

SELF-DIAGNOSTIC GRAMMAR TEST ANSWER KEY

1. Identify the underlined parts of speech in the following sentence:

- a. The man walked into the shop to buy beautiful red roses for his darling wife who is in the hospital.

The – *definite article (demonstrative)*

walked – *simple past tense verb*

into – *preposition of place*

shop – *common noun*

to buy – *infinitive form of verb*

beautiful – *adjective*

red – *adjective*

for – *preposition*

his – *possessive determiner*

darling – *adjective*

who – *subordinating conjunction*

is – *simple present verb*

in – *preposition of place*

the – *definite article (determiner)*

hospital – *common noun*

2. Identify the sentence constituents in the following sentences:

- a. The train is going to arrive in ten minutes.

- The train – *subject*
- is going to arrive – *verb*
- in ten minutes – *adverbial*

- b. My sister was writing a letter.

- My sister – *subject*
- was writing – *verb*
- a letter – *(direct) object*

3. Identify the verb tense used in each of the following sentences:

- a. She went to the store. – *simple past*
- b. They were having an argument when I saw them (2). – *past progressive / simple past*
- c. Jack travels a lot. – *simple present*
- d. He is going to be late as usual. – *future*
- e. Have you been there before? – *present perfect*
- f. Jill had been married twice before she met Bob (2). – *past perfect / simple past*

4. Indicate if the following sentences contain errors of form or use:

- a. He goes shopping now. – *use (is going shopping)*
- b. He is going shopping every week. – *use (goes)*
- c. She has went there many times. – *form (has gone)*
- d. They have gone there yesterday. – *use (went)*

5. Explain how we use each of the conditionals exemplified below:
- If he had enough money, he would buy a new house.
The second conditional is used to show present, unreal or hypothetical situations. These are situations in the present that cannot be changed. He does not have enough money, so he cannot buy a new house at this time.
 - If I hadn't tripped, we would have won the game.
The third conditional is used to show past, unreal or hypothetical situations. These are situations that have already occurred, so the outcomes cannot be changed. I did trip, so we did lose the game.
6. Change the following sentence from active voice to passive voice:
- a. The farmers harvest the rice this time every year.
→ *The rice is harvested this time every year.*
- Change the following sentence from passive voice to active voice:
- b. The desserts are made by the master pastry chef on a daily basis.
→ *The master pastry chef makes the desserts on a daily basis.*
7. Rewrite these instructions, eliminating ellipsis, so that they would be clear to anyone who doesn't have any background knowledge of food preparation:
- a. Peel an onion and slice it.
→ *Peel an onion and slice the onion.*
- b. Drop the slices into hot oil.
→ *Drop the slices of onion into a pan of hot oil.*
- c. Cook for three minutes.
→ *Cook the onion in the pan of hot oil for three minutes.*
8. Indicate which type of adverbial clause occurs in the sentences below (time, place, manner, reason, contrast, condition or purpose):
- a. When you've finished your homework, you can go out. – *time*
- b. They put their raincoats on because it was starting to rain. – *reason*
9. Identify the noun clause in the following sentences:
- a. *Why she kept working there* confused everyone.
- b. I don't know *whether I want to go out*.
10. Reduce the two sentences into one by using relative clauses:
- a. I tried to help the lady. The child was falling down the stairs.
→ *I tried to help the lady whose child was falling down the stairs.*
- b. I had to translate the whole story. Translating the whole story was difficult for me.
→ *I had to translate the whole story, which was difficult for me.*
11. Reduce the following clauses to phrases:
- a. Clothes that are wet from the rain may be hung there.
→ *Clothes wet from the rain may be hung there.*

- b. People who are from Newfoundland are especially hospitable.
→ *People from Newfoundland are especially hospitable.*

12. Fill in the blanks with the correct article.

- a. **The** Pacific Ocean is **the** largest body of water on (**the**) Earth. (Note: Some resources say the earth is a planet; therefore, it doesn't need an article. Others say that it is unique and needs an article).
- b. You can find **the** resources you'll need for class at **the** library on campus.
- c. Do you have **a** pencil that I could borrow?

13. Fill in the blanks with the correct modal:

- a. You haven't eaten all day. You **must** be starving.
- b. I'm really busy today, but I **will** see you tomorrow.

14. Explain the difference between connectors, conjunctions and transitions (discourse markers). Include an example sentence of each.

- **Connectors** is a general term and includes coordinating conjunctions, subordinating conjunctions and transitions (discourse markers).
- **Coordinating conjunctions** are words such as *and, but, so, yet, nor, or* and *for*. Coordinating conjunctions can connect two words, two phrases and two independent clauses. Some of the coordinating conjunctions can also be used to make lists. They can connect words and phrases that act as subjects, verbs or objects. When connecting two words, a comma is not needed.

Examples:

- Jack and Jill went up the hill.
- Susanna laughed and sneezed at the same time.
- Gustav bought an apple and banana.

However, when connecting two independent clauses a comma should be used.

Examples:

- I went home, but Rami went to school.
- Leila does not like coffee, nor does she like tea.
- Do you want to go to the movie theatre, or do you want to rent a movie?

In formal writing, sentences should never begin with coordinating conjunctions.

- **Subordinating conjunctions** are words such as *after, who, when, since, because, if, as if, even though...* (there are far too many to list). Subordinating conjunctions connect a dependent, or subordinating clause, to an independent clause. If the subordinating clause begins the sentence, a comma is necessary. If not, then the comma is not necessary.

Examples:

- Before I went home, I had lunch.
- I had lunch before I went home.

The rules are a bit different for complex sentences made with adjective clauses. Then, commas are used if the clause is restrictive or non-restrictive. A restrictive clause does not use commas.

Example:

- I met a man whose daughter is in my class.

A non-restrictive clause needs commas.

Example:

- Dr. Vitetta, who teaches Chemistry 101, is my uncle.
- **Transitions (discourse markers)** are words such as *moreover, however, consequently, thus, in addition* (another long list). Like coordinating conjunctions, transitions connect two independent clauses. Unlike coordinating conjunctions, transitions can be used to begin sentences. When teaching transitions, it is important to focus on word order and punctuation.

Examples:

- I was tired; however, I stayed up late.
- I was tired. However, I stayed up late anyway.
- I was tired. I, however, stayed up late.
- I was tired. I stayed up late, however.

These transitions are used to show the logical connections between ideas.

15. Fill in the blanks with a gerund or an infinitive.
- a. When I finish **drinking** my tea, I'll leave.
 - b. We are planning **to rent** a movie tonight.