Chapter 12, Exercise 1: Active vs. Passive Sentences I

Identify whether each sentence features the active (A) or the passive voice (P).

1. The bookshelf was built by a master woodworker.  _____
2. Our aunt is arriving by plane tomorrow morning.  _____
3. The sofa was moved before the walls were painted.  _____
4. The actor was excited by his new role in the action film.  _____
5. The painting on the wall is by Mark Rothko.  _____
6. The criminal was brought before a grand jury.  _____
7. My favorite song is by System of a Down.  _____
8. The bill was drafted by a senator from Montana.  _____
9. The child was playing by the parked cars.  _____
10. Timothy Leary was an influential writer during the 1960s.  _____
11. We went to a play by Edward Albee on our visit to New York.  _____
12. The stack of books for the garage sale is by the door.  _____
13. I saw the latest film by the Coen brothers last weekend.  _____
14. The CEO was brought up on charges of fraud by the prosecutors.  _____
15. The professor was trained by the nation’s leading linguists at MIT.  _____
16. The flowers were put in a vase and placed on the kitchen counter.  _____
17. We were given the best room the hotel concierge could find.  _____
18. Someone made a mistake.  _____
19. The dog was found by the railroad tracks on the other side of town.  _____
20. There is a cold bottle of water by the orange juice in the fridge.  _____

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Chapter 12, Exercise 2: Active vs. Passive Sentences II

Convert sentences that are passives into the active voice. The first one has been done for you as an example.

1. The bookshelf was built by a master woodworker.
   
   A master woodworker built the bookshelf.

2. Our aunt is arriving by plane tomorrow morning.

3. The sofa was moved by the tenants before the walls were painted.

4. The actor was excited by his new role in the action film.

5. The painting on the wall is by Mark Rothko.

6. The criminal was brought before a grand jury.

7. My favorite song is by System of a Down.
8. The bill was drafted by a senator from Montana.

9. The child was playing by the parked cars.

10. Timothy Leary was an influential writer during the 1960s.

11. We went to a play by Edward Albee on our visit to New York.

12. The stack of books for the garage sale is by the door.

13. I saw the latest film by the Coen brothers last weekend.

14. The CEO was brought up on charges of fraud by the prosecutors.

15. The professor was trained by the nation’s leading linguists at MIT.
Chapter 12, Exercise 3: Identifying Adjectives I

Adjectives appear in bold in the passages. Indicate in the parentheses whether the adjective is attributive (A) or predicative (P).

From Rebecca of Sunnybrook Farm by Kate Douglas Wiggin

The old (A) stage (P) coach was rumbling along the dusty (A) road that runs from Maplewood to Riverboro. The day was as warm (P) as midsummer, though it was only the middle of May, and Mr. Jeremiah Cobb was favoring the horses as much as possible, yet never losing sight of the fact that he carried the mail. The hills were many (A), and the reins lay loosely in his hands as he lolled back in his seat and extended one (A) foot and leg luxuriously over the dashboard. His brimmed (P) hat of worn (A) felt was well pulled (P) over his eyes, and he revolved a quid of tobacco in his left (P) cheek.

There was one passenger in the coach, -- a small (A) dark-haired (P) person in a glossy (A) buff (A) calico (P) dress. She was so slender (P) and so stiffly starched (P) that she slid from space to space on the leather (A) cushions, though she braced herself against the
middle ( ) seat with her feet and extended her cotton-gloved ( )

hands on each side, in order to maintain some sort of balance. Whenever
the wheels sank farther than usual into a rut, or jolted suddenly over a
stone, she bounded involuntarily into the air, came down again, pushed
back her funny ( ) little ( ) straw ( ) hat, and picked up or settled
more firmly a small ( ) pink ( ) sun ( ) shade, which seemed to be
her chief ( ) responsibility, -- unless we except a bead ( ) purse, into
which she looked whenever the condition of the roads would permit,
finding great ( ) apparent ( ) satisfaction in that its precious ( )
contents neither disappeared nor grew less. Mr. Cobb guessed
nothing of these harassing ( ) details of travel, his business being
to carry people to their destinations, not necessarily, to make them
comfortable ( ) on the way. Indeed he had forgotten the very
existence of this one ( ) unnoteworthy ( ) little ( ) passenger.
Chapter 12, Exercise 4: Identifying Articles I

Articles have been removed from the passages. The places where an article stood are marked by the symbol [ ]. Insert the appropriate article within the brackets. The first one has been done for you as an example.

Radiation levels in [the] fenced, ground zero area are low. On [ ] average, [ ] levels are only 10 times greater than [ ] region’s natural background radiation. [ ] one hour visit to [ ] inner fenced area will result in [ ] whole body exposure of one-half to one milliroentgen.

To put this in perspective, [ ] U.S. adult receives [ ] average exposure of 90 milliroentgens every year from natural and medical sources. For instance, [ ] Department of Energy says we receive between 35 and 50 milliroentgens every year from [ ] sun and from 20 to 35 milliroentgens every year from our food. Living in [ ] brick house adds 50 milliroentgens of exposure every year compared to living in [ ] frame house. Finally, flying coast to coast in [ ] jet airliner gives [ ] exposure of between three and five milliroentgens on each trip.
Although radiation levels are low, some feel any extra exposure should be avoided. The decision is yours. It should be noted that small children and pregnant women are potentially more at risk than the rest of the population and are generally considered groups who should only receive exposure in conjunction with medical diagnosis and treatment.

Again, your choice is yours.
Chapter 12, Exercise 5: Basic Parts of Speech II

Use the abbreviations from the chart on the next page to label the boldfaced words with the appropriate part of speech. If two words in a row are bold, it is assumed that they are one part of speech only.

From: Manifesto of the Communist Party by Karl Marx and Friedrich Engels (1888).

A spectre ( ) is haunting ( ) Europe – the ( ) spectre of Communism. All ( ) the Powers of old ( ) Europe have ( )

entered into ( ) a holy alliance to exorcise ( ) this spectre: Pope and Czar, Metternich and Guizot, French ( ) Radicals and ( )

German police-spies.

Where ( ) is the party in opposition ( ) that has not been decried as Communistic by its opponents in power? Where the Opposition that has not ( ) hurled back ( ) the branding reproach of ( ) Communism, against the more ( ) advanced opposition parties, as well as against its ( ) reactionary adversaries ( )?

The modern ( ) bourgeois society that ( ) has sprouted from the ruins of feudal society has ( ) not done away with class ( ) antagonisms. It has but established new ( ) classes, new conditions
of oppression, new forms (   ) of struggle in place of the old ones (   ). Our epoch, the epoch of the bourgeoisie, possesses, however (   ), this distinctive feature: it has simplified (   ) the class antagonisms. Society as a whole is more and (   ) more splitting up into (   ) two great hostile camps, into two great classes, directly (   ) facing each other: Bourgeoisie and Proletariat.
Chapter 12, Exercise 6: Coordination and Subordination

Underline the clause and circle the conjunction in each sentence. Then identify the clause as either coordinate (C) or subordinate (S). The first one has been done for you as an example.

1. Jane closed the office when the students finished their paper. S
2. Leroy is afraid that he picked up the wrong bookbag.
3. Tippy left and Dawn went to the grocery store.
4. Tori drove the whole way home because her friends were tired.
5. Phone calls are expensive when the charges are reversed.
6. I contacted the store and they held the suit for me.
7. We regret that we bought a television before the sale.
9. Bruce ran across the street while Theo watched from the door.
10. Doreen and Dharma ate all the dog treats in the bowl.
11. Evan took the sweater back while Pierce waited in the car.
12. The landlord patched the walls before he painted.
13. I began working when I graduated from high school.
14. I thought that you were going to the movie last night.
15. Can we get ice cream after we finish our dinner?
Chapter 12, Exercise 7: Identifying Types of Determiners

Determiners in the passages have been underlined. Identify each as pre- (PR), post- (PO), central determinative (CD), or central indeterminative (CI) determiners.

From *The ( ) Adventures of Pinocchio* by C. Collodi (transl. from the ( ) Italian by Carol Della Chiesa).

Chapter 1: How it happened that Mastro Cherry, carpenter, found a ( ) piece of wood that wept and laughed like a ( ) child

Centuries ago there lived – "A ( ) king!" my little readers will say immediately.

No, children, you are mistaken. Once upon a ( ) time there was a ( ) piece of wood. It was not an ( ) expensive piece of wood. Far from it.

Just a ( ) common block of firewood, one of those thick, solid logs that are put on the ( ) fire in winter to make cold rooms cozy and warm.

I do not know how this really happened, yet the ( ) fact remains that one fine day this ( ) piece of wood found itself in the ( ) shop of an ( ) old carpenter. His real name was Mastro Antonio, but everyone
called him Mastro Cherry, for the tip of his nose was so round and red and shiny that it looked like a ripe cherry.

As soon as he saw that piece of wood, Mastro Cherry was filled with joy. Rubbing his hands together happily, he mumbled half to himself:

“This has come in the nick of time. I shall use it to make the leg of a table.”

He grasped the hatchet quickly to peel off the bark and shape the wood. But as he was about to give it the first blow, he stood still with arm uplifted, for he had heard a wee, little voice say in a beseeching tone: “Please be careful! Do not hit me so hard!”
Chapter 12, Exercise 8: Identifying Determiners II

Determiners in the passages have been underlined. Identify them as pre- (PR), post- (PO), central determinative (CD), or central indeterminative (CI) determiners.

From *An Inquiry Into the Nature and Causes of the Wealth of Nations* by Adam Smith

To explain in what has consisted the revenue of the great body of the people, or what has been the nature of those funds, which, in different ages and nations, have supplied their annual consumption, is the object of these four first books. The fifth and last book treats of the revenue of the sovereign, or commonwealth. In this book I have endeavoured to shew, first, what are the necessary expenses of the sovereign, or commonwealth; which of those expenses ought to be defrayed by the general contribution of the whole society, and which of them, by that of some particular part only, or of some particular members of it: secondly, what are the different methods in which the whole society may be made to contribute towards defraying the expenses incumbent on the whole society, and
what are the (   ) principle advantages and inconveniences of each of
those (   ) methods; and, thirdly and lastly, what are the (   ) reasons
and causes which have induced almost all (   ) modern governments
to mortgage some part of this (   ) revenue, or to contract debts; and
what have been the (   ) effects of those (   ) debts upon the (   )
real wealth, the (   ) annual produce of the land and labour of the (   )
society.
Chapter 12, Exercise 9: Identifying Nouns

Nouns in the passage appear in bold print. Identify each as CounT (CT) or Mass (M), Proper (P) or CoMmon (CM), and Abstract (A) or CoNcrete (CN).

From *Crotchet Castle* by Thomas Love Peacock

In one of those beautiful valleys (CT), through which the Thames (CT),

(CT) not yet polluted by the tide (CT), the scouring of cities (CT), or

even the minor defilement (CT) of the sandy streams (CT) of

Surrey (CT), rolls a clear flood (CT) through flowery meadows (CT),

under the shade (CT) of old beech (CT) woods (CT), and the smooth mossy greensward (CT) of the chalk hills (CT) which pour into it their tributary rivulets (CT) as pure and pellucid as the fountain (CT) of Bandusium (CT), or the wells (CT) of Scamander (CT), by which the wives (CT) and daughters (CT) of the Trojans (CT) washed their splendid garments (CT) in the days (CT) of peace (CT), before the coming of the Greeks (CT); in one of those beautiful valleys (CT), on a bold round-surfaced lawn (CT), spotted with juniper (CT), that opened itself in the bosom (CT) of an old wood (CT), which rose with a steep,
but not precipitous ascent, from the river to the summit of this hill, stood the castellated villa of a retired citizen.

Ebenezer Mac Crotchet, Esquire, was the London-born offspring of a worthy native of the “north countrie,” who had walked up to London on a commercial adventure, with all his surplus capital, not very neatly tied up in a not very clean handkerchief, suspended over his shoulder from the end of a hooked stick, extracted from the first hedge on his pilgrimage; and who, after having worked himself a step or two up the ladder of life, had won the virgin heart of the only daughter of a highly respectable merchant of Duke’s Place, with whom he inherited the honest fruits of a long series of ingenuous dealings.
Chapter 12, Exercise 10: Identifying Nouns II

Nouns in the passage appear in bold. Identify the nouns as CounT (CT) or Mass (M), Proper (P) or CoMmon (CM), and Abstract (A) or CoNcrete (CN).

From The Alarming Spread of Poetry by P.G. Wodehouse

To the thinking man ( ) there are few things ( ) more disturbing

than the realization ( ) that we are becoming a nation ( ) of

minor poets ( ). In the good old days ( ) poets ( ) were

for the most part confined to garrets ( ), which they left only

for the purpose ( ) of being ejected from the offices ( ) of

magazines ( ) and papers ( ) to which they attempted to sell

their wares ( ). Nobody ever thought of reading a book ( ) of

poems ( ) unless accompanied by a guarantee ( ) from the

publisher ( ) that the author ( ) had been dead at least

a hundred years ( ). Poetry ( ), like wine ( ), certain

brands ( ) of cheese ( ), and public buildings ( ), was rightly

considered to improve with age ( ); and no connoisseur ( )
could have dreamed of filling himself with raw, indigestible verse ( ),

warm from the maker ( ).
Today, however, editors are paying real money for poetry; publishers are making a profit on books of verse; and many a young man who, had he been born earlier, would have sustained life on a crust of bread, is now sending for the manager to find out how the restaurant dares try to sell a fellow champagne like this as genuine Pommery Brut. Naturally this is having a marked effect on the life of the community. Our children grow to adolescence with the feeling that they can become poets instead of working. Many an embryo bill clerk has been ruined by the heady knowledge that poems are paid for at the rate of a dollar a line. All over the country promising young plasterers and rising young motormen are throwing up steady jobs in order to devote themselves to the new profession.

On a sunny afternoon down in Washington Square one's progress is positively impeded by the swarms of young poets brought out by the warm weather.
Chapter 12, Exercise 11: Restrictive vs. Non-Restrictive Relative Clauses

Relative clauses are italicized. Identify each as restrictive (R) or non-restrictive (NR). Normal punctuation has been removed to avoid nullifying the exercise. Replace those commas that set off non-restrictive clauses. The first one has been done for you as an example.

NR 1. Ruth’s twin sister, who loves to gamble, lost a lot of money in the slots.

_____ 2. My friend who just got married had a skiing accident on his honeymoon.

_____ 3. The student you admitted to the program passed his exams.

_____ 4. Any student who gets straight As should apply for scholarships.

_____ 5. Students who are on study abroad may be disoriented by campus life.

_____ 6. Many of the dogs who are at the local pound are turned in by their owners.

_____ 7. I remember Mary whom you have met from the art show.

_____ 8. Bob’s first book which he wrote in two weeks sold extremely well.

_____ 9. The book the teacher assigned is available at the campus bookstore.

_____ 10. John believes that the coach who led the team to the playoffs is going to retire.

_____ 11. The pope who was born in Poland died several years ago.

_____ 12. The president of the university who likes fine dining held a fund raiser.

_____ 13. The girl who is singing on stage is my neighbor’s daughter.

_____ 14. The parents of the students who star in the finale had to stand in the back.
15. My niece who turns six this year is in the first grade.

16. We moved the car which was blocking the drive to shovel a path through the snow.

17. The author who wrote the popular teen fiction series is speaking at the bookstore.

18. Diamonds which come from Africa may not be ethically mined.

19. Carmen who arrived late at the gate missed the plane.

20. A student whom I had forgotten wrote me a letter thanking me for helping him.
Chapter 12, Exercise 12: Identifying Tensed/Untensed Verbs

Verbs in the passage appear in bold. Underline the untensed verbs. The first one has been done for you, but notice how the participle is untensed and, hence, underlined.

From *Pride and Prejudice* by Jane Austen

It *is* a truth universally *acknowledged*, that a single man in possession of a good fortune, *must be* in *want* of a wife.

However little *known* the feelings or views of such a man *may be* on his first entering a neighbourhood, this truth *is* so well *fixed* in the minds of the surrounding families, that he *is considered* the rightful property of some one or other of their daughters.

“My dear Mr. Bennet,” *said* his lady to him one day, “have you *heard* that Netherfield Park *is let* at last?”

Mr. Bennet *replied* that he *had not*.

“But it *is,*” *returned* she; “for Mrs. Long *has just been* here, and *she told* me all about it.”

Mr. Bennet *made* no answer.
“Do you not want to know who has taken it?” cried his wife impatiently.

“You want to tell me, and I have no objection to hearing it.”

This was invitation enough.

“Why, my dear, you must know, Mrs. Long says that Netherfield is taken by a young man of large fortune from the north of England; that he came down on Monday in a chaise and four to see the place, and was so much delighted with it, that he agreed with Mr. Morris immediately; that he is to take possession before Michaelmas, and some of his servants are to be in the house by the end of next week.”
Chapter 12, Exercise 13: Verb Constituency

Verb phrases are bracketed in the passage. Within each bracketed unit, underline the verb and identify it as either main (M) or auxiliary (A). [Note that the treatment of subordinate clauses is not consistent (i.e., in some cases, subordinate clauses are marked as a separate predication and in others, they are not.) Do not attach any significance to this fact.] The first verb is underlined for you as an example.

From History of the Decline and Fall of the Roman Empire by Edward Gibbon, Esq.

In the second century of the Christian Era, the empire of Rome

\[M\] comprehended the fairest part of the earth, and the most civilized

portion of mankind. The frontiers of that extensive monarchy [were guarded by ancient renown and disciplined valor]. The gentle but

powerful influence of laws and manners [had gradually cemented the union of the provinces]. Their peaceful inhabitants [enjoyed and abused the advantages of wealth and luxury]. The image of a free

constitution [was preserved with decent reverence]: the Roman senate

[appeared to possess the sovereign authority, and devolved on the emperors all the executive powers of government]. During a happy
period of more than fourscore years, the public administration was conducted by the virtue and abilities of Nerva, Trajan, Hadrian, and the two Antonines. It is the design of this, and of the two succeeding chapters, to describe the prosperous condition of their empire; and afterwards, from the death of Marcus Antoninus, to deduce the most important circumstances of its decline and fall; a revolution which will ever be remembered and is still felt by the nations of the earth.

The principal conquests of the Romans were achieved under the republic; and the emperors, for the most part, were satisfied with preserving those dominions which had been acquired by the policy of the senate, the active emulations of the consuls, and the martial enthusiasm of the people. The seven first centuries were filled with a rapid succession of triumphs; but it was reserved for Augustus to relinquish the ambitious design of subduing the whole earth, and to introduce a spirit of moderation into the public councils. Inclined
to peace by his temper and situation, it [was easy for him to discover that Rome, in her present exalted situation, had much less to hope than to fear from the chance of arms]; and that, in the prosecution of remote wars, the undertaking [became every day more difficult, the event more doubtful, and the possessions more precarious, and less beneficial]. The experience of Augustus [added weight to these salutary reflections], and effectually [convinced him that, by the prudent vigor of his counsels, it would be easy to secure every concession] which the safety or the dignity of Rome [might require from the most formidable barbarians]. Instead of exposing his person and his legions to the arrows of the Parthians, he [obtained by an honorable treaty, the restitution of the standards and prisoners] which [had been taken in the defeat of Crassus].