

Bachelor's thesis

Martine Haueng

# Development of linguistic complexity in Harry Potter

Adjustments for a maturing target audience

May 2019

**NTNU**

Norwegian University of Science and Technology  
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Department of Design



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# Development of linguistic complexity in Harry Potter:

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### Introduction

J.K. Rowling wrote the world-famous book series about Harry Potter. The first book is introduced as a children's book, where the main character is eleven years old. As the book series progresses Harry grows older, and in the last book he is seventeen years old. At this point, the books are no longer written for young children, but rather for an audience with parallel age to the main character, changing the target audience from being around the age of eleven to the age of seventeen. This development in the target audience is evident in the themes and topics of the books, with increasing amounts of violence and death, but the question of this paper is what impact it has had on the linguistic complexity of the texts. I have a strong presumption that such a development exists. By answering the following research questions, I wish to compare the language in the first and last book of the Harry Potter series in English and Norwegian; *Harry Potter and the Philosopher's Stone*, *Harry Potter og De Vises Stein* and *Harry Potter and the Deathly Hallows*, *Harry Potter og Dødstalismanene*.

- Is there a measurable development of linguistic complexity from the first to the last book of the original series?
- Is the linguistic development mirrored in the Norwegian translations and do they show development corresponding to that of the source text?

Translation studies usually compare translation units that are on the word- or phrase-level. However, in this paper I wish to expand the term translation unit to include units on the sentence-level, making it possible to compare entire sentences in translations. The reason for this expansion of the concept translation units is that linguistic complexity is examined at sentence-level to measure degrees of complexity. Traditional translation studies are usually concerned with the actual meaning of the source and target text, but for this paper, the presentation of it is in focus.

The unique development in the age of the target audience for these books makes it interesting to explore whether there is a corresponding development in the language, specifically the linguistic complexity. Additionally, I will explore how the Norwegian translator has managed to adjust to this aspect of the translation process. Norwegian and English are both Germanic languages with similar sentence structures and otherwise similar qualities that make them comparable languages regarding linguistic complexity. This makes it possible to draw

some conclusions on how the development of linguistic complexity in the original compares to the degree of linguistic complexity in the corresponding translated books.

### Background and theoretical approaches

J.K. Rowling's book series Harry Potter has been studied by several people, including Bonifacio<sup>1</sup> who studied her writing style and Brøndsted and Dollerup (2004) who compared translations of the names across several languages. Bonifacio's findings concluded a style of writing for J.K. Rowling in her Harry Potter series (Bonifacio, 520-521). 521). The theories of transformational grammar by Chomsky, is however, not transferrable for linguistic complexity in this paper.

In the analysis of translated names, Brøndsted and Dollerup mentions that one of the Norwegian names actually changes during the book series (2004,66). Cornelius Fudge was the name of the first Minister for Magic in the series, but in the Norwegian translation his name was first translated as Kornelius Bort-Forklar, directly translated as Cornelius "Explain-Away", but later changed to Bloef when the character returned in later books (Brøndsted and Dollerup 2004, 66). Høverstad's initial choice of name clearly indicates that the target audience are children, and the later choice can be interpreted as a reflection of an aging audience, as the translator realised that the whimsical last name of the first book would be distracting in later books for an older audience. This might indicate a similar development that is assumed to be found in linguistic complexity.

Translation studies are usually concerned with semantics and smaller translation units, which consist of the smallest units that can be compared directly (Vinay and Darbelnet 1995, 20-21). Vinay and Darbelnet defined them as being units with one single thought or meaning, making clauses too big for this definition (1995, 20-22). The focus of a translation unit is the meaning, i.e. the semantics, not the structure or syntax (Vinay and Darbelnet 1995, 20-22). Therefore, looking at complete sentences as translation units is more seldom, which is why I will classify it as an expansion of the term translation unit. The reason for expanding this term is, as mentioned, in order to look at the linguistic complexity of the texts, with the grammatical structure, phrases and clauses as features inside of the translation unit.

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<sup>1</sup> The text of Bonifacio did not have a year of publication available.



## Children's literature

Defining children's literature seems simple enough, given that everyone has some understanding of what it is. However, no such definitive universal definition exists or is agreed upon, which is why several definitions are possible and differ from each other with a wide range of options (Thomson-Wohlgemuth 1998, 5-7). Since there is such a high degree of flexibility in terms of what can be defined as children's literature, a statement about it needs a definition. According to Thomson-Wohlgemuth, literature can be divided into children's literature – which can be divided further; for 0-11-year olds and 11-16-year olds – adolescent literature and adult literature, but in English-speaking countries the term children's literature applies for the first two categories (1998, 10). This division ensures that the Harry Potter book series is defined as children's literature. Among the definitions given by Thomson-Wohlgemuth, the one by Klingberg; "all literature intended and produced for children" (1998, 7), fits to the aim of this paper. The definition focuses on the target audience intended by the author and this paper emphasises the target audience imagined by J.K. Rowling.

Children's limited abilities as readers is an important trait of children's literature. In order to make books for children that are understandable and inspire them to read more, the language needs to be adjusted to their level of competence (Puurтинен 1994, 83). Reading abilities, comprehension, life experience and world knowledge are all important aspects that restrict children as readers. This is something an author or translator needs to understand in order to create children's books that are well received by the audience (Puurтинен 1994, 83). In addition, they are not completely fluent in their mother tongue and literary patterns, which directly impacts their reading abilities (Thomson-Wohlgemuth 1998, 8-9).

Puurтинен examined a corpus of children's books, book reviews and linguistic studies and concluded that Finnish children's fiction usually has and is expected to have dynamic style (1994, 85). Dynamic style in literature is dominant use of simple syntactic constructions with finite verbs, contrastive to static style favouring complex non-finite constructions, which is generally avoided in children's literature (Puurтинен 1994, 85). Static style is syntactically complex and is additionally associated with a low degree of redundancy, which activates the reader's short-term memory and requires a higher capacity of it than dynamic style (Puurтинен 1994, 85). Clahsen and Felser have studied the reading abilities of children and adults, and one of their findings was that children have a limited capacity for referential information, whereas pronouns would often be selected to have internal reference by children but external by adults (2006, 16).

Children's literature has a particular trait of dual readership, where there is not just one target audience, but two; children and adults. Adults are the editors, translators, librarians and parents who read children's literature and make it available for the children (Alvstad 2010, 24). Some texts have a clear dual address, with features aimed at the adult reader that is too complex for the children, and this can be difficult to reproduce in translation (Alvstad 2010, 24). Because of the difficulty, there are some scholars who recommend choosing to translate for only one of the target readers (Alvstad 2010, 24). This could possibly impact the linguistic complexity of the translated version of a book because children's competence in language is not completely developed, making it possible for a translator to simplify complex traits in order to compensate for children's lower reading abilities.

According to Resch, adults underestimate children's understanding and since they need to be challenged in order to develop, she rejects division of text according to age and sex (Thomson-Wohlgemuth 1998, 9). A generalisation about the language in children's literature is that it should be clear and effective for younger children with increasing complexity and have higher register words as they grow older, and equal properties should apply for sentence structures and vocabulary (Thomson-Wohlgemuth 1998, 11). However, adults should remember that children have a higher competence than performance, meaning that they understand language of a higher complexity than they can produce themselves (Thomson-Wohlgemuth 1998, 11).

Children's literature is usually translated with an adaptation into the linguistic and literary system of the target language, which fits into the category of acceptance in the theory of Toury (1980), while adequacy apply for translations that follow the system of the source text (Puurtinen 1994, 84-85). Furthermore, this choice can be linked to the limitations of children readers not expecting them to tolerate a high degree of foreign and strange features in the text (Puurtinen 1994, 84). However, adults tend to underestimate children's understanding, as Resch stated, and therefore it might be useful to differentiate between foreign linguistics and foreign content. Children encounter foreign content often, being as the world is mainly unknown to them, which might make that something they are quite adept at encountering. Children's limitations need to be adjusted for in a text, and since the author of the original text has made such adjustments, Klingberg expresses that translators only need to follow the system of this text and not make any further adjustments in their text (Puurtinen 1994, 84). Puurtinen further mentions that this is in direct contrast to the acceptability theory of translation, and that although Klingberg uses a child-focused approach, this fits better with the term adequacy from Toury's theories (1994, 85).

## Linguistic complexity

Linguistic complexity can be defined in various ways, with several different features, and should be evaluated according to linguistic theories (To 2015, 25). The linguistic theories that are relevant for this paper are traditional grammar, transformational-generative grammar and (systemic) functional grammar (SFG). These theories range from the ancient Greek philosophers Plato and Aristotle with traditional grammar, to Chomsky's transformational-generative grammar of the 1950s and 1960s, and all the way to Halliday's functional grammar, beginning in 1985 (To 2015, 25-37).

Traditional grammar described the Greek and Latin languages and used these as a measure of quality which they compared the English language to, assuming it was an optimal grammar system (To 2015, 25). This made traditional grammar a prescriptive system deeming correct and incorrect statements according to rules rather than analysing what is deemed to be acceptable as a descriptive system might (To 2015, 26). Linguistic complexity according to traditional grammar is a matter of "markedness", where structures are deemed as increasingly complex on a scale from completely unmarked to marked on several accounts (To 2015, 27). The unmarked features of a clause are; main, declarative, affirmative and active clause and thus, the marked features are; subordination, interrogative, imperative, negative and passive clauses (To 2015, 27). Criteria that were used to determine these features and their sub-categories as more complex were lower degree of frequency, higher structural complexity and increased mental processing in comparison to the unmarked ones (To 2015, 27). Sub-categories of subordination into finite and non-finite clauses mark the non-finite clauses as more complex than the finite ones, and similar distinctions are made for other sub-categories (To 2015, 28-29).

The transformational-generative grammar of Noam Chomsky emphasises syntactic structure rather than semantics, and it can be divided into three parts; finite state grammar, phrase structure grammar and deep structure grammar, all with different criteria for linguistic complexity (To 2015, 30-35). Finite state grammar follows a mathematical approach to grammar, whereas syntactic structures can generate larger structures that are equally well-formed by repeating the structure subsequently, such as a mathematical formula that is repeated to create an equally correct solution (To 2015, 30). Linguistic complexity is defined to increase with the length of sentences (To 2015, 31). Phrase structure grammar and deep structure grammar follow with the increasingly complex interpretations of the syntactic structure and linguistic complexity is determined from tree structures (To 2015, 32-36).

Functional grammar is the final system in the text by To, and this seems to be as equally complex as Chomsky's later theories, dividing linguistic complexity into six categories (To 2015, 37-42). The theory of functional grammar by Halliday uses the six categories; lexical density, nominalisation, grammatical intricacy, thematic structure, grammatical metaphor and text periodicity (To 2015, 42). Lexical density is described by Halliday as being the type of complexity found in the written language and will be described in more detail shortly (To 2015, 42). Nominalisation is said to apply mainly for academic and scientific texts (To 2015, 43) and in the text by Puurtinen it is associated with static style (1994, 85). The other categories of Halliday are more complex and therefore not relevant for this paper.

Linguistic complexity is often associated with lexical density, because it is used to determine how densely packed the text is with information in a percentage value. Lexical density is defined as "the proportion of content words (nouns, verbs, adjectives, and often also adverbs) to the total number of words", with function words representing the remaining words of the text (Johansson 2008, 65). Another term for *content word* is *lexical item*, defined by Halliday as belonging to an open set, which can be expanded by new words being created (Johansson 2008, 66). Because of this definition of lexical items, adverbs can be included into the set when they are created by adjectives, since they are in an open set, and that definition is used in this paper.

## Method

In this small-scale study, the data had to be limited to one paragraph from each of the books. For the data of the two original books to be as equal as possible, the data was chosen on the following criteria. The paragraphs had to be of similar length; they turned out to have the same number of sentences, making it possible to compare the sentences as translation units. Further, they had to be from the middle of the books, neither the first or last paragraph of their corresponding chapter; this was to avoid there being some special circumstances applying specifically for the opening or closing parts. Lastly, the paragraphs had to be of similar content for the book in question, they had to be without dialogue, strictly narrating some situation or other. The data from *Harry Potter and the Philosopher's Stone* came from a descriptive passage, with a third person narration of a situation taking place to some of the characters in the book. For the last book, *Harry Potter and the Deathly Hallows*, the paragraph narrates the thoughts of the main character. This makes the paragraphs somewhat different in meaning but seemed to represent the same kind of text, nonetheless.

Analysing linguistic complexity requires some restrictions to the term and a definition of the requirements of which complexity will be assessed in the data. Complexity can be viewed in different ways and they will be thought of as on some scale with increasing or decreasing complexity for each feature. Firstly, complexity is increased by sentence length according to Chomsky's theory of finite state grammar. Secondly, complex clause structure such as coordinating clauses, subordinate clauses and embedded clauses are represented by number of finite verb phrases, indicating increased complexity according to traditional grammar theory. Non-finite clauses are more complicated in how they impact linguistic complexity and will therefore be excluded from the verb phrase analysis. Thirdly, nouns are indicators of linguistic complexity and pronouns are referential challenges for children, therefore the structures of the noun phrases will be examined. Lastly, lexical density is analysed for impact on linguistic complexity.

#### Data and analysis

The data of this text is found in the appendix of this paper, and all findings in this paper will be referring to those in the appendix. Analysis of the text was separated into sections for verb phrases, noun phrases and lexical density, viewing each sentence separately in the first two parts and separating all lexical items from each other when analysing lexical density. Colour coding was used in order to clearly separate the findings from the rest of the text, and explanations are given for each part in the appendix.

Table 1.1. *Average number of words per sentence (average word count) for the Harry Potter books in each language, adjusted value for the English books without determiner the*

Harry Potter and...	English, average word count (adjusted value)	Norwegian, average word count
The Philosopher's Stone	24,7 (23,5)	25,3
The Deathly Hallows	28,5 (27,3)	26,7

Word count is represented in table 1.1. by the average word count per sentence, and for the English books an adjusted value where the definite determiner *the* has been subtracted from the word count in order to have a more accurate comparison to Norwegian, where there is word-internal marking of definiteness. Books in both languages illustrate an increase in word count for the later books.

Table 1.2. Average number of finite verb phrases per sentence in each language of the books

Harry Potter and...	English, average number of finite verb phrases	Norwegian, average number of finite verb phrases
The Philosopher's Stone	2,5	3,8
The Deathly Hallows	3,2	3,5

Average number of finite verb phrases are represented in table 1.2, where the English average is lower than the Norwegian, but the tendency is increasing in English and decreasing in Norwegian from the first to last book.

Table 1.3. Average number of nouns per sentence in each language of the books

Harry Potter and ...	English, average number of nouns	Norwegian, average number of nouns
The Philosopher's Stone	8,8	8,0
The Deathly Hallows	9,7	7,8

Average number of nouns is given in table 1.3, where there is an indication of increased nouns in the English version of the last book, but an opposite, though slight, trend in the Norwegian books.

Table 1.4. Number of noun phrases in each category for each book, with average word count for the complex noun phrases in parenthesis

Harry Potter...	Noun	Pronoun	+Determiner	+Premodifier (word count)	+Postmodifier (word count)
1; English	15	14	3	15 (2,7)	6 (6,8)
1; Norwegian	19	13	1	8 (2,6)	7 (5,1)
7; English	6	28	6	10 (2,4)	8 (5,6)
7; Norwegian	12	23	3	4 (2,5)	5 (4,6)

In table 1.4, five different categories of noun phrases (NPs) indicate different levels of complexity and the categories are as follows; *noun* refers to NPs with only a bare noun head, *pronoun* refers to NPs with only a bare pronoun head, *+determiner* refers to NPs with a noun

head and determiner, *+premodifier* refers to NPs with a noun head and a premodifier and optional determiner, *+postmodifier* refers to NPs with a noun head and a postmodifier and optional premodifier and determiner. Additionally, the categories *+premodifier* and *+postmodifier* are called complex noun phrases in table 1.4 since they can have several words in their modifying positions. They also have the average word count of their phrases in parenthesis in the table, to show the size of these complex phrases. The tendencies in table 1.4 are: a decrease of bare nouns and an increase of pronouns in the later books of each language, the number of NPs with determiners have increased as well, but the numbers are decreasing in the category *+premodifier* both in number of clauses and average word count. The final category, *+postmodifier*, has a slight increase in number of clauses for the English books but decrease in average word count, however, for the Norwegian books the numbers are decreasing in both number of clauses and average word count.

Table 1.5. *Lexical density in percent for each of the Harry Potter books*

Harry Potter and...	English, lexical density	Norwegian, lexical density
The Philosopher's Stone	54,0 %	49,3 %
The Deathly Hallows	40,5 %	39,4 %

Lexical density is represented in table 1.5 for each of the books, with the numbers in percent. The numbers are decreasing for the last book in each language.

## Discussion

### Word count

Chomsky stated that the length of a sentence reflects degree of complexity, and the findings in table 1.1 indicate that there is an increased complexity from the first to last of both the English and Norwegian Harry Potter books. For the first book in the series, the Norwegian translation has a higher average word count than the English original, but for the last book there is a higher word count in the original than the translation also when the English word count is adjusted by removing the definite determiner *the*. This indicates that although there is a common tendency towards an increased complexity, the Norwegian translation does not have a corresponding pattern of complexity as the original English books.

### Finite verb phrases

In the English books, there is a clear tendency towards an increased amount of verb phrases in the last book, which indicates a more complex grammar according to traditional grammar, where subordinate clauses are marked as complex. However, the Norwegian translation shows almost no change, but the indication of change is towards a decreased

complexity. In the last book there is only a small difference between the English and Norwegian number of VPs, with more finite VPs in Norwegian.

On the other hand, there is a great difference in finite VPs in the first book, where the Norwegian book has a higher amount, indicating that the Norwegian translation is more complex. The reason for this can be found in the distinction between finite and non-finite VPs, because there are 9 non-finite VPs in the English book but only 3 in the Norwegian. While traditional grammar indicates that subordinate clauses are complex, there is a distinction between finite and non-finite which is not addressed here. Additionally, Puurtinen emphasises the use of dynamic language in children's literature, since static (non-finite) style is more complex, and this can indicate that the English book is not less complex, but only displays a different type of linguistic complexity.

### Noun phrases

There is an increase in NPs from the first to the last of the English books, but the same tendency is not seen in the Norwegian translations. There are generally fewer NPs in the Norwegian translations, indicating that there might not be a corresponding complexity for each book. However, the number of NPs is not a strong enough indication of complexity in itself, making additional analyses necessary.

The detailed analysis of the NPs in the books have several findings that can be relevant for linguistic complexity in children's literature. One of the limitations children have as readers is their short-term memory and referencing outside of a sentence. This indicates that pronouns, which only refer to entities, are more complex than nouns. As a consequence of this, the lexical density would decrease, but the linguistic complexity increases. Table 1.4 shows a clear shift from bare nouns to pronouns in the last book. The Norwegian translations do not correspond completely with the originals, but there is still a clear tendency that indicates similar development of linguistic complexity.

For the remaining categories, there is a clear difference in the category of *+determiner* between Norwegian and English, as expected, but there is also an increase from the first to last book that seems insignificant. However, there is a great difference between Norwegian and English concerning the complex categories of *+premodifier* and *+postmodifier*. A probable explanation for the first one is that a number of nouns with premodifiers are compounded in Norwegian creating the discrepancy found in the category *noun*. This pattern is seen in both the first and last book of the series. For the second, NPs with postmodifiers, the Norwegian translations have shorter phrases, indicating a slightly lower linguistic complexity.

### Lexical density

Lexical density in both the English and Norwegian books are decreasing from the first to last book, which, according to Halliday's theory of functional grammar, indicates a decreasing complexity. However, it is also stated that increased lexical density is associated with simplified grammatical structure. In this paper, the linguistic complexity of grammatical structure is the main focus, and this indicates that the books might still have an increased linguistic complexity from the first to the last book. There is some difference between the corresponding English and Norwegian books as well, where there is a higher lexical density in English. As stated, the increased use of pronouns also decreases the lexical density without decreasing the linguistic complexity.



## Research questions

All the values of the data indicate a clear increase in linguistic complexity in the original book series. Although it is not clear to what extent this applies for these sections or the entire books. There is only enough information to verify the presumption that there has been an increased linguistic complexity in this data.

The Norwegian translation seems to show some signs of increased linguistic complexity, with increased word count, higher degree of pronouns, and decreased lexical density, but the rest of the features are inconclusive. It is also evident that the complexity is not closely related to the complexity of the original texts.

## Conclusion

Linguistic complexity has clearly developed from the first to last book of the Harry Potter series, in light of this data sample. Sentences became longer, there were more finite verb phrases, there was more referential content that challenged the short-term memory of the reader, and lexical density indicated that the grammatical system became more complex. However, the findings were not conclusive for a corresponding complexity in the Norwegian translation. Although there were some changes to the features, it might be a consequence of language differences. Since translation usually focuses on the meaning of the text, it is more likely to be a choice of the translator to emphasise this part of the translation process.

This small-scale study of linguistic complexity is limited by the size of the data set, the tools for analysing linguistic complexity and time. This makes any findings merely indicative of what might be the bigger picture. Further studies might look into and compare the language of the complete book series in a larger corpus study. I would recommend focusing on a few features of linguistic complexity and drawing lines between the books, rather than doing a thorough analysis of a smaller sample of data.

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## Appendix

### Data

#### Harry Potter 1

##### Chapter eight, The Potions Master

...

Things didn't improve for the Gryffindors as the Potions lesson continued. Snape put them into pairs and set them to mixing up a simple potion to cure boils. He swept around in his long black cloak, watching them weigh dried nettles and crush snake fangs, criticising almost everyone except Malfoy, whom he seemed to like. He was just telling everyone to look at the perfect way Malfoy had stewed his horned slugs when clouds of acid green smoke and a loud hissing filled the dungeon. Neville had somehow managed to melt Seamus's cauldron into a twisted blob and their potion was seeping across the stone floor, burning holes in people's shoes. Within seconds, the whole class were standing on their stools while Neville, who had been drenched in potion when the cauldron collapsed, moaned in pain as angry red boils sprang up all over his arms and legs.

##### Kapittel åtte, Læreren i eliksirer

...

Tingene gikk ikke bedre for Griffing etter som timen skred fram. Slur ordnet dem to og to og satte dem til å blande en enkel eliksir til å kurere byller. Siden lusket han rundt i sin lange, svarte kutte, overvåket dem mens de veide tørkede nesler og knuste slangehoggtenner og kritiserte nesten samtlige, unntatt Malfang, som det virket som han likte. Han sto akkurat og sa at alle måtte lære av hvor perfekt Malfang hadde sammenkokt hornsneglene sine, da fangekjelleren ble fylt av en gjennomtrengende hvisling og skyer av giftiggrønn røyk. Nilus hadde, uvisst hvordan, greid å smelte Jokums heksekjel til en forvridd klump, og eliksiren deres rant utover steingolvet og sved hull i skoene til folk. På et blunk hadde alle hoppet opp på krakkene, men Nilus, som hadde fått eliksir over hele seg da kjelen kollapset, stønnet av smerte, og hissige røde byller brøt ut overalt på armene og beina.

#### Harry Potter 7

##### Chapter eighteen, The Life and Lies of Albus Dumbledore

...

Without realising it, he was digging his fingers into his arms as if he were trying to resist physical pain. He had spilled his own blood more times than he could count; he had lost all the bones in his right arm once; this journey had already given him scars to his chest and forearm to join those on his hand and forehead, but never, until this moment, had he felt himself to be fatally weakened, vulnerable and naked, as though the best part of his magical power had been torn from him. He knew exactly what Hermione would say if he expressed any of this: the wand is only as good as the wizard. But she was wrong, his case was different.

She had not felt the wand spin like the needle of a compass and shoot golden flames at his enemy. He had lost the protection of his twin cores, and only now that it was gone did he realise how much he had been counting upon it.

Kapittel atten, Albus Humlesnurrs liv og løgner

...

Uten å merke det satt han og grov fingertuppene inn i armene, som for å motvirke fysisk smerte. Blod hadde han mistet oftere enn han kunne huske; en gang hadde han mistet alle knoklene i høyrearmen, og bare hittil på denne turen hadde han fått nye arr på brystet og underarmen i tillegg til dem på håndbaken og pannen, men aldri før nå hadde han kjent seg så livsfarlig svekket, sårbar og naken, som om mesteparten av de magiske kreftene var blitt revet rett ut av ham. Han visste akkurat hva Hermine ville si hvis han nevnte noe om dette: at staven ikke var bedre enn trollmannen som brukte den. Men hun tok feil – med ham var det annerledes. Hun hadde ikke kjent staven sin snurre som en kompassnål og skyte gylne flammer mot fienden. Han hadde mistet beskyttelsen den dobbelte kjernen ga ham, og først nå som den var borte, forsto han hvor mye han hadde stolt på den.

# Analyses

## Word count and Verb Phrases

**Finite** verb phrases

**Non-finite** verb phrases

[Clauses] of finite verb phrases

### Harry Potter 1

Chapter eight, The Potions Master

...

1. [1 Things **didn't improve** for the Gryffindors as [the Potions lesson **continued**.]]
2. [1 Snape **put** them into pairs and [2 **set** them **to mixing** up a simple potion **to cure** boils.]]
3. [1 He **swept** around in his long black cloak, **watching** them weigh dried nettles and crush snake fangs, **criticising** almost everyone except Malfoy, [2 whom he **seemed to like**.]]
4. [1 He **was just telling** everyone **to look** at the perfect way [2 Malfoy **had stewed** his horned slugs]] [3 when clouds of acid green smoke and a loud hissing **filled** the dungeon.]]
5. [1 Neville **had** somehow **managed to melt** Seamus's cauldron into a twisted blob and [2 their potion **was seeping** across the stone floor, **burning** holes in people's shoes.]]
6. [1 Within seconds, the whole class **were standing** on their stools while [2 Neville, [3 who **had been drenched** in potion when [4 the cauldron **collapsed**,]] **moaned** in pain as angry red boils **sprang** up all over his arms and legs.]]

### Finite verb phrases (VPs):

1. **VP1**: simple past, negation, **VP2**: simple past  
2 + 1 finite verb
2. **VP1** simple past, **VP2** simple past  
1 + 1 finite verb and 1 + 1 non-finite verbs
3. **VP1**: simple past, **VP2**: simple past  
1 + 1 finite verb, 1+1+1 non-finite verb
4. **VP1**: progressive past, **VP2**: perfect past, **VP3**: simple past
5. **VP1**: perfect past, **VP2**: progressive past,
6. **VP1**: progressive past, **VP2**: simple past, **VP3**: passive, perfect past, **VP4**: simple past

**Number of finite VPs:** 2, 2, 2, 3, 2, 4 phrases.

Sum: 15 phrases. Average: 2,5 phrases per sentence.

**Number of non-finite VPs:** 0, 2, 3, 1, 2, 1 phrases.

Sum: 9 phrases. Average: 1,5 phrases per sentence

**Word count:** 11, 17, 27, 30, 26, 37. (-7)

Sum: 148 (-7) words. Average: 24,7 (23,5) words per sentence.

Kapittel åtte, Læreren i eliksirer

...

1. [1 Tingene **gikk** ikke bedre for Griffing etter som [2 timen **skred** fram.]]
2. [1 Slur **ordnet** dem to og to og [2 **satte** dem til å **blande** en enkel eliksir til å **kurere** byller.]]
3. [1 Siden **lusket** han rundt i sin lange, svarte kutte, [2 **overvåket** dem mens [3 de **veide** tørkede nesler og **knuste** slangehoggtenner] og [4 **kritiserte** nesten samtlige, unntatt Malfang, som [5 det **virket** som [6 han **likte**.]]]]]]
4. [1 Han **sto** akkurat og [2 **sa** at [3 alle **måtte lære** av hvor perfekt [4 Malfang **hadde sammenkokt** hornsneglene sine],] da [5 fangekjelleren **ble** fylt av en gjennomtrengende hvisling og skyer av giftiggrønn røyk.]]]
5. [1 Nilus **hadde**, uvisst hvordan, **greid å smelte** Jokums heksekjel til en forvridd klump, og [2 eliksiren deres **rant** utover steingolvet og [3 **sved** hull i skoene til folk.]]]
6. [1 På et blunk **hadde** alle **hoppet** opp på krakkene, men [2 Nilus, som [3 **hadde fått** eliksir over hele seg da [4 kjelen **kollapset**,]] **stønnet** av smerte, og [5 hissige røde byller **brøt** ut overalt på armene og beina.]]]

**Finite verb phrases (VPs):**

1. **VP1:** simple past, **VP2:** simple past
2. **VP1:** simple past, **VP2:** simple past
3. **VP1:** simple past, **VP2:** simple past, **VP3:** simple past + coordinating conjunction - og **VP4:** simple past **VP5:** simple past, **VP6:** simple past
4. **VP1:** simple past, **VP2:** simple past, **VP3:** simple past + modal **VP4:** perfect past, **VP5:** simple past
5. **VP1:** perfect past, **VP2:** simple past, **VP3:** simple past
6. **VP1:** perfect past, **VP2:** simple past, **VP3:** perfect past, **VP4:** simple past, **VP5:** simple past

**Number of finite VPs:** 2, 2, 6, 5, 3, 5 phrases.

Sum: 23 phrases. Average: 3,8 phrase per sentence.

**Number of non-finite VPs:** 0, 2, 0, 0, 1, 0 phrases.

Sum: 3 phrases. Average: 0,5 phrase per sentence.

**Word count:** 11, 19, 31, 30, 26, 35 words.

Sum: 152 words. Average: 25,3 words per sentence.

## Harry Potter 7

### Chapter eighteen, The Life and Lies of Albus Dumbledore

...

1. Without **realising** it, [1 he **was digging** his fingers into his arms [2 as if he **were trying to resist** physical pain.]]
2. [1 He **had spilled** his own blood [2 more times than he **could count**; [3 he **had lost** all the bones in his right arm once;] [4 this journey **had already given** him scars to his chest and forearm **to join** those on his hand and forehead, [5 but never, until this moment, **had he felt** himself **to be** fatally weakened, vulnerable and naked, [6 as though the best part of his magical power **had been torn** from him. ]]]]]
3. [1He **knew** exactly [2 what Hermione **would say**] [3 if he **expressed** any of this: [4 the wand **is** only as good as the wizard.]]]
4. [1 But she **was** wrong, [2 his case **was** different.]]
5. [1 She **had not felt** the wand **spin** like the needle of a compass and **shoot** golden flames at his enemy.]
6. [1 He **had lost** the protection of his twin cores,] and [2 only now [3 that it **was** gone] **did he realise** [4 how much he **had been counting** upon it.]]

#### Finite verb phrases (VPs):

1. **VP1** progressive past, **VP2** progressive past
2. **VP1** perfect past, **VP2** simple past + modal verb, **VP3** perfect past, **VP4** perfect past, **VP5** perfect past, **VP6** passive, perfect past.
3. **VP1** simple past, **VP2** simple past + modal verb, **VP3** simple past, **VP4** simple present (linking verb).
4. **VP1** simple past, **VP2** simple past
5. **VP1** perfect past, negation,
6. **VP1** perfect past, **VP2** simple past + do-support, **VP3** simple past, **VP4** perfect, progressive past

**Number of finite VPs:** 2, 6, 4, 2, 1, 4 phrases.

Sum: 19 phrases. Average: 3,2 phrase per sentence.

**Number of non-finite VPs:** 2, 2, 0, 0, 2, 0 phrases.

Sum: 6 phrases. Average: 1 phrase per sentence.

**Word count:** 20, 73, 23, 8, 20, 27 words. (- 7)

Sum: 171 (-7) words. Average: 28,5 (27,3) words per sentence.

### Kapittel atten, Albus Humlesnurrs liv og løgner

...

1. Uten **å merke** det [1 **satt** han og [2 **grov** fingertuppene inn i armene, som for **å motvirke** fysisk smerte.]]

2. [1 Blod hadde han mistet oftere enn [2 han kunne huske; en gang [3 hadde han mistet alle knoklene i høyrearmen, og bare hittil på denne turen [4 hadde han fått nye arr på brystet og underarmen i tillegg til dem på håndbaken og pannen]], men aldri før nå [5 hadde han kjent seg så livsfarlig svekket, sårbar og naken, som om [6 mesteparten av de magiske kreftene var blitt revet rett ut av ham.]]]]]
3. [1 Han visste akkurat hva [2 Hermine ville si hvis [3 han nevnte noe om dette: at [4 staven ikke var bedre enn [5 trollmannen som brukte den.]]]]]]]
4. [1 Men hun tok feil – med ham [2 var det annerledes.]]]
5. [1 Hun hadde ikke kjent staven sin snurre som en kompassnål og skyte gylne flammer mot fienden.]
6. [1 Han hadde mistet beskyttelsen [2 den dobbelte kjernen ga ham], og først nå som [3 den var borte], [4 forsto han hvor mye [5 han hadde stolt på den.]]]

### Finite verb phrases (VPs):

1. VP1: simple past, VP2: simple past
2. VP1: perfect past, VP2: simple past + modal, VP3: perfect past, VP4: perfect past, VP5: perfect past, VP6: passive, perfect past
3. VP1: simple past, VP2: simple past + modal (future), VP3: simple past, VP4: simple past, VP5: simple past
4. VP1: simple past, VP2: simple past
5. VP1: perfect past
6. VP1: perfect past, VP2: simple past, VP3: simple past, VP4: simple past, VP5: perfect past

**Number of finite VPs:** 2, 6, 5, 2, 1, 5 phrases.

Sum: 21 phrases. Average: 3,5 phrase per sentence.

**Number of non-finite VPs:** 2, 0, 0, 0, 2, 0 phrases

Sum: 4 phrases. Average: 0,7 phrases per sentence.

**Word count:** 18, 69, 23, 9, 16, 25 words.

Sum: 160 words. Average: 26,7 words per sentence.



## Noun phrases

Noun: marked in green

Noun phrase: marked by [brackets]

### Harry Potter 1

#### Chapter eight, The Potions Master

...

1. [NP1 Things] didn't improve for [NP2 the Gryffindors] as [NP3 the [NP4 Potions lesson] continued.
2. [NP1 Snape] put [NP2 them] into [NP3 pairs] and set [NP4 them] to mixing up [NP5 a simple potion [Relative to cure [NP6 boils]]]
3. [NP1 He] swept around in [NP2 [NP3 his] long black cloak], watching [NP4 them] weigh [NP5 dried nettles] and crush [NP6 snake fangs], criticising almost [NP7 everyone] except [NP8 Malfoy, [Relative [NP9 whom] [NP10 he] seemed to like]].
4. [NP1 He] was just telling [NP2 everyone] to look at [NP3 the perfect way [Relative\_clause [NP4 Malfoy] had stewed [NP5 [NP6 his] horned slugs]]] when [NP7 clouds of [NP8 acid green smoke]] and [NP9 a loud hissing] filled [NP10 the dungeon].
5. [NP1 Neville] had somehow managed to melt [NP2 [NP3 Seamus's] cauldron] into [NP4 a twisted blob] and [NP5 [NP6 their] potion] was seeping across [NP7 the stone floor], burning [NP8 holes] in [NP9 [NP10 people's] shoes].
6. Within [NP1 seconds], [NP2 the whole class] were standing on [NP3 [NP4 their] stools] while [NP5 Neville, [Relative clause [NP6 who] had been drenched in [NP7 potion] when [NP8 the cauldron] collapsed], moaned in [NP9 pain] as [NP10 angry red boils] sprang up all over [NP11 his [NP12 arms] and [NP13 legs]].

Noun: 15

Pronoun: 14

Det+N: 3

(Det)+pre+N: 15 (Word count: 3+4+2+2+3+3+3+2+3+2+3+2+3+2+3 = 40, Average: 2,7)

(Det+pre)+N+post: 6 (Word count: 6+6+9+5+11+4 = 41, Average: 6,8)

#### Nouns and noun phrases;

1. 4 nouns, NP1: N, NP2: Det + N, NP3: Det + Premodifier; NP4 + N, NP4: N
2. 6 nouns, NP1: N, NP2: N, NP3: N, NP4: N, NP5: Det + Premodifier; A + N + Postmodifier; Relative clause with NP6, NP6: N
3. 10 nouns, NP1: N, NP2: Premodifier; NP3 + A + A + N, NP3: N, NP4: N, NP5: A + N, NP6: A + N, NP7: N, NP8: N + Postmodifier; Relative clause with NP9 and NP10, NP9: N, NP10: N
4. 10 nouns, NP1: N, NP2: N, NP3: Det + A + N + Postmodifier; Relative clause; NP4,NP5,NP6, NP4: N, NP5: Premodifier; NP6 + A + N, NP6: N, NP7: N + Postmodifier; PP with NP8, NP8: AP (A+A) + N, NP9: Det + A + N, NP10: Det + N

5. 10 nouns, NP1: N, NP2: Premodifier; NP3 + N, NP3: N, NP4: Det + A + N, NP5: Premodifier; NP6 + N, NP6: N, NP7: Det + Adv + N, NP8: N, NP9: Premodifier; NP10 + N, NP10: N
6. 13 nouns, NP1: N, NP2: Det + A + N, NP3: Premodifier; NP4 + N, NP4: N, NP5: N + Postmodifier; Relative clause with NP6, NP7, NP8, NP6: N, NP7: N, NP8: Det + N, NP9: N, NP10: A + A + N, NP11: N + Coordinating conjunction; NP12 and NP13, NP12: N, NP13: N

**Number of nouns:** 4, 6, 10, 10, 10, 13 nouns

Sum: 53 nouns. Average: 8,8 nouns per sentence

Kapittel åtte, Læreren i eliksirer

...

1. [NP1 **Tingene**] gikk ikke bedre for [NP2 **Griffing**] etter som [NP3 **timen**] skred fram.
2. [NP1 **Slur**] ordnet [NP2 **dem**] to og to og satte [NP3 **dem**] til å blande [NP4 en enkel **eliksir** [PP til å kurere [NP5 **byller**]]].
3. Siden lusket [NP1 **han**] rundt i [NP2 [NP3 **sin**] lange, svarte **kutte**], overvåket [NP4 **dem**] mens [NP5 **de**] veide [NP6 tørkede **nesler**] og knuste [NP7 **slangehoggtenner**] og kritiserte nesten samtlige, unntatt [NP8 **Malfang**, som [NP9 **det**] virket som [NP10 **han**] likte].
4. [NP1 **Han**] sto akkurat og sa at [NP2 **alle**] måtte lære av hvor perfekt [NP3 **Malfang**] hadde sammenkokt [NP4 **hornsneglene** [NP5 **sine**]], da [NP6 **fangekjelleren**] ble fylt av [NP7 en gjennomtrengende **hvisling**] og [NP8 **skyer** av [NP9 giftiggrønn **røyk**]].
5. [NP1 **Nilus**] hadde, uvisst hvordan, greid å smelte [NP2 [NP3 **Jokums**] **heksekjel**] til [NP4 en forvridd **klump**], og [NP5 **eliksiren** [NP6 **deres**]] rant utover [NP7 **steingolvet**] og sved [NP8 **hull**] i [NP9 **skoene** [PP til [NP10 **folk**]]].
6. På [NP1 et **blunk**] hadde [NP2 **alle**] hoppet opp på [NP3 **krakkene**], men [NP4 **Nilus**, [Relative\_clause som hadde fått [NP5 **eliksir**] over [NP6 hele **seg**] da [NP7 **kjelen**] kollapset,] stønnet av [NP8 **smerte**], og [NP9 **hissige røde byller**] brøt ut overalt på [NP10 **armene**] og [NP11 **beina**].

N: 19

ProN: 13

Det+N: 1

(Det)+Pro+N: 8 (Word count: 4+2+3+2+2+3+2+3 = 21 Average: 2,6)

(Det)+(Pro)+N+Post: 7 (Word count: 7+7+2+4+2+3+11 = 36 Average: 5,1)

**Nouns and NPs;**

1. 3 nouns, NP1: N, NP2: N, NP3: N
2. 5 nouns, NP1: N, NP2: N, NP3: N, NP4: det + A + N + Postmodifier; PP; NP5, NP5: N
3. 10 nouns, NP1: N, NP2: Premodifier; NP3 + A + A + N, NP3: N, NP4: N, NP5: N, NP6: A + N, NP7: N, NP8: N + Postmodifier; relative clause with NP9, NP10, NP9: N, NP10: N
4. 9 nouns, NP1: N, NP2: N, NP3: N, NP4: N + postmodifier; NP5, NP5: N, NP6: N, NP7: Det + A + N, NP8: N + postmodifier; PP; NP9, NP9: A+N
5. 10 nouns, NP1: N, NP2: Premodifier; NP3 + N, NP3: N, NP4: Det + A + N, NP5: N + postmodifier; NP6, NP6: N, NP7: N, NP8: N, NP9: N + postmodifier; PP; NP10, NP10: N
6. 11 nouns NP1: Det + N, NP2: N, NP3: N, NP4: N + Postmodifier; relative clause; NP5, NP6, NP7, NP5: N, NP6: A + N, NP7: N, NP8: N, NP9: Premodifier; A+A + N, NP10: N, NP11: N

**Number of nouns:** 3, 5, 10, 9, 10, 11 nouns

Sum: 48 nouns. Average: 8 nouns per sentence.

## Harry Potter 7

Chapter eighteen, The Life and Lies of Albus Dumbledore

...

1. Without realising [NP1 it], [NP2 he] was digging [NP3 [NP4 his] fingers] into [NP5 [NP6 his] arms] as if [NP7 he] were trying to resist [NP8 physical pain].
2. [NP1 He] had spilled [NP2 [NP3 his] own blood] more [NP4 times] than [NP5 he] could count; [NP6 he] had lost [NP7 all the bones [PP in [NP8 [NP9 his] right arm]]] once; [NP10 this journey] had already given [NP11 him] [NP12 scars [PP to [NP13 his [NP14 chest] and [NP15 forearm]]]] to join [NP16 those [PP on [NP17 his [NP18 hand] and [NP19 forehead]]]], but never, until [NP20 this moment], had [NP21 he] felt [NP22 himself] to be fatally weakened, vulnerable and naked, as though [NP23 the best part [PP of [NP24 [NP25 his] magical power]]] had been torn from [NP26 him].
3. [NP1 He] knew exactly what [NP2 Hermione] would say if [NP3 he] expressed any of [NP4 this]: [NP5 the wand] is only as good as [NP6 the wizard].
4. But [NP1 she] was wrong, [NP2 [NP3 his] case] was different.
5. [NP1 She] had not felt [NP2 the wand] spin like [NP3 the needle [PP of [NP4 a compass]]] and shoot [NP5 golden flames] at [NP6 [NP7 his] enemy].
6. [NP1 He] had lost [NP2 the protection [PP of [NP3 [NP4 his] twin cores]]], and only now that [NP5 it] was gone did [NP6 he] realise how much [NP7 he] had been counting upon [NP8 it].

N	6
Pron.	28
Det + N	6
(det) + Pre. + N	10 (word count: 2+2+2+3+3+3+2+2+2+3 = 24, average: 2,4)
(det) + (pre) + N + Post.	8 (word count: 7+6+4+6+4+7+5+6 = 45, average: 5,6)

## Nouns and NPs;

1. 8 nouns, NP1: N, NP2: N, NP3: premodifier; NP4 + N, NP4: N, NP5: premodifier; NP6 + N, NP6: N, NP7: N, NP8: A + N
2. 26 nouns, NP1: N, NP2: Premodifier; NP3 + A + N, NP3: N, NP4: N, NP5: N, NP6: N, NP7: premodifier; predet + Det + N + postmodifier; PP; NP8; NP9, NP8: Premodifier; NP9+A + N, NP9: N, NP10: Det + N, NP11: N, NP12: N + postmodifier; NP13;NP14,NP15, NP13: N + postmodifier;NP14,NP15, NP14:N, NP15: N, NP16: N + postmodifier; PP; NP17; NP18,NP19, NP17: N + postmodifier;NP18,NP19, NP18: N, NP19: N, NP20: det + N, NP21: N, NP22: N, NP23: det + A + N + postmodifier; PP; NP24; NP25, NP24: premodifier; NP25 + A + N, NP25: N, NP26: N
3. 6 nouns, NP1: N, NP2: N, NP3: N, NP4: N, NP5: det + N, NP6: det + N
4. 3 nouns, NP1: N, NP2: premodifier; NP3 + N, NP3: N
5. 7 nouns, NP1: N, NP2: Det + N, NP3: det + N + Postmodifier; PP; NP4, NP4: det + N, NP5: A + N, NP6: premodifier; NP7 + N, NP7: N
6. 8 nouns, NP1: N, NP2: det + N + postmodifier; PP; NP3; NP4, NP3: Premodifier; NP4 + A + N, NP4: N, NP5: N, NP6: N, NP7: N, NP8: N

**Number of nouns:** 8, 26, 6, 3, 7, 8 nouns

Sum: 58 nouns. Average: 9,7 nouns per sentence.

Kapittel atten, Albus Humlesnurrs liv og løgner

...

1. Uten å merke [NP1 **det**] satt [NP2 **han**] og grov [NP3 **fingertuppene**] inn i [NP4 **armene**], som for å motvirke [NP5 fysisk **smerte**].
2. [NP1 **Blod**] hadde [NP2 **han**] mistet oftere enn [NP3 **han**] kunne huske; [NP4 en **gang**] hadde [NP5 **han**] mistet [NP6 alle **knoklene** [PP i [NP7 **høyrearmen**]], og bare hittil på [NP8 denne **turen**] hadde [NP9 **han**] fått [NP10 nye **arr** [PP på [NP11 **brystet**] og [NP12 **underarmen**]]] i tillegg til [NP13 **dem** [PP på [NP14 **håndbaken**] og [NP15 **pannen**]]], men aldri før nå hadde [NP16 **han**] kjent seg så livsfarlig svekket, sårbar og naken, som om mesteparten av [NP17 de magiske **kreftene**] var blitt revet rett ut av [NP18 **ham**].
3. [NP1 **Han**] visste akkurat hva [NP2 **Hermine**] ville si hvis [NP3 **han**] nevnte noe om [NP4 **dette**]: at [NP5 **staven**] ikke var bedre enn [NP6 **trollmannen**] som brukte [NP7 **den**].
4. Men [NP1 **hun**] tok feil – med [NP2 **ham**] var [NP3 **det**] annerledes.
5. [NP1 **Hun**] hadde ikke kjent [NP2 **staven** [NP3 **sin**]] snurre som [NP4 en **kompassnål**] og skyte [NP5 gylne **flammer**] mot [NP6 **fienden**].
6. [NP1 **Han**] hadde mistet [NP2 **beskyttelsen** [Relative\_clause [NP3 den dobbelte **kjernen**] ga [NP4 **ham**]],] og først nå som [NP5 **den**] var borte, forsto [NP6 **han**] hvor mye [NP7 **han**] hadde stolt på [NP8 **den**].

N	12
Pron.	23
Det + N	3
(det) + Pre. + N	4 (Word count: 2+3+2+3=10 average: 2,5)
(det) + (pre) + N + Post.	5 (Word count: 4+6+5+2+6= 23 average: 4,6)

### **Nouns and NPs;**

1. 5 nouns, NP1: N, NP2: N, NP3: N, NP4: N, NP5: A + N
2. 18 nouns, NP1: N, NP2: N, NP3: N, NP4: det + N, NP5: N, NP6: Det + N + postmodifier; PP; NP7, NP7: N, NP8: det + N, NP9: N, NP10: A + N + postmodifier; PP; NP11, NP12, NP11: N, NP12: N, NP13: N + postmodifier; PP; NP14, NP15, NP14: N, NP15: N, NP16: N, NP17: Det + A + N, NP18: N
3. 7 nouns, NP1: N, NP2: N, NP3: N, NP4: N, NP5: N, NP6: N, NP7: N
4. 3 nouns, NP1: N, NP2: N, NP3: N
5. 6 nouns, NP1: N, NP2: N + postmodifier; NP3, NP3: N, NP4: det + N, NP5: A + N, NP6: N
6. 8 nouns, NP1: N, NP2: N + postmodifier; relative clause; NP3, NP4, NP3: det + A + N, NP4: N, NP5: N, NP6: N, NP7: N, NP8: N

**Number of nouns:** 5, 18, 7, 3, 6, 8 nouns

Sum: 47 nouns. Average: 7,8 nouns per sentence.

## Lexical density

Lexical items/content words in orange.

Function words in black.

Each item on a numbered line is counted as one.

### Harry Potter 1

Chapter eight, The Potions Master

...

- |                    |                  |                  |
|--------------------|------------------|------------------|
| 1. Things          | 38. weigh        | 75. a            |
| 2. Did             | 39. dried        | 76. loud         |
| 3. n't             | 40. nettles      | 77. hissing      |
| 4. improve         | 41. and          | 78. filled       |
| 5. for             | 42. crush        | 79. the dungeon. |
| 6. the Gryffindors | 43. snake fangs, | 80. Neville      |
| 7. as              | 44. criticising  | 81. had          |
| 8. the Potions     | 45. almost       | 82. somehow      |
| 9. lesson          | 46. everyone     | 83. managed      |
| 10. continued.     | 47. except       | 84. to           |
| 11. Snape          | 48. Malfoy,      | 85. melt         |
| 12. put            | 49. whom         | 86. Seamus's     |
| 13. them           | 50. he           | 87. cauldron     |
| 14. into           | 51. seemed       | 88. into         |
| 15. pairs          | 52. to           | 89. a            |
| 16. and            | 53. like.        | 90. twisted      |
| 17. set            | 54. He           | 91. blob         |
| 18. them           | 55. was          | 92. and          |
| 19. to             | 56. just         | 93. their        |
| 20. mixing         | 57. telling      | 94. potion       |
| 21. up             | 58. everyone     | 95. was          |
| 22. a              | 59. to           | 96. seeping      |
| 23. simple         | 60. look         | 97. across       |
| 24. potion         | 61. at           | 98. the stone    |
| 25. to             | 62. the perfect  | 99. floor,       |
| 26. cure           | 63. way          | 100. burning     |
| 27. boils.         | 64. Malfoy       | 101. holes       |
| 28. He             | 65. had          | 102. in          |
| 29. swept          | 66. stewed       | 103. people's    |
| 30. around         | 67. his          | 104. shoes.      |
| 31. in             | 68. horned slugs | 105. Within      |
| 32. his            | 69. when         | 106. seconds,    |
| 33. long           | 70. clouds       | 107. the whole   |
| 34. black          | 71. of           | 108. class       |
| 35. cloak,         | 72. acid green   | 109. were        |
| 36. watching       | 73. smoke        | 110. standing    |
| 37. them           | 74. and          | 111. on          |

112.	their	122.	when	131.	boils
113.	stools	123.	the	132.	sprang
114.	while		cauldron	133.	up
115.	Neville,	124.	collapsed,	134.	all
116.	who	125.	moaned	135.	over
117.	had	126.	in	136.	his
118.	been	127.	pain	137.	arms
119.	drenched	128.	as	138.	and
120.	in	129.	angry	139.	legs.
121.	potion	130.	red		

75/139 = 54,0 %

Kapittel åtte, Læreren i eliksirer

...

1.	Tingene	30.	byller.	59.	som
2.	gikk	31.	Siden	60.	han
3.	ikke	32.	lusket	61.	likte.
4.	bedre	33.	han	62.	Han
5.	for	34.	rundt	63.	sto
6.	Griffing	35.	i	64.	akkurat
7.	etter	36.	sin	65.	og
8.	som	37.	lange,	66.	sa
9.	timen	38.	svarte	67.	at
10.	skred	39.	kutte,	68.	alle
11.	fram.	40.	overvåket	69.	måtte
12.	Slur	41.	dem	70.	lære
13.	ordnet	42.	mens	71.	av
14.	dem	43.	de	72.	hvor
15.	to	44.	veide	73.	perfekt
16.	og	45.	tørkede	74.	Malfang
17.	to	46.	nesler	75.	hadde
18.	og	47.	og	76.	sammenkokt
19.	satte	48.	knuste	77.	hornsneglene
20.	dem	49.	slangehoggtenner	78.	sine,
21.	til	50.	og	79.	da
22.	å	51.	kritiserte	80.	fangekjelleren
23.	blande	52.	nesten	81.	ble
24.	en	53.	samtliges,	82.	fylt
25.	enkel	54.	unntatt	83.	av
26.	eliksir	55.	Malfang,	84.	en
27.	til	56.	som	85.	gjennomtrengende
28.	å	57.	det	86.	hvisling
29.	kurere	58.	virket	87.	og

88. skyer	110. steingolvet	132. eliksir
89. av	111. og	133. over
90. giftiggrønn	112. sved	134. hele
91. røyk.	113. hull	135. seg
92. Nilus	114. i	136. da
93. hadde,	115. skoene	137. kjelen
94. uvisst	116. til	138. kollapset,
95. hvordan,	117. folk.	139. stønnet
96. greid	118. På	140. av
97. å	119. et	141. smerte,
98. smelte	120. blunk	142. og
99. Jokums	121. hadde	143. hissige
100. heksekjel	122. alle	144. røde
101. til	123. hoppet	145. byller
102. en	124. opp	146. brøt
103. forvridd	125. på	147. ut
104. klump,	126. krakkene,	148. overalt
105. og	127. men	149. på
106. eliksiren	128. Nilus,	150. armene
107. deres	129. som	151. og
108. rant	130. hadde	152. beina.
109. utover	131. fått	

75/152 = 49,3 %

## Harry Potter 7

### Chapter eighteen, The Life and Lies of Albus Dumbledore

...

1. Without	12. as	23. spilled
2. realising	13. if	24. his
3. it,	14. he	25. own
4. he	15. were	26. blood
5. was	16. trying	27. more
6. digging	17. to	28. times
7. his	18. resist	29. than
8. fingers	19. physical	30. he
9. into	20. pain.	31. could
10. his	21. He	32. count;
11. arms	22. had	33. he



34. had  
35. **lost**  
36. all  
37. the **bones**  
38. in  
39. his  
40. **right**  
41. **arm**  
42. once;  
43. this  
44. **journey**  
45. had  
46. already  
47. **given**  
48. him  
49. **scars**  
50. to  
51. his  
52. **chest**  
53. and  
54. **forearm**  
55. to  
56. **join**  
57. those  
58. on  
59. his  
60. **hand**  
61. and  
62. **forehead,**  
63. but  
64. never,  
65. until  
66. this  
67. **moment,**  
68. had  
69. he  
70. **felt**  
71. himself  
72. to  
73. be  
74. **fatally**  
75. **weakened,**  
76. **vulnerable**  
77. and  
78. **naked,**  
79. as  
80. though  
81. the **best**  
82. **part**  
83. of  
84. his  
85. **magical**  
86. **power**  
87. had  
88. been  
89. **torn**  
90. from  
91. him.  
92. He  
93. **knew**  
94. **exactly**  
95. what  
96. **Hermione**  
97. would  
98. **say**  
99. if  
100. he  
101. **expressed**  
102. any  
103. of  
104. this:  
105. the **wand**  
106. is  
107. **only**  
108. as  
109. **good**  
110. as  
111. the **wizard.**  
112. But  
113. she  
114. was  
115. **wrong,**  
116. his  
117. **case**  
118. was  
119. **different.**  
120. She  
121. had  
122. not  
123. **felt**  
124. the **wand**  
125. **spin**  
126. like  
127. the **needle**  
128. of  
129. a  
130. **compass**  
131. and  
132. **shoot**  
133. **golden**  
134. **flames**  
135. at  
136. his  
137. **enemy.**  
138. He  
139. had  
140. **lost**  
141. the  
**protection**  
142. of  
143. his  
144. **twin**  
145. **cores,**  
146. and  
147. only  
148. now  
149. that  
150. it  
151. was  
152. **gone**  
153. did  
154. he  
155. **realise**  
156. how  
157. **much**  
158. he  
159. had  
160. been  
161. **counting**  
162. upon  
163. it.

**66/163 = 40,5 %**

Kapittel atten, Albus Humlesnurrs liv og løgner

...

- |                  |                 |                  |
|------------------|-----------------|------------------|
| 1. Uten          | 40. på          | 81. var          |
| 2. å             | 41. denne       | 82. blitt        |
| 3. merke         | 42. turen       | 83. revet        |
| 4. det           | 43. hadde       | 84. rett         |
| 5. satt          | 44. han         | 85. ut           |
| 6. han           | 45. fått        | 86. av           |
| 7. og            | 46. nye         | 87. ham.         |
| 8. grov          | 47. arr         | 88. Han          |
| 9. fingertuppene | 48. på          | 89. visste       |
| 10. inn          | 49. brystet     | 90. akkurat      |
| 11. i            | 50. og          | 91. hva          |
| 12. armene,      | 51. underarmen  | 92. Hermine      |
| 13. som          | 52. i           | 93. ville        |
| 14. for          | 53. tillegg     | 94. si           |
| 15. å            | 54. til         | 95. hvis         |
| 16. motvirke     | 55. dem         | 96. han          |
| 17. fysisk       | 56. på          | 97. nevnte       |
| 18. smerte.      | 57. håndbaken   | 98. noe          |
| 19. Blod         | 58. og          | 99. om           |
| 20. hadde        | 59. pannen,     | 100. dette:      |
| 21. han          | 60. men         | 101. at          |
| 22. mistet       | 61. aldri       | 102. staven      |
| 23. oftere       | 62. før         | 103. ikke        |
| 24. enn          | 63. nå          | 104. var         |
| 25. han          | 64. hadde       | 105. bedre       |
| 26. kunne        | 65. han         | 106. enn         |
| 27. huske;       | 66. kjent       | 107. trollmanne  |
| 28. en           | 67. seg         | n                |
| 29. gang         | 68. så          | 108. som         |
| 30. hadde        | 69. livsfarlig  | 109. brukte      |
| 31. han          | 70. svekket,    | 110. den.        |
| 32. mistet       | 71. sårbar      | 111. Men         |
| 33. alle         | 72. og          | 112. hun         |
| 34. knoklene     | 73. naken,      | 113. tok         |
| 35. i            | 74. som         | 114. feil –      |
| 36. høyrearmen,  | 75. om          | 115. med         |
| 37. og           | 76. mesteparten | 116. ham         |
| 38. bare         | 77. av          | 117. var         |
| 39. hittil       | 78. de          | 118. det         |
|                  | 79. magiske     | 119. annerledes. |
|                  | 80. kreftene    | 120. Hun         |

121. hadde  
122. ikke  
123. kjent  
124. staven  
125. sin  
126. snurre  
127. som  
128. en  
129. kompassnål  
130. og  
131. skyte  
132. gylne  
133. flammer  
134. mot  
135. fienden.  
136. Han  
137. hadde  
138. mistet  
139. beskyttelse

n

140. den  
141. dobbelte  
142. kjernen  
143. ga  
144. ham,  
145. og  
146. først  
147. nå  
148. som  
149. den  
150. var  
151. borte,  
152. forsto  
153. han  
154. hvor  
155. mye  
156. han  
157. hadde  
158. stolt  
159. på  
160. den.

$$63/160 = 39,4 \%$$