of the house for months.
5. Because gasoline is so expensive, the family canceled their plans.
6. Everyone was disappointed, but such is life.
7. No one volunteered to clean up the mess, yet the smell was horrific.
8. The hero chose a haircut, for a duel might be dangerous.
9. The day was cloudy and cold; however, the tourists enjoyed the sights in Rome.
10. They neither complained about the weather nor growled about the high prices.
11. “The difference between our decadence and the Russians’ is that while theirs is brutal, ours is apathetic.” (James Thurber)
12. “Deconstruction . . . insists not that truth is illusory but that it is institutional.” (Terry Eagleton)
13. “If the federal government had been around when the Creator was putting His hand to this state, Indiana wouldn’t be here. It’d still be waiting for an environmental impact statement.” (Ronald Reagan)
14. “If you have formed the habit of checking on every new diet that comes along, you will find that, mercifully, they all blur together, leaving you with only one definite piece of information: french-fried potatoes are out.” (Jean Kerr)
15. “When my mother had to get dinner for eight she’d just make enough for sixteen and only serve half.” (Gracie Allen)
16. “People like watching people who make mistakes, but they prefer watching a man who survives his mistakes. . . . The so-called rebel figures are not popular because they’re rebels, but because they’ve made mistakes and got over them.” (David Bowie)
17. “Both men and woman are fallible. The difference is, women know it.” (Eleanor Bron)
18. “Virtue is simply happiness, and happiness is a by-product of function. You are happy when you are functioning.” (William Burroughs)
19. “I find it interesting that the meanest life, the poorest existence, is attributed to God’s will, but as human beings become more affluent, as their living standard and style begin to ascend the material scale, God descends the scale of responsibility at a commensurate speed.” (Maya Angelou)

## Exercise 16.3 Key

1. In May – adverbial prepositional phrase
2. up – particle
3. of the game – adjectival prepositional phrase; (discuss the use of *not* in your class)
4. in front of the house – adverbial prepositional phrase; of the house- adjectival prepositional phrase
5. because gasoline is so expensive- adverbial clause with *because* as subordinating conjunction.
6. *but* is a coordinating conjunction.
7. *yet* is a coordinating conjunction; *up* is a particle
8. *for* is a coordinating conjunction
9. *however* is a conjunctive adverb
10. *neither...nor* is a correlative conjunction; *about the weather* is an adverbial prepositional phrase; *about the high prices* is an adverbial prepositional phrase.
11. *between our decadence and the Russians'* – adjectival prepositional phrase; *while theirs is brutal* is an adverbial clause with *while* as subordinating conjunction.
12. *not ...that* is a correlative conjunction
13. *If the federal government had been around* -adverbial clause- *if* is the subordinating conjunction  
*when the creator was putting HIS hand to this state* – adverbial clause -*when* is the subordinating conjunction
14. *If you have formed the habit of checking on every new diet that comes along* – *if* is a subordinating conjunction for the adverbial clause; *of checking* - adjectival prepositional phrase; *on every new diet* – adverbial prepositional phrase; *comes along* can be considered a phrase verb; *with only one definite piece of information* –adverbial prepositional phrase; *of information* – adjectival prepositional phrase.
15. *When my mother had to get dinner for eight* – is an adverbial clause; *when* is the subordinating conjunctions; *for eight* and *for sixteen* are adjectival prepositional phrases; the coordinating conjunction *and* is conjoining two verb phrases.
16. *but* coordinates two independent clauses; *because they're rebels...because they've made mistakes and got over them*—*because* is a subordinating conjunction introducing adverbial clauses; *and* is a coordinating conjunction joining two verb phrases; *not .... but* is a correlative conjunction; *over them* is an adverbial prepositional phrase.
17. *Both...and* is a correlative conjunction (Note the interesting and atypical punctuation in the second sentence – you might discuss this in class.)
18. *and* is a coordinating conjunction; *of function* is an adjectival prepositional phrase; *when you are functioning* is an adverbial clause and *when* is a subordinating conjunction.
19. *but* is a coordinating conjunction joining two independent clauses; *as human beings become more affluent, as their living standard and style begin to ascend the material scale* – 2 adverbial clauses beginning with *as*, which is a subordinating conjunction; *and* is a coordinating conjunction joining two noun phrases; *of responsibility* is an adjectival prepositional phrase; *at a commensurate speed* is an adverbial prepositional phrase.

## Exercise 16.4

In the following sentences, identify each *it* as a personal pronoun or as impersonal, situation, or expletive.

1. It was Dick who dropped the vase on the floor.
2. It is very cold outside today.
3. It is hard to save money.
4. It had seemed strange for Jane to believe it was too hot to roller skate.
5. When it is raining, it is difficult to mow the grass.
6. “The worst thing about movies is, no matter how far you can go, when it comes to violence you are wearing a pair of handcuffs that novelists don’t wear.” (Quentin Tarantino)
7. “I misremember who first was cruel enough to nurture the cocktail party into life. But perhaps it would be not too much to say, in fact it would be not enough to say, that it was not worth the trouble.” (Dorothy Parker)
8. “A State in the grip of neo-colonialism is not master of its own destiny. It is this factor which makes neo-colonialism such a serious threat to world peace.” (Kwame Nkrumah)
9. “It made me gladsome to be getting some education, it being like a big window opening.” (Mary Webb)
10. “It is the function of a liberal university not to give right answers, but to ask right questions.” (Cynthia Ozick)

#### Exercise 16.4 Key

1. situation
2. impersonal
3. situation
4. expletive
5. impersonal
6. situation

#### Exercise 16.5

Identify expletive *there* in the following sentences.

1. “There is the guilt all soldiers feel for having broken the taboo against killing, a guilt as old as war itself.” (Philip Caputo)
2. “Would you go out there and win one for the Gipper?” (Ronald Reagan)
3. “There often seems to be a playfulness to wise people, as if either their equanimity has its source in this playfulness or the playfulness flows from the equanimity. . . .” (Edward Hoagland)
4. “We are volcanoes. When we women offer our experience as our truth, as human truth, all the maps change. There are new mountains.” (Ursula K. Le Guin)
5. “There is no female Mozart because there is no female Jack the Ripper.” (Camille Paglia)
6. “Where the whole man is involved there is no work. Work begins with the division of labor.” (Marshall McLuhan)
7. “Washington is a very easy city for you to forget where you came from and why you got there in the first place.” (Harry S. Truman)
8. “So much of our lives is given over to the consideration of our imperfections that there is no time to improve our imaginary virtues.” (Edward Dahlberg)

9. “There must be a reason why some people can afford to live well. They must have worked for it. I only feel angry when I see waste. When I see people throwing away things that we could use.” (Mother Teresa)

### Exercise 16.5 Key

expletive *there* in sentences 1, 3, 4, 5, 6, 7, and 9.

### Challenger (p. 293)

Take a piece of your own writing (anything—a letter, a term paper, a poem, an essay, etc.) and analyze its style. What could you say about the style of this piece of your writing? Do you think your style is consistent in this genre?

#### Challenger (p. 293) Key

Student-generated response.

## Chapter 17

### Challenger (p. 300)

If you were to try form-focused instruction with a group of students, what could you do? How could you draw learners’ attention to correct or incorrect forms in their own speech and in the language they hear or read without embarrassing them or discouraging them from trying to use this grammar? Think of a specific group of students you might be working with and imagine some teaching strategies.

#### Challenger (p. 300) Key

Student-generated response.

### Challenger (p. 304)

If you are interested in rap and the verbal politics of hip-hop culture, read the book *Spectacular Vernaculars* (Russell Potter, Albany: State University of New York Press, 1995). Report to your class on what you learned about the uses of grammar in hip-hop culture.

#### Challenger (p. 304) Key

Student-generated response.

### Challenger (p. 306)

*Hunger of Memory* by Richard Rodriguez and *Growing Up Bilingual* by Ana Maria Zentilla are books about bilingualism. They are very different not only in style but also in the meaning they attribute to Spanish-English bilingualism in the United States. Read one or both and report to the class on what either author thinks about bilingualism.

#### Challenger (p. 306) Key

Student-generated response.

## **Challenger (p. 307)**

The work of Joshua Fishman provides social and historical context for issues of language diversity and grammar in the United States. We find this article particularly useful: “The Displaced Anxieties of Anglo-Americans,” *International Journal of the Sociology of Language* 74 (1988): 125-140. Read this article and report on it to your class.

## **Challenger (p. 307) Key**

Student-generated response.