

English Department, University of Bern

# Modern English Grammar



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# Course Overview (both semesters)

pt	Session	Ch	Content	Pages	Presentation/ Podcast	Practice Materials	Home Study for the following week (pp)
	AS 1		Introductory session; Grammar level assessment				
1	AS 2	1	Introduction: Parts of Speech, Phrases, Functional Units of the sentence	5-13	Show / Podcast 1	Pract. Mat 1	<b>Exploration 3 (p 10)</b> <b>Exploration 1 (p 14)</b> <b>Exploration 2 (p 16)</b>
2	AS 3	2	Heads of NPs and Nouns Structures, Elements Relations	14-22	Show / Podcast 2	Pract. Mat 2	<b>Activity 5 (p 19)</b> <b>Exploration 1 (p 24)</b>
	AS 4	3	Determiners I	23-27	Show / Podcast 3	Pract. Mat 3	<b>Activity 4 (p 28)</b> <b>Exploration 1 (p 32)</b>
	AS 5	4	Determiners II and Genitives	28-30 32-34	Show / Podcast 4	Pract. Mat 3/4	<b>Exploration 1 (p 36)</b>
	AS 6	5	Pronouns	36-40	Show / Podcast 5	Pract. Mat 5	<b>Exploration 1 (p 42)</b>
3	AS 7	6	Adjectives	42-48	Show / Podcast 6	Pract. Mat 6	--
	AS 8	7	Postmodification	50-51	Show / Podcast 7	Pract. Mat 7	<b>Exploration 1 (p 54)</b> <b>Exploration 5 (p 58)</b>
	AS 9	8	Adverbs, Adverb Phrases and Adverbials	54-59	Show / Podcast 8	Pract. Mat 8	<b>Exploration 1 (p 62)</b> <b>Exploration 3 (p 64)</b>
4	AS 10	9	Prepositions and PPs I	62-65	Show / Podcast 9	Pract. Mat 9	<b>Exploration 5 (p 66)</b>
	AS 11	9	Prepositions II (Meanings)	66-69	Show / Podcast 10	Pract. Mat 9	<b>Exploration 1 (p 74)</b>
5	AS 12	10	Verbs and Verb Phrases I: Verb Processes	73-77	Show / Podcast 11	Pract. Mat 10	<b>Exploration 1 (p 82)</b> <b>sel. Activity 1 (p 83)</b>
	AS 13	10	Verbs and Verb phrases II	77-84	Show / Podcast 12		<b>Exploration 3 (p 86)</b>
	AS 14	11	Lexical Verbs I: transitively used verbs Lexical Verbs II: intransitively used, delexical and phrasal verbs	85-87	Show / Podcast 13	Pract. Mat 11	--
6	SS 1	12	Present Tense Verb Forms: The Present Simple	92-95	Show / Podcast 14		<b>Exploration 4 (p 96)</b> <b>complete 12.2.3 (p 97)</b>
	SS 2	12	Present Tense Verb Forms II: Present Simple vs. Present Continuous	95-99	Show / Podcast 15		<b>Exploration 6 (p 100)</b>
	SS 3	12	Present Tense Verb Forms III: Present Perfect Simple vs. Continuous;	100- 105	Show / Podcast 16	Pract. Mat 12	<b>Exploration 2 (p 106)</b>
		13	Past Tense Verb Forms I: Strong and weak verb forms				
	SS 4	13	Past Tense II: Primary and Secondary Meanings of Past Simple, Continuous, Past Perfect Simple and Continuous	106- 110	Show / Podcast 17	Pract. Mat 13	<b>Activity 5 (p 109)</b> <b>Exploration 1 (p 112)</b>
	SS 5	14	Verb Forms with Future Meaning	112- 115	Show / Podcast 18	Pract. Mat 14	<b>Exploration 1 (p 120)</b>
	SS 6	15	Modifying the Meaning of Verbs: Modality I	120- 123	Show / Podcast 19		<b>Exploration 5 (p 124)</b>
	SS 7	15	Modifying the Meaning of verbs: Modality II	123- 127	Show / Podcast 20	Pract. Mat 15	<b>Exploration 1 (p 132)</b> <b>Exploration 3 (p 132)</b>
	SS 8	16	Conditionals	133- 136	Show / Podcast 21	Pract. Mat 16	<b>Exploration 1 (p 140)</b>
7	SS 9	17	Focusing On the Action: The passive voice	140- 144	Show / Podcast 22	Pract. Mat 17	
	SS 10	18	Beyond Phrases: Sentences and Clauses	145- 150	Show / Podcast 23	Pract. Mat 18	<b>Exploration 2 (p 154)</b>
	SS 11	19	Adverbial Clauses 1: Overview and intro to Time Clauses	154- 158	Show / Podcast 24		<b>Activities 4 / 5 (p 159)</b> <b>Exploration 5 (p 160)</b>
	SS 12	19	Adverbial Clauses 2: Time, Purpose and Concession clauses	159- 164	Show / Podcast 25	Pract. Mat 19	<b>Exploration 2 (p 168)</b> <b>Exploration 3 (p 170)</b> <b>Exploration 4 (p 172)</b>
	SS 13	20	Embedded Clauses: Nominal and Relative Clauses	168- 175	Show / Podcast 26	Pract. Mat 20	<b>Exploration 1 (p 180)</b> <b>Exploration 2 (p 182)</b>
	SS 14	21	Reporting Speech, Quoted or Conveyed	179- 186	Show / Podcast 27	Pract. Mat 21	

# Part 1

## Preparing the Ground: Analysing Components of Clauses

### 1 Basic Components of Clauses

#### 1.1 The smallest components

There are different ways in which you can analyse the following sentence. We shall try to find what they are.

**Activity 1** *What are the smallest elements and how could we categorise them?*

Many students in the class read their new books on language change in Australia.


#### 1.2 The “somewhat larger” components

##### 1.2.1 Identifying phrases

**Activity 2** *Where could you draw lines to break up the sentence?*

Many students in the class read their new books on language change in Australia.

*How are the phrases structured?*

**Exploration 1** *Try to identify the various Phrases in these clauses.*

1. We went for a walk in spite of the lousy weather.
2. He sold his mother's horrid, orange retro Formica kitchen table.
3. Jamie went to bed in the middle of the night.
4. She gave him the most interesting news yesterday.
5. This is incredibly stupid.
6. I get up far too early in the morning.
7. Actually, this cup of cold tea is yours.

**Exploration 2** *Break these clauses up into Phrases as well. Then try to identify which element in Phrase is the central one.*

1. The second-hand car that I wanted to buy was sold late yesterday evening.
2. The situation at work is really difficult for Jenny.
3. George rang her almost daily for a week.
4. My older son from my previous marriage is hardly ever on time for his appointments.
5. I always skip breakfast.

### 1.2.2 Constituents of Phrases

**Activity 3** *On the basis of what you have discovered in Exploration 1, fill in the following table:*

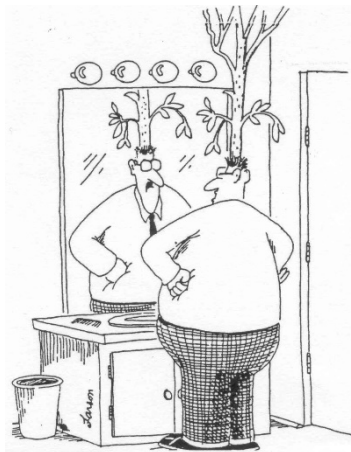
Phrase	Constituents	Examples

### 1.2.3 Identifying the Head

**Activity 4** *On the basis of Exploration 2 make a list of possible Heads.*

Name for Phrase	NP	VP	PP	AdjP	AdvP
Head					

1. Jesus wept.
2. Jesus wept bitter tears.
3. She gave her boyfriend the ring back.
4. The teacher looked very angry.
5. The teacher looked angrily at me.
6. The children put the books into the schoolbags



### 1.2.4 The basic structure of a Phrase

**Activity 5** *Developing what we have done in Exploration 2 determine the basic Phrase structure.*

## 1.3 Functional categories in a sentence

**Activity 6** *Can you think of another, perhaps more traditional way in which you could split up the example sentence?*

Many students in the class read their new books on language change in Australia.

All students in the class are really hungry at lunch time.

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## Practice Materials: Basic Components of Clauses

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**Practice Run 1** *Try to analyse the following clauses in terms of their **lexical** components.*

1. Many clearly intelligent women marry total idiots.
2. My oldest sister Jane moved to Australia with all her children.
3. It got very late last night.
4. Which lever mustn't be pulled? – This one.
5. He was really surprised by the results of the test.
6. Several young men ran away from the madly rampaging bull.

**Practice Run 2** *Break the following clauses up into **Phrases**. Then identify **Heads**, **Specifiers** and **Extensions** (where there any).*

1. The obviously deranged man went on a run through the supermarket.
2. This light-green, wooden statue fetched an amazing amount of money at the auction.
3. It wasn't very easy in the exam.

4. This state of affairs is rather problematic for us.
  
  
  
  
  
  
  
  
  
5. *And a bit of a tricky one:* Which parent should he phone tomorrow morning at seven?

**Practice Run 3** *Analyse the following clauses in terms of their **functional categories**.*

1. We went for a walk in spite of the weather.
2. This is incredibly stupid.
3. She gave him the most interesting news yesterday.
4. Jamie went to bed in the middle of the night.
5. I get up far too early in the morning.
6. He sold his mother's horrid, orange retro Formica kitchen table.
7. Actually, this cup of cold tea is yours.
8. The second-hand car that I wanted to buy was sold late yesterday evening.
9. The situation at work is really difficult for Jenny.
10. George rang her almost daily for a week.
11. My older son from my previous marriage is hardly ever on time for appointments.
12. I always skip breakfast.

**Home Study** Exploration 1 *Go through the list below and try to put the Ns into categories.*

*Which ones are names, which ones refer to things in a general sense, which ones replace or stand for a noun.*

air	courage	future	Jim	media	sleep
aircraft	cow	goose	jogging	moose	stardom
Australia	crossroads	government	joy	mumps	sugar
bath	cruelty	gymnastics	kindness	noon	sun
beef	darts	herd	Leeds United	(red) one(s)	swimming
Bern	death/Death	homework	linguistics	pity	thunder
bread	draughts	I	love	pork	trout
cattle	fight	ice	luggage	press	week
company	flour	information	mathematics	salmon	wind
countryside	flower	insignia	measles	series	world

# Part 2

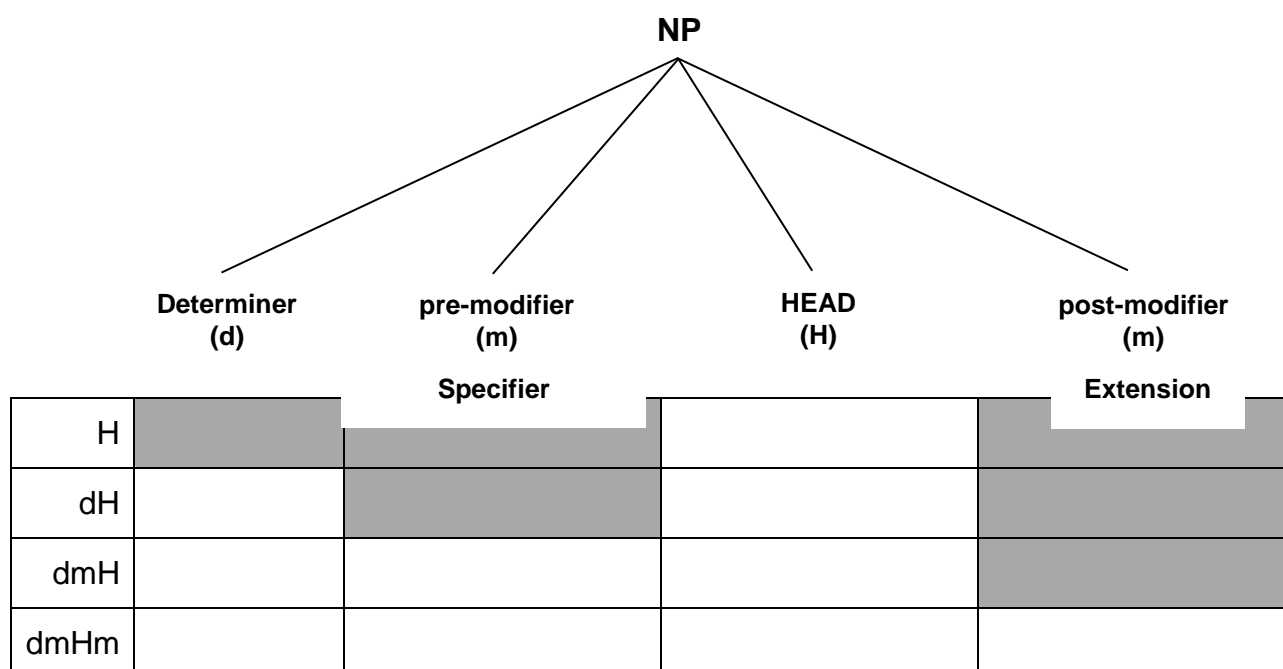
## Entities: The Noun Phrase

### 2 Nouns and other “Ns”

#### 2.1 The Structure of the Noun/Nominal Phrase

The basic structure of the NP consists of an N, a Specifier and Extension.

**Activity 1** Complete the table with examples of your own.



**Note:** Later, when we look at premodification and at adjectives in particular, we will see that we can go into more detail as far as the elements that precede the Head are concerned.

#### 2.2 Types of “N”

Noun Phrases are, as we have seen, built up around the **N**, the Head. The N represents a focus on what we perceive as “**entities**”, such as people, things, animals, places, but also abstract notions, actions, emotions, institutions, phenomena, qualities, senses, times/periods, etc.

These can be given as **nouns** or as substitutes of nouns, such as **pronouns** or **placeholders** like *one / ones*.

We differentiate between two types of *actual* nouns: the larger group covers **common nouns**, the smaller group are **proper nouns** or proper names.