



# Chapter 5.

## Sentence Analysis, S-V Agreement and Word Order

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### Sentences, clauses and sub-clauses

#### Web activity 1

1. Read the following texts and find examples of complete sentences. There are also examples of incomplete sentences. Why are they incomplete?
2. When and why do we often use incomplete sentences?
  - a. *The Police burst into the room. Humphrey lay on the floor, his chest covered with blood. Monroe went over to him. 'Who did it, Humphrey?' Monroe put his ear next to the dying man's lips. 'Who did it?' Humphrey's eyes flickered. 'It was...It was...' His head fell sideways. Monroe cursed. Their last lead had gone.*
  - b. *I think you should...ehm...*
    - call him?
    - right! Exactly!

#### Web activity 2

Connect the following categories of sentences with the proper example

- |                           |   |
|---------------------------|---|
| 1. Interrogative sentence | a. <i>You would like coffee now, wouldn't you?</i>    |
| 2. Negative sentence      | b. <i>The teacher wants the students to be quiet.</i> |
| 3. Tag question           | c. <i>He didn't like Danish pastry.</i>               |
| 4. Declarative sentence   | d. <i>Come to the lecture on Tuesday.</i>             |
| 5. Exclamatory sentence   | e. <i>What time did you get up this morning?</i>      |
| 6. Imperative sentence    | f. <i>What a wonderful September we have had!</i>     |



### Web activity 3

1. In the following excerpt from a learner's text, the full stops have been removed. Find the sentences, the independent clauses and sub-clauses.
2. Do you have any suggestions on how the pupil could improve his sentences?

*Maybe you are smoking and you cannot do without tobacco, but you also have to pay your bills for the magazines you might take etc. then you will run into debt, a debt who is very hard to pay back I have a job myself I work in a shop I have one weekly day it is Thursday and sometimes at Friday and in the weekend it is a good job I can manage to have a job beside my school.*

### Web activity 4

1. Here is a text that only consists of short independent clauses without sub-clauses. Discuss why this text seems very simple. Try to embed some of the independent clauses into other clauses by using the following conjunctions and pronouns: *which, when, who, that, and because*. In this way you turn independent clauses into sub-clauses.

*I arrived at the party. The party had started at 6. Mary was about to leave. Mary is my best friend. Mary left the party early. Mary told me something. Mary felt a bit sick. It was probably the flu. Mary had a headache and felt something. Her throat was sore*

2. Here is a text that includes sub-clauses. Find them and turn them into independent clauses.

*Miss Johnson, my teacher, said that my crime story should begin with something to grab people's attention. I started with the killing of my cat because it was something that was very important and I find it hard to think about things which are not important to me. Miss Johnson read the first page and said that it was interesting and different. She said that it was usually people, not cats, who were killed in crime stories.*

3. Now discuss how and why to become conscious about sub-clauses for you and your pupils, e.g.
  - to avoid repetitions
  - to improve the cohesion of the text
  - to vary the sentence structure
    - o to fit the level of the reader
    - o to make the text more interesting to read

## Sentence constituents

### Web activity 5

Find the S and V in the following sentences:

- |   |  |
|---|--|
| a. <i>Peter won the lottery.</i>                                  | i. <i>The woman and the man are laughing.</i>                      |
| b. <i>Jim is in London.</i>                                       | j. <i>You mustn't laugh at a funeral.</i>                          |
| c. <i>George bet money on the pools.</i>                          | k. <i>Did you laugh during the film?</i>                           |
| d. <i>The man laughs a lot.</i>                                   | l. <i>Are you laughing, Peter?</i>                                 |
| e. <i>The old man is laughing.</i>                                | m. <i>Why are you laughing, Peter?</i>                             |
| f. <i>The man who is old is laughing.</i>                         | n. <i>Peter is laughing and crying at the same time.</i>           |
| g. <i>The man in the red suit is laughing.</i>                    | o. <i>There are many people in Oxford Street before Christmas.</i> |
| h. <i>The man in the red suit sitting over there is laughing.</i> |  |



## Web activity 6

Use your knowledge about nexus to correct the following excerpt from a learner text:

*My mum work as a nurse and my father are a policeman. He is good at his job. He know how to handle many difficult situations. How to handle drunks etc.*

## Web activity 7

1. Find S, V and DO in the following sentences:

- a. *Peter bought ten apples.*
- b. *Trudy answered the teacher's question correctly.*
- c. *George was watching TV yesterday.*
- d. *The small boy slowly opened the door to the basement.*
- e. *He said that he loved me.*
- f. *The teacher announced that the class would get a new English teacher.*
- g. *Bill discovered who had taken his rubber.*
- h. *Jane saw the disgusting man who had previously attacked her.*
- i. *This idea I don't like after all, though.*

2. Make up your own examples with S, V and DO.

## Web activity 8

1. Find the DO + IO in the following sentences:

- a. *The headmaster offered Sarah a job.*
- b. *She told Michael that she loved him.*
- c. *The teacher encouraged the pupil to write shorter essays.*
- d. *In the lesson yesterday she explained to the pupils how to do subtractions.*
- e. *Later she reminded the guests where to leave their coats.*
- f. *Send the bill to me, please.*
- g. *I always have to sing to my child until she falls asleep.*

2. Make up at least three sentences with DO and IO.

3. What is special about sentence *d* concerning the order of IO + DO? Can you think of other verbs that behave this way? How do they behave in Danish?

4. What is special about sentence *g*? Can you think of other verbs that behave the same way?

## Web activity 9

1. Which 5 of the following 7 sentences contain SC? Prove it by replacing the Verbal with a sign of equation.

- a. *David is my best friend.*
- b. *The game became more exciting.*
- c. *This proved a good investment.*
- d. *To stay out all night seemed the wisest thing to do.*
- e. *Peter proved that John was guilty.*
- f. *The coat feels soft.*
- g. *He felt the heat.*

2. Make up at least three sentences with SC.



## Web activity 10

1. Find the OC in the following sentences:

- My name is Elizabeth, but my friends call me Liz.*
- The pupils are driving me crazy.*
- By the authority vested in me, I now declare you man and wife.*

2. Make up your own examples with OC.

## Web activity 11

1. Find the Circumstantials in the following sentences and determine the specific meaning of time, place, manner etc.:

- At the moment she works at a kindergarten.*
- Yesterday the door opened all of a sudden.*
- I worked very hard when I lived in Africa. However, I was rarely paid.*
- As a matter of fact, if you don't work out regularly, you risk becoming obese.*
- I am a teacher because I love kids.*

2. Write at least three sentences which include several types of Circumstantials.

## How to find the sentence constituents

To sum up all the sentence constituents, here is an overview of how to find them:

CONSTITUENTS	RULES OF THUMB	EXAMPLES	SENTENCES
Verbal - V ○	The word(s) you can put <i>I, you</i> or <i>he</i> in front of	He + <i>has been speaking</i> You + <i>were asked</i> He + <i>speaks</i>	<i>Jessica <b>has been speaking</b> for ten minutes now.</i> <i>Passengers <b>were asked</b> to leave the bus.</i> <i>Peter <b>speaks</b> uninterruptedly.</i>
Subject - S x	Ask: <i>Who/What</i> + Verbal	<i>Who entered?</i> <i>What cost you a fortune?</i>	<i><b>The woman</b> entered.</i> <i><b>Your breaking my car</b> cost me a fortune.</i>
Direct Object - DO △	Ask: <i>Who/What</i> + (do) + Subject + Verbal	<i>What has Jonathan got?</i> <i>What did Mum pay?</i> <i>What does Bruce think?</i>	<i>Jonathan has got a <b>car of his own</b>.</i> <i>Mum paid <b>the tickets</b>.</i> <i>Bruce thinks <b>that Lynne is quite attractive</b>.</i>
Indirect Object - IO □	Ask: <i>To/For/Of whom</i> + (do) + Subject + Verbal + Direct Object	<i>To whom did Peter give the book?</i> <i>Of whom did James ask a favour?</i> <i>For whom is John making a bookcase?</i>	<i>Peter gave the book <b>to Alice</b>.</i> <i>James asked <b>Lynda</b> a favour.</i> <i>John is making <b>Sarah</b> a bookcase.</i>



<b>Subject Complement - SC</b> ⊗	Is found after Verbals whose semantic meaning comes close to a sign of equation ( <i>be, feel, seem, look, taste, remain...</i> )	<i>Mrs Smith = a teacher</i> <i>You = some kind of pervert</i> <i>She = gorgeous</i>	<i>Mrs Smith is a teacher.</i> <i>Are you <b>some kind of pervert</b>?</i> <i>She looks <b>gorgeous</b>.</i>
<b>Object Complement - OC</b> ⊕	You can equate the Direct Object with the Object Complement	<i>Her = a whore</i> <i>The door = blue</i>	<i>He called her a <b>whore</b>.</i> <i>They painted the door <b>blue</b>.</i>
<b>Circumstantial C</b>	Ask questions like: <i>When/Where/Why/How/For what purpose/For what reason...?</i>	<i>When will we leave?</i> <i>For what reason did Adrian kick the ball?</i> <i>How does the man walk?</i>	<i>We'll leave as <b>soon as you have finished</b>.</i> <i>Adrian kicked the ball <b>because he was really upset with the referee</b>.</i> <i>The man walks <b>very slowly</b>.</i>

## Web activity 12

Now find all sentence constituents in the following sentences:

- I asked John a tricky question.*
- I asked John a question that was tricky.*
- Mary certainly looks very beautiful tonight.*
- For a moment he could not answer my question.*
- We usually camp here.*
- Have you been ill?*
- On Sunday my father grudgingly gave me my allowance.*
- She must have been giving him sweets because his mouth was sticky.*
- Will your friend from Paris arrive in the morning?*
- On the sofa lay a book.*

## Web activity 13

Identify, categorize, correct and explain problems in these sentences regarding verb patterns:

- I found that the noise of the traffic sounded terribly.*
- The politician assured that he would win the election.*
- She sings beautiful.*
- Last Monday our teacher told that she was pregnant.*
- I love the sun and I can lay on the beach in the sun for several hours.*
- She lied the table for dinner.*
- I was laying in bed when you rang .*
- She explained the pupils how to buy a ticket in London.*

## Subject-Verbal agreement

### Web activity 14

Here are three excerpts from activities on the introduction and practice of S-V agreement. Discuss them from a teacher's perspective. Example 1 is from *Grammy 1*<sup>1</sup> and example 2 is from *Stifinderen*<sup>23</sup>, which is a material that is divided into three levels shown by colour codes in the grammar book as well as in the exercises. Example three is from *Grammar Dimensions 1*<sup>4</sup>.

Can you think of other ways to teach S-V agreement?



## Grundled, udsagnsled – og kongruens

Udsagnsled hedder *sentence verb* på engelsk.

### 1 Subject and sentence verb

I kapitel 4 lærte du om grundled. I alle sætninger skal der også være et udsagnsled:

grundled	udsagnsled
Donna	drives

**Hvem eller hvad gør noget?** Det gør Donna.

*Donna* er grundled (subject).

*Drives* er udsagnsled (sentence verb).

- ▶ Hvordan finder man udsagnsleddet?
- ▶ Find grundled og udsagnsled i disse sætninger. Skriv dem i dit hæfte.

- 1 Thelma thinks.
- 2 Monkeys live in trees.
- 3 He helped his mother.
- 4 Jean-Paul is French.
- 5 My sister married an Irishman.

### 2 Find subject and sentence verb

- ▶ Skriv disse sætninger i dit kladdehæfte og marker grundledet og udsagnsleddet.

- 1 Why are you so angry?
- 2 I walk to school every morning.
- 3 Suddenly a young man opened the door.
- 4 The teachers of the local school were the best you could find.

### 3 Subject and sentence verb must match

grundled	udsagnsled	
I	am	a pupil.
x	o	
You	are	a teacher.
x	o	
She	Is	my sister.
x	o	
We	are	friends.
x	o	

Dette kan du. Du ved at grundledet bestemmer hvilken form af *to be* vi skal bruge, men man skal faktisk også tænke sig om for at vælge det rigtige når man har med andre udsagnsord at gøre:



<b>1a</b>	Signe (= she) <i>lives</i> in Denmark.	... bor I Danmark.
<b>1b</b>	John and Peter (= they) <i>live</i> in Denmark.	... bor I Danmark.
<b>2a</b>	Peter (= he) <i>eats</i> bananas.	... spiser bananer.
<b>2b</b>	Monkeys (= they) <i>eat</i> bananas.	... spiser bananer.
<b>3a</b>	The sun (= it) <i>shines</i> .	... skinner.
<b>3b</b>	The stars (= they) <i>shine</i> .	... skinner.

- ▶ Hvad er forskellen på a- og b- sætningerne?  
Hvorfor tror du det hedder *lives*, *eats*, og *shines* i a-sætningerne mens det hedder *live*, *eat*, og *shine* i b-sætningerne?

#### 4 Pronouns instead of nouns

I stedet for at skrive: I found a mushroom. The mushroom looks funny.  
skriver vi som regel: I found a mushroom. *It* looks funny.

*It* står i stedet for *mushroom*, men man er ikke i tvivl om at det er svampen der er tale om.

Man har vedtaget at kalde ord som *it* for stedord. De står "i stedet for" navneord.

- ▶ Hvilket stedord skulle du bruge hvis der havde stået sådan:  
I found two mushrooms. ... look funny.
- ▶ Find ud af hvilke stedord du skal bruge her,  
Og skriv sætningerne færdige i dit hæfte:

- 1 Snakes cannot cry. ... do not have eyelids.
- 2 A giraffe is very tall. ... has a 40 cm long tongue.
- 3 John and I are friends. ... go to the same school.
- 4 A guinea pig is not a pig. ... is a rodent.
- 5 The silkworm is not a worm. ... is a caterpillar.

**mushroom** *svamp, champignon*

**eyelid** *øjenlåg*

**guinea pig** *marssvin*

**rodent** *gnaver*

**silkworm** *silkeorm*

**caterpillar** *larve*

#### 5 Which sentence verb matches the subject?

- ▶ Vælg det du mener er rigtigt, og skriv hele sætningen i dit hæfte.  
Grundleddene er skrevet med fed skrift.

- |              |                                  |
|--------------|----------------------------------|
| 1 (have/has) | <b>My dog</b> ... got no nose.   |
| (do/does)    | How ... <b>it</b> smell?         |
|              | Terrible.                        |
| 2 (is – are) | <b>My dog</b> ... not a bulldog. |



3 (is – are)	<b>The doctor ...</b> so funny.
4 (is – are)	Why ... <b>you</b> so angry?
5 (have - has)	Why ... <b>elephants</b> got big ears?
6 (dress – dresses)	<b>Harald ...</b> so well.
7 (like - likes)	<b>They ...</b> to gamble.
8 (listen – listens)	<b>My husband</b> often ... to Beethoven.
9 (give – gives)	<b>I</b> always ... my grandfather a birthday present.
10 (hate – hates)	<b>Snoopy ...</b> cats.

**dress** klæder sig

### Kan du det ?

Udsagnsleddet fortæller hvad der *sker* eller hvad grundledet *gør*. For at finde udsagnsleddet må man spørge **hvad** der bliver gjort i sætningen.

For eksempel: The ball jumped.

Spørgsmål: *Hvad* gjorde bolden?

Svar: It *jumped*.

*Jumped* er udsagnsled.

### Kan du det ?

På engelsk skal grundledet og udsagnsleddet passe sammen. Hvis grundledet er 3. person ental (fx *he/she/it*) får udsagnsleddet *-s* på sig i nutid.

Fx *I read* a book, men *Claire reads* a book.

Vær ekstra opmærksom på verbet *to be*. Hvis du ikke kan huske hvilke former af *to be* der hører til hvilke grundled må du kigge på side 25.

Dét at grundledet og udsagnsleddet passer sammen kalder man også "kongruens". Man siger at grundledet og udsagnsleddet "kongruerer".





## 5. Kongruens og tællelighed

På dansk ændrer et udsagnsled sig ikke i forhold til grundledet. Det hedder det samme i alle personer og tal.

				Nutid:	Datid:
Ental:	{	1. person:	jeg	lever	levede
		2. person:	du	lever	levede
		3. person:	han/hun/den/det	lever	levede
Flertal:	{	1. person:	vi	lever	levede
		2. person:	I	lever	levede
		3. person:	de	lever	levede

I datid er engelsk ligesom dansk: man har kun én form.

Men i nutid har de fleste engelske udsagnsord to former: én, som er lig grundformen, og én, som er lig grundformen plus *-s*.

*S*-formen bruges kun i 3. person ental.

				Nutid:	Datid:
Ental:	{	1. person:	<i>I</i>	<i>live</i>	<i>lived</i>
		2. person:	<i>you</i>	<i>live</i>	<i>lived</i>
		3. person:	<i>he/she/it</i>	<i>lives</i>	<i>lived</i>
Flertal:	{	1. person:	<i>we</i>	<i>live</i>	<i>lived</i>
		2. person:	<i>you</i>	<i>live</i>	<i>lived</i>
		3. person:	<i>they</i>	<i>live</i>	<i>lived</i>

1 Det, at grundled og udsagnsled skal passe sammen, kalder man 'kongruens'. Denne kongruens ses altså kun i 3. person ental i nutid, hvor man føjer et *s* til grundformen.

NB! 'To be' er det eneste udsagnsord, der har mere end to forskellige former i nutid, og mere end én form i datid.

				Nutid:	Datid:
Ental:	{	1. person:	<i>I</i>	<i>am</i>	<i>was</i>
		2. person:	<i>you</i>	<i>are</i>	<i>were</i>
		3. person:	<i>he/she/it</i>	<i>is</i>	<i>was</i>
Flertal:	{	1. person:	<i>we</i>	<i>are</i>	<i>were</i>
		2. person:	<i>you</i>	<i>are</i>	<i>were</i>
		3. person:	<i>they</i>	<i>are</i>	<i>were</i>



[ ... ]

### Ental eller flertal?

Nogle gange er man nødt til at se lidt nærmere på en sætning for at finde ude af, om udsagnsleddet skal passe til et entalsord eller et flertalsord.

### 5 Ved udtryk som *there is/there are* afgøres udsagnsleddets tal af det egentlige (efterfølgende) grundled.

There is one book on the shelf.

(x) o -x-

There are three books on the shelf.

(x) o -x-

### 6 Ved udtryk som *a lot of/lots of/plenty of* afgøres udsagnsleddets tal af det efterfølgende navneord.

A lot of leaves have fallen.

x -o-

A lot of rain has fallen.

x -o-

Lots of leaves have fallen.

x -o-

Lots of rain has fallen.

x -o-

Plenty of leaves have fallen.

x -o-

Plenty of rain has fallen.

x -o-

### 7 Når de henførende stedord *who, which* og *that* er grundled, afgøres udsagnsleddets tal af det ord, som stedordet fører tilbage til.

The man who was here told me about it.

↑ x o

The men who were here told me about it.

↑ x o

The dog which was happy to see me jumped into my arms.

↑ x o

The dogs which were happy to see me jumped into my arms.

↑ x o



## 5. Kongruens og tællelighed

### Øvelse 1

Indsæt den rigtige nutidsform af udsagnsordene.

Peter (*to say*) \_\_\_\_\_ he (*to be*) \_\_\_\_\_ happy, but I (*to do*) \_\_\_\_\_ not believe him. When we (*to be*) \_\_\_\_\_ out together, he always (*to want*) \_\_\_\_\_ to hold his father's hand. He (*to claim*) \_\_\_\_\_ they (*to be*) \_\_\_\_\_ good friends and he really (*to like*) \_\_\_\_\_ his father. I (*to do*) \_\_\_\_\_ not want to spend my Saturday night with my Mum and Dad. They always (*to tell*) \_\_\_\_\_ me to sit still and to be quiet, so I really (*to do*) \_\_\_\_\_ not think that (*to be*) \_\_\_\_\_ much fun. When I (*to be*) \_\_\_\_\_ with my friends, we (*to go*) \_\_\_\_\_ out and (*to have*) \_\_\_\_\_ fun. We (*to go*) \_\_\_\_\_ into town and (*to watch*) \_\_\_\_\_ a movie, or we (*to sit*) \_\_\_\_\_ and talk at somebody's house. Sometimes we (*to have*) \_\_\_\_\_ a few beers, but some parents (*to be*) \_\_\_\_\_ not too happy about that. They (*to say*) \_\_\_\_\_ we (*to be*) \_\_\_\_\_ not old enough and they (*to be*) \_\_\_\_\_ very suspicious. My parents (*to trust*) \_\_\_\_\_ me.

### Øvelse 2

Vælg den rigtige form af udsagnsordet.

1. There (*is/are*) \_\_\_\_\_ many people in the restaurant.
2. There (*is/are*) \_\_\_\_\_ a man at the door.
3. There (*is/are*) \_\_\_\_\_ some ice cream in the freezer.
4. There (*is/are*) \_\_\_\_\_ some beers in the fridge.



14-3.

1. Work in pairs to find out about each other's neighbourhood.

Ask questions with:

*Is there . . . ? Are there . . . ?*

Insert **Yes** or **No** in the chart.

Here is an example:

Pupil A: *Is there a bank in your neighborhood?*

Pupil B: *Yes, there is.*

*No, there isn't.*

2. Afterwards tell the class about your results.

	Yes	No
take-away restaurants		
chemist		
doctor		
schools		
supermarkets		
library		
cinema		
bookstore		
playgrounds		
hospital		
banks		
gangs		
service station		
post office		
sport centres		
crime		
café		
trees		
public transportation		
??		
??		



## Web activity 15.

Test yourself as an English teacher. Find all pairs of S-V to identify problems with agreement in the sentences below. Then correct and explain the problems.

1. *Where are the money? Some of them are on the table.*
2. *The news I heard on TV were horrible. There was one good news, though!*
3. *My granddad, who are dead now, were a famous captain.*
4. *My parents' car were stolen an hour later.*
5. *Many boys is interested in rugby.*
6. *Everyone love children if they are quiet.*
7. *There is many houses in England which is semi-detached.*
8. *Where was the police at the violent demonstration at Trafalgar Square?*
9. *Everybody are present now.*
10. *He build houses that stands forever.*
11. *His wife goes shopping every day and buy a lot of things.*
12. *There is many black people in England.*
13. *The price of these jeans are too high.*

## Word order

### Web activity 16.

1. Here are some examples of games in which learners will need to ask and answer questions and use inversion.
2. Try the games and discuss them from a teacher's perspective regarding level etc.
3. Can you think of other games or exercises that involve asking genuine questions?

#### 16-1. Guess x

In groups in any topic you are working on draw or write the names of things, persons or any other category on small post it notes or slips of papers so that there is a card for all students. Stick one on the back of each pupil. The students should now move around in class, asking questions to find out what it says on their notes. They can only ask one person one question and must move on. The others can only answer if the question is asked correctly. The aim is to guess what it says the most quickly.

Alternative idea: guess something in your classroom, in a bag in your hand etc.

#### 16-2. The yes and no game

Work in pairs:

One of you has to ask the other person all sorts of questions and the person should avoid using the words *yes* or *no*. Instead he can use alternative ways of showing a positive or negative answer, such as *I agree, she is, of course not, absolutely not, I do* etc. To win this game you must get your partner to say *yes/no*

#### 16-3. Quiz

In pairs: let your pupils make a quiz on whatever topic you are working on at the moment, e.g. it could be a quiz on Australia or on a story you read. Exchange quizzes with others and see if you can answer them correctly.



#### 16-4. Interview

Make an interview with a character from a story you read and act it out as a role play.

#### Web activity 17.

Translate the following sentences into English:

- a. *Selvølgelig besøger mine børn mig engang imellem.*
- b. *Sent om aftenen ringede telefonen.*
- c. *Efter frokost går jeg en tur i Central Park.*
- d. *Da festen var forbi, gik alle hjem.*
- e. *Her i landet har vi altid haft økonomiske problemer.*

#### Web activity 18.

Identify, correct and explain problems regarding word order in the following sentences from learners' texts:

- a. *I think it is good to have brothers or sisters, because so have the other brother and sister, always one to talk with, and eventually learn the child that he or she, not can have the whole attention.*
- b. *That didn't I know!*
- c. *When my cousin was younger, did he always a thing, which would give him the whole attention.*
- d. *Not only he left the house in the night but he also stole the money in the jar.*

### After reading this chapter

#### Web activity 19.

##### A. Reflections in relation to didactics

1. Sum up what is most important to know about sentence analysis, Subject – Verbal agreement and word order for an English teacher.
2. Sum up what is difficult for Danes and why.
3. Discuss how you would handle the progression of sentence analysis, Subject-Verbal agreement and word order in your English teaching, if possible compare with what it says in *Fælles Mål II*.
  - When would you start teaching sentence analysis – why?
  - When would you start teaching Subject-Verbal agreement – why?
  - When would you start teaching word order – why?
  - What is most important for the pupils to learn?
  - What is easiest?
  - Word order problems are a common transfer hypothesis/error from Danish. How disturbing do you find such errors? *After the holiday, started he in the 8<sup>th</sup> grade.*
  - How disturbing do you find Subject-Verbal agreement problems? Why is this not such a serious problem as some teachers used to think?
4. Think back at your own experience as a pupil: Did you change your opinion about how to teach sentence analysis, Subject-Verbal agreement and Word Order while reading this chapter?

##### B. Reflect on what you have learned

1. Which areas relating to sentences, independent clauses and sub-clauses do you master now and how will you improve?
  - What is a sentence?
  - What is an independent clause compared to a sub-clause?
  - What are statements, interrogative, imperative and exclamatory sentences?



- Which sentence constituents do you master now and which questions can you ask to find them: S, V, DO, IO, SC, OC, C and (S)?
  - What is nexus?
  - What is a complement compared to a Circumstantial?
  - What decides which constituents can be found in a sentence?
  - Which combinations of sentence constituents are possible in English?
  - How do you distinguish between Transitive, Intransitive and Linking verbs?
2. Which areas relating to Subject-Verbal agreement do you master now and how will you improve?
    - How is the Subject-Verbal agreement visible in Verbals?
    - How is *to be* different from other verbs?
    - How is proximity important in S-V agreement?
    - List some of the problem areas in relation to relative pronouns, uncountable nouns, dummy Subjects, collective nouns, indefinite pronouns ending in *-one*, *-body* and *-thing*.
  3. Which areas relating to Word Order do you master now and how will you improve?
    - What is the normal word order in English?
    - What is meant by *inversion*?
    - *Why do we use inversion* in English – and how is this related to:
      - o form?
      - o meaning and use?
    - What is *fronting*?
    - How and why is word order different in Danish compared to English?

### Web activity 15

1. Identify, categorize, correct and explain errors in the learner text below regarding word order and Subject-Verbal agreement.
2. Prioritize: Are the problems serious? (why/why not?)
3. How would you help her?

1 *Dear Anne*  
 2 *Good to hear from you!...*  
 3 *I am living whit my family. In my family is there my father, my mother, and my brother. Me and my*  
 4 *brother goes to a school in xx everyday...*  
 5 *As you know is Denmark a small Country, we are only about 6 million people, so the activityies is*  
 6 *limited.*  
 7 *When the summer comes, have we about 36 days whit sun, and the temp. are about 22 to 30 C. But*  
 8 *when the winther is comeing, is the opposite takeing place, sometimes we have -16 C in the night,*  
 9 *and -6-8C in the day. As you can see there is a big diffrence.*  
 10 *In Denmark we have as I already has said limited activities and attractions. Many of ours attractions*  
 11 *is builed by Christian the IV. Christian has builed Rundetårn Børsen and many others buildings.*  
 12 *Rundetårn and Børsen is some of the most impressing Buildings in Denmark.*  
 13 *In my family have we a dog, she is a Danish poiner her name is Cille.*  
 14 *My Vather work as warder, in a prison. My mother work in a Institution, for mentalsick people.*  
 15 *Thoesse people who can't or don't want to have a job can get some money from the state*  
 16 *everymonth forever or for a limit time.*  
 17 *Denmark is a Kingdom, and our Queen is Queen Margrethe the II, she has the same power as queen*  
 18 *Elisabeth. When our Queen dies, is the next there is heir to the trone, Crown Prince Frederik. The*  
 19 *Queen live in Copenhagen. Copenhagen is also the Capital in Denmark.*  
 20 *I have learned in my life, that the white Christmas is a cock-and-bull story. And Santa Claus doesn't*  
 21 *excist.*



- 22 *When it Come to the different of ours Countrys, I think that the only different is the name of ours*  
 23 *Country, our Queen and the Weather.*  
 24 *I hope that you are coming for a vacation, so I can show you the Capital of the world.*  
 25 *Hope to see you.*  
 26 *Lots of love, xx*

## Links for interactive exercises:

### Sentence analysis

- <http://visl.sdu.dk/> (interactive sentence analysis)
- <http://visl.sdu.dk/vislfolke.html> (exercises aimed at primary and lower secondary school)
- <http://visl.sdu.dk/vislsem.html> (info and exercises aimed at students at colleges of education)
- <http://www.chompchomp.com/exercises.htm> (interactive exercises for sentence fragments, parallel structures)
- <http://learnenglish.britishcouncil.org/en/english-grammar/clause-phrase-and-sentence> (sentence analysis and verb patterns interactive exercises)
- <http://www.bbc.co.uk/skillswise/topic/sentence-structure>

### Subject-Verbal agreement

- [http://www.bbc.co.uk/worldservice/learningenglish/radio/specials/1056\\_gramchallenge48/](http://www.bbc.co.uk/worldservice/learningenglish/radio/specials/1056_gramchallenge48/)
- [http://www.bbc.co.uk/worldservice/learningenglish/radio/specials/1844\\_gramchallenge47/](http://www.bbc.co.uk/worldservice/learningenglish/radio/specials/1844_gramchallenge47/)
- <http://www.bbc.co.uk/skillswise/game/en30stru-game-verb-subject-treasure-hunt>
- <http://www.bbc.co.uk/skillswise/factsheet/en31vari-l1-f-subject-verb-agreement>
- <http://www.cityu.edu.hk/elc/quiz/subverb1.htm>
- [http://grammar.ccc.commnet.edu/grammar/cgi-shl/quiz.pl/sv\\_agr\\_quiz.htm](http://grammar.ccc.commnet.edu/grammar/cgi-shl/quiz.pl/sv_agr_quiz.htm)
- [http://grammar.ccc.commnet.edu/grammar/cgi-shl/quiz.pl/agreement\\_add1.htm](http://grammar.ccc.commnet.edu/grammar/cgi-shl/quiz.pl/agreement_add1.htm)
- [http://grammar.ccc.commnet.edu/grammar/quizzes/agreement\\_quiz.htm](http://grammar.ccc.commnet.edu/grammar/quizzes/agreement_quiz.htm)
- <http://www.chompchomp.com/hotpotatoes/sva01.htm>

### Word order

- <http://learnenglish.britishcouncil.org/en/english-grammar/double-object-verbs>

### Quotes

- 1 Ebba Pilmann, Ingrid Stuart & Tormod Smedstad, *Grammy 1*, Alinea, 2004, pp. 27-30
- 2 Hanne Wachter & Kim Kjærgaard, *Stifinderen – En differentieret engelsk grammatik*, Forlaget Andrico, 1998, pp.26+28
- 3 Hanne Wachter & Kim Kjærgaard, *Stifinderen – Øvebog*, Forlaget Andrico, 1998, p. 24
- 4 Based on Victoria Badalamenti & Carolyn Henner-Stanchina, *Grammar Dimensions 1*, Thomson and Heinle, 2000, p. 113





