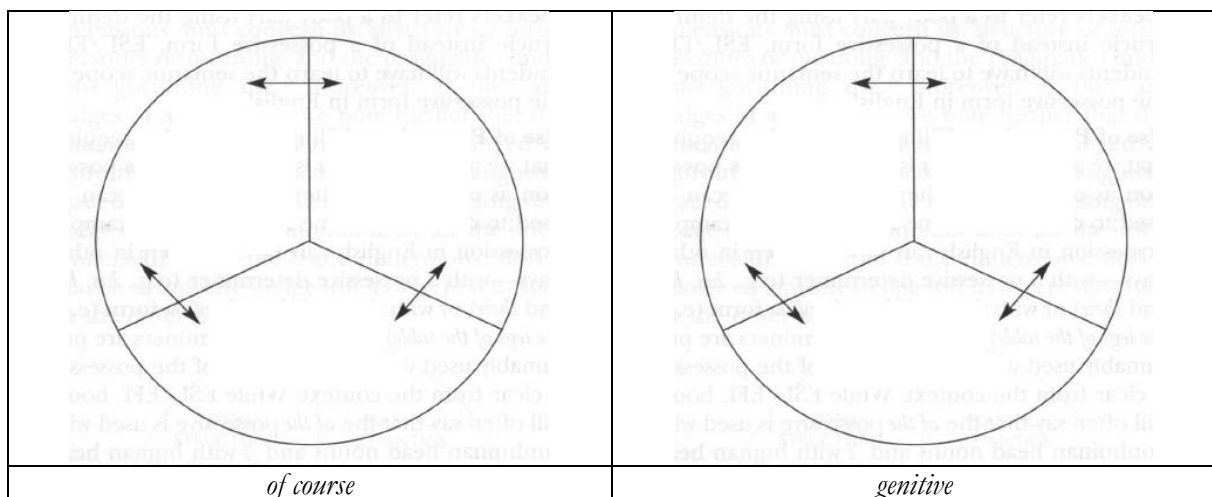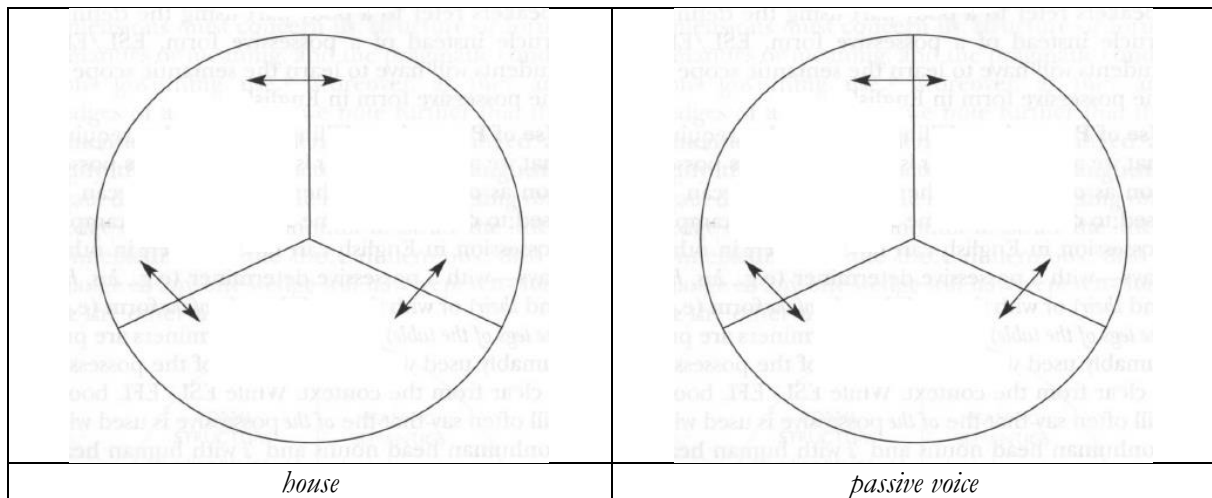# Handout 11
Larsen-Freeman 2003, pp. 34-66

Chapter 4

1   **Why is Larsen-Freeman's pie-chart representation different compared to traditional ways of categorising language? How do the pies resemble three different dimensions for learning, too?**

2   **In how far do the following concepts represent Larsen-Freeman's *form*-pie?**
    phonology, graphology, semiology, morphology, syntax

3   **In how far do the following concepts represent Larsen-Freeman's *potential meaning*-pie?**
    lexical semantics, derivational morphemes, multiword constructions

4   **In how far do the following concepts represent Larsen-Freeman's use / *pragmatic*-pie?**
    speech acts, discourse, text cohesion

5   **Fill the following pie charts:**

house

passive voice

of course

genitive

6 Why is the first of the following sentences considered to be "better"?
Some of the Olympic athletes from the smaller countries, such as Korea and Romania, were truly remarkable. In fact, …
   a) *the Romanians won three gold medals in gymnastics.*
   b) *three gold medals in gymnastics were won by Romanians.*

7 According to Larsen-Freeman, what would be the problem with a task such as this one:
"Please convert the following active sentences into passive voice:"

	active	passive
1.	*The dog bit the man.*	
2.	*The detective followed the suspect.*	
3.	*LASK beat PSV Eindhoven.*	

8 Discuss the four grammatical structures in 4.4 on p. 47 and their potential long-term challenges.

Chapter 5

9 What is according to Larsen-Freeman the difference between *rules* and *reasons* for linguistic phenomena, and what are *deterministic rules*?

10 How would you summarise the rules / reasons for English adjective comparison (*easy – easier – easiest*). Consider formation and spelling as well as possible variation. Also consider the following words:
far, just, enough, elder, happy, narrow, useful, harmless

11 What do the following examples tell you about English grammar rules?
   a) *I am here.*
   b) *She is here.*
   c) *We are here.*
   d) *The police are coming to arrest Santa Claus.*
   e) *Ten miles is a long way to hike.*
   f) *He said the Earth is a disc.*
   g) *He said the Earth was a disc.*
   h)
   i) *The yellow field.*
   j) *The field yellow with goldenrod.*
   k) *He was tried at a court martial.*
   l) *A dog so fast it could win at the track.*
   m) *This was the worst choice imaginable.*

12 What pattern could be responsible for the verb-constructions in the following table?

infinitive	gerund	both
aim	*admit*	*begin*
dare	*appreciate*	*continue*
expect	*defend*	*forget*
hope	*deny*	*hate*
intend	*enjoy*	*try*

How about the verbs *remember* and *hate* and their constructions?

13 What do the following examples tell you about English grammar rules? Why is the last one ungrammatical?
   a) *She looked up the word in the dictionary.*
   b) *She looked the word up in the dictionary.*
   c) *She looked it up in the dictionary.*
   d) **She looked up it in the dictionary.*
   e) *We sent him a package.*
   f) **We send him it.*