

# Basic English Grammar Module

Unit 1A – Grammatical Units

**INDEPENDENT LEARNING RESOURCES**

Learning Centre



THE UNIVERSITY OF  
SYDNEY

## BASIC ENGLISH GRAMMAR INDEPENDENT LEARNING PROGRAM GRAMMATICAL UNITS

### OBJECTIVES OF THE BASIC ENGLISH GRAMMAR MODULE

When you write your essays, reports and assignments, your writing needs to be grammatically well-structured. If you are unable to produce sentences that are appropriately structured and clear in meaning, the reader may have difficulty understanding the meanings that you want to convey. Here are some typical and frequent comments made by markers on students' written assignments.

- *Please be careful of your written expression.*
- *At times it is difficult to follow what you are saying.*
- *You must be clearer when making statements.*
- *Sentence structure and expression poor.*
- *This is not a sentence.*
- *Please be careful of your expression. At times your sentences do not make sense.*

In this module we are concerned with helping you as a student to develop a knowledge of those aspects of the grammar of English that will help you deal with the types of errors that are frequently made in writing sentences.

### 1. OBJECTIVES OF THIS UNIT

In this first unit we will give you an overview of the grammar of the sentence so that you will be able to identify the different parts. Some of the typical problems that students have with sentence-level grammar will also be explained where appropriate (subsequent units will explore these different parts of the grammar in more detail). If you want to study how paragraphs operate, you should study a different ILP module, namely, Cohesive Writing.

### 2. What is Grammar?

The main parts of the grammar we are concerned with in this course are **clauses**, **phrases**, **groups**, **words** and **morphemes**. Each of these is called a **rank** and they are ordered from highest to lowest with clause as the highest rank to morpheme as the lowest rank:

|                  |
|------------------|
| clause           |
| group and phrase |
| word             |
| morpheme         |

Although the clause is the highest grammatical rank, it may combine with other clauses to form a **clause-complex**. Note that a sentence and a clause-complex are not necessarily the same since a sentence may consist of one clause only, or several clauses. The following sentence, for instance, contains two clauses:

*Because chlorofluorocarbons last for a long time, they usually outlive their purpose.*

As Diagram 1 below shows, each rank is a part of the rank above it. Thus, a morpheme is part of a word, a word is part of a group or phrase, and a group or phrase is part of a clause.

**Diagram 1. Ranks of Grammar**

|          |                |              |             |            |          |             |             |
|----------|----------------|--------------|-------------|------------|----------|-------------|-------------|
| Clause   | <i>Because</i> | <i>CFC's</i> | <i>last</i> | <i>for</i> | <i>a</i> | <i>long</i> | <i>time</i> |
| Phrase   |                |              |             | <i>for</i> | <i>a</i> | <i>long</i> | <i>time</i> |
| Group    |                | <i>CFC's</i> | <i>last</i> |            | <i>a</i> | <i>long</i> | <i>time</i> |
| Word     | <i>Because</i> | <i>CFC's</i> | <i>last</i> | <i>for</i> | <i>a</i> | <i>long</i> | <i>time</i> |
| Morpheme |                | <i>CFC</i>   | <i>+s</i>   |            |          |             |             |

|          |             |                |                |              |                |
|----------|-------------|----------------|----------------|--------------|----------------|
| Clause   | <i>they</i> | <i>usually</i> | <i>outlive</i> | <i>their</i> | <i>purpose</i> |
| Phrase   |             |                |                |              |                |
| Group    | <i>they</i> | <i>usually</i> | <i>outlive</i> | <i>their</i> | <i>purpose</i> |
| Word     | <i>they</i> | <i>usually</i> | <i>outlive</i> | <i>their</i> | <i>purpose</i> |
| Morpheme |             | <i>usual</i>   | <i>+ly</i>     | <i>out</i>   | <i>+live</i>   |

So, why do we need to know about these parts of the sentence? Basically, understanding what the basic of units of grammar are allows us to see how these units can be manipulated (by us or the writer of the text) in order to make sentences and texts which make sense and which are appropriate to academic writing style.

### 2.1. Clause

How do we recognise clauses?

- A clause usually expresses a **single idea**, ie. it is a group of words which seem to “go together”.
  - A clause contains a **main (content) VERB**.
- eg. *This relatively inert gas **HAS** many applications*

It is quite easy to identify clauses in a sentence if the sentence contains only one clause: the capital letter at the beginning of the sentence signals the beginning of the clause and the full stop at the end of the sentence indicates the end of the clause.

It is a little more difficult identifying clauses in the “clause-complex” kind of sentence. There are three main clues where one clause ends and another begins:

- **Conjunctions**  
eg. *and, when, if*, etc. often appear at the beginning of a clause.
  - **Relative pronouns**  
eg. *which, that, who, where*, also may appear at the beginning of a clause.
  - **Punctuation**  
eg. commas (“,”), colons (“:”) and semi-colons (“;”), may signal a clause boundary.
- eg. *Here it **BECOMES** photodissociated **and** **BECOMES** reactive, **which** **IS** one of its most distinguishing characteristics.*

Together, these features (a main verb, conjunctions, relative pronouns, and punctuation) help us distinguish clauses in the sentence. Two other examples are shown below:

*So they COULD REDUCE costs  
and INCREASE productivity,  
chemists INVENTED chlorofluorocarbons. (3 clauses)*

*Because it IS abundant  
and LASTS for a long time,  
it usually OUTLIVES its purpose  
and MIXES with the atmosphere  
when RELEASED from its containers. (5 clauses)*

Now you will have some practice in identifying clauses.

### Exercise 1

Read the following sentences and say how many clauses they contain. Follow the procedure below.

- First, underline the main verb in each clause of the sentence.
  - Then, circle any conjunctions and/or punctuation which suggest clause boundaries.
  - Finally, use the symbol || to mark the clause boundaries.
1. *Children are not born with standards for evaluating behaviour, social skills or moral values.*
  2. *As I have suggested, the non-addicted parent is involved in a co-dependent relationship with the addicted child.*
  3. *Over this period, the population in Waverley decreased by 2.8%, while the population in the whole of the Sydney metropolitan area increased by 5%.*
  4. *If we conceptualise caring as a finite set of caring behaviours, then caring can be examined in the traditional scientific way, even though this approach may not be acceptable in some circles.*
  5. *This space constraint has led to a number of problems and these do not seem capable of being resolved although everyone is willing to be involved.*

❁ You can now check the answers in the key at the back of the unit.

#### THINGS TO THINK ABOUT

- Do all commas indicate a clause boundary?
- Do all conjunctions indicate a clause boundary?

### Typical problems

#### Sentences of one clause:

1. Incomplete sentence (the verb is missing)

*An assessment of the association between the disease outcomes and the characteristics of differing socio-economic groups.*

Corrected version: *An assessment of the association between the disease outcomes and the characteristics of differing socio-economic groups is needed.*

2. Incomplete sentence (subject is missing)

*Naturally, delayed in finding a first job.*

Corrected version: *Naturally, he was delayed in finding a first job.*

Sentences of more than one clause:

3. There is confusion between different types of clauses. Some clauses cannot stand independently as sentences. They need to be linked to other clauses in order to make their meaning complete, eg.

*They have little disposable income. Because they are unemployed.*

Corrected version: *They have little disposable income because they are unemployed.*

Because they are unemployed is what is called a “subordinate” or “dependent” clause. The use of the conjunction “because” signals that another clause is needed to complete the argument.

- |  |
|--|
| * If you are having difficulty in identifying subjects and verbs and sentences of one clause you should work on Unit 2 “ <b>The Verb Group</b> ” in the Basic English Grammar Module.    |
| * If you are having difficulty in constructing sentences of more than one clause you should work on Unit 3 “ <b>Relationships Between Clauses</b> ” in the Basic English Grammar Module. |

The next rank down from clauses includes both phrases and groups. A phrase has been referred to as a “shrunk clause” whereas a group can be thought of as a “bloated word”. Both phrases and groups can be part of the clause structure, eg. *for a long time, their purpose*. We will look at these two units separately, starting with phrases.

## 2.2. Phrase

There are several different kinds of phrases, eg. prepositional phrases, adverbial phrases, and so on. The kind of phrase we will be looking at is the **prepositional phrase**.

A prepositional phrase consists of a preposition, such as *for, with, by, to, at, in*, etc, followed by a noun group, eg.

*Because chlorofluorocarbons last for a long time, they usually outlive their purpose.*

|                    |                          |
|--------------------|--------------------------|
| <i>for</i>         | <i>a long time</i>       |
| <b>preposition</b> | <b>noun (noun) group</b> |

Prepositional phrases modify either a verb or noun.

When they **modify a verb** they tell us about the **circumstances** surrounding the action or happening suggested by the verb. These “circumstantial” prepositional phrases answer questions such as *when?* (time), *where?* (place), *how?* (manner), *why?* (reason), and so on.

When they **modify a noun** they give us more information about that noun (Unit 1A).

### Exercise 2

- Underline the prepositional phrases in the following sentences.
  - Circle what they modify, ie. a verb or a noun.
1. *Each organism was grown in nutrient broth and cells in log-phase growth were centrifuged, washed and resuspended in double-strength minimal medium.*
  2. *In 1962, the premium income received by all voluntary health insurance organizations in the United States was US\$ 6.3 billion.*

3. *The pyrroles are partly excreted in the urine but some are bound to the tissues of the liver and to the lungs and other tissues.*
4. *Several policies have been set by the government, at all levels, to assist low income households.*
5. *The magnetic field may affect both the velocity and temperature distributions of a conducting fluid between two parallel disks (Battaiah et al, 1979).*

\* You can now check the answers in the key.

### Phrase-Complex

Just as clauses may group together into clause-complexes, phrases also may group together into “phrase-complexes”, i.e. phrases which “go together” or are dependent on one another in some way, eg. the prepositional phrase (Circumstance) in the following clause answers the question “How did he move?”

*He moved in silence and without hesitation.*

### Typical problems in using prepositional phrases

Inappropriate preposition

*Health inequalities tended to flourish towards the Aboriginal population.*

corrected version:

*Health inequalities tended to flourish within the Aboriginal population.*

The use of the preposition “towards” indicates direction whereas what is needed is a preposition indicating place.

\* If you are having difficulty identifying prepositional phrases and using the correct preposition you should refer to one of the grammar texts in the reference list.

### 2.3. Group

There are a number of different types of groups in English, as shown in Table 1.

**Table 1.** Types of groups in English

| Type of Group | Examples   |
|---------------|--|
| Noun          | <i>the classes, those biology classes, those two biology classes we attended last week</i> |
| Verb          | <i>took, had taken, would have taken</i>   |
| Adverb        | <i>quickly, more quickly, much more quickly</i>  |
| Conjunction   | <i>even if, as soon as, almost as soon as</i>  |
| Preposition   | <i>right behind, immediately in front of</i>   |

So what is a group? A group is basically an extension of a word: **a group of words** with a particular function in the clause. A group consists of a **Head** word plus any words which add information to the Head, i.e. **Modifiers**. The Head usually presents the most crucial information in the group.

|      | Modifiers    |                | Head           |
|------|--------------|----------------|----------------|
| Noun | <i>those</i> | <i>biology</i> | <i>classes</i> |
| Verb | <i>would</i> | <i>have</i>    | <i>taken</i>   |

In this course we will concentrate on two of these groups, **the noun group** and **the verb group**, since these are the most critical to academic writing style.

### 2.3.1. Noun Group

A noun group is a group of words whose **Head word is a noun**. Any additional information related to that noun is expressed in the form of **Modifiers**. These may come either before the Head — **“Pre-Modifiers”** — or after the Head — **“Post-Modifiers”**.

| Pre-Modifiers |                | HEAD           | Post-Modifiers               |
|---------------|----------------|----------------|------------------------------|
|               |                | <i>CFCs</i>    |                              |
| <i>a</i>      | <i>long</i>    | <i>time</i>    |                              |
|               |                | <i>they</i>    |                              |
|               | <i>their</i>   | <i>purpose</i> |                              |
| <i>those</i>  | <i>biology</i> | <i>classes</i> | <i>we attended last week</i> |

Post-Modifiers in the noun group are in most cases a phrase or a clause. These are described in more detail in the Basic English Grammar Module 1A “The Noun Group”.

#### Exercise 3

- Underline the noun groups in the following sentences.
  - Circle the head noun.  
(Remember that a noun group can consist of a single noun!)
1. *Several policies have been set by the government, at all levels, to assist low income households.*
  2. *The lowest nutrient intake values have been found among those people who had never attended school or gone beyond primary school.*
  3. *Because the agar solution tends to evaporate during subsequent incubation, the edges of the coverslip were sealed to the slide with paraffin.*
  4. *One of the policies produced by the Waverley Municipal Council aimed at retaining the function of boarding/lodging houses as low income accommodation and controlling the establishment of tourist accommodation was gazetted in the Waverley Local Environmental Plan in 1985.*

\* You can now check the answers in the key.

#### Noun-group-complex

Like the clause-complex and the prepositional phrase-complex, a **“noun group-complex”** consists of several units which depend on one another, eg.

*Advice and comments will be sought from the senior members of the staff.*

In such cases, the group has two Heads:

|               |            |                 |
|---------------|------------|-----------------|
| <i>Advice</i> | <i>and</i> | <i>comments</i> |
| Head          |            | Head            |

#### Exercise 4

- Underline the noun group-complexes in the following examples.
  - Circle the Heads of these groups.
1. *These include such activities as smoking, alcohol consumption, overeating and sexual promiscuity.*
  2. *The sample of amino acid or other growth factor being assayed need not always be in solution.*
  3. *DNA contains coded chemical instructions and directs the growth, differentiation and functioning of a cell.*

\* You can now check the answers in the key.

#### 2.3.2. Verb Group

The verb group consists of a **Head** verb plus any **Premodifiers** (auxiliaries, modals or particles).

| Premodifiers |            |             | Head               |
|--------------|------------|-------------|--------------------|
|              |            | <i>was</i>  | <i>submerged</i>   |
| <i>has</i>   | <i>not</i> | <i>been</i> | <i>established</i> |
|              | <i>may</i> | <i>be</i>   | <i>correlated</i>  |
|              |            |             | <i>lasts</i>       |

#### Exercise 5

- Underline the verb groups in the following text.
- Circle the Head word in each verb group.
- Use these verb groups (and the other cues, eg. punctuation and conjunction) to locate the clause boundaries in sentences with more than one clause.

*If we look at the structure of any cell, we can see a nucleus. The nucleus is the cell's controlling centre and directs the cell's activities. Without it a cell will die. The instructions for the cell's activities are contained in the chromosomes. Chromosomes can be seen under a light microscope when a cell is dividing. On biochemical analysis we discover that chromosomes are composed of proteins and the nucleic acid DNA. DNA contains coded chemical instructions and directs the growth, differentiation and functioning of a cell. Each type of organism has a particular number of chromosomes in each of its nuclei.*

\* You can now check the answers in the key.

#### Verb Group-Complex

A "verb group-complex" consists of several verb groups which are dependent on one another, eg.



*A fundamental aim of higher education is to **enrich and empower** its graduates by fostering in them generic skills and attributes that will enable them to **participate in and contribute** more effectively to society in the coming years.*

### Exercise 6

- Underline the verb group-complexes in the following sentences.
  - Circle the Heads in each group.
1. *Each organism was grown in nutrient broth and cells in log-phase growth were centrifuged, washed and resuspended in double-strength minimal medium.*
  2. *In some disciplines, women equal or even outnumber their male colleagues.*
- \* You can now check the answers in the key.

\* If you are having difficulty identifying verb groups you should work on either Unit 2A “The Verb Group: Finites and Non-Finites” in the Basic English Grammar Module or 2B “The Verb Group: Tenses” in the Basic English Grammar Module.

### 2.4. Word

The grammatical unit that is familiar to most people is the **word**. In traditional grammars, words are placed in a number of different word classes (Table 2).

### Exercise 7

Classify the words in our sample sentence in the spaces provided below.

|                |              |             |            |          |             |             |
|----------------|--------------|-------------|------------|----------|-------------|-------------|
| <i>Because</i> | <i>CFS's</i> | <i>last</i> | <i>for</i> | <i>a</i> | <i>long</i> | <i>time</i> |
|                |              |             |            |          |             |             |

|             |                |                |              |                |
|-------------|----------------|----------------|--------------|----------------|
| <i>they</i> | <i>usually</i> | <i>outlive</i> | <i>their</i> | <i>purpose</i> |
|             |                |                |              |                |

\* You can now check the answers in the key.

### Word-Complex

A “word-complex” consists of two or more words which are dependent on one another, eg. *I will be staying **three or four** days.*

**Table 2. Word Classes in English**

| Word class          | Sub-class                       | Description   | Example  |
|---------------------|---------------------------------|---|--|
| <b>Nouns</b>        | <b>Concrete</b>                 | These are words which refer to things or people, ie. things that are real, visible, or touchable.   | <i>rock, table, student</i>  |
|                     | <b>Abstract</b>                 | These are nouns which refer to abstract concepts.   | <i>insanity, interpretation</i>                                    |
| <b>Pronouns</b>     | <b>Personal</b>                 | Personal pronouns take the place of or refer to a noun. To find out who or what they refer to we have to look elsewhere in the text or the context. | <i>she, they, it</i>   |
|                     | <b>Relative</b>                 | Relative pronouns refer to someone or something that has already been mentioned.  | <i>who, whom, which, that, those</i>                               |
|                     | <b>Possessive</b>               | Possessive pronouns are used to indicate that something belongs to someone or is associated with them.  | <i>mine, yours, etc.</i>   |
|                     | <b>Demonstrative</b>            | Demonstrative pronouns refer to specific people or things.  | <i>this, that, these, those</i>                                    |
| <b>Adjectives</b>   | <b>Descriptive</b>              | Adjectives which assign qualities and attributes to nouns.  | <i>blue, nice, quick</i>   |
|                     | <b>Possessive</b>               | Adjectives which indicate that the noun belongs to someone or something or is associated with them.   | <i>his book, her lecture, my grandmother, Australia's policy..</i> |
|                     | <b>Demonstrative</b>            | Adjectives which suggest which noun is indicated, based on near or far, and singular or plural.   | <i>these (books), those (books), this (book), that (book).</i>     |
| <b>Verbs</b>        | <b>Main verbs</b>               | These are verbs of "doing", "happening", "being" etc.   | <i>do, be, go, write</i>   |
|                     | <b>Auxiliaries &amp; Modals</b> | These provide additional information about the verb, eg. tense, probability   | <i>may have (gone), is (going)</i>                                 |
| <b>Adverbs</b>      |                                 | Adverbs modify the verb by suggesting Circumstances accompanying the action or event.   | <i>often, slowly</i>   |
| <b>Articles</b>     |                                 | Articles provide information about how to identify a particular noun being referred to in a noun group.   | <i>the, a</i>  |
| <b>Prepositions</b> |                                 | Prepositions express a circumstantial relationship between a noun group contained in a prepositional phrase and the rest of the clause.             | <i>to (the station), for (Bob)</i>                                 |
| <b>Conjunctions</b> |                                 | Conjunctions show logical connections between clauses, phrases, groups and words.   | <i>and, but, so</i>  |

**Typical problem**

The wrong word class is used for the context (see also Unit 1A "Noun Group Structure" for discussion of derivational morphology).

*The worker is fired and becomes unemployment.*  
*The worker is fired and becomes unemployed.*

In the first version the writer has used a noun "unemployment"; the word used should describe "worker" therefore an adjective such as "unemployed" is more appropriate, as in version two.



**Basic English Grammar Module:**

|         |   |
|---------|---|
| Unit 1A | “The Noun Group”                                |
| Unit 2A | “The Verb Group: Finites and Non-Finites”       |
| Unit 2B | “The Verb Group: Tenses”                        |
| Unit 3A | “Logical Relationships Between Clauses”         |
| Unit 3B | “Interdependency Relationships Between Clauses” |

**Reference List of Grammar Texts:**

1. *Collins Cobuild English Grammar* (1990) London.
2. Freeborn, D.A. *A Course Book in English Grammar*.
3. Garner, M. (1983) *Grammar: warts and all*. River Seine Publications. Melbourne.
4. Leech, G. & Svartvik, J. (1975) *A Communicative Grammar of English*. Longman Group Ltd: Essex.
5. Murphy, R. (1991) *English Grammar in Use*. Cambridge University Press: Cambridge.
6. Quirk, R., S. Greenbaum, G. Leech & J. Svartvik. (1972) *A Grammar of Contemporary English*. Longman Group UK Ltd: Essex.
7. Thompson, R.A. (1991) *Sense and System in English Sentences*. CR Press, Newtown.
8. Thompson, A.J. & A.V. Martinet. (1979) *A Practical English Grammar*. 2nd Edition. Oxford University Press: Oxford.

## GRAMMATICAL UNITS: KEY TO EXERCISES

### Exercise 1

**Key:** (relevant conjunctions and punctuation in bold; clause boundaries are marked || )

- (1 clause)  
*Children are not born with standards for evaluating behaviour, social skills or moral values.*
- (2 clauses)  
*As I have suggested, || the non-addicted parent is involved in a co-dependent relationship with the addicted child.*
- (2 clauses)  
*Over this period, the population in Waverley decreased by 2.8%, || **while** the population in the whole of the Sydney metropolitan area increased by 5%.*
- (3 clauses)  
*If we conceptualise caring as a finite set of caring behaviours, || **then** caring can be examined in the traditional scientific way, || **even though** this approach may not be acceptable in some circles.*
- (3 clauses)  
*This space constraint has led to a number of problems || **and** these do not seem capable of being resolved || **although** everyone is willing to be involved.*

### Exercise 2

**Key:** (prepositional phrases underlined; the word modified is in bold; double underlining suggests prepositional phrases within prepositional phrases).

- Each organism was **grown** in nutrient broth (modifies the verb *grown*) and **cells** in log-phase growth (modifies the noun *cells*) were **centrifuged, washed and resuspended** in double-strength minimal medium (modifies the verbs *centrifuged, washed and suspended*).*
- In 1962, (modifies the verb *received*) the premium income **received** by all voluntary health insurance organizations (modifies the verb *received*) in the United States (modifies the noun *organizations*) was US\$ 6.3 billion.*
- The pyrroles are partly **excreted** in the urine (modifies the verb *excreted*) but some are **bound** to the tissues (modifies the verb *bound*) of the liver (modifies the noun *liver*) and to the lungs and other tissues (modifies the verb *bound*).*
- Several policies have been **set** by the government (modifies the verb *set*) at all levels, (modifies either the verb *set* or the noun *government*) to assist low income households.*

5. *The magnetic field may affect both the velocity and temperature **distributions** of a conducting fluid (modifies the nouns *velocity* and *distributions*) between two parallel disks (modifies the noun *fluid*) (Battaiah et al, 1979).*

### Exercise 3

**Key:** (noun groups have been underlined; the Head word is in bold; double underlining suggests noun groups within noun groups)

1. *Several **policies** have been set by the **government**, at all **levels**, to assist low income households.*
2. *The lowest nutrient-intake **values** have been found among those **people** who had never attended school or gone beyond primary school.*
3. *Because the **agar solution** tends to evaporate during subsequent **incubation**, the edges of the coverslip were sealed to the **slide** with **paraffin**.*
4. *One of the **policies** produced by the **Waverley Municipal Council** aimed at retaining the **function** of boarding/lodging houses as low income **accommodation** and controlling the **establishment** of tourist accommodation was gazetted in the **Waverley Local Environmental Plan** in 1985.*

### Exercise 4

**Key:** (noun group-complexes have been underlined; the Head words are in bold)

1. *These include such activities as **smoking, alcohol consumption, overeating and sexual promiscuity**.*
2. *The sample of **amino acid** or other growth **factor** being assayed need not always be in solution.*
3. *DNA contains coded chemical instructions and directs **the growth, differentiation and functioning** of a cell.*

### Exercise 5

**Key:** (verb groups have been underlined; the Head word is in bold)

*If we **look** at the structure of any cell, || we **can see** a nucleus. The nucleus **is** the cell's controlling centre || and **directs** the cell's activities. Without it a cell **will die**. The instructions for the cell's activities **are contained** in the chromosomes. Chromosomes **can be seen** under a light microscope || when a cell **is dividing**. On biochemical analysis we **discover** || that chromosomes **are composed of** proteins and the nucleic acid DNA. DNA **contains** coded chemical instructions || and **directs** the growth, differentiation and functioning of a cell. Each type of organism **has** a particular number of chromosomes in each of its nuclei.*

### Exercise 6

Key: (verb group-complexes have been underlined; the Head words are in bold)

1. *Each organism was grown in nutrient broth and cells in log-phase growth were **centrifuged**, **washed** and **resuspended** in double-strength minimal medium.*
2. *In some disciplines, women **equal** or (even) **outnumber** their male colleagues.*

(nb. *even* is an adverb which modifies the verb group but is not part of the verb group.)

### Exercise 7

Key:

|                |                    |                |             |          |                            |                    |
|----------------|--------------------|----------------|-------------|----------|----------------------------|--------------------|
| <i>Because</i> | <i>CFC's</i>       | <i>last</i>    | <i>for</i>  | <i>a</i> | <i>long</i>                | <i>time</i>        |
| conjunction    | noun<br>(concrete) | verb<br>(main) | preposition | article  | adjective<br>(descriptive) | noun<br>(abstract) |

|                       |                |                |                         |                    |
|-----------------------|----------------|----------------|-------------------------|--------------------|
| <i>they</i>           | <i>usually</i> | <i>outlive</i> | <i>their</i>            | <i>purpose</i>     |
| pronoun<br>(personal) | adverb         | verb<br>(main) | pronoun<br>(possessive) | noun<br>(abstract) |

### Exercise 8

Key:

|                              |                                |
|------------------------------|--------------------------------|
| <i>different</i> (adjective) | <i>differently</i> (adverb)    |
| <i>cell</i> (noun)           | <i>cellular</i> (adjective)    |
| <i>regulate</i> (verb)       | <i>regulation</i> (noun)       |
| <i>description</i> (noun)    | <i>describe</i> (verb)         |
| <i>model</i> (noun)          | <i>model</i> (verb)            |
| <i>respiration</i> (noun)    | <i>respiratory</i> (adjective) |
| <i>measuring</i> (verb)      | <i>measurement</i> (noun)      |