

Part III: Parts of Speech

The “Online Exercise” icons in Part III of the handbook refer to the following exercises.

Note: There are also a set of review exercises for all of Part III at the end of this document.

Exercise 20: Grammatical Function of Nouns (see #13b)

Underline each noun or noun phrase in the following sentences and determine whether it is functioning as a subject, a direct object, an indirect object, an object of a preposition, a subjective complement (predicate noun), an objective complement, an appositive, or a possessive adjective.

1. Canada’s tenth province, Newfoundland, joined Confederation in 1949.
2. The Queen was given a Canadian encyclopedia edited by a distinguished professor.
3. Halifax’s mayor presented the speed skater the gold medal.
4. We often think back with pleasure on our childhood.
5. Shakespeare wrote many plays, but Hamlet, a tragedy, is his best known work.
6. Pier 21 in Halifax is now a museum that recalls the days when most of Canada’s immigrants arrived by sea.

Exercise 21: Pronouns (see section #14)

Identify the type of pronoun used in each of the following sentences.

1. Why is the defendant responding like that?
2. One who aspires to write more engagingly and adventurously will find no shortage of advice.
3. Businesses can help one another by placing combined orders.
4. She aspires to become the mayor of Edmonton.
5. It’s estimated 14,000 Canadians live in Marseilles.
6. Lara and Elizabeth have been sending letters to each other since childhood.
7. The emperor commanded the citizens to build the aqueduct themselves.
8. Who just shook hands with the Prime Minister?
9. Those are the main sources of evidence.
10. I stayed up very late finishing a computer program.

11. To whom did the secretary direct the call?
12. Aaron will be at the library that has a moose statue in the foyer.
13. With slight trepidation Gurdishan started to eat the chili, which had been at the back of the fridge for over two weeks.
14. Willard wrote himself a note to avoid forgetting the equipment tomorrow.

Exercise 22 (1): Case (see section #14e)

Underline the correct pronoun in each of the pairs in parentheses.

1. (She, her) and (I, me) will work on the project tonight.
2. There stood Eva, (who, whom) we had just said goodbye to.
3. Is Tomi the person (who, whom) you think will do the best job?
4. This gift will please (whoever, whomever) receives it.
5. The coach advised Anwar and (I, me) not to miss any more practices.
6. (Who, Whom) do you wish to see?
7. Lydia, (who, whom) was the best violinist in the orchestra, became ill and had to be replaced at the last minute by Eric, (who, whom) was her teacher
8. When Markus received his scholarship, he thanked his faculty adviser (who, whom) he'd worked with to prepare the application.

Exercise 22 (2): Case (see section #14e)

Make up five sentences that use a personal pronoun in the subjective case (I, he, she, they) after a form of the verb be, and five sentences using the pronoun whom or whomever in a correct formal way. Then rewrite each sentence, keeping each one formal but avoiding the possible stuffiness of these usages.

Exercise 23: Agreement of Pronouns with Their Antecedents (see section #15)

In each of the following, correct any lack of agreement between pronouns and their antecedents. Revise sentences as necessary to avoid gender bias.

1. Una or Gwendolyn will lend you their textbook.
2. Each of the male athletes declined having their photo appear on the brochure.

3. Some cars were blown on its sides during the storm.
4. Only a few customers returned her purchases.
5. After studying his statements for over an hour, I still couldn't understand it.
6. In order to make sure each sentence is correct, check them carefully during revision and proofreading.

Exercise 24: Reference of Pronouns (see section #16)

Correct any faulty pronoun reference in the following:

1. Summer homes make good retreats—for those who can afford it.
2. You cannot suppress truth, for it is morally wrong.
3. The deadline was a month away, but I failed to meet it, for something happened that prevented it.
4. The tone of the poem is such that it creates an atmosphere of romance.
5. Television usually shows regular commercials, but this is more and more supplanted by product placement in movies.

Exercise 25 (1): Kinds of Verbs: Transitive, Intransitive, and Linking (see section #17a)

After each transitive verb in the following, supply an object; after each intransitive verb, supply an adverb (or adverbial phrase) or a period. If a particular verb can be either transitive or intransitive, do both.

Examples: Moira wants money. (tr.)
 Moira waited patiently. (intr.)
 Moira speaks loudly. (intr.) / Moira speaks her mind. (tr.)

- | | | | |
|--------------------|-------|----------------------|-------|
| 1. Adriana expects | _____ | 9. Olivier performed | _____ |
| 2. Tony breathed | _____ | 10. Brian responded | _____ |
| 3. Murray talks | _____ | 11. Sonya teaches | _____ |
| 4. Kamala knelt | _____ | 12. Xian sings | _____ |
| 5. Yvonne believed | _____ | 13. Pierre repairs | _____ |
| 6. Ricardo bought | _____ | 14. Council vetoed | _____ |
| 7. They ordered | _____ | 15. Ann compromised | _____ |
| 8. Yukio learned | _____ | 16. Soolin flew | _____ |

Exercise 25 (2): Kinds of Verbs: Transitive, Intransitive, and Linking (see section #17a)

In the following, first identify the complement of each italicized linking verb, and second, indicate whether it is a predicate noun or a predicate adjective.

1. She was sorry that he *felt* so ill. _____ (first), _____ (second)
2. Because she *was* a computer expert, she *was* confident that she could write a software program for the system. _____ (first), _____ (second)
3. The book *became* a best seller even though it *was* scholarly in its examination of black holes. _____ (first), _____ (second)
4. Since the house *was* well insulated, it *stayed* warm throughout the severe winter. _____ (first), _____ (second)
5. Incredible as it seems, the casserole *tasted* as good as it *looked* odd. _____ (first), _____ (second), _____ (third)

Exercise 25 (3): Kinds of Verbs: Transitive, Intransitive, and Linking (see section #17a)

After each linking verb, supply (a) a predicate noun and (b) a predicate adjective.

Example: Kevin was (a) an engineer.
(b) energized.

1. Erika is (a) _____.
(b) _____.
2. Priscilla became (a) _____.
(b) _____.
3. Luigi remained (a) _____.
(b) _____.
4. The government had been (a) _____.
(b) _____.

Exercise 25 (4): Kinds of Verbs: Transitive, Intransitive, and Linking (see section #17a)

Compose sentences using some common linking verbs other than *be*, *become*, *seem*, and *remain*. Then compose other sentences using the same verbs as either transitive or intransitive verbs, without complements. Can any of them function as all three kinds? Try smell, for example, or act.

Exercise 26 (1): Sequence of Tenses (see section #17h)

Choose a few fairly standard verbs, ones that you find yourself using often—say, three regular verbs and three from the list of irregular verbs (see 17c in the text)—and run them through their paces: that is, compose substantive sentences using them in all the tenses illustrated in 17g and 17h.

Exercise 26 (2): Sequence of Tenses (see section #17h)

Select ten or so of the sentences you wrote for the preceding exercise and try using *do* and some of the *modal auxiliaries* (see 17e) with them to produce different meanings.

Example: I *do* paint pictures. I *should* be painting the garage.
 I *did* paint pictures. I *should* have been painting pictures.
 Didn't you paint pictures I *shouldn't* have tried painting the ceiling.
 I *may* have painted pictures. *Could* I have been painting in my sleep?
 Can you paint? They *must* have been painting all night.

Exercise 27: Mood (see section #17k)

Suppose that you are giving a friend some advice about how to deal with noisy neighbours. Compose ten sentences using a variety of subjunctive forms. One sentence may start “If I were you, I would . . .”

Then try to revise each so that it uses a modal auxiliary or an infinitive instead of a subjunctive. You should be able to change most if not all of them.

Exercise 28: Voice: Active and Passive (see section #17-l)

In the following, change passive voice to active voice wherever you think the revision improves the sentence. Retain the passive wherever you think it is preferable.

1. By planning a trip carefully, time-wasting mistakes can be avoided.
2. The car was driven by Denise, while Yves acted as map-reader.
3. Another factor that makes the Whistler ski resort so popular is the variety of après-ski entertainment that can be found there.
4. Some went swimming, some went on short hikes, some just lay around, and volleyball was played by others.
5. According to scientists, it is hoped that the oil spill will be cleaned up by the turbulence of the water.

Exercise 29 (1): Agreement between Subject and Verb (see section #18)

Underline the correct form in each pair of verbs:

1. Neither Jason nor Melinda (is, are) interested in moving in.
2. There (is, are) fresh coffee and muffins on the kitchen table.
3. The committee (intends, intend) to table its report today.
4. Unexplained natural phenomena (fascinates, fascinate) the scientific community.
5. Most critics agree that Margaret Atwood's *The Handmaid's Tale* (is, are) an important Canadian novel.
6. The music that the orchestra and singers performed for the parents and children (was, were) all written by Canadian composers.
7. The team members (were, was) grateful for the help of all the volunteers. The team also (was, were) happy to finish the year with a successful event.
8. Dr Hwang is one of those professors who (has, have) published a book based on years of diligent research.

Exercise 29 (2): Agreement between Subject and Verb (see section #18)

Revise the following sentences to correct any lack of agreement between subject and verb.

1. Recent studies of the earth's atmosphere indicates that there are more than one hole in the ozone layer.
2. Juliet's love and courage is evident in this scene.
3. Post-modern architecture in North America and Europe have been changing urban skylines.
4. In Canada, the media is largely based in Ottawa and Toronto.
5. This economist writes of the virtue of selfishness, but it seems to me that she, along with those who share her view, are forgetting the importance of cooperation.
6. Everything in this speech, the metre, the repetition of vowels, and the vibrant imagery, lead us to believe that this is the high point of Othello's love and, as far as we know from this play, of his life.
7. The migration of whales attract many tourists to this coastal community.
8. Indeed, the exercise of careful thought and careful planning seem to be necessary for the successful completion of the project.

9. But scandal, unfair politics, and the “big business” of politics has led to the corruption of the system.
10. With innovation comes a few risks.

Exercise 30 (1): Adjectives (see section #19) / Adverbs (see section #20)

Underline all the single-word adverbs and circle all the single-word adjectives (including articles) in the following sentences:

1. It was hard work, so he decided to work hard.
2. Although she felt happy in her job, she decided, reluctantly, to express very forcefully her growing concern about office politics.
3. The fireplace screen was too hot to touch.
4. When the hikers were fully rested, they cheerfully resumed the leisurely pace of their climb.
5. Surely the government can find some way to raise the necessary revenues fairly.
6. When she was at the bookstore, Jill couldn't decide which book to choose for her little sister's birthday present.
7. Parker's roommate is very fond of hamburgers and often eats them for breakfast.
8. Yesterday, Hakim had to leave history class quickly in order to catch the last bus.

Exercise 30 (2): Adjectives (see section #19) / Adverbs (see section #20)

Correct any errors in the use of adjectives and adverbs in the following sentences:

1. She concentrated so hardly that she got a headache.
2. The promotion usually goes to the determinedest and skilfullest employee.
3. The temperature had risen considerable by noon.
4. We enjoyed a real good vacation in the Gatineau Hills.
5. He preferred to wear his denim blue old jacket.
6. Nira isn't writing as good as she usually does.
7. Condos are more costlier this year than they were last.
8. The slower you drive, the less fuel you use.

9. He treats his closest friends worstest of all.
10. Which member of the opposition party is the more ambitious politician?

Exercise 31: Comparison of Descriptive Adjectives (see #19b)

Come up with five exceptions for adjectives that don't fit neatly into the guidelines. For example, would you use *er* and *est* with *pat*, *chic*, *prone*, and *lost*? Or with *sudden*, *thorough*, *malign*, and *sanguine*? Do *er* and *est* work with *slippery*? Do some longer adjectives take *est* comfortably, but not *er*? Think of some descriptive adjectives (other than *unique*, etc.) that for some reason don't lend themselves to comparisons at all. (Try some past-participial forms, for example, or words that function primarily as nouns or other parts of speech.)

Exercise 32: Articles: *a*, *an*, and *the* (see #19c)

In each blank, place *a*, *an*, or *the*; or put *O* if no article is needed. If two articles could be used, put a slash (/) between them. If an article could be used, but need not, put parentheses around it. Some of the answers will be debatable—please debate them!

1. In _____ Canadian society, everyone is considered _____ equal.
2. After five years in _____ business, she decided to enrol in _____ international relations.
3. My sister got _____ award for her work in _____ genetics.
4. There was _____ controversial documentary about _____ drug addiction on _____ television last night.
5. I think you should put _____ onion in _____ stew.
6. _____ art books were worth _____ small fortune, but there was no space for them in _____ Centre.
7. At _____ climactic moment of _____ violin solo, _____ man in _____ audience started to have _____ coughing fit.
8. Currently, _____ city council is divided on its decision whether to bid for _____ Olympics or to invest its energies in _____ clean water policy.
9. In his usual exuberant style, _____ famous chef smashed _____ various condiments and spices on _____ counter in front of _____ hungry and curious studio audience.
10. _____ true happiness is found within us and not in _____ external objects, circumstances, or relationships.

Exercise 33 (1): Adjectives (see section #19) / Adverbs (see section #20)

Enrich and elaborate each of the following basic sentences by adding a variety of adjectival and adverbial modifiers. Use phrases and clauses as well as single words. Try several versions of each and experiment with placement. (Change tenses of verbs if you wish, and add auxiliaries.) Label the elements you add as adjectives or adverbs.

1. Buskers sing.
2. Politicians lose elections.
3. The goalie was hit by the puck.
4. There are lessons in childhood.

Exercise 33 (2): Adjectives (see section #19) / Adverbs (see section #20)

Make a list of ten adjectives (other than those listed or discussed above) that can also serve as or be changed into adverbs. Use each adjective in a sentence; then make each an adverb and use it in a sentence. Finally, choose two of the words and compose sentences using them in their comparative and superlative forms as both adjectives and adverbs.

Exercise 34 (1): Verbals: Infinitives, Participles, and Gerunds (see section #21)

Identify each verbal in the following sentences as an infinitive, a past or present participle, or a gerund:

1. Coming as he did from the prairies, he found the coastal scenery to be stunning.
2. She wanted to snowboard, and learning was easier than she had expected.
3. Trying to study hard on an empty stomach is usually not very rewarding.
4. The party was certain to last until midnight, permitting everyone to eat and drink too much.
5. Sent as she had been from one office to another, Cindy was tired of running back and forth and up and down; she was now resolved to go straight to the top.
6. Becoming a firefighter had been Hannah's chief ambition since starting high school, and she was prepared to work hard to achieve her goal.
7. Watching Neil Armstrong walk on the moon in 1969 inspired Chris Hadfield to become an astronaut and have a very fulfilling career.
8. Surprised, Ivan stood up and hurried to the podium to accept his reward.

Exercise 34 (2): Verbals: Infinitives, Participles, and Gerunds (see section #21)

Here are some exercises to help you become familiar with verbals and recognize some of the things you can do with them.

- A. In short sentences, use three infinitives as nouns, adjectives, and, if possible, adverbs (they are less common). Then use each in three longer sentences, again as noun, adjective, and adverb, but expanded into infinitive phrases. You needn't simply build on the short sentences, but you may.

Example: to meditate

noun: To meditate is restful. (subject)
I like to meditate. (object)
One relaxation technique is to meditate. (predicate noun)

adjective: I need a place to meditate.

adverb: She cleared a space in order to meditate.

noun phrase: To meditate, feet up, before a quietly crackling fire on a cold winter night, staring into the embers, is one of the more relaxing pleasures available to human beings.

- B. Compose ten sentences using present and past participles to modify different kinds of nouns—subjects, direct objects, indirect objects, objects of prepositions, predicate nouns, objective complements, appositives.

Exercise 34 (3): Verbals: Infinitives, Participles, and Gerunds (see section #21)

By reducing clauses to phrases, you can often get rid of unnecessary heaviness and wordiness. Practise by reducing each italicized clause in the following sentences to an infinitive phrase that conveys basically the same meaning. Change or rearrange words as necessary.

Example: We wondered *what we should do next*.

We wondered *what to do next*.

1. Remember *that you should be at the computer lab by 3:30*.
2. The quarterback's problem was that *he had to decide* what play *he should use next*.
3. My charismatic cousin gestured that we should *follow him into the restaurant*.
4. The time that you *should worry about* is the hour before the race.
5. After her motorbike came to a grinding halt, Abigail pondered *what her next move would be*.

Exercise 34 (4): Verbals: Infinitives, Participles, and Gerunds (see section #21)

This time, reduce each italicized clause to the kind of phrase specified in parentheses after each sentence.

Example: *As she changed her mind*, she suddenly felt much better. (present participial)

Changing her mind, she suddenly felt much better.

1. Sometimes the best part of a vacation is *when you plan it*. (gerund)
2. Earning the respect of children is something *that you can be proud of*. (infinitive)
3. *Because they felt foolish*, they decided to leave early. (present participial)
4. *The fact that she had won the contest* came as something of a shock to her. (gerund)
5. The bank manager *who wore the colourful hat* started doing the samba. (present participial)

Exercise 34 (5): Verbals: Infinitives, Participles, and Gerunds (see section #21)

Absolute phrases are useful for expressing cause–effect relationships or for providing vivid descriptive details. Since they considerably heighten style, don't use them often. But do use them sometimes. For practise, combine each of the following pairs of sentences by reducing one of them (usually the first) to an absolute phrase consisting of a noun and a participle (along with any modifiers). Remember that if the participle is *being*, it can sometimes be omitted (see 12r).

Example: Everyone present agreed. The motion passed unanimously.

Everyone present agreeing, the motion passed unanimously.

Dinner was over and the dishes were washed.

They sat down to watch a movie on television.

Dinner (being) over and the dishes (being) washed, they sat down to watch a movie on television.

1. The toddler was very sleepy. Her father carried her upstairs to her bedroom.
2. His nose was running and his eyes were watering. He sat down, hoping he had chopped enough onions.
3. The lights flickered, and the computer groaned. The 100-page report disappeared from the screen.
4. The day was breezy yet warm. They decided to take their golden retriever for a walk in Stanley Park.
5. Extra money was hard to come by. He was forced to curtail his marathon shopping trips to New York City.
6. The thunderstorm was raging around Jim. He drove very slowly down the country lane.
7. The crowd was cheering and applauding. The athletes entered the Olympic stadium.

Exercise 35: Participles (see section #21d) / Tense and Voice of Participles (see section #21e)

Compose sentences using—as single-word adjectives—the present and the past participles of each of the verbs below. Then add auxiliaries and use them as finite verbs.

Example: *stun – stunning – stunned*

She looked *stunning*. It was a *stunning* blow.

The *stunned* boxer hit the mat. He lay there, *stunned*.

He was *stunning* us with his revelations.

He has *stunned* others before us.

One can be *stunned* by a jolt of electricity.

- | | | |
|-------------|-----------|-----------|
| 1. interest | 4. grow | 7. excite |
| 2. love | 5. change | 8. dry |
| 3. trouble | 6. ride | 9. bake |

Exercise 36 (1): Functions of Prepositions and Prepositional Phrases (see section 22a) / Placement of Prepositions (see section 22b) / Common Prepositions (see section 22c)

Identify each prepositional phrase in the following sentences and note whether each is adjectival or adverbial:

1. Josh went into town to buy some back bacon for his breakfast.
2. There stood the famous pianist of about thirty, in the hot sunshine, wearing a heavy jacket with the collar turned up.
3. In the morning the president called her assistant on the telephone and told her to come to the office without delay.
4. The bulk of the presents was sent ahead in trunks.
5. The Siamese cat looked under the table for the ball of yarn that had fallen from the chair.

Exercise 36 (2): Functions of Prepositions and Prepositional Phrases (see section 22a) / Placement of Prepositions (see section 22b) / Common Prepositions (see section 22c)

Prepositional phrases are essential components of writing, but they can be overdone. These exercises will give you practise both in using them and in avoiding their overuse.

A. REDUCING CLAUSES TO PREPOSITIONAL PHRASES

You'll use prepositional phrases without even thinking about them; but sometimes you should consciously try to tighten and lighten your style by reducing some clauses to prepositional phrases. Reduce the italicized clauses in the following sentences to prepositional phrases. Revise in other ways as well if you wish, but don't change the essential meaning.

Example: The cold front *that is over the coast* will move inland overnight.

The cold front *over the coast* will move inland overnight.

1. *If you have enough stamina*, you can take part in the triathlon.
2. *Because she was so confident*, she entered every race.
3. Students *who have part-time jobs* must budget their time carefully.
4. We need advice that *only a grandmother can give us*.
5. The time *when you should eat* is three hours before you go to sleep.

B. REDUCING CLAUSES TO PREPOSITIONAL PHRASES USING GERUNDS

Gerunds (see 21f–g) are often used as objects of prepositions. Convert the italicized clauses in the following sentences to prepositional phrases with gerunds.

Example: **Before she submitted the essay, she proofread it carefully.**

Before submitting the essay, she proofread it carefully.

1. *When I had run* only half a block, I felt exhausted.
2. *Although Petra trained rigorously*, she didn't get past the preliminaries.
3. You can't hope to understand *unless you attend all the classes*.
4. *They checked the luggage carefully* and found nothing but a pair of toenail clippers.
5. He deserves some credit *because he tried so hard*.

C. GETTING RID OF EXCESSIVE PREPOSITIONAL PHRASES

When prepositional phrases come in bunches, they can contribute to wordiness. Practise revising to get rid of clutter: cut the number of prepositional phrases in each of the following sentences (shown in parentheses) in at least half.

Example: **Some of the ministers in the Cabinet are in danger of losing their appointments because of the poor quality of their relations with the media and deficits in their department budgets. (8)**

Because they have poor media relations and departmental budget deficits, some Cabinet ministers may lose their appointments. (reduced to zero)

1. Sarah got to the top of the mountain first by using several trails unknown to her competitors in the race, which was held during the celebration of the centennial of the province's entry into confederation. (9)
2. The feeling of most of the people at the meeting was that the committee chair spoke in strident tones for too long about things about which he knew little. (7)

3. The irritated ghost at the top of the stairs of the old house shouted at me to get away from his door in a hurry. (6)
4. One of the most respected of modern historians has some odd ideas about the beginning of the war between European nations that broke out, with such devastating consequences, in early August of 1914. (8)
5. Economists' predictions about the rise and fall of interest rates seem to be accurate for the most part, but only within the limits of a period of about three or four weeks, at most, and even at that you have to take them with a grain of salt. (10)

Exercise 37: Two-Part Verbs; Verb Idioms (see section #22d)

- A. Draw up a list of two-part (and three-part) verbs and their more formal equivalents. Draw on those listed above, but add as many more as you can think of. Take common verbs like *come, go, put, take, get,* and *set,* and try adding on such common prepositions and adverbs as *about, at, away, back, down, in, off, out, over, through, to, up, upon,* and *with.* Consult your dictionary, where these are often treated separately under the entry for the basic verb. If you don't find many listed, look in a bigger dictionary, or a learner's dictionary, such as the *Oxford Advanced Learner's Dictionary.*
- B. Compose several sentences—or, better yet, compose two or three separate paragraphs on different kinds of topics, using as many verbs from your list as you can squeeze in. Read them over, aloud, to see how they sound.
- C. Rewrite your sentences (or paragraphs), wherever possible substituting more formal verbs for your originals. Now how do they sound?

Exercise 38: Coordinating Conjunctions (see section 23a)

Put an appropriate coordinating conjunction in each blank. If more than one is possible, indicate that.

1. Uma was late for the meeting, _____ she had a good excuse.
2. There is only one solution to this problem, _____ I know what it is.
3. No one likes noise pollution, _____ some people insist that we have to live with it.
4. Her brother is not cynical, _____ is he insensitive.
5. We were puzzled by the professor's humorous comments, _____ we had expected her to speak seriously on the subject.
6. The tuba solo came as a surprise, _____ Tomas and Uli were expecting an organ concerto.

Exercise 39 (1): Subordinating Conjunctions (see section #23c)

Identify the subordinate clauses in the following passage and indicate how each is functioning: as adjective, adverb, or noun. (Remember that sometimes relative pronouns are omitted; see 14d and 48a.) What words do the adjectival and adverbial clauses modify? How does each noun clause function? (You might begin by identifying the *independent* clauses.)

Once upon a time, when he was only eight, Selwyn decided he wanted to be a marine biologist. He especially liked to play in the numerous tide pools found outside the Peggy's Cove cabin where his family stayed every summer. As he grew older, he discovered that in order to become a marine biologist, one had to study many different and difficult subjects that seemed far removed from ocean life. Whenever he worked on his math, statistics, or computer problems in stuffy rooms, he kept longing to walk on the beach. That he became a successful field scientist and expert on the microorganisms found in tide pools is, therefore, not surprising. What most people don't know is that when Selwyn became a full professor, he didn't need to worry about doing analysis anymore because he had graduate students who enjoyed working with numbers and who derived satisfaction from developing new approaches to data analysis. So while they crunched numbers, Selwyn puttered around happily ever after on shorelines all over the world looking deep into tide pools.

Exercise 39 (2): Subordinating Conjunctions (see section #23c)

Combine each of the following pairs of simple sentences into a single complex sentence by subordinating one clause and attaching it to the other with one of the subordinators listed below. You may want to change, delete, or add some words, reverse the clauses, or otherwise rearrange words. Experiment with different subordinators.

after			
although			
as	if only	though	where(ever)
as though	in case	till	whereas
because	lest	unless	whether
before	once	until	which
even though	rather than	what	while
ever since	than	whatever	who
if	that	when(ever)	why

Example: The technological revolution has affected many business and professional people. Its largest impact may prove to have been on the young.

(*Though, Although*) the technological revolution has affected many business and professional people, its . . .

The technological revolution has affected many business and professional people, (*though, even though*) its . . .

1. The art gallery won't open until next week. The leak in the roof hasn't been repaired yet.
2. Canada's gun laws are still stricter than those in the United States. We should defend this.

3. Some students may not have paid all their fees. They would not yet be considered officially registered.
4. First you should master the simple sentence. Then you can work on rhyming couplets.
5. The children ate most of their Halloween candy. They are bouncing off the walls.

Review Exercises Part III: Recognizing and Using Parts of Speech

A. RECOGNIZING PARTS OF SPEECH

To test yourself, see if you can identify the part of speech of each word in the following sentences. Can you say how each is functioning grammatically? What kinds of sentences are they?

1. The skyline of modern Toronto provides a striking example of what modern architecture can do to distinguish a major city.
2. Waiter, there's a fly doing the back crawl in my soup!
3. Well, to tell the truth, I just did not have the necessary patience.
4. Why should anyone be unhappy about paying a fair tax?
5. Neither the captain nor the crew could be blamed for the terribly costly ferry accident.
6. The elevator business has been said to have its ups and downs.
7. Don, please put back the chocolate cake.
8. While abroad, I learned to make do with only three large suitcases and one full-time chauffeur.
9. In a few seconds, the computer told us much more than we needed to know.
10. Help!

B. USING DIFFERENT PARTS OF SPEECH

For fun, write some sentences using the following words as different parts of speech—as many different ones as you can. Each is good for at least two different parts of speech.

shed	plant	still	wrong	round	cross
best	before	train	last	set	near
left	study	cover	fine	rose	down