CHAPTER 8 - BASIC SENTENCE TRANSFORMATIONS

Exercise 8.1

1. The psychiatrist offered Dan [IO] some good advice [DO].
   The psychiatrist offered some good advice to Dan.

2. Henry VIII promised Anne Boleyn [IO] the English crown [DO].
   Henry VIII promised the English Crown to Anne Boleyn.

3. The bank clerk stole all the money [DO] from my passbook account [Obj of Prep].
   Sentence cannot be transformed: *The bank clerk stole my passbook account all the money.

4. The new student brought a basket of fruit [DO] to the teacher [Obj of Prep].
   The new student brought the teacher a basket of fruit.

5. Susan sent her mother [IO] several boxes of chocolate [DO] for her birthday.
   Susan sent several boxes of chocolate to her mother.

6. The children picked some daisies [DO] from our neighbor's front yard [Obj of Prep].
   Sentence cannot be transformed: *The children picked our neighbor’s front yard some daisies.

Exercise 8.2

(This exercise is discussed in the text.)

Exercise 8.3

This exercise functions well as the basis of class discussion of the effects of using the passive. Below are some possible effects. Students may perceive others.

1. Suggesting that someone has already paid for the camera may be designed to make the recipient feel guilty about ignoring the notice.

2. By not stating who is painting or who recommends that the numbers be painted, and by alluding to the police and fire departments, this flyer suggests (without saying it) that the painters have official backing.

3. Rumors can be reported as news if the passive is used in this way.

4. Using the passive allows the magazine not to name the culprit who got the recipe wrong.

5. Notice that this version of the passive allows the magazine not to acknowledge that an error was made. It may, in fact, place the responsibility on cooks who want to use the recipe.

6. In the alternative (We make our vodka from the pure glacial waters of the River Neva), the focus on made from the pure glacial waters is lost. Since the agent is self-evident in this ad (it is the manufacturer of the vodka), nothing is gained by including it.

7. Not naming the Israeli officials permits rumors to be reported as though they were facts.
Exercise 8.4

Students often have difficulty understanding the passive. This exercise might be done by small groups, with each group writing one answer on the board so that the class can critique and discuss the results.

1. Converting active to passive: The aborigine's patterns of health and nutrition have been recorded by anthropologists.
2. Passive to active: People must use spindle whirls of different weights to spin different thicknesses of wool yarn.
3. Passive to active: Many artists and composers have celebrated the changing nature of the seasons.
4. Active to passive: The prices of our new missile system are being increased by cost overruns.
5. Passive to active: Until recently, the Chinese government prohibited travel in the remote areas of China to all foreigners.
6. Passive to active: Someone has stolen an entire set of encyclopedias from the library.

Exercise 8.5

1. Someone or something instructs people not to feed the animals when visiting the zoo.
2. Even though all human eyes see the same colors, they perceive the color spectrum differently.
3. The paper person delivered our morning paper in the afternoon again today.
4. They are installing telephones in every room of our house.
5. The newspaper printed the instructions for preparing compost bins in the Sunday Gardening Section.
6. After the cook has diced and steeped the fruit in brandy, he or she can add it to the cake.
7. During the spelling bee, every contestant misspelled nephelinite.
8. Airline personnel ask passengers to board the plane only after someone has called their rows.

Exercise 8.6

PAST + HAVE + {-en} + BE + {-ing} + BE + {-en} + spend
What had someone been spending that money on?

Exercise 8.7

1. was [passive aux] poured; were [main verb] at work, Type II
2. was [main verb], Type IV; was [passive aux] destroyed
3. is [progressive aux] becoming
4. has been [progressive aux] lying
5. is [progressive aux]; being [main verb], Type III

Exercise 8.8

The (a) versions of 1-5 are simple statements.
1b. is negative.
2b. is a question
3b. is a command.
4b. is emphatic.
5b. is emphatic.
6a. Rufus blamed someone else.
6b. Rufus blamed Rufus.

Exercise 8.9

1. . . . is not . . . . (after the main verb be)
2. . . . did not . . . . (after auxiliary DO)
3. . . . will not . . . . (after modal)
4. . . . does not . . . . (after auxiliary DO)
5. . . . was not . . . . (after auxiliary BE)
6. . . . has not . . . . (after auxiliary HAVE)

Exercise 8.10

1. [present + modal + not] + put
2. [past + DO + not] + look
3. [past + HAVE + not + {-en}] + run
4. [past + be + not]
5. [present + DO + not] + do

Exercise 8.11

(This exercise is discussed in the test.)

Exercise 8.12

1. Are the oranges . . . ? Aren't the oranges . . . ?
2. Has the carpet . . . ? Hasn't the carpet . . . ?
3. Did the math teacher ignore . . . ? Didn't the math teacher ignore . . . ?
4. Should the gardener mow . . . ? Shouldn't the gardener mow . . . ?
5. Is the new refrigerator . . . ? Isn't the new refrigerator . . . ?

Exercise 8.13

We find it useful to monitor student performance on this exercise, either by reviewing homework in class or having students go through the exercise in class.

1. Why won't the car start?
2. Where did Samuel live during the spring term?
3. Who put the logs on the fire?
4. What did she see scurrying across the lawn?
5. When will dinner be ready?
6. How did Syd become a famous dentist?
7. Who did Jane call long distance yesterday afternoon?
Exercise 8.14

Many speakers report that they would use the first because it sounds more “natural,” but that the second and third are more “correct” and sound more “formal.” Some speakers are influenced by having been taught a prescriptive rule that advises against ending a sentence with a preposition, although a majority of American English speakers themselves seem to prefer and use the version ending with a preposition (Who did Carol go with?) Those who use two or all three of the options generally consider the versions beginning with whom and with whom to be more formal and/or more appropriate in writing.

Most speakers use the object form whom when the preposition is in the immediately preceding position. When the preposition and its object are separated (as in Who did Carol go with?), the requirement to use whom rather than who as its object seems to be much weaker.

Exercise 8.15

Who traditionally functions as subject, whom as object.

In informal, especially spoken, usage, many Americans use the form who whenever that word begins a sentence, even when it actually functions as an object. Thus, Who did Carolyn invite to the dance? is standard informal American English.

Even though Who did you say is calling? is grammatically correct (because who is the subject of calling), some speakers feel that whom “sounds” more correct, perhaps because they associate the use of whom under any circumstances with greater formality and correctness. In this case, the use of whom would be an example of hypercorrection, “over-correction,” interpreted by some sociolinguists as a sign of linguistic and social insecurity.

Exercise 8.16

This is an appropriate exercise for students to do individually and to go over in class.

1. Mr. Peters [NP1] has replaced [MVtr] Mary [NP2] in the typing pool [ADVP] because she was too slow [ADVP].
   Why = an adverb phrase of reason. Type V.

2. Students [NP1] have to work [MVint] very hard [ADVP] in Professor Grimm’s class [ADVP].
   How = quantifier of adverb hard. Type I.

   How = predicate adjective substitute. Type III.

   Who = a pronoun subject. Type V.

5. The hikers [NP1] found [MVtr] the hidden gold mine [NP2] accidentally [ADVP].
   How = adverb of manner. Type V.
Exercise 8.17

The reflexive objects in imperative sentences agree with the underlying subject you that is deleted by the imperative transformation. For example,

\[
you + \text{TENSE} + \text{control} + you
\]

[Object pronoun becomes reflexive.]

\[
you + \text{TENSE} + \text{control} + \text{yourself}
\]

[Imperative transformation deletes subject and TENSE.]

Control yourself!

Review Exercises

A. 1. The students didn’t give . . . . Did the students give . . . ? Didn’t the students give . . . ?
2. This skirt isn’t . . . . Is this skirt . . . ? Isn’t this skirt . . . ?
3. Mr. Edison didn’t open . . . . Did Mr. Edison open . . . ? Didn’t Mr. Edison open . . . ?
4. The antelope doesn’t . . . . Does the antelope . . . ? Doesn’t the antelope . . . ?
5. Molly didn’t have . . . . Did Molly have . . . ? Didn’t Molly have . . . ?
6. Sheila isn’t . . . . Is Sheila . . . ? Isn’t Sheila . . . ?
7. Wendy won’t leave . . . . Will Wendy leave . . . ? Won’t Wendy leave?
8. Palmer’s yacht isn’t . . . . Is Palmer’s yacht . . . ? Isn’t Palmer’s yacht . . . ?

B. 1. What did the students give the teacher?
2. How short is this skirt?
3. With what did Mr. Edison open the door?
   What did Mr. Edison open the door with?
4. Which antelope eats only sagebrush leaves?
5. What did Molly have in her lunch box?
6. How nervous is Sheila late at night?
7. When will Wendy leave . . . ?
8. Where is Palmer’s yacht?

C. 1. The students gave the teacher a basket of apples.

D. 1. The teacher was given a basket of apples by the students.
   A basket of apples was given to the teacher by the students.
2. The door was opened with an ax by Mr. Edison.
3. Only sagebrush leaves are eaten by the African antelope.