

# Chapter 8

## Basic Sentence Patterns and Major Variations

**Abstract** This chapter reviews sentence constituents and basic sentences, and then investigates variations on basic sentences. The chapter is divided into four sections. Section 8.1 reviews basic sentences; Sect. 8.2 explores different types of questions; Sect. 8.3 considers passive constructions; and Sect. 8.4 looks at sentence substitutions.

**Keywords** sentence constituents • basic sentences • yes/no questions • *wh*-questions • passive substitution

### 8.1 Section 1: Types of Sentence Constituents

In Chap. 1, Practice Activity 2 asked you to create as many original sentences as possible using these nonsense words: *mishiffen a drinking keg gwisers some were stoshly frionized*. The purpose of the activity was twofold. It reinforced the idea that derivational morphemes provide clues to word class in English. It also illustrated the fixed nature of word order in English. Although there were many possible sentences you could create, the number of total possible sentences, about 25, was constrained by the word order of English. The sentence parts and the way they combine create sentences, as in:

Some mishiffen gwisers were stoshly drinking a frionized keg.  
*or*  
Stoshly frionized, some gwisers were a mishiffen drinking keg.

The sentence parts are sentence constituents, which you as a native or highly proficient non-native speaker of English recognize intuitively, even though the words themselves are generally nonsense words. Constituents are the basic units of a sentence, including noun, adjective, adverb, prepositional, and verb phrases. Sentence constituents are combined in meaningful ways to form sentences. Take another example:

friends the exuberantly walked two to their large house happy

The way you choose to combine these words again reveals some of the basic constituents of sentences. You probably came up with:

*The two exuberantly happy friends walked to their large house.*

What you came up with is a basic sentence consisting of a noun phrase, a verb phrase and a prepositional phrase. The most basic sentence in English consists of a noun phrase and a verb phrase. It can be as simple as *I laughed* or *He is sighing*. Basic sentences frequently include other optional constituents.

Let us now review sentence constituents, with which you are already familiar with from other chapters.

### 8.1.1 Noun Phrases

In its most basic form, a noun phrase consists of just one word, a noun. Noun phrases, however, often consist of more than just one word: a noun and another element or elements. As we saw in Chap. 3, the elements that can occur in a noun phrase include determiners, modifiers, and prepositional phrases. Determiners include articles, quantifiers, numbers, possessive adjectives, and demonstrative adjectives:

**Examples of Determiners and Noun Phrases**

noun phrase	determiner	noun (headword)	type of determiner
the table	a/the	table	article
some friends	some	friends	quantifier
two bicycles	two	bicycles	number
her coat	her	coat	possessive adjective
this car	this	car	demonstrative adjective

Grammar books often refer to the main word in a noun phrase as the *headword*. The headword of the noun phrase may be modified by any number of modifiers. Modifiers include determiners, other nouns, adjectives, and adverb-adjective combinations:

**Examples of Modifiers and Noun Phrases**

noun phrase	modifier	noun (headword)	type of modifier
clean table	clean	table	adjective
long black cabinet	long black	cabinet	two adjectives
very good friend	very good	friend	adverb, adjective
brick wall	brick	wall	noun

### 8.1.2 *Prepositional Phrases*

Prepositional phrases begin with a preposition and end with a noun (noun phrase) or gerund.<sup>1</sup> What comes after the preposition is called the *object of the preposition*.

Examples of Prepositional Phrases		
prepositional phrase	preposition +	object (type of noun phrase)
from school	from	noun
with him	with	pronoun
by studying	by	gerund
at her last school	at	possessive adjective, adjective, noun
in the excessively hot summer	in	article, adverb, adjective, noun

Not all grammarians describe the functions of prepositional phrases the same way. Here we examine two basic and generally commonly agreed on functions.

Prepositional phrases can function as adjectives and adverbs. When they function as adjectives, they can come before or after the noun phrase they are modifying:

They live *in a big* house.  
The house *with the red tile roof* belongs to them.

When prepositional phrases function as adverbs, they can modify verbs and clauses:

Jeremy walked *along the highway*.  
*Before class*, we drove to the store.

### 8.1.3 *Verb Phrases*

As you will recall from Chaps. 5 and 6, a verb phrase can consist of a single verb, a phrasal verb, and auxiliary verbs + main verb.<sup>2</sup>

<sup>1</sup>Remember, gerunds function as nouns. Note also that clauses can also be objects of prepositions.

<sup>2</sup>Some grammarians expand the definition of verb phrase to include a main verb + *to* infinitive or a main verb + gerund. Others include verbs, auxiliaries, complements, and other modifiers in their definition. We restrict our definition of a verb phrase to a verb and any auxiliaries.

Examples of Verb Phrases		
verb phrase	type	time
walked	single verb	past
picked up	phrasal verb	past
wants to go	main verb + <i>to</i> infinitive	present
likes driving	main verb + gerund	present
is driving	<i>be</i> + main verb in present participle form	present progressive
has been driving	<i>have</i> + <i>been</i> + main verb in present participle form	present perfect progressive
should visit	modal + main verb	present/future

Verb phrases also include the negative *not*, for example, *did not work*, *is not driving*, or *should not drive*. Some grammar books also consider adverbs that occur within a verb phrase part of the verb phrase, (e.g., *has **already** been driving*); more commonly, however, only the actual verbs, excluding accompanying adverbs, are considered to constitute a verb phrase.

See how well you know the different types of phrases by doing Discovery Activity 1. Keep in mind that a phrase consists of one or more words. You can find the answers in the Answer Key at the end of the chapter.

### Discovery Activity 1: Identifying Noun Phrases, Prepositional Phrases, and Verb Phrases

Look at the following excerpts.

1. Make a chart with three columns. Label one column **noun phrase**, the second **verb phrase**, and the last one **prepositional phrase**.
2. Find the noun phrases, prepositional phrases, and verb phrases in the excerpts and enter them into your chart.

*Example:*

noun phrase	verb phrase	prepositional phrase
The dog	was barking	at the stranger

#### A.

With effort, I drag the trunk to the center of the attic, directly beneath the hanging light. [Hannah, K. (2015). *The nightingale*. Kindle iPad version. Retrieved from Amazon.com]

#### B.

“You’re stepping on my house!” Felix jumped off the hose... [Buller, J., & Schade, S. (1996). *Felix and the 400 frogs* (pp. 6–8). New York: Random House.]

#### C.

She waved toward the pond. Four hundred frogs’ heads poked out of the water... [Buller, J., & Schade, S. (1996). *Felix and the 400 frogs* (pp. 15–16). New York: Random House.]

### 8.1.4 Adjective and Adverb Phrases

Adjective phrases include one or more adjectives. Adverb phrases include one or more adverbs. Adverbs, as we observed in Chap. 4, can modify verbs, adjectives, adverbs, or just about anything in a sentence.

#### Examples of Adjective and Adverb Phrases

phrase	modifier	type
young person	young	adjective phrase
cold, wet day	cold, wet	adjective phrase
carefully examined the child	carefully	adverb phrase
is calling very softly	very softly	adverb phrase

Although the words in each type of phrase can change, the order in which most sentence constituents can occur is fixed. Only adverb phrases have some flexibility in terms of their sentence position.

The smart boy very carefully picked up some scattered rocks by the river.

*or*

Very carefully, the smart boy picked up some scattered rocks by the river.

*but not*

\*The smart boy some scattered rocks very carefully picked up by the river.

\* Very carefully, some scattered rocks picked up by the river the smart boy.

The next Discovery Activity provides additional practice in identifying sentence constituents and order. Discuss your answers with your classmates. Answers to this activity are not provided.

#### Discovery Activity 2: Sentence Constituent Order

Look at the following teacher-created sentences.

1. Try to vary each sentence.
2. Identify what the different sentence constituents are (i.e., the kinds of phrases in each sentence).
3. Consider what the constraints on constituent order are.
  - (a) The new medications did their job admirably well.
  - (b) The aging population in many countries will very likely strain current health care systems.
  - (c) Actually, some politicians have opposed constructive engagement on the topic.

We now turn to examining sentences that are still composed of these sentence constituents but that are no longer basic sentences. We will look at three types of variations on basic sentences: Sect. 8.2: Questions; Sect. 8.3: The Passive, and Sect. 8.4: Substitution.

## 8.2 Section 2: Questions

### 8.2.1 Yes/No Questions

In English, there are two basic types of questions, yes/no questions and *wh*-questions. The first type, yes/no questions, refers to questions that can be answered with either a *yes* or a *no*. Yes/no questions follow our first auxiliary rule. If there is no auxiliary, as in simple present and simple past tense, we must insert the *do* auxiliary. A short answer substitutes an auxiliary for the full verb phrase. This auxiliary is the same as in the verb phrase. Again, if there is no auxiliary, the *do* auxiliary must be added.

*Does* Jill enjoy driving?

Yes, she *does*.

*Has* Mabel responded to your query?

No, she *hasn't* yet.

#### ***Do ESL/EFL learners have trouble forming yes/no questions?***

ESL/EFL learners find yes/no question formation easier for some verb tenses than for others. Try the following Discovery Activity to see if you can discover which ones are generally easier for them to learn and why. Check the Answer Key when you finish.

#### **Discovery Activity 3: Yes/No Questions**

Look at the following teacher-created sentences.

1. Explain how each question is formed.
2. Which questions do you think are most difficult for ESL/EFL learners? Why?

#### *Example*

Are the students happy?

*Be* is the main verb so we invert the subject and verb. This is not very difficult for learners.

- (a) Is she coming home soon?
- (b) Was she waiting for me very long?
- (c) Have you seen the new movie with Leonardo DiCaprio?
- (d) Had he been working hard?
- (e) Does she travel a lot?
- (f) Did you call home last night?
- (g) Can you see the train approaching?

### 8.2.1.1 Negative Yes/No Questions

Yes/no questions can be negative. Often such questions imply an element of surprise, disbelief, or disdain because the speaker has a different expectation in mind:

<b>Aren't</b> you happy?	(You should be happy; you have a good life.)
<b>Isn't</b> she coming?	(She said she was.)
<b>Didn't</b> you drive today?	(You always drive.)

## 8.2.2 Wh-Questions

*Wh*-questions are formed with a question word, such as *who*, *what*, *when*, *where*, or *how*. These question words are also referred to as interrogative words.

***How can I explain wh-question formation to my students?***

Question word order follows the first auxiliary rule **if** the question word is asking for information about the **subject** of the verb. As a reminder, if there is an auxiliary or *be* as the main verb in the verb phrase, the question word is followed by subject-verb inversion. If there is more than one auxiliary, only the first auxiliary changes places with the subject. For simple present or simple past tense where there is no auxiliary, we must insert the *do* auxiliary and leave the main verb in base form.

Where <i>does</i> Jamie live?	Jamie lives in Brooklyn.
When <i>are</i> your friends leaving?	They are leaving tomorrow.

The responses to each of the two questions provide information related to the subjects of the verbs.

***When don't we follow this pattern for wh-question words?***

### 8.2.2.1 Who

*Who* can follow two patterns. [AU: **Which Discovery Activity 4? From which chapter?**]. When *who* asks for information about the **subject** of the verb, the word order changes and we follow the first auxiliary rule.

*Who* can also ask about the **object** of the verb. When *who* asks for the **object**, there is no change in word order, and we do not add the *do* auxiliary to simple present and simple past tense verb.

***When who asks for the object of the verb, shouldn't we use whom?***

### 8.2.2.2 *Who Versus Whom*

As we saw in Chap. 1, in formal prescriptive English, *who* has two forms, *who* and *whom*. *Who* is used when asking for the subject and *whom* for the object. In Standard American English, *who* is replacing *whom* in all but the most formal situations.

<i>Who Versus Whom</i>		
example	asking about	usage
<i>Whom</i> did you call last night?	object of verb <i>call</i>	primarily found in formal written English
<i>Who</i> did you call last night?	object of verb <i>call</i>	common in spoken and less formal written English
<i>Who</i> called you?	subject of verb <i>called</i>	only option when in subject position; occasionally, when speakers hypercorrect, they use <i>whom</i>

### 8.2.2.3 *What*

Like *who*, *what* can follow two patterns. When *what* asks for information about the **subject** of the verb, the word order changes and we follow the first auxiliary rule.

*What* can also ask about the **object** of the verb. When *what* asks for the **object**, there is no change in word order, and we do not add the *do* auxiliary to simple present and simple past tense verbs.

The following table illustrates *who* and *what*. Note also what happens with respect to auxiliaries (see Sect. 8.4.1). You may want to compare these examples with the *who* and *what* sentences in the upcoming Discovery Activity 4.

**Asking for the *Subject* of the verb**

Question			
<i>wh</i> -word	verb	complement	short answer to subject question
Who	slept	late?	Sam did.
Who	has eaten	already?	Maddie has.
Who	will drive	home?	They will.
What	flew	over my head?	A bird did.
What	is buzzing	around his face?	A mosquito is.

**Asking for the *Object* of the verb**

**Question**

<i>wh</i> -word	verb	subject	verb	short answer to object question
Who <sup>a</sup>	did	Ryan	see?	His friend.
Who	has	Sarah	helped?	The children.
Who	can	your team	beat?	The Tigers probably.
What	does	your cat	like?	Catnip toys.
What	is	the baby	doing?	Crying.

<sup>a</sup>In formal English, these would be *whom*

***Is there another way to explain the wh-question formation to ESL/EFL learners?***

Another way to visualize the *wh*-question formation is to add *who*, *what*, *when*, *where*, *why*, or *how* to a simple question. If the *wh*-question word does not change the meaning of the basic question, it is asking for information about the **object** of the verb. The next two tables illustrate this.

**Basic Question With *Be* Auxiliary Asking for Object of Verb**

question word		possible response (long)	possible response (short)
Who(m)	is she driving?	She's driving Kevin.	Kevin.
What	is she driving?	She's driving a Honda.	A Honda.
When	is she driving?	She's driving tonight.	Tonight.
Where	is she driving?	She's driving in Tampa.	In Tampa.
Why	is she driving?	She's driving because it's late.	Because it's late.
How	is she driving?	She's driving fast.	Fast.
Which car	is she driving?	She's driving the Honda.	The Honda.
Whose car	is she driving?	She's driving my sister's car.	My sister's.

The table above illustrates the use of *wh*-question words with a verb phrase with an auxiliary. The table below illustrates the use of *wh*-question words with simple past tense and the necessary addition of the *do* auxiliary. The simple present follows the same pattern.

<b>Basic Question with <i>do</i> Auxiliary Asking for Object of Verb</b>			
<b>question word</b>		<b>possible response (long)</b>	<b>possible response (short)</b>
Who(m)	did she drive?	She drove Kevin.	Kevin.
What	did she drive?	She drove a Honda.	A Honda.
When	did she drive?	She drove tonight.	Tonight.
Where	did she drive?	She drove in Tampa.	In Tampa.
Why	did she drive?	She drove because it's late.	Because it's late.
How	did she drive?	She drove fast.	Fast.
Which car	did she drive?	She drove the Honda.	The Honda.
Whose car	did she drive?	She drove my sister's car.	My sister's.

Note that when we ask for the object of the verb, there is no auxiliary in the short answer. When we ask for the subject of the verb, on the other hand, in the short answer we need an auxiliary to substitute for the verb.

Look at the *wh*-questions in Discovery 4. You can find the answers in the Answer Key. You may find parts of this Discovery Activity difficult to explain, which will be the same areas of difficulty for ESL/EFL learners. Be sure you try all of the sentences in Discovery Activity before you check your answers.

#### **Discovery Activity 4: *Wh*-Questions**

Look at the following teacher-created sentences.

1. Explain how each *wh*-question is formed. (You may find some difficult and may want to read more of this section on *who*, *whom*, and *what* to help you.)
2. Which *wh*-questions do you think are most difficult for ESL/EFL learners? Why?

#### *Example*

When is he coming?

The *wh*-question word is in initial position. The subject and verb are inverted according to the first auxiliary rule.

- (a) Where was he going?
- (b) Where did she study?
- (c) When is the party?
- (d) When did she call?
- (e) Which class are you taking this semester?

- (f) Which class did you take last semester?
- (g) Why has she called so often?
- (h) Why do they always leave early?
- (i) Who wrote that book?
- (j) Who did you call last night?
- (k) Who are you calling now?
- (l) What did you read last summer?
- (m) What fell down?

***What about how many and how much?***

**8.2.2.4 How**

*How* combines with *much* and *many* to ask questions about quantity. Remember in Chap. 3 we discussed count and non-count nouns. The choice between *much* and *many* depends on whether the noun to which *how* is referring is count or non-count:

How much <i>change</i> do you have?	non-count noun
How <i>many</i> oranges are you buying?	count noun

For an unknown quantity, we use *how much*:

How *much* is that doggie in the window?

*How* can combine with adjectives and adverbs to ask about descriptions and characteristics:

How *big* is her new house?  
 How *often* does the supervisor visit?

*How come* is informal English for *Why*.

Kristen: *How come* you don't want to go with us?  
 Terrie: I don't have the time.

Discovery Activity 5 provides additional practice in identifying questions. You can check your answers in the Answer Key at the end of the chapter.

### Discovery Activity 5: Identifying Questions

Look at the following excerpts.

1. Underline the questions. Are they *yes/no* or *wh*-questions?
2. Describe the word order in each question you have identified. For example, is there subject-verb inversion? Is there a *do* auxiliary?

#### A.

Pepito was afraid of heights. So when it was time to leave the nest, he decided that he would go his own way ... until he came to a river.

“Can you swim?” asked the fish ...

He was making real progress. But then he came to a busy road.

“Why don’t you fly over?” asked the gopher.

“I’m afraid of heights,” said Pepito ... Finally, he saw his brothers’ and sisters’ new tree ... “Pepito!” they cheered. “How did you get here?” [Beck, S. (2001). *Pepito the brave*. New York: Dutton Children’s Books, No page numbers.]

#### B.

“How do I get to your house?” I asked.

“Do you ever just not want to go home?” Her face was pale in the lamplight, and I could see it in her eyes that she was serious.

“Did we escape?” I called.

“Not even close.”

“Do you see that house just to the right of the tallest tree?” I asked, breaking the silence. [Schneider, R. (2013). *The beginning of everything*. Kindle iPad version. Retrieved from Amazon.com]

#### C.

“Alice darlin’,” said Uncle Harold, “Do you think you could entertain your grandfather while we pack up the wedding presents ...?”

“Sure,” I said ... I walked over to where Grandpa McKinley sat ...

“What was your first car, Grandpa?” ...

“I had a 1927 Model T Roadster,” he said ...

“What did the car have?” I asked ... [Naylor, P. (2002). *Starting with Alice* (pp. 84–86). New York: Atheneum.]

#### D.

“Hey, uh, Luke?” I asked. “Can I have my quiz back?”

“Nice essay, Faulkner,” he said, leaning back in his chair, still holding my paper.

“Which version of CliffsNotes did you use?”

“I didn’t know there were different versions,” I said. “Which one do you recommend?” [Schneider, R. (2013). *The beginning of everything*. Kindle iPad version. Retrieved from Amazon.com]

*What are some of the problems ESL/EFL learners have with wh-questions?*

- **Learner difficulties**

Learners have problems with auxiliary use and word order. They often produce questions such as these:

- \*Who did came last night?
- \*When you come?
- \*Why you here?
- \*Where you going?
- \*What she will do next year?
- \*How you have been?

Providing learners with simplified versions of the tables in this section can be helpful to ESL/EFL learners who are having difficulties with correctly forming *wh*-questions.

### 8.3 Section 3: The Passive

We can categorize sentences as *active* or *passive*. Many grammar books discuss the use of either of these as *voice*. Active voice refers to sentences where the “doer” or the “agent” is the grammatical subject and the “receiver” of the action is the grammatical object. Passive voice refers to sentences where the “receiver” of the action (object) is the grammatical subject. Only transitive verbs, that is, verbs that can take an object (see Chap. 5), can be found in the passive. This is because the **subject** of a sentence in *passive* voice is the original **object** of the verb in *active* voice. The tables below compare two sentences in active and in passive voice.

Active		
subject	verb	object
Leonardo da Vinci	painted	the Mona Lisa.
The government	built	new roads.

Compare the active sentences with the passive ones. Note how the object of the active sentence becomes the subject of the passive sentence while the subject of the active sentence becomes the *by* phrase of the passive sentence.

<b>Passive</b>		
<b>subject</b>	<b>verb</b>	<b>by-phrase</b>
The Mona Lisa	was painted	by Leonardo da Vinci.
New roads	were built	by the government.

### *Do we always include a by-phrase in a passive sentence?*

Many passive sentences include what is called a *by-phrase*. The *by-phrase* is the doer or agent of the verb in the original or active form of the passive sentence.

The Mona Lisa was painted by Leonardo da Vinci.

Here the reader's attention is focused on the painting, *the Mona Lisa*, rather than on the artist, *Leonardo da Vinci*. The *by-phrase* is included because the name of the artist is significant information. Many passive sentences do not include a *by-phrase*. The *by-phrase* is not included when the agent or doer is not important or anyone specific. In our other sentence, it is better to leave out the *by* phrase because the doer, *the government*, is not specific or important information:

New roads were built.

### *How do we form the passive?*

The passive consists of *be* + main verb in the past participle form. The verb *be*, which can take various forms, must always be present in the passive.

## **8.3.1 The Passive and Tense**

We use the passive in every tense. The sentences in the following chart illustrate the passive in a variety of tenses. You will note that not all tenses are included, just enough to give you a sense of how the passive is formed in different tenses. The *by-phrase* is not used in these examples because the doer is not significant.

<b>Passive Voice: Sample Tenses</b>	
<b>Example</b>	<b>Form</b>
(a) New computer games <b>are</b> <i>designed</i> daily.	<b>Present</b> <i>am, is, are</i> + past participle
(b) New computer games <b>were</b> <i>designed</i> daily.	<b>Simple Past</b> <i>was, were</i> + past participle
(c) New computer games <b>are being</b> <i>designed</i> daily.	<b>Present Progressive</b> <i>am, is, are + being</i> + past participle
(d) New computer games <b>were being</b> <i>designed</i> daily.	<b>Past Progressive</b> <i>was, were + being</i> + past participle
(e) New computer games <b>have been</b> <i>designed</i> daily.	<b>Present Perfect</b> <i>have/has been</i> + past participle

(continued)

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<b>Passive Voice: Sample Tenses</b>	
<b>Example</b>	<b>Form</b>
(f) New computer games <b>had been</b> <i>designed</i> daily.	<b>Past Perfect</b> <i>had + been + past participle</i>
(g) New computer games <b>will be</b> <i>designed</i> daily.	<b>Modal Future</b> <i>will + be + past participle</i>
(h) New computer games <b>can be</b> <i>designed</i> daily.	<b>Modal Present/Future</b> <i>can + be + past participle</i>

These examples illustrate that *be* in some form is always evident and that the main verb is always in past participle form, although the auxiliaries can take different forms. In Sentences a through f, tense is indicated by the first auxiliary (*be* or *have*) and aspect by the second auxiliary, *being* for progressive and *been* for perfect. In Sentences g and h, the modals are followed by *be* and then the past participle.

***How can I explain passive formation to my students?***

Formation and identification of the passive can be confusing, particular with the more complex verb phrases. In teaching the forms of the passive, grammar books for ESL/EFL learners generally introduce the forms by showing and practicing transformations of active sentences to passive ones:

The best professors teach the graduate seminars.

- a. Move the object, *the graduate seminars*, to the head (front) of the sentence.
- b. Change the verb *teach* (present tense) to *be + past participle (are taught)*. It must agree with the new subject (*The graduate seminars*), not with the subject of the original sentence (*The best professors*).
- c. Add the *by*-phrase to the end if the doer or agent is important or significant in this sentence.

<b>a</b>	<b>b</b>	<b>c</b>
The graduate seminars	are taught	by the best professors.

The next two Discovery Activities provide practice to help you understand the passive. The first, Discovery Activity 6, practices passive formation in different tenses using teacher-created sentences. The second, Discovery Activity 7, practices passive identification. Answers to both Discovery Activities are in the Answer Key.

### Discovery Activity 6: Forming the Passive

Look at the following teacher-created sentences.

1. Change each sentence from active to passive. Be sure to keep the same tense. Remember that the passive consists of *be* + past participle at a minimum. For more complex tenses, aspect is indicated through the use of *being* (progressive) or *been* (perfect).
2. Identify the tense.
3. Decide whether or not to use the *by*-phrase.

*Example:*

The researcher has discovered new gene information.

New gene information has been discovered. Present perfect passive—has + been + past participle of main verb—by phrase not necessary because doer or agent not important.

- (a) Computer scientists will develop new computer chips.
- (b) The Internet has revolutionized communication.
- (c) An artist painted the portrait in the early 1800s.
- (d) People can buy the new product at any drugstore.
- (e) Everyone must obey helmet laws.
- (f) Researchers are testing the new drug.
- (g) The insurgents blew up the bridge.
- (h) The government advises visitors to avoid crowded arenas.

Now that you have practiced forming the passive in different tenses, try the next Discovery Activity using authentic excerpts.

### Discovery Activity 7: Identifying the Passive

Look at the following excerpts.

1. Underline the passive verb phrase.
2. Identify the tense.

**A.**

Trevor Anderson has poured through twelfth-to-fourteenth-century documents to discover that ... [d]entures were fashioned from cow bones, teeth were whitened with a paste of sage and salt ... [From the Trenches. (2005, January/February). *Archeology Today*, p. 13.]

**B.**

“I don’t think he’s a flight risk ... He can never be retried for the crime.”  
 “Pathetic,” Julia muttered. “When this is all over, our illustrious district attorney should be recalled from office.” [Erickson, L. (2004). *Husband and lover* (p. 96). New York: Berkley.]

**C.**

Were the marines being sent as well as the grenadiers and light infantry companies?  
 ... Other spies had been bringing news of the embarkation ... [Pitcairn] had been seen with a civilian wrapped about him heading for the Common. [Forbes, E. (1971/1943). *Johnny Tremain* (p. 217). New York: Yearling/Doubleday.]

**D.**

We know a great deal of the history of English because it has been written for about 1,000 years. Old English is scarcely recognizable as English ... A line from *Beowulf* illustrates why Old English must be translated. [Fromkin, V., Rodman, R., & Hyams, N. (2003). *An introduction to language*. 7th ed., (pp. 499–500). Boston: Heinle.]

**E.**

Edmond Casarella has developed an unusual color relief-print technique... Casarella makes a “rough” gouache sketch, which will continually be transformed through each step in the process. The sketch is then analyzed... One sheet of tracing paper is prepared for each block ... When each block has been prepared, cutting can begin. [Eichenberg, F. (1976). *The art of the print* (pp. 157–158). New York: Harry N. Abrams.]

**F.**

Entering the room, I immediately sensed that something was wrong ... Someone else’s things were distributed around the head of the bed and the table. My first thoughts were, “What if I am discovered here? ... Clearly they had moved somebody else into my room ... I took the elevator to the lobby ... At the desk I was told by the clerk ... that indeed they had moved me. My particular room had been reserved in advance by somebody else. I was given the key to my new room and discovered that all my personal effects were distributed around the new room almost as though I had done it myself.” [Hall, E. T. (1981/1976). *Beyond culture* (pp. 58–59). New York: Anchor/Doubleday.]

*Is it hard for ESL/EFL learners to form passive verb phrases?*

- *Learner difficulties*

The passive always includes *be* (inflected for the tense) along with any necessary additional auxiliaries and the main verb in past participle form. Consequently, the verb phrase can be long and confusing for learners to identify and to remember. Recall that in our discussion of time, tense, and aspect in Chap. 6 we noted that any verb phrase that has more than one part to it causes difficulties for ESL/EFL learners. Consider the complexity of the verb phrases of these sentences:

Old tests <b>are being used</b> .	3 parts to verb phrase
The new tests <b>should have been prepared</b> earlier.	4 parts to verb phrase
The new tests <b>are going to be prepared</b> shortly.	5 parts to verb phrase

Given the complexity of passive verb phrases, you can see how ESL/EFL learners have trouble remembering to include all the various components with the appropriate inflections.

*When do we use the passive voice instead of the active?*

### 8.3.2 *The Passive Versus the Active*

When the doer or agent is unimportant or self-evident, we prefer to use the passive. In essence, the passive is used when we want to forefront or highlight the receiver, or when the doer is not important or unknown. The passive is often found in academic and science writing, as illustrated below. Can you identify the tense of each bolded passive verb phrase?

But in addition to being fortunate in his adversaries, Washington **was blessed** with the personal qualities that counted most in a protracted war. [Ellis, J. (2005, January). Washington takes charge. *Smithsonian*, 103.]

So far the remains of sixty-five people **have been unearthed**. Many of the remains **were interred** as part of complex rituals. One headless man **had been laid** to rest on top of a pile of wild ox bones, while at least four children **were buried** with fox mandibles. [Keys, D. (2003, November/December). *Archeology Today*, p. 10.]

In the first excerpt, *Washington was blessed* is not followed by a *by*-phrase because the agent or doer is unknown. In the second example, the four passive verb

phrases are written in three different tenses: *have been unearthed* (present perfect passive); *were interred* (past passive); *had been laid* (the past perfect passive); *were buried* (past passive). None of these sentences includes a *by*-phrase because the doer is unimportant.

### 8.3.3 *Get*

The passive can also be formed with the verb *get*. This form is generally more informal than passives formed with *be*. It is often used when there is no agent or doer. Passive *get* is also labeled a “causative” verb because *get* expresses the idea that an implied agent does or “caused” the subject to receive the action of the main verb.

passive with <i>be</i>	passive with <i>get</i>
The thief <i>was caught</i> robbing the house.	The thief <b><i>got caught</i></b> robbing the house.
The land <i>will be destroyed</i> .	The land <b><i>will get destroyed</i></b> .

*Get* can also combine with an adjective or past participle to mean *become*, as in *get well*, *get rich*, *get lucky*, *get bored*, *get annoyed*, or *get tired*. Most grammarians consider these forms a type of passive because there is some assumption that there is an underlying agent or thing bringing about this condition, state, or event.

Passive *get* should not be confused with the form *have got*. As discussed in Chap. 7, *have got* is an idiomatic structure that can have the meaning of *have to* or *have*.

***Is the passive always the opposite of the active?***

### 8.3.4 *Understanding Passive Use*

Although the passive is frequently discussed as the counterpart of the active, this is not always true. The verbs *have*, for instance, is a transitive verb that cannot be used in the passive, except in the stock (and archaic phrase) “A good time was had by all.”

ESL/EFL students may try form the passive with *have*, forming sentences such as in:

- \*A good teacher *was had* by my friend.
- \*A new car *will be had* by me next year.

There are also some passive forms that have no active equivalents or that have different meanings when used in the passive versus the active.

- Daniel married Miriam.
- Miriam was married by Daniel.

The first sentence tells us that a man, Daniel, married a woman, Miriam. The second sentence, which looks like the passive parallel to the first sentence, has a very different meaning. It tells us that “Daniel,” a minister, rabbi, judge, or other man, performed the actual marriage ceremony for Miriam.

***I learned that writers should avoid using the passive. Is this true?***

Grammar and stylebooks caution both native and non-native speakers of English from overusing the passive and rightly so. It is better in many cases to be more direct; active sentences are often less pompous and wordy sounding.

However, there are times when it is important to use the passive, particularly when the receiver or agent is unknown, unimportant, or unspecific, or when the reader’s attention should be focused on the receiver or agent rather than the “true” subject. We have seen various examples in this section where using the passive was the more appropriate choice.

## 8.4 Section 4: Substitution

*What do you mean by substitution?*

### 8.4.1 Substitution and the First Auxiliary Rule

Substitution refers to words English speakers use to replace longer utterances that have been previously mentioned. A common type of substitution is the use of auxiliaries to refer to verb phrases, their complements, and objects that have already been mentioned. When substitution occurs, an entire sentence is shortened.

Lois: Did you read the assigned pages?  
Allie: Yes, I *did*.

The question and response in this example are in simple past tense. As you know, the main verb requires the auxiliary *do* for questions and negatives in this tense. When we want to substitute the verb phrase in simple present or simple past, we also use the *do* auxiliary.

In the next example, there is an auxiliary, *have*, in the verb phrase, which then substitutes for rest of the sentence:

Lois: Have you read the assigned pages?  
Allie: Yes, I *have*.

When the verb *be* is present, either as a main verb or auxiliary, it can substitute for the rest of the verb phrase.

Blythe: Is Jackie always late?  
Carol: Yes, she *is*.

Liza: Is Jackie coming over later?

Maya: Yes, she *is*.

Substitution does not only occur in answers to questions. It also occurs in other sentences:

Allie always completes her assignments, and Lois *does*, too.

Allie was walking studying, and Lois *was*, too.

Jay works harder than Alex *does*.

Adam writes more papers than Roy and his brother *do*.

Clay has invited more visitors than his roommates *have*.

In the first pair of sentences, we see auxiliary substitution and the addition of *too* to indicate the sameness of the action or event described by the verb. In the second set of sentences, auxiliary substitution serves to avoid verb phrase repetition. This substituting auxiliary must agree with its subject, which may be different than the subject of the main part of the sentence.

When there is more than one auxiliary in the verb phrase, only the first one does the substitution:

His mom *has been helping* at school and her mom *has*, too.

The children have been crying harder than the baby *has*.

Note that in spoken English speakers frequently leave out the auxiliary.

## 8.4.2 Substitution and Inversion

We can also use *so*, *neither*, and *either* in substitutions. When we use *so* and *neither*, we need to **invert** the subject and the auxiliary.

### 8.4.2.1 So

*So* carries the meaning of *too* or *also* in affirmative statements.

Allie always completes her assignments, and **so does** Lois.

Allie was walking studying, and **so was** Lois.

### 8.4.2.2 Neither and Either

*Neither* carries the meaning of agreement in negative statements.

Greg doesn't like grammar and **neither does** the rest of the class.

Those students aren't taking the course and **neither are** these students.

*Either* is semantically similar to *neither* but differs structurally. Compare the two sentences:

Sam isn't coming and *neither is* Lillian.

Craig isn't listening and Lacie *isn't either*.

When *either* is present, the verb must be negated with *not* if the intent is to convey a negative meaning. *Neither* is already negative and therefore the verb is always in the affirmative. There is also no word order inversion with *either* the way there is with *neither*.

Discovery Activity 8 provides practice in identifying substitutions. The answers are in the Answer Key.

### Discovery Activity 8: Substitution

Look at the following excerpts.

1. Underline the substitutions.
2. Explain the substitution you underlined.

#### Example

"You're drenched." "And so are you." [Seth, V. (1993). *A suitable boy* (p. 453). New York: Harper Collins.]

"So" substitutes for "drenched" (participial adjective); "are you" main verb & example of inversion after "so"

#### A.

He asked me, "Do you think your mother helps him by buttering his rolls?" ...  
 "In fact, yes, I think she does." [Maclean, N. (1976). *A river runs through it* (p. 84). Chicago: University of Chicago Press.]

#### B.

"You think he's here, on Eelong?" Boon asked.  
 "Yes, I do," was my answer ...  
 Boon shouted with defiance. "I'm not afraid and neither is Seegen." [MacHale, D. J. (2004). *Pendragon, book five: Black water* (pp. 57–58). New York: Aladdin Paperbacks.]

#### C.

"Where's Varun?" "I don't know," said Meenakshi. "He hasn't returned and he hasn't called. I don't think he has, anyway" ...  
 "I've been dreaming about you," lied Meenakshi. "You have?" asked Arun ... [Seth, V. (1993). *A suitable boy* (p. 489). New York: HarperCollins.]

#### D.

I said, "Paul, I'm sorry. I wish I knew how I could have stayed away from this guy."  
 "You couldn't," he said ... [Maclean, N. (1976). *A river runs through it* (p. 68). Chicago: University of Chicago Press.]

**What about one? Isn't that a form that can function as a substitution?**

### 8.4.2.3 One

*One* is another form that can substitute for a noun phrase in a sentence to avoid repetition. *One* is sometimes referred to as a *pro-form* because it acts like a pronoun. When *one* functions as a substitute, it is substituting for a phrase with a count noun. The plural form *ones* substitutes for phrases containing plural count nouns. *One* when it substitutes for a noun phrase should not be confused with the number *one*.

Maggie prefers teaching a small class, but I like teaching a large *one*.  
Leslie likes big cars. Her brother has always driven compact *ones*.

In the first example, *one* replaces the noun phrase, *teaching a small class*, which includes the singular count noun, *class*. In the second example, *ones* replaces the noun phrase, *big cars*, which includes the plural count noun, cars.

An additional clue in spoken English for distinguishing between *one* as a substitution form and the numeral is stress. When speakers refer to the numeral *one*, this word is stressed. The pro-form, on the other hand, is never stressed.

Do you have any pencils?	I have <i>one</i> .	<b>stressed</b>
Can you lend me a pencil?	I need one for this test.	<b>unstressed</b>

There is still another *one*, the indefinite pronoun used when speakers wish to refer to an unnamed and/or unspecified person. This *one* is sometimes referred as generic *one*.

*One* should be skeptical of such results.

This last Discovery Activity is designed to help you become familiar with the different uses of *one*. You will find the answers in the Answer Key.

#### Discovery Activity 9: Identifying the Uses of *One(s)*

Look at the following excerpts.

1. Find all the uses of *one* and underline them.
2. Decide if *one* is the numeral or a substitution form. If *one* is functioning as a substitute, identify what elements in the sentence each use of *one* is replacing.

#### A.

“Where were you?”

“Here. And after it shut we went over to that other café....”

“The Café Suizo.”

“That’s it.... I think it’s a better café than this one.” [Hemingway, E. (1976/1976). *The sun also rises* (p. 100). New York: Charles Scribner’s Sons.]

#### B.

“From him I learned that the robberies had been going on for a long time ... The safe was an old one ... I’m certain that old Buzby, the book-keeper, is doing the stealing.”

“Can you prove it?” ...  
 “The clerks all think so.”  
 “When you say all which ones do you really mean?” [*How to be a detective*. (n.d).  
 p. 10. Retrieved from Project Gutenberg [https://www.gutenberg.org/files/50902/50902-h/50902-h.htm-TN\\_end](https://www.gutenberg.org/files/50902/50902-h/50902-h.htm-TN_end)]

### C.

Most dog books fall roughly into two types: the ones that focus on training, and the ones that tell dog stories. [Blumber, B., & Coppinger, R. (2005, February). Review: Can dogs think? *Natural History*, 114(1), 48.]

- ***Learner difficulties***

Using substitution correctly requires practice. ESL/EFL learners need to remember which auxiliary to use. They often forget to use the *do* auxiliary and will use only the main verb:

Lois: Did you read the assigned pages?

\*Allie: Yes, I *read*.

Learners also may forget to change word order after *so* and *neither*:

Lois: I didn't do the homework.

\*Allie: Neither I do.

Although less proficient learners are often asked to answer to questions in complete sentences in classroom practice, in authentic language, repeating the entire verb or verb phrase is awkward and wordy, and does not reflect the way native speakers actually use the language. Native speakers use substitution regularly in responding to questions, and learners should have practice in using the different substitution forms.

## 8.5 Summary

A basic sentence at a minimum must consist of a noun phrase + a verb phrase:

Cats sleep.

Her baby cried.

Many people are coming.

The car has stalled.

Sentence constituents that can be added to the basic sentence include prepositional phrases, adjective phrases, and adverb phrases.

<b>Basic Sentence Constituents</b>	
<b>constituent</b>	<b>example</b>
noun phrase	a book
verb phrase	is walking, is not walking
prepositional phrase	in the book
adjective phrase	heavy black
adverb phrase	very happy

<b>Noun Phrase</b>	
noun	dog
determiners	
• articles	
– definite	the dog
– indefinite	a dog, an owl
demonstratives	this dog, these dogs, that dog, those dogs
possessive adjectives	my dog, your dog, his dog, her dog, its bone, our dog, their dog
quantifiers	some dogs, a lot of dogs, many dogs, a few dogs—count nouns much money, a little money—non-count nouns

<b>Functions of a Noun Phrase</b>	
Subject	<i>The book</i> is black.
object	Jess likes <i>books</i> .
complement	This is <i>a best-selling book</i> .
object of the preposition	I put the book <i>on the table</i> .

<b>Sentence Variations: Questions, Passive, Substitution</b>	
<b>Questions</b>	
yes/no	<ul style="list-style-type: none"> <li>• subject/verb inversion when there is one or more auxiliary or main verb <i>be</i></li> <li>• requires insertion of <i>do</i> auxiliary for simple present and simple past</li> </ul>
<i>wh</i> -questions	<ul style="list-style-type: none"> <li>• subject/verb inversion after question word when there is one or more auxiliary or main verb <i>be</i></li> <li>• requires insertion of <i>do</i> auxiliary for simple present and simple past</li> <li>• <i>what</i> and <i>who</i> can ask for either subject or objects; will be followed by different sentence structure accordingly</li> </ul>
<b>Passive</b>	<ul style="list-style-type: none"> <li>• composed of <i>be</i> (in appropriate tense) + past participle</li> <li>• used when agent or doer unimportant or unspecified; may or may not include <i>by</i>-phrase</li> </ul>
<b>Substitution</b>	<ul style="list-style-type: none"> <li>• <i>do</i> auxiliary, <i>be</i> (main verb), first auxiliary in complex verb phrase, and certain words (e.g., <i>neither</i>, <i>one</i>) can substitute for various sentence elements</li> </ul>

## 8.6 Practice Activities

### Activity 1: Generating Phrases

Write phrases following the patterns indicated. Label the type of phrase you have created.

*Example:*

article + noun the car, noun phrase

1. number + adjective + noun
2. quantifier + adjective + noun
3. adverb + adjective
4. adjective + adjective
5. adverb + adjective + noun
6. preposition + determiner + noun
7. possessive adjective + adverb + adjective + noun

### Activity 2: Identifying Verb Phrases

1. Choose an excerpt from any source, either print or digital.
2. Underline all the verb phrases.
3. Label the tense of each verb phrase.
4. Mark any adverbs that occur within any of the verb phrases.

### Activity 3: Question Formation

1. Complete the following dialogues by adding questions in the blanks.
2. Compare your dialogues with your classmates. Were they identical? Which elements were the same? Which ones differed? Why?

**A.**

Jerry: \_\_\_\_\_?

Lilly: No, not usually. \_\_\_\_\_?

Jerry: I have, but not this week. \_\_\_\_\_?

Lilly: Maybe tomorrow.

**B.**

Sara: \_\_\_\_\_?

Wes: Only on Mondays. \_\_\_\_\_?

**C.**

Karen: In Toronto. \_\_\_\_\_?

Joe: Because we wanted to. \_\_\_\_\_?

**D.**

Chelsea: \_\_\_\_\_?

Donna: Sure, I'd love to.

Chelsea: \_\_\_\_\_ next weekend?

Donna: Great!

### Optional Follow Up

After you have completed the dialogues and discussed these with your classmates, explain

- how you could use such dialogues with ESL/EFL students.
- what aspects of question formation learners need to be aware of.

#### Activity 4: Identifying Questions

The selections are long, so you may choose to do only A or B. If you find you are having problems identifying questions, you may want to complete both A and B.

1. Examine the following two selections from actual interviews. The first is with Jerry Spinelli, a popular author of children's books. The second is with J.K. Rowling about her Harry Potter series.
2. Underline all the *yes/no* and *wh*-questions.
3. Explain the structure of the different questions. For example, does the question follow the first auxiliary rule? What tense is the question in?

#### A. Jerry Spinelli (JS) and unknown interviewer (I)

- I: How long have you been writing?  
 JS: Well, I've been writing since I was sixteen...  
 I: What is your favorite book that you've written?  
 JS: I guess that would be my first published book, *Space Station Seventh Grade*  
 I: What inspired you to write *Maniac Magee*?  
 JS: Actually, there was no particular inspiration...  
 I: Will *Maniac Magee* appear in another book?  
 JS: I don't have any plans for a sequel...  
 I: How many books have you written?  
 JS: At last count, I've written twenty books, but only sixteen are published ...  
 I: Have any of your books ever been turned down by a publisher? ...  
 JS: My first four books were never published ...  
 I: What was your first book, and how long did it take you to write it?  
 JS: Let's see—it took about six months to write...  
 I: What college did you go to? What did you major in?  
 JS: I went to Gettysburg College ... I majored in English...  
 I: Did you think you would win one of the Newbery Medals?  
 JS: No, I can't say that I expected it...  
 I: Where is the one place you want to go the most?  
 JS: I guess I've already been to the place on the top of my list—that was Egypt ...  
 I: Did you ever know someone like *Maniac Magee*?  
 JS: ... Basically he's a patchwork of memories and imagination.  
 I: What are some of the new books you're working on?  
 JS: I'm not working on anything right now—I've given myself a sabbatical ...  
 I: Did you ever run away from home and if you did, where did you go?  
 JS: No, I'm afraid I wasn't the type to run away...

- I: What is your favorite food?  
 JS: Chocolate almond ice cream...  
 I: Were you raised by a black family like the kid in *Maniac Magee*?  
 JS: No, but I did play with a lot of African-American kids, and that was part of my inspiration for the theme of the book ...  
 I: Besides yourself, who is your favorite author?  
 JS: My favorite author now is Eileen Spinelli, who happens to live in my house here. She's my wife ...  
 I: Have you ever wanted to change your career?  
 JS: Not lately.... When I was the age of most of my readers I wanted to be a baseball player.  
 I: Are you going to write any more books in the *School Daze* series?  
 JS: No, I think the *School Daze* series is over now ...  
 [Spinelli, J. (no date). Interview transcript. *Scholastic*. Retrieved from <http://www.scholastic.com/teachers/article/jerry-spinelli-interview-transcript>]

### **B. J.K. Rowling (JKR) and interviewer C. Lydon (CL)**

*What is the secret of Harry Potter?*

- JKR: I don't know. That's the question I get asked most of all, I think and it's really hard for me to say because as far as I am concerned, this was my private little world ...  
 CL: Why did He-Who-Can-Not-Be-Named, Voldemort, if I can get away saying it, Voldemort, why did he do it?  
 JKR: Well, that's a really key question and I can't answer it because you will find that out over the course of the 7 book series ...  
 CL: Where did you come by the sort of—there is a code—a sort of a DNA pattern to these stories? ...  
 JKR: The funny thing is that Harry came into my head almost completely formed ...  
 CL: What about the names themselves? Muggles, to begin, but the whole catalog of wizards, Albus Dumbledore, Voldemort, Hagrid.  
 JKR: I'm big on names. I like names, generally. You have to be really careful giving me your name if it's an unusual one because you will turn up in Book 6 ...  
 CL: I was going to say, are you a Hermione?  
 JKR: ... Hermione is a caricature of what I was when I was 11, a real exaggeration ...  
 CL: Are you sticking with that outline of the 7?  
 JKR: Yeah ...  
 CL: Why 7 and what is the contour that you want to complete?  
 JKR: Well 7 is for several reasons, but I suppose the main one, I was 7 years at my secondary school. That's kind of standard in England ...  
 CL: How are you going to protect him on the silver screen?  
 JKR: Warner Brothers are giving me a lot of input, I feel ...

[Lydon, C. 1999, 12 October). J. K. Rowling interview transcript, The Connection (WBUR Radio). Retrieved from <http://www.accio-quote.org/articles/1999/1099-connectiontransc2.htm-p2>]

### ***Activity 5: Practice in Changing Sentences from Active to Passive***

Change the following sentences from active to passive. Be careful to keep the same tense. Evaluate whether or not to include a *by*-phrase.

*Example:*

People are finding many artifacts.

Many artifacts are being found. The *by*-phrase is not necessary here.

1. Archeologist reconstruct the past.
2. Everyone followed the directions.
3. The company is going to fire some of the employees.
4. The police have apprehended the stalker.
5. You can find the answers in the back of the text.
6. The management will return unauthorized checks.
7. The painter is painting our house.
8. Someone had accused the man of stalking when someone else found exonerating evidence.
9. The high voter turnout encouraged all the political parties.
10. The company has not paid the employees.

### ***Activity 6: Finding Different Uses of the Passive***

1. Find excerpts from any authentic source, either digital or print, that use the passive. Find at least four different examples.
2. Indicate the tense of each passive verb phrase.
3. Share your findings with other members of your class. Does everyone agree on the identified passive verb phrases and the tense(s)?

### ***Activity 7: Error Analysis 1***

The following questions were overheard in an ESL classroom. The students are from a variety of language backgrounds.

- What errors do you find?
- What do you think these learners need to practice?
  1. How you close the window?
  2. What you mean by this?
  3. Why teacher say that?
  4. Who his listening teacher?
  5. When she gave back the homework?
  6. Which part you come from?
  7. When he hurted himself?

8. What made her gave up?
9. Where you come from?
10. Who your mother like best?
11. What that word *sparkle*?
12. Where we at?
13. Why he do that?
14. Which book she want?

### **Activity 8: Error Analysis 2**

The following excerpts were written by ESL students.

1. Identify the problems you see in the use of **the passive only**. **Ignore other errors**.
2. Explain what each problem is.
3. Suggest a correction for each problem you have identified.

#### **A.**

I recommend you try a dish called “degue.” It is a kind of drink that is had by people in my country for breakfast, lunch, or dinner. There is couscous and chocolate. In addition, only the eggs yolk is added. Water is also added. It is always made by women.

#### **B.**

When people buy something, some people is influenced by advertisements. Others are decided by themselves in the store. As for me, advertisements have useful information for buying, and should not be required for me because I can make my own decision.

#### **C.**

During vacation, I went to New York City. I like New York City very much. But, I don't like the hotel reserved by me. The hotel was expensive, but not good. I bitten by lice, little animals in your hair.

#### **D.**

I love New York and Xmas. Especially, in Xmas season, trees is decorated in many lights.

#### **E.**

Every person was a baby when they were just born. They grow and they've been learned and experienced language by their mothers and fathers.

## 8.7 Answer Key

### Discussion: Discovery Activity 1

noun phrases	verb phrases	prepositional phrases
<b>A.</b>		
I trunk	drag	with effort to the center of the attic beneath the hanging light
<b>B.</b>		
You Felix	're stepping jumped	on my house off the hose
<b>C.</b>		
She Four hundred frogs' heads	waved poked out (phrasal verb)	toward the pond of the water

### Discussion: Discovery Activity 3

- (a) **Is** she **coming** home soon?  
 (b) **Was** she **waiting** for me very long?

Subject-verb inversion: *be* is auxiliary

- (c) **Have** you **seen** the new movie with Leonardo?  
 (d) **Had** he **been working** hard

Subject-verb inversion: *have* is auxiliary

- (e) **Does** she **travel** a lot?  
 (f) **Did** you **call** home last night

Insertion of *do* auxiliary: *Do* inserted in appropriate tense; main verb remains in base form

- (g) **Can** you see the train approaching?

Subject-verb inversion: *can* is modal auxiliary

Sentences (a–d and g) follow the first auxiliary rule: Whenever there is one or more auxiliary in a verb phrase, the first auxiliary moves to initial position when forming a question.

Sentences e and f follow the corollary to this pattern: Whenever there is no auxiliary present, an auxiliary must be inserted.

As we saw in Chaps. 5 and 6, simple present and simple past have no auxiliary; therefore, we must use *do/does* or *did*, and the main verb retains its base form. This means that the main verb does not take the 3rd person present tense—*s* inflection (*she travels*) nor the past tense —*ed* inflection (*you called*). The exception to this is the verb *be*. *Be*, whether functioning as a main verb or an auxiliary, always inverts with the subject in questions.

#### Discussion: Discovery Activity 4

(a) Where was he going?	subject and <i>be</i> auxiliary inverted per first auxiliary rule
(b) Where did she study?	insertion of <i>do</i> auxiliary, simple past
(c) When is the party?	main verb <i>be</i> after <i>-wh</i> -question word
(d) When did she call?	insertion of <i>do</i> auxiliary, simple past
(e) Which class are you taking this semester?	subject and <i>be</i> auxiliary inverted per first auxiliary rule
(f) Which class did you take last semester?	insertion of <i>do</i> auxiliary, simple past
(g) Why has she called so often?	subject and <i>have</i> auxiliary inverted per first auxiliary rule
(h) Why do they always leave early?	insertion of <i>do</i> auxiliary, simple present
(i) Who wrote that book?	asking for subject of verb <i>wrote</i>
(j) Who did you call last night?	asking for object of verb <i>call</i> ; insertion of <i>do</i> auxiliary, simple past; <i>whom</i> in formal English
(k) Who are you calling now?	asking for subject of verb <i>call</i> ; subject and <i>be</i> auxiliary inverted per first auxiliary rule; <i>whom</i> in formal English
(l) What did you read last summer?	asking for object of verb <i>read</i> ; insertion of <i>do</i> auxiliary, simple past
(m) What fell down?	asking for subject of verb <i>fell</i>

#### Discussion: Discovery Activity 5

<i>Excerpt A</i>	
Can you swim	yes/no question with modal auxiliary <i>can</i> , requires only subject-verb inversion to form question
Why don't you fly	<i>wh</i> -question with <i>do</i> auxiliary, simple present; generally considered informal language
How did you get here?	<i>wh</i> -question with <i>do</i> auxiliary, simple past
<i>Excerpt B</i>	
How do I get	<i>wh</i> -question with <i>do</i> auxiliary, simple present
Do you ... not want	yes/no question with <i>do</i> auxiliary, simple present
Did we escape	yes/no question with <i>do</i> auxiliary, simple past

(continued)

(continued)

Do you see	yes/no question with <i>do</i> auxiliary, simple present
<i>Excerpt C</i>	
Do you think	yes/no question with <i>do</i> auxiliary, simple present
What was your first car	<i>wh</i> -question with main verb <i>be</i> , requires only subject-verb inversion to form question; asking for complement of verb
What did the car have	<i>wh</i> -question with <i>do</i> auxiliary, simple past, asking for object of main verb <i>have</i>
<i>Excerpt D</i>	
Can I have	yes/no question with modal auxiliary <i>can</i> , requires only subject-verb inversion to form question
Which version of CliffsNotes did you use?	<i>wh</i> -question with <i>do</i> auxiliary, simple past, asking for object of main verb <i>use</i>
Which one do you recommend?	<i>wh</i> -question with <i>do</i> auxiliary, simple present, asking for object of main verb <i>use</i>

**Discussion: Discovery Activity 6**

(a) New computer chips will be developed.	future passive “by computer scientists” not necessary
(b) Communication has been revolutionized by the Internet.	present perfect passive “by the Internet” important to sentence meaning
(c) The portrait was painted in the early 1800s.	past passive “by the artist” not necessary
(d) The new product can be bought at any drugstore.	modal present passive “by people” not necessary
(e) Helmet laws must be obeyed. Helmet laws must be obeyed by everyone.	modal present passive “by everyone” optional, used only if there is emphasis on “everyone” versus, for example, children under the age of 16.
(f) The new drug is being tested.	present progressive passive “by researchers phrase” not necessary
(g) The bridge was blown up by insurgents.	past passive “by insurgents” important to sentence meaning
(h) Visitors are advised to avoid crowded arenas.	present passive “by the government” not necessary

**Discussion: Discovery Activity 7**

<i>Excerpt A</i>	
dentures were fashioned, teeth were whitened	past passive
<i>Excerpt B</i>	
can (never) be retried, should be recalled	modals present passive
<i>Excerpt C<sup>a</sup></i>	
Were the marines being sent	question, passive past progressive <i>were</i> first auxiliary and inverted with subject
had been seen	past perfect passive
<i>Excerpt D</i>	
has been written	present perfect passive
must be translated	modal present passive
<i>Excerpt E</i>	
will (continually) be transformed	future passive
is analyzed, is prepared	present passive
has been prepared	present perfect passive
<i>Excerpt F</i>	
were distributed	past passive
am discovered	present passive
was told	past passive
had been reserved	past perfect passive
was given, were distributed	past passive

<sup>a</sup>Note *had been bringing* is an active sentence; past perfect progressive

**Discussion: Discovery Activity 8**

<i>Excerpt A</i>	
She does	substitutes for <i>helps him by buttering his roles</i> , simple present, <i>do</i> auxiliary required
<i>Excerpt B</i>	
Yes, I do	substitutes for <i>think he's here</i> , simple present, <i>do</i> auxiliary required
neither	substitutes for <i>Seegan is not afraid</i> , main verb <i>be</i> , inversion required after <i>neither</i>
<i>Excerpt C</i>	
he has	substitutes for <i>hasn't returned, hasn't called</i> negative is expressed in first part of clause <i>I don't think</i>
have	substitutes for <i>have been dreaming</i>
<i>Excerpt D</i>	
couldn't	substitutes for <i>have stayed away from this guy</i> with negative added

**Discussion: Discovery Activity 9**

<i>Excerpt A</i>	
one	substitutes for <i>Café Suizo</i>
<i>Excerpt B</i>	
one	substitutes for <i>safe</i>
ones	substitutes for <i>clerks</i>
<i>Excerpt C</i>	
the ones, the ones	substitute for <i>types of dog books</i>