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BASIC ENGLISH Grammar



Rohanie Ganie & Dian Marisha Putri ■ Basic English Grammar

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ABOUT THE AUTHOR

Rohani Ganie was born in Kwala Simpang, and grew up with a passion for reading. She attended the Universitas Sumatera Utara, in Medan, Indonesia where she majored in English Department. She went on to complete a master's degree in Universitas Sumatera Utara in Medan, Indonesia where she graduated with honours. At 2014, she finished her doctoral degree in Universitas Sumatera Utara where she joins in Linguistics Department. She has worked as a Lecturer since 2002, lending her passion for words to reading and scientific research projects. She lives in Medan, Indonesia, with her husband and family.

PREFACE TO FIRST EDITION

In an increasingly international world, being able to communicate in English is nowadays a necessity in social, professional and business life. Competence in English creates an increasing range of business, travel and leisure opportunities, opening doors to international communication.

This book is a breakthrough in English language learning imaginatively exploiting how the test can create understanding and help learners learn more productively. *Basic English Grammar* gives learners easy access to the basic grammar and functions of English as it is actually used in a comprehensive range of social situations. Self-guided students and classroom learners alike will be delighted by the way they are helped to progress easily from one unit to the next, using the combinations of pictures and text to discover for themselves how English works.

The *Basic English Grammar* method is based on a thorough understanding of language structure and how language is successfully learned. The authors are experienced English language lecturers with strong backgrounds in language analysis and language learning. The *Basic English Grammar* team is confident that the books represent a significant development in English language learning.

Grammar is without a doubt one of the most daunting aspects of the English language, an area riddled with complexities, inconsistencies, and contradictions. It has also been in a state of flux for pretty much its entire existence. For native speakers of English, as well as for those learning it as a new language, grammar presents a very serious challenge to speaking and writing both accurately and effectively.

Having a single, reliable, go to reference guide should therefore be indispensable to those trying to learn, improve, or perfect their speech or writing. This book is that guide: a clear, unambiguous, and comprehensive source of information that covers all the relevant topics of English grammar, while still being easy to understand and enjoyable to read.

Every units in this book has been broken down into basic units. Each unit can be read and understood in its own right, but throughout the book you will find cross-references to other sections and chapters to help make it clear how all the pieces fit together. If you're having trouble understanding something, try going back (or forward) to other related topics in the book.

Finally, it must be mentioned that, because English is such a flexible, inconsistent language, the "rules" that are often bandied about are usually not rules at all, but rather guides that reflect how the language is used. Accordingly, the guidelines contained within this book are just that guidelines. They are not intended to provide constrictive or proscriptive rules that confine everyone to a particular way of speaking or writing.

Learning how the English language works will enhance your engagement with speech and writing every day, from the books you read, to the e-mails you write, to the conversations you have with friends and strangers alike.

As such, mastering grammar is not an exercise that is confined to the classroom. While it is certainly important to learn the structures, styles, and rules that shape the language, the key to truly learning English is to read and listen to the way people write and speak every day, from the most well-known authors to the people you talk to on the bus. Take the information you find in this book and carry it with you into the world.

Rohani Ganie

INTRODUCTION

Basic English Grammar is a systematic account of grammatical forms and the way they are used in standard British English today. The emphasis is on meanings and how they govern the choice of grammatical pattern.

This book is thorough in its coverage but pays most attention to points that are of importance to intermediate and advanced learners of English, and to their teachers. It will be found equally suitable for quick reference to details and for the more leisureed study of broad grammar topics.

A useful feature of the book is the inclusion of example texts and conversations, many of them authentic, to show how grammar is used in connected writing and in speech.

Language changes all the time. Even though grammar changes more slowly than vocabulary, it is not a set of unalterable rules. There are sometimes disagreements about what is correct English and what is incorrect. 'Incorrect' grammar is often used in informal speech. Does that make it acceptable? Where there is a difference between common usage and opinions about correctness, I have pointed this out. This information is important for learners. In some situations, it may be safer for them to use the form which is traditionally seen as correct. The use of a correct form in an unsuitable context, however, can interfere with understanding just as much as a mistake. To help learners to use language which is appropriate for a given occasion, I have frequently marked usages as formal, informal, literary and so on.

HOW TO USE THIS BOOK

What are the features of this book that will help you use it effectively?

- We assume no prior knowledge of English grammar. Depending on your background and interest, you can either work the book through from cover to cover or just read about selected topics.
- We utilize user-friendly, easy-to-understand language, avoiding excessive technical terminology.
- Information is presented in lesson format; most lessons are short, helping to make the material manageable.
- Numerous exercises allow you to test yourself after new information is presented; the exercises gradually incorporate more knowledge while building on prior information.
- Each exercise has a sample item done for you, to help you with the exercise.
- Each exercise is separated into two parts: Getting started and More practice. With each getting started part, we provide a page reference to the answers, so you'll immediately know whether or not you're on the right track. For more practice items, answers are provided on the accompanying website.
- In addition to exercises, each lesson contains easy to find quick tips. These provide convenient "tricks" to help you master the material or highlight the main concepts in each lesson.
- We've also included short sections called to enhance your understanding. These sections are intended for those of you who are interested in more than basic information. These sections can easily be skipped by beginners, they're not necessary for understanding any material later on in the book.
- Throughout the text, ungrammatical sentences are identified with an asterisk (*) at the beginning.

HOW IS THIS BOOK ORGANIZED

- This book has four units: **Unit 1** deals with *Kinds of Words*, **Unit 2** with *Kinds of Phrases*, **Unit 3** with *Kinds of Clauses*, and **Unit 4** with *Kinds of Sentences*.
- Each part is divided into related lessons.
- Each lesson contains ample test yourself exercises. Each exercise has five or ten questions.
- For easy reference, the end of the book contains a list of further reading.

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UNIT 1. KINDS OF WORDS

Kind, type and sort are three common words in English that denote category membership. Known as species nouns, type nouns or varietal classifiers, they are useful words for our pattern-seeking brains. English has four major word classes: nouns, verbs, adjectives and adverbs. They have many thousands of members, and new nouns, verbs, adjectives and adverbs are often created. Nouns are the most common type of word, followed by verbs. Adjectives are less common and adverbs are even less common. **Unit 1** gives you a quick and easy guide to basic word categories.

Lesson 1: Nouns

Identifying Nouns

A noun is a word for a person, place, thing, or idea. Nouns are often used with an article (the, a, an), but not always. Proper nouns always start with a capital letter; common nouns do not. Nouns can be singular or plural, concrete or abstract. Nouns show possession by adding 's. Nouns can function in different roles within a sentence; for example, a noun can be a subject, direct object, indirect object, subject complement, or object of a preposition.

Quick tip 1.1

If you can put the word *the* in front of a word and it sounds like a unit, the word is a noun.

For example, *the boy* sounds like a unit, so *boy* is a noun. *The chair* sounds like a unit, so *chair* is a noun. Compare these nouns to **the very*, **the walked*, **the because*, *very*, *walked*, and *because* are not nouns. While you can easily put *the* and *very* together (for example, *the very tall boy*),

the very, by itself, does not work as a unit while *the chair* does. So, *chair* is a noun; *very* is not.

Test yourself:

- Which one of these following words are nouns? See if they sound like a unit when you put them here: *the* _____. Check the appropriate column.

	Noun	Not a noun
Sample: always		√

Getting Started:

1. tree	.....	.....
2. slowly	.....	.....
3. when	.....	.....
4. factory	.....	.....
5. beds	.....	.....
6. ticket	.....	.....
7. glass	.....	.....
8. boxes	.....	.....
9. said	.....	.....
10. almost	.....	.....

- Underline the nouns in these phrases.
Test each word to see if it sounds like a unit when you put underline, it here: the

Sample: all my friends

Getting Started:

- your redsweater
- their carpets
- those boxes
- a hand-painted plate
- a few men

6. the court stenographer
7. many digital photos
8. our psychology professor
9. his very interesting article
10. two interesting museums

A. Concrete and Abstract Noun

A **Concrete Noun** identifies something material and non-abstract, such as a chair, a house, or an automobile. Think about everything you can experience with your five senses: smell, touch, sight, hearing, or taste. A strawberry milkshake that tastes sweet and feels cold is an example of a concrete noun.

An **Abstract Noun** identifies something immaterial and abstract, such as rest, dread, or transportation. Think about something you can describe but do not experience with your five senses.

Scoring an 'A' on a test or sinking the winning basket in a basketball game is what we would all describe as a win, a victory, or a success. But can you really describe any of these nouns using your senses?

Sure, you might be able to feel the rubber basketball as it leaves your hand and hear it "whoosh" through the net. You may be able to see your score on your test and feel the weight of the paper in your hands, but none of these senses can fully capture the meaning of these abstract nouns.

Concrete and abstract nouns work together to allow us to communicate effectively.

This list, obviously, does not include all common and proper nouns and is meant to be used as a guide while identifying other nouns.

For example, you may have a friend who shares with you that they feel anxious.

You may not be familiar with this feeling, and you are having trouble understanding what your friend is going through because they used an abstract noun. You can ask your friend to describe what anxiety feels like, and often your friend will then use concrete nouns to help you understand more clearly.

Here are some more concrete and abstract nouns:

Concrete

newspaper
heel
glass
jewelry

Abstract

love
honesty
culture
mind

Quick tip 1.2

Concrete nouns refer to things we can not be perceived with one of our senses. **Abstract nouns** cannot be perceived by our senses.

Test Yourself:

1. Decide if each noun is concrete or abstract.

Sample: discussion abstract

Getting Started:

1. Violin
2. Freedom
3. Elegance
4. Train
5. Friend

- Which of the following words are nouns? See if they sound like a unit when you put them here: *the _____*. The nouns will all be abstract nouns. Check the appropriate column.

	<i>Noun</i>	<i>Not a noun</i>
Sample: confusion:	√	

Getting Started:

- Concept
- Shockingly
- Wrote
- Conversation
- Interview
- Ran
- Secret
- Her
- Death
- Job

An abstract noun is sometimes easier to identify if you create a sentence with it. For example, *the happiness* is a unit, as can be seen in *the happiness on her face delighted him*. Thus, *happiness* is a noun. Here are some other abstract nouns in sentences; the nouns are underlined.

- It was not the complaint which bothered him.
- They were attempting to stop the abuse.
- The joy which they felt was obvious.

Another easy way to identify a noun, especially an abstract noun, is to put the word *his* in front of it and see if it sounds like a unit. For example, *his complaint*, *his happiness*, *his concern* all are units; therefore, *complaint*, *happiness*, and *concern* are nouns.

Quick tip 1.3

If you can put *his* in front of a word and it sounds like a unit, the word is a noun.

Test Yourself:

1. Which of the following words are nouns? See if they sound like a unit when you put them here: *his* _____. The nouns will all be abstract nouns. Check the appropriate column.

Noun

Not a noun

Sample Obligation: ✓

.....

Getting Started:

1. Jumped
2. Appropriate
3. Popularity
4. Emotions
5. Real
6. Closed
7. Celebration
8. Their
9. News
10. Spoken

2. Which of the following words are nouns? These are a mix of concrete and abstract nouns. Check the appropriate column.

Noun Not a noun

Sample: while ✓

Getting Started:

- | | |
|-----------------|-------|
| 1. Repair | ..... |
| 2. Intelligence | ..... |
| 3. a | ..... |
| 4. Skis | ..... |
| 5. Us | ..... |
| 6. Obstruction | ..... |
| 7. Pounds | ..... |
| 8. Disgraceful | ..... |
| 9. Complicated | ..... |
| 10. Since | ..... |

3. Underline the nouns in the sentences below. In this exercise, the nouns will all have *the* or *his* in front of them. Some will be concrete and some will be abstract. Some sentences have more than one noun.

Sample: His answer wasn't helpful.

Getting Started:

1. She read the play over again.
2. The actions became monotonous.
3. He felt that his marriage, his relationship with her, was strong.
4. The time had finally come to confess the truth.
5. He's the boy who delivers the paper.

6. The glitterati always like to follow the fashion of the day.
7. They will repair his stove.
8. The arrangement was good for all of them.
9. The audience stared at the screen, fascinated by the action they were seeing.
10. The definition was in his dictionary.

The nouns are underlined in the following sentences:

4. This author lives with her husband.
5. Do most people proceed contentedly through life?
6. Your photograph of that child sleeping won you a prize.

As you can see from these sentences, while *the* or *his* are ways to test a word to see if it's a noun, a noun doesn't necessarily have *the* or *his* in front of it in every sentence. Since we can say *the author*, *the husband*, *the people*, *his life*, *the photograph*, *his child*, and *his prize*, the underlined words in sentences 4^6 are each noun.

Test Yourself:

Underline the nouns in the sentences below. In this exercise, the nouns will not all have *the* or *his* in front of them. Just test each word to see if it can be a noun.

Sample: The repair of my camera went smoothly.

Getting Started:

1. I wrote every word of the letter.
2. The house was near the city.
3. Why did he get on an elevator?
4. She has my phone.
5. Your younger brother was busy.

6. A group of three generals sent the troops away.
7. The bag was near your desk.
8. My mother acted in a play.
9. He called the house every day.
10. You have to give her salary and benefits.

It's important to realize that the same word can often be used as more than one part of speech. For example, *repair* can be used as a noun (example: *The repair was relatively expensive*), as an adjective (example: *The repair manual was not very helpful*), or as a verb (example: *He needs to repair the washing machine*). We'll talk about verbs and adjectives in the next unit, respectively.

B. Singular and Plural Noun

In this part, we learned about **Singular and Plural Nouns**. Most singular nouns require an 's' or 'es' suffix to make them plural, but there are some irregular nouns that have more complicated endings or have to be changed entirely.

Today, I picked up a few things at the stores, and then I picked up my children at school. Just a regular day in my life, like many other days!

As the problems in that sentence demonstrate, it's important to pay attention to whether the nouns we use are singular or plural and to know how to make nouns plural the right way.

Most nouns are easily made plural, but as with a lot of things in the English language, there are a few nouns for which different rules apply.

Plural nouns are words used to indicate that there is more than one person, animal, place, thing, or idea. The difference between singular and plural nouns is simple once you know

what to look for. Here, we take a look at singular and plural nouns, providing both singular nouns examples and plural noun examples to help you recognize plural nouns when you see them.

<i>Singular</i>	<i>Plural</i>
box	boxes
bed	beds
kite	kites
day	days
country	countries
man	men
child	children

Test Yourself:

Underline each noun in the sentences below and indicate whether it is singular (SG) or plural (PL). There may be more than one noun in a sentence.

Sample: They used her computer (SG) to download the files (PL).

Getting Started:

1. He had a few good ideas.
2. The boys spoke in a quiet whisper.
3. The tourists greeted the queen with attitudes of respect.
4. My neighbour is a neurologist.
5. The exterminator found bugs in the office.
6. Sharks live in water.
7. Yesterday, I caught a big trout.
8. There are many beautiful homes on this block.
9. Visitors to this country must obtain visas.
10. His cousin fought in a brutal battle to free ninety hostages.

C. Regular and Irregular Plurals

Irregular plural nouns are nouns that do not become plural by adding -s or -es, as most nouns in the English language do. You're probably familiar with many of these already. For example, the plural form of man is men, not mans. The plural form of woman is women, not womans. There are hundreds of irregular plural nouns, and in truth, you must memorize them through reading and speaking. There are, however, some common patterns to look out for.

Irregular nouns form their plural in different ways. Here are some common patterns: changing a vowel: for example, *man/men*, adding "ren" or "en": for example, *child/children*, adding nothing: "*sh*", and the last is changing "f" to "v" and then adding "s": , for example, *knife/knives*.

Test Yourself:

Underline each plural noun in the sentences below and indicate if it is regular (REG) or irregular (IRREG) in terms of how it is pluralized.

Sample: The women (IRREG) received their education at some exclusive schools (REG).

Getting Started:

1. The doctor treated most of the patients who were waiting.
2. The geese crossed the road near my car.
3. She set a trap to catch the mice that had invaded her kitchen.
4. You will have to feed the oxen most afternoons.
5. Whenever I travel to the countryside, I see many sheep, ducks, deer, and cows.

6. Those husbands and wives lead interesting lives.
7. Her feet have grown since last year.
8. The back window of my apartment overlooks about a dozen roofs.
9. The salesmen surrounded me in the showroom.
10. Kenneth had to buy two bottles of disinfectant to get rid of the lice in his bathroom.

To enhance your understanding

What is the plural of the “word” *blunt*? Even though you’ve probably never seen this nonsense word, you’re likely to say its plural is *blunts*. That’s because we don’t have to memorize the ending of regular plurals; we simply use our plural formation rule: “add s.” But the forms for irregular plural words, like *children* and *men*, need to be memorized since they don’t follow a consistent pattern.

To further enhance your understanding

Earlier we said that we usually pluralize a noun in English by adding an “s” to it. There’s actually more to it than that, when one examines the pronunciation of regular nouns more closely.

Here are some regular English nouns:

A	B
cat	dog
lip	bee
myth	car
laugh	deal

Say each word in column A out loud, adding its plural ending. (Don’t whisper, or this won’t work.) You’ll notice that, as you expect, you’re adding an [s] sound to each word. (Symbols in square brackets [] indicate sounds rather than letters.) Now say each word in column B out loud, adding its plural ending. If you listen carefully, you’ll notice that you’re not adding an [s] sound to each word to make it plural. You’re actually adding a [z] sound! (If English is not your native language, you may not be doing this.)

It turns out that we learned, when we were acquiring English as children, that it is the last *sound*, and not *letter*, of a regular noun that determines whether we add [s] or [z]. Some sounds (voiced sounds) are made with our vocal cords vibrating, like the strings of a guitar. Try this: hold your hand touching your throat, about where a man’s Adam’s apple is, while you say and hold a [v] sound ([v v v v v ...]). You’ll feel the vibration of your vocal cords.

Other sounds (voiceless sounds) are made with our vocal cords not vibrating. Now touch your hand to your throat again and this time say and hold an [f] sound ([fffff...]); you will notice the lack of vibration.

So how do we know whether to say the plural with an [s] or [z] sound? If the last sound of a word is a voiceless sound, we add an [s] sound to make it plural. If the last sound of a word is a voiced sound, we add a [z] sound to make it plural. This is not a rule that someone has ever taught us, but part of our unconscious knowledge of English. Notice that having an [s] sound after voiceless sounds makes sense: [s] itself is voiceless. By the same reasoning, having a [z] after voiced sounds also makes sense: [z] itself is voiced. So what you can see is that the last sound of the noun and the sound of the regular plural share the same voicing characteristic: either the vocal cords vibrate for both sounds, or they don't.

You may have noticed that there's actually a third type of regular noun. Say the following words out loud, adding the plural ending to each:

glass	garage
maze	church

These words all already end in sounds (again, not letters) that are either [s] or [z] or sounds very similar to them. They are all “noisy” sounds. For the plural forms of these words, we add a vowel sound (written with the letter e) followed by a [z] sound (but written with the letter s): glasses, mazes, wishes, garages, churches, judges. If you think about it, pronouncing a vowel between the noisy sound at the end of the noun and the noisy sound [z] of the plural makes sense: without that vowel, we would have two noisy sounds in a row, something that would be harder for the listener to hear clearly.

Wow! You may want to just pause for a moment here and contemplate the complexity of what you know about your language. And you knew how to do this before you even went to kindergarten! You just haven't known that you know it.

D. Animate and Inanimate Nouns

Take a look at the following sentence:

1. *The postcard saw the mailman.*

What's strange about this sentence? What's strange is that we don't expect a postcard, which is not alive, to be able to see something; only things that are alive have the ability to see. Nouns that refer to things that are alive are called animate, while nouns that refer to things that are not alive are called inanimate. *Postcard* is an inanimate noun and using it as an animate one makes for a very unusual sentence.

Quick tip 1.4

Animate nouns refer to things that are alive; inanimate nouns refer to things that are not alive.

Test Yourself:

Decide if each noun is animate or inanimate.

Sample: apple inanimate

Getting Started:

- | | |
|--------------|-------|
| 1. word | ..... |
| 2. lizard | ..... |
| 3. glasses | ..... |
| 4. calendar | ..... |
| 5. baby | ..... |
| 6. criminal | ..... |
| 7. furniture | ..... |
| 8. doctor | ..... |
| 9. mouse | ..... |
| 10. truck | ..... |

Now take a look at the following sentence:

2. The dog wrote a best-selling novel.

Again, there's something strange here. We know that *dog* is animate. However, only a special type of animate noun has the ability to write a best-selling novel: a human noun. The following sentence is fine, since *teacher* is a human animate noun: *My teacher wrote a best-selling novel*. On the other hand, since *dog* is a nonhuman animate noun, sentence 2 does not sound right.

To summarize: nouns may be human animate (*teacher*), nonhuman animate (*dog*), or inanimate (*postcard*).

Test Yourself:

Decide if each noun is animate or inanimate. If a noun is animate, decide if it is human or nonhuman.

Sample: chair inanimate

Getting Started:

1. dinner
2. pet
3. friend
4. child
5. spider
6. tablecloth
7. recipes
8. assassin
9. shark
10. freedom

E. Countable and Uncountable Nouns

It's important to distinguish between countable and uncountable nouns in English because their usage is different in regards to both determiners and verbs. Look at the examples below:

the hand	a hand	hands
----------	--------	-------

Here are some other nouns which demonstrate the same pattern:

the store	a store	stores
the idea	an idea	ideas
the tissue	a tissue	tissues

Let's compare *hand* to the noun *furniture*. As with *hand*, we can say *the furniture*. But we can't say **a furniture* or **furnitures*. Here are some other nouns which demonstrate the same pattern as *furniture*:

the dust	*a dust	*dusts
the energy	*an energy	*energies
the biology	*a biology	*biologies

Countable Nouns are for things we can count using numbers. They have a singular and a plural form. The singular form can use the determiner "a" or "an". If you want to ask about the quantity of a countable noun, you ask "How many?" combined with the plural countable noun.

Uncountable Nouns are for the things that we cannot count with numbers. They may be the names for abstract ideas or

qualities or for physical objects that are too small or too amorphous to be counted (liquids, powders, gases, etc.). Uncountable nouns are used with a singular verb. They usually do not have a plural form.

Test Yourself:

For each underlined noun in the sentences below, indicate if it is count (C) or noncount (NC). Use the plural test to help you.

Sample: Her hairstyle (C) clearly revealed her face.

Getting Started:

1. The lights () of the city () twinkled.
2. I love eating rice ().
3. His anger () was barely under control.
4. Her job () was rather demanding.
5. Many types of information () are available at the library ().
6. The police () will be here in a moment.
7. He leaned on the handle () and cursed.
8. I was so thirsty, I needed three glasses () of water ().
9. How much money () do you make in an hour ()?
10. By 11 P.M., the train-station () was nearly empty.

Another best way to decide if a noun is count or noncount. Look at the use of the words *much* and *many* in the following sentences:

1. He has many children.
2. That man has many interests.
3. That will take too much time.
4. They have many lights on in the house.
5. We have much furniture in our store.
6. I wonder how much wealth is in Silicon Valley.

As you may have noticed, *many* is used with count nouns, *much* is used with noncount nouns.

Quick tip 1.5

If you can use *many* with a noun (when it is pluralized), it's a count noun. If you can use

much with a noun, it's a noncount noun.

We have still another way to distinguish count from noncount nouns:

7. He has fewer children than I do.
8. That man has fewer interests than he used to.
9. That will take less time than I thought.
10. They have fewer lights on in the house.
11. We have less furniture in our store.
12. I don't have less money in my purse than you have.

You have probably figured out from these examples, we use *fewer* with count nouns and *less* with noncount nouns.

Quick tip 1.6

If you can use *fewer* with a noun (when it is pluralized), it's a count noun. If you can use *less* with a noun, it's a noncount noun.

Test Yourself:

For each underlined noun in the sentences below, indicate if it is being used as a count (C) or noncount (NC) noun in that sentence. Use the plural, *much/many*, or *fewer/less* tests to help you.

Sample: Their new album (C) was a huge hit.

Getting Started:

1. Algebra () was one of my worst subject () in high school ().
2. I had no idea that there were various theories (), such as Euclidean and fractal.
3. The smoke () rose through the chimney ().
4. Bread () is a staple in many societies ().
5. She decided to push the issue () further.
6. People () are funny sometimes.
7. The government () of the United States has three branches ().
8. Senators () can spend money () unnecessarily.
9. It takes effort () to get a good grade () in Mr. Goodman's class ().
10. The reporters () wrote the story ().

To enhance your understanding

Many nouns can be used as either count nouns or as noncount nouns, depending on how they are being used in a specific sentence. Let's look at the following sentence containing the word *sugar*:

13. The sugar is spilling onto the floor.

In this sentence, is *sugar* being used as a count or noncount noun? Would you say: *The sugars are spilling onto the floor?* or *Many sugars are spilling onto the floor?* Probably not. So *sugar*, in sentence 13, is a noncount noun.

Now take a look at another sentence with *sugar*:

14. This gourmet shop has sugars I've never even heard of.

In this sentence, is *sugar* being used as a count or noncount noun? First, notice that *sugar* here is pluralized. Second, notice that you can say *This gourmet shop has many sugars I've never even heard of.* So, *sugar*, in sentence 14, is a count noun. In terms of meaning, what is important here is that the sentence is talking about different types of sugars, say, brown sugar, white sugar, confectioners' sugar, etc.

And one more sentence type with *sugar*:

15. The sugar that works best in this recipe is brown sugar.

Here, *sugar*, while not pluralized, could be pluralized and refers, in fact, to a kind of sugar. For example, you could say: *The sugars that work best in this recipe are brown sugar and white sugar.* For these reasons, *sugar* is being used here as a count noun.

Here are some more examples of sentences with nouns which, like *sugar*, are typically used as noncount nouns but can also be used as count nouns.

16a. I like to drink milk. (*milk* used as noncount noun)

16b. That store has milks with different kinds of flavouring: chocolate, vanilla, mocha, and strawberry. (*milks* used as count noun)

16c. The milk that is the healthiest is non fat milk. (*milk* used as count noun)

17a. A plentiful supply of water is important for a community's survival. (*water* used as noncount noun)

17b. There are different kinds of gourmet waters on the market these days. (*waters* used as count noun)

17c. The water I usually order in restaurants is imported. (*water* used as count noun)

F. Proper and Common Nouns

Students of English grammar classes are often confused by the difference between common nouns and proper nouns. Simply put, a proper noun is capitalized while a common noun is not. The English language is unique in what it considers to be common and proper nouns, and there are special rules in place to help you identify proper nouns.

A **Proper Noun** is a noun that identifies a single entity and is used to refer to that entity, such as London, Jupiter, Sarah, or Microsoft, as distinguished from a **Common Noun**, which is a noun that refers to a class of entities (city, planet, person, corporation) and may be used when referring to instances of a

specific class (a city, another planet, these persons, our corporation).

Do the following sentences look a little strange?

1. Mrs. smith took the 10th grade class of Lincoln high school to France for a trip.
2. The class visited Paris and was thrilled to see the Eiffel tower.

Quick tip 1.7

Nouns that are actual names, for example *Mary*, are called **proper nouns**. Nouns that are not names are called **common nouns**, e.g. *girl*.

Quick tip 1.8

One way to identify a proper noun is to ask yourself: is this a noun I would capitalize, no matter where it is in a sentence? If so, it's a **proper noun**.

Test Yourself:

For each noun below, determine if it is a proper noun or common noun. For this exercise, the proper nouns are not capitalized.

Sample: England proper

Getting started

1. Seattle
2. Crater lake national park
3. Tissues
4. Sofa
5. Pepsi cola

Lesson 2: Verbs

Verbs have traditionally been defined as words that show action or state of being.

Quick tip 2.1

If a word can have *should* in front of it and the phrase sounds complete, the word is a verb. Examples: *should leave*, *should sail*, *should discover*, *should complain*. *Leave*, *sail*, *discover*, and *complain* are all verbs.

There are so many examples of verbs. It can see that they all meet the test with *should* and the test with *to*.

go:	should go	to go
tell:	should tell	to tell
disagree:	should disagree	to disagree
spell:	should spell	to spell

In contrast, the following words do not pass the *should* or *to* test:

beautiful:	*should beautiful	*to beautiful
hardly:	*should hardly	*to hardly
under:	*should under	*to under

Thus, *beautiful*, *hardly*, and *under* are not verbs.

Test yourself:

1. Which of the following words are verbs? See if they sound like a complete unit when you put the word

here: *should* or *to* _____. Check the appropriate column.

Verb

Not a verb

Sample: characteristics $\sqrt{\quad}$

.....

Getting Started:

- | | | | |
|-----|--------------|-------|-------|
| 1. | Defend | ..... | ..... |
| 2. | Sightsee | ..... | ..... |
| 3. | Include | ..... | ..... |
| 4. | Unbelievably | ..... | ..... |
| 5. | Largest | ..... | ..... |
| 6. | look | ..... | ..... |
| 7. | how | ..... | ..... |
| 8. | grow | ..... | ..... |
| 9. | learn | ..... | ..... |
| 10. | ambitious | ..... | ..... |

2. Underline the verbs in these phrases. Test each word to see if it sounds like a complete unit when you put the word here: *should* _____ or *to* ____.

Sample: should really think

Getting Started:

1. must not worry
2. can usually sleep late
3. might keep
4. won't go home
5. wish for peace
6. would like guidance
7. may sometimes cook
8. could never build
9. will travel
10. shall do

A. The Verb Base

Sometimes a verb changes its form. Let's look at the following sentences. The verb is underlined in each one.

1. John should study.
2. John studied.
3. John is studying.
4. John studies.

You certainly can't say, **John should studied*, or *John to studied*, so how do we know that *studied* is a verb? To test the word, you have to see if it can follow *should* or *to* in a different form, not necessarily in the form that you see in a particular sentence. For example, if you see *John studied*, ask yourself if there's a different form of *studied* that can follow *should* or *to*. In this case there is: *John should study* or *John decided to study*. So *study* and all its forms are verbs. The form of the verb that follows *should* or *to* is called the base form or infinitive form. The term *infinitive* is used to refer either to the base form alone (for example, *study*), or to the *to* + base form (for example, *to study*).

Let's put each of these verbs into its base form. The base form is underlined.

5. working: (should, to) work
6. believed: (should, to) believe
7. written: (should, to) write
8. wore: (should, to) wear
9. throws: (should, to) throw

Test Yourself:

1. Put each of the verbs below into its base form.
Simply find the form that follows *should* or *to*.

Sample: grew: grow

Getting Started:

1. wrote:
2. talking:
3. thought:
4. considered:
5. seen:
6. investigates:
7. spoken:
8. married:
9. decides:
10. found:

2. Which of the following words are verbs here?
You may have to put some into their base form in order to be sure. Remember also that a verb usually indicates an action.

Verb Not a verb

Sample: Flew

√

Getting Started:

1. Danced
2. sofa
3. large
4. gave
5. stares

6. pushed
7. goodness
8. at
9. carries
10. them

3. Underline all the verbs here in each of the sentences below, using the *should* or *to* tests to help you. You may have to put some verbs into their base forms in order to be sure. You have to remember also that a verb usually indicates an action.

Sample: She grabbed his arm.

Getting Started:

1. The host greeted us cordially.
2. She should say that again.
3. Jonathan walked over to the car.
4. He washes dishes every evening.
5. You can't speak Vietnamese.
6. My neighbour flew to Chicago.
7. The children wanted some candy.
8. Tomorrow we might go to the museum.
9. The censor usually objects to the same seven words.
10. In the afternoon I bought a present for my son.

B. Action Verbs and Linking Verbs

An **Action Verb** is a verb that describes an action, like run, jump, kick, eat, break, cry, smile, or think. When using action verbs, the sentence structure will be SUBJECT--->ACTION VERB---> THE REST OF THE SENTENCE (noun) (verb) (adjective, adverb, noun, complement, or nothing). Here

are some examples of action verbs in sentences. Greg is kicking the ball now. The action verb is kicking. It describes what Greg is doing. The wind blows constantly in Chicago. The action verb is blows. It describes what the wind does. He accepted my apology. The action verb is accepted. It describes what 'he' did.

A **Linking Verb** is a verb that links (connects) the subject of the sentence to information about that subject. Linking verbs do not describe action. When using linking verbs, the sentence structure will be: SUBJECT--->LINKING VERB---> INFORMATION ABOUT THE SUBJECT (noun) (verb) (adjective, noun, or complement). Some verbs are ALWAYS linking verbs because they never describe an action. Other verbs can be linking verbs in some sentences and action verbs in other sentences. The following three verbs are ALWAYS linking verbs: to be (is, am, are, was, were, has been, have been, had been, is being, are being, was being, will have been, etc.) to become (become, becomes, became, has become, have become, had become, will become, will have become, etc.) to seem (seemed, seeming, seems, has seemed, have seemed, had seemed, is seeming, are seeming, was seeming, were seeming, will seem) Here are some examples of linking verbs that are ALWAYS linking verbs in sentences: "The ball is red." 'Is' is a linking verb that connects the subject, ball, to information about that subject (that it is red).

Test Yourself:

- Which one of these following words are verbs? Look at them if each sound like a complete unit when you put the word here: *should* _____ or *to* _____. Check the appropriate column. All the verbs will be linking verbs. You may have to put some in their base form to be sure.

	<i>Verb</i>	<i>Not a verb</i>
Sample: appear	✓	

Getting Started:

1. tasted
2. friendly
3. shady
4. be
5. got
6. look
7. huge
8. seven
9. ocean
10. sound

2. Underline all the verbs in these sentences. Test each word to see if it sounds like a complete unit when you put the word here: *should* or *to* _____. All these verbs will be linking verbs. You may have to put some in their base form to make sure.

Sample: She looked happy.

Getting Started:

1. Barry will feel awful about it.
2. Melissa resembles her mother.
3. Zack sounded extremely angry.
4. The fish tasted undercooked.
5. You were not home early.
6. The final exam proved difficult.
7. That dinner smells so good!
8. The firefighters remain at the station all night long.
9. They stayed indoors throughout their ordeal.
10. By noon the weather turned nice.

The most common linking verb is the verb *be*, often called the **copula**. You can see different forms of the verb *be* in the following sentences.

1. I am happy.
2. You are happy.
3. He is happy.
4. I was happy.
5. You were happy.
6. I have been happy.
7. He is being happy.

Notice how different these forms are from the base form of *be*. In fact, *be* is the most irregular verb in the English language: it has more forms than any other verb. But you can still use the *should* or *to* test to identify *be* as a verb: You should be happy, They decided to be happy. For convenience, the forms of *be* are indicated in *Quick tip 2.2*.

Quick tip 2.2

The forms of the **irregular verb** *be* are: *am, are, is, was, were, be, been, being*.

Note that *be* and *become* are two different verbs. Here are the forms of *become*: *become, becomes, became, becoming*.

Test Yourself:

Underline the forms of *be* in each of the sentences below. Some sentences may contain more than one form of *be*.

Sample: It is a privilege to meet you.

Getting Started:

1. Paul was in power at that moment.
2. They are absolutely correct in their thinking.
3. Your suitcases were in the overhead compartment during the flight.
4. Christina has been wanting to go to Europe for a long time.
5. What is wrong with being a good student?
6. The situation is getting out of hand.
7. My niece wants to be a psychiatrist when she grows up.
8. The problem is being corrected as we speak.
9. History might be being made right now.
10. I am happy to show you around town.

Often, forms of the verb *be* are said and written as contractions, as in these sentences:

8. I'm happy. (verb = am)
9. He's happy. (verb = is)
10. We're happy. (verb = are)
11. He's being happy. (verb = is) These are all still sentences with *be*.

For more on the verb *be*, see the next lessons.

Test Yourself:

1. Underline the forms of *be* in each of the sentences below. Some will be written as contractions.

Sample: It's unusual to see rain at this time of the year.

Getting Started:

1. They're usually home by now.
2. Are you worried about anything?
3. I heard that the flight was late.
4. We're honoured by your presence.
5. It's too bad that the Yankees lost last night.

6. I think she's my husband's new boss.
7. The tyrant will certainly be accused of crimes against humanity.
8. You're a real good friend.
9. I'm afraid to tell you the truth.
10. It has been far too long since we last saw each other.

2. Which one of these words is a verb? See if it sounds like a complete unit when you put the word there: *should* _____ or *to* _____. Check the appropriate column. Some of these verbs are linking verbs and some are action verbs. All the verbs will be in their base forms.

	<i>Verb</i>	<i>Not a verb</i>	
Sample: run	√		

Getting Started:

- | | | |
|-----|----------|-------|
| 1. | resemble | ..... |
| 2. | become | ..... |
| 3. | this | ..... |
| 4. | be | ..... |
| 5. | new | ..... |
| 6. | although | ..... |
| 7. | search | ..... |
| 8. | grow | ..... |
| 9. | without | ..... |
| 10. | really | ..... |

3. Which of these words is a verb? You may have to put some in their base forms in order to be sure. Some of them are linking verbs.

	<i>Verb</i>	<i>Not a verb</i>
Sample: orange	√	

Getting Started:

- | | |
|--------------|-------|
| 1. appeared | ..... |
| 2. attends | ..... |
| 3. whenever | ..... |
| 4. was | ..... |
| 5. heard | ..... |
| 6. did | ..... |
| 7. you | ..... |
| 8. living | ..... |
| 9. completes | ..... |
| 10. eraser | ..... |

4. Underline all the verbs in each of the following sentences. You may have to put some in their base forms and test each word with *should* or *to* in order to be sure of your answer. Each sentence has only one verb. The verbs in this exercise are all action verbs.

Sample: He bakes cookies for his son's birthday.

Getting Started:

- The car spun out of control.
- Don't talk during the movie.
- The doctor tied a strip of gauze around her hand.
- Maxine spent too much money.
- They saw the play last Sunday

6. Molly received a reply to her letter.
7. He ate on the stoop of the front porch.
8. Grandma held the kitten in her lap.
9. She never says anything.
10. They wash the windows regularly.

5. Identify all the verbs in each of the following sentences. You may have to put some in their base forms and test each word with *should* or *to* in order to be sure of your answer. Each sentence has only one verb. The verbs in this exercise will be either action or linking verbs.

Sample: Bridget spent hours in the dusty old bookstore.

Getting Started:

1. That was the best meal in the world.
2. I understand your point.
3. Maybe they know each other well.
4. She is from Wisconsin.
5. Those flowers smell heavenly.
6. It seemed late.
7. Johnny packed all our things.
8. Mother is always right about that.
9. She went down to the basement.
10. I felt wonderful about my decision.

How can you determine if a verb is being used as an action verb or a linking verb? There are a number of differences between them. One way is to think of a linking verb as an equal sign (=).

For example:

12. Harry resembles his brother. Harry = his brother.
13. You are bored. You = bored.
14. That strange looking vegetable tastes awful. That strange looking vegetable = awful.

Resembles, are, and tastes are each being used here as linking verbs. Another way to identify a linking verb is to see if you can substitute a form of *be* for it, and leave the meaning basically the same. For example, take the sentence *John seems interested in the conversation*. We can substitute a form of *be*, specifically, *is*, for *seems*: *John is interested in the conversation*. Thus, *seems* is a linking verb in the sentence *John seems interested in the conversation*. Take a look at some more examples.

15. After a while, the hotel became dingy. After a while, the hotel was dingy.
16. Annie and Janine look surprised. Annie and Janine are surprised.
17. Although in his eighties, he remains youthful-looking. Although in his eighties, he is youthful-looking.

Thus, *became, look, and remains* are being used as linking verbs in these sentences.

Remember that *be* and its forms can also be used as linking verbs. While *Quick tip 2.3* below isn't foolproof, it will usually help you identify whether a verb is an action or linking verb.

Quick tip 2.3

If you can substitute a form of *be* for a verb and the meaning of the sentence is basically the same, the verb is probably being used as a linking verb. The verb *be* and its forms are also linking verbs.

Another way to identify a linking verb is to see if you can substitute a form of the word *seem* for it, and leave the meaning basically the same. For example, in this sentence, *The hot shower felt soothing*, we can substitute a

form of *seem* for *felt*, and leave the sentence largely unchanged: *The hot shower seemed soothing*. Note the following examples:

- 18a. After a while, the hotel became dingy.
- 18b. After a while, the hotel seemed dingy.
- 19a. Annie and Janine look surprised.
- 19b. Annie and Janine seem surprised.
- 20a. Although in his eighties, he remains youthful-looking.
- 20b. Although in his eighties, he seems youthful-looking.

Thus, *became*, *look*, and *remains* are being used as linking verbs in these sentences. Again, while *Quick tip 2.4* below also isn't foolproof, it will help you identify whether a verb is an action or linking verb.

Quick tip 2.4

If you can substitute a form of *seem* for a verb and the meaning of the sentence is basically the same, the verb is probably being used as a linking verb.

Test Yourself:

1. Decide if the underlined verbs in the sentences below are action or linking verbs. In this exercise, if it's a form of *be*, it's being used as a linking verb. If it's not a form of *be*, use the *be* or *seem* substitution tests to see if the verb is being used as a linking verb.

Action Linking

Sample: She laughed at all his jokes. ✓

Getting Started:

1. The Czar was a person of high rank.
2. That dog barks a lot.

3. Mr. Kelly watched the track below his window.
4. You have been a terrific friend to me over the years.
5. I love the way the pillows feel so cosy in this hotel.
6. Jimmy is always eager to answer any questions.
7. Finding a healthy meal on the menu proved easy.
8. He's not as smart as he led me to believe.
9. We could hear the neighbors arguing for hours.
10. That sounds good to me.

2. Underline the verb in each sentence below and decide if it's being used as an action or linking verb. In this exercise, if the verb is a form of *be*, it's being used as a linking verb. If it's not a form of *be*, use the *be* or *seem* substitution tests to see if the verb is being used as a linking verb.

Sample: The policeman gave him a ticket.

Action	Linking
--------	---------

√	
---	-------

Getting Started:

1. They became best friends.
2. It is not nearly the same as mine.
3. Unfortunately, I forgot your birthday this year.
4. I went to the corner bakery.
5. Mark remains a legend to this day.
6. Trigonometry bores me.
7. Babies often get hungry.
8. No one got a C on the midterm exam.
9. It's much ado about nothing.
10. He made such a fuss over a minor mistake.

Hopefully that it have a good sense of the difference between action and linking verbs. However, there are some verbs that can be used as either an action verb or a linking verb, depending on the sentence that it's in. Compare, for example, the following two sentences with *feel*:

21. Mary felt tired.

22. Mary felt the softness of the material.

In the 21 sentences, *felt* is being used as a linking verb. Note that *Mary = tired*; *Mary is tired*, *Mary seems tired* all make sense here. In sentence 22, Mary is doing an action. Also, one can't think of it as: **Mary = the softness of the material*, **Mary was the softness of the material*, or **Mary seemed the softness of the material*. That is, thinking of *felt* as an equal sign or substituting a form of *be* or *seem* for *felt* clearly doesn't work here. Thus, in sentence 22, *felt* is being used as an action verb.

There are a few more examples:

21. The dinner at that restaurant tasted delicious.
(linking verb) (The dinner at that restaurant was delicious.)

22. I tasted the soup. (action verb) (*I was the soup.)

23. The flowers smelled heavenly. (linking verb) (The flowers are heavenly.)

24. She smelled the fire before she saw it. (action verb)
(*She was the fire before she saw it.)

Test Yourself:

Underline the verb in each sentence below and decide if it's being used as an action or linking verb.

Action Linking

Sample: The crowd grew angry. ✓

Getting Started:

1. He grew potatoes on his farm.
2. I looked at the mess all around me.
3. Stephen looks happy today.
4. In reality, exceptions rarely prove the rule.
5. Learning the rule proved difficult.
6. I got nervous before my blood test.
7. I got a spasm in my arm.
8. The idea of having a pizza sounds really good.
9. Last night a burglar sounded the alarm.
10. You rarely become a star overnight.

To enhance your understanding

Another important difference between action and linking verbs is that a linking verb can be followed by just an adjective, while an action verb cannot:

27. She is tired. (*Tired* is an adjective.)
28. The mayor looked victorious. (*Victorious* is an adjective.)
29. *She washed tired.
30. *The mayor voted victorious.

As you can see, *is* and *looked* are linking verbs in these sentences; *washed* and *voted* are action verbs. However, since we haven't yet talked about adjectives, just keep this in mind as another difference between the two types of verbs.

To further enhance your understanding

Compare the following two sentences:

31a. She looked careful. (*careful* is an adjective) 31b. She looked carefully. (*carefully* is an adverb)

Can you sense the difference? In sentence 31a the verb *looked* is a linking verb, followed by the adjective *careful*; the basic meaning of the sentence is *She looked like she was a careful person*. In contrast, in sentence 31b *looked* is an action verb, followed by the adverb *carefully*, the basic meaning of this sentence is *She looked around in a careful manner*. The last quick tips identify yet another difference between linking verbs and action verbs.

Quick tip 2. 5

Linking verbs are followed or modified by **adjectives**, while action verbs are followed or modified by **adverbs**.

If you can do this exercise, you've achieved a basic understanding of nouns and verbs.

Test Yourself:

In the sentence below, underline the nouns and put a squiggly line under each verb. In each sentence has only one verb but may have more than one noun.

Sample: The judges were unanimous in their decision.

Getting Started:

1. Their daughter announced her engagement later.
2. The surgeon washed his hands.
3. The pianist was diligent.

4. The young boy gritted his teeth.
5. Her assistant is always late.
6. The mayor explained his position.
7. The train came early.
8. Three other customers placed orders that day.
9. Her friend was helpful.
10. That hot meal tastes great.

C. Transitive and Intransitive Verbs

Take a look at the following questions, each with an action verb.

1. What did you write?
2. Who did you annoy?
3. What did you throw?

These are all perfectly fine questions and easy to answer, e.g. *I wrote a letter, I annoyed my neighbour, I threw a ball.*

Now compare the first group of questions to the next group, each of which also has an action verb.

4. *What did you *sleep*?
5. *What did you *die*?
6. *Who did you *arrive*?

These questions are all strange and can't really be answered. That's because the verbs in this second group are verbs that do not act on anything.

Thus, you can see that there are two kinds of verbs. One kind, such as *write*, *annoy*, and *throw*, acts upon something. The noun (or noun phrase; see the lesson before) that the verb acts upon is called the **direct object** of the sentence. (You'll learn more about direct objects in the lesson before). Those verbs that act on something are called transitive verbs. Typically, in statements, a transitive verb is followed by the noun (or noun phrase) that it is acting upon. Other verbs, such as *sleep*, *die*, and *arrive*, do not act upon something. In fact, these verbs can't have a direct object. Notice that you can't say, for example: **I usually sleep the dog*, **They'll arrive the book*. Those verbs that do not act on something and appear in sentences that do not have a direct object are called intransitive verbs.

Quick tip 2.6

Action verbs are the act upon something are called as transitive verbs. Action verbs do not act upon something are called **intransitive verbs**.

Quick tip 2.7

If a verb (in any of its forms) can be put in one of the following slots, it is transitive: (a) What did you ___? (b) Who did you _____? If a verb cannot be put in one of these slots, it is intransitive.

So, which of the following verbs are transitive and which intransitive?

7. What did you discover?
8. *What did you struggle?
9. Who did you meet?
10. *What did you laugh?

All the sentences that although you can say something like, *What did you struggle with?* or, *What did you laugh at?*, you can't ask the questions as they are stated above, and so the verbs are intransitive.

Here also another way to decide if a verb is transitive or intransitive:

Quick tip 2.8

If a verb (in one of its forms) can be put in one of the following slots, it is transitive:

(a) He _____ something. (b) He _____ someone.

Quick tip 2.9

If a verb (in one of its forms) can be put in the following slot, it is intransitive: He _.

Let's use these *Quick tips* to decide which of the following verbs are transitive and which are intransitive:

1. He discovered something.
2. He met someone.
3. He struggled.
4. He laughed.

Quick tip 2.8 helps identify the verb *discovered* in sentence 11 and the verb *met* in sentence 12 as transitive. *Quick tip 2.9* helps identify the verb *struggled* in sentence 13 and the verb *laughed* in sentence 14 as intransitive.

Test Yourself:

Decide if each of the verbs below is transitive or intransitive. Use *Quick tips* 2.7, 2.8 and 2.9 to help you decide the answer.

	<i>Transitive</i>	<i>Intransitive</i>
Sample: mention	√	

Getting Started:

1. tell
2. rise
3. raise
4. fall
5. publish

6. proclaim
7. vanish
8. omit
9. cry
10. remove

Now take a look at a few more sentences:

- 15a. I ate.
- 15b. I ate dinner.
- 16a. She dances well.
- 16b. She dances the tango well.
- 17a. The audience left.
- 17b. The audience left the theatre.

You can see that there are verbs, such as *eat*, *dance*, and *leave*, that can be used as either transitive or intransitive verbs.

Quick tip 2.10

Some ~~of the~~ verbs can be either transitive or intransitive. These can occur in both of the following slots: (a) He _____ something / someone. (b) He _____.

Test Yourself:

1. Decide the sentences if each of the verbs below is transitive, intransitive, or either. Use *Quick tips* 2.7, 2.8, 2.9, and 2.10 to help you decide.

	<i>Transitive</i>	<i>Intransitive</i>	<i>Either</i>
Sample: play			

Getting Started:

- | | | | |
|--------------|-------|-------|-------|
| 1. beat | ..... | ..... | ..... |
| 2. cough | ..... | ..... | ..... |
| 3. relax | ..... | ..... | ..... |
| 4. drive | ..... | ..... | ..... |
| 5. entertain | ..... | ..... | ..... |
| 6. seek | ..... | ..... | ..... |
| 7. fight | ..... | ..... | ..... |
| 8. profit | ..... | ..... | ..... |
| 9. mention | ..... | ..... | ..... |
| 10. paint | ..... | ..... | ..... |

2. In the sentences below, decide if the underlined verb is being used as a transitive or intransitive verb. Use *Quick tips* 2.7 and 2.8 to help you decide.

<i>Transitive</i>	<i>Intransitive</i>
√	

Sample: They played in the park.

Getting Started:

1. Greg opened the newspaper.
2. I can read it later.
3. Don't worry!
4. On Sundays, I usually stay at home.
5. It's advisable to wash your hands before eating.
6. Samantha can bake at any time of the day.
7. When I'm tired, I complain.
8. She ended the conversation.
9. The athlete hit the ball.
10. My dog licked my face playfully.

D. Phrasal Verbs

While most verbs are single words, some are phrasal: they contain two words. In phrasal verbs, the first word is a verb and the second word are called a **particle**. Here are some examples, with the phrasal verbs underlined:

1. She looked up the answer.
2. We will just drop of the files.
3. The professor pointed out the correct answer.

Notice that the meaning of a phrasal verb is often similar to the meaning of a single verb:

4. She looked up the answer. She researched the answer.
5. We will just drop of the files. We will just deliver the files.

6. The professor pointed out the correct answer.
The professor identified the correct answer.

Quick tip 2.11

If you can substitute a single verb for a verb and the word following it, you probably have a **phrasal verb**. For example, you can say, *She pointed out the truth to us* or *She showed the truth to us*. Point out is a **phrasal verb**.

We can also still identify phrasal verbs using our *to* or *should* Quick tips:

to look up	should look up
to warm up	should warm up
to point out	should point out

Test Yourself:

In each of the sentences below contains a phrasal verb. Underline the phrasal verb, using the verb substitution tip and the *to* and *should* tips to help you.

Sample: The lecturer summed up his main points.

Getting Started:

1. He fixed up the lighting in the hall.
2. They read over the document many times.
3. You dream up the most amazing things.
4. Ron takes out the garbage every Monday night.
5. I will pay off my mortgage in fifteen years.
6. Yesterday, the company's president handed in her resignation.
7. She took over the entire operation.
8. Unfortunately, the buyer of my property blew on the deal.

9. It is obvious that she cooked up the whole story.
10. You bring up an interesting point.

In the other many cases, the two parts of a phrasal verb, the verb and its particle, can be separated:

7. She looked the answer up.
8. We will just drop the files on.
9. The professor pointed the correct answer out.

Even when that is the two parts are separated, it's still a phrasal, or multi-word, verb. When you can separate the two parts in this way, you know that you've got a phrasal verb.

Quick tip 2.12

If you can move a particle away from its verb, you have a phrasal verb. For example, since you can say both *She looked up the answer* and *She looked the answer up*, *look up* is a phrasal verb.

Test Yourself:

Underline the phrasal verbs in each of the sentences below. The particle will not necessarily be next to its verb.

Sample: The students will hand their assignment in tomorrow.

Getting Started:

1. Mr. Parker helped out his neighbours.
2. You should call the agency up.
3. Those children put on a show.
4. What brought this reaction about?
5. The hurricane tore the roofs of many houses on.

6. The first member of the relay team passed on the baton successfully.
7. The herdsman gathered all his sheep in.
8. Debbie kept up her grades in graduate school.
9. I took my glasses on quickly.
10. Last month the bank signed the deed over to me.

In some cases, a particle cannot be separated from its verb:

10. She asked for the receptionist.
11. The lawyer objected to the defendant's statement.
12. He will look into the judge's decision.

In these cases, you cannot say:

13. *She asked the receptionist for.
14. *The lawyer objected the defendant's statement to.
15. *He will look the judge's decision into.

So *Quick tip* 2.12 is not useful in these cases; you have to rely on the verb substitution test and the *to* and *should* tests.

Test Yourself:

Some of the sentences below contain a one-word verb and some contain a phrasal verb. Underline the one-word verb or phrasal verb in each sentence.

Sample: They owed her a lot of money.

Getting Started:

1. Eat up your dinner!
2. The girls will put the puzzles away.
3. I understand that concept.
4. Birds fly south for the winter.
5. The elderly woman got on the bus with great difficulty.

6. We ate out last night.
7. The show ran far too long.
8. They checked out the scenery around their hotel.
9. The pitcher threw the batter out in the eighth
inning.
10. The butcher opened his store up at 7 A.M.

Lesson 3: Determiners

Determiners are words placed in front of a noun to make it clear what the noun refers to. Look at the example of the underline words below:

1. I milked the cow.
2. It is Harry's turn.
3. They bought that house.
4. John has more money.

These sentences have examples of the four major types of determiners: articles, possessives, demonstratives, and quantifiers. Generally, a noun will have only one of these determiner types in front of it. We'll be discussing each of these four types in this unit, starting with articles, the easiest and most common.

A. Articles

How can you identify an **article**? It doesn't get any easier than this!

Quick tip 3.1

There are only three articles in English: *the*, *a* and *an*.

Articles give us information about a noun; they indicate whether or not the noun is a specific one known to both the speaker and listener. Take a look at these examples to see what we mean:

1. I bought a red car. (The listener doesn't know anything about the red car.)
2. The red car was on sale. (The listener knows which car the speaker is talking about.)

The is commonly called the **definite article**; *a* and *an* are called **indefinite articles**. The definite article may be used with both singular and plural nouns, but the indefinite articles only with singular nouns, as we can see in the following examples:

the idea	the ideas
an apple	* an apples
a revolution	* a revolutions

Test Yourself:

Underline the articles in each of the sentences below. A sentence may have more than one article.

Sample: We watched a video last night.

Getting Started:

1. The last week of the month was a busy one in the store.
2. Summer was a special time for Melissa.
3. There's an unusual idea floating around.
4. I turned a corner in the long hall.
5. A dirty spoon had fallen to the floor.
6. In the middle of the night, I heard a strange noise.
7. Jackie turned off the road too soon.
8. Your mother's favourite actor appeared in the show we saw last night.
9. A pear is just as tasty as an apple, as far as I am concerned.
10. The guys bought two cans of paint: an orange one and a beige one.

What's the difference between *a* and *an*? See if you notice a pattern when you look at these examples:

a red tablecloth	an ancient right
a situation	an interesting message
a boring lecture	an intruder

The articles *a* and *an* have the same meaning and use. The only difference between them is that *a* is used when the next word begins with a consonant sound, while *an* is used when the next word begins with a vowel sound.

Test Yourself:

For each sentence, underline each article with a solid line, each noun with a double underline, and each verb with a squiggly line. Some sentences have more than one article and noun; some have no article. If you can answer these questions, you have achieved a solid understanding of how to identify articles, nouns, and verbs, three of the most common parts of speech!

Sample: A pilot spoke to the crew.

Getting Started:

1. A waiter walked to the table.
2. The trainer calmed the dog down.
3. He argued about the bill for hours.
4. I usually eat a sandwich and a cookie for lunch.
5. She watches TV every night.
6. The train appeared suddenly.
7. Diane put the chicken in the salad.
8. The repairman did not finish his job.
9. Children like cake.
10. Nowadays Elena takes skiing lessons at least once a week.

B. Demonstratives

Here's another easy category. There are only four **demonstratives**: *this*, *that*, *these*, and *those*.

Quick tip 3.2

There are only four demonstratives in English: *this*, *that*, *these*, and *those*.

Notice again that, just like articles, each of these can occur directly before a noun: *this table*, *these tables*, *that idea*, *those ideas*. Demonstratives are words that “point” to some- thing or someone.

Test Yourself:

1. Underline the demonstrative in each of the sentences below.

Sample: Those performers were all also composers.

Getting Started:

1. You can use this book.
2. Those speeches he gave were impressive.
3. They don't speak that language.
4. Kitty sold all these items.
5. This side of the Atlantic Ocean is more familiar to me.
6. She likes to listen to that song.
7. Those mistakes will catch up with Andrew one day.
8. I don't like these pictures.
9. That man is a technician.
10. Lots of people like to patronize this restaurant.

2. Underline all the determiners in these sentences below. They will be either articles or demonstratives. Sample: There were shops selling a variety of those handmade items.

Getting Started:

1. On top of the pile of fabrics was a sleeping cat.
 2. That leader met with the residents of the village.
 3. This taxi is heading toward a large shopping mall.
 4. The instructor chose a very informative textbook.
 5. These pants won't fit in those drawers.
 6. The audience is tired of all those lame jokes.
 7. Once in a while I think of my childhood friends.
 8. Those pedestrians better keep to the right of the main road.
 9. This work is the brainchild of a madman.
 10. We found this piece of paper on the top shelf of a dusty bookcase.
-
3. Identify each determiner in the sentences below by underlining it with a solid line if it is a demonstrative and with a squiggly line if it is an article.

Sample: Larry is holding this meeting at the hotel.

Getting Started:

1. Are you looking for a better job?
2. That movie follows a young family after they immigrate to this country.
3. Jane met an Englishman there whom she later married.
4. The weather was so wonderful at the beach.
5. All those cups of coffee won't help you get a good night's rest.

6. I recognize this soccer player as a big star from Italy.
7. Playing a game of chess in this park always interests me.
8. Those students who did the exercises in the text will likely pass the final.
9. The garbage is piling up on the sidewalk.
10. This lesson is a piece of cake, isn't it?

C. Possessives

Possessives are used to specify the ownership of an item, or, if the noun refers to something animate, to specify a relationship. Focus on these sentences below:

1. I sold my car.
2. Betty's neighbour is an architect.

The possessive in the first sentence is called a **possessive pronoun**; and then the possessive in second sentence is called a **possessive proper noun**. You have to remember that, just like articles and demonstratives, possessive pronouns and possessive proper nouns can appear directly before a noun. We'll discuss each of these separately.

Possessive Pronouns

Here are just a few possessive pronouns that function as determiners. These are commonly referred to as **possessive pronouns** with determiner function or **possessive adjectives**. We will call them simply **determiner possessive pronouns**.

Quick tip 3.3

The **determiner possessive pronouns** are: *my, your, his, her, its, our, their*.

Test Yourself:

Underline the determiner possessive pronoun in each of the sentences below.

Sample: My school won the state championship last year.

Getting Started:

1. His face always shows what he's thinking.
2. They go to their house in the mountains every summer.
3. It took three days for your letter to get here.
4. We liked her mother.
5. Our product is superior to what you have to offer.
6. The price of the stock I am considering buying does not reflect its true worth.
7. Would you like to take a ride in your new car?
8. Friends, I will be counting on your votes.
9. The children went to the movies together with their father.
10. Matt does not share his feelings easily.

Possessive Proper Nouns

The possessive proper nouns are underlined in this next sentence:

3. I saw Mary's cat chase Mrs. Smith's dog, which ran across Jim's yard.

Remember, names do not have to be names of just people. For example, *London's*, *America's*, and *IBM's* are each possessive proper noun: *London's bridges*, *America's highways*, *IBM's products*. (See Lesson 6 to remind yourself about proper nouns.)

Test Yourself:

1. Please underline of the possessive proper nouns in each of the sentences below.

Sample: *Gone with the Wind*'s cast was amazing.

Getting Started:

1. Leah's eyes met those of the man at the counter.
 2. It was Harry's turn to say something.
 3. They were impressed by Rome's restaurants.
 4. Mickey Mouse's picture is hanging on my wall.
 5. John always wanted to visit Harvard's campus.
 6. France's soccer team lost to another team.
 7. Macy's women's department is on the third floor.
 8. Mrs. Johnson's office is located directly above mine.
 9. After dinner, we went up to Beth's apartment.
 10. I never get tired of The Beatles' songs.
-
2. Let's underline the possessive determiner in each of the sentences below. The determiner will either be a possessive pronoun or a possessive proper noun.

Sample: Your committee is meeting tomorrow.

Getting Started:

1. She suggested that it was all Martin's fault.
2. Why don't you give it to your daughter?
3. That was a breath-taking view of New York's skyline.
4. He bought a souvenir for his son.
5. The Admasses' did not care for their new neighbours.

6. The public was eagerly awaiting Congress's new energypolicy.
7. My apartment is either too hot or too cold.
8. Abraham Lincoln's life was interesting.
9. Our crew prepared to dock.
10. On Thursday afternoon, the actor was practicing hislines.

3. For each determiner below, indicate if it is an article (e.g. *the, an*), demonstrative (e.g. *this, those*), possessive pronoun (e.g. *your, our*), or possessive proper noun (e.g. *Mary's, London's*).

Sample: Law and Order's possessive proper noun

Getting Started:

1. Their
2. An
3. George's
4. Those
5. Its
6. The
7. SanFrancisco's.....
8. This
9. My
10. A

4. Go to underline the determiner in each of the sentences below. It will either be an article, demonstrative, possessive pronoun, or possessive proper noun. Some sentences may contain more than one determiner.

Sample: The room contained a sofa, a chair, and, on the wall, Melinda's portrait.

Getting Started:

1. She knew what her mother had done for the family.
2. There wasn't much information in his letters.
3. These books are clearly the best.
4. Rosa's husband put a surprise in her lunch box.
5. Jerry's uncle likes to drink a glass of wine with his dinner.
6. This actress should get an Oscar for her performance in that movie.
7. The doctor's secretary usually walks a mile on her lunch break.
8. Those children love to take a dip in their new pool in the backyard.
9. On her way to work, Maggie's car broke down.
10. Jet Blue's crew served dinner while I was sleeping.

D. Quantifiers

There are words, such as *every* and *several*, that indicate amount, or quantity, and these are called **quantifiers**. Quantifiers can act as determiners; that is, they can come before and introduce a noun. The determiners are underlined in the following sentences:

1. All businesses need to have a budget.
2. Some people like eating eel.
3. She enjoyed few things as much as food.

The table below is common quantifiers:

all	enough	much
any	every	neither
both	few	no
each	little	several
either	most	some

Quick tip 3.4

Words of quantity, **quantifiers**, can act as determiners and precede a noun. Some examples are: *all, some, several, and much*.

Test Yourself:

1. Here, we are going to underline the quantifier in each of the sentences below. The quantifiers will all be from the list above.

Sample: I met several chefs at that school.

Getting Started:

1. There is no writer who is as famous as Shakespeare.
 2. Enough money was raised to build a new wing on the hospital.
 3. I don't take much sugar in my coffee.
 4. With little effort, I solved the crossword puzzle.
 5. All experiments test hypotheses.
 6. Most professors have earned a doctorate.
 7. Every noun that is human is also animate.
 8. Neither option is particularly good.
 9. Any man who drinks and drives puts his life in danger.
 10. You leave me with few alternatives.
-
2. For each determiner below, indicate if it is an article (e.g. *the, an*), demonstrative (e.g. *this, those*), possessive pronoun (e.g. *your, our*), possessive proper noun (e.g. *Mary's, London's*), or quantifier (e.g. *every, some*).

Sample: that demonstrative

Getting Started:

1. Main Street's
2. Your
3. Few
4. Those
5. The
6. Its
7. Both
8. Madrid's
9. Several
10. An

3. In this case, you have to underline the determiner in each of the sentences below. It will either be an article (e.g. *the, an*), demonstrative (e.g. *this, those*), possessive pronoun (e.g. *your, our*), possessive proper noun (e.g. *Mary's, London's*), or quantifier (e.g. *few, most*). Some sentences may contain more than one determiner.

Sample: Joan's mother valued her efforts.

Getting Started:

1. Chicago's architecture is diverse.
2. I know that man and his wife.
3. She packed several dresses into her suitcase.
4. He had travelled to few places over the years.
5. Each child at the party brought a gift.

6. Let's not forget those messages.
7. Every time we eat out, you order several appetizers.
8. Any man who is my friend's enemy is no friend of mine.
9. I bought these strawberries at her uncle's grocery store.
10. This event wasn't much fun

Lesson 4: Adjectives

Identifying Adjectives

Adjectives are words that describe or modify other words, making your writing and speaking much more specific, and a whole lot more interesting. Words like small, blue, and sharp are descriptive, and they are all examples of adjectives. Because adjectives are used to identify or quantify individual people and unique things, they are usually positioned before the noun or pronoun that they modify.

Quick tip 4.1

If you can put a word between *the* and a noun (for example, *the _____ boy*), then that word is an **adjective**.

Special for example, since we can say *the tall boy*, *tall* is an adjective. It is same when we can say *the silly boy*, *the interesting boy*, and *the young boy*. Therefore, *silly*, *interesting*, and *young* are all adjectives.

A number of adjectives, all used in the phrase *the _____ boy* is listed below. The adjectives are underlined:

1. the brilliant boy
2. the embarrassed boy
3. the blonde boy
4. the hungry boy
5. the delightful boy

Compare these phrases to **the very boy*, **the a boy*, and **the talk boy*. *Very*, *a*, and *talk* are not adjectives.

Adjectives always tell us something about a noun. Another way of saying this is that they modify a noun. In the phrases we've just looked at, the underlined adjectives tell us something about, or modify, the noun *boy*.

Test Yourself:

- Which one of these following words are adjectives? See if they sound right when you put them here: *the ___ thing*. Check the appropriate column.

Adjective Not an adjective

Sample: have ✓

Getting Started:

- | | | |
|---------------|-------|-------|
| 1. Yellow | ..... | ..... |
| 2. Is | ..... | ..... |
| 3. Wonderful | ..... | ..... |
| 4. Pure | ..... | ..... |
| 5. These | ..... | ..... |
| 6. On | ..... | ..... |
| 7. Quickly | ..... | ..... |
| 8. Creative | ..... | ..... |
| 9. Unreliable | ..... | ..... |
| 10. Almost | ..... | ..... |
- It has to underline the adjectives in the sentences below. In each case, the adjective will be between *the* and a noun. A sentence may have more than one adjective.

Sample: She has been the strong leader of this company for years.

Getting Started:

1. The strange robots marched towards the city
2. It was the last day of school.
3. We tugged at the enormous gate.
4. The billowing smoke alerted us to the fire.
5. The sudden sandstorm forced the surprised bathers to flee the beach.
6. She received the exciting news in the noisy restaurant.
7. The blind beggar was sitting at the busy corner.
8. Jeremy did not get the subtle humor of the play.
9. The poor people of the world outnumber the rich ones.
10. Keep your hands off the hot stove!

As we have said that, a good way to decide if a word is an adjective is to see if it can be placed between *the* and a noun. But that doesn't mean that that's the only place where an adjective can occur; it's just a way to test a word to see if it's an adjective.

And then here are some sentences where the adjective is in a different place. In each case, the adjective is underlined.

1. He is a tall boy.
2. My best friend loves chocolate cake.
3. The house had a low roof.
4. Large cars are harder to drive than small cars.

Finally, let's make sure that each of the underlined words above passes the adjective test, that is, that it can appear between *the* and a noun.

5. tall: the tall boy
6. best: the best movie
7. chocolate: the chocolate bar
8. low: the low ceiling

9. large: the large window
10. small: the small window

As you can see that in every each of these words passes the adjective test. Notice also that each of these words describes a characteristic of a noun.

Test Yourself:

Please use the adjective test to find the adjectives in each of the sentences below. A sentence may have more than one adjective.

Sample: It took a long time to arrive at our next destination.

Getting Started:

1. Evenings were a special time for the family.
2. The next week was a busy one in the store.
3. There's an unusual idea floating around.
4. I turned a corner in the long hall.
5. A dirty fork had fallen to the floor.
6. I wrote a boring letter.
7. Mary's younger brother was already there.
8. The American flag was behind Edward's desk.
9. I could see his face in the red light from the exit sign.
10. We gathered the important facts from those dusty books.

What do you think about the underlined adjectives in the phrases below?

1. the delicious rich cake
2. my tall, red-haired, entertaining friend
3. bright, colourful, blue, striped pattern.

As you know that here a noun can have more than one adjective modifying it. In fact, there is no limit to the number of adjectives that can modify a noun (except the patience and tolerance of the listener!).

Test Yourself:

Underline the adjectives in each of the sentences below. Some of the nouns will be modified by more than one adjective.

Sample: She ate all the crisp, crunchy chips.

Getting Started:

1. They went off to see an old, gloomy, historic mansion in southern England.
2. She had anticipated his sudden arrival.
3. Angela ignored his annoying, persistent questions.
4. I must get rid of my decrepit, banged-up little old car.
5. We wouldn't want to cross this wide, busy street, would we?
6. You should heed the advice of wise men and women.
7. Wild animals can be dangerous.
8. The lovely young lady read one of her favorite novels on her comfortable sofa.
9. Why did you buy this outdated computer in the first place?
10. The Dodgers' frustrated manager benched his brash young pitcher.

We have to remember that sometimes a word can function as one-word category, or part of speech, in one sentence, and as another word category in another sentence. For example, let's look at the word *cream*. In the sentence *I brought the cream*, *cream* is a noun. But in the sentence, *that's a cream cake*, *cream* is an adjective, telling us more about the noun *cake*.

Test Yourself:

1. In each of the sentences below, decide if the underlined words are functioning as nouns or adjectives. Sample: That copy isn't legible. Adjective

Getting Started:

1. The window ledge is too narrow for a plant.
 2. That window is stuck shut.
 3. This has been a chilly spring.
 4. I'm enjoying this spring weather.
 5. The morning hours are not my best.
-
2. In each of the sentences below, decide if the underlined words are functioning as nouns, verbs, or adjectives.

Sample: That's a jail cell. adjective

Getting Started:

1. He goes to a day school.
 2. I work during the day.
 3. It was a terrible shock.
 4. I will voice my opinion if I want to.
 5. The singer had a wonderful voice.
-
3. In each of the sentences below, identify the word category of each word in each sentence.

Sample: The instructor answered her unspoken question.

determiner ^ noun ^ verb ^ determiner ^ adjective ^ noun

Getting Started:

1. A light rain fell.
2. Ernie's friend likes a good argument.
3. His employee received that small bonus.
4. Some big cars take premium gasoline.
5. This question deserves a serious answer.
6. The policeman's warning scared my passengers.
7. Most guests enjoyed the lavish party.
8. Your best friend had a soda.
9. Good marriages have many joyous moments.
10. His daughter bought a stunning Italian dress.

Lesson 5: Prepositions

Identifying Prepositions

A nice way to think about prepositions is as the words that help glue a sentence together. They do this by expressing position and movement, possession, time and how an action is completed.

Indeed, several of the most frequently used words in all of English, such as *of*, *to*, *for*, *with*, *on* and *at*, are prepositions. Explaining prepositions can seem complicated, but they are a common part of language and most of us use them naturally without even thinking about it.

In fact, it's interesting to note that prepositions are regarded as a 'closed class' of words in the English language. This means, unlike verbs and nouns, no new words are added to this group over time. In a way, it reflects their role as the functional workhorse of the sentence. They are unassuming and subtle, yet vitally important to the meaning of language.

Quick tip 5.1

Prepositions are words, ~~that~~ usually small, that typically indicate ~~the~~ information about direction, location, or time. There is only a small number of prepositions in English. Some commonly used examples are *at*, *from*, *in*, *on*, and *to*.

Quick tip 5.2

If you can put a word in one of the empty slots in one of the following sentences, the word is a preposition: *I walked _____ the table. It happened _____ that time.*

The following words are common prepositions:

about	beneath	into	throughout
above	beside	like	till
across	between	near	to
after	beyond	of	toward(s)
against	by	off	under
along	despite	on	until
among	down	onto	up
around	during	out	upon
at	for	over	with
before	from	since	within
behind	in	through	without

This tip will help you identify many, though not all, prepositions.

Test Yourself:

1. Underline the prepositions in the sentences below.
There may be more than one. Use the *Quick tips* and the list of prepositions to help you.
Sample: My friends are going with me.

Getting Started:

1. Let's go into the dining room.
2. It was the dumbest thing he did in his entire life.
3. Felice was having dinner on the patio.
4. She ran to the candy store.
5. I looked for you during the intermission.
6. We were flying over Europe.
7. Lenore looked beneath the rock.
8. She found the pot of gold.
9. Is it over the rainbow?
10. He appeared at the right place at the right time.

2. Underline the prepositions with a solid line and the nouns with a squiggly line in each of the sentences below.

Sample: There's a small house near the field.

Getting Started:

1. A uniformed guard stood near the massive entryway.
2. She leaned out the window and waved to the large crowd.
3. The older woman from Chicago had already left.
4. She staggered into the store.
5. Carissa sat at the computer in a large room.
6. Are you going to the prom with Stan?
7. Mike always gives a nice present to his wife on her birthday.
8. Please don't ask how my day at the office was!
9. I couldn't open the door of my car without my key.
10. Let's meet at or near midnight.

To enhance your understanding

Don't confuse the two types of *to*:

I want to go home. (infinitive: *to* + verb)

I went to Chicago. (preposition: *to* + noun)

3. Underline the prepositions with a solid line, the verbs with a double underline, and the adjectives with a squiggly line in the sentences below.

Sample: I'll buy us a large bucket of chicken.

Getting Started:

1. Jean walked around the grounds of the magnificent estate.
2. His friend pounded him on the back.
3. The puppy gazed at him expectantly.
4. The loud music in that store bothered Jamie.
5. He has hot coffee before class.
6. José buys fresh bread for his family every week.
7. Do you want tickets to the new play?
8. The young bride's mother seemed happy among her friends.
9. The tireless teenager ran across the park with his new running shoes.
10. I placed some small apples near the sink.

To further enhance your understanding

Please take a look at the following sentences.

I'm standing in front of my house.

That man was ahead of her.

Please get out of his way.

Each of these sentences contains a multiword preposition, that is, a preposition consisting of more than one word. Below is a list of common multiword prepositions, commonly called compound or **phrasal prepositions**.

across from	inside of
ahead of	in spite of
along with	instead of
because of	on account of
by means of	on top of
due to	out of
for the sake of	over to
in addition to	together with
in front of	up to

Lesson 6: Conjunctions

Identifying Conjunctions

A. Coordinating Conjunctions

A coordinating conjunction is a word that joins two elements of equal grammatical rank and syntactic importance. They can join two verbs, two nouns, two adjectives, two phrases, or two independent clauses. The seven coordinating conjunctions are *for*, *and*, *nor*, *but*, *or*, *yet*, and *so*.

Quick tip 6.1

There are three common **coordinating conjunctions** in English. They are: *and*, *or*, and *but*. Four less common ones are *for*, *so*, *yet*, and *nor*.

But it given that *and*, *or*, and *but* are the most common, you'll be in good shape if you just remember those.

Quick tip 6.2

A commonly used way to remember the coordinating conjunctions is to think of FANBOYS: F (*for*), A (*and*), N (*nor*), B (*but*), O (*or*), Y (*yet*), S (*so*).

The coordinating conjunctions in these sentences below are underlined.

- a. You asked my friend, and then the other two came as well.
- b. I go or he goes.
- c. It wasn't dark but the moon was out.

In these sentences, you can see that the coordinating conjunction has a complete sentence on either side of it. In the next group of sentences, you can see that the coordinating conjunction has a noun on either side of it. Thus, the conjunction is joining two nouns. The nouns are in bold.

- d. The children had milk and cookies.
- e. People study medicine or dentistry when they enrol at that institution.

In the next sentences, the coordinating conjunction is joining two adjectives. The adjectives are in bold.

- f. That restaurant is known for healthy and nutritious food.
- g. I'm buying either the striped or paisley wallpaper.

Test Yourself:

1. Underline **all** the coordinating conjunctions in each sentence below. Remember that the coordinating conjunctions are: *and, or, but, for, so, yet, nor*.

Sample: The old carpet was worn out but the furniture looked relatively new.

Getting Started:

1. You can hide between trips and make believe you're innocent.
2. Was it near here or over there?
3. Roger looked around but he didn't see anything.
4. They'll eat chicken or turkey for dinner.
5. Mr. Joseph pulled out three letters and handed one to each of the men.

6. He wants to work through the night but I don't.
 7. The general sent the dispatch to the army and the navy.
 8. He went to the cloister or to the small chapel nearby.
 9. Maud is not hungry, nor is her sister thirsty.
 10. He'll come over or he'll call.
-
2. Underline the coordinating conjunctions in each sentence below. Then decide if the conjunction is joining two sentences or two nouns. In this exercise, if there is not a complete sentence on either side of the conjunction, it is joining two nouns.

Sample: Mary decided to have either soup or salad.

Nouns

Getting Started:

1. Mr. Eagle was called away on business, so Mrs. Broxton took his place at the meeting.
 2. He'd heard of it, but he didn't like the idea.
 3. Erin felt real excitement and enthusiasm.
 4. It was raining hard, yet we went to the ball game.
 5. The airline attendant asked, "Would you like coffee or tea?"
-
3. Underline these coordinating conjunctions in each sentence below. Then decide if the conjunction is joining two verbs, two adjectives, or two prepositions.

Sample: That is a difficult but worthwhile lesson.

Getting Started:

1. I'll be near or between the stacks.
2. He came up with a quick and adjective remedy.
3. I hope you won't worry or brood too much about it.
4. This trip will be expensive but worthwhile.
5. I am at or near a breakthrough.

B. Subordinating Conjunctions

Subordinating conjunctions are parts of speech that join dependent clauses to independent clauses. Sometimes referred to as subordinators or subordinate conjunctions, these important words and phrases may also introduce adverb clauses.

A subordinate conjunction performs two functions within a sentence. First, it illustrates the importance of the independent clause. Second, it provides a transition between two ideas in the same sentence. The transition always indicates a place, time, or cause and effect relationship. For example: We looked in the metal canister, where Ginger often hides her candy.

In the following examples, the subordinating conjunctions are in bold for easy identification:

1. As Steven blew out the candles atop her birthday cake, she caught her hair on fire.
2. Clara begins to sneeze whenever she opens the window to get a breath of fresh air.
3. When the doorbell rang, my dog Skeeter barked loudly.

Quick tip 6.3

Subordinating conjunctions connect a sentence with another sentence, which is a subpart of it. The subpart sentence is called a dependent **clause** (or subordinate **clause**). In the following sentence, the subordinating conjunction is underlined and the dependent **clause** is in italics: Nick decided to try to escape, although *he knew his chances were slim*.

The common subordinating conjunctions are listed below.

after	even though	than	whenever
although	how	that	where
as	if	though	wherever
as if	in order that	till	whether
as though	once	unless	which
because	rather than	until	while
before	since	what	who
even if	so (that)	when	why

You can see that sometimes a subordinating conjunction consists of more than one word.

Test Yourself:

1. Underline the subordinating conjunctions in the sentences below. Use the list above to help you.

Sample: She was so tired that she didn't bother brushing her teeth.

Getting Started:

1. I'll leave the note here because I'm in a hurry.
2. Nick had coached him thoroughly, even though they hadn't had much time.
3. He could see the faint glow of a pipe that Dr. Walters had lit.
4. You should stay here since they obviously need you.
5. She hasn't called here although she'd said she would.
6. Jake would be free once he reached the fence.
7. You were behaving as if you were the boss.
8. They were determined to go for a walk, unless it was going to rain.
9. Kevin should think twice before he speaks.
10. I am going to finish this job even if it takes hours.

There are the same sentences we saw earlier, but this time with the dependent clauses in italics; the subordinating conjunctions are still underlined.

11. She continued arguing until everyone finally agreed with her.
12. They live down south when the weather gets cold.
13. Jack will buy a house once he gets a job.
14. She listened to his comments politely, even though they sounded silly.
15. They stopped talking when it was Eleanor's turn.

Notice that the subordinating conjunction is always the first word of the dependent clause.

Quick tip 6.4

The **subordinating conjunctions** are always the first word of the dependent clause.

In every all of the examples we've looked at so far, the dependent clause has come after the main sentence. But sometimes the dependent clause comes before the main sentence. In the following examples, the subordinating conjunctions are underlined, and the main sentences are in bold:

16. If he knew the truth, her father would throw the doll away.
17. When I brought my first pay check home, I wanted to frame it.
18. Once he gets a job, Jack will buy a house.
19. When it was Eleanor's turn, they stopped talking.

Notice that sentences 18 and 19 are the same as sentences 13 and 15, except that in sentences 18 and 19 the subordinating conjunction and the rest of the dependent clause come before the main sentence rather than after it.

2. Underline the subordinating conjunction in each of the sentences below. In each of these sentences, the dependent clause comes before the main sentence.

Sample: Although he was not happily married, he remained faithful to his wife.

Getting Started:

1. Even though he calmed down, he did not go back to the table immediately.
2. While I enjoy being in the yard, I hate mowing the lawn.
3. Unless there's a heavy downpour, I'm going on that trip.
4. Why anyone would swim in ice cold water, I just don't understand.
5. Whether you are right or wrong, I will support you.
6. Wherever we travel, we always have fun together.
7. As I was looking for my keys, I noticed a package in front of the door.
8. Just after they crossed the river, the drawbridge opened up.
9. Before anyone could shout a warning, the tree fell.
10. Since you think you are so smart, tell me the capital of Ghana!

3. Just underline the subordinating conjunction in each of the sentences below. In some of them, the dependent clause will be after the main sentence; in others, it will come before the main sentence. Again, use the list of subordinating conjunctions to help you.

Sample: Even if you get angry, I will still be there for you.

Getting Started:

1. Sally spent a lot of time with the babysitter, because her mother had to work.
2. Since you're always busy, I decided to go to the movies without you.
3. After he read the article, he decided not to argue any further.
4. We will move to Seattle, unless you can convince me not to.
5. As if speaking Igbo wasn't enough, this professor

speaks Yoruba as well.

6. I always get anxious when I am in the doctor's office.
 7. Though Tatiana passed the bar exam, she won't be practicing law until next year.
 8. Did you ever wonder how children learn language?
 9. Once he finishes college, he will look for a job.
 10. I took the express train so that I could arrive on time.
-
4. In every each of the sentences below, underline the coordinating or subordinating conjunction. Also, write C if it's a coordinating conjunction and S if it's a subordinating conjunction.

Sample: I work at the mall when I'm home for the holidays. (S)

Getting Started:

1. I'm the owner and editor of the local newspaper.
2. Before Megan helped him, George would have to prove his loyalty.
3. There's more than one career that he's interested in.
4. They painted her house while she was at work.
5. I arrived early but I still wasn't the first in line.
6. If you can understand this, you are a genius!
7. Because you are a dear friend, I will share this with you.
8. Some people are aggressive yet polite.
9. Her administrative assistant will work on that project until it is completed.
10. I rely on Joe to fix my computer, for he is an electronics expert.

C. Correlative Conjunctions

Correlative conjunctions, or paired conjunctions, are sets of conjunctions that are always used together. Like coordinating conjunctions, they join words, phrases, or independent clauses of similar or equal importance and structure. Unlike coordinating conjunctions, they can only join two elements together, no more. Some of the most common correlative conjunctions are:

both ... and
either ... or
just as ... so
neither ... nor
not ... but
not only ... but also
whether ... or

Now you can see that the underlined conjunctions in these sentences come in pairs, for example *both/and*. The two parts “go together” in these sentences, even though they’re not next to each other. These conjunction pairs are called **correlative conjunctions**.

Quick tip 6.5

Correlative conjunctions are two-part conjunctions. Common correlative conjunctions are:

both/and, either/or, if/then, neither/nor.

Test Yourself:

1. Now please try to underline the correlative conjunctions in the sentences below. Don't forget to underline both parts.

Sample: Either the Democratic or the Republican candidate will win.

Getting Started:

1. Neither you nor your friends are likely to win that race.
 2. Both Laurette and Denise have been working towards that goal.
 3. If my neighbour decides to plant bushes there, then I'll do some landscaping on my side of the fence as well.
 4. Neither Don's comments nor his actions surprised me.
 5. This athlete is likely to win either a gold or a silver medal.
 6. If the train runs on Sunday, then I won't drive.
 7. Both the director and the playwright attended the rehearsal.
 8. Neither Iowa nor Tennessee lies on the shore of the Atlantic Ocean.
 9. If they're as nice as they seem, then we'll all get along well.
 10. You must call either heads or tails.
-
2. In each of the sentences below, underline the coordinating, subordinating, or correlative conjunction. Also, write C if it's a coordinating conjunction, S if it's a subordinating conjunction, and CORR if it's a correlative conjunction.

Sample: 1. Neither the brown nor the black shoes look good with that outfit. (CORR)

Getting Started:

1. They were pleased with the plan and happy about the decision.
2. I'll see you when you get here.
3. They're worried because she hasn't been feeling well lately.
4. Our encounter was short but sweet.
5. If you tell the truth, then I won't get upset.
6. I will be on this case till it is resolved.
7. Once she settles down in her apartment, Jane does not plan to move for a while.
8. You and I make a good team.
9. Either you or I will get to the bottom of this.
10. They dressed as though they were members of the aristocracy.

Lesson 7: Pronouns

As Delisa entered the door of the dimly lit Cathedral, Delisa held tightly to Delisa's backpack. Suddenly, Delisa thought that Delisa saw a shadow moving. "This is scary," whispered Delisa to Delisa.

What's strange about the sentences in the above text? What is strange is that they're missing **pronouns**, words that replace nouns in a sentence. You'll probably agree that these next sentences are a vast improvement on the first version:

As Delisa entered the door of the dimly lit Cathedral, she held tightly to her backpack. Suddenly, she thought that she saw a shadow moving. "This is scary," whispered Delisa to herself.

We may never find out what happens to Melissa, but replacing *Melissa* with pronouns like *she* and *her* makes her far more palatable.

As far as pronouns go, there's bad news and there's good news. The bad news is that there are a number of different kinds of pronouns. The good news is that there are only a few pronouns of each type. Look at the pronouns themselves and get a feel for the kinds of words they are. Some of the types may have long labels, but the pronouns themselves are usually short words.

A. Subject and Object Pronouns

Subject Pronouns

Let's look at the following sentences:

- 1a. Diplomats travel extensively.
- 1b. They travel extensively.
- 2a. Professor Susan Fields chaired the meeting.
- 2b. She chaired the meeting.

3a. Ben plays cards every week.

3b. He plays cards every week.

Notice that in each sentence pair, the underlined pronoun replaces the underlined noun. The underlined noun is doing the action in the sentence and comes before the verb. This kind of noun is called the **subject** of the sentence and the pronoun that replaces it is called a **subject pronoun**.

Now let's examine these sentences:

4a. Biology is her favorite subject. 4b. It is her favorite subject.

5a. Bob seems happy.

5b. He seems happy.

6a. Mrs. Peters becomes agitated easily.

6b. She becomes agitated easily.

Please focus again on that in each sentence pair, the underlined pronoun replaces the underlined noun. Here, the underlined nouns come before linking verbs; although they are not performing an action, they are still considered to be subjects. Again, the pronoun that replaces the subject is a subject pronoun.

There are only seven subject pronouns; they are listed in **Quick tip 7.1**.

Quick tip 7.1

The **subject pronouns** are: *I, you, he, she, it, we, they*.

Test Yourself:

Underline the subject pronouns in the sentences below.

Sample: We wandered around town, looking for a place to have lunch.

Getting Started:

1. I ~~used~~ the piazza and headed towards the church.
2. Unfortunately, it was closed.
3. They simply stood there, waiting for me.
4. Yesterday, she went shopping.
5. We should get together sometime.
6. He is the grandson of an immigrant from Italy.
7. We often dream about important things.
8. You have been to their house for dinner.
9. They often have interesting discussions.
10. Last night they drove to San Francisco.

Object Pronouns

- 7a. Karen bought the red car.
- 7b. Karen bought it.
- 8a. The prize was given to Steve and Bill.
- 8b. The prize was given to them.
- 9a. I'm watching the baby.
- 9b. I'm watching her.

The underlined nouns in the sentences above are not subjects. Rather, they are **objects**: they either follow the main verb or they follow a preposition. Pronouns that replace objects, like those underlined in sentences 7b, 8b, and 9b above, are called **object pronouns**.

There are only seven object pronouns; they are listed in **Quick tip 7.2**.

Quick tip 7.2

The **object pronouns** are: me, you, her, him, it, us, them.

You can see that two pronouns, *you* and *it*, are particularly hardworking: they can function as either subject or object pronouns.

Test Yourself:

1. Try to underline the object pronouns in each of the sentences below. There may be more than one pronoun in a sentence.

Sample: Churchill called them to a meeting.

Getting Started:

1. Mary heard him.
 2. The detective watched us suspiciously.
 3. Stop bothering me!
 4. Steven sat down between him and her.
 5. Do the students understand it?
 6. My friends have never heard of them.
 7. Barry gave her a present.
 8. Harry's cousin lives near them.
 9. Most competitors were envious of him.
 10. A strange man is standing next to you and me.
-
2. Decide if each pronoun below is a subject or object pronoun.

Sample: we subject

Getting Started:

1. Them
2. He
3. I
4. Us
5. Her

6. They
7. She
8. Me
9. Him
10. We

3. Underline the pronouns in each of the sentences below. Identify each either as a subject pronoun or an object pronoun. Keep in mind that the pronouns *you* and *it* can be either subject or object pronouns, depending on how they are being used. There may be more than one pronoun in a sentence.

Sample: You really did it right. (subject; object)

Getting Started:

1. The clerk had been sent to work with him.
2. The research required them to work closely together.
3. It is brighter than that other lamp.
4. We will be moving near you.
5. They were hiding in the bushes.
6. If you know the answer, please tell me.
7. I am giving it to you.
8. He went too far this time.
9. Theresa's parents worried about her.
10. She hears from him often.

Here you know that when you're talking about yourself, you use the pronouns *I* or *me*, and when you're talking about a group of people, you use the pronouns *they* or *them*. That is, we choose different pronouns depending on the person or thing the pronouns refer to. Pronouns that vary in this way are called **personal pronouns**. Subject and object pronouns are types of personal pronouns; see the lesson before in two other kinds.

Personal pronouns refer to the speaker in a conversation, like *I* and *we*, are called **first person pronouns**. Those that refers to the listener, like *you*, are called **second person pronouns**. And those that refer to anyone or anything else, like *he* or *they*, are called **third person pronouns**.

As an addition, pronouns that refer to only one person or thing, like *I* and *he*, are called **singular pronouns**; those that refer to more than one person or thing, like *we* and *they*, are called **plural pronouns**.

Here's a complete breakdown of the subject and object pronouns:

	<i>Subject</i>	<i>Object</i>
First person singular	I	me
Second person singular	you	you
Third person singular	he, she,	him, her, it
First person plural	we	us
Second person plural	you	you
Third person plural	they	them

B. Reflexive Pronouns

Reflexive pronouns are words ending in -self or -selves that are used when the subject and the object of a sentence are the same (e.g., I believe in myself). They can act as either objects or indirect objects. The nine English reflexive pronouns are myself, yourself, himself, herself, oneself, itself, ourselves, yourselves, and themselves. Here the examples of reflexive Pronouns:

1. John Smith saw himself in the mirror.
2. My best friends were talking among themselves.
3. Sam's only cat was grooming herself.

Here are some more examples, first without and then with a reflexive pronoun.

4. a. The boy washed the boy.
b. The boy washed himself.

5. a. Tom and Harry watched Tom and Harry on the video.
b. Tom and Harry watched themselves on the video.

6. a. You can see you doing that.
b. You can see yourself doing that.

Notice that if we hear, for example, *the boy washed the boy*, without a reflexive pronoun, then we assume that someone's talking about two different boys. Similarly, the sentence *He shaved him* suggests that the person (a male) who did the shaving and the person (a male) who received the shaving are not the same. The reflexive pronoun lets the listener know that the speaker is referring to the same person or thing.

Quick tip 7.3 lists the reflexive pronouns. They're easy to identify because they all end in *-self* or *-selves* (**Quick tip 7.3**).

Quick tip 7.3

The **reflexive pronouns** are: *myself, yourself, himself, herself, itself, ourselves, yourselves, themselves*.

Quick tip 7.4

All the **reflexive pronouns** end in **-self (singular)** or **-selves (plural)**.

Test Yourself:

1. Underline the reflexive pronouns in each of the sentences below. Sample: That computer is so smart it can repair itself.

Getting Started:

1. John was a person who always pushed himself to the limit.
 2. Watch yourself!
 3. We prided ourselves on being silly.
 4. The directors of that company can blame no one but themselves.
 5. I see myself as a successful writer someday.
 6. All of you should be ashamed of yourselves!
 7. Rosanna treated herself to a lavish vacation.
 8. I wish my car started itself in the dead of winter.
 9. Would everyone in the room please identify himself?
 10. You should take better care of yourself!
-
2. Underline the reflexive, subject, and object pronouns in each of the sentences below. Label each as reflexive, subject, or object. Some sentences will have more than one pronoun.

Sample: Greta's perseverance benefitted both herself and the rest of the staff. (reflexive)

Getting Started:

1. I have found that I can do it when the room is quiet.
2. He noticed that she often immersed herself in a book.
3. We have known her for years.
4. Some guests told us that they forced themselves to get up at 6 A.M.
5. You don't need to explain yourself to me.
6. Mr. Ballantine said that he appreciated us.
7. If you want to leave, please let me know.
8. Who among us wants to commit himself to another year of service?
9. Jay's wife promised herself never to do it again.
10. Reflexive pronouns are easy to identify, don't you agree?

C. Demonstrative Pronouns

Do you remember the underlined words in the sentences below?

1. Are you sure you want this?
2. We agreed about that.
3. I'm not sure I like these.
4. Those look delicious.

In the lesson before we talked about the use of demonstratives before a noun, for example: *this dog, that idea, these songs, those curtains*. That is, we talked about demonstratives used as determiners. But demonstratives can also be used without a noun following them, as you can see from sentences 1-4. In these cases, because the demonstrative replaces a noun (or noun phrase), it is called a **demonstrative pronoun**. For example, in sentence 1, the demonstrative pronoun *this* can be replacing a noun such as *spaghetti* or *magazines*.

It's easy to remember that demonstrative pronouns are only four of them; they are listed in *Quick tip 7.5*.

Quick tip 7.5

There are only four demonstrative pronouns: *this*, *that*, *these*, and *those*.

It might help you remember the word “demonstrative” if you think of these words as “demonstrating” something, in a way, pointing to something.

Test Yourself:

1. Underline the demonstrative pronoun in each of the sentences below.

Sample: Lenny wasn't sure he really wanted those.

Getting Started:

1. That wasn't really Hannah's job, but I appreciate her doing it anyway.
2. Natasha really likes these.
3. He wasn't good at riddles but managed to solve those.
4. I never thought it would come to this.
5. These are very difficult times.
6. Those were the good old days.
7. Sean thought he would never see that.
8. This is absolutely unacceptable.
9. Mrs. Wallace would rather buy these.
10. That is the funniest thing I've ever seen.

2. Decide if each pronoun below is a subject, object, reflexive, or demonstrative pronoun.

Sample: she subject

Getting Started:

1. Yourselfs
2. Those
3. Me
4. We
5. Itself
6. Them
7. That
8. Us
9. Herself
10. These

3. Underline the pronouns in each of the sentences below. Label each as demonstrative, subject, object, or reflexive. Some sentences will have more than one pronoun.

Sample: Did you spill that on yourself? (subject; demonstrative; reflexive)

Getting Started:

1. We were angry at ourselves.
2. He asked us to explain this.
3. It works just as well at home.
4. They sent these to us.
5. The baseball player dusted himself off.

D. Possessive Pronouns

Possessive Pronouns shows that something belongs to someone. The possessive pronouns are my, our, your, his, her, its, and their. There's also an "independent" form of each of these pronouns: mine, ours, yours, his, hers, its, and theirs. Possessive pronouns are never spelled with apostrophes.

Possessive pronouns simplify constructions that show possession of a noun.

Jane takes pride in Jane's outfits.

It sounds odd to use Jane's name twice in this sentence. A possessive pronoun solves the problem:

Jane takes pride in her outfits.

Thus, possessive pronouns are quite handy and are used frequently in the English language.

Test Yourself:

Underline the determiner possessive pronoun in each of the sentences below. Remember: determiner possessive pronouns are followed by nouns.

Sample:

Many of our ideas back then were equally absurd.

Getting Started:

1. The woman hid her feelings well.
2. He was younger than his wife.
3. Mr. and Mrs. Bradford adored their son.
4. Thomas and Natalie were the best students in my class.
5. Your eyes look very tired.

6. The salesman's car does not show its age.
7. We should just pack up our things and get out of here.
8. I took a look at your face and I knew immediately that you were honest.
9. My daughter is very good about brushing her teeth regularly.
10. Gamblers are secretive about their losses.

Now on to the possessive pronouns in sentences 3 and 4, the kind that can stand alone in a sentence. Here are some more examples:

5. The Greens' tent came loose in the storm but ours remained secure.
6. Yours was the first card I noticed.
7. The scientist hurried from that laboratory to mine.

These possessive pronouns replace a whole noun (actually, a whole noun phrase, but we haven't gotten to that yet). And since the word *nominal* means "noun-like," these pronouns are sometimes called **possessive pronouns** with nominal function. We will simply call them **nominal possessive pronouns**.

Quick tip 7.6

Nominal possessive pronouns replace a whole noun (or noun phrase). For example, instead of saying *That book is Sally's book* we can simply say, *that book is hers*. The **nominal possessive pronouns** are: *mine, yours, his, hers, its, ours, theirs*.

Notice that the pronouns *his* and *its* can function either as determiner possessive pronouns or as nominal possessive pronouns.

Test Yourself:

1. Underline all the nominal possessive pronouns in each of the sentences below.

Sample:

Pete and Cathy are convinced the idea was theirs.

Getting Started:

1. The rattlesnake is his.
2. The mother needs her nourishment and the baby needs hers also.
3. Yours is the room on the left.
4. The computer on the table is mine.
5. Ours is the next house on the block.
6. Theirs will probably be the best dog in the show.
7. Hiring the band is not Dave's responsibility ^ it is yours.
8. Whatever the neighbors want to haul away is theirs for the taking.
9. Most people's experience is probably similar to hers.
10. His is not the only opinion that matters.

2. Decide the words if each possessive pronouns below is determiner or a nominal possessive pronoun.

Sample: yours nominal

Getting Started:

1. My
2. Theirs
3. Mins
4. Your
5. Her
6. Our
7. Their
8. Ours
9. Hers
10. His

3. Underline the possessive pronoun in each of the sentences below. Then indicate if it functions as a determiner or a nominal possessive pronoun.

Sample: Jack's trip was good, but not nearly as exciting as theirs. (determiner)

Getting Started:

1. Listening to music might interfere with your ability to concentrate.
 2. Some of the CDs are ours.
 3. The prisoner was ordered to hand over his things.
 4. In my opinion, you should apologize.
 5. Hers is the only dissenting voice in the room.
 6. The big suitcase over there is mine.
 7. Someone wants to buy our company.
 8. Someday this will all be yours.
 9. The suspects had their day in court.
 10. The bank is going to need her signature.
-
4. Decide if each pronoun below is a determiner possessive pronoun (*my, our, etc.*), nominal possessive pronoun (*mine, ours, etc.*), subject pronoun (*I, we, etc.*), object pronoun (*me, us, etc.*), reflexive pronoun (*myself, ourselves, etc.*), or demonstrative pronoun (*this, these, etc.*).

Sample: that demonstrative

Getting Started:

1. Their
2. Them
3. Yourself
4. We
5. Hers

6. Us
7. Itself
8. Those
9. Me
10. Yours

5. Underline the pronouns in each of the sentences below. Label each as determiner possessive, nominal possessive, subject, object, demonstrative, or reflexive. Some sentences will have more than one pronoun.

Sample: They were convinced that she would do a great job for them. (subject; subject; object)

Getting Started:

1. Their employees were working during lunch.
2. He asked us for the answer.
3. It made a huge difference to her and to her friends.
4. She looked at herself in the rear-view mirror of my car.
5. Some guy introduced himself and gave me his business card.

E. Interrogative Pronouns

We use interrogative pronouns to ask questions. The interrogative pronoun represents the thing that we don't know (what we are asking the question about). There are four main interrogative pronouns: who, whom, what, which.

Notice that the possessive pronoun whose can also be an interrogative pronoun (an interrogative possessive pronoun).

	subject	object
person	who	whom
thing	what	
person/ thing	which	
person	whose	

Focus on the words underlined below:

1. Who went first?
2. What was the man carrying?
3. Which did you buy?

You undoubtedly recognize them as question words. They are called **interrogative pronouns**; we list them in *Quick tip 7.7*.

Quick tip 7.7

Interrogative pronouns are question words. The **interrogative pronouns** are: *how, what, when, where, which, who, whom, whose, why*. Look for the question mark to help find them.

It's normally when you may be wondering why these are considered to be pronouns. Like other pronouns, interrogative pronouns represent something else, often a noun. They represent missing information, information that's in the answer to a question:

- 4a. Who went first?
- 4b. Harry went first.
- 5a. What was the man carrying?

5b. The man was carrying a camera.

6a. Which did you buy?

6b. I bought the red car.

Since there is a question, about we don't yet know what the answer will be, we have no choice but to use a question word, or interrogative pronoun, to represent the information we are asking about.

To enhance your understanding about it, don't confuse the following – they sound the same:

7a. Who's (= who is) there?

7b. Whose party are we going to?

Test Yourself:

1. In this sections focus to underline the interrogative pronoun in each of the sentences below.

Sample: Why is his approach so exciting?

Getting Started:

1. To whom did you send the package?
2. Whose is it?
3. What can the producer do about it?
4. How can I believe you are telling the truth?
5. Where have you been?
6. When did you come home last night?
7. Why is it so dark in this room?
8. Which do you prefer?
9. Who gave you permission to open that box?
10. From whom did you get this call?

2. Try to decide these following words if each pronoun below is an interrogative pronoun (*who, what*), demonstrative pronoun (*this, these, etc.*), object pronoun (*me, us, etc.*), or reflexive pronoun (*myself, ourselves, etc.*).

Sample: myself reflexive

Getting Started:

1. Herself
2. Which
3. Who
4. Those
5. Him
6. Itself
7. How
8. What
9. Us
10. Whom

3. In this part you have to underline the interrogative, possessive, and subject pronouns in each of the sentences below. Label each as interrogative (*what, who, etc.*), determiner possessive (*my, our, etc.*), nominal possessive (*mine, ours, etc.*), or subject (*I, we, etc.*). Some sentences will have more than one pronoun. (Remember that interrogative pronouns are used in questions, so look for that question mark to help you.)

Sample: What are you looking for? (interrogative; subject)

Getting Started:

1. Where did your friend hide the ball?
2. Which does Jack like: coffee or tea?
3. Ours was the only entry in the contest.

4. We kept our promise.
5. Your business is yours alone.

4. Underline the pronouns in each of the sentences below. Don't worry about what kind of pronoun each is. Some sentences will have more than one pronoun.

Sample: What will they buy at his store?

Getting Started:

1. You keep hurting yourself when you go skiing.
2. We should get it to them as soon as possible.
3. Who was Bill thinking of sending them to?
4. She has a great opportunity to advance herself in her company.
5. When will your great novel be finished?
6. Our hope is that one day we will find ourselves living it up in style.
7. That will never happen under his watch.
8. Her determination gave her the impetus to improve herself.
9. Where are those new shirts you bought yourself yesterday?
10. Our ball club prides itself on its ability to win most of our games.

To further enhance your understanding

As we discussed at the beginning of this Lesson, interrogatives function as pronouns – they replace nouns. Note, however, that some interrogatives can also function as determiners- it can precede a noun. You can see this in the examples below:

8. Which book did you read last?
9. Whose purse is on the table?
10. What name did they choose for their baby?

F. Relative Pronouns

A relative pronoun is one which is used to refer to nouns mentioned previously, whether they are people, places, things, animals, or ideas. Relative pronouns can be used to join two sentences.

The sentences below with interrogative pronouns, like the ones you have already seen in the lesson before. Focus on the interrogative pronouns are underlined.

1. Who was laughing?
2. Whose is this?

Now ~~here~~ you can look at the following sentences, which contain the same underlined words. How are these sentences different from sentences 1 and 2?

3. I like the woman who lives next door.
4. He's the engineer whose life was disrupted by a messy divorce.

You've probably wondered that, unlike sentences 1 and 2 above, sentences 3 and 4 are not questions. The same pronouns are being used, but not to ask a question. Instead, these pronouns are used in sentences 3 and 4 to replace a noun that's already mentioned earlier in the sentence. When used this way, these pronouns are called **relative pronouns**. They are listed in *Quick tip 7.8*.

Quick tip 7.8

The common **relative pronouns** are: *that*, *which*, *who*, *whom*, *whose*. They refer back to a noun in the sentence.

Test Yourself:

1. Underline the relative pronoun in each of the sentences below.

Sample: The prominent oil man who bought that house is not a generous man.

Getting Started:

1. John's is the essay that was the most well-written.
2. His wife was the woman whom he loved the most.
3. There is no one who can make me laugh more than you.
4. Danny bought a gift which appealed to him.
5. Last week I met the man whose cousin married my friend.
6. In general, Sharon is nice to people whom she meets.
7. I will stand on the line which is shorter.
8. The person who leaves last should turn the lights off.
9. She saw the journey which she had undertaken stretch out before her.
10. Anna leaves a good impression on employers who interview her.

Let's look at sentences 3 and 4 more closely.

3. I like the woman who lives next door.

In this sentence, who lives next door? Answer: *the woman*. So instead of saying some- thing like *I like the woman*. *The woman lives next door*, we replace the second occurrence of *the woman* with the pronoun who, giving us the sentence, *I like the woman who lives next door*. In fact, the word *who* is doing two

things: it's representing *the woman* and it's joining *lives next door* to the main part of the sentence.

4.He's the engineer whose life was disrupted by a messy divorce.

In this sentence, whose life was disrupted by a messy divorce? Answer: *the engineer's*. So instead of saying something like *He's the engineer. The engineer's life was disrupted by a messy divorce*, we replace the second occurrence of *the engineer* (actually, in this case, *the engineer's*) with the pronoun *whose*, giving us the sentence *He's the engineer whose life was disrupted by a messy divorce*. Again, the word *whose* is doing two things: it's representing *the engineer* and it's joining *life was disrupted by a messy divorce* to the main part of the sentence.

In the following sentence, what broke?

5.Sam fixed the computer that broke.

Answer: *the computer*. So instead of saying something like *Sam fixed the computer. The computer broke*, we replace the second occurrence of *the computer* with the pronoun that, giving us the sentence *Sam fixed the computer that broke*. Again, the word *that* is doing two things: it's representing *the computer* and it's joining *broke* to the main part of the sentence.

You may remember that in **the lesson before** we talked about subordinating conjunctions, which are words that connect a sentence (the main sentence) with another sentence which is a subpart of it. The relative pronouns here are doing the same thing and in fact, relative pronouns are one kind of subordinating conjunction.

Quick tip 7.9

Relative pronouns are a type of **subordinating conjunction**. A relative pronoun typically occurs soon after the noun it refers to. Example: *He liked the teacher who gave easy tests.*

Test Yourself:

1. The relative pronoun is underlined in each of the sentences below. Your job is to find the noun that the relative pronoun is referring to.

Sample: I watched a few movies that were really bad.
(movies)

Getting Started:

1. They are men who are ambitious.
2. The salesman noticed the potatoes that he planted.
3. It is worth buying stocks which increase in value.
4. The guests whom we invited a week ago just arrived.
5. The flight that was supposed to leave at 5 is still delayed.
6. The patients whose lives are in danger need those drugs.
7. The bus which has just arrived is scheduled to leave for Phoenix.

8. Rebecca noticed the tourists who were gathered around the statue.
 9. The milk that Jane bought seems to be fresh.
 10. The contractor whom we hired did not show up today.
-
2. Underline and identify the interrogative or relative pronoun in each of the sentences below. (Remember that the interrogative pronouns will always be in a question.) In this exercise, the sentences will only have either an interrogative or a relative pronoun, but not both.

Sample: Why are you going? (interrogative)

Getting Started:

1. What can I do about it?
2. Adam is the person whom you need to talk to.
3. I fixed the clock that was broken.
4. The police will find the person who committed this crime.
5. When will the show start?
6. Which do you want us to choose?
7. The restaurant in which we ate was awful.
8. I don't care for the earrings which this actress is wearing.
9. Several of the boys who attended the party became rowdy.
10. He's happy with the solution that I'm proposing.

To enhance your understanding

Remember that all the words *that* has lots of uses. These are demonstrated here:

6. I think that man is intriguing. (demonstrative determiner)
7. I think that is the way to go. (demonstrative pronoun)
8. I think that the sun will shine tomorrow. (subordinating conjunction: introducing a clause)
9. I think the car that you want was sold yesterday. (relative pronoun: introducing a clause and referring back to a noun)

And then you can have more than one *that* within the same sentence, they are:

10. I think that that is the cat that belongs to you.
And that's that!

To further enhance your understanding

There are also some less commonly used relative pronouns with the suffix *-ever*. Some examples:

11. I'll be happy with whatever you decide to do.
12. My mother always told me to marry whoever I wanted to.
13. They can travel with whomever they choose.

There is an important difference between the relative pronouns ending in *-ever* and those we looked at earlier and listed in *Quick tip* 7.9. As you can see in sentences 11–13, the *-ever* relative pronouns do not refer back to a noun that comes before. Rather, they represent a noun all by themselves.

Lesson 8: Adverbs

Identifying Adverbs

An **Adverb** is a word that is used to change, modify or qualify several types of words including an adjective, a verb, a clause, another adverb, or any other type of word or phrase, with the exception of determiners and adjectives, that directly modify nouns. A good way to understand adverbs is to think about them as the words that provide context. Specifically, adverbs provide a description of how, where, when, in what manner and to what extent something is done or happens. Normally, we can spot an adverb by the fact that it often ends in -ly, but there are lots of adverbs that don't end in this way. Moreover, adverbs can be used in many combinations with each other.

Traditionally considered a single part of speech, adverbs perform a wide variety of functions, making it difficult to treat them as a single, unified category. However, spotting an adverb, especially one that ends in -ly is easy. Adverbs normally help paint a fuller picture by describing how something happens, such as below:

When? She always arrives early.

How? He drives carefully.

Where? They go everywhere together.

In what way? She eats slowly.

To what extent? It is terribly hot.

Quick tip 8.2

If you don't know what else a word is about (and you've eliminated the other parts of speech), it's probably an **adverb**.

While unfortunately, we can't give you a simple rule that will help you identify adverbs 100 percent of the time, the tips below will help you correctly identify adverbs in many cases.

Test Yourself:

Underline all the adverbs in each of the sentence below.

Sample: They had deliberately been silent when they entered the room.

Getting started:

1. She returned the book and quietly left.
2. I'm leaving for Europe tomorrow.
3. That horse is an unusually calm animal.
4. The train came to a stop suddenly
5. That remark was too shocking.
6. Why don't you call her sometimes?
7. We were told to handle the merchandise carefully.
8. The doctor informed his patient that his prognosis was very good.
9. The Morgans are not leaving today.
10. Unexpectedly, the principal ordered everyone into the auditorium.

This function of providing more information about how something is done is called the adverbial function, and it may be accomplished by using adverbial clauses and adverbial phrases as well as by adverbs that stand alone.

There are many rules for using adverbs, and these rules often depend upon which type of adverb you are using. Remember these basics and using adverbs to make sentences more meaningful will be easier for you.

Adverbs can always be used to modify verbs. Notice that the second of these two sentences is much more interesting simply because it contains an adverb:

The dog ran. (You can picture a dog running, but you don't really know much more about the scene.)

The dog ran excitedly. (You can picture a dog running, wagging its tail, panting happily, and looking glad to see its owner. You can paint a much more interesting picture in your head when you know how or why the dog is running.)

Adverbs are often formed by adding the letters “-ly” to adjectives. This makes it very easy to identify adverbs in sentences. There are many exceptions to this rule; everywhere, nowhere, and upstairs are a few examples.

An adverb can be used to modify an adjective and intensify the meaning it conveys. For example:

He plays tennis well. (He knows how to play tennis and sometimes he wins.)

He plays tennis extremely well. (He knows how to play tennis so well that he wins often.)

As you read the following adverb examples, you'll notice how these useful words modify other words and phrases by providing information about the place, time, manner, certainty, frequency, or other circumstances of activity denoted by the verbs or verb phrases in the sentences.

Test Yourself:

1. For each word below, decide if it is an adverb or an adjective. Use the test for adjectives to help you decide: *the__boy*.

Sample: rarely adverb

Getting Started:

1. Happily
 2. Ugly
 3. Clearly
 4. Gently
 5. Manly
 6. Predictably
 7. Nearly
 8. Proudly
 9. Barely
 10. Silly
2. Decide whether the underlined words in each sentence is being used as an adjective or an adverb.

Sample: He recently increased his yearly salary.

Adjective Adverb .

Getting started:

1. He was busily writing a letter when the doorbell rang.
2. That is a very hilly road.
3. They fell hopelessly in love at first sight.
4. I never realized that you have such curly hair.
5. The soprano gave a masterly performance.
6. Mr. Sawyer is paid weekly.
7. She undoubtedly deserves top honours.
8. This lady eerily resembles my grandmother.
9. Janet fully concurs with her husband's decision.
10. Your new house is very lovely.

3. Underline these adverbs with a solid line and the adjectives with a squiggly line in the sentences below.

Sample: He was clearly working on a difficult report.

Getting Started:

1. Excitedly, the men dragged the heavy sack to the clearing.
 2. I've checked on the situation very thoroughly.
 3. Adam waited inside.
 4. The old fellow left town yesterday.
 5. Afterwards, he regretted his actions
 6. Your generous gift was completely unnecessary.
 7. Let's agree on this beforehand
 8. This over is too good to pass up.
 9. I often think of you fondly.
 10. The mailman left an unopened package at the door.
-
4. In every sentence below, write ADV above each adverb, ADJ above each adjective, N above each noun, and V above each verb.

N V ADV

Sample: The teacher looked at him coldly.

Getting Started:

1. My roommate usually sleeps very late.
2. Yesterday, the girl accompanied her older sister to the mall.
3. He walked slowly toward the foggy station.
4. The experienced senator quickly evaded their probing questions.
5. Later, we took a leisurely walk down by the beach.

6. The once popular guitarist appeared on TV regularly.
7. Successful brokers will surely receive sizeable commissions.
8. We recently had a wonderful time in Spain.
9. I will take a quick dip in the inviting blue waters of the ocean.
10. Obviously, you are not the same person now that you were when I first met you.

UNIT 2. KINDS OF PHRASES

Just as you know a lot about word categories without necessarily realizing that you do, you know a lot about combining words into phrases and phrases into sentences. As we talk about phrases and sentences, we'll be referring to many of the word categories you learned about in **Unit 1**, so check back there if you need to.

Let's start by taking a look at the following sentence:

1. The little boy laughed.

If you were asked to divide the sentence into two parts, what would the parts be? Speakers of English typically separate the sentence after the word *boy*:

2. The little boy + laughed.

Other groupings, like the ones below, generally seem unnatural to native speakers of English:

3. The + little boy laughed.
4. The little + boy laughed.

That is, we all sense that *the little boy* forms a unit and that *laughed* forms another unit. Units like these are called phrases.

So we can start of our discussion by suggesting that there are two parts to sentence 1. We could call them Part A and Part B, or Harry and George, but we'll use the terminology of modern linguistics and refer to them as the **noun phrase** and the **verb phrase**. The noun phrase in our sentence is *the little boy*; the verb phrase is *laughed*. Of course, there are other phrases as well. We'll look at the most common ones in the lessons of **Unit 2**.

Lesson 9: Noun Phrases

The Basic Structure of Noun Phrases

There are all kinds of noun phrases and we can discover them by seeing some of the things we can substitute for the noun phrase, *the little boy*. The underlined portions of the sentences below are all noun phrases and any one of them can replace *the little boy* in the sentence *the little boy laughed*.

1. Audiences laughed.
2. Younger audiences laughed.
3. The girl laughed.
4. The little girl laughed.
5. The cute little girl laughed.
6. John laughed.
7. They laughed.

Of course, there are lots of things that cannot replace *the little boy*, for example:

8. *My very quickly laughed.
9. *Near his laughed.
10. *Went away laughed.

You're probably not surprised to learn that *My very quickly*, *Near his*, and *went away* are not noun phrases.

So, what the word can be a noun phrase?

In the sentences 1[^]6, the noun phrases all have something in common: each consists of at least a noun. (Look at **Unit 1** to refresh your memory about nouns.)

There are the noun phrases again, with the nouns underlined:

Audiences younger audiences
the girl the little girl
the cute little girl John

In sentence 1, Audiences *laughed*, and in sentence 6, John *laughed*, the noun phrase consists of just a noun: *audiences* in sentence 1 and *John* in sentence 6.

Quick tip 9.1

Here A **noun phrase** can consist of a noun alone, for example, *audiences*, *John*.

Test Yourself:

Underline the noun phrase in each of the sentences below. In this exercise, the noun phrase will always consist of a noun alone. Some sentences may have more than one noun phrase.

Sample: Sugar is not very healthy.

Getting Started:

1. Pirates were looking for treasure.
2. Furniture can be expensive.
3. Boys often want to be policemen.
4. People think money is useful.
5. Jeremy was eating rice.

6. Sometimes juries make mistakes.
7. Jenny visited friends yesterday.
8. Oil is thicker than water.
9. Joel hates bananas.
10. Writers often like to work alone.

You can also see, in sentences 2[^]5, that a noun phrase can have other words in addition to just a noun. Let's see what those other words can be:

younger audiences:	adjective + noun
the girl:	determiner + noun
the little girl:	determiner + adjective + noun
the cute little girl:	determiner + adjectives + noun

(See the lesson before to remind yourself about determiners and adjectives.)

Quick tip 9.2

A **noun phrase** can consist of a determiner, one or more adjectives, and a noun. The determiner and adjective(s) are optional.

Test Yourself:

Underline the noun phrases in each of the sentences below. In this exercise, the noun phrase will always consist of a determiner + noun; the determiner will always be an article, that is, *the*, *a*, or *an*. Some sentences may have more than one noun phrase.

Sample: A man stole the car.

Getting Started:

1. The winner was overjoyed.
2. The crowd dispersed peacefully.
3. A minute can seem like an eternity.
4. The dentist gave the patient a toothbrush.
5. The couple forgot to tip the waiter.
6. A Mercedes costs more than a Chevy.
7. The Andersons bought a house.
8. The children are sleeping.
9. The lake is near the village.
10. The professor paid the student a compliment.

There are some more examples with different determiners and nouns. (You may recall from the lesson before that the determiner always comes before the noun.) The whole noun phrase is underlined.

11. A man laughed.
12. Her friend laughed.
13. That lady laughed.
14. Many people laughed.

Notice that these noun phrases don't have to appear only at the beginning of the sentence:

15. The criminal is a man.
16. I looked at her friend.
17. Do you know that lady?
18. The clown made many people laugh.

Test Yourself:

Underline the noun phrases in each of the sentences below. In this exercise, the noun phrase will always consist of a determiner (any kind) + noun. Some sentences may have more than one noun phrase.

Sample: My hat blew up in the wind.

Getting Started:

1. His doorman hailed a taxi.
2. As the doctor toured the ward, a group of her interns went along.
3. Your daughter looks great in this picture.
4. Some people keep their jewellery in a safe deposit box.
5. Jack's friend is an artist.
6. While driving in a snowstorm, Alex's car veered off the road.
7. Several spectators wanted that ballplayer thrown out of the game.
8. The train pulled into the station.
9. Most people are proud of their country.
10. Andrea's grandmother used to bake a pie in her kitchen for her grandchildren.

Here are examples of noun phrases consisting of a determiner plus an adjective plus a noun (the whole noun phrase is underlined):

19. The best fruit is grown on the west coast.
20. Our new shoes got completely soaked.
21. That old dog is my favourite one.
22. Every new task is challenging.

Test Yourself:

1. Underline the noun phrases in each of the sentences below. In this exercise, the noun phrase will always consist of determiner + adjective + noun. Some sentences may have more than one noun phrase.

Sample: My young cousin got on that scary roller-coaster.

Getting Started:

1. That adorable baby was born in a rundown house in a small town.
 2. The elderly woman wrote a short novel.
 3. His crazy adventure began with those strange letters.
 4. *Some Enchanted Evening* is a beautiful song from a classic show.
 5. Jackie's famous father is a talented immigrant from a South American country.
 6. These old cookies are stale.
 7. A little attention often helps a bruised ego.
 8. Each passing moment is a terrible waste.
 9. Our new house sits on the outermost edge of this secluded island.
 10. Many submitted manuscripts are piled up on the cluttered desk of the finicky editor.
-
2. For each of the underlined noun phrases below, decide if it is: determiner + noun or determiner + adjective + noun.

Sample: He was not in a reasonable mood. determiner + adjective + noun

Getting Started:

1. The pleasure in his voice was real.
2. That annoying customer still got a good deal.
3. Count your blessings!
4. Jonathan's jacket is brand new.
5. He plays with his new gadget every day.

Here are some examples where the noun phrase consists of a determiner, more than one adjective, and a noun (the whole noun phrase is underlined):

23. The dull brown liquid spilled onto his priceless antique carpet.
24. Elderly, inform individuals really need that important health benefit.
25. A worn check red apron hung by the sagging, unpainted kitchen door.

Test Yourself:

Underline the noun phrases in each of the sentences below. In this exercise, the noun phrase will always consist of determiner + adjective(s) + noun. Some sentences may have more than one noun phrase.

Sample: The pushy, aggressive salesman at the automobile dealership was not helpful.

Getting Started:

1. The small white dog ran away.
2. The close friends loved watching the old, classic movies.
3. Some Japanese cars are rated very highly.
4. My lovely niece arrived in a brand-new convertible.
5. Those pesky flies ruined my Australian vacation.
6. Your beautiful shiny hair is enviable.
7. The crazy idea of your nutty sister turned out to be not so crazy after all.
8. The Siamese cat was extremely sociable.
9. My reliable old friend made a terrible mistake.
10. This poor, hungry man is craving a hearty hot meat sandwich.

Don't forget that a noun phrase doesn't have to have a determiner. Here are some examples in which the noun phrases (underlined) consist only of adjective(s) and a noun:

26. Cold drinks are delicious.
27. Talented, creative actors don't always become big stars.
28. Individual rights are important to preserve.

This lesson learned that proper nouns generally don't have adjectives or determiners in front of them. **creative Nicole*, for example, is ungrammatical.

Sentence 7, *They laughed*, is yet another kind of noun phrase. In this case, the noun phrase consists of just a pronoun, *they*. (See lesson before to remind yourself about pronouns.)

Quick tip 9.3

A **noun phrase** consist of just **pronoun**, for example *he* or *them*.

Notice that you can have a determiner before a noun, for example, *the monkey*, but you'd never put one before a pronoun: **the he*, for example, is ungrammatical. We also do not usually put an adjective before a pronoun: **pretty she*, for example, is ungrammatical.

Test Yourself:

Underline the noun phrase in each of the sentences below. In this exercise, the noun phrase will always consist of a pronoun. Some sentences may have more than one noun phrase.

Sample: You are always good to her.

Getting Started:

1. He ran away.
2. I love watching them.
3. They were extremely sociable.
4. We want to invite you over.
5. He did it and didn't even tell us about it.
6. It made me curious.
7. She left us confused.
8. I am better for it.
9. You will help me, won't you?
10. They left yesterday.

To sum up, the kinds of noun phrases we've discussed are listed below. While, there are more kinds of noun phrases, what we've done here is to show you some basic ones.

noun	(example: <i>water</i>)
adjective + noun	(example: <i>cold water</i>)
determiner + noun	(example: <i>a teacher</i>)
determiner + adjective(s) + noun	(example: <i>a smart teacher</i>)
pronoun	(example: <i>she</i>)

Test Yourself:

1. Identify the part of speech of each word in each of the underlined noun phrases below. It will be either: noun (alone), determiner + noun, adjective(s) + noun, determiner + adjective(s) + noun, or pronoun (alone).

Sample: He spoke in a friendly, cooperative manner.
determiner + adjectives + noun

Getting Started:

1. The pleasure in your voice was real.
 2. I still have that infamous necklace.
 3. I forgot to mention it to you.
 4. Mr. Bentley is a successful businessman.
 5. Cobras are dangerous snakes.
-
2. Underline the noun phrases in the sentences below.
There may be more than one in a sentence.

Sample: I am sharing the relevant information with you.

Getting Started:

1. Joe travelled often.
2. The blazing sun can cause damage to your skin.
3. The unlucky scientist walked back.
4. We turned and left.
5. Those calculating politicians responded evasively.
6. The beaches of Tahiti are high on my list of places to visit.
7. Cigarettes are not good for your health, don't you agree?
8. I think you should recommend this book to them.
9. Disneyland is a popular destination for European tourists.
10. Arnold hurried in.

Lesson 10: Prepositional Phrases

The Basic Structure of Prepositional Phrases

Prepositional phrases are groups of words containing prepositions. Remember that prepositions are words that indicate the relationships between various elements within a sentence, and you'll never have difficulty identifying prepositional phrases.

Look at the example of the following sentences?

1. The toy is on the red table.
2. We live near him.
3. The cute guy walked Mary to the corner.
4. The Jones family travelled around Arizona.

In each of these sentences contains a preposition, which is underlined. Here again are the common prepositions which we listed in the lesson before:

about	beneath	into	throughout
above	beside	like	till
across	between	near	to
after	beyond	of	toward(s)
against	by	of	under
along	despite	on	until
among	down	onto	up
around	during	out	upon
at	for	over	with
before	from	since	within
behind	in	through	without
below			

What follows a preposition? In sentences 1⁴, the prepositions are followed by:

5. the red table (determiner + adjective + noun)
6. him (pronoun)
7. the corner (determiner + noun)
8. Arizona (proper noun)

As you may remember from the lesson before, it was concluded that in each of these is a kind of noun phrase. In fact, a preposition is always followed by a noun phrase, called the object of the preposition, and the preposition and its noun phrase form a unit which is called a **prepositional phrase**.

Quick tip 10.1

A **prepositional phrase** consists of a **preposition** plus a **noun phrase**, for example *in the closet*.

We don't have to list the different kinds of noun phrases in *Quick tip* 10.1, because we've already identified them in lesson before; we can just refer to noun phrases in general. So, it's really useful to have this concept of a noun phrase, and it's a concept that you'll see come up again in other lessons.

Here are some more examples of sentences with prepositional phrases (underlined):

9. Let's carry the sofa into the house.
10. That makes sense to us.
11. There was a small lamp on her dresser.
12. Jeanie was living in New York.
13. The boss had no love for his employees.

You can see that each prepositional phrase consists of a preposition and a noun phrase.

Test Yourself:

1. Underline the prepositional phrases in the sentences below. Look for the preposition that begins the prepositional phrase.

Sample: He knew a lot about that subject.

Getting Started:

1. The fabric was between the boxes.
2. She always eats her lunch with a methodical thoroughness.
3. There was a temple near the hotel.
4. The gift was for a close friend.
5. The congressman is speaking to the press.
6. My son had lunch at McDonald's.
7. She was sitting by the open window.
8. I never heard from him again.
9. The little boy was hiding under the round table.
10. She travelled without her husband.

2. In this question the same sentences as in *Test yourself 1* above. This time, underline the preposition with a solid line and the noun phrase with a squiggly line within each of the prepositional phrases in the sentences below.

Sample: He knew a lot about that subject:

Getting Started:

1. The fabric was between the boxes.
2. She always eats her lunch with a methodical thoroughness.

3. There was a temple near the hotel.
4. The gift was for a close friend.
5. The congressman is speaking to the press.
6. My son had lunch at McDonald's.
7. She was sitting by the open window.
8. I never heard from him again.
9. The little boy was hiding under the round table.
10. She travelled without her husband.

To enhance your understanding

Let's compare two sentences with the word *up*:

14. I looked up your phone number.
15. I walked up the steep hill.

These sentences certainly look very similar. Each has the word *up* followed by a noun phrase. But in fact, the sentences are different. For one thing, in sentence 14, *up* can be moved to the other side of the noun phrase without changing its meaning:

Can a sentence contain more than one prepositional phrase? We started our discussion of prepositional phrases with the following sentences, each of which had only one prepositional phrase (underlined):

24. The toy is on the red table.
25. We live near him.
26. The cute guy walked Mary to the corner.
27. The Jones family travelled around Arizona.

All of us can expand these sentences, adding another prepositional phrase (underlined) to each: 28. The toy is on the red table in the living room.

29. We live near him in Manhattan.
30. The cute guy from Argentina walked Mary to the corner.
31. The Jones family travelled around Arizona in a rented minivan.

In theory, there's no limit to the number of prepositional phrases that a sentence can have. Take a look at one with quite a few prepositional phrases:

32. They landed the plane in a grassy field
near the park by the river in San Francisco.

In reality, however, each sentence we say has a finite length ^ we have to stop talking at some point!

Test Yourself:

Underline the prepositional phrases in the sentences below. A sentence may contain more than one prepositional phrase. Look for the preposition that begins each prepositional phrase.

Sample: She could see the light of the fire in the
darkness beyond her tent.

Getting Started:

1. Andy ran into the field across the road.
2. That first winter had been spent in New Hampshire.
3. She told the story of the night she first arrived at the house.
4. The lady in the red dress bought a bottle of perfume with her credit card.
5. I met my long-lost friend at the airport.
6. Sally arrived in New Orleans around midnight.
7. My uncle walked into the ice and breathed a sigh of relief.
8. We went to see the levee along the Mississippi River.
9. I saw this big ship on the Mediterranean Sea disappear beyond the horizon.
10. To some people, that is one of the greatest movies ever made.

Lesson 11: Verb Phrases

The Basic Structure of Verb Phrases

In this lesson, we have to remember the sentence, *the little boy laughed*? As we talked about earlier, the little boy is a noun phrase and *laughed* is a verb phrase. There are so many different kinds of verb phrases, and we can begin to discover them by seeing what we can substitute for the verb phrase, *laughed*, in this sentence. Even that the underlined portions of the sentences below are all verb phrases, and any one of them can replace *laughed* in the sentence, *the little boy laughed*.

1. The little boy left.
2. The little boy chased the ball.
3. The little boy chased the red ball.
4. The little boy chased it.
5. The little boy chased Henry.

Of course, there are lots of things that cannot replace *laughed* in this sentence, for example:

6. *The little boy his extremely.
7. *The little boy near from.
8. *The little boy they.

You're probably not surprised to learn that *his extremely*, *near from*, and *they are* not verb phrases.

Have you noticed anything that all the underlined verb phrases in sentences 1^5 have in common? Each verb phrase has a verb. In fact, in sentence 1, the verb phrase has nothing in it but a verb, *left*. A verb phrase may also have other words, as you can see in sentences 2^5, but the least that every verb phrase has to have is a verb.

In sentences 1^5, the verb is the first word in the verb phrase and is its most important part.

Quick tip 11.1

Every verb **phrase** contains a verb, for example *laughs*, *left*.

Test Yourself:

Underline the verb phrase in each of the sentences below. In this exercise, the verb phrase will consist of only a verb.

Sample: The family arrived.

Getting Started:

1. Freddy disappeared.
2. A young woman cried.
3. The soldiers wait.
4. I slept.
5. The little girl smiled.
6. The music stopped.
7. We agree.
8. Last night the guests left.
9. Time flies.
10. A problem arose.

If we look at sentences 2-5, we see that a verb phrase can have more in it than just a verb. Let's start with sentence 2, *The little boy chased the ball*. The verb phrase is:

9. chased the ball (verb + determiner + noun)

You may remember from **the lesson before** that determiner + noun is a kind of noun phrase. Thus, in

this sentence, the verb phrase consists of a verb followed by one kind of noun phrase.

Let's look at the verb phrases in sentences 3^5:

10. chased the red ball (verb + determiner + adjective + noun)
11. chased it (verb + pronoun)
12. chased Henry (verb + noun)

You can see that in each case, the verb phrase consists of a verb followed by a noun phrase.

Quick tip 11.2

A verb **phrase** can consist of a verb plus a noun phrase, for example *chased the ball*.

Again, we don't have to list the different kinds of noun phrases here, because we've already listed them in the lesson before; we can just refer to noun phrases in general.

Test Yourself:

1. Underline the verb phrase in each of the sentences below. It may help to first find the verb, which is the first word of these verb phrases. In each sentence here, the verb phrase consists of a verb + noun phrase.

Sample: We welcomed them.

Getting Started:

1. He created a monster.
2. Frank broke the plate.
3. Sherry and I left the house.
4. The detective examined the old broken doorknob.
5. We resent those comments.

6. I read an interesting book.
7. Their younger sister crossed the hall.
8. The Australian swimming team defeated the French.
9. The rich wife bought some insurance.
10. Courtney ordered soup.

2. Here are the same sentences as in test yourself above. This time, in each sentence underline the verb with a solid line and the noun phrase within each verb phrase with a squiggly line.

Sample: We welcomed them:

Getting Started:

1. He created a monster.
2. Frank broke the plate.
3. Sherry and I left the house.
4. The detective examined the old broken doorknob.
5. We resent those comments.
6. I read an interesting book.
7. Their younger sister crossed the hall.
8. The Australian swimming team defeated the French.
9. The rich wife bought some insurance.
10. Courtney ordered soup.

In the lesson before, we talked about the fact that some verbs are action verbs, like *run*, *write*, and *discover*, while others are linking verbs, like *be*, *feel*, and *become*. The verb phrases we've looked at so far have all contained action verbs.

Verb phrases with linking verbs are different from verb phrases with action verbs. Let's compare two sentences:

1. John saw the teacher.
2. John is the teacher.

In each sentence, the verb phrase is underlined, and each verb phrase consists of a verb + noun phrase. (*Saw* and *is* are the verbs and *the teacher* are the noun phrase.) But can you see how the verb phrases in sentences 11 and 12 different? You've probably noticed that in sentence 11, *the teacher* is receiving the action, but in sentence 12, there is no action (after all, *is* is a linking verb, not an action verb). So, while the structures of sentences 11 and 12 appear to be similar on the surface, the sentences are quite different in meaning.

The following verb phrases with linking verbs are different in structure as well as in meaning from verb phrases with action verbs:

3. John is tall.
4. My sister became anxious.

As you (hopefully!) remember from the lesson before, *tall* and *anxious* are adjectives. So, when the verb is a linking verb, it can be followed by an adjective alone. An action verb cannot be followed by just an adjective, as you can see:

5. *John saw tall.
6. *John saw upset.

Quick tip 11.3

A verb phrase can consist of a linking verb plus an **adjective**, for example *is tall*.

An adjective which follows a linking verb and is not part of a noun phrase is tradition- ally called a **predicate**

adjective, as in the example *John is tall* (sentence 13). In contrast, an adjective which is part of a noun phrase is traditionally called an **attributive adjective**, as in the example *John has a tall sister*.

Test Yourself:

1. Underline the verb phrase in each of the sentences below. It may help to first find the verb, which is the first word of these verb phrases. In each sentence here, the verb phrase consists of linking verb + adjective.

Sample: We are hungry.

Getting Started:

1. The argument was silly.
 2. The dress felt comfortable.
 3. Steven became sick.
 4. The point of this exercise seems obvious.
 5. The children got excited.
 6. You look happy.
 7. Her voice sounds raspy.
 8. The new director proved difficult.
 9. She felt embarrassed.
 10. Your pie tastes delicious.
-
2. Here are the same sentences as in test yourself above. This time, within each verb phrase, underline the verb with a solid line and the adjective with a squiggly line.

Sample: We are hungry:

Getting Started:

1. The argument was silly.
2. The dress felt comfortable.

3. Steven became sick.
4. The point of this exercise seems obvious.
5. The children got excited.
6. You look happy.
7. Her voice sounds raspy.
8. The new director proved difficult.
9. She felt embarrassed.
10. Your pie tastes delicious.

3. Underline the verb phrase in each of the sentences below. In some sentences, the verb will be an action verb alone or it will be followed by a noun phrase (for example, *saw the cat*). In other sentences the verb will be a linking verb and may be followed by a noun phrase or by an adjective alone (for example, *looked hungry*).

Sample: He prepared his speech.

Getting Started:

1. Brady was a radio engineer.
 2. The king sent a clear message.
 3. Those flowers look gorgeous.
 4. Most able-bodied adults work.
 5. I recognized them.
 6. We adore your lovely little girl.
 7. She grew impatient.
 8. Your son grew.
 9. Chuck became an electrical engineer.
 10. The diners wanted more bread.
4. Here are the same sentences as in test yourself above. This time, indicate if the verb phrase you've identified is: verb (alone), verb + noun phrase, or verb + adjective.

Sample: He prepared his speech. verb + noun phrase

Getting Started:

1. Brady was a radio engineer.
2. The king sent a clear message.
3. Those flowers look gorgeous.
4. Most able-bodied adults work.
5. I recognized them.
6. We adore your lovely little girl.
7. She grew impatient.
8. Your son grew.
9. Chuck became an electrical engineer.
10. The diners wanted more bread.

You may remember, from the lesson before, that some verbs, for example *smell*, can be used as either action verbs or linking verbs. For example:

17. That dog smells badly. (Meaning, he does a bad job of smelling things.)
18. That dog smells bad. (Meaning, for example, he needs a bath.)

In sentence 17, *smell* is an action verb; it refers to the dog doing the action of smelling. In sentence 18, *smell* is a linking verb; it helps to tell us something about the dog but he's not actually doing anything – he's being something, namely, smelly.

When a verb is used as a linking verb, it can have an adjective, like *bad*, after it. When it's used as an action verb, it can be followed by an adverb, like *badly*, but not by an adjective. In Standard American English, *good* is used only as an adjective. So, in Standard American English, it's not considered acceptable to say:

19. You did good.

That's because *did* is an action verb, and an action verb cannot be completed with just an adjective. So why do we often hear

people saying sentences like *You did good*? What's happening is that people are starting to use *good* as an adverb, not just as an adjective. Maybe in the future this usage will become more widely accepted, but right now using *good* as an adverb is not considered Standard American English. (In other words, don't say this at a job interview, although it's fine to say with friends.)

Similarly, people sometimes say, *I feel badly*, instead of *I feel bad*, even though they are using *feel* here as a linking verb, not as an action verb. They know that usually an adverb, like *badly*, follows a verb, but adverbs only directly follow action verbs, not linking verbs. (When people incorrectly overapply a rule, it's called hypercorrection.)

We can thus explain the difference between *I feel good* ("I'm OK") and *I feel well* ("I have the ability to touch effectively"): in the former sentence *feel* is a linking verb, in the latter it is an action verb.

In the lesson before, we talked about prepositional phrases. Here are some sentences with their verbs in bold and their prepositional phrases underlined:

20. The Bede family lives around the corner.
21. Please ride to the stable.
22. He headed toward the policeman.

Together, the verb plus prepositional phrase form a verb phrase.

Quick tip 11.4

A verb phrase can consist of a verb plus a **prepositional phrase**, for example *drove to the mall*.

Test Yourself:

1. Underline the verb phrase in each of the sentences below. It may help to first find the verb, which is the first word of these verb phrases. In each sentence here, the verb phrase consists of a verb + prepositional phrase.

Sample: He frequently came to my office.

Getting Started:

1. The boat floated in the water.
2. Janice is from Kansas City.
3. Mrs. Miller is at the beach.
4. He looked for me.
5. The sun appeared above the horizon.
6. They live near each other.
7. I read between the lines.
8. He learned from his grandfather.
9. She played with her children.
10. Our plane flew over the Atlantic Ocean.

2. Underline the verb phrase in each of the sentences below. The verb phrase will either be: verb (alone), verb + noun phrase, or verb + prepositional phrase. Look for the verb to help you get started.

Sample: This is for the whole family.

Getting Started:

1. Elinor rented a car.
2. The clowns never laugh with the audience.
3. The road trip ended.
4. The band played my favourite song.
5. They left at noon.

6. Brandy's three-month-old baby smiled.
7. Our neighbours just returned from their country home.
8. I found the missing piece.
9. Weran through the woods.
10. On holidays, the Watsons entertain.

3. Here are the same sentences as in test yourself above. This time, indicate if the verb phrase you've identified is: verb (alone), verb + noun phrase, or verb + prepositional phrase.

Sample: This is for the whole family. verb + prepositional phrase

Getting Started:

1. Elinor rented a car.
2. The clowns never laugh with the audience.
3. The road trip ended.
4. The band played my favourite song.
5. They left at noon.
6. Brandy's three-month-old baby smiled.
7. Our neighbours just returned from their country home.
8. I found the missing piece.
9. Weran through the woods.
10. On holidays, the Watsons entertain.

4. Underline the verb phrase in each of the sentences below. The verb phrase will either be: verb + adjective or verb + prepositional phrase. Look for the verb to help you get started.

Sample: You look pretty.

Getting Started:

1. Her mother looked under the bed.
2. Jan leaped for the shore.
3. The morning seemed peaceful.
4. The stock market fell hard.
5. She arrived with an empty suitcase.
6. A fight arose among the players.
7. The TV host appeared annoyed.
8. The bull ran down the narrow street.
9. It rolled under the bed.
10. The show was disastrous.

Can a verb phrase have a verb followed by both a noun phrase and a prepositional phrase?

23. He walked Mary to the corner.
24. The dog chased the man with the umbrella.

In these sentences, the verb phrase consists of a verb followed by a noun phrase and also a prepositional phrase.

Quick tip 11.5

A verb phrase can consist of a verb plus a **noun phrase** plus a **prepositional phrase**, for example *drove her friend to the mall*.

Can we say the following?

25. *He walked to the corner Mary.
26. *The dog chased with the umbrella the man.

These sentences show us that when a verb is followed by a noun phrase and a prepositional phrase, the noun phrase always has to be before the prepositional phrase.

Test Yourself:

1. Underline the verb phrase in each of the sentences below. In each sentence here, the verb phrase consists of a verb + noun phrase + prepositional phrase. It may help to first find the verb, which is the first word of these verb phrases.

Sample: I called my wife during intermission.

Getting Started:

1. Vivian added calcium to her diet.
 2. She knit that blanket from an unusual wool.
 3. Her housekeeper rinsed those clothes in warm water.
 4. I like my coffee without sugar.
 5. Jack and Martha bought a wedding gift at Macy's.
 6. He put the steak on the grill.
 7. A nervous driver pulled her smoking Audi into the repair shop.
 8. The young man bought his first computer with his father's credit card.
 9. He rescued her from the boring party.
 10. Alex met his wife near her office.
-
2. Underline the verb phrase in each of the sentences below. The verb phrases will be either: verb (alone), verb + noun phrase, verb + adjective, verb + prepositional phrase, or verb + noun phrase + prepositional phrase.

Sample: He prepared his speech.

Getting Started:

1. Your sister is a talented pianist.
 2. Their doctor operates at that hospital.
 3. Robert threw himself into the battle.
 4. The owner sounded unrealistic.
 5. His mother went to the drugstore.
 6. Yesterday we met a few of our friends.
 7. Last night I studied.
 8. The professor sounded eloquent.
 9. We made a deal over dinner.
 10. On Tuesdays Sarah paints in her studio.
3. Here are the same sentences as in test yourself above. This time, indicate if the verb phrase you've identified is: verb (alone), verb + noun phrase, verb + adjective, verb + prepositional phrase, or verb + noun phrase + prepositional phrase.

Sample: He prepared his speech. verb + noun phrase

Getting Started:

1. Your sister is a talented pianist.
2. Their doctor operates at that hospital.
3. Robert threw himself into the battle.
4. The owner sounded unrealistic.
5. His mother went to the drugstore.
6. Yesterday we met a few of our friends.
7. Last night I studied.
8. The professor sounded eloquent.
9. We made a deal over dinner.
10. On Tuesday Sarah paints in her studio.

To sum up, we list below the kinds of verb phrases we've discussed in this lesson:

verb

(example: *laughed*)

verb + adjective

(example: *was happy*)

verb + noun phrase

(example: *left the room*)

verb + preposition phrase

(example: *walked to the corner*)

verb + noun phrase + preposition phrase

(example: *walked Rachel to the corner*)

While there are more kinds of verb phrases, what we've done here is to show you some basic ones.

Lesson 12: Auxiliary Phrases

So far, each verb we've talked about occurs in a verb phrase. This type of verb is called a **main verb**. Other verbs, called **helping verbs** or **auxiliary verbs**, are found in **auxiliary phrases**. Auxiliary phrases are among the most satisfying to describe. That's because the English auxiliary phrase has a regular pattern, which helps to make it easy to understand. So, here's some help with helping verbs.

The Basic Structure of Auxiliary Phrases

What are some sentences with helping (auxiliary) verbs? Here are a few examples, with the helping verb underlined:

1. She should study.
2. She has studied.
3. She is studying.

In these sentences, the main verb is a form of *study*, and the helping verb is helping to give us additional information that we can't get from just the main verb.

There aren't that many helping verbs; the basic ones are listed in Quick tip 12.1.

Quick tip 12.1

The basic helping verbs of English are:

- a. can may shall will must could might should would
- b. have has had
- c. am are is was were
- d. be been being

Now take another look at sentences 1^3, which have both a helping verb and a main verb. Which comes first? You can see that the main verb always comes after the helping verb.

Quick tip 12.2

If a sentence has both a main verb and a helping verb, the main verb is always last.

Does every sentence of English have a helping verb? Here are examples of sentences that do not have a helping verb. Each only has a main verb, which is underlined.

4. She studies every day.
5. She studied every day.
6. He leaves at 9 in the morning.
7. He left at 9 in the morning.

Test Yourself:

1. Decide whether or not each sentence has a helping verb. Look for the main verb, which is underlined, and see if there's a helping verb before it.

Sample: He talked about himself.

Helping verb: NO

Helping verb: YES

√

.....

Getting Started:

1. They were arguing loudly.
2. The frog had jumped five feet.
3. You invited everyone.
4. I must buy some milk.
5. Harry lives in Europe.

6. Jogging should increase your stamina.
7. I have worked all day.
8. Sam will go fishing tomorrow.
9. Judy left for Dallas at noon.
10. Joey was chasing a rascal all day long.

2. Decide whether or not each sentence has a helping verb. This time the main verbs are not underlined.

Sample: Maggie was walking nearby.

Helping verb: NO

Helping verb: YES

.....

√

Getting Started:

1. You might write her a letter.
2. Congress voted on the bill.
3. Beth has survived that ordeal.
4. I could be an actor.
5. The Giants won the Super Bowl.
6. You should do that.
7. She could move nearby.
8. My friend wants a two-car garage.
9. Jan must get that report done.
10. The sun rose at 5 A.M. today.

The helping verbs belong to different subgroups, as indicated in Quick tip 12.1. We'll take a closer look at each of the three types of helping verbs in the next few lessons.

A. Modals

One kind of helping verb is called a modal. A modal adds information, such as possibility, necessity, or requests, to the verb that follows. The modals, are

underlined in the sentences below:

1. Ellen can do the job.
2. I will worry about that later.
3. You should rest before the party.
4. Dennis might change that carpeting.

There are nine basic modals, listed below:

Can	Could
May	Might
Shall	Should
Will	Would
Must	Have To

Test yourself:

1. Underline the modal in each of the sentences below.

Sample: William should tell you the story.

Getting Started:

1. They must delay the invasion.
2. You will find courage in your heart.
3. Mr. Knight might go with you.
4. You should be proud of yourself.
5. Tomorrow we may go to the movies.
6. I could dance up a storm.
7. Lauren can name that tune in 10 seconds.
8. Ashley would win that race.
9. He shall travel to the countryside this weekend.
10. Jerry must renew his passport this month.

2. Underline the modal and put a squiggly line under the main verb in each of the sentences below.

Sample: She will be happy.

Getting Started:

1. The curtains might hide the view.
2. Paul could work on the problem.
3. She can leave this afternoon.
4. You must go to the emergency room immediately.
5. The children will enjoy these gifts.
6. We should proceed with caution.
7. You may be right.
8. One would think so.
9. Mrs. Randall will give you an answer tomorrow.
10. His father can postpone his retirement until next year.

B. Perfect Have

In each of the sentences below, the helping verb is a form of *have* ^ either *have*, *has*, or *had* ^ and is underlined.

1. She had greeted me happily.
2. They have eaten dinner early today.
3. He has written many articles about the wealthy.

All the sentences with the helping verb *have* are said to be expressed in the **perfect aspect**, which adds information to the main verb about real-world time. For example, in sentence 2, using *have* indicates that the action began in the past and is complete.

Quick tip 12.4

One kind of **helping verb** is the verb *have*. It has three forms: *have*, *has*, and *had*.

Test Yourself:

1. Underline the *have* helping verb in each of the sentences below. It may be in any of the three forms of *have*. In these sentences, it will always be directly before the main verb.

Sample: I have imagined this for years

Getting Started:

1. The bridge had collapsed
 2. That cheerful woman has saved the day.
 3. My uncles have visited us every summer.
 4. Her neighbour has been an attorney for twenty years.
 5. Suzie had travelled to Belgium twice before.
 6. My friend Sal has bought two suits recently.
 7. Your remarks have entertained me enormously.
 8. Our teacher had sent us an e-mail yesterday.
 9. That thought never has crossed my mind.
 10. You and I have played chess numerous times.
-
2. Underline the *have* helping verb and put a squiggly line under the main verb in each of the sentences below.

Sample: He had annoyed his boss.

Getting Started:

1. Joan and Sam have worked for hours.
2. Their mother has spoken of you often.
3. The prime minister had written to him.
4. Your daughter has grown a lot taller.
5. She has seen her friends twice since last Sunday.
6. Our dogs have made a mess of the living room.
7. You had warned me not to heed his advice.
8. The chef has prepared this dish perfectly.
9. We have thought about your suggestion seriously.
10. The actors had rehearsed for about an hour.

The verb *have* is not used only as a helping verb in English. It can also be the main verb in a sentence. Here are some examples with *have* used as the main verb. Notice that when *have* is being used as the main verb, it refers to the notion of possession or ownership.

4. I have a comfortable bed.
5. She has a beautiful home.
6. That family had a lot of problems.

Quick tip 12.5

Have can be used as a helping verb or as a main verb. When *have* is used as the main verb, it refers to the idea of possession, when *have* is used as the **helping verb**, it is always followed by another verb.

Test Yourself:

Decide if the forms of *have* in the following sentences are being used as helping verbs or as main verbs.

Sample: Jack had a good time.

Helping verb

Main verb

.....

√

Getting Started:

1. Jack has experienced a good time.
2. He has seen her often.
3. You have a lot of DVDs.
4. She had tacos for dinner.
5. Your professor has the answer to your question.
6. Grandpa has slept on the couch often.
7. Aisha had trouble with her car this morning.
8. My aunt has a treadmill in her basement.
9. Mrs. Stein had called the paramedics.
10. They have donated that coat to charity.

You may have noticed that sometimes there are sentences with two occurrences of *have*. Here are some examples.

7. Jack has had a bad time.
8. The mayor had had a close election.
9. We have had a delicious dinner.

How can we account for this? The first occurrence of *have* is a helping verb; the second occurrence of *have* is the main verb (and refers to possession). That is, just as any other main verb can use *have* as a helping verb, the main verb *have* can also use *have* as a helping verb. That results in two forms of *have* in the same sentence.

C. Progressive *be*

In each of the sentences below, the helping verb is a form of the verb *be* and is underlined.

1. She is leaving on the train.
2. I was thinking about his behaviour.
3. They were managing the restaurant.

(These were listed in group (c) of *Quick tip 22.6*) In addition to the forms *is*, *was*, and *were*, additional forms of *be* are *am*, *are*, *be*, *been*, and *being*.

Quick tip 12.6

One kind of helping verb is *be*. It has the following forms: *am*, *is*, *are*, *was*, *were*, *be*, *been*, and *being*.

Sentences with the helping verb *be* are said to be expressed in the progressive or **continuous aspect**, which usually indicates that the action takes place over a period of time.

Test Yourself:

1. Underline the form of the *be* helping verb in each of the sentences below.

Sample: He was exercising regularly.

Getting Started:

1. The reporter was writing her story.
2. He is controlling his temper.
3. You are learning about syntax.
4. They were watching a movie last Sunday.
5. I am doing a lot of things right now.
6. The politicians are campaigning in full force.
7. The football teams were finishing the season.
8. Catherine is learning to speak French.
9. Those actors were rehearsing.
10. I was cleaning my closet yesterday.

2. Underline the *be* helping verb and put a squiggly line under the main verb in each of the sentences below.

Sample: He is greeting his boss.

Getting Started:

1. I was talking to Harry.
2. Irving and Annie are studying Latin.
3. He is testing her loyalty.
4. I am taking a walk.
5. You were reading for hours.
6. The train is arriving.
7. The wrestlers are getting ready to compete.
8. The manager was closing the store.
9. I am organizing a luncheon for him.
10. The children were playing peacefully.

The verb *be* is not used only as a helping verb in English. It can also be the main verb in a sentence, in which case it's a linking verb. (This was discussed in lesson before.) As a reminder, here are some sentences with *be* used as the main verb:

4. I am happy
5. She was an actress.
6. Those Broadway shows are great.

Quick tip 12.7

Be and its forms can be used as a helping verb or as a main verb. When *be* is used as the helping verb, it is always followed by another verb.

Test Yourself:

Decide if the forms of *be* in the following sentences are being used as helping verbs or as main verbs.

Sample: Joan is a genius.

Helping verb Main verb

..... ✓

Getting Started:

1. Sam is looking at the mail.
2. That concept was difficult.
3. You are helping her a lot.
4. I am a doctor.
5. They were watching TV.
6. She was writing her term paper.
7. David is a famous opera singer.
8. You are joking, right?
9. His employees are happy about it.
10. Jackie and Richard were friends.

You may have noticed that sometimes there are sentences with two occurrences of *be*. Here are some examples:

4. Andrew is being a nuisance.
5. My friends were being courageous.
6. They are being clowns.

How can we account for this? The first occurrence of *be* is a helping verb; the second occurrence of *be* is the main verb. That is, just as any other main verb can use *be* as a helping verb, the main verb *be* can also use *be* as a helping verb. That results in two forms of *be* in the same sentence.

D. Combining Auxiliary Verbs

All the sentences with helping (auxiliary) verbs that we've looked at so far have had only one helping verb. It's possible, however, for a sentence to have more than one helping verb. Here are some examples of sentences with two helping verbs; the helping verbs are underlined. (Remember that there are three kinds of helping verbs: (a) modals (e.g. *should*, *can*, *might*), (b) *have*, and (c) *be*. See the lesson before.)

1. She should have studied. (modal + *have*)
2. She may be studying. (modal + *be*)
3. She has been studying. (*have* + *be*)

When a sentence has two helping verbs, which helping verb is first? If a sentence has a modal, that will always be the first helping verb, as you can see in sentences 1 and 2. If a sentence has both *have* and *be* as helping verbs, *have* will always be first, as you can see in sentence 3.

Can you think of a sentence with three helping verbs? Sentences 4 and 5 have three helping verbs (underlined):

4. She should have been studying.
5. Mary might have been looking at him.

If there are three helping verbs, they are always in the following order: modal + *have* + *be*, as you can see from sentences 4 and 5. And if there are only two helping verbs, they're still in this relative order, with modal first, and *have* before *be*.

Quick tip 12.8

A sentence can have zero, one, or more than one helping verb. If there is more than one, they will always be in the following relative order: **modal** + *have* + *be*.

Test Yourself:

1. For each sentence below, underline the main verb. Then, decide if the sentence has zero, one, two, or three helping verbs before the main verb.

Sample: They may rent a car at the terminal. 1

Getting Started:

1. She was focusing on the mirror.
 2. Andy should have been enjoying his new career.
 3. Mrs. Packard's life changed at that point.
 4. You can have two scoops of ice cream.
 5. I might have committed a serious error.
 6. Tamara has been working for 22 years.
 7. He could have been telling the truth.
 8. The birds were chirping early in the morning.
 9. Gauguin painted in Tahiti.
 10. Tomorrow we will go to the movies.
-
2. Underline each helping verb in the sentences below. Each sentence will have at least one helping verb.

Sample: The children have been working hard.

Getting Started:

1. You should read this book.
2. She had been greeting me happily.
3. Janice might have gotten the flu.

4. My question was bothering him.
 5. The prime suspect might have been telling the truth.
 6. He could have been a hero.
 7. The journalists will be traveling throughout Canada.
 8. I have written many articles about the wealthy.
 9. This has been a difficult time for me.
 10. The trial has been going on far too long.
-
3. Underline each helping verb in the sentences below. A sentence will have anywhere from zero to three helping verbs.

Sample: He and Bill shook hands. (No helping verb.)

Getting Started:

1. I had been writing to him often.
 2. Their mother has spoken of you a lot.
 3. Sam will recognize it immediately.
 4. We were good friends.
 5. You should be studying right now.
 6. He may have been working on the project.
 7. We had a sudden downpour.
 8. This storm will pass soon.
 9. The attorney may have overstated her case.
 10. This relationship is improving rapidly.
-
4. Underline each helping verb in the sentences below and put a squiggly line under the main verb. A sentence will have anywhere from zero to three helping verbs.

Sample: Paul was offering me a drink.

Getting Started:

1. They can do the research.
2. Suzanne might be leaving sooner.

3. Papa has been teasing him.
4. I might have been being too cautious.
5. The plane was late.
6. The student will have completed his assignment by tomorrow.
7. You are being silly.
8. Everyone has had a great time at the party
9. The show was a great success.
10. It must have been difficult to do that.

E. The Suffixes of Auxiliary Verbs

Each helping verb is actually two-part package. There's the helping verb itself, and then there's the effect that the helping verb has on the verb that follows it.

Look at the sentences below. In each of them, the helping verb is a form of progressive be (underlined). What effect does progressive be have on the verb that follows it?

1. The children were working hard.
2. I am considering a new job over.
3. Nothing was limiting his development.
4. Many new advances are emerging.
5. Sam is watching his favourite TV show.

You can see that the verb after the form of be always has *-ing* added to its base. This *-ing* form of the verb is referred to as the **present participle** in traditional grammar.

Quick tip 12.9

When the helping verb is progressive *be*, the next verb always has *-ing* added to its base form. Example: is sleeping. The *-ing* verb form is called the **present participle**.

Test Yourself:

Each of the following sentences has a form of the helping verb *be*. Underline the *be* verb and the *-ing* ending of the following verb.

Sample: Maggie is sleeping now.

Getting Started:

1. She is leaving on the ten o'clock train.
2. The curtains were masking the view.
3. I was wondering about his behaviour.
4. Paul is leaning on his wife's chair.
5. They are sounding rather defensive.
6. We were attending a graduation ceremony last week.
7. Jim's parents were watching a movie.
8. You are trying too hard.
9. I am dreaming of a gentle snowfall.
10. The President was addressing the nation yesterday.

In each of the following sentences, the helping verb is a form of *have* (underlined). What effect does *have* have on the verb that follows it? (This is a little trickier than the pattern with *be*.)

6. She had greeted me happily.
7. They have eaten dinner early today.
8. That had interested the reporter.
9. Sarah had managed to pry apart the shells.
10. Carla and Raphael have written many books together.
11. He and Bill had shaken hands.

The verb following have most frequently has the suffix -en or -ed added to it. The form of the verb following the helping verb have is traditionally called the **past participle**.

Quick tip 12.10

When *have* is the **helping verb**, the next verb typically has -ed or -en added to its **base form**. Examples: *has eaten*, *have watched*. The verb form following the **helping verb have** is called the **past participle**.

Test Yourself:

Each of the following sentences has a form of the helping verb have. Underline the have and the -ed or -en ending of the following verb.

Sample: You had managed the situation very well.

Getting Started:

1. The women had spoken to each other recently.
2. Unfortunately, the heroine had married the villain.
3. Andy and George have enjoyed themselves enormously.
4. My student has written an interesting essay on technology.
5. The hockey game has ended in a tie.
6. The local theatre has provided much entertainment over the years.
7. I have seen you somewhere before.
8. Her brother has broken the vase to pieces.
9. They have lied too many times.
10. Mona's boyfriend has surprised her with a wedding proposal.

The *-ed* and *-en* suffixes are the most common endings for past participles. However, for historical reasons, there are actually several ways to form past participles. Note the following patterns of some typical verbs:

<i>Verb Base</i>	<i>Perfect</i>	<i>Past participle</i>
be	have been	been
see	have seen	seen
give	have given	given
arrange	have arranged	arranged
walk	have walked	walked
play	have played	played

Another way to form past participles is by changing a vowel of the verb base, sometimes also adding the suffixes *-en*. Some examples are:

<i>Verb Base</i>	<i>Perfect</i>	<i>Past participle</i>
begin	have begun	begun
sing	have sung	sung
speak	have spoken	spoken
weave	have woven	woven

Sometimes no change at all is made to the verb:

<i>Verb Base</i>	<i>Perfect</i>	<i>Past participle</i>
Hit	have hit	hit
Come	have come	come

There is no magic or hard and fast rule to determine what the past participle of a particular verb is. We simply have to memorize it when we learn English.

In each of the following sentences, the helping verb is a modal (underlined). What effect does a modal have on the verb that follows it?

12. The piano salesman should consider his actions.
13. He will recognize it immediately.
14. Sam could be a star quarterback.
15. The major may speak to you later.

Quick tip 12.11

When the helping verb is a modal, the next verb is always in its base form. Example: can study.

Test Yourself:

Each of the following sentences has a modal helping verb. Underline the modal and put a squiggly line under the verb following it, which will be in its base form.

Sample: He should oppose their actions.

Getting Started:

1. Richard will believe the truth.
2. The waiter might bring it.
3. They may be home late.
4. We shall overcome this obstacle.
5. I would do it in an instant.
6. The mail should arrive by noon.
7. Michael can build anything.
8. The waiters must wash their hands often.
9. On a clear day, you could see for miles.
10. The train will make a stop in Atlanta.

What happens to the following verb if there is more than one helping verb in a sentence? Is the pattern the same when a helping verb is followed by another helping verb, rather than the main verb? The patterns we have talked about are the same, whether there is one helping verb or more than one helping verb in a sentence. You can see this in the following sentences:

16. They have been seeing the doctor regularly.
17. You have been observing the situation closely.

Since *have* (in bold) is a helping verb in these sentences, the next verb, *be*, gets the *-en* end- ing (also in bold). And since *be* (underlined) is also a helping verb, the verb after *be* gets the *-ing* ending (also underlined).

We can also see consistent patterns in the following two sentences:

18. They should have seen the doctor regularly.
19. You might be observing the situation closely.

In sentence 18 the modal (in bold) causes the next verb, *have*, to be in its base form. The *have* helping verb then acts the form of the next verb, the main verb *see*, which appears in its past participle form, *seen*. Similarly, in sentence 19 the modal, *might*, causes the next verb, *be*, to be in its base form. Then the *be* acts the form of the next verb, the main verb *observe*, which appears in its present participle form, *observing*.

What happens if a sentence has all three kinds of helping verbs? The pattern still remains the same, as you can see in the next set of examples:

20. They should have been seeing the doctor regularly.
21. You might have been observing the situation more closely.

The modal, which is the first helping verb (in bold), causes *have* to be in its base form. The *have* helping verb (underlined) causes the next verb, *be*, to appear in its past participle form, that is, with the *-en* suffixes (also underlined), and *be* (with a squiggly line) causes the next verb, the main verb, to be in its present participle form, that is, ending in *-ing* (also with a squiggly line).

So, the overall pattern is completely consistent, whether a sentence has one, two, or three helping verbs.

As we've seen, when progressive *be* is the helping verb, the next verb always has *-ing* added to it. But sometimes verbs ending in the *-ing* suffixes have a different use, as we can see in these next sentences:

22. Skiing energizes me.
23. I love cooking.

In these sentences, the *-ing* word does not follow the helping verb *be*. Instead, the *-ing* ending changes the verb into a noun. In fact, notice that the *-ing word* can be replaced with a typical noun in these sentences, for example: Sugar energizes me, I love Mary. A noun that consists of a verb and the suffixes *-ing* is called a **gerund**.

Quick tip 12.12

A noun that consists of a verb and the suffix *-ing* is called a gerund. Example: *Entertain-ing is fun*. _____

Here are some more examples of sentences with gerunds:

24. Reading is one of life's pleasures.
25. Thinking can be hard work!
26. The criminal admitted lying.
27. They stopped worrying about it.

Test Yourself:

Decide if each underlined word ending in *-ing* in the following sentences is being used as a verb, part of the progressive *be* "package," or as a noun, that is, as a gerund. To help you decide, see whether or not the *-ing* word follows the helping verb *be*.

Sample: She likes walking the dog.

Verb (progressive)	Noun (gerund)
--------------------	---------------

.....	√
-------	---

Getting Started:

1. They are constructing small homes in that part of town.
2. He was looking for Jonas.
3. The candidate thought about refusing.
4. Giving to charity is an old American tradition.
5. I should have thought of responding earlier.
6. Last night we were having lots of fun.
7. The employee was being honest with you.
8. She enjoys listening to her iPod.

9. Some doctors recommend taking vitamin pills.

10. I am considering your over
 seriously.

Here is a summary of the three helping verbs we've discussed in this lesson and the form of the verb that follows each:

Helping verb *Following verb*

Modal base form
perfect *have* past participle form
(typically ending in *-ed* or *-en*)

progressive *be*: present participle form
(always ending in *-ing*)

Two additional helping verbs will be discussed in the next lesson.

F. Tenses

The verb of a sentence gives information about tense. Speakers of English generally are aware that, for example, the verb *studies* is a present tense form while the verb *studied* is a past tense form.

Test Yourself:

For each verb below, decide if it is in its present tense or past tense form.

	<i>Present tense</i>	<i>Past tense</i>
Sample: was		√

Getting Started:

1. sends
2. felt

3. perceived
4. am
5. has
6. wrote
7. sat
8. walk
9. arose
10. sing

It's important to understand that grammatical tense and real-world time are not necessarily the same. Take a look at the following sentences:

1. She studied yesterday.
2. She was studying yesterday.

In sentences 1 and 2, the tense of the underlined verbs, as seen in their forms, is past; the time that is being talked about is also past. So in these cases tense and time are the same.

Now consider the following sentences:

3. I am going to France next summer.
4. She has bought the books for the course.

In sentences 3 and 4, the grammatical tense of the underlined verbs is present. (If these verbs were past tense forms, they would be *was* and *had*, respectively). However, the real- life or actual time that sentence 3 is talking about is in the future; the actual time that sentence 4 is talking about is in the past. So, in sentences 3 and 4 we can see that grammatical tense and real-life time are not always the same.

For the rest of this lesson, we'll be focusing on the tense (grammatical form) and not the real-life time of English verbs.

Quick tip 12.13

Time refers to a point in real life at which something occurs.
Tense refers to the grammatical form of a verb.

In a simple sentence, tense information is carried by only one verb. If a sentence has helping verbs as well as a main verb, which verb shows tense? In each of the sentences below, the verb that carries the tense information is underlined.

5. John studies.
6. John studied.
7. John has studied.
8. John had studied.
9. John is studying.
10. John was studying.
11. John has been studying.
12. John had been studying.

You can see that in each sentence it is the very first verb that carries the tense information, regardless of whether it's a helping verb or the main verb.

You will notice that we have not included in our list of sentences in 5 through 12 examples of sentences whose first verb is a modal. (Recall from the lesson before that modals always come first in sentences with more than one verb.) That is because in general, modals do not carry clear tense information. Look at the following examples:

13. I might do it right now / today.
14. I might do it tomorrow.
15. I might have done it yesterday.

As you can see, the form of the modal is the same (*might*), regardless of whether it refers to time in the present (sentence 13), time in the future (sentence 14), or time in the past (sentence 15). We will consider modals to be tenseless.

Quick tip 12.14

Tense information is always indicated by the first verb in the sentence, excluding **modals**.

Traditionally, sentences have been grouped into different types, according to the tense of the verb. Let's compare the following two sentences:

16. John studies every day.
17. John studied every day.

You can see that the only difference between sentence 16 and sentence 17 is that in 16, *study* is in its present tense form and in 17 *study* is in its past tense form. On this basis, sentence 16 has **present tense** (or **simple present tense**), while sentence 17 has **past tense** (or **simple past tense**).

Here are some more examples, with the verbs underlined:

18. Ira sighed in relief.
(past)
19. Alice sees her often.
(present)

20. He laughed hysterically.
(past)
21. I often forget the answer.
(present)

Quick tip 12.15

Sentences with no helping verb are in either the present or past tense, depending on the form of the verb.

Almost all verbs, like the verbs in sentences 18 and 20, form their past tense by adding the suffixed *-ed*. These verbs are called **regular verbs**. Some verbs, however, do not follow this pattern. These verbs are called **irregular verbs**. Some examples of irregular verbs are:

see (past tense *saw*), *write* (past tense *wrote*), and *hit* (past tense *hit*).

Test Yourself:

Decide if each sentence is in the present or past tense. You'll need to find the verb to make this decision.

Sample: Her daughter giggled happily. past

Getting started:

1. They deliver furniture on Tuesdays.
2. The senator supports that bill.
3. I voted for him.
4. I ate a sandwich for lunch.
5. The shortstop hit a home run.
6. Michigan State beat Ohio State.
7. Our niece studies anthropology.
8. The weather is humid today.
9. The repairman arrived at noon.
10. My daughter came for a visit.

The next two sentences have **future tense** (or **simple future tense**): they have the modal helping verb *will*, followed by the base of the main verb.

22. John will study tomorrow.
23. Jessica will visit her soon.

Quick tip 12.16

Sentences with *will* followed by the main verb are in the **future tense**.

The future tense can also be expressed with the modal helping verb *shall*: e.g. John shall study tomorrow. *Shall* has restricted usage in American English: generally, it's used only in formal speech styles. Consequently, we'll ignore *shall* in our discussion here.

Test Yourself:

Decide if each sentence below is in the present, past, or future tense.

Sample: Those Halloween decorations will look scary.
Future Tense

Getting Started:

1. He sleeps late on weekends.
2. Zach was proud of his son.
3. Bethany will get married soon.
4. The show began promptly at 8 P.M.
5. My sister will run in the New York City marathon.
6. The coffee tasted bitter.
7. I study in England every summer.
8. My younger brother beat me at chess.
9. She gets up at 7 A.M. every morning.
10. We will hold a family reunion in July.

As we saw above (in sentences 4, 11, and 12), sentences with the *have* helping verb also change in form to indicate tense:

24. I have bought the books.
25. I had bought the books.

The difference between the two sentences is that sentence 24 is in the present tense, while sentence 25 is in the past tense. Notice that it is only the form of *have* that changes to indicate the tense information. The verb after *have* is always in its past participle form, which does not change to indicate tense. Although sentences with the *have* helping verb are in the perfect aspect, when we talk about a sentence with both tense and aspect, we just use the term “tense.” So therefore sentence 24 is in the **present perfect tense** while sentence 25 is in the **past perfect tense**.

Quick tip 12.17

If a sentence has a form of *have* as a **helping verb**, it will have the word *perfect* as part of the name of its tense.

Quick tip 12.18

The **present tense** forms of *have* are *have* and *has*. The past tense form of *have* is *had*.

Test Yourself:

Decide if each sentence is in the present perfect or past perfect tense. Use the form of *have* to help you make your decision.

Sample: I had believed every word of that broadcast.

Past perfect

Getting Started:

1. She had wanted to do everything her way.
2. Martha has known about the surprise.
3. Samantha had decided to do that.
4. I have written to him about that issue.
5. You have been a good friend.
6. They have purchased a new home.
7. On our trip, we had converted \$200 to euros.
8. Andy has promised to tell the truth.
9. The detective had found an important witness.
10. The Democrats have won the presidency.

What do you think is the tense of the following sentences?

26. John will have studied by then.

27. It will have been an easy test.

Since these sentences have both *will* and a form of *have* as helping verbs, they are in the **future perfect tense**.

Quick tip 12.19

If a sentence has *will* as a **helping verb**, it will have the word *future* as part of the name of its tense.

Test Yourself:

Decide if each sentence below is in the present perfect, past perfect, or future perfect tense. Look at the form of *have* and for the presence or absence of *will* to help you.

Sample: Our friends have dropped by. Present Perfect

Getting Started:

1. They have finished the assignment.
2. The alarm clock will have gone on by then.
3. Linda had locked the door.
4. My friend John has been a great help to me.
5. By then, I will have finished studying.
6. Frank had appeared in a movie once.
7. You have encouraged me many times.
8. She has written a letter to her sister.
9. There had been a flood of inquiries.
10. You will have left a great legacy to your children.

Last, we come to sentences with a form of *be* as a helping verb. These also change in form to indicate tense:

28. I am buying the book.
29. I was buying the book.

The difference between the two sentences is that sentence 28 is in the present tense, while sentence 29 is in the past tense. Notice that the verb after *be* is in its present participle form (that is, its *-ing* form), which does not change to indicate tense. Remember that although sentences with the *be* helping verb are in the progressive aspect, when we talk about a sentence with both tense and aspect, we just use the term “tense.” So therefore sentence 28 is in the **present progressive tense** while sentence 29 is in the **past progressive tense**.

As you might expect, the following sentences are in the **future progressive tense**:

30. I will be leaving at three o’clock.
31. Harry will be running the marathon.

You can see that they have both *will* and *be* as helping verbs.

Quick tip 12.20

If a sentence has a form of *be* as a **helping verb**, it will have the word *progressive* as part of the name of its tense.

Quick tip 12.21

The **present tense** forms of *be* are *am*, *is*, and *are*. The past tense forms of *be* are *was* and

Test Yourself:

Decide if each sentence below is in the present progressive, past progressive, or future progressive tense. Look at the form of *be* and for the presence or absence of *will* to help you.

Sample: He was racing down the steps of the library. Past Progressive
Getting Started:

1. She is packing her bags.
2. Tom will be thinking about it all day.
3. The computer was working on it.
4. It will be snowing tomorrow.
5. I am getting tired.
6. They were buying stamps at the post office.
7. Jackie will be starting a new business.
8. You surely are kidding.
9. The mechanic was washing his car.
10. We will be celebrating for hours.

Since sentences can have more than one helping verb (see the lesson before), their tenses can have

combinations of the words *present*, *past*, *future*, *perfect*, and *progressive* in their names. Here are examples of each of the possible tenses:

33. Mary speaks to everyone.
(present)
34. Mary spoke to everyone.
(past)
35. Mary will speak to everyone.
(future)
36. Mary has spoken to everyone.
(present perfect)
37. Mary had spoken to everyone.
(past perfect)
38. Mary will have spoken to everyone.
(future perfect)
39. Mary is speaking to everyone.
(present progressive)
40. Mary was speaking to everyone.
(past progressive)
41. Mary will be speaking to everyone.
(future progressive)
42. Mary has been speaking to everyone.
(present perfect progressive)
43. Mary had been speaking to everyone.
(past perfect progressive)
44. Mary will have been speaking to everyone.
(future perfect progressive)

To sum up:

- (a) A sentence with *will* always has the word *future* in its tense name.
- (b) A sentence with a *have* helping verb always has the word *perfect* in its tense name.
- (c) A sentence with a *be* helping verb followed by a verb in its *-ing* form always has the word *progressive* in its tense name.

For sentences without *will*, look at the form of the first helping verb, if there is one, or of the main verb, if there's no helping verb, to decide if the tense is present or past.

Test Yourself:

1. Identify the tense name of each of the verb combinations below.

Sample: had thought past perfect

Getting Started:

1. will consider
2. experienced
3. will have wanted
4. had been watching
5. will be reading
6. were acting
7. will have been studying
8. has had
9. have been sleeping
10. mention

2. Identify the tense name of each of the sentences below.

Sample: He will be expecting great things of her. Future Progressive

Getting Started:

1. She was making some progress.
2. Marie shrugged her shoulders.
3. She will be taking a long walk.
4. He has had two serious operations.
5. They had been getting numerous phone calls.
6. Neil is going to Washington tomorrow.
7. Clare has been watching ESPN for years.
8. You will be a champion one day.
9. Luis will have worked for IBM for 40 years.
10. I will have been sleeping for nine hours.

Lesson 13: Subjects and Objects

Sentences may contain several noun phrases. These noun phrases can have different jobs, or functions, within the sentence. Take a look at the following sentence:

On Valentine's Day, my brother bought a bouquet of flowers for his wife.

The underlined noun phrases are doing different things: *my brother* is doing the action, *a bouquet of flowers* is receiving the action, and *his wife* is receiving the flowers. In the lessons of this unit, we discuss in detail these **grammatical functions** (or **grammatical relations**).

A. Subjects

We can identify the **subject** of a sentence with an action verb (see the lesson before) by answering the question: "Who is doing the action?" For example, in the sentence *Confucius spoke many words of wisdom*, the action is *speaking*. Who is, or was, doing the speaking? *Confucius*. *Confucius* is therefore the subject of the sentence. The subjects are underlined in the following examples:

1. John baked a cake.
2. You are going to grin and bear it.
3. Just then, the children walked in.
4. He delivered a small package.
5. Mr. Buck nose, the carpenter, sleeps in the spare room.

6. Wearily, the group trudged onward.
7. I usually take a nap in the afternoon.

Generally, the subject is at or near the beginning of the sentence. More specifically, the subject is the first noun phrase (see the lesson before) in the sentence.

Quick tip 13.1

If the **main verb** of the sentence is an **action verb**, the subject of the sentence is the doer of the action and generally comes before the verb. It can be found by answering the question: “Who or what is doing the action?”

Test Yourself:

Underline the subject in each of the sentences below. In these sentences, it will always be the doer of the action and will be the first noun phrase in the sentence.

Sample: Jeanette demanded an answer to her question.

Getting Started:

1. The servant accompanied His Lordship.
2. Jean participated in the Tour de France.
3. Such families have often preferred to travel in style.
4. They could do nothing except run.
5. Mr. Tower quietly explained all this to his son.
6. The diners are arguing loudly.
7. Your uncle invited me to accompany him on his business trip.
8. The Yankees won the World Series many times.
9. Macy’s is holding a huge sale next Sunday.
10. The TV repairman has just arrived.

The subject is underlined in the following sentences:

8. John is tall.
9. That church is impressive.
10. Both brothers became architects.
11. Earlier, she had felt dizzy.

In these sentences, the subject is not performing an action ^ the verb is not an action verb. Rather, the verb is a linking verb (see the lesson before). When the verb in the sentence is a linking verb, the subject can be found by asking the question: “Who or what is this sentence about?” In these cases, the subject the subject is found at or near the beginning of the sentence, before the verb.

Quick tip 13.2

If the **main verb** of the sentence is a linking verb, the subject is who or what the sentence is about; the subject is found before the verb.

Test Yourself:

1. Underline the subject in each of the sentences below. In these sentences, it will always be who or what the sentence is about and will be the first noun phrase in the sentence.

Sample: The professor was imprisoned for his beliefs.

Getting Started:

1. The Hotel Regina is an attractive place.
2. It became the best-known symbol of Paris.
3. The local merchants were on his side.
4. Charles looked thoughtful.
5. Christine seemed insecure.

6. She was determined to meet Dr. Richards again.
 7. His older sister resembled her father, unfortunately.
 8. Her folks are good people.
 9. My son is destined for success as an attorney.
 10. Their apology seems genuine.
2. Underline the subject in each of the sentences below. In these sentences, it will either be the doer of the action or who or what the sentence is about. The subject will be the first noun phrase in the sentence. Sample: These proportions are inaccurate.

Getting Started:

1. The editor looked for new ideas for the magazine.
2. You can rely on the experts at that company.
3. Maggie usually goes berry picking in the summer.
4. Roger is happy with his new computer.
5. The workers went on strike for a couple of weeks.
6. Alana's hair smells fresh.
7. I got there on time.
8. They postponed the ball game on account of bad weather.
9. Bowling is a favourite pastime of mine.
10. Some students missed the final exam.

The subject is not always right at the beginning of the sentence:

12. In the afternoon, I usually take a nap.

In truth, Don Diego had never really had a career.

13. That day, his timing was perfect.
14. When in the country, Jack was up before dawn.

In each of these sentences, the subject is preceded by an adverb (see the lesson before) or **adverbial clause**, a group of words typically giving information about time, place, or manner.

Test Yourself:

Underline the subject in each of the sentences below. The subject will not necessarily be the first noun phrase in the sentence.

Sample: By late afternoon, he is usually exhausted.

Getting Started:

1. After that, their neighbour came more often to help them.
2. Fortunately, that university program is accredited.
3. In the morning, I'm planting those flowers.
4. Eventually, Mr. Mulligan broke the silence.
5. While running for office, the candidate campaigned vigorously.
6. Generally speaking, they don't know many foreign languages.
7. Dr. Wright's Chaucer drove him to the clinic.
8. For many reasons, Michael prefers to live in the suburbs.
9. This movie lasted a long time.
10. Exciting times are much more memorable than boring ones.

B. Objects

Direct Objects

As we saw in the lesson before, a noun phrase can function as the subject of a sentence. A noun phrase can also have other functions. For example, a noun phrase may be acted upon by the subject and follow the verb. These noun phrases are called direct objects. The direct objects in the sentences below are underlined:

1. John baked a cake.
2. Leah had visualized a simple room.
3. She is buying a small studio apartment.
4. My niece rented a movie last night.

How can you tell which noun phrase in a sentence functions as the direct object? In general, the direct object is the answer to the questions: “Who or what is being acted upon? Who or what is receiving the action?” Thus, for example, in the sentence *My niece rented a movie last night*, the direct object is *a movie*, since *a movie* is what is being acted upon (being rented). Typically, direct objects occur immediately after the verb. (We discuss a different pattern in the lesson before.)

Quick tip 13.3

The direct object of a sentence is receiving the action. It can usually be found by answering the question: “Who or what is being acted upon or receiving the action?” The direct object typically occurs immediately after the verb.

Test Yourself:

Underline the direct object in each of the sentences below. Be sure to ask yourself who or what is being acted upon or receiving the action.

Sample: I saw a statue in the museum.

Getting Started:

1. You must include all relevant facts.
2. Bridget is asking numerous questions.
3. The Spanish ships needed fresh supplies.
4. She will watch the baby.
5. The townspeople have wanted tax relief for years.
6. Most people greeted us warmly at the reception.
7. I bought two bottles of Pepsi.
8. Actors must memorize their lines.
9. Last week, Jack renewed his passport.
10. Where did you get that sweater?

Not all sentences have direct objects. Here are examples of sentences with action verbs that do not have direct objects.

5. My friend laughed loudly.
6. Mr. Thomas slept well.
7. You're always worrying.

You may remember, from the lesson before, that there are transitive and intransitive verbs. Transitive verbs, like *bake* or *rent*, act on something or someone and so they have direct objects. Intransitive verbs, like *laugh*, *sleep*, and *worry*, aren't acting upon something or someone and so don't have direct objects.

What about these next sentences?

8. My friend stopped at the grocery store.
9. Mr. Thomas slept well during the night.
10. You're always worrying about something.

As you can see in the lesson before, these sentences have prepositional phrases, which are underlined. A

prepositional phrase is not a direct object. For example, *at the grocery store* in sentence 8 and *during the night* in sentence 9 are not being acted upon.

To sum up, only transitive action verbs have direct objects, and prepositional phrases are not direct objects.

Test Yourself:

Decide whether or not each sentence below has a direct object.

Sample: Her best friend entered the room first.

Direct object?	Yes	No
	√	...

Getting Started:

1. We'll discuss each argument.
2. Carter worked for a lumber company.
3. Those gamblers are losing their money.
4. At 7 P.M. we left for the theatre.
5. The children are enjoying Disneyland.
6. I slept well last night.
7. They watch football on Sunday nights.
8. Jill and Sam have left with a friend.
9. Can you pass the butter, please?
10. She wants a big scoop of chocolate ice cream.

What about this next sentence?

5. She is a doctor.

Is *a doctor* receiving the action of *is*? Kind of a strange question, isn't it? That's because *is* is not an action verb; it's a linking verb (see the lesson before). Sentences with linking verbs don't have direct objects, since there is no action happening in the sentence. In each sentence below, the linking verb is italicized. The underlined portion of each sentence is not a direct object, since it's not

being acted upon. Instead, it's called the **verb complement**.

6. My teacher *resembles* Tom Cruise.

7. That dinner *was* delicious.

Her husband *became* a lawyer.

Test Yourself:

1. Decide if the underlined phrase in each sentence below is a direct object or a verb complement. To make this decision, you can: (1) ask yourself if something or someone is being acted upon, and/or (2) decide if the verb is an action or linking verb.

Sample: Bill became a member of the President's cabinet.
verb complement

Getting Started:

1. Gerald has taken that course.
2. Rob used this technique in his restaurant.
3. Adam might withdraw his resignation.
4. The mayor is sounding confident.
5. We quickly got ready.
6. He was getting a pastrami sandwich in the deli.
7. She loves her new car.
8. We were best friends in high school.
9. I'll take you to the movies.
10. He feels foolish.

2. Underline the direct objects in the sentences below. Not all sentences will have a direct object.

Sample: I put the letter in his mailbox.

Getting Started:

1. Our discussion was highly entertaining.
2. He had a growing family.
3. She quickly got indignant.
4. You must be the new baby sitter.
5. The sherry arrested a suspect in the fraud investigation.
6. The coach of the University of Texas football team is replacing his quarterback.
7. They walked in the woods till sunset.
8. I proposed some tentative solutions.
9. He confessed on the second day of the trial.
10. Our plane had left on time.

3. Underline the subjects and put a squiggly line under the direct objects in the sentences below.

Sample: His company was losing millions.

Getting Started:

1. The soldiers fired their weapons.
2. A talented designer made that hat.
3. She had married her next-door neighbour.
4. Maria was watching her favourite soap opera.
5. These people really irritate me.
6. Sonya has found the directions to the party.
7. He added salt to his soup.
8. The contestant had to make a difficult decision.
9. Rhonda is expecting her third child.
10. Last week, Martin's friends bought a present for his birthday.

Indirect Objects

Sometimes a noun phrase is the answer to the question: “Who or what is receiving the direct object?” This noun phrase is called the **indirect object**. The indirect objects are underlined in the sentences below.

1. Mary gave the information to Robert.
2. She told the truth to her granddaughter.
3. They bought a car for their teenage daughter.
4. The accountant is giving a present to her husband.

So, in sentence 4, for instance, the noun phrase *a present* is the direct object and the noun phrase *her husband* is the indirect object, since *her husband* is receiving *the present*, the direct object.

Quick tip 13.4

The **indirect object** of a sentence can be found by answering the question: “Who or what is receiving the direct object?”

You can see that sentences that have indirect objects must also have direct objects, since indirect objects receive direct objects. The opposite is not true: sentences with direct objects don’t necessarily have indirect objects.

A direct object and an indirect object each follow the verb and is referred to by the term object. The term object can also refer to objects of a preposition, that is, noun phrases that follow prepositions. (See the lesson before.)

Test Yourself:

Underline the indirect object in each of the sentences below.

Sample: Jane baked the cake for Grant.

Getting Started:

1. Holly left the plate for Luke.
2. She taught the principles to the class.
3. Big Bird is telling the story to all the children.
4. His father had bought the boat for Jonathan.
5. You will show the money to me.
6. Jamie's friend sent a text message to her.
7. They bid farewell to their house guests.
8. The teenage idol is throwing a party for his fans.
9. I want to wish good luck to you.
10. My dad baked a pie for us.

Indirect objects are introduced by the preposition *to* or *for*. Some verbs, such as *tell* and *show*, use *to* to introduce an indirect object, while some verbs, such as *buy* and *leave*, use *for*.

To and *for* do not function only to introduce indirect objects; often, *to* and *for* have other functions. Take a look at these next sentences and notice the differences between them:

5. Mary gave the baby to Robert.
6. Mary carried the baby to the corner.

In both sentences, *Mary* is the subject, the doer of the action, and *the baby* is the direct object, the receiver of the action. In sentence 5, *Robert* is receiving *the baby*, the direct object, so *Robert* is the indirect object. However, in sentence 6 *the corner* is not receiving *the baby* and so it's not the indirect object. (It's the object of the preposition *to*; see the lesson before.)

Here's a similar pair of sentences:

7. He got a gift for his wife.
8. He got a gift for his birthday.

In both sentences, *He* is the subject, the doer of the action, and *a gift* is the direct object, the receiver of the action. In sentence 7, *his wife* is receiving *a gift*, the direct object, so *his wife* is the indirect object. However, in sentence 8 *his birthday* is not receiving *a gift*, so it's not the indirect object. (It's the object of the preposition *for*.)

Test Yourself:

For each of the sentences below, indicate whether or not *to* and *for* are being used to introduce an indirect object. Ask yourself if the noun phrase following *to* or *for* is receiving the direct object.

Introducing an indirect object?

Yes No

Sample: I inspected the car for dents. ... ✓

Getting Started:

1. John worked that job for fifty years.
2. The professor is showing the problem to the student.
3. His wife and child brought fruit to him at the hospital.
4. Tom has left the company for another job.
5. The visiting king thanked the president for his hospitality.

6. She sent the e-mail to her sister.
7. We will remember this general for his heroism.
8. I have forwarded your message to your mother.
9. He took his friend to the theatre.
10. The Black family took a ride to the countryside.

Here are sentences 1^4 again, but this time with a 'partner' sentence:

- 9a. Mary gave the information to Robert.
- 9b. Mary gave Robert the information.
- 10a. She told the truth to her granddaughter.
- 10b. She told her granddaughter the truth.
- 11a. They bought a car for their teenage daughter.
- 11b. They bought their teenage daughter car.
- 12a. The accountant is giving a present to him.
- 12b. The accountant is giving him a present.

You can see that in the second sentence of each pair, the indirect object has moved so that it comes before the direct object, rather than after it. English gives us two choices for the position of indirect objects: (a) the indirect object can occur after the direct object (which follows the verb), with *to* or *for* introducing it, or (b) the indirect object can occur before the direct object (and after the verb), without *to* or *for*

Quick tip 13.5

An indirect object can occur: (a) after the direct object (which follows the verb), with *to* or *for* introducing it, or (b) before the direct object (and after the verb), without *to* or *for*. For example: *Joan gave a present to Bill* or *Joan gave Bill a present*. (*Bill* is the indirect object in both sentences.)

Note that when the direct object is a pronoun, the two patterns are not both possible, as you can see in these next sentence pairs:

- 13a. Her best friend bought it for her family.
- 13b. *Her best friend bought her family it.
- 14a. Lucy sold them to her neighbor.
- 14b. *Lucy sold her neighbor them.

Quick tip 13.6

To help you decide if a sentence has an indirect object, see if the sentence can be changed from a pattern like *the boys left a note for their teacher* to a sentence with a pattern like *The boys left their teacher a note*, or vice versa.

That is, when the direct object is a pronoun, it must come before the indirect object.

Quick tip 13.7

If the direct object is a pronoun, it must come before the indirect object.
Example: *My sister sent it to her friend*, **My sister sent her friend it*.

Test Yourself:

1. Each sentence below contains an indirect object, which is underlined. Change each sentence to the other pattern, by moving the indirect object and either deleting or adding *to* or *for*.

Sample: Sally made us breakfast. Sally made breakfast for us.

Getting started:

1. The principal might show the film to her students.
2. Mrs. Hansen sent the company her check.
3. We bought the house for our parents.
4. The referee threw me the ball.
5. The artist is drawing a sketch for her patron.
6. I am saving this seat for my father.
7. My colleague did me a favour.
8. Albert passed his friend a note.
9. She will read her children a poem.
10. The boss wished much success to his new employee.

2. Each sentence below contains an indirect object (not underlined). Change each sentence to the other pattern, by moving the indirect object and either deleting or adding *to* or *for*.

Sample: Steve gave Mary a package. Steve gave a package to Mary.

Getting started:

1. He will send the poem to his fiancé.
2. The professor is e-mailing the students his comments.
3. That company built a ship for the navy.
4. She drew a picture for her son.
5. Amanda's friend was throwing a party for her.
6. I sang a lullaby to you.
7. The company's president had shipped the order to them.
8. The librarian found George a good book.
9. The arresting officer must read his rights to him.
10. My aunt baked me my favourite dessert.

3. Underline the indirect object in each sentence below. It can occur either before or after the direct object.

Sample: Jerry made me that bench.

Getting Started:

1. We found a dress for her.
2. Mr. Duquesne has brought him the plans.
3. The old hunter told us the story.
4. The instructor is ordering this book for the students in his class.
5. I never promised you a rose garden.
6. The contractor will build a brand-new deck for me.
7. Can't she give him a straight answer?
8. The realtor showed them a lovely house.
9. The economist had painted a rosy picture for his audience.
10. I got you a small present.

4. For each sentence below, underline the direct object and put a squiggly line under the indirect object, if there is one. Remember, the indirect object can occur either before or after the direct object.

Sample: That man got his friend a computer.

Getting started:

1. The children gave the teacher an apple.
2. I brought this for you.
3. The two men clasped hands.
4. This treaty will benefit all mankind.
5. She is telling the reporter the truth.
6. Don't give me that!
7. We have to return this to the store.
8. At the meeting, he showed us his true colours.
9. People have been telling this story for ages.
10. I bid all of you good night.

C. The Functions of Pronouns

Now that we've talked about subjects and objects in some detail, it's a good idea for us to reexamine subject and object pronouns, which we first discussed in the lesson before.

Take a look at the noun phrase *the teacher* in each of the sentences below.

1. The teacher went home early today.
(*The teacher* is the subject.)
2. The students liked the teacher very much. (*The teacher* is the direct object.)
3. The parents gave the questionnaire to the teacher. (*The teacher* is the indirect object.)

Notice that *the teacher* has the same form whether it's functioning as the subject, the direct object, or the indirect object in a sentence. This is true for all nouns in English: they don't change form when they change function.

In contrast, there are subject pronouns and object pronouns (see the lesson before). Subject pronouns are used when a pronoun is functioning as the subject of a sentence (see the lesson before). The subject pronoun is underlined in the following sentences:

4. I read the newspaper every day.
5. She is happy.
6. We love potato chips.

Object pronouns are used in all other contexts. The three major uses for object pronouns are: direct object (see the lesson before), indirect object (see the lesson

before), and object of a preposition (see the lesson before). The object pronouns are underlined in the following sentences:

7. My sister congratulated me on my birthday.
(direct object)
8. The director sent her a message.
(indirect object)
9. Mrs. Risky spoke to us on the phone.
(object of a preposition)

Quick tip 13.8

A **subject pronoun** is used when it is functioning as the subject of the sentence. An object pronoun is used when it is functioning as: (a) the direct object of the sentence; (b) the indirect object of the sentence; (c) the **object of a preposition**.

Test Yourself:

1. For each underlined pronoun below, indicate whether it is a subject or object pronoun. For *you* and *it*, you will need to look at how the pronoun is being used in the sentence.

	<i>Subject pronoun</i>	<i>Object pronoun</i>
Sample: I feel great.	✓	

Getting Started:

1. She laughed at the movie.
2. Don't bother me now.
3. I don't feel guilty.
4. He has asked her to dance.
5. Chris had been living near you.
6. It is not a very interesting movie.
7. This does not concern us.
8. He disappointed his friends.

9. The critics were raving about it.
10. It doesn't matter to them at all.
2. Each of the sentences below contains an object pronoun, which is underlined. Indicate whether it's being used as a direct object, an indirect object, or the object of a preposition.

Sample: Audra lives very far from him. object of a preposition

Getting Started:

1. My dear friend sent me a postcard from Italy.
2. A teenager sat next to me in the theatre.
3. Irma has bought you the cookware.
4. The dog approached them.
5. That family is always blaming us for their problems.
6. They gave us their promise.
7. He is renting an apartment close to me.
8. I never saw it.
9. He gave her an ultimatum
10. Brandon will even buy it from you.

To enhance your understanding

In the past, *who* and *whom* worked the same way as subject and object pronouns. In particular, *who* was used when functioning as a subject and *whom* was used when functioning as an object:

10. Who is running away? (subject: *Who* is doing the action.)
11. Whom does Katie like? (direct object: *Whom* is receiving the action.)

However, like all languages, English changes over time, and today, for all but the strictest traditional grammarians, *who* is used in all contexts, except when it directly follows a preposition (see below). So today a sentence like the following is perfectly grammatical:

12. Who does Katie like? (direct object)

While most of us prefer to use *who* in sentence 12, it's still okay to use *whom* in these contexts. It's just not necessary to do so, and it tends to sound very formal.

Note that *whom* must be used when it follows a preposition. In the following examples,

whom and the preposition before it are underlined.

13. With whom would you like to speak?

14. To whom may I direct your question?

D. Implied Subjects: Command

1. Open that book right now!
2. Don't even think about crossing the street here!
3. Please be careful.

We all recognize a command when we hear one. We have seen that all sentences have a subject, but where is the subject of these commands? Speakers of English readily agree that these sentences do, in fact, have a subject. The subject, though not stated, is understood or implied to be *you*. Thus, when someone says "Wash the dishes!" you know they're talking to you. Commands are also called **imperative sentences**. In writing, command sentences often end with an exclamation point (!).

Quick tip 13.10

The subject of commands is an understood or implied *you*.

Test Yourself:

Indicate the subject of each sentence below. If it's a command, specify *you* as the subject. (We won't be using exclamation points in this exercise.)

Subject

Sample: Eat a well-balanced diet.

You

Getting Started:

1. These illnesses are treatable.
2. The judge had made a terrible mistake.
3. Be supportive.
4. Joan's father is an architect.
5. Stand up for your rights.
6. Give me a break.
7. I can't give it to you.
8. Don't raise your voice to me.
9. Help me out with this.
10. She will be planting roses in that garden.

In fact, the only pronoun allowed in the command context *Hold_breath!* is *you*. Since we know that *you* must refer to the same person as the subject, it follows that the subject in the command must be *you*. That is, even though the *you* is not actually stated, we treat a command as though the subject were *you*.

Test Yourself:

For each sentence below, indicate its subject (stated or understood), direct object, if there is one, and indirect object, if there is one.

Sample: You give the money to Harry.

Subject	Direct Object	Indirect object
You	the Money	Harry

Getting Started:

1. You can see marks in the dirt.
2. That film sounds interesting.
3. The congregants built the temple.
4. Give it to me!
5. We need this computer.
6. Don't worry about it!
7. They have been rearranging the display.
8. They sent Bill the bill.
9. Watch me!
10. Mary fell to the floor.

Lesson 14: Compound Phrases

Coordinating conjunctions, such as *and*, *or*, and *but*, are very powerful. As we discussed in the lesson before, they can join any two units of the same type. Here are some examples with *and*, the most common coordinating conjunction:

1. He gave tennis lessons to the girl and her brother.
(two noun phrases joined)
2. I cooked dinner and washed the laundry.
(two verb phrases joined)
3. Their beautiful and charming hostess soon put them at ease. (two adjectives joined)
4. My mother listened to me seriously and patiently.
(two adverbs joined)
5. The monkey ran up the tree and around its trunk.
(two prepositional phrases joined)
6. I rode my bike and Teresa walked.
(two sentences joined)

In this unit, we'll take a closer look at joined noun phrases and joined verb phrases.

A. Compound Noun Phrases

What do you notice about this next sentence?

1. My friend worked at the diner and his cousin worked at the diner.

While it's a perfectly grammatical sentence, we often choose to make it less repetitious and say instead:

2. My friend and his cousin worked at the diner.

Since *and*, a coordinating conjunction, is joining two noun phrases here, *my friend and his cousin* is called a **compound noun phrase**.

Quick tip 14.1

Two **noun phrases** joined by a **coordinating conjunction** is called a **compound noun phrase**.

Here are some more examples, with the compound noun phrases underlined.

3. She slipped the photograph and both letters into her pocket.
4. The senator or his assistant will attend the event.

I'll be traveling to Kansas and Missouri next week on business.

Test Yourself:

Underline the compound noun phrases in each of the sentences below.

Sample: The public discovered that the company and its subsidiaries were cheating customers.

Getting Started:

1. They had walked for miles and miles.
2. Henry felt guilt and shame for what he had done.
3. Vermont has lots of old houses and rustic barns.
4. The young bride is going shopping with her mother or mother-in-law.
5. Paying for gas and electricity costs a lot more this year than last.

6. Michael and I have been best friends for years.
7. Delta Airlines and Air France have flights to Paris from the U.S.
8. The lead actress or director will likely win Oscars.
9. Audi and BMW are owned by German companies.
10. The president and his foreign visitor held a joint press conference.

B. Compound Verb Phrases

What do you notice about this next sentence?

1. Frank ran to the store and Frank purchased a few items.

While it's a perfectly grammatical sentence, we often choose to make it less repetitious and say instead:

2. Frank ran to the store and purchased a few items.

Since *and*, a coordinating conjunction, is joining two verb phrases here, *ran to the store and purchased a few items* is called a **compound verb phrase**.

Quick tip 14.2

Two **verb phrases** joined by a coordinating conjunction is called a **compound verb phrase**.

Here are some more examples, with the compound verb phrases underlined.

3. The general ran forward and led the troops.
4. She remained calm and followed her instincts.

His advisor presents him with good ideas but rarely helps him carry them out.

Test Yourself:

1. Underline the compound verb phrases in each of the sentences below.

Sample: I'll phone them and listen to their ideas.

Getting Started:

1. They often call each other and talk all afternoon.
2. Adam wrote letters to the company and spoke to their representatives.
3. He invented the product but lost money in the process.
4. Stephen flew to Europe and visited his childhood friend.
5. I received your message yesterday but couldn't respond to it immediately.
6. On Saturday nights Samantha dresses up and meets with her friends.
7. Once a month or so we stay home and order dinner in.
8. Politicians do not always walk the walk and talk the talk.
9. On hot summer days, the O'Briens drive to the beach and enjoy the sun.
10. This couple flights but always makes up.

2. Underline the compound noun phrases and verb phrases in the sentences below. A sentence may contain more than one compound phrase.

Sample: He and she will probably leave on Friday and return on Sunday.

Getting Started:

1. The horse stepped back and rolled its eyes.
2. Amanda is wearing long sleeves but carrying a parasol.
3. When Kathy and her daughter travel to Boston, they always visit Harvard and MIT.
4. On Sundays Mr. Adams and his neighbour play golf and have lunch in the clubhouse.
5. He loves to cook and entertain.
6. His youngest son is afraid of thunder and lightning.
7. Your husband should work hard at his job or find another one.
8. Harry and his friend often travel to Washington and visit the Smithsonian.
9. It is common knowledge that the Yankees and the Red Sox are bitter rivals.
10. That would ruin her reputation and end her career.

UNIT 3. KINDS OF CLAUSES

Lesson 15: Clauses

Clauses are groups of words that contain both a **subject** and a **predicate**.

There are two main types of clauses: **independent clauses**, which can function independently as sentences, and **dependent clauses**, which depend on an independent clause to form a sentence.

We'll briefly cover the various types of clauses below. To learn more about how clauses are formed and used, continue on to each individual section.

A. Independent Clauses

An **independent clause** (also known as a **main clause**) is a clause that forms a complete, independent thought. It does not require anything else to be considered complete, and so it can stand alone as a sentence.

A single independent clause is known as a **simple sentence**. It contains a subject and a predicate, each of which can have **modifiers**.

For example:

- "I refuse."
- "They like to stay in fancy hotels."
- "The girl in the red jacket ran quickly towards the bus."
- "The Beatles were a great band."
- "I wish it weren't Monday."

In each of the above cases, the independent clause remains able to stand alone as a simple sentence.

Sometimes we form a sentence with two (and occasionally more) independent clauses, which is known as a **compound sentence**. We join the independent clauses together with a comma and a **conjunction** or a semicolon without a conjunction.

For example:

- "She wanted to play tennis, **but** he wanted to play basketball."
- "My brother lives in Detroit; I wish I lived there."

B. Dependent Clauses

A **dependent clause** (also called a **subordinate clause**) is a clause that relies on the information from an independent clause to form a complete, logical thought. As such, it cannot stand on its own to form a sentence.

Dependent clauses are usually marked by *dependent words*, such as **subordinating conjunctions**, **relative pronouns**, or **relative adverbs**, which link them to independent clauses in a sentence.

For example:

- "**Whenever I travel**, I like to stay in fancy hotels."
- "We struck up a great conversation with a person **whom we met on the plane**."
- "She found it strange **that they like to eat sushi**."

In each of the examples above, the groups of words in **bold** are clauses, because they each have a subject (*I*, *we*, and *they*) and a predicate (*travel*, *met on the plane*, and *like to eat sushi*). However, we can also see that they are

dependent clauses because of their dependent words—*whenever*, *whom* and *that*. Because of this, they cannot stand alone as a sentence; they depend on the information from the independent clauses (in *italics*) to be logically complete.

Categories of Dependent Clauses

Because dependent clauses must be a part of or attached to an independent clause, they serve a variety of grammatical functions depending on what type of dependent clause we are using. There are three primary categories of dependent clauses: **noun clauses**, **relative clauses**, and **adverbial clauses**. We'll look at a few examples of each. To learn more about them, continue on to the section **Dependent Clauses**, or to the individual sections for each type of clause.

❖ Noun Clauses

Noun clauses are dependent clauses that function as nouns. Because of this, noun clauses can perform all the roles that a normal noun could play in a sentence, such as **the subject** or the **object** of a verb. For example:

- “*Wherever we decide to go* is fine with me.” (subject of the sentence)
- “I want to see *what is available* before I make a purchase.” (direct object of the verb *see*)

A **noun clause** is a type of **dependent clause** that is able to function grammatically like a noun in a sentence. As such, it serves to name a person, place, or thing.

Because of this, noun clauses can perform all the roles that a normal noun would fill in a sentence: they can act as **the subject**, a direct or indirect **object**, a **predicate noun**, an **adjective complement**, or the object of a **preposition**.

Forming Noun Clauses

Noun clauses most commonly begin with the words *that*, *how*, *if*, and the “wh-” words—*what*, *whatever*, *where*, *wherever*, *when*, *whenever*, *why*, *which*, *whichever*, *who*, *whom*, *whoever*, *whomever*, *whether*, and *whatever*.

Like all clauses, a noun clause contains a **subject** (sometimes represented by one of the words above) and a **predicate** (a verb and any additional information attached to it).

Below we'll look at some examples of various noun clauses performing the different functions of a noun:

Subjects

The **subject** performs, occupies, or controls the action of the verb.

- “**Wherever we decide to go** is fine with me.” (*Wherever we decide to go* is the subject of the linking verb *is*.)
- “**Which option is best** remaining to be seen.” (*Which option is best* is the subject of the verb *remains*.)
- “**Whoever wants to go** should sign up with their supervisor.” (*Whoever wants to go* is the subject of the phrasal verb *signup*.)
- “**That you act so frivolously with money** shows you aren't ready to lead this company.” (*That you act so frivolously with money* is the subject of the verb *shows*.)

Objects

Remember that **intransitive verbs** do **not** take direct and indirect objects, so you will only find noun clauses used as the objects of **transitive verbs**.

Direct objects

A **direct object** is a person or thing that directly receives the action of the verb

- “I will enjoy ***whatever we decide to do***.”
(*Whatever we decide to do* is the direct object of the verb *enjoy*.)
- “We’ve decided to go ***wherever the wind takes us***.” (*Wherever the wind takes us* is the direct object of the verb *go*.)
- “I want to see ***what is available*** before I make a purchase.” (*what is available* is the direct object of the verb *see*.)
- “At this point, we’ll take ***whatever we can get***.”
(*Whatever we can get* is the direct object of the verb *take*.)

Indirect objects

An **indirect object** is a person (or sometimes thing) that receives the **direct object** via the action of the verb. For example:

- “I’ll send ***whoever is responsible*** a strongly worded letter.” (*Whoever is responsible* is the indirect object of the verb *send*, and *a strongly worded letter* is the direct object.)
- “Just pay ***whomever you hire*** \$100, as we agreed.” (*Whomever you hire* is the indirect object of the verb *pay*, and *\$100* is the direct object.)
- “I will give ***whatever you propose*** my full support.” (*Whatever you propose* is the indirect object of the verb *give*, and *my full support* is the direct object.)

Predicate nouns

Predicate nouns are a subset of a larger category known as **subject complements** (including **predicate pronouns** and **predicative adjectives**), which rename or re-identify the subject after a **linking verb** (usually a form of the verb *be*).

For example:

- “Japan is *where I want to go most*.” (*Where I want to go most* is the predicate noun of the linking verb *is*, renaming the subject *Japan*.)
- “The thing I wish for most is *that people would all just get along*.” (*That people would all just get along* is the predicate noun of the linking verb *is*, renaming the subject *the thing I wish for most*.)
- “Politicians are *who create the laws*.” (*Who create the laws* is the predicate noun of the linking verb *are*, renaming the subject *politicians*.)

Objects of prepositions

A preposition is followed by its object to create a **prepositional phrase**, which can function as an adverb or an adjective in a sentence.

For example:

- “The is the man to whom I owe my life.” (*Whom I owe my life* is the object of the preposition *to*, acting as an adjective to describe the noun *man*.)
- “I ran into a few people from where I used to live.” (*Where I used to live* is the object of the preposition *from*, acting as an adjective to describe the noun *people*.)

- “They were angry because of **what they found out.**”
(*What they found out* is the object of the compound preposition *because of*, acting as an adverb to describe the adjective *angry*.)
- “She can study with **whomever she likes.**”
(*Whomever she likes* is the object of the preposition *with*, acting as an adverb to modify the verb *study*.)

Adjective complements

An adjective complement is a clause or phrase that completes the meaning of a **predicative adjective**.

For example:

- “We were curious **why they decided to leave.**” (*Why they decided to leave* is the complement of the adjective *curious*.)
- “I’m thrilled **that you are coming to visit!**” (*That you are coming to visit* is the complement of the adjective *thrilled*.)
- “It’s so wonderful **what he did for those orphans.**” (*What he did for those orphans* is the complement of the adjective *wonderful*.)
- “They’re unsure **whether this is the right decision.**” (*Whether this is the right decision* is the complement of the adjective *unsure*.)

Multiple noun clauses

Because of their various roles, a sentence can have multiple noun clauses functioning in different ways. Take the following sentence, for example:

- “**What I decide** will determine **who gets the promotion.**”

Here, the noun clause *what I decide* is acting as the subject of the sentence, while the clause *who gets the promotion* is acting as the direct object of the verb *determine*.

Here's another example:

- “*What they want to know* is *why you think this is acceptable*.”

What they want to know is a noun clause acting as the subject, and *why you think this is acceptable* is a predicate noun that renames the subject.

Replacing a noun clause with a pronoun

A noun clause can always be replaced by a single pronoun (such as *you, he, she, it, they, there*, etc.), the same way a normal noun would. If you are uncertain whether a part of a sentence is functioning as a noun clause, try replacing it with a pronoun; if the sentence is still grammatically complete, then the part you replaced is a noun clause. (The only exception to this rule is when a noun clause is used as an **adjective complement**, since a pronoun cannot function this way.)

Let's try replacing some of the examples we used above with pronouns:

- “*Whoever wants to go* should sign up with their supervisor.”
- “**They** should sign up with their supervisor.”
- “I want to see *what is available* before I make a purchase.”
- “I want to see **it** before I make a purchase.”
- “Just pay *whomever you hire* \$100, as we agreed.”
- “Just pay **her** \$100, as we agreed.”
- “The thing I wish for most is *that people would all just get along*.”
- “The thing I wish for most is **this**.”
- “She can study with *whomever she likes*.”
- “She can study with **you**.”

- “*What they want to know* is *why* you think this is acceptable.”
- “That is it.”

In each of these examples, the new sentence is still grammatically complete (even if it seems to be lacking information), proving that a noun clause was used in each case.

Test Yourself:

- Which of the following is **not** a function of a noun clause?
 - Acting as the subject of a sentence
 - Acting as the object of a verb
 - Modifying an adjective, adverb, or verb
 - Following a linking verb to rename the subject
 - Acting as the object of a preposition
- Which of the following can be used to begin a noun clause?
 - you
 - there
 - it
 - that
- Identify the function of the noun phrase in the following sentence: “I wish **that I were taller**.”
 - The subject
 - Direct object of the verb
 - Indirect object of the verb
 - Predicate noun
- Identify the noun clause in the following sentence:
 “The boss, who is away on vacation, should know what was discussed.”

- a) The boss
- b) who is away on vacation
- c) should know what
- d) what was discussed

❖ Relative Clauses

Relative clauses, also called **adjective clauses**, provide descriptive information about a noun. These clauses can either be essential to the sentence (restrictive clauses) or non-essential (non-restrictive clauses). They are introduced by either a **relative pronoun** or a **relative adverb**.

Here are some examples:

- “The man, *whom I’d heard so much about*, gave an electrifying speech to the crowd.” (non-restrictive clause)
- “The book *that I wrote* is being published in January.” (restrictive clause)
- “Any student *whose desk is not clean* will have detention after class.” (restrictive clause)
- “I love casual Fridays, *when we get to wear jeans to work*.” (non-restrictive clause)

Relative clauses (also known as **adjective clauses** or **adjectival clauses**) are **dependent clauses** that provide descriptive information about a noun or noun phrase. Relative clauses are introduced by either a **relative pronoun** or a **relative adverb**, and the information they provide can either be essential or nonessential to the completeness of the sentence.

Relative Pronouns and Relative Adverbs

Relative pronouns are used to help clarify who or what a sentence is talking about, or else give extra information about the person or thing. Like other pronouns, they have

the grammatical function of nouns, and can be either the subject or object of the relative clause. There are five common relative pronouns: *who*, *whom*, *which*, *whose*, and *that*.

Here are some examples of relative clauses introduced by relative pronouns:

- “There’s the woman ***who* sits next to me on the bus.**”
- “The man, ***whom* I’d heard so much about**, gave an electrifying speech to the crowd.”*
- “The escaped giraffe, ***which* had been on the loose for weeks**, was finally captured.”
- “The book ***that* I wrote** is being published in January.”
- “Any student ***whose* desk is not clean** will have detention after class.”

Relative Adverbs, on the other hand, are used when the information relates to a place, time, or the reason an action took place; like many other adverbs, they modify a verb in the sentence. The relative adverbs are *where*, *when*, and *why*.

For example:

- “The house ***where* I was born** is a very special place.” (*Where* modifies the verb *born*.)
- “I love casual Fridays, ***when* we get to wear jeans to work.**” (*When* modifies the verb *wear*.)
- “I don’t know ***why* he got so angry.**” (*Why* modifies the verb *get*.)

(*Usage Note: *Whom* is becoming increasingly rare in modern English outside of formal writing or speech. Although it is technically correct to use *whom* when it functions as the object of a clause and *who* when it functions as the subject, it is much more common to use *who* in both cases.)

Restrictive and Non-Restrictive Clauses

Clauses that provide essential information are known as **restrictive clauses** (sometimes also called **defining clauses**), while those that provide nonessential information are known as **non-restrictive clauses** (sometimes called **non-defining clauses**). Because non-restrictive clauses are not integral, they are separated from the rest of the sentence by commas.

Restrictive Relative Clauses

Restrictive relative clauses identify a particular noun, giving us information about it that we need to know in order to understand the speaker's meaning. Because this type of clause is integral to the sentence, it is not separated by any punctuation. For example:

- "I saw the guy ***who delivers my mail*** in town yesterday."
- "I'll always remember the river ***where we learned to swim***."
- "Yesterday was the day ***when I met my husband***."
- "I sat on the chair ***that has a wobbly leg***."
- "Do you know the reason ***why the sky is blue***?"
- "She's the person ***whose daughter goes to Harvard***."

The restrictive relative clause in each of the sentences above is in **bold**. If we remove the relative clause, we are left with questions about who or what the speaker is referring to:

- "I saw the guy in town yesterday." (What guy?)
- "I'll always remember the river." (What river?)
- "Yesterday was the day." (What day?)
- "I sat on the chair." (What chair?)
- "Do you know the reason?" (The reason for what?)
- "She's the person." (What person?)

When you remove a restrictive relative clause, the nouns are

no longer identifiable and the sentences become logically incomplete. It is worth noting that the relative pronoun *which* is not used to introduce restrictive relative clauses. However, the authenticity of this rule is often contested, and modern writers very often use *which* and *that* interchangeably with restrictive clauses. If you have any doubts, though, especially in formal or professional writing, then it is better to reserve *which* for non-restrictive clauses.

Non-Restrictive Relative Clauses

Non-restrictive relative clauses give us additional information about a noun that has already been identified, but this information is not essential for the sentence to make sense. Because of this, non-restrictive relative clauses are set apart from the rest of the sentence by commas.

For example:

- “Paris, ***where I spent six months studying***, is the most beautiful city in the world.”
- “The woman down the street, ***whose children are the same age as ours***, invited us over for dinner next week.”
- “I love casual Fridays, ***when we get to wear jeans to work***.”
- “Samantha, ***whom I’ve asked to be my bridesmaid***, is getting married next year.”
- “The senator, ***who is up for re-election next month***, has made a lot of promises to his constituency.”
- “The movie, ***which is my favorite comedy of all time***, is being shown on TV tomorrow night.”

In the examples above, the relative clauses merely give extra information about the nouns; they do not define them. The sentences would still make sense even if the relative clauses were removed, which is how we know that we are dealing with non-restrictive relative clauses.

Forexample:

- “Paris is the most beautiful city in the world.”
- “The woman down the street invited us over for dinner.”
- “I love casual Fridays.”
- “Samantha is getting married next year.”
- “The senator has made a lot of promises to his constituency.”
- “The movie is being shown on TV tomorrow night.”

Note that non-restrictive clauses **cannot** be introduced by the relative pronoun *that* or the relative adverb *why* – these can only introduce restrictive clauses.

Test Yourself:

1. Which of the following do relative clauses describe?
 - a) verbs
 - b) nouns
 - c) adjectives
 - d) adverbs
2. Which of the following is used to introduce a relative clause that is clarifying? **who or what** the sentence is talking about?
 - a) relative pronoun
 - b) relative adverb
 - c) relative adjective
 - d) relative determiner
3. What punctuation marks are used to separate **non-restrictive** clauses from the rest of the sentence?
 - a) semicolons
 - b) periods
 - c) parentheses
 - d) commas

4. Choose the **most** correct relative pronoun or relative adverb to complete the following sentence:

"The company, _____ was acknowledged for its outstanding environmental efforts, more than doubled its profits over the past year."

- a) Who
- b) whom
- c) which
- d) that

❖ Adverbial Clauses

An **adverbial** or **adverb clause** is used, like a regular adverb, to modify adjectives, verbs, adverbs, and sometimes entire clauses. Adverbial clauses use **subordinating conjunctions** to connect to an **independent clause**. For example:

- "I went to the park *before my parents woke up*." (modifies the verb *went*)
- "Animals are cute *while they're young*." (modifies the adjective *cute*)
- "I work better *when I have total privacy*." (modifies the adverb *better*)
- "I have loved you *since the day I met you*." (modifies the entire clause *I have loved you*)

An **adverbial clause**, or **adverb clause**, is a group of words behaving as an *adverb*. Like all clauses, it always contains a **subject** and a **predicate**, and it is used, like a regular adverb, to modify adjectives, verbs, and adverbs. For example:

- “I went to the park **today**.” (*Today* is an adverb that modifies the verb *went*.)
- “I went to the park **before my parents woke up**.” (*Before my parents woke up* is an adverbial clause that also modifies the verb *went*.)

An adverbial clause is a type of **dependent clause**, or **subordinate clause**, that uses a **subordinating conjunction** to connect to the **main clause**. In the previous example, *before* acts as a subordinating conjunction, connecting the adverbial clause *before my parents woke up* to the main clause *I went to the park*.

Function

Subordinating conjunctions have different functions depending on the ideas being modified. We can therefore identify the function of an adverbial clause by looking at the type of subordinating conjunction connecting it to the main clause. The table below highlights the various functions of some of the most common subordinating conjunctions:

Idea Being Modified	Subordinating Conjunction
Time	when, whenever, while, before, after, since, until, once
Place	where, wherever, everywhere, anywhere
Reason or purpose	because, as, since, so
Condition	if, unless, whether or not, in the event, provided
Comparison or manner	like, as, as... as, as if, the way, than,

Contrast	though, although, even though, whereas, evenif
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Adverbial Clauses of Time

An adverbial clause of time describes *when* or *for how long* something has occurred or will occur. Possible subordinating conjunctions include *when, whenever, while, before, after, since, until*, and *once*.

For example:

- “I will arrive *when* dinner is ready.”
- “He said he’ll go *whenever* you decide it’s time to leave.”
- “Animals are cute *while* they’re young.”
- “*Before* you leave, let me give you a kiss.”
- “Teachers grade papers *after* the students go home for the day.”
- “I have loved you *since* the day I met you.”
- “She waited on the shore *until* the ship departed.”
- “The bully stopped picking fights *once* he realized it was wrong.”

(*Be careful with the subordinating conjunction *since*, because it is also used with adverbial clauses of reason or purpose, as we will see below.)

Adverbial Clauses of Place

An adverbial clause of place describes *where* something has occurred or will occur. The most common subordinating conjunctions are *where, wherever, everywhere*, and *anywhere*. For example:

- “Grandma and Grandpa want to go *where* their children live.”
- “I can go *wherever* I want to go.”

- “Peter brings his sunglasses *everywhere he goes*.”
- “Birds create nests *anywhere they deem suitable*.”

Adverbial Clauses of Reason or Purpose

An adverbial clause of reason or purpose describes *why* something has occurred or will occur. Common subordinating conjunctions are *because, as, since, and so*. For example:

- “I admire you *because you are an inspiration to many people*.”
- “*As it is raining*, we probably shouldn’t go to the park today.”
- “I’m going outside to play *since my homework is finished*.”*
- “He went to his room *so he could be alone*.”

(*Be careful with the subordinating conjunction *since*, because it is also used with adverbial clauses of time, as we saw above.)

Adverbial Clauses of Condition

Adverbial clauses of condition describe the conditions necessary for specific actions or events to happen. This type of clause usually employs the subordinating conjunctions *if, unless, whether or not, in the event, and provided*. For example:

- “*If it snows tonight*, I’m not going to work tomorrow.”
- “Kate can’t attend the school dance *unless her parents allow it*.”
- “He’s always doing crazy stunts *whether or not they’re considered safe*.”
- “*In the event of a hurricane*, you must stay inside.”
- “They’ll approve your request *provided you pay the appropriate amount of money*.”

Adverbial Clauses of Comparison or Manner

An adverbial clause of comparison or manner describes *how* or *in what manner* something occurred or will occur, to what degree something occurred or will occur, or how something compares to something else. Some of the most often used subordinating conjunctions are *like*, *as*, *as ... as*, *as if*, *the way*, and *than*. For example:

- “He sings ***like* he wants to be a rockstar.**”
- “The teary-eyed friends embraced ***as* long-lost siblings would.**”
- “The freshly picked flower is ***as* beautiful *as* it is soft.**”
- “She looked excited, ***as if* she could jump up and dance at any moment.**”
- “Lauren walks confidently, ***the way* a model struts on a runway.**”
- “Tim is more nervous ***than* Rhonda (is).**”*

(*In colloquial English, the final verb in an adverbial clause of comparison may be omitted. In this case, the sentence would become *Tim is more nervous than Rhonda*, in which the predicate verb *is* is implied. We also see verb omission in adverbial clauses containing the subordinating conjunctions *before*, *after*, and *as ... as*.)

Adverbial Clauses of Contrast

An adverbial clause of contrast describes something that differs from or contrasts with an idea expressed in the main clause. Commonly used subordinating conjunctions include *though*, *although*, *even though*, *whereas*, and *even if*. For example:

- “***Though* the sun is out**, the wind is very chilly.”
- “***Although* she doesn’t have much money**, Wendy often goes traveling.”
- “I do this job ***even though* I hate it.**”
- “Babies look at the world with innocence, ***whereas* adults**

look at it with experience."

- "Matt will go to college, *even if it means taking out student loans.*"

Adverbial Clauses vs. Adverbial Phrases

An **adverbial phrase** is composed of two or more words functioning adverbially. Unlike an adverbial clause, it does not have a subject and a predicate. For example:

- "Try to finish your summer reading list **before school starts on Monday.**" (adverbial clause)
- "Try to finish your summer reading list **before Monday.**" (adverbial phrase)

Additionally, adverbial phrases often use prepositions instead of subordinating conjunctions:

- "I'll send the letters *in a minute.*"
- "Heather can play tennis *with such ease.*"

Test Yourself:

1. Which of the following is **not** a subordinating conjunction?
 - a) Wherever
 - b) after
 - c) until
 - d) with
2. Which sentence contains an adverbial clause of **place**?
 - a) "My goal is to travel everywhere my sister has visited."
 - b) "When I am alone, I write in my diary."
 - c) "George promised he'd come, even if he had to walk the entire distance."
 - d) "This soup is as healthy as it is delicious."

3. Which sentence contains an adverbial clause of **condition**?
- a) "Whenever an expensive bill comes in the mail, I complain to my roommate."
 - b) "Alex will probably become famous, provided she builds up her portfolio."
 - c) "The man smiled and said he'd go wherever the wind took him."
 - d) "Although they're just toddlers, the twins seem very intelligent."
4. Which sentence contains an **adverbial phrase**, as opposed to an adverbial clause?
- a) "Don't believe him if he says he's telling the truth."
 - b) "Sarah will start her presentation in an hour."
 - c) "She's much taller than he is."
 - d) "My uncle tells jokes like he's a comedian."

An **independent clause** (also known as a **main clause**) is a **clause** that forms a complete, independent thought. Like all clauses, an independent clause contains a **subject** and a **predicate** (which consists of a verb and any related information).

Forming Sentences

An independent clause does not require anything else to be considered complete, and so it can stand alone as a sentence. This is known as a **simple sentence**.

For example:

- "I refuse."
- "The wind blows."
- "Dogs bark."
- "Bees sting."
- "Cats meow."

In the above examples, the **subject** begins the sentences and the **predicate** ends them. The predicate (in each of these cases made up of just a verb) contains all the necessary information about the subject to be considered logical, so each is considered an independent clause.

The predicate of an independent clause can also contain additional information that modifies the verb.

For example:

- “I like to stay *in fancy hotels*.” (**prepositional phrase** used as an adverb)
- “She wanted *to play basketball*.” (infinitive phrase used as the direct object of the verb)

In each of the above cases, the independent clause remains able to stand alone as a simple sentence, despite the addition of qualifying information.

Forming Sentences with Dependent Clauses

A **dependent clause**, on the other hand, relies on the information from an independent clause to form a complete, logical thought. Dependent clauses (also known as **subordinate clauses**) are usually marked by *dependent words*, such as a **subordinating conjunctions** or **relative pronouns**. Here are some examples of dependent clauses:

- “*whenever I travel*” (subordinating conjunction)
- “*whom we met on the plane*” (relative pronoun)

We can see that the clauses above do not express a complete idea—they require independent clauses to be logically complete:

- “*Whenever I travel*, I like to stay in fancy hotels.”
- “We struck up a great conversation with a person *whom*

we met on the plane."

An independent clause that contains or is connected to at least one dependent clause, as we see in the above two examples, forms what is known as a **complex sentence**.

Forming Sentences with Multiple Independent Clauses

A sentence formed by two independent clauses is known as a **compound sentence**. For example:

- "She wanted to play tennis, but he wanted to play basketball."

If at least one of those independent clauses contains a dependent clause, then the sentence is considered a **compound-complex sentence**, as in:

- "Because I love to read, I like to visit the library, and I enjoy going to book stores, too."

Test Yourself:

1. Which of the following is true of **both** independent and dependent clauses?
 - a) Able to stand alone as a simple sentence
 - b) Contains a subject
 - c) Contains a predicate
 - d) A & B
 - e) B & C
 - f) All of the above
2. Which of the following is true **only** of an independent clause?
 - a) Able to stand alone as a simple sentence
 - b) Contains a subject
 - c) Contains a predicate
 - d) A & B
 - e) B & C
 - f) All of the above

3. What is a sentence called that is formed from an independent clause and at least one dependent clause?
 - a) compound sentence
 - b) dependent sentence
 - c) complex sentence
 - d) compound-complex sentence

4. Is the following an independent or a dependent clause? (Capitalization and punctuation have been intentionally left out.)
“he was walking home”
 - a) independent clause
 - b) dependent clause

5. Is the following an independent or a dependent clause? (Capitalization and punctuation have been intentionally left out.)
“while I waited for the bus”
 - a) independent clause
 - b) dependent clause

UNIT 4. KINDS OF SENTENCES

As you've seen, in language we combine words to form phrases. We also combine phrases to form sentences, and there are various kinds of sentences. For example, there are statements and questions, simple sentences and combinations of sentences, and negative sentences and positive sentences. In Unit 4, we begin to explore different kinds of sentences, looking at the functions of sentences, how sentences can be combined, and the relationships between different sentences. Our goal is to help you recognize some of the more common and important sentence types.

Lesson 16: The function of Sentences Identifying Sentences by Function

One way that a sentence can be described is according to the job that it's doing in a conversation. Compare these sentences:

1. That clown was funny.
2. Is she a physician?
3. Please wash the dishes.
4. What an exciting movie!

You know that sentence 1 is making a statement, sentence 2 is asking a question, sentence 3 is giving a command, and sentence 4 is expressing a strong emotion. These functions are summarized in Quick tip 16.1.

Quick tip 16.1

Sentences that make a statement are called declaratives; sentences that ask a question are called interrogatives; sentences that give a command are called imperatives; sentences that express strong emotion are called exclamations.

Here are a few more examples:

5. Edward's parents live on a farm.
(declarative)
6. Have you accepted the fact that she'll
never
move?
(interrogative)
7. Don't believe a word she says!
(imperative)
8. That's silly!
(exclamation)

Test Yourself:

Identify each of the sentences below as either declarative, interrogative, imperative, or exclamation.

Sample: How old are you now? Interrogative

Getting Started:

1. I'm shocked!
2. Rose and Charles are getting married in that house.
3. What a surprising announcement!
4. The weather was awful yesterday.

5. Watch out for that car!
6. Didn't we have fun together?
7. What a performance!
8. Would you want to rent a movie tonight?
9. That was ridiculous!
10. Write that down, please!

Let's take a closer look at questions:

9. Do you like learning about sentences?
10. What do you like best?
11. You would rather be listening to music, wouldn't you?

These sentences demonstrate three different kinds of questions. Sentence 9 is an example of a **yes/no question**, because it can be answered with just a "yes" or "no." Here are some more yes/no questions:

12. Did you enjoy the music?
13. Is the television working?
14. Are you interested in applying for that job?

Quick tip 16.2

A yes/no question is one that can be answered by "yes" or "no."

Sentence 10 is called a wh- question because it begins with a wh- word, or question word.

Quick tip 16.3

A *wh*- question begins with one of the following *wh*- words (question words): *when*, *where*, *what*, *why*, *which*, *who*, *whom*, *how*. Example: *Where is the meeting?*

Notice that *how* is a *wh*- word, even though it doesn't begin with *wh*-.

Wh- questions cannot be answered with a "yes" or "no." Imagine the following bizarre dialogues:

15a. What time is it?

15b. Yes.

16a. Where are you going?

16b. No.

17a. Which dress should I wear?

17b. Yes.

You get the point. Here are some more examples of *wh*- questions:

18. Why did they buy that house?

19. When should we meet?

20. How does that work?

The third kind of question, called a tag question, is demonstrated by sentence 11 above.

Here are some more tag questions:

21. He's having a great time, isn't he?

22. It rained last night, didn't it?

23. Mrs. Williams was working hard, wasn't she?

In tag questions, there's a regular statement followed by

a tag; the tag is underlined in these examples.

Quick tip 16.4

A tag question contains a statement followed by a tag, such as *could you?* *aren't they?* *hasn't he?* Example: *She is leaving soon, isn't she?*

Test Yourself:

Decide if each question below is a yes/no question, wh-question, or tag question.

Sample: Why did he call his attorney? wh-question

Getting Started:

1. He's not really crazy, is he?
2. Which is yours?
3. Are you interested?
4. Is the evidence against him compelling?
5. We have seen this before, haven't we?
6. How did you respond to his question?
7. When did they leave last night?
8. Are you leaving already?
9. Joan is an accomplished woman, isn't she?
10. Is there anything left in the cookie jar?

Lesson 17: Combining Sentences

A. Simple Sentences

Most of the sentences we've looked at so far in this book are simple sentences, which means that they are sentences that are made up of just one sentence. But sentences can be made up of more than one sentence. Let's start by looking at a few sentences and comparing them.

1. The little boy laughed.
2. The little boy laughed and the little girl smiled.
3. The little boy laughed and the little girl smiled and their dog ran around in circles.

You can see that sentence 2 consists of two sentences joined by *and* and that sentence 3 consists of three sentences joined by *and*. Each of the sentences that make up a larger sentence is called a **clause**. So, sentence 1 contains one clause, sentence 2 contains two clauses, and sentence 3 contains three clauses. Just as words combine to form phrases, phrases combine to form clauses, and clauses can combine to form sentences. A clause must contain at least a noun phrase functioning as the subject and a main verb.

Quick tip 17.1

A clause is a free-standing sentence or a sentence within a sentence; a clause or sentence contains at least a subject and a main verb.

Quick tip 17.2

A sentence can contain one or more clauses.

Here are some more examples of sentences containing only one clause:

4. That magazine looks interesting.
5. The officer followed the rules.
6. She greeted me at the door.

Notice that each contains only one subject and one verb phrase.

Quick tip 17.3

A sentence that contains only one clause, that is, one subject and one verb phrase, is called a simple sentence.

Are the following simple sentences?

7. on the floor
8. the extremely tall boy was reading newspapers on the train

None of these contains both a subject and a verb phrase, and so these are not sentences at all; they're just phrases. You may recognize sentence 7 as a preposition phrase, sentence 8 as a noun phrase, and sentence 9 as a verb phrase. (See the lesson before)

Test Yourself:

1. In each simple sentence below, underline the subject and put a squiggly line beneath the verb phrase.

Sample: David listened to her response.

Getting Started:

1. The committee presented its ideas to Congress.
2. I stayed in bed that day.
3. Nobody moved.
4. My favourite hotel is on Park Avenue.
5. I overslept today.
6. We enjoy cruising on the Mississippi River.
7. Our cousin lives about an hour from us.
8. The young architect arrives in his office at 8:30 A.M. each weekday.
9. Whales are mammals.
10. Rain is good for the environment.

2. Decide if each item below is a simple sentence or just a phrase.

Sample: walking nearby phrase

Getting Started:

1. I have never eaten caviar.
2. The department stores are having a sale this weekend.
3. Expensive antique jewellery.
4. Our home on the ranch.

5. Fresh-cut flowers on the table.
6. Sailing around the world.
7. Sang my favourite song.
8. She is paying for her own tuition.
9. Exercising can leave you exhausted.
10. The bus is approaching.

What about sentences like the following?

11. That magazine and those books look interesting.
12. The officer and his men followed the rules.
13. She and her husband greeted me at the door.

The underlined part of each sentence is a compound noun phrase (see the lesson before) and is considered to be one subject. So, these sentences are all simple sentences. The same thing is true of compound verb phrases:

10. That magazine looks and seems interesting.
11. The officer followed the rules and saved the day.
12. She met and greeted me at the door.

The underlined parts of sentences 13¹⁵ are compound verb phrases (see the lesson before) and each is considered to be one verb phrase. So, again, these sentences are all simple sentences.

B. Compound Sentences

As we mentioned in the lesson before, a sentence can contain more than one sentence within it, for example:

1. Jane put the glass vase on the table and her mother

picked it up.

This is an example of a **compound sentence**. It actually contains two sentences. The first is: *Jane put the glass vase on the table*. The second is: *Her mother picked it up*. Since a sentence within a sentence is called a clause, we can also say that sentence 1 contains two clauses. Just as a simple sentence must contain at least a subject and a verb phrase, each of the sentences (clauses) within a compound sentence must contain its own subject and verb phrase.

Recall from the lesson before that conjunctions, like *and*, *or*, and *but*, join things. In fact, the two sentences within sentence 1 are joined by the conjunction *and*. Recall also that there are two kinds of conjunctions, coordinating and subordinating. The sentences in a compound sentence are joined together by a coordinating conjunction. As we discussed in the lesson before, there are three common coordinating conjunctions; they are *and*, *or*, and *but*. Four less common ones are *for*, *so*, *yet*, and *nor*. (Remember FANBOYS, which contains the first letter of each.)

Quick tip 17.4

A sentence that is made up of two or more sentences (clauses) joined by a coordinating conjunction (most commonly *and*, *or*, and *but*) is called a compound sentence.

Test Yourself:

1. Each of the sentences below is a compound sentence consisting of two sentences (clauses). Underline each of the sentences which is in the compound sentence.

Sample: I felt restless after breakfast and I wandered around the house.

Getting Started:

1. Andre pulled the car into the street, and Beth began reading the directions.
2. She enjoyed shopping for food, but she especially enjoyed cooking.
3. I can do this now, or I can do it later.
4. Dan does not feel well, yet he wants to go in to work.
5. We missed our flight, so we have to wait around the airport for the next available one.
6. He does not like to change his mind, nor is he willing to compromise.
7. You deserve your good fortune, for you have a heart of gold.
8. The players are running onto the field, and then they are beginning to practice.
9. Stephanie likes to go to concerts, but she will not see an opera.
10. You can pay with cash, or you can take out a loan.

2. Decide if each sentence below is a simple sentence or a compound sentence. Remember that a simple sentence contains just one sentence (clause) while a compound sentence contains at least two sentences joined by a coordinating conjunction.

Sample: Wallace stared at him in the grocery store.
Simple

Getting Started:

1. He can't blame her for the problem.

2. Beth left the library, and she headed straight home.
3. He was watching her, but she was pretending not to notice.
4. We like him a lot.
5. The coach wants to win, but he will be happy with a tie.
6. It will be a sunny day.
7. Jeremy likes his wife's new dress.
8. I will have a bowl of soup, but I don't want salad.
9. Sam called me at noon.
10. He will be going to Penn State, or he'll study at Temple University.

A compound sentence can contain more than two sentences:

- a. Nora was Zach's stepmother but she treated him like her other children and he trusted her completely.

Here, the three sentences that make up this sentence are: (1) *Nora was Zach's stepmother*; (2) *she treated him like her other children*; (3) *he trusted her completely*. So, the sentence *There was a glass vase on the table and Jane picked it up* contains two sentences, or clauses. The sentence *Nora was Zach's stepmother but she treated him like her other children and he trusted her completely* contains three sentences, or clauses. In fact, a compound sentence can contain any number of sentences, though we usually limit ourselves to just a few:

- b. He turned his head away and he pretended to ignore her but he continued to listen to her and in fact he hung on her every word. (4 sentences or clauses)

Keep in mind that you can't tell if a sentence is simple or compound by how long it is; you need to see if it contains one or more than one complete sentence within it. For example, the following sentence, although it is long, is just a simple sentence:

- c. The tall man with the violin case quickly climbed the stairs to the abandoned warehouse near the railroad tracks.

This is a simple sentence because it has just one subject, *the tall man with the violin case*, and one verb phrase [^] notice that there is just one verb, *climbed*. (The sentence is just long because it contains a few preposition phrases.) And the following sentence, although it is short, is a compound sentence: *John laughed and Mary cried*. It's a compound sentence because it contains two sentences that can stand alone: *John laughed*; *Mary cried*. Each of these has its own subject and verb phrase.

Test Yourself:

Each sentence below is either a simple or compound sentence. Identify the number of clauses in each sentence. If there is more than one clause in the sentence, underline each clause.

Sample: The bear watched his movements closely.1

Getting Started:

1. Vicki was always looking at herself in the mirror, but MaryAnn was extremely self-confident, and she never gave herself a second glance.
2. Her father was devoted to her.
3. Our firm's CEO will be flying to Chicago next week, but he'll be returning the same day.
4. The lady in the elegant blue dress entered the

well-lit room with her perky little dog in her arms.

5. Our boat was hit with strong winds, and we had to return to our cabins.
6. We don't have much time left in the zoo, but we should visit the bird cage, and we must see the monkeys, or we should at least feed the goats in the petting area, but I definitely want to take a look at the elephants.
7. We can catch a movie, or we can visit a museum, but we won't be seeing a Broadway show.
8. Many people walk in the woods in autumn.
9. The economy is getting worse, and many people are worried about their jobs.
10. My car is getting old, and it's pretty banged up, but I hope to get another year out of it.

Keep in mind that a compound phrase is not the same thing as a compound sentence. For example, the following sentence has a compound noun phrase (underlined):

5. The teacher graded the students' exams and their papers.

We've certainly got a coordinating conjunction, *and*, in sentence 5. However, the question is, what is the *and* joining? If we look at what's on each side of the *and*, we find the following: *The teacher graded the students' exams*, which is a sentence, and *their papers*; *their papers* is not a sentence by itself. In this case, the conjunction *and* is joining two noun phrases: *the students' exams* and *their*

papers. It's not joining two complete sentences, and so the sentence is not a compound sentence but is a simple sentence.

Test Yourself:

Decide if each sentence below is a simple or compound sentence. Remember that a compound sentence contains a complete sentence on either side of the conjunction.

Getting Started:

1. It was a scene of joy but one thing spoiled the moment.
2. The boxer fell to his knees but he managed to get back up.
3. The designer and his assistants quickly brought order to the chaos.
4. Matt was driving to New York with his kids and his neighbour's son.
5. I like to drink coffee or tea after dinner.
6. The weather is already getting chilly, but I am not ready for winter just yet.
7. His speech should be brief and to the point.
8. You must get ready immediately or I'll leave without you.
9. The flight attendant offered me beef or chicken for the entrée.
10. She likes classical music but rarely goes to concerts.

C. Complex Sentences

In the last lesson, we talked about compound sentences such as:

1. Beth said hello to her mother's friend and then she walked outside.

Each of the sentences (clauses) that is part of the compound sentence plays an equal role in the sentence; one clause is not superior to or more important than the other, in terms of the structure of the sentence.

Now let's look at some other sentences:

2. Harry was only fifteen when his mother sent him away to school.
3. Mr. Edwards looked her straight in the eye although he wasn't really sincere.
4. I won't tell you the answer unless you agree to help.

Sentences 2^4 also each contain two sentences, or clauses, which are combined to make a larger sentence. However, one of these sentences is more important than the other. The more important sentence is called the main clause, or independent clause; the less important sentence, the one that is a subpart of the main clause, is called the dependent clause or subordinate clause (see the lesson before). Each clause, whether it's a main clause or subordinate clause, has its own subject and verb phrase. Sentences that contain a main clause and at least one dependent clause are called complex sentences.

The main clause of each of the following sentences is in bold; the dependent clause is underlined:

5. Harry was only fifteen when his mother sent him away to school.
6. Mr. Edwards looked her straight in the eye although he wasn't really sincere.
7. I won't tell you the answer unless you agree to help.

Quick tip 17.5

A complex sentence consists of at least two sentences (clauses): a main clause and a dependent clause. The dependent clause is a subpart of the main clause and adds information to it. Example, with the dependent clause underlined: *Sally visited her before she moved.*

Recall that, in a compound sentence, the clauses are joined by a coordinating conjunction such as *and*, *or*, and *but*. In a complex sentence, the dependent clause is joined to the rest of the sentence by a subordinating conjunction. (We introduced subordinating conjunctions in the lesson before; you may want to check back there to refresh your memory.) The common subordinating conjunctions of English are repeated here for reference.

after	even though	than	whenever
although	how	that	where
as	if	though	wherever
as if	in order that	till	whether
as though	once	unless	while
because	rather than	until	which
before	since	what	who
even if	so (that)	when	why

Quick tip 17.6

A dependent clause is joined to another clause by a subordinating conjunction such as *although*, *if*, *where*.

Quick tip 17.7

The easiest way to identify a dependent clause is to look for a subordinating conjunction and see if it's followed by a sentence. If it is, then the subordinating conjunction plus the sentence directly following it is a dependent clause.

Test Yourself:

For each complex sentence below, underline the dependent clause. Remember to look for the subordinating conjunction, which is the first word of the dependent clause.

Sample: Helen stared in dismay at the floor after she opened the dining room door.

Getting Started:

1. His father is returning to London because the furniture is arriving.
2. Selma smiled at him although she had never felt less like smiling.
3. He felt a great election for his guardian until he discovered the truth.
4. I am going to solve this crossword puzzle even if it takes me all day.
5. James accepted the job before he checked with his wife.
6. Sammy passed the final exam even though he had not studied hard.
7. You are behaving as if you were the boss.
8. I will not speak to you unless you tell me the truth.
9. New Orleans has not been the same since it was

devastated by a hurricane.

10. Al tries to speak French when he is in Montreal.

In the complex sentences we've looked at so far, the dependent clause follows the main clause. But sometimes the dependent clause comes before the main clause. (Again, see the lesson before.) In these next examples of complex sentences, the dependent clauses are underlined:

8. After he uttered her name, an awful silence fell on the room.
9. While we hurried to the restaurant, the rain continued to pour.

Even though she was a difficult woman, they had a good marriage.

Test Yourself:

1. For each complex sentence below, underline the dependent clause. Remember to look for the subordinating conjunction, which is the first word of the dependent clause. The dependent clause will either be before or after the main clause.

Sample: If you continue on this highway, you'll end up in the wrong place.

Getting Started:

1. When Elizabeth spoke, Ben listened attentively.
2. Before you blame him, think about your own responsibility.
3. You should pay for automobile insurance even if your car is old.

4. Unless the train arrives soon, we'll miss our appointment.
 5. The district attorney won't rest till he finds the perpetrator.
 6. While you were away, important changes took place.
 7. As you know, UCLA won the Pac-10 championship.
 8. If you really want it, I will loan you my laptop.
 9. After he was released from the hospital, he had to rest for a week.
 10. She is going to succeed wherever she ends up.
-
2. For each complex sentence below, underline the subject of the dependent clause (not of the main clause).

Sample: I had an interesting conversation with him while we were walking home.

Getting Started:

1. Even though the village supported the emperor, it still paid numerous taxes.
2. I like to sit on the balcony when the weather is nice.
3. George did it because he recognized the woman.
4. Once I have made up my mind, I usually do not change it.
5. Someone rang the doorbell while we were having lunch.
6. Zachary was behaving as though he knew the answer.
7. She was not sure whether she should travel to that country.

8. The bus arrived at the station before I could finish the newspaper.
9. They started learning Chinese so that they could understand their in-laws better.
10. After you left, I began washing the dishes.

A complex sentence contains only one main clause, but it can contain more than one dependent clause. In the following examples, there is a main clause and two dependent clauses. The main clause is again in bold; the dependent clauses are underlined. Notice that we sometimes have flexibility in terms of the placement of each of the clauses.

- 11a. Harry was only fifteen when his mother sent him away to school, although he looked much older.
- 11b. When his mother sent him away to school, Harry was only fifteen, although he looked much older.
- 11c. Although he looked much older when his mother sent him away to school, Harry was only fifteen.
- 12a. I won't tell you the answer unless you agree to help, because this issue is confidential.
- 12b. Unless you agree to help, I won't tell you the answer, because this issue is confidential.
- 12c. Because this issue is confidential, unless you agree to help, won't tell you the answer.

Test Yourself:

1. For each sentence below, decide if it is a simple sentence or a complex sentence. Some complex sentences will have more than one dependent clause.

Sample: Those two brothers always dress alike.

Simple

Getting Started:

1. The two horses thrived on the ranch because they received excellent care.
2. Another little girl will be arriving at the school before noon today.
3. The old housekeeper welcomed her warmly when her mother was present.
4. The general returned home with his family.
5. As we approached our destination, we became rather emotional.
6. When the actor entered the stage, the audience clapped enthusiastically.
7. If you promise not to tell anyone, I will let you in on a secret, even though I shouldn't.
8. We are not going to the beach until it stops raining.
9. Unless you stop complaining, we are turning right around.
10. He likes foreign movies a lot.

For each sentence below, indicate if it is a simple sentence, a compound sentence, or a complex sentence. Be sure to determine the kind of conjunction (coordinating or subordinating) in order to help you

decide.

Sample: We were always polite to one another although we were never close. Complex

Getting Started:

1. She pursued her goals relentlessly but she didn't always achieve them.
2. I have made numerous mistakes over the years.
3. I won't tell you unless you agree to help because I can't take the risk.
4. Jason and Ilene had to renew their passports before they could leave the country.
5. Baby boomers were born before this century.
6. He insisted, but I still did not believe him.
7. You can watch TV all night long, or you can study for your exam.
8. While Mr. Kagan was at work, the air conditioning stopped working at his house.
9. I have known him since we moved to this town.
10. Ashley and Brian wanted to shop at that store.

Complex sentences can have different kinds of dependent clauses. The ones we've talked about so far are called adverbial clauses because, like adverbs, they typically tell us more about a verb, adjective, or another adverb. For example, in the sentence, *Things improved after Mr. Eliot arrived*, the underlined dependent clause is telling us something about the time of the action.

In other complex sentences, dependent clauses can be used as noun phrases. Take a look at the following pair of sentences:

13a. That statement is silly.

13b. What Mark just said is silly.

In sentence 13a, *that statement* is a noun phrase. In sentence 13b, *what Mark just said* is a dependent clause which is functioning as a noun phrase of the main sentence. When a dependent clause is functioning as a noun phrase, it's called a noun clause. Here are some more sentence pairs in which the second sentence of the pair has a dependent clause (underlined) acting as a noun phrase.

14a. I know the truth.

simple sentence

14b. I know that you're right.

complex sentence

15a. It remains unknown.

simple sentence

15b. Why they left town remains

unknown.

complex sentence

Notice that noun clauses look just like other dependent clauses: they begin with a subordinating conjunction and contain both a subject and a verb phrase. However, when a sentence has a noun clause, the rest of the sentence cannot always stand alone; it needs the noun clause to be complete. For example, in sentence 15b, *remains unknown* is not a complete sentence.

Test Yourself:

Underline the dependent clause in each of the complex sentences below. It will be either an adverbial clause or a noun clause.

Sample: Whatever you do is acceptable.

Getting Started:

1. I'll stay with Jeanette until Peter comes home.
2. That my candidate will win is obvious.

3. Although Mrs. Craft was tired, she insisted on making us dinner.
4. We were quite confident that we had made the right decision.
5. They want to find out why the waitress was so rude to them.
6. He did not know which highway led to the Canadian border.
7. The assistant manager knew that she was not going to be promoted this time.
8. Wherever we travel we like to visit museums.
9. I can speak Italian better than you can speak French.
10. We were tired of waiting, so we left.

We've been telling you to look for the subordinating conjunction to help you find the dependent clause. But what about these next sentences (with the dependent clauses underlined)?

16a. I know that you're right. 16b. I know you're right.

17a. You believed that the defendant was innocent.

17b. You believed the defendant was innocent.

As you can see, we can delete the subordinating conjunction *that* in a noun clause when the dependent clause follows the main clause. However, if the dependent clause comes before the main clause, the subordinating conjunction *that* cannot be deleted:

18a. That her daughter is talented has been obvious for years.

18b. *Her daughter is talented has been obvious for years.

- 19a. That the defendant was innocent became clear during the trial.
- 19b. *The defendant was innocent became clear during the trial.

Quick tip 17.8

In a noun clause, the subordinating conjunction *that* can be deleted following a main clause. Example: *I think (that) it's going to rain.*

So, when you don't see a subordinating conjunction in a sentence, but the sentence has more than one subject and verb phrase, ask yourself if you can insert *that* somewhere. If so, then you'll know you have a dependent clause.

Test Yourself:

1. Underline the dependent clauses in each of the sentences below. In some cases, the conjunction *that* will have been deleted.

Sample: They knew she would escape.

Getting Started:

1. They don't believe that her partner will keep his word.
2. Mrs. Webb was sure her pie would win the baking contest.
3. That Andy is the best in the class doesn't surprise me.
4. We heard you were accepted to Georgetown Law School.
5. It is true that I am going to become a partner in this

firm.

6. This man does not think you are a good writer.
 7. Jackie always thought that one day she would be a leading actress.
 8. You knew that I would be throwing a surprise party for you.
 9. The landlord assumed that all his tenants would be paying rent on time.
 10. The little girl pretended she was dancing with Mickey Mouse.
-
2. Decide if each sentence is simple, compound, or complex. Keep in mind that sometimes the subordinating conjunction *that* may have been deleted.

Sample: She told me I wasn't giving up yet.

Complex

Getting Started:

1. My mother changed the subject, but it was too late.
2. He proposed to her when she graduated from college.
3. A man from the sawmill was overseeing the project.
4. I want a piece of apple pie.
5. I had been hoping you could come to the game.
6. If you take the kids to the movies, I can get some rest.
7. The president said we should all conserve fuel.
8. You can do the food shopping first, or you can do your other errands.

9. Justin generally eats his soup with bread and butter.
10. I know the woman in the blue dress.

There's another very common type of subordinating clause, called a **relative clause**. Here are some examples:

20. I'll tell my husband, who will be home soon.
21. The person who knows her best is Richard.
22. Miss Livingston had her money in the bank that failed.

Since there's quite a bit to say about relative clauses, we've given them their own lesson, which is next.

D. Sentence with Relative Clauses

A well-known children's story starts with the line, *this is the house that Jack built*. It continues, *this is the malt that lay in the house that Jack built*. *This is the rat that ate the malt that lay in the house that Jack built*. The story continues until it ends with the following sentence: *This is the farmer sowing his corn, that kept the cock that crowed in the morn, that waked the priest all shaven and shorn, that married the man all tattered and torn, that kissed the maiden all forlorn, that milked the cow with the crumpled horn, that tossed the dog, that worried the cat, that killed the rat, that ate the malt that lay in the house that Jack built*.

This story gives us a good demonstration of complex sentences with relative clauses, which are a kind of dependent clause (see the lesson before). For example, in the sentence *This is the house that Jack built*, the main

clause is *This is the house*, and the dependent, relative clause is *that Jack built*. The relative clause acts as an adjective: it modifies the noun phrase *the house*, telling us more about it. This is why relative clauses are also referred to as adjective clauses.

Quick tip 17.9

A relative clause (adjective clause) is a kind of dependent clause; it provides additional information about a noun phrase in the main clause. Example (relative clause underlined): *I brought the cookies that are on the plate.*

In each sentence below, the relative clause is underlined, and the noun phrase which the relative clause is modifying is in bold. The main clause can stand on its own as a sentence without the relative clause; the relative clause just provides additional information about the noun phrase it's modifying and cannot stand alone. Like other clauses, a relative clause has its own subject and verb phrase.

1. She transferred the plate to the tray that she just washed.
2. Blanche thought about the man **who** was living in Italy at the time.
3. He called the company **that usually** supplies the pipes.

Test Yourself:

Underline the relative clause in each of the sentences below.

Sample: Mr. Sanders was wearing a suit that he bought in Italy.

Getting Started:

1. He paid no attention to the newspaper which was next to him.
2. The police arrested the man whom they had been looking for.
3. Mrs. Peterson was reaching for the phone that was nearest her chair.
4. He might recognize the woman who is hosting the show.
5. Cloe bought a present that was just perfect for his girlfriend.
6. I am renting an apartment that has two bedrooms.
7. She met someone whose daughter had graduated from Duke University.
8. Are you going to eat the desert that I baked especially for you?
9. He came to the party with a friend whom I haven't seen in ages.
10. You should pay for your vacation with the money that I gave you.

The relative clause doesn't necessarily follow the main sentence (clause); it can also be within the main sentence. In the following sentences, the relative clause is underlined and the main sentence (clause) is in bold. In sentences 4 and 5, the relative clause follows the main clause; in sentences 6 and 7, it's inside the main clause.

4. I've brought the horse which has been specially trained.
5. We tipped the waiter who had served us so well.

6. The man who was living in Italy at the time knew all the facts.
7. The company that usually supplies the pipes has gone out of business.

Again, if the relative clause (the underlined part) is removed, the main clause can still stand on its own as a sentence.

Test Yourself:

Underline the relative clause in each of the sentences below. The relative clause may be anywhere in the sentence.

Sample: A business that manufactures engines can be difficult to run.

Getting Started:

1. She gave him a smile that lit up her face.
2. The professor who gives easy tests is on sabbatical this semester.
3. The approaches which are most likely to succeed are too complicated.
4. The hotel which is near the shore doesn't open until April.
5. Are you satisfied with the computer that your parents bought for you?
6. The players who just entered the stadium are wearing blue jerseys.
7. Those strawberries that you brought are absolutely delicious.
8. I will vote for the candidate whose values are close to mine.

9. The gym that she belongs to is only a mile away.
10. He is still madly in love with the woman whom he married 15 years ago.

We've seen (in the lesson before) that other dependent clauses are linked to the rest of the sentence by subordinating conjunctions. The same is true of relative clauses. Those subordinating conjunctions which link relative clauses to the rest of the sentence are called relative pronouns, and you may remember that we talked about them in the lesson before. The relative pronoun which introduces the relative clause is underlined in the sentences below:

8. I just read a book which had a really exciting ending.
9. The soldier whom I'm writing to recently came home on leave.
10. She signed a deal with the publishing company that gave her the best offer.

Note that words that are relative pronouns can also be used in other ways. For example, *who* can be used as a relative pronoun, but it can also be used as a question word, as in the sentence, *who married her?*

Quick tip 17.10

Relative clauses begin with one of the relative pronouns: *that*, *which*, *who*, *whom*, *whose*.

Test Yourself:

Each of the sentences below contains a relative clause. Underline the relative pronoun that begins the relative clause.

Sample: The student whom I spoke to was confused.

Getting Started:

1. The hotel chain that Greg founded has since gone out of business.
2. He phoned the woman who was writing the article.
3. Jill resents the man whose father won the lottery.
4. The highway which I take to work needs repair.
5. The TV show that she likes best is on Sunday nights.
6. The DVD player which you bought was way too expensive.
7. I would like to meet the woman who you raved about.
8. Students whose names are not on the class roster should see me after class.
9. We are going to patronize the pharmacy which has just opened up.
10. I don't read all the magazines that I subscribe to.

Just as a sentence can have more than one dependent clause, it can have more than one relative clause. We saw this earlier, in the sentences about Jack, and see it here as well:

1. Pablo married the woman whose sister lived in a house which was next door to the one that I bought from the man who had first built it.

Even though this sentence is very long and contains four relative clauses, it is still perfectly grammatical.

Test Yourself:

Underline the relative clauses in each of the sentences below. A sentence may have more than one relative clause.

Sample: The man whom he had rescued turned out to be the criminal whom the police were looking for.

Getting Started:

1. She turned on the broadcast which dealt with the scandal that had recently been in the news.
2. Buck stood behind the counter which dominated his small restaurant.
3. The photographer who took the picture which appeared in the paper that was most widely read won a Pulitzer Prize.
4. I can't find the message that you sent me.
5. No one who breaks the law should get away with it.
6. The cruise that we booked 6 months ago through the agent whom you recommended is leaving next week.
7. The furnace that heats the house which we purchased with the cash that we won in the lottery that we played 5 years ago needs to be replaced.
8. Did you ever compute the number of days that you have spent on the novel that you are writing?
9. Friends who keep their word are the kinds of friends that I like.
10. The parking garage which is on the top floor of the building that is on the corner of the intersection is almost always full.

You may be wondering why relative pronouns are called pronouns. You know that pronouns replace noun phrases in a sentence. As we discussed in the lesson before, all of the relative pronouns except *whose* do the same thing.

Quick tip 17.11

A relative pronoun connects the relative clause to the rest of the sentence. All of the relative pronouns (except *whose*) also replace a noun phrase in the **relative clause**. (*Whose* replaces a determiner.)

Let's review how *Quick tip* 17.10 works in the following sentence, whose relative clause is underlined:

12. Blanche thought about the man who was living in Italy.

What noun phrase is the relative pronoun *who* replacing? The *who* refers to the noun phrase *the man*. Here's another example:

13. He called the company that usually supplied the pipes.

In this case, what does the relative pronoun *that* replace? It replaces the noun phrase *the company*.

Test Yourself:

For each sentence below, underline the relative clause and put a squiggly line under the main clause. Sample: Natalie usually wears clothes that look flattering on her.

Getting Started:

1. I am meeting Mr. Arnold at the museum that he supports.

2. The label which contains the warning is not very clear.
3. The robber opened the case which contained the most cash.
4. The policy that the president is implementing should be successful.
5. I contacted the young man whose wallet I found on the subway.
6. Shirley is not satisfied with the interest that she is getting in her bank account.
7. Economists who can predict the duration of recessions are rare.
8. Doctors who overcharge patients should be prosecuted.

9. I was impressed with the author who gave a lecture at the library yesterday.
10. The salesman who called was very persuasive.

Test Yourself:

Underline the dependent clause in each of the sentences below. It will either be a relative clause, a noun clause, or an adverbial clause.

Sample: The historian visited most of the sites that he wrote about.

Getting Started:

1. The architect's design includes a window that faces the courtyard.
2. She understood what you were trying to say.

3. If you're hungry, this town has a fantastic Greek restaurant.
4. It is obvious that we have to re-evaluate our plan.
5. The offer that I have given you is a fair one.
6. Her cousins need to know whether she'll be going to Boston this weekend.
7. Even if you don't feel good, you should definitely attend the convention.
8. The stranger who said hello to us wore elegant clothes.
9. The salesman can't remember what he promised his customer.
10. They watched TV when they got home.

Let's take a look at the following sentence:

14. The man whom I interviewed was not very knowledgeable.

As we discussed above, the sentence contains a relative clause, *whom I interviewed*, which begins with the relative pronoun *whom*. Will this sentence still be grammatical if the relative pronoun, *whom*, is left out?

15. The man I interviewed was not very knowledgeable.

If you think this sentence sounds fine, you're absolutely right. Here are some more examples:

- 16a. The permit that the builders applied for was denied.
- 16b. The permit the builders applied for was denied.

17a. The celebrity who Jack photographed left the theater early.

17b. The celebrity Jack photographed left the theater early.

You will notice that when the relative pronoun is omitted, as in sentences 15, 16b, and 17b, one noun phrase is directly followed by another noun phrase: *the man* + *I* in sentence 15, *the permit* + *the builders* in sentence 16b, and *the celebrity* + *Jack* in sentence 17b. So, if you see a sentence that has two noun phrases next to each other, check to see if the sentence would still be grammatical and mean the same thing if you put a relative pronoun between the two noun phrases; this will help you identify relative clauses.

Quick tip 17.12

A relative pronoun may be omitted before a noun phrase.
Example: *The movie (that) I saw was exciting.*

Test Yourself:

Underline the relative clause in each of the sentences below. In some cases, the relative pronoun will have been deleted.

Sample: The waiter set the table he had placed outside the restaurant.

Getting Started:

1. The little square in the town we visited contained benches.
2. Other famous people will be performing at the

theatre that my brother works at.

3. The pilot who flew the aircraft must have been well trained.
4. My neighbour owns the horse which won this race.
5. The guest I invited is sleeping on the sofa.
6. We left a nice tip for the waiter who served our delicious dinner.
7. The tennis racket I bought for you was made abroad.
8. The author whose book I am reading will go on a promotional tour.
9. The thing I like best about Jill is her positive attitude.
10. The woman who is running for mayor of this city is well known.

When we look at relative clauses more closely, we find that there are actually two types: restrictive relative clauses and nonrestrictive relative clauses. Compare the following sentences; the relative clauses are underlined.

18. Bridget likes doughnuts that have chocolate frosting.
19. She likes Peter Bolton, who is her son's piano teacher.

In sentence 18, the relative clause *that have chocolate frosting* is telling us exactly which doughnuts Bridget really likes. The clause is telling us that Bridget doesn't necessarily like all doughnuts; she specifically likes those that have chocolate frosting. This kind of relative clause, which limits or restricts the noun phrase it's modifying, is called a **restrictive relative clause**.

In contrast, in sentence 19, the relative clause *who is her son's piano teacher* is telling us something about Peter Bolton, but if we omit this relative clause, we still know who Peter is, although we don't know the extra information that he is her son's piano teacher. This type of relative clause is called a **nonrestrictive relative clause**. It's always separated from the main sentence by commas. (You can think of it as being separated from the main clause by commas because it's not essential.) When we say a sentence with a nonrestrictive relative clause, we usually pause at the commas separating it from the main sentence.

Here are some more examples to help clarify the different between restrictive and nonrestrictive relative clauses:

20. The employees who were upset came to the meeting.
21. The employees, who were upset, came to the meeting.

What's the difference in meaning between these two sentences? According to sentence 20, only those employees who were upset came to the meeting. The other employees didn't come to the meeting. That is, sentence 20 restricts the employees who came to the meeting to only those who were upset. Sentence 20 thus contains a restrictive relative clause.

What we know from sentence 21 is that employees came to the meeting. In addition, we know that those employees were upset. The clause provides additional

information about the employees but doesn't restrict, or limit, which employees came to the meeting. There may be other employees who were also upset but who didn't come to the meeting. This clause is a nonrestrictive relative clause.

Again, notice that in sentence 21 the relative clause is separated from the main clause by commas. Sentence 21 is also said with pauses where the commas are.

Note that one can always remove a relative clause, of either type, and still end up with a grammatical sentence. However, if the restrictive relative clause is removed, some of the information needed to fully identify the noun phrase we're talking about is missing.

Quick tip 17.13

A restrictive relative clause limits the noun phrase which it is modifying; a non restrictive relative clause does not. A non restrictive relative clause is separated from the main clause by pauses, and, when written, it is separated from the main clause by commas. Examples: *The dogs which were friendly were being trained as Seeing Eye dogs* (restrictive). *The dogs, which were friendly, were being trained as Seeing Eye dogs* (nonrestrictive).

Test Yourself:

Decide if each relative clause, underlined in the sentences below, is a restrictive or nonrestrictive relative clause.

Sample: The laundry which had just been folded was on the counter. Restrictive

Getting Started:

1. Mrs. Smith, who owns the house, was not interested in selling.

-
2. A huge truck, which someone had painted bright yellow, stood in the driveway.
.....
3. The children who had just come back from the class trip were restless.
.....
4. The maid broke an antique lamp, which was very valuable.
.....
5. The painting I brought home will be perfect for the den.
6. The bushes we planted last year are growing nicely.
7. Brianna is mad at John, who ended her family.
.....
8. I am returning your bicycle, which you lent me last week.
9. The students who made the presentation did a great job.
.....
10. This road, which we have travelled many times, is treacherous.
.....

Test Yourself:

Underline the relative clause in each of the sentences below. Then decide if it is restrictive or nonrestrictive.
Sample: Rome, which is a lovely city, was her first destination. Non-restrictive

Getting Started:

1. The Frenchman who is from Lyons completed the project.

2. The general, who knew nothing about the matter, nonetheless voiced his opinion.
3. A small disturbance, which was getting louder and louder, finally attracted our attention.
4. Jeremy, who was blushing profusely, asked Tatiana for some help.
5. Jim wasn't the person she wanted to hire.
6. The young lady, whose hobby was stamp collecting, was charming.
7. The man who is having a drink at the bar looks familiar.
8. The taxi I called took me to the airport.
9. Her report, which she prepared carefully, was well received.
10. The children, who are playing with their new toys, are unusually quiet.

E. Compound-Complex Sentences

You know (from the lesson before) that sentence 1 is a compound sentence:

1. Martha left me a note but I can't find it.

You also know (from the lesson before) that sentence 2 is a complex sentence:

2. She answered him impatiently when he questioned her credentials.

Like all compound sentences, sentence 1 contains at least two complete sentences joined by a coordinating conjunction, in this case *but*. And like all complex sentences, sentence 2 contains a main clause with at least one dependent clause; the dependent clause begins with a subordinating conjunction, in this case *when*.

But what about this next sentence?

3. I'll leave a message for the plumber but
I'm not sure that he'll get it.

You won't be surprised to learn that sentences such as sentence 3, which are both compound (two clauses connected with *but*) and complex (two clauses connected with *that*), are called **compound-complex sentences**. These are sentences that contain at least two main clauses, and at least one of the main clauses has at least one dependent clause.

Here are some more examples of compound-complex sentences, with the complete sentences in bold and the dependent clauses underlined:

4. While the house looked nice from the outside, the floors were sagging and the walls were crumbling.
5. The woman who lives next door is very friendly but I forgot her name.
6. I thanked him for his efforts but he insisted that he hadn't minded.
7. If we don't hurry, we'll have to see a different movie, or we'll have to come back later.

Test Yourself:

Decide if each sentence below is a complex or compound-complex sentence.

Sample: He realized that they had been investigating his private life. Complex

Getting Started:

1. They are walking quickly down the hall which connects their lab to the main office.
.....
2. The castle looked beautiful in the sunlight, and it dominated the countryside which was around it.
.....
3. The Mercer family has gone on the vacation which they've been planning for years.
.....
4. He was angry at his friend, but he decided that he wasn't going to tell him.
.....
5. We don't know whether we'll succeed, but it's important that we try.
.....
6. Since you moved, a lot of things have changed.
.....
7. Mr. Bruns's son can't buy a house until he finishes medical school, but he is already saving for it.
.....
8. I am not going to sign the contract until my lawyer looks it over.
9. We will go to the concert, but I am warning you that we will have to wait on line for tickets.
.....
10. The mechanic said that we should check our tire pressure every week.

.....

Test Yourself:

Decide if each sentence below is a simple, compound, complex or compound-complex sentence.

Sample: Her older son, whose name was Edward, moved into the city first. Complex

Getting Started:

1. If you travel to New York, you should definitely visit Times Square.
2. He dried his face with a towel.
3. I like the view from my apartment, but it can get very noisy outside.
4. Once you arrive in Europe, you should call me.
5. It is obvious to me that you have to limit your spending, or you'll have to look for a second job.
6. He is sleeping soundly, but he needs to get up soon.
7. They buy a newspaper almost every morning.
8. The game started before I got there.
9. Valerie will be happy when she gets the news.
10. I invited Carrie over and she joined me for a dinner which was delicious.

Lesson 18: Related Sentences

Looking at Related Sentences

One interesting characteristic of language is that sentences can be related, in a consistent way, to other sentences. What do we mean by this? Let's start by looking at some related sentences which we've seen before.

- 1a. She looked up the answer.
- 1b. She looked the answer up.
- 2a. We will just drop o the files.
- 2b. We will just drop the files of.
- 3a. The professor pointed out the correct answer.
- 3b. The professor pointed the correct answer out.

You can see that one member of each pair is related to the other in a systematic way: the verb and its particle (both underlined) can either be next to each other or the particle can be on the other side of the next noun phrase. (See the lesson before) The important point here is that we can't change the structure of a sentence in any random way. For example, we can't say **She up looked the answer*.

Let's look at other examples of related sentences:

- 4a. Mary gave the information to Robert.
- 4b. Mary gave Robert the information.
- 5a. She told the truth to her
granddaughter.
- 5b. She told her granddaughter the truth.

6a. They bought a car for their teenage daughter.

6b. They bought their teenage daughter a car.

Once again, you can see that these indirect object pairs are related to each other in a systematic way. (See the lesson before.) And again, we can't just randomly change them; for example, we can't say, **Mary Robert the information gave*.

Here's one more example of related sentences:

7a. I know that you're right.

7b. I know you're right.

8a. You believed that the defendant was innocent.

8b. You believed the defendant was innocent.

9a. The residents of the village feel that the new highway is important.

9b. The residents of the village feel the new highway is important.

Here, while the word *that* can be deleted (see the lesson before), we can't delete just anything. For example, we can't say **I that you're right*.

Test Yourself:

Change each sentence below into its related "partner," using the examples above as a guide.

Sample: His editor put down the manuscript. His editor put the manuscript down.

Getting Started:

1. They brought their concerns to the clergyman.
2. I have an idea you'll like this movie.
3. You should hand your ticket to the flight attendant.
4. By noon, Jackie had turned in her assignment.
5. I ordered you your favourite book.
6. She knows this will disappoint her mother.
7. Please put your pens down!
8. He promised his friend a good time.
9. The accountant figured that he would spend about three hours with his client.
10. They gave money to their local chapter.

So far, the related sentence pairs we've looked at have the same meaning. For example, *she looked up the answer* and *She looked the answer up* mean exactly the same thing. But sometimes sentences are related to each other in a consistent way, even though their meanings are not the same. For example, here's a statement:

10a. Amanda is working today.

Can you turn it into a yes/no question? The related yes/no question is:

10b. Is Amanda working today?

No native speaker of English would make the yes/no question something like, **Working*

Amanda today is. That's because there's a systematic relationship between statements and yes/no questions, even though they don't have the same meaning.

Try another one:

11a. That boy has eaten an enormous breakfast.

The related yes/no question is:

11b. Has that boy eaten an enormous breakfast?

Here are some more examples:

12a. Hank was laughing.

12b. Was Hank laughing?

13a. That artist had chosen to represent animals in his drawings.

13b. Had that artist chosen to represent animals in his drawings?

14a. You can see the old hotel near the railroad station.

14b. Can you see the old hotel near the railroad station?

Another example of related sentences can be seen when we look at statements and tag questions.

For example, here's a statement:

15a. Molly should do that.

Can you turn it into a tag question? The related tag question is:

15b. Molly should do that, shouldn't she?

No native speaker of English would respond with the tag question, **Mary should do that, can't they?* That's because, again, there's a systematic relationship between statements and tag questions, even though they don't have the same meaning.

Try another one:

16a. The students are waiting to have lunch.

The related tag question is:

16b. The students are waiting to have lunch,
aren't they?

Here are some more examples:

17a. He had mailed the letter yesterday.

17b. He had mailed the letter yesterday, hadn't
he?

18a. Mr. Peters was wearing a hat with a wide
brim.

18b. Mr. Peters was wearing a hat with a wide
brim, wasn't he? 19a. Rebecca will wait for
her.

19b. Rebecca will wait for her, won't she?

See the lesson before for further discussion of yes/no
questions and tag questions.

So far, we've been looking at sentence types that we've
already come across in other lessons. However, there
are many more sentences in English that are related. In
the next two lessons, we'll take a closer look at two sets
of related sentences that we have not discussed before.

A. Active and Passive Sentences

So far in this book we've seen lots of sentences with the
following pattern:

1a. The witch kidnaped Esmeralda.

In this sentence, *the witch* is the subject (the doer of the action); *kidnaped* is an action verb, and *Esmeralda* is the direct object (the receiver of the action).

What do you notice about this next sentence?

1b. Esmeralda was kidnaped by the witch.

Quick tip 18.1

Sentences with the subject before the verb are called active sentences. Example: *Charley repaired this computer*.

It has basically the same meaning as sentence 1a, but with a different structure. We can see that the noun phrase *the witch* is still the subject; however, it no longer occurs before the verb. It occurs after the verb and following the word *by*. The direct object noun phrase, *Esmeralda*, is now before the verb. Sentences with this pattern are called passive sentences (or are said to be in the passive voice).

Quick tip 18.2

Sentences which do not have the subject before the verb are called passive sentences. Example: *This computer was repaired by Charley*.

Here are some more examples of active and passive sentence pairs:

2a. My friend mentioned his excellent reputation.
(active)

2b. His excellent reputation was mentioned by my friend.
(passive)

3a. Nellie sent the Browns a present.
(active)

3b. The Browns were sent a present by Nellie.

(passive)

4a. The bird ate the worm.

(active)

4b. The worm was eaten by the bird.

(passive)

Test Yourself:

Decide if each sentence is active or passive. To help you decide, see if the subject (doer of the action) is before or after the verb.

Sample: The story was told by a great writer.

Passive

Getting Started:

1. The landscaper was hired by her neighbour.
2. Tim chose the pastries.
3. Christine had driven about thirty or forty miles that day.
4. Little Suzie's picture was taken by her grandmother.
5. We are cooking something for lunch.
6. This investor made a lot of money.
7. He was appointed by the mayor.
8. The votes were counted by the election commission.
9. The soprano is singing a famous aria.
10. My credit card company has responded to my inquiry.

In order for an active sentence to have a related passive sentence, it must have a direct object. Unlike the sentences we have looked at so far in this lesson, the following sentences do not have a direct object; therefore, they don't have related passive sentences.

- i. The train arrived late.
- ii. We are traveling to Mexico.
- iii. Harry studied.

Active and passive sentences are related to each other in a systematic way. Let's look more closely at this relationship by examining sentences 8a and 8b.

8a. The policeman saw the criminals.
(active)

8b. The criminals were seen by the
policeman. (passive)

We will see that there are five ways in which passive sentences like 8b differ from active sentences like 8a. We'll now discuss each of the characteristics of passive sentences.

First, as we mentioned in *Quick tip 18.2*, the subject (doer of the action) follows the verb:

8b. The criminals were seen by the policeman.

Second, the word *by* precedes the subject:

8b. The criminals were seen by the policeman.

Third, the noun phrase that follows the verb in the active sentence occurs before the verb in the passive sentence:

8b. The criminals were seen by the policeman.

Fourth, passive sentences have a form of *be* (*am, is, are, was, were, be, being*) before the verb:

8b. The criminals were seen by the

policeman.

We talked about auxiliary, or helping, verbs in the lesson before; the passive *be* is also a kind of helping verb.

And fifth, the main verb following the passive *be* is in a special form:

8b. The criminals were seen by the policeman.

You may recognize this special form of the verb as the past participle form of the verb, the same form of the verb that follows the helping verb *have*. (See the lesson before.) That is, just as each of the other helping verbs has an effect on the verb following it (see the lesson before), the passive *be* also has an effect on the verb following it: the verb must be in its past participle form.

Use the following exercises to help you focus in on the differences between active and passive sentences.

Test Yourself:

1. In the passive sentences below, underline the passive *be* helping verb and put a squiggly line under the past participle form of the verb that follows it.

Sample: Roller-coasters are designed by that company.

Getting Started:

1. Amazing results are produced by that approach.
2. Marjorie Kelly was given first prize by the judges.

3. Those words were spoken by Abraham Lincoln.
 4. This actor's suit was designed by Armani.
 5. One hundred new airplanes were ordered by Singapore Airlines.
 6. The rebels were attacked by government soldiers.
 7. Columbia Pictures was bought by Sony.
 8. A quick deal was struck by the negotiating team.
 9. Gandhi is admired by people all over the world.
 10. *The Wall Street Journal* is read by many company executives.
2. Convert each active sentence below to its related passive sentence.

Sample: The principal gave my class the award. My class was given the award by the principal.

Getting Started:

1. The tenant filed the complaint.
2. The advertising agency presents many ideas.
3. The politicians analyse the questionnaires.
4. Flood damaged their house.
5. My colleagues complimented me.
6. This law firm hired Joan's daughter.
7. Charity helps the needy.
8. Some travellers buy flight insurance.
9. Hens produce eggs.
10. My grandfather built that house.

Convert each passive sentence below to its related active sentence.

Sample: The message was read by the old man. The old man read the message.

Getting Started:

1. Graham is touched by her remarks.
2. The tower was built by a well-known architect.
3. The silence is broken by the alarm bell.
4. Mexico was conquered by Cortez.
5. Chinese is spoken by more than a billion people.
6. The sofa is delivered on time by the furniture store.
7. My finger was stuck by a pin.
8. The Tony Awards were broadcast by CBS.
9. This statue was sculpted by Bernini.
10. iPod was introduced by Apple Computer.

We've said that passive sentences contain the word *by*.
Let's compare *by* in these next two sentences:

9. The two bags were lost by Dina.
10. She lives by the seashore.

Although both *by* are prepositions, their functions are not the same. In sentence 9, *by* is in a passive sentence, letting us know that the doer of the action (in this case, *Dina*) is following. But in sentence 10, *the seashore* is not doing anything; rather, *by* is telling us about location.

Test Yourself:

Each of the sentences below contains the word *by*.
Decide if it is being used as a marker of the passive or to indicate location.

Sample: There were too many cars parked by the school.

Location

Getting Started:

1. The trooper is pleased by the strategy.
2. The building by the bank is new.
3. He was confused by that new information.
4. This afternoon we rested by the pond.
5. The rally was attended by college students.
6. They don't want to buy the house by the highway.
7. The lost puppy was found by its owner.
8. The newlyweds were married by their hometown priest.
9. The case is tried by a newly elected judge.
10. She was reading by the fireplace.

As we mentioned, passive *be* (in all its forms) is a kind of helping verb, occurring right before the main verb. In a sentence that has other helping verbs as well, the passive *be* is always the last one. You can see that in the following sentences, where the form of the passive *be* is underlined and the other helping verbs are in bold:

9. The letter will be answered by McCarthy.
10. The letter has been answered by McCarthy.
11. The letter is being answered by McCarthy.

12. The letter should have been answered by McCarthy.

Quick tip 18.3

The passive *be* **helping verb** is always placed after all the other **helping verbs**, right before the **main verb**. Example: *The table has been set by the waitress.*

Test Yourself:

1. Underline the form of the passive *be* helping verb in the passive sentences below. Remember that it will always be the last helping verb in a passive sentence.

Sample: They could have been seen by the reporters.

Getting Started:

1. My office is being redecorated by two newcomers to the field.
2. The stop had been planned by the tour guide.
3. Her house might have been damaged by the storm.
4. This book should be read by curious students.
5. The long-awaited picture will be unveiled by the painter next Sunday.
6. The trash was being collected by the sanitation department.
7. You might be pleased by his generosity.
8. The Finnish runner was being overtaken by the runner from Kenya.

9. That business should have been shut down by the authorities.

10. Joseph's car must be repaired by the dealership.

2. Each of the sentences below is an active sentence with one or more helping verbs. Convert each active sentence below to its related passive sentence.

Sample: Matt should read this newspaper.

This newspaper should be read by Matt.

Getting Started:

1. The tenants have filed the complaint.
2. The advertising agency is presenting the ideas.
3. The politicians have analysed the questionnaires.
4. The author should have given a more interesting speech.
5. I might have forgotten the whole thing.
6. The hotel management may be building another wing.
7. Someone must have noticed this.
8. A live band will entertain the wedding guests.
9. Bad weather has delayed us.
10. Careless campers can start forest fires.

The following sentences are also passive sentences, but they're different from the ones we've talked about so far.

15. The bank was robbed.

16. A landscaper was hired at last.

In these passive sentences, the *by* and the subject are missing. That is, instead of saying *The bank was robbed by someone*, we have the option of simply saying *The bank was robbed*, if we don't feel it's necessary to say by whom. This kind of passive sentence, where the subject noun phrase is missing, is called a **truncated passive**. Here are some more examples:

17. My dinner was prepared quickly.
18. That proposal has already been discussed

Quick tip 18.4

A **truncated passive** is a passive sentence without the *by* and subject noun **phrase**. Example:

The proposal was discussed.

Test Yourself:

1. Each of the sentences below is a passive sentence. Decide if it is a full passive or a truncated passive. Look for the *by* + noun phrase to help you decide.

Sample: The game was lost by the team. full passive

Getting Started:

1. The stories of his wealth have been exaggerated by others.
2. That bestseller was written by Tony Martin.
3. The bridge has been repaired.

4. The store is being watched.
5. We should have been warned by the contractor.
6. This watch was given to me by my uncle.
7. Another pyramid has been unearthed.
8. My article will be published by a prestigious journal.
9. I am being paged right now.
10. Elephants have been hunted illegally for their ivory.

2. Decide if the following sentences are active or passive. Some of the passives are truncated.

Sample: The chef is making a sauce for the pasta.

active

Getting Started:

1. The celebrity was spotted at eight in the morning.
2. Tom is carrying two large glasses.
3. The old man might have been looking at his host suspiciously.
4. The company was sold.
5. The stop had been planned by the tour guide.
6. She was thoroughly surprised by him.
7. I might have been exaggerating.
8. The lasagne was cooked in the brand-new oven.
9. The ship is circling the island.
10. Nice things were said about him.

To enhance your understanding

Let's compare another active/passive pair of sentences:

19a. Their aunt visits the children every Christmas. —

19b. The children are visited by their aunt every Christmas.
—

In sentence 19a, why is the verb *visits* rather than *visit*? Since *their aunt* is one person, we say *visits*. If there were more than one aunt, we'd say: *Their aunts visit the children every Christmas*. So in an active sentence, the first noun phrase, the subject, controls the form of the verb.

What happens when the direct object of the sentence, *the children*, is before the verb, as in the passive sentence 19b? You can see that the first noun phrase, *the children*, is now controlling the form of the verb: we say, *the children are visited by their aunt every Christmas* (because there is more than one child). Even though there's still only one aunt, *aunt* is no longer controlling the form of the verb. The important thing to keep in mind is that in a sentence it is always the noun phrase before the verb, whether or not it's doing the action, that controls the form of the verb.

B. Positive and Negative Sentences

The following are all **positive sentences**:

1. I will think about it.
2. Timothy has called her.
3. The teacher was listening.

Can you turn them into **negative sentences**, using the word *not*? The related negative sentences are:

4. I will not think about it.
5. Timothy has not called her.
6. The teacher was not listening.

(Of course, native speakers often put *not* in contractions, saying, for example, *I won't think about it* instead of *I will not think about it*; we will not be focusing on the contractions in our discussion here.)

No native speaker of English would make the negative sentence something like, **I will think about not it*. That's because there's a systematic relationship between positive and negative sentences, even though they don't have the same meaning. We're not usually consciously thinking about how to make a sentence negative, but we know how to do it, and we do it in a consistent way.

Can you figure out exactly where you put *not* in a sentence when you make it negative? Here are some negative sentences, with *not* underlined and the helping verb in bold. (See the lesson before for a reminder about helping verbs.)

7. I am not going there next week.
8. That phone might not work.
9. She has not written to me often.

Where does the *not* go? You can see that it goes right after the helping verb.

What if a sentence has more than one helping verb? Again, the *not* in each sentence below is underlined; the helping verbs are in bold.

10. That phone should not have worked.
11. She has not been writing to me often.
12. Those people should not have been attending the conference.

What pattern do you notice? You can see that *not* is always placed after the first helping verb.

Quick tip 18.5

A sentence is made negative by inserting *not* after the first helping verb.

Test Yourself:

For each of the sentences below, insert the word *not* to make the sentence negative.

Sample: I should turn around. I should not turn around.

Getting Started:

1. Nate has been busy lately.
2. You might ask your father.
3. Interest rates are going up.
4. It could have been a hurricane.
5. I will be playing soccer tomorrow.
6. George has had enough.
7. She could have been saying that.
8. He was being photographed.
9. This company was sued for fraud.
10. I can be persuaded to change my mind.

Now make the following sentence negative:

13. I went there last week.

You probably ended up with the following:

14. I did not go there last week.

How did *did* end up here? Let's look at some more examples to figure it out:

15a. She writes to me often.

15b. She does not write to me often.

16a. Many important people attended the conference.

16b. Many important people did not attend the conference.

If we look at one of these sentences, such as *I went there last week*, we can see that it has a main verb, *went*, but no helping verb. So, when a sentence has no helping verb but we need one, for example, to make the sentence negative, we use a form of *do* as the helping verb. Notice that in that case, the tense information is not on the main verb, but on the form of *do* instead (*do*, *does*, *did*). This is exactly as expected. You may recall from the lesson before that tense is always indicated by the first verb; since *do*, and not the main verb, is the first verb in the sentence, it is the one that carries the tense information. This leaves the main verb in its base form. (The same is true for person and number information, distinguishing between *do* and *does*.)

Test Yourself:

For each of the sentences below, insert the word *not* where it is needed to make the sentence negative. Some sentences will have helping verbs; some will not, so insert the appropriate form of *do* where it is needed.

Sample: The soldier helped his comrade to his feet.

The soldier did not help his comrade to his feet.

Getting Started:

1. This path will lead you to the stable.
2. Frank had been walking for hours.
3. Mr. Clay returned as soon as he could.
4. The principal of this school is thinking about retiring.
5. They have a swimming pool.
6. You could have been more forthcoming.
7. That company imports products from Canada on a regular basis.
8. She has been a waitress for a long time.
9. He tries to write poetry twice a week.
This could be happening to you.

Quick tip 18.6

In negative sentences, we use a form of *do* as the helping verb if the sentence does not have any other helping verb. Example: *He does not like spaghetti.*

There is one main verb that doesn't use *do* to form a negative sentence, even when the sentence has no helping verb: that exception is *be*. In these next examples, there is no helping verb, just the main verb *be* (underlined); you can see that no form of *do* is needed to form a negative sentence.

17a. She is awake now.

(positive sentence)

17b. She is not awake

now.

(negative sentence)

18a. The judges were in their chambers.

(positive sentence)

18b. The judges were not in their chambers.

(negative sentence)

To enhance your understanding

The verb *do* has a number of different uses. Here are some examples:

19. I did not study. (helping verb)

20. I did it. (main verb)

21. I did think of it! (emphasis)

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