

Answer key

Note that citations for individual examples were provided in the exercise itself in the textbook and are not repeated in the answer keys.

Chapter 1

Exercise 1

1. P, 2. D, 3. P, 4. P, 5. P, 6. D, 7. D, 8. P

Chapter 2

Exercise 1

a) kind > *unkind* (D); b) bus > *buses* (I); c) driver > driver (D); d) large > *enlarge* (D); e) nation > *national* (D)

Exercise 2

- a) Some dedicated artists = they; extremely outstanding pictures = them
- b) The talented teacher = he/she/they; constructive comments = them; on the essay = there; the essay = it
- c) My cousin = he/she/they; the students at South High = they; at South High = there; South High = it
- d) The nice neighbor = she/he/they; the overgrown lawn = it

- e) Alls = it; Amy = she/they; Grace = she/they; a box of chocolates = it; chocolates = them
- f) The little kid = he; no shoes of his own = them; his own = it.

Exercise 3

- a) Q: Who took extremely outstanding pictures? A: some dedicated artists.
Q: What did some dedicated artists take? A: extremely outstanding pictures.
- b) Q: Who wrote constructive comments on the essay? A: The talented teacher.
Q: What did the talented teacher write on the essay? A: Constructive comments.
Q: Where did the talented teacher write constructive comments? A: On the essay.
- c) Q: Who thinks the students at South High are all mean and stuff? A: My cousin.
Q: What does my cousin think? A: that the students at South High are all mean and stuff.
- d) Q: Who mowed the overgrown lawn? A: The nice neighbor.
Q: What did the nice neighbor mow? A: The overgrown lawn.
- e) Q: Who doesn't have no shoes of his own? A: The little kid.
Q: What does the little kid not have? A: Shoes of his own.

Exercise 4

- a) It was some dedicated artists who took extremely outstanding pictures.
It was extremely outstanding pictures that some dedicated artists took.
- b) It was the talented teacher who wrote constructive comments on the essay.
It was constructive comments that the talented teacher wrote on the essay.
It was on the essay that the talented teacher wrote constructive comments
- c) It was my cousin who thinks the students at South High are all mean and stuff.

It was that the students at South High are all mean and stuff that my cousin thinks.

Note that we added *that* to *the students at South High are all mean and stuff* as it is a *that*-clause and is needed for the test to work. The test works better once we replace the entire clause with one word *something*: My cousin think something (something replaces everything after *think*). Now, the test is easier to apply: *It was something that my cousin think.*

- d) It was the nice neighbor who mowed the overgrown lawn.

It was the overgrown lawn that the nice neighbor mowed.

- e) It was the little kid who don't have no shoes of his own.

It was no shoes of his own that the little kid don't have.

Exercise 5

Subjects bold, predicates underlined.

- a) **The car**; raced down the street.
- b) **You**; be doing a class work in class.
- c) **I**; didn't have no confidence.
- d) **we**; was conversating with Mr. B. about the war.
- e) **Ms. Helen**; be correcting us all the time.
- f) **it**; bes like that.
- g) **You**; stay in your office too late anymore.
- h) **The playlist**; was curated by a pop music fan.
- i) **we**; found two cat toys.

Exercise 6

Answers may vary.

a)

- movement test: It was *a wildflower paradise* that the nice neighbor made their yard. [note: this one sounds a bit odd, but still works. Plus, we have evidence from the other two tests.]
- question test: Q: What did the nice neighbor make their yard? A: *a wildflower paradise*.
- one-word replacement test: *a wildflower paradise* = it/something as in *The nice neighbor made their yard something*.
- verdict: yes, this is a constituent

b)

- movement test: *It was *neighbor made their* that the nice yard a wildflower paradise.
- question test: *Who the nice yard a wildflower paradise? A: **neighbor made their*; or
*Who yard a wildflower paradise the nice? A: **neighbor made their*
- one-word replacement test: *neighbor made their* ≠ it/something as in **The nice something yard a wildflower paradise*
- verdict: No, this is not a constituent test; none of the tests work at all. a portion of the noun phrase *The nice neighbor* and a portion of the noun phrase *their yard* and the verb were all italicized.

c)

- movement test: It was *those big fat juicy fresh donuts* that you could get.
- question test: Q: What could you get? A: *those big fat juicy fresh donuts*

- one-word replacement test: *those big fat juicy fresh donuts* = them as in *You could get them.*
- verdict: Yes, this is a constituent.

d)

- movement test: It was *my friends and I* who read all assigned books.
- question test: Q: Who read all assigned books? A: *My friends and I*
- one-word replacement test: *My friends and I* = *We* as in *We read all assigned books.*
- verdict: Yes, this is a constituent.

e)

- movement test: *It was *assigned books* that my friend and I read all.
- question test: Q: *What did my friends and I read all? A: assigned books. [note: *all* in the question sort of floats around on its own and doesn't have a place where it fits, resulting in an ungrammatical structure]
- one-word replacement test: *assigned books* ≠ them as in **My friends and I read all them.*
[including *all* with *assigned books* solves the problem: *all assigned books* = them as in *My friends and I read them*]
- verdict: No, this is not a constituent (we need to add *all* into the constituent to make it work)

f)

- movement test: It was *this thing here* that I might should turn over to Ann.

- question test: Q: What might should I turn over to Ann? A: *This thing here*
- one-word replacement test: *This thing here* = something as in *Something I might should turn over to Ann.*
- verdict: Yes, this is a constituent.

g)

- movement test: It is *hard on your feet* that these gravels are.
- question test: Q: What are these gravels? A: *hard on your feet.*
- one-word replacement test: *hard on your feet* = painful/something as in *These gravels are painful/something.*
- verdict: Yes, this is a constituent [the last test is a bit different, but we have solid evidence from the other two).

Chapter 3

Exercise 1

We provide examples of full tables for one noun; the rest in an abbreviated chart format.

a) table

i. derivational evidence: N/A

ii. inflectional evidence: can endure pluralization

<i>one table</i>	+	-s	=	<i>two tables</i>
singular		inflectional suffix: plural -s		plural: more than one

iii. additional evidence: this process works for nouns such as *egg* as well

<i>one egg</i>	+	-s	=	<i>two eggs</i>
singular		inflectional suffix : plural -s		plural: more than one

	derivational	inflectional	additional
a) table	N/A	table > tables	egg > eggs
b) parents	N/A	Parent > parents	sister > sisters
c) runners	<i>run</i> (V) + <i>er</i> = <i>runner</i> (N)	runner > runners	vote > voter > voters
d) teenagers	<i>teen</i> (N) + <i>age</i> (N) + <i>er</i> = <i>teenager</i> (N)	teenager > teenagers	office > officer
e) years	N/A	year > years	week > weeks
f) geese	N/A	N/A; but apophony: sound change: goose/geese	foot > feet
g) day	N/A	day > days	hour > hours
h) pair	N/A	pair > pairs	couple > couples

Exercise 2

a)

- ✓ form: *dog* > *dogs*
- ✓ syntactic: follows a determiner *my*; without determiner, sentence is ungrammatical
**Dog is sitting by the fire*; *dog* is in subject slot

b)

- ✓ form: *initiative* > *initiatives*; also: *initiate* (V) + derivational suffix *-ive* = *initiative* (N)
- ✓ syntactic: follows a determiner *the*; without determiner, sentence is ungrammatical
**We was discussing initiative that Obama curated.*; *initiative* is in direct object slot

c)

✓ form: *folk* > *folks*

✓ syntactic: *folks* follows an adjective; *folks* is in the subject slot

✓ form: *pattern* > *patterns*

✓ syntactic: could be replaced with another noun as in *unique structures*; *patterns* is in direct object slot

d)

✓ form: *chicken* > *chickens*

✓ syntactic: *chicken* is in the subject slot; could be replaced with another noun as in *Crows are rooting...*

e)

✓ form: *happy* (ADJ) + derivational suffix *-ness* = *happiness* (N), just like *silly* (ADJ) + *-ness* = *silliness*

✓ syntactic: in the direct object slot; could be replaced with another noun as in *We seek money.*

f)

✓ form: *tax* > *taxes*

✓ syntactic: *taxes* is in the object of the preposition slot; could be replaced with another noun as in *I heard him a-talkin' about fees.*

g)

- ✓ form: *cake* > *cakes*
- ✓ syntactic: follows a determiner *a*; without determiner, sentence is ungrammatical *
Bob baked Mary cake; in the direct object slot; could be replaced with another noun
as in *Bob baked Mary a pie*.

h)

- ✓ form: *kid* > *kids*
- ✓ syntactic: follows a determiner and an adjective; without determiner, sentence is
ungrammatical **little kid don't have no shoes*; in subject slot; could be replaced with
another noun as in *The little child don't have no shoes of his own*.
- ✓ form: *shoe* > *shoes*
- ✓ syntactic: follows determiner *no*; in direct object slot; could be replaced with another
noun as in *The little kid don't have no sandals of his own*.

Exercise 3

Count nouns (C); non-count nouns (NC)

- a) C: cousin, apples, store (C); NC: milk
- b) C: books, grammar; NC: time
- c) C: pizza; NC: pasta, cheese; Note: You could imagine *cheese* as a count noun as in *I had two cheeses earlier*, meaning “two types of cheeses.”

d) C: manager, chairs, office; NC: furniture

e) C: chef, recipe; NC: salt, sugar

f) C: plates, party; NC: water

Exercise 4

friends, colleagues, members, guests, newcomers, Pittsburgh, jump, call, papers, year, visuality, conference, cover, inserts, program, conference, peoples/voices

Chapter 4

Exercise 1

quaint, rolling, feline, silky, snowy, intricate, polished, silver, cobblestoned, nimble, delicate, dew-kissed, agile, colorful, distinct, playful, mischievous, regal, dignified

Exercise 2

We provide full charts for the first example; the rest is in an abbreviated chart form.

a) faster

i. derivational evidence: N/A

ii. inflectional evidence: can endure comparative/superlative forms

<i>fast</i>	+	<i>-er</i>	=	<i>faster</i>
		inflectional suffix <i>-er</i> ; comparative-marker, non-class changing		comparative: more than <i>fast</i>

<i>fast</i>	+	<i>-est</i>	=	<i>fastest</i>
		inflectional suffix <i>-est</i> ;		superlative: highest degree

		inflectional suffix; superlative-marker, non-class changing		of <i>fast</i>
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iii. Additional evidence: this process works for adjectives like *slow*

<i>slow</i>	+	<i>-er</i>	=	<i>slower</i>
		inflectional suffix <i>-er</i> ; comparative-marker, non-class changing		comparative: more than <i>slow</i>

<i>slow</i>	+	<i>-est</i>	=	<i>slowest</i>
		inflectional suffix <i>-est</i> ; inflectional suffix; superlative-marker, non-class changing		superlative: highest degree of <i>slow</i>

	derivational	inflectional	additional
b) <i>long</i>	N/A	long > longer > longest	strong > stronger > strongest
c) <i>enjoyable</i>	<i>enjoy</i> (V) + - <i>able</i> = <i>enjoyable</i> (Adj)	N/A	more/most enjoyable more/most lovable
d) <i>good</i>	N/A	N/A	good > better > best bad > worse > worst
e) <i>low</i>	N/A	low > lower > lowest	high > higher > highest
f) <i>fat</i>	N/A	fat > fatter > fattest	flat > flatter > flattest
g) <i>little</i>	N/A	little > littler > littlest	simple > simpler > simplest
h) <i>afraid</i>	N/A	N/A	more/most afraid more/most fearful

Exercise 3

a)

- i. The dog is *loyal*.
- ii. The tail is *fluffy*.

b)

- i. The *tired* dog was sprawled out...

c)

ii. The *timid* rescue dog was adorable.

d)

iii. The dog was *tired*.

e)

iv. The *gentle* dogs have been very playful.

f)

v. The puppy was *playful*.

vi. The park was *sunny*.

g)

vii. The canine was *curious*.

h)

viii. The *energetic* puppy was bounding across the field.

Exercise 4

a) stormiest: attributive

b) angry: OC

- c) expensive: SC
- d) pink: OC
- e) free: attributive
- f) weak: SC
- g) brightest: attributive

Exercise 5

All bold words are attributive adjectives. All bold AND underlined words are predicative adjectives.

My **dear** friends, **dear** colleagues, **dear** *CCCC* members, **dear honored** guests, **dear** newcomers, **dear** all: Yay! We is here. We is here! And I for one ain't goin home til we done—til it's ova. Whaboutchu? As I welcome you to Pittsburgh and to 4C19, let me be **real** wit y'all right from jump. I hope y'all can tell from my call for papers last year, the **visuality** right here at the conference, from the **black feminist** program cover, the artist inserts in the program, and much mo'—some of which I highlight below—that dis here C's, dis here conference, is bout honorin, explorin, researchin, and advocatin wit **diverse** peoples/voices.

Chapter 5

Exercise 1

T = time adverbs; P = place adverbs; M = manner adverbs; D = degree adverbs (D).

- a) right (D), here (P); b) darn (D); c) really (D); d) real (D); e) woefully (D); f) outside (P); g) often (T) home (P); h) easy (M), tomorrow (T); i) abroad (P), forever (T); j) so (D), remarkably (D); k) upstairs (P), soon (T)

Exercise 2

incredibly, harmoniously, gently, sideways, occasionally, rowdily, afterwards, very, intensely, remarkably, soon, more.

Exercise 3

We provide full charts for the first example; the rest is in an abbreviated chart form.

a) late

i. derivational evidence: N/A

- ii. inflectional evidence: can endure comparative/superlative forms; this also works for other adverbs such as *early*

<i>late</i>	+	<i>-er</i>	=	<i>later</i>
		inflectional suffix <i>-er</i> ; comparative-marker, non-class changing		comparative: more than <i>late</i>

<i>late</i>	+	<i>-est</i>	=	<i>latest</i>
		inflectional suffix <i>-est</i> ; inflectional suffix; superlative-marker, non-class changing		superlative: highest degree of <i>last</i>

c) quietly

i. derivational evidence:

<i>quiet</i>	+	<i>-ly</i>	=	<i>quietly</i>
adj : little noise		derivational suffix <i>-ly</i> ; adverb-maker; class-changing		Adverb in a <i>quiet</i> manner

ii. inflectional evidence: N/A

iii. additional evidence:

- can endure comparative/superlative periphrastic constructions *more/most*; this also works for other adverbs such as *silently*

<i>quietly</i>	+	<i>more</i>	=	<i>more quietly</i>
		comparative-marker		comparative: more than <i>quietly</i>

<i>quietly</i>	+	<i>most</i>	=	<i>most quietly</i>
		superlative-marker		superlative: highest degree of <i>quietly</i>

	derivational	inflectional	additional
b) real	N/A	N/A (note: can't do 'realer' here)	• degree adverb • replaceable with other adverbs such as <i>very</i>
d) totally	<i>total</i> (Adj.) + <i>-ly</i>	N/A	• degree adverb • replaceable with other adverbs such as <i>completely</i>
e) particularly	<i>particular</i> (Adj.) + <i>-ly</i>	N/A	• periphrastic comparative/superlative: <i>more particularly/most particularly</i> • degree adverb • replaceable with other adverbs such as <i>especially</i>
f) so	N/A	N/A	• degree adverb • replaceable with other adverbs such as <i>very</i>
f) loud	N/A	N/A [without <i>so</i> , we could do <i>loud</i> > <i>louder</i> > <i>loudest</i>]	• flat adverb of manner • replaceable with other adverbs such as <i>noisily</i>
g) awfully	<i>Awe+ful</i> + <i>-ly</i>	<i>~more awfully/most awfully</i>	• degree adverb • replaceable with other adverbs such as <i>very</i>
h) wicked	N/A	N/A	• degree adverb/intensifier • replaceable with other adverbs such as <i>very</i>

Exercise 4

- a) *Only* the colleagues told her that they appreciate her.
- b) The *only* colleagues told her that they appreciate her.
- c) The colleagues *only* told her that they appreciate her.
- d) The colleagues told *only* her that they appreciate her.
- e) The colleagues told her *only* that they appreciate her.
- f) The colleagues told her that *only* they appreciate her.
- g) The colleagues told her that they *only* appreciate her.
- h) The colleagues told her that they appreciate *only* her.
- i) The colleagues told her that they appreciate her *only*.

Exercise 5

- a) so = modifier of Adj.
- b) ever = Adverbial
- c) pretty = modifier of Adj.
- d) Finally = adverbial
- e) so = modifier of Adv.; gloriously = modifier of Adj.
- f) right = modifier of preposition
- g) real = modifier of Adj.

Exercise 6

- a) early = adjective; describes noun *age*
- b) friendly = adjective; describes noun *student*

- c) loudly = adverb of manner describing verb *barking*
- d) wobbly = adjective; describes noun *switch*
- e) hardly = adverb of stance
- f) effortlessly = adverb of manner describing verb *finished*

Exercise 7

Answers will vary. Here are some examples of what's possible.

- a) *Luckily*, the team scored *quickly* in the last minute of the game. (sE)
- b) The students were finishing the exam *grumpily* in record time during the exam period.
(sE)
- c) I *literally* didn't have no self confidence. (ChE)
- d) *Amazingly*, I Ø been doing dancing for a *real* long time, for eight years already. (ChE)
- e) *Unbelievably*, the racehorse *rapidly* bounds the corner of the track to take lead. (sE)
- f) Their car *suddenly* careened *right* into our lane without notice. (sE)
- g) All the girl *really* like the movie. (AAE)
- h) Here's me an *amazingly* good pair of jeans. (SAE)

Chapter 6

Exercise 1

infinitive (I), 3rd person singular (3rd ps sg), past tense (PT), present participle (Pres. Part.), or past participle (past part.).

lived (PT); *ranged* (PT); had *prowled* (PT); *came* (PT); were *swishing* (Pres. Part.); were *roaming* (Pres. Part.); *is* (3rd ps sg); *moves* (3rd ps sg); *have* (I); *display* (I); *commanded* (PT); had *gotten* (past part.) *to know* (I)

Exercise 2

- a) My friends *sing* = 3rd ps pl
- b) The new set *needs* = 3rd ps sg
- c) You all *play* = 2nd ps pl
- d) Then we *went* = 1st ps pl
- e) I *read* = 1st ps sg
- f) Y'all *come* = 2nd ps pl
- g) Rhys *bakes* = 3rd ps sg
- h) he *like* = 3rd ps sg; he *know* = 3rd ps sg

Exercise 3

- a) We *provided* access to treatments. (sE)

➤ already in past tense

<i>provide</i>	+	<i>-ed</i>	=	<i>provided</i>
infinitive		inflectional suffix		past tense form

➤ can endure verb inflections such *providing*, *provides*

- b) And he *get* what you mean. (AAE)

<i>get</i>	+	<i>-Ø</i>	=	<i>get</i>
infinitive		inflectional suffix: <i>-Ø-morpheme</i>		3 rd person singular form

➤ can endure verb inflections such as *getting* and past tense *got*

c) She *retire* last year. (AAE)

➤ already in past tense

<i>retire</i>	+	-Ø	=	<i>retire</i>
infinitive		inflectional suffix: -Ø-morpheme		past tense form

➤ endures verb inflections such as *retires, retired, retiring*

d) Our friends have *ridden* the bus to the fair. (sE)

<i>ride</i>	+	-en	=	<i>ridden</i>
infinitive		inflectional suffix: past participle maker		past participle form

➤ endures verb inflections such as *rides, riding*; past tense form *rode*

e) I saw some girl, she *look* pretty. (ChE)

<i>look</i>	+	-Ø	=	<i>looks</i>
infinitive		inflectional suffix: -Ø-morpheme		3 rd person singular form

➤ can endure verb inflections such as *looking, looks, looked*

f) Then after that I *talk* English. (ChE)

➤ already in past tense

<i>talk</i>	+	-Ø	=	<i>talk</i>
infinitive		inflectional suffix: -Ø-morpheme		past tense form

➤ can endure verb inflections such as *talking, talks, talked*

g) We were *dancing* last night. (sE)

<i>dance</i>	+	<i>-ing</i>	=	<i>dancing</i>
infinitive		inflectional suffix: present participle maker		present participle form

➤ can endure verb inflections such as *dances*, *danced*

h) Yesterday, we was *conversating* with Mr. B. about the war. (AAE)

<i>conversate</i>	+	<i>-ing</i>	=	<i>conversating</i>
infinitive		inflectional suffix: present participle maker		present participle form

➤ can endure verb inflections such as *conversates*, *conversated*

Exercise 4

- a) monotransitive (*the exam* = DO)
- b) Intransitive (no required constituents after verbs)
- c) Monotransitive (*the gorgeous tattoo* = DO)
- d) Ditransitive (*the students* = IO; *the exam* = DO)
- e) Monotransitive (*two basketball hoops* = DO)
- f) Complex transitive (*the professor* = DO; *a genius* = OC)
- g) Copula (*high* = SC)
- h) Complex transitive (*my cat statute* = DO; *green* = OC)
- i) Ditransitive (*her* = IO; *no money* = DO)

Exercise 5

word	morphological evidence	syntactic evidence
a) <i>chased</i> = V	Past-tense inflectional suffix <i>-ed</i> ; could also add <i>-ing</i> : <i>The dog is chasing</i> .	monotransitive verb (takes DO); occurs after subject and before DO
a) <i>table</i> = N	inflectional plural <i>-s</i> suffix possible: <i>one table</i> – <i>two tables</i> .	occurs after determiner <i>the</i> ; functions as part of object of prep

b) <i>bring</i> = <i>V</i>	Past-tense inflectional suffix -Ø; could also add -ing: <i>He bringing the food.</i>	monotransitive verb (takes DO); occurs after subject and before DO
b) <i>food</i> = <i>N</i>	Noncount noun; plural via of-phrase: <i>one item of food/two items of food</i>	occurs after determiner <i>the</i> ; functions as part of DO
c) <i>sick</i> = <i>Adj</i>	comparative/superlative possible: <i>sicker/sickest</i>	occurs in predicative position; modifies <i>he</i> (a pronoun)
c) <i>so</i> = <i>Adv</i>	N/A	describes/intensifies another adverb (<i>hard</i>) in premodifier position
c) <i>hard</i> = <i>Adv</i>	comparative/superlative possible (without <i>so</i>): <i>He got sick a-workin' harder/hardest</i>	describes the verb <i>a-working</i> (how was he working? – <i>hard</i>)
d) <i>new</i> = <i>Adj</i>	comparative/superlative possible: <i>new/newer/newest</i>	occurs as attributive adjective, prior to noun it describes (<i>student</i>)
d) <i>student</i> = <i>N</i>	inflectional plural -s suffix possible: <i>one student – two students</i>	occurs after DET + ADJ; functions as part of subject
e) <i>running</i> = <i>V</i>	Inflectional suffixes possible (<i>running, runs</i>)	Intransitive verb; no objects follow
d) <i>bilingual</i> = <i>N</i>	comparative/superlative possible: <i>more/most bilingual</i>	occurs in predicative position; modifies noun <i>student</i>
f) <i>feel</i> = <i>N</i>	3 rd ps sg inflectional suffix -s possible: <i>She feels..</i> ; could also add -ing: <i>She is feeling</i> ; past tense form <i>felt</i> possible	occurs after auxiliary verb <i>won't</i> ; linking verb (requires SC)
f) <i>guilty</i> = <i>Adj</i>	comparative/superlative possible: <i>guiltier/guiltiest</i> ; note: this is not an adverb that expresses the manner in which the verb <i>feeling</i> is being done; she's not feeling in a guilty manner, she <i>is</i> guilty (compare to l) below).	describes pronoun <i>she</i> ; occurs in predicative position, functions as SC (as in “she = guilty”)
g) <i>slow</i> = <i>Adv</i>	comparative/superlative possible: <i>slower/slowest</i> ; note: Here, <i>slow</i> describes the manner in which the verb <i>driving</i> was being done; it's not that <i>They are slow</i> ; it's that they're <i>driving slow</i> (compare to k) above)	occurs after intensifier <i>too</i> . describes a verb
h) <i>swims</i> = <i>V</i>	3 rd ps sg inflectional suffix -s; could also add -ing: <i>Cher is swimming</i> ; past tense form <i>swam</i> possible	occurs after subject <i>Cher</i> ; intransitive verb (requires no object)

i) <i>good</i> = <i>Adj</i>	comparative/superlative possible: <i>better/best</i>	attributive adjective, occurs after DET and before N (<i>pair</i>)
i) <i>jeans</i> = <i>N</i>	inflectional plural -s suffix possible: <i>one jean – two jeans</i> (although noncount use <i>one</i> <i>pair/two pairs of jeans</i> better)	functions as part of object of prep

Chapter 7

Exercise 1

- a) aux: *had been*; main verb: *cuddling*
- b) aux: *was*; main verb: *conversating*
- c) aux: *had*; main verb: *wrote*
- d) aux: *had*; main verb: *went*
- e) aux: *is*; main verb: *done*
- f) aux: *has*; main verb: *walked*
- g) aux: *has been*; main verb: *walking*
- h) aux: *do* (dummy do, needed for negation “n’t”) and *be*; main verb: *barking*

Exercise 2 Answers will vary.

Exercise 3

- a) VP 1: *were dropping*
 - *were*: primary auxiliary; next verb is the present participle form

- *dropping*: main verb; last verb in VP; this is what the sentence is about (it is about “dropping,” not “were-ing”)

VP 2: *called*: main verb; only verb in VP; this is what the sentence is about (it is about “calling”)

b) VP 1: *might have been dancing*

- *might*: central modal; first slot in VP; next verb is in bare form
- *have*: primary auxiliary; next verb is the past participle form
- *been*: primary auxiliary; next verb is the present participle form
- *dancing*: main verb; last verb in VP; this is what the sentence is about (it is about “dancing,” not “being,” “having” or “mighting”)

VP 2: *came up*: main verb; only verb in VP; this is what the sentence is about (it is about “coming up”)

c) VP 1: *was a-tellin’*

- *was*: primary auxiliary; next verb is the present participle form
- *a-tellin’*: main verb; last verb in VP; this is what the sentence is about (it is about “a-telling,” not “was-ing”)

VP 2: *was a-comin’*

- *was*: primary auxiliary; next verb is the present participle form

- *was a-comin'*: main verb; last verb in VP; this is what the sentence is about (it is about “a-comin’,” not “was-ing”)

d) VP: *was giving*

- *was*: primary auxiliary; next verb is the present participle form
- *giving*: main verb; last verb in VP; this is what the sentence is about (it is about “giving,” not “was-ing”)

e) VP1: *get*: main verb; only verb in VP; this is what the sentence is about (it is about “getting”)

VP 2: *shouldn't ought to take*

- *shouldn't*: central modal; first slot in VP; next verb is second modal
- *ought*: marginal modal; next verb is in full infinitive form
- *to take*: main verb; last verb in VP; this is what the sentence is about (it is about “taking,” not “oughting,” or “shoulding”)

f) VP 1: *be knowing*

- *be*: primary auxiliary; next verb is the present participle form
- *knowing*: main verb; last verb in VP; this is what the sentence is about (it is about “knowing,” not “being”)

VP 2: *got*: main verb; only verb in VP; this is what the sentence is about (it is about “getting”)

g) VP 1: *be doing*

- *be*: primary auxiliary; next verb is the present participle form
- *doing*: main verb; last verb in VP; this is what the sentence is about (it is about “doing,” not “being”)

VP 2: *used to tell*

- *used*: marginal modal; first slot in VP; next verb is in full infinitive form
- *to tell*: main verb; last verb in VP; this is what the sentence is about (it is about “telling,” not “using”)

h) VP: *might could*

- *might*: central modal; first slot in VP; next verb is second modal
- *could*: central modal; next verb is in bare form
- *do*: main verb; last verb in VP; this is what the sentence is about (it is about “doing,” not “could-ing” or “mighting”)

i) VP: *would have drove*

- *would*: central modal; first slot in VP; next verb is in bare form
- *have*: primary auxiliary; next verb is the past form [note: sE dialect variation here!]

- *drove*: main verb; last verb in VP; this is what the sentence is about (it is about “driving,” not “would-ing” or “having”)

Chapter 8

Exercise 1

- a) the little kid = he/she/they (Subject)
- b) cookies = them (DO)
- c) those big fat juicy fresh donuts = them (DO)
- d) Sam = her/him/them (IO)
- e) Cheryl = her/them (IO)
- f) chef = something/it (SC)
- g) a genius = something/it (OC)
- h) your feet = them (OP)

Exercise 2

- a) *I* = first person singular, subject; *y'all* = second person plural, object
- b) *y'all* = second person plural, subject; *you* = second person plural, subject.
- c) *It* = third person singular, subject
- d) *we* = first person plural, subject
- e) *we* = first person plural, subject
- f) *he* = third person singular, subject

- g) *they* = third person plural, subject; *us* = first person plural, object
h) *she* = third person singular, subject; *her* = third person singular, object.

Exercise 3

- a) *itself* = third person singular
b) *yo 'self* = second person singular or plural
c) *themselves* = third person plural
d) *me* = first person singular
e) *them* = third person plural
f) *herself* = third person singular
g) *themselves* = third person plural
h) *myself* = first person singular
i) *himself* = third person singular

Exercise 4

- a) *mine* = independent possessive; first person singular
b) *yours* = independent possessive; second person singular or plural
c) *my eardrums hurt* = dependent possessive; first person singular
d) *they own thing* = dependent possessive, third person plural
e) *Her biggest fan; her concert* = both are dependent possessives, third person singular
f) *hern* = independent possessive; third person singular
g) *Your brain* = dependent possessive; second person singular or plural
h) *Their coat* = dependent possessive; third person singular, gender neutral

Exercise 5

- a) *these* days = dependent; plural
- b) *those* = independent; plural
- c) *Those* adorable cats = dependent; plural
- d) *this* cat = dependent; singular
- e) *that* = independent; singular
- f) *that* trail = dependent; singular
- g) *these* = independent; plural
- h) *Them* cars = dependent; plural

Exercise 6

- a) *Someone* = quantifying pronoun
- b) *Nobody* = quantifying pronoun; *anything* = quantifying pronoun
- c) *Everybody* = quantifying pronoun
- d) *Some* = quantifying determiner
- e) *every* step = quantifying determiner
- f) *everything* = quantifying pronoun
- g) *some* unique patterns = quantifying determiner
- h) *both* [Black Language and White Mainstream English] = quantifying determiner

Exercise 7

- a) *which*; antecedent: dogs

- b) *that*; antecedent: the breed of dog
- c) *that*; antecedent: the stray puppy
- d) *who*; antecedent: people
- e) *whose*; antecedent: the German Shepherd
- f) *that*; antecedent: dogs
- g) *who*; antecedent: owners
- h) *that*; antecedent: the injured dog

Exercise 8

- a) *Who* = interrogative pronoun
- b) *Whose* idea = interrogative determiner
- c) *What* kind = interrogative determiner
- d) *Which* dog breed = interrogative determiner
- e) *Whom* = interrogative pronoun
- f) *Whose* leash = interrogative determiner
- g) *Which* veterinarian = interrogative determiner
- h) *What* time = interrogative determiner

Exercise 9

- a) *They* (personal, subject); *his* (possessive determiner); *which* (relative); *they* (personal, subject); *that* (relative); *her* (possessive determiner)
- b) *which* (relative); *itself* (reflexive); *they* (personal, subject); *it* (personal, object)
- c) *they* (personal, subject); *anyone* (quantifying); *her* (possessive determiner)

- d) *No one* (quantifying pronoun); *they* (personal, subject); *their* (possessive determiner);
him (personal, object)
- e) *his* (possessive determiner); *every* (quantifying determiner); *himself* (reflexive); *his*
(possessive determiner)
- f) *We* (personal, subject); *what* (interrogative); *us* (personal, object).
- g) *those* (demonstrative determiner)
- h) *their* (possessive determiner), *she* (personal, subject); *herself* (reflexive); *it* (personal,
object); *her* (possessive determiner); *all* (quantifying determiner); *he* (personal, subject)

Chapter 9

Exercise 1

- a) *my*
- b) *These; several*
- c) *The; our*
- d) *The* (2x)
- e) *a*
- f) *the*
- g) *every*
- h) *the, a*
- i) *a*

Exercise 2

a; our; a, whose; many; their; the, their; the; their

Exercise 3

- a) *in*
- b) *to*
- c) *in*
- d) *to*
- e) *on; for*
- f) *at; during*
- g) *on; with.*
- h) *for*; note: *to* is not a preposition here; it is the infinitive marker *to*.

Exercise 4

My (DET) dear friends, dear colleagues, dear CCCC members, dear honored guests, dear newcomers, dear all: Yay! We is here. We is here! And I for (PREP) one ain't goin home til we done—til it's ova. Whaboutchu? As I welcome you to (PREP) Pittsburgh and to 4C19, let me be real wit (PREP) y'all right from (PREP) jump. I hope y'all can tell from (PREP) my (DET) call for (PREP) papers last year, the visuality right here at (PREP) the conference, from (PREP) the (DET) black feminist program cover, the (DET) artist inserts in (PREP) the (DET) program, and much mo'—some of (PREP) which I highlight below—that dis here C's, dis (DET) here conference, is bout (PREP) honorin, explorin, researchin, and advocatin wit (PREP) diverse peoples/voices.

Exercise 5

Coordinating conjunction (co); subordinating conjunction (sub)

- a) *As* (sub); *and* (co)
- b) *when* (sub); *if* (sub)
- c) *and* (co)
- d) *and* (co)
- e) *where* (sub)
- f) *and* (co)
- g) *but* (co)
- h) *After* (sub)

Exercise 6 Answers will vary

Exercise 7 See information from previous chapters!

Chapter 10

Exercise 1

- a) The basketball players = They
the very important game = it
They won it.
- b) Gas = it

It is pretty expensive anymore.

- c) The most talented player = She/he/they

the tournament's MVP = it

She/he/they was named it.

- d) The clever students = they

their linguistic projects = them

They were planning them carefully.

- e) The cats = They

the dogs = them

They are more funnier than them.

- f) Lisa's house = it

at Lisa's house = there

last night = then

We was there then.

- g) any grants you might could apply for = them

I don't think I them.

Exercise 2

	Det	PRE	HEAD	POST
a)			Taylor	
a)	the	big	promotion	at work
b)	the		beat	for the street
c)	the	new	car	that was parked in the driveway
d)			cats	
d)		lazy	dogs	lying on the floor
e)	some	new	shoes	
f)	the		horses	in the barn
g)	a	new	bike	

g)	the	first	scientist	to discover a cure
h)	a	prestigious	award	
i)	the		movie	that I enjoyed the most
i)		an	Oscar	

Exercise 3

{NPs} are bracketed; embedded {NPs} listed separately.

- a) [he]; [an extra thumb]; [Mr. Kitty]; [a spoon]

H D PRE H H D H

- b) [Fluffy]; [a mean streak]; [he]; [Norma Jean]; [a lot]; [the house]

H D PRE H H H D H D H

- c) [I]; [a cat whose paws are extremely big]; embedded {NP}: [whose paws]

H D H POST D H

- d) [The newest show on Netflix]; embedded {NP}: [Netflix]

D PRE H POST H

- e) [the show], [viewers]; [entertaining movies on TV]; embedded {NP}: [TV]

D H H PRE H POST H

- f) [Everybody]; [the middle of the street]; embedded: [the street]

H D H POST D H

g) [I]; [them]; [four mile down the road]; embedded {NP}: [the road]

H H D H POST D H

h) [He]; [you]; [no questions]

H H D H

Exercise 4

a) [extra]; [tiniest]

H H

b) [[ridiculously] adorable]]; [[unbelievably tremendously] mean]

PRE H PRE H

c) [[super] comfortable]

PRE H

d) [[extremely] big]

PRE H

e) [newest]; [[very] popular]

H PRE H

f) [[particularly] important]; [gorgeous]

PRE H H

g) [[exceedingly] eager [to watch the show]]

PRE H POST

h) [ready [for to fade]]

H POST

Exercise 5

a) [barely]

H

b) [rarely]

H

c) [loosely]

H

d) [loud enough]

H POST

e) [just]; [quietly]

H H

f) [daily]

H

g) [particularly important]

PRE H

h) [too late]

PRE H

Exercise 6

a) *Right after the game*, we went out... (sE) We went out... *right after the game*.

PRE H PC

b) He's pointing *from the cat*. (ChE) *From the cat*, he's pointing.

H PC

c) We planned to meet *right by the library*. (sE) *By the library*, we planned to meet.

PRE H PC

d) I said I would call *by noon*. (sE) *By noon*, I said I would call.

H PC

e) I ain't got no friends *at this school*. (AAE) *At this school*, I ain't got no friends.

H PC

f) The house was built *by my grandfather*. (sE) *By my grandfather*, this house was built.

H PC

g) What all did you get *for Christmas*? (ME) *For Christmas*, what all did you get?

H PC

h) We are moving *toward the semester's end*. (sE)

Toward the semester's end, we are moving.

H PC

Exercise 7

main verbs (mv), modal auxiliaries (modal); auxiliary (aux)

a) {VP} = start (mv)

b) {VP} = was (aux) a-goin' (mv)

c) {VP} = brought (mv)

d) {VP} = play (mv)

e) {VP} = have (aux) received (mv)

f) {VP} = are (aux) leaving (mv); {VP} = should (modal) go (mv)

- g) {VP} = yelled (mv)
- h) {VP} = might (modal) can (modal) go (mv)

Exercise 8

- b) NPs: Fluffy, a mean streak, he, Norma Jean, a lot, the house

PPs: around the house (the {NP} “the house” functions as the PC)

AdjP: mean (functions as PRE in {NP} a mean streak)

VPs: has, chases

- c) NPs: I, a cat whose paws are extremely big, whose paws

VPs: have, are

AdjP: extremely big

AdvP: extremely (functions as PRE in {AdjP} “extremely big”)

- d) NP: the newest show on Netflix

NP: Netflix (functions as PC in {PP} “on Netflix”)

AdjP: very popular

AdjP: newest (functions as PRE in {NP} “the newest show on Netflix”)

AdvP: very (functions as PRE in {AdjP} “very popular”)

PPs: on Netflix (functions as POST in {NP} “the newest show on Netflix”)

VP: is

- e) PP: after the show

NP: the show (functions as PC in {PP} “after the show”)

NP: viewers

AdvP: frequently

VP: continue

NP: entertaining movies on TV

AdjP: entertaining (functions as PRE in {NP} “entertaining movies on TV”)

PP: “on TV” (functions as POST in {NP} “entertaining movies on TV”)

NP: TV (functions as Prep Complement in {PP} “on TV”)

f) NP: everybody

VP: got

PP: in the middle of the street

NP: the middle of the street (functions as PC in {PP} above)

PP: Of the street (functions as POST in {NP} above)

NP: the street (functions as PC in {PP} above)

g) NP: I, them, four mile down the road

PP: down the road (functions as POST in {NP} “4 mile down the road”)

NP: the road (functions as PC in {PP} down the road)

VP: met

h) NP: He, you, no questions

VP: ain't ask

Chapter 11

Exercise 1

- a) phrases: *The car; down the street*
- b) clause: *You be doing a class work in class*
- c) clause: *Although we business professional*
- d) phrase: *A few years ago*
- e) clause: *when no one else is around*
- f) phrase: *your office*
- g) phrase: *two cat toys*
- h) Clause: *When I don't have hockey and I'm done my homework*

Exercise 2

- a) Inversion test: Was the dog envious of the cat's food?
 - *the dog* = subject (switched place with the verb)
- b) Tag question test: The dog and the parrot complained about the cat, didn't they?
 - *they* refers back to the subject *The dog and the parrot*
- c) Inversion test: Was the dog sleeping in the cat's basket today?
 - *The dog* = subject (switched place with the verb)
- d) Question test: Who fought over the basket? A: The dog and cat
Tag question test: The dog and cat fought over the basket, didn't they?
 - *The dog and cat* = subject

- e) Inversion test: Was it in the apple that the witch had gave Snow White that wasn't poisonous?
- *It* = subject (switched place with the verb *was*)
- f) Inversion test: Was he really a-starin' at the picture?
- *He* = subject (switched place with the verb *was*)
- g) Tag question test: Yesterday we play another team for the championship, didn't we?
- *We* = subject (here, the tag repeats the subject pronoun, because the subject is just the pronoun)
- h) Question test: Who is leaving on a great adventure? A: they
- Inversion test: Are they leaving on a great adventure? *they* = subject

Exercise 3

- a) IO: *the dog*; DO: *a mimosa*
- test: rephrase IO as *The parrot made a mimosa for the dog*
- additional evidence: When there are two objects, the IO comes before the DO; it can't be DO-OC, because *The dog is a mimosa* doesn't work.
- b) DO: *nothing*
- question test: What didn't I see? A: *nothing*
- additional evidence: There is one constituent after the verb; it can't be an SC, since *I* isn't the same as *nothing*; when there's only one object, it's a DO
- c) IO: *the owner*; DO: *two mice*
- test: rephrase IO as *The cats caught two mice for the owner*.
- additional evidence: same as for a)

d) DO: *the owner's mice*

question test: What did the cats catch? A: *the owner's mice*

additional evidence: same as for b)

e) DO: *the truth*

test: What was he a-telling? A: *the truth*

additional evidence: same as for b)

f) IO: *Gregory*; DO: *two cats*

test/evidence: same as interpretation 2 under g)

g) DO: *no confidence*

question test: What didn't I have a few years ago? A: *no confidence*

additional evidence: same as for b)

h) IO: *John*; DO: *a glass of iced-tea*

test: rephrase IO as in *Here's a glass of iced-tea for John.*

additional evidence: same as for a)

Exercise 4

a) *my neighbor's friend*

b) *none*

c) *none*

d) *very frightened*

e) *nice*

f) *like a real thin lady*

g) *so expensive*

h) *antsy*

Exercise 5

- a) *my best friend.*
- b) none
- c) none
- d) *his mortal enemy*
- e) *silly*
- f) *son*
- g) none
- h) *clear*

Exercise 6

- a) *in Germany* = AC; evidence: necessary for sentence to be grammatical (*My friends live* could be considered complete, but the meaning of *live* now is more akin to *They exist*).
- b) *to Germany* = A; evidence: optional, can be deleted and sentence is still complete.
- c) *very quiet* = AC; evidence: necessary for sentence to be grammatical (*They stayed* could be considered complete, but the meaning of *stayed* then would be different in that it would express that *they didn't leave*; here, *stayed* is about staying quiet).
- d) *at 8 o'clock* = A; evidence: optional, can be deleted and sentence is still grammatical. We can also move it to the beginning of the sentence.

- e) *at 8am* = AC; evidence: Can't move to beginning of sentence: **At 8am, breakfast is* unless you're trying to imitate Yoda! We also can't delete this constituent, because **Breakfast is* would be incomplete.
- f) *all the time* = A; evidence: moveability to elsewhere in sentence, can be deleted
- g) *on the trail* = A; evidence: We can delete the A: *They hiked up* is complete
- h) *on yan side of Cumberland Gap* = AC; evidence: can't be deleted as **Middlesboro is* without this constituent is incomplete. Note: *yan* is a demonstrative determiner here; in sE, it would correspond to *that*.

Exercise 7

- a) The project manager / wanted / a raise. (sE)

S V DO

- b) We / immediately / bought / the cats / several treats. (sE)

S A V IO DO

- c) The board / named / the new hire / executive vice president. (sE)

S V DO OC

- d) He / working / during the day. (AAE)

S V A

- e) She / bin / at work. (AAE)

S V AC

- f) Then / after that / I / talk / English. (ChE)

A A S V DO

g) I / haven't wrote / in a long time. (ChE)

S V A

h) He / give / me / a holler. (AAE)

S V IO DO

i) Bruce / BIN putting / those glasses / on the shelves. (AAE)

S V DO A

j) We / like / them molasses. (AE)

S V DO

k) The performance / will be / next month. (sE)

S V AC

l) It / was / a lot of fights and stuff. (ChE)

S V SC

m) The cute cats / eat / constantly. (sE)

S V A

n) Every week, / my spouse / baked / cookies. (sE)

A S V DO

o) The cats / got / their fuzzy paws / wet / this morning. (sE)

S V DO OC A

p) She / was / right on time. (sE)

S V AC

q) We / real cool. (AAE)

S SC

r) The presidential candidates / gave / the press / several interviews. (sE)

S *V* *IO* *DO*

s) We / start / on July. (ChE)

S *V* *A*

t) My colleagues / are / the most talented colleagues in the world. (sE)

S *V* *SC*

u) The little kid / don't have / no sturdy shoes of his own. (ChE)

S *V* *DO*

Chapter 12

Exercise 1 Answers will vary

Exercise 2

- a) *was giving*: tense – past; aspect – progressive
- b) *had purred*: tense – past; aspect – perfect
- c) *get*: tense – present; aspect – simple
- d) *'ve written up*: tense – present; aspect – perfect
goes out: tense – present; aspect – simple
- e) *will have taken*: tense – future; aspect – perfect
- f) *was*: tense – past; aspect – simple
- g) *will be auditioning*: tense – future; aspect – progressive
- h) *has been*: tense – present; aspect -perfect

Exercise 3

- a) *will be attending* = future progressive
- b) *have learned* = present perfect; *adopted* = simple past
- c) *had been living* = past perfect progressive
- d) *were playing* = past progressive
- e) *will have completed* = future perfect
- f) *will have been working* = future perfect progressive
- g) *had left* = past perfect
- h) *am reading* = present progressive

Exercise 4 Answers will vary

Exercise 5

- a) *doing* = present tense; progressive aspect
- b) *was telling* = past tense; progressive aspect
- c) *was working* = past tense; progressive aspect
- d) *comin* = present tense; progressive aspect
- e) *is retiring*; *honorin* = both present tense; progressive aspect
- f) *is dee-jayin* = present tense; progressive aspect

Exercise 6

- a) *be doing* = habitual be. AAE, ChE, SAE
- b) *am after cooking* = after-perfect. various areas in the US; more common in Canada

- c) *finna* = *fixing to/finna*. AAE, SAE
- d) *be steady trying* = *habitual be. steady* is chiefly an AAE, feature
- e) *done told* = *completive done*. AAE; SAE
- f) *been married* = *remote time BIN*. AAE
- g) *done moved* = *completive done*. AAE; SAE
- h) *be correcting* = *habitual be*. AAE, ChE, SAE

Chapter 13

Exercise 1

- a) Which player on the team is she?
- b) Who is wicked tired now and is going to bed?
- c) What needs fed by creative, multi-dimensional teaching?
- d) Whom did I bake banana bread?
- e) Why did you brush the cats regularly?
- f) He yelled at John for fixin' to change the plan.
- g) She was right on time.
- h) They had been reviewing the materials regularly.

Exercise 2

- a) *will pass*
- b) *would tell*

- c) *has finished*
- d) *would have caught*
- e) *rains/is raining*
- f) *were elected*
- g) *complete*
- h) *register.*
- i) *be reviewed*

Exercise 3

- a) Ind.M/d
- b) Ind.M/yn
- c) Imp.M
- d) SM
- e) Ind.M/wh
- f) Imp.M
- g) Ind.M/yn
- h) Imp.M

Exercise 4

- a) *were rescued* = P
- b) *was being repaired* = P
- c) *are* = A

- d) *need traced* = P
- e) *needs fed* = P
- f) *got shattered* = P
- g) *can be* = A
- h) *'ve been so involved* = A; *was born* = P

Exercise 5 Answers will vary

Exercise 6

- a) *Adopting* = NF; *feel* = F
- b) *Having prepared* = NF; *rocked* = F
- c) *was a-goin'* = F
- d) *could talk* = F
- e) *had came* = F
- f) *is* = F
- g) *is done* = F; *are* = F
- h) *'ve call* = F

Exercise 7

- a) *Having* = NF; *prepared*; NF
- b) *was* = F; *a-goin'* = NF
- c) *could* = F; *talk* = NF
- d) *had* = F; *came* = NF

e) *might* = F; *have* = NF

f) *is* = F; *done* = NF

g) *'ve* = F; *call* = NF

Chapter 14

Exercise 1

a) simple

b) compound

c) complex

d) complex

e) complex

f) compound

g) complex

h) complex

Exercise 2 Answers will vary.

Exercise 3

a) *because I have copied and pasted them from random online sources*

b) *before the party even started*

c) *even though I came up with them myself*

d) *While we attended the Tigers game*

- e) *As I welcome you to Pittsburgh and to 4C19*
- f) *[A]nd if power don't listen*
- g) *When you're coming down thataway*
- h) *once you're done the tattoo and need to leave the shop*

Exercise 4 Answers will vary.

Exercise 5

- a) Subject
- b) DO
- c) DO
- d) SC
- e) DO
- f) POST in {ADJP}
- g) DO
- h) POST in {ADJP}

Exercise 6 Answers will vary.

Exercise 7

- a) relative
- b) that
- c) that

- d) that
- e) relative
- f) that
- g) relative
- h) relative

Exercise 8 Answers will vary.

Exercise 9

Answers will vary. Here are some options:

a) restrictive relative clauses:

- i. Pat who sells eggs at his farm is my neighbor.
- ii. The black cat that I own must have nine lives.

b) non-restrictive relative clause:

- i. John, who is my brother, is from Chicago. (John is the only brother here)
- ii. The car, which is yellow, was purchased by my uncle.

c) an appositive: Ms. Smith, my favorite teacher, wrote a best-selling novel.

Exercise 10

- a) *What I like best*
- b) *how rhetorical silence is just as important as talk*
- c) *whoever submits the best cat picture*
- d) *how to use email*
- e) *what all happened*
- f) *where people gathers up and shucks corn in the fall*
- g) *where Maya Angelou was born*
- h) *where did I live*

Exercise 11

- a) *to recruit more clients*; SC
- b) *to leave the shop*; DO
- c) *To surrender*; subject
- d) *to think that we going to sleep*; adverbial
- e) *to be included in the preparations*; DO
- f) *to go somewhere*; DO
- g) *to sit at*; POST in {NP}
- h) *to choose wisely*; DO

Exercise 12

- a) *collecting cat pictures* = SC
- b) *Dancing after a long day* = S; *reducing stress* = PC in {PP}
- c) *getting with J. or any other guy* = DO
- d) *laying it down bout black rhetoric* = adverbial
- e) *Having the before picture taken* = S
- f) *being so far away* = PC in {PP}
- g) *Having a new bike* = S

Exercise 13

- a) *made in this factory* = POST in {NP}
- b) *painted by their aunt* = POST in {NP}
- c) *stolen during a recent break-in* = POST in {NP}

- d) *raised in wonderful homes* = POST in {NP}
- e) *Done with ease* = Adverbial
- f) *Kept inside the house* = Adverbial
- g) *Exhausted from the long day* = Adverbial
- h) *hidden under a stack of books* = Adverbial or POST in {NP}

Exercise 14

- a) The awesome store on main street in Midland (S) sold (V) the pretty bag that I mentioned yesterday (DO)
 - type of verb: monotransitive
 - clauses: “that I mentioned yesterday” – relative clause
 - function of this clause: POST to “bag” (within NP with head “bag”)
- b) This cry for help (S) was (V) the last warning. (SC)
 - type of verb: linking/copula
 - no clauses
- c) The player who scored the most touchdowns (S) secured (V) the biggest endorsement deal. (DO)
 - type of verb: monotransitive
 - clauses: “who scored the most touchdowns” – relative clause
 - function of this clause: POST to “player” (within NP with head “player”)

d) Armstrong (S) was (V) the first man to walk on the moon. (SC)

- type of verb: linking/copula
- clauses: “to walk on the moon” -- *to*-clause
 - function of this clause: POST to “man” (within NP with head “man”)

e) I (S) cuddled (V) with all the cats (A), while Fatima cleaned the litter boxes in the basement without knowing what he was missing. (A)

- type of verb: intransitive
- clauses:
 1. “while Fatima cleaned the litter boxes in the basement without knowing what he was missing” – adverbial clause
 - function of this clause: Adverbial (this is at the sentence level, so this whole clause functions as an adverbial to the main clause “I cuddled with all the cats”)
 2. “knowing what he was missing” – *ing*-clause
 - function of this clause: Prep Compl (the head of the PP is “without”)
 3. “what he was missing” – nominal relative clause
 - function of this clause: DO within *ing*-clause (“knowing” = V, rest is DO)

f) The students (S) said (V) that the cats are so annoying. (DO)

- type of verb: monotransitive
- clauses: “that the cats are so annoying” – *that*-clause

- function of this clause: DO (again, at sentence level)
- g) He (S) senses (V) whenever tension is in the room. (DO)
- type of verb: monotransitive
 - clauses: “whenever tension is in the room” – nominal relative clause
 - function of this clause: DO (at sentence level)
- h) Although he has an extra thumb (A), Mr. Kitty (S) can’t hold (V) a spoon. (DO)
- type of verb: monotransitive
 - Clauses: “Although he has an extra thumb” – adverbial clause
 - function of this clause: Adverbial (at the sentence level; like other adverbial clause above)

Chapter 15

Exercise 1 Answers will vary.

Exercise 2

- a) I went to the forest, *for* I wanted to see the river.
- I went to the forest to see the river. Removing the subject *I* causes the comma, the conjunction *for*, and the verb *wanted* to be removed. Alternatively, we could create a

for to structure: I went to the forest *for to* see the river. This also eliminates the comma and the verb *wanted*.

- b) I found the river, *and* I saw a beautiful cottage.
 - I found the river and saw a beautiful cottage.
- c) No one answered the door, *nor* did anyone come outside.
 - No one answered the door or came outside. The comma disappears and the negative conjunction is replaced by the positive conjunction.
- d) I wanted to go inside, *but* I was afraid.
 - I wanted to go inside but was afraid. The comma disappears.
- e) I thought I could just peak, *or* I could go in for a minute.
 - I thought I could just peak or go in for a minute.
- f) The house was warm, *yet* I saw no person.
 - The house was warm yet no person was seen. Here, the two clauses do not share the same subject, so eliminating the subject in the second clause causes a problem. To ensure the grammaticality of the second clause without an overt agent present (the I), the clause must be turned into a passive construction, which focalizes the direct object (person) and omit the agent.
- g) No one was home, *so* I thought I was safe.
 - *No one was home so was safe. Here, once we remove the subject of the second clause, we cannot reconcile joining the two clauses. The second clause absolutely requires its own subject.

Exercise 3 Answers will vary.

Exercise 4

- a) I wrote my paper; however, I forgot to include the supporting data.
- conjunctive adverb after semicolon, plus comma to set apart introductory element
- b) When signing up for a student group, make sure to consult your class schedule.
- adding comma after opening adjunct clause
- c) Bob studied diligently; therefore, he passed the exam.
- conjunctive adverb after semicolon, plus comma to set apart introductory element
- d) Susan didn't study; she failed the exam.
- semi-colon makes clear how second clause is result of first clause.
- e) I walked to the store, bought food for our group, and went to the study session.
- comma used in lists, including Oxford comma.
- f) The professor recommended the following steps: 1) review the chapter questions, 2) write out full responses, 3) partner with a fellow student to quiz each other.
- use colon prior to a list that provides evidence/explanation about the first clause.
add commas to separate the list items.
- g) The teacher asked, "Who is ready to submit the final paper?"
- Added comma after the quotative *asked*; added question mark for the embedded question and added final period to indicate completeness.
- h) I wondered if anyone had completed the project so soon.
- only final punctuation added. *if*-clause comes after initial main clause, so no comma necessary.
- i) Our group received an A.

- only final period necessary.

Exercise 5

1) The Unparalleled Adventure of One Hans Pfaall (1835) Edgar Allen Poe

His hair was gray, and collected into a queue behind.

- the comma separates the additional information and makes it less central.

His nose was prodigiously long, crooked, and inflammatory; his eyes full, brilliant, and acute; his chin and cheeks, although wrinkled with age were broad, puffy, and double; but of ears of any kind there was not a semblance to be discovered upon any portion of his head.

- the semicolons separate the items in what is a pretty complex list. the commas within each item separate components further

2) A Jelly-Fish (1909) Marianne Moore

Visible, invisible,	comma separates list items
A fluctuating charm,	
An amber-colored amethyst	
Inhabits it; your arm	semicolon separates closely related clauses
Approaches, and	comma separates two independent clauses
It opens and	
It closes;	
You have meant	
To catch it,	comma separates two independent clauses
And it shrivels;	
You abandon	
Your intent—	em-dash highlights that information inside the em-dashes is extra; draws attention to it
It opens, and it	
Closes and you	

Reach for it—	em-dash highlights that information inside the em-dashes is extra; draws attention to it
The blue	
Surrounding it	
Grows cloudy, and	comma separates two independent clauses
It floats away	
From you.	

3) **Twas the Night Before Christmas (1823*/1837**) Clement Clarke Moore**

But I heard him exclaim, ere he drove out of sight—

“Happy Christmas to all, and to all a good night!”

- comma separates essential from non-essential or extra information (ere he drove out of sight)
- Comma is separating two independent clauses joined by a coordinator (and). Both clauses are formed as best wishes to the listeners: 1) Happy Christmas to all! and, 2) To all a good night!
-

4) **Smitherman, G. (1974). Response to Hunt, Meyers, et al. *College English*, 35, 729–732.**

But what I done seen convinces me all the more that we black folk is definitely caught in the cross. Like, bout the time somebody who doesn’t even know me runs down a thang bout a new prescriptivist wearing an Afro (actually I wear a gelee most of the time); and somebody else tells me how I might more profitably use my time (presumably runnin down how language is a tool of oppression ain useful); and still another somebody tells me that every important point I made was in standard English (which only points out what that person deems important)—I mean bout this time, I bees wantin to agree with the Brother who quipped: “Ain no hope for dese white folks.” (p. 730)

- initial comma separates opening element from remainder of sentence.

- semicolons separate complex list. The elements in the list are clauses
- em-dash draws attention to what comes next and shows what comes next is closely related to what came before
- colon signals a direct quote