

# Basic English Grammar Module

## Unit 1B: The Noun Group

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### Objectives of the Basic English Grammar module

As a student at any level of University study, when you write your assignments or your thesis, your writing needs to be grammatically well-structured and accurate in order to be clear. If you are unable to write 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 or supervisors on students' written work. Such comments may also appear on marking sheets which use assessment criteria focussing on your grammar.

- *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.*
- *At times your sentences do not make sense.*

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

### Who is this module for?

All students at university who need to improve their knowledge of English grammar in order to write more clearly and accurately.

### What does this module cover?

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Unit 1A	Grammatical Units: the structure and constituents of the clause/sentence
Unit 1B	The Noun Group: the structure and constituents of 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
Unit 4	Grammar and Punctuation

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## References

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## Objectives of Unit 1B

One of the grammatical units introduced in Unit 1A of the Basic English Grammar module was the noun group, which is arguably the most important grammatical unit in academic writing. In this unit we will learn about

- the internal structure of the noun group
- how to produce “information packed” noun groups that are typical of academic writing

### Exercises

These are marked with the icon  and you should try to complete them before checking your work in the **Answer Key**, marked  .

### Answer Key to all Exercises

This can be found at the end of the Unit.

## 1.0 Noun Group Structure

The noun group contains a **Head** noun and any other words (**Modifiers**) that give us information about this noun. Modifiers may come before the Head, in which case they are **Pre-modifiers**; or they may come after the Head, in which case they are **Post-modifiers**, e.g.

*This paper reports on the three new types of rechargeable batteries produced in Australia.*

<i>the</i>	<i>three</i>	<i>new</i>	<i>types of</i>	<i>rechargeable</i>	<i>batteries</i>	<i>produced in Australia</i>
Premodifiers					Head	Postmodifier

Although knowing whether modifying word(s) are positioned before or after the Head noun is useful to some extent, it does not tell us much about how these words **function** in the group: i.e. what **role** they play in the group. The most common functions of words in noun groups are illustrated below:

<i>the</i>	<i>three</i>	<i>new</i>	<i>types of</i>	<i>rechargeable</i>	<i>batteries</i>	<i>produced in Australia</i>
Premodifiers					Head	Postmodifier
Pointer	Numerative	Describer	Facet	Classifier	Thing	Qualifier

These parts of the group (i.e. **Pointer**, **Numerative**, etc) tend to be ordered as shown above, with the Pointer found on the far left of the noun group and the **Qualifier** on the far right.

Texts 1 and 2 illustrate the typical structure of noun groups in both empirical and non-empirical types of academic writing (noun groups in each sentence are underlined).

### Text 1: Science (empirical)

1. *This project describes the stress corrosion cracking of phosphorus deoxidised copper and 65/35 lead free brass in both sodium nitrate and commercial inhibitor solutions*
2. *and attempts to characterize the cracking in relation to the various mechanisms proposed.*
3. *The theories of cracking applicable to the copper/nitrate and brass/nitrate systems include the anodic dissolution, the film-rupture, the stress sorption cracking and the embrittlement theories,*
4. *which are described in the literature review.*
5. *The possibility of stress corrosion due to the formation of ammonia via the reduction of sodium nitrate is also reviewed.* (student thesis)

### Text 2: Arts (non-empirical)

1. *Urbanization is a process whereby an increasing proportion of the population becomes concentrated into large cities.*
2. *This phenomenon associated with modern man is increasing in practically all regions of the world (Table 31-3).*
3. *The causes of urbanization are many and complex and differ from one region to another.*
4. *Urbanization of the Western countries began with the industrial revolution and proceeded as the nations moved from an agrarian to an industrial society.*
5. *Initially, there was a migration of the population from rural areas to centers of manufacturing and trade.*
6. *While this was a major factor in the initial increase in the population of cities*
7. *it is no longer an important factor.* (Becker, J.F. 1972 *Life Science*)

## 1.1 Thing

The core part of the noun group is called the **Thing**. The Thing may be a **concrete entity** such as an object (e.g. *batteries*) or a person (e.g. *engineer*). On the other hand, the Thing may be an **abstract concept** (e.g. *science*) or an **action expressed in a noun** (e.g. *representation, experiment*).

The noun group may contain a Thing only:

*batteries* (Thing)

or it may be modified by any number of other words:

*the three new kinds of rechargeable batteries (Thing) produced in Australia.*

If **the Thing** is the only word in the group it may be either a **noun** (e.g. *batteries*) or a **pronoun**, which “stands for” a noun (e.g. *they* referring to *batteries*).

## 1.2 Pointer

The Thing is often pre-modified by a word with a **pointing** or identifying function. The **Pointer**, as it will be called here, suggests whether the Thing in question can be **identified** by the reader or not.

For instance, the article *the* (e.g. *the activities*) demonstrative adjectives (e.g. *these activities*) and possessive adjectives (e.g. *their activities*), suggest that the Thing can be identified specifically and tells us which one (or ones) is/are being talked about.

<i>the</i>	<i>nucleus</i>
<b>Pointer</b>	<b>Thing</b>
specific article	noun

<i>these</i>	<i>activities</i>
<b>Pointer</b>	<b>Thing</b>
demonstrative adjective	noun

<i>their</i>	<i>activities</i>
<b>Pointer</b>	<b>Thing</b>
possessive adjective	noun

On the other hand, non-specific articles suggest that the Thing cannot be specifically identified.

<i>a</i>	<i>cell</i>
<b>Pointer</b>	<b>Thing</b>
non-specific article	noun

(See Cohesive Writing Module, Unit 4: **Cohesion through Reference** for further discussion of words with a pointing function).

★ **Exercise 1**

Identify noun groups in the following text which contain the four types of Pointers just described. Identify:

- (i) one noun group with a specific article
- (ii) one with a demonstrative adjective
- (iii) one with a possessive adjective
- (iv) one with a non-specific article.

*Handwashing is an important practice in the prevention of the spread of infection (Garner and Favaro, 1985:105). Basic principles of asepsis techniques emphasise careful handwashing before and after all patient care even if gloves are worn. Health care personnel should also wash their hands when they become soiled with potentially infectious materials (ie. the secretions or excretions of patients) during patient care activities and after leaving the patient. This procedure needs to be constantly emphasised to health care personnel. It is a simple yet fundamental practice to the caring of patients by nurses.*

★ ★ You can now check the answers in the Answer Key at the back of the unit.

**1.3 Numerative**

The next element in the noun group (working from left to right) is the **Numerative**. It indicates a numerical aspect of the Thing, either specifying quantity or order in a series. There are two main types of Numerative:

**Quantitative:**

- indicates **exactly how many** of the Thing are being referred to, e.g. *one, two, three* or an **inexact quantity or how much** of the Thing, e.g. *many, lots of*

**Ordinalive:**

- indicates **where the Thing is positioned in a series**, e.g. *first, second, third*.

<i>three</i>	<i>reasons</i>
<b>Numerative: quantitative</b>	<b>Thing</b>

<i>the</i>	<i>second</i>	<i>reason</i>
<b>Pointer</b>	<b>Numerative: ordinalive</b>	<b>Thing</b>

Like Pointers, Numeratives may be either **definite** or **indefinite**. Some of the most common Numeratives are shown in the table below.

	<b>Definite</b>	<b>Indefinite</b>
<b>Quantitative</b>	<i>one, two, three, a couple, a quarter</i>	<i>several, many, a few little, much, a lot of fewer, less, more</i>
<b>Ordinalive</b>	<i>first, second next, last, finally</i>	<i>preceding subsequent</i>

For example:

*After the **fifth** century, however, **few** writers, except writers on scientific subjects, had **any** belief in the idea of progress in the future.*

## 1.4 Describer

The next element in the noun group has a **describing** function. **Describers** typically belong to the word class **adjective** and **assign some quality to the Thing**, i.e. they answer the question '**what is the Thing like?**'. The quality may be either more inherent to the thing itself, e.g. colour, size, etc. or more a matter of the writer's opinion, e.g. *useful*.

The following excerpt from a book review in an academic journal illustrates both these types (underlined):

*Yalden states that the nature of second language teaching is being re-examined, possibly with a view to complete redefinition. She puts forward contemporary views of second language acquisition in a clear and succinct way. ... These explanations, together with a comprehensive reference section, give direction to inexperienced teachers. ... In summary, a well written book with a good blend of theory and practice and useful guidelines on course design. (Jill Dempster, Review in Australian Journal of Reading, Vol 11, No 2, June 88).*

Which of these Describers do you think are more a matter of personal opinion?

## 1.5 Classifier

Classifiers answer the question "what type of thing is it?" or "what group does the thing belong to?". They can be either nouns or adjectives.

### Noun Classifiers:

*Mayer suggests that teenagers make long telephone calls.*

*Classification systems are made up by biologists.*

### Adjective Classifiers:

*In some disciplines, such as social sciences, female postgraduates equal or even outnumber their male colleagues.*

Like Describers, there may be more than one Classifier in the noun group, e.g. *Their spores were first observed on stream surface scum by Ingold (1942).*

This example has two noun classifiers, in the end, both classifying the Thing, *scum*. Using two classifiers in this way makes the noun group very condensed (and possibly more technical). If we expand the noun group in a less condensed way it would become: *the scum that can be found on the surface of a stream.*

★ Exercise 2

Circle the Classifiers in the noun groups in Text 1 on p. 2. Remember that some groups may have more than one Classifier.

★ ★ You can now check the answers in the Answer Key at the back of the unit.

★ Exercise 3

Identify the Describers and Classifiers in the following text.

*The top speed of a red kangaroo has been estimated at 45 kilometres an hour and red kangaroos have been known to clear high fences. Farmers have waged an unrelenting war against kangaroos since European settlement of this vast country began. The animals have been shot in large numbers because they compete with sheep for scarce forage.*

Describers	Classifiers

★ ★ You can now check the answers in the Answer Key at the back of the unit.

1.6 Facet, Measure, Type

The final pre-modifying components in the noun group are the **Facet, Measure** or **Type**. These elements are very common in noun groups in academic writing and can specify a **particular aspect, type** or **measure** of the **Thing**:

- *the side of, the top of (Facet)*
- *a number of (Measure)*
- *an example of, a type of (Type)*

*If we look at the **structure of** any cell, we can see a nucleus.*

*Each **type of** organism has a particular cluster **of** chromosomes in each of its nuclei.*

A noun group which contains a Facet, Measure or Type element has a more complex structure than the noun groups we have looked at so far. This structure is shown below.



<i>the</i>	<i>structure of</i>	<i>any</i>	<i>cell</i>
Pre-modifiers			Head
Facet		Pointer	Thing
Pre-modifier	Head		
Pointer	Thing		

Because the Facet word is itself a Head, it can be modified, e.g.

*If we look at the **internal** structure of any cell, we can see a nucleus.  
Each **different** type of leaf has **particular** layers of cells.*

### Typical problem with Facets

The head of the noun group, i.e. the Thing not the Facet, must agree with the verb

*Two types of risk factor **has** been found for the disease. ×*

Corrected version:

*Two types of risk factor **have** been found for the disease.*

### ★ Exercise 4

Read the following text and then put your analysis of the underlined noun groups in the table below.

*Handwashing (1) is an important practice in the prevention of the spread of infection (Garner and Favaro, 1985:105). Basic principles of asepsis techniques (2) emphasise careful handwashing (3) before and after all patient care (4) even if gloves are worn. Health care personnel (5) should also wash their hands when they become soiled with potentially infectious materials (6) (i.e. the secretions or excretions of patients) during patient care activities (7) and after leaving the patient. This procedure needs to be constantly emphasised to health care personnel. It is a simple yet fundamental practice to the caring of patients by nurses.*

	Pointer	Numerative	Facet, Measure, Type	Describer	Classifier	Thing
1						
2						
3						
4						
5						
6						
7						

★ ★ You can now check the answers in the Answer Key at the back of the unit.

### 1.7 Qualifier

So far we have looked at the function of different types of Pre-modifiers in the noun group. We can also put extra information about the Thing in the **post-modifying** element “**Qualifier**”. A Qualifier is usually a **prepositional phrase**, a **defining relative clause** or a **non-finite clause** (see Basic English Grammar Module 2A).

<i>cells</i>	<i>with special characteristics</i>
Thing	Qualifier
noun	prepositional phrase

<i>offspring</i>	<i>which are produced through sexual reproduction,</i>
Thing	Qualifier
noun	defining relative clause

<i>their</i>	<i>ability</i>	<i>to survive</i>
Pointer	Thing	Qualifier
demonstrative adjective	noun	non-finite clause

**Defining relative clauses** are usually introduced by a **relative pronoun**, e.g. *which, that, who* ..., but not always. In **reduced relative clauses**, the relative pronoun and part of the verb group are missing, e.g.

<b><i>offspring</i></b>	<i>... produced through sexual reproduction,</i>
Thing	...
	<i>... main verb and rest of clause</i>

A noun group may contain more than one Qualifier, as in the following example (the arrowheads show which word that each Qualifier modifies: **characteristics** and **ability**).

<b><i>plants</i></b>	<i>with special <b>characteristics</b></i>	<i>which enhance their <b>ability</b></i>	<i>to survive</i>
Thing	Qualifier		
	Describer Thing	Qualifier	
		Pointer Thing	Qualifier

We can use square brackets as a simpler way of showing Qualifiers and what they modify:

*plants [with special characteristics [which enhance their ability [to survive]]]*

### ★ Exercise 5

Put square brackets around the Qualifiers in the following noun groups. Also circle or use arrows, as above, to show clearly which word each Qualifier modifies.

1. *An important practice in the prevention of the spread of infection is...*
2. *The premium income received by all voluntary health insurance organizations in the United States is...*
3. *A simple yet fundamental practice in the caring of patients by nurses is ...*
4. *The secretions or excretions of patients are...*
5. *The evidence in this particular case which suggests that the individual is guilty is...*

★ ★ You can now check the answers in the Answer Key at the back of the unit.

### ★ Exercise 6

Read the following text and analyse the underlined noun groups in the table below on the next page.

*Since the introduction of modern computers (1), an important part of each computer system (2) is their file system. The file system is responsible for managing permanent data (3) on some stable storage system, like a disk (4). Besides the file system, there is the memory management process (5), which is responsible for managing short-term data (6) and coding in volatile memory (7). In spite of a large body of investigation which has been done to improve the efficiency of these two parts (8), an important question (9) remains. Why are there two different mechanisms for managing data in computer systems (10)?*

	Pointer	Numerative	Facet Measure Type	Describer	Classifier	Thing	Qualifier
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							

★ ★ You can now check the answers in the Answer Key at the back of the unit.

## 2.0 Distribution of Information in the Noun Group

The different parts of the noun group introduced in this unit allow you to produce noun groups that are packed with information. However, a common problem with students' writing is that their noun groups may be either **'top-heavy'**, that is, all the information appears in Pre-modifiers such as Classifiers and Describers, e.g.

<b>Commonly-used</b>	<b>hospital</b>	<b>patient</b>	<b>care</b>	<b>activities</b>	are now obsolete.
noun group					
Describer	Classifier	Classifier	Classifier	<b>Thing</b>	

or **'bottom-heavy'**, where all the information is placed in Post-modifiers, e.g.

<b>Activities</b>	<b>[which involve care of the patients]</b>	<b>[which are commonly used in hospitals]</b>	are now obsolete.
noun group			
Thing	Qualifier	Qualifier	

In such cases, information can be redistributed in the noun group, e.g.

<b>Patient</b>	<b>care</b>	<b>activities</b>	<b>[commonly used in hospitals]</b>	are now obsolete.
noun group				
Classifier	Classifier	<b>Thing</b>	Qualifier	

## ★ Exercise 7

The following sentences could be improved by redistributing the information in the noun groups.

1. Circle the Thing in the noun groups shown in bold below.
2. Try redistributing information in these noun groups. Note: you may wish to delete or add information.

1. *Lithium ion technology is more suitable for **applications requiring high temperature operation which might well be crucial in our future technology.***

\_\_\_\_\_

\_\_\_\_\_

2. *Until now, nickel cadmium has been **the rechargeable battery which has been used most widely.***

\_\_\_\_\_

\_\_\_\_\_

3. *Overall, lithium ion is **the most promising for the future of the battery technology in this market.***

\_\_\_\_\_

\_\_\_\_\_

4. ***Another thing more promising that lithium batteries have is their capability in producing higher cycles.***

\_\_\_\_\_

\_\_\_\_\_

★ ★ You can now check the answers in the Answer Key at the back of the unit.

We have now looked at the different functions of words in the noun group and have seen how these groups can be quite complicated in academic writing. In fact, one of the skills you will need to learn for the purposes of writing in an academic style is how to convey more information in less space. One way of doing this is to use a strategy referred to as **grammatical metaphor**.

### 2.1 Grammatical Metaphor

Many of the noun groups we have met so far represent concrete things (e.g. plants and batteries). However, a large number of the noun groups in academic texts are things that we cannot see or feel, such as abstract concepts (e.g. Confucianism) or processes (e.g. reproduction). These abstract types of nouns are often created through a process called **nominalisation**.

Certain aspects of our world (as represented in English) are usually labelled by certain word classes, e.g. objects, people and more abstract entities are commonly labelled by

nouns; processes and events in the world are usually labelled by verbs; qualities are usually labelled by adjectives. However, when we label a process by a noun, e.g. *reproduction*, this represents a kind of 'mismatch' between meaning and grammar, because embedded in the noun is a process, *reproduce*.

Grammatical metaphor processes such as nominalisation therefore, allow us to change a word from one word class, e.g. a verb or adjective, into another, e.g. a noun. This can be done by adding suffixes, using the processes of derivational morphology (see Basic English Grammar Module, Unit 1). For instance:

verb	noun
<i>evolve</i>	<i>evolution</i>
<i>reproduce</i>	<i>reproduction</i>

adjective	noun
<i>successful</i>	<i>success</i>
<i>insane</i>	<i>insanity</i>

The process works the other way as well: nouns can be turned into other word classes, e.g. adjectives.

noun	adjective
<i>friend</i>	<i>friendly</i>

The following table shows the most common morphemes used for deriving nouns:

Morpheme	Class	Class
	verb	noun
-ant	<i>inhabit</i>	<i>inhabitant</i>
-(a)tion	<i>explore</i> <i>evolve</i> <i>concentrate</i>	<i>exploration</i> <i>evolution</i> <i>concentration</i>
-al	<i>refuse</i>	<i>refusal</i>
-age	<i>drain</i>	<i>drainage</i>

	adjective	noun
	-ness	<i>kind</i>
-ity	<i>fatal</i>	<i>fatality</i>
-dom	<i>free</i>	<i>freedom</i>
-ence	<i>different</i>	<i>difference</i>

(Adapted from Quirk and Greenbaum, 1973:pp. 436-441)

Concrete nouns can also be turned into more abstract nouns:

	concrete noun	abstract noun
-ness	<i>friend</i>	<i>friendliness</i>
-hood	<i>parent</i>	<i>parenthood</i>
-ship	<i>friend</i>	<i>friendship</i>
-ery	<i>slave</i>	<i>slavery</i>
-ism	<i>Confucius</i>	<i>Confucianism</i>

 Exercise 8

State which word class the following words belong to and turn them into a corresponding noun. Underline any morphemes you have added, e.g. *parent* (word class: noun) → *parenthood*.

	word class	noun form		word class	noun form
<i>happy</i>			<i>violent</i>		
<i>possibly</i>			<i>survive</i>		
<i>realise</i>			<i>criticise</i>		
<i>certainly</i>			<i>regularly</i>		
<i>similar</i>			<i>inherit</i>		
<i>likely</i>			<i>vary</i>		

  You can now check the answers in the Answer Key at the back of the unit.

Packing a lot of information into noun groups enables you to reduce the number of clauses in your sentences. This is another feature of written academic English (see also *Cohesive Writing Module, Unit 2*). If you tend to write in a more ‘spoken’ style, with many clauses per sentence, you can follow the procedure below to reduce the number of clauses in your sentences.

**2.1.1 Procedure to reduce clause numbers:**

Step	
1	Decide which word in the sentence you will turn into a noun. In the following sample sentence, the most likely candidate is the verb <i>observed</i> .  <i>People <u>observed</u> side effects, such as nausea and headaches and this led to an investigation.</i>
2	Turn this word into a noun using the processes of derivational morphology, e.g. <i>observe</i> (verb) → <i><u>observation</u></i> (noun)
3	Add any extra information to this noun: this may take the form of Pre-modifiers (e.g. Describers, Classifiers, etc) or Post-modifiers (Qualifiers).  <i>Observation [<u>of side effects [such as nausea and headaches]</u>]...</i>
4	Finally, add what is necessary from the second clause to complete the sentence:  <i>Observation of side effects such as nausea and headaches <u>led to an investigation.</u></i>

 Exercise 9

Now try this procedure on the following sentences.

- 1) Decide which word or words you will change into the Head noun of the new noun group (verb, adverb, conjunction, adjective).
- 2) Make any other changes that need to be made, e.g. add Classifiers, Describers, Qualifiers, etc.
- 3) Fill out the rest of the sentence.

1. *The Department advertised that there were vacant positions. However, this did not produce any outstanding applications.*

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2. *Many laboratory monkeys have died while being experimented on and so the Animal Welfare Lobby has protested vigorously.*

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3. *The spots reappear regularly and are quite alarming.*

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4. *Possibly there is an error, which may account for the unexpected outcome.*

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5. *The outcome of the doctor's visit is uncertain and has led to much speculation.*

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6. *The children achieved very poorly on the tests and this had three main causes.*

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7. *The units of analysis differ and this necessarily entails differing theoretical positions and methodologies.*

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★ ★ You can now check the answers in the Answer Key at the back of the unit.

You should now understand what a noun group is and what its different parts are. You should also have a clearer understanding of why academic writing appears to be so 'dense' and information packed. You should also now be able to produce sentences containing these complicated noun groups yourself.



# Unit 1B: Answer Key to Exercises

## ★ ★ Exercise 1: Answer

**Key:** All Pointers are indicated in **bold**.

*Handwashing is **an** important practice (NON-SPECIFIC) in **the** prevention (SPECIFIC) of **the** spread of infection (SPECIFIC) (Garner and Favaro, 1985:105). Basic principles of asepsis techniques emphasise careful handwashing before and after all patient care even if gloves are worn. Health care personnel should also wash **their** hands (SPECIFIC: POSSESSIVE) when they become soiled with potentially infectious materials (ie. **the** secretions or excretions of patients (SPECIFIC)) during patient care activities and after leaving **the** patient (SPECIFIC). **This** procedure (SPECIFIC: DEMONSTRATIVE) needs to be constantly emphasised to health care personnel. It is **a** simple yet fundamental practice (NON-SPECIFIC) to **the** caring of patients (SPECIFIC) by nurses.*

## ★ ★ Exercise 2: Answer

**Key:** Relevant parts of noun groups underlined (i.e. Classifiers plus Thing); the Classifiers are in bold.

1. *This project describes the **stress corrosion** cracking of **phosphorus deoxidised** copper and **65/35 lead free** brass in both **sodium nitrate** and **commercial inhibitor** solutions*
2. *and attempts to characterize the cracking in relation to the various mechanisms proposed.*
3. *The theories of cracking applicable to the **copper/nitrate** and **brass/nitrate** systems include the **anodic** dissolution, the **film-rupture**, the **stress sorption** cracking and the **embrittlement** theories,*
4. *which are described in the **literature** review.*
5. *The possibility of **stress corrosion** due to the formation of ammonia via the reduction of **sodium nitrate** is also reviewed. (student thesis)*

## ★ ★ Exercise 3: Answer

Describers	Classifiers
<i>top</i>	<i>red</i>
<i>high</i>	<i>red</i>
<i>unrelenting</i>	<i>European</i>
<i>large</i>	
<i>scarce</i>	

★ ★ Exercise 4: Answer

	Pointer	Counter	Facet, Type	Measure,	Describer	Classifier	Thing
1							<i>Handwashing</i>
2			<i>Basic principles of</i>		<i>(Basic)</i>	<i>asepsis</i>	<i>techniques</i>
3					<i>careful</i>		<i>handwashing</i>
4		<i>all</i>				<i>patient</i>	<i>care</i>
5						<i>health care</i>	<i>personnel</i>
6					<i>potentially infectious</i>		<i>materials</i>
7						<i>patient care</i>	<i>activities</i>

★ ★ Exercise 5: Answer

**Key:** square brackets indicate Qualifiers. In each Qualifier, the noun or Thing being qualified is shown in **bold**.

1. An important **practice** [in the **prevention** [of the **spread** [of infection ] is...
2. The premium **income** [received by all voluntary health insurance **organizations** [in the United States] ] is...
3. A simple yet fundamental **practice** [in the **caring** [of patients] [by nurses] is...
4. The **secretions** or **excretions** [of patients] are...
5. The **evidence** [in this particular case] [which suggests that the individual is guilty] is...

★ ★ Exercise 6: Answer

	Pointer	Counter	Facet etc	Describer	Classifier	Thing	Qualifier
1	<i>the</i>					<i>introduction</i>	<i>of modern computers</i>
2	<i>an</i>	<i>each</i>	<i>part of</i>	<i>(important)</i>	<i>computer</i>	<i>system</i>	
3					<i>permanent</i>	<i>data</i>	
4		<i>some</i>		<i>stable</i>	<i>storage</i>	<i>system</i>	<i>like a disk</i>
5	<i>the</i>				<i>memory management</i>	<i>process</i>	
6					<i>short-term</i>	<i>data</i>	
7					<i>volatile</i>	<i>memory</i>	
8	<i>a</i>		<i>body of</i>	<i>(large)</i>		<i>investigation</i>	<i>which has been done to improve the efficiency of these two parts</i>
9	<i>an</i>			<i>important</i>		<i>question</i>	
10		<i>two</i>		<i>different</i>		<i>mechanisms</i>	<i>for managing data in computer systems</i>

★ ★ Exercise 7: Answer

1. *Lithium ion technology is more suitable for potentially crucial (Describer) future (Classifier) applications (Thing) [requiring high temperature operation] (Qualifier).*
2. *Until now, nickel cadmium has been the (Pointer) most widely used (Describer) rechargeable (Classifier) battery (Thing).*
3. *Overall, lithium ion is the (Pointer) most promising (Describer) battery (Classifier) technology (Thing) [in this market] (Qualifier).*
4. *Another (Pointer) promising (Describer) feature (Thing) [of lithium batteries] (Qualifier) is their (Pointer) higher (Describer) cycle (Classifier) capability (Thing).*

★ ★ Exercise 8: Answer

Example	Word Class	—> Noun	Example	Word Class	—> Noun
<i>happy</i>	adjective	<i>happiness</i>	<i>violent</i>	adjective	<i>violence</i>
<i>possibly</i>	adverb	<i>possibility</i>	<i>survive</i>	verb	<i>survival</i>
<i>realise</i>	verb	<i>realisation</i>	<i>criticise</i>	verb	<i>criticism</i>
<i>certainly</i>	adverb	<i>certainty</i>	<i>regularly</i>	adverb	<i>regularity</i>
<i>similar</i>	adjective	<i>similarity</i>	<i>inherit</i>	verb	<i>inheritance, inheritor</i>
<i>probably</i>	adverb	<i>probability</i>	<i>vary</i>	verb	<i>variance, variability</i>

★ ★ Exercise 9: Answer

1. *The departmental advertisement [for the vacant positions] did not produce any outstanding applications.*
2. *The death [of many laboratory monkeys] [during experimentation] has led to vigorous protests by the Animal Welfare Lobby.*
3. *The regular reappearance [of the spots] is quite alarming.*
4. *The possibility [of error] may account for the unexpected outcome.*
5. *The uncertain outcome [of the doctor's visit] has led to much speculation.*
6. *The children's poor achievement [on the tests] had three main causes.*  
or  
*The children's poor test results had three main causes.*
7. *The differing units [of analysis] necessarily entail differing theoretical positions and methodologies.*