

LONGMAN

*Student
Grammar*

of SPOKEN
and WRITTEN
ENGLISH

Susan Conrad
Douglas Biber
Geoffrey Leech

Workbook



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Introduction

To the student

We designed this *Workbook* to give you practice in analyzing English grammar and understanding how it works in real communication. The *Workbook* differs from other grammar textbooks known to us in its exclusive focus on how English is actually used. All examples in the exercises are taken from naturally occurring English texts and conversations, rather than being invented, idealized language.

Advantages of this *Workbook*

The focus on real language has three advantages.

- First, authentic instances of how people really use the language are more interesting than made-up sentences. They can even be fun! It is often entertaining to see what people actually say and write.
- Second, analyzing authentic examples will give you the tools you need as English language students and professionals. Authentic pieces of English can be messy, and less 'tidy' than made-up sentences. But a book with made-up sentences would not have prepared you to understand the use of grammar in natural settings. For example, if you become an English teacher, your students will ask you to explain the grammar of real language use: sentences in their essays, or snatches they heard on the radio or read in a newspaper. Also, during the rest of your time as a student, it is likely that you will be surrounded by authentic English: in conversations, lectures, textbooks, newspapers, and so on. This *Workbook* will give you the practice and tools needed to analyze the grammatical structure of the language around you.
- Third, in our focus on authentic language we explicitly contrast the grammar of spoken and written English. You will quickly discover that the typical grammatical constructions of conversation are very different from those found in academic writing. You will probably be especially surprised by the grammar of conversation: rather than consisting of simple one-clause sentences (as you might imagine from some textbooks), you will find that conversation regularly makes use of complex-seeming structures with many kinds of embedding, as well as a generous sprinkling of ultra-simple structures which have no verb and contain only one or two words. In contrast, written texts build up their complexity with longer phrases, with much embedding of one phrase in another. By examining and contrasting the grammar of these different kinds of language, you will gain the expertise and insight needed to apply your knowledge in real communication.

Using the *Workbook*

The *Workbook* is designed to be used together with the *Longman Student Grammar of Spoken and Written English (SGSWE)*. There are thirteen chapters in *SGSWE*, and each chapter is divided into manageable sections called 'grammar bites'. We have used this same organization in the *Workbook*, providing exercises for each of the grammar bites in *SGSWE*. In addition, we provide 'synthesis' exercises at the end of each chapter, to help you integrate a range of related topics and skills covered in the different grammar bites. The synthesis tasks often involve more extended pieces of written or spoken language.

In addition, many chapters end with a set of sentences for additional practice, or diagramming if your study includes the use of tree diagrams. Diagramming sentences is a useful exercise because it enables you to make sure your grasp of grammatical structure is complete and explicit. The chapters contain many examples which could be used for diagramming practice, but the set of sentences at the end of each chapter has been

specifically chosen for that purpose. If you do not use tree diagrams, the sentences can be used for further practice with any of the analyses covered up to that point in the *Workbook*.

Most exercises provide space for you to write your answers right in the *Workbook*. However, diagrams or lengthy explanations should be written on separate paper where you will have room to write clearly.

The *Workbook* (as well as *SGSWE*) can be used either as a coursebook for classroom use, or for self-study. To help with both these uses, we have provided a full set of answers at the end of the book. (There are a few exercises, though, where answers are not provided because the tasks are more exploratory, encouraging you to use your own abilities to discover or produce your own examples of the language.) As a general rule, each exercise also begins with an example or short section where answers are provided to get you started on the task. Of course, it is not possible to learn grammatical constructions just by memorizing correct answers. Instead, the ability to do grammatical analysis comes with extensive practice and experiment. But the answers at the end of the book will enable you to get immediate feedback, if you need it, on how well you are doing.

The Longman Grammar of Spoken and Written English

Both *SGSWE* and this *Workbook* are based on a simplification of the *Longman Grammar of Spoken and Written English* (Longman, 1999), a large and detailed description of the grammar of English, focusing on the way the language is used differently in conversation and in three contrasting types of written language: fiction writing, newspaper writing, and academic prose. This bigger grammar was the result of a seven-year research program in which these differing varieties of English were studied from a grammatical point of view, looking at frequencies of different forms and constructions, as well as their meanings and discourse functions. The results of this research are also seen throughout this *Workbook*, where we use examples from the four varieties. Where necessary, we have simplified these examples slightly by omitting parts of the original that detract from the illustration of the grammar point under focus. Nevertheless, all the examples and text extracts are from authentic sources, and most are exactly as they were written or spoken.

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Abbreviations and conventions used in the *Workbook*

SGSWE

Longman Student Grammar of Spoken and Written English

Register identification for text examples

ACAD	academic prose
CONV	conversation
FICT	fiction writing
NEWS	newspaper writing
OTWR	other written language

Transcription conventions

—	a pause in conversation
<...>	omitted words

Grammatical abbreviations

A	adverbial
Adj	adjective
Adv	adverb
DO	direct object
IO	indirect object
LVP	long verb phrase
N	noun
NP	noun phrase
O	object
OP	object predicative
P	predicative
S	subject
SP	subject predicative
V	verb
VP	verb phrase

1 A discourse perspective on grammar

Exercise 1: Quiz yourself

PART A

- Identify each of the following statements as either true or false.
- If a statement is false, revise it so that it is true.

The first one is done as an example.

- 1 The *SGSWE* describes the grammatical preferences of speakers and writers, so it includes information about the frequency of grammatical choices.
True.
- 2 A descriptive grammar presents rules about correct and incorrect stylistic choices.
- 3 A prescriptive grammar describes the grammatical patterns that speakers and writers follow when they use the language, regardless of whether the patterns conform to standard English that is presented in usage handbooks.
- 4 A corpus is a collection of written texts that is on a computer.
- 5 One of the advantages of a corpus-based grammar, such as *SGSWE*, is that it can describe how speakers and writers vary their grammatical choices for different communicative situations.
- 6 Another advantage of a corpus-based grammar is that it can reveal associations between grammatical structures and vocabulary (i.e. lexico-grammatical patterns).
- 7 A register is a variety of language that is associated with speakers who share certain characteristics, such as gender, socio-economic class, or geographic region.
- 8 A dialect is a variety of language that is associated with certain characteristics of a communicative setting, such as the purpose of the communication, the amount of time for planning, and the mode (e.g. spoken v. written).
- 9 Different registers often have different frequencies for the use of certain grammatical structures.
- 10 'Standard English' is one unvarying form of English that is always easy to identify.
- 11 There is a group of experts that officially decides whether or not a grammatical form is 'standard English'.

PART B

- Give an example for each of the following (try to think of your own original examples, but if you cannot, you can find examples in Chapter 1 of *SGSWE*):
 - 1 a very specific sub-register and a more general register
 - 2 a geographic dialect
 - 3 a social dialect
 - 4 a prescriptive rule for English

Exercise 2: Standard and non-standard English

Standard English is not a single, uniform variety, and it is not always obvious whether a form should be considered standard or not. Standard English can be defined descriptively as follows: in writing, standard forms are used generally across published sources; in speech, *standard forms are shared widely across dialects*. Thus, any form that is restricted to a single dialect would be considered non-standard. In contrast, many forms are used widely in conversation but are inappropriate in formal written texts; we would call these 'standard' spoken forms.

- Consider the underlined features in the following excerpts of conversation. For each feature, decide which category or combination of categories best describes it:
 - (a) non-standard English
 - (b) a conversational form that is not likely to be used in expository prose
 - (c) a transcription that reflects pronunciation in a casual setting
 - (d) an incomplete or ill-formed ending for an utterance that reflects the time constraints and interactive nature of conversation.

The first item is done as an example.

SAMPLE 1

A: My brother is never gonna move out of my parent's house.

gonna = (c) transcription that reflects pronunciation of 'going to' that is typical in casual settings

B: How old is he?

A: Twenty-five.

B: Oh, if you're not moved out by twenty-five, you know, I don't know.

A: He would die if he moved out of my father's house so, he would.

B: See I would die if I lived at my house.

A: So would I.

C: Me too. (CONV)

SAMPLE 2

[Talking about the dog that belongs to speaker A:]

A: Now when did they catch you without a license tag on him? Was he just walking around?

B: I was down at the beach and

A: Oh.

B: There was a couple of policemen that were down there because there was a sewage spill and they just kinda wanted to, they were standing there bored.

C: Is that their job? I thought it was the dog catcher that give you that.

B: Well I don't know. (CONV)

Exercise 3: Working with frequency information

This exercise will help you learn how to interpret the figures in *SGSWE*. Figure 1.1 presents information about the frequency of the coordinators *or*, *but*, and *and* across four registers. You will learn more about coordinators in Chapter 2. Right now, all you need to know is that coordinators join two grammatical structures. For example:

or joining two phrases:

It didn't have onion, garlic, or other strong garden spices. (NEWS)

and joining two phrases:

This capability allows Dell to keep parts costs and inventories low. (ACAD)

but joining two clauses:

I think he will have salad but he doesn't like tomatoes. (CONV)

PART A

- Use Figure 1.1 to answer the following questions:

1 What are the four registers included in the figure? (Do not write the abbreviations; write out the full names.)

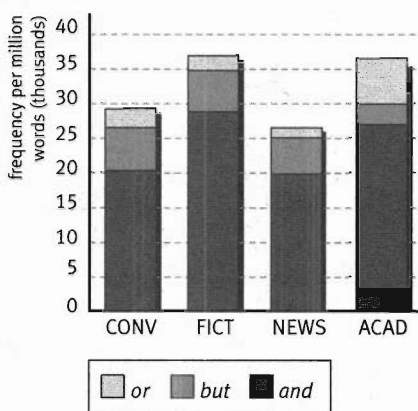
2 Which two registers have the highest frequency of all three coordinators combined? Which has the lowest frequency?

3 Which coordinator is the most common for all the registers? Which two registers have the highest frequency of this coordinator?

4 Which two registers have the highest frequency of *but*?

5 Which register has the highest frequency of *or*?

Figure 1.1



PART B

Now connect this frequency information to the actual use of the common coordinators in texts. Look at the samples of conversation and academic prose below and answer the questions:

- What is the function of *but* in these samples of conversation? Why is it useful for this register?
- What is the function of *or* in the samples of academic prose? Why is it useful for this register?

You do not need to give technical explanations in your answers. Use everyday language to describe the meanings and uses of these coordinators. The instances of each coordinator are numbered so that you can refer to them easily.

Hint: Consider whether the register uses the coordinator just to add one idea to another, or to show contrasts, or to cover alternatives. Think about why the register needs to use the coordinator more often than other registers.

CONVERSATION EXAMPLES

A: So do you guys feel like – do you feel like she is an acquaintance that you feel inclined to keep in touch with or do you feel like this is my mother.

B: Well I feel that way *but*¹ I don't think Willy and Sarah really do.

A: *But*² you feel like she's your mother.

B: Oh yeah.

A: Then we change trails and we go onto a primitive trail kind of <...> and it's steep at times, and there's poison oak along the way, *but*³ it's, you know, you can walk around in it, you don't have to worry about it <...>

A: Our dog gets cranky if he doesn't get his sleep and he's too big to be cranky.

B: Oh great.

A: *But*⁴ he's new so don't worry.

A: And today you should have packed one* when I gave it to you, no? <*one = a device to treat asthma>

B: Yeah *but*⁵ I don't remember what I packed it in.

A: *But*⁶ I mean you did pack it somewhere?

B: Yeah.

ACADEMIC PROSE EXAMPLES

In a text we can study style in more detail, and with more systematic attention to what words *or*¹ structures are chosen in preference to others.

These areas may have either high *or*² low sulphur content.

Plants of several natural orders were grown in surroundings free from ammonia *or*³ any other nitrogen compound.

Alternatively, the exhaust heat may be used to produce hot water *or*⁴ steam for district *or*⁵ factory heating, hot gas *or*⁶ steam for some chemical process, hot gas for distillation plants, *or*⁷ steam for operating an absorption refrigerator in water chilling *or*⁸ air-conditioning plant.

2 Words and word classes



Grammar Bite A

Introduction to words

Exercise 1: Words in texts

Read the following excerpts from conversation and news.

- How many word tokens are there in each excerpt? (Count the orthographic words. Count contractions as one word.)
- How many word types are there in each?

To get you started: the first word type you meet in **1** (*don't*) is repeated four times, so there are four tokens of the word type *don't*.

- 1** Don't let me do that okay? Don't let me marry Justin okay? Do not let me marry him. I don't care what I say, just don't let me marry him. (CONV)
- 2** The great metalworking centres of the time were in Mesopotamia, Iran, and Egypt. The best works of Jazira have an edge on the others. The inlay depicts intricate little scenes <...> (NEWS)

Exercise 2: A taste of morphology

Each of the words below contains two or more morphemes: a stem and at least one prefix or suffix.

- Write each word, putting a hyphen between its morphemes (e.g. *dis-agree-d*) and underlining the stem (e.g. *dis-agree-d*).
- Distinguish between derivational and inflectional affixes: circle derivational affixes and mark inflectional affixes with a wavy line underneath.

disagreed

dis-agree-d

reconsideration

unemployment

reviewed

overcarefulness

exchanging

healthier

independent

activity

strengthens

disrespectful

unfortunately

Grammar Bite B

Lexical word classes

Exercise 3: Different forms of the same lexeme

- In the list below, group word forms together if they belong to the same lexeme (explained in *SGSWE* 2.2.1). Identify the base form of each lexeme, and write it in capitals at the beginning of its group (e.g. LOOK, *looked*, *looking*, *looks*). Hint: Try to find six lexemes, each containing two or more word forms.
- Which word forms are ambiguous, because they belong to two different lexemes? (For example, *leaves* belongs both to LEAF, a noun, and LEAVE, a verb.)
- What word class does each lexeme belong to? (For example, noun, verb, adjective or adverb; see *SGSWE* 2.3.)

life	build	building	soon
live	lived	sooner	buildings
lives	soonest	liveliest	built
lively	builds	livelier	living

Exercise 4: Words belonging to lexical word classes

- In the passages below, identify each lexical word as a noun, lexical verb, adjective, or adverb.
- Compare the frequency of each lexical word class in the passages to the general patterns in conversation and academic prose (see Figure 2.1 in *SGSWE* 2.3.5). To get you started, all lexical words are underlined in the first two extracts.

1 A: Um can you get me a screw driver?

B: Where?

A: Uh well just bring my tool box.

B: Oh okay. Wow. Be careful. We're gonna have to take off the light fixture—just take a screw driver and take those off. Do circuits run back there?

A: Yep.

B: Okay. Move this. You want me to take off this? Ouch!

A: That should—you okay?

B: Yeah. I guess I should put on shoes. (CONV)

2 We take it as a challenge to integrate in a natural way the newest discoveries of plate tectonics, marine geology, geochemistry, geophysics, and lunar and Martian

geology into the traditional discussions of such topics as geomorphology, sedimentation, petrology, volcanism, and structural geology. We have not introduced the very new at the expense of eliminating the essential material, both traditional and modern, that a good course in geology should cover. (ACAD)

- 3 The trail opens into an orchard. The trees stand in the shadows, and the horse's hooves crunch in the cool mud. Off to your left, the sun is a yellow sliver over a distant line, and you watch, rocking up there on your broad-backed horse, as daylight creeps across the brown flower stems. A field of mist to your right reminds you of a dream you had. The wind quickens. (NEWS)

Exercise 5: Words that belong to multiple lexical word classes

Many orthographic words in English can function in different word classes, depending on the context.

- Identify the lexical word class of the underlined words below.

1a I was flat on my back. (CONV)

back = noun

1b I already told him to back off. (CONV)

back = verb

2a It's pretty hard to do that. (NEWS)

2b I felt like I was pretty. (FICT)

3a Actually, it's fun to horse around with danger. (FICT)

3b He is quite handy on a horse. (NEWS)

4a His ability to abstract and formulate higher-level logical categories of thought will also be compromised. (ACAD)

4b The abstract usually includes the major objectives of the proposal. (ACAD)

4c At the end of the journey is an abstract sculpture of the universe. (NEWS)

5a I go fast because I want to get back quick. (FICT)

5b By early September it seemed that the fast might go on indefinitely. (ACAD)

5c I'm normally a fast learner. (NEWS)

Exercise 6: Words ending in *-ing*

Words ending in *-ing* can function as either a noun, a lexical verb, or an adjective (see SGSWE 2.3.6).

- Mark each of the underlined *-ing* words as a noun, a lexical verb, or an adjective.
- Briefly state how you made your decision.

1a The price was coming down all the time. (NEWS)

coming is a lexical verb; it is the main verb of the whole clause

1b The coming weekend is relatively quiet. (NEWS)

coming is an adjective; it precedes and modifies the noun weekend, and the meaning is 'the weekend which is coming'

2a the running of the business (FICTION)

2b the sound of running feet behind me (FICTION)

3a 'I'm not a drinking man' (FICTION)

3b a small drinking cup (NEWS)

4a another offering of sausage and mash (FICTION)

4b They began by offering him bad bargain prices (FICTION)

5a Of course, it all seemed very exciting (NEWS)

5b get it home without exciting any remarks (FICTION)



Grammar Bite C

Function word classes

Exercise 7: Putting function words in word classes

In the following extracts, the function words are underlined

- Classify each function word as: determiner, pronoun, auxiliary verb, preposition, negator, coordinator, subordinator, adverbial particle, or other special class.

1 A: You know who I see around* a lot*, is it your godbrother, with the cap?

you = pronoun; *who* = other; *I* = pronoun; *it* = pronoun; *your* = determiner; *with* = preposition; *the* = determiner

B: Yeah*, he's* living around here.

A: Ever since I saw him at the cafe I have seen him around so much.

B: Did he say hi to you?

A: No, 'cause I don't think he recognizes me. (CONV)

*Note: *Around* is both an adverb and a preposition in this passage. *A lot* is an adverb, spelled as two orthographic words. Inserts are in italics. Contractions combine two different function words.

- 2 Any reasonably well-known professional scientist will receive from time to time letters written by well-meaning people who indicate, usually in guarded terms, that they have in their possession the solution to the riddle of the universe <...> (ACAD)

Exercise 8: Distinguish function words from other words

- In the following extracts from fiction writing, underline all function words. The first four function words in **1** are underlined to get you started.

- 1 How can I tell her? She will think she's losing me forever. But she isn't, and surely if I tell her, then after a while she will see that it is all right* and forgive me. (FICT)
- 2 For Jan was still suffering from the romantic illusion – the cause of so much misery and so much poetry – that every man has only one* real love in his life. At an unusually late age, he had lost his heart for the first* time <...>. (FICT)

*Note: Treat *all right* as a single adverb. Do not count numerals like *one* and *first* as function words.

Exercise 9: Recognize different kinds of verbs

- Identify all verbs in the following extracts as: primary auxiliary verbs, primary lexical verbs, modal auxiliary verbs, or lexical verbs.

- 1 It was snowing down here today. (CONV)
was = primary auxiliary verb; *snowing* = lexical verb
- 2 So we can just tell everybody. (CONV)
- 3 Do you think they will have any sheep dog trials today? (CONV)
- 4 I guess somebody must have already bought the socks and tennis balls. (CONV)
- 5 A: You should have gone up and introduced yourself and asked her 'Young lady what are your intentions?'
 B: That would have been really rude – David would have rightfully killed me for that one. (CONV)

Synthesis exercises

Exercise 10: The same word in different word classes

Each of the orthographic words below can belong to different word classes. (In fact, each of these words can be used in at least three word classes.)

- Find sentences for each word, illustrating how it is used in different word classes. (Use any English language materials available to you. If no materials are available, create your own examples.)

long

like

that

after

Exercise 11: Analyzing the word class of unknown words

In academic writing, we often encounter words that we don't know. However, by using the clues available from morphology and grammatical context, we can usually figure out the word class of these words. The following passage contains several nonsense words, which are underlined.

- Identify the word class of each made-up word.
- Briefly state what evidence you used to determine the word class.

Other reports have remanstroted an even chranger positive bitegration with plasma charestarob, which is the main cholesterol-carrying wisotrotein. The grangest test of the hypothesis that increased unintanda cholesterol is redectative is that hyperextentment lawerity should divarently reduce the incidence of trischaemic heart disease.

Exercise 12: Figuring out the spelling rules for verbs

Different forms of the same lexeme generally have different spellings, because inflectional endings are added:

look look-ed look-ing look-s

But one of the annoying things about English is that the *stem* of a lexeme can also change its spelling, depending on the inflectional ending that follows it. In this activity, we focus on regular verbs. Notice that while the verb stem *look* is spelled the same in all four word forms, *provide* 'adjusts' its spelling to different endings:

provide provid-ed provid-ing provide-s

- Analyse the following lists of verb forms to figure out the rules for 'adjusting' the spelling depending on the inflectional suffix.
- Write out four rules: (1) a rule for dropping silent *-e*, (2) a rule for doubling the consonant, (3) a rule for adding *-e* before *-s*, and (4) a rule for changing *-y* to *-ie* or *-i*, or for changing *-ie* to *-y*.

Notes: Stem-final *-y* can function as a vowel (as in *cry*) or as a consonant (as in *play*). The symbol ' in the list below means that the following syllable is stressed. This can make a difference.

call	called	calling	calls
ask	asked	asking	asks
row	rowed	rowing	rows
use	used	using	uses
like	liked	liking	likes
move	moved	moving	moves
hope	hoped	hoping	hopes
need	needed	needing	needs
stop	stopped	stopping	stops
pad	padded	padding	pads
'open	'opened	'opening	'opens
'visit	'visited	'visiting	'visits
re'but	re'butted	re'butting	re'butts
pass	passed	passing	passes
wish	wished	wishing	wishes
watch	watched	watching	watches
play	played	playing	plays
die	died	dying	dies
lie	lied	lying	lies
ap'ply	ap'plied	ap'plying	ap'plies
cry	cried	crying	cries
copy	copied	copying	copies

3 Introduction to phrases and clauses

Grammar Bite A

Introduction to phrases

Exercise 1: Recognizing phrase types

In the following examples, phrases have been placed in brackets [].

- Identify each phrase as a noun phrase (NP), verb phrase (VP), adjective phrase (AdjP), adverb phrase (AdvP), or a prepositional phrase (PP).
- For each phrase, underline the main word, or head (i.e. noun or pronoun, verb, adjective, adverb, preposition).

- 1 [They]^{NP} [could have signed]^{VP} [that check]^{NP}. (CONV)
- 2 [He][is][a sweet boy]. [He][came][to my wedding] and [he][looked]
[so handsome]. (CONV)
- 3 [You][must have][some fun][with that]. (CONV)
- 4 [I][also][told][him][the story of my life]. (FICT)
- 5 [The rebels][had held][Makati][since Saturday]. (NEWS)

Exercise 2: Phrases within phrases

PART A

In *SGSWE* 3.2, you saw that one phrase can be embedded in another phrase. For example, a prepositional phrase has a noun phrase embedded inside it:

She stayed [for [a few days]].

This, [in [my view]], is totally wrong.

- In the following sentences, place brackets around noun phrases embedded inside prepositional phrases.

- 1 What did you do with the cookies? (CONV)
- 2 I can just come by her house on the way. (CONV)
- 3 I think she went to the prom with him. (CONV)
- 4 Wisteria branches eventually grow to tree-size width and are meant for the sturdiest pergolas and arbors. (NEWS)

PART B

In addition, phrases often occur with multiple embedding. For example, a noun phrase is embedded in a prepositional phrase, which in turn can be embedded in a larger noun phrase:

[the mess [in [his bedroom]]]

[wonderful contrasts [of [feeling]]]

- In the following sentences, find examples of multiple embedding and mark them off by bracketing.

Note: Be careful—not all examples with a sequence of noun + preposition + noun phrase are examples of multiple embedding.

- 1 I've met a bunch of people. (CONV)
- 2 My eyes were often full of tears. (FICT)
- 3 He was a poet, a teacher of philosophy, and a man with a terrible recent history. (NEWS)
- 4 David Garrow, a scholar who won a Pulitzer for his biography of King, was skeptical about the whole notion of an autobiography. (NEWS)



Grammar Bite B

Clause elements and clause patterns

Exercise 3: Labelling clause elements

In the following examples, brackets show phrase boundaries, and some of the phrases are marked as clause elements S (subject), DO (direct object), A (adverbial), etc.

- Fill in the gaps by labelling the other clause elements. (See p. 6 for a list of abbreviations.)

- 1 [My dislike of the man]^S [returned]^V. (FICT)
- 2 [Taco] [is] [really] [a smart dog]^{SP}. (CONV)
- 3 [Some guy] [died] [at twenty]^A [of a heart attack]. (CONV)
- 4 [Just] [give] [them]^{DO} [hot chocolate]. (CONV)
- 5 [The gallery] [became] [a reality] [in June]^A. (NEWS)
- 6 [He]^S [considered] [it] [a dumb question]^{DO}. (NEWS)
- 7 [During her short life], [her two sisters] [bought]^V [her] [a small teddy bear]. (NEWS)
- 8 [The Portuguese] [named] [the place]^{DO} [Bom Bahia] [for its harbour]. (FICT)
- 9 [She] [went]^V [crazy] [out in L.A.]^A [for a few months] [back in 1987]. (CONV)

Exercise 4: Identifying clause patterns

The clauses below have the following clause patterns:

- | | |
|----------------|---------------------|
| (a) S + V + SP | (e) S + V + IO + DO |
| (b) S + V + DO | (f) S + V + DO + OP |
| (c) S + V + A | (g) S + V + DO + A |
| (d) S + V | |

- Identify the clause elements by marking them off with brackets and labelling them (S, V, etc.). Note: Some of the clauses also contain optional adverbials; label these adverbials (A).
- Identify the clause pattern of each clause (a–g above), and label the clause type: intransitive, monotransitive, copular, ditransitive, complex transitive.

- 1 [You]^S [still]^A [haven't answered]^V [my dog question]^{DO}. (CONV)
S + V + DO, *monotransitive*
- 2 The cheetah is the fastest animal in the world. (CONV)
- 3 I haven't gotten Chris his gift yet. (CONV)
- 4 We were in a meeting all morning with Barbara. (CONV)
- 5 The boy lives in Washington now. (CONV)
- 6 He really told his father the truth. (CONV)
- 7 I'd have called him a liar for sure. (NEWS)
- 8 Here I find you in some dark plot against me. (FICT)
- 9 They made her this incredible offer. (CONV)
- 10 So that made her popular. (CONV)

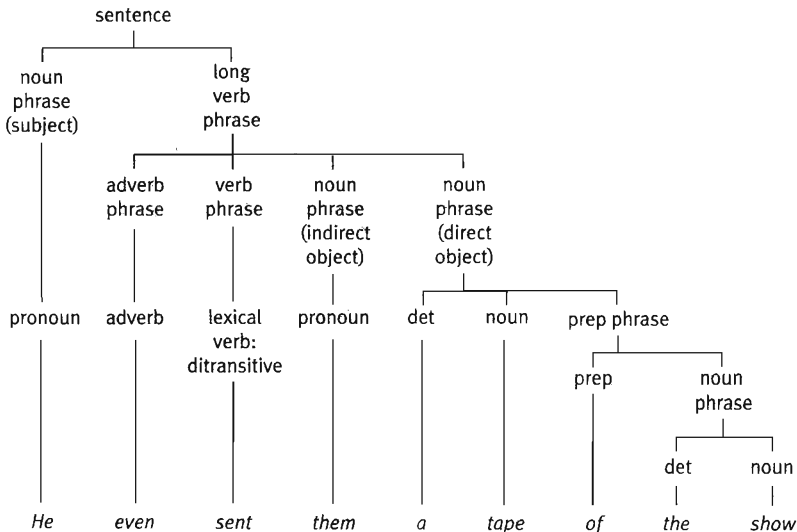
Synthesis exercises

Exercise 5: Sentences for additional practice and diagramming

- Analyze the structure of the following sentences using tree diagrams (or bracketing).
- Include labels for the word classes (noun, verb, preposition, etc.), phrase structures (noun phrase, verb phrase, prepositional phrase, etc.), clause elements (subject, direct object, etc.), and valency of the main verb (intransitive, monotransitive, copular, ditransitive, complex transitive).

Note: Remember that a phrase can consist of just one word, and that a phrase can also be embedded as part of another phrase. Also remember that the same verb can occur with different clause patterns.

- 1 He even sent them a tape of the show. (NEWS)



- 2 I can't see you. (CONV)
- 3 He couldn't see very clearly. (FICT)

Exercise 6: Sentences for additional practice and diagramming

- 1 I saw one of your grandchildren the other day. (CONV)
- 2 Well I can't promise you that. (CONV)
- 3 I'm soaking wet and you call it nice. (CONV)
- 4 Her father had called her one evening. (FICT)
- 5 They certainly couldn't tell her the truth. (CONV)
- 6 Later, after dark, a boy brought him a plate of food. (FICT)
- 7 We should show understanding for the fear of our neighbours. (NEWS)
- 8 He didn't get his hair wet. (CONV)
- 9 I just got really hot. (CONV)
- 10 We got home too late. (CONV)

4 Nouns, pronouns, and the simple noun phrase

Grammar Bite A

Types of nouns

Exercise 1: Recognizing different types of nouns

- Underline all the nouns in the following passages.
- Identify the nouns as belonging to the following types: common noun or proper noun, countable noun or uncountable noun, concrete noun, abstract noun, collective noun, unit noun, quantifying noun, species noun.

Hint: Remember that the same noun can represent multiple types and not all categories apply to each noun (e.g. *philosophy* is a common, abstract, uncountable noun).

- 1 'Your books have sold millions of copies,' the young interviewer was saying. (FICT)
- 2 According to Kant and Laplace, the original mass of gas cooled and began to contract. (ACAD)
- 3 The minibar was filled with candy, mineral water, decaffeinated soft drinks and dairy products. 'These are the kind of munchies which our research found helps sleep,' said Jeremy Baka, Hilton spokesman. (NEWS)
- 4 You guys can go to a whole bunch of places and you should not go to New Mexico. (CONV)

Exercise 2: Noun use: countable or uncountable?

PART A

The nouns underlined in sentences 1–9 below can be countable or uncountable, according to their meaning and context, as described in *SGSWE* 4.2–4.

- Read each sentence, and identify the underlined noun as countable or uncountable.
- What aspects of each noun's form, meaning or context (e.g. a word preceding the noun) helped you to decide that it was countable or uncountable? For example, a plural morpheme or the use of an indefinite article are signals of countability.

- 1 He spends as much time out of the home as possible. (FICT)
time = uncountable: it follows the determiner much
- 2 Young people have got to stand up for their rights. (CONV)
- 3 How to achieve a happy love life. (NEWS)

- 4 Nevertheless speaking French imposes some order, some uniformity. (NEWS)
- 5 We're not going to war over this, I hope. (FICT)
- 6 For many of us this is a matter of life and death. (NEWS)
- 7 She had to save face with David and Connie knew it. (FICT)
- 8 Andrew even bought a football but hid it from Louise. (FICT)
- 9 'No more sex and violence, Katheryn,' joked David. (FICT)

PART B

Each of the following sentences (10–18) is missing a noun.

- For each sentence, insert one of the underlined nouns from sentences 1–9 in Part A. In 10–18 the nouns will have the opposite countability from the examples in 1–9. For example, if a noun in 1–9 was countable, the same noun in 10–18 will be uncountable.
 - Read through sentences 10–18 again. What aspects of the word's meaning or context tells you whether it is countable or not?
- 10 So it'll be fun to watch him play football. (CONV)
Here football is uncountable because it refers to the sport, not a specific ball. In this case it is possible for football to occur without a determiner, but if it were singular countable, it would need a determiner.
- 11 He's terrified of the opposite (CONV)
- 12 Look at Melissa, she's laughing so much her is getting red. (CONV)
- 13 Every I volunteer to cook for Mom she says no. (CONV)
- 14 Some children don't know the difference between and wrong. (CONV)
- 15 Have you ever played golf in real ? (CONV)
- 16 We saw in chapter 3 that there are three states of :
 gas, liquid, solid. (ACAD)
- 17 [On the telephone] Um, I need to place an please. (CONV)
- 18 God I'd rather be in jail than fight a, wouldn't you? (CONV)



Grammar Bite B

Types of determiner

Exercise 3: Classifying determiners

In the following newspaper passages, the determiners have been omitted at the beginning of noun phrases. However, some of the gaps represent zero articles.

- Complete the texts by inserting an article (*the, a or an*) or another determiner (e.g. *any, his, my*).

- Where the zero article occurs at the beginning of a noun phrase, you don't need to insert anything. But for clarity, mark the zero article with the zero symbol Ø.
- Find any gaps that are ambiguous, in the sense that more than one determiner is an appropriate choice there.

Hint: The original text in **1** used seven occurrences of *the*, one occurrence of *a*, one occurrence of *an*, nine occurrences of the zero article, and one occurrence of *their*. The original text in **2** contained seven occurrences of *the*, four occurrences of *a*, one occurrence of *an*, one zero article, two occurrences of *any*, and one occurrence of each of the following: *all*, *every*, *his*, *its*, *my*, *our*, *this*.

- 1** When unexpected appears to be all part of plan <headline> Alan Hutchinson reports on behind-.....-scenes organisation for yesterday's visit to Edinburgh by Prince Charles. Police motorcycles revved into action and strategically-placed plain clothes officers exchanged last minute information over walkie-talkies. But just as security net began to tighten in grounds of Palace of Holyrood House in Edinburgh yesterday group of Japanese tourists made unscheduled appearance. (NEWS)
- 2** woman pulls boy by little hand towards escalator leading down to Piccadilly Line*. If only woman had paused for moment to inspect scrawled message that greets unwary traveller morning. 'I am sorry for inconvenience caused to customers during period that down escalator has been out of service. fault is due to shortage of electrical part. I cannot give estimate of arrival. Please accept apologies.' (NEWS) <*Piccadilly Line = a subway line in London>

Exercise 4: Definite determiners (the definite article and demonstratives)

The following extracts illustrate the use of *the*, *this*, *that*, *these*, *those*.

- Identify the functions of *the* as anaphoric, cataphoric, situational, generic, or other. (See SGSWE 4.6.3 and 4.6.4.)
 - Identify the functions of the demonstrative determiners as anaphoric, cataphoric, situational, introductory, or other. (See SGSWE 4.7.2.)
 - Suggest reasons for the choice of *this/these* v. *that/those*.
- 1** They listed everybody that's currently working <...> I mean I felt bad because a lot of the people that are on that list were my clients a long time. (CONV)
- 2** This month here in Moffat we have witnessed the boarding-up of our familiar, old bronze posting box under the window of the post office, now replaced by one of those monstrous red pillar-boxes. This fresh eyesore caused so much aggravation when it first made its appearance in the country in the 1950s. (NEWS)
- 3** The purpose of a pedagogical grammar is to teach the student self-checking tests for assessing the student's progress. Students should be advised to keep a difficulties diary, in which they note those items which cause particular difficulty. Each item noted in this diary should be given special emphasis in succeeding sessions. (ACAD)

4 I guess it was Thursday morning and this guy walked in with an Eli thigh-length gray coat on. (CONV)

5 [Packing to go on vacation:]

A: Are you two going to the beach, is that what you're doing?

B: Well we're going to go down there and see what's up.

A: Oh that dress is neat.—Okay shall I put these Snapples* in there?

<*Snapple = a type of drink>

B: Yeah.

A: Okay—Oh are you going to drink that out of the bottle?

B: I always drink them out of the bottle. (CONV)

Grammar Bite C

Number and case in nouns

Exercise 5: Pronouncing the plural ending

The following are plural nouns with the regular -s or -es inflection. The nouns are listed here in alphabetical order.

- Place these nouns in three groups, depending on whether their ending is pronounced /z/, /s/, or /ɪz/.
- For each group, make a list of the sounds preceding the plural suffix.

For an explanation of the rule, see *SGSWE* 4.8.1. Watch out for irregularities of spelling which may mislead you! Don't assume that the number of words in each list is the same.

ages	beds	births	cares
churches	clubs	cups	diseases
eggs	masses	minutes	places
prizes	risks	rocks	sons
techniques	things	trees	waves

To illustrate, the first item in each group is shown here:

ending in /z/: beds

preceding sounds: /d/

ending in /s/: births

preceding sounds: /θ/

ending in /ɪz/: ages

preceding sounds: /dʒ/

Exercise 6: Types of genitive

Each of the following three examples from newspapers contain two or more genitives.

- Underline each genitive (there are ten in all).
- Classify each of the genitives according to the categories introduced in *SGSWE* 4.9.3–5, 4.9.8: classifying, independent, time and measure, possessive, attributive, subjective, objective. Use 'other' if a genitive does not fit any of these types (e.g. origin, place).

The first genitive is done as an example (but there are other genitives in 1).

- 1 This follows his company's successful outdoor production of Shakespeare's *A Midsummer Night's Dream* in Saltburn's* Valley Gardens last summer. (NEWS)
<*Saltburn = a place in Scotland>
his company's successful outdoor production = subjective genitive
- 2 Christmas best-sellers <headline>
Based on last week's sales in the children's department of Waterstone's in Edinburgh (NEWS)
- 3 Bank's net loss <headline>
Europe's richest indoor women's tennis tournament in Brighton is in danger of collapsing after Midland Bank yesterday withdrew their sponsorship. (NEWS)



Grammar Bite D

Gender and noun formation

Exercise 7: Gender

Consider the following list of nouns in relation to the four genders mentioned in *SGSWE* 4.10: masculine, feminine, personal, and neuter.

- Decide which category each noun belongs in.
- A few of these nouns could be listed under more than one gender, depending on the context. Identify them and suggest brief explanations for why they can go in more than one category.

The first two are done as examples.

friend = <i>personal</i>	book = <i>neuter</i>	wife	partner
horse	secretary	problem	air
chairman	sister	egg	writer
pet	salesperson	horsewoman	sea
lord	niece	nurse	John

Exercise 8: The formation of nouns

- Identify the process of formation for each of the following nouns: derivation, conversion (zero derivation), or compounding.
- For derived nouns, identify the prefix or suffix and base. For conversion, tell the category of the original item. For compounds, identify the parts.

billboard <i>compound, bill + board</i>	business	self-motivation
songwriter	education	talk (as in <i>the talk of the town</i>)

skydiving

counterintelligence

crackdown

professional(s)

highlight

partnership



Grammar Bite E

Types of pronouns

Exercise 9: Quiz yourself

Each of the quiz questions below has one (or more) of the following answers: *her, his, it, none, that, these, they, you*.

- Identify the right pronoun(s) for each question. Sometimes there is more than one answer. Some pronouns may be used more than once, and some pronouns may not be used at all.
 - 1 Which of the personal pronouns can be regularly used for both masculine and feminine, as well as neuter?
they
 - 2 Which two personal pronouns have the same form for nominative and accusative?
 - 3 Which of the personal pronouns can be regularly used for both singular and plural?
 - 4 Which of the personal pronouns has no possessive pronoun corresponding to it?
 - 5 Which possessive pronoun has the same form as the corresponding possessive determiner?
 - 6 Which accusative personal pronoun has the same form as the corresponding possessive determiner?
 - 7 Which demonstrative pronoun is the singular of *those*?
 - 8 Which of the quantifying indefinite pronouns has a form which is different from its corresponding indefinite determiner? (Tell both the pronoun and the determiner form, which is not included in the list above.)

Exercise 10: Finding personal pronouns and their antecedents in a text

This exercise asks you to identify pronouns and their antecedents, as described in SGSWE 4.12.1C.

- Underline all the personal pronouns in the following newspaper article. Ignore the pronoun *I*. Also underline the possessive determiner her.
- Identify the antecedent (normally a preceding noun phrase which refers to what the pronoun refers to) of each of the personal pronouns you underlined.

The first line of the text is analyzed as an example.

EastEnders* star Tom Eytley sang to the Duchess of York as she attended a charity tea party. Mr Eytley, grandfather Jules Tavernier in the hit BBC1 soap, played the guitar and

sang *Summertime* to the Duchess at her request. 'I would love to hear *Summertime*. It seems appropriate for such a nice day,' she had told him. Then she sat beside Mr Tavernier and listened. As the song finished she applauded and said: 'Thank you very much. I haven't heard that song since I was at school and I really love it.' (NEWS)

<*EastEnders = a British soap opera>

The antecedent of *she* is *the Duchess of York*.

Exercise 11: Types of pronouns

There are seven major categories of pronouns: personal, reflexive, possessive, reciprocal, demonstrative, indefinite, and other.

- Underline the pronouns in the following pieces of conversation.
- Identify the type of each pronoun.
- If possible, identify the reference of each pronoun (e.g. *yours* in **3** could be replaced with *your keys*). If it is not possible, identify the reference as 'unclear'.

The first two turns of **1** are done as an example.

- 1** A: Yes I bought two new containers. They're out in the garage. [Person A goes to the garage and returns]

I = personal pronoun, refers to the speaker; *They* = personal pronoun, refers to the containers

A: Oh, hey, this is nice.

this = demonstrative pronoun, reference is not clear

B: What?

A: They come out so you can fill them. (CONV)

- 2** A: That's all I needed to do.

B: Yeah, it was painless. Somebody left their keys. Those aren't yours? (CONV)

- 3** A: We didn't have the peanut butter, that's what I'm going back for.

B: Oh, I made it for you guys, I didn't make it for myself. (CONV)

- 4** A: Do you have papers?

B: I have none. I left mine with Dave. (CONV)



Synthesis exercises

Exercise 12: Comparing noun phrases in conversation and academic prose

- Underline all the heads of noun phrases in the following passages of fiction and academic prose. (Note that single pronouns count as heads of noun phrases. However, in this exercise we will not count the relative pronouns *which* and *that* as heads—see *SGSWE* 8.15.3, 9.8.)
- Count the frequency of pronoun heads and the frequency of noun heads in each extract. Comment on any general differences between the conversation and academic prose passages. How does the relative frequency of the two types of heads differ across the registers?

The first sentence of **1** is done as an example.

- 1** The project which is evaluated in this report is in many ways a sign of the times. It reflects a number of trends which are clearly visible in the organisation of education in the UK. (ACAD)
noun heads = 5
- 2** The purpose of a pedagogical grammar is to teach the student to speak the language. This differentiates it both from a descriptive grammar and from a primer. Although a descriptive grammar gives detailed coverage of the facts about a language, it is not written in a form which can be used directly to acquire speaking control of the language. (ACAD)
- 3** A: But the little girl was allergic to cats so her mom asked me if I would take it because she knew that I liked cats.
B: Just add one more to the pile.
A: Well I had just lost one that I had for 15 years.
B: So the other cats didn't totally freak out when you got a new one? (CONV)
- 4** [Talking about Christmas presents:]
A: Yeah, I brought a big suitcase to carry your stuff for Christmas in.
B: Now who is this to?
A: That one is to Jack.
B: Who is it from.
A: I think that is from Elsa. (CONV)

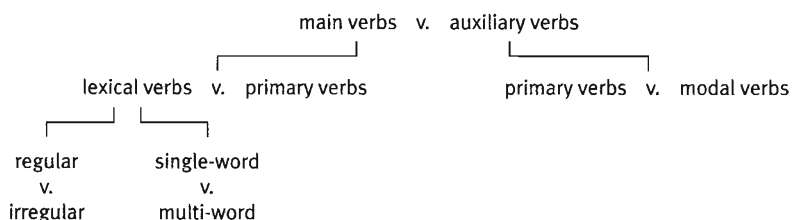
5 Verbs

Grammar Bite A

Verb functions and classes

Exercise 1: Identifying verb functions and classes

Verbs belong to several major overlapping classes, depending on their functions:



Note: To help recognize multi-word verbs, take a quick look at *SGSWE* 5.8, where they are handled in more detail.

- Underline all verbs in the sentences below.
- Identify the class/function of each verb.

- 1 My theory was that these were men Aunt Alice had hoped to marry. (FICT)
was = main verb, primary; *were* = main verb, primary; *had* = auxiliary verb, primary; *hoped* = main verb, lexical, regular, single-word; *marry* = main verb, lexical, regular, single-word
- 2 Channell and Miller pleaded guilty to a single felony and were placed on probation for two years. (NEWS)
- 3 They said we finally found out why our cattle are dying of lead poisoning. (CONV)
- 4 Lebed has declined to run for a seat in the upper house of parliament, even though he could have won one easily. (NEWS)
- 5 This program must be kept constantly up to date through study of shifts in mass consciousness and through constant effort to connect up with them. (ACAD)
- 6 Oh, come on, doesn't John want a little bit? (CONV)
- 7 Endotoxins bind specifically to receptors found on the gut cell membranes of the susceptible insects. (ACAD)

Exercise 2: Comparing the use of lexical verbs across registers

- Underline all lexical verbs in the text passages below.
- Count the occurrence of lexical verbs in each text passage. Are lexical verbs more common in the conversation or the academic text?
- Compare your findings to the corpus patterns for conversation and academic prose reported in *SGSWE* Figure 5.2. Are lexical verbs generally more common in conversation or academic prose?

CONVERSATION

- A: They just fired that guy down at the prison for that.
 B: For going to the bar?
 A: Oh, drinking and then going back into work.
 B: I remember reading that.
 A: And apparently bringing some friends back with him to show off the place.
 B: Oh, geez.
 A: 'Come on in, I'll give you a tour!' Can you see it?
 B: Yeah, I can.
 A: Geez. How many times do you have to go down the path before you get it right?
 B: I don't think I'd ever do that.
 A: Well. Now what I want to know is what the bar was. (97 words)

ACADEMIC PROSE:

Article 1.1 of the Directive requires member nations to inform the Commission of the European Communities as soon as possible of major accidents which have occurred within their territories. For each accident, a member nation is to provide the Commission with information about where and when it happened, the type of industrial activity, the type of accident, a description of the circumstances, the causes, and the nature and extent of the damage both inside and outside the establishment (including* casualties, material damage, and whether or not the danger still exists). (91 words)

[*Note: Consider *including* to be a preposition here, not a verb.]



Grammar Bite B

Single-word lexical verbs

Exercise 3: Identifying the semantic classes of lexical verbs

Lexical verbs express many meanings, which can be classified into seven major semantic classes: activity verbs, communication verbs, mental verbs, causative verbs, verbs of occurrence, verbs of existence or relationship, and verbs of aspect.

- Underline all lexical verbs in the sentences below.
- Identify the semantic class of each verb. (Remember that the same verb can express different meanings in different contexts.)

Note: Semantic classes are less clear-cut than syntactic classes. There are often borderline cases, where different people can easily place a verb (in its context) into different classes. Do not be surprised if you have differences of opinion with other students. It is helpful to discuss these differences in class.

- 1 Erin bought it when she was in high school to learn to sew. (conv)
bought = activity; *learn* = mental; *sew* = activity

- 2 I asked him for a raise – I told him I wanted five fifty an hour. (CONV)
- 3 In mid-September, he met Pamela Digby on a blind date and proposed. (NEWS)
- 4 She moved in with him and then she helped him buy a condo. (CONV)
- 5 We stayed at his parents' house. (CONV)
- 6 He asserted that nothing improper occurred during the gathering. (NEWS)
- 7 I said 'so what do you think I can get for my computer', and he looked at me and he smiled and he said 'you just better give it away'. (CONV)
- 8 Hyponatremia is associated with a variety of disorders, including Addison's disease, which involves the inadequate secretion of aldosterone, resulting in decreased reabsorption of sodium. (ACAD)
- 9 A: Wait, what are you getting again?
B: This looks so dry.
A: You've got the linguini. Stop complaining, will you? (CONV)

Exercise 4: Lexical verbs with multiple meanings

Some lexical verbs can be used with different meanings in different contexts.

- Focus on the underlined lexical verbs in the sentences below.
- Identify the semantic class of each verb.
- Describe the differences in meaning for the same verb in different sentences.

- 1a By the time I raised my hand to wave at you, you were gone. (CONV)
raised = activity
- 1b The judge in the Whitewater trial has raised the possibility of turning the videotape of Clinton's testimony over to the National Archives. (NEWS)
raised = communication; raised describes a physical action in 1a, but it describes the judge's communication in 1b
- 2a His heartfelt words had moved me strangely. (FICT)
- 2b He would die if he moved out of my father's house. (CONV)
- 3a I'll keep the coins. (CONV)
- 3b I keep forgetting the tape's on. (CONV)
- a Finley was admitted to Northwestern Memorial Hospital in Chicago two weeks ago. (NEWS)
- 4b Gingrich admitted to the House Ethics Committee that he had misled them. (NEWS)
- 5a We could each just have one person standing in the back of the room, and then you say 'face the other way'. (CONV)
- 5b Her daughter won't face the fact that the mother really can't go back and live by herself. (CONV)

- 6a** The worst was when I made a cop slam on his brakes and do a three sixty donut* right behind me. (CONV) <*three sixty donut = a complete rotation, i.e. 360°>
- 6b** Jill's grandmother made a comment the other day. (CONV)
- 6c** I just made a big batch of lasagna. (CONV)
- 6d** I think I made a mistake. (CONV)



Grammar Bite C

Lexical verbs: structures and patterns

Exercise 5: Identifying derived verbs

- Underline all derived verbs in the sentences below.
 - For each verb, identify the derivational affix(es) and the part of speech of the base form.
- 1 Corporate entities have redefined the mission of health care. (NEWS)
re = prefix; define = verb base form
 - 2 A balanced-budget amendment would undo this progress and put more people out of work. (NEWS)
 - 3 His illness was denied as 'pure fiction' and the reporter was discredited. (NEWS)
 - 4 In this regard, the researcher should carefully itemize costs. (ACAD)
 - 5 That would probably flatten out the grooves. (CONV)
 - 6 This is what makes it important to familiarize ourselves with the words, symbols, and primordial scenes that the dissidents reawaken and reactivate. (ACAD)

Exercise 6: Identifying the valency of lexical verbs

Lexical verbs occur in clauses with one of five different valency patterns: intransitive, monotransitive, ditransitive, complex transitive, and copular.

- Underline all lexical verbs in the sentences below.
- Identify the valency of each verb, and the clause elements that follow each main verb (including optional adverbials).
- Examples in Part A are easier than examples in Part B.

PART A

- 1 I told Dad stuff about Georgia. (CONV)
told = ditransitive; Dad = indirect object; stuff about Georgia = direct object
- 2 We went to Disneyland. (CONV)
- 3 He smiled into my eyes. 'I've got news for you.' (FICT)

- 4 A: A dog found it in the street and ate it.
B: Do you want that other piece? (CONV)
- 5 Usually these dogs bark a lot—He looks really tired. (CONV)
- 6 He called her a stupid idiot. (CONV)

PART B

- 7 Put it on that table, where all the other folders are. (CONV)
- 8 U.S. officials considered them a serious threat to U.S. peacekeeping troops. (NEWS)
- 9 In a study published last year, Wells found that many HMO doctors prescribe minor tranquilizers. (NEWS)
- 10 Plans for the Botanical Garden started about a decade after two American botanists made an 1887 visit to England that included a stop at London's prestigious Kew Gardens. (NEWS)
- 11 This lightly effervescent Italian white wine seemed sharp at first. (NEWS)

Exercise 7: Lexical verbs with multiple valencies

Some lexical verbs can be used with different valency patterns in different sentences.

- Focus on the underlined lexical verbs in the sentences below.
- Identify the valency of each verb, and the clause elements that follow each main verb.
- Compare uses of the same verb in different sentences; make a list of the different valencies for each of these verbs.

- 1a Can I ask you a question? (CONV)
ask = ditransitive; you = indirect object; a question = direct object
- 1b I don't need to know anything unless you ask. (CONV)
ask = intransitive
- 1c May I ask who's calling? (CONV)
ask = monotransitive; who's calling = direct object
- 1d You didn't ask me! (CONV)
ask = ditransitive; me = indirect object; no direct object

[Note that in 1d, *ask* is ditransitive because it has an indirect object, even though in this case the direct object is not present.]

- 2a Then we'll bring our friends. (CONV)
- 2b Later, after dark, a boy brought him a plate of food. (FICT)
- 3a Mr. Hawke's government has begun its controversial plan to compensate the three main domestic airlines. (NEWS)
- 3b Martin Wood's course begins on 1 November. (NEWS)
- 4a Well I can't promise you that. (CONV)

- 4b** I've already promised Carey. (F)
- 4c** Last week Mr. Badran promised further amnesties for political prisoners. (NEWS)
- 4d** Yes, I promise! (FICT)
- 5a** If you don't ask, you don't get. (CONV)
- 5b** Your dog's got brown teeth. (CONV)
- 5c** Either it gets through completely or it totally fails to do so. (ACAD)
- 5d** Why don't you go and get us both a pie. (FICT)
- 5e** The mug of coffee had not got any hotter. (FICT)
- 5f** Her mother warned her not to get her clothes too dirty. (FICT)



Grammar Bite D

Multi-word lexical verbs

Exercise 8: Distinguishing among types of multi-word verbs

There are three major types of multi-word verb: phrasal verbs, prepositional verbs, and phrasal-prepositional verbs. In addition, verbs can occur in free combinations with a following adverbial.

- Underline all multi-word verbs in the sentences below.
- Use a double underline for all free combinations (i.e. single-word verbs that are followed by an adverbial).
- Identify the type of each multi-word verb: intransitive phrasal verb, transitive phrasal verb, prepositional verb, phrasal-prepositional verb, as well as free combinations. Remember that the same combination of verb + particle can represent different types in different contexts.

- 1 But he had to deal with trying to put on a happy face and get on with his life. (CONV)
deal with: prepositional verb; put on: transitive phrasal verb; get on with: phrasal prepositional verb
- 2 Well, one day I went out there. (CONV)
- 3 I picked up this abalone shell and I threw it at the cat. (CONV)
- 4 They've only thought about one part of the problem. (NEWS)
- 5 Candidates have also long depended on seniors for votes. (NEWS)
- 6 I never thought my sister would put up with a guy like him. (CONV)
- 7 The Chicago Committee on Urban Opportunity was established to carry out the city's federally funded antipoverty program. (NEWS)

- 8 You'd carry the milk out to the milk house. (CONV)
- 9 Prime Minister Viktor Chernomyrdin went ahead with plans for a short vacation outside Moscow. (NEWS)
- 10 A: Oh that's what it boils down to. I was trying to get out of graduating next year.
B: Come on now. (CONV)



Grammar Bite E

Primary verbs

Exercise 9: Main and auxiliary functions of primary verbs

The three primary verbs—*be*, *have*, and *do*—can serve as both main verbs and auxiliary verbs.

- Underline all primary verbs in the sentences below. (Remember that the contraction 's can be either a form of *is* or a form of *has*.)
- Identify the function of each verb as main verb or auxiliary. For each auxiliary, identify its specific function as a helping verb in a perfect, progressive, or passive construction, in *do* insertion, or as part of a semi-modal.

- 1 The action was taken by U.S. District Judge Alfred M. Wolin, who is presiding over a massive class action lawsuit. (NEWS)

was = auxiliary, passive; is = auxiliary, progressive

- 2 A: She doesn't even know she did it.

B: No she doesn't.

A: What did you get? (CONV)

- 3 This week's combination added a new dose of urgency to an industry that has been discussing consolidation for a decade. 'This is encouraging people to think even more about deals they had already been thinking about,' said the chief executive of one competitor. (NEWS)

- 4 A: One volunteer would just be fine actually. Leslie's very—you know—she drops in.

B: Mm, hmm.

A: That's why, you know, it takes me awhile to set her up, because I never know when she's gonna show up. She shows up when she has the time, which is great.

B: Mm, hmm.

A: But I'm not set up to deal with that very well. Probably because of my organization.

B: Yeah well I still haven't gotten hold of Michael. I don't know what's happened with him. (CONV)

- 5 The businessman said the only topic of discussion at the coffee was domestic politics. 'You have to understand what it's like to have seven people meet who don't know each other, and who want to have the honor of being with the president,' Tamraz said, describing the 45-minute coffee. 'We were looking for topics. We asked him, "How are the elections going? Are we going to win?"' Had it

known more about some of the guests, the White House might have reconsidered inviting them. (NEWS)

Grammar Bite F

Copular verbs

Exercise 10: Identifying copular valency patterns

Many copular verbs can also be used with other valency patterns.

- Focus on the underlined main verbs in the sentences below.
- Identify the valency pattern of each verb: copular, intransitive, or transitive.

1a As the sun slanted lower in the afternoon sky, he grew restless and ordered the band to play. (FICT)

grew = copular verb

1b So I'm really not sure why we grow it. (CONV)

grow = transitive verb

1c They burned her eyebrows off, and they didn't ever grow back. (CONV)

grow = intransitive verb

2a It was the first time he had appeared in public since this incident. (CONV)

2b Gramm appeared relaxed and at peace with his decision. (NEWS)

3a Well he'll probably stay warm in the winter time then. (CONV)

3b So how much longer did she stay? (CONV)

4a The whole color scheme looked nice but it could have looked better. (CONV)

4b If you look out the window, you can see the leaves are starting to change. (CONV)

5 Your breath smells fine—I don't smell your breath, so I don't even know it smells. (CONV)

6a He had been in radio since he went to Everett High School in Lansing, Michigan. (NEWS)

6b I think it's the biggest concert any one act has played, and the audience went wild. (NEWS)

7a Well, uh, I got hungry and wanted something to chew on. (CONV)

7b And I of course want to go and get the scrub brush and scrub those walls. (CONV)

8a Your hero is Dr Frankenstein, you've proved that tonight. (CONV)

8b Finding common ground often has proved difficult over the past two years. (NEWS)

Synthesis exercises

Exercise 11: Meanings associated with copular verbs

Resulting copular verbs all refer to a change of state. However, individual copular verbs differ in their specific meanings and their preferred collocations. This exercise focuses on three resulting copular verbs—*turn*, *come*, and *go*—and the adjectives which follow them in predicative position.

- Find the adjective complements of the resulting copular verbs in the following sentences. (The complement is underlined in the first example.)
- Make a list of the complements that occur with each verb.
- These complements represent the typical collocations of the three verbs. What meanings are shared by these adjectives following each verb? How would you describe the meaning differences among these three copular verbs?
- If you have access to a computer corpus of English, try to find additional adjectives which collocate with these three verbs, and see if they cover the same ranges of meaning as the adjectives in the examples below. Do they extend the ranges of meaning in any way?

TURN

- 1 I didn't realize he had twisted it that bad but it swelled up and turned purple. (CONV)
- 2 This year might be different 'cause I heard the pumpkins, they either turned yellow too soon, or they turned orange too soon. (CONV)
- 3 Now the picture has turned darker. (NEWS)
- 4 I blushed and turned pale. (FICT)
- 5 Onions are so flavorful, and as they turn golden brown in the pan, they really increase the flavor of food. (NEWS)

COME

- 1 The defense is coming alive. (CONV)
- 2 It was about this time that we seemed to come awake again. (FICT)
- 3 Think of all the things that come loose around the house. (NEWS)
- 4 The layers of secrecy have come unstuck with time. (NEWS)
- 5 You just sit down with a sponge and they come clean. (CONV)
- 6 Yeah. Maybe it will come true. (CONV)

GO

- 1 It's enough to make you go crazy you know. (CONV)
- 2 If I don't complain, I'll go mad. (CONV)
- 3 Yeah, otherwise you would go nuts. (CONV)
- 4 They go completely insane. (CONV)
- 5 This is what you call an experiment that went wrong. (CONV)
- 6 What if all their Burger King meat went bad because we turned off the air conditioning? (CONV)
- 7 Are those coals really cold?—You don't want them to go cold. (CONV)
- 8 They may have gone completely broke. (CONV)
- 9 The leaves go limp after this subterranean pest has nibbled at the roots. (ACAD)
- 10 The gun exploded <...>—I went deaf and into shock at the same time. (FICT)

Exercise 12: Verbs with inanimate subjects

In conversation and fiction writing, the subjects of English clauses typically refer to human beings. This is especially true of activity verbs, communication verbs, and mental verbs (see Grammar Bite B). However, authors of academic prose—and to a lesser extent of newspaper articles—regularly use such verbs with inanimate subjects.

- Underline all lexical verbs in the following sentences from academic prose.
- For each verb, determine whether the (logical) subject is animate or inanimate. (Remember that the logical subject might not be stated with passive verbs.)
- Suggest reasons for the use of inanimate subjects with these verbs in these written texts.

- 1 To date no one has produced a more succinct or more plausible definition of Conservatism, and certainly neither Honderich nor Eccleshall has provided an adequate alternative. In fact it seems to this reviewer that Quinton's framework offers essential support for Eccleshall's vision of Conservatism, in that the axioms Quinton describes provide for a specifically Conservative conception of political authority and social discipline. (ACAD)
- 2 As is pointed out in International Rectifier's note AN-969m, power mosfets possess advantages over bipolar transistors for ignition circuits, chiefly because of the high voltages they must withstand when used in place of a conventional mechanical contact breaker. Power mosfets exhibit no secondary breakdown and can be avalanched to clamp excessive overvoltage due to leakage inductance or a disconnected HT lead. Also, they need no base drive, being voltage controlled. The note explains that the series resistance of the mosfet need not lead to inefficiency and a circuit performing at higher efficiency than the one using bipolars is feasible. (ACAD)
- 3 Investigators did find that some male pilots 'exhibited hostility' toward Lohrenz, an F-14 pilot aboard the carrier USS *Lincoln*, but the report says it did not affect her performance. The 239-page report said that public interest in her case was a further hardship that placed her under additional stress and left her 'medically unfit to fly'. The leaked records indicated Lohrenz was having difficulty with carrier landings. (NEWS)

6 Variation in the verb phrase: tense, aspect, voice, and modal use

Grammar Bite A

Tense

Exercise 1: Identifying tense and modal verbs

Finite verb phrases are marked for tense (present or past) or include a modal verb, but not both.

- Underline all the finite verb phrases in the sentences below.
- Identify the tense/modality of each verb phrase: present tense, past tense, or modal.

- 1 A number of men wanted to marry her because she could hunt. (FICT)
wanted = past tense; could hunt = modal ('could' is the modal, 'hunt' is the main verb)
- 2 I have my portable telephone on my bed all the time. (CONV)
- 3 He wondered when it would stop. (FICT)
- 4 This machine doesn't take nickels. (CONV)
- 5 I brought some beer home because he likes beer. (CONV)
- 6 We have as head of the country a very ill old man who should go out in peace.
(NEWS)
- 7 The judge may be mistaken in his judgment of what the legislature would have chosen. (ACAD)

Exercise 2: Meanings of present tense verbs

Present tense verbs can express many different meanings. First, they refer to some time: past time, present time, or future time. In addition, when they refer to present time, they describe a state that exists at the present time, a habitual action, or an action that is in progress at the present time.

- Underline the present tense verb phrases in the sentences below.
- Identify the time meaning of each verb phrase: past time, present time, or future time.
- For verb phrases with present time meaning, identify the specific meaning: state, habitual action, or action in progress.

- 1 Chad eats soul food. (CONV)
present time, habitual action
- 2 I like prawns. It's weird. (CONV)

- 3 Well, Wednesday I go to the dentist. (CONV)
- 4 There goes Amy. (CONV)
- 5 I'm surprised that she bakes all the time and she never brings it to co-op. (CONV)
- 6 You know, he leaves in the morning. (CONV)
- 7 And I said, you know, I understand, that's fine. And she goes ah. I think she's happy that I really got a lot done in the last couple of days. (CONV)
- 8 A: He usually comes on Sunday. Maybe he'll drive the car back or something.
 B: Is that car in that good of condition?
 A: He says it runs good. (CONV)

Exercise 3: Comparing verb tenses and modal verbs across registers

- Underline all the finite verb phrases in the text passages below.
- Identify the tense/modality of each verb phrase: present tense, past tense, or modal.
- Count the occurrence of each type of verb phrase in each text passage. Which tense (*not* time meaning) is preferred in each text? Are modals commonly used in any text?
- Compare your findings to the corpus patterns for conversation, fiction, and academic prose reported in Figure 6.2 of *SGSWE* 6.2.4. Which tense is preferred in conversation? Which is preferred in academic prose? Are modals generally more common in one of these registers? Are your findings for the samples consistent with the patterns for the registers overall?

CONVERSATION

[A family dinner table conversation]

A: What is that?

B: It's one of those tomato pear ones <laugh>.

A: You know what we should do—we should make apple pie this Fall.

C: Apple? We never really get much access to apples. I guess we could go out and hunt some but

B: I never really hear about any. Smith has an apple tree.

D: I think I'll have some of this. Joshua would you pass me the meat please, and I would like to have some hash, Darling, to go with my eggs. Thanks.—Oh, we forgot to say grace—Oops, uh, oh well.

ACADEMIC PROSE

In the same letter, Leibniz answers an objection that his views are not amenable to treatment by mathematics, an essential tool of the new natural philosophy, by saying that time and space mean situation and order, that is, relations, and that relations may be treated quantitatively. Leibniz uses an explanation in the Discourse similar to the one that appears in the Leibniz–Clarke correspondence. He suggests viewing space not in terms of substance, with parts existing external to other parts, but as the order of things emerging from God, with everything belonging to any given moment. The Leibnizian parallel is the notion of connection as unique monadic units, each occupying slightly different positions in a continuum or order.

**Grammar Bite B**

Aspect

Exercise 4: Identifying perfect and progressive aspect

Every verb phrase either has simple aspect (the unmarked form), perfect aspect, progressive aspect, or perfect progressive aspect.

- Underline all verb phrases (finite and non-finite) in the sentences below.
- Identify the aspect of each verb phrase: simple, perfect, progressive, or perfect progressive.

1 The guards had found a note. (FICT)
had found = perfect

2 For nearly a year, the Zairian president has been living just down the road. (NEWS)

3 I think now I might be going to San Diego this weekend. (CONV)

4 Vecco's family has lived since 1969 in the spacious apartment that has become the ultimate room with a view. (NEWS)

5 Well you could have used the meat pot. (CONV)

6 Carla had decided to major in psychology and had been giving all of us frequent free analysis. (FICT)

7 I think it was hotter today—I was sweating all day. (CONV)

8 At that point, Ritchie had been sitting in one of the 8-foot-by-8-foot rooms for about five hours. (NEWS)

9 He is young enough to be in his prime and old enough to have acquired the necessary experience at both baseball and life. (NEWS)

10 But he was just saying that he doesn't want a reward. (CONV)

Exercise 5: Analyzing the time meanings of present and past perfect aspect

Generally, the present perfect is used to describe a past situation or activity that continues to exist up to the present time. The past perfect refers to a time that is earlier than some specified past time.

- Underline all present perfect and past perfect verb phrases in the sentences below.
- For each present perfect verb phrase, identify when the situation/activity began, and how long it has lasted. (In some examples, the beginning may be at some indefinite time in the past.)
- For each past perfect verb phrase, identify when the event or situation occurred (i.e. identify the past time that this event occurred before).

1 She recalled how Davis had taken care of her when they were children. (NEWS)

had taken = past perfect; this verb phrase describes a situation that existed before they were adults

2 The 185-country United Nations has been near bankruptcy largely because some members have failed to pay dues and assessments totaling \$3 billion. (NEWS)

3 Jones said 'I love football. Consequently, I'm unabashed about being involved and being visible with the club.' 'I had the audacity to think that I could come into the NFL and be the president and general manager when I didn't have any experience at all. That was criticized by everyone when I got here.' There has been a torrent of criticism ever since. (NEWS)

4 I had hoped to be writing a birth report about how wonderful it is to use a large pool of warm water in labour. Unfortunately all our well laid plans went out of the window on March 19th when our second child decided to arrive six weeks early. (NEWS)

5 A: Now, if I have a specialty where magic is concerned, it's prosperity spells.

B: Oh really?

A: I've put a lot of thought into it. I've done a few for myself that have always worked, and I've done a few for other people that have always worked. (CONV)

Exercise 6: Comparing the use of simple aspect, perfect aspect, and progressive aspect in conversation

- Underline all verb phrases (finite and non-finite) in the conversation below.
- Identify the aspect of each verb phrase: simple, perfect, progressive.
- Count the occurrence of each type of verb phrase. Which aspect is preferred in this excerpt?
- Compare your findings to the corpus patterns for aspect use in conversation in Figures 6.3 and 6.4 of *SGSWE*, section 6.3.3. Is any of the three aspects especially common in conversation generally? Is this sample typical of conversation?

CONVERSATION

A: I bet there's a lot of stories. There are probably a lot of things that you know that Sara doesn't.

B: Well, like yesterday I told Sara that she used to take us to Dunkin' Donuts* all the time when we were little and Sara goes, really? I've always had this warm feeling about Dunkin' Donuts that it was a place to go in and sit on the stool. <*Dunkin' Donuts = a donut shop>

- A: There's a lot of things that you guys have just talked about as far as your mom, but I can see in you there's something *remains warm and nurturing*.
- B: She used to bake a lot, that was another thing that we did, there was a lot of cooking and baking and she still likes to do that. There can be horrendous qualities about a person, but I think usually there's a few good ones.
- C: Well, I went to visit her last winter and I really had a great time for about half of the day because she's drinking more heavily right now. So she'd get up at like four thirty or five and then, you know, I wouldn't get up until six thirty or something and she'd be cooking and cleaning the house and then by noon she would sort of slip into a stupor.



Grammar Bite C

Voice

Exercise 7: Identifying active and passive voice

Every verb phrase with a transitive verb is either active voice or passive voice.

- Underline all verb phrases (finite and non-finite) in the sentences below.
- Identify the voice of each transitive verb phrase: active or passive. If a verb is not transitive, identify it as intransitive or copular.

- 1 They said the Lincoln Bedroom was used only sporadically for family members and close friends. (NEWS)
said = active voice, was used = passive voice
- 2 In Burma these days, wild elephants are captured and used for forced labor. (NEWS)
- 3 As is shown in Figure 15, a considerable amount of waste crosses State lines. (ACAD)
- 4 I flew from New York to Uganda, where I settled among black people with the same assumptions of welcome and kindness I had taken for granted in Georgia. I was taken on rides down the Nile as a matter of course, and accepted all invitations to dinner, where the best local dishes were superbly prepared in my honor. I became, in fact, a lost relative of the people, whose ancestors had foolishly strayed, long ago, to America. (FICTION)
- 5 Currently, assistance can only be resumed when the president certifies that the country has returned to a democratically elected government. (NEWS)

Exercise 8: Discourse factors influencing the choice of active voice v. short passive

Short passive verb phrases (i.e. with no *by*-phrase) omit any mention of the agent noun phrase. This construction is used when the identity of the agent noun phrase is obvious, or when the exact identity of the agent noun phrase is not known or not important.

- Underline all short passive verb phrases in the sentences below.
- For each one, try to determine the identity of the agent. Is the agent obvious, not known by the authors, or simply not important?

- 1 The varieties of meaning we have specified so far are summarized in Figure 6.1.
(ACAD)
the agent is obvious = 'by us' (i.e. the authors)
- 2 [A storm had damaged the raft on a journey across the ocean.] Everyone was noticeably quieter, each man thinking about the chances of whether we would be forced to leave the raft. (OTWR)
- 3 In spite of the splendid work in the last few decades of a highly dedicated group of neuroscientists, we are still quite ignorant about the structure and functioning of the human brain with respect to such basic cognitive functions as language. In fact, the study of the brain has often been described as the next intellectual frontier. (ACAD)
- 4 For no known reason, the government assumed that four fifths of these people probably could read and, on this dangerous assumption, it was publicly announced that 99 percent of all American adults could read and write. These are the figures which the U.S. government passed on to the United Nations for the purposes of worldwide compilations and comparisons. The numbers in the 1980 census improved a bit on those of 1970. This time it was found that 99.5 percent of all American adults could read and write. (ACAD)
- 5 The king wore it [the Hope Diamond] on a ribbon around his neck on ceremonial occasions. There is no mention of what happened to the pieces that were chopped off. The stone was stolen during the French Revolution in 1792; it turned up two decades later in England in its present shape and size. (NEWS)

Exercise 9: Discourse factors influencing the choice of active voice v. long passive

Long passive verb phrases (i.e. with a *by*-phrase) are associated with three discourse factors:

- (a) to present given information before new information
 - (b) to place 'heavier' (or more lengthy) elements at the end of the clause
 - (c) to mark the first element of the clause as the topic of the discourse.
- Underline all long passive verb phrases in the sentences below.
 - For each one, identify the discourse factors that influenced the choice of passive voice. (There may be more than one factor for each passive.)

- 1 The Navy is suffering from a brain drain of highly skilled enlisted men and women who operate and repair computers, radars, sonars and other high-tech equipment, leaving some warships undermanned. <...> The Navy's readiness and morale may be jeopardized by a serious shortage of low-ranking sailors who handle many shipboard jobs, such as rigging lines, moving aircraft and maintaining the ships.
(NEWS)
factor (c): the Navy's readiness and morale = the topic of the discourse
factor (b): a serious shortage of low-ranking sailors who handle many shipboard jobs, such as rigging lines, moving aircraft and maintaining the ships = a very 'heavy' construction, presenting new information
- 2 But Humphrey rejected the advice, along with a persuasive draft statement, saying that he felt it would be disloyal to the president and the country to vacate an important post to which he had been entrusted by the voters. (NEWS)

- 3 He never thought this restaurant was his business. It was his house. And in his house, he was always surrounded by friends and family. (NEWS)
- 4 At Wednesday's dinner, Mary Viola Pell recalled that as a 5-year-old she was entranced by the fire that raged through San Francisco after the earthquake. (NEWS)
- 5 The Mormon religious state in the Intermountain West rested upon a 'complex irrigation complex involving fickle streams, frail dams, and easily washed-out canals.' <...> Water control was administered by highly autonomous irrigation districts which were under the legal jurisdiction of the county courts. (ACAD)

Exercise 10: Comparing the use of active and passive verb phrases in conversation and academic prose

- Underline all the verb phrases in the text passages below.
- Categorize each verb phrase: active, passive, or intransitive/copular.
- Count the occurrence of active and passive verb phrases. Which voice is preferred in this conversation? Which voice is preferred in this academic text?
- Compare your findings to the corpus patterns for active and passive voice in Figure 6.5 of *SGSWE*, section 6.6.1. Is passive voice generally more common in conversation or academic prose?

CONVERSATION

[Describing how to make a toy used as a prank]

And then you'd tie a string on the other end of the screw, where the threads were. And you'd take and wet that rubber, and then put the screw head up against window and it would stick. So what you'd do, you'd have a string that would go across the street, and then you'd tie knots in the string every three or four inches. So, you'd put the tick tack against the window, go across the street or hide behind a car or something, and then you would run your finger along the string or your fingernail, and those knots in the string went tk tk tk tk, and they'd come to the window.

ACADEMIC PROSE

[Describing a medical test. Note: You should be able to identify the verb phrases in this passage, even though you do not know the meaning of some of the technical words.] The inulin clearance test is considered to be the most accurate measure of glomerular filtration rate. Inulin is a polysaccharide not normally present in human blood. When inulin is administered intravenously it is filtered by the glomeruli; it is neither absorbed nor secreted by the tubules. Although these characteristics make inulin the substance of choice for clearance measurements, its routine clinical use is limited.

Grammar Bite D

Modals and semi-modals

Exercise 11: Distinguishing between personal and logical meanings of modals and semi-modals

Each modal verb can express personal meanings or logical meanings:
The permission/possibility modals can also express 'ability'.

- Underline all modal and semi-modal verbs in the sentences below.

personal	logical	
permission	logical possibility	<i>can, could, may, might</i>
personal obligation	logical necessity	<i>must, should, (had) better, have (got) to, ought to</i>
personal volition	prediction	<i>will, would, shall, be going to</i>

- For each one, identify the specific meaning. If the meaning is ambiguous, write both possibilities.
 - 1 If possible the crop should be lifted when the ground is reasonably dry. (ACAD)
should = personal obligation
 - 2 We're building a machine right now. The machine should be finished in six months. (CONV)
 - 3 You may build a bead stick only when you have the dice. (CONV)
 - 4 The regulations of the states may be more stringent than federal regulations. (ACAD)
 - 5 I can't remember what one it was. I must have left it in the car. (CONV)
 - 6 I cannot send this letter because I am always watched and I must never be a disloyal German. (FICT)
 - 7 You can sign the book because I did it last time. (CONV)
 - 8 I have to figure out how to do this. (CONV)
 - 9 I was afraid it would get rusty. (CONV)
 - 10 Okay you won't see her in the winter. (CONV)
 - 11 I will just tell them I'm really sorry. (CONV)
 - 12 I think I'm going to rest for a while before I eat. (CONV)
 - 13 Okay, I'd better go in the shower. (CONV)

Synthesis exercises

Exercise 12: Tense, aspect and voice combinations

- Underline each verb phrase in the following passages.
- Determine whether each verb phrase is finite or non-finite, and identify the tense if it is finite.
- Identify the aspect.
- Identify the verb as transitive, intransitive, or copular. If it is transitive, identify the voice.

1 I came home one afternoon and she was lying in bed and she had cuts all over her whole body and she had taken a knife and just slashed her arms and her throat and her face and she told me that she had been attacked by a wild lion. And then later when I got old enough to know that was a lie, I asked her about it and she said that she had gone through the windshield of her car. (CONV)

2 [A news story about a statue in the Capitol building in Washington DC]
A statue depicting three suffragists is to be placed in the Capitol Rotunda shortly, a move that was supposed to end years of controversy. But just as the statue was to be moved, the controversy heated up. Now a group of black women leaders are opposed to the move because the statue does not include Sojourner Truth, a leading black abolitionist and 19th-century feminist. The statue, titled 'Portrait Monument,' was donated to Congress in 1921 by the National Women's Party, the party that won women's right to vote. After it briefly was displayed in the Rotunda, the statue was banished to a storeroom. Lately, it has been housed in the Capitol Crypt, one floor below the Rotunda. Two years ago female members of Congress pushed to relocate the statue to the Rotunda. After several unsuccessful tries, Congress voted last September to make the move.

7 Adjectives and adverbs



Grammar Bite A

Characteristics of adjectives and adverbs

Exercise 1: Identifying adjectives and adverbs

- For the sentences below, underline all adjectives and circle all the adverbs.
- Classify each adjective as either attributive or predicative, and each adverb as either a modifier in a phrase or an adverbial.

1 They were cute invitations, weren't they? (CONV)

cute = attributive adjective

2 That looks pretty good. (CONV)

3 [From a discussion of the meaning of 'wild boar'] Can it be farmed intensively or should it be reared extensively? (NEWS)

4 Here there are eight shared electrons; therefore methane is uncharged. (ACAD)

5 The initial objective is to identify areas within cities which exhibit distinctive characteristics and which can be shown to be relatively homogenous. (ACAD)

6 The Russian airline was also interested in starting a transatlantic service. (NEWS)

7 The drive that motivates distinctive individual behavioral patterns (personality) is to a considerable degree subconscious. (ACAD)

Exercise 2: Central and peripheral adjectives

Central adjectives are those that take inflections for degree, can have both attributive and predicative functions, and are descriptive and gradable. Peripheral adjectives lack one or more of these characteristics.

- For each of the following adjectives, classify it as central or peripheral.
- For peripheral adjectives, describe which characteristics are similar to and which characteristics are different from central adjective characteristics.

1 wonderful

peripheral: it is similar to central adjectives because it can be attributive and predicative (a wonderful gift, it is wonderful), it is descriptive and gradable (the most wonderful gift), but it cannot be inflected (e.g. wonderfuler and wonderfulest are not possible)

- 2 surprising
- 3 angry
- 4 asleep
- 5 young
- 6 happy
- 7 homeless

Exercise 3: Formation of adjectives

- Identify each adjective in the sentences below, and state how it was formed. Choose from the following:
 - (a) participial form
 - (b) derivational suffix
 - (c) compounding (including compounds containing participial and derived forms)
 - (d) simple form (i.e. not using any of the processes for forming new adjectives).
- 1 It is useful to review some of the major classifications of motivation theories. (ACAD)
useful = (b) derivational suffix (-ful); *major* = (d) simple form
- 2 Well in the beginning we kind of felt nervous. (CONV)
- 3 It was, it was interesting. (CONV)
- 4 The more cycles per second, the higher you go in the so-called spectrum of frequencies. (ACAD)
- 5 Earth trickled by the gap in the bank to the broken roots below. (FICT)
- 6 With the lime juice, it [the drink] has a sort of pale greenish-yellowish, misty look. (NEWS)
- 7 Let's go somewhere you guys know that's good and cheap. (CONV)

Exercise 4: Formation of adverbs

- The passage below describes a fictional train journey. Use it to find examples of the following forms of adverb (see *SGSWE* 7.5). Some forms will have more than one example.
 - (a) a compound adverb
 - (b) an adverb derived from an adjective
 - (c) an adverb like an adverbial particle (e.g. *off*)
 - (d) a fixed phrase functioning as an adverb
 - (e) a simple adverb (excluding type c above)
 - (f) any other form of adverb.

Neither in the train to Kirkuk, nor in the Rest House at Mosul, nor last night on the train had she slept properly. Now, weary of lying wakeful in the hot stuffiness of her overheated compartment, she got up and peered out. Nothing to see, of course. Just a

long, poor-lighted platform with loud furious altercations in Arabic going on somewhere. The train, with a terrific jerk, moved slowly forward. (FICT)
 An illustration of the first type, (a) compound adverb, is somewhere.



Grammar Bite B

Adjectives: roles and meanings

Exercise 5: The syntactic roles of adjectives

- Use any English language materials that are available to you to find examples of adjectives in the following syntactic roles. Alternatively, if you do not have many English materials, you may make up an original example of your own.
- In your examples, underline the adjective or adjective phrase that illustrates the role. An example is given to illustrate each category.

1 attributive

Waste generation and environmental pollution are visible consequences of any form of industrial activity. (ACAD)

Your example:

2 subject predicative

That's cool. (CONV)

Your example:

3 object predicative

If they find him innocent they won't be able to charge him. (CONV)

Your example:

4 postposed modifier

Don't watch anything scary before you go to bed. (NEWS)

Your example:

5 noun phrase head

A modest effort was begun in some countries toward compensating women for the work they had always done for nothing: cooking, cleaning, taking care of children, the sick and the old. (ACAD)

Your example:

6 (part of a) linking expression

I had no one else to go to when my parent was angry with me or when I felt unjustly treated. Equally important, my parent had no one with whom to discuss child rearing or domestic crises. (OTWR)

Your example:

7 free modifier

Silent with awe and pity I went to her bedside. (FICT)

Your example:

8 exclamation

A: ... and he and he got a scholarship so ...

B: Fantastic! (conv)

Your example:

Exercise 6: Comparing the meaning categories of attributive adjectives in fiction and news

Below are samples of roughly the same length from fiction and newspaper writing.

- Underline all of the attributive adjectives in each sample.
- Classify each attributive adjective by its meaning category. You may want to review the categories in section 7.6 of *SGSWE*. Descriptors: color; size/quantity/extent; time; evaluation/emotion; miscellaneous. Classifiers: relation/classification/restriction; affiliation; topic/subject.
- Compare the frequency of the semantic categories across the samples. Which categories are particularly common in each sample?
- Compare your analysis with the discussion of the two other registers (conversation and academic prose) in section 7.7.1 of *SGSWE*. How are these samples different from and/or similar to the register patterns in 7.7.1?

The first three adjectives of the fiction passage are done for you.

FICTION

A large number of people sat round a table: young girls in white muslin: older women with untidy hair and harassed expressions: a few men peered shyly and solicitously out of the background. All of the faces were made up of small dots. It was a newspaper photograph of a first communion party taken years ago; a youngish man in a Roman collar sat among the women. You could imagine him petted with small delicacies, preserved for their use in the stifling atmosphere of intimacy and respect. He sat there, plump, with protuberant eyes, bubbling with harmless feminine jokes. (99 words)

large = descriptor, size; *young* = descriptor, time; *white* = descriptor, color

NEWS

The announcement of formal Soviet–South Korean relations, made by the countries' foreign ministers in New York, is considered a major diplomatic blow to North Korea. There was no immediate comment from its Communist government. Roh said the new ties between Moscow and Seoul will make it 'impossible for North Korea alone to resist the tidal wave of change' sweeping the world. North Korea had vigorously lobbied Moscow, long a major ally and arms provider, against establishing relations with South Korea. But the Soviets are no longer able to afford extensive foreign aid, and are eager for enhanced trade and economic ties with Seoul. (103 words)

[Note: Do not include adjectives which are part of names, such as New in New York.]



Grammar Bite C

Adverbs: roles and meanings

Exercise 7: Identifying the syntactic roles of adverbs

- Match each of the underlined adverbs to the correct description of its syntactic role. Use each description only once.
 - (a) adverb modifying an adjective
 - (b) adverb modifying a noun phrase
 - (c) adverb modifying a predeterminer
 - (d) adverb modifying a prepositional phrase
 - (e) adverb as a complement of a preposition
 - (f) adverb standing alone
 - (g) adverb modifying a measurement expression other than a numeral
 - (h) adverb modifying another adverb
 - (i) adverb modifying a pronoun
 - (j) adverb modifying a particle of a phrasal verb
 - (k) adverb modifying a numeral
 - (l) adverb functioning as an adverbial.
- 1 You had the objectives right in front of you. (CONV)
right = (d) adverb modifying a prepositional phrase
 - 2 We have taken this event extremely seriously. (NEWS)
 - 3 It did not seem odd to him that the subway held more compelling things than the famous city above. (OTWR)
 - 4 Practically everyone knows the line, 'Play it again, Sam.' (NEWS)
 - 5 Well, I think coming to the meeting is a pretty general requirement. (CONV)
 - 6 A: You can visit?
B: Absolutely. (CONV)
 - 7 For almost 200 years geologists have supported various theories of mountain building, volcanism, and other major phenomena of earth. (ACAD)
 - 8 It [an answering machine] cut me right off. (CONV)
 - 9 Each of its workers gets a basic monthly wage of 360 pesos, almost twice the average pay. (NEWS)
 - 10 So we'll give you a call later on or drop by and say hello. Until then, ciao! (CONV)
 - 11 'Is he often angry?' I asked. (FICT)
 - 12 Similar data are available for the approximately one-fourth of Shang characters that have been deciphered to date. (ACAD)

Exercise 8: Semantic categories of adverbs

Each of these sentences comes from fiction, where adverbs often help give a story descriptive impact.

- Underline each adverb in the sentences below and identify its semantic category: place, degree (amplifier/intensifier, diminisher/downtoner), time, addition/restriction, manner, stance, linking, or other.
- If you think an adverb combines two or more categories, or fits in an 'other' category, explain why.

1 They embraced lightly and carefully while Gwen made another set of little sounds.

(FICT)

lightly and carefully are both manner adverbs

2 It didn't really matter: everyone was insured when he bought a ticket, automatically. (FICT)

3 Of course he understands perfectly well but wears that uncomprehending and pained look to establish he's not to blame. (FICT)

4 Sometimes other people in the village glanced at him curiously, as though they could not quite place him. (FICT)

5 The bank is so crowded nowadays that many people are moving away altogether. (FICT)

6 We don't go there very much. (FICT)

7 He tried to be offhand and not too obviously interested, but the fat boy hurried after him. (FICT)

8 He too felt a mounting excitement. (FICT)

9 Only the frightless gulls wheeled and soared and mewed their plaint over the place where it had been. (FICT)

10 Hardly were we out of earshot, however, when Marcus said: 'I'm afraid I can't come with you this afternoon.' (FICT)

11 I felt he had some inner reserve of strength which no reverse, however serious, would break down. (FICT)



Grammar Bite D

Comparative and superlative forms

Exercise 9: Comparative and superlative forms of adjectives

Some of the following adjectives use an inflectional comparative or superlative form (e.g. *hotter/hottest*); others use a phrasal construction (e.g. *more/most useful*).

- Underline the comparative or superlative form in each sentence.
- Determine whether each form is inflectional or phrasal.

- Explain or suggest the factors that are most likely to have influenced the choice of the form. Consider especially these factors: length (number of syllables); final syllable of a two-syllable base form; any special prominence; and presence or absence of a derivational suffix. You may want to review the factors in Table 7.4, *SGSWE* 7.12, before you begin. In some cases, more than one factor may apply.

1 They became more distinct. (FICT)

distinct is a gradable adjective with two syllables and no internal morphology; these adjectives usually take phrasal marking

2 My grandfather wanted to stay in the kitchen because it was warmest there and he was near everyone. (OTWR)

3 A storm of laughter arose and even the tiniest child joined in. (FICT)

4 The espresso, in small cups, is dark and serious and packs a more powerful punch. (NEWS)

5 The plane ascends and descends at a shallower angle when horses are aboard. (OTWR)

6 As the test goes on, you're gonna get more and more tired. (CONV)

7 Her eyes, between her bright, ironic smile, and her short, white-gray hair, seem tireder, more deeply set in their sockets. (FICT)

8 Sabina had never looked more lovely. (FICT)

9 I've never seen May looking lovelier. (FICT)

10 His reply was soon the property of every taxi-driver in Moscow, the most certain network in those days for news. (OTWR)

11 The more efficient you get, the more questions you ask. (CONV)

12 The headaches are usually more severe in the morning. (ACAD)



Synthesis exercises

Exercise 10: Formality and acceptability

At several points in Chapter 7 of *SGSWE*, certain uses of adjectives and adverbs are identified as non-standard or accepted only in informal conversation. This exercise invites you to consider the levels of acceptability and formality for several constructions. There are no absolutely 'correct' answers for this task. It will help if you compare the examples with similar examples, e.g. **2** and **3** below.

- Identify the best description for each of the underlined structures (seen in their context):
 - a standard grammatical construction that is likely to occur in both speech and writing
 - a standard grammatical construction, but unlikely to be used in formal written prose
 - a construction that is considered unacceptable in a prescriptive view of grammar but is likely to be used in both speech and writing

- (d) a construction that is considered unacceptable in a prescriptive view of grammar and is likely to be used only in informal conversations
- (e) a non-standard construction that is restricted to specific dialects and otherwise considered unacceptable in all registers of English.

You may want to review *SGSWE* sections 7.5.2, 7.12.2, and 7.12.3 before you do this exercise.

- Compare your answers with those of another student. Discuss any differences in your answers. What is the basis for your judgments, and how could you support them with evidence?

Note: The registers of these corpus excerpts are not given so that they will not influence your judgments.

- 1 You said you did pretty good yesterday?
- 2 He had to sell his place real quick.
- 3 So this is really spicy. Real hot.
- 4 This machine is slow.
- 5 I have to move slow.
- 6 Stephanie gets up awful early for that baby.
- 7 That sounds great.
- 8 She says it runs perfect.
- 9 It's much quieter in here.
- 10 I need to be more quiet about it.
- 11 She's a bit more nicer than Mrs. Jones.
- 12 She is a woman who uses words well.
- 13 But of all the churches I attended, the most unique was the Church of Christian Science.

Exercise 11: Comparing adjectives and adverbs in conversation and academic prose

Below are two samples of roughly equivalent length from conversation and academic prose.

- Underline all the adjectives and circle all the adverbs in each sample.
- Identify the semantic categories for the adjectives and adverbs (see Exercises 6 and 8).
- Compare the use of adjectives and adverbs in each sample. Which one has more adjectives? Which one has more adverbs? Which semantic categories are most common in each?
- How do your findings for these samples compare with the overall register findings described in *SGSWE* sections 7.1, 7.7.1, 7.8.1, and 7.11.9? Are these samples typical of their registers? In what ways? In what ways are they not?

CONVERSATION

A: Today you see a lot of people wearing large earrings don't you?

B: Yes.

A: Is that why you wear such small ones?

B: As Jones claims ... that was a rather naff comment actually, I can't imagine that, well I can imagine other people wearing big earrings because they're superconfident.

A: Then you obviously had a—such a lot of—somewhere I was reading today about er colours you wear.

B: Oh yes.

A: And how people wear who wear red ... go in business situations go in to assert power ... you know (89 words)

ACADEMIC PROSE

A particular concern of those interested in language across the curriculum has been the examination of the demands made in different school subjects. There is the question of readability. Not only are many school texts inadequately tailored to the reading abilities of the pupils (as when pupils are asked to work from material which is far too difficult, whether in literary style, scientific vocabulary or complexity of concepts); the same problem may apply also to the language of the home-made work-card or the teacher's own speech. (86 words)

8 Exploring the grammar of the clause



Grammar Bite A

Subordination, coordination, and ellipsis

Exercise 1: Recognizing dependent clauses

Dependent clauses can be finite or non-finite. Finite dependent clauses begin with a subordinator or *wh*-word. In many cases, dependent clauses function as a clause element in the main clause, like subject predicative or direct object. They can also function as prepositional complements.

- Mark all dependent clauses in the sentences below with brackets [].
- Label each dependent clause as finite or non-finite.
- For finite dependent clauses, circle the word that introduces the clause.
- Identify the role of the dependent clause in the main clause: subject, subject predicative, direct object, prepositional complement, adverbial.

1 [**if** a merger between Coopers and Deloitte is successful], it will become the largest firm in the country. (NEWS)
finite dependent clause; adverbial clause element

2 The fact is that the community needs them. (NEWS)

3 While he was gone, a nurse poked her head through the doorway. (FICT)

4 Billy didn't even know whether he was alive. (FICT)

5 Did she say anything about what happened? (CONV)

6 Richard Wood, Professor of Surgery, has told Dr Grant that such surgery cannot be halted. (NEWS)

7 Our goal is to make their voices heard. (NEWS)

8 To make matters worse, the economy is a merciless juggernaut. (NEWS)

9 After I asked her out she told me that she prefers just my friendship. (NEWS)

10 That they are already struggling troubles Graham Taylor. (NEWS)

11 If we remember that most parochial autonomies and loyalties survive, we may at least say that the development of participant cultures in some of the emerging nations has not yet been precluded. (ACAD)

12 They fear that, as winter approaches, medical emergencies will spill over into surgical beds, halting urgent operations. (NEWS)

- 13** After the pairs discuss these questions, ask them to make up a story about the topic. (ACAD)
- 14** ADMAR hopes that its suggestions will be useful for handling ‘nettlesome subordinates’. (NEWS)

Exercise 2: Coordination with *and*, *or*, *but*

In these examples, the units that are coordinated are enclosed in brackets [].

- Use curly brackets { } to enclose the whole coordinate structure.
- Identify the structural type of the coordinated units (e.g. clauses, noun phrases, adjectives).
- Which examples show correlative coordination?

Note: Some examples contain more than one structure of coordination, with one being embedded in the other.

- 1** Um you can work {[on campus] or [off campus]}. (CONV)
coordinated prepositional phrases
- 2** Be [reliant] and [helpful to others]. (CONV)
- 3** Either [you’re going to like it] or [you’re going to hate it]. (CONV)
- 4** Do you have any [start dates] or [stop dates]? (CONV)
- 5** Oh [she cooks] but [she never bakes]. (CONV)
- 6** She’s got [a squiggle ball case] but [no squiggle ball]. (CONV)
- 7** I heard a story about [you] and [Dave]. (CONV)
- 8** [You can be quite fluent in a language] and [yet, [something you say is not understood] and [you cannot understand why]]. (ACAD)
- 9** [There are no railway workers among the bridegrooms], but [there are [4 factory workers] and [4 coal-miners]]. (ACAD)

Exercise 3: Ellipsis

- What words have been omitted through ellipsis in the following examples?
- For each ellipsis, identify the position (initial, medial, or final) and the context (situational or textual).

In 1–4, the places where words have been omitted are identified by ^.

- 1** Supposing we say something we shouldn’t ^ . (CONV)
say is ellipied: end ellipsis, textual
- 2** It rings a bell but I don’t know why ^ . (CONV)
- 3** I might as well come with you. Can I ^? (CONV)
- 4** Your native language is English. — ^ Correct? (CONV)
- 5** A: K-Mart wouldn’t give a thirty-dollar discount.
B: On what?

A: On a golf cart! (CONV)

6 What you doing? (CONV)

Grammar Bite B

Subject–verb concord

Exercise 4: Concord in learner English

The following text passage was written by an intermediate student of English as a foreign language.

- Underline all errors of subject–verb concord
- In each case, state why the concord is wrong.

Note: Ignore errors that are not errors of subject–verb concord.

Now, a lot of company exist in all over the world, so big companys has very strict rules.

First, one of company's rule problem is smoking. It was that company's woman is in trouble by smoke. She is non-smoker, and doesn't like smoke. But almost all men of her company is smoking, and she is working same work place.

Second, other company's rule problem is cosmetics. It's American problem. A woman don't like making up on her face. But a company's rule is that woman must make up on her face, when you are working. They started to employ women consultant few years ago. The company make them wear beautiful suit. <...>

In summary, everyone want to work comfortable and relax.

Sometimes, we can see that a employee sue his company for illegal discharge, and then the company say about the company rule. First of all, all countries have laws and rules, and the nation have to obey the laws. (From the Longman Learner Corpus)

Grammar Bite C

Negation

Exercise 5: Verbs as operators

- In the following examples, underline the operator, and circle the main verb. Note: The same word can be both operator and main verb.

- 1 She's not (living) here. (FICT)
- 2 We must not alarm them. (FICT)
- 3 We watched his eyes filling with an anger which could not be spoken. (FICT)
- 4 I'm not that young. (FICT)
- 5 Nevertheless, he did not seem aggressive. (FICT)
- 6 The rows of houses were not yet built up to the boundary. (FICT)
- 7 He would not have missed this occasion for all the world. (FICT)

Exercise 6: Full forms v. contractions

With negative clauses, two kinds of contractions are possible: contraction of the verb (e.g. *it's not*) or of the negative word (e.g. *can't go*).

- Where possible, change these examples so that they contain both types of contraction.
- Where no contraction is possible, give a brief explanation.
- Where both types of contraction are possible, sometimes one is clearly preferable to the other. If so, determine which of them is preferred and explain why (see SGSWE 8.8.4).

1 Beautiful Di is not so perfect. (NEWS) <a headline>

Both possible: ... Di's not so perfect, ...Di isn't so perfect. When be contraction is possible, it is strongly favored over not contraction.

2 'Ipswich is a great club, but I am not rushing into anything.' (NEWS)

3 So am I not to be married after all? (FICT)

4 We have not made enough films in the past 12 months. (NEWS)

5 'I would not condemn the police,' he said. (NEWS)

6 The Crawfords for instance, they are not like Dr. Saunders. (FICT)

7 She will not be pleased tonight, when I get home too late. (FICT)



Grammar Bite D

Independent clauses

Exercise 7: Wh-questions

Most *wh*-questions begin with a *wh*-word, which serves a syntactic role in the clause (see SGSWE 8.11).

- What is the syntactic role of the *wh*-word in the examples below (e.g. subject, direct object, prepositional complement, subject predicative, adverbial)? Note: In some cases the *wh*-word fills only *part* of a syntactic role.
- Most *wh*-questions contain subject–operator inversion. Which of the examples below do not have inversion? Why?

1 What does she weigh? (CONV)

What is the direct object of weigh

2 Who are you looking at? (CONV)

3 What time will they leave home? (CONV)

4 Who drank my beer? (CONV)

5 Whose turn is it? (CONV)

6 When do you go to Korea? (CONV)

7 How many tomatoes do you want? (CONV)

- 8 In which direction was he going? (CONV)
- 9 They came all the way from where? (CONV)
- 10 Which key opens the door? (CONV)
- 11 Where do I sign this thing? (CONV)
- 12 How can you afford that? (CONV)
- 13 Who did you say that to? (CONV)
- 14 What will you tell your girls? (CONV)

Exercise 8: Types of interrogative clause

- Identify the structural type of the following interrogative clauses: *wh*-question, *yes/no* question, alternative question, question tag, declarative question, or non-clausal question.
 - 1 Would you like the window open a little? (CONV)
yes/no question
 - 2 Did somebody eat the rice? (CONV)
 - 3 Any other questions? (CONV)
 - 4 You can't get cigarettes there? (CONV)
 - 5 Do you understand, or are you too stupid? (CONV)
 - 6 Don't those gates look totally weak though? (CONV)
 - 7 Can I speak to Peter Watson? (CONV)
 - 8 How could anyone be wandering around in the forest at night? (CONV)
 - 9 They're working very late, aren't they? (CONV)

Grammar Bite E

Dependent clauses

Exercise 9: Types and roles of finite dependent clause

There are five major types of finite dependent clause: complement clause, adverbial clause, relative clause, comparative clause, and peripheral clause (reporting or tag) (see *SGSWE* 8.15).

- In the examples below, enclose each finite dependent clause in brackets.
- Identify the type of each dependent clause.
- For complement clauses, identify the syntactic role in the main clause (e.g. subject, direct object, prepositional complement).

- 1 These protests will be all the stronger, [because the Cabinet has already changed its mind on a number of issues.] (NEWS)
adverbial clause
- 2 The importance which Sigmund Freud attributed to this form and stage of love is well-known. (ACAD)
- 3 Scudamore added that he felt a lot less pressure than he had last season. (NEWS)
- 4 'I thought I knew every handgun made,' said Rick. (FICT)
- 5 There's nothing wrong with Buntaro-san, is there? (FICT)
- 6 They understand what it's all about when they read about who holds most of the jobs in senior management in Fortune 1,000 companies. (NEWS)
- 7 So that was the main thing that Jennifer and I talk about when we sell our bath gels. (CONV)
- 8 Well see the thing that I mentioned at that meeting was that I think that you know from all the money that collection raises that we should figure out a formula. (CONV)

Exercise 10: Types and roles of non-finite clauses

There are four major structural types of non-finite dependent clause: infinitive clause, *ing*-clause, *ed*-clause, and verbless clause (see *SGSWE* 8.16).

- Enclose each non-finite dependent clause in brackets. (Ignore the finite dependent clauses.)
- Identify the structural type of each dependent clause.
- Identify the syntactic role in the main clause (e.g. subject, direct object, prepositional complement, nominal postmodifier).

- 1 She made a few friends and she started [being a teacher's aide]. (CONV)
ing-clause; direct object
- 2 You said you were going out to get yourself something to eat. (CONV)
- 3 To be a good Muslim is to be a good citizen. (NEWS)
- 4 Try to get out and about whenever possible, making new friends and contacts. (NEWS)
- 5 I was happy to let the pleasant sunny days go by. (FICT)
- 6 When in the army, soldiers look to a patron for rewards, in return for allegiance and support. (ACAD)
- 7 Regarded as a barometer of interest-rate expectations, shorter-term notes made strides amid the speculation. (NEWS)
- 8 John Wesley broke away from the ceremonial formalism of the Church of England to found a Christian movement based on social justice and personal piety. (ACAD)

- 9 The Food and Drug Administration will allow food manufacturers to label certain foods containing oats as being part of a diet that ‘may’ reduce the risk of heart disease. (NEWS)
- 10 So, the best thing to do is to turn it on just like this and stick it back in this little bag. (CONV)

Synthesis exercises

Exercise 11: Identifying independent clauses, dependent clauses, and non-clausal material

- In the following text samples from conversation and academic prose, use brackets { } to mark the beginning and end of independent clauses, and [] to mark the beginning and end of dependent clauses.
- Use < > to mark the beginning and end of non-clausal material—pieces of discourse that do not belong to a clause (see *SGSWE* 8.1.1).
- What different patterns in clause usage do you notice in these extracts?

CONVERSATION

{Of course anything [that I've wanted] I've already taken} and {nobody knows about it} }. Well there's a couple of things I want. Not very much. Just a few things. But I think my mother would notice I took them. I mean I know she would because they are kind of like these, they are, they are probably worth a couple of hundred dollars each and I think she got them from my aunt Eva.

ACADEMIC PROSE

Managers often find it difficult not to pass judgment on subordinates automatically. Conscious effort is sometimes needed to avoid this defense-provoking behavior. Senders should pay careful attention to objectivity in communications. One should avoid the common tendency to formulate a reply while the other person is speaking, instead of concentrating on trying to listen to what the speaker is actually saying.

Exercise 12: Sentences for additional practice and diagramming

- 1 Now we would all like to go to New York. (CONV)
- 2 Marsanne (MARSahn) and roussanne (ROOsahn) are even more obscure, perhaps because they are so often blended together. (NEWS)
- 3 I would hope that we can have more control over them. (CONV)
- 4 I wonder who could have done that. (CONV)
- 5 So what are you guys gonna do today? (CONV)
- 6 But if I'm given a question that I wasn't expecting, I'll stop and think. (CONV)
- 7 Other appeals courts have extended the law to people who obtained information in confidence from other sources and breached a duty to those sources when they traded on the information. (NEWS)
- 8 That the European Commission should toy with imposing a set of uniform accounting rules is viewed in London with abject horror. (NEWS)

9 Complex noun phrases

Grammar Bite A

Types of noun modification

Exercise 1: Identifying noun premodifiers and postmodifiers

- For each sentence below, underline all the first-level noun phrases, including those with pronoun heads and noun heads. Note: First-level noun phrases are noun phrases which are not part of other noun phrases. Hence you do *not* need to double-underline noun phrases that are part of other noun phrases.
- Identify each type of premodifier and postmodifier used to modify the heads of the first-level noun phrases you have underlined. Choose from the following for premodifiers: attributive adjective, participial, noun. (You do not need to list determiners, genitives or numerals.) Choose from the following for postmodifiers: relative clause, non-finite clause, prepositional phrase, appositive noun phrase.

1 The goat, which had slid about during the transfer, regarded him with bright-eyed perspicacity. (FICT)

which had slid about during the transfer = relative clause; *bright-eyed* = adjective (bright-eyed is not participial, as the -ed here is not attached to a verb, but to a noun phrase = who has bright eyes)

2 It's a nice house. (CONV)

3 The floor swayed like the floating raft at the beach. (FICT)

4 Then he set off for Simon's house, which was at the other end of the lane. (FICT)

5 Cockerill, the club captain, really set the Saints buzzing. (NEWS)

6 Those who know him say he has an arrogant side. (NEWS)

Grammar Bite B

Premodification

Exercise 2: Types of noun premodification

- Match each noun phrase on the left with its description on the right.

noun phrase

1 any powdered sugar

2 the mild morning air

description

(a) determiner + *ing*-participle + adjective + head noun

(b) determiner + adjective + noun + head noun

- 3 an austere economic recovery program (c) determiner + adjective + *ed*-participle + head noun
- 4 the following graphical solution (d) determiner + *ed*-participle + head noun
- 5 a more integrated look (e) determiner + adjective + adjective + noun + head noun

Exercise 3: Noun + noun sequences

As described in section 9.5 of *SGSWE*, noun + noun sequences are a very common form of premodifier that cover many different types of meaning relationships.

- Look through materials available to you in English and find examples of as many of the following types as you can. Newspapers are likely to be especially good sources for this activity. If you do not have access to many English language materials, you can write down a noun + noun sequence that you already know.
- Write down the entire sentence or example and underline the noun phrase with the noun + noun premodifier sequence. An example has been given for each type to get you started. (N1 is the first noun in the sequence, and N2 is the second noun.)
- Remember (*SGSWE* 9.5) that not all noun + noun sequences belong to these types: e.g. *cable car* doesn't. Make a note of any compounds you find that do not fit into these types. They can be useful for discussion in class.

- 1 Composition: N2 is made from N1; N2 consists of N1

She smoothed her satin dress nervously. (FICT)

Your example:

- 2 Purpose: N2 is for the purpose of N1; N2 is used for N1

The plan also earmarks 20 million pounds of capital investment for safety measures. (NEWS)

Your example:

- 3 Identity: N2 has the same referent as N1 but classifies it in terms of different attributes

In Anchorage we saw killer whales. (CONV)

Your example:

- 4 Content: N2 is about N1; N2 deals with N1

The latest market research confirms that consumers now put safety at the top of their list of desirable features in a car. (NEWS)

Your example:

- 5 Objective: N1 is the object of the process described in N2, or of the action performed by the agent described in N2

The most central sites will be more attractive than others for all types of land users. (ACAD)

Your example:

- 6 Subjective: N1 is the subject of the process described in N2; N2 is a nominalization from an intransitive verb

EEG recording is technically difficult and fraught with potential artefacts due to muscle movement. (ACAD)

Your example:

- 7 Time: N2 is found or takes place at the time given by N1
There was in the sky more than a hint of summer lightning. (FICT)
Your example:
- 8 Location: N2 is found or takes place at the location given by N1
Mosses made the way soft and held many scents of marsh orchid. (FICT)
Your example:
- 9 Institution: N2 identifies an institution for, or concerned with, N1
Analysts have attributed the general weakness in the construction industry to high interest rates.
Your example:
- 10 Partitive: N2 identifies part or parts of N1
I just talked to Don Jones you know our former board member. (CONV)
Your example:

Exercise 4: The order of premodifiers

Section 9.6.1 of *SGSWE* explains four general tendencies in the order of premodifiers:

- Adverbs usually precede adjectives because the adverb modifies the adjective.
 - Adjectives and participial modifiers usually precede premodifying nouns because the position closest to the head noun is most closely related to the noun. Sometimes premodifying nouns precede participial adjectives (e.g. *hand operated*) because they modify the participial adjectives rather than the head nouns. (These combinations are often written with hyphens: *hand-made*.)
 - Among adjectives, descriptors usually precede classifiers (see *SGSWE* 7.6).
 - Color adjectives usually follow other descriptor adjectives.
- For each of the underlined noun phrases, describe the ordering of the premodifiers with reference to the four general tendencies.

1 See that little black thing there? (CONV)
the color adjective black follows the adjective little
He then perceived the armed company guards. (FICT)

3 He had a strangely hairless body. (FICT)

4 I felt that his little beady black eyes were examining me. (FICT)

5 Mr Lamont's formula forms the corner stone of the government's new economic policy. (NEWS)



Grammar Bite C

Relative clauses

Exercise 5: The structure of relative clauses

Each of the following sentences contains a relative clause.

- Underline each relative clause.
- Circle each head noun.
- Write down the relativizer and the type of gap (subject, direct object, adverbial, or

complement of preposition). Remember that some relative clauses have a ‘zero’ relativizer.

- 1 Okay, this is all the stuff that I got. (CONV)
relativizer = that; type of gap = direct object
- 2 And the four hundred dollars that was in there? (CONV)
- 3 One of the things I want to do is go through our books. (CONV)
- 4 The private group, which insures invoices and financing arrangements, recorded 1,220 failures in the first half of this year. (NEWS)
- 5 This is the second year in a row that the opposition leader has claimed to be too busy to talk to the boisterous crew. (NEWS)
- 6 But we do not only communicate with people with whom we share our lives. (ACAD)

Exercise 6: Restrictive and non-restrictive functions of relative clauses

- For each of the following sentences, underline the relative clause and then tell whether it is restrictive or non-restrictive.
 - 1 An ambulance that arrived with a motorcycle escort turned about short of the barrier and raced off. (CONV)
restrictive
 - 2 According to Dorothy, who had always been a great one for psychology, it showed a basic insecurity. (FICT)
 - 3 He looked up at his clock, which had stopped at five minutes to eleven some weeks ago. (FICT)
 - 4 The TV companies that own ITV are also clamoring for a higher bid. (NEWS)
 - 5 There was a certain part which really happened to me. (NEWS)

Exercise 7: Relativizer choices

Sections 9.8.1–2 of *SGSWE* explain choices among the eight relativizers in English and the zero relativizer choice. In this exercise, you will use that information to analyze speakers’ and writers’ choices. You may want to review that information before you begin.

- For each sentence, underline the relative clause and show the relativizer with a broken underline. If the relativizer is zero, show it by inserting \emptyset .
- Explain the likely reasons for the choice of this relativizer. Refer especially to: the position of the gap; typical register preferences; human v. non-human head nouns; restrictive v. non-restrictive functions.

- 1 This fellow was supporting Mr Colley, whose head lay back on the man's breast. (FICT)
whose is a typical choice for this relative clause because the gap is possessive and the head noun is human

- 2 This is a girl I was going to get engaged to. (CONV)
- 3 But the first guy that came said you need to replace your furnace. (CONV)
- 4 Khan spent half of each year playing professional cricket in England, where he acquired a British accent. (NEWS)
- 5 In this way, ions which have the same mass ratio are collected into beams. (ACAD)
- 6 A god, in fact, is first and foremost a being whom men think of as superior to themselves in certain ways. (ACAD)



Grammar Bite D

Other postmodifier types

Exercise 8: Identifying other types of postmodifiers

Taken together, the underlined noun phrases in sentences 1–6 below contain these postmodifiers: five prepositional phrases, one *ing*-clause, two *ed*-clauses, one *to*-clause, and one appositive noun phrase. For each of the underlined noun phrases, do the following:

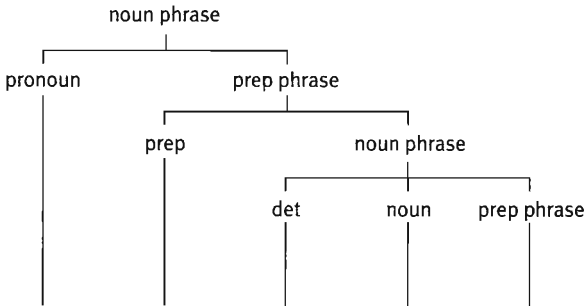
- Identify the type of each postmodifier.
 - Circle the head noun that is modified.
- 1 An agreement on fishing quotas reached by EC ministers yesterday could push half of Scotland's fleet to bankruptcy. (NEWS)
on fishing quotas = prepositional phrase; *reached by EC ministers yesterday* = *ed*-clause; *yesterday* is an adverbial, not a noun postmodifier
 - 2 The young man began his climb from rags to riches. (OTWR)
 - 3 We can do a slightly more complex one. A problem involving a chemical reaction. (CONV)
 - 4 Somehow some people just believe in their ability to remodel themselves. (OTWR)
 - 5 Toronto is a logical site because the Canadian ambassador to Peru, former hostage Anthony Vincent, belongs to the commission of 'guarantors'. (NEWS)
 - 6 The arrests were carried out under broad powers given to police in the martial law decree. (NEWS)

Exercise 9: Postmodifier complexes

Postmodifier complexes can contain both multiple modification of a single head noun and embedded modification, where the head noun for a postmodifier is actually part of another postmodifier. This exercise contains both kinds of postmodifiers.

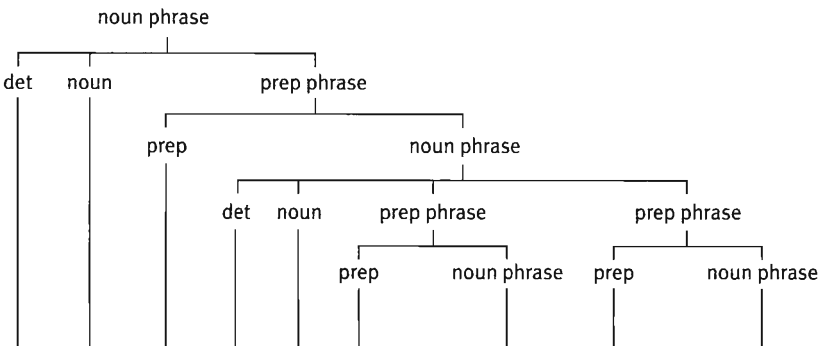
- Complete the trees to show the structure of the underlined postmodifier complexes. For 1 and 2 you need only to fill in the words that correspond to the structures.

1 One of the leaders of the group, however, wanted to continue with the emphasis on education. (ACAD)



2 The mystery of the change of an apparently lifeless seed to a vigorous growing plant never loses its freshness. (ACAD)

(Note: You do not need to break down the structure of the NPs *an apparently lifeless seed* and *a vigorous growing plant*.)



- Make your own tree to show the structure of the underlined postmodifier complex in 3. You do not need to break down the structure of the NPs *western society* and *information processing activities*.

3 These figures serve to underline the increasing orientation of western society to information processing activities. (ACAD)



Grammar Bite E

Noun complement clauses

Exercise 10: Distinguishing complement clauses from other postmodifiers

Sometimes complements of nouns look very much like other postmodifiers. In this exercise, you will practice distinguishing complement clauses from other postmodifiers.

- For each pair of sentences, underline the postmodifiers and identify the type. Choose from these types of postmodifiers:
 - (a) complement *that*-clause
 - (b) complement *to*-clause
 - (c) *of* + complement *ing*-clause
 - (d) complement *wh*-interrogative clause
 - (e) relative clause
 - (f) prepositional phrase with *of*
 - (g) prepositional phrase with *to*

- 1a** He disregarded the idea that science could explain beyond a certain point. (FICT)
 (a) complement *that*-clause
- 1b** It was an idea that is taking hold among a small but diverse group of religious figures. (OTWR)
 (e) relative clause
- 2a** We are faced with the problem that the structures of local government differ from nation to nation. (OTWR)
- 2b** It addresses a problem that doesn't even exist. (OTWR)
- 3a** Do we have your permission to record you? (CONV)
- 3b** He took an introduction to biology and zoology at one time. (CONV)
- 4a** Well he had every intention of finding work. (CONV)
- 4b** There's a possibility of private ownership of the land. (CONV)
- 5a** There was no question who Michele was. (OTWR)
- 5b** Old Taskerson, a kindly sharp man, had lost the only one of his sons who'd inherited any degree of literary talent. (FICT)



Synthesis exercises

Exercise 11: Understanding the use of noun phrases in conversation and academic prose

In Chapter 9 of *SGSWE* you read about many differences in the typical form and use of noun phrases in conversation and academic prose. Below are text samples of similar

lengths from each of those registers, with many typical uses of noun phrases. Use the samples to answer the following questions.

PART A: ANALYZE

- Identify all the noun phrases in both samples by underlining them. You will need to use double underlining, sometimes even three underlines, to show noun phrases that are embedded within other noun phrases.
- Considering just first-level noun phrases (not those embedded within other noun phrases), what percentage of the noun phrases have at least one modifier in each of the samples?
- What are the most common structures for the modifiers in the academic prose text?
- Considering all the noun phrases (first-level and embedded), what percentage of the heads are nouns versus pronouns in each of the samples?
- What do the head nouns typically refer to in each register (e.g. abstract concepts, participants in the text, inanimate objects, other people, etc.)?

Notes: In counting modifiers, do not include numerical expressions like *two and a half (hours)*; they are more like quantifying determiners. In counting for percentages, bear in mind that agreeing on an exact percentage can be difficult because of ambiguities of structure. Differences of up to 10 per cent are not important, so long as the overall picture is clear.

PART B: DESCRIBE

- Write a paragraph describing the structure and use of noun phrases in these two passages. Summarize the information you found in your analysis in Part A, and give specific examples from the texts to support your points. In general, think of answering the question, 'How does the frequency, structure and function of noun phrases vary between these conversation and academic prose samples?' (No answer is provided for this part.)

CONVERSATION

B: What did you do with those sandwiches?

A: They're in the bag in the back, behind me . . . it's almost twelve o'clock . . . been driving since about nine thirty, two and a half hours . . . good God < . . . >

A: You didn't put any light mayonnaise on here? Why not?

B: I don't know. I should have, but I didn't think of it.

A: Yuck.

B: I hate mayonnaise.

A: I don't like it either . . .

B: Don't want it?

A: No.

B: I should have popped some popcorn. (81 words)

[Note: Do not count *good God* as a noun phrase—this is considered an expletive (see SGSWE 13.7).]

ACADEMIC PROSE

Modern capitalism thus begins away from the older centres of manufacture, on the basis of large-scale maritime and overland trade. Organized manufacture does not originate in the craft industries controlled by the guilds, but in what Marx calls 'the rural subsidiary operations' of spinning and weaving, which need little technical training.

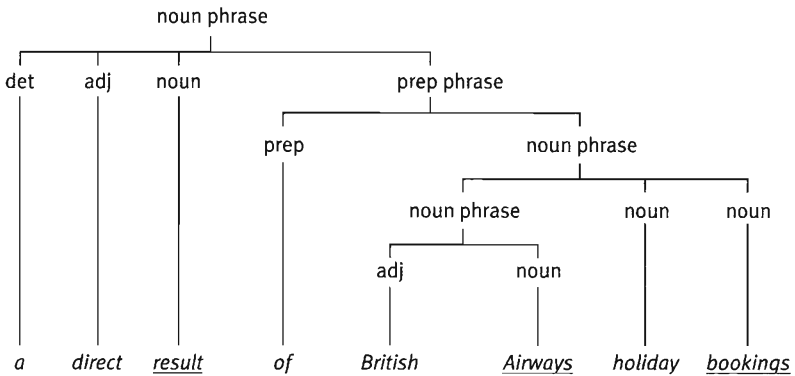
While rural society is the last place where capitalism develops in its 'purest and most logical form' the initial impetus is located there.

Not before this stage is reached is capital a revolutionary force. (85 words)

Exercise 12: Drawing noun phrase trees

- Draw trees to show the structure of the noun phrases underlined in the following sentences.
 - To do this, follow the pattern on the examples in Exercise 9 (and also in Fig. 9.9, *SGSWE* 9.12.1), but show premodifiers as well as postmodifiers, and embedded modifiers as well as first-level modifiers.
 - Use abbreviations (if needed, your own abbreviations) for the nodes of the tree.
- The first diagram is done for you. (The heads of noun phrases are underlined.)

- 1 The new policy has been introduced as a direct result of British Airways holiday bookings.



- 2 Mr Wood's own experience in the restaurant business spans 20 years. (NEWS)
- 3 When I came to Scotland the small Jewish grocery shops in the Gorbals district of Glasgow were my main link with home. (NEWS)
- 4 'Enfant terrible,' muttered the man sitting on the right of Andrew. (FICT)
- 5 The effect of water stress on the relation shown in Fig. 2.10 is to reduce the efficiency of conversion. (ACAD)

Exercise 13: Sentences for additional practice and diagramming

- 1 The people who worked over there spoke English. (CONV)
- 2 Ted had a thing that was like a skateboard. (CONV)
- 3 I remember the time you said she looked like a boy. (CONV)
- 4 You should have seen this place when we moved in. (FICT)
- 5 He was wearing a new suit of drab flannels. (FICT)
- 6 The beautiful green countryside of October in California reeled by madly. (FICT)
- 7 Police are still hunting the gunman, who escaped with a portable telephone. (NEWS)
- 8 Dr W. H. Swinburne, the choir's founder, received presentations during the evening. (NEWS)
- 9 Speelman seemed full of energy and surprising ideas. (NEWS)
- 10 Schools are being given the chance to run themselves. (NEWS)

10 Verb and adjective complement clauses

Grammar Bite A

Types and positions of complement clauses

Exercise 1: Identifying the controlling element, type, and position of complement clauses

The different kinds of complement clause have three major characteristics:

- (a) controlling element: verb or adjective
 - (b) structural type: finite (*that*-clause, *wh*-clause) or non-finite (*to*-clause, *ing*-clause, *ed*-clause)
 - (c) position: subject, post-predicate (including subject predicative, direct object, and adjective complement functions), extraposed.
- Underline all complement clauses in the sentences below. Include embedded complement clauses.
 - Identify the grammatical category of the controlling element, the structural type of complement clause, and its position/function.

- 1 McCurry said that Clinton would not 'get into a mud-wrestling contest'. (NEWS)
controlling element = verb (said); type = finite, that-clause; position = post-predicate, direct object
- 2 Before cancer weakened him, he hoped to move back to Monroe. (NEWS)
- 3 This is where they clean the planes. (CONV)
- 4 Maybe Judy will stop talking to him, too. (CONV)
- 5 I think she's happy that I really got a lot done in the last couple of days. (CONV)
- 6 I wonder what he meant by that. We're slowly beginning to see what he meant by that. (CONV)
- 7 It's amazing that only three hundred died. (CONV)
- 8 Police sources said that X-rays of the five bombs appear to show the same blasting caps and detonation pins. (NEWS)
- 9 That the ending came almost in the dark was fitting. (NEWS)
- 10 It's hard to believe how one human mind could have created them. (CONV)



Grammar Bite B

That-clauses

Exercise 2: Analyzing embedded *that*-clauses

That-clauses are often embedded in higher-level structures, and several different *that*-clauses can occur in a single sentence. Such embedding is found in both conversation and written registers.

- Underline the controlling elements of all *that* complement clauses in the sentences below. (Remember that the complementizer *that* can be omitted.)
- For each clause, identify the grammatical category of the controlling element, the beginning and ending words of the *that*-clause, and the position/function of the *that*-clause (for post-predicate clauses identify the function: direct object, subject predicative, or adjective complement).

- 1 I think that everybody understands that we want to have a debate. (NEWS)
think = verb; *that everybody ... debate*; position/function = post-predicate, direct object
understands = verb; *that we want ... debate*; position/function = post-predicate, direct object
- 2 After a phone conversation with Clinton, Nixon thinks that it's strange and meaningful that 'he never brought up Hillary'. (NEWS)
- 3 What I'm saying is that I'm sure that I was told at least once in person. (CONV)
- 4 He reminded jurors that a wardrobe stylist testified that she gave Simpson a black cotton sweatsuit. (NEWS)
- 5 Behe argues that it is inconceivable that the cascade could have evolved from some simpler form with fewer steps. (ACAD)
- 6 'People lost a fortune in these three years', he said, adding that it was strange that such enormous losses have gone little noticed. (NEWS)
- 7 You know that we would make sure that the students understood that there would be a full time commitment. (CONV)
- 8 Well I guess she knows that I need a ride to my car. (CONV)
- 9 The cops and the DA would not accept that it was plausible that they had the wrong guy. (NEWS)

- 10 It was kind of like we knew that she wasn't going to marry him and he knew that she knew that she wasn't going to marry him. (CONV)

Exercise 3: Information flow and subject *that*-clauses

As discussed in *SGSWE* 10.8.1, subject *that*-clauses are used to present known information as the background, or topic, for new information. Two specific uses are:

- (a) to summarize information that has been presented in the preceding discourse
 - (b) to remind the readers of 'factual' information that is generally known.
- Underline the subject *that*-clauses in the sentences below.
 - For each clause, identify the information factors that make a subject *that*-clause appropriate.
- 1 Temple is guilty of outright cowardice, as was National Public Radio when, in 1994, it decided not to air a series of Abu-Jamal commentaries on prison life. Some folks have speculated that both Temple and NPR knuckled under to pressure from the Fraternal Order of Police (FOP). That the FOP wouldn't want a convicted cop killer's views on the air is understandable. But I feel some voices need to be heard. (NEWS)
 - 2 There are many players who might win the Masters, many who could. But the feeling about Faldo is that if he is at the top of his game, he should win it. That he is ranked only No 4 in the world at the moment is due to the eccentricity of the system. His first Masters win has now slipped from his ranking points. (NEWS)
 - 3 Republican presidential nominee Bob Dole has said, 'If World War III were declared, the media would still ask me about abortion.' That the media are fixated upon the differences within the GOP regarding abortion no longer is in doubt. That they don't just as enthusiastically dissect the differences within the Democratic Party regarding abortion and same-sex marriages is a troubling example of poor journalism. (NEWS)

Exercise 4: Discourse factors with *that* retention v. omission

Three grammatical factors are associated with the omission of *that* after verbs:

- (a) a common verb—especially *say* or *think*—as the controlling verb
 - (b) co-referential subjects in the main clause and *that*-clause
 - (c) a personal pronoun as subject of the *that*-clause.
- Different grammatical characteristics are associated with the retention of *that*:
- (d) coordinated *that*-clauses
 - (e) use of passive voice with the controlling verb
 - (f) an intervening noun phrase between the controlling verb and the *that*-clause.
- Circle all controlling verbs, and underline the *that*-clauses in the sentences below.
 - For each clause, identify the factors that are associated with the retention or omission of *that*.

- 1 He started to (realize) that it was a scam all along and that he wanted to see this guy. (CONV)

that retained: has coordinated *that*-clauses, controlling verb is not common, does not have co-referential subjects

- 2 I think I'm the only person who doesn't have it. (CONV)
- 3 I think she should just be happy that my mess isn't spilling out of my room. (CONV)
- 4 Mr. Gorbachev agreed that the NATO and the Warsaw Pact would be maintained and that the transatlantic members of the Western Alliance – the U.S. and Canada – would play a vital role in the common European home. (NEWS)
- 5 But I find this really odd because Lucy told me that Cynthia told her that you know that it really wasn't appropriate for her to be staying with us. (CONV)
- 6 Western leaders were convinced that NATO's steadfastness had been crucial in bringing the communist bloc in from the cold. (NEWS)
- 7 The second U.S. reaction was to reassure the West Germans that Washington was happy to leave the details in Bonn's hands. (NEWS)
- 8 He said he lost his hair from taking showers all the time. (CONV)



Grammar Bite C

Wh-clauses

Exercise 5: Wh-clauses as dependent interrogative clauses v. nominal relative clauses

Wh-complement clauses have two main functions: dependent interrogative clauses and nominal relative clauses.

- Circle the controlling elements of all *wh*-complement clauses in the sentences below. Underline the *wh*-clauses.
 - For each clause, identify the grammatical category of the controlling element, and the position and the function of the *wh*-clause.
- 1 'The last time my people had full employment (was) when they were in slavery,' he proclaims in addressing acute black teen unemployment. (NEWS)
controlling element = verb; wh-clause = nominal relative, subject predicative position
 - 2 What this nomination shows is that any story can work. (NEWS)
 - 3 Well, I wonder why Aunt Irene said that. (CONV)
 - 4 If you know that, you usually know where it is going and what the purpose of it is. (NEWS)
 - 5 It is not clear how the question will be resolved. (NEWS)
 - 6 That's what I remember hearing—that's why I asked how they were doing, cause I remember that you kept buying fish. (CONV)
 - 7 So that's how I know that that's where they were going. (CONV)
 - 8 He's in a meeting and I'm not sure when he'll be back. (CONV)

Grammar Bite D

Post-predicate *to*-clauses

Exercise 6: Grammatical patterns of post-predicate *to*-clauses

There are five major grammatical patterns for post-predicate infinitive clauses following a verb:

Pattern 1: verb + *to*-clause

Pattern 2: verb + NP + *to*-clause or Pattern 2P: passive verb + *to*-clause

Pattern 3: verb + for NP + *to*-clause

Pattern 4: verb + bare infinitive clause

Pattern 5: verb + NP + bare infinitive clause

- Underline all verb + post-predicate infinitive clauses in the sentences below.
- Identify the grammatical pattern of each clause.

- 1 I had told Mr. Angullas-Villanueva I needed to speak to him on an utterly confidential basis and asked him to meet me in a quiet, out-of-the-way place. (FICT)
needed to speak ... = Pattern 1; *asked him to meet ...* = Pattern 2
- 2 The Tuolumne River near Modesto was expected to top 68 feet early Saturday morning. (NEWS)
- 3 I saw him bleed once. (CONV)
- 4 I would like for you to come out to the garage and talk to me. (CONV)
- 5 'I asked them how would you really like to train these people for real conditions, pressure and battle conditions,' Scott said. 'So some things in the film cross the line really into areas that they probably would like to go into and found to be too stringent. I'm not saying SEAL training is easy, but in certain aspects it probably doesn't go as far as we wanted to go.' (NEWS)

Exercise 7: Meanings of post-predicate *to*-clauses controlled by verbs

There are several different aspects of meaning to be considered for post-predicate *to*-clauses controlled by verbs. First, the controlling verb can come from ten different semantic domains: speech act, other communication, cognition, perception, desire, intention/decision, effort, modality/causation, aspectual verbs, probability. In addition, the logical subject of the *to*-clause can correspond to different elements in the main clause: the main-clause subject, the main-clause object, or some other referent.

- Underline all verb + post-predicate infinitive clause structures in the sentences below.
- Identify the semantic domain of the verb.
- Identify the reference of the logical subject of the *to*-clause.

- 1 He wanted me to telephone you at once and ask you to come to Danzig. He offered to find a translator for your essay. (FICT)
want = desire, subject = I (i.e. I telephone ...); *ask* = speech act, subject = you (i.e. you come ...); *offered* = speech act or intention, subject = he (i.e. he finds ...)

- 2 Those who already have them want the superpowers to resolve the missile crisis, allowing them to remain on top of the provincial heap. (NEWS)
- 3 Tell Mark I said to look it up and sing it to you. (CONV)
- 4 Did you want to ask Michelle to do that? (CONV)
- 5 I need to call Mary Ann. I forgot to tell her that I want to go to Steve's party. (CONV)
- 6 I didn't mean for this to happen. I did not trust myself to reply. (OTWR)
- 7 The Promethean impulse was widely felt to be guiding the Scientific Revolution. (ACAD)
- 8 He comes into my room, takes my things, and no one seems to care. (NEWS)
- 9 Then later on all of us began to do the same thing that they did. (CONV)
- 10 We just tried to take goofy pictures. (CONV)



Grammar Bite E

More on infinitive clauses

Exercise 8: Recognizing raising and extraposed constructions

- Underline all adjective + *to*-clause combinations in the sentences below.
- Identify the semantic domain of the controlling adjective: degree of certainty, ability/willingness, emotion/stance, ease/difficulty, evaluation, necessity/importance.
- Identify each *to*-clause as post-predicate or extraposed.
- For post-predicate *to*-clauses, determine whether this is a case of subject-to-subject raising, object-to-subject raising, or not a raising construction.

1 Rob's [birthday] is the sixth of August. It's only a week after yours. It should be easy to remember. (CONV)

easy = ease/difficulty; post-predicate *to*-clause; object-to-subject raising

2 It may not be easy to check that the conditions are satisfied. (ACAD)

3 The government is unlikely to meet the full cost. (NEWS)

4 All the cylindrical surfaces are displayed only as two circles joined by a start line. As this representation is difficult for the draughtsman to interpret, mesh lines have been inserted. (ACAD)

5 However, it is not difficult to demand a speed of calculation beyond the performance of currently available microcomputers. (ACAD)

6 We're quite happy to rent for a while. (CONV)

7 Without those powers, computer hacking would be almost impossible to prove. (NEWS)

- 8 It's a big white notebook—It's pretty easy to read and understand. (CONV)
- 9 The test was expensive to produce. (ACAD)
- 10 It is possible to love, and to aid thy neighbor, without state intervention. (NEWS)

Exercise 9: Describing the discourse functions of subject *to*-clauses

Subject *to*-clauses mark the information in the *to*-clause as being topical and provide a direct anaphoric link to the preceding discourse. Subject *to*-clauses are sometimes used in sequences to present a topical progression of ideas.

- Underline the subject *to*-clauses in the passage below.
- Describe how these structures help to establish the topical organization of this passage.

NEWS

Yet in all these random examples, which are each dimensions of the new Europe, it wouldn't occur to the participants for one second that they are being European. To expect Europe to become a single warm cultural bath is simply to mistake the nature of the European, and indeed any other, identity.

To be European in France is to think globally about a French-led political Europe which will challenge the power of Japan and America. But to be European in Lithuania or Scotland is to assert your nationality and the wish to get Moscow or London off your back.

To be European in Italy is a logical extension of what is already assumed to be one's natural multiple identity within a family, a city, a region and a nation. And to be European in southern England is to make a political statement against Thatcherism, philistinism, and English insularity.

Grammar Bite F

Ing-clauses, ellipsis/substitution, and review

Exercise 10: Ing-forms in complement clauses v. other grammatical uses

In addition to their use as a verb/adjective complement clause, *ing*-clauses have other uses, including adverbial clause and noun postmodifier. In addition, *ing*-forms function as main verbs (with the progressive aspect), adjectives, nouns, and as part of multi-word combinations (e.g. the semi-modal *be going to*).

- Underline all *ing*-forms in the sentences below.
- For each occurrence, identify the grammatical use of the *ing*-form.
- If the *ing*-form is used to initiate a dependent clause, identify the function of that clause.
- For *ing*-complement clauses, identify the controlling verb/adjective and the position.

- 1 In my heart I know it's not feelings for Ed that I'm just giving to Leo—but then I remember hearing things about him. (CONV)

feelings = noun; *giving* = main verb; *hearing* = complement clause, direct object of remember

- 2 Yeah. I swear the plane kept stalling on the runway. You know like when you're trying to start your tractor, or your lawnmower? (CONV)
- 3 The Trinet system, when complete, will augment and speed up the existing system run by Caltech and the Geological Survey, which is now capable of recording only limited information on shaking. (NEWS)
- 4 'Can you imagine how I love hearing you say that?' 'I have no photograph of you. Sometimes I can't remember what you look like, do you mind my saying it?' (FICT)
- 5 Yet another group of treasure hunters is active on Mount Trumbull in the Arizona Strip, probing caves supposedly found by a Utah man. But the notion of buried treasure in Arizona is not crazy. Thybony says a German tourist recently turned up in Flagstaff with a pewter box containing Spanish coins from the 1540s. (NEWS)

Exercise 11: Ellipsis and substitution

Each of the following examples contains ellipsis or substitution with a post-predicate complement clause.

- Put an omission sign (^) where the ellipsis occurs or underline the substitution.
 - Identify the type of complement clause: *that*, *to*, or *wh*-.
 - Tell the type of ellipsis or substitution:
 - (a) clause omitted but complementizer retained
 - (b) clause and complementizer omitted
 - (c) substitution with *so*
 - (d) substitution with *not*.
 - Write out the full form of the complement clause.
- 1 A: Yeah, but—just—just looking at the statistics, I mean, nine out of ten chance he'll be back in there [prison] within two years.
 B: Yeah, I hope not though. (CONV)
that-clause with 'not' substitution; full form = I hope that he will not be back in there within two years.
- 2 You going to share or don't you want to? (CONV)
- 3 A: Um are you supposed to try to talk to them or anything?
 B: No I don't think so. I think you're supposed to think about yourself. (CONV)
- 4 We are having a litter of bunny babies <...> They always have them at night. I don't know why. (CONV)
- 5 I mean I tried to rescue him. You'll see later as, as we go along, you'll see how I tried to but he, he just fought me all the way. (CONV)
- 6 A: She tendered her resignation.
 B: Yeah, I know, she told me on Monday. (CONV)

- 7 I don't remember if she graduated. I guess not. Anyway she ended up moving up there. (CONV)
- 8 I heard that taking liver pills for some reason is good for falling, regeneration, I don't remember why <...> (CONV)

Synthesis exercises

Exercise 12: Comparing the use of complement clauses in texts

- Underline all complement clauses in the sentences below that are controlled by verbs, adjectives, or nouns (for nouns, see *SGSWE* 9.13).
- Identify the grammatical category of the controlling element, and the structural type and position of each complement clause.
- Count how often each clause type occurs in each text, and compare those frequencies to the general patterns of use for conversation and academic prose (see, e.g., *SGSWE*, Figure 10.1 and Tables 10.1–4)

CONVERSATION

- A: Did Crystal say somethin' the other day about how she told her son that she breastfed him when she really didn't?
- B: No. [laugh]
- A: [laugh] I guess he's married now and is having his first child and he said something to his mom about, Mom, did you breastfeed me? And she said, Yep, sure did! Because she said, Can you imagine if I told him no? He'd think I didn't love him!
- B: And so she lied to him! Unbelievable.
- A: She said, It's not gonna hurt him one way or the other to know if he was or not.
- B: There you go.
- A: [looking at the baby:] Is your son choking?
- B: I don't think so—acting like it, but—What are you doing down there?—You're not choking, you're faking.—Last night, we were in Paige's bedroom, and Garrett crawled all the way down the hall.
- A: No way!
- B: To the bathroom.
- A: No way!
- B: And then he realized he didn't really want to go in the bathroom, so he went into Paige's room. So, of course I go running back there to make sure there are no little people anywhere or anything that can hurt him.
- C: [calling from the kitchen:] Hey, P K.
- D: What?
- C: It is time to come in and get ready for dinner!—You gonna come wash your hands and get all cleaned up?
- B: Boy, she actually came. I didn't think she'd come in.
- C: I hope these potatoes are still good. I guess I can just pop them back in the microwave.

ACADEMIC PROSE

Sawer (1977: 62) contends that Marx did not really regard the bureaucratic elite of Asiatic society as a ruling class per se. He is 'careful to describe the bureaucratic elite as assuming the functions of a ruling class rather than actually being a ruling class ...'

French Marxists have also tended to view the AMP as a transition between the primitive communal mode and modes present in state formations. Conversely, Melotti, in citing Marx's assertion that the state is 'the organ of class rule', rejects the notion that Asiatic society is not a true class society. Marx himself may have minimized the presence of social classes in the Asiatic society by emphasizing the supposed existence of primitive economic egalitarianism in its rural communities. Particularly in his discussion of Indian villages, it appears that Marx overlooked the caste system that dictated much of daily life.

This last point is particularly well illustrated in the case of 19th century Mormonism. General Authorities were able to draw upon general funds for travels and clerical expenses. It is important, however, to note that the appropriation of tithes was not generally viewed as a coercive practice. According to Leone, Mormonism was able to develop into a 'genuine theocracy' primarily because everybody believed in the same version of the supernatural. This observation supports Godelier's contention that 'in religion, we find the foundation of a non-violent form of violence.' It should be noted, however, that the hegemony of Mormon ideology was never complete as is apparent from the emergence of various schismatic sects. Joseph Morris, who spoke out several times against what he regarded as the excessive materialism, gathered about 500 followers near Ogden, Utah.

Exercise 13: Sentences for additional practice and diagramming

- 1 There's so many things that I know I want to learn. (CONV)
- 2 The leader's gunshot wounds are taking their toll, complicating efforts to persuade him to surrender. (NEWS)
- 3 I know that was a horrible thing to say. (CONV)
- 4 No one has been able to come up with a product as easy to market as opium. (NEWS)
- 5 She expected me to tell her why I left the room to run after the waiter. (FICT)
- 6 Many writers would consider the constructions described above to be non-standard. (ACAD)
- 7 Our offering the best deal we can is something which I think as a committee we should be in complete agreement with. (CONV)
- 8 It may not be easy to check that the conditions are satisfied. (ACAD)
- 9 He paused to give the jury a chance to consider the circumstances surrounding the murder. (NEWS)
- 10 In Stage 2, learners should be trying to list words which others are unlikely to know. (ACAD)

11 Adverbials



Grammar Bite A

Overview of adverbials

Exercise 1: Identifying circumstance, stance, and linking adverbials

Each of the following sentences contains one or more adverbials.

- Underline each adverbial. Include any adverbials that are embedded in other adverbials.
 - For each adverbial, identify the type (circumstance, stance, or linking) and syntactic structure (adverb, prepositional phrase, noun phrase, adverbial clause).
- 1 Jed followed him into the kitchen. He was still shivering. (FICT)
into the kitchen = circumstance adverbial, prepositional phrase; *still* = circumstance adverbial, adverb
 - 2 No one could live there now. They looked again. (FICT)
 - 3 I'll get Larry out here *Monday or Tuesday* and we'll certify the laser. (CONV)
 - 4 Unfortunately, there's no simple answer. (NEWS)
 - 5 Strangely Davies has never been fully appreciated in Wales.
 - 6 Another spring onion. I should think it will go well after your jam doughnut. (CONV)
 - 7 Water plants are a source of food for fish, water snails, and other aquatic animals which are, in turn, eaten by man. Such plants *are therefore* a useful link in the food chain. (ACAD)
 - 8 Personally, I really don't like the idea of her being within reach. (CONV)
 - 9 Employees should be prepared for the change in order to reduce scepticism and to build their confidence. (ACAD)

Exercise 2: The scope of adverbials

Adverbials vary in their relationships to the rest of the clause. As explained in *SGSWE* 11.5, some adverbials have very broad scope (for example, over entire clauses or sequences of clauses), while others have more local scope.

- For each of the following pairs, identify the adverbial which has broader scope.
- Describe the difference in scope between the two underlined adverbials.

- 1a We have literally saved lives with this ordinance. (NEWS)

1b Year after year, they'd been decorating the 'Chicago school of economics,' literally one department, the source of unimaginably destructive neoliberal cant that had spread worldwide. (OTWR)

The adverbial in 1a has broader scope. It has scope over the entire long VP (saved lives with this ordinance). In 1b literally has scope only over the NP one department.

2a I tell you in the end it's your family who's the most important. (CONV)

2b Seven or eight of us boys in the class ended up in the home economics class. (CONV)

3a Well I would say it was sort of scary looking. (CONV)

3b Actually, what's amazing is that we sit on the floor most of the time, like in front of the TV and you can actually, you can put your dinner down on the floor and you can go back out in the kitchen to get a drink and generally speaking, you know generally, I mean like ninety nine percent of the time, they won't get into the dinner. (CONV)

4a The main worry, said Sen. Paul Wellstone of Minnesota, is that the GOP majority would eliminate some provisions from the current proposal and substitute others. For example, some veterans of past reform wars speculate that Republicans, who usually are better financed, might try to cut back on the McCain–Feingold bill's provision for free TV time for candidates. (NEWS)

4b History is filled with attempts to achieve impenetrable codes. But most have been cracked by clever mathematical tricks or by computerized brute force—for example, by computers that crunch the code night and day. (NEWS)



Grammar Bite B

Circumstance adverbials

Exercise 3: Semantic categories of circumstance adverbials

- Write a brief story or description that uses each of the twenty-one semantic categories of circumstance adverbials that are listed below. Your writing may be as truthful or creative as you wish.
- You can use the categories in any order, and one clause may have more than one adverbial.
- In general, avoid adverbial clauses (which are covered in the next Grammar Bite). However, you may use clauses for reason/cause, purpose, and condition.
- Identify the type of each adverbial in your story.

(See SGSWE 11.6 and 11.7 on the semantic categories of circumstance adverbials.)

1 place, distance

2 place, direction

3 place, position

4 time, point in time

5 time, duration

6 time, frequency

7 time, time relationship

8 process, manner

9 process, means

10 process, instrument

11 process, agent

12 contingency, reason/cause

13 contingency, purpose

14 contingency, concession

15 contingency, condition

16 contingency, result

17 degree, amplifier

18 degree, diminisher

19 addition

20 restriction

21 recipient

Exercise 4: The use of *just* in conversation

As *SGSWE* 11.7 describes, *just* is a very common adverbial in conversation, and it covers many meanings and functions.

- Read over all the occurrences of *just* in these samples from conversation and identify groups that share similar meanings or functions.
- Try to describe the meaning/function of each group. In some cases, a precise description may be difficult, but explain your interpretation as thoroughly as you can.
- One analysis strategy is to try to replace *just* with a word or phrase that has the same meaning, like *simply*, *only*, *exactly*, *completely*, or *really*.

1 You know, being in pain so much is so tiring. It's just exhausting. (CONV)

2 I'll do it myself. I'm sorry I got so hostile. But I just don't understand, that's all.
(CONV)

3 Actually you kind of have the same kind of bone structure too besides the fact that you have feet and hands just like dad. You're obviously your mother's son though.
(CONV)

4 I've just got a question. (CONV)

5 Then the next day she takes her daughter to the doctor and she's gone from twelve until four thirty. Now I've had a lot of jobs and I didn't have the luxury of doing that and professional jobs where I just didn't leave my desk. (CONV)

6 They were just, they were just here last summer at our place. (CONV)

7 A: Is anybody cold?

B: I'm comfortable.

A: Are you?

C: Yeah.

A: Oh, I should just start drinking my coffee. (CONV)

8 [On the telephone, when the caller asks to speak to Linda:] Sure hold on just a minute—Linda! Somebody for you. (CONV)

9 It doesn't offend me for some of the products but it does offend me for others. And I'm just being honest about it. (CONV)

10 It's not an expensive shoe but it just—it's just a plain little white shoe but it is so comfortable. (CONV)



Grammar Bite C

Circumstance adverbials that are clauses

Exercise 5: Analyzing adverbial clauses

- Underline each of the adverbial clauses in the following sentences.
- Identify the semantic category: time, place, contingency (reason or conditional), other

(see *SGSWE* 11.6 and 11.9); for conditional clauses, state whether they are hypothetical/unreal or open conditions.

- Identify the type of clause: finite or non-finite.
 - Identify the subordinator or write 'none'.
- 1 Whenever I phone them up they all pretend to have emigrated to Australia. (CONV)
semantic category = time; type of clause = finite; subordinator = whenever
 - 2 Because schizophrenia is a brain disorder, it's nobody's fault, she says. (NEWS)
 - 3 For hours he sat there as if deliberately waiting me out. (FICT)
 - 4 It's not my fault if you don't pass your exams. (CONV)
 - 5 She was dark skinned and in her late fifties, although she looked much younger. (FICT)
 - 6 I haven't been there since I was a kid. (CONV)
 - 7 Since the purpose of the list is heuristic, there is no harm in 'mixing categories' in this way. (ACAD)
 - 8 'Trouble just seemed to follow me wherever I went—except here,' he said. (NEWS)
 - 9 As far as farmers are concerned tree planting has not been integrated into their work patterns or land management. (NEWS)
 - 10 If I were you I wouldn't have told her. (CONV)
 - 11 Some performance curves will now be presented to show the main differences between practical and ideal cycles. (ACAD)
 - 12 Dust swirled like smoke in the shaft of evening sunlight from the small window: rolls of it drifted over the floor, clinging to the men's feet and overalls. (FICT)

Grammar Bite D

Stance adverbials

Exercise 6: Stance adverbials in conversation and expository writing

- Underline the stance adverbials in the following sentences.
- Identify the type of each stance adverbial: epistemic, style, or attitude. For epistemic adverbials, identify the sub-category: certainty/doubt, limitation, actuality/reality, viewpoint/perspective, source of knowledge, imprecision.
- State whether you think the sample is more typical of conversation or expository writing. (You can also try to distinguish between academic prose and newspaper writing.)
- Justify your decision with reference to information in *SGSWE* 11.13.5 (the frequency of stance meaning categories across registers) and 11.14 (the most common stance adverbials), as well as other features that have been covered in earlier chapters.

- 1 Some people will perhaps feel uneasy about the definition of pedagogy as operational research in which experience is pressed into partnership with principled enquiry.
epistemic stance adverbial, sub-category: certainty/doubt
The sample is more typical of expository prose, probably academic prose, because perhaps is the most common adverbial of doubt/certainty in academic prose, but it is not at all common in the other registers. Also, the long noun phrase the definition ... enquiry is more typical of academic prose than conversation.
- 2 According to national estimates, only about half the elderly and fewer than a third of younger people with chronic diseases get the shots each year.
- 3 Workers at the many quasistate factories go months without their salaries. Not surprisingly, they see a return to communism as the best option.
- 4 I think she's pretty bold, to tell you the truth.
- 5 Well I go up like once every two weeks but only for a day or just to see them or I have dinner with them and they come down the next day.
- 6 The device projects onto a screen by passing light through an acetate sheet approximately 25 x 25 cm.
- 7 Well I, we found thirty-five acres in Oregon with a little teeny mobile home at the top of it and that's frankly my idea of a dream.
- 8 This, this memo. <...> This is actually so we don't forget what our points were.
- 9 At present, with relatively few computers in schools this will be a problem, but hopefully in the future there will be plenty of computer time available.
- 10 He lived on a farm and they had a big family and his dad had to go out and earn extra money I guess.
- 11 Maybe we could go for a walk.

Grammar Bite E

Linking adverbials

Exercise 7: Semantic categories of linking adverbials

- In the examples below, fill in each blank with an appropriate linking adverbial from the following list: *in contrast, though, second, for example, thus, by the way, likewise, in conclusion*.
 - Identify the semantic category of each adverbial: enumeration, result, addition, contrast, summation, concession, apposition, or transition. Use each of the semantic categories only once.
- 1 Finally, firewall policies must be realistic reflections of the level of security in the entire network., a site with top secret or classified data should not be hooking up to the Internet in the first place; or the systems with the really secret data should be isolated from the rest of the corporate network.
 - 2 As of last year, 70 percent of Americans over age 85 were living on their own., almost 100 years ago, 60 percent of Americans over 65 lived with an adult child. (NEWS)
 - 3 Corn is really good on pizza—I doubt they'll have it (CONV)
 - 4 Two related points are relevant with respect to macroeconomic instability and policy. First, a nation engaged in world trade faces potential sources of instability which would not affect a nation 'closed' to the world economy., these new sources of instability complicate domestic stabilization policy and may make it less effective. For example, recessions and inflations can be highly contagious among nations. (OTWR)
 - 5 And so now,, let me conjure into final focus the prospect of unfathomed wonder to which all myths and rites in the way of great poetry and art introduce and unite us, by quoting the eloquent lines of a brief poem that deeply inspired me when I first read it some forty years ago, and which has steadied me in my thinking ever since. (OTWR)
 - 6 Oh yeah I climbed through the glass to get over to the archery and it was not a smart thing. you two who haven't had lunch—there's chicken salad and potato salad. (CONV)
 - 7 Sanchez Ortega dropped out of sight within days of his being questioned by federal authorities and has not been seen since. He is believed to be somewhere in Mexico City., his partner has not been seen or heard from. (NEWS)
 - 8 The office is filled by a free contractual relationship., in principle, there is free selection. (ACAD)

Synthesis exercises

Exercise 8: Typical positions for adverbials

Use information from *SGSWE* 11.4, 11.8, 11.11, 11.15 and 11.19 to complete this exercise.

- Match each descriptive statement with one of the following positions: initial, medial, or final.
 - 1 This position is the most common position for circumstance adverbials overall.
 - 2 This position is often used when a circumstance adverbial contains given information and is important for the information structure of a clause.
 - 3 Circumstance adverbials that are obligatory or that have scope over the verb typically occur in this position.
 - 4 This is the most common position for a very long adverbial.
 - 5 This is a common position for circumstance adverbials (clauses or other structures) that 'set the scene' for subsequent discourse.
 - 6 This position is common for addition/restriction adverbials that have scope over only a small part of a clause.
 - 7 Overall, linking adverbials most typically occur in this position.
 - 8 This position is the most common for the linking adverbials then, though, and anyway in conversation.

Exercise 9: Adverbials in texts

Analyze the use of adverbials in the following passages from news and conversation.

- Underline all adverbials, including adverbials embedded in other adverbials.
- For each adverbial identify the type (circumstance, linking, or stance), the syntactic structure, and the position.
- You might also try to identify the semantic category and explain why the adverbial occurs in this position.

NEWSPAPER PASSAGE

At some point today, if everything is right, Graham Mackintosh will leave a ranch outside town with an irrepressible grin and as much water as his burro can carry and start walking south. If all goes well, man and beast will be in Cabo San Lucas by the time he stops. The expatriate Englishman who was once, in his own words, 'the complete couch potato' is planning to walk down the mountainous central spine of the entire Baja California peninsula, nearly 1,000 miles.

CONVERSATION

A: We have a Lemans Classical [group] that meets once every couple of weeks.

B: Uh huh.

A: And it's really just like a gab group* or we drink and eat and laugh and we will have a couple that kind of focuses around our little project, like one does little things, like some will do a quilt, some people will knit. <*gab group = informal conversation group>

Exercise 10: Analyzing ESL students' errors with adverbials

The following samples are taken from essays written by intermediate and advanced ESL (English as a Second Language) students. All of the samples have errors related to the use of adverbials—in the use of subordinators and prepositions, in the structure of clauses, and in the punctuation of clauses.

- Identify the error(s) in each sample, and explain how to correct each one. (Ignore errors which are not related to adverbials or the topics mentioned above.)

Hint: For errors in standard punctuation, remember that a dependent clause cannot be punctuated as a sentence by itself, and two independent clauses cannot be joined with a comma or no punctuation. (Examples from the Longman Learner Corpus.)

- I want to go to Paris again next year. Because we did not see everything in four days.
The adverbial clause (because ... days) is a dependent clause, which cannot be punctuated like a sentence. The period after year should be deleted or replaced by a comma.
- The first day I got here many of my ideas about America were changed for example I thought it will take me a little time to finish my entry to this country at the airport, but I was shocked because it took me about an hour to leave the airport.
- In spite of our country was very poor however it was very interesting in the education.
- Before 15 years there was a transportation problems due to the shortage of cars. Because individuals were not allowed to introduce cars and many roads have not been constructed.
- The French women began working so that to be free. However, she obeys her boss now.
- In this year's golden week, we will be given 5 holidays by our company, so I want to travel for this holidays. Indeed, 'travel' is exaggerated, I want to drive around Kanto viewpoints with my bike or car. Since I came to Hasaki. I have not been to Kanto view points, for example, Hakone, Fukuba-mountain, and so on.
- When you met any American person, even he doesn't know you, he'll say 'hi' to you as if he has known you for long time.

Exercise 11: Sentences for additional practice and diagramming

- 1 They were there all night I guess. (CONV)
- 2 I guess he just started to strike her. (CONV)
- 3 He spoke quickly, but she drawled when she talked. (FICT)
- 4 The rules will initially apply only to the top 50 NASDAQ stocks. (NEWS)
- 5 If learned scientists and experienced engineers are baffled, the matter will certainly be beyond me. (FICT)
- 6 Ollie hated the water even though he cleaned the pool all the time. (CONV)
- 7 Each did its own scheduling, which had been done centrally before. (OTWR)
- 8 Richard was quite correct, as technically speaking they were all in harbor. (FICT)
- 9 He's got to learn though to leave that cat alone. (CONV)
- 10 Therefore, if you get an interview but not the job, you will still have reached your goal. (OTWR)
- 11 First we have to discuss where he would fit on our club. (NEWS)
- 12 Because of the risk to health of asbestos-based products, these are now being replaced by 'fibre cement,' asbestos-free products. (ACAD)
- 13 The two miles of this road were beefed up in 1937 to handle the increasing tourist traffic, thus becoming the first divided highway in Arizona. (NEWS)
- 14 Insects may just shut down the sensitivity of their eyes in a way that's roughly comparable to our closing our eyelids. (NEWS)
- 15 Minnig's rocklike composure cracked only in a frenetic incident last week in which photographers were allowed to approach the mansion, then ignored police orders and swarmed inside for an improvised news conference with Tupac terrorists. (NEWS)

12 Word order choices

Grammar Bite A

Word order at the beginning of the clause

Exercise 1: Different types of fronting

PART A

- What kinds of fronting are illustrated in the examples below? For each example, choose one item from the fronting list and one item from the clause list:

fronting

- (a) of object
- (b) of predicative
- (c) of non-finite construction

clause

- (i) in an independent declarative clause
- (ii) in an exclamation
- (iii) in a dependent adverbial clause

- 1 A more general treatment is possible using the method of Markoff. This we shall now describe, following the account of Chandrasekhar. (ACAD)
(a) fronting of object; (i) in an independent declarative clause
- 2 'All-wise Krishna may be, but you wouldn't buy a used chariot from him.' (NEWS)
- 3 The prejudices remained beneath the surface of benignity, waiting for some unwary blunder on my part to crack the surface and let them burst through. Such a blunder I'd now committed. (FICT)
- 4 Such a sure hand my son has with his people! (FICT)
- 5 What a gullible lot we are. (NEWS)
- 6 Brave though he is in facing adult audiences, the result is a bit of a cringe. (NEWS)

PART B

- Rewrite each of the examples in Part A, changing the word order with fronting to a more usual word order such as subject + verb + direct object. (In one type, this more usual word order is impossible without a change of wording. Which example illustrates this?)

Answer to 1: We shall now describe this ...

Exercise 2: Subject-verb inversion and subject-operator inversion

- Underline the example of inversion in each of the following examples, and tell what type of inversion it is: subject-verb inversion or subject-operator inversion.

Note: When the same word has a role both as main verb and as operator, the inversion can be described either as subject–verb inversion or as subject–operator inversion. Which examples are like this?

- 1 On the sideboard stood a decanter of Haut Brion, and another of old Lanning port. (FICT)
subject-verb inversion
- 2 The number [of Chinese characters] soared to 23,000 in the twelfth century and to almost 49,000 in the eighteenth. Equally striking is the high proportion of semantic-phonetic compounds relative to the other three categories. (ACAD)
- 3 Such has been the success of the piece on a short provincial tour, that it has been snapped up by The Globe in the centre of London's theatreland. (NEWS)
- 4 Kelly finished fourth overall, and came close to losing the King of the Mountains honour. Only on the final climb of Sally Gap did he clinch victory as his rival, Gary Baker, was struggling back from two punctures. <in a cycle race> (NEWS)
- 5 'Hold it, darling,' interrupted Khalehla. (FICT)
- 6 Hide your ankle boots and put away your sensible lace-ups when summer arrives. Now is the time for cool, light shoes that you can slip straight on your feet. (NEWS)
- 7 What are you eating? (CONV)
- 8 Had she known that he was looking for her, she thought, she would not have let herself sit there. (FICT)
- 9 Can the health service cope with the growing needs of older people? (NEWS)
- 10 Into this circle stepped Captain Bierce, confident, huge, beaming, straight-speaking, simple and uncomplicated as only a man in uniform can appear to be. He courted her. (FICT)

Exercise 3: Conditions for inversion

Inversion takes place only in special conditions.

- Identify the conditions for inversion that apply to the examples in Exercise 2. Choose from the following conditions:

(a) <i>yes/no</i> question	(f) negative or restrictive opening element
(b) <i>wh</i> -question	(g) hypothetical or tentative conditional clause
(c) fronted adverbial of place or time	(h) dependent interrogative clause
(d) fronted predicative	(i) reporting clause.
(e) degree expression	

Answer to 1: (c) fronted adverbial of place



Grammar Bite B

Existential *there*

Exercise 4: Quiz yourself

- Answer each of the following questions on existential *there*. Refer to *SGSWE* 12.5–10 if you need help.
 - 1 What is the syntactic role of existential *there* in its clause?
subject
 - 2 What is the noun phrase following existential *there + be* called?
 - 3 Which of the following illustrates existential *there*? Which illustrates place *there*?
Oh look, there's that bird. (CONV) *There's nothing wrong really.* (CONV)
 - 4 After *be*, what is the most common verb that occurs after existential *there* in academic prose?
 - 5 Which of the following statements relating to discourse functions of existential clauses are true?
 - (a) Existential clauses are always used when new elements are introduced into the discourse.
 - (b) Existential clauses are useful in focusing on a new topic.
 - (c) Existential clauses help the information flow principle.
 - (d) Existential clauses hardly ever occur in a series.
 - (e) The notional subject rarely begins with *the*.
 - (f) Existential *there* cannot occur in a question tag.

Exercise 5: The structure of existential *there* clauses

- Identify the variant of existential *there* clauses in each of the following examples. Choose from the following structural patterns.
 - (a) *there + be + indefinite NP* <NP contains no postmodifier>
 - (b) *there + be + indefinite NP* <NP contains a postmodifier>
 - (c) *there + be + indefinite NP + place or time adverbial* <NP contains no postmodifier>
 - (d) *there + be + indefinite NP + place or time adverbial* <NP contains a postmodifier>
 - (e) *there + be + definite NP*
 - (f) *there + auxiliary + be + indefinite NP*
 - (g) *there + semi-modal + be + indefinite NP*
 - (h) *there + passive + to be + indefinite NP*
 - (i) *time or place adverbial + there + be + indefinite NP*
 - (j) *there + verb other than be + indefinite NP*
 - 1 There's not enough room on the table. (CONV)
Answer: (c)

- 2 There's not a thing you can do. (CONV)
- 3 There's a full moon. (CONV)
- 4 There was a fleeting look of admiration on her face. (FICT)
- 5 There has to be unity between black and white. (NEWS)
- 6 There will be a major morale problem. (NEWS)
- 7 In 1989 there were 3,000 accidents related to bouncy castles. (NEWS)
- 8 Also, there is stated to be one suicide attempt every two minutes. (NEWS)
- 9 'There comes a time when we have to assess the situation. I guess that time has come.' (NEWS)
- 10 Uh, you drive along the road for a mile or two and there's this little restaurant sitting out in the middle of nowhere. (CONV)



Grammar Bite C

Other topics in word order

Exercise 6: Other special word order constructions

Each of the following special constructions can be found in one of the examples below:

- | | |
|------------------------------|---|
| (a) preface | (f) demonstrative <i>wh</i> -cleft |
| (b) noun phrase tag | (g) direct object before indirect object (with <i>to</i> or <i>for</i>) |
| (c) <i>it</i> -cleft | (h) direct object before indirect object (without <i>to</i> or <i>for</i>) |
| (d) normal <i>wh</i> -cleft | (i) object predicative before direct object |
| (e) reverse <i>wh</i> -cleft | (j) phrasal verb with object before participle. |
- Underline the part of each example which illustrates the construction.
 - Match up the ten constructions with the ten examples.

- 1 Mrs Carey gave it him joyfully. (FICT) <it = the book>
(h) direct object before indirect object (without to or for)
- 2 It was war that made her so angry. (FICT)
- 3 My doctor, he likes birds too. (CONV)
- 4 Okay so what I want you to do is remember which group you're in. (CONV)
- 5 Were you wearing that before, this ring? (CONV)
- 6 And this weekend there's a Broncos Cowboy game. That's what I plan my weekends around. (CONV)
- 7 Okonkwo brought out his snuff-bottle and offered it to Ogbuefi Ezenwa, who sat next to him. (FICT)

- 8 North Bend is where the factory outlets are. (CONV)
- 9 The Rare Breeds Trust was formed to keep alive many native livestock breeds which were facing extinction. (NEWS)
- 10 'At about ten-thirty, this Italian wanted to go to bed. So the conductor came and made the beds up.' (FICT)

Exercise 7: The focused element in *it*-clefts

In *it*-clefts, the whole clause can be subdivided into:

- (a) *it*
- (b) a form of *be* (sometimes with negation)
- (c) the focused element
- (d) the dependent clause (similar to a relative clause).

The focused element (which normally comes after *it + be*) can have different roles in relation to the dependent clause which follows it. The main roles are subject, direct object, and adverbial.

- In each of the following examples, identify the four components (a)–(d) listed above, enclosing each in brackets.
- Which of the three roles does the focused element have in relation to the dependent clause?

- 1 [It] [is] [the goddess] [who pulls the strings]. We are puppets. (FICT)
subject (i.e. the goddess pulls the strings)
- 2 'There, don't they look lovely.' 'It is you who are lovely, Grace.' (FICT)
- 3 It was not surprise that he felt, but more a sort of yearning. (FICT)
- 4 That sunny afternoon last month, my grandson and I boarded there for the city centre, and it was on that journey we encountered Dr Saito. (FICT)
- 5 She liked the morning best, for it was then that she and the three other women did the rooms. (FICT)
- 6 But it was not food that Buck and the huskies needed, but rest. (FICT)



Synthesis exercises

Exercise 8: Information flow, topic, contrast, and end weight

In Chapter 12 of *SGSWE*, special word order constructions are shown to have discourse functions related to (a) information flow, (b) topic, (c) contrast, and (d) end weight. The purpose of this exercise is to explore the connection between these four functional concepts and selected examples in this chapter.

- Look again at these examples:
 - Examples 1–3 in Exercise 1
 - Examples 1–10 in Exercise 2
 - Examples 7–10 in Exercise 5
 - Examples 1–6 in Exercise 7

- Choose one example from each of the exercises above and write a brief explanation of why the special word order construction is appropriate in that example.
- Discuss in class how each example listed above serves the function of information flow, topic placement, contrastive effect, or end weight.

Hint: It may be useful to try to express the same meaning without the special word order construction, and see what effect the change in word order has. Thus, in example 1 of Exercise 2, compare the effect of *We shall now describe this* (normal order) with *This we shall now describe* (order with fronting). Notice how the fronting improves information flow, by placing given information (*This*) in a position where it is close to what it refers back to, and precedes the new information (... *now describe*).

Exercise 9: Comparing conversation and academic prose

At the end of Chapter 12 of *SGSWE*, the frequencies of the constructions listed below are shown to differ between conversation and academic prose.

	CONV	ACAD
(a) marked word order (fronting, inversion, etc.)		
(b) passive constructions		
(c) existential <i>there</i>		
(d) prefaces and noun phrase tags		
(e) demonstrative <i>wh</i> -clefts		

- Underline examples of the above construction types in the text samples below.
- Complete the table by giving the total number of occurrences (including zero) for each type of construction for each of the passages.
- Do your observations agree with the preferences shown in the table in *SGSWE*?

CONVERSATION: CHOOSING A DESSERT FROM THE MENU

A: You couldn't handle the spicy cranberry cobbler or the warm ginger chocolate cake?

B: Well, spicy cranberries.

A: And the the pound cake with brandy sauce, you wouldn't want that.

B: I know there's something.

A: Green lime and blood orange sorbet.

B: That sounds really disgusting. Why in the world would you name a dessert blood orange?

A: Apple fritters. That doesn't sound—why not the date and cinnamon ice cream? That might be good?

B: Yeah, that's not a problem.

<...>

B: It's such a beautiful score. Play some of these tracks at my memorial service when I die. That's what we want, beautiful music.

ACADEMIC PROSE: CHINESE CHARACTERS

Some scholars are opposed to this view of Chinese characters as representing concepts and insist instead that they represent specific words. They have therefore advanced the designation 'logograph', that is, a graph that represents a word (from the Greek *logos*: 'word'). Synonymous with the logographic concept is the expression 'lexigraphic', referring to words in the lexicon or vocabulary. The key point of disagreement leading to these terms is whether a character conveys meaning directly or through the intermediary of the word.

A modification of the logographic concept has been suggested by some students of writing who argue that Chinese characters represent morphemes rather than words and hence should be called 'morphemic' or 'morphographic'.

Exercise 10: Sentences for additional practice and diagramming

- 1 And the the pound cake with brandy sauce, you wouldn't want that. (CONV)
- 2 Absurdly, I wasn't sure I altogether liked the result; I think it was the hair that worried me most; all those wild shaggy locks were slicked back behind his ears and off his forehead. (FICT)
- 3 'Now,' said the captain, 'tell us who is missing.' (FICT)
- 4 'There is a phrase that suits your situation, sir. It is Noblesse oblige.' (FICT)
- 5 Everyone's frightened and tired as it is. What we need is to find a safe place soon. (FICT)
- 6 Someone was telling me that there's a glitch in the system somewhere. (CONV)
- 7 Not merely had she degraded herself; she had degraded him. (FICT)
- 8 What a hassle this is gonna be. (CONV)
- 9 We forgot to turn it off so the batteries were dead. (CONV)
- 10 The two were engrossed but their faces were puzzled. Shocking it was. How could someone do such a thing? (NEWS)

13 The grammar of conversation

Exercise 1: Practice in reading conversational transcripts

We study the grammar of conversation through a conversational transcript: a written record of what actually happened during a conversation. It takes a little practice to learn to read transcripts, because there are repetitions, false starts, interruptions, and abrupt topic shifts. In addition, the meaning is sometimes difficult to follow, because speakers refer to a context that they share with their hearer(s), but which is hidden from readers of the transcript.

The following are four conversational excerpts: the first two are from home settings; the second two from work settings. You will be asked to analyze these conversations from several perspectives in the exercises of this chapter.

- Read through all four conversations, and underline any parts that you don't understand.
- If possible, work in groups to try to determine the meaning of the unclear segments. You might have to guess at the meaning of some parts, and you might not be able to understand some other parts, simply because you were not actually a participant in the conversation.

Notes: In the following transcripts, turns by the same speaker (e.g. A) are numbered (A1, A2, etc.) for easy reference. The symbol — shows a short pause, and — shows a longer pause.

CONVERSATION 1: DECIDING WHERE TO EAT

- A1: I remember when I was looking for a job, I was driving the circumference of the city every day. It was so awful. It took at least twenty hours a day just in the car driving and filling up the gas tank every three days and watching my money dwindle—because time was running out.
- B1: Oh!
- A2: It was so horrible, I was sure I wasn't going to get a job, it was just, uh, it was really my guardian angel I got a job.
- B2: Where are we going to go eat if you don't feel like driving, do you want to go to some place that you know?
- A3: I should take you to a bar.
- B3: Is that on the river walk?
- A4: No, but it's that far away. Uh, I don't know of any restaurants. We can always go to Olive Garden.
- B4: Oh, let's go to the Olive Garden.
- A5: Somehow I had a feeling you were going to say that.
- B5: They have salad.
- A6: Okay, so let's go do this stuff.
- B6: I'll change my shirt.
- A7: Maybe we should go see Dinky How.
- B7: No. I want to go to the Olive Garden.
- A8: Do you really?
- B8: Yeah.
- B9: What are you looking for?
- A9: My voter registration card. — <...> This is what happens when you put half of your life into the hands of a man—or anyone I suppose. — <...>

- B10: You can still vote if you lost it.
 A10: Really?
 B11: They should have your name on the roster.
 A11: But this is absentee voting.
 B12: Oh, no. I bet you have to have it.
 A12: Wonderful.

CONVERSATION II: CURLY HAIR OR STRAIGHT HAIR?

- A1: My hair looks straighter today, huh?
 B1: Let me see.
 A2: I think it does. Quit it.
 B2: You got a lot of curls back here that you didn't have before though, girl.
 A3: Really?
 B3: Like little bitty curls, like, I mean, before it was like, like clumped together or something. Now it looks like really, like nice and curly. And smooth. I'm serious, like, like that's a lie, that's a lie.
 A4: You're not supposed to be giving people advice on their hair, remember?
 B4: Oh, come on. That stuff looks good on. That stuff looks good, yes it does. It's nice. Here. Let, let, let me pour it, let me pour it.
 A5: I think I'm—might blow dry it now, right? I think I might blow dry it now, right?
 B5: Let me pour it. Look in the back. Turn your head that way. Look in the mirror. See it?
 A6: Yeah but, I can't, how do I do my head? I see the side of my head.
 B6: Let me see how I see the backside of my head, the back of my head. Alright.
 A7: <laughing> You look so funny. You're like, nyah.
 B7: I guess it, I guess it wasn't that. Because I couldn't do this side. But your hair's so big.
 A8: Okay, how do I do it now?
 B8: Here you figure it out. I'm going into—
 A9: <laughing> But I was getting some counseling. — I see what you mean though about the curls in the back.
 B9: Here you go, babe. Try this.
 A10: I see what you mean by the covert act though. Hm.
 B10: You aren't picking at it, are you?
 A11: I need some more like this.
 B11: You see, all this wasn't there before. Like, they did all of it, like this right here. You see this little light right here?
 A12: But doesn't my hair look straighter today than it has. Not straighter but less—
 B12: It looks more organized. And it looks more excellent to me, it looks more curly. Like, that's what I thought you were, you wanted to do.
 A13: I do want curly hair but I want to be able to see the curls. I would like to see them.
 B13: I mean, they're not all gonna be like that. They're all like this, like they're laying down.
 A14: Yeah.
 B14: I think if you combed it regularly, then it won't, you know.
 A15: Tania's hair combing.
 B15: Yeah, it's real nice.

CONVERSATION III: SOMETHING NEW ON THE COMPUTER

- A1: I've got something new on the computer here.
 B1: What do you got?

- A2: If you turn it on, it turns on here and that turns on the monitor, the speakers and the uh, printer so now <unclear> shut off my printer. I just put a, a plug strip in here.
- B2: Oh okay.
- A3: And then there's another switch inside here that allows me to turn everything off, the computer, so like when I go away I can hit that and then everything is down.
- C1: The one I like is the uh, the little console.
- B3: Yeah.
- C2: You can, well you know <unclear>.
- A4: Well you know the other thing is though, see I can shut this off.
- B4: Which works out pretty good.
- A5: <opens a document on the computer to work on revisions; clears throat> Now you and I changed this to 'optical'—I didn't spell-check it.
- B5: Okay.
- A6: That's the only place I could think that uh, we had the changes to be made. Now I have to update that disk.
- B6: Should we say 'these products' here or 'this product'?
- A7: Hm, let me see. 'Due to the nature of the optical components' — there should be a comma.
- B7: Yeah.
- A8: Or 'these products,' yeah, 'these products' would be correct.
- B8: Okay. I don't know why we're having so much problems.
- A9: It's just sitting down with it one day. In fact I've, what we should do, that disk I gave you—
- B9: Yeah I've got it right over here.
- A10: We'll update that—fix it right now
- B10: Okay.
- A11: I'll take that with me, I'll update it in my system and then I'll make a second one and we'll carry them back and forth.
- B11: Okay. Yeah that disk is right here.
- A12: I haven't loaded that disk in yet.
- B12: I can tell.

CONVERSATION IV: MISTAKES IN THE OFFICE

- A1: What do the invitations look like?
- B1: They're right there as you walk in—uh uh they're fine I think. Still wasn't quite clear to me who uh who made the error—you know, the—as she said they're uh—
- A2: That's, yeah, that's not the blue I picked.
- B2: Blue?
- A3: This is—
- B3: Nothing blue about it.
- A4: Yeah. I don't know if this is—this doesn't look as bad as the baby poop color that they had picked out.
- B4: No.
- A5: It may be though the same one that he wanted and I picked out the blue.
- B5: That is not blue.
- A6: And he just wanted the one he wanted.
- B6: That's just—yeah.
- A7: He just didn't want blue I don't think I guess.
- A8: Oh uh the roller said I said so I guess you ordered the wrong paper and he said no they sent the wrong paper.
- B7: And she she said the the difference was it's like the paper was called the paper.

- A9: <looking at the fax machine; one button is labelled 'Talk'> Why is that buzzing so much?
- B8: Well, Tim keeps faxing and it's not working—it's an error.
- A10: Oh.
- B9: See and it keeps pressing 'talk'.
- A11: What do you mean it keeps pressing 'talk'?
- B10: I mean it keeps beeping 'talk'.
- A12: 'Talk' comes on.
- B11: Yes, that's that's what is beeping it says 'talk'.
- A13: Oh.
- B12: 'Error'—so you might call and tell him we're not getting anything—oh, yeah now we are I guess yeah.
- A14: Just a little bit of blank paper.
- B13: Yeah. Turn it off and turn it on again maybe—
- A15: Maybe another thing you're gonna have to do is we're gonna have to enter all these notes.
- B14: Like the—oh yeah.



Grammar Bite A

A functional overview of conversational grammar

Exercise 2: How functions show up in conversation

Six major functional characteristics of conversation help to make it different from most written registers. Conversation

- relies on shared context
 - avoids elaboration or specification of meaning
 - is interactive
 - expresses stance (politeness, emotion, and attitude)
 - takes place in real time
 - employs a vernacular range of expression (including informal or colloquial usage in grammar).
- Illustrations of five of the six characteristics are given below from Conversation I. Identify similar illustrations from Conversations II–IV for at least four out of the six major functional characteristics mentioned above. In each conversation, find two or three examples of each characteristic that you have chosen to illustrate. It will help you to review *SGSWE* 13.2.1–6 before doing this exercise.

EXAMPLES FROM CONVERSATION I

- Shared context: situational use of the; ellipsis in dialogue*
 B7: I want to go to the Olive Garden.
 A8: Do you really ^ ?
- Avoiding elaboration or specification of meaning: using simple phrases, and hedges (imprecision markers)*
 B7: [They] [have] [salad].
 A5: Somehow I had a feeling ...
 A6 ... let's go do this stuff.
- Interactive language: questions and responses; let's-imperatives*
 B3: Is that on the river walk?
 A4: No.
 B4: Oh, let's go to the Olive Garden.

(d) Expressing stance: use of *so* + evaluative adjective; also stance adverbs

A2: it was so horrible, I was sure I wasn't going to get a job, it was just, uh, it was really my guardian angel I got a job.

(e) Real time production: dysfluencies such as hesitators, repetitions, repairs and syntactic blends

A2: ...it was just, uh, it was really my guardian angel I got a job.

(The last part of this utterance seems to be a blend of it was really because of my guardian angel I got a job and it was really my guardian angel that got me a job.)

In the above, we have illustrated five of the six characteristics. You only need to do four (but they can be different characteristics for different conversations).

Grammar Bite B

Grammar tailored to real-time construction

Exercise 3: Dysfluencies, including incomplete utterances and syntactic blends

Because of the need for real-time production, all conversation is liable to dysfluency. However, in practice, dysfluency varies according to context. For example, Conversation I has rather little dysfluency compared with the other three samples. Sometimes marked dysfluency occurs at a particular point because of particular social or psychological pressures.

- Find at least twelve dysfluencies from Conversations III–IV.
- Label each case as a pause, hesitator, repeat, incomplete utterance, repair, or syntactic blend. (Include at least one example of each type. Remember that pauses and repetitions of words, etc. are not always signs of dysfluency.)
- Optional: Add, if you can, some comment on the reason for the dysfluency's occurrence in that part of the dialogue.

To get you started, here is an example from Conversation III, where two dysfluencies occur:

C1: The one I like is the uh, the little console: uh = hesitator; the, the = repeat (Perhaps these dysfluencies occur just here because the speaker is trying to remember the technical word console.)

Exercise 4: Ellipsis and syntactic non-clausal units

Ellipsis often results in a syntactic non-clausal unit, and it is usually possible to reconstruct the material that has been omitted (see SGSWE 13.4 and 13.5).

- Identify the instances of ellipsis in the following turns from Conversations I–IV:

Conversation I, A12	Conversation II, B3
Conversation II, B2	Conversation II, B4
Conversation III, B12	Conversation IV, B12
Conversation IV, B3	Conversation IV, A14
- Label each case as initial, medial, or final ellipsis, and reconstruct the material that has been omitted. Which of these cases results in a non-clausal unit?
- How does contextual information allow a hearer to reconstruct the omitted part of these utterances?

Here is an example from Conversation IV, B12 (remember ^ signals the ellipsis):

B12: 'Error'—so you might call and tell him we're not getting anything—oh, yeah now we are ^ I guess yeah. End ellipsis = now we are getting something. This is not a non-clausal unit. Contextual information: the preceding clause ... we're not getting anything. (The change from negative to positive in the elliptical clause entails a further change from anything to something.)

Grammar Bite C

Grammar, lexis, and discourse

Exercise 5: Inserts

As shown in *SGSWE* 13.7, inserts can be conveniently classified as interjections, greetings/farewells, discourse markers, attention-getters, response-getters, response forms, polite formulae, and expletives. (We will ignore here hesitators like *uh*, which were dealt with in Exercise 3.)

- Identify the inserts occurring in Conversations I–IV above. Make a list of the different inserts—types, not tokens—that you find. (Most of them will be listed in Table 13.1, but you may find one or two rarer ones. There should be eleven or twelve inserts in all.)
- The three most common inserts in Conversations I–IV are *yeah*, *oh*, and *okay*. Look at all the occurrences of these inserts, and comment in general on their function, details of use, and grammatical position. (Refer to the eight types above, but remember that inserts can have more than one function. Also be prepared to notice other distinctions of meaning within these types.)
- Now look at the occurrences of the other, less common inserts that occur in Conversations I–IV, and do the task just suggested for *yeah*, *oh* and *okay*. (Note that the word *now* in these transcripts is mainly an adverb of time, not an insert.)

Here is a suggested answer for *yeah*:

Function: *Yeah* is always a response form in these extracts.

Details of use: *Yeah* is sometimes (I B8, II A6) a straightforward 'yes' answer to a question. But mainly, it is a backchannel following declarative utterances (e.g. II A14, III B3, B7, B9, IV A4). The backchannel meaning 'I am following you' can be combined with agreement or support (e.g. in responding to another speaker's opinion or proposal, as in III B7). On other occasions (IV B6, B14) *yeah* comes at the end of a longer turn, where its agreement meaning is uppermost. Sometimes there is a pattern whereby one speaker takes the initiative, and the other speaker takes a lesser, supportive role. For example, in Conversation II, all the *yeah* responses are spoken by speaker B.

Position: *Yeah* usually comes at the beginning of a turn, and is sometimes a complete turn in itself (e.g. III B7). When it comes in the middle or at the end of a turn, it seems to be not so much an answer or backchannel, but an expression of acceptance or agreement.

Synthesis exercises

Exercise 6: Comparing natural and fictional conversations

Fiction dialogue imitates natural human dialogue up to a point, but intentionally or unintentionally the author may deviate from a thoroughly realistic representation of real conversation. The following text sample is from *The Old Devils* (1987), written by Kingsley Amis.

- Compare the linguistic and functional characteristics of this fictional conversation with the natural conversations analyzed in Exercises 1–6 above.
- Identify and illustrate linguistic features that are typical of natural conversation, as well as any features that would not be expected in typical natural conversation.

(For ease of reference, the lines of the text are numbered.)

- 1 ‘If you want my opinion,’ said Gwen Cellan-Davies, ‘the old boy’s a terrifically distinguished citizen of Wales. Or at any rate what passes for one these days.’ Her husband was cutting the crusts off a slice of toast.
‘Well, I should say that’s generally accepted.’
- 5 ‘And Reg Burroughs is another after his thirty years of pen-pushing in first City Hall and later County Hall, for which he was duly honoured.’
‘That’s altogether too dismissive a view. By any reckoning Alun has done some good things. Come on now, fair play.’
‘Good things for himself certainly: Brydan’s Wales and that selection, whatever it’s
- 10 called. Both still selling nicely after all these years. Without Brydan and the Brydan industry, Alun would be nothing. Including especially his own work—those poems are all sub-Brydan.’
‘Following that trail isn’t such a bad—’
‘Goes down a treat with the Americans and the English, you bet. But—’. Gwen put her
- 15 head on one side and gave the little frowning smile she used when she was putting something to someone, often a possible negative view of a third party, ‘wouldn’t you have to agree that he follows Brydan at, er, an altogether lower level of imagination and craftsmanship?’
‘I agree that compared with Brydan at his best, he doesn’t—’
- 20 ‘You know what I mean.’

Exercise 7: Observing the grammar of natural conversations

Pay attention to conversations in English over the next few days—either among your friends or on the radio or television—and make a note of any utterances that seem syntactically complex or odd.

- Write down the most interesting examples and try to analyze their grammatical structure.
- If you have difficulty, bring the examples to class for group discussion.
- Discuss how these complexities or oddities are related to the add-on strategy, real-time production, or the expression of stance.

Exercise 8: Exploring additional aspects of conversational grammar

There are many other aspects of conversational grammar that we have not yet had space to explore in this workbook chapter. Some of these have not been specially considered in Chapter 13 of *SGSWE*, because they have already been discussed in earlier chapters.

This activity invites you to review and to explore ten additional topics in conversational grammar, by investigating the occurrence of these ten features in Conversations I–IV at the beginning of this chapter. To focus your attention on what is interesting about each topic, we present a table below, with the topic, a statement and question concerning that topic, and cross-references to the relevant parts of this and previous chapters. For each topic:

- Read through Conversations I–IV, noting as many occurrences as you can find relating to the grammatical feature concerned.
- Note the positions and contexts of the occurrences. For example, do they occur in Conversation II more than in Conversation I? Do they occur at the beginning, middle or end of certain turns, or when people are emotionally aroused?

- Once you have discovered what you can about this feature and its occurrences in the conversations, write something about the feature, its variations, and where it occurs, illustrating with examples. While doing this, try to give some functional explanations about why the feature is characteristic of conversation, and why it occurs in some contexts but not in others.

This is a wide-ranging task, which could take a long time if one student tackled all ten topics. Often a more rewarding strategy will be to divide the class into groups, each group taking one topic to investigate. Afterwards, each group can report its findings to the rest of the class. This then will lead back to class discussion. Good luck!

Topic to explore	Statements and questions for investigation	Refs for review
Conjunctions	The words <i>and</i> , <i>but</i> and <i>so</i> often occur initially in CONV. Can you identify their functions?	8.4.1–2, 11.17.4
Questions	CONV is rich in different kinds of questions. What forms and functions of questions do you find?	8.11, 13.2.3
Imperatives	Imperatives are more common in CONV than in the other registers. What are their functions?	8.13, 13.2.3
<i>Not</i> -negation	<i>Not</i> -negation is about twice as common in CONV as in the other registers. Can you explain why?	8.8
Short subjects	Subjects of clauses in CONV 'are short—usually just one word'. Is this true? If so, what explains it?	
Non-clausal units	Verbless units, called non-clausal units, account for a great deal of what is communicated in conversation. Is this true? If so, please illustrate and explain.	8.14, 13.4
Deictic words and pro-forms	Deictic words and pro-forms—e.g. <i>this</i> , <i>that</i> , <i>these</i> (as demonstratives), <i>here</i> , <i>then</i> , <i>one</i> , <i>do</i> (as a pro-verb)—are very frequent in conversation. Why is this? What are their functions?	4.7.2, 4.14, 4.15.3, 5.15
The hedge <i>like</i>	<i>Like</i> , as a hedge (or imprecision adverb), is very common in CONV. How many examples are there, and how do you distinguish them from other uses of <i>like</i> (as a verb, preposition, or conjunction)?	7.11.9, 11.13.1
Evaluative or emotive adjectives	In CONV, adjectives are rather infrequent, but most of them have evaluative or emotive meaning. How many different examples can you find, and what do you think their functions are?	7.7, 7.7.1
Modals and semi-modals	Modal and semi-modal verbs are considerably more common in CONV than in written registers. Show how these verbs are important for signalling stance. What other functions do they have?	6.9–6.9.3, 6.10–6.11

Exercise 9: Sentences for additional practice and diagramming

- 1 I've got something new on the computer here. (CONV)
- 2 I think Travis will want to go see it. (CONV)
- 3 Well, I know I want them to dismiss me. (CONV)
- 4 But I don't think we would want to have it sound like it's coming from us. (CONV)
- 5 This is the only thing I'm gonna ask you to treat with some sort of priority. (CONV)
- 6 Occasionally I do anyway, if it's somebody that I think I want to know about. (CONV)
- 7 Next time, let's make this the assignment.—Everybody go looking through a magazine and pick out what they think they might want to wear to a verbal interview with, uh, let's say Dodie at Gold's. (CONV)
- 8 He came and I didn't even let him get in the door because I thought you might want to go skating tonight. (CONV)
- 9 The only thing I can think of is that, you know where the snow is covering the roads, that I may have just gone over a sharp spot. (CONV)
- 10 If I do it the way you tell me to do it, you're gonna be all over me telling me I'm not getting enough work done. (CONV)

Answers

1 A discourse perspective on grammar

EXERCISE 1

PART A

- 2 False: a *prescriptive* grammar presents rules about correct and incorrect stylistic choices.
- 3 False: a *descriptive* grammar describes the grammatical patterns that speakers and writers follow.
- 4 False: a corpus can include both written texts and transcribed spoken texts on computer.
- 5 True.
- 6 True.
- 7 False: a *dialect* is a variety of language that is associated with speakers.
- 8 False: a *register* is a variety of language that is associated with certain characteristics of a communicative setting.
- 9 True.
- 10 False: there is considerable grammatical variability within 'standard English'.
- 11 False: there is *no* official group that designates 'standard English'.

PART B

There are many possible answers. Some examples are:

- 1 A specific sub-register: methodology sections of medical research articles; a more general register: research papers or academic writing.
- 2 A geographic dialect: the variety of English spoken in Texas.
- 3 A social dialect: the language of middle-income Hispanic women.
- 4 A prescriptive rule for English: never 'split' an infinitive (*Bush promised ... to not raise taxes*).

EXERCISE 2

- 1 *you know, I don't know* = (b) conversational form, and (d) incomplete utterance; *so, he would* = (d) incomplete utterance; *see* = (b) conversational form; *me* = (b) conversational form (note: this example might be considered 'non-standard' by prescriptive grammarians, but it is widely used in conversations across dialects)
- 2 *oh* = (b) conversational form; *there was* = (a) non-standard; *kinda* = (b)

conversational form, and (c) transcription that reflects pronunciation; *give you that* = (a) non-standard; *well* = (b) conversational form

EXERCISE 3

PART A

- 1 Conversation, fiction, newspapers, and academic prose.
- 2 Academic prose and fiction have highest frequencies; newspapers have the lowest frequency.
- 3 *and* is most common across all registers; fiction and academic prose have the highest frequency.
- 4 *but* is most frequent in conversation and fiction.
- 5 *or* is most frequent in academic prose.

PART B

There are many ways to describe the use of the coordinators. Here is an example:

But is used to show contrast in the conversation samples. It appears to have several specific uses in these samples. Sometimes *but* marks contrasts within a speaker's own ideas (1, 3, 4, 5). These contrasts can be used to reassure the other participants in the conversation (3, 4), or they can be used when a speaker wants to clarify the last speaker's utterance (2, 6). These functions are useful in conversation since the interactions among people are an important concern of that register. In academic prose, on the other hand, *or* is used in giving specific and thorough descriptions and explanations, which are important for conveying precise, accurate information. For example, *or* can present alternative conditions or choices (2, 4–8), specific and general terms (3), and collections of items covered in a study (1).

2 Words and word classes

EXERCISE 1

- 1 30 tokens; 15 types: *don't* 4, *let* 4, *me* 4, *do* 2, *that* 1, *okay* 2, *marry* 3, *Justin* 1, *not* 1, *him* 2, *I* 2, *care* 1, *what* 1, *say* 1, *just* 1
- 2 30 tokens; 25 types: *the* 5, *great* 1, *metalworking* 1, *centres* 1, *of* 2, *time* 1, *were* 1, *in* 1, *Mesopotamia* 1, *Iran* 1, *and* 1, *Egypt* 1, *best* 1, *works* 1, *Jazira* 1, *have* 1, *an* 1, *edge* 1, *on* 1, *others* 1, *inlay* 1, *depicts* 1, *intricate* 1, *little* 1, *scenes* 1

EXERCISE 2

re-consider-at-ion; *un-employ-ment*;
re-view-ed; *over-care-ful-ness*;
ex-chang-ing; *heal-th-i-er*;
in-depend-ent; *act-iv-ity*;
streng-th-en-s; *dis-respect-ful*;
un-fortun-ate-ly

Note: You will find that the morphemes above sometimes have variant spellings with or without an -e. In English this is common, and there may also be changes of pronunciation: e.g. **race**, **rac-ing**; **wise**, **wis-dom**; **strong**, **strength**. We will look at this more closely in Exercise 12.

EXERCISE 3

LIFE: *life*, *lives* (noun)

LIVE: *live*, *lives*, *lived*, *living* (verb)

BUILD: *build*, *building*, *built*, *builds* (verb)

BUILDING: *building*, *buildings* (noun)

SOON: *soonest*, *sooner* (adverb)

LIVELY: *lively*, *liveliest*, *livelier* (adjective)

Ambiguous: *lives* (noun or verb); *live* (verb or adjective); *building* (verb or noun); *living* (verb or noun). *Build* and *builds* might also be considered ambiguous because they can be used as nouns, as in 'He has a good build' or 'They have good builds'.

EXERCISE 4

- get* = verb; *screw* = noun; *driver* = noun; *just* = adverb; *bring* = verb; *tool* = noun; *box* = noun; *be* = verb; *careful* = adjective; *take* = verb; *light* = noun; *fixture* = noun; *just* = adverb; *take* = verb; *screw* = noun; *driver* = noun; *take* = verb; *circuits* = noun; *run* = verb; *back* = adverb; *move* = verb; *want* = verb; *take* = verb; *guess* = verb; *put* = verb; *shoes* = noun
- take* = verb; *challenge* = noun; *integrate* = verb; *natural* = adjective; *way* = noun; *newest* = adjective; *discoveries* = noun; *plate* = noun; *tectonics* = noun; *marine* = adjective; *geology* = noun; *geochemistry* = noun; *geophysics* = noun; *lunar* = adjective; *Martian** = adjective; *geology* = noun; *traditional* = adjective; *discussions* = noun; *topics* = noun; *geomorphology* = noun; *sedimentation* = noun; *petrology* = noun; *volcanism* = noun; *structural* = adjective; *geology* = noun; *introduced* = verb; *very* = adverb; *new* = adjective; *expense* = noun; *eliminating* = verb; *essential* = adjective; *material* = noun; *traditional* = adjective; *modern* = adjective; *good* = adjective; *course* = noun; *geology* = noun; *cover* = verb

(*Note: *Martian* might also be considered a noun, but see SGSWE 7.6 on adjectives that are affiliative classifiers.)

- trail* = noun; *opens* = verb; *orchard* = noun; *trees* = noun; *stand* = verb; *shadows* = noun; *horse's* = noun; *hooves* = noun; *crunch* = verb; *cool* = adjective; *mud* = noun; *left* = adjective; *sun* = noun; *is* = verb; *yellow* = adjective; *sliver* = noun; *distant* = adjective; *line* = noun; *watch* = verb; *rocking* = verb; *broad-backed* = adjective; *horse* = noun; *daylight* = noun; *creeps* = verb; *brown* = adjective; *flower* = noun; *stems* = noun; *field* = noun; *mist* = noun; *right* = adjective; *reminds* = verb; *dream* = noun; *had* = verb; *wind* = noun; *quickens* = verb

Verbs are especially frequent in the conversation passage; nouns and adjectives are especially frequent in the academic and news passages. This is consistent with the frequencies presented in SGSWE.

EXERCISE 5

- pretty*: 2a = adverb; 2b = adjective
- horse*: 3a = verb; 3b = noun
- abstract*: 4a = verb; 4b = noun; 4c = adjective
- fast*: 5a = adverb; 5b = noun; 5c = adjective

EXERCISE 6

- running*: 2a = noun (preceded by the definite article); 2b = adjective (compare: *feet which were running*)
- drinking*: 3a = adjective (compare: *a man who drinks*); 3b = noun (compare: *a cup for drinking*)
- offering*: 4a = noun (preceded by the semi-determiner *another*); 4b = verb (only verbs are followed by object noun phrases)
- exciting*: 5a = adjective (the preceding word *very* shows that this is a gradable adjective); 5b = verb (followed by a direct object, *any remarks*)

EXERCISE 7

- B: *he* = pronoun; 's = auxiliary verb; *around* = preposition; A: *since* = subordinator; *I* = pronoun; *him* = pronoun; *at* = preposition; *the* = determiner; *I* = pronoun; *have* = auxiliary verb; *him* = pronoun; B: *did* = auxiliary verb; *he* = pronoun; *to* = preposition; *you* = pronoun; A: 'cause = subordinator; *I* = pronoun; *do* = auxiliary

verb; *n't* = negator; *he* = pronoun; *me* = pronoun

- 2 *any* = determiner; *will* = auxiliary verb; *from* = preposition; *to* = preposition; *by* = preposition; *who* = other; *in* = preposition; *that* = subordinator; *they* = pronoun; *in* = preposition; *their* = determiner; *the* = determiner; *to* = preposition; *the* = determiner; *of* = preposition; *the* = determiner

EXERCISE 8

- 1 *she, will, she, 's, me, But, she, is, n't, and, if, I, her, after, a, she, will, that, it, and, me*
 2 *for, was, from, the, the, of, much, and, much, that, every, in, his, At, an, he, had, his, for, the*

EXERCISE 9

- 2 *can* = modal auxiliary; *tell* = lexical
 3 *do* = primary auxiliary; *think* = lexical; *will* = modal auxiliary; *have* = primary lexical
 4 *guess* = lexical; *must* = modal auxiliary; *have* = primary auxiliary; *bought* = lexical
 5 *should* = modal auxiliary; *have* = primary auxiliary; *gone* = lexical; *introduced* = lexical; *asked* = lexical; *are* = primary lexical; *would* = modal auxiliary; *have* = primary auxiliary; *been* = primary lexical; *would* = modal auxiliary; *have* = primary auxiliary; *killed* = lexical

EXERCISE 10

Many answers are possible. Here are some examples:

Long:

Adjective: It's been a long process to finally terminate the negotiations. (NEWS)

Verb: They long for the stability of a period that in fact was known for stagnation. (NEWS)

Adverb: Jordan wasn't gone long. (NEWS)

Like:

Verb: Do you really like this? (CONV)

Preposition: Just leave it like that. (CONV)

Subordinator: It sounds like you're talking to a bunch of kindergarteners. (CONV)

Adverb (of imprecision): No it was like only forty seconds. (CONV)

Discourse marker: I was just like oh wow, yeah. (CONV)

That:

Demonstrative determiner: Bernstein called that proposal unworkable. (NEWS)

Demonstrative pronoun: I don't say that lightly. (CONV)

Subordinator: They just said that they worked with you once. (CONV)

Relative pronoun: They found sanctuary in a ranch-style house in Prescott that was built by Gus Pabst and Audrey Schlitz. (NEWS)

After:

Preposition: 70 percent placed in jobs after graduation. (NEWS)

Subordinator: After graduating from Lakewood High School, Bollenbach's father got him a job scooping ice cream at Disneyland. (NEWS)

Adjective: He returned the day after. (FICT)

Adverb: The bar crowd went after, hurrying down single-file and loud. (FICT)

EXERCISE 11

remanstroted = verb, *chranger* = adjective, *bitegration* = noun, *charestarob* = noun, *wisotroitein* = noun, *grangest* = adjective, *unintandal* = adjective, *redectative* = adjective, *hyperextentment* = noun, *lawerity* = noun, *divarently* = adverb, *trischaemic* = adjective

EXERCISE 12

- 1 Drop silent 'e' before a suffix that begins with a vowel.
 2 If the last syllable of the stem is stressed, and the final letter is a 'stop' (e.g. *p, b, t, d, k, g*), then double that consonant before adding -ed or -ing.
 3a If the last letter of the stem is a 'sibilant' (-s, z, sh, ch), add -e before -s.
 3b If the last letter of the stem is the vowel -y (e.g. *cry*, but not *play*), add -e before -s (see Rule 4).
 4a If the final syllable of the stem ends in the vowel -y (e.g. *cry*, but not *play*), then change *y* to *i* before adding -ed or -es.
 4b If the stem ends in the vowel -ie, then change *ie* to *y* before adding -ing.

Note: There are additional rules of spelling that are not covered here, such as doubling final *r* and *n* (as in *occurring* and *beginning*).

3 Introduction to phrases and clauses

EXERCISE 1

- 2 [*He*^{NP} [*is*^{VP} [*a sweet boy*^{NP}]. [*He*^{NP} [*came*^{VP} [*to my wedding*^{PP} and [*he*^{NP} [*looked*^{VP} [*so handsome*^{AdjP}].
 3 [*You*^{NP} [*must have*^{VP} [*some fun*^{NP} [*with that*^{PP}].
 4 [*I*^{NP} [*also*^{AdvP} [*told*^{VP} [*him*^{NP} [*the story of my life*^{NP}].

- 5 [The rebels]^{NP} [had held]^{VP} [Makati]^{NP} [since Saturday]^{PP}.

EXERCISE 2

PART A

- 1 What did you do [with [the cookies]]?
- 2 I can just come [by [her house]] [on [the way]].
- 3 I think she went [to [the prom]] [with [him]].
- 4 Wisteria branches eventually grow [to [tree-size width]] and are meant [for [the sturdiest pergolas and arbors]].

PART B

- 1 I've met [a bunch [of [people]]].
- 2 My eyes were [[often] full [of [tears]]].
- 3 He was a poet, [a teacher [of [philosophy]]], and [a man [with [a terrible recent history]]].
- 4 David Garrow, a scholar who won [a Pulitzer [for [his biography [of [King]]]]], was [skeptical [about [the whole notion [of [an autobiography]]]]].

EXERCISE 3

- 2 [Taco]^S [is]^V [really]^A [a smart dog]^{SP}.
- 3 [Some guy]^S [died]^V [at twenty]^A [of a heart attack]^A.
- 4 [Just]^A [give]^V [them]^{IO} [hot chocolate]^{DO}.
- 5 [The gallery]^S [became]^V [a reality]^{SP} [in June]^A.
- 6 [He]^S [considered]^V [it]^{IO} [a dumb question]^{DO}.
- 7 [During her short life]^A, [her two sisters]^S

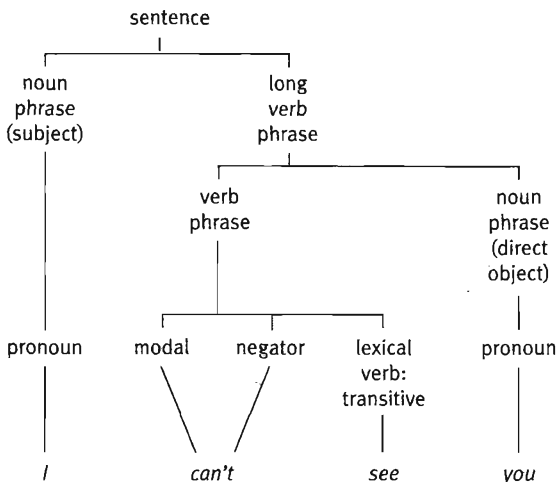
- [bought]^V [her]^{IO} [a small teddy bear]^{DO}.
- 8 [The Portuguese]^S [named]^V [the place]^{DO} [Bom Bahia]^{OP} [for its harbour]^A.
 - 9 [She]^S [went]^V [crazy]^{SP} [out in L.A.]^A [for a few months]^A [back in 1987]^A.

EXERCISE 4

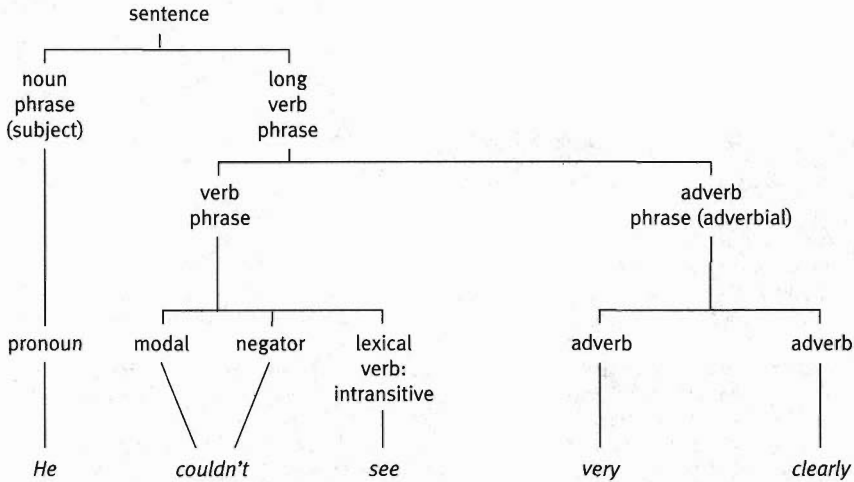
- 2 [The cheetah]^S [is]^V [the fastest animal in the world]^{SP} = S + V + SP, copular
- 3 [I]^S [haven't gotten]^V [Chris]^{IO} [his gift]^{DO} [yet]^A = S + V + IO + DO, ditransitive
- 4 [We]^S [were]^V [in a meeting]^A [all morning]^A [with Barbara]^A = S + V + A, copular
- 5 [The boy]^S [lives]^V [in Washington]^A [now]^A = S + V + A, intransitive
- 6 [He]^S [really]^A [told]^V [his father]^{IO} [the truth]^{DO} = S + V + IO + DO, ditransitive
- 7 [I]^S [d have called]^V [him]^{IO} [a liar]^{OP} [for sure]^A = S + V + DO + OP, complex transitive
- 8 [Here]^A [I]^S [find]^V [you]^{IO} [in some dark plot against me]^A = S + V + DO + A, complex transitive
- 9 [They]^S [made]^V [her]^{IO} [this incredible offer]^{DO} = S + V + IO + DO, ditransitive
- 10 [So]^A [that]^A [made]^V [her]^{IO} [popular]^{OP} = S + V + DO + OP, complex transitive

EXERCISE 5

2



3



4 Nouns, pronouns, and the simple noun phrase

EXERCISE 1

- 1 *books* = common, countable, concrete; *millions* = common, countable, quantifying; *copies* = common, countable, concrete; *interviewer* = common, countable, concrete
- 2 *Kant* and *Laplace* = proper, concrete (countability is not relevant); *mass* = common, countable, quantifying; *gas* = common, uncountable, concrete
- 3 *minibar* = common, countable, concrete; *candy* = common, uncountable, concrete; *water* = common, uncountable, concrete; *drinks* = common, countable, concrete; *dairy* = common, uncountable, concrete; *products* = common, countable, concrete; *kind* = common, countable, species; *munchies* = common, uncountable (occurring only in plural form), concrete; *research* = common, uncountable, abstract; *sleep* = common, uncountable, abstract; *Jeremy Baka* = proper, concrete (countability is not relevant); *Hilton* = proper, concrete (countability is not relevant); *spokesman* = common, countable, concrete
- 4 *guys* = common, countable, concrete; *bunch* = common, countable, quantifying; *places* = common,

countable, concrete; *New Mexico* = proper, concrete (countability is not relevant)

EXERCISE 2

PART A

- 2 *rights* = countable, plural form
- 3 *life* = countable, it follows the indefinite article *a*
- 4 *order* = uncountable, it follows the determiner *some*, and as a plural it would have a different meaning
- 5 *war* = uncountable, it cannot take a singular determiner (*a*) or plural ending with this meaning
- 6 *matter* = countable, it follows the indefinite article *a*
- 7 *face* = uncountable, it cannot take a singular determiner (*a*) or plural ending with this meaning
- 8 *football* = countable, because it follows the indefinite article *a*
- 9 *sex* = uncountable, in this meaning it cannot take a singular determiner (*a*)

PART B

- 11 *sex* = countable, it refers to one of the two sexes, male and female
- 12 *face* = countable, it refers to one person's face, not the concept of face as in 7 above
- 13 *time* = countable, *every* is a determiner always followed by a countable noun (singular)
- 14 *right* = uncountable, it occurs without a determiner (in the singular) and refers to

- an abstraction, not a single *right*
- 15 *life* = uncountable, the phrase *real life* cannot take a preceding determiner; it refers to an abstraction, rather than individual *lives*
- 16 *matter* = uncountable, it occurs without a determiner
- 17 *order* = countable, it follows a singular determiner (*an*)
- 18 *war* = countable, *a* (the indefinite article) precedes *war*

EXERCISE 3

- 1 When the unexpected appears to be all part of the plan
 ØAlan Hutchinson reports on the behind-the-scenes organisation for yesterday's visit to ØEdinburgh by ØPrince Charles. ØPolice motorcycles revved into Øaction and Østrategically-placed plain clothes officers exchanged Ølast minute information over their walkie-talkies. But just as the security net began to tighten in the grounds of the Palace of ØHolyrood House in ØEdinburgh yesterday a group of ØJapanese tourists made an unscheduled appearance. Ambiguous gaps: *the behind-the-scenes information*; *behind-the-scenes information* is also possible.
- 2 A woman pulls a boy by his little hand towards the escalator leading down to the Piccadilly Line. If only the woman had paused for a moment to inspect the scrawled notice that greets the unwary traveller every morning. 'I am sorry for any inconvenience caused to all our customers during the period that the down escalator has been out of service. This fault is due to a shortage of an electrical part. I cannot give any estimate of its arrival. Please accept my apologies.'

EXERCISE 4

- 1 *the people* = cataphoric (pointing ahead to the *clients*); *that list* = anaphoric (the use of *that* suggests a psychological distance from the speaker)
- 2 *this month* = situational (the use of *this* shows the current month is being referred to); *the boarding-up* = cataphoric; *the window* = cataphoric; *the post office* = situational; *those monstrous red pillar-boxes* = cataphoric or situational (the use of *those* may suggest a distancing from the speaker); *this fresh eyesore* = anaphoric (the use of *this* is also probably somewhat

introductory and the type of architecture will be the focus of the continuing discourse)

- 3 *the purpose* = cataphoric; *the student* = generic; *the student's progress* = generic (*the* belongs to *student* rather than to *progress*); *those items* = cataphoric (the use of *those* signals a more distant reference); *this diary* = anaphoric (*this* is used since the diary was mentioned in the immediately preceding context and its importance is emphasized)
- 4 *this guy* = introductory reference
- 5 *the beach* = generic or situational; *that dress* = situational (*that* is used in referring more 'distantly' to the addressee than to the speaker); *these Snapples* = situational (*these* is used because the speaker is presumed to be holding the Snapples at the time of speaking); *the bottle, the bottle* = generic (or indirect anaphoric because the Snapples come in a bottle)

EXERCISE 5

Ending in /z/: *beds, cares, clubs, eggs, things, sons, trees, waves*
 preceding sounds: /d/, vowel(+r/ɹ/), /b/, /g/, /ŋ/, /n/, /i:/, /v/
 Ending in /s/: *births, cups, minutes, risks, rocks, techniques*
 preceding sounds: /ə/, /p/, /t/, /k/
 Ending in /ɪz/: *ages, churches, diseases, masses, places, prizes*
 preceding sounds: /dʒ/, /tʃ/, /z/, /s/

EXERCISE 6

- 1 *his company's* = subjective genitive; *Shakespeare's* = other (genitive of origin); *A Midsummer Night's* = time genitive; *Saltburn's* = other (genitive of place)
- 2 *last week's* = time genitive; *children's* = classifying genitive; *Waterstone's* = independent genitive
- 3 *Bank's* = this would normally be interpreted as subjective genitive: i.e. 'the Bank has lost money', but in this joke headline, 'other (genitive of origin)' is more appropriate to the meaning: 'the Bank caused or originated the loss'; *Europe's* = other (genitive of place); *women's* = classifying genitive

EXERCISE 7

wife = feminine; *partner* = personal; *lord* = masculine; *horse** = neuter; *secretary* = personal; *problem* = neuter; *air* = neuter;

niece = feminine; *chairman** = masculine; *sister* = feminine; *egg* = neuter; *writer* = personal; *nurse* = personal; *pet** = neuter; *salesperson* = personal; *horsewoman* = feminine; *sea* = neuter; *John* = masculine
 *Unclear cases: *chairman* is sometimes used for women as well as men, so it could be 'personal'; *horse* and *pet* are sometimes referred to as *he* or *she* and so could be 'personal'.

EXERCISE 8

business = derivation, busy + ness; *self-motivation* = compound, self + motivation; *songwriter* = compound, song + writer; *education* = derivation, educate + tion; *talk* = conversion, from verb; *skydiving* = compound, sky + diving; *counterintelligence* = derivation, counter + intelligence; *crackdown* = compound, crack + down; *professional(s)* = conversion, from adjective; *highlight* = compound, high + light; *partnership* = derivation, partner + ship

EXERCISE 9

- 2 *it, you*
- 3 *you*
- 4 *it*
- 5 *his*
- 6 *her*
- 7 *that*
- 8 *none, no*

EXERCISE 10

EastEnders star Tom Eytley sang to the Duchess of York as she attended a charity tea party. Mr Eytley, grandfather Jules Tavernier in the hit BBC1 soap, played the guitar and sang *Summertime* to the Duchess at her request. 'I would love to hear *Summertime*. It seems appropriate for such a nice day,' she had told him. Then she sat beside Mr Tavernier and listened. As the song finished she applauded and said: 'Thank you very much. I haven't heard that song since I was at school and I really love it.' (NEWS)
she = the Duchess of York; *her* = the Duchess of York: this is actually a possessive determiner, but it has an antecedent as a personal pronoun does; *it* = *Summertime*; *she* = the Duchess of York; *him* = Mr Eytley; *she* = the Duchess of York; *she* = the Duchess of York; *it* = that song

EXERCISE 11

I and *you* refer to the speaker and hearer respectively in each occurrence: there is no need to list them separately.

- 1 *they, them* = personal pronoun most likely referring to the containers (though reference is not entirely clear)
- 2 *it* = personal pronoun reference unclear (whatever it was that 'I needed to do'); (note that *their* is a possessive determiner, not a possessive pronoun); *those* = demonstrative pronoun referring to keys; *yours* = possessive pronoun referring to your keys
- 3 *we* = personal pronoun referring to speaker and others; *that* = demonstrative pronoun referring to peanut butter; *it* = personal pronoun, reference unclear; *it* = personal pronoun, reference unclear; *myself* = reflexive pronoun referring to the speaker
- 4 *none* = indefinite pronoun referring to 'no papers'; *mine* = personal pronoun referring to 'my papers'

EXERCISE 12

- 1 noun heads = 10 (*project, report, ways, sign, times, number, trends, organisation, education, UK*); pronoun heads = 1 (*It*)
- 2 noun heads = 13 (*purpose, grammar, student, language, grammar, primer, grammar, coverage, facts, language, form, control, language*); pronoun heads = 3 (*This, it, it*)
- 3 noun heads = 7 (*girl, cats, mom, cats, pile, years, cats*); pronoun heads = 11 (*me, I, it, she, I, one, I, one, I, you, one*)
- 4 noun heads = 5 (*suitcase, stuff, Christmas, Jack, Elsa*); pronoun heads = 8 (*I, who, this, one, Who, it, I, that*)

The academic prose texts use more noun heads in the noun phrases, and the conversation texts use more pronoun heads.

5 Verbs

EXERCISE 1

- 2 *pleaded* = main, lexical, regular, single-word; *were* = auxiliary, primary; *placed* = main, lexical, regular, single-word
- 3 *said* = main, lexical, irregular, single-word; *found out* = main, lexical, irregular, multi-word; *are* = auxiliary, primary; *dying* = main, lexical, regular, single-word
- 4 *has* = auxiliary, primary; *declined* = main, lexical, regular, single-word; *run* = main, lexical, irregular, single-word; *could* = auxiliary, modal; *have* = auxiliary, primary; *won* = main, lexical,

irregular, single-word

- 5 *must* = auxiliary, modal; *be* = auxiliary, primary; *kept* = main, lexical, irregular, single-word; *connect up with* = main, lexical, regular, multi-word
- 6 *come on* = main, lexical, irregular, multi-word; *does[n't]* = auxiliary, primary; *want* = main, lexical, regular, single-word
- 7 *bind* = main, lexical, irregular, single-word; *found* = main, lexical, irregular, single-word

EXERCISE 2

Conversation = 16 lexical verbs: *fired, going, drinking, going, remember, reading, bringing, show off, Come on, give, see, go, get, think, want, know*

Academic prose = 6 lexical verbs: *requires, inform, occurred, provide, happened, exists*

It is clear that lexical verbs are very much more common in the conversation extract than in the academic prose extract, which is consistent with the findings in SGSWE.

EXERCISE 3

Because of the fuzzy boundaries of these semantic classes, alternative answers are sometimes offered.

- 2 *asked* = communication; *told* = communication; *wanted* = mental
- 3 *met* = activity; *proposed* = communication
- 4 *moved* = activity; *helped* = causative; *buy* = activity
- 5 *stayed* = existence
- 6 *asserted* = communication; *occurred* = occurrence
- 7 *said* = communication; *think* = mental; *get* = activity; *looked (at)* = activity or mental; *smiled* = activity; *give* = activity or causative
- 8 *associated* = existence; *involves* = existence; *resulting* = causative
- 9 *wait* = activity; *getting* = activity; *looks* = existence or mental; *got* = activity or existence; *stop* = aspectual; *complaining* = communication

EXERCISE 4

- 2 *moved* in 2a describes the speaker's *mental* response, but in 2b describes the *physical activity* of moving
- 3 *keep* in 3a describes a *physical activity*, but it has *aspectual* meaning in 3b (i.e. that the 'forgetting the tape's on' happens repeatedly)
- 4 *admitted* in 4a refers to a *causative* action which allows someone to enter

hospital, but in 4b *admitted* describes an act of *communication*; in 4a *admitted* could also be seen to describe an *activity*

- 5 *face* in 5a describes a *physical activity*, but it refers to a *mental* act or state in 5b (with a meaning similar to *admit*)
- 6 *made* is a *causative* verb in 6a (with a meaning similar to *caused*); a *communication* verb in 6b (with a meaning similar to *said*); an *activity* verb in 6c; and a *mental* or *activity* verb in 6d (a mistake could refer to one's thinking or an action)

EXERCISE 5

- 2 *undo*: *un* = prefix, *do* = verb base form
- 3 *discredited*: *dis* = prefix, *credit* = verb base form, converted from a noun
- 4 *itemize*: *ize* = suffix, *item* = noun base form
- 5 *flatten (out)*: *en* = suffix, *flat* = adjective base form
- 6 *familiarize*: *ize* = suffix, *familiar* = adjective base form
reawaken: *re* = prefix, *awaken* = verb base form
reactivate: *re* = prefix, *activate* = verb base form

Note: in 6, the base forms *awaken* and *activate* are themselves derived verbs, with *awake* (adjective) and *active* (adjective) as their bases.

EXERCISE 6

PART A

- 2 *went* = intransitive; *to Disneyland* = optional adverbial
- 3 *smiled* = intransitive; *into my eyes* = optional adverbial
got = monotransitive; *news* = direct object; *for you* = optional adverbial (or: *news for you* = direct object)
- 4 *found* = monotransitive; *it* = direct object; *in the street* = optional adverbial
ate = monotransitive; *it* = direct object
want = monotransitive; *that other piece* = direct object
- 5 *bark* = intransitive; *a lot* = optional adverbial
looks = copular; *really tired* = subject predicative
- 6 *called* = complex transitive; *her* = direct object; *a stupid idiot* = object predicative

PART B

- 7 *put* = complex transitive; *it* = direct object; *on that table* = obligatory adverbial

- 8** *considered* = complex transitive; *them* = direct object; *a serious threat to U.S. peacekeeping troops* = object predicative
- 9** *published* = monotransitive (passive, and hence no direct object); *last year* = optional adverbial
found = monotransitive; *that many HMO doctors prescribe minor tranquilizers* = direct object
prescribe = monotransitive; *minor tranquilizers* = direct object
- 10** *started* = intransitive; *about a decade after two American botanists made ... Kew Gardens* = optional adverbial
made = monotransitive; *a visit to English that included a stop at London's prestigious Kew Gardens* = direct object
included = monotransitive; *a stop at London's prestigious Kew Gardens* = direct object
- 11** *seemed* = copular; *sharp* = subject predicative; *at first* = optional adverbial

EXERCISE 7

- 2a** *bring* = monotransitive; *our friends* = direct object
- 2b** *brought* = ditransitive; *him* = indirect object; *a plate of food* = direct object
- 3a** *begun* = monotransitive; *its controversial plan to compensate the three main domestic airlines* = direct object
- 3b** *begins* = intransitive; *on November 1* = optional adverbial
- 4a** *promise* = ditransitive; *you* = indirect object; *that* = direct object
- 4b** *promised* = ditransitive; *Carey* = indirect object; no direct object
- 4c** *promised* = ditransitive; *further amnesties* = direct object; *for political prisoners* = indirect object (this clause could alternatively be analyzed as a monotransitive verb with a direct object = further amnesties for political prisoners)
- 4d** *promise* = intransitive
- 5a** *get* = intransitive (alternatively, this could be considered transitive with ellipsis: 'you don't get [anything!']')
- 5b** *got* = monotransitive; *brown teeth* = direct object
- 5c** *gets* = copular; *through* = obligatory adverbial; *completely* = optional adverbial
- 5d** *get* = ditransitive; *us both* = indirect object; *a pie* = direct object
- 5e** *got* = copular; *any hotter* = subject predicative

- 5f** *get* = complex transitive; *her clothes* = direct object; *too dirty* = object predicative

For more on the use of *have got* and *have gotten* see SGSWE 6.4.1b.

EXERCISE 8

- 2** *went out there* = free combination
- 3** *picked up* = transitive phrasal verb; *threw ... at* = free combination (*threw ... at* could also be analysed as a prepositional verb)
- 4** *thought about* = prepositional verb (*thought about* could also be analysed as a free combination)
- 5** *depended on* = prepositional verb
- 6** *put up with* = phrasal-prepositional verb
- 7** *carry out* = transitive phrasal verb
- 8** *carry ... out* = free combination
- 9** *went ahead with* = phrasal-prepositional verb
- 10** *boils down to* = phrasal-prepositional verb; *get out of* = phrasal-prepositional verb; *Come on* = intransitive phrasal verb

EXERCISE 9

- 2** *does[n't]* = auxiliary, *do* insertion; *did* = main verb; *does[n't]* = auxiliary, *do* insertion; *did* = auxiliary, *do* insertion
- 3** *has* = auxiliary, perfect; *been* = auxiliary, progressive; *is* = auxiliary, progressive; *had* = auxiliary, perfect; *been* = auxiliary, progressive
- 4** *be* = main verb; 's = main verb (it appears 's was going to be a main verb although the construction remains incomplete); 's = main verb; 's = part of semi-modal; *has* = main verb; *is* = main verb; 'm = main verb (or alternative analysis: 'm = auxiliary, passive); *have[n't]* = auxiliary, perfect; *do* = auxiliary, *do* insertion; 's = auxiliary, perfect
- 5** *was* = main verb; *have* = part of semi-modal; 's = main verb; *have* = main verb; *do* = auxiliary, *do* insertion; *have* = main verb; *being* = main verb; *were* = auxiliary, progressive; *are* = auxiliary, progressive; *Are* = part of semi-modal; *had* = auxiliary, perfect; *have* = auxiliary, perfect

EXERCISE 10

- 2** *appeared*: 2a = intransitive verb; 2b = copular verb
- 3** *stay*: 3a = copular verb; 3b = intransitive verb

- 4 *looked*: 4a = copular verb (twice); 4b = intransitive verb
 5 *smell* = copular verb; transitive verb; intransitive verb
 6 *went*: 6a = intransitive verb; 6b = copular verb
 7 *got*: 7a = copular verb; 7b = transitive verb
 8 *proved*: 8a = transitive verb; 8b = copular verb

EXERCISE 11

Turn: complements = *purple, yellow, orange, darker, pale, golden brown*; suggested meaning range = change of color/hue/saturation

Come: complements = *alive, awake, loose, unstuck, clean, true*; suggested meaning range = change to a positive quality (e.g. from *dirty* to *clean*) or change from attachment towards separation (*loose, unstuck*)

Go: complements = *crazy, mad, nuts, insane, wrong, bad, cold, completely broke, limp, deaf*; suggested meaning range = change to a bad state of affairs, especially to madness

EXERCISE 12

- 1 *produced*: animate (logical) subject = *no one*
provided: animate (logical) subject = *neither Honderich nor Eccleshall*
seems: inanimate (logical) subject = *it*
offers: inanimate (logical) subject = *Quinton's framework*
describes: animate (logical) subject = *Quinton*
provide: inanimate (logical) subject = *axioms Quinton describes*
pointed out: omitted animate (logical) subject
 2 *possess*: inanimate (logical) subject = *power mosfets*
withstand: inanimate (logical) subject = *they*
used: omitted animate (logical) subject
exhibit: inanimate (logical) subject = *Power mosfets*
avalanched: omitted animate (logical) subject
clamp: omitted inanimate (logical) subject
need: inanimate (logical) subject = *they*
explains: inanimate (logical) subject = *The note*
lead: inanimate (logical) subject = *the series resistance of the mosfet*
using: inanimate (logical) subject = *one*
 3 *find*: animate (logical) subject = *Investigators*

exhibited: animate (logical) subject = *some male pilots*
says: inanimate (logical) subject = *the report*
affect: inanimate (logical) subject = *it*
said: inanimate (logical) subject = *The 239-page report*
placed and left: animate (logical) subject = *a further hardship*
fly: omitted animate (logical) subject
indicated: inanimate (logical) subject = *The leaked records*

Suggested reasons: In academic writing (1 and 2) inanimate subjects show how the products of science and engineering (e.g. theories, inventions) are key topics of academic discourse. People are less important. In newswriting, as in academic prose, linguistic entities like records and reports are likely to be the subjects of verbs: in these types of discourse, such documents are often more important than the people who wrote them.

6 Variation in the verb phrase: tense, aspect, voice, and modal use

EXERCISE 1

- 2 *have* = present tense
 3 *wondered* = past tense; *would stop* = modal
 4 *does take* = present tense
 5 *brought* = past tense; *likes* = present tense
 6 *have* = present tense; *should go* = modal
 7 *may be mistaken* = modal; *would have chosen* = modal

EXERCISE 2

- 2 *like* = present time, state; 's = present time, state
 3 *go* = future time
 4 *goes* = present time, action in progress
 5 'm = present time, state; *bakes* = present time, habitual action; *brings* = present time, habitual action
 6 *know* = present time, state; *leaves* = future time
 7 *know* = present time, state; *understand* = present time, state; 's = present time, state; *goes* = past time (this is a story in the historical present, as you can tell from the opening *I said*); *think* = present time, state; 's = present time, state

- 8 *comes* = present time, habitual action; *is* = present time, state; *says* = present time, habitual action; *runs* = present time, habitual action (or, alternatively, the verb could convey a state, if you take 'it runs good' to mean 'the car is in good condition')

EXERCISE 3

CONVERSATION

present tense = 8: *is, 's, know, get, guess, hear, has, think*

past tense = 1: *forgot*

modal verbs = 7: *should do, should make, could go out, (could) hunt*, 'll have, would ... pass, would like*

ACADEMIC PROSE

present tense = 8: *answers, are, mean, is*, uses, appears, suggests, is*

past tense = 0

modal verbs = 1: *may be treated*

*Notes: *could go out and hunt* could be counted as one verb phrase. *That is* could be considered a linking adverbial with a fixed form, so *is* would not be counted as a verb phrase.

Present tense is more common than past tense in both the conversation and academic prose samples. Modals are used more in the conversation than academic prose. This is generally consistent with the findings in *SGSWE*, although the findings show that academic prose typically has a slightly higher frequency of modals than the sample here.

EXERCISE 4

- 2 *has been living* = perfect progressive
- 3 *think* = simple; *might be going* = progressive
- 4 *has lived* = perfect; *has become* = perfect
- 5 *could have used* = perfect
- 6 *had decided* = perfect; *had been giving* = perfect progressive
- 7 *think* = simple; *was* = simple; *was sweating* = progressive
- 8 *had been sitting* = perfect progressive
- 9 *is* = simple; *to be* = simple; *to have acquired* = perfect
- 10 *was ... saying* = progressive; *does ... want* = simple

EXERCISE 5

- 2 *has been, have failed* = present perfect; describe a situation that has existed since the time when some members stopped paying their dues
- 3 *has been* = present perfect; describes a

situation that has occurred ever since he arrived

- 4 *had hoped* = past perfect; describes the situation that existed before March 19
- 5 *'ve put, 've done, have ... worked, 've done, have ... worked* = present perfect; describe the situation since some indefinite time in the past

EXERCISE 6

simple aspect = 32: *bet, 's, are, know, doesn't, told, used to take, were, goes, was, go (in), sit*, 's, can see, 's, remains, used to bake, was, did, was, likes, do, can be, think, 's, went, visit, had, 'd get up, know, wouldn't get up, would (sort of) slip*

progressive aspect = 3: *'s drinking, 'd be cooking, ('d be) cleaning**

perfect aspect = 2: *'ve (always) had, have just talked*

*Notes: *go in and sit* and *'d be cooking and cleaning* could be considered single, coordinated verb phrases.

Simple aspect is the most common aspect in this conversation passage. Progressive and perfect are both equally rare. This is consistent with the findings in *SGSWE*.

EXERCISE 7

- 2 *are captured and used* = passive
- 3 *is shown* = passive; *crosses* = active
- 4 *flew* = intransitive; *settled* = intransitive; *had taken* = active; *was taken* = passive; *accepted* = active; *were ... prepared* = passive; *became* = copular; *had ... strayed* = intransitive
- 5 *can ... be resumed* = passive; *certifies* = active; *has returned* = active

EXERCISE 8

- 2 *would be forced*: the agent is obvious = 'the damage caused by the storm'
- 3 *has often been described*: the agent is obvious = 'by neuroscientists'
- 4 *was publicly announced*: the agent is obvious = 'the government'; *was found*: the agent is obvious = 'the government'
- 5 *were chopped off*: the agent is not known; *was stolen*: the agent is not known

EXERCISE 9

- 2 *had been entrusted by the voters* = factors (a) and (c); *he* (the subject) is given information and the topic of discourse
- 3 *was always surrounded by friends and family* = factors (a) and (c); *he* is given

information and the topic of discourse, while *friends and family* is new information

- 4 *was entranced by the fire that ... earthquake* = factors (a), (b), and (c): *she* (the subject) is given information and the topic of discourse, while *the fire...earthquake* is new information and a much heavier element
- 5 *was administered by ... courts* = factors (a), (b), and (c): *water control* is the topic of discourse, while *highly autonomous irrigation districts which were under the legal jurisdiction of the county courts* is a 'heavy' construction presenting new information

EXERCISE 10

CONVERSATION

active = 9: *'d tie, 'd take, wet, put, 'd do, 'd have, 'd tie, 'd put, would run*

passive = 0

intransitive/copular = 7: *were, would stick, would go, go, hide, went, 'd come*

ACADEMIC PROSE

active = 1: *make*

passive = 6: *is considered, is administered, is filtered, is neither absorbed, (is) secreted, is limited*

intransitive/copular = 2: *be, is*

Active voice is more common in the conversation, and passive voice is more common in the academic prose text. This is consistent with the findings in *SGSWE* in that academic prose has more frequent use of passive voice than conversation does; however, overall in academic prose, active voice is more common than passive voice.

EXERCISE 11

- 2 *should* = logical necessity
- 3 *may* = permission
- 4 *may* = logical possibility
- 5 *can* = ability; *must* = logical necessity
- 6 *can* = ability or permission; *must* = personal obligation
- 7 *can* = permission
- 8 *have to* = personal obligation
- 9 *would* = logical prediction
- 10 *will* (as negative *won't*) = prediction
- 11 *will* = personal volition
- 12 *'m going to* = personal volition
- 13 *'d better* = personal obligation

EXERCISE 12

- 1 *came* = finite, past tense, simple aspect, intransitive; *was lying* = finite, past progressive, intransitive; *had* = finite, past, simple aspect, active; *had taken* = finite, past perfect, active; *(had) slashed* = finite, past perfect, active; *told* = finite, past tense, simple aspect, active; *had been attacked* = finite, past perfect, passive; *got* = finite, past, simple aspect, copular; *know* = non-finite, simple aspect, active; *was* = finite, past tense, simple aspect, copular; *asked* = finite, past tense, simple aspect, active; *said* = finite, past tense, simple aspect, active; *had gone* = finite, past perfect, intransitive
- 2 *depicting* = non-finite, progressive, active; *is* = finite, present tense, simple aspect, copular; *be placed* = non-finite, simple aspect, passive; *was supposed* = finite, past tense, simple aspect, passive; *end* = non-finite, simple aspect, active; *was* = finite, past tense, simple aspect, copular; *be moved* = non-finite, simple aspect, passive; *heated* = finite, past tense, simple aspect, intransitive; *are* = finite, present tense, simple aspect, copular (note: 'opposed' is a predicative adjective rather than a passive verb here); *does (not) include* = finite, present tense, simple aspect, active; *titled* = non-finite, simple aspect, passive; *was donated* = finite, past tense, simple aspect, passive; *won* = finite, past tense, simple aspect, active; *was displayed* = finite, past tense, simple aspect, passive; *was banished* = finite, past tense, simple aspect, passive; *has been housed* = finite, present perfect, passive; *pushed* = finite, past tense, simple aspect, active; *relocate* = non-finite, simple aspect, active; *voted* = finite, past tense, simple aspect, active; *make* = non-finite, simple aspect, active

7 Adjectives and adverbs

EXERCISE 1

- 2 *pretty* = adverb used as modifier; *good* = predicative adjective
- 3 *intensively, extensively* = adverbs used as adverbials
- 4 *here, therefore* = adverbs used as adverbials; *shared* = attributive

- adjective; *uncharged* = predicative adjective
- 5 *initial, distinctive* = attributive adjectives; *relatively* = adverb used as modifier; *homogenous* = predicative adjective
- 6 *Russian, transatlantic* = attributive adjectives; *interested* = predicative adjective; *also* = adverb used as adverbial
- 7 *distinctive, individual, behavioral, considerable* = attributive adjectives; *subconscious* = predicative adjective

EXERCISE 2

- 2 *surprising* = peripheral: although *surprising* can be attributive or predicative, and it is gradable, it does not take inflections
- 3 *angry* = central
- 4 *asleep* = peripheral: *asleep* can be predicative but not attributive; it does not take inflections, and is not gradable
- 5 *young* = central
- 6 *happy* = central
- 7 *homeless* = peripheral: although *homeless* can be attributive and predicative, it does not take inflections and it is not gradable

All seven adjectives are descriptive.

EXERCISE 3

- 2 *nervous* = (b) derivational suffix
- 3 *interesting* = (a) participial form
- 4 *so-called* = (a) participial form, (c) compounding (note: *higher* is an adverb here)
- 5 *broken* = (a) participial form
- 6 *pale* = (d) simple form; *greenish-yellowish* = (c) compounding; *misty* = (b) derivational suffix
- 7 *good* = (d) simple form; *cheap* = (d) simple form

EXERCISE 4

(b) adverb derived from an adjective = *properly, slowly*; (c) adverb like an adverbial particle = *up, out*; (d) fixed phrase functioning as an adverb = *of course*; (e) simple adverb = *now, just*; (f) other = *forward*

EXERCISE 6

Note: Some meaning categories are open to varied interpretation. You may be unclear about some examples, and this can be the subject of discussion in class.

FICTION

older = descriptor, time; *small* = descriptor, size (twice); *stifling* = descriptor, miscellaneous; *untidy* = descriptor, miscellaneous; *youngish* = descriptor, time; *protuberant* = descriptor, miscellaneous; *harassed* = descriptor, emotion; *Roman* = classifier, affiliation; *harmless* = descriptor, evaluation; *feminine* = descriptor, miscellaneous

NEWS

formal = classifier, relation/classification/restriction; *Communist* = classifier, affiliation; *Soviet-South Korean* = classifier, affiliation; *new* = classifier, time; *foreign* = descriptor, miscellaneous (twice); *tidal* = descriptor, size/quantity/extent (or should *tidal* = classifier?); *major* = descriptor, evaluation (twice); *extensive* = descriptor, size/quantity/extent; *diplomatic* = classifier, topic/subject; *enhanced* = descriptor, evaluation; *immediate* = descriptor, time; *economic* = classifier, topic/subject

Almost all the examples in the fiction extract are descriptors. In the news extract, however, half of the examples are classifiers. This difference resembles the pattern of preference in 7.7.1 of *SGSWE* for conversation and academic prose. Fiction is more like conversation, and news is more like academic prose.

EXERCISE 7

- 2 *extremely* = (h) adverb modifying another adverb
- 3 *above* = (b) adverb modifying a noun phrase
- 4 *Practically* = (i) adverb modifying a pronoun (note: here the adverb follows the noun phrase it modifies)
- 5 *pretty* = (a) adverb modifying an adjective
- 6 *Absolutely* = (f) adverb standing alone
- 7 *almost* = (k) adverb modifying a numeral
- 8 *right* = (j) adverb modifying a particle of a phrasal verb
- 9 *almost* = (c) adverb modifying a predeterminer
- 10 *then* = (e) adverb as a complement of a preposition
- 11 *often* = (l) adverb functioning as an adverbial
- 12 *approximately* = (g) adverb modifying a measurement expression other than a numeral

EXERCISE 8

- 2 *really* = stance; *automatically* = manner
- 3 *of course* = stance; *perfectly* = degree; *well* = degree (or manner)
- 4 *sometimes* = time; *curiously* = manner; *quite* = degree
- 5 *so* = degree; *nowadays* = time; *away* = place; *altogether* = degree
- 6 *there* = place; *very* = degree; *much* = time (i.e. time frequency, in this context; normally *much* is a degree adverb)
- 7 *too* = degree; *obviously* = manner
- 8 *too* = addition/restriction
- 9 *only* = addition/restriction; *where* = place (note: *where* is a relative adverb in this sentence; see SGSWE 9.8.1)
- 10 *hardly* = degree (or, in this context, time); *however* = linking
- 11 *however* = degree (note: *down* is an adverbial particle)

EXERCISE 9

- 2 *warmest* = inflectional because *warm* is an adjective of one syllable
- 3 *tiniest* = inflectional because *tiny* is an adjective of two syllables ending in the suffix *-y*, normally inflectional
- 4 *more powerful* = phrasal because *powerful* is a three-syllable word, and also ends in a derivational suffix *-ful*
- 5 *shallower* = inflectional because *shallow* is two syllables ending in *-ow*, usually inflectional
- 6 *more tired* = phrasal because *tired* is derived from *tire*, with an *-ed* suffix
- 7 *tireder* = on the other hand, *tired* is a one-syllable adjective, and this sometimes favors inflectional
- 8/9 *more lovely* and *lovelier* = as an adjective ending in *-ly*, *lovely* allows both phrasal and inflectional
- 10 *most certain* = phrasal because *certain* is a two-syllable adjective with no internal morphology
- 11 *more efficient* = phrasal because *efficient* is a three-syllable adjective, and has the derivational suffix *-ent*
- 12 *more severe* = phrasal because *severe* is a two-syllable adjective with no internal morphology; however, *severe* has stress on the second syllable, and the form *severer* would also be possible

EXERCISE 10

Suggested answers:

- 1 *pretty good* = (d) or (b)
- 2 *real quick* = (d)
- 3 *really spicy, real hot* = (c)

- 4 *slow* = (a)
- 5 *slow* = (d) or (b)
- 6 *awful early* = (d)
- 7 *great* = (b)
- 8 *perfect* = (d)
- 9 *much quieter* = (a)
- 10 *more quiet* = (b)
- 11 *more nicer* = (e)
- 12 *well* = (a)
- 13 *most unique* = (c)

EXERCISE 11

CONVERSATION

today = adverb, time (twice); *large* = adjective, size; *why* = *wh*-adverb, other (adverb of reason); *small* = adjective, size; *rather* = adverb, degree; *naff* = adjective, evaluation; *actually* = adverb, stance; *big* = adjective, size; *super* = adverb, degree; *confident* = adjective, evaluation (or miscellaneous); *then* = adverb, linking; *obviously* = adverb, stance; *somewhere* = adverb, place; *how* = *wh*-adverb, manner; *red* = adjective, color

ACADEMIC PROSE

particular = adjective, relation/classification/restriction; *different* = adjective, miscellaneous; *only* = adverb, addition/restriction; *inadequately* = adverb, manner; *when* = *wh*-adverb, time; *far* = adverb, degree; *too* = adverb, degree; *difficult* = adjective, evaluation (or miscellaneous); *literary* = adjective, topic/subject; *scientific* = adjective, topic/subject; *home-made* = compound adjective, miscellaneous

Notes: *Why* is a *wh*-adverb of reason. Reason has not been listed as a semantic class of adverbs in Exercise 8, so here we consider *why* to be 'other'. *Such* in the conversation passage might be analyzed as a degree adverb, or as a predeterminer (see 12.7.1). *Well* in the conversation passage is not classed as an adverb, but as a discourse marker (see 12.7.1). *Interested* in the academic prose sample could also be classed as an adjective (evaluative/emotive). But it can also be classed as the *-ed*-participle of a verb.

In the conversation sample, time, degree, and stance adverbs are more common. In the academic sample, degree adverbs are more common. As for adjectives, descriptors are the only adjectives in the conversation sample, whereas both descriptors and classifiers occur more or less equally in the academic sample. In these respects, the two samples are typical of their registers. One atypical feature is that the conversation

sample contains linking adverbs, while the academic sample does not.

8 Exploring the grammar of the clause

EXERCISE 1

- The fact is* [that] *the community needs them* = finite, subject predicative
- [While] he was gone* *a nurse poked her head through the doorway* = finite, adverbial
- Billy didn't even know* [whether] *he was alive* = finite, direct object of *know*
- Did she say anything about* [what] *happened* = finite, prepositional complement
- Richard Wood, Professor of Surgery, has told Dr Grant* [that] *such surgery cannot be halted* = finite, direct object of *told*
- Our goal is* [to make their voices heard] = non-finite, subject predicative
- [To make matters worse], the economy is a merciless juggernaut* = non-finite, adverbial
- [After] I asked her out* ₁ *she told me* [that] *she prefers just my friendship* ₂: clause 1 = finite, adverbial; clause 2 = finite, direct object of *told*
- [That] they are already struggling* *troubles Graham Taylor* = finite, subject
- [If] we remember* [that] *most parochial autonomies and loyalties survive* ₂ ₁, *we may at least say* [that] *the development of participant cultures in some of the emerging nations has not yet been precluded* ₃: clause 1 = finite, adverbial; clause 2 = finite, direct object of *remember*; clause 3 = finite, direct object of *say*
- They fear* [that] ₁, [as] ₂ *winter approaches* ₂, *medical emergencies will spill over into surgical beds,* [halting urgent operations] ₃ ₁: clause 1 = finite, direct object of *fear*; clause 2 = finite, adverbial; clause 3 = non-finite, adverbial
- [After] the pairs discuss these questions* ₁, *ask them* [to make up a story about the topic] ₂: clause 1 = finite, adverbial; clause 2 = non-finite, direct object of *ask*
- ADMAR hopes* [that] ₁ *its suggestions will be useful for* [handling 'nettlesome subordinates'] ₂ ₁: clause 1 = finite, direct object of *hopes*; clause 2 = non-finite, prepositional complement

EXERCISE 2

- Be* [reliant] *and* [helpful to others] = adjective phrases
- [Either you're going to like it] or [you're going to hate it]* = independent clauses; correlative coordination
- Do you have any* [start dates] *or* [stop dates]? = noun phrases
- Oh* [she cooks] *but* [she never bakes] = independent clauses
- She's got* [a squiggle ball case] *but* [no squiggle ball] = noun phrases
- I heard a story about* [you] *and* [Dave] = noun phrases
- [You can be quite fluent in a language] and [yet, [something you say is not understood] and [you cannot understand why]]* ₂ ₁: coordinated units 1 = clauses; coordinated units 2 = clauses
- [There are no railway workers among the bridegrooms], but [there are [4 factory workers] and [4 coal-miners]]* ₂ ₁: coordinated units 1 = clauses; coordinated units 2 = noun phrases

EXERCISE 3

- I don't know why* it rings a bell = final ellipsis, textual
- Can I* come with you? = final ellipsis, textual
- Is that *correct* = initial ellipsis, situational
- K-Mart wouldn't give a thirty-dollar discount on what? K-Mart wouldn't give a thirty-dollar discount on a golf cart!* = initial ellipsis, textual
- What* are you doing? = medial ellipsis, situational

EXERCISE 4

a lot of company exist = should be plural noun *companies*; *big companys has* = should be plural verb *have*; *almost all men ... is smoking* = should be plural verb *are smoking*; *A woman don't like* = should be singular verb *doesn't*; *The company make* = should be singular verb *makes*; *everyone want* = should be singular verb *wants*; *the company say* = should be singular verb *says*; *the nation have to obey* = should be singular verb *has to* (or plural noun *nations*)

EXERCISE 5

- must not* (alarm)
- could not be* (spoken)
- I' (m) not that young.*
- did not* (seem)
- were not yet* (built)

- 7 *would not have* (missed)

EXERCISE 6

- Negative contraction is not normally possible with *am* (the first person form of *be*), except for the marginally acceptable alternatives: *I ain't*. Verb contraction is possible: *I'm not*.
- Negative contraction is not normally acceptable with *am* (the first person form of *be*). Verb contraction is not possible here because of the interrogative word order (with subject–verb inversion). There are two marginally acceptable alternatives: *So aren't/ain't I to be married after all?* (see 7.8.5).
- Both possible: *we haven't* or *we've not*. Negative contraction (*we haven't*) is the more common choice with the verb *have* (see 7.8.4).
- Both possible: *I wouldn't* or *I'd not*. Negative contraction (*I wouldn't*) is the more common choice with the verb *would* (see 7.8.4).
- Both possible: *they're not* or *they aren't*. Verb contraction (*they're not*) is more common with the verb *be*.
- Both possible: *She won't be* or *She'll not be*. Negative contraction (*She won't be*) is the more common choice with the verb *will* (see 7.8.4).

EXERCISE 7

- prepositional complement
- part of adverbial
- subject; no inversion with subject *wh*-words
- part of subject predicative
- adverbial
- part of direct object
- part of adverbial
- part of adverbial; no inversion because the *wh*-word is not fronted
- part of subject; no inversion with subject *wh*-words
- adverbial
- adverbial
- prepositional complement (or indirect object)
- direct object

EXERCISE 8

- yes/no* question
- non-clausal question
- declarative question
- alternative question
- yes/no* question
- yes/no* question
- yes/no* question

- wh* question
- question tag

EXERCISE 9

- The importance [which Sigmund Freud attributed to this form and stage of love] is well-known* = relative clause
- Scudamore added [1 that he felt a lot less pressure [2 than he had last season 2] 1]:* clause 1 = complement clause, direct object of *added*; clause 2 = comparative clause
- 'I thought [1 I knew every handgun made 1], [2 said Rick 2]:* clause 1 = complement clause, direct object of *thought*; clause 2 = reporting clause
- There's nothing wrong with Buntaro-san, [is there]? =* tag clause
- They understand [1 what it's all about 1] [2 when they read about [3 who holds most of the jobs in senior management in Fortune 1,000 companies 3] 2]:* clause 1 = complement clause, direct object of *understand*; clause 2 = adverbial clause; clause 3 = complement clause, prepositional complement
- So that was the main thing [1 that Jennifer and I talk about [2 when we sell our bath gels 2] 1]:* clause 1 = relative clause; clause 2 = adverbial clause
- Well see the thing [1 that I mentioned at that meeting 1] was [2 that I think [3 that you know from all the money [4 that collection raises 4] [5 that we should figure out a formula 5] 3] 2]:* clause 1 = relative clause; clause 2 = complement clause, subject predicative; clause 3 = complement clause, direct object of *think*; clause 4 = relative clause; clause 5 = complement clause, direct object of *know*

EXERCISE 10

- You said you were going out [1 to get yourself something [2 to eat 2] 1]:* clause 1 = infinitive clause, adverbial; clause 2 = infinitive clause, postmodifier in noun phrase
- [1 To be a good Muslim 1] is [2 to be a good citizen 2]:* clause 1 = infinitive clause, subject; clause 2 = infinitive clause, subject predicative
- Try [1 to get out and about [2 whenever possible 2] 1], [3 making new friends and contacts 3]:* clause 1 = infinitive clause, direct object of *try*; clause 2 = verbless clause, adverbial; clause 3 = *ing*-clause, adverbial (supplement clause)
- I was happy [1 to let the pleasant sunny days [2 go by 2] 1]:* clause 1 = infinitive

clause, adjectival complement; clause 2 = bare infinitive clause, object predicative

- 6 [When in the army], soldiers look to a patron for rewards, in return for allegiance and support = verbless clause; adverbial
- 7 [Regarded as a barometer of interest-rate expectations], shorter-term notes made strides amid the speculation = *ed*-clause, adverbial
- 8 John Wesley broke away from the ceremonial formalism of the Church of England [₁ to found a Christian movement [₂ based on social justice and personal piety ₂]₁]: clause 1 = infinitive clause, adverbial; clause 2 = *ed*-clause, noun postmodifier
- 9 The Food and Drug Administration will allow food manufacturers [₁ to label certain foods [₂ containing oats ₂] as [₃ being part of a diet that 'may' reduce the risk of heart disease ₃]₁]: clause 1 = infinitive clause, direct object of *allow* (note: *food manufacturers* can be analyzed as the subject of the infinitive clause); clause 2 = *ing*-clause, noun postmodifier; clause 3 = *ing*-clause, prepositional complement
- 10 So, the best thing [₁ to do ₁] is [₂ to turn it on just like this and stick it back in this little bag ₂]: clause 1 = infinitive clause, noun postmodifier; clause 2 = infinitive clause, subject predicative

EXERCISE 11

CONVERSATION

{ {Of course anything [that I've wanted] I've already taken} and {nobody knows about it} }.

<Well> {there's a couple of things [I want]}.

<Not very much>. <Just a few things>.

{But I think [my mother would notice [I took them]]}.

<I mean> {I know [she would] [because they are kind of like these]}, <they are>, { (they are probably worth a couple of hundred dollars each) and (I think [she got them from my aunt Eva]) }.

Note: *Well* and *I mean* are non-clausal inserts (see SGSWE 2.2.2, 13.7), and the first occurrence of *they are* is an example of dysfluency (SGSWE 13.3.1).

ACADEMIC PROSE

{Managers often find it difficult [not to pass judgment on subordinates automatically]}.

{Conscious effort is sometimes needed [to avoid this defense-provoking behavior]}.

{Senders should pay careful attention to objectivity in communications}. {One should

avoid the common tendency [to formulate a reply [while the other person is speaking], instead of [concentrating on [trying [to listen to [what the speaker is actually saying]]]]]}.

9 Complex noun phrases

EXERCISE 1

- 2 *It, a nice house*; *nice* = adjective
- 3 *The floor, the floating raft at the beach*; *floating* = participial, *at the beach* = prepositional phrase
- 4 *he, Simon's house, which was at the other end of the lane*; *which was at the other end of the lane* = relative clause
- 5 *Cockerill, the club captain, the Saints*; *the club captain* = appositive noun phrase
- 6 *Those who know him, he, an arrogant side*; *who know him* = relative clause, *arrogant* = adjective

EXERCISE 2

1 = (d); 2 = (b); 3 = (e); 4 = (a); 5 = (c)

EXERCISE 4

- 2 The participial modifier *armed* precedes the noun modifier *company*.
- 3 The adverb *strangely* precedes the adjective *hairless*.
- 4 The color adjective *black* follows the other adjectives *little* and *beady*.
- 5 The descriptor adjective *new* precedes the classifier adjective *economic*.

EXERCISE 5

- 2 *And the four hundred (dollars) that was in there?*: relativizer = *that*; gap = subject
- 3 *One of the (things) I want to do is go through our books*: relativizer = zero; gap = direct object (of infinitive)
- 4 *The private (group), which insures invoices and financing arrangements, recorded 1,220 failures in the first half of this year*: relativizer = *which*; gap = subject
- 5 *This is the second (year) in a row that the opposition leader has claimed to be too busy to talk to the boisterous crew*: relativizer = *that*; gap = adverbial
- 6 *But we do not only communicate with (people) with whom we share our lives*: relativizer = *whom*; gap = complement of preposition

EXERCISE 6

- 2 *who had always been a great one for psychology* = non-restrictive
- 3 *which had stopped at five minutes to eleven some weeks ago* = non-restrictive
- 4 *that own ITV* = restrictive
- 5 *which really happened to me* = restrictive

EXERCISE 7

- 2 *This is a girl \emptyset I was going to get engaged to*: zero is a typical choice for a restrictive clause in conversation, where there is a non-subject gap.
- 3 *But the first guy that came said you need to replace your furnace*: *that* is the most popular relative pronoun in restrictive clauses in conversation.
- 4 *Khan spent half of each year playing ... in England, where he acquired a British accent*: *where* is the relativizer used to express 'place' in non-restrictive clauses.
- 5 *In this way, ions which have the same mass ratio are collected into beams*: *which* is used for relative clauses with an inanimate noun head, and is particularly common in academic writing.
- 6 *A god ... is ... a being whom men think of as superior to themselves in certain*

ways: *whom* is used, particularly in academic prose, for relative clauses with a non-subject gap and an animate head noun.

EXERCISE 8

- 2 *(climb) from rags* = prepositional phrase; *to riches* = prepositional phrase
- 3 *(problem) involving a chemical reaction* = an *ing*-clause
- 4 *(ability) to remodel themselves* = a *to*-clause
- 5 *(ambassador) to Peru* = prepositional phrase; *former hostage Anthony Vincent* = appositive noun phrase; *(commission) of 'guarantors'* = prepositional phrase
- 6 *(powers) given to police in the martial law decree* = *ed*-clause (or *in the martial law decree* could be considered a separate prepositional phrase)

EXERCISE 9

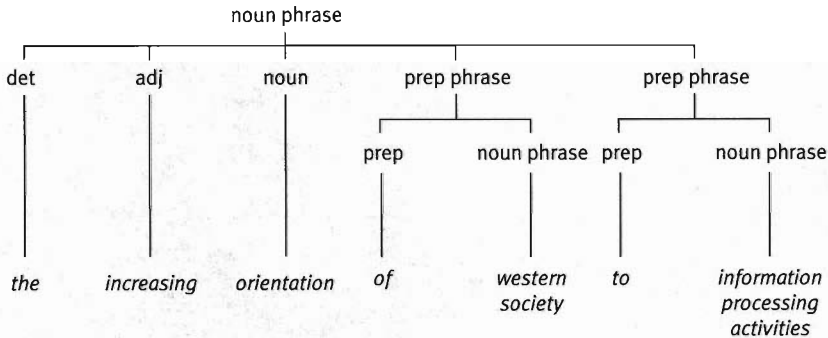
See 3 below.

EXERCISE 10

- 2 *that the structures of local government differ from nation to nation* = (a) complement *that*-clause; *that doesn't even exist* = (e) relative clause.

3

EXERCISE 9



- 3 *to record you* = (b) complement to-clause; *to biology and zoology* = (g) prepositional phrase with *to*
- 4 *of finding work* = (c) *of* + complement *ing*-clause; *of private ownership of the land* = (f) prepositional phrase with *of*
- 5 *who Michele was* = (d) complement *wh*-interrogative clause; *who'd inherited any degree of literary talent* = (e) relative clause

EXERCISE 11

Conversation noun phrases: *You, those sandwiches, They, the bag, the back, me, twelve o'clock, nine thirty, two and a half hours, You, any light mayonnaise, I, I, I, it, I, mayonnaise, I, it, it, I, some popcorn*

Academic prose noun phrases: *Modern capitalism, the older centres of manufacture, the basis of* large-scale maritime and overland trade, Organized manufacture, the craft industries controlled by the guilds, Marx, "the rural subsidiary operations" of spinning and weaving, which need little technical training***, rural society, the last place where capitalism develops in its 'purest and most logical form', the initial impetus, this stage, capital, a revolutionary force*

Note: Thick-grey underlining and thick-black underlining represent double underlining and treble underlining respectively.

Notes on alternative solutions: **basis* can be considered the head of a noun phrase, as here, or it can be regarded as part of a complex preposition *on the basis of*. ******The relative clause *which need little technical training* can be treated as a postmodifier of *operations*, or alternatively as a postmodifier of *spinning and weaving*, the solution chosen here.

In the conversation text 1 out of 23 first-level noun phrases has at least one modifier (*any light mayonnaise*): 4.3 per cent.

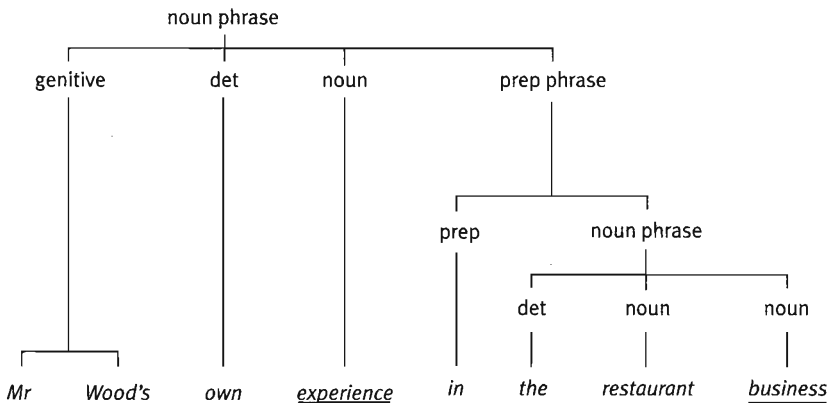
In the academic prose text 10 out of 14 first-level noun phrases have at least one modifier: 71.4 per cent. Adjective modifiers are the most common type in the academic prose text.

In the conversation text 7 out of 23 noun phrases have noun heads (30.4 per cent); 14 have pronoun heads (60.9 per cent); 2 noun phrases have numerical or measurement heads, which are neither nouns nor pronouns: *nine thirty, twelve o'clock*. Most noun heads (*sandwiches, bag, etc.*) refer to concrete objects, especially food.

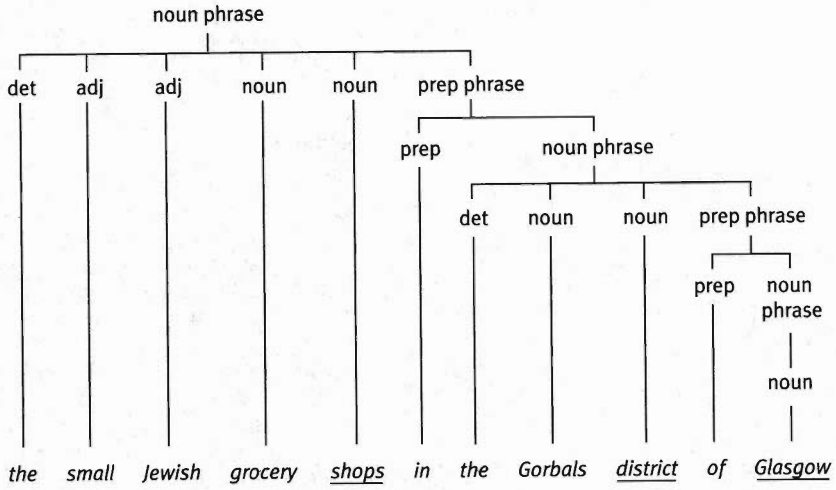
In the academic prose text 20 out of 21 noun phrases have nouns as their heads (95.2 per cent). There are no pronouns. Most noun heads (*manufacture, society, etc.*) refer to abstractions.

2

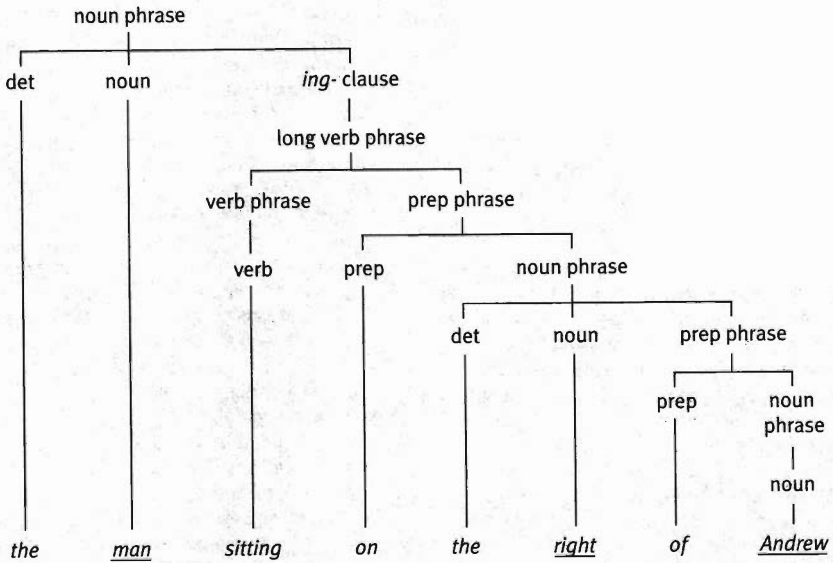
EXERCISE 12



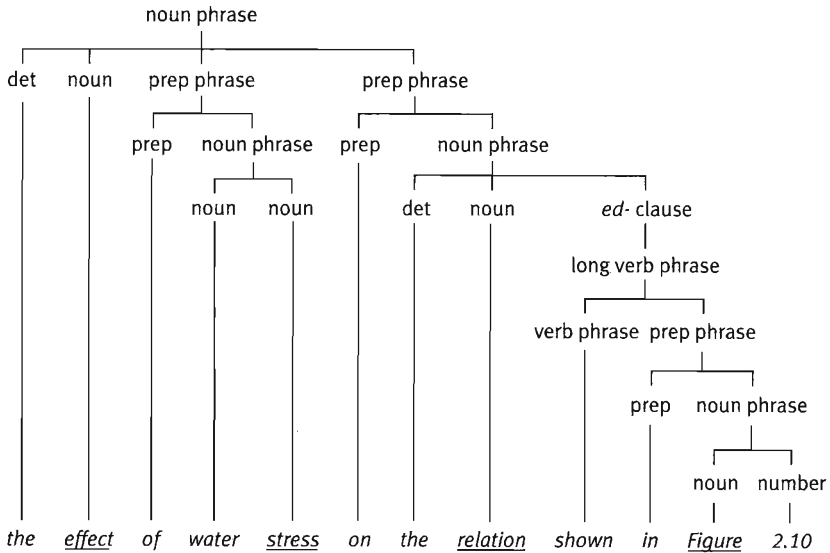
3



4



5



10 Verb and adjective complement clauses

EXERCISE 1

- 2 Before cancer weakened him, he hoped to move back to Monroe. Controlling element = verb (*hoped*); type = non-finite, *to*-clause; position = post-predicate, adjective complement
- 3 This is where they clean the planes. Controlling element = verb (*is*); type = finite, *wh*-clause; position = post-predicate, subject predicative
- 4 Maybe Judy will stop talking to him, too. Controlling element = verb (*stop*); type = non-finite, *ing*-clause; position = post-predicate, direct object
- 5 I think she's happy that I really got a lot done in the last couple of days. (1) Controlling element = verb (*think*); type = finite, *that*-clause; position = post-predicate, direct object. (2) Controlling element = adjective (*happy*); type = finite, *that*-clause; position = post-predicate, adjective complement
- 6 I wonder what he meant by that. We're slowly beginning to see what he meant by that. (1) Controlling element = verb (*wonder*); type = finite, *wh*-clause; position = post-predicate, direct object. (2) Controlling element = verb (*beginning*); type = non-finite, *to*-clause; position = post-predicate, direct object.

(3) Controlling element = verb (*see*); type = finite, *wh*-clause; position = post-predicate, direct object

- 7 It's amazing that only three hundred died. Controlling element = *be* + adjective (*'s amazing*); type = finite, *that*-clause; position = extraposed subject
- 8 Police sources said that X-rays of the five bombs appear to show the same blasting caps and detonation pins. (1) Controlling element = verb (*said*); type = finite, *that*-clause; position = post-predicate, direct object. (2) Controlling element = verb (*appear*); type = non-finite, *to*-clause; position = post-predicate, direct object
- 9 That the ending came almost in the dark was fitting. Controlling element = *be* + adjective (*was fitting*); type = finite, *that*-clause; position = subject
- 10 It's hard to believe how one human mind could have created them. (1) Controlling element = *be* + adjective (*is hard*); type = non-finite, *to*-clause; position = extraposed subject. (2) Controlling element = verb (*believe*); type = finite, *wh*-clause; position = post-predicate, direct object

EXERCISE 2

- 2 think = verb; that it's ... Hillary; post-predicate, direct object
is strange and meaningful = *be* + adjective; that he...Hillary; extraposed subject

- 3 *is* = verb; *that ... person*; post-predicate, subject predicative
sure = adjective, *that I ... person*;
adjective complement
- 4 *reminded* = verb; *that a ... sweatsuit*;
position = post-predicate
testified = verb; *that she ... sweatsuit*;
position = post-predicate
- 5 *argues* = verb; *that it ... steps*; post-predicate, direct object
is inconceivable = *be* + adjective; *that the ... steps*; extraposed subject
- 6 *adding* = verb; *that it ... noticed*; position = post-predicate
was strange = *be* + adjective; *that such ... noticed*; position = extraposed subject
- 7 *know* = verb; *that we ... commitment*;
post-predicate, direct object
(make) sure = adjective; *that the ... commitment*; adjective complement
understood = verb; *that there ... commitment*; post-predicate, direct object
- 8 *guess* = verb; *she ... car*; position = post-predicate
knows = verb; *that I ... car*; position = post-predicate
- 9 *accept* = verb; *that it ... guy*; position = post-predicate
plausible = adjective; *that they ... guy*;
position = extraposed subject
- 10 *knew* = verb; *that she ... him*; post-predicate, direct object
knew = verb; *that she ... him*; post-predicate, direct object

EXERCISE 3

- 1 *that the FOP wouldn't want a convicted cop killer's views on the air*. This refers back to previously mentioned information because the previous sentence suggested that the FOP had pressured NPR not to broadcast the interview. It may also be considered generally known that policemen would not want the killer of a policeman to spread his views.
- 2 *that he is ranked only No 4 in the world at the moment*. This clause presents factual information that is assumed to be generally known.
- 3 *that the media are fixated upon the differences within the GOP regarding abortion and that they don't just as enthusiastically dissect the differences within the Democratic Party regarding abortion and same-sex marriages*. Both *that*-clauses present information that is generally known by readers, or at least

this author is packaging the information as if it should be generally known.

EXERCISE 4

- 2 I (think) *I'm the only person who doesn't have it*. *That* omitted: common controlling verb (*think*), co-referential subjects, and personal pronoun as subject of *that*-clause.
- 3 I (think) *she should just be happy that my mess isn't spilling out of my room*. *That* omitted: common controlling verb; pronoun subject of *that*-clause.
- 4 *Mr. Gorbachev (agreed) that the NATO and the Warsaw Pact would be maintained and that the transatlantic members of the Western Alliance—the U.S. and Canada—would play a vital role in the common European home*. *That* retained: coordinated *that*-clauses, not a common controlling verb, not co-referential subjects, not pronoun subject of *that*-clause.
- 5 *But I find this really odd because Lucy (told) me that Cynthia (told) her that you (know) that it really wasn't appropriate for her to be staying with us*.
(1) *That* retained: not a common controlling verb, not co-referential subjects, not pronoun subject of *that*-clause, intervening NP between the controlling verb and *that*-clause. (This analysis applies to both occurrences of *told*.) (2) *That* retained: a common controlling verb, not co-referential subjects, personal pronoun subject of *that*-clause. (Alternatively, *you know* may be a discourse marker.)
- 6 *Western leaders were (convinced) that NATO's steadfastness had been crucial in bringing the communist bloc in from the cold*. *That* retained: not a common controlling verb, not co-referential subjects, not a personal pronoun subject of the *that*-clause, passive voice with the controlling verb. (Note that *convinced* could also be analyzed as an adjective here.)
- 7 *The second U.S. reaction was to (reassure) the West Germans that Washington was happy to leave the details in Bonn's hands*. *That* retained: not a common controlling verb, not co-referential subjects, not pronoun subject of *that*-clause, intervening NP between the controlling verb and *that*-clause.
- 8 *He (said) he lost his hair from taking showers all the time*. *That* omitted: common controlling verb, co-referential subjects, personal pronoun subject of *that*-clause.

EXERCISE 5

- 2 *What this nomination shows* (is) *that any story can work*. Controlling element = verb; *wh*-clause = nominal relative, subject position.
- 3 *Well, I* (wonder) *why Aunt Irene said that*. Controlling element = verb; *wh*-clause = dependent interrogative, post-predicate position.
- 4 *If you know that, you usually* (know) *where it is going and what the purpose is*. Controlling element = verb; *wh*-clauses = dependent interrogative, post-predicate (direct object).
- 5 *It is not* (clear) *how the question will be resolved*. Controlling element = adjective; *wh*-clause = dependent interrogative, extraposed position.
- 6 *That* ('s) *what I remember hearing* — *that* ('s) *why I* (asked) *how they were doing*. (1) Controlling element = verb; *wh*-clause = nominal relative, post-predicate (subject predicative). (2) Controlling element = verb; *wh*-clause = nominal relative, post-predicate (subject predicative). (3) Controlling element = verb; *wh*-clause = dependent interrogative, post-predicate direct object.
- 7 *So that* ('s) *how I know that that* ('s) *where they were going*. (1) Controlling element = verb; *wh*-clause = nominal relative, post-predicate (subject predicative). (2) Controlling element = verb; *wh*-clause = nominal relative, post-predicate (subject predicative).
- 8 *He's in a meeting and I'm not* (sure) *when he'll be back*. Controlling element = adjective; *wh*-clause = dependent interrogative, post-predicate adjective complement.

EXERCISE 6

- 2 *was expected to ... morning* = Pattern 2P
- 3 *saw him bleed* = Pattern 5
- 4 *would like for you to come ... to me* = Pattern 3
- 5 *like to train ... battle conditions* = Pattern 1; *would like to go into* = Pattern 1; *found to be too stringent* = Pattern 2 (i.e. they found the areas to be too stringent); *wanted to go* = Pattern 1

EXERCISE 7

- 2 *want the ... crisis*: *want* = desire; subject = *the superpowers*
- 3 *said to look it up and sing it to you*: *said* = speech act; subject = *Mark* (i.e. *Mark, not I, should look it up and sing it*)

- 4 *want to ask Michelle to do that*: *want* = desire; subject = *you* (i.e. *You ask Michelle*)
- ask Michelle to do that*: *ask* = speech act; subject = *Michelle* (i.e. *Michelle will do that*)
- 5 *need to call Mary Ann*: *need* = desire; subject = *I*
- forgot to tell her that ...*: *forgot* = cognition; subject = *I*
- want to go to Steve's party*: *want* = desire; subject = *I*
- 6 *mean for this to happen*: *mean* = intention/decision; subject = *this*
- trust myself to reply*: *trust* = cognition; subject = *I*
- 7 *was widely felt to be guiding the Scientific Revolution*: *be felt* = perception; subject (of the passive) = *the Promethean impulse*
- 8 *seems to care*: *seems* = probability; subject = *no one*
- 9 *began to do the same thing that they did*: *began* = aspectual; subject = *we*
- 10 *tried to take goofy pictures*: *tried* = effort; subject = *we*

EXERCISE 8

- 2 *easy to check that the conditions are satisfied*: *easy* = ease/difficulty; extraposed *to*-clause
- 3 *unlikely to meet the full cost*: *unlikely* = degree of certainty; post-predicate *to*-clause; subject-to-subject raising
- 4 *difficult for the draughtsman to interpret*: *difficult* = ease/difficulty; post-predicate *to*-clause; object-to-subject raising
- 5 *difficult to demand a speed of calculation beyond the performance of currently available microcomputers*: *difficult* = ease/difficulty; extraposed *to*-clause
- 6 *happy to rent for a while*: *happy* = emotion/stance; post-predicate *to*-clause; no raising
- 7 *impossible to prove*: *impossible* = ease/difficulty; post-predicate *to*-clause; object-to-subject raising
- 8 *easy to read and understand*: *easy* = ease/difficulty; post-predicate *to*-clause; object-to-subject raising
- 9 *expensive to produce*: *expensive* = evaluation; post-predicate *to*-clause; object-to-subject raising
- 10 *possible to love, and to aid thy neighbor*: *possible* = ease/difficulty; extraposed *to*-clause

EXERCISE 9

To expect Europe to become a single warm cultural bath; To be European in France; to be European in Lithuania or Scotland; To be European in Italy; to be European in southern England.

Here there is a sequence of subject *to*-clauses that present a progression of ideas and also provide an anaphoric link. The topic progresses through different views of 'being European' in France, Lithuania or Scotland, Italy, and southern England. At the same time, all of these *to*-clauses refer back to the idea in the first sentence, that the participants do not think of themselves as 'being European'.

Note: In an alternative analysis, we could treat *in France, in Italy, etc.* as adverbials in the main clause, not as part of the infinitive clauses.

EXERCISE 10

- 2 *stalling on the runway* = complement clause, controlled by verb *kept trying* = main verb
- 3 *existing* = adjective
recording only limited information on shaking = complement clause, controlled by adjectival predicate *capable (of) shaking* = noun
- 4 *hearing you say that* = complement clause, controlled by verb *love my saying it* = complement clause, controlled by verb *mind* (note the use of the possessive determiner *my* as subject)
- 5 *probing caves supposedly found by Utah man* = adverbial (supplement) clause
containing Spanish coins from the 1540s = noun postmodifying clause

EXERCISE 11

- 2 *don't you want to ^?*: *to*-clause with ellipsis; clause omitted but complementizer retained; full form = *or don't you want to share?*
- 3 *No I don't think so*: *that*-clause with substitution with *so*; full form = *No I don't think I am supposed to try to talk to them or anything.*
- 4 *I don't know why ^* (note the switch from *I am to you are* following a change of speaker in dialogue): *wh*-clause with ellipsis; clause omitted but complementizer retained; full form = *I don't know why they always have them at night.*

- 5 *you'll see how I tried to ^ but ...*: *to*-clause with ellipsis; clause omitted but complementizer retained; full form = *you'll see how I tried to rescue him but ...*
- 6 *Yeah, I know ^, she told ...*: *that*-clause with ellipsis; clause and complementizer omitted; full form = *I know that she tendered her resignation.*
- 7 *I guess not*: *that*-clause with *not* substitution; full form = *I guess that she didn't graduate.*
- 8 *I don't remember why ^ ...*: *wh*-clause with ellipsis; clause omitted but complementizer retained; full form = *I don't remember why taking liver pills for some reason is good for falling, regeneration.*

EXERCISE 12

CONVERSATION

that she breastfed him ... = *that*-clause controlled by verb *told*, post-predicate position

he's married now and is having his first child = *that*-clause controlled by verb *guess*, post-predicate position

if I told him no = *wh*-clause controlled by verb *imagine*, post-predicate position (note that this could alternatively be an adverbial *if*-clause)

I didn't love him = *that*-clause controlled by verb *think*, post-predicate position

to know ... = *to*-clause controlled by verb *hurt*, extraposed

if he was or not = *wh*-clause controlled by verb *know*, post-predicate position

so = substitute form for *that*-clause controlled by verb *think* (*I don't think that my son is choking*), post-predicate position

he didn't really want ... = *that*-clause controlled by verb *realized*, post-predicate position

to go in the bathroom = *to*-clause controlled by verb *want*, post-predicate position

running back there ... = *ing*-clause controlled by verb *go*, post-predicate position (notice that *to make...* is an adverbial, not a complement clause)

there are no little people anywhere or anything that can hurt him = *that*-clause controlled by adjective (*make*) *sure*, post-predicate position

wash your hands = bare infinitive clause controlled by verb *come*, post-predicate position

she'd come in = *that*-clause controlled by verb *think*, post-predicate position

I can just pop them back in the microwave = *that*-clause controlled by verb *guess*, post-predicate position

she'd come in = *that*-clause controlled by verb *think*, post-predicate position

I can just pop them back in the microwave = *that*-clause controlled by verb *guess*, post-predicate position

I can just pop them back in the microwave = *that*-clause controlled by verb *guess*, post-predicate position

ACADEMIC PROSE

that Marx ... per se = *that*-clause controlled by verb *contends*, post-predicate position
to describe ... a ruling class = *to*-clause controlled by adjective *careful*, post-predicate position
to view ... formations = *to*-clause controlled by verb *tended*, post-predicate position
that the state is 'the organ of class rule' = *that*-clause controlled by noun *assertion*
that Asiatic society is not a true class society = *that*-clause controlled by noun *notion*
that Marx ... daily life = *that*-clause controlled by verb *appears*, extraposed
to draw upon general funds for travels and

clerical expenses = *to*-clause controlled by adjective *able*, post-predicate position
to note ... = *to*-clause controlled by adjective *important*, extraposed
that the appropriation ... coercive practice = *that*-clause controlled by verb *note*, post-predicate position
to develop into a 'genuine theocracy' = *to*-clause controlled by adjective *able*, post-predicate position
that 'in religion ... of violence' = *that*-clause controlled by noun *contention*
that the hegemony ... sects = *that*-clause controlled by verb *noted*, extraposed

	CONV	ACAD
<i>that</i> -clause controlled by verb	7 (all post-pred)	4 (2 post-pred, 2 extraposed)
<i>that</i> -clause controlled by adj (post-pred)	1	0
<i>to</i> -clause controlled by verb	2 (1 post-pred, 1 extraposed)	1 (post-pred)
<i>to</i> -clause controlled by adj	0	4 (3 post-pred, 1 extraposed)
<i>wh</i> -clause controlled by verb (post-pred)	2	0
<i>ing</i> -clause controlled by verb (post-pred)	1	0
bare infinitive controlled by verb	1	0
<i>that</i> -clause controlled by noun	0	3

The findings for these passages are similar to the overall findings in *SGSWE* in these ways:

- Academic prose has more frequent use of noun complement clauses, especially *that*-clauses.
- Conversation has a higher frequency of *that*-clauses overall, but academic prose has a higher frequency of extraposed *that*-clauses.
- Wh*-clauses are more common in

conversation than academic prose.

- The frequency of *to*-clauses with verbs is fairly even.
- To*-clauses controlled by adjectives are more common in academic prose.

The findings for these passages differ from *SGSWE* in that usually *ing*-clauses are more common in academic prose than conversation.

11 Adverbials

EXERCISE 1

- 2 *there, now, again* = circumstance adverbials, adverbs
- 3 *out here* = circumstance adverbial, adverbial particle + adverb; *Monday or Tuesday* = circumstance adverbial, noun phrases
- 4 *Unfortunately* = stance adverbial, adverb
- 5 *Strangely* = stance adverbial, adverb; *never* = circumstance adverbial, adverb; *fully* = circumstance adverbial, adverb; *in Wales* = circumstance adverbial, prepositional phrase
- 6 *well* = circumstance adverbial, adverb; *after your jam doughnut* = circumstance adverbial, prepositional phrase
- 7 *in turn* = circumstance, prepositional phrase (you might call 'in turn' an adverb because it is a relatively fixed phrase, but some variation is possible, such as 'in their turn' so prepositional phrase seems the best answer); *therefore* = linking adverbial
- 8 *Personally* = stance adverbial, adverb; *really* = stance adverbial, adverb
- 9 *in order to reduce scepticism and to build their confidence* = circumstance, adverbial clause

EXERCISE 2

- 2 The adverbial in 2a has broader scope, over the entire clause. In 2b, *in the home economics class* has scope only over the verb phrase *ended up*.
- 3 The adverbial in 3b has broader scope. In 3a, *sort of* has scope only over the adjective phrase *scary looking*. In 3b, *generally speaking* has scope over the entire clause pattern *they won't get into the dinner*.
- 4 The adverbial in 4a has broader scope, over the entire sentence. In 4b, *for example* has scope only over the following prepositional phrase (*by computers...*).

EXERCISE 4

There are many uses of *just*. Here are some possibilities:

- giving emphasis: 1 (replace with *simply* or *completely*); 2 (replace with *really*); 5, 7 (replace with *simply*)
- meaning 'exactly': 3
- meaning a small request or object: 4, 8, 9(?), 10 (replace with *simply* or *only*)

- meaning immediacy: 6

EXERCISE 5

- 2 *Because schizophrenia is a brain disorder*: semantic category = contingency, reason; type of clause = finite; subordinator = *because*
- 3 *as if deliberately waiting me out*: semantic category = other (manner); type of clause = non-finite; subordinator = *as if*
- 4 *if you don't pass your exams*: semantic category = contingency, conditional (open condition); type of clause = finite; subordinator = *if*
- 5 *although she looked much younger*: semantic category = other (concession); type of clause = finite; subordinator = *although*
- 6 *since I was a kid*: semantic category = time; type of clause = finite; subordinator = *since*
- 7 *Since the purpose of the list is heuristic*: semantic category = contingency, reason; type of clause = finite; subordinator = *since*
- 8 *wherever I went*: semantic category = place; type of clause = finite; subordinator = *wherever*
- 9 *As far as farmers are concerned*: semantic category = other (respect or perspective); type of clause = finite; subordinator = *as far as*
- 10 *If I were you*: semantic category = contingency, conditional (hypothetical condition); type of clause = finite; subordinator = *if*
- 11 *to show the main differences between practical and ideal cycles*: semantic category = other (purpose); type of clause = non-finite; subordinator = none
- 12 *clinging to the men's feet and overalls*: semantic category = other (supplement clause); type of clause = non-finite; subordinator = none

EXERCISE 6

- 2 *According to national estimates* = epistemic stance adverbial. Probably news or academic prose, based on heavy use of prepositional phrases and noun phrases.
- 3 *not surprisingly* = attitude stance adverbial. Probably academic prose. Attitude stance adverbials are slightly more common in academic prose than conversation. Also, the NP *workers at the many quasistate factories* is more precise than is typically found in conversation.

- 4 *to tell you the truth* = style stance adverbial. Probably conversation. Style stance adverbials are more common in conversation than academic prose. See also the use of *I think* controlling a complement clause.
- 5 *like* = epistemic stance adverbial, imprecision. Probably conversation. *Like* as a stance adverbial is used primarily in casual conversational settings.
- 6 *approximately* = epistemic stance adverbial, imprecision. Probably academic prose, shown by dense use of nouns, prepositional phrases, and technical vocabulary.
- 7 *frankly* = style stance adverbial. Probably conversation. Style stance adverbials are more common in conversation than academic prose, and the discourse marker *well* and repair *I, we* are typical of conversation.
- 8 *actually* = epistemic stance adverbial, actuality/reality. Probably conversation, because the adverb *actually* is especially frequent in conversation. (See also the false start, and the use of first person pronouns.)
- 9 *hopefully* = attitude stance adverbial. *Hopefully* is used in both conversation and the expository registers. This passage is most likely from expository writing because of the circumstance adverbial choice *at present* (*now* is more common for conversation).
- 10 *I guess* = epistemic stance adverbial, certainty/doubt. Probably conversation, because comment clauses like *I guess* are found mostly in conversation. (See also the frequent use of *and* to connect clauses.)
- 11 *Maybe* = epistemic stance adverbial, doubt. Probably conversation, because *maybe* is especially common in conversation. (See also the use of *we*.)

EXERCISE 7

- 1 *for example* = apposition
- 2 *in contrast* = contrast
- 3 *though* = concession (since this is conversation and the adverbial is in final position, other adverbials are unlikely)
- 4 *second* = enumeration
- 5 *in conclusion* = summation (notice the clue of 'final focus')
- 6 *by the way* = transition (notice the switch to a new topic)
- 7 *likewise* = addition
- 8 *thus* = result

EXERCISE 8

- 1 final
- 2 initial
- 3 final
- 4 final
- 5 initial
- 6 medial
- 7 initial
- 8 final

EXERCISE 9

NEWSPAPER PASSAGE

at some point today = circumstance (time); prepositional phrase; initial position (because it is setting up the time frame for the whole story) (Note: it would also be possible to analyse *today* as a separate adverbial of time.)

if everything is right = circumstance (condition); finite clause; initial position (because it establishes a conditional framework for the following activities)

with an irrepressible grin and as much water as his burro can carry = circumstance (manner); prepositional phrase; final position (the typical position for a circumstance adverbial that adds descriptive information to the clause)

south = circumstance (place, direction); adverb; final position (because it has scope only over the verb)

if all goes well = circumstance (condition); finite clause; initial position (because it establishes a conditional framework for the information in the following main clause)

well (embedded) = circumstance (manner); adverb; final position (because it has scope only over the verb)

in Cabo San Lucas = circumstance (place); prepositional phrase; final position (because it is an obligatory adverbial)

by the time he stops = circumstance (time); prepositional phrase; final position (because it is a 'heavy' structure with restricted scope)

once = circumstance (time); adverb; medial position (because it has restricted scope)

in his own words = stance (perspective/viewpoint); prepositional phrase; medial position (placed near the quotation)

down the mountainous central spine = circumstance (place/direction); prepositional phrase; final position (because it is a 'heavy' structure with restricted scope)

nearly 1,000 miles = circumstance (place/distance); noun phrase; final position (because it is an appositive structure) (Also note the use of *nearly* as an imprecision stance adverb modifying *1,000*.)

CONVERSATION

once every couple of weeks = circumstance (time, frequency); noun phrase or adverb phrase; final position (because it has limited scope over the verb)

really = stance (actuality/reality); adverb; medial position (between the verb and obligatory final adverbial)

just = circumstance (restrictive, meaning 'it's only this and nothing else', although it also has the effect of downplaying the importance of the group and might be analyzed as a stance adverbial); adverb; medial position (between the verb and obligatory final adverbial because it has scope over that final adverbial)

like a gab group = circumstance (manner, comparison); prepositional phrase; final position (an obligatory adverbial)

kind of = stance (epistemic, imprecision); adverb; medial position (limited scope over the verb phrase)

around our little project = circumstance (place); prepositional phrase; final position (an obligatory adverbial)

like, like = stance (imprecision); adverb; initial position

EXERCISE 10

- A period (.) should follow *changed*, dividing the example into two sentences. This makes it clear that the adverbial *For example* belongs with the following sentence, not the preceding one.
- In spite of* is a preposition, and cannot introduce an adverbial clause. *Although* can replace it. As a linking adverbial, *however* cannot occur in this position in the sentence, but *nevertheless* could replace it. *In the education* is incorrect: it could be replaced by *in terms of education*.
- Before 15 years* is incorrect: it should be *Fifteen years ago*. Also, *because* should not begin a new sentence: it should follow a comma, to show that it is an adverbial with scope over the preceding clause.
- So that to be free* is incorrect: *so that* cannot introduce an infinitive clause, but could be replaced by *so as*, as in *so as to be free*. Alternatively, *so that* can be followed by a finite clause: *so that they could be free*.
- A period or colon should follow the word *exaggerated*, to divide the clause to which it belongs from what follows. *With my bike or car* should be changed to *on my bike or in my car*. Also, *Since I came*

to Hasaki is an adverbial which is meant to have scope over the following clause. It should therefore be followed by a comma, not by a period.

- Even he doesn't know you* should be changed to *Even if he doesn't know you*, to make it clear that this structure is a dependent adverbial clause. *For long time* should be: *For a long time*.

12 Word order choices**EXERCISE 1****PART A**

- (b) fronting of predicative, (i) in an independent declarative clause
- (a) fronting of object, (i) in an independent declarative clause
- (a) fronting of object, (i) in an independent declarative clause
- (b) fronting of predicative, (ii) in an exclamation
- (b) fronting of predicative, (iii) in a dependent adverbial clause

PART B

- Krishna may be all wise ...*
- I'd now committed such a blunder.*
- My son has such a sure hand with his people!*
- We are a very gullible lot.* (This example cannot be expressed in normal word order without deleting the word *what*.)
- Though he is brave in facing adult audiences...*

EXERCISE 2

- is the high proportion of semantic-phonetic compounds* = subject-verb inversion
- has been the success of the piece on a short provincial tour* = subject-verb or subject-operator inversion
- did he* = subject-operator inversion
- interrupted Khalehla* = subject-verb inversion
- is the time for cool, light shoes that you can slip straight on your feet* = subject-verb or subject-operator inversion
- are you* = subject-operator inversion
- had she* = subject-operator inversion
- can the health service* = subject-operator inversion
- stepped Captain Bierce* = subject-verb inversion

EXERCISE 3

- 2 (d) fronted predicative
 3 (e) degree expression
 4 (c) fronted adverbial of place or time
 5 (i) reporting clause
 6 (c) fronted adverbial of time
 7 (b) *wh*-question
 8 (g) hypothetical or tentative conditional clause
 9 (a) *yes/no* question
 10 (c) fronted adverbial of place

EXERCISE 4

- 2 notional subject
 3 (a) = place *there*; (b) = existential *there*
 4 *exist*
 5 (a) = false; (b) = true; (c) = true; (d) = false; (e) = true; (f) = false

EXERCISE 5

- 2 = (b); 3 = (a); 4 = (d); 5 = (g); 6 = (f);
 7 = (b); 8 = (h); 9 = (j); 10 = (e)

EXERCISE 6

- 2 (c) *it*-cleft
 3 (a) preface
 4 (d) normal *wh*-cleft
 5 (b) noun phrase tag
 6 (f) demonstrative *wh*-cleft
 7 (g) direct object before indirect object (with *to* or *for*)
 8 (e) reverse *wh*-cleft
 9 (i) object predicative before direct object
 10 (j) phrasal verb with object before particle

EXERCISE 7

- 2 [*it*][*is*][*you*][*who are lovely*] = subject
 3 [*it*][*was not*][*surprise*][*that he felt*] = object
 4 [*it*][*was*][*on that journey*][*that we encountered Dr Saito*] = adverbial
 5 [*it*][*was*][*then*][*that she and the other three women did the rooms*] = adverbial
 6 [*it*][*was not*][*food*][*that Buck and the huskies needed*] = object

EXERCISE 8

Many answers are possible. Some possibilities include:

Exercise 1, example 3: In contrast to the normal word order *I'd now committed such a blunder*, the fronting of the object in *Such a blunder I'd now committed* places the given information of *such a blunder* in the initial position. This upholds the information flow principle.

Exercise 2, example 1: In contrast to the normal word order *a decanter of Haut Brion, and another of old Lanning port, stood on the sideboard*, the word order with inversion places given information before new information, in line with the information flow principle. Also, the long and complex subject *a decanter ... port* is placed at the end, following the principle of end weight.

Exercise 5, example 7: A normal word order here might be: *3000 accidents related to bouncy castles occurred in 1989*. The existential clause, in contrast to this, places the new topic of discussion at the end (information flow) and places the long notional subject at the end (end weight).

Exercise 7, example 2: A normal word order would be: *You are lovely, Grace*. Instead, the *it*-cleft construction makes *you* the focused element and emphasizes the contrast between *they* and *you*.

EXERCISE 9

	CONV	ACAD
(a) marked word order (fronting, etc.)	0	1
(b) passive constructions	0	2 (or 3)
(c) existential <i>there</i>	1	0
(d) prefaces and noun tags	1 + 1	0
(e) demonstrative <i>wh</i> -clefts	1	0

CONVERSATION

- existential *there*: *there's something*
- demonstrative *wh*-cleft: *That's what we want*
- preface: *And the pound cake with brandy sauce*
- noun tag: *beautiful music*

ACADEMIC PROSE

- fronting: *Synonymous with the logographic concept is the expression 'lexigraphic'*
- passives: *has been suggested, should be called*. (The first clause *Some scholars are opposed to ...* is a doubtful case of the passive. There is no active equivalent, so *opposed* is best classed as an adjective. See SGSWE 2.3.6.)

Although these text samples are merely illustrations, they are consistent with the tendencies mentioned at the end of Chapter 12 of SGSWE.

13 The grammar of conversation

EXERCISE 2 (SAMPLE ANSWERS)

EXAMPLES FROM CONVERSATION II

- (a) shared context: deictic items: *Here you go, babe. Try this*; personal pronouns: *I guess it, I guess it wasn't that*
- (b) avoiding elaboration or specification of meaning: repeated use of the hedge *like*: *Like little bitty curls, like, I mean, ...*
- (c) interactiveness: tag questions: *... huh? ... right? ... are you?*; inserts: *Oh, okay, nyah, Hm, Yeah.*
- (f) vernacular range: informal and non-standard usage: *Yeah, it's real nice. They're laying down.* (compare standard *lying down*)

EXAMPLES FROM CONVERSATION III

- (b) avoiding elaboration or specification of meaning: general nouns and pronouns: *something new; the other thing*
- (c) interactiveness: questions: *What do you got?* (note the dysfluency); *Should we say these products here or this product?*
- (e) real-time production: add-on strategy: *I'll take that with me, I'll update it in my system I and then I'll make a second one I and we'll carry them back and forth.* (I = clause boundary)
- f) vernacular range of expression: contractions (*that's, didn't*); informal and non-standard usage: *works out pretty good*

EXAMPLES FROM CONVERSATION IV

- (b) avoiding elaboration or specification of meaning: initial ellipsis: *Still wasn't quite clear to me ... (= It still wasn't quite clear ...)*
- (c) interactiveness: frequency of negation: *I don't know if this is—this doesn't look as bad ...*; discourse markers *you know, well, I mean*
- (d) stance: evaluative adjectives, comment clauses: *They're fine I think. He just didn't want blue don't think I guess*
- (e) real-time production: add-on strategy: *It may be though the same one I that he wanted I and I picked out the blue*

EXERCISE 3 (SAMPLE ANSWERS)

EXAMPLES FROM CONVERSATION II

repeat: B3: *I'm serious, like, like that's a lie.*
 syntactic blend: A5: *I think I'm—might blow dry it now, right?* compare: *I think I might*

blow dry it now, right? (begins utterance with a copula *be* or the use of *be* in a progressive verb phrase, then switches to a verb phrase with the modal verb *might*)

incomplete utterance: B8: *Here you figure it out. I'm going into—*

pause: A9: <laughing> *But I was getting some counseling.—I see what you mean though about the curls in the back.*

repair: B12: *Like, that's what I thought you were, you wanted to do (perhaps the speaker started to say you were going to do)*

EXAMPLES FROM CONVERSATION III

syntactic blend: A1: *What do you got?* (perhaps a blend of *What do you have?* and *What have you got?*)
 hesitator: A2: *the speakers and the uh, printer.*

repeat: A2: *I just put a, a plug strip in here.*
 incomplete utterance: A9: *In fact I've, what we should, that disk I gave you—* (a string of three incomplete utterances!)

EXAMPLES FROM CONVERSATION IV

incomplete utterance followed by pause: B6: *that's just—yeah*
 repeat (two examples): B7: *And she she said the the difference was ...*

EXERCISE 4 (SAMPLE ANSWERS)

- I A12: \wedge *Wonderful* = initial ellipsis; a non-clausal unit; *That's* is omitted. This is situational ellipsis: A is referring, apparently ironically, to the annoying situation where he/she can't find a voter card.
- II B2: *You \wedge got a lot of curls* = medial ellipsis; *'ve* is omitted.
- II B3: *And \wedge smooth* = initial ellipsis; a non-clausal unit; *now it looks* is apparently omitted. These words can be found in the preceding clause.
- II B4: *That stuff looks good, yes it does \wedge* = final ellipsis; *look good* is omitted. It is found in the preceding clause.
- III B12: *I can tell \wedge* = final ellipsis; *that you haven't loaded that disk in yet* is omitted; this would have been repeated from the preceding utterance.
- IV B3: \wedge *nothing blue about it* = initial ellipsis, a non-clausal unit; *There's* is understood in the context.
- IV B12: *oh, yeah now we are \wedge* = final ellipsis; *getting something* is understood from the previous clause.
- IV A14: \wedge *Just a little bit of blank paper* = initial ellipsis, a non-clausal unit; probably *We are getting* is understood from the preceding turn.

EXERCISE 5

The following inserts occur: *hm, huh, I mean, no, now, nyah, oh, okay, right, well, yeah, yes*. Note: *Like, really* and *alright* behave similarly to inserts in conversation, but in SGSWE we treat them as adverbs.

BRIEF NOTES ON OH

Function: interjection; though in some ways like a discourse marker. Details of use: can be backchannel expressing interest or surprise (e.g. I B1). Adds emotion to a speech act such as a directive: e.g. *Oh, come on* (II B4). Position: usually begins a turn, and is sometimes a turn in itself. Often combines with other inserts: *Oh, no* (I B12), *oh yeah* (IV B14).

BRIEF NOTES ON OKAY

Function: response form, discourse marker (Conversations I–IV have no examples of *okay?* as a response-getter). Details of use: mostly signalling acceptance or compliance: e.g. in II there are four *okays*, where A is explaining to B, and B is accepting the explanations (these are like backchannels). *Okay* can also indicate a decision, signalling a new phase in the task or discussion: e.g. *Okay, so let's go do this stuff* (I A6). Position: mostly at the beginning of a turn, or a complete turn in itself.

EXERCISE 6

Some comments on the first six lines:

Features resembling natural conversation:

- *Or at any rate ^ what passes for one these days is an instance of ellipsis* (= *Or at any rate the old boy's what passes for one these days*).
- *One* in this utterance is a substitute pronoun (= *a terrifically distinguished citizen of Wales*).
- *Or* and *And* are used at the beginning of a new sentence or utterance.
- *Another* (= another terrifically distinguished ...) is another indefinite pronoun as a substitute form.
- Also typical of conversation are *Well* (as an introductory discourse marker), the contraction of *is* in *the old boy's* and *that's*, and the omission of *that* in the *that*-clause in line 4.

Features not resembling natural conversation:

- There is no dysfluency in the first six lines, and little dysfluency in the rest of the passage. (The exceptions are incomplete utterances in lines 12, 13 and 17.)
- Complex noun phrases with premodifiers

and postmodifiers: *a terrifically distinguished citizen of Wales; his thirty years of pen-pushing in first City Hall and later County Hall, for which he was duly honoured*. Such noun phrase complexity is infrequent in natural conversation.

- A particularly formal, even literary, feature is the non-restrictive relative clause with an initial preposition: *for which he was duly honoured*.

LONGMAN

Student Grammar

of SPOKEN
and WRITTEN
ENGLISH
Workbook

The *Longman Student Grammar of Spoken and Written English Workbook* gives advanced students of English the practice and tools needed to analyze everyday language. It is linked by direct cross-references to the *Longman Student Grammar of Spoken and Written English* – the pedagogical coursebook that examines grammatical structure and the how, when, and why of English as it is really used.

- invaluable for students on university and teacher-training courses
- checks your knowledge of how English is actually used in speech and writing
- shows how grammar differs in different contexts or registers
- provides practice with relationships between grammar and vocabulary
- all examples taken from naturally occurring English texts and conversations
- comparisons between British English and American English
- spoken and written extracts throughout
- full answer key



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