
Seminar 7

1. In the following sentences

- a) Underline the dependent clauses, put a rectangle around subordinating words and a circle around coordinating conjunctions
- b) Describe the role/function of the dependent clause

The first one has been done for you

- (1) After they left the party Jack said that he had a headache
Adverbial Clause Od. of "say"
- (2) Because he was tired he went to bed
Adverbial. Cl.
- (3) I love it when you talk dirty
Adv. Cl.
- (4) The film I saw last night starred George Clooney
Rel. Cl. postmodifies 'the film'
- (5) It's so fantastic that you got the job!
clause originates in subj posn
- (6) He was feeling hungry so he ate the easter egg that belonged to his brother
Rel. cl. postmodifies 'egg'
- (7) Whatever you do don't touch the red button!
Adv. Cl.
- (8) Angie was outraged that Stuart had forgotten it was her birthday
comp.of adj. 'outrage' Od.of vb. 'forget'
- (9) I'll never understand why people voted for this madness.
Od of 'understand'
- (10) You'll never make a good stuntperson unless you conquer your fear...
Adv. Clause

2. For each of the following sentences, label (a) the syntactic functions (b) the word classes of each word.

- a) The man was attacked by a swarm of wild bees

S		V			A				
Det	N	Aux _O	v	P	Det	N	P	Adj	N

- b) In my opinion Jack did not try very hard

A			S	V		A	
P	Det	N	N	AuxNeg	v	Adv	Adj

- c) Whoever stole his luggage is in for a shock

S				V	Cs			
Pron	v	Det	N	Cop	P	P	Det	N

- d) I do not know where he went

S	V			Od		
Pro	Aux _O	Neg	v	Pron	Pron	v

NB sentences (c) and (d) contain dependent clauses. In (c) the dependent clause is in subject position, while in (d) the dependent clause is in direct object position. These are difficult to represent using LARSP.

The examples in the exam **will not** contain dependent clauses.

3. Look at the following picture prompts which belong to standardised assessments. Write an ideal response, and then describe the “linguistic ability” that is being assessed?

When describing the “linguistic ability” try to use linguistic terminology which has been introduced in the lectures, and refer to specific word classes or constructions you have come across, e.g. “the ability to use prepositions”, “the ability to use the Verb Phrase”, or “the ability to use the superlative construction”.

Answers should be between one and three sentences long depending on what abilities are being measured.

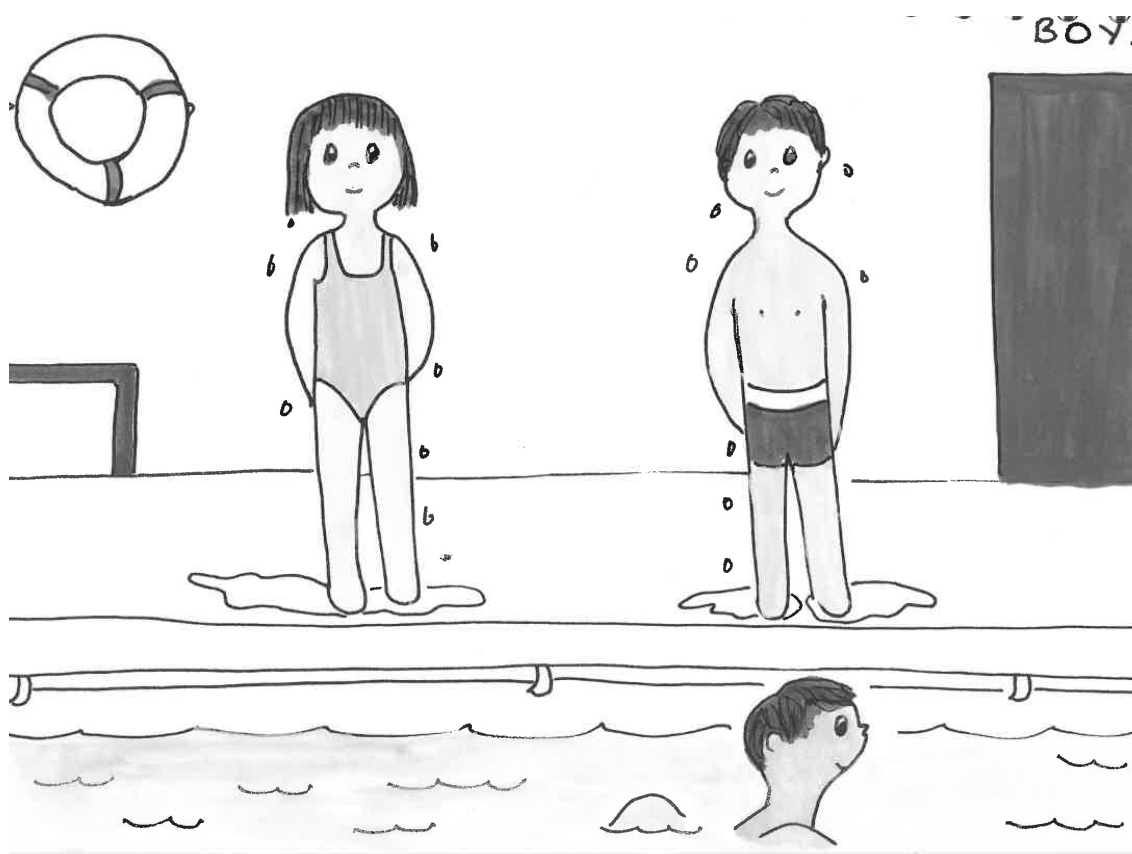
- a) Point to the girl and say ‘the girl who’s holding the flowers is thin. Point to the man and say ‘Your turn...’



RESPONSE: *the man who's holding the umbrella is big*

This sentence elicits a **relative clause**. Any answer containing the expression 'relative clause', or mentions that there is a dependent clause acting as a postmodifier, will achieve full marks.

b) Why are they wet?



RESPONSE: *Because they have just been swimming*

The response contains the subordinating conjunction 'Because', so we could argue that this tests us of conjunctions. In addition, the response employs the present perfect:

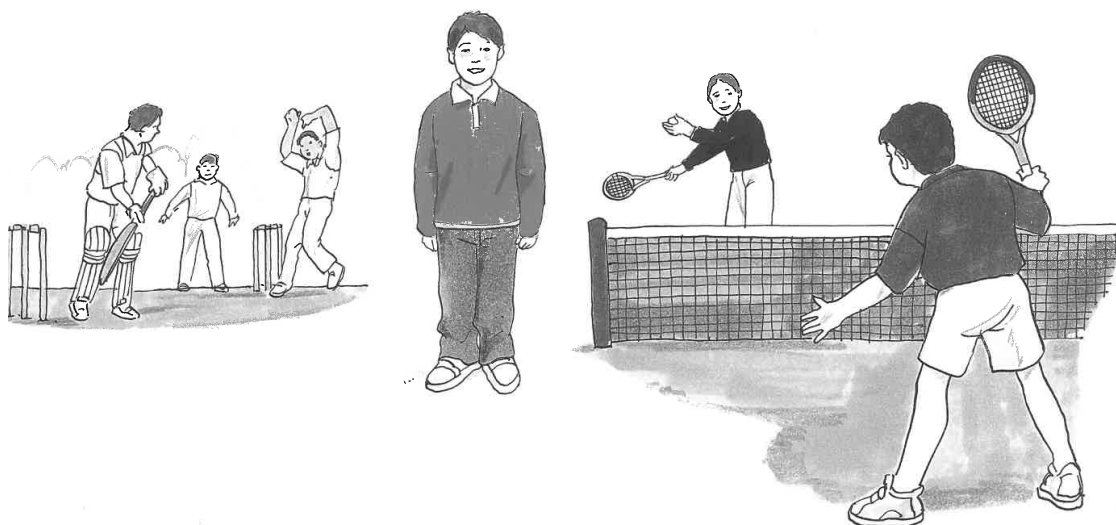
Because they **have** just **been** swimming

PRES.

PERF.

The present perfect is used to describe a completed event with relevant for the present (now the childre are wet). However, speakers of American English don't tend to use the present perfect in this way!

- c) Point to the picture on the left-hand side and say 'Jim plays cricket after school'. Point to the picture on the right-hand side and say 'Jim is playing tennis after school'. Take your finger away from the picture and say 'What is Jim's usual game after school'?



RESPONSE: cricket

This tests the ability to use tense and aspect. In the first example, the present tense is used to describe a habitual situation. In the second, the present progressive is used to describe an a future arrangement. Children who understand the interpretations invoked by specific tense-aspect combinations will be able to do this.