

GRAMMAR EXERCISES

ENGELSK FOR JURISTER

2012-13

ENGLISH FOR LAW STUDENTS

- **Conversation & Grammar:** Mondays 4.15 - 6.00 pm with Wendy H. Gabrielsen
(tel: 476 23 227; email: wjhg@online.no)
- Course book for Grammar: *Practical English Usage* (3rd edition) by Michael Swan. Oxford, 2005
- Recommended for self-study: *Advanced Grammar in Use* (2nd edition) by Martin Hewings. Cambridge, 2005

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You will also need a good **English dictionary** that can be used in the exam (not the encyclopaedic type) e.g.:

- *The Concise Oxford English Dictionary*
- *Chambers Concise Dictionary*
- *Collins COBUILD Advanced Learner's English Dictionary*
- *Oxford Advanced Learner's Dictionary*

SIMPLE FORM	PROGRESSIVE	EXAMPLES
Normal or permanent situation	Novel or temporary situation	Pygmies live in Africa. Mary is living in Africa. What do you do for a living? What are you doing?
Repetition, habit	Repetition over a limited period	I go to the theatre every other week. Since January I have been going to the theatre every other week.
Repetition, objective	Repetition, subjective	Mr Firkin always comes late. Mr Firkin is always coming late.
Complete activity	Incomplete activity	I read a book last night. I was reading a book last night. The boy drowned. The boy was drowning. I have read that book. I have been reading that book.
Experience, accomplishment	Recent activity	I have danced with Mary. I have been dancing with Mary. You have painted the door. You have been painting the door.
Single momentary activity	Repeated momentary actions	She nodded. She was nodding.
Momentary activity	Durative activity	I thought of her yesterday. I was thinking of her yesterday.
Event	Background activity, 'frame'	John went out just as Peter was coming in. By the time they arrived, it was raining hard.
Sequence of events	Overlapping activity	When I arrived, they left. When I arrived, they were leaving. She screamed and hit him in the face. She was screaming and hitting him in the face.

(cont)

SIMPLE FORM	PROGRESSIVE	EXAMPLES
State	Activity, process	The roof leaks. The roof is leaking. Tom is polite. Tom is being polite. I admire his capacity for work. I am admiring these sculptures by Henry Moore.
Capability	Activity	She speaks French. She is speaking French. The bus carries 30 passengers. The bus is carrying 30 passengers.
Fixed arrangement for future action	Plan for future action	She leaves for England tomorrow. She is leaving for England tomorrow.

PRESENT TENSE: SIMPLE vs PROGRESSIVE

1. Observe and comment on the use of the present tense in the following passage:

The government is not running this attack because British judges have lost their reason. It is doing so because Labour strategists are neuralgic about defending the party's position on law and order against the Conservatives and because ministers are running scared of a xenophobic press campaign against a piece of legislation of which the government ought to be proud. Every time that a foreigner commits an offence, some newspaper finds a way of blaming the Human Rights Act. [...] Every time that a court rules against the police, or the immigration authorities or the prison authorities, the Human Rights Act becomes the convenient whipping boy. With Labour haemorrhaging electoral support, Downing Street clearly believes that it is easier to join a lynch mob than to stand up to it.

(The Guardian Weekly, May 19-25 2006)

2. Construct sentences using the simple and progressive forms of the following verbs to show the difference in meaning between the two.

Eg. To speak

*His attorney speaks fluent Chinese but she's never been to China.
She's speaking to her client at the moment/later this afternoon.*

- a. To live
- b. To work
- c. To pass sentence
- d. To wear a wig and gown

3. What's wrong or unusual in *some* of the following sentences?

- a. This exercise consists of several questions.
- b. Solskjær is shooting and it's a goal!
- c. The trial is taking place next week.
- d. Guess what? Blair sues *The Sun* for libel!
- e. Magistrates' courts are dealing with summary cases.
- f. The county court deals with money, contract and family matters.
- g. Barristers aren't usually appearing in the lower courts.
- h. Most people don't support the death penalty for terrorist offences.
- i. Solicitors handle general legal work, yet many are choosing to specialise.
- j. The judge is being lenient.

PRESENT PERFECT: SIMPLE vs PROGRESSIVE etc.

1. What are the implications of the following pairs?

- a) The police have been taking statements from all the witnesses.
- b) The police have taken statements from all the witnesses.

- c) I've been reading the paper.
- d) I've read the paper.

- e) She's been teaching here for 15 years.
- f) She's taught here for 15 years.

2. Choose the simple or progressive present perfect as appropriate:

- a) The plaintiff (LIVE) in Oslo all his life.
- b) I (WRITE) these questions for hours.
- c) The defendants (KNOW) each other since childhood.
- d) Conviction rates for the most violent offences (PLUMMET) since 1997.
- e) This is ridiculous! I (WAIT) for ages and she still (not COME).
- f) I (not SEE) the accused for years.
- g) She (always WANT) to be a lawyer, just like her mother.

3. Translate the following:

- a) Hva har du drevet med siden sist?
- b) Hva er det med deg? Har du drukket?
- c) Hvem har skrevet *Sult*?
- d) Jeg har ikke sovet godt i natt.
- e) Har dere hatt en fin helg?
- f) Dette er første gang han underviser i strafferett.
- g) De har nettopp dratt.

SUBJECT-VERB AGREEMENT

Insert the singular or plural form of the verb in brackets, as required:

1. Everyone (HAVE) left the courtroom.
2. Nobody (BE) convinced of the defendant's innocence.
3. A great deal (HAVE) been said about the war.
4. A great deal of people (BE) homeless.
5. More than one police officer (HAVE) been suspended on full pay.
6. «Police» (BE) a plural noun.
7. A number of law students (not WANT) to work in court.
8. The police (DEMAND) to know her husband's whereabouts.
9. The news (not BE) good.
10. The United States (HAVE) a high illiteracy rate.
11. Maths (BE) my worst subject.
12. Money (COME) into her account each month.
13. Public monies (HAVE) been made available.
14. The government (BE) very popular at the moment.
15. The government (HAVE) broken all their promises.
16. The media (TEND) to hound the royal family.
17. The jury (not AGREE) on a verdict.
18. The plaintiff's family (SUPPORT) the lawsuit.
19. How they got there (not CONCERN) me.
20. Treating them like criminals (BE) certainly not the answer.
21. One of Britain's leading QCs (HAVE) died.
22. Whatever made him kill those people (REMAIN) a mystery.
23. I will focus on what (BE) often considered problem areas.
24. Neither of the defendants (SPEAK) English.
25. None of them (HAVE) identified the accused.
26. Either the king or the queen (REPRESENT) Norway abroad.
27. Neither the judge nor the lawyers (BE) in the courtroom.
28. There (BE) a lot of questions to be answered.

THERE and IT

1. Explain the use of THERE and IT in the following examples:

- There is a book on the table.
- It is mine/boring/a law dictionary.

- There are lots of people in there.
- It's very crowded in there.

2. Norwegian tourist Odd Bang has recently given the following statement to the police. He's obviously in shock and needs help sorting out his IT's from his THERE's...

It was raining, so I stopped by a pub on my way back to the hotel. It was too much smoke for my liking, but I found a table and went and ordered a pint. Behind the bar there was this massive skinhead with tattoos and piercings. He said, "You're too late, mate. Last orders was 10 minutes ago." I said that it must be time for a quick half. It wasn't even 11 o'clock. He got all aggressive and said, "It's time for you to shut up and go home while you can still walk." I said something like, "It's no reason to be rude. Who do you think you are?" and the next thing I know, I'm flat on my back and it's this wild animal with his fist in my face. I don't know how many times he punched me. Then it came some kind people and someone rang the police. I was scared because I could feel it was blood everywhere. I didn't know it was so dangerous in London. I was afraid it might be terrorists, but not psychotic barmen!

3. Translate the following sentences into idiomatic English:

- Det bor mange briter i Oslo.
- Det står en mann og venter på advokaten sin.
- Det ble funnet 2,5 kilo hasj i bilen.
- Det sykles mye om sommeren.
- Det ligger en bunke med papirer på pulten din.

RELATIVE PRONOUNS

1. Which relative clauses below are identifying and which are non-identifying? What can you say about the use of relative pronouns and commas in these types of clauses?

- a) The British woman who/that was kidnapped in Peru has been released.
- b) The 27-year-old, who was held hostage for a month, said no ransom had been paid.
- c) The men that/who/whom/Ø Ms Smith identified as her kidnappers were taken into custody.
- d) The evidence which/that was crucial to the prosecution's case was ruled inadmissible.
- e) The wiretapped conversations, which implicated all the defendants, were obtained illegally.
- f) The evidence that/which/Ø the judge threw out was mostly hearsay.

2. Insert the correct relative word (*that, which, who, whom, whose, what*) in the passages below. More than one (or none!) may be possible.

The oldest source of English law is the common law, is based on the customs of successive settlers and invaders from Europe. After the Norman Conquest, it became a uniform body of rules and principles were decided and written down by judges in court cases. These judgements, now constitute case law, were recognised as the law of the land. These are the rules guide judges in their interpretation of statutes today. Common law decisions form precedents from subsequent judges can deduce the principles of law may be applied to new cases. The other sources of law we shall mention are statute law and European Union law.

There are two levels of criminal courts. The lowest and busiest is the magistrates' court, deals with summary cases and nearly all criminal matters. Most magistrates' courts are presided over by lay magistrates (JPs), of there are about 30,000. JPs, are part-time unpaid officials, hear cases without a jury and only have some legal training before they sit in court. They date from 1327 and illustrate a legal system in the ordinary person is judged by other citizens, rather than by professionals. On average three JPs sit together when hearing cases and they are advised on points of law by their clerk, is legally qualified. Lay magistrates are appointed by the Crown on the advice of the Lord Chancellor, receives suitable names from local committees. Stipendiary magistrates, most of work in the large cities, are full-time district judges are paid by the state. Magistrates, powers of punishment are limited, prefer not to imprison if a fine or other punishment is sufficient.

APOSTROPHES

1. Why does Lynne Truss, in her book *Eats, Shoots and Leaves*, get so upset about the following examples?

- a) Trouser's reduced (in shop)
- b) Next week: nouns and apostrophe's (BBC website advertising a grammar course!)
- c) Pupil's entrance (school sign)
- d) Bobs' Motors (car showroom)
- e) Mens Toilets (sign)
- f) Britains biggest junction (newspaper headline)
- g) New members welcome drink (on programme)
- h) Childrens' education (in letter from National Union of Teachers!)
- i) The Peoples Princess' (on memorial rug)
- j) Recruitment at it's best (slogan of employment agency)
- k) "...giving the full name and details of the person who's details are given in Section 02" (on UK passport application form)

2. Insert the apostrophe where appropriate:

- a) All the students grades were bad this year.
- b) The magistrates decision was severely criticised.
- c) One should always trust ones attorney.
- d) They went to see their solicitors.
- e) It was the policemens fault, not the womans.
- f) Jims a client of hers.
- g) After a weeks adjournment the case was resumed.
- h) The Director of Public Prosecutions job is on the line.
- i) Theres been a recession since the late 1980s.
- j) Swedens problems were soon to be Norways.
- k) The police officers orders were disobeyed.

SPELLING, PUNCTUATION etc

Punctuate the following passage with the necessary capital letters, commas, inverted commas, apostrophes etc and correct any spelling mistakes. What are the rules concerning capitalisation?

the independent
24. august 1999

marriage on the rocks

Last wednesday in the high court Mick Jagger and Jerry Halls six hour hindu wedding on Bali nine years ago was finally ruled to be invalid under both indonesian and english law. The judge mr justice Connell consulted two spesialists on indonesian law and found no evidence that the wedding had been registered. Although registration is not essential in Bali the marriage was still invalid because niether party had konverted to hinduism or was balinese. Mr justice Connell added the evidence of the eksperts shows that the matter does not necesarily end there because if there is acknowledgment by the local community then it may be that registration is not essential to a valid marriage in Indonesia.

Local community acknowledgement would have required both parties to have been balinese hindus. They were not and so the Jagger-Hall wedding was thus anulled rather than dissolved. This so called marriage that never was helped mr Jagers lawyers reduce ms Halls claim from a rumoured £30m of his £150m fortune to something much less an estimated £10m.

One property lawyer in the city found the circumstances surrounding his own beach marriage did not stand up in an english court of law. The lawyer who doesn't want to be named married his long-time girlfriend on a beach in Mauritius in july 1996. My marriage didn't last longer than the holiday he remembers.

daddys home – but he's not going to get payed

The ec's parental leave directive beeing introduced into the UK through the employment relations act gives working fathers a legal right to take time off to spend with their children. However if Bill or Phil assume that they will now be able to take fridays off at their employers expence to wheel their children round the golf course then they will have to think again. First of all parental leave is unpaid and must be to care for the child. Secondly in the consultation document issued by the governement earlier this summer the proposals include a number of rules that will balanse the needs of small buisnesses in particular. The new laws will only apply to children born after 15 desember 1999.

SPELLING HUMOUR*

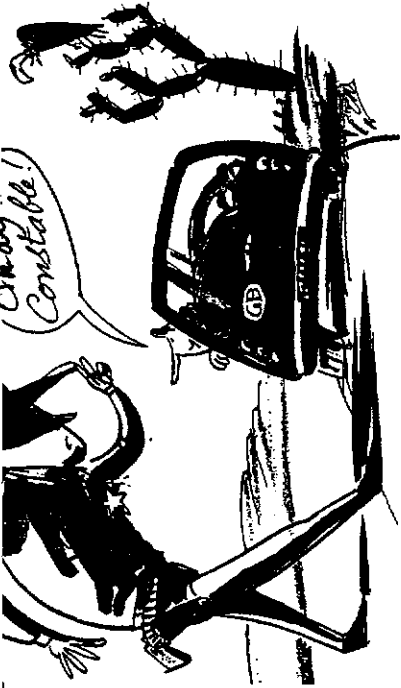
The European Commission has just announced an agreement whereby English will be the official language of the European Union rather than German, which was the other possibility. As part of the negotiations, the British Government conceded that English spelling had some room for improvement and has accepted a 5-year phase-in plan that would become known as "Euro-English".

- In the first year, "s" will replace the soft "c". Certainly, this will make the sivil servants jump with joy.
- The hard "c" will be dropped in favour of "k". This should klear up konfusion, and keyboards kan have one less letter.
- There will be growing publik enthusiasm in the sekond year when the troublesome "ph" will be replaced with "f". This will make words like fotograf 20% shorter.
- In the 3rd year, publik akseptanse of the new spelling kan be expekted to reach the stage where more komplikated changes are possible.
- Governments will enkourage the removal of double letters which have always ben a deterrent to akurate speling.
- Also, al wil agre that the horibl mes of the silent "e" in the languag is disgrasful and it should go away.
- By the 4th yer people wil be reseptiv to steps such as replasing "th" with "z" and "w" with "v".
- During ze fifz yer, ze unesesary "o" kan be dropd from vords kontaining "ou" and similar changes vud of kors be aplid to ozer kombinations of letters.
- After ziz fifz yer, ve vil hav a reil sensibl riten styl. Zer vil be no mor trubl or difikultis and evrivun vil find it ezi tu undrstand ech ozer.

ZE DREM OF A UNITED UROP VIL FINALI KUM TRO!

(*Source unknown, but this can be found in various forms in various websites!)

Martyn Back pays a flying visit to America and explores what makes U.S. English so different from British English.



Two Peoples Separated by a Common Language?

I was once in a restaurant in the improbably named but nonetheless delightful town of Hungry Horse, Montana. The waitress brought me my margarita on the rocks and we struck up a friendly conversation. As we talked, a look of rapt fascination crept across her face, until at last she could contain herself no longer and called the other waitresses over to listen to what I was saying. What they found so enthralling (they were less amused than spellbound) was not what I was talking about, but my oh-so-British accent and vocabulary.

ROADSIDE ATTRACTION

Just being British in America can be a great way of making friends (not to mention getting free margaritas). When stopped by highway police in the States, just put on your most clipped public school accent and say something like "Oh dear, I think I've left my driving licence in the boot, constable." Within minutes you'll be exchanging pictures of your family with the officer and his buddy, who will then wave you on with a cheery smile, shaking their heads and sighing. "So they really do talk like that!"

Like many generalisations and exaggerations (and the last paragraph is admittedly both), this has more than a

grain of truth. But just how different are U.S. and British English? Discrepancies in pronunciation and vocabulary have prompted some translators to specify that texts are translated "from American", as if American and English were different languages. The Harry Potter books have been "translated" into American so that American children can understand them, but many people regret this decision. After all, the language used is part of the books' charm, especially when it refers to specifically British phenomena. One commentator remarked, for instance, that it is a real shame that the word "crumplet" was translated as "English muffin" in the U.S. edition because the word crumplet is so delightfully exotic for American readers.

In fact, British and American English have far more similarities than differences, and few educated speakers in the U.S. and Britain have real difficulty understanding people from the other side of the Atlantic. It can be far harder for someone from the south of England to understand someone from Glasgow or Liverpool than someone from Boston or Seattle (or Hungry Horse, for that matter). This takes the pressure off learners of English, who shouldn't worry too much about using the "correct" variant when speaking to an American or a British person. After all, most Brits make no effort to

had never heard of the popular southern dance called the shag. (If you're interested in learning how to shag, go to www.shag-dance.com; there's even a "junior shagging page" for the under-21s; the British mind boggles at the thought!)

There are around 4,000 common words that are used differently in Britain and the U.S., but in practice there are only a handful of words that are likely to stand in the way of successful communication. Saying "maths" instead of "math" or "I've got a cat" instead of "I have a cat" will cause no misunderstanding, and most British speakers know that when an American motorist refers to his hood and his trunk, he's actually talking about his bonnet and his boot. Regular viewing of American TV series means that British people are well-equipped to understand most common U.S. vocabulary (especially police jargon), and context usually helps to work out the meaning of unknown words. British vocabulary (not to mention the British accent!) is considered quaint and charming by many Americans, but Brits in the U.S. can usually make themselves understood with relative ease.

WHEN IS AN AMERICAN WORD NOT AN AMERICAN WORD?

This was not always the case. In the early years of the twentieth century, before American cinema and TV came along, British editions of some American novels had glossaries to help their readers understand words like gimmick and phonsey, and it was once said that an American taken suddenly ill in London "might die in the street through being unable to make himself understood". Since then, hundreds of "American" words, meanings and expressions have become common in British English, to the extent that most British people are unaware that their grandparents would not have recognised them. Few British people are aware that words like commuter, hangover, notify, teenager and raincoat originally came from America. The same is true of spelling: the words *burden* and *cue* were originally spelled *burthen* and *clew* in Britain; the modern spellings came from America.

DIFFERENT STROKES / DIFFERENT FOLKS

The thing to avoid at all costs, of course, is to consider one variety of English to be in some way superior to the other. English has simply evolved on both sides of the Atlantic in different ways, and it would be a mistake to imagine that U.S. English is a lowbrow variety of our native idiom. The word fall, meaning autumn, was common in Shakespeare's day, as was the past participle gotten (which survives to this day in Britain in the expression *ill-gotten gains*). Both subsequently fell into disuse in Britain but were maintained in the U.S. There is nothing objectively inferior about spelling colour and humour without a "u"; if there was, surely British people should insist on writing *humourist* instead of *humorist* and *terror* (the old spelling) instead of *terror*. Outrage at "American" usage in Britain usually has more to do with a whiff of xenophobia about it, and in practice British people happily use words that originated in America every day.

THE PERILS OF PC

The United States has brought its share of oddities to the English language (the words *abscquatulate*, *discombobulation*, *catty-cornered* and *copacetic* spring to mind), and many American speakers would agree that we could perhaps live without some of the more extreme examples of transatlantic coinage. A particularly fertile source in recent years has been politically correct language, which originated in American universities to protect minorities from disparaging or offensive vocabulary. PC has brought us many well-meaning but sometimes awkward expressions such as "differently abled" (instead of "disabled"), "non-waged" (instead of "unemployed") and "hearing impaired" (instead of "deaf"). There are hundreds of semi-apocryphal PC or euphemistic expressions ("vertically and horizontally challenged" instead of "short and fat", "animal companion" instead of "pet" and "to terminate with extreme prejudice" instead of "to kill"), and an equal number of jokes claiming the existence of expressions such as "temporarily metabolically able" (= alive) and "folliculinary chal-

lenged" (= bald). The legacy of PC is hard to judge, but it will certainly have long-term effects on English usage, both in the United States and in Britain, and it provides a fascinating insight into American moral attitudes.

YO, BRO!

Another area in which America is making a unique contribution to English is African-American speech. Long considered as sub-standard or slang, the vocabulary and speech patterns (known as African American Vernacular English, AAVE, or Ebonics) used by many working-class black Americans are increasingly being recognised as a full-blown variety of English, particularly within the education system. Examples of Ebonics words and expressions are "hood" (= neighbour-hood), "crib" (= home), "chillin'" (= relaxing), "homie" (= friend) and "what the dilly yo?" (= what's the deal? = what's going on?). Much controversy still exists in the United States as to whether Ebonics should be formally recognised, but the issue is being taken very seriously and at least one school board (Oakland, California) has ruled that Ebonics should be considered the second language of its pupils (the majority of whom are black). While I wouldn't suggest that Ebonics should be taught extensively as part of English-language-learning programmes in Europe, it would certainly be interesting for advanced students to understand the social issues underlying the phenomenon. The implications for dictionaries are considerable, and the most important Ebonics words are being included in major reference works.

All this shows that American words, like the words of all languages, reflect the history of the country. Behind every difference between American and British English lies a fragment of the story of America. Beyond facilitating communication with Americans, U.S. English can provide a fascinating insight into the history and sociology of the American people. ■

Martyn Back is the editor of the new *Robert & Collins Senior Dictionary*. He can be contacted at mjback@het.nl.

BRITISH and AMERICAN ENGLISH

1. “Translate” the following passage into British English:

Sophie had gotten up early and was now looking through her closet for something to wear. Pants and a sweater, but what color? Her baby started crying so she went over to the crib, removed the comforter and picked him up. He didn't want his pacifier; maybe he was sick. Sophie changed her baby's diaper, wet undershirt and overalls, and got him off to sleep in the baby carriage on the porch.

Pulling back the drapes in the living room, she looked out at the back yard. It would soon be fall; her summer vacation was almost over. She enjoyed her work as a defense attorney and was looking forward to being back on the job in two weeks' time. She had been practicing law for five years now and had been promised a pay raise. She sat down on the couch, then went and did the dishes.

Later on at the mall, Sophie was standing in line when she suddenly realized that her purse was gone, with her change purse and billfold inside. She looked at all the groceries in her shopping cart: candy, ground beef, a broiled chicken, potato chips, and cookies. “I don't have my checkbook either,” she thought. The sales clerk recommended that Sophie tell the police as soon as she left the store. “And have a nice day!” the clerk called after her.

2. “Translate” the following passage into American English:

Jim had been travelling for days, careering along motorways, overtaking all the other cars, stopping only for petrol, to go to the toilet and check the tyres. Of course he risked losing his driving licence or even gaol if he was caught, as it wouldn't be his first offence. He slowed down as he approached the next roundabout.

He parked in an empty car park opposite the hotel, got his holdall out of the boot and made his way to reception. He was given a room on the first floor and didn't bother to take the lift. He tried to make a personal call but it was engaged. He was supposed to be meeting Sophie at 8.15 – it would be quicker to take the underground.

Walking down the street Jim was appalled to see all the rubbish piled up on the pavement. Why didn't people use the bins provided? At the station he bought a return ticket as it was cheaper than two singles, and went to check the timetable. Ten minutes later he was in the city centre, but when he arrived at the cinema he was told: “She's already left.” “Bloody hell,” he muttered. He was really angry and went in to see the film on his own.

“The English have really everything in common with the Americans, except of course language.”

Oscar Wilde

ADJECTIVES and ADVERBS

1. Choose the adjective or adverb as appropriate:

- a) Your answer was correct/correctly.
- b) You answered correct/correctly.
- c) It is not a political/politically issue.
- d) It was not political/politically correct/correctly to say that.
- e) The deputy prime minister's behaviour was extreme/extremely bad/badly.
- f) The deputy prime minister behaved extreme/extremely bad/badly.
- g) He needs a real/really friend to confide in.
- h) He's a real/really good colleague.
- i) They handled the situation real/really good/well.
- j) She looked good/well.

2. Is there anything wrong here?

- a) The most important is that you do your best.
- b) I'm collecting money for the poor.
- c) The accused was acquitted.
- d) The unemployed was losing hope.
- e) The meat tasted badly.
- f) The government must change its economical policy.

3. Translate:

- a) Vi må søke juridisk bistand i denne saken.
- b) De hadde en juridisk bindende avtale.
- c) Han ble hardt skadet under krigen i Irak.
- d) Miljøvennlige biler blir stadig mer populære.

PREPOSITIONS

1. Insert the appropriate preposition in the following sentences:

- a) He was sentencedtwo years' imprisonment.
- b) You stand accuseda serious crime.
- c) He was convictedrape.
- d) She was chargedconspiracy to murder.
- e) They were arrestedcharges of armed robbery.
- f) She was releasedbail.
- g) The police needed a warranthis arrest.
- h) The rightsilence has been limited in all courts.
- i) Some businesses prefer not to enter a contract direct with customers.
- j) She pleaded guilty to three countsfraud.
- k) Solicitors have a limited right audience.
- l) The solicitor acted in accordance her client's instructions.
- m) His case is nowthe Court of Appeal.
- n) The court issued an injunction the demonstration.
- o) Parents are not liable their children's torts.

2. Translate the following:

- a) Vi er avhengig av din støtte.
- b) Det var typisk for dommeren å nekte kausjon.
- c) Før var det et forbud mot å sende intervjuer med Sinn Fein.
- d) Skal du søke på stillingen som advokatfullmektig?

MODALITY

A. Identify and translate the modal verbs in the following newspaper articles:

DVD-hackerer må ikke betale

Den internasjonale filmindustrien vil ikke kreve økonomisk erstatning fra Jon Johansen (16) som er anmeldt for å ha kopiert DVD-filmer ulovlig. [...] Den internasjonale filmindustrien mener at Johansen har brutt kopibeskyttelsen på de digitale videoplatene, og dermed åpnet for omfattende piratkopiering som kan påføre filmindustrien store tap. Alle forbrukere burde støtte den norske hackeren i sin kamp mot en filmindustri som vil forsvare sin oligopol, mener den kjente internett- og dataeksperten Gisle Hannemyr. [...] - Hvorfor skulle det være ulovlig? spør Hannemyr.

(NTB 25.01.00)

Må ikke si hvem som kjørte

Du plikter ikke å fortelle private parkeringsselskaper hvem som feilparkerte bilen din. [...] - I prinsippet har parkeringsselskapet bevisbyrden, sier advokat Ola Viken. Ifølge en kjennelse fra Borgarting lagmannsrett, trenger bileier heller ikke opplyse retten om hvem som har kjørt bilen. Men nekter du å svare kan du risikere rettergangsbøte, eller å måtte betale motpartens saksomkostninger [...]

(VG 02.07.05)

B. Complete the gaps with *can*, *could*, *may* or *might*, explaining any difference in meaning when more than one may be used:

1. It be difficult for me to join you tomorrow.
2. I make a suggestion?
3. you please send me an application form?
4. The government have problems if it refuses to compromise on this issue.
5. The police not believe your statement.

C. Translate the following:

1. Du skal høre på hva jeg sier.
2. Arbeidet skal igangsettes umiddelbart etter at kontrakten er inngått.
3. Hva skal dette bety?
4. Mange skal være drept under krigen i Kosovo.
5. Jeg sa jeg skulle gjøre det etterpå.

Learning problems: Summary

12.23 In general, while the Norwegian learner does not use the indefinite article often enough, he or she uses the definite article too frequently. The definite article should not be used with abstract uncountable nouns with generic reference (12.20):

166. *Conscience* is God's voice in man. *Samvittigheten* er Guds stemme i mennesket.

This also applies to modified uncountable nouns if the reference is intended to be generic:

167. *Local government* is an illusion. *Det lokale selvstyre* er en illusjon.

168. *Modern technology* has changed our world completely. *Den moderne teknologi* har totalt forandret verden.

Norwegian often uses definite plural forms of countable nouns with generic reference (12.20). English is more likely to prefer the zero form in examples like those below:

169. *Children's* desires are often ignored by *adults*. *Barnas* ønsker blir ofte neglisjert av *de voksne*.

170. *Prices* seem to be going up all the time. *Prisene* synes å stige hele tiden.

171. *Employees* in the oil industry are going on strike. *De ansatte* i oljeindustrien vil gå til streik.

English uses the indefinite article before singular nouns more consistently than is the case in Norwegian (12.14). This accounts for the differences in:

172. We were invited to *a party*. Vi ble invitert i *selskap*.

173. I think I'll write with *a pencil*. Jeg tror jeg vil skrive med *blyant*.

Let us finally repeat that the use of the articles is intimately connected with the reference of the noun phrase. Reference is therefore a concept which the learner should be thoroughly familiar with.

ARTICLES

Translate the following sentences and try to identify the main differences between the use of articles in Norwegian and English:

1. Mona er dommerfullmektig.
2. Livet er herlig.
3. Den organiserte kriminaliteten blir mer og mer omfattende.
4. Går du i kirken hver uke?
5. De hardt skadede ble sendt på sykehuset.
6. Jeg har kontrakten i hånda.
7. Ta på deg jakken, det er kaldt ute!
8. Den domfelte hadde slått kona flere ganger.
9. Bilene sliter ned asfalten på vinteren.
10. Vi er bedt i bryllup til helga.
11. Han forsvarer alltid demokratiet med stor veltalenhet.
12. Samfunnet kan ikke tolerere den slags oppførsel.
13. Han forble ungkar hele livet.
14. Har dere kjøpt ny bil?
15. Arbeidsmarkedet er stramt og arbeidsgiverne er usikre på framtiden.
16. Du er nødt til å skrive brev til henne.
17. Kunsten i det 20. århundre er vanskelig å forstå.
18. Vi vet lite om det forhistoriske mennesket.
19. Vi tok drosje hjem.
20. Har dere tenkt å gå opp til eksamen til våren?

PUNCTUATION EXERCISE

“My own position is simple: in some matters of punctuation there are simple rights and wrongs; in others, one must apply a good ear to sense.”

(Lynne Truss: *Eats, Shoots and Leaves*, 2003)

Punctuate the following disconnected passages with commas, semi-colons and colons, as appropriate. If no punctuation is required, write Ø.

1. The strikers agreed to resume work immediately if a tribunal were formed to investigate their grievances (a) if on such a tribunal the workers were adequately represented (b) if an undertaking were given that there would not (c) either now or at any future time (d) be any victimization (e) and finally if it were guaranteed that (f) when the recommendations of the tribunal were announced (g) they would be put into force without delay.
2. Mr Black (h) who attended Eton before reading law at Oxford (i) was sentenced to three years' imprisonment for his part in the conspiracy. The money (j) that he was convicted of embezzling (k) has not yet been recovered.
3. Now jury service is based on the electoral roll (l) which means that an eighteen-year-old can serve on a jury (m) though there is an upper limit of sixty-five. There are a number of categories of people (n) who cannot serve on a jury (o) judges, magistrates, lawyers, the police, the clergy and the mentally ill.
4. Judges (p) according to the traditional litany (q) only interpret existing law (r) they decide what the law already is.
5. Moreover (s) it is precisely at that period of their working lives (t) that ambitious people are actively pursuing their careers. Although (u) there is a certain prestige in becoming a magistrate (v) many employees feel that their regular absences would inevitably affect their chances of promotion. Women (w) who do not work full-time (x) have been a traditional source of recruitment (y) but the pattern of the working husband and the non- or only part-working wife has gradually broken down.
6. According to Lord Edmund-Davies, a former law lord (z) “The Bar is experienced in holding the client at a distance and I think that is ultimately better preparation for the bench.”

COMPOUND WORDS: HYPHENS

Two-word expressions can sometimes be written as two words (*head teacher*), hyphenated (*head-teacher*) or one word (*headteacher*). With the exception of some common short combinations like *bedroom*, it is usually acceptable to write the words separately. Many compound words that used to be hyphenated (*to-day*) are now written as one word. However, despite the fact Sir Winston Churchill once called the hyphen “a blemish to be avoided whenever possible”, it does still have its uses...

1. Consider the following examples:

- a) One should not name the co-respondent in the divorce petition.
- b) The organisation re-formed in the 1990s.
- c) They represented a broad cross-section of the public.
- d) He wanted to purchase a little-used car.
- e) No-one has de-iced the plane, so all the passengers must re-enter the terminal.

2. The hyphen is also correct/necessary in the following examples. Why?

- a) Twenty-six pounds only
- b) Anglo-Norwegian talks over Sellafield
- c) A middle-class area
- d) 42-year-old woman convicted of shoplifting
- e) Policy of non-intervention considered un-American

3. Translate the following sentences:

- a) Seks av ti tilfeller av vold i Osloskolen er rettet mot ansatte.
- b) Schengen-avtalen ble inngått i 1985.
- c) De tiltalte skyldte på hverandre utenfor rettssalen.
- d) Ungdomskriminaliteten kan skyldes dårlige levevilkår.
- e) Amerikanske soldater skjøt angivelig i selvforsvar.

“If you take hyphens seriously, you will surely go mad.”

(From an Oxford University Press style manual)

NOUNS

1. Translate the following:

- a) Jeg skal gi deg et godt råd.
- b) Vi har to brød igjen.
- c) Her er vekslepengene.
- d) Stormen forårsaket betydelige ødeleggelser.
- e) Møblene er kommet.
- f) Vi får for mye lekser.
- g) Det var en nyttig opplysning.
- h) Smykkene ble funnet på badet.
- i) Sett pengene i banken. De er trygge der.
- j) Det var en god nyhet.
- k) Det var et fryktelig vær den dagen.
- l) Bevisene er overveldende.
- m) Han har enorme kunnskaper.
- n) Dere har gjort store framskritt.

2. What is the plural form of these nouns?

- | | | | |
|-----------|------------|-------------|---------------|
| a) thief | b) knife | c) roof | d) passer-by |
| e) hero | f) journey | g) story | h) species |
| i) series | j) formula | k) aircraft | l) phenomenon |

3. Match the following verbs with appropriate nouns below:

- a) to give
- b) to conduct
- c) to commit
- d) to convene
- e) to reach
- f) to pass
- g) to impose
- h) to drop
- i) to award
- j) to file

an enquiry, a lawsuit, probation, damages, a fine, sentence, a verdict, the charges, evidence, divorce, a meeting, a survey, an offence, acquittal, perjury

WRITING LETTERS

1. Read the following statements and decide which are true and which are false.

- a. If you begin a letter with the recipient's name, e.g. *Dear Mr Bloggs*, you should close it with *Yours faithfully*.
- b. A letter to Jack Spratt would open *Dear Mr Jack Spratt*.
- c. Americans often use the salutation *Gentlemen*.
- d. In both the UK and the USA, 4.5.06 means 4 May 2006.
- e. If you are unsure whether a female correspondent is married or single, you should use the term *Ms* instead of *Mrs* or *Miss*.
- f. Americans often close letters with *Yours truly* instead of *Yours sincerely/faithfully*.
- g. British people usually write abbreviated titles, initials, addresses, dates, opening and closing formulae without punctuation.
- h. If you don't know the name of the person you're writing to, you should write *Dear sir*.
- i. In the UK, it is possible to put a colon after the opening formula e.g. *Dear Mr Brown:*.

2. Read this letter from an organisation for foreign law students.

- **Suggest what improvements and corrections should be made.**
- **Write a letter of acceptance and ask for more information or decline the invitation and make your excuses.**

Dear Mr. Jonathan Spall

We want to invite you to our yearly dinner on the 3th of february and ask if you would consider to be one of our guesttalkers.

The subject this year is the habeas corpus and we would admire a contribution from your field of expertise. You can eg say us how this has been afflicted by recent english antiterror legislation. Make us know if you are able to assist.

Within you will find a formal invitation to yourself and a guest.

We look forward to hear from you.

Yours faithfully

Elisabeth Dupont

3. Rewrite this “email language” in a more formal register by completing the unfinished sentences below:

- a. I'm sorry I didn't get back to you sooner.
I apologise...
- b. Sort out this cock-up ASAP!!
Would you...
- c. When can we expect to get the report we asked for?
I am writing to...
- d. The other day on the phone we agreed to get together sometime soon – how about Friday?
Further to...
- e. It'd be a great help if you could give me any pointers re. the article I'm writing.
I would...
- f. Thanks for dealing with our questions so quickly.
We appreciate...

PRONUNCIATION PROBLEMS

1. /v/ and /w/

It is important to distinguish clearly between /v/ and /w/ in English. English /v/ is a fricative sound. You should be able to feel the friction between your lip and teeth quite clearly. Norwegian /v/ doesn't have as much friction. English /w/ is made by rounding the lips and raising the back of the tongue, roughly as for the vowel in Norwegian "sol".

Compare:

vine	wine
veil	whale
vest	west
vain	wane
lover	lower
moving	mowing
rover	rower

Try these tongue twisters...

- Will Victoria be available to play volleyball versus the Welsh team on Wednesday?
- Wendy advised the Norwegians to wed in Vancouver and travel to Warsaw next week.
- We were worried when individuals were growing violent after swigging very much wine.
- Victims of the violence are welcome to visit the valleys to see the wonderful view.

2. Other problem words

How are the following words pronounced?

mortgage	coup	scheme	subtle	lose	counterfeit
debt	receipt	iron	salmon	loose	Leicester
register	indictment	price	advice	worth	thorough
magistrate	expedite	prize	advise	worthy	Edinburgh

3. Stress

Where is the stress in the words in italics?

to *conduct* a survey
he has shown poor *conduct*

we are not *content*
the *content* is good

to *increase* the workload
cheating is on the *increase*

the *legislature* *legislates*
legislation was introduced

VOCABULARY PRACTICE

1. Complete the tables and check your answers in a dictionary. (There may be more than one possibility.)

Noun	Adjective
bias
law
libel
liability
statute
excess
equity
hierarchy
discretion

Verb	Adjective	Noun
elude
neglect
inherit
coerce
precede
punish

Prefix+Adjective

-lawful
-practical
-legal
-valid
-moral
-just
-partial
-equitable
-violent
-constitutional
-licit
-convenient
-adequate
-advisable
-legitimate
-legible
-definite

2. Choose some of the less familiar words above and use them in sentences in order to illustrate their meaning.

FALSE FRIENDS?

1. Hun avviste blankt anklagene om korrupsjon.
2. De er i samme bransje.
3. Han er en veldig effektiv medarbeider.
4. Dette vil gjøre forbudet mer effektivt.
5. Det er ikke aktuelt å sparke ham.
6. Hun ble bedt om å fortelle hva som skjedde den aktuelle dagen.
7. Filmen har fått bra kritikk.
8. Vennligst kontakt banken ved eventuelle uoverensstemmelser.
9. Dette er et historisk øyeblikk.
10. Sigrid Undset skrev historiske romaner.
11. Si din mening!
12. Det var ikke meningen å drepe ham.
13. Stillehavs-stammen mener prins Philip er gud.
14. I Norge har det vært bred enighet om utenrikspolitikken.
15. Han studerer politikk og økonomi.
16. Du bør sende brevet rekommandert.
17. De mottar en provisjon på 10 prosent.
18. Han var en veldig sympatisk mann som tok vare på pasientene sine.
19. Det var først da jeg skjønnte at noe var galt.
20. Du bør kjenne dine kompanjonger meget godt.

EXAM 2002: GRAMMAR

2. Translate the following "det" sentences into idiomatic English:

- a) Det ble ikke funnet noen nye beviser i saken.
- b) Det er mye å gjøre på jobben for tiden.
- c) Det bor flere hundre amerikanere i hovedstaden.
- d) Det høres ut som en forferdelig dårlig ide.
- e) Det forekommer krenkelser av menneskerettighetene i de fleste land.

3. List on your answer paper the relative words (*that, what, which, who, whom, whose*) missing from the following text. Only one answer is permitted per space, even if more than one is possible. To indicate that no relative is required, write: Ø.

In ... (a) ... will no doubt be an unpopular decision with environmental groups, the US has resolved not to set any targets to reduce its own massive carbon dioxide emissions. President George Bush, ... (b) ... rejected the Kyoto protocol last year, has decided that the US will rely on industry to come up with solutions. The plan ... (c) ... he supports will slow the growth of emissions rather than cut them, ... (d) ... is good news for industry – if not for the environment. This policy, ... (e) ... was published in an economic report last week, casts doubt on the validity of the science of global warming. The report reflects the speech on climate change ... (f) ... Mr Bush made last June, in ... (g) ... he defended America's huge gas emissions. Mr Bush, ... (h) ... views on the environment are highly controversial, is concerned that US business interests would be affected by the Kyoto agreement obligations. Business executives with ... (i) ... Mr Bush has close links in the oil and automobile industries are known to contribute generously to the Republican party. Significantly, of the 544 members of the European Parliament ... (j) ... voted last week, only four were against ratifying the Kyoto agreement without the participation of the US.

GRAMMAR QUESTIONS 2003

NB. List all the missing words on your answer paper.

A. CONCORD

Complete the following sentences with the correct **present** tense form of the verb in brackets:

1. The news (BE) bad.
2. All the money (BE) under her mattress.
3. The police (not KNOW) who did it.
4. The unemployed (HAVE) little chance of getting a mortgage.
5. Everybody (GO) abroad for their holidays these days.
6. An hourly rate of one thousand pounds (not SEEM) excessive to me!
7. The Prime Minister, as well as several ministers, (SUPPORT) the motion.
8. A number of students (DO) very well in the exam.
9. What is most puzzling to the majority of people (BE) the attitude of the President.
10. Most people (BELIEVE) a peaceful solution is possible.

B. IT/THERE

Complete the following sentences with **IT** or **THERE**, as appropriate:

1. isn't a lot to do today.
2. Come on! is time to go now.
3. Once upon a time lived a wicked witch.
4. will probably be a strike on Thursday.
5. seem to be conflicts throughout Europe.

C. SIMPLE/PROGRESSIVE

Complete the following sentences with the **simple present** or **present progressive** form of the verb in brackets, as appropriate:

1. This exam (CONSIST) of 4 sections.
2. Racism (BECOME) a serious problem in Norway.
3. They (GO) to a party on Saturday night.
4. They (GO) to a party every Saturday night.
5. She (PLAY) squash in her spare time.

ESSAY TIPS

First paragraph(s)

The first point I would like to make
To begin with
First(ly)... Second(ly)..
By way of an introduction
As an opening remark

Expressing your opinion (not always required!)

(Personally) I believe/think/feel/maintain that
In my opinion/view
To my mind
As far as I am concerned
I am under the impression/of the opinion that
It seems to me that

Considering the arguments

On the one hand... on the other hand
Having said that, ...
If one considers the pros and cons/advantages and disadvantages
There are two sides to this question/issue
To stress/emphasise/underline the fact that
As far as ... is concerned
To put forward/express a point of view/an argument
The most significant/surprising/important point is
It cannot be denied that
Interestingly enough
In this respect/regard
Generally speaking/on the whole
Indeed, ...

Giving examples

For example/for instance (e.g.)
That is to say/in other words (i.e.)
Like/such as

Always useful...

However/nevertheless/yet
Therefore/consequently/thus/as a result/accordingly/hence
Besides/furthermore/moreover/in addition
Despite/in spite of
Whereas/while
Although/even though
Provided/as long as
Unless

Last paragraph(s)

As a final point/finally/in conclusion
To conclude/sum up