

# **A UNIVERSITY GRAMMAR OF ENGLISH**

RANDOLPH QUIRK  
SIDNEY GREENBAUM

R A Close

**workbook**

# **A UNIVERSITY GRAMMAR OF ENGLISH**

RANDOLPH QUIRK  
SIDNEY GREENBAUM

## **workbook**

R A Close



**LONGMAN**

**LONGMAN GROUP LIMITED LONDON**

Associated companies, branches and representatives throughout the world

© Longman Group Limited 1974

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without the prior permission of the copyright owner.

**First published 1974**

**Fourth impression 1978**

**ISBN 0 582 52280 3**

Printed in Hong Kong by  
Shek Wah Tong Printing Press Ltd

# Preface

This Workbook is intended to assist students in their study of *A University Grammar of English* by Randolph Quirk and Sidney Greenbaum. It provides practice in applying the *Grammar's* principles and criteria and in dealing with many of the problems that the *Grammar* explains. The majority of the sentences, and all of the longer passages, that have been included as exercise material have been taken or adapted from authentic modern texts.

Anyone attempting to use the Workbook will immediately see that the exercises in it are not self-explanatory: they cannot be done properly—and in some cases cannot even be begun—until the relevant chapter or section of the *Grammar* has been carefully read. The exercises follow the order of the *Grammar* strictly.

Whether the exercises are done in the order in which they have been set, and exactly how they are done, are questions that are left to the judgment of the teacher conducting his own class, or to the student working on his own. The teacher may decide that a certain exercise is beyond the students he is teaching at the time. In that case the exercise can be done later. Sometimes an exercise can be profitably discussed in class before the students attempt to answer it on their own; and discussion on an exercise must involve reading and discussion of the relevant section of the *Grammar*.

When it comes to writing answers to the exercises, there are advantages in not doing this in the Workbook itself. Where tables are shown in the Workbook, this has only been done as an indication of how the student might present certain information in tabulated form.

Answers to exercises will be found in a key at the back of the Workbook. The objects of this key are (a) to give examples of the kind of answer expected, (b) to indicate what would be acceptable usage in cases where such information is not easily deducible from the *Grammar*, and (c) to provide, by symbols, a means of checking correct answers when this can be done objectively.

Answers have not been provided for every item in every exercise, for the reason that the author, having given examples of what sort of answer is required, has felt justified in hoping that students would be able to continue on their own. Their ability to do that depends, of course, on how well they will have studied the *Grammar*.

It should be emphasized that other answers than those given in the key may well be 'right', and that to organize possible answers according to 'degrees of

correctness' would be pointless, as much depends on context, on particular shades of meaning, and on personal associations. But teachers and students may rest assured that the answers given in the key are acceptable and can be safely adopted.

I am most grateful to Professor Quirk and to Professor Greenbaum for their painstaking scrutiny of the exercises and the answers to them, and for numerous suggestions for improvement which I have gladly adopted.

R.A.C.

### Acknowledgements

We are indebted to the following for permission to reproduce copyright material:

George Allen and Unwin Limited for an extract from *Portraits from Memory* by Bertrand Russell which has been slightly adapted.

# Contents

|  | <i>page</i> |
|--|-------------|
| 1 Varieties of English                   | 1           |
| 2 Elements of grammar                    | 5           |
| 3 The verb phrase                        | 13          |
| 4 The noun phrase                        | 29          |
| 5 Adjectives and adverbs                 | 40          |
| 6 Prepositions                           | 46          |
| 7 The simple sentence                    | 56          |
| 8 Adjuncts, disjuncts, conjuncts         | 67          |
| 9 Coordination, apposition and ellipsis  | 80          |
| 10 Sentence connection                   | 86          |
| 11 The complex sentence                  | 94          |
| 12 The verb and its complementation      | 109         |
| 13 The complex noun phrase               | 123         |
| 14 Focus, theme and emphasis             | 132         |
| Appendix 1 Word-formation                | 138         |
| Appendix 2 Stress, rhythm and intonation | 141         |
| Appendix 3 Punctuation                   | 143         |
| Suggested answers                        | 145         |

# 1 Varieties of English

The objects of Exercises 1, 2 and 3 are to help the student to concentrate on the statements made in Chapter One; to familiarize him with technical terms used in it; and to give him an opportunity of applying its principles to actual examples of various kinds of English.

## Exercise 1

Select one item from the left-hand column to replace each dash in the sentence on the right, so as to produce *a statement equivalent in meaning to one made or implied in the first chapter*.

1 British,  
American,  
Scottish,  
Canadian,  
regional, older,  
provincial

Technically, a \_\_\_\_\_ English is a dialect in so far as it is a b \_\_\_\_\_ variety of the language.

2 superior,  
inferior, equally  
related,  
equivalent, equal

One particular regional variety is a \_\_\_\_\_ to the others in every respect, and none need be regarded as b \_\_\_\_\_.

3 grammar,  
lexicon,  
phonology,  
vocabulary

The difference between one regional variety and another is most noticeable in a \_\_\_\_\_, and least of all in b \_\_\_\_\_.

4 dialectal,  
educated,  
uneducated,  
standard,  
officially  
recognized

The same features of a \_\_\_\_\_ English may be found in more than one of its b \_\_\_\_\_ forms.

5 educated  
speech, a dialect,  
adopted, used,  
regularized

Standard English is a \_\_\_\_\_ that has been b \_\_\_\_\_ by a number of academic and official bodies.

6 a, and, no,  
but, divergence,  
uniformity,  
grammar,  
spelling,  
pronunciation,  
standardization,  
vocabulary,  
idiom

There is <sup>a</sup>\_\_\_\_\_ single standard form of English. <sup>b</sup>\_\_\_\_\_ we find very considerable <sup>c</sup>\_\_\_\_\_ in matters of <sup>d</sup>\_\_\_\_\_, and even a remarkable lack of <sup>e</sup>\_\_\_\_\_ in <sup>f</sup>\_\_\_\_\_ and <sup>g</sup>\_\_\_\_\_.

7 more, less,  
register, medium,  
style, possesses,  
lacks, employs,  
and, but

Written English is a <sup>a</sup>\_\_\_\_\_ effective <sup>b</sup>\_\_\_\_\_ of communication than spoken, in that it <sup>c</sup>\_\_\_\_\_ certain prosodic features; <sup>d</sup>\_\_\_\_\_ for that reason it has to be <sup>e</sup>\_\_\_\_\_ precise.

8 social  
relationship,  
approach,  
attitude, what,  
why, whether

Whether a speaker decides to use formal or informal English depends partly on his <sup>a</sup>\_\_\_\_\_ to his audience, partly on <sup>b</sup>\_\_\_\_\_ he is communicating.

9 a corrupt  
form,  
interference, a  
new dialect, a  
new grammar,  
another variety

When foreign linguistic patterns leave a lasting influence on a language in a certain area, and <sup>a</sup>\_\_\_\_\_ becomes permanent, then <sup>b</sup>\_\_\_\_\_ of that language results.

10 generally,  
only,  
exclusively,  
adopted,  
recognized,  
public, private,  
government,  
educational,  
schools, colleges

Received Pronunciation is the name given to a type of speech <sup>a</sup>\_\_\_\_\_ <sup>b</sup>\_\_\_\_\_ by certain <sup>c</sup>\_\_\_\_\_ <sup>d</sup>\_\_\_\_\_ institutions, called <sup>e</sup>\_\_\_\_\_ <sup>f</sup>\_\_\_\_\_.

11 regional,  
standard,  
educated,  
style, register,  
medium, formal,  
neutral, informal

One would expect an American biologist, wishing to publish an article on his special subject, to use a <sup>a</sup>\_\_\_\_\_ variety of English and a scientific <sup>b</sup>\_\_\_\_\_, to adopt the written <sup>c</sup>\_\_\_\_\_ and a <sup>d</sup>\_\_\_\_\_ attitude to his readers.



12 *If I had known, Had I known, We have gotten, autumn, formal, informal, British, American* \_\_\_\_\_ is typical of \_\_\_\_\_ English, while \_\_\_\_\_ is characteristic of \_\_\_\_\_, English.

## Exercise 2

Say what features of the following passages are characteristic of *a* British or American English, *b* a particular register, *c* the spoken or the written medium, *d* formal or informal attitude, *e* substandard English.

### Note

The purpose of this exercise is to accustom the student to use the terms *register* etc. in the way in which they have been used in Chapter One of the *Grammar*. Teachers will no doubt wish to discuss the exercise in class before it is attempted by the students. Ideas on the subject of it will be found not only in Chapter One of the *Grammar* but also in Crystal and Davy, *Investigating English Style* see the Bibliography in the *Grammar*.

- 1 I have recently been in correspondence with Messrs X and Y, Architects, concerning a number of irregularities which existed in the water supply installation at your Centre.
- 2 These bookshelves have become so popular that we've now added an extra unit. Also a writing-desk extension which you can fit to it. Why not give it a try?
- 3 We don't know nothing about it, sir, honest, we was never playing on the railway line, was we Dick?
- 4 Shut off supply to tap. Open tap fully to make sure water is shut off properly and leave open.
- 5 I appoint X Limited (hereinafter called 'The Company') to be the Executor and Trustee of this my Will on the Company's Terms and Conditions in force at the time of my death (including those governing the rights of the Company to remuneration and the incidence of such remuneration as set forth therein) –
- 6 What I wanted to ask you really was, as – m – I didn't know whether you were going to say that you could come or not, but I was going to suggest could you make it on the following Saturday?
- 7 As a biologist, I feel pretty sure that not all the knowledge an animal possesses has been founded upon experience it has enjoyed in its own lifetime.
- 8 On July 7, 1964, 3.9 millicuries of Cl-labeled DDT on inert granules were applied by helicopter to an enclosed four-acre marsh area at the rate of 0.2 pounds DDT per acre.
- 9 Pour coffee and syrup over crumbs. Sift dry ingredients and add. Stir in raisins.

- 10 In our time, we read too many new books, or are oppressed by the thought of the new books which we are neglecting to read; we read many books, because we cannot know enough people; we cannot know everybody whom it would be to our benefit to know.
- 11 Did you ever eat chicken?  
Sure. I guess I've eaten chicken six or seven times.  
What are you going to do when you grow up?  
Shucks. I don't know.
- 12 A DRQ on a test flight from X to Y was reported missing last night and believed to have crashed in the Z highlands. Rescue teams planned to set out at first light today. There were two test pilots and two other crew on board.

### Exercise 3

Quote, from each of the twelve extracts in Exercise 2, three or four grammatical constructions which you would consider as belonging unmistakably to a *common core* of English.

## 2 Elements of grammar

In doing Exercises 4–16, the student may be performing operations with which he is already familiar; and in subsequent chapters, he will find a more detailed treatment of some of the subjects dealt with here. The overlap is deliberate, the main object of Exercises 4–16 being to give the student confidence, before he proceeds with a study of the rest of the *Grammar*, in using the sort of criteria introduced in Chapter Two.

### Operators

#### Exercise 4

Identify the whole of the subject of each of the sentences below. Then transform each sentence so as to form a *yes-no* question on the model:

Operator + subject + rest of the predicate,  
and answer the question on one of the following models:

Yes + subject (pronoun) + operator;

No + „ „ + „ + n't:

- 1 Computers are fairly commonplace today.
- 2 We have a computer here. (*Give two different transforms*)
- 3 Full-scale computers use a large number of programs.
- 4 These programs have to be changed from time to time.
- 5 A special period will need to be set aside for this operation.
- 6 Thinking about this led us to an interesting conclusion.
- 7 Someone having a dream could be performing a similar operation.
- 8 Most people have had the experience of dreaming in a feverish state.
- 9 Then the sleeper sees dreams as a jumbled sequence of unimportant detail.
- 10 This jumbled sequence of detail keeps dancing in front of his eyes.
- 11 The speaker is seriously comparing dreams with what happens in a computer.
- 12 The process of changing a computer programme can be compared with human dreams.

### Constituent parts of a sentence

#### Exercise 5

Divide each of the sentences below into its *constituent parts*, and label each part *S*, *V*, *C*, *O* or *A*, as in models a and b:

S            V            C            A  
a Computers/are/fairly commonplace/today.

V-   S   A   -V   O  
b /Did/you/ever/eat/chicken?

- 1 Full-scale computers have a large number of programs.
- 2 We must change all the programs tomorrow.
- 3 Tomorrow will be a holiday here.
- 4 These bookshelves are becoming very popular in Sweden.
- 5 We have recently added an extra unit to them.
- 6 Will you give it a try?
- 7 On July 7, DDT was sprayed on the marsh from a helicopter.
- 8 We all read too many books too quickly.
- 9 The young man grew restless in his mother-in-law's house.
- 10 They had made him their son-in-law despite his objections.
- 11 He found his mother-in-law greedy.
- 12 They had found him a charming young wife.

### Subordinate or dependent clauses

#### Exercise 6

Pick out *the subordinate or dependent clause* in each of the sentences below. Label the constituent parts, both of the main clause and of the subordinate clause, and indicate the relationship between the two clauses, thus:

S            V            O            S            V            O            A  
/You/must add/the raisins/after [you/'ve poured/the syrup/over the crumbs/ (A)

- 1 I don't believe that those bookshelves are popular anywhere yet.
- 2 What that advertisement says is not true.
- 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 come next Saturday?
- 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.

### Objects and complements

#### Exercise 7

Indicate, by Od, Oi, Cs or Co whether the parts underlined in the sentences below are the *direct object* (Od), the *indirect object* (Oi), the *subject complement* (Cs) or the *object complement* (Co):

- 1 Will someone get a doctor, quickly!
- 2 George and Paul both became famous doctors.
- 3 Do you call <sup>a</sup>yourself a <sup>b</sup>doctor?
- 4 May I call <sup>a</sup>you <sup>b</sup>Jenny?
- 5 May I call <sup>a</sup>you <sup>b</sup>a taxi or something?
- 6 Call me anything you like.
- 7 It's <sup>a</sup>so cold. I can't get <sup>b</sup>warm.
- 8 I can't get <sup>a</sup>my hands <sup>b</sup>warm.
- 9 Keep <sup>a</sup>quiet. Keep <sup>b</sup>those children <sup>c</sup>quiet.
- 10 Can't you give <sup>a</sup>them <sup>b</sup>something to keep <sup>c</sup>them quiet?
- 11 The young man was slowly going mad.
- 12 His mother-in-law was driving <sup>a</sup>him <sup>b</sup>mad.
- 13 The driver turned the corner too quickly.
- 14 The weather is turning warmer.
- 15 The hot weather turned <sup>a</sup>all the milk <sup>b</sup>sour.
- 16 The young man grew very depressed.
- 17 He grew <sup>a</sup>his hair <sup>b</sup>long.
- 18 He had made a great mistake.
- 19 His in-laws had simply made <sup>a</sup>him <sup>b</sup>their servant.
- 20 His wife sometimes made <sup>a</sup>him <sup>b</sup>curry.
- 21 But this only made <sup>a</sup>him <sup>b</sup>more miserable.
- 22 Show <sup>a</sup>me <sup>b</sup>your passport. Show <sup>c</sup>me.
- 23 Did you see <sup>a</sup>anyone? Did you say <sup>b</sup>anything?
- 24 I didn't tell <sup>a</sup>anybody <sup>b</sup>anything.

### Categories of verbs

#### Exercise 8

The following terms can be used with reference to verbs:

- |             |                      |
|-------------|----------------------|
| a intensive | e intransitive       |
| b extensive | f monotransitive     |
| c stative   | g ditransitive       |
| d dynamic   | h complex transitive |

Indicate, by the letters *a, b, c, etc.*, which of those terms could be applied to the verbs as they are used in the sentences below. Note that more than one label could be used in every case.

- 1 Do you understand the question?
- 2 English and German are separate languages.
- 3 He appeared rather worried.
- 4 The mist is disappearing slowly.
- 5 I see<sup>1</sup> what you mean<sup>2</sup>.
- 6 You aren't looking in the right direction.
- 7 He offered her his hand hesitatingly.

8. Bertrand is becoming rather a bore.
9. Susan chooses her clothes sensibly.
10. Her mother made her that dress well.
11. We elected him President unanimously.
12. His election made him very conceited.

### Sentence structure

#### Exercise 9

Use one of the eight terms in the instructions to Exercise 8 to fill each gap in the sentences below most appropriately:

- 1 In a sentence with the structure  $S + V + x$ , if  $x$  is a noun that must be plural when  $S$  is plural, then  $V$  is \_\_\_\_\_.
- 2 In the structure  $S + V + x$ , if both  $S$  and  $x$  are plural nouns,  $V$  may be either  $a$  \_\_\_\_\_ or  $b$  \_\_\_\_\_.
- 3 In the same structure, if  $S$  is plural and  $x$  is a singular noun, then  $V$  is usually—.
- 4 In  $S + V + A$ , if  $A$  can be realized by steadily, then  $V$  is  $a$  \_\_\_\_\_, not  $b$  \_\_\_\_\_.
- 5 If  $Od$  is present in a clause,  $V$  is either  $a$  \_\_\_\_\_ or  $b$  \_\_\_\_\_ or  $c$  \_\_\_\_\_.
- 6 If  $Oi$  is present,  $V$  is \_\_\_\_\_.
- 7 If  $Co$  is present,  $V$  is \_\_\_\_\_.
- 8 In  $S + V + A$ , if  $A$  is realized by at this moment,  $V$  is not \_\_\_\_\_.
- 9 In any structure, if  $V$  is transitive it must be \_\_\_\_\_.
- 10 The progressive may occur if  $V$  is  $a$  \_\_\_\_\_ but not if  $V$  is  $b$  \_\_\_\_\_.

#### Exercise 10

Read the following passages:

- a The Great Fire of London occurred in 1666. It started in a bakery in Pudding Lane, near London Bridge. It burnt furiously, and in four days it destroyed four-fifths of the city. It left about 100,000 people homeless. Samuel Pepys, the diarist, saw the fire from his home and has given us a vivid account of it.
- b London's Big Ben, by the River Thames, has become famous throughout the world. It is not a clock, as many people think, but a huge bell inside the clock-tower. The Government awarded the contract for making it to Frederick Dent. In 1858, the bell was finished, and members suddenly decided to christen it Big Ben after Sir Benjamin Hall, one of their colleagues who was growing very stout and who had just made a long and witty speech.

Then, only using information contained in those two passages, form two sentences on each of the following *structural patterns*:

- 1  $S + V$  stat. int. +  $Cs + A$  time.
- 2  $S + V$  stat. int. +  $A$  place +  $A$  place.

- 3 S + V stat. trans. + Od + A place.
- 4 S + V dyn. int. + Cs + A place *or* time.
- 5 S + V dyn. monotrans. + Od + A time.
- 6 S + V dyn. ditrans. + Oi + Od.
- 7 S + V dyn. complex trans. + Od + Co.
- 8 A time + V dyn. ext. intrans. + A process.

### Linguistic structures

#### Exercise 11

A part of each of the sentences below is underlined. Indicate by which of the following *linguistic structures* the underlined part is being realized:

- a simple (= one-word) finite verb phrase
- b complex finite verb phrase
- c simple non-finite verb phrase (including infinitive with *to*)
- d complex non-finite verb phrase
- e finite clause
- f non-finite clause
- g prepositional phrase
- h noun phrase
- i adjective phrase
- j adverb phrase

- 1 Fire can cause great damage to any city.
- 2 The Great Fire of London started in a bakery.
- 3 It burnt furiously for four days.
- 4 Pepys has given us a vivid account of it.
- 5 Who has given a vivid account of it?
- 6 The man who has just spoken is Benjamin Hall.
- 7 They suddenly decided to christen the bell Big Ben.
- 8 The idea occurred to them while Hall was speaking.
- 9 The man who won the contract was Dent.
- 10 The next day we were sitting in the car.
- 11 Leaving us at the gate, they disappeared.
- 12 Leaving us at the gate like that was very thoughtless.
- 13 Hand the man at the gate your ticket.
- 14 I never imagined that such a thing could happen.
- 15 The strange thing is that we never heard of him again.
- 16 I thoroughly enjoyed meeting June again.
- 17 Meeting her again has left me very happy.
- 18 There were the cakes, burnt to a cinder.
- 19 GRAVE DOUBTS WHETHER PEACE WILL LAST
- 20 Graves doubts whether agreement can be reached.

## Parts of speech

### Exercise 12

Classify the underlined words as parts of speech. If a word is underlined more than once, eg right, refer to the first occurrence as right (1), the second as right (2), and so on.

- 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.

## Stative and dynamic

### Exercise 13

Indicate whether the underlined verb phrases are *stative* or *dynamic* in the context given:

- 1 This tank holds precisely 10 litres.
- 2 Hold the handle very firmly.
- 3 Answer the question more precisely.
- 4 He <sup>a</sup>is a fool. <sup>b</sup>Don't listen to him.
- 5 I <sup>a</sup>was a fool. I <sup>b</sup>was driving too fast.
- 6 I'd like three tickets immediately.
- 7 We <sup>a</sup>have only two tickets, I <sup>b</sup>am afraid.
- 8 I was having my coffee quietly.
- 9 <sup>a</sup>Smell this meat. <sup>b</sup>Does it smell bad?
- 10 I <sup>a</sup>think I <sup>b</sup>hear someone <sup>c</sup>coming.
- 11 I <sup>a</sup>consider you <sup>b</sup>acted very wisely.
- 12 We shall consider your application.

## Pro-forms

### Exercise 14

Replace each underlined part by a *pro-form* (which may consist of more than one word) which can be used when the information contained in the sentence is repeated:



- 1 The man who has just spoken is Benjamin Hall.
- 2 I never imagined that such a thing could happen.
- 3 An idea suddenly occurred to the Members present.
- 4 It occurred to them while Benjamin Hall was speaking.
- 5 Hand the man at the gate your ticket.
- 6 I said, 'The man at the gate!'
- 7 I'm afraid I haven't a ticket.
- 8 They'll be issuing some new tickets tomorrow.
- 9 They'll be issuing some new tickets tomorrow.
- 10 Ferguson saw the fire and Parkinson saw it too.
- 11 Are you sure the baker started it?
- 12 A Are we on the right road?  
B Yes I think we're on the right road.
- 13 Well, I think we're not on the right road.
- 14 Do you enjoy walking in the rain?
- 15 Do you really want to get soaked through?
- 16 I would hate you to think that of me.
- 17 I believe he wants to be left alone.
- 18 You think you can't answer this question, but you can answer it.
- 19 If you haven't renewed your licence, you should renew your licence without delay.
- 20 If you haven't renewed it, you should renew it.

### ***Wh-questions***

#### **Exercise 15**

Form *Wh*-questions which will precisely elicit, as answers, the underlined parts of the following questions.

- 1 DDT was sprayed over the area.
- 2 Samuel Pepys wrote an account of the fire.
- 3 He wrote an account of the fire.
- 4 He wrote an account of the fire.
- 5 The fire started in a bakery.
- 6 It burnt furiously.
- 7 It burnt for four days.
- 8 That happened in 1666.
- 9 Pepys' account of it is the best.
- 10 Fires broke out every night during the war.
- 11 Twenty people were killed on the roads yesterday.
- 12 Three inches of rain fell last night.
- 13 It is four miles from here to the station.
- 14 It will only take you ten minutes to get there by car.
- 15 This castle was built during the fifteenth century.
- 16 The Aswan Dam was built to provide a reservoir for the Nile valley.