



Understanding Sentences Solutions

Exercise 12a: Subject and Predicate, Noun and Verb

Compose five two-word sentences similar to those in the example on page 57. Each will need a single-word noun or a pronoun as its subject and a single-word verb as its predicate.

1. Monkeys swing.
2. She stomps.
3. Chefs cook.
4. He reads.
5. Volcanoes bubble.

Exercise 12b: Articles and Other Modifiers

Rewrite the sentences you wrote for Exercise 12a, adding articles and single-word adjectives and adverbs to them as you think appropriate.

1. The young **monkeys** **swing**.
2. She **stomps** **petulantly**.
3. The professional **chefs** **cook**.
4. **He** **reads** avidly.
5. The northern **volcanoes** **bubble** constantly.

Exercise 12c–k: Basic Sentence Patterns

Identify the pattern of each of the following sentences (pp. 59–64).

1. Food nourishes. **Pattern 1**
2. Bruce finds gardening relaxing. **Pattern 5A**
3. The Schmidts are excellent cooks. **Pattern 4B**
4. I love lasagna. **Pattern 2A**
5. There are nine modules in our oceanography course. **Pattern 6**
6. Poor Stephen was hit by a bus. **Pattern 2B**
7. Jacques brought me luck. **Pattern 3**
8. Certain music can affect one's emotions. **Pattern 2A**
9. The group elected Jo spokesperson. **Pattern 5B**
10. Some people are superstitious. **Pattern 4A**
11. Helen was nearly late for her interview. **Pattern 4A**
12. The team thanked the coach. **Pattern 2A**
13. Yesterday, Helen bought Eric a new dictionary. **Pattern 3**

Exercise 12c: Sentence Pattern 1

Return to the sentences you wrote for Exercises 12a and 12b, or compose new ones, this time adding a few more modifiers to some of the nouns and verbs.

1. The young **monkeys swing** through the trees.
2. **She stomps** petulantly and often.
3. The professional **chefs cook** masterpieces.
4. **He reads** comic books avidly.
5. The northern **volcanoes bubble** and **spew** lava constantly.

Exercise 12d: Sentence Pattern 2A

Compose five sentences following Pattern 2A on page 59, some with modifiers and some without.

1. Judy teaches tutors.
2. Some lawyers argue cases successfully.
3. Don is planting tomatoes.
4. Ramona bought another pair of shoes.
5. The powerful swimmer won the trophy.

Exercise 12d: Sentence Pattern 2B (passive voice)

Convert each sentence you wrote for Exercise 12d into Pattern 2B. How many now seem to be sentences you could use in effective writing? Try to include them in contexts where they would be preferable to the versions you wrote for Pattern 2A. Then compose a few new sentences using Pattern 2B, ones that make clear sense in the passive voice.

1. Tutors are taught by Judy.
2. Cases are argued successfully by some lawyers.
3. Tomatoes are being planted by Don.
4. Another pair of shoes were bought by Ramona.
5. The trophy was won by the powerful swimmer.

Exercise 12f: Sentence Pattern 3

Compose five sentences in Pattern 3, then rewrite two of them using a prepositional phrase, with *to* or *for*, instead of an indirect object.

1. He bought Vera a teapot.
2. Friar John offered Robin the arrows.
3. She gave him a blessing.
4. Bob sent Jane flowers.

5. I lent him my car.
1. He bought a teapot for Vera.
2. Friar John offered the arrows to Robin.

Exercise 12g: Sentence Pattern 4A

Compose three sentences following Pattern 4A.

1. The idea is invincible.
2. She seems compassionate.
3. The report has become a burden.

Exercise 12h: Sentence Pattern 4B

Compose three sentences following Pattern 4B.

1. This is good chocolate.
2. He is the one for me.
3. That is the answer.

Exercise 12i: Sentence Pattern 5A

Compose three sentences following Pattern 5A.

1. The students declared the assignment unnecessary.
2. He made himself scarce.
3. We found her behaviour outrageous.

Exercise 12j: Sentence Pattern 5B

Compose three sentences following Pattern 5B.

1. The council appointed him chair.
2. They thought the movie a disappointment.
3. The jurors named him best actor.

Exercise 12k (1): Sentence Pattern 6 (expletive)

Try converting the eight examples below into a different pattern (for example, *Several protesters were waiting to heckle the premier*). In what kinds of contexts might the alternative—and more direct—versions be preferable?

1. There were several protesters waiting to heckle the premier.
The premier was heckled by several waiting protesters.
2. It is easy to follow this recipe.
Following this recipe is easy.
3. It is challenging to study Sanskrit.
Sanskrit is a challenging language.
4. There wasn't a cloud in the sky.
The sky was cloudless.
5. There were many people who disagreed with the speaker.
Many people disagreed with the speaker.
6. It is disappointing to learn of the team's defeat.
We were disappointed to learn of the team's defeat. OR The team's defeat disappointed many.
7. It was frustrating to wait so long for the test results.
Waiting a long time for test results can be frustrating. OR We were frustrated waiting so long for the test results.
8. There was a crowd at the airport waiting for the soldiers to return.
A crowd waited at the airport for the soldiers to return.

Exercise 12k (2): Sentence Pattern 6 (expletive)

Convert the following sentences into Pattern 6:

1. Ten mugs of hot tea are on the table.
There were ten mugs of hot tea on the table.
2. No way around the obstacle exists.
There is no way around the obstacle.
3. To look directly at a solar eclipse is dangerous.
It is dangerous to look directly at a solar eclipse.
4. A magnificent celebration occurred.
It was a magnificent celebration.
5. People were everywhere!
There were people everywhere!
6. Waiter, a fly is in my soup.
Waiter, there is a fly in my soup.

Do some seem better in the expletive form? Why? How might context determine one's choice?

Sometimes the expletive is more idiomatic or more informal and, therefore, more appropriate for non-academic texts or conversation.

Exercise 12m–r: Clauses and Phrases

Indicate whether each of the following groups of words is an independent clause, a subordinate clause, or a phrase. Label the subject (S) and the verb (V) in each clause. In the case of a subordinate clause, circle the subordinator.

1. not only BC but PEI as well (**phrase**)
2. rarely have we witnessed such a performance (**independent clause**)
3. for the first time in her life she was speechless (**independent clause**)
4. since no one was paying attention (**subordinate clause**)
5. down the hall from my office (**phrase**)
6. but interest rates are rising (**independent clause**)
7. while looking for his cell phone (**phrase**)
8. his bubble burst (**independent clause**)
9. after the conference was over (**subordinate clause**)
10. according to the overly complicated directions in the guidebook (**phrase**)

Exercise 12q (1): Appositives

Combine each of the following pairs of sentences into a single sentence by reducing one of each pair to an appositive. Construct one or two so that the appositive comes first.

1. Joe is an amateur astronomer. He uses his telescope to scan the skies every night.
An amateur astronomer, Joe uses his telescope to scan the skies every night.
2. Diana Krall is a talented jazz singer. She turns old standards into memorable contemporary pieces.
Diana Krall, a talented jazz singer, turns old standards into memorable contemporary pieces.

3. I must thank my teachers for encouraging me in my education. They inspired me with their confidence about the future.
I must thank my encouraging teachers for inspiring me with their confidence about the future.
4. My grandfather believes in hard work. He tends to his vegetable garden for hours every day.
Believing in hard work, my grandfather tends to his vegetable garden for hours every day.
5. You can save time by preparing carefully. That is, you can take careful notes and draft a clear plan for your argument.
By preparing carefully, taking careful notes and drafting a clear plan for your argument, you can save time.

Exercise 12q (2): Appositives

Combine each of the following pairs of sentences into a single sentence by reducing all or part of one of them to an appositive. You may drop some words and rearrange others, but don't change the basic meaning. For practice, try to write some sentences in more than one way. In each case, identify the appositive phrase you have created by underlining it.

Example: Hong Kong is one of Asia's busiest ports. It is a major Pacific commercial centre.

(a) Hong Kong, one of Asia's busiest ports, is a major Pacific commercial centre.

(b) One of Asia's busiest ports, Hong Kong, is a major Pacific commercial centre.

(c) One of Asia's busiest ports, Hong Kong is a major Pacific commercial centre.

1. The book I read last weekend was *The Golden Compass*. It is the first volume of Philip Pullman's *His Dark Materials* trilogy.
The book I read last weekend was *The Golden Compass*, the first volume of Philip Pullman's *His Dark Materials* trilogy.
2. To become a fine architect is not easy. It takes many years of study and apprenticeship.
Taking many years of study and apprenticeship, becoming an architect is not easy.
3. I always look forward to April. It is the month when the cherry blossoms appear.
I always look forward to April, the month when the cherry blossoms appear.
4. Team sports more than occupy her spare time. She plays volleyball, field hockey, and soccer.
Team sports, such as volleyball, field hockey, and soccer, more than occupy her spare time.
5. Tabloid newspapers seem to go in for sensationalism. They are the smaller, easier-to-read newspapers.
Smaller and easier to read, tabloid newspapers seem to go in for sensationalism.

6. Canada has a larger land mass than any other country except Russia. It is a country with a small population.
Canada, a country with a small population, has a larger land mass than any other country except Russia.
7. She was relaxed and confident when she began the competition. She was sure she could win.
Relaxed and confident when she began the competition, she was sure she could win.
8. The word *hamburger* is one of the common words we take for granted. It comes from the name of a German city.
The word *hamburger*, coming from the name of a German city, is one of the common words we take for granted.
9. Dr Snyder is our family physician. She is a dedicated person who works long hours.
Dr. Snyder, our family physician, is a dedicated person who works long hours.
10. Running marathons is not something everyone should try. It is a potentially dangerous sport.
A potentially dangerous sport, running marathons is not something everyone should try.
11. Michael is a young composer. He writes music for the local youth orchestra.
Michael, a young composer, writes music for the local youth orchestra.
12. My Grade 5 teacher was a big baseball fan. He let us listen to the World Series games while we wrote our geography notes.
My Grade 5 teacher, a big baseball fan, let us listen to the World Series final games while we wrote our geography notes. OR A big baseball fan, my Grade 5 teacher let us listen to the World Series games while we wrote our geography notes.
13. The essay is due on Friday. Remember that it must include a cover page and a bibliography.
The essay, due on Friday, must include a cover page and a bibliography. OR Due on Friday, the essay must include a cover page and a bibliography

Exercise 12r: Absolute Phrases

Compose five sentences using absolute phrases. In each of your sentences, underline the absolute phrase. You may want to start with pairs of sentences or with sentences containing a *with*-phrase.

1. The long day over, the troop went home for pizza.
2. To clarify, the lecture was a waste of time.
3. The mayor sat down, the jeering having stopped.
4. Popcorn at hand, they watched the rest of the movie.
5. Looking at the grand scheme of things, we are pretty lucky.

Exercise 12s: Order of Elements in Declarative Sentences

Try composing four or five declarative sentences that vary the standard order of elements in one way or another.

1. His patience I have long admired.
2. Full of loathsome lies was the villain.
3. Love he looked for in all the wrong places.
4. Bouncy and burpy is the baby.

You may want to include example 1 in a paragraph where you are focussing on the good qualities of someone and wish to limit the emphasis on yourself. Examples 2, 3, and 4 would work in paragraphs where you want to have a dramatic or poetic style of writing.

Exercise 12t: Order of Elements in Interrogative Sentences

Select a representative variety of ten sentences from those you've written for earlier exercises in this chapter and rewrite them as questions. Try using two or more different forms of question for some of the sentences.

1. Is he patient?
2. Was the lecture a waste of time?
3. Did the jurors name him best actor?
4. Are you the one for me?
5. Will Judy teach the tutors?
6. Are there ten mugs of tea on the table?
7. The baby is bouncy and burpy, isn't she?
8. Poor Stephen hasn't been hit by the bus, has he?
9. Where is he looking for love?
10. Why is he looking for love in all the wrong places?

Exercise 12w–y: Minor Sentences, Fragments, and Major Sentences

Indicate whether the italicized group of words in each of the following is a minor sentence or a fragment. In examples where the italicized words constitute a fragment, suggest a revision to correct the problem.

1. We stayed at the picnic. *Until the sun went down.* **Fragment**
We stayed at the picnic until the sun went down.
2. Just look at the way they play together. *How rare!* **Minor**
They rarely play together so well.
3. You say you've never seen this man? *Never?* **Minor**
It is hard to believe you have never seen this man.

4. We chose to eat at this restaurant. *It having a vegetarian menu, after all.* **Fragment**
We chose to eat at this restaurant because it has a vegetarian menu.
5. The coach praised his team for the win. *A very proud moment.* **Minor**
When the coach praised his team for the win, it was a very proud moment. OR **It was a very proud moment when the coach praised his team for the win.**
6. Jill challenged Jack to climb the hill. *Sooner rather than later.* **Minor**
Jill challenged Jack to climb the hill sooner rather than later.

Exercise 12z (1): Kinds of Major Sentences

Label each of the following sentences as simple, compound, complex, or compound-complex.

1. If you read this novel, you will find yourself questioning the narrator's credibility. **Complex**
2. Everybody is going to laugh on cue. **Simple**
3. The trombonist who performed so well at this concert is the same one we saw last summer at the Montreal Jazz Festival. **Complex**
4. The groom mumbled a bit; the bride spoke her vows in a clear, strong voice. **Compound**
5. Few things are more pleasant than a lovingly prepared and carefully presented elegant meal consisting of several courses, consumed in good company, with soft background music, and accompanied by noble wines. **Simple**
6. They chose the stocks they judged to be safest, but they lost money in the recession nevertheless. **Compound-complex**
7. Our classmates concluded a heated debate of the issue, and then we all voted in favour of lowering the voting age to sixteen. **Compound**
8. A philosophy major will learn to think clearly and will acquire a sense of cultural history, and so when she graduates she should probably have the critical thinking skills and knowledge base to make herself employable. **Compound-complex**
9. After Chris finished his medieval history course, he decided to spend the summer writing a novel based on the life of Charlemagne. **Complex**
10. Mystery novels challenge readers with a puzzle, and a good mystery writer will make sure that the reader doesn't know the answer until the very end. **Compound-complex**
11. Helen loves writing horror stories. **Simple**

Exercise 12z (2): Kinds of Major Sentences

Recycle one or more of the original simple sentences you composed for question 12a as you go on to write the following more complicated sentences. Use as many other modifiers—words and phrases—as you want.

1. Compose three simple sentences.
 - a) He had a sword in his hand.
 - b) Bronwyn leapt.
 - c) They couldn't find the missing pearls.
2. Compose two compound sentences, each with two independent clauses.
 - a) He had a sword in his hand.
 - b) Bronwyn leapt.
 - c) They couldn't find the missing pearls.
3. Compose a compound sentence with three independent clauses.
 - a) He had a sword in his hand; he had courage in his heart; he was no match for the ten-headed dragon.
 - b) Bronwyn leapt, but she shut her eyes, and she plugged her nose.
 - c) They couldn't find the missing pearls; however, they did find the cat burglar, and he looked a little like Cary Grant.
4. Compose two complex sentences, each with one independent and one subordinate clause.
 - a) Although he had a sword in his hand, he was no match for the ten-headed dragon.
 - b) After she shut her eyes, Bronwyn leapt.
 - c) They couldn't find the missing pearls though they did find the cat burglar.
5. Compose a complex sentence with one independent and two subordinate clauses.
 - a) Although he had a sword in his hand, he was no match for the ten-headed dragon who was feeling irritable that sunless morning.
 - b) After she shut her eyes, Bronwyn, who was afraid of the water, leapt.
 - c) They couldn't find the missing pearls because they were myopic and because the cat burglar was too clever.
6. Compose three compound-complex sentences.
 - a) Although he had a sword in his hand and he knew how to use it, he was no match for the irritable ten-headed dragon; luckily, nine of the knight's friends showed up at the last minute.
 - b) Bronwyn leapt, but she jumped right out again when she hit the cold water.
 - c) The cat burglar, looking a little like Cary Grant, laughed under his breath at them, for they couldn't find the missing pearls even though the pearls were right in front of them.