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O. Mixed exercises

01: types of interrogative clauses

Identify the interrogative clauses in the following examples. Discuss whether they are (i) direct or indirect questions, (ii) *yes/no* questions or constituent questions.

- (1) You could rehash the night before, talk about what adjustments you need to make, whether it was great or whether you caved in and did something you probably shouldn't have. (*Washington post*, 10.12.2., page F4, col 2)
- (2) The SEC has no chief accountant and can't sensibly appoint one until it's clear whom this official would report to. (*Washington Post*, 10.12.2, page A28, col 1)
- (3) What in the world is going on here? (Letter to the editor, Sam Brooks, Washington, *Washington Post*, 10.12.2, page A28, col 4)
- (4) After the actors read this provocative scene from her play in progress, Kelly Stuart explained to the other members of the Lark Theatre Company's Playwrights' Workshop that she wanted to get 'a sense of the characters, to see how vulnerable, dangerous and manipulative' they were. (*New York Times*, 28.11.2, page B1, col 1)
- (5) Somehow, this gets into the photographs – into the body languages and the eyes of Hadslova's subjects. But do these images really count for much? Do I want to return to them? No. Nor do I quite see why the photographer is also showing a number of landscape photos here: a springtime beech tree with new leaves, pines in the snow, sloping grass in the mist. Where is she taking us? (*Guardian*, G2, 4.2.3, page 8, col 4)
- (6) Not the least important of the many questions before the court is whether Breitweiser's sincerity as a collector should have any bearing on his fate. (*Guardian*, 5.2.3, page 3, col 1)
- (7) Let the sleeping turkeys roost through the next election: after all, it was always bizarre to choose how the Lords should be elected before deciding what its powers should be, or how big it should be. How would members be elected? (*Guardian*, 5.2.3, page 8, col 4)
- (8) We thought it would be useful to get in touch with lecturers, teachers and academics to find out what problems their students were having with their writing and what help they might need from a dictionary. (*Guardian*, 1.3.2; page 6, col 5)

02: Research question

(a) From your own reading in English (novels, newspapers, journals) collect 5 examples of interrogative sentences. Describe the grammatical properties of the questions. For each example discuss (i) whether it is a *yes/no* question or a *wh*-question, (ii) whether it is a direct question or an indirect question.

For each item, you must provide the exact reference to where you found it. For a newspaper, you use the abbreviations illustrated above, giving title, date, page, column. For another book you give author, title, publisher, place of publication, date of publication and page.

(b) From your own reading in English (novels, newspapers, journals) collect 10 sentences which contain an occurrence of *need* or *dare* and for each example discuss whether *need/dare* is used as an auxiliary or as a main verb. Provide justification for your classification.

For each item, you must provide the exact reference to where you found it. For a newspaper, you use the abbreviations illustrated above, giving title, date, page, column. For another book you give author, title, publisher, place of publication, date of publication and page.

03: Wh-questions and prepositions

Ask questions targeting the underlined constituent.

- (1) The cat took him for the postman.
- (2) The nurse locks the cupboards with her key.
- (3) She bought the books for her baby sister.
- (4) This ring is made of gold and silver.

- (5) I talked to Mary about the problem.
- (6) Bill had met Mary during the war.
- (7) He is waiting for the postman.
- (8) Jane is staying at the Hilton.

04: Negation and inversion

Rewrite the following sentences as indicated. Make the necessary changes

- (1) I had never seen a more intricate piece of work .
Nowhere ...
- (2) There are no longer ferries leaving from Ostend.
No ...
- (3) I had met her not long ago.
Not...
- (4) He has not met her and I have not met her either.
He has not met her and neither ...
- (5) You should on no account open a file that might contain a virus.
On no ...
- (6) She had translated the text in no time.
In no time...
- (7) I did not know what she would say and I did not care what she would say.
I neither...
- (8) I'll never invite her again.
Never again
- (9) I did not write a single paper.
Not ...
- (10) We could not understand any of the proposals.
None ...

05: Passive)

Identify the passive sentences in the following examples. Is the AGENT/CAUSE/ EXPERIENCER of the activity expressed? If not, can we infer it from the context?

- (1) Absurdly, airguns that can be turned into lethal weapons can still be legally bought.
(*Guardian*, 7.1.3.,page 9, col 1)
- (2) The fourth Lord M. never spoke at Westminster and was obituarised as "the silent Lord".
(*Guardian*, 7.1.3.,page 9, col 1)
- (3) The gang of four will be remembered for their role in ensuring a decade of misery under Thatcherism. (*Guardian*, 7.1.3.,page 9, col 5, letter to the editor, Robert Moore)
- (4) Dawson was invited by Sven-Goran Eriksson to the England get-together in November.
(*Guardian*, 7.1.3.,page 14, col 2)
- (5) The culture committee's motion was drafted by members of prime minister Silvio Berlusconi's Forza Italia party. (*Guardian*, 18,12,2, page 6, col 3)
- (6) This study provides further evidence that delinquent behaviour can be caused in part by childhood exposure to lead. (*Guardian*, 7.1.3. page 7, col 6)
- (7) The *Which ?* Web Trader scheme, which has been running since July 1999, is being closed down by the Consumers' association because it is too expensive to maintain. (*Guardian*, 7.1.3. page 12, col 5)
- (8) With volume and prices under pressure KLM has had to acknowledge that profitability in the short term will be driven by reduced costs rather than increased revenues. (*Guardian*, 7.1.3. page 12, col 5)
- (9) A spokesman for Mr Bing [father of the child, lh] said the money would be paid into a trust.
(*Guardian*, 18.12.2. page 3, col 4)
- (10) The center is at a public facility, Huilongguan Hospital, and is being funded quite willingly by Beijings's city government. (*San Francisco Chronicle*, 28.11.2? page F6, col 1)

- (11) Australia's capital was counting the cost of the worst firestorm in its history yesterday as forest fires retreated leaving behind nearly 400 destroyed houses and four dead....
The territory's fire service estimated that 368 houses had been destroyed by last night, when most of the severe fires had been brought under control. (*Guardian*, 20.1.3, page 8 col 1-2)

06: research

From your own reading in English (novels, newspapers, magazines) collect examples of 5 passive sentences. For each example try to turn the sentence into the active voice (this may not always be possible), discuss the presence/absence of the *by* phrase, identify the passive verb and any auxiliaries associated with it.

For each item, you must provide the exact reference to where you found it. For a newspaper, you use the abbreviations illustrated above, giving title, date, page, column. For another book you give author, title, publisher, place of publication, date of publication and page.

07: research

From your own reading collect 10 sentences containing the word *that* and discuss the nature of *that* (conjunction, relative pronoun, demonstrative pronoun, demonstrative determiner *etc*).

From your own reading collect 10 sentences in which the complement of a verb is realised by a clause. Underline the embedded clause (make sure you identify the complete clause). Is the clause you have identified finite or non-finite? (e.g. The Prime Minister has announced that there will be no further public holidays).

For each item, you must provide the exact reference to where you found it. For a newspaper, you use the abbreviations illustrated above, giving title, date, page, column. For another book you give author, title, publisher, place of publication, date of publication and page.

08: Register and language

Discuss the most salient grammatical properties of the following passage.

Eurax Cream

Stops itching fast.

Works for up to 10 hours.

Directions: Apply to the affected area 2-3 times daily. Irritation will be relieved for 6 to 10 hours. If symptoms persist consult your doctor. For children under 3 years consult your doctor before use and do not apply more than once a day.

Cautions: Do not use in or around the eyes. May occasionally cause skin irritation or allergy.

Eurax is also available as a non-staining lotion. Protect from heat. Do not use after the expiry date given.

1. Observing grammar at work ¹

Exercise 1: register and grammar

Describe some of the distinctive grammatical properties of diary writing on the basis of the following extract from Elizabeth Smart's *Necessary Secrets*:

Dinner rather strained. - Jane under a cloud - Susan in a fog - me charitable on account of being able to look forward to the immediate future. Made a few valiant sallies - O noble womankind....

Went to Wigmore Hall but found the concert was at the Grotian - walked there - feeling light and airy.

Jane and I occasionally walked so fast that S. got left behind. ..

Seats in the very back row - but it is a small cosy hall. Not terribly full. Watched the critics. ...Went

¹ Cf. Section 1.1, section 1.2.

home and put on red dress and black velvet puff-sleeve little coat and rushed to Quaglinos feeling like a devil. (Smart, E. *Necessary Secrets*, March 7, Paladin Ed p.15)

Exercise 2: register and grammar

The following extract is another illustration of the register of diary writing. It is taken from the fictional *Bridget Jones's diary*. Examine the grammatical properties of this extract. As you can see, the author, Helen Fielding, exploits the grammatical properties of diary writing to an extreme degree

Saturday 12 August²

Right. Determined to be v. positive about everything. Am going to change life: become well informed re: current affairs, stop smoking entirely and form functional relationship with adult man.

8.30. a.m. Still have not had fag. Vg.

8.35. a.m. No fags all day. Excellent.

8.40. a.m. Wonder if anything nice has come in post?

8.45. a.m., Ugh. Hateful document from Social Security Agency asking for £ 1452. What? How can this be? Have not got £ 1452. Oh God, need fag to calm nerves. Mustn't. Mustn't.

8.47. a.m. Just had fag. But no-smoking day does not start officially till have got dressed.

Suddenly start thinking of former boyfriend Peter with whom had functional relationship for seven years until finished with him for heartfelt, agonising reasons can no longer remember. Every so often - usually when he has no one to go on holiday with - he tries to get back together and says he wants us to get married. Before know where am, am carried away with idea of Peter being answer. Why be unhappy and lonely when Peter wants to be with me? Quickly find telephone, ring Peter and leave message on his answerphone - merely asking him to give me call rather than whole plan of spending rest of life together etc..

1.15 p.m. Peter has not rung back. Am repulsive to all men now, even Peter.

4.45. p.m. No -smoking policy in tatters. Peter finally rang, 'Hi, Bee (We always used to call each other Bee and Waspy.) I was going got ring you anyway. I've got some good news. I'm getting married.'

Exercise 3: register and grammar

Consider the following recipe text: identify the syntactic properties that set it off from every day spoken English:

Moules escargot

Ingredients per serving

1 mussel platter

100g/3 1/2 oz butter

2 garlic cloves, crushed

1 tablespoon chopped fresh parsley

splash of Pernod

salt and pepper

wedge of lemon, to serve

Cut the butter into small pieces, place in a bowl and leave at room temperature for 30 minutes.

Add the garlic, parsley, Pernod and seasoning and mix together using a fork. Take the mussel platter from the refrigerator and dot with the flavoured butter, then lace under a hot grill for three minutes.

Serve at once, with a lemon wedge.

From Denis Blais and André Plisnier, (1996) *Belgo Cookbook*, Weidenfeld and Nicolson (*Observer Sunday Review*, 'Close-up with the Mussel Men.' 2.3. 1997. p.45, col 3.)

2. Parts of speech / word classes/ categories ³

² Helen Fielding, *Bridget Jones's diary*. Picador, 1996, p. 189

³ See discussion in section 1.3.

2.1. Observation

Exercise 1: identifying word classes

Which grammatical term could be used to describe the words or phrases in bold face in sentences 1-20? Choose from the list of terms given below:

List of terms:

| | | | | | |
|---------------------|--|-----------------------|--|-----------------------|--|
| Adjective | | Indefinite article | | Possessive pronoun | |
| Adverb of manner | | Interrogative pronoun | | preposition | |
| Adverb of frequency | | Modal verb | | Present participle | |
| Finite verb | | Split infinitive | | Question tag | |
| Comparative | | Relative pronoun | | Reflexive pronoun | |
| Conjunction | | Gerund | | Demonstrative pronoun | |
| Definite article | | Noun phrase | | | |

1. The manor house is currently **being** redecorated.
2. **The** president is planning to take a holiday.
3. We left **and** we never talked to her again.
4. After **leaving** the place, he realised his mistake.
5. **Next week** I am leaving for the States.
6. You really **should** try harder.
7. **In** the end, we did not go back after all.
8. We **regularly** meet at his house.
9. **What** would you like to do now?
10. Geometry is **more difficult** than geography.
11. Jane has become **an** excellent teacher.
12. He arrived after dark, **which** I had not expected.
13. You will do it, **won't you?**
14. This is John's book and that is **yours**.
15. The **likely** outcome is that we will all have to go.
16. Don't do this **yourself**.
17. He **carefully** wrote down the details.
18. You should try **to always prepare** the classes.
19. I **talked** to her again.
20. **This** week I am not going to be there.

Exercise 2: word classes

What is the category of the underlined word in the following examples? Justify the choice of term.

- (1) Mary works for one of the big London dailies.
- (2) There is a daily change of bed linen.
- (3) Let us have another round of drinks.
- (4) Michael Palin walked round the garden.
- (5) The world is round.
- (6) This is utter nonsense.
- (7) He will utter a few words and then fall silent.
- (8) They ran down the stairs.
- (9) This pillow is filled with down, that's why it is so soft.
- (10) Swallows fly south in the autumn.
- (11) There is a fly in the soup.

Exercise 3: word classes

Consider the following examples: what is the category of the underlined word? What kind of arguments can you use to support the label?

- (1) The sun will rise at 7.43 tomorrow.
- (2) He expects a second rise in pay.
- (3) They are resting in the conservatory.
- (4) The rest of the food was shared among the guests.
- (5) There is a limit to how much we can do for you.
- (6) They are limiting the intake of new students.
- (7) They crossed the road at the crossroads.
- (8) They made the sign of the cross.
- (9) He has lost his tie.
- (10) They need to tie up the prisoners.
- (11) They left after the play.
- (12) On the left was a traditional cottage.
- (13) He leaves at four this afternoon.
- (14) The leaves are turning golden in the fall.
- (15) The next round of negotiations will be held in secret.
- (16) The experienced cyclists rounded the dangerous corner at top speed.
- (17) They want to introduce identity cards as a means to restrict immigration.

Exercise 4 : word classes

Each of the following pairs of sentences contains two words with the same spelling but with a different meaning. Sometimes the difference in meaning is associated with a difference in pronunciation. Sometimes it is also associated with a difference in word class. Identify the words, discuss the meaning, category and pronunciation of each of the items.

- (1) Leonard Bernstein used to conduct that orchestra.
We disapprove of her conduct.
- (2) There were tears in his eyes.
There are tears in his trousers.
- (3) To do this drawing you need a lead pencil.
He will lead the students association.
- (4) The machine records your voice.
They have altered the records.
- (5) This is the teacher that we had invited.
They announced that they had invited Mary.
That book is very expensive.
- (6) You leave this for just one minute.
He described the situation in minute detail.
- (7) They recently discovered human remains in that old building.
The issue remains complex.
- (9) The building is going to be demolished.
They are building a new railway track.
- (10) The cars race noisily down the track.
No distinctions should be based on race.

Exercise 5: word classes

Give the category (word class) of the underlined words:

- (1) It is right to say that no one can right all the wrongs in the world.
- (2) It got very cold last night, and like other visitors I had not taken any hot drinks with me.
- (3) At the beginning, they thought that there existed a cure for every illness, but nowadays there is more doubt.

- (4) Always dry your hair with care or it will become very dry and dull.
- (5) As your adviser, I think I can contact the people in charge.
- (6) Someone has left a can of coke right here.
- (7) This drug limits the absorption of fat by the body. You are not fat! You don't need that.
- (8) I have lost my comb somewhere. So I cannot comb my hair properly. I will just brush it.
- (9) At the local restaurant, you get two servings of soup and one glass of wine.
- (10) Tell the driver to go slow. One hardly ever has the time to look at this scenery.
- (11) Do you have enough money for the trip?
- (12) Even children understand the difference between odd and even numbers.
- (13) Frankly, she doesn't have the will to live and I am not willing to contradict her.
- (14) His famous sayings have been treasured for centuries.
- (15) I need a while to recover. While I am in the bathroom, can you put the kettle on?
- (16) What I want is for all my students to get good results.
- (17) Always make sure you have some savings, for you never know what will happen next.
- (18) Surely, in the long run things will all end in misery?
- (19) I wasn't any nearer to the players than you were.
- (20) Don't come near me, I have a cold.

Exercise 6: word classes

Choose the odd word out in each set - the word that does not belong to that word class. Justify your choice.

1. during into for that
2. and or because too
3. fatherly motherly likely exactly
4. want can must will need
5. be seem get remain
6. already ever anywhere yet
7. later then present now
8. equal resemble similar different
9. capable able can competent
10. I her my this

Exercise 7: coordination and categories

Based on the examples below, discuss whether it would be correct to say that the co-ordinating conjunction *and* always links constituents of the same category. Justify your answer.

- (1) Many students are both very intelligent and very shy. (see 2.4)
- (2) The students went both to Belgium and to Holland. (see 2.5)
- (3) They claimed his activities endangered the safety of the students and impeded their ability to raise money. (*Guardian*, 21.2.3, page 5 , col 3)
- (4) Individual states are either hiking taxes, cutting services or increasing prices. (*Guardian*, G2, 11.2.3. page 3, col 2)
- (5) Now that women are totally independent and earning their own money they are less likely to put up with a bad marriage. (*Guardian*, G2, 16.10.2, page 11, col 2)
- (6) She is a dedicated student and very good at sports.
- (7) Fifty minutes later Sarah arrived at the hospital, unconscious and in a fit.
At her home near Whitchurch in Cheshire, her mother, Pauline Campbell, was preparing to go out, having heard nothing from the prison and unaware that her only daughter was fighting for her life. (*Guardian Sport* 5.5.3, page 7, col 1)

Exercise 8: classes of verbs

In the following sentences identify (i) all the verbs, distinguishing (ii) auxiliaries from lexical verbs. (iii) Discuss the form of the verb (finite, non-finite - participle, infinitive).

- (1) She had invited me to a party to inaugurate their new office building.
- (2) Having been invited, I had to buy a present.
- (3) It may seem odd, but I had not really wanted to go to that party.
- (4) It would have been a lot more exciting if my sister had also turned up.
- (5) The prisoner, arrested after a long chase, would not talk to the police officer.
- (6) He got arrested after a long chase.
- (7) The president had his brother appointed to the board.
- (8) You don't need to explain anything.
- (9) Need I stress again how urgently you are needed down here?
- (10) I wouldn't dare to contradict you.
For the use of *dare* and *need* read the discussion in Larreya and Rivière 116-118.

Exercise 9: verb phrase ellipsis and auxiliaries

Identify the string of words (=VP) that has been ellipsed (represented by Ø)

- (1) We're also keen to have a meeting with all parties and find out what's gone wrong, because it's obvious something has Ø. (*Guardian*, 13.12.2, page 15, col 4)
- (2) I saw Mr Clark stand up, throw a punch at Mr McAlpine, kick the table over, jump at him on the ground, and start choking him, before two chefs came out of the kitchen and pulled them apart... We have an open-plan kitchen, and so my staff jumped in and separated them; I wouldn't like to think what would have happened if they hadn't Ø. (*Guardian*, 11.11..2, page 9, col 4)
- (3) It's not like being related to Andy Warhol made us any wealthier. It didn't Ø. (*New York Times*, 28.11.2, page D6, col 6)
- (4) Under government policy, Cubans who make it to shore are generally allowed to stay, while those who do not Ø are sent back to their homeland. (*New York Times*, 28.11.2, page A26, col 2)
- (5) We had to look outside it. When we did Ø, we found plenty of people we could ask in to share all this empty space. (*Guardian*, 21.11.2; page 3, col 4)
- (6) After all, Francesca 's hardly news any more. We are all trying to forget her. As if we could Ø. Although we should Ø. I can't Ø. (Francis Fyfield, *Undercurrents* Warner books 2001, p. 50, First published/ Little Brown and Company 2001)
- (7) Sometimes I feel like I would like to crawl away and hide. But I will not Ø. (*Guardian*, 11.12.2, page 1, col 2)

Exercise 10: subject-predicate

Consider the examples below. Verbs such as *seem*, *remain*, *become*, *get* can also be used as **linking verbs** to relate a subject and a predicate. Do these verbs qualify as auxiliaries? Motivate your answer.

- (1) She got sick after the party.
- (2) She got into trouble after the party.
- (3) She seems very smart.
- (4) She remained faithful to him all her life.
- (5) She became more adventurous in later life.

Exercise 11: 'Emphatic' do

Examine the underlined instances of *do* in the following examples, looking at the contexts in which the sentences containing *do* are used: Can you identify the contextual factor(s) that account for these uses of *do*?

- (1) I can't remember much of anything she said in the church foyer or what I uttered back. She had that dazzling effect on me. Truth is, she still does. What I do recall is that she invited me to a holiday party two nights later at the mutual friend's place. (*Chicago Tribune*, 22.12.3, Section 13, page 9, col 1)
- (2) Coleman, who describes himself as a 'semi-professional punter', gave evidence at a trial in Southampton in October 2001 and his statements to the court then will form the basis of the case against him. It is still not clear if he will turn up for the 10 am hearing at the club's head quarters in London, but the feeling at Portman Square yesterday was the he would indeed appear to defend himself. ...If Coleman does appear this morning, the Jockey Club may also wish to inquire about another part of the evidence. (*Guardian*, 22.1.3? page 14, col 1+2)
- (3) On Tuesday Clarett disputed the contention of university officials that he had failed to file the proper paperwork that would have allowed him to attend the funeral. ...Each side is right, Clarett did fill out the papers but filled them out too late to receive tickets to fly home. (*New York Times*, 2.1.3., page D1; col 1)
- (4) Jackson is hardly a virgin forest. Like most of the state's redwood land, it has been logged intermittently since about the middle of the 19th century..... But the forest does have thousands of acres of 80-to 100 – year old redwoods. (*San Francisco Chronicle*, 28.11.2. A34,col 1)
- (5) I'm probably more benevolent towards Mr Livingstone than a lot of people and I actually do think he's very brave in trying congestion charging. (*Guardian*, 3.1.3, page 3, col 4)
- (6) People close to Senate leader Tom Daschle say he should be considered a possible candidate, but many Democrats say they would be surprised if he does run. (*Atlanta Journal constitution*, 1.12.2, page A6, col 5)
- (7) But that's the trouble with middle-aged men these days: they're so busy trying to convince the world that they really do like Eminem that they have forgotten several decades of their past. (*Los Angeles Times*, 26.11.2, page E13, col 3)
- (8) In the new report, mice that were fed only every other day – but could gorge on the days they did eat – saw similar health benefits to ones that had their diet reduced by 40 percent. (*Washington Post*, 29.4.3 page A3, col 5)
- (9) We were told journalism is a science. It didn't make sense then nor does it now. But it does make sense that we were learning a profession. (adapted from *Washington Post* 29.4.3, page A22, col 4).

Exercise 12: word classes and word formation

Examine the underlined words in the following examples: to what category do they belong? Can they be related to a word in a different category? Look the words up in the dictionary.

- (1) Facing up to the dearth of headlining Irish Rock acts, the organisers of London's annual Irish music jamboree, the Fleadh, have cancelled this year's event. ...it could not find an Irish rock group with sufficient pulling power to headline it. (*Observer* 1.6.3, page 17, col 1)
- (2) Asked about Brink's latest novel, *The Other Side of Silence*, Gordimer opines that it is not his best but a wonderful theme. (*Guardian*, G2, 22.5.3, page 9, col 2)
- (3) Those experts in supermarketry, Tesco, have roped in figures from the thrilling worlds of music, TV, fashion and media to each customise a T-shirt to raise both awareness and cold hard cash for Barnardo's through a spectacular online auction. (*Guardian*, G2, 30.5.03, page 9, col 4)
- (3) In the spirit of Gladstone's chancellor, the 19th century Sir William Harcourt's remark that 'We are all socialists now', today everybody, from scientists who experiment on animals, to foxhunters like Roger Scruton, is an animal welfarist. (*Guardian* 19.5.3, page 11, col 3)
- (4) She shuffles out in a very undesignery way. (*Guardian* 5.5.3, page 5, col 1)
- (5) All that's leaking out of the Treasury's five-test assessment reveals arguments that will be makeable against the euro at any time: structural EU-UK differences, imperfect interest-rate-

- convergence, differential export patterns, and, of course, an agreed decision on the pound's entry rate. (*Guardian*, 15.4.3, page 8, col 5)
- (6) Thousands of papers were remarked after it emerged that students had been downgraded amid fears that too many youngsters were getting top grades. (*Guardian*, 14.4.3 page 9, col 2)
- (7) Obviously, they are going to be fallers... Last year there were nine fallers at the first [fence]. You could take out the first four or five in the betting at that first fence. (*Guardian*, 5.4.3, Sport, page 2, cols 1-4, about horse-racing)
- (8) The weapons, which scatter 147 "bomblets" over a wide area, have an estimated 10 % failure rate, leaving unexploded munitions which, humanitarian groups say, are as dangerous as landmines.... Though they are designed to self-destruct if they fail to detonate, they contain 49 bomblets which are lethal over a large area and have a failure rate of up to 5%. (*Guardian*, 4.4.3, page 2, col 1)
- (9) US hawks want to break Iraq into several statelets. (*Guardian*, 31.3.3, page 12, col 2)
- (10) The authorities in Tiananmen Square are now removing a different type of proto-capitalist scum: the 60,000 pieces of used chewing gum, stuck to the square's pavements in a single day by Chinese chewers. (*Guardian*, G2, 4.3.3., page 7, col 4)
- (11) One caller said of a hospital in north-west England: 'The bed-blockers have all been sent home and their beds cleared.'*(Guardian*, 29.3.3, page 6, col 1)
- (12) I wouldn't be so stupid as to cheat, says cougher. (**headline**)
A college lecturer whose repeated coughing allegedly steered an army officer towards the top prize on ITV's Who Wants to be a Millionaire? later explained that he had been suffering from hay fever and had an irritable throat. (*Guardian*, 15.3.3, page 3, col 1-4 headline)
- (13) What is new is the drive for marketisation of public services. (*Guardian*, 21.2.3, p. 7, col 2)
- (14) Second, these movies 'aestheticise death', they prettify it. (*Guardian*, 12.2.3, page 7, col 3)
- (15) A superficial programme of modernisation was adopted to centrify the party. (*Guardian*, 14.5.3, page 16 col 7)
- (16) It is clear that the lives of writers (especially those who lived in England) are suddenly being greenlighted for plays, films and novels. (*Guardian*, 8.2.3, page 9, col 8; about recent films on V. Woolf, Sylvia Plath, Iris Murdoch)
- (17) In the summer of 1999, they did a stadium tour of Europe and headlined at Glastonbury. (*Guardian*, Review, 2.5.3, page iv, col 3)
- (18) A race all but ruined by early torrential rain had been redflagged to a halt after 54 of its scheduled 71 laps because of a massive collision on the start-finish straight which left Fernando Alonso with leg injuries. (*Guardian*, Sport, 7.4.3, p6, col 1)
- (19) Newcomers are swelling the ranks of the small Public Investors Arbitration Bar Association (PIABA), which had 165 members five years back and now numbers nearly 600. (*Washington Post*, 29.4.3, page C2, col 1)
But today... today Rebus was just having the two drinks. He knew he could walk out after two. To stay for three or four would mean staying either until closing time or until he keeled over. But two... two was a manageable number. He smiled at that word: number, with its possible other meaning – that which made you numb. (Ian Rankin, *The Falls*, Orion, 2001, 222)
- (20) He still texts his sister regularly to tell her how he's doing. (*Guardian*, 26.2.3, page 26, col 7)
- (21) It's a very simple story, but I've never heard of anything going through so many incarnations,' says Beth Grossbard, executive producer of the movie, which debuts tonight on CBS. (*Atlanta Journal Constitution*, 1.12.2, page LS1, col 1)
- (22) The family often summered at Lake Tahoe and gather for holidays at her uncle's history ranch in Long Beach. (*Los Angeles Times*, 26.12.2, page A22, col 6)
- (23) He gives me his best schoolteacherly look (*Guardian*, G2, 20.1.3, page 7, col 3-7)
- (24) So in a lawyerly way, she worked with her sister to lay down ground rules. (*New York Times*, 2.1.3., page F8; col 1)
- (25) That means there are still 50,000 children who truant in England every day. (*Guardian*, 10.10.2, page 6, col 7)

- (26) Once impregnable German firms have been faltering and failing, one in 10 of the working age population is out of a job, and the slogan which the Christian Democrats bannered across their Berlin headquarters – ‘how many more jobless, Her Schroeder?’ – seemed for a while to be all that the party was likely to need to reach out for victory. (*Guardian*, 21.8.2, page 9; col 1)
- (27) A legal challenge by Cornish scallopers to let them scour the seabed in a marine conservation area has been thrown out by the high court. (*Guardian*, 24.5.3, page 10, col 8)
- (28) It was raining enough to dampen the track... It was bucketing down. (. *Guardian*, Sport , 8.7.2, page 7, col 3)
- (29) Doctor’s leaders called on the government yesterday to free the NHS from the ‘shackles’ of performance targets which distorted clinical decisions and forced them to give the longest waiters priority over the sickest patients. (*Guardian*, 10.5.2, page 3, col 1)
- (30) Mr Sgarby...has savaged Mr Bernabe... denouncing his candidates as incompetents. (*Guardian*, 18.3.2, page 3, col 2)
- (31) The Nguyens crammed in with relatives, but they were destined to always be renters in California's expensive real estate market. (*Washington Post*, 10.12.2, p A14, col

Exercise 13: split infinitives

The following examples contain attested cases of split infinitives . Identify the split infinitives in the examples and discuss the grammatical category of the constituent intervening between *to* and the infinitive.

- (1) Black women are more likely than white to be single mothers, and to therefore be reliant on their own skills and experience. (*Guardian*, 20.2.2, page 3, col 4)
- (2) Of course, we also have, in the Old Testament, the puzzling myth of Lot and his daughters (*Genesis* 19: 30-36). Finding themselves the last humans on Earth, the daughters get their father drunk in order to each spend a night with him that they may have offspring. (*Guardian*, G2, 10.01.2, page 7, col 5)
- (3) It found categorical evidence that Enron was paying the government directly to specifically police the protests. (*Guardian*, G2, 30.11.1, page 2, col 1)
- (4) The 17 were charged with conspiring to wilfully and knowingly violate an order and knowingly to enter Vandenberg without permission, a felony which carries a maximum six-year prison term and \$ 250,000 (£170,000) fine. (*Guardian*, 7.1.2.,page 7, col 1)
- (5) Perhaps oddly, this does not seem to excessively worry the French, who – in a scientific Guardian survey conducted in assorted shops, restaurants and cafes over the past few weeks- have shown themselves brutally unsentimental about the demise of one of the world’s great coinages. (*Guardian*, G2 27.12.1, page 2, col 2)
- (6) Ramsaroop, 45, helped run the towers’ elevators, and when his brother visited, he unfailingly took him to the top to proudly show the view. (*Guardian*, G2, 11.12.1, page 3, col 4)
- (7) There's no way on God's earth that we're not going to not take burglary as a high priority and arrest as many burglars as we can.
The excited syntax [*sic*, lh] reveals a frustration that his message of success on burglary is not getting through, perhaps because of the mixed messages coming from politicians and the judiciary. ...I think we've got to perhaps look at the way we allow people to come in and out of the country. (*Guardian*, 20.1.3, page 7 col 1, Interview with Sir John Stevens)
- (8) At the federal parliament, a handful of former policemen have been brought out of retirement to apologetically frisk members of the public. (. *Guardian*, G2, 29.10.1, p. 5, col 2)
- (9) No candidate is now prepared to openly defend this policy,' Mr. Livingstone said in a statement. (*Independent*, 26.2.2000, page 8 , col 3)
- (10) The Nguyens crammed in with relatives, but they were destined to always be renters in California's expensive real estate market. (*Washington Post*, 10.12.2, p A14, col

2.2. Language practice

Exercise 14: word classes and word formation

Consider the words below. To which class(es) do they belong ? Form an adjective that is related to each of the words and use the adjective in a sentence.

Beauty, grace, enjoy, father, care, norm, truth, fault, king, child, harm, envy

Exercise 15: Saying things differently

The following story is told twice. In the second version, blank spaces are left, each to be filled with one word formed from, but related to, a word in capitals in the first version. The goal is to tell the same story in different words.

Example Jane DANCES BEAUTIFULLLY.
 Jane is a beautiful dancer.

Once you have rewritten the story, compare the categories of the words in capitals in the first version with that of the words you have filled in in the second version.

First version

Ever since I was a CHILD, I have wanted to go on the stage and ACT, like my elder sister. She's less PRETTY than I am , and I had hoped that with LUCK I, too, would have the chance to PERFORM three or four times A WEEK at our little local theatre. "You are ABLE to do it," she told me, "but you may not have the PATIENCE. It takes a lot of hard work to SUCCEED. " Then she would DESCRIBE IN DETAIL how CONFUSED and EMBARRASSED she'd been when the man who was DIRECTING the play told her that she SPOKE and MOVED too slowly in one scene. She was supposed to run across the stage and, after HESITATING for a moment, say "WELCOME" to an old woman who was ENTERING from the other side. "But be CAREFUL not to slip," he said.

There was no DOUBT that the stage was very slippery, but she would PROBABLY have reached the other side SAFELY if she hadn't fallen over her long skirt, which was FASHIONABLE that year, and tumbled right off the stage. The audience were ASTONISHED.

Second version

Ever since my ... (1), I have wanted to go on the stage and be an ... (2), like my elder sister. I'm ... (3) than she is, and I hoped that if I was ... (4), I , too, would have the chance to give ... (5) three or four times ... (6) at our little local theatre. "you've got the ... (7) to do it," she told me, " but you may be too ... (8). It takes a lot of hard work to be ... (9)." Then she would give me a... (10)... (11) of her ... (12) and ... (13) when the ... (14) of the play told her that her ... (15) and ... (16) were too slow in one scene. She was supposed to run across the stage and, after a moment's ... (17), to ... (18) an old woman who was making her ... (19) from the other side. "But take ... (20) not to slip," he said.

The stage was ... (21) very slippery, but it's ... (22) that she would have reached the other side in ... (23) if she hadn't fallen over her long skirt, which was in ... (24) that year, and tumbled right off the stage, to the ... (25) of the audience.

Exercise 16: Adjective and adverb

Complete the following sentences using adverbs or adjectives as appropriate. Indicate whether you have used an adverb or an adjective. If necessary use the phrase *in a ... way*.

- (0) Example: If you are a heavy smoker, you smoke heavily.
- (1) If you are a careless driver, you drive...
- (2) If you are a fast worker, you work ...
- (3) If you are early for a meeting, you arrive ...
- (4) If you are late for an appointment, you arrive ...
- (5) If a cat is high up in a tree, it might be climbing too...
- (6) If you have a good pronunciation of vowels, you pronounce them ...
- (7) If you are a clear speaker, then you speak ...
- (8) Because Bob is a much harder worker than Bill, Bob works...
- (9) If Jane is a brilliant teacher it means she teaches ...
- (10) Mary is a friendly teacher, this means she teaches ...
- (11) There has been a rapid increase in SARS-victims; the number of cases has increased ...

- (12) If someone treats you like a sister, she acts ...
- (13) If you take a fast train, you will get there ...
- (14) If you cannot reach a light because of its high position, it is placed too...
- (15) If you are a good teacher, you teach ...
- (16) If you are the first person to read the paper, you read it ...

Exercise 17: Adverb choices

For each sentence two adverbs are given, one with *-ly* and the other without. Which one(s) would be appropriate?

- (1) Notice in underground: Stand clear/ clearly of the doors.
- (2) He firm/firmly believes things can change.
- (3) She told us sharp/sharply to leave.
- (4) His eyes were wide/widely open.
- (5) He is wide/widely known for his work on felines.
- (6) She was wrong/wrongly told that there was a problem with her passport.
- (7) I don't know what went wrong/wrongly.
- (8) The statue stands right/rightly in the middle of the square.
- (9) You'll hear from me short/shortly.
- (10) The driver stopped short/shortly.

Exercise 18: Position of adverbs

Insert the adverb in the example so that it modifies the underlined item:

- (1) The drug isn't powerful. enough
- (2) He ate the meal. quickly
- (3) The sell furniture (they don't repair it). only
- (4) They sell furniture (but not bed linen). only
- (5) Do you take notes at meetings? I do. usually

Exercise 19 : DO: auxiliary or main verb

Using *do* as auxiliary and/or as main verb, formulate reactions (negative comments or questions) related to the statements below. For each use of *do* identify whether it is an auxiliary or a main verb

- (1) A Maybe I will take a teacher training course. I could become a teacher.
B: Oh, no, ... You will hate it.
- (2) A: I use a new cordless mouse with my computer.
B: Oh, ... you?
- (3) A I am a linguist. I enjoy my job tremendously.
B But what exactly ... a linguist...?
- (4) A Doing grammar is good for you.
B Well, at least I suppose it ... any harm.
- (5) A My brother walks to work every day.
B Oh, ... really?

Exercise 20: word order: verb sequences)

Put the elements in brackets in the correct order and adjust their form if necessary. Identify the various types of verbs (lexical verb, auxiliary, modal).

- (1) I wonder why mother is so late: she (trouble, have, may, be) with the car.
- (2) If you hadn't helped me, I (never, have, finish, will) on time.
- (3) After all, we (negation, need, have, taken) all these precautions.
- (4) Tom (be, work, have, must) on that project for months now.
- (5) You (have, meet, must) him when you lived in London.

- (6) The manor house (be, sell, be).
- (7) The house (be, will, have, put) on the market by now.
- (8) The situation (be, be, investigate) by a special committee.
- (9) Surely, he (can, negation, have, be, tell) about the affair before he got here.
- (10) When we arrived, the work (be, finish, have, already).

Exercise 21: Ellipsis and substitution

Remove the underlined strings from the following sentences, replace them with a suitable word when necessary

- (1) The woman who has just left is Sarah Ferguson.
- (2) The students present at the meeting were quite shocked.
- (3) I handed the ticket collector my ticket.
- (4) Are we getting nearer?
Yes, I think we are getting nearer.
No, I think we are not getting nearer.
No, I don't think we are getting nearer.
- (5) Mary is pregnant! Yes, I know that Mary is pregnant.
- (6) That is a cat. I know that that is a cat. I am not that stupid!
- (7) Is Bill going to come back. I definitely want him to come back. I hope he will come back. He came back last time he left for the States.
- (8) I did not believe he would help us but he will really help us.
- (9) I use my old bicycle for my shopping and my new bicycle for trips.
- (10) I was the first president of this society and my husband is the second president of this society.

Exercise 22: To preposition or part of infinitive

In the following examples *to* is followed by a verb. Decide whether *to* is functioning as a preposition or as the inflectional marker of an infinitive. Depending on your decision, complete the sentences with the gerund or the infinitive of the verb in brackets.

- (1) The president said he would restrict himself to (try) to (solve) three issues.
- (2) Controlling inflation is the key to (increase) our exports.
- (3) Controlling house prices is a way to (restrict) inflation.
- (4) The teachers feel committed to (try) to (make) this new programme work.
- (5) I think that is what she said, but I can't swear to (have) heard her correctly.
- (6) She used to (hate) the countryside, but she now seems resigned to (spend) the summers there.
- (7) It might be better to (try) to (discuss) the problem with his parents.
- (8) The students aren't used to (speak) English. We used to (speak) English in all our classes.
- (9) To (tell) you the truth, I am not looking forward to (go) on holiday.
- (10) I think she is close to (resign).

3. Noun phrases: ⁴

3.1. Observation

Exercise 1: the position and meaning of adjectives

Most English adjectives can be used attributively (in which case they precede the head noun) or predicatively (as predicates with a copula): *The beautiful house* vs. *The house is beautiful*. Some adjectives can only have one of these uses. Other adjectives have a different meaning depending on their use. Discuss the meaning of the underlined adjectives in the following examples:

- (1) The present staff cannot continue for much longer.
The staff are all present.

⁴ See discussion in text: section 2.1., 2.2.

- (2) My late grandfather was good at speaking in public.
My grandfather was late.

Compare the meanings of the adjectives in the following paired sentences:

- (3) Susan is a true artist.
This story is true.
- (4) The poor girl got all confused.
This girl is very poor.

Exercise 2: Pronouns and antecedents. The pronoun it

Sometimes the pronoun *it* is an anaphor and is co-referential with an NP which is mentioned in the context: *I won't eat this soup. It is too hot.*

Sometimes the pronoun *it* is used as a grammatical subject and it is related to or construed with a subject which comes later in the sentence: *It is very sad that you have lost your job.*

Sometimes *it* seems to have almost no meaning and it is merely used as a dummy because there is no other subject: *It is raining.*

Distinguish the different uses of *it*.

1. It is no use crying over spilt milk.
2. I've never seen it rain so much.
3. It really is a problem sometimes to know what to do.
4. You 've had that long enough. It is my turn.
5. We consider it important to keep our options open.
6. It is too hot to eat.
7. Can you imagine what it's like having nothing to do?
8. It's not for me to tell you what to do.

Exercise 3: Observing modern usage: normative and prescriptive grammar: singular they

Discuss the use of the pronouns in the following examples

- (1) This example is taken from: 'Modern Manners', *Times Weekend*, Saturday, 19.12.1998, page 28 (columnist John Morgan)). In this column, readers write in to ask for advice on matters of etiquette.

Could you advise me on the question of procedure when the person in an adjoining seat at a theatre or cinema falls soundly asleep during the performance? Knowing they are on their own, should I nudge them, and thus appear to be making their acquaintance, should I wait until they wake up and offer a synopsis of the part missed, or should I leave them snoring gently, hoping their head does not fall on my shoulder? Elizabeth Vardy, Southampton.

John Morgan's reply:

Leave him be unless his behaviour becomes a public nuisance, for example snoring.

- (2). Once a pig gets a whiff of that there's not much that will stop them. (BBC radio 4, 13.8.1999, 13.20)
- (3) It was the first time someone had been sued for a murder for which they had never been charged. (*Guardian* 27.10.1999, G2, p. 4, col 2)
- (4) To make art from a black perspective that's what you focus on. When you don't, people scratch their heads. If he or she is not illustrating themselves, what are they doing? (*Guardian*, G2, 22.11.1999, page 5, col 2)
- (5) 'London wants a mayor who will fight the privatisation and break up of the Tube by every legal means at their disposal,' the former greater London Council leader said. (*Independent*, 26.2.2000, page 8, col 3)
- (6) On the telephone there was an operator from No 10 saying: 'Did you just call the Prime Minister?' I said: 'No'. 'Well, somebody has, saying they were Lord Wyatt and they were put

- through to the Prime Minister. Would you like to speak to her?' (*Sunday Times*, News Review, page 1, col 2 Woodrow Wyatt's diaries.)
- (7) But the problem with these confessional enterprises is that their authority is compromised. Anyone who tells the story of their marriage creates a fiction with themselves as the most attractive protagonist. (*Guardian*, 7.8.1999, p. 8, col 8)
- (8) Whoever the body is, it belongs to someone and their family has a right to know their daughter is dead. (*Independent on Sunday*, 22.11.1998, page 8, Sophie Goodchild, 'Mystery of "woman who died twice"', col 2)

3.2. Language practice

Exercise 4: word order in the NP: Determiners, pre-determiners, post-determiners

Unscramble the following sentences, paying special attention to the sequence of elements preceding the noun

1. one – one – ones – you – the – dozen – as – for – could – little – big – same – several – price – get

2. are - complaints - matter - alone - one - about – more - several - this – there

3. both- every – second – these – two – day – surgical – dressings – be- changed – have – to

4. amount – food – needed – people – times – for – of – all – that – those – three - they

5. take – hours – tablet – a – every – four – half

6. all – few – first – the – those – worse – were – rest – than – days

7. at – because – it's – now – disgraceful – half – get - double – a – you – the – packet – price

8. age – husbands – were – Mary's – both – her- twice – two – last

9. another – other – new – ten – the – she – day – dresses – bought

10. been – have – months – very – all – few – last – these- trying

Exercise 5: independent use of determiners and quantifiers

In the following examples, identify members of the class of determiners used independently:

- (1) There are many other possible motives, and we will be giving each our attention during the enquiry. (*Guardian*, 30.12.2, page 7, col 1)
- (2) Internet entrepreneurs flourish in Ecuador's largest cities, but many are educated businessmen with ties to the United States. (*NYT*, 2.1.3, page G5, col 2)
- (3) Between 1928 and 1940, Asbury wrote a series of what his publishers called 'informal' histories of the sinful sides of New York City, San Francisco, New Orleans and Chicago. All are united by their frequent use of deliciously anachronistic slang ... casual brutality, occasionally suspect sourcing and a total lack of any organising principle... (*Chicago Tribune*, 22.12.3, Section 13, page 1, col 4)
- (4) Whereas Ferreira has never reached a grand slam final, Agassi has won seven, including three Australian Open titles. (*Guardian*, 22.1.3, page 13, col 4)
- (5) Henin immediately rediscovered her real self to win 6-2, 6-2 and set up the match against Williams. The two have met on seven occasions, with Williams holding a 6-1 lead, including victory in the 2001 Wimbledon final, the third of the American's four grand slam titles. (*Guardian*, 22.1.3, page 13, col 4)
- (6) That is why there is a need to recognise more complex realities. These include the fact that Britain has some real problem with its asylum policy, but also the fact that there is no need to whip ourselves into a panic about them. (*Guardian*, 29.1.3, page 9, col 1)
- (7) Low pay figures are badly collected: if we don't know how many are low paid then no one knows what each extra 10p on the minimum wage costs industry or the state. (*Guardian*, 7.2.3, page 6, col 3)
- (8) Things are changing. Neither man may fall, but neither may regain the absolute authority they once wielded between them. (*Guardian*, 19.2.3. page 5, col 6 concerning Blair/Brown, lh)
- (9) All three countries are on the security council. The three, along with Pakistan, Mexico and Chile, are regarded by the US and Britain as persuadable. With the US, Britain, Spain and

- Bulgaria already supporting the resolution, they need only a further five to have the necessary majority on the 15-member council. (*Guardian*, 26.2.3? page 4, col 8)
- (10) This war is not going to help; It's going to make more children orphans, it will make more children grow up hating the west and it will make more turn to terrorism. (*Guardian*, G3, 4.3.3., page 4, col 4)
- (11) Nevertheless the report claimed that household policies and procedures were weak in several areas and substantial improvements were needed. All were said to be already under way. (*Guardian*, 14.3.3., page 1, col 1)
- (12) His bag contains two pairs of pants, four of socks, a pair of trousers and a basic wash kit. (*Guardian*, 20.3.3, page 5, col 1)
- (13) Keeping up that tradition this year was Trista Rehn, the bachelorette on the ABC reality show of the same name, who was sitting next to her met-on-television intended, Ryan Sutter, the poetry writing fireman. To no one's surprise, the two were the guests of ABC. (*New York Times*, 28.4.3, page A18, col 2)

Exercise 6 : So and such Change *such* into *so* in the following examples and modify the wording accordingly

- (1) It is such a long text. The text is ...
- (2) His performance was such a disaster. His performance was...
- (3) It was such a cold room. The room was ...

Change *so* into *such* in the following examples and modify the wording accordingly

- (4) There are so many things to do. There are ...
- (5) The girl is so talented. She is ...
- (6) Don't be so boring. Don't be ...

Exercise 7. It in idiomatic phrases The sentences below contain *it* as part of an idiomatic expression. Match each sentence to one of the interpretations (a-h)

- (a) (something) is finished, worn out.
- (b) There's no alternative.
- (c) Hurry up.
- (d) combine two apparently exclusive choices
- (e) live at a fast and enjoyable pace
- (f) deliberately do something by oneself
- (g) put up with primitive conditions
- (h) want to hurt or upset someone.
- (1) Step on it. – or we'll miss the train.
- (2) Well, if the last train's gone, there's nothing for it. We'll have to walk.
- (3) This car's certainly had it. I've got to get a new one.
- (4) You can't have it both ways – either do the job properly, or resign.
- (5) Your trouble is you just live it up all the time. You shouldn't have so many late nights.
- (6) Why have you got it in for me? What have I done to annoy you?
- (7) When his partner left the firm, he decided to go it alone.
- (8) I don't mind roughing it, but I'd like something a bit more comfortable really.

Exercise 8. Indefinite pronouns

Complete the following sentences with one of the indefinite pronouns listed

| | | | |
|----------|------------|---------|-----------|
| Anything | everything | nothing | something |
| Anybody | everybody | no body | somebody |
| Anyone | everyone | no one | someone |

1. Don't just sit there. Do ---!

2. Why should I? It's --- to do with me.
3. --- somewhere would like a letter from you.
4. --- has to lead their own life.
5. Not --- can be boss, though.
6. --- is obviously worrying him – but what?
7. I've no idea – it's ---'s guess.
8. I'm always the last to know. --- tells me anything.
9. --- must know. But who?
10. Hardly --- would agree with you.
11. If you can believe that, you 'll believe ---
12. --- in their right mind would do such a thing.
13. Money isn't ---. But it helps.
14. Every little helps. It's better than --- I suppose.

4. Word order in sentences:

4.1. Question formation⁵

4.1.1. Observation

Exercise 1: looking for questions

Identify all the interrogative sentences in the texts below. Discuss how they are formed.

Text 1. Adapted from Wodehouse, P.G. *Ice in the bedroom*, Vintage 1996, page 24-25

'Freddie,' she said, speaking from between clenched teeth, 'go home!'

'Eh?'

'I told you I never wanted to see you again. Didn't you understand? '

'Well, yes, I more or less grasped that.'

'Then, why have you followed me here?'

Freddie stiffened. He ceased to beam. [...] The apologetic lover became a man of ice, and he, too, spoke from between clenched teeth.

'Who's followed who where?' he said haughtily. 'I'm here on business.'

'You?'

'Yes, me. I've come to see Miss Leila Yorke. I understand she hangs out at a joint called Claines Hall.

Perhaps you would be good enough to direct me there.'

'I'll take you there.'

'Won't you object to being seen in public with one of our leading underworld characters?'

'There's no need to be so pompous.'

'Yes, there is. Every need. I feel pompous. Followed you here, forsooth. You could have knocked me down with a banana skin when I saw you on that train. What were you doing in London, anyway?'

'I had to see Miss Yorke's agent about something.'

'Oh, was that it? Do you often get up to London?'

'Very seldom.'

'You're lucky. Lousy place. Ruddy sink of a place. No good to man or beast. Not a soul in it except blighters with briefcases and blisters in bowler hats.'

'What's happened to the girls? Have they all emigrated?'

'Girls! They mean nothing in my life.'

'Says you!'

'Yes, says me. Don't you believe me?'

'No, I don't. You're like the leopard.'

'I'm not in the least like a leopard. What particular leopard had you in mind?'

'The one that couldn't change its spots.'

'I call that a most distasteful crack.'

'I'm sorry. Shall we be starting for the Hall?'

⁵ See discussion in text section 4.1, 4.2.

'Just as you like.'

Text 2. (adapted from) Edith Wharton. *The house of mirth*. 1905, Berkley edn 1981, p. 201

...she [Lily Bart] caught sight of George Dorset descending the steps of the Hôtel de Paris and making for her across the square. She had meant to drive down to the quay and regain the yacht, but she now had the immediate impression that something more was to happen first.

"Which way are you going? Shall we walk a bit?" he began, putting the second question before the first was answered, and not waiting for a reply to either before he directed her silently toward the comparative seclusion of the lower gardens.

She detected in him at once all the signs of extreme nervous tension. ...He walked beside her in silence with quick, precipitate steps, till they reached the embowered slopes to the east of the Casino; then, pulling up abruptly, he said: "Have you seen Bertha?"

"No, when I left the yacht she was not yet up. "

He received this with a laugh like the whirring sound in a disabled clock. "Not yet up? Had she gone to bed? Do you know at what time she came on board? This morning at seven!" he exclaimed.

"At seven?" Lily started. "What happened – was there an accident to the train?"

He laughed again. "They missed the train – all the trains- they had to drive back. "

"Well -?" She hesitated, feeling at once how little even this necessity accounted for the fatal lapse of hours.

"Well, they couldn't get a carriage at once – at that time of night, - you know –" the explanatory note made it almost seem as though he were putting the case for his wife " – and when they finally did, it was only a one-horse cab, and the horse was lame!"

"How tiresome! I see," she affirmed with the more earnestness because she was so nervously conscious that she did not; and after a pause she added: " I 'm so sorry, but ought we to have waited?"

Text 3. Conversation at the hairdresser's. L1 Hello

L2 Hiya. I've got an appointment for half past three.

L1 Are you Jodie?

L2. Yes, that's right.

L1. D'you want to hang your jacket up there?

L2. Okay, thanks.

L1. Okay, do you want to take a seat across there?

L2. Thank you [...]

L1 How much do you want off?

L2 Ermm [2sec] Well I like to keep the top quite long [L1: yeah] ermm, but I like the back nice and short and the sides nice and short. It's just a bit, you know, grown out of shape.

L1 Too heavy.

L2 Yeah.

L1 Do you have your sides feathered?

L2. Yea, yeah.

L1 So wispy there.

L2 Yeah

L1 Now, this back bit do you tend to have that bit clipped?

L2. Yea, and I have, I tend to have it like graduated at the back, right at the bottom really short and then kind of graduated up, you know, not like a line as such, just [L1: right] graded up.

L1 so right, yeah.

L2. And I generally style it, but its 'cos it's got so, I generally have like a maybe side, side-ish parting.

L1. Parting going over that way.

L2 Yeah, just give it a bit more

L1 Do you have the front bit thinned slightly?

L2. Yeah, yeah, it's got so heavy.

L1 How many weeks would you say it is since you've had it cut?

L2 I now I had it done on the last day of January, so that's [L1: Right] but my hair grows really quickly and really thickly as well so

L1 So about six weeks or so [...]

L1 Okay, do you want to take a seat.

L2 Thanks a lot...

L2 Have you been busy today or has it just quietened down?

- L1 Well, I didn't start until one [4 secs] and I am here till nine.
L2 Oh yeah, it's late night opening tonight isn't it? [49 seconds for shampooing]
L2 The shampoos always smell so nice, don't they?
L1 yeah [6secs] The conditioners are nice as well [L2: yeah]
L1 Is that water OK?
L2 yes, fine. [1min 5 sec]
L1 Do you want to come over here?
L2 right, thank you.
L3 Tea or coffee?
L2 Can I have tea please?
L3 Do you want some sugar?

Text 4. Bill Bryson. *Notes from a small island*. Doubleday 1995. Swan 1996.
p. 15-16

I didn't know how early one could decently begin asking for a room in England, so I thought I would leave it till mid-morning. [...] It was a small hotel that was really a guesthouse, indeed was really a boarding-house.

I don't remember its name, but I will recall the proprietress, a formidable creature of late middle years called Mrs Smegma, who showed me to a room, then gave me a tour of the facilities and outlined the many complicated rules for residing there – when breakfast was served, how to turn on the heater for the bath, which hours of the day I would have to vacate the premises and during which brief period a bath was permitted (these seemed, oddly, to coincide), how much notice I should give if I intended to receive a phone call or remain out after 10 p.m., how to flush the loo and use the loo brush, which materials were permitted in the bedroom wastebasket and which had to be carefully conveyed to the outside dustbin, where and how to wipe my feet at each point of entry, how to operate the three-bar fire in my bedroom and when that would be permitted (essentially, during an Ice age). This was all bewilderingly new to me. Where I came from you got a room in a motel, spent ten hours making a lavish and possibly irredeemable mess of it, and left early the next morning. This was like joining the Army.

'The minimum stay,' Mrs Smegma went on, 'is five nights at one pound a night, including full English breakfast.'

'Five nights?' I said in a small gasp. 'I'd only intended to stay the one. What on earth was I going to do with myself in Dover for five days?'

Mrs Smegma arched an eyebrow. 'Were you hoping to stay longer?'

'No,' I said. 'No, as a matter of fact –'

'Good, because we have a party of Scottish pensioners coming for the weekend and it would have been awkward. Actually, quite impossible.' She surveyed me critically, as she might a carpet stain, and considered if there was anything else she could do to make my life wretched. There was. 'I'm going out shortly, so may I ask that you vacate your room within quarter of an hour?'

I was confused again. 'I'm sorry, you want me to leave? I've just got here.'

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I especially hate it when you get a new car and go in the pub because somebody will always start quizzing you about it, which I dread because I don't even understand the questions.

'So you've got a new car, huh?' they'll say. 'How's it drive?'

You see, I'm lost already. 'Well, like a *car*. Why, have you never been in one?'

And then they start peppering you with questions. 'What sort of mileage do you get? How many litres?'

What's the torque? Have you got twin overhead cams or double-barrelled alternator-cum-carburettor with a full pike and a double-twist dismount?' I can't for the life of me understand why anyone would want to know all this shit about a machine. You don't take that kind of interest in anything else. I always want to say: 'Hey, I hear you've got a new refrigerator. How many gallons of freon does that baby hold? What's its BTU rating? How's it cool?'

4.1.2. Language Practice

Exercise 2: yes / no questions

Turn the following sentences into *yes/no* questions.

- (1) Mary prefers linguistics to literature.
- (2) He's working in Paris.

- (3) He's left for Paris.
- (4) There are three problems that have to be solved.
- (5) There are four students working on that project.
- (6) I'm going to see him next week.
- (7) I'm not going to see him next week.
- (8) He really should change the lock.
- (9) Brenda's got a lot of problems.
- (10) The teachers really do their best to make the classes interesting.
- (11) The teachers did not plan their classes.
- (12) Mary can do all the homework in the evening.
- (13) Bill does some cooking during the weekend.
- (14) These students no longer come to class.
- (15) He is still waiting for the results.
- (16) He has already found the answer.
- (17) He had his hair cut only last week.
- (18) John has three children.
- (19) John has to do all the housework.

Exercise 3: Short answers/ tags

Complete the following sentences with the appropriate tag or with a short answer. ()

- (1) You won't forget to buy bread,...
- (2) Would George want to come along? I am sure...
- (3) Who will feed the cat tonight? I...
- (4) Do you think Peter will like the present? I don't know. He...
- (5) Peter did all the exercises last night. He..., they were meant to be done later.

Exercise 4 :Question tags

Complete the following with the appropriate tag 1. You wouldn't want to go out and see a film,...

2. Let's just stay home and watch TV,...
3. Well, you've turned into quite a wet blanket,...
4. There are others who have turned into a spendthrift,...
5. You'd better watch your tongue,...
6. We're just not used to discussing things calmly...
7. We will just be growing old then...
8. We used to be able to talk about anything...
9. Speak for yourself,...
10. I often do, ...
11. It's hard to understand such problems,...
12. Everybody likes ice-cream,...
13. He has been invited to that party,...
14. He is being invited to that party,...
15. He will be invited to that party,...

Exercise 5: negative yes/no questions)

In the following exchange, speaker A is rather angry and surprised at the way a friend has behaved. A criticise the other person and make a suggestions, using negative a *yes-no* question.

- 0 a A thinks: 'B ought to apologise.'
- b A says to B: Oughtn't you to apologise?

What could A say in the following contexts, again using a negative *yes/no* question?

1. A thinks: Surely he knew the answer.
2. A thinks: She never prepares her classes.
3. A thinks: Surely she finished her text.

4. A thinks: It is as if she has no feelings.
5. A thinks: He could have paid for the trip himself.
6. A thinks: Surely your parents will disapprove.
7. A thinks: I would have thought you might have been able to prevent it.
8. A thinks: It would be a good idea to pay everyone back.
9. A thinks: Surely this food is very fattening.
10. A thinks: I suggest that he could fire his secretary.

Exercise 6: Nonassertives ('polarity items')

Many words in English cannot be used in positive declarative contexts. They are non-assertive words (also called polarity items) and are mainly used in interrogative clauses (main and embedded), in negative clauses and in conditional clauses. For instance:

- (1) Can you see anyone? Yes I can see someone/ *anyone.
- (2) *It has been raining for long. vs. It has been raining for a long time.
He hasn't been here for long.
Has it been raining for long?

Fill in B's answer to A's question, using the underlined word if possible. If the underlined word is non-assertive you will have to use its positive counterpart instead:

- (1) A Do you come here often? B Actually I do come here ...
- (2) A: Has he gone yet? B Yes he's gone...: he left after lunch.
- (3) A Have you finished already? B Yes, I have finished ... What about you?
- (4) A Did you buy anything? B Yes I did buy ... but I won't tell you what.
- (5) A Do you ever go swimming? B Yes, I ... do.
- (6) A Does your knee hurt at all? B yes, I'm afraid it does hurt...
- (7) A I don't give a damn. B But I certainly...

Exercise 7: tag questions

Complete the following with a suitable tag.

- (1.) You can come back on foot...
- (2.) You've been here before ...
- (3.) He's leaving tonight...
- (4.) He's left early...
- (5.) There are three exercises left to do....
- (6.) I'll take the garbage out...
- (7.) You will remember to bring the text...
- (8.) Remember to bring the text...
- (9.) Don't forget to bring the text...
- (10.) Let's ask the others to join us....
- (11.) I am trying to be helpful...
- (12.) It's nice to be out here...
- (13.) There's nothing to be done about it...
- (14.) There could be some extra seats...
- (15.) You'd better change the lock...

Exercise 8: wh-questions

Based on the sentences below formulate a question to ask about the bold faced words.

- (1.) A cottage in the south of England would cost **at least 500.000 euros**.
- (2.) We buy the paper **every other day**.
- (3.) Mary weighs **over sixty kilos**.
- (4.) We have sold **three paintings** today.
- (5.) Mary has **black hair**.
- (6.) This painting was made by **Rembrandt**.

- (7.) He will force the lock **with a knife**.
- (8) We have been living here **four years**.
- (9) We lived there **four years**.
- (10) I need **the president's** signature.
- (11) He left **because he was angry**.
- (12) He speaks **French and English**.
- (13) Mary lives **in the countryside**.

Exercise 9: Wh-Questions Complete the questions below

- (1) ... did the first man land on the moon?
- (2) ... were the 1960 Olympics held?
- (3) ... name was the African state of Zimbabwe formerly known?
- (4) ... is Dutch Elm disease so called?
- (5) ... section of the orchestra does the tuba belong?
- (6) John F. Kennedy was assassinated in 1963. ... does the letter 'F' in his name stand for?
- (7) ... in Greek mythology, stole the fire from the gods and gave it to mankind?
- (8) ... part of the body would you find 'the bridge'?
- (9) ... is the Roman numeral for one thousand?
- (10) ... language does the word 'sauna' originate: Swedish or Finnish?
- (11). ... legs does a lobster have?
- (12) ... composer would you associate *Rhapsody in Blue*?
- (13) ... face is said to have launched a thousand ships?
- (14) ... century was the Taj Mahal built?
- (15) ... must you be before you are allowed to take a driving test?

Exercise 10: Wh- questions and prepositions

Complete the following questions using an interrogative expression. Observe the position of the preposition at the end of the question.

- (1) ... was that conference about?
- (2) ... is he talking to?
- (3) ... are you going to?
- (4) ... are you thinking of?
- (5) ... was he invited by?
- (6) ... did you confuse him with?
- (7) ... did you compare that film to?
- (8) ... did you buy this for?
- (9) ... should I give it to?
- (10) ... does he take after: his mother or his father?

4.2. Negation and inversion

4.2.1. Observation

Exercise 11: inversion triggers

The sentences below illustrate subject-auxiliary inversion. Identify the inverted auxiliary, what type of auxiliary is it (modal, aspectual, passive, copula, supportive *do*)? Identify the subject around which the inversion takes place. Is there a particular element (one word or a sequence of words) that triggers (gives rise to, 'déclenche') the inversion? If there is such an element, what is its category?

- (1) He stressed that under no circumstances should I just continue with the treatment. (*Guardian*, G2, 12.6.3, page 5, col 3)
- (2) Only when the outbreak hit Beijing did the government begin to disclose the scope of the disease. (*Washington Post*, 29.4.3, page A18, col 4)

- (3) Only in Tikrit was there a march in his honor. (adapted from *Washington Post*, 29.4.3, page A11, col 5)
- (4) Government sources said yesterday that there was no possibility of the five tests, which cover economic convergence, flexibility, investment, the City and jobs, being abandoned should the current assessment prove negative. (*Guardian* (16.4.3) page 1, col 3)
- (5) By changing hair colour not only does the person know they are going to create a minor sensation, but of then they are fulfilling a fantasy. (*Times*, Weekend, 7.8.1999, page 3, col 8)
- (6) Nowhere is it written that the transatlantic alliance will long survive the demise of the common enemy that brought it into existence. (*Guardian* 20.2.3, page 7, col 4)
- (7) These problems would have been avoided had the Douglases not been so determined to protect their privacy —or their £1m contract with OK! Magazine by going to court in November 2000. (adapted from *Guardian*, 12.4.3 page 7, col)
- (8) In recent weeks the Mirror coverage of the war against Iraq has been outstanding. May it continue like that throughout the war, and after it. (*Guardian*, 19.3.3, page 7, col 8)
- (9) At no age would Ellen Burstyn ever wear a silver lamé miniskirt and (where *did* Debbie find them?) silver glitter fold-over boots. (*Los Angeles Times*, 26.11.2, page E13, col 6)
- (10) “According to him, I’ve done nothing positive in 22-years of jail,” he said to Felix and me after his last interview. “All he wants to know is which boxes have I ticked on the forms he keeps giving me to fill in. It’s a joke.”(*Guardian*, G2, 15.3.01, page 9, col 8)
- (11) People ask why was I not at Coniston when Bluebird was raised, but I would have been far too emotional. (*Guardian*, 15.3.01, page 5, col 8)
- (12) Detectives are now convinced that not only was Chesney an active IRA man but that six months after the bombing, the then secretary of state Willie Whitelaw and Cardinal William Conway discussed the priest's activities. (adapted from *Guardian*, 21.12.2, page 5, col 5)
- (13) Prince Philip wishes to make it clear that at no point did he ever use the insulting terms described in the media reports. (*Guardian*, 25:11:2, page 6 Col 8)
- (14) Critics say that had proper precautions been taken at Brentwood, the two postal workers’ lives would have been saved. (*Independent*, 30.10.1, page 8, col 8)
- (15) Even had so many British citizens not been among the dead, his [Blair’s] course was fixed. (*Times* , 25.10.1, page 23, col 1)
- (16) Nowhere was the appointment of Dr Rowan Williams more warmly greeted than in Wales, where the decision was received as a just reward for a local boy made good. (*Guardian*, 24.7.2, page 4, col 1)
- (17) Within a year of Hague becoming leader, the party had a ballot of its membership to say that not within the lifetime of this parliament would Britain enter the Euro. (*Guardian*, G2, 13.5.2, page 7, col 2)
- (18) Not one word of evidence have they brought to support that (*Guardian*, 11.12.1, page 4, col7)
- (19) I went out to get the papers although never had they seemed less relevant. (*Guardian*, 15.9.1, page 11, col 4)
- (20) Internal Connex papers show that in the latest financial year at least 11 staff in key safety jobs were under the influence of drink or drugs; but in none of these cases was police called in. (*Sunday Times*, 21 .11.1999, page 8, col 8)

4.2.2. Language practice

Exercise 12: Negation and inversion

Rewrite the following sentences as indicated. Make the necessary changes

- (1) I had never seen a more intricate piece of work. Nowhere ...
- (2) There are no longer ferries leaving from Ostend. No ...
- (3) I had met her not long ago. Not...
- (4) He has not met her and I have not met her either. He has not met her and neither ...
- (5) You should on no account open a file that might contain a virus. On no ...
- (6) She had translated the text in no time. In no time...

- (7) I did not know what she would say and I did not care what she would say. I neither...
- (8) I'll never invite her again. Never again
- (9) I did not write a single paper. Not ...
- (10) We could not understand any of the proposals. None ...

5. Verbs and their complements ⁶

Exercise 1: Types of verbs: Speech verbs

Choose the appropriate verb out of each set of four in the passage below. If you are not sure, look up the verbs in the dictionary.

'Hello!' said/told/spoke/talked Bob.

'What are you doing here?' Susan requested/inquired/asked/demanded him.

'I've come to see your new office,' he announced/replied/informed/explained her, sitting down on the desk.

'I considered /remembered/thought/wondered so,' she answered. 'But I'm busy, so I must suggest/advise/point out/insist you do not stay too long.'

'Let me state/remind/declare/say you,' commented Bob, 'that you told/mentioned/addressed/assured me where you were working, and wished/convinced/remarked/spoke that I ought to come to tea one day.'

'OK, perhaps I did,' she admitted/gave in/ permitted/ meant. 'Do you know/want/think/suppose to make the tea?'

Exercise 2: Verbs and complements (Rephrase each of the following sentences as suggested, without changing the meaning.

Example He bought a bicycle for her → he bought her a bicycle

- (1) Shall I play you some Mozart? → Shall I play some Mozart...
- (2) They blamed Tom for the explosion. → They blamed the explosion...
- (3) Please bring my daughter a clean plate. → Please bring a clean plate...
- (4) Teach those students some English. → Teach some English...
- (5) He wished the expedition good luck → He wished ...
- (6) I've left one bottle of milk for you. → I've left you...
- (7) She spread jam on the bread. → She spread ...
- (8) Show your photographs to the director. → Show the director...
- (9) Do a favour for your old teacher. → Do your old teacher...
- (10) Load the hay onto the wagon. → Load the wagon...

Exercise 3: Verb+ adverb/particle

Replace the words in italics using the verbs indicated at the head of the list together with an adverb or preposition, and make any necessary changes in word order.

TURN (1). It's really time the children all *went to bed*.

(2) Many supporters without tickets had to be *refused admission to* the stadium.

(3) This popular mobile phone is now being *produced* at the rate of a thousand a week.

(4) His trip *proved* to be pointless because of the fog.

(5) Although the goose appeared to be friendly, it would *attack* anyone who came near.

(6) The director *refused* the nurse's request for a holiday.

(7) They waited more than half an hour for the train, but it didn't *come*.

(8) *Lower* the gas as soon as the water has come to the boil?

(9) His landlord *evicted* him for not paying his rent regularly.

(10) The policeman told the boy to *empty* his pockets.

(11) During the heavy storms, the rowing boat *capsized*.

⁶ See discussion in text, section 2.5.

TAKE

- (1) I really don't want to *occupy* too much of your time.
- (2) The guy looked respectable and I was completely *deceived*.
- (3) She *undertook* so many tasks that she couldn't really do them properly.
- (4) The secretary *wrote* the letter in shorthand and typed it out later.
- (5) After he had heard the full story, he *retracted* all he had previously said.
- (6) The teacher said I ought to *start learning* English.
- (7) She *resembles* her mother in many ways.
- (8) The daughter *assumed control of* the company after her father's death.
- (9) That babysitter has a way with children: they always *like* her immediately.
- (10) The agent agreed to *deduct* 5 per cent from the bill.

Exercise 4. Phrasal verbs

Complete the sentences with a phrasal verb opposite in meaning to that occurring in the sentence.

- (1) When they had finished painting, the children were made to ---- the brushes they had taken out.
- (2) It's really getting dark. Perhaps we should go back rather than ----
- (3) Nobody likes the houses that are being put up. We all preferred the ones that were ---
- (4) If you want to do the cooking, you'd better --- your hat and put on this apron.
- (5) His portrait is always falling down. I can't make it ---.

Exercise 5: phrasal verbs and prepositional verbs

Replace the underlined sequences verb+ preposition/particle/adverb by a verb. Use the appropriate tense (1) I'm sorry I have to go back on my promise to meet you next week.

- (2) His speech went down very well at the party conference.
- (3) Does she ever go in for any of these quiz programmes on TV?
- (4) Despite the noise, he went on reading the documents.
- (5) I don't want to go into that issue now.
- (6) As it's important that everything should be ready, let's go over the details of the proposal again.
- (7) Inflation went up by 4 per cent last month.
- (8) Many new building have gone up in Lille during the last four years.
- (9) He really is most ungrateful, considering all the trouble she went to.
- (10) The fuse had been inserted on the wrong side and hence the bomb failed to go off.
- (11) He wanted to go back before it gets too cold.
- (12) They simply went off without saying when they would be back.
- (13) Do look us up if ever you come to Belgium.
- (14) They went to look over the cottage, but it wasn't big enough.
- (15) The committee agreed that they must look further into the matter.
- (16) A teacher must be someone whom the people can look up to.
- (17) He looks down on people who are younger than him.
- (18) The president looked on the teachers' strike action as a serious matter.
- (19) Could you look in at the library to see if the new texts have been posted.
- (20) He looked through the document before signing it.

Exercise 6: Prepositional complements The verbs below take a prepositional complement. For each example number, find one preposition that will fill the three spaces.

- (1) You can count ... a comfortable hotel, because George always insists ... that, but don't rely ... what Mary says.
- (2) We'll have to vote... Mr. Higgins, because when our dog went ... him the other day he did not make us pay ... the repair of his trousers.
- (3) If the government go ... this advice, the unions may rebel... the new policy, but we must guard ... acting too quickly.

- (4) Grandfather doesn't hold ... these new ideas and you can't argue ... him. Grandmother is the only one who can deal ...him.
- (5) When I ran ... Peter the other day he said Millicent's come ... a lot of money since her father died, but of course the tax authorities will be looking ... that too.

6. Functions and changing functions: the passive⁷

6.1. Observation:

Exercise 1: Subjects

Based on the examples below discuss whether it is correct to say that the subject of a sentence is always realised by a noun phrase.

- (1) Just because the US administration says that it has “no interest” in implementing the Kyoto protocol to control climate change doesn't mean it's dead. (*Guardian*, 31.3.1., page 9 col 8, letters to the editor, Ritu Kumar)
- (2) The opinion polls are predicting a Yes majority, but they did so 16 months ago too. (*Guardian*, 15.10.2, page 8, col 7)
- (3) Hang on, the skirt is also available in black, ..., so now might be just the time to go for it. (*Guardian*, 24.11.00, page 8, col 8)
- (4) Two decades of financial squeeze has eroded academic standards and seriously damaged common-room morale. (*Guardian*, 26.10.2, page 13, col 1)
- (5) When should we schedule the meeting? I think that after lunch will suit most people.
- (6) Just because someone has HIV it does not mean they cannot work in the health service. (*Times*, 13.1.01, page 2, col 8)
- (7) Before 11 September seems like an innocent lost paradise. (*Guardian*, G2, 13.11.1, page 11, col 5)

Exercise 2: passive

Do the following sentences have a passive counterpart? If so, what is it? If no, why? ()

- (1) People don't know how much the royal family really cost.
- (2) They have not announced when they will take the final decision.
- (3) Your wife had already asked the waiter to close the windows.
- (4) The prosecutor has clearly demonstrated that the accused had an excellent motive.
- (5) The queen presented the winner with a bowl of fruit.
- (6) Her husband spent whatever she gave him.
- (7) Her husband grumbled, whatever she gave him.
- (8) She seemed a decent enough sort of person.
- (9) They called five times .
- (10) They called her back five times.

Exercise 3 : passive

Identify all the passive constructions in the following text. Is the *by*-phrase realised? If the *by*-phrase is not realised, can you recover the AGENT/CAUSE/EXPERIENCER of the event from the context? What would be the active counterpart of the sentence?

An student was arrested on suspicion of murdering special branch officer Stephen Oake in Manchester. He is regarded by anti-terrorist investigators as 'a very senior player' in a network which is thought to be behind an alleged ricin poison plot.

A second man who was found in the flat where Mr Oake was killed was also an important target for detectives hunting those responsible for the production of a small amount of poison, which was found in a north London flat on Sunday last week.

Neither of the men were the target of the ill-fated raid in Crumpsall on Tuesday evening, but their arrests are considered to be a significant breakthrough.

⁷

See discussion in text section 5.

The pair were discovered in the flat by chance when police went to arrest a third man, a 23-year-old asylum seeker who has been detained under the 2001 Anti-Terrorism, Crime and Security Act.

...

The second ricin suspect, who is 29, has been transferred to Paddington Green police station in west London, where he is being questioned by officers from Scotland Yard's anti-terrorist branch.

The raid on the flat in Crumpsall Lane, which involved 24 officers, is the focus of an internal inquiry which will attempt to establish whether any blunders were made before Mr Oake was attacked with a kitchen knife. ...

In Manchester, questions were being asked about the handling of the incident by the local force. DC Oake was unarmed and was not wearing body armour when he was stabbed to death.

... The three suspects had apparently been sitting silently and calmly during the search of the first-floor flat in a Victorian house. 'One of the individuals was being held by a police officer, a uniformed officer who was protected. It appears ... that the suspect has managed to break free from the officer, and has fled into the kitchen area, where he has managed to grab hold of a knife.

Then the special branch officers, including Stephen Oake, very bravely went to assist their colleagues and that's how he has been fatally stabbed.

The home secretary, David Blunkett, told the Commons yesterday that the target of the raid, a 23-year-old Dutch man, had been in the country on and off for four to five years.

He had come to England and claimed asylum in 1998 and had been refused in 2001. After taking his case to appeal, he absconded and disappeared, then had been tracked by the security services.

'He wasn't let go, wasn't forgotten about, was tracked by the security services to the point where we were about to arrest and deal with him', said Mr. Blunkett.

DC Oake, whose father Robin is a former chief constable of the Isle of Man, was dead on arrival at North Manchester general hospital.

Another nine police officers were taken to the hospital, which was shut down until early yesterday as a precautionary measure for decontamination treatment. One officer, whose condition was described as comfortable, was still in hospital last night.

... Police said there was nothing to suggest ricin, or any similar substance, had been found at the flat in Crumpsall. (Adapted from *Guardian* 16.1.3, page 1-2)

Exercise 4: Passive

Suggest plausible motivations for the absence of the *by* phrase in the following sentences: ()

- (1) The book was published in 1933.
- (2) The escaped prisoners were arrested before they could reach the town.
- (3) His wound has been treated in small hospital in the middle of the jungle.
- (4) The police opened fire and five terrorists were killed instantly.
- (5) They took him to hospital and his wound was disinfected.
- (6) I took the faulty toaster back to the shop and my money was refunded immediately.
- (7) If you do not like the goods you can send them back and you will automatically be refunded..
- (8) The teachers have not been paid for the months of May and June.
- (9) A sales rep Ricci Ashoori, of Harlow, Essex, said he received a text message along the lines of : 'sorry to inform you that you will not be paid today. Don't bother ringing the office'. (based on *Guardian* 31.5.3? page 2, col 3)
- (10) Pierced earrings cannot be exchanged or refunded. This is due to hygiene regulations. (Victoria and Albert Museum, Sales ticket 2003.)

6.2. Language Practice

Exercise 5: passive and prepositions

Complex structures: sentences with prepositions and particles (particle verbs, prepositional verbs, prepositional idioms). Replace the active sentences by passive ones, if possible: ()

- (1) Nobody had taken this issue into account.
- (2) Everybody stared at the new lodger.
- (3) People should always face up to such problems.
- (4) They took leave of the children at the railway station.
- (5) We should not take any notice of what she may want to say.

- (6) In our project, we have allowed for every circumstance, except for bad weather.
- (7) Inevitably, people are likely to comment on the scandal.
- (8) A foreign company has taken over his business.
- (9) My sister will take care of the youngest children.
- (10) He seems to have made up the whole story.

Exercise 6: passive) Turn the following sentences into the passive if possible. Supply a *by* phrase only if it contains useful information.

- (1) George became a salesman.
- (2) His wife remained a teacher all her life.
- (3) This new machine will measure the annual rainfall.
- (4) The room measures 4 metres by 3.
- (5) Six times five equals thirty.
- (6) Someone built our house in 1935.
- (7) These shoes cost at least 100 pounds.
- (8) No one has ever swum this river.
- (9) He stayed three days in London.
- (10) Someone has slept in my bed, said the horrified guest..

Exercise 7: Passive ()

Change the sentences below into the passive voice. Use the underlined phrase as the subject of the passive sentence. Add the *by* phrase only when it is appropriate.

- (1) Somebody called in the police as soon as the alarm went off.
- (2) The papers described the series of murders in such detail that many readers complained.
- (3) Somebody had finally bought our old furniture.
- (4) They will probably never recover the lost documents.

Exercise 8 : Passive ()

I Using the present progressive (continuous), put the following sentences in the passive. Insert the adverb in an appropriate position

- (1) Those latecomers over there (informed) by the headmaster.
- (2) His injuries (look at) by a doctor.
- (3) The library (not use) often enough.
- (4) The entire block (definitely) (demolish).
- (5) Our exercise books (currently) (correct).
- (6) A lot of cars (stop) by the police.

Exercise 9: Build passive sentences. ()

Example: Someone wants to use the telephone. (use) The telephone is being used right now.

- (1) Has the mail arrived? (deliver) The mail (actually)... right now.
- (2) Will there be any dancing at the party? (play) From 7 to 9, music...
- (3) Will you finish the report? (finish) By tonight, my report ...(definitely).
- (4) The price of sugar is going up. (raise) The price of sugar...
- (5) Are we having coffee on the balcony? (serve) Coffee ... around three.

Exercise 10: passive and text organisation

Choose the best way of continuing after each sentence (*topic continuity*): ()

- (1) My nephew is an artist. (a) He has just painted another portrait of the Queen. (b) Another portrait of the Queen has just been painted by him.
- (2) The new Virginia Meyer film is amazing. (a) They are showing it at our local cinema. (b) It is being shown at our local cinema.
- (3) He lives in a country cottage. (a) Somebody built it towards the end of the nineteenth century. (b) It was built towards the end of the nineteenth century.

(4) English is worth learning. (a) People use it in a lot of countries. (b) It is used in a lot of countries.

Exercise 11: passive and by phrases

Turn the sentences into the passive. Add the *by* phrase only if necessary. ()

- (1) They have arrested her for shoplifting.
- (2) A drunken taxi driver knocked her down.
- (3) Arsenal beat Manchester 2-0 on Sunday.
- (4) John Donne did not write Macbeth.
- (5) The Chinese invented paper.
- (6) They don't normally sell stamps in bookshops.
- (7) They are repairing your car now.
- (8) People in Chile speak Spanish.
- (9) Has anybody invited Jane?
- (10) My sister made this bracelet.
- (11) Electricity drives that car.
- (12) Somebody will tell you where you should go.
- (13) The directors are still considering your application.

Exercise 12: Rewrite the following sentences in the passive. ()

- (1) The shop has sold all the copies of the book.
- (2) Someone had obviously broken into our house.
- (3) Her grandfather taught her Russian.
- (4) The examiners asked the candidates various difficult questions.
- (5) Someone gave the new students additional notes on grammar.
- (6) He then explained the situation to the entire class.
- (7) They gave the biggest helpings to the children.
- (8) Everybody said that Susie was the best guitar-player of the group.
- (9) They didn't show us the private apartments.
- (10) Someone told Mary that she had the best results so far.
- (11) Something may have informed her.
- (12) They opened the new research center last year.
- (13) Someone has hidden the jewels in the garden.
- (14) Someone is now cleaning the entrance hall.
- (15) They didn't lock up the garden shed last night.
- (16) They must have sent the wrong letters to the customers.
- (17) They finished all the painting during the night.
- (18) Someone should urgently take the cat to the vet.
- (19) They objected to the idea.
- (20) You cannot really rely on Mary.
- (21) Have you already paid for these copies?
- (22) They apparently didn't comment upon that decision.

Exercise 13: Rewrite the following sentence in the passive.. ()

- (1) I can't explain this to a stranger.
- (2) We appointed Mr Evans secretary.
- (3) The villagers called her a witch.
- (4) They still deny us a chance to explain ourselves.
- (5) The police gave me no answer either.
- (6) They sent an invitation to all their friends and neighbours.
- (7) The girl at last confessed the truth to her mother.
- (8) Everybody considered her strange.

Exercise 14: Complex structures: verbs of saying and thinking (that clauses).

Rewrite the sentences. (1)

- (1) Until recently, people thought that fresh air was bad for babies.
- (2) Some people say that there are foxes in the local park.
- (3) They say that the man holding the hostages is deaf.
- (4) They think he is in his teens.
- (5) They think that there is money in the safe.
- (6) Who will tell me what they expect of me?
- (7) We expect that interest rates will further go down.
- (8) They now claim she is somewhere in Greece.

7. Sentence building ⁸

7.1. Observation

Exercise 1: Relative clauses and interrogative clauses. ⁹

Are the underlined clauses in the following examples relative clauses or interrogative clauses? How can you justify your answer?

- (1) I will ask them who will be doing the lecture this year.
- (2) The teacher who will be doing the lecture this year is American.
- (3) I wonder which book they will be using this year.
- (4) The book which they are using this year is very expensive.
- (5) I don't know whose idea this was, but it certainly has complicated things for everyone.
- (6) We would like to know the person whose idea this was.
- (7) The question whose idea this was is not really relevant. We need to take action now.
- (8) Can you tell me where I should go tomorrow?
- (9) It is unclear what they will be doing next
- (10) The question which they are all asking is whether she will come back later.

Exercise 2: that

Discuss the uses of *that* in the following example.

It is fortuitous that Pinochet might be able to cheat justice through ill health, but that does not detract from the importance of the principle that has now been established that former heads of state cannot claim immunity (*Guardian*, 13.1.2000, page 1, col 3)

7.2. Language practice

Exercise 3. Non finite clauses

Replace the finite clauses in italics with non-finite clauses by replacing the finite form of the verb by a non-finite form and making other necessary changes if any.

- (1). There are still many problems *that must be dealt with.*
- (2) The teacher *who had been involved in the scandal* agreed *that she should resign.*
- (3) Would anyone *who wishes* to obtain the documents please notify the president of the society?
- (4) They left early, *since there was clearly no point in waiting any longer.*
- (5) *If the problem is looked at in this way*, it doesn't seem so serious.
- (6) *Whether it was restored in the eighteenth century or not*, the sculpture was unanimously attributed to Michelangelo.
- (7) We left the meeting at four *so that we should get home in time.*
- (8) Children under the age of ten are not allowed into the castle *unless they are accompanied by an adult.*
- (9) Until the accident, they all had believed *that the boat was unsinkable.*
- (10). They left by the back entrance *so that we shouldn't disturb the patients.*

⁸ See (among other things) discussion in text section 3.

⁹ See discussion in text section 4.2.

- (11) *Since we didn't have any time to spare, we couldn't visit all the museums.*
- (12) *As we had never been to the city before, we bought a guidebook at the first stationer's we came to.*
- (13) My mother was very disappointed *when she heard that you will not bring the baby.*
- (14) The director has decided *that he will introduce measures that will make teaching more efficient.*
- (15) The instructions were written so badly *that they were actually misleading.*

Exercise 4. Implied conditions

The following sentences can be paraphrased by means of a conditional sentence. For instance:

The use of zinc will cure the trouble immediately

Paraphrase: If you use zinc this will cure the trouble immediately.

Provide a paraphrase with a conditional clause.

- (1). We will go to the park, weather permitting.
- (2) You'd be warmer walking down to the station.
- (3) What would Mary have said, confronted with such a situation?
- (4) With no job, Mary would be happy.
- (5) A refusal to buy the book might give offence.
- (6) Permission to use the reading-room will be withdrawn from any member who writes on any part of a printed book.
- (7) Under different circumstances the decision might have gone differently.
- (8) She might never have come to Britain but for these letters.
- (9). A French author would not write such things.
- (10) The boy will be frightened to death to sleep alone again.
- (11) To go to Paris now might make things harder later.
- (12) Close that door or I'll do it myself.
- (13) Say that once more and you're fired.
- (14) We must hurry up, otherwise we will miss the train.
- (15) You would be warmer in the living room.
- (16) To call this late would undoubtedly worry her.
- (17) A true friend would not have said that.
- (18) I have an appointment at the local town hall, or I would go myself.
- (19) Applying cold cream will offer good protection against the wind.
- (20) In a different situation, these problems would never have arisen.
- (21) In your position I would not call the police yet.

Exercise 5: for as a subordinator

Identify the non-finite clauses introduced by the conjunction *for* in the following examples:

- (1) For one party to force through a thoroughly unsatisfactory "reform" –this time, it seems, 80 party loyalists hand-picked via closed lists– is a quite unacceptable basis for lasting constitutional reform. (*Times*, 10.2.01, Letters to the editor, page 25, col 8, From the Leader of the Opposition in the House of lords)
- (2) I do not think it's great for the party for me to be falsely branded as a liar, as someone who told an untruth. (*Guardian*, 5.2.01, page 2, col 8)
- (3) All of this is full of injustice. Brighton came close to success in the last such context, finishing runner-up to Sunderland. For it now to be excluded for having got married to Hove would be grotesque. (*Guardian*, Saturday review, 11.3.2000, page 14, col 7)