

УНИВЕРЗИТЕТ „СВ. КИРИЛ И МЕТОДИЈ“ – СКОПЈЕ
ФИЛОЛОШКИ ФАКУЛТЕТ „БЛАЖЕ КОНЕСКИ“



ПРАКТИКУМ ПО ГРАМАТИКА НА АНГЛИСКИОТ ЈАЗИК – СИНТАКСА 2

English Syntax 2: A Workbook

Наташа Стојановска-Илиевска

Скопје, 2023

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Издавач:

Универзитет „Св. Кирил и Методиј“ во Скопје
Бул. „Гоце Делчев“ бр. 9, 1000 Скопје
www.ukim@ukim.edu.mk

Уредник за издавачка дејност на УКИМ:

проф. д-р Никола Јанкуловски, ректор

Автор на публикацијата:

Наташа Стојановска-Илиевска
Филолошки факултет „Блаже Конески“ – Скопје

Рецензенти

проф. д-р Елени Бужаровска
проф. д-р Јованка Лазаревска-Станчевска

Техничка обработка

Наташа Стојановска-Илиевска

Лектура на македонски јазик:

Љупка Евроска

Лектура на англиски јазик:

Кејт Бергам (Kate Bergum)

CIP - Каталогизација во публикација
Национална и универзитетска библиотека "Св. Климент Охридски", Скопје

811.111'367(076)

СТОЈАНОВСКА-Илиевска, Наташа

Практикум по граматика на англискиот јазик [Електронски извор] :
синтакса 2 = English syntax 2 : a workbook / Наташа Стојановска-Илиевска. - 1. изд. -
Скопје : Универзитет "Св. Кирил и Методиј", 2023

Начин на пристапување (URL):

http://www.ukim.edu.mk/mk_content.php?meni=53&glavno=41. - Текст во PDF формат,
содржи 96 стр. - Наслов преземен од екранот. - Опис на изворот на ден 03.04.2023. -
Библиографија: стр. 92-96. - Содржи и: Appendix 1-2

ISBN 978-9989-43-489-1

а) Англиски јазик -- Синтакса -- Практикуми

COBISS.MK-ID 59939589

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Foreword

English Syntax 2: A Workbook is primarily intended for fourth-year undergraduate students from the Department of English Language and Literature at the Faculty of Philology at Ss. Cyril and Methodius University in Skopje.

The content of the Workbook is divided into eleven chapters that deal with different aspects of English syntax, while the twelfth chapter is focused on revision and extension of previously acquired knowledge. Each chapter ends with an exercise that students are expected to complete independently after watching a short video clip on the Internet. Particular attention was paid to the inclusion of excerpts from prose originally written in English in each chapter so that students could analyze authentic English sentences in context.

In addition, a practice test is included in Appendix 1, which would allow students to familiarize themselves with the exam format and to check their knowledge. Appendix 2 comprises a list of English terminology in the field of grammar, syntax in particular, and their Macedonian translation equivalents. The workbook ends with a list of literary sources from which the examples have been excerpted, as well as a bibliography.

The publication of this workbook was made possible with the generous support from Ss. Cyril and Methodius University, for which I am deeply grateful. I would also like to express my gratitude to the reviewers for their constructive feedback, and to my family and friends for their infinite patience, support and understanding during the preparation of this workbook.

February 10, 2023

Natasha Stojanovska-Ilievska

Предговор

Практикумот по Граматика на англискиот јазик – Синтакса 2 е првенствено наменет за студентите од четврта година на Катедрата за англиски јазик и книжевност на Филолошкиот факултет „Блаже Конески“ при Универзитетот „Св. Кирил и Методиј“ во Скопје.

Практикумот е содржински поделен на единаесет поглавја во коишто се обработуваат различни аспекти од англиската синтакса, а дванаесеттото поглавје има цел да се утврдат и прошират претходно стекнатите знаења. Секое поглавје завршува со вежба која студентите треба да ја изработат самостојно откако ќе изгледаат кус видеозапис на интернет. Посебно внимание е посветено во поглавјата да се опфатат извадоци од литература напишана на англиски јазик со цел да се анализираат автентични реченици во контекст.

Освен тоа, во Прилог 1 е вклучен тест за вежбање, којшто би требало да им овозможи на студентите да се запознаат со форматот на испитот и да ги проверат своите знаења. Прилогот 2 претставува листа на англиско-македонски терминолошки паралели од областа на граматиката, со посебен осврт на синтаксата. Практикумот завршува со списокот на делата од коишто се ексцерпирани примерите и библиографијата.

Издавањето на овој Практикум беше овозможено со поддршка од Универзитетот „Св. Кирил и Методиј“, за што сум длабоко благодарна. Исто така, би сакала да изразам благодарност и на рецензентите за нивните конструктивни коментари, како и на моето семејство и пријателите за нивното бескрајно трпение, поддршка и разбирање при подготовката на овој Практикум.

10 февруари 2023, Скопје

Наташа Стојановска-Илиевска

CHAPTER I

Introduction to Sentence Structure

Exercise 1

In each sentence, identify the subject and specify whether it denotes a person, a thing or an event. Then write down its realization.

- 1) Last year the Wilsons spent their holidays on the island of Mallorca.
- 2) They rented a luxury villa with first-class amenities.
- 3) The villa was within walking distance of the beach.
- 4) It had an enclosed garden and a spectacular view of the sea.
- 5) The restoration of the artwork took almost a year.
- 6) It was carried out by a team of experts.

Exercise 2

Draw a line between the subject and the predicate in the following sentences.

- 1) Chris loves sci-fi movies.
- 2) The shop assistant was very helpful.
- 3) Emma's bicycle was stolen last week.
- 4) My best friend wrote a novel.
- 5) A cheerful young man entered the mall.
- 6) The children are picking apples in the orchard.
- 7) Lionel Messi is an excellent football player.
- 8) The members of the committee elected her president.
- 9) George composed this song last year.
- 10) The principal decided to organize a charity event at the school.
- 11) The Italian diver dove into the sea.
- 12) Some residents left the premises.
- 13) The forty-year-old actress won an Oscar.
- 14) The little boy forgot to lock the door.
- 15) All the spectators enjoyed the show.
- 16) Danny will have completed his degree in four years.
- 17) The construction workers are building a bridge.
- 18) Each piece of jewelry tells a unique story.
- 19) His favourite band is *Arctic Monkeys*.
- 20) You might have invited me to your party.
- 21) That was the best day of my vacation.
- 22) That stubborn little creature has been annoying me all morning.
- 23) That she was a brilliant scientist was obvious.
- 24) The figure skaters who come from France have just won their first Olympic gold medal.
- 25) The girls standing in the corner are my cousins.

Exercise 3

In the following passage (adapted from an article on the BBC website), draw a line between the subject and the predicate in each sentence.

Example: At least a third of the houses in the village | were destroyed by the tornado.

(1) A tornado has swept through several villages in the Czech Republic. (2) Thursday night's storm blew the roofs off buildings in the south-eastern districts. (3) Winds of at least 219km/h were recorded. (4) The worst-hit areas looked like a war zone. (5) Around 1,000 homes were affected. (6) Local authorities are working to provide accommodation for homeless people. (7) Dozens of people had been taken to hospital. (8) Initial reports spoke of three deaths. (9) The Czech police said the number had risen to five. (10) The images of devastation in villages in the Hodonin area are simply jaw-dropping. (11) In one video, the camera pans across an apocalyptic landscape. (12) Cars are dumped like toys on piles of twisted steel. (13) Planks of wood have been sprinkled on the ground like matchsticks. (14) Rescue teams from across the country, as well as from Austria and Slovakia, have been deployed. (15) Tens of thousands of people have been left without power. (16) Hail stones the size of tennis balls were reported. (17) A string of villages had suffered considerable damage along a 25km stretch of road heading from Breclav to Hodonin. (18) Almost every building had been damaged by a bombardment of hail. (19) The tornado caused severe traffic disruptions and power outages. (20) It blocked entire motorways. (21) All available rescue units were being sent to the scene. (22) The minister has arrived in the disaster-hit region. (23) A state of emergency had been declared.

(Accessed on 7 December 2021 from: <https://www.bbc.com/news/world-europe-57605651>)

Exercise 4

Write two sentences of your own. Draw a line between the subject and the predicate.

- 1) _____
 2) _____

Exercise 5

Name some of the diagnostic tests used to determine whether a noun phrase (NP) functions as a subject within a sentence. Explain each of these tests and provide examples.

Exercise 6

Is the overt presence of the sentence subject required in all languages? Support your answer with examples.

Exercise 7

Read the following passages, identify the subject (S) in each sentence and specify its realization.

- 1) “So a letter came back that there was a girl that might fit the bill and Simon went off to Toronto and got her. Her name was Annie but her maiden name I had forgotten.” (AM9)

- 2) “She was—he had found this out—sixteen years older than he was. To mention it, even to joke about it, would spoil everything. She was a certain kind of woman, he a certain kind of man.” (AM)

- 3) “The town where they shopped, when they needed to, was called Oriole. It was in the opposite direction from the town where he had grown up.” (AM)

Exercise 8

What do the underlined sections below suggest about the order of sentence constituents in English?

- 1) “Again she thought, and chose her words. ...
‘I divide the looks men give me into two kinds. Natural and unnatural. He never gave me the second sort. That I saw.’” (JF)

- 2) “That he’d be thinking about her and feeling bad for her, she knew, but he couldn’t be in there with her.” (DFW)

Exercise 9

Click on the following link and watch the video entitled [SYN_028 Linguistic Micro-Lectures: The Predicate](#), which is created by [The Virtual Linguistics Campus](#) and licenced under CC-BY.

Based on the information presented in the video, answer questions 1–3 below.

- 1) How does the speaker differentiate between the subject and the predicate?

- 2) Apart from a verb (V), what other elements can potentially occur within the predicate?

- 3) How does this understanding of the predicate differ from what is commonly taught at schools?

CHAPTER II

The Subject

Exercise 1

Fill in the gaps with a suitable word or a phrase.

- 1) Semantic roles describe the relationship between clause participants and the main verb. They are also known as _____ or _____.
- 2) Typically, in transitive sentences expressing that somebody did something the NP with the semantic role of a(n) _____ occupies the subject position.
- 3) Yet, NPs in subject position can have several distinct semantic roles, such as:

_____.
- 4) The difference between an agent and a causer is _____

_____.
- 5) The affected participant is traditionally called a _____. It is generally found in _____ position, though it can be encountered in _____ position as well.
- 6) Patient subjects occur either with _____ verbs or in _____ constructions (e.g., *The glass broke* / *The product was damaged during transportation*).
- 7) Causer and instrument subjects generally co-occur with _____ verbs, since their semantic role implies that they act upon something.
- 8) Agent subjects occur either with _____ or _____ verbs. (e.g., *He is swimming* / *He is reading a book*).
- 9) The semantic role of _____ is applied to the entity used by the agent to perform a particular action.
- 10) Some verbs of perception (e.g., _____) require an experiencer subject, while other verbs of perception (e.g., _____) require an agentive subject.
- 11) The verbs *taste*, *smell* and *feel* can have either a(n) _____ or a(n) _____ subject.
- 12) Empty *it* is sometimes called _____.
- 13) Minor semantic roles of the subject include: _____
_____.

Exercise 2

Match the semantic roles 1–5 with the appropriate explanations a–e. Then provide your own examples to illustrate the different semantic roles of the subject.

1) Agent subject	a) An affected animate or inanimate entity; an entity that is acted upon
2) Causer subject	b) An animate entity that unintentionally perceives a sensory stimulus
3) Instrument subject	c) An animate entity engaged in a deliberate action
4) Experiencer subject	d) An animate/inanimate entity that acts involuntarily
5) Patient subject	e) A tool used to carry out an action

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Exercise 3

Assign semantic roles to the NPs in subject position.

- 1) Richard hit the tennis ball with his racket.
- 2) The racket hit the tennis ball with a force of 125 N.
- 3) The ball dropped on the ground after 1.5 seconds.
- 4) His fans applauded at the end of the match.
- 5) Emily loves hiking.
- 6) A blacksmith hammered the metal.
- 7) The hammer drove the nail into the wood.
- 8) Claire wiped the table with a cloth.
- 9) This microfiber cloth cleans all surfaces without the use of harsh chemicals.
- 10) The iPhone screen cleans very easily.
- 11) John cut the pork chops with a knife.

- 12) This knife slices bread better than that one.
- 13) This meat cuts easily.
- 14) Josh tasted the salad.
- 15) He could taste cardamom in the salad.
- 16) My son heard a strange sound coming from the garage.
- 17) Betty listened to the news carefully.
- 18) The boy accidentally broke the clock.
- 19) The clock broke.
- 20) Mary hit the mugger with her umbrella.
- 21) The tornado destroyed our house.
- 22) Tony smelled perfume in the elevator.
- 23) These scissors cut well.
- 24) Julia watched the news.
- 25) That firecracker frightened me.
- 26) My son was bitten by a snake.
- 27) Ted admires his father.
- 28) The sauce thickened.
- 29) Hail damaged the crops.
- 30) The crops were damaged.

Exercise 4

Consider the following sentences and explain in what ways subject *it* is different in each of them.

- 1) It is sunny in Paris today.

- 2) It is fascinating that internet data traffic has increased twofold in recent years.

- 3) I've just finished reading your latest novel. It's fascinating.

Now provide examples of your own.

1) _____

2) _____

3) _____

Exercise 5

Why is the sentence *Paper cuts easily* ambiguous? What are the possible interpretations and what is the semantic role of the subject in each case?

Exercise 6

Read the following passages, underline the subject in each sentence, and determine its semantic role.

- 1) "The rain swept into his face and he realized that he was freezing ... Without another glance at the horse – he felt too exhausted to care now what it did – he loaded the crook of his left arm with stones ..." (TH)

- 2) "The door opened with a sucking hiss and out of the dark a large, gaily dressed, sullen-looking colored woman got on with a little boy. ... Julian hoped that he would sit down beside him ..." (FLOC2)

- 3) "He stares at the photograph, with its sticky surface and falsified colours ... A key turns in the lock. 'I already opened it,' shouts William. 'My,' says Fardiman, coming inside in red earmuffs, 'And I thought I was early.'" (MB)

Exercise 7

Fill in the gaps with a suitable word or phrase.

- 1) Any stretch of speech (writing) longer than a sentence is called _____.
- 2) Information that has already been introduced into the discourse is known as _____.
- 3) A topic is _____. It is associated to _____ information.
- 4) The topic is usually first introduced in the _____.
- 5) Then it becomes _____ and usually occurs in _____ position.
- 6) The predicate is basically a _____ on the topic.

Exercise 8

In the following passage (from *The Love of a Good Woman* by Alice Munro), identify the first mention of a potential topic in the predicate of the first sentence. Once this character has been introduced into the discourse, what syntactic position does it occupy in the next two sentences? What does that mean? Who does the personal pronoun *she* refer to? Is this an example of anaphoric or cataphoric reference? Why?

“And there, in full view in one of the windows, Jimmy saw his mother. Back at work already, she was putting the hat straight on a female dummy ... She was a short woman and she had to stand on tiptoe to do this properly.” (AM14)

Exercise 9

Discuss existential *there* constructions. What is the function of *there* in these sentences? Which verbs can appear in these constructions?

Exercise 10

Click on the following link and watch the video entitled [SYN_023 Linguistic Micro-Lectures: The Subject](#), which is created by [The Virtual Linguistics Campus](#) and licenced under CC-BY.

Based on the information presented in the video, answer questions 1–3 below.

- 1) What are the possible formal realizations of the subject?

- 2) Which two tests can be applied to identify the subject of a sentence?

- 3) Could you demonstrate how these two tests help us identify the subject?

CHAPTER III

The Direct Object

Exercise 1

Match the semantic roles 1–4 with the appropriate explanations a–d. Then provide your own examples to illustrate the different semantic roles of the direct object.

1) Patient direct object	a) An entity that comes into being as a result of the process denoted by the verb
2) Experiencer direct object	b) An animate entity that undergoes a change in their psychological state as a result of the action of the verb
3) Created direct object	c) A place that is reached as a result of the action of the verb
4) Locative direct object	d) An entity that is affected as a result of the action of the verb

- 1) _____
- 2) _____
- 3) _____
- 4) _____

Exercise 2

Provide an example of empty *it* in direct object (DO) position.

Exercise 3

Assign semantic roles to the italicized noun phrases.

- 1) *She* has created a *masterpiece*.
- 2) *Chris* washed *the dishes*.
- 3) *The storm* frightened *the little boy*.

- 4) *Michael* smashed *his car*.
- 5) *She* has written *a new novel*.
- 6) *He* has read *her novel*.
- 7) *The hurricane* damaged *our village*.
- 8) *Travel* excites *her*.
- 9) *He* swam *the Atlantic*.
- 10) *Meryl Streep* fascinated *me*.
- 11) *Dad* fixed *dinner*.
- 12) *Mum* fixed *the hairdryer*.
- 13) *Alexander Bell* invented *the telephone*.
- 14) *Marie Paradis* climbed *Mont Blanc* in 1808.
- 15) *All the students* were fascinated by *the teacher*.
- 16) *Tony* threw *his jacket* on the floor.
- 17) *Lisa* is painting *a portrait*.
- 18) *Lisa* is painting *the ceiling*.
- 19) *He* was carving *a marble sculpture*.
- 20) *The earthquake* destroyed *the city*.
- 21) *Laura* comforted *her baby*.
- 22) *The comedian* amused *the audience*.
- 23) *The audience* was amused by *the comedian*.
- 24) *My daughter* tore *her book*.
- 25) *My grandma* knitted *a scarf*.
- 26) *The crocodile* devoured *a cheetah cub*.
- 27) *The forester* felled *the tree* with *a chainsaw*.
- 28) *A chainsaw* felled *the tree*.
- 29) *The window* shattered.
- 30) *My mum* gently removed *the splinter* with *her tweezers*.

Exercise 4

Explain the ambiguity of the sentence *Emma paints faces*. Think about the possible semantic roles of the NP in DO position.

Exercise 5

For each sentence decide which one of the two gaps should be filled with the NP given in brackets. Which syntactic phenomenon is illustrated with the remaining gaps?

- 1) She is painting _____ in her studio; she might be painting _____ . (a portrait)
- 2) He is studying _____ in his room; he's probably studying _____ . (Science)

Exercise 6

Explain the notion of a covert direct object and provide examples.

Exercise 7

Determine the semantic difference between these pairs of sentences with a similar meaning.

- 1) He gave a scream. / He screamed.
- 2) She sipped coffee from her mug. / She took a sip of coffee from her mug.

Exercise 8

Why are the following sentences unacceptable?

- 1) She took a swim for an hour and a half.
- 2) She gave a yawn all evening.

Exercise 9

Explain what is meant by different degrees of transitivity? Provide examples of your own to illustrate your points.

Exercise 10

In the following extracts (from *The Eye* by Alice Munro) find the transitive verbs and discuss their different degrees of transitivity, keeping in mind the affectedness of the participants with the semantic role of a patient.

- 1) "I notice that there are two other children there. Boys. I know them from school ..." (AM18)

- 2) "Sadie heated water on the stove and washed the dishes with me helping ... When we were finished she mopped the floor and I dried it ..." (AM18)

- 3) "Sadie had been killed when walking home from the Royal-T dance hall. A car had hit her ..." (AM18)

Exercise 11

Fill in the gaps with a suitable word or a phrase.

- 1) The first NP that occurs after a transitive verb in a declarative sentence usually functions as a _____.
- 2) The participant in DO position is at least somewhat _____ by the action of the verb. The semantic role generally associated with this participant is _____.
- 3) Passivization depends partly on the affectedness of the participant in _____ position in the active sentence. Sentences with _____ DOs do not readily passivize.
- 4) The participant that occupies the DO position in an active sentence is promoted to _____ position in passive voice, but it still retains its _____.
- 5) When the mental status of the participant in DO position undergoes a change as a result of the action of the verb, this participant is said to have the semantic role of _____.
- 6) When the participant in DO position comes into existence as a result of the action of the verb, we label its semantic role as _____.
- 7) Unlike prepositional phrases indicating location, locative direct objects demonstrate a quality of _____.
- 8) Sometimes an essentially intransitive verb can have a direct object which is etymologically related and formally identical to the verb. These objects are called _____ (e.g., _____).

Exercise 12

Which semantic roles are associated with:

- 1) the subject of *give, take* _____
- 2) the direct object of *kill, damage, break* _____
- 3) the subject of *see, hear* _____
- 4) the subject of *watch, look at, listen to* _____
- 5) the direct object of *invent, build* _____
- 6) the subject of *walk, jump, dance* _____
- 7) the direct object of *amuse, scare* _____
- 8) the subject of *taste, smell* _____
- 9) the subject of *love, adore, admire* _____

Exercise 13

Construct sentences containing the following semantic roles in the order specified:

1) agent, patient

2) causer, patient

3) instrument, patient

4) patient

5) agent, patient, instrument

6) experiencer, patient

7) patient, agent

8) patient, instrument, agent

9) agent, experiencer

10) causer, experiencer

11) agent, created DO

12) agent, locative DO

13) locative subject

14) temporal subject

Exercise 14

Indicate which of these sentences are grammatically incorrect and then correct them. It might be a good idea to start by checking if the sentence pattern is intransitive or transitive. Then decide which form of the intransitive-transitive verb pairs *lie/lay*, *fall/fell*, *sit/set* is appropriate in the given contexts.

- 1) She is laying in her bed and reading a book.
- 2) She laid her hand on his shoulder.
- 3) After the earthquake, the city lied in ruins.
- 4) You shouldn't lay in the sun for too long.
- 5) Turtles lay their eggs on the beach at night.
- 6) Rob fell down the stairs.
- 7) More than 200 trees were felled in just two hours.
- 8) An old oak tree had fallen across the street and blocked it.
- 9) His legs gave way and he felled to his knees.
- 10) The logger felled an old maple tree.
- 11) He set an antique vase on the table.
- 12) Leo filled the saucepan with water and sat it on the hotplate.
- 13) Her computer sat on a small and simple corner table in her study.
- 14) Lucy's dog set next to her chair.

Exercise 15

Click on the following link and watch the video entitled [SYN_022 Linguistic Micro-Lectures: The Object](#), which is created by [The Virtual Linguistics Campus](#) and licenced under CC-BY.

Based on the information presented in the video, answer questions 1–3 below.

- 1) What are the possible formal realizations of the object?

2) Which two tests can be applied to identify the object of a sentence?

3) Could you demonstrate how these two tests help us identify the object?

CHAPTER IV

The Indirect Object

Exercise 1

Each act of giving essentially involves three distinct participants: the giver, the recipient and the thing being transferred. Fundamental to the act of giving is the transfer of the thing from the first participant (the giver) to the second participant (the recipient), both of whom are typically animate entities, usually human. If we label the first participant with X, the second one with Y and the third one with Z, we could use the following simple formulation to indicate transfer: X gives Z to Y.

The prototypical transference of possession described in the previous paragraph can undergo diverse metaphorical extensions that are associated with the prototypical meaning of *give*, but do not constitute physical acts of giving themselves (Newman, 1996).

Read the following sentences and decide whether they illustrate a literal or a metaphorical transfer.

- 1) She gave him a present.
- 2) She gave him advice.
- 3) She gave him support.
- 4) She gave him an apple.
- 5) She gave him permission to leave.
- 6) She gave him a drink.
- 7) She gave the car a wash.
- 8) She gave him a smile.

Now provide your own examples of literal and metaphorical transfer.

Exercise 2

Which sentence pattern is illustrated with sentences 1–8? Identify the direct object and the indirect object (IO) in each of them. Is the word order S V DO IO or S V IO DO? What is the semantic difference between the pairs of sentences below?

- 1) He gave Katie the report.
- 2) He gave the report to Katie.
- 3) He gave it to Katie.
- 4) He gave her the report.
- 5) They sold Liz the house.
- 6) They sold the house to Liz.
- 7) They sold her the house.
- 8) They sold it to Liz.

Exercise 3

Fill in the gaps with a suitable word or a phrase.

- 1) Ditransitive verbs typically involve _____
_____ by _____ to _____.
- 2) Some ditransitive verbs include: _____.
- 3) This transfer can be either literal (e.g., _____)
or _____ (e.g., _____).
- 4) The indirect object always has the semantic role of _____.
- 5) Recipients are generally animate, or more precisely _____.
- 6) When *give* is used with recipients that are inanimate, an actual transfer of possession does not take place, but *give* is used as a _____
(e.g., _____).
- 7) The recipient can occur either before _____ (e.g., *Tony gave Sarah a present*), or it can appear after the patient as a _____ (e.g., _____).
- 8) If the recipient represents given information and the patient is new information in the discourse, the IO appears _____ the DO.
- 9) When the DO is realized by a personal pronoun (which always encodes _____ information), it appears _____ the indirect object.

Exercise 4

Explain the notion of a covert indirect object and provide examples.

Exercise 5

What form does the indirect object take when it appears in sentence-final position in a sentence without an overt direct object (i.e., when the DO is conventionally understood)? Provide an example.

Exercise 6

In the prototypical transfer schema, the first participant (X) transfers the third participant (Z) to the second participant (Y), the implication being that the second participant gets possession of the third participant. This can be summarized as: X transfers Z to Y → Y has Z, where X and Y are typically animate participants and Z is an inanimate one. Compare the verbs in the following sentences in terms of their similarity to this prototypical transfer schema.

- 1) The Duchess of Cambridge gave the winner's trophy to Novak Djokovic.
- 2) Messi kicked the ball to Suárez.

Exercise 7

Is alternation between an NP indirect object construction and a PP indirect object construction possible in the following cases:

- 1) The famous actress donated her fortune to charity.
- 2) He loaned the museum his entire collection.
- 3) We wished him a speedy recovery.
- 4) The principal said a few words to us.
- 5) The hospital promised its employees a bonus of \$500.
- 6) Ben explained the problem to his boss.
- 7) She handed the letter to Tony.
- 8) I sold my car to Linda for \$1,000.
- 9) John contributed some money to the orphanage.
- 10) Mary gave him the report.

Exercise 8

Compare the following sentences and explain the difference between them. Think about the different ways in which the recipient is expressed.

- 1) I taught David Macedonian.
- 2) I taught Macedonian to David.

Exercise 9

Why are the following sentences wrong?

- 1) He made a sandwich to Judy.
- 2) She a knitted a sweater to Maria.
- 3) Lisa donated her collection for the museum.
- 4) Tom lent his pencil for Alice.
- 5) I mowed the lawn to the grandparents.
- 6) John cleaned the car to Jessica.

Exercise 10

How does the choice of preposition affect the difference in meaning between the following sentences:

- 1) I wrote an e-mail to the principal.
- 2) I wrote an e-mail for the principal.

Exercise 11

In what ways is the interpretation of the prepositional phrase *for Jerry* different in the following two sentences:

- 1) Mum fixed lunch for Jerry.
- 2) Mum fixed the toy car for Jerry.

Exercise 12

Read the following extracts and identify the indirect object, its form, and its semantic role.

- 1) "A cousin sent the professor the only known photograph of him ..." (ELT)

- 2) "He handed her a monogrammed handkerchief that he had pulled out of some pocket or other, and the first letter on it was E, so he probably was an Elijah, after all." (CB)

- 3) "Dyer returned with two wagonloads of timber minutes after she departed, and once it was fully unloaded and stacked and he was able to take his ease before the fire, he gave me his birthday gifts as well: a box of raisins, another needle case, and six tins of sardines." (JS)

Exercise 13

What syntactic phenomena are illustrated in the underlined sections of the following extracts? Why is it important to analyse each sentence in a wider discourse context?

- 1) "She went out and bought *People* magazine, and a copy of *Diana: Her True Story*. Every day she read to Harriet, who lay in bed with tubes coming out of her nose ..." (JW)

- 2) "The foundation she established after Angelica's death, the Angel Trust, gave money to provide mental health care for young women who had 'lost their way' and were at risk of suicide." (SR)

Exercise 14

The relative order of the DO and the IO object in ditransitive sentence patterns sometimes depends on what is considered new/given information in the discourse. Discuss the following extract in light of the previous statement.

“No one spoke for a few seconds, then Kikuko rose to her feet. She took the photograph down from the wall, came back to the table and gave it to me.” (KI)

Exercise 15

Click on the following link and watch the video entitled [SYN_026 Linguistic Micro-Lectures: Thematic Relations](#), which is created by [The Virtual Linguistics Campus](#) and licenced under CC-BY.

Based on the information presented in the video, answer questions 1–5 below.

- 1) Which phrase is used to refer to the roles assigned to the arguments of a verb in a sentence?

- 2) Which semantic roles are assigned to the arguments in DO and IO position and how are they defined?

- 3) How many thematic relations (semantic roles) are generally defined by linguists? Do linguists have unanimous views on the assignment of specific thematic roles?

4) How do analytic and synthetic languages mark thematic relations?

5) Who was one of the first linguists to integrate thematic relations into syntactic theory?

CHAPTER V

Subject and Object Complements

Exercise 1

In each of the sentences below, identify the copula verb and specify the form of copular complementation. In what ways does the interpretation of the copula differ in each case?

- 1) I am a singer.
- 2) They seem nice.
- 3) We are in the park.

Exercise 2

Fill in the gaps with a suitable word or a phrase.

- 1) A subject complement is a structure that occurs after _____ verbs (e.g., _____).
- 2) A subject complement can be realized by an NP, in which case it is called _____ (e.g., _____) or by an adjective phrase (AP), and in that case it is called _____ (e.g., _____).
- 3) A nominal predicate NP is co-referential with the _____.
- 4) A complement realized by an adverbial of location is typical of _____ (e.g., _____).
- 5) The subject complement occurring after a sensory copula can be realized by _____, _____ or _____ (e.g., _____).
- 6) A prepositional phrase with the preposition *like* can appear after _____ or _____ copulas (e.g., _____).

- 7) Copula *turn* suggests _____.
- 8) The subject complement expresses either _____ or _____ (e.g., *Monica is an engineer* / *It grew dark*).

Exercise 3

Underline the copulas in the sentences below and classify them into the following categories: sensory copulas, stative copulas, change of state copulas, copula *be*.

- 1) Johnny sounds disappointed.
- 2) Andrew is a student.
- 3) Lucy appears satisfied.
- 4) The milk turned sour.
- 5) Michelle is easy-going.
- 6) Tina seems happy.
- 7) Theo became a lawyer.
- 8) Ann looks upset.

Now provide your own examples for each category:

Sensory copula: _____

Stative copula: _____

Change of state copula: _____

Copula *be*: _____

Exercise 4

For each of the sentences 1-8, indicate whether the verb is a copula or not.

- 1) Keith appeared devastated.
- 2) Leaning over, she smelled the bouquet.
- 3) He fell asleep on the sofa.
- 4) The boys ran fast.
- 5) Cathy appeared out of nowhere.
- 6) That sauce smells delicious.
- 7) The boys ran wild.
- 8) He fell into the river.

Exercise 5

Fill in the gaps with a suitable word or a phrase.

- 1) Object complements can be realized by _____ or _____ . They refer back to _____ (e.g., _____).

- 2) Object complements can be _____ or _____ (e.g.,
He likes his tea strong / The board elected her president).

Exercise 6

Indicate whether the phrase in bold is a subject or an object complement, and whether it is stative or resultative.

- 1) Helen became **an architect**.
- 2) She likes her soup **cold**.
- 3) Shortly before Christmas he fell **ill**.
- 4) He seemed **very pleased**.
- 5) The manager made him **a star**.
- 6) The weather looks **gloomy** today.
- 7) The weather turned **bitterly cold**.
- 8) Ann's coach deemed her performance **outstanding**.

Exercise 7

Specify the unmarked word order for the following sentence patterns and provide an example for each:

- Copula _____
- Intransitive _____
- Transitive _____
- Ditransitive _____
- Complex transitive _____

Exercise 8

Indicate why these sentences are unacceptable:

- 1) *She fell invigorated.

- 2) *I pronounce husband and wife.

- 3) *The children went reasonable.

- 4) *The cake tastes.

5) *They proclaimed her.

6) *She turned mature.

Exercise 9

Analyze the following sentences. Indicate the form of the complements.

- 1) Your proposal sounds ridiculous.
- 2) They found the cell phone application very useful.
- 3) They named their son Raphael.
- 4) He seemed a bit uneasy.
- 5) She appeared disappointed with his explanation.
- 6) Sophia was a fantastic roommate.
- 7) They elected Amy president.

Exercise 10

Explain the ambiguity of the sentence *They found her a great therapist.*

Exercise 11

In what ways is the use of the verb *find* different in the following sentences:

- 1) "Katie found the fish and rice dish rather strange ..." (FW)
- 2) "They found her and brought her back." (ET)
- 3) "'You guys! Hey, you guys!'
'We found you a boat!'" (AM20)
- 4) "I went upstairs and phoned the University, trying to get Hugo. I told them it was an emergency and they found him in the library." (AM19)

Exercise 12

Which sentence patterns are illustrated with these particular uses of the verb in bold? Determine whether these three different instances of *call* are synonymous.

- 1) “Deep snow. Cold. A shovel and broom necessary on the porch before light. Tallie **called** here after breakfast. She and Dyer chatted a few minutes in the sitting room...” (JS)

- 2) “Her father—she **called** him her daddy—had bought this place just for the summers, she said, and then he decided that they might as well live here all year round.” (AM)

- 3) “That night, rattled by their encounter, she couldn’t sleep. Three days later, still rattled, she **called** him and proposed a date, something her mother had advised her never to do with a man.” (CB)

Exercise 13

Which sentence patterns can you identify in the following passage?

“The light was flickering away in the chapel and someone was moving in there at the back. It was Miss Pulkinhorn. She came out of the shadows and walked quickly towards the light. Then she saw me and stopped.” (WG)

Exercise 14

Of the five basic sentence patterns in English, which one is not illustrated in this passage?

“He stopped and gave her a keen look.
‘But you and Mrs. Wright were neighbors. I suppose you were friends, too.’
Martha Hale shook her head.” (SG)

Exercise 15

Identify the sentence pattern of the following sentence. What is peculiar about it?

“The notion that her husband might have realized what he had done and then committed suicide or, from shame, remained in hiding, Mrs Fielding found incredible.”
(JF)

Exercise 16

Why do speakers/writers sometimes deliberately employ marked word order? Provide example sentences to illustrate this.

Exercise 17

Click on the following link and watch the video entitled [SYN_014 Linguistic Micro-Lectures: Complements](#), which is created by [The Virtual Linguistics Campus](#) and licenced under CC-BY.

Based on the information presented in the video, answer questions 1–4 below.

- 1) Are complements obligatory or optional sentence elements?

- 2) What are the possible formal realizations of complements?

- 3) Can the NP in object complement position in the sentence *They called him a genius* be promoted to subject position in the corresponding passive sentence?

- 4) In what ways are the sentences *They called him a genius* and *They called him a cab* syntactically different?

CHAPTER VI

The Noun Phrase (1)

Exercise 1

What are the nominal categories?

Exercise 2

Fill in the gaps with a suitable word or a phrase.

- 1) A noun phrase can function as _____, _____, _____, _____, and _____.
- 2) The head of a noun phrase is a _____.
- 3) The principal function of the indefinite article *a(n)* is to _____ into the discourse.
- 4) _____ is generally regarded as the plural indefinite article (e.g., _____).
- 5) The definite article is omitted when nouns such as *school* or *church* are not used to denote specific buildings but _____ (e.g., _____).
- 6) The definite article is also omitted when nouns denoting means of transport are used in a general sense and are not used to denote _____ (e.g., *by plane, by train*).
- 7) *This* in *So this man walks into a bar* is an example of _____ *this*, which is non-anaphoric and non-deictic, but has _____ reference.
- 8) *Each, every, no* and *any* are examples of _____.
- 9) _____, _____ and _____ are deictic genitive determiners.
- 10) The third person genitive determiners (_____, _____, _____ and _____) can only be used if the entity they refer to has previously been mentioned in the discourse, which means they have _____ reference (e.g., _____).

- 11) The *wh* words are called _____ determiners (e.g., *Which shirt should I wear?*).
- 12) Predeterminers (such as *all*, *half* and *both*) appear _____, whereas postdeterminers (such as cardinal and ordinal numbers) _____ (e.g., _____).
- 13) Nouns denoting inanimate entities usually take a _____ genitive (e.g., *the roof of the house*), while nouns denoting human beings and other animate entities take the inflected genitive 's (e.g., _____).
- 14) In a double genitive construction, the genitive is marked both _____ and _____ (e.g., _____).
- 15) The term *group genitive* implies that the genitive marker is attached to _____ rather than the head noun (e.g., _____).

Exercise 3

Regarding the indefinite article *a(n)*, why is the term 'indefinite' misleading?

Exercise 4

When do we use the stressed *some*?

Exercise 5

Discuss deictic forms and the three different types of deixis. Provide examples.

Exercise 6

What kinds of deixis are expressed by demonstratives? Explain and provide examples.

Exercise 7

Is the article used with specific or nonspecific reference in the following cases:

- 1) I fear a terrorist attack.
- 2) I witnessed a terrorist attack.
- 3) Lucy married a nice man.
- 4) Lucy is hoping to meet a nice man.
- 5) I want a luxury yacht.
- 6) I can see a luxury yacht.

Exercise 8

Explain the different uses of the interrogative determiners *which* and *what*.

Exercise 9

What are the genitive semantic types? Explain and provide examples.

Exercise 10

Indicate which genitive semantic type is exemplified in the following sentences.

- 1) **The boy's** toy was stolen.
- 2) The windshield **of my car** was shattered.

- 3) **Theo's** promotion surprised us.
- 4) **Mary's** coat seems expensive.
- 5) The roofs **of the houses** were partially damaged.
- 6) **The girl's** lie infuriated her parents.
- 7) The diameter **of this circle** is 6cm.
- 8) **Their** car is parked outside.
- 9) **Our teacher's** lecture was inspiring.
- 10) We've heard about **Sylvia's** eviction.
- 11) The length **of the racing track** is 15km.
- 12) The petals **of that rose** are so delicate.
- 13) **My son's** weight concerns me a little.
- 14) She wasn't convinced by **Tony's** testimony.
- 15) **The city's** devastation was in the news.

Exercise 11

In what ways are the meanings of the postdeterminers *few* and *little* different depending on whether they are preceded by a determiner or not?

Exercise 12

Explain and exemplify the phenomenon of *quantifier float*.

Exercise 13

Explain the ambiguity of the following sentences:

- 1) Vanessa's new book is on the table.

- 2) Maria's portrait amazed me.

- 3) We've heard about John's murder.

Exercise 14

Discuss the distribution of the inflected possessive genitive and the periphrastic genitive.

Exercise 15

Can a demonstrative determiner appear before the head noun in a double genitive construction? Explain.

Exercise 16

Identify the different types of genitives used in the following extracts:

- 1) "At all events, Shepley's death had been the first murder in space, a crisis that Mallory had both stage-managed and unconsciously welcomed. The murder of the astronaut and the public unease that followed had marked the end of the space age ..." (JGB)

-
-
- 2) "From outside the walls of the temple he hears the high-pitched wail of a young sheep." (SM)

-
-
- 3) "He could see Aubrey's husbandly frown as a wisp of her hair touched his cheek." (AM13)

-
-
- 4) "Calculate it sometime: the weight of the books you have carried in your life, would it equal that of a horse, a boat, a house?" (ELT)
-
-

Exercise 17

Is the use of the demonstrative determiner in bold deictic or anaphoric in the following cases?

- 1) "She had a book open in her lap.
She said, 'Look at **this** beautiful book I found, it's about Iceland.'" (AM13)

-
- 2) "'I want you to feel comfortable in **this** house,' she said.
'I am comfortable,' the blind man said.'" (RC)

-
- 3) "The farm was sold for five thousand dollars in 1965. ... After a couple of years, he rented it to a commune. They stayed there, different people drifting on and off ... My parents had finally got electricity in, but **these** people didn't use it." (AM4)

-
- 4) "Then she announced that they could come, she and Philip and Daisy could come back to Ontario **this** summer. They would spend three weeks with Eve while Ian worked alone in California. At the end of **that** time he would join them ..." (AM11)
-
-

Exercise 18

Click on the following link and watch the video entitled [SYN126 - Head Nouns - Noun Features](#), which is created by [The Virtual Linguistics Campus](#) and licenced under CC-BY. Focus particularly on the section from 14:40–17:53 minutes.

Based on the information presented in the video, answer questions 1–3 below.

- 1) Discuss the distribution of the -'s genitive and the periphrastic *of*-genitive.

- 2) Which six semantic subtypes of genitives have been mentioned? Give examples.

- 3) Which functions of the genitive case NPs have been mentioned?

CHAPTER VII

The Noun Phrase (2)

Exercise 1

How can generic reference be expressed in English?

Exercise 2

Why isn't the definite article used with English proper nouns?

Exercise 3

When is it acceptable to use a numeral or an indefinite article with non-count nouns? Provide examples.

Exercise 4

Name several non-count nouns categories. Provide examples. Which categories are combined with singular verbs/plural verbs?

Exercise 5

Explain why collective nouns can be used either with a singular or a plural verb.

Exercise 6

Why is the sentence *Emily tore a page out of her diary* ambiguous out of context? How can we disambiguate it?

Exercise 7

In what ways does the interpretation of *his* differ in the following two sentences: *Keith shook his head* and *Keith shook his bottle*?

Exercise 8

Fill in the gaps with either *he*, *she*, *he or she* or *they*. Explain what kind of issues arise when indefinite pronouns are used as antecedents of personal pronouns.

- 1) If anyone is late for class, _____ will have to wait outside.
- 2) Someone told me _____ earned a lot of money by doing internet marketing.
- 3) Should everyone be allowed to wear what _____ want(s)?

Exercise 9

What kinds of reference can the indefinite pronouns *someone* and *something* have? Provide examples.

Exercise 10

In the following passages identify all the instances of anaphoric use of pronouns and say who/what they refer to.

- 1) "Martin had a little sports car for London and work: it could nip in and out of the traffic nicely ... He seldom spoke a harsh word, but Martha, after the fashion of wives, could detect his mood from what he did not say rather than what he did ..." (FW)
- 2) "Mr Mileson had foolishly left his weekly magazines and the daily paper at the hotel. ... When he was back in his room he would borrow the vacuum cleaner and give it a good going over: the exercise would calm him." (WT)
- 3) "A glass of beer in the pub before lunch; lunch in the ABC; perhaps an afternoon cinema. It was Saturday today: this, more or less, was how he usually spent Saturday." (WT)

Exercise 11

Is the use of *this* in the following extracts anaphoric or not? Is *this* used as a pronoun or as a determiner in these cases? Explain why.

- 1) "Nothing is perfect. This was one of Mrs. Hopewell's favorite sayings." (FLOC1)

- 2) "The spare room at the top of the house now had a cardboard sign saying: PRIVATE! DO NOT DISTURB! on it. (This sign had been drawn in coloured chalks by the children...)" (DL)

Exercise 12

Find instances of anaphoric use of personal pronouns and specify to whom they refer. How did you solve those cases when there were two potential referents of the same gender?

- 1) “That summer in Seattle she had needed a job. She didn’t have any money. The man she was going to marry at the end of the summer was in officers’ training school. He didn’t have any money, either. But she was in love with the guy, and he was in love with her, etc. She’d seen something in the paper: HELP WANTED—Reading to Blind Man, and a telephone number. She phoned and went over, was hired on the spot. She’d worked with this blind man all summer. She read stuff to him, case studies, reports, that sort of thing. She helped him organize his little office in the county social-service department. They’d become good friends, my wife and the blind man. How do I know these things? She told me. And she told me something else. On her last day in the office, the blind man asked if he could touch her face. She agreed to this. She told me he touched his fingers to every part of her face, her nose—even her neck! She never forgot it. She even tried to write a poem about it.” (RC)

- 2) “The children began to yell and scream that they wanted to see the house with the secret panel. John Wesley kicked the back of the front seat and June Star hung over her mother’s shoulder and whined desperately into her ear that they never had any fun even on their vacation, that they could never do what THEY wanted to do. The baby began to scream and John Wesley kicked the back of the seat so hard that his father could feel the blows in his kidney.” (FLOC3)

Exercise 13

Do all the instances of the third person personal pronoun illustrate the same kind of reference in the sentence below, which is an opening sentence of a short story? Why do you think that is the case?

“Besides the neutral expression that she wore when she was alone, Mrs. Freeman had two others, forward and reverse, that she used for all her human dealings.” (FLOC1)

Exercise 14

Fill in the gaps with a suitable word or a phrase.

- 1) A proper noun has _____ reference only in a setting where its referent is known both to the speaker and the addressee.
- 2) Speakers use _____ (names of containers or units of measurement) so as to specify a precise quantity of concrete non-count nouns (e.g., _____).
- 3) A _____ is always co-referential with its antecedent (e.g., _____).
- 4) In modern English, only _____ and _____ pronouns have separate nominative and accusative case forms (e.g., _____).
- 5) *To pride* and *to better* are examples of verbs that can only take _____ objects (e.g., _____).
- 6) In *Mat bathed* and *Fiona dressed* the reflexive pronouns are _____ (i.e., they are not overtly expressed).
- 7) The antecedent of a reciprocal pronoun must be either a plural NP or _____ NPs (e.g., _____).

Exercise 15

Click on the following link and watch the video entitled [SEM113 - Reference](#), which is created by [The Virtual Linguistics Campus](#) and licenced under CC-BY. Focus particularly on the section from 3:00-8:04 minutes.

Based on the information presented in the video, answer questions 1–3 below.

- 1) How do you understand the difference between definite and indefinite reference?

2) What is meant by generic reference?

3) How can definite, indefinite and generic reference be expressed in English?

CHAPTER VIII

The Verb Phrase (1)

Exercise 1

What are the verbal categories?

Exercise 2

What does the term *tense* refer to? Can you differentiate between *tense* and *time*?

Exercise 3

Fill in the gaps with a suitable word or a phrase.

- 1) Present simple tense is used to express activities that take place at the moment of speaking in the following two cases: _____ and _____.
- 2) _____ present is used when authors narrating past events seek to render their storytelling more dramatic.
- 3) English speakers use a wide range of structures to express future time, some of which are: _____

Exercise 4

What are the main uses of the present perfect? Provide examples.

Exercise 5

What are the differences between the progressive and the perfect aspect in terms of form and in terms of meaning?

Exercise 6

Why aren't stative verbs used in the progressive aspect?

Exercise 7

Fill in the gaps with a suitable word or a phrase.

- 1) Verbs that describe actions are called _____. These verbs readily occur in the progressive aspect.
- 2) Verbs that indicate single momentary actions are called _____ verbs (e.g., _____). When used in the progressive, these verbs indicate _____.
- 3) When several dynamic verbs in the past simple tense are coordinated with *and*, the actions are generally considered to be _____.

Exercise 8

Are the following sentences grammatically acceptable? If not, explain why.

- 1) Parents are feeling the school doesn't do enough to promote inclusion.
- 2) I'm feeling better today.
- 3) I am thinking about going on a cruise.
- 4) I am thinking that you're wrong.
- 5) The road ahead is turning sharply to the right.
- 6) My hair is turning white.
- 7) She is being tall.
- 8) You're being unfair.
- 9) She's having Alzheimer's disease.
- 10) He's having a panic attack.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____
- 6) _____
- 7) _____
- 8) _____
- 9) _____
- 10) _____

Exercise 9

Read extracts 1–4 and answer the following questions about each of them:

- Are the actions temporally sequenced? If yes, can a causal relationship also be inferred? Which element contributes to the idea of temporal sequencing/causal relationship in some of the sentences?
- Can the order of the past tense verbs be reversed? If yes, would that result in portraying illogically ordered events?

- 1) "Martha got up and left them and took a paint pot and put a coat of white gloss on the bathroom wall. ... She produced a smooth, even surface." (FW)

2) "She smiled and looked down at her knees, let three or four seconds pass." (JF)

3) "Colin came in, in a fury. He took out the photograph and set fire to it, bitterly, with a match. Up in smoke they went. Mary and Joanna and Janet. The ashes fell on the floor. (Martha swept them up when Colin and Katie had gone ...)" (FW)

4) "Beryl fell asleep and Katie watched her, quizzically." (FW)

Exercise 10

Read the following extract and decide whether there is temporal sequencing with past tense verbs expressing states and habitual actions.

"Berenice was often out and about with her many friends, most of whom were married. ... Among the married she felt her singularity. She listened to their endearments and to their bickerings. She played with their children, who ran at once to her. She could not bear the young men who approached her, talking about themselves all the time ..." (VSP)

Exercise 11

In the following extracts find past simple verbs that are followed by:

- dynamic verbs in the past progressive
- stative verbs in the past simple
- dynamic verbs in the past simple

What kind of temporal relation can be established between these events/states?

- 1) “‘Mama?’ called Marietta. She walked through the house to the back yard. It was late spring, the day was cloudy and mild. In the sprouting vegetable gardens, the earth was damp, and the leaves on the trees seemed suddenly full-sized, letting down drops of water left over from the rain of the night before.” (AM4)

- 2) “Still fuming, Thurston allowed himself to be led into the dining-room. The massive green-tiled stove was working well and the room was warm and cheerful.” (KA)

- 3) “He woke. It was full morning.” (AM10)

- 4) “When we came out of the Turkey Barn it was snowing. Lily said it was like a Christmas card, and so it was ...” (AM2)

- 5) “She died before night, she had a blood clot on her lung.” (AM1)

- 6) “The show was due to start in ten minutes. I went inside, bought a ticket, got in line. There was a whole class of schoolchildren, maybe a couple of classes, with teachers and volunteer mothers riding herd on them.” (AM3)

- 7) “Inside, we sat on wonderfully comfortable seats. ... There was some splendid, commanding music. The adults all around were shushing the children, trying to make them stop crackling their potato-chip bags.” (AM3)

Exercise 12

Read the passage and think about what motivated the author to use that particular tense while writing. Which specific use of that tense is illustrated in the passage?

“Whar to?” asks the man, when William is back in the cab. William hands him the slip of paper that has been sent to him, back in England, stating his dormitory reservation, exhausted with dialogue. The man starts the cab, tours the square, strikes out into the hinterland. They pass the Astoria Motel, which advertises two for the price of one, and through a residential section where housewives sit on frame porches in mail-order sportswear.” (MB)

Exercise 13

Which verbs are used as operators in the following sentences? What purpose does the operator serve in each sentence?

- 1) Ben has broken his arm, hasn't he?
- 2) Is she swimming?
- 3) You shouldn't eat so much junk food.
- 4) Was he guilty?
- 5) They don't like watching romantic comedies.
- 6) Can Rose speak German?

Exercise 14

Click on the following links and watch the videos entitled [SYN122 - The Function of the Verb - Tense](#) and [SYN123 - The Function of the Verb - Aspect and Voice](#), which are created by [The Virtual Linguistics Campus](#) and licenced under CC-BY.

Based on the information presented in these two videos, answer questions 1–8 below.

- 1) How is tense defined in the video?

- 2) How many tenses are there in present-day English and what are they?

- 3) What is the linguists' argument against the acknowledgement of a future tense as a formal category in present-day English?

- 4) Which uses of the present tense are related to present-time and non-present time events?

- 5) Why can't *will* be treated as the default future marker in present-day English?

6) What is meant by the term *aspect*?

7) How many aspects are there in present-day English and which are they?

CHAPTER IX

The Verb Phrase (2)

Exercise 1

Determine which of the sentences below is active and which one is passive. Do they differ in terms of their focus?

- 1) Nazi troops killed hundreds of civilians during World War 2.
- 2) Hundreds of civilians were killed by Nazi troops during World War 2.

Exercise 2

Can all transitive verbs occur in passive constructions? Think about verbs with different degrees of transitivity such as: *see, love, read, injure, damage*, etc.

Exercise 3

Why is the agent omitted in the sentences below? What are some other reasons for using agentless passives?

- 1) Dozens of buildings were damaged when the settlement was shelled.
- 2) My passport was stolen.

Exercise 4

When the passive voice is combined with the perfect or the progressive aspect within the same verb phrase (VP), in which order do the auxiliaries appear? Provide examples.

Exercise 5

Explain and exemplify the phenomenon of pseudo-passive.

Exercise 6

Explain the difference between the following sentences in terms of the modality expressed in them:

- 1) You must pay the bills.
- 2) You must have paid the bills.

Exercise 7

Indicate the type of directive (order, obligation, suggestion, permission, request, reprimand) used in the following sentences.

- 1) You may not leave your room.
- 2) You will do as I say.
- 3) Can you help me lift this box?
- 4) All passengers must wear seat belts.
- 5) You could have invited me to your birthday party.
- 6) You should see this film. It's hilarious!

Exercise 8

Do the modal auxiliaries and semi-auxiliaries express epistemic or deontic modality in the following sentences?

- 1) You must be tired having done all this work.
- 2) You must do your homework.
- 3) You can stay here as long as you like.
- 4) You can't be serious!
- 5) She should be home by now.
- 6) He may be late. That's what he said.
- 7) You may smoke in here.
- 8) She should study harder.
- 9) You might like this song.
- 10) You might have called.
- 11) I'll help you mow the lawn.
- 12) Both parties shall observe these provisions.
- 13) She's unlikely to arrive before Friday.
- 14) It's going to rain.
- 15) They are certain to succeed.
- 16) You have to work harder.
- 17) You'd better start saving.
- 18) That has got to be the postman at the door.

Exercise 9

Discuss epistemic modality and list different strategies employed by speakers to express epistemic modality in English.

Exercise 10

Discuss deontic modality and list different strategies employed by speakers to express deontic modality in English.

Exercise 11

Provide examples of first person imperatives (with and without an overt subject), second person imperatives (with and without an overt subject) and a third person imperative.

Exercise 12

Provide examples for each of the following types of subjunctive: mandative subjunctive, volitional subjunctive, formulaic subjunctive.

Exercise 13

Why do you think the author used passive instead of active voice on several occasions in the following extracts? Why did the author omit the agent in each case?

- 1) “You were injured. You were molested and humiliated and I was injured and humiliated because you are my wife. It’s a question of respect.” (AM12)

- 2) “She searched the local paper every week, and the names of new casualties were still being printed there till after New Year’s but his was not among them.” (AM8)

- 3) “He had not been killed, he had not been wounded – he was coming home to Carstairs, perhaps was already there.” (AM8)

Exercise 14

Specify whether the modal verbs in the following extracts express epistemic or deontic modality.

- 1) “I thought somebody must be around, because there was a small truck parked near the entrance.” (AM5)

- 2) “...There’s something I should have told you before...” (JF)

- 3) "This whole visit might have been tactical. Sophie might have taken the children off to show him something. Spent time with her mother, just to show him something." (AM11)
- 4) "'She's getting old. She ought to get married,' Mrs Brewster said." (VSP)
- 5) "'Noisy, isn't it? Do you think Hinton is here? He may not remember me.'" (JGB)
- 6) "But children can't be a centre of life and a reason for being. They can be a thousand things that are delightful, interesting, satisfying, but they can't be a wellspring to live from. Or they shouldn't be." (DL)
- 7) "'You must come back to New York City and meet my mother,' says Fardiman, coughing in the polluted smoke." (MB)
- 8) "'Supper should be ready by now,' he said. 'You must be hungry.'" (KI)
- 9) "She must have believed that she would end up better off than she was now. And so it often happened with those practical people. In spite of their calculations, their survival instincts, they might not get as far as they had quite reasonably expected." (AM13)
- 10) "Almeda can see a figure in a light dress, bent over and running. That will be the woman." (AM6)
- 11) "There can't be more than a few days left." (JGB)
- 12) "'Could you see if there's any cigarettes downstairs?' She shook her head, but said, 'I'll look. I've got biscuits in the oven.'" (AM10)

Exercise 15

Fill in the gaps with a suitable word or a phrase.

- 1) The possibility for passivization depends largely on the _____ of the participant in subject position and the _____ of the participant in DO position in the active sentence.
- 2) Sentences in which the subject has the semantic role of a(n) _____ typically don't passivize easily. This is because _____ verbs demonstrate low degree of transitivity.
- 3) *Get*-passives usually indicate that the subject has been _____ affected as a result of the action (e.g., _____).
- 4) Progressive *be*, perfect *have* and passive *be* are called _____ auxiliaries. They have no semantic load.
- 5) _____ auxiliaries exhibit a fairly restricted spectrum of meanings, while _____ verbs express a wide-ranging variety of meanings.

- 6) _____ are utterances whereby a speaker attempts to make the hearer act in a certain manner (e.g., _____). These constitute a major subtype of _____ modality.
- 7) Various aspects of _____ (e.g., promises, intentions, wishes, threats) encode _____ modality as well.
- 8) _____ modals are used to convey meanings that extend from faint possibility (e.g., _____) to complete _____ (e.g., *He must be at least 80 years old*).
- 9) Orders, obligations, suggestions, reprimands and requests are all different facets of _____ modality.
- 10) *Shall* cannot be used to express _____ modality.
- 11) _____ and _____ are modal auxiliaries that express ability, while _____ and _____ are modal auxiliaries that express habituality.
- 12) _____ is a semi-auxiliary that expresses ability, while _____ is a semi-auxiliary that expresses habituality.
- 13) _____ and _____ are types of mood in English.
- 14) Mandative subjunctive verb forms are such that even for the third person singular subject the inflectional *-s* suffix is _____ and the verb *be* appears in its _____ form (e.g., *I suggest that he hire an attorney/I insist that you be on time*).

Exercise 16

Click on the following links and watch the videos entitled [SYN123 - The Function of the Verb - Aspect and Voice](#) and [SYN124 - The Function of the Verb - Mood and Modality](#), which are created by [The Virtual Linguistics Campus](#) and licenced under CC-BY.

Based on the information presented in these two videos, answer questions 1–4 below.

- 1) Explain the restrictions on passive formation that have been mentioned in the first video.

- 2) How many types of subjunctive does the presenter discuss in the second video? Provide examples.

- 3) How does the presenter differentiate between the three types of modality that are being discussed?

- 4) How can modality be expressed without modals? Provide examples.

CHAPTER X

The Adjective Phrase

Exercise 1

Discuss the distribution of adjective phrases based on the examples below.

- 1) They bought a very comfortable sofa yesterday.
- 2) This sofa is very comfortable.

Exercise 2

Apart from prototypical adjectives, what other word classes are used to premodify nouns in English? Provide examples.

Exercise 3

Read the sentences below and specify the positions that are occupied by the adjectives.

- 1) I have a terrible headache.
- 2) The hotel was absolutely terrible.
- 3) Something terrible has happened.
- 4) They found the idea terrible.

Exercise 4

In what ways is the sense conveyed by a present participle premodifying a noun different from the sense conveyed by a past participle premodifying a noun?

Exercise 5

Why is it ungrammatical to say **the window was bedroom* when it is perfectly acceptable to say *the bedroom window*?

Exercise 6

What is an adjective complement? Provide examples.

Exercise 7

Explain the ambiguity of *a light grey feather*.

Exercise 8

Explain the difference between:

- 1) He considered the president's final decision.
- 2) He considered the president's decision final.

Exercise 9

Read the following extract and find examples of:

- 1) adjectives used attributively
- 2) adjectives used predicatively
- 3) a present participle used predicatively
- 4) past participles attributively

“They turned onto the dirt road and the car raced roughly along in a swirl of pink dust. The grandmother recalled the times when there were no paved roads and thirty miles was a day’s journey. The dirt road was hilly and there were sudden washes in it and sharp curves on dangerous embankments. All at once they would be on a hill, looking down over the blue tops of trees for miles around, then the next minute, they would be in a red depression with the dust-coated trees looking down on them. ... ‘It’s not much farther,’ the grandmother said and just as she said it, a horrible thought came to her. The thought was so embarrassing that she turned red in the face ...” (FLOC3)

Exercise 10

Identify the intensifiers, downtoners and limiters employed by the authors in the following extracts:

- 1) “She was wearing high heels which slowed her down considerably. Also her most sophisticated black dress, zipped up at the back and skimming the waist and always a little too tight at the hips. It made her look somewhat ridiculous, she thought, as she stumbled slightly, along the curving streets with no sidewalks, the only person about in the waning afternoon.” (AM17)

- 2) “...I know I’m real simple. I don’t know how to say a thing but to say it. I’m just a country boy.” (FLOC1)

- 3) She had always disliked the sight of him – she had mentioned her dislike to Leon, who said that the man was just unsure of himself, just a bit too friendly. (AM12)

- 4) “The fact was that she and Greg were drinking while all this anguished but also somewhat comforting talk went on. He had produced a bottle of ouzo. She was fairly cautious with it, as she had been with any alcohol she’d had since the writers’ party, but some effect was there.” (AM17)
-

- 5) “... If you don’t shut up, we won’t go anywhere.’
‘It would be very educational for them,’ the grandmother murmured.
‘All right,’ Bailey said, ‘but get this: this is the only time we’re going to stop for anything like this. This is the one and only time.’” (FLOC3)
-
-

- 6) “He admired the coffeemaker she was using and said that he and Fiona had always meant to get one. This was absolutely untrue — Fiona had been devoted to a European contraption that made only two cups at a time.” (AM13)
-

- 7) “And what is that? It is either total insanity or peace.” (AM16)
-

- 8) “She always seems kind of shy.” (AM15)
-

Exercise 11

Fill in the gaps with a suitable word or a phrase.

- 1) *Good/better/best* and *bad/worse/worst* are suppletive forms because _____
_____.
- 2) Adjectives that precede the nouns they modify are called _____ or _____.
- 3) Adjectives like *asleep, afraid, ablaze* are never used _____, but always appear _____ (e.g., _____).
- 4) *Real/absolute/total* are examples of adjectives that _____ the meaning of the noun they modify (e.g., _____).

- 5) Similarly, the adverbs *really/absolutely/totally* are considered _____ as they amplify the meaning of the following adjective within an adjective phrase (e.g., _____).
- 6) _____ are used to downplay the meaning of the noun/adjective they modify (e.g., _____).
- 7) *It was a most interesting experience* is an example of *most* being used as a(n) _____, without suggesting a comparison.
- 8) Gradable adjectives can take _____ (*smarter, more intelligent*) and _____ (*the smartest, the most intelligent*) forms.
- 9) Gradable adjectives demonstrate scalar properties. The two extremes on the same _____ are considered opposites (*tall/short; hot/cold; big/small*).
- 10) Other adjectives are generally not regarded as gradable but can still be considered opposites (e.g., *dead/alive*). These are known as _____.

Exercise 12

Click on the following link and watch the video entitled [GEN102 - Practical D: Language & Linguistics](#), which is created by [The Virtual Linguistics Campus](#) and licenced under CC-BY.

Based on the information presented in the video, answer questions 1–3 below.

- 1) To what extent is the class of adjectives homogenous?

- 2) Which word is a more typical example of the class of adjectives: *quick* or *asleep*? Explain.

3) What is meant by indeterminacy of analysis?

CHAPTER XI

Adverbials

Exercise 1

What is the difference between an adverb and an adverbial?

Exercise 2

What are the possible realizations of adverbials?

Exercise 3

Underline the adverbials in the following sentences. Indicate which type of temporal adverbial has been used in each sentence:

- 1) I went to the cinema last night.
- 2) We lived in Paris for six years.
- 3) I have already read that book.
- 4) She always drives her car to work.
- 5) The train has finally arrived.
- 6) We've studied English since 2000.
- 7) He brushes his teeth daily.
- 8) The bus should arrive between 9 and 10 o'clock.

Exercise 4

What forms can adverbials of manner take?

Exercise 5

Indicate the types of adverbials that have been used in the following sentences. Then give your own examples.

- 1) They searched the apartment *for fingerprints*.
- 2) *Due to her illness*, she didn't attend the meeting.
- 3) Her yelling drove the baby *to tears*.

Exercise 6

Indicate the types of adverbials that have been used in the following sentences. Then give your own examples.

- 1) Tom borrowed a jacket *from his best friend*.
- 2) *Despite all our efforts*, the authorities decided to close the library.
- 3) They serve the chocolate mousse *with whipped cream*.

Exercise 7

The following sentences contain two adjuncts each. In what ways are they different and why is the second sentence ungrammatical? How can we fix it?

- 1) Laura played the piano gracefully and with great skill.
- 2) *Laura played the piano gracefully and in the concert hall.

Exercise 8

Adverbs of manner and time are sometimes used to modify participial adjectives (i.e., adjectives formally identical to present or past participles). Provide examples.

Exercise 9

Indicate which types of disjuncts have been used in the following sentences and provide one more example of each type:

- 1) Perhaps he will win the race.
- 2) Amazingly, I got an A.
- 3) Honestly, I don't think he did it.
- 4) Ethnically, London is considered to be a melting pot.

Exercise 10

Indicate which types of conjuncts have been used in the following sentences and provide one more example of each type:

- 1) He lied to her. Nevertheless, she still loves him.
- 2) First peel the potatoes. Then cut them in half.
- 3) I've read your book; it's wonderful. By the way, can you lend me \$10?
- 4) He was sick. As a result, he stayed home.
- 5) He broke up with his girlfriend and lost his wallet. On top of it all, he was fired.

Exercise 11

Distinguish between disjuncts and conjuncts.

Exercise 12

Compare the following pairs of sentences and comment on the difference in meaning between them.

- 1) a) She didn't answer the question truthfully.
b) Truthfully, she didn't answer the question.

- 2) a) Frankly, she spoke about her parents' divorce.
b) She spoke frankly about her parents' divorce.

- 3) a) I don't believe he earned the money honestly.
b) Honestly, I don't believe he earned the money.

Exercise 13

Identify the disjuncts used in the following extracts and specify their types.

- 1) "Work, honestly, was a piece of cake." (FW)
- 2) "...Perhaps he'll take you flying again. You enjoyed that." (JGB)
- 3) "And the next day Susan took them, dropped them, came back, and found herself reluctant to enter her big and beautiful home because it was as if something was waiting for her there that she did not wish to confront. Sensibly, however, she parked the car in the garage, entered the house, spoke to Mrs Parkes, the daily woman, about her duties, and went up to her bedroom." (DL)
- 4) "They'll see through him this time, surely." (JB)
- 5) "It is, psychologically, apart from anything else, of extreme urgency that I leave Seattle and come to Los Angeles to see you." (ML)
- 6) "Oddly enough he was much jollier than usual..." (JF)
- 7) "... He's done quite brilliantly. Academically." (JF)
- 8) "'She's passed out stone cold,' the policeman went on confidentially." (JR)

Exercise 14

Identify the conjuncts in the following extracts. Specify the semantic relation that is established between the sentences. Can you think of another conjunct that could potentially be used to express the same semantic relation?

- 1) "There were no shouts or splashes; over the entrance I saw a sign that said the pool was closed every day from noon until two o'clock. It was then twenty-five after twelve.
Nevertheless I called out, 'Is anybody there?'" (AM5)
- 2) "On the day in early April when her husband and his brother went out to chop trees, she was told to provide them with food for their midday meal, and since she had not got it ready when they wanted to leave, she agreed to take it to them in the woods. Consequently she baked up some oat-cakes and took some salt fish and followed their tracks and found them at work some distance away." (AM9)
- 3) "I was a little puzzled about Lady Ann. I made some enquiries and, as I suspected, Rodney had thrown her over and was said to have taken up with Susan Mullins, a very young girl but almost as rich as Lady Ann. However, Lady Ann was putting a good face on it before the world." (AW)
- 4) "They looked at each other bleakly, and laughed. Then they announced – they admitted – what weighed on them." (AM7)
- 5) "The men talked for a minute about what a good thing it was the sheriff had sent his deputy out that morning to make a fire for them, and then Sheriff Peters stepped back from the stove, unbuttoned his outer coat, and leaned his hands on the kitchen table in a way that seemed to mark the beginning of official business. 'Now, Mr. Hale,' he said in a sort of semi-official voice, 'before we move things about, you tell Mr. Henderson just what it was you saw when you came here yesterday morning.'
The county attorney was looking around the kitchen.
'By the way,' he said, 'has anything been moved?' He turned to the sheriff. 'Are things just as you left them yesterday?'" (SG)
- 6) "'Elise bought one of them last month. She hadn't any complaints. I change at the next stop,' he said, getting down his kit from the rack. 'And what's more,' he said, 'your famous poet bought one.'" (MS)

Exercise 15

Fill in the gaps with a suitable word or a phrase.

- 1) A(n) _____ is an adverbial which modifies the VP and which is an integral, but optional, clause constituent.
- 2) Of the spatial adverbials, adverbials of _____ appear only with _____ verbs (*walk, go, climb*), whereas adverbials of _____ occur with both dynamic and _____ (*be, live, sit*) verbs.
- 3) In _____ a locative adverbial is fronted to initial position in the sentence and the positions of the subject and the verb are reversed (e.g., _____).
- 4) In the sentence *He had his wisdom tooth extracted with a pair of forceps by a dentist*, there are two adverbials of means. The former indicates _____, while the latter indicates _____.
- 5) An adjunct can appear in one of these sentence positions: _____, _____, and _____. _____ adverbials are most versatile in this regard.
- 6) A(n) _____ is peripheral to the clause structure and offers the speaker's observation/comment to what is being said in an utterance. The speaker's observation/comment can be related to their own _____ (*incredibly, unfortunately*), _____ (*frankly, seriously*), _____ (*traditionally, in terms of ...*) or _____ (*perhaps, certainly*).
- 7) _____ are adverbials which are peripheral to the clause structure and which establish a link between sentences or larger units of discourse. These can be of several types: _____ (*firstly, secondly, finally*); _____ (*furthermore, moreover*); _____ (*consequently, therefore*); _____ (*by the way, incidentally*); _____ (*nevertheless, in spite of that*), etc.

Exercise 16

Click on the following link and watch the video entitled [SYN128 - The Adverbial I](#), which is created by [The Virtual Linguistics Campus](#) and licenced under CC-BY.

Based on the information presented in the video, answer questions 1–3 below.

- 1) Are all adverbials optional? Explain.

2) What are the possible formal realizations of an adverbial? Provide examples.

3) What are the restrictions on the mobility of adverbials, especially if they are clustered?

CHAPTER XII

Revision and Extension

Exercise 1

How are the following semantic relations expressed on different syntactic levels?

a) Additive

Simple sentence

Compound sentence

Discourse

b) Contrastive

Simple sentence

Compound sentence

Discourse

c) Temporal

Simple sentence

Compound/Complex sentence

Discourse

d) Causal

Simple sentence

Compound/Complex sentence

Discourse

e) Concessive

Simple sentence

Compound/Complex sentence

Discourse

Exercise 2

The following sentences/sentence fragments have been taken from the Macedonian subcorpus of the International Corpus of Learner English (ICLE), which comprises essays written by Macedonian learners of English. Read them carefully and say why they are grammatically unacceptable.

- 1) ...so this innovations are definitely useless in the teaching process. (MDCM1145)
- 2) The more the active the body is more healthier the life will be. (MDCM1152)
- 3) The teenagers are young and the choise is their. (MDCM1152)
- 4) Does it makes you more alone? (MDCM1153)
- 5) All in all, technology has replaced our lives with a virtual ones. (MDCM1161)
- 6) ...all this blessings can be considered as a kind of a course because we are like a robots with our smathphones. (MDCM1168)
- 7) Not everyone deserve second chance. (MDCM1165)
- 8) Keeping these information secure is not an easy task. (MDCM1166)
- 9) ... there are people who are using it only to make a bad things. (MDCM1006)
- 10) For instance, they can hack your profile and use your personal informations. (MDCM1006)
- 11) The faculties leaves little space for students to develop their personalities... (MDCM3007)
- 12) I live on a country my whole life... (MDCM1068)
- 13) ... so when they will grow up, they will have a good physical apperance, and there will not have a health problems. (MDCM1136)
- 14) In not one community would be acceptable to try out the medications directly on humans. (MDCM1080)
- 15) In the recent years affects our lives and helps us to have mobile technology in classrooms. (MDCM1040)
- 16) In the daily activities of every person should be at least two sports activities. (MDCM1152)
- 17) ...their is nothing wrong with that... (MDCM1088)

Exercise 3

The following sentences/sentence fragments have been taken from the Macedonian subcorpus of the International Corpus of Learner English (ICLE), which comprises essays written by Macedonian learners of English. Read them carefully and say why they are grammatically unacceptable.

- 1) This sounds interesting and fun so that is why the teachers nowadays tend to use this innovations in order to make the teaching process more appealing to the students... (MDCM1045)
- 2) Consequently, this will be more easier for the students as well. (MDCM1058)
- 3) The majority of people own or at least at some point of their life, have owned a cell phone. It's use continues to grow... (MDCM1064)
- 4) If you're asking me I would like to live in my parents time... (MDCM1069)
- 5) This topic may seems easy to be explained... (MDCM1152)
- 6) Technology has became a part of us. (MDCM1079)
- 7) Today almost everyone have at least one piece of technology in their home... (MDCM1084)
- 8) They replace face to face conversations with an online ones which can make them lonely. (MDCM1084)
- 9) However, there are different oppinions and each person make there own view about the environments for living. (MDCM1087)
- 10) If the person loves chemistry, he will still love it even after the injury but maybe he will find some aspects of it not interesting. (MDCM2063)
- 11) If someone is curious about something and can not find his answer fast, he or she can check the internet which may give him a nice answer or solution. (MDCM1050)
- 12) Every single person have different beliefs about the positive and negative impacts of the technology and its development. (MDCM1116)
- 13) It would not make you fell alone, but it also would not make you fell better. (MDCM1137)
- 14) All in all, technology is the most important thing this days. (MDCM1137)
- 15) There is an abundance of applications which enable teachers to present and assess students knowledge... (MDCM3029)
- 16) But, does this make you fell good, happy, satisfied with yourself... (MDCM1137)
- 17) Spending hours and hours in front of the computer or with your mobile do not make you better it just make you less bored. (MDCM1137)

Exercise 4

Think about whether a particular semantic role from the first column can be associated with a specific sentence constituent from the first row. Then put a tick in the cells that indicate possible combinations of semantic roles and sentence constituents. Finally, provide examples for each of these.

	Subject	Direct Object	Indirect Object
Agent			
Patient			
Recipient			
Experiencer			
Causer			
Instrument			

APPENDIX 1

A Practice Test¹

Exercise 1

Provide examples of:

- 1) a sentence with a sensory copula and an agent subject

- 2) a sentence illustrating the deictic use of *there*

- 3) a sentence with a double genitive

- 4) a sentence with an experiencer subject

- 5) a sentence where epistemic modality is expressed by a sentence modifier

- 6) a sentence with a light verb construction

- 7) a sentence with a resulting conjunct

- 8) a sentence with mandative subjunctive

- 9) an NP with a subject genitive

- 10) an NP with a nominal premodifier

¹ The purpose of this sample test is to give you an idea of the types of questions that will be tested in the exam. The actual exam may be of different length. The number of questions of each type may also vary.

Exercise 2

Explain why these sentences are wrong and provide the correct version.

1) **She read the kids.*

2) **He turned mature.*

3) **That shall be Betty at the door.*

4) **I handed Laura it.*

5) **He's having cancer.*

Exercise 3

Discuss transitive verbs and the different degrees of transitivity.

Exercise 4

Explain briefly the pragmatic effect of using marked and unmarked word order in speech/writing. Provide your own examples.

Exercise 5

Which construction is illustrated with the following sentence: *There is a book on the top shelf*. What is its purpose?

Exercise 6

Which modality can be expressed by the modal verb *should*? Provide examples.

Exercise 7

What are the three tests used to check if an NP functions as a subject in a sentence? Give examples.

Exercise 8

In what ways are the following uses of the verb *sound* different (in terms of the type of verb and the verb pattern)?

- 1) He sounded the alarm.
- 2) He sounded disappointed.

Exercise 9

What is *alternation* and what is its significance in terms of the information structure of the sentence? Give examples.

Exercise 10

Explain the difference between the following sentences in terms of semantic roles and syntactic functions:

- 1) Mary broke the dish.
- 2) The dish broke.

Exercise 11

What semantic type of adverbial is used in the following sentences? Underline the adverbial first, and then write the semantic type.

- 1) In spite of his illness, he went to work.
- 2) When they moved to the States, they were really poor.
- 3) He cancelled his trip because of the weather.
- 4) I have known him since we were little kids.
- 5) I had to do the laundry on my own since she refused to help.
- 6) Olivia trained regularly in order to improve her performance.

Exercise 12

Explain the difference between the uses of *briefly* in:

- 1) She met Lucas briefly at the club last night.
- 2) Briefly, she met Lucas at the club last night.

APPENDIX 2

Macedonian translation equivalents of terminology used in this publication

A

- abstract noun – апстрактна именка
- accusative – акузатив
- active sentence – активна реченица
- active voice – активен залог/активна дијатеза
- adjective – придавка
 - adjective phrase – придавска група
- adjunct – незадолжителна прилошка определба
- adverb – прилог
 - adverb phrase – прилошка група
- adverbial – прилошка определба
 - adverbial of concession – прилошка определба за допуштање
 - adverbial of manner – прилошка определба за начин
 - adverbial of place/spatial adverbial – прилошка определба за место
 - adverbial of purpose – прилошка определба за цел
 - adverbial of reason – прилошка определба за причина
 - adverbial of result – прилошка определба за последица/резултат
 - adverbial of time/temporal adverbial – прилошка определба за време
- agent – агенс, вршител на дејството
- alternation – алтернација
- ambiguity – двозначност, повеќезначност, амбигвитет
- analytic language – аналитички јазик
- anaphora – анафора
 - anaphoric – анафорски
- animate entity – живо суштество
- antecedent – антецедент
- argument – аргумент
- article – член
- aspect – глаголски вид
- attributive use – атрибутивна употреба
- auxiliary verb – помошен глагол

C

- case – падеж
- cataphora – катафора
 - cataphoric – катафорски
- causer – предизвикувач на дејството
- clause – дел-реченица
- cognate direct object – внатрешен предмет, етимолошки предмет

collective noun – колективна именка
comment – рема
common noun – општа именка
complement – дополнение
compound noun – сложенка
concrete noun – конкретна именка
conjunct – текстуално кохезивно средство
constituent – член
copula verb – глагол-копула
count nouns – избројливи именки
covert – неизразен
created direct object – ефективен/ефициран директен објект

D

dativ – датив
declarative sentence – исказна реченица
definite article – определен член
definiteness – определеност
deictic – деиктички
deixis – деиксис, покажување во просторот (и во времето)
demonstrative pronoun – показна заменка
deontic modality – деонтичка модалност
determiner – детерминатор, определувач
direct object – директен предмет
disjunct – реченичен модификатор, модален збор
discourse – дискурс, врзан текст
downtoner – ублажувач
dynamic verb – глагол што означува дејство, процес

E

ellipsis – елипса
epistemic modality – епистемичка модалност
experiencer – носител на психички процес или состојба

G

gender – род
generic reference – генерична/родска референција
genitive – генитив
gradable adjective – придавка што може да се степенува

I

imperative mood – заповеден начин
inanimate – нежив
indefinite article – неопределен член
indefinite pronoun – неопределена заменка

indirect object – индиректен предмет
 intensifier – засилувач
 interrogative – прашален
 intransitive verb – непреоден глагол
 instrument – средство за вршење на дејството

L

light verb – синсемантички глагол
 light verb construction – перифрастичен предикат

M

marked word order – обележен збороред
 metaphorical extension – метафоричко проширување
 modal verb – модален глагол
 modality – модалност
 modifier – модификатор

N

nominative – номинатив
 non-count nouns – неизбројливи именки
 non-specific reference – неспецифична референција
 noun – именка
 noun phrase – именска група
 number agreement – согласување по број

O

object – предмет, објект
 object complement – дополнение на објектот
 overt – експлицитно изразен

P

passive sentence – пасивна реченица
 passive voice – пасивен залог/пасивна дијатеза
 parts of speech – видови зборови, зборовни класи
 patient – поднесувач/трпител на дејството
 personal pronoun – лична заменка
 phrase – фраза/група/синтагма
 plural – множина
 postmodifier – постмодификатор
 predicate – предикат, прирок
 predicate nominative – именски дел на глаголско-именскиот прирок
 predicative – предикативен
 premodifier – премодификатор
 preposition – предлог
 prepositional phrase – предлошка група

progressive tense – трајно време
pronoun – замена
proper noun – сопствена именка

Q

quantifier – квантификатор

R

realization – реализација
recipient – примач
reciprocal pronoun – реципрочна/заемноповратна замена
reference – референција
referent – референт
reflexive pronoun – повратна замена

S

semantic role – семантичка улога
sentence – реченица
 complex sentence – зависносложена реченица
 compound sentence – независносложена реченица
 simple sentence – проста реченица
sentence information structure – информациска структура на реченицата
singular – еднина
simple tense – просто време
specific reference – специфична/единична референција
speech act – говорен чин
stative verb – глагол што означува состојба
stative copula – глагол-копула што означува состојба
subject – подмет, субјект
subject complement – дополнение на субјектот
subjunctive – субјунктив
suppletive form – суплетивна форма
synthetic language – синтетички јазик

T

tense – време
topic – тема
transitive verb – преоден/транзитивен глагол
 monotransitive verb – преоден глагол што има директен предмет
 ditransitive verb – преоден глагол што има и директен и индиректен предмет

U

unique reference – единствена/уникална референција
unmarked word order – необележен/неутрален збороред

V

voice – залог, дијатеза

W

word order – збороред

word classes – зборовни класи, видови зборови

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Е-издание: http://www.ukim.edu.mk/mk_content.php?meni=53&glavno=41