

ANSWER KEY FOR BOOK EXERCISES

Advanced English Grammar, Second Edition

Chapter 1: Getting started: forms and functions

Exercise 1. Comment on the grammaticality of the following sentences, taken from examples (1) and (3) on pages 2-3 of this chapter. What differentiates sentences (1) to (4) below from sentences (5) to (8)?

General observation:

Sentences (1) to (4) are ungrammatical in standard English. Sentences (5) to (8) are judged dubious by certain prescriptive approaches to English grammar but are in fact grammatical alternatives (many of them long established) to the 'solutions' these prescriptive approaches claim are better, or 'more correct'.

1. I don't have no time to waste.

Standard English requires *any time* here – a so-called 'double negative', exemplified here by *n't* followed by *no*, does not conform to the grammar (in this context at least), although it is common in certain varieties of English worldwide.

2. If he would have known, he wouldn't have said that.

Standard English requires *had known* here – using *would have known* (in this type of conditional, *would* after *if* is not used) does not conform to the grammar, although it is not uncommon in casual speech.

3. You shouldn't have went there without me.

Standard English requires *have gone* here – *have* combines with the past participle (V + -EN); *went* is a past tense form and, as such, does not combine

with any auxiliary. Forms such as *shouldn't have went* are not uncommon, but they do not correspond to the grammar of Standard English.

4. I don't know him good enough to have an opinion.

Standard English requires *well* here instead of *good*; only the irregular adverbial form *well* is appropriate to modify a VP. *Good* used as an adverb is very common, but it does not conform to the grammar of Standard English.

5. My stepbrother is eight years older than me.

A prescriptivist might argue that only the subjective form *I* is possible after *than* when what is understood to follow *than* is an ellipted finite clause (*older than I am*). In reality, both the subjective form (*older than I*) and the objective form (*older than me*) are used, the latter being much more common in ordinary English and the former sounding particularly formal.

6. It sounds like you had a great time at the party.

A prescriptivist might object to the use of *like* here, arguing that *like* cannot be a subordinating conjunction, and that only *as though* or *as if* is possible. In reality, both *as though/as if* and *like* can be followed by a finite clause, although in carefully edited prose, *as though/as if* are still often felt to be 'more correct'. In ordinary English, *like* is far more common.

7. Who do you think we should invite?

A prescriptivist is likely to point out that the use of the subjective form *who* is not correct here, and that what should be used is the objective form *whom*, since its function is not that of Subject but of Direct Object (of the verb *invite*). In reality, *who* has all but taken over the objective form *whom*, an important exception being when it directly follows a preposition (*for whom*, *with whom*), in which case *whom* is not unusual. Systematically using *whom* when the function is Object (rather than Subject) will in many cases sound overly formal and unnatural to many people.

8. What do you attribute her success to?

Even a prescriptive approach to English grammar is likely to concede that this sentence is grammatical, but the notion that a sentence should not 'end with a preposition' has its proponents, who would say that 'To what do you attribute her success' is somehow 'better English'. In reality, this is a case of preposition stranding, which has been a part of English grammar for many hundred years.

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Exercise 2. Look at the words below and identify the part of speech.

1. the (determiner (definite article)), across (preposition (*across the street*) or adverb (*halfway across, he changed his mind*)), afraid (adjective), after (preposition (*after the film*) or subordinating conjunction (*after the film ends*)), although (subordinating conjunction), and (coordinating conjunction), at (preposition)
2. because (subordinating conjunction), before (preposition (*before the film*), adverb (*I've never felt this way before*) or subordinating conjunction (*before the film starts*)), bird (noun), book (noun (*he read a book*) or (lexical) verb (*he booked a room*)), must (modal auxiliary (*she must do it*) or noun (*a strong smell of must*)), during (preposition), theirs (possessive pronoun), write (lexical verb)
3. enormous (adjective), fast (adverb (*to drive fast*) or adjective (*a fast car*)), quickly (adverb), friendly (adjective), their (possessive determiner), headache (noun), Louise (proper noun)
4. house (noun (*to buy a house*) or verb (*the museum houses thousands of paintings*)), if (subordinating conjunction (*I wonder if he'll come/If he comes, I'll be happy*)), man (noun (*he is a man*) or verb (*to man (= operate) the pumps*)), many ((indefinite) determiner/quantifier (*many people came*) or (indefinite) pronoun/quantifier (*many would claim that this is not true*)), from (preposition), **record** (stressed on 1st syllable) (noun)
5. or (coordinating conjunction), London (proper noun), sheep (noun), since (preposition (*since last week*), adverb (*I haven't seen him since*) or subordinating conjunction ((*ever*) *since he lost his job, he's been depressed*)), work (noun (*I've got too much work*) or verb (*I've got to work tomorrow*)), **record** (stressed on 2nd syllable) (verb)
6. sing (verb), cook (noun (*They've hired a new cook*) or verb (*I don't like to cook*)), a (determiner (indefinite article)), under (preposition), unless (subordinating conjunction), wet (adjective (*a wet towel*) or verb (*to wet the bed*)), without (preposition)

Exercise 3. Identify the phrases below, identifying in each case the head of the phrase. Then identify the function of each phrase.

The head of each phrase is underlined.

1. [The boy] (NP - Subject) ate [an apple] (NP - DO). The boy [ate an apple] (VP - Predicate).

2. She [gave her father a gift] (VP - Predicate). She gave [her father] (NP - IO) [a gift] (NP - DO). She gave [a gift] (NP - DO) [to her father] (PrepP - IO).
3. My sister is afraid of [spiders] (NP - Object of Prep). My sister is afraid [of spiders] (PrepP functioning as complement to adjective 'afraid'). My sister is [afraid of spiders] (AdjP - SC).
4. I read the instructions [very carefully] (AdvP - Adjunct). Your father is [very friendly] (AdjP - SC).
5. He's been working [really hard] (AdvP - Adjunct). The exam we took was [really hard] (AdjP - SC).
6. It was [too late for us to check in] (AdjP - SC). We arrived [too late to check in] (AdvP - Adjunct).
7. You'll find [the box] (NP - DO) [under the bed] (PrepP - PC). [The box under the bed] (NP - Subject) belongs to me.
8. I asked [for a new computer] (PrepP - PO). They lived abroad [for many years] (PrepP - Adjunct).

Exercise 4. Identify the Subject in each of the following sentences and indicate what form the Subject takes.

1. *This new English book* is very interesting. NP
2. Without knocking, *my sister* walked right into my room. NP
3. *Smoking cigarettes* is strongly discouraged. non-finite *-ing* clause
4. *That he thinks I'm a fool* is a little ironic. finite *that*-clause
5. *To speak English perfectly* requires lots of practice. non-finite *to*-infinitive clause
6. To facilitate matters, *I* will e-mail the info to you. NP
7. *What she needs* is a good, hot meal. *What she needs*, here, is a nominal relative clause (also called a fused relative clause or a free relative clause). A nominal relative clause is an RC in which the antecedent and the relative pronoun are merged – *what* = *the thing that*: *The thing that she needs* is a good hot meal. (Compare to *What she needs* is not clear, where *what she needs* can also be analyzed as a *wh*-interrogative clause.)
8. *There* were a lot of spelling mistakes in his essay. NP
9. *There* is time to work out this problem ourselves. NP
A test commonly used to identify the Subject involves Subject-aux inversion: if a clause with an auxiliary such as *be* is turned into a yes-no interrogative, the auxiliary exchanges positions with the constituent that functions as Subject. In this way, the Subject can be identified. When applied to the sentences in 8 and in 9, *there* is identified as Subject. However, from a semantic

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point of view *there* is a kind of placeholder for ‘a lot of spelling mistakes’ and ‘time to work out this problem ourselves’. Note, incidentally, that it is unusual to start a sentence with an indefinite NP. NPs like this are often replaced by *there* and moved further down the clause. This is the case in 8 and 9. *There* can be called the Subject from a formal point of view; the notional Subjects are the NPs occurring later in the clause.)

10. *It’s* snowing outside. NP

11. *Next to her* is where I’d like to sit. PrepP

Exercise 5. Identify the Direct Objects and Indirect Objects in the following sentences and indicate what the form of each Object is.

1. I’m reading *a really good book* (DO, NP).
2. She lent *her sister* (IO, NP) *a really good book* (DO, NP). She lent *a really good book* (DO, NP) *to her sister* (IO, PrepP).
3. I bought *my girlfriend* (IO, NP) *a bouquet of roses* (DO, NP). I bought *a bouquet of roses* (DO, NP) *for my girlfriend* (IO, PrepP).
4. I explained *the situation* (DO, NP).
5. I explained *the situation* (DO, NP) *to my mother* (IO, PrepP).
6. He did *housework* (DO, NP) all day.
7. I suddenly realized *that I’d forgotten my mother’s birthday*. (DO, *that*-clause)

The DO subclause ‘that I’d forgotten my mother’s birthday’ also contains a DO within it: the NP ‘my mother’s birthday’.

8. I’ve decided *to go to India next summer* (DO, *to*-infinitive clause).
9. I can’t understand *what you’re saying* (DO, *wh*-interrogative clause). I don’t know *where it is* (DO, *wh*-interrogative clause).
10. Learning English grammar implies *doing grammar exercises* (DO, *-ing* clause).

The Subject subclause ‘learning English grammar’ also contains a DO within it: the NP ‘English grammar’. The DO subclause ‘doing grammar exercises’ also contains a DO within it: the NP ‘grammar exercises’.

11. Can you make *someone do something they don’t want to do* (DO, NP + bare infinitive clause)?

The DO subclause ‘someone do something they don’t want to do’ also contains a DO within it: the NP (containing a relative clause) ‘something they don’t want to do’. The relative clause ‘they don’t want to do’ also contains a DO within it: the zero relative pronoun (see Chapter 3, Section 4).

Exercise 6. Identify the following Functions in the sentences below: Subject, Direct Object, Indirect Object, Adjunct, Prepositional Object, Subject Complement and Object Complement.

- [The package] (Subject) arrived [yesterday morning] (Adjunct).
- [Harry] (Subject) read [a book] (DO). [Sam] (Subject) read [Harry] (IO) [a book] (DO). [Sam] (Subject) read [a book] (DO) [to Harry] (IO).
- [I] (Subject) baked [a cake] (DO) [last night] (Adjunct). [I] (Subject) baked [her] (IO) [a cake] (DO) [last night] (Adjunct). [I] (Subject) baked [a cake] (DO) [for her] (IO) [last night] (Adjunct).
- [Kevin] (Subject) asked [us] (IO) [a very interesting question] (DO). [I] (Subject) bet [you] (IO) [ten quid] (DO) that I can beat you.
- [My father] (Subject) is [a doctor] (SC). [My father] (Subject) married [a doctor] (DO).
- [I] (Subject) consider [her] (DO) [the best candidate] (OC). [They] (Subject) painted [the house] (DO) [white] (OC).
- [She] (Subject) looked [at me] (PO) [in total disbelief] (Adjunct).
- [Marilyn] (Subject) bought [a dress] (DO). [Marilyn] (Subject) paid [for the dress] (PO) [with a credit card] (Adjunct).
- [You] (Subject) should look up [that word] (DO) [in the dictionary] (Adjunct). [You] (Subject) should look [that word] (DO) up [in the dictionary] (Adjunct).

Exercise 7. Identify the function of *who(ever)* or *what*.

- What* are you looking at? (Object of a Preposition)
- What* do you want? (DO)
- What's* this? (SC)
- What* did you say you bought for her birthday? (DO)
- What* is the matter with you? (Subject)
- Who's* your best friend? (Subject)
- Who* did you sit next to? (Object of a Preposition)
- Who's* next? (Subject)
- Whoever* did this must be slightly out of his mind. (Subject)
- Did you know there exists a book called 'Who (Subject)'s Who (SC)? It contains biographical information on prominent people.

Exercise 8. The following sentences are (structurally) ambiguous. The different meanings correspond to different constituent structures. Paraphrase the two meanings and explain, in syntactic terms, the origin of the ambiguity.

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1. They prepared her chicken.

Interpretation 1: *her chicken* is an NP that functions as Direct Object, (*her* is a possessive determiner, *chicken* is a noun): What did they prepare? Her chicken.

Interpretation 2: *her* is an NP that functions as Indirect Object, *chicken* is an NP that functions as Direct Object (= They prepared chicken for *her*.)

2. All young men and women should get a fair chance on the job market.

Interpretation 1: [All [[young men] and [women]]], *young* modifies *men* only

Interpretation 2: [All [young [men and women]]], *young* modifies *men and women*

3. Jennifer is writing to her friends in London.

Interpretation 1: Jennifer is writing [to [her [friends [in London]]]] (*in London* is a PrepP that functions as postmodifier to *friends*; which friends is she writing to? The ones in London.

Interpretation 2: Jennifer is writing [to her friends] [in London], *in London* is a PrepP that functions as Adjunct indicating where she is when she writes to her friends (= In London, Jennifer is writing to her friends.)

4. For some reason, he liked stalking students.

Interpretation 1: *stalking students* is a clause (a VP with *stalking* as its head *stalking*, the Subject is coreferential with that of the main clause); the *-ing* clause functions as Direct Object of the verb *liked* (He is the agent: he stalked students, and he liked doing it)

Interpretation 2: *stalking students* is an NP (with *students* as its head *students*) that functions as DO of *liked* (the students are agents: the students stalk people) (= He liked students who stalked people.)

5. The idea of a black oak box appealed to all of us.

Interpretation 1: a [black [oak box]], *black* modifies *oak box* (an oak box that is black)

Interpretation 2: a [[black oak] box], *black* modifies *oak* (a box made out of black oak, which is a kind of tree (*Quercus velutina*))

6. You have no idea how worried mothers sound.

Interpretation 1: You have no idea [how worried] [mothers] sound, *worried* forms a constituent with *how*, and *mothers* is a separate constituent; *how worried* is an AdjP that functions as Subject Complement and *mothers* is an NP that functions as Subject (Mothers sound (very) worried)

Interpretation 2: You have no idea [how] [worried mothers] sound, *how* is a constituent and *worried mothers* is a constituent; *how* is an AdjP that functions

as Subject Complement *worried mothers* is an NP that functions as Subject (*How do worried mothers sound? They sound frightened* (for example))

7. He ran over the cat.

Interpretation 1: *run over* is a particle verb that means 'kill (accidentally) with a vehicle'; *the cat* is an NP that functions as Direct Object; it is also possible to say *He ran the cat over*, although the latter possibility is not possible for some speakers.

Interpretation 2: *over the cat* is an PrepP that functions as Adjunct; the sentence means *He jumped (while running) so as not to step on the cat* (e.g. He ran through the door, into the room, over the cat and into bed.) In this case, it is impossible to say **He ran the cat over*.

8. Jennifer scared the mouse in the house.

Interpretation 1: Jennifer scared [the mouse [in the house]], *in the house* is a PrepP that is a postmodifier to *mouse*; *the mouse in the house* is Direct Object. (Which mouse did Jennifer scare? The one that was in the house.)

Interpretation 2: Jennifer scared [the mouse] [in the house], *in the house* is a PrepP that functions as Adjunct (= Jennifer scared the mouse while she (Jennifer, but probably the mouse as well) was in the house (= While in the house, Jennifer scared the mouse.))

9. The general thinks he might have defeated soldiers.

Interpretation 1: *Have* is a lexical verb. *Defeated soldiers* is a constituent that functions as Direct Object. *Soldiers* is the head of the NP and it is premodified by *defeated* (The general has a specific type of soldier in his regiment, namely soldiers that have been defeated.)

Interpretation 2: *Have* is the perfect auxiliary. *Defeat* is a transitive verb that is complemented by the Direct Object NP *soldiers*. (The general thinks he might have done something, namely defeated soldiers.)

10. I wonder if he knows how unfortunate people feel in such circumstances.

Interpretation 1: I wonder if he knows [how unfortunate] [people] feel, *unfortunate* forms a constituent with *how* and *people* is a separate constituent; *how unfortunate* is an AdjP that functions as Subject Complement and *people* is an NP that functions as Subject (People feel unfortunate to a certain degree – to what degree (= how) do they feel unfortunate? They feel very unfortunate.)

Interpretation 2: You have no idea [how] [unfortunate people] feel, *how* is a constituent and *unfortunate people* is a constituent; *how* is an AdjP that functions as Subject Complement and *unfortunate people* is an NP that functions as Subject (unfortunate people feel a particular way)

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For each of the sentences in this exercise, it is important to be aware of the fact that the different semantic interpretations originate in the different syntactic structures associated with them.

Exercise 9. Find the Direct Objects, Subject Complements and Object Complements in the following sentences and identify the forms they take.

1. Their house was painted *bright yellow*. (AdjP functioning as SC)
2. He lay *motionless* on the floor. (AdjP functioning as SC)
3. They found *it an extraordinarily good proposal*. (it = NP functioning as DO; an extraordinarily good proposal = NP functioning as OC)
4. The menu sounds *very tempting*. (AdjP functioning as SC)
5. My neighbours have painted *their house bright yellow*. (*their house* = NP functioning as DO; *bright yellow* = AdjP functioning as OC)
6. His name is *Jonathan* (NP functioning as SC), but all his friends call *him Jo* (him = NP functioning as DO; Jo = NP functioning as OC).
7. The soup tasted *delicious*. (AdjP functioning as SC)
8. He turned *red in the face* (AdjP functioning as SC) when I mentioned *her name* (NP functioning as DO).
9. I feel *good*. (AdjP functioning as SC)
10. Sue seemed *disappointed*. (AdjP functioning as SC)

Exercise 10. Identify the Objects of Prepositions, Prepositional Objects, Prepositional Complements and Adjuncts in the following sentences.

The NPs functioning as Objects of Prepositions are italicized below.

1. Is something burning in *the kitchen*? – No, there's a cake in *the oven*.
(The PrepP [in *the kitchen*] is an Adjunct; the PrepP [in *the oven*] is a PC.)
2. Look at *Maddie* – she really takes after *her mother*, doesn't she?
(The PrepP [at *Maddie*] is a PO; the PrepP [after *her mother*] is a PO)
3. Your keys are lying on *the dining room table*.
(The PrepP [on *the dining room table*] is a PC.)
4. I didn't know you were so fond of *baroque music*.
(The PrepP [of *baroque music*] is the complement of the adjective *fond*.)
5. Don't let me down. I'm really counting on *you*.
(The PrepP [on *you*] is a PO; note that *let someone down* is a particle verb and that *down* is a particle.)
6. She quietly slipped the letter into *her back pocket*.
(The PrepP [into *her back pocket*] is a PC.)

7. The destruction of *Atlantis* is a legend. *Atlantis* didn't really exist.
(The PrepP [of *Atlantis*] is the complement of the noun *destruction*.)
8. They lived by *the seaside* for *many years*.
(The PrepP [by *the seaside*] is a PC; the PrepP [for *many years*] is an Adjunct.)
9. He started making measurable progress from *day one*.
(The PrepP [from *day one*] is an Adjunct.)
10. There's no need to go to *an exotic country* to have a relaxing holiday.
(The PrepP [to *an exotic country*] is a PC.)
11. I've been looking for *this first-edition book* since *last year*.
(The PrepP [for *this first-edition book*] is a PO; the PrepP [since *last year*] is an Adjunct.)
12. The picture was hanging from *a rusty nail*.
(The PrepP [from *a rusty nail*] is a PC.)

Exercise 11. Identify the Adverbs and the Prepositions in the sentences below.

1. I haven't spoken *to* (preposition) her *since* (preposition) last Christmas.
2. I'll join you *later* (adverb) *tonight* (adverb).
3. *Besides* (preposition) Jennifer, I knew no one *at* (preposition) the party.
4. Why do you want to buy her a gift? *Besides* (adverb), you don't have any money.
5. I haven't spoken *to* (preposition) her *since* (adverb).
6. I want a fast car, so that I can get *to* (preposition) you *really* (adverb) *fast* (adverb) and *not* (adverb) arrive *late* (adverb). (Note that *fast* in *fast car* is an adjective)
7. She needs her daily portion *of* (preposition) ham and cheese.
8. *Honestly* (adverb), I can't remember who I sat *next to* (preposition).
9. To say the least, she *hardly* (adverb) made an effort to say a friendly word.
10. I sat *beside* (preposition) her *during* (preposition) the Christmas dinner.

Exercise 12. Explain the statements below and illustrate them with examples of your own.

1. The unmarked function of an interrogative sentence is to ask for information, but an interrogative sentence can also function as (a) a forceful statement, (b) an offer of service or (c) a suggestion.
This statement shows that there is not necessarily a one-to-one relation between form and function; that is, a specific form can have more than one function and a specific function can be performed by more than one

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form. An interrogative clause is a form with a certain number of formal characteristics (see section 3.1, pp. 44–50), and its default function (that of a *wh*-interrogative clause, at least) is to ask for information (*Where do you live?*). However, it can also be used to communicate a forceful statement (*Who says she's going to fail?*), an offer of service (*Can I give you a hand?*) or to make a suggestion (*Shall we go for a walk?*).

2. The unmarked function of an imperative sentence is to give an order, but an imperative sentence can also function as (a) a wish, (b) an exclamation or (c) an offer.

This statement illustrates the same phenomenon: an imperative sentence has a number of formal characteristics (see p. 21), and its default function is to give an order (*Be quiet!*). However, it can perform a variety of functions such as expressing a wish (*Do come along – we'd love to see you.*), communicating an exclamation (*Guess what – I'm pregnant!*) or making an offer (*Please have some coffee.*)

Exercise 13. Read the following article and identify the main clauses, the sub-clauses (or embedded clauses) and the embedding clauses.

Examples of clausal analysis

A woman has given birth on a chair in a waiting room in an east London hospital amid claims *there were no staff or beds available.*

The underlined segment is a main clause. The unitalicized segment is an embedding clause. The italicized segment is a subclause (or embedded clause) functioning as an appositive clause. The noun *claims* is the antecedent, and the subordinating conjunction is a zero marker (the subordinator and relative pronoun *that* often do not surface).

Frances Randall gave birth to her son *while she was sitting on a chair with help from a stranger at Queen's Hospital in Romford.*

The underlined segment is a main clause. The unitalicized segment is an embedding clause. The italicized segment is a subclause (or embedded clause) functioning as an Adjunct. *While* is a subordinating conjunction.

The new mother said *(i) there had been no medical staff available and (ii) her son Freddie had fallen on the floor.*

The underlined segment is a main clause. The italicized segment contains two conjoined subclauses (or embedded clauses) (i) and (ii), both functioning as the DO of the verb *said*. The subordinating conjunction is a zero marker (the subordinator and relative pronoun *that* often do not surface).

Miss Randall said *she was disgusted that something like this should have happened in a new hospital.*

The underlined segment is a main clause. The italicized segment is a subclause (or embedded clause) functioning as the DO of *said*. This DO subclause itself contains a subclause (or embedded clause), which is in bold. This second subclause is a complement of the adjective *disgusted*. Summing up, there is multiple embedding in this final example:

1. Miss Randall said she was disgusted that something like this should have happened in a new hospital (with the embedded subclause ‘she was disgusted. . . a new hospital’); and

2. . . . she was disgusted that something like this should have happened in a new hospital (with the embedded subclause ‘that something like. . . a new hospital’).

Exercise 14. These sentences, all of them authentic, contain features that some consider incorrect from a prescriptive point of view. Identify in each case what the ‘problem’ is and comment to what extent it can be considered a mistake.

1. (The main character in the novel) Grady is intoxicated by freedom (and much booze, and some marijuana as well), and she proves beyond all doubt that her parents were quite right to wonder if she *were* capable of handling this freedom. (book review, www.guardian.co.uk, 03.12.2005)

The word *if* is a subordinating conjunction with two main uses:

(1) *If* is used to introduce a clausal complement after verbs such as *know* (*Do you know if he’ll be coming?*) or *wonder* (*I wonder if he’ll be coming.*) In this case, *if* can usually be replaced by *whether*: *Do you know whether he’ll be coming? I wonder whether he’ll be coming.* In such sentences, we call *if* or *whether* complementizers because they introduce a complement.

(2) *If* is also used to introduce a hypothetical clause (*If I found a wallet, I’d turn it in to the police*) or a counterfactual clause (*If I had a million dollars (= but I don’t), I’d buy a yacht*). In this case (but not in (1), above), the verb *be* very often takes the form *were*, even where the form *was* (which is usually possible as well) might be expected: *If I were/was rich, I’d buy a yacht. If she were/was rich, she’d buy a yacht.* In this case, *if* is not a complementizer since it does not serve to introduce a complement.

In this sentence from *The Guardian*, the writer has used the form *were* as though *if* were introducing a hypothetical or counterfactual clause. In fact, the *if* here is a complementizer. It can be replaced by *whether* and is not normally followed by the form *were*. Although examples of this kind

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are common enough, they are not usually considered correct in standard English.

2. More than 100,000 people were stopped and searched by police under counter-terrorism powers last year but none of them *were* arrested for terrorism-related offences. (www.guardian.co.uk, 28.10.2010)

Either a singular or plural verb form can be found after a complex NP with *none of* + plural noun. Traditionally, the singular form (agreeing with *none*) is often held to be the more correct form, and some still maintain that this rule must be observed. However, the plural form is extremely common and can no longer be considered a 'mistake'.

3. I understand where you're coming from, but if I *was* you I wouldn't have the wedding ring you inherited from your grandma reset. (www)

The form *were* is often considered to be more correct than *was* in combination with the first-person Subject when there is reference to a counterfactual situation in an *if*-clause. Many native speakers feel that *if I was you* sounds less correct than *if I were you*.

4. 'It's fantastic, I'm really thrilled the way I played all week. To win a fifth time is obviously amazing, for the third time in a different place. *Like* I said before, it would be great to win in Houston, Shanghai and also now here in London.' (news.bbc.co.uk 28.11.2010)

Like and *as* can both express similarity. The prescriptive rule states that *like* is a preposition that introduces a NP whereas *as* is a subordinating conjunction that introduces a clause. In reality, *like* is very often used as a subordinating conjunction. (Note that the sentence in (4) is the transcription of spoken, rather informal English.) Such usage has been around for hundreds of years, but many still consider it a mistake. To be on the safe side, use *as* before a clause in more formal (especially written) English.

5. We did not learn until after we'd ordered our main meals that they also have a pasta appetizer. If I had known I *may* have changed my selection and not ordered pasta as a main dish. (www)

May followed by a perfect infinitive (*may have done*) in a sentence such as (5) usually refers to probability in the present with reference to a past situation. This is an example of epistemic modality as discussed in Chapter 5. *Might* and *could* can be used in this way as well: I wonder why he didn't come to the party last night. I suppose he *may/might/could* have been ill (= I make a **present** deduction concerning his state of health in the **past** > 'I think (now) that perhaps he was ill'). The meaning in (5) is not 'perhaps I changed my selection'; it is clear that the person writing did not change his

or her selection. Here, the *if*-clause refers to a counterfactual situation (If I had known = I did not know), and standard use requires a past form to be used in the main clause (*might/would/could have changed my selection*). This rule is often not applied in informal English, but our recommendation here is to follow standard use.

6. 'They told me there was a mass on the pancreas and they thought it was cancer [...]. If it hadn't *have* been for the jaundice it wouldn't have been discovered [...] and within another couple of months I would have been dead.' (interview with cancer survivor, www.bbc.co.uk)

Although this 'past perfect + perfect infinitive' form is quite commonly used in English to refer to a counterfactual situation (especially in the negative), it is not a part of standard usage. Use a past perfect here instead: If it *hadn't been* for the jaundice. . .

7. The chief executive of Starbucks has revealed that the coffee shop giant is to *more than* double its opening of new stores globally over the next year. (The Independent, 13.11.2010)

This sentence illustrates the so-called split infinitive; that is, the infinitive marker *to* is separated from the verb stem. Some prescriptivists insist that it is incorrect to 'split' an infinitive, but such usage is well established in English and has been for many years. In the sentence in (7), in fact, it is impossible *not* to split it: both **the coffee shop giant is more than to double its opening of new stores* and **the coffee shop giant is to double more than its opening of new stores* are impossible in English. The sentence would have to be considerably reformulated: *the coffee shop giant is to open more than twice as many stores as they have already opened*.

8. Tourist board organization Visit Scotland, which employs 1,000 staff, claims it has managed to do more with *less* people following an extensive restructuring. ([www](http://www.visit-scotland.gov.uk))

People is a plural and therefore combines with *fewer* rather than *less*. In modern English, *less* (rather than the more correct *fewer*) is extremely common with plural nouns but is nonetheless still considered a mistake in careful standard English by some people.

9. (newspaper headline) Identity: A cop show that *thankfully* doesn't take itself too seriously. (www.metro.co.uk)

Prescriptive grammar only approves of the use of *thankfully* when it is used as a manner adverb, which is not the case here: it functions as a sentence adverb. As discussed in Chapter 6, there a number of ways in which sentence adverbs function. There is nothing objectionable about the use of *thankfully* in this sentence.

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10. Stores look rather different *than* they used to: budget and own-brand ranges, once the faintly embarrassing end of product lines, are now found front and centre in displays. (The Guardian, 29.05.2008)

Prescriptive grammar states that *different from* (followed by an NP) is the only correct form. In reality, *different from*, *different to* (especially in British English) and *different than* (especially in American English) are found. It is interesting to note that the prescriptive rule, if applied, results in an impossible sentence in (10): *Stores look rather different from they used to. The sentence can of course be reformulated differently: 'Stores look rather *different from* the way they used to/what they used to.'

11. As for *we* Brits, while we are very good at hosting Wimbledon, we prefer to watch tennis, rather than play (we can't be bothered, in all honesty). (thetimesonline.co.uk, 02.07.2009)

The prescriptive rule states that pronouns must be used in the objective case when they follow a preposition. This is not the case here: *as for we*. Standard English requires *as for us Brits*.

12. She was thirteen years older than *him* and was a lady of some importance, married to Viscount Ranelagh. <http://www-history.mcs.st-and.ac.uk/Biographies/Boyle.html>

Prescriptive grammar maintains that *than* is only a conjunction and that when the VP is ellipped, only the subjective form of a pronoun is correct: she was thirteen years older than *he* (or *than he was*). In fact, 'she was thirteen years older than *he*', though certainly correct, sounds quite formal and perhaps even artificial in modern English. For that reason, most linguists today argue that *than* is both a conjunction (*older than he is*) and a preposition (*older than him*). Since we adopt this point of view as well, there is nothing incorrect in sentence (12).

13. Efforts to sanitize classic literature have a long, undistinguished history. Everything from Chaucer's *Canterbury Tales* to Roald Dahl's *Charlie and the Chocolate Factory* have been challenged or have suffered at the hands of uptight editors. (www.nytimes.com, 06.01.2011)

The Subject of the second clause is a complex NP whose head is *Everything*. Although it is postmodified by the titles of two books, there is formal agreement with the head of the NP. In standard English, the pronoun *everyone* always takes a singular verb. The journalist here no doubt lost sight of what the Subject of the clause is, probably due to the fact that the Subject is so far from the verb.

14. By the time Mozgawa moved to Los Angeles in 2008, she was a professional drummer, stepping in to tour with whomever might need her, but secretly wishing for a band of her own. (The Guardian, 12 February 2011)

Although *whomever* follows a preposition, it is the Subject of the relative clause ‘who(m)ever might need her’, which means that only the subjective form *whoever* (rather than the objective form *whomever*) is correct, strictly speaking. This prescriptive rule is not one that native speakers master, and *whomever* for *whoever* can be found even in edited prose. (Note that *whoever* for *whomever* can be seen in the same way as *who* is used for *whom*: see Chapter 2, pp. 48–49)

Chapter 2: The verb and its complements

Exercise 1. Complete the sentences with the correct form of *have* or *do*. Determine whether the forms are auxiliary verbs or lexical verbs. Negative forms may be required.

1. You’ve written an interesting essay, but I *do* think it could be shorter. auxiliary
2. He offered to sell me his computer, but I *had* already bought one. auxiliary
3. What *do* you think we should *do* to solve the problem? auxiliary – lexical verb
4. Unfortunately, I *didn’t* see the exhibition. I *did* buy the catalogue, however. auxiliary - auxiliary
5. You’ll definitely recognize her. She *has* a very angular face and short black hair. lexical verb
6. By the time we got there, the concert *had* started. auxiliary
7. They *have* a Volkswagen now. I think they *have* always *had* Volkswagens. lexical verb - auxiliary - lexical verb
8. We *had* a look around before deciding whether to stay there. lexical verb
9. Too bad she doesn’t like strawberries. – But she *does* like strawberries! auxiliary
10. I’m sure he’s not a doctor, but I *don’t* know what he actually *does do* for a living. *Do* you know what he *does*? auxiliary - auxiliary - lexical verb – auxiliary - lexical verb

Exercise 2. First, identify in which sentences below *have/has* is an auxiliary. Then determine for the remaining sentences when *have got/has got* is also

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possible. Finally, give the negative and interrogative forms for each sentence with *have/has* and *have got/has got*. Use the information provided in brackets for the interrogative clauses when necessary.

1. I often have a drink after work. (you)
have is not an auxiliary – it is a lexical verb; it is **dynamic**, so *have got* is not possible
I don't often have a drink after work.
Do you often have a drink after work?
2. He has his father's eyes.
have is not an auxiliary – it is a lexical verb; it is **non-dynamic**, so *have got* is possible
He's got his father's eyes.
He doesn't have/hasn't got his father's eyes.
Does he have/has he got his father's eyes?
3. I have read Ian McEwan's latest book. (you)
have is an auxiliary used to form the present perfect
I haven't read Ian McEwan's latest book.
Have you read Ian McEwan's latest book?
4. William has a twin brother.
have is not an auxiliary – it is a lexical verb; it is **non-dynamic**, so *have got* is possible
William's got a twin brother.
William doesn't have/hasn't got a twin brother.
Does William have/has William got a twin brother?
5. They always have a good time at parties.
have is not an auxiliary – it is a lexical verb; it is **dynamic**, so *have got* is not possible
They don't always have a good time at parties.
Do they often have a good time at parties?
6. I have an idea where she could be hiding. (you)
have is not an auxiliary – it is a lexical verb; it is **non-dynamic**, so *have got* is possible
I've got an idea where she could be hiding.
I don't have/haven't got an(y) idea where she could be hiding.
Do you have/have you got an(y) idea where she could be hiding?
7. They have finally reached a mutual agreement.
have is an auxiliary used to form the present perfect

They haven't reached a mutual agreement. ('finally' is infelicitous with the negative)

Have they finally reached a mutual agreement?

8. He hardly goes out any more – he has children now.

have is not an auxiliary – it is a lexical verb; it is **non-dynamic**, so *have got* is possible

He's got children now.

He doesn't *have/hasn't got* (any) children now.

Does he *have/has he got* (any) children now?

9. They have a summer house by the seaside.

have is not an auxiliary – it is a lexical verb; it is **non-dynamic**, so *have got* is possible

They've got a summer house by the seaside.

They don't *have/haven't got* a summer house by the seaside.

Do they *have/have they got* a summer house by the seaside?

10. My parents usually have a Christmas party. (your parents)

have is not an auxiliary – it is a lexical verb; it is **dynamic**, so *have got* is not possible

My parents don't usually have a Christmas party.

Do your parents usually have a Christmas party?

Exercise 3. Rewrite the sentences, moving the italicized elements to the beginning of the sentence and making any other necessary changes.

1. *Not once* did she ask me about what was going on in my life.
2. *At no point* does she mention her husband's vital role in the project.
3. *Not until late in the day* will we know the answer.
4. *Never* will there be another actress like Elizabeth Taylor.
5. *Barely* had he arrived when she said it was time to leave again.
6. *Only occasionally* did I feel lonely during my year abroad.
7. *No sooner* had the new fad caught on than it disappeared.
8. *Seldom* will you experience such genuine hospitality.
9. *Not often* do you see an actor accept criticism humbly.
10. *In no way* did I mean to offend you with that comment.
11. *At no time* have I transferred money into that account.
12. *Nowhere else* will you find a restaurant of this quality.

Exercise 4. (i) Transform each of the following declarative clauses into a yes-no interrogative clause. Use *you* when it is provided in brackets. (ii) Trans-

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form each of the declarative clauses into a *wh*-interrogative clause, using a *wh*-constituent that corresponds to the italicized segment. If two segments are italicized, provide two separate *wh*-interrogatives. Pay particular attention to the subordinator *that* in the interrogatives corresponding to the even-numbered sentences.

1. We have enrolled *150 students* for the summer session.
Have we enrolled 150 students for the summer session?
How many students have we enrolled for the summer session?
2. The director claims that *150 students* have enrolled for *the summer session*.
Does the director claim (that) 150 students have enrolled for the summer session?
How many students does the director claim ~~that~~ have enrolled for *the summer session*?
What does the director claim (that) 150 students have enrolled for?
3. She scribbled down the message with a red crayon *because she didn't have a pen*.
Did she scribble down the message with a red crayon *because she didn't have a pen*?
Why did she scribble down the message with a red crayon?
4. I suppose that *she* scribbled down the message with *a red crayon*. (you)
Do you suppose (that) *she* scribbled down the message with *a red crayon*?
Who do you suppose ~~that~~ scribbled down the message with *a red crayon*?
What do you suppose (that) *she* scribbled down the message with?
(or With what. . .)
5. *The orchid show* will be taking place *in the northeast pavilion*.
Will the orchid show be taking place in the northeast pavilion?
Which show will be taking place in the northeast pavilion?
Where will the orchid show be taking place?
6. I think that *the orchid show* will be taking place *in the northeast pavilion*. (you)
Do you think (that) the orchid show will be taking place in the northeast pavilion?
What do you think ~~that~~ will be taking place in the northeast pavilion?
Which pavilion do you think (that) the orchid show will be taking place in?
(or In which pavilion. . .)

7. We're taking care of *Paul's* children *tomorrow night*.
 Are we taking care of Paul's children tomorrow night?
 Whose children are we taking care of tomorrow night?
 When are we taking care of Paul's children?
8. You said that *something funny* happened to *Paul's children*.
 Did you say that something funny happened to Paul's children?
 What did you say ~~that~~ happened to Paul's children?
 Who did you say (that) something funny happened to?
 (or To whom. . .?)
9. You should have your teeth cleaned *every six months*.
 Should you have your teeth cleaned every six months?
 How often should you have your teeth cleaned?
10. Most dentists say ~~that~~ *children* should *have their teeth cleaned* regularly.
 Do most dentists say (that) children should have their teeth cleaned regularly?
 Who do most dentists say ~~that~~ should have their teeth cleaned regularly?
 What do most dentists say (that) children should do regularly?
11. He saw *several teenagers* walking away from the scene of the crime.
 Did he see several teenagers walking away from the scene of the crime?
 Who did he see walking away from the scene of the crime?
12. He claimed that *several teenagers* were walking away from the scene of the crime.
 Did he claim (that) several teenagers were walking away from the scene of the crime?
 How many teenagers did he claim ~~that~~ were walking away from the scene of the crime?
13. *Several things* need to be accomplished by next Wednesday.
 Do several things need to be accomplished by next Wednesday?
 What needs to be accomplished by next Wednesday?
14. She said that *these things* need to be accomplished by *next Wednesday*.
 Did she say (that) these things need to be accomplished by next Wednesday?
 What did she say ~~that~~ needs to be accomplished by next Wednesday?
 When did she said (that) these things need to be accomplished by?
 (or By when. . .?)
15. *The train for Geneva* is scheduled to leave *at 8:23* from platform 8.

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Is the train for Geneva scheduled to leave at 8:23 from platform 8?
Which train is scheduled to leave at 8:23 from platform 8?
What time is the train for Geneva is scheduled to leave from platform 8?
Which platform is the train for Geneva scheduled to leave from at 8:23?
(or From which platform. . .?)

16. They said that the train for Geneva would be leaving late *because of fog*.
Did they say (that) the train for Geneva would be leaving late because of fog?
Which train did they say ~~that~~ would be leaving late because of fog?
Why did they say (that) the train for Geneva would be leaving late?

Exercise 5. Study the charts below. Then complete the sentences in three different ways.

The same situation applies: (+)

Affirmative context

So aux Subject or Subject aux, *too*.

(+) (+)

He likes fish. → *So does she.* or *She does, too.*

Negative context

Neither aux Subject or Subject neg-aux *either*.

(+) (+)

She can't sing. → *Neither can they.* or *They can't either.*

The same situation does *not* apply: (-)

Affirmative context

(-)

He will succeed. → *(but) I won't.*

Negative context

(-)

They haven't finished. → *(but) I have.*

1. I was a rebellious teenager, and/but. . .
 (+) and so was my brother/and my brother was, too
 (-) but my best friend wasn't
 (+) and so were most of my friends/most of my friends were, too
2. I get up at 7 o'clock every day, and/but. . .
 (-) but my boyfriend doesn't
 (+) and so does my wife/and my wife does, too
 (-) but my children don't
3. I can't run very fast, and/but. . .
 (-) but Julia can
 (+) and neither can my mother/and my mother can't either
 (-) but they can
4. I never work on Sundays, and/but. . .
 (-) but my brother does
 (+) and neither does my best friend/and my best friend doesn't either
 (-) but some people do
5. When I was a kid, I loved Brussels sprouts, and/but. . .
 (+) and so did my boyfriend/and my boyfriend did, too
 (-) but my wife didn't
 (+) and so did my sister/and my sister did, too
6. I've never met anyone famous, and/but. . .
 (-) and neither has my girlfriend/and my girlfriend hasn't either
 (+) but a couple of my friends have
 (-) and neither has Stephen/and Stephen hasn't either
7. When I was in high school, I didn't like French, and/but. . .
 (+) and neither did Julia/and Julia didn't either
 (-) but almost everyone else did
 (+) and neither did my classmates/and my classmates didn't either

Exercise 6. Complete the following dialogue using the correct auxiliary to form interrogative tags (with or without reverse polarity) or short questions/short answers.

He: I'm in no mood to prepare dinner. Let's go out instead, *shall* we?

She: Fine with me. It's been a long week for both of us, *hasn't* it?

He: Indeed, it *has*. We can go to that Chinese place round the corner. Wait a minute – you like Chinese, *don't* you?

She: Yes, I *do*, though perhaps not as much as you *do*. I think we should ask Rebecca to join us.

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He: *Do* you? She won't want to come along. She's just started that new job.

She: Oh, so she got the job, *did* she? I wasn't aware of that.

He: There were 10 other candidates. She was a shoo-in, though.

She: *Was* she? I suppose so. I've always thought she was a bit of a slacker.

He: *Have* you really? Interesting, I didn't know that.

Exercise 7. Add interrogative tags to the following sentences.

1. You'd rather go to a Japanese restaurant, *wouldn't you?*
2. You went to last year's job fair, *didn't you?*
3. People seldom say what they really think, *do they?*
4. He hates swimming in that dirty lake, *doesn't he?*
5. They rarely eat out, *do they?*
6. But I'm an experienced teacher, *aren't I?*
7. Let's take a break and have some lunch, *shall we?*
8. There's a shorter way to get there from here, *isn't there?*
9. Everyone has 'the perfect solution', *don't they?*
10. Everybody's got 'the perfect solution', *haven't they?*
11. They've never even tried oysters, *have they?*
12. Give me a hand moving these chairs, *will you?*
13. That's John sitting over there, *isn't it?*
14. She'd better start working, *hadn't she?*

Exercise 8. Add interrogative tags to the following sentences and determine whether the intonation is more likely to be rising (↑) or falling (↓). Try in each case to explain why.

1. You didn't laugh once during the movie. You didn't think it was funny, *did you*↓?
2. Let's ask Monica to come along, *shall we*↑? I haven't seen her in such a long time.
3. You don't know what time the play starts, *do you*↑? I thought I'd written it down.
4. You really don't like the new physics teacher, *do you*↓? It was pretty obvious.
5. I've offended you, *haven't I*↓? Sorry, I didn't mean it.
6. This chocolate cake is just divine, *isn't it*↓?
7. Hey, keep it down in there, *will you*↑? Some of us are trying to sleep!
8. Where's Katie? She's not late again, *is she*↑?

Exercise 9. Provide a negative short answer to the questions below. Then complete the answer by using two different structures to express causality: (i) *have*

someone do something and (ii) *have something done (by someone)*. Use the cues in brackets to complete your answer.

ex: Did you do it yourself? (someone else)

No, I didn't. I had someone else do it.

No, I didn't. I had it done (by someone else).

1. Will you repair the carburettor yourself? (the mechanic)
No, I won't. I'll have the mechanic repair it.
No, I won't. I'll have it repaired (by the mechanic).
2. Did she make that cocktail dress herself? (her mother)
No, she didn't. She had her mother make it.
No, she didn't. She had it made (by her mother).
3. Does he renovate the rooms himself? (interior designer)
No, he doesn't. He has an interior designer renovate them.
No, he doesn't. He has them renovated (by an interior designer).
4. Are you going to plant those trees yourself? (the gardener)
No, I'm going to have the gardener plant them.
No, I'm going to have them planted (by the gardener).
5. Do they always develop the photographs themselves? (a professional)
No, they don't. They have a professional develop them.
No, they don't. They have them developed (by a professional).
6. Will you prepare the presentation yourself? (my assistant)
No, I won't. I'll have my assistant prepare it.
No, I won't. I'll have it prepared (by my assistant).
7. Did you frame that picture yourself? (a local artist)
No, I didn't. I had a local artist frame it.
No, I didn't. I had it framed (by a local artist).

Exercise 10. Decide which of the following verbs are intransitive, which are transitive and which are ditransitive. Use simple NPs to construct sentences illustrating the different possibilities. Which verbs usually require a Prepositional Complement? Use a dictionary if necessary.

- hesitate (a) intransitive: He hesitated before answering my question.
- cook (a) intransitive: She was cooking when I got there; (b) transitive: She's cooking an Indian dish, (c) ditransitive: She cooked us a delicious Indian dish.
- sleep (a) intransitive: He sleeps till 8 every morning.
(b) transitive: The room sleeps 4 comfortably.

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afford	(a) transitive: I can't afford fancy clothes; (b) ditransitive: This situation affords us the opportunity to create a partnership with them.
put	(a) transitive with (obligatory) Prepositional Complement: She put the book on the shelf.
love	(a) transitive: I love fish.
take place	(a) This intransitive verbal expression usually requires a Prepositional Complement (The concert took place at the Albert Hall/ at 6 last night) although it is not impossible to use it intransitively (After a heated debate with the organizers about the safety measures, the concert took place anyway).
fetch	(a) transitive: He fetched the ball; (b) ditransitive: Fetch me a beer, will you?
last	(a) This intransitive verb usually requires a Prepositional Complement (Their relationship lasted for two weeks only) although it is not impossible to use it intransitively (Even though they went through a number of crises, their relationship lasted).
greet	(a) transitive: He greeted the audience enthusiastically.
hand	(a) ditransitive: He handed me the book.
obey	(a) intransitive: Children must learn to obey; (b) transitive: Our dog only obeys my dad.

Exercise 11. Identify the Indirect Objects realized as PrepPs in the following sentences. Determine in which cases they can be also realized as NPs and rewrite the sentence accordingly. Finally, provide all possible passive sentences for each sentence.

1. The foreman will demonstrate the procedure *to the new employees*.
No alternative with IO realized as an NP
The procedure will be demonstrated to the new employees (by the foreman).
2. The woman had left \$10,000 *to her favourite nephew*.
The woman had left *her favourite nephew* \$10,000.
The woman's favourite nephew had been left \$10,000.
\$10,000 had been left to the woman's favourite nephew.
3. Only rarely do they read bedtime stories *to the children*.
Only rarely do they read *the children* bedtime stories.
Only rarely are the children read bedtime stories.
Only rarely are bedtime stories read to the children.
4. The astronaut described the feeling of weightlessness *to the journalists*.
No alternative with IO realized as an NP

- The feeling of weightlessness was described to the journalists (by the astronaut).
5. Someone ought to write a nasty letter *to the editor*.
Someone ought to write *the editor* a nasty letter.
The editor ought to be written a nasty letter.
A nasty letter ought to be written to the editor.
 6. Patriotic citizens will often send letters *to soldiers fighting overseas*.
Patriotic citizens will often send *soldiers fighting overseas* letters.
Soldiers fighting overseas will often be sent letters by patriotic citizens.
Letters will often be sent to soldiers fighting overseas by patriotic citizens.
 7. Parents should never entrust their children *to just anyone*.
No alternative with IO realized as an NP
Children should never be entrusted to just anyone. (by their parents (< possible, but unlikely here))
 8. The teacher brought frosted cupcakes *to his students*.
The teacher brought *his students* frosted cupcakes.
The students were brought frosted cupcakes (by the teacher).
Frosted cupcakes were brought to the students (by the teacher).
 9. The captain of the team introduced all the players *to us*.
No alternative with IO realized as an NP
All the players were introduced to us (by the captain of the team).
 10. I repeated the instructions *to my assistant* very slowly.
No alternative with IO realized as an NP
The instructions were repeated to my assistant very slowly. ('by me' is unlikely here)

Exercise 12. Identify the Indirect Objects realized as PrepPs in the following sentences. Determine in which cases they can be also realized as NPs and rewrite the sentence accordingly. Finally, provide all possible passive sentences for each sentence.

1. I hope the travel agent can find *us* a quiet hotel by the seaside.
I hope the travel agent can find a quiet hotel *for us* by the seaside.
I hope we can be found a quiet hotel by the seaside (by the travel agent).
I hope a quiet hotel by the seaside can be found for us (by the travel agent).
2. We thought it'd be easier to prepare *everyone* a simple picnic lunch.
We thought it'd be easier to prepare a simple picnic lunch *for everyone*.

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It was thought that it'd be easier to prepare everyone a simple picnic lunch. (The DO is a *that*-clause; it is only possible to construct an impersonal passive but not one in which the Subject is raised.)

The *to*-infinitive clause contains a DO and an IO. The infinitive clause can be turned into the passive provided the Subject takes the form of a *for*-PrepP: We thought it'd be easier for a simply lunch to be prepared for everyone./We thought it'd be easier for everyone to be prepared a simple lunch.

3. They left *the babysitter* specific instructions on the dining room table.
They left specific instructions on the dining room table *for the babysitter*.
The babysitter was left specific instructions on the dining room table.
Specific instructions were left on the dining room table for the babysitter.
4. That shop will lend *us* the costumes for two weeks.
That shop will lend the costumes *to us* for two weeks.
We will be lent the costumes (by that shop) for two weeks.
The costumes will be lent to us (by that shop) for two weeks.
5. The realtors are offering *potential buyers* £500 off their monthly mortgage.
The realtors are offering £500 off their monthly mortgage *to potential buyers*.
Potential buyers are being offered £500 off their monthly mortgage (by the realtors).
£500 off their monthly mortgage is being offered to potential buyers (by the realtors).
6. If you show *a dog* a bone and then hide it, he'll look for it until he finds it.
If you show a bone *to a dog* and then hide it, he'll look for it until he finds it.
If a dog is shown a bone and the bone is then hidden, he'll look for it until he finds it. (It is better to repeat *the bone* in the second (conjoined) clause, as the pronoun *it* might be misunderstood to refer to the dog rather than to the bone.)
If a bone is shown to a dog and is then hidden, he'll look for it until he finds it.
7. You should bake *the twins* a cake yourself rather than buy one.
You should bake a cake *for the twins* yourself rather than buy one.
The twins should be baked a cake. ('by you' is unlikely here) (It is not possible to add the second clause 'rather than buy one', the reason being that the Subject of the second clause in the passive sentence is 'The twins', which is not compatible with the Predicate in the second clause.)
A cake should be baked for the twins. ('by you' is unlikely here). (It is not possible to add the second clause 'rather than buy one', the reason being

that the Subject of the second clause is now 'A cake', which is not compatible with the Predicate in the second clause.)

8. My father bought *me* this dress when I was only seventeen.
My father bought this dress *for me* when I was only seventeen.
I was bought a dress by my father when I was only seventeen.
This dress was bought for me by my father when I was only seventeen.
9. The dean has promised *all incoming freshmen* a new laptop computer.
The dean has promised a new laptop computer *to all incoming freshmen*.
All incoming freshmen have been promised a new laptop computer (by the dean).
A new laptop computer has been promised to all incoming freshmen (by the dean).
10. The buyer will pay *the vendor* the full price within 30 days.
The buyer will pay the full price *to the vendor* within 30 days.
The vendor will be paid the full price (by the buyer) within 30 days.
The full price will be paid to the vendor (by the buyer) within 30 days.

Exercise 13. Analyze the following sentences, identifying particles and prepositions that function with particle, prepositional and prepositional particle verbs. Determine whether the verbs are transitive or intransitive, and, if transitive, identify the Direct Object. Identify which sentences can be put in the passive.

General observations:

- Intransitive particle verbs cannot be put into the passive for obvious reasons (there is no Object).
- Intransitive prepositional verbs can sometimes be used in the passive, in which case the NP embedded in the Prepositional Object becomes Subject.
- Some, but not all, intransitive prepositional particle verbs can be used in the passive. When this is the case, it is again the NP embedded in the Prepositional Object that becomes Subject.
- Transitive particle verbs and transitive prepositional verbs can be put into the passive: in this case the Direct Object becomes Subject.
- Occasionally, in the case of a transitive prepositional verb, an alternative passive sentence whereby the NP embedded in the Prepositional Object becomes Subject is possible as well.
- Bear in mind that even though the passive may be possible from a purely structural point of view, it may not always be felicitous from the point of view of the discourse.

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1. Sorry to cut *in* (particle) (intransitive particle verb), but I really must object *to* (prep) (intransitive prepositional verb) what's being said.
Passive: Sorry to cut in, but what's being said really must be objected to.
(Although it is theoretically possible to put the second clause into the passive, the use of the passive maybe not entirely felicitous from the point of view of the discourse: in the first sentence, it is clearly the Subject referent who identifies himself as wanting to have his/her say; in the second sentence, the Subject referent is made invisible through the use of the passive.)
2. Don't mind me, I'm just going *about* (prep) my business. (intransitive prepositional verb)
No passive with this intransitive prepositional verb
3. Why don't you just drop *by* (particle) on the way home? (intransitive particle verb)
No passive: intransitive particle verb
4. It's his passion for painting that got *him* (Direct Object) *through* (prep) that difficult period. (transitive prepositional verb)
No passive. *Get someone through something* is a verb that is not readily used in the passive.
5. We have run *up* (particle) *against* (prep) some unforeseen problems. (intransitive prepositional particle verb)
Passive: Some unforeseen problems have been run up against. (theoretically possible, but highly unlikely passive)
6. I really must brush *up* (particle) *on* (prep) my Japanese before my trip to Tokyo. (intransitive particle verb)
Passive: My Japanese must be brushed up on before my trip to Tokyo. (The passive is grammatically acceptable but it is unnatural. Using a passive in a context in which it is clearly the speaker who has to undertake some action is unmotivated (cf. 'I must buy a dress' – 'A dress must be bought' is equally odd.)
7. Personally, I think you've let *him* (Direct Object) *off* (particle) too easily. (transitive particle verb)
Passive: Personally, I think he's been let off too easily.
8. He takes *after* (prep) his mother in more ways than one. (intransitive prepositional verb)
No passive with this intransitive prepositional verb
9. I'm sure she put *her brother* (Direct Object) *up* (particle) *to* (prep) this. (transitive prepositional particle verb)

- Passive: I'm sure her brother was put up to this. (A more natural passive sentence is: I'm sure he was put up to this by his sister.)
10. I can't make *anything* (Direct Object) *of* (prep) this chicken scratch. (transitive prepositional verb)
Passive: Nothing can be made of this chicken scratch.
 11. The police will have to look *into* (prep) the disturbances. (intransitive prepositional verb)
The disturbances will have to be looked into (by the police).
 12. If you've forgotten the power cord, you can run *the machine* (Direct Object) *off* (prep) four AA batteries. (transitive prepositional verb)
Passive: If you've forgotten the power cord, the machine can be run off four AA batteries.

Exercise 14. Analyze the following sentences, identifying particles and prepositions that function with particle, prepositional and prepositional particle verbs. Determine whether the verbs are transitive or intransitive, and, if transitive, identify the Direct Object. Identify which sentences can be put in the passive.

General observations (see Exercise 13, above).

1. The car's acting *up* (particle) again. (intransitive particle verb) I think we need to have *it* (Direct Object) *tuned up* (particle). (transitive particle verb)
First sentence: no passive; second sentence: I think it should be tuned up (by the mechanic).
2. His plane didn't take *off* (particle) until almost 10 p.m. (intransitive particle verb)
No passive.
3. I like it when my boyfriend takes *me* (Direct Object) *out* (particle) for a romantic meal. (transitive particle verb)
Passive: I like it when I'm taken out for a romantic meal by my boyfriend./I like being taken out (to be taken out) for a romantic meal by my boyfriend. (The second sentence captures the same meaning but, from a formal point of view, is not the strict passive equivalent of the active sentence.
4. Someone should fill *the others* (Direct Object) *in* (particle) *on* (prep) what's been going *on* (particle). (transitive prepositional particle verb), (*go on* = intransitive particle verb)

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Passive: The others should be filled in on what's been going on. (No passive for the intransitive particle verb *go on*.)

5. Would someone please let *me* (Direct Object) *in* (particle) *on* (prep) the big secret? (transitive prepositional particle verb)

Passive: Could I (rather than 'would I') please be let in on the big secret? (Volition is Subject-oriented, that is, it is always the Subject referent whose willingness is being expressed (Will you? = are you willing to? Will they? = are they willing to)? While it is natural to talk about one's own volition in a declarative sentence, it is strange to inquire into one's own willingness in an interrogative clause. Changing the active into a passive coincides with a change in Subject (someone/I). Clearly, here, the 'I' wants to know more about the secret, so a sentence with *would* expressing volition is no longer appropriate here.)

6. You'll never be able to talk *them* (Direct Object) *into* (prep) participating in your scheme. (transitive prepositional verb)

Passive: They will never be able to be talked into participating in your scheme.

7. His laidback personality has not rubbed *off* (particle) *on* (prep) his children. (intransitive prepositional particle verb)

No passive

8. Hasn't anyone filled *you* (Direct Object) *in* (particle)? (transitive particle verb) They've put *off* (particle) *the meeting* (Direct Object) until tomorrow. (transitive particle verb)

Passive: Haven't you been filled in? The meeting has been put off until tomorrow.

9. I must take *the matter* (Direct Object) *up* (particle) *with* (prep) my husband. (transitive particle prepositional verb)

Passive: The matter must be taken up with my husband.

10. You're crazy if you think she's going to fall *for* (prep) that old trick. (intransitive prepositional verb)

No passive

11. They laid *off* (particle) *75 employees* (Direct Object) in only 2 months. (transitive particle verb)

Passive: 75 employees were laid off in only 2 months.

12. I think I'm coming *down* (particle) *with* (prep) a bad cold. (intransitive prepositional particle verb)

No passive

Exercise 15. Complete the sentences using the correct form (*-ing* or *to-* infinitive) of the verb in brackets. More than one answer may be possible.

1. His friends quit *inviting* him out when they realized he never accepted their invitations.
2. If you decide *to sign* the lease, show it to someone else first.
3. My grandfather started *working/to work* when he was only 14 years old.
4. I'd like *to remind* everyone *to keep* the last weekend of June open for the company picnic.
5. You must come with us. I refuse *to take* 'no' for an answer!
6. Have they discussed *closing* down the plant, or is that just a rumour?
7. Would you mind *saving* us a couple of seats? We have to finish *writing* up this report.
8. They don't expect *to finish* before this afternoon.

Exercise 16. Complete the sentences using the correct form (*-ing* or *to-* infinitive) of one of the following verbs. More than one answer may be possible.

understand	convince	stay	get	love
quit	have	be able	leave	play
prepare	meet	read	work	regret

1. I fail *to understand* why anyone would want to climb Mount Everest.
2. Once I've finished *preparing* dinner, I can help you with your homework.
3. They appreciate *being able* to spend time with their grandchildren.
4. By the time I'd begun *reading/to read* the second chapter, I knew how the story would end.
5. They intend *to stay* with us for only a few days. At least that's what they say.
6. They want *to quit* their jobs and move to a commune in the mountains.
7. SWF seeks SWM for romance. Enjoys outdoor activities and *playing* sports.
8. If you continue *working/to work* such long hours, you'll end up *regretting* it.
9. I don't see how they manage *to get* anything done with so many children in the house.
10. I would avoid *leaving* during rush hour if I were you.
11. You say I've met your parents, but I don't recall *meeting* them at all.
12. She hopes *to convince* the entire staff that an open office plan is best.
13. Do you promise *to love* this woman till death do you part?
14. He freely admits *having* a real weakness for cakes and sweets.

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Exercise 17. Complete the sentences using the correct form (*-ing* or *to-*infinitive) of the verb in brackets. More than one answer may be possible.

1. (a) The driver of a truck who stopped *to assist* at an accident scene died early this morning.
(b) The government stopped *considering* military action.
2. (a) He founded an organization to help veterans of the war, many of whom went on *to fight* elsewhere.
(b) The attendees went on *talking* even after they'd been asked to lower their voices and pay attention.
3. (a) If all staff remembered *to turn off* equipment at night, the University could save around 10% of its carbon emissions.
(b) I remembered that we were having chicken because I distinctly remembered *turning on* the hot water in the sink to defrost it. The thing is, I couldn't remember *turning* the hot water *off*. The moral: don't forget *to turn off* the tap! (www, adapted)
4. (a) The doctor explained what I should do to protect myself from unplanned pregnancy if I forget *to take* my birth control pill.
(b) I'll never forget *seeing* my new-born son for the very first time.
5. (a) The Rector regrets *to announce* the death of Professor John Baker, Emeritus Professor of the University.
(b) Clark said the Prime Minister regretted *announcing* reforms of MPs' expenses without consulting the party first.
6. (a) I've tried *to give up* smoking many times, but have always failed.
(b) If you want to lose weight, why don't you try *giving up* junk food?
7. (a) I meant *to attend* the funeral to show respect to the family, but I could not get off work.
(b) For her, a spiritual experience necessarily meant *attending* a traditional religious service.
8. (a) I like *talking/to talk* to people about their lives, even if I don't know them well.
(b) She would like *to talk* to us about some interesting new ideas she has for our firm.

Exercise 18. Integrate the information in brackets into the first clause, using either an *-ing* clause or a bare infinitive clause. In some cases, either form is acceptable (with or without a difference in meaning). If more than one form is possible, paraphrase the difference in meaning, if any, associated with each form.

1. (a) I watched the children (play a game of hide and seek).
I watched the children playing a game of hide and seek.
(‘I watched the children play a game of hide and seek’ could be used to bring to the fore the fact that the observer watched the game from the very beginning to the very end.)
- (b) I watched the students (demonstrate against the higher fees).
I watched the students demonstrate/demonstrating against higher fees. (The *-ing* form brings the idea of ‘activity in progress’ more to the fore, whereas the bare infinitive suggest that the observer watched the demonstration to the end.)
2. (a) The parents are now listening to their children (play a Bach sonata).
The parents are now listening to their children playing a Bach sonata.
- (b) The proud parents heard their daughter (play a Bach sonata).
The proud parents heard their daughter play/playing a Bach sonata. (The bare infinitive form implies that they heard the complete Bach sonata (at a recital, for example); the *-ing* form signals that the activity of playing the sonata is ongoing, and does not give any information about whether or not the parents heard the complete sonata.)
3. (a) I felt a bee (crawl over my skin).
I felt a bee crawling over my skin.
(The *-ing* form brings the idea of ‘activity in progress’ more to the fore, which is compatible with the idea of the activity being interrupted (by swatting away the bee, for example. The bare infinitive, while not impossible, is perhaps less likely as it can imply that the Subject-referent did nothing to stop the bee from crawling on her skin.)
- (b) They felt the tension (rise).
They felt the tension rise/rising.
(The *-ing* form brings the idea of ‘gradual progress’ more to the fore and is thus more likely.)
4. (a) They saw the water level (rise to over 2 metres).
They saw the water level rise to over 2 metres.
- (b) I watched my sister (win the race).
I watched my sister win the race.
5. (a) The teacher noticed one of her students (cheat at the exam).
The teacher noticed one of her students cheat/cheating at the exam.
(The *-ing* form brings the idea of ‘activity in progress’ and duration more to the fore and is thus more easily compatible with the idea that

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the teacher interrupted the cheating. The verb 'notice', too, implies the momentary perception of something in progress.)

- (b) We noticed the head of department (be told off by one of his colleagues). We noticed the head of department being told off by one of his colleagues. (The verb 'notice' implies the momentary perception of something in progress.)
6. (a) I could hear car after car (whirr down the county road).
I could hear car after car whirring down the county road.
- (b) I suddenly heard the vase (shatter into a million pieces).
I suddenly heard the vase shatter into a million pieces.

Exercise 19. Read the following two excerpts below. In what way(s) do they differ in form and what is the difference in effect that is achieved? Pay particular attention to the italicized forms.

(a) The Rosetta Stone is a fragment of an Ancient Egyptian stone slab, or stele, with an engraved text that provided the key to the modern understanding of Egyptian hieroglyphs. *The original stele* is thought

((i) the NP 'the original stele' refers to the topic introduced in the first sentence – topic continuity is maintained via the passive (compare to (i) in (b), below))

. . .to have been displayed

((ii) agent unknown, so passive particularly appropriate here (compare to (ii) in (b), below))

. . .within a temple. *It* was probably moved

((iii) topic continuity and unknown agent (compare to (iii) in (b), below))

. . .during the early Christian or medieval period and eventually used

((iv) continuation of (iii), above (compare to (iv) in (b), below))

. . .as building material in the construction of a fort in the town of Rosetta (now Rashid) in the Nile Delta. *It* was discovered there in 1799 by a soldier of the French expedition to Egypt.

((v) topic continuity and extra prominence to the agent via a *by*-phrase (compare to (v) in (b), below)) (adapted from www)

(b) The Rosetta Stone is a fragment of an Ancient Egyptian stone slab, or stele, with an engraved text that provided the key to the modern understanding of

Egyptian hieroglyphs. *People today* think (i) that *people in the past* displayed (ii) the original stele within a temple. *Unidentified people* probably moved it (iii) during the early Christian or medieval period and eventually used it (iv) as building material in the construction of a fort in the town of Rosetta (now Rashid) in the Nile Delta. *A soldier of the French expedition to Egypt* discovered it there in 1799. (v)

Exercise 20. Identify and comment upon the passive forms in the following text. Give an active form for all passives with an identifiable agent.

All the passive verbs have been put in italics. The comments on each of the passive clauses feature below the text.

Walter Mbotela recounts the tales of how his grandfather *was captured* (1) as a slave by Arab traders and *shipped away* (2) from his birthplace in Nyasaland with great emotion.

Mr Mbotela senior, along with other slaves, *was driven away* (3) from their villages and *loaded into* (4) ships destined for Zanzibar, East Africa's main slave market until 1873. These captives were however lucky, as after they *were purchased* (5) and in transit to work in plantations, their ship *was intercepted* (6) by the British Royal Navy, which was patrolling the Indian Ocean slave routes to enforce the UK ban on the slave trade, adopted in 1807. For close to 70 years after abolition, the trade continued to flourish on the East African coast. "The boat my grandfather and other slaves were sailing on *was brought* (7) to Mombasa, instead of *being taken* (8) to other freed slaves settlements in India," Mr Mbotela, a 93-year-old retired journalist recalls. Other lucky slaves, aboard cargo ships that were intercepted (9) by the British Navy, found themselves relocated to a freed slave settlement, christened Frere Town. This area in port city of Mombasa *was named* (10) after the Sir Bartle Frere, who abolished the Zanzibar slave trade. (www)

Observations: Walter Mbotela's grandfather is the topic of the story; this constituent (the experiencer) therefore features in Subject position at the beginning of the story ((1) and (2)). The agent is mentioned in a *by*-PrepP at the end of the first clause (*by Arab traders*) and in this way it becomes relatively prominent. The passive forms in (3), (4), (5) and (6) allow the experiencer (Walter Mbotela's grandfather, the slaves) to remain in topic position – there is topic continuity. The topic shifts from the people that were captured to the boat Walter Mbotela and fellow slaves were travelling on in (7) and (8) and

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to other ships carrying slaves (9). The last but one sentence introduces the settlement of freed slaves, Frere Town; it features as new information in final position. It becomes the topic in the final sentence, which gives more information about Frere Town.

Exercise 21. Identify the passive and active forms in this text and comment upon them.

In a language or dialect, a **phoneme** is (A1) the smallest segmental unit of sound employed to form meaningful contrasts between utterances. A phoneme is (A2) thus a group of slightly different sounds which are all *perceived* (P1) to have the same function by speakers of the language or dialect in question. An example of a phoneme is (A3) the /k/ sound in the words *kit* and *skill*. (In transcription, phonemes are placed (P2) between slashes, as here.) Although most native speakers *don't notice* (A4) this, in most dialects the *k* sounds in each of these words are actually *pronounced* (P3) differently: they are (A4) different *speech sounds*, or *phones* (which, in transcription, are placed (P4) in square brackets). In our example, the /k/ in *kit* is *aspirated* (P5), [k^h], while the /k/ in *skill* is not, [k]. The reason why these different sounds are nonetheless *considered* (P6) to belong to the same phoneme in English is that if an English-speaker *used one* (A5) instead of the other, the meaning of the word *would not change* (A6): using [k^h] in *skill* *might sound* (A7) odd, but the word *would still be recognized* (P7). By contrast, some other phonemes *could be substituted* (P8) (creating a minimal pair) which *would cause* (A8) a change in meaning, producing words like *still* (substituting /t/), *spill* (substituting /p/) and *swill* (substituting /w/). These other sounds (/t/, /p/ and /w/) are (A9), in English, different phonemes. In some languages, however, [k^h] and [k] are (A10) different phonemes, and are *perceived* (P9) as such by the speakers of those languages. (adapted from Wikipedia, freely adapted)

Observations: It is the sounds as such (theme) rather than those that produce or perceive the sounds (agent) that are the topic of the discussion: the patient features in Subject position. (P1, P2, P3, P4, P5, P6, P7, P8, P9). What is said is valid irrespective of who utters/perceives the sounds and from that perspective, the agent is not important and therefore not mentioned (P1, P2, P3, P4, P5, P6, P7, P8).

Exercise 22. Identify the passive and active forms in this text and comment upon them.

Origami is (A1) the art of paper folding, which *is often associated* (P1) with Japanese culture. In modern usage, the word 'origami' *is used* (P2) as an inclusive term for all folding practices, regardless of their culture of origin. The goal is (A2) to transform a flat square sheet of paper into a finished sculpture through folding and sculpting techniques. Modern origami practitioners generally discourage (A3) the use of cuts, glue, or markings on the paper. Origami folders often use (A4) the Japanese word *kirigami* to refer to designs which use cuts, although cutting is (A5) more characteristic of Chinese papercrafts. The small number of basic origami folds *can be combined* (P3) in a variety of ways to make intricate designs. The best-known origami model is (A6) the Japanese paper crane. In general, these designs begin (A7) with a square sheet of paper whose sides may be (A8) of different colors, prints, or patterns. Traditional Japanese origami, which *has been practiced* (P4) since the Edo period (1603–1867), has often been (A9) less strict about these conventions, sometimes cutting the paper or using nonsquare shapes to start with. The principles of origami *are also used* (P5) in stents, packaging and other engineering applications. (adapted from Wikipedia)

(P1) passive within the relative clause enables topic continuity and also de-emphasizes the agent, which is not important here (it is associated with Japanese culture by people in general)

(P2) passive enables topic continuity and also de-emphasizes the agent, which is not important here (the terms is used by people in general)

(P3) passive de-emphasizes the agent, which is not important here (the folds can be combined by anyone who practises origami)

(P4) passive within the relative enables topic continuity and also de-emphasizes the agent, which is not important here (it has been practised by people in general)

(P5) passive de-emphasizes the agent, which is not important here (it is not important who uses these principles)

(A2) and (A3) draw new topics into the discussion

(A4) here, it is the active the helps to maintain topic continuity

(A5), (A6) new topics

(A7) here, it is the active the helps to maintain topic continuity

(A9) new topic

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Exercise 23. Consider all the different active and passive sentences that can be created from the cues in the following chart. Choose a logical verb tense and add any Adjuncts to flesh out the context.

1. My children cooked me a fine meal the day of my birthday.
My children cooked a fine meal for me the day of my birthday.
I was cooked a fine meal by my children the day of my birthday.
A fine meal was cooked for me by my children the day of my birthday.
2. The doctors then examined the burn victims.
The burn victims were then examined by the doctors.
3. Elderly people don't use the metro much any more.
The metro isn't used by elderly people much any more.
4. They're tearing down the old buildings.
The old buildings are being torn down.
5. They gave all of us strict instructions.
They gave strict instructions to all of us.
All of us were given strict instructions.
Strict instructions were given to all of us.
6. They've told the whole truth to everyone.
They've told everyone the whole truth.
Everyone has been told the whole truth.
The whole truth has been told to everyone.
7. The parents have bought the girl a new car.
The parents have bought a new car for the girl.
The girl has been bought a new car by the parents.
A new car has been bought for the girl by the parents.
8. The police are going to question the pedestrians this afternoon.
The pedestrians are going to be questioned by the police this afternoon.

Exercise 24. Identify the passive forms in the following passages and explain why they are being used.

1. Yogurt is simply milk that *has been soured* (1) by various strains of *Lactobacillus*. The most common strains *found* (2) in active cultures are *L. bulgaricus* and *L. acidophilus*. Yogurt *was* originally *made* (3) with ewe's milk and, if you happen to have a nursing ewe around, you are welcome to repeat the original recipe. I haven't. Cow's milk is too easy to come by. Yogurt *was* originally *discovered* (4) in Central Asia by the nomadic tribes there. (www)

Yogurt is introduced as the topic in this stretch of text and this results in the use of a passive form with the patient in Subject position (1, 3, 4). In the first sentence, the agent is mentioned in a *by*-phrase in end position (*various strains of Lactobacillus*) and some more information is given about the strains in the sentence that follows: now that the strains have been introduced, they can be used in topic position (2).

2. ‘The next two years are going to be incredibly difficult, and budget cuts *will have to be made*,’ (5) said board member Ronald Bunce. (www)

A passive is used because board member Ronald Bunce prefers not to mention the agent that is at the origin of the difficult situation, namely one in which budget cuts have to be made.

3. If life *were discovered* (6) on another planet, what would the consequences be for us?

It is not important who discovers life and it is as yet not possible to predict who will do so (that is, the identity of the agent is not important and unknown) What matters here is the possibility of life being discovered (6).

4. Having detected certain irregularities in the company’s internal accounts, Vestas Eólica has found out that fraud *has been committed* (7) against the company. (www)

It is not known who committed the fraud or this is information that is not to be revealed; the passive makes it possible not to mention the agent. (7)

5. Zidane appeared to react to something that *was said* (8) and *was dismissed* (9) for his violent charge into his opponent. ‘He told me Materazzi said something very serious to him but he wouldn’t tell me what,’ agent Alain Migliaccio told BBC Five Live Sport. Sources in France say it *is believed* (10) Materazzi insulted Zidane’s family. (www)

Zidane reacted to the words that were spoken and not to the person who pronounced them; this is the perspective communicated through the passive verbs in the first clause (8, 9). An impersonal passive is used in the final clause (10), a construction that is fairly common in journalistic prose and one that is preferred to a sentence with a subject like ‘people’.

6. It *has been argued* (11) that most interdisciplinary research at least in the past 150 years *has been carried out* (12) in applied contexts. (www)

As in the case of (10), an impersonal passive is used to communicate a commonly held belief (11). In the subclause, it is definitely ‘research’ that is the topic rather than the researchers, hence a passive construction with the patient (most interdisciplinary research) in Subject position. (12)

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Exercise 25. Consider the complementation patterns in the following sentences and give a related sentence in the passive if possible. If there is more than one possibility, give all of them and indicate whether the meaning between the active and passive sentence is basically the same or different. Some sentences may have no corresponding passive.

1. Someone must have seen the women leaving together.
The women must have been seen leaving together.
2. The commission will have to have someone translate the document.
The commission will have to have the document translated (by someone).
3. We all know the suspect has been found guilty of this crime before.
The suspect is known to have been found guilty of this crime before.
4. You mentioned nothing about this to me when we first spoke.
Nothing about this was mentioned to me when we first spoke.
5. Most parents appear to appreciate the new language teacher.
The new language teacher appears to be appreciated by most parents.
6. Something is holding up traffic, so I'm afraid I'll be late.
Traffic is being held up, so I'm afraid I'll be late.
7. Scientists have observed the birds migrating further south than usual.
The birds have been observed migrating further south than usual.
8. I can still remember taking John to hospital when he broke his arm.
John can still remember being taken to hospital when he broke his arm.
(different meaning)
9. The board made him assistant district manager after only six months.
He was made assistant district manager after only six months.
10. They'll give most of us a generous bonus just before Christmas.
Most of us will be given a generous bonus just before Christmas.
A generous bonus will be given to most of us just before Christmas.
11. They might cancel the concert due to poor ticket sales.
The concert might be cancelled due to poor ticket sales.
12. I think they actually meant us to hear everything they were saying.
It is thought that they actually meant us to hear everything they were saying.
It is thought that we were actually meant to hear everything they were saying.
They are thought to have meant us to hear everything they were saying.
We are thought to have been meant to hear everything they were saying.
13. No one had brought that delicate matter up in a long time.

- That delicate matter hadn't been brought up in a long time.
14. That young ruffian continued to taunt her every day after school.
She continued to be taunted by that young ruffian every day after school.
 15. You shouldn't expect anyone to accept such poor working conditions.
No one should be expected to accept such poor working conditions.
Such poor working conditions shouldn't be expected to be accepted by anyone.
 16. The head of the orphanage made the poor children sleep on the cold floor.
The poor children were made to sleep on the cold floor by the head of the orphanage.
 17. The prison warden caught the prisoner trying to escape from her cell.
The prisoner was caught trying to escape from her cell.
 18. I often got my older sister to do my homework for me.
No passive
 19. Someone needs to fill this application form out and sign it.
This application form needs to be filled out and signed.
 20. She wants her gardener to plant more rosebushes this year.
She wants more rosebushes to be planted this year.

Exercise 26. Consider the complementation patterns in the following sentences and give a related sentence in the passive if possible. If there is more than one possibility, give all of them and indicate whether the meaning between the active and passive sentence is basically the same or different. Some sentences may have no corresponding passive.

1. They will name her interim coordinator until they find someone permanent.
She will be named interim coordinator until someone permanent is found.
2. They expected that the president would nominate someone from the opposition.
It was expected that the president would nominate someone from the opposition.
It was expected that someone from the opposition would be nominated by the president.
The president was expected to nominate someone from the opposition.
Someone from the opposition was expected to be nominated by the president.
3. No one has lived in that property for at least 8 or 9 years.
That property hasn't been lived in for at least 8 or 9 years.

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4. I really enjoy reading to my children before they go to sleep.
My children enjoy being read to before they go to sleep. (Different meaning. Active sentence: 'I' is the experiencer, passive sentence: 'My children' is the experiencer)
5. We have seen these methods work with children as young as 5.
These methods have been seen to work with children as young as 5.
6. They have reminded the pupils that the bus will wait for no one.
The pupils have been reminded that the bus will wait for no one.
7. A progressive school is trying to hire my younger sister.
My younger sister is trying to be hired by a progressive school. (Different meaning. Active sentence: 'a progressive school' is the agent, passive sentence: 'my younger sister' is the agent)
8. You can't sell a cot that another baby has already slept in.
A cot that another baby has already slept in can't be sold.
A cot that has already been slept in can't be sold.
You can't buy a cot that has already been slept in.
9. They agreed to promote him without a significant increase in salary.
He agreed to be promoted without a significant increase in salary. (Different meaning. active: 'they' is the agent, passive: 'he' is the agent)
10. Most children can't imagine their parents meeting and falling in love.
No passive
11. I'm sorry, but we can't put off this meeting any longer.
I'm sorry, but this meeting can't be put off any longer.
12. Someone has completely reorganized next month's schedule.
Next month's schedule has been completely reorganized.
13. Will they propose another option to those people who do not qualify?
Will another option be proposed to those people who do not qualify?
14. I really hate you saying such nasty things about me behind my back.
I really hate such nasty things being said about me behind my back.
'*You saying such nasty things about me behind my back is hated (by me)' is not possible.
15. You should pay the volunteers a small amount of money to cover expenses.
The volunteers should be paid a small amount of money to cover expenses.
A small amount of money should be paid to the volunteers to cover expenses.
16. The boss is having an intern transcribe the minutes from today's meeting.

The boss is having the minutes from today's meeting transcribed by an intern.

17. Have you told them to sit in the first two rows?
Have they been told to sit in the first two rows?
18. Who got you to do such an unpleasant task?
No passive
19. You shouldn't make your secretary do any work over the weekend.
Your secretary shouldn't be made to do any work over the weekend.
20. The master taught his followers to meditate three times a day.
The followers were taught to meditate three times a day by their master.

Chapter 3: The noun and the NP

Exercise 1. Identify the NPs in the following sentences, put brackets around them, and identify the noun head. Is the noun head countable or uncountable? If it is countable, is it singular or plural? Is the head noun individuating or collective? Is it common or proper? Identify any preheads or postheads in the NP. Identify the function each NP has within the sentence (Subject, Direct Object, Indirect Object, etc. – see Chapter 1).

1. [I] (Subject) don't have [any *time* to waste] (Direct Object). [My *research*] (Subject) keeps [me] (Direct Object) extremely busy.
2. [His *refusal* to delegate] (Subject) is going to get [him] (Direct Object) into [trouble] (Object of a Preposition) at [work] (Object of Preposition).
3. [That *night*] (Adjunct), [the *children*] (Subject) had prepared [a wonderful *surprise*] (Direct Object) for [their *parents*] (Object of a Preposition).
4. [Manchester *United*] (Subject) are but [a *shadow* of [their former *selves*] (Object of a Preposition)] (Subject Complement), [some *people*] (Subject) say.
5. [The phonetics *class* [I] (Subject) 'm taking] (Subject) meets [every other *Monday*] (Adjunct).
6. [All *students* preparing [the international business *degree*] (Direct Object)] (Subject) must study abroad for [one *semester*] (Object of a Preposition).
7. [Music] (Subject) is [an international *language* that [everyone] (Subject) speaks with [a different *accent*] (Object of a Preposition)] (Subject Complement).

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8. [The dead *leaves* strewn on [the cobblestone *streets*] (Object of a Preposition)] (Subject) announced [the *arrival* of [*autumn*] (Object of a Preposition)] (Direct Object).
9. [The *committee*] (Subject) claim to have [no *knowledge* of [the *situation*] (Object of a Preposition)] (Direct Object).
10. [The new *recruit*] (Subject) is [[a *man*] with [a *mission*] (Object of a Preposition)] (Subject Complement). [*Nothing*] (Subject) will stop [*him*] (Direct Object).
11. Why don't [*you*] (Subject) cut [that *string*] (Direct Object) with [a *knife*] (Object of a Preposition) instead of with [those *scissors*] (Object of a Preposition)?
12. [My *sister-in-law*] (Subject) can't stand [the *idea* that [some *people*] (Subject) might not like [*her*] (Direct Object)] (Direct Object).
13. [The *CEO*] (Subject) has just made [my *colleague*] (Direct Object) [district *manager*] (Object Complement).
14. Have [*you*] (Subject) ever sent [*your mother*] (Indirect Object) [fresh *flowers*] (Direct Object) for [her *birthday*] (Object of a Preposition)?
15. Do [*you*] (Subject) prefer [*fiction*] (Direct Object) or [*non-fiction*] (Direct Object)? – Frankly, [*I*] (Subject) 'd rather read [*poetry*] (Direct Object).

Note that *phonetics* (5), *business* (6), *cobblestone* (8) and *district* (13) are nouns functioning as adjectives in the above sentences rather than NPs on a par with the others.

- *uncountable, common*: time (1), research (1), trouble (2), work (2), phonetics (5), business (6), music (7), autumn (8), knowledge (9), fiction (15), non-fiction (15), poetry (15)
- *uncountable, proper, collective*: Manchester United (4)
- *countable, singular, individuating, common*: refusal (2), night (3), surprise (3), shadow (4), class (5), degree (6), semester (6), language (7), accent (7), cobblestone (8), arrival (8), situation (9), recruit (10), man (10), mission (10), string (11), knife (11), scissors (11)*, sister-in-law (12), idea (12), CEO (13), colleague (13), district (13), manager (13), mother (14), birthday (14)
- *countable, singular, collective, common*: committee (9)
- *countable singular individuating, proper noun*: Monday (5)
- *countable, plural, individuating, common*: children (3), parents (3), people (4), students (6), leaves (8), streets (8), flowers (14)
- *personal Subject pronouns*: I (1) (15), you (11) (14) (15)
- *personal Object pronouns*: me (1), him (2) (10), her (12)
- *indefinite pronouns*: everyone (7), nothing (10):

Exercise 2. Choose the pair of nouns that can be used in the sentences below, changing the form of the noun if necessary and making any other changes in the sentence that are necessary.

Example: thunderstorm/rain

The number of _____ this month has far exceeded the norm for the month of July.

> The *number* of thunderstorms has far exceeded...

> The *amount* of rain has far exceeded...

advice/suggestion

change/coin

equipment/machine

evidence/indication

furniture/chair

homework/assignment

housework/chore

information/detail

jewellery/necklace

luggage/suitcase

progress/improvement

software/application

underwear/t-shirt

weather/condition

1. The *number of suitcases/amount of luggage* you can check depends on the airline you choose.
2. According to the report, there *is evidence/are indications* that unemployment is on the decrease.
3. I've had this *underwear/these T-shirts* for too long. It's time to throw *it/them* out and buy some new clothes.
4. Do you have *advice/suggestions* for our first-year university students in English?
5. All the *details/information* about the package tour will be sent to you three weeks in advance.
6. The *conditions are/The weather is* such that a picnic in the park is ill-advised today.
7. There was a bunch of *change/There were a bunch of coins* lying on his desk, but most of it was foreign.
8. Most of the *software* on this computer needs/*applications* on this computer need to be replaced by more recent versions.

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9. Our biology teacher doesn't give us much *homework/many assignments*, but when she does, it's too hard/they are too hard.
10. The *equipment* in the old factory was/*machines* in the old factory were in a state of neglect and disrepair.
11. I have witnessed *a certain number of improvements/a certain amount of progress* in the way we work here.
12. There was *so little furniture/were so few chairs* in his office that half of us had to sit on the floor.
13. *Many of the antique necklaces* being sold at the fair were/*Much of the antique jewellery* being sold at the fair was overpriced.
14. Doing the *housework/chores* is something no one at our house likes to do.

Exercise 3. Look at the words *in italics*. Determine which words can be used as they are and eliminate the choices that are not possible.

1. You're going to the supermarket? Don't forget to buy *rice/strawberry/egg/garlic*.
2. And why not pick up some *cereals/carrots/breads/cheese* as well?
3. He hasn't got much *furniture/tables/chairs/space* in his flat, has he?
4. I need some *help/advice/information/documentation*. Can you be of any assistance?
5. You have a few *choice/alternatives/leeway/possibility*. Think hard before you decide.

Exercise 4. The following exercise should first be done orally, then written. Many of the NPs in the following sentences are singular. Make them plural when logically possible and make any other necessary changes in the sentence. In which sentences does this change affect the verb form, and in which cases does it not?

The change of a Subject from singular to plural or from plural to singular only affects the form of the verb in certain cases – namely, with (perfect) *have*, (progressive or passive) *be*, and with the third-person singular of the present (non-progressive).

1. Each unexplained phenomenon you cited can be easily explained.
All (the/of the) unexplained *phenomena* you cited can be easily explained.
2. The piano had been turned before the concert.
The pianos had been tuned before the *concerts*.
3. That church was built in the 18th century.
Those churches were built in the 18th century.

4. A child who likes school tends to succeed.
Children who like school tend to succeed.
5. The woman he's talking to is a colleague of mine.
The women they're talking to are colleagues of ours.
6. My foot really hurt after the hike.
My feet really hurt after the hikes.
7. A goose flying south may be a sign that winter is on its way.
Geese flying south may be a sign that winter is on its way.
8. That judge has never heard such an explanation in her career.
Those judges have never heard such explanations in their careers.
9. The crisis the visiting alumnus was talking about seems to be an exaggeration.
The crises the visiting alumni were talking about seem to be an exaggeration.
10. A fish swims in water and a sheep walks on land, but they are both animals.
Fish swim in water and sheep walk on land, but they are both animals.
11. That man gave me lots of useful information and advice about buying used furniture.
Those men gave us lots of useful information and advice about buying used furniture.
12. Peter informed the school nurse that he'd found a louse in his daughter's hair.
Peter informed the school nurses that he'd found lice in his daughters' hair.

Exercise 5. The following exercise should first be done orally, then written. Many of the NPs in the following sentences are plural. Make them singular when logically possible and make any other necessary changes in the sentence. In which sentences does this change affect the verb form, and in which cases does it not? Explain.

The change of a Subject from singular to plural or from plural to singular only affects the form of the verb in certain cases – namely, with (perfect) *have*, (progressive or passive) *be*, and with the third-person singular of the present (non-progressive).

1. Those series have been far more successful than I thought they would be.
That series has been far more successful than I thought it would be.
2. The tomatoes I bought looked good but had little taste.
The tomato I bought looked good but had little taste.

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3. My big toes touch the tips of the shoes.
My big *toe touches* the *tip* of the *shoe*.
4. Those men are doctors. They studied medicine at university.
That *man is a doctor*. *He* studied medicine at university.
5. My chipped teeth will be repaired once I can afford it.
My chipped *tooth* will be repaired once I can afford it.
6. Having mice in the house is a real nuisance. They can carry disease as well.
Having *a mouse* in the house is a real nuisance. *It* can carry disease as well.
7. The islands' volcanoes haven't erupted for over twenty years.
The *island's volcano hasn't* erupted for over twenty years.
8. These criteria are not useful when writing up such reports.
This criterion is not useful when writing up such *a report*.
9. These kitchen knives are too dangerous for young people.
This kitchen knife is too dangerous for *a young person*.
10. The so-called heroes were in their early 20s; they had very few belongings.
The so-called *hero was* in *his/her* early 20s; *he/she* had very few belongings.
11. The scientists claim they have never come across such fascinating species.
The *scientist claims he/she* has never come across such *a fascinating species*.
12. All the horror films I saw with my friends gave me the jitters.
Each/Every horror *film* I saw with my *friend* gave me the jitters.

Exercise 6. Start by matching the NPs in 1-6 with the descriptions of the NPs in a-f.

1. *a basket of cherries* 1C
 2. *a bowl of oatmeal* 2F
 3. *a grain of rice* 3E
 4. *a stick of butter* 4A
 5. *an item of news* 5D
 6. *a slab of meat* 6B
- a. This is a unitizer followed by an uncountable noun. The unit noun represents the shape or form of the uncountable noun. This enables us to refer to the item as a whole. 4A
 - b. This is a unitizer followed by an uncountable noun. The unitizer refers to the subpart of a larger whole, or even a portion. 6B

- c. This is a noun followed by a countable noun in the plural. The first noun is a container of some sort. 1C
- d. This is a unitizer followed by an uncountable noun. The combination refers to a specific instance of the uncountable noun. 5D
- e. This is a unitizer followed by an uncountable noun. The unitizer represents the smallest possible undivided part of the uncountable noun. 3E
- f. This is a noun followed by an uncountable noun. The first noun is a container of some sort. 2F

Now find the natural collocations between the set of nouns in I and the set in II, forming similar NPs with an indefinite article *a*. Countable nouns in set II will need to be used in the plural, and each noun in I and II should be used only once. Which NPs correspond to which descriptions in a - f above?

(I)					
bag	bar	book	clap	kernel	
	clove	flash	glass	item	
chunk	bucket	loaf	lump		
	roll	shelf	stalk	tube	wedge

(II)					
clothing	water	asparagus	book	ice	
	bread	coin	corn	garlic	
lightning	marble	cheese	soap		
	stamp	thunder	toothpaste	sugarwine	

Example: *item* (noun from I)

clothing (noun (uncountable) from II)

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> *an item of clothing*, which can be compared to 5, above

Category 1C: (compare to a basket of cherries)

a bag of marbles
a roll of coins
a shelf of books
a book of stamps

Category 2F: (compare to a bowl of oatmeal)

a bucket of water
a glass of wine
a tube of toothpaste

Category 3E: (compare to a grain of rice)

a clove of garlic
a kernel of corn
a stalk of asparagus

Category 4A: (compare to a stick of butter)

a lump of sugar
a bar of soap
a loaf of bread

Category 5D: (compare to an item of news)

a clap of thunder
a flash of lightning
an item of clothing

Category 6B: (compare to a slab of meat)

a chunk of ice
a wedge of cheese

Exercise 7. Identify the plural NPs in the following sentences. Determine in each case whether the head noun is always plural or whether it can also occur in the singular with a different meaning. If a non-plural form is possible, indicate whether it is countable or uncountable.

1. Has anyone seen my *tweezers* (always plural form)? I can't find *them* anywhere.

2. A fortnight's holiday abroad can cost close to a month's *wages*. (very often used in the plural (*wages*) and singular (a *wage*) with same basic meaning, but cannot be quantified in the same way as a normal countable noun: *how many *wages*, *six *wages*, *lots of *wages* are impossible).
3. The programme's *ratings* (always plural form) have fallen drastically since last season.
4. The *whereabouts* (always plural form) of the suspected criminal are not yet known.
5. There's more to being polite than simply having good table *manners* (always plural with this meaning; different meaning as countable noun: a *manner* (= a way) of doing something).
6. Please be sure not to leave any personal *belongings* (always plural form) on the bus.
7. It takes a true man of *letters* (always plural with this meaning; different meaning as countable noun: I wrote him a *letter*/there are 26 *letters* in the alphabet) to write a weekly literary column.
8. There are a number of *crossroads* (plural here; always takes an 's' but can be singular or plural - compare to *series*) between here and the school. Some don't have traffic *lights* (*light*, countable here, same meaning in singular and plural with this meaning (cf. *light* (uncountable) coming through the window).
9. I got through *customs* (always plural with this meaning; different meaning as countable noun: a very strange *custom*) more quickly than usual.
10. When we were younger, we all got new *clothes* (always plural form) before the start of the school year.
11. Great *pains* (always plural with this meaning; different meaning as countable noun: I have a *pain* in my side) have been taken to restore the painting to its original splendour.
12. *Leftovers* (always plural form) have an undeserved bad reputation: some *things* (*thing*, countable, same meaning) just taste better the next day.
13. He thinks his charm and good *looks* (always plural with this meaning as countable noun: he gave me a dirty *look*) alone will get him a promotion.
14. *Damages* (always plural with this meaning; different meaning when uncountable: the storm caused a lot of *damage* (**damages*)) were awarded to three *claimants* (*claimant*, countable, same meaning) in the case.
15. The city itself is crowded, but the *outskirts* (always plural form) have a quaint, old-world charm.

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16. The *grounds* (always plural with this meaning; different meaning as uncountable: don't put this on the ground), though once beautiful, had not been tended to in years.
17. If your yearly *earnings* (always plural form) exceed a certain amount, your *benefits* (always plural form with this meaning; different meaning when countable: there are lots of benefits to living in the city centre) will be suspended.
18. Can coffee *grounds* (always plural with this meaning, different meaning as uncountable: don't put this on the ground) be disposed of in the sink, or will this stop up the *pipes* (pipe, countable, same meaning)?
19. Take the *stairs* (always plural form when referring to a set of steps; 'a stair' (countable) can also be used to mean 'a step') on the left and turn right on the third floor: my flat's on the left.
20. Many *thanks* (always plural form) to all those who have agreed to help with this year's fundraiser.

Exercise 8. Describe the features the nouns in the following list share and those they do not share. Discuss plural inflection, determiners they are used with and verbal agreement: *trousers, dregs, acoustics, resources, moose, headquarters, media*.

1. *Acoustics, headquarters, trousers, dregs* can only be used in the plural (with -s):
 - a. *Acoustics* is followed by a singular verb when used on its own and when it functions as Subject in the sentence and means 'the science of acoustics'; it is followed by a plural verb when it is modified and when it functions as Subject in the sentence
 - b. *Headquarters* can be used with singular reference as well as with plural reference. In the former case, it combines with singular determiners and it is followed by a singular verb (when it functions as Subject) (this headquarters was built ...); in the latter case, it combines with plural determiners and it is followed by a plural verb (when it functions as Subject) (these headquarters were built ...)
 - c. *Trousers* only combines with plural determiners and plural verbs, but it can have plural or singular reference: these trousers are mine (1 item or several items).
 - d. *Dregs* only combines with a plural verb when used in Subject position. The determiners and quantifiers nouns in this class (e.g. *outskirts, remains, earnings, valuables, savings*) can combine with is variable.

2. *Resources* is often used in the plural (in which case it combines with a plural verb when used in Subject position) but (unlike *dregs*) it can be also used in the singular, in which case the meaning is different. The determiners and quantifiers plural nouns in this class (e.g. *regards*, *manners*) can combine with is variable.

3. *Moose* has an unmarked plural, but combines with both singular (when it has singular reference) and plural determiners (when it has plural reference).

4. *Media* is a word of foreign origin whose form is plural (singular: *medium*). Many people do not identify this form as a plural form and accordingly, it is used with a singular verb as well as with a plural verb.

Exercise 9. Read the following newspaper article, and complete the blanks with either *a(n)*, *the* or \emptyset .

Look around you. On *the* train platform, at *the* bus stop, in *the* car pool lane: these days someone there is probably faking it, maintaining *a* job routine without having *a* job to go to.

The Wall Street type in \emptyset suspenders, with his bulging briefcase; *a* woman in pearls, thumbing her smartphone; *a* builder in his work boots and tool belt – they could all be headed for *the* same coffee shop, or bar, for *the* day.

‘I have *a* new client, *an* accountant, who’s commuting in every day – to his Starbucks,’ said Robert C. Chope, \emptyset /*a* professor of counseling at San Francisco State University and president of *the* employment division of *the* American Counseling Association. ‘He gets dressed up, meets with \emptyset colleagues, networks; I have encouraged him to keep his routine.’

The fine art of keeping up \emptyset appearances may seem shallow and deceitful, *the* very embodiment of denial. But many psychologists beg to differ.

To *the* extent that it sustains \emptyset good habits and reflects \emptyset personal pride, they say, this kind of play-acting can be *an* extremely effective social strategy, especially in \emptyset uncertain times.

‘If showing pride in these kinds of situations was always maladaptive, then why would \emptyset people do it so often?’ said David DeSteno, \emptyset /*a* psychologist at Northeastern University in Boston. ‘But they do, of course, and we are finding that pride is centrally important not just for surviving \emptyset physical danger but for thriving in \emptyset difficult social circumstances, in ways that are not at all obvious.’ (New York Times, 7 April 2009, adapted)

Exercise 10. Look at the nouns in brackets and decide which form or forms – *a*, *the* or \emptyset – are best suited to express generic reference in the following

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sentences. Nouns should be made plural if necessary. Be able to justify your choice.

1. (friend) *Friends/A friend* should be there for you through thick and through thin.
2. Many ancient peoples held that the leaves and bark of (willow tree) *the willow tree/willow trees/a willow tree* had medicinal properties.
3. (book) *Books*, more than anything else, might be said to contribute most to the evolution of ideas from one generation to the next.
4. Nowadays, (fuel pump) *fuel pumps* {is, are} most often electric. *They supply* petrol to the engine.
5. (smartphone) *A smartphone/Smartphones/The smartphone* may best be described as the combination of a handheld computer and a mobile phone.
6. Before (telephone) *the telephone/telephones*, people used to send telegrams to convey important information quickly.
7. Nearly 75 per cent of all elemental mass is constituted by (hydrogen) *hydrogen*.
8. His thesis deals with how (fairy tale) *fairy tales/a fairy tale* can serve to show us how to navigate through life's ups and downs.
9. (blue whale) {has, have} *The blue whale has/A blue whale has/Blue whales have* a heart the size of a small two-door car.
10. (father) *A father/Fathers* should be able to talk openly and frankly about the simple facts of life.
11. (appendix) *The appendix*, also called *vermiform appendix*, {is, are} located between the small and large intestine.
12. (corn syrup) *Corn syrup* {is, are} commonly used in prepared foods to prevent sugar from crystallizing.
13. (blue whale) *The blue whale* {is, are} the largest mammal in the world./ *Blue whales* {is, are} the largest mammals in the world
14. Though primarily associated with Asia, (rice) *rice* can be grown virtually anywhere.

Exercise 11. Complete with *some*, *any* or \emptyset . If more than one is possible, give all answers. Indicate whether or not there is a change in meaning.

1. Yogurt is made from \emptyset milk.
2. I don't eat \emptyset /*any*/*some* (= certain) vegetables.
3. Don't *any/some* of her close friends live near by?

4. \emptyset /*Some* doctors claim that doing puzzles is good for the mind.
5. I'm sorry, I'm a little confused. In fact, I don't have *any* idea what you're talking about.
6. I hardly have *any*/ \emptyset time to study now that I've taken on a job – I hope I'll manage to pass my exams.
7. She's planning on inviting \emptyset /*some* friends over for dinner next week, but she doesn't really like to cook.
8. And that's the end of today's lesson. Does anyone have *any* questions?
9. *Any* student caught cheating during the exam will immediately be sent to the principal's office.
10. I'm leaving next week for Tunisia...I can't wait! – But don't you have *some*/ \emptyset important work to finish before? The boss won't be happy if you don't get it done before you leave.
11. *Some* books are not suitable for young children. That's why parents should always verify that the books their children are reading are appropriate for their age group.
12. They've never had \emptyset /*any* problems with the law, as far as I know. They're fine, upstanding citizens.
13. There are seldom \emptyset /*any* people in this restaurant in the evening. They must do most of their business at lunchtime.
14. I hope to have *some*/ \emptyset free time this summer to travel. I haven't been on holiday in ages.
15. Would you mind buying *some*/ \emptyset apples when you go to the market? I'd like to bake a tart this afternoon.

Exercise 12. Complete the following sentences with *some* or \emptyset . If more than one is possible, give all answers. Indicate whether or not there is a change in meaning.

1. *Some*/ \emptyset students at this university live quite close to campus. (The zero determiner implies that all students live quite close to campus.)
2. Should young children drink \emptyset milk? Specialists are far from agreeing on what's best.
3. *Some* people agree with the mayor's proposal; others are opposed to it.
4. He's decided to spend the summer holidays with *some*/ \emptyset friends of his.
5. *Some*/ \emptyset 350 factory workers are expected to be laid off by the end of the year. (\emptyset implies that exactly 350 factory workers have been laid off, *some* 350 means *about/around* 350)

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6. Ø cats are generally more independent than Ø dogs.
7. Could you take a look at *some* figures I've come up with for next year's budget?

Exercise 13. Complete the following sentences with *few*, *a few*, *little*, *a little*, *much* or *many*.

1. *Little* is known about the silver-spotted skipper, a rare butterfly found only in the south of England. Its origins remain shrouded in mystery.
2. In spite of what I've been told, this website does not provide *much* practical information.
3. Students often have *a few* basic questions even if they've understood the lesson.
4. He never drinks spirits or beer, but he does drink *a little* wine now and then.
5. Even her *few* remaining friends have become increasingly intolerant of her irresponsible behaviour.
6. There are too *many* staff in this department. We're going to have to cut back.
7. *Little* has changed in the banking industry since the recent financial crisis. This is unfortunate.
8. Although *much* has been written on the subject, this new book takes a brand new look at early black and white photography.
9. Don't worry, I can finish the project. All I need is *a little* time.
10. *A few* days ago, I saw a really good film about Marie Antoinette.
11. *Few* things are as heart-warming as a child's laughter. In fact, there's probably nothing that cheers me up more.
12. The government's reaction has been minimal. The newspapers have given the public *little* information on the events, and the radio even less.

Exercise 14. Complete the following sentences with *much*, *many*, or *a lot of/lots of*, and then choose the correct form of the noun that follows. Your choice should reflect ordinary spoken English, and not formal, academic English.

1. This cereal is called "Fruit and Fibre", but honestly, I can't see *much* [*fruit/* fruits] in it at all besides a few raisins.
2. She claims she has *a lot of/lots of* [*friend/friends*], but I don't think she's being honest. She often has nothing to do at weekends.

3. I hear you're doing a report on American politics. Have you been able to find *much* [*information/informations*] on the internet?
4. I haven't seen *many* [*film/films*] this past year. Nothing has really interested me, and besides, I'd rather spend my time reading.
5. Now that I'm on holiday, I've got *a lot of/lots of* [*time/times*] on my hands. I'll probably spend most of it sleeping!
6. Fortunately, I haven't got *much* [*luggage/luggages*]. I'm not even going to check it.
7. Did you see that crowd at the concert? I'd never seen so *many* [*people/peoples/person/persons*] in one place before in my entire life.
8. There is seldom *much* [*work/works*] to be found in that area of the country. Unless you've already found a job, I wouldn't move there if I were you.
9. *Gone with the Wind*? No thanks, I've seen that film so *many* [*time/times*] that I don't care if I ever see it again!
10. I haven't got *much* [*film/films*] left and I'd still like to take a couple of pictures. Can I borrow your camera? (*film* is countable when it means 'movie', otherwise it is uncountable and used with a unitizer: *a roll of (several roles of) film*)

Exercise 15. *Either, neither, both, all, every, each.* Choose the correct quantifier(s) and add *-s* to the noun that follows if necessary. There may be more than one possible answer.

1. There were people watching on *either side/each side/both sides* of the street.
2. I cannot make up my mind. I like *both rings*: I'm not sure whether to choose the silver one or the white gold one.
3. There was a journalist in *every/each* corner of the tennis court.
4. I treated myself to the all-you-can-eat buffet. I tasted *every dish/each dish/both dishes* mentioned on the day's special.
5. *Neither* book *appeals* to me. If you don't mind, I'd rather borrow something else.

Exercise 16. Insert any necessary apostrophes before or after 's' and indicate how they are being used. There may be more than one possible solution. When this is the case, explain.

1. Women's and children's clothes can be found on the second floor. Boys' shoes are on the fifth.

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2. I'd like to get my hands on an old dentist's chair. Joanne's got one, and I want one like hers.
3. Are these yours? – No, they must be Carl's. Or maybe his wife's. Or his daughter's.
4. People's opinions have changed since last year's elections.
5. One never knows who one's friends are. She certainly doesn't know who hers are, does she?
6. Have you ever heard of St. Sebastian's? – Yes, I have; it's my cousin's daughter's (I have one cousin who has one daughter)/cousin's daughters' (I have one cousin who has more than one daughter; the daughters go to the same school)/cousins' daughters' (I have more than one cousin, and each has more than one daughter – less likely, but theoretically possible if all the daughters go to the same school) school.
7. Working in labour relations involves listening closely to workers' complaints.
8. My colleague's husband's company has announced massive lay-offs.
9. The students' (more than one student)/student's (one student) demand is on everyone's mind at the university these days.
10. The party's being held at the Smiths'. Everyone's supposed to bring something to drink.
11. Please remind the men's team to put everything back in its proper place.
12. The old house's doors/old houses' doors and windows will be replaced in two years' time.

Exercise 17. Rewrite the following sentences using a double genitive when possible. When a double genitive is not possible, explain why.

1. The book's final chapters were long and monotonous.
*the final chapters of the book's (It is not possible to use the double genitive (with partitive meaning) when the NP is not indefinite; the noun in the genitive does not have animate reference)
2. *Les Quatre Cent Coups* is one of my all-time favourite films.
Les Quatre Cent Coups is an all-time favourite film of mine.
3. One of Iris Murdoch's novels is being turned into a musical.
A novel of Iris Murdoch's is being turned into a musical.
4. That nephew – I'm talking about your nephew – is clever for his age.
That nephew of yours is clever for his age.

5. A colleague's spouse has just been hired by our competitor.
the spouse of a colleague's is not possible – partitive meaning is obviously excluded
 A colleague's spouse has just been hired by a competitor of ours.
6. Women's blood pressure tends to rise during pregnancy.
the blood pressure of women's is not possible – partitive meaning is obviously excluded
7. This idea – the one Julie has – might actually solve our problem.
 This idea of Julie's might actually solve our problem.
8. I'd like to introduce you to my good friend, Clarissa Van Arden.
 I'd like to introduce you to a good friend of mine, Clarissa Van Arden
9. I'd like to introduce you to my mother, Clarissa Van Arden.
 It is not possible to use a double genitive because 'mother' is in this context necessarily used in a definite NP (*my mother*), and therefore it is not possible to use a double genitive (with partitive meaning) (*the mother of mine)
10. One of the car's rear tyres had gone flat.
 *A tire of the car's had gone flat. (The noun in the genitive does not have animate reference.)

Exercise 18. Rewrite the following sentences using an elliptic genitive when possible. When an elliptic genitive is not possible, explain why.

1. I spent half an hour in the professor's office trying to get my mark changed.
 *in the professor's is impossible; a professor's office, unlike a shop or doctor's office, is not understood as a 'place of business'; 'at the professor's' would imply at the professor's home
2. I waited nearly an hour at the doctor's office before I was seen.
 I waited nearly an hour at the doctor's before I was seen.
3. Shall we meet at my girlfriend's flat or somewhere else? – Let's meet in front of her flat.
 Shall we meet at my girlfriend's or somewhere else? – Let's meet in front of her flat.
4. Have you any idea whose book this is? – Yes, it's Elisabeth's book.
 Have you any idea whose book this is? – Yes, it's Elisabeth's.
5. What is that lying on the kitchen table? – It's Elisabeth's book.
 The elliptic genitive cannot be used because, unlike in sentence 4, the head of the NP in which it is used has not been mentioned in the previous context.

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6. His attitude is the sort of thing that inspires and motivates those around him.
The elliptic genitive cannot be used because, unlike in sentence 7, the head of the NP in which it occurs is not mentioned in the immediate (preceding or following) context.
7. His attitude is the kind of positive attitude we need in times like these.
His is the kind of positive attitude we need in times like these.
8. I can't e-mail you this weekend; I'll be at my parents' house, and their internet is down.
I can't e-mail you this weekend; I'll be at my parents', and their internet is down.
9. Jane Austen's novels are still widely read, as are Emily Brontë's novels.
Jane Austen's novels are still widely read, as are Emily Brontë's.
10. Reducing your intake of refined sugar is good for your health, and your family's health, too.
Reducing your intake of refined sugar is good for your health, and your family's, too.

Exercise 19. Rewrite the sentences using a genitive of measure, if possible. Is there an alternative construction? Why or why not?

The genitive of measure cannot be used in 1, 2, 5 and 7 because *trip* (1), *internship* (2), *period* (5) and *course* (7) are countable nouns. The alternative construction with a complex NP is not possible in 4 and 8 because *experience* (4) and *hesitation* (8) are uncountable nouns.

1. We went on a trip. It lasted four days.
We went on a four-day trip.
2. The second-year students have to do an internship. It lasts for five months.
The second-year students have to do a five-month internship.
3. The injured worker was given leave. It lasted for 2 months.
The injured worker was given 2 months' leave/a 2-month leave.
4. Candidates should have work experience. It should have lasted for at least two years.
Candidates should have two years' work experience.
5. He was absent for a period. It lasted for three weeks.
He was absent for a three-week period.
6. Will the children keep quiet during the drive to the sea? It will take two hours.

Will the children keep quiet during the two-hour drive to the sea?

7. I've signed up for an online course. It will go on for eight weeks.
I've signed up for an eight-week online course.
8. Hesitation is a sign of nervousness. This is especially true when it lasts several minutes.
Several minutes' hesitation is a sign of nervousness.

Exercise 20. Determine whether the order of modifiers in the modified NPs below is appropriate, and rearrange the order if necessary. Sometime there is more than one NP to consider.

The closer an adjective is to the noun head, the more objective the property is that it refers to. The order in which the different types of adjectives are mentioned is usually as follows: opinion > size > age > shape > colour > origin > material + head noun.

1. The orchestra, made up of dozens of talented (opinion) young (age) Canadian (origin) teenagers, will be performing at 8 o'clock tonight.
2. If you use those small (size) rectangular (shape) cardboard (material) boxes to pack the books, they'll be easier to carry.
3. That miniature (size) blue (colour) Italian (origin) collection plate might actually be worth something.
4. Formerly a magnificent (opinion) old (age) Victorian (origin) railway station, the building will soon be an upscale vegetarian restaurant.
5. An oblong (size) bevelled (shape) wall mirror hung majestically against the aging (age) yellow (colour) wallpaper.
6. He's just a lazy (opinion) old (age) chemistry teacher who's never updated his lecture notes.
7. I'd buy that pale-blue (colour) [antique china] (material) teapot if it weren't so expensive.
8. The costume included an ugly (opinion) little (size) plastic (material) nose with an elastic to slip behind your head.

Exercise 21. Turn the two clauses into one sentence using a relative clause. Begin your sentence with the italicized NP. What happens to the determiner? Why is this the case?

As a result of adding the restrictive relative clause the reference of the NP becomes definite, and accordingly a definite article is used.

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1. You were telling me about *a book*. It's going to be turned into a film.
The book you were telling me about is going to be turned into a film.
2. I'm applying for *a job*. It will require me to travel at least once a month.
The job I'm applying for will require me to travel at least once a month.
3. *A book* is lying on the table. It needs to be taken back to the library.
The book that is lying on the table needs to be taken back to the library.
4. I slept in *a room*. It was in the attic of a charming 19th-century inn.
The room I slept in was in the attic of a charming 19th-century inn.
5. She gave me *a box of chocolates*. It was in the shape of a big heart.
The box of chocolates she gave me was in the shape of a big heart.
6. *A woman* lives next door to me. She is a widow.
The woman who lives next door to me is a widow.
7. They come from *a town*. It is in the middle of nowhere.
The town they come from is in the middle of nowhere.
8. You're making fun of *a man's* photograph. He is my father.
The man whose photograph you're making fun of is my father.

Exercise 22. Determine whether the following sentences include a restrictive or a non-restrictive relative clause. Supply the missing relative pronoun, indicate when a zero relative pronoun is possible and punctuate the sentences accordingly. If both a restrictive and non-restrictive reading seem possible, choose the most plausible.

1. I'm pleased to introduce you to Regina O'Shea, *who* will be taking Chris's old position. (NRRC)
2. He has no desire to travel to a foreign country, *which* I find shocking. (NRRC)
3. What I'm looking for is a desk *which/that* is at once stylish and practical. (RRC)
4. The bed *which/that/Ø* you're sleeping in is actually two hundred years old. (RRC)
5. My only daughter, *whol/(whom)* I've always been so proud of, just defended her doctoral thesis. (NRRC)
6. I think you ought to ask Cecil, *whose* experience far exceeds my own. (NRRC)
7. Unfortunately, the books *which/that/Ø* she wrote earlier in her career are all out of print. (RRC)
8. His second film, *which* is arguably one of his best, was panned by the critics when it came out. (NRRC)

9. I think the man *who/(whom)/that/Ø* he's yelling at is the one who backed into his car. (RRC)
10. Most people *who/that* have travelled to Ireland recommend hiring a car. (RRC)
11. The CEO finally revealed the hacker's identity, *which* he had kept secret for security reasons. (NRRC)
12. He's teaching a course on Victorian literature, *which* he doesn't know the first thing about. (NRRC)
13. Besides Sylvia, I don't think you know any of the people *who/whom/that/Ø* I've invited to the party. (RRC)
14. Anyone *whose* parents live far away feels lonely from time to time. (RRC)
15. I just ran into my old friend John, *who/whom* I hadn't seen in nearly ten years. (NRRC)
16. I told her to see a doctor, *which* is always the best thing to do if you've got a fever. (NRRC)

Exercise 23. For all sentences in Exercise 22 above, identify the function of the relative pronoun (including zero) as well as the function of the NP in which the relative clause is embedded. If the antecedent is not an NP, explain precisely what it is.

- (a) function of the relative pronoun, (b) function of the NP
1. (a) Subject, (b) the antecedent is part of a PrepP which functions as Prepositional Object
 2. (a) Direct Object, (b) sentential relative clause: the antecedent is the complete clause
 3. (a) Subject, (b) Subject Complement
 4. (a) Object of a Preposition, (b) Subject
 5. (a) Object of a Preposition, (b) Subject
 6. (a) relative determiner, (b) Direct Object
 7. (a) Direct Object, (b) Subject
 8. (a) Subject, (b) Subject
 9. (a) Object of a Preposition, (b) Subject in the subclause
 10. (a) Subject, (b) Subject
 11. (a) Direct Object, (b) Direct Object
 12. (a) Object of a Preposition, (b) the antecedent is a part of a postmodifying PrepP in an NP which functions as Direct Object
 13. (a) Direct Object, (b) the NP is part of a post-modifying PrepP which belongs to an NP that functions as Direct Object

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14. (a) relative determiner, (b) Subject
15. (a) Direct Object, (b) the NP is part of a PrepP which functions as Prepositional Object
16. (a) Subject, (b) sentential relative clause: *to see a doctor* functions as antecedent

Exercise 24. Incorporate the second sentence into the first, using 'some/(n) either/etc. of which' or 'some/(n)either/etc. of whom.' Maintain the word order of the first sentence.

1. The five delegates had no choice but to use English. The delegates didn't speak the same language.
The five delegates, none of whom spoke the same language, had no choice but to use English.
2. The campus housing contract is signed by hundreds of students. Few of the students have actually read it.
The campus housing contract is signed by hundreds of students, few of whom have actually read it.
3. Art is replete with images of rabbits and eggs. Rabbits and eggs are symbols of fertility.
Art is replete with images of rabbits and eggs, both of which are symbols of fertility.
4. All the staff are getting close to retirement. Several of the staff have worked here since the company's inception.
All the staff, several of whom have worked here since the company's inception, are getting close to retirement
5. He gave me a set of 24 keys. The keys could not open the door of the vault.
He gave me a set of 24 keys, none of which could open the door of the vault.
6. The students are looking forward to the trip. Many have never travelled abroad before.
The students, many of whom have never travelled abroad before, are looking forward to the trip.
7. North America is home to many species of snakes. The most common species is the garter snake.
North America is home to many species of snakes, the most common of which is the garter snake.
8. The author grew up in what used to be a thriving market square. Little of the market remains today.

The author grew up in what used to be a thriving market square, little of which remains today.

9. The department has two laptop computers. You can use one or the other if need be.

The department has two laptop computers, either of which you can use if need be.

10. Several women were the inspiration for characters in Williamson's early novels. The most influential woman was his own mother.

Several women, the most influential of whom was his own mother, were the inspiration for characters in Williamson's early novels.

11. Excavators recently discovered three mummies. Two of the mummies are thought to be over 4000 years old.

Excavators recently discovered three mummies, two of which are thought to be over 4000 years old.

12. The committee is made up of twelve members. Each member is in charge of something.

The committee is made up of twelve members, each of whom is in charge of something.

13. Both candidates are as confident as ever. The candidates have never been elected for public office.

Both candidates, neither of whom has ever been elected for public office, are as confident as ever.

14. Annual precipitation rarely exceeds 3000 mm. Much of the precipitation falls as snow in the mountainous regions.

Annual precipitation, much of which falls as snow in the mountainous regions, rarely exceeds 3000 mm.

Exercise 25. In each of the following sentences, two choices are given. Choose the correct answer or answers. There may be cases where neither choice is possible. Justify your answers.

- Neither of the solutions you suggest *meet/meets* with the director's approval.
- The majority of my books *deal with/is* about ancient Asian civilization.
- The number of people interested haven't gone up/are constantly changing. (Neither option is possible.)
- Fifty dollars/Fifty miles are really too much. He's being unreasonable. (Neither option is possible.)

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5. A number of workers *are complaining/have been complaining* about the new policy.
6. Accounting, payroll, human resources ... everything close/shut down at 5 p.m. (Neither option is possible when the verb forms are interpreted as present tense forms. *Shut down* is fine if it is a past tense form).
7. Each student *is responsible for/has to prepare* a twenty-minute presentation.
8. The government *is working out/are working out* the details of the amendment.
9. Nearly 90 per cent of all lost luggage *are/is* ultimately returned to the passenger.
10. A good advice/*Good advice* is what I need right now.
11. The entire audience *were clapping/was clapping* their hands.
12. Neither of my parents *is/are* happy with my decision.
13. Once the jury *are/is* chosen, the trial will begin.
14. I studied lots of things at university, but economics *were/was* by far my favourite subject.
15. Overall, her CV looks good. What concerns me *is/are* the previous positions she's held.
16. Do you think the answers are correct? – Frankly, I don't think any of them *is/are* right.
17. After an entire week of intensive training, the whole team *is/are* feeling invigorated.
18. All of the machinery *are/is* in perfect working order, having been replaced only 6 months ago.

Exercise 26. Comment on the following sentences, all of which contain agreement errors with respect to standard English. Indicate in each case what you think the source of the error is. The examples are from the 21 September 2010 posting of Philip B. Corbett's New York Times blog cataloguing errors spotted by attentive readers. (topics.blogs.nytimes.com)

1. [The relocation of underground utilities, including water pipes, gas lines, fuel tanks and electrical wires], *are* to blame for at least six months of delays. The Subject of the clause is a complex NP, the head of which is *relocation*. There is agreement with the head of the NP and accordingly, a singular verb has to be used (*is*).
2. A huge part of the population – from robust newborns to the frail elderly, and many others in between – *are* deficient in this essential nutrient.

The Subject of the clause is a complex NP: it consists of a quantifying phrase *a huge part*, followed by a collective noun *population*. There is proximal agreement: a collective noun can be followed by a plural verb or a singular verb, but *population* is preferably used in combination with a singular verb (*is*).

3. He had dissolved his own practice because the service nature of the profession and the slow pace of the work was profoundly irritating to him.
The Subject of the subclause consists of two singular NPs conjoined by *and*. In this case, there is referential concord and a plural verb is used.
4. The size of the individual stitches vary considerably.
The Subject of the clause is a complex NP, the head of which is *size*. There is agreement with the head of the NP and accordingly, a singular verb has to be used (*varies*).
5. Uecker is one of a small group of baseball broadcasters whose endurance with one or more teams make them greater symbols for those franchises than most players.
The Subject of the subclause is a complex NP, the head of which is *endurance*. There is agreement with the head of the NP and accordingly, a singular verb has to be used (*makes*).
6. Ms. Kelch is one of those people who always makes small talk with cabdrivers, but on this day, after all that had happened, she was invested enough to take on a riskier conversation (*make*).
The relative clause defines a subset of people, namely those who make small talk with cabdrivers: there is number agreement with the noun *people*. While the Subject Complement refers to one person of the set of people defined by the relative clause, what determines number here is the antecedent of the relative clause.

Chapter 4: Aspect and tense

Exercise 1. Identify the tenses that are italicized, specifying whether the verb form has progressive or non-progressive aspect. Then identify the situation type of the relevant clauses.

1. She *was* slowly *backing* her car into the garage. *past progressive, Accomplishment*
2. They've *known* each other for years. *present perfect non-progressive, State*
3. The bomb *exploded* right in the middle of the market. *past non-progressive, Achievement*

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- Henry *draws* pictures in his room every afternoon. *present non-progressive, Activity*
- Is someone *knocking* at the door? *present progressive, Achievement*
- How much *will* that new computer *cost*? *future non-progressive, State*
- The kitten *had lapped up* the bowl of fresh cream. *past perfect non-progressive, Accomplishment*
- My students *have been reading* more than usual. *present perfect progressive, Activity*

Exercise 2. Complete each sentence below with one of the eight tenses on page 179, using either progressive or non-progressive aspect. There may be more than one possible answer, and all eight tenses will not be used. Formulate, using the concepts introduced in this chapter, why in each case the form you choose is best given the context of the sentence. Finally, identify the situation type exemplified in the clauses corresponding to each of your answers. Explain your choice in terms of the variables *duration*, *dynamicity* and *inherent endpoint*.

break live play cough contain own
lie love change learn drive shatter
be write sneeze sleep

- This bottle of juice *contains* six servings of 250 millilitres. *State*
- Every autumn, the leaves of this tree *change* colour. *Accomplishment*
- When she dropped the mirror, it *shattered* into thousands of shards of glass. *Achievement*
- She *was playing* a Chopin nocturne on the piano when I walked in. *Accomplishment*
- I didn't really feel like going to Rome because I *had been* there before. *State*
- If I have time tomorrow, I *will write* him a short letter. *Accomplishment*
- Oh, no! Sorry, I *have just broken* one of your beautiful china plates! *Achievement*
- This time next week, we *will be lying* on a sandy beach in Greece. *Activity* (see p. 191)
- We *will have owned* our house for 20 years next month. How time flies. . . *State*
- If there's a train strike tomorrow, we *will drive* to Paris. *Accomplishment*
- Whenever there's a lot of pollen in the air, I *sneeze* uncontrollably. *Achievement*
- They *have been living/have lived* in that house for the past 25 years. They love it there. *Activity*
- The average baby *sleeps* sixteen hours a day. *Activity*

14. Our son *had been coughing* for several days, so we brought him to the doctor's. *Achievement*
15. Our children *are learning/learn* Mandarin Chinese at school. It's their favourite subject. *Activity*
16. I absolutely *love* pizza. It's my favourite food. I could eat it every day. *State*

Additional notes

Accomplishment:	- dynamic, + duration, + inherent endpoint
Achievement:	- dynamic, - duration, + inherent endpoint
Activity:	+ dynamic, + duration, - inherent endpoint
State:	- dynamic, + duration, - inherent endpoint

To sum up:

A State is the only situation that is not dynamic – the other three are.

An Achievement is the only situation that has no duration – the other three do.

Both Accomplishments and Activities are dynamic and have duration; what differentiates them is an inherent endpoint: an Accomplishment has one whereas an Activity does not.

Exercise 3. Read the following extract from the English-language press. Identify the tenses that are italicized, specifying whether the verb form has progressive or non-progressive aspect. Then identify the situation type of the relevant clauses.

Crocodile suspected in disappearance of Scottish man at Australian
campsite

Search continues for 63-year-old who was camping with his wife on river in
northern Queensland

A Scottish man (1) *is believed* (Present non-progressive State) to have been killed by a crocodile next to a remote river while camping in north-east Australia. Arthur Booker, 63, who (2) *was born* (Past non-progressive Achievement) in Banffshire, (3) *had been camping* (Past perfect progressive Activity) with his wife, Doris, near the Endeavour river, five miles north of Cooktown [. . .]. The couple, who (4) *lived* (Present non-progressive Activity) in Logan near Brisbane, (5) *had been travelling* (Past perfect progressive Activity) around the country in a caravan. [. . .] Booker [allegedly] (6) *went* (Past non-progressive Accomplishment) to the river to check crab pots for the day's catch at around 8.30am yesterday. Booker's wife (7) *raised* (Past non-

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progressive Achievement) the alarm when he (8) *had not returned* (Past perfect non-progressive Achievement) to the camp after two hours. [. . .] ‘No sign of the man (9) *has been found* (Present perfect non-progressive Achievement) and police strongly (10) *suspect* (Present non-progressive State) a crocodile attack,’ a rangers spokesman said. ‘They (11) *were searching* (Past progressive, *search the river and a small creek* can be understood as an Accomplishment (when the river and the creek are understood as being searched from the beginning till the (contextually provided) inherent endpoint) or as an Activity (when *search the river/the creek* is understood as ‘searching in the river/creek’) the river and a small creek from where Mr Booker (12) *was taken* (Past non-progressive Accomplishment), looking under logs in case the big croc (13) *had stashed* (Past perfect non-progressive Achievement) the body in there.’ The local environmental protection agency (14) *will set up* (Future non-progressive Accomplishment) crocodile traps near the campsite. Endeavour river (15) *has* (Present non-progressive State) a large population of saltwater crocodiles. Warning signs (16) *are dotted* (Present non-progressive State) throughout the campsite. (guardian.co.uk/01 October 2008)

Exercise 4. Complete the following sentences with the present tense of an appropriate verb from the list below. Use the same verb for each sentence in the pair, using progressive aspect for one and non-progressive for the other, as appropriate. Finally, decide if any other aspectual choice is possible, and explain why.

understand	cost	taste	feel	consider
depend	hate	doubt	have	enjoy

- (a) Only six months into the job, and I *am already hating* it.
(b) I hope they don’t serve us salmon again. I absolutely *hate* fish.
- (a) I *have* a chemistry class on Thursday mornings. Can we meet at another time?
(b) Sorry, I *am having* breakfast. I’ll call you back in 20 minutes or so.
- (a) I really did believe her at first. I now find I *am* seriously *doubting* a lot of what she says.
(b) I’m sorry, have we met? – I *doubt* we have, I’ve only just started working here.
- (a) I’m only in Liverpool for about six months, but so far I *am enjoying* it here a lot.
(b) I really *enjoy* Judith’s company and would like to spend more time with her.
- (a) What is this bag is made of? – I’m not sure, but it *feels* like denim.

- (b) She *is feeling* a little down now that her boyfriend's gone back to Sweden.
6. (a) I want to change suppliers, and so I *am* currently *tasting* a range of local cheeses.
- (b) There's something strange about the way this soup *tastes*. What did you put in it?
7. (a) It *costs* a lot to take the Eurostar to London if you don't buy a ticket in advance.
- (b) It *is costing* less and less to eat and live healthily these days.
8. (a) I *understand* your wanting to wait, but time's running out. We should make a decision soon.
- (b) At first I found Dutch complicated, but as time goes by, I *am understanding* it more and more.
9. (a) We *are considering* the offer on our house, but frankly we'd hoped to get more for it.
- (b) Many people *consider* it very rude to show up at someone's house empty-handed.
10. (a) Reduce, reuse and recycle! Future generations *are depending* on you!
- (b) I'd love to come with you, but it really *depends* what time I'm able to leave work.

Additional notes

Both forms (progressive and non-progressive) are possible in the following cases:

1. (a) 'I already hate it' is possible, though more neutral and detached in tone.
3. (a) 'I seriously doubt' is possible but does not communicate the idea of gradual development of a feeling of doubt.
4. (b) 'I am really enjoying' is possible. It refers to an ongoing situation (= I've been enjoying her company 'lately', or 'recently') whereas the non-progressive conveys that the Subject referent has a static appreciation of Judith's company that bears no particular relation to the moment of speech.

Exercise 5. Put the verbs in the following sets of sentences in the present tense, paying particular attention to aspect. What generalizations can you make about progressive versus non-progressive here? What does this tell us about different situation types?

When verbs of the senses are used dynamically, they are compatible with progressive aspect. (see pp. 188–190)

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1. My sister-in-law *is seeing* an acupuncturist to help her quit smoking.
Do you see what I mean? There's nothing to be done about it.
2. The magistrate *is hearing* the appeal next month, but his lawyers are anything but optimistic.
Do they hear (= *Can they hear*) the traffic from their 10th-storey flat?
3. This fabric *feels* like silk. Is it genuine or fake?
We all *feel* like going for Chinese tonight. Do you want to come?
My colleagues and I *are feeling/feel* a lot of pressure from the upper echelons of the firm.
When used intransitively, *feel* can be used in the progressive as well as in the non-progressive form.
4. Why *is* that man *looking* at us like that? Do we know him? Does he know us?
It is looking/looks as though it could rain later. Let's take the umbrella just in case.
What an odd dog. It *looks* like a mix between a dachshund and a pit bull.
I ran into Sonia last week. She *is looking/looks* great!
When used intransitively, *look* can be used in the progressive as well as in the non-progressive form.
5. The soup *tastes* really good. What's in it?
I am just tasting the soup to see whether it needs seasoning. Then we can eat.
Now that they're roasting the beans onsite, their coffee *is tasting/tastes* better than ever.

Exercise 6. Choose the appropriate pair of verbs to complete each sentence. Use the past tense in both cases, paying particular attention to non-progressive and progressive aspect. The verbs are not necessarily in the same order in the sentences. Negative forms may be necessary. If both aspects are possible, explain: are there any cases in which the choice fundamentally changes the meaning of the sentence?

sit – open	stand – come	respond – think	open – blow
listen – catch	diet – suggest	be – live	read – work
read – lend	hope – lose	start – complain	work – meet
notice – snow	leave – stay	walk – chat	

1. Sorry, I *didn't catch* everything you said. I *wasn't listening* very closely to your explanation.
2. As soon as I *opened* the window, a gust of wind *blew* out all the candles.
3. The entire staff *stood* (*was standing*) up when the CEO *came* into the room.
4. He *sat* down and then quietly *opened* his book.

5. Ruth *suggested* we order the dessert, but I *was dieting* at the time and said no.
6. My students *were* always *complaining* about the homework I gave them, so I *started* giving them less.
7. She *lent* me the book last month, but I *didn't read* it until last weekend.
8. The kids *were reading* in their room and my husband *was working* in the garden: the house was silent.
9. My sister *was leaving* for England early the next morning, so she *didn't stay* very long at the party.
10. The first thing he *noticed* when he got outside was that it *was snowing* hard.
11. I *was living* in Europe when the president *was* elected.
12. When my parents first *met*, they *were* both *working* for the same insurance company.
13. I *was hoping* you might be able to help me. I *lost* my mobile and need to call home ASAP.
14. Everyone *was chatting* away mindlessly when the teacher *walked* into the classroom.
15. I *thought/was thinking* you might want to ring her up and talk to her. She *didn't respond* well to the bad news.

Exercise 7. Complete the sentences with these pairs of verbs. Note that the verb pairs are not always in sentence order. Choose the most appropriate tense – present perfect or past – paying close attention to the *since*-clause.

live – work	regret – move	be able – publish	fail – not be
be – come	work – enjoy	change – be	see – know

1. John *hasn't been* enthusiastic about his studies since he *failed* his first-semester exams.
2. Since I've *worked* here, I've *enjoyed* every single day. I really love my job.
3. Ever since the day he first *moved* to Rome, he's *regretted* it. It's just too far from home.
4. So much *has changed* since I *was* last here. There's much more traffic and more tourists.
5. Since he *published* his first book, he *hasn't been able* to write another word: he's got 'writer's block'.
6. Ever since they've *lived* in the neighbourhood, they've *worked* closely with the community.
7. Since I've *known* you, I've rarely *seen* you so down-hearted and depressed.
8. He's *been* a dictator since he first *came* to power following the military coup.

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Exercise 8. Complete the following sentences with an appropriate verb from the list below. Use the same verb for each sentence in the pair. Choose the past tense for one sentence and the present perfect tense for the other. Use non-progressive aspect, but indicate whether progressive aspect is also possible. Comment in each case on your choice.

regret	cut	read	receive	drive
speak	sell	become	know	grow

- (a) In 2017 alone, our company *received* an average of 1000 e-mails a month.

(b) Our company *has/have received* so many e-mails lately that we're thinking of expanding our website.
- (a) I first *became* aware that my baby was moving when I was about 18 weeks pregnant.

(b) We *have become* increasingly concerned these past months about the level of absenteeism.
- (a) I *have known* Cathy for 40 years. She's a good neighbour, and I'm happy to be her friend.

(b) She *knew* within weeks that she'd rushed into the situation blindly and naively.
- (a) Financially speaking, her parents *have cut* her off completely. She's on her own now.

(b) His father *cut* him out of his will when her learned of his son's reckless spending.
- (a) He *has regretted* buying that car since the day he bought it. It breaks down regularly.

(b) She long *regretted* her decision to quit her job. But now she realizes it was a wise decision.
- (a) Wow, you *have grown* since the last time I saw you! You're such a big boy now!

(b) My son *grew* out of his last pair of shoes in what seemed like a matter of weeks.
- (a) I *read Oliver Twist* in high school and then in college. I've never been a Dickens fan.

(b) I'm sure I *have read* somewhere that you should never use a second-hand car seat.
- (a) I *spoke* to my boss about a promotion not that long ago, and he seems optimistic.

- (b) My boss *has spoken* to his boss about my long-term potential and says I'll be promoted soon.
9. (a) They *sold* thousands of copies of the book before realizing key pages were missing.
 (b) They *have sold* as many copies of the book this past week as they'd normally sell in a month.
10. (a) Kim *has driven* in England before. She can tell you what's it like to drive on the left side.
 (b) I once *drove* all the way from London to Edinburgh non-stop by myself.

Additional notes

Both forms (progressive and non-progressive) are possible in the following cases:

1. (b) If the perfect is repetitive, the progressive form is possible and brings the duration of the situation (and by extension the quantity of e-mails received) to the forefront.
8. (a) The progressive is possible and sounds more casual and descriptive; with non-progressive aspect, the action of speaking to her boss is represented as a complete, unanalyzable event in the past, whereas it comes across as less deliberate, more incidental when the progressive is used.
10. (b) The progressive is possible (I was once driving . . .) if, in a narrative, it is used to provide background to a foregrounded event (. . . when the accident happened), which would require non-progressive aspect.

Exercise 9. Complete the following sentences with the present perfect tense of an appropriate verb from the list below. In each case, decide whether progressive and non-progressive aspect is possible. If only one is possible, explain why. If both are possible explain the semantic effects that fall out from the choice.

paint	study	announce	break	see
fall	change	plant	visit	work

1. Temperatures *have been falling/have fallen* rapidly since last Monday, they're now predicting snow later today.
2. The CEO *has announced* that twenty-five employees will be made redundant before December.
3. I *have seen* him three times this week already and am getting a little sick of his company.

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4. My sister *has been studying/has studied* French for two months now. She's ready to come to France to practise.
5. She *has been working/has worked* more than usual lately. Let's wait until after Christmas before inviting her over.
6. Now that they *have painted* their kitchen, they can do the living room and bathroom.
7. A 23-year-old Swiss man *has broken* the world record for swimming across the English Channel.
8. Is this the first time they *have visited* the north of France?
9. Look at your hands! – I know, I *have been planting* tulip bulbs in the garden. I'll wash them now.
10. You *have changed* so much since I last saw you! I almost didn't recognize you!

Additional notes

1. The progressive form stresses the duration of the situation and foregrounds the fact that the situation will potentially continue. These meaning effects are not present when the non-progressive is used. Non-progressive brings to the forefront the result of the fallen temperatures (= cold weather, for example).
2. The Accomplishment, which lies in the pre-present time sphere, is represented as a single unanalyzable whole the inherent endpoint of which has been reached. This can only be expressed by the non-progressive indefinite perfect.
3. The progressive form is not acceptable: it is incompatible with the NP with the cardinal number *three*. On the one hand, the numeral quantifies the situation and imposes a clear boundary: there is reference to three meetings which have taken place. The progressive, on the other hand, leaves the beginning and end of a situation out of focus. So there is tension between two features that express opposing views on the boundary of the situation.
4. and 5. The progressive highlights the duration of the situation, whereas the clause with the non-progressive communicates a more neutral matter-of-fact observation about the length of the situation.
6. The Accomplishment, which lies in the pre-present time sphere, is represented as a single unanalyzable whole. The context of the sentence makes it clear that the inherent endpoint has been reached. This can only be expressed by the non-progressive indefinite perfect.
7. Achievements are compatible with progressive aspect when either repetition or a slow-motion effect is being conveyed. This Achievement, which

lies in the pre-present time sphere, necessarily represents a single (= not repeated) unanalyzable whole, and the context does not lend itself to a slow-motion reading. For that reason only the non-progressive indefinite perfect is possible.

8. The visit (Accomplishment) is located in the pre-present time-sphere. The unmarked form is the non-progressive perfect: the speaker inquires into a visit that is represented as a single unanalyzable whole the inherent endpoint of which has been reached.
9. The progressive is used because the effect that the situation has produced (= dirty hands) results from the ongoing activity of planting bulbs before the moment of speech rather than being associated with the inherent endpoint of the planting all the bulbs. This is true even if all of the bulbs to be planted have been planted.
10. The Accomplishment (*change* refers to a process that has duration), which lies in the pre-present time sphere, is represented as a single unanalyzable whole the inherent endpoint of which has been reached. The speaker is interested not in the duration of the change but in the result of the change (= the hearer's appearance). This can only be expressed by the non-progressive indefinite perfect.

Exercise 10. First, identify the present perfect forms in the following sentences and identify the situation type they represent. Then, identify and comment on the verbal aspect of the present perfect, pointing out any effects it has: can it be changed from progressive to non-progressive or from non-progressive to progressive? Finally, identify the kind of present perfect it is (continuative, indefinite or repetitive).

1. How long *have* you *suspected* him of doctoring the accounts?
 Situation type: State (*suspect someone*)
 Type of perfect: continuative
 Aspect: progressive form is not acceptable; State verbs cannot be used in the progressive form
2. She's *been watching* that five-part documentary on the First World War. She's enjoying it.
 Situation type: Accomplishment (*watch that five-part documentary*)
 Type of perfect: indefinite
 Aspect: non-progressive form is not acceptable, the result (*She's enjoying it*) is linked to activity phase rather than to the fact that the endpoint inherent in the Accomplishment was reached

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3. *I've been calling* that number all morning, but no one's answering.
Situation type: Accomplishment (*call that number*)
Type of perfect: repetitive
Aspect: the non-progressive form is acceptable, but the progressive is better because it brings out the idea that the activity has been ongoing for a long time
4. *I've written* letters to the editor of our local paper to raise public awareness.
Situation type: Activity (*write letters*)
Type of perfect: indefinite
Aspect: the progressive form is acceptable; unlike the non-progressive it implies that the Subject referent is likely to continue writing letters
5. People *have been complaining* about the noise coming from the nightclub.
Situation type: Activity (*complain*)
Type of perfect: repetitive
Aspect: the non-progressive form is acceptable, but it has a distinct indefinite perfect interpretation (the situation of people complaining occurs before the moment of speech); the progressive form suggests there have been a lot of complaints or that the complaints are likely to continue beyond now (continuative or repetitive perfect)
6. Sorry, *I've already had* dinner. But I'd love to join you for coffee and dessert.
Situation type: Accomplishment (*have dinner*)
Type of perfect: indefinite
Aspect: the progressive form is not acceptable; the context requires the inherent endpoint to be represented as having been reached
7. *I've been working* with the same group of people for almost 25 years.
Situation type: Activity (*work*)
Type of perfect: continuative
Aspect: the non-progressive form is acceptable, but the progressive stresses the idea of duration and underlines the fact the situation has been the case for a long time
8. I think I must be in love. *I've never felt* so happy and confused at the same time.
Situation type: State (*feel this way*)
Type of perfect: indefinite (even though one might want to argue that negation results in continuative meaning: feeling this way has never occurred so far)
Aspect: the non-progressive form is not acceptable because the situation is experiential. In this case the focus is on the very fact that a situation happened at all without any special attention for the fact that it was ongoing.

9. *Has* someone *dropped* something on my antique table? There's a huge gash in it!
 Situation type: Achievement (*drop something*)
 Type of perfect: indefinite
 Aspect: the progressive form is not acceptable; the progressive form suggests repetition in combination with an Achievement, a reading which is not acceptable in this context – a slow-motion reading is not possible either
10. You've *been coughing* a lot lately. Shouldn't you go and see the doctor about that?
 Situation type: here, Activity (*cough*) (In another context, cough could be an Achievement.)
 Type of perfect: repetitive
 Aspect: the non-progressive form is not acceptable; the speaker clearly wants to underline that the situation of coughing has been going on for a long time and that the addressee should do something about it
11. Ever since I spilt coffee on my computer, it *hasn't worked* very well.
 Situation type: Activity (*work*)
 Type of perfect: continuative
 Aspect: the progressive form is acceptable; it underlines the fact that the situation has been ongoing for a certain length of time.

Exercise 11. Take a look at the following scenarios. (i) Give the correct form(s) of the verbs. Sometimes you have to choose the correct verb to use. If more than one form is possible, give both forms and explain why this is possible. If you use a present perfect, explain what kind of present perfect it is (continuative, indefinite or repetitive). (ii) Complete the Adjuncts in brackets {} using *for*, *since*, *ago* or *in*.

1. Peter is American, but he *lives* in London.
 He *has lived/has been living* in London {**since** 2010}/{**for** almost 10 years}.
 He *moved* to London {**in** 2010}.
 He *moved* to London {about 10 years **ago**}.
2. Elaine's an interior designer. She *redecorates* people's homes.
 She *has redecorated/has been redecorating* people's homes {**since** she *finished* university}/{**for** nine or ten years}. She *started* redecorating {nine or ten years **ago**}.
3. Sylvie *works* for a local Internet provider.
 She *has worked/has been working* for the company {**for** six months or so}/**{since** February}.
 She *was hired* {**in** February}/{six months **ago**}.

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4. Ruth *runs* a sandwich shop.

Her family *has run/has been running* the sandwich shop {**since** she was a kid}/**{for** quite some time}.

Her grandfather first *opened* the shop {**in** the 1940s}/**{six decades ago}**.

5. Kim loves to travel. She *has been* to China, Australia, Russia and many other places.

She *has been travelling* {**since** she first caught} the travel bug {about 10 years **ago}**.

She *travels* as much as she can.

She *has been travelling* {**since** I have known) her}/**{since** I first met her in 1998}.

She *went* to Rio de Janeiro for the Olympics in 2016...

...but she *has never been* to Egypt.

6. Brian is quite wealthy. He *owns* a yacht.

He *has owned* the yacht {**since** he retired at age 50}.

He's still in his early 50s, so he *hasn't owned* it {**for** very long}.

He *bought* the yacht {a few years **ago**}/**{in** 2015}.

7. Sarah is a teacher. She *teaches* at a local high school.

She *has taught/has been teaching* {**since** she finished university at age 23}.

She's 55, so she *has been* a teacher {**for** more than 30 years}.

She *started* teaching {**in** 1987}/**{a long time ago}**.

8. Henry is a musician. He *plays* the piano.

He *has played/has been playing* the piano {**since** he was 6 or 7 years old}.

He's 11 now, so he *has played/has been playing* the piano {**for** 4 or 5 years}.

He *started* learning how to play {**in** 2015}/**{a few years ago}**.

Additional notes

1-4, 7-8: continuative perfect; the progressive form underlines the idea of duration whereas the non-progressive conveys a more neutral matter-of-fact observation about the length of the situation.

5. *she has been to China, Australia, Russia and many other places*: repetitive perfect; *she has never been to . . .*: indefinite perfect – *be* is a State verb, so the progressive is not possible in either case; *have known*: continuative perfect – *know* is a State verb, so the progressive is not possible; *has been travelling*: continuative perfect – the progressive form underlines the idea of duration – unlike in the sentences in 1 to 4, 7 and 8, the more detached view on duration and the intensity of the activity of travelling associated

with the non-progressive does not work in this context – the non-progressive form would establish an experiential reading (it has happened that she has travelled), which is odd in a context in which a ‘travel bug’ is foregrounded (this is naturally associated with very extensive travelling).

6. continuative perfect; the progressive form is not possible because *own* is a State verb

Exercise 12. Paying attention to the Adjuncts, find a way to express sentences 1 to 10 using the present perfect. While the point of view will change, each sentence should have the same basic meaning as the original. You will need to make other changes in the sentence. This may include the verb you use, using a negative instead of an affirmative form, etc. (Note that there may be several possibilities. If you can think of more than one possible way to recast the sentence, give all possibilities.)

Example:

Rebecca moved to Dublin in 1998.

> Rebecca has lived (has been living) in Dublin since 1998.

Rebecca moved to Dublin many years ago.

> Rebecca has lived (has been living) in Dublin for many years.

1. My mother-in-law arrived at the beginning of last week.
My mother-in-law has been staying with us/has been here since the beginning of last week/for almost two weeks now.
2. The last time I spoke to Matilde was on the day of her wedding.
I haven't spoken to Matilde since the day of her wedding.
3. It's more than six months since anyone's lived in that house.
That house has been empty/hasn't been lived in for more than six months.
4. Henry moved to Boston ten years ago.
Henry has been living/has lived in Boston since 2009/for ten years.
5. I quit studying Japanese when I moved back to the States.
I haven't studied Japanese since I moved back to the States.
6. The drain in the kitchen sink started leaking a week ago. I can't get a hold of a plumber.
The drain has been leaking since last week/for more than a week now. I haven't been able to get a hold of a plumber.
7. Thomas got his current job as a project manager last May.
Thomas has been working/has worked as a project manager since last May/for 8 months now.

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8. The last time he sent me an e-mail message was at least six months ago.
I haven't heard from him for six months.
9. He got his driving licence when he was only sixteen.
He's had his driving licence since he was sixteen/for several years now.
10. They moved to Singapore as soon as they graduated.
They have been living/have lived in Singapore since they graduated.

Exercise 13. Complete the following sentences with the present perfect tense or the past perfect tense of an appropriate verb from the list below. In each case, decide whether progressive or non-progressive aspect is possible. If only one is possible, explain why. If both are possible explain the semantic effects that fall out from the choice. You may need to use the negative form of the verb or an interrogative form.

date	start	live	work	lie	run
decide	read	smoke	arrive	speak	take

1. Peter *had been working* harder than ever that year, so he decided to take a longer vacation.
2. *Have you been running?* You're all out of breath – Yes, I didn't want to be late for the meeting.
3. It was obvious that Tom *had been smoking* again – his breath stank of tobacco.
4. Last time I saw you, I don't think I *had started* my new job yet.
5. Jane *has been taking* Chinese lessons for years now, but she still can't speak it very well.
6. *Have you spoken* to John this morning? – No, not yet, but I think he's in his office.
7. I *have been reading* a book on ancient Greek mythology. So far, it's really interesting.
8. By the time I got to the party, all of the other guests *had arrived* and were busy talking.
9. She's still adjusting to her new job in Shanghai. She *hasn't lived* there for very long at all.
10. They *had been lying* in the sun for hours when they finally realized how sunburnt they were.
11. My parents *haven't decided* if they're going to do anything special for their anniversary this year.
12. How long *had you been dating* when you finally met his family for the first time?

Exercise 14. Using one of the verbs below, complete the following sentences using the past perfect. Negative forms may be necessary. Then decide in which sentences the past perfect can be replaced by the past. Explain your choices. Are there any cases where the change entails a difference in meaning?

see	set	read	finish	forget
save	try	do	find	cheat

1. By the time I got round to buying the book, all of my friends *had* already *read* it.
2. The waiter took away my plate before I *had finished/finished* my meal. I hate it when they do that.
3. As soon as they *had saved/saved* enough money, they made a down payment on a new house.
4. Until recently, I *had* never *seen* the film *Citizen Kane* in its entirety.
5. She told her son she wouldn't help him with his homework until he *had tried/tried* to do it himself.
6. The teacher asked us if we *had* ever *cheated* in a test. No one knew what to say.
7. Matt's mother told him to clean his room; in fact, he *had* already *done* it.
8. It wasn't until I arrived at work that I remembered I *had forgotten/forgot* to lock the front door.
9. Once they *had found/found* a quaint hotel to stay at, they decided to purchase their train tickets.
10. When my sister asked where her keys were, I told her I *had set/set* them on the kitchen table.

Additional notes

1. The situation of my friends reading the book needs to be represented as accomplished by the time the Subject referent buys the book, so as anterior to the situation in the subclause. The past perfect therefore has been used.
- 2., 3., 8., 9. and 10. Tense simplification: The temporal relation between the main clause situation and the subclause situation is one of anteriority, and this is made clear through a subordinating conjunction (for instance, *before*) or through the knowledge we have about the natural sequence of events (for instance, that between the event of remembering and the event that is remembered). In other words, in these sentences, it is not necessary to use a tense that linguistically expresses a relationship of anteriority: tense simplification (the use of a past tense rather than a past perfect) is possible.

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4. *Until recently* implies that a recent past time viewing of the film has occurred; the past perfect is necessary to communicate the idea that *not* seeing the film is located before this recent viewing.
5. There are three situations in this clause. The situation represented in the verb of the main clause (i.e. that of a mother telling her son) (i) is located in the past time-sphere and has necessarily actualized. The two other situations – (ii) the son trying to do his homework and (iii) the mother helping him to do it – are not represented linguistically as having actualized. The situation of helping (iii) is represented as posterior to (i) and its actualisation depends on the hypothetical situation in (ii) actualizing. That is, the son has to have tried before the mother intervenes with her help. Since the context makes this temporal relation clear, the past perfect is not required but is possible.
6. The past perfect locates the situation of cheating as anterior to the teacher's question; it is experiential: have you ever cheated? A past tense is also possible here, in which case the relationship of anteriority has to be inferred. Also, if you use past tense (... *if we ever cheated in a test*), a temporal interpretation in terms of simultaneity between main clause and subclause situation is not ruled out; in other words, with the past tense the interpretation is not experiential – the question is whether the pupils being question habitually cheat(ed) when taking exams.
7. The situation of cleaning the room needs to be represented as accomplished at the time Matt's mother tells him to do so, so as anterior to the situation in the subclause. The past perfect therefore has to be used.

Exercise 15. Put verbs in the following sentences into the past tense, the present perfect tense or the past perfect tense. Determine in each case whether progressive or non-progressive aspect (or both) would be used, and comment on any semantic effects that this choice brings about. Finally, complete the adjuncts in brackets ({}) using *for*, *since* or *ago* as appropriate. What generalizations can you make about the use of *for*, *since* and *ago* with respect to these tenses?

1. She *lived* in London {*for a while*} in the early 1980s.
2. They *have worked/have been working* on the case {*for a couple of weeks*}; I'm sure they'll finish it by tomorrow.
3. We *have known* each other {*since last March*}. We're now quite good friends.
4. I *have been standing/have stood* here waiting {*for about an hour*}; is he going to show up or not?

5. She *hasn't seen/hadn't seen* her parents {*since* Christmas}, so she decided it was time to give them a ring.
6. My sister *was* in the bathroom {*for* half an hour this morning}, so of course I was late.
7. I *finished* my Master's degree {five years *ago*}.
8. You *haven't done* a thing {*since* nine o'clock}; isn't it time you got down to work?
9. We *have been* married {*for* more than 10 years}; amazing how time flies, isn't it?
10. We *got* married {more than 10 years ago}, and yet it seems like only yesterday.

Additional notes

- 2., 4. The progressive underlines the idea of duration.
5. The present perfect (*hasn't seen*) communicates the following time frame/ scenario: in a period starting at the previous Christmas and running up to now (= the moment of speech), there is not a single occurrence of the situation {*she – see her parents*} taking place.
The past perfect (*hadn't seen*) communicates the following time frame/ scenario: in a period starting at some Christmas in the past (not necessarily the most recent Christmas) and running up to a contextually non-specified time (R) in the past, there is not a single occurrence of the situation {*she – see her parents*} taking place.

An adverbial Adjunct with *ago* locates a situation in the past time-sphere; accordingly, a past tense is used.

An adverbial Adjunct with *for* either locates a situation in the pre-present time-sphere or in the past time-sphere. In the former case, a perfect tense is used, in the latter a past tense.

An adverbial Adjunct with *since* locates a situation in the pre-present time-sphere; accordingly, a perfect tense is used.

Exercise 16. Put the verb in brackets into an appropriate present perfect, past perfect or future perfect tense. Choose a perfect tense even if another *non*-perfect tense is possible. If both aspects are possible, give them both. If both are possible, indicate whether there is a fundamental difference in meaning between the two. Indicate the situation type of the relevant clause, and indicate what kind of perfect is being used. Finally, specify what the reference time (R) is.

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1. Can you believe that next month I *will have had* this car for 15 years?
State - continuative
2. Can we meet at 8 ? – No, I *will have been exercising* just before that. I'll want to have a shower first. Activity - indefinite
3. We're going to Paris in six months. I *will have studied/will have been studying* French for a whole year at that point. Activity - continuative
4. A year from now, you *will have worked* enough to have the necessary experience. Activity – continuative
5. I *have had* this car for far too long. It's time to buy a new one. State - continuative
6. I couldn't understand a thing. At that stage, I *had studied/had been studying* French for only a year or so. Activity - continuative
7. When they saw I *had worked* with kids before, they offered me the position on the spot. Activity - continuative
8. Ten o'clock? But the train *will have left* by then! We have to leave earlier. Achievement - indefinite
9. *Have you ever worked* with young children before? Experience is very important. Activity - indefinite
10. She finally realized that she *had been sneezing* because of the cat – she's allergic. Achievement - repetitive
11. I *have cleaned* the entire house. It's time to make myself a cup of tea. Accomplishment - indefinite
12. I *have taken* this online test four times. I'm not going to take it again. Accomplishment - repetitive
13. I could tell that she *had been sleeping* when I phoned. She didn't sound very coherent. Activity - indefinite
14. The last train *had left*. We had no choice but to rent a hotel room. Achievement - indefinite
15. I *have studied/have been studying* French for a year. It's still hard for me to follow when people speak quickly. Activity - continuative
16. By the time I finish this course, I *will have taken* the test three times. Accomplishment - repetitive
17. It was time to buy a new car. I *had had* the same one for too long. State - continuative
18. By the time he got home, I *had cleaned* the entire house. Accomplishment - indefinite
19. Sorry, but the train *has left*. You'll have to take the next train. Achievement - indefinite

20. I *have been sneezing* a lot lately. I think I'm getting a cold. Achievement - repetitive
21. By the time you get home, I *will have cleaned* the entire house. Accomplishment - indefinite
22. He decided not to take the test again. After all, he *had taken* it several times before. Accomplishment - repetitive
23. I *have been crying*. That's why my eyes are red. Don't worry, it's nothing serious. Activity - indefinite

Additional notes

3. The progressive form emphasizes the duration of the situation whereas the non-progressive form offers a more detached, matter-of-fact report on the length of the situation. (compare to 6., below)
6. Interestingly (compared to 3), the progressive form stresses the limited duration of the situation (which is also brought out by *only*); the non-progressive form communicates a more detached, matter-of-fact view on the length of the situation.
15. The progressive form emphasizes the duration of the situation whereas the non-progressive form offers a more detached, matter-of-fact report on the length of the situation.

Exercise 17. Complete these sentences with one of the verbs provided. Use the present tense, the past tense, or any of the perfect tenses. Choose in each case progressive or non-progressive aspect as required by the context. Notice that in this exercise, you will have to use forms of the future perfect tense. However, do *not* use the future tense (for example, do not use *I will do it* (future, non-progressive) or *I will be doing it* (future, progressive)).

work leave read drive break live snow
fall warn be take lose fly

1. When the students take the exam next week, they *will have read* the chapter on verb tenses several times. They should have no trouble getting a good mark.
2. I *broke* one of my grandmother's beautiful crystal wine glasses last night while doing the washing up.
3. Sorry, but could you keep your voices down, please? The children *are taking* a nap.
4. I *have warned* you more than once not to drive too fast on this road. If you get a speeding ticket, it'll be no one's fault but your own.

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5. At age 13, he was already a seasoned traveller. In fact, he *had* already *flown* across the Atlantic four or five times.
6. John is Australian, but he *works* for a multinational corporation based in Dubai.
7. As of June the first, she *will have lived* in Portugal for exactly 10 years.
8. She *had been driving* non-stop for several hours when the tragic accident occurred.
9. My grandparents *have been married* for many years. They do quarrel sometimes, but by and large they get on just fine.
10. Looking out the window that morning in April, I couldn't believe my eyes – *it was snowing!*
11. I *have lost* my glasses again. I can't find them anywhere. Do you have any idea where they might be?
12. (*in the car*) The kids are exhausted. I'm sure they *will have fallen* asleep by the time we get home.
13. I got to the bus stop on time – or at least I thought so. But the bus *had* already *left*, so I ended up having to walk all the way to work.

Exercise 18. Comment on how future time is expressed in the following sentences. Are there any sentences where future time is less prominent than another modal-like meaning?

1. Congratulations, you have won the contest. You'll be receiving your prize within a week.
> usual procedure: whoever wins receives their prize in two weeks' time
2. I'll pick the kids up from school if you have to work late.
> instant suggestion (first clause); no *will* in an *if*-clause (second clause)
3. Listen, I'm about to leave. Can I ring you back in a couple of hours?
> near, imminent future
4. They're going to Portugal next summer.
> planned future
5. I'll be back in a minute – just wait for me here.
> promise (more modal meaning)
6. October 31st, and it's already freezing: it's going to be a long, cold winter, I think.
> prediction based on evidence
7. In another month or so, I'll have been working on this project for a year.
> by some time in the future, a situation will have been the case for a year (continuative)

8. The concert begins at 8 o'clock sharp. Don't be late.
> official schedule
9. Boys will be boys.
> typical behaviour
10. You will do as I say. Otherwise, there's going to be trouble.
> order (modal meaning brought to the fore)
11. John Perry is to play George Washington in a new West End play next season.
> official schedule
12. Sorry, but I work this weekend. We'll have to get together next week instead.
> timetable future, 'unalterable' future; logical conclusion (modal meaning)

Exercise 19. Complete the sentences below with the correct form of one of the verbs given. Use the present progressive or *be going to* (+ verb base) to refer to future time. Either form may be possible in a given context. If so, make explicit the difference in meaning. Be able to justify your choices.

meet take realize cut faint talk start tell

1. One of these days, he *is going to realize* that he shouldn't have got married so young.
2. I'm starving. I think I'm actually *going to faint* if I don't get something to eat soon.
3. The two CEOs *are going to meet/are meeting* late this afternoon to discuss the merger of the two companies.
4. As soon as the boss gets back, John *is going to talk* to her about changing positions.
5. *Is he going to tell* his girlfriend the truth about why he's decided to break up with her?
6. Patricia *is going to start* looking for a new job next autumn. She feels it's time for a change.
7. The Tribune *is cutting/is going to cut* its writing staff by 25 per cent. It's a dark time for journalists.
8. I've been reading for too long. I can't concentrate any more. I think I'm *going to take* a short walk.

Additional notes

In sentences 1., 2. and 8., the present progressive (**is realizing, *am fainting, *am taking a short walk*) is not possible: the situations here do not convey future personal plans that have already been arranged. When the present

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progressive communicates this meaning, it usually combines with an Adjunct that establishes future time reference or the future time is contextually given. When the time reference is not clear, the present progressive is understood as referring to a present ongoing activity. The general constraint on the incompatibility between the progressive and a State verb also holds. Note that in 8., *I'm taking a short walk* would be possible (see p. 224, example (118)) were the situation not embedded in the main clause beginning with *I think*. The main clause verb, however, tips the scales in favour of a reading conveying an intention. Sentences 1. and 2. refer to predictions based on the speaker's general knowledge (1.) or on present evidence (2.).

In sentences 3. and 7., both the present progressive and *be going to + verb* are possible. This is because the contexts are compatible with both (i) future personal plans that have already been arranged and (ii) present time intentions about the future. The difference between the two readings is not crucial in these two contexts, rendering both choices possible.

In sentences 4., 5. and 6., the present progressive (*is talking, is telling, is starting*) is not, strictly speaking, impossible. However, it does not feel natural in these contexts and is less likely to be used. This is because the situations are felt to convey intentions rather than future personal plans that have already been arranged. (Note that the use of the progressive in 6. would bring about the use of a *to*-infinitive clause (*is starting to look*): see p. 71, example (105).)

Exercise 20. Complete the sentences below with the correct form of one of the verbs given. Use the future tense or *be going to (+ verb base)* to refer to future time. Be able to justify your choices.

finish get explain love answer host

1. I'm sure Ms Citron *will explain* what to do to make up for the homework you didn't do.
2. *We're going to host* a Christmas party again this year. Loads of people you know will be there.
3. Do try that restaurant sometime soon. Whatever you order, you'll *love* the food there.
4. If you dial this number, the receptionist *will answer*. Ask her to put you through to me.
5. There's no way we can complete this report today. – Don't worry, we'll *finish* it tomorrow.
6. Have you heard the latest? Kim and Chris *are going to get* married late next summer.

Exercise 21. Complete the following sentences using a verb of your choice with a form (including, but not limited to, the future tense) that can logically be used to express future time. If more than one form is possible, explain. Are there any cases where future time and a more modal reading with *will* are both present?

1. The last train for Rome *leaves* at 8 p.m. Perhaps we should try to book our tickets now.
2. One of these days, Jim *will finish/is going to finish* his novel. Who knows, maybe it'll be a best seller.
3. I'd love to come, but I can't. I'm *meeting/'m going to meet* friends that night for drinks and dinner.
4. Just think, in another couple of months, we *will have known* each other for ten years! Amazing!
5. There are no job openings at this time, but we *will contact* you if something comes up.
6. By the time he's thirty, he *will have worked/will have been working* for his father for more than half his life.
7. I *am spending/am going to spend/will be spending* the Easter holiday in Athens with my parents, so we'll have to meet after that.
8. The film *starts* at half past seven, so let's meet a little earlier in front of the cinema.
9. Why don't you call Eric if you need a hand? I'm sure he *will help* if you ask nicely.
10. In two months' time, my parents *will have been* married for thirty years.
11. We can't make it on Saturday – we *are moving* to a new house and we'll be too tired to come.
12. The play *starts* at 8 o'clock sharp, and I don't want to miss the beginning. Don't be late.

Additional notes

- 1., 8., 12. unalterable future = present non-progressive
2. *will* = more neutral prediction; *be going to* = prediction based on evidence or intention of Subject referent
3. present progressive = personal arranged plan; *be going to* = intention of Subject referent
- 4., 6., 10. future perfect = location of event before a reference time in the post-present

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7. present progressive = personal arranged plan; *be going to* = intention of Subject referent; future progressive: neutral prediction (suggests this arrangement is similar to that in previous years)
- 5., 9. future = 'pure' future, used in conjunction with an *if*-clause
11. present progressive = personal arranged plan

In the examples in 5 and 9, *will* can be said to convey modal meaning as well.

Exercise 22. Choose a verb that can complete both sentences in the pair ((a) and (b)). Use *will* + verb base, choosing progressive aspect in one case and non-progressive aspect in the other. Negative forms may be needed. Explain your choice in each case: does futurity or modal meaning come to the fore? Is it accurate to say that *will* + verb base does not always correspond to the future tense?

travel help read start check

1. (a) I *won't be reading* this book anytime soon, so feel free to borrow it if you like.
(b) I *won't read* this book until you've bought a copy. We can read it together.
2. (a) I'll *help* you choose a dress for the wedding. How about next weekend?
(b) I can't work next Saturday after all. I'll *be helping* my sister move house that day.
3. (a) His car *won't start*. Do you think we should call a mechanic?
(b) Ladies and Gentlemen, the play *will be starting* in just a few minutes. Please be seated.
4. (a) Our plane lands at 9 p.m. so tell the hotel *we'll be checking* in late.
(b) *We'll check* in early if you want, but it's not a very busy airport.
5. (a) The service was awful. I *won't be travelling* with this airline ever again.
(b) The president *will travel* to that country if and only if he receives an invitation.

Additional notes

Modal meaning comes to the fore in (1b) and (3a) (refusal) and in (2a) and (5b) (willingness). Recall that *will* followed by a progressive infinitive (as in (1a), (2b), (3b), (4a) and (5a)) can often serve to tip the scales in favour of a future time reading rather than a modal meaning.

Exercise 23. Complete each sentence below with one of the eight tenses on page 179, using either progressive or non-progressive aspect. Use each aspect – aspect combination only once. If two choices seem possible, choose

your answer in light of what works best in the other sentences. Making use of the concepts introduced in this chapter, explain in each case why the form you choose is best given the context of the sentence

listen work (x 2) recognize sleep (x 2) arrive wear
cancel rain know see finish (x 2) be have

1. She *was sleeping* when we phoned her. The call woke her up.
2. It struck me that, at the end of the month, we *would have been working* together for 10 years.
3. What awful weather this is. It *has been raining* for 2 days.
4. John *works* for Microsoft®. It's his permanent job.
5. If it rains, we'll *cancel* the picnic.
6. Quiet please, I'm *listening* to the radio.
7. I knew that, by the end of the week, he *would have finished* the project.
8. They got married in 1973. In 2023, they *will have been* married for 50 years.
9. He *had been sleeping* for several hours when I woke him up.
10. They *arrived* at our place at 8 o'clock sharp yesterday.
11. She didn't come with us because she *had seen* the film already.
12. Don't call between 7 and 8 – we'll *be having* dinner.
13. They're late, as always. By the time they get here, we *will have finished* dinner.
14. I've *known* John for 25 years. He's my best friend.
15. He said not to worry, (that) he *would be wearing* a red hat. . .
16. . . and (that) I *would recognize* him immediately.

Additional notes

1. an ongoing Activity located in the past time-sphere (cf. *phoned, woke*) – description of an ongoing (hence, progressive) background situation interrupted by an event in the foreground (= the telephone call)
2. an Activity presented as (i) posterior to a past time event (*it struck me*) and (ii) anterior to another reference time (*at the end of the month*) (continuative past future perfect) – progressive aspect highlights duration here
3. an Activity having begun before the moment of speech and which is still ongoing at the moment of speech (continuative present perfect) – progressive aspect highlights duration (compare to 6., below)
4. present time reference (cf. *it's his permanent job*) for what is presented as a permanent situation (an Activity) – progressive aspect would convey that the situation is temporary, which is impossible given the context of the sentence (= his permanent job)

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5. future time reference contingent on a hypothetical future time event – non-progressive aspect enables the situation to be presented as a single, unanalyzable whole (progressive aspect is possible in this clause as well)
6. a situation (an Activity) which is ongoing at the time of speech (cf. *Quiet please*) requires progressive aspect
7. a situation located as posterior to a reference time in the past (cf. *I knew*) but anterior to another reference time (*by the end of the week*) (indefinite past future perfect) – non-progressive aspect is necessary because the situation is an Achievement (no duration)
8. a situation located as posterior to the moment of speech but anterior another future reference time (*in 2023*) (continuative future perfect) – non-progressive aspect necessary because the situation is a State
9. a situation (an Activity) which was still in progress at some reference time in the past (here, my waking him up) (continuative past perfect) – progressive aspect highlights duration and conveys a background situation interrupted by an event in the foreground (= *I woke him up*) – non-progressive form is possible but more matter-of-fact and less natural in a context which aims to foreground duration
10. an Achievement in the past time-sphere (cf. *yesterday*) – non-progressive is required since neither repetition nor slow-motion is conveyed
11. an Accomplishment which occurred before some reference time in the past (here, her not coming with us) (indefinite past perfect) – non-progressive aspect rather than progression is required since the situation is conceived as a discrete event in its entirety and not ongoing. (compare to 3., above)
12. an ongoing Accomplishment located in the post-present – the beginning and the end of the situation are out of focus
13. a situation located as posterior to the moment of speech (= now; cf. *They are late*) but anterior to another reference time after the moment of speech (= by the time they get here) (indefinite future perfect) – non-progressive aspect necessary because the situation is an Achievement (no duration)
14. a State which is still the case at the moment of speech (continuative present perfect) (cf. *He's my best friend*) – progressive aspect is not possible because the situation is a State (compare to 6., below)
15. an Activity presented as (i) posterior to a past time event (*he said*) – the exact temporal location is not conveyed by the tense here; it could be in the past, the present or the post-present – progressive aspect highlights

duration here (non-progressive aspect is possible in this clause as well, in which case *would* gets modal overtones of a promise or an intention)

16. an Achievement presented as (i) posterior to a past time event (*he said*, see number 15.) – again, the exact temporal location is not conveyed by the tense here; it could be in the past, the present or the post-present – non-progressive aspect is required: neither a repetitive reading or a slow-motion reading is possible

Exercise 24. Using the prompts in A and B below, make a complete sentence beginning with the word or words given. A and B are not necessarily in the correct order. Use *will* or *won't* in the other part of the sentence.

A

1. you/at least try to guess

Until. . .

Until you at least try to guess, I won't tell you the answer to the question.

2. the committee's choice/made official she/be able to start working immediately

Provided. . .

Provided the committee's choice is made official, she will be able to start work immediately.

3. I/proofread it carefully for mistakes my official translator/send me the document

After. . .

After my official translator has sent (sends) me the document, I'll proofread it carefully for mistakes.

4. we/show them to our lawyer we/sign the papers

Before. . .

Before we sign the papers, I will show them to our lawyer.

5. something miraculous/happen soon we/be able to pay off our debts

Unless. . .

Unless something miraculous happens soon, we won't be able to pay off our debts.

6. he/call me back I/leave you my mobile number

Just in case. . .

Just in case he calls me back, I will leave you my home phone number.

7. she/answer the phone she/think it's a telemarketer

If. . .

If she thinks it's a telemarketer, she won't answer the phone in the evening.

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Exercise 25. Give the progressive counterpart of the verbs in the main clauses of the following sentences. Are there any cases where progressive aspect renders the sentence ungrammatical or semantically odd? What are the different effects brought about by the progressive ~ non-progressive dichotomy?

1. She listens to the morning news on the radio.
She's listening to the morning news on the radio. (= (a) temporary habit ('this week'), or (b) situation in progress right now (= at moment of speech))
2. She listened to the morning news on the radio.
She was listening to the morning news on the radio. (situation in progress in the past; common for background description)
3. She likes/enjoys listening to the morning news on the radio.
*She is liking. (State), cf. She's enjoying. (Activity)
4. He always/never complains about the weather.
He is always complaining about the weather. (progressive of affect); *He is never complaining about the weather. (*Never* is not compatible with progressive of affect in this context: 'never complaining about the weather' is unlikely to result in any affective stance on the part of the speaker)
5. He takes the number 52 bus to get to work.
He is taking the number 52 bus to get to work. (temporary habit, 'this week')
6. He always takes/never takes the number 52 bus to get to work.
*He is always taking the number 52 bus to get to work. (unlikely context for progressive of affect) *He is never taking the number 52 bus to get to work. (*Never* is not compatible with progressive of affect in this context: 'never taking the number 52 bus' is unlikely to result in any affective stance on the part of the speaker)
7. I've read the book you lent me.
I've been reading the book you lent me. (I haven't finished reading it)
8. I've just read the book you lent me.
I've just been reading the book you lent me. (I haven't finished reading it, but my reading of it has a clear 'recent' temporal connection with the time of speech (through the presence of the adverb *just*), absent in 7., above)
9. I've already read the book you lent me.
?I've already been reading the book you lent me. (present perfect progressive infelicitous with *already*: the most natural reading is that the Subject referent has read the book completely, which requires the use of a non-progressive form)
10. I read (/red/) the book you lent me.

I was reading the book you lent me. (situation in progress in the past, I was busy reading it at some point in the past – common for background description)

11. I read (/ri:d/) the books you lend me.

?I'm reading the books you lend me.

I'm reading the books you lend me is not an ungrammatical sentence, but it is unlikely. A situation that is represented as a habit (... which I lend you) is represented as simultaneous with an Accomplishment that is represented as ongoing (I'm reading the books). The temporal order (of simultaneity) that is communicated is such that the sentence feels odd. *I'm reading the books you (have) lent me* is more natural, as both the present perfect and the past present lending the books as anterior to the activity of reading.

12. I've read that book before.

*I've been reading that book before. The perfect is experiential here; when an Accomplishment is combined with *before*, this means that the situation has been ongoing without the inherent endpoint having been reached. The kind of situation referred to in this sentence makes such a scenario unlikely.

Exercise 26. Give the progressive counterpart of the following sentences. Are there any cases where progressive aspect renders the sentence ungrammatical or semantically odd? What are the different effects brought about by the progressive ~ non-progressive dichotomy?

1. They won't spend the holidays with us this year.

They won't be spending the holidays with us this year. ('pure' future, more neutral factual announcement, whereas non-progressive could be interpreted as a refusal)

2. I leave at 8 o'clock tomorrow morning.

I am leaving at 8 o'clock tomorrow morning. (personal plan)

3. The last train leaves the city centre at around midnight.

The last train is leaving the city centre at around midnight. (little difference in meaning here)

4. We will send you our catalogue free of charge.

We will be sending you our catalogue free of charge. (That's what we always do when customers ask for information, 'pure' future, factual announcement)

5. She lives with her grandmother on the Upper East Side.

She is living with her grandmother on the Upper East Side. (temporary situation ('until she finds a place of her own'))

6. I wonder if we could meet sometime next week.

I am wondering if we could meet sometime next week. (tentative statement)

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7. What does your brother-in-law do?
What is your brother-in-law doing? ((a) right now, at this very moment, or (b) temporary habit ('until he goes back to school'))
8. I missed my plane and had to take a later flight.
*I was missing my plane and had to take a later flight. (miss a plane = Achievement, in combination with the progressive, either a repetitive reading is brought about or a slow motion reading. In this context, neither of these readings is possible.)
9. Christine sprained her ankle last week.
*Christine was spraining her ankle last week. (sprain her ankle = Achievement, in combination with the progressive, either a repetitive reading is brought about or a slow motion reading. In this context, neither of these readings is possible.)
10. He worked as an administrative assistant.
He was working as an administrative assistant. ((a) temporary habit in the past (at that time) or (b) background situation ('when he first met her'))
11. He works as an administrative assistant.
He's working as an administrative assistant. (temporary situation ('until he finds a better job'))
12. We both felt a bit peckish, and there was nothing to eat.
We were both feeling a bit peckish, and there was nothing to eat. (emphasis on on-going sensation; little difference in meaning here)

Exercise 27. Give the progressive counterpart of the following sentences. Are there any cases where progressive aspect renders the sentence ungrammatical or semantically odd? What are the different effects brought about by the progressive ~ non-progressive dichotomy?

1. Walking into the house, I smelled my mother's vegetable soup cooking.
*Walking into the house, I was smelling my mother's vegetable soup cooking. (*smell* used as a State verb, incompatible with the progressive – 'I could smell' can convey ongoingness in the past, however)
2. Standing in front of his steaming pot, the chef proudly smelled his soup.
Standing in front of his steaming pot, the chef was proudly smelling his soup. (*smell* as an Activity verb here, ongoing activity in the past, common with description)
3. If I had known the answer, I would have passed the test.
*If I had been knowing the answer, I would have passed the test. (progressive not possible with a State)
4. It had rained the day before, and the ground was wet and muddy.

It had been raining the day before, and the ground was wet and muddy. (emphasis on the ongoing Activity in the past, so more of a descriptive feel – otherwise, little real difference in meaning here); . . . *it was being wet and muddy ('be wet and muddy' is a State)

5. John, will you stay for dinner?

John, will you be staying for dinner? (sometimes you do, sometimes you don't – what is your schedule tonight? Non-progressive sounds more like a spontaneous invitation)

6. You are ridiculous./He is really unreasonable./She is 100 per cent French Canadian.

You are being ridiculous./He is really being unreasonable./*She is being 100 per cent French Canadian. (be ridiculous/be unreasonable = behave in a ridiculous/unreasonable way (Activity); *be French Canadian* is a State, so progressive not possible)

7. My husband works this weekend, so I'll take care of the kids.

My husband is working this weekend (this is a personal plan of his own - the non-progressive counterpart is not fundamentally different, but it does convey the idea that the Subject referent (my husband) has less control over working than the progressive version), so I'll be taking care (logical consequence, matter of fact statement) of the kids.

8. He must work harder at learning his irregular verbs.

He must be working harder at learning his irregular verbs. (see Chapter 5 – meaning changes from non-epistemic (it is necessary for him to do it) to epistemic (it is very likely (or 'necessarily the case') that he is doing it (because, for example, he is showing improvement)

9. I think Christine has sprained her ankle. Get some ice.

*I'm thinking Christine. . . (think, meaning 'be of the opinion that' is a State (cf. Please be quite, I'm thinking (= reflecting = Activity); *Christine has been spraining her ankle (sprain her ankle = Achievement, in combination with the progressive, either a repetitive reading is brought about or a slow motion reading. In this context, neither of these readings is possible – see ex. 26 number 9)

10. William had read the book when the film came out.

William had been reading the book when the film came out. (but he hadn't finished it yet)

11. The day of his interview, William hadn't felt well for several days.

The day of his interview, William hadn't been feeling well for several days. (emphasis on on-going sensation; little difference in meaning here)

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12. They will send us the documentation we requested.

(That's what they always do when people ask for documentation, 'pure' future, factual announcement)

Exercise 28. In two of the following sentences, *would* + verb base has meaning which, when compared to the other sentences, is more closely associated with straightforward future time reference. In the other sentences, however, *would* + verb base has meanings which are less future-like and more modal. These include the following modal meanings:

- a. narrative flash-forward
- b. probability
- c. typical behaviour
- d. refusal
- e. promise
- f. willingness

Indicate which two sentences are more oriented to future time reference; for the other six sentences, indicate which type of modal meaning comes to the fore, using (a) to (f) above. Each of the modal meanings is used only once.

1. promise (e): I assured him that I *would do* everything according to his instructions.
2. future in the past: The secretary said that they *would be sending* the package before closing time.
3. narrative flash-forward (a): Patricia McGillen was born into a poor family and did not even graduate from high school. She *would* later *become* one of the greatest mystery writers of the twentieth century.
4. willingness (f): Do you need my help on Sunday? – No, thanks. I asked John and he said he *would help*.
5. refusal (d): We told her we were busy, but she *wouldn't take* 'no' for an answer.
6. future in the past: The paper said the tide *would come in* at 6.34 p.m. tonight.
7. probability (b): At exactly 5 p.m., the phone rang. I was sure it *would be* Lee. In fact, it was my mother. (note that probability combines with futurity)
8. typical behaviour (c): My sister forgot my birthday. – Yeah, well she *would*. She never remembers anything!

Exercise 29. Complete the following narrative using the correct tense of the verbs in brackets. In some cases, you will have to incorporate other functional words, also given in brackets. Pay close attention to aspect (progressive versus non-progressive). Be able to justify your choices.

An Unexpected Encounter

I *was walking*⁽¹⁾ down the street the other day when I *saw*⁽²⁾ a girl I *had gone (or went)*⁽³⁾ to high school with. She *was standing*⁽⁴⁾ on the corner, talking to another woman. I *hadn't set*⁽⁵⁾ eyes on her for thirty years or so, so I wasn't absolutely sure it was her at first. But then I *heard*⁽⁶⁾ her voice and laughter, and there could be no mistake: it was Jenn Kenny, my very first high school crush.

I should probably mention that, nowadays, I *don't really see*⁽⁷⁾ anyone from high school any more. I *haven't kept*⁽⁸⁾ in touch with anyone at all since we *graduated*⁽⁹⁾. After high school, my fellow classmates *all went*⁽¹⁰⁾ on to do exciting things. I on the other hand *have had*⁽¹¹⁾ a string of boring jobs, none of which I *seem*⁽¹²⁾ to keep for very long. (In fact, I *lost*⁽¹³⁾ my most recent job a month ago and still *haven't found*⁽¹⁴⁾ anything else. So now I *am living*⁽¹⁵⁾ with my parents until I *find*⁽¹⁶⁾ a new job – an awkward set-up since they *are always telling*⁽¹⁷⁾ me I *need*⁽¹⁸⁾ to stop watching television and spend more time looking for employment.) Anyway, in spite of my low self-confidence, I finally *decided*⁽¹⁹⁾ to approach Jenn and say hello. When I *stepped*⁽²⁰⁾ up to her, the two friends *were still talking*⁽²¹⁾ to each other.

'Hello,' I said. She *didn't say*⁽²²⁾ anything. I continued. 'It's me, Jake. *Do you remember*⁽²³⁾ me? We *went (go)*⁽²⁴⁾ to high school together.'

At that point, her friend said 'Listen, I *am meeting*⁽²⁵⁾ a friend for lunch in half an hour, so I've really got to get going.' And she was off.

I was now alone with my high school crush. 'Erm, yeah, of course' she said. 'But it *has been*⁽²⁶⁾ a long time, though. How *have you been*⁽²⁷⁾ since high school? What *have you been*⁽²⁸⁾ up to since we last *saw*⁽²⁹⁾ each other? *Have you lived/have you been living*⁽³⁰⁾ here all his time? I think this is the first time we *have run*⁽³¹⁾ into each other. Where *do you work/are you working*^{(32)?}

It was so painfully obvious that Judy *didn't have*⁽³³⁾ any idea who I was. I suddenly *found*⁽³⁴⁾ myself tongue-tied and *didn't know*⁽³⁵⁾ what else to say. I thought about her friend who *had just left*⁽³⁶⁾ a moment before. 'You know, Judy, I *am meeting*⁽³⁷⁾ some friends for a drink in a bit, so I *have*⁽³⁸⁾ to say goodbye. See you soon!' And I *walked*⁽³⁹⁾ away as quickly as I could.

How humiliating. I *hope*⁽⁴⁰⁾ I (*will*) never *see*⁽⁴¹⁾ her again. If I do, believe me, I *will keep*⁽⁴²⁾ walking. I *will look*⁽⁴³⁾ the other way. Then again, who *knows*⁽⁴⁴⁾ – I *haven't stopped*⁽⁴⁵⁾ thinking about her since our paths *crossed*⁽⁴⁶⁾ that day.

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Exercise 30. Read each of the three sets of four sentences (1-4; 5-8; 9-12) and decide which description (a-d; e-h; i-l) corresponds to each one. As you respond, put the verbs into the correct form.

- 1 Interest rates *have risen* dramatically. Fewer people are taking out real estate loans. (c)
- 2 Listen to that thunder. It's *going to rain* soon. (d)
- 3 Elizabeth George? Yes, I've *read* quite a few of her books. They're great. (b)
- 4 I immediately reminded him that I *had* already *called* him the day before to explain the situation. (a)
- a. a past situation that took place before (= is anterior to) some other situation in the past
- b. a repeated pre-present situation which may happen again, but not necessarily
- c. a pre-present situation that is explicitly shown to affect the general situation now
- d. a future prediction based on some present evidence

- 5 My plane *leaves* at 5 sharp next Tuesday. Can you drop me off at the airport? (g)
- 6 I'm *working* for a temp agency until I find a steady job. (f)
- 7 Glad you'll be spending the holidays with us – the children *will be* thrilled when they hear. (h)
- 8 We *had* already *finished* the work by the middle of the week, so we took Friday off. (e)
- e. a past situation that took place before (= is anterior to) a particular time in the past
- f. a present situation that is presented as being temporary
- g. a post-present situation that is part of some unalterable or timetable arrangement
- h. a future prediction based on knowledge or previous experience

- 9 I'm *leaving* next week for Portugal. I've never been there, and I can hardly wait! (l)
- 10 John *started* his new job sometime last week. So far, he quite likes it. (i)

11 We can leave now. Dad has *found* the roadmap he was looking for. (k)

12 'How was your weekend?' 'Splendid. We *went* to the seaside with the kids.' (j)

- i. a past situation with a time Adjunct indicating when it happened
- j. a past situation without a time Adjunct in the clause but with an obvious understanding of when it occurred
- k. a recent pre-present situation that is shown to affect the immediate present
- l. a future personal plan that has already been arranged

Exercise 31. Explain the use of the italicized tenses in the following quotes.

1. "These people's lives (a) *will never be* the same. This is a life-altering event. When I (b) *meet* the families of burn victims I tell them we (c) *are going to become* very good friends, because you (d) *will be coming* back here for years." Dr. Bill Cioffi, chief of surgery at Rhode Island Hospital, on patients burned in the West Warwick nightclub fire. (New York Times, 23 February 2003)

(a) prediction, (b) no *will* in temporal clauses, (c) prediction on the basis of present facts/what has happened, (d) natural, expected pattern of events

2. "Prisoners (a) *are being taken*, and intelligence is being gathered. Our decisive actions (b) *will continue* until these enemies of democracy (c) *are dealt with*." (11 April 04)

(a) ongoing activity in the present (*be* can be used in progressive if it is used to build a passive sentence), (b) *prediction*, (c) no *will* in temporal clauses

3. Dr. Abdel Aziz Rantisi assumed the post just last month after a similar attack *killed* the group's founder, Sheik Ahmed Yassin. (18 April 04)

A non-progressive past tense locates a situation in the past sector. A past perfect could have been used in order to make it explicitly clear that the killing occurs before assuming the post. The anteriority relation is also signalled by 'after' so there is no need to use a tense that linguistically expresses relationship of anteriority.

4. A woman kidnapped a newborn six years ago, set fire to the mother's house to make her believe that the baby *had died* in the blaze, and then raised the child as her own. (NYT, 3 March 2003)

A past perfect is used to express anteriority in the past. The past tense is less likely to be used as the past perfect brings the result to the fore: the baby is dead.

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5. The outgoing superintendent apologized for the damage the academy *had suffered* as a result of a scandal involving sexual assault of cadet women. (NYT, 1/4/03)
A past perfect is used to express anteriority in the past. The past tense is less likely to be used as the situation is likely to be interpreted as simultaneous with the main clause situation (even though the progressive form is likely to be used in that case)
6. Hoping to counter the sway of conservative Christian groups, a coalition of moderate and liberal religious leaders *is starting* a political advocacy organization. (NYT, 17 November 2003)
The use of the progressive gives a temporal contour to the punctual verb *start*. The present progressive refers to an ongoing situation located in the present time-sphere.
7. “I don’t eat ice cream now. I (a) *eat* spinach leaves and vegetables.” Anastasia Vlochkova, one of Russia’s best-known ballerinas, who was fired by the Bolshoi Theater, which said she (b) *had become* too fat.
(a) habit, (b) The past perfect is used to stress the result produced.
8. The soldier (a) *has been missing* for a week, and a voice on the tape said he *was being held* to trade for Iraqi prisoners. (17 April 04)
(a) The past perfect progressive is of the continuative type. (b) Passive *be* is used in the progressive to refer to a situation that is ongoing in the past.
9. “SARS *has been* our country’s 9/11. It *has forced* us to pay attention to the real meaning of globalization.” (A Chinese columnist, 13/5/03)
Two instances of the indefinite perfect – a situation is located in the pre-present perfect: the past is looked at from the point of view of the present.
10. The U.N. proposal *would dissolve* the Iraqi Governing Council and replace it with a caretaker government regime. (16 April 04)
Future as determined by fate. The speaker is looking back at past facts but presenting them as predictions. (narrative flash-forward)

Exercise 32. Read the text in exercise 3 again. Comment on the forms used to communicate aspectual and temporal information.

Exercise 33. A key statement in Chapter 1 is that functions can be expressed by more than one form and that one form can perform more than one function. Can you illustrate both statements with examples from the aspect/tense chapter?

One function can be performed by more than one form: Future time reference can be established by means of *will* + infinitive, the present non-progressive, the present progressive, *be to*, and *be going to* + infinitive.

One form can perform more than one function. A present tense can be used to refer to the present (I *like* grammar), but also to refer to the pre-present (I *hear* you're changing jobs) and to the future (The academic year *starts* in two weeks' time.)

Chapter 5: Modals and modality

Exercise 1. Identify the kind of modality expressed in the following utterances. Is the modal meaning in each case epistemic or non-epistemic? Does it express necessity or possibility?

1. You must come and visit us sometime. The kids haven't seen you for ages.
non-epistemic necessity
2. His oldest son must be at university by now. He's at least 20 years old, isn't he?
epistemic necessity
3. The baby must be sleeping. I haven't heard any crying for some time now.
epistemic necessity
4. I may be back at work on Monday. It depends on what the doctor says.
epistemic possibility
5. You may go back to work on Monday, but I recommend that you take it easy for another week or so.
non-epistemic possibility
6. You should be able to get a table for four at that restaurant if you get there before 8.
epistemic necessity
7. You should get to the restaurant before 8 if you want a table for four. It's a busy place.
non-epistemic necessity
8. Candidates for the job must have finished their degree at the time of application.
non-epistemic necessity
9. She must have finished the race well before me – she was waiting for me at the finish line.
epistemic necessity
10. Next time, look both ways before you cross the street – you might have been killed!
non-epistemic possibility
11. The soldier has not been seen for over a week. His unit thinks he might have been killed.
epistemic possibility
12. Daniel Radcliffe has become a contemporary art collector, despite the best efforts of a New York dealer who wanted a more high-profile client than the world's most famous teenager. The dealer must not have watched Radcliffe grow up year by year on camera. (www)
epistemic (negative) necessity
13. (amateur photography contest) The closing date for entries is Tuesday 23 June at midday. All entries must not have been previously published anywhere. (www)
non-epistemic necessity

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14. He met all the requirements for the position. He *could* have applied for it, but in the end he didn't. non-epistemic possibility

Exercise 2. Consider the forms in italics in the utterances below and determine whether or not they locate the modal meaning in the past time-sphere. In other words, is the verb paraphrased as 'it is possible' or 'it was possible'?

1. *Could* I borrow your pencil? (= is it possible?, so present time M)
2. I *could* swim much faster before I started smoking. (= it was possible, so past time M)
3. *Could* you help me, please? I'm too short to reach that box. (= is it possible?, so present time M)
4. He *might* be willing to do the job himself. (= it is possible, so present time M)
5. We'd been told that it *might* be hot in Madrid during the summer. (= it was possible, so past time M)

Exercise 3. Consider the forms in italics in the utterances below and determine whether or not they locate the situation in the past time-sphere.

1. I guess you're right, but if he *was* there, I didn't see him. past time-sphere
2. If he *were* here, he'd be able to tell us what to do. present time-sphere
3. It's high time you *took* a real holiday. Go to the seaside for a week. present or post-present time-sphere
4. They *took* a week-long holiday at the seaside last August. past time-sphere
5. They *weren't* surprised when they *heard* she had resigned. past time-sphere

Exercise 4. Determine in the following sentences whether the scope of the negation is over the proposition or over the modal verb. Provide a paraphrase demonstrating your understanding.

1. (a) On my way to the meeting, I suddenly said to myself, 'You know, you could not go to the meeting and just make up an excuse.' And then I went straight back home. *not* has scope over P (it is possible for me not to go)
(b) Unfortunately, I could not go to the meeting and had to ask a colleague to fill me in on what I'd missed. *not* has scope over M (it is impossible for me ...)
2. (a) Sorry, but John may not accompany you on the camping trip. He's grounded for the next two weeks. *not* has scope over M (it is impossible for John ...)

- (b) John may not accompany us on the camping trip after all. Things are a bit difficult at home, and he's not sure he'll be able to get away. *not* has scope over P (it is possible that John won't be accompanying us)
3. (a) He's a non-native speaker, but you needn't speak to him so slowly. He's lived here for years and understands our language perfectly. *not* has scope over M (it is not necessary for you to ...)
- (b) He's a non-native speaker, but you mustn't speak to him so slowly. His English won't improve unless he hears it spoken at normal speed. *not* has scope over P (it's necessary for you not to speak ...)

Exercise 5. Make the following utterances negative using *not*. Then determine whether the scope of the negation is over the proposition or over the modal verb. If two interpretations are possible, explain.

1. He may not have another bowl of ice cream. *Not* has scope over M (refusal of permission) or over P (epistemic possibility)
2. There might not be enough time to change the document. *Not* has scope over P.
3. He does not have to work next weekend. *Not* has scope over M
4. I can't help you finish the project this afternoon. *Not* has scope over M.
5. You shouldn't tell her about it. *Not* has scope over P.
6. What he said about her might not be true. *Not* has scope over P.

Exercise 6. Use the cues below to determine what you would say in the following situations, use modals to formulate your utterances. Some situations refer to granting or refusing permission, and some to asking for permission. Explain your choices when more than one form is possible.

1. You really want a puppy. Your father has already refused. Say please. Promise to take care of it by yourself.
Can't I/Couldn't I have a puppy, dad? I promise to take care of it myself.
2. You'd like to know if its okay to park in front of your neighbour's house for a few minutes.
Can/Could I park my car in front of your house for a couple of minutes?
3. At the end of an interview, you'd like to ask a couple of questions about the job.
May/Could I ask a few questions about the job? (more formal than (2); *may* can sound more polite)
4. You tell your cousin that it's not a problem if his son plays in the garden.
Your son can play in the garden as long as he don't make too much noise.

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5. You're speaking to a slightly hostile committee and tentatively want to make just one small suggestion.
Might I/May I suggest that ...? (more formal than (3); *might* sounds extremely deferential)
6. You want to persuade your parents to let you watch, just this once, a television programme that's on late at night. (It's a school night. They're likely to refuse.)
Can't I watch my favourite programme just this once?
7. You apologize to a library card holder but explain that borrowing encyclopedias is not allowed.
I'm afraid you can't take out encyclopaedias.
8. You've been told that people are not allowed to borrow encyclopedias from the library. You want to persuade the librarian to let you borrow a volume for just one hour.
Can't I/Couldn't I borrow this encyclopaedia for just one hour?
9. You're a teacher. Tell your students that if they work silently for 15 minutes, you'll let them leave 10 minutes early.
If you work silently for 15 minutes, you may/can leave 10 minutes early.
10. You're a teacher. Tell your students that using a calculator during the maths test is not allowed.
You may not/cannot use a calculator during the maths test.

The above are only suggested answers. The choice between *can/could/may/might* (asking for permission) and *can(not)/may(not)* (granting or refusing permission) depends, on a given occasion, on the speaker's stance with respect to the context and to the relationship she has with the hearer.

Exercise 7. Which of the following situations refer to mere possibility, and which modals can you use here to express it? What sort of modality is expressed in the other sentences, and which modals can you use to complete them?

1. You *can* (permission) sleep in my bed. I'm happy to sleep on the couch for the night.
2. Sunbathing *can/may* (mere possibility) permanently harm your skin. Use appropriate protection at the beach.
3. Potted orchids *can/may* (mere possibility) grow heartily in almost any climate.
4. That *may/might/could* (epistemic possibility) be poison ivy – I wouldn't go near it if I were you.

5. Tell Peter that he *can/may* (permission) stay for dinner if he likes. He should call home first, though.
6. Further information concerning our degree programme *can/may* (mere possibility) be found on our website.
7. I *may* (epistemic meaning in a concessive clause) be 72 years old, but sometimes I feel as young as when I was 20.
8. Our vitamin supplements *can/may* (mere possibility) cause slight allergic reactions in some people.
9. My sister lived in Europe for 10 years. She *can* (ability) speak French, Italian and German.
10. It *can/may* (mere possibility) take up to week for a letter from the United States to arrive in France.

Exercise 8. Use *may*, *might*, *can* and *could* in the following sentences. There may be several possible answers. What generalizations can you make regarding forms which can and cannot be used? Some of the sentences express epistemic possibility whereas others do not. Comment on the kind of modality illustrated in each sentence.

1. He looks like a sweet child, but appearances *can* (mere possibility; *may* sounds too epistemic in this context) be deceptive. He's quite a trouble-maker.
2. Have you seen my briefcase? I can't find it. – I don't know. *Could* (*might* is also possible, but rarer since it sounds too formal for this context) it be next to the computer?
3. Whose glasses are these? – I don't know, but they *may/might/could* (epistemic possibility) be Aaron's.
4. *Could* (*might* is also possible, but rarer) there be another, more ecological solution to disposing all this waste?
5. Some people *may/might/could* (epistemic possibility) come to the picnic with their children, so let's organize some activities.
6. My parents *may/might* (*could not* is impossible as it expresses past time non-epistemic impossibility) not come for Christmas this year, depending on the price of tickets.
7. I'm taller than all my brothers and sisters. – That *may* (epistemic meaning in a concessive clause) be, but that doesn't mean you have any authority over them.
8. You've made a number of strong claims about the results. But *could* (epistemic possibility) (*might* is also possible, but rarer) you be wrong about some things?

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9. It *may/might/could* (epistemic possibility) rain this afternoon. You really should take your umbrella just in case.
10. I've taken a look at the financial report, and the situation *may/might* (epistemic possibility) (*could not* is impossible as it expresses past time non-epistemic impossibility) not be as bad as we'd initially thought.
11. Check your policy closely. Your basic health insurance policy *may/might* (epistemic possibility) (*could not* is impossible as it expresses past time non-epistemic impossibility) not cover long stays in hospital.
12. You and your friends *can* (permission) organize the party in our basement if you want.

Exercise 9.

(i) First, decide whether *mustn't* or *needn't* best completes the sentences below. In some cases (but not all), both are possible. Explain your choices, paying particular attention to contexts where both *mustn't* and *needn't* are possible – what is it about the context of certain sentences that allows both to be used?

(ii) In those sentences where only *needn't* is possible, can you think of other forms that can complete the sentences without changing the basic meaning? What about the sentences where only *mustn't* is possible? Be able to explain your choices.

1. I *mustn't* forget to ring up my mother tomorrow. She turns 50.
2. You can bring a bottle of wine if you'd like, but you *needn't/don't need to/don't have to* bring a thing. There'll be plenty.
3. Rebecca is flying into town this weekend. It's a big secret, so if you see Adam, you *mustn't* let on that you know.
4. Thanks for putting me up for the night. You *mustn't* (please don't)/*needn't* (it's not necessary)/*don't need to/don't have to* make a fuss. I won't be any trouble.
5. Travelling through Europe *needn't/doesn't need to/doesn't have to* cost a fortune. Inexpensive accommodation is out there.
6. Children, you *mustn't* speak so loudly. It's late, and you're liable to wake up the neighbours.
7. Doing the housework *needn't/doesn't need to/doesn't have to* be a chore – doing a bit every day makes it manageable.
8. The fact that you can't speak any foreign languages *mustn't* (= don't let that stop you from travelling)/*needn't* (= after all, why should that stop you?)/*doesn't need to/doesn't have to* stop you from travelling abroad.
9. You *mustn't* (please don't)/*needn't* (it's not necessary)/*don't need to/don't have to* worry about me, I've been camping hundreds of times.

10. You *needn't/don't need to/don't have to* book a room in advance; at that time of year there are not many tourists.
11. You *mustn't* leave those tools outside overnight. If it rains, they'll rust.
12. If you need a little extra help from me, you *mustn't* (please don't)/*needn't* (it's not necessary)/*don't need to/don't have to* hesitate to ask. I'd be happy to help.

Exercise 10. Find a verb that can logically complete the sentences below. Use the same verb in (a) and (b). In one sentence, use *didn't need to* (+ verb base); in the other, use *needn't have* (+ past participle). Explain your choices. Can you think of any other modal forms that can be used with either similar or different meaning?

1. (a) They insisted when they invited us that we *didn't need to bring* anything, so we arrived empty-handed.
(b) We *needn't have brought* our umbrellas after all. It's going to be sunny and warm all afternoon.
2. (a) The flat we rented was furnished. That's why we chose it. We *didn't need to buy* any new furniture.
(b) We *needn't have bought* so much food. How are we ever going to eat all of it before it goes bad?
3. (a) We *needn't have driven* here. It was a waste of petrol. We should have walked or taken our bikes.
(b) Where's your car? – You know, our place is only a 15-minute walk from here, so we *didn't need to drive*.
4. (a) I *didn't need to go* to the doctor's. He said an over-the-counter cough suppressant was all I needed.
(b) You *needn't have gone* to so much trouble. It must have taken you weeks to organize. Thanks a lot!
5. (a) I'm going to be much too early for my appointment. I *needn't have left* so early. What was I thinking?
(b) Since we *didn't need to leave* before that afternoon, we spent the entire morning lazing around.

Exercise 11. Choose the correct form or forms in the following sentences. There may be more than one correct answer, in which case you must choose all correct answers. Be able to justify your choices.

1. According to this book, goldfish [*might/can/could/may*] live for up to 30 or even 40 years. So that fish of yours [*might/can/could/may*] even outlive you!

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2. French citizens travelling to Italy [**don't need to/needn't/don't have to**] have a passport. Their national identity card is enough.
3. You [**had better/should/ought to**] take an umbrella with you. It [**could/may/ought to/might**] rain this afternoon.
4. In my opinion, young children [**should/had better/ought to**] spend more time with their grandparents.
5. When I was a child, my mother [**would sing/sang/will sing**] to me every night at bedtime.
6. Peter called on his mobile to say he [**might/can/would**] be late. Traffic's bad again.
7. Ask your father before you call to book a room, just to be sure. He [**might/can/will**] have done it already.
8. They [**couldn't/weren't able to**] find the key I'd hidden. Still, in the end they [**were able to/could**] get inside since the next-door neighbour had a spare.
9. [**Can/Could/May**] I stay out until midnight? –Yes, you [**can/could/may**].
10. Years ago, people [**used to/would**] get dressed up when they went to a concert. Now, they [**will wear/wear/should wear**] just about anything, even torn jeans and ripped t-shirts.
11. She [**must/has to/can**] be Martha's daughter. I mean, she looks just like her!
– No, she [**mustn't/doesn't have to/can't/couldn't**] be. She's much too old.
12. You [**don't need to/needn't/don't have to**] worry about me. I'll be just fine on my own.
13. Sorry, but I [**can't/couldn't/won't be able to**] stay too late. I [**must/have to/need to/should**] get at least 8 hours of sleep every night.
14. She said she'd never set eyes on the criminals before, but she [**could/can/might**] have been lying.
15. You [**don't need to/needn't/don't have to**] be French to study at a French university.
16. Joanne [**might/can/would/will**] be bringing a friend with her.
17. [**Can/Could/May**] I park my car here? –Yes, you [**can/could/may**]. (cf. 9)
18. High-speed TGV trains in France [**could/can/might/may**] reach a speed of over 300 kilometres an hour.
19. Note that all students seeking on-campus lodging [**had better/should/ought to/need to**] turn in their applications at least two months before the university year.
20. Sorry, but I [**can't/couldn't/wasn't able to**] find any information on the subject on the Internet.

21. They [**had better/should/ought to**] take plenty of water with them. It [**could/would/will/might**] be very hot this afternoon. Are they even aware of how hot it [**can/might/may**] get in this part of the country?
22. There [**used to/would**] be a newsstand on this corner. My father [**would buy/bought/used to buy**] his paper there every morning.
23. In this country, you [**don't need to/needn't/don't have to**] have an international driving licence to hire a car.
24. Unfortunately, I [**wasn't able to/couldn't**] finish the job on time, but thankfully I [**was able to/could**] get a short extension.
25. Some people [**will/might/may**] do anything to be on television.
26. John [**must/has to/can**] have left already – his car is gone.

Exercise 12. Rewrite the following sentences, incorporating in each case the Adjunct provided in parentheses. What generalizations do the new sentences bring to the fore? Indicate in each case whether the context conveys permission, ability, or mere possibility.

1. I was allowed to use a French-English bilingual dictionary for last week's translation exam.
(permission in the past, actualization)
2. Students could/were allowed to bring a calculator to Mr Regan's maths class last year.
(permission in the past, no actualization expressed, state (not State verb))
3. It could take up to two days to get there by train in the early twentieth century.
(mere possibility in the past, state)
4. Sarah was able to tell me how to get to the station when I rang her up this morning.
(ability in the past, actualisation)
5. Sarah couldn't tell me/wasn't able to tell me how to get to the airport because she'd never been there before.
(inability in the past, no actualization)
6. The female of the species could lay up to 3 million eggs a season before it became extinct.
(general ability or mere possibility in the past, no actualization expressed)
7. My mother was able to translate the diplomat's speech for us last night because she speaks Russian.
(ability in the past, actualization)

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8. My mother could/was able to understand the diplomat's speech yesterday because she speaks Russian.
(ability in the past, actualization, State verb (ability *can* + State verb: always actualization))
9. My grandmother could/was able to speak Russian when she was younger.
(general ability in the past, no actualization)
10. The stadium could hold only 20,000 spectators before the extension was built.
(general ability or mere possibility in the past, State verb implies there is actualization)
11. She could/was allowed to come home as late as she wanted when she was a teenager.
(general permission in the past, no actualization)
12. She couldn't stay/wasn't allowed to stay out past midnight in those days.
(general absence of permission in the past, absence of actualisation)
13. It was a special occasion, so she was allowed to stay out later than usual that night.
(permission in the past, actualization)
14. We could hear the waves crashing against the rocks from where we were standing.
(ability in the past, State verb (here, of perception))
15. I could tell he was lying last night.
(ability; note that when 'tell' means 'ascertain', it is always used with *can/could*: *I tell/*I told he was lying, actualization)
16. I was able to figure out the answer to the problem in the end.
(ability in the past, actualization)

Exercise 13. The following sentences all convey mere possibility. In addition to the basic idea that the situation is possible, some of them (but not all) further suggest that the situation regularly actualizes, that it is 'sometimes the case'. Decide which sentences include this additional reading of habituality, and give an appropriate paraphrase.

1. It can get cold in San Francisco, so pack accordingly.
It sometimes gets cold in San Francisco.
2. You can apply a second coat of paint once the first has dried.
The idea of 'sometimes' is absent here. No habitual reading.
3. We can grab a bite to eat in the museum cafeteria.
The idea of 'sometimes' is absent here. No habitual reading.

4. Susan can be a little picky when it comes to food.
Susan is sometimes picky when it comes to food.
5. Raising a teenager can be a real challenge.
Raising a teenager is sometimes a real challenge.
6. Any remaining credit can be used at a later date.
The idea of 'sometimes' is absent here. No habitual reading.

Exercise 14. Examine the following pairs of sentences and determine which sentence is stronger.

1. (a) I should call my mother – it's her birthday.
(b) **I've got to call my mother – it's her birthday.**
2. (a) **I have to tell my parents if I'm going to be home late.**
(b) I'm supposed to tell my parents if I'm going to be home late.
3. (a) That must be Peter. Will you answer the phone, please?
(b) **That will be Peter. Will you answer the phone, please?**
4. (a) I ought to be going now – it's getting late.
(b) **I have to be going now – it's getting late.**
5. (a) You'd better not tell anyone what I told you.
(b) You shouldn't tell anyone what I told you.
Strength here depends a lot on intonation and context; when *you'd better not* means 'because if you do, I'll be furious', (a) is stronger than (b). However, when *you'd better not* conveys 'if I may give you some advice', (b) is probably stronger than (a).
6. (a) Looks like it could rain. You'd better take an umbrella.
(b) Looks like it could rain. You should take an umbrella.
b is perhaps slightly stronger than a, but the difference in modal strength is slight.
7. (a) **Members are not to leave the meeting without the director's permission.**
(b) Members aren't supposed to leave the meeting without the director's permission.
8. (a) **She is to report directly to me in such circumstances.**
(b) She ought to report directly to me in such circumstances.

Exercise 15. Non-epistemic *must* vs. *have to*: which do you think is more likely in the following sentences? Are there any sentences where, given the context, the choice is less constrained? Be aware that there is a certain amount of latitude for possible answers. Be able to justify your choice, however.

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1. You've been ill for almost a week now. You must (strong necessity to show you're worried or you care) go and see a doctor.
2. On Fridays, she has to (external source, purpose) to leave the office before 4.30 to avoid rush-hour traffic.
3. Sorry, but it's getting late. I must (self-imposed)/have to (circumstantial) go now.
4. I have to (external source) work until seven, but I can meet you for drinks as soon as I've finished.
5. Quick, has anyone got a tissue? I have to sneeze!
6. The book is good, but you must/have to admit that the style is somewhat pretentious. (little difference in effect between both verbs)
7. I must (strong necessity to show your commitment (cf. (1))) do something about my hair before the interview. It looks just awful!
8. All mobile phones must (strong necessity from a source of authority) be turned off during the performance.
9. You absolutely must (strong necessity for recommendation) try the new Indian restaurant down the street. (*have to* is not impossible here)
10. Thanks for the invitation, but I have to (external source) look after my parents' cat that weekend.

Exercise 16. Determine the source of necessity with *don't/doesn't need to* versus *needn't*: which do you think is more likely in the following sentences? In which cases are both possible, and in which cases can you also use *don't/doesn't have to*? What generalizations can be made?

Note that lexical *not need to* can always replace auxiliary *needn't* and is increasingly common; conversely, *needn't* cannot systematically replace *not need to*.

1. He *doesn't need to* put a stamp on the envelope. Postage has been prepaid.
2. She inherited so much money from her grandfather that she *doesn't need to* work any more.
3. Please! You *needn't* (*don't need to* is also possible) shout. We can all hear you perfectly well.
4. You *don't need to* have an advanced degree to apply for the job, but it is recommended.
5. Tell her she *needn't* (*doesn't need to* is also possible) come to the meeting if she has more important things to do.
6. You *needn't* (*don't need to* is also possible) pick me up at the airport. I can get to the hotel myself.

7. Children under 10 years of age *don't need to* pay to visit the museum.
8. You *needn't* (*don't need to* is also possible) bring anything to the party. We're having it catered.

Exercise 17. Consider the negation of epistemic and non-epistemic *must*, giving the negative counterpart – or counterparts, if two solutions are possible – to the following sentences, using *mustn't*, *needn't* or *can't*. When given, the information in parentheses should be incorporated into your sentences.

1. He really must work harder. (so hard)
 - (a) *mustn't* work so hard (non-epistemic prohibition – ‘I insist that he not’),
 - (b) *needn't* work so hard (absence of necessity – ‘it's not necessary, but it isn't forbidden’) (note that *doesn't need to* or *doesn't have to* are also possible)
2. She must have known what was going to happen.

can't have known (epistemic – ‘it is not possible that she knew’; non-epistemic *mustn't* is very unlikely here)
3. He must be working at this hour.

can't be working (epistemic – ‘it is not possible that he is working’; non-epistemic *mustn't* is very unlikely here)
4. She must speak to the manager directly.
 - (a) *mustn't* speak (non-epistemic prohibition – ‘I insist that she not’)
 - (b) *needn't* speak (absence of necessity – ‘it's not necessary, but it isn't forbidden’) (note that *doesn't need to* or *doesn't have to* are also possible)
5. You must know him.

can't know him (epistemic – ‘it is not possible that you know him’; non-epistemic *mustn't* is very unlikely here)
6. You must meet him.
 - (a) *mustn't* meet him (non-epistemic prohibition – ‘I insist that you not’),
 - (b) *needn't* meet him (absence of necessity – ‘it's not necessary, but it isn't forbidden’) (note that *don't need to* or *don't have to* are also possible)
7. We must tell them what we've decided.
 - (a) *mustn't* tell them (non-epistemic prohibition – ‘I insist that we not’),
 - (b) *needn't* tell them (absence of necessity – ‘it's not necessary, but it isn't forbidden’) (note that *don't need to* or *don't have to* are also possible)
8. He must have e-mailed them back. (already)

can't have e-mailed them back already (epistemic – ‘it is not possible that he (has) already e-mailed them back’; non-epistemic *mustn't* is very unlikely here)

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9. You must read this book.
- (a) *mustn't* read (non-epistemic prohibition – ‘I insist that you not’),
 - (b) *needn't* read (absence of necessity – ‘it’s not necessary, but it isn’t forbidden’) (note that *don't need to* or *don't have to* are also possible)
10. That watch must be expensive. (that expensive)
- (a) *can't* be that expensive (epistemic – ‘it is not possible that it is as expensive as you think’)
 - (b) non-epistemic *mustn't* and *needn't*, although less immediately obvious than epistemic *can't*, are certainly possible – (1) ‘The watch (= the hypothetical one I’m going to buy him for his birthday) *mustn't* be (too) expensive as I haven’t got much money at the moment.’ and (2) ‘The watch (= the hypothetical one you’re going to buy him for his birthday) *needn't* be (too) expensive – he appreciates inexpensive gifts.’

Exercise 18. Based on whether the deduction being made is a logical deduction or a deduction stating that something is probably the case based on the usual state of affairs, decide in the following whether *must* or *should/ought to* is used.

1. You’ve been working all day. You *must* be exhausted.
2. If you buy the tickets, I’ll pay you back. They *should (ought to)* cost about 100€ each.
3. I’ve sent them an e-mail, so I *should (ought to)* get an answer soon.
4. It didn’t take them long to get here. They *must* live close by.
5. Sarah said they’re on their way. They *should (ought to)* be here shortly.
6. I don’t have my umbrella. I *must* have left it on the bus.

Exercise 19. First determine whether *will* or *shall* best completes the sentences below and in which cases either is possible. Then decide if any other modal verbs can be used in place of *will* or *shall* with similar meaning.

1. Both parties *shall (will)* (must) abide by the contract and refrain from revision thereof.
2. He *will* (can) disappear for hours at a time and never say what he’s been up to.
3. I hope the lecture *will* (the non-progressive present *starts* is also possible here with the same meaning) start on time this week.
4. Your explanation was very clear. Next time, I *will/shall* know who to ask for help.

5. What would you like to do tomorrow night? *Shall* (*should* – in this kind of context (making a suggestion), both *shall* and *should* can be used) we go to the cinema?
6. If you've ever been seasick, you *will* (must, may, might) have been told to look at a distant point on the horizon.
7. *Shall* (can, may, could, should) I send it to you over e-mail, or would you prefer a hardcopy?
8. *Will* (can, could, would) someone please explain what's going on here? Why is this place such a mess?
9. By 2050, the number of people over 60 in this country *will* (may) have reached over 15 million.
10. How much wine *shall* (should, ought I to) I buy? – Two or three bottles *will* (should, ought to) be enough.
11. What's the new deadline? – I don't know, but you can ask Thomas. He *will* (should, ought to) know.
12. If you *will* (can, could, would) just have a seat here, I *will/shall* be with you in just a few minutes.

Exercise 20. Using the following cues, come up with utterances beginning with *I wish*. Use the italicized verb in the second part of your sentence. In which time sectors are the different parts of your different sentences located? What does your choice of progressive or non-progressive aspect convey? Note that some utterances will be better formulated using *would*. Which ones, and why?

1. I didn't *take* my umbrella with me when I left this morning. Now it's going to rain.
I wish (present) I had taken (past) my umbrella.
2. We don't *live* close to each other. This makes me feel unhappy sometimes.
I wish (present) we lived (present) closer to each other.
3. It's *raining*. This depresses me.
I wish (present) it weren't/wasn't raining (present).
4. It's raining. I want it to *stop*.
I wish (present) it would (reference to a posterior situation) stop raining.
5. You didn't *come* to my party. What a pity. We all had a wonderful time.
I wish (present) you had come (past) to my party.
6. I *slept* for 10 hours straight. Now I've got a bad headache.
I wish (present) I hadn't slept (past) for 10 hours straight.
7. He's *coming* tomorrow, not today. I'm disappointed.

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- I wish (present) he were/was coming (present) today.
8. You're smoking. It's bothering me. *Put* that cigarette out, please.
I wish (present) you would put (reference to a posterior situation) that cigarette out.
9. I don't *have* a house of my own. I'm envious of people who do.
I wish (present) I had (present) a house of my own.
10. I *voted* for the opposition candidate. This turned out to be a very bad idea.
I wish (present) I hadn't voted (past) for the opposition candidate.
11. A Christmas with snow is so beautiful. Christmas is in two days. It hasn't *snowed*.
I wish (present) it would snow (reference to a posterior situation).
12. He doesn't seem to want to *help* me. But I really need his help.
I wish (present) he would help (reference to a posterior situation) me.
There's a strong sense of volition here.
13. My father *smokes* too much. I don't like it that he does.
I wish (present) he didn't smoke (present) so much.
14. You smoke too much. Why not *consider* quitting once and for all?
I wish (present) you would consider (reference to a posterior situation) quitting smoking once and for all. There's a strong sense of volition here.
15. I *feel* so lonely. I would like this not to be the case.
I wish (present) I didn't feel (present) so lonely.

Exercise 21. Rewrite the following sentences using the words provided in italics to begin each sentence. Determine in each case whether the subjunctive is appropriate. Your rewritten sentences should have the same basic meaning as the initial sentences.

1. She wants to continue in spite of so much opposition. This is interesting.
> *It is interesting that* she wants to continue in spite of so much opposition.
2. For her to continue in spite of so much opposition is important.
> *It is important that* she continue in spite of so much opposition.
3. This must not happen again. I am determined for this to be the case.
> *I am determined that* this not happen again.
4. He wants the top secret documents to be declassified so as to facilitate the trial.
> *He asks that* top secret documents be declassified so as to facilitate the trial.
5. The opposition very much wants the president to suspend the proposed change until a referendum can be held.

- > *The opposition is demanding that* that the president suspend the proposed change until a referendum can be held.
6. Your father must come to the meeting today as well since both parents are supposed to be present. I insist on it.
> *I insist that* your father come to the meeting.
7. Her psychoanalyst thinks it'd be a good idea for her to write down every dream she can remember ever having.
> *Her psychoanalyst recommends that* she write down every dream she can remember ever having.
8. My son is having trouble reading at the same level as his classmates. Perhaps he is dyslexic. This is what I think.
> *I think that* my son is dyslexic.
9. Do you really think his behaviour is a genuine threat to his success?
> *Are you honestly suggesting that* his behaviour is a genuine threat to his success? (= is this what you think?)
10. Do you actually think that she should be allowed to attend courses whereas she has not paid the enrolment fees?
> *Are you actually suggesting that* she attend classes without paying enrolment fees? (= is this the suggestion you are making?)

Exercise 22. The following examples all contain a conditional clause. Choose the right set of verbs from the list that is given. Specify whether the sentence refers to a possible situation or to a counterfactual situation.

1. I'm glad you came today. If you _____ tomorrow, you _____ the kids.
 a) **had come/wouldn't have seen (counterfactual situation)**
 b) came/wouldn't see
 c) come/won't see
2. I'm glad you came today. If you _____ yesterday, you _____ the kids. They were still away.
 a) **had come/wouldn't have seen (counterfactual situation)**
 b) came/wouldn't see
 c) come/won't see
3. Can't you change your plans? If you _____ tomorrow, you _____ the kids before they _____.
 a) had come/wouldn't have seen/leave

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b) came/would see/leave (possible situation)

c) come/will see/left

4. Can't you change your plans? If you _____ tomorrow, you _____ the kids before they _____.

a) had come/wouldn't have seen/leave

b) came/would see/will leave

c) come/will see/leave (possible situation)

5. If everyone _____ the book, the discussion we're having right now _____ much more engaging.

a) has read/is

b) had read/would be (counterfactual situation)

c) had read/was

6. If everyone _____ the book, we _____ the book club meeting sooner rather than later.

a) has read/can hold (possible situation)

b) has read/could have held

c) had read/could hold

7. If you _____ me for just a minute, I'll ask my supervisor if there's anything we can do.

a) excuse

b) will excuse

c) excuse OR will excuse (possible situation)

8. If you _____ her absence this time, all the other students will take advantage of the situation.

a) excuse

b) will excuse (possible situation)

c) excuse OR will excuse

Exercise 23. What difference in meaning – if any – is there between the following pairs of sentences? If the difference is salient enough, provide a context to demonstrate how they are different.

1. (a) They must sleep. *non-epistemic necessity*

(b) They must be sleeping. *epistemic necessity*

2. (a) Lions may be dangerous. *non-epistemic mere possibility, slightly more formal*
 (b) Lions can be dangerous. *non-epistemic mere possibility*
3. (a) He may not be as experienced as he says. *epistemic (negative) possibility*
 (b) He cannot be as experienced as he says. *epistemic impossibility*
4. (a) I shall call you first thing tomorrow morning. *first-person future*
 (b) I will call you first thing tomorrow morning. *promise or first-person future*
5. (a) You needn't rewrite the report. *non-epistemic absence of necessity (speaker-oriented, 'I don't think it's necessary')*
 (b) You don't need to rewrite the report. *non-epistemic absence of necessity (more neutral, 'it's not necessary – someone else has already done so')*
6. (a) You mustn't rewrite the report. *non-epistemic necessity (prohibition)*
 (b) You don't have to rewrite the report. *non-epistemic absence of necessity*
7. (a) You must stop criticizing your colleagues so overtly. *non-epistemic necessity, the speaker is the source of the necessity, no fundamental difference, need to less strong and a bit more condescending*
 (b) You need to stop criticizing your colleagues so overtly. *non-epistemic necessity, need to less strong and can have a condescending tone*
8. (a) She couldn't go to the meeting. *non-epistemic impossibility*
 (b) She could not go to the meeting. *non-epistemic impossibility or non-epistemic negative possibility*
9. (a) I must make a decision about this. *non-epistemic necessity, difference in effect small, 'self-exhortation'*
 (b) I have to make a decision about this. *non-epistemic necessity, more externally driven, but could also be 'self-exhortation'*
10. (a) I may ask my boyfriend to come along. *epistemic possibility*
 (b) I might ask my boyfriend to come alone. *epistemic possibility, difference in effect small*
11. (a) She ought to be more tactful. *non-epistemic necessity, more formal, if she wants to conform to the generally accepted rules of conduct*
 (b) She should be more tactful. *non-epistemic necessity, same meaning as ought to but more clearly 'that's what I think she should do; a change in attitude will be beneficial to the others and to herself'*
12. (a) She could get in since she had the key to the front door. *non-epistemic possibility, ... when she was at secondary school (general possibility, no actualisation)*

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- (b) She was able to get in since she had the key to the front door. *non-epistemic possibility*, ... on one occasion (actualisation)

Exercise 24. Explain the ambiguity in the following sentences and provide unambiguous paraphrases demonstrating you understand the different meaning each sentence can have.

1. He may collaborate with you on this project.
I grant him permission. (non-epistemic permission)/Maybe he will collaborate with you. (epistemic possibility)
2. You must be extremely meticulous.
It is necessary to be meticulous. (non-epistemic necessity)/On the basis of the evidence available to me, I conclude that you are meticulous. (epistemic necessity)
3. Sally can read this book.
I grant her permission to read the book. (permission)/She has the skills to read it. (ability)
4. He might have been killed.
Perhaps he got killed. (epistemic possibility)/It was possible for him to get killed, but he didn't. (non-epistemic possibility in the past)
5. He could spend the evening with his buddies.
Spending an evening with his buddies is an option (non-epistemic possibility, force: suggestion)/In the past, he was allowed to spend the evening with his buddies. (general permission in the past)
6. He would spend more time working on that.
...if he had more time (conditional)/...in the past he used to spend more time on this, because he had more free time (past habit)
7. I should be happy to participate in this initiative.
I ought to be happy, but I'm not. (non-epistemic necessity, counterfactual)/I accept with pleasure (= I would/shall/will be happy to participate...)
8. My keys should be on the kitchen table.
That's where I think I left them. (epistemic necessity)/...so make sure you always leave them there. (non-epistemic necessity: a less strong version of 'You must leave my keys on the kitchen table')

Exercise 25. Rewrite the following sentences using a modal auxiliary.

1. Watch out for that bee. Bee stings are sometimes fatal!
Bee stings can be fatal.

2. My mobile phone is broken. I am politely requesting to use yours.
May I/Could I use yours?
3. Calling your mother on her birthday is always a good idea.
You should/ought to call your mother on her birthday.
4. I hereby give you permission to use my notes for your presentation.
You may/You can use my notes for your presentation.
5. Perhaps I'll go to London next week. I'm not sure yet.
I may/I might go to London next week. (*could* is not likely in this context since its unmarked interpretation is in terms of non-epistemic meaning)
6. Marion needs my help. I hereby agree to help her in any way I can.
I will help Marion in any way I can.
7. It is a requirement for all swimmers to wear a swimming cap in this pool.
All swimmers must wear a swimming cap in this pool.
8. Suzie knows how to ride a bike without training wheels.
Suzie can ride a bike without training wheels.
9. When he was younger, he was allowed to eat whatever he wanted for breakfast.
When he was younger, he could eat whatever he wanted for breakfast.
10. Exercising on a full stomach is not advisable.
You shouldn't exercise on a full stomach.
11. I may be wrong, but I think John is the one who ate your chocolate.
John may/might/could have eaten your chocolate.
12. As a child, he sometimes pouted for hours if he didn't get his way.
As a child, he could/would pout for hours if he didn't get his way.
13. Someone's at the door. John said he'd be coming. I'm therefore convinced that it is John.
Someone's at the door. That will be John. (*must* is also possible, though less strong than *will*)
14. Are you strong enough to lift that heavy box?
Can you lift that heavy box?
15. Before my operation, I was able to swim quite fast.
Before my operation, I could swim quite fast.
16. He says he's surprised, but he necessarily knew what was going to happen.
He says he's surprised, but he must have known what was going to happen.
17. Simone is in Japan all week. It is not possible that you saw her.
Simone is in Japan all week. You can't have seen her.

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18. It is of the utmost importance that you not be late.
You must not be late.
19. The lights are out in Josephine's office. It is not possible that she is still there.
Josephine can't still be in her office.
20. I'm not allowed to have people over when my parents are out.
I can't have people over when my parents are out.

Exercise 26. What temporal information is communicated in the utterances below? In what time sphere is M located? What is the temporal relation between P and M. Can you establish a relationship between the form used (present or past form of the modal, simple infinitive and perfect infinitive) and the temporal information communicated by the utterances? What modal meaning do the verbs communicate?

1. Our firm specializes in synthetic fibres. We could produce the fibre that you need.
present M, P posterior to M, non-epistemic
2. Our firm specializes in synthetic fibres. We can produce fibres to customers' specifications.
present M, P simultaneous with M, non-epistemic
3. It could be John who did it.
present M, P anterior to M, epistemic
4. They could be hiding in the cellar.
present M, P simultaneous with M, epistemic
5. We can go out whenever we like.
present M, P simultaneous with M (simultaneous because general permission is expressed), non-epistemic
6. We can stay out till 10 tonight.
present M, P posterior to M non-epistemic
7. You can buy Beaujolais Nouveau at the shop round the corner.
present M, P simultaneous with M (simultaneous because general possibility is expressed), non-epistemic
8. We could go out until 1 a.m. when we were teenagers.
past M, P simultaneous with M (simultaneous because general permission is expressed), non-epistemic
9. He might have decided he wanted to stay home after all.
present M, P anterior to M, epistemic

10. He may have decided he wanted to stay home after all.
present M, P anterior to M, epistemic
11. It will be possible to buy Beaujolais Nouveau some time soon.
future M, P simultaneous with M, non-epistemic
12. John may be working in his office. I saw him just a few minutes ago.
present M, P simultaneous with M, epistemic
13. John may be working in accounting by the end of the month. He's asked for a transfer.
present M, P posterior to M, epistemic
14. How could such a brilliant book have been written in such difficult circumstances?
past M, P simultaneous with M (How was it possible for such a book to get written?), non-epistemic OR present M, P anterior to M non-epistemic (How is it possible for such a book to have got written?)

Chapter 6: Discourse

Exercise 1. Consider what devices are used to give cohesion to the following texts. The italicized segments are a guide, but you can comment on other features as well.

In our criminal justice system, an accused person is considered innocent until proven guilty. *However*, after a conviction *he* is considered guilty in spite of an incompetent defense (often court-appointed), mishandling of evidence or withholding of information by the prosecution. In an appeal, *he* is not allowed to introduce any new evidence, and it is extremely difficult to prove that *such errors or omissions* were made. *Furthermore*, it will likely take several years before *his case* will even be reviewed. *This system*, in which truth is less important than the “legal process,” seems to be just fine with our Supreme Court. Why? Jim Wakeman, Long Beach (www.latimes.com/news/opinion/letters/)

however: lexical marker of cohesion (adverb that expresses contrast)

he: nominal anaphor that refers back to a referent introduced in the previous clause

such errors or omissions: NP with *such* refers back to previous discourse

furthermore: lexical marker of cohesion (adverb that gives new or additional information to a previous argument)

his case: possessive determiner that refers back to a referent introduced in the first clause

this system: demonstrative determiner with anaphoric reference

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Eighty percent of US children under five years old using the internet: new study (based on *The Independent*, 16 March 2011)

The results of a study by nonprofit organizations Joan Ganz Cooney Center and Sesame Workshop, released March 14, found that 80 percent of under fives in the US use the internet on a regular basis. *The study* was based on seven other previous studies conducted before 2010 and does not include internet usage through mediums such as tablet computers or smartphones. *The report* found that 80 percent of children aged between 0-5 in the United States used the internet on at least a weekly basis. *Surprisingly*, the number of children aged 6-9 years old using the internet on a weekly basis dropped to around 70 percent. The study included all types of internet usage, including watching films or TV online, which is likely to account for a large percentage of online activity, especially among the younger age groups. *However*, despite the popularity of the internet, television is still the favorite medium for children, with around 90 percent of children over five watching at least three hours of programming per day. *Though* the report does not address any potential negative effects of this behavior, concerns over internet safety have led companies such as software giant Microsoft to publish guides on children's internet usage.

the study: the definite article refers back to a study that is introduced in the preceding clause

the report: synonym of *the study*

surprisingly: intra-sentential discourse-structuring device – ‘it is surprising that’

however: lexical marker of cohesion (adverb that expresses contrast)

though: lexical marker of cohesion (subordinating conjunction that expresses contrast)

What can we do to save our planet? *The Independent*, 2 January 2009

The Independent asked the world's leading climate scientists whether we should prepare a ‘Plan B’ to curb the worst effects of global warming. *Their* responses are fascinating – and sobering

their: possessive determiner that anaphorically refers back to an NP (*the world's leading climate scientists*) in previous discourse

Frank Zeman, Director, Centre for Metropolitan Sustainability, New York Institute of Technology

Geoengineering is not an option *because* it is a self-perpetuating problem. *That is*, geoengineering cannot be done in lieu of driving CO2 emissions to zero *as the result* is a perpetual cycle with ever higher atmospheric CO2 levels.

because: lexical marker of cohesion (subordinating conjunction that expresses cause, 'for the following reason')

that is: inter-sentential discourse-structuring device (reformulation)

as: lexical marker of cohesion (subordinating conjunction that expresses cause)

the result: NP refers back elliptically to previous discourse – the result of *geoengineering*

Eric Wolff, British Antarctic Survey, Cambridge

The challenge of keeping greenhouse gas concentrations to reasonable levels is so big now (*because* we have left it so late to act) that we have to explore everything – including energy choices many of us find unpalatable, and the possibility of geoengineering solutions. *However*, many of the proposed geoengineering schemes are dangerous, either because we don't know what other effects they will have, or because *they* assume that we will be able to service the solution forever. *Furthermore* the potential of many of *them* has been greatly oversold. I don't think a geoengineering "strategy" will help, *but* sensible, sceptical research on the saner ideas should be pursued.

because: lexical marker of cohesion (subordinating conjunction that expresses reason)

however: lexical marker of cohesion (adverb that expresses contrast)

they: pronoun whose reference can only be established by looking for an adequate referent in the preceding discourse

furthermore: lexical marker of cohesion (adverb that expresses addition)

them: pronoun whose reference can only be established by looking for an adequate referent in the preceding discourse

but: lexical marker of cohesion (coordinating conjunction that expresses contrast)

Mat Collins, Met Office Hadley Centre, Exeter

Ideas *like* injecting large amounts of aerosol into the stratosphere and the like may have unforeseen circumstances – *this risk* is just too high. *While* we, as climate scientists, agree on the fundamentals of climate change (*i.e.* the world

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is warming and greenhouse gases are to blame) we are still working out the detail.

like: lexical marker of cohesion (a preposition that expresses similarity)

this risk: the demonstrative determiner has anaphoric reference; it refers back to the risk that has been described in the preceding clause

while: lexical marker of cohesion (subordinating conjunction that expresses concession)

i.e.: lexical marker of cohesion; it illustrates and makes the preceding NP more explicit

Exercise 2. Combine each set of sentences using the markers provided. Pay attention to clause structure and punctuation.

after/afterwards/before/before that

1. We had a big breakfast. We set out for the long 5-hour hike.
We (had) had a big breakfast before we set out for the long 5-hour hike.
We set out for the long 5-hour hike. Before that, we had a big breakfast
We had a big breakfast. Afterwards, we set out for the long 5-hour hike.
We set out for the long 5-hour hike after we (had) had a big breakfast.
2. We'll need to read through all the applications carefully. We'll decide on which candidates we'll interview.
We'll need to read through all the applications carefully before we decide on which candidates we'll interview.
We'll decide on which candidates we'll interview. Before that, we'll need to read through all the applications carefully.
We'll need to read through all the applications carefully. After that, we'll decide on which candidates we'll interview.
We'll decide on which candidates we'll interview after we've read (after we read) through all the applications carefully.

while/meanwhile

3. Cut the chicken into small pieces. Allow the vegetables to simmer for 20 to 25 minutes.
Allow the vegetables to simmer for 20 to 25 minutes. Meanwhile, cut the chicken into small pieces.
Allow the vegetables to simmer for 20 to 25 minutes while you cut the chicken into small pieces.
4. We stood there waiting in the rain. They were already in the restaurant having cocktails.

While we stood there waiting in the rain, they were already in the restaurant having cocktails.

They were already in the restaurant having cocktails. Meanwhile, we stood there waiting in the rain

therefore/because/as

5. You haven't had a check-up in over two years. You'll have to fill out these forms again.

As you haven't had a check-up in over two years, you'll have to fill out these forms again.

You'll have to fill out these forms again because you haven't had a check-up in over two years.

You haven't had a check-up in over two years. Therefore, you'll have to fill out these forms again.

6. She was fined 150 dollars. Her driving license had been expired for over 2 years.

As her driving license had been expired for over 2 years, she was fined 150 dollars.

She was fined 150 dollars because her driving license had been expired for over 2 years.

Her driving license had been expired for over 2 years. Therefore, she was fined 150 dollars.

whereas/on the other hand

7. He considers the latest development to be disastrous. His wife sees it as an opportunity to start anew.

Whereas he considers the latest development to be disastrous, his wife sees it as an opportunity to start anew./He considers the latest development to be disastrous, whereas his wife sees it as an opportunity to start anew.

He considers the latest development to be disastrous. His wife, on the other hand, sees it as an opportunity to start anew.

8. Some think the mayor should be re-elected. Others are ready for someone younger.

Whereas some think that the mayor should be re-elected, others are ready for someone younger./Some think that the mayor should be re-elected, whereas others are ready for someone younger.

Some think the mayor should be re-elected. Others, on the other hand, are ready for someone younger.

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Exercise 3. Combine the two sentences in three different ways, using (i) *however*, (ii) *(al)though*, (iii) *but* and (iv) *in spite of (or despite)*. Make any necessary changes. Be careful of how you punctuate each result. In two cases, linking the sentences with these connectors will not be possible.

1. The young girl could already read and write.
The young girl was only three years old.
The young girl was only three years old. However, she could already read and write.
Although the young girl was only three years old, she could already read and write.
The young girl was only three years old, but she could already read and write.
In spite of the fact/Despite the fact that the young girl was only three years old, she could already read and write./The young girl could already read and write in spite of the fact/despite the fact that she was only three years old.
2. Most of the students had studied for the exam.
Nearly all of the students got a very high mark.
Impossible to use connectors that express contrast, as the semantic relation here is one of cause (study for the exam) and logical result (get a very high mark)
3. I thought the novel was really good.
I would not recommend the novel to everyone.
I thought the novel was really good. However, I would not recommend it to everyone.
Although I thought the novel was really good, I would not recommend it to everyone.
I thought the novel was really good, but I would not recommend it to everyone.
I would not recommend the novel to anyone in spite of the fact that I thought it was very good.
Despite the fact that I thought the novel was really good, I would not recommend the novel to everyone.
4. Your CV is impressive and your experience is considerable.
We are not hiring at this time.
Your CV is impressive and your experience is considerable. However, we are not hiring at this time.
Although your CV is impressive and your experience is considerable, we are not hiring at this time.

Your CV is impressive and your experience is considerable, but we are not hiring at this time.

Combining these sentences with *in spite of/despite* is not really possible. *In spite of* and *despite* convey the idea that the NP that directly follows does not have an effect on the main clause, and this is incompatible with the semantics of the two sentences.

5. The lead singer of the band had lost her voice.

They had to cancel the concert at the last minute.

Impossible to use connectors that express contrast, as the semantic relation here is one of cause (the lead singer loses her voice) and logical result (the concert gets cancelled)

6. The weather was lousy, and the hotel was not up to standard.

We had a lot of fun in Mexico.

The weather was lousy, and the hotel was not up to standard. However, we had a lot of fun in Mexico.

Although the weather was lousy and the hotel was not up to standard, we had a lot of fun in Mexico.

The weather was lousy and the hotel was not up to standard, but we had a lot of fun in Mexico.

The weather was lousy and the hotel was not up to standard. In spite of that, we had a lot of fun in Mexico.

Despite the fact that the weather was lousy and the hotel was not up to standard, we had a lot of fun in Mexico.

Exercise 4. For the four pairs of sentences you choose above, which can be reformulated using the adverb *though* clause-finally? For the two sentences you did not choose, what discourse markers could be used to connect them?

The adverb *though* can be used clause-finally in sentence 3 (I thought the novel was really good. I would not recommend the novel to everyone, though), in sentence 4 (Your CV is impressive and your experience is. We are not hiring at this time, though) and in sentence 6 (The weather was lousy, and the hotel was not up to standard. We had a lot of fun in Mexico, though)

Sentence 2 and sentence 5: therefore, as a result, that's why, this explains why.

Exercise 5. Rewrite the following sentences using the marker provided.

1. They've been to the sea every year since 1998, so they've decided to spend their holidays in the mountains instead. (*as*)

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As they've been to sea every year since 1998, they've decided to spend their holidays in the mountains instead.

2. Since I think I might be interested in linguistics, I've signed up for a linguistics course. (*so*)

I think I might be interested in linguistics, so I've signed up for a linguistics course.

3. I made more money this year than last, and so I'm going to have to pay more income tax. (*because*)

I'm going to have to pay more income tax because I made more money this year than last.

4. You're hosting the party, so you don't have to prepare anything – we'll bring food and drink. (*since*)

Since you're hosting the party, you don't have to prepare anything – we'll bring food and drink.

5. The princess knew the frog was really a prince, so she smiled coyly before kissing it. (*for*)

The princess smiled coyly before kissing the frog, for she knew it was really a prince.

6. They had a difficult time the first time round, so they decided not to try again. (*such ... that*)

They had such a difficult time the first time round that they decided not to try again.

7. She was very tired and could hardly keep her eyes open. (*so ... that*)

She was so tired that she could hardly keep her eyes open.

8. I decided that a cleaning lady was a worthwhile investment because I was spending my entire weekend doing the housework. (*and therefore*)

I was spending my entire weekend doing the housework and therefore, I decided that a cleaning lady was a worthwhile investment.

Exercise 6. Find the discourse marker that fits most appropriately in the contexts below, and then give a paraphrase showing you understand the underlying function of the marker. There may be more than one possible answer, but use each one only once.

luckily, though,
even so

as a matter of fact
thankfully

seriously, though,
all in all, though,

1. I agree that they had no other choice but to cancel. *Even so*, they could have let us know a little earlier.
2. I'd left my wallet at home. *Luckily, though*, my friends had enough cash on them to pay for my meal.
3. So what did you think of their production of *Macbeth*? Impressive, wasn't it? – *As a matter of fact*, I didn't like it at all. I thought it was very amateurish.
4. The introduction and the conclusion are weak, and there are some important references missing. *All in all, though*, your hypotheses are convincing and well thought out.
5. So, you've been a billionaire all this time, and I never knew it! *Seriously, though*, do you think you can afford a new sports car right now?
6. The accident took place right after the fog descended and involved three cars and a biker. *Thankfully*, no one was seriously hurt.

Exercise 7. Find the discourse marker that fits most appropriately in the contexts below, and then give a paraphrase showing you understand the underlying function of the marker. There may be more than one possible answer, but use each one only once.

up to a point	to start with	come to think of it
granted	if you ask me	so to speak

1. They finally wised up and fired Jake Peters in Accountancy. *If you ask me*, they should have fired him long ago.
2. I agree with you *up to a point*. But I wouldn't go so far as to say that we should cut off all ties with them. That seems a bit extreme.
3. I think I'm going to love my new job. *Granted*, the salary's not great. But it's exactly the sort of position I'm been looking for.
4. After his most recent collection of poetry, he quickly became *persona non grata, so to speak*. Even his publisher has taken some distance from him due to the violent nature of his writing.
5. I really didn't like his latest film. *Come to think of it*, I don't really like any of his films.
6. The new law has raised a number of serious problems. *To start with*, it's not even clear whether the law is constitutional.

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Exercise 8. Find the discourse marker that fits most appropriately in the contexts below, and then give a paraphrase showing you understand the underlying function of the marker. There may be more than one possible answer, but use each one only once.

in retrospect	I mean	funnily enough
strictly speaking	to be honest	after all

1. *Strictly speaking*, her application should not be accepted. The deadline was yesterday. But I'm willing to make an exception given her credentials.
2. We should really give them a second chance. They're only children *after all*. And anyone can make a mistake.
3. How do you feel about Italian tonight? – *To be honest*, I'd rather have something else. I've had Italian twice already this week.
4. I really don't like this CD. *I mean*, I'm sure the singing is very professional, but I just don't like countertenors.
5. After the audition, she asked if her accent was going to be a problem. *Funnily enough*, I hadn't even noticed her accent. She's Irish, it seems.
6. *In retrospect*, I should have rejected their suggestion immediately. But in the heat of the moment, I didn't have the time to think clearly.

Exercise 9. The sentence adverbs in the following sentences can be put into three broad categories:

- a) The adverb is used to indicate how likely the speaker considers the proposition to be the case.
The adverb is related to the Adjective it is derived from, such that
ADVERB < *it is* ADJECTIVE *that ...*
- b) The adverb is used to qualify the Subject referent
The adverb is related to the Adjective it is derived from, such that
ADVERB < [Subject] *is* ADJECTIVE
- c) The adverb is used to specify the point of view from which the proposition is considered by the speaker
The adverb is related to the adjective it is derived from, such that
ADVERB < from an ADJECTIVE point of view

Decide in each case in which category each sentence adverb belongs, and provide a straightforward paraphrase. Then come up with a context of your own showing you know how the adverb is used.

1. They were planning to take out a huge loan to buy that house. *Wisely*, though, they decided to buy something more in their price range.
Category B: it was wise *of them* to decide.../in deciding this, they were wise
2. How was the opera? – *Visually*, it was outstanding – great costumes, great scenery. But the singing was not good at all.
Category C: from a visual point of view
3. I thought she was happy in her new job. *Apparently*, she's already looking for something else.
Category A: it is apparent that... (see p. 332, however)
4. How are things with your new business? – *Financially*, everything is going very well. But the amount of work required is more than I'd ever imagined.
Category C: from a financial point of view
5. He's *undoubtedly* one of the brightest students I've ever seen. I'm sure he'll go far.
Category A: it is undoubtedly the case that...
6. *Generously*, the alumni club has donated 1 million dollars to start a scholarship fund for underprivileged students.
Category B: the alumni club has been generous to donate
7. I'm not arguing with the legality of proceeding as you suggest. *Morally*, I'm not sure I approve, however.
Category C: from a moral point of view
8. When will the director announce his decision? – Sometime next week, *presumably*. No one knows for sure.
Category A: it is presumably the case that he will announce his decision next week.
9. He asked her if she'd be interested in a promotion. It caught her unawares and, *stupidly*, she told him that she was very happy with my current position.
Category B: it was stupid *of her* to tell him.../in telling him this, she was stupid
10. Science never ceases to amaze. We're able to do things today that only three or four years ago were unthinkable, *technically*.
Category C: from a technical point of view