Answers to questions in the book: Chapter 1

Exercise 1.1 Subject, predicate, verb (section 1.2)

In each sentence, underline the subject and circle the verb constituent.

**[Subjects are underlined; verb constituents are bracketed]**

1. Since September, the airline industry [has suffered] its greatest ever slump in business.
3. Several thousand airline workers [lost] their jobs.
4. The general public [is] still nervous about flying.
5. People [prefer] to travel by train.
6. In Europe, the tourism industry [has been affected].
7. Tourist hotels [report] a 40% drop in bookings in the last six months.
8. In Athens, eight hotels [have closed] their doors for the winter season.
9. The loss of consumer confidence [will damage] the euro.
10. Everyone [expects] a drop in spending power.

Exercise 1.2 Operator (section 1.3)

Underline the operator in each of the following sentences:

1. Amy has been very ill lately.
2. Would you like to speak to Paul?
3. Have you met Amy?
4. After the war, few people could find a job.
5. Where have you been hiding?
6. What should we do?

Exercise 1.3 Operator: do, have, be (sections 1.3–1.4)

Use the contracted form n’t to make each sentence into its negative.

**[Contracted verb constituents are italicized]**
1. Protesters weren’t in the streets.
2. The party wasn’t at war with itself.
3. The tide of revolution didn’t topple one European government after another.
4. The changes hadn’t been foreseen.
5. The party couldn’t be humbled soon.
6. It won’t be forced to share power.
7. The party leader’s aim isn’t constant.
8. He doesn’t want to build a stronger party.
9. He doesn’t propose to end the party’s guaranteed right to rule.
10. His reforms don’t mean the end of the old guard.

Exercise 1.4 Operator: do, have, be (sections 1.3–1.4)

Turn each sentence below into a question that can be answered by yes or no and underline the operator in the question.

**[Operators are underlined]**

1. Is brain bulk related to brain ability?
2. Does this correlation apply across species?
3. Is brain bulk unimportant within the human species?
4. Are the largest human brains those of idiots?
5. Are humans able to lose substantial portions of the brain without undue suffering?
6. Is the main part of the human brain divided into two hemispheres?
7. Can messages from one hemisphere reach the other?
8. But does the brain avoid the need for constant cross-references?
9. Does one hemisphere dominate the other?
10. Is the left hemisphere usually dominant?
Exercise 1.5 Identifying the subject (section 1.5)

Turn the following sentences into questions that can be answered by yes or no and underline the subject.

1. Were the new students late for class?
2. Were most people impressed by President Obama?
3. Is Amy’s friend waiting outside?
4. Do single parents on welfare support have a hard time?
5. Did the tsunami cause widespread destruction?
6. In recent weeks, has the price of gold become more stable?
7. Were workers trapped when the mine collapsed?
8. Should it be illegal to text and drive at the same time?
9. Can finding a rewarding job be very difficult?
10. Is it good to have Internet access?

Exercise 1.6 Identifying the subject (section 1.5)

Add a tag question to each of the following sentences and underline the subject.

**[The tag question is in italics, the subject is underlined.]**

1. It’s been raining for hours, hasn’t it?
2. We met Paul in the library, didn’t we?
3. The parents rushed to the school when they heard the news, didn’t they?
4. Reading poetry gives many people a great deal of pleasure, doesn’t it?
5. An armed helicopter flew over the area, didn’t it?
6. In the inner cities, many young people have become disillusioned, haven’t they?
7. The children have been gone for over an hour, haven’t they?
8. Nobody likes waiting for a bus in the rain, do they?
9. An economic rescue package is being considered by the IMF, isn’t it?
10. Most of the water was wasted through leaky pipes, wasn’t it?

Exercise 1.7 Transitive verbs and direct object (section 1.7)

The direct object is underlined in each declarative sentence. Turn the sentence into a question introduced by who or what, as indicated in brackets following each sentence. Use one of these interrogative words to replace the direct object. Position the operator and the subject after who or what, as in the following example:

She introduced the school head to her parents. (Who)
Who did she introduce to her parents?

**[Only answers are shown]**

1. *Who* did Emily’s parents meet?
2. *What* did Caroline submit to the school magazine?
3. *Who* did all the members of staff consider the best student in the Upper Sixth?
4. *What* did the school head recommend?
5. *What* did Marilyn choose as her first preference on her application form for university entrance?
6. *What* did her parents prefer?
7. *What* does Elizabeth like best?
8. *Who* does she regard as the most interesting lecturers?
9. *What* does she find quite easy?
10. *What* has she learned by heart?

**Exercise 1.8 Transitive verbs and direct object (section 1.7)**

Underline the direct object in each sentence.

**[Direct objects are underlined]**

1. We need **more money**.
2. Susan has made **risotto**.
3. Allied troops mounted **a sustained bombardment of the city**.
4. I can’t reveal **any more information**.
5. The new legislation will protect **workers’ rights**.
6. Can I take **your picture**?
7. We should paint **the bathroom walls**.
8. Looters took **everything they could carry**.
9. Benedict Cumberbatch plays the role of **Sherlock Holmes**.
10. United beat **Chelsea** in the second leg.
Exercise 1.9  Linking verbs and subject complement (section 1.8)

Underline the subject complement in each sentence.

**[Subject complements are underlined]**

1. Outside, the company sign seems modest.
2. Inside, the atmosphere is one of rush and ferment.
3. The company is a genetic engineering firm.
4. It has become a leader of a brand-new industry.
5. The focus of the project is DNA recombination.
6. DNA recombination is the transfer of pieces of DNA from one type of organism to another.
7. The leaders of the company are research scientists.
8. They are also shareholders of the company.
9. All the shareholders seem happy with the progress of the company.
10. They do not feel afraid of competition.

Exercise 1.10  Intransitive verbs and adverbials (section 1.9)

Underline the adverbials in the sentences. Some sentences may have more than one adverbial.

**[Adverbials are underlined]**

1. Opossums frequently appear to be dead.
2. Sometimes they merely pretend to be dead.
3. In that way they avoid attacks by predators.
4. Often they simply are dead.
5. Few opossums remain alive far into the second year.
6. According to one biologist, two-year-old opossums show the symptoms of advanced old age.
7. Over many centuries, opossums have died at early ages because of accidents and predators.
8. As a result, natural selection ends especially early in opossums’ lives.
10. The natural-selection theory apparently explains their short lives.
Exercise 1.11  Adverbial complement (section 1.10)

Complete these sentences by adding an adverbial complement.

**[No answers provided for this exercise]

1. My parents live __________
2. Nothing lasts __________
3. Everybody behaved __________
4. He goes __________
5. The fortress stands __________
6. The motorway stretches __________

Exercise 1.12  Direct object and indirect object (section 1.11)

Underline the indirect objects in the sentences.

**[Indirect objects are underlined]

1. Send me your details.
2. Paul’s parents promised him a bicycle for his twelfth birthday.
3. You can save yourself the bother.
4. I owe my parents several hundred pounds.
5. Show me your new laptop.
6. Noisy neighbours cause many people a lot of trouble.
7. What can I offer you now?
8. The film made the studio a huge amount of money.
9. The scheme offers new investors very handsome dividends.
10. Who taught you how to do that?

Exercise 1.13  Direct object and object complement (section 1.12)

Underline the object complement in each sentence.

**[Correct answers in brackets after example]
1. The blood turned the river red.
2. The noise is driving me mad.
3. They keep their house too warm.
4. The newspapers branded him a monster.
5. He was found guilty of fraud.
6. My friend wants her coffee black.
7. Make yourself comfortable.
8. The incident has made people more aware of Internet crime.
9. We found everybody here very helpful.
10. Put my name on the waiting list.

Exercise 1.14 The basic sentence structures (section 1.13)

Identify each sentence element by writing the appropriate abbreviation in the brackets after it:

**[Correct answers in brackets]**

S (subject) SC (subject complement)
V (verb) OC (object complement)
dO (direct object) AC (adverbial complement)
iO (indirect object) A (adverbial)

1. Salt (S) was (V) the first food seasoning (SC). 
2. Many people (S) consider (V) the accidental spilling of salt (dO) bad luck (OC). 
3. The Romans (S) gave (V) their soldiers (iO) special allowances for salt (dO). 
4. They (S) called (V) the allowance (dO) salarium (OC). 
5. That (S) is (V) the original of our word ‘salary’ (SC). 
6. Europeans (S) were mining (V) salt (dO) by 6500 BC (A). 
7. The first salt mines (S) were located (V) in Austria (AC). 
8. Today (A) these caves (S) are (V) tourist attractions (SC). 
9. Salt preserved (V) meat and fish (dO). 
10. Ancient peoples (S) used (V) salt (dO) in all their major sacrifices (A).
Exercise 1.15  The meanings of the sentence elements (section 1.14)

Identify the type of meaning conveyed by the underlined element in the sentence.

**[Answers in brackets after examples]**

1. The lecturer explained the functions of subjects. [subject: agentive]
2. That man is my father. [subject complement: attribute]
3. Tell me the result of the match. [verb: dynamic]
4. I’m baking a cake. [direct object: resultant]
5. The Department has offered me a post. [indirect object: recipient]
6. Joan is good at mathematics. [subject complement: attribute]
7. Don’t take offence. [direct object: eventive]
8. You can put your clothes in the washing machine now. [direct object: affected]
9. I’m working for my father during the spring break. [adverbial: time]
10. It is much colder today. [subject: identified]

ADVANCED EXERCISES

Exercise 1.16  Grammatical features of the subject (section 1.6)

In the sentence below, there has some of the characteristics of a subject. Discuss.

**[No answers provided for this exercise.]

There were no deaths in the recent riots.

Exercise 1.17  Transitive verbs and direct object (section 1.7)

If a sentence contains more than one clause, it may have more than one direct object. For example, in the following sentence there are two direct objects:

The president has offered substantial concessions, but he should not expect much gratitude.

**[Direct objects underlined in text; double underlining when overlapping direct objects]**

1. The president promised the end of racial discrimination, but he rejected the black demand for one man, one vote.
2. That sort of democracy would mean rule by a black majority, which might feel an
understandable urge for retribution for past oppressions.

3. Whites, equally understandably, want safeguards for white rights, but you cannot ensure
safeguards once you surrender your power.

4. Having made his gamble, the president will find himself under pressure from two directions.

5. Among blacks he has created an upward surge of expectations which he may be unable to fulfil.

6. He has frightened white defenders of apartheid, who might attempt a final, desperate and
perhaps violent defence of their racist stance.

Exercise 1.18 Transitive verbs and direct object (section 1.7)

A small set of verbs have been called ‘middle verbs’. They are illustrated in the following sentences:

**[No answers provided for this exercise]

I have a cold.

Your clothes don’t fit you.

He lacks courage.

How do these verbs resemble transitive verbs and how do they differ from them?

Exercise 1.19 Direct object and indirect object (section 1.11)

Use the verb to create a sentence containing both a direct object and an indirect object.

**[No answers provided for this exercise]
Exercise 1.20  Direct object and object complement (section 1.12)

Use the verb to create a sentence containing both a direct object and an object complement.

**[No answers provided for this exercise]

1. like
2. consider
3. find
4. call
5. appoint
6. declare

Exercise 1.21  Direct object and object complement (section 1.12)

Use the verb to create a sentence containing both a direct object and an adverbial complement.

**[No answers provided for this exercise]

1. place
2. keep
3. wish
4. get

Exercise 1.22  The basic sentence structures (section 1.13)

Each of these sentences is ambiguous. For each meaning, state the structure (the set of sentence elements) and give a paraphrase of the corresponding meaning. For example:

*They are baking potatoes.*

S + V + SC – ‘They are potatoes for baking’.
S + V + dO – ‘They have put potatoes in the oven to bake’.

**[No answers provided for this exercise]**

1. She will make a good model.
2. I’ll call you my secretary.
3. Your men are revolting.
4. You should find me an honest worker.
5. She has appointed her assistant personnel manager.
6. My solicitor gives the poorest free advice.
7. She teaches the best.
8. Police found safe under bed.

** Exercise 1.23 The meanings of the sentence elements (section 1.14) **

Create a sentence for the sequences of elements.

**[No answers provided for this exercise]**

1. Agentive subject + dynamic verb + affected object + degree adverbial
2. Identified subject + stative verb + attribute subject complement + time adverbial
3. Agentive subject + dynamic verb + recipient indirect object + affected direct object + space adverbial
4. Agentive subject + dynamic verb + recipient indirect object + resultant direct object + time adverbial
5. Evaluation adverbial + agentive subject + dynamic verb + affected direct object + attribute object complement
6. Truth-value adverbial + affected subject + stative verb + attribute subject complement + cause adverbial.
Answers to questions in the book: Chapter 2

Exercise 2.1 Noun suffixes (section 2.3)

Convert the words into nouns by adding noun suffixes and making any other necessary changes. Some words may take more than one noun suffix.

**[Only answers are shown]**

1. performance
2. ability
3. conception
4. speech
5. construction
6. behaviour
7. satisfaction
8. government
9. repetition
10. reality

Exercise 2.2 Number (section 2.5)

Supply the plural form for the singular noun.

**[Only answers are shown]**

1. analyses
2. thieves
3. criteria
4. mice
5. stimuli
6. ova
7. sheep
8. hypotheses
9. bases
10. shelves

Exercise 2.3 Dependent and independent genitives (section 2.8)

Specify whether the underlined genitives are dependent or independent.

**[Correct answers in brackets]**

1. In a recent poll 48 per cent of Americans thought that Japan’s (D) economy is bigger than America’s (I).
2. The British government’s (D) £50 billion sale of state-owned housing is going at a snail’s (D) pace.
3. For Lloyd’s (I) of London, the frauds of the early 1980s seem a thing of the past.
4. New Zealand plans to deregulate the country’s (D) industry.

Exercise 2.4 Verb suffixes (section 2.9)

Convert each word into a verb by adding a verb suffix and making any other necessary changes. Some words may take more than one verb suffix.

**[Only answers are shown.]**

1. realise
2. hyphenate
3. ripen
4. marginalise
5. randomise
6. liquidise
7. exemplify
8. whiten

Exercise 2.5 Classes of irregular verbs (section 2.11)

Give the three principal parts for each of these irregular verbs.
**[Answers in same line after infinitives]**

1. grow, grew, grown  
2. put, put, put  
3. drive, drove, driven  
4. send, sent, sent  
5. break, broke, broken  
6. do, did, done  
7. go, went, gone  
8. read, read, read  
9. fall, fell, fallen  
10. throw, threw, thrown

**Exercise 2.6 Auxiliary verbs (sections 2.12–2.15)**

Specify whether the underlined auxiliary in each sentence is progressive, perfect, or passive:

**[Correct answers in brackets]**

1. Our train was (pass) delayed by over an hour.

2. I’m (prog) doing a computer science course.

3. Has (perf) everyone left already?

4. The weather is (prog) changing.

5. Several packages were (pass) lost in the mail.

6. We have (perf) developed a new system for detecting spam emails.

7. Amy is (prog) looking worried.

8. Has the prize money been (pass) claimed yet?
9. Is (prog) anyone looking after the children?

10. Paul has (perf) put on weight.

**Exercise 2.7 Meanings of the modals (section 2.18)**

Paraphrase the meanings of the underlined modals.

**[No answers provided for this exercise]**

1. If you hit volleys like this you will have lots of success.
2. In addition to the basic volley, you may have to play half-volleys.
3. If played badly, a half-volley can have drastic consequences.
4. The grip must be firm on impact.
5. Although you can use a two-handed volley, the major disadvantage is one of reach.
6. The two-handed volley may look easy, but it isn’t.
7. You should start from the ready position, with a backhand grip.
8. A backhand volley can be played either with one hand or with two hands.
9. Your right arm will be slightly bent.
10. A backhand volley may look difficult, but practice makes perfect.

**Exercise 2.8 Adjective suffixes (section 2.19)**

Convert each word into an adjective by adding an adjective suffix and making any other necessary changes. Some words may have more than one adjective suffix.

**[Only answers are shown]**

1. **stylish**
2. **cyclic**
3. **wishful**
4. **allergic**
5. **careful**
6. **monstrous**
Exercise 2.9 Gradability and comparison (section 2.21)

Give the inflected comparative and superlative of each of these adjectives.

**[Answers in same line after first form]**

1. pure, purer, purest
2. cruel, crueller, cruellerest
3. easy, easier, easiest
4. narrow, narrower, narrowest
5. happy, happier, happiest
6. simple, simpler, simplest
7. clean, cleaner, cleanest
8. common, commoner, commonest
9. quiet, quieter, quietest
10. handsome, handsomer, handsomest

Exercise 2.10 Adverb suffixes (section 2.22)

Convert each word into an adverb by adding -ly or -ically and making any other necessary changes.

**[Only answers are shown]**

1. genetically
2. realistically
3. lazily
4. specifically
5. recognizably
6. simply
7. publicly
8. tragically

Exercise 2.11 Pronoun classes (section 2.24)
Circle the antecedents of the underlined pronouns.

**[Correct answers are bracketed]

1. Scientists have discovered that [pets] have a therapeutic effect on their owners.
2. [A dog], for instance, can improve the health of the people it comes in contact with.
3. In a recent study, the blood pressure of [subjects] was measured while they were stroking their pets.
4. In general, [an individual]’s blood pressure decreased while he was in the act of stroking his pet.
5. Since many of [the elderly] have experienced the loss of a spouse, it is particularly important that they be allowed to have a pet.
6. This is a problem, since the elderly often live in flats whose [landlords] will not allow their tenants to own pets.
7. Recently, however, [a local landlord] allowed her tenants to own pets on an experimental basis.
8. This landlord found that when they were allowed to have pets, [the elderly] proved to be very responsible pet owners.

Exercise 2.12 Personal pronouns (section 2.25)
Specify the person (first, second, or third), number (singular or plural), and case (subjective or objective) of the underlined personal pronouns. If the pronoun has a form that neutralizes the distinction in number or case, state the alternatives. If only one of the alternatives fits the context, underline that alternative.

**[Answers in brackets after each sentence]
1. Most of us don’t have the time to exercise for an hour each day. (first, plural, objective)
2. We have our hearts in the right place, though. (first, plural, subjective)
3. I think ‘diet’ is a sinister word. (first, singular, subjective)
4. It sounds like deprivation. (third, singular, subjective/objective)
5. But people who need to lose weight find that they need to lose only half the weight if they exercise regularly. (third, plural, subjective)
6. The reason is that exercise helps you to replace fat with muscle. (second, singular/plural, subjective/objective)
7. My exercise class has helped me to change my attitude to body shape. (first, singular, objective)
8. The instructor says that she objects to bony thinness. (third, singular, subjective)
9. To quote her, ‘Who wants to be all skin and bones?’ (third, singular, objective)
10. My husband approves of her view, and he is thinking of joining the class. (third, singular, subjective)

**Exercise 2.13 Possessive pronouns (section 2.26)**

Indicate whether the underlined words are possessive determiners or possessive pronouns.

**[Answers in brackets after each sentence]**

1. Can you tell me your address? (determiner)
2. You’ve made a mistake. The phone number is not his. (pronoun)
3. This is Jane and this is her husband David. (determiner)
4. Justin borrowed one of my DVDs, but I can’t remember its title. (determiner)
5. This book is yours, Robert. (pronoun)
6. Benjamin has already read one of his books. (determiner)
7. She claimed that the bicycle was hers. (pronoun)
8. They are concerned about the fall in their standard of living. (determiner)
Exercise 2.14 Reflexive pronouns (section 2.27)

Fill in each blank with the appropriate reflexive pronoun.

**[Answers underlined]**

1. We congratulated ourselves on completing the job in good time.
2. I myself have arranged the meeting.
3. I wonder, Tom, whether you wouldn’t mind helping yourself.
4. I hope that you all enjoy yourselves.
5. She did the entire job by herself.
6. The surgeon needs to allow himself/herself more time.
7. They can’t help themselves.
8. The dog hurt itself when it jumped over the barbed wire fence.

Exercise 2.15 Demonstrative pronouns (section 2.28)

Specify whether the underlined word is a demonstrative pronoun or a demonstrative determiner.

**[Answers in brackets after each sentence]**

1. This happens to be the best meal I’ve eaten in quite a long time. (pronoun)
2. Put away those papers. (determiner)
3. That is not the way to do it. (pronoun)
4. You’ll have to manage with these for the time being. (pronoun)
5. We can’t trace that letter of yours. (determiner)
6. Who told you that? (pronoun)
7. Where can I buy another one of those? (pronoun)
8. These ones are the best for you. (determiner)

Exercise 2.16 Relative pronouns (section 2.31)

Indicate whether the underlined clause is a relative clause or a nominal relative clause.

**[Answers in brackets after each sentence]**
1. We could see whoever we wanted. (nominal relative clause)
2. They spoke to the official who was working on their case. (relative clause)
3. This is the bank I'm hoping to borrow some money from. (relative clause)
4. You can pay what you think is appropriate. (nominal relative clause)
5. What is most urgent is that we reduce the rate of inflation as soon as possible. (nominal relative clause)
6. The police have found the person that they were looking for. (relative clause)
7. Tell me what I should do. (nominal relative clause)
8. I know who made that noise. (nominal relative clause)

Exercise 2.17 Pronouns (sections 2.24–2.32)

Indicate whether the underlined pronouns are personal, possessive, reflexive, demonstrative, reciprocal, interrogative, relative, or indefinite.

**[Answers in brackets after each sentence]

1. Nobody has ever seen a unicorn. (indefinite)
2. I intend to collect beetles. (personal)
3. What do you want me to do? (interrogative)
4. He can resist everything except temptation. (indefinite)
5. She did it all by herself. (reflexive)
6. There are some pressure groups that support only one party. (relative)
7. We are commanded to love one another. (reciprocal)
8. The next turn is yours. (possessive)

Exercise 2.18 Indefinite pronouns (section 2.32)

Indicate whether the underlined determiners are definite articles, indefinite articles, demonstratives, possessives, interrogatives, relatives, or indefinites.

**[Answers in brackets after each sentence]

1. His parents would not let him see the video. (possessive)
2. Many applicants were given an interview. (indefinite)

3. Whose shoes are those? (relative)

4. What plans have you made for the weekend? (interrogative)

5. There are some children whose parents don’t speak English. (relative)

6. This generation has never had it so good. (demonstrative)

7. The community policeman warned the children not to talk to strangers. (definite)

8. No dogs are allowed in here. (indefinite)

9. That collection forms the core of the new library. (demonstrative)

10. China is the last nation on earth to make such trains. (demonstrative)

Exercise 2.19 Determiners (sections 2.34–2.38)

Underline the determiners in this extract:

Some people enjoy nothing better than spotting glaring anachronisms in all those carefully-manicured sets in TV period dramas. Producers of the highly popular ‘Downton Abbey’ were left red-faced when a plastic bottle was spotted on the mantelpiece in one of the show’s publicity shots.

In a still from the BBC’s ‘Poldark’ (set in 1782), a burglar alarm and a bracket for a television aerial could be seen on the front wall of a house. However, there was no sign of those modern accoutrements when the episode was aired last Sunday.

In George Deighton’s TV drama, ‘The Lives of Shakespeare’, two iPhones and a charger can be seen on a chair in the background of one scene, just behind the Bard himself as he ponders his next couplet. Producers of the show did admit later that those high-tech gadgets were “not intrinsic to the drama”. However, the set designer, Chloe Nicholls, took a more literary (and cheeky) view, saying that since Shakespeare is “for all time”, the iPhones were meant to represent his unique ability to communicate to every generation.

Exercise 2.20 The articles and reference (section 2.36)

Indicate whether the underlined phrases are generic or non-generic.
There is no such beast as a unicorn. (generic)
The train is late again. (non-generic)
The dinosaur has long been extinct. (generic)
Teachers are poorly paid in this country. (generic)
He came on a small market where women were selling dried beans. (non-generic)
Beans are a highly efficient form of nutrition. (generic)
We rebuilt the kitchen in just four weeks. (non-generic)
People who throw stones shouldn’t live in greenhouses. (generic)
History graduates have a hard time finding jobs. (generic)
A standard bed may not be right for everyone. (generic)

Exercise 2.21 The articles and reference (section 2.36)

Indicate whether the underlined phrases are specific or non-specific.

Can you find me a book on English grammar? (non-specific)
Here is a book on English grammar. (specific)
I’d like a strawberry ice cream. (non-specific)
He says he hasn’t any stamps. (non-specific)
Who is the woman you were talking to at lunch? (specific)
I’m looking for a hat that will go with my dress. (non-specific)
I’m looking for the hat that will suit me best. (non-specific)
You can borrow either tie. (specific)
We bought some furniture this morning. (specific)
Can someone tell me the time? (non-specific)
Exercise 2.22 Conjunctions (section 2.39–2.40)

Circle the conjunctions in the following sentences, and decide whether they are coordinators (C) or subordinators (S).

**[Correct answers are bracketed, their type (C or S) within the brackets]**

1. In an age of specialisation, branding, [and, C] market segmentation, everybody in the banking business wants to appear distinct from everybody else.

2. Many banks are too small to harbour international ambitions, [but, C] domestically they want to be in every high street.

3. Some smaller banks began as local lending institutions in the nineteenth century, [when, S] middle-class incomes soared.

4. [Although, S] many of them have disappeared [or, C] have been taken over by larger [and, C] more powerful institutions, some of them still remain independent.

5. The A&S Bank has survived many financial [and, C] political upheavals.

6. It still caters for small savers and investors, [but, C] it has expanded its financial base, [while, S] remaining true to its local origins.

7. Customers often grow attached to a particular bank, [and, C] are reluctant to change, [even if, S] lending rates are unfavourable.

8. The most successful banks cater for a wide range of customers, [because, S] they know that there is security in numbers.

Exercise 2.23 Prepositions (section 2.41)

Underline the prepositions in this extract:

Malaysia Airlines Flight 370 disappeared on 8 March 2014, while flying from Kuala Lumpur to Beijing. Air traffic control lost contact with the plane when it was over the South China Sea. Neither the crew nor the aircraft’s communication systems relayed any distress signal, indications of bad weather, or technical problems. The aircraft had 12 Malaysian crew members and 227 passengers on board. A major search operation began in the Gulf of Thailand, and it was then extended to the Strait of Malacca and...
the Andaman Sea. Analysis of satellite communications showed that the flight continued until 8:19 local time. It then flew south towards the southern Indian Ocean. During several dramatic days, the Malaysian search team worked closely with foreign aviation experts. Then, on March 17, Australia took charge of the search, and the focus shifted to the southern Indian Ocean. The latest phase of the search is concentrating on the seafloor southwest of Perth, Australia. Despite an extensive search over vast distances, no debris has been found, and we seem to be no nearer to a solution to this mystery. To date, the search for MH370 is the most expensive search in aviation history.

Exercise 2.24 Word classes (Chapter 2)

Underline all the words in the sentence that belong to the word class indicated at the end of each sentence.

**[Answers underlined]**

1. It is remarkably difficult to define what literature is. – main verb
2. Some definitions of literature say that it is language used for making fiction. – noun
3. Other definitions say that it is language used for the purpose of pleasing aesthetically. – preposition
4. However, some critics have shown convincingly that the two definitions are necessarily connected. – adverb
5. Certainly, the fiction definition alone is not sufficient, since some literature is not fiction (e.g. biography) and some fiction is not literature (e.g. the story told in an advertisement). – determiner
6. Attempts to identify literary language through its abundance of rhetorical or figurative devices have also failed. – adjective
7. Some have argued that it is a mistake to set up a dichotomy between literary and non-literary language, since literature is defined simply by what we as readers or literary critics regard as literature. – pronoun
ADVANCED EXERCISES

Exercise 2.25 Noun classes (section 2.4)
Construct two sentences for each of the following nouns. Use the noun in one sentence as a count noun and the noun in the second sentence as a non-count noun.

**[No answers provided for this exercise]**

1. beer
2. beauty
3. sound
4. sugar
5. paper
6. salt
7. experience
8. cake
9. work
10. power

Exercise 2.26 Dependent and independent genitives (section 2.8)
Construct two sentences for each of the following genitives. Use the genitive in the first sentence as a dependent genitive and in the second sentence as an independent genitive.

**[No answers provided for this exercise]**

1. the neighbours’
2. Russia’s
3. my sister’s
4. the dentist’s
Exercise 2.27  Meanings of the modals (section 2.18)

Explain the ambiguity of the underlined modals in the sentences by paraphrasing the different meanings.

**[No answers provided for this exercise]**

1. They may not smoke during the meal.
2. Could you explain these figures to the tax inspector?
3. They must pass this way.
4. We should be at the office before nine o’clock.
5. You may not see her again.

Exercise 2.28  Adjective classes (section 2.20)

Construct three sentences for each of the central adjectives. Use the adjective in the first sentence as a pre-modifier of a noun, in the second sentence as a subject complement, and in the third sentence as an object complement.

**[No answers provided for this exercise]**

1. useful
2. foolish
3. difficult
4. nervous
5. necessary
6. unusual

Exercise 2.29  Gradability and comparison (section 2.21)

Discuss the meanings of these four sentences in relation to their forms.

**[No answers provided for this exercise]**

1. She was a most kind teacher.
2. She was the most kind teacher.
3. She was most kind.
4. She was kindest.

**Exercise 2.30  Gradability and comparison (section 2.21)**

Discuss the use of more in the sentences below.

**No answers provided for this exercise**

1. They were more than happy to hear the news.
2. He is more shrewd than clever.

**Exercise 2.31  Coordinating conjunctions (section 2.39)**

Examine these two sentences and then discuss the meanings expressed by the coordinating conjunctions and and or.

**No answers provided for this exercise**

1. Stop smoking now and you’ll feel much better.
2. Stop smoking now or you’ll die young.
Answers to questions in the book: Chapter 3

Exercise 3.1 The noun phrase (sections 3.2–3.5)

Indicate whether each underlined noun phrase contains a premodifier, a postmodifier, neither or both.

**[Answers in brackets after each sentence]**

1. **The umbrella** originated in Mesopotamia over 3,000 years ago. (none)
2. It was an emblem of rank and distinction. (postmodifier)
3. It protected Mesopotamians from the harsh sun. (premodifier)
4. For centuries, umbrellas served primarily as a protection from the sun. (postmodifier)
5. The Greeks and Romans regarded the umbrella as effeminate and ridiculed men who carried umbrellas. (postmodifier)
6. On the other hand, **Greek women of high rank** favoured umbrellas. (premodifier and postmodifier)
7. Roman women began to oil **their paper umbrellas** to waterproof them. (premodifier)
8. In the mid-eighteenth century **a British gentleman** made umbrellas respectable for men. (premodifier)
9. Coach drivers were afraid that the umbrella would threaten their livelihood if it became a respectable means of shelter from the rain. (premodifier and postmodifier)
10. Eventually, men realized that it was cheaper to carry an umbrella than to take a coach every time it rained. (postmodifier)

Exercise 3.2 Relative clauses (section 3.5)

Combine the (a) and (b) sentences in each set below by turning one of the sentences into a relative clause.

**[Only answers are shown]**

1. The drugs used for chemotherapy inevitably damage a patient’s healthy cells as well.
2. Human infants pass through a critical period which lasts a few years.
3. It was a mystery that they could not solve.
4. The fundraising campaign has recruited a core of graduates, who in turn contact more graduates.
5. Most of the bannings of books which have recently been sent to the Appeal Board were overturned.
6. I saw a young Canadian who was being treated for burns.
7. He consulted with the leaders who were released from prison last year.
8. Those who prefer intolerance and violence cannot be regarded as democrats.

Exercise 3.3 Appositive clauses (section 3.6)

Indicate whether the underlined clause is a relative clause (section 3.5) or an appositive clause.

**[Answers in brackets after each sentence]**

1. The manager lacked the experience _that would have helped him overcome the crisis._ (relative)
2. You have undermined my conviction _that a nuclear war is inevitable._ (appositive)
3. She has heard the news _that all the passengers and crew escaped unhurt._ (appositive)
4. I cannot dispute the fact _that you have won the support of most members._ (appositive)
5. The car hit a bus _that was full of children on a school outing._ (relative)
6. I have read the report _that I received last week._ (relative)
7. They have accepted the recommendation _that my daughter be promoted to the next grade._ (appositive)
8. Here is the report _that the accusations should be referred to the police._ (appositive)

Exercise 3.4 Apposition (section 3.7)

Underline the noun phrase that is in apposition in the sentence.

**[Answers underlined in text]**
1. The accelerator hurled ions of carbon and neon at a foil target of bismuth, a metal related to lead.

2. Former England captain David Beckham has answered his critics.

3. UK drug authorities have asked for more data on the company’s anti-migraine drug, Imigran.

4. Wood can supply 5 per cent of our energy needs, leaving 95 per cent that must come from other sources – solar, wind, coal, nuclear, biomass.

5. Two University of Nevada psychologists claimed to have taught Washoe, a chimpanzee, to communicate in a human language.

6. Most cells contain many mitochondria, semi-independent structures that supply the cell with readily usable energy.

7. Scientists have discovered two sets of hydrothermal vents (ocean hot springs).

8. The cistern should have a capacity of 230 litres (50 gallons).

**Exercise 3.5 Functions of noun phrases (section 3.10)**

Identify the function of each underlined noun phrase in the sentences as one of:

S (subject)
dO (direct object)
iO (indirect object)
sC (subject complement)
oC (object complement)
cP (prepositional complement)
pM (premodifier in a noun phrase)
A (adverbial)

**[Answers in brackets within each sentence]**

1. The great fire of 1174 (S) did not affect the nave, but it gutted the choir (dO).

2. The book offers a vivid picture of Poland and its people (dO).
3. The whole *Dickens* (pM) family went to stay with Mrs Roylance in Little College Street (cP).

4. Last April (A), security staff (S) spotted an intruder (dO) on the White House lawn (cP).

5. The Actors’ Union made Peter (dO) their spokesman (oC).

6. *More and more Britons* (S) are living alone, despite the Government’s emphasis on family (pM) values.

7. The War Crimes Tribunal (S) is a model of international jurisprudence (sC).

8. Microsoft (S) is working on a revolutionary keyboardless Tablet PC, (cP) and already competing in the games market (cP) with its own console (cP).

9. Web page (pM) layouts can be vastly improved, once you’ve learned the basics of formatting text and images (dO).

10. With the invention of digital technology (cP) and the creation of the Internet (cP) the end of print (cP) was predicted and the death of the book (S) was hailed as imminent.

**Exercise 3.6 Main verbs (section 3.12)**

State whether the underlined verb in each sentence is the base form, -s form, past form, -ing participle or -ed participle.

**[Answers in brackets after each sentence]**

1. Cats were *held* in high esteem among the ancient Egyptians. (-ed participle)

2. Egyptian law *protected* cats from injury and death. (past)

3. The Egyptians used to *embalm* the corpses of their cats. (base)

4. They *put* them in mummy cases made of precious materials. (past)

5. Entire cat cemeteries *have* been unearthed by archaeologists. (-s form)

6. The Egyptians were impressed by the way a cat could *survive* numerous high falls. (base)

7. They originated the belief that the cat *possesses* nine lives. (-s form)

8. Dread of cats first *arose* in Europe in the Middle Ages. (past)
9. Alley cats were often fed by poor, lonely old women. (fed participle)

10. When witch hysteria spread through Europe, such women were accused of witchcraft.
    (past)

11. Their cats, especially black ones, were also considered guilty. (guilty participle)

12. Many innocent women and their cats were burnt at the stake. (burnt participle)

13. Some superstitious people think that if a black cat crosses their path they will have
    bad luck. (crosses form)

14. I have been thinking of buying a black cat. (thinking participle)

**Exercise 3.7 Main verbs (section 3.12)**

Specify the tense (present or past) of the underlined verbs. Where necessary, also distinguish
the person and number of the verbs.

**[Answers in brackets after each sentence]**

1. The price of oil has dropped considerably in the past few years. (present, third
   singular)

2. Prices dropped a few years ago because there was an oil glut. (past, third plural)

3. Prices continue to drop because oil-producing nations are refining too much crude oil.
   (present, third plural)

4. OPEC wants prices to rise. (present, third singular)

5. However, its members disagree about how to raise prices. (present, third plural)

6. ‘I am in favour of higher prices,’ an OPEC member was recently quoted as saying.
   (present, first singular)

7. ‘However, we are not in favour of lowering our production because of the many debts
   we have.’ (present, first plural)

8. Unless OPEC nations lower their production quotas, prices will remain low. (present,
   third plural)
Exercise 3.8  Aspect (section 3.14)

Identify the italicized verbs as present perfect, past perfect, present progressive, past progressive, present perfect progressive or past perfect progressive.

**[Answers in brackets after each sentence]**

1. People are realizing that keeping fit is not hard work. (present progressive)
2. Ted was celebrating his 40th birthday last week. (past progressive)
3. His wife had implied that he had become slightly obese. (past perfect)
4. She believes that she has been enjoying good health by taking large daily doses of vitamin C. (present perfect progressive)
5. They had been making regular visits to an osteopath. (past perfect progressive)
6. Amy has been looking much younger lately. (present perfect progressive)
7. They have given evidence of the health advantages of an active lifestyle. (present perfect)
8. We have been jogging several times a week. (present perfect progressive)
9. She has never taken time off to relax. (present perfect)
10. Some tycoons are regularly eating heavy four-course business lunches. (present progressive)

Exercise 3.9  Voice (section 3.15)

Identify whether the sentences are active or passive.

**[Answers in brackets after each sentence]**

1. Sotheby’s is auctioning a highly important collection of antiquities. (active)
2. In the late 1970s a huge copper cauldron was discovered in a cellar. (passive)
3. Inside the cauldron were hidden a number of very beautiful objects. (passive)
4. They included silver plates two feet across. (active)
5. The plates were decorated with scenes from hunting and mythology. (passive)
6. Apparently, the treasure was made for Seuso, perhaps a high-ranking officer in the Roman empire. (passive)

7. The Lebanese authorities issued export documents for the treasure in 1981. (active)

8. Nothing has been revealed about the discoverers. (passive)

9. The discovery site has never been located. (passive)

10. Nobody doubts the importance of the collection. (active)

11. Because of its strange history, several museums have rejected the collection. (active)

12. With an expected price of over 40 million pounds, who can afford the collection? (active)

**Exercise 3.10 Voice (section 3.15)**

State whether the underlined words are passive participles or adjectives.

**[Answers in brackets after each sentence]**

1. Her book has just been published in New York. (passive participle)

2. I was amazed at Patrick’s indifference. (adjective)

3. Their arrival was certainly unexpected. (adjective)

4. His face was distorted with rage. (adjective)

5. Many of these projects should not have been built at all. (passive participle)

6. I was chiefly interested in modern novels. (adjective)

7. I cannot understand why you are so depressed. (adjective)

8. None of these products is manufactured in our country. (passive participle)

9. Lionel Messi’s goal-scoring record is still unbroken. (adjective)

10. Tony was disgusted with all of us. (adjective)

**Exercise 3.11 The ordering of auxiliaries (section 3.17)**

Identify whether the underlined auxiliary is a modal, perfect have, progressive be or passive be.

**[Answers in brackets after each sentence]**
1. The employment agency should be contacting you soon about the job. (modal)
2. My insurance company has been informed about the damage to my roof. (passive be)
3. The band has been heavily influenced by The Beatles. (perfect have)
4. I can be reached at my office number. (modal)
5. The committee is holding its next meeting later this month. (progressive be)
6. The remains were accidentally discovered by a team of palaeontologists. (passive be)
7. Who has been disturbing my papers? (progressive be)
8. The dot com boom had finally collapsed. (perfect have)
9. You can’t have forgotten it already. (modal)
10. I am relying on you. (progressive be)

Exercise 3.12 Finite and non-finite verb phrases (section 3.18)

Specify whether the underlined verbs are finite or non-finite.

**[Answers in brackets after each underlined verb]**

1. The V-2 ballistic missile was (F) a big step towards a viable spacecraft.
2. It could reach (NF) space.
3. But there was still a major breakthrough to be made (NF): reaching orbit.
4. The main obstacle to this was (F) the amount of fuel required (NF).
5. Most of the thrust from the engine was used to accelerate (NF) the V-2 to high speed.
6. To reach orbit an object must (F) accelerate to a speed of about 17,500 miles per hour (called (NF) satellite speed or orbital velocity).
7. It is (F) far easier to launch a spacecraft to reach (NF) satellite height than satellite speed.
8. If you threw (F) a ball upwards from the ground at 4,000 miles per hour, it would reach a maximum height of 100 miles before falling (NF) back to Earth about six minutes later.
9. This is less than a quarter of the speed needed (NF) to sustain a satellite in orbit.
10. It requires \( F \) less than one-sixteenth of the energy (which is proportional to the speed \( NF \)).

11. In order to reach orbit a V-2 would \( F \) have to be filled \( NF \) with propellant up to as much as 98 per cent of its take-off weight.

12. To build \( NF \) a vehicle that could achieve \( NF \) the speed required to put a satellite in orbit, it would therefore be necessary to build a series of vehicles mounted \( NF \) on top of each other.

**Exercise 3.13 Mood (section 3.19)**

Specify whether the underlined verb is indicative, imperative, mandative subjunctive or \( were \) subjunctive.

**[Answers in brackets after each sentence]**

1. If I \( were \) you, I would say nothing. (\( were \) subjunctive)

2. After that there \( were \) no more disturbances. (indicative)

3. Heaven forbid that we should interfere in the dispute. (mandative subjunctive)

4. If it’s not raining, take the dog for a walk. (imperative)

5. I asked that references \( be \) sent to the manager. (mandative subjunctive)

6. No warships \( were \) in the vicinity at that time. (indicative)

7. If you happen to meet them, \( be \) more discreet than you were last time. (imperative)

8. It is essential that she \( return \) immediately. (mandative subjunctive)

**Exercise 3.14 Mood (section 3.19)**

Each sentence contains an expression of requesting or recommending followed by a \( that- \) clause. Fill the blank in each subordinate clause with an appropriate verb in the mandative subjunctive (the base form of the verb).

**[No answers provided for this exercise]**

1. I demand that he _________ at once.

2. She is adamant that they _________ dismissed.
3. It is essential that she __________ every day.

4. We suggested that your brother __________ our home this evening.

5. I move that the motion __________ accepted.

6. They rejected our recommendation that the student grant __________ raised.

7. They proposed that David __________ on our behalf.

8. I suggest that she __________ the offer.

Exercise 3.15 Multi-word verbs (section 3.20)

Specify whether the italicized verbs in each sentence are phrasal verbs, prepositional verbs, or phrasal prepositional verbs.

**[Answers in brackets after each sentence]**

1. I will not put up with your insolence any longer. (phrasal-prepositional verb)

2. Michael opened up the shop before his employees arrived. (phrasal verb)

3. You must concentrate on your studies if you want a good result. (prepositional verb)

4. Mary came down with the flu last week. (phrasal-prepositional verb)

5. My lawyer has drawn up the contract. (phrasal verb)

6. Tom is looking after his younger brother and sister. (prepositional verb)

7. All the students handed in their essays on time. (phrasal verb)

8. I don’t approve of your behaviour in this matter. (prepositional verb)

9. Their car broke down on the way to the airport. (phrasal verb)

10. Can I put away the dishes now? (phrasal verb)

Exercise 3.16 Multi-word verbs (section 3.20)

Specify whether the italicized prepositional verbs in the sentences contain a prepositional object, a direct object and a prepositional object, or an indirect object and a prepositional object.

**[Answers in brackets after each sentence]**
1. Has she told you about her experiences in Romania? (indirect object and prepositional object)

2. They are taking advantage of an inexperienced teacher. (direct object and prepositional object)

3. Don’t listen to what he says. (prepositional object)

4. The waiter thanked us for the generous tip. (indirect object and prepositional object)

5. I congratulate you on your promotion. (indirect object and prepositional object)

6. He cannot cope with the jibes of his colleagues. (prepositional object)

7. I forgive you for being so rude. (indirect object and prepositional object)

8. We have received many donations from listeners to this programme. (direct object and prepositional object)

Exercise 3.17 The adjective phrase (section 3.21)

Underline each adjective in the sentences.

**[Answers underlined]**

1. In contrast to the hectic main island of Hong Long, tiny Lamma Island is tranquil and peaceful, with an abundance of natural scenery.

2. Buildings higher than three storeys are prohibited, so local residents live in picturesque, well-maintained village houses.

3. There are no roads on Lamma, so it is traffic-free, apart from diminutive ambulances and fire trucks, as well as distinctive open-backed trucks that trundle along the narrow pathways.

4. Many people are attracted to Lamma by its relaxed lifestyle, lush landscapes, and unspoilt beaches.

5. Wildlife on the island includes brown and green snakes, huge multi-coloured butterflies, green turtles, and seriously big centipedes.

6. Lamma has a significant Western and international population, many of whom are highly talented artists, musicians, or craftworkers.
7. There is a regular ferry service between Lamma and Hong Kong Island.

8. Many young children travel to school by ferry every day, returning to Lamma each afternoon in large, colourful groups.

9. If you miss the last ferry, you can hire one of the quaint ‘sampans’, traditional wooden boats that tilt and sway alarmingly when the sea is rough.

Exercise 3.18  The adjective phrase (section 3.21)

Underline the adjective phrases in the sentences.

**[The adjective phrases are underlined]**

1. I’m sure the President is fully aware of his responsibilities.

2. I was glad to see Amy.

3. He seems totally unable to concentrate.

4. They are offering upgrades at really crazy prices.

5. Paul is very fond of his little sister.

6. There is no need to be so scared of spiders.

7. Are you sure he won’t object?

8. The hijacker was reluctant to negotiate at first

9. Paul is slightly taller than Amy.

10. Garlic is good for your circulation.

Exercise 3.19  Functions of adjective phrases (section 3.22)

Identify the function of each underlined adjective phrase as a PrM (pre-modifier in a noun phrase), PM (post-modifier in a noun phrase), sC (subject complement) or oC (object complement.)
1. The former champion is now very ill (sC).
2. He has a rare (PrM) form of cancer.
3. The drugs he takes make him sick (oC).
4. His body looks no different than it looked before (sC).
5. His doctor has arranged preliminary (PrM) tests to be carried out.
6. His general (PrM) health is good (sC), but surgery is always somewhat risky (sC).
7. Lymphatic (PrM) cancer is no longer considered fatal (oC), if it is treated early enough.
8. Many younger (PrM) patients make a full (PrM) recovery, and go on to lead very active (PrM) lives.

Exercise 3.20 The adverb phrase (section 3.23)
Underline each adverb in the sentences.

1. Yesterday, a passenger on the Jubilee Line reported a suspect package on a train.
2. The train was halted immediately at Swiss Cottage station.
3. Luckily, the train was not very crowded, so it was evacuated quickly and efficiently.
4. The station was closed indefinitely while police investigated the report, and all Jubilee Line trains were seriously delayed.
5. Slightly disgruntled, some passengers made their way overground to Finchley Road station.
6. The bomb disposal squad arrived quickly, and calmly took control of the situation.
7. Their high-tech robot, Sniffer, automatically detected the offending package and then relayed his findings electronically to mission control.
8. The package turned out to be less life-threatening than had earlier been feared.
9. It simply contained a copy of the Daily Mail and a disgustingly soggy banana.
10. Soon afterwards, the station was re-opened and trains are now running normally.
Exercise 3.21  The adverb phrase (section 3.23)

Underline each adverb phrase in the sentences.

**[Answers underlined]**

1. Disposing of nuclear waste is a problem that has recently gained much attention.
2. Authorities are having difficulties finding locations where nuclear waste can be disposed of safely.
3. There is always the danger of the waste leaking very gradually from the containers in which it is stored.
4. Because of this danger, many people have protested quite vehemently against the dumping of any waste in their communities.
5. In the past, authorities have not responded quickly enough to problems at nuclear waste sites.
6. As a result, people react somewhat suspiciously to claims that nuclear waste sites are safe.
7. The problem of nuclear waste has caused many nuclear power plants to remain closed indefinitely.
8. Authorities fear that this situation will very soon result in a power shortage.

Exercise 3.22  Functions of adverb phrases (section 3.24)

Identify the function of each underlined adverb as: A (adverbial), MAdj (modifier of an adjective) or MAdv (modifier of an adverb).

**[Answers in brackets after each underlined phrase]**

1. Small forks first (A) appeared in eleventh-century Tuscany.
2. They were widely (A) condemned at the time.
3. It was in late eighteenth-century France that forks suddenly (A) became fashionable.
4. Spoons are thousands of years older than forks and began as thin, slightly (M Adj) concave pieces of wood.
5. Knives were used far (MAdv) earlier than spoons.
6. They have changed little (A) over the years.
7. When meals were generally (A) eaten with the fingers, towel-size napkins were essential.
8. When forks were adopted to handle food, napkins were retained in a much (MAdj) smaller size to wipe the mouth.
9. A saucer was originally (A) a small dish for holding sauces.
10. Mass production made the saucer inexpensive enough (MAdj) to be merely (A) an adjunct to a cup.

**Exercise 3.23 The prepositional phrase (section 3.25)**

Underline each prepositional phrase and circle each preposition. If a prepositional phrase is embedded within another prepositional phrase, underline it twice.

**[Prepositional phrases underlined; prepositions are in brackets]**

1. It may come [as] a surprise [to] you that massage is mentioned [in] ancient Hindu Chinese writings.
2. It is a natural therapy [for] aches and pains [in] the muscles.
4. Its value is recognized [by] many doctors.
5. Some doctors refer [to] massage [as] manipulative medicine.
6. Non-professionals can learn to give a massage, but they should be careful [about] applying massage [to] severe muscle spasms.
7. The general rule is that what feels good [to] you will feel good [to] others.
8. A warm room, a comfortable table, and a bottle [of] oil are the main requirements.
10. You can become addicted [to] massages.
Exercise 3.24 The prepositional phrase (section 3.25)

Rewrite the sentences, moving prepositions to alternative positions in which they can occur.
You may need to make some other changes.

**[No answers provided for this exercise]**

1. The secretary is the person who you should send your application to.
2. Relativity is a theory on which many modern theories in physics are based.
3. Who are you writing to?
4. This article is one that researchers in economics often make reference to.
5. For whom does John plan to do the work?
6. Both of the workers are people I have a lot of trust in.
7. What platform are we supposed to be on?
8. The women are authors whose books we have obtained much valuable information from.

Exercise 3.25 Functions of prepositional phrases (section 3.26)

Identify the function of each underlined prepositional phrase as A (adverbial), pN (postmodifier of a noun) or pAdj (postmodifier of an adjective).

**[Answers in brackets after each underlined phrase]**

1. Politicians in the United States must raise large sums of money (pN) if they want to get elected.
2. A candidate can no longer win with little campaign money (A).
3. Candidates are keenly aware of the need for huge financial contributions (pAdj).
4. They need the money to employ staff and for the frequent advertisements they run on television (A).
5. In recent campaigns (A), television advertisements have been quite belligerent.
6. They frequently distort the policies of opposing candidates (pN).
7. They often resemble extravagant Hollywood films in their lavish production (A).
8. The advertisements are making many Americans cynical of politicians (pAdj).

9. To them (A), a politician is simply a person who will say anything to get elected.

10. Many people want elections to be conducted in a more dignified and honest manner (A).

Exercise 3.26 The structures of phrases (Chapter 3)

Identify each underlined phrase in the sentences as:

NP (noun phrase)

VP (verb phrase)

AdjP (adjective phrase)

AdvP (adverb phrase)

PP (prepositional phrase)

**[Answers in brackets after each underlined phrase]**

1. The attacks of 9/11 (NP) had far-reaching political (AdjP) consequences.

2. The Savoy theatre was opened (VP) in 1881 by Richard D’Oyly Carte (PP) for the purpose of showing Gilbert and Sullivan operas (PP).

3. The top prize at Cruft’s Dog Show (NP) went to a little West Highland (NP) terrier.

4. We stopped (VP) in front of the sentry box beside a barrier over the road (PP).

5. They stayed true to their old belief in the Buddhist religion (AdjP).

6. People are much less (AdvP) prosperous than in our own country.

7. Global warming (NP) has finally been given the attention it (NP) deserves.

8. He (NP) posed as a world-weary and cultured (AdjP) aristocrat.

9. Social unrest (NP) in Syria has dominated news broadcasts in recent weeks (PP).

10. The iPhone 6 is much thinner (AdjP) than the earlier (AdjP) models.
ADVANCED EXERCISES

Exercise 3.27  The noun phrase (sections 3.2–3.5)

Bracket the noun phrases in each sentence. Some sentences may have more than one noun phrase. If a noun phrase contains another noun phrase within it, bracket the embedded noun phrase a further time. For example:

[One airline] even asks [passengers] to buy [a second ticket] if [the size of [their waistline]] prevents [the armrest] from lowering.

1. Imagine [two weighing scales] at [the airline [ticket counter]].
2. [One] is for [your bags], [the other] is for [you].
3. [The price of [your ticket]] depends upon [the weight of [both]].
4. With [the cost of [fuel]] almost tripling since [2000], [airlines] are cutting [costs] in [ways [that] were once unthinkable].
5. [One airline] is charging [$25] for [reservations by [telephone]].
6. [Japan Airlines] is using [crockery [that] is 20% lighter], in [an attempt to cut [fuel costs]]
7. [Even a glass of [water]] may be harder to come by on [board], if [the airlines] have [their way].
8. In [the boardrooms of [airlines all over [the world]]], [every gram of [weight]] is being considered.
9. If [you] look at [the air-freight business], [that]’s [the way [they] have always done [it]].
10. [Passengers] are now being treated like [items of [freight]].
11. Very soon, [we]’ll see [portly businessmen travelling [‘Obese Class’]] instead of [Business Class].]
12. [They] will have to wear [a sticker [that] shows [their [weight] and [bodymass]]].
13. [People above [a certain weight]] will have to travel in [cargo planes].
14. [Some US airlines] have installed [wider seats], to accommodate [[the nation’s] [bulging waistlines]].

15. [Jokes] aside, [airlines around [the world]] are in [a desperate situation].

Exercise 3.28 Coordination of noun phrases (section 3.8)

The noun phrases are ambiguous. Rewrite the phrases unambiguously to show their different meanings.

**[No answers provided for this exercise]**

1. cheese and tomato sandwiches

2. ham and mushroom pizzas

3. bottles of oil and vinegar

4. agriculture and trade ministers

5. some bread and butter

6. timber and stone houses

Exercise 3.29 Noun phrase complexity (sections 3.2 and 3.9)

Describe the structure of these complex noun phrases in terms of the noun phrase structure outlined in section 3.2:

(determiners) (premodifiers) noun (postmodifiers)

**[Answers in brackets]**

1. the important work that the agency carries out in Africa [det-pre-N-post]

2. the old man beside you in the grey suit [det-pre-N-post-post]

3. significant advances in the fight against AIDS [pre-N-post]

4. an overwhelming response to the nationwide appeal for funds [det-pre-N-post]
5. the team’s poor performance at the weekend against Chelsea at Stamford Bridge [det-det-pre-N-post-post-post]

6. new but untested treatments for cancer [pre-N-post]

7. many developing countries with huge energy needs [det-pre-N-post]

8. his brave attempt to rescue the children [det-pre-N-post]

9. the unprecedented humanitarian response throughout Asia to the Sichuan earthquake [det-pre-pre-N-post-post]

10. the extensive search for the missing plane in the Indian Ocean [det-pre-N-post-post]

**Exercise 3.30 Aspect (section 3.14)**

Make up a sentence using the verb in the specified tense and aspect (or aspects).

**[No answers provided for this exercise]**

1. enjoy – present perfect
2. find – past perfect
3. refuse – present progressive
4. convince – past progressive
5. go – present perfect progressive
6. win – past perfect progressive

**Exercise 3.31 Voice (section 3.15)**

Discuss the problems of deciding whether the underlined words are passive participles or adjectives.

**[No answers provided for this exercise]**

1. Norman felt appreciated by his parents.
2. Jane was very offended by your remarks.
3. Tom was very well educated in Paris.
4. I’m not really convinced by his argument.
5. I was relieved.

**Exercise 3.32 Voice (sections 3.14 and 3.15)**

We may raise questions about -ing forms that are similar to those for -ed forms (see Exercises 3.10 and 3.30). Discuss whether the underlined words are participles, adjectives or ambiguous between the two.

**[No answers provided for this exercise]**

1. A few of the lectures were interesting.
2. Some teenagers have been terrifying the neighbourhood.
3. Your offer is certainly tempting.
4. Timothy is always calculating.
5. Why are you embarrassing me?
6. The miners are striking.

**Exercise 3.33 The ordering of auxiliaries (section 3.17)**

Construct sentences containing the combinations of auxiliaries specified.

**[No answers provided for this exercise]**

1. modal + progressive be
2. dummy operator do
3. modal + semi-auxiliary
4. modal + passive be
5. perfect have + progressive be
6. perfect have + passive be
7. modal + perfect have
8. modal + perfect have + passive be
Exercise 3.34  The ordering of auxiliaries (section 3.17)

Construct verb phrases as specified.

*[No answers provided for this exercise]*

1. present perfect passive of *eat*
2. present modal passive of *capture*
3. past perfect progressive of *destroy*
4. past progressive passive of *see*
5. past perfect passive of *tell*
6. past modal perfect progressive of *hope*
7. present modal progressive passive of *discuss*
8. past perfect progressive passive of *erode*

Exercise 3.35  Functions of adverb phrases (section 3.24)

In these sentences, the underlined adverbs are modifiers but they are not modifiers of adjectives or adverbs. Circle the expression that they modify and identify the class of that expression.

*[Modified expression in brackets, with class label]*

1. His hand went *right* [PP through the glass door].
2. We stayed there *almost* [Numeral three] weeks.
3. I was *dead* [PP against his promotion].
4. *Virtually* [Pronoun all] my friends were at the party.
5. *Nearly* [Pronoun everybody] agreed with me.
6. She finished *well* [PP before the deadline].
7. They left *quite* [NP a mess].
8. *Who* else told you about my accident?

Exercise 3.36  Functions of adverb phrases (section 3.24)

What is the function of the underlined adverb in the following phrases?
**[Answers in brackets]**

1. before now [prepositional complement]
2. that man there [NP postmodifier]
3. until recently [prepositional complement]
4. the then president [NP premodifier]
5. the day after [NP postmodifier]
6. the above photograph [NP premodifier]

**Exercise 3.37 The structures of phrases (Chapter 3)**

Construct sentences containing the sequences of phrases given.

**[No answers provided for this exercise]**

1. prepositional phrase + noun phrase + verb phrase + adverb phrase
2. adverb phrase + noun phrase + verb phrase + adjective phrase
3. noun phrase + verb phrase + noun phrase + prepositional phrase + prepositional phrase
4. prepositional phrase + noun phrase + verb phrase + prepositional phrase.
5. noun phrase + verb phrase + adverb phrase
6. adverb phrase + prepositional phrase + noun phrase + verb phrase + adjective phrase + adverb phrase
**Answers to questions in the book: Chapter 4**

**Exercise 4.1 Interrogatives (section 4.6)**

Indicate whether the sentences below are *yes–no* questions, *wh*-questions, declarative questions or alternative questions.

**[Answers in brackets after each sentence]**

1. When will working conditions be improved? (*wh*-question)
2. Will there be a large increase in car ownership in this country by the end of the decade? (*yes–no* question)
3. How many people do you think will attend our meeting, twenty or thirty? (alternative question)
4. How often should I take the medicine? (*wh*-question)
5. You say that she took your car without your permission? (declarative question)
6. Hasn’t the book been published yet? (*yes–no* question)
7. Do bears suffer from toothache? (*yes–no* question)
8. Do you want me to buy tickets for your sisters as well or just for us? (alternative question)

**Exercise 4.2 Imperatives (section 4.7)**

Comment on the difference in meaning between these two sentences.

**[No answers provided for this exercise]**

1. Tell me what you think.
2. Do tell me what you think.

**Exercise 4.3 Exclamatives (section 4.8)**

Rewrite each sentence, turning it into an exclamative. Use *what* or *how* in combination with the underlined words.

**[No answers provided for this exercise]**

1. Those paintings look peculiar.
2. He’s been behaving foolishly today.
3. It’s been a long time since I’ve enjoyed myself so much.
4. She seems young.
5. That was a party!
6. He has a very loud voice.
7. It’s cold today.
8. You did well in your exams.

Exercise 4.4 Speech acts (section 4.9)

Suggest a plausible speech act that might be performed by the utterance of each of the sentences.

**[No answers provided for this exercise]**

1. I can’t find my pen.
2. Do you have a match?
3. It’s too hot in here.
4. Do you know the time?
5. The front of the oven is extremely hot.
6. I’ll be at your lecture tomorrow.
7. Have a good time.
8. Why don’t you have a rest now?

Exercise 4.5 Positive and negative sentences (section 4.11)

Write an appropriate tag question at the end of each of sentence.

**[Answers underlined]**

1. You enjoy the theatre, don’t you?
2. Tom seems worried, doesn’t he?
3. Paul never wastes time, does he?
4. It seems fair, doesn’t it?
5. He goes to the pub most evenings, doesn’t he?
6. No one wants to work extra hours, do they?
7. It hardly seems fair, does it?
8. Amy hardly ever visits us now, does she?

**Exercise 4.6 Compound sentences (section 4.12)**

Combine each pair of sentences into one sentence by using the coordinator given in brackets. Wherever possible, avoid repetition by omitting words or using pronouns.

**[Only answers are shown]**

1. Guinea-worms are born in ponds and open wells, and are ingested as larvae by tiny water-fleas.
2. Managers have no right to analyse and no right to make decisions.
3. Driving should be a pleasant, or at the very least, an uneventful experience.
4. I needed violence in the play, but I didn’t want it to be gratuitous.

**Exercise 4.7 Complex sentences and subordinate clauses (section 4.13)**

In each sentence, underline the subordinate clauses.

**[Answers underlined]**

1. The Sichuan earthquake left a trail of destruction, changing the landscape forever.
2. Latest figures suggest that over 69,000 people have been killed.
3. The Beijing government responded quickly to a disaster that no one could have predicted.
4. Flying over the vast area, we could see that rescue would not be easy.
5. Over a million people were forced to leave their villages.
6. Battered by torrential rain, rescuers tried to reach isolated villages.
7. If the rain continues, authorities fear that newly-formed lakes may burst their banks.
8. No one is sure what will happen to the displaced villagers when the rescue work ends.
9. The Olympic Torch Relay, which Beijing sees as a public relations exercise, may be suspended.
10. It is one of the worst natural disasters to strike China in recent centuries.
Exercise 4.8 Non-finite and verbless clauses (section 4.14)

Indicate whether the underlined clauses are -ing clauses, -ed clauses, infinitive clauses or verbless clauses.

**[Answers in brackets after each sentence]**

1. England’s initial target was to scrape together 22 runs from their last two wickets. (infinitive clause)
2. The Finnish boat capsized after losing its keel 120 miles off the Argentine coast. (-ing clause)
3. If the Rugby Football Union had wanted to engineer the triumph of the western region it could not have done better than keep Bath and Gloucester apart in the Cup semi-final draw. (infinitive clause)
4. Though pushed wide by the keeper, it was Messi’s first shot on target. (-ed clause)
5. Blackpool, lying second from bottom, must now concentrate on avoiding relegation. (-ing clause)
6. 3–0 down at half-time, West Ham never really looked like scoring. (verbless clause)
7. The season begins in earnest on Sunday with the Worth tournament, won by Sevenoaks last year. (-ed clause)
8. With two minutes left in the game, Van Persie beat three defenders to place a perfect ball in the Arsenal net. (-ed clause)
9. There may be as many as 400 players in the game of street football, with the goals being separated by up to three or four miles of open countryside. (-ed clause)
10. The two weightlifters stripped of their medals following positive drug tests at the Commonwealth Games will learn of their punishment today. (-ed clause)

Exercise 4.9 Non-finite and verbless clauses (section 4.14)

In each sentence, a non-finite or verbless clause is underlined. Identify the italicized element in the clause as:

S (subject)
sC (subject complement)
V (verb)
oC (object complement)
dO (direct object)
aC (adverbial complement)
iO (indirect object)
A (adverbial)

**[Answers in brackets after underlined element]**

1. Treating sufferers from anorexia and bulimia (S) is difficult.
2. Researchers have discovered that antidepressants control some symptoms of bulimia, reducing the number of eating binges (dO).
3. She fell ill soon after she arrived and was found to be suffering from malaria (aC).
4. Many malaria cases could be prevented if people bothered to take anti-malarial drugs regularly (A).
5. His doctors realized that the hypoglycaemic spells might be caused by additional insulin (S) flooding his body.
6. Beyond the early weeks, light to moderate drinking doesn’t seem to cause pregnant women (dO) any problems.
7. Large-scale studies are intended to give researchers reliable data on heavy drinking (A) in particular.
8. Immediately she sees the envelope from her dentist she starts to feel sweaty (sC).

Exercise 4.10 Functions of subordinate clauses (section 4.15)

Identify the type of each of the underlined clauses as:

A (adverbial clause)
C (comparative clause)
N (nominal clause)
1. The ancient discipline of rhetoric was intended to prepare the beginner for tasks that involved speaking in public (R).
2. The classical view of how to present a case in argument (NR) involved a structure of sequent elements.
3. Stylistic propriety was formalized by the Roman rhetoricians, who distinguished the three levels of the Grand, the Middle, and the Plain style (R).
4. From these ideas on style originated the notion of ‘decorum’, continually discussed by English Renaissance writers (RR).
5. The study of rhetoric is complex because new conventions of performance for particular purposes are being generated all the time (A).
6. It is not surprising that myth should be a prominent element in the rhetoric of persuasion (N).
7. In myths and parables, what we are asked to take literally (NR) is accompanied by one or more possible levels of interpretation.
8. A view expressed by some modern critics is that creative writers are no more the complete masters of what they do than are any other writers (C).
9. Creative writers are frequently blind to their own intentions and to the nature of what they are doing (NR).
10. You cannot, as a reader, wholly appreciate the rhetorical effect of a convention or a style if you have a poor knowledge of literary language and conventions (A).

**Exercise 4.11 There-structures (section 4.17)**

Turn these sentences into there-structures.

**[Only answers are shown]**
1. There is nobody home.
2. There is nothing more we can do to help him.
3. There are a number of universities in this country that are worried about their financial situation.
4. There are too many people who don’t work hard enough.
5. There are several factors affecting climate change that are not really understood.
6. There must be somebody who knows.

Exercise 4.12 Cleft sentences (section 4.18)

Turn these sentences into cleft sentences in which the underlined element is the emphasized part.

**[Only answers are shown]**

1. It was Paul who won first prize.
2. It was chemistry that Amy studied in London.
3. It is on Wednesday that we’re going to Paris.
4. It is Bill we offered the job to.
5. It was in Hong Kong that Amy met Paul.

Exercise 4.13 Cleft sentences (section 4.18)

Turn these sentences into pseudo-cleft sentences.

**[Only answers are shown]**

1. What I need is a strong drink.
2. What he intends to be is at least as outspoken as his predecessors.
3. What a Cabinet committee will look at is a plan to open up disused hospital wards to the homeless.
4. What the gossip columnist made were very serious allegations against a prominent politician.
5. What the whistle-blower revealed were secrets about how the NSA operates.
Exercise 4.14  Anticipatory *it* (section 4.19)

Turn these sentences into sentences with anticipatory *it*.

**[Only answers are shown]**

1. It is irrelevant whether you finish the painting or not.
2. It is entirely arbitrary how house prices rise and fall.
3. It is obvious to everybody that responsibility for the decline in living standards must be laid at the door of the Prime Minister.
4. It is human nature to make mistakes.
5. It became very obvious that we were not welcome.

Exercise 4.15  Sentences and clauses (Chapter 4)

Identify the function of each underlined subordinate clause as:

S (subject)

dO (direct object)

iO (indirect object)

sC (subject complement)

oC (object complement)

A (adverbial)

cP (complement of a preposition)

mN (modifier in a noun phrase)

mAdj (modifier in an adjective phrase)

mAdv (modifier in an adverb phrase)

**[Answers in brackets after underlined element]**

1. The computer network allows employees to share files if they wish (A).
2. The next decade should be warmer than the one we have just lived through (mAdj).
3. She accused him of wasting his talents (cP).
4. His first job had been selling insurance (sC).

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5. Metal-particle tapes accept and hold high-frequency magnetic pulses much more readily than do metal-oxide tapes (mAdv).

6. Most scientists believe that climate change is a fact (dO), though there are still many sceptics among the general public (A).

7. When food is withdrawn from their stomachs after a meal is finished (A), rats will compensate by eating the same amount of food (cP).

8. You can tell whoever is interested (iO) that I am cancelling my subscription (dO).

9. He showed us what he had written (dO).

10. She made him what he is (oC).

11. The food is better than average, although prices are somewhat higher (A).

12. He would certainly have won the mayoral election comfortably had he run (A).

13. Until then, the government’s approach was to appease demonstrators (sC).

14. Giving evidence to the committee during its six-month investigation (A), he was unrepentant.

15. The Chancellor of the Exchequer faces intense pressure to halt inflation (mN).

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Exercise 4.16 Interrogatives (section 4.6)

Discuss the differences in meaning between each pair of sentences.

**[No answers provided for this exercise]**

1a. Do you trust them?

1b. Don’t you trust them?

2a. Has anyone replied to your advert?

2b. Has someone replied to your advert?

3a. She is quite clever.

3b. She is quite clever, isn’t she?

4a. Why do you complain?

4b. Why don’t you complain?

5a. You wrote this by yourself, didn’t you?
5b. You wrote this by yourself, did you?

**Exercise 4.17 Functions of subordinate clauses (section 4.15)**

Construct sentences consisting of subordinate clauses introduced by each pair of correlatives:

**[No answers provided for this exercise]**

1. *more … than*
2. *as … so*
3. *no sooner … than*
4. *the … the*
5. *scarcely … when*
6. *if … then*

**Exercise 4.18 Sentence complexity (section 4.16)**

Describe the relationship of clauses in the sentences and explain the functions of the subordinate clauses.

**[No answers provided for this exercise]**

1. Savage gales caused another wave of destruction today after yesterday’s storms left fourteen dead and thousands homeless.
2. The London Weather Centre warned that fierce winds would build up in the South East and they might gust up to 70 mph.
3. In Folkestone the sea defence wall gave way, causing flooding of up to five feet, and police were considering evacuation.
4. In one town in North Wales 1000 people were made homeless and the local council asked the Government to declare the town a disaster area because the emergency services said that they could not prevent more damage.
Answers to questions in the book: Chapter 5

Exercise 5.1 Subject–verb agreement (section 5.1)

Select the appropriate verb form from those given in brackets at the end of each sentence to fill in the blank space.

**[Answers in italics]**

1. He *sees* his neighbour jogging.
2. He *doesn’t* know what kind of exercise to do.
3. Exercise for the middle-aged *is* considered a prophylactic.
4. Too many people *end* up with heart attacks.
5. To undertake an exercise test *is* prudent.
6. The test *determines* your level of fitness.
7. Usually the test *comes* after a physical examination.
8. Finding out what your heart can do *is* the goal of the test.
9. Most tests *use* a treadmill.
10. Some clinics also *use* a bicycle.
11. Walking on an elevated fast-moving treadmill *is* hard work.
12. The doctors constantly *monitor* your heart rate.
13. On the basis of the tests, the doctor *is* likely to recommend an exercise programme.
14. To take up a regular programme *requires* discipline.
15. Exercise improves the heart, *doesn’t* it?
16. That you shouldn’t over-exert yourself *goes* without saying.
17. On the other hand, we *do* too little exercise.
18. We *don’t* want heart trouble at our age.

Exercise 5.2 Subject–verb agreement (sections 5.1–5.12)

Select the appropriate verb form given in brackets at the end of each sentence, to fit in the blank spaces.
**[Answers in italics]**

1. Surgeons in the US successfully *alleviate* clouded vision or outright blindness by transplantsing about 10,000 corneas a year.

2. The congregation *consists* mainly of factory workers.

3. Analysis with the aid of computers selects those accounts that appear to be conduits for drug money.

4. What makes the situation serious *is* that no new antibiotics have been discovered in the past 15 years.

5. Riding a bicycle in London *demands* courage and agility.

6. If the sound spectrum is divided into frequency bands, each *is* separately coded.

7. He was fascinated by the stories in the Old Testament that *show* history to be determined by chance meetings and by small, personal incidents.

8. The job of establishing sufficient controls and measurements so that you can tell what is actually happening to athletes *is* tediously complex.

9. Both science and medicine *contribute* to preparing athletes for competition.

10. The only equipment they work with *is* a blackboard and some chalk.

11. One area of research that shows great promise *is* genetics.

12. The Producers *is* the most widely praised Broadway show in decades.

13. The blind *do* not want pity.

14. These are not the conclusions that she *draws* from her survey of the current economic policies of countries in the European Union.

15. Where he went wrong *was* in the arbitrary way he allowed dialect to pepper his narrative.

16. The extraordinary *is* described as though it were ordinary.

**Exercise 5.3 Subject–verb agreement (sections 5.1–5.12)**

These sentences form a connected passage. The base form of a verb is given in brackets at the end of each sentence. Select the appropriate form of the verb to fill in the blank spaces.
**[Answers in italics]**

1. The young woman now sitting in the dermatologist’s waiting room *has* an itchy rash.
2. The rash on her elbows and legs *is* due to an allergic reaction.
3. There are many allergies that *cause* rashes.
4. The existence of allergies *was* known long before scientists had any understanding of their nature.
5. The nature of allergy *is* still not fully understood.
6. The victims of allergy seldom die and seldom *recover*.
7. There *is* nothing like an itchy rash for wearing a person down.
8. Some allergies, such as asthma, *have* no external cause.
9. Others *are* caused by contact with a foreign substance.
10. The young woman’s allergy *was* brought about by contact with copper.

**Exercise 5.4 Indefinite pronouns (section 5.6)**

Rewrite each sentence to avoid sexist bias.

**[Only answers are shown]**

1. Students must fill out an application form if they wish to be considered for postgraduate studentships.
2. Everybody worked their hardest to ensure that the event was a success.
3. Astronauts run the risk of serious injury, even death, if their spacecraft malfunctions while they are in orbit.
4. Workers should show up promptly for work or run the risk of having an hour’s pay deducted from their pay-packet.
5. American politicians must raise considerable sums of money if they wish to be elected to office.
6. Individuals are responsible for their own welfare.
7. Engineering graduates will find that they can easily get a job.
8. Shop stewards have less influence than they had twenty years ago.
Exercise 5.5  Coordinated phrases (section 5.14)

Complete the sentences by selecting the pronoun form that would be appropriate in formal writing from the words in brackets.

**[Answers in italics]**

1. Edward and I went for a walk after the talk.
2. Our boss thinks that Mary and I talk too much when we work together.
3. The police officer gave the driver and me a stern lecture on the condition of our car.
4. We Australians are proud of our culture.
5. Between you and me this class is much harder than I thought it would be.
6. Your parents expressed their appreciation of how well Fred and I had decorated the house.
7. Either Rebecca or I will be in contact with you about the campaign.
8. Everyone except John and me were present at the rally.

Exercise 5.6  Who, whom (section 5.18)

Select the pronoun form from the words in brackets that would be appropriate in formal writing, to complete the sentences.

**[Answers in italics]**

1. She is the only person whom I trust completely.
2. Go to the office and speak to whoever is working at the reception desk.
3. Ted is the only person who I think is capable of filling the position.
4. People should vote for the candidate who they feel will best represent their interests.
5. The manager has already decided whom to promote.
6. Whoever is selected to chair the committee must be prepared to devote several hours a week to the task.
7. Naomi is the one who is to be transferred to Liverpool.
8. I will vote for whomever you suggest.
9. We have supervisors who are themselves supervised.
10. The shop will press charges against whoever is caught shoplifting.

Exercise 5.7 Case (sections 5.13–5.18)

Select the appropriate word from the brackets at the end of each sentence to fill in the blank spaces. If more than one seems appropriate, give the more formal word.

**[Answers in italics]**

1. We should help those who we know are helping themselves.
2. We do not know whom to ask.
3. They will pay the reward to whomever you nominate.
4. My grandmother was one of six sisters, each of whom had at least five daughters.
5. Speak to the person who is in charge.
6. Joan and I are about to leave.
7. Whom do you want to see?
8. I am playing the record for whoever is interested.
9. They called while you and I were at the party.
10. Did you see who was there?
11. Let you and me take the initiative.
12. He speaks English better than she.
13. It was I who seconded the motion.
14. They recommended that I consult the lawyer whom they employed.
15. Their advice was intended for Bruce and me.
16. Nobody knows the way but me.
17. People were speculating about who was in charge.

Exercise 5.8 Case with -ing clauses (section 5.19)

Select the appropriate word from the brackets at the end of each sentence to fill in the blank space. If more than one seems possible, give the more formal word.
1. I watched them playing football.
2. They were angry at his refusing to join the strike.
3. Are you surprised at my wanting the position?
4. They can at least prevent his infecting others.
5. I certainly do not object to your paying for the meal.
6. Your writing a reference for me persuaded the board to give me the position.
7. They were annoyed at their neighbour telephoning after eleven.
8. I cannot explain their not answering your letters.
9. They appreciated me explaining the differences between the two policies.
10. I was delighted to hear of your passing the examination.

Exercise 5.9 Auxiliaries and verbs (sections 5.20–5.21)

Select the verb form from the brackets at the end of each sentence that would be appropriate in formal writing to complete the sentences.

**[Answers in italics]

1. You should have completed the assignment before leaving the office.
2. I wanted to lie down before preparing dinner.
3. I could have played the game but I had injured my ankle the previous day.
4. Joan lay down for a few hours because she wasn’t feeling well.
5. Ronaldo has been lying down during the entire game.
6. The children had better play quietly or they will upset their mothers.
7. They must have lain down for quite some time.

Exercise 5.10 Present tense (section 5.22)

For each verb listed in its base form, give the -s form (third person singular present). For example, live has the third person singular present form lives, as in He lives in Sydney.

**[Only answers in columns]
Exercise 5.11 Past and -ed participle (section 5.23)

For each irregular verb listed in its base form, give the past form. For example, *live* has the past form *lived*, as in *I lived in Sydney last year.*

**[Only answers in columns]**

<table>
<thead>
<tr>
<th>1. chose</th>
<th>9. led</th>
<th>17. shook</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. had</td>
<td>10. hid</td>
<td>18. made</td>
</tr>
<tr>
<td>3. brought</td>
<td>11. wrote</td>
<td>19. saw</td>
</tr>
<tr>
<td>4. cost</td>
<td>12. put</td>
<td>20. set</td>
</tr>
<tr>
<td>5. taught</td>
<td>13. lost</td>
<td>21. kept</td>
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<tr>
<td>6. held</td>
<td>14. caught</td>
<td>22. threw</td>
</tr>
<tr>
<td>7. went</td>
<td>15. did</td>
<td>23. began</td>
</tr>
<tr>
<td>8. drew</td>
<td>16. took</td>
<td>24. tore</td>
</tr>
</tbody>
</table>

Exercise 5.12 Past and -ed participle (section 5.23)

For each irregular verb listed in its base form, give the -ed participle. For example, *draw* has the -ed participle form *drawn*, as in *I have drawn a map.*

**[Only answers in columns]**

<table>
<thead>
<tr>
<th>1. heard</th>
<th>9. grown</th>
<th>17. driven</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. won</td>
<td>10. told</td>
<td>18. thought</td>
</tr>
</tbody>
</table>
Exercise 5.13 Past and -ed participle (section 5.23)

Select the form from the words in brackets at the end of the sentence that would be appropriate in formal writing, to complete these sentences.

**[Answers in italics]**

1. We saw an accident on our way to work this morning.
2. Her husband came home late after spending the night with his friends.
3. The other workers and I did the job without even being asked to do so.
4. He was hanged for murder in 1951.
5. I hung out the washing so that it would dry.
6. You should have spoken to me before you came to a decision.

Exercise 5.14 Past and were subjunctive (section 5.24)

Select the verb form from the words in brackets at the end of the sentence that would be appropriate in formal writing, to complete these sentences.

**[Answers in italics]**

1. If I were you, I would make an effort to come to work on time.
2. We did not know if she was the right person to ask.
3. The commander acts as though he were ready for combat at any time.
4. If he were to work a little harder, he would have no trouble getting into a very good university.
5. I believe strongly that if the committee were to pass the amendment our problems would be solved.

6. If I were given a second interview, I am sure that I would be offered the position.

7. Had the train arrived a few minutes earlier, we would have made the first act of the play.

8. If England were to score now, it would completely change the game.

Exercise 5.15  Multiple negation (section 5.25)

Rewrite the sentences that contain non-standard double negatives. Some sentences may not need any revision.

**[Only answers are shown]**

1. I can hardly hear with the radio turned up so loud.

2. We are not displeased with the jury’s verdict.

3. Nobody has better ideas.

4. You can’t not become involved in such an emotional issue as saving baby seals from being murdered by hunters.

5. I am not unhappy.

6. Those two suspects didn’t do anything to anybody.

7. It is not unusual for there to be cold weather in Scotland even in April or May.

8. It is not police policy to say nothing about police corruption.

Exercise 5.16  Confusion between adjectives and adverbs (section 5.26)

Correct these sentences where necessary by substituting adjectives for adverbs or adverbs for adjectives. Some of the sentences do not need to be corrected.

**[Only correct answers are shown]**

1. The child is eating too fast.

2. Do your pants feel tight?
3. They fought hard against the change.
4. I didn’t sleep too well last night.
5. We left early because I was not feeling well.
6. The milk tasted sour this morning.
7. I felt good about the way they treated you.
8. Your dog is barking loudly.
9. They should think more positively about themselves.
10. He hurt his neck badly.

Exercise 5.17 Comparison (section 5.27)
Give the inflected comparative and superlative of each adjective or adverb.

**[Only answers in columns]**

1. wiser, wisest 9. deeper, deepest
2. harder, hardest 10. happier, happiest
3. sadder, saddest 11. friendlier, friendliest
4. angrier, angriest 12. riskier, riskiest
5. rarer, rarest 13. fiercer, fiercest
6. stronger, strongest 14. taller, tallest
7. heavier, heaviest 15. redder, reddest
8. larger, largest

Exercise 5.18 Comparison (section 5.27)
Select the appropriate determiner from the choices provided in brackets, to complete these sentences.

**[Answers in italics]**

1. To protect the environment, we are using fewer plastic bags.
2. They have little reason to complain.
3. You put too much garlic on the pizza.
4. We seem to get less mail these days.
5. A high pollen count causes problems for many people.

6. After the accident he had little energy.

7. You will lose weight if you consume fewer calories.

8. We don’t get many letters since everyone started using email.

Exercise 5.19 Dangling modifiers (section 5.29)

Rewrite each sentence, avoiding dangling modifiers.

**[No answers provided for this exercise]**

1. Having completed the balloon crossing, hundreds of French villagers welcomed the three balloonists.

2. Unwilling to lay down his gun, the police shot dead the escaped convict.

3. When delivered, they found the merchandise spoiled.

4. When approaching the building, no single feature has an impact on the viewer.

5. A weak student, his teacher gave him extra essays and went over them with him privately.

6. After completing the first four columns, each should be added separately.

7. Being in charge, the accusation was particularly annoying to me.

8. Having found the first stage of our work to be satisfactory, permission was given by the inspector for us to begin the second stage.

ADVANCED EXERCISES

Exercise 5.20 Prescriptive rules and descriptive rules (Chapter 5 and Introduction)

Indicate whether these rules are prescriptive or descriptive.

**[Answers in brackets after each sentence]**

1. In English, only nouns and pronouns display distinctions in case. (descriptive)

2. The superlative adjective is required for more than two items or sets of items: the best of the (three) groups, not the better of the three groups. (descriptive)
3. Where there is a choice between *if* and *whether*, prefer *whether* in formal English, as in *I am not sure whether she is at home.* (prescriptive)

4. Definite and indefinite articles come before their nouns in English, as in *the library* and *a restaurant.* (descriptive)

5. Words are frequently converted from one part of speech to another; for example, the noun *walk* from the verb *walk.* (descriptive)

6. Conditional clauses sometimes begin with an auxiliary and have no conjunction, as in *Had I known, I would have telephoned you.* (descriptive)

7. The preposition *but* should be followed by an objective pronoun, as in *nobody but me.* (prescriptive)

8. The most common way of expressing future meaning is with *will.* (descriptive)

9. Adverbs such as *very* modify adjectives (e.g. *very good*) and other adverbs (e.g. *very carefully*). (descriptive)

10. When you are writing formally, use the subjective pronoun after the verb *be*, as in *It was he who told me the news*, not *It was him who told me the news.* (prescriptive)

**Exercise 5.21 Usage problems (Chapter 5)**

Write an essay on a usage topic.

**[No answers provided for this exercise]**
2. the use of like as a conjunction
3. ending a sentence with a preposition
4. the uses of who and whom
5. the uses of shall and will
6. the uses of the subjunctive
7. adding an apostrophe to names ending in -s
8. the case of pronouns after be
9. the case of pronouns after as and than
10. the number of verbs with either … or and neither … nor
11. the use of they, them and their as gender-neutral pronouns
12. the case of pronouns and nouns with -ing clauses. These may be referred to in some usage books as ‘gerunds’ or ‘fused participles’.
Answers to questions in the book: Chapter 6

**[No answers provided for the exercises in this chapter]**

Exercise 6.1 End-focus (section 6.2)

Rewrite the sentences so that the underlined part is placed in the emphatic end position.

1. No other nation in the world consumes more oil than the United States.
2. That car belongs to my sister.
3. It is easy to underestimate Peter.
4. Susan and Martha are similar in their temperaments.
5. Serious malnutrition affects more than a third of the people in the world.
6. The whole class was interested in the lecture on the origins of English words.
7. Rats were crawling all over the building.
8. The government's tax policy benefits the wealthy most of all.
9. A drink of water was all they wanted.
10. The village was surrounded by soldiers.

Exercise 6.2 Front-focus (section 6.3)

Put the underlined part of each sentence in front of the subject to give it strong emphasis.

1. The soil no longer has to be rested every three or four years to regain its natural fertility.
2. They must sign, or they will not be freed.
3. They not only consult doctors more frequently, but they do so about more minor problems.
4. He rejected the treatment only after thorough investigation.
5. Though they may be reluctant, they will accept the task.
6. The greatest difficulty we had was raising sufficient funds to staff the shelter for the homeless.
7. A great storm came from the north.
8. I emailed her several times last week.
Exercise 6.3 Parenthetic expressions (section 6.5)

An adverbial is given in brackets at the end of each sentence. Rewrite each sentence, inserting the adverbial in an appropriate place and punctuating it with commas. More than one place may be appropriate.

1. The committee was not as docile as the chairman expected. *(as it happens)*
2. Heart disease was the principal cause of death. *(however)*
3. That woman is not the person you should try to contact. *(in fact)*
4. You should make every effort to perform your duties to the best of your ability. *(nevertheless)*
5. The car is beyond repair and should be scrapped. *(probably)*
6. This version of the manuscript illustrates the originality of the author’s ideas. *(for instance)*

Exercise 6.4 End-weight (section 6.6)

Rewrite the sentences by making the predicate longer than the underlined subject.

1. An open letter beseeching the all-male College of Cardinals to incorporate women into the election of the Pope was issued.
2. A statue of the statesman holding a sword in one hand and a shield in the other stood at the entrance.
3. The provocative thought that the bureaucracy is a public service for the benefit of citizens is offered.
4. Public health officials, social workers, police, civil liberties lawyers, and even divorce lawyers distract teachers from their teaching.
5. To do whatever can be done to motivate students to improve their reading and writing skills is necessary.
6. Saving a little money every month in a building society that offers high interest rates is a good idea.
7. Good computer skills, excellent interpersonal skills, and the ability to manage your time effectively are required.
8. The idea that some local people collaborated with the Japanese during the occupation of the island is very convincingly refuted by this research.

Exercise 6.5 Misplaced expressions (section 6.7)

Rewrite each sentence to avoid the misplaced constructions that are underlined. If the sentence is ambiguous, give two versions – one for each interpretation.

1. Brian asked how she was getting on quite routinely.
2. He chased a burglar with a shotgun.
3. The book is clearly written for children.
4. The doctor advised her on every occasion to take sedatives.
5. They claimed when they were young they had very little money.
6. Drinking normally made him happy.
7. Exercising frequently prolongs one’s life.
8. He said that he would visit us many times.

Exercise 6.6 Parallelism (section 6.11)

Correct the faulty parallelism in the sentences.

1. At present we know enough neither about animals nor ourselves to make categorical statements on the nature of human communication.
2. You will find considerable difference between the paragraphs of deaf children compared to hearing children.
3. His shoulder bag contained a pipe, a tobacco pouch, address book, and a calculator.
4. He either smokes cigars or cigarettes, but I cannot remember which.
5. The special effects in recent films are more spectacular than early films.

Exercise 6.7 Repeated sounds (section 6.12)

Rewrite the sentences to avoid unnecessary repetition of sounds or words with different meanings.
1. The audience was noisy at first, but later it became quite quiet.
2. The government has not yet decided on the form that the formal inquiry will take.
3. My intention is to pay more attention in the future to my children.
4. I find that trying to find where a class is being held can be frustrating.
5. What I like best is a movie like *The Godfather*.
6. They subjected the subject to a series of tests.

**Exercise 6.8 Pronoun reference (section 6.13)**

Rewrite each sentence so that the reference to an antecedent is clear.

1. Experience shows that when abortion laws are liberalized, *they* sky-rocket.
2. The old man told his son that *he* was not allowed to smoke.
3. The teachers made the students put *their* names on the top of each sheet.
4. Protestors released live cockroaches in the chamber, and *they* were promptly arrested.
5. When the plane struck the helicopter, *it* went into a nose-dive.
6. John arranged to meet Paul after *his* graduation.
7. Amy sat down beside Joan and drank *her* milkshake.
8. If your eye falls on a bargain, pick *it* up.

**Exercise 6.9 Pronoun agreement (section 6.14)**

Rewrite each sentence to eliminate inconsistencies in pronouns.

1. If one is conscientious, they will do well in life.
2. If one can speak the language fluently, you can negotiate a better price.
3. You should try a British pale ale. They’re quite good.
4. We should strive to get the best education possible. You can then be sure that you will have a satisfying life.
5. Trying one’s hardest to get in good shape can ruin your health if you’re not careful.
6. The X300 comes with a dual-core processor. They give unrivalled performance.
Exercise 6.10  Tense consistency (section 6.15)

Rewrite each sentence to remove inconsistencies in tenses.

1. The spheres rotate and sent out streams of light in every direction.
2. Once she knows a better way to study, she would feel much better.
3. After I spoke to the contractor, but before I sign any forms, I would ask for references.
4. Even though I had done all the work, I still do poorly in examinations.
5. If you enjoy horror movies, you would love Fright Night II.
6. We’ve been here for four days and still didn’t see a friendly face.

ADVANCED EXERCISES

Exercise 6.11  Emphasis (sections 6.2–6.3)

Rewrite the following paragraph to achieve a better arrangement of information.

People listened to my programme in their cars on their way to work. They either loved it or loathed it. It followed the Today programme so it had a biggish audience (in radio terms). I got a letter from a regular BBC correspondent who said he always turned the radio off immediately if it was my turn on the programme. However, he would like to take issue with something I had said last week. I once had a fan letter from Tony Blair saying what a good way it was to start Monday morning.

Exercise 6.12  Subordination (section 6.10)

Rewrite the sentence to make it clearer.

In the United States public confidence in airline safety has been undermined as a result of the terrorist attacks in New York and Washington and due to the fact that lapses in airport security have resulted in a substantial number of reports that have shown that the airlines have committed numerous violations, which officials in the Federal Aviation Administration think is
the result of the deregulation of airlines and which many other experts in the field of airline safety believe will continue to occur until new laws are passed by Congress.

Exercise 6.13 Clarity (section 6.6–6.13)

Newspaper headlines are sometimes unintentionally funny. Rewrite the headlines to make the intended meaning clearer.

1. Red tape holds up new school.
2. Juvenile Court to try shooting defendant.
3. March planned for next August.
4. Passengers hit by cancelled trains.
6. Stolen painting found by tree.
8. Star’s broken leg hits box office.
Answers to questions in the book: Chapter 7

**[No answers provided for the exercises in this chapter]**

Exercise 7.1 Conversational English (section 7.2)

Examine this extract and describe the grammatical features that distinguish it as a typical example of conversational English. The speakers are identified as A and B, and the symbol <> denotes a pause.

A: What was that <> building on the corner <> just past Chapel Street on the right where it used to be Lyon’s <>

What was it called the <>

Well it it wasn’t called Lyon’s Corner House but it was

B: Chapel Street

A: Well you know Chapel Street

B: Yeah up at Islington

A: Yeah <>

If you go on a bit you come to <> a corner shop a big which used to be a big Lyon’s <> with a

Oh you don’t know oh

B: No I don’t know

I didn’t know Islington until I moved there but

A: And it used to have <> uhm it used to have a name like uhm <> like uhm <> uhm not the Trocadero but you know how they they uhm they acquire funny names for their places uhm uhm lifting them out of the tea shop <> brigade

[ICE-GB-S1A-010-1ff.]

Exercise 7.2 Conversational English (section 7.2)

This extract is from a radio interview with a writer. Rewrite it as ordinary prose. The <> symbol denotes a pause.
I’m taking life I’m sort of retired <,> but when I was in full flow as it were of writing uhm I had to discipline myself very severely so many hours a day
I used to set so much a day either so many hours or so many words whichever came first <,> and sometimes you had to force yourself for every minute of it to go on writing and go on working <,> and on other days it was coming and you didn’t want to stop and you went on longer than you need

Exercise 7.3 Unscripted monologue (section 7.3)

This extract is a transcription of part of an illustrated public lecture on classical temples in Italy. Rewrite the extract as it might appear in a printed book. The <,> symbol denotes a pause.

But now let’s look at the origin of temples uhm <,> how they first got the shape they did <,> uh what they were used for too <,> and our best bit of help for how they might’ve looked and the original idea of what a temple is <,> is to be found in the Athens National Museum <,>

and this is a miniature version of a temple <,>

Something like the eighth century BC as far as I remember so you know a good two hundred years before anything elaborate or large built in stone <,>

And what you can see is it’s it’s merely a kind of flat-backed shed which has been erected <,>

uhm the sort of thing that’s really very simple indeed to build <,>

Uhm some of it presumably of wood like the little columns at the front at the front

uh may have been on a stone base the real building as it were that this is a version of but almost certainly the walls made of <,> probably mud brick <,>

And if you’re going to have them made of mud brick and it rains remember to actually stick a ledge or cornice all the way round <,> so that the mud won’t actually get ruined by the rain
Exercise 7.4 Sports commentary (section 7.4)

This extract is from a commentary on a Rugby League game between Great Britain and Australia. Describe the extract’s distinctive grammatical features. The symbol <,> denotes a pause.

And we play on
Andy Platt
Good driving done there by this uh this Wigan prop forward <,>
Gregory <,>
Oh that’s good play
Gibson
He’s got Offiah
Offiah’s gone inside <>
A chance gone begging there I think
If Offiah’d stayed outside <,>
What adventurous football from Great Britain <,>
And a good kick from Schofield <,>
Belcher wanting it to go over
It does <,>
Sensible play there from Belcher

Exercise 7.5 English in emails and text messages (section 7.5)

Below are two emails written by colleagues. The second email is a reply to the first. Discuss the features of the exchange that are typical of written communication and those that are typical of speech.

Dear Alan,
Attaching 20 zipped files. Can you let me know if you have received them okay before I send you the other 80?
many thanks
Laura

Hi laura,
Yes, got the 20 files and successfully unzipped them. Can you explain the file extensions? It’s not immediately clear what I’ve got!!!
A.

**Exercise 7.6 English in emails and text messages (section 7.5)**
The following is an email message sent to a friend. Describe its distinctive grammatical features.
Yo!,
Ok there? We had a great weekend. Addison Manor all day Saturday –29 degrees and what a stunning place. Yesterday went to a country house called Calydon – long drive but definitely worth it. Got some brilliant pics both days...... I’m using the new lens – great for landscape shots. Libby’s off school now....... goes swimming every day with her friend Sophie....... and has her Brownies meeting every Fri........ Any news?

**Exercise 7.7 English in chatrooms, message boards and tweets (section 7.6)**
Discuss the distinctive lexical and grammatical features of these text messages. In what ways do they differ from formal writing?
1. Thank u very much meet after work 630pm ur place?
2. Tnx. Weather's lovely now. So hard 2 study! Enjoy wkend. every1 says hi!
3. Hi, i’ll be back late. hope all ok. Breakfast 2morrow?
4. thnks 4 pics. very cute!
5. Gotta do some work now. will email ya
6. 4pm ok for u? might be a bit late – traffic

Exercise 7.8 English in chatrooms, message boards and tweets (section 7.6)

Below is an extract from an online chatroom. Rewrite the exchange as it might appear in a novel.

<superman>any computer wiz kids here? need help with printer !!!!
<daveyboy001>wots da prob?
<superman>dunno just bought it and it WONT WORK grrrrr!!!
<daveyboy001>is it plugged in?? *rolls eyes*
<superman>ha ha very funny i gotta print my project for skool!!! :-(
<daveyboy001>what’s it doing? :-)
<superman>nothing. just sits there laffing at me
<daveyboy001>haha the laffing printer lol
<superman>PLEEEESE help!!
<daveyboy001>u install the driver
<superman>driver??? whazzat?
<daveyboy001>haaaa this cracks me up! driver comes on a cd, gotta install that first
<superman>oh!! hang on brb
<daveyboy001>hmmmm.... superman eh? lol.

Exercise 7.9 English in chatrooms, message boards and tweets (section 7.6)

Here is an extract from an online message board. The topic of discussion is the James Bond film, A View to a Kill. Identify the features of the exchange that are typical of writing and those that are typical of speech.

Message 1 – posted by AgentX
Casting Roger Moore as James Bond at the age of 57, and the pure silliness of Christopher Walken spraying bullets through the mine with his UZI may have tainted this film, but I still think that it was underrated.

Message 2 – posted by douglas
Well, just because it’s one of the weakest Bond films doesn’t make it a bad film.

Message 3 – posted by tulipgirl
Gotta agree. Though it’s my least favourite Bond film (by far), the simple fact is that Bond films really follow no rules but their own, and there’s a few classic moments. May Day’s jump off the Eiffel Tower is one, and another is.... er.....Well, I’m sure there’s another one somewhere.....

Message 1 – posted by driverman
How about that ski chase, and the ending on golden gate bridge? Cool or what? Sssshhh – don’t tell anyone, but I like that film! It’s almost like admitting you vote Tory!!

Exercise 7.10  English in chatrooms, message boards and tweets (section 7.6)
The following tweets were written by fans of the British boy band, One Direction. Identify which features represent a deviation from formal written English.

1. zayn leaves one direction and gets a nose piercing, why do i want to cry
2. nialls hair is neater and more well kept than my life im stuttering
3. Harry 2day iz my birthday wish me a happy birthday plz
4. let me do ur laundry or summat then i can afford a ticket
5. whose da opening act in Cardiff any one know??
Exercise 7.11 The language of literature (section 7.7)

In the extracts below, identify and explain instances of deviation from what is normal in language use.

1. Wild men who caught and sang the sun in flight,
   And learn, too late, they grieved it on its way,
   Do not go gentle into that good night.
   [Dylan Thomas, ‘Do Not Go Gentle into That Good Night’]

2. I am standing for peace and non-violence.
   Why world is fighting fighting
   Why all people of world
   Are not following Mahatma Gandhi,
   I am simply not understanding.
   [Nissim Ezekiel, ‘The Patriot’]

3. he sang his didn’t he danced his did
   [e.e. cummings, ‘anyone lived in a pretty how town’]

4. Geese in flocks above you flying,
   Their direction know,
   Icy brooks beneath you flowing,
   To their ocean go.
   [W.H. Auden, ‘Underneath an Abject Willow’]

5. Slowly the poison the whole blood stream fills.
   [William Empson, ‘Missing Dates’]

6. Starts again always in Henry’s ears
   the little cough somewhere, an odor, a chime.
   [John Berryman, ‘The Dream Songs: 29’]

7. Strawberries that in gardens grow
   Are plump and juicy fine,
   But sweeter far as wise men know
Spring from the woodland vine.
[Robert Graves, ‘Wild Strawberries’]

8. There is sweet music here that softer falls
    Than petals from blown roses on the grass,
    Or night-dews on still waters between walls
    Of shadowy granite, in a gleaming pass;
    Music that gentler on the spirit lies,
    Than tir’d eyelids upon tir’d eyes;
[Alfred, Lord Tennyson, ‘The Lotos-Eaters’]

ADVANCED EXERCISES

Exercise 7.12 English in use (section 7.1)

Look up one of the following topics in the Longman Grammar of Spoken and Written English
by Douglas Biber, et al. (Longman, 1999). Use the index to find places in the grammar where
the topic is discussed, and follow up cross-references if necessary. Give a brief oral report on
the topic in class.

1. dysfluencies
2. dialect
3. false starts
4. hedge
5. speech act functions
6. repair
7. register
8. anacoluthon

Exercise 7.13 Conversational English (section 7.2)

The extract below is taken from a novel. How does the dialogue compare with conversational
English, as discussed in section 7.2? Does it lack any features that we find in real
corversation? What devices does the novelist use to simulate speech?
‘I hope she trusted me.’

‘Trusted you? Yes, of course she did.’

She watched her aunt shake her head.

‘I didn’t know that – ’

‘But why shouldn’t she have trusted you?’

‘Maybe she thought – I’d try to influence you.’

‘Influence me how?’

‘It’s so long ago now.’

Catherine continued to stroke her aunt’s thin, cooling wrist.

‘I could have done. If I’d set my mind to it. But I relied on Hector, for everything. If we’d fallen out – where would that have left me? That’s the point, you see.’

Exercise 7.14 English in emails and text messages (section 7.5), chatrooms, message boards and tweets (section 7.6)

Re-write each of these text messages as formal prose. Discuss the changes you have to make to achieve this. Identify which of the basic sentence structures they display, as discussed in Chapter 1.

1. gotta go
2. left car in queen sq.
3. u feel ok?
4. tkts cost me 25 dollars
5. we visited chorley and aylesbury
6. makes me sick!!
7. my new no. is 92323457
8. cant find ur bag
9. put key under mat!
10. is new job ok?
Exercise 7.15  English in chatrooms, message boards and tweets (section 7.6)

This tweet was issued by Boston Police Department following the arrest of a suspect in the Boston Marathon bombing in 2013. Discuss the grammatical and compositional features of the tweet. In your opinion, what was the writer attempting to achieve?

CAPTURED!!! The hunt is over. The search is done. The terror is over. And justice has won. Suspect in custody.

Exercise 7.16  The language of literature (section 7.7)

Identify instances of foregrounding in the following poems and explain their effects.

1. And this is certain; if so be
   You could just now my garden see,
   The aspic of my flowers so bright
   Would make you shudder with delight.

   And if you voz to see my roziz
   As is a boon to all men’s noziz, –
   You’d fall upon your back and scream –
   ‘O Lawk! o criky! it’s a dream!’

   [Edward Lear, ‘And this is certain, if so be’]

2. A slumber did my spirit seal;
   I had no human fears:
   She seemed a thing that could not feel
   The touch of earthly years.
   No motion has she now, no force;
She neither hears nor sees;
Rolled round in earth’s diurnal course,
With rocks, and stones, and trees.

[William Wordsworth, ‘A Slumber Did My Spirit Seal’]

3. Lord, Who createdst man in wealth and store,
   Though foolishly he lost the same,
   Decaying more and more,
   Till he became
   Most poore:
   With Thee
   O let me rise,
   As larks, harmoniously,
   And sing this day Thy victories:
   Then shall the fall further the flight in me.
   My tender age in sorrow did beginne;
   And still with sicknesses and shame
   Thou didst so punish sinne,
   That I became
   Most thinne.
   With Thee
   Let me combine,
   And feel this day Thy victorie;
   For, if I imp my wing on Thine,
   Affliction shall advance the flight in me.

[George Herbert, ‘Easter Wings’]
Exercise 7.17 The language of literature (section 7.7)

1. In this stanza, *leaned* may be a simple past or an *-ed* participle. Discuss the effects of the ambiguity.

Webster was much possessed by death
And saw the skull beneath the skin;
And breastless creatures under ground
Leaned backward with a lipless grin.


2. These are the first four lines of one of Shakespeare’s sonnets. Consider the effects of the ambiguities in the following lines:

- Line 1: *(a) So may be a manner adverb (‘in this way’) or a resultative conjunctive adverb (‘therefore’), supposing may be an *-ing* participle (‘I suppose that you are true’) or a conditional conjunction (‘if’). The sentence may be declarative or interrogative.

- Line 2: *so* may be resultative (‘therefore’) or a purpose conjunction (‘so that’, ‘in order that’).

- Line 3: *new* may be an adverb (‘newly’) or an adjective (‘to something new’); *altered* may refer back to *love’s face* or to *love*.

So shall I live, supposing thou art true,
Like a deceived husband – so love’s face
May still seem love to me, though altered new:
Thy looks with me, thy heart in other place.


3. In this stanza, *Bitter* may be a direct object or a subject complement. Discuss the ambiguity and its effects.

I am gall, I am heartburn. God’s most deep decree

Chapter 7 p. 250
Bitter would have me taste; my taste was me;

Bones built in me, flesh filled, blood brimmed the curse.

[G.M. Hopkins, ‘I Wake and Feel the Fell of Dark, not Day’]

4. Discuss the effect of the punctuation of this stanza on the meaning of the passage.

To dispense, with justice; or, to dispense

with justice. Thus the catholic god of France,

with honours all even, honours all, even

the damned in the brazen Invalides of Heaven.

[Geoffrey Hill, ‘The Mystery of the Charity of Charles Péguy’]

Exercise 7.18 English in use (Chapter 7)

Collect one or more samples of English from one of the following sources. For spoken sources, you will need to make a recording and then transcribe the speech. Write an essay on the characteristic features of the English that is used.

1. The dialogue in your favourite television soap opera or sit-com
2. Song lyrics
3. Advertisements on radio and television
4. Advertisements in newspapers, magazines, and the Internet
5. A stand-up comedian’s routine
6. A cookery book or television cookery programme
7. Radio and television weather reports
8. A children’s novel or story
9. A political speech
10. A radio phone-in programme
11. Newspaper headlines
12. Children’s conversation
13. A science fiction novel or story
14. A TV chat show
Answers to questions in the book: Chapter 8

Exercise 8.1 Sentence fragments and fragmentary sentences (section 8.2)

The paragraphs below contain many sentence fragments and fragmentary sentences. Repunctuate the paragraphs to remove the sentence fragments and fragmentary sentences.

**[No answers provided for this exercise]**


Actually, the adventure is in the use of language. Most people think *Ulysses* is a difficult novel. And it is. But it is also a very rewarding one. If you persevere with it. Highly inventive, original, and extremely funny in places. Also very explicit at times. It was originally banned in most countries on the grounds of ‘obscenity’. Not the sort of book you would give to your maiden aunt.

Exercise 8.2 Run-on sentences and comma splices (section 8.3)

Correct errors in run-on sentences and comma splices.

[Corrected version only is shown]

1. One of the more popular methods of reducing waste is by incineration. This method is used where land is scarce for burial.

2. Ask the first people you see if they can help you. I’m sure they will.

3. He is not the world’s leading authority on coins. However, he is often consulted by foreign buyers.

4. Universities now have problems filling some science courses. The applications are not there.

5. The peace talks collapsed. We therefore expect an immediate renewal of fighting.
6. The agency reviewed its security procedures. It did so against a background of warnings of an imminent terrorist threat.

**Exercise 8.3 Coordinated main clauses (section 8.4)**

Insert commas to separate main clauses linked by central or marginal coordinators.

[Corrected version only is shown]

1. The woman was anxious about the interview she was to have the next week, and she spent many hours worrying about it.
2. She had always wanted to be a stockbroker, but she was still nervous about changing jobs.
3. She knew she had to find another type of job because as a legal secretary she was not exercising her talents to the full, yet she was afraid that the interviewers might reject her because of her lack of experience.
4. She had lost her fears by the time she was interviewed, nor did she seem anxious at the interview.
5. There were over ten candidates for the job, but she won the job.

**Exercise 8.4 Direct speech (section 8.5)**

Insert quotation marks where necessary.

1. ‘Do you like it here?’ asked Bob Portman.
2. ‘I have lived here all my life,’ said Sally Mason with pride.
3. ‘You have lived here all your life!’ he said.
4. ‘I was born here, and my father before me, and my grandfather, and my great grandfather.’ She turned to her brother. ‘Isn’t that so?’
5. ‘Yes, it’s a family habit to be born here!’ the young man said with a laugh.
6. ‘Your house must be very old, then,’ said Bob.
7. ‘How old is it, brother?’ asked Sally.
8. ‘It was built in 1783,’ the young man replied. ‘That’s old or new, according to your point of view.’

9. ‘Your house has a curious style of architecture,’ said Bob.

10. ‘Are you interested in architecture?’ asked the young man.

11. ‘Well, I took the trouble this year,’ said Bob, ‘to visit about fifty churches. Do you call that interested?’

12. ‘Perhaps you are interested in theology,’ said the young man ironically.

13. ‘Not particularly,’ said Bob.

14. The young man laughed and stood up. ‘Good,’ he exclaimed. ‘I’ll show you the house.’

15. Sally grasped Bob’s arm. ‘Don’t let him take you,’ she said; ‘you won’t find it interesting. Wouldn’t you prefer to stay with me?’

16. ‘Certainly!’ said Bob. ‘I’ll see the house some other time.’

**Exercise 8.5 Citations (section 8.6)**

Insert italics and quotation marks where necessary.

1. She was in Afghanistan as a reporter for the *Sunday Times*.


3. Words like ‘doctor’ and ‘lawyer’ can be used for both sexes.

4. ‘Monsoon’ comes from the Arabic ‘mansim’, meaning ‘season’.

5. You can find the story in this week’s *Radio Times*.

6. Your article ‘Were the Vikings the First to Arrive?’ contains several factual errors.

7. Some people avoid using ‘die’, preferring a euphemism like ‘pass away’.

8. Before his execution, St Valentine sent a farewell message to the jailer’s daughter with whom he had fallen in love, signing it ‘From your Valentine’.

**Exercise 8.6 Questions (section 8.7)**

Eliminate incorrect or unnecessary question marks in the sentences below.
1. Would you please send your payment with the subscription form?
2. It’s time to leave, isn’t it?
3. She asked whether we had finished our essays yet.
4. Is there a doctor in the house?
5. Can a man and a woman be friends, or does sex always get in the way?
6. Do you know whether she wants to be prime minister?
7. I asked, ‘Is it right for a teacher to set such a difficult task?’
8. I asked the tax inspector how the penalty was calculated.

**Exercise 8.7 Restrictive and non-restrictive relative clauses (section 8.8)**

Leave the restrictive appositives in these sentences unpunctuated. Punctuate the nonrestrictive appositives with commas.

1. An old friend of mine, Bill Harris, has invited us both for dinner at his home on Friday evening.
2. Most doctors disapprove of the saying, ‘An apple a day keeps the doctor away’.
3. We spent last winter in Arizona, one of the best places to visit when it is cold and plenty of snow is on the ground.
4. The panel discussed the allegation that there was sexual discrimination in the selection of parliamentary candidates.
5. The latest device to give a suntan to thoroughbred horses, a high-performance solar therapy unit, was unveiled at a stable near Lambourn yesterday.
6. They admired Shakespeare the poet more than Shakespeare the dramatist.

**Exercise 8.8 Adverbial clauses (section 8.10)**

Punctuate the adverbials that require punctuation. If you think that the punctuation is optional, insert the punctuation and indicate that it is optional.

1. The law on the relationship between sporting bodies and players has reluctantly followed the changes in sports trying to adapt.
2. Nowadays most sporting discipline bodies have procedures to ensure fair hearings, with lawyers present.

3. Most sportsmen accept their punishment, often before their club or team pressures them to do so.

4. Even though courts are more prepared than they used to be to look at the way sporting bodies’ decisions are reached, they will still be reluctant to interfere with them.

5. People who have a contractual relationship with their sporting body can always go to court to claim a breach of contract, if the circumstances fit.

6. Most sports people, however, do not have that sort of direct contract with the body that regulates their sport.

7. In football, for instance, the legal relationship is between player and club.

8. So far, the regulatory bodies have managed to keep control of their decisions, [optional] without too much interference from the courts.

**Exercise 8.9 Vocatives and interjections (section 8.11)**

Punctuate the vocatives and interjections in the sentences below.

1. Dave, you don’t know what you’re doing.

2. Oh, I wasn’t aware that the end of the line was further back.

3. Yes, Mr Patton, I’m ready.

4. Is that you, Shirley?

5. Well, make sure that you replace any pieces of glass that you break.


7. It may be, sir, that we are running out of fuel.

8. Yes, you may leave the class when you finish the exam.

9. What’s the verdict, Dr Ronson?

10. Give the package to Dorothy, Gloria.
Exercise 8.10  Avoiding misunderstanding (section 8.12)

Insert commas where they help to make the meaning clear. If you think that the commas may appear in two positions, insert them in both and enclose them in brackets.

1. As the new year opens, stores are putting on their annual sales.
2. Although not included in the manufacturer’s service schedule, because it is assumed that the warning system will indicate when brake pads need replacing, check for wear at least every 12,000 miles.
3. News of the demonstrations spread quickly, embarrassing government officials.
4. As things stand now, the government has no way to block the visit.
5. Often as not, the women work in the fields.
6. Still, though most union branches are publicly backing the national leaders, they will make what seem the best deals for their members.
7. To obtain the same amount of energy through wind power, assuming a windy enough location, would require a large capital investment.
8. With quantities, low prices will continue to rise.

Exercise 8.11  Genitives of nouns; genitives of pronouns (sections 8.13–8.14)

Change the of-phrase into a genitive construction.

**[answers in bold]**

1. the eldest son of my brother  
   my brother’s eldest son
2. the leaders of our country  
   our country’s leaders
3. the best team of the women  
   the best women’s team
4. the conviction of the prisoners  
   the prisoners’ conviction
5. the influence of the President  
   the President’s influence
6. the first papers of the students  
   the students’ first papers
7. the torn coat of somebody  
   somebody’s torn coat
8. the last play of Shakespeare  
   Shakespeare’s last play
9. the many novels of Dickens  
   Dickens’ many novels

10. the strike of the airline pilots  
    the airline pilots’ strike

11. the catch of the fishermen  
    the fishermen’s catch

12. the friends of my sisters  
    my sisters’ friends

13. the accusation of the leader of the opposition  
    the leader of the opposition’s accusation

14. the toys of our children  
    our children’s toys

15. the security of our nation  
    our nation’s security

16. the flight of the American astronauts  
    the American astronauts’ flight

17. the advice of his father-in-law  
    his father-in-law’s advice

18. the support of the alumni  
    the alumni’s support

19. the desperate plight of the poor  
    the poor’s desperate plight

20. the rights of women  
    women’s rights

Exercise 8.12 Genitives of nouns; genitives of pronouns (sections 8.13–8.14)

Insert apostrophes where necessary. Some sentences may not require an apostrophe.

1. Ed’s friends will arrive later.

2. The woman’s coat was destroyed at the cleaners.

3. The children’s toys were lost in the fire.

4. Everybody’s tickets arrived in the post yesterday.

5. The dog entangled its leash while it was tied outside.

6. The Burns’ house was put up for sale last week.

7. For heaven’s sake don’t park your car on the grass.

8. The computer is ours, not theirs.

9. Somebody’s bike was stolen last night.

10. We should proofread each other’s papers before we hand them in.

11. I’ve been given a month’s notice to leave the apartment.
12. The prize is equivalent to six months’ salary for many people.

13. The children are following in their fathers’ and mothers’ footsteps.

14. Hers is the green coat.

15. Fifty pounds is a lot of money for just three hours’ tuition.

Exercise 8.13 Punctuation (Chapter 8)

You may often choose to write a pair of sentences as one sentence. Write each pair of sentences as one sentence with two main clauses. Change the punctuation accordingly, using commas between the clauses wherever they are permitted. Do not change words or insert words.

**[No answers provided for this exercise]**

1. He has made two albums of his own songs. Furthermore, he has made three full-length films.

2. They cannot face the shameful facts. And consequently they try to shift the responsibility onto others.

3. A number of technical reforms have been suggested. However, there is no consensus on any of them.

4. The reality was harsh. Yet they faced it steadfastly.

5. You must have been out of the country at the time. Or else I would have asked for your advice.

6. They have recently bought a car. So you can ask them for a lift, if you wish.

7. Hardly anyone gave New York’s canine litter law a chance of succeeding. Nevertheless the cynics were wrong.

8. The windmills resemble oil rigs. But still their overall effect is somehow comforting.

9. Her back has not been troubling her for the last couple of years. So she has stopped doing the exercises that her doctor prescribed.

10. We fought like tigers over the box. Unfortunately, however, he was a stronger tiger than I was.

11. I can’t help him. Nor can you.

12. No better appointment could have been made. For her talents and enthusiasm created a balanced, integrated, happy research unit that was quickly recognized internationally.
Exercise 8.14 Punctuation (Chapter 8)

Each item has one punctuation error. The error may be wrong punctuation or the absence of a punctuation mark. Correct the error in each item.

1. Amnesty International estimates that there are half a million political prisoners in the world. It is investigating about one per cent of these cases.
2. Researchers on the Amnesty staff are generally graduates and can speak several languages. Each of them keeps watch on hundreds of political prisoners in a particular country.
3. Torture techniques have become so refined that they rarely leave marks. Doctors often collaborate in the deception.
4. Amnesty researchers do not feel that human beings are inherently cruel. They should know.
5. One South American officer sent a letter to Amnesty describing the tortures that he had witnessed. He included photographic proof.
6. No one was safe from torture. Some cases were more brutal than others, but all prisoners were beaten and tortured.
7. The letters to political prisoners never bear the Amnesty letterhead, and often chat about innocuous matters.

ADVANCED EXERCISES

Exercise 8.15 Restrictive and non-restrictive relative clauses (section 8.8)

Leave the restrictive clauses below unpunctuated. Punctuate the non-restrictive clauses with commas. If you think that a clause may be either restrictive or non-restrictive, insert the commas in the appropriate positions and discuss the two interpretations.

**[No answers provided for this exercise]**

1. I hate attending meetings which last longer than an hour.
2. She gives the impression of an umpire judging a game in which the players have no idea of the rules.
3. Look out for grey or brown fungi which may or may not be edible.
4. Sporting bodies can punish those who break their rules by fines, suspensions, or permanent bans withdrawing the right to participate in the sport altogether.

5. The ‘cab-rank’ rule requires advocates to represent any client in an area of law in which they practise.

6. Some 2000 fans who began queuing at six that morning barely slept the night before.

7. They seem gloomy about the prospects for the domestic film industry which has experienced all the problems British film-makers have agonized over for 20 years.

8. The concert is the first in the twelfth annual music festival which is devoted to electroacoustic music.

9. Teenagers who drive carelessly should be banned from driving until they are 21.

Exercise 8.16 Punctuation (Chapter 8)

Punctuate the following passage, and change lower case letters to upper case where necessary.

In a new development, the consumer council appealed to the public to be vigilant when purchasing digital tv set-top boxes. The council received 36 complaints, a rise of 10% since last year, about unregistered salespersons operating in public housing estates. Salespersons claiming to be staff of the housing department started rumours that the existing free analogue tv channels would be terminated soon, and new set-top boxes would have to be installed. The council’s spokesman, Mr Atkins, said the claims were untrue. ‘The analogue service will continue to be provided until there is a formal announcement by the government,’ he said. Meanwhile the council found that four out of 10 set-top boxes pose risks of current leakage or fire. In one case, the box’s wiring had been stripped of its outer protective coating due to friction, and posed an imminent risk of fire.

Exercise 8.17 Punctuation (Chapter 8)

Correct any punctuation and spelling errors that you find in the following passage.
David spent the spring and winter of 1801 in a tiny apartment at 23 Great Russell Street in Bloomsbury, near the British Museum, which he visited almost every day. It was also near to his uncle Samuel’s house in Gower Street. He said he loved Bloomsbury because of its ‘timeless elegance’. He also kept in touch with his mother by mail, telling her about his studies and health. She tried to persuade him to leave London, which she called a ‘den of inequity’, but he refused, saying ‘the city will make my career.’ However, this explanation was only half-true; he wanted to be in London to keep away from his mother’s influence. But he soon became lonely, and chronically short of money. He wrote to his mother: ‘My wardrobe is a bit worn, and my shoes have holes in them; they will need to be replaced, I fear, pretty soon.’
Answers to questions in the book: Chapter 9

Exercise 9.1 Morphemes (section 9.2)

**[No answers provided for this exercise]

In these words, one morpheme is underlined. Find up to five other words which contain the same morpheme (with the same meaning).

1. cultural
2. deactivate
3. extraterrestrial
4. disarm
5. absentee
6. irregular
7. hardship
8. handsome
9. misconduct
10. ignition
11. deafen
12. upwards

Exercise 9.2 Morphemes (section 9.2)

**[Answers only are given, F= free, B = bound]

Identify the morphemes in the words and indicate whether they are free morphemes or bound morphemes:

1. abil (F) + ity (B) 7. farm (F) + er (B) + s (B) 13. mistake (F) + s (B)
2. back (F) + lash (F) 8. garden (F) + ing (B) 14. multi- (B) + million (F) + aire (B)
3. chees (F) + y (B) 9. in (B) + exact (F) 15. non- (B) + profit (F)
4. delay (F) + ed (B) 10. joy (F) + ful (B) + ly 16. protect (F) + ion (B)
Exercise 9.3 Compounding (section 9.4)

**[Answers in brackets]

Indicate whether these words are endocentric or exocentric compounds:

1. greybeard (EXO)
2. windmill (ENDO)
3. moonlight (ENDO)
4. landscape (ENDO)
5. railroad (ENDO)
6. housekeeper (ENDO)
7. bookworm (EXO)
8. beehive (ENDO)
9. wildlife (ENDO)
10. lowlife (EXO)
11. shortcomings (EXO)
12. snakebite (ENDO)
13. bluestocking (EXO)
14. hotdog (EXO)
15. pancake (ENDO)
16. frostbite (EXO)
17. handshake (ENDO)
18. toothpick (ENDO)

Exercise 9.4 Blending and clipping (section 9.5)

Give the full form of the word(s) from which these words are blended or clipped:

**[Answers in brackets]

1. heliport [helicopter port]
2. smog [smoke + fog]
3. improv [improvisation]
4. pulsar [pulsating star]
5. memo [memorandum]
6. paratrooper [parachute + trooper]
7. gym [gymnasium]

8. Satnav [satellite + navigation]

9. bionic [biological + electronic]

10. motel [motor + hotel]

11. Interpol [International + Police]

12. car [carriage]

13. amphetamine [alpha-methylphenethylamine]

14. prof [professor or professional]

15. Mac [McDonald’s or Macintosh]

**Exercise 9.5 Acronyms and abbreviations (section 9.6)**

Give the full form of the acronym or abbreviation. You may need to consult an up-to-date dictionary for some of them.

**[Answers in brackets]**

1. UNHCR [United Nations High Commission for Refugees]

2. NASA [National Aeronautics and Space Administration]

3. JFK [John Fitzgerald Kennedy]

4. Oxfam [Oxford Committee for Famine Relief]

5. scuba [self-contained underwater breathing apparatus]

6. radar [radio detecting and ranging]

7. OS [operating system]

8. DARPA [Defense Advanced Research Projects Agency]
9. laser [light amplification by stimulated emission of radiation]

10. taser [Thomas A. Swift’s electric rifle]

11. SUV [suburban utility vehicle]

12. jpeg [Joint Photographic Experts Group]

13. GPS [global positioning system]

14. LCD [liquid crystal display]

15. PIN [personal identification number]

**Exercise 9.6 Spelling, pronunciation and meaning (section 9.8)**

The first word in each set has a letter in italics. In each of the other words, underline the spelling that represents the same sound. You may need to underline two letters.

**[Answers underlined]**

1. zoo – fizz, has, dessert
2. sure – ship, ocean, passion, nation, machine
3. sun – scientific, pass, psychiatry, deceive
4. full – off, rough, telephone
5. no – boat, show, sgw, toe
6. away – common, dozen, column, dungeon

**Exercise 9.7 Spelling, pronunciation and meaning (section 9.8)**

The spelling *ough* has a number of different pronunciations. Some common words with *ough* are listed here in alphabetical order. Rearrange the words in groups so that all the words with the same pronunciation of *ough* are in the same group.

**[No answers provided for this exercise]**

<table>
<thead>
<tr>
<th>bough</th>
<th>drought</th>
<th>thorough</th>
</tr>
</thead>
<tbody>
<tr>
<td>bought</td>
<td>enough</td>
<td>though</td>
</tr>
</tbody>
</table>
brought fought thought
cough ought through
dough rough tough

Exercise 9.8 Spelling, pronunciation and meaning (section 9.8)
Underline the silent letters (letters that have no corresponding pronunciation) in these words.

**[Answers underlined]**

climb island psalm
condemn knee two
guest listen weigh
honest pneumonia write

Exercise 9.9 Spelling, pronunciation and meaning (section 9.8)
Say these words (a) as you normally say them, and (b) very slowly. Have you kept a syllable in your slow pronunciation that you did not have in your normal pronunciation?

**[No answers provided for this exercise]**

1. average 4. incidentally 7. medicine
2. dangerous 5. interest 8. ordinary
3. definite 6. library 9. temporary

Exercise 9.10 Spelling variants (section 9.9)
Look up these words in two or more dictionaries. Do the dictionaries give spelling variants for each word? Do they indicate that one variant is more common or to be preferred?

**[No answers provided for this exercise]**

1. archaeology 7. fiord 13. mileage
2. collectible 8. guaranty 14. millionaire
3. despatch 9. halal 15. nosy
4. disc 10. judgment 16. nought
5. digitise 11. kilogram 17. phony
6. employee 12. likable 18. programme

Exercise 9.11 Spelling rules for adding suffixes (section 9.11, point 1)

Form words by joining the parts.

**[Only answers are shown]**

1. panelling 6. snobbish 11. shorter
2. loyalist 7. sinner 12. similarity
3. greenish 8. darken 13. painter
4. sadden 9. oldish 14. conference
5. committed 10. difference 15. biggest

Exercise 9.12 Spelling rules for adding suffixes (section 9.11, point 2)

Form words by joining the parts.

**[Only answers are shown]**

1. segregation 9. revival
2. careful 10. stylize
3. wastage 11. advantageous
4. argument 12. rarely
5. deplorable 13. truly
6. deletion 14. courageous
7. baseless 15. rarity
8. typing

Exercise 9.13 Spelling rules for adding suffixes (section 9.1, point 3)

Form words by joining the parts:
**[Only answers are shown]**

1. drying  
2. necessarily  
3. pitiful  
4. momentarily  
5. playful  
6. simplification  
7. laziness  
8. daily  
9. symmetrical  
10. identifiable  
11. biographical  
12. shyness  
13. luxurious  
14. funnily  
15. happiness

Exercise 9.14  Spelling rules for adding suffixes (section 9.11, point 4)

Give the plurals of these nouns.

**[Only answers are shown]**

1. days  
2. beaches  
3. lives  
4. historians  
5. potatoes  
6. centuries  
7. races  
8. loaves  
9. stoves  
10. speeches  
11. thieves  
12. journeys  
13. heroes  
14. coaches  
15. beliefs

Exercise 9.15  Spelling rules for adding suffixes (section 9.11, point 4)

Give the -s forms of these verbs.

**[Only answers are shown]**

1. implies  
2. thinks  
3. refuses  
4. agrees  
5. camouflages  
6. flies  
7. dies  
8. pushes  
9. tastes  
10. crouches  
11. marries  
12. types  
13. buries  
14. tries  
15. reaches
Exercise 9.16  Spelling rules for adding suffixes (section 9.1, point 5)

Give the -ing participles of these verbs.

**[Only answers are shown]**

1. applying  5. lying  9. dying  13. bringing
2. seeing     6. beginning  10. winning  14. creating
3. continuing 7. making  11. supporting  15. spotting
4. occurring  8. getting  12. bragging

Exercise 9.17  Spelling rules for adding suffixes (section 9.1, point 6)

Give the -ed form (the past form and the -ed participle form) of these verbs.

**[Only answers are shown]**

1. studied  6. delayed  11. delivered
2. persuaded  7. pointed  12. surprised
3. tricked  8. paralleled  13. paid
4. dotted  9. occupied  14. tasted
5. comforted  10. distinguished  15. replied

ADVANCED EXERCISES

Exercise 9.18  Morphemes (section 9.2)

**[no answer for this exercise]**

Some morphemes have been described as ‘severely bound’, in the sense that they occur only in one or very few words, and they do not appear to contribute to the meaning. Look up the following words in a historical dictionary (such as the Oxford English Dictionary) and work out: (a) does the underlined morpheme occur in any other words, and (b) what was its original meaning?

disgruntled
gormless
gruesome
inscrutable
ruthless
uncouth
Exercise 9.19  Homophones: words pronounced similarly (section 9.14)

Fill in each blank by selecting the appropriate word from those given in brackets.

**[Answers in italics]**

1. It’s incredible!
2. He quickly realized his mistake
3. Which course do you advise me to take?
4. I’ll be there in ten minutes.
5. Whose pen is this?
6. The countryside is too quiet for me.
7. It’s later than you think.
8. Your dinner is in the microwave.
9. I can resist everything except temptation.
10. Reservoir Dogs is too violent for children
11. The children left their toys outside.
12. The whole experience was quite terrible.
13. The country is renowned for its tough stance on drug traffickers.
14. I advise you not to say anything.
15. Who’s the girl in the red dress?
16. I think he’s forgotten the password.
17. Transfer the meat from the oven to the table.
18. I simply can’t choose between the blue dress and the red dress.
19. Chinese families revere their ancestors.
20. It doesn’t matter whose fault it is.
21. Years of civil war have had a very serious effect on tourism.
22. You’re spilling the tea.
23. It’s a funny old world.
24. Who’s coming to dinner this evening?
25. The jury was unable to reach a verdict.
26. I cannot accept your resignation.

27. If United lose this game, they’re out of the Cup.

28. It’s too late to alter your itinerary.

Exercise 9.20  Spelling (sections 9.8–9.14)

Correct the spelling errors in the passage.

**[Correct spellings underlined]**

Police have reported several sightings of wild coyotes in New York city. An emergency operator received a 911 call on Saturday reporting a coyote inside a restaurant in lower Manhattan. Startled customers said it looked real hungry and scared, but they were not going to risk their lives by tackling the creature themselves. One amateur photographer grabbed a shot of the coyote drinking coke from a bottle behind the counter. Armed with tranquilizer guns, police officers spent more than an hour trying to corner the predator inside the kitchen. Eventually it was captured and brought to an animal care facility in the Bronx. ‘It’s healthy and very strong, and will be released somewhere in the wilderness later today,’ said a spokesman for New York City Department of Parks and Recreation. Earlier this year, two coyotes were spotted in New York’s Chelsea district, and there were reports of coyote attacks in New Jersey. In Bergen County, parents of small children were advised to keep their kids indoors. Coyotes are becoming increasingly common in big cities, which offer more opportunities for easy prey, including an abundance of mice and cats.