

ONLINE EXERCISES

Advanced English Grammar, Second Edition

Exercise 1. (AEG, Chapter 1)

Read the two excerpts below from L. Carroll's *Alice in Wonderland* and answer the questions that follow each excerpt.

Excerpt 1.

Alice was beginning *to* (1) get *very* (2) tired of sitting by her sister on the bank, and of having nothing to do: once or twice she had peeped into the book *her* (3) sister was reading, but *it* (4) had *no* (5) pictures *or* (6) conversations in it, 'and *what* (7) is the use of a book' thought *Alice* (8), 'without pictures or conversation?' So she was considering in her own mind (as *well* (9) as she *could* (10), for the hot day made her feel very sleepy and stupid), *whether* (11) the pleasure of making a daisy-chain would be worth the trouble *of* (12) getting *up* (13) and picking the daisies, *when* (14) suddenly a White Rabbit with pink eyes ran close by *her* (15). (L. Carroll, *Alice in Wonderland*)

- Identify the part of speech of the items in italics.
- Consider the form *have* as it is used in the excerpt (underlined forms). Is it finite or non-finite? Is *have* used as a main verb or as an auxiliary?
- Identify the relative clause that features in the excerpt; is it restrictive or non-restrictive?

Excerpt 2.

'Take some more tea,' the March Hare said to Alice, very earnestly.

'I've had nothing yet,' Alice replied in an offended tone, 'so I can't take more.'

'You mean you can't take *less*,' said the Hatter: 'it's very easy to take *more* than nothing.'

2 ONLINE EXERCISES

'Nobody asked *your* opinion,' said Alice. 'Who's making personal remarks now?' the Hatter asked triumphantly. (L. Carroll, *Alice in Wonderland*)

- (a) Identify all the quantifiers. Are these determiners or pronouns?
- (b) Find an example of a lexical verb that is non-finite, a lexical verb that is finite, a modal auxiliary, and *be* functioning as a progressive marker.

Exercise 2. (AEG, Chapter 1)

Complete the sentence with one of the following words. Then identify all Subjects, Subject Complements, Direct Objects and Object Complements.

musty	eager	lavender
peckish	happy	manageable

1. They seem _____ to start working.
2. We want to paint our house _____.
3. Aspirin will help keep the pain _____.
4. This hotel room smells _____.
5. I'm feeling _____ – can we eat soon?
6. The news made all of us very _____.

impatient	an idiot	sour
disappointing	sceptical	interim director

1. They elected her _____.
2. This milk tastes slightly _____.
3. He remains somewhat _____ of the plan.
4. The critics found the novel _____.
5. Did you actually call me _____?
6. The children are growing _____.

Exercise 3. (AEG, Chapter 1)

Identify the prepositions and subordinating conjunctions in the following sentences. Then identify the PrepPs, Objects of Prepositions and subclauses. What is the function of the PrepPs and subclauses?

1. Until yesterday, I'd never heard his music.
2. Until you've heard the album, you can't have an opinion.
3. Since I've known her, I've never heard her complain.

4. I've known her since childhood.
5. Do you want to have a drink before the film?
6. I never read what the critics say before I see a film.
7. Don't exercise after a heavy meal.
8. After you've eaten, we can leave.
9. As soon as they arrive, let me know.
10. They might get here as soon as tomorrow.

Exercise 4. (AEG, Chapter 1)

Identify the finite and non-finite subclauses (including any relative clauses and appositive clauses) in the following sentences and indicate their function.

1. As far as I know, retiring before the age of 65 is no longer possible in this country.
2. Although she lives in New York, she refuses to take public transport, claiming that it's too expensive and that she needs a car.
3. The belief that there is good debt and bad debt is something I've never really bought into.
4. As long as I know what time you are arriving, I don't mind picking you up when you arrive at the station.
5. When I was a boy, I made my sister play with me because I didn't have any friends of my own.
6. While I agree with you up to a point, to make such an important decision without everyone's consent is asking for trouble.
7. Helping children learn more about recycling is something she has always been good at.
8. I wonder if I can get a seat in first class if I pay for an upgrade.

Exercise 5. (AEG, Chapter 1)

Are the following claims true or false? If a claim is false, provide evidence to this effect.

1. A Prepositional Object always has the form of a PrepP.
2. A NP necessarily consists of more than one word.
3. An Adjunct can be a finite clause, a non-finite clause, a PrepP, an NP or an AdjP.
4. A Subject Complement is never realized by an AdjP.
5. An Object Complement is never realized by an AdjP.
6. A Prepositional Complement is a type of Prepositional Object.
7. A PrepP can complement a noun, an adjective or a verb.

4 ONLINE EXERCISES

8. A Subject Complement can be realized by an AdvP.
9. Object of a Preposition is a function at the level of the clause.
10. An Indirect Object is necessarily realized as an NP.

Exercise 6. (AEG, Chapter 2)

First transform each of the following declarative clauses into a *wh*-interrogative clause. The underlined element in the declarative clause corresponds to the *wh*-constituent in the interrogative clause. Then turn each *wh*-interrogative clause into a subclause by embedding it in the incomplete clause in parentheses. What is the function of these subclauses?

1. They've lived here for many years. (Do you know. . .?)
2. She was 25 when she got married. (I wonder. . .)
3. He prefers the red one. (Tell me. . .)
4. It cost 50 euros. (Do you know. . .?)
5. She falls asleep by counting sheep. (I wonder. . .)
6. It happened last night. (Tell me. . .)
7. They watch tv after dinner. (Do you know. . .?)
8. They saw both of them at the party. (I wonder. . .)
9. I get up at 7 a.m. (Tell me. . .)
10. She ran 10 kilometers an hour on average. (Do you know. . .?)
11. He has five brothers and sisters. (I wonder. . .)
12. They left because they were bored. (Tell me. . .)
13. She works in Rome. (Do you know. . .?)
14. He bought a bike. (I wonder. . .)
15. My in-laws live next door. (Tell me. . .)
16. Something really strange happened. (Do you know. . .?)
17. He's 5 foot 11. (I wonder. . .)
18. She got \$10,000 for her car. (Tell me. . .)

Exercise 7 (AEG, Chapter 2)

Convert the active sentences below into the passive, if possible. Specify, for each of them, the complementation pattern of the verb, choosing from one of the following options.

- (a) transitive verb: V + NP
- (b) transitive verb: V + *that*-clause
- (c) transitive verb: V + *-ing* clause + NP
- (d) transitive verb: V + to-infinitive + NP

- (e) transitive particle verb
- (f) transitive verb: V + NP + to-infinitive
- (g) transitive verb: V + NP + bare infinitive
- (h) V + Prepositional Object
- (i) Verb with two complements: V + DO + OC
- (j) Verb with two complements: V + IO + DO

1. More than 400,000 people have visited the exhibition.
2. She enjoys buying old plates at the junk market on Sunday morning.
3. My teacher says that maths is not as difficult as people like to believe.
4. All my friends consider this paper to be pure nonsense.
5. She called upon her friends for the removal.
6. The chairman declared the meeting open.
7. The secretary typed up the minutes of the meeting.
8. She sent all board members a copy.
9. My boss decided to hire a technical assistant on the project.
10. I saw her slip a packet of biscuits into her bag.

Exercise 8. (AEG, Chapter 2)

Match the sentences and the sentence descriptions, then identify all particles, prepositions, Direct Objects and Objects of Prepositions.

1. You should write down his telephone number.
 2. Runners often load up on carbs before a race.
 3. They arrived at 8 o'clock.
 4. He's offered us his help.
 5. I sincerely thank you for your generous donation.
 6. The car sped off into the distance.
 7. We must fight for what's right.
 8. She wants a new car for her birthday.
 9. Can you back him up on his claims?
- a. This sentence contains an intransitive particle verb.
 - b. This sentence contains an intransitive prepositional verb.
 - c. This sentence contains an intransitive prepositional particle verb.
 - d. This sentence contains a transitive particle verb.
 - e. This sentence contains a transitive prepositional verb.
 - f. This sentence contains a transitive prepositional particle verb.

6 ONLINE EXERCISES

- g. This sentence contains a transitive verb that is not a particle or prepositional verb.
- h. This sentence contains an intransitive verb that is not a particle or prepositional verb.
- i. This sentence contains a ditransitive verb that is not a particle or prepositional verb.

Exercise 9. (AEG, Chapter 2)

Below you will find three sets of five sentences. Each set includes the following:

- one (intransitive) particle verb;
- one (intransitive) prepositional verb; and
- three (intransitive) prepositional particle verbs.

Use an item from A and B to complete the sentences, bearing in mind that (i) one item from A and one item from B will be used twice; and that (ii) in the case of the particle verb and the prepositional verb, only one of the blanks will be filled.

SET 1

A	on	out	in
---	----	-----	----

B	on	with	for
---	----	------	-----

1. Don't forget to look _____ _____ the children from time to time.
2. It's time for her to get _____ _____ her life and forget about the past.
3. Your success at university depends _____ _____ your study habits.
4. The passengers got _____ _____ as soon as the bus arrived.
5. Look _____ _____ poisonous snakes when camping next weekend.

SET 2

A	forward	away	down
---	---------	------	------

B	with	on	to
---	------	----	----

6. The university will do _____ _____ the foreign language requirement.
7. I've been listening _____ _____ more sophisticated jazz recently.
8. We're really looking _____ _____ your visit over the holidays.

9. He's arrogant and often looks _____ his colleagues' work.
 10. Our car broke _____ twice this winter – it's time to buy a new car.

SET 3

A	up	out	away
---	----	-----	------

B	with	of	to
---	------	----	----

11. I'm too tired to prepare dinner. I suggest we eat _____ tonight.
 12. She's someone I admire immensely. I really look _____ her.
 13. He thinks that, thanks to his good looks, he can get _____ anything.
 14. I agree _____ most of what you say, but I do have some objections.
 15. Following the flood, several animals at the zoo broke _____ their cages.

Exercise 10. (AEG, Chapter 1 and Chapter 3)

First decide which of the following nouns best completes the first blank in the following pairs of sentences. The same noun will be used for each sentence in the pair. Then decide if both *that* and *which* can be used in the second blank, or if only *that* is possible. What does this tell us about the difference between a relative clause and an appositive clause?

suggestion impression discovery knowledge fear

1. (a) The _____ fire could be harnessed and tamed was a turning point in the history of our species.
 (b) The _____ these scientists have made far exceeds the initial goals of the investigation.
2. (a) A phobia is an irrational _____ causes the person suffering from it to avoid the feared object or situation.
 (b) The _____ others might be having positive experiences from which one is absent has been accentuated by the use of social media.

8 ONLINE EXERCISES

3. (a) I'd like to discuss the _____ I made at last month's meeting, since it seemed at that time to generate some interest.
(b) The _____ I might somehow be involved in the scandal is nothing less than preposterous.
4. (a) The _____ we are mortal is something that some people find terrifying, whereas others feel it helps to relativize.
(b) The _____ we are currently gaining in this area will have long-term ramifications on how the disease is treated.
5. (a) Do you ever get the _____ you're falling when you slip into the state of sleep?
(b) The _____ you make on someone the first time you meet them is likely to stay with them for a very long time.

Exercise 11. (AEG, Chapter 3)

First decide which of the following pairs of nouns can best complete the following sentences. Then decide which of the two quantifiers combines with each noun, using plural forms whenever logical. In some cases, you will also have to decide which form of the verb to use.

word – vocabulary cutlery – plate slang – common expression
hotel – accommodation car – traffic grammar – rule

- Learning (*a little/a few*) _____ goes a long way in increasing your understanding of how people actually use a foreign language.
- Careful, there {is/are} (*very few/very little*) _____ in that area of town, and most places will be fully booked by now.
- This language method – designed for total beginners – has been criticized for containing (*far too much/far too many*) _____ and not enough vocabulary.
- Students in beginning conversational German class are asked to learn (*these / this*) _____ for next week's mid-term evaluation. Use your dictionary if necessary.
- There shouldn't be (*much/many*) _____ on the motorway at this time of day. I'm sure I'll be on time.
- There {has been/have been} (*five/a lot of*) dirty _____ lying in the kitchen sink for the past several days.

Exercise 12. (AEG, Chapter 3)

Determine whether the indefinite NP underlined in each of the following sentences is generic or non-generic. If it is non-generic, further specify whether it is specific or non-specific.

1. The meeting was interrupted by students.
2. This study area is for students.
3. Insurance for students is less expensive.
4. Water has badly damaged this wall.
5. Water is made up of hydrogen and oxygen.
6. This plant needs water.
7. I wish I had a sports car.
8. She drives a sports car.
9. A sports car can reach 60 mph in 3.5 seconds.
10. This game is designed for children.
11. They want children.
12. They have children.
13. A doctor studies for years before opening a practice.
14. There is a doctor on the plane.
15. Is there a doctor on the plane?

Exercise 13. (AEG, Chapter 3)

Although in reality there is variation concerning the absence or presence of commas in defining or non-defining relative clauses, careful English requires specific punctuation conventions to be respected. Decide in each of the following pairs which sentence is more likely to have a non-restrictive reading, and add the necessary punctuation.

1. (a) Armand Williams whose career as an actor spanned more than 50 years died yesterday.
(b) The customer whose luggage was lost in Milan would like to lodge a formal complaint.
2. (a) The annual budget which the committee initially proposed has been significantly altered.
(b) The proposed budget which is untenable in the long term will surely be voted down.

10 ONLINE EXERCISES

3. (a) Delegates who have not yet reserved a hotel room are urged to do so as soon as possible.
- (b) Ms. Crims who has not been to a single meeting has been asked to resign by the end of the year.

Exercise 14 (AEG, Chapter 3)

Read the excerpt below from L. Carroll's *Alice in Wonderland* and answer the questions that follow.

Alice was beginning to get very tired of sitting by her sister on ____ bank, and of having nothing to do: once or twice she had peeped into ____ book her sister was reading, but it had no pictures or conversations in it, 'and what is ____ use of ____ book,' thought Alice 'without ____ pictures or ____ conversations?'

So she was considering in her own mind (as well as she could, for ____ hot day made her feel very sleepy and stupid), whether ____ pleasure of making ____ daisy-chain would be worth ____ trouble of getting up and picking ____ daisies, when suddenly ____ White Rabbit with ____ pink eyes ran close by her.

There was nothing so *very* remarkable in **that**; nor did Alice think it so *very* much out of ____ way to hear ____ Rabbit say to itself, 'Oh dear! Oh dear! I shall be late!' (when she thought it over afterwards, it occurred to her that she ought to have wondered at **this**, but at ____ time it all seemed quite natural); but when ____ Rabbit actually *took* ____ watch out of its waistcoat-pocket, and looked at it, and then hurried on, Alice started to her feet, for it flashed across her mind that she had never before seen ____ rabbit with either ____ waistcoat-pocket, or ____ watch to take out of it, and burning with ____ curiosity, she ran across ____ field after it, and fortunately was just in time to see it pop down ____ large rabbit-hole under ____ hedge.

- (a) Complete the blanks in the following excerpt with *a(n)*, *the* or \emptyset .
- (b) What can you say about *this* and *that* (in bold in the text)? Are they determiners or pronouns? What can you say about how they participate in nominal reference?
- (c) What is the function of the PrepPs *with* ____ *pink eyes*, *with either* ____ *waistcoat-pocket*, *or* ____ *watch to take out of it* and *under* ____ *hedge* (underlined in the text)?

Exercise 15 (AEG, Chapter 4)

First, identify the present perfect forms in the following sentences and identify the situation type they represent. Then, identify the kind of present perfect it is (continuative, indefinite or repetitive). Finally, identify the verbal aspect of the present perfect (progressive or non-progressive): can it be changed from progressive to non-progressive or from non-progressive to progressive? If not, why? If so, is there any difference in effect?

1. She has only known him for two months and she's already decided to move in with him.
2. Their friendship has evolved into love, which is why she decided to move in with him.
3. Scientists have been shouting for years that we need to be more cautious about what we are doing to our planet.
4. My neighbour has been crying a lot lately. Do you think he could be depressed?
5. The jury has awarded her a prize for her short story about a wildebeest.
6. I've never had the slightest doubt about his talent and have always supported him.
7. I've been wanting to ask you out for a long time, but I couldn't muster up the courage.
8. I've drafted a proposal for the TOEFL conference. Would you mind reading it?

Exercise 16. (AEG, Chapter 4)

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.)

1. My father stopped driving when he retired.
2. Their children left home as soon as they finished their studies.
3. I got here at 5. It's now half past 6. He's not here yet, and I'm still waiting.
4. The last time she celebrated her birthday was when she was a teenager.
5. My grandmother died more than 40 years ago.

12 ONLINE EXERCISES

6. Eva learned how to ride a bike when she was 4 years old.
7. The last time I saw Martha was in 2016. She hadn't started university yet.
8. Harry started working as a researcher 15 years ago.
9. Kim bought that sports car last December.
10. My parents left for holiday 3 days ago.

Exercise 17. (AEG, Chapter 4)

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 (*write*) that novel {she left college}; do you think she'll ever finish it?
2. We (*be*) neighbours {ages}; I can't imagine not having them close by.
3. Frederic (*leave*) the office {five minutes}; if you run, you might be able to catch him.
4. The children (*watch*) TV {2.30 that afternoon} when their dad switched it off.
5. My cousin (*want*) to be a model {years} when she landed her first job at an agency.
6. My parents (*not be*) back to China {2010}.
7. His plane (*land*) {several hours}; if he took a taxi, he should be here soon.
8. I (*not see*) my old flatmate {a long time}; I hope we recognise each other.
9. Widowhood is not easy for my grandpa. He (*be*) married to my grandma {60 years}.
10. They (*demolish*) that old grocery store {years}; the building was going to collapse.

Exercise 18. (AEG, Chapter 4)

In two of the following sentences, *would* + verb stem 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 stem 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. She said that if I *would* only wait for a moment or two, she could show me the way.
2. The administration confirmed that the autumn recess *would take place* in November.
3. They were convinced they *would beat* the other team, but that's not what happened.
4. They told me that they *would be arriving* well before the end of the day.
5. Jack called to cancel again, but then he *would*, wouldn't he? He's so unreliable.
6. I told them I *would help* them organize the event. They're counting on me.
7. I explained that I'd dropped my computer and that now it *wouldn't start*.
8. The inhabitants of the village sold much of their land to foreign developers in the first part of the century, a decision they *would later regret*.

Exercise 19. (AEG, Chapter 4)

Choose a logical verb from the verbs below and complete the sentences using an appropriate perfect tense (that is, past perfect, present perfect or future perfect). If progressive aspect is possible, choose it. Then, for each sentence, indicate what kind of perfect it is: continuative, indefinite or repetitive.

- | | | | | |
|------|------|-----|------|-------|
| know | read | buy | cost | teach |
| call | eat | lie | be | |

1. By the time we get home next week, this trip _____ us nearly 3000 €.
2. I _____ in the sun for a couple of hours when I started feeling weak and dizzy.
3. They _____ each other since childhood. They're best friends.
4. Prior to his arrest, the suspect _____ the victim's mobile phone regularly.
5. She _____ a new computer. All she has to do now is learn how to use it.
6. We _____ to Egypt twice in the past five years. We should go somewhere else this year.
7. This time next year, I _____ English at this university for 15 years.

14 ONLINE EXERCISES

8. She _____ a big lunch that day, and that's why she didn't order dessert after dinner.
9. I can't tell you the number of times my daughter _____ the Harry Potter series.

Exercise 20. (AEG, Chapter 5)

Use *could* whenever possible in the following sentences. Negative forms may be necessary. When *could* is not possible, use another appropriate form. Again, you may need to choose a negative form. Finally, decide in each case what kind of modality is being conveyed: permission, ability or mere possibility.

1. He'd already had two sandwiches and a chocolate bar. He ___ eat anything else.
2. She ___ date boys starting at the age of 16.
3. Her results were very bad that term, but she ___ go to the dance all the same.
4. Like modern-day elephants, mammoths ___ grow six sets of adult teeth in a lifetime.
5. I ___ eat anything when I was a child. I wasn't picky at all.
6. He ___ ride a bike when he was six.
7. We ___ smoke on the school premises. If we did, we got in trouble.
8. Although I was exhausted, I ___ do my usual 10-mile run last night.
9. When we walked into the house last night, we ___ smell something burning.
10. The horse-drawn carts of the mid-1800s ___ reach speeds of up to 20 miles per hour.
11. He ___ speak Russian quite well when he was young.
12. In the end, I ___ explain to the gendarme that my passport had been stolen.
13. Sarah didn't pick up when I phoned her, but I ___ contact her later via e-mail.
14. Before Sarah was promoted, you ___ contact her at the office more easily.
15. Several lucky concert-goers ___ go backstage last night to meet the band.

Exercise 21. (AEG, Chapter 5)

Put the verb in parentheses in the correct form: verb base, progressive infinitive or perfect infinitive. Each option will be used only once for each set of sentences. Then determine whether the modal sentences illustrate epistemic or non-epistemic modality, and whether they communicate possibility or necessity.

1. a. You should (*prepare*) for tomorrow's exam.
 b. You should (*put*) your computer in a safer place when you're away from home.
 c. You should (*back up*) that important document. It's too late now.
2. a. The computer should (*have*) a full charge. It's been plugged in for a while.
 b. They should (*arrive*) by now – maybe they've been held up.
 c. They should (*arrive*) soon if indeed they left on time.
3. a. Swimmers must (*finish*) within the top 16 in their event to go to regionals.
 b. We all must (*work*) when the boss walks in. Otherwise, she'll accuse us of laziness.
 c. You must (*be*) 18 years old to participate in this study.
4. a. John isn't home yet. He must (*work*) late tonight.
 b. They must (*finish*) by now. They've been working for hours.
 c. She's starting university soon, so she must (*be*) about 18.
5. a. The bus driver didn't stop. He must not (*see*) us.
 b. Rude wait staff must not (*realize*) that bad service means no tip.
 c. Ben is not in his office. He must not (*work*) today.
6. a. Marie is unhappy at work. She might (*quit*) her job.
 b. She never got the package I sent. I might (*send*) it to the wrong address.
 c. Where's Sarah? – I don't know. She might (*sleep*).

Exercise 22. (AEG, Chapter 5)

Choose *can* or *can't* whenever possible in the following sentences. If *can* or *can't* is unlikely or impossible, use *will be able to* or *won't be able to*.

1. The luxury hotel, if it is ever built, _____ accommodate thousands of guests.
2. I do hope that you _____ enjoy your well-deserved time away next week.
3. The doctor _____ see you next Monday afternoon if you're free then.
4. She _____ sleep tonight if she keeps drinking cup after cup of coffee.
5. The manager _____ discuss the matter with us until later this afternoon. He's in a meeting all morning.
6. I _____ make it to the top of this hill unless I change into some more comfortable shoes.

16 ONLINE EXERCISES

7. You _____ see very well after I put these drops in your eyes. Don't worry, it's temporary.
8. Are you thirsty? I _____ whip us up some fancy cocktails, if you like. They'll be ready in no time.
9. Do you actually think that one day he _____ run a half marathon in under two hours?
10. If they move that sign, drivers _____ tell which way the road goes.
11. Sorry, but I _____ help you move house next weekend. I'll be on call, so I have to remain available.
12. In a not-so-distant future, scientists _____ determine how these ecosystems function.
13. I _____ have dinner with you sometime next week, but I'm afraid I'm booked up until then.
14. Next year's students _____ afford the textbook you're suggesting if they raise the price.

Exercise 23. (AEG, Chapter 5)

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 If she _____ last year, she _____ wait five years before receiving her annual [. . .] cost of living increase. (But since she retired early), she will only have to wait one year. (www.dailystandard.com)
hadn't retired/would have had to
didn't retire/would have to
retires/will have to
- 2 If she _____ until next school year to retire, she _____ wait five years before receiving her annual [. . .] cost of living increase. (But since she retired early), she will only have to wait one year. (www.dailystandard.com)
had waited/would have had to
waited/would have to
waits/will have to
- 3 If she _____ until next school year to retire, she _____ wait five years before receiving her annual [. . .] cost of living increase. That's why she's decided to retire at the end of this year. (www.dailystandard.com (adapted))
had waited/would have had to

waited/would have to
waits/would have to

4 If she _____ until next school year to retire, she _____ wait five years before receiving her annual [. . .] cost of living increase. That's why she thinks she might retire early. (www.dailystandard.com (adapted))

had waited/would have had to
waited/would have had to
waits/will have to

5 If we _____ all the ingredients yesterday, we _____ able to make the cake today.

haven't bought/won't be
hadn't bought/wouldn't be
didn't/won't be

6 If we _____ all the ingredients by tomorrow morning, we _____ able to make the cake tomorrow afternoon.

haven't bought/won't be
hadn't bought/wouldn't be
didn't buy/won't be

7 If he _____ to our arguments, we might actually manage to convince him.

just listens
will just listen
just listens **OR** will just listen

8 If he _____ to our arguments without actually thinking about them, we won't get anywhere with him.

just listens
will just listen
just listens **OR** will just listen

Exercise 24. (AEG, Chapter 5)

Complete the sentences below, making use of one of the verbs from the list. In one sentence, use *didn't need to* (+ verb stem); in the other, use *needn't have* (+ past participle).

show work read do pretend

18 ONLINE EXERCISES

1. (a) You _____ the complete works to understand that Shakespeare is a genius.
(b) I _____ *Othello* as I had seen the movie with Kenneth Branagh as Iago.
2. (a) He was very talented and _____ hard to pass his exams when he was at college.
(b) It's been a waste of time and energy. We _____ so hard on this project.
3. (a) I _____ I was a relative to the groom. They just let me walk in without asking who I was.
(b) Bond _____ he was interested in striking a business deal. The entire party knew he was on a mission for M.
4. (a) My mum forgot her ID card at home. Fortunately, she _____ it since we were entering a Schengen country.
(b) My mum always gets out her ID card the moment we approach a border. But since we were entering a Schengen country, she _____ it.
5. (a) Jennifer had a job as a hostess during the summer. She _____ much ; she just had to be present and welcome the guests.
(b) You _____ all this running around and getting things ready for dinner tonight. Our guests have just called to cancel off.

Exercise 25. (AEG, Chapter 6)

Transform each sentence into an *it*-cleft in three different ways based on the underlined elements. (Once you have determined which constituent to focus on, you need not include both of the other underlined constituents in your *it*-clefts.) Then decide, from among a), b) and c), which ending best corresponds to each *it*-cleft that you come up with.

1. John had an interview last week.
 - a) . . . – what made you think it was taking place today?
 - b) . . . , not an actual job offer. He's still waiting to hear from them.
 - c) . . . , not Joe. Joe's interview was the week before.
2. The food truck sells beer behind the library.
 - a) . . . , not in front of it, like before. They've changed their location.
 - b) . . . , not the snack bar. The snack bar doesn't sell alcohol.
 - c) . . . , not wine. If it's wine you want, we'll have to go somewhere else.
3. Hilary's sister did an internship in Budapest.
 - a) . . . , not her brother. I don't even think she has a brother.

- b) . . . , not Bucharest. That's where she did her semester abroad.
- c) . . . , not her semester abroad. That was in Bucharest.

4. My son Jack puts peanut butter on his bread at lunchtime.

- a) . . . , not cashew butter!
- b) . . . , not James. James *hates* peanut butter.
- c) . . . , not at dinnertime. I'd never let him eat that for dinner.

Exercise 26. (AEG, Chapter 6)

In each pair of sentences below, the beginning is identical. However, only one of them is a *wh*-cleft. Determine which one it is, and indicate what the grammatical function is of *what* in each case. Transform each *wh*-cleft into an unmarked declarative clause.

- 1 (a) What I ordered was fish.
(b) What I ordered was undercooked.
- 2 (a) What's needed now is increasingly rare.
(b) What's needed now is your signature.
- 3 (a) What she heard was fascinating.
(b) What she heard was an interesting debate.
- 4 (a) What he did was wrongly accuse a colleague.
(b) What he did was not very nice.
- 5 (a) What drives me crazy isn't his fault.
(b) What drives me crazy isn't his voice.
- 6 (a) What I'll do now is call a plumber.
(b) What I'll do now is none of your business.

Exercise 27. (AEG, Chapter 6)

Read the following written exchange and determine how the discourse is rendered cohesive. The first version is unchanged and will thus enable you to hone your skills at recognizing cohesive devices on your own. A second version has been annotated to help guide you in your commentary.

VERSION 1

Q: My fiancé will be paying child-support bills for the next 12 years. If I marry him, can his ex lay claim to my income, as part of his household income? I

20 ONLINE EXERCISES

love the man and his children dearly, but do not want to assume any financial responsibility for his difficulties.

A: There's a legal answer to this question and a truer answer from real life. Legally, his ex has no claim on your income. Theoretically, she could ask the court to increase her child support because, thanks to your earnings, his living expenses have been reduced. But in your state of Massachusetts, that's not a case she's likely to win (. . .). Now let's talk about life. When you become a stepparent, you take on moral responsibilities, if not legal ones. Kids cost money. Don't enter this relationship if you're not prepared to pitch in. *Newsweek*, 7 May 2001

VERSION 2

Q: My fiancé⁽¹⁾ will be paying child-support bills for the next 12 years. If I marry him⁽²⁾, can his⁽³⁾ ex lay claim to my income, as part of his⁽⁴⁾ household income? I love the man⁽⁵⁾ and his⁽⁶⁾ children dearly, but⁽⁷⁾ do not want to assume any financial responsibility for his⁽⁸⁾ difficulties.

A: There's a legal answer to this question⁽⁹⁾ and a truer answer⁽¹⁰⁾ from real life⁽¹¹⁾. Legally⁽¹²⁾, his⁽¹³⁾ ex⁽¹⁴⁾ has no claim on your income. Theoretically⁽¹⁵⁾, she⁽¹⁶⁾ could ask the court to increase her⁽¹⁷⁾ child support because⁽¹⁸⁾, thanks to your earnings, his⁽¹⁹⁾ living expenses have been reduced. But⁽²⁰⁾ in your state of Massachusetts, that⁽²¹⁾'s not a case she⁽²²⁾'s likely to win (. . .). Now⁽²³⁾ let's talk about life. When you become a stepparent, you take on moral responsibilities, if not legal ones⁽²⁴⁾. Kids cost money. Don't enter this relationship⁽²⁵⁾ if you're not prepared to pitch in. *Newsweek*, 7 May 2001

Exercise 28. (AEG, Chapter 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.

come to think of it be that as it may that said on the whole
although understandably speaking of which all in all, though,

1. Advertised as free parking, parking is actually £7 a day. _____ a very nice hotel for the money provided. Faultless breakfast and very nice staff. (www)
2. Paul Peterson said in a statement: ‘We understand this situation has been difficult on everyone close to Mr Nelson and his fans across the globe. _____, Dr Schulenberg stands behind the care that Mr Nelson received. We intend to defend this case.’ (www)
3. Participants in the study also answered questions about their current mood every hour on their smartphones during work time. Older office workers were more likely to have higher stress levels. The most stressed people at work were also those who were highly stressed at home too. _____, men were more active than women. (www)
4. Now we’re planning our wedding; we’d like to get married next summer. Had it not been for rail delays, we may never have met each other. _____, I don’t think we’ll be going on honeymoon by train. (www)
5. After that, I expect to explore St. Lawrence Market and purchase brekkie or lunch there before heading to the (or a) boarding location for the Hop On/Hop Off tour bus. _____, does anyone know if there is a boarding location for the Hop On/Hop Off tour bus near or at Union Station? (www)
6. Some have questioned Buckland for making fun of the applicant on social media, a charge he denies. ‘I don’t think it’s public shaming as he hasn’t been named. I’ve been in contact with him and he’s fine about it,’ he said, ‘_____, he doesn’t want to do any interviews.’ (www)
7. We didn’t qualify for the last World Cup either. Nor the one before that. Nor the European Championship over a comparable timetable. _____, we haven’t competed as a nation in the big league since 1998. (www)