**Send in Task 4**

**Read Ch. 6 & 7 & study appendices 7-9 (pp.462-471) in UGE.**

**Answer questions in UGE: pp. 215-218, 247-249, 251-255, 279-280 and check your answers where given in the key (pp.427-430).**

**Read UGE Ch. 8 and study Appendix 10-12 (pp.472-478)**

**Answer questions in UGE: pp. 281-289 and 336-339 and check your answers when given in the key (pp.430-432)**

**Chapter 6 & 7**

1. Explain the use of the words in italics in the following sentences. What words do they modify (bestämma)? Are they adjectives or adverbs? eg. I *really* love English. 'really' modifies the verb 'love' and is an adverb.
2. Sean tried *hard* but he had a *hard* time keeping up with Pete who spoke *terribly fast* about his life in the *fast* lane.
3. He had a *happy* look on his face as he walked *quickly* down the street, singing *quietly* to himself.
4. We arrived *late* because we missed the *early* bus.
5. She gave a *lively* impression and was very *friendly*.
6. She was *alone* but did not seem *lonely*.
7. He thought that he had answered *wrong* when in fact he had answered *completely correctly*.
8. These socks smell *extremely bad*.
9. Most English manner adverbs end in –ly (and are derived from adjectives). However, this is not always the case. Illustrate and exemplify some manner adverbs without –ly, and their collocation (=in this case what verbs they tend to be used with).
10. Translate and comment on/explain your translation of the words in italics in the following sentences:
    1. *Det lustiga* är att politikerna ignorerar problemet; till och med *en blind* kan ju se att denna lösning är omöjlig.
    2. Vad bryr sig *de döda* om *det övernaturliga*.
    3. Det här är en skola för *döva*.
    4. *Det sorgliga* är att det verkar som om *de rika* blir allt rikare.
    5. Try to give some guidelines for when it is possible to use *adjectives as heads of noun phrase* in English. Give your own examples.
11. What is special about sentences formed with verbs like *smell* and *taste* in English, and how does that differ from Swedish? Give a few examples to illustrate.
12. Identify the adjectives and adverbs in the sentences below. Translate into English and justify and explain your use of adjectives and adverbs:
    1. Han gick otroligt långsamt over gatan.
    2. Hon verkade förvånansvärt glad över att se mig.
    3. Barn kan verkligen vara extremt livliga.
    4. Vi blev glatt överraskade över att kaffet smakade så gott.
13. Identify the adverbials in the sentences below. Then translate into English and comment on the changes in word order that are normally necessary in Standard English.
14. Jag tror att jag efter min utbildning kommer att söka jobb utomlands.
15. Jag kommer efter denna inledning att presentera en rad intressanta idéer.
16. Polisen har i många amerikanska städer lyckats bekämpa brottsligheten.
17. Man kan utan större problem ladda ned film olagligt frän nätet.
18. Jag är säker på att hon alltid kommer att ställa upp för mig.
19. Du måste komma ihåg att inte berätta något för någon.
20. Först efteråt förstod jag hur hemskt det här är.
21. När hon efter några dagar födes till huset ombads hon att skriva under en bekännelse.
22. Knappt hade jag gått och lagt mig förrän det knackade på dörren.
23. Om de av någon anledning inte har fått ditt brev, erbjud dig då att ringa tillbaka inom några dagar.
24. Vi bestämde oss för att inte åka till Boston.
25. Identify the grammatical “problem” in the sentences below, correct the error and try to explain what the problem is:
26. The strangest was that she didn’t answer.
27. Parents can impossibly check all the programs their children watch.
28. The scottish team defended themselves remarkably bad.
29. He thinks American cars are better than Swedish.
30. The police tried to stop as many people as possibly from entering the house.
31. The prisoners were treated cruel and many of them died.
32. It’s much more easier to speak English than to write it.
33. She is very admired among her peers.
34. Moreover will there be extra sessions focusing on sustainability.
35. Chocolate tastes so well.
36. She said to never press the red button.
37. Never before I had dreamed of meeting the famous star.
38. They go rarely to the beach.
39. She is worst player on the team.
40. Supernatural is all around us.
41. Identify the adverbials in the sentences below (there might be more than one) and indicate what they modify, i.e., a particular clause element (and if so which one) or the clause itself. Then indicate what meaning the adverbial communicates. For example, does the adverbial communicate politeness, attitude, extent, manner, contrast, comparison, condition, summary, order, explanation, topic change or does it answer when, where, why or how?

eg *Sam drives really slowly.* 'really slowly' is the adverbial. It modifies 'Sam driving' which is the clause. It tells us manner (that is, 'how').

1. To start with I wish you would drive more carefully.
2. Although he actually loved dancing, he never came to the dance hall.
3. I honestly still like listening to jazz in the evening.
4. At this point I recommend caution and likewise, using your seatbelt.
5. By the way, how's your sister doing these days?
6. All in all, it was probably a good day's work with a spade and shovel.
7. This is in other words your final chance.
8. There was moreover a penthouse suite at the top of the hotel.
9. If you read this you'll undoubtedly regret it.
10. Identify the adverbs in the sentences below (there might be more than one). Then identify the role played by the adverbs. Are they adverbials, premodifier in a noun phrase, premodifier in an adverb phrase, postmodifier in a noun phrase, or object of a preposition?
11. I sang loudly while rubbing my tummy.
12. She looks really tall in that dress.
13. I suggest that you read the above notice carefully.
14. They loved each other very much that year.
15. They looked everywhere out there but still couldn't find him anywhere.
16. Give the comparative forms of the adverbs below (ex. small, smaller, smallest)
17. honestly
18. quick
19. suddenly
20. good
21. well
22. Identify the adjective phrases in the sentences below (there might be more than one) and indicate whether they are being used attributively or predicatively. If they are used predicatively, indicate what they modify, subject or object. If they are used attributively, indicate whether they are premodifiers or postmodifiers.
23. The undergraduate student is a very hardworking person capable of much good work.
24. The irate customer found him highly unpleasant in the extreme.
25. She judged the official responsible corrupt and refused to pay the exorbitant fee charged.
26. I was soon sorry to see him go.
27. Having heard from a citizen frustrated with the policy, the politicians decided to reconsider.
28. The manual sets out the procedure required by the committee.
29. There's something strange about that man.

**Chapter 8**

1. To translate the Swedish pronoun ‘man’ into English can be tricky and there are several solutions. Explain and illustrate different ways of expressing ‘man’ in English, depending on the context. Give your own examples.

1. Give some guidelines on how to use the preparatory subjects it and there in English on the basis of the Swedish examples below:

a) Det är något jag måste säga dig.

b) Det är konstigt att han inte svarar i telefon.

c) Finns det mer smör i kylen?

d) Är det långt in till staden härifrån?

e) Det satt en kvinna vid ett av borden.

1. Explain and show with your own examples some differences and distinctions in meaning and usage between the question pronouns what and which.

4. Translate the sentences below and explain your use of pronouns. In some cases more than one translation is possible; try to give alternatives.

1. Vem av dem sa det?
2. Vilket av husen är ditt?
3. Vems är den här boken?
4. Vem talade du med?
5. Vilken film såg ni? – Vi såg båda två faktiskt.
6. Vilka färger gillar du bäst?
7. Which relative constructions (who/which/that/-) are possible in the sentences below? Justify your answers.
8. The woman \_\_\_\_\_\_\_\_\_\_ I was talking to is my dentist.
9. This is the book \_\_\_\_\_\_\_\_\_\_\_ changed my life.
10. He told me to shut up, \_\_\_\_\_\_\_\_\_\_ really annoyed me.
11. Their new car, \_\_\_\_\_\_\_\_\_ must have cost a fortune, was stolen last night.
12. My grandmother, \_\_\_\_\_\_\_\_\_\_\_ I loved a lot, was a remarkable woman.
13. She is the best singer \_\_\_\_\_\_\_\_\_\_ ever lived.
14. What is the difference in meaning between the sentences below, and how does that affect the choice of relative pronoun?
15. Snakes which are poisonous should be avoided.
16. Snakes, which are poisonous, should be avoided.
17. Fill in an appropriate quantifying pronoun and try to explain your choice:

a) \*Do you have \_\_\_\_\_\_\_\_\_\_ Queen records? (några)

b) Didn’t you have \_\_\_\_\_\_\_\_\_ Queen records? (några)

c) \*You had better talk to \_\_\_\_\_\_\_\_\_\_ the teachers. (någon av)

d) You had better talk to \_\_\_\_\_\_\_\_\_\_\_ the teachers. (några av)

e) \*Do you know \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ about this? (någonting)

f) \*Is there \_\_\_\_\_\_\_\_\_\_ telephone around here? (någon)

g) Are there \_\_\_\_\_\_\_\_\_\_ toilets on this floor? (några)

h) Can I offer you \_\_\_\_\_\_\_\_\_\_\_\_\_ to drink? (något)

1. Explain the use of and difference between these quantifiers (hint: focus on difference between countable and uncountable). Give examples.
2. Much/many
3. Little/a little
4. Little/few
5. A large amount of/a large number of

1. Identify the grammatical “problem” in the sentences below, correct the error and try to explain what the problem is:
2. He had to do all the talking since none of his parents was very good at English. Have you got any jacket to lend me?
3. He hurt the back while working out at the gym. You didn’t have computers in the 1940’s.
4. It’s a big difference between living in Sweden and living in South Africa.
5. The one who likes sheep should go to Wales.
6. Much people don’t realise the importance of reading.
7. We didn’t know which of the children that had smashed the window. She wants to concentrate herself on learning grammar.
8. Translate the prepositional phrases in italics into English:

(a) Looking into his rearview mirror he saw a car \_\_\_\_\_\_ as he completed his turn

into the street. (*bakom sig*)

(b) Making her way down the alley, she pushed a battered shopping cart \_\_\_\_\_\_. (*framför sig)*

What is the difference between Swedish and English as regards the use of pronouns

after prepositions of place in cases like these?

* behind him
* behind himself
* in front of her
* in front of herself

11. For each case, discuss whether it or there should be used:

(a) \_\_\_\_\_\_’s wonderful to be a father. (It/There)

(b) \_\_\_\_\_\_ is a risk that people will become over cautious. (It/There)

(c) \_\_\_\_\_\_ was a terrible storm last night.

(d) \_\_\_\_\_\_ 's raining cats and dogs outside!

(e) \_\_\_\_\_\_ was my mother that discovered the rat under the table.

12. Translate the following sentences:

(a) Belgian skater Lieve Lissens broke \_\_\_\_\_\_ arm on May 5, 2003.

(b) Bevis put \_\_\_\_\_\_ hands in \_\_\_\_\_\_ pockets and sighed.

What is the difficulty from a Swedish learner’s point of view between the following

terms?

* broke the arm
* broke his arm
* put the hands in the pocket
* put his hands in his pockets