# structure four

(compiled from Quirk's A University Grammar of English and other sources) resource book

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passive causatives

1	are being driven	13	***************************************
2	***************************************	14	***************************************
3	***************************************	15	***************************************
4		16	***************************************
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6		18	
7		19	***************************************
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9	***************************************	21	***************************************
10		22	
11		23	
12			

#### 24 The causative have and the causative get

#### FORM

have/get + object + past participle

#### USE

 We use the causative have or the causative get when we are not concerned about the person doing the action.
 The subject of the verb have or get causes the action to take place:
 We have/get the windows cleaned once a month.

(We have an agreement with the window cleaner that s/he cleans the windows once a month and we pay him/her.)

You should have/get your eyes tested. (You should arrange for an eye test.)

We occasionally use the causative have or get with by + agent:
 We had/got the house decorated by a local firm of decorators.

#### Contrast: have and get

The causative *have* and the causative *get* are very similar and often interchangeable. However, the causative *get* is more concerned with the arranging that is required in order for something to be done:

I had the car serviced this morning.

(I caused this to happen but I may or may not have taken the car to the garage myself.)

I got the car serviced this morning.

(This is almost the same but there is an assumption here that I took the car to the garage.)

When we are concerned with the process of something happening and not the preparatory arrangements, we use the causative *have* and not the causative *get*: I like *having* my hair done.

They stayed with us while they were having their flat decorated.

We do not generally use the causative **get** in the present perfect or past perfect: Oh, you've had your hair done. (NOT You've got your hair done.)

#### Notes

- We also sometimes use get + object + past participle to say that we did something ourselves. When we use it in this way, it suggests that there was a lot to be done or that it was difficult but that we managed to finish it: I got all my work done yesterday.
- We occasionally use the causative have and get when the subject of have/get does not
  cause the action to happen but is an unwilling victim. It is generally used in this way with
  verbs denoting crimes:

I had/got my bag stolen last week.

#### **Practice**

24	Re	write the words underlined using have or get + object + past participle.
	1	There's a photographer over there. Why don't we ask her to take our picture?  Why don't we have/get our picture taken?
	2	I've finally decided to arrange for someone to pierce my nose.  I've finally decided to have/get my nose pierced.
	3	There's a leak in the roof. We should arrange for someone to repair it.
	4	What time is it? I'm afraid someone hasn't repaired my watch yet.
	5	Someone is going to redecorate the kitchen for us next month.
	6	If I were you, I'd ask someone to fell hat tree. It shuts out all the light.
	7	I'm having a bit of trouble with my eyes at the moment so <u>someone's</u> going to test them next week.
		***************************************
	8	I love someone massaging my shoulders.
	9	The dentist hasn't checked my teeth this year.

10	The baby was crying because someone was washing her hair.
11	He looks much younger. I think someone's dyed his hair.
12	I don't know if I've passed the course because the tutors haven't
	marked all my work yet.
13	That wasps' nest is dangerous. You must ask someone to remove it.

#### **MISCELLANEOUS**

#### 25 Constructions after wish

#### USE

· With past simple.

To express dissatisfaction with a present situation or repeated habitual activity, use **wish** + past simple:

I wish she didn't ... (but she does)

I wish she did ... (but she doesn't)

I wish she spoke French. (but she doesn't. I would very much like her to.)
With the verb to be, use was or were after I/She/He/It. Were is a little more formal:

I wish the weather was/were a bit warmer. (but it isn't)

With would.

To express dissatisfaction and annoyance about something that we would like to be different but that we do not expect to be different.

When we use it to refer to a person, it suggests that the person refuses to change:

I wish she would speak French. (but she won't, She can speak French but she refuses to speak it.)

I wish it would stop raining. (but it won't. I do not expect it to stop.)

· With past perfect.

To express regret about the past, use **wish** + past perfect: I **wish** I <u>had studied</u> harder. (but I didn't and now I regret it.)

#### Notes

- We can use if only... in place of I wish... . It also expresses dissatisfaction and regret. It is somewhat stronger than wish: If only I hadn't said that.
- Wish + to-infinitive is a more formal way of saying I want to... or I would like to... It is
  used in formal spoken language or in writing: The management wish to inform you that...

# 12.3 Form and use of the causative

# 12.3A Form of the causative: 'have something done' [> LEG 12.10-11]

Study:

1 Note the difference between these two sentences:

1 had built a house. (past perfect banse = "I did it myself" [> 9.6A])

1 had a house built. (the causative = "I arranged for it to be done" [> 12.5B])

2 We form the causative with have + noun or pronoun object + past participle.

We use the causative in different tenses and with modals:

I will have a house built. I had a house built. I have had a house built.

I will have a house built. I must have a house built. I can't have a house built.

Write: Complete these sentences with the correct forms of the verbs in brackets.

# 12.3B The causative compared with the active and passive [> LEG 12.12]

Study: 1

1 We use the active to describe jobs we do ourselves or when we know who's doing a job: I'm servicing the car. Jack is servicing the car.

2 We use the passive to say that a job is being done for us, but we don't know or don't want to say who is doing it:
The car is being serviced. (We're focusing on the car (> 12.24))

3 We use the causative to stress the fact that we are 'causing' someone to do a job for us: I'm having the car serviced. I have had my car serviced. I'm going to have my hair out. Not "I'm going to cut my hair" which means "I'm going to cut it myself". [compare > 16.28] We often use the causative with verbs that have to do with services; e.g. build, clean, decorate, develop (a film), mend, photocopy, press, print, repair, service.

Write 1: Supply the correct forms of the verbs in brackets,

12 What's handened to my report? — If at the moment (photocoxy)	
1 Whothe children's clothes, in this house? – Who do you think? I do! (mend)	4
10 'Can I use the photocopier this document?' I asked. (photocopy)	=
9 "I'd like this film (develop and print)	-
8 The heel came off my shoe and I	_
7 My shoes It was an expensive job! (just repair)	
6 You They look quite worn, (mustrepair your shoes)	_
5 We can't use the living room, it	-
4 Did you decorate the room yourselves? - No, we	
3 I never find time to clean the car myself, so I(clean)	ex.
2 Where's your car? – It (dean)	**
1 What are you doing? - 1	_

G	
	802
	2
	720
	2
Shei going to have a tooth extended tomorrow.	
Shee having har eyes tested torkey	-
She had her best skirt deaned yesterday	7
car serviced some furniture delivered hair done	0
two trees planted a film developed two teeth filled	ď
best stock channed eyes tested a tooth extracted	<b>6</b> 7
is going to have done tomorrow.	0
a what she had done yesterday; b what she is having done today;	9

Study: We sometimes use *get* in place of *have* in the causalive to say something is urgent:

Have that car repaired! (causative) Get that car repaired! (more urgent causative)

Write: Use get in place of have in these sentences.

1 I must have \_\_\_\_\_\_\_I must gec\_\_\_\_\_\_\_ this report photocopied and sent off straightsway.
2 They're finally having \_\_\_\_\_\_\_\_ their central healing repaired.
3 We'll be having \_\_\_\_\_\_\_\_ the job done by a local builder.
4 Why don't you have \_\_\_\_\_\_\_\_ that suit cleaned? It's filthy!
5 Have \_\_\_\_\_\_\_\_ your hair cut!

## 12.3D Context

Write: Put in causative forms for the verbs in brackets.



# CONSTANT MAINTENANCE!

hi-fi system and in no time you have to (if repair) '966 it repaired. announced: 'All our customers promptly executed!' You certainly to buy expensive insurance to maintain it. You buy a car and need to (if wouldn't need to (any jobs do) 9 (BSI) 5 only things that need constant attention. How often we have to (our eyes You (a new washing machine install) 2. The more you own, the more there is to go wrong. You invest in a new spend a fortune (films develop and print) \*. service) a (my hair cut) \*. chests X-ray) 7 , (our teeth fill) \*. regularly. You buy a camera and then .I But I had to smile last time I went to A bold notice in the window .... and you have and (our . It's not

customers promptly executed?

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3 0

active . The storm damaged the roof.

says what it did. (The storm is the This sentence is about the storm, and

passive. The roof was damaged by the storm.

This sentence is about the roof, and says what prepositional phrase with by after the verb.) happened to it. (The 'agent' goes in a

Here are some situations where we typically choose a passive rather than an active

- to omit the agent by leaving out the prepositional phrase with by: passives. In an active sentence we need to include the agent as subject; using a passive allows us When the agent is not known, is 'people in general', is unimportant, or is obvious, we prefer
- My office was broken into when I was on holiday. (unknown agent)
- An order form can be found on page 2. (agent = people in general)
- These boxes should be handled with care. (unimportant agent)
- She is being treated inhospital. (obvious agent; presumably 'doctors')
- agent, and use passives: In factual writing, particularly in describing procedures or processes, we often wish to omit the
- this glass in deep underground mines. concrete. The most dangerous nuclear waste can be turned into glass. It is planned to store very carefully. It can be stored as a liquid in stainless-steet containers which are encased in Nuclear waste will still be radioactive even after 20,000 years, so it must be disposed of
- use a passive. Compare: we do not know who the agent is. In formal English, particularly writing, we often prefer to In spoken English we often use a subject such as people, somebody, they, we, or you even when
- They're installing the new computer system next month.
- The new computer system is being installed nextmonth. (more formal)

of passive sentences, with a new passive verb introduced: Notice also that some verbs have corresponding nouns. These nouns can be used as the subject

- The installation of the new computer system will be completed by next month.
- is placed in the second sentence of each. The second text uses a passive: these two texts and notice where the old information (in italics) and new information (in hold) and new information at the end. Choosing the passive often allows us to do this. Compare In English we usually prefer to put old information at the beginning of a sentence (or clause)
- Group in Germany manufactured the machines. The three machines tested for the report contained different types of safety valve. The Boron
- machines were manufactured by the Boron Group in Germany. The three machines tested for the report contained different types of safety valve. The
- a sentence. Using the passive allows us to do this. So, for example: It is often more natural to put agents (subjects) which consist of long expressions at the end of
- is more natural than 'Don'sdecision to give up his job and move to Sydney surprised me.' I was surprised by Don's decision to give up his job and move to Sydney.

EXERCISES

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with an appropriate verb form. (A & B) Rewrite these sentences. Instead of using 'people', 'somebody', or 'they', write a passive sentence

- Somebody introduced me to Dr Felix last year. I was introduced, to Dr Felix last year.
- People are destroying large areas of forest every day
- Somebody has bought the land next to our house.
- Somebody had already reported the accident before I phoned
- I hope they will have completed all the marking by tomorrow.
- People were using the tennis court, so we couldn't play. Somebody will tell you when you should go in to see the doctor.
- They should have finished the hotel by the time you arrive.
- No doubt somebody will blame me for the problem.
- People expect better results soon.
- They have found an unexploded bomb in Herbert Square, and they are evacuating the area.
- 30.2 appropriate and making any other necessary changes. (B) Here is the beginning of a report of an experiment. Rewrite it, putting verbs in the passive where

I conducted the test in the school library med nimbles I took the children out of their normal lessons and . wad J\_ them in groups of four. I carried out all the tests in January 1996. The I instructed them to solve in as short a time as possible. I remained in the room while the children did this... describe what they saw. I tape recorded all their answers, I winch gave them a set of anagrams (words with jumbled letters) winch I instructed them to solve in as short a time as possible. I test consisted of two components. First, design (I presented these in Chapter 3)

and I asked them to all their answers. I then

The test ...

Rewrite these sentences beginning with (The) + a noun formed from the underlined verb and a passive verb. Choose an appropriate verb tense and make any other necessary changes. (B)

- I They will consider the issue at next week's meeting. Consideration will be given to the issue at next week's meeting.
- They eventually permatted the site to be used for the festival.
- They have transferred the money to my bank account
- They will present the trophy after the speeches.
- They will not announce the findings until next week.
- They demolished the building in only two days.
- They will produce the new car in a purpose-built factory.

# Ξ Using one was/were + past participle (passive) form, and one past simple (active) form, which one of the two verbs can complete both sentences in the pair? (A)

b The chil	b They	5 a We	ь L	4 a L	b Jones	3 a As he fe	b They	2 a 1	b I noticed	1 a Shewe	Act See See
b The children playing football in the park this morning.	the highday assaults that Thale Toront	the bills waiting for us when we got home.	getting caught in the rain without an umbrella.	waiting for at least an hour.	Jonesshouting at Mrs Markham before the robbery.	As he fell into the pool, he	b Theystealing apples from the farmer's fields.	them taking apples from my garden.	b I .noticed. her carrying a yellow bag.	1 a She was roticed coming into class late.	The state of the s
(800) (180)	100.0	(find / dread)		(dislike / keep)		(imagine / hear)		(catch / not mind)	(	(recall /(notice))	

312 Complete the sentences using a pair of verbs. Use the past simple for the first werb and a passive form with being + past participle or to be + past participle for the second. (A & B)

00	-1	6	5	£n.	w	N	-	INC	E.V
8 The windowin a number of places.	7 The parents with their children.	6 I narrowly by the bus as it came round the corner.	Many reliable metho	She to	Нелг	2 The tip opener for left-handed people.	I He deserved to be given an award for bravery.	not mind / photograph deny / pay	avoid / ran down
in a numb	with their o	by the bus a	ods of storing info	make tea for eve	ty money for givin	for left-l	given anaward	deny / pay	seem / design
er of places.	hildren.	s it came round th	rmation	to make tea for everyone at the meeting.		handed people.	for bravery.	resent / ask	appear / crack
		e corner.	Many reliable methods of storing informationwhen computers arrived.	ng.	company.			tend / forget	deserve-/-given

## 313 If necessary, correct these sentences. (A & B)

- I had been taught to be played chess by the time I was four. Ken was wanted to be the leader of the party.
- Monica is considered to be the best student in the class.
- The painting has been reported being missing.
- Derek is hated to be away from home so often.
- Joan and Frank are being allowed to keep the prize money.
- Jane is preferred to ride her bike where her parents can see her.
- 31.4 written have a corresponding meaning to the original, or a different meaning? (B) Make passive sentences beginning with the underlined word(s). Does the sentence you have
- The Japanese visitors struggled to understand lames.
- The questions appeared to confuse David
- & W 10 -The teacher tended to ignore the sirls at the front
- Lesley refused to congratulate Tim

# Active and passive voice

3,63 The term voice is used to describe the last major verb category to be voice is a category which, as we saw in 2:21, concerns not only verb phrases, the contrast between active and passive must be reconsidered in a larger between this chapter and sections in later chapters (esp 16.26ff, 18.32) where but other constituents in the clause, and therefore points to connections appears in final position in the verb phrase (cf Type D, 3.55), and second, of the chapter for two reasons: first, the passive construction, when it occurs, (eg: ate) from a passive one (eg: was eaten). We have left this topic to the end considered in this chapter: that which distinguishes an active verb phrase

#### Voice defined

3.64 Voice is a grammatical category which makes it possible to view the action of a sentence in either of two ways, without change in the facts reported:

active verb phrase, which is simply defined as one which does not contain	verb phrase (ie one containing a construction of Type D) contrasts with an	grammatical levels: the verb phrase, and the clause. In the former, a passive	As we see from [1] and [2], the active-passive relation involves two	~ The detective was murdered by the butler. [PASSIVE]	the butlet muraerea the detective, [ACTIVE]
riet	han	sive	two	[2]	

Table 3.64

that construction. For example:

	ACTIVE	PASSIVE
present:	kisses	~ is kissed
past:	kitsped	~ was kissed
modal:	may kiss	~ may be kissed
perfective:	has kissed	<ul> <li>has been kissed</li> </ul>
progressive:	is kissing	~ Is being kissed
model + perfective:	may have kissed	~ may have been kissed
modal + progressive:	may be kissing	~ may be being kissed
modal + perfective +	has been kissing	~ has been being kissed
progressive:	may have been kissing	~ may have been being kissed

the passive adds a form of the auxiliary BE followed by the past participle In the verb phrase, the difference between the two voice categories is that (-ed participle) of the main verb.

# The active-passive correspondence

3.65 involves rearrangement of two clause elements, and one addition (cf 2.21). the agent. The prepositional phrase (AGENT BY-PHRASE) of passive sentences (a) The active subject becomes the passive AGENT; (b) the active object In addition, at the clause level, changing from the active to the passive becomes the passive subject; and (c) the preposition by is introduced before

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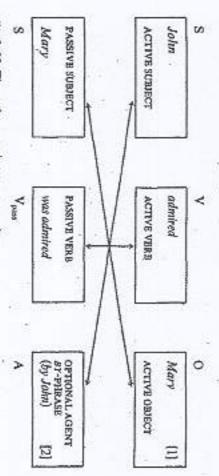


Fig. 3.65 The active-passive correspondence

Alternatively, the active-passive correspondence can be expressed by this

represented in [1] and [2] may have to take place in changing a sentence from active to passive (cf 3.70): than objective case pronoun. Thus certain changes apart from those The terms 'subject' and 'object' in Fig 3.65 are used here, as in 2.13 and 10.7, subject has concord with the verb phrase, and contains a subjective rather to refer to elements with a particular structural function in the clause: eg the

The men respect her.

$$\sim She$$
 is respected by the men.

[4]

same truth value as [4]. In John helped Mary and Mary was helped by John, radically different, the relations of meaning between their elements remain But although the corresponding active and passive sentences appear to be John is in both cases the 'performer of the action', even though structurally, the same: for example, [1] has the same truth value as [2], and [3] has the John has a very different position and function in each.

Note [a] Corresponding active and passive sentences do not, however, always have the same truth value (cf/3.72).

sentence or by the agent of a passive sentence (c/9.50). [b] We distinguish terminologically the agent, as defined above (and in grammatical tradition), from the agentive, which is a semantic role (of 10.19) often assumed by the subject of an active

# The passive auxiliaries: be and get

3.66

The passive auxiliary is normally be. Its only serious contender is get, which however is not, by most syntactic criteria, an auxiliary at all (cf 3.22ff).

> Moreover, get tends to be limited to constructions without an expressed animate agent:

The cat got ram over (by a bus). James got beaten last night.

Get with an animate agent is not, however, unknown:

James got caught (by the police).

far less frequent than the be-passive. Further examples are: The ger-passive is avoided in formal style, and even in informal English it is

Such criticisms will get treated with the The house is getting rebuilt. contempt they deserve

This story eventually got translated into English. 322

Get is much more common as a 'resulting copula' (cf 16.21ff) in sentences like My mother is getting old, and it may be best analysed as such in sentences

I have to get dressed before eight o'clock We are getting bogged down in all sorts of problems. (informal) . [='dress']

which look superficially like passives, but which could not be expanded by

I don't want to get mixed up with the police again. (informal) Your argument gets a bit confused here. **ZZZ**E

regarded as SVC sentences with get as main verb and the participle (with its conclusive verb (cf 4.33f), and the participles in these sentences are stative modifiers if any) as complement, as suggested by this exchange: dressed). Hence the meaning of such sentences is predictable if they are (eg: dressed means 'in a state of wearing clothes', as in Jane is already Similarly get bored, get tired, get (very) excited, get lost, etc. Get is a dynamic

A: I [S] 'm [V] completely confused [C].

B: Yes, I [S] 'm getting [V] confused [ C], as well [A].

3.77). At the same time, there is an affinity between these sentence types, and on what happens to the subject as a result taught a lesson ['it served him right'] with: the copular get, puts the emphasis on the subject rather than the agent, and this is evident when we consider the meaning of the get-passive, which, like [1-3] and the copular sentences [4-7], which we may call PSBUDO-PASSIVE (cf It is important, therefore, to draw a distinction between the passive sentences of the event. Compare He gol

He 
$${nas \choose 2got}$$
 taught a lesson on the subjunctive (by our new teacher).

referent's condition (usually an unfavourable condition) that the agent is less It is presumably because of the emphasis that the get-passive often reflects an unfavourable attitude towards the usual with a get-passive. This same emphasis may account in part for the fact which get places on the subject

How did that window get opened?

typically implies 'It should have been left shut!'

Note (a) The ger-passive provides a convenient way of avoiding the passive with be in cases where there is a potential confusion between the normal passive interpretation and that of the 'statal passive" (cf 3.77). Thus the ambiguity between stative and dynamic meaning in The chair was broken is eliminated in The chair got broken.

[b] The idiomatic expression get started is anomalous, in that start cannot be treated as a transitive verb in this context:

How soon can we get started on the swimming pool?

This idiom appears to be closely related to the causative use of get, eg in: How soon can we get ourselves started on the pool? (cf 16.54)

Compare a similar pseudo-passive construction with be (cf 3.77 Note [a]).

[c] Apart from get, verbs in pseudo-passive sentences include become, grow, and seem (of 16.21. 16.23).

## Voice constraints

3.67 Although it is a general rule that transitive verb sentences can be either (transitive) and passive sentences are not in systematic correspondence. We will distinguish five kinds of 'voice constraint' associated respectively with frequency of use (3.73). the verb (3.68f), the object (3.70), the agent (3.71), meaning (3.72), and active or passive, there are a number of exceptions where the active

### Verb constraints

## (a) ACTIVEOULY

occurring in the active. In addition to copular and intransitive verbs, which for example: 'middle' verbs, do not occur at least in some senses in the passive (cf 10.14). having no object cannot take the passive, some transitive verbs, called There are greater restrictions on verbs occurring in the passive than on verbs

The auditorium holds 5000 people. He lacks confidence. They have a nice house. Will this suit you? The dress becomes her. John resembles his father.

All these belong to the stative class of verbs of 'being' and 'having' (cf 4.31). in the passive. Contrast: But other stative verbs, such as those of volition or attitude, can easily occur

The police want him. ~ He is wanted by the police The coat does not fit you. ~ \*You are not fitted by the coat.

#### (b) PASSIVE ONLY

possible (cf 16.50): Conversely, with some verbs and verb constructions only the passive is

Other examples are be born (with an irregular past participle), and be drowned (in cases where no agent is implied):

He was born in Tübingen. ~ ?His mother bore him in Tübingen.

The wanted man fell into the water and was drowned. ~ . . . and someone drowned him.

## Prepositional verbs

In English, prepositional verbs (cf 16.5ff) can often occur in the passive, but not so freely as in the active. These prepositional verbs are verbal idioms verbs, whereas [1b] and [2b] contain the same words in nonidiomatic use: Compare the following sentences, in which [ consisting of a lexical verb followed by [la]and[2a]contain prepositional a preposition, such as look at

The engineers went very carefully into 
$$\begin{cases} \text{the problem.} \\ \text{the tunnel.} \end{cases}$$
 [1a]

in terms of concrete/abstract passive subjects. It is only in the abstract, accept the passive. figurative use that go into, arrive at, look into, and many other expressions In these sentences it is clear that the difference in acceptability can be stated

verbal expressions will occur in the passive even where they are not used abstractly and idiomatically, especially in a With some ingenuity, however, one may construct contexts where such coordinate construction:

This private drawer of mine has been gone into and rummaged so many times that it is totally disarranged.

nations of verb and preposition does not entirely determine the possibility of prepositional verbs in more detail. a passive. Rather, there is a scale of 'cohesion' between verb and preposition, Thus the distinction between prepositional verbs and nonidiomatic combiwhich will be analysed later, in 16.12ff, when we come to examine

### Object constraints

Transitive verbs can be followed either by phrasal or by clausal objects (cf is to a greater or lesser degree restricted in use: 15.3ff, 16.30ff). With clauses as objects, however, the passive transformation

(A) Noun phrase as object:

John loved Mary. ~ Mary was loved (by John)

(B) Clause as object:

Finite clause:

John thought (that) she was attractive.

~ ?\*That she was attractive was thought (by John).

Nonfinite clause:

infinitive:

John hoped to meet her. ~ "To meet her was hoped (by John).

John enjoyed seeing her.

~ \*? Seeing her was enjoyed (by John).

The passive often becomes acceptable, however, particularly when the object is a finite clause, if the clausal object is extraposed and replaced by the anticipatory pronoun it (cf 16.34, 16.72f, 16.83, 18.33):

It was thought that she was attractive.

It was hoped to meet her.

or if the subject of the object clause is made the subject of a passive superordinate clause (c/16.50/, 18.36), as in:

She was thought to be attractive.

The construction with anticipatory it never occurs with participle clauses as subject, and is only sometimes acceptable with infinitive clauses (cf 16.38):

It was desired to have the report definered here.

(Even then, the acceptability of this construction may be criticized on grounds of style.)

Coreference between a subject and a noun phrase object blocks the passive correspondence. This constraint occurs with (a) reflexive pronouns, (b) reciprocal pronouns, and (c) possessive pronouns when coreferential to the subject:

(a) John could see 
$$\left\{\begin{array}{l} Paul\\ kimself \end{array}\right\}$$
 in the mirror.

$$\sim \left\{\begin{array}{l} Paul\\ *Himself \end{array}\right\}$$
 could be seen in the mirror.

(b) We could hardly see each other in the fog. ~ \*Each other could hardly be seen in the fog.

(c) The woman shook 
$$\begin{cases} my \text{ hand.} \\ her \text{ head.} \end{cases}$$

$$\sim \begin{cases} My \text{ hand} \\ \gamma^* \text{Her head.} \end{cases}$$
 was shaken by the woman.

Note [n] The passive of the sentence with a reciprocal pronoun can be made acceptable if the pronoun is split into two parts as follows:

Each could hardly be seen by the other. (cf 6.31)

[b] Since reflexive and reciprocal pronouns are objective case replacements, we would in any case not expect them to take subject position in a passive sentence, or for that matter in any other sentence (cf 3.65).

[c] The passive is not possible for many idioms in which the verb and the object form a close

The ship set sail. ~ \*Sail was set.

We changed buses, ~ \*Buses were changed.

### Agent constraints

3.71

Unlike the active subject, the agent by-phrase is generally optional. In fact approximately four out of five English passive sentences have no expressed

agent. This omission occurs especially when the agent is irrelevant or unknown, as in:

The Prime Minister has often been criticized recently.

or where the agent is left out as redundant:.

Jack fought Michael last night, and Jack was beaten

An agent phrase by Michael would clearly not be necessary or even fully acceptable in this context.

Since the agent phrase is usually left unexpressed, the identity of the agent may be irrecoverable, and it may be impossible to postulate a unique active clause corresponding to the passive one:

Order had been restored without bloodshed.

{Colonel Laval (?) {The administration (?) } had restored order without bloodshed. {The army (?) } tences, the agent is not optional; cg:

Note In some sentences, the agent is not optional; og:

The music was followed by a short interval.

The music was followed by a short interval.

\*The music was followed.

The rebels were actuated by both religious and political motives, \*The rebels were actuated:

EE EE

However, the nonoccurrence of the agentless sentences [2] and [4] may be due not so much to grammatical or lexical restriction, as to the fact that without the agent, the sentence becomes informationally vacuous. (In this connection, [2] may be contrasted with We're being followed.)

### Meaning constraints

3.72 We cannot assume that matching active and passive sentences always have the same propositional meaning. The difference of order brought about by changing an active sentence into the passive or vice versa may well make a difference not only in emphasis (cf 18.3ff, 18.11ff), but also to the scope of negatives and quantifiers (cf 2.54f):

Every schoolboy knows one joke at least.

One joke at least is known by every schoolboy.

 $\Xi\Xi$ 

The most likely interpretation of [1] is quite different from the most likely interpretation of [2]: whereas [1] favours the reading 'Each schoolboy knows at least some joke or other', [2] favours the reading 'There is one particular joke which is known to every schoolboy'.

Moreover, a shift of modal meaning may accompany a shift of voice in verb phrases containing modal auxiliaries (cf 4.52):

John cannot do it.

~ It cannot be done (by John).

In the active, can here will normally be interpreted as expressing ability, whereas in the passive it is interpreted as expressing possibility. Even when it might be argued that can retains the same meaning of ability in both active and passive, a shift of meaning is detectable:

~ She can't teach John. ['She is unable to teach John']

Examples with other modal auxiliaries are:

Every one of them must be reprimanded. You must reprimand every one of them. ['It's your duty to do so'] 'Every one of them is to blame']

Why wouldn't Miranda ride the grey mare? 'Why did Miranda refuse?']

Why wouldn't the grey mare be ridden by Miranda? ['Why did the mare refuse?']

Note [a] The shift from active to passive may charge the meaning not only of a modal construction. but also of the perfective aspect: Winston Churchill has twice visited Harvard...

to this claim, could appropriately be said now, after Churchill's death, since Harvard University terms of a period of time leading up to the present (c/4.20). The passive sentence [4], according Churchill, since the subject of the sentence determines the interpretability of the perfective in It has been claimed that the active sentence [3] can only be appropriately used in the lifetime of Harvard has twice been visited by Winston Churchill.

(b) Some difference between the meaning of an active sentence and its passive counterpart has also been noted in examples such as [5] and [6], where both subject and object of the active sentence are generic (cf 5.52ff): is still in existence. However, speakers have differing intuitions on this matter.

Excessive drinking enuses high blood pressure. - 'High blood pressure is caused by Beavers build dams. ~ TDams are built by beavers.

position, this universal meaning disappears. Thus the subject beavers in [5] is likely to mean in subject position, a generic phrase tends to be interpreted universally, while in object or agent This difference, which is a difference of preferred interpretation only, arises from the fact that approximately 'all beavers', while down is likely to have a similarly generic meaning in the passive counterpart. excessive drinking.

## Frequency constraints

3.73 the objective, impersonal style of scientific articles and news reporting. spoken and written English. The passive is generally more commonly used informative and imaginative prose, rather than to a difference between determining frequency seems to be related to the distinction between among individual text types. The passive has been found to be as much as is generally by far the more common, but there is considerable variation To the structural and semantic restrictions mentioned in the preceding in informative than in imaginative writing, and is notably more frequent in ten times as frequent in one text as in another. The major stylistic factor the frequency with which the active and passive voices are used. The active sections, we may add 'frequency constraints'. There is a notable difference in

part because of an avoidance of the awkwardness of the be being sequence: progressive passive" and 'modal perfective progressive passive"), perhaps in 3.54). This rarity is extreme in the combinations BCD or ABCD ('perfective with other complex verb constructions (eg Types AD, BD, CD, ACD in As might be expected, the passive becomes very much rarer in combinations

But:	The Co ~ Th
	nservatives won the election was won by the C
	n. Conservatives.
	22

The Conservatives have not been winning ~ (?)Seats have not been being won by (rare) the Conservatives lately. seats lately.

T.

construction Seats have not been won by the Conservatives, lately, from which it differs little in meaning (cf 4.38, 4.40 Note [a]). interpretation. But it is likely to be replaced in actual use by the simpler As the passive paraphrase of [3], [4] offers no particular difficulties of

## The passive gradient

3.74 The purely formal definition of the passive, The purely formal definition of the passive, viz that the clause contains the construction be (or get) + -ed participle, is very broad, and would include, for example, all the following sentences:

o go on with the project.  ted in linguistics,  ady demolished.  s getting ['bocoming'] more highly	This violin was made by my father. This conclusion is hardly justified by the results. Coal has been replaced by oil. This difficulty can be avoided in several ways.
322	

a gradient or scale running from [1] to a sentence such as [9], which is clearly to be analysed as having an adjectival complement following a copular verb; placed in direct correspondence with a unique active counterpart. The not have a clear correspondence with an active verb phrase or active clause, and are increasingly remote from the 'ideal' passive of [1], which can be only those above the broken line as passive. variety of relationships displayed by [1-8] may well be regarded as points on But taking account of the verb's function and Those below the line, [5-8], do meaning, we prefer to consider

industrialized and mechanized.

8

The possibility of inserting very confirms the adjectival status of tired

#### Central passives

3.75 the former has a personal, and the latter a nonpersonal agent (cf 9.50): have a direct active-passive relation. The difference between the two is that Examples [1-4] can be called 'central' or 'true' passives. Sentences [1] and [2]

 The results hardly justify this conclusion. ~ My father made this violin.

[1a] [2a]

~ Oil has replaced coal. [3a'] ~ (People in many countries) have replaced coal by oil. [3a']

(The supplied active subject, here and below, is given in parentheses.)

In the former case, the by-phrase has been interpreted as an agent phrase corresponding to the active subject, but in the latter case, the by-phrase has been given an instrumental interpretation (by = with). Similarly ambiguous expressions are be confronted by/with and be impressed by/with.

Sentence [4] exemplifies the most common type of passive, that which has no expressed agent ('agentless passive'), and so leaves the subject of the active counterpart undetermined.

#### Semi-passives

3.76 Sentences [5] and [6] represent a 'mixed' or semi-passive class whose members have both verbal and adjectival properties (cf 7.15ff). They are verb-like in having active analogues:

Leonard was interested in linguistics.  ~ Linguistics interested Leonard.	We are encouraged to go on with the project.  ~ (The results) encourage us to go on with the project.
[6 <u>6</u> ]	[5 <u>a</u> ]

On the other hand, their adjectival properties include the possibility of:

- (a) coordinating the participle with an adjective;
- (b) modifying the participle with quite, rather, more, etc;
- c) replacing be by a lexical copular verb such as feel or seem:

We feel rather encouraged and content...

Loonard seemed very interested in and keen on linguistics.

To these we may add the fact that [5] and [6] are stative rather than dynamic. This in itself does not exclude a passive analysis, for there are stative passives as well as dynamic passives, as is already illustrated by [2]: This conclusion is hardly justified by the results. It does, however, tilt the scales in favour of an adjectival analysis, since all participial adjectives have a stative meaning, whereas corresponding verbs usually do not.

In such adjectival uses of the past participle, it is rare to have a by-phrase expressing the agent, but blends such as the following do occur:

I feel rather let down by his indifference.

She seems extremely elated by her success.

Even -ed adjectives which have no corresponding active infinitive or finite verb forms may occasionally have agent by-phrases:

We were unimpressed by his attempts.

\*His attempts unimpressed us.

His attempts did not impress us.

Evidently the ability to take an agent by-phrase cannot be regarded as diagnostic of the passive construction. (If further confirmation is needed, it will be found in noun phrases where the agent by-phrase occurs as postmodifier: poems by Wordsworth.)

There are, in fact, several prepositions which can introduce agent-like phrases; notably about, at, over, to, and with (cf 9.49ff, 16.69):

~ Her behavio You won't be bot ~ I won't both This edition was i ~ Earlier scho	We were all worr ~ The complic I was a bit surpris
~ Her behaviour surprised me a bit. You won't be bothered with me any more. ~ I won't bother you any more. This edition was not known to earlier scholars. ~ Earlier scholars did not know (of) this edition.	We were all worried about the complication.  ~ The complication worried us all.  I was a bit surprised at her behaviour.
[11a] [12] [12a] [13a]	[10] [10a] [01]

But just as a by-phrase (as noted in 3.75) may cooccur, in an instrumental function, with an active subject, so these agent-like phrases may sometimes cooccur with an active subject, and so be interpreted ambiguously when in the passive:

Leonard was interested in linguistics.

(Someone) interested Leonard in linguistics.

There is thus no strong reason to treat such prepositional phrases, whether introduced by by or some other preposition, as diagnostic of the passive voice.

Note [a] Semi-passive constructions such as those of [10-13] can have a clause as complementation (cf.16.71):

I was surprised that the food was so good.

In such cases, the clausal complementation can also be seen as analogous to an agent; cf:

~ That the food was so good surprised me. [14]

[b] Be known (so) differs from other examples of the semi-passive in lacking the causative feature of be worried (about), be susprised (at), etc., and in not taking modifiers like quite and rather: I was rather surprised at her methods.

but:

\*Her methods are rather known to me.

(On the other hand, the be known (to) construction can be intensified by well', but the sequence well known can be hyphenated, and is perhaps a compound here.)

### Pseudo-passives

3.77 Finally, [7] and [8] have neither an active transform nor a possibility of agent addition:

The building is already demolished.

The modern world is getting more highly industrialized and [8]

Such examples may be called 'pseudo-passives', since it is chiefly only their superficial form of verb + -ed participle that recommends them for consideration as passives. In terms of meaning, the active sentence corresponding to [7] is not [7a'], but [7a']:

reduced clauses

[78']

connection, we note that an ambiguity is evident particularly in the past itself. Such a construction has been termed a 'statal passive'. In this to a state resulting from the demolition, rather than to the act of demolition That is, is demolished denotes a resultant state: it refers, like the perfective,

# In 1972, the Democrats were defeated.

adding the agent phrase: in a state of having been defeated'. The first reading can be singled out by Democrats'; on the statal (copular) reading, it means 'The Democrats were On the dynamic (central passive) reading, this means 'Someone defeated the

# In 1972, the Democrats were defeated by the Republicans.

progressive aspect: The first (passive) reading can also be picked out if we change the verb to the

# In 1972, the Democrats were being defeated.

essentially copular, the verb be in this case being the copula rather than the passive auxiliary. Neither of these tests apply to the statal passive construction because it is

enraged, I felt cheated, etc. Here the -ed word is a complement, and therefore simply a world that has reached a state of industrialization. Once we come to examples like this, we are firmly in the territory of be as a copula replaceable ized with industrial and mechanized with mechanical, and note that these -ed by other copular verbs such as become, feel, seem, remain, etc: She became Moreover, no 'performer' can be conceived of: an industrialized world is words can be used adjectivally in phrases like the industrialized world. Similarly, the participles in [8] have adjectival values: compare industrial-

[a] There is a pseudo-passive construction with intransitive verbs of motion or completion in which the participle is active rather than passive in meaning:

Note

Why are all those cars stopped at the corner?

By the time she got there, her friend was gone,

I'll soon be fauthed with this job.

come. The somewhat melodramatic imperative Be gone may be written as a single word Begone, construction, which is almost synonymous. Compare Mary has come with the archaic Mary is and is cometimes, like Beware (cf 3.54 Note), treated as an infinitive: I said them to begone from With most intransitive verbs, this construction has been superseded by the perfective

my sight.

[b] A similar pseudo-pussive is used with verbs of posture:

Grundfather was ser in the rocking chair.

I've been stood here for about ten minutes.

In this case, the construction is largely synonymous with, though less common than, the

progressive construction: was sitting, 'se been standing, etc.
[c] The 'notional passive' with an intensitive active verb, as in The clock winds up at the back ['can be wound up'] is discussed under word-formation (App I.54).

Summary

following classes: Summarizing the passive gradient as exemplified in 3.74, we may set up the

I Central passives

(a) With expressed agents: [1], [2], [3]

(b) Without expressed agents: [4]

II Semi-passives: [5], [6]

III Pseudo-passives

(a) With 'current' copular verbs be, feel, look, etc. [7]

(b) With 'resulting' copular verbs get, (cf 16.21-23 for the terms 'current' became, grow, etc: [8] and 'resulting'.)

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Other relevant studies include Greenbaum (1977a); Jacobsson (1965); Wonder (1970). For studies relating more particularly to meaning in t he verb phrase, consult the Bibliographical

#### SENTENCES WITH REDUCED CLAUSES

It is possible in English for a clause to appear in a complete form or in a reduced form.

My friend should be on the train which is arriving at the station now.

Although it was not really difficult, the exam took a lot of time.

The first sentence shows an adjective clause in its complete form, which is arriving at the station now, and in its reduced form, arriving at the station now. The second sentence shows an adverb clause in its complete form, although it was not really difficult, and its reduced form, although not really difficult.

The two types of clauses that can reduce in English are: (1) adjective clauses and (2) adverb clauses. It is important to become familiar with these reduced clauses because they appear frequently on the TOEFL test.

#### SKILL 13: USE REDUCED ADJECTIVE CLAUSES CORRECTLY

Adjective clauses can appear in a reduced form. In the reduced form, the adjective clause connector and the be-verb that directly follow it are omitted.

The woman who is waving to us is the tour guide.

The letter which was written last week arrived today.

The pitcher that to on the table is full of iced tea.

Each of these sentences may be used in the complete form or in the reduced form. In the reduced form the connector who, which, or that is omitted along with the be-verb is or was.

If there is no be-verb in the adjective clause, it is still possible to have a reduced form. When there is no be-verb in the adjective clause, the connector is omitted and the verb is changed into the -ing form.

appearing
I don't understand the article which appears in today's paper.

In this example there is no be-verb in the adjective clause which appears in today's paper, so the connector which is omitted and the main verb appears is changed to the -ing form appearing.

It should be noted that not all adjective clauses can appear in a reduced form. An adjective clause can appear in a reduced form only if the adjective clause connector is followed directly by a verb. In other words, an adjective clause can only be reduced if the connector is also a subject.

The woman that I just met is the tour guide. (does not reduce)

The letter which you sent me arrived yesterday. (does not reduce)

In these two examples the adjective clauses cannot be reduced because the adjective clause connectors that and which are not directly followed by verbs; that is directly followed by the subject I, and which is directly followed by the subject you.

A final point to note is that some adjective clauses are set off from the rest of the sentence with commas, and these adjective clauses can also be reduced. In addition, when an adjective clause is set off with commas, the reduced adjective clause can appear at the front of the sentence.

The White House, which is located in Washington, is the home of the president. The White House, located in Washington, is the home of the president. Located in Washington, the White House is the home of the president.

The president, who is now preparing to give a speech, is meeting with his advisors. The president, now preparing to give a speech, is meeting with his advisors. Now preparing to give a speech, the president is meeting with his advisors.

In these two examples, the adjective clauses are set off from the rest of the sentence with commas, so each sentence can be structured in three different ways: (1) with the complete clause, (2) with the reduced clause following the noun that it describes, and (3) with the reduced clause at the beginning of the sentence.

The following example shows how reduced adjective clauses could be tested in structure questions on the TOEFL test.

#### Example from the Paper and Computer TOEFL® Tests



on several different television programs, the witness gave conflicting accounts of what had happened.

- (A) He appeared
- (B) Who appeared
- (C) Appearing
- (D) Appears

In this example, answer (A) is incorrect because there are two clauses, He appeared... and the witness gave..., and there is no connector to join them. Answer (B) is incorrect because an adjective clause such as who appeared... cannot appear at the beginning of a sentence (unless it is in a reduced form). Answer (C) is the correct answer because it is the reduced form of the clause who appeared, and this reduced form can appear at the front of the sentence. Answer (D) is not the reduced form of a verb; it is merely a verb in the present tense; a verb such as appears needs a subject and a connector to be correct.

The following chart lists the structure for reduced adjective clauses and rules for how and when reduced forms can be used:

A STATE OF THE STA	REDUCED ADJECTIVE CLAUSES	
with a be-verb in the adjective clause	(ADJECTIVE-GONNECTOR/SUBJECT) (Who which that)	(B <del>E</del> )
with no be-verb in the adjective clause	(ADJECTIVE-GONNECTOR/SUBJECT)  (Who which that)	(VERB + ING)

- · To reduce an adjective clause, omit the adjective clause connector/subject and the be-verb.
- · If there is no be-verb, omit the connector/subject and change the main verb to the -ing form.
- Only reduce an adjective clause if the connector/subject is directly followed by the verb.
- If an adjective clause is set off with commas, the reduced clause can be moved to the front of the sentence.

**EXERCISE 13:** Each of the following sentences contains an adjective clause, in a complete or reduced form. Underline the adjective clauses. Then indicate if the sentences are correct (C) or incorrect (I).

_C_	1.	We will have to return the merchandise purchased yesterday at the Broadway.
	2.	The children sat in the fancy restaurant found it difficult to behave.
	3.	Serving a term of four years, the mayor of the town will face reelection next year.
	4.	The brand new Cadillac, purchasing less than two weeks ago, was destroyed in the accident.
	5.	The fans who supporting their team always come out to the games in large numbers.
	6.	The suspect can be seen in the photographs were just released by the police.
	7,	The food placing on the picnic table attracted a large number of flies.
	8.	Impressed with everything she had heard about the course, Marie signed her children up for it.
	9.	The passengers in the airport waiting room, heard the announcement of the canceled flight, groaned audibly.

Dissatisfied with the service at the restaurant, the meal really was not enjoyable.

#### SKILL 14: USE REDUCED ADVERB CLAUSES CORRECTLY

Adverb clauses can also appear in a reduced form. In the reduced form, the adverb connector remains, but the subject and be-verb are omitted.

Although he is rather unwell, the speaker will take part in the seminar.

When you are ready, you can begin your speech.

These two examples may be used in either the complete or reduced form. In the reduced form, the adverb connectors although and when remain; the subjects he and you as well as the be-verbs is and are are omitted.

If there is no be-verb in the adverb clause, it is still possible to have a reduced form. When there is no be-verb in the adverb clause, the subject is omitted and the main verb is changed into the -ing form.

Although he feels rather sick, the speaker will take part in the seminar.

giving
When you give your speech, you should speak loudly and distinctly.

In the first example the adverb clause although he feels rather sick does not include a be-verb; to reduce this clause, the subject he is omitted and the main verb feels is changed to feeling. In the second example the adverb clause when you give your speech also does not include a beverb; to reduce this clause, the subject you is omitted and the main verb give is changed to giving.

The following example shows how this sentence pattern could be tested in structure questions on the TOEFL test.

#### Example from the Paper and Computer TOEFL® Tests When \_\_\_\_\_, you are free to leave. (A) the finished report (B) finished with the report (C) the report

In this example you should notice the adverb connector when, and you should know that this time word could be followed by either a complete clause or a reduced clause. Answers (A) and (C) contain the subjects the finished report and the report and no verb, so these answers are incorrect. In answer (D) the subject and verb are inverted, and this is not a question, so answer (D) is incorrect. The correct answer is answer (B); this answer is the reduced form of the clause when you are finished with the report.

(D) is the report finished

It should be noted that not all adverb clauses can appear in a reduced form, and a number of adverb clauses can only be reduced if the verb is in the passive form.

Once you submit your thesis, you will graduate. Once it is submitted, your thesis will be reviewed. (active — does not reduce) (passive — does reduce)

In the first example, the adverb clause *once you submit your thesis* does not reduce because clauses introduced by *once* only reduce if the verb is passive, and the verb *submit* is active. In the second example, the adverb clause *once it is submitted* does reduce to *once submitted* because the clause is introduced by *once* and the verb *is submitted* is passive.

The following chart lists the structures for reduced adverb clauses and which adverb clause connectors can be used in a reduced form:

	RE	DUCED ADVER	B CLAUSES		
with a be-verb in the adverb clause	(ADVERB CONNECTOR)		(SOBJECT) (BE)		
with no be-verb in the adverb clause	(ADVERB CONNECTOR) (SUBJECT) (VERB + ING)			1	
	Time	Condition	Contrast	Place	Manner
reduces in ACTIVE	after before since while	if unless whether	although though		
reduces in PASSIVE	once until when whenever	if unless whether	although though	where wherever	as

**EXERCISE 14:** Each of the following sentences contains a reduced adverb clause. Circle the adverb connectors. Underline the reduced clauses. Then indicate if the sentences are correct (C) or incorrect (I).

· If there is no be-verb, then omit the subject and change the verb to the -ing form.

C	_ 1.	If not completely satisfied, you can return the product to the manufacturer.
-		Steve has had to learn how to cook and clean (since) left home.
	_ 3.	The ointment can be applied where needed.
	4.	Tom began to look for a job after completing his master's degree in engineering.
W11=	_ 5,	Although not selecting for the team, he attends all of the games as a fan.
	_ 6.	When purchased at this store, the buyer gets a guarantee on all items.
	7.	The medicine is not effective unless taken as directed.
	8,	You should negotiate a lot before buy a new car.
	9,	Once purchased, the swimsuits cannot be returned.
	10.	Though located near the coast, the town does not get much of an ocean breeze.

	SE (Skills 13–14): Each of the following educed clauses. Then indicate if the states.		tences contains a reduced clause. Unde ices are correct (C) or incorrect (I).	Γ-
1.	Though was surprised at the results,	she was	s pleased with what she had done.	
2.	Wearing only a light sweater, she step	ped ou	ut into the pouring rain.	
3.	The family stopped to visit many rela	tives wh	hile driving across the country.	
4.	The company president, needed a va	cation,	, boarded a plane for the Bahamas.	
5.	When applying for the job, you shoul	ld bring	ng your letters of reference.	
6.	She looked up into the dreary sky wa	s filled	l with dark thunderclouds.	
7.	Feeling weak after a long illness, Sally	y wante	ed to try to get back to work.	
8.	Before decided to have surgery, you s	should	get a second opinion.	
9.	The construction material, a rather g feeling.	grainy ty	type of wood, gave the room a rustic	
10.	The application will at least be review	ved if su	submitted by the fifteenth of the month.	
seaso	n nests during spring nesting on, Canadian geese are fiercely torial. building		—— behind government secrecy for nearly half a century, the Hanford plant in central Washington produced plutonium for the nuclear weapons of the Cold War.	Ĺ
(B) (C) (D) 2. In 18	are building built are built 370, Calvin, along with Adirondack		<ul> <li>(A) It is hidden</li> <li>(B) Hidden</li> <li>(C) Which is hidden</li> <li>(D) The plant is hiding</li> </ul>	
knov far fr	er Alvah Dunning, made the first on ascent of Seward Mountain, om roads or trails. a remote peak	5.	Until incorrect, astronomers had assumed that the insides of white dwarfs were uniform.	
(B) (C)	it is a remote peak a remote peak is which a remote peak		(A) they (B) their proof (C) the astronomers recently proven (D) recently proven	
	nee salmon begin to deteriorate die soon at the age of four.  they spawn after spawning	6.	artifacts from the early Chinese dynasties, numerous archeologists have explored the southern Silk Road.	
(C) (D)	spawn spawned the salmon		<ul> <li>(A) They were searching for</li> <li>(B) It was a search for</li> <li>(C) Searched for</li> <li>(D) Searching for</li> </ul>	

7.	In Hailey, the best-known lecturer was women's rights activist Abigail Scott Duniway of Portland, Oregon, who could usually be persuaded to speak town visiting her son.	lit ha fo	in North American waterways a tle over a decade ago, zebra mussels we already earned a nasty reputation r their expensive habit of clogging ater pipes in the Great Lakes area.
	<ul> <li>(A) she was in</li> <li>(B) while in</li> <li>(C) while she was</li> <li>(D) was in</li> </ul>	(A (B (C (D	Zebra mussels were first sighted
8.	The National Restaurant Washington, says that federal efforts to regulate workplace smoking would limit restaurants' ability to respond to the desires of their patrons	ab	nall companies may take their goods road for trade shows without paying reign value-added taxes by acquiring an ATA carnet.
	desires of their patrons.  (A) Association in  (B) Association is in  (C) Association which is in  (D) Association, based in	(A (B (C (D	) calls a document
	EFL REVIEW EXERCISE (Skills 1–14):  ds that best completes the sentence.  In the United States approximately four million miles of roads, streets, and highways.  (A) there	4. Psyma for	the letter of the word or group of ychologists have traditionally nintained that infants cannot rmulate long-term memories until the age of eight or nine months.
	(B) is (C) they (D) there are	(A (B (C (D	) to reach
2.	twelve million immigrants entered the United States via Ellis Island.  (A) More than (B) There were more than (C) Of more than (D) The report of	a s cat	a cheese shop has since grown into mall conglomerate consisting of a tering business and two retail stores.  In the beginning of  It began as
3.	The television, so long been a part of our culture, has an enormous influence.	(C (D 6. Pri	) What began as
	(A) has (B) it has (C) which (D) which has	gov gro (A) (B)	the reception of Weber

- 7. Because the project depends on \_\_\_\_\_ at the federal level, the city and county may have to wait until the budget cutting ends.
  - (A) it happens
  - (B) which happening
  - (C) what happens
  - (D) that it happens
- definitive study of a western hardrock mining community cemetery appears to have been done is in Silver City, Nevada.
  - (A) Most
  - (B) The most
  - (C) Where most
  - (D) Where the most

- One of the areas of multimedia that is growing quickly \_\_\_\_\_ is sound.
  - (A) yet is easily overlooked
  - (B) is easily overlooked
  - (C) it is easily overlooked
  - (D) that is easily overlooked
- \_\_\_\_\_, early approaches for coping with workplace stress dealt with the problem only after its symptoms had appeared.
  - (A) Although well-intending
  - (B) Although it is a good intention
  - (C) Although a good intention
  - (D) Although well-intended

#### SENTENCES WITH INVERTED SUBJECTS AND VERBS \_

Subjects and verbs are inverted in a variety of situations in English. Inverted subjects and verbs occur most often in the formation of a question. To form a question with a helping verb (be, have, can, could, will, would, etc.), the subject and helping verb are inverted.

He can go to the movies.

Can he go to the movies?

You would tell me the truth.

Would you tell me the truth?

She was sick yesterday.

Was she sick yesterday?

To form a question when there is no helping verb in the sentence, the helping verb do is used.

He goes to the movies.

Does he go to the movies?

You told me the truth.

Did you tell me the truth?

There are many other situations in English when subjects and verbs are inverted, but if you just remember this method of inverting subjects and verbs, you will be able to handle the other situations. The most common problems with inverted subjects and verbs on the TOEFL test occur in the following situations: (1) with question words such as what, when, where, why, and how; (2) after some place expressions; (3) after negative expressions; (4) in some conditionals; and (5) after some comparisons.

pseudo-cleft sentences cleftand

Note

His callousness I shall ignore

This might occur in a discussion of the bases on which the speaker proposes

more elaborate grammatical means, involving the division of the sentence into two clauses, each with its own verb: We now turn to devices for giving prominence to such an item as in [1] by

His callousness is something I shall ignore What I shall ignore is his callousness. The thing I shall ignore is his callousness. It is his callousness that I shall ignore (E)  $\Xi$ 

(1-5), carries distinct implications, especially in relation to given and new. sentences are in general less rhetorically obtrusive. It should not be thought, however, that they are merely stylistic variants. Each of the five examples, they are syntactically more complex than sentences with mere fronting, cleft from the PSEUDO-CLEFT sentence represented most typically by [3]. Although sentences', though we shall distinguish the CLEFT SENTENCE proper, as in [2], By reason of the division, these constructions have been called 'cleft

Cleft sentences

natural to achieve focus on the item that follows: in effect, end-focus within subject pronoun it as an empty theme, followed by the verb be, makes it in what it will permit to be fronted. Moreover, its form, comprising the Of the four construction types [2-5] in 18.25, it is [2] that is the most flexible

It is his CALlousness

sentence indicates divided focus (cf 18.17), and which of the two focused items is dominant (ie new) will depend on the context. not of itself indicate what the appropriate prosody is. Essentially, the cleft reader in silently assigning appropriate prosody. But the eleft sentence does particularly convenient in writing, since it provides unerring guidance to the For this reason, while very common in spoken English, the construction is

A: You should ighore his disHônestyl A: You should kriticize his carlousness B: [No, it is his carlousness that I shall ignore] [callousness new, ignore given] [callousness given, ignore new] B: |No, it is his cărlousness| that I shall ig|Nore|

> In each of these, we could find divided focus (cf 18.17), with a rising tone on speaking, treading, (c) Subject pronouns other than it sometimes occur: a ruther mannered form of writing might have (cf.17.3 Note); narrative. In place of a straightforward scatence such as: structure emphasizes. There is a comparable stylistic cliché to be found in conventional (especially of time or place) is a fitting scene-setting and that it is this function that the eleft but not the time at which it had taken place. The habit can be defended in that an adjunct This conveys unwarrantably the impression that the fact of the attack was known to the hearer we might hear in a news broadcast; is given, but merely as scene-scriting to the weightier information that is to come: fronting. Thus, in place of the following, where a time adjunct is made thematic, not because it news) of using the cleft sentence structure with an item that might be less obtrusive with simple [b] Objection is sometimes made to the habit (especially perhaps in BrE radio and television (a) Despite the obvious similarities between the thor-clauses in cleft that-clauses of 15.3%, the two are quite distinct (cf 18.28). He was a real GENius that invented this (No.) that was the Doctor I was speaking to. Those are my First you're treading on. It was a very troubled wife that greeted Harry on his return that night. When Harry returned that night, he found that his wife was very It was tate last NiGHY that a group of terrorists. Late last night a group of terrorists attacked an army post. troubled sentences and the nominal

18.27 The flexibility of the eleft sentence device can be seen in the ease with which different parts can be highlighted. Consider the sentence; John wore a white suit at the dance last night.

assume that the aim in each case is to make the second focus subsidiary as From this, four cleft sentences can be derived. In the S as focus: following, we shall

It was pons \ \text{who} who wore a 'white 'suit at the DANCE last 'night

O<sub>d</sub> ats focus

Amore as focus:

It was a white scir (that) John 'worr at the DANCE 'last 'night!

Apostrion as focus It was last NiGHT (that) John 'wore a 'white 'suit at the DANCE

(It was the DANCE (that) John wore a 'white stiff at 'last 'night It was at the DANCE that John wore a white stir fast night (informal)

Two other chause elements can marginally act as the initial focus of a eleft

O, as focus:

His me (that) he gave the book

But more usually O, would be replaced by a prep sitional phrase:

It's to me that he gave the book, It's me he gave the book m.

It's dark green that we've painted the kitchen

clause and especially when C, is realized by an adjective phrase: of C, in this function, especially with the verb he at the end of the second There are severe restrictions (except informally in Irish English) on the use

?it's a genius that he is.

?It's a lecturer that I am now.

?It's very tall you are

But, without these restrictions, C, can be acceptable:

It was a doctor that he eventually became

element (cf 2.50): The V element does not occur at all as focus, just as it does not occur as a wh-

\*It's wore that John a white suit at the dance

Informally, we sometimes find a predication fronted in a cleft sentence, the

awkward (again except in informal Irish English): clause; examples like the following are regarded, however, as stylistically V element made nonfinite and then subsequently replaced by do in the second

?It was teach English in a school that he did at that time

It was teaching English in a school that he was doing at that time

?Is it spying on us he is?

[a] If the initial focal item is a personal pronoun, it may informally be in the objective case even though it is in fact a subject (of the that-clause) and the usage is hence widely condemned: they

SEM 1 ?them she?her that gave the signal.

Compare with fronting within the matrix clause: 'She it was that gave the signal'.

forms with modals are perfectly possible: [b] Though the verb form in the first clause of a cleft sentence is usually simple present or past

It may be his father that you're thinking of.

It would have been at that time that he went to live in Wisconsin.

second clause is present, that of the first will be present: Decision between present and past, however, is somewhat complicated. Where the verb of the

It is novels that Miss Williams enjoys reading.

\* It was novels that Miss Williams enjoys reading.

Cf: Was it novels that you said Miss Williams enjoys reading?

Where the second verb is past, the first can always be past:

It was novels that Miss Williams enjoyed as a pastime,

It was as a pastime that Miss Williams enjoyed reading novels.

concerned still familiar in the participants' experience: But the first verb may be in the present where the persons concerned are still living or the objects

It is Miss Williams that enjoyed reading novels as a pastime,

It is these very novels that Miss Williams enjoyed reading as a pasttime.

[r] The cleft sentence structure can be used in questions, exclamations, and subordinate clauses: ee italieize the first focal item. It is as a pastime that Miss Williams enjoyed reading novels.

Was it for this that we suffered and toiled?

Who was it who interviewed you?

What a glarious benfare it was you made!

He told me that it was because he was ill that they decided to return.

presuppositions are entailed. Thus beside 'Bill didn't come to the party', we can have: [d] It should be clear that in singling out an item for highlighting in the eleft sentence, strong

It wasn't Bill that came to the party. It was Bill that didn't come to the party.

concerned with converse reflections on who had in fact been present, In [1], it is suggested that a memory search is trying to identify a massing guest, while [2] is

18.28 clause as object; in a prepositional phrase, or from a pushdown (c/11. moreover, as in relative clauses, the pronoun can be sentences. Also suggestive of the relative clause is the fronting of the pronoun; relative clauses (who, that, 'zero' pronoun) are also considerable differences. Examples above show that pronouns used in restrictive relative clause; and yet (as we shall see below) there are The second clause in a clest sentence is obviously similar in structure to a fronted from a position used to introduce eleft .18) position in a noun

It's the girl that I was complaining about, [ie not the boy]

It's this watch I said I would let you have. [ie not that] It's next week's match that he's hoping to attend. [ie not this week's]

There are differences from relative clauses, however, in that the wh-forms are rare in cleft sentences in comparison with that and zero. Although whose is allowed in cleft sentences this Under Bill whose address I hast), whom and which are only marginally possible, and it is virtually impossible to use whom or which preceded by a preposition. Thus:

It was the dog to which I gave the water.

can be read only as a sentence containing a postmodifying relative clause (compare She was the wantan to whom I gave the water), and not as a cleft sentence. Characteristic intonation is also different:

It was the BOG I gave the water tol [cleft sentence]

That \ was the dog I gore the water to [[SFC] sentence, the C being the italicized noun phrase incorporating a relative clause]

A further difference between the postmodifying relative clause and the clause following the first focused element in cleft sentences is the ability of the latter to have as its antecedent (ie the first focused element) not only an element realized by a noun phrase but an adjunct realized by a clause or prepositional phrase:

It was because he was ill (that) we decided to return. It was in September (that) I first noticed it.

Indeed, such a construction, where there is no noun-phrase intecedent, makes inappropriate the use of the term 'pronoun' for the linking word that. It is noteworthy that a wh-relative pronoun cannot be used in eleft sentences where the focused element is an adjunct, and where consequently that does not have a strict 'pronominal' status:

\* It was because he was ill which we decided to return.

Mention might be made of two further contrasts between relative clauses and the type of 'annex' clause that occurs in eleft sentences. One is the possibility, in familiar English, of omitting that as subject in a cleft sentence, but not as subject of a relative clause:

It was the President himself spoke to me.

The other is that cleft sentences may have a proper noun as a focus element, whereas restrictive relative clauses cannot have a proper noun as an antecedent. Thus It's Cheken (that) he lives in an antecedent of the It's Cheken (that) he lives in

### Pseudo-cleft sentences 18.29 The pseudo-cleft sente

The pseudo-cleft sentence is another device whereby, like the cleft sentence proper, the construction can make explicit the division between given and new arts of the communication, It is essentially an SVC sentence with a normal relative clause as subject or complement (c/15.8/). It thus differs from he ordinary cleft sentence in being completely accountable in terms of the categories of main clause and subordinate clause discussed in Chapter 10 (and c/18.26, Note (a)). The following are virtually synonymous, assuming focus upon rest:

It's a good rest that you need most.
A good rest is what you need most.

The pseudo-cleft sentence occurs more typically, however, with the wh-clause as subject, since it can thus present a climax in the complement:

What you need most is a good rest.

It is less restricted than the cleft sentence (but of 18.30) in one respect, since, through use of the substitute verb do, it more freely permits marked focus to fall on the predication:

What he's done is (to) spoil the whole thing.
What John did to his suit was (to) rain it.
What I'm going to do to him is (to) teach him a lesson.

In each of these, we would have an anticipatory focus on the do item, the main focus coming at normal end-focus position. Thus: '...DÓNE...THÌNG'. The complement of these sentences is normally in the form of an infinitive clause (with or without 10). When the verb in the wh-clause has progressive aspect, however, the complement (except in the case of be going 10) matches it with an -ing clause (cf 18.27):

What I'm doing is reaching him a lesson.

The constraints are the same as for the pro-predicational do; of 12.21. Occasionally, such matching of the two verbs is extended to verbs in the perfective aspect, which can have as their counterpart an -cd clause:

(?) What he's done is spoilt the whole thing.

This last type is, however, of doubtful acceptability, and instances of it may indeed be interpreted as ellipted forms of an alternative construction involving apposition:

What he's done is ((this): he's) spoilt the whole thing.

18.30 In some respects, the pseudo-cleft sentence is more limited than the eleft clause is subject complement: direct comparison (or choice) between the two constructions. Clauses with who, where, and when are sometimes acceptable, but mainly when the whsentence proper. It is indeed only with whar-clauses that we can make a

Here is where the accident took place.

(In) Autumn is when the countryside is most beautiful.

(?) The police chief was who I meant.

pseudo-clest sentence construction at all: Clauses introduced by whose, why, and how do not easily enter into the

?\* Why we decided to return was because he was ill. \* With a Scottish accent is how he talked.

place of the wir-item. Thus beside the eleft: pseudo-clest construction involving noun phrases of general reference in To compensate for these restrictions, there are numerous 'paraphrases' of the

It must have been the manager that spake to you.

we have a noun phrase in place of the pseudo-eleft;

The person who spake to you must have been the manager.

So also:

The reason we decided to return was that because (informal) he was ill. The way we make a cake is by following mother's recipe Somebody I particularly like is John. The way you should go is via Cheltenham.

The place (where) the accident happened is here.

The hour at which she must make her decision was fast approaching. The time when the countryside is most beautiful is (in) autumn.

Compare:

See further 18.39. The hour was fast approaching at which she must make her decision

[a] The device of general antecedent is also found where a corresponding pseudo-cleft is fully

Note

[b] The eleft and pseudo-eleft types can exsecut. For example: The thing | Tike about Joan is her sense of humour

What it was you asked for was a tocket to Brighton. Did you mean Birmingham."

- The grandparents speak proudly about all their successful offspring. (S)
- WNH After the earthquake, assistance was sent to the dagamed areas. (time adv)
- The production manager quitely requested a complete report of the incident.
- The worst problem is that he cannot afford it. (Cs)
- 410 the United States. (Adv.cl) I really do not want to live in the soitheast because it is the hottest areas in
- 9 Peter abelard, a logician and theologian, was the most controversial teacher of his age, (S, Cs)
- N The report with complete documentation was delivered at the conference
- œ at the building site. (Place adv) The carpenters with the most experience were given the most intricate work

sentence would be appropriate in written english; otherwise write X and consider why they would be inappropriate. Rewrite the sentences beginning with It .... Rewrite them only if the it

- It is illegal to drive a car without a driving licence. To drive a car without a driving licence is illegal.
- 700400 That she wasn't hur in the fall was a miracle.
  - Their decision was a serious setback.
  - Where the light was coming from was far from clear.
- The annoucement is to be made this evening.
  - That you already know my secret is obvious.
- If the two countries don't reach an agreement soon will be surprising.

# Match the sentences and write ones beginning with It...that...

e.g. 1. C. It appears likely that the President will be re-elected.

- The president will be re-elected
- 54821 Beckman had a wrist injury for most of the match
  - This was to be the band's last world tour.
  - Jacob possessed three handguns.
- People are happy with the quality of supermarket food.
- This transpired during the trial.
- This follows from the results of the survey.
- This-appears-likely.
- wacab This seemed to be the case.
- This emerged after the concert.

#### EXERCISES

- 117.1 Complete these sentences with a verb in an appropriate form. If necessary, add it. (A & B) find- leave love notice 0000 remember
- I She found it Have you enough money. impossible to make a living from ber painting. She just couldn't earn

that Janet has got new glasses?

most when they were flying in the balloon across the

Atlantic. I don't think we should, to the politicians to make the decision for us.

The film was very good. I

- to the victims to find out who planted the bomb.
- When she got to work she when she dances. She moves so gracefully.
- temperatures will prevent work continuing. essential to finish the building before winter. After that the freezing that she had left the cooker on at home.
- 117.2 Alan had to go to hospital for an operation. What did the doctor say? Use the information in the two sentences. Use ...it as... and the verb in brackets, as in L (C)
- I We should perform the operation immediately. It is necessary. (see) I see it as necessary that we should perform the operation immediately
- Alan is now able to get out of bed. It is a good sign. (take)
- He can already walk again. It is an indication of the success of the treatment. (take)
- He should return to work as soon as possible. It is important, (view)
- He has made a complete recovery. It is remarkable. (regard)



- 1173 alternatives where these are possible. Complete the sentences with an appropriate it... or then c... phrase from D opposite. Suggest
- to make a decision today. We can do it at the meeting tomorrow.
- of getting tickets for the concert. They that Clark won the race. He is clearly the best driver around at the moment will have sold out by now,
- Since the cuts in the rail network, about her ability, but I'm not sure she ... possible to get to Inverness by a direct train. has the motivation to become a great
- My mind is made up, so. in discussing this further,
- that John wants to take over as director. He has told everyone asking Tim. He won't know what to do.

inversion

# SENTENCES WITH INVERTED SUBJECTS AND VERBS

Subjects and verbs are inverted in a variety of situations in English. Inverted subjects and verbs occur most often in the formation of a question. To form a question with a helping verb (be, have, can, could, will, would, etc.), the subject and helping verb are inverted.

Can he ga to the movies?

You would tell me the truth.
Would you tell me the truth?

She was sick yesterday.
Was she sick yesterday?

To form a question when there is no helping verb in the sentence, the helping verb do used.

He goes to the movies.

Does he go to the movies?

Did you tell me the truth?

 $\infty$ 

# INVERT THE SUBJECT AND VERB WITH QUESTION WORDS

There is some confusion about when to invert the subject and verb after question words such as what, when, where, why, and how. These we do can have two very different functions in a sentence. First, they can introduce a question, and in this case the subject and verb that follow are inverted.

When can I leave?
Where are you going?

Also, these words can join together two clauses, and in this case the subject and verb that follow are not inverted.

I do not know what the homework is.
When I can leave, I will take the first train.

Do you know where you are going?

In each of these examples there are two clauses joined by a question word. Notice that the subjects and verbs that follow the question words what, when, and where are not inverted in this case.

The following chart lists the question words and their sentence patterns:

Vision the question word connects two clauses, the subject and verb that follow are not inverted.  S V (question word) S V.  I know what they are.	When the question word introduces a question, the subject and verb are inverted.  \[ \text{question word}  \tau \cdot \S \cdot \cdot \\ \text{What}  \text{are they?} \cdot \\ \text{What}  \text{are they?}  \text{question word}  \text{V}  \text{S}  \text{V}   \text{V}  \text{V}  \text{V}  \text{V}   \text{V}  \text{V}   \text{V}    \text{V}                                                                                                                 \qq   \	INVERTED wh
onnects two dauses, the subject of t	question word	What when
e subject and verb that for word SV.	e subject and verb are inv	INVERTED SUBJECTS AND VERBS WITH QUESTION WORDS what when where why
flow are not inverted.	verted.	ORDS how

# INVERT THE SUBJECT AND VERB WITH PLACE EXPRESSIONS

happen with single words expressing place, such as here, there, or nowhere. After ideas expressing place, the subject and the verb sometimes invert in English. This can

There are the keys that I thought I lost.

Nowhere have I seen such beautiful weather.

In the first example the place word here causes the subject book to come after the verb is. In the second example the place word there causes the subject keys to come after the verb are. In the last example the place word nowhere causes the subject I to come after the verb have. The subject and verb can also be inverted after prepositional phrases expressing place.

In the closet are the clothes that you want.

Around the corner is Sam's house.

Beyond the mountains lies the town where you will live.

to come after the verb are. In the second example the prepositional phrase of place In the first example the prepositional phrase of place in the closet causes the subject clothes the verb lies. prepositional phrase of place beyond the mountains causes the subject town to around the corner causes the subject house to come after the verb is. In the last example the come after

after place expressions at the beginning of a sentence only when the place expression is necessary to complete the sentence. Study the following examples: it is important (and a bit difficult) to understand that the subject and verb will invert

In the forest I walked for many hours.

In the first example the subject birds and verb are are inverted because the place expression complete without the place expression in the forest; the place expression is therefore not the subject I and the verb walked are not inverted because the idea I walked for many hours is needed to complete the sentence. in the jorest is needed to complete the idea many exotic birds are.... In the second example

The following chart lists the sentence patterns used with place expressions:

#### to complete the sentence, the subject and verb that follow are not inverted. When a place expression at the front of the sentence contains extra information that is not needed subject and verb that follow are inverted. When a place expression at the front of the sentence is necessary to complete the sentence, the INVERTED SUBJECTS AND VERBS WITH PLACE EXPRESSIONS In the classroom PLACE (necessary) in the classroom, PLACE (extra) I studied very hard. were some old desks. 5

# INVERT THE SUBJECT AND VERB WITH NEGATIVES

The subject and verb can also be inverted after certain negatives and related expressions. When negative expressions, such as no, not, or never, come at the beginning of a sentence, the subject and verb are inverted.

Not once did I miss a question.

Never has Mr. Jones taken a vacation.

At no time can the woman talk on the telephone.

In the first example the negative expression not once causes the subject I to come after the helping verb did. In the second example the negative word never causes the subject Mr. Jones to come after the helping verb has. In the last example the negative expression at no time causes the subject woman to come after the helping verb can.

Certain words in English, such as hardly, barely, scarcely, and only, zet like negatives. If one of these words comes at the beginning of a sentence, the subject and verb are also inverted.

Hardly ever does he take time off.

(This means that he almost never takes time off.)

Only once did the manager issue overtime paychecks.

(This means that the manager almost never issued overtime paychecks.)

only once causes the subject manager to come after the helping verb did. In the first example the "almost negative" expression hardly ever causes the subject he to come after the helping verb does. In the second example the "almost negative" expression

sentence, the subject and verb are also inverted. This happens often with the negative words neither and non When a negative expression appears in front of a subject and verb in the middle of a

I do not want to go, and neither does Tom.

The secretary is not attending the meeting, nor is her boss.

verb does. In the second example the negative nor causes the subject boss to In the first example the negative neither causes the subject Tom to come after the helping verb is. come after the

The following chart lists the negative expressions and the sentence pattern used with them:

Rerely were th	negative expression V	When a negative expression appears in front of a subject and verb (at the being the middle of a sentence) the subject and verb are inverted.	barely hardly only rarely
were they so hanny	S	verb (at the beginni	nor scarcely
		eglanding of ≥ sentence or	seldom

# INVERT THE SUBJECT AND VERB WITH CONDITIONALS

when the helping verb in the conditional clause is had, should, or were, and the conditional In certain conditional structures, the subject and verb may also be inverted. This can occur

If he had taken more time, the results would have be n better. Had he taken more time, the results would have been better.

I would help you if I were in a position to help.
I would help you were I in a position to help.

If you should arrive before 6:00, just give me a call.

Should you arrive before 6:00, just give me a call.

In each of these examples you can see that when if is included, the subject and verb are in the regular order (if he had taken, if I were, if you should arrive). It is also possible to omit if; in this case, the subject and verb are inverted (had he taken, were I, should you arrive).

terns used with them: The following chart lists the conditional verbs that may invert and the sentence pat-

If he were h	If S V	le icalia	(omitted If) V S	subject and verb the conditional clause is had, should, or were, it is possible to	was had should	INVERTED SUBJECTS AND VERBS WITH CONDITIONALS
here, he would help.	erb are not inverted.	here, he would help.	oner day and invert the	uld, or were, it is possible to omit for a	ild were	ERBS WITH CONDITIONALS

# INVERT THE SUBJECT AND VERB WITH COMPARISONS

structure. There have been a number of inverted comparisons on recent TOEFL you should be familiar with this structure. and verb after a comparison is optional, rather than required, and it is a rather formal An inverted subject and verb may also occur after a comparison. The inversion of a subject tests, so

My sister spends more hours in the office than John.

My sister spends more hours in the office than John does.

My sister spends more hours in the office than does John.

as in the third example. it is also possible that the comparison is followed by the inverted subject and verb does John, that the comparison is followed by the subject and verb John does, as in the second example; in English. It is possible to have the noun John alone, as in the first example; it is possible All three of these examples contain the comparison more...than, and all three are correct

The following chart lists the sentence patterns used with comparisons:

the other performers.	more prepared than were	were m	We
\$	(comparison) V	<	S
the other performers were.	more prepared than the other	were m	We
ng structures are both poss	Tive subject and verb may invert after a comparison. The following structures are both possible.	erb may inver	Tive subject and v

18.22

of SUBJECT and VERH and the reversal of SUBJECT and OPERATOR. As we have just seen, the fronting of an element is often associated with exversion. We distinguish two types, consisting respectively in the reversal

Since the verb BE as a copula can be simultaneously regarded as verb and

examples in 18,23 and 18,24 show, the decision is made according to whether another operator. an instance either of subject verb or subject operator inversion. As the operator, we have a choice of regarding its placement before the subject as BE, in the given construction, is commutable with another main verb or with

### Subject-verb inversion

18.23 communicative dynamism: element in large measure because the V is commonly of itself so lacking in The clause patterns SFC and SLA (et in 3/1) have their obligatory third

SVC: The sound of the bell grew faint. 51 C: Her aval face was especially remarkable.

SFA: His beloved body lies in a distant grave

he placed, inappropriately, on the verb (c/18.13): if normal order were preserved with the SV, suggesting that a nuclear focus the third element concerned, the result would tend to be bathetic or misleading In consequence, where information processing makes it desirable to front 13 TO

CSV: " Faint the sound of the bell grew. CSV: " Especially remarkable her oval face was,

ASV: (211n a distant grave his beloved body lies

12 H

that puts S in final position, and indeed it is to achieve end focus on the S curved). In consequence, such froming naturally carries with it the inversion nonetheless faint'; [3a] as 'being in prone posture' (rather than, say, foetally [1a] as equivalent to '... certainly was'; [2a] as 'growing louder, though If these were not to be dismissed as merely bad style, we would tend to read

CVS: Faint grew the sound of the bell. AVS: In a distant grave lies his beloved body. CVS: Especially remarkable was her oval face.

that the fronting is generally undertaken;

[41] [26]

[36]

of [2b] and [3b]), but the phenomenon is common enough in ordinary These particular examples have a rather mannered tone (poetic in the case

Here comes my brother, Here's the milkman.

And there at last was the book I'd been looking for.

Down came the rain. (The jets caused a great gust of wind and) off flew their hats.

Up went the flag.

order invites us not merely to put the nuclear focus upon the A but to see these adjuncts as referring to specific places. Compare: with SVA order. Although we must distinguish these from existential there stylistic choice: there is a sharp difference of in these instances with here/there + be, indeed, it is not simply a matter of (cf 18.45), there is in fact a close similarity. In contrast to ASV, the SVA meaning from the alternatives

The book is there - by the typewriter. There's the book I want - I've been looking for it all week The milkman is here - at the door: shall I Here's the milkman - he's come at last.

Further examples which are less common in ordinary speech but yet which equally seem less rhetorically unnatural than [1b], [2b], and [3b]:

By 'strategy' is meant the basic planning of the whole operation. There at the summit stood the eastle in all its medieval splendour. Away ran the terrified boy.

Equally inexplicable was his behaviour to close friends. Slowly out of its hangar rolled the gigantic aircraft.

represents direct speech (including speech that is 'thought') and usually where the subject is not a personal pronoun: with fronted object is chiefly limited to the reporting clauses where the object Subject-verb inversion (as distinct from subject-operator inversion; cf 18.24)

'Please go away' said one child. 'And don't come back', pleaded

'Whatever shall I do now?' wondered Fred, remembering - too late the appointment he had missed.

usually be replaced by SV (cfalso 18.20 Note [c] and 14.20, 14.29). With the This is something of a literary convention, and in ordinary speech, VS would this is felt by some to be archaic: verb say, it is possible to have OSV where the O is the substitute so, though

So say the rest of us.

More important are CVS, AVS, where the C and A make comparative reference to something that has preceded:

His answer was a disgrace; equally regretable was his departure immediately afterwards.

Her face was stony and even stomer was the tone of her voice.

A year ago, two crashes occurred at the corner, and more recently has come the news of a third.

> [a] Subject verb inversions secur with simple present and past tense verbs (contrast Here comes or with very general verbs of motain tenne; en, fall, etc.). our breather with \* flere is coming our breather), and with certain verbs of stance (be, atend, he, etc)

[b] Subject verbin: crision does not assually take place in a clause with a personal pronounations as subjects, hence corresponding to some of the examples above we would have Here he is! Here he consess Awar, he outst ather/than?" Here is het etc. But with contrasted subject, notes

Here am I, all in held and muston't seem to case. There was slie, on the tennis court; while I had to work.

[e] There is inversion with a pronoun subject followed by post-modification in acchaig English: Collapse the man who below his work. Happe is he who is remainful with his hat. There is an arratigous inversion with verbless clauses.

Subject-operator inversion

18.24 in addition to the needs to a control should be a selected and to the common circumstances manhipp the aperator proceeds the subject

negatives acadex or not (cf 12.10, 12.17, 12.29). (a) First we have elliptical clauses with initial to or the corresponding

John saw the accident and so did Mary, (c) and Mury did (sor. too.)

John didn't see the accident and | neither | did Mary (c/: . . . and Mary didn't, either)

She wasn't angry and neither was I. He would love to go and so would she. She was angry and so was 1. He might fail and so might she, She must come and so must you.

But inversion is less common with certain modal auxiliaries (notably may night; night), and alternative substitute expressions with normal order are

She might be ill and he might (be) too.

required on the operator rather than the subject, though so is then liable to be mistaken for a conjunct (cf8.134ff): Initial so in elliptical clauses may be followed by normal order when focus is

(You asked me to leave) and so I bib] (undoubtedly conjunct in: 'and [ dia' ] os

Compare also the subjunct so in:

(He wanted to leave) and |so did i]

More formally '(He wanted to leave,) as did I'; cf(c) below.

(b) Secondly, we have Sop inversion where a phrase of negative form or meaning is fronted (cf 10.58f):

Least of all is it in our interest to open negotiations now. At no time must this door be left unlocked,

\*At certain times may this door be left unlocked. At certain times this door may be left unlocked

Further examples p

In this way alone Only in this way Scarcely had he started speaking when heckling broke out. He refused to apologize. Nor would he offer any explanation. (contrast: He had scarcely started speaking when heckling broke out.) is it possible to explain their actions.

of negative form or meaning: As veil as with adverbials, we may have inversion also with object phrases

Only one more point will I make. Not a single book had he read that month.

not a personal pronoun; (c) Thirdly, we have S-op inversion in comparative clauses when the S is

She looks forward as does her secretary, to the completion of the I spend more than do my friends. Oil cost-less than would atomic energy. building. (cf: Oil costs less than it did ~ \*... did it)

> With as, inversion is possible with a pronoun subject, especially if there is no

(3) She was as delighted with the suggestion as was he. They go to concerts frequently, as do I.

oncession (cf.15.33ff), especially in rather formal usage: (d) Finally, S-op inversion occurs in subordinate clauses of condition and

Were we to withdraw our support, they would be justifiably indignant. Were she alive today, she would grieve at the changes.

Should you change your plans, please let me know. Had I known, I would have gone to her. Even had the building been open, we would not have entered,

contraction: It is to be noted that with negative clauses of this form we do not find

Were she not so hundicapped, we would take her to the Alps. (C): \*Weren't she so handicupped .....)

Note [4] With examples like the following, the inversion involves the main verh father than the So absurd was his manuer that everyone started

This is shown by the fact that a whole verb phrase could replace have

Yet S-op inversion can also occur here: 'So absuid and his manufer soon ... So absurd had been his manner that everyone stared,

any event. Susp inversion occurred without a preceding negative and some instances continue to He invested the money cand barrerly did be come to regree it.

Often had she intended to speak of this.

he addition, there are a few examples in more common use but where the apperted expression is Far he it from me to condemn him in any way

[b] If an initial negative item is the vehicle for only a local negation (cf 10,66), no Sopt inversion This example of course has a negative implication, as is vision by the non-assertive form of the

is possible. Thus, with the sentence adjunct (cf x 301 m. Not without reason, Charles had flown into a rage.

f = "He had flown into a rage and it was not without resear?"

Contrast, with predication adjunct to x 27)

Net without reason had Charles flown into a rage, [ = "He hadn't flown into a cage without reason"]

Very rarely. Many received letters from her brother { = 'She received letters, but very rarely }

Very rately did Mary receive letters from her bouther

I'm 'She didn't receive letters very utten'l

lel For many speakers (especially in AmF), the subjunct nor cannot follow and or hat, though

The item docted 13.40) usually follows a closise that is negative in form or meaning, but its very (2) We could not hear the suprano, but her could some friends who were nearer the front Veronica Taubman's oration was magnificent. Not coul-

d anyone fail to be impressed by

- Her father stood in the doorway. In the doorway stood her father.
- He had rarely seen such a sunset. Rarely had he seen such a sunset
- He showed me his ID card. I only let him in then. → Only then did / let him in.

and 120 study the circumstances in which inversion takes place. Some of these are also looked at Notice how the subject comes after the verb (e.g. stood) or an auxiliary (e.g. had, did), Units 119 in earlier units and brought together here.

### Inversion after adverbial phrases of direction and place

particularly in formal or literary styles: we sometimes put an intransitive verb in front of its subject. This kind of inversion is found When we put an adverbial phrase, especially of direction or place, at the beginning of a sentence,

Dave began to open the three parcels. Inside the first was a book of crosswords from his Aunt Alice. (or, less formally Inside the first there was a book of crosswords...)

With the verb be we always use inversion in sentences like this, and inversion is usual with certain verbs of place and movement, such us climb, come, fly, go, bang, lie, run, sit, stand: Above the fireplace was a portrait of the Duke. (not ... a portrait of the Duke was.)

subject is a pronoun. So, for example, we don't say 'In an armchair sat she.' In an armchair sat his mother, frather than ...bis mother sat.)
 Inversion doesn't usually occur with other verbs. We don't invert subject and verb when the

Qup, round, etc.: In speech, inversion often occurs after here and there, and adverbs such as back, down, in, off,

· Here conect Sandra's car. I lit the fuse and after a few seconds up went the rocket.

### Inversion in conditional sentences

We can use clauses with inversion instead of certain kinds of #-clauses. (See Unit 100.) Compare:

- · If you should need more information, · It would be a serious setback, if the talks
- . If Alex had asked, I would have been able please telephone our main office.
- to help.
- · It would be a serious setback, were the
- Should you need more information, please telephone our main office.
- · Had Alex asked, I would have been able

clauses with inversion, we don't use contracted forms: The sentences with inversion are rather more formal than those with 'if. Notice that in negative

Had he not resigned, we would have been forced to sack him. (not Hadn't he...)

### Inversion in comparisons with 'as' and 'than'

- The cake was exections, as was the coffee, (or ... as the coffee was.)
- I believed, as did my colleagues, that the plan would work. (or ... as my colleagues did...)
- Research shows that children living in villages watch more television than do their counterparts in inner city areas. (or ...than their counterparts do...)

We prefer to use inversion after as and than in formal written language. Notice that we don't invert subject and verb when the subject is a pronoun.

Advertises of direction and place -- Transfer Conditionals ⇒ utmaso hverson(Z)⇒ state 20

### EXERCISES

- 119.1 clause. Use inversion where possible. (B & C) Rewrite these sentences with the adverbial phrase(s) of direction or place at the front of the
- I The people dived for cover as the bullets flew over their heads, ... as over their heads flew
- That night, just as John had predicted, a heavy snowfall came down,
- The two men were talking in front of the station.
- A line of police officers was behind the protesters.
- A small stream ran at the end of the street. There was an overgrown garden across the
- She could hear the sound of the tractor and suddenly it came round the corner.
- A white pillar was in front of them and a small, mark the statue stood on top of it.
- The teacher blew a whistle and the children can off.
- 119.2 Should..., or Had.... (D) Match the most likely sentence halves and then make new sentences beginning Were...,
- 1 If the government were forced into another
- If you should wish to make an appointment to
- If she had become a lawyer, as her parents
- If the chemicals were to leak,,
- If you should have further problems with your
- 0 If Germany were to beat Romania,...
- If anything had gone wrong with my plan,... If you should decide to accept the post,...

Example: 1 + (d.)

· tavourite to win.

- a large area of the sea would be on 1st April. you will be expected to start work
- contaminated. I would have been held responsible.
- she would have earned a large it-would-be-the favourite-to-win.
- she is available between 9.00 and
- contact your dealer for advice.
- they would face Italy in the final.

Were the government to be forced into another election, it would be the

- 1193 Write new sentences from these situations using as or than + be or dp. (E)
- 1 She loved staying in the cottage. Her friends who visited her there loved it, too She loved staying in the cottage, as did her friends who visited Her there.
- 2 Compared to France, Germany has more company-cars on its roads.
- The European Union is in economic difficulties, together with the USA and Japan The European Union...
- 4 Compared with ten years ago we now know a lot more about the Universe. We now know...
- W My sister knows something about computers, but I know a lot more.
- 9 After forty years the hotel is still there. The man who After forty years,... first ran it is there, too.

### Inversion after negative adverbials

clause. The subject and verb are inverted: In formal and literary language in particular, we use negative adverbials at the beginning of a

- after the time adverbials never (before), rarely, seldom; barely/hardly/scarcely...when/before;
- Seldom do we have goods returned to us because they are faulty. (not Seldom we do...)
- Hardly had / got onto the motorway when I saw two police cars following me.
- after only + a time expression, as in only after, only later, only once, only then, only when:
- She bought a newspaper and some sweets at the shop on the corner. Only later did she realise that she'd been given the wrong change.
- Only once did / go to the opera in the whole time I was in Italy.
- after only + other prepositional phrases beginning only by..., only in..., only with..., etc.:
- Only by chance had Jameson discovered where the birds were nesting.
- Mury had to work at evenings and weekends. Only in this way was she able to complete the report by the deadline.
- ufter expressions with preposition + no, such as at no time, in no way, on no account, under/in no circumstances:
- At no time did they actually break the rules of the game.
- Under no circumstances are passengers permitted to open the doors themselves.
- after expressions with not..., such as not only, not until, and also not + object;
- Not a single word had she written since the exam had started. Not until August did the government order an inquiry into the accident.
- after little with a negative meaning:
- Little do they know how lucky they are to live in such a wonderful house
- Little did / then realise the day would come when Michael would be famous.

Notice that inversion can occur after a clause beginning only after/if/when or not until: Only when the famine gets werse will world governments begin to act.

- Not until the train pulled into Euston Station did Jim find that his coat had gone

## Inversion after 'so + adjective... that'; 'such + be...that'; 'neither.../nor...'

Compare these pairs of sentences:

- Her business was so successful that Marie was able to retire at the age of 50, or
- The weather conditions became so dangerous that all mountain roads were closed. or So successful was her business, that Marie was able to retire at the age of 50.
- So dangerous did weather conditions become, that all mountain roads were closed.

\*When we do this, the subject and verb are inverted. We can use so + adjective at the beginning of a clause to give special emphasis to the adjective.

something. The subject and verb are inverted. Compare: We can use such + he at the beginning of a clause to emphasise the extent or degree of

- · Such is the popularity of the play that the theatre is likely to be full every night. or
- The play is so popular that the theatre is likely to be full every night.

We invert the subject and verb after neither and nor when these words begin a clause

- For some time after the explosion Jack couldn't hear, and neither could be see.
- The council never wanted the new supermarket to be built, nor did local residents

Negative advertices ⇒ unusum 91.94 So...that == LLTED Inversion(1):⇒ mail@

### EXERCISES

never before Write new sentences with a similar meaning beginning not until with one of these adverbials. (A)

1 The door could not be opened without using force. Only by (using) force could the door -enly-by- on no account scarcely

- This was the first time the race had been won by a European athlete.
- The plane had only just taken off when smoke started to appear in the cabin
- She made no sound as she crept upstuirs.
- This window must not be unlocked without prior permission.
- 6 He only thought about having a holiday abroad after he retired.

Now do the same using these adverbials. (A)

barely in no way little no sooner only after

seldom

- The telephone started ringing just after he had left the office.
- It is unusual for the interior of the island to be visited by tourists.
- 9 Judith started asking me questions as soon as I had stepped through the door.
- They didn't get round to business until they had finished eating.
- The existence of extraterrestrial life is not confirmed by the report.
- 12 She didn't realise what would happen to her next.

120-2 Complete these sentences in any appropriate way. (B)

3 Such Such was the power of the punch, that his opponent fell to the canvas. Such , that no-one believed him. , that he felt he didn't need to revise any more. ....that half the trees in the area were blown down. that shops all over the country bave sold out.

, that the United Nations sent food and water supplies to the area

120.3 Correct any mistakes you find in this newspaper item. (Units 119 & 120)

were ordered to leave by mid morning. elderly climbed, before they headed off to early morning. Into these vehicles the sick and coaches and lorries arrived in the town in the town. Such the heat was of the oncoming during 1994, a town of this size has had to be safety across the river. Residents with cars evacuated because of forest fires. A fleet of began to smoulder. Only once in recent years, yesterday as forest fires headed towards the inferno that trees more than 100 metres ahead The people of Sawston were evacuated

Later in the day, as the wind changed direction residents will be allowed to return to their didn't want to leave my home, and nor most of posed a real threat," said one local man. "I the fires have moved well away from the town Jones replied, "Hadn't we taken this action, my neighbours did." But Chief Fire Officer and it became clear that the fire would leave lives would have been put at risk. Only when from some residents. "At no time the fires Sawston untouched, were heard complaints

noun clauses

DEFECTION OF THE PROPERTY OF T

tica

Nominal clauses

That-clauses

The that-clause can occur as:

subject complement: The assumption is that things will improve direct object: {I told him} that he was wrong subject: That she is still alive is a consolation

> appositive: Your assumption, that things will improve, is unfounded (13.13, 9.45)

adjectival complement: I'm sure that things will improve

It cannot, however, occur as prepositional complement (6.2) or as object

complement.

a 'zero' that-clause: 14.25), the conjunction that is frequently omitted in informal use, leaving When the that-clause is object or complement (or delayed subject:

(I knew I'm sure I told him \ he was wrong

and is usually expanded to the fact that, except in very formal English: When the clause is subject and not extraposed, that cannot be omitted

(The fact) that she is still alice consoles me

[a] The zero that-clause is particularly common when the clause is brief and uncompiltical material between the verb of the superordinate clause and the subject of the that in complex sentences loaded with adverbials and modifications. Any facultiecated. In contrast, the need for clarity discourages or even forbids the omission of that-clause is especially likely to inhibit deletion:

We had hoped, in a moment of optimism, that the Government would look favourably on our case

and not the that-clause. The omission of that would leave the structure of the senthis sentence, is decisive in assigning the parenthetical adverbial to the main clause The position of that after the second comma, rather than before the first comma, in

[b] Direct passive transforms of clauses with a thor-clause object are rare, the version point applies to other nominal clauses. with extraposition (14.25) being preferred: It is thought that he will come. The same

[c] While that-clauses, like most other nominal clauses, an alternative (and rather formal) to infinitive construction is available with some verbs. Contrast [1] and [2]: cannot be object complements,

I thought his argument absurd - I thought his argument to be absurd Ξ

"I thought his argument that we should pay 1 I thought his argument to be that we should pay

23

Wh-interrogative clauses

positional complement: functions available to the that-clause, and in addition can act as pre-The dependent wh-interrogative clause occurs in the whole range of

direct object: I can't imagine what made him do it subject: How the book will sell depends on its author

prepositional complement: No one was consulted on who should adjectival complement: I wasn't certain whose house I was in appositive: My original question, why he did it at all, has not been subject complement: The problem is not who will go, but who will stay

they leave a gap of unknown information, represented by the 4th-element. Compare the negative and interrogative with the positive declarative in As regards meaning, these clauses resemble wh-questions (7.52 f) in that

Do you know who is coming? I'm not sure who is coming that John is coming

tional complement is the wh-element; clause are in all respects parallel. We have, in the wh-interrogative clause, the same choice between initial and final preposition where the preposiinversion in the dependent clause, the structures of the two types of ment is placed first; indeed, apart from the absence of subject-operator There is also a grammatical similarity to wh-questions in that the wh-ele-

He couldn't remember \{ on which shelf be kept it (formal) \\ \text{"thich shelf he kept it on }

An infinitive wh-clause can be formed with all wh-words except ψήν: I never know where to put my coat (... where I ought to ....). He was explaining how to start the motor ( ... how one should ... )

[a] In literary style, there is an occasional subject-operator inversion when the wh-There is also an informal but chiefly dialoctal inversion (eg in Irisa English), as in: element is the A of an SVA type clause, of the C of an SVC type clause: He asked me where was I staying I told them how strong was my desire to visit the famous temple

[b] The preposition proceding a wh-clause is optional in certain circumstances: I was not certain (of) what to do

Yes-no interrogative clauses

The dependent yes-no interrogative clause (cf 7.45 ff) is formed with ff or

Do you know is whether the banks are open?

The dependent alternative question (cf 7.54 f) has iffwhether ... or:

11.16 Nominal relative clauses

I don't care if your car breaks down or not I don't know whether it will rain or be sunny

Only whether can be directly followed by or not:

I don't care {whether or not } your car breaks down

second part of an alternative question: A clause beginning with whether cannot be made negative, except as the

I don't care { "whether it doesn't rain whether it rains or (whether it does) not if it doesn't rain

On the other hand, if cannot introduce a subject clause:

(Whether)

it rains or not doesn't concern me

With certain introductory verbs or adjectives a negative whether clause is acceptable: I'm not sure I wonder whether he doesn't expect too much from her

the expects too much from her. In fact, however, such sentences have a positive rather than regative meaning: "I think

Nominal relative clauses

The nominal relative clause, also introduced by a wh-element, can be:

prepositional complement: Vote for which (ever) condidate you like appositive: Let us know your college address (that is, where you live indirect objects. He gave whoever come to the door a winning smile object complement: You can call me what (ever) (names) you like subject complement: Home is where your friends and family are directeobjects I want to see whoever deals with complaints subject: What he is looking for is a wife in term time;

other nominal clauses are. It can normally be phrase containing a postmodifying relative clause: The nominal relative clause is much closer to noun phrase status than paraphrased by a noun

Quality is what counts most ('... the thing that counts most') I'll give you however much tobacco you need ('. that you need') .. any amount ..

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Qualty is whatever counts most ('... anything that ...')

contexts, for both universal and definite meanings, by whoever: elative function (\*187ha told you that was lying), being replaced in many-The form who is rarely used in present-day English in this nominal

Whoever told you that was lying { Anyone who .... The person who ....

Where the wh-word chosen is available for both nominal relative and

interrogative clauses, an ambiguity arises:

They asked me what I didn't know ('They asked me that which I didn't know" or "They asked me "What don't you know?"")

To-infinitive nominal clauses

The to-infinitive nominal clause can occur as:

appositive: His ambition, to be a straight actor, was never fulfifled adjectival complement: I'm glad to help you (see 12.13) subject complement: My wish is to be a pilen direct object. He likes everywne to be hapty Subject: For a bridge to collapse like that is unbelievable

subject, when a pronoun, is in the objective case: perhaps acting here more as a conjunction than as a preposition). The The subject of a to-infinitive clause is normally proceded by for (which is

The idea is {that we should meet on Thursday for us to meet on Thursday

When the clause is a direct object, however the for is omitted:

He wants me to leave (rather than: "He wants for me to leave)

On wh-infinitive clauses, see 11.14.

[b] The correspondence between "The idea is to meet" and "The idea is that we should [6] The infinitive clause resembles the that clause (in contrast to the day clause) in never meet' shows the putative nature of the infinitive clause (cf.11.51),

11.18 Nominal -ing clauses

11.18

Nominal ing clanses

The nominal-ing claus, a PARTICIPLE CLAUSE, occurs in the following

adjectival complement: The children were appositive: His hobby, collecting stamps, absorbed him subject complement: His favourite pastime is playing practical jokes prepositional complement: I'm tired of being treated like a child direct object: No one enjoys deceiving his subject: Telling lies is wrong own family busy building sandcastles

that is illustrated above. There is sometimes It is the commonest type of participle clause, that which has no subject, a choice as fellows (but of

GENITIVE case in formal style:

I'm surprised at his John's making that mistake

OBJECTIVE or COMMONGASE (for personal pronouns or nouns, respectively) in informal style;

I'm surprised at him/John making that mistake

the subject is an inanimate or abstract noun phrase which would not norfact it frequently has a stilted effect, and is particularly unsuitable when It is commonly claimed that the genitive is the only 'correct' form, but in mally take the genitive case, or a 'group' genitive phrase (13.74):

I The crisis has arisen as a result of recent uncontrolled inflation's having outweighed the benefits of devaluation

On the other hand, a pronoun in the objective case is disliked in subject position;

Him being a Jesuit was a great surprise (very informal)

Many prefer to avoid both possibilities where alternatives are available:

It was a great surprise that he was a Jesuit

tutes the head of a noun phrase: As compared with the leg clause, the genitive is obligatory where the ling item consti-

See 13.20, 23 Note. His/\*him criticizing of John was very unfair His/him criticizing John was very unfair

The fact that he now knows the secret creates a rather dithcult His now knowing the secret creates a rather difficult situation.

- The teacher insisted on the students' arriving punctually for their
- Being ignorant of the law is not accepted as an excuse for breaking the
- I am surprised at your thinking London a dull place to live in
- A conceited man often cannot understand the reasons for people distiking him.
- Your having accepted this job means your having to travel much further
- I refused to believe his having told me the truth.
- The child's criminal tendencies were put down to the fact of his coming from a broken home.
- 0 He insisted on my checking again to see that the train left at 5.30, despite my having already assured him that it did.
- Before buying this painting, you should make sure of its being
- 6 On entering the hotel, we immediately realized the reason for its being so popular with tourists

### Infinitives in noun clauses

Rewrite the sentences, substituting a non-finite clause for the finite noun clauses in italies, using the infinitive, e.g.

The whole family made the decision to emigrate. The whole family made the decision that they would emigrate

- The chairman put forward a plan that they should take over other companies engaged in complementary activities.
- Several insurance companies have now reluctantly made the decision that they should withdraw from the American market.
- I now regret having made a promise that I would join in the scheme.
- Most people would support a proposal that licensing hours in Britain should be extended.
- investigations was accepted by a majority of three to one. A suggestion that they should postpone further discussion pending Six companies have signed an agreement that they should share the
- costs of research and development. What our team seems to lack at the moment is the determination that it will win.
- œ How often have I made a resolution that I will give up smoking!

- re-open talks with the unions. The employers have at last expressed a desire that they should
- 7 The Ministry's inspector rejected the scheme that the road should be made part of a one-way system.

### Noun clauses as subject

- 197 Reconstruct the sentences so that the finite or non-finite noun clauses come at the beginning, starting with the words in italics.
- It soon became obvious that the conversation was upsetting him.
- in avoiding an accident. It was due to luck rather than judgement that the driver succeeded
- It remains a mystery what the thieves did with all the money.
- It wasn't at all easy for the audience to follow what the speaker said.
- It wasn't at all easy for the audience to follow what the speaker said.
- 6 It wasn't at all easy for the audience to follow what the speaker said.
- It's easy, with the benefit of hindsight, to see how things went wrong
- It's very inconsiderate of them to have asked you to give up your one It makes me feel guilty, watching you working so hard.
- It's a little difficult to judge whether he really meant what he said. tree evening.
- It wasn't made clear at the time why we were to meet again so soon
- It was a matter of disagreement the new product. how the Company should promote
- It isn't yet known where the pilot finally managed to land.
- It hasn't yet been discovered precisely who originated the plan.
- It is difficult to estimate at this stage how much the scheme would

### Appositional noun clauses

Appendix). Appositional noun clauses are very often found with the noun noun clauses, which are always introduced by that, following the noun to which the clause stands in apposition (see paragraphs 3.3 and 3.4 of the In the next three exercises, special care should be taken with appositional

The fact that he didn't turn up shows that he was never really serious about coming.

apposition: between adjectival clauses introduced by that and noun clauses in these exercises will show, and students should be clear about the distinction But appositional noun clauses may be used with a wide range of nours, as

- a He hotly denied the rumour that (or which) was then being circulated b He hotly denied the rumour that he had been visited by the police in
- connection with the recent crime.

expressed in other words. In this case, it is impossible to replace that with which, since that is functioning as a conjunction, and not as a relative equally well be introduced by the alternative relative pronoun, which. The does not tell us what the rumour was. It is an adjectival clause, and could 'that' clause in sentence b tells us what the rumour was; it is the rumour, The 'that' clause in sentence a defines which rumour he denied, though it

### Noun clauses (finite and non-finite)

- Complete the sentences with a finite or non-finite noun clause, and state the function of the clause you have added.
- He said that he . . .
- The fact . . . is now generally known
- What . . . is of direct concern to the country.
- He rarely succeeds in achieving what . . .
- I wanted to discover how . . .
- The man told the police where . . .
- What . . . is less important than what you do.
- I asked the waiter if . . .
- The writer deplored the fact . . .
- It is clear that . . .
- It was generally agreed that . . .
- If that is what . . . , why don't you ask him?

### Instructions as for 198

- Deciding on . . . can be very difficult
- We were all shocked by . . .
- His argument is that . . .
- [hat...was clear from his subsequent remarks.
- May I infer, from what . . . , that . . . ? (two noun clauses)
- Your idea that . . . will probably prove very unpopular.
- Shareholders left the meeting with the feeling that . .
- No one seemed to know when . . .
- A view widely held by experts was that . . .
- I was of the opinion that . . .
- It is a common failing to put off doing . . .

Is it true that . . .?

### Instructions as for 198

- Having learned that . . ., he left the country.
- Don't run away with the idea that . . .
- I was under the impression that . . .

- It seems that..
- I now remember why . . .
- Repeating . . ., the accused maintained his alibi that . . . (two noun clauses)
- He put forward the startling proposal that . . .
- That . . . is almost inconceivable.
- What was even more surprising was the fact . .
- Exactly how . . . will never be known.
- The experts couldn't agree as to which...
- Pointing out that . . ., the manufacturers said they could give no assurance that . . . (two noun clauses)

## Non-finite clauses (adjectival, adverbial and noun)

- Replace the finite clauses in italics with non-finite clauses, using the participle, inf = infinitive.)non-finite forms suggested, and making any other necessary changes. (NB. -ing = present participle or gerund, -ed = past
- Would anyone who wishes to attend the meeting please notify the Secretary? (-ing)
- 12 We left the meeting, since there was obviously no point in staying. (-ing)
- If the situation is looked at in this way, it doesn't seem so desperate (-ed)
- We left early so that me should arrive in good time. (inf.)
- Children under the age of fourteen are not allowed into the cinema unless they are accompanied by an adult. (-ed)
- I remember that he once offered to help us if ever we were in trouble. (gmi-)
- Until the disaster, everyone had believed that the ship was unsinkable. (inf:)
- We had to leave quietly so that we shouldn't disturb other people. (inf.)
- Since we didn't have any time to we would have liked to. (-ing) spare, we couldn't visit all the places
- As we had never been to the city before, we bought a guidebook at the first stationer's we came to. (-ing)
- There are still many difficulties that must be surmounted. (inf.,
- should offer his resignation. (two clauses: -ed/inf.) The public official who had been involved in the scandal agreed that he
- Whether it was restored in the nineteenth century or not, the painting was unanimously attributed to Tiepolo. (-ed)
- We're very disappointed now i that we hear that you can't come. (inf.)
- The instructions were written positively misleading. (int.) in such bad English that they were