

ANSWERS for Send in Task 3: Questions for Discussion & Analysis

Discussion

1. At clause level what is the justification of using P (predicator) and not V (verb)?

V (verb) is a form, and not a functional category. P (predicator), however, is a functional category. There are different levels of analysis. On the level of clause function, we find functional categories, one of them being the predicator. Now, on another level of analysis, the predicator can be realised as something else, for example a verb. If we were to use the term verb instead of predicator, describing a sentence would be very confusing since the term verb would be found on two different levels. By using P for predicator we know that P always represents a clausal function and V is a verb on the word level.

2. How does a non-Finite Clause differ from a Finite Clause?

A finite clause has a finite verb while a non-finite clause has a non-finite verb in the predicator. Also, a finite clause can stand on its own as a complete sentence, but a non-finite clause cannot. It must have a finite clause to hang onto. In some books non-finite clauses are referred to as verbal clauses.

e.g. Before going to bed, = nfc

3. Discuss the usage of **THAT** in the following:

1. *I realised **that** I had forgotten my keys.* **dependent THAT-clause**
2. ***That** she is happy is perfectly obvious* **dependent THAT-clause**
3. *The person **that** wins the most votes will be elected President* **relative pronoun**

The word *that* can be used for many different functions. In both the first and second sentence it is used in a finite clause in the **Od** position (1) and the **S** position (2). In both cases, the word class is subordinating conjunction. In the sentence (3) *that* is a relative pronoun.

4. Discuss the steps which must be taken when drawing a syntax tree for the following, then draw it:

Can you complete the task by tomorrow.

Convert into declarative: You can complete the task by tomorrow
Then draw the syntax tree. Finally draw an arrow and move the aux verb to initial position

5. Distinguish between a **compound-complex** sentence and a **complex** sentence. Provide your own language example.

A complex sentence has one independent main clause and at least one dependent clause, for example *Although, she passed the exam, she felt somewhat disappointed*. A compound-complex sentence is a mix between a compound and a complex sentence, in the way that it has two independent clauses (compound) and at least one dependent clause (complex). The sentence *The get-away car crashed into the building and the robbers escaped just as the police arrived* is a compound-complex sentence.

6. Is the following sentence **simple, compound or complex**? Justify why

Because of the extremely high prices, the suppliers originating from Libya imported the very popular fruits and vegetables from their home country.

A complex sentence. The sentence above is complex since it contains one dependent clause starting with "because", and one independent clause. The word and in *fruits and vegetables* should not be mistaken for a coordinating conjunction joining two independent clauses (it just adds a noun to the NP).

Analysis

7. What are the clausal functions in the following:

My father-in-law was not a tall man compared with average American men. His arms and legs were not fat or big. Only his waist was huge compared to other parts of his body. His waist looked like a stuffed cushion. He loved to drink, which may have contributed to his waistline. (1) His face was always gentle like a typical grandpa. His wavy hair was shiny white and gray, but he was not at all bald. His hairstyle reminded me of a movie star's hairstyle, which is called "romantic gray". He must have been a very handsome man when he was young. He had a wide forehead. (2) When my son played with him, he would bump his forehead against my son's forehead. His eyes, which I could see through his glasses, became very sharp when he discussed politics with his son. (3) He told me he had read most of the books in the neighbourhood library. His eyes showed his high level of intelligence.

(1) His face was always gentle like a typical grandpa.

S P A Ps

(2) When my son played with him, he would bump his forehead against my son's forehead.

A (sub clause) S P Od A or Ac
Sub S P Od

(3) He told me he had read most of the books in the neighbourhood library.

S P Oi Od (dep finite clause)
S P Od A

8. Identify whether the sentences (below) are simple (SIM), compound (COM), complex (CLX) or compound-complex (CM-CX). OBS! You MUST embolden (fetstil) **ALL** the finite verbs.

1. *Inside one of the rooms, where a band **was** playing, I **saw** a display for Compassion International. **CLX***
2. *My heart **skipped** a beat; I **had** to save this child's life! **COM***
3. *A picture of a pale, heartbreaking face **popped** out at me. **SIM***
4. *I **picked** up a pen and **filled** out the information on the form. **SIM***
5. *As my eyes **gazed** at the table, I **observed** cream-colored papers which **were** neatly folded with the words "My Child of Compassion" in ink. **CLX***
6. *A person with an internal locus of control **feels** in charge of his or her life, and this person **has** the power within to handle situations. **COM***
7. *The hair, which **was** black and dirty, **surrounded** the young girl's face, and her licorice eyes **whispered** her poor state of living. **CM-CX***
8. *I **was** at a Christian gathering in Atlanta, Georgia. **SIM***

9. Classify the function/ sub-function of the subordinate/dependent clause in the following sentences. Clearly place (brackets) around the subordinate clause and state its function and/ or sub-function (S, P, Od, Oi, Ps, Pc, Ac, A, pre-mod, post-mod) in the space provided.

1. *Whales cannot breathe under water (because they have lungs). **A***
2. *John, (who always kicks the ball hard), is the best player. **post-mod***
3. *Only five percent of the people of the United States say (that they dream in color). **Od***

4. *I will stay home (if he comes).* **A**
5. *I had to go to work at 6:00 in the morning three times a week (because there was so much to do).* **A**
6. *The largest fish ever caught was a white shark (that weighed 2,176 pounds).* **post-mod**
7. *I need a bag (that I can carry on the plane).* **post-mod**
8. *(When the snow falls), all children are happy.* **A**

10. **Disregard the opening adverbial if there is one.** Then identify (ii) the determiner(s), (iii) the head of the subject, (iv) the pre- and post-modifiers, and (v) the finite verb in the predicator. Write all the words (use dots (...)) between words so that everything fits in the box.

a) *Despite making the most sound, the noisy boys in the group have complained the most.*

Determiner(s) the
 Pre-mod noisy
 Head boys
 Post-mod in the group
 Finite verb have

b) *The beautifully curved nose handed out so impartially to Indians is significant for them.*

Determiner(s) the
 Pre-mod beautifully curved
 Head nose
 Post-mod handed out so impartially to Indians
 Finite verb is

c) *The President's loss of authority among the American people was emphasized yesterday by new opinion surveys .*

Determiner(s) the
 Pre-mod president's
 Head loss
 Post-mod of authority among the American people
 Finite verb was

d) *The gorgeous, wonderful, black hair on the young girl surrounded her soft, oval face.*

Determiner(s) the
 Pre-mod gorgeous, wonderful, black
 Head hair
 Post-mod on the young girl
 Finite verb surrounded

e) *In a plush garden, a select gathering of Saudi men and women sipped orange juice as they listened to a lecture.*

Determiner(s) a
 Pre-mod select
 Head gathering
 Post-mod of Saudi men and women
 Finite verb sipped

11. Describe the different aspects of the primary auxiliaries. What are their functions and why are they so important?

English has three primary auxiliary verbs: *do*, *be*, and *have*. All three take part in the formation of various grammatical constructions, but carry very little meaning themselves. For example, the primary auxiliary *be* is used to form the progressive, as in: *Jane is dancing*. However, it makes very little sense to ask what *is* means in this sentence.

Instead, what is of interest is what it does, i.e. that it helps form a verb phrase which, as a whole, indicates that Jane's dancing is going on at this moment. The same reasoning applies to all the primary auxiliaries. They are auxiliaries in the true sense of being 'helpers' in conveying verbal meaning.

More specifically ... Primary auxiliaries can act as both aux and main V. 'be' as an aux. enables the passive voice and progressive aspect. 'have' as an aux. enables the perfect aspect. 'do' enables yes/no questions, negation, and emphasis.

12. Turn the sentences below from active into passive voice. Explain how this process works and what might be the reason for choosing a passive construction.

- | | |
|--|--|
| • Someone broke two windows last night | The window was broken by someone last night |
| • The police arrested the man yesterday in the West End. | A man was arrested yesterday by the Police |
| • People laughed at the tourists and made fun of them. | The tourists were laughed at by people who ...
made fun of them |

Passives can be used to exclude the agent (the doer of the action – therefore showing the political ideology of the newspaper/writer

13. Give three sentences that contain subjunctive verb forms and explain when these are most commonly used.

- I insist that you try some pie. *demanding a future course of action*
- They suggest that we avoid the beach. *suggestions for future actions*
- I wish I were a rich man. *wishing for a hypothetical situation*

14. What is a tag question and how are these normally used in English? What could they correspond to in Swedish? Is there a difference between British and American English?

Tag questions appear in speech, not written text, and ask for the hearer's agreement with the speaker's statement. They can also soften requests (compare 'shut the door' with 'shut the door, won't you?') though they don't always soften requests (ex. 'shut the door, will you?'). Sw. 'eller hur', 'inte sant'. AmE uses tag questions less than BrE. AmE prefers 'do' in the tag for 'have' main clause verbs while BrE uses 'have' in the tag here.

15. Explain the difference in meaning (aspect) between the simple and the progressive forms below:

- I watch TV-habit/ I am watching TV-*current activity*
- Water boils at 100 degrees C-fact/The water is boiling-*current situation*
- What does he do?-job, general habitual activity/What is he doing?- *current activity*
- I read a book yesterday-finished reading it/I was reading a book yesterday-*unclear whether they finished reading it*
- He usually makes dinner when his wife gets home-*he makes dinner after she gets home/He is usually making dinner when his wife gets home-he's in the middle of cooking when she gets home*
- They laughed when I entered the room-*they laughed after I entered the room/ They were laughing when I entered the room-they started laughing before I entered the room*
- My boss is very friendly-*generally, a trait/My boss is being very friendly-he's being very friendly right now*
- He always forgets his keys-*a trait, habit/He is always forgetting his keys-used to emphasize that habit is irritating*

16. Translate into English and comment on difference in the use of tense in the two languages:

- Den här tapeten var väl snygg! *This wallpaper is nice (isn't it?)*
- Stolthet och fördom är skriven av Jane Austen. *Pride & Prejudice was written by Jane Austen.*
- Jag har bott utomlands i fem år (Can this be ambiguous in Swedish? What about in English?) *I have lived abroad for five years.* ambiguity: it could be the case that the speaker is still living abroad or now living in Sweden in Swedish. In English this only means that they are still living abroad, so it's not ambiguous in English but is in Swedish.
- Hon arbetar i Stockholm sedan två år. *She has worked in Stockholm for two years.*
- Jag är nog miljonär om tio år. *I will probably be a millionaire in ten years' time.*

17. Translate the sentences below and try to explain why the conditional construction may cause problems for Swedes:

- Om jag inte frågat henne hade hon aldrig sagt något. *If I hadn't asked her she would never have said anything.*
- Jag hade åkt om jag haft pengar. *I would have travelled if I had had money.*
- Hon hade gått om jag kommit till festen. *She would have left if I had come to the party.*
- Hon hade gått när jag kom till festen. *She had left when I arrived at the party.*

18. Exemplify a few contexts/situations where the simple present tense can be used to express future time in English.

- | | |
|---------------------------------|--|
| scheduled events in the future, | eg. The train arrives at 9am./ I leave at 9am. |
| questioning instructions, | eg. 'how do I fry the fish?' |

19. Identify the grammatical “problem” in the sentences below, correct the error and try to explain what the problem is:

- When I'm **speaking** English I sound like a child, the student said. I speak, this describes tendency, so use the simple present.
- She **lives** in London since 2003. has lived, you need the present perfect to indicate that she still lives there.
- I **call** you when I arrive in New York. will call, need the future form to describe an event in the future
- They may eventually move to the US. this is correct! (trick question ;)
- I **use** to look up words I don't know. used, habit in the past
- Can** I borrow your pen, sir? could would be more polite
- He **hadn't** noticed anything if you hadn't told him. wouldn't have, main clause of a conditional statement
- You **shall** not throw litter on the ground. must, sounds too casual for 'shall'

20. Explain the difference between the progressive and perfect forms briefly, focusing on what they communicate about time. How do they differ from the simple form?

- The simple form describes states or events (not as long drawn-out activities).
- The progressive and perfect aspects describe processes or activities which take some time.
- The perfect describes finished events (ex. I have/had eaten), and
- the progressive describes events which may not have finished (ex. I am/was eating).

21. Translate the Swedish words in brackets into English:

- The list of 20 specialties [...] published in the Red Book. (*har blivit*) was/has been
- She is ten years old and this year she [...] 46 eggs. (*har lagt*) laid
- If your children [...] in Britain they have no immunity at all. (*föddes*) were born
- Remember [...] yourself. (*att ta hand om*) to take care of
- For one moment [...] the call. (*övägde han att ignorera*) he considered ignoring
- I opened my mouth as my eyes [...] with tears. (*fylldes*) filled
- If I had watched enough, I [...] ready to resist. (*hade jag varit*) would have been
- I [...] to see how the medium captivated the kids. (*blev överraskad*) was surprised
- This made us [...] how relative the concept of race is. (*att förstå*) understand
- The doctors have said she [...] by Friday! (*troligtvis kommer hem*) will probably come home
- He went to Texas to meet President Bush, to London to see Tony Blair and then [...] home via the Gulf, where he visited Australian troops. (*flög*) he flew
- The details of the offence [...] unclear. (*är*) are
- The management of people with MAP [...] because MAP is a recently described condition. (*förändras*) has changed
- I'm [...] my family for three months at a time. (*van vid att lämna*) used to leaving
- It's the first time she [...] to Tokyo. (*är*) has been
- It's a good idea to have a doctor [...] a wart before trying to treat it. (*titta på*) look at
- The moon [...] my father. (*tillhör*) belongs to
- My mother in law tells me that she [...] babysit whenever I need her to give me a rest. (*ska*) will
- We [...] the Walthamstow dogs. (*valde*) chose
- If you had come home [...] to meet you. (*hade jag sprungit ut*) I would have run out
- The costs of restoring Windsor Castle [...] virtually incalculable. (*är*) is
- Most Afghan women who [...] the 1980s still do not know how to speak English. (*bor här sedan*) have lived here since
- Most people feel despair when they have nothing left [...]. (*att förlora*) to lose
- This is one of my all-time favourite books and one which I just [...] again and again. (*inte kan låta bli att återvända till*) can't keep from returning to
- Parents [...] engage private childminders in the future. (*blir tvungna*) will be forced to
- The Superintendent suggested that he [...] more input in preparing the agenda. (*skulle ges*) be given/ be given
- aa. "Don't postpone [...] 911," the AHA guidelines say. (*att ringa*) ringing