

# ENGLISH MORPHOLOGY – EXERCISES

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## SENTENCE ANALYSIS

**(1) Analyse the following sentences in terms of sentence elements and phrases.**

1. The boat sank.
2. Some of the guests are lying on the grass.
3. Emma wore a mini-skirt.
4. The refreshments are outside.
5. Emma looked attractive.
6. The train-robbers placed a heap of explosives across the tracks.
7. John is in the garden.
8. They considered him a fool.
9. John Brown became leader of the party.
10. The wounded man was breathing heavily.
11. This idea sounds absolutely wonderful.
12. The furniture in their office is in bad condition.
13. The negotiations are at a standstill.
14. His mother gave that beggar some old clothes.
15. The President made Mr Brown his adviser.
16. His younger brother broke the vase on purpose.

17. Worries turned his hair white.
18. I find them absolutely reliable.
19. This seems a very nice entertainment.
20. We discussed our victory in Italy.

**(2)<sup>1</sup> Indicate whether the parts underlined in the sentences below are the *direct object (DO)*, the *indirect object (IO)*, the *subject complement (SC)* or the *object complement (OC)*.**

1. Will someone get a doctor, quickly!
2. George and Paul both became famous doctors.
3. Do you call yourself a doctor?
4. May I call you Jenny?
5. May I call you a taxi or something?
6. Call me anything you like.
7. It's so cold. I can't get warm.
8. I can't get my hands warm.
9. Keep quiet. Keep those children quiet.
10. Can't you give them something to keep them quiet?
11. The young man was slowly going mad.
12. His mother-in-law was driving him mad.
13. The driver turned the corner too quickly.
14. The weather is turning warmer.
15. The hot weather turned all the milk sour.
16. The young man grew very depressed.

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<sup>1</sup> Close, pp. 6—7.



3. What that advertisement says, I simply don't believe.
4. I'll believe it when I see the results.
5. Can you tell us when we shall see the results?
6. I was saying could you call me in the evening?
7. I guess I've eaten chicken six or seven times.
8. You didn't leave the tap open after you shut off the water supply.
9. Where the plane crashed, the snow is still falling heavily.
10. Where the plane crashed is still not known.

**(6) Analyse the following sentences in terms of sentence elements.**

**(a)**

1. After we had finished dinner, the children kindly offered to do the dishes.
2. Jane was preparing breakfast while I slept.
3. You know who these people are.
4. Richard left dirty footmarks wherever he went.
5. That it was done deliberately is quite clear.
6. The truth is that he does not work hard enough.
7. I thoroughly enjoyed meeting Jane again.

8. Can't you give those children something to keep them quiet?

9. The train standing at Platform Six is the Manchester train.

10. The book which you gave me last week is very interesting.

**(b)**

1. Bill sent his wife a message.

2. The shipyard is building a new oil-tanker.

3. Harry is sitting in the garden.

4. The children will put their muddy boots on the kitchen floor.

5. Susan is a first-class journalist.

6. Last night's storm blew over the tree in the corner.

7. The committee has appointed Edward its secretary.

8. Our parking time expired five minutes ago.

9. Harry was telling us a funny story.

10. The branch is breaking.

11. My coat is the brown one.

## PARTS OF SPEECH (WORD CLASSES) AND THE MORPHEMIC STRUCTURE OF WORDS

(7) Classify the underlined words as parts of speech.

(a)<sup>3</sup>

1. Is it right to say that right wrongs no man?
2. One cannot right all the wrongs in the world.
3. Cure that cold with a drink of hot lemon before you go to bed.
4. Drink this quick! Don't let it get cold.
5. Before the Fire, there had been a plague, the like of which had not been known before and has not been seen since.
6. It is a common failing to suppose we are not like other men, that we are not as other people are.
7. As your doctor, I must warn you that the results of taking this drug may be very serious.
8. Growth in weight results in the development of muscles and fat.
9. Warm pan, sift dry ingredients and stir well.
10. Dry hair thoroughly with warm towel and comb.

(b)

1. He's a kindly person. He behaved kindly.
2. Pass me the hammer. You should hammer that nail right in.
3. I must perfect the operation to make the perfect robot.
4. Disappointed by Jane again, he left an even more disappointed man.
5. If there's no light on the ceiling, light a lamp to make the room light.
6. Turn right at the corner, then make another right turn at the police station.
7. She ran down the road.

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<sup>3</sup> Close, p. 10.

8. She left the headlights on and ran down the battery.
9. She fell down.
10. She's feeling very down today.
11. My quilt is filled with down.
12. Watch him down this schooner.
13. She looked down.

**(8) List the factors that determine the class of a word. Accordingly, classify the occurrences of *round* below as parts of speech.**

1. He was knocked out in the second round.
2. The merry-go-round goes round and round.
3. He's just a square peg in a round hole.
4. Round the rugged rocks the ragged rascal ran.
5. The milkman's round was not an easy one.
6. She rounded the corner at 95 miles per hour.
7. Now, round your lips to whistle.

**(9) Divide the underlined words in the following sentences into morphemes and state the type of each morpheme.**

1. As an ageing man he was sometimes maddeningly unshakeable.
2. This door is unlockable.
3. I recalled his high spirits, his vitality, his confidence in the future and his disinterestedness.
4. The weeks, the months passed with unimaginable rapidity.
5. He muttered to himself and there could be no doubt that his mutterings were disrespectful.
6. In that business one often has unpleasantness, but he consoled himself that his daughters would marry well.



7. When Mother says something is unnecessary, it means that she strongly disapproves.
8. He was less unwilling to leave Paris unvisited since each year he found it socially more unsatisfactory.
9. Thinking about it led us to an interesting conclusion.
10. They bought two reasonably-priced leather jackets.
11. A seventeenth century chair with beautifully carved legs was sold for only forty pounds.
12. Those two attractive flat-roofed villas are for sale.

## COMMUNICATION TYPES OF SENTENCES

**(10) State the communication types of the following sentences.**

1. Who told you that?
2. Is John at home?
3. He wanted to know what I was afraid of.
4. You want me to tell her the truth?
5. You have spent all the money?
6. Shut the window, please.
7. You really don't want to come with us?
8. You went where?
9. What a bore he is!
10. You two keep quiet!
11. How often do the children watch TV?
12. You have lied to her?
13. She asked me how I got on at my interview.
14. Don't answer me back!
15. Jane is older than you, isn't she?
16. Is that man over there your teacher?
17. John hasn't said anything about the weekend?
18. Can you pass me the salt?
19. Why ever didn't he let us know he was ill?
20. Do you want to stay a bit longer or would you prefer to go home?
21. Isn't it a lovely day!
22. She said what?
23. He is such a clever boy!
24. Don't you say a word!
25. Do you expect me to wait here all day?

**(11) State the syntactic functions (i.e. PreM or H) of the WH-words in the following sentences. Which sentence elements do the phrases containing WH-words realize?**

1. Whose book is this?
2. Who are you?
3. Whose baby was crying all night?
4. Where is he?
5. How long will they stay in London?
6. Whose coat is this?
7. Whose is this coat?
8. How often does she visit her parents?

9. Why did you do it?
10. What did you open the door with?

**(12) Indicate the sentence elements in the following sentences.**

1. Be careful.
2. Watch your step.
3. How are you feeling today?
4. What a clever girl she is!
5. You two stop cheating!
6. Who haven't got the tickets yet?
7. Whose car is that?
8. She is ever so shy!
9. You saw him where?
10. How tired you look!
11. Have a nice trip.
12. What was the lecture like?

**(13) State the syntactic functions of the underlined words.**

1. You mind your own business, and leave this to me!
2. Come here, Jane. We need to talk.
3. Parents with children come this way, please.
4. Would you help me, John? I can't open this window.
5. Everybody listen! Nobody say a word!
6. Mary, stay here.
7. Mary stay here and John call the ambulance!
8. You stay here, Mary.
9. Mary, you stay here.

10. You, Mary, stay here.

**(14) Name the subject in each of the following sentences.**

**(a)**

1. You tell me the answer, John.
2. Those who haven't got their homework leave the class, please.
3. Be careful with that vase!
4. Don't you dare tell lies.
5. Don't lie to me.
6. Let me think about it.
7. Let's go swimming.
8. Please, let us go with you.
9. Let someone else go and get the tickets.
10. Let her go to that party. She's not a child any more.
11. Come here, John, and help me with this.

**(b)<sup>4</sup>**

1. Waiter, bring me the menu please.
2. You read me the next sentence, John.
3. All the men over twenty-one please stand up.
4. Somebody fetch a doctor quickly.
5. Don't move the patient yet.
6. Oh, do be careful of my broken leg.
7. John, you go and look out for the ambulance.
8. George, take the other end of the stretcher.
9. Let each man decide for himself.
10. Don't let anyone shirk his responsibility.

**(15) Correct the mistakes in the following sentences. Provide an explanation for each of your corrections.**

1. What a fun!
2. Who on earth did tell you this lie?
3. We had such a lovely weather!
4. How well did he swim today!
5. How difficult race it was!
6. What a clever boy is he!
7. With who is she dancing?
8. Can you tell me what's the time?
9. This rose smells so nicely!
10. How beautifully sounds this music!

**NOUNS**

**NUMBER**

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<sup>4</sup> Close, pp. 65—6.

**(16) State whether the underlined nouns are countable, uncountable, or might be either. How do you know?**

1. She had tomato down her tunic.
2. I get tired of having stew every day.
3. Look, dear, I bought some horse for dinner.
4. The horse was old and tough.
5. He had a wad of paper in his briefcase.
6. I really only want a little lettuce.
7. You put far too much milk in my coffee.
8. There is only one coffee I really like.

**(17) Complete the pairs of sentences below, using the following words: *business, dinner, experience, worry, pleasure*. Use the article where necessary.**

1. Shopping in this huge store is quite \_\_\_\_\_. They sell everything, but some of the sales staff are very young and lack \_\_\_\_\_.
2. Still, I find it \_\_\_\_\_ to shop here. I mean I don't exactly shop for \_\_\_\_\_, but I like the atmosphere.
3. So it's \_\_\_\_\_ to know what to choose. Silly, isn't it? Choosing a picture shouldn't be a cause for \_\_\_\_\_.
4. They did have a terrorist bomb go off here some years ago, but they were open next day. \_\_\_\_\_ as usual. I've sometimes thought I'd like to start \_\_\_\_\_ but it must be a nightmare these days.
5. And what am I going to cook for \_\_\_\_\_ this evening? I think something simple, because tomorrow we're going to \_\_\_\_\_ organized by Bill Brown's family to celebrate his ninetieth birthday.

**(18) Translate into English.**

1. Dobili smo veliko koristnih informacij v zvezi z izpitom.
2. Novice niso bile presenetljive.
3. Ali mi lahko daš kak dober nasvet?

4. Naš učitelj fizike je pravi tiran.
5. Ali se strinjaš z reko, da cilj posvečuje sredstva?
6. Katero prevozno sredstvo je najcenejše?
7. Nekaj časa bo trajalo, da se privadiš na novo okolje.
8. Semafor v tem križišču spet ne dela.
9. Ti si na vrsti, da mečeš kocko.
10. Ničesar več se ne da spremeniti. Kocka je padla.

**(19) Fill in the gaps with the appropriate forms of the nouns. Add the article where necessary.**

**(a) PAPER**

1. Have you seen today's \_\_\_\_\_?
2. Each person travelled under false name and \_\_\_\_\_.
3. He gave \_\_\_\_\_ at the conference on nuclear fission.
4. He failed the biology \_\_\_\_\_.
5. It's a fine plan on \_\_\_\_\_, but will it work in practice?

**(b) QUARTER**

1. The rent is due at the end of each \_\_\_\_\_.
2. She was impressed by the historic \_\_\_\_\_ of the city.
3. We didn't expect any support from that \_\_\_\_\_.
4. They will probably move to new \_\_\_\_\_ in October.
5. You'll have an opportunity to observe them at close \_\_\_\_\_.

**(c) EFFECT**

1. I tried to talk her out of it, but with no \_\_\_\_\_.
2. She is still under the \_\_\_\_\_ of the anaesthetic.
3. The new law takes \_\_\_\_\_ from tomorrow.
4. He dyes his hair for \_\_\_\_\_.
5. She came to collect her husband's personal \_\_\_\_\_.

**(d) WORK**

1. It's extremely difficult to find \_\_\_\_\_ nowadays.
2. Have you heard of the accident at the \_\_\_\_\_?
3. In physics, \_\_\_\_\_ is defined as the use of force to produce movement.
4. Leonardo spent quite some time studying the \_\_\_\_\_ (i.e. mechanism) of a clock.
5. She was wearing a tiara, a diamond necklace and a gold bracelet - the \_\_\_\_\_!

**(e) SPIRIT**

1. I don't believe in evil \_\_\_\_\_.
2. He is dead, but his \_\_\_\_\_ lives on.
3. The secret of their success is in their amazing team \_\_\_\_\_.
4. Have a glass of wine to keep your \_\_\_\_\_ up.
5. He never touches any \_\_\_\_\_.
6. Brandy is \_\_\_\_\_.
7. I'm afraid we are approaching the matter in the wrong \_\_\_\_\_.
8. Don't worry. We'll be with you in \_\_\_\_\_.
9. The \_\_\_\_\_ is willing but the flesh is weak. (saying)

**(f) GROUND**

1. Don't sit on the \_\_\_\_\_!
2. The house has extensive \_\_\_\_\_.
3. We've already covered that \_\_\_\_\_, so please do ask something else.
4. I'm afraid you are on dangerous \_\_\_\_\_ talking like that.
5. You have no \_\_\_\_\_ for complaint.
6. Desertion is \_\_\_\_\_ for divorce.
7. He retired on the \_\_\_\_\_ of ill health.

**(g) BRAIN**

1. The \_\_\_\_\_ is the centre of the nervous system.
2. If you had any \_\_\_\_\_, you'd know what I meant.
3. That student has an excellent \_\_\_\_\_.
4. He is a very capable business \_\_\_\_\_.
5. Your son is the \_\_\_\_\_ of the school.

**(h) FORCE**

1. The \_\_\_\_\_ of gravity pulls things towards the earth's centre.
2. He joined the \_\_\_\_\_ in May.
3. We decided to join \_\_\_\_\_ in order to achieve our aim.
4. What is the driving \_\_\_\_\_ in you?
5. He gave up smoking by sheer \_\_\_\_\_ of will.
6. Britain and France have become powerful \_\_\_\_\_ in world affairs.

**(20) Choose the correct form and use the following nouns in the sentences below.**

***compass, content, custom, fund, gossip, manner, minute, moral, premise, spectacle***

1. Let's start from the basic \_\_\_\_\_ that we all have certain rights.
2. Don't believe everything they say. They are nothing but old \_\_\_\_\_.

3. I'm short of \_\_\_\_\_ so I'll pay you back next week.
4. At Kennedy airport I went through the \_\_\_\_\_.
5. She opened the letter and read its \_\_\_\_\_.
6. It is bad \_\_\_\_\_ to stare at people.
7. The firm wants to move to larger \_\_\_\_\_.
8. \_\_\_\_\_ had it that they were having an affair.
9. What \_\_\_\_\_ can we draw from all this?
10. He made a \_\_\_\_\_ of himself arguing with the waiter.
11. We've lost a lot of \_\_\_\_\_ since our prices went up.
12. The new secretary had to learn how to take \_\_\_\_\_.
13. Have you seen my \_\_\_\_\_? I cannot read anything without them.
14. The architect bought a new pair of \_\_\_\_\_.
15. He is a man of loose \_\_\_\_\_.

**(21) Complete the following sentences. In addition, try to establish some "rules" governing the use of nouns as premodifiers in NPs.**

**(a)**

1. A biscuit for feeding dogs is \_\_\_\_\_.
2. A tree bearing apples is \_\_\_\_\_.
3. A shop where shoes are sold is \_\_\_\_\_.
4. A substance used for polishing shoes is \_\_\_\_\_.
5. A box for holding cigarettes is \_\_\_\_\_.
6. A piece of furniture with shelves for books is \_\_\_\_\_.
7. A strike by students is \_\_\_\_\_.
8. A table on which the game of cards is played is \_\_\_\_\_.
9. A race between horses with riders is \_\_\_\_\_.
10. A small ball made of a strong-smelling substance used for keeping moths away from stored clothes is \_\_\_\_\_.
11. A shed beside a river or lake for keeping boats in is \_\_\_\_\_.
12. A wild animal that attacks and eats human beings is \_\_\_\_\_.
13. A piece of ground in a garden where flowers are grown is \_\_\_\_\_.
14. A chair with arms is \_\_\_\_\_.
15. An entertainer who can control snakes and make them seem to move to music is \_\_\_\_\_.

**(b)**

1. A sharpener for scissors is \_\_\_\_\_.
2. A loose top worn for sleeping in (part of one's pyjamas) is \_\_\_\_\_.
3. A table on which the game of billiards is played is \_\_\_\_\_.
4. A board on which the game of draughts is played is \_\_\_\_\_.
5. The picking of hops is \_\_\_\_\_.
6. That part of one's trousers that covers one's legs is \_\_\_\_\_.
7. A case for carrying spectacles is \_\_\_\_\_.

**(c)**

1. A degree in the humanities (arts) is an \_\_\_\_\_ degree, and a degree in fine art is an \_\_\_\_\_ degree.
2. A (a) rope / (b) frame on which clothes are hung to dry after they have been washed is (a) a \_\_\_\_\_-line / (b) a \_\_\_\_\_-horse.



3. A small device for fastening clothes to a rope is a \_\_\_\_\_-peg / -pin.
4. An officer examining one's luggage at the customs is a \_\_\_\_\_ officer.
5. A train that carries goods only is a \_\_\_\_\_ train.
6. A contest between nations in which each tries to acquire greater military strength than the others is the \_\_\_\_\_ race.
7. A medal won at the Olympic Games is an Olympic \_\_\_\_\_ medal.

**(22) Can you account for the differences between the premodification forms below?**

rat-infested vs. mice-infested  
union-bashing vs. men-bashing  
claw-marks vs. teeth-marks

**(23)<sup>5</sup> Choose the correct form (singular or plural) of the verb.**

1. There is / are people waiting to see you.
2. The people wholeheartedly support / supports you.
3. Ours is / are a great people, isn't it / aren't they?
4. The police has / have an unenviable task.
5. You old folk doesn't / don't know anything about us.
6. Splendid cattle was / were grazing on the hillside.
7. The youth is / are more serious than my generation was.
8. The youth was / were more serious than his uncle.
9. The news, I'm afraid, has / have got much worse.
10. Mumps is / are an unpleasant ailment.
11. Linguistics has / have developed rapidly in modern times.
12. The acoustics of this hall is / are excellent.
13. The archives of this society is / are kept in the basement.
14. Do / Does people always believe what you say?
15. Bacteria of the harmful kind cause / causes disease.

**(24) Rewrite the sentences, making the words in brackets plural.**

1. The Leader of the Opposition recalled the (crisis) of the past year.
2. The ships were unloading their (cargo) on to the (wharf).
3. Many people think that (parent-in-law) are potentially a nuisance.
4. Poisonous (gas) were being discharged from the exhaust pipes of the (bus).
5. He arranged that his books should contain detailed (index).
6. The eyes are sometimes (index) of character.

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<sup>5</sup> Close, pp. 32—33.

7. Shakespearian (hero) are generally the victims of circumstance.
8. (A mouse) can sometimes take the cheese without being caught in the (mousetrap).
9. Highly-coloured (fungus) were growing near the base of the tree.
10. He wished to place certain (memorandum) before the committee.
11. He agreed that these were strange (phenomenon).
12. We cannot proceed on such unlikely (hypothesis).
13. Servicemen found guilty of desertion of duty are tried by (court martial).
14. The new (syllabus) will be drawn up according to different (criterion).
15. Television and newspapers are the mass (medium) of advertising.
16. The (thief) broke into the shop without attracting the attention of (passer-by).
17. Piano (solo) will be played by John Smith.
18. The police called for (eyewitness) to come forward and give evidence.
19. The accused men had carefully prepared what appeared to be good (alibi).
20. The problem is that they never react to any (stimulus).
21. These (shelf) contain several books on different subjects.
22. We could see the tiny (trout) moving round and round the stones.
23. The wood was flooded with (bluebell), but we could see no (forget-me-not).
24. We have some beautiful silk (scarf), but we only sell cotton (handkerchief).
25. They couldn't get to the meeting so they sent us as their (stand-in).

**(25) Use the words in brackets in the appropriate forms. Add the article where necessary.**

1. Nowadays, most poultry (live) in battery houses.
2. Poultry (be) cheaper than meat at the moment.
3. Some folk (be) just so inconsiderate.
4. Have you ever met my (folk) /i.e. parents/?
5. The police (have) caught the murderer.
6. I would rather be awake and in pain than just remain (cabbage) and learn nothing.
7. The cabbage (be) growing well in this soil.
8. The youth of the country (be) being ignored by politicians.
9. The road was occupied by a long line of (youth) and girls carrying black flags.
10. He had (audience) of ten million readers.
11. The audience (be) on their feet.
12. Cinema (audience) are becoming more sophisticated.
13. The jury (have) returned a verdict of guilty.
14. The Government (be) planning new tax increases.
15. The school's staff (be) excellent.
16. I have (staff) of 15.
17. Five military (aircraft) have been destroyed.
18. He's a ruthless businessman and he's made a lot of (enemy).
19. The enemy had advanced and (be) threatening our communications.
20. The whole Committee (be) very grateful to you.
21. (Chrysanthemum) are often grown in gardens.
22. I could see nothing but a lot of (cactus).
23. The phrases "some of his books" and "some books of his" have equivalent meanings, however their (focus) are different.

24. The new *Longman Grammar of Spoken and Written English* is based on a huge bank of language (datum), the *Longman Corpus Network*.
25. The media (be) wrong about this.
26. The data (have) been analysed by some of the leading authorities in the field.
27. (Index) of articles and research titles are available in the library.
28. The governor keeps coming out with all those tired (formula) again.
29. Everybody knows the (formula) for water and carbon dioxide.
30. (Corpus) are collections of spoken and written texts, organized by register and coded for other discourse considerations.

**(26) Choose the appropriate form(s) of the verb.**

1. The staff is / are united on this issue.
2. The staff is / are all here and is / are waiting in the staffroom.
3. The council has / have agreed to a re-vote.
4. The council has / have made numerous improvements in the area.
5. The press is / are unreliable as its / their source remains uncertain.
6. The press is / are outside - you'd better go out the back way!
7. The government consists / consist of a number of MPs.
8. The government is / are arguing fiercely with its / their opponents.

**(27) Choose the correct alternative.**

1. This / These belongings of John's was / were found in the cupboard.
2. I paid a fortune for this / these binoculars, but it / they isn't / aren't any good.
3. There is / are a couple of people outside who / which want / wants to talk to you.
4. The Prime Minister's office has / have issued a statement.
5. The outskirts of the town is / are rather dull.
6. A majority of the strikers want / wants to return to work.
7. Our MP's majority was / were higher this time than last time.
8. Why is / are there remains of food on the table?
9. A number of people was / were killed in that accident.
10. The number of victims was / were higher than we had feared.

**(28) Put into the *plural* as many of the nouns in the following sentences as possible, and make other changes that then become necessary.**

**(a)**<sup>6</sup>

1. A crisis often occurs in the best regulated family.
2. Another criterion is needed in analysing this phenomenon.
3. The anonymous workman was the real hero on the campus.
4. The runner-up was given a pound-note.
5. The skeleton found in the lower stratum was taken at once to the museum.

**(b)**

1. The college will publish its new prospectus next month.
2. This child is a genius!
3. A little number that shows how many times you must multiply a number by itself is called index.
4. A medium is a person who claims to be able to contact and speak to the spirit of a dead person.
5. This question deserves serious discussion as it is easy to find an alternative analysis.
6. The applicant has been asked to send his curriculum vitae.
7. The meeting was a complete fiasco.
8. Put a cloth on the kitchen floor so that you can mop up if necessary.
9. A spacecraft is a vehicle that can travel in space.

**(29)**<sup>7</sup> Put into the *singular* as many of the nouns in the following sentences as possible, and make other changes that then become necessary.

1. The Middle Ages were times of feudal rivalries.
2. The drivers must produce their certificates to the customs.
3. The soldiers left their arms in the barracks.
4. Barracks are buildings used as military quarters.

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<sup>6</sup> Close, p. 33.

<sup>7</sup> Close, p. 32.

5. Goods trains carry heavier loads than trucks do.

### **THE GENITIVE CASE & GENDER**

**(30) Explain the use of the genitive case in the following sentences.**

1. The sun's rays do not penetrate through this thick foliage.
2. Mary was at her wit's end.
3. Since his illness he reluctantly abandoned his attempt to get twenty hours' work out of each day.
4. The Radicals' real supporters were the urban classes.
5. For his honour's sake John had to tell the whole truth.
6. They were to leave the house without an instant's delay and go at once to the river's edge and go aboard a steamer that was waiting for them.
7. I sent the children to Mother's.
8. Presently Derek was on his two miles' walk to Brixham.
9. Linda will spend her holidays at her Aunt Emily's.
10. The editor-in-chief's office was closed.
11. He was thinking of next morning's papers.
12. A man stepped from the tobacconist's and waved to them.
13. Here are today's basketball results.
14. This must be somebody else's coat.
15. This is Mum and Dad's car and those are Mum's and Dad's bikes.

**(31)<sup>8</sup> Form a sentence with the double possessive, if one can be formed acceptably, from the following material.**

1. John is one of my friends.
2. One of Doctor Black's patients has died.
3. That dog - Jack's dog - has torn my trousers.
4. Where is that key, the one you have?
5. Where is the key, the one you have?
6. Those new shoes, I mean yours, look very smart.
7. This is Doctor Black's secretary.
8. This book, John Christie's, is very amusing.
9. That is a tale told by an idiot.
10. These exercises you set are quite easy.

**(32) Explain the use of the double possessive.**

1. I like that new album of theirs. What's it called?
2. I didn't care for that new book of his.
3. He hasn't read a single play of Shakespeare's.
4. What a beautiful horse. That mane of hers is really gorgeous.

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<sup>8</sup> Close, pp. 35—6.

5. I started to say something that came out “Fiddle-dee-do.” It’s a saying of my grandmother’s, and I know she would have been proud.
6. He looks to be in his late twenties - not exactly a “boy” - but he probably is, it strikes me, a peer of Terry’s in the sense that he and Terry compete in the same labor market, working non-union, high turnover restaurant jobs for the same sort of pay.
7. Terry said he had been merely visiting a girl who lived across the street, had noticed a friend of his, among the boys in the yard, and had come over to chat only minutes before the police raid occurred.
8. A friend of mine tried one of their “special offers” - nearly got himself lobotomized.
9. People were kind; they all knew that if you wanted the ferry it was because you had somebody of yours on the island.
10. Fiddler (passionately, flinging the fiddle down): Hell’s delight! Excuse me, Mr. Webster, but the very devil’s got into that fiddle of mine.
11. And what have you got in that big tin box of yours? ... I think you’ve got something in that box of yours you’re afraid to show.
12. (Pointing at the dog cowering behind its master’s leg) This dog of yours tore up my flowers!
13. (The speaker is pointing at the dog cowering along with the cat behind their owner’s leg) That dog of yours tore up my flowers!
14. (Two fathers talking about their sons, who are not present) That boy of yours is quite a basketball player.
15. The agony before Reiko’s eyes burned as strong as the summer sun, utterly remote from the grief which seemed to be tearing herself apart within ... But now, while her husband’s existence in pain was a vivid reality, Reiko could find in this grief of hers no certain proof at all of her own existence.

**(33) Insert the appropriate pronouns. Can their antecedents be referred to as masculine or feminine? If so, why?**

1. The sun gradually wheeled \_\_\_\_\_ disk down into the west.
2. Meanwhile the moon declined, \_\_\_\_\_ was about to set.
3. Old Tom went to his mare, took up \_\_\_\_\_ hoofs one at a time and examined each shoe.
4. Germany withdrew \_\_\_\_\_ representatives from the conference.
5. Great Britain was founded in 1707. \_\_\_\_\_ consists of England, Scotland and  
Wales.

6. He saw Ireland ahead and his heart swelled with love for \_\_\_\_\_ and pain for \_\_\_\_\_ sufferings. As he did many times every day, he renewed his vow to destroy the oppressors of his country to restore \_\_\_\_\_ to \_\_\_\_\_ own people.



## PRONOUNS

### PERSONAL PRONOUNS

**(34)<sup>9</sup> Choose the correct form of the personal pronoun in each of the sentences below.**

1. This parcel is for George and I / me.
2. Is that Mary over there? Yes, that's her / she.
3. We / Us Scots are always making jokes about ourselves.
4. My wife and I / me have not been well recently.
5. My uncle and aunt love animals. Between they / them they own four dogs and two cats.
6. One cat was a present from my wife and I / me.

**(35)<sup>10</sup> Complete the following sentences with *one* or *you* as you think best.**

1. \_\_\_\_\_ told another and so the news got around.
2. \_\_\_\_\_ can't make a silk purse out of a sow's ear.
3. Did you see that shooting star? It's the third \_\_\_\_\_ I've seen tonight.
4. Have you heard this \_\_\_\_\_? It's a very funny \_\_\_\_\_.
5. \_\_\_\_\_ can always try to do a little better than \_\_\_\_\_ best.

**(36)<sup>11</sup> Express these passive sentences in a different way, by using the pronouns *one*, *we*, *you*, or *they*.**

1. It is said he is a very rich man.
2. I'm a Londoner, my dear Wolfgang, and English is spoken there.
3. What language is spoken in Moscow?
4. If a person takes any given action, the consequences must be borne.
5. Such questions may not be asked.

**(37)<sup>12</sup> Express the statements below in another way, by means of the pronoun *it*, altering the wording completely where necessary. In some cases a verb is given in brackets to help you.**

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<sup>9</sup> Eckersley, p. 106.

<sup>10</sup> Eckersley, p. 108.

<sup>11</sup> Eckersley, p. 107.

<sup>12</sup> Eckersley, p. 107.

1. John, not James, rang up.
2. The temperature is below zero.
3. The afternoon was bright and sunny.
4. The journey to Brighton from London takes only one hour by train.
5. Some parts of *King Lear* are extremely difficult to understand.
6. We won't do any more work today. (call)
7. They were used to living primitively and disregarding table manners. (pig)
8. A good manager does not try to act as if he is better or more important than his team. (lord)
9. That he will fail is clear to everyone but himself.

**(38) Comment on the use of the pronoun *it* in the following sentences.**

1. It was dusky in the dining room and quite chilly.
2. The bell rang. It was lean, pale Eddie Warren in a state of acute distress.
3. It is the moon that makes you talk to yourself in that silly way.
4. He took the path to the fields; it was pleasanter than the road.
5. It rained all the next day and the day after.
6. It was hard to break so pleasant a party.
7. It was breezy and pleasant, but the sea was still very rough.
8. He said: "I can't stand it any longer. Hang it all."
9. How do you like it here?
10. It's a pity to make a fool of yourself.
11. It surprised me to hear him say that.
12. It makes her happy to see others enjoying themselves.
13. It was considered impossible for anyone to escape.
14. It was the Browns who saved the situation.
15. It was easy getting the equipment loaded.

16. It would be no good trying to catch the bus now.
17. It's too wet to play lawn tennis.
18. I find it impossible to talk to him.
19. You saved my life: I shall never forget it.
20. You are fairly going it: you've eaten nearly the whole box of chocolates.

### **COMPOUND PERSONAL PRONOUNS**

**(39)<sup>13</sup> Are the compound personal pronouns in the following sentences reflexive or emphatic?**

1. The Archbishop himself preached the sermon.
2. I made this myself but it was you yourself who gave me the idea.
3. Make yourself at home and help yourself to anything you fancy.
4. If you want a job well done, do it yourself.
5. Brown doesn't seem very well these days. No, he has not been himself for some time.
6. The thieves quarrelled among themselves about the division of the booty.
7. He's a conceited young man and thinks too highly of himself.
8. Your success in life depends very largely on yourself.
9. The Minister himself signed the letter.
10. No one was there except myself.
11. George stopped himself just in time.
12. His wife went on, but he himself stopped and stared.
13. The fault lies in ourselves, not in our stars.
14. He worked himself to death.
15. He shaves himself; he trusts no barber.
16. He shaves himself at night to save time in the morning.
17. The Queen herself is not at liberty to do that.
18. Mother is not feeling herself today, but I don't think she will do herself any good by worrying.

**(40)<sup>14</sup> Fill in the blanks with compound personal pronouns. Say whether they are reflexive or emphatic. In the case of reflexive pronouns, state their syntactic functions.**

1. I shall do the job \_\_\_\_\_.
2. The Headmaster \_\_\_\_\_ will take this particular lesson.

<sup>13</sup> Eckersley, pp. 121,122.

<sup>14</sup> Eckersley, p.122.

3. She stood admiring \_\_\_\_\_ in front of the mirror.
4. Why don't you go \_\_\_\_\_?
5. They think \_\_\_\_\_ clever.
6. Look after \_\_\_\_\_.
7. We gave \_\_\_\_\_ a lot of trouble.
8. The Duke, piloting the plane \_\_\_\_\_, took off amidst loud cheers.
9. The Duke took \_\_\_\_\_ off in high dudgeon.
10. It's time you got \_\_\_\_\_ a new coat.

**(41)<sup>15</sup> Complete each of the following sentences with (a) an emphatic pronoun or (b) the combination by + emphatic pronoun – depending on the meaning.**

1. Poor Timothy looks so lonely, sitting all \_\_\_\_\_ in the corner.
2. Were you quite \_\_\_\_\_ when you undertook this work? It's clear that you don't like the job.
3. Were you quite \_\_\_\_\_ in the church? Didn't anyone come in to listen to you playing?
4. Did James do this work \_\_\_\_\_ or did his sister help him?

**(42) Fill in the blanks with the following verbs: *pride, make, avail, absent*.**

1. He had \_\_\_\_\_ himself for an entire day.
2. He managed to \_\_\_\_\_ himself understood.
3. She \_\_\_\_\_ herself on her intelligence.
4. Guests are encouraged to \_\_\_\_\_ themselves of the full range of hotel facilities.
5. \_\_\_\_\_ yourself at home.
6. I haven't felt inclined to \_\_\_\_\_ myself of your kind offer.
7. He \_\_\_\_\_ himself out to be a bit of a poet.

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<sup>15</sup> Eckersley, p. 122.

**(43) In the sentences below, use each of the following verbs twice: once reflexively and once non-reflexively.**

***acknowledge, apply, acquit, fancy, prove, settle, strain***

1. It's obvious that John \_\_\_\_\_ Mary.
2. He has \_\_\_\_\_ himself energetically to looking for a job.
3. He has \_\_\_\_\_ himself an excellent driver.
4. I think she rather \_\_\_\_\_ herself. She thinks she's very pretty.
5. Statistics never \_\_\_\_\_ anything.
6. Please \_\_\_\_\_ your bill before leaving the hotel.
7. You'll \_\_\_\_\_ yourself lifting that heavy weight.
8. She \_\_\_\_\_ herself puzzled.
9. He \_\_\_\_\_ himself splendidly in the exams.
10. \_\_\_\_\_ the glue to both surfaces.
11. He \_\_\_\_\_ himself on the sofa to watch TV.
12. He didn't \_\_\_\_\_ my presence.
13. That is \_\_\_\_\_ my patience.
14. The jury \_\_\_\_\_ her of the crime.

**(44)<sup>16</sup> Replace each of the bracketed parts of the sentences below by an appropriate personal or reflexive pronoun.**

1. John and Mary said they would go out by (John and Mary).
2. Mary assured John that she could look after (Mary).
3. John told Mary that he would look after (Mary).
4. You, Mary, will have to look after (Mary).
5. Can you and Mary look after (you and Mary)?
6. Can you and Mary get supper for (you, Mary and I)?
7. Can you, Mary and I get supper for (you, Mary and I)?
8. One must learn to look after (one) these days.
9. No one should deceive (no one) about that.
10. I've just been out to get (I) a cup of coffee.

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<sup>16</sup> Close, pp. 36—7.

11. Many people believe (many people) to be chosen vessels.
12. Everybody clings to this illusion about (everybody).
13. The Romans eventually had enemies all about (the Romans).
14. If we look around (we), we see that we are just as other men are.
15. Alexander always kept a faithful friend beside (Alexander).
16. When he found that he had been betrayed, he was beside (he) with fury.

### **REFLEXIVE vs. RECIPROCAL PRONOUNS**

**(45) Explain the semantic difference between the two sentences.**

1. Adam and Eve blamed themselves.
2. Adam and Eve blamed each other.

### **POSSESSIVE PRONOUNS**

**(46) Fill in the gaps with pronouns.**

**(a)**<sup>17</sup>

1. They must do \_\_\_\_\_ duty, as we must do \_\_\_\_\_. We have kept \_\_\_\_\_ promise: let them keep \_\_\_\_\_.
2. She knows \_\_\_\_\_ own mind but he doesn't know \_\_\_\_\_ own at all. He loses \_\_\_\_\_ temper, while she always keeps \_\_\_\_\_. She keeps \_\_\_\_\_ under perfect control; but \_\_\_\_\_ can't control himself.
3. Every country has \_\_\_\_\_ own traditions. We must maintain those traditions and pass them on to \_\_\_\_\_ children.

**(b)**

1. I'm going out with \_\_\_\_\_ wife and a colleague of \_\_\_\_\_.
2. Did you take that book of \_\_\_\_\_? I can't find it anywhere.
3. The Browns are good friends of \_\_\_\_\_. We met them ten years ago in Paris.
4. We compared the scores and found that \_\_\_\_\_ were higher than \_\_\_\_\_.

**(47) Combine the following sentences, using each of the underlined words only once. Use as many possessive pronouns as possible.**

1. That idea was his idea. It resembled my idea.

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<sup>17</sup> Close, p. 36.

2. I opened my eyes. At the same time the dog opened its eyes.
3. This house belongs to us. It is smaller than their house.
4. There are families like his family. They never mix with our family.
5. His conversation always turns one way. The way is to that friend. That friend is our friend.
6. I'll show you one of my albums. I'll show it to you if you show me one of your albums.

### **INTERROGATIVE PRONOUNS**

**(48) Fill in the gaps with interrogative pronouns.**

**(a)<sup>18</sup>**

1. If you had to live alone on a desert island, \_\_\_\_\_ would you take with you?
2. If you had to choose between a flute and a violin, \_\_\_\_\_ instrument would you prefer?
3. \_\_\_\_\_ was it that said, 'To be, or not to be'?
4. \_\_\_\_\_ of Shakespeare's plays have you read?
5. \_\_\_\_\_ of the characters in *War and Peace* do you find the most interesting?
6. \_\_\_\_\_ modern novels have you read recently?
7. If that is not your essay, then \_\_\_\_\_ is it?
8. \_\_\_\_\_ man could possibly behave like that?
9. \_\_\_\_\_ have I the honour of addressing?
10. To \_\_\_\_\_ and to \_\_\_\_\_ department should my application be submitted?

**(b)<sup>19</sup>**

1. \_\_\_\_\_ on earth made you trust him with all that money?
2. I'm absolutely parched. \_\_\_\_\_ about a pint of beer?

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<sup>18</sup> Close, p. 37.

<sup>19</sup> Eckersley, p. 124.

3. Those girls are so much alike that it's hard to tell \_\_\_\_\_ .
4. "\_\_\_\_\_'s \_\_\_\_" is a reference book containing the names of important people.
5. \_\_\_\_\_ with the noise of traffic outside and of typewriters in the office, I can hardly hear myself speak.

**(49) State the syntactic functions of interrogative pronouns.**

1. Who are you?
2. What do you study?
3. There are two bikes outside. Which is yours?
4. Who wants to see the film?
5. Whose is that bike?

**(50) Underline the phrases containing WH-words. State the type of each phrase (nominal, adjectival etc.), its syntactic function, and the function of the WH-word within the phrase.**

1. What time do you usually get up?
2. When did they get married?
3. How long have you been standing here?
4. Where did you go after dinner?
5. Whose hat is this?
6. Whose is this hat?
7. Which book did you read first?
8. Which of the books did you like the most?
9. Who would like to see the play?



10. Why didn't you tell me the truth?
11. Who are all these people?
12. Where did your cousin learn Spanish?
13. What are you thinking about?
14. How clever that boy is!
15. How much do you love me?

### ***RELATIVE PRONOUNS***

**(51)<sup>20</sup> Punctuate the following sentences, according to whether the relative clauses are defining or non-defining.**

1. I went to see their new house which I like very much.
2. The rubbish which John has collected must be burnt.
3. The river that flows through London is the Thames.
4. The Thames which flows through London is a beautiful river.
5. I do not know the town where he is going.
6. He is going to the golf course where he intends to put in some practice.
7. He is going to the golf course where he practised last week.

**(52)<sup>21</sup> Supply the words missing from the following sentences.**

1. The crowd, \_\_\_\_\_ was very angry, shouted down the speaker.
2. The spectators, \_\_\_\_\_ were very numerous, could not all find seats.
3. The audience, \_\_\_\_\_ \_\_\_\_\_ most enthusiastic, applauded the soloist.
4. Our visitors, \_\_\_\_\_ we were very pleased to see, stayed until midnight.

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<sup>20</sup> Eckersley, p. 330.

<sup>21</sup> Eckersley, p. 142.

5. He is one of the kindest men \_\_\_\_\_ I have ever met.
6. Everything \_\_\_\_\_ he says shows him to be an intolerant man.
7. There was little \_\_\_\_\_ could be done for the injured man.
8. He systematically overworked, \_\_\_\_\_ gradually ruined his health.
9. They spoke appreciatively of the teachers and the teaching \_\_\_\_\_ had helped them.
10. The Tower of London, \_\_\_\_\_ the Crown Jewels are kept, stands on the left bank of the Thames.

**(53)<sup>22</sup> Fill in the gaps in the following sentences by using either *which* or *what*. State whether the pronouns used are relative or interrogative.**

1. He didn't believe me \_\_\_\_\_ I said, \_\_\_\_\_ annoyed me very much.
2. He wasn't surprised at \_\_\_\_\_ he saw because I told him \_\_\_\_\_ to expect.
3. I did \_\_\_\_\_ I could, \_\_\_\_\_ wasn't much.
4. The clock struck thirteen, \_\_\_\_\_ made everyone laugh.
5. I'm sure that \_\_\_\_\_ you say is true.
6. He played the violin all night, \_\_\_\_\_ annoyed the neighbours.
7. When the mechanic opened the bonnet he saw at once \_\_\_\_\_ was wrong with the car.
8. I didn't buy anything because I didn't see \_\_\_\_\_ I wanted.
9. Show me \_\_\_\_\_ you've got in your bag.
10. Tell me \_\_\_\_\_ you want me to do.
11. You needn't think you were unobserved. I saw \_\_\_\_\_ you did!
12. Would you know \_\_\_\_\_ to do if you were bitten by a snake?
13. I don't know \_\_\_\_\_ delayed the train, but it went much slower than usual, \_\_\_\_\_ made me late for my appointment.
14. The headmaster believed that children should do \_\_\_\_\_ they liked,

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<sup>22</sup> Thomson/Martinet, pp. 18—9.

\_\_\_\_\_ meant, of course, that they didn't learn much.

15. He said that \_\_\_\_\_ frightened him was the appalling silence of the place.

16. You will be punished for \_\_\_\_\_ you've done.

**(54)<sup>23</sup> Fill in the gaps with *compound relatives*.**

1. \_\_\_\_\_ you do, don't mention my name. (*no matter what*)

2. He lives in Wick, \_\_\_\_\_ that is. (*I don't know and don't care.*)

3. You'll never escape. He'll find you \_\_\_\_\_ you hide yourself.

4. \_\_\_\_\_ of you broke this window will have to pay for it.

5. \_\_\_\_\_ broke this window will have to pay for it.

6. The lift works perfectly for Tom, but \_\_\_\_\_ I use it, the doors stick.

7. I'd rather have a room of my own, \_\_\_\_\_ small, than share it with someone.

8. \_\_\_\_\_ told you that was pulling your leg.

9. Shall I type it or send it like this? -- \_\_\_\_\_ you like.

10. Tell \_\_\_\_\_ may be on the phone that I'm not at home.

11. \_\_\_\_\_ rich you are you can't buy happiness.

**(55) Give examples of *adjectival* relative clauses, the relative pronoun functioning in the relative clause as:**

**a. SUBJECT**

**b. DIRECT OBJECT**

**c. PREPOSITIONAL OBJECT**

**d. OBJECT TO A PREPOSITION**

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<sup>23</sup> Thomson/Martinet, p. 19.

(56) Give examples of *nominal* relative clauses, the relative clause functioning as:

(a) SUBJECT

(b) DIRECT OBJECT

(c) INDIRECT OBJECT

(d) SUBJECT COMPLEMENT

(e) OBJECT COMPLEMENT

(57) In each of the examples below, say which of the given WH-forms is acceptable and explain why.

- (a) My uncle Bob, who/whom we've just met, is a pilot.  
(b) My uncle Bob, to who/whom I'm writing, is a pilot.
- (a) The man who/whom we've just met is my uncle.  
(b) The man to who/whom I'm writing is my uncle.  
(c) The man who/whom I'm writing to is my uncle.
- (a) He is the person on who/whom everything depends.  
(b) It all depends on who/whom they will elect.  
(c) It all depends on who/whom will be elected.

### **INDEFINITE PRONOUNS**

(58) Insert *each* or *every* in the blanks, whichever is more suitable. If either word is acceptable, give them both.

(a)<sup>24</sup>

- \_\_\_\_\_ man in the crowd raised his hand.
- There were police on \_\_\_\_\_ side of the square.
- The crowd lined \_\_\_\_\_ side of the street.
- \_\_\_\_\_ one of the two men was six feet tall.
- \_\_\_\_\_ one in the team received a prize.

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<sup>24</sup> Close, pp. 37—8.

6. \_\_\_\_\_ received a medal, too.
7. The ceremony will be repeated \_\_\_\_\_ two years.
8. The players received a hundred pounds \_\_\_\_\_.
9. They \_\_\_\_\_ received a bonus.
10. They were \_\_\_\_\_ looking anxiously at the referee.

**(b)<sup>25</sup>**

1. I take a lesson \_\_\_\_\_ other day.
2. This method is \_\_\_\_\_ bit as good as the other.
3. On \_\_\_\_\_ occasion he has been late.
4. He seizes \_\_\_\_\_ opportunity to get away from the house.
5. \_\_\_\_\_ time you do that you will be punished.
6. He shouted her name twice, \_\_\_\_\_ time banging his fist on the table.

**(59)<sup>26</sup> Complete the following sentences.**

1. Do you think the postman has brought \_\_\_\_\_ letters today?
2. \_\_\_\_\_ succeeded, \_\_\_\_\_ failed, but \_\_\_\_\_ had worked hard.
3. \_\_\_\_\_ knows the trouble I've taken over this exercise.
4. Has \_\_\_\_\_ lost this purse? Yes, \_\_\_\_\_ has, but \_\_\_\_\_ can discover who.
5. \_\_\_\_\_ his arms were broken in the accident.
6. If you haven't this make of razor-blade, \_\_\_\_\_ will do.
7. \_\_\_\_\_ was delighted with the cruise.
8. What work is he doing? He never does \_\_\_\_\_.

**(60) Which number (Sg. or Pl.) may be used with the following pronouns: *neither, every, both, nobody, none, another, all, some, any*? Exemplify.**

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<sup>25</sup> Eckersley, p. 136.

<sup>26</sup> Eckersley, p. 137.

**(61)<sup>27</sup> Comment on the use of the words in italics in the following sentences.**

1. These imported apples are sweeter than *some* I have tasted but they are inferior to *any* grown at home.
2. How much money have you in your pocket? I have hardly *any*.
3. Letters, if *any*, should be forwarded at once.
4. Didn't you hope to hear *something* of your family's plans today?
5. Will you send *someone* to repair my wireless set?

**(62) Translate into English.**

1. Pravijo, da je Shakespeare znal le malo latinsko in še manj grško.
2. Človek je lahko enako srečen z malo denarja kot z veliko.
3. To se te prav nič ne tiče.
4. Tisto malo denarja, ki ga je ostalo, je porabil za knjige.
5. Najmanj, kar lahko storiš, je, da se opravičiš.
6. Zanimivo, kar nekaj teh ljudi poznam.
7. Koliko otrok imata? – Nobenega.
8. Potrebujemo še eno žlico – ena manjka.
9. Vsaka beseda, ki jo rečeš, je odveč.
10. Moj ded je redkobeseden možak.
11. Zdi se, da tega človeka nihče ne pozna.
12. Imamo še veliko časa, zato nam ni treba preveč skrbeti.
13. Večino časa preživi tako, da bere detektivke.
14. Kdo gre na predavanje? – Nihče.
15. Koliko jih je šlo na predavanje prejšnji teden? – Nihče.

**(63) Underline all the words that fit the following sentences without any other alterations. If necessary, consult a good dictionary.**

1. Not a great deal of experiments / investigations / work / research has been done on this.

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<sup>27</sup> Eckersley, p. 138.

2. Almost every detail / explanation / information / news he gave us seemed inaccurate to me.
3. You see a lot of bad behaviour / conduct / custom / manner at football matches.
4. Does it do much damage / harm / hurt / injury?
5. That picture isn't of much importance / price / value / worth.
6. They have such terrible climate / storms / temperature / weather.
7. Each bag / baggage / luggage / suitcase should be labelled.
8. Neither computer / equipment / machine / machinery is suitable.
9. There's not enough fun / joke / joy around these days, ...
10. ... but plenty of complaint / courage / patience.

### **MISCELLANEOUS**

**(64) Insert OTHER / OTHERS, THE OTHER / THE OTHERS, or ANOTHER, as appropriate.**

1. We got home by six o'clock, but \_\_\_\_\_ didn't get back until about eight.
2. There are \_\_\_\_\_ ways of doing this exercise.
3. I have no \_\_\_\_\_ friend but you.
4. Some like milk chocolate, \_\_\_\_\_ prefer plain.
5. Mr. Brown already has two cars, and now he's bought \_\_\_\_\_.
6. The children swam from one end of the pool to \_\_\_\_\_.

**(65)<sup>28</sup> Correct the following sentences and give reasons for your corrections.**

1. Which pullover will you have, the green or the blue?
2. My brother has three children and my sister two ones.
3. We see us twice a week.
4. Mary has any friends but her sister has nothing.
5. None of the two boys is suitable for this post.
6. Both of these boys is unsuitable for this post.
7. One of the laws of Christianity is: 'Love yourselves.'

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<sup>28</sup> Eckersley, p. 136.

**(66) State the function of the words in italics: *nominal* or *(pre)determiner*?**

1. *Such* men are dangerous.
2. John is *such* a thoughtful person; he is always helping people.
3. Industrial areas are generally dirty, and of *such*, I'm afraid to say, there are *many* in England.
4. *Every* child born in England must be vaccinated.
5. *Each* of the first three runners received a prize.
6. I don't like *either* of these. Can you show me *some* others?
7. *Either* solution will do.
8. *Both* were invited to the party.
9. *All* the gentlemen were in evening dress.
10. He was kind to *both* his sisters.
11. This may please *some*, but not *all*.
12. *Neither* answer is correct.



## ADJECTIVES AND ADVERBS

**(67)<sup>29</sup> Re-write the following passage so that the adjectives used attributively become predicative and vice versa.**

The Browns are a lazy family but they are very kind-hearted despite the fact that they live in distressing poverty, so we must feel grateful to them and encourage them to be more industrious.

**(68)<sup>30</sup> Which of the following adjectives can be used**

- (a) only predicatively,**
- (b) only attributively,**
- (c) predicatively and attributively?**

**List them under the three headings mentioned above and then construct sentences to illustrate their use.**

***dyed, astonished, former, unwell, disturbed, major, lonely, agog, happy, dutiful***

**(69)<sup>31</sup> Name the function of the words in italics in the following sentences.**

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<sup>29</sup> Eckersley, p. 69.

<sup>30</sup> Eckersley, p. 69.

<sup>31</sup> Eckersley, p. 69.

1. He is *writing* a book, but the *finished* text will not be ready for some months.
2. His work showed a *decided* improvement as soon as he had really *decided* to study hard.
3. They were just *finishing* the race as we reached the *starting* point.
4. When I have *retired* from work I shall live a very *retired* life.
5. The diamonds were *twinkling* in the glare of the lights like *twinkling* stars.

**(70)<sup>32</sup> Are the italicised words in the following sentences adjectives or adverbs?**

1. One lies *soft* on a feather bed.
2. Incense smells *aromatic*.
3. Explorers often have to travel *rough*.
4. The climber fell *headlong* down the precipice.
5. They struggled *hard* and *long* to win the match.
6. The door stood *half* open.

**(71)<sup>33</sup> Fill in the blanks with the appropriate form (positive, comparative, superlative) of the adjective or adverb given in brackets at the beginning of each passage.**

1. (good or well) "I say, you *do* look brown and \_\_\_\_." "Yes, I've just returned from the \_\_\_\_ holiday I've ever had."
2. (good or well) "I say, that stew looks \_\_\_\_." "Yes, it smells \_\_\_\_ too, don't you think? Let's try some and see if it tastes as \_\_\_\_ as it smells."
3. (bad or ill) "Gorgonzola cheese smells \_\_\_\_ but tastes delicious." "I agree, but it always makes me \_\_\_\_\_. I had some on board while crossing the Channel, with the \_\_\_\_ possible results. It was very rough, and after the mishap some person with an evil mind accused me of being the \_\_\_\_ for drink!"
4. (little) "Of the two evils, let us choose the \_\_\_\_\_." "I don't think it matters

<sup>32</sup> Eckersley, p. 260.

<sup>33</sup> Eckersley, pp. 79—80.

- in the \_\_\_\_\_ which alternative you accept; there's \_\_\_\_\_ to choose between them.”
5. (little) Noble birth is of \_\_\_\_\_ account than solid worth.
  6. (near) Of the two versions yours is \_\_\_\_\_ the truth.
  7. (near) “Can you direct me to the \_\_\_\_\_ post office?” “Yes, it's just over the road, \_\_\_\_\_ door to that baker's.”
  8. (much, many) “Do the French eat \_\_\_\_\_ bread?” “Yes, \_\_\_\_\_ than we do.”  
“Do they eat \_\_\_\_\_ \_\_\_\_\_?” “Oh yes; \_\_\_\_\_ people have remarked about it to me.”
  9. (far) How \_\_\_\_\_ is it from here to London?” “Twenty miles by train; by road it is \_\_\_\_\_.”
  10. (far) The good pupil at school should by rights go \_\_\_\_\_ in life than the bad one. However, it is not always so. Indeed, a cynic would say that the most unscrupulous go \_\_\_\_\_ in life.
  11. (late) Jones and Brown are two important members of the community; the former is the village postman and the \_\_\_\_\_ the police constable.
  12. (late) Have you seen the \_\_\_\_\_ edition of this dictionary? It has over a thousand pages, the \_\_\_\_\_ one being numbered 1,075.
  13. (old) My wife has three brothers, all \_\_\_\_\_ than she. The \_\_\_\_\_, George, is a bishop.
  14. (out) Please take the \_\_\_\_\_ care of this bracelet.
  15. (out) Don't talk such \_\_\_\_\_ nonsense.
  16. (out) Journeys into \_\_\_\_\_ space will soon be possible.
  17. (up) Keep a stiff \_\_\_\_\_ lip in adversity.
  18. (in) The only real happiness comes from \_\_\_\_\_ peace.

**(72) Correct the following sentences and give reasons for your corrections.**

**(a)**<sup>34</sup>

1. No sooner had he settled down to read when the telephone bell rang.
2. Mary is elder than her cousin.
3. He paid less for his new house as for his old one.
4. London is a bigger city as Paris.
5. English customs are very different than continental.
6. John is senior than his cousin George.
7. French wine is superior than Californian.
8. He isn't so good at English than he likes to think.
9. My first impressions of England were quite different than I had expected.
10. This is the eldest church in the town.
11. He has been so long in politics that he is considered as an older statesman.
12. She has three sisters of whom Jane is the younger.
13. I was able to get farther information about trains at the railway station.
14. His sister, who is his next relation, can be described as his nearest of kin.

**(b)**

1. He is so good at skating as at skiing.
2. She talked to me very friendly.
3. He is the happiest when playing the piano.
4. Their flat is very little, so they'll probably move to a bigger one.
5. We expect little visitors, even less than last year.
6. I like your sweater. Is it woollen?

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<sup>34</sup> Eckersley, p. 81.

## GLOSSARY OF GRAMMATICAL TERMS

sentence	poved
clause	stavek
complex sentence	a) večstavčna poved (broad definition) b) podredno zložena poved (narrow definition)
compound sentence	prirečno zložena poved
main / independent clause	glavni stavek
dependent clause	odvisni stavek
superordinate clause	nadrejeni stavek (glavni ali odvisni)
subordinate clause	podrejeni stavek (odvisni)
coordination: - copulative - alternative / disjunctive - adversative - causal - consecutive / resultative - explanatory	prirejke: - vezalno - ločno - protivno - vzročno - posledično - pojasnjevalno
subordination	podredje
adverbial clauses: - of time / temporal - of place - of cause or reason - of condition / conditional - of concession - of purpose - of manner - of consequence / result - of comparison	prislovni odvisniki: - časovni - krajevni - vzročni - pogojni - dopustni - namerni - načinovni - posledični - primerjalni
nominal clauses	samostalniški odvisniki (osebkovi, predmetni ipd.)
relative clauses	oziralni odvisniki
<i>sentence elements:</i> - subject	<i>stavčni členi:</i> - osebek

- predicator
- direct object
- indirect object
- prepositional object
- adverbial adjunct
- subject complement
- object complement

- povedek
- premi predmet (v tožilniku)
- predmet v dajalniku
- predložni predmet
- prislovno določilo
- osebkovo dopolnilo<sup>35</sup>
- predmetovo dopolnilo<sup>36</sup>

headword  
premodifier, postmodifier

jedro  
prilastek (levi, desni)

complement / object to a preposition

dopolnilo k predlogu

apposition

apozicija / pristavčna besedna zveza

*parts of speech / word classes:*

- noun
- verb
- adjective
- adverb
- pronoun
- numeral
- preposition
- conjunction
- interjection
- article

*besedne vrste:*

- samostalnik
- glagol
- pridevnik
- prislov
- zaimek
- števnik
- predlog
- veznik
- medmet
- člen

*phrases:*

- nominal
- verbal
- adjectival
- adverbial
- prepositional

*besedne zveze:*

- samostalniška
- glagolska
- pridevniška
- prislovna
- predložna

**VERB**

- full lexical verbs
- helping / auxiliary verbs:
  - primary auxiliaries
  - modal auxiliaries
- linking / copular verbs / copulas

**GLAGOL**

- polnopomenski glagoli
- pomožni glagoli:
  - osnovni pomožni glagoli
  - naklonski glagoli
- vezni glagoli

intransitive verbs

neprehodni glagoli

transitive verbs:

- monotransitive
- ditransitive
- complex-transitive

prehodni glagoli

- (+ DO)
- (+ IO + DO)
- (+ DO + OC)

reflexive verbs

povratni glagoli

<sup>35</sup> Corresponding to either *povedkovo določilo* or *povedkov prilastek*.

<sup>36</sup> Corresponding to either *povedkovo določilo* or *povedkov prilastek*.

dynamic verbs	dinamični glagoli (expressing an action, movement or change)
stative verbs	stanjski glagoli (expressing a state, rather than an event; not used in the progressive tenses)
irregular verbs	nepravilni glagoli
multi-word verbs: - phrasal - prepositional - phrasal-prepositional	večbesedni glagoli (+ adverbial particle) (+ preposition) (+ adverbial particle + preposition)
catenative verbs	(can be followed by a non-finite form)
ergative verbs	(can take either the doer or the receiver of the action as the subject in the active voice)
<i>verbal forms:</i> a) finite b) non-finite: - infinitive - gerund - present participle - past participle	<i>glagolske oblike:</i> a) osebne b) neosebne: - nedoločnik - glagolnik - sedanji deležnik; tudi deležje - pretekli deležnik
<i>verbal categories:</i> a) tense b) aspect: - indefinite vs. continuous - perfective vs. non-perfective c) voice: - active - passive d) mood: - indicative - imperative - subjunctive	<i>glagolske kategorije:</i> a) čas b) vid  c) način: - tvornik - trpnik d) naklon: - povedni - velelni - želelni

## RELATIVE CLAUSES vs. DEPENDENT QUESTIONS

### 1. RELATIVE CLAUSES

#### 1.1. ADJECTIVAL (parts of sentence elements: PostMs in NPs)

Introduced by:

- relative pronouns: who, whose, which, that
- relative adverbs: where, when, why

- (1) The **man** [*who is waiting outside*] is my father.
- (2) Do you know the **man** [*who is waiting outside*]?
- (3) This is the **pool** [*where I learned to swim*].
- (4) Let's go to some **place** [*where we can talk*].

#### 1.2. NOMINAL (sentence elements)

Introduced by:

- independent relative pronouns: who, what
- independent relative adverb: where

- (5) *Who said that* is a liar. (The **person** *who said that* is a liar.)
- (6) This is *what he said*. (This is **that** *which he said*.)
- (7) This is *where I learned to swim*. (This is the **place** *where I learned ...*)

WHO = "the person who", WHAT = "that which", WHERE = "the place where"  
KDOR, KAR, KJER !!!

### 2. DEPENDENT QUESTIONS

Introduced by interrogative pronouns and adverbs.

- (1) "Who said that?" >> I don't know who said that. KDO?
- (2) "What did he say?" >> I don't know what he said. KAJ?
- (3) "Where did you learn to swim?"  
>> He wants to know where I learned to swim. KJE?

	WHO	WHAT	WHERE	WHICH	WHOSE
anaph. rel.	ki		kjer	ki, kar	čigar
indep. rel.	<b>kdor</b>	<b>kar</b>	<b>kjer</b>		
interrog.	<b>kdo?</b>	<b>kaj?</b>	<b>kje?</b>	kateri?	čigav?

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