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# Grammar

# Exercises

( Phrases ; Clauses ; Verb  
complementation.....)

## **Exercise 3.8 Transitive verbs and direct object** (cf. 3.7)

The direct object is underlined in each declarative sentence below. Turn the sentence into a question introduced by *who* or *what*, as indicated in brackets.

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?

1. Norma's parents met her English and Biology teachers at the Open Day.

(*Who*)

2. Caroline submitted a poem about her dog to the school magazine. (*What*)

3. All the members of staff considered Janet the best student in the Upper Sixth. (*Who*)

4. The school head recommended a careers advice test. (*What*)

5. Marilyn chose Sussex as her first preference on her application form for university entrance. (*What*)

6. Her parents preferred York or Lancaster. (*What*)
7. Elizabeth likes the Chaucer course best. (*What*)
8. She regards the Chaucer teachers as the most interesting lecturers. (*Who*)
9. She finds modern English grammar quite easy. (*What*)
10. She has learned by heart most of the Old English declensions and conjugations.  
(*What*)

**\*Exercise 3.9 Transitive verbs and direct object** (cf. 3.7)

In each sentence below, underline the direct objects. 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.

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 3.10 Transitive verbs and direct object** (cf. 3.7)

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

All the first-year students *have* the flu.

Your clothes don’t *fit* you.

He *lacks* courage.

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

**Exercise 3.11 Linking verbs and subject complement** (cf. 3.8)

Underline the subject complement in each sentence below.

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 3.12 Intransitive verbs and adverbials (cf. 3.9)**

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

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.
9. Bad mutations accumulate in older opossums.
10. The natural-selection theory apparently explains their short lives.

### **\*Exercise 3.13 Adverbial complement (cf. 3.10)**

Complete these sentences by adding an adverbial complement.

1. My parents live \_\_\_\_\_
2. Unfortunately, nobody is \_\_\_\_\_
3. Everybody behaved \_\_\_\_\_
4. You can get \_\_\_\_\_
5. The soldiers are keeping \_\_\_\_\_
6. The fortress stands \_\_\_\_\_
7. The food will last \_\_\_\_\_
8. The motorway stretches \_\_\_\_\_
9. The next lecture will be \_\_\_\_\_
10. I haven't been \_\_\_\_\_

### **Exercise 3.14 Direct object and indirect object (cf. 3.11)**

Underline the indirect objects in the sentences below. Some sentences do not have an indirect object.

1. Can you tell me the time, please?
2. Who taught you how to do that?
3. Paul's parents promised him a bicycle for his twelfth birthday.
4. You can save yourself the bother.
5. The college provides accommodation for all first-year students.
6. I owe my parents several hundred pounds.
7. Show me your latest videos.
8. Our local council gives a maintenance grant to all students in higher education.
9. They can cause us a lot of trouble.
10. What can I offer you now?
11. The restaurant does not serve vegetarian meals.
12. What a meal they ordered for us!

**\*Exercise 3.15 Direct object and indirect object (cf. 3.11)**

Use each verb below to make up a sentence containing both a direct object and an indirect object.

1. pay 6. make
2. bring 7. cook
3. leave 8. spare
4. read 9. ask
5. find 10. Charge

**Exercise 3.16 Direct object and object complement (cf. 3.12)**

In each of the following sentences, state whether the underlined phrase is an object complement (oC) or an adverbial complement (aC).

1. Jack has put his coat and hat in my bedroom.
2. The noise is driving me mad.
3. They keep their house too warm.
4. I can see you home.
5. She made me her assistant.
6. My friend wants her coffee black.
7. Make yourself comfortable.
8. I want you outside.
9. We found everybody here very helpful.
10. Show me to my seat.

**\*Exercise 3.17 Direct object and object complement (cf. 3.12)**

Use each verb below to make up a sentence containing both a direct object

and an  
object complement.

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

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##### **\*Exercise 3.18 Direct object and object complement (cf. 3.12)**

Use each verb below to make up a sentence containing both a direct object  
and an  
adverbial complement.

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

##### **Exercise 3.19 The basic sentence structures (cf. 3.13)**

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

**S** (subject) **sC** (subject complement)

**V** (verb) **oC** (object complement)

**dO** (direct object) **aC** (adverbial complement)

**iO** (indirect object) **A** (adverbial)

If the verb is split, put 'v' for the auxiliary.

1. Salt ( ) was ( ) the first food seasoning ( ).
2. Many people ( ) consider ( ) the accidental spilling of salt ( ) bad luck ( ).
3. The Romans ( ) gave ( ) their soldiers ( ) special allowances for salt ( ).
4. They ( ) called ( ) the allowance ( ) *salarium* ( ).
5. That ( ) is ( ) the original of our word 'salary' ( ).
6. By 6500 BC ( ), Europeans ( ) were ( ) actively ( ) mining ( ) salt ( ).
7. The first salt mines ( ) were located ( ) in Austria ( ).
8. Today ( ) these caves ( ) are ( ) tourist attractions ( ).
9. Salt preserved ( ) meat and fish ( ).
10. Ancient peoples ( ) used ( ) salt ( ) in all their major sacrifices ( ).

##### **\*Exercise 3.20 The basic sentence structures (cf. 3.13)**

The sentences below are 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 .

1. You will make a good model.
2. I'll call you my secretary.
3. Your men are revolting.
4. They left him a wreck.
5. You should find me an honest worker.
6. She has appointed her assistant personnel manager.

7. She teaches the best.
8. He was subdued to some extent.
9. My solicitor gives the poorest free advice.
10. His hobby is making friends.

## EXERCISES

*Exercises marked with an asterisk are more advanced.*

### Exercise 4.1 The noun phrase (cf. 4.2–5)

Indicate whether each underlined noun phrase contains a pre-modifier, a postmodifier, or both.

1. The umbrella originated in Mesopotamia over 3000 years ago.
2. It was an emblem of rank and distinction.
3. It protected Mesopotamians from the harsh sun.
4. For centuries, umbrellas served primarily as a protection from the sun.
5. The Greeks and Romans regarded the umbrella as effeminate and ridiculed men who carried umbrellas.
6. On the other hand, Greek women of high rank favoured umbrellas.
7. Roman women began to oil their paper umbrellas to waterproof them.
8. In the mid-eighteenth century a British gentleman made umbrellas respectable for men.
9. Coach drivers were afraid that the umbrella would threaten their livelihood if it became a respectable means of shelter from the rain.
10. Eventually, men realized that it was cheaper to carry an umbrella than to take a coach every time it rained.

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### \*Exercise 4.2 The noun phrase (cf. 4.2–5)

Bracket the noun phrases in each sentence below. 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:

[Microwave cooking] is [an absolutely new method for [the preparation of [food]]].

1. Fire is not used in microwave cooking.
2. Electromagnetic energy agitates the water molecules in the food.
3. The agitation produces sufficient heat for cooking.
4. The electronic tube that produces microwave energy is called a magnetron.
5. The magnetron was in use a decade before the birth of the microwave oven.
6. Two scientists invented it during World War II.
7. The magnetron was essential to Britain's radar defences.
8. The application of microwaves to the heating of food resulted from an accident.
9. An engineer was testing a magnetron tube.

10. He reached into his pocket for a chocolate bar.
11. The chocolate had melted.
12. He had not felt any heat.
13. The chocolate had been near radiation from the tube.
14. Later experiments showed that heat from microwaves could cook food.
15. The food was cooked from the inside.

### **\*Exercise 4.3 Relative clauses (cf. 4.5)**

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

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

### **Exercise 4.4 Appositive clauses (cf. 4.6)**

Indicate whether each underlined clause is a relative clause or an appositive clause.

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

### **Exercise 4.5 Apposition (cf. 4.7)**

In the sentences below, underline the noun phrases that are in apposition.

1. The accelerator hurled ions of carbon and neon at a foil target of bismuth, a



metal related to lead.

2. Helena Bonham-Carter was in it, the actress who played Ophelia in *Hamlet*.

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).

### **Exercise 4.6 Coordination** (cf. 4.8)

The coordinated noun phrases below are ambiguous. Rewrite the phrases unambiguously

to show the different meanings.

1. my friends and good neighbours

2. aged cheese and wine

3. their properties and other businesses

4. deceitful and vicious youths

5. those books and assorted notes

6. some bread and butter

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#### **\*Exercise 4.7 Noun phrase complexity** (cf. 4.9)

Describe the structure of the complex noun phrases in examples [3]–[5] in Section

4.9 in terms of the noun phrase structure outlined in 4.2:

(determiners) (pre-modifiers) noun (post-modifier)

#### **Exercise 4.8 Functions of noun phrases** (cf. 4.10)

Identify the function of each underlined noun phrase by writing the appropriate

abbreviation in the brackets after it:

**S** (subject) **oC** (object complement)

**dO** (direct object) **cP** (complement of preposition)

**iO** (indirect object) **pM** (pre-modifier of a noun or noun phrase)

**sC** (subject complement) **A** (adverbial)

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

2. The book offers a vivid picture of Poland and its people ( ).

3. The whole Dickens ( ) family went to stay with Mrs Roylance in Little College Street ( ).

4. Last April ( ), security staff ( ) spotted an intruder ( ) on the White House lawn ( ).
5. The Actors' Union made Peter ( ) their spokesman ( ).
6. More and more Britons ( ) are living alone, despite the Government's emphasis on family ( ) values.
7. The War Crimes Tribunal ( ) is a model of international jurisprudence ( ).
8. Microsoft is working on a revolutionary keyboardless Tablet PC, and already competing in the games market with its own console.
9. Web page layouts can be vastly improved, once you've learned the basics of formatting text and images.

### Exercise 4.23 Multi-word verbs (cf. 4.20)

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

1. I will not *put up with* your insolence any longer.
2. Michael *opened up* the shop before his employees arrived.
3. You must *concentrate on* your studies if you want a good result.
4. Mary *came down with* the flu last week.
5. My lawyer has *drawn up* the contract.
6. Tom is *looking after* his younger brother and sister.
7. All the students *handed in* their essays on time.
8. I don't *approve of* your behaviour in this matter.
9. Their car *broke down* on the way to the airport.
10. Can I *put away* the dishes now?

### Exercise 4.24 Multi-word verbs (cf. 4.20)

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

1. Has she *told you about* her experiences in Romania?
2. They are *taking advantage of* an inexperienced teacher.

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3. Don't *listen to* what he says.
4. The waiter *thanked us for* the generous tip.
5. I *congratulate you on* your promotion.
6. He cannot *cope with* the jibes of his colleagues.
7. I *forgive you for* being so rude.
8. We have *received* many donations *from* listeners to this programme.

### Exercise 4.25 The adjective phrase (cf. 4.21)

Underline each adjective phrase.

1. Fragrant homemade bread is becoming common in many American homes.
2. In a recent sample, 30 per cent of the subscribers to a woman's magazine said that they baked bread.
3. The first bread was patted by hand.
4. The early Egyptians added yeast and made conical, triangular, or spiral loaves as well as large, flat, open-centred disks.
5. Bakers later devised tools to produce more highly refined flour.
6. White bread was mixed with milk, oil, and salt.
7. People used to eat black bread because they were poor.
8. Bread lovers now buy black bread by choice.

#### **Exercise 4.26 The adjective phrase** (cf. 4.21)

Complete the sentences below by adding a post-modifier to the adjectives at the ends of the sentences.

1. No doubt you are aware \_\_\_\_\_
2. My children are always happy \_\_\_\_\_
3. It is sometimes possible \_\_\_\_\_
4. They are sure \_\_\_\_\_
5. I am sorry \_\_\_\_\_
6. We are conscious \_\_\_\_\_
7. She is fond \_\_\_\_\_
8. He was not averse \_\_\_\_\_

#### **Exercise 4.27 Functions of adjective phrases** (cf. 4.22)

Identify the function of each underlined adjective phrase by writing the appropriate

abbreviation in the brackets after it:

**PrM** (pre-modifier in noun phrase)

**PM** (post-modifier in noun phrase)

**sC** (subject complement)

**oC** (object complement)

1. The former ( ) champion is now very ill ( ).
2. He has a rare ( ) viral ( ) infection.
3. The drugs he takes make him sick ( ).
4. His body looks no different than it looked before ( ).
5. His doctor has arranged preliminary ( ) tests for heart surgery.
6. His general ( ) health is good ( ), but surgery is always somewhat ( ) risky.

#### **Exercise 4.28 The adverb phrase** (cf. 4.23)

Underline each adverb phrase.

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 4.29 Functions of adverb phrases (cf. 4.24)**

Identify the function of each underlined adverb phrase by writing the appropriate

abbreviation in the brackets after it:

**A** (adverbial)

**M Adj** (modifier of adjective)

**M Adv** (modifier of adverb)

1. Small forks first ( ) appeared in eleventh-century Tuscany.

2. They were widely ( ) condemned at the time.

3. It was in late eighteenth-century France that forks suddenly ( ) became fashionable.

4. Spoons are thousands of years older than forks and began as thin, slightly ( ) concave pieces of wood.

5. Knives were used far ( ) earlier than spoons.

6. They have changed little ( ) over the years.

7. When meals were generally ( ) eaten with the fingers, towel-size napkins were essential.

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8. When forks were adopted to handle food, napkins were retained in a much ( ) smaller size to wipe the mouth.

9. A saucer was originally ( ) a small dish for holding sauces.

10. Mass production made the saucer inexpensive enough ( ) to be merely ( ) an adjunct to a cup.

### **\*Exercise 4.30 Functions of adverb phrases (cf. 4.24)**

In the following sentences the underlined adverbs are modifiers, but they are not

modifiers of adjectives or adverbs. Circle the expression they are modifying and

identify the class of that expression.

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

### **\*Exercise 4.31 Functions of adverb phrases (cf. 4.24)**

What is the function of the underlined adverb in the following phrases?

1. for ever 4. the then president
2. that man there 5. (He is) rather a fool
3. until recently 6. the above photograph

### **Exercise 4.32 The prepositional phrase (cf. 4.25)**

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

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.
3. The Swedish technique of massage emphasizes improving circulation by manipulation.
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.
9. The amount of pressure you can apply depends on the pain threshold of the person on the table.
10. You can become addicted to massages.

### **\*Exercise 4.33 The prepositional phrase (cf. 4.25)**

Rewrite the sentences below, moving prepositions to alternative positions that they

can occur in. You may need to make some consequent changes.

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 4.34 Functions of prepositional phrases (cf. 4.26)**

Identify the function of each underlined prepositional phrase by writing the appropriate

abbreviation in the brackets after it:

**pN** (post-modifier of a noun)

**pAdj** (post-modifier of an adjective)

**A** (adverbial)

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

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#### **Exercise 4.35 The structures of phrases (cf. Chapter 4)**

Identify each underlined phrase by writing the appropriate abbreviation in the brackets after it:

**NP** (noun phrase)

**AdjP** (adjective phrase)

**VP** (verb phrase)

**AdvP** (adverb phrase)

**PP (prepositional phrase)**

1. The arrest of Mr Milosevic ( ) was an event of vast political significance ( ).
2. The Savoy theatre was opened ( ) in 1881 by Richard D'Oyly Carte ( ) for the purpose of showing Gilbert and Sullivan operas ( ).
3. The top prize at Cruft's Dog Show ( ) went to a little West Highland ( ) terrier.
4. We stopped ( ) in front of the sentry box beside a barrier over the road ( ).
5. They stayed true to their old belief in the Buddhist religion ( ).
6. Life is much less ( ) prosperous than in our own country.
7. I consider this refusal to accept that we can behave badly ( ) nauseating ( ).
8. He ( ) posed as a world-weary and cultured ( ) aristocrat.

**\*Exercise 4.36 The structures of phrases (cf. Chapter 4)**

Construct sentences containing the sequences of phrases given below.

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

**Exercise 6.7 Non-finite and verbless clauses (cf. 6.8)**

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

1. England's initial target was to scrape together 22 runs from their last two wickets.
2. The Finnish boat capsized after losing its keel 120 miles off the Argentine coast.
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.
4. It was from a cross by David Beckham that Giggs had his first shot, although pulled wide.
5. Blackpool, lying second from bottom, must now concentrate on avoiding relegation.
6. 3–0 down at half-time, West Ham never really looked like scoring.
7. The season begins in earnest on Sunday with the Worth tournament, won by Sevenoaks last year.
8. With two minutes left in the game, Michael Owen beat three defenders to place a perfect ball in the Arsenal net.
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.  
10. The two weightlifters stripped of their medals following positive drug tests at the Commonwealth Games will learn of their punishment today.

### Exercise 6.8 Non-finite and verbless clauses (cf. 6.8)

In each of the following sentences a non-finite or verbless clause is underlined.

Identify the italicized element in the clause by writing the appropriate abbreviation

in the brackets after it:

**S** (subject) **sC** (subject complement)

**V** (verb) **oC** (object complement)

**dO** (direct object) **aC** (adverbial complement)

**iO** (indirect object) **A** (adverbial)

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

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#### \*Exercise 6.9 Non-finite and verbless clauses (cf. 6.8)

Combine the sentences in each pair by making one of the sentences a non-finite clause or a verbless clause.

1. He was accused once of a lack of gravity. He replied that this was his natural bent.
2. The play is a talking piece. Its action consists exclusively of monologues and duologues.
3. He was ill but still irrepressible. He related former triumphs and famous anecdotes.
4. The actor impersonates the playwright. The playwright is giving a lecture



in

Paris.

5. He made a promise to his friend. The promise was that he would drink no more than a pint of wine a day.

6. His wife died. She left him with five children.

7. He believed himself to be a failure. He had made no career for himself either

in politics or in law.

8. He wrote to his young son. He was repaid with an inspiring reply listing all his achievements.

9. He was predictably conservative. He even opposed the abolition of slavery.

10. In religion he was eclectic. He tried several churches.

### **Exercise 6.10 Functions of subordinate clauses (cf. 6.9)**

Identify the function of each of the underlined clauses by putting the appropriate

abbreviation in the brackets that follow the clause.

nominal clause (**N**) reduced relative clause (**RR**)

nominal relative clause (**NR**) comparative clause (**C**)

relative clause (**R**) adverbial clause (**A**)

1. The ancient discipline of rhetoric was intended to prepare the beginner for tasks that involved speaking in public ( ).

2. The classical view of how to present a case in argument ( ) 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 ( ).

4. From these ideas on style originated the notion of 'decorum', continually discussed by English Renaissance writers ( ).

5. The study of rhetoric is complex because new conventions of performance for particular purposes are being generated all the time ( ).

6. It is not surprising that myth should be a prominent element in the rhetoric of persuasion ( ).

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7. In myths and parables what we are asked to take literally ( ) 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 ( ).

9. Creative writers are frequently blind to their own intentions and to the nature of what they are doing ( ).

10. You cannot, as a reader, wholly appreciate the rhetorical sport of a convention

or a style if you have a poor knowledge of literary language and conventions ( ).

### **\*Exercise 6.11 Functions of subordinate clauses (cf. 6.9)**

Construct sentences consisting of clauses introduced by each pair of the following

correlatives:

*more . . . than the . . . the*

*as . . . so scarcely . . . when*

*no sooner . . . than if . . . then*

### **\*Exercise 6.12 Sentence complexity (cf. 6.10)**

Describe the relationship of clauses in the following sentences, and explain the

functions of the subordinate clauses.

1. Savage gales caused another wave of destruction today after yesterday's storms left 14 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.

### **Exercise 6.13 *There*-structures (cf. 6.11)**

Turn the sentences below into *there*-structures.

1. Nobody is at home.
2. We can do nothing more to help him.
3. A number of universities in this country are worried about their financial situation.
4. Too many people don't work hard enough.

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### **Exercise 6.14 Cleft sentences (cf. 6.12)**

Turn the sentences below into pseudo-cleft sentences.

1. I need a strong drink.
2. He intends to be at least as outspoken as his predecessors.
3. A Cabinet committee will look at a plan to open up disused hospital wards to the homeless.
4. The gossip columnist made very serious allegations against a prominent politician.

### **Exercise 6.15 Anticipatory *it* (cf. 6.13)**

Turn the sentences below into sentences with anticipatory *it*.

1. Whether you finish the painting or not is irrelevant.
2. How house prices rise and fall is entirely arbitrary.
3. That responsibility for the decline in living standards must be laid at the door of the Prime Minister is obvious to everybody.
4. To make mistakes is human nature.

### Exercise 6.16 Sentences and clauses (cf. Chapter 6)

Identify the function of each underlined subordinate clause by writing the appropriate abbreviation in the brackets after the clause.

**S** (subject)

**dO** (direct object)

**iO** (indirect object)

**sC** (subject complement)

**oC** (object complement)

**aC** (adverbial complement)

**A** (adverbial)

**cP** (complement of a preposition)

**mN** (modifier of a noun phrase)

**mAdj** (modifier of an adjective phrase)

**mAdv** (modifier of an adverb phrase)

1. The computer network allows employees to share files if they wish ( ).
2. The next decade should be pleasanter than the one we have just lived through ( ).
3. She accused him of wasting his talents ( ).
4. His first job had been selling insurance ( ).
5. Metal-particle tapes accept and hold high-frequency magnetic pulses much more readily than do metal-oxide tapes ( ).
6. One theory of climate that has gained wide acceptance ( ) is used to predict the duration of periodic changes in climate ( ).
7. When food is withdrawn from their stomach after a meal is finished ( ), rats will compensate by eating the same amount of food ( ).
8. You can tell whoever is interested ( ) that I am cancelling my subscription ( ).
9. He showed us what he had written ( ).
10. She made him what he is ( ).
11. The food is better than average, although prices are somewhat higher ( ).
12. He would certainly have won the mayoral election comfortably had he run ( ).
13. Until now the government's approach was to appease demonstrators ( ).
14. Giving evidence to the committee during its six-month investigation ( ), he was unrepentant.
15. The Chancellor of the Exchequer faces intense pressure to halt inflation ( ).

**Exercise 23.**

Pick out the Adverb Clauses in the following sentences:-

1. You may sit wherever you like.
2. He fled where his pursuers could not follow.
3. He behaves as one might expect him to do.
4. Because you have done this I shall punish you.
5. As he was not there, I spoke to his brother.
6. If you eat too much you will be ill.
7. He finished first though he began late.
8. Will you wait till I return?
9. Just as he entered the room the clock struck,
10. They went where living was cheaper.
11. He does not always speak as he thinks.
12. Take a lamp because the night is dark.
13. I do it because I choose to.
14. If I make a promise I keep it,
15. You will pass if you work hard.
16. He advanced as far as he dared.
17. I forgive you since you repent.
18. I shall remain where I am.
19. We shall wait here until you come.
20. When I was younger. I thought so.
21. It was so dark that you could not see your hand.
22. Wherever one goes, one hears the same story,
23. If you do not hurry you will miss the train.
24. Since you have already decided, why do you ask my opinion?

**Exercise 27.**

Pick out the Adjective Clauses in the following sentences, and tell what noun or pronoun each qualifies:-

1. Mary had a little lamb whose fleece was white as snow.
2. The letter brought money which was badly needed.
3. The house that I live in belongs to my father.
4. I am monarch of all I survey.
5. I have a little shadow which goes in and out with me.
6. The dog that bites does not bark.
7. He tells a tale that sounds untrue.
8. It's an ill wind that blows nobody any good.
9. The boy stood on the burning deck whence all but he had fled.
10. They never fail who die in a great cause.
11. I remember the house where I was born.
12. He that climbs too high is sure to fall.
13. Here is the book you want.
14. Heaven helps those who help themselves.
15. He died in the village where he was born.
16. He never does anything that is silly.
17. People who live in glass houses should not throw stones.

**Exercise 35.**

Pick out the clause in each of the following sentences, and say what kind of clause it is,

and with what word it is connected:-

1. Come when you like.
2. I know the man who is here.
3. He says that he met your brother.
4. The hand that rocks the cradle rules the world.
5. Before I die I intend to see Venice.
6. Let us rejoice as we go forward.
7. I was reading a book which I had read before.
8. Perhaps he thinks that I am a fool.
9. As I drew near I saw a very curious sight.
10. Where are the friends whom I knew?
11. Can a man live whose soul is dead?
12. I think that he will die.
13. I want to find the man who did this.
14. He made a vow that he would fast for a week.
15. Have you heard that Rama has won the prize?
16. It was not the vizier whom the king suspected.
17. He admitted that he wrote the letter.
18. That he will do it, I have no doubt.
19. I know the place which you mention.
20. That such a thing could happen, I do not believe.
21. When he heard this he turned very pale.
22. Have you seen the horse that he has bought?
23. My father hopes that you will visit us.
24. He behaved as a brave man should do.
25. I will wait until the next train comes.
26. The general feared that he would be surrounded.
27. He ate when he was hungry.
28. Since he has been in hospital he has improved greatly.
29. As I was going in my father came out.
30. There came a time when he was tired of waiting.
31. He spoke of a time when wars should cease.
32. They live where the climate is good.
33. I know a place where roses grow.
34. They have gone to a land whither few travellers go.
35. The wind bloweth whither it listeth.
36. They returned whence they had come.

## Exercises

### 1. Phrasal Category and Function

The following basic clauses have already been analysed into constituents.

Identify the phrasal category (noun phrase, adjective phrase, prepositional phrase, adverb phrase) and function (subject, object, predicative complement, adverbial) of each bracketed phrase. Identify the type of object (direct versus indirect), the type of predicative complement (subject versus object) and the type of adverbial (adjunct, conjunct, disjunct, adverbial complement).

- (a) [It] was [a light brown dog with the biggest brown eyes I have ever seen].
- (b) [This dog] looked [quite old].
- (c) [You] can tell [by its teeth].
- (d) [At first] [it] was not [so friendly]
- (e) [so] [I] stroked [its fur]

- (f) and [I] gave [it] [a piece of ham which I had on me at the time].
- (g) [It] [suddenly] dawned [on me]
- (h) [the dog] might have been [a stray].
- (j) [I] rang [the nearest animal shelter].
- (k) [I] was throwing [the dog] [a stick].
- (l) [Most dogs] bark [at people].
- (m) [It] picked [the dog] up.

## 2. Clause analysis

For each pair of sentences below, discuss the difference between the two

sentences referring to notions such as phrasal categories and functions.

(In each example, the first version is original and the second has been adapted.)

(a) He appeared a no-bullshit kind of person. (AUS#54:10)

He appeared a week later.

(b) Our work with them finishes this autumn. (AUS#51:7)

Our work with them finishes this project.

(c) Keating calls a press conference. (AUS#60:38)

Keating calls it a press conference.

(d) I linger a bit. (AUS#66:10)

I eat a bit.

(e) The book makes a seasoned reviewer physically sick.

(AUS#65:27)

The book makes a seasoned reviewer a lot of money.

## 3. Grammatical variation and functions

The following sentences are from different parts of the English-speaking

world. They illustrate variation in the grammar of English using traditional

non-standard regional dialects, New and Other Englishes. Describe each

of the sentences (identifying phrases and their categories). State how the

clause types illustrated here differ from their mainstream Standard English

counterparts. (Some of these will hover somewhere on the border between

standard and non-standard; many are common to more than one dialect.)

(a) Give it to he, not they – her don't need it. [South West England]

(b) We like us town. [Northern England]

- (c) I'm gonna write me a letter to my cousin. [Appalachia, US]
- (d) John gave it me. [Northern England]
- (e) There was a new law but teachers did not follow. [Papua New Guinea]
- (f) Here is not allowed to stop the car. [Hong Kong]

#### 4. Phrasal verbs

Each sentence below contains a phrasal verb (i.e. consisting of a verb plus its adverb particle). When phrasal verbs are transitive the particle has the option of appearing later in the clause. Examine the following sentences and briefly explain the rules in English whereby the particle can be separated from its verb.

- (a) Mrs Birpitz accidentally bit her husband's nose off.  
(AUS#51:39)
- (b) Mrs Birpitz accidentally bit off her husband's nose.
- (c) Mrs Birpitz accidentally bit it off.
- (d) \*Mrs Birpitz accidentally bit off it.
- (e) I picked up a strange young passenger the other day outside Myers in Lonsdale Street. (AUS#59:25)
- (f) ?I picked a strange young passenger the other day outside Myers in Lonsdale Street up.
- (g) I picked him up.
- (h) \*I picked up him.

#### Exercises

##### 1. Identifying noun phrases

Identify all the NPs in the following text (from the same *Big Issue* as the examples in this chapter). Remember they can be much longer than you think. Also remember that NPs can contain NPs.

Their film stock was unaffected by the intense heat and powerful cosmic radiation on the moon, conditions that should have made it useless. The shadows could only have been created with multiple light sources and, in particular, powerful spotlights. But the only light source on



the  
moon was the sun.  
Not one still picture matches the film footage, yet NASA claims  
both  
were shot at the same time.

## **2. Which is the head?**

For each NP you identified in exercise 1, decide which noun is the  
head  
noun and what is the determiner. Then state the category for all pre-  
and  
post-modifiers if there are any.

## **3. Analysing noun phrases**

Here is a selection of NPs. For each of them find the head noun and  
the  
determiner and decide the category of each pre- and post-modifier.  
If you  
feel so inclined (or if your tutor has told you to) you could draw a  
tree for  
each noun phrase.

(a) the self-styled apostle of the New Labour philosophy (N#274:11)

(b) an all-singing, all-dancing, devastatingly handsome cash  
machine  
(N#269:9)

(c) one of several Latinos springing up from the Spanish-American  
diaspora  
that is gaining ground (and financial muscle) on the mainstream  
music industry in Nashville, Los Angeles and New York (N#269:9)  
(d) the little boy at the birthday party who nobody ever wants to talk  
to  
(N#274:10)

(e) this nascent Miami-based power house (N#269:9)

(f) an absurdly pointless dexterity with my hands (N269:22)

(g) a new, younger audience, all eager to buy merchandise  
(N269:26)

(h) the first legal nude beach in Australia (AUS#61:6)

(i) the denial of the validity of material things (N#258:12) (back to  
John  
Lennon)

(j) the undisputed king of the on-line ostrich dealers (N#301:15)

## **4. Find the Head Noun**

We said in Section 7.2 that there is one type of NP for which you  
cannot  
find the head noun by asking ‘What kind of thing is this?’, but

where you

have to use the formal agreement criterion. A few such NPs are:

(a) what kind of thing

(b) this brand of whisky

(c) that sort of crisps

Use the agreement test to decide what is the head of these NPs and analyse

the other components of the NP too.

Exercises

### **1. Analysing sentences**

Identify how many clauses there are in the following sentences and (using

brackets) show exactly where each clause begins and ends.

Remember that

every lexical verb gives rise to a clause. Say whether the sub-clauses are

finite or non-finite:

(a) I thought I'd dealt with my chest fetish. (AUS#92:38)

(b) It is possible to do something about the extreme poverty.

(N#279:4)

(c) Since leaving ER, George Clooney is finally learning how to relax.

(N#301:8)

(d) When you get older, you've been through a few of those films where

they tell you how great you are. (N#301:8)

(e) I thought it was a black comedy like *M\*A\*S\*H* and *Catch 22*.

(N#301:8)

(f) Did they intend to become parents during their stay? (N#258:13)

(g) The great thing about those moral and political issues is that we raise

them but we don't answer them. (N#301:8)

(h) There were times where you just had to pump your way through it.

(N#301:8)

(i) I think they expect me to be some Texan cowboy rather than a quiet

Englishman. (N#301:15)

(j) Impressed by what he saw, he commissioned them to make a Christmas

video-card he could send to his friends. (AUS#51:23)

### **2. Function of clauses**

For each of the subordinate clauses in 1, identify its function within

the  
higher clause (often this will be the sentence, but there may be a  
clause in  
between).

### **3. Control**

Examine all sub-clauses in exercise 1 and identify those without  
subjects.

Say if they are controlled and identify the controller.

### **4. Clauses within NPs**

Each of the following NPs contain post-modifying clauses. Identify  
each

clause and state its type: finite or non-finite. If finite, is it declarative  
or

interrogative; if non-finite, what kind of non-finite verb is it?

(a) changes requiring people to provide two forms of identity  
(N#279:4)

(b) evidence that social policy is failing (N#279:4)

(c) a new book which brings together leading poverty commentators  
(N#279:4)

(d) Sneddon, who blew up another customer's lorry (AUS#33:36)

(e) an afternoon talking to putzes like yourself (AUS#33:39)

(f) the small children whose parents have decided (AUS 51:39)

(g) a hard habit to break (AUS#92:38)

### **Exercise 7.3**

What type(s) of phrases are underlined in the following examples?

For instance,

in (1), *the new house* is a noun phrase and *very impressive* is an  
adjective phrase.

1. The new house is very impressive.

2. Into the secret drawer, he put a bundle of notes.

3. The dog chewed the edge of the carpet.

4. The documents were all destroyed by the shredder.

5. These exceedingly expensive houses have no insulation worthy of  
the name.

6. New components can be delivered tomorrow.

7. The storm blew a number of slates right across the street.

8. Not surprisingly, the silk-wool carpets cost a bomb.

9. I found the coffee very strong.

10. Which committee members do you think he bribed?

### **7.5**

### **Exercise 7.6**

In the following examples, identify direct and indirect objects. If an  
indirect

object is expressed as a prepositional phrase, restructure the example so that the indirect object is a noun phrase and vice versa (for example, *Clark sent a gift to Lois* ↔ *Clark sent Lois a gift*).

1. Catriona lent Angus the car.
2. The chef made a special meal for his favourite client.
3. My mum bought me a bracelet.
4. Don poured a drink.
5. Norman brought flowers for Rosie.
6. Alison showed her holiday photos to her friends at work.

### **Exercise 7.7**

What function does each underlined phrase have in the examples below: subject, object, complement or adverbial?

1. Jennifer was enthusiastically chopping logs.
2. She was amazed at his lack of concern.
3. Susan was appointed president of the golf club.
4. My aunt left Louise her entire fortune.
5. The lawyer sent Louise a copy of the will.
6. Having forgotten to have lunch, she became very irritable.
7. We sent all the documents to London.
8. Through the window she could see people queuing.

### **Exercises using clinical resources**

**7.8.** At the Phrase level the STASS and DASS Rapid Assessment Score Sheets

specify combinations of part-of-speech items to record in clients' speech.

Which of these combinations can function as the following at the clause level?

- a. Subject
- b. Direct object
- c. Indirect object
- d. Complement
- e. Adverbial

**7.9.** Look at the CELF-Preschool; identify the items that explicitly target structures a–d below. Now create at least two more examples of

each that could be used in the same section of the CELF-Preschool.

In your

new items, underline the target structure.

- a. Verb phrase
- b. Prepositional phrase
- c. Indirect object
- d. Passive

**7.10.** Section Q in the TROG-2 is called 'post-modified subject'. In items Q2

and Q4, how would you label the group of words that modifies the subject? Think of two more examples that you could use in the same task.

**7.11.** Look at the Recalling Sentence sub-test of the CELF-4.

Identify any

passive sentences.

**7.12.** Look at the items from Sentence Structure subtask in the CELF-4 (it is easiest to look in the manual). Identify items that contain the following:

- a. Indirect object
- b. Complement
- c. Adverbial
- d. Two conjoined clauses

**7.13.** Identify the elements of the clause in items 1, 3, 9, 10, 16, 17, 19, 21, 24

and 26 of the Sentence Comprehension sub-test of the ACE.

**7.14.** Here are some sentences that might be elicited by the Cookie Theft Picture

in the Boston Diagnostic Aphasia Examination. Identify the elements

of the clause in each sentence:

- a. The Mum is washing dishes at the sink.
- b. The Mum is thinking.
- c. The floor is getting wet.
- d. The boy is getting his sister a cookie.
- e. He is falling off the stool.

### **Exercise 9.1**

The subordinate clauses in each of the following examples are underlined. For

each one say whether it is a relative, complement or adverbial clause. For each

adverbial clause, say what kind it is – time, condition, reason, manner, etc.

1. I did tell you that Sabrina doesn't like camping.
2. The book she took so long to write has been a big success.
3. Once they had a good night's sleep the children decided they liked our idea of going sailing.
4. Did you ask when they would arrive?
5. The house my grandparents lived in was demolished last year.
6. He listened carefully as she explained the route.
7. Torquil sighed when he heard that Alice was leaving.
8. Harriet grimaced as though she had tasted something sharp.
9. It's a shame that our friends had to sell the house they'd just bought.
10. Charles wasn't listening, although his sister tried several times to talk to him about his decision.

### **Exercise 9.2**

For each underlined clause in the following examples, say whether it is a relative clause or a complement clause.

1. The idea that she might borrow our flat is ridiculous.
2. The idea that she describes in her book is brilliant.
3. She's not ready to publish the theory that she has been working on.
4. He doesn't accept the theory that plants and animals evolved over millions of years.

### **Exercise 10.1**

Identify the types of underlined non-finite clauses in the examples below.

1. Sailing in shark-infested waters is not my idea of fun.
2. Freya was reluctant to lend her laptop to James.
3. Look at the monkey sitting up in the tree, watching us. [2 clauses]
4. You'll find the information in the book lying on my desk.
5. Although not very tall, he's quite powerful.
6. You have to be very careful when using electric carving knives.
7. You can't learn about birds without spending hours sitting quietly and watching.
8. You can't learn about birds without spending hours sitting quietly and watching.

9. Seeing that the youngster was in difficulty, the lifeguard dived into the pool.

10. Nowadays he spends a lot of time in his library, working on his memoirs.

11. It was an education watching the team outplay their opponents.

12. They would just hate for us to win the competition.

### **Exercise 10.2**

Pick out and identify the non-finite clauses in the following piece of narrative

from a label on a bottle of wine.

Made in the classic M'edocaine style, it was aged in French oak barriques

to marry the blend and imbue the wine with subtle oak flavours . . .

Though

drinking well now, it will reward cellaring for a year or two and should be

decanted before drinking.

### **Exercise 10.3**

Pick out and identify the non-finite clauses in the following real piece of narrative.

I give every student a balloon, and ask them to blow it up and then slowly

let out the air such that the balloon emits a rather annoying squeaky noise.

They seem to have to do this at least once or twice to get over the apparent

humour involved in the chorus of a classroom of 40 students

emptying balloons

simultaneously.

Jennifer Hay (2007) A toolbox for teaching phonetics. *Te Reo* 50, 7–16.

### **Exercise 10.4**

Here again is a longer paragraph of real narrative, from Terry Pratchett's novel

*Snuff* (London: Doubleday, 2011, pp. 106–107). This time, identify and label

all the non-finite clauses.

And he woke again to hear the sound of heavy cartwheels rumbling over stones.

Half-asleep as Vimes was, suspicion woke him the rest of the way.

Stones? It

was all bloody gravel around the Hall. He opened a window and

stared out  
into the moonlight. It was an echo bouncing off the hills. A few  
brain cells doing  
the night shift wondered what kind of agriculture had to be done at  
night. Did  
they grow mushrooms? Did turnips have to be brought in from the  
cold? Was  
that what they called crop rotation? These thoughts melted into his  
somnolent  
brain like little grains of sugar in a cup of tea, slithering and  
dripping from  
cell to synapse to neuro-transmitter until they arrived in the receptor  
marked  
'suspicion', which if you saw a medical diagram of a policeman's  
brain would  
probably be quite a visible lump, slightly larger than the lump  
marked 'ability  
to understand long words'. He thought, Ah yes, contraband! And,  
feeling  
cheerful, and hopeful for the future, he gently closed the window  
and went  
back to bed.



## **EXERCISES ON CHAPTER 2**

### **The skeleton of the message: Introduction to clause structure**

#### **Module 4**

**1** †Bracket the non-essential constituent(s) in each of the following clauses

- (1) Many of the houses must have disappeared since my father's day,
- (2) I explained briefly to Mrs Davies that there was a power cut.
- (3) It seemed a good idea at the time.
- (4) The war lasted more than forty years.
- (5) I felt my face turn red.
- (6) Somebody snatched my bag in the park.
- (7) Before the fall of the Berlin Wall, spying practically dominated the political life of that capital.
- (8) I'll just put something in the microwave.
- (9) The telephone began to ring insistently at six o'clock on a cold November day.
- (10) Arsenal became League champions for the fifth time on Monday.

#### **Module 5**

**1** †Check the criteria for identifying Subject. Then read the text about Monte Carlo in 5.1.2

(p. 45). Which of the criteria for Subject are clearly fulfilled? Which do not occur at all?

Add some question tags and note the pronominal forms that occur.

**2** †Identify the constituent that realises Subject function in each of the following clauses:

- (1) The use of caves for smuggling is as old as the hills.
- (2) There were about half a dozen men seated in the bar.
- (3) The light of a torch flickered.
- (4) What the critics failed to understand is that his art was not sacrificed to popularity.
- (5) The list of people who she says helped her is long.
- (6) It was my great good fortune to meet him before he died.
- (7) Run like mad was what we did.
- (8) It makes sense to tell the neighbours you are going away on holiday.
- (9) It is sometimes argued that there is no real progress.
- (10) Reading in a poor light is bad for your eyes.

**3** †Extrapose the Subject in the following clauses. Start with ‘It . . . :

- (1) That Pam is seeking a divorce surprised us.
- (2) To leave without saying goodbye was bad manners, really.
- (3) Who she goes out with doesn’t interest me.
- (4) For such a man to succeed in the world of politics requires a lot of nerve.
- (5) That recognising syntactic categories at first sight is not easy is obvious.

**4** Read the passage on the Valley of the Kings in 5.2 (p. 49). Underline the words that realise

the Predicator function and say which are finite and which non-finite.

### **Module 6**

**1a** †Identify the constituent which functions as Direct Object in each of the following clauses,  
and the class of unit which realises this function.

- (1) I’ve lived most of my life in the country.
- (2) He banged the door shut as he went out.
- (3) He pointed out that foreign doctors were not permitted to practise in that country.
- (4) The negotiations have achieved very little.
- (5) She lacks discretion.
- (6) A team of divers have discovered what they believe to be sunken treasure.
- (7) He considers it unlikely that the money will be refunded
- (8) One doubts that many will survive the long trek over the mountains.
- (9) You might ask what is the use of all this.
- (10) He shovelled a ton of gravel into the back garden.

**1b** Discuss these realisations from the point of view of their prototypicality as Od.

**2** Turn to the text ‘Fire Threat to Apes’ at the end of 6.1.2 (p. 54), where you will find the

Subjects and Direct Objects in italics.

**a** †Identify them by S and O respectively, and state the type of realisation in each case.

**b.** †Comment on the relative length and ‘heaviness’ of the units. Which are heavier in general

– those of S or O? What is the subject in 5? Is the Subject of 8 a dummy or, if not, what is it referring to?

**3** †Which of the following clauses contain a constituent that functions as Recipient Indirect

Object, and which contain a Beneficiary Indirect Object? Apply the passivisation and

prepositional tests to distinguish between the two:

- (1) They did not give the leaders time to establish contact.
- (2) Why should I write him his French essays?
- (3) I am going to get myself another coffee.
- (4) Can I get you girls anything?
- (5) He is offering us a chance in a million.
- (6) Can you give me a lift as far as the station?
- (7) You owe me 7 Euros for that pair of tights from the Sock Shop.
- (8) She has bought her boy-friend a butterfly pillow to use on long flights.

**4** †Applying the criteria discussed in 6.4, identify the phrasal verbs, prepositional verbs and

phrasal-prepositional verbs in the following clauses:

- (1) Does it put you off to enter a room and find everyone staring at you?
- (2) They don't approve of what we are doing.
- (3) Is that the time? I'd better get back.
- (4) A burglar could not easily break into this house.
- (5) So he didn't turn up after all at McDonald's?
- (6) His work-mates are always getting at him, he says.
- (7) Things don't always come up to our expectations.
- (8) This is our stop. We get off here.

**5a** †Sort the following examples according to whether they contain Op or Adjunct:

- a. She ran through the film script. c. You can see through the trees
- b. She ran through the streets. d. You can see through his excuses.

**5b** †Why is *\*Up large bills she ran* ungrammatical while *Up the stairs she ran* is acceptable?

**5c** †*She decided on the bus* is ambiguous. Explain the two readings, adding material if necessary.

**5d** †For the following sequences provide an ellipted version consisting of verb + adverb:

He rode out of the courtyard. They jumped over the fence.

We swam across the lake. Get into the car, all of you!

**6** Read again the passage from *Three Men in a Boat* in section 6.4.3 (p. 63).

Identify the

italicised sequences. Say whether the verb + adverb combinations are transitive or

intransitive. Try to find one-word lexical equivalents for these. Do they give the same flavour

and informality as the phrasal verbs? Discuss possible alternative analyses for 2, 3 and 4.

## Module 7

**1** †Identify the types of Complement (Subject, Object) in each of the following clauses and

state the class of unit which realises each of these.

(1) Acting is not very hard. The most important things are to be able to laugh and to

cry (Glenda Jackson in *The Times*).

(2) They must prove themselves fit for the task.

(3) Spying on firms has become a multi-million pound industry.

(4) What will they call the baby?

(5) Life is a series of accidents. That's what he thinks.

(6) He made his films accessible to a wide public.

(7) The weather has turned unexpectedly cold.

(8) Video-games keep them happy for hours.

(9) She looked utterly miserable.

(10) Sweden has made it illegal for parents to smack their children.

**2a** †The following short text on bike riding illustrates Complements.

Underline the part of

each numbered unit which realises an obligatory Complement and state whether it is Cs,

Co, Locative/Goal or any other type:

Cyclists are not only healthy<sup>1</sup> – they are smart.<sup>2</sup> Bike riding is one of the most efficient ways of getting about.<sup>3</sup> When comparing the energy expended with speed and distance covered, even the rustiest two-wheeler outstrips the hummingbird, the cheetah and the jumbo jet. There are an estimated 14 million bikes in Britain – with 5 million of them gathering dust in garages. A pity, because bicycles are so versatile as transport or for simple pleasure.<sup>4</sup> While getting you to work,<sup>5</sup> a bicycle also gets you fit.<sup>6</sup> For every half an hour's pedalling, a 150lb person burns up 300 calories. The heart and back leg muscles are strengthened – all while sitting down. Because the bodyweight is supported, cycling is effective exercise.<sup>7</sup>

**2b** Write a paragraph in which you argue against the supposed benefits of cycling.

### **Module 8**

**1** †Distinguish between the different types of Adjunct (circumstantial, stance and connectives) in the clauses below:

- (1) He was chairman of the English Tourist Board for five years.
- (2) First, we booked the seats, then we went for dinner, and after that we took a taxi to the theatre.
- (3) The soldier allegedly crawled under the barbed wire to reach the arms depot.
- (4) Hopefully, student admissions will continue to rise.
- (5) Shaped like a spiral staircase, the 'double helix' of DNA continues to transform our understanding of the story of life.

**2** †Analyse the constituents following the verb *find* in these two clauses:

- (1) The police found the gang's hide-out without much difficulty.
- (2) The police found the gang's hide-out more elaborately equipped with technology than they had expected.

### EXERCISES ON CHAPTER 3

#### The development of the message: Complementation of the verb

##### Module 9

1 † With the help of a monolingual dictionary, say whether the verbs in the examples below are (a) exclusively intransitive or (b) can be used either transitively or intransitively:

- (1) Women today *are achieving* in many professions which were previously open only to men.
- (2) The two planes *collided* in mid-flight.
- (3) He *has exhibited* in all the major art galleries over the last five years.
- (4) You *must be joking!*
- (5) Most of our students *baby-sit* two or three evenings a week.
- (6) Pete doesn't *adapt* easily to new situations.
- (7) My brother-in-law *ghost-writes for* at least two politicians.
- (8) The little bird *quivered in* my hands.
- (9) He thinks he can take me in, but I know when he's *bluffing*.
- (10) Those couples who have no children of their own are often eager to *adopt*.

2 † Of the verbs which could be used transitively in exercise 1, which ones can be considered

to have an Object unexpressed (a) by social convention, (b) with reflexive meaning, (c) with reciprocal meaning?

3 † Suggest the underlying semantic valency of the verb *pay*.

4 Turn to the text by John Simpson in 9.3 (p. 87). Underline those expressions in the text

that

you consider to be loc/manner/goal Complements. Discuss why they appear to be obligatory; hasn't the verb sufficient semantic weight without them? Discuss those cases in which an Adjunct is not present because it is inferrable from the context.

### Module 10

1 †(a) Choose the most appropriate prepositional verb from the list in 10.3 to fill the gap in each of the sentences below. Then (b) put each sentence into the passive:

- (1) You can't . . . . Cecil, he has such fixed ideas.
- (2) It is not easy to . . . . old broken furniture.
- (3) They will . . . . the Minister of Defence to explain the charges of negligence.
- (4) The target they are . . . . is too high.
- (5) You should . . . . your schedule if you hope to deliver the goods on the agreed date.

2 Explain the semantic difference between 'She wrote a letter to her brother' and 'she wrote

a letter for her brother'.

3 With the help of a good dictionary, work out the complementation patterns, and the meanings of *leave*. Give examples.

### Module 11

1 †Combine the following pairs of clauses so that the first clause can be analysed as an embedded constituent of the superordinate clause. Add or omit whatever is necessary. The first is done for you:

- (1) He has lived abroad for several years. I gather that from what he says.  
From what he says, I gather (that) he has lived abroad for several years.
- (2) Have we enough petrol to reach Barcelona? I doubt it.
- (3) Is there an emergency kit in the building? Who knows?
- (4) Where is the nearest Metro station? I asked.
- (5) You keep the keys. We have all agreed on that.
- (6) Some of the documents are missing. The Under-Secretary can't account for it.
- (7) Why doesn't he look in the safe? I suggest that.
- (8) We have just heard that. The spokesman confirmed it.
- (9) He has been under great strain lately. We must allow for that.
- (10) These letters must be posted today. Will you see to it please?

2 †Read again section 11.1.2 on dropping or keeping the *that*- complementiser. Identify which factors make for the retention or omission of the subordinator *that* in each *that*-clause

in the examples that follow the explanation on p. 104.

3 †Give a reason for the omission or retention of *that* before the embedded clauses in:

- (a) In a friendly way Wilson had also suggested that Koo travel to France on the same boat as the Americans. (*The Peacemakers*)
- (b) I said I thought she was still crazy about him. (*Girls Out Late*)

4 †Analyse the following in terms of recursive embedding:

He says he's really sorry he said he'd take someone else to the dance.

5 †Say which of the italicised clauses in the examples below are nominal relative clauses, which are indirect interrogative clauses and which are embedded exclamatives:

- (1) He asked *where I had been all afternoon*.
- (2) The spokesman announced *what we had all been hoping to hear*.
- (3) You've no idea *how cold it was in Granada at Easter*.
- (4) They don't know *who sprayed the graffiti on the Faculty walls*.
- (5) I said *what a pity it was they couldn't be with us*.
- (6) He's sure to fall in with *whatever you suggest*.

6 †Explain why the following constructions are ungrammatical:

- (a) \*They suggested to start at 8.00.
- (b) \*She explained me the difference between the two constructions.

### Module 12

1 Answer the following questions using *to*-infinitive clauses or *-ing* clauses to express situations

within the main situation – at least to start off with!

- (1) What do you particularly dislike doing on Monday mornings?
- (2) Is there anything you regret not doing?

- (3) If people go off on holiday without locking up the house, what do they risk?
- (4) What things do you feel you can't afford?
- (5) What kind of thing would you absolutely refuse to do?
- (6) Is there any kind of situation that you miss when you are away from home?

**2** Analyse the following catenative chain:

They want to try to get all their neighbours to refuse to sign the petition.

Now try to construct a catenative chain using a series of *to*-infinitive clauses beginning as follows: I hope to . . .

**3** Answer the questions below and note the complementation patterns you use:

- (1) What kind of thing would you find it impossible to promise someone to do?
- (2) Would you rather owe someone money or a favour, or have money or a favour owed to you?
- (3) What would you advise an overweight friend to eat?
- (4) How would you encourage an oversensitive person to react?
- (5) How would you help someone to be assertive without being aggressive?
- (6) What would you recommend a bored housewife to do?

**4** † Write out the complementation pattern of each of the following. The first is done for you:

- (1) He never allowed Thomas to drive the jeep in his absence.

*v + NG + to-inf.*

- (2) The shopkeeper asked me what I wanted.
- (3) His powerful imagination makes him quite different from the others.
- (4) Keep your shoulders straight.
- (5) He left her sitting on the bridge.
- (6) They like their next-door neighbours to come in for a drink occasionally.
- (7) I would prefer Mike to drive you to the station.

**5** Read again 'The Archers: what happened last week' (p. 116). Underline the main verb and write out the complementation pattern it determines in each numbered clause. Ignore the clauses in brackets. For example, sentence (i) is as follows: V+NG+*wh*-cl (*if*=*whether*).

**6** If you are giving an opinion in English about a person, a place, a thing, an event, etc., from a rather subjective point of view, you will find yourself using monotransitive structures

with *that*-clause complements (*I think she is rather silly*), complex transitive complementation

(*Oh, I found her good fun*) and copular complementation (*He seems rather too full of himself*). Discuss among a group of friends a person, place or event known to you all.

Tape your conversation (try to forget you are being recorded!) and then analyse what you have said. Note the constructions you have not used.

**7** With the help of a good dictionary, work out the various complementation patterns that the following verbs can control: *prefer* and *drive*.

### Exercises

1. Identify the major functions in the following sentences (subject, direct object, indirect object, subject-predicative, object-predicative, and prepositional complement). Identify the verbs and sub-categorise them. Example:

*Otto devoured the couscous*

subject V direct object

[trans]

### EXERCISES

- (a) The girl in the palace dyed her hair deep purple.
- (b) Hot air rises.
- (c) Richard promised me his spaghetti machine.
- (d) The sedan-chair proved very useful.
- (e) Someone stole my contact-lenses.
- (f) It sounds like a really good film.
- (g) The candidate's antics amused the board of examiners.
- (h) The committee nominated her Acrobat of the Year.
- (i) Oscar feeds his cat smoked salmon.
- (j) I like my curries as hot as you can make them.
- (k) This calls for a celebration.
- (l) The main witness for the prosecution disappeared.
- (m) He applied for a gun licence.

2. Decide whether the PP in the following sentences is part of the complementation of a DITRANSITIVE verb or not.

- (a) Holden wrote ten letters to Africa.
- (b) Holden wrote ten letters to the White House.
- (c) Max took the hyena to the station.
- (d) Max lent his hyena to the Dramatics Society.
- (e) William baked a cake for everyone.
- (f) William baked a cake for Christmas.
- (g) Laura saved the money for a piano.
- (h) Laura saved a place for Martha.



## Exercises

1. Identify the sub-category of the V and the functions of the major elements in the following sentences in terms of **S**, **V**, **dO**, **iO**, **sP**, **oP**, **PC**, **aA** (for adjunct adverbial), and **sA** (for sentence adverbial).

- (a) That so-called music very quickly drove him mad.
- (b) Margaret and Michael celebrated their success with a bottle of champagne.
- (c) They were in the office for twelve hours every single day.
- (d) Incidentally, I sold your vests to the museum for a small fortune.
- (e) The acrobats often slept until ten o'clock.
- (f) Luckily enough, they gave in in seconds.
- (g) Murdstone brought the child up too strictly, in my opinion.
- (h) Few students worry about exams until the end of term.

2. Having checked the answers to exercise 1, draw phrase markers for sentences

(a) – (f), using triangles where appropriate. As regards (e): it contains a preceding adjunct and a following adjunct and, as in in-text Exercise 3, you will have to decide which of these adjuncts is the highest.

3. The following verbs are all transitive. Try and decide for each verb whether the absence of a direct object should be treated **(a)** as an instance of ellipsis or **(b)** as indicating that the verb also belongs to the intransitive sub-category (cf. the discussion of *play* in this chapter).

*read, launch, kick, jump, recall, pay.*

4. Look carefully at the following sentences and decide on the sub-category of the V and the functions of the italicised constituents. Some questions to ask yourself: Does *appear* belong to one sub-category or to more than one? Is (e) elliptical? Does *appear* have the same sense in all cases? Are any of the sentences ambiguous?

- (a) Hieronimo appeared *rather jumpy*.
- (b) Hieronimo appeared *a veritable tyrant*.
- (c) Hieronimo appeared *in a flurry of snow*.
- (d) Hieronimo appeared *in a dangerous mood*.
- (e) Hieronimo appeared.

5. Let's agree that the following sentence is ungrammatical:

- (a) \*Tim went to the circus and Max did so to the zoo.

And let's assume that it is supposed to mean (or is an ungrammatical way of saying)

- (b) Tim went to the circus and Max went to the zoo.

## CHAPTER 5 ADVERBIALS AND OTHER MATTERS

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Now tackle the following questions in order:

- (1) What string of words does *did so* replace in (a)?
- (2) What does the UNgrammaticality of (a) tell you about the CATEGORY of the string it replaces?
- (3) On the basis of your answers to (1) and (2), decide whether the PP *to the circus* is an adjunct or a complement of the verb.
- (4) On the basis of your answer to (3), how should we sub-categorise *go* in (a)?
- (5) Look at the following conversations:

(c) A: Where's Maria? B: She went.

(d) A: Great party, wasn't it! B: Even Maria went!

How do you suggest we handle the sub-categorisation of *go* in each of these uses?

6. The senses of *discover* in the following two sentences are quite different.

- (a) Kelvin discovered the 2nd Law of Thermodynamics in his study.
- (b) Max discovered rats in his study.

The two senses correspond to two different verb subcategories. Draw phrase markers for (a) and (b) that reflect this difference. (Abbreviate 'the 2nd law of Thermodynamics' to 'the law'.)

2. Give ACAs of the following *and* give the function of all subordinate clauses.

- (a) Until you mentioned it, it had not struck me that the book would make a good film.
- (b) I am surprised Rory has learned so much because he is usually asleep.

(c) As soon as the princess has ascended, I knew the palanquin would not budge.

#### CHAPTER 8 SENTENCES WITHIN SENTENCES

(d) The fact that you endorse Omar's feeling that life is too short doesn't imply you should get drunk every day.

(e) It appears that the new chef thought he could slip away before the missing steaks were noticed.

(f) If you are wondering whether Max is turning up, the rumour is that, since he's getting married, he won't be in for a month.

4. Give Abbreviated Clausal Analyses of the following sentences. For each subordinate clause, state what type of clause it is (*that*-clause, interrogative, or relative (restrictive or non-restrictive)) and give its function.

**Example:** *The books from the library that John has consulted are out of date.*

S2: restrictive relative clause – modifier of NOM (*books from the library*).

(a) I never understood how the theory worked until I read your book.

(b) Why Max didn't answer the accusation that he had cheated is a mystery.

(c) Why Max didn't answer the poor man that he had cheated is a mystery.

(d) The acrobat, who is injured, is insistent that the high-wire is strengthened if it is used again.

#### Exercises

1. (a) Identify the covert constituents (if any) in the bracketed non-finite clauses of the following sentences.

(b) State whether they are controlled or free. If they are controlled, identify the controller.

**Example:** *Louis was wondering [whether • to support the Pope].*

(a) Subject, (b) controlled by main clause subject (*Louis*).

(i) I want [to be alone].

(ii) I wanted [John to be alone].

(iii) Morgan promised Bill [to give it a good review].

(iv) Morgan begged Bill [to give it a good review].

(v) [Getting to the top] finished Hedda off.

(vi) [Giving it a swift kick] sometimes works.

(vii) The trombone is too old [to play].

(viii) Max is too stubborn [to talk].

(ix) Max is too stubborn [to talk to].

(x) Svengali was too clever [for them to entrap].

(xi) It should be clear [how to do this].

(xii) John was not clear [how to do this].

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#### CHAPTER 10 NON-FINITE CLAUSES

2. Under complement of A in AP, we considered

(i) This piano is impossible to move.

Notice that we could refer to the piano by means of the pronoun *it*:

(ii) It is impossible to move.

But now (ii) is ambiguous. The ambiguity is created by two distinct factors. First, the *it* of (ii) is ambiguous. Out of context we cannot tell whether it's the expletive *it* associated with an extraposed subject, or whether it's a referring expression (referring e.g. to a piano). Second, *move* can be either transitive or intransitive. Bearing these points in mind, draw a phrase marker for each interpretation of (ii).

3. (a) Draw Abbreviated Clausal Analyses of the following sentences:

(b) Indicate covert constituents (with '•'). If they are controlled, co-index them with their controllers.

(c) For each clause, give its form and function.

**Example:** *Having shaved your head, will you ask the wig man if he is ready to fit you?*

S1: finite *yes/no* interrogative, main.

S2: non-finite (*-ing* participle), adverbial.

S3: finite interrogative, complement of V (*ask*).

S4: *to*-infinitive, complement to A (*ready*).

(i) The Doge of Venice appears to have been eager to join the Crusade.

(ii) Which authors does the professor hope to lecture on this term?

(iii) Plans to recover the vehicles abandoned during the night are under consideration.

(iv) The first chef to be informed of it congratulated Melvin on rescuing the steaks without damaging them.

(v) It seems that, having been taught by Mozart himself, Joachim knew the quintet to be well within his capacities.