

Part III: Parts of Speech – Solutions

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.

Canada's: possessive adjective
province: subject
Newfoundland: appositive
Confederation: direct object
1949: object of a preposition (*in*)

2. The Queen was given a Canadian encyclopedia edited by a distinguished professor.

Queen: subject
encyclopedia: direct object
professor: object of a preposition (*by*)

3. Halifax's mayor presented the speed skater the gold medal.

Halifax's: possessive adjective
mayor: subject
skater: indirect object
medal: direct object

4. We often think back with pleasure on our childhood.

pleasure: object of a preposition (*with*)
childhood: object of a preposition (*on*)

5. Shakespeare wrote many plays, but Hamlet, a tragedy, is his best known work.

Shakespeare: subject
plays: direct object
Hamlet: subject
tragedy: appositive
work: subjective complement

6. Pier 21 in Halifax is now a museum that recalls the days when most of Canada's immigrants arrived by sea.

Pier 21:	subject
Halifax:	object of a preposition
museum:	direct object
days:	direct object
immigrants:	subject
sea:	object of a preposition

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**? (**demonstrative pronoun**)
2. **One** who aspires to write more engagingly and adventurously will find no shortage of advice. (**impersonal pronoun**)
3. Businesses can help **one another** by placing combined orders. (**reciprocal pronoun**)
4. **She** aspires to become the mayor of Edmonton. (**personal pronoun**)
5. **It's** estimated 14,000 Canadians live in Marseilles. (**impersonal pronoun**)
6. Lara and Elizabeth have been sending letters to **each other** since childhood. (**reciprocal pronoun**)
7. The emperor commanded the citizens to build the aqueduct **themselves**. (**reflexive pronoun**)
8. **Who** just shook hands with the Prime Minister? (**interrogative pronoun**)
9. **Those** are the main sources of evidence. (**demonstrative pronoun**)
10. **I** stayed up very late finishing a computer program. (**personal pronoun**)
11. To **whom** did the secretary direct the call? (**relative pronoun**)
12. Aaron will be at the library **that** has a moose statue in the foyer. (**relative pronoun**)
13. With slight trepidation Gurdishan started to eat the chili, **which** had been at the back of the fridge for over two weeks. (**relative pronoun**)
14. Willard wrote **himself** a note to avoid forgetting the equipment tomorrow. (**reflexive pronoun**)

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

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

1. She and I will work on the project tonight.
2. There stood Eva, whom we had just said goodbye to.
3. Is Tomi the person who you think will do the best job?
4. This gift will please whoever receives it.
5. The coach advised Anwar and me not to miss any more practices.
6. Whom do you wish to see?
7. Lydia, who was the best violinist in the orchestra, became ill and had to be replaced at the last minute by Eric, who was her teacher.

8. When Markus received his scholarship, he thanked his faculty adviser **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.

1. It is **I** who shall complete the project.
REVISION: I shall complete the project.
2. We knew that it would be **he** who would argue the case in court.
REVISION: We knew that he would argue the case in court.
3. It would be **she** who would meet the new mayor this morning.
REVISION: She would be the one to meet the new mayor in the morning.
4. Can you be sure it is **they** who will collaborate on the advertising campaign?
REVISION: Are you sure that they will collaborate on the advertising campaign?
5. It seems to be **she** who is implicated in the latest political scandal.
REVISION: She seems to be the one who is implicated in the latest political scandal.
6. The author **whom** we have been assigned to interview is incommunicative.
REVISION: The author we have been assigned to interview is uncommunicative.
7. You may write a short biographical piece about **whomever** you choose.
REVISION: You may write a short biographical piece about the author of your choice.
8. The character of **whom** you speak died at the end of the first act, while you were napping in your seat.
REVISION: The character you are speaking of died at the end of the first act, while you were napping in your seat.
9. **Whomever** you vote for will likely lose the election.
REVISION: The candidate that you vote for will likely lose the election.
10. **Whom** do you plan to invite to your wedding?
REVISION: Who will be invited to your wedding?

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 **her** notebook.
2. **Each** of the male athletes declined having **his** photo appear on the brochure.
3. **Some** cars were blown onto **their** sides during the storm.
4. Only a **few** customers returned **their** purchases.
5. After studying his **statements** for over an hour, I still couldn't understand **them**.
6. In order to make sure each sentence is correct, **check carefully** during revision and proofreading.

In order to make sure **all sentences** are 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—for those who can afford them—make good retreats.
2. You cannot suppress truth, for to do so is morally wrong.
You cannot suppress truth, for doing so is morally wrong.
You cannot suppress truth, for that is morally wrong.
3. The deadline was a month away, but I failed to meet it, for something happened to prevent me from completing my application on time.
4. The tone of the poem creates an atmosphere of romance.
The tone of the poem is such that it (the tone) creates an atmosphere of romance.
5. Television usually shows regular commercials, but this kind of advertising 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.

1. Adriana *expects* results. (tr.)
2. Tony *breathed* the mountain air. (tr.)
Tony *breathed* deeply. (intr.)
3. Murray *talks* incessantly. (intr.)
4. Kamala *knelt* down. (intr.)
5. Yvonne *believed* the defendants testimony. (tr.)
Yvonne *believed* passionately. (intr.)
6. Ricardo *bought* the ingredients. (tr.)
7. They *ordered* the same entrée. (tr.)
They *ordered* carefully. (intr.)
8. Yukio *learned* sign language. (tr.)
Yukio *learned* in the workplace. (intr.)
9. Oliver *performed* the soliloquy. (tr.)
Oliver *performed* brilliantly. (intr.)
10. Brian *responded* sarcastically. (intr.)
11. Sonya *teaches* ethnobotany. (tr.)
Sonya *teaches* in the Botany Department. (intr.)
12. Xian *sings* ballads. (tr.)
Xian *sings* in the shower. (intr.)
13. Pierre *repairs* mountain bikes. (tr.)
14. Council *vetoed* the proposed budget. (tr.)
15. Ann *compromised* reluctantly. (intr.)
16. Soolin *flew* a kite. (tr.)
Soolin *flew* to Yellowknife. (intr.)

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.
sorry: predicate adjective
ill: predicate adjective
2. Because she *was* a computer expert, she *was* confident that she could write a software program for the system.
expert: predicate noun
confident: predicate adjective
3. The book *became* a best seller even though it *was* scholarly in its examination of black holes.
best seller: predicate noun
scholarly: predicate adjective
4. Since the house *was* well insulated, it *stayed* warm throughout the severe winter.
insulated: predicate adjective
warm: predicate adjective
5. Incredible as it *seems*, the casserole *tasted* as good as it *looked* odd.
incredible: predicate adjective
good: predicate adjective
odd: predicate adjective

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.

1. Erika *is* (a) a comedian.
(b) philosophical.
2. Priscilla *became* (a) an athlete.
(b) athletic.
3. Luigi *remained* (a) an optimistic.
(b) optimistic.
4. The government *had been* (a) a theocracy.
(b) progressive.

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*.

1. Linking: The music **sounds** vibrant.
Transitive: The captain **sounded** the alarm.
2. Linking: The casserole **tastes** delicious.
Transitive: Cautiously, the child **tasted** the caviar.
3. Linking: Our fruit salad **smells** fresh.
Transitive: The visitors **smelled** the brewing coffee.
Intransitive: This dog **smells**; he needs a bath.
4. Linking: She **acts** friendly enough.
Transitive: He **acted** the part of a clown.
Intransitive: She **acted**; her spouse reacted.

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.

Regular verbs: walk, play, laugh

Irregular verbs: write, eat, speak

Simple present: We **walk** around the lagoon every Saturday.
The pianist **plays** his compositions for a small audience.
We **laugh** at what shocks or surprises us.
She **writes** to her children every morning.
We **eat** together at least once every day.
That politician **speaks** with passion about change.

Simple past: We **walked** around the lagoon every Saturday.
The pianist **played** his compositions for a small audience.
We **laughed** at what shocked or surprised us.
She **wrote** to her children every morning.
We **ate** together at least once every day.
That politician **spoke** with passion about change.

- Simple future:** We **will walk** around the lagoon every Saturday.
 The pianist **will play** his compositions for a small audience.
 We **will laugh** at what shocks or surprises us.
 She **will write** to her children every morning.
 We **will eat** together at least once every day.
 That politician **will speak** with passion about change.
- Present perfect:** We **have walked** around the lagoon every Saturday since October.
 The pianist **has played** his compositions for a small audience.
 We **have** always **laughed** at what shocks or surprises us.
 She **has written** to her children every morning since they left.
 We **have eaten** together at least once every day this year.
 That politician **has spoken** with passion about change.
- Past perfect:** We **had walked** around the lagoon every Saturday before running the marathon.
 The pianist **has played** his compositions for a small audience before he performed them with a symphony orchestra.
 As children, we **had laughed** at what shocked or surprised us.
 She **had written** to her children every morning before she left for the office.
 We **had eaten** together at least once every day before we were married.
 That politician **had spoken** with passion about change long before she ran for the party leadership.
- Present progressive:** We **are walking** around the lagoon this morning.
 The pianist **is playing** his compositions for a small audience.
 We **are laughing** at what shocks or surprises us.
 She **is writing** to her children this morning.
 We **are eating** together because we enjoy each other's company.
 That politician **is speaking** with passion about change.
- Past progressive:** We **were walking** around the lagoon that Saturday when we saw a coyote.
 The pianist **was playing** his compositions for a small audience.
 We **were laughing** at what shocked and surprised us.
 She **was writing** to her children when the doorbell rang.
 We **were eating** together just before the fire broke out.
 That politician **was speaking** with passion about change.
- Future progressive:** We **will be walking** around the lagoon every Saturday next month.
 The pianist **will be playing** his compositions for a small audience.
 We **will be laughing** at whatever shocks or surprises us.
 She **will be writing** to her children every morning during her trip.
 We **will be eating** together at least once every day.
 That politician **will be speaking** with passion about change.

Present perfect progressive: We **have been walking** around the lagoon every Saturday since March.

The pianist **has been playing** his compositions for a small audience.

We **have been laughing** at whatever shocks or surprises us.

She **has been writing** to her children every morning during her business trip.

We **have been eating** together at least once every day.

That politician **has been speaking** with passion about change since he first entered politics.

Past perfect progressive: We **had been walking** around the lagoon every Saturday.

The pianist **had been playing** his compositions for a small audience since his debut.

We **had been laughing** at what shocked or surprised us when the action of the play turned tragic.

She **had been writing** to her children every morning when she learned the rest of the sales conference was cancelled.

We **had been eating** together at least once every day before we were properly introduced.

That politician **had been speaking** with passion about change before the other candidates jumped on the bandwagon.

Future perfect progressive: We **will have been walking** around the lagoon every Saturday for a year.

The pianist **will have been playing** his compositions for a small audience before releasing his first CD.

We **will have been laughing** at what shocks or surprises us long before the film begins.

She **will have been writing** to her children every morning before they reply.

We **will have been eating** together at least once every day by the time we are married.

That politician **will have been speaking** with passion about change before the campaign even begins.

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.

We **do walk** around the lagoon every Saturday.

The pianist **did play** his compositions for a small audience.

We **must laugh** at what shocks or surprises us.

She **may have written** to her children every morning.

We **should be eating** together at least once every day.

That politician **would speak** with passion about change.

Should we **walk** around the lagoon every Saturday?

The pianist **may be playing** his compositions for a small audience.

We may laugh at what shocks or surprises us.
Did we eat together at least once every day?

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.

1. If I were you, I would wear ear plugs when your neighbours turn up their speakers.
REVISION: You could wear ear plugs when your neighbours turn up their speakers.
2. I suggest that you approach your neighbours with your concerns.
REVISION: You should approach your neighbours with your concerns.
3. I recommend that you lodge a formal complaint with your landlord.
REVISION: You ought to lodge a formal complaint with your landlord.
4. You could look as if you were going to cry and thus appeal to their sympathy.
REVISION: You ought to cry and appeal to their sympathy.
5. I recommend that you soundproof your apartment and send the bill to your neighbours.
REVISION: You can soundproof your apartment and send the bill to your neighbours.
6. I suggest that they be contacted by your lawyer, who will advise them of the bylaws against excessive noise.
REVISION: They should be contacted by your lawyer, who will advise them of the bylaws against excessive noise.
7. You could request that noise be kept to a minimum after 9:00 pm and before 8:00 am.
REVISION: Ask them to keep noise to a minimum between 9:00 pm and 8:00 am.
8. If I were you, I would consider moving to another, quieter part of the building.
REVISION: You ought to consider moving to another, quieter part of the building.
9. You could ask that they be moved to another part of the building.
REVISION: Ask your landlord to move them to another part of the building.
10. I recommend that you learn to live with a little extra noise.
REVISION: You could learn to live with a little extra noise.

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

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, you can avoid time-wasting mistakes.
2. Denise drove the car, while Yves acted as map-reader.
3. Retain the passive voice in this sentence.
4. Some went swimming, some went on short hikes, some just lay around, and others played volleyball.
5. Scientists hope that the turbulence of the water will clean up the oil spill.

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 interested in moving in.
2. There is fresh coffee and muffins on the kitchen table.
3. The committee intends to table its report today.
4. Unexplained natural phenomena fascinate the scientific community.
5. Most critics agree that Margaret Atwood's *The Handmaid's Tale* is an important Canadian novel.
6. The music that the orchestra and singers performed for the parents and children was all written by Canadian composers.
7. The team members were grateful for the help of all the volunteers. The team also was happy to finish the year with a successful event.
8. Dr Hwang is one of those professors who 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 indicate that there is more than one hole in the ozone layer.
2. Juliet's love and courage are evident in this scene.
3. Post-modern architecture in North America and Europe has been changing urban skylines.
4. In Canada, the media are 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, is forgetting the importance of cooperation.
6. Everything in this speech—the metre, the repetition of vowels, and the vibrant imagery—leads 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 attracts many tourists to this coastal community.

8. Indeed, the exercise of careful thought and careful planning seems to be necessary for the successful completion of the project.
9. But scandal, unfair politics, and the 'big business' of politics have led to the corruption of the system
10. With innovation come 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.
hard work: hard is an adjective
to work hard: hard is an adverb
2. Although she felt happy in her job, she decided, reluctantly, to express very forcefully her growing concern about office politics.
adjectives: happy, growing, office
adverbs: reluctantly, very, forcefully
3. The fireplace screen was too hot to touch.
adjectives: the, fireplace, hot
adverbs: too
4. When the hikers were fully rested, they cheerfully resumed the leisurely pace of their climb.
adjectives: the, rested, the, leisurely *adverbs: fully, cheerfully*
5. Surely the government can find some way to raise the necessary revenues fairly.
adjectives: the, some, the, necessary
adverbs: surely, fairly
6. When she was at the bookstore, Jill couldn't decide which book to choose for her little sister's birthday present.
adjectives: the, which, her, little, sister's, birthday
adverbs: When she was at the bookstore
7. Parker's roommate is very fond of hamburgers and often eats them for breakfast.
adjectives: Parker's, fond,
adverbs: very, often, for breakfast
8. Yesterday, Hakim had to leave history class quickly in order to catch the last bus.
adjectives: history, the, last,
adverbs: yesterday, 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 **hard** that she got a headache.
2. The promotion usually goes to the **most determined** and **the most skilful** employee.
3. The temperature had risen **considerably** by noon.
4. We enjoyed a **very** good vacation in the Gatineau Hills.
5. He preferred to wear his **old blue denim** jacket.
6. Nira isn't writing as **well** as she usually does.
7. Condos are more **costly** this year than they were last.
8. The **slower** you drive, the less fuel you use.
9. He treats his closest friends **worst** of all.
10. Which member of the opposition party is **the most ambitious** politician?

Exercise 31: Comparison of Descriptive Adjectives (see section #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.)

For example, would you use *er* and *est* with *pat*, *chic*, *prone*, and *lost*?

No.

<i>pat</i>	more/less <i>pat</i>	most/least <i>pat</i>
<i>chic</i>	more/less <i>chic</i>	most/least <i>chic</i>
<i>prone</i>	more/less <i>prone</i>	most/least <i>prone</i>
<i>lost</i>	more/less <i>lost</i>	most/least <i>lost</i>

Or with *sudden*, *thorough*, *malign*, and *sanguine*?

No.

<i>sudden</i>	more/less <i>sudden</i>	most/least <i>sudden</i>
<i>thorough</i>	more/less <i>thorough</i>	most/least <i>thorough</i>
<i>malign</i>	more/less <i>malign</i>	most/least <i>malign</i>
<i>sanguine</i>	more/less <i>sanguine</i>	most/least <i>sanguine</i>

Do *er* and *est* work with *slippery*?
Not particularly well, no.

slippery more/less slippery most/least slippery

Do some longer adjectives take *est* comfortably, but not *er*?
Yes.

Exercise 32: Articles: *a*, *an*, and *the* (see section #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 *O* Canadian society, everyone is considered (*an*) equal.
2. After five years in *O* business, she decided to enroll in *O* International Relations.
3. My sister got *an/the* award for her work in *O* genetics.
4. There was *a* controversial documentary about *O* drug addiction on *O* television last night.
5. I think you should put *an* onion in *the* stew.
6. *The* art books were worth *a* small fortune, but there was no space for them in *the* Centre.
7. At *the/a* climactic moment of *the* violin solo, *a/the* man in *the* audience started to have *a* coughing fit.
8. Currently, *the* city council is divided on its decision whether to bid for *the* Olympics or to invest its energies in (*a*) clean water policy.
9. In his usual exuberant style, *the* famous chef smashed (*the*) various condiments and spices on *the* counter in front of *the* hungry and curious studio audience.
10. *O* true happiness is found within us and not in *O* 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. The buskers who work in the subway system sing exuberantly.
who work in the subway system: adjectival relative clause modifying *buskers*
exuberantly: single-word adverb modifying the verb *sing*
2. Politicians opposing tax cuts inevitably lose federal elections.
opposing tax cuts: adjectival phrase modifying *politicians*
inevitably: single-word adverb modifying the verb *lose*
federal: single-word adjective modifying the noun *elections*

3. The goalie **playing during the shoot out** was **suddenly** hit by the puck.
playing during the shoot out: adjectival phrase modifying the noun *goalie*
suddenly: single-word adverb modifying the verb *was hit*
4. There are **countless** lessons **to be learned** in childhood.
countless: single-word adjective modifying the noun *lessons*
to be learned: adjectival phrase modifying the noun *lessons*

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.

<u>Adjective</u>	<u>Adverb form</u>
happy	happily
joyful	joyfully
determined	determinedly
cold	coldly
complete	completely
loud	loudly
fierce	fiercely
humble	humbly
drastic	drastically
impressive	impressively

Sentences using adjective forms

The child was happy just entertaining herself.
 Their wedding day was a joyful celebration.
 The athletes are determined to make the Olympic ski team.
 This cold weather is especially dangerous for pets.
 You will find the complete manuscript in the National Library.
 This music is so loud that it is giving me a headache.
 Joan of Arc was said to be a fierce defender of her nation.
 Do you think that his humble beginnings have affected his attitudes about class?
 We need to take drastic action to counter the effects of climate change.
 Your performance of the monologue was impressive.

Sentences using adverb forms

The child entertained herself quite happily.
 They celebrated the couple's anniversary joyfully.
 She approached her training regimen determinedly.
 They responded coldly to our request for a discount.
 The manuscript is completely protected within a glass case.
 The couple behind us argued loudly as the movie began.
 The debaters competed fiercely to prove their respective claims.

They reacted humbly when advised that they had been awarded the Nobel Prize.
The Bank of Canada has drastically reduced the interest rate.
His presentation was impressively concise.

Sentences using adjectives and adverbs in comparative form

This child is happier than her twin brother seems to be.
They played together more happily than their siblings did.

Sentences using adjectives and adverbs in superlative form

This child is the happiest member of her day care group.
They played together most happily.

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**.
coming – present participle
to be – infinitive
stunning – present participle
2. She wanted **to snowboard**, and **learning** was easier than she expected.
to snowboard – infinitive
learning – gerund
3. **Trying to study** hard on an empty stomach is usually not very **rewarding**.
trying – gerund
to study – infinitive
rewarding – present participle
4. The party was certain **to last** until midnight, **permitting** everyone **to eat** and **drink** too much.
to last – infinitive
permitting – present participle
to eat – infinitive
(to) drink – infinitive
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 **resolved to go** straight to the top.
sent – past participle
been – past participle
tired – past participle
running – gerund
resolved – past participle
to go – infinitive

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.
becoming – gerund
been – past participle
starting – gerund
to work – infinitive
to achieve – infinitive
7. Watching Neil Armstrong walk on the moon in 1969 inspired Chris Hadfield to become an astronaut and have a very fulfilling career.
watching – gerund
to become – infinitive
fulfilling – present participle
8. Surprised, Ivan stood up and hurried to the podium to accept his reward.
surprised – past participle
to accept – infinitive

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.

1. to read

- noun: To read is educational. (subject)
 I love to read. (object)
 One path to intellectual enlightenment is to read. (predicate noun)
- adjective: I am looking for a good book to read.
- adverb: You require patience in order to read.
- noun phrase: To read, curled up in a big stuffed chair, is one of my favourite pastimes.

2. to listen

- noun: To listen is essential. (subject)
 You need to listen. (object)
 One part of learning is to read. (predicate noun)

- adjective: I am looking for a good spot to listen.
- adverb: You are required to stay awake in order to listen.
- noun phrase: To listen, silent and thoughtful, is one of his most impressive gifts.

3. to laugh

- noun: To laugh is essential to good health. (subject)
I love to laugh. (object)
One way to express yourself is to laugh. (predicate noun)
- adjective: I want to laugh.
- adverb: You require a good sense of humour in order to laugh.
- noun phrase: To laugh, head back and eyes alight with mischief, is one of the important requirements of this role.

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.

- The **singing** chef prepared three entrees at once. (present participle modifying the subject *chef*)
- She chided the **jaded** reporter. (past participle modifying the direct object *reporter*)
- We gave the **waiting** children a box of building blocks. (present participle modifying the indirect object *children*)
- The purpose of **debating** clubs is to practise oral argument. (present participle modifying the *clubs*, the object of the preposition *of*)
- This piece of music is an **undoubted** masterpiece. (past participle modifying the predicate noun *masterpiece*)
- We declared the candidate an **emerging** leader. (present participle modifying the objective complement *leader*)
- Madeleine Thien, an **accomplished** novelist, has also published short stories and a picture book for children. (past participle modifying the appositive noun *novelist*)
- The doctor treated the **coughing** patient. (present participle modifying the direct object *patient*)

The newspaper article has been reprinted in this **celebrated** book. (past participle modifying *book*, the object of the preposition *in*)

The **seasoned** broadcaster conducted the interview with the new prime minister. (past participle modifying the subject *broadcaster*)

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.

1. Remember **to be** at the computer lab by 3:30.
2. The quarterbacks problem was **to decide** what play **to use** next.
3. My charismatic cousin gestured to us **to follow** him into the restaurant.
4. The time **to worry** about is the hour before the race.
5. After the motorbike came to a grinding halt, Abigail pondered what **to do** next.

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.

1. Sometimes the best part of a vacation is **planning it**.
2. Earning the respect of children is something **to be proud of**.
3. **Feeling foolish**, they decided to leave early.
4. **Winning the contest** came as something of a shock to her.
5. The bank manager **wearing the colourful hat** started doing the samba.

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).

1. **The toddler being very sleepy**, her father carried her upstairs to her bedroom.
2. **Nose running and eyes watering**, he sat down, hoping he had chopped enough onions.
3. **Lights flickering and computer groaning**, the 100-page report disappeared from the screen.

4. **The day breezy yet warm**, they decided to take their golden retriever for a walk in Stanley Park.
5. **Extra money being hard to come by**, he was forced to curtail his marathon shopping trips to New York City.
6. **The thunderstorm raging**, Jim drove very slowly down the country lane.
7. **The crowd 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.

1. interest – interesting – interested

This novel proved *interesting*. It was an *interesting* novel.
 The *interested* parties attended the trial. We stood on the sidelines, *interested*.

She *is interesting* us in the subject.
 Documentaries *have interested* us for many years now.
 We *should be interested* in the election results.

2. love – loving – loved

She described her parents as *loving*. She is a *loving* parent.
 The much-*loved* child excelled in school. *Loved* and protected, she thrived.

They *will be loving* in their devotion to their elderly parents.
 He *has loved* his partner since the moment they first met.
 A child *must be loved* to be happy.

3. trouble – troubling – troubled

Gun violence seems *troubling*. The *troubling* data caused controversy.
 He works with *troubled* youth. *Troubled* by war, we marched for peace.

The moderator *will be troubling* you to keep your comments brief.
 Unregulated development *has troubled* community leaders for some time now.
 Her behaviour indicates that she *may be troubled* by insomnia.

4. grow – growing – grown

The *growing* city lacks some essential services.
Grown children often distance themselves from younger siblings.
 He arrived home from his year abroad, *grown* and changed.

The program *will be growing* significantly because of its larger budget.
Your baby *has grown* by three inches in the last six months.
You *will be grown* up the next time you visit.

5. change – changing – changed

Canada has a *changing* economy.
She is a *changed* woman.
Changed by her experiences, she found it difficult to resume her routine.

Technology *has been changing* the ways that we work.
The government policies *have changed* very little despite widespread protests.
Can this plan *be changed* before it is implemented?

6. ride – riding – ridden

The *riding* school has just opened.
This is a well-*ridden* horse.
Ridden twice around the track, the vehicle suddenly broke down.

The jockey *will be riding* a prizewinning horse.
They *have ridden* these paths on their mountain bikes.
That horse *should not be ridden* by inexperienced children.

7. excite – exciting – excited

The election race became *exciting*.
It became an *exciting* election race.
The reporter seemed *excited* and breathless.
Excited and breathless, the reporter went on the air with her story.

The actor *will be exciting* the audience with his dazzling swordplay.
The clown *has excited* that audience of children with his pratfalls.
A dedicated scientist *can be excited* by the sight of a test tube.

8. dry – drying – dried

The *drying* canvas stood on the artist's easel.
Dried fruits are a popular item sold at this shop.
Dried out, the parched landscape showed the effects of the drought.

After swimming in the ocean, we *were drying* out on the beach.
Have you been drying your wet hair in the warm spring sunshine?
The wet paint *can be dried* with a high-powered fan.

9. bake – baking – baked

This recipe calls for the use of *baking* powder.

Baked goods are often high in carbohydrates.

Baked and packaged, the cupcakes were offered for sale.

She *is baking* her own wedding cake.

The wedding cake *had been baked* a week before it was iced.

You *can bake* in the desert sun if you're not careful.

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

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

1. **With enough stamina**, you can take part in the triathlon.
2. **Because of her great self-confidence**, she entered every race.
3. Students **with part-time jobs** must budget their time carefully.
4. We need the advice **of a grandmother**.
5. The **best time to eat** is three hours before you go to sleep.

B. REDUCING CLAUSES TO PREPOSITIONAL PHRASES USING GERUNDS

1. **After running only half a block**, I felt exhausted.
2. **Despite having trained rigorously**, she didn't get past the preliminaries.
3. You can't hope to understand **without attending all the classes**.
4. **After checking the luggage carefully**, they found nothing but a pair of toenail clippers. [or, **Upon checking the luggage carefully**, ...]
5. He deserves some credit **for trying so hard**.

C. GETTING RID OF EXCESSIVE PREPOSITIONAL PHRASES

1. Sarah reached the mountaintop first when she used several trails unknown to her competitors in the race celebrating the centennial of the provinces entering confederation. (9 prepositional phrases reduced to 3)
2. Most people attending the meeting felt that the committee chair spoke stridently and lengthily on topics he did not fully understand. (7 prepositional phrases reduced to 1)
3. The irritated ghost who haunted the old house stood atop the staircase and shouted, "Get away from the door—and hurry!" (6 prepositional phrases reduced to 1)
4. The highly respected modern historian has some odd ideas about how the First World War, which started in early August 1914 and had such devastating consequences for European and other nations, began. (8 prepositional phrases reduced to 3)
5. Economists predict rising and falling interest rates quite accurately, but principally within three or four week periods; even then, you should view their forecasts cautiously or skeptically. (10 prepositional phrases reduced to 1)

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

A.

come about: turn in a new direction
come at: approach
come away: leave with me
come off: appear
come upon: discover

go about: undertake, approach, tackle
go off: get angry at
go over: review
go with: accompany

put off: delay
put out: insulted, aggrieved
put over: deceive
put upon: burdened

take out: eliminate
take over: assume responsibility for
take up: begin, start, consider

get about: go out
get at: uncover
get down: dance

set about: start
set off: irritate, make angry
set up: arrange, trick

B.

When we **came upon** our friends in the library, we found them **going over** the notes for the upcoming midterm exam. As we had been **putting off** the inevitable moment when we would have to **take up** the task of studying hundreds of pages of texts and notes, we **set about** asking them for help. This **set off** James, who had **taken over** the session in an effort to **get at** key concepts and likely questions. He seemed **put out** by our casual assumption that we could join the group and benefit from their work. Did he think we were **setting him up**? Did he seem **put upon** by our presence? He said we were trying to **put one over** on the group—that we were **coming off** as opportunists who weren't willing to do our fair share.

C.

When we **discovered** our friends in the library, we found them **reviewing** the notes for the upcoming midterm exam. As we had been **delaying** the inevitable moment when we would have to **begin** the task of studying hundreds of pages of texts and notes, we **started** to ask them for help. This **angered** James, who had **taken responsibility for** the session in an effort to **uncover** key concepts and likely questions. He seemed **insulted** by our casual assumption that we could join the group and benefit from their work. Did he think we were **tricking** him into doing our work for us? Did he seem **burdened** by our presence? He said we were trying to **deceive** the group—that we **appeared** as opportunists who weren't willing to do our fair share.

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, **but** she had a good excuse.
2. There is only one solution to this problem, **and** I know what it is.
3. No one likes noise pollution, **yet (but)** some people insist that we have to live with it.
4. Her brother is not cynical, **nor** is he insensitive.
5. We were puzzled by the professor's humorous comments, **for** we had expected her to speak seriously on the subject.
6. The tuba solo came as a surprise, **for** 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.)

SENTENCE 1	when he was only eight	acting as an adverb modifying the verb 'decided'
SENTENCE 2	where his family stayed every summer	acting as an adjective modifying the noun 'cabin'
SENTENCE 3	as he grew older	acting as an adverb modifying the verb 'discovered'
	that in order to become a marine biologist	noun clause direct object of the verb 'discovered'
	that seemed far removed from ocean life	acting as an adjective modifying the noun 'subjects'
SENTENCE 4	whenever he worked on his math, statistics, or computer problems in stuffy rooms	acting as an adverb modifying the verb 'kept' (longing)

SENTENCE 5	That he became a successful field scientist and expert on the microorganisms found in tide pools	noun clause acting as the subject of 'is'
SENTENCE 6	what most people don't know	noun clause subject of the verb 'is'
	that when Selwyn became a full professor, he didn't need to worry about doing analysis anymore	noun clause subjective complement of the verb 'is'
	when Selwyn became a full professor	acting as an adverb modifying the verb 'didn't need'
	because he had graduate students	acting as an adverb modifying the verb 'didn't need to worry'
	who enjoyed working with numbers	acting as an adjective modifying the noun 'students'
	who derived satisfaction from developing new approaches to data analysis	acting as an adjective modifying the noun 'students'
SENTENCE 7	while they crunched numbers	acting as an adverb modifying the verb 'pattered'

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.

1. *As the art gallery won't open until next week,* the leak in the roof hasn't been repaired yet.
2. *As long as (while) Canada's gun laws are still stricter than those in the United States,* we should defend this.
3. *Because some students may not have paid all their fees,* they would not yet be considered officially registered.
4. You should master the simple sentence *before you work on rhyming couplets.*
5. *Because (after) the children ate most of their Halloween candy,* they were bouncing off the walls.

Review Exercises Part III: Recognizing and Using Parts of Speech

A. RECOGNIZING PARTS OF SPEECH

the – article, modifying the noun skyline
skyline – noun, subject of ‘provides’
of – preposition
modern – adjective, modifying ‘Toronto’
Toronto – noun, object of the preposition ‘of’
provides – verb
a – article, modifying the noun ‘example’
striking – adjective modifying the noun ‘example’
example – noun, direct object of ‘provides’
of – preposition
what – relative pronoun, subordinate conjunction
modern – adjective modifying the noun ‘architecture’
architecture – noun, object of the preposition ‘of’
can – modal auxiliary verb
do – main verb
to – preposition (part of the infinitive verb ‘to distinguish’)
distinguish – verbal (infinitive verb form)
a – article modifying the noun ‘city’
major – adjective modifying the noun ‘city’

The sentence is declarative and complex.

waiter – noun
there’s – there (expletive) + is (linking verb)
a – article, modifying the noun ‘fly’
fly – fly, noun, subjective complement of the verb ‘is’
doing – present participle
the – article, modifying the noun ‘crawl’
back – adjective modifying the noun ‘crawl’
crawl – noun, object of the verbal ‘doing’
in – preposition
my – possessive adjective, modifying the noun ‘soup’
soup – noun, object of the preposition ‘in’

The sentence is exclamatory and simple.

well – interjection
to – preposition, marking the infinitive verb ‘tell’
tell – verb in its infinitive form
the – article, modifying the noun ‘truth’
truth – noun, object of the infinitive ‘to tell’
I – pronoun, subject of the verb ‘did not have’
just – adverb, modifying the verb ‘did not have’

did – modal auxiliary verb
not – adverb, modifying the verb ‘did have’
have – main verb
the – article, modifying the noun ‘patience’
necessary – adjective, modifying the noun ‘patience’
patience – noun, direct object of ‘did not have’

The sentence is exclamatory and simple.

why – interrogative adverb
should – modal auxiliary verb
anyone – indefinite pronoun
be – main verb
unhappy – predicate adjective, modifying the pronoun ‘anyone’
about – preposition
paying – gerund, object of the preposition ‘about’
a – article, modifying the noun ‘tax’
fair – adjective, modifying the noun ‘tax’
tax – noun, object of the gerund ‘paying’

The sentence is interrogative and simple.

neither – correlative conjunction
the – article, modifying the noun ‘captain’
captain – noun, subject of ‘could be blamed’
nor – correlative conjunction
the – article, modifying the noun ‘crew’
crew – noun, subject of ‘could be blamed’
could – modal auxiliary verb
be – auxiliary verb
blamed – main verb, past participle form
for – preposition
the – article, modifying the noun ‘accident’
terribly – adverb, modifying the adjective ‘costly’
costly – adjective, modifying the noun ‘accident’
ferry – adjective, modifying the noun ‘accident’
accident – noun, object of the preposition ‘for’
the – article, modifying the noun ‘business’
elevator – adjective, modifying the noun ‘business’
business – noun, subject of the verb ‘has been said’
has – auxiliary verb
been – auxiliary verb, past participle form
said – main verb, past participle form
to – preposition, introducing the infinitive verb ‘have’
have – infinitive verb form
its – possessive adjective, modifying ‘ups’ and ‘downs’
ups – noun, direct object of the infinitive verb ‘to have’
and – coordinating conjunction

downs – noun, direct object of the infinitive verb ‘to have’

The sentence is indicative and simple.

Don – noun of direct address

please

put – verb

back – adverb, particle in the two-part verb ‘put back’

the – article, modifying the noun ‘cake’

chocolate – adjective, modifying the noun ‘cake’

cake – noun, direct object of the verb ‘put [back]’

The sentence is imperative and simple.

while – adverb

abroad – adverb

I – personal pronoun, subject of the verb ‘learned’

learned – verb

to – preposition, introducing the infinitive verb ‘make’

make – verb, infinitive form

do

with – preposition

only – adverb, modifying the adjective ‘three’

three – adjective, modifying the noun ‘suitcases’

large – adjective, modifying the noun ‘suitcases’

suitcases – noun, object of the preposition ‘with’

and – coordinating conjunction

one – adjective, modifying the noun ‘chauffeur’

full-time – adjective, modifying the noun ‘chauffeur’

chauffeur – noun, object of the preposition ‘with’

The sentence is indicative and simple.

in – preposition

a – article, modifying the noun ‘seconds’

few – adjective, modifying the noun ‘seconds’

seconds – noun, object of the preposition ‘in’

the – article, modifying the noun ‘computer’

computer – noun, subject of the verb ‘told’

told – verb

us – personal pronoun, indirect object of the verb ‘told’

much

more

than

we – personal pronoun, subject of the verb ‘needed’

needed – verb

to – preposition, introducing the infinitive verb ‘know’

know – verb in infinitive form

The sentence is indicative and complex.

help – verb

The sentence is exclamatory and simple.

B. USING DIFFERENT PARTS OF SPEECH

They **shed** their parkas in the mid-day sunshine. [verb]

You'll find the gardening tools in the **shed**. [noun]

This book is the **best** source on the topic of workplace stress. [adjective]

Our aim is to **best** the opposing team in our defensive performance. [verb]

She made a **left** turn at the wrong traffic light. [adjective]

We **left** the party after the guest of honour made his speech. [verb]

The company moved its new **plant** from Hamilton to Peterborough. [noun]

The team decided to **plant** the flag at the North Pole. [verb]

Before the first intermission, members of the audience fell asleep. [preposition]

The candidates shook hands **before** they began the debate. [subordinate conjunction]

This scientific **study** is based on five years of clinical trials. [noun]

He hopes to **study** at the Sorbonne during his year away in France. [verb]

We **still** aim to spend the summer in the mountains. [adverb]

The **still** life hanging in the gallery is the object of a bidding war. [adjective]

The **train** wound its way across the prairie. [noun]

These athletes **train** at the aquatic centre every morning. [verb]

The **cover** image is vivid and disturbing. [adjective]

The chef will **cover** the fish with a spicy sauce. [verb]

What is on the **cover** of the magazine this month. [noun]

Without a map, we were bound to take a **wrong** turn on our journey. [adjective]

We exhausted ourselves in debating the right and the **wrong** of the issue. [noun]

How long will this blizzard **last**? [verb]

The students caught the **last** bus to Mont Tremblant. [adjective]

Now that I've had a nap, I feel **fine**. [adjective]

The judge ordered the defendant to pay a **fine**. [noun]

The judge will **fine** you if you fail to prove your case. [verb]

As we **round** the corner, we will see the monument. [verb]
The sixth **round** of the competition ended in a tie. [noun]
The square peg will not fit in the **round** hole. [adjective]

I won the second **set**, but I lost the match to a superior tennis player. [noun]
Please **set** the table when you have a moment. [verb]

The **rose** is a symbol of love and beauty. [noun]
The defendant **rose** to hear the jury's verdict. [verb]
She is knitting a **rose** scarf. [adjective]

Do they plan to **cross** the border at the Peace Arch Crossing? [verb]
When the legislators disagree, they are at **cross** purposes. [adjectives]
The **cross** is an important symbol of Christianity. [noun]

The children played **near** the soccer field. [preposition]
We travelled **near** and far. [adverb]

She bought a **down** jacket for her trip to Antarctica. [adjective]
He can **down** a milkshake in 15 seconds. [verb]
The shy child looked **down**. [adverb]
We walked **down** the stairs. [preposition]