KAGR

Chapters from English Grammar

HANDOUTS for the seminars

(non-edited)

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INTRODUCTION: Working with this script

This collection of handouts has been written to assist students of English in their work in the seminars Chapters in English Grammar – the seminar preparing the candidates for the complex written exam GRFZ

For the theoretical discussion students can consult also the handouts from the AMOS and SNT1 seminars, alternatively the monograph available in the university/department library (and can be bought in the shop in the library). The book provides some more information to the discussion in the seminars.

AMOS

1   THE NATURE OF GRAMMATICAL CATEGORIES

(1)   *EXERCISE*   ==

*Consider the relevance of **meaning, morphology and syntax** for categorial label.*
From: Jabberwocky (in Through *the Looking Glass and What Alice Found There*). By *Lewis Carroll (1871)*.
In Czech : *Jaroslav Císař* and *Hana* and *Aloys* Skoumalovi.

abberwocky	Žvahlav	Tlachapoud
Twas brillig, and the slithy toves	Bylo smažno, lepě svihlí tlové	Je svačvečer. Lysperní jezeleni
Did gyre and gimble in the wabe;	se batoumali v dálnici,	se vírně vrtáčejí v mokřavě.
All mimsy were the borogoves,	chrudošní byli borolové,	Vetchaří hadroušci jsou roztruchleni
And the mome raths outgrabe.	na mamné krsy žárnící.	a selvy syští tesknoskuhravě
'Beware the Jabberwock, my son!	„Ó synu, střez se Žvahlava,	„Střez se, střez Tlachapouda, milý synu,
The jaws that bite, the claws that catch!	má zuby, drápy přeostré;	má tlamu zubatou a ostrý dráp.
Beware the Jubjub bird, and shun	střez se i Ptáka Neklava,	Pták Zloškrv už se těší na hostinu,
The frumious Bandersnatch!'	zuřmící Bodostre!"	vzteklitě číhá na tě Pentlochňap."

(1)   *EXERCISE*   ==

*a) What are the standardly used **formal criteria** for establishing parts of speech?*

b) Considering distribution, demonstrate the difference between a co-occurrence restriction (inside a phrase) and a clausal distribution (function)?

(2)   *EXERCISE*   ==

*What are the major **lexical categories**? Explain two criteria that justify their special status among the grammatical categories. Why are Determiners and Modals not major lexical categories? Mention also the term "fuzzy category" and explain what it means.*

(3)   *EXERCISE*   ===

*What is the formal principle that expresses the importance of (i) **inflectional** and (ii) **derivational** **suffixes** in determining a word's lexical category? Give examples of how this principle works for (a) Nouns, (b) Verbs, and (c) Adjectives. (the **Right Hand Head Rule?**)*

(4)   *EXERCISE*   ===

Provide the list of characteristics which are required for the process of Grammaticalization.
Give examples.

(5)   *EXERCISE*   ===

*(a) **Grammaticalization**: Compare the Czech diminutive –ek/ -ka/ -ko to the English –ie as in <u>meanie, quickie, softie, sweetie, *fastie, *lightie, *nicie, *roughie</u>. Why do we say the former but not the latter is fully grammaticalized?*

(6)   *EXERCISE*   ===

*(a) Specify the **types of features** seen in the <u>English</u> bound inflections with N, A, V. Which kind of morphemes express these features? Note: you are expected to give <u>taxonomy</u> (classification!) of those morphemes plus (but not only) examples of each.*

(b) Does some feature appear with more than one category?

(7)   *EXERCISE*   ===

*State the pronunciation rule for Endlish inflection in auniform **general** way?*
*(Under which **conditions** does the pronunciation involve [**-i-**]?)*

	I.		II.		III.		IV.
a.	books	a.	cat's	a.	he laughs	a.	he stopped
b.	jobs	b.	dog's	b.	he reads	b.	he arrived
c.	trees	c.	Joe's	c.	he tries	c.	he stayed
d.	masses	d.	James's	d.	he fusses	d.	he trusted
e.	hedges	e.	Butch's	e.	he amuses	e.	he traded

/ t / - / d / - / i+d /

/ s / - / z / - / i+z /

(8) *EXERCISE* ==

(a) Give the English verbal form of the verb **help** *with the features [+PAST][+PERF][+PASS].*

(b) Name and demonstrate the two possible verbal morphemes (circumfixes) which include the Auxiliary **be** *in English verbal paradigm (consider its combination with -ing and –en).*

(c) Name and demonstrate an inflectional **bound** *morpheme (=ending) which occurs in two distinct English verbal paradigms.*

(9) *EXERCISE* ==

Discuss what the underlined morphology in the examples below signals.

a. *Jan a Marie jd-<u>ou</u> do kina.*	d. *John<u>'s</u> wa-<u>s</u> in the garden, but her<u>s</u> was<u>n't</u>.*
b. *Zelen-<u>ou</u> si neber.*	e. *There a-<u>re</u>/we-<u>re</u> you-<u>r</u> two boys there.*
..	
c. *Petra js-<u>em</u> viděl-<u>a</u> já.*	f. *The man who-<u>m</u> I gave it to.*

(10) *EXERCISE* ==

Describe the process of **Grammaticalization** *using the concepts of Time and category of Tense. Which characteristics are necessary for the feature to become grammaticalized? What does it mean to say that grammaticalization is language specific?*

(11) *EXERCISE* ==

Which kind of morphemes are the –S/-ER/-ING/-ED morphemes in the following examples? Consider what category the word in the context is. Justify your choices.

a.   *Adam'-<u>s</u> brother wait-<u>s</u> at every corner.*

b.   *John is a bit quick-<u>er</u> than Louise but she also is a very thoughtful read-<u>er</u>.*

c.   i.   *Bill was shoot-<u>ing</u> the rabbits.*
     ii.   *The shoot-<u>ing</u> of the rabbits went on and on.*
     iii.   *Those shoot-<u>ing</u> sounds surprised me.*

d.   i.   *The staff was soon retir-<u>ed</u> (by the management).*
     ii.   *My father is happily retir-<u>ed</u> (*by the management).*

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(12) *EXERCISE* ==

Decribe the structure of XP using the terms: sister, SPEC, head … etc.
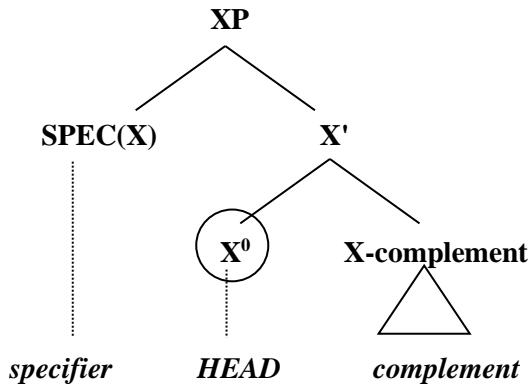
(13) *EXERCISE* ==

*In a phrase, some parts/categories are **superordinate** to others. What do we call a highest/superordinate category inside the phrase that **selects** its **complements?** Give 3 examples of <u>distinct</u> categories and name the constituents selected standardly by them. (Complement=the right-hand sister).*

(14) *EXERCISE* ==

In the following examples find the elements which are subordinate /superordinate to the underlined heads. Which categories are these elements?

a.   Joe saw my younger <u>brother</u>.

b.   She fell in love with that <u>brother</u> of mine last year.

c.   Hillary always falls in love with quite <u>young</u> boys.

d.   My brother is really much <u>younger</u> than her.

(15) *EXERCISE* ==

Use the ambiguous?/fuzzy? expressions below in at least two ways in contexts which clearly disambiguate their category as N, V, A or P. Think of other English words which are 'fuzzy' in a similar way.

a.   use ....

b.   love...

c.   top ....

2   NOUNS

Includes Morphology and syntax of the category N

2.1   SEMANTICS AND Morphology Of ENGLISH Nouns

(16)   *EXERCISE*   ==

*a) What is the **Pro-form** substitution test? Give examples of pro-forms for PP, VP, and AP.*

b) For nominal category there are several pro-forms. Discuss and demonstrate (!) the distinction between the underlined preforms in the examples below:

(i)   He will arrive soon.
(ii) The big one is best.

(17)   *EXERCISE*   ==

(a) What is Segmentability (Countability) and what syntactic feature it indicates?
(b) State and demonstrate two morpho-syntactic properties of segmentable English Nouns.
(c) State and demonstrate which words/morphemes signal the countability of a noun..

a ....
b...
c ....

(18)   *EXERCISE*   ==

(a) In the category of English Number, which Determiners occur only with Singular Ns?
(b) Are there any specific morphemes that signal Dual Number?
To demonstrate and support your claims provide ungrammatical as well as grammatical data.

a ....

b...

(19)   *EXERCISE*   ==

None of the following lexical entries take plural morpheme –s

(i)   sheep(*s), Chinese(*s), luggage(*s), information(*s)

Does it mean they are all only singular or do they have a zero plural morphemes?
Provide a proof for your answer.

(20) EXERCISE ===

*(a) Define and give three examples each of **Singularia and Pluralia Tantum**.*

(b) If the singular / plural ending is not reliable signal of Number, how do we recognize that the expression is singular / plural? – Demonstrate the diagnostic

a ....
b..
c ....

(21) EXERCISE ===

Explain briefly the difference between the Gender systems of Czech and English. How is regular Czech gender on Nouns determined? Distinguish +HUMAN and -HUMAN Nouns. Use examples.

(22) EXERCISE ===

*Define **Pronouns** and **Articles** in terms of structures and categories found inside ordinary NP/DPs. Which position in the structure do these pro-forms occupy? Does the structure explain the ungrammaticality of the following examples? How?*

(i)   *The my younger brother arrived late.
*   (vs. The younger brother of mine arrived late.)*

(ii)   *The older he arrived in time.

(23) EXERCISE ===

*State at least one **formal** (!) condition under which English Noun Phrases*

*(i) MUST have a **Definite Article**, i.e. contexts in which an Indefinite or no Articles are ungrammatical.*

*(i) do NOT tolerate **Indefinite Article**.*

(24)   *EXERCISE* ===

Describe the structure of nominal complex using the terms: sister, SPEC, head ... etc.

Consider   *a) uniqueness vs. recursive nature of the attributes*
                  b) word order
                  c) does (a) relate to (b)?

QP

Q⁰
all

DP

D⁰
those

NP

a field of recursive
N **pre-modifiers**

AP
very tall

NP

AP
snow white

NP

AP
strikingly beautiful

N⁰

N⁰
city

N⁰
towers

DP (Determined NP)

Det
My

NP

clause
 *which John
gave me*

NP

PP
in a green cover

NP

PP
with colored pictures

NP

N⁰
book

of-PP
of stories

**a field of recursive
post-modifiers**
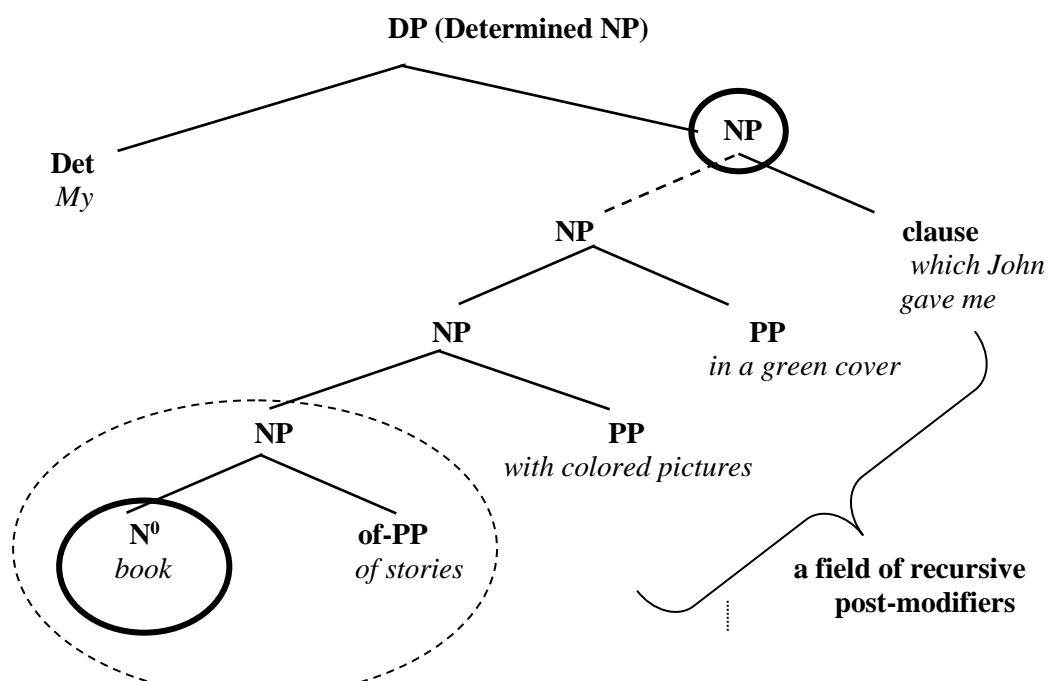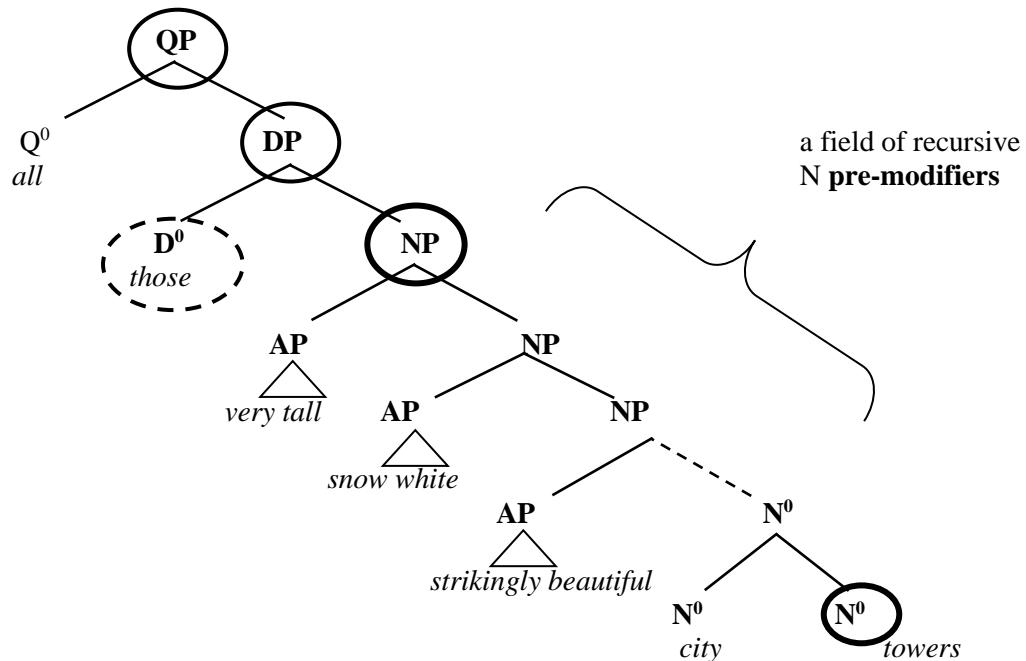
(25)   *EXERCISE*   ==

Complex compounds containing chains of N/A/Adv: Discuss the interpretations of various different **bracketings for the following**. *Make trees for them. Translate the examples into Czech.*

a.   *the Yorkshire wool industry wage dispute*   d.   *English history teacher*

b.   *a starving children relief fund*   e.   *an initial user friendly design*

c.   *an hour-long telephone call*   f.   *a nuclear energy specialist*

(26)   *EXERCISE*   ==

a) What is the position of **Determiner** *(field) in an English nominal projection? Which elements occur in the Determiner field? What are their characteristics?*

b) Demonstrate your claims with examples (to argue about word order you have to present a variety of examples, some of which may be ungrammatical).

(27)   *EXERCISE*   ==

a)   Speaking about Noun modification, what does the term **recursive** *mean?*

b)   Which **pre-modifiers** *and which* **post-modifiers** *of Noun are recursive and which are not recursive?*

c)   Does recursivness correlate with a fixed or free word order? How? Demonstrate it.

(28)   *EXERCISE*   ==

Give 2 examples of the English word order for an **NP** *with each head N pre-modified by two* <u>different</u> *functional categories and two simple Adjectives. Give a formula for the word order in front of the N. Is the order of constituents preceding the Noun obligatory? Illustrate your claim with contrasting examples of parallel ungrammatical NPs that use the same constituents but in different orders (all orders are to be preceding the N).*

(i) ....

(ii) ....

(29) *EXERCISE* ===

*(a) Name and structurally characterize at least 5 sentence **functions of NPs**, in terms of the other member of the paradigm (i.e. their superordinate sisters). Give an example of a paradigm with NP in each of the 5 functions.*
(b) State which of the functions is exclusively represented with an NP

(30) *EXERCISE* ===

*Commenting the following examples (and creating some relevant examples yourself, when needed), compare the English and Czech **counterparts** of **POSSESSIVES** with respect to their:*

    i. position (pre- or post-N)
    iii. Number & Animacy
    ii. complexity (N or NP or PP)
    iv. category (A or N/NP)

a.	** the Jim's book*	*a.'*	*ta Janova kniha*
b.	*a book of (our) Jim*	*b.'*	*?? kniha Jana /kniha vašeho Jana*
c.	*the table's leg/paint*	*c.'*	** stolova noha/barva*
d.	*a pupil's / the pupils' book*	*d.'*	*žákova /* žác? kniha*
e.	*your mother's / father's / child's room*	*e.'*	*(* tvo)j matčin/ otcův/ dítět? pokoj*

(31) *EXERCISE* ==

*Compare English **possessives** and **secondary adjectives** (both can be based on nouns).*

*(i)   (*a) **John's** favourite teacher,*
*(ii)   a favourite **English** teacher*

Compare the constituents with respect to their

*(a) **morphology,***

*(b) syntactic **complexity** and*

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*(c) **position** inside the DP.*

(32)   *EXERCISE*   ==

*Describe the structural **context for Case** in English - which categories are typical Case Assigners for Subjects, V/P-Objects, Attribute NPs?*
*Which **Semantic Roles** are most typically associated with those Cases (i.e. Subjects, Objects, Attributes)?*

(33)   *EXERCISE*   ==

*(a) Define and compare Abstract **Case** and Morphological Case. Which of these terms is accurate for the 7 Czech case?*

(b) Give Latin names of all 7 Czech morphological Cases, and the standard English names of all English morphological Cases. State (and demonstrate) which categories exhibit the Case in Czech and in English.

(2)   *EXERCISE* ==

*What is the **syntactic relation** (**function**) between the DPs <u>the picture</u> and the superordinated head in the following sentences? Don't forget to explicitly mention the other member of the syntagma!*

(i)   I am showing [_{DP} <u>the picture</u>].

(ii)   [_{DP} <u>the picture</u>] is going to hang on the wall.

(iii)   John is looking at [_{DP} <u>the picture</u>].

3   PRONOUNS

(34)   *EXERCISE*   ==

  *a) What is it **deixis**? Which categories (parts of speech) can be deictic - give examples of at least two distinct arts of speech..*

  b) Write out the deictic interpretations (=meaning) of the personal pronouns: I, you, he, we, and they.

(35)   *EXERCISE*   ==

*State (describe) and <u>demonstrate</u> at least 3 general and **formal** distinctions between the two main nominal parts of speech - pronouns and nouns. Compare the examples of a pronoun **he** and a noun **man**. Recall that although they both represent a DP – they may be distinct with respect to their*

*(a) **position** inside the DP and*

*(b) their internal **complexity.***

 NOTE: This is not a place to discuss a meaning.

(36)   *EXERCISE*   ==

*What is the position of the pronoun in the DP-NP structure, assuming there are two candidate heads. Is it D or N in the tree **Chyba! Nenalezen zdroj odkazů.** on page **Chyba! Záložka není definována.**? Give arguments!*

(37)   *EXERCISE*   ==

*Give a possible substitute of the word one in the following sentences and for each sentence write its categorial status (which part of speech is **<u>one</u>** in the 3 examples below? And how do we call it?)*

*(i)   **<u>One</u>** never knows!*
*(ii)   I will take the first **<u>one</u>**.*
*(iii) **<u>One</u>** of them will help you.*

Make sure you distinguish (i) from (ii) !

(38)   *EXERCISE*   ==

*a) Which kind of configuratinal features (inflection) can we find on **relative pronouns**? What is the source of those features? Give some illustrative example(s) and mark (in bold or underline) the relevant features and their sources.*

(b) Is it the same in Czech (your native language)? Demonstrate it.

(39)   *EXERCISE*   ===

*Which **Case** marked forms can we find in English with*
(i) personal and
(ii) Wh (interrogative/relative) pronouns?

*Give their forms and the **names** of these Case forms. Are all these Case forms obligatory in standard English or do some tend to disappear? Which ones and when?*

(40)   *EXERCISE*   ===

***The form of a Wh Pronouns**: Using linguistic terminology, explain the choice of features of the pronoun who(m) in the examples.*
Why is (i) distinct from (ii)?

(i)   This is the woman who/whom John introduced to Bill yesterday.
*(ii)   This is the woman who/*whom introduced John to Bill yesterday.*

(41)   *EXERCISE*   ===

*Which **relative pronouns** cannot be omitted in English relative clauses? State (list) the descriptive <u>generalization(s)</u> and give examples.*

(42)   *EXERCISE*   ===

*Which kind of constituent does the bold/underlined **Wh element** in the following sentences represent? Give an explicit answer for each of them referring to (a) part of speech (in detail), (b) phrasal <u>categorial label</u> (e.g. NP, PP, VP etc.) and (c) sentence <u>function</u> (give also the other memeber of the syntagma!)*

*(i)   **<u>Who/What</u>** do you like?*
*(ii)   **<u>When/Where</u>** does he arrive?*
*(iii)   This is the men, **<u>who</u>** arrived on Friday.*
*(iv)   I love the book, **<u>which</u>** you are talking about.*

(43)   *EXERCISE*   ===

Refering to the structure, explain the 'lack' of relevant Case in the examples below:

a.	*Who did it? - Me*	*b. .*	*I do not like him / *he.*
c.	*At whom/*who are you looking?*	*d.*	*Who / /% Whom do you like most.*
e.	*Who /*Whom did it? - Me!*	*f.*	*Him/*he I do not like.*

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g.   *Only me can help you.*   *h..*   *This is his/*he book.*

i.   *John and me arrived late.*   *j.*   *Who / %Whom are you looking at?*

(44)   *EXERCISE*   ==

Compare forms of WH-questions asking for an Object with those asking for a Subject. Consider
(a) the word order, (b) the form of the WH-pronoun

(i) a <u>direct</u> WH-question,   *--- Komu to Marie koupla?*   *-*   *Kdo to koupit Petrovi?*

(ii) an <u>indirect</u> WH-question, and   *--- Ptala se, komu.to Marie koupila . ..see above*

(iii) an <u>echo</u> WH-question.   *--- Tys to koupila komu?*   *-*   *Kdo že jí to kupil?*

    *asking about the **Object** (=Peter)*   *asking about the **Subject** (=Mary)*

(i) ....

(ii) ....

(iii) ....

3.1   Anaphors (Reflexives and Reciprocals)

The BINDING THEORY, from Chomsky (1981, chapter 3):

Principle A: **Syntactic anaphors (**reflexives/reciprocals) must be **<u>bound</u>** (have an
          hierarchically higher antecedent) <u>in the local domain (=the same clause)</u>, often in the
          position of Subject/Agent.

Principle B: **Pronominals** (pragmatic anaphors) must be **<u>free</u>** (have *no* antecedent) in the local
          domain (=the same clause).
                  NOTE: They still are *deictic*, i.e. they usually have an antecedent in a context
                  (linguistic or extra-linguistic) but *not* in the same clause.
Principle C: **R-expressions** have no formal/structural antecedent, they are <u>always free</u>.

(45)   *EXERCISE*   ==

Which BT Principle applies on the bold/underlined pronoun? Fill in indexes for the Pronoun, referring to
the relevant BT principle.

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a. *Tobias$_k$ saw **him** .*
b. *Martin$_M$ sent **his** picture / a picture of **himself** to Bill$_B$.*
c. *Monica$_M$ was speaking to Emily$_E$, while looking at **herself** in the mirror.*
e. *John$_i$ promised Peter$_k$ to shave **himself** .*
f. *John$_i$ made Peter$_k$ shave **himself** .*

(46) *EXERCISE* ==

Fill the indices. Translate into Czech (rephrase in English). Compare the meanings - using linguistic terminology (i.e. The Binding Theory terminology applicable on the bold/underlined pronoun).

a. **They** *killed **John**.* ....

b. **They** *killed **them**.* ....

c. *They killed **themselves**.* ....

d. *They killed **each other**.* ....

(47) *EXERCISE* ==

*Using linguistic terminology, explain the distinction between the Principles A and B commenting on the ungrammaticality of the following examples. Concentrate on the interpretation of the **index X.***

(a) * **She**$_X$ *has to shave **himself**$_X$.*

(b) * **He**$_X$ *has to shave **him**$_X$.*

(48) *EXERCISE* ==

*What are the distinctions between (i) the **repertories and (ii) morphological forms of syntactic anaphors** in English and Czech (or your native tongue)? Describe the distinctions and demonstrate them using relevant examples.*

(i) ....

(ii) ....

(49) *EXERCISE* ==

Explain (using linguistic terminology, i.e. referring to the Binding Theory Principles) and demonstrate (using contrasting examples, including some * examples) the distinction between **syntactic and pragmatic anaphors**.
Make sure the indices you use are correctly distinguishing possible co-reference from obligatory co-reference.

....

....

(50) *EXERCISE* ==

(a) What is the **domain of binding** *for the syntactic anaphors? Describe it, referring to the definition of Principle A – and demonstrate it using at least one relevant correct example and one relevant * example.*
(b) Referring to the previously mentioned Principle A, explain the ungramaticality / grammaticality of the following examples:

(i)   * Himself loves John very much.
(ii)   Himself John oves very much.
(iii)   Pictures of himself John loves very much.

(51) *EXERCISE* ==

What is the most likely antecedent of the syntactic **anaphor**? *Describe it, referring to the Principle A definition – and demonstrate it using at least one relevant * example.*
Provide equivalent examples in English and Czech (or your native language - the non-Czech example must be glossed)

(52) *EXERCISE* ==

Explain (using linguistic terminology*) and demonstrate (using contrasting examples, i.e. including * examples) the distinction between the* **pronouns** themselves *and* they/them.

(53) *EXERCISE* ==

What is the sentence function of the reflexive (is it Subject? Object? of the Verb?)

a. She described **_herself_** to John.

b. She spoke with Mary about **_herself._**

c. * She prides on her job.

d. * She prides Mary on her job.

e. She prides **_herself_** on her job.

f. The President **_himself_** apologized to us.

g. The President apologized to us **_himself_**.

h. **_Myself, I_** wouldn't take any notice.

(54) *EXERCISE* ===

*Why are the following sentences marked as ungrammatical? Explain the ungrammaticality referring to a relevant **Binding Theory Principle** and using appropriate linguistic terminology.*

a. John has to shave her/*herself.

b. * John with Mary like each other.

c. * John showed herself to Barbara.

d. * Martin_i admirers him_i so much!

e. * John looked to the mirror at herself.

f. * Himself cannot help him.

g. * Mary introduced himself to the guests

h. * Bill with John saw each other.

i. Don't praise yourself /*you too openly.

k. Watch *you / your child when she goes down the steps.

(55) *EXERCISE* ===

Consider how Principle A applies on semi-clausal structures (infinitives). What is the entecedent?

a. *Marie nutila Petra oholit **se**.*   *Marie nutila Petra // [AGENT] oholit **se**.*
b. *Marie slíbila Petrovi oholit **se**.*   *Marie slíbila Petrovi // [AGENT] oholit **se**.*

b. *Mary persuaded John* to cook for himself/ *him regularly.
c. *Mary persuaded John* to cook for her/ *herself regularly.
d. *Mary promised John* to cook for *himself/ him regularly.
e. *Mary promised John* to cook for *her/ herself regularly.

4   THE MODIFIER CATEGORIES A (ADJECTIVES) AND ADVERBS

Morphology and syntax of A

4.1   Morphology of the category A

(56) *EXERCISE* ==

(a) Describe and demonstrate the form and interpretation of the categorial morphology (i.e. <u>inflection</u>) of adjectives in English.

(b) Do adverbs have some similar morphological characteristics? Demonstrate it.

(c) Does it say something about the categorial nature of adjectives and adverbs in English (and in Czech)?

(57) *EXERCISE* ==

a) *Explain (and demonstrate) the importance of inflection for categorical classification.*

b) *Which morphological features (and which morphology) do Adjectives and Adverbs share? Discuss and illustrate with both derivation and inflection.*

c) *Recalling your answer on (a) - does the morphology of adjectives and adverbs you described in (b) say something about their categorial clasification?*

(58) *EXERCISE* ==

(a) Describe and demonstrate the form and interpretation of the categorial morphology (i.e. <u>inflection</u>) of adjectives in English.

(b) Do adverbs have some similar morphological characteristics? Demonstrate it.

(c) Does it say something about the categorial nature of adjectives and adverbs in English (and in Czech)?

(59) *EXERCISE* ==

a) *Why do linguists want to combine Adjectives and Adverbs within one larger category? Give at least 3 formal reasons – i.e. morphological and syntactic (co-occurrence and distribution). Explain the term "modifier".*

b) Why does the Czech tradition distinguish the two kinds of modifiers? Is this reasoning relevant for English?

(60) *EXERCISE* ==

Explain and demonstrate (i.e. give relevant examples) the following morphological rules applicable in English

(I)   Double Inflection Ban
(II) Morphological templeate of English word

(61) *EXERCISE* ==

Discuss the characteristics of the morpheme –ly in English. How did we learn about it?(Explain the relevance of the examples).

He wears a lovely T-shirt   -   She was singing lovely..

This is a really mad idea.   -   I love it madly.

(62) *EXERCISE* ==

*Referring to the classification of the morpheme -ly, (demonstrated in (iii) explain the (un)grammaticality of the following examples. Use linguistic terminology to **explain** what this paradigm indicates for the categorial nature of Adjectives and Adverbs.*

(i)   He was singing lovely / lovelier,
(ii)   He was shouting madly / *madlier

(b) What does this paradigm prove for the categorical nature of adjectives and adverbs?

(63) *EXERCISE* ==

(a) Referring to the classification of the morpheme -ly, explain why (ii) is wrong and (i) is OK.
NOTE: make sure you provide example which shows the nature of the –ly morpheme.

(i) friendly – friendliness
(ii) clearly - *clearliness

(b) What does this paradigm prove for the categorical nature of adjectives and adverbs?

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(64) *EXERCISE* ==

Give the category of the underlined elements. Discuss the distinction among a/ b/ c and among d/ e/ f. Find more Adjective/Adverbial couples with similar properties. Make a generalisation. Try to explain the relations referring to the blocking effect (this isn't easy!).

a.   *The child has a high temperature.*   d.   *Elisabeth likes hard work.*
b.   *Airplanes can fly really high/*highly.*   e.   *He likes to work hard/*hardly.*
c.   *Marcel is highly experienced.*   f.   *Mary hardly ever works hard.*

4.2   Syntax of A

---

(65) *EXERCISE* ==

Decribe the structure of XP using the terms: sister, SPEC, head … etc.
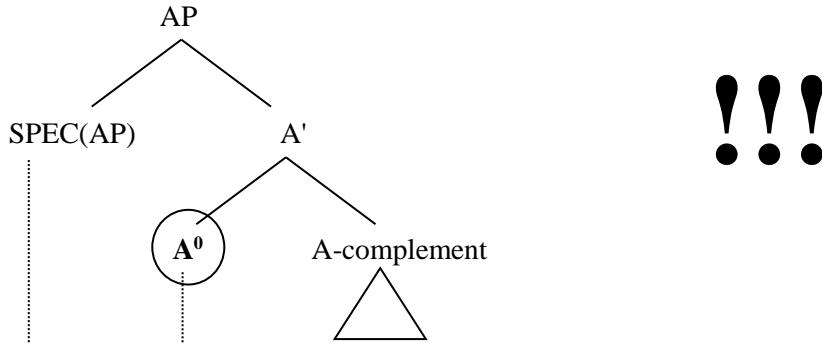
a.   *He is   extremely*   ***proud***   *[PP of their achievements]*
b.   *It is   much more*   ***interesting*** *[PP than anything else]*   AP: Adjective Phrase

c.   *to go   thirty-meters* ***further***   *[PP to the finish line]*
d.   *to work   much*   ***harder***   *[PP than anybody else]*   AP: Adverb Phrase

(66) *EXERCISE* ==

Make two Adverbial Adjective Phrases according to each description.

a.   *'bare AP' [AP A   ]*   ***briefly***.................. ***soon***................................

b.   *'AP with premodified A', [AP ___A]*   ....

c.   *'AP with postmodified A' [AP A __]*   ....

d.   *'AP with both pre- and post-modified A'*   ....

(67) *EXERCISE* ==

*Give examples of four categorically distinct **A complements** (i.e. of constituents which postmodify the category A).*
Use the four APs in four short sentences (in <u>predicative</u> function). In the sentences put the APs in <u>bold</u> and the A complement put in (broken) <u>brackets</u> with categorical label after the initial bracket in subscript (e.g. [_{DP} ...])

(i) ....

(ii) ....

(iii) ....

(iv) ....

(68) *EXERCISE* ==

*Make (or describe using structural terms like "sister of" or "SPEC of"... or use a bracketed formalism) simple syntactic trees for the APs headed by **intelligent** and **taller**. Make sure that you provide a categorial label for each and every constituent (node and branch)*

(i) much more intelligent   *(ii) taller than his father.*

4.3   DISTRIBUTION of Adjectival APs

The structure of pre-/post-nominal APs:
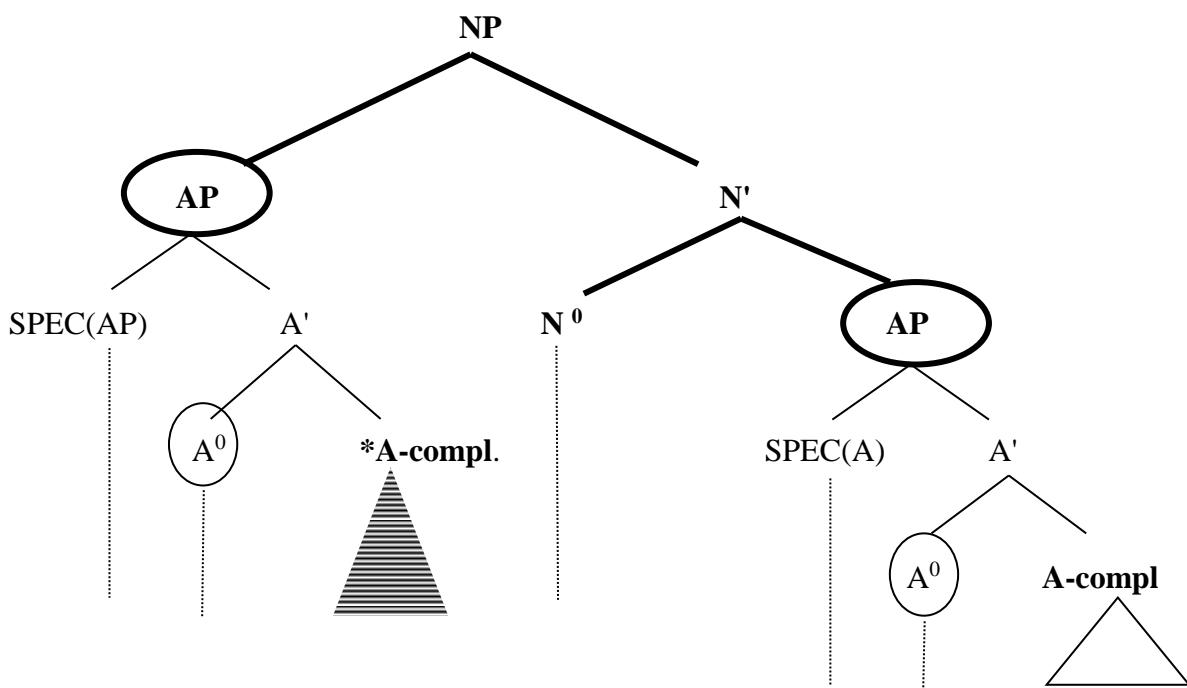
a.   *more **BEAUTIFUL** (<u>*than Mary</u>)   **GIRL***
b.   ***GIRL**   much more   **beautiful**   than Mary*

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(69)   *EXERCISE*   ==

Which kind of structure represents a prenominal adjectival AP? Are there some structural restrictions on their complexity? Describe and demonstrate at least three types in both English and your native language (non-Czech examples must be glossed).

(i) ....

(ii) ....

(iii) ....

(70)   *EXERCISE*   ==

*What is the **position of standard** (=not exceptional) **attributive APs**? Are they located in front of Nouns or after the N? Briefly describe the structures and demonstrate the phenomena using typical examples of APs containing the head A=*happy* or *good*. If the position is obligatory, make sure you also show contrasting examples with * !!!*

(i) ....

(ii) ....

(71)   *EXERCISE*   ==

*Describe the structures in which the adjectival attribute must appear **after** the head N in Czech (or your native language). Demonstrate using typical examples of APs containing the head A=*happy* or *good*. If the position is obligatory, make sure you also show contrasting examples with *! (Be careful with the format of non-English example!)*

(i) ....

(ii) ....

(72)   *EXERCISE*   ==

*(a) Providing standard **productive patterns** in English, demonstrate the position of (i) a bare adjectival AP, (ii) a premodified adjectival AP and (iii) a postmodified adjectival AP in the attribute function – i.e. inside a complex NP.*

(i) ....

(ii) ....

(iii) ....

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(b) Are the orders **obligatory or optional**? *Prove it providing some * examples.*

(i) ....

(ii) ....

(iii) ....

(73) *EXERCISE* ==

Translate the following example in English to Czech and discuss the position of adjectives in a Czech NP.
Give some more examples demonstrating your proposed generalization.
NOTE: Be sure you are not using a predicate structure!!!
Students are <u>*very proud*</u>.... etc. are not postnominal attributes !!!

a.   *I know*   [NP *several* [AP <u>*very proud*</u>] STUDENTS]]
b.   *I know*   [NP *several* STUDENTS [AP <u>*very proud*</u> [PP <u>*of their achievements*</u>]]]
c.   ** I know*   [NP *several* [AP <u>*very proud*</u> [PP <u>*of their achievements*</u>]] STUDENTS]

a.   ....

b.   ....

c.   ....

(74) *EXERCISE* ==

How can you explain the order of elements in the following Czech examples? What is characteristic for these APs which appear after the nouns even though they are "simple"?

a.   *tlustá kniha / ?? kniha tlustá*

b.   *skokan zelený, kysličník uhličitý*

(75) *EXERCISE* ==

State the three main syntactic **functions of adjectival AP.**
Describe the structures and give illustrative examples (in your examples <u>*underline*</u> *the AP)*

(i) ....

(ii) ....

(iii) ....

(76) *EXERCISE* ===

*(a) Which kind of structure represents **a predicate AP**? Describe and illustrate its phrasal nature with at least 3 examples using three distinct forms of the English (semi)Copula.*

(i) ....

(ii) ....

(iii) ....

*(b) Are there some structural restrictions on the **complexity** of the predicate AP similar to those which exist with respect to the prenominal modifiers? (In other words: can predicate AP have premodifiers and complements?) Demonstrate it. Ideally you refer back to your examples used for the (a) part of this question.*

(77) *EXERCISE* ===

*The following A-E are properties typical of Adjectives. In light of the data in (i-vi), as well as your own, fill in the table below with +/- and <u>discuss</u> the level of **proto-typicality** of these 'Adjectives.'*

A.   ADJECTIVE occurs after the linking Verbs /copulas '**<u>seem</u>**, **appear, feel, remain,** etc,

B.   ADJECTIVE occurs between an Article and the Noun (**Attribute**),

C.   ADJECTIVE can be (pre-)**modified** by 'very / so / too / rather / somewhat',…

D.   ADJECTIVE can be **graded** by –er/-est or more/ most, less/ least,

E.   ADJECTIVE can function as an **Adverbial** by use of –ly.

e.g.

i.	a.	A (very) <u>hungry</u> child...	ii.	a.	Such (*very) <u>infinite</u> patience
	b.	Children hungry deserve help.…		b.	* We can't expect patience infinite.
	c.	Adam seems (so) hungry.		c.	The teacher's patience seems (*so) infinite.
	d.	He is less hungry than me.		d.	*His patience is more infinite than yours.

etc.

	A	B	C	D	E	Category?
hungry						
infinite						
afraid						
utter						
asleep						
abroad						

(78) *EXERCISE* ==

a) *Describe and illustrate examples of **adverbial** APs in 3 distinct sentence **functions**.*
*(b) State the **scope** of each of the three AdvPs using **structural** terms.*

(i) ....

(ii) ....

(iii) ....

(79) *EXERCISE* ==

Explain and demonstrate the term !scope" when used with e.g. adverbs

(80) *EXERCISE* ==

*Discuss the **kind** and **function** of the underlined modifiers. Describe the **type** and **scope** of the underlined elements. These many variations are difficult, so think them through!*

a.	*Jitka <u>určitě</u> odpověděla.*	*b.*	*Jan odpověděl <u>určitě.</u>*
c.	*Jude will <u>always</u> help Mary.*	*d.*	*<u>Sure</u> he will do the job <u>well</u>.*
e.	*Emily grew <u>nicer</u> with age.*	*f.*	*<u>Well</u>, Emily is <u>simply</u> <u>too</u> <u>nice</u>.*
g.	*I do not like the <u>green</u> door.*	*h.*	*This door seems <u>really</u> <u>green</u>.*
i.	*Emily painted the door <u>green</u>*	*j.*	*Emily can run <u>most</u> <u>quickly</u>.*
k.	*Emily can <u>certainly</u> answer.*	*l.*	*Emily can <u>confidentialy</u> answer <u>rather</u> <u>well</u>.*

(81) *EXERCISE* ==

Which part of speech do the underline elements modify?

a.	*Emma speaks <u>well</u>/ <u>quickly</u>.*	*b.*	*Marion <u>already</u> sounds <u>very</u> lazy.*
c.	*George ran <u>right</u> up the hill.*	*d.*	*Velma can work <u>unbelievably</u> patiently.*
e.	*We saw <u>only</u>/ <u>even</u> your wife in the bar.*	*f.*	*Robert ran <u>down</u> into the cellar.*

(82) *EXERCISE* ===

(*a*) *Describe in detail (and demonstrate by relevant examples) the "**M position**" of English adverbs (recall that English has analytic predicates, therefore you have to include Auxs and Mods)*

(*b*) *Which kind of adverbs can be found in this position? Describe the meaning and dspecific form of those adverbs and give some examples.*

(83) *EXERCISE* ===

Replace each of the Adverbials by more complex constituents. Which kinds of phrases should they be? Which semantic concepts does each one express?

a.   *He runs **quickly**.*

b.   *He goes **away/ there** on Sundays.*

c.   *He runs **daily/ now**.*

d.   *He goes home **very/ the most** often.*

e.   *She **already/ still** went home.*

f.   *She **only/ even** goes out on Monday.*

(84) *EXERCISE* ===

State and justify the categories of the underlined elements. Try to give as many as possible
i.   *semantic/ notional criteria,*
ii.   *morphological criteria (derivational **and** inflectional morphemes either present or possible),*
iii.   *syntactic criteria (for every AP discuss its grammatical function).*

a.   *I have a as <u>big</u> a dog as you.*

b.   *She is the least <u>pretty</u> child I know.*

c.   *She made his daughter <u>prettier</u>.*

d.   *He looks <u>pretty</u> silly.*

e.   *Susan <u>seldom</u> works <u>hard</u>.*

f.   *She <u>never</u> works <u>as</u> long as I do.*

g.   *They do know where to take <u>off</u>.*

h.   *Mary put it <u>up</u> and behind the box.*

5   *VERBS*

Semantics (thematic frame), morphology (features) and syntactic classification (analytic predicate and subcategorization.

5.1   **Semantics and Morphology of VERBS**

(85)   *EXERCISE*   ===

Explain the role of the following model – what does it describe?

Modal	ASPECT [± PERF]	ASPECT [± PROG]	VOICE [± PASS]	Lexical

(86)   *EXERCISE*   ===

Give the feature characteristics with respect to [Tense, Aspect etc.] of the underlined verbal forms.

a.	*Samuel <u>looks</u> at Jane often.*	*[+PRES]*
b.	*Samuel <u>is looking</u> at Jane.*	*[+PRES][+PROG]*
c.	*Samuel <u>was being looked</u> for by Jane.*	*[+PAST][+PROG][+PASS]*
d.	*Samuel <u>will look</u> for Jane.*	*...*
k.	*Samuel should have been taken there.*	*...*
l.	*Samuel will have been being introduced..*	*...*

(87)   *EXERCISE*   ===

Fill in all finite verbal forms of the English Verb <u>write</u> , usinbg the sentence:
*Mary - **wrote** - a book.:*

	PAST Tense	*PRESENT Tense*	*FUTURE Tense*
'simple' = no ASPECT	1. ... *was written* ...	2.	3.
+ PROG Aspect	4.	5.	6.
+ PERF Aspect	7.	8.	9.
+ PROG Aspect + PERF Aspect	10.	11.	12.

(88) *EXERCISE* ===

Fill in all finite verbal forms of the English Verb <u>write</u> *in passive, usinbg the sentence:*
<u>The book</u> - **is written** - *by a woman.*:

	+*PASSIVE*		
	PAST Tense	*PRESENT Tense*	*FUTURE Tense*
'simple' = *no ASPECT*	1. ... *was written* ...	2.	3.
+ *PROG Aspect*	4.	5.	6.
+ *PERF Aspect*	7.	8.	9.
+ *PROG Aspect* + *PERF Aspect*	10.	11.	12.

(89) *EXERCISE* ===

Is a semantically based division of **lexical (content) Verbs** *(Movement, Perception, Causative, etc.) relevant for their form (morphology and/or syntax)?*

a. *Verbs of movement (e.g.* <u>move</u>, <u>go</u>, <u>travel</u>*) …………………………………….....…....……*
b. *Verbs of perception (e.g.* <u>see</u>, <u>feel</u>, <u>watch</u>*) ………………………………...……….…….…*
c. *Causative Verbs (e.g.* <u>make, force</u>, <u>persuade</u>*) ……………………………….......….…….*

(90) *EXERCISE* ===

Divide into morphemes and state which feature do the morphemes represent:

(i) he was reading   *(ii) it has been raining*

(iii) the book was being written   *(iv) the boy will have been being waiting . ..*

(91) *EXERCISE* ===

Give the feature range and existing inflectional morphemes of present-day English.

a) Tense   ....

b) Aspect ....

c) Voice ....

d) Mood ....

(92) *EXERCISE* ==

*How many **Tenses** does the English Verb have? Give their*

(a) general <u>interpretation</u> and
(b) complete <u>morphology</u> – including the allomorphs
(c) give a (=one!) general rule concerning the regular pronunciation of English bound inflection

(i) ....

(ii) ....

(iii) ....

(93) *EXERCISE* ==

*(a) What is the <u>morphology</u> and <u>general</u> **interpretation** of English (i) perfect, (ii) progressive **Aspect?***

(i) ....

(ii) ....

(94) *EXERCISE* ==

*In the following table fill in the Czech **1st person** sg of '<u>**stavět**</u>' (stavět dům) / '<u>**zastavit**</u>' (zastavit auto - NOT zasta<u>vovat</u>!). Find morphemes of Tense - make sure you can distinguish morphology of Tense from Agreement and morphologz from interpretation.*

	PAST Tense	PRESENT Tense	FUTURE Tense
no ASPECT (nedokonavé)	1.	2.	3.
+ PERF Aspect (dokonavé)	4.	5.	6.

(a) How many Tenses does Czech have? How many Aspects does Czech have?

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(95)   *EXERCISE*   ==

Compare and explain the Tenses in the examples below. List the elements in the main clause which influence the Tense in the subordinate clause. Define exactly the conditions under which Tense Shift applies in English. Give examples, and mention exceptions.

a.   *Marie bude pracovat, hned jak <u>budeš doma</u>.*
b.   *Hillary will start work as soon as <u>you are </u>at home.*

c.   *Jana   <u>myslela</u>, že tam <u>nejsi.</u>*
d.   *Jane <u>thought</u> that you <u>were</u> not there.*

e.   *Jan   <u>řekl</u>,   že   to <u>udělá</u>,   když mu <u>budeš pomáhat</u>.*
f.   *George <u>said</u>   that   he <u>would do</u> it if   you   <u>helped</u> him.*

(96)   *EXERCISE*   ===

Give simple/ practical/ precise/ working rules for the usage of simple past vs. present perfect in English (mention co-occurrence with various Adverbials of time).

a.   **Caroline wrote a letter by now.*   b.   *Caroline has written a letter by now.*
c.   *Peter was born in 1985.*   d.   **Peter has been born in 1985.*
e.   *Mary never saw such a book.*   f.   *Mary has never seen such a book.*

g.   ** My tooth has been bothering me before my visit to the dentist this morning.*
h.   *Berlin has been visited by John Kennedy and Roman Jakobson.*
i.   ** John Kennedy and Roman Jakobson have visited Berlin.*

(97) *EXERCISE*   ==

*Specify two <u>**formal** contexts</u> (i.e. NOT in terms of interpretation) in which English Verbs <u>must</u> take perfect Aspect.*

(i)   ....
(ii) ....

(98) *EXERCISE*   ==

a.   *Say briefly what the most common/general interpretation of the feature [+PERF] in English is. (What meaning do all perfect Tenses have in common?)*

b.   *Say briefly what the most common/general interpretation of the feature [+PROG] in English is. (What meaning do all progressive Tenses have in common?)*

(99) *EXERCISE* ==

*Compare the **event structure** of the English Verb <u>like</u> and the Czech Verb <u>líbit se.</u> In your comparison concentrate on the interpretation of the semantic roles and their order - which results in their syntactic distribution.*

(i) ....

(ii) ....

(100) *EXERCISE* ==

*Explain (in linguistic terms) the concept of **verbal event structure**. (semantic/thematic frame). Give examples of standard participants (semantic roles) and/ or their standard positional / functional realizations (distribution) with some (a) **active**, (b) **passive** variety of <u>two</u> distinct predicate Verbs.*

(i) active ....

(ii) passive ....

(101) *EXERCISE* ==

*State explicitely how the verbal Voice makes a difference as for the **formal <u>realization</u>** (i.e. function) of the **semantic roles** of the Verb? Use the above examples.*

(102) *EXERCISE* ==

*What are the **four basic communicative functions of English clauses,** and what are their standard **formal realizations**? Provide the appropriate terminology, description and examples of each.*

(i) ....

(ii) ....

(iii) ....

(iv) ....

(103) *EXERCISE* ==

*What is the **morphological template** of English finite Verb? Describe its parts and give examples of elements which are located in separate slots.*

(104) *EXERCISE* ==

Assuming, that the lexical entry let in English can represent two distinct entities, can you
(a) describe the distinction, using examples like those below? (Translate to Czech)

(i)   *Let us go, shall we?*   ....
(ii)   *Let us go, will you?*   ....

(b) explain the ungrammaticality of the (iv) example - refer to the function of the <u>let</u> and pronoun <u>us</u>.

(iii)   *Let's go, shall we?*   *(iv)*   **Let's go, will you?*

5.2	**Syntax of Verbs : verbal phrase**

(105) *EXERCISE* ==

Describe the structure of VP usinfg the terms: head, complement, adjunct, SPEC...
(notice that VP does not contain a clausal Subject: the "external" argument)

```
                              VP
                  _____/_____
                 /                                  \
          SPEC(V)                                     VP
            AP                            _____/_____
          often                         /                        \
                                       VP                       clause
                             _____/_____            after he arrived
                            /                  \
                           VP                   PP
                   _____/_____         in the shower
                  /              \
                 VP               AP
          _____/\_____         very loud
         /            \
      ( V⁰ )           DP
       sing      songs by Johnny Cash
```
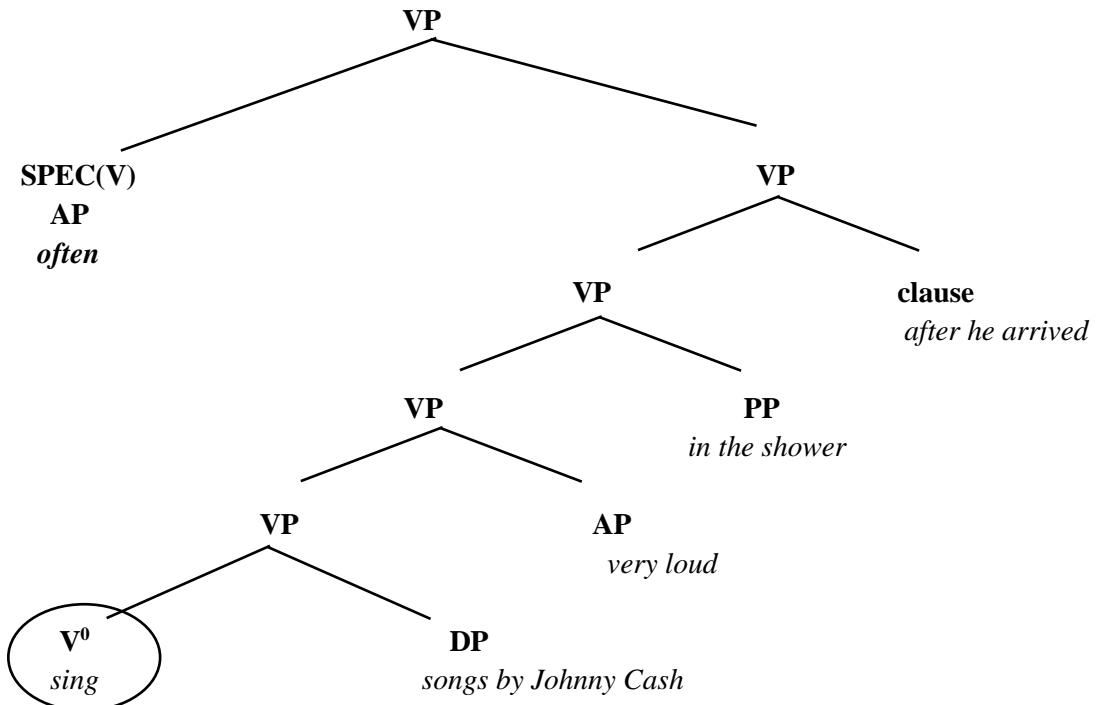
(106) *EXERCISE* ==

Write down examples of complex VPs containing both premodification and postmodification. Make the
verbal heads both i. finite and ii. infinitival with <u>to</u>.

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a.   *VP = Adv+V+ OBJECT(S)*   *i.* ....

ii. ....

b.   *= Adv+V+ADVERBIAL*   *i.* ………...

ii. ………...

c.   *= V+NP+COMPLEMENT*   *i.* ....

ii. ………...

(107) *EXERCISE* ==

Underline the phrase headed by the bold verbal forms and say which sentence members they are.

a.   *I want to start to **write** my homework as soon as possible.*

b.   *Miriam ordered her children to **wash** themselves before she **arrived** home.*

c.   *John appears to **know** already all the stuff we were asked to **read** by next Monday.*

d.   *For me to **introduce** Jonathan to Barbara is rather difficult.*

e.   *It is high time for us to **start** to **prepare** our luggage.*

f.   *Who asked you to **present** the data collected by John?*

g.   *Little Barbara is so easy to **please** – anything makes her **laugh**.*

h.   *The parcel was given to Mary who promised to **deliver** it to John soon.*

i.   *I´d rather go help my mother to **cook** the dinner and you´d better **help** us, too.*

j.   ***To be or not to be** is an eternal question.*

(108) *EXERCISE* ==

Write down example sentences with complex VPs, e.g. transitive Vs in the form of gerunds (the -<u>ing</u> forms) or bare infinitives in the functions of:

a.   *Subject*   ....

b.   *Attribute*   ....

c.   *Object*   ....

(109) .*EXERCISE* ==

(a) What is the standard premodifier of English Verb? – Give examples.
(b) What is the most standard complement of English Verb? – Give examples.
(c) Make (describe using structural terms) a tree of a VP containing both a specifier and one complement. Recall that English is a head-initial language.

a. ....

b. ....

c. ....

(110) *EXERCISE* ==

Explain the terms s-selection and c-selection. To illustrate the subcategorization phenomena use examples of the Verbs hit, sleep, and rain. Use the correct formalisation (in the right kind of brackets), i.e. [ ] and <>

a. *hit* ....

b. *sleep* ....

c. *run* ....

(111) *EXERCISE* ==

a) Which two English verbal inflectional features are morphologically realized with the use of the auxiliary be (+ lexical V)? Name and describe the verbal forms, and illustrate their use in a simple clause.

Aux be ....

b) What is the c-selection distinction between an English Auxiliary be and a Copula be? Provide a schematic formula for both and demonstrate them with examples.

a. *Aux be* ....

b. *Cop be* ....

(112) *EXERCISE* ==

Discuss the distinction between the subcategorization of the Verbs give and put.
(a) First give examples of some simple clauses containg those verbs
(b) give the subcategorization formulas in the [ ] and <> brackets for both verbs

(c) Then state explicitly at least <u>one</u> distinction concerning their s-selection and <u>two</u> distinctions concerning their c-selection.

a.　　give　.. ....

b.　　put　.. ....

(113) *EXERCISE* ===

Give examples of at least three English <u>lexical</u> Verbs (i.e. no Modal or Auxiliary) which select (subcategorize for) a variety of VPs. Illustrate the variety with examples of combinations.

a.　　.. ....

b.　　.. ....

c.　　... ....

(114) *EXERCISE* ===

*Discuss the distinction between the **subcategorization** of the Verbs <u>tell/say</u> and <u>lend/borrow</u>. Show the distinctions in short examples and comment on them referring to both their **s-selection** (the order and interpretations of semantic roles) and **c-selection** (the form of V-complements).*

a.　　say ....

b.　　tell ....

a.　　land ....

b.　　borrow ....

(115) *EXERCISE* ===

(a) Which functional (non-lexical) category (projection) co-occurs with the category of Verb and what is its equivalent in the structure above the category N.

(b) Which characteristics are typical for the non-lexical categories (functional) categories when compared with the lexical heads?

6 TAXONOMY BASED ON POSITION : VERBS, AUXILIARIES AND MODALS

Taxonomy of 'verbs' (verbal elements).

morphosyntactic classification			*Huddleston & Pullum (2002, 74)*		*Quirk et al. (1985, 136)*
lexical	**VERB**	*eat, like, take...*	Lexical	*lexical*	*full*
grammatical	**(i) AUXILIARY**	*do, be, have*	Auxiliary	*non-modal*	*primary*
	(ii) MODAL	*must, can/could, will/would, may/might,shall/should*		*modal,*	*modal auxiliary*

(116) *EXERCISE* ===

Underline the words in the Predicates which express the main 'meaning' of the verbal complex.

a. *Mathew is looking at/ for Jane.*
b *Mathew has got a book with him.*
c. *Mathew has had to go home.*

d. *Mathew will make trouble, I am sure.*
e. *Mathew has been reading a new book.*
f. *Mathew is having a shower now.*

(117) *EXERCISE* ===

*Check which classes of items in the Table **Chyba! Nenalezen zdroj odkazů.**on page **Chyba! Záložka není definována.***
*i) have _morphology_ typical for Modals, i.e. which of them lack _-s_, _-ed_, _-ing_*
ii) are followed by bare _infinitives_ and which are followed by a _to_-infinitive? If an item allows both, what else correlates with the choice?

(118) *EXERCISE* ===

*Consider the **thematic/semantic roles** of the Predicates. Does the number and characteristics of the participants related to the Verb change with the presence of an Auxiliary or Modal? How?*

a. *Hilary thanked all the guests. Hilary is thanking all the guests.*
b. *Finally Hillary's mother said yes and Hillary could to go to the cinema.*
c. *On any weekend, Hillary may go to the cinema.*
d. *Hillary was able to climb the mountain.*

e.   *Hillary must sing a song. Hillary has to sing a song. Hillary must have sung a song.*

(119) *EXERCISE*   ==

Translate the sentence 'Musí sedět ve třídě.' with (a) deontic and (b) epistemic meanings. Then put both sentences into the past.

a.   .... → *[+PAST]*...

b.   .... → *[+PAST]*...

(120) *EXERCISE*   ==

Paraphrase to express the meaning of the modal(-like) element. Translate into Czech.

a.   *We were able to finish before noon. We could have finished before noon.*

b.   *He had to help her with her work. He must have helped her work.*

c.   *You should have told me that yesterday. I then need not have worried.*

d.   *For all we ought to have thought but have not thought, for all we ought to have said but have   not said, for all we ought to have done but have not done I pray thy God for forgiveness.*
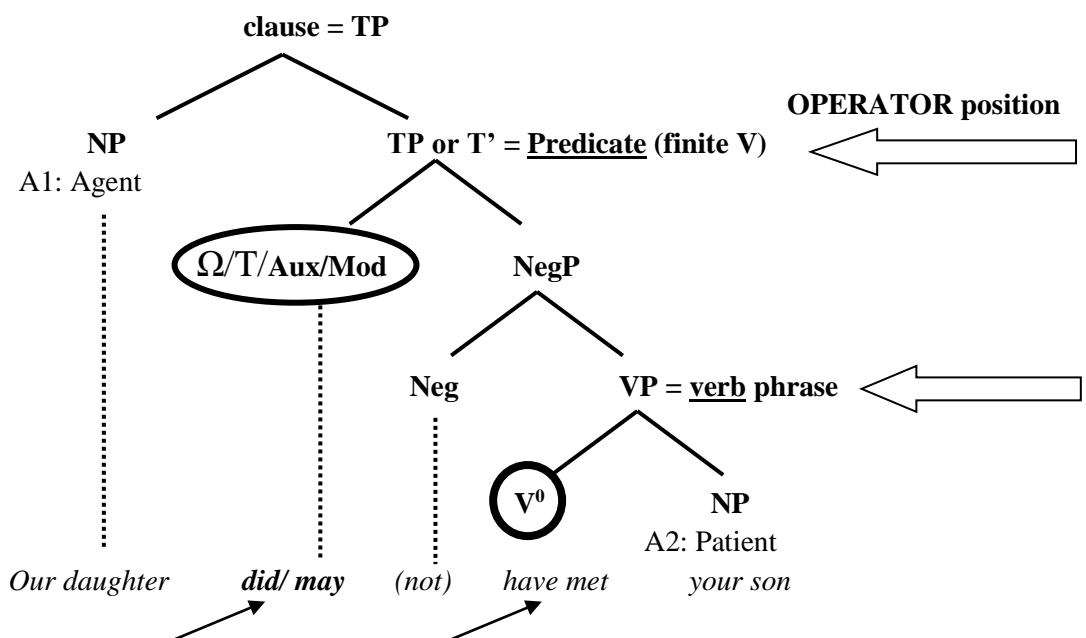
unique position	can comprise also
only one word	the non-initial Auxs and V

(121) *EXERCISE* ===

Explain the role of the preceding tree - what does it describe? Compare with the 5-slot-model!

(122) *EXERCISE* ===

Compare the subcategorization of Aux and Mod and Verbs:

*(a) the **s-selection***   *(i) he **is** reading books*   - *be* ....

                 *(ii) he **must** read books*   - *must* ....

                 *(iii) to **read** books*   - *read* ....

*(b) the **c-selection***   *(i) he **is** reading books*   - *be* ....

                 *(ii) he **must** read books*   - *must* ....

                 *(iii) to **read** books*   - *read* ....

(123) *EXERCISE* ===

To describe the English word order, the simple model $S - V - O$ is often used, which employs a single symbol $\boxed{V}$ for the whole Predicate. In this section we have been using a 5 slot and 2-slot models. What is the distinction between the two models?
Compare their use. How would you define (= describe) the element labelled Ω in the 5-slot model?

(124)   *EXERCISE* ===

*(a) Give an example of a classification of (English) LEXICAL Verbs based exclusively on their **meaning.** Describe the principles of such taxonomy and demonstrate it with English examples.*
- Is similar classification useful also for the taxonomy LEXICAL versus GRAMMATICAL verbal elements? Say why.

*(b) Give example of the classification of (English) LEXICAL Verbs based exclusively of their **morphology.** Describe the principles of such taxonomy and demonstrate it with English examples.*
- Is similar classification useful also for the taxonomy LEXICAL versus GRAMMATICAL verbal elements? Say why.

(125) *EXERCISE* ==

Fill the positions in the tree below

.

a. John has written a book	f. You have got to get sensible.
b. Susan won't help water the garden	g. John had been called yet..
c. Some must have read nothing at all.	h. My friends will be arriving soo
d. John is writing a book.	i. Nobody's asked for my help.
e. You may be introduced by me.	
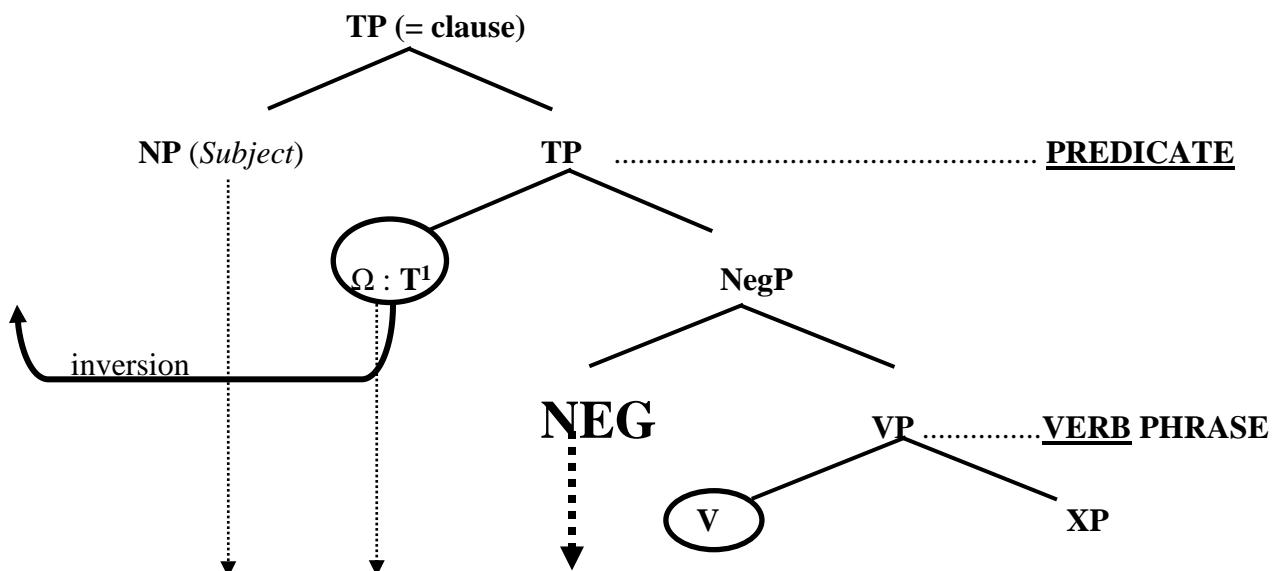
Subject	Ω / T	(Neg)	(Aux-s) lex V e r b	V-complementation
a.				
b.				
c.		*n't*		
d.				
e.				

---

[1] Many labels are used: Ω, T (Tense), INFL (inflection), I, operator, Mod ...etc.

f.				
g.			42	
h.				
i.				

(126)   *EXERCISE* ===

Which (a) semantic and which (b) formal criteria distinguish transitive Verbs from intransitive Verbs?
Describe the taxonomy (referring to their subcategorization) and illustrate it with English examples.
For subcategorization use the propper format of bracketing : < > and [ ] .

a.   ....

b.   ....

(127)   *EXERCISE* ===

Describe and illustrate with examples the distinction between lexical and non-lexical verbs referring to
*their   (a) **phonetics** (=ability to contract) and (b) their **morphology**.*

(128) *EXERCISE* ===

*a) What do the so called **N.I.C.E. criteria** show? Explain and demonstrate with relevant data.*
b) Do all the N.I.C.E. characteristics appear together? Are there some verbs in English which shows only
some of them but not all of them?

(129)   *EXERCISE* ===

*What is the distinction between Auxiliary and Modal with respect to their **position** in English clausal*
structure? Demonstrate the relevance of the position referring to the N.I.C.E. Show examples containing
(i) either Mod or Aux and (ii) both Mod and Aux.

i.   ....
ii.   ....

(130)   *EXERCISE* ===

(a) What is the position of the (parts of) a predicate with respect to the negative bound morpheme -n't and the adverb never? Consider all the parts of the morphological template of English finite Verbs and use it to illustrate your answer. (b) give at least two other distinctions (than the position) between n't and never.

a.   ....
b.   ....
c.   ....

6.1   VERBs do, be , have and dare/ need

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(131) *EXERCISE* ===

Assuming the 2-slot predicate model consider   *(a) the classification of BE*
                                                     (b) the position of BE : Ω or V

a.   *Julie is not at home.*   b.   *Emma cannot be a techer.*

c.   *Jane will be reading*   d.   *Are you at school?*

e.   *I am to go home.*   f.   *Don't be late again!*

g.   *Please do be ready to go at five!*   h.   *Aren't they ready yet?*

i   *She is very intelligent.*   j.   *Are you to help me at last?*

k.   *Jane will be reading*   l.   *To be or not to be, that is the question.*

m.   *Is there anybody here?*   n.   *This book could have been written already.*

(132) *EXERCISE* ===

Consider the examples of the <u>*be of Obligation*</u> *below which test: the form of its negation and question formation,the ability to appear in every Tense/Aspect,the ability to appear as infinitive.*

a.   *I am (not) to leave before six o'clock.*   a.' *Is he (not) to leave before six o'clock?*

b.   *I was (n't/not) to leave before six.*   b.' *Were they (n't/not) to leave before six?*

c.   *To be to leave before six a.m. is irritating.*

d.   **He will be to leave before six o'clock.*   d.' **They had been to leave before six o'clock.*

Modal (obligation) *be*, occurs **only** in simple present/past and always in the **Ω** position:

e.   *We may be to read that article next week.*

f.   *I wouldn't want to be to report to the office.*

(133) *EXERCISE* ==

*Recall that not every **Aux** must be in the Ω position - Aux can be in the V position, wjhen preceded by some other Aux or Mod. To classify Aux one must test the structure.*

a.   *He will **be** reading, won't he.*
b.   *He must have **been** introduced, mustn't he.*
c.   *He could have been being introduced to the Queen but she left too soon, therefore he hadn't been.*

(134)   *EXERCISE* ==

(a) Assuming that both Modals and Auxiliaries behave identically with respect to the N.I.C.E. properties, how can we distinguish the two using a visible formal test? Apply the test to are/be, can, will.
*(b) Is there a distinction between the English **will** and Czech **bude** below? Show it!*

*(i)   Petr **bude** doma.*
*(ii)   Peter **will** be at home.*

(135) *EXERCISE* ==

Give examples of at least 4 distinct kinds of the English Verb **be** – two which seem lexical (regarding their interpretation, not their form,!) and two clear auxiliaries - Provide their names and explain the distinctions referring to their interpretation... Give the **formal c-selection** (in the broken brackets) for each of them.

(136) *EXERCISE* ==

*(a) What are the specifics of the English **verb be** compared with other lexical Verbs and Auxiliaries? Be sure you mention their (a) phonetics, (b) morphology and (c) syntax (N.I.C.E.).*
(b) give the names of minimally four kinds of be in English and provide their categorial c-selection - in the form of: be, X, [_ Z].

(137) *EXERCISE* ===

*What are the specifics of the English **verbal form be** in the taxonomy of lexical Verbs and Auxiliaries? Concentrate on the position of the be element in the structure of the clausal predicate - describe it and* <u>demonstrate</u>. *Recall that to prove the obligatory position, you may have to use some * examples.*

(138) *EXERCISE* ===

*Describe the formal / structural distinction between the lexical and Auxiliary - do - in English providing schematic formal subcategorization patterns (**both s- and c-selection** in the right bracketing). Demonstrate the distinction with examples.*

(139) *EXERCISE* ===

English Modals (e.g. must) show specific properties with respect to the so called N.I.C.E. characteristics. What is special about the so called "semi-modals" (e.g. need or dare)? Which kind of characteristics they have with respect to N.I.C.E.? Are they like Modals or are they distinct?
Illustrate with examples.

(140) *EXERCISE* ===

Referring to the structure of an English predicate, and to the specific characteristics of the verb <u>dare/ have/ need</u>, *explain the ungrammaticality of the following examples.*

(i)   * Sam dares go home, daren't he?
(ii) * Sam dare go home, dare he not?
(iii) * Sam doesn't dare to help you, dare he?
(iv) * Sam dare not to help you, dare he?

(i)   * Joan had the courage to answer, hadn't she?
(ii) * Joan has written an answer, doesn't she?
(iii) * Joan has to help you, hasn't she?
(iv) * Joan has got to help you, doesn't she?

(i)   * John needs go home, needn't he?
(ii) * John need go home, needn't he?
(iii) * John doesn't need to help you, needs he?
*(iv) * John need not help you, does he?*

(141) *EXERCISE* ===

*Give **three** reasons (empirical arguments) to show that it is <u>false</u> to claim that the distinction between lexical and non-lexical verbs is based on their <u>meaning</u>. Demonstrate your reasoning by examples (don't forget that you need also * examples to be able to prove something!).*

(142) *EXERCISE* ==

<u>**Add a question tag**</u> *and then write down the constituents to **the table following the scheme**. Notice: (i) the same meaning can have a distinct structure, and (ii) morphology can help to disambiguate the structure.*

		tag question	classification
a.	John has a book	doesn't he?	V, [+NP]
b.	John has got a book	hasn't he?	Aux, [+V$_{en}$] or Aux, [+got, NP]
c.	John must leave immediately		
d.	John had to leave immediately		
e.	John has got to leave immediately		
f.	John dared to leave immediately		
g.	John dare not leave immediately		
h.	John needs to leave immediately		
i.	John need not leave immediately		
j.	John had a lot of fun with his dog		
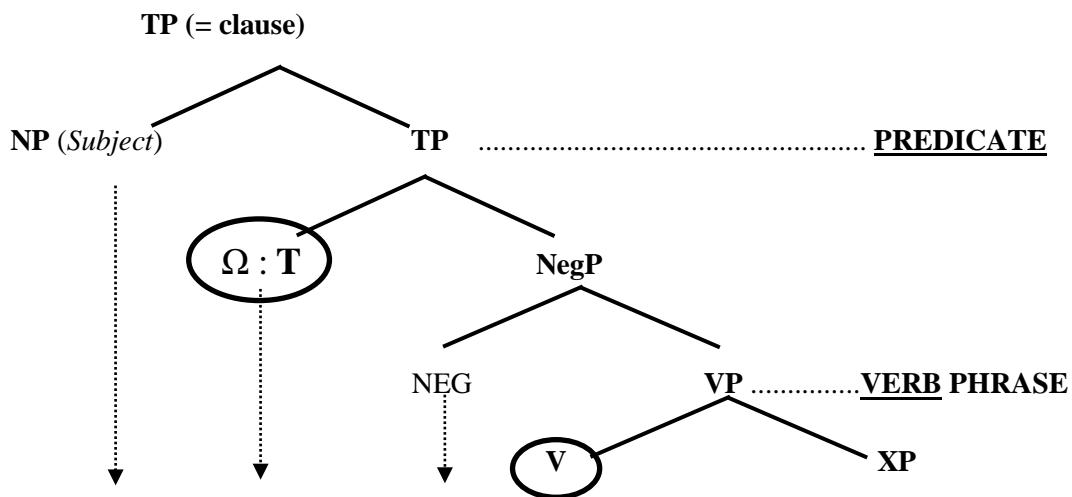
Subject	Ω / T	(Neg)	Verb	V-complementation
a. *John*	(do)	(not)	has	a book
b. *John*	has	(not)	got	a book
c. *John*				

d. *John*				
e. *John*			47	
f. *John*				
g. *John*				
h. *John*				
i. *John*				
j. *John*				

SNT1

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7   CLAUSES, CONSTITUENTS AND FUNCTIONS

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(1)   *EXERCISE*   ==

Compare the following terms: a.   **Categorial constituent -** Phrase - Parts of Speech –
                              b.   **Syntactic Functions** - Sentence members/couples = SYNTAGMA
                              c.   **Semantic roles** – defined w.r.t. the predicate

Which (i) kind of categorial constituent and (ii) sentence function and (iii) semantic role do the underlined constituents take. Recall that (ii-iii) are underlined functions (i.e. you must provide the other member of the relation !

a.   **Your sister *loves* (little) John.**   //   **The elderly ones *likes* the big one.**

i. ……………………………   ……………………………   ……………………………   ……………………………
ii. ……………………………   ……………………………   ……………………………   ……………………………
iii. ……………………………   ……………………………   ……………………………   ……………………………

b.   **She *is looking* at the picture.**   //   **We *are looking* at the picture**

i. ……………………………   ……………………………   ……………………………   ……………………………
ii. ……………………………   ……………………………   ……………………………   ……………………………
iii. ……………………………   ……………………………   ……………………………   ……………………………

c.   **My father *was talking* about vaccations.**   //   **John's father *was talking* about vaccations.**

i.   ……………………………   ……………………………   ……………………………   ……………………………
ii.   ……………………………   ……………………………   ……………………………   ……………………………
iii. ……………………………   …………………………….   ……………………………   ……………………………

d.   **His brother's book *is* overthere.**   //   **My book *is* on the table.**

i. ……………………………   ……………………………   ……………………………   ……………………………
ii. ……………………………   ……………………………   ……………………………   ……………………………
iii. ……………………………   ……………………………   ……………………………   ……………………………

e.   **Phoebe *was given* many presents by her parents.**

i. ……………………………………   ……………………………………   …………………………………
ii. ……………………………………   ……………………………………   …………………………………
iii. ……………………………………   ……………………………………   …………………………………

f.   <u>Her parents</u> *seem to be giving her* <u>*a lot of presents*</u>*.*

i. ………………………………………   ……………………………………   ………………………………………
ii. ………………………………………   ……………………………………   ………………………………………
iii. ………………………………………   ……………………………………   ………………………………………

g.   *People say that* <u>Paul</u> *introduced* <u>our Bill</u> *to* <u>his sister Mary</u>*.*

i. ………………………………………   ……………………………………   ………………………………………
ii. ………………………………………   ……………………………………   ………………………………………
iii. ………………………………………   ……………………………………   ………………………………………

h.   <u>Paul</u> *is said to introduce* <u>our Bill</u> *to* <u>Mary</u>*.*

i. ………………………………………   ……………………………………   ………………………………………
ii. ………………………………………   ……………………………………   ………………………………………
iii. ………………………………………   ……………………………………   ………………………………………

i.   <u>Our Bill</u> *is said to have been introduced to Mary by* <u>Paul</u>*.*

i. ………………………………………   ……………………………………   ………………………………………
ii. ………………………………………   ……………………………………   ………………………………………
iii. ………………………………………   ……………………………………   ………………………………………

(2)   *EXERCISE* ==

Explain what it means that syntagmas (sentence functions/memebers) are labels used for binary relational terms. Is there any exceptions from the binary characteristics?

(3)   *EXERCISE* ==

Give two <u>distinct</u> examples of structural relations which can be signaled by English overt agreement (configurational morphology). Name explicitely both memebers of the syntagma.

(4)   *EXERCISE* ==

*(a) Give a very brief description of at least 4 kind of sentence functions (**grammatical relations**). Give examples of each. Be maximally brief about interpretation and concentrate on structural description (<u>mutual positions</u> in the structure) of the two memebers of the syntagma. Be sure you state explicitely which category is the other memeber of the function.*

i. ....

ii. ....

iii. ....

iv. ....

(b) can any of the grammatical relations be analysed as potentially trenary? Which one? Show it.

(5)   *EXERCISE* ==

*Describe in structural terms (e.g. you have to use terms like "**sister of** N/NP", "**merges with the head**," etc...) two distinct trees / structures, which explain the two available interpretations for the following ambiguous phrase. (Providing only their interpretations is not an answer.)*

(i) DP: the brother of the man who arrived yesterday

(6)   *EXERCISE* ==

*Explain the term "**Bracketing Paradox**" explaining the two available interpretations for the following ambiguous phrases. (Providing their interpretations is not an answer.) In your explanation say explicitly what is the scope of the modifier new and relative clause I love so much. Use the term **head** and mark the relevant heads by making it bold/underlined or capitalized.*

(i)   NP : new hospital building   *(ii)   DP: the house of my brother I love so much*

(7)   EXERCISE ==

*(a) What does **valency** mean in discussing clausal structure?*

*(b) How is it related to the notion of **heads?***

*(c) How are **Subjects** and **Objects** defined in the valency framework?*

(8)   EXERCISE ==

*(a) State the signals of formal **hierarchy** inside syntactic structure - give examples of the hierarchical relations between. Give examples.*

(i) Q and Noun and

(ii) Preposition and its complement.

(b) Name some theoretical assumptions about the hierarchy between the Subjects and Predicate. You can refer back to your answer in (a).

(9)   EXERCISE ==

*<u>Discuss</u> and <u>demonstrate</u> the concept of **adjacency** with respect to the English morphological pronominal Object Case. Is it the same with all kinds of pronouns? Use also an example of preposition stranding to make your point.*

(10)   EXERCISE ==

*(a) Very briefly explain the term **SCOPE** of the modifier. Refer to the interpretation as well as to the structural position ... using examples of the modifiers **very** and **black** in the following (i)*

*(i)   a **very** big **black** German dog*

*(b) what is special on the example (ii)? Concentrate on the scope of the modifier **English***

*(ii)   **English** history teacher*

(11)   *EXERCISE* ==

Explain the term **SCOPE** referring to (a) syntactic structure (tree) and (b) interpretation. Illustrate the scope phenomenon using the examples of a verbal adverb and a sentential adverb. Talking about the structure, try to use the terms "sister" or "c-command"

(12)   *EXERCISE* ==

Are the underlined groups of words constituents? Apply several constituent tests.

a.   The mayor sent the messenger <u>out the back door</u>.

b.   The mayor sent <u>out the message</u> to her assistants.

c.   She found <u>some children very unhappy</u>.

d.   She found <u>some very unhappy children</u>.

d.   <u>The new procedure already</u> seems so unfair.

e.

(13)   *EXERCISE* ==

*(a) Some **constituency tests** test for phrasal status more reliable than others. Give names and examples of <u>three</u> tests which are good diagnostic for NP. In you examples, use the bold parts of the sentence.*

*(i)   Our new colleague will meet [NP **my sister Mary**] tomorrow.*

*(b) Use one of your constituent tests to prove that the possessive **my** is a part of the NP my sister Mary.*

(14)   *EXERCISE*   ===

Comment on the constituent structure of the following examples, and give data from constituency tests to prove your points.

a.   *They killed [the man] [with a gun].   - <u>How</u> did they kill the man? - [_{PP} <u>With a gun.</u>]*

b.   *They killed [the man with a gun].   <u>Who(m)</u> did they kill? - [_{NP} <u>The man</u> [_{PP} <u>with a gun.</u>]]*

(15)   *EXERCISE*   ===

As diagnostics for constituency (phrasal category status), what is the difference between clefting and pseudo-clefting tests? Demonstrate both to show the difference with examples of minimally contrasting grammaticality

(16)   *EXERCISE*   ===

Explain the ungrammaticality of the following sentences.
*In your explanation give the categorial status of the omitted part of the sentence (which phrase is omited?) and compare it with the categorial characteristics of the **pro-form** in bold (which phrase can the pro-form replace?).*

(i)   **Mary put her clothes in drawers and you should put **there** too.*

(ii)   **She has a drink at lunchtime, and I like one at **then** too.*

(iii)   **She often takes some wine with lunch, but she doesn't **so** on work days.*

(17)   *EXERCISE*   ===

Using a constituency test, explain the ungrammaticality of the following:

(i)   **He started out **<u>writing lyrics</u>** and a DJ in night clubs.*

(ii)   **The good smells made me **<u>hungry</u>** and start to cook dinner.*

(iii) ** Her father's attitude makes her **<u>angry</u>** and go out drinking.*

What are the constituent labels and sentence functions of the underlined phrases?

53

(18) *EXERCISE* ===

*How can c-selection be used as a constituency test? Show it in determining the phrasal types of the underlined constituents in the examples below. As a part of your answer give the **c-selection frame** of the bold verbal forms. Be carefull about their categorial label!*

*(i)   This park **looks** <u>safe to walk in.</u>*

*(ii)   He **has** <u>reason to be afraid</u>./*

*(iii)   He **has** <u>written his essay already.</u>*

(19) *EXERCISE* ===

*Discus and compares a valency of **<u>grammatical vs. lexical heads.</u>***

Unique subcategorization

Subcategorization*		Example	Traditional term
Mod, [-- VP]	1.	*The boy **can** <u>come to the party</u>.*	Modal
Aux, [-- VP]	2.	*Joe **was** <u>a student</u>.*	Auxiliary
Cop, [-- NP/AP]	3.	*Joe **is being** <u>very silly</u>.*	Linking Verb
V? [-- PP]	4.	*Joe must **be** <u>at home.</u>*	<Location>

Be more precise   and   give example:

1. …………………………………………   ………………………………………………………..
2. …………………………………………   ………………………………………………………..
3. …………………………………………   ………………………………………………………..
4. …………………………………………   ………………………………………………………..

Verbs (Lexical Verbs)

V, [--]	5.	*The tramp **laughed** for five minutes.*	Intransitive Verb
V, [--NP]	6.	*Mary **found** <u>a diary</u>.*	Monotransitive Verb
V, [-- AP]	7.	*He **seemed** <u>less tired than before</u>.*	Linking Verb
V, [-- PP]	8.	*The tramp **leaned** <u>towards the girl</u>.*	Verb of Movement
V, [-- VP]	9.	*Harry **kept** <u>whistling at her</u>.*	Temporal Aspect Verb

V, [-- (NP) NP]	10. *He **read** <u>the girl</u> <u>an interesting story</u>.*	Ditransitive Verb[2]
V, [-- (NP) (PP)]	11. *He **was writing** <u>a letter</u> <u>to Joe</u>.*	<Patient, Recipient>
V, [-- NP PP]	12. *Joe **put** <u>a book</u> <u>on the shelf</u>.*	<Patient, Location>
V, [-- NP NP]	13. *He **called** <u>her</u> <u>a clever girl</u> again.*	tran. V + Object Complement
V, [-- NP (VP)]	14. *Susan **saw** <u>the car</u> <u>hit the tree</u>.*	Perception/ Causative Verbs
V, [--NP AP]	15. *The music **made** <u>me</u> <u>sad about him</u>.*	tran. V + Secondary Predicate

Discuss the distinctions between (10) - (11) - (12) and (13)

(20) *EXERCISE* ==

n which way does co-reference signal a structural hierarchy (relationship)? Comment on the anaphors below (referring to the Principle of a Binding Theory).

(i)   John loves only himself.

*(ii)   * Himself loves only John.*

(iii)   Those pictures of himself, John really hates.

(21) *EXERCISE* ==

Subcategorizations of some Verbs look 'similar'. Relevant examples are repeated below. Find and discuss the distinctions among the bold constituents.

a.   V, [_ NP PP]   *i.   He wrote a letter [PP **to Benjamin**].*

     *ii.   He handed a letter [PP **to Emma**].*

     *iii.   Benjamin put the book [PP **on the shelf**].*

b.   V, [_NP NP]   *iv.   He told a girl [NP **an interesting story**].*

     *v.   Benjamin gave Emma [NP **a nice present**].*

     *vi.   He called Emma [NP **a clever girl**].*

---

[2] There are only a few English Verbs which allow <u>only</u> the selection [+NP,NP]: e.g. *allow, forgive, envy*. Those which allow both [+NP,NP] and [+NP,PP] are sometimes called <u>*true ditransitives*</u>.

(22)   *EXERCISE* ===

Write down the subcategorization of the following predicates

a.   *He is reading/a boy/silly/at home.*

b.   *He seems tired/to sing.*

c.   *I **started/finished/wanted** <u>to write another paper.</u>*

d.   *I **love/hate** <u>to constantly write</u> / <u>constantly writing these papers</u>.*

e.   *I **convinced/ forced** Benjamin <u>to write the paper</u>.*

f.   *He **said** <u>that Mary would come in time</u>.*

g.   *He **asked** <u>whether Mary would come in time</u>.*

(23)   *EXERCISE* ===

i. Underline the <u>Verbs and Predicates</u> in the following sentences. Mark their left and right borders. ii. How many elements does each 'Predicate/Verb' have? iii. Which part of the complex tends to carry grammatical categories of the Verb (Tense, Aspect, Agreement), and which is the locus of 'lexical meaning'? Define both in terms of right/left side and w.r.t. the categorial status of the relevant element.

a.   *Mary reads novels.*

b.   *Johanna might run away with the sailor.*

c.   *Mr. Todd had been shaving the customers with real enthusiasm.*

d.   *Jane was allowed to look at those pictures.*

e.   *My parents are not looking forward to his arrival.*

f.   *Didn't he take courage, at last?*

(24)   *EXERCISE* ===

*Comnpare the following **TAXONOMIES OF VERBAL ELEMENTS**:.*

a.   *Semantic*

b.   *Finite vs. Infinite (Morphological Taxonomy)*

c.   *Lexical vs. Non-lexical (Modal/Auxiliary) – N.I.C.E.*

d.   *Subcategorization (c-selection, s-selection)*

*(25)*   *EXERCISE* ==

*(a) State and illustrate with examples at least two **distinctions** between Czech and English Structural **Objects** (=V- complements).*

*(b) After stating the distinction, provide also at least one **similarity.***
Give examples!

(26)   *EXERCISE* ==

Decribe the structure of XP using the terms: sister, SPEC, head ... etc.

Well, He will not <u>visit</u> Mary in such a way ....   VISIT : V, [-NP/VP]

!!!

TP (=clause)

DISJUNCTS

Well / Of course

TP

SUBJECT

DP *: He*

T'= PREDICATE

operator
Ω / T : *will*

NegP

Neg
not

VP

ADJUNCTS

TIME
AP/PP
now/ after lunch

VP

PLACE
AP/PP
there/ in the classroom

VP

VP

MANNER
AP/PP
very much/ in such a way

V⁰

COMPLEMENT

DP/VP/XP

Mary

visit

58
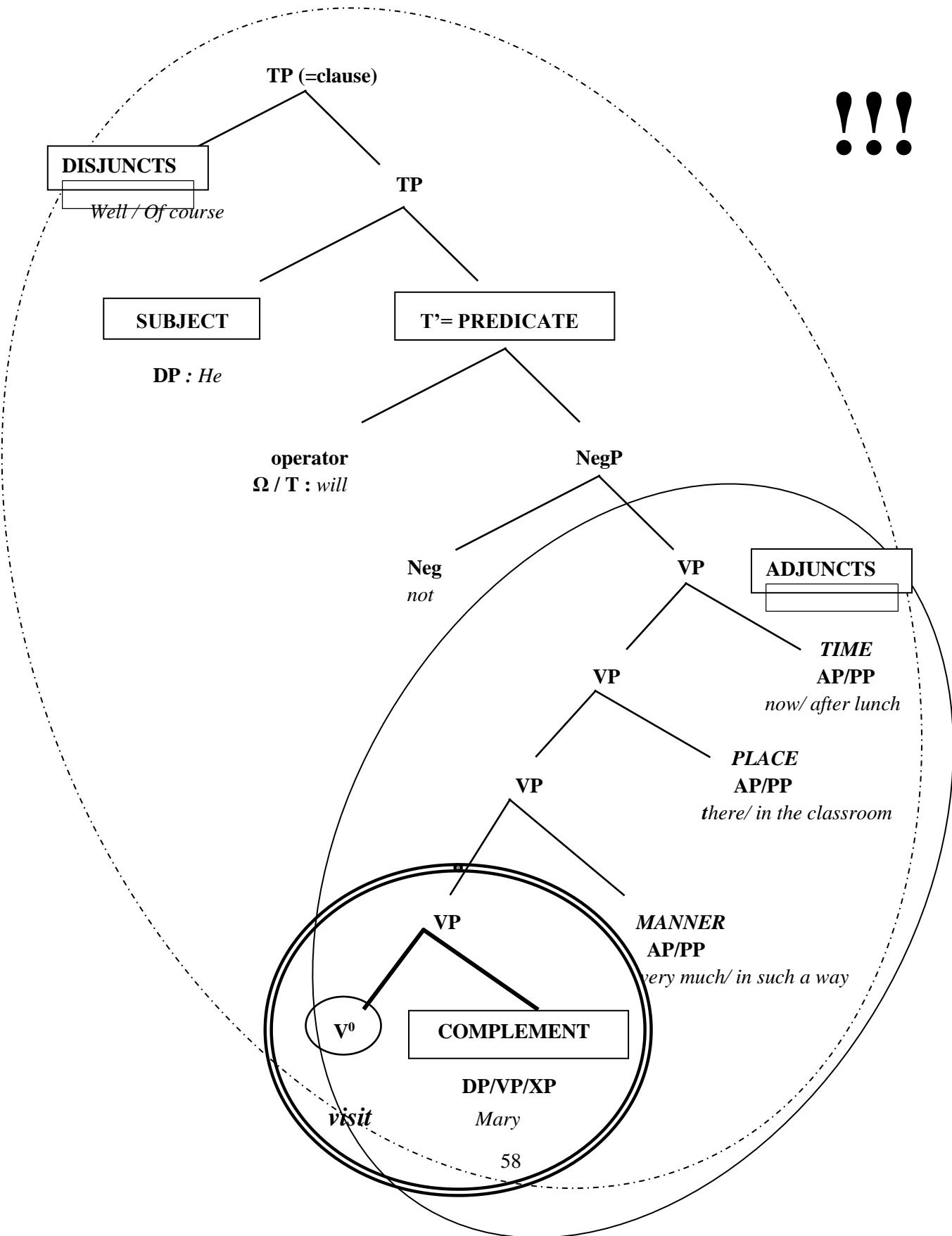
(27) *EXERCISE* ==

Discuss (and illustrate!) at least three distinctions between V-complements and V-adjuncts. In (i) below there is a complex NP headed with book followed by three PPs.

(i) **A book of animal stories with colored pictures in a hard cover**

(a) First, copy the example (i) and use the [PP brackets to indicate the three PPs.

(b) Demonstrate that the first PP is a complement of the Noun book, while the other PPs are adjuncts. State explicitly how your test confirms the structural distinction between complements and adjuncts.

(28) *EXERCISE* ==

Subcategorization: *Explain the terms c-selection and s-selection. Illustrate these concepts referring to the verbs* **<u>introduce, speak, sleep, rain.</u>** *Use the correct formalizations (bracketing)! It helps to give examples!*

(a)   introduce
(b)   speak
(c)   sleep
(d)   rain

(29) *EXERCISE* ==

Give the subcategorization (both s- and c-selection) of the verbs **<u>give</u>** *and* **<u>put</u>**. *Assuming they both are ditransitive, what are the distinctions in selection between them? Name at least three distinctions and demonstrate them.*

give

put

(30) *EXERCISE* ==

Using the concept of the **verbal event participants** *(detailed semantic roles), state the* <u>similarities</u> *and* <u>distinctions</u> *among the verbs kill / murder / assassinate. You discussion should explain the deviant characteristics of the following sentences.*

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(i)   *?? The man killed the house.*

(ii)   *?? The man murdered the fly.*

(iii)   *?? The man assassinated a little rabbit.*

(31) EXERCISE ==

Discuss and illustrate the presence/absence of the Object Case –m morpheme in the examples below. Compare (1) with (2) and (3) with (4).

1. *Only ***he/ him** loves Mary.*

2. *Who/ *Whom loves Mary?*

3. *Only ***he/ him** Mary loves*

4. <u>**Who/ %Whom**</u> *does Mary love so much?*

(32) EXERCISE ==

In the following tree find the relations of   a) sisterhood,
b) SPEC,
c) c-command

What is the structural label (position)   (i) Prdicate,
(ii) Object(of V/P),
(iii) Subject?

TP (clause)
  NP [**Subject**]   TP (Predicate)
                  Ω/T = Aux/Mod/<u>Tense</u>   VP
                                          V or VP   **XP** [V-complementation]

!!!
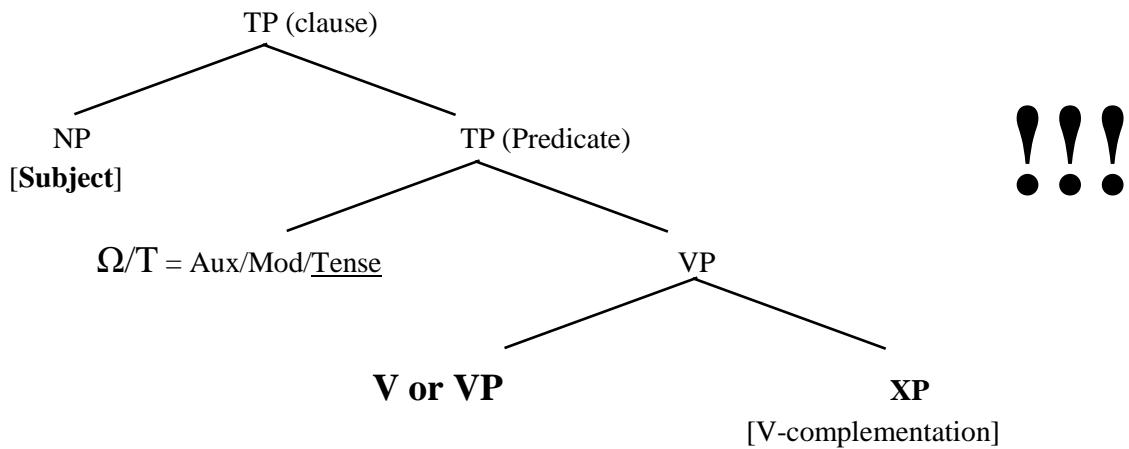
8   OBJECTS

(33)   *EXERCISE*   ==

State/explain, which Case marking is obligatory in English and which is optional.

a.   *Who/*whom wants to go first?*

b.   *Who/%whom do you like most?*

c.   *About whom/%who are you talking all the evening?*

d.   *Who/%whom are you talking about all the evening?*

e.   **Who/whose sister did Benjamin marry?*

(34)   *EXERCISE*   ==

Find structural Objects in the following sentences. Justify your choice, i.e. show that the Objects have the properties of structural Object.

a.   *Emily saw me.*

b.   *All the people have the right to freedom.*

c.   *Whom did you invite for dinner.*

d.   *My brother really loves watching Friends.*

e.   *I cannot say what Julie bought.*

f.   *I cannot say that Julie buys many things.*

g.   *Julie wrote Bill a letter.*

h.   *Julie wrote a letter to Bill.*

i.   *Those new rules I cannot understand.*

j.   *Adam likes to read novels by Jane Austen.*

!!!
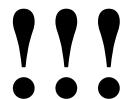
(35)   *EXERCISE*   ==

*Explain the order of the constituents in the following sentences referring to the **Heavy constituent shift** (=the 'heavy' (=complex, long) constituents tend to be peripheral).*

a.   *Peter gave the book to Julie, not to her brother William.*

b.   *Peter gave only the book his father brought from Chicago to Julie.*

c.   *Peter gave Julie the book his father brought from Chicago.*

d.   *Peter gave Julie not her brother William the book.*

(36)   *EXERCISE* ===

In the following examples, underline the Verbs and discuss the category / constituent of the Objects. Mark the left border bracket with a categorial label as in (a).

a.   *He loves [$_{NP}$ the most beautiful girl with long hair].*

b.   *He loves   Julie/her.*

c.   *They shaved   themselves/each other.   .*

d..   *I don't like playing cards.*

e..   *He buys what he wants.   .*

f.   *Which of those handsome boys does Julie love most?*

g.   *How many new black coats do you want to buy?*

h.   *Only huge spiders with black hairs I hate more than syntax.*

(37)   *EXERCISE* ===

*State and demonstrate in data the (i) semantic, (ii) morphological, (iii) syntactic characteristics of a **structural object (V-complement) in English**.*

i. ....

ii. ....

(b) briefly (!) compare English with Czech (your native language) - you have to mention at least 1 <u>similarity</u> and 1 <u>distinction.</u>

i. ....

ii. ....

(38)   *EXERCISE* ===

Explain and demonstrate the structural distinction between an Object : i.e. V-complement, and an Object Complement *(Secondary Predicate) - i.e. explain the distinction and give examples of (i) a V-complement, and (ii) the Object Complement.*

i. ....

ii. ....

(39) *EXERCISE* ==

Describe and demonstrate the way a structural Object (V-Complement) is targeted in (i) Topicalization, (ii) Wh Questions of Objects, (iii) Passivization structures.

i. ....

ii. ....

iiii. ....

(40) *EXERCISE* ==

Give at least 3 distinct examples of short clauses with V-Complements expressed by three distinct constituents other than DP/NP/QP.

i. ....

ii. ....

iii. ....

(41) *EXERCISE* ==

What is the typical semantic role of structural objects (V-complements)? Explain and demonstrate some examples of the close semantic relation between the lexical verb and its structural object.

(42) *EXERCISE* ==

*Mark the ungrammatical examples below * and explain the reason for the ungrammaticality.*
Find a descriptively adequate generalization for the distribution of verbal particles.

a.	*Joe gave back the book to Elisabeth.*	*a.'*	*Joe gave back Elisabeth the book.*
b.	*Joe gave the book back to Elisabeth.*	*b.'*	*Joe gave Elisabeth back the book.*
c.	*Joe gave the book to Elisabeth back.*	*c.'*	*Joe gave Elisabeth the book back.*
d.	*I sent away him the car.*	*d.'*	*I sent away the car to him.*
e.	*I sent him away the car.*	*e.'*	*I sent the car away to him.*
f.	*I sent him the car away.*	*f.'*	*I sent the car to him away.*

(43)   *EXERCISE*   ==

Comment on the ambiguity of the term "complement" discussing the following examples:

a.   *Bill sent [__little Peter__] [to Prague] [yesterday afternoon].*

b.   *He gave [__a letter__] to little John.*

c.   *The Estonians cannot rely [__on weapons__] any more.*

d.   *He went back from prison [__a better men__]*

e.   *He became / is [__a teacher__].*

f.   *Peter painted [__the door__] [__green__].*

g.   *They elected [__Mary__] [__a chairwoman__].*

8.1	Passivization

(44)   *EXERCISE*   ==

In the following couples of sentences find elements expressing:
sentence __functions__ (i.e. __Subject__ - V - __Object__) and   semantic __roles__ (i.e. __Agent__ - Verb - __Patient__)

a.   *Everybody loved Emily.*   →   *Emily was loved (by everybody).*
b.   *The hunter killed a stag.*   →   *The stag was killed (by a hunter).*
c.   *Mary feeds her dog.*   →   *The dog is fed (by Mary).*

(45)   *EXERCISE*   ==

Discuss the underlined constituent in terms of its:
   i.   *__Categorial constituent__*
   ii. *__semantic role__ (w.r.t. the verb),*
   iii. *sentence __function__ ,*
   iv. *sentence __dynamism__, i.e. Topic/Theme and Focus/Rheme.*

a.   *Petr Novák postavil __dům__.*

b.   *Peter built __a new house__ last year.*

c.   *__Ten dům__ postavil Petr Novák.*

d.   *__The new house__ was built by Peter last year.*

e.   *Ten dům postavil __Petr Novák__.*

f.   *__Peter__ built a house last year.*

g.   *The house was built by <u>Peter</u> last year.*

h.   *<u>Všichni</u> musejí dokončit své <u>referáty</u> do konce prosince.*

i.   *<u>Referáty</u> musejí být dokončeny do konce prosince.*

j.   *<u>Everybody</u> must finish <u>their papers</u> by the end of December.*

k.   *<u>The papers</u> must be finished by the end of December.*

l.   *I haven't introduced Peter.*

m.   *I was not introduced by Peter.*

n.   *Peter I haven't introduced.*

o.   *Peter is said to have been introduced already.*

(46)   *EXERCISE* ==

In the following sentences underline the lexical Verb.

a.   *Jessica writes articles for the newspaper.*
b.   *William will be helping you tomorrow.*
c.   *Mary was not allowed to speak about her problems.*
d.   *His brother is looking for a girlfriend.*
e.   *Marilyn will take advantage of her father's money.*
f.   *He was looking at the picture.*
g.   *I have been looking forward to your visit.*
h.   *He sleeps in his bed.*

(47)   *EXERCISE* ===

Passivize the underlined 'Objects' and watch what happens with the capitalized Prepositions. What are their Objects? Can you passivize them? What is the verb in Czech? is it the same in (a/c) and (b/d)?

a.   *He blamed [<u>the teacher</u>][**FOR** his failure].*

     → PASS: ....

b.   *He blamed [<u>his failure</u>][**ON** his teacher].*

     → PASS: ....

c.   *Adam entrusted [<u>a task</u>] [**TO** Mary].*

    → *PASS:* ....

d.   *Adam entrusted [<u>Mary</u>] [**WITH** this task].*

    → *PASS:* ....

(48) *EXERCISE* ===

Find and underline the Objects in the following examples. Passivize it.

a.   *Henry sang a song to Mary.*   → *PASS:…………………….…...........……………*
a.'   *Jindřich zpíval písničku Marii.*   → *PASS:…………………….…...........……………*

b.   *Henry sang Mary a song.*   → *PASS:…………………….…...........………*
b.'   *Jindřich zpíval Marii písničku.*   → *PASS:…………………….…...........………*

c.   *Jude sent a parcel to her brother.*   → *PASS:…………………….…...........……………*
c.'   *Jitka poslala balík svému bratrovi.* → *PASS:…………………….…...........……………*

d.   *Jude sent her brother a parcel.*   ¨→ *PASS:…………………….…...........……………*
d.'   *Jitka poslala svému bratrovi balík.* → *PASS:…………………….…...........……………*

(49) *EXERCISE* ===

Make passive structures from the active sentences below and describe changes w.r.t. a. semantic roles, b. grammatical functions, c. pragmatic roles. Mention also possible reanalysis and comment on possible Verbo-nominal complexes.

a.   *The boy gave that article to Mary.* → *PASS:…....………………...........……………*
b.   *The boy gave Mary the article.*   → *PASS:…………………….………...........………*

c.   *The terrorist attack put an end to the hope of a better future.*
    → *PASS:………………….………………………….………...........…....................... …………*
    → *PASS:……………….……………………………………….. ……............…….....................*

d.   *Theodore sent the paper to his teacher.* → *PASS:…………………….…...........……………*
e.   *Theodore sent his teacher the paper.*   → *PASS:…………………….…...........……*

f.   Mary looked forward to Bill.   → PASS:……………………………………….............………

g.   James slept in that bed.   → PASS:……………………………………................………

(50) *EXERCISE* ===

Compare the following examples and answer the following questions:
i.   *How does passivization influence the distribution of Semantic roles of the Verb?*
ii.   *What is the function of passivization w.r.t. the sentence dynamism?*
iii.   *List some distinctions between English and Czech which can be related to the distinct definition of the concept of the 'structural object/ complement'.*

i.   a.   *William gave the bunch of flowers to his mother.*

        b.   →   *The bunch of flowers was given to his mother.*

        c.   →   *His mother was given a bunch of flowers.*

ii.   a.   *Emma wrote the book very well.*

        b.   →   *The book was written very well.*

        c.   →   *The book writes very well.*

(51) *EXERCISE* ===

Explain the morphological distinction in the Czech examples. What about the English counterpart? Can we ever distinguish the two forms by some visible signal in English, too?

(i)   Ty husy byly zabity / zabité včera večer.
(ii)   The geese were/got killed   yesterday evening.

(52) *EXERCISE* ===

Why is (i) ungrammatical and (ii) OK? Does the process of passivization apply the same way in English and in Czech? What are the attested distinctions?

*(i)   *Petr byl darován knihu.   (i)   *Maruška byla poslána balík.*
        Peter$_{NOM}$ was given a book$_{ACC}$ Mary$_{NOM}$ was sent parcel$_{ACC}$

(ii)   "Peter was given a book."   (ii)   Mary was sent a parcel.

(53) *EXERCISE* ===

Explain the term Verbo-nominal complex referring to the (un)grammaticality of the following examples. How do the structures behave in the context of Wh-questions? Show with data.

(i)   A big book was taken by Julian.
(ii)   ?? A long nap was taken by Julian.
*(iii) * Courage was taken by Julian.*
*(iv) * I would love to take a new book and to take a long nap.*

(54)   *EXERCISE*   ==

*Compare the method of **rhematization of Agent** in English and Czech. Show more than one method in both languages and discuss any differences using contrasting examples (some should be * or ?).*
 If you do not speak Czech, use examples in your native language (gloss briefly the non-Czech examples!)

(55)   *EXERCISE*   ==

Give at least two formal reasons why Czech uses passives less than English. Demonstrate the difference with contrastive examples. If you do not speak Czech, give examples od standard rhematization/demoting of Agents in your native language - and compare them with English.

(56)   *EXERCISE*   ==

Describe the specifics of mediopassive (how are the semantic roles of the verb realized☺

a.	*The clothes wash easily.*	*=It is easy to wash the clothes.*
b.	*That is easy to believe.*	*=It is easy to believe a thing like that.*
c.	*He counts among the best.*	*=He is/can be counted among the best.*
d.	*The text sings to the tune.*	*=The text is/can be sung to the tune.*
e.	*The dress buttons down the back.*	*=The dress is/can be buttoned.*
f.	*The lid shuts.*	*=The lid can be shut.*
g.	*The door locks.*	*=The door can be locked.*
h.	*His poem does not translate well.*	*=His poem cannot be translated well.*

9   SUBJECT

(57)   *EXERCISE* ==

Mark the acceptability of the agreement. Consider the criteria you apply. Give some similar examples in English.

a.   *Shromáždění studenti stáli / stálo...*   a.'   *Shromáždění studentů stáli / stálo...*
b.   *Čtyři studenti šli / šlo...*   b.'   *Pět/mnoho studentů šli / šlo...*
c.   *Do školy šel/ šla/ šli Petr a Marie.*   c.'   *Petr a Marie šel/ šla/ šli do školy.*
d.   *To je / jsem já.*   d.'   *Buď ty anebo já budu / budeš /budeme*
e.   *Děti jsou naše radost.*   e.'   *Čas jsou peníze.*
f.   *Vy jste se vrátila pozdě.*   f.'   *Někdo mu to už konečně dejte!*

(58)   *EXERCISE* ==

Which semantic roles do Subjects in the following sentences have?

a.   *Jude wrote a letter to Bill.*   e.   *The key opened the door.*
b.   *Hannah was hit by Susan/the stone.*   f.   *The stone hit the roof.*
c.   *The enemy was destroyed.*   g.   *Benjamin heard the thunder.*
d.   *The book sells well.*   h.   *Debora was given a bunch of roses.*

(59)   *EXERCISE* ==

*a) Which semantic role(s) are **canonically** related to the position of clausal Subject? Name some frequent alternatives and provide examples.*
b) Is some of those roles always present with Subjects? Give examples!

(60)   *EXERCISE* ==

Give 3 examples of a non-canonical semantic role of the position of clausal Subject – one of which is NO semantic role at all. Provide full clauses containing such Subjects.

(61)   *EXERCISE* ==

*(a) What is the **subject-predicate agreement** morpheme in English – provide its <u>distribution</u> (with respect to all parts of analytic finite predicate) and <u>pronunciation</u> (give a simple and general rule for pronunciation covering all the examples.)*
(b) Are Auxiliaries and Modals regular with respect to the subject - predicate agreement morphology? If not, what is special about them?

(62) *EXERCISE* ===

*(a) What does the term **pro-drop** mean?*

(b) Give examples of the free/bound morphological realizations of the Subjects in a pro-drop language.

*(c) Show that English is **not** a pro drop language even in the cotext of no available interpretation od the Agent and/of full agreement (e.g. with weather Verbs).*

(63) *EXERCISE* ===

Find the morphemes realizing the Tense / Grading :

Tense	*a.*	*Peter helped Mary with her home assignment.*
	b.	*Peter will help Mary with her home assignment.*
	c.	*Hw wrote a novel.*

Grading	*a.*	*She is more busy than Peter.*
	b.	*Her work is easier than his one..*

Subject Agreement
a.	*He reads many books.*
b.	*Pracujeme rádi.*
c.	*Moc jste mi nepomohla!*
d.	*Stmívá se.*
e.	*Thank you ever so much!*
f.	*Let's go!*
g.	*Open the window, I beg you!*
h.	*Went back. Met Jessica.*

(64) *EXERCISE* ===

What is the Subject/Object in the following sentences? Give arguments for your claim. Explain the ungrammatical example.

a.	*Let us go home, shall we.*		*c.*	*Let's go home, shall we.*
b.	*Let us go home, will you.*		*d.*	**Let's go home, will you.*

(65) *EXERCISE* ===

Divide into morphemes.Define which part of the predicate agrees with the Subject

a.	*I am reading a book.*		*b.*	*John has been reading an article.*
c.	*Mary reads many articles.*		*c.*	*He will help you.*

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(66) *EXERCISE* ===

Explain the term Pro-drop Language (Null Subject Language)
Consider who is a preferred Subject of the second coordinate.

a.	*Bill udeřil Johna*	*a pak odešel.* (On)	*on =*	....
b.	*Bill udeřil Johna*	*a **on/ten** pak odešel.*	*on/ten =*	....
c.	*Bill hit John and*	*then ??/**he** left.*	*(he) =*	....
d.	*Bill hit John and*	*then **HE** left.*	*HE =*	....

(67) *EXERCISE* ===

*Provide and explain three distinct contrasting examples which show that the **Subject form** of a pronoun (Subject Case) is the unmarked form in Czech but it is not unmarked in English (if you do not speak Czech, compare your native language with English).*
I.e. give examples of structures which have Nominative in Czech and do not have Subject case in English....
*and **explain the lack of the Subject case in English.***

(68) *EXERCISE* ===

(a) In which kind of sentences does English have a canonical null subject? Give arguments showing that the Subject in those clauses is present although phonetically unrealized.
(b) Comment on the distinction between the following examples:

i.	*Help yourself / *oneself !*
ii.	*To kill * yourself / oneself is a sin.*

(69) *EXERCISE* ===

Explain the (co-)relation between Subject and Topic (= discourse/pragmatic Theme). Compare their correlation in English and Czech. Give contrasting examples (if you do not speak Czech, compare your native language to English). Use the proper format in non-English examples – include glosses (and translation)!

(70) *EXERCISE* ===

For the underlined constituent state its (i) category, (ii) semantic role, and (iii) function.
Recall that (ii) and (iii) are relational terms.

a. **My niece** *was introduced to Charles III.*

b. **He** *is running to the park.*

c. *People say that **John** wrote a book.*

d.   He is running to **the park**.

e.   **John** is said to write a book..

f.   **What** are you looking at?

g.   **This author** seems to write one novel a year.

h.   **My brother** is believed to have been introduced by John to Mary yesterday.

9.1	**Syntactic properties of English Subjects**

(71) *EXERCISE* =======================================

Discuss what is the Subject of the following sentences. Following the table **Chyba! Nenalezen zdroj odkazů.** *on page* **Chyba! Záložka není definována.** *give all possible semantic, morphological (Case, agreement) and syntactic (word order and syntactic processes) reasons for your analysis. If necessary, use substitution.*

a.   She is watching TV.
b.   My little brother will read the letter soon.
c.   Can your sister help you?
d.   The last letter has been written this morning.
e.   Is it finished already?
f.   What has little William said?
g.   When did our parents arrive?
h.   Who knows everything?
i.   Which of them helped you?
j.   What has been said at the lecture?
k.   Peter is silly.
l.   It/This is me.
m.   It is possible to leave.
n.   To leave is difficult.
o.   The point is that we are leaving.
p.   That we need it is obvious.

(72) *EXERCISE* ==

Using the above concepts describe the underlined expressions.

a.   **Mary** was working on her paper.
b.   **The paper** has been written by **Emma**.
c.   **To fly** is better that to drive.
c.   It is impossible for **his sister** to get there.
d.   **She** seems to know everything.
e.   **People** say that John has arrived.
f.   People say that **John** was seen by **Mary**.
g.   **John** is said to arrive late.
h.   **My brother** is easy to please.
i.   **Reading** is said to be easy.

(73) *EXERCISE* ==

i. Discuss the Semantic Role and Syntactic function of the underlined constituents (which verb is it related to?). Notice the format of the predicate (active/passive, finite/infinitive).
ii. Think of similar structure and illustrate possible derivations.

a.   **People** say that **John** loves **Mary**.

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b.	*People say that Mary is loved by John.*
c.	*It is said that that John loves Mary.*
d.	*It is said that Mary is loved by John.*
e.	*John is said to love Mary.*
f.	*Mary is said to be loved by John.*

(74)	*EXERCISE* ==

Discuss the specific properties of the Subjects in the following sentences.
In which constructions the standard semantic role (Agent) does not correlate with the function (Subject)?

English 'subject'	
a. *Open the window!*	Imperative
b. *Thank you very much.*	Ellipsis
c. *Came late and watched TV.*	Diary style
d. *It became dark.*	Weather verbs
e. *My brother/He was awarded a prize.* *Your journal is a pleasure to write for.*	Passivization
f. *This book reads well.*	Mediopassive
g. *It is a pleasure to write for you.*	Expletive/Linking it
h. *There is a book on the table.*	Existential structures
i. *Here comes the bus* *Under the hill is a small village..*	Locative constructions
j. *Henry/He is sure to come.* *Henry/He seems to be introduced.*	Raising to Subject
k. *I saw him do it.*	Raising to Object

Providee Czech formal equivalents of the structures in (73). Some of them will be ungrammatical. Explain the distinction between the two languages referring to specific characteristics of their structural Subjects. Find the elements which express the semantic roles of the underlined Verbs. Are they expressed in a standard way? Explain the term raising to Subject.

a.	*People say that Mary has a new boyfriend.*
	→	i.	*It is said that Mary has a new boyfriend.*
	→	ii.	*Mary is said to have a new boyfriend.*

b.	*I believe that William has read the novel himself.*
	→	i.	*I believe him to have read the novel himself.*
	→	ii.	*William is believed to have read the novel himself.*

c.	*It appears that they sold out the book.*
	→	i.	*It appears that the book has been sold out.*
	→	ii.	*The book appears to be sold out.*

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d.　　*It is easy to catch a cold in autumn.*　　→　　*Some cold is always easy to catch.*
e.　　*It is impossible for me to bear Theodore.*　　→　　*Theodore is impossible to bear.*

(75)　*EXERCISE*　===

Draw trees for the following clauses. Define the positions of Subjects and of the Objects.

John will help you.　　　　　　　　　　**I saw Mary in the classroom.**

We have to help Mary's friends.

(76)　*EXERCISE*　===

*Describe and demonstrate **two syntactic** processes which can be used as diagnostics to find a clausal　**Subject** in English.　The question asks you to name and show the processes in which the element in the position of Subject is targeted　(used/manipulated)*
For the demonstration use the following examples.

(a)　This book reads well.

(b)　There is a book on the table.

(77) *EXERCISE* ==

Demonstrate three examples -
(a) an example of a clause in which the highest semantic role of the predicate is NOT realised in the position of Subject, and

....

(b) an example of a clause in which the highest semantic role of the predicate is NOT realised at all, and

....

(c) an example of a clause in which the predicate has NO semantic role at all.

....

(78) *EXERCISE* ==

*(a) Describe and demonstrate that a lexically realized overt **Subject** in English is a necessary part of the clausal structure – i.e. show that Subject position must be occupied even in cases when there is no interpretation available for such a subject.*

(b) Are there any structures at all in English which have no (or zero) Subjects? If yes, give examples of the structures which are productive and regular!

(79) *EXERCISE* ==

*What is the relation between the **Focus (=Rheme)** and semantic role of **Agent** and the function of **Subject** in English and in Czech? Describe and illustrate with examples. If you do not speak Czech, compare your native language to English.*

(80) *EXERCISE* ==

*Compare **Nominative Case** in Czech (or your native language) with **Subject Case** in English. Concentrate on productivity and distribution. Be sure you provide and demonstrate at least (i) one similarity and (b) one distinction.*

(81) *EXERCISE* ==

Using the following examples, explain the concept of pro-drop language

a.   *Pečlivě uklidíme svůj pokoj.*   b.   *Neudělala jsem to / Já jsem to neudělala.*
c.   ** Am at home alone.*   d.   *Help yourself.*
e.   **Am not at home.*   f.   *Open the window.*

If your language is not Czech and not pro-drop, describe the phenomena using only English examples.

10 ATTRIBUTE

(82) *EXERCISE* ==

What is 'bracketing paradox' ? Draw the trees - above and bellow - reflecting the scope.

a. *the **local government policy***   b. *the **new hospital building***

Discuss the properties of the underlined elements. What is their category?
Adjective premodifier? N+N compound? Give reasons for each analysis.

(83) *EXERCISE* ==

Based on the following examples discuss the differences between English and Czech in the field of pre-/post-modifiers/attributes. Give more examples concentrating on __number__ , __obligatoriness__ , __position /order__ of specific kinds of attributes.

a.	The book	a.'	*Blue book
b.	The blue book	b.'	*Blue the book
c.	The book of his	c.'	*The his book
d.	The three boys	d.'	*Three the boys
e.	All the three boys	e.'	*The all three boys
f.	Those nice intelligent energetic boys	f.'	?Those nice energetic intelligent boys
g.	famous Italian actor	g.'	??Italian famous actor
h.	city towers	h.'	down town
i.	new hospital building	i.'	English history teacher
j.	a book of stories in green cover	j.'	* a book in green cover of stories

(84) *EXERCISE* ==

What is the Czech equivalent of the English of-phrase. Is it the same constituent? Is its position identical?

....

ii.   what is the Czech equivalent of English PP postmodifiers. Is their distribution similar to the distribution of English PP post-modifiers?

....

(85)   *EXERCISE*   ==

Circle the most salient interpretation(s) of the bold modifier. (Poss = possessor). Underline a possible one,
cross the unlikely...

a.	*Támhle visí ten **Jaruščin** obrázek.*		*Poss / Agent / Patient*
b.	*Támhle visí obraz **Jarušky**.*		*Poss / Agent / Patient*
c.	*Támhle visí **Petrův** obraz **Jarušky**.*	*Petr:*	*Poss / Agent / Patient*
		Maruška:	*Poss / Agent / Patient*
d.	*Támhle visí obraz **Jarušky Novákové**.*		*Poss / Agent / Patient*

(86)   *EXERCISE*   ==

Compare the characteristics of the underlined Attributes. Consider their

i.   **distribution** *(i.e. their position w.r.t. the head N and other pre-/post-modifiers)*

ii.   **uniqueness** *(How many of such elements can modify one head N?)*,

iii.   **complexity** *(Are the Attributes Ns, NPs or PPs?)*,

iv.   **semantics** *(Is the range of possible forms restricted to some meaning only?)*.

a.	*(*that) John's party*		d.	*city's life*
b.	*that John party*		e.	*the city life*
c.	*that party of John('s)*		f.	*the life of the city*

(87)   *EXERCISE*   ==

State and justify the categories of the underlined elements. Try to give as many as possible
i.   *semantic/ notional criteria,*
ii.   *morphological criteria (derivational **and** inflectional morphemes either present or possible),*
iii.   *syntactic criteria (for every AP discuss its grammatical function).*

a.	*I have a as big a dog as you.*		b.	*She is the least pretty child I know.*
c.	*She made his daughter prettier.*		d.	*He looks pretty silly.*
e.	*Susan seldom works hard.*		f.	*She never works as long as I do.*
g.	*They do know where to take off.*		h.	*Mary put it up and behind the box.*

(88)   *EXERCISE*   ==

*State the three main syntactic **functions of adjectival AP.***
Describe the structures and give illustrative examples (in your examples underline the AP)

(i) ....

77

(ii) ....
(iii) ....

(89) *EXERCISE* ===

Referring to the tree below, explain the restriction on the structure of APs in the non-attribute AP functions. Give more relevant examples (also the ungrammatical ones)

i.   Nominal **Predicate** after Copula: e.g. [*NP* The <u>tree</u>] is [*AP* **tall**]]
ii.   Subject **Complement**   e.g. The <u>tree</u> became [*AP* **tall**]]
iii.   Object **Complement**   e.g. They made the <u>tree</u> [*AP* **tall**]]

(90) *EXERCISE* ==

*Referring to the classification of the morpheme -ly, (demonstrated in (iii) explain the (un)grammaticality of the following examples. Use linguistic terminology to **explain** what this paradigm indicates for the categorial nature of Adjectives and Adverbs.*

(i)   He was singing lovely / lovelier,
(ii)   He was shouting madly / *madlier
(iii)   lovely/mad(*ly) person

(91) *EXERCISE* ==

*(a) Describe and demonstrate the form and interpretation of the categorial morphology (i.e. <u>inflection</u>) **of adjectives** in English.*
*(b) Do **adverbs** have some similar morphological characteristics? Demonstrate it.*
(c) Does it say something about the categorial nature of adjectives and adverbs in English (and in Czech)?

(92) *EXERCISE* ==

(a) Referring to the classification of the morpheme -ly, explain why (ii) is wrong and (i) is OK. Use linguistic terminology to explain the distinction between the morphemes.

*(i) friendly – friendliness   (ii) clearly - *clearliness*

(b) What does this paradigm prove for the categorical nature of adjectives and adverbs?

(93) *EXERCISE* ==

a) *Explain (and demonstrate) the importance of **inflection** for categorical classification.*

*b) Which morphological features (and which morphology) do **Adjectives and Adverbs** share? Discuss and illustrate with both derivation and inflection.*

c) Recalling your answer on (a) - does the morphology of adjectives and adverbs you described in (b) say something about their categorial clasification?

(94) EXERCISE ==

*a) Why do linguists want to combine Adjectives and Adverbs within one larger category? Give at least **3 formal reasons** – i.e. morphological and syntactic (co-occurrence and distribution). Explain the term "modifier".*

(i) ....

(ii) ....

(iii) ....

b) Why does the Czech tradition distinguish the two kinds of modifiers? Is this reasoning relevant for English?

(143) EXERCISE ==

*Give examples of four **complex APs** (be sure you use both Adjectival and Adverbial APs !!)*

(a) containing at least two categorially distinct premodification, and
(b) containing at least two categorically distinct complements.

In all your examples <u>underline the AP</u> and in the (b) examples put the A complement in brackets, with categorical labels after the initial <u>bracket</u> in subscript (e.g. [DP ...]).

(i) .... *(ii)* ....

(iii) .... *(iv)* ....

(95) EXERCISE ==

*Give examples of four categorically distinct **A complements** (i.e. of constituents which postmodify the category A). Use the four APs in four short sentences (in <u>predicative</u> function). In the sentences put the APs in <u>bold</u> and the A complement put in (broken) <u>brackets</u> with categorical label after the initial bracket in subscript (e.g. [DP ...])*

(i) ....

(ii) ....

(iii) ....

(iv) ....

(96) *EXERCISE* ===

*Make (or describe using structural terms like "sister of" or "SPEC of"... or use a bracketed formalism)
simple syntactic trees for the APs headed by* **intelligent** *and* **taller.**

(i) much more intelligent   *(ii) taller than his father.*

Make sure that you provide a categorial label for each and every constituent (node and branch)

(97) *EXERCISE* ===

*Which kind of structure represents a prenominal adjectival AP? Are there some structural restrictions on
their complexity? Describe and demonstrate at least three types in both English and your native language
(non-Czech examples must be glossed).*

(i) ....
(ii) ....
(iii) ....

(98) *EXERCISE* ===

(a) Which kind of structure represents **a predicate AP***? Describe and illustrate its phrasal nature with at
least 3 examples using three distinct forms of the English (semi)Copula.*

(i) ....
(ii) ....
(iii) ....

(b) Are there some structural restrictions on the **complexity** *of the predicate AP similar to those which
exist with respect to the prenominal modifiers? (In other words: can predicate AP have premodifiers and
complements?) Demonstrate it. Ideally you refer back to your examples used for the (a) part of this
question.*

(144) *EXERCISE* ===

What is the **position of standard** *(=not exceptional)* **attributive APs***? Are they located in front of Nouns or
after the N? Briefly describe the structures and demonstrate the phenomena using typical examples of APs
containing the head A=*<u>happy</u> *or* <u>good</u>*. If the position is obligatory, make sure you also show contrasting
examples with * !!!*

(i) ....
(ii) ....

(99) *EXERCISE* ==

*Describe the structures in which the adjectival attribute must appear **<u>after</u>** the head N in Czech (or your native language). Demonstrate using typical examples of APs containing the head A=<u>happy</u> or <u>good</u>. If the position is obligatory, make sure you also show contrasting examples with *! (Be careful with the format of non-English example!)*

(i) ....
(ii) ....

(100) *EXERCISE* ==

*(a) Providing standard **productive patterns** <u>in English</u>, demonstrate the position of (i) a bare adjectival AP, (ii) a premodified adjectival AP and (iii) a postmodified adjectival AP in the attribute function – i.e. inside a complex NP.*

(i) ....
(ii) ....
(iii) ....
*(b) Are the orders **obligatory or optional**? Prove it providing some * examples.*

(i) ....
(ii) ....
(iii) ....

(101) *EXERCISE* ==

Discuss the correlation between uniqueness / recursivity and fixed / free word order.
Give examples from both the pre-/ and post-nominal fields.

a.   *Which **pre**-nominal attributes are unique - recursive?*

b.   *Which **post**-nominal attributes are unique - recursive?*

c.   *Does the uniqueness/recursivness correlate with fixed / free position?*

d.   *Does the uniqueness/recursivness correlate with grammaticality status of the constituent?*

11 NEGATION

(102) EXERCISE ===

Explain the (un)grammaticality of the following examples.
a.   *Joe will in the afternoon do it.   b.   *Joe will do it never.
c.   *In the afternoon will he help me.   d.   * Never John will help me.
e.   *He knows everything at all.   f.   % Did you drink at all at the party?
g.   * He yet remembers everything.   h.   * He doesn't know anything neither.
i.   * Did you drink either at the party?   j.   * He knows everything either.
k.   * He doesn't understand it still.   l.   * Did you yet go to the party?

(103) EXERCISE ===

 *Discuss the process of **NEG-transportation** (concentrate on the signals of polarity\)*

a.   *I assume that Henry will **NOT** write **any-**thing/***some-**thing/***no**-thing <u>at all</u>.*
b.   *I do **NOT** assume that Henry will write **any-**thing/***some-**thing/***no**-thing <u>at all</u>.*

c.   *I believe that Mary will not say anything at all to anybody.*
d.   *I do not believe that Mary will say anything at all to anybody.*

Write Czech equivalents of the above sentences and check the scope of negation. Underline the elements which show the polarity of the Czech sentences. Is the process of NEG transportation the same in Czech as in English? (If you do not speak Czech, use your native language).

a.   ....
b.   ....

c.   ....
d.   ....

Czech can do NEG-transportation. However, compared with English, ...
....

(104) EXERCISE ===

Translate (or paraphrase) the following sentences. Fill the tag questions in b-c/d/e.

a.   *They are ready <u>for no job</u>, aren't they?*   ....
                      , are they?   ....
b.   <u>For no job</u> *are they ready, ...?*
c.   <u>For no job</u> *they are ready, ...?*
                                ....

d.   The food tastes well <u>with no salt</u>, doesn't it? ....

                                      does it?   ....
e.   <u>With no salt</u> the food tastes well, ……………………?
f.   <u>With no salt</u> does the food taste well, ...?

d.   You love Mary <u>in no dress</u>, don't you?.   ....

                          do you?   ....
e.   <u>In no dress</u> I love Mary, ...?
f.   <u>In no dress</u> do I love Mary, ...?

(105) *EXERCISE* ==

a) Demonstrate the distinct **scope** of Engish negative morphemes **un-**, **not** and **n't**.
b) assuming that the scope is defined sctructurally - "a sister of Neg" - explain the ungramaticality of the example below

            (i) * Anybody did not arrive.

(106) *EXERCISE* ==

What is the distinction between **multiple** negation and negative **concord**? Describe and use different examples which clearly show each type. You can you mention also the black English?

(107) *EXERCISE* ==

Describe the position of English NEG (in particular the morpheme –n't) with respect to the Subject and the parts of finite predicate. Make a schematic tree (or describe and use bracketed example) with the Subject: John, and the V: sleep. Recall that English predicate can have a verb plus 4 Modal/Auxiliaries, So be precise!

(108) *EXERCISE* ==

What does the term **NPI** (**Negative polarity Item**) mean? Explain the term.
Illustrate the phenomena using English examples (show at least one example distinct from any-) and one example in your native language. Recall that to prove that some expression is NPI you have to make at least one * example!

(109) *EXERCISE* ==

(a) Describe and demonstrate 3 tests which signal that the NEG polarity of an English clause **.**

....
....
....

(b) what are the tests in yur native language?

(110) *EXERCISE* ===

(a) Describe and demonstrate the proces of NEG transportation.

....
....

(b) Is the NEG transportation possible in Czech, too? Demonstrate whether it is formally / semantically equivalent to English.
....
....

(111) *EXERCISE* ===

*Both examples below contain a partially negative adverb and the NPI element. Why is the Czech example in (i)/(iii) * , while the English close equivalent is OK?*

*(i) *Jana si **stěží** koupí ani jednu knihu.*
*(ii) "Jane will **hardly** buy a single book (at all)."*

(i) *Nemyslím, že si koupí ani jednu knihu. (= Nemyslím, že si koupí jakoukoliv knihu)
(ii) I don't think she will buy a (single) book at all.

(112) *EXERCISE* ===

*(a) Describe the **formal polarity** (negative/positive) of the English **adverb hardly**. Give at <u>least 3 arguments</u> to support your claim with examples.*

....
....
....

(b) Why do linguists call adverbs like hardly "partial negative"? Do you know some more English adverbs which behave like hardly? Show them.

....
....
....

12   ENGLISH SENTENCE STRUCTURE (MODALITY)

(113) *EXERCISE* ==

Explain the term Modality (nawwor and broad/intentional)

(114) *EXERCISE* ==

 (Change the underlined constituents into (semi-) clauses. How would you classify them?

a.   *Mary arrived <u>yesterday</u>.*
b.   *The man reading newspaper is my brother <u>Tom</u>.*
c.   *I like <u>Josephine</u>.*
d.   *<u>Joe</u> is not interested in sports.*
e.   *Don't say <u>that</u>!*

(115) *EXERCISE* ==

State the kind of embedded clause and the sentence member in the main clause which is related to it. (what is the syntagma?). Try to replace the subordinate clause by a non-clausal constituent.

   [1]   ***WHEREVER*** *WE said somethng, we meet with hostile response.*
   [2]   *I'll let yu know,* ***AS SOON AS*** *I (*WILL) ARRIVE.*
   [3]   ***WHEN*** *(I AM) ON VACCATION I (will) try not to do any work at all.*
   [4]   *She behaved* ***AS IF*** *SHE KNEW NOTHNG ABOUT IT..*
   [5]   *There is no money left* ***SO THAT*** *WE COULD BUY IT.*
   [6]   *We had to come back soon* ***BECAUSE*** *WE HAVE TO ARRIVE IN TIME..*
   [7]   *I am not moving it* ***IN CASE*** *YOU DON'T DO YOUR PART OF WORK*
   [8]   *John sat down* ***WHERE*** *I TOLD HIM.*
   [9]   *Mary* ***will*** *help yu,* ***IF*** *YOU PAY HER ENOUGH..*
   [10]   ***IF*** *YOU PAID HER ENOUGH, she* ***would*** *help you..*
   [11]   ***(AL)THOUGH*** *THE WEATHER IS BAD we will not stay in the hotel.*
   [12]   ***SINCE*** *THEY DID NOT ARRIVE we have plenty of space to put our stuff.*
   [13]   *He is more clever* ***THAN*** *WE THOUGHT.*
   [14]   *He gave us* ***so*** *much money* ***THAT*** *WE COULD BUY ANYTHING.*
   [15]   *The bullet got* ***as*** *high* ***AS*** *NOBODY HAD EXPECTED.*
   [16]   *I'll give it to whoever I like.*
   [17]   *That you will not be able to finish was clear to all of us..*
   [18]   *Bill borrowed more money than he will be able to pay back.*

(116) *EXERCISE* ==

a.   *a nominal content clause in the function of Subject (with and without the linking <u>it</u>)*

85

....

b.   a nominal content clause in the function of Object

....

c.   a nominal content clause in the function of Object of Preposition

....

d.   a nominal content clause in the function of Predicate

....

e.   an Adverbial clauses in the function of Time adv. and adv. of Place

....

f.   an Adverbial clause in the function of Grading

....

(117) *EXERCISE* ==

*Explain, when it is **advantageous** to use of the sentence scheme SVOMPT and then discuss its **disadvantages**. Give at least 3 reasons why it is not correct as a generalized scheme of English clauses. In which situation it is usefull to use some other scheme? Which one?*

(i)   ………...
(ii)   ....
(iii)   ....

(118) *EXERCISE* ==

***English analytic predicate.** Give two good reasons for why (especially in English) we need to divide the position of the predicate into separate syntactic heads/ projections.*
NOTE: the N.I.C.E. characteristics may counts as <u>one</u> reason only. So apart from explaining how N.I.C.E confirms the analyticity of the predicate, be sure you give some other reason(s), too!

(119) *EXERCISE* ==

In which contexts do we expect the T/Ω head to be fronted in front of the Subject position (the so called inversion*)? Describe and demonstrate this behavior with at least two distinct examples.*

(120) *EXERCISE* ==

*(a) <u>Describe</u> and illustrate **<u>two</u>** main word-order characteristics of English direct **Wh Questions**. To demonstrate your description, use examples of*

(i)   a direct Wh question for V-complement/Object   ....
(ii)   a direct Wh question for Subject.   ....

(b) Then use the same examples to describe and demonstrate the form of the Indirect Wh Question.

(i) ....

(ii) ....

(c) Referring to your examples, state the distinction between the direct and indirect Wh questions.

(121) *EXERCISE* ==

*(a) What does the **pre-verbal** part of a simple clause depend on? What decides about which constituents (phrases) and in which order will appear in front of the lexical Verb? Describe and demonstrate with data.*

*(b) What does the **post-verbal** part of the declarative clause depend on? What decides about which constituents (phrases) will appear after the lexical Verb? Describe and demonstrate with data.*

(122) *EXERCISE* ==

*(a) What is the relation between the utterance functions (**pragmatic** usage) and sentence patterns (**formal** realization)? Describe and illustrate some standard/primary correlations, but mention also standard secondary usages.*

(b) Mention the form and function of the "rhetorical question".

(123) *EXERCISE* ==

Which kind of relative clause are the following (punctuation is omitted)

a.   *Children who hate chocolate are uncommon.*

b.   *They live in a house whose roof is full of holes.*

c.   *An elephant is an animal that lives in hot countries.*

d.   *Let's go to a country where the sun always shines.*

e.   *The reason why I came here today is not important.*

(124) *EXERCISE* ==

(a) Using ther following example in (i). explain the distinction between the restrictive and non-restrictive relative clauses.

(i) *I have two friends (,) who live in Prague.*

(b) Give example of a pseudorelatiuve clause.

(125) *EXERCISE* ===

*Explain the term "**modality**" and illustrate some instances of it. There is more than one modality... be sure you mention several types*

(126) *EXERCISE* ===

*Explain, when it is **advantageous** to use of the sentence scheme SVOMPT and then discuss its **disadvantages**. Give at least 3 reasons why it is not correct as a generalized scheme of English clauses. In which situation it is usefull to use some other scheme? Which one?*

(145) *EXERCISE* ===

***English analytic predicate.** Give two good reasons for why (especially in English) we need to divide the position of the predicate into separate syntactic heads/ projections.*
NOTE: the N.I.C.E. characteristics may counts as <u>one</u> reason only. So apart from explaining how N.I.C.E confirms the analyticity of the predicate, be sure you give some other reason(s), too!

(127) *EXERCISE* ===

In which contexts do we expect the T/Ω head to be fronted in front of the Subject position (the so called inversion)? Describe and demonstrate this behavior with at least two distinct examples.

(128) *EXERCISE* ===

Give examples of English nominal content clauses in the functions of Subject and Object. What is the role of the expletive/linking it in these clauses? Explain th econtrast between Czech and English

(i) Petr opakuje to, co Marie říká.

*(ii) * Peter repeats it what Mary says.*

(129) *EXERCISE* ===

*There are subordinate clauses which do not tolerate a **future morpheme will**. Give the names of these structures and illustrate the principle(s) using at least two distinct kinds of such sentences.*

(i) ....

(ii) ....

(iii) ....

(130) *EXERCISE* ===

*Describe and demonstrate at least <u>two</u> kinds of English complex sentences where the **Tense of the subordinate predicate** is influenced by form of the matrix clause predicate and by the selected complementizer(s). State the **rule** for this phenomenon and mention some frequent exceptions (if they exist).*

(i) ....

(ii) ....

(131) *EXERCISE* ===

*Explain the distinction in Tense(s) in the following Czech example and its English formal equivalent. **Use linguistic terminology.***

*(i) Petr   řekl, že on bude pomáhat Anně, až   (ona) **bude**FUT připravená.*
*(ii) Peter said that he would   help Ann   when   she   **was**PAST   ready.*

(132) *EXERCISE* ===

*(a) Give examples of two **complex sentences** - one with a Subject and one with an Object expressed with a (semi-)clause. (Each example should have one (semi-)clause). Give the classification of the subordinate (semi-)clause.*

(b) Can any of the (semi-)clause in (a) co-occur together with the the linking it? – Say which one and show both!

(133) *EXERCISE* ===

*(a) What decides about the morphological features of the **relative pronoun** in English? Which features are relevant and morphologically marked? Give some example(s)*

*(b) Comment of the optionality of the morphology in (i). Notice that the expression **man** in the main clause is NOT in object case.*

*(i) The man - **<u>who(m)</u>** Mary loved most - arrived on Monday.*