

## CHAPTER 7

# Parts of Speech and Sentence Structures

## PARTS OF SPEECH

### 7a What is a noun?

A **noun** names a person, place, thing, or idea: *student, college, textbook, education*. Here is a list of different kinds of nouns.

<b>PROPER</b>	names specific people, places, or things (first letter is always capitalized)	<i>Garth Brooks, Paris, Buick</i>
<b>COMMON</b>	names general groups, places, people, or things	<i>singer, city, automobile</i>
<b>CONCRETE</b>	names things experienced through the senses: sight, hearing, taste, smell, and touch	<i>landscape, pizza, thunder</i>
<b>ABSTRACT</b>	names things not knowable through the senses	<i>freedom, shyness</i>
<b>COLLECTIVE</b>	names groups	<i>family, team</i>
<b>NONCOUNT OR MASS</b>	names “uncountable” things	<i>water, time</i>
<b>COUNT</b>	names countable items	<i>lake, minute</i>

 **ESL NOTES:** Here are some useful tips for working with nouns.

- Nouns often appear with words that tell how much or how many, whose, which one, and similar information. These words include **ARTICLES** (a, an, the) and other determiners or limiting adjectives; see 7g and Chapter 40.
- Nouns sometimes serve as **ADJECTIVES**. For example, in the term *police officer*, the word *police* serves as an adjective to describe *officer*.
- Nouns in many languages other than English are inflected. This means they change form, usually with a special ending, to



communicate gender (male, female, neuter); number (singular, plural); and case (see 9a through 9k).

- Words with these suffixes (word endings) are usually nouns: *-ness*, *-ence*, *-ance*, *-ty*, and *-ment*. 🌐

## 7b What is a pronoun?

A **pronoun** takes the place of a NOUN. The words or word that a pronoun replaces is called the pronoun's ANTECEDENT.

**David** is an accountant. [noun] **He** is an accountant. [pronoun]

The finance committee needs to consult **him**. [The pronoun *him* refers to its antecedent *David*.]

Here are different types of pronouns.

<b>PERSONAL</b> <i>I, you, its, her, they, ours, and others</i>	refers to people or things	<i>I saw <b>her</b> take a book to <b>them</b>.</i>
<b>RELATIVE</b> <i>who, which, that</i>	introduces certain NOUN CLAUSES and ADJECTIVE CLAUSES	<i>The book <b>that</b> I lost was valuable</i>
<b>INTERROGATIVE</b> <i>which, who, whose, and others</i>	introduces a question	<i><b>Who</b> called?</i>
<b>DEMONSTRATIVE</b> <i>this, that, these, those</i>	points out the ANTECEDENT	<i>Whose books are <b>these</b>?</i>
<b>REFLEXIVE OR INTENSIVE</b> <i>myself, themselves, and other -self or -selves words</i>	reflects back to the antecedent; intensifies the antecedent	<i>They claim to support <b>themselves</b>. I <b>myself</b> doubt it.</i>
<b>RECIPROCAL</b> <i>each other, one another</i>	refers to individual parts of a plural antecedent	<i>We respect <b>each other</b>.</i>
<b>INDEFINITE</b> <i>all, anyone, each, and others</i>	refers to nonspecific persons or things	<i><b>Everyone</b> is welcome here.</i>

**EXERCISE 7-1** Underline and label all nouns (N) and pronouns (P). Refer to 7a through 7b for help.

**EXAMPLE**      N                      N                      N                      N  
Treadmills help people achieve fitness and rehabilitation.



1. Not only humans use them.
2. Scientists conduct experiments by placing lobsters on treadmills.
3. Scientists can study a lobster when it is fitted with a small mask.
4. The mask allows researchers to monitor the crustacean's heartbeat.
5. The lobster may reach speeds of a half-mile or more an hour.


## 7c What is a verb?

**Main verbs** express action, occurrence, or state of being. For information on how to use verbs correctly, see Chapter 8.


I **dance**. [action]

The audience **became** silent. [occurrence]

Your dancing **was** excellent. [state of being]

 **ALERT:** If you're not sure whether a word is a verb, substitute a different TENSE for the word. If the sentence still makes sense, the word is a verb.

**NO** He is a **changed** man. He is a **will change** man. [*Changed* isn't a verb because the sentence doesn't make sense when *will change* is substituted.]

**YES** The man **changed** his profession. The man **will change** his profession. [*Changed* is a verb because the sentence makes sense when the verb *will change* is substituted.] 



**EXERCISE 7-2** Underline all verbs. Refer to 7c for help.

**EXAMPLE** The history of eyeglasses reveals a long road to a simple design.

1. People used a magnifying lens as a reading glass about AD 1000.
2. An Italian invented the first eyeglasses in 1284.
3. For centuries, people held eyeglasses to their eyes with their hands or nose.
4. In the 1700s, a French optician added three-inch wires on both sides of the glasses.
5. Finally, in the eighteenth century, an English optician lengthened the wires to the ears.

## 7d What is a verbal?

**Verbals** are verb parts functioning as NOUNS, ADJECTIVES, or ADVERBS. Here are some verbals and their functions.

 **ESL NOTE:** For information about correctly using the verbals called infinitives and gerunds as objects, see Chapter 43. 



**INFINITIVE***to* + verb

1. noun
2. adjective or  
adverb

***To eat** now is inconvenient.*  
*Still, we have far **to go**.*

**PAST PARTICIPLE**

*-ed* form of REGULAR  
 VERB or equivalent in  
 IRREGULAR VERB

- adjective

***Boiled, filtered** water  
 is safe.*

**PRESENT PARTICIPLE***-ing* form of verb

1. noun (called a  
GERUND)
2. adjective

***Eating** in diners on the  
 road is an adventure.*  
***Running** water may not  
 be safe.*



## 7e What is an adjective?

**Adjectives** modify—that is, they describe or limit—NOUNS, PRONOUNS, and word groups that function as nouns. For information on how to use adjectives correctly, see Chapter 11.

I saw a **green** tree. [*Green* modifies the noun *tree*.]



It was **leafy**. [*Leafy* modifies the pronoun *it*.]



The flowering trees were **beautiful**. [*Beautiful* modifies the noun phrase *the flowering trees*.]

 **ESL NOTE:** You can identify some kinds of adjectives by looking at their endings. Usually, words with the SUFFIXES *-ful*, *-ish*, *-less*, and *-like* are adjectives. 

**Determiners**, frequently called **limiting adjectives**, tell whether a noun is general (*a tree*) or specific (*the tree*). Determiners also tell which one (*this tree*), how many (*twelve trees*), whose (*our tree*), and similar information.

The determiners *a*, *an*, and *the* are almost always called **articles**. *The* is a **definite article**. Before a noun, *the* conveys that the noun refers to a specific item (*the plan*). *A* and *an* are **indefinite articles**. They convey that a noun refers to an item in a nonspecific or general way (*a plan*).

 **ALERT:** Use *a* when the word following it starts with a consonant: *a carrot*, *a broken egg*, *a hip*. Also, use *a* when the word following starts with an *h* that is sounded: *a historical event*, *a home*. Use *an* when the word following starts with a vowel sound: *an honor*, *an old bag*, *an egg*. 

 **ESL NOTE:** For information about using articles with COUNT and NONCOUNT NOUNS, and about articles with PROPER NOUNS and GERUNDS, see Chapter 40. 

Some words function also as PRONOUNS. To identify a word's part of speech, always check to see how it functions in each particular sentence.



**That** car belongs to Harold. [*That* is a demonstrative adjective.]

**That** is Harold's car. [*That* is a demonstrative pronoun.]

Here are different kinds of determiners (or limiting adjectives).

#### ARTICLES

*a, an, the*

*The* news reporter used **a** cellphone to report **an** assignment.

#### DEMONSTRATIVE

*this, these, that, those*

*Those* students rent **that** house.

#### INDEFINITE

*any, each, few, other, some, and others*

*Few* films today have complex plots.

#### INTERROGATIVE

*what, which, whose*

**What** answer did you give?

#### NUMERICAL

*one, first, two, second, and others*

The **fifth** question was tricky.

#### POSSESSIVE

*my, your, their, and others*

**My** violin is older than **your** cello.

#### RELATIVE

*what, which, whose, whatever, and others*

We do not know **which** road to take.

## 7f

## What is an adverb?

**Adverbs** modify—that is, adverbs describe or limit—VERBS, ADJECTIVES, other adverbs, and CLAUSES. For information on how to use adverbs correctly, see Chapter 11.

Chefs plan meals **carefully**. [*Carefully* modifies the verb *plan*.]

Vegetables provide **very** important vitamins. [*Very* modifies the adjective *important*.]

Those potato chips are **too** heavily salted. [*Too* modifies the adverb *heavily*.]

**Fortunately**, people are learning that overuse of salt is harmful.

[*Fortunately* modifies the rest of the sentence, an independent clause.]

**Descriptive adverbs** show levels of intensity, usually by adding *more* (or *less*) and *most* (or *least*): *more* happily, *least* clearly (see section 11e). Many descriptive adverbs are formed by adding *-ly* to adjectives: *sadly*, *loudly*, *normally*. But many adverbs do not end in *-ly*: *very*, *always*, *not*, *yesterday*, and *well* are a few. Some adjectives look like adverbs but are not: *brotherly*, *lonely*, *lovely*.

**Relative adverbs** are words such as *where*, *why*, and *when*. They are used to introduce ADJECTIVE CLAUSES.



**Conjunctive adverbs** modify—that is, conjunctive adverbs describe or limit—by creating logical connections to give words meaning. Conjunctive adverbs can appear anywhere in a sentence: at the start, in the middle, or at the end. Some examples are *however*, *next*, and *also*.

Here are the kinds of relationships that conjunctive adverbs can show.

<b>Relationship</b>	<b>Words</b>
addition	<i>also, furthermore, moreover, besides</i>
contrast	<i>however, still, nevertheless, conversely, nonetheless, instead, otherwise</i>
comparison	<i>similarly, likewise</i>
result of summary	<i>therefore, thus, consequently, accordingly, hence, then</i>
time	<i>next, then, meanwhile, finally, subsequently,</i>
emphasis	<i>indeed, certainly</i>

**EXERCISE 7-3** Underline and label all adjectives (ADJ) and adverbs (ADV). For help, consult 7e and 7f.

**EXAMPLE**      ADJ                          ADJ                          ADV  
Scientific evidence shows that massage therapy can dramatically  
ADJ  
improve people's health.

1. Premature babies who are massaged gently gain 47 percent more weight than babies who do not receive touch treatment.
2. Frequently, massaged premature babies go home from the hospital sooner, saving an average of \$10,000 per baby.
3. Also, daily massage helps many people with stomach problems digest their food easily because important hormones are released during the rubdown.
4. People with the HIV virus find their weakened immune system significantly improved by targeted massage.
5. In addition, massage treatments have helped people with asthma breathe more freely.

## 7g What is a preposition?

**Prepositions** are words that convey relationships, usually in time or space. Common prepositions include *in*, *under*, *by*, *after*, *to*, *on*, *over*, and *since*. A PREPOSITIONAL PHRASE consists of a preposition and the words it modifies. For information about prepositions and commas, see 23k.2.

**In the fall**, we will hear a concert **by our favorite tenor**.

**After the concert, he will fly to San Francisco.**



 **ESL NOTE:** For a list of prepositions and the **IDIOMS** they create, see Chapter 42. 

## 7h What is a conjunction?

A **conjunction** connects words, **PHRASES**, or **CLAUSES**. **Coordinating conjunctions** join two or more grammatically equal words, phrases, or clauses.

We hike **and** camp every summer. [*And* joins two words.]

We hike along scenic trails **or** in the wilderness. [*Or* joins two phrases.]

I love the outdoors, **but** my family does not. [*But* joins two independent clauses.]

Here are coordinating conjunctions and the relationships they express.

Relationship	Words
addition	<i>and</i>
contrast	<i>but, yet</i>
result of summary	<i>so</i>
reason or cause	<i>for</i>
choice	<i>or</i>
negative choice	<i>nor</i>

**Correlative conjunctions** are two conjunctions that work as a pair: *both . . . and; either . . . or; neither . . . nor; not only . . . but (also); whether . . . or; and not . . . so much as*. For example: **Not only** students **but also** business-people should study a second language.

**Subordinating conjunctions** introduce **DEPENDENT CLAUSES**. Subordinating conjunctions express relationships making the dependent clause in a sentence grammatically less important than the **INDEPENDENT CLAUSE** in the sentence. For information about how to use them correctly, see 17e through 17g. For example: *Many people were happy **after** they heard the news.*

Here are subordinating conjunctions and relationships they express.

Relationship	Words
time	<i>after, before, once, since, until, when, whenever, while</i>
reason or cause	<i>as, because, since</i>
result or effect	<i>in order that, so, so that, that</i>
condition	<i>if, even if, provided that, unless</i>
contrast	<i>although, even though, though, whereas</i>
location	<i>where, wherever</i>
choice	<i>than, whether</i>



## 7i What is an interjection?

An **interjection** is a word or expression that conveys surprise or a strong emotion. Alone, an interjection is usually punctuated with an exclamation point (!). As part of a sentence, an interjection is usually set off by one or more commas. Examples: **Hooray!** *I won the race* and **Oh,** *my friends missed seeing the finish.*

**EXERCISE 7-4** Identify the part of speech of each numbered and underlined word. Choose from noun, pronoun, verb, adjective, adverb, preposition, coordinating conjunction, correlative conjunction, and subordinating conjunction. For help, consult 7a through 7h.

The geneticist Barbara McClintock was a <sup>1</sup> nonconformist. She  
<sup>2</sup> preferred <sup>3</sup> the company <sup>4</sup> of the corn plants that <sup>5</sup> she eagerly studied  
 to the <sup>6</sup> companionship of many of the people she knew. When she won  
 the Nobel Prize in 1983, she learned of it over the radio because  
 she had no telephone.

<sup>7</sup> McClintock worked alone throughout her fifty-year career at the  
 Cold Spring Harbor Laboratory <sup>8</sup> in New York. In the 1940s <sup>9</sup> and  
 1950s, McClintock <sup>10</sup> discovered that parts of chromosomes break off  
<sup>11</sup> and <sup>12</sup> recombine with <sup>13</sup> neighboring chromosomes to create unique  
<sup>14</sup> genetic combinations. This process, known as crossing over, amazed  
 scientists and demonstrated that chromosomes formed the basis of  
 genetics. Still, scientists resisted McClintock's findings and did not  
 recognize the importance <sup>15</sup> of her research for many <sup>16</sup> years. Only <sup>17</sup> after  
<sup>18</sup> geneticists found crossing over genes in <sup>19</sup> both plants <sup>20</sup> and animals was  
 the great value of McClintock's discovery acknowledged. Thirty to  
 forty years later, she won the 1983 Nobel Prize for her groundbreaking  
 achievement.



Overall, McClintock's life was <sup>21</sup>lonely, but her career was <sup>22</sup>very productive. By the time of her death in 1992, her colleagues had <sup>23</sup>finally <sup>24</sup>come to realize that Barbara McClintock was <sup>25</sup>one of the towering giants of genetics.

## SENTENCE STRUCTURES

**7j** What is a subject and a predicate in a sentence?

The **subject** and **predicate** of a sentence are its two essential parts. Without both, a group of words isn't a sentence. Box 7-1 shows the sentence pattern with both. Terms used in the box are defined after it.

### BOX 7-1 PATTERN



## Sentence pattern I: Subjects and predicates

- Complete Subject** + **Complete Predicate**

The red telephone rang loudly.

↑

SIMPLE SUBJECT

↑

SIMPLE PREDICATE (VERB)
- Complete Subject** + **Complete Predicate**

The telephone and the doorbell rang loudly.

↙ ↘

COMPOUND SUBJECT
- Complete Subject** + **Complete Predicate**

The red telephone rang and startled everyone in the room.

↙ ↘

COMPOUND PREDICATE

The **simple subject** is the word or group of words that acts, is described, or is acted upon.

The **telephone** rang. [Simple subject, *telephone*, acts.]

The **telephone** is red. [Simple subject, *telephone*, is described.]

The **telephone** was being connected. [Simple subject, *telephone*, is acted upon.]



The **complete subject** is the simple subject and its MODIFIERS.

**The red telephone** rang.

A **compound subject** consists of two or more NOUNS or PRONOUNS and their modifiers.

**The telephone and the doorbell** rang.

The **predicate** contains the VERB in the sentence. The predicate tells what the subject is doing or experiencing or what is being done to the subject.

The telephone **rang**. [*Rang* tells what the subject, *telephone*, did.]

The telephone **is** red. [*Is* tells what the subject, *telephone*, experiences.]

The telephone **was being connected**. [*Was being connected* tells what was being done to the subject, *telephone*.]

A **simple predicate** contains only the verb.


The lawyer **listened**.

A **complete predicate** contains the verb and its modifiers.

The lawyer **listened carefully**.

A **compound predicate** contains two or more verbs.

The lawyer **listened and waited**.

 **ESL NOTES:** (1) The subject of a declarative sentence usually comes before the predicate, but there are exceptions (18j). In sentences that ask a question, part of the predicate usually comes before the subject. For more information about word order in English sentences, see Chapter 41. (2) In English, don't add a PERSONAL PRONOUN to repeat the stated noun.

**NO** My **grandfather** **he** lived to be eighty-seven. [The personal pronoun, *he*, repeats the stated noun, *grandfather*.]

**YES** My **grandfather** lived to be eighty-seven.

**NO** **Winter storms** that bring ice, sleet, and snow **they** can cause traffic problems. [The personal pronoun, *they*, repeats the stated noun, *winter storms*.]

**YES** **Winter storms** that bring ice, sleet, and snow can cause traffic problems. 

**EXERCISE 7-5** Use a slash to separate the complete subject from the complete predicate. For help, consult 7j.

**EXAMPLE** The Panama Canal in Central America/provides a water route between the Atlantic and Pacific Oceans.

1. Ships sailed an extra 3,000 to 5,000 miles around South America before the construction of the Panama Canal.
2. Over 800,000 ships have traveled the 50 miles of the Panama Canal.



3. The United States built the canal and then operated it for 86 years at a cost of \$3 billion.
4. The United States has collected about \$2 billion from Panama Canal operations.
5. Panama was awarded total ownership of the Panama Canal by the United States on December 31, 1999.

## 7k

## What are direct and indirect objects?

A **direct object** is a noun, pronoun, or group of words acting as a noun that receives the action of a TRANSITIVE VERB. To check for a direct object, make up a *whom?* or *what?* question about the verb.

An **indirect object** is a noun, pronoun, or group of words acting as a noun that tells *to whom* or *for whom* the action expressed by a transitive verb was done. To check for an indirect object, make up a *to whom?* *for whom?* *to what?* or *for what?* question about the verb.

Direct objects and indirect objects always fall in the PREDICATE of a sentence. Box 7-2 shows how direct and indirect objects function in sentences.

## BOX 7-2 PATTERN



## Sentence Pattern II: Direct and indirect objects

Complete Subject	+	Complete Predicate
The caller		offered money.
		VERB      DIRECT OBJECT
Complete Subject	+	Complete Predicate
The caller		offered the lawyer money.
		VERB      INDIRECT      DIRECT OBJECT      OBJECT
Complete Subject	+	Complete Predicate
The client		sent the lawyer a retainer.
		VERB      INDIRECT      DIRECT OBJECT      OBJECT

**EXERCISE 7-6** Draw a single line under all direct objects and a double line under all indirect objects. For help, consult 7k.

**EXAMPLE** Toni Morrison's award-winning novels give readers the gifts of wisdom, inspiration, and pleasure.



1. Literary critics gave high praise to Toni Morrison for her first novel, *The Bluest Eye*, but the general public showed little interest.
2. *Song of Solomon* won Morrison the National Book Critics Circle Award in 1977, and *Beloved* won her the Pulitzer Prize in 1988.
3. A literary panel awarded Toni Morrison the 1993 Nobel Prize in Literature, the highest honor a writer can receive.
4. Her 1998 novel, *Paradise*, traces for readers the tragic lives of a rejected group of former slaves.
5. Twenty-five years after *The Bluest Eye* was published, Oprah Winfrey selected it for her reader's list, and it immediately became a bestseller.

## 71 What are complements, modifiers, and appositives?

A **complement** renames or describes a SUBJECT or an OBJECT. It appears in the PREDICATE of a sentence.

A **subject complement** is a NOUN, PRONOUN, or ADJECTIVE that follows a LINKING VERB. **Predicate nominative** is another term for a noun used as a subject complement, and **predicate adjective** is another term for an adjective used as a subject complement.

An **object complement** follows a DIRECT OBJECT and either describes or renames the direct object. Box 7-3 shows how subject and object complements function in a sentence.

### BOX 7-3 PATTERN



#### Sentence pattern III: Complements

■ Complete Subject	+	Complete Predicate
The caller		was a student.
		LINKING VERB    SUBJECT COMPLEMENT
■ Complete Subject	+	Complete Predicate
The student		called himself a victim.
		VERB    DIRECT OBJECT    OBJECT COMPLEMENT

**EXERCISE 7-7** Underline all complements and identify each as a subject complement (SUB) or an object complement (OB).



**EXAMPLE** Many of the most familiar North American wildflowers are actually  
SUB  
nonnative plants.

1. The dainty Queen Anne's lace is a native of Europe.
2. The daisies and cornflowers that decorate our roadsides all summer were originally inhabitants of Europe as well.
3. The common purple loosestrife, originally from Asia, came to the North American continent as a garden plant.
4. Many scientists call these plants "alien invasives."
5. Many ecologists consider them to be threats to the forests, meadows, and wetlands of North America.

A **modifier** is a word or group of words that describes or limits other words. Modifiers appear in the SUBJECT or the PREDICATE of a sentence.

The **large red** telephone rang. [The adjectives *large* and *red* modify the noun *telephone*.]

The lawyer answered **quickly**. [The adverb *quickly* modifies the verb *answered*.]

The person **on the telephone** was **extremely** upset. [The prepositional phrase *on the telephone* modifies the noun *person*; the adverb *extremely* modifies the adjective *upset*.]

**Therefore**, the lawyer spoke **gently**. [The adverb *therefore* modifies the independent clause *the lawyer spoke gently*; the adverb *gently* modifies the verb *spoke*.]

**Because the lawyer's voice was calm**, the caller felt reassured. [The adverb clause *because the lawyer's voice was calm* modifies the independent clause *the caller felt reassured*.]


An **appositive** is a word or group of words that renames the NOUN or PRONOUN preceding it.

The student's story, **a tale of broken promises**, was complicated. [The appositive *a tale of broken promises* renames the noun *story*.]

The lawyer consulted an expert, **her law professor**. [The appositive *her law professor* renames the noun *expert*.]

The student, **Joe Jones**, asked to speak to his lawyer. [The appositive *Joe Jones* renames the noun *student*.]



**ALERT:** When an appositive is not essential for identifying what it renames (that is, when it is NONRESTRICTIVE), use a comma or commas to set off the appositive from the rest of the sentence; see section 23g. 



## 7m What is a phrase?

A **phrase** is a group of words that does not contain both a SUBJECT and a PREDICATE and therefore cannot stand alone as an independent unit.

- A **noun phrase** functions as a NOUN in a sentence: ***The modern census** dates back to the seventeenth century.*
- A **verb phrase** functions as a VERB in a sentence: *Two military censuses **are mentioned** in the Bible.*
- A **prepositional phrase** always starts with a PREPOSITION and functions as a MODIFIER: *William the Conqueror conducted a census **of landowners in newly conquered England in 1086*** [three prepositional phrases in a row, beginning with *of, in, in*].
- An **absolute phrase** usually contains a noun or PRONOUN and a PRESENT or PAST PARTICIPLE. An absolute phrase modifies the entire sentence that it's in: ***Censuses being the fashion**, Quebec and Nova Scotia took sixteen counts between 1665 and 1754.*

A **verbal phrase** contains a verb part that functions not as a verb, but as a noun or an ADJECTIVE. Such cases are INFINITIVES, present participles, and past participles.

In 1624, Virginia began **to count its citizens** in a census. [*To count its citizens* is an infinitive phrase.]

**Going from door to door**, census takers interview millions of people. [*Going from door to door* is a present participial phrase.]

**Amazed by some people's answers**, census takers always listen carefully. [*Amazed by some people's answers* is a past participial phrase.]

A **gerund phrase** functions as a noun. Telling the difference between a gerund phrase and a present participial phrase can be tricky because both use the *-ing* verb form. The key is to determine how the phrase functions in the sentence: A gerund phrase functions only as a noun, and a participial phrase functions only as a modifier.

**Including each person in the census** was important. [This is a gerund phrase because it functions as a noun, which is the subject of the sentence.]

**Including each person in the census**, Abby spent many hours on the crowded city block. [This is a present participial phrase because it functions as a modifier, namely, an adjective describing Abby. ]

**EXERCISE 7-8** Combine each set of sentences into a single sentence by converting one sentence into a phrase—a noun phrase, verb phrase, prepositional phrase, absolute phrase, verbal phrase, or gerund phrase. You can omit, add, or change words. Identify which type of phrase you created.



You can combine most sets in several correct ways, but make sure the meaning of your finished sentence is clear. For help, consult 7m.

**EXAMPLE** Large chain stores often pose threats to local independent retailers. Smaller store owners must find innovative ways to stay in business.

*With large chains posing threats to local independent retailers,*  
smaller store owners must find innovative ways to stay in business.  
(prepositional phrase)

1. Independent stores develop creative marketing strategies to compete with chain stores. Independent stores figure out ways to offer special features.
2. One independent children's bookstore attracted new customers. It did that by bringing live animals into the store.
3. This children's bookstore did not need to lower prices to draw customers. The store could survive by owning animals that appeal to youngsters.
4. For example, independent hardware and housewares stores can be service-oriented and customer friendly. They sometimes can thrive financially doing this.
5. Some independent stores struggle for survival. They cannot always compete with the lower prices at impersonal chain stores.

## 7n What is a clause?

A **clause** is a group of words with both a **SUBJECT** and a **PREDICATE**. Clauses can be either *independent clauses*, also called *main clauses*, or *dependent clauses*, also called *subordinate clauses*.

An **independent clause** contains a subject and a predicate and can stand alone as a sentence. Box 7-4 shows the basic pattern.

### BOX 7-4 PATTERN



#### Sentence pattern IV: Independent clauses

##### Independent Clause

■ <b>Complete Subject</b>	+	<b>Complete Predicate</b>
The telephone		rang.

A **dependent clause** contains a subject and a predicate but cannot stand alone as a sentence. To be part of a complete sentence, a dependent clause must be joined to an independent clause. Dependent clauses are either *adverb clauses* or *adjective clauses*.





An **adverb clause**, also called a *subordinate clause*, starts with a SUBORDINATING CONJUNCTION, such as *although*, *because*, *when*, or *until*. A subordinating conjunction expresses a relationship between a dependent clause and an independent clause; see 7h. Adverb clauses usually answer some question about the independent clause: *How?* *Why?* *When?* *Under what circumstances?*

**If the bond issue passes**, the city will install sewers. [The adverb clause modifies the verb *install*; it explains under what circumstances.]

They are drawing up plans **as quickly as they can**. [The adverb clause modifies the verb *drawing up*; it explains how.]

The homeowners feel happier **because they know the flooding will soon be better controlled**. [The adverb clause modifies the entire independent clause; it explains why.]

 **ALERT:** When you write an adverb clause before an independent clause, separate the clauses with a comma; see section 23b. 

An **adjective clause**, also called a *relative clause*, starts with a RELATIVE PRONOUN, such as *who*, *which*, or *that*. Or an adjective clause can start with a RELATIVE ADVERB, such as *when* or *where*. An adjective clause modifies the NOUN or PRONOUN that it follows. Box 7-5 shows how adverb and adjective clauses function in sentences. See also Box 9-4 in section 9s.

The car **that Jack bought** is practical. [The adjective clause describes the noun *car*; *that* is a relative pronoun referring to *car*.]

The day **when I can buy my own car** is getting closer. [The adjective clause modifies the noun *day*; *when* is a relative adverb referring to *day*.]

Use *who*, *whom*, *whoever*, *whomever*, and *whose* when an adjective clause refers to a person or to an animal with a name.

#### BOX 7-5 PATTERN



#### Sentence pattern V: Dependent clauses

- **Dependent (Adverb) Clause** + **Independent Clause**  

<b>Although</b>	the hour was quite late,	the telephone rang.
SUBORDINATING CONJUNCTION	COMPLETE SUBJECT      COMPLETE PREDICATE	COMPLETE SUBJECT      COMPLETE PREDICATE
- **First Part of Independent Clause** + **Dependent (Adjective) Clause** + **Second Part of Independent Clause**  


The red telephone,	<b>which</b> belonged to Ms. Smythe,	rang loudly.
COMPLETE SUBJECT	RELATIVE PRONOUN	COMPLETE PREDICATE



The Smythes, **who collect cars**, are wealthy.  
 Their dog Bowser, **who is large and loud**, has been spoiled.

Use *which* or *that* when an adjective clause refers to a thing or to an animal that isn't a pet. Sometimes, writers omit *that* from an adjective clause. For grammatical analysis, however, consider the omitted *that* to be implied and, therefore, present.

For help in deciding whether to use *that* or *which*, see Box 9-4 in section 9s.

 **ALERT:** When an adjective clause is NONRESTRICTIVE, use *which* and set it off from the independent clause with commas. Don't use commas with *that* in a RESTRICTIVE CLAUSE.

My car, **which** I bought used, needs major repairs. [The adjective clause is nonrestrictive, so it begins with *which* and is set off with commas.]

The car **that** I want to buy has a CD player. [The adjective clause uses *that* and is restrictive, so it is not set off with commas.] 

**EXERCISE 7-9** Underline the dependent clause in each sentence, and label it an ADJ or an ADV clause. For help, consult 7n.

ADV

**EXAMPLE** When umbrellas were invented, people used them for sun protection.

1. Eighteenth-century ladies carried fancy umbrellas as a fashion statement while strolling down the street.
2. Although umbrellas are mostly used today in the rain, they have many other uses.
3. Gentlemen in England carry sturdy umbrellas, which make convenient walking sticks.
4. One company makes a "sporting umbrella" that unfolds into a seat.
5. Marketing consultants, who receive requests for moveable advertising, suggest umbrellas can be mini-billboards when they are decorated with a company's name and logo.

**Noun clauses** function as nouns. Noun clauses can begin with many of the same words that begin adjective clauses: *that*, *who*, *which*, and their derivatives, as well as *when*, *where*, *whether*, *why*, and *how*.

**Promises** are not always dependable. [noun]

**What politicians promise** is not always dependable. [noun clause]

The electorate often cannot figure out the **truth**. [noun]



The electorate often cannot know **that the truth is being manipulated**. [noun clause]



Because they start with similar words, noun clauses and adjective clauses are sometimes confused with each other. The way to tell them apart is that the word starting an adjective clause has an ANTECEDENT, while the word starting a noun clause doesn't.

Good politicians understand **whom they must please**. [Noun clause; *whom* does not have an antecedent.]

Good politicians **who make promises** know all cannot be kept.  
[Adjective clause modifies *politicians*, which is the antecedent of *who*.]

 **ESL NOTE:** Noun clauses in INDIRECT QUESTIONS are phrased as statements, not questions: *Kara asked why we needed the purple dye*. Don't phrase a noun clause this way: *Kara asked why **did** [or **do**] we need the purple dye?* If you prefer to change to a DIRECT QUESTION, usually VERB TENSE, PRONOUN, and other changes are necessary; see section 15e. 

In an **elliptical clause**, one or more words are deliberately left out for CONCISENESS. For an elliptical clause to be correct, the one or more words you leave out need to be identical to those already appearing in the clause.

Engineering is one of the majors [**that**] **she considered**. [*that*, functioning as a relative pronoun, omitted from adjective clause]

She decided [**that**] **she would rather major in management**. [*that*, functioning as a conjunction, omitted between clauses]

**After [he takes] a refresher course**, he will be eligible for a raise.  
[subject and verb omitted from adverb clause]

Broiled fish tastes better **than boiled fish** [**tastes**]. [second half of the comparison omitted]

**EXERCISE 7-10** Use subordinate conjunctions and relative pronouns from the list below to combine each pair of sentences. You may use words more than once, but try to use as many different ones as possible. Some sentence pairs may be combined in several ways. Create at least one elliptical construction.

because                      which                      when                      that                      although

**EXAMPLE** Reports of flying snakes have been around for hundreds of years.  
Scientists have never believed them.

*Even though reports of flying snakes have been around for hundreds of years, scientists have never believed them.*

1. The idea that snakes can fly or even glide from treetops seems impossible. They lack wings, feathers, or any kind of flying or gliding apparatus.
2. Yet, what seems impossible is not so for the paradise tree snake. This snake possesses many adaptations to allow it to soar long distances through the air.



3. The snake changes to an S-shape. Its fall becomes much less steep. The snake then soars outward from its launch point.
4. A special characteristic permits the snake to change its shape and begin to glide. This characteristic permits the snake to flatten its body.
5. Most snakes cannot glide through the air. The paradise tree snake most certainly can.

## 7o What are the four sentence types?

English uses four **sentence types**: simple, compound, complex, and compound-complex. A **simple sentence** is composed of a single INDEPENDENT CLAUSE and no DEPENDENT CLAUSES.

Charlie Chaplin was born in London on April 16, 1889.

A **compound sentence** is composed of two or more independent clauses. These clauses may be connected by a COORDINATING CONJUNCTION (*and, but, for, or, nor, yet, so*), a semicolon alone, or a semicolon and a CONJUNCTIVE ADVERB.

His father died early, **and** his mother, with whom he was very close, spent time in mental hospitals.

Many people enjoy Chaplin films; others do not.

Many people enjoy Chaplin films; **however**, others do not.

A **complex sentence** is composed of one independent clause and one or more dependent clauses.

**When times were bad**, Chaplin lived in the streets. [dependent clause starting *when*; independent clause starting *Chaplin*]



**When Chaplin was performing with a troupe that was touring the United States**, he was hired by Mack Sennett, **who owned the Keystone Company**. [dependent clause starting *when*; dependent clause starting *that*; independent clause starting *he*; dependent clause starting *who*]

A **compound-complex sentence** integrates a compound sentence and a complex sentence. It contains two or more independent clauses and one or more dependent clauses.

Chaplin's comedies were immediately successful, and he became rich **because he was enormously popular for playing the Little Tramp, who was loved for his tiny mustache, baggy trousers, big shoes, and trick derby**. [independent clause starting *Chaplin's*; independent clause starting *he*; dependent clause starting *because*; dependent clause starting *who*]

**When studios could no longer afford him**, Chaplin cofounded United Artists, **and** then he produced and distributed his own films. [dependent clause starting *when*; independent clause starting *Chaplin*; independent clause starting *then*]



 **ALERTS:** (1) Use a comma before a coordinating conjunction connecting two independent clauses; see 23b. (2) When independent clauses are long or contain commas, use a subordinating conjunction—or use a semi-colon to connect the sentences; see 24d. 

**EXERCISE 7-11** Decide whether each of the following sentences is simple, compound, complex, or compound-complex. For help, consult 7o.

**EXAMPLE** Many people would love to eat a healthy meal at a fast-food restaurant or a food concession at the movies. (simple)

1. A fried-chicken sandwich packs an enormous number of calories and fat, and a fried-fish sandwich is no better.
2. You can purchase other relatively healthy meals at a fast-food restaurant, if you first get to know the chart of nutritional values provided for customers.
3. Even though US government regulations require that nutritional charts be posted on the wall in the public areas of every fast-food restaurant, consumers often ignore the information, and they choose main meals and side dishes with the most flavor, calories, and fat.
4. A healthy meal available at many fast-food restaurants is a salad with low-fat dressing, along with bottled water.
5. In truth, many people need to stay away from fast-food restaurants and food concessions at the movies and thereby avoid the tasty temptations of high-calorie foods.

## CHAPTER 8

# Verbs

### 8a What do verbs do?

A **verb** expresses an action, an occurrence, or a state of being. Verbs also reveal when something occurs—in the present, the past, or the future.

Many people **overeat** on Thanksgiving. [action]

Mother's Day **fell** early this year. [occurrence]

Memorial Day **is** tomorrow. [state of being]

Verbs convey other information as well; see Box 8-1. For types of Verbs, see Box 8-2.