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A21 Grammar, Day 1, Exercises

1. In the LSGSWE Workbook, do the following exercises

Page	Exercise No.
12	4
13	5
14	6, 7
15	9
17	1, 2
18	3, 4

2. The word *round* is one of the most versatile in the English language. What word class does it belong to in the following examples? Justify your answers.

1. There's a story going **round** about his relation with one of his employees.

2. Mary used to wander **round** the town late at night.

3. Bill was concerned that he hadn't made the meatballs **round** enough.

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4. Jim bought us another **round** of drinks.

5. Mary **rounded** the corner too fast and lost control of her bike.

2. Clause level parsing: Analyze the following main clauses in terms of the function and form of their immediate constituents.

(1) The man that we met yesterday seemed really weird.

Function	
Form	

(2) What I don't know is how to stop wanting all the things I want.

Function	
Form	

(3) My mother bought a new car yesterday.

Function	
Form	

(4) To be absolutely honest, I never thought that grammar would be this much fun.

Function	
Form	

3. Phrase level parsing: Analyze the following noun phrases in terms of the function and form of their immediate constituents.

(1) all the nice young men waiting outside her office

Function	
Form	

(2) the evil twins who live in the apartment down the hall

Function	
Form	

(3) the cute little dog that my elder sister got for her birthday

Function	
Form	

(4) my sister's claim that everyone in the room had been mean to her

Function	
Form	

2. (Reasonably) full parsing: Analyze the following main clauses in terms of the function and form of their immediate constituents, and then analyze the constituents themselves. Here's a partial example:

(1) The man that we met yesterday seemed really weird.

Function	Subject			V	Subject Predicative	
Form	Noun Phrase			VP	Adjective phrase	
	The	man	that we met yesterday	seemed	really	weird
Function	Det	Head	Postmodifier	Head	Premod	Head
Form	Det	Noun	Dependent clause	verb	AdvP	Adjective

Comment: Whenever you have a formal category (a phrase or a clause) you can analyze it terms of the function and form of its constituents, and you can keep going until you have reached the word level. The example in (1) is only partially analyzed since I have left a dependent clause and an adverb phrase unanalyzed.

Now you try:

(2) My mother bought an umbrella yesterday.

Function	
Form	
Function	
Form	

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(4) I never finished the book.

Function	
Form	
Function	
Form	

... and a pretty 'deep' one (try to go all the way down to the word level)

(4) The black cat was crossing the road when I saw that it had been injured.

Function	
Form	



Food for thought and speculation

1. Some of the members of the traditional word class ‘pronouns’ are categorized as determiners (the word class!) in LSGSWE (see Table 4.4 p. 67).

(a) What is the basis for the classification?

(b) Consider the following sentences:

- (1) I’ve seen a lot of tall skyscrapers but this is by far **the tallest of them all**.
- (2) Luke likes young dogs, but I prefer **old**.
- (3) Henrietta likes Russian vodka, but I prefer **Polish**.

How would you classify the phrases in boldface? Why?

What is the head of the boldface phrase (1)? Why?

Is *old* a pronoun in (2)? Why/Why not?

(c) Now consider the following:

(4) I bought two books yesterday, but **both of them** were boring.

(5) I bought two books on Friday but **both** were equally boring.

(6) I'll buy four books today and **three** tomorrow.

Is *both* a pronoun in (4) and (5)? Why/Why not?

Is *three* a pronoun in (6)? Why/Why not?

A21 Grammar, Day 2, Exercises

1. In the LSGSWE Workbook, do the following exercises

Page	Exercise No.
21f	2 (Both parts)
22	3
24	6
26	10

2. Explain why the definite article has to, or cannot, be used in the gapped position in the sentences below. If the use of the article is optional, with or without differences in meaning, say why.

1. Did you meet ____ Miss Smiths in ____ Belgium or in in ____ Netherlands?

2. Which of these trees is ____ highest?

3. ____ Scotland of my youth was quite different from today.

4. Most of the behaviour of ____ wild animals is guided by ____ instinct.

5. ____ Englishmen are said to be great lovers of ____ animals.

6. ____ History of ____ pop music dates from Elvis' first recordings in ____ mid-50s.

7. ____ Hebrides have always attracted ____ poets with a strong interest in ____ nature?

8. ____ Late Stuart Sutcliff gave up ____ music in ____ favour of ____ art of painting.

9. After ____ dinner, my father always asks my sister to play ____ piano, and then all ____ children are sent off to ____ bed.

10. I still remember ____ last Sunday that I spent with my family before I went off to take my seat in ____ Congress.

3. Translate the following Swedish sentences into English

1. Nästa dag åt vi middag på Grand och sedan tog vi taxi till Moulin Rouge.

2. Titanic gick under på Atlanten, men det känner väl alla till.

3. Efter matchen ville de flesta ta sig en öl på närmsta pub.

4. I går hade jag huvudvärk, och i dag har jag tandvärk. En sån otrolig otur!

5. En del astronomer tror att fysikens lagar kanske inte är de samma i hela universum.

4. For each of the NPs (including ones that are parts of other NPs) in the following sentences, specify what kind of reference it has (specific, definite, generic etc.). If any NP is ambiguous in terms of its reference, specify how, and, if possible, why.

1. The father of one of my students called the principal yesterday.

2. A teacher at my daughter's school was picked up by the police last night.

3. All the candidates for the job will be interviewed by a member of the faculty.

4. Candidates who handed in their applications too late were sent a letter explaining why the hiring committee had decided not to consider them for the position.

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5. There were astronomers all over the site where the crop circles had been found the night before.



Food for thought and speculation

1. In the lecture (last slide on p. 3) I say that predicative NPs are not really referential.

Are there other NPs which are not referential? (hint: some NPs without determiners should be good candidates, if we think that determiners are required for reference.)

What is the difference between reference and meaning? Can an NP have meaning but no reference and vice versa?

[illegible]

A21 Grammar, Day 3, Exercises

1. In the LSGSWE Workbook, do the following exercises

Page	Exercise No.
66f	5
67	6, 7
68	8
70	10

2: Adjective phrases and participles as pre- or postmodifiers

A) Describe the grammatical difference and the difference in meaning between the following pairs of sentences.

- (a) The present teachers have decided not to attend the principal's dinner.
 (b) The teachers present have decided not to attend the principal's dinner.

- (a) The principal wanted to talk privately with the parents concerned.
 (b) The principal wanted to talk privately with the concerned parents.

B) Construct sentences using the following adjective phrases both as pre- and postmodifiers: *proper*, *involved*, *apparent*. Explain any differences in meaning between their use as pre- and postmodifiers

3 Relative clauses and non-finite clauses

A) Change the relative clauses in the underlined NPs in the following sentences into non-finite clauses with the same meaning. Here's an example:

The dog that was barking outside Elaine's window was abducted by Kramer and Newman.
→ The dog barking outside Elaine's window was abducted by Kramer and Newman.

Note any ambiguities or other interpretative peculiarities that arise with non-finite postmodifiers.

a) You should look for a man who will be carrying a large umbrella.

b) Did you notice the man who was talking to my sister?

c) A report that was written by a colleague of mine appeared in *Nature* last week.

d) The man who you should talk to is Mr Johnson.

4 Restrictive and non-restrictive relative clauses

A) Determine whether the relative clauses in the following sentences are restrictive or non-restrictive. The sentences are presented without punctuation, so as to avoid giving any clues. Note the cases where the relative could be interpreted either way, and say how that affects the interpretation and punctuation.

a) I totally freaked out over the e-mail which accused me of having destroyed the server.

b) Last summer they went back to Paris which is where they first met.

c) The only thing he told us was that there would be an exam at the end of the course.

d) The guitar which Ozzy gave me has been stolen.

e) The police wanted to talk to the employees on the first floor who had seen the burglars leave the building.

5. Translate the following Swedish sentences into English

a) Jag har tre bröder av vilka en bär på viruset.

b) Vi kontrollerade uppgifterna med de anställda som bekräftade att allt Smith hade sagt var sant.

c) Mary sa ingenting, vilket förvånade alla som var i rummet.

d) De närvarande föräldrarna röstade mot lärarnas förslag.



Food for thought

1. a) Is it true that all dependent clauses that modify nouns are relative clauses?

Why/Why not?

b) Is it true that all relative clauses function as postmodifiers in NP? Why/Why not?

[illegible]

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A21 Grammar, Day 4, Exercises

1. In the LSGSWE Workbook, do the following exercises

Page	Exercise No.
32 - 36	6 - 10

2 For each of the following, say if the underlined verb is used as a lexical verb or as an auxiliary. Justify your answers by showing what 'tests' you use to establish whether a verb is a lexical or auxiliary verb..

1. I should inform the police.

2. They kept telling me that my car needed a tune-up.

3. They ought to accept the offer.

4. We have to keep them informed.

5. You always help clear up after our parties .

6. She would rather we met earlier than planned.

3. Explain the ambiguity of the sentences below in terms of the valency patterns of the predicate verbs.

1. He called me a nurse.

2. I found her a good lawyer.

3. Pat made Chris a good wife.



Food for thought and speculation

1. The dative alternation (mentioned in the lecture) can be thought of as a case of multiple realizations of the 'same' valency pattern (direct and indirect object, in this case). Often, different realizations of the 'same' pattern result in differences in meaning.

For each of the following pairs, discuss

- a) What clause elements (S, V, O, P, A) are present in the clauses?
- b) What difference in meaning (if any) is there between the members in the pairs?
- c) Can you think of other pairs showing the same variation?

- A) (i) They supplied ammunition to the Germans.
 (ii) They supplied the Germans with ammunition.

- B) (i) The horse kicked at me.
 (ii) The horse kicked me.

(C) (i) He sprayed the wall with paint.

(ii) He sprayed paint on the wall.

(D) (i) We loaded hay onto the wagon.

(ii) We loaded the wagon with hay.

(E) (i) Bees were swarming in the garden.

(ii) The garden was swarming with bees.

A21 Grammar, Day 5, Exercises

1. In the LSGSWE Workbook, do the following exercises

Page	Exercise No.
39f	2
41	4
42	5
46	11

2. In the following sentences, select the best alternative, and explain why it is better than the others, alternatively, why the others are impossible.

1. There is a rumour that he $\left\{ \begin{array}{l} \text{(A) has received} \\ \text{(B) received} \end{array} \right\}$ a heavy bribe when he threatened to reveal the transactions.

2. $\left\{ \begin{array}{l} \text{(A) She has been married ten years now.} \\ \text{(B) She is married since ten years ago now.} \\ \text{(C) She is married since ten years now.} \end{array} \right\}$

3. If he $\left\{ \begin{array}{l} \text{(A) will phone} \\ \text{(B) phones} \\ \text{(C) phoned} \\ \text{(D) shall phone} \end{array} \right\}$ again, tell him I have left for the Antarctic.

4. He will not be forgotten as long as English $\left\{ \begin{array}{l} \text{(A) is} \\ \text{(B) will be} \end{array} \right\}$ spoken.

5. France will not enter until the situation $\left\{ \begin{array}{l} \text{(A) changes} \\ \text{(B) will change} \end{array} \right\}$.

6. Don't forget to look me up the next time you $\left\{ \begin{array}{l} \text{(A) come} \\ \text{(B) shall come} \\ \text{(C) will come} \end{array} \right\}.$

7. "What $\left\{ \begin{array}{l} \text{(A) did} \\ \text{(B) should} \\ \text{(C) would} \end{array} \right\}$ you do if the boat was yours?" she asked.

8. I think it $\left\{ \begin{array}{l} \text{(A) should be} \\ \text{(B) were} \\ \text{(C) would be} \end{array} \right\}$ a pity not to see that film.

9. It $\left\{ \begin{array}{l} \text{(A) should be} \\ \text{(B) were} \\ \text{(C) would be} \end{array} \right\}$ interesting to know what made him leave.

3. Explain the difference in meaning between the following sentences (by making reference to the meanings associated with the use of tense, aspect, or both). In other words, don't just rephrase them.

- (1) a. I open the box.
b. I'm opening the box.

- (2) a. My watch works perfectly.
b. My watch is working perfectly.

- (3) a. The man was drowning.
b. The man drowned.

- (4) a. I was reading from 9 p.m to 11p.m.
b. I read from 9 p.m. to 11p.m.

- (5) a. He fired a gun at me.
b. He was firing a gun at me.

- (6) a. I hope you'll give us some advice
b. I'm hoping you will give us some advice.

- (7) a. He's a fool.
b. He's being a fool.

- (8) a. I'm getting up at 7.
b. I get up at 7.

- (9) a. I lived in Sicily for 10 years.
b. I've lived in Sicily for 10 years.

- (10) a. Has Russel Banks written any plays?
b. Did Russel Banks write any plays?

- (11) a. Did you go to the Gaugin exhibit?
b. Have you been to the Gaugin exhibit?

- (12) a. Did you sell your car?
b. Have you sold your car?

- (13) a. I'm going to take Mary out for dinner this evening.
b. I'm taking Mary out for dinner this evening.

- (14) a. Bill always arrives late.
b. Bill is always arriving late.

4. Translate the following sentences into English.

1. Har du köpt de där byxorna för att skoja med mig?

2. Han bor nu sedan några år tillbaka i Winchester.

3. En drink till gör mig ingen skada.

4. Jag ska läsa boken så snart jag får tid.

5. Jag går på festen om du lovar att gå också.

A21 Grammar, Day 6, Exercises

1. In the LSGSWE Workbook, do the following exercises

Page	Exercise No.
48	2
50	5
52	7
54	10

2. In the following sentences, select the best alternative, and explain why it is better than the others, alternatively, why the others are impossible.

1. The dead $\left\{ \begin{array}{l} \text{(A) was} \\ \text{(B) were} \end{array} \right\}$ taken care of in a respectful way.

2. The climate in the southern part of the country is $\left\{ \begin{array}{l} \text{(A) humider} \\ \text{(B) more humid} \end{array} \right\}$ than in the northern part.

3. How $\left\{ \begin{array}{l} \text{(A) late} \\ \text{(B) lately} \end{array} \right\}$ has he been working these past few weeks?

4. He is always borrowing my car. It's about time he had his $\left\{ \begin{array}{l} \text{(A) own} \\ \text{(B) own one} \end{array} \right\}$ repaired.

5. The patient had $\left\{ \begin{array}{l} \text{(A) a sickly} \\ \text{(B) an ill} \end{array} \right\}$ appearance.

6. The professor was more pleased than $\left\{ \begin{array}{l} \text{(A) usual} \\ \text{(B) usually} \end{array} \right\}$ with the results on the exam.

7. She was $\left\{ \begin{array}{l} \text{(A) much} \\ \text{(B) very} \end{array} \right\}$ admired by the other girls.

8. She recovered after a $\left\{ \begin{array}{l} \text{(A) longer} \\ \text{(B) longish} \end{array} \right\}$ spell in hospital.

9. There is no red ink, only $\left\{ \begin{array}{l} \text{(A) blue} \\ \text{(B) blue one} \end{array} \right\}$.

3. Translate the following sentences into English.

1. Han tog en större summa pengar med sig till auktionen.

2. Jag stirrade förvånat på henne; hon talade verkligen bra franska.

3. Jag tycker att du går på bio alldeles för ofta.

4. Vi fick gräva djupt för att hitta vatten.

5. Jag kan omöjligen genomföra ens en mindre operation gratis bara för att hon log trevligt mot mig.

4. In the following sentences, state whether the italicized words are used as adjectives or adverbs and justify your answers.

1. The car was approaching *fast*.

2. Bill looked *well* although he had been in hospital for a month.

3. Bill looked *pretty* much the same as before he was hospitalized.

4. Across the river the tiled roofs of Dunkeld looked *warm* and *homely*.

5. Bill was feeling rather *poorly* after he got out of hospital.

6. Spring passage commonly extends from *early* March to *late* May.

5. For each of the following adjectives, say whether it can be used in attributive, or predicative function, or both. Give examples illustrating your answer.

frigging

absolute

utter

askew

drunk

outright

A21 Grammar, Day 7, Exercises

1. In the LSGSWE Workbook, do the following exercises

Page	Exercise No.
57f	1
59	4
60f	7
61-63	9, 10

2. In the following sentences, select the best alternative, and explain why it is better than the others, alternatively, why the others are impossible.

1. Apart from $\left\{ \begin{array}{l} \text{(A) being} \\ \text{(B) that he is} \\ \text{(C) to be} \end{array} \right\}$ intelligent he is also a nice guy.

2. We must resign ourselves to $\left\{ \begin{array}{l} \text{(A) do} \\ \text{(B) doing} \end{array} \right\}$ without domestic help.

3. I am very much against $\left\{ \begin{array}{l} \text{(A) that you go} \\ \text{(B) your going} \\ \text{(C) you to go} \end{array} \right\}$ there alone.

4. Ten pounds $\left\{ \begin{array}{l} \text{(A) are} \\ \text{(B) is} \end{array} \right\}$ a generous offer.

5. The president was opposed $\left\{ \begin{array}{l} \text{(A) to take} \\ \text{(B) to taking} \end{array} \right\}$ such a drastic step.

6. It's less rewarding to visit Egypt without $\left. \begin{array}{l} \text{(A) knowing} \\ \text{(B) that you know} \\ \text{(C) that you speak} \\ \text{(D) to be able to speak} \\ \text{(E) to know} \end{array} \right\}$ the language.

7. Do you know how many of the boys $\left\{ \begin{array}{l} \text{(A) that were} \\ \text{(B) were} \\ \text{(C) who were} \end{array} \right\}$ absent?

8. He left the village, but not without $\left\{ \begin{array}{l} \text{(A) any} \\ \text{(B) some} \end{array} \right\}$ regret.

3. Correct and describe the errors in the following sentences.

1. *I'm not always aware of that I look as strange as I do.

2. *There is no question about that the car needs to be fixed before the trip.

3. *The sheep was not paying any attention to the dogs that were circling around them.

4. *The board consist of three student representatives and three teachers, one of whom acts as chairperson.

5. *There was a lot of people waiting for the police to arrive at the murder scene.

4. Translate the following Swedish sentences into English.

1. Bill medgav att han hade provat marijuana under sin ungdom.

2. Bill försökte undvika att göra för många fel.

3. Det här nederlaget var mycket nära att fälla regeringen.

4. Två år är en ganska lång tid att sitta inspärrad.

5. Alla hoppas på att Sverige vinner matchen imorgon.

6. Han brukade väl alltid röka cigarr efter middagen?

5. Give one example of each of the following (not the ones in LSGSWE!):

(a) a finite clause functioning as the complement of a preposition/prepositional object

(b) a non-finite clause functioning as the subject of a dependent clause

(c) a genitive determiner followed by an ellipted head of an NP

(d) A plural name which takes singular concord

(e) A negative question with *have* as the operator



Food for thought and speculation

What is the grammatical difference between the sentences in the following pairs?

1 a I finally realized what a car this must have been.

b. I finally realized what car this must have been.

2 a. I will ask Mary when she will come back.

b. I will ask Mary when she comes back.

3 a. I will ask Mary if she comes back this afternoon.

b. I will ask Mary if she will come back this afternoon.

A21 Grammar, Day 8, Exercises

1. In the LSGSWE Workbook, do the following exercises

Page	Exercise No.
73	1
74	2
77	6
78-80	8, 10

2: Explain the difference in meaning between the sentences in the following pairs. You have a model answer for 1.

- Sgt. Smith had the men run around the house when the colonel arrived.
 - Sgt. Smith had the men running around the house when the colonel arrived.

In a) *have* is construed with an object and a bare infinitive, with the meaning 'make sb do sth' (LSGSWE, p. 329). Here it means that the men started running after the colonel arrived. In b) *make* is construed with an object and a participle, with progressive meaning, (cf. LSGSWE, p. 345), with verbs like *keep*, *leave*, *set*, and *start*.

- Did you remember to talk to him in the pub?
 - Did you remember talking to him in the pub?

3. a. Why didn't you stop to talk to him?
b. Why didn't you stop talking to him?

4. a. You should try to take a week off.
b. You should try taking a week off.

5. a. She went on to talk about her new book.
b. She went on talking about her new book.

6. a. I saw Bill climb the mountain.
b. I saw Bill climbing the mountain.

7. a. Four years before the incident, she had become my secretary.
b. Four years before the incident, she had been my secretary.

3: In the following sentences, select the best alternative, and explain why it is better than the others, alternatively, why the others are impossible.

1. He pretends $\left\{ \begin{array}{l} \text{(A) being} \\ \text{(B) himself being} \\ \text{(C) himself to be} \\ \text{(D) to be} \end{array} \right\}$ an athlete.

2. Avoid $\left\{ \begin{array}{l} \text{(A) making} \\ \text{(B) to make} \end{array} \right\}$ unnecessary mistakes.

3. She has taken to $\left\{ \begin{array}{l} \text{(A) paint} \\ \text{(B) painting} \end{array} \right\}$ watercolours.

4. You must remember $\left\{ \begin{array}{l} \text{(A) buying} \\ \text{(B) to buy} \end{array} \right\}$ the evening paper tomorrow.

5. We were waiting $\left\{ \begin{array}{l} \text{(A) for her arriving} \\ \text{(B) for her to arrive} \\ \text{(C) for that she would arrive} \\ \text{(D) that she would arrive} \end{array} \right\}.$

6. When he was Party Chairman, the problem was to get him $\left\{ \begin{array}{l} \text{(A) behave} \\ \text{(B) to behave} \end{array} \right\}$ well with the various area chairmen.

7. After much persuasion he was made $\left\{ \begin{array}{l} \text{(A) accept} \\ \text{(B) to accept} \end{array} \right\}$ the job.

8. Arthur $\left\{ \begin{array}{l} \text{(A) became} \\ \text{(B) grew} \\ \text{(C) was} \end{array} \right\}$ surprised when food was set out before them.

4: Translate the following sentences into English.

1. Försäljaren blev förvånad när han fick veta hur lite information jag hade fått.

2. Han ägnade hela sitt liv åt att vårda sin sjuka mor.

3. Jag räknar med att du ska hjälpa mig med disken.

4. Det föll aldrig William in att han kunde ha fel.

5. Han tackade och försäkrade att han inte skulle störa oss mer.

6. Nils berättade att han tidigare hade varit sjuksköterska.



Food for thought and speculation

Time to answer the issue raised in the lecture. Why does LSGSWE not analyze sentences like the following as involving “post-predicate complement clauses controlled by a noun”? After all the complement clause follows the noun.

It's a wonder that the tree is alive.

A21 Grammar, Day 9, Exercises

1. In the LSGSWE Workbook, do the following exercises

Page	Exercise No.
92-93	1, 2
95-96	6, 7
96-97	8

2: Rewrite the following sentences without changing their meaning, so that they conform better with the principle of End Weight. Explain how you changed the word order.

1. That I didn't know my mother may seem odd.

2. The rate at which the American people are using up the world's supply of irreplaceable fossil fuels and their refusal to admit that the supply is limited is the real problem.

3. A young, ambitious journalist from one of the local newspapers wrote the article.

4. The vicar of St Peter's, who was there as a character witness to prove what a pillar of the community Menzies was, was the first witness.

5. To find a job that is well paid and fulfilling at the same time is difficult.

Exercise 2: Change the word order of the following sentences by fronting (moving to initial position) the element in italics. Note in each case whether the fronting results in inversion of the subject and (part of) the predicate verb

1. I will *never* make that mistake again.

Never will I make that mistake again.

Fronting the negative adverbial *never* results in partial inversion.

2. Crime *rarely* pays so well as Mr. Jones seems to think.

3. He spoke *so monotonously* that everyone left.

4. He did not listen to *some of the speakers*.

5. He *not only* protested; he also refused to pay his taxes.

6. Peter continued *nevertheless*.

7. His wife was *in the next room*.

8. A little brown rabbit sat *under a bush*.

9. The children are playing *outside*.

Exercise 3: Analyze the following sentences in terms of the function of their constituents (clause elements). If they depart from normal SVO order, say how.

1. 'Mind you own business', said my brother.

O | V | S

Full inversion can occur in reporting clauses 'sägesatser', especially if the subject is not a personal pronoun. (LSGSWE, p. 258)

2. Only in the floodlit world of network television could a simple career move cause such shock waves.

3. On the edge of the grass lay a rubber ball dented with toothmarks.

4. So far had he walked that his shoes were completely worn out.

Exercise 4: In the following sentences, select the best alternative, and explain why it is better than the others, alternatively, why the others are impossible.

9. $\left\{ \begin{array}{l} \text{(A) It was a great deal of talk} \\ \text{(B) It was talked a great deal} \\ \text{(C) There was a great deal of talk} \\ \text{(D) There was talked a great deal} \end{array} \right\}$ about their marriage.

10. I told you I would buy the Picasso, and so $\left\{ \begin{array}{l} \text{(A) did I} \\ \text{(B) I did} \end{array} \right\}$.

11. $\left\{ \begin{array}{l} \text{(A) It} \\ \text{(B) There} \end{array} \right\}$ has been a lot of rain the last few weeks.

12. $\left\{ \begin{array}{l} \text{(A) It} \\ \text{(B) There} \end{array} \right\}$ remains to be shown that he was at home last night.

13. $\left\{ \begin{array}{l} \text{(A) It} \\ \text{(B) There} \end{array} \right\}$ could be no doubt about it.

14. They said that they would repay me and so $\begin{cases} \text{(A) did they} \\ \text{(B) they did} \end{cases}$.

15. $\begin{cases} \text{(A) It} \\ \text{(B) There} \end{cases}$ was to be a long time before we met again.



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Engelsk Grammatik

Skriftligt prov för ENG A21, 3 juni 2009, kl. 8-12.

Namn: _____ Personnummer: _____

Institutionens anteckningar:

Maxpoäng: 83 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.

Information om tid och plats för skrivningsgenomgång kommer att meddelas via institutionens hemsida.

LYCKA TILL! Mats Johansson

1. Underline the dependent clauses in the following sentences. For each one, state its function in the constituent that contains it. (4)

a) Bill was attacked by three men in their twenties wearing Nazi uniforms.

function: _____

b) None of the delegates from Spain believed that their proposal would be accepted.

function: _____

2. For each of the following sentences,

(9)

- a) say what word class the underlined word belongs to**
- b) state what evidence can be used to verify your answer**

(a) Bill made a quick call at his friend's house to pick up the money.

Word class: _____

Evidence: _____

(b) His car didn't look broken to me.

Word class: _____

Evidence: _____

(c) Problem-solving requires careful checking of hypotheses.

Word class: _____

Evidence: _____

3. One and the same verb may be used as a transitive, intransitive, copular, *etc.* For example, *keep* is transitive in *I kept the monkey*, but copular in *He kept quiet*. For each of the following sentences, say whether the underlined verb is used transitively, intransitively, *etc.* (3)

(a) Lionel was trying to get all the kids ready for the trip.

(b) I will get Mary a new dog for her birthday.

(c) Mary didn't quite get the idea.

4. Consider the following sentence, and the accompanying statements: (3)

The poor, the sick and the people who help them survive paraded into the state Capitol to plead with lawmakers Wednesday to spare the programs Gov. Arnold Schwarzenegger has said must be slashed to tame California's \$24.3-billion budget deficit.

- A. The subject of this sentence contains a dependent clause.
- B. This sentence contains at least two non-finite clauses functioning as adverbials.
- C. This sentence contains at least two noun phrases with generic reference.
- D. This sentence contains a relative clause with a zero relative pronoun.
- E. This sentence contains a noun phrase functioning as an adverbial.
- F. This sentence contains a verb phrase in the past perfect.

Indicate by ticking the appropriate box which alternative, or combination of alternatives, adequately describes the sentence. Tick only one box.

A only	E only	A, B, C and D
B only	F only	A, B, C, and E
C only	B and E	A, B, C, D, and E
D only	D and F	A, B, D, E, and F

-
- This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

6. Explain and exemplify the difference between the following terms.

(9)

(a) subjective genitive and objective genitive _____

(b) unit nouns and quantifying nouns _____

(c) modal auxiliary verbs and primary auxiliary verbs _____

7. The following sentences contain one relative clause each.

(6)

A) Underline the relative clause in each sentence

B) For each underlined relative clause, say what its antecedent is.

C) For each underlined relative clause, say whether it is restrictive or non-restrictive.

D) For each underlined relative clause, say what the function of the gap/relative pronoun is.

(a) Bill is the last person I would suspect of doing something like this.

antecedent: _____

restrictive/non-restrictive: _____

function of gap/relative pronoun: _____

(b) Bill is the only Australian player who has scored more than three goals against us .

antecedent: _____

restrictive/non-restrictive: _____

function of gap/relative pronoun: _____

(c) Jane, who I'm very fond of, sometimes says really stupid things.

antecedent: _____

restrictive/non-restrictive: _____

function of gap/relative pronoun: _____

8. Explain the ambiguity of the following sentences in terms of the patterns of clause elements (SVO, SVOA, etc).

(4)

(a) Mary called me a clown. _____

(b) The enemy ships appeared fast. _____

9. In the following text, underline all the attributive adjective phrases.

(5)

Juliet's owner faced the increasingly common dilemma: Even when you've hit a financial wall and know you no longer can afford to keep a pet, the desire to find a better home for it often comes with no guarantees. As lost jobs and home foreclosures force more Californians to give up their animals, psychological experts say there are ways to make the process less painful, particularly when children are involved.

10. The simple past tense and the present perfect offer different perspectives on past time. (6)

Explain the difference in general terms and give two different examples illustrating specific instances of the general difference.

11. Which of the following sentences are passive sentences? (3)

- (a) Bill was walking along the beach.
- (b) Bill had been shot three times before.
- (c) Don't be afraid!
- (d) I wouldn't dream of hurting them.
- (e) Bill was awarded a scholarship for his research.
- (f) Bill seemed excited about the good news.
- (g) The budget for next year is being prepared at this very moment.

12. Most *wh*-questions have subject-operator inversion, e.g. *Who can we trust?* However, the following *wh*-question does not have subject-operator inversion. Explain why. (2)

Who will be the next chairman?

13. What grammatical structures are illustrated by the following sentences? Pick your answer from the following list of terms: (4)

- | | |
|--------------------------------|------------------------------------|
| A) Subject-to-subject raising | B) Object-to-subject raising |
| C) An existential clause | D) An <i>it</i> -cleft |
| E) A reversed <i>wh</i> -cleft | F) An extraposed non-finite clause |

(a) It's difficult to learn all these rules. _____

(b) Bill is hard to please. _____

(c) It's her attitude that makes it difficult. _____

(d) There's no one to tell. _____

14. Which of the following verb forms can be past participles? Answer by circling the appropriate words. (5)

- | | | | | |
|----------|--------------|------------|----------|----------|
| a) swing | b) forgotten | c) singing | d) might | e) been |
| f) left | g) gone | h) lain | i) wore | j) slept |

15. Explain in grammatical terms the difference in meaning in the following pairs of sentences:

(9)

- (a) Hamburgers reminded him of his childhood in Nebraska.
- (b) The hamburgers reminded him of his childhood in Nebraska.

- (c) The audience were leaving when I entered the stage.
- (d) The audience left when I entered the stage.

- (e) I didn't talk to any of the guests at the party.
- (f) I didn't talk to some of the guests at the party.

16. Give one example of each of the following types of fronting:

(3)

a) a fronted predicative accompanied by subject-operator inversion

b) a fronted predicative not accompanied by subject-operator inversion

c) a fronted finite complement clause functioning as a direct object



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English

Engelsk översättning

Skriftligt prov för kurs ENG A21 och ENG K01 11 januari, 2008.

Namn: _____ Personnummer: _____

Kurs: _____ Lärare: _____

Institutionens anteckningar:

Din poäng: _____ Betyg: _____

Ifylles av skrivvakten:

JA NEJ

Legitimation			
Terminskort			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! Mats Johansson

1. Trots att George och Martha inte visste vem som skrivit "Den gamle och havet" vann de hela tävlingen.

2. Om jag bara hade varit några år yngre hade jag säkert kunnat bli läkare.

3. Jag kan inte minnas att jag någonsin sett så vackra möbler som dem som Liza gav sin mor i födelsedagspresent.

4. På 1500-talet kom en hel del människor till Nordamerika, men inte förrän på 1800-talet började invandringen påverka indianernas situation.

5. Under sin tid som guvernör i staten Arkansas har Mike Huckabee tydligen mottagit gåvor för tiotusentals dollar.

6. Det bästa med julen 2007 var att Marys kalkon var ovanligt god, och det sämsta var att jag inte fick tillräckligt många julklappar.

7. Jag brukar normalt sett inte tvätta händerna mer än fyra gånger om dagen, men så här års är jag lite mer orolig för att bli förkyld.

8. Hilda arbetar sedan många år tillbaka med blindas, och musiken är bara hennes hobby.

9. Det finns ingen i den svenska litteraturhistorien som har orsakat så mycket diskussion som Strindberg.

10. Under sin barndom på den italienska ön Murano kallades han för ormarnas konung, eftersom han alltid tillverkade pappersormar.

11. Exakt tre minuter efter vår ankomst till teatern ville vår åttaårige son åka hem igen.

12. Den misstänkta häxan betraktades som oskyldig om hon sjönk då hon lades ned i vattnet, men om hon flöt var hon automatiskt skyldig.

13. I Marys familj är de inte vana vid att kunna åka utomlands flera gånger per år.

14. Inte förrän mycket senare fick Jerry reda på att det var Elaine som hade spelat in meddelandet på hans telefonsvarare.

15. Alla som kommer på besök hos mina svärföräldrar måste ta av sig skorna.
