**Handout 6 – in-semester assignment**

**Morphological analysis – summary**

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Dear students,

Since we cannot meet for in-semester test, I’ve decided to slightly modify your assessment and do what is commonly called open-book exam. The idea is simple...I’d like you to go through the text (the same text copied for each part of the exam) and work on the questions. Fill free to use any resources you like (a great part of the questions is actually based on GREENBAUM, S., QUIRK, R.: A Student’s grammar of the English language, Pearson Longman 1990, …in some questions, even the numbers of chapters/subchapters are provided. For the rest of questions, please, check the handouts. I realize that, on one hand, this kind of assessment is extremely time consuming (it will take you a few hours to complete all the questions)…on the other hand…this is not a pass / fail exam. By doing this assignment, I want to “encourage” you check the resources and to prepare for your final State exams.

This assignment closes the first part of the course – Morphology (grammar 1 and 2). My next handouts will cover grammar 3 – syntax. You are expected to submit this assignment until Sunday, 12th April (midnight). It is worth 40% of your overall assessment. If you have any questions, please, get in touch,

Best wishes,

Peter

**Verbs**

**The Weight of the Glass**

1. Once upon a time a psychology professor walked around on a stage while teaching stress

2. management principles to an auditorium filled with students.  As she raised a glass of water, 3. everyone expected they’d be asked the typical “glass half empty or glass half full”

4. question.  Instead, with a smile on her face, the professor asked, “How heavy is this glass of 5. water I’m holding?”

6. Students shouted out answers ranging from eight ounces to a couple pounds.

7. She replied, “From my perspective, the absolute weight of this glass doesn’t matter.  It all

8. depends on how long I hold it.  If I hold it for a minute or two, it’s fairly light.  If I hold it

9. for an hour straight, its weight might make my arm ache a little.  If I hold it for a day straight, 10. my arm will likely cramp up and feel completely numb and paralyzed, forcing me to drop 11. the glass to the floor.  In each case, the weight of the glass doesn’t change, but the longer I 12. hold it, the heavier it feels to me.”

13. As the class shook their heads in agreement, she continued, “Your stresses and worries in 14. life are very much like this glass of water.  Think about them for a while and nothing

15. happens.  Think about them a bit longer and you begin to ache a little.  Think about them 16. all day long, and you will feel completely numb and paralyzed – incapable of doing anything 17. else until you drop them.”

**18. The moral:**  It’s important to remember to let go of your stresses and worries.  No matter 19. what happens during the day, as early in the evening as you can, put all your burdens

20. down.  Don’t carry them through the night and into the next day with you.  If you still feel 21. the weight of yesterday’s stress, it’s a strong sign that it’s time to put the glass down.  (Angel 22. and I discuss this process of letting go in the Adversity and Self-Love chapters of[*1,000 Little Things Happy, Successful People Do Differently*](https://www.marcandangel.com/book/).)

**Questions and tasks:**

1. Find examples of a full, a primary and a modal auxiliary verb in the text.

2. Full verb forms may be regular and irregular. Find an example of each of them in the text and comment on their spelling and spelling changes.

3. Explain modal auxiliaries in the role of operators, if possible, use an example from the text. (p. 35)

4. name some features of modal auxiliaries that distinguish them from full verbs. (p. 36)

5. Find examples of primary verbs in the text. Why are they called primary?

6. comment on the status of primary “have” in its stative function

7. Name three categories of English auxiliary verbs and find an example of central ones in the text. Give examples of the two remaining categories (not included in the text)

8. Give an example of a finite and a non-finite verb phrase.

9. Explain and give an example of a simple and a complex verb phrase from the text. Comment on ordering verbs in complex verb phrases. (p. 42).

10. Give eight types of contrast expressed in the verb phrase and support as many as you can by examples from the text.

11. Find an example and comment on the passive voice in the text. What are the possible reason for using passive voice?

12. Semantics of the verb phrase – explain the difference between time and tense and demonstrate the difference using examples from the text.

13. Find examples of stative and dynamic verbs in the text. Focus on the verb “feel” in the text and explain under what circumstances the verb feel may function as both stative and dynamic.

14. find examples and comment on various tenses in the text (there aren’t many in the text, unfortunately ☹)

15. Define English aspect and find an example of continuous aspect in the text. Compare it with the perfective aspect.

16. Find examples of different verb senses in the text (p. 55).

17. Find some means of expressing future time in the text, name and give examples of other means which are not included in the text.

18. What is the meaning of the modal verb “can” in line 19? (possibility, ability or permission?) Explain your choice.

19. What is the meaning of “will” in line 10? (prediction, volition .... other?) Explain your choice.

**Nouns**

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**Questions and tasks**

1. identify the grammatical categories of time (line 1), professor (line 1) Angel (line 21) Focus on (common / prober, count / non-count, concrete / abstract)

2. Find and comment on the partitive constructions. Give example (line 2).

3. What are the three categories of determiners in English (depending on the position they take). Find examples of each of them in the text (if possible).

4. Find examples of an article + noun functioning in the generic and specific reference. Explain the notions “generic” and “specific”

5. Which determiners may function as the definite article? Find examples of these determiners in the text. (lines 7)

6. Explain the notion of the “zero determiner” and find an example in the text.

7. Find an example of a pre-determiner in line 7 and compare it with other pre-determiners with respect to plurality / countability.

8. Find an example of pre-determiner in line 1.

9. What are the two categories of post-determiners? Find examples of one of them in the text. (e.g. line 8)

10. Explain the substitution of the indefinite article by numeral one, give an example from the text.

11. Find in the text and comment on some other uses of the definite and the indefinite article. Remember to match the use of articles with either generic or specific reference.

12. What is the difference between the English and the Slovak plural? (Contrastive linguistics).

13. Find examples of different pronunciation of English plural in the text and explain the rules.

14. Find examples of different spelling of English plural in the text and explain the rules.

15. Explain the formation of regular, irregular and zero plural in English.

16. Find an example of a foreign plural in the text.

17. Find an example of a noun unmarked for gender in line 1.

18. What are the two cases in English? Find an example of each of them in the text and explain your choice.

19. How is genitive case formed in English?

20. What is the grammatical status of genitive in English? (two types).

**Pronouns**

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**Questions and tasks:**

1. What is the classification of English pronouns? Give an example for each caterogory (Quirk 6.1)

2. find a personal pronoun (line 2) and demonstrative pronoun (line 22). Compare these two pronouns with respect to “person, gender, case and number contrast”

3. Which category of pronouns is not marked for any of the above-mentioned categories?

4. How is the number contrast expressed in reflexive pronouns?

5. Compare nouns and personal pronouns. In what way are they similar in terms of their reference? (Q 6.8)

6. Explain the constraints in pronoun treatment in cataphoric and anaphoric reference (Q 6.8)

7. compare and contrast the pronoun “it” as used in line 8 and line 18 (focus e.g. on extraposititon and some other aspects)

8. Give an example of “it” in the role of “dummy subject”

9. Explain and give examples of 7 modifications of pronouns (Q 6.11)

10. Penelope begged Jane to look after her. / Penelope begged Jane to look after herself. Comment on the contrast in coreference between the noun and the pronoun in these two sentences.

11. Line 13: “their” – is this a possessive pronoun or a determiner? Comment your choice.

12. Which two major categories of pronouns are not marked for person contrast? Find an example of which of one of the two categories in the text, give your own example of the second category.

13. Characterize the category of indefinite pronouns and its sub-category of universal items. Find an example of universal pronoun / universal item in the text.

14. What is the functional contribution of pronouns in terms of reference and logic? (handout 3)

14. With respect to the reference, look at the sentence in lines 19 and 20 and identify a referent and an antecedent. Explain your choice. (handut 3)

15. Explain and give origin of the word “antecedent” (handout 3)

16. Explain the term of exophora. Is the relation in lines 19 and 20 exophoric or endophoric? Why? (handout 3)

17. With respect to their semantic functioning, does the pronoun “She” and pronoun “my” in line 7 function as a head or as a determiner? (handout 3)

18. Lines 11 and 12 – “I hold it” translate this clause and put into contrast the English clause and its Slovak counterpart. Consider the characteristics of pro-drop and non-pro-drop languages. (handout 3)

**Adjectives**

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**Questions and tasks:**

1. What are the four features commonly characteristic of adjectives?

2. Compare the adjectives “absolute” (line 7) and “numb” (line 10) and comment on their position (attributive, predicative)

3. Compare and give similarities / differences in terms of comparability between the following adjectives: typical (line 3), absolute (line 7), long (line 8)

4. Find an example of a central and a peripheral adjective in the text.

5. Find an example of adjective / adverb homomorphy in the text.

6. Compare “psychology professor” (line 1) and “strong sign (line 21). Focus on “psychology” and “strong”. Comment on the differences in their functioning. (Quirk, Adjectives 7.4)

7. Find an example of the participial adjective in the text. Explain why you consider the adjective you choose to be participial.

8. Give an example of an adjective and corresponding verb with a different meaning (Quirk 7.5)

9. The adjective “strong” (line 21) is in attributive position in “strong sign” Create sentences in which the same adjective “strong” will be used in the predicative and the postpositive position.

10. Find an adjective with complementation in line 16. Explain your choice.

11. Look at the adjective “strong” (line 21). Create a sentence on your own where the adjective “strong” will function as the head of noun phrase.

12. Give an example of an adjective functioning as the sole realizations of verbless clauses (Quirk 7.14)

13. What are the three types of intensifying adjectives? Find an example of an intensifying adjective in the text.

14. What is the semantic sub-classification of adjectives?

15. Empty (line 3) and heavy (line 4), straight (line 9), strong (line 21) – mark these adjectives inherent or non-inherent. Explain your choice.

16. “the longer, the heavier” (lines 11, 12). Comment on comparison.