

**BỘ GIÁO DỤC VÀ ĐÀO TẠO  
TRƯỜNG ĐẠI HỌC DÂN LẬP HẢI PHÒNG**

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**KHÓA LUẬN TỐT NGHIỆP**

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**HẢI PHÒNG - 2010**

**HAIPHONG PRIVATE UNIVERSITY  
FOREIGN LANGUAGES DEPARTMENT**

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**GRADUATION PAPER**

**A RESEARCH ON ENGLISH INVERSION AND  
DIFFICULTIES ENCOUNTERED BY ENGLISH  
MAJORS OF HAI PHONG PRIVATE UNIVERSITY**

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**HAI PHONG - 2010**

**BỘ GIÁO DỤC VÀ ĐÀO TẠO  
TRƯỜNG ĐẠI HỌC DÂN LẬP HẢI PHÒNG**

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**Nhiệm vụ đề tài tốt nghiệp**

Sinh viên: .....Mã số:.....

Lớp:.....Ngành:.....

Tên đề tài: .....

.....

## Nhiệm vụ đề tài

1. Nội dung và các yêu cầu cần giải quyết trong nhiệm vụ đề tài tốt nghiệp

(về lý luận, thực tiễn, các số liệu cần tính toán và các bản vẽ).

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2. Các số liệu cần thiết để thiết kế, tính toán.

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3. Địa điểm thực tập tốt nghiệp.

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## CÁN BỘ HƯỚNG DẪN ĐỀ TÀI

### Người hướng dẫn thứ nhất:

Họ và tên:.....

Học hàm, học vị:.....

Cơ quan công tác:.....

Nội dung hướng dẫn:.....

### Người hướng dẫn thứ hai:

Họ và tên:.....

Học hàm, học vị:.....

Cơ quan công tác:.....

Nội dung hướng dẫn:.....

Đề tài tốt nghiệp được giao ngày 12 tháng 04 năm 2010

Yêu cầu phải hoàn thành xong trước ngày 10 tháng 07 năm 2010

Đã nhận nhiệm vụ ĐTTN

*Sinh viên*

Đã giao nhiệm vụ ĐTTN

*Người hướng dẫn*

*Hải Phòng, ngày tháng năm 2010*

**HIỆU TRƯỞNG**

**GS.TS.NGŨT Trần Hữu Nghị**

## PHẦN NHẬN XÉT TÓM TẮT CỦA CÁN BỘ HƯỚNG DẪN

**1. Tinh thần thái độ của sinh viên trong quá trình làm đề tài tốt nghiệp:**

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**2. Đánh giá chất lượng của khóa luận (so với nội dung yêu cầu đã đề ra trong nhiệm vụ Đ.T. T.N trên các mặt lý luận, thực tiễn, tính toán số liệu...):**

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**3. Cho điểm của cán bộ hướng dẫn (ghi bằng cả số và chữ):**

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.....

*Hải Phòng, ngày ... tháng ... năm 2010*

**Cán bộ hướng dẫn**  
*(họ tên và chữ ký)*

**NHẬN XÉT ĐÁNH GIÁ**  
**CỦA NGƯỜI CHĂM PHẢN BIỆN ĐỀ TÀI TỐT NGHIỆP**

1. Đánh giá chất lượng đề tài tốt nghiệp về các mặt thu thập và phân tích tài liệu, số liệu ban đầu, giá trị lí luận và thực tiễn của đề tài.

2. Cho điểm của người chấm phản biện :

*(Điểm ghi bằng số và chữ)*

Ngày..... tháng..... năm 2010

**Người chấm phản biện**

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Hai Phong, 2010

Tran Thi Hong Hanh



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## SYMBOLS AND ABBREVIATIONS

A	Adverbial
A.N	Negative adverbial
Aonly	Adverbial beginning with only
Aplace	Adverbial of place
Be	Be as verb
C	Complement
Op	Operator
Q-element	Clause element containing the Q- word
Q-word	Interrogative word
S	Subject
S1	The subject in the first clause
S2	The subject in the second clause
E.g	For example

Square brackets [ ] enclosing a number indicate the number of the example used.

# **PART ONE**

## **INTRODUCTION**

### **1. Rationale**

English is considered to be an international language used in many fields such as economy, politics, science, technology, etc. It is widely recognized as the key language in the intergrating process into the world.

Being aware of the important of English, Vietnamese learners try to master English. A lot of Vietnamese people are learning English so as to work with foreign learners more effectively. In recent years, the language has become a compulsory subject in schools, colleges and universities in Viet Nam. More and more English language teaching centres are opened to satisfy the need of learners. And it is quite right to say that many of young learners are interested in learning English.

To have a good command of English, Vietnamese students in general and the first year English majors of Hai Phong Private University in particular have a lot of difficulties in using English grammar properly, of which using Inversion is one essential part. Inversion is phenomenon in which either a verb or an operator stands before subject. It is device used to reduce the length of the sentence and to emphasize the important factor theme in the sentence. Inversion is governed much by the sentence structure. So in my graduation paper, I study “English Inversion” with the hope that this can help English major students at Hai Phong Private University learn English much better.

That is the reason why I decided to choose the research with the title “English inversion and difficulties encountered by English majors of Hai Phong Private University”.

### **2. Aims of the study**

This study is conducted to help English majors of Hai Phong private university understand inversion more clearly. Further more it is hoped that

students learn how to use inversion phenomenon . To summarize the above, my study is aimed at:

- Providing the theoretical background about English inversion
- Analyzing the types of inversion and its equivalents in Vietnamese
- Some difficulties possibly encountered by English majors of Hai Phong private university when using inversion and suggested solutions

### **3. Methods of the study**

To complete this graduation, the following steps are implemented:

- Collected references and books related to English grammar are analyzed in details to form the theoretical background this paper.
- The available theory concerning to inversion is studied and followed in my study paper.
- Discussing with asking help from teachers, friends and particularly whose useful guidance, advice and correction have been actually crucial to the completion of this study.
- Ideas of some possible difficulties are got from my understanding the English learning and teaching and English major students in Hai Phong private university as well as my gained experiences in the training course

### **4. Scope of the study**

English grammar is various. In this study, I pay attention not only to inversion in sentences but also to that in discourse. Inversion is a key matter to be used to a great extent not only by speakers but also by writers. It works mainly within the sentence, so the sentence structure is very important.

This study is carried out carefully and deeply as I hope it can reflect and cover some common phenomena of inversion in English. In spite of this fact, due to my lack of time, experience and knowledge, this study can not fail to have mistakes. Therefore, your criticisms are very useful and important.

I hope that this study is good reference material for English major students who wish to be better at English grammar.

## 5. Design of study

This study consists of three parts:

- **Part I:** The introduction presents the rationale, aims, scope, methods and the design of the study
- **Part II:** The development is divided into three chapters:
  - The first chapter is the theoretical background which provides readers the basic definitions of inversion and their relationship with one another
  - The second chapter focuses on different kinds of inversion in English and its equivalents in Vietnamese
  - The third chapter is about some difficulties possibly encountered by English majors of Hai Phong private university when using inversion and suggested solutions
- **Part III:** is the conclusion which summarized all the presented information

## PART TWO

### DEVELOPMENT

#### CHAPTER ONE: THEORETICAL BACKGROUND

##### 1. Inversion

###### 1.1. *The word- orders in English*

The English word – orders are also very important. In the scope of word and especially in noun phrase, words with different positions will have different meanings

[1]            *The dancing girl*        ≠        *The girl dancing*

[2]            *The visible stars*        ≠        *The stars visible*

In the scope of sentence, if positions of elements change the meanings of sentence will change

[3]            *The boy I like*        ≠        *I like the boy*

[4]            *Tom comes here*        ≠        *Here comes Tom*

In a compound sentence with the change of sentence positions the logical – meaningful relationship of two sentences will also change

[5]            *Peter gets up at 6 a.m and has a shower* (a)

*Peter has a shower and gets up at 6 a.m* (b)

Reading two sentences above, we see that they are right in syntax but in example (b) we can not accept its meaning because it is logical.

If we do not analyze the order of actions in example [5] we can list some others as follows:

[6]            *Among these girls, who likes you?* (c)

*Among these girls, who do you like?* (d)

Changing the word – order in example (c) we will have another sentence (d) with quite different meaning but it is still correct in logic and semantics.







[13] I **will not** have retired by the year 2012.

(ALG, 1988:181)

The operator can be said to be a part of a verb phrase if that verb phrase consist of one or more auxiliaries. When a verb phrase does not contain any auxiliaries, it does not contain the word that can act as operator for the purpose of forming questions and negative sentences with *not*. In such case *do* is introduced when an operator is required.

[14] It **rained** steadily all day.

**Did** it rain steadily all day?

(QUR, 1973:12)

In terms of lexical verbs BE and HAVE (*sometimes in BrE*). DARE and NEED (*are rarer in AmE than in BrE*) can act like operators even when they are verb phrase.

So the term operator is also used for them in such cases as the following:

[15] **Was** he waiting? (THM, 1985:110)

[16] **Has** he (got) to go? (THM, 1985:110)

[17] **Dare** you do it? (ALG, 1988:236)

[18] **Need** you leave so soon? (ALG, 1988:229)

According to Quirk.R (1973), apart from the questions and the negatives, there are a number of other constructions which require the use of an operator

- In emphatic sentences:

[19] You **do** look a wreck

(QUR, 1973:427)

- In tag questions:

[20] Joan recognized you, **didn't** she?

(QUR, 1973:194)

- Proforms

[21] John can driver a car

I think Bob **can**

(QUR, 1973: 296)

- In statements with inversion

[22] *Not until he got home did he realize that he had got lost it*  
(THM, 1985:63)

As mentioned above, the rearrangement of the subject and verb or operator from their normal orders in statements is called inversion. So the operator performs an important syntactic function. It is normally the first auxiliary of the verb and when it operates, it is isolated from the rest of the predicate despite how complex the predicator is Quirk.R states that the part of the predicate distinguished from the operator is called predication.

#### ***1.4. Communicative classification of sentence types***

According to Quirk.R (1973:191) simple sentences may be divided in to four major syntactic classes whose use correlatives with different communicative function:

1. Statements are sentences in which the subject is always present and general precedes the verb:

[23] *John will speak to the boss today*  
(Quirk.R, 1973:191)

2. Questions are sentences marked by one or more of these three criteria:

a) The placing of the operator in front of subject:

[24] *Will John speak to the boss today?*  
(Quirk.R, 1973:191)

b) The initial positioning of an interrogative or Who-element

[25] *Who will you speak to?*  
(Quirk.R, 1973:191)

c) Rising intonation:

[26] *You will speak to the boss?*  
(Quirk.R, 1973:191)

3. Commands are sentences which normally have no overt grammatical subject and whose verb is in the imperative

[27] *Speak to the boss today*

(*Quirk.R, 1973:191*)

4. Exclamations are sentences which have an initial phrase introduced by *what* or *how*, without inversion of subject and operator

[28] *What a noise they are making*

(*Quirk.R, 1973:191*)

[29] *How beautifully you sing*

(*SWM, 1980:194*)

Quirk.R states that, in English apart from the major classes of sentences, there are the formulae in the sense that although they may have the appearance of belonging to one of the major classes, they do not share the features that are common to members of those classes.

According to Quirk.R, there are two types of inversion in English: **Subject – verb inversion** and **Subject – operator inversion**.

In the next chapter, these types of inversion are going to be classified and described in a detailed way.

## **2. Summary of Chapter I**

In conclusion, I have examined all the basic notions of inversion. In many authors' notion, inversion is a special phenomenon. Its aim is to express fronting element and its structure differs from normal sentences. To study inversion phenomenon we need to understand the word – orders in English, the definition of inversion, operators, sentence types in communicative function, all of which are taken into consideration in this chapter. The section has ended chapter one. Let us go to chapter two where inversion is studied in a detailed way.

## CHAPTER TWO

### DIFFERENT TYPES OF INVERSION AND ITS EQUIVALENTS IN VIETNAMESE

As introduced in chapter one, there are two main types of inversion in English

+ **Subject – verb inversion**

+ **Subject – verb operator**

In this chapter, these types of inversion will be classified and compared with Vietnamese equivalent sentences. Each of these types will be dealt with in turn: **Subject – verb inversion** in (1) and **Subject – verb operator** in (2)

#### 1. Subject – verb inversion

##### 1.1. Inversion with the initial “*here*”

###### 1.1.1. “*Here*” plus Be

“*Here*” followed by the simple present tense of the verb “*be*” and a noun phrase subject is commonly used when the speakers want to draw the attention to the presence of some one or some thing, or when they are offering things or identifying locations (the subject can be singular or plural).

[30] *Here is Tom*

*Tom đây rồi*

(THM, 1985:54)

[31] *Here is a cup of tea for you*

*Tách trà của anh đây*

(ALG, 1988:143)

[32] *Here are your letters*

*Mấy lá thư của anh đây.*

(BHV, undated)

“*Here*” used in the above examples carries more stress than “*here*” placed after the verb. There is also usually a difference in meaning between these two cases

While “*Tom is here*” means he is in this room/ building/ town, etc. “*Here is Tom*” implies that he has just appeared or that we have just found him.

It can be said that the use of subject – verb inversion with intensive “*be*” as the verb after here is equivalent to the use of “*đây/ đây rồi*” after the subject in Vietnamese.

English	Vietnamese
<i>Here + be + S</i>	<i>S + đây/ đây rồi</i>

Besides, the inversion of a subject and intensive “*Be*” after the adverbial “*Here*” can also be found in another case

[33] *Here is the news. A diplomat was kidnapped last night in London....*  
*(radio announcement)*

*(QUR, 1973:303)*

According to Quirk.R (1973), here in the above example functions as a sentence cataphoric reference signal because it points forward in the discourse. This inversion is equivalent to inversion in Vietnamese languages as shown in the following structure:

English	Vietnamese
<i>Here + be + S</i>	<i>Đây + là + S</i>

Noticeably, subject – verb inversion does not occur in the sentence if the subject is a pronoun

[34] *Here you are*

*(ALG, 1988:143)*

[35] *Where are my keys?*

*Oh, here they are*

*(EAJ, 1994:57)*





attention the presence of somebody or some thing when they are used to identify locations

[38]                    *There is your brother*  
                              *Anh trai của bạn kia kia*  
(QUR, 1973:228)

[39]                    *There is Anna*  
                              *Anna kia*  
(THM, 1985:54)

**There** is the above – example is stressed and pronounced / ðeð(r)/ with the meaning **over there**. It is different from the unstressed word / ðð(r)/ in existential sentences

[40]                    *There was a furniture van outside the house*  
(EAJ, 1994:58)

The use of Subject – verb inversion with verb after there is equivalent to the use of *kia/ kia kia* after the subject in Vietnamese.

English	Vietnamese
<i>There + be + S</i>	<i>S + kia/ kia kia</i>

### 1.2.2. “There” plus other verbs

Once more function of there similar to here is that it can function as the initial adverbial in subject – verb inversion structure for directing people’s attention to somebody or some thing in the situation. The verb is usually a simple present verb of motion and the subject is realized by a noun phrase

[41]                    *There goes the last train*  
                              *Chuyến tàu cuối cùng đến kia*  
(ALG, 1988:143)

By comparison, Vietnamese speaker make use of the word **kia** after the subject of the verb of motion



Structurally, the reporting clause may occur before, within or after the speech itself. Except when it occurs in initial position, there is likely to be an inversion of the subject and a reporting verb in the simple present or past tense. This mainly in literary and archaic English such as novels, stories. The reporting clause can also have the normal order (ie. S-V order)

[46] The doctor opened the door to the office  
“Take a seat”.  
Mr and Mrs Watson sat down  
“Well”. said Mr Watson  
“Well what?” replied the doctor, confused  
“Is it bad news? Did you find his parents?” said Mrs Watson  
Bác sĩ mở cửa vào phòng  
“Ông bà ngồi đi”  
Ông bà Watson ngồi xuống  
“Có gì thế ạ?” Ông Watson nói  
“Có gì à?” Bác sĩ lúng túng đáp lại  
“Đó không phải là tin buồn sao?” Ông có tìm thấy cha mẹ thằng bé  
không?”  
Bà Watson hỏi

(“*The Bronze Ring*” – *Blue Fairy Book* – Andrew)

[47] “I love you”. said Jan  
“Em yêu anh”. Jan nói

(SWM, 1980:290)

[48] “This is a serious offence”. said the judge  
“Đây là một sự phạm tội nghiêm trọng”. Quan tòa nói

(ALG, 1988:285)

However, Subject – verb inversion is usually if the subject is a long one

[49] “Where `s this train going”? asked the lady sitting beside me  
“Con tàu này sẽ đi đâu”? Người đàn bà bên cạnh tôi hỏi

(ALG, 1988:285)

It is obviously that the English order in reporting clause “V – S” is different from Vietnamese order in the reporting clause “S – V”. The following figure shows the contrast:

English	Vietnamese
“...” V + S “...”	“...” S + V “...”
“...” V + S	“...” S + V

Besides, in the reporting clause, there is sometimes an adverbial of manner modifying the verb and it usually comes at the end:

[50] “Go away!” said Mr Tomkins angrily  
 “Đi đi!” Ông Tomkins nói một cách cáu giận

(ALG, 1988:285)

By comparison, the Vietnamese equivalents do not show any change in the positions of the subject and the verb. In addition, the adverbial of manner can come after the verb or before the verb.

It can be expressed by the following figure.

English	Vietnamese
“...” V + S + A	“...” S + V + A
	“...” S + A + V

According to Thomson and Martinet (1985), inversion can not occur in reporting clauses, they involve “say to” or “tell” and these reporting clauses must be placed after the direct statement

[51] “I am leaving at once”. Tom said to me

[52] “I am leaving at once”. Tom told me

(THM, 1985:276)

Inversion also can not occur in reporting clause if Subject is a personal pronoun

- [53] "I am your friend". He said  
"Tôi là bạn của bạn ". Anh ấy nói  
(QUR, 1973:342)

#### 1.4. Inversion in formulae

In several formulaic sentences, Subject – verb inversion is identified with the subjunctive

- [54] Long live Ho Chi Minh!  
Ho Chi Minh muôn năm

In Vietnamese the greeting "Hồ Chí Minh muôn năm" shows a normal statement order:

The greeting formula **How goes it?**

Shows an isolated instance of the old Subject – verb inversion. The Vietnamese equivalent of this formula may be **Mọi việc thế nào?**

#### 1.5. Inversion with initial adverbials (of place)

##### 1.5.1. Initial adverbials plus "be"

In the following sentence the pattern is

S + V + Aplace

- [55] A furniture van was outside the house  
(EAJ, 1994:56)

When the adverbial of place is in front position, there is inversion of the subject and the ordinary verb be

- [56] Alan walked along Elemdale Avenue and found number sixteen without difficulty. **Outside the house was a furniture van**  
Alan đi dọc theo đại lộ Elemdale và tìm được số nhà 16 mà không khó khăn gì cả. **Bên ngoài căn nhà là chiếc xe tải chở đồ gia dụng.**  
(EAJ, 1994:56)

The adverbial (*outside the house*) is in front position to link with what has gone before. The new information (*a furniture van*) comes at the end of the sentence. So the pattern becomes

## Aplace + lexical be + S

In Vietnamese language, there exist such sentence structures as shown in the following examples:

- [57] *Đằng trước là công nhân* (BDQ, 1998:154)  
[58] *Trong nhà có khách* (BDQ, 1998:156)  
[59] *Trên bàn có lọ hoa* (BDQ, 1998:158)  
[60] *Dưới gầm bàn là cái trại muỗi* (BDQ, 1998:138)

According to Diep Quang Ban (1989, 166:169) the sentences above are special ones in Vietnamese grammar, the aim of which is to present or describe the things when they exist in front of the readers.

The following examples illustrate this kind of inversion in English, together with their Vietnamese equivalents:

The following examples illustrate this kind of inversion in English

- [61] *Under a tree was lying once of the biggest men I had ever seen*  
*Dưới cây là một người đàn ông to lớn đang nằm mà tôi đã nhìn thấy.*  
(SWM, 1980:289)
- [62] *Standing in the door way was a man with a gun,*  
*Đứng trước cửa là một người đàn ông cầm súng*  
(THM, 1985:55)
- [63] *Hanging from the rafters were strings of onions*  
*Treo trên rui là những bó hành*  
(THM, 1985:55)

### 1.5.2. Initial adverbials plus verbs other than lexical be

Subject – verb inversion is that in which the verb is a stative verb of position other than “be”. The initial element is an adverbial of position realized by a prepositional phrase:

- [64] *The room contained a table and four chairs. On the table lay a newspaper*

*Căn phòng có một cái bàn và bốn cái ghế. Trên bàn là, một tờ báo*  
(EAJ, 1994:56)

[65] *The place is heavily guarded. Because inside its walls sit the*  
*European leaders*

*Cung điện này được bảo vệ nghiêm ngặt. Bởi vì bên trong tường là*  
*những nhà lãnh đạo châu Âu.*

(EAJ, 1994:56)

The above – examples point out that, the Vietnamese sentences coming after the adverbials of position are those denoting state or position: **là, có...** In Vietnamese these sentences are called special simple sentences conforming to the pattern.

A<sub>place</sub> + V<sub>place</sub> + S

So the both English and Vietnamese share the above structure

[66] *On the grass sat an enormous frog*

*Trên bãi cỏ đang chễm trệ một con ếch to*

[67] *Along the road came a strange procession*

*Dọc theo con đường là một đoàn diễu hành kì lạ*

(SWM, 1980:289)

## **2. Subject – Operator inversion**

### **2.1. Inversion in question**

In term of word – order, Quirk.R (1973) points out that question in English usually have inversion, ie the normal order of subject and verb clause changes Quirk.R (1973) divides questions in to three main parts according to the type of answers they expect

- ✓ Yes – No question: The questioner expects the answer **yes** or **no**, ie agreement or rejection on the information conveyed.
- ✓ Alternative – question: The questioner expects one of two or more alternative mentioned in the question

✓ Wh – question: The questioner expect a reply supplying an item of information

In the following subsections, English subject - operator inversion regarding the above types of question is going to be described and made clear with Vietnamese questions.

2.1.1 Inversion in Yes - No questions:

English Yes - No questions are usually formed by placing the operator before the Subject and giving the sentence a rising intonation:



	<b>Normal sentence: S + Op....</b>	<b>Y – N question Op + S +.....?</b>
<b>BE</b>	[68] <i>Alex is a bus driver</i> <i>Alex là tài xế xe buýt</i>	<i><u>Is</u> Alex a bus driver?</i> <i>Alex <u>có phải</u> là tài xế xe buýt <u>không?</u></i> (MR, 1995:17)
	[69] <i>You are working hard today</i> <i>Hôm nay bạn làm việc vất vả thật</i>	<i><u>Are</u> you working hard today?</i> <i><u>Có phải</u> hôm nay bạn làm việc vất vả <u>lắm không?</u></i> (EAJ, 1994:28)
<b>HAVE</b>	[70] <i>The train has got a buffet</i> <i>Xe lửa có toa ăn</i>	<i><u>Has</u> the train got a buffet?</i> <i>Xe lửa <u>có</u> toa ăn <u>không?</u></i> (EAJ, 1994:27)
	[71] <i>They have three cars</i> <i>Họ có ba chiếc ô tô</i>	<i><u>Have</u> they three cars?</i> <i><u>Có phải</u> họ có ba chiếc ô tô <u>không?</u></i> (SWM, 1980:228)
	[72] <i>She has arrived</i> <i>Cô ấy đã đến</i>	<i><u>Has</u> she arrived?</i> <i>Cô ấy đã đến <u>chưa?</u></i> (ALG, 1988:171)
<b>MODAL</b>	[73] <i>We can find our way home</i> <i>Chúng ta có thể tìm đường về nhà</i>	<i><u>Can</u> we find our way home?</i> <i>Chúng ta <u>có thể</u> tìm đường về nhà <u>không?</u></i> (ALG, 1988:209)
	[74] <i>You may leave early</i> <i>Chúng ta có thể rời sớm</i>	<i><u>May</u> you leave early?</i> <i>Chúng ta <u>có thể</u> rời sớm <u>không?</u></i> (ALG, 1988:209)
	[75] <i>We must call the doctor</i> <i>Chúng ta phải gọi bác sĩ</i>	<i><u>Must</u> we call the doctor?</i> <i>Chúng ta <u>có phải</u> gọi bác sĩ <u>không?</u></i> (ALG, 1988:209)

From the above – examples, we can know that in English statements with *be*, *have* and *modal verbs* can become *Yes – No question* by inversion of Subject – operator. *Be* and sometimes *have* (especially in BrE) work as operator even when they occur as lexical verbs so that the whole verb is placed in front of the subject

**Be** as a lexical verb

[76]            Are you bored?

[77]            Is he a worker?

**Have** as a lexical verb

[78]            Have you a key?

If a statement contains a straight forward present tense or past tense verb without an operator: *Do*, *does* and *did* are introduced to form Yes – No question

<b>Do</b>	[79] <i>They work in an office</i> <i>Họ làm việc ở cơ quan</i>	<u>Do</u> they work in an office? <i>Họ <u>có</u> làm việc ở cơ quan không?</i>  ( ALG, 1988:162)
<b>Does</b>	[80] <i>My father works in a bank</i> <i>Bố tôi làm việc trong ngân hàng</i>	<u>Does</u> your father work in a bank? <i><u>Có phải</u> bố bạn làm việc trong ngân hàng không?</i>  ( ALG, 1988:163)
<b>Did</b>	[81] <i>The Goths invaded Rome in A.D.410</i> <i>Người Gô-tích đã xâm chiếm thành Rome vào năm 410 sau công nguyên</i>	<u>Did</u> the Goths invade Rome in A.D.410? <i><u>Có phải</u> người Gô-tích đã xâm chiếm thành Rome vào năm 410 sau công nguyên không?</i>  (ALG, 1988:168)



- [90] *Why are they always complaining?* (Q-element: Areason)  
*Tại sao họ luôn luôn phàn nàn vậy?*
- [91] *How did you mend it?* (Q-element: Aprocess)  
*Bạn đã sửa nó như thế nào?*
- [92] *How much does he care?* (Q-element: Aintensifying)  
*Anh ấy có quan tâm nhiều không?*
- [93] *How long have you been waiting?* (Q-element: Aduration)  
*Bạn đợi bao lâu rồi?*
- [94] *How often do you visit NewYork?* (Q-element: Afrequency)  
*Bạn có hay tới NewYork không?*

(*QUR, 1973:197*)

In Wh – question, inversion with the auxiliary must occur after the question –word. The sequence is: question – word first, auxiliary next, then the subject. However, when the Q-element is subject, there is no inversion and the question has the same word as the statement.

In term of comparison, the Vietnamese questions have no such inverted order. Instead, a Q-element is used either at the end of the question like *đi đâu, làm gì, như thế nào, bằng cách nào* or at the beginning of the question like *tại sao, làm sao*. Some questions for element may have these two position like *ai, bao giờ, khi nào* (when) if it is the initial position, it implies the future time.

- [95] *When will he arrive?*  
*Bao giờ anh ấy đến?* (*ALG, 1988:266*)

And the past time is implied when *bao giờ, khi nào* is placed at the end of the question as in addition *nhỉ, a, đấy* etc are often added to the end of the question to create a certain degree of familiarity between the speaker and the listener

- [96] *What is your brother like?*  
*Anh trai của bạn nhìn giống ai thế?*

(*ALG, 1988:265*)

[97] *How much does this cost?*  
*Cái này giá bao nhiêu nhỉ?*  
 (ALG, 1988:268)

[98] *Whose umbrella is this?*  
*Cái ô này của ai vậy?*  
 (ALG, 1988:267)

The use of the above particles is optional in relation to the structures of the Vietnamese questions. According to Diep Quang Ban, these particles are often used in Vietnamese questions with interrogative pronouns because they make the questions seem less abrupt.

From the above examples, we can describe English Wh – question structure with Subject – operator inversion and its equivalents in Vietnamese as follows

<b>English</b>	<b>Vietnamese</b>
	...+ Q-element + ( <i>nhỉ/hả/à/đó/thế</i> )?
Q-element + Op/Op – not + S?	Q-element + ...( <i>nhỉ/hả/à/đó/thế/vậy</i> )?

### 2.1.3. Inversion in alternative questions

According to Alexander (1988), questions about alternatives narrow a choice to a limited number of items, course of action etc. The items are linked by or. There are two types: Yes – No questions and Wh-questions.

The following examples will illustrate the first type:

[99] *Would you like chocolate, vanilla, or strawberry? (ice-cream)*  
*Cô thích ăn kem sôcôla, vani hay dâu tây?*  
 (QUR, 1973:198)

[100] a. *Did you take it or didn't you?*  
 b. *Did you or didn't you take it?*  
 c. *Did you take it or not? Did you or didn't you?*  
*Bạn đã cầm nó hay chưa? Rồi hay chưa hả* (ALG, 1988:271)

This type differs from a **Yes – No** question only in intonation. It contains a separate rising tone for each alternative but the last is a fall indicating that the list is complete.

The next are some examples for the second type

[101] *Which ice-cream would you like? Chocolate, vanilla, or strawberry?*  
*Cô thích ăn kem gì? Sôcôla, vani hay dâu tây*  
(*QUR, 1973:198*)

[102] *How shall we go, by bus or train?*  
*Chúng ta sẽ đi như thế nào? Bằng xe buýt hay tàu lửa.*  
(*ALG, 1988:271*)

Through the above – examples about alternative questions, we can know the similarity between Yes – No questions, Wh-question and alternative questions – that is, alternative questions also use Subject – operator inversion in their structures. On the contrary the Vietnamese equivalents have the order a statement. Compared to the first type of English alternative questions, the Vietnamese equivalents retain the normal statement order and add interrogative particle “hay” (= or)

## **2.2. Inversion in commands with question tags**

In English, tags like *will you?*, *won't you?*, *can you?*, *can't you?*, *could you?*, and *would you?* can often be used after an imperative for a variety of purpose.

- To express annoyance or impatience with *will/ won't/ can't you* (rising tone)

[103] *Stop fiddling with that television, will you/ won't you/ can't you?*  
*Đừng mó vào cái ti vi đấy, được không nào?*  
(*ALG, 1988:186*)

- To make a request (*can you?* for neutral request: *could/ would you?* for more polite ones); or to seem less abrupt.

[104] *Post this letter for me, can/ could/ would you?*  
*Gửi lá thư này giúp tôi, được không?*  
(*ALG, 1988:186*)

- To offer polite encouragement or to make friendly offers and suggestion  
(*will you? won't you?*)

[105] Come in, will you/ won't you?

Vào đi, nhé?

(ALG, 1988:186)

- To obtain the co-operation of others with *don't...will you?*

[106] *Don't tell any one I told you, will you?*

Đừng nói với bất kì người nào là tôi nói với bạn, nhé?

Besides, the imperative form **let's** (= let us) is often associated with ***shall we*** in suggestions for actions that include the speaker

[107] *Let's have a rest now, shall we?*

Bây giờ chúng ta hãy nghỉ một chút nhé?

(EAJ, 1994:40)

However, if the object of the verb "***let***" is us and the meaning of "***let***" is allow, "***let us***" can't reduced to "***let's***"

[108] *Please let us have more time, will you?*

Hãy để chúng tôi có thêm thời gian nữa, được không?

(ALG, 1988:300)

It is clear that from the above – examples, English speakers can use subject – operator to form tags in commands with question tags. By comparison, Vietnamese speakers make use of the expressions such as ***được không, được chứ, nhé.***

We can illustrate this phenomenon as follows:

English	Vietnamese
Command, Op + S Command, Op + not + S	Command   được không?   được chứ?   nhé!





No inversion	Inversion
[113] <i>If you should run in to Peter, tell him he owes me a letter</i>	<p><i><u>Should you run in to Peter, tell him he owes me a letter</u></i></p> <p><i><u>Nếu bạn đuổi theo Peter, bảo với anh ấy là anh ấy còn nợ tôi một lá thư</u></i></p> <p>( SWM, 1980:249)</p>
[114] <i>If it were not for the children, we wouldn't have any thing to talk about</i>	<p><i><u>Were it not for the children, we wouldn't have anything to talk about</u></i></p> <p><i><u>Nếu như không có bọn trẻ, thì chúng tôi không có gì để nói cả</u></i></p> <p>( SWM, 1980:250)</p>
[115] <i>If you had asked me, I have told you</i>	<p><i><u>Had you asked me, I have told you</u></i></p> <p><i><u>Nếu như bạn hỏi tôi, thì tôi đã nói cho bạn biết</u></i></p> <p>( SWM, 1980: 248)</p>

The *If* – structure, which is more common especially in informal can be replaced by the inversion structure with *should, were, had* used in a formal or literary style.

It should be noted that in the negative conditional clauses beginning with *had, were, should* there is no contrasted form of the negative *not*. Therefore it is not acceptable to say:

\* Hadn't we spend all our money already...but Had we spend all our money already

Like *If*-clause, conditional sentences beginning with *should, had, were* are equivalent to Vietnamese with *nếu, giá, như*. This may be illustrated as follows:

English	Vietnamese
Should + S1 + ..., S2 +...	Nếu/ giá như S1 + ..., (thì) S2 +...
Were + S1 +..., S2 +...	
Had + S1+..., S2 +...	

#### 2.4.2. Inversion after “As”

According to Quirk.R (1973) in English, Subject – operator inversion can occur with subordinators. The subordinators is the most important formal device of subordination. As, a simple subordinators introducing a clause of comparison shows Subject – operator inversion

- [116] *She was very religious, as were most of her friends*  
*Cô ấy theo tôn giáo, cũng như hầu hết các bạn của cô ấy*  
 (SWM, 1980:289)

The inversion happens after *as* provided that the implicit predication or the clause by “*as*” conveys a semantic implication similar to that of the previous clause. This kind of inversion is founded informal written literary style. This can be shown in the following pattern:

English	Vietnamese
S1 + V1 + As + Op + S2	S1 + V1 + cũng như + V2

#### 2.4.3. Inversion after “Neither, Nor”

In English, *neither* or *nor* is used at the beginning of a negative parallel response to create the meaning also *not*. This is followed by Subject – operator inversion

- [117] Statement : *John can't speak French*  
 Parallel addition : *And I can't, either*  
 Parallel response: *I can't either*  
 Inversion : *And neither/ nor can I*  
*John không thể nói tiếng Pháp, và tôi cũng không.*  
 (ALG, 1988:260)

According to Quirk.R (1973) when requiring Subject – operator inversion, both *neither* and *nor* are considered as negative adverbials which have the initial position in a clause. The meaning between *neither* and *nor* in this structure is similar

However, a parallel addition beginning with *nor* or *neither* can be different from its previous statement in terms of information or content on the condition that the previous statement is negative

[118] *Ruth did n't turn up, and nor did Kate*

*Ruth đã không xuất hiện và cả Kate cũng không*

(SWM, 1980:359)

Quirk.R (1973) states that the use of *nor* or *neither* followed by inversion in a clause generally that a previous clause in negative or contains a negative word

The structure *nor/ neither* plus the inversion of subject and operator is perfectly normal English and only *neither/ nor* is used in this way.

The use of Subject – operator inversion with *neither/ nor* is equivalent to the use of “**cũng không**” after the subject in Vietnamese

Here is the English inversion structure after *nor/ neither* and its Vietnamese equivalent:

English	Vietnamese
Neither/ Nor + Op + S + (...)	S + cũng không + (...)

#### 2.4.4. Inversion after “*So*”

In English *so* can be use before Subject – Operation inversion to mean “*also*” This help to avoid unnecessary repetition in responses and parallel additions. “*So*” is used in affirmative sentences only

[119] Statement : *John driver a car*

Parallel addition: *And Bob does, too*

Parallel response: *Bob does, too*

Inversion : *So does Bob*

*John lái xe ô tô, Bob cũng thế*

The equivalence between English and Vietnamese can be shown as follows:

<b>English</b>	<b>Vietnamese</b>
So + Op + S	S + cũng vậy/ cũng thế

Other wise, in English there is no inverted order when we use so to express confirmation or surprise. In this case, so is followed by Subject plus Operator

[120] a. *She is studying at University, and so is my sister*

*Cô ấy đang học đại học và chị gái tôi cũng thế*

b. *She is studying at University, and so your sister is*

*Cô ấy đang học đại học và chị gái bạn cũng thế à?*

The above example expresses the hearer's surprise and new discovery following what the speaker has said

#### 2.4.5. Inversion after adverbials with initial "**Only**"

According to Quirk.R (1973), *only* is also a word negative in meaning, but not in form

When using *only* initially in a sentence, there is inversion of the Subject and Operator

The following examples show the inversion structure caused by the fronting of an adverbial beginning with *only*

No inversion	Inversion
[121] <i>She realized her mistake only then</i>	<i>Only then did she realize her mistake</i> <i>Chỉ lúc đó cô ấy mới nhận ra lỗi của cô ấy</i> (BHV, undated : 135)
[122] <i>He speaks English only when he is here</i>	<i>Only when he is here does he speak English</i> <i>Chỉ đến khi anh ấy ở đây, anh ấy mới nói tiếng anh</i> (BHV, undated :135)
[123] <i>I was able to appreciate her only after her death</i>	<i>Only after her death was I able to appreciate her</i> <i>Chỉ sau khi cái chết của cô ấy tôi mới có thể đánh giá đúng cô ấy</i> (SWM , 1980:289)
[124] <i>He was able to make himself heard only by shouting</i>	<i>Only by shouting was he able to make himself heard</i> <i>Chỉ bằng cách la lớn lên anh ta mới có thể nghe thấy được</i> (THM,1985 : 63)

The equivalent structure between Vietnamese and English is shown as follow

English	Vietnamese
Aonly + Op + S...	Chỉ + S + mới +...

#### 2.4.6. Inversion in negative adverbials

##### 2.4.6.1. Inversion after “*Seldom, Rarely*”, and “*Never*”

When a negative adverbial is put at the beginning of a sentence, Subject-Operator inversion is obligatory. This kind of inversion, which is used for

special emphasis, is typical of formal the rhetoric and formal writing. In English, there several words which are negative in meaning, but not in form. They are *seldom* and *rarely* etc. They can function as adverbials in sentences and when in pre – Subject position, they cause Subject – Operator inversion, which is literary or rhetorical in tone. This inversion is also obligator function as adverbials in sentences and when in pre – Subject position, they cause Subject – Operator inversion, which is literary or rhetorical in tone. This inversion is also obligatory.

The following examples will illustrate Subject – Operator inversion in the sentence as the initial element:

No inversion	Inversion
[125] <i>There has seldom been so much protest against the Bomb</i>	<i>Seldom has there been so much protest against the Bomb</i> <i>Rất ít khi có sự phản đối mạnh mẽ về việc ném bom</i> <p style="text-align: right;">(ALG, 1988 : 143)</p>
[126] <i>He has rarely met such a beautiful girl</i>	<i>Rarely has he met such a beautiful girl</i> <i>Hiếm khi anh ấy gặp được một cô gái xinh đến như vậy</i> <p style="text-align: right;">(BHV, undated : 134)</p>
[127] <i>I had never before been asked to accept a bride</i>	<i>Never before had I been asked to accept a bride</i> <i>Chưa bao giờ trước đây tôi chấp nhận mình là một cô dâu</i> <p style="text-align: right;">(THM,1985 : 63)</p>

The equivalence between English and Vietnamese can be summarized as follows:

English	Vietnamese
Seldom	Ít khi
Rarely + Op + S	Hiếm khi + S1 +...+ như thế
Never	Chưa bao giờ

#### 2.4.6.2. Inversion after “*Hardly, Scarcely*”, and “*No sooner*”

*Hardly, scarcely* and *no sooner* occur with inversion in the first clause when the first subordinator is put at the beginning of the sentence. The first element functions as a modifier in the main clause, while the second element introduces of the subordinate clause.

According to Thomson and Martinet (1985:302), *hardly, scarcely* and *no sooner* normally used with the past perfect tense to denote the idea of one thing coming immediately after another. *Scarcely* could replace *hardly* but is less usual.

Subject – operator is used in the first clause after *No sooner* or *hardly/scarcely* for emphasis

No inversion	Inversion
[128] <i>The performance had hardly begun when the lights went out</i>	<i>Hardly had the performance begun when the lights went out</i> <i>Vừa bắt đầu buổi biểu diễn thì đèn vụt tắt</i> (THM, 1985:302)
[129] <i>I had scarcely arrived when trouble started</i>	<i>Scarcely had I arrived when trouble started</i> <i>Tôi vừa đến thì rắc rối đã xảy ra</i> (EAJ, 1994:289)
[130] <i>They had no sooner granted one increase of pay than they asked for another</i>	<i>No sooner had they granted one increase of pay than they asked for another</i> <i>Họ vừa mới đòi tăng lương thì lại đòi tăng lương nữa</i> (BHV, undated: 134)

It can be seen that the structure of *No sooner...than* or *hardly / scarcely.... when* is correspondent to the pair of linking particles *vừa (mới)... thì* in Vietnamese

English	Vietnamese
No sooner + O1 + S1 +...than + S2+...	S1 + vừa (mới) + ... + thì +
Hardly/ Scarcely + O1 + S1 + ...when + S2	S2...
+...	

#### 2.4.6.3. Inversion after adverbials containing the word “No”

The initial negative adverbial can be an expression containing the word *No* such as: *At no time, nowhere, in/under no circumstances in no way, on no account* etc. Inversion is used in these cases for emphasis:



No in version	Inversion
[131] <i>You will find so many happy people <u>any where</u></i>	<i>Nowhere will you find so many happy people</i> <i>Không ở đâu bạn sẽ tìm thấy nhiều người vui vẻ như vậy</i> (BHV, undate:134)
[132] <i>We can cash cheques <u>under any circumstance</u></i>	<i>Under no circumstances can we cash cheques</i> <i>Dù trong hoàn cảnh nào chúng ta cũng có thể trả tiền bằng thẻ</i> (SWM, 1980:288)
[133] <i>You must not <u>on any account</u> accept any money if he offer it</i>	<i>On no account must you accept any money if he offers it</i> <i>Vì bất cứ lí do gì chẳng nữa bạn cũng không được nhận tiền nếu anh ta đưa</i> (ALG,1988:143)
[134] <i>The president was aware of what was happening <u>at any time</u></i>	<i>At no time was the president aware of what was happening</i> <i>Chưa bao giờ tổng thống nhận thấy được điều đã xảy ra</i> (SWM,1980:288)
[135] <i>I could not persuade her <u>in any way</u> to see the foolishness of her plans</i>	<i>In no way could I persuade her to see the foolishness of her plans</i> <i>Không làm sao tôi có thể thuyết phục cô ta thấy được sự ngu ngốc trong kế hoạch của cô ta</i> (BHV, undated:134)

From above examples, it can be seen that unlike English, Vietnamese does not have inversion after initial negative adverbials. This can be summarized as follows:

<b>English</b>	<b>Vietnamese</b>
A.N + Op + S +...	A.N + S +...

## **CHAPTER III: SOME DIFFICULTIES POSSIBLY ENCOUNTERED BY ENGLISH MAJORS OF HAI PHONG PRIVATE UNIVERSITY WHEN USING INVERSION AND SUGGESTED SOLUTIONS**

### **1. Some difficulties possibly encountered by English majors of Hai Phong private university when using inversion**

Inversion has been still an unfamiliar phenomenon to many students. In the learning of English, inversion phenomenon is difficult to explain and present. Therefore, there are still a lot of difficulties that students may encounter in the process of learning inversion in English.

#### *1.1. Forming questions using Subject – operator inversion*

Subject – operator inversion is one of the criterial necessary for forming the main question types in English, except for declarative questions and Wh – questions in which the Wh – element is subject. It may probably be a hard work because learners are inclined to omit the operator, producing such wrong sentences as:

[136]        *why you leave?*  
              *why you not leave?*

In stead of “ *why do you leave?* ” and “ *why do not you leave?* ”

Beside, students may fail to choose the suitable operator which agrees with its subject in number, person and tense.

[137]        They may say “*why do she cry*” instead of “*why does she cry*”.

#### *1.2. Inversion structure*

Students can meet difficulties in learning to use the inversion structures after "so, neither/nor, here, there" and after "no sooner...than, hardly/scarcely... when, etc". The reason is that students use the devices and orderings in a quite different way from the English in expressing the same meanings conveyed by these above- mentioned structures. Therefore, students may use incorrect sentences as follows:

[138]        *Hardly he had gone out when it began to rain*

[139]        *No sooner he had finished dinner than she walked in the door.*

[140] *Here the bus comes at last.*

### 1.3. Understanding of inversion structure in formulate, exclamations and conditional sentences

Sometimes, students may have problems in understanding Subject – operator inversion structures in formulate, exclamations and conditional sentences because these completely differ from the Vietnamese equivalents. In addition, the English structures can be considered as exceptions to the normal cases. For using initial negative adverbial, students easily misunderstand and put operator after subject as follow:

[141] *Never before I had been asked to accept a bride*

[142] *Only then I understood what she meant*

To conclude, it can be stated that during the process of learning English, students may encounter many difficulties when dealing with various English inversion structures. Inversion is very popular in written English and its structures are various from other to other. So it will be an useful and effective solution to reduce these difficulties if they try best to avoid interference as much as possible, or learn by heart what can not put in rules.

### 1.4. Misinterpretation in translating inversion from English in to Vietnamese

Changing the word – order of the sentence seems to cause any trouble to students in translating inversion into Vietnamese for we can use word-for-word translation to express source language

We can easily see that sometimes we also put an intransitive verb or modal verb in front of its subject

[143] *Here comes the bus*

When translating this sentence by word-for-word, it will cause the changing of the meaning

In Vietnamese, we can add some particles to express that situation. We can not translate that: “*Đây đến xe buýt*” but can translate that: “*A, xe buýt đến rồi!*” So the structure “here + Vmotion + S” is changed in the Vietnamese translation.

In questions and negative statements the word – order may change depending whether the verb “to do” is used as an auxiliary or not. Let’s translate the example below in to Vietnamese and compare the word – order with the word – order in English

[144]                    *Do you love me?*                    (*Bạn có yêu tôi không?*)

[145]                    *What do you want?*                    (*Bạn muốn gì?*)

[146]                    *You love me, don’t you?*                    (*Bạn yêu tôi có phải không?*)

In English, the question words “ **what, who, where, which, why, how long,...**” are always put at the beginning of the sentence and in negative statement, the verb “ **to do**” is used as auxiliary and also put at the beginning of the sentence. Mean while Vietnamese “ *không*” or “ *gì*” are used to make the question and negative statement and always put at the end of the sentence so we can not translate as “ *Cái gì bạn muốn*”. The message of the source language will be come nonsensical in Vietnamese. Therefore, that may be the one of difficulties for students when translating Inversion from English into Vietnamese.

As I mentioned in chapter II, the placement of adverbials: at the beginning, the centre or the end of the sentence can take different effect on the sentence meaning in translating into Vietnamese. We can easily understand the meaning of the sentence by literal translation. However, in formal, literacy English, adverbs of *indefinite frequency* which have *negative meaning* can go in front position. The sentence begins with a negative adverbial or the word “so” and the word order of subject and verb is reversed in English. The word order changes into AVS, it means that the subject must come after an auxiliary verb or a main verb in the sentence like this

[147]                    *Under no circumstance must this engine be left unattended*

In these sentences, inversion happened and the word order is inverted by placing prepositional phrase or other expression at the beginning of the sentence (*under no circumstance, not until, so, never, seldom...*). As a consequence, students will face the problem in translating these sentences into

Vietnamese because here is not word for word translation. These sentences should be translated into equivalent concepts in the target language to convey the same meaning and produce the same effect on the readers. So that the example (1) can not be translated

[148] *Không trường hợp nào động cơ này phải bỏ không*

But: *Trong bất kì trường hợp nào, động cơ này không được bỏ không*

It is problematic at the level of sentence due to differences in the syntax of source and target language. Texts are translated into Vietnamese by semantic translation. A product of this translation can make the sentence lucid or communicative, and readers will understand through the text quickly and easily.

## **2. Some suggested solutions to over come the difficulties**

In order to help students improve their knowledge of inversion as well as to avoid all the difficulties mentioned above, I would like to provide more some suggestions for using inversion in English:

The first and the most important demand is to master the knowledge of English grammar, especially focus on inversion phenomenon. It can be explained like this: Each of the inversion structure always has its feature, and to understand it comprehensively and exactly, we should base on its structure. Obviously, it involves the knowledge of grammar.

Besides, students also learn by heart inversion structures, pay much attention to the use of inversion structures. After that they can apply what have learnt into practice by doing grammar exercise relating to inversion. By that way it is not difficult to avoid above mistakes.

I suggest that students should grasp this phenomenon and point out differences between English and Vietnamese in using inversion in easy ways.

For example, English questions differ from Vietnamese ones, it is a normal order, but in English there is inversion of subject and object.

[149] *Why do you know?*

*Why does she know?*

Or when coming across the following case

[150] *Mary learns French*

*So, does David.*

In class room practice, teacher should ask the question “What does David do?”. To answer this question, the student has to search the sentence backwards. When student has found out the answer, the teacher’s duty is point out that in this expression, *so* functions as a device for the purpose of avoiding repetition of known information. And the teachers should explain the reason why “does” is put before subject “David”.

When using inversion, students can up date information by referring new books or on the internet. Teacher would also give advice as well as guide for students to learn inversion effectively.

It is difficult for students to make fluent use in inversion in English. As the saying goes “ practice makes perfect”, so, there is no better way than practicing grammar exercise . Therefore, I would like to suggest some exercises which may be useful in studying inversion in the Appendix.

In short, through this study, students can perceive and understand the role of English inversion. Nevertheless, English inversion structures are not the same as their Vietnamese equivalents. So, students also meet difficulties in using inversion. Thus, I hope that this study will help students avoid any confusion in using inversion and make a great contribution to helping students over come their difficulties.

## **PART THREE**

### **CONCLUSION**

#### **1. Summary of the study**

No one can deny that English, like any other languages, is an interesting but difficult language. The difficulty implies not only in remembering new words but also in connecting words into sentences. Therefore, mastering English grammar is definitely important because grammar tells the learners rules to put words in the right order, so that they are able to demonstrate their ideas clearly in the target language. Vietnamese learners of English in general and English majors of Hai Phong Private University in particular find a lot of difficulties in the process of mastering English grammar because there are no equivalents in English and Vietnamese grammar in most of the cases. Among, English inversion is a typical type which is acknowledged to cause many problems for learners in learning and using it. With the hope to help English majors of Hai Phong Private University to cope with these problems, I have made up my mind to choose the title *“English inversion and difficulties encountered by English majors of Hai Phong Private University”* as the objective of my study.

So far, in this study, I have discussed in details “the inversion in English”. The analysis and comment on them provide students with the basic knowledge about the matter.

In brief, there are three parts in my study: Part one is **“Introduction”** including five sub sections. They are rationale, aims of the study, methods of the study, scope of the study, and design of the study. Part two is **“Development”**, which is divided into three chapters. Chapter I is a theoretical background, chapter II is the one I focus on different types of inversion and its equivalents in Vietnamese. This chapter is classified into two sections to deal with different kinds of inversion “Subject – verb inversion and Subject – operator inversion”. Chapter III is some difficulties possibly



encountered by English majors of Hai Phong private university when using inversion, it also consists of the suggestions and the last part is “**Conclusion**”.

With all attempts to do this study, it is, however, impossible for me to mention all the features made by inversion in every case. *Nevertheless, I emphasize studying inversion in sentences.*

This paper may be considered as my first step in language research, and due to the short time as well as limited knowledge, mistakes and errors are unavoidable. So the graduation paper has left room for further discussion, criticism and improvement by those who concern. All remarks, comments, suggestions and contribution are deeply welcome and highly appreciated.

## **2. Suggestion for further study**

Although this study exists many mistakes and limitation for the lack of experience and knowledge of the writer, I still feel satisfy with what I have done in this study, a small effort to make the English learning process become more interesting. With the hope that the study can go further in detail in latter time, If I have a chance, I certainly would like to do another research of not only inversion in English but also Vietnamese equivalent.

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A. There can be

B. Which they can

C. Like they are

D. Can there be

10..... else can there be a woman like this, so every body admires her

A. anywhere

B. somewhere

C. where

D. nowhere

***Ex 2: Correct the following sentences using inversion***

1. I had hardly to apologize when the door closed.

2. I have seldom heard such a talented singer

3. If John had known that she like curry, he would have brought her to an Indian restaurant

4. The artist rarely paid any attention to his agent's advice

5. He had never felt so depressed

6. The couple had no sooner arrived than the priest started the ceremony

7. Tom only understood the meaning of the comment when he saw his wife's face.

8. The restaurant can not accept animals under any circumstances

***Ex 3: Rewrite each of the following sentences with the given words***

1. I saw only then the danger we were in

Only then \_\_\_\_\_

2. He had hardly left the office when the telephone rang

No sooner \_\_\_\_\_

3. I had never seen any one in my life drink as much as you

Never \_\_\_\_\_

4. His brother had rarely been more excited

Rarely \_\_\_\_\_

5. If I had realized what would happen, I would not have accepted the job

Had \_\_\_\_\_

6. If you do happen to see Helen, could you ask her to call me?

Should \_\_\_\_\_

7. As soon as I got in to the bath, some one knocked at the door

No sooner \_\_\_\_\_

8. Just after the play started, there was a power failure

Hardly \_\_\_\_\_

9. The Prime Minister has hardly ever made a speech as inept as this

Rarely \_\_\_\_\_

10. We had only just arrived home when the police called

Scarcely \_\_\_\_\_

11. The matter could be explained in no other way

In \_\_\_\_\_

12. He did not realize that he had lost the key till he got home

Not until \_\_\_\_\_

13. If Rex were a little more hard working, he would not have fail

Were \_\_\_\_\_

14. If Mr Chan had been kinder to his employees, his business would not have collapsed

Had \_\_\_\_\_

15. If an emergency should arise, dial 999

Should \_\_\_\_\_

## **KEY TO EXERCISES**

*Ex 1: Choose the most suitable option to complete the sentences*

1. B

6. B

2. A

7. B

3. B

8. C

4. B

9. D

5. D

10. D

*Ex 2: Correct the following sentences using inversion*

1. Hardly had I begun to apologize when the door closed

2. Seldom have I heard such a talented singer

3. Had John known that she like curry, he would have brought her to an Indian restaurant

4. Rarely did the artist pay attention to his agent's advice
5. Never had he felt so depressed
6. No sooner had the couple arrived than the priest started the ceremony
7. Only when he saw his wife's face, did Tom understand the meaning of the comment
8. Under no circumstances can the restaurant accept animals

***Ex 3: Rewrite each of the following sentences with the given words***

1. Only then did I see the danger we were in
2. Hardly had he left the office when the telephone rang
3. Never in my life had I seen any one drink as much as you
4. Rarely had his brother been more excited
5. Had I realized what would happen, I would not have accepted the job
6. Should you do happen to see Helen, could you ask her to call me?
7. No sooner had I got in to the bath than some one knocked at the door
8. Hardly had the play started, there was a power failure
9. Rarely has the Prime Minister made a speech as inept as this
10. Scarcely had we just arrived home when the police called
11. In no other way could the matter be explained
12. Not until he got home did he realize that he had lost the key
13. Were Rex a little more hard working, he would not have failed
14. Had Mr Chan been kinder to his employees, his business would not have collapsed
15. Should an emergency arise, dial 999

