

destroy capitalism without replacing it by a society where mankind could collectively control those of its members who have inordinate acquisitive instinct (and most people are not grossly greedy) without wholly suppressing man's normal self-interest, as has already been done in many large institutions.
(from a letter to a newspaper)

Answers to exercises

Exercise 1a

1. False. We can learn about grammar by studying Latin, but also by studying any other language.
2. True. (See 1.1.)
3. True. (See 1.1.)
4. False. Spelling has to do with the written representation of the sounds of a language, rather than with how whole words are put together to form sentences.
5. False. (See 1.1.)
6. False. Children learn how to speak without formal tuition, by listening to the speech they hear around them. (See 1.1.)
7. False. This would be a prescriptive approach. Studying grammar in fact involves describing how people DO speak.
8. False. Notions of incorrectness are irrelevant to descriptive grammar. (See 1.2.)
9. False. American English is simply DIFFERENT from British English, and identifies its user as American. For example, the verb form *goten* is used in American English, but not in British (where *got* is used instead). (See 1.3.1.)
10. True. Language varies according to the characteristics of the user. (See 1.3.2.)
11. False. (See 1.3.3.)
12. False. (See 1.3.2.)
13. True. (See 1.3.2. under 'Social-class membership'.)
14. False, at least in the context of grammar. (See 1.3.3.)
15. False. Speech and writing are equivalent in some ways, but not in others. (See 1.3.3 and Chapter 8.)
16. True. Doctors have specialised terms, barely comprehensible to patients, which they use when talking to one another.
17. False. (See 1.4.2.)
18. False. (See 1.5.)
19. False. (See 1.6.)
20. False. (See 1.7.)

Exercise 1b

1. C. Ambiguous as to who has the confidence.

2. B. Prescriptive grammar dictates that multiple negatives should be avoided. However, many non-standard dialects allow them, and it is estimated that they are used by 80–90 per cent of speakers in Britain.
3. C. Ambiguous as to whether there should be more schools, or whether they should be more comprehensive.
4. A. Parts of the verbs are used ungrammatically.
5. A. This is actually a line from Hopkins's poem *God's Grandeur*, and so illustrates 'poetic licence'.
6. A. This is actually a sentence produced by a foreign learner of English.
7. C. The sentence is too long and complex to process easily.
8. B. Prescriptive grammar would insist on subject pronouns *He* and *I*.
9. C. Ambiguous as to who has laid the eggs.
10. C. Difficult to understand. This sentence demonstrates that following a rule of prescriptive grammar (i.e. not to end a sentence with a preposition) can actually lead to ineffective communication. (A wry marginal comment which Winston Churchill wrote on an official document.)

Exercise 1c

1. Formal; written; journalism.
2. Formal; written; religion.
3. Informal; written; advertising.
4. Informal; spoken; advertising.
5. Informal; spoken; journalism.

(SOURCES: 1. *The Guardian*, 25 July 1980; 2. *The Book of Common Prayer*; 3. a British Rail advertisement in *Radio Times*; 4. a television advertisement; 5. BBC Radio One *Newsbeat*, 25 July 1980.)

Exercise 2b

1. See Figure A.1.
2. See Figure A.2.
- (a) The abbreviated tree diagrams would leave out the labels *Wo* and *Se* (or *Cl*).
- (b) The unlabelled tree diagrams would leave out all the labels.
3. [(Tawny owls) (were hooting) (loudly) (in the wood)].
4. [(The critics) (have stated) (his plays) (without mercy)].

Exercise 2d

1. Cl(AvP(Av Typically), NP(N Aunt NBelinda) VP(yhad vbeen Vutter-ing) NP(Nplattudes) NP(dall Nevening)).
2. See Figure A.3.

Figure A.1

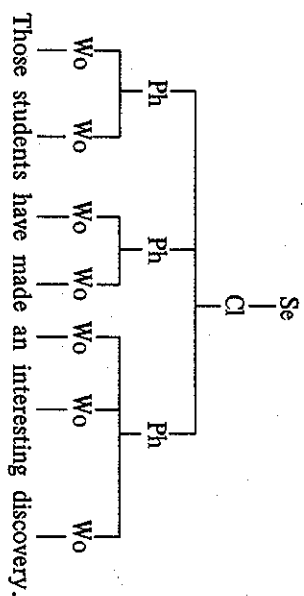


Figure A.2

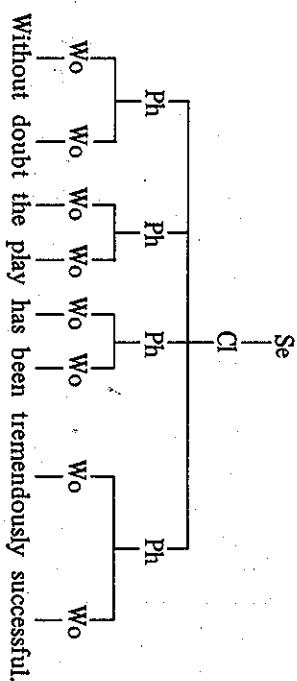


Figure A.3

