

Suggested Answers: Phrases and Clauses

Exercise 1

Underline the SUBJECT(S) in the following sentences:

1. Noah rowed well.
2. The fat angel fell through the cloud.
3. Everybody in our house hates TV.
4. (You) Sit down and be quiet!
5. My parents went to the cinema while Xolisa and I studied for Algebra.

Exercise 2

Identify the direct objects below:

1. She bought flowers.
2. Samuel read the sonnet.
3. Noliwe baked a cake.
4. We hired a video.



Exercise 3

Find the indirect object:

1. She bought the flowers for her boyfriend.
2. Samuel read the sonnet to the class.
3. Noliwe baked a cake for the prisoner.
4. We hired a video for our parents.

Exercise 4

Determine whether the finite verb(s) in each of the following sentences is/are transitive, intransitive or linking. You need to be able to explain how you arrived at your decision.

1. Sally was running. *Intransitive verb (no object)*
2. He screamed. *Intransitive verb (no object)*
3. We were milking when you called us. *Intransitive verb (no object)*
4. Sally was running a marathon. *Transitive verb (object underlined)*
5. Kagiso fell out of the window. *Intransitive verb (no object)*
6. I will be famous one day. *(Linking verb – future tense of ‘to be’)*
7. We were milking the cows. *Transitive verb (object underlined)*
8. The raindrop landed on my nose. *Intransitive verb (no object)*
9. His grandmother read the myth to him. *Transitive verb (object underlined)*
10. My mother and father gave me a mongoose for Christmas. *Transitive verb (object underlined)*

} Remember: to find the object, you ask “**what?**” after the verb.

Exercise 5

A Yahoo exercise

Read the following short passage taken from Gulliver’s Travels by Jonathan Swift, then answer the questions which follow:

1 There was also another kind of root very juicy, but something rare and
2 difficult to be found, which the Yahoos sought for with much
3 eagerness, and would suck it with great delight; and it produced in
4 them the same effects that wine hath upon us. It would make them
5 sometimes hug, and sometimes tear one another; they would howl
6 and grin, and chatter, and reel, and tumble, and then fall asleep in the
7 mud.

1. Which noun is the adjective “juicy” (line 1) qualifying? *kind*
(which kind of root? *The juicy kind*)

(1)

2. Identify the part of speech and explain the function of “very” in “very juicy” (line 1).
Adverb ✓ / modifies the adjective “juicy” / tells us how juicy ✓ (2)
3. To which noun does the word “something” (line 1) refer? *root ✓* (1)
This is a pronoun replacing a noun – both [a] “kind” or “root” can be substituted but the important thing is to decide which is the head noun in the noun phrase “kind of root”. To test, ask “which word can be deleted?” Deleting “root” would make it difficult to understand what comes next. The words “kind of” consist of a noun and a preposition and together they form a modifier of the noun “root”. If they are deleted, it would still be possible to understand what the rest of the sentence is referring to.
4. Name one adjective which qualifies the pronoun “something” (line 1). *rare ✓* (1)
5. Form an abstract noun from the above adjective. (1) *rarity ✓* (1)
6. To which other word in the sentence does the word “which” (line 2) refer? *it ✓* (1)
The “it” used later in the sentence refers to the noun, “root”, or noun phrase, “kind of root”, that “which” relates to.
7. Identify the part of speech represented by “which” (line 2) and explain the function it is fulfilling in the sentence.
The word “which” is a relative pronoun ✓ which relates back to the earlier noun “root”. ✓ (2)
8. Identify the subject of the verb “would suck” (line 3). *the Yahoos* (1)
9. Is this verb transitive or intransitive? Give a clear reason for your answer.
Transitive ✓ – “it” ✓ is the object ✓ (3)
10. From the passage, quote one example of each of the following:
 - 10.1 an infinitive verb *to be (found) ✓*
 - 10.2 an abstract noun *eagerness/delight ✓* (2)
11. Write down the grammatical rule that ensures that lines 3 – 4 reads “it produced in them” and not “it produced in they”.
It is an indirect object ✓ and “them” is the objective case for “they”. ✓ (2)
12. Provide the infinitive form of the verb “sought” (line 2). *to seek ✓* (1)
13. “Hath” (line 4) is an archaic form of a common verb. Write down this verb as we would use it today. *has ✓* (1)
14. Quote an auxiliary from line 5. “would” ✓ (1)
15. Explain how it is functioning as an auxiliary in this particular sentence.
“would” is used here to talk about things in the past ✓ that happened often or always ✓ (2)
16. Swift uses the conjunction “and” six times in the second sentence. This is usually considered poor style yet some might argue that it is very effective in this particular case. What do you think? Provide reasons for your opinion.
Yes, it is effective because it has an accumulative effect ✓ and highlights the curious behaviour of the Yahoos. ✓ / The imagery is enhanced by using “and” as readers are provided with a sense of the frenetic nature of this behaviour. ✓ (3)

TOTAL: (25)

AND



Exercise 6

- ✱ Which of the following groups of words are phrases and which are clauses?



Note: the finite verbs have been underlined

Thank you clause

I love you clause

like a sausage dog phrase

Waiting to exhale phrase

While you were sleeping clause

A few days ago phrase

It takes two clause

Look who's talking clause

in other words phrase

Dead Man Walking phrase

bent and twisted phrase

✍ Wacky sentences: examples

1. The salesman with the hairy eyebrows and pink face mask sold 99 sets of encyclopedias in one day.
2. The baby playing on the brightly coloured mat finally found his navel.
3. Don't take the car over the mountain and into the sea.
4. Tebatso lives in the house with the canary yellow roof.

Exercise 7: An easy exercise

State what type of adverbial phrase each of the phrases underlined in the following sentences is. There's a catch though: one (or two) of the underlined phrases may not be an adverbial phrase at all. Can you spot it?

1. I left my schoolbag outside in the rain. *Adverbial phrase of place*
2. We dashed out of the room because of the sudden unpleasant odour. *Adverbial phrase of reason*
3. Sebastian responded to my suggestion with enthusiasm. *Adverbial phrase of manner*
4. While he was smelling the rose, a bee stung him on the nose. *First one is NOT an adverbial phrase but a clause. It is followed by an adverbial phrase of place*
5. My favourite canary died the day before yesterday. *Adverbial phrase of time*
6. They tiptoed into assembly in a silent and surreptitious manner. *Adverbial phrase of manner*
7. The church bells chime every afternoon at 6 o'clock. *Adverbial phrase of time*
8. Riana went bungee-jumping just for fun. *Adverbial phrase of reason*
9. The church bells chime every afternoon. *Adverbial phrase of time*
10. The acrobat with the luminous green leotard has a hypnotic effect on me. *This is NOT an adverbial phrase but an **adjectival** phrase describing/modifying "The acrobat"*



✍ More wacky sentences: examples with adverbial phrases

1. Gertrude went to Pofadder on a white horse. (*manner*)
2. I helped my mother to clean the house in the middle of the night. (*time*)
3. Last week Vumile read six novels and three short stories at his holiday house. (*place*)
4. She did not enjoy dancing with him by the light of the moon. (*manner*)
5. Jack watches "The Bold and the Beautiful" every day of the week at 7 o'clock. (*time*)

6. The burglar tripped over the hosepipe in a noisy fashion. (*manner*)
7. The front windscreen was shattered into glittering jewels of glass in the collision. (*manner*)
8. I think because of you, therefore I am. (*reason*)

Exercise 8

Underline the noun phrases in the following sentences. In each case, explain how you reached your decision:

1. Smelling roses is a dangerous hobby. *noun phrase as subject of the sentence; noun phrase as a complement (following a linking verb)*
2. I know how to do it. *The words 'how to do it' function as a noun phrase and object of this sentence.*
3. Behind the bridge is the graveyard. *Noun phrase following a preposition; noun phrase and subject of the sentence*
4. All the people in the congregation clapped spontaneously at the brilliant sermon. (*Who clapped? Gives the subject of the sentence with modifier: "All the people ... congregation"; "the brilliant sermon" is a noun phrase following a preposition*)
5. The Rottweiler with the missing ear was well trained by her master. *Noun phrase with modifier as subject of the sentence; noun phrase following a preposition*



Note: A preposition is always followed by a noun, noun phrase or noun clause. A prepositional phrase or clause *may function as an adjective or as an adverb* modifying the verb in a sentence. Always pay attention to which component is being addressed in the instructions when working with language structures and their use.

✍ Further wacky sentences

1. The rose bush *with the pink flowers* disappeared from our garden last night.
2. Henry was expelled *from school yesterday after his wacky experiment*.
3. He laughed heartily when he saw*all the people on the floor in leopard-skin pants*.
4. We all behaved *like hooligans after our time in quarantine*.

Exercise 9: A power struggle exercise

Which is the stronger clause?

Divide the following sentences into clauses and say whether each is main or subordinate.

Answer key: main clause
Subordinate clause

1. Tomorrow I will take you to the cinema if you will let me borrow your ipod.
2. Although I haven't studied for my grammar test, I am feeling foolishly confident.
3. The thief who was hiding behind the fridge started sneezing violently.
4. He will not eat tuna again until the senseless slaughter of dolphins ceases.
5. Are you going to wash behind your ears before you have supper?
6. Some of the experts say that drinking goat's milk is very good for you.
7. The music from the piano which Ethan was playing stole softly across the lawn.
8. Please bring me a slice of chocolate cake next time you go to the fridge.



Exercise 10

Identify and underline the adjectival clause in the following sentences, saying which noun in the main clause is being qualified. (Obviously, in order to do this you need to begin by identifying the main clause.)

Main clause

- The book which I have just finished reading was mind-numbingly boring. *The adjectival clause tells us which "book" was boring.*
- The boy whom she kissed hasn't stopped blushing yet. *The adjectival clause tells us which "boy" hasn't stopped blushing.*

Exercise 11

Underline the noun clauses and state whether each is functioning as subject or object.

Note: The subject has been highlighted in a text box.

- I asked him where he had put the diamonds. Object – I asked what of him?
- Have you decided what you will tell your parents? Object – have YOU decided what you will ...?
- Happiness is what everyone yearns for. Subject – linking verb
- What you say is very heartwarming. Subject – linking verb
- We were told that there would be no school today. Object – we were told what?
- This seems to be what you were inquiring about. Object – seems to be what?
- What Ashton knows about computers is dangerous. Subject – linking verb
- The life which I would like to lead is beyond my means. Subject – linking verb



✍ Revision

Last look at wacky sentences! Complete the following sentences in your books, inserting the required phrase or clause.

- The hippopotamus that escaped from the zoo (*adj. clause – defining*) thundered majestically across Bram Fischer Drive.
- If you don't stick the piece down (*adv. clause of condition*), your hair will fall off.
- Bungy jumping (*noun phrase*) is a dangerous thing to do.
- He looked at his victim with contempt in his eyes (*adv. phrase of manner*).
- We all know that the world is round (*noun clause*).
- Although I was late (*adv. clause of concession*), I made breakfast for her the next morning.



In these sentences, you need to determine for yourself where you would be able to insert the required clause.

- The Russian spy who followed the politician suffered from acute hayfever. (*adj. clause – non-defining*)
- Tomorrow I shall spend the entire day writing poetry because I am in the mood. (*adv. clause of reason*)
- Although Sindisiwe hated homework, she always looked forward to writing examinations at school. (*adv. clause of concession AND adv. phrase of place*)
- The lemming that ran away from me peered cautiously over the edge of the cliff. (*adj. clause – defining*)
- The gallant pig ran barking into the sheep pen just for fun. (*adv. phrase of reason*)

6. She forgot her recent traumatic experience after she spent her evening with friends. (*adv. clause of time*)
7. He laughed like he was a madman. (*adv. clause of manner*)
8. The bohemian individual struck up a conversation in the middle of the road with the bemused member of parliament. (*adv. phrase of place*)

Exercise 12

1. Consider the first sentence of the article.
 - 1.1 Write out the main clause only, underlining the subject. (1)
Growing pains are real
 - 1.2 Identify the type of phrase or clause represented by “who are active in sport” (3)
Defining ✓adjectival ✓phrase ✓

2. Complete the following table. The relevant words have been underlined in the text.

WORD	PARAGRAPH	PART OF SPEECH	FUNCTION
ignore	1	<i>Finite verb</i>	<i>States action of “many”</i>
throbbing	1	<i>Non-finite verb (present participle)</i>	<i>Adjective describes “joints”</i>
adolescents’	2	<i>Common noun</i>	<i>Possessive noun indicating who the sports injuries belong to</i>
fully	7	<i>Adverb</i>	<i>Modifies adjective “developed”</i>
self-conscious	9	<i>Adjective</i>	<i>Describes “girls”</i>
are	12	<i>Finite verb</i>	<i>Indicates state of being i.e. “forced to continue”</i>
training	14	<i>Gerund</i>	<i>Non-finite verb functions as a noun</i>
demands	15	<i>Common noun</i>	<i>Plural noun/object following a preposition</i>



(16)

3. In the following sentences, state whether each boxed section is a phrase or a clause and state the type of phrase or clause.

- 3.1

In some countries in Europe,	you can’t play competitive soccer	until you reach 14.
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Adverbial phrase of place; ✓ Main clause; ✓ Adverbial clause of time ✓

- 3.2

If they are forced to continue,	this can lead to burnout.
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 (5)

Adverbial clause of condition; ✓ main clause ✓

TOTAL: 25