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Sentence Comprehension by Language-Immersed Children

1. Finnish-language immersion

The present study is focused on Swedish-speaking, immersed children (= IM) in Finland, currently in their early total Finnish-language immersion at the lower stage of comprehensive school. The children have started immersion in kindergarten at the age of five. All activities in kindergarten and almost all of the instruction at school was given in the immersion language for the first two years, after which the proportion of instruction given in the mother tongue increased gradually. The immersion was realised in accordance with the Canadian model (see, for example, Genesee 1987: 20-21; Mård 1994a: 8, 22; Buss et al. 1998: 5-14), and simultaneously, total Swedish-language immersion for Finnish-speaking children was commenced in Pietarsaari. The Finnish-language immersion in Pietarsaari is unique in the whole of Finland; it is a kind of experiment where minority children are exceptionally immersed in the majority language (compare Mård 1994b: 83; Grönholm 1998c). However, this language situation was not considered to be a threat to the children in immersion, as Pietarsaari is located in a very strongly Swedish-speaking area in the Finnish Ostrobothnia. However, the language proportions in Pietarsaari are rather balanced (45% of the population are Finnish speakers and 55% Swedish speakers).

2. Informants and data

The children to be immersed were drawn by lot. They came from totally Swedish-speaking homes, and consequently, they had not learned Finnish until the immersion. There were more applicants for the immersion than there were offered places, which is why the selection was done through allotment. The allotment will guarantee that the children do not differ from

other schoolchildren, for example, in terms of talent and socio-economic background. I have been monitoring the language proficiency development of two immersed classes since spring 1997. In spring 1998, I tested the 3rd- and 4th- graders by using the Sentence Test developed by Korpilahti (1998). The 30 test sentences are shown in the appendix. The children are tested separately by reading each sentence aloud and then showing three pictures to choose from. The shild should choose a picture related to the sentence heard. Consequently, this is a listening comprehension test at the sentence level. The IM test group consisted of 22 3rd-graders and 23 4th-graders.

The two control groups comprised Finnish-speaking (= FI) children of the same age, that is, 3rd- and 4th-graders (about 9- and 10- year-olds) from Vaasa. The children in the control groups were consciously picked from areas which are more clearly Finnish-speaking to avoid the influence of Swedish. A similar selection of a control group of children from a different area has been supported also by Sundman (1984:6). A sample of 10 children from each control group were tested by using the sentence test. I considered this necessary, because the Finnish-speaking children in the norm group of Korpilahti (1998) were aged 5-8. My second control group consisted of Swedish-speaking (= SW) children who had received traditional instruction in Finnish for three years, that is, for as long as the 3rd-grade immersed children included in the study. Consequently, these SW control subjects (10 children from Sulva) were in the 5th grade and somewhat older. They lived in a town in Ostrobothnia with a very strong Swedish-speaking majority, and their learning of Finnish had been almost solely based on formal instruction at school. Consequently, we can compare the level of listening comprehension that can be reached during 3 years in immersion versus traditional instruction, and how close to the competence of a native speaker the immersed children can come during the study. However, the results cannot be generalized due to the small size of the group.

3. Listening comprehension and ability to interpret sentences

As far as language learning is concerned, spokln language comprehension and learning to be communicative are among the key issues. Productive speaking skills cannot proceed if receptive skills are defective (Korpilahti 1994: 100). When monitoring the progress of target language skills in total

immersion, it is necessary to monitor and watch the children's comprehension skills at the level of sentences. In this way, we can find out about the children's abilities to manage everyday work at school, as well as absorbing knowledge in a variety of subjects. Studying the listening comprehension skills will also help us understand the specific communicative difficulties immersed children may have. As far as listening comprehension is concerned, the important sectors include phonemic know-how, word identification, as well as taking notice of sentence structures and the context (Korpilahti 1994: 100).

We could make an estimate that in the testing of immersed children, L2 learners seem to have bigger problems than L1 learners, especially in terms of sentence comprehension For example, it has been generally observed in foreign language learning situations that a language learner will easily analyse the message heard only word by word without being able to combine the words into entities (Ur 1984: 3-4). An interpretation based on individual words easily makes it difficult to utilise the visual picture (Ur 1994: 3-4); in fact, the visual cue may even act as a detraction. The above mentioned word-by-word model of comprehension does not, however, necessarily hold good for immersion children, who very quickly can learn to interpret wholes as well (Vesterbacka 1991: 118, Björklund 1996: 227-228)

4. The sentence test and analysis

The purpose of the sentence test is to make the picture provide a context for the sentence, as well as support for the interpretation made by the child. The contents and vocabulary used in the test sentences are connected to the sphere of a five to eight-year-old child's experience. The test can be used for measuring the semantic and syntactic relations in Finnish sentences, as well as a child's ability to process complex sentences and base his/her interpretation on adequate deductive strategies. As far as listening comprehension is concerned, it is also important what one expects to hear. Language learners interpret the message on the basis of the previously learned language and culture. The children's interpretations emphasise things that seem logical and rational or are otherwise familiar in the sphere of the child's experience.

5. Results and discussion

5.1. Total scores

When the test subject is only given a limited number of alternative interpretations, it will be easier to control the analysis of errors. This method can of course be criticised by stating that any incorrect choices are assumptions by the researcher of what kind of memory and reasoning errors children make. Apart from ranking the errors by normal error analysis, they can also be interpreted by grouping the sentences in different ways, for example, by using a psycholinguistic model concentrating on the contents, or by using a syntactic model (see Korpilahti 1994: 114-118). In this connection, I will present the errors in the test in the order of frequency, depending on which parts of the test contained most of the errors.

When monitoring the results on the basis of total scores reached, it can be observed that both 3rd- and 4th-grade IM children were surprisingly close to the Finnish-speaking norm group. The average total score of IM3 children was 28 (out of 30) and that of IM4 children 26 (out of 30). In fact, IM children in the 3rd grade have received an average result which is about one point higher than that of the FI3 controls, who received 27 points. However, FI4 children reached almost the maximum score, that is, 29 points on average. As far as FI3 controls in my study are concerned, their results do not quite correspond to their age-related progress, whereas the results of the FI4 group do. The average scores of the FI control groups are not fully comparable due to the small size of the group. Instead, the SW children – although older – are clearly weaker than the IM children in terms of sentence comprehension. Their average score is only 16, in other words, half of the score reached by IM children two years younger.

Compared with Korpilahti's norm material (Korpilahti 1998), immersed children reached a fully native competence in listening comprehension in their 3rd school year. The average of 8-year-olds in the norm material is 27 points, and consequently, the result of 28 points obtained by 9-year-old IM children probably corresponds to the level of L1 learners of the same age. The slightly weaker result of 26 points obtained by IM 4 children corresponds to the level of 7-year-olds in the norm material. This must also be considered an extremely good achievement.

5.2 Distribution of test scores

I have monitored the distribution of test scores obtained by IM and FI children in the 3rd grade, and compared it with the distribution of Swedish-speaking 5th-graders (see diagrams 1, 2 and 3). The majority of immersed children (20 children) get the highest scores 25-30 and only two are in the 19-24 point range (see figure 1). This score distribution is similar to that of native FI speakers, eight of whom obtained the best scores and two the second-best (see figure 2.) As far as proficiency in Finnish is concerned, SW5 children are extremely heterogeneous, obtaining scores ranging from minimum to maximum. One of the children even obtained the lowest score at 1-6, while three children were in the middle group scoring 13-18 and two children in all the other groups (total 10 children; see figure 3).

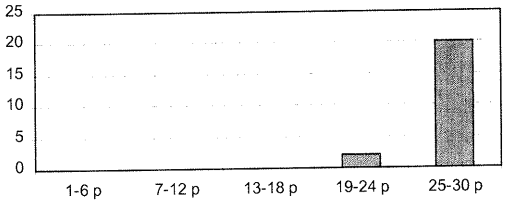

Figure 1. Score distribution of IM3 children participating in the sentence test.

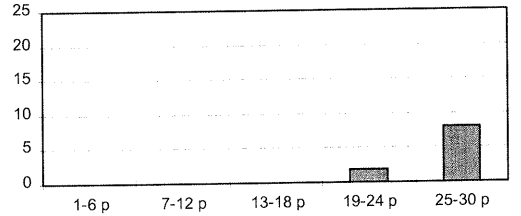

Figure 2. Score distribution of FI3 children participating in the sentence test.

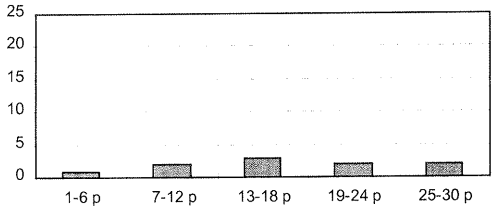

Figure 3. Score distribution of SW5 children participating in the sentence test.

5.3. Distribution of error scores

More detailed percentual score distributions made by tasks 1-30 show that the distribution of immersed children does not differ very much from that of native speakers. See figures 4 and 5. Instead, the error distributions of SW children are clearly more uneven, with many peaks and containing more errors. See diagram 6. As far as the error distribution of IM3 children is concerned, sentences 27, 30 and 4 stand out clearly, as do sentences 9 and 11 to a certain extent. Furthermore, older 4th-graders found sentences 29 and 24 to be especially problematic. The distribution of errors made by SW children shows particularly high peaks of errors in items 7, 16, and 24-25, 27 and 29 (see appendix 1 on test sentences).

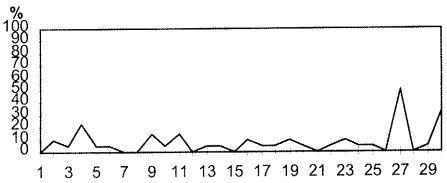

Figure 4. IM3 children's percentual distribution of errors by sentences.

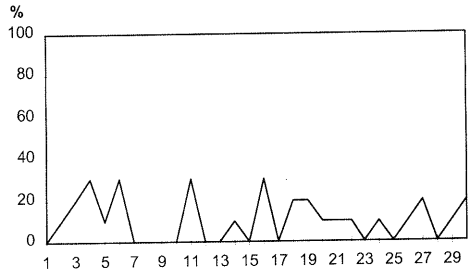

Figure 5. FI3 children's percentual distribution of errors by sentences.

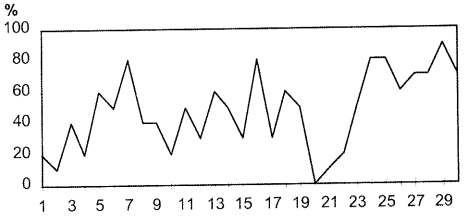

Figure 6. SW5 children's percentual distribution of errors by sentences.

5.4. The most difficult sentences

The sentences causing most of the errors and the numbers of errors are shown in the table 1. The table has been made by including the seven test sentences in which the 3rd-grade IM children made most of the errors. The same sentences were also the most difficult ones in the case of 4th-graders, although there are differences in the percentual distribution of errors. The percentage of errors made at the same points by SW children are also shown by way of comparison. Similarly, the five test sentences in which the 3rd-graders made most of their erors have been included in the list of FI controls (ee table 2). Test sentence No. 27 (reproduced below as example 1) was by far the most difficult one for immersed 3rd-graders.

		IM 3		IM4		SW5	
		pcs	%	pcs	%	pcs	%
(27)	*Isä aikoo kastella pensaat leikattuaan ensin ruohikon.* (Father intends to water the bushes after having cut the grass first.)	11	50	8	40	7	70
(30)	*Tyttöä heitettiin lumipallolla.* (A snowball was thrown at the girl.)	7	32	9	45	7	70
(9)	*Tyttö on luokkansa hitain juoksija.* (The girl is the slowest runner in her class.)	3	14	6	30	6	60
(29)	*Poika ajattelee uimarannalle menoa lukiessaan läksyjään.* (The boy is thinking of going to the beach while doing his homework.)	1	5	8	40	9	90
(4)	*Auto on vietävä korjattavaksi, koska se on ajanut kolarin.* (The car must be repaired as it has been in a crash.)	5	23	5	25	2	20
(11)	*Kettu ei koskaan hyökkää ihmisen kimppuun.* (The fox never attacks people.)	3	14	4	20	5	50
(24)	*Metsässä kasvaa monta ohutta puuta.* (There are many thin trees growing in the forest.)	1	5	5	25	8	80

Table 1. The 7 sentences that caused most problems for IM3 children and comparison of the numbers of errors with IM4 and SW5 children.

(1) *Isä aikoo kastella pensaat leikattuaan ensin ruohikon.*
'The father intends to water the bushes after having cut the grass first.'

Misinterpretations were found in half of the immersed 3rd-graders and as much as 70% of the SW children (see table 1). In this sentence, the events are presented in reverse order, which makes comprehension more difficult. As far as the norm material is concerned, sentence No. 27 was also by far the most difficult one for 5-7-year-old Finnish-speaking children (Korpilahti 1994: 113); as few as 50% of the children got this sentence right – same percentage as that of the immersed 3rd-graders included in my study. Korpilahti does not only consider the sentence to be difficult in

terms of grammar, e.g. due to the Finnish participial phrase; difficulties stem also from more general, cognitive factors. The errors made by IM children are related to a picture in which a man (the father) is watering bushes. The children only observe the section "father waters the grass" and connect it to the picture that corresponds to this interpretation, because they are still unable to process such a complicated sentence as a whole. Consequently, it is clearly a feature of an immature language learner; only 30% of the FI controls in my material interpreted this part of the test incorrectly.

		FI3		**FI4**	
		pcs	%	pcs	%
(4)	Auto on vietävä korjattavaksi, koska se on ajanut kolarin. (The car must be repaired as it has been in a crash.)	3	30	3	30
(16)	*Kissa loikkaa sisälle kapeammasta ikkunasta.* (The cat jumps in through the narrower window.)	3	30	2	20
(6)	*Poika on laittanut kengät jalkaansa ja menee järveen.* (The boy has put his shoes on and goes into the lake.)	3	30	0	0
(11)	*Kettu ei koskaan hyökkää ihmisen kimppuun.* (The fox never attacks people.)	3	30	0	0
(27)	*Isä aikoo kastella pensaat leikattuaan ensin ruohikon.* (Father intends to water the bushes after having cut the grass first.)	2	20	2	20

Table 2. The 5 sentences that caused most problems for FI3 children and comparison of the numbers of errors with FI4 children.

The second most problematic sentence was item number 30 (example 2 below), in which the incorrect interpretation is due to the word order and the passive voice.

(2) Tyttöä heitettiin lumipallolla.
'A snowball was thrown at the girl.'

In the case of immersed 3rd-graders, about one third of the children

produced incorrect interpretations, while almost half of the 4th-graders made errors. IM children tend to interpret the girl as the agent who throws something, because the girl is mentioned first in the sentence. This interpretation follows from the fact that the expected, normal syntactic form is SVO. It is typical for language learners to cling to familiar structures in syntactic processing (cf. Rost 1990: 49). They do not yet have the command of complex passive sentences with the object at the canonical subject position). When studying the use of the Finnish passive voice among Swedish-speaking children earlier, I observed its frequency to be very close to zero as late as the 4th school year. The frequency was 1.9% of all verb forms, but almost all the passive forms produced by L2 learners were in spoken language and had an active function (Grönholm 1995: 32).

The picture also explains the interpretation of the sentence on the basis of a concrete observation. I can be assumed that L2 learners are bound up with the concrete event, the interplay between the picture and auditory perception, in such a way that they cannot connect the words *heittää* ('throw') and *lumipallo* ('snowball') with the picture in which they are not explicitly shown. As many errors are focused on pictures a and c, which show the snowballs. This sentence was not difficult for the children in the norm material or the FI children in my own material. It is clearly a difficulty connected to L2 learning, due to the morphological and syntactic differences between the first language and the second language. The percentage of misinterpretations among SW5 children who progressed more slowly in their L2 learning process was as high as 70%, although they were certainly familiar with the lexical items in the sentence.

In the case of item 4 (example 3 below), errors occurred in about a quarter (23-25%) of the children in both IM classes, and the explanation is the same as that given with item 27 (example 3).

(3) Auto on vietävä korjattavaksi, koska se on ajanut kolarin.
'The car must be repaired as it has been in a crash.'

Things are presented in reverse chronological order, and in addition to that, complex causal relations are expressed in the sentence. Errors were made by choosing the picture in which a man is repairing a car. Also in this case, language learners chose a concrete picture connected to the contents of the first part of the sentence instead of choosing a picture which does not show the repairing yet. In connection with this sentence, the SW group managed exceptionally well. This can be explained by the fact that they knew the

word *kolari* ('crash', 'collision') which is also used in spoken Swedish, and immediately chose the picture showing a crash. In Korpilahti's norm material, this sentence was not included in the list of the sentences causing most difficulties even in the case of 7-year-olds (Korpilahti 1994: 112), but the interpretations of the FI control subjects in my own material were incorrect in 30% of the cases in both 3rd- and 4th-form groups. Even this finding supports the idea that in the case of reverse presentation, difficulties are also due to the cognitive level of development, not only the structure of the language being learned. The cognitive development of the FI children in my own control group (only 10 children) has occasionally been slower than the average progress of a larger sample taken by Korpilahti in a large Southern Finnish city. Even in a larger sample, the cognitive level of FI controls has been a little lower than that of the immersed children (Grönholm 1998c).

Test sentence 9 (example 4) was also problematic, especially in the case of immersed 4th-graders.

(4) Tyttö on luokkansa hitain juoksija.
' The girl is the slowest runner in her class.'

The reason for this is probably that language learners had not mastered the Finnish superlative. In Korpilahti's norm material, this sentence also contained particularly many (41%) errors in the case of 5-year-old children, but no errors at all in the case of 7-year-olds (Korpilahti 1994:112). As far as SW control subjects are concerned, the percentage of errors made with this sentence is 60% (see table 1). Learning comparative forms has generally been found to be hard. In Mård's (1994a: 56) material, only 50% of the Finnish-speaking five to six-year-old children immersed in Swedish language commanded the second language superlative form.

The problematic issue about test sentence 29 (example 5 below) is that there are two simultaneous events, and the sentence is relatively long.

(5) Poika ajattelee uimarannalle *menoa lukiessaan läksyjään.*
'The boy is thinking of going to the beach while doing his homework.'

According to Korpilahti (1994: 114), an increase in the length of the sentence lowers the percentage of correct answers slightly. Even in the norm material, 20% of the Finnish-speaking children still made errors at the age of 7 (Korpilahti 1994: 112). Errors accounted for a total of 40% of

all the answers in the case of immersed 4th-graders, whereas the percentage was only 5% among the cognitively more developed immersed 3rd-graders. The incorrect choices are connected to a picture in which a beach is shown and need not be imagined; the L2 learners who had traditional instruction in Finnish do not seem to have a sufficient command of the target language at an abstract level. This sentence provided the largest gap between immersed children and those learning by traditional methods. As far as I understand, this refers to the fact that immersed children no longer base their interpretations on individual words and their concrete meaning. They are already proficient in processin long sentences, as well as in using the target language in situations for which a concrete visual cue is not present.
Some errors also occurred with test sentence 11 (example), in which the affect content of the sentence may have taken the child's thoughts to a fox's attack in general or to a fox in general (example 6).

(6) Kettu ei koskaan hyökkää ihmisen kimppuun.
'The fox never attacks people.'

Also in this case, immersed 4th-graders had more misinterpretations (20%) than the 3rd-graders (14%). The errors appear in connection with a picture which shows the fox as large and aggressive. The emotional impact may steer the reaction so strongly, that the verbal expression *ei koskaan* ('never') is ignored. In connection with this sentence, the 3rd-grade FI controls made more errors (30%) than language learners. Misinterpretations were no longer observed among FI children during their 4th school year. There are generally very large differences between 3rd- and 4th-graders. We can interpret this in terms of their cognitive progress: FI3 children still lag a little behind. According to Korpilahti's estimate, 9-10-year-old (older than the norm material) children only make errors in the sentence test if their language development has been retarded. On the basis of such a small control sample, we cannot draw a conclusion that the immersed children's command of negation or level of abstract thinking was different from that of native speakers in general.

As far as Korpilahti's (1994: 112, 119) norm material is concerned, we find that the ratio of comprehension errors in sentence 6 was 75% among 5-year-old, Finnish-speaking children, and 34% among 7-year-olds. Compared with these results, the error percentage of 14% among 9-year-old IM children is probably at the same level as that of native speakers. Otherwise, the sentence is a short and simple main clause, and the only

problem is the negation. Consequently, we may draw the conclusion that the command of negation among the immersed children participating in my study is at the same level as that of native speakers of the language. This assumption is further supported by the fact that according to my study there is hardly any avoidance of negation during the 4th and 6th school year among the Swedish-speaking children who had been taught Finnish by the traditional method. Due to the style prevalent in colloquial language, the use of negation may even be somewhat excessive (Grönholm 1998a: 61; 1998b: 125). The morphological form of Finnish negation is complex and causes errors for a long time, but this does not prevent the use of simplified or generalised forms of the structure (Grönholm 1998a: 59-64; Grönholm 1998b: 123-126). Mård (1994a: 64) also observed that negation was readily adopted in Swedish-language immersion.

Swedish-speaking control subjects who had been taught Finnish by the traditional method found nearly all test sentences very difficult, including the ones that caused no problems to IM children. Sentences 29 and 24 were by far the most difficult ones for them, and the percentage of misinterpretation was as high as 90%. As far as many other sentences are concerned, the percentage of misinterpretation was 80%. Such sentences included the following ones:

(7) Tytöltä on kadonnut lapanen [subject]. (test item 7)
The girl has lost her glove.'
(8) Pyöräilevää poikaa pyydetään [passive] leikkiin. (test item 25)
' The cycling boy is asked to join the game.'
(9) Kissa loikkaa sisälle kapeammasta [comparative] ikkunasta. (test item 16)
'The cat jumps in through the narrower window.'

In example 7, the item that becomes the object in the English translation (*lapanen* 'glove') actually acts as a subject in the original sentence (in this case, the word order and subject position caused problems).

As far as example 9 is concerned, misinterpretations are connected to a wide window. Generally, it is semantically interpreted so that wide is an easier non-characteristic concept, whereas narrow is characteristic, and consequently, a language learner will primarily choose non-characteristic concepts (compare Grönholm 1998b). In the case of IM children, this sentence was not among the most difficult ones, but in the case of FI control subjects, this sentence produced an error rate of 30% for 3rd-graders, which is considerably more than the figure for 7-year-old children

in Korpilahti's (1994: 112) norm material. Similarly, FI 4th-graders had slightly more errors (20%) than the norm material.

The SW group only did exceptionally well with sentences involving Swedish loans. It is possible that just chosen their answers based on a familiar lexical item; it is typical for language learners to interpret and identify words according to the phonological similarities to words in their first language (Rost 1990: 48). Compared with this, sentence comprehension by immersed children is no longer based on the identification of familiar words from their first language, but they aim to interpret the entire sentence. Consequently, their strategies of listening comprehension can be considered to be significantly more developed than those of the children who have been taught Finnish via the traditional method.

6. Conclusions

The sentence test I have conducted with immersion children has given interesting information on which morphosyntactic characteristics of Finnish are the hardest to process for the longest time. By comparing the results with Korpilahti's norm material, one can reach the conclusion that sentence comprehension of immersed children seems to be surprisingly close to the level of Finnish children of the same age.

The above-mentioned comprehension errors are primarily based on the fact that language learners still have some problems with the morphology and syntax of the Finnish language, le, the passive voice or comparison. Language learners may also have experienced problems with the length and complexity of sentences, e.g. participial phrases or tenses in the main and subordinate clauses.

The presentation of events in a reverse order is the most common source of comprehension errors, and this must be understood as a general cognitive problem instead of one related to second language learning. As far as long sentences are concerned, memory problems were evident, and the sentence was only interpreted on the basis of the first or last clause. In many cases, it was also observed that some IM children had difficulties in understanding abstract contents that were not shown in the pictures that accompanied test sentences. They chose their answers on the basis of the concrete contents appearing in the sentence they had heard.

Most of the errors occurred in the characteristic and complex units of

the Finnish language. However, the IM children's trategies of listening comprehension are cognitively much more developed than those of the older SW control subjects who had been taught Finnish via the traditional method. The majority of these children is still interpreting sentences by words, as well as being unable to imagine in L2 a situation that is not concretely shown. In connection with a number of test sentences, the level of sentence interpretation by IM children is at the same level as that of FI control subjects of the same age, and even in connection with the most difficult sentences, their performance level is equal to that of 7-8-year-old, Finnish-speaking children, in other words, they are only 1-2 years behind the level of native speakers. Even after 3 years of school, language immersion has provided these children with extremely good receptive skills in listening comprehension; this creates an adequate basis for managing a variety of school subjects in the immersion language.

The results indicate that immersion children are able to interpret sentences in their entirety quicker than language learners who have been taught by conventional methods – a result also attained in earlier immersion studies. The small size of the SW control group does, however, prevent generalizing any results.

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Appendix:

Test sentences by number (from Korpilahti 1998):

1. Kaulaliina ja saappaat on laitettu lattialle.
   'The scarf and the boots have been set on the floor'
2. Nainen tulee kauppaan.
   'A woman comes to the store'
3. Auto on törmännyt mummoon, jota nyt autetaan seisaalleen.
   'A car has crashed into an old lady, who is being helped back up'
4. Auto on vietävä korjattavaksi, koska se on ajanut kolarin
   'The car must be repaired as it has been in a crash'
5. Kirjoja ei palautettu hyllyyn.
   'The books were not returned to the shelf'
6. Poika on laittanut kengät jalkaansa ja menee järveen.
   'The boy has put on shoes and goes into the lake'
7. Tytöltä on kadonnut lapanen.
   'The girl has lost a glove'
8. Auto ajaa pyöräilevän pojan perässä.
   'The car drives behind the bicycling boy'

9. Tyttö on luokkansa hitain juoksija
'The girl is the slowest runner in her class'
10. Äidin kutoma pusero riippuu henkarissa.
'The blouse knit by the mother is hanging on the clothespin'
11. Kettu ei koskaan hyökkää ihmisen kimppuun.
'The fox never attacks people'
12. Mies katsoo ilmoitustaululta milloin juna lähtee.
'The man looks at the billboard (to find out) when the train leaves'
13. Mies aikoo avata oven, mutta hän on kadottanut avaimen.
'The man intends to open the door, but he has lost the key'
14. Koulutunnilla oppilaat vastaavat vuorotellen.
'In the class, the students take turns answering ("answer on their turns")'
15. Isä on torunut poikaa, joka nyt istuu tuolilla.
'The father has reprimanded the boy, who now sits on a chair'
16. Kissa loikkaa sisälle kapeammasta ikkunasta
'The cat jumps in through the narrower window'
17. Lentokone laskeutuu.
'The plane lands'
18. Poika potkaisee pallon kentälle.
'The boy kicks the ball to the field'
19. Poika jaksaa kantaa kevyttä pakettia.
'The boy can carry (is capable of carrying) the light package'
20. Äiti kaataa kahvinsa pannuun.
'The mother pours her coffee to the pot'
21. Vaari tahtoo kuulla tarkasti radion säätiedotuksen.
'The grandfather wants to hear the radio weather report in detail'
22. Tyttö lukee ohjetta osatakseen leipoa kakun.
'The girl reads the recipe in order to know how to bake a cake'
23. Ongella saadut kalat on annettu kissalle.
'The fish caught by angling have been given to the cat'
24. Metsässä kasvaa monta ohutta puuta.
'In the woods, many thin trees are growing'
25. Pyöräilevää poikaa pyydetään leikkiin.
'The cycling boy is asked to join the game'
26. Matot on ripustettu narulle.
'The carpets have been hung on the rope'
27. Isä aikoo kastella pensaat leikattuaan ensin ruohikon.
'The father intends to water the bushes after having cut the grass first'
28. Pikkusisko vetää pulkkaa
'The little sister pulls the sled'
29. Poika ajattelee uimarannalle menoa lukiessaan läksyjään.
'The boy is thing ing of going to the beach while doing his homework'
30. Tyttöä heitettiin lumipallolla.
A snowball was thrown at the girl'

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