

ENG1100, Obligatory assignment no. 2

Deadline: 28.10

INSTRUCTIONS

- Answer all the questions. An incomplete paper will not be approved.
 - Type your paper with a line spacing of 1.5.
 - Pay attention to spelling, punctuation, use of capital letters, etc.
 - The syntactic trees can be handwritten and scanned (or photographed) and inserted into your file. Do not submit more than one file.
 - All use of AI is prohibited.
 - In linguistics, example words and phrases are *italicized* – do not use quotation marks.
- Example: In the adjective phrase *surprisingly lacking*, *lacking* functions as head and *surprisingly* functions as premodifier.

- When you write about sentence pairs, you have to think in terms of **three stages**:

Stage 1: Sentence analysis. Analyse each of the sentences. Layout-wise you can do this in two ways – the second way is quicker (in the exam):

Either:

- | | | | | |
|------|--|---|---------------------------|--|
| | S | V | -----dO----- | |
| (1a) | They solved the mystery of the locked room . | | | |
| | S | V | ----dO---- -----A----- | |
| (1b) | They solved the mystery in the locked room. | | | |

Or:

- | | |
|------|--|
| (1a) | They (S) solved (V) the mystery of the locked room (dO). |
| (1b) | They (S) solved (V) the mystery (dO) in the locked room (A). |

Stage 2: Here you have to describe the grammatical differences between the sentences in the sentence pair. You should refer to them by number instead of repeating the whole sentence. Example: Both (1a) and (1b) contain monotransitive verbs.

This stage is *essential*. If you only do stages 1 and 3, you will fail. This is because the point of doing this throughout the semester is to train you to think about and formulate the relation between grammar and meaning – how *grammatical* differences entail differences in meaning.

Stage 3: Paraphrase the sentences – use different words to render the meaning differences between the sentences in the pair.

1. Read the following text and answer the questions on the next page.

1 Man accidentally discovers perfectly preserved Roman villa in his backyard

2 A man stumbled across a Roman villa in his back garden, which is being hailed as the
3 most significant discovery of its kind for a decade. Luke Irwin, from Wiltshire,
4 **was laying** an electricity cable in his barn when he uncovered a mosaic underground.

5 The rug designer, who was making the alterations so his children **could play** table
6 tennis, took a photo and sent it off for more information.

7 Mr Irwin said: "I sent a photograph to the council and within 24 hours they were here
8 with archaeologists to see what we'd found."

9 Experts from Historic England and Salisbury Museum carefully began excavating
10 the site, and realised the mosaic formed part of the floor of a grand Roman
11 building. The find **has been proclaimed** by Historic England as "unparalleled in
12 recent years". After an eight-day dig, archaeologists uncovered more of the elaborate
13 and extraordinarily well preserved villa, thought to be one of the largest ever found in
14 the country.

15 Dating from between AD 175 and 220, the grand home is thought to have been three
16 storeys high, similar to those found at Chedworth in Gloucestershire. Not just an
17 impressive structure, but the team discovered hundreds of discarded oyster shells
18 which were artificially cultivated and carried live from the coast in barrels of salty
19 water. The dig also unearthed extremely high status pottery, brooches, coins and the
20 bones of wild animals which had been hunted, as well as a suckling pig.

21 All the evidence suggests that a family of high importance lived at the villa, possibly a
22 Roman emperor.

23 Dr David Roberts, an archaeologist from Historic England who helped work on the
24 excavation, said: "We've found a whole range of artefacts demonstrating just how
25 luxurious a life that was led by the elite family that **would have lived** at the villa. It's
26 clearly not your run-of-the-mill domestic settlement." A perfectly preserved Roman
27 well and the stone coffin of a Roman child, which went unnoticed and was being used
28 as a flower bed, were also among the finds. Dr Roberts added: "The site has not been
29 touched since its collapse 1,400 years ago and so it's of extreme importance."

- a. Comment on the verb phrases given in bold in lines 4, 5, 11, and 25 in terms of tense, aspect, voice and modality (not all of these may be relevant in all cases). For one of these verb phrases you have to read ahead in chapter 13, see p. 153 in IEG.
Example from line 2: *is being hailed* consists of the grammatical auxiliary *be* in the present tense, another grammatical auxiliary *be* in its *-ing* form, and the lexical verb *hail* in past participle form. This gives a present progressive and passive verb phrase.
- b. In the headline (line 1), there are two adverbials. Identify them and comment on their realization (in terms of word/phrase/clause). Are the adverbials circumstantial, stance or linking adverbials?
- c. Explain adjective comparison with reference to the underlined adjectives in lines 15 and 17. See IEG 8.1.2.
- d. The shaded area of line 20 is a relative clause (see IEG pp. 179–185). Answer the following questions about this clause:
 - What type of relative clause is this?
 - What is the syntactic function of the relative clause?
 - Identify the relative pronoun.
 - What is the syntactic function of the relative pronoun in the relative clause?
 - Why is this particular relative pronoun used? Are there other options?
 - Identify the antecedent of the relative pronoun.
- e. Consider the shaded clauses in lines 4 and 8. For each of them, specify what type of clause it is, and what its function in the sentence is.
- f. Give a full syntactic analysis of the underlined part of the sentence in line 21 (draw a tree). Hint: There are two verbals in the sentence, which means that there are two clauses.

All the evidence suggests that a family of high importance lived at the villa

2. Comment on the difference in form, function and meaning between the two members of EACH of the pairs below.

(1a) We watched television when they came.

(1b) We were watching television when they came.

(2a) Sitting on the lawn, he saw a rare bird.

(2b) He saw a rare bird sitting on the lawn.

(3a) The pianist just played what we liked.

(3b) The pianist just played, which we liked.