

## ANSWER KEY FOR BOOK EXERCISES

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### Advanced English Grammar, Third Edition

#### Chapter 1: Getting started: forms and functions

Additional exercises (1–5) can be found on the Bloomsbury Online Resources page for this book.

**Exercise 1.** Comment on the grammaticality of the following sentences, taken from examples (1) and (3) on pages 2 and 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, although it is common in certain varieties of English worldwide. Compare to *She's not no one* or *That's not nothing*, where *not no one* means *someone* (= She's someone important) and *not nothing* means *something* (= That's something important): this deliberate, rhetorical use of the double negative is standard.

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

Standard English requires *had known* in this type of conditional (*would* after *if* is not used, see Chapter 4, Section 3.7.2), 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* is usual in both cases (Subject and Direct Object). *Whom* is still usually found when it follows a preposition (*for whom, with whom*). 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.

**Exercise 2.** For each of the four sets below, create 11 nominal compounds, combining an N1 with an N2 (where N2 precedes N1). Decide how to best categorize each compound based on the categories discussed in Section 3.1.2. Finally, indicate whether the compound receives **left stress** or **right stress**, and indicate the stress pattern visually (for example, *fish tank* ●● (left stress) versus *class clown* ●● (right stress)).

N1 (e.g. bottle) is a container; N2 (e.g. water) refers to what the container holds. Left stress/early stress.

water bottle (set 1) ●●●●

wine glass (set 2) ●●

pencil case (set 3) ●●●

soup bowl (set 4) ●●

N1 (e.g. shuttle) is a vehicle; N2 (e.g. space) limits the function of the vehicle. Left stress/early stress.

space shuttle (set 1) ●●●

delivery van (set 2) ●●(●)●●

police car (set 3) ●●●

fire engine (set 4) ●●●●

N1 (e.g. market) is a place of commerce; N2 (e.g. flower) limits what is sold there. Left stress/early stress.

flower market (set 1) ●...

newsstand (set 2) ●●

gift shop (set 3) ●●

furniture store (set 4) ●...

N1 (e.g. bag) is an object; N2 is a nominal -ing participle (e.g. sleeping) referring to the function of the object. Left stress/early stress.

sleeping bag (set 1) ●●

drinking water (set 2) ●...

reading glasses (set 3) ●...

running shoes (set 4) ●●

N1 (e.g. singer) is an agentive; N2 (e.g. opera) refers to the theme upon which the agent acts. Left stress/early stress.

opera singer (set 1) ●...

dress maker (set 2) ●●

portrait painter (set 3) ●...

songwriter (set 4) ●●

N1 (e.g. reduction) is related to a verb of action (e.g. reduce); N2 (e.g. noise) refers to the theme affected by that action. Left stress/early stress.

noise reduction (set 1) ●...

crime prevention (set 2) ●...

data collection (set 3) ●....

fuel consumption (set 4) ●...

N2 (e.g. cotton) refers to the material N1 (e.g. shirt) is made out of. Right stress/late stress.

cotton shirt (set 1) ●●

marble statue (set 2) ●●●

silk dress (set 3) ●●

clay pot (set 4) ●●

N2 (e.g. family) refers to a group of people delimiting the function of N1 (e.g. doctor). Right stress/late stress.

family doctor (set 1) ●●●

team leader (set 2) ●●

group therapy (set 3) ●●●

school picnic (set 4) ●●

N2 (e.g. front) situates N1 (e.g. porch) relative to something else. Right stress/late stress.

front porch (set 1) ●●

centre stage (set 2) ●●

side door (set 3) ●●

middle age (set 4) •••

N2 (e.g. afternoon) refers to the temporal location of N1 (e.g. tea). Right stress/late stress.

afternoon tea (set 1) ••••

winter coat (set 2) •••

night sky (set 3) ••

weekend break (set 4) •••

N2 (e.g. kitchen) refers to the spatial location of N1 (e.g. sink). Right stress/late stress.

kitchen sink (set 1) •••

city street (set 2) •••

country road (set 3) •••

campus library (set 4) •••(•)•

**Exercise 3.** Identify the Adverbs and the Prepositions in the sentences below.

1. I haven't spoken *to* (preposition) her *since* (preposition) last September.
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 drive as fast (adverb) as possible. (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 conference dinner.

**Exercise 4.** Look at the words below and identify the part of speech. (*See also Additional Exercise 1.*)

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 (*this is an absolute must; a strong smell of must* (= mould))), 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 1<sup>st</sup> 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 2<sup>nd</sup> 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 5.** Identify the phrases below, identifying in each case the head of the phrase.

The head of each phrase is underlined. Note that the answers to Exercise 12 below are provided here.

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 the 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 6.** 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 free relative clause (also called a nominal relative clause or a fused relative clause, see Chapter 3, section 4.2.6). 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* is a *wh*-interrogative clause.)

8. *There* were a lot of spelling mistakes in his essay. NP (the expletive/dummy *there* exceptionally functions as a pronoun)
9. *There* is time to work out this problem ourselves. NP (the expletive/dummy *there* exceptionally functions as a pronoun)

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 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 7.** 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 8.** Find the Direct Objects, Subject Complements and Object Complements in the following sentences and identify the forms they take. (*See also Additional Exercise 2.*)

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

1. [The package] (Subject) arrived [yesterday morning] (Adjunct).
2. [Harry] (Subject) read [a book] (DO). [Sam] (Subject) read [Harry] (IO) [a book] (DO).  
[Sam] (Subject) read [a book] (DO) [to Harry] (IO).
3. [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).
4. [Kevin] (Subject) asked [us] (IO) [a very interesting question] (DO). [I] (Subject) bet [you] (IO) [ten quid] (DO) that I can beat you.
5. [My father] (Subject) is [a doctor] (SC). [My father] (Subject) married [a doctor] (DO).
6. [I] (Subject) consider [her] (DO) [the best candidate] (OC). [They] (Subject) painted [the house] (DO) [white] (OC).
7. [She] (Subject) looked [at me] (PO) [in total disbelief] (Adjunct).
8. [Marilyn] (Subject) bought [a dress] (DO). [Marilyn] (Subject) paid [for the dress] (PO) [with a credit card] (Adjunct).
9. [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 10.** Identify the Objects of Prepositions (OP), Prepositional Objects (PO), Prepositional Complements (PC) and Adjuncts in the following sentences. (*See also Additional Exercise 3.*)

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 transitive particle verb.
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 function of *who(ever)* or *what*.

1. *What* are you looking at? (Object of a Preposition)
2. *What* do you want? (DO)
3. *What's* this? (SC)
4. *What* did you say you bought for her birthday? (DO)
5. *What* is the matter with you? (Subject)
6. *Who's* your best friend? (Subject)
7. *Who* did you sit next to? (Object of a Preposition)
8. *Who's* next? (Subject)

9. *Whoever* did this must be slightly out of his mind. (Subject)
10. Did you know there exists a book called 'Who (Subject)'s Who (SC)'? It contains biographical information on prominent people.

**Exercise 12.** Identify the function of each phrase in Exercise 5 above. The answers to this exercise can be found with the answers to Exercise 5 above.

**Exercise 13.** 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. When possible, make reference to forms and functions.

1. They prepared her chicken.

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

Interpretation 2: *her* is an NP that functions as Indirect Object (= They prepared chicken *for her*.), *chicken* is an NP that functions as Direct Object. (cf. What did they prepare her? Chicken.)

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. (= Jennifer is in London, and she's writing to her friends.)

4. For some reason, he liked stalking students.

Interpretation 1: *Stalking students* is a clause (a non-finite VP with as its head *stalking*, the Subject is coreferential with that of the main clause). This *-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 as its head *students*). The NP 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 and *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. When *the cat* is replaced by a pronoun, that pronoun obligatorily occurs between the verb and the particle: *He ran it over*.

Interpretation 2: *over the cat* is a 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*. When *the cat* is replaced by a pronoun, that pronoun obligatorily occurs after the preposition: *He ran over it*.

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. (Cf. 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. *People* is an NP that functions as Subject. (= I know that people feel unfortunate, but I wonder to what degree (= how) they feel unfortunate.)

Interpretation 2: You have no idea [how] [unfortunate people] feel. *How* is a constituent and *unfortunate people* is a constituent. *How* is best analyzed here as an interrogative placeholder for an AdjP that functions as Subject Complement: [How] do they feel > They feel [sad]. *Unfortunate people* is an NP that functions as Subject. (= Unfortunate people feel a particular way.)

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 14.** Explain the statements below and illustrate them with examples of your own. (*See also Additional Exercise 4.*)

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 form. An interrogative clause is a form with a certain number of formal characteristics (see Section 4.1, p.21). The default function of a *wh*-interrogative clause, for instance, 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 Section 4.1, 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 (*Watch out!*) or making an offer (*Please have some coffee.*)

**Exercise 15.** Read the following article and identify the main clauses, the subclauses (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 (see Chapter 1, section 4.2). The noun *claims* is the antecedent, and the subordinating conjunction is a zero marker (The subordinator and relative pronoun *that* often do not appear on 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 unitalicized segment is an embedding 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 appear on the 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 unitalicized segment is an embedding 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 16.** Determine whether the bracketed clauses are finite or non-finite. Certain clauses contain clauses embedded within them.

1. [They should rethink their decision]. finite clause
2. (a) [Exposed to extreme heat, computers will malfunction]. finite clause  
(b) [Exposed to extreme heat] non-finite clause
3. (a) [I really hate being late]. finite clause  
(b) [being late] non-finite clause
4. [The sun came out late that afternoon]. finite clause
5. (a) [It is imperative that we finish this week]. finite clause  
(b) [that we finish this week] finite clause
6. (a) [Hiring that consultant was a big mistake]. finite clause  
(b) [Hiring that consultant] non-finite clause
7. (a) [Don’t forget to call her back]. finite clause

- (b) [to call her back] non-finite clause
- 8. (a) [I'll pick up some bread if you'll start dinner]. finite clause
  - (b) [if you'll start dinner] finite clause
- 9. (a) [Not knowing what to do, they went home]. finite clause
  - (b) [Not knowing what to do] non-finite clause
- 10. (a) [They expect to arrive after you get here]. finite clause
  - (b) [to arrive after you get here] non-finite clause
  - (c) [after you get here] finite clause

**Exercise 17.** Identify the finite and non-finite subclauses (including any relative clauses and appositive clauses) in the following sentences and indicate their function. (*See also Additional Exercise 5.*)

1. As soon as you know what time your flight gets in, tell me. I don't mind meeting you at the airport once you've picked up your luggage.
  - *as soon as you know what time your flight gets in* (finite clause, Adjunct)
  - *what time your flight gets in* (wh-interrogative clause (finite), Direct Object of *know*)
  - *meeting you at the airport once you've picked up your luggage* (-ing clause (non-finite), Direct Object of *mind*)
  - *once you've picked up your luggage* (finite clause, Adjunct (at the level of the subclause in which it is embedded))
2. Teaching youngsters to appreciate classical music is something he has always excelled at.
  - *teaching youngsters to appreciate classical music* (-ing clause (non-finite), Subject)
  - *to appreciate classical music* (to-infinitive clause (non-finite), Direct Object of *teach*)
  - *he has always excelled at* (relative clause (finite))
3. If I'm not mistaken, purchasing a home without a mortgage is not a very good idea.
  - *if I'm not mistaken* (finite clause, Adjunct)
  - *purchasing a home without a mortgage* (-ing clause (non-finite), Subject)
4. While I do understand your perspective, to implement such a major change without our colleague's approval is courting disaster.
  - *while I do understand your perspective* (finite clause, Adjunct)

- *to implement such a major change without our colleagues' approval* (to-infinitive clause (non-finite), Subject)
  - *courting disaster* (-ing clause (non-finite), Subject Complement)
5. Although he works as a chef, he refuses to eat out, insisting that restaurants are unsanitary and that he prefers cooking at home.
- *although he works as a chef* (finite clause, Adjunct)
  - *to eat out* (to-infinitive clause (non-finite), Direct Object of *refuse*)
  - *claiming that restaurants are unsanitary and that he prefers cooking at home* (-ing clause (non-finite), Adjunct)
  - *that restaurants are unsanitary* (that-clause (finite), Direct Object of *insist*)
  - *that he prefers cooking at home* (that-clause (finite), Direct Object of *insist*)
6. I wonder if I could land a better job if I got another degree.
- *if I could land a better job if I got another degree* (if-clause (finite), Direct Object of *wonder*)
  - *if I got another degree* (if-clause (finite), Adjunct (at the level of the subclause in which it is embedded))
7. When I was a student, I once asked my professor to extend the deadline because I hadn't finished my project on time.
- *when I was a student* (finite clause, Adjunct)
  - *to extend the deadline* (to-infinitive clause (non-finite), Direct Object of *ask*)
  - *because I hadn't finished my project on time* (finite clause, Adjunct)
8. The idea that there are healthy fats and unhealthy fats is something our grandparents did not understand.
- *that there are healthy fats and unhealthy fats* (appositive clause (finite))
  - *our grandparents did not understand* (relative clause (finite))

**Exercise 18.** The sentences below 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. (*Guardian*, 3 December 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 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. (*Guardian*, 28 October 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.' (BBC, 28 November 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. Our recommendation is to 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) usual 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.' (BBC, 18 November 2008)

Although this 'past perfect + perfect infinitive' form (*hadn't have been*) 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. (*Independent*, 13 November

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 restructure. (www)

*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. (*Metro*, 12 July 2010)

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 (Section 2.2.3), there a number of ways in which sentence adverbs function. There is nothing objectionable about the use of *thankfully* in this sentence.

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. (*Guardian*, 29 May 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). (www)

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. (cyberphysics.co.uk)

Prescriptive grammar maintains that *than* is a conjunction. It would follow that the subjective form of a pronoun is required when the VP is ellipted: 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. (*New York Times*, 6 January 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 head of 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. (*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 3, p.152.)

## Chapter 2: The verb and its complements

Additional exercises (6–9) can be found on the Bloomsbury Online Resources page for this book.

**Exercise 1.** 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. (note that *not ... in any way* becomes *in no way* when fronted)
11. *At no time* have I transferred money into that account. (note that *not ... at any time* becomes *at no time* when fronted)
12. *Nowhere else* will you find a restaurant of this quality. (note that *not ... anywhere else* becomes *nowhere else* when fronted)

**Exercise 2.** 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 – lexical verb



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 3.** First, identify in which sentences below *have/has* is an auxiliary. Then determine for the remaining sentences when *have got/has got* is also 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 always 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 when the sentence is 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 young children.

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

Does he have/Has he got (any) young children?

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 midsummer 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 midsummer party.

Do your parents usually have a midsummer party?

**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) Transform 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. (*See also Additional Exercise 6.*)

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 do you suppose (that) she scribbled down the message? (more formal, less idiomatic))
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 do you think (that) the orchid show will be taking place? (more formal, less idiomatic)

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(m) did you say (that) something funny happened to? (*whom* here is formal and not very idiomatic in ordinary English)

(or To whom did you say (that) something funny happened? (more formal, less idiomatic))

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(m) did he see walking away from the scene of the crime? (*whom* here is formal and not very idiomatic in ordinary English)

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?



**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 so was my brother/and my brother was, too.  
(-) but my best friend wasn't.  
(+) and so were my cousins/my cousins were, too.
2. I get up at 7 o'clock every day,  
(-) 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,  
(-) but Julia can.  
(+) and neither can my mother/and my mother can't either.  
(-) but they can.
4. I never work on Sundays,  
(-) but my brother does.  
(+) and neither does my wife/and my wife doesn't either.  
(-) but some people do.
5. When I was a kid, I loved brussels sprouts,  
(+) and so did my brother/and my brother did, too.  
(-) but my best friend didn't.  
(+) and so did my sister/and my sister did, too.
6. I've never met anyone famous,

(-) 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 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.

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 ten 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 Omar 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*↓?  
Speaker is rather convinced hearer did not find the movie funny.
2. Let's ask Monica to come along, *shall we*↑? I haven't seen her in such a long time.  
Speaker is genuinely interested to know if hearer believes it's a good idea to ask Monica along. When the tag *shall we?* is used after *let's...*, the intonation is always rising.
3. You don't know what time the play starts, *do you*↑? I thought I'd written it down.  
The speaker does not know if hearer knows when the play starts.
4. You really don't like the new physics teacher, *do you*↓? It was pretty obvious.  
Speaker is rather convinced (cf. *pretty obvious*) hearer does not like the teacher.
5. I've offended you, *haven't I*↓? Sorry, I didn't mean it.  
Speaker is rather convinced hearer has been offended.
6. This chocolate cake is just divine, *isn't it*↓?  
Speaker is expecting hearer to agree.
7. Hey, keep it down in there, *will you*↑? Some of us are trying to sleep!  
Request presented as a genuine request for cooperation. When the tag *will you?* is used after an imperative, the intonation is always rising.
8. Where's Katie? She's not late again, *is she*↑?  
The speaker's expectation is that Katie is late and she is expecting the hearer to confirm.

**Exercise 9.** (a) Provide a negative short answer to the questions below. (b) 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.

Although the *by*-phrases above (by the mechanic, by her mother, etc.) are syntactically optional, using them will often sound more natural, particularly when the context highlights not only causality but also the agent involved.

**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) usually transitive: He sleeps till 8 every morning. (b) exceptionally transitive: The flat can sleep 4 guests comfortably.
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.** (a) 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. (b) Finally, provide all possible passive sentences for each sentence.

1. The foreman will demonstrate the procedure *to the new employees*.
  - (a) The IO cannot be realized as an NP – no passive possible.
  - (b) The procedure will be demonstrated to the new employees (by the foreman).
2. The woman had left \$10,000 *to her favourite nephew*.
  - (a) The woman had left *her favourite nephew* \$10,000.
  - (b) The woman's favourite nephew had been left \$10,000.  
\$10,000 had been left to the woman's favourite nephew.
3. (a) Only rarely do they read bedtime stories *to the children*.  
Only rarely do they read *the children* bedtime stories.
  - (b) 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*.
  - (a) The IO cannot be realized as an NP – no passive possible.
  - (b) The feeling of weightlessness was described to the journalists (by the astronaut).
5. Someone ought to write a nasty letter *to the editor*.
  - (a) Someone ought to write *the editor* a nasty letter.
  - (b) 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*.
  - (a) Patriotic citizens will often send *soldiers fighting overseas* letters.
  - (b) 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*.
  - (a) The IO cannot be realized as an NP – no passive possible.
  - (b) Children should never be entrusted to just anyone. (by their parents (< possible, but unlikely here: Given that it is most often parents who look after their children, the addition of 'by their parents' is stating the obvious; it unnecessarily refers to information that is common knowledge.))
8. The teacher brought frosted cupcakes *to his students*.
  - (a) The teacher brought *his students* frosted cupcakes.

- (b) 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*.
  - (a) The IO cannot be realized as an NP – no passive possible.
  - (b) All the players were introduced to us (by the captain of the team).
- 10. I repeated the instructions *to my assistant* very slowly.
  - (a) The IO cannot be realized as an NP – no passive possible.
  - (b) The instructions were repeated to my assistant very slowly. ('by me' is unlikely here)

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

- 1. I hope the travel agent can find *us* a quiet hotel by the seaside.
  - (a) I hope the travel agent can find a quiet hotel *for us* by the seaside.
  - (b) 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.
  - (a) We thought it'd be easier to prepare a simple picnic lunch *for everyone*.
  - (b) 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.)  
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.  
(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 (*for everyone*))
- 3. They left *the babysitter* specific instructions on the dining room table.
  - (a) They left specific instructions on the dining room table *for the babysitter*.
  - (b) 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.

(a) That shop will lend the costumes *to us* for two weeks.

(b) 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.

(a) The realtors are offering £500 off their monthly mortgage *to potential buyers*.

(b) 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.

(a) If you show a bone *to a dog* and then hide it, he'll look for it until he finds it.

(b) If a dog is shown a bone and the bone is then hidden, he'll look for it until he finds it.

('by you' is unlikely here)

(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.

(a) You should bake a cake *for the twins* yourself rather than buy one.

(b) The twins should be baked a cake. ('by you' is unlikely here)

A cake should be baked for the twins. ('by you' is unlikely here).

(In neither of these passive sentences is it possible to add the second clause 'rather than buy one', as there is incompatibility between the Subject of the clause in the passive sentence ('The twins'), and that required by the predicate in the second clause ('You')

8. My father bought *me* this dress when I was only seventeen.

(a) My father bought this dress *for me* when I was only 17.

(b) I was bought this dress by my father when I was only 17.

9. The dean has promised *all incoming freshmen* a new laptop computer.

(a) The dean has promised a new laptop computer *to all incoming freshmen*.

(b) 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.

(a) The buyer will pay the full price *to the vendor* within 30 days.

(b) 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.** (a) 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. (b) Identify which sentences can be put in the passive. (*See also Additional Exercise 7 and 8.*)

**General observations:**

- Intransitive particle verbs cannot be put into the passive for the obvious reason that 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.

1. Sorry to cut *in* (particle) (intransitive particle verb), but I really must object *to* (preposition) (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 is infelicitous from the point of view of the discourse: in the first sentence, it is clearly the Subject referent who identifies himself/herself 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* (preposition) 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* (preposition) that difficult period. (transitive prepositional verb)

No passive. *Get someone through something* is not used in the passive.

5. We have run *up* (particle) *against* (preposition) 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* (preposition) my Japanese before my trip to Tokyo. (intransitive prepositional particle verb)

Passive: My Japanese must be brushed up on before my trip to Tokyo. (The passive is grammatically acceptable but feels 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* (preposition) 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* (preposition) 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* (preposition) this chicken scratch. (transitive prepositional verb)

Passive: Nothing can be made of this chicken scratch.

11. The police will have to look *into* (preposition) the disturbances. (intransitive prepositional verb)

Passive: The disturbances will have to be looked into (by the police).

12. You can run *the machine* (Direct Object) off (preposition) 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.** (a) 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. (b) Identify which sentences can be put in the passive. (*See also Additional Exercise 7 and 8.*)

**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 needs to 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* (preposition) what's been going *on* (particle). (transitive prepositional particle verb), (*go on* = intransitive particle verb)

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* (preposition) 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* (preposition) 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* (preposition) 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* (preposition) 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* (preposition) that old trick. (intransitive prepositional verb)  
No passive
11. They laid *off* (particle) *seventy-five employees* (Direct Object) in only 2 months. (transitive particle verb)  
Passive: Seventy-five employees were laid off in only 2 months.
12. I think I'm coming *down* (particle) *with* (preposition) 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 fourteen 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. I've always enjoyed 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. I promise *to love*, honour and cherish you till death do us part.
14. He freely admits *having* a real weakness for cakes and sweets.

**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 suggests 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 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 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.** Consider 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. My parents bought my daughter that new car.

My parents bought that new car for my daughter.

My daughter was bought that new car by my parents.

That new car was bought for my daughter by my parents. (a possible, but unlikely sentence)

8. The police are going to question the pedestrians this afternoon.

The pedestrians are going to be questioned by the police this afternoon.

**Exercise 20.** 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), also note that the agent is very general ('people think') (compare to (iii) 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 21.** 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), and (5) allow the theme (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 ship Walter Mbotela and fellow slaves were travelling on in (6), (7) and (8) and to other ships carrying slaves (9). The passive in (6) makes it possible to give prominence to the agent (*by the British Royal Navy*), and then again through the use of the passive in (9) (*by the British Navy*). 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 22.** Identify the passive forms in this text and comment upon them.

In a language or dialect, a **phoneme** is the smallest segmental unit of sound employed to form meaningful contrasts between utterances. A phoneme is 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 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 this, in most dialects the *k* sounds in each of these words *are actually pronounced* (P3) differently: they are 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<sup>h</sup>], 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 instead of the other, the meaning of the word would not change: using [k<sup>h</sup>] in *skill* might sound 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 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, in English,



different phonemes. In some languages, however, [k<sup>h</sup>] and [k] are 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 theme 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 23.** Identify the passive forms in this text and comment upon them.

Origami is 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 to transform a flat square sheet of paper into a finished sculpture through folding and sculpting techniques. Modern origami practitioners generally discourage the use of cuts, glue, or markings on the paper. Origami folders often use the Japanese word *kirigami* to refer to designs which use cuts, although cutting is 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 the Japanese paper crane. In general, these designs begin with a square sheet of paper whose sides may be of different colors, prints, or patterns. Traditional Japanese origami, which *has been practiced* (P4) since the Edo period (1603–1867), has often been less strict about these conventions, sometimes cutting the paper or using non-square 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 term 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 clause 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)

**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 theme 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. State budget cuts *will have to be made* that directly impact the well-being of Michigan citizens and their families. (michigan.gov)  
The situation described is that of an action (budget cuts) with a negative impact on those who will be affected by it. For that reason the agent is not mentioned here, so as to avoid pinpointing the person or body responsible for the (negative) situation.
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. There are two methods to prepare papier-mâché. The first method makes use of paper strips which *are glued* (7) together with adhesive, and the other uses paper pulp which *is obtained*

(8) by soaking or boiling paper to which glue *is* then *added*. (8) [...]

5. [...] With the first method, a form for support *is needed* (9) on which to glue the paper strips. With the second method, it is possible to shape the pulp directly inside the desired form. In both methods, reinforcements with wire, chicken wire, lightweight shapes, balloons or textiles (9) *may be needed*. (Wikipedia, adapted).

All the passives (7), (8), (9) are used because the agent (people who work with *papier-mâche*) is fairly general. What is really important here is how *papier-mâche* is made: the different materials (paper pulp, glue) and tools needed to make *papier-mâche* (a formal support, various types of reinforcements), all of which are themes from the point of view of semantic roles, feature in topic position.

6. *It has been argued* (10) that most interdisciplinary research at least in the past 150 years *has been carried out* (11) in applied contexts. (www)

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

**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. (*See also Additional Exercise 9.*)

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.
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 Hiro to hospital when he broke his arm.  
Hiro can still remember being taken to hospital when he broke his arm.  
(different meaning: in the active sentence the referent of *I* is the experiencer, that is, the person who remembers that John was taken to hospital; in the passive sentence, it is Hiro who is the experiencer, that is, the person who remembers what happened to him)
9. The board made him assistant district manager after only six months.  
He was made assistant district manager by the board after only six months.
10. They'll give most of us a generous bonus before the end of the year.  
Most of us will be given a generous bonus before the end of the year.  
A generous bonus will be given to most of us just before the end of the year.
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 by anyone.
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 manager of the campsite made the hikers change their original itinerary.

The hikers were made to change their original itinerary by the manager of the campsite.

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 by her gardener this year.

When the Agent Subject in the active sentence is a personal pronoun (*they, someone*), it is not usually added to the passive sentence.

**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. (*See also Additional Exercise 9.*)

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.

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.  
The pupils have been reminded that no one will be waited for by the bus.
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 sell 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 because *hate* is a state verb.
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

Additional exercises (10–14) can be found on the Bloomsbury Online Resources page for this book.

**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).
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 the conjoined NPs [*fiction*] or [*non-fiction*] constitute a single Direct Object.)

Note that the nouns *phonetics* (5), *business* (6), *cobblestone* (8) and *district* (13) function as the N2 in the nominal compounds *phonetics class*, *business degree*, *cobblestone streets* and *district manager*. Accordingly, the N1s are *class*, *degree*, *streets* and *manager*.

- *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) (*string* can also be an uncountable noun), knife (11), sister-in-law (12), idea (12), CEO (13), colleague (13), district (13), manager (13), mother (14), birthday (14)

The noun *scissors* is always used in the plural, and with plural determiners even when there is reference to one item (*Give me the/those scissors, please*).

- *countable, singular, collective, common*: committee (9)
- *countable, singular, individuating, proper noun*: Monday (5)
- *countable, plural, individuating, common*: children (3), parents (3), people (4, 12), selves (4), students (6), leaves (8), streets (8), flowers (14)
- *personal pronouns (Subject form)*: I (1, 5, 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. (*See also Additional Exercise 10.*)

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	

Pay close attention to the underlined elements in the following answers.

1. The number of *suitcases*/amount of *luggage* you can check depends on the airline you choose.
2. According to the report, there are *indications*/there is *evidence* that unemployment is on the decrease.
3. I've had this *underwear*/this *T-shirt*/these *T-shirts* for too long. It's time to replace it (= the underwear, the T-shirt)/them (= the T-shirts) and buy some new underwear/some new ones (= T-shirts)/a new one (= T-shirt).
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 *weather* is/The *conditions* are 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 (= the change) was foreign/most of them (= the coins) were foreign.

8. Most of the *software* on this computer needs/Most of the *applications* on this computer need to be replaced by more recent versions.
9. Our biology teacher doesn't give us much *homework*/many *assignments*, but when she does, it (= the homework) 's too hard/they (= the assignments) are too hard.
10. The *equipment* in the old factory was/The *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*/There were so few *chairs* in the classroom 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.** Start by matching the NPs in 1-6 with the descriptions of the NPs in a-f.

1. *a basket of cherries* (see c. below)
2. *a bowl of oatmeal* (see f. below)
3. *a grain of rice* (see e. below)
4. *a stick of butter* (see a. below)
5. *an item of news* (see d. below)
6. *a slab of meat* (see b. below)

- 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. (see 4. above)
- b. This is a unitizer followed by an uncountable noun. The unitizer refers to the subpart of a larger whole, or even a portion. (see 6. above)
- c. This is a noun followed by a countable noun in the plural. The first noun is a container of some sort. (see 1. above)
- d. This is a unitizer followed by an uncountable noun. The combination refers to a specific instance of the uncountable noun. (see 5. above)
- e. This is a unitizer followed by an uncountable noun. The unitizer represents the smallest possible undivided part of the uncountable noun. (see 3. above)
- f. This is a noun followed by an uncountable noun. The first noun is a container of some sort. (see 2. above)

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
<del>item</del>	chunk	bucket	loaf
lump*	roll	shelf	stalk
tube	wedge		

**\*Note that the word *lump* is missing from this exercise in the book.**

(II)

<del>clothing</del>	water	asparagus	book
ice	bread	coin	corn
garlic	lightning	marble	cheese

soap      stamp      thunder      toothpaste  
sugar      wine

Example:      *item* (noun from I)  
                 *clothing* (noun (uncountable) from II)  
                 > *an item of clothing*, which can be compared to 5, above

*Category 1(c): (compare to a basket of cherries)*

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

*Category 2(f): (compare to a bowl of oatmeal)*

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

*Category (e): (compare to a grain of rice)*

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

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

a lump of sugar (Note that the word *lump* is missing from this exercise in the book.)  
a bar of soap  
a loaf of bread

*Category 5(d): (compare to an item of news)*

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

*Category 6(b): (compare to a slab of meat)*

a chunk of ice  
a wedge of cheese

**Exercise 5.** 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 (All 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 exaggerations.
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 6.** 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.

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 7.** Determine in each case whether the head noun is always plural in form or whether it can also occur in the singular. If a non-plural form is possible, first indicate whether it is countable or uncountable. Then indicate whether the meaning changes when the form is no longer plural.

1. Has anyone seen my *tweezers*? I can't find *them* anywhere. (always plural form)
2. A fortnight's holiday abroad can cost close to a month's *wages*. (used in the plural (*wages*) and the singular (*a wage*) with same 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* have fallen drastically since last season. (always plural form with the meaning 'ranking system of a programme's popularity over time compared to other programmes'; can also be singular: *We gave the hotel a very low rating*.)
4. The *whereabouts* of the suspected criminal are not yet known. (always plural form)
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* on the bus. (always plural form)
7. It takes a true man of *letters* to write a weekly literary column. (always plural form with this meaning; different meaning as countable noun: *I wrote him a letter*. **or** *There are 26 letters in the alphabet*.)
8. There are a number of *crossroads* between here and the school. Some don't have traffic *lights*. (*crossroads*: always plural form, plural reference here; however, *crossroads* can have singular or plural reference (compare to *series*); when used as a countable noun, *light* has same meaning in singular and plural (cf. *light coming through the window* (uncountable)))
9. I got through *customs* more quickly than usual. (always plural form with the meaning



‘place/governmental department that checks and taxes goods coming into the country’;  
different meaning as countable noun: *a very strange custom*)

10. When we were younger, we all got new *clothes* before the start of the school year. (always plural form)
11. Great *pains* have been taken to restore the painting to its original splendour. (always plural form with the meaning ‘special attention’; different meaning as countable noun: *I have a pain in my side*)
12. *Leftovers* have an undeserved bad reputation: some *things* just taste better the next day. (*leftovers*: always plural form; *thing*: countable, the singular and the plural have the same meaning)
13. He thinks his charm and good *looks* alone will get him a promotion. (always plural form with the meaning ‘physical appearance’; different meaning as countable noun: *he gave me a dirty look*)
14. *Damages* were awarded to three *claimants* in the case. (*damages*: always plural with this meaning; different meaning when used in the singular, in which case it is uncountable: *the storm caused a lot of damage* (\**damages*); *claimant*, countable, the singular and the plural have the same meaning)
15. The city itself is crowded, but the *outskirts* have a quaint, old-world charm. (always plural form)
16. The *grounds*, though once beautiful, had not been tended to in years. (always plural form with the meaning ‘the land or gardens surrounding a building’; different meaning when used in the singular: *Don’t put this on the ground*)
17. If your yearly *earnings* exceed a certain amount, your *benefits* will be suspended. (*earnings*: always plural form; *benefits*: always plural form with the meaning ‘financial aid from the government’; different meaning when countable: *There are lots of benefits to living in the city centre*)
18. Can coffee *grounds* be disposed of in the sink, or will this stop up the *pipes*? ((*coffee*) *grounds*: always plural with the meaning ‘the leftover particles of ground coffee beans after brewing’; different meaning when used in the singular, in which case it is uncountable: *Don’t put this on the ground*)
19. Take the *stairs* on the left and turn right on the third floor: my flat’s on the left. (always

plural form when referring to a set of steps; ‘a stair’ (countable) can also be used to mean ‘a step’)

20. Many *thanks* to all those who have agreed to help with this year’s fundraiser. (always plural form)

**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 form:
  - 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* (a single 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: *resource* often denotes a specific, individual item or asset, while *resources* can imply a broader, collective set of materials or supports. The determiners and quantifiers plural nouns in this class (e.g. *regards*, *manners*) can combine with are variable.
3. *Moose* has an unmarked plural, but combines with both singular determiners (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  $\emptyset$ . (See also Additional Exercise 11.)

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 sentences. Nouns should be made plural if necessary. Be able to justify your choice. (See also Additional Exercise 12.)

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. (parent) *A parent/Parents* 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.

The zero article followed by a plural countable noun (1, 2, 3, 4, 5, 6, 8, 9, 10 and 13) or an uncountable noun (7, 12 and 14) is the most common way to establish generic reference.

*The* + singular count noun is used to refer to species of animals or plants (2, 9 and 13), subparts of a larger whole (11) and objects presented as human inventions with a traceable history (5, 6 and 8; note that although a fairy tale (8) is not an object per se, its status as a cultural artifact confers upon it a traceable history).

A + singular count noun brings out the fact that the sentence is true not only with respect to the entire class but for any individual member of the class as well (1, 2, 5, 8, 9 and 10).

**Exercise 11.** 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. (*a lot of fruit/lots of fruit* is possible here as well)
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 European politics. Have you been able to find *much* [ *information/informations* ] on the internet? (*a lot of/ lots of information* is possible here as well)
4. I haven’t had *many* [ *experience/experiences* ] as rewarding as when I taught literacy skills to adults. (*a lot of/ lots of experiences* is possible here as well)
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. (*a lot of/ lots of luggage* is possible here as well)
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. (the ordinary plural of *person* is *people* rather than *persons* – *people* refers to a group of undifferentiated individuals; *persons* is used more formal (e.g. legal) contexts)
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. (*a lot of/ lots of work* is possible here as well)
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. He doesn’t have *much* [ *experience/experiences* ] managing staff, but I think we should hire him anyway. (*a lot of/ lots of experience* is possible here as well)

**Exercise 12.** Complete the following sentences with *few*, *a few*, *little*, *a little*, *much* or *many*.  
(See also Additional Exercise 10.)

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 Ghandi.
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 13.** 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 *any*/ $\emptyset$  (= none at all)/*some* (= certain) vegetables.
3. Don't *any* (= not even a few?)/*some* (= I have a few such friends in mind) of her close friends live nearby?
4.  $\emptyset$  Doctors (= in general)/*Some* doctors (= but not all) 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/ø* 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 *some/ø* 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/ø* questions?
9. *Any* student caught cheating during the exam will be suspended for two weeks.
10. I'm leaving next week for Tunisia... I can't wait! – But don't you have *some/ø* 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 *any/ø* problems with the law, as far as I know. They're fine, upstanding citizens.
13. There are seldom *any/ø* people in this restaurant in the evening. They must do most of their business at lunchtime.
14. I hope to have *some/ø* free time this summer to travel. I haven't been on holiday in ages.
15. Would you mind buying *some/ø* apples when you go to the market? I'd like to bake a tart this afternoon.

**Exercise 14.** Complete the following sentences with *some* or *ø*. If more than one is possible, give all answers. Indicate whether or not there is a change in meaning.

1. *Some* students/*ø* Students at this university live quite close to campus. (*ø* implies that all students live quite close to campus.)
2. Should young children drink *ø* 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/ø* friends of his.
5. *Some/ø* 350 factory workers are expected to be laid off by the end of the year. (*ø* implies that exactly 350 factory workers have been laid off; *some* 350 means *about/around* 350)
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 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 *both sides/either side/each side* 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. Ideally, *every/each computer/both computers* in this office will be replaced by the end of the year.
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. (classifying) Boys' shoes are on the fifth. (classifying)
2. I'd like to get my hands on an old dentist's chair. (classifying) Joanne's got one, and I want one like hers. (Joanne's got = Joanne has got)
3. Are these yours? – No, they must be Carl's. Or maybe his wife's. Or his daughter's/daughters (All of these are independent, determinative genitives; his daughter's = he has one daughter, his daughters' = he has more than one daughter, and the items belong to them jointly)
4. People's opinions have changed since last year's elections. (people's opinions = determinative genitive; last year's = genitive of measure)
5. One never knows who one's friends are. (determinative genitive) She certainly doesn't know who hers are, does she?
6. Have you ever heard of St. Sebastian's (independent genitive)? – Yes, I have; it's my cousin's daughter's school (= I have one cousin who has one daughter). It's my cousin's daughters' school (= I have one cousin who has more than one daughter; the daughters go to



the same school). It's my cousins' daughters' (= I have more than one cousin, and each has more than one daughter – far less likely, but theoretically possible if all the daughters go to the same school) school. These are all determinative genitives.

7. Working in labour relations involves listening closely to workers' complaints.  
(determinative genitive)
8. My colleague's husband's company has announced massive lay-offs. (a determinative genitive embedded within another determinative genitive: 'the company of the husband of my colleague')
9. The student's demand (= one student)/The students' demand (= more than one student) is on everyone's mind at the university these days. (all examples of determinative genitives)
10. The party's being held at the Smiths' . Everyone's supposed to bring something to drink.  
(the party's = the party is; the Smiths' = independent genitive)
11. Please remind the men's team to put everything back in its proper place. (determinative genitive)
12. The old house's doors and windows (= one house)/The old houses' doors and windows will be replaced in two years' time. (the old house's/the old houses' doors and windows = determinative genitive; two years' time = genitive of measure).

**Exercise 17.** 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 (necessarily) countable nouns. The alternative construction with a complex NP is not possible in 4 and 8 because *experience* (4) and *hesitation* (8) are (necessarily) uncountable nouns. Both the genitive construction and the construction with a complex NP are possible in 3 because *leave* can be used countably as well as uncountably. *Drive* is like *leave*; however, it cannot be used as an uncountable noun in 6 as post-head NP in a Prepositional Phrase with *during*.

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 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 and is thus irretrievable.
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 below, 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 following sentences using a double genitive when possible. When a double genitive is not possible, explain why.

A double genitive can be used, for instance when partitive meaning is expressed (one member of a set is referred to), with this construction being subject to a number of syntactic constraints (pp. 151-152).

1. The book's final chapters were long and monotonous.  
\*the final chapters of the book's is impossible: 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 French films.  
*Les Quatre Cent Coups* is an all-time favourite French 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 impossible: There is no partitive meaning at stake here, that is, there is no reference to one specific member of the set of a colleague's spouses. Note that

the NP *\*the spouse of a colleague's* as a whole is not indefinite, and the noun in the genitive is not definite.

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 impossible – as in 5, there is no partitive meaning here; there is no 'reference to one member of a set'. Note that the NP *\*the blood pressure of women's* as a whole is not indefinite, and the noun in the genitive is not definite.

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*) Again, as in 5 and 6, there is no partitive meaning.

10. One of the car's rear tyres had gone flat.

*\*a tyre of the car's* is impossible: the noun in the genitive does not have animate reference.

**Exercise 20.** Determine whether the order of modifiers in the modified NPs below is appropriate, and rearrange the order if necessary. Sometimes 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. (*cardboard boxes* can also be viewed as a nominal compound, there the N1 is *boxes* and the N2 is *cardboard* – in this case, *cardboard boxes* is the head of the NP, with two AdjP preheads (*small* and *rectangular*))

3. That miniature (*size*) blue (*colour*) Italian (*origin*) collection plate might actually be worth something. (*collection plate* is a nominal compound, like *cardboard boxes* in 2. above)
4. Formerly a magnificent (*opinion*) old (*age*) Victorian (*origin*) railway station, the building will soon be an upscale vegetarian restaurant. (*railway station* is a nominal compound, like *cardboard boxes* in 2. above)
5. An oblong (*size*) bevelled (*shape*) wall mirror hung majestically against the aging (*age*) yellow (*colour*) wallpaper. (*wall mirror* is a nominal compound, like *cardboard boxes* in 2. above)
6. He's just a lazy (*opinion*) old (*age*) chemistry teacher who's never updated his lecture notes. (*chemistry teacher* is a nominal compound, like *cardboard boxes* in 2. above)
7. I'd buy that pale-blue (*colour*) antique (*age*) china (*material*) teapot if it weren't so expensive. (*china teapot* can also be viewed as a nominal compound, there the N1 is *teapot* and the N2 is *china* – in this case, *china teapot* is the head of the NP, with two AdjP preheads (*pale-blue* and *antique*))
8. The costume included an ugly (*opinion*) little (*size*) plastic (*material*) nose with an elastic to slip behind your head. (*plastic nose* can also be viewed as a nominal compound, there the N1 is *nose* and the N2 is *plastic* – in this case, *plastic nose* is the head of the NP, with two AdjP preheads (*ugly* and *little*))

**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? (*See also Additional Exercise 13.*)

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

1. You were telling me about *a book*. It's going to be turned into a film.  
The book (that/which/ø) 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 (that/which/ø) I'm applying for will require me to travel at least once a month. (*The job for which I am applying* is also possible, albeit much more formal and thus somewhat

stilted)

3. *A book* is lying on the table. It needs to be taken back to the library.  
The book that/which 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 (that/which/ø) I slept in was in the attic of a charming 19th-century inn. (*The room in which I slept* is also possible, albeit much more formal and thus somewhat stilted)
5. She gave me *a box of chocolates*. It was in the shape of a big heart.  
The box of chocolates (that/which/ø) 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/that lives next door to me is a widow.
7. They come from *a town*. It is in the middle of nowhere.  
The town (that/which/ø) they come from is in the middle of nowhere. (*The town from which they come* is also possible, but extremely formal (even more than the formal options in 2 and 4 above) and thus unlikely in most contexts)
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. (*See also Additional Exercise 14.*)

Pay close attention to the commas in the following answers.

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, *who/(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 Anaya, *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 [a course [on [ *Victorian literature* ] ] ]
13. (a) Direct Object, (b) the NP is part of a post-modifying PrepP which belongs to an NP that functions as Direct Object [any [of [ *the people* ] ] ]
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.

1. Neither of the solutions you suggest *meet/meets* with the director's approval.
2. The majority of my books *deal with/is about* ancient Asian civilization.
3. The number of people interested ~~haven't gone up/are constantly changing~~. (Neither option is possible.) Both options are ungrammatical for reasons of agreement: the head of the Subject NP is singular and for that reason the verb should be in the singular.
4. ~~Fifty dollars/Fifty miles~~ are really too much. He's being unreasonable. (Neither option is possible.) Both options are ungrammatical for reasons of agreement: reference to amounts or measurements are treated as singular and require the use of verb in the singular.
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. Note *shut down* (but not *close 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. Like *either, neither* and *none* (see Chapter 3, Section 5.3.3), *any* can take a singular verb (formal agreement) or a plural verb (proximal agreement) Plural agreement is more usual. Singular agreement is indicative of a much more formal register.
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 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 post-head Prepositional phrase with the 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 agreement and a plural verb is used (*were*).

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.

**Exercise 27.** (i) Read the following text and complete the blanks with *a(n)*, *the* or  $\emptyset$ . (ii) Identify all countable and uncountable nouns. (iii) Find any example of nominal compounds (see Chapter 1). (iv) Identify any restrictive relative or non-restrictive relative clauses. (v) Identify all adjectives and state whether they are used predicatively or attributively.

The rise of social media in the 21st century has profoundly influenced communication, culture, and even politics. Platforms that started as simple means of connecting people have evolved into powerful tools for businesses, activists, and everyday individuals. The influence of social media, which continues to expand, is undeniable in nearly every aspect of modern life.

One major impact of  $\emptyset$  social media lies in *the* dissemination of  $\emptyset$  information. *The* speed at which  $\emptyset$  news travels today is unparalleled, thanks to  $\emptyset$  networks like Instagram and Facebook. A single post can spark  $\emptyset$  global discussions, while *a* viral video can expose  $\emptyset$  injustices that might have remained hidden. However, *the* rapid spread of  $\emptyset$  content has also led to  $\emptyset$  significant challenges, including  $\emptyset$  misinformation, which has become *a* growing concern for  $\emptyset$  policymakers and  $\emptyset$  fact-checkers.

Social media platforms, which are highly dynamic, offer  $\emptyset$  users *an* array of  $\emptyset$  features to engage with  $\emptyset$  content. A person who wants to share *an* opinion can post *a* status update, while another individual might choose to comment on *an* existing discussion. *The* accessibility of these tools has given rise to  $\emptyset$  new forms of activism, allowing  $\emptyset$  people from diverse backgrounds to voice their concerns and advocate for  $\emptyset$  change.

*An* algorithm that determines what content users see is designed to maximize  $\emptyset$  engagement. This system, which personalizes feeds based on  $\emptyset$  user preferences, has  $\emptyset$  advantages and  $\emptyset$  drawbacks. On *the* one hand, it provides  $\emptyset$  relevant information tailored to each individual. On *the* other hand, it creates  $\emptyset$  echo chambers in which users are exposed primarily to  $\emptyset$  viewpoints that align with their own, reinforcing  $\emptyset$  biases and limiting  $\emptyset$  exposure to  $\emptyset$  differing perspectives.

Another significant aspect of  $\emptyset$  social media is its effect on  $\emptyset$  mental health. Studies have shown that *the/* $\emptyset$  excessive use of these platforms can lead to  $\emptyset$  anxiety and  $\emptyset$  depression, particularly among  $\emptyset$  young users. *The/* $\emptyset$  pressure to maintain *an* idealized online persona can be overwhelming, and *the/*  $\emptyset$  constant comparison to others often fosters feelings of  $\emptyset$  inadequacy. Despite these concerns, social media also provides  $\emptyset$  support networks, where individuals can find  $\emptyset$  communities that offer  $\emptyset$  encouragement and  $\emptyset$  understanding.

### **Countable (C) and uncountable (UC) nouns**

Plural countable nouns in the text above are given in the singular form below.

Judgements with respect to countability are an indication of how each noun is used in the text. Other uses are possible in other contexts.

Nouns occurring more than once in the text are listed only once below unless their uses are different. Nominal compounds are indicated.

rise (C) – media (C) – century (C) – communication (UC) – culture (UC) – politics (UC) – platform (C) – means (C, sing. means) – people (C, sing. person) – tool (C) – business (C) – activist (C) – individual (C) – influence (C) – aspect (C) – life (UC) – impact (C) – dissemination (C) – information (UC) – speed (C) – news (UC) – network (C) – Instagram (proper noun) – Facebook (proper noun) – post (C) – discussion (C) – video (C) – injustice (C) – spread (UC) – content (UC) – challenge (C) – misinformation (UC) – concern (C) – policymaker (C, **nominal compound**) – fact-checker (C, **nominal compound**) – social media platform (C, **nominal compound**) – user (C) – array (C (but usually used only in the singular)) – feature (C) – opinion (C) – status update (C, **nominal compound**) – accessibility (UC) – rise (in the expression ‘give rise to’) (U) – form (C) – activism (UC) – background (C) – change (UC) – algorithm (C) – engagement (UC) – system (C) – feed (C) – user preference (C, **nominal compound**) – advantage (C) – drawback (C) – hand (C) – echo chamber (C, **nominal compound**) – viewpoint (C) – bias (C) – exposure (UC) – perspective (C) – effect (C) – health (UC) – study (C) – use (UC) – anxiety (UC) – depression (UC) – pressure (UC) – persona (C) – comparison (UC) – other (C) – feeling (C) – inadequacy (UC) – support network (C, **nominal compound**) – community (C) – encouragement (UC) – understanding (UC)

### **Adjective in attributive (A) and predicative (P) position**

Adjectives occurring more than once in the text are listed only once below.

social (A) – 21<sup>st</sup> (A) – simple (A) – powerful (A) – everyday (A) – undeniable (P) – modern (A) – major (A) – unparalleled (P) – single (A) – global (A) – viral (A) – hidden (P) – rapid (A) – significant (A) – growing (A) – dynamic (A) – existing (A) – new (A) – diverse (A) – relevant (A) – other (A) – differing (A) – significant (A) – mental (A) – excessive (A) – young (A) – idealized (A) – online (A) – overwhelming (P) – constant (A)

### **Restrictive (RRC) and non-restrictive (NRRC) relative clauses**

Antecedents are given in parentheses.

*(platforms)* that started as simple means of connecting people ... (RRC)

*(influence of social media)*, which continues to expand, ... (NRRC)

*(speed)* at which news travels today ... (RRC)

*(injustices)* that might have remained hidden (RRC)

*(misinformation)*, which has become a growing concern for policymakers and fact-checkers (NRRC)

*(social media platforms)*, which are highly dynamic, ... (NRRC)

*(person)* who wants to share an opinion ... (RRC)

*(algorithm)* that determines what content users see ... (RRC)

*(system)*, which personalizes feeds based on user preferences, ... (NRRC)

*(echo chambers)* in which users are exposed primarily to viewpoints that align with their own ... (RRC)

*(support networks)*, where individuals can find communities that offer encouragement and understanding (NRRC)

## Chapter 4: Aspect and tense

Additional exercises (15–19) can be found on the Bloomsbury Online Resources page for this book.

**Exercise 1.** (a) Identify the tenses that are italicized, specifying whether the verb form has progressive or non-progressive aspect. (b) 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*
4. Henry *draws* pictures in his room every afternoon. *present non-progressive, Activity*
5. *Is* someone *knocking* at the door? *present progressive, Achievement*
6. How much *will* that new computer *cost*? *future non-progressive, State*
7. The kitten *had lapped up* the bowl of fresh cream. *past perfect non-progressive, Accomplishment*
8. My students *have been reading* more than usual. *present perfect progressive, Activity*

**Exercise 2.** (a) 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. (b) 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* around the country (past perfect progressive, Activity) in a

caravan. [. . .] Booker [allegedly] (6) *went* to the river (past non-progressive, Accomplishment) to check crab pots for the day's catch at around 8.30 a.m. yesterday. Booker's wife (7) *raised* the alarm (past non-progressive, Achievement) 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* the river and a small creek (past progressive; *search the river and a small creek* can be understood either 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') 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* crocodile traps (future non-progressive, Accomplishment) near the campsite. Endeavour river (15) *has* a large population of saltwater crocodiles (present non-progressive State). Warning signs (16) *are dotted* (present non-progressive, State) throughout the campsite. (guardian.co.uk/01 October 2008)

**Exercise 3.** 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. In this case, the Subject reference is voluntarily acquiring a sensation. Verbs of the senses can also capture a State, for instance, when the Subject referent is involuntarily acquiring a sensation. The progressive is not possible. When the verb is used intransitively, there is likewise reference to a State and the progressive is not possible, with the exception of *feel* and *look* (see (3) and (4); see also pp. 200–201)

In other words, the use of the progressive conforms to the generalization concerning the use of the progressive: it combines with dynamic verbs or verbs that are used dynamically, but not with state verbs.



1. My sister-in-law *is seeing* an acupuncturist to help her quit smoking. (= is consulting)  
*Do you see* what I mean? There's nothing to be done about it. (= do you understand?)
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. (intransitive) 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.
4. Why *is* that man *looking* at us like that? Do we know him? Does he know us?  
*It is looking/looks* (intransitive) 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. (look like = resemble)  
 I ran into Sonia last week. She *is looking/looks* great!
5. The soup *tastes* (intransitive) 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* (intransitive) better than ever. (There is reference to a gradual (dynamic) process in this final sentence.)

**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

1. (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.
2. (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.
3. (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.
4. (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.
5. (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) Non-progressive aspect (*I really enjoy Judith's company*) refers to a general, enduring, habitual feeling: it is true at the moment of speech but is also relevant in other time-spheres. Progressive aspect (*I'm really enjoying Judith's company*) emphasizes a situation in which the speaker is temporarily experiencing a heightened awareness of enjoying Judith's company. Perhaps Judith is spending the weekend with the speaker or has been spending more time with her than usual.

**Exercise 5.** 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.  
When the progressive is used, the situation of standing up serves as a background to that of the CEO coming into the room; when the non-progressive is used, there is reference to a sequence: first the CEO entered, and then (as a result) the staff stood up.
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/hoped* 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 *was thinking/thought* you might want to ring her up and talk to her. She *didn't respond* well to the bad news.

In (13) (*I was hoping*) and (15) (*I was thinking*), the progressive form adds an additional touch of tentativeness to that already communicated by the non-progressive past tense. By locating her thought in the past (through the past tense), and, additionally, presenting it as temporary (through the progressive), the speaker communicates her wish not to impose.

**Exercise 6.** 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) Last year, our company *received* an average of 2,000 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 he 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.

7. (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.
8. (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 and 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 7.** Complete the sentences with one of the following 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. Use non-progressive forms in this exercise.

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

1. Mei *hasn't been* enthusiastic about her studies since she *failed* her 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.

**Exercise 8.** 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.) (*See also Additional Exercise 15.*)

Example:

Rebecca moved to Dublin in 2013.

> Rebecca has lived (has been living) in Dublin since 2013.

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 2015/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.

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 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.
4. My sister *has been studying/has studied* Polish for two months now. She's ready to come to Poland 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* North Africa?
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. There is thus 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). (*See also Additional Exercise 16.*)

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 on the First World War*)  
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

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 more natural because it brings out the intensity of the activity and the fact that the speaker has invested a lot of energy in trying to contact the person she would like to talk to

4. I've *written* letters to the editor of our local paper to raise public awareness.

Situation type: Activity (*write letters to the editor of our local paper*)

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 about the noise coming from the nightclub*)

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 with the same group of people*)

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 so happy*)

Type of perfect: continuative

Aspect: *feel* is used intransitively, as a State verb: as explained above (see Exercise 3), in this case, it is most often possible to use the progressive form. However, here, the ongoingness of the feeling is not in the foreground; the focus is on the fact that the situation of feeling like this has not occurred before.

9. *Has* someone *dropped* something on my antique table? There's a huge gash in it!

Situation type: Achievement (*drop something on my antique table*)

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: Achievement (*cough a lot*)

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 hearer should do something about it

11. Ever since I spilt coffee on my computer, it *hasn't worked* very well.

Situation type: Activity (*work very well*)

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** 2015}/{**for** almost 10 years}.

He *moved* to London {**in** 2015}.

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**}.

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 mid-1960s}/{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 2015}. She *went* to Tokyo for the Olympics in 2021...

...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** 2022}.

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** 1992}/{a long time **ago**}.

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

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

He's 16 now, so he *has played/has been playing* the piano {**for** nine or ten years}.

He *started* learning how to play {in 2015}/{quite 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*: indefinite (that is, if each trip is individually interpreted as an indefinite perfect) **or** repetitive perfect (that is, if the situation of travelling, each time to a different place, is viewed as having been the case on a number of occasions.); *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.** 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. (*See also Additional Exercise 17.*)

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

1. Peter *had been working/had worked* 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/has taken* Chinese lessons for years now, but she still can't speak it very well.
6. *Have you spoken* to Aiden 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/hasn't been living* 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/had you dated* when you finally met his family for the first time?

### **Additional notes**

In 1, 5, 9 and 12, the progressive form is common, as the speaker wants to underline that the Activity was intense, or wants to underscore its duration. The use of the non-progressive communicates a more detached, matter-of-fact view. In example 10, the focus on duration is such that the non-progressive becomes unlikely.

In 2 and 3, there is reference to the results that the ongoing Activity has produced. This effect can only be achieved through the use of the progressive.

In 4, the situation *start a job* is an Achievement. The progressive is only compatible with the situation type in slow-motion contexts or if the situation is repeated. Neither is the case here.

In 6, 8 and 11, the perfect is of the indefinite type. There's reference to a situation the endpoint of which has been reached (*start, decide, arrive*) and which is not repeated. For these reasons, the only possible form is the non-progressive.

7 The non-progressive implies that the speaker has read the whole book. 'So far' in the second sentence makes it clear that that is not the case; the progressive is therefore the only form that can be used.

**Exercise 13.** 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/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 be 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.

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 actualization 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 14.** 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? (See also Additional Exercise 18.)

1. She *lived* in London { *for* a while } in the early 1990s.
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* January }, 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 15.** 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) (promise), (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 16.** 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

B

1. you/at least try to guess I/tell you the answer to the question

*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'll 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'll 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.

**Exercise 17.** 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, Will *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., 5. and 8., the present progressive (*\*is realizing, \*am fainting, \*is telling, \*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 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. 236, 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. and 6., the present progressive (*is talking, 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. 72, example (102).)

**Exercise 18.** 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 Fourth of July picnic 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? Tim and Chris *are going to get* married late next summer.

*Will* communicates different shades of meaning. Prediction is in the foreground in 1, 3, 4; the meaning communicated does not depend on the volition of the Subject referent. In 5, *will* communicates the speaker's spontaneous response to the issue reported by the previous speaker. *Be going to* in 2 and 6 is used to express to present intentions of the Subject referent to bring about, in the future, the situation being referred to.

**Exercise 19.** 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. (*See also Additional Exercise 19.*)

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 Marte and she said she *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 (See Chapter 4, Section 3.6.1))
8. typical behaviour (c): My sister forgot my birthday. – Yeah, well she *would*. She never remembers anything!

**Exercise 20.** 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*/I'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* = (a) prediction based on evidence or (b) 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
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. (Note that *will* is not used in an *if*-clause even if future time reference is expressed.) *Will* also has modal overtones: the speaker is making a promise (5) or expresses volition (9).
11. present progressive = personal arranged plan

**Exercise 21.** 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 will receive their prize in a weeks' time
2. I'll pick the kids up from school if you have to work late.
  - > spontaneous 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 31<sup>st</sup>, 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). The use of the non-progressive is fine too, in which case the duration (a year) is reported in a more matter-of-fact manner.
8. The concert begins at 8 o'clock sharp. Don't be late.
  - > 'unalterable' timetable future
9. Kids will be kids, right? There's not much you can do!
  - > typical behaviour
10. You will do as I say. Otherwise, there's going to be trouble.
  - > authoritative order (modal meaning brought to the fore) – The speaker can predict, on the basis of what she knows, what the outcome will be if the hearer does not follow up on her order.
11. John Perry is to play George Washington in a new West End play next season.
  - > *be to* is used to refer to a future that is the result of a plan imposed by an external authority.
12. Sorry, but I work this weekend. We'll have to get together next week instead.
  - > *I work*: 'unalterable' timetable future (schedule is considered to be unalterable, as per a



contract or as imposed by an employer); logical conclusion (modal meaning) *we'll have to get together*: prediction about the future (scheduling of a meeting), on the basis of information that has been shared (the speaker having to work)

**Exercise 22.** 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.

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 Rio de Janeiro in six months. I *will have studied/will have been studying* Portuguese 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 – indefinite (experiential reading)
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 (experiential reading)
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* Portuguese 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 (which is also brought out by *whole*). (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. The progressive is more likely here because there is a contradiction between the time and effort invested in learning the language and the few results that have been produced.

**Exercise 23.** 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. 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.
5. At age 13, he was already a seasoned traveller. In fact, he *had* already *flown* across the Atlantic four or five times.
6. Jack is Australian, but he *works* for a multinational corporation based in Dubai.
7. As of June the first, she *will have lived/will have been living* 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 24.** Complete each sentence below with one of the eight tenses on page 189, using

either progressive or non-progressive aspect. Use each tense~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. Ravi *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 2010. In 2035, they *will have been* married for 25 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* Quentin 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, 11)
4. present time reference 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 (= *it's his permanent job*)
5. The situation (*cancel a picnic*) referred to is an Achievement with 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 (*are cancelling*) as well, in which case it communicates a personal plan
6. an Activity which is ongoing at the time of speech ('Quiet please' makes it clear that the speaker wants the addressee to bring about a certain situation because she's bothered by the addressee's current behaviour) requires progressive aspect (compare to 3 and 11)
7. an Achievement located as (i) posterior to a reference time in the past (*I knew*) and (ii) 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 (Achievements can be used in the progressive only if there it is repeated or if the Achievement is given duration through a slow-motion effect (*The train is stopping*))
8. a State located as posterior to the moment of speech but anterior another future reference time (*in 2035*) (continuative future perfect) – non-progressive aspect necessary because the situation is a State (compare to 14 below)
9. 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 located in the past time-sphere (*yesterday*) – non-progressive is required since the situation is an Achievement (Achievements can be used in the progressive only if there it is repeated or if the Achievement is given duration through a slow-motion effect

*(The train is stopping)*

11. an Accomplishment which occurred before some reference time in the past (here, her not coming with us) (indefinite past perfect) – non-progressive aspect is required since the situation is conceived as a discrete event in its entirety and not ongoing. (compare to 3 and 6 above)
12. an Accomplishment located in the post-present – the beginning and the end of the situation are out of focus, hence the use of the progressive: the focus is on ongoingness
13. an Achievement located as posterior to the moment of speech (= now; cf. *They are late*) and 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 (Achievements can be used in the progressive only if there it is repeated or if the Achievement is given duration through a slow-motion effect (*The train is stopping*) (no duration))
14. a State which is still the case at the moment of speech (cf. *He's still my best friend*) (continuative present perfect) – progressive aspect is not possible because the situation is a State (compare to 8 above)
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 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 non-progressive is required since the situation is an Achievement (Achievements can be used in the progressive only if there it is repeated or if the Achievement is given duration through a slow-motion effect (*The train is stopping*))

**Exercise 25.** (a) Complete each sentence below with one of the eight tenses on page 189, 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. (b) 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   be   write  
lie   love   change   learn   drive   shatter   sneeze   sleep

1. This bottle of juice *contains* six servings of 250 millilitres. *State*
2. Every autumn, the leaves of this tree *change* colour. *Accomplishment*
3. When she dropped the mirror, it *shattered* into thousands of shards of glass. *Achievement*
4. She *was playing* a Chopin nocturne on the piano when I walked in. *Accomplishment*
5. I didn't really feel like going to Rome because I *had been* there before. *State*
6. If I have time tomorrow, I *will write* him a short letter. *Accomplishment*
7. Oh, no! Sorry, I *have just broken* one of your beautiful china plates! *Achievement*
8. This time next week, we *will be lying* on a sandy beach in Greece. *Activity* (see p. 202)
9. We *will have owned* our house for 20 years next month. How time flies... *State*
10. If there's a train strike tomorrow, we *will drive* to Paris. *Accomplishment*
11. Whenever there's a lot of pollen in the air, I *sneeze* uncontrollably. *Achievement*
12. They *have been living/have lived* in that house for the past 25 years. They love it there.  
*Activity*
13. 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 type that is not dynamic – the other three are.

An Achievement is the only situation type 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 26.** 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, especially when combined with a foregrounded event such as 'when I arrived')

3. She likes/enjoys listening to the morning news on the radio.

\*She is liking. (State) / She's enjoying. (Activity) – the progressive form is a bit less likely to be used to avoid two consecutive *ing* forms.

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, unless for some reason the speaker would like him to take another bus) \*He is never



taking the number 52 bus to get to work. *Never* is even more incompatible 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. The present perfect progressive is not felicitous 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. (compare to: I’ve already started reading the book you lent me)

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 not impossible, but unlikely, because of the matching of a habit with an ongoing situation. *I’m reading the books you (have) lent me* is more natural, as both the present perfect and the past represent lending the books as anterior to the activity of reading.

12. I’ve read that book before.

\*I’ve been reading that book before. In this sentence, ‘before’ pushes the reading toward the experiential (= at least once at some prior point in my life). In practice, progressive aspect does not combine with experiential perfect uses.

**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. 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 is likely to be interpreted as a refusal)
2. I leave at 8 o'clock tomorrow morning. (this has been decided by someone else for me)  
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 – non-progressive is likely to be interpreted as a promise)
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)
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; note that *feel* is a (State) verb of the senses used intransitively, that can nevertheless be used in the progressive; little difference in meaning here)

**Exercise 28.** 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* is verb of the senses that, in this sentence, refers to the subject's involuntary experience of a sensation; it a State verb, and therefore incompatible with the progressive – 'I could smell' can convey ongoingness in the past in this case. When used in the progressive, *smell* is a dynamic verb, with the Subject actively doing something to acquire a sensation. This reading is not compatible with 'walking into the house'.)

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* is a verb of the senses used transitively; it an Activity verb here, and refers to an 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 (progressive not possible with a State), I would have been passing the test (progressive not possible with an Achievement since a repetition or slow-motion reading is not possible).

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, which results in a more descriptive representation of the situation than the more factual account with non-progressive – otherwise, little difference in meaning here); ...\*it was being wet and muddy (*be wet and muddy* is a State)

5. Sofia , will you stay for dinner?

Sofia , 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 conveys 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 quiet, 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)

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; note that *feel* is a (State) verb of the sense used intransitively here, it can nevertheless be used in the progressive; little difference in meaning here)

12. They will send us the documentation we requested. (prediction, potentially with some modal overtones of promise)

They will be sending us the documentation we requested. (That's what they always do when people ask for documentation, 'pure' future, factual announcement)

**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*<sup>(1)</sup> down the street the other day when I *saw*<sup>(2)</sup> a girl I *had gone (or went)*<sup>(3)</sup> to high school with. She *was standing*<sup>(4)</sup> on the corner, talking to another woman. I *hadn't set*<sup>(5)</sup> eyes on her for thirty years or so, so I wasn't absolutely sure it was her at first. But then I *heard*<sup>(6)</sup> 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*<sup>(7)</sup> anyone from high school any more. I *haven't kept*<sup>(8)</sup> in touch with anyone at all since we *graduated*<sup>(9)</sup>. After high school, my fellow classmates *all went*<sup>(10)</sup> on to do exciting things. I on the other hand *have had*<sup>(11)</sup> a string of boring jobs, none of which I *seem*<sup>(12)</sup> to keep for very long. (In fact, I *lost*<sup>(13)</sup> my most recent job a month ago and still *haven't found*<sup>(14)</sup> anything else. So now I *am living*<sup>(15)</sup> with my parents until I *find*<sup>(16)</sup> a new job – an awkward set-up since they *are always telling*<sup>(17)</sup> me I *need*<sup>(18)</sup> to stop watching television and spend more time looking for employment.) Anyway, in spite of my low self-confidence, I finally *decided*<sup>(19)</sup> to approach Jenn and say hello. When I *stepped*<sup>(20)</sup> up to her, the two friends *were* still *talking*<sup>(21)</sup> to each other.

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

At that point, her friend said 'Listen, I *am meeting*<sup>(25)</sup> 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*<sup>(26)</sup> a long time, though. How *have you been*<sup>(27)</sup> since high school? What *have you been*<sup>(28)</sup> up to since we last *saw*<sup>(29)</sup> each other? *Have you lived/ have you been living*<sup>(30)</sup> here all his time? I think this

is the first time we *have run*<sup>(31)</sup> into each other. Where *do you work/are you working*<sup>(32)</sup>?’ It was so painfully obvious that Jenn *didn’t have*<sup>(33)</sup> any idea who I was. I suddenly *found*<sup>(34)</sup> myself tongue-tied and *didn’t know*<sup>(35)</sup> what else to say. I thought about her friend who *had* just *left*<sup>(36)</sup> a moment before. ‘You know, Jenn, I *am meeting*<sup>(37)</sup> some friends for a drink in a bit, so I *have*<sup>(38)</sup> to say goodbye. See you soon!’ And I *walked*<sup>(39)</sup> away as quickly as I could. How humiliating. I *hope*<sup>(40)</sup> I (*will*) never *see*<sup>(41)</sup> her again. If I do, believe me, I *will keep*<sup>(42)</sup> walking. I *will look*<sup>(43)</sup> the other way. Then again, who *knows*<sup>(44)</sup> – I *haven’t stopped*<sup>(45)</sup> thinking about her since our paths *crossed*<sup>(46)</sup> that day.

**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.

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

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

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 Logan *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) omni-temporal, habit (whenever I meet them), (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*." (NYT, 11 April 04)

(a) ongoing activity in the present (*be* can be used in progressive if it is used in 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. (NYT, 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 occurred 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.

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. (www)

(a) habit, (b) The past perfect is used to stress the result produced (her being too fat).

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. (NYT, 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." (International Herald Tribune, 13/5/03)

Two instances of the indefinite perfect – a situation is located in the pre-present time-sphere: 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. (NYT, 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

Additional exercises (20–24) can be found on the Bloomsbury Online Resources page for this book.

**Exercise 1.** 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 2.** 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, past time-sphere)

**Exercise 3.** (a) 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? (b) 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 Aman 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 sometime soon.  
future M, P simultaneous with M, non-epistemic
12. Olivier may be working in his office. I saw him just a few minutes ago.  
present M, P simultaneous with M, epistemic
13. Olivier 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?*)

*Could* can express present M (1, 3, 4) and past M (8, 14).

*Might* expresses present M (9). It can only communicate past M when the (linguistic and or extra-linguistic) context makes it clear that there is reference to the past time-sphere. (cf. *We had very different views. Sometimes we might agree, but this was the exception more than the general rule.*)

**Exercise 4.** In the following examples, a deduction is being made. Decide whether *must* or *should/ought to* is more likely.

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 5.** 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)

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. (*Guardian*, 3 July 2009) (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. (*Guardian*, 20 June 2009) (non-epistemic necessity)
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 6.** 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))

- (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 was **not** possible for me to))
- 2. (a) Sorry, but Jun Jie may not accompany you on the camping trip. He's grounded for the next two weeks. (*not* has scope over M (it is **not** possible for Jun Jie to ...))
- (b) Jun Jie 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 Jun Jie will **not**))
- 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 is necessary for you **not** to))

**Exercise 7.** 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: it is not possible for him to) or over P (epistemic possibility: it is possible that he will not))
2. There might not be enough time to change the document. (*not* has scope over P: it is possible that there will not be)
3. He does not have to work next weekend. (*not* has scope over M: it is not necessary for him to)
4. I can't help you finish the project this afternoon. (*not* has scope over M: it is not possible for me to)
5. You shouldn't tell her about it. (*not* has scope over P: it is necessary for you not to)
6. What he said about her might not be true. (*not* has scope over P: it is possible that it is not)

**Exercise 8.** 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 it's 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? (*May I ...?* is possible but could sound overly formal; *Might I ...?* is also possible but unlikely in this context since it is even more formal than *may*)
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) above; *May I ...* sounds more polite; *Might I ...?* is possible and sounds particularly deferential)
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 doesn't make too much noise. (*may* is unlikely here because the deferential tone communicated by *may* seems inappropriate when talking to one's cousin)
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/Couldn't I watch my favourite programme just this once?
7. You apologize to a library card holder but explain that borrowing encyclopaedias 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 can/may leave 10 minutes early. (with *may*, the

teacher asserts greater authority over the students)

10. You're a teacher. Tell your students that using a calculator during the maths test is not allowed.

You cannot/may not use a calculator during the maths test. (with *may*, the teacher asserts greater authority over the students)

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 9.** 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. (*may* is possible here, but is perhaps overly polite given the context)
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* (mere possibility 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 a week for a letter from the United States to arrive in



France.

**Exercise 10.** 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, or 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 a little 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 11.** 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. (*See also Additional Exercises 20 and 21.*)

1. I was allowed to use a French-English bilingual dictionary for last week’s translation exam.  
(permission in the past, actualization (For that reason, *could* is not possible here))
2. Students could/were allowed to bring a calculator to Mr Regan’s maths class last year.  
(permission in the past, no actualization expressed; that is, there is no reference to a specific instantiation of what is a habitual situation (there is a reference to a stative situation, but the situation type is not a State))

3. It could take up to two days to get there by train in the early twentieth century.  
(mere possibility in the past: reference to a stative situation)
4. Heidi was able to tell me how to get to the station when I rang her up this morning.  
(ability in the past, actualization (For that reason, *could* is not possible here))
5. Heidi 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 expressed)
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 (For that reason, *could* is not possible here))
8. My mother could/was able to understand the diplomat's speech yesterday because she speaks Russian.  
(ability in the past: when *could* expressing ability combines with a State verb, there is necessarily actualization of the situation.)
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: when *could* expressing ability or general possibility combines with a State verb, there is necessarily actualization of the situation)
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 actualization)
13. It was a special occasion, so she was allowed to stay out later than usual that night.  
(permission in the past, actualization (For that reason, *could* is not possible here))
14. We could hear the waves crashing against the rocks from where we were standing.  
(ability in the past; when *could* expressing ability combines with a State verb (in this case a verb of perception), there is necessarily actualization of the situation)
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 are not possible); in other words, *tell* is used as a State verb here. When *can* or *could* combines with a State verb, there is necessarily actualization of the situation)

16. I was able to/managed to figure out the answer to the problem in the end. (ability in the past, actualization (For that reason, *could* is not possible here))

**Exercise 12.** 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* be deceptive. He’s quite a trouble-maker. (mere possibility; *may* sounds too epistemic in this context)
2. Have you seen my briefcase? I can’t find it. – I don’t know. *Could* it be next to the computer? (epistemic possibility, *might* is also possible, but rarer since it sounds too formal for this context)
3. Whose glasses are these? – I don’t know, but they *may/might/could* be Aaron’s. (epistemic possibility)
4. *Could* there be another, more ecological solution to disposing all this waste? (epistemic possibility, *might* is also possible, but rarer)
5. Some people *may/might/could* come to the picnic with their children, so let’s organize some activities. (epistemic possibility)
6. My parents *may/might* not come to see me this summer, depending on the price of tickets. (*could not* is impossible as it expresses past time non-epistemic impossibility)
7. I’m taller than all my brothers and sisters. – That *may* be, but that doesn’t mean you have any authority over them. (mere possibility in a concessive clause)
8. You’ve made a number of strong claims about the results. But *could* you be wrong about some things? (epistemic possibility) (*might* is also possible, but rarer)
9. It *may/might/could* rain this afternoon. You really should take your umbrella just in case. (epistemic possibility)
10. I’ve taken a look at the financial report, and the situation *may/might* not be as bad as we’d

initially thought. (epistemic possibility (*could not* is impossible as it expresses past time non-epistemic impossibility))

11. Check your policy closely. Your basic health insurance policy *may/might* not cover long stays in hospital. (epistemic possibility (*could not* is impossible as it expresses past time non-epistemic impossibility))
12. You and your friends *can* organize the party in our basement if you want. (permission)

**Exercise 13.** Non-epistemic *must* versus *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.

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

source)

#### Exercise 14.

- (a) 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?
- (b) 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. (= it is important for me not to forget)
  2. You can bring a bottle of wine if you'd like, but you *needn't* bring a thing. There'll be plenty. (= *don't need to*/ *don't have to* = *it is not necessary*)
  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. (= don't)
  4. Thanks for putting me up for the night. You *mustn't*/*needn't* make a fuss. I won't be any trouble. (*mustn't* = please don't; *needn't* = *don't need to*/*don't have to* = it is not necessary)
  5. Travelling through Europe *needn't* cost a fortune. Inexpensive accommodation is out there. (= *doesn't need to*/*doesn't have to* = it is not necessary)
  6. Children, you *mustn't* speak so loudly. It's late, and you're liable to wake up the neighbours. (= don't)
  7. Doing the housework *needn't* be a chore – doing a bit every day makes it manageable. (= *doesn't need to*/*doesn't have to* = it is not necessary)
  8. The fact that you can't speak any foreign languages *mustn't*/*needn't* stop you from travelling abroad. (*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*)
  9. You *mustn't*/*needn't* worry about me, I've been camping hundreds of times. (*mustn't* = please don't; *needn't* = *don't need to*/*don't have to* = it's not necessary)
  10. You *needn't* book a room in advance; at that time of year there are not many tourists. (=

*don't need to/don't have to* = it is not necessary)

11. You *mustn't* leave those tools outside overnight. If it rains, they'll rust. (= don't)
12. If you need a little extra help from me, you *mustn't/needn't* hesitate to ask. I'd be happy to help. (*mustn't* = please don't; *needn't* = *don't need to/don't have to* = it is not necessary)

See Ch. 5, Section 5.3.1.3 (pp. 300-302). There is often little difference in meaning between *don't need to/don't have to*. As observed on p. 300, *need to* often refers to a lack of something that should be overcome. *You needn't* + bare infinitive is somewhat more oriented towards the speaker compared to *you don't need to*, in the sense that the former communicates a bit more explicitly *I don't think there's a need*.

**Exercise 15.** 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 *don't/doesn't need to* can always replace auxiliary *needn't* and is increasingly common; conversely, *needn't* cannot systematically replace *don't/doesn't need to*.

*Don't/doesn't have to* is the most basic way to express lack of necessity and can be used in all of the sentences below as well, though the nuance may shift slightly.

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* shout. We can all hear you perfectly well. (*don't need to* is also possible)
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* come to the meeting if she has more important things to do. (*doesn't need to* is also possible)
6. You *needn't* pick me up at the airport. I can get to the hotel myself. (*don't need to* is also possible)
7. Children under 10 years of age *don't need to* pay to visit the museum.
8. You *needn't* bring anything to the party. We're having it catered. (*don't need to* is also possible)

possible)

**Exercise 16.** 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? (*See also Additional Exercise 22.*)

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 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* (non-epistemic 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, but epistemic *must not have known* – ‘it is necessarily the case that she did not know’ – is possible provided the short negative form is not used)
3. He must be working at this hour.
  - (a) *can't be working* (epistemic – ‘it is not possible that he is working’; non-epistemic *mustn't* is very unlikely here, but epistemic *must not be working* – ‘it is necessarily the case that he is not working’ – is possible provided the short negative form is not used)
  - (b) *can't be working* (non-epistemic – it is not possible for him to work at this hour: ‘I don’t want him to be working at this hour; I’m his boss and I decide when he works and when he doesn’t’)
4. She must speak to the manager directly.
  - (a) *mustn't speak* (non-epistemic prohibition – ‘I insist that she not’)
  - (b) *needn't speak* (non-epistemic 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, but epistemic *must not know* – ‘it is necessarily the case that you do not know him’ – is possible provided the short negative form is not used)
6. You must meet him.
  - (a) *mustn't meet him* (non-epistemic prohibition – ‘I insist that you not’),
  - (b) *needn't meet him* (non-epistemic 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* (non-epistemic 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, but epistemic *must not have e-mailed them back yet* – 'it is necessarily the case that he has not e-mailed them yet' – is possible (provided the short negative form is not used))
9. You must read this book.  
 (a) *mustn't read* (non-epistemic prohibition – 'I insist that you not'),  
 (b) *needn't read* (non-epistemic 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'; *must not be that expensive* – 'it is necessarily the case that that watch is not expensive' – is possible (provided the short negative form is not used))  
 (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.** Examine the following pairs of sentences and determine in which sentence the modal meaning expressed 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 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* abide by the contract and refrain from revision thereof. (*must* is also possible; given the context of a legal contract, *will* is unlikely here)

2. He *will* disappear for hours at a time and never say what he's been up to. (*can* is also possible)

3. I hope the lecture *will* start on time this week. (the non-progressive present *starts* is also possible here with the same meaning)

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* we go to the cinema? (in this kind of context (making a suggestion), both *shall* and *should* can be used)

6. If you've ever been seasick, you *will* have been told to look at a distant point on the horizon. (*must*, *may*, *might*)

7. *Shall* I send it to you over e-mail, or would you prefer a hardcopy? (*can I?*, *may I?*, *could I?*, *should I?*, *must I?*, *do I have to?*, *do I need to?*)

8. Will someone please explain what's going on here? Why is this place such a mess? (*can, could, would*)
9. By 2050, the number of people over 60 in this country *will* have reached over 15 million. (*may*)
10. How much wine *shall* I buy? (*should I?, ought I to?, must I?, do I have to?, do I need to?*) – Two or three bottles *will* be enough. (*should, ought to*)
11. What's the new deadline? – I don't know, but you can ask Thomas. He *will* know. (*should, ought to, must*)
12. If you *will* just have a seat here (*can, could, would*), I *will/shall* be with you in just a few minutes.

**Exercise 20.** 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. (*See also Additional Exercise 23.*)

1. According to this book, goldfish [*might/can/could/may*] live for up to thirty or even forty years. So that fish of yours [*might/can/could/may*] even outlive you!
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 Japanese to study at a Japanese 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. Certain high-speed trains [**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. Theo [**must/has to/can**] have left already – his car is gone.

**Exercise 21.** 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): it is necessary not to  
(b) You don't have to rewrite the report. *non-epistemic absence of necessity*: it is not necessary to
7. (a) You must stop criticizing your colleagues so overtly. *non-epistemic necessity*, the speaker is the source of the necessity  
(b) You need to stop criticizing your colleagues so overtly. *non-epistemic necessity*  
The difference between (a) and (b) is small and may simply be related to strength, with (a) being a stronger expression of necessity than (b).
8. (a) She couldn't go to the meeting. *non-epistemic impossibility*: it was not possible for her to  
(b) She could not go to the meeting. *non-epistemic impossibility* (it was not possible for her to) or *non-epistemic negative possibility* (it is possible for her not to)
9. (a) I must make a decision about this. *non-epistemic necessity*, 'self-exhortation'  
(b) I have to make a decision about this. *non-epistemic necessity*, more externally driven, but could also be 'self-exhortation'

The difference between (a) and (b) is small and may simply be related to strength, with (a)

being a stronger expression of necessity than (b).

10. (a) I may ask my boyfriend to come along. *epistemic possibility*  
(b) I might ask my boyfriend to come alone. *epistemic possibility*

The difference in effect between (a) and (b) is small.

11. (a) She ought to be more tactful. *non-epistemic necessity*, more formal than *should*, 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’.

Whatever difference there may be between (a) and (b) is small.

12. (a) She could get in since she had the key to the front door. *non-epistemic possibility*, ... for example: as a child, after school while her parents were at work, it was (always) possible for her to let herself in (*general possibility*, no actualization)  
(b) She was able to get in (for example, on that day) since she had the key to the front door. *non-epistemic possibility*, ... on one occasion (actualization)

**Exercise 22.** 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 possibility (permission))/Maybe he will collaborate with you. (epistemic possibility)
2. You must be extremely meticulous.  
It is necessary for you to be meticulous. (non-epistemic necessity, instruction)/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. (non-epistemic possibility (permission))/She has the skills to read it. (non-epistemic possibility (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, suggestion)/In the past, he was allowed to spend the evening with his buddies. (non-epistemic possibility (general permission in the past))
6. He would spend more time working on that.  
...if he had more time (hypothetical conditional clause)/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... When *should* replaces *would* in such a context, it is only possible with a first-person subject and is less common than *would* in contemporary English)
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' or 'My keys must (always) be on the kitchen table')

**Exercise 23.** 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/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. ('I shall help her...' is also possible and sounds more like a formal promise)

7. It is a requirement for all swimmers to wear a swimming cap in this pool.  
All swimmers must/have to/need to wear a swimming cap in this pool. (*must* is more likely when the sentence expresses a rule stated by the authorities in charge of the 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'm not certain, but I think Milo is the one who ate your chocolate.  
Milo 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. Liv said she'd be coming. I'm convinced it's her.  
Someone's at the door. That will be Liv. (*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.
18. It is of the utmost importance that you not be late.  
You must not be late. You mustn't 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 24.** 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* 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 25.** The following examples all contain a conditional clause. Choose the right set of verbs from the choices that are given. Specify whether the sentence refers to a possible situation or to a counterfactual situation. (*See also Additional Exercise 24.*)

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  
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

Note that *will* can be used in an *if*-clause provided it communicates modal shades of meaning (of volition, for instance) rather than purely temporal meaning.

**Exercise 26.** 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-spheres are the different parts of your different sentences located? 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 stop raining (reference to a posterior situation).
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.  
I wish (present) he were/was coming (reference to a posterior situation, i.e. later today) 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.
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 quitting smoking (reference to a posterior situation) once and for all.
15. I *feel* so lonely. I would like this not to be the case.  
I wish (present) I didn't feel so lonely (present).

## Chapter 6: Discourse

Additional exercises (25–28) can be found on the Bloomsbury Online Resources page for this book.

**Exercise 1.** 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.

In spite of the fact/Despite the fact that I thought the novel was really good, I would not recommend it to everyone.

I would not recommend the novel to anyone in spite of the fact/despite the fact that I thought it was very good.

4. Your CV is impressive and your experience is, too. We are not hiring at this time.  
Your CV is impressive and your experience is, too. However, we are not hiring at this time.  
Although your CV is impressive and your experience is, too, we are not hiring at this time.  
(Although your CV and experience are impressive, ...)  
Your CV is impressive and your experience is, too, 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.  
In spite of the fact/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 2.** 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 3 (I thought the novel was really good. I would not recommend the novel to everyone, though), in 4 (Your CV is impressive and your experience, too is. We are not hiring at this time, though) and in 6 (The weather was lousy, and the hotel was not up to standard. We had a lot of fun in Mexico, though)

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

**Exercise 3.** 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 /ri:d/) 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 one hand, 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.  
On the one hand, he considers the latest development to be disastrous. On the other hand, his wife 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.  
On the one hand, some think the mayor should be re-elected. On the other hand, others are ready for someone younger.

**Exercise 4.** 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*)  
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 5.** 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. (*See also Additional Exercise 25.*)

luckily, though

as a matter of fact

seriously, though,

even so

thankfully

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 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. (*See also Additional Exercise 25.*)

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've 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 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.

**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. (*See also Additional Exercise 25.*)

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 about going out for Italian tonight? – *To be honest*, I'd rather have something else. I've had Italian twice already this week.
4. I can't say I enjoyed the concert. *I mean*, I'm sure the singing was 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 8.** 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. 346, 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 her 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

**Exercise 9.** 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. (*See also Additional Exercise 26.*)

### Text 1

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 (Los Angeles Times, letters to the editor)

*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 (*mishandling of evidence or withholding of information by the prosecution*)

*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 to refer to the system

described in the previous discourse

## Text 2

### **TikTok removes 80 million under-age accounts per year, committee told (*Irish Independent*, 16 April 2024)**

TikTok removes 80 million accounts of under-age users every year, an Oireachtas committee has been told.

*The revelation* came during a Children’s Committee hearing on child protection in the context of artificial intelligence.

Representatives from Meta, TikTok, and X (formerly Twitter) were told [...] that “social media is a cesspit” and *their* companies were not doing enough to protect children.

One of the issues discussed at committee was age verification of users on apps to protect children. Meta’s head of public policy in Ireland, Dualta O Broin, suggested a solution to concerns over age verification could be done at app store level, taking the burden off individual apps [...].

“*That* would be a step forward,” *he* said. “*It* would be a resolution of the age verification question. We would still have huge responsibilities to ensure that all of *these users* are then placed into an age-appropriate experience.”

*The revelation* refers to TikTok’s removing 80 million accounts of under-age users every year, information introduced in the previous clause.

*Their* is a possessive determiner which refers back to Meta, TikTok, and X

*That* is a demonstrative pronoun that refers to age verification, introduced in the previous sentence

*He* is a personal pronoun that refers to Dualta O Broin, introduced in the previous sentence.

*It* is a personal pronoun that refers to age verification, introduced in the previous sentence.

*These users* contains a demonstrative determiners and refers back to the under-age users introduced in the first clause.

## Text 3

### **Beyond Climate Science: Cultural Loss in the Pacific Islands (earth.org)**

Small Islands states are at the frontline of climate change with rising sea levels, accelerating storm surges, and biodiversity loss. The consequences of global warming make the Pacific habitats increasingly inhabitable. *As a result*, climate adaptation and relocation planning have become key issues on the agenda of international organisations such as the World Bank and the United Nations. *However*, climate change goes beyond the physical sphere. *It* threatens *not only* Pacific habitats *but also* the meanings attached to *them*.

Pacific nations such as Fiji, Tuvalu, Marshall Islands, and Kiribati are some of the world's most vulnerable areas to climate change. *Their* geographic location and low-lying atolls pose little to *their* resistant capacity to tropical cyclones and rising sea levels. *Despite* global efforts to keep the global temperature below 1.5C, *these* islands are still bearing the brunt of a warming planet, with increased coastal inundations threatening *their* resilience. Much of the research has been done on the socioeconomic consequences of climate change. *However*, an increasing number of reports are now looking beyond statistics. *For example*, the latest IPPC report recognises the value of indigenous perception and knowledge of climate change and conservation.

*As a result*: lexical marker of cohesion expressing a result

*However*: lexical marker of cohesion expressing a contrast

*It* is a personal pronoun that refers to climate change, introduced in the previous sentence

*Not only, ... but also*: lexical marker of cohesion expressing addition

*Them* is a personal pronoun that refers to Pacific habitats, introduced earlier on in the same clause

*Their* (twice) is a possessive determiner that refers to Fiji, Tuvalu, Marshall Islands, and Kiribati, introduced in the previous sentence

*Despite*: lexical marker of cohesion expressing a contrast

*These* is a demonstrative determiner and *there is* a possessive determiner and both refer to Fiji, Tuvalu, Marshall Islands, and Kiribati, introduced in the previous discourse

*However*: lexical marker of cohesion expressing a contrast

(See also Additional Exercise 27 and 28.)