



Chapter 6.

An Introduction to Groups and Sub-Clauses

Contents

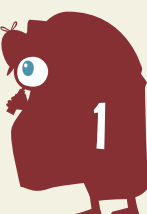
Groups.....	1
Sub-clauses.....	2
After reading about groups and sub-clauses	4
Links for interactive activities.....	11

Groups

Web activity 1

Analyze the following sentences in as many details as possible, also regarding the internal structure of the Groups:

- a. *The nasty girls in the big school yard are my worst enemies.*
- b. *Therefore, I most certainly avoid this school yard, which is not supervised.*
- c. *At school I am constantly being bullied by them in the lunch breaks.*
- d. *But very luckily, I do also have three nice friends that I can trust.*
- e. *Mary, a classmate of mine, has been a true friend for years but Liza and Josephine are even more intimate.*
- f. *They became my friends so quickly.*



Sub-clauses

Sub-clauses according to their function

Function	Type		Examples	Examples of sub-ordinating conjunctions and pronouns
C	Circumstantial	time, place, manner, purpose, concession, comparison, condition, circumstance, reason...	<i>If you are coming, I shall go.</i> <i>The phone rang when I got home.</i> <i>Having returned, I went to bed.</i>	<ul style="list-style-type: none"> if, because, because, as, although, where, while, until, since, when, in order to zero/missing
S, DO, IO, SC OC, PC	Nominal	that-clause	<i>He said (that) he loved me.</i> <i>The thing is that burglars stole his key.</i> <i>That he loved me was lovely.</i> NB: <i>that</i> -clauses can never function as PC, which is possible in Danish: <i>Jeg er glad for at du er bestået.</i>	<ul style="list-style-type: none"> that zero/missing that
		interrogative sub-clause	<i>He asked me which car I wanted.</i> <i>He asked me if I loved him.</i> <i>How he did it was a mystery.</i>	<ul style="list-style-type: none"> wh-word (interrogative pronoun) if how
		other types	<i>We expect to be back soon.</i> <i>What he said was a mystery to me.</i> <i>You will find whatever you need in the bathroom.</i>	<p>Zero</p> <p>The relative pronouns: <i>What, whichever, whoever, whatever</i></p>
PoM inside an NG or AdjG	Post-modifying	Relative sub-clauses	<i>The soldiers (,) who climbed the hill (,) were shot.</i> <i>The girl whose name is Jane went to Paris.</i> <i>I must find a time when I can visit my mum.</i> <i>I will marry the man (that) I love.</i>	<ul style="list-style-type: none"> Relative pronoun: (<i>som/der/hvis</i> etc. in Danish) who which whose that where when why how zero/missing
		Other types	<i>I am worried about the fact that some pupils have problems.</i> <i>I am afraid that we will be late for school.</i> <i>The pupil is anxious to come.</i>	<ul style="list-style-type: none"> that zero/missing

Fig.1.Three types of sub-clauses according to their function (circumstantial, nominal and post-modifying). The table only gives examples of some possibilities; not all types of clauses can function as all roles.



Web activity 2

1. Analyze the following sentences. Identify the nominal, circumstantial and the post-modifying sub-clauses by their role. There are three post-modifying ones: which of these is relative and why?
 - a. *That I must wait my turn seemed difficult to me.*
 - b. *The idea that I would not become a good teacher came a year later.*
 - c. *The man that I married turned out to be a brute.*
 - d. *She was sorry that we would never meet again.*
 - e. *When I return from Paris, I will marry her.*
2. In pairs make up some sentences that include all three types of sub-clauses and ask other students to analyze them.
3. How will you teach sub-clauses? Discuss whether asking pupils to include more types of conjunctions can help them use a greater variety of sub-clauses.

Web activity 3.

1. In each sentence below find the sub-clause(s) and determine:
 - a. The function of the sub-clause in order to decide the type: nominal, circumstantial or post-modifying.
 - b. Whether the sub-clause is finite or non-finite
 - i. If it is non-finite: has it got an explicit or implicit Subject?

You do not have to show the analysis of the rest of the sentence. Below you can see how your analysis could look like.

2. Then change some of the sub-clauses so that the finite ones become non-finite and the non-finite become finite.
3. What did you have to add or remove when you changed the sub-clauses?
4. Do you prefer the non-finite or the finite version of the sub-clauses? Why?
5. Discuss the relevance of knowing about finite and non-finite sub-clauses for pupils. What does this depend on? When will you give pupils texts that include non-finite sub-clauses?
 - a. *If you want me, I will be at my office.*
 - b. *My brother who loves beautiful girls was hoping that you would come.*
 - c. *Since you have been so greedy, I have now stopped your allowance.*
 - d. *Saying this, she burst into tears.*
 - e. *She wants to marry a Norwegian who is rich.*
 - f. *As the investigation went on, they were trying to prove his innocence.*
 - g. *Having asked the pupils to write the essay, I had to work the whole day.*
 - h. *Being so nice, he gave his wife a present.*
 - i. *I don't like that he eats snails.*
 - j. *A man followed by the police is probably a criminal.*
 - k. *He decided to do it immediately.*
 - l. *He left having heard the story already.*
 - m. *Though seriously injured, she managed to rescue her children from the car.*
 - n. *When they had finished the house, they moved in.*
 - o. *I want Peter to come to Rome.*
 - p. *That you are so rich means that we will never suffer.*
 - q. *I heard somebody ringing the door bell.*
 - r. *The prisoner stood completely still, her hands tied behind her back.*
 - s. *Pupils wishing to talk to me can come at 5.*



- t. *She asked me if I wanted to marry her.*
- u. *Madonna isn't as young as she looks in her videos.*
- v. *She ignored my proposal to kiss her.*

a. *If you want me, I will be at my office.*

C

Finite circumstantial sub-clause

Web activity 4.

1. Make up one or more sentences that contain all three types of sub-clauses.
2. Analyze the sentence to show their roles and actors.
3. Swop sentences with another group and analyse theirs.

Web activity 5.

Here are some facts about Shakespeare and The Globe. Put the facts together and make a coherent and cohesive text **of nine sentences or less**. Make as many alterations as necessary, but do not leave out any information. Use as many finite and non-finite sub-clauses as necessary:

Shakespeare and the Globe

- *He was born in 1564.*
- *He is the most famous among the about 200 Elizabethan playwrights.*
- *His early life is mainly unknown to us.*
- *He probably went to the local grammar school in Stratford.*
- *He married Anne Hathaway in 1582.*
- *She was 8 years his senior.*
- *She was pregnant.*
- *A travelling group of actors visited Stratford on a summer tour in the late 1580s.*
- *Shakespeare got involved with the company.*
- *He accompanied the company when they returned to London.*
- *The theatre The Globe was built in 1599 in London.*
- *Shakespeare was part-owner of The Globe.*
- *The Globe was an open-air theatre.*
- *The stage projected out to a mainly standing audience.*
- *There were no female performers.*
- *The Globe stood on the south bank of the Thames outside to jurisdiction of the Puritan-dominated City of London.*
- *Animal-baiting was the only other form of professional entertainment at that time.*
- *Shakespeare died in 1616.*

After reading about groups and sub-clauses

Web activity 6.

1. Use what you have learnt in this chapter about the complexity of groups and sentences to argue why the language in the passages below is much too complex to be used in Year 4. E.g. you could find out how many sentences, clauses and sub-clauses the passage consists of and how complex the groups are (e.g. examine the following NG regarding complexity: *the solitary grey badger, who lived his own life by himself in his hole in the middle of the Wild Wood.*)
2. How could you make it simpler by using less complex groups and sentences?



Leaving the main stream, they now passed into what seemed at first sight like a little land-locked lake. Green turf sloped down to either edge, brown snaky tree-roots gleamed below the surface of the quiet water, while ahead of them the silvery shoulder and foamy tumble of a weir, arm-in-arm with a restless dripping mill-wheel, that held up in its turn a grey-gabled mill-house, filled the air with a soothing murmur of sound, dull and smothery, yet with little clear voices speaking up cheerfully out of it at intervals. It was so very beautiful that the Mole could only hold up both forepaws and gasp, "O my! O my! O my!"

But the badger never came along, and every day brought its amusements, and it was not till summer was over, and cold and frost and miry ways kept them much indoors, and the swollen river raced past outside their windows with a speed that mocked at boating of any sort or kind, that he found his thoughts dwelling again with much persistence on the solitary grey badger, who lived his own life by himself in his hole in the middle of the Wild Wood.¹

Web activity 7.

1. Match a number from the left column to a letter from the right column. Look at what has been emphasized in bold writing.

- | | |
|----------------------------------|---|
| 1. NG | a. He has broken the glass. |
| 2. VG | b. She is extremely beautiful . |
| 3. AdjG | c. He is a very nice man . |
| 4. AdvG | d. When he returned , the phone rang. |
| 5. PrepG | e. He said (that) he loved her. |
| 6. Simple clause | f. She spoke very harshly to him. |
| 7. Clause including a sub-clause | g. She gave him an apple . |
| 8. Sub-clause | h. The picture was hanging on the wall . |

2. Afterwards discuss the relevance of using this type of task (not the actual one) at school.
3. Could you think of other areas in which you could use it?

Web activity 8.

1. Match a number from the left column to a letter from the right column. Look at what has been emphasized. Some numbers need to match with more than one letter.

- | | |
|---|--|
| 1. Finite circumstantial sub-clause | a. The girl who entered the store is fat. |
| 2. Non-finite circumstantial sub-clause | b. Peter is a nice man . |
| 3. Simple clause | c. That Peter plays loud music ruins his hearing. |
| 4. Finite nominal sub-clause | d. The girl entering the store is fat. |
| 5. Non-finite nominal sub-clause | e. Daddy being gone , there is no money. |
| 6. Finite relative sub-clause | f. Playing loud music means you will ruin your hearing. |
| 7. Non-finite relative sub-clause | g. There is no money because Dad is gone . |
| | h. I wonder if you can help me . |
| | i. She continued dancing with Peter . |
| | j. If you can come , I will be happy. |
| | k. We realized we had a problem . |
| | l. The house that lost its roof is red. |
| | m. All the students attended the party held on Friday night . |

2. Afterwards compare this type of task to the previous one, regarding the use at school.



Web activity 9.

Memory game²

PoM	Post-modifier	PrM	Pre-modifier
NG	Noun Group	VG	Verb Group
S	Subject	C	Circumstantial
DO	Direct Object	SC	Subject Complement
H	Head	Det	Determiner
Pron	Pronoun		
AdjG	Adjective Group	PrepG	Prepositional Group
mv	main verb	Aux	Auxiliary verb
conj	Conjunction	AdvG	Adverb Group

Web activity 10.

Here are some rather difficult sentences. Analyze them in as much detail as possible.

- Once there were four children whose names were Peter, Susan, Edmund and Lucy.*
- This story is about something that happened to them when they were sent away from London during the war.*
- He didn't see the owls swooping past in broad day light though people down in the street did.*
- It meant she could still look after Alfred, though she also experienced the usual sense of boredom.*
- On the way home Scarlett told her mother about the boy called Nobody who lived in the graveyard and had played with her.*



- f. *The night Kojo died and the phone call came, he sat in May's kitchen, shaking his head, and after the funeral he went home with Shirley.*
- g. *He wanted to embrace his guardian, to hold him and tell him that he would never desert him, but the action was unthinkable.*
- h. *Still, he had remembered Scarlett, had missed her for years after she went away, had long ago faced the fact that he would never see her again.*
- i. *A police spokesman said that it was too early to comment at this stage in their investigations, but that significant leads were being followed.*
- j. *The surface of the table-top was almost mirrored, and, had anyone cared to look, they might have observed that the tall man had no reflection.*
- k. *Bod had a number of coins he had found over the years... and he thought perhaps he could finally get some use from them.*
- l. *I had promised Aunt that I would be a good and compliant daughter, but within a few days, there were Lucifer sparks between my mother and me.*
- m. *On July 20th Mary Lacey, who had taunted me in the Andover burial grounds and who had only just been put into Salem prison, gave testimony.*
- n. *The hut had been abandoned when the last gardener had retired, and the task of keeping the graveyard had been shared between the council...and the local volunteers.*
- o. *He put down the brooch, reluctantly, and opened a drawer behind the counter, taking out a metal biscuit tin filled with envelopes and cards.*
- p. *In the little town at the bottom of the hill the man Jack was getting increasingly angry. The night had been one that he had been looking forward to for so long.*

Web activity 11.

Reflect on and sum up what you know about sentence analysis and what you can use this knowledge for regarding your own writing and helping learners learn English.

1. When you have determined that you have found a sentence, what is the first question to ask before you start finding the sentence constituents?
 - a. How do you recognize an independent clause?
 - b. Which type of conjunction can coordinate independent clauses?
2. Which sentence constituents can we find in a sentence and what can they consist of?
 - a. Explain what we write above the line and what we write below the line in sentence analysis. Illustrate with an example.
3. When we have found a sentence constituent, such as S, DO or C, we need to determine what the role consists of in this particular context. We have a choice between two main types of material – which ones?
4. What is the basic structure of groups and how can you use this knowledge as a teacher?
 - a. What is a group? Which ones do you know?
 - b. What is a Head?
 - c. What is a PrM and a PoM?
 - d. How are NGs, VGs and PrepGs special compared to AdjGs and AdvGs?
 - i. What can be included in a NG that can't be included in the other groups?
 - ii. Which is the only word class to be included in a VG and which element can never be included in a VG? In other words: what is the last element always in a VG?
 - iii. PrepGs do not include Heads: why not? How do we analyze them instead?
 - e. How can knowing about simple and complex groups help you choose texts for learners to read?
 - f. What else can you use this for?
5. What is a sub-clause?
 - a. Why are they also called embedded or dependent clauses? Give an example.



- b. Which type of word often (but not always) starts sub-clauses? What is the effect of leaving it out?
- c. How is using sub-clauses connected to cohesion?
6. Which three main types of sub-clauses according to function are found in English and how do you recognize them?
 - a. What is a nominal sub-clause? Give an example.
 - b. What is a post-modifying sub-clause? Give an example.
 - i. What is a relative sub-clause? Give an example.
 - c. What is a circumstantial sub-clause? Give an example.
7. What is the difference between finite and non-finite sub-clauses? Give examples.
 - a. What is characteristic of finite sub-clauses?
 - b. What is characteristic of non-finite sub-clauses? Why are they also called reduced sub-clauses? What elements are often missing?
 - i. What is characteristic of a finite Verbal and a non-finite Verbal?
 1. Non-finite sub-clauses can contain three types of non-finite verb forms – which ones?
 - ii. What is characteristic regarding Subjects?
 - iii. What is characteristic regarding conjunctions?
 - c. What is the effect of using non-finite sub-clauses in a text?
 - d. What is a dangling participle/dangling Sub-clause?
 - e. When and how will you teach learners to understand and use non-finite sub-clauses?
8. Why is it important to understand and use a variety of sub-clauses? What can you use this knowledge for as a teacher?

Web activity 12.

1. Compare the following passages from learners' texts in relation to how varied the sentence structures are. Do the learners mainly use simple independent clauses without sub-clauses or do they include sub-clauses and if so, which types? How complex are the groups: are they simple with Heads only or do they also include modifiers?
2. Would you help the learners develop their sentence structures – if so, how?

1 A. *I have a brother, his name is xxx and he is 22 years old. My brother has a big problem and this*
 2 *problem started for two years ago...*
 3 *One day was the boys to a party in xxx, and they were drunk and they have take hash, and*
 4 *everything. They came to fight with a boy from the same class, the police came and took them in*
 5 *handcuffs, and they came with the police. The day after came my mother and father after him, and*
 6 *my mother and father were angry, they said to him at he not muss come to more party in this*
 7 *month. My brother was very angry, on my mother and father. I have not seen my brother behave*
 8 *like an idiot before. I tried to talk with him and help him, but he was not sweet, so I go away. A day*
 9 *after was he go out of the window, and he was go to the party, the next day I will go in to him. He*
 10 *was not there I go out to my mother and say it, but she has red eyes, an my mum talk in the mobile.*

1 B. *My name is xxx and this is a story about my brother's problems and what I did to help him. Two*
 2 *years ago we were a normal happy family but things have changed since then.*
 3 *Now my dad, my younger brother, xxx, and I live in a rather big city in a detached house. My brother*
 4 *started to change when my mum died two years ago. He began to hang out with the wrong crowd*
 5 *who were always getting into trouble. Often they would just sit in his room, watching TV day after*
 6 *day. But other times they mugged people so we had to fetch him at the local police station, which*
 7 *made me very sad. I remember that I once saw my brother at a football match. There was a massive*
 8 *amount of people*
 9 *standing everywhere with their flags and beers, shouting. I saw huge bunches of people going mad*
 10 *and everything was getting a bit out of hand. I'd absolutely no idea of what was going on,*



11 everything ran through my mind. I saw some guys in the car, among them my brother, getting ready
 12 for some sort of fight. The police arrived and then my brother was grounded by Dad. Dad works a
 13 lot which means that he doesn't have so much time for me and xxx and I think this is one of the
 14 reasons the problems started.
 15 One day he came home at 10 o'clock and I asked him why he was so early because normally he goes
 16 to school until 1 o'clock. He answered that his fucking teacher had thrown him out of the class. He
 17 then went to his room and slammed the door. When he was in there I called my dad who was
 18 working. He said that he would come home immediately. While calling my dad I could hear that my
 19 brother was playing loud music...

Web activity 13.

Below is a learner's text. Analyse it in the following way:

a. Punctuation

Are there any problems with the sentences regarding punctuation? How can you use your knowledge about clauses and sub-clauses here? E.g. you could examine:

- a. ll. 13-15 and ll. 17-18.
- b. ll. 4-5: *If you don't want to fall asleep in the school.*
- c. l. 9: *How to lay up.*

b. Clauses

1. Find examples of simple clauses.
2. Compare ll. 3-5 and ll. 14-16s with the rest of the paper and discuss whether you could help the pupil here.

c. Sub-clauses

1. Find examples of all three kinds of sub-clauses: circumstantial, nominal and relative.
 - a. Does she mainly use only one type or does she vary her use of sub-clauses?
 2. Does she use finite and/or non-finite sub-clauses?
 - a. Would you help her regarding this matter? (why/why not) What does it depend on?
3. What do you think of this learner's way of constructing sentences when it comes to using simple clauses or more complex clauses that also contain sub-clauses?
4. Are there any problems regarding the use of sub-clauses? E.g. you could examine
 - a. l. 7: *when it comes to that you have to find a job*
 - b. l. 17: *I have made an arrangement with my mother about that I will give notice*

d. Various types of Groups

1. Characterize whether they are mainly simple or complex and what this means to the quality of the text.
2. Do you have any suggestions for improvement? E.g. consider l. 18: *That can a good education.* What is wrong?

1 **School and job**

2

3 *Can young people manage a job after school? Somebody can and somebody can not. The school work has*
 4 *to have the leading place. You must always make your homework and you must always get enough sleep. If*
 5 *you don't want to fall asleep in the school.*

6

7 *If you do not get an education you will be one of those who are worst off when it comes to that you have to*
 8 *find a job. A thing why it I a good thing to have a job is that you learn how to economize with your money.*
 9 *How to lay up. You have to be careful that your consumption not will rise too much when you start to earn*
 10 *your own money. A day you will not have a job and you will not earn your own money anymore, but you*



11 *will still have your big consumption, and a big consumption is not that easy to reduce. Then you will start to*
 12 *borrow money because maybe you are going on a disco every friday night and maybe saturday night too.*
 13 *Maybe you are smoking and you can not do without tobacco, but you also have to pay your bills for the*
 14 *magazines you might take e.t.ce.t.c. then you run will into debt, a debt who is very hard to pay back. I have*
 15 *a job myself. I work in a shop. I have one weekly day. It is thursday, and sometimes at friday and in the*
 16 *weekend. It is a good job contemporary with my school. I mean that I can manage to have a job besides my*
 17 *school. I have made an arrangement with my mother about that I will give notice if I can not manage it*
 18 *because the money I earn now can not help me in ten years' that can a good education*

Help for analyzing sentences

1. Identify how many sentences you have.
2. A sentence can consist of one or several independent clauses. Find the independent clause(s):
 - make sense on their own will a full stop.
 - are maybe coordinated by a coordinating conjunction: *and/or/but*.
3. In each independent clause: find the sentence constituents ("roles"):
 - Verbal
 - Subject (maybe also dummy S=*it/there*)
 - Other roles/constituents (cannot be combined):
 - o DO
 - o DO + IO/IO+DO
 - o DO + OC
 - o SC
 - o C (before/after other constituents – they often move freely)
4. Concerning each sentence constituent/role that you found above: what does each constituent/role consist of: always ask yourself if it is a group or a sub-clause? ("actors").
 - a. **Group** of words are named according to the word class that is the most important word, the Head. A group contains: (PrM), **H**=most important word, (PoM).

Special rules concerning NG, PrepG, VG:

- o NG: can also contain Det.
 - o PrepG: is divided into P + PC (no Head).
 - o VG: no PoM. The H/mv is always the last group element. Can only contain auxiliary verbs and a main verb (and maybe a preposition/small adverb tied to the main verb, if the verb is a phrasal verb).
- b. **Sub-clause** (dependent clause, embedded clause):
 - o often (but not always) starts with a sub-ordinating conjunction or a pronoun (*if, because, when, that, which, who, as.....* but it may be invisible sometimes).
 - o does not make sense alone with a full stop – depends on the rest of the clause
 - o has a function within another clause or group (e.g. as DO, PoM or C)
 - o can be categorized in two ways:
 - i. **Finite ↔ non-finite** (look at the first verb in the VG):
 1. **Finite sub-clauses:** the first verb in the VG is inflected for tense and always has an explicit Subject. There often is a conjunction.
 2. **Non-finite sub-clauses:**
 - The first verb is not inflected for tense.
 - Often the Subject is implicit, but in formal texts it is explicit.
 - They are reduced, which means they are shorter since something is missing (always the finite verb, often the Subject and the conjunction. Sometimes even the whole V is missing (verbless)).
 - The first verb is either:
 - i. Infinitive (*to go, to dance*)



- ii. Past participle (*gone, danced*)
 - iii. Present participle/*-ing* form (*going, dancing*)
- ii. **Type according to role/sentence constituent**
1. Nominal sub-clauses function the way nouns do: S, DO, SC, PC etc.
 2. Circumstantial sub-clauses function as C.
 3. Post-modifying sub-clauses function as PoM – inside a group. This means they describe a Head (a noun, an adjective or an adverb) the way adjectives describe nouns.

Links for interactive activities

(Also see links for chapter 5)

- <http://learnenglish.britishcouncil.org/en/grammar-exercises/participle-clauses> (non-finite sub-clauses)
- <http://www.collegehumor.com/video/6060107/grammar-nazis> (funny video regarding dangling participles)
- http://www.bristol.ac.uk/arts/exercises/grammar/grammar_tutorial/page_56.htm (dangling participles exercises)
- <http://www.primaryresources.co.uk/english/englishB15.htm> (clauses)
- http://wps.ablongman.com/long_fowler_lbh_10/47/12266/3140224.cw/index.html (clauses)
- http://grammar.ccc.commnet.edu/grammar/quizzes/indep_clause_quiz.htm (independent clauses)
- http://grammar.ccc.commnet.edu/grammar/quizzes/clause_quiz.htm (clause functions)
- <http://www.proprofs.com/quiz-school/story.php?title=subordinate-clauses-quiz> (sub clauses)
- <http://www.quia.com/rr/234658.html> (quiz on sub-clauses)

Quotes

- 1 Kenneth Graham, *The Wind in the Willows*, 1908: <http://etext.virginia.edu/toc/modeng/public/GraWind.html>
- 2 The memory game on abbreviations was made by senior lecturer Jette Laursen, UC Syd

