

Always write your answers on another sheet, so that you can reuse these questions for revision

Task 1

Remember: A finite verb is one which has a definite tense – past, present or future. Most tense-aspect structures have at least one auxiliary verb, in which case the first of these is the finite verb. Non-finite verbs have no clear tense, and in most cases ‘borrow’ their tense from a finite verb phrase they are associated with.

In each of the following sentences, only one of the 2 bolded verbs is finite. Which is it?

1. I always tried to **help** but she **kept** refusing.
2. The school's processes **have** been **updated** to match the government's new standards.
3. Where **did** you **leave** your keys?
4. Nobody has seen him **driving** the car but Jane **noticed** something strange about the bike.
5. The applications **have been** allocated to interviewers on a first-come first-serve basis.
6. Each of the situations **described was** drawn from an actual experience of one of our customers.
7. They **came** into the room, **breathing** heavily after their exertions.
8. The dog **has shat** all over the carpet!
9. Entry to the park **is** free to all adults **accompanying** a child.
10. Come and enjoy all the wonderful food we **have to offer**.

Task 2

Remember: auxiliary verbs carry no meaning of their own: they are there to assist another verb. The verbs which serve as auxiliaries (have, do, be) can also be used as lexical verbs in their own right

In each of the following sentences, identify which of the two bolded verbs is used as an auxiliary:

1. The horses **have** terrible fleas and we **are** worrying about it all the time.
2. **Did** you help with that already or has she **done** it?
3. Many people **are** coming to the office with nothing to **do**.
4. She **didn't** expect that to happen, but she **is** very tired.
5. Have you seen the way she **is** always **having** parties?
6. It **is** very expensive because the ingredients **are** made overseas.
7. **Have** you seen that film with the guy who **was** in Game of Thrones?
8. **Is** your mum taking you to that show which **was** on at The National last year?
9. They didn't **do** what we expected, but we **have** still prepared pretty well.
10. Nobody **is** helping her except the ones who **have** permission.

Task 3

Remember: dependent clauses can serve a range of functions. Choose from the following options:

- 1. adjectival (describing a noun)*
- 2. the subject of the verb,*
- 3. the object of the verb,*
- 4. a complement*
- 5. adverbial (giving additional detail about the clause)*

In each of the following, identify the function of the bolded dependent clause:

1. She said **that she hadn't seen him**.
2. **That you have not prepared** is no surprise to me.
3. **Where there's a will** there's a way.
4. I have lost the present **you gave me**.
5. The expectation is **that you will all arrive on time**.
6. The process is time-limited **because the ratio of fuel to oxygen is low**.
7. The king believed **that the unrest could be contained**.
8. The fact **you lost my keys** is not the issue.
9. **As the mixture is unstable**, it is easy to separate.
10. You look **like you've seen a ghost**

Task 4: The Verb 'to be' takes many forms!

Remember: the verb 'be' is the most important in the language. Unlike most verbs, it has a number of different forms, depending on tense and person.

In each of the following sentences, the verb 'be' appears once. Identify which of the words is a form of 'be'.

1. Nobody can see where they are but they still worry us.
2. Everyone has been helping us since the issue with the computers.
3. A lot of the people were somewhere else when the inspectors arrived.
4. She will be disappointed when she finds out about this.
5. Of the people who came only John is really committed.
6. The people on the edge were the ones who got wettest.
7. Going away with relatives can be fun but you need to watch for arguments.
8. The school's being on the main road surprised all of us.
9. The situation was under control when the fire crew arrived.
10. She's often that way; don't take any notice of it.

Task 5

Remember: a number of different structures can serve as complements. For this task, choose from the following:

1. *noun phrase*
2. *adjective phrase*
3. *prepositional phrase*
4. *dependent clause*

Directions: The bolded part of each clause is the complement of a copula verb. Identify what kind of structure the complement is.

1. It became **very cold** suddenly.
2. Because they are **on the top**, it's hard to reach them.
3. When the mixture reaches boiling it looks **much darker**.
4. The submission you prepared is **a high quality piece of work**.
5. The question is **what kind of tool is most likely to fix it**.
6. I just want to be **over him**.
7. She's **a real pain in the arse**.
8. The reaction's duration was **longer than expected**
9. Many politicians become **disillusioned** after just a short time working in politics.
10. She became **a doctor** to please her grandfather.

Task 6

Remember: interrogative is a syntactic concept based on the word order of the clause. While we may often use intonation or punctuation to ask a question using another kind of structure, true interrogatives are clauses which are structured in the correct way.

Directions: each of the following structures is functioning to ask a question, but only some of them are true interrogatives. Identify the true interrogatives.

1. Why are you helping me?
2. Tea, anyone?
3. She is really that mad?
4. What are you going to do with the money?
5. With milk, or without?
6. Is that it?
7. Going home?
8. An enormous amount of effort and I wonder if it was worth it?
9. Is anyone there?
10. Surely not her?

Task 7

Remember: copula verbs are used to describe what the subject is, or what is it like. They are followed by a complement. Transitive verbs describe an action which happens to something – the recipient. In the active voice, this follows the verb. In the passive voice, the recipient is the subject, and is followed by the verb.

Directions: identify if the bolded verbs in these sentences copula or transitive. If transitive, identify if passive or active.

1. Can you **help** me?
2. The important documents were **lost** in the post.
3. I **made** this cake without anyone's help.
4. She **seems** unhappy with the decision.
5. The hotel **looked** grim, so we carried on and looked for another.
6. The family **tasted** something strange in the water, and called the water company.
7. In traditional Christian theology, God **is** both all-powerful and all-loving.
8. Four out of five of the cars **passed** the inspection.
9. The program was **expanded** to include the new students.
10. The most important of the visitors **appeared** exhausted by the end of the first day.

Task 8

Remember: an exclamation is a syntactic concept. While intonation and punctuation are often used to create a similar effect with other structures, true exclamatives are defined in terms of word order only.

Directions: identify which of the following is a true exclamation

1. Go away!
2. What a surprising person you are!
3. How glorious that sunset was!
4. What an extraordinary way to buy coffee you've come up with!
5. What she said is fantastic!
6. How much money did you say!
7. What matters is whether you are listening to me!
8. How fantastic your new house is!
9. Complete and utter rubbish!
10. Why, a way out!

Task 9

Remember: clauses are built up around a verb phrase: there is a clause for each verb phrase you can identify.

Directions: identify how many clauses there are in each of the following sentences (include non-finite clauses in your count):

1. Because they had no money there was a terrible row when she came in and asked for some.
2. To fully appreciate the splendour of Note Dame, it is necessary to first learn about its history.
3. I arrived late but when she saw me she was happy so we talked for a bit and then I left cos I had run out of money but she didn't mind really.
4. With a terrible roar and an unspeakable snarl the lion slowly approached the lonely and desperately vulnerable young gazelle.
5. Considering the long period of incubation, the infection has rapidly spread through the animal's lower leg, surprising both vet and owner.
6. The internet was first developed as a means of communicating between scientists but soon evolved into a broader purpose tool for communication that has transformed the world.
7. Russia's anxiety over the threat of German land forces fed into her paranoia although it was far from the only reason for the growth in her army at this time.
8. If you just adjust that nut it usually gets better but you should not forget to tighten it after as I did once and it was a real mess for a bit though it did get better after I used a different type of oil.
9. Raised on a diet of relentless consumerism, she despised his indifference to shopping and material acquisition.
10. Next we have a special guest who will entertain you all so please call in if you have any questions for him.

Task 10

Remember: interjections are words used to directly express emotions or attitudes, or as discourse markers. They are not connected syntactically to the rest of the clause. Many words that are used as interjections are also used as other word classes.

Directions: In each of the following sentences, the bolded word is one which is sometimes used as an interjection. Identify if it is, in fact, functioning as an interjection in this instance. If not, identify its word class.

Extension: where the word is not used as an interjection, write a sentence using it as one, and vice versa.

1. **No**, I will not attend that party if he is there.
2. We received 100 **yesses** so far but a lot of people are still not sure.
3. Are you feeling quite **well**?
4. I couldn't give a **damn** what you think.
5. Why are you talking like that, **god**, how annoying!
6. **Thanks**, but can you help me with this too?
7. It'll be alright, **there, there**!
8. I'm offering my **congratulations** now as I will be away next week.
9. **Rats**, I've forgotten my money again!
10. Do you like playing **bingo**?

Task 11

Remember: dependent clauses can often serve a function typically served by a noun phrase, allowing us to communicate complex ideas in which beliefs, statements or questions serve as the subjects, objects or complements of another clause.

Directions: identify if the bolded structure is a noun phrase, or a dependent clause.

Extension: identify if the bolded structure is serving as object, subject or complement

1. I know **you love me**.
2. I know **many people with this problem**.
3. **A significant and complex task with many constituent parts** lies ahead of us.
4. A real problem with what you're saying is **what John will do when he finds out**.
5. **Why he did it** is what really upsets me.
6. They came up the hill and but soon retreated when they saw **the extraordinary number of enemy troops all along the ridge**.
7. It's upsetting although it is **what we expected**.
8. The system has registered **a significant rise in the number of people applying for assistance with this problem**.
9. The accounting department is responsible for the submission of the papers but it seems **they forgot this time**.
10. I really hoped **she wouldn't** but she did anyway.

Task 12

Remember: adverbials have a range of specific functions. Choose from the following:

1. *Adverbial of time*
2. *Adverbial of location/place*
3. *Adverbial of reason/cause*
4. *Adverbial of manner (relates how an action happens)*
5. *Adverbial of attitude (relates the speaker's attitude towards what they are saying)*
6. *Connective adverbial (creates a cohesive tie with a previous or subsequent sentence)*

Directions: identify the function of the following bolded adverbials.

1. **When the announcement was made** a number of people left immediately.
2. She was, **incredibly**, only 15 years old at the time.
3. The government, **on the other hand**, has had little input as yet.
4. I was so annoyed by the way he behaved **that night**.
5. It is believed the offenders were able to enter the building **with the help of inside information**.
6. You can only buy them **at that little shop** on the high street now.
7. Well, **firstly**, there's no point going unless we get the money sorted.
8. **Since he is late**, it would be better to cancel.
9. We made our way **through the crowds**.
10. She did it **in sixty seconds**.

Extension: identify the form of the bolded adverbial (choose from: prepositional phrase, adverb phrase, noun phrase, subordinate clause)

Task 13

Remember: gerund-participle clauses ('ing' clauses) have a number of functions. Choose from the following:

- 1. subject of another clause*
- 2. object of another clause*
- 3. adjectival (giving more information about a noun in another clause)*
- 4. part of a prepositional phrase*

Directions: In each of the following clauses, identify the function of the bolded gerund-participle clause:

1. I love **riding in the bush**.
2. **Arriving late**, she had no chance getting the best stuff.
3. The police are looking into **using more dogs to keep the streets safe**.
4. She has always said that **keeping secrets** is an important thing for a friend to do.
5. I saw a load of people **emptying their utes of shit from building sites** there.
6. The software is built on **recognising the most important facial features**.
7. Most of the athletes beat their personal bests, **proving the validity of the exercise**.
8. They're confusing everyone by **using a new form of radar**.
9. I enjoyed **talking to him** for a long time after the breakup, but then it got complicated.
10. It's great there but **working too hard** is a problem for many.

Task 14

Remember: words ending 'ing' can be used as a number of different word classes. Close attention to the words around them can help to determine which they are. Use the following tips to help you:

- 1. Is it modified by an adjective or 'pointed to' by a determiner? – noun*
- 2. Is it describing a noun? – adjective*
- 3. Does it follow the auxiliary verb 'be' in a progressive tense? – verb*
- 4. Is it the head word of a non-finite dependent clause? – verb*

Directions: identify the word class of the bolded word ending in 'ing'

1. A terrible **banging** woke everyone up.
2. She is always **banging** on about the environment.
3. That is one really **banging** tune.
4. I have been **considering** your proposal.
5. She came in, loudly **proclaiming** her innocence for all to hear.
6. The **washing** machine was overloaded, and flooded.
7. He is **insisting** that we all go, though none of us want to.
8. I am giving up this **exhausting** job.
9. On the bridge there were three birds, **loudly quarrelling over a scrap of bread**.
10. His constant **yelling** annoyed everyone.

Task 15

Remember:

-a blend is a word which is composed of 2 or more base words, and in which at least one of the component words has been 'clipped' of some of its phonemes.

-a compound is similar to a blend, but the entirety of each of the component words is preserved in the new word. They are sometimes written as one word, sometimes hyphenated, and sometimes written as two words.

-a contraction is NOT a 'new' word, but simply an alternative presentation, in which one or more words appears in a shortened and/or combined form. That multi-word contractions are not in themselves single words is demonstrated by the fact that, unlike compounds or blends, they cannot be assigned to a word class.

Directions: identify if the bolded item is a blend, a compound or a contraction. To ensure you are thinking about the grammar of the words themselves, Standard punctuation has been omitted.

1. I **dunno** why you keep going on about that.
2. She bought that **shoeshop** on the corner in town.
3. Those two have got such a **bromance** going on!
4. The sister is not so **welladjusted**.
5. **Shes** built of sterner stuff.
6. I'm sick of all these **docudramas** on TV at the minute.
7. They're building a new **carpark** on the site of the old hospital.
8. Would you like some fish **n** chips?
9. Making **icecream** at home? Try this new recipe.
10. **Facebook** is fast losing popularity with younger markets.

Task 16

Remember: cohesive ties rely on word meaning to make links between sentences, helping to create a unified text. In the exercise, choose from the following important types:

1. *Substitution*
2. *Reference (anaphoric and cataphoric)*
3. *Conjunctions and Adverbials*
4. *Lexical choice (hyponym, synonym, antonym, collocation/semantic field)*
5. *Ellipsis*

Directions: In each of the following short texts, the bolded word or phrases help form a cohesive tie. Identify which type it is.

1. **She's** got no money at all now. **My aunt**, I mean, and she's got no one else to turn to.
2. Loads of the **goals** were disallowed. The **umpires** were rubbish.
3. I for one am not interested in this. **Nor** is anyone else I know.
4. A. Do you like **going away to new places on holiday**?
B. No I don't.
5. They took all the **coats** and put them in the bedroom, I think. But no one seems to have bothered with **mine**.
6. **For one**, I am not interested in listening to him. **For another**, he's gone away anyway.
7. Loads of **people** turned up for the 'party'. One **man** even came in fancy dress, poor sod!
8. She emptied her whole glass over him in front of everyone. When Joan saw **that**, she was furious, and jumped on her.
9. A. That funny restaurant opposite the gallery is much nicer than people say.
B. I think **so** too, but nobody else seems to agree with me.
10. Many of the writers of that time were persecuted for standing up to the regime. **Consequently**, there is a real culture of respect for writing across the nation that seems to be lacking here.

Task 17

Remember: prepositional phrases may modify a noun as part of a noun phrase, in which case they are adjectival in function, or may provide information about the clause as a whole, in which case they are adverbial.

Directions: Identify if the most likely interpretation of the bolded prepositional phrase is adjectival or adverbial.

1. **On a high hill overlooking the town**, a mighty army gathered.
2. Meanwhile, **at the party**, all the guests were excited by the news.
3. The application will be processed by the team **with the most employees available**.
4. The sun broke from behind the clouds and lit up the man **with the dog** walking towards us.
5. **On the lake** there was a decrepit old boat.
6. She gave gift-bags to all the delegates **on the left** of the hall.
7. Lots of students **on the program** have not studied the subject before.
8. We have always admired him **for his courage**.
9. They left the building **with broken doors** and headed towards the one with grey windows.
10. They left the building **with broken doors** and didn't even tell us what they'd done.

Task 18

Remember: Syntactically, clauses and sentences typically have end focus, meaning given information is presented first, and focussed information is presented at the end. Sometimes, focus is also introduced at the beginning, adding front focus. Some clauses have front focus because they introduce a new topic, and so have no given information to present. Others do so for stylistic effect, drawing special attention to the item which receives front focus through the surprising and marked presentation.

For this task, choose from the following:

strategies which rely on end-focus expectation

- Existential 'there'
- Passive/Active voice (subject is given)
- Clefting (uses end-focus in the main clause to create front focus in the complex sentence)
- Fronting (of given information)

strategies which add front-focus

- Fronting (of new information)
- Inversion
- Passive voice/Active voice (subject is new)
- Prosodic/Graphic stress

Directions: Identify the information flow strategy highlighted by the bolded structures.

1. **A horse goes** into a pub. He orders a drink. The barman says 'why the long face?'
2. I gave my money to my friend but **he was robbed** on the way home
3. You got very confused about my brothers at the party last night. **It was John who asked you for a dance**, not James.
4. We all looked up. On the horizon **there was a beautiful tree**.
5. I saw an awful looking man there. **He was playing** with this scary dog.
6. We wondered along the rocky path arguing with each other. **High up on a cliff**, some boys were playing foolish games.
7. No you're wrong: **Lisa** bought the dog off me, not Liza.
8. We had hoped for better weather but, of course, **down came the rain** and we all got soaked.
9. **A man was arrested** last night near the western oval. He is suspected of a series of burglaries in the area.
10. Once there was a hill. **On this hill**, there was a house. In this house, there lived a mouse.

Task 19

Remember: Auxiliary verbs (do, have, be) serve a range of functions. For this task, choose from the following:

Forms the perfect aspect

Forms an interrogative, emphatic or negative clause in simple aspect

Forms the progressive aspect

Forms passive voice

Substitution

Directions Each sentence below contains at least one auxiliary verb, some contain two. Identify the auxiliaries, and their functions.

1. I have many friends but I didn't know you were one of them.
2. She was walking along the street when she had an accident.
3. Do you like tea or have you never tried it?
4. She was really angry that he didn't know about what happened.
5. They have always thought a great deal about this and they have many solutions prepared.
6. John was overtaken on the road when he was taking a break.
7. I made a car out of paper-clips and so did John.
8. I did enjoy that movie they did!

Task 20

Remember: non-Standard usages are usually either syntactic or orthographic. Less commonly, they are lexical (slang or dialect terms which are not in the active vocabulary of educated speakers).

Choose from the following options:

- 1. Syntactic – word used in non-Standard word class*
- 2. Syntactic – double negative*
- 3. Syntactic – omission of words, especially articles auxiliary and copula verbs*
- 2. Syntactic/Lexical – non-Standard verb form*
- 3. Non-Standard lexis*
- 4. Non-Standard orthography*

Directions: Identify the reason that the following clauses are non-Standard English

1. I need them kids in the canteen now!
2. Hey, I've gotta go. Yallah!
3. She drew that picture so good
4. Are you up 4 a good time?
5. She isn't never going back!
6. I've not got me pen on me.
7. They was in the pub when we called.
8. I done that before.
9. It very nasty there.
10. He's wrote a lovely letter for you.

ANSWERS

Task 1.

1. kept
2. have
3. did
4. noticed
5. have
6. was
7. came
8. has
9. is
10. have