



E304a final

Q: Identify the Noun Group functioning as the subject of the sentence and circle the Participants and Head Noun (HN) in the following sentences.

- 1- This (Pre) region (HN) of short distances and definite places (Post)
- 2- The (Pre) respiration (HN) of soil bacteria and plant roots (Post)
- 3- Additional carbon (Pre) dioxide (HN)
- 4- The (Pre) process (HN) by which an organism breaks down the organic materials in food (Post)
- 5- A private (Pre) pool (HN) for its fish (Post)
- 6- Its own little (Pre) ravine (HN) whose cliffs entertain the butterfly and the lizard (Post)
- 7- The (Pre) action (HN) of growing plants on breaking down minerals in rocks (Post)
- 8- The one (Pre) landscape (HN) that we are constantly homesick for (Post)
- 9- The normal (Pre) concentration (HN) in the atmosphere (Post)
- 10- Organic plant (Pre) acids (HN)
- 11- These rounded (Pre) slopes (HN) with their surface fragrance of thyme (Post)
- 12- The (Pre) weathering (HN) of rocks and minerals (Post)
- 13- These (Pre) springs (HN) that spurt out everywhere with a chuckle (Post)
- 14- A secret (Pre) system (HN) of caves and conduits (Post)
- 15- All those new river (Pre) dams (HN) constructed by the European Companies (Post)
- 16- The (Pre) teachers (HN) who arrived yesterday (Post)
- 17- My newly approved (Pre) results (HN) of the study.
- 18- This amazing (Pre) look (HN) of hers.
- 19- Several company (Pre) managers (HN) I told you about (Post)
- 20- The young married (Pre) couples (HN)
- 21- Our (Pre) brothers and sisters (HN) whom we sent to Europe (Post)



Q: Identify the noun group functioning as the subject of the sentence and circle Head Noun (H) and Determiner (D), Postmodifier (P) in the following sentences

1. That (D) waitress (H) in the blue jacket (Post)
2. Employees (H) of the companies sponsoring the competition (Post)
3. A (D) return (H) to old-fashioned family values (Post)
4. A (D) purpose-built (Pre) waterfall (H)
5. The (D) richest (Pre) man (H) in the village (Post)
6. Those (D) old cast-iron (Pre) nails (H)
7. The (D) information (H) on this page (Post)
8. Most (D) bedrooms (H) in the main building (Post)
9. A (D) painful (Pre) problem (H) in her mouth (Post)
10. The (D) benefits (H) of doing a procedure (Post)
11. The (D) risks (H) of an aesthetic (Post)
12. Her (D) age (H)
13. Those (D) small (Pre) risks (H)
14. She (H)
15. Pain (H) in her mouth (Post)
16. A (D) much happier (Pre) cat (H)
17. Those (D) sources (H) of pain (Post)
18. At least one (D) bad (Pre) tooth (H)
19. So much (D) tartar (H) on the teeth (Post)
20. Treatment (H)
21. Those (D) nice school (Pre) boys (H)
22. The (D) new company (Pre) manager (H) in black suit (Post)

Q: Underline the Noun group and select Participant (Pof) the whole sentence in each of the following sentences and analyze it in terms of Head Noun (HN), Determiner (Det), Numerative (Nu), Describer (D), Classifier (C) and Qualifier (Q)

1. This (Det) very (NU) old (D) shop (C) woman (H) next door (O) is scrubbing the carpet with Vigor.
2. Before breakfast, John (Pof) unenthusiastically Swept (H) the footpath.
3. Tomorrow morning, the (Det) four (NU) new (D) school (C) teachers (H) attending the meeting (O) will be granted something unexpected.
4. Here, many (NU) furniture (C) shoppers (H) of the new mall (O) will find old and beautiful things.
5. This (Det) very (NU) difficult math (C) problem (H) cannot be solved.



6. In the heat the (Det) newly arrived (D) flowers (H) are drooping.
7. Yesterday, my (Det) old (D) step (C) sister (H) hit the man with the red hair.
8. Several (NU) new (D) company (C) project managers (H) you have just met (O) were hired yesterday.
9. The (Det) recently published (D) book (H) he wrote last year (O) will be expensive.
10. Fabulous (D) designer (C) clothes (H) are on display now.

Q: Analyse the following noun groups into, circle the Head Noun (HN) underline the Postmodifiers (Post) and types of postmodifier as Prepositional, Embedded (finite)-(non-finite), Adjective, and Adverb groups.

1. Future changes (HN) in your circumstances (Prepositional group)
2. A private pool (HN) for its fish (Prepositional group)
3. A car (HN) that's got a service history (Embedded - finite)
4. The process (HN) by which an organism breaks down the organic materials in food (Embedded - finite)
5. Your ability (HN) to make the payments (Embedded – non-finite)
6. Venous gas bubbles (HN) impinging on the capillaries in the lungs (Embedded – non-finite)
7. The monthly payments (HN) due under the agreement (Adjective group)
8. The Daily Mail (HN) online (Adjective group)
9. The cotton harvest (HN) last year (Noun Group)
10. Their home (HN) 100 miles away (Adverb groups).

Q: Analyse each of the following sentences in SFL functional parts of the clause: participant (Pa), process (Pro) and circumstance (C).

1. The old woman (Pa) swept (Pro) the floor (Participant Noun group) with vigor (C).
2. Before breakfast (C), Peter (Pa) enthusiastically (C) scrubbed (Pro) the table (Pa).
3. In the heat (C) the flowers (Pa) were drooping (Pro).
4. My cousin (pa) smashed (pro) the car (pa).
5. John (pa) went (pro) to the cashier (c).
6. Explain (pro) this problem (pa).
7. All teachers (par) have been working (pro) hard (c) lately (c).
8. She (pa) is (pro) an engineer (pa).
9. Everyone (pa) will have done (pro) something (pa).
10. They (pa) hunted (pro) the deer (pa) with a rifle (c).
11. Leave (pro) at five (c) today (c).
12. My friends (pa) gathered (pro) around the pool (c).



Q: Look at the groups (phrases) in bold type in each clause complex below and identify those which are functioning as circumstances (A Circumstance) and those which are not functioning as circumstances (Not a Circumstance).

1. Police are confident that the kidnappers will soon make contact. **A Circumstance**
2. Nick watched her somewhat enviously as she efficiently cut the engines. **A Circumstance**
3. The thing is though people at the top don't necessarily see the problems that you see. **Not a Circumstance**
4. And I keep honey bees outside in the garden. **A Circumstance**
5. These youngsters work seventy meters below ground in appalling conditions. **A Circumstance**
6. They were held in the hospital without access to medical treatment for something like ten days. **A Circumstance**
7. By sharing her experiences, she can help other mothers with the same problem. **Not a Circumstance**
8. He took over as regional party leader in July in place of the hardliner Mr. Lev Solovyv. **A Circumstance**
9. Somebody said on the radio the other day, everybody's got a song inside them. **A Circumstance**
10. He played roulette for quarters and within an hour he had won, surprisingly, twenty dollars. **Not a Circumstance**
11. And then she tried to put it in the washing machine for a joke and the dog was gonna get in. **A Circumstance**
12. By tradition, a red drink should be served at approximately room temperature. **A Circumstance**
13. Deputies sanctioned eleven decrees which will thoroughly reshape Poland's economy. **A Circumstance**
14. This viewpoint has now been translated into action by the majority of people in this country. **Not a Circumstance**
15. A girl in a raincoat was stroking and patting her pet dog. **Not a Circumstance**
16. 'I expect you saw us from the window', she said. **A Circumstance**
17. At first they were too busy to notice the little cat with matted fur. **Not a Circumstance**
18. The young man dived into the pool and made a huge splash. **A Circumstance**
19. We left the car for twenty minutes. **A Circumstance**
20. Peter bought a small brown suitcase with a strong leather handle. **Not a Circumstance**
21. Peter bought a small brown suitcase with his last bit of money. **A Circumstance**
22. The students discovered the answer by chance. **A Circumstance**
23. Unfortunately, the school cancelled the special class for advanced students. **Not a Circumstance**
24. At five o'clock we had coffee and cake by the pool. **Circumstances**

Q: Write the type of each underlined group (phrase) in the following sentences: noun (N), adjective (A), adverb (adv), or prepositional (P).

1. Most probably our ancestors would have eaten a diet low in carbohydrates. **Adv: N**
2. The carbohydrate came mainly from the fruits and vegetables. **Adv: P**
3. Nowadays our diet contains far more carbohydrate. **N:**
4. The proportion of sugar is also much higher. **N: Adv**



5. Increased intake of carbohydrate and sugar affects the human body in various ways. **N: N**
6. At the restaurant we had a wonderful dinner last night. **P: Adv**
7. This analysis does not reveal any differences between the two sentences. **N: N: P**
8. The words that can fit in the space are nouns. **N**
9. Obviously linguists require special terminology for analyzing grammatical structures. **Adv: N: P**
10. All of them had been working hard. **N: Adv**

Q: Identify the Noun Group (H) functioning as the Subject of the sentence.

1. The three red wires (H) will have been joined in one terminal.
2. Car factories (H) produce millions of cheap vehicles.
3. Domestic manufacture (H) of goods underwent several significant changes.
4. Rapid, extensive technical development (H) replaced older concerns.
5. The disastrous slump (H) was caused by three unforeseen factors.
6. There has been much economic dislocation (H)
7. The available functional statistics (H) do not support the many optimistic claims made.
8. The first dam (H) on the Indus was completed in 1932.
9. This vast forested river basin extends over some 700 million hectares.
10. A broken brake cable (H) can easily be repaired.
11. Many similar hormones (H) can be injected into animals.
12. These really old patients (H) I told you about experienced the usual side-effects.
13. One (H) of the witnesses before the committee was Nobel-winning economist Paul Brown.
14. A very new and beautiful Toyota vehicle (H) bumped the left rear of another car.
15. All the students (H) who are gathered in the cafeteria were told to exit immediately.
16. The man (H) I met yesterday explained everything to me.

Q: Underline the Circumstance in each of the following sentences and write whether it is realized as: Noun Group (NG), Adverb Group (AdvG), Prepositional Group (PG) or as Dependent Clause (DC).

1. I can speak more loudly than ever. (Adv. G)
2. Please I want to see you as soon as possible. (Adv.G) + (Adv.G)
3. I'll call you when I go home. (Finite circumstantial dependent clause)
4. Because she was sick, she could not write the report. (Finite circumstantial dependent clause)
5. And then the teacher returns our assignments and we correct our mistakes. (Adv.G)
6. I had to go a long way to reach the camp. (Adv.G) + (Non-finite circumstantial dependent clause)



7. The details of the new project will be discussed in the next meeting. (PG)
8. I'll see you all tomorrow night. (NG)
9. Occasionally she would like to gaze out the window. (Adv.G) + (Adv.G)
10. Someday they'll understand what they had done. (NG) + (Finite circumstantial dependent clause)

Write the correct label of each of the following underlined groups as: **Noun Group** (NG), **Adjective Group** (AG), **Adverb Group** (AdvG) or **Prepositional Group** (PG). Then circle the head word of each group.

1. My little (brother) is sick. **NG**
2. I'm (happy) to be here. **AG**
3. This is (good) enough. **AG**
4. She feels very (tired). **AG**
5. He is a nice looking (boy). **NG**
6. Come and sit right (next) to me. **PG**
7. I was immediately (after) him. **PG**
8. Hardly (ever) would he come early. **AdvG**
9. These are very important (events) of the day. **NG**
10. Many classic (items) on display are from Italy. **NG**
11. (In) the coming years we will build a new project. **PG**
12. This is pretty (close). **AG**
13. They ran very (quickly). **AdvG**
14. (Luckyly) enough no one was hurt. **AdvG**
15. Good (people) are always honest. **NG**
16. This fabulous English (teacher) is my brother. **NG**
17. Very (smart) and (good looking) men are wanted for play roles. **AG**
18. It is really (fascinating). **AG**
19. She can stand right (in front of) him. **PG**
20. A hundred years goes (faster) than you think. **AdvG**

Q: Underline the noun phrase subject in each of the following sentences. Then circle the head noun (HN).

1. The three red (wires) will have been joined in one terminal.
2. Car (factories) produce millions of cheap vehicles.
3. Domestic (manufacture) of goods underwent several significant changes.
4. Rapid, extensive technical (development) replaced older concerns.



5. The disastrous (**slump**) was caused by three unforeseen factors.
6. There has been much economic (**dislocation**).
7. The available functional (**statistics**) do not support the many optimistic claims made.
8. The first (**dam**) on the Indus was completed in 1932.
9. This vast forested river (**basin**) extends over some 700 million hectares.
10. A broken brake (**cable**) can easily be repaired.
11. Many similar (**hormones**) can be injected into animals.
12. These really old (**patients**) I told you about experienced the usual side-effects.
13. (**One**) of the witnesses before the committee was Nobel-winning economist Paul Brown.
14. A very new and beautiful Toyota (**vehicle**) bumped the left rear of another car.
15. All the (**students**) who are gathered in the cafeteria were told to exit immediately.
16. The (**man**) I met yesterday explained everything to me.

Q: IDENTIFY THE NOUN HEAD, PRE-MODIFICATION AND POST-MODIFICATION IN THE UNDERLINED NOUN PHRASES:

1. All my friends are watching the World Cup Final tonight.
2. Tonight's special is Sichuan-Style Sea bass.
3. Most people would enjoy a really good holiday.
4. The Queen of Sheba's secret garden is my favorite novel.
5. There are some gigantic Jurassic Sea creatures in the documentary.
6. Strange bright lights are hovering at low altitude.
7. There is a stainless-steel bathroom cabinet with mirrored door.
8. I saw the woman with a dog in a pink tutu.
9. Have you seen the rubbish lorry driver loses licence.

Q: Identify transitive and intransitive clauses, you need to distinguish participants from (Processes and circumstance: Participant (Par) – Process (P) – Circumstance (C))

1. The shearers (Par) **work (P)** in teams (C) **(Intransitive)**
2. The shearers (Par) **compete (P)** on a sheep per hour basis (C) **(Intransitive)**
3. During harvesting time (C), a sheep station (Par) would have (P) some 15,000 animals ready for shearing (Par) **(Transitive)**
4. Such teams (Par) **can shear (P)** 500 animals (Par) a day (C) **(Transitive)**
5. Tired men (and women!) (Par) **can make (P)** mistakes (Par), **(Transitive)**
6. A shortage of shearers (Par) **has not helped (P)** matters (Par) **(Transitive)**
7. This (Par) **would reduce (P)** the price of our wool (Par) **(Transitive)**



8. Australia (Par) **must compete (P)** more strongly for the dollars of other countries (C) **(Intransitive)**
9. The future of our wool industry (Par) **depends on (P)** the competitiveness of wool (Par) **(Transitive)**

Q: Underline ALL DEPENDENT clauses in each of the following Clause Complexes and label each one as Finite (F) or Non-finite (NF). Then identify the type of each Dependent Clause as: Adverbial (A), Relative (R) or Nominal (N) (Embedded as Participant).

1. If a merger between Coopers and Deloitte is successful, it will become the largest firm in the country **(F. A)**
2. The fact is that the community needs them **(F. N)**.
3. While he was gone, a nurse poked her head through the doorway **(F. A)**
4. Billy didn't even know whether he was alive **(F. A)**
5. Did she say anything about what happened? **(F. N)**
6. Richard wood, Professor of Surgery, has told Dr. Grant that such surgery cannot be halted **(F. N)**
7. Our goal is to make their voice heard. **(NF. A)**
8. To make matters worse, the economy is a merciless juggernaut **(NF. A)**
9. After I asked her for a raise, **(F. A)**, my boss told me that I would be promoted in due time **(F. N)**
10. That they are already struggling troubles Graham Taylor **(F. N)**
11. They fear that, **(as winter approaches)** **(F. A)**, medical emergencies will spill over into surgical beds **(F. A)** halting urgent operations **(NF. A)**
12. These protests will be all the stronger, because the cabinet has already changed its mind on a number of issues **(F. A)**.
13. The importance which William Shakespeare attributed to this form and stage of love is well known **(F. R)**.

Q: Look at the examples below and think about the kind of information provided by each of the circumstances. Then complete the table by dragging a circumstance label to the correct place.

1. A little Fulham girl came in with a friend or two to dance with her. **(Accompaniment)**
2. Costs were held down, despite a bitter winter. **(Contingency: concession)**
3. Every student's work is reviewed twice a term. **(Extent: frequency)**
4. Prince Edward's gaze met hers and she flushed delicately. **(Manner: quality)**
5. Do not use the lift in the event of a fire. **(Contingency: condition)**



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6. She had taught astronomy classes with the aid of a telescope (Manner: means)
7. We haven't had chips for ages have we? (Extent: duration)
8. From a hygiene point of view it must be a little ancient by now. (Angle)
9. We did all our shopping in the local area. (Location: place)
10. They travel as much as a hundred-and-fifty miles a day. (Extent: distance)
11. He had started the voyage as an ordinary seaman (Role)
12. The foliage should be cut back in winter. (Location: time)
13. One done it out of a sense of duty. (Cause: reason)

Q: Identify the clauses (both finite and nonfinite) Type square brackets [] around each embedded clause, and double vertical lines || to mark other clause boundaries. A few examples are provided to help you get going.

Text A

|| The CBC is a mapping census || which takes place every year during the breeding season. || The fieldwork is carried out entirely by volunteer birdwatchers who visit a plot of farmland or woodland typical of their area eight or more times in a season and note all contacts with birds on a map of the plot. In this way the numbers of birds holding territory on each plot can be assessed from year to year, and detailed information about the density of birds and their habitat preferences is also available for use in other ecological studies. ||

Text B: || Birds and animals recognise us not merely as human beings but as individuals. When my wife and I arrive home from our morning walk we are observed by our resident pair of collared doves, perched on a convenient tree, cable or rooftop. They recognise not only us but our car. Strangers and unfamiliar cars are viewed with suspicion, but of ourselves they are interested spectators. They have decided we are harmless, and so they enjoy watching us. || The other two examples are debatable. You could argue that they mean a census that maps (information) and a season when (birds) breed. If so, then they are embedded clauses: a [[mapping]] census and the [[breeding]] season.

Answer



Text A involves a number of material processes in which the human participants are represented as Actors, and the birds tend to be marginalized, either being construed as a Goal (when humans assess their numbers), or not being represented as participants in their own right. The participants tend to be, not birds themselves, but contacts with birds or numbers of birds or information about the density of birds. Text B, on the other hand, involves mainly mental processes. Usually, mental processes are associated with humans, but in Text B it is the birds which are represented as Sensors, while humans are the Phenomena – objects of the birds' experience. This impression of a role reversal is strengthened by the tendency for the birds to appear in a more prominent position first in the clause. Then use the highlight tool to classify them using the labels below. (This is not as easy as it looks; you will need to think carefully!)

Text A

the CBC is a mapping

census

it takes place every year

the fieldwork is carried out entirely by volunteer

birdwatchers

they visit a plot of farmland or

woodland

they note all contacts with birds on a

map of the plot

the birds hold territory on each plot

the numbers of birds can be assessed from year to year

detailed information is available for use in other

ecological studies

Check answers



TEXT B

birds and animals recognise **us** as individuals

my wife and I arrive home from our morning walk

we are observed **by our resident pair of collared**

doves

they perch on a convenient tree, cable or roof-top

they recognise **not only us but our**

car

strangers and unfamiliar cars are viewed with suspicion

they are **interested spectators of**

ourselves

they have decided

we are **harmless**

they enjoy ...

they watch **us**

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Q: Write the function (i.e. word class: adjective, noun, verb, conjunction, etc.) of each word in bold type in the following sentences.

1. The rocks of the Earth and the fossils they contain, record important events in the Earth's history. **(verb)**
2. They tell us about the changes in the Earth's climate, and if we can date the rocks accurately we can work out the rate of the climate change. **(conjunction)**
3. Rocks also record catastrophic events and through dating we can work out exactly when these were. **(adjective)**
4. Both of these events caused a catastrophic change in the climate and environment, and that was the end of the dinosaurs. **(pronoun)**
5. **(pronoun)**
6. Carbon occurs in organic remains like bone and wood, which can also be fossilized in rocks. **(preposition)**
Radiometric dating has given us an exact age for this – 65 million years ago.
7. "Carbon dating" is therefore useful for dating events in the length of glacial periods. **(adverb)**
8. We can even date the actual ice age using the bones of woolly mammoths which are trapped and preserved in it. **(verb)**
9. Carbon dating used together with tree rings – a science called 'dendrochronology' - gives us real clues to the changes in our environment in the last few thousand years. **(noun)**
10. microscopic grains are very resistant to decay. **(determiner)**

Q: For statement, write T if it is true or write F if it is false. If the statement is false rewrite it or change a word or a phrase so it becomes true.

1. The term attitude is used in linguistics to suggest that particular texts assume or influence listeners or readers to have a particular stance or orientation. **(F: Positioning)**
2. The link between grammatical choices and meaning-making is the key focus of E304 module. **(T)**
3. The generative grammar approach is very important for E304 module/course. **(F: systemic functional)**
4. The E304 course takes a prescriptive approach to grammar, one which focuses on how grammar is used in a wide range of real situations to communicate meaning. **(F: descriptive not prescriptive)**
5. When we set out to describe grammar, it helps to have a range of words, phrases and terms with precise and clear meanings which we can use. These words and terms are known as a metafunction. **(F: metalanguage)**
6. Grammars which are designed to assist learners of a language are called functional grammars. **(F: pedagogic grammars)**



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7. Pedagogic grammars are generally based on descriptions of standard language and often set out 'rules' of English with lots of examples and precise material. They thus combine elements from descriptive and prescriptive grammars. **(T)**
8. The theoretically-driven study of grammar as an academic discipline is sometimes called 'linguistics', a term coined by Halliday (1996). **(F: 'grammatics')**
9. The E304 course is based on functional grammar only. **(F: functional and structural)**
10. In the early twentieth century, the American anthropologists Whorf and Sapir proposed that the structure of the language of a given social group determines the way in which its members see the world. **(T)**
11. Both one-morpheme and multi-morpheme units are called words. **(T)**
12. In SFL, there are three overarching functions of language - known as three communicative functions. **(F: metafunctions)**
13. In SFL, participants are the elements of a clause that indicate extra information (when, where, how, etc.) that is directly involved in the process. **(F: indicate who or what)**
14. The term used in SFL to describe the interface between context and language choice is known as lexis. **(F: register)**
15. The three varying components of context – field, tenor and mode – are known as the register variables. **(T)**
16. Hedging is one type of modality. The term is used to describe the way language allows a speaker to indicate the desirability or likelihood of a proposition or a proposal. **(T)**
17. A verbal text can be only spoken. **(F: can be either spoken or written)**
18. When we set out to describe grammar, it helps to have a range of words, phrases and terms with precise and clear meanings which we can use. These words and terms are known as a metalanguage. **(F: metalanguage)**
19. Grammars which are designed to assist learners of a language are called functional grammars. **(F: pedagogic grammars)**
20. The intermediate-sized units between those of word and clause are made up of groups of words, such as verb groups, noun groups, prepositional groups that seem to belong together more closely than they do to other words inside the clause. **(T)**

Q: For statement, write T if it is true or write F if it is false. If the

1. The angle of representation indicates the way in which the happenings in the text are shown or represented: **(True).**
2. Topic refers to the subject matter of a text (answering the question: what is the text about?): **(True).**
3. Material processes often prefer the progressive – ing form to the simple present: **(True).**
4. There is not always a one-to-one relationship between lexical items and process types, and that we need to consider both semantic meaning based on the context as well as grammatical behavior. **(True).**
5. Processes can also be realized through nominalizations where a noun is derived from a verb: **(True).**
6. In SFL, processes are grouped into different categories according to the different kinds of meaning they make as well as in relation to how they behave grammatically: **(True).**
7. Behavioral processes prefer the **progressive** – ing form in the present time: **(True).**



8. One of the key reasons for using short passive is to obscure or de-emphasize the role or involvement of the actor (the doer of the action): **(True)**
9. Relational verbs identify and indicate possession and constitution: **(True)**.
10. Relational verbs act to indicate the qualities or attributes of an entity: **(True)**.
11. Processes are one area of our Lexicogrammatical resources which help us to establish the topic and social activity of a text and thus build the field: **(True)**.
12. In phrasal verbs, the final element of the lexical verb no longer operates independently as an adverb or preposition but semantically 'fused' with the other elements of the verb: **(True)**.
13. Since each clause contains one process, a good way of determining clause boundaries in a text is to first identify the participants: **(False) / Processes/**
14. In the mental process, the participant in the 'doer' role is referred to as the actor and the participant in the 'done-to' role is the goal: **(False) / Material/**
15. A phrasal verb contains a verb with either preposition or a noun working together: **(False) / Adverb/**
16. The analysis of processes when combined with an analysis of participants and circumstances is referred to in E304 as an interpersonal analysis: **(False) / Ideational/**
17. Material verbs, relational verbs and many mental verbs tend to resist the progressive – ing form: **(False) / Material verbs prefer the progressive**

Q: Fill the blank by choosing the correct concept. (Processes – Interpersonal – Mode – Tenor – Metafunctions – Levels – Attitudes – Ideational – Field – Textual)

Every time we communicate in language, we simultaneously convey three types of meaning, known as **Metafunctions**. Every clause we use: represents some kind of experience (**Ideational**), enacts a relationship with the listener or reader (**Interpersonal**), relates to the surrounding text and context (**Textual**). The ideational metafunction relates to what is being talked about **Field**. It involves **Processes** (Actions, events and states), participants and circumstances.

The interpersonal metafunction relates to who the participants are **Tenor**. It involves the type of interaction (for example asserting, questioning, and commanding) and the **Attitudes** conveyed. The textual function relates to how the message is constructed **Mode**. It involves the way language is organised at all **Levels** from the clause to the whole text.

I have ----**heard**-V----- (1) nearly as much nonsense about -----**zoos**-N---- (2) as I have about God and religion. Well-meaning, but -----**misinformed**--Adj---- (3) people think animals in the ----**wild**-N----- (4) are "happy" because they are "-----**free** Adj-----" (5). These people usually have a large, -----**handsome**-Adj---- (6) predator in mind, a lion or cheetah (the life of a gnu or of an



-----**aardvark-N**----- (7) is -----**rarely-Adv**----- (8) exalted). They imagine this wild animal roaming about the savannah on digestive walks after eating a prey that accepted its lot -----**piously-Adv**----- (9), or going for callisthenic runs to stay ----**slim-Adj**----- (10) after overindulging. They imagine this animal overseeing its offspring -----**proudly-Adv**--- (11) and tenderly, the whole family watching the setting of the sun from the limbs of trees with sighs of -----**pleasure-N**---- (12). The life of the wild animal is -----**simple Adj**----- (13), noble and meaningful, they -----**imagine-V**---- (14). -----**Then-Adv**----- (15) it -----is--V----- (16) captured by ----**wicked--Adj**----- (17) men and thrown into tiny jails. Its “happiness” is dashed. It yearns mightily for freedom and -----**does--V**---- (18) all it can to escape. Being denied its “-----**freedom--N**-----“ (19) for too long, the animal becomes a ----**shadow-N**-- (20) of itself, its spirit broken. So some people imagine.

Q: Look at the following clauses from Activity 2. Use the highlight tool to identify the clause components. Subject/Verb/Object/Complement

1. **This** is a murder mystery novel.
2. **I** read books about science and maths.
3. **I** do not like proper novels.
4. What does **this** mean?
5. **I** have asked them.
6. **I** am writing a murder mystery novel.
7. **Siobhan** read the first page
8. **it** was different.
9. **I** knew people who had died
10. **that** was a gliding accident
11. **they** were faithful and honest
12. **some dogs** were cleverer and more interesting than some people.
13. **Steve** ... could not fetch a stick.

Q: Look at the clauses below, and use the highlight tool to identify the clause components. You can ignore the words in italics; they involve grammatical features not covered in this Part. Subject/Verb/ Object/ Complement/Adverbial

1. In fifth-century BCE Athens, *one of the most controversial generals and politicians* was an aristocrat called Alcibiades,
2. who had a pet dog.
3. **This** was not unusual in the ancient world;
4. *dogs used for hunting* would often be raised by their owner from puppyhood,



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5. although they could be given as valuable gifts in later life.
6. Alexander the Great even named a city after one of his favourite dogs, Peritas,
7. who according to one story saved his master's life by attacking a war-elephant.
8. Alcibiades had a dog _of wonderful size and shape'_
9. which had cost him 70 minas (7000 drachmas).
10. He docked its tail.
11. His friends thought
12. he was mad,
13. and everyone was saying
14. how stupid this was,
15. and what a bad owner Alcibiades must be.
16. But Alcibiades just laughed.
17. He said _That's just what I want. I want the Athenians to talk about this,
18. so they won't say something worse about me'.

Q: Identify the type of the underlined group in each of the following sentences as: N (for noun group), A (for adjective group), Adv (for adverb group) or P (for prepositional group).

1. Some guy died at twenty of a heart attack.
2. Just give them hot chocolate.
3. This is too difficult to understand.
4. !think it is good enough for now.
5. During her short life, her two sisters bought her a small teddy bear.
6. She went crazy out in L.A. for a few months back in 1987.
7. The woman swept the floor with vigor.
8. The woman swept the floor vigorously.
9. A hundred years goes faster than you think.
10. !!'s as light as a feather.
11. These pots are really too hot to handle.
12. That is surely interesting.



13. All employees of the university are gathered in the hall.
14. The properly stated examples can identify the issue.
15. Things that she mentioned last night made sense.

Choose the correct answer about the three register variables: Field, Mode and Tenor.

- Whether language accompanies another activity, or is itself the sole activity (Mode)
- What the purpose of the activity is (e.g., to convey information, to express feelings) (Field)
- How well the participants know each other (Field)
- What roles the participants play in the interaction (e.g., expert, customer, and friend) (Field)
- Whether communication is more dialogic or Monologic (Mode)
- How far the topic of discussion is specialised (Field)
- How far the language is pre-planned (Mode)

Identifying the lexical and auxiliary verbs shown in bold.

1. I had not been out in the kitchen that long. **Lexical Verb**
2. He may have brought the food but he was still a guest. **Lexical Verb**
3. They are teachers. **Lexical Verb**
4. I will tell her the truth. **Lexical Verb**
5. I do not know your phone number. **Auxiliary Verb**
6. Have you done the washing up yet? **Lexical Verb**
7. They were sleeping in their beds when you called. **Auxiliary Verb**
8. I have never seen a lion this big before. **Auxiliary Verb**
9. Does your father wake up early every day? **Auxiliary Verb**
10. I have two brothers and a sister. **Lexical Verb**
11. You should definitely see this movie. **Auxiliary Verb**
12. This book was written in 1950s. **Auxiliary Verb**
13. I do trust you but you still should not go to that party. **Auxiliary Verb**
14. I do homework every night. **Lexical Verb**
15. You must learn English before you go to Chicago. **Auxiliary Verb**

Q: The words in bold by identifying which verbs -- verb groups are finite, and which are



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non-finite.

1. I have invented an invaluable permanent invalid called Bunbury. **Finite verb group**
2. If it was not for Bunbury's extraordinary bad health, for instance. **Finite verb group**
3. I would not be able to dine with you at Willis's to-night. **Finite verb group**
4. I have not asked you to dine with me anywhere to-night. **Non-finite verb group**
5. You are absurdly careless about sending out invitations. **Non-finite verb group**
6. Nothing annoys people so much as not receiving invitations. **Non-finite verb group**
7. You had much better dine with your Aunt Augusta. **Finite verb group**
8. I have not the smallest intention of doing anything of the kind. **Non-finite verb group**
9. Nancy does her homework every day. **Finite verb**
10. Nancy is doing her homework at the moment. **No-finite verb**
11. They are writing a letter. **Finite verb**
12. She speaks Chinese very well. **Finite verb**
13. He has a big car. **Finite verb**
14. The proposal has been examined today. **No-finite verb**
15. She tried to help him. **Finite verb**
16. It is healthy to laugh at problems. **No-finite verb**
17. Finding the gates widely open, the thief went inside. **No-finite verb**
18. He had his car cleaned. **No-finite verb**

For each of the following sentences choose verbs in bold whether they are one verb group complex or two separate verb groups.

1. I remembered to send the letters. **One verb complex**
2. Everybody started watching the show. **One verb complex**
3. The director managed to find a replacement. **One verb complex**
4. Two separate **verb groups**
5. She remembered sending the mail. **One verb complex**
6. All students went to check their results. **Two separate verb groups**
7. I tried to find my luggage. **One verb complex**
8. I stopped to tie up my shoelaces. **Two separate verb groups**
9. She said living with her in-laws would be fine. **Two separate verb groups**
10. He ended up succeeding where others had failed. **One verb complex**
11. He came and said to me that he was leaving. **Two separate verb groups**
12. I stayed to watch the football match. **Two separate verb groups**



13. They talked and talked for hours. **One verb complex**
14. She succeeded in passing the exams after all. **One verb complex**
15. She worked to pay for her children's music lessons. **Two separate verb groups**
16. I realized doing that would get me into trouble. **Two separate verb groups**

Identifying the underlined words.

1. This is a murder mystery novel. **Complement**
2. I read books about science and maths. **Object**
3. I do not like proper novels. **Verb**
4. What does this mean? **Subject**
5. I have asked them. **Object**
6. I am writing a murder mystery novel. **Subject**
7. Siobhan read the first page **Object**
8. It was different. **Complement**
9. I knew people who had died **Object**
10. that was a gliding accident **Subject**
11. They were faithful and honest. **Complement**
12. Some dogs were cleverer and more **interesting** than some people. **Complement**
13. Steve ... could not fetch a stick. **Verb**
14. Did you actually put that down on that form? **Direct Object:**
15. However, Alcibiades just laughed. **Adverbial.**
16. She has to give him a hand to lead him across the road **Indirect Object:**
17. Wednesday, that would be my birthday actually **Complement:**
18. She still won the election after the miner's strike **Direct Object:**
19. When are you going to pour your guest a cup of tea? **Indirect Object:**
20. I always seem to use up all the cereals in one go. **Direct Object:**
21. They are in the stew pan, with the onions and the carrots **Complement:**
22. The student was apparently doing a project on behaviourism. **Adverbial:**
23. I should have got up and shown everybody the advert **Indirect Object:**
24. The ones you want are the good thick ones are not they. **Complement:**
25. Sometimes I'd go and have a Chinese after the shift **Direct Object:**
26. Then he blew a whistle before leaving **Adverbial:**
27. Are these the entire craze at the moment? **Complement**
28. Every afternoon he dressed in black **Adverbial:**



29. She actually lent me a very expensive Jaeger coat to keep me warm. **Direct Object:**
30. Who according to one story saved his master's life by attacking a war-elephant. **Adverbial:**

Q: Identify the structure of the words in bold.

1. That waitress in the blue jacket took your order. **Determiner**
2. Employees of the companies sponsoring the competition are not eligible. **Post modifier**
3. A return to old-fashioned values could be problematic. **Head**
4. A purpose-built waterfall will obviously cost more. **Pre-modifier**
5. The richest man in the village usually calls the shots. **Pre-modifier**
6. Those old cast iron nails are good. **Determiner**
7. The information on this page has been supplied by Head Office. **Post modifier**
8. Most bedrooms in the main building have suite bathrooms. **Head**
9. The liberalisation of the financial services industry in the UK is linked to the consumer society **Head**
10. There is some evidence to support this argument. **Head**
11. They are chatting with a Chinese speaker - just one who doesn't get out much **Post modifier**

Q: Identify whether each clause is active or passive.

1. They'd taken the last bus into kind of like a town **active**
2. I was just there minding my own business **active**
3. [these two Swiss guys] who were basically obviously completely lost **active**
4. [they] had had their faces covered in colour **passive**
5. they were stuck **active**
6. [the only guy there] that would have helped **active**

Q: Look at the following pairs of clauses and decide whether they are related by coordination or subordination.

1. Wherever you decide to stop, you can be sure of finding somewhere nice to stay **Subordination:**
2. The name of the hotel remains a secret until you have paid for the room **Subordination:**
3. She did not volunteer any information, nor did anyone ask her **Coordination:**
4. I could sense that something was wrong, so I followed him along to the end of the road **Coordination:**
5. There was absolutely no protective clothing at all unless you bought it yourself **Subordination:**
6. I used to even give up my lunch hours so I could clear the backlog **Subordination:**
7. She is not overweight exactly, but she is keeping an eye on her figure **Coordination:**
8. There does not seem to be much left to do yet the workmen keep on going in and out **Coordination:**



9. While the restaurant is being renovated, they're serving meals in the bar **Subordination**:
10. He cannot seem to get the hang of it, though I have shown him a million times **Subordination**:

Q: Identify the underlined clauses as **Dependent clause or **Independent clause** in each of the following **clause complexes** and choose the correct choice.**

1. Students who are interested in getting a university loan must apply on Sunday **Dependent**
2. To finish on top, they had to win every game. **Independent**
3. Asked what he thought of his friend, he just went quiet. **Dependent**
4. In order to finish on time, she took some short cuts. **Independent**
5. By getting the application in early, we gave ourselves a good chance. **Independent**
6. While he was driving he witnessed an accident. **Dependent**
7. Because they had an agreement, withdrawal was not possible. **Independent**
8. If you are the only one looking in the house, he follows you. **Dependent**
9. Wanting to give the movie the benefit of the doubt, I avoided reading novel. **Dependent**
10. It missed the spirit, mistaking special effects for magic. **Independent**
11. Because he was late he missed the meeting. **Independent**
12. The car he bought last year had an accident. **Dependent**
13. Everything I told you about must be kept as a secret. **Independent**
14. Unless you submit the homework on time, you will not get a grade. **Dependent**

Q: In each of the following **clause complexes in the underlined parts.**

1. If a merger between Cooper and Deloitte is successful, it will become the largest firm in the country. **A finite dependent adverbial clause**
2. The fact is that the community needs them. **A finite dependent nominal clause**
3. While he was gone, a nurse poked her head through the doorway. **A finite dependent adverbial clause**
4. Billy did not even know whether he was alive. **A finite dependent adverbial clause**
5. Did she say anything about what happened? **A finite dependent nominal clause**
6. Richard wood, professor of surgery, has told Dr. Grant that such surgery cannot be halted. **A finite dependent nominal clause**
7. Our goal is to make their voice heard. **A non-finite dependent adverbial clause**
8. To make matters worse, the economy is a merciless juggernaut. **A non-finite dependent adverbial clause**
9. After I asked her for a raise, my boss told me that I would be promoted in due time. **A finite dependent nominal clause**



clause

10. That they are already struggling troubles Graham Taylor. (**A finite dependent nominal clause**)
11. the importance, which William Shakespeare attributed to this form and stage of love, is well known. (**A finite dependent relative clause**)

Q: Identifying the modal, perfect passive, and present passive

1. has been claimed: **present perfect passive**
2. can learn and generalize: **modal**
3. must be shared, tested and agreed: **modal passive**
4. have been: **present perfect**
5. were given: **past passive**
6. has been thrown: **present perfect passive**
7. is associated: **present passive**
8. must have been strengthened: **modal perfect passive**
9. . may be: **modal**
10. are going: **present progressive**
11. should surprise: **modal**
12. are shaping: **present progressive**

Good luck