



LUNDS
UNIVERSITET

Språk- och litteraturcentrum
Engelska
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ENG A01 Grammar and Translation

Spring Term 2014

WORKSHOP COMPENDIUM

Included are the following items:

1. Workshop exercises
2. Mock exams (Grammar and Translation)
3. What is a phrase?
4. How to analyse simple English sentences
5. How to identify and analyse phrases in English
6. English prepositions: Explaining the basics
7. British vs. American English: differences in grammar and spelling

Icebreaker

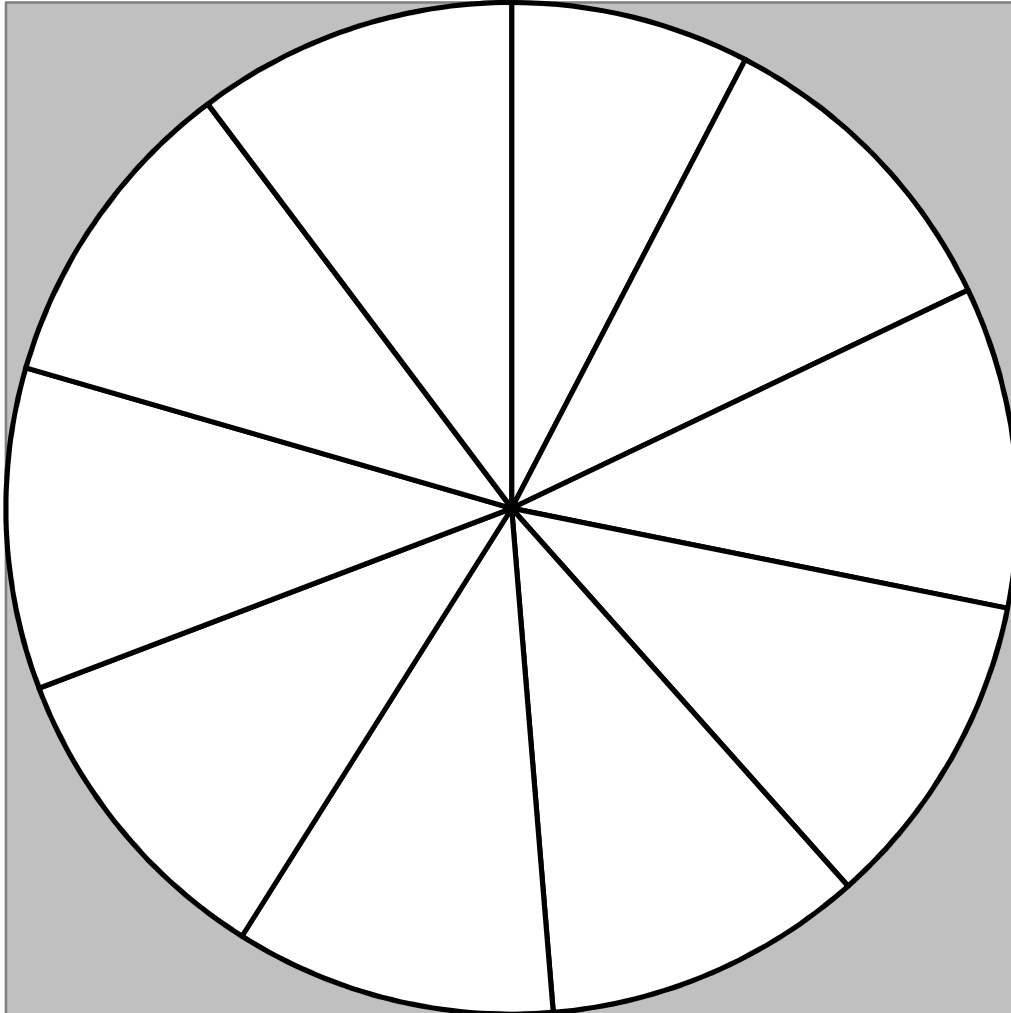


During the workshops, it is important to keep in contact with someone in your group:

Who is sitting next to you? _____

How can he/she be contacted? _____

Workshop 1: Word Classes



Work with the person next to you and do the following:

1. Write the different word classes in the pie pieces and state whether they are open or closed word classes.
2. Write down two examples of the different word classes within the pie pieces.

3. By looking in the dictionary, name the word class/es for each of the following words. When a word belongs to more than one word class, try to think of examples of the different uses.

Gust _____ Seal _____

Befuddled _____ Depict _____

Collateral _____ Onto _____

Spirituality _____ Way _____

Anticipation _____ Gush _____

Ten _____ Yet _____

Round _____ Therefore _____

Or _____ Pyjamas _____

Dubious _____ Supine _____

4. Consider the following text from *Time* magazine.

ALTHOUGH MANY **ASPECTS** OF THE networked life remain scientifically uncharted, there's **substantial** literature on how the brain **handles** multitasking. And basically, **it** doesn't. It may seem that a teenage girl is writing an instant message, burning a CD and **telling** her mother that she's doing homework--all at the same time--but what's really going on is a rapid toggling among tasks rather than simultaneous processing. "You're doing more than one thing, but you're ordering them and deciding which one to do at any one time," explains **neuroscientist** Grafman.

Then why can we so **easily** walk down the street while engrossed in a deep conversation? Why can we chop onions while watching Jeopardy? "We, along with quite a few others, have been focused **on** exactly this question," says Hal Pashler, psychology professor at the University of California at San Diego. It turns out that very automatic actions or what researchers call "highly practiced skills," like walking or chopping an onion, can be easily done while thinking about other things, **although** the decision to add an extra onion to a recipe or change **the** direction in which you're walking is another matter.

For each of the boldfaced, underlined words, say what word-class it belongs to. Be prepared to support your answer by semantic, morphological or syntactic evidence:

Word class

aspects

substantial

handles

it

telling

neuroscientist

easily

on

although

the



Extra/Discussion

1. a) Construct a plausible-sounding, grammatical sentence which contains at least one word from each of the ten word classes.

b) Try to construct a sentence that contains exactly one word from each of the ten word classes. If you succeed, write the sentence below. If you fail, discuss why.

2. Look up the word '*cosy*' in your dictionary. List all the information the dictionary provides on the word '*cosy*'. Don't forget to consult the 'extra' pages (Introduction, explanation of grammar codes and patterns, etc.) at the back/front of your dictionary.

3. Use the *index* in UGE, and identify the pages where you find the following:

a) A description of the difference between a countable noun and an uncountable noun:

b) The difference between the use of *what* and *which* in questions.

c) Translating Swedish *det* into English.

d) A list of the most commonly used irregular verbs PLUS the BrE and AmE differences?:

WORKSHOP 2

Translate the Swedish text into English (UGE: pp 98-99).

1. What he needs _____ (är några goda råd).
2. I don't like _____ (de här möblerna. De är) too modern for my taste.

Identifying Phrases: Every phrase has a HEAD.

1. Underline the verb phrases in the following sentences, then highlight the HEAD of the verb phrase.

For example: The ball was **thrown**.

1. The teacher has taught for many years.
2. He should have left on time.
3. The student's work must be shown to the teacher.
4. She was singing in the town choir.
5. The potatoes should have been peeled before six o' clock.
6. The stranger might have been known by the police.
7. I should have finished earlier.

2. Identify the HEAD of the underlined noun phrases.

1. As a result their sales are sliding.
2. The bodies of the dead will be removed on Sunday evening.
3. This is a very nice group of people.
4. Material that is stored in this way retains its three-dimensional space for future study.

3. Underline the adjective phrases in the following sentences and identify the HEAD.

1. Bill is surprisingly clever.
2. He has become a much better player.
3. This is the most important part of the lecture.
4. Sue is afraid of dogs.

4. Underline the adverb phrases in the following sentences and identify the HEAD

1. She drives extremely well.
2. Sue is a fairly decent tennis player.
3. Very carefully, she took the kitten out of the box.
4. Bill is the most likely candidate to be nominated for the very prestigious job.

5. The head of the phrase has been highlighted. Underline the phrase and identify it e.g. VP, NP etc.

For example: The ball was thrown. VP

1. They ate their meal too quickly.
2. James went to school in New York.
3. I was too tired to meet my new students.
4. Have you seen the children in class 5?
5. My son looked so handsome that I almost fainted.
6. Dogs like to play in the park.



Extra/Discussion

1. Underline the prepositional phrases in the following sentences.

(a) Bill hit the elf on the table with a hat.

(b) In 1958, the World Cup was played in Sweden.

(c) On the other hand, we will not cover Swedish history in this lecture.

(d) Bill seems to be looking forward to meeting her.

2. The (a) sentence can be understood in four different ways (it is four-ways ambiguous). Try to identify as many meanings as you can. Hint: There may be one or more elves, some elves may be standing on tables, some may have hats, some tables may have hats lying on them. The hitting itself may take place on a table, a hat may be used to hit the elf with, etc.

WORKSHOP 3 – Clause Elements

Translate the Swedish text into English (UGE, pp. 272, 274)

1. To the left _____ (stod en ful staty)

2. She _____ (tänkte ofta på dem) as friends.

Clause elements

A. Analyze the following clauses in terms of the function and form of their constituents. Example (1) gives you a model answer.

(1)	<i>The man with the knife</i>	<i>left.</i>
Function	Subject	Predicate verb
Form	Noun phrase	Verb phrase

(2) My mother bought an umbrella yesterday.

Function	
Form	

(3) I lost my heart in San Francisco.

Function	
Form	

(4) Bill should give his wife a new car.

Function	
Form	

In each of the following examples, one clause element has the form of a clause.

(5) She had told him that she needed a car that was reliable.

Function	
Form	

(6) We appointed George Vice President, although he had very little experience.

Function	
Form	

(7) No one in their right mind would say that grammar is boring.

Function	
Form	

B. Analyze the following sentences in terms of what clause elements are present. For adverbials, note whether they are optional or obligatory

1. Stella **is** my mother's best friend.
2. Stella **is** angry.
3. Stella **is** at home.
4. Stella **sneezed**.
5. Dennis **slept** until noon.
6. Dennis **became** head teacher.
7. Dennis **carried** a lot of books.
8. He **had** lunch.
9. The young teacher **felt** nervous.
10. Dennis **gave** the money to his sister.
11. We often **donated** stuff to research funds.
12. He **grew** old overnight.
13. David **put** the money in his bank account.

14. The children **called** their teacher Ms. Sharp.

15. He **called** me.

16. We **consider** him a slob.

17. I **find** them very helpful.



Extra/Discussion

1. Build clauses with each of the following structures (add as many optional adverbials as you like):

- a) SVO
- b) SVOA
- c) SVP
- d) SVA
- e) SVO_1O_d
- f) SVOP

2. The following two sentences are ambiguous.

- a) I found her a good lawyer
- b) He called me a nurse

What is the reason for the ambiguity? Hint: think in terms of the patterns in 1!

3. Give at least two different analyses of the following multiply ambiguous sentence.

Bill hit the elf on the table with a hat.

Function	
Form	

Bill hit the elf on the table with a hat.

Function	
Form	

Make sure that you know what meaning each analysis corresponds to!

LEARN THIS PAGE BY HEART!

Functions within Clauses

Functions:

- Predicate verb
- Subject
- Direct object
- Indirect object
- Subject predicative
- Object predicative
- Adverbial

LEARN THIS PAGE BY HEART!

WORKSHOP 4

Translate the Swedish text into English.

1. De är å andra sidan vana vid att bo på lyxhotell. (*UGE, pp. 172, 373*)

2. Han insisterade på att få träffa henne ensam. (*UGE, Pp. 372-373*)

Analysing Phrases

1. Analyze the following NPs in terms of the form and function of their parts:

For example: **the man in black**

	the	man	in black
Function	determiner	head	postmodifier
Form	determiner	noun	prepositional phrase

Now, try these. For the first four NPs a grid has been supplied, but for the others you have to provide one yourself.

(a)		the	blue	book
	Function			
	Form			

(b)		the	boy	in the bubble
	Function			
	Form			

(c)		three	blind	mice
	Function			
	Form			

(d)		the	two	little	boys	from Japan
	Function					
	Form					

(e) **a** **very** **clever** **solution** **to** **the** **problem**

Function	
Form	

(f) **my** **two** **elder** **brothers** **in Spain**

(g) **the** **man** **with** **a** **wooden** **leg**

2. Analyze the following Adjective Phrases in terms of the form and function of their parts.

For example: **very interested in sports**

	very	interested	in sports
Function	premodifier	head	postmodifier
Form	adverb phrase	adjective	prepositional phrase

Now, try these. For the first four APs a grid has been supplied, but for the others you have to provide one yourself.

(a)		extremely	angry	about the whole thing
	Function			
	Form			

(b)		utterly	delighted	with her new home
	Function			
	Form			

(c)		surprised	at the news
	Function		
	Form		

(d)		extremely	angry	with his children
	Function			
	Form			

(e) **absolutely** **marvellous**

Function	
Form	

(f) **surprisingly** **clever**

Function	
Form	

(g) **very** **curious** **about** **the** **situation**



Extra/Discussion

The following noun phrases all contain one or more postmodifiers. Convert all the postmodifiers into premodifiers without changing the meaning of the phrase (you sometimes have to choose another lexical item).

- (a) lawyers who are men

- (b) the summit in January between Bush and Blair

- (c) a problem which has become more and more difficult

- (d) the room upstairs

- (e) officials in the Pentagon who are worried

- (f) a girl who is ten years old

LEARN THIS PAGE BY HEART!

Functions within Phrases

Phrases:

NP, VP, AdjP, AdvP, PP

Functions:

- **Head** – Obligatory in all phrases – (N.B. The Head of a VP is called the main verb)
- **Determiner** – only found in NP (precedes the HEAD)
- **Premodifier** – comes before the HEAD of the phrase and can be omitted – found in NP, AdjP, AdvP
- **Postmodifier** – follows the HEAD of the phrase and can be omitted – found in NP, AdjP, AdvP
- **Complement** – Follows the head P in PP.
- **Auxiliary (verb)** – only found in VP, precedes the main verb.

LEARN THIS PAGE BY HEART!

WORKSHOP 5

Translate the Swedish text into English – (UGE, p. 324)

1. Perhaps _____ (en hel del musiker) would be invited.

2. En hel del möbler blev stulna ur vårt garage. _____

Identifying main clauses: Every main clause contains a VP and at least one NP.

1. Identify the following as either a main clause (MC) or a phrase (NP, VP, AdjP, AdvP or PP)

For example: in the park

PP

1. Jones from the mail room

2. I love to play in the snow

3. they were thinking about the language issue

4. the word's meaning

5. she looked up

6. his quite remarkably clean car

Identifying dependent clauses

1. Find the dependent clauses in the following sentences! (Be prepared to argue for your analyses. Remember that every dependent clause contains a (main) verb, and that all dependent clauses have functions, either on the clause level, or on the phrase level.)
2. Categorise the dependent clauses as being 'nominal', 'adjectival', or 'adverbial'!
3. Explain why you have categorised them the way you have!
4. If there is more than one possible analysis available in some cases, please say so!

NB! All commas have been removed, to make the task somewhat more difficult for you. Note too that there may be more than one dependent clause in one and the same main clause.

1. They told me he's not coming to class today.
2. If there is more than one possible analysis available please say so!
3. I really don't know what to say next.
4. Sara spent a lot of time in Brussels when she was a teenager.

5. Many people who were born in China are really good table-tennis players.

6. Some would say he's mad.

7. The woman I was talking about yesterday loves her husband a lot.

8. What I heard about the country in question made me very angry.

9. How many wheels does the bike that you bought for your niece have?



Extra/Discussion



1. Dependent clauses

1. Write down 5 short sentences where an adjectival dependent clause can be added by another member of your group.

e.g. My friend went to a concert _____ (which finished late)

1. _____
2. _____
3. _____
4. _____
5. _____

2. Write down 5 short sentence starts where a nominal dependent clause can be added by the next person — e.g. Science states _____ (that the earth is warming).

1. _____
2. _____
3. _____
4. _____
5. _____

3. Write down 5 short sentences where an adverbial dependent clause can be added by the next person- e.g. He sold his car _____ (before he went overseas)

1. _____
2. _____
3. _____
4. _____
5. _____

Once your original sheets have been returned, check the answers!

WORKSHOP 6

Analyse these two sentences in terms of the function and form of their constituents

1. Usually, university can be a great experience.

Function	
Form	

2. I don't like raw fish in the morning.

Function	
Form	

The Noun Phrase and Nouns

A. Translate the following phrases and sentences into English. Note the items in **bold**. Indicate the page(s) in *UGE* that give(s) you information on how to best translate these items. Hint: Use the index in *UGE*.

UGE p.:

1. Ett **papper** _____
2. Två **konstverk** _____
3. Ett **bröd** _____
4. Många **råd** _____
5. Flera **bevis** _____
6. Goda **kunskaper** i engelska _____

7. Den här **pyjamasen**

8. Lärarnas **analyser**

9. **Husets** tak

10. Mina **döttrars** avhandlingar

11. Sveriges många ekonomiska **kriser**

12. Alla de här **möblerna** är mina.

13. - Var är **pengarna?** – De är i min handväska.

14. De här **nyheterna** om svenskarnas dryckesvanor oroar mig.



Extra/Discussion

1. Say whether the underlined nouns in the following sentences are used as countables (C) or uncountables (U). In each case, make up another sentence where the same noun is used in the opposite way. The first sentence has been done for you.

		C/U
(a)	You don't have to go into too much <u>detail</u> .	U
(aa)	<i>Give me all the details.</i>	C
(b)	I've run out of <u>paper</u>	
(bb)		
(c)	Can I have another <u>egg</u> , please?	
(cc)		
(d)	Why don't you keep your <u>thoughts</u> to yourself?	
(dd)		
(e)	These trees don't provide much <u>cover</u> for the sheep.	
(ee)		
(f)	It's no <u>use</u> complaining to the authorities about this.	
(ff)		
(g)	This word has two possible <u>spellings</u> .	
(gg)		

WORKSHOP 7

Analyse these two sentences in terms of the function and form of their constituents

1. **She gave the pictures to her mother.**

Function	
Form	

2. **He considered the suggestion brilliant.**

Function	
Form	

Verb Phrases and Verbs: Different types of verbs

A. Analyze the following sentences in terms of function and form. Which clause elements are required and which are optional? Say what verb class (transitive, intransitive, etc., the main verb in the predicate verb belongs to.

1. I sold a man the Brooklyn Bridge yesterday.

Verb

class

Function	
Form	

2 He was the dumbest man in the city.

Function	
Form	

3 I consider him the least intelligent guy that I've ever met.

verb

class

Function	
Form	

4 Unfortunately, my friend thought that I should return the money.

Function	
Form	

5 Naturally, I kept every cent since I needed the cash.

Function	
Form	

3. Consider the following text from *Time* magazine.

ALTHOUGH MANY ASPECTS OF THE networked life remain scientifically uncharted, there's substantial literature on how **the brain** handles multitasking. And basically, it doesn't. It may seem that a teenage girl is writing an instant message, burning a CD and telling **her mother** that she's doing homework--all at the same time--but **what's really going on** is a rapid toggling among tasks rather than simultaneous processing. "You're doing more than one thing, but you're ordering them and deciding which one to do at any one time," explains **neuroscientist Grafman**.

Then why can we **so easily** walk down the street while engrossed in a deep conversation? Why can we chop onions **while watching Jeopardy?** "We, along with quite a few others, have been focused on exactly this question," says Hal Pashler, psychology professor at the University of California at San Diego. It turns out that very automatic actions or what researchers call "highly practiced skills," like walking or chopping an onion, can be easily done while thinking about other things, although the decision to add an extra onion to a recipe or change the direction in which you're walking is **another matter**. "It seems that action planning--figuring out what I want to say in response to a person's question or which way I want to steer the car--is usually, perhaps invariably, performed sequentially" or one task at a time, says Pashler. **On the other hand**, producing the actions you've decided on--moving your hand on the steering wheel, speaking the words you've formulated--can be performed "in parallel with planning some other action." Similarly, many aspects of perception--looking, listening, touching--can be performed in parallel with action planning and with movement.

The switching of attention from one task to another, the toggling action, occurs in a region right behind the forehead called **Brodman's Area 10** in the brain's anterior prefrontal cortex, according to a functional magnetic resonance imaging (fMRI) study by Grafman's team. Brodman's Area 10 is part of the frontal lobes, which "are important for maintaining long-term goals and achieving them," Grafman explains. "The most anterior part allows you to leave something when it's incomplete and return to the same place and continue from there." This gives us a **"form of multitasking"**, he says, though it's actually sequential processing. Because the prefrontal cortex is one of the last regions of the brain to mature and one of the first to decline with aging, young children do not multitask well, and neither do most adults over 60. New fMRI studies at Toronto's Rotman Research Institute suggest that as we get older, we have more trouble "turning down background thoughts when turning to a new task," says Rotman senior scientist and assistant director Cheryl Grady. **Younger adults are better at tuning out stuff when they want to.** says Grady. "I'm in my 50s, and I know that I can't work and listen to music with lyrics; it was easier when I was younger."

But the ability to multiprocess has its limits, even among young adults. When people try to perform two or more related tasks either at the same time or alternating rapidly between them, errors go way up, and it takes far longer--often double the time or more--to get the jobs done than if they were done sequentially, says David E. Meyer, director of the Brain, Cognition and Action Laboratory at the University of Michigan: "The toll in terms of slowdown is extremely large--amazingly so." Meyer frequently tests Gen M students in his lab, and he sees **no exception for them**, despite their "mystique" as master multitaskers.

In the *Time* article above, some parts of sentences and/or phrases have been underlined. Analyze the function of the underlined parts and say what form they have. The first two have been done for you.

	Form	Function
Although many aspects of the networked life remain scientifically uncharted	dependent clause	Adverbial
the brain	noun phrase	Subject¹
her mother		
what's really going on		
neuroscientist Grafman		
so easily		
while watching Jeopardy		
another matter		
On the other hand		
Brodmann's Area 10		
a "form of multitasking		
Younger adults		
better at tuning out stuff when they want to		
no exception for them		

¹ of the clause *how the brain handles multitasking*, which in itself functions as the complement of the preposition *on*. The whole PP *on how the brain handles multitasking* postmodifies the noun *literature*, and the whole NP *substantial literature on how the brain handles multitasking* functions as the (postponed) subject of the main clause.

WORKSHOP 8

Analyse these two sentences in terms of the function and form of their constituents:

1. **Marie offered the job to the student.**

2. **James lit him one of his favourite cigars.**

The Verb Phrase and Verbs

Tense and Time

Translation

Translate the following sentences into English. Note the items in **bold**. Indicate the pages in *UGE* that give you information on how to best translate these items.

1. -När **är** du född? – Den 3 **augusti** 1978.

UGE p. ?

2. Huset **är** byggt **på 1800-talet**.

3. Var **har** du **lärt** dig spanska?

4. De **är** gifta **sedan fem år** tillbaka.

5. Jag **bor sedan många år** i Lund.

6. Om jag inte hade gjort min praktik där **hade** jag inte träffat min särbo.

7. Det **hade** varit roligt att träffa dina kursare.

8. Jag **ringer** dig imorgon.

2. Identify the finite verb in each sentence and state whether it is in the present or past tense.

1. *He had been living in Sweden for a long time.*

Finite verb: _____ Tense: _____

2. *They brought all their belongings with them.*

Finite verb: _____ Tense: _____

3. *The teddy bear was so soft.*

Finite verb: _____ Tense: _____

(These exercises were inspired by Hasselgård, H., Johansson, S., & Lysvåg, P. (1998). *English Grammar: Theory and Use*. Oslo: Universitetsforlaget. (p. 174))

Finite or non-finite?**1. Are the following verb forms finite or non-finite? Why?**

1. plays
2. went
3. been
4. lasts
5. has
6. singing
7. gotten

2. Are the following underlined verb phrases finite or non-finite? Why?

8. He has played the violin.
9. Tom went out.
10. They are enjoying themselves.
11. Looking out the window solves no problems.
12. Him having been a soldier surprised Ella.
13. He got tired when playing the violin.
14. It must have been love.

3. Are the following underlined clauses finite or non-finite? Why?

15. Having spent several hours looking for his hotel he realized that he was lost.

16. He told Sara that he was going to England.

17. Listening to music was her favourite pastime.

18. When he was young he liked figure skating.

19. Having been elected President she felt content.

20. She asked her sister what she wanted for dinner.

Workshop 9

A. Verb Phrases and Verbs

Aspect, Voice and Subject-Verb Agreement

1. Tense, Aspect and Voice

1. Underline the verb phrases in the following sentences. For each one, indicate its tense, aspect, voice and mood.

Clause	Tense		Aspect			Voice		Mood		
	Present	Past	Progressive	Perfective	Simple	Active	Passive	Indicative	Imperative	Subjunctive
The key was returned.		X			X		X	X		
I am reading.										
The building has been renovated										
If I were you...										
Haven't you been listening?										
Had you heard that story before?										
He had left early.										

2 Consider the following text from *The Economist*

1 Until now the Vatican has been remarkably successful in ensuring that, even if some sort of “clash
of civilisations” is in progress, it need not turn into a clash of religions. Benedict's predecessor,
John Paul II, understood that what radical Muslims most resent about the West is not its
Christianity, but its rampant secularism. Osama bin Laden may have blustered that the American-
led invasions of
5 Afghanistan and Iraq were a new “crusade”. But, although George Bush at one point played into his
hands by carelessly using that very word, the view that Muslims were victims of a new holy war
was impossible to sustain so long as the most influential Christian leader was openly critical of the
fighting. By opposing both the bombing of Afghanistan and the invasion of Iraq, Pope John Paul
made sure that the world's biggest Christian faith was not linked in Muslim minds with its only
10 superpower.

Pope Benedict's ill-judged quotation now risks blurring, if not erasing, that carefully-constructed
distinction. Ayatollah Ali Khamenei, Iran's supreme leader, whose opinions carry some weight
among the world's 230m Shia Muslims, pounced on the pope's remarks. He claimed they were just
the latest development in the “crusade against Islam” launched by Mr Bush.

15 Such an allegation will, unfortunately, seem all too credible to many Muslims, because of the
pope's record. On the one hand he is a keen proponent of the view that Europe's identity is
essentially Christian. In 2004, while he was still a cardinal, he declared that Turkey should not be
admitted to the European Union. On the other, since becoming pope, he has repeatedly signalled a
rejection of the unconditional dialogue favoured by his predecessor. In particular, he has packed the
previous
20 pontiff's top expert on Islam off to Cairo and merged the Vatican's department for inter-religious
dialogue into its “ministry” of culture.

Please identify one example of each of the following in the text:

a) a verb phrase in the perfect _____

b) a marginal modal auxiliary _____

c) a non-finite clause functioning as a postmodifier _____

d) a modal auxiliary _____

e) a non-finite clause functioning as the complement of a preposition _____

f) an adjective phrase with both a premodifier and a postmodifier _____

g) a prepositional phrase functioning as an adverbial _____

h) a noun phrase in the genitive _____

3. Subject – verb concord in English

Write the appropriate form of the verb in parentheses in the gaps below:

A. Cases where only one of the plural and the singular form can be used:

1. The news _____ (BE) good.
2. His clothes _____ (BE) expensive.
3. Knowledge of these matters _____ (BE) needed.
4. The homeless _____ (HAVE) nowhere to go.
5. The police _____ (BE) on their way.
6. People _____ (BE) upset about this.
7. Two hundred dollars _____ (BE) enough to cover the expenses.
8. *The Times* _____ (HAVE) changed.
9. Times _____ (HAVE) changed.
10. 'The Dead' _____ (BE) a story by James Joyce.
11. There _____ (BE) a lot of things to do.
12. Everybody _____ (SAY) this should have been done long ago.
13. No one _____ (HAVE) said that.

B. The following exemplify cases where either form can be used. Explain why either form can be used with these NP subjects.

15. His family _____ (BE) old.

16. Sweden _____ (BE) playing England tonight.

17. The committee _____ (BE) in agreement on this matter.

18. Neither of us _____ (BE) satisfied with our performance.

19. None of us _____ (BE) happy with these results.

(Adapted from Hasselgård, H., Johansson, S., & Lysvåg, P. 1998. *English Grammar: Theory and Use*. Oslo: Universitetsforlaget.)

B. Adjective or adverb?

Circle the correct alternatives in italics. Explain your choice.

Underline and label the clause elements (i.e., S, V, O, P, A) in each sentence.

1. I miss her *terrible/terribly*.

Explanation:

2. Alan looked very *sad/sadly* today.

Explanation:

3. Alan looked *sad/sadly* at the dead squirrel.

Explanation:

4. The pudding tasted *delicious/deliciously*.

Explanation:

5. The dog's fur felt so *soft/softly*.

Explanation:

6. He had a *happy/happily* smile on his face.

Explanation:

7. He smiled *happy/happily*.

Explanation:

8. He looked *extraordinarily/extraordinary* happy.

Explanation:

C. Translation exercises

The following exercises target a few of the differences between English and Swedish that have been covered in the course so far. Make use of your grammar book when you translate. Relevant paragraph numbers are provided within parentheses.

1. The genitive (UGE, 4.5)

flera **timmars** arbete _____

katolicismens historia _____

folkets åsikter _____

Dennis studielån _____

familjen **Johnsons** sommarstuga _____

2. The use of the definite article with U nouns with generic reference and C nouns in the plural with generic reference (UGE, p. 128)

Rymden fascinerar mig.

Kristendomen kom till Sverige på **800-talet**.

Om **man** kunde lösa detta problem hade det varit **ett stort framsteg** för **vetenskapen**.

Jag ville långt bort från **civilisationen**.

Barnen lär sig inte så mycket i **skolan** nuförtiden.

Livet som student kan vara både svårt och roligt.

Workshop 11 – Pronouns

Analyse these two sentences in terms of the function and form of their constituents

I bought myself a rose bush last week and planted it outside my office window.

Hopefully, it will bloom in June.

A. Quantifying pronouns

(UGE, pp. 322, 324)

Translate **mycket** and **många** in the two sentences below. Use as many of the following quantifiers as possible: *many, much, a great many, a good many, a great deal of, a good deal of, a lot of, lots of, plenty of*

Många studenter gillar studentlivet.

Han tar mycket socker i kaffet.

B. INTERROGATIVE WHO, WHOSE, WHOM, WHICH, WHAT

Add the correct pronoun:

- a) _____ should I send my application to?
(Vem)
- b) To _____ should I send my application?
(vem)
- c) _____ languages do you speak?
(Vilka)
- d) _____ language do you speak better, Swedish or English?
(Vilket)
- e) _____ of the two girls is taller?
(Vilken/Vem)
- f) _____ of you would fancy a trip to Hawaii?
(Vilka)
- g) _____ is today's date?
(Vilket)
- h) _____ of them was accused of shoplifting?
(Vem/Vilken)
- i) _____ did you get this from?
(Vem)
- j) This bag was left behind. _____ is it do you think?
(Vems)
- k) _____ gloves are these?
(Vems)

C. Relative pronouns**The choice of relative pronouns in English depends on three things:**

1. the nature of the antecedent (whether it is a person ('animate') or not ('inanimate'))
2. the syntactic function of the pronoun in the relative clause (i.e. whether the relative pronoun functions as the subject, object or is the complement in a PP)
3. whether the relative clause is restrictive or non-restrictive

Look at the following examples, and for each one answer the following three questions:

- a) What is the antecedent of the relative pronoun?
- b) What is the clause function of the relative pronoun?
- c) Is the relative clause restrictive or non-restrictive?

1. He took an instant dislike to Leroy, who he attacked twice.

Antecedent:

Clause function:

Restrictive/Non-restrictive

2. There was a slight, furtive boy whom no one knew.

Antecedent:

Clause function:

Restrictive/Non-restrictive

3. The lowest pressure ratio which will give an acceptable performance is always chosen.

Antecedent:

Clause function:

Restrictive/Non-restrictive

4. She came up with all sorts of things that she would like for the new development.

Antecedent:

Clause function:

Restrictive/Non-restrictive

D. A couple of notes on **THAT**

The word *that* can belong to more than one word class:

1) demonstrative pronoun, e.g. *That problem bothers me.*,

That's not true!

When *that* functions as a demonstrative pronoun, it has the plural form *those* as in e.g. *Those problems bother me.*

2) relative pronoun, e.g. *There are lots of things that I need to buy before the trip.*

When *that* functions as a relative pronoun, it introduces an adjectival dependent clause (=relative clause). The adjectival dependent clause in the example from above is now underlined:

There are lots of things that I need to buy before the trip.

Also, when *that* functions as a relative pronoun, it has an antecedent in the main clause. In the example from above, the antecedent of *that* is *things*.

When *that* functions as the grammatical object in the dependent clause as in

There are lots of things that I need to buy before the trip,

it is possible to omit *that*:

There are lots of things I need to buy before the trip.

3) subordinating conjunction, e.g. *Steve thinks that nobody likes him,*

That I haven't heard of you is odd.

When *that* functions as a subordinating conjunction, it introduces nominal dependent clauses, and has no antecedent in the main clause. The whole nominal dependent clause normally functions as either subject or object. The examples break down into the following clause elements:

Steve thinks that nobody likes him.

S V Od

That I haven't heard of you is odd.

 S V Cs

Also, when *that* functions as a subordinating conjunction, its Swedish translation equivalent is *att*.

4) adverb, e.g. *It was quite a large fish – about that long.*,

I'm sorry I hadn't realized the situation was that bad.

In these two examples, *that* modifies adjectives, *long* and *bad* respectively.



Extra/Discussion

State which word class *that* belongs to in the following five examples:

1) *The truth is that the country is now specialising more in processing and marketing.*

2) *I didn't know that he was that depressed.*

That 1: _____ That 2: _____

3) *They've got a machine that prints names on badges.*

4) *"Thanks for that, Torey. That was really nice of you and Miriam and Jeff to do all that for me today", she said. (From *The Tiger's Child* by Torey Hayden, p. 117)*

That 1: _____ That 2: _____

That 3: _____

5) *I had asked the children in turn to think of an occasion when someone had made them each feel that way, then to imagine that that person was sitting in the empty chair and to talk to him or her, telling that person about their feelings. (From *The Tiger's Child* by Torey Hayden, p. 105)*

That 1: _____ That 2: _____

That 3: _____ That 4: _____

3. All Types of Pronouns

In the following text, **find all pronouns**, indicate **what type** of pronoun they are (e.g. personal, possessive, relative etc).

When Barry Mason opened the door of his apartment, he found a policewoman there. She told him that he was wanted for the murder of that famous criminal, Butch Balloney. This made Barry angry.

“What do you mean”? he shouted.

“What murder are you talking about? I am innocent!”

But the policewoman, who had heard a lot of similar claims, just smiled. “No one will believe that,” she said. “It is obvious that you’re lying.”

For a while they looked at one another in silence.

“Pull yourself together!” she said. “It is my duty to take you down to the station. Whose is that gun, by the way? Is it yours?”

– “None of the guns here are mine,” Barry replied. Then he changed tactics. “Would you like some of my home-made wine?” he asked. “I don’t normally offer it to just anybody.”

– “I don’t want any wine,” the policewoman said, “but I wouldn’t mind a little orange juice.”

– “I’m afraid I haven’t got any juice,” Barry said, “but I can offer you both lime and tonic.”

– “Such is life,” she replied.

From *Gleerups Engelska Grammatik: Övningsbok* by M. Ljung & S. Ohlander

Workshop 12 – Prepositions

Flash-card exercise!



Workshop 13 – Word order, CAPITAL LETTERS and BrE v AmE

Underline the noun phrases in the following and identify the function and forms (Head, Determiner, etc) of their parts. Don't forget to consult "How to identify and analyse phrases in English" in this compendium!

The shop sold a lot of Italian books which had recently been published.

1. Identify the clause elements in the following four sentences. Then name the type of word order (**normal word order** ('rak ordföljd', also called SV), **full inversion** ('fullständig inversion', 'omvänd ordföljd' or VS), **partial inversion** ('partiell inversion' or vSV))

a) A dog lay on the grass. **Word order:** _____

b) Yesterday a dog lay on the grass. **Word order:** _____

c) On the grass lay a ragged old sheepdog. **Word order:** _____

d) Never had I seen such a lazy old dog. **Word order:** _____

e) Only last week, she gave me a big bunch of flowers. **Word order:** _____

f) Under it she placed the envelope with the note. **Word order:** _____

2. Rewrite the sentences below using the prompt provided. Name the type of word order of your rewritten sentences.

a) I have never seen such rude behaviour. (**Am. Eng.** behavior)

Never _____

b) I only understood the consequences afterwards.

Only afterwards _____

c) I will never make that mistake again.

Never _____

That mistake _____

d) A little brown puppy sat under a bush.

Under a bush _____

e) They went away.

Away _____

f) The servant went away.

Away _____

3. Translate the following sentences into English:

Först på 1850-talet byggde man järnvägar i Sverige.

Inte förrän i onsdags fick jag reda på vem som hade fått **nobelpriset i litteratur**.

Först på juldagen får barnen i den **engelskspråkiga världen** sina julklappar.

Här kommer den förre **brittiske premiärministern** och den **amerikanske presidenten**.

Häromdagen tillsatte **statsminister** Fredrik Reinfeldt några nya ministrar, t. ex. **utbildningsminister** Lars Leijonborg.

4. For each of the following sentences, decide whether it was most likely produced by a BrE or an AmE speaker. Justify your answer. Don't forget to consult "British and American English – Some important differences" in this compendium.

1. The bookkeeper refused to analyze the company's economy any further.
2. I shall see to it immediately that the programme is finalised.
3. You want to make sure that they fill out the form before you leave the room.
4. Did you have dinner yet?
5. The family were thinking that the policeman seemed a nice chap.
6. We never can be sure that everyone has gotten their mail.
7. I strongly suggest that you write him before the catalog goes to print.
8. I dialled the wrong number because I hadn't enough time to plough through my wardrobe for the book.



Extra/Discussion

More Phrase Analysis

- a) What kinds of phrases are the following 15 phrases?
- b) Analyse the following 15 phrases in terms of the form and function of their constituents!

1. his three red bikes from The Netherlands
2. beneath the skin
3. extremely reluctantly for a ten-year-old
4. surprisingly wet to touch
5. many leather footballs used in England
6. during the rainy autumn of 2002
7. the fundamental assumptions of the minimalist framework
8. a crucial part of my argument

9. two extraordinary old night trains from Georgia
10. through the night
11. all my ten very dirty racing cars produced in Italy
12. rather odd
13. these three young women I met the other day
14. in the town where I was born
15. some very interesting new ideas on the nature of human cognition



LUND
UNIVERSITY

Workshop 14: Mock exam

Engelsk Grammatik

Skriftligt prov för ENG A01, 12 december 2008, kl. 9-13.

Namn: _____ Personnummer: _____

Kurs: _____ Lärare (för 'workshops', måste fyllas i.): _____

Institutionens anteckningar:

Maxpoäng: 100

Din poäng: _____

Betyg: _____

Ifylles av skrivvakten:

	JA	NEJ	
Legitimation			
Terminskort			Vaktens signatur

Alla svar ska ges PÅ ENGELSKA. Skriv alla dina svar på detta provformulär.
Läs alla frågor och instruktioner noga.

INGA HJÄLPMEDEL TILLÅTNA.

Information om tid och plats för skrivningsgenomgång kommer att meddelas via institutionens hemsida.
LYCKA TILL! **Fabian Beijer, Mats Johansson**

1. **Underline the verb phrases in the following clauses. State the tense and aspect for each verb phrase:** (6)

a) The cat is out of the bag. Tense: _____ Aspect: _____

b) Nothing could be done about it. Tense: _____ Aspect: _____

c) I have been a fool all this time. Tense: _____ Aspect: _____

d) Mary was singing way too loud. Tense: _____ Aspect: _____

<p>2.</p>	<p>Analyze the following three phrases in terms of the function (for example determiner, head, premodifier, main verb, complement, etc.) and form (for example noun, adjective phrase, dependent clause, etc.) of their constituents.</p> <p>Note: Do NOT analyze phrases within phrases or clauses within phrases.</p> <p style="text-align: center;">both the analyses of the clause that seem plausible</p> <table border="1" style="width: 100%;"> <tr> <td style="width: 25%;">Function</td> <td></td> </tr> <tr> <td>Form</td> <td></td> </tr> </table> <p style="text-align: center;">during my last therapy session with Dr. Freud</p> <table border="1" style="width: 100%;"> <tr> <td style="width: 25%;">Function</td> <td></td> </tr> <tr> <td>Form</td> <td></td> </tr> </table> <p style="text-align: center;">much nicer than his brother</p> <table border="1" style="width: 100%;"> <tr> <td style="width: 25%;">Function</td> <td></td> </tr> <tr> <td>Form</td> <td></td> </tr> </table>	Function		Form		Function		Form		Function		Form		<p>(10)</p>
Function														
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<p>3.</p>	<p>Which of the following are nouns in the plural? Answer by circling the appropriate words.</p> <p>a) news b) cattle c) family d) clothes e) analysis f) applause</p> <p>g) criteria h) basis i) women j) louse k) roofs l) oases</p>	<p>(6)</p>												
<p>4.</p>	<p>Which of the following are past tense forms of verbs? Answer by circling the appropriate words.</p> <p>a) gone b) awoke c) sung d) wore e) caught f) lain</p> <p>g) begun h) flung i) cried j) washes k) forgive l) drank</p>	<p>(6)</p>												

5.	<p><u>Explain</u> and <u>exemplify</u> the difference between the following terms.</p> <p>(a) <u>Adjectives</u> and <u>adverbs</u> _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>(b) <u>Subordinators</u> and <u>coordinators</u> _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>(c) The <u>attributive</u> and <u>predicative</u> functions of adjective phrases _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	(6)
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6.	<p>Identify the dependent clauses in the following sentences, and say whether they are finite or non-finite:</p> <p>a) When Bill had seen enough he quietly closed the door.</p> <p>dependent clauses: _____</p> <p>finite/non-finite: _____</p> <p>b) The children were singing and dancing while their parents were talking in the next room.</p> <p>dependent clause: _____</p> <p>finite/non-finite: _____</p> <p>c) Bill was very happy to be back in Stockholm.</p> <p>dependent clause: _____</p> <p>finite/non-finite: _____</p>	(6)
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7.	<p>Analyze the following main clauses in terms of the <u>function</u> (Subject, Object, Predicative, etc) and <u>form</u> (e.g. NP, AdjP, clause, etc) of their constituents.</p> <p>Note: Do NOT analyze phrases within phrases or clauses within clauses.</p> <p>a) In the 19th century most people believed all life had been created at once.</p>	(8)
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Function	
Form	

	<p>b) People who didn't know Lyle well considered him moody.</p>	
--	--	--

Function	
Form	

8.	<p>a) <u>Explain why</u> the definite article must or cannot be used in the gapped position in the sentences below:</p> <p>(a) Robert Fisk is a well-known reporter for _____ <i>Independent</i>.</p> <hr/> <hr/> <p>(b) As soon as possible I will return to _____ beautiful California.</p> <hr/> <hr/> <p>(c) I always take the bus to _____ work.</p> <hr/> <hr/> <p>(d) Unfortunately, _____ white tigers are very rare in the wild.</p> <hr/> <hr/> <p>e) Throughout _____ history people have been fighting over land and religion.</p> <hr/> <hr/>	(10)
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9.	<p>Consider the following passage from <i>The LA Times</i>:</p> <p>A security guard who shot and killed a man wielding samurai swords on the grounds of a Scientology facility in Hollywood will not face <u>criminal charges</u>, the Los Angeles County district attorney's office said <u>Wednesday</u>.</p> <p>The decision by prosecutors was in line with the conclusion of Los Angeles police detectives, who determined that the guard, a 64-year-old retired Seal Beach police officer, acted in defense of himself and other guards at the church's Celebrity Centre.</p> <p>A former Scientologist, Mario Majorski, 48, died from a single gunshot wound <u>in the Nov. 23 incident</u>. Majorski, a Hollywood native who had moved to Oregon several years ago, had driven a rented convertible onto the church grounds and confronted the guards with swords. According to a prosecutor's report, Majorski threatened the guards and said "something about revenge." He dropped one sword and began <u>walking back to his car</u>, but then unsheathed a second sword and said he would kill anyone who tried to arrest him, the report stated. The guard shot him after he made "one last run" with the sword at the guards, according to the report.</p> <p>Det. Wendi Berndt said security videotape left no doubt that the guard was justified in shooting Majorski.</p> <p>"The video is <u>so very, very, very vivid</u>," she said. "This man was mentally ill, and it's just a wonder he didn't kill people."</p> <p>Majorski <u>had made</u> at least a dozen threatening phone calls to Scientology offices in Oregon and California, according to the church. Berndt said detectives interviewed Majorski's relatives and compiled information about recent run-ins with the law, including an incident in which he threatened <u>an Oregon judge</u> and another in which he was accused of threatening a tow truck driver.</p> <p>Name the form (e.g. NP, AdjP, clause, etc) and clause function (e.g. Subject, Object, Predicative, etc) of the linguistic strings underlined in the passage above.</p>	(7)																								
	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 60%;"></th> <th style="width: 20%; text-align: center;">Form</th> <th style="width: 20%; text-align: center;">Function</th> </tr> </thead> <tbody> <tr> <td>criminal charges</td> <td></td> <td></td> </tr> <tr> <td>Wednesday</td> <td></td> <td></td> </tr> <tr> <td>in the Nov. 23 incident</td> <td></td> <td></td> </tr> <tr> <td>walking back to his car</td> <td></td> <td></td> </tr> <tr> <td>so very, very, very vivid</td> <td></td> <td></td> </tr> <tr> <td>had made</td> <td></td> <td></td> </tr> <tr> <td>an Oregon judge</td> <td></td> <td></td> </tr> </tbody> </table>		Form	Function	criminal charges			Wednesday			in the Nov. 23 incident			walking back to his car			so very, very, very vivid			had made			an Oregon judge			
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had made																										
an Oregon judge																										

10. For each of the following utterances, indicate whether it was most likely produced by a speaker of BrE or AmE. (4)

	AmE	BrE
a) The government have pressed ahead with the reform programme.		
b) The police found a .38-caliber shotgun in the trunk of the car.		
c) She never will be able to play defense with those woollen mits.		
d) I shall see to it that the biscuits are not burnt.		

11. The following sentences contain one grammatical error each. Describe in grammatical terms what the error is, and correct it by making as minimal a change as possible. (6)

a) *Why did you steal the childrens' Christmas presents? They were so looking forward to opening them.

description:

correction:

b) *The deaf apparently was not aware that the music had stopped, but continued dancing.

description:

correction:

12. Describe the relevant grammatical difference and the difference in meaning between the (12) sentences in the following pairs.

- a) Mary lived in Williamsburg all her life.
- b) Mary has lived in Williamsburg all her life.

- c) Didn't any of the teachers know Russian?
- d) Didn't some of the teachers know Russian?

- e) Carl broke the leg when he tried to fix the dinosaur display.
- f) Carl broke his leg when he tried to fix the dinosaur display.

13.	<p>Give <u>one</u> example of each of the following grammatical phenomena. Give enough context (normally a full sentence) and <u>underline</u> the relevant part:</p> <p>a) a restrictive relative clause: _____</p> <hr/> <p>b) a basically uncountable noun used as a countable noun: _____</p> <hr/> <p>c) a preparatory subject _____</p> <hr/> <p>d) an adjective in the superlative: _____</p> <hr/>	(4)
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14. Circle the correct alternative in the sentences below. Explain why this alternative is correct, alternatively why the other alternative is ungrammatical. **(9)**

(a) We paid two ____ (**million / millions**) dollars for the house.

(b) I have no idea who these glasses ____ (**are belonging / belong**) to, but they look expensive.

(c) I think ____ (**it /there**) is someone here to see you.

Workshop 14: Mock translation exam

Engelsk översättning

Skriftligt prov för kurs ENG A01 och ENG B01 8 december, 2007, kl. 14-16.

Namn: _____ Personnummer: _____
 Kurs: _____ Lärare (för 'workshops', måste fyllas i.): _____

Institutionens anteckningar:

Din poäng: _____ Betyg: _____

Ifylles av skrivvakten:

JA NEJ

Legitimation			
Terminkort			Vaktens signatur

Läs igenom de svenska meningarna noggrant. Skriv alla dina svar på detta provformulär.

INGA HJÄLPMEDEL ÄR TILLÅTNA

Information om tid och plats för skrivningsgenomgång kommer att meddelas via institutionens hemsida.
 LYCKA TILL! **Marie Källkvist, Mats Johansson**

1. Den här saxen är mycket vassare än den som Paul fick av dig.

2. Under 1500- och 1600-talet kom en hel del latinska ord in i engelskan.

3. Är alla de här möblerna dina? Ja, jag har låtit beställa dem från Paris.

4. Inte för ett ögonblick trodde jag att det var du som hade slagit sönder glaset.

5. Hon hade nog blivit röd i ansiktet av ilska om hon fått reda på vem som hade ringt till tidningen.

6. Han lyckades rädda sina söners liv, men förlorade sitt eget.

7. Det finns all anledning att tro att han kommer att tillfriskna.

8. Eftersom det bara fanns rum för 40 personer ville min svärmor veta vilka som skulle komma till galamiddagen.

9. Han är född klockan sex på morgonen, och det är konstigt nog hans båda bröder också.

10. Familjen Smith talade ofta om att de skulle flytta till Bahamas så snart som möjligt.

11. Sommaren 1959 var vi i Skottland, men då hade vi inte hört talas om att det skulle finnas monster i varenda sjö.

12. Hon kände sig illamående och kunde inte hålla balansen.

13. Om det inte hade gjort så ont i foten, hade jag gärna hjälpt dig.

14. Först senare begrep man det allvarliga i situationen, men då kunde inget göras åt problemet.

15. Statistiken för de senaste åren visar en liten förbättring jämfört med regeringens femårsplan.

☺