



E304A - FINAL

Q: Divide each of the following sentences into groups. Put brackets around each group.

Answer:

1. (Most probably) (our ancestors) (would have eaten) (a diet low in carbohydrates).
2. (The carbohydrate) (came) (mainly) (from the fruits and vegetables).
3. (Nowadays) (our diet) (contains) (far more carbohydrate).
4. (The proportion of sugar) (is) (also) (much higher).
5. (Increased intake of carbohydrate and sugar) (affects) (the human body) (in various ways).
6. (At the restaurant) (we) (had) (a wonderful dinner) (last night).
7. (This analysis) (does not reveal) (any differences) (between the two sentences).
8. (The words that can fit in the space) (are) (nouns).
9. (Obviously) (linguists) (require) (special terminology) (for analyzing grammatical structures).
10. (All of them) (had been working) (hard).

Q: Divide each of the following sentences into groups. Put brackets around each group.

Answer:

1. (Evidently) (those neat clothes) (have) (new price tags).
2. (Nobody) (can (really) deny) (the bitter truth).
3. (The kids) (threw the sand) (here and there).
4. (The young math teacher) (has been trying (hard) to contact) (the school management).
5. (At the restaurant) (we) (had) (a wonderful dinner) (last night).
6. (This analysis) (does not reveal) (any differences) (between the two sentences).
7. (The words that can fit in the space) (are) (nouns).
8. (Obviously) (linguists) (require) (special terminology) (for analyzing grammatical structures).
9. (All of them) (had been working) (hard).
10. (Almost) (all of my old friends) (are) (here).



Q: Groups Group (HG) Clause complex Circumstances (C) and Not Circumstances (NC)

1. Police are confident that the kidnappers will **soon** make contact (C)
2. Nick watched her **somewhat enviously** as she efficiently cut the engines (C)
3. The thing is though people **at the top** don't necessarily see the problems that you see (NC)
4. And I keep honey bees **outside** in the garden (C)
5. These youngsters work **seventy meters below ground** in appalling conditions (C)
6. They were held in the hospital **without access to medical treatment** for something like ten days (C)
7. By sharing her experiences, she can help other mothers **with the same problem** (NC)
8. He took over **as regional party leader** in July in place of the hardliner Mr. Lev Solovyv (C)
9. Somebody said on the radio **the other day**, everybody's got a song inside them (C)
10. He played roulette for quarters and within an hour he had won, **surprisingly**, twenty dollars (NC)
11. And then she tried to put it in the washing machine **for a joke** and the dog was gonna get in (C)
12. **By tradition**, a red drink should be served at approximately room temperature (C)
13. Deputies sanctioned eleven decrees which will **thoroughly** reshape Poland's economy (C)
14. This viewpoint has now been translated into action **by the majority of people in this country** (NC)
15. A girl **in a raincoat** was stroking and patting her pet dog (NC)

Q: In the clause complexes below, identify whether the clauses are related by Coordination or Subordination.

Write (S) for Subordination and write (C) for Coordination.

1. Keeping as still **as possible**, I slowly opened my eyes (S)
2. FruMoller was not a silly woman **nor** was she utterly stupid (C)
3. I'll stay by the phone **until** you call (S)
4. She climbs without a safety harness **because** she's crazy (S)
5. You won't achieve anything **by** shouting at me (S)
6. The bed isn't made, but you'll find plenty of blankets there (C)
7. He stood up, took a couple of steps and then promptly fell down again (C)
8. You'll have to get up **a lot** earlier to fool me (S)
9. We were just sitting there and he comes up and starts yelling (C)
10. **While** completing that particular task, she realised her first mistake (S)



11. He always reacts badly **when** teased (S)
12. **As soon as** you get rid of one tyrant, another one pops up (S)
13. The floor's about three feet down, so don't fall (C)
14. They didn't watch the program they **always** watch (S)
15. He woke up, rubbed his eyes **and** jumped out of bed (C)

Q: Which of the Prepositional Groups in bold are functioning as Circumstance (C)

1. "I expect you saw us **from the window**", she said (C)
 2. At first, they were too busy to notice the cat **with brown fur** (NC)
 3. The man dived **into the pool** and made a huge splash (C)
 4. We left the car **for twenty minutes** (C)
 5. A girl **in a raincoat** was patting the dog. (NC)
 6. Ziad bought a suitcase **with a brown handle** (NC)
 7. The student discovered the answer **by chance** (C)
 8. The school cancelled the class **for advanced students** (NC)
 9. We had coffee **by the pool** (C)
 10. I will meet you **at five** (C)
1. You can't ride a horse **in a dress**. (C)
 2. She's expecting her fifth child **in a month**. (C)
 3. The butler's going to drop his book **on the royal family**. (P)
 4. The bull attacked the old man **with a walking stick**. (P)
 5. We'll send the tickets for your trip to Australia **by post** (C)
 6. The charity reported several cases of cruelty **to the donkeys**. (P)
 7. The image I remember is of a man **with a rifle**. (Q)
 8. The accused is supposed to have shot the victim **with a rifle**. (C)
 9. He followed the dog **down the road**. (C)
 10. And then the dog down the road joined **in the race**. (Q)



Q: Noun Groups in bold and circle **the head (H)** of each one and **Underline** the **Postmodifier**

1. In the first four days after the revolution **no fewer than 550 trucks (H) of aid (Pos)** were sent to Romania.
2. **This small country hotel (H)** nestles in an acre of pure peace and tranquility, surrounded by the unique beauty of the Somerset Levels.
3. There are **only a very few, small sites (H) available for redevelopment (Pos)**
4. **Two-in-one cleansing and conditioning products (H)** are specially designed to clean the hair and condition the outer layers.
5. Why should **those (H) living alone (Pos)** be paying as high rates as large wage-earning families?
6. **Automatic and semi-automatic high-bay warehousing systems (H)** are being built abroad at an ever-increasing rate.
7. A **programme (H) of lectures, seminars, and visits over a period of time (Pos)** is most likely to meet that need.
8. Almost all of the holdings shown as belonging to the banking sector were held by banks' discount houses.
9. The second possible practical application of algebraic laws is for transforming programs to improve their efficiency in some way.

Q: Identify the semantic category of the underlined lexical verb in each of the following sentence as: action/material (A), mental (M), saying/verbal (S) or relational (R):

1. They will take everything they need. A
2. I want to pay in cash, please. A
3. Please leave right now. A
4. He will offer us a good collection. S
5. I thanked them for what they did to us. S
6. Could you please suggest another solution. S
7. I consider it as a wonderful opportunity. M
8. We really wondered why nobody objected. M
9. The employees expected a new salary increase. M
10. This indicates another change in the plan. R
11. Such proposals involve a more careful study. R
12. The list contains different items. R
13. What do you mean by this? M



14. Listen carefully to what I want to say. M
15. The lights changed at once. A
16. This could happen to anyone. A
17. Most of them represent different companies. R
18. There exist several new venues for the event. R
19. Somehow I doubt it. M
20. The manufacturer claims that it is an innovation. S

Q: Underline only the lexical verb in each of the following sentences and identify its semantic category as: action/material (A), mental (M), or relational (R):

1. This was definitely bad news. R
2. I want results. M
3. Chemicals are spread on the land. A
4. Does this explanation convince anyone? M
5. The transoms are carved from massive cypress blocks. A
6. The patient experienced the usual side-effects. M
7. Hormones can be injected into animals. A
8. The exercise will include random stops by the police. R
9. The castle was built in 1603. A
10. Must we envisage the question in a purely intellectual sense? M
11. They appeared happy and relaxed. R
12. Sufficient water should be added. A
13. Standing crops can be trampled by wild animals. A
14. She will be represented by a good lawyer in court. R
15. They were also noticed by the researcher. M
16. They contained large quantities of nitrogen. R
17. I eventually fascinated reporters. M
18. Hunt became a special projects man. R
19. They could be rotated independently. A
20. I prefer the other option. M
21. A teenage passenger in a pickup truck was killed **Material**
22. when it was forced off the road by another pickup in a case of road rage. **Material**
23. While driving north on I-295 **Material**



24. a Toyota pickup **bumped** the left rear of a Chevrolet pickup. **Material**
25. Police **don't know** **Mental**
26. if the men **knew** each other. **Mental**
27. No one **was wearing** a seat belt, **Material**
28. and alcohol **wasn't involved**, **Relational**
29. Leeper **claimed**. **Verbal**
30. I **bought** a dog as a pet **Material**
31. but I **wanted** a good one. **Mental**
32. 'There **is** no reason for panic, **Relational**
33. but we **are scrutinizing** the situation,' **Mental**
34. **says** Axel Hofmann. **Verbal**

Q: Identify the semantic category of the process (lexical verb) in bold type in each of the verb phrases in the sentences below as: action/material (A), mental (M), or relational (R):

1. The transoms are **carved** from massive cypress blocks. A
2. The patient **experienced** the usual side-effects. M
3. Hormones can be **injected** into animals. A
4. Mary **had** a little lamb. R
5. The castle was **built** in 1603. A
6. Chemicals are **spread** on the land. A
7. He absolutely **hated** the large formal dinners. M
8. Why **was** he so anxious? R
9. Herbivores can *digest* fibres. A
10. People didn't **like** it. M
11. Such a man would **see** enemies everywhere. M
12. One of the witnesses before the committee **was** Nobel-winning economist Paul Samuelson. R
13. I eventually **fascinated** reporters. M
14. Hunt **became** a special projects man. R
15. They could be **rotated** independently. A
16. Not a sound was **heard**. M
17. The only important risk **is** the moral one. R
18. I **remember** the humorous aftermath of our first formal state banquet. M



Identify the semantic category of the lexical verb in bold type in each of the following sentence as: **action/material (A), mental (M), or relational (R):**

1. This **was** definitely bad news. R
2. I **want** results. M
3. Chemicals are **spread** on the land. A
4. Does this explanation **convince** anyone? M
5. The transoms are **carved** from massive cypress blocks. A
6. The patient **experienced** the usual side-effects. M
7. Hormones can be **injected** into animals. A
8. The exercise will **include** random stops by the police. R
9. The castle was **built** in 1603. A
10. Must we **envisage** the question in a purely intellectual sense? M
11. They **appeared** happy and relaxed. R
12. Sufficient water should be **added**. A
13. Standing crops can be **trampled** by wild animals. A
14. She will be **represented** by a good lawyer in court. R
15. They were also **noticed** by the researcher. M
16. They **contained** large quantities of nitrogen. R
17. I eventually **fascinated** reporters. M
18. Hunt **became** a special projects man. R
19. They could be **rotated** independently. A
20. I **prefer** the other option. M
21. A mother of three narrowly escaped death yesterday when a massive tree fell on her house. M
22. 34-year-old Mandy Liddle explained that she was washing up when the accident occurred. V
23. 'Suddenly I heard a loud noise coming from the garden, then I saw our tree starting to move. M
24. I must have fainted because I don't remember what happened next. B
25. When I woke up I was in an ambulance on my way to hospital. R
26. Several more doctors have 'gone' to the battered island to give medical aid. M
27. They said they tried to deliver my package but I was home all day and nobody called. R
28. If something goes wrong, we can't always promise that we'll fix it straight away. V



29. Humans breathe through their lungs; they take in oxygen and give off carbon dioxide. B
30. As soon as they heard the news, they cut their holiday short and rushed back home M
31. You can tell the dog's dreaming because his eyes are twitching. B
32. Everyone at the meeting was asked to sign an online petition protesting about the wind farm. V
33. I can't believe how many times she's lost that phone of hers. M
34. Apparently Frank was disqualified after he was tested for drugs. M
35. I don't care who invented it, nowadays the internet belongs to everybody. R
36. You know what they say – love means never having to say you're sorry. R
37. I nearly got caught in an avalanche once when a ton of snow slid across the road in front of me. M
38. I was like, 'Aren't you going to say sorry?', and he just shrugged and walked off. V
39. Why don't you go for a walk in the country, and just listen to the sounds of nature? B

In the examples below, some of the lexical verbs are shown in bold. Which process does each of these verbs construe - material (write Mat), mental (write M), behavioural (write B), verbal (write V), or relational (write R)?

1. Several more doctors have gone to the battered island to give medical aid.
2. They said they tried to deliver my package but I was home all day and nobody called.
3. He thinks you're annoyed because he wouldn't lend you any more money.
4. If something goes wrong, we can't always promise that we'll fix it straight away.
5. Humans breathe through their lungs; they take in oxygen and give off carbon dioxide.
6. As soon as they heard the news, they cut their holiday short and rushed back
7. home.
8. You can tell the dog's dreaming because his eyes are twitching.
9. Everyone at the meeting was asked to sign an online petition protesting about the wind farm.
10. I can't believe how many times she's lost that phone of hers.
11. Apparently Frank was disqualified after he was tested for drugs.
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13. You know what they say - love means never having to say you're sorry.
14. I nearly got caught in an avalanche once when a ton of snow slid across the road in front of me.
15. I was like, 'Aren't you going to say sorry?', and he just shrugged and walked off.
16. Why don't you go for a walk in the country, and just listen to the sounds of nature?

Identify the semantic category of the underlined lexical verb in each of the following sentence as: action/material (A), mental (M), saying/verbal (S) or relational (R):

1. They will take everything they need. A



2. I want to pay in cash, please. A
3. Please leave right now. A
4. He will offer us a good collection. S
5. I thanked them for what they did to us. S
6. Could you please suggest another solution. S
7. I consider it as a wonderful opportunity. M
8. We really wondered why nobody objected. M
9. The employees expected a new salary increase. M
10. This indicates another change in the plan. R
11. Such proposals involve a more careful study. R
12. The list contains different items. R
13. What do you mean by this? M
14. Listen carefully to what I want to say. M
15. The lights changed at once. A
16. This could happen to anyone. A
17. Most of them represent different companies. R
18. There exist several new venues for the event. R
19. Somehow I doubt it. M
20. The manufacturer claims that it is an innovation. S
21. A teenage passenger in a pickup truck was killed Material
22. when it was forced off the road by another pickup in a case of road rage. Material
23. While driving north on I-295 Material
24. a Toyota pickup bumped the left rear of a Chevrolet pickup. Material
25. Police don't know Mental
26. if the men knew each other. Mental
27. No one was wearing a seat belt, Material
28. and alcohol wasn't involved, Relational
29. Leeper claimed. Verbal
30. I bought a dog as a pet Material
31. but I wanted a good one. Mental
32. 'There is no reason for panic, Relational



33. but we are scrutinizing the situation,' Mental
34. says Axel Hofmann. Verbal
35. May be seen: modal passive

Q: Write (ONE) if the verbs in bold type involve one Verb Group Complex and write (TWO) if they involve two separate verb groups.

1. I **remembered to send** the letters. **(One)**
2. Everybody **started watching** the show. **(One)**
3. The director **managed to find** a replacement. **(One)**
4. She **remembered sending** the mail. **(One)**
5. All students **went to check** their results. **(Two)**
6. I **tried to find** my luggage. **(One)**
7. I **stopped to tie** up my shoelaces. **(Two)**
8. She **said living** with her in-laws would be fine. **(Two)**
9. He **ended up succeeding** where others had failed. **(One)**
10. He **came and said** to me that he was leaving. **(Two)**
11. I **stayed to watch** the football match. **(Two)**
12. They **talked and talked** for hours. **(One)**
13. She **succeeded in passing** the exams after all. **(One)**
14. She **worked to pay** for her children's music lessons. **(Two)**
15. I **realized doing** that would get me into trouble. **(Two)**
16. I kept watching the film. **One**
17. I started watching the show **One**
18. I went to find my sister. **Two**
19. I managed to find my sister **One**
20. I stayed up to see the film. **Two**
21. I remembered to see the film. **One**
22. I tried to find my sister. **One**



Identify each of the following clauses as (active or passive).

2. King Alfred (**actor**) cooked the cakes (**goal**).
3. The thieves (**actor**) broke the vase (**goal**).
4. Ren Hua (**actor**) bowed to my grandfather.
5. Everyone (**actor**) jumped in fright.
6. Violence (**actor**) erupted outside the embassy.
7. The police (**actor**) provoked the violence (**goal**).
8. The cake (**actor**) is cooking.
9. The cakes (**goal**) were cooked by King Alfred (**by-phrase actor**).
10. The vase (**goal**) was broken by the thieves (**by-phrase actor**).
11. The violence (**goal**) was provoked by the police (**by-phrase actor**).
12. The police (**actor**) pushed the damaged car (**goal**) to the side of the road.
13. Many demonstrators (**goal**) were shot by the terrorists (**by-phrase actor**).

Q: Identify each of the following clauses as (active or passive).

1. The exam supervisor came running over. **ACTIVE**
2. Genes do influence the rate of ageing. **ACTIVE**
3. Genes effects on ageing can be understood only as a side-effect of something else. **PASSIVE**
4. Ageing is caused by the accumulation of damage. **PASSIVE**
5. They had the middle seat empty. **ACTIVE**
6. Birds live longer than comparably sized mammals. **ACTIVE**
7. There's something on my foot.
8. Many of the genes that slow ageing are involved in the response to changing nutrient levels. **PASSIVE**
9. The Ganges [**Token**] happens not to be holy [**Value**] here
10. The toddy palms and neem trees [**Token**]
11. now become visible [**Value**]
12. They [**Actor**] rise from the gardens
13. whose ancient tanks [**Actor**]
14. nourish them [**Goal**],
15. They [**Actor**]



16. Burst out of stifling purlieus and unconsidered temples As for the Civil Station itself, it **[Actor]**
17. provokes no emotion **(Goal)**
18. It **[Actor]** charms not
19. The city of Chandrapore **[Actor]**
20. Presents nothing extraordinary **[Goal]**
21. It **[Actor]**
22. trails for a couple of miles along the bank Bazaars **[Actor]**
23. shut out the wide and shifting panorama of the scene **[Goal]**
24. Inland, the prospect **[Actor]**
25. alters Beyond the railway the land **[Actor]**
26. The exam supervisor came running over. **ACTIVE**
27. Genes do influence the rate of ageing. **ACTIVE**
28. Genes effects on ageing can be understood only as a side-effect of something else. **PASSIVE**
29. Ageing is caused by the accumulation of damage. **PASSIVE**
30. They had the middle seat empty. **ACTIVE**
31. Birds live longer than comparably sized mammals. **ACTIVE**
32. Many of the genes that slow ageing are involved in the response to changing nutrient levels. **PASSIVE**

Q: Identify each of the following clauses as (active or passive)

1. [1] She is the teenager who **marked** her 16th birthday with a live address from UN headquarters, is **known** around the world by her first name alone and **has been lauded** by a former British prime minister as 'an icon of courage and hope'. **Answer:** ('Known' can function as an adjective and here expresses a continuous state, not a happening, so 'is known' is not in the passive voice.)
2. She **is** Malala Yousafzai, whose life **was forever changed** at age 15 by a Taliban bullet on 9 October 2012.
3. There **was** still the usual after-school chat and gossip to share with Moniba, who **was sitting** next to her. **Answer:** **(No passive)**
4. The two girls sitting on Malala's other side, Shazia Ramzan and Kainat Riaz, were also injured.
5. When they **reached** hospital, it **was assumed** all four girls were wounded, because Moniba's clothing **was drenched** in her friend's blood. **Answer:** **(An alternative reading for 'were wounded' is to see 'wounded' as functioning as an adjective and describing the girls' assumed state when they arrived at the hospital. A similar argument could be made in 'was drenched'; that is, with 'drenched' functioning as an adjective)**



6. She **has experienced** the worst of humanity, and the best of humanity both from the medics who **cared** for her and the messages from many thousands of well-wishers. **Answer: (No passive).**
7. I **find** one of those well-wishers in her own street in Swat, just outside the home that she never **made** it **back** to, on the afternoon she **was shot**.
8. Malala **was** 'Pakistan's daughter', he **says**. "We **should be** proud that she **has made** such a big sacrifice for Pakistan. **Answer: (No passive).**
9. When I **ask** Malala what she **thinks** the militants **achieved** that day she **smiles**. **Answer: (No passive).**
10. 'I **think** they may **be regretting** that they **shot** Malala,' **she** 'Now she **is heard** in every corner of the world'

Q: Analyse the process in each clause, the last word is the lexical verb and this determines the process type (material action (MA), mental (M), verbal (V), relational (R) – plus behavioural (B))

The Chasm yawned blackly before her (R).

She goes to school (M).

She goes, 'I don't know what they teach you in that school.' (V).

Death of a teenage passenger in a pickup truck **was killed (MA)** when it **was forced (MA)** off the road by another pickup in a case of road rage. Jermaine Reid 17, of Jacksonville **died (MA)** early Thursday when he **was thrown (MA)** from the bed of a pickup **forced (MA)** off the north lane of Interstate 295 near the suburb of Orange Park, the Florida Highway Patrol **said. (V)**. A confrontation between several men in two pickups **began (MA)** near a service station, **said (V)** Lt. Bill Leeper. Police **don't know M** if the men **knew M** each other or who **started (MA)** the argument, but threats **were made MA**. **While driving (MA)** North on I-295, a Toyota pickup **bumped (MA)** the left rear of a Chevrolet pickup. The driver **lost (MA)** control and **veered (MA)** then into trees. The Toyota driver **kept going (MA)** but later **turned (MA)** himself **in** to Jacksonville Police station. His name **was not released (MA)**. No charges **have been filed (MA)**. Police **said (V)** the other driver Jeffrey Ferrell, 20, of Jacksonville and two passengers, Joshua Register, 17, of Jacksonville and Clyde Forgrave, 21, of St. Marys, Ga., **were taken (MA)** to Shands Jacksonville hospital. Ferrell **was R** in fair condition and Register and Forgrave **were treated (MA)** for their injuries and **released (MA)**. No one **was wearing (MA)** a seat belt, and alcohol **wasn't involved R**, Leeper **said V**.

Text J (p. 49) ANSWER Constructing 'road rage' as news. This article **deals (R)** specifically with new media accounts of a 'new' phenomenon involving crime: 'road rage'. Road rage **is (R)** particularly interesting to study because the new media **played (MA)** an important role in **using (MA)** and **defining (R)** this new term for their audiences. The term **emerged (MA)** in the mid 1990s **to describe (R)** a constellation of behaviours related to aggressive or violent driving and other socially undesirable reactions to other drivers **using (MA)** the same road space, such as rude gestures and verbal abuse. Some of these behaviours (such as homicide and assault) **were** already **defined (R)** as criminal at the time the term **emerged (MA)**, while in some jurisdictions others **have** since **been** specifically **designated (R)** as criminal. For example, legislation **was introduced (MA)** in the New South



Wales state Parliament in May 1997 **to punish MA** road-rage-related behaviour. The laws **introduced MA** three categories of offences: menacing driving, driving with intent to menace, and predatory driving.

that the EPA is proposing

actually results in only a 7% reduction of total CO² emissions

not even close to what is needed

And yet even that tiny step is very contentious

I can't imagine

what would happen

if Obama unveiled a plan to reduce CO² emissions

I still like the concept of a carbon tax

it flows through the entire economy

I agree

a carbon tax is by far the best way to go

Unfortunately only Congress can implement one

and the chance of that is pretty slim

for the foreseeable future

unless the Republicans are willing to admit

that climate change is real

Your answer is incorrect. The correct answers are now shown.



Lexical verbs occur in clauses with one of five different valency patterns/types (intransitive, transitive, etc.). Also, some lexical verbs can be used with different valency patterns/types. In each of the following sentences the lexical verb is underlined and in bold type. Write **IT** if it is Intransitive, **MT** if it is Monotransitive, **DT** if it is ditransitive or **L** if it is a Linking verb (copular).

1. I **told** Dad stuff about Georgia. DT
2. We **went** to Disneyland. IT
3. He **smiled** into my eyes. 'I've **got** news for you.' IT
4. A: A dog **found** it in the street and **ate** it. MT, MT
B: Do you **want** that other piece? MT
5. Usually these dogs **bark** a lot – he **looks** really tired. IT, L
6. In a study **published** last year, Wells **found** that many HMO doctors **prescribe** minor tranquillizers. MT, MT, MT
7. Plans for the botanical Garden **started** about a decade after two American botanists **made** an 1887 visit to England that **included** a stop at London's prestigious Kew Gardens. IT, MT, MT
8. That amazing ride in the hot-air balloon **seemed** scary at first. L
9. Can I **ask** you a question? DT
10. I **don't** need to know anything unless you **ask**. IT
11. May I **ask** who's calling? MT
12. You never **asked** me this before! DT
13. Then we'll **bring** our friends. MT
14. Later, after dark, a boy **brought** him a plate of food. DT
15. Mr. Hawke's government has **begun** its controversial plan to compensate three main domestic airlines. MT
16. Martin Wood's course **begins** on 1st November. IT
17. Well I can't **promise** you that. DT
18. I've already **promised** Carey. DT (no direct object)
19. Last week Mr. Badran **promised** further amnesties for political prisoners. DT
20. Yes, I **promise!** IT
21. If you don't ask, you don't **get**. IT
22. The mug of coffee had not **got** any hotter. L



Q: Each of the following pairs of utterances differs in one respect. Write an essay (300-350 words) in which you discuss what this difference is, and whether it relates mainly to field, mode or tenor.

It's there to help protect you in the event of an insurance write-off situation either via an accident or the car being stolen and not recovered.

It's there to help protect you if you write off the car, like in an accident or if it's stolen.

So there are three things that are covered by this, firstly is something called asset protection, secondly is extended warranty, thirdly is paintwork protection.

This provides three types of cover:

asset protection

extended warranty

paintwork protection

Asset protection is an additional insurance policy that is designed to sit alongside your car insurance.

A particle filter is an additional filter in the exhaust system that is designed to filter out soot particles from the exhaust gases.

When you were mentioning turmeric there ...

Turning to the topic of turmeric ...

I always think the best turmeric I've ever had is stuff that I nicked when you left it behind at uni.

I think the best turmeric I've ever had is the one that I took when you left it behind at university.

Have you been reading the Daily Mail again

You really shouldn't be reading the Daily Mail.

Answer

The language in utterance (a) shows evidence of more pre-planning, in particular with the very long noun group: *an insurance write-off situation, either via an accident, or the car being stolen and not recovered.*

1

Utterance (b), in contrast, uses short clauses and simple noun groups. The degree of pre-planning relates to the way **the** language is produced (mode), although the denser language in utterance (a) also tends to sound more formal, and therefore involves a difference in tenor as well. So there are three things that are covered by this, firstly is something called asset protection, secondly is extended warranty, thirdly is paintwork protection. b. This provides three types of cover: asset protection o extended warranty o paintwork protection

2

Utterance (a) includes conversational features such as the elision of there in three clauses, e.g. secondly [there] is extended warranty. The use of bullet points in utterance (b) shows that it must be a written text (whether on paper or online). The difference between writing and speech relates to the way the language is produced (mode). 3. a. Asset protection is an additional insurance policy that is designed to sit alongside your car insurance.



b. A particle filter is an additional filter in the exhaust system that is designed to filter out soot particles from the exhaust gases.

3

Utterance (a), there are lexical items related to the field of insurance (asset protection, insurance, policy), whereas the lexis in utterance (b) relates to motor mechanics (filter, exhaust, particles, gases). The difference in subject matter relates to field. 4. a. When you were mentioning turmeric there ... b. Turning to the topic of turmeric ...

4

Utterance (a) brings up the topic of turmeric in relation to something that has just been said; the words you and there make it clear that the speaker is referring to the immediate environment. Utterance (b), however, does not suggest any immediacy. Differences in immediacy and spontaneity relate to the way the language is produced and used (mode). Involving the listener (you) may also suggest a closer relationship between the participants, which relates to tenor.

5.

Utterance (a) uses some informal lexis (stuff, nicked, uni), while utterance (b) uses more standard lexis (the one, took, university). Differences in formality relate both to the relationship between the participants (tenor), and to whether the language is produced using speech or writing (mode). In this case, as both utterances are spoken, the main variable is tenor.

6

Utterance (a) is interrogative whereas utterance (b) is declarative. In some contexts, this could suggest a difference in communicative purpose, but if you look at the video, it is clear that the function of utterance (a) is not really to ask for information, but to comment jokingly on the suggestion that turmeric cures cancer. So, in this context, the main difference between the utterances is that (a) explicitly invites a response from the listener. The degree of interactivity here reflects the fact that language is being used in a dialogue (which relates to mode), but it also reflects the fact that the participants are engaging closely with each other (which relates to tenor).



Q: Read the following news Text (Blair) and write an essay (350-400 words) in which you discuss and explain the two questions below. Make sure your discussion and explanations are clear, comprehensive and focused. Illustrate your answers with examples from the text. Use your own words.

Look at the two underlined processes in the news Text (one is in the headline). What do you notice about the number of participants around the two processes? How does this affect the way in which the event is being analyzed/explained in grammar? What is the type of grammatical construction in the opening clause of the news Text - Four people were wounded - that enables the participant actor to be removed?

Text (Blair)

Bullet wreck PM visit (this is the title)

Four people were wounded in a gunfight between political extremists and police about 100 yards from the PM in Cape Town Yesterday after officers spotted men handing out guns to demonstrators baying for the Prime Minister's blood. Tony Blair's convoy of car had been held up by the demonstration organized by a group calling itself Against Global Warming, and he was smuggled in through a side entrance of the Castle moments shooting broke out. The police said that they had seen two men distributing arms to protesters who held up placards condemning the air strikes and saying 'Death to Blair', 'One Blair, one bullet'.

Answer:

It is common for processes to involve two participants. For example, there are two participants in the clause Bullets wreck PM visit. Two-participant clauses of this type, where there is an interaction between the participants, are described as transitive because there is some kind of 'transition' from one participant to another.

With Bullets wreck PM visit, the first participant brings about the process which is then enacted upon the second participant, making the process of 'wrecking' a transitive one. Bullets wreck PM visit is then transitive. For the reader of the text, an explicit connection between entities in the world (e.g. bullets) and another entity (Tony Blair) is understood. In contrast to wreck, the verb broke out has only one participant and is thus an intransitive verb.

Generally, transitives indicate that one participant acts upon, targets or interacts with a second participant in some way. Since the concept of transitivity applies only to participants which interact with one another, the notion applies mainly to material, mental and verbal processes. The clause Four people were wounded is in the passive voice and is a short passive (with no by-phrase). Short passivation enables the removal of actors, and hence is another way of avoiding representing connections in the world. So, the exclusion of the actor in the opening sentence of the Text, through passivation, as well as the use of nominalization shooting and the intransitive break out, means that responsibility of the action is absent at the of the text.



It is common in news for the passive voice to have a textual metafunction in allowing the removal of the actor because we can readily understand who the actor is. That is, the short passive can avoid communicating information that we would know already, we can easily infer or is irrelevant; for example, this bridge was built in 1878 (by a team of engineers and builders). Because, when we read, we bring a whole swathe of background knowledge to bear on the text, this enables us to in gaps by making inferences. Actor participants are often not given in news texts because they may be unimportant or guessable (The man was arrested in Tokyo on Saturday). Sometimes the actors may not be known, or perhaps they cannot be named legal reasons. In the opening clause Four people were wounded, we see that in wounded we are not able to infer an actor as we can with examples above. Wounding is not prototypically associated with a particular type of actor in the same way that arrest is prototypically associated with the police.

Q: Write an essay (350-400) in which you discuss and explain how clauses can be combined to form clause complexes through subordination. Illustrate your answers with appropriate examples. Make sure your ideas and explanations are clear, comprehensive, focused. Use your own words.

Answer notes:

Clause complexes are the highest or broadest-scale rank/level of grammatical constituent. They are formed through the linking of individual clauses: each unit constitutes a clause because each has its own separate process with each process surrounded by its own associated participants and circumstances. Clause complexes, accordingly, are said to be constituted of one or more clauses. One of the two ways of combining clauses into clause complexes is subordination – where a potentially independent primary clause is linked with a dependent or secondary clause which could not operate independently. This kind of linking is generally achieved through conjunctions like ‘while’, ‘because’, and ‘though’ and through relative pronouns like ‘who’ and ‘which’. An independent clause is one which stands by itself and has equal status to the other clause or clauses it is being linked with. A dependent clause (subordinate clause) is not able to stand alone. It acts to supply supportive, background or modifying information for other clauses, or to act to elaborate or extend those main clauses in some way. There are three types of dependent clause: circumstantial, relative (restrictive and non-restrictive (interrupting or elaborating)) and nominal. (Students should discuss and elaborate each type).

Some linguists call this component ‘adjunct’ or ‘circumstance’. The other main component is the ‘adverbial’. Adverbials: are elements of a clause which give further information about the circumstances of the process, typically about Circumstances are the elements of a clause that add information about the situation surrounding the



process: how (manner), where (location), when (location in time), why (cause), how long (extent) etc which it takes place. Adverbials are often optional elements that can be omitted without making the clause ungrammatical. They can also be found in different positions in the clause. Often, it is possible to move an adverbial to different places in the clause.

Discussion of finite and non-finite clauses

Discussion of clause complex of 'reporting' and 'quoting' (projecting and projected clauses)

Discussion of embedded clauses (complement clauses or nominal clauses)

Question 4: In SFL, processes are grouped into different categories according to the meaning they make. Write an essay (350-400) in which you discuss and explain these different categories. Illustrate your answers with appropriate examples. It is important you're your examples include the whole clause and not just the verb realizing the process. Make sure your discussion and explanations are clear, comprehensive, focused. Use your own words.

Answer notes:

1. Material processes:

- This is the name used for processes by which a participant acts upon the material world or is acted upon in some way.
- Material processes are realized by verbs of doing and happening.
- They include action which is genuinely material and action which is abstract.
- Material processes can be transitive or intransitive.
- They answer the question: what **did X do** (to Y)?
- The verb **DO** can substitute for the verb in a material process.
- Halliday reports that material processes are the most common process type.

2. Mental processes:

- Mental processes include the process of thinking/cognition, of sensing/perception and of feeling/emotion.
- Mental processes answer the question: what **did X think/feel/perceive/like** (about Y)?
- While mental processes are uncommon in the progressive or -ing form of the verb, they do sometimes occur in this verb.
- Many mental verbs tend to resist the progressive form (know).
- Some, but not all, mental processes can project; e.g. *I know what has happened.*
- Some types of mental process (namely, those to do with perception and emotion) do not project; e.g. *He saw the car explode.*

3. Relational processes:

- Relational processes are concerned with relating – in terms of attribution or identification.



- They describe states and relationships, and also identify entities and individuals – verbs of being, having and relating participants to each other.
- They indicate the qualities or attributes of an entity and also indicate location, time, possession, constitution, comparative or causal relations.
- Relational processes thus relate participating entities to each other in some abstract way than do material or mental ones.
- They answer questions such as: what **is** X like? Where **is** X? *or* what **does** X **have**?
- They generally have two participants, they resist the progressive form.
- Prototypical relational verbs are *be* and *have*.
- They are the most common process type after material (Halliday).

4. Verbal processes:

- These are processes of communication – realized by verbs of saying, signaling, and showing.
- As with some mental processes, verbal processes can also project and wordings in a following projected or reporting clause.
- Verbal processes answer the question: what **did** X **say**? The prototypical example of verbal processes is *say*.

5. Behavioral processes:

- These are midway between material processes and mental processes.
- They involve psychological or physiological behavior experienced by a conscious being.
- The human participant is outwardly displaying their inner feelings by crying, laughing, and so on.
- They can be tricky to distinguish from material and mental processes.
- They answer the question: what **did** X **do**? Or what **happened** to X?
- They prefer the progressive form in the present time.
- They usually have one participant that is a conscious human being.

Q: Write an essay (350-400) in which you discuss and explain how circumstances are analyzed in SFL taking into consideration also function and form. Illustrate your answers with appropriate examples. Make sure your ideas and explanations are clear, comprehensive, focused. Use your own words.

Suggested answer notes:

In order to identify circumstances, certain probes or tests can be useful:

Focusing on the process (which is realized by a finite or non-finite verb group) and asking questions about this process. Asking questions about the process is useful because circumstances are the parts of the clause that tell us where, when, how, why, etc. the process takes place.



Another feature of circumstances is that they can usually be moved around the clause.

Structural forms can be used to help us identify circumstances. Frequently (though not always), circumstances are expressed through prepositional and adverb groups. However, circumstances are occasionally expressed as noun groups.

Prepositional groups:

These are commonly used to realize circumstances (often providing information on the location of a process, either in space or time). A prepositional group typically consists of a preposition and a noun group.

Adverb group:

It is often used to realize circumstances, particularly when giving information about the manner in which a process is carried out. It has an adverb as its head word and may have other adverbs to modify it.

Noun groups:

Noun groups (without prepositions) may also be used (though less frequently) to provide additional background on the process, e.g. He came home last week.

Function and form in SFL:

There is no one-to-one relationship between function and form. In the case of circumstances, not all adverb and prepositional groups function as circumstances and not all circumstances are expressed through prepositional or adverb groups (though many of them are).

In SFL, functional and structural grammatical analysis should be mutually helpful. Breaking a clause into meaningful functional elements (such as participant, process or circumstance) will help us to recognize structural forms and identifying structural form will help us to see functional elements. And when it come to interpretation of texts, functional analysis will be particularly helpful in enabling us to consider how the overall patterns of choices in functional elements contribute to the meaning of a text.

SFL focuses on meaning making and identifies and labels chunks of grammar accordingly. While it builds on structural forms and takes into account their role in meaning-making, its primary emphasis is on function and meaning.

Q: As part of the **textual metafunction aspect, discuss how we organize our written messages within clauses to convey different meanings.**

Answer notes:

-The structure of a clause in different text types in English is also a way of organizing a message in ways that make it accessible to the listener/reader.



In English, what we put at the beginning and end of a clause in particular can be important for making the meaning clear. There is a reasonable amount of choice concerning which element we begin the clause with, but it isn't the case that the choice is random. In written English, when you are writing, you have to take all the responsibility for making the meaning clear because there are no phonological or any other oral resources to help you structure the information. Therefore, you have to structure the messages you want to convey carefully both within and between clauses. You have to be careful to make your wordings 'flow' well and to signal when you are shifting to a new point or angle. Because of this, written English is more likely to exploit two particular patterns that provide flexibility in the organization of information. One of these is the use of a circumstance rather than the more common participant to begin the clause with.

The initial **circumstance**, that is the circumstance occurring at the beginning of the clause, plays a role in structuring the information in the text as a whole, for example alerting the reader to notice that the information moves on from general facts/information to more specific things or drawing his attention to a contrast being set up two or more conditions/things. While speakers as well as writers utilize variation in the order of elements, it is in writing that an initial circumstance is more common because the producer and receiver of the language are separated and more planned organization of one clause in relation to another is required. Sometimes, by contrast, a writer may also wish to achieve continuity with what went before by beginning the new clause with something mentioned at the end of the previous one. In order to achieve this smooth flow of information, the writer can use the passive voice structure.

The **passive structure** is much more frequent in formal written texts than in spoken English. One major reason is that achieving a 'flow' without the help of intonation or the situational context available in speech requires writers to exploit more fully the possibilities for varying the organization of elements in an individual clause, that is, to make grammatical adjustments. So written text does have the advantage of time for planning and opportunities for editing. Thus, written texts can be constructed with greater attention to how the message is packaged than spoken ones.

Q: The transitivity system helps to construct different perspectives in different texts. Write an essay (350-400 words) in which you explain how the types, frequencies and position of processes, participants and circumstance can reveal different points of view.

Different representations of the same content embodied in different grammar choices can convey different ways of viewing the world. For example, Fishermen traditionally caught 100,000 tons of fish per year in the North



Sea. The North Sea used to provide 100,000 tons of fish per year. These sentences present the same content, but they convey different views of the natural world. This is revealed by looking at the grammar of the sentences. First, the process types of the two sentences present material verbs. This reveals that both sentences talk about activities and action.

In the North Sea is presented as circumstance, thus, providing background information, secondary in importance and in a marginal position. Looking at the participants reveal the view of the writers; in the first sentence Fishermen is the actor and 100,000 tons of fish is the goal. The North Sea is presented as a circumstance thus marginal information. The second sentence reveals different grammar relations. The North Sea is presented as the actor of the sentence of an action verb. This places the North Sea (a non-human subject) as an active participant of the action taking place. Thus, it is presented in a focal position emitting an action verb. This presentation may help us to change our views to the natural world. It is presented from a Nature dominant point of view.

Looking at Participants, Processes and Circumstance, which represent experiential meaning, can reveal different views and points of view. Participants are expressed by chunks organized around noun phrases and acting to identify entities in some experiential world. Processes are expressed as chunks organized around verb phrases and acting to identify happenings and states of affairs in some experiential world.

Circumstances are expressed as adverbial phrases or prepositional phrases and acting to provide some context for the participant and processes. Its unmarked typical position in the sentence is after the verb phrase or object participant in transitional sentences. It is placed in this marginal position since it provides additional background information. If the position differs, for example, at the beginning of the sentence, this reveals different view towards this background information since it is placed in a focal position before the participants and process. By looking at processes we can specify the degree of agency and affectedness of the participants. For example, using frequent material processes indicates content that represents action and activity. The participants involved can either be an active, effective and dynamic participant (if it is an actor and in the subject position before the process); or it could be a more passive, inert, acted upon participant if placed after the verb phrase as a goal. This degree of agency and affectedness can be revealed also by looking at transitivity and intransitivity and long passives. The agent in these sentences is presented as an active participant with a strong impact on the world. Using short passives, nominalization and ergative verbs can help hide agency and thus de-emphasize actors and evade responsibility.



Q: Structural grammar are formal and traditional grammar that divides language on the basis of word classes, such as (nouns, verbs, and adjectives), because of its long history is also known as a ‘traditional grammar’ approach.

Answer:

There is no one-to-one relationship between function and form. In the case of circumstances, not all adverb and prepositional groups function as circumstances and not all circumstances are expressed through prepositional or adverb groups though many of them are. In SFL, functional and structural grammatical analysis should be mutually helpful. Breaking a clause into meaningful functional elements, such as participant, process, or circumstance which that will help us to recognize structural forms and identifying structural form will help us to see functional elements. Moreover, when it comes to interpretation of texts, functional analysis will be particularly helpful in enabling us to consider how the overall patterns of choices in functional elements contribute to the meaning of a text. SFL focuses on meaning making and identifies and labels chunks of grammar accordingly. While it builds on structural forms and considers their role in meaning-making, its primary emphasis is on function and meaning. Indicate the class or category of the head word ("what type is it?"). Classifiers are usually realized by adjectives and nouns.

There is another functional group that acts as a premodifier and that is the numerative. Numeratives quantify and order items numerically. They pre-modify the Head by indicating some numerical feature of the noun, such as number (three, a few, a lot of, etc.), quantity (a kilo, a pound of, etc.) or order (first, last, etc.). Postmodifiers and qualification are the postmodifying element is one whose function is to further qualify the Head (to the right of the head), so its functional label is qualifier. Qualifiers can be realized by either prepositional phrases or clauses or both. It is possible to have multiple qualifiers. Qualifiers can be qualified themselves by other qualifiers; thus, making the noun phrase more complex. This phenomenon is referred to as embedding, so we can have multiple embedded clauses and embedded prepositional phrases.

Q: Write an essay (350-400) in which you discuss and explain the structure of the noun phrase and how it can represent objects, people and ideas. What are the grammatical structures/features that premodify and postmodify the head noun? Illustrate your answers with appropriate examples. Make sure your ideas and explanations are clear, comprehensive, focused. Use your own words.

Objects, people and ideas can be represented by noun phrases. Noun phrases have the potential to pack a lot of information into a text with fewer words. This is referred to as lexical density. “Form” is realized by phrases and “function” by the functional groups participants, processes and circumstances. Participants in a clause are usually realized by noun phrases. So



if a clause has three participants, we could have three noun phrases. Circumstance can be realized as prepositional phrases.

The prepositional phrase is made up of a preposition and a noun phrase. For example:

I	bought	a dog	as a pet
Participant	process	participant	circumstance
Noun phrase	verb phrase	noun phrase	preposition+noun P

Longer and more complex noun phrases play a significant role in written texts. They have the potential for quantifying, describing and classifying, which make their expansion an important tool in writing. The noun phrase must have, at the very least, a noun or a pronoun that functions as the head word, which identifies the entity represented by the noun phrase. The head word can be modified by elements coming before it (premodification) and elements coming after it (postmodification).

For example:

big	oranges	in the basket
premodification	head word	postmodification

The element of the noun phrase that comes at the front is called determiner. Determiners point to the entity that the head word is referencing. They function to reduce what the head word refers to. The function of the determiner can be performed by a range of different word classes, most commonly by: articles (a, an, the), demonstratives (this, that, etc.), possessives (my, your, their, etc.), possessives (genitives) (the boy's, the boys'). The constituent parts of premodification are articles, pronouns, adjectives and nouns. They would typically be listed as acting to premodify nominal (noun phrase) heads. The elements that premodify the head noun in a noun phrase can be categorized according to their function. The two functional categories here are "describer" and "classifier" (Hallidayan terms). The describer functions to describe the head word by attaching to it some attribute or quality ("what is it like?"). Describers are typically realized by adjectives. The classifier acts to indicate the class or category of the head word ("what type is it?"). Classifiers are usually realized by adjectives and nouns.

There is another functional group that acts as a premodifier and that is the numerative. Numeratives quantify and order items numerically. They premodify the head by indicating some numerical feature of the noun, such as number (three, a few, a lot of, etc.), quantity (a kilo, a pound of, etc.) or order (first, last, etc.). Postmodifiers and qualification: the postmodifying element is one whose function is to further qualify the head (to the right of the head) and so its functional label is qualifier. Qualifiers can be realized by either prepositional phrases or clauses or both. It is possible to have multiple qualifiers. Qualifiers can be qualified themselves by other qualifiers thus making the noun phrase more complex. This phenomenon is referred to as embedding, so we can have multiple embedded clauses and embedded prepositional phrases.

Q: Study the following two texts carefully and then answer the following questions in an essay (350-400 words maximum). Illustrate your answer with appropriate examples from the texts. Your answer should be comprehensive, clear and focused. Were the texts originally written or spoken? (interactive vs. non-interactive,



spontaneous vs. non-spontaneous). Explain. In what context/social setting were the texts originally produced? Explain. Explain each extract's intended audience. Explain the relationship between the speaker/writer and those to whom the text was addressed. For example, were speaker/writer and addressee known to each other? Were they on friendly or familiar terms?

Text 1 ; Dr. [Jones], he's very good but as I say we don't run to a doctor for nothing, y'know what I mean. But we've had, had us jabs for flu. I got a lump on the back of my neck so we h... I had to have what was it called? [...] Antibiotics, and it must have helped it to burst or ... and now of course it's pretty much gone. And that was it with me.

Text 2 :The ... hormone estrogen is important for many physiological processes. Prolonged stimulation of breast ductal epithelium by estrogen, however, can contribute to the development and progression of breast cancer, and treatments designed to block estrogen's effects are important options in the clinic. Tamoxifen and other similar drugs are effective in breast cancer prevention and treatment by inhibiting the proliferative effects of estrogen that are mediated through the estrogen receptor (ER).

Answer:

Text 1 is interactive and spontaneous and was originally spoken. Indicators are identified as the incomplete and repeated words. Also, the use of first- and second-person pronouns (I, you) and abbreviations. Text 2 is non-interactive and non-spontaneous and was originally written. Indicators include the presence of specialized terms such as physiologic and ductal epithelium (terms designed for an expert audience. The absence of such terms in text 1 indicates that the text was intended for general readership or for non-experts. Predictions can be made about the relationship between those involved in the communicative events - that, for example, the relationship between the speaker and the addressee of text 1 was one of familiarity or friendliness, while the impersonal language of text 3 implied no such connection. Also, the use of personal pronouns and the use of colloquial wordings and other casual modes in text 1 were indicative of this closer relationship. This analysis shows that even when such short extracts are taken out of their original context, we can still make quite reliable predictions about some aspects of their original context.

Q: Read the following text carefully and then answer the following questions:

- What is the text about (its field)?
- What type of relationship exists between the interlocutors (its tenor)?
- Is the text more spoken or more written (its mode)?
- Discuss cohesion in the text and underline the words that are related for the type of cohesion you are explaining. What is the communicative effect of the relationship among the underlined words?

Text: *Wole Soyinka*, dramatist and scholar, is a Nigerian. He was born in 1934, and has devoted his life to drama for the theater, both as a dramatist and as a university teacher of drama and English in his own country. He is also an accomplished writer of stories, novels and poetry. His background and his professional life have made him uniquely able to write plays with an African setting which can absorb the conflict between past and present, tradition and novelty, tribal beliefs and the ideologies of the Western world today.



ملخصات أخوكم: أ. خالد هارون 51148200 <https://wa.me/96551148200>

Text: Wole Soyinka, dramatist and scholar, is a Nigerian. He was born in 1934, and has devoted his life to drama for the theater, both as a dramatist and as a university teacher of drama and English in his own country. He is also an accomplished (writer) of (stories), (novels) and (poetry). His background and his professional life have made him uniquely able to (write) (plays) with an African setting which can absorb the conflict between past and present, tradition and novelty, tribal beliefs and the ideologies of the Western world today.

Answer:

This is a written text taken from a summary of the life of the Nigerian writer Soyinka. The relationship between the writer and the reader is formal; the writer is more interested in presenting information than building any personal relationships with the readers. Therefore, the text can be placed around the end of the written mode-continuum. The writer uses the cohesive feature *reference*: the use of the pronoun *he* in sentences 2 and 4. There is also ellipsis: sentence 3 fails to refer directly to Soyinka because the subject of *has devoted* is understood by the reader to be Soyinka. There is the use of the conjunction *also* in sentence 4. Its function is to help the reader link the clause which refers to his general writings with the earlier clauses that refer only to dramatic writings. There are clear examples of lexical cohesion: cohesive lexical chains as the underlined words in the text show: 4 chains of connected words (in bold type, in parentheses, in italics and in normal type).

Group Complex

A Verb Group consist of a 'single word' or 'several words' which some verbs include an adverb or preposition, like fly by or get up or run out. Each verb group consists of one lexical verb, which carries the main meaning and may have one or more (auxiliary verbs). For example, the verb group (have been waiting) contains (the lexical verb waiting) and (the auxiliaries have and been). **Finite and Non-finite verbs:** Finite verbs may have either present or past tense, whereas non-finite verbs have no tense. In a finite verb group, the first word "finite" sometimes changes to show the present/past tense. Modal verbs as non-finite in that it does (not have an infinitive or participle form). Non-Finite Verbs, such as verbs that do not show tense, person, or number (go – to go – going). In English, there are two aspects 'perfect or progressive'. It is also possible for a verb group to be both 'perfect' and 'progressive', such as (had been waiting). Perfect indicates that an event or state happens before something else. While a perfect verb group includes the auxiliary have followed by a past participle, such as (have changed). The **progressive**: indicates that an event or state is in progress rather than complete as known called the (Continuous). It includes the "auxiliary be" followed by a present participle, such as (were singing). **Clause Components** means that words have to (be organised in clauses). Each clause is built up around (a verb). The verb



describes the process, and other parts of the clause provide further information about what is involved in the process (subject/verb/object/adverbial). **Transitive/Intransitive verbs:** a verb which takes an object is called a Transitive verb. For example: (Open + the box = Verb = Object) – (Take + the money = Verb + Object). A verb which does not take an object is called an "Intransitive verb". (Wait! = Verb) - (Sleep + well = Verb + Adverbial). Many verbs can be used either transitively or intransitively, depending on the context.

A clause is a fundamental unit in the process of communication because it is the minimal unit which can stand alone as constituting a complete message. Clause can range from those with one process only to those with a process and several participants and circumstances. One of the keys to identifying clause boundaries in the text is to see that each clause must have a process. There is at least one process, such as got, went, to buy, bought and liked? There are several other aspects can help you identify the 'boundaries'. In written language, full stops indicate a clause boundary. Intonation patterns provide a guide. Commas often, but not always, mark clause boundaries. We can use conjunctions (when, and and) as one of the key indicators because of their position near or at the beginning of a new clause. Another helpful test is to see if the clause is moveable as a unit. A further guide to identifying clause boundaries, but not evident, is the presence of grammatical elements like, who, which, whose. Non-clausal units are defined as structural units that are not composed of clauses. Non-clausal material is defined as the parts of the text which do not consist of clauses. It units reflect the simplicity of grammatical constructions resulting from real-time production in conversation, such as 'Poor Kids, Good for you'. Many questions in conversation occur as noun group or a verbless structure beginning with a wh-word, such as 'More sauce? How about your wife?' Its units can also be related to ellipsis. For example, 'Perfect!' as a response is equivalent to the clause That's perfect with the subject and verb omitted. In complexes, the rank scale looks at language hierarchically. The clause of complexes are clauses of various kinds combine into larger stretches of language. In the scale we use here, there are four levels: the clause/clause complex level, the phrase level, the word level, and the morpheme level. Even though every room in the school had an air conditioner, the heat was unbearable. The sentence is essentially a phenomenon of written language. It can be identified as a stretch of words beginning with a capital letter and ending with a full stop. This doesn't apply to spoken language where a more useful unit to be working with is the clause complex. This are the highest or broadest scale rank/level of grammatical constituent which are said to be constituted of one or more clauses. There are two ways that clauses can be linked to form clause complexes are coordination; where two potentially independent grammatically equal clauses are linked, generally through conjunctions like, 'and', 'but' and 'or'. For example, you can watch television, or you can have a swim in the pool. An independent clause is one which stands by itself and has (equal status) to the other clause or clauses it is being linked with subordinate clause that is not able to stand alone. The independent grammatical



status of a clause is indicated by the possibility of reorganizing the sequence of the clauses without significantly changing the meaning or rendering the clause complex ungrammatical.

Q: Discuss the aspect of textual metafunction: how we organize our Spoken messages within clauses to convey different meanings.

The structure of a clause in different text types in English is also a way of organizing a message in ways that make it accessible to the listener/reader. In English, what we put at the beginning and end of a clause in particular can be important for making the meaning clear. There is a reasonable amount of choice concerning which element we begin the clause with, but it isn't the case that the choice is random. In conversational and spontaneous interactions, the grammar and organization of information often look very different. Analysis and interpretation of the grammar of a large corpus of spontaneous speech has been led by British corpus linguists who have been influenced by Halliday's interest in language variety and how it works differently in spoken interaction compared to more planned formal writing. Those British corpus linguists suggest four principles that govern the structuring of spoken grammar: spoken language happens in real time and is typically unplanned. Spoken language is most typically face to face. Spoken language foregrounds choices which reflect the immediate social and interpersonal situation. Spoken language and written language are not sharply divided but exist on a continuum.

The unplanned nature of the spoken utterances can be seen in the hesitations and fillers which give thinking time. The unplanned nature of spontaneous speech results in the creation of constructions that do not neatly conform to our standard descriptions. In conversational English, sometimes, noun groups occur before the actual subject of a clause in declarative sentences. These noun groups are often called 'headers' or 'heads' and they reflect common pattern in English. Some of the reasons for such structures and their function in spoken English are limited time for planning and for emphasis. In conversational English, speakers sometimes use different kinds of added-on endings, often called 'tails' at the end of the clause. They function to adjust the meaning of what has been uttered by the speaker to add clarity; to strengthen the interpersonal relationship with the listener; to qualify the statement; and 'amplify' or emphasize something in the message, etc. what 'tails' have in common is that they allow the meaning of the clause to be 'fine-tuned' after it has been uttered, since it could not be carefully planned.



Q: Look at the clauses shown in bold in the extracts below. Using the drop-down menus, identify their grammatical form as Declarative, Interrogative, or Imperative, and identify their function as Statement, Question, Offer, or Request/Command.

KS: Okay and the thing is, this huge voltage right... we're expecting a little spark to happen inside there. JH: Yeah basically when the current goes through, it produces a magnet ... which attracts this ... and then turns it off ... and so initially all that energy that's stored in there then produces the spark, it breaks down the air	declarative	question
KH: Okay, can I, am I allowed to swap between you so I can see it KS: Sure	interrogative	command/request
JH: You can see the sparks. KH: Bright blue.	declarative	statement
JH: Yeah it's lovely. KS: Hey ... hey hey hey I want to see now.	declarative	command/request
KH: ... is that basically how this is working. JH: Yeah, I mean this is this is actually producing radio waves er but we don't call it interference this time.	interrogative	question
KS: And and you're absolutely right , that's what happens when lightning strikes	declarative	statement

Q: Look at the clauses shown below. In the text box at the side, identify the grammatical form of the clause, and what function you think it is serving. You can use abbreviations to show the grammatical form: DECL (declarative), INT (interrogative) or IMP (imperative)

	Answer
VET: So shall we get her out and have a look at her.	INT/REQUEST: The vet is not really asking for information, but requesting the client to take the cat out.
VET: Do you still eat when you've got toothache?	INT/QUESTION: This is a genuine question, and the client provides an answer. You could argue, though, that the vet already knows the answer, and is just using the question to guide the client's understanding (an example of 'Socratic dialogue')
VET: they don't stop eating with pain in their mouths.	DECL/STATEMENT: The vet is giving information
VET: Come on poppet, come on sweetie.	IMP/REQUEST? The vet is asking the cat to come out. It's a strange kind of request, since it's addressed to a cat, but people do talk to their pets as if they understood. You could argue that the function is really to reassure the cat, or perhaps even to reassure the client!
CLIENT: But it is better to have it done really	DECL/QUESTION? It's unlikely that the client is really trying to give this information to the vet. Instead, she seems to be asking for confirmation.
VET: I can promise you she's going to feel so much better for getting it sorted	DECL/STATEMENT: The vet is giving information
VET: now let's just mind that out of the way	IMP/REQUEST: The imperative form let us appears to be a kind of command that includes the speaker, but often it's used as a gentle way to



	ask somebody else to do something, which is what seems to be happening here.
CLIENT: You don't know what time she'll be going down	DECL/QUESTION: The client is not giving but asking for information. However, she does so in a tentative way, showing that she understands the vet may not be able to answer.
VET: if you could just hang on to her there for me	DECL/REQUEST: This is a declarative clause, but it's used to make a request. If-clauses are not uncommon as a way of making a request without sounding bossy.
VET: And she's not eaten this morning.	DECL/QUESTION: Presumably the vet has previously given instructions about preparing the cat for surgery. This declarative clause is used to ask for confirmation.

Good luck