

**1.1 Getting started: Evaluate yourself!** (p.102)**Exercise 1**

Have a look at some of your homework or tests that have been corrected by your teacher. Categorise your mistakes and thereby find out your strong and weak areas in grammar.

Individual answer

**1.2 Comma** (pp.102–103)**Exercise 1**

Say why the panda thinks he must fire two shots in the air. If you do not understand the point, look up the meanings of “shoot” (verb) – “shoot” (noun) and “leave” (verb) – “leaf” (noun).

The point is that the panda misunderstands the description of his species in the manual. “Shoot” (verb): fire a gun; “shoot” (noun): new (part of a) plant when it starts to grow (e.g. bamboo shoots which pandas eat); “leave” (verb): go away from; “leaf” (noun, pl. “leaves”): green part of a plant growing from a branch.

The point is that “shoots” in the text of the manual is not a noun (direct object of “eats”). The superfluous comma after “eats” makes “shoots” into a verb. Therefore the panda, who has read the manual, thinks he must a) eat, b) shoot, c) leave the café.

**Exercise 2**

Explain the differences in meaning between the following two sentences from Truss’s bestselling book.

1. If not accompanied by her man, a woman is nothing.
2. A man is nothing without **her** (without a woman).

**Exercise 3**

Sum up what you learn from the texts above.

Correct punctuation follows rules and is relevant because it helps to understand the meaning of a text. Wrong punctuation may lead to ambiguity or misunderstandings.

**Exercise 4: Differences between English and German usage**

Find the punctuation mistakes in these sentences, deleting or inserting commas. Remember that in English the comma often marks a pause in speaking.

- 1.-3. no commas

**Exercise 5: Commas in coordinate and complex sentences**

Insert commas in these sentences where necessary.

1. The critics shouldn’t call this a happy ending, or ...
2. no comma
3. Although the author mentions a number of reasons for his opinion, I am not convinced ...

**Exercise 6: Commas in sentences with defining and non-defining relative clauses**

Insert commas in these sentences where necessary.

1. My mother, who is over sixty, ...
2. no commas
3. John, whose birthday will be soon, ...
4. no commas
5. See I.43, which I also quoted at the beginning of my essay, ...
6. no commas

**Exercise 7: Commas in sentences with particles, adverbs or adverbial phrases and participles**

Insert commas in these sentences where necessary.

1. I can, of course, ...; 2. To my mind, ...; 3. Strictly speaking, this comparison is misleading. 4. To summarise the important points, ...; 5. However, ...; 6. Having dealt with the positive aspects, ...; 7. She agreed, too. – She went to university, however.

## 1.3 Apostrophe (p.104)

### Exercise 1

Read the following examples which have apostrophes in wrong places or have none although they should have one. If possible, describe the mistakes.

1. Children's books (The books are for 'children' and not for one child only; so the apostrophe follows the plural form of the noun.)	6. Next week's programme (The apostrophe indicates the singular possessive case.)
2. Delicious pizzas (It is a mistake to place an apostrophe before the plural '-s' of a noun.)	7. The Smiths' villa (see number 1)
3. Good food at its best ('It's' is short for 'it is'; 'its' is a possessive pronoun as are my, your, their, etc.)	8. Tonite's show (see number 6; 'tonite' is an 'in spelling' of 'tonight' in advertising.)
4. It's too late (see number 3)	9. the USA's role (see number 6)
5. Ladies' clothing (see number 1)	10. Egypt's tourist industry (see number 6)

## 1.4 Spelling (pp.104–105)

### Exercise 1

Look at the pairs and cross out the words spelt incorrectly.

These are the correct words:

beautiful	English
cannot	e.g. (for example)
catastrophe	interpret
divide	ll.10–15
disaster	metaphor
	pronunciation

### Exercise 2

What is wrong with these verbs? Find the correct form and spelling.

adaptate • commentate • interpretate

The correct forms and spellings of these verbs are: 'adapt', 'interpret', 'comment' ('commentate' is only used for the job of a commentator describing an event while it happens).

## 1.5 Word meanings (p.105)

### Exercise 1: Difficult pairs

The following words are often confused because they look similar and have similar or related meanings. Insert the correct word in the gaps.

1. policy; politics
2. economic; economical
3. critic; critical; criticism
4. logic; logical
5. mean; think

### Exercise 2: False friends

a) Some words look and sound similar in English and German, but differ in meaning. These so-called 'false friends' may cause confusion and misunderstandings. Replace the underlined words with words which fit.

b) Define the meanings of the underlined words in the above sentences.

1. correct adjective: self-confident; self-conscious = shy
2. sensitive; sensible = reasonable
3. topical; actual = current
4. didn't hear; overhear = listen to a conversation from a hidden place

## 1.6 Nouns and adjectives (pp.106–107)

### Exercise 1: Singular and plural of nouns

Insert the verbs in brackets in the tense stated. Decide also whether there are nouns which may have both a singular and plural predicate.

- The contents of the novel make high demands ...
- The audience was/were fascinated ...
- The Thompson family is going to spend .../(All the members of) the Thompson family are going to spend ...
- Mathematics is a subject .../But: Her mathematics are weak.
- The majority of people want a change ...
- Further news is not available ...
- Most people tend to be fed up ...
- The police are investigating ...
- The USA is the only world power .../But: The United States of America consist of 50 states.
- The new government's politics meet with disapproval ...
- Statistics (the collection of data) suggest .../But: Statistics (as a science) is one of her subjects.

### Exercise 2: The definite and the indefinite articles with nouns

The underlined noun phrases in the following sentences all have an article. Cross it out if it violates rules of grammar.

- Literature is an excellent medium to educate people.
- (The) literature available in the library ...
- Contemporary literature ...
- History shows ...
- Since the Middle Ages English history has been the story of gradual steps towards a modern democracy (also: modern democracy).
- The history of the 19th century is dominated by the Industrial Revolution.
- ... we did not get (any) satisfactory information.
- The information which we received ...
- The society decided to change the rules for membership.
- Society cannot expect the solution ... from the government.

### Exercise 3: Nouns and adjectives with prepositions

Write down the prepositions which may follow these nouns and adjectives behind the words. In some cases more than one preposition may be used. Afterwards check your answers with the help of a dictionary.

1. good at	8. knowledge of
2. dislike of, for	9. preference for
3. experienced in, at	10. sign of
4. fascinated by	11. symbol of
5. characteristic of	12. typical of
6. information on, about	13. view on, about
7. interested in	

### Exercise 4: The plural of adjectives used as nouns

What are the English translations of these plural adjectives and nouns?

African-Americans (avoid Afro-...)	the just
the Americans	the Greens
the poor	South African blacks, the Blacks of South Africa
the English	

## 1.7 Verbs and adverbs (p.107)

### Exercise 1: Verbs with prepositions

Look at the following list of verbs and underline those which must not be followed by a preposition. Then write down one or more prepositions behind the other verbs.

1. agree to, with, on	8. <u>describe</u>
2. comment on	9. <u>discuss</u>
3. complain of, about	10. look at, for
4. <u>consider</u>	11. refer to
5. consist of, in	12. <u>suggest</u>
6. deal with	13. think of, about
7. decide on	14. write about, on, of

### Exercise 2: The passive voice

Turn the following sentences into the passive, paying attention to the rules of word order.

- Two productions ... were staged by ... last season.
- The keys ... had been collected (by them).
- The blind man was helped ... by ...
- We were shown around ... by ...
- This project is being supported by ...
- Copies of ... were handed out to ... by ...
- A model interpretation ... will be presented to ... by .../The class will be presented a model interpretation ... by ...

### Exercise 3: Verbs and adverbs

Point out the differences in meaning between these pairs of sentences.

- hard (adv): with a lot of energy; hardly (adv): only a bit, almost not
- most convincing (superlative): very convincing; mostly (adv): very often
- look furious: appear furious (*Aussehen*); look around furiously (adv) (*umherschauen*)

## 1.8 Words in context – phrases and collocations (p.108)

### Exercise 1:

The following phrases and sentences contain typical mistakes of collocation. Correct them.

1. be lucky, but: have good/bad luck	8. a simple structure
2. gain, get, gather experience; to experience sth	9. I am bitterly disappointed ...
3. arrive at, come to, draw a conclusion	10. The text is divided into ...
4. create, present difficulties	11. The action takes place/is set in a castle.
5. a serious, severe, difficult problem	12. The story is set in Verona/in the Middle Ages.
6. a heated discussion	13. The audience is moved to tears.
7. great, extraordinary importance	

**1.9 Sentences** (p.108)**Exercise 1: Word order**

Correct these sentences by changing the word order.

1. I brushed up my English a lot in London last month.
2. Kevin Costner has successfully turned an average story into a great film again.
3. At this point I must summarise my criticism.
4. In the foreseeable future Hispanics will no longer be a minority.
5. The author fails to explain the situation to her readers.

**1.10 Conditional sentences** (pp.108–109)**Exercise 1**

Decide whether these examples are type I, II or III conditions.

1. type III
2. type II
3. type I

**Exercise 2**

Complete these sentences and define the type of condition.

1. If we had enough money, we'd buy a new car. (Type II)
2. If you don't agree, you'll have to bear the consequences. (Type I)
3. If it wasn't so urgent, I would not ask for the money. (Type II)
4. We must change our attitude if ... (Type I)

**1.11 Tenses** (pp.109–110)**Exercise 1: The simple form and the progressive form**

Here are a few sentences with verb forms which are not acceptable. Rewrite the sentences, inserting the correct forms for the underlined verb forms.

1. The author gives ...
2. The writer mentions incidents which complete ...
3. ... the author asks ...
4. As we are discussing a similar topic ... at present, I can give a detailed answer.

**Exercise 2: The past tense and the present perfect**

The past tense and the present perfect are frequently confused. Insert the correct tense forms.

1. My son has cut the lawn so that ...
2. My son cut the lawn yesterday before it started ...
3. I have seen two performances ... up to now.
4. I saw two performances ... last month.
5. I read/have read another two books ... recently.
6. It isn't long ago that I read similar short stories.

**Exercise 3: The present perfect with for and since**

The prepositions for and since are frequently confused when used with the present perfect.

Fill in for or since in the gaps.

1. ... for months.
2. ... since last month.
3. ... for eight years now.
4. ... since I started primary school.
5. ... for a long time now, ...
6. ... since 11th September 2001.

**1.12. Summarising tests** (p.110)

At the end of this chapter, you are invited to do these final tests. Find and correct the mistakes.

**Exercise 1**

What is wrong in these sentences? If possible, give the rule which has been broken.

1. Nobody can tolerate this view. (word order)
2. The text is divided (word) into (preposition) four parts.
3. In these lines we read/it is said (word/punctuation) that Britain should reform its (pronoun) educational (word) system.
4. A large (collocation) number of nations lose (spelling) their cultural identity as a (article) consequence of (article) globalisation.
5. English and German Christmas (spelling) customs are still very different (word) because of (preposition) century-old (number: singular) traditions.
6. I think (word/punctuation) that this text, which came out in 2005, (preposition/punctuation) tries to manipulate the reader (punctuation) because the arguments in lines (number: plural) 25 to (preposition) 35 are not logical (word/punctuation) when you look at (preposition) them carefully (word order).

**Exercise 2**

Here is an excerpt of a summary of Golding's *Lord of the Flies*, which needs to be revised.

1. *The underlined words and phrases of this text are marked as wrong. Correct the mistakes.*
2. *The tense forms of the verbs in italics also meet with criticism. Correct them where necessary.*
3. *There are no commas in the text anywhere. Put commas in so that the reader can understand the sentences better.*

Ralph chooses (picks) Jack and Simon to go with him (accompany him) on an expedition because he wants to explore the island. After the boys have walked along the beach for some time, they think they should climb (they decide to climb) a mountain. They think this will be the easiest way to find out (of finding out) if they are on an island. They find the mountain difficult to climb, but after a while they reach the top and have a good view of the place (this side of the island). Now the boys can see that it is an island, completely covered with jungle. On one side, near the beach, a big rock, which looks like a fort, comes out of (rises above) the water. On their way back the children find a piglet, caught in dense bushes and shrubs. Jack takes his knife and says that he wants to kill the animal, but suddenly he gives up (stops killing it), and it escapes. As an excuse he says that he only wanted to look for the right place (spot) to kill the piglet, so it was able to escape. After this incident the boys go back (return) to their platform.