# Eng509 Final Compilation

1. one substitution affected the string,it considered a ?

Alternative, portion, **constituent**, subject

2. in eng it is not possible to place adj together with its complement before a ?

Head V, head P, **head N** head S

3. X-bar is theory of syntactic Formation

Constituent, phrase, **category,** sentence

4. Earlier form of the word 'shoe'

Shoo, shee, sheo, **shoon**

5. Modern plular form of shoe is

Shoon, **shoes**

6. All language have same parameters

Transformative generative grammar, generative grammar,

generative, **Universal grammar**

7. Idea of UG grammar first

1990s, **1960s,** 1970s, 1980s,

8. Children with genetically transmitted algorithms for level the grammar, on the basis of their

linguistic experience.

Speed acquisition systems,       **language acquisition program,**

language development,                speech learning tool

9. Which of the following constituents at more than one level in the representation.

Constituency       **One.substitution**✓       One.alteration       All of above

10. unlike V-complemenant, adj- comple in english cannot be NPs, but be realized by PPs or

Vs             **Ss**             Ns             Ps

11. the study of morphology and syntax is also known as

**Morphosyntax**✓        Morphonox        Syntax ology        Morpholsyntax

12. children typically begin to say their first word between 12 and

**20**          24          22          25

13. the manipulation of ................. Can impact the part of speech that a word denotes

Preposition        **Affixes** ✓        segment.        Articles

14. which of the following is regarded as the latgest and highest unit on the hierarchical scale of

constituents or the largest unit of syntastic

**Description**✓        Word Clause        Sentence

15. which of the following is an alternative term of fronting

**Proposing Preposing**✓        Forecoming        Promination

16. Rely+on are called

Finite,        infinite,        transitional,        **preposition verb**

17. obviously lexical categories are ? of some level,

**they are minimal constituents of syntax**      Portion costituents,    substitutes, chunks

18. One important characteristics of prepositional transitive verbis that they allow

**Activisation Passivisation**        notation.        None of these

19. Catch up with, come up with are examples of.................... Verb.

**Phrasal-prepositional**      Prepositional.      Phrasal      Transitional

20. since one-substitution effects this string, it may also be considered a

**Portion Constituent**      Subject      Alternative

21. A diachronic perspective of morphology view 'what happens to morphology through.......'

Civilization      Movement.      **a time**

22. the more morphological rules and tips you know the better ...... you will acquire

**Vocabulary.**      symmetry.      Skills      Knowledge

23. The head of adjective phrase is a/ an ..........

Preposition      Article      **Adjective**      Noun

24. which is the subject question

**who broke this glass**      What is your name

Where do you live.      You can speak what language

25. what is exclamative clause

**What fun we have had!**      Who wrote Helmet

Who is making noise      What is your colour

26. Structural organization of texts is_____ that a sentence.

similar to,      same to,      **different to,**      none

27. Which one is Intransitive verbs?

**Laugh**      Kick      Help      Give

28. The verb like look at, look for, look after, call on , call for etc are called ..... verb

**prepositional.**            Transitional            Infinite            Finite

29. Adjs (adjectivs) like Vs(verbs) take .....

Commands            Compliments            **Complements**            Bars

30, the more morphological rules and tips u know the better **VOCABULARY** you will acquire

31. The study of **MORPHOLOGY** in generative linguistics was largely eclipsed by phonology

and syntax in the early days.

32. Children produce their first words at **TWELVE** months

33. People cultivate several species >**patient**

34. Our planet revolve around the sun >**pp**

35. The earth revolve around the sun>**pradicate**

36. I will came will I came> **T-to-C movement**

37. He enjoy is work »**do support to form negative**

38. Who broke the glass >**subject question**

39. You don't know him, dovou ?> **tag question**

40. How badly he is behaving.**exclamatory clause**

41. What fun we have had >**exclamatory clause**

42. The gate keeper close the door>**subject**

43. He rode the bicycle>**patient**

44. There **were** /was awarded several prizes.

45. Intransitive verb (**laugh**, kick, help, give)

46. The red leaf >**determiner phrase**

47. A beautiful flower-**determiner phrase**

48. To the school >**pp**

49. Anwar arrange the events **agent**

50. I watch the movie>**patient**

51. That if.for **complementizer**

52. In linguistics **syntax** is set of rules.....

53. Ali give his mother a present **direct object**

54. Run,play,eat > **action verb**

55. If **complementizer**

56. Most ambitious > **Adjective Phrase**

57. Ali sold me his mobile >**indirect object**

58. Snore >**intransitive verb**

59. Agent less phrase is used in **official document**

61. Passivasetion allows the suppress the >**agent**

62 Where are you going **direct question**

63. Has, am ,is **auxiliary verb**

65. Ali asked if she was studying >**indirect question**

66. "The beauriful flower" Which of the following pharse is correct? **Determiner**)

67. IC stands for **Immediate Constituents.**

68. Determiner Phrase = **DP**

69. Complementizer Phrase = **CP**

# SUBJECTIVE

**Q. Define Subject Question**.

We don't know the person or thing who performed the action, and we want to find out. This type of question is called a subject question, and subject questions do OT use the auxiliary verbs do, does, and did.

**Q. Write three question words**.

Who
What
Which
How

**Q. Underline auxiliaries in the given sentence**

1. Who <u>has</u> broken the window?
2. <u>C a n you</u> speaker English
3. I <u>will</u> finish my assignment 1
4. We <u>should</u> abide the rule
5. Children <u>were</u> playing cricket

**Q. Name five auxiliary verbs?**

An auxiliary verb (abbreviated aux) is a verb that adds functional or grammatical meaning to the clause in which it appears, so as to express tense, aspect, modality, voice, emphasis, etc. Auxiliary verbs usually accompany a main verb. ... An example is the verb have in the sentence I have finished my lunch.
Can

Could
Shall
Would
 Should.

**Q. What are the three types of constraints of phonology?**

 The first type of constraint on morphological productivity is phonological. We have already seen that phonology is a factor in the distribution of allomorphs (see chapter 3). It is therefore not surprising that phonology constrains morphology in other ways. Bauer identifies three types of phonological constraints on productivity:

(i)      those that depend on the segmental make-up of the base;
(ii)     those that depend on the suprasegmental make-up of the base, including stress placement; and
(iii)    those that depend on the number of syllables in the base.

**Q. T-C Movement?**

  You will leave Will you leave?
I have done work.
Have I done work?

 **Q. Explain the term predicate with two examples**

A sentence has two parts: the subject and the predicate. The subject is what the sentence is about, and the predicate is a comment about the subject. The predicate is the part of a sentence (or clause) that tells us what the subject does or is. To put it another way, the predicate is everything that is not the subject. At the heart of the predicate is a verb. In addition to the verb, a predicate can contain direct objects, indirect objects, and various kinds of phrases.

(The man from the shop)                    (Is a monster.)
(Subject)                                                 (Predicate)
 (He)                                              (Stole my bike last week.)
 (Subject.)                                                 (Predicate)

**Q. Examples of adjective Phrase:**

An adjective phrase is a group of words headed by an adjective that modifies a noun.
Example: She had extremely menacing eyes.
Very soft
German
Young

**Q. preposition write with examples any 3**

The definition of a preposition is a word or phrase that connects a noun or pronoun to a verb or adjective in a sentence. An example of preposition is the word "with" in the following; "I'm going with her." The preposition may be preceded by an element which specifies it.
For example:
right on the spot (adverb phrase)
slap in the middle (adverb phrase)
straight through the wall (adverb phrase)
three inches above the door (noun phrase)

**Q. 3 lexical categories**

The main lexical/substantive categories found in English
noun,
Verb,
Adjective,
Adverb and Preposition

**Q. WHAT ARE DIRECT QUESTIONS?**

Direct questions are the "normal" questions that we can ask friends, family members, and people who we know well. You can form direct questions using the QUASM model that we learned last less on. Example of a direct question: "Where's the bathroom?"
DIRECT QUESTIONS ENGLISH: EXAMPLES
Direct: Where is Market Street?
Direct: What time does the bank open?
Direct: Why did you move to Europe?
Direct: How has he managed to get in shape so quickly?

Direct: How much does this motorcycle cost?

## Q. Intransitive verb.

An intransitive verb has two characteristics. First, it is an action verb, expressing a doable activity like arrive, go, lie, sneeze, sit, die, etc.
Examples of intransitive verbs:
Huffing and puffing, we arrived at the classroom door with only seven seconds to spare. Intransitive, e.g. laugh [ vp -] He laughed
Intransitive+ PP, e.g. lean [ vp- PP] He leaned [pp towards the girl ]

## Q. Three types of Phrases:

**Noun Phrase**: A group of words in a sentence that acts like a noun is called a "noun Phrase". **Verb Phrase**: A group of words consisting of one main verb and one or more helping verbs is called a "Verb Phrase"
**Adjective Phrase**: A group of words that describes a noun in a sentence is known as an "Adjective Phrase".

## Q. Three examples of two morphemes word?

Killed : kill, ed
Swallowed: swallow, ed
 Played: play, ed

## Q. Three example of one - word noun phrase?

Rat
Snake
Car

## Q. Two example of indirect question?

Indirect questions are a little more formal and polite. We use them when talking to a person we don't know very well, or in professional situations, and their form is a little different.
 Examples of an indirect question:

1. "Could you tell me where the bathroom is?"
2. One evening he asked whether he might go home with her.

## Q. Define tag questions

A question tag is a grammatical structure in which a declarative or an imperative statement is turned into a question by the addition of an interrogative fragment (the "tag"). For example, in the sentence "You're John, aren't you? "The statement "You're John" is turned into a question by the tag "aren't you".

## Q. Tag question

Positive statement + Negative Tag
1. It is very warm, is not it?
2. . It will be dark soon, won't it?
3. You live near here, don't you?
4. The children can swim, can't they?

Negative statement + Positive Tag
1. You aren't a teacher, are you?
2. They weren't late, were they?
3. You shouldn't be so busy, should you?
4. You haven't been here all week, have you?

## Q. Three example of prepositional phrase

Every prepositional phrase is a series of words consisting of a preposition and its object. In the example above, "with" is the preposition and "reusable tote" is the object. In a prepositional Phrase, the object may be a noun, pronoun, gerund, or clause. A prepositional phrase can function as an adjective or adverb. Common prepositional phrase examples include about, after, at, before, behind, by, during, for, from, in, of, over, past, to, under, up, and with.

## Q. Subject questions ...3

Sometimes   we want to ask about the subject we don't know the person or thing who performed the action, and we want to find out. This type of question is called a
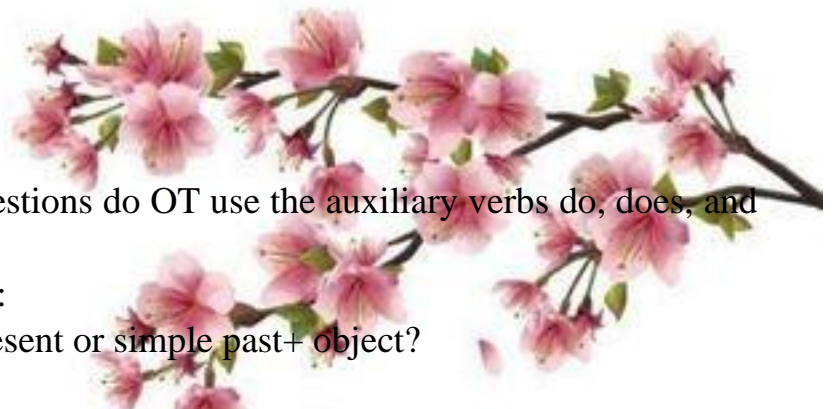
subject question, and subject questions do OT use the auxiliary verbs do, does, and did.

**How to form subject questions**:

Who / What + verb in simple present or simple past+ object?

**Examples of subject questions**:

1. Who wants some fruit juice? We want some fruit juice.
2. What causes cancer? Smoking causes cancer.

**Q: English is rich in cleft constructions. Write any five types of Cleft in English.**

Clefting is a useful way of making clear what you are focusing on, but it is not possible, for example, to make the verb the Head of a cleft construction. An alternative way of focusing on constituents, which is applicable to verbs and their Complements.

**For example**:

What Jane did was give the book to Bill on Saturday.

What the waiter did was open the beer-tins first.

**Types**:

1. T-cleft
2. Wh-Cleft
3. If-because Cleft
4. There-cleft
5. All-Cleft

**Q. Differentiate between verb phrase and prepositional phrase**.

**Verb phrase**:

A group of words consisting of one main verb and one or more helping verbs is called a "Verb Phrase".

**Propositional phrase**:

A group of words consisting of a preposition, followed by a noun, verb, a pronoun or a noun phrase is called a "Prepositional Phrase".

**Q. Prepositional phrases. Two examples.**

Every prepositional phrase is a series of words consisting of a preposition and its object. In the example above, "with" is the preposition and "reusable tote" is the
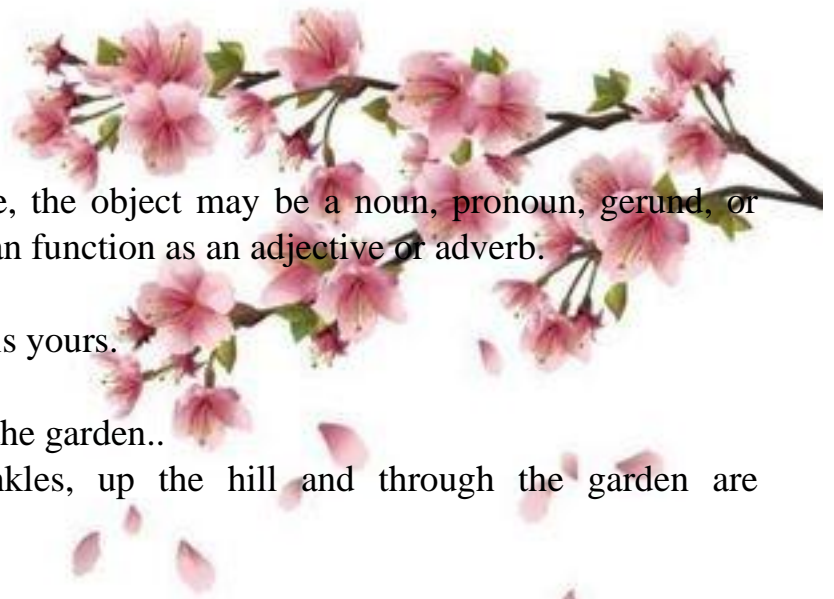
object. In a prepositional phrase, the object may be a noun, pronoun, gerund, or clause. A prepositional phrase can function as an adjective or adverb.

**Three examples**:

1. The cupcake with sprinkles is yours.
2. We climbed up the hill.
3. The rabbits hopped through the garden..

In these examples, with sprinkles, up the hill and through the garden are prepositional        Phrases..

**Q. Relative clause.**

A relative clause contains essential or extra information about people or things. They are usually divided into two types – defining relative clauses and non-defining relative clauses. **Defining relative clauses**:

Contain essential information about people or things.

**Relative pronounced**: who, which, that, whose, can be noted omitted if they are not subject of the sentence.

When refers to time, "that" can be used or can be omitted.

Where" refers to place, it never can be omitted or place by "that".

Whose refers to possession? Who/ that refer to people.

Which/ that refer to objects.

**Examples**:

1. It was in 2017 when she lost her mother.
2. Japan is a country where earthquakes are very common.
3. He's the boy whose mother saved many lives.
4. I talked to a man who/that survived the earthquake.
5. The horse which Kim was riding is very friendly.

**Non-defining relative clauses**

Non-defining relative clauses are more often used in written English than in spoken English. You can tell that a clause is non-defining because it is separated by commas at each end of the clause. Non-defining relative clauses can use most relative pronouns (which, whose etc.,) but they CAN"T use „that" and the relative pronoun can never be omitted.

**Examples**:

1. My grandfather, who is 87, goes swimming every day. "Who is 87" is a non-defining relative clause. It adds extra information to the sentence. If we take the clause Out of the sentence, the sentence still has the same meaning.

2. The film, which stars Tom Carter, is released on Friday.
3. The car, which can reach speeds of over 300km/ph., costs over $500,000.

**Q. Underline Active and Passive Sentences:**

**Active Sentences**:
A sentence is written in active voice when the subject of the sentence performs the action in the sentence.
**Examples**:
1. The hunter killed the lion.
2. Someone has cleaned the windows.
3. Someone had broken the windows.
4. He chased the bus.
5. The children are baking a cake.

**Passive Sentences**:
A sentence is written in passive voice when the subject of the sentence has an action done to it by someone or something else.
**Examples**:
1. The lion was killed by the hunter.
2. The windows have been cleaned by someone.
3. The windows had been broken. (The by-phrase is entirely optional. It could be omitted.)
4. The bus was chased by him.
5. A cake is being backed by the children.

**Q. Yes-No Questions.**

YES O DIRECT QUESTIO S -> "IF" IN INDIRECT QUESTIONS
If the direct question is a "yes or no" question (it has no question word such as what, who, when, where, why, or how), then the indirect question will have if.
**Direct**: Does Tom like Italian food?
**Indirect**: Do you know if Tom likes Italian food?
**Direct**: Are your parents joining us for dinner?
**Indirect**: Could you tell me if your parents are joining us for dinner?
**Direct**: Do they speak English?
**Indirect**: I was wondering if they speak English.
**Direct**: Has Barbara ever studied abroad?

**Indirect**: Do you have any idea if Barbara's ever studied abroad?
**Direct**: Do you plan on traveling this summer?
**Indirect** I'd like to know if you plan on traveling this summer.

**Q. Indirect Questions.**

Indirect questions are a little more formal and polite. We use them when talking to a person we don't know very well, or in professional situations, and their form is a little different.

**Example of an indirect question**:
"Could you tell me where the bathroom is?" PHRASES FOR INDIRECT QUESTIONS
 Could you tell me...?
Do you know?
 I was wondering _
Do you have any idea _.
 I'd like to know.
Would it be possible?
  Is there any chance. _ .
 Examples: Indirect:
Could you tell me where Market Street is?
 In indirect questions with is/are, the verb (is) comes after the subject (Market Street).
Indirect: Do you know what time the bank opens?
In indirect questions, we don't use the auxiliary verbs do/does/d id. Also, you can see that the verb is "open" in the direct question, and "opens" in the indirect question
 Indirect: I was wondering why you moved to Europe.
Again, there is no auxiliary verb did in the in direct question. In fact, this indirect question is not even a question - it's more of a statement that invites the other person to give more information. Indirect: Do you have any idea how he's managed to get in shape so quickly? The auxiliary verbs have and has can be used in both the direct and indirect quest ions - but in the direct question, " has" comes before the subject (he), and in the indirect question, " has" comes after the subject.

**Q. Explain the kind of verb phrase?**
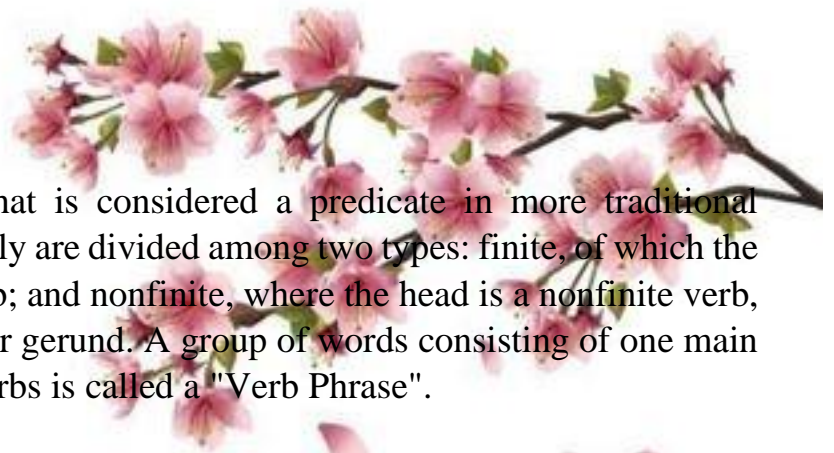
A verb phrase is similar to what is considered a predicate in more traditional grammars. Verb phrases generally are divided among two types: finite, of which the head of the phrase is a finite verb; and nonfinite, where the head is a nonfinite verb, such as an infinitive, participle or gerund. A group of words consisting of one main verb and one or more helping verbs is called a "Verb Phrase".

**Examples**:
1. As the cat watched, the two puppies fought over a bone.
2. Walking on the ice, she slipped and fell. In these examples, as the cat watched, walking on the ice are verb phrases

## Q. Intransitive verb?

An intransitive verb is simply defined as a verb that does not take a direct object. That mea ns there's no word in the sentence that tells who or what received the action of the verb. While there may be a word or phrase following an intransitive verb, such words and phrases typically answer the question "how?"

## Q. Prepositional Phrase

A group of words consisting of a preposition, followed by a noun, verb, a pronoun or a noun phrase is called a "Prepositional Phrase". A prepositional phrase is a group of words that lacks either a verb of a subject, and that functions. As a Unified part of speech. It normally consists of a preposition and a noun or a preposition and a pronoun.
1. The cupcake with sprinkles is yours.
2. We climbed up the hill.

## Q. 3 examples of subject question.

**Subject Question**:
Sometimes we want to ask about the subject. We don't know the person or thing who performed the action, and we want to find out. This type of question is called a subject question, and subject questions do OT use the auxiliary verbs do, does, and did. How to form subject questions: Who / What + verb in simple present or simple past + object?
**Examples of subject questions in the simple present:**
1. Who wants some fruit juice? We want some fruit juice.

2. What causes cancer? Smoking causes cancer.

**Examples of subject questions in the simple past:**

1. Who made a sandwich? Sara made a sandwich.

2. What damaged your house? The earthquake damaged my house.

**Q.Four types of determiner.**

**Types of Determiners:**

**1.Articles:**

There are three articles in English language: a, an, the. The articles "a" and "an" are used when we need to clarify the noun as indefinite and singular. The article "a" comes before nouns beginning with a constant sound, while the article "a" comes before nouns beginning with a vowel sound. The article "the" is used when we need to clarify the noun as definite and unique.

**Example of Articles:**

We saw the car again today.

I am going to read a newspaper.

She has an umbrella.

**2.Demonstratives:**

The category of words which is used to clarify the distance of something or some person from the speaker is called demonstratives. Use of Demonstratives in a Sentence: Demonstratives can function as adjectives and pronouns in a sentence. These include: That, These, This, Those. "That" is used when a singular noun is not very close to the speaker. "This" is used when a singular noun is precisely in front and close to the speaker. "Those" is used when plural nouns are not very close to the Speaker. "These" is used when plural nouns are precisely in front and close to the speaker.
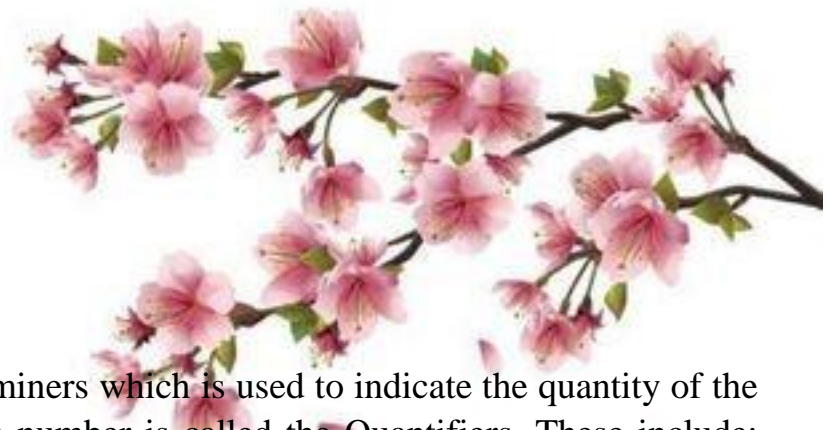
**Examples of Demonstratives:**

That is the place I want to go to.

These books are fun to read.

**3.Possessives:**

The words that come to modify a noun to indicate possession towards some person or something are Called possessives. These include: your, our, my, his, hers, its, their etc.

**Examples of Possessives**:
I am doing my assignment.
This dress is hers.

**4.Quantifiers**
The category of indefinite determiners which is used to indicate the quantity of the noun without stating the precise number is called the Quantifiers. These include: many, much, plenty, enough, several, some, few, Little etc.

**Examples of quantifiers**:
I took out some vegetables from the fridge.
She has several friends at school who work part-time.
He does not have many friends.

**Q.Verb phrases. Two examples.**

A verb phrase is a syntactic unit consisting of an auxiliary (helping) verb preceding the main verb Helping verbs may appear as: is, are, be, such as, was, were, been, being, have, had, has, do, did, does, can, could, will, would, shall, should, may, must, might, etc.

**Three examples**:
1. As the cat watched, the two puppies fought over a bone.
2. Walking on the ice, she slipped and fell.
3. Finally, we can afford to buy a new house.
In these examples, as the cat watched, walking on the ice and to buy a new house are verb phrases.

**Q. Define and explain clause.**

**Clause Definition:**
A clause consists of a subject and a verb and is the smallest grammatical unit that expresses a thought. What is a Clause in a Sentence? What is a clause? In its simplest form, a clause in grammar is a subject plus a verb. The subject is the entity "doing" the action of the sentence and the verb is the action that subject completes. A clause creates a complete thought (an idea or a statement that can stand alone).

**Examples of clauses**:
Subject + verb (predicate). = complete thought (IC) I eat bananas. = complete thought (IC) Sharon speaks loudly. = complete thought (IC) It should be noted, too,

that a clause in a sentence is different from a phrase in that it must contain a subject and a verb.

**Q. Define passivisation is demotion context**

Assume that active sentences are the more basic; they are learnt much earlier by children than are passives. Two properties of the passive occur in any language which has the construction: The passive involves promotion of an object phrase to a new position in the sentence, known as the subject position, and The phrase that used to be in the subject position undergoes demotion. Demotion means that they are consigned to a by- phrase, outside the core of the sentence

**Q. Types of phrases.**

1. **Noun Phrase**: A group of words in a sentence that acts like a noun is called a "Noun Phrase". 2. **Verb Phrase**: A group of words consisting of one main verb and one or more helping verbs is Called a "Verb Phrase".
3. **Adjective Phrase**: A group of words that describes a noun in a sentence is known as an "Adjective Phrase".
4. **Prepositional Phrase**: A group of words consisting of a preposition, followed by a noun, verb, a pronoun Or a noun phrase is called a "Prepositional Phrase".
5. **Adverb Phrase**: A group of words that describes a verb, adjective or other adverb in a sentence.

**Q. Five examples of One-word noun- noun phrase.**

HOUSE
BOARD
Snow
Book
Chocolate

**Q. Difference b/w passive and active voice**

In passives the Agent role is no longer obligatorily expressed (8b) above). In active sentences, normally, the Agent precedes and the Patient follows. In passive sentences the Patient precedes and the Agent, if any, follows. Normally a passive

sentence has a corresponding active sentence. The active sentence is seen as the underlying structure from which the passive sentence is derived. The active sentence corresponding to (2),

For example, is (4): (4) [s [P Historical and geographical factors] (VP influence [P the eating habits of the lndo Pakistan subcontinent]]] Sentence (4) contains a transitive V (influence), which requires as its Complement a P functioning as OD. The structure of the sentence is: P/ Su (V- P/Od]. If we compare the passive sentences from text with their active counterparts, we see that the active strings contain an Object P.  The process of passivisation crucially  involves  moving  the Object NP (OD or Oi) from the active VP into the Subject position.

**Q. Interrogative Sentences.**

**Interrogative Sentences**: Sentences used to ask questions are interrogative sentences. This kind of sentence usually ends with a note of interrogation (?) instead of a period (.).If the main verb in a sentence is in simple present or simple past, the question is formed using the relevant form of the verb, do (person and tense) and the infinitive of the other verb.
**Examples**:
She has two dogs. (Statement)
Does she have to dogs? (Question)
They walk to school. (Statement)
Do they walk to school? (Question)
A statement can be changed into a question by placing the modal verb before the subject. **Examples**:
We should hurry. (Statement)
Should we hurry? (Question)
I could have done that. (Statement)
Could I have done that? (Question)
If the statement has the helping verb to be, the order of the subject and the verb is reversed to make into a question.
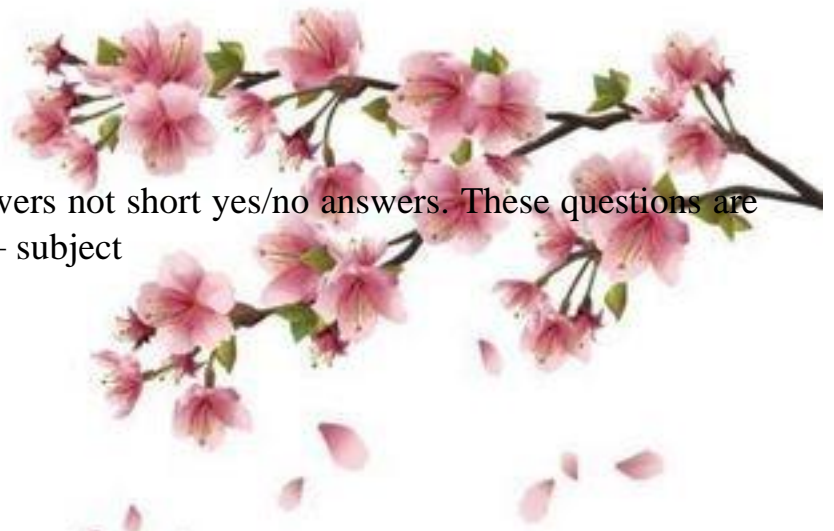**Examples**:
He is waiting outside. (Statement)
Is he waiting outside? (Question)
Questions are also formed by using question words, e g., and WH words. Question words such as: who, whose, what, which, where, when as how introduce a question.

Such Questions require full answers not short yes/no answers. These questions are written as: question word+ verb+ subject

**Examples**:

How old are you?

I am twelve.

**Q. Tree diagram.**

Labeled bracketing is one of the most common ways of representing the constituent structure of sentences. There are many other methods of marking diagrammatically what elements in a sentence go together and what elements do not. One other very common representation is the tree diagram. The tree diagram is a notational deices which is entirely equivalent to labeled bracketing. Although different, it provides the same information about the syntactic structure of a sentence. The tree diagram provides the analysis of sentence (I) down to word level (determiner noun, verb, etc.); It would also be possible to stop at phrase level (NP, VP, etc.), or to go beyond word level and indicate the morphological structure of each of the words. You can make your grammatical analysis as detailed as you like, or as is necessary for a specific purpose. The syntactic information contained in diagram (16) is essentially the same as that provided by the labelled bracketing in (14). It is large! a matter of taste or practical convenience whether one chooses the notation of bracketing or tree diagram. To read tree diagram (16) we require some additional terminology. For ample, we_ say that S, (the whole sentence) is expanded as S and S (two clauses), which are coordinated by and S, is said to contain as its immediate constituent S2, S3 there by the VP-node. The P immediately dominated by the VP-node_ is, also dominated by S/53, but it is not immediately dominated by S/S;-:'T important to distinguish between dominance and immediate dominance. In the latter case there must be no further nodes intervening between the nodes considered. The lexical items (i.e. the words) the, snake, killed, etc., are attached to the so-called terminal nodes of the tree diagram, i.e. The bottom nodes. The other nodes in the tree diagram are non-terminal.
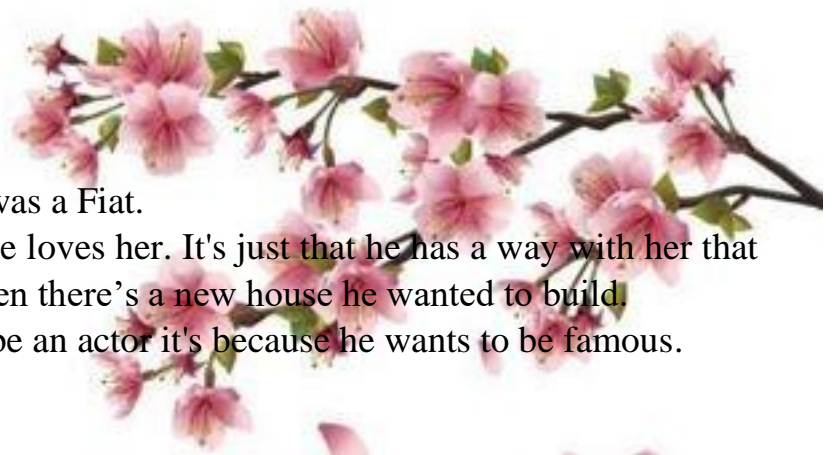
**Q. English is rich in cleft constructions. Write any five types of Cleft in English.**

**It-cleft:** It is Jaime for who m we are looking

. **Wh-cleft/Pseudo-cleft:** What he wanted to buy was a Fiat.

**Reversed wh-cleft/inverted pseudo-cleft:** A Fiat is what he wanted to buy.

**All-cleft:** All he wanted to buy was a Fiat.
**Inferential cleft:** It is not that he loves her. It's just that he has a way with her that is different. **There-cleft:** And then there's a new house he wanted to build.
**If-because cleft:** If he wants to be an actor it's because he wants to be famous.

## . Q. Define passivisation

In English grammar, passivization is the transformation of a sentence from an active form to a passive form. Verb: passivize. Also known as raising. Alternate spellings: passivisation (chiefly British). Through the process of passivization, the direct object of an active declarative sentence can become the subject of a passive sentence. The opposite of passivization is activization. Both terms werecoined by linguist Noam Chomsky. Like clefting, passivisation is a way of rearranging the information in a sentence: if for some reason the Patient is to be made more prominent, we may use a passive sentence. In passives the Agent role is no longer obligatorily.

## Q. Parametric variation or parametric sentences.

**Parameters**:
The language faculty incorporates a set of universal principles which guide the child in acquiring a grammar are all aspects of the grammar of languages universal? If this were so, all natural languages would have the same grammar and there would be no grammatical learning involved in language acquisition. No need for children to learn anything about the grammar. Only lexical learning and their idiosyncratic linguistic properties, e.g. whether a given item has an irregular Plural or past tense form needed to be learnt. Some universal principles do determine the broad outlines of the grammar of natural languages. Some language-particular aspects of grammar which children have to Learn as part of the task of acquiring their native language. Thus, language acquisition involves not only lexical learning but also some grammatical learning. Grammatical learning will be limited to those parameters of grammar which vary from one language to another called parameterized aspects of grammar. The obvious way to determine just what aspects of the grammar of their native language children have to learn is to examine the range of parametric variation found in the grammars of different (adult) natural languages.

## Q. Null subject question 3

A null subject is the absence (or apparent absence) of a subject in a sentence. In most cases, such truncated sentences have an imp lied or suppressed subject that can be determined from the con text. A subject is normally essential in English sentence structure--so much so that a dummy subject must sometimes be introduced (e.g. It is raining). Subjects are, however, usually missing from imperative sentences (e.g. Listen!)

**Examples of Null Subjects**

"Don't know as these shoes will be much good. It's a hard road, I been down there before."

**Q: How to form subject questions**

Who / What + verb in simple present or simple past + object?

**Examples of subject questions in the simple present:**

Who wants some fruit juice?

We want some fruit juice.

What causes cancer?

Smoking causes cancer.

**Examples of subject questions in the simple past:**

Who made a sandwich?

Sara made a sandwich.

What damaged your house?

The earthquake damaged my house.

**Q. Demotion and promotion process of passivation.**

The syntactic variations involved simply reordering the elements of a sentence. Syntactic changes can have much more radical results than this. Let's discuss the idea of promotion and demotion processes - making a word or phrase more prominent or less prominent in the sentence. The demotion processes make part of the sentence less prominent. In (l b), we find an ending - Kan on the word for 'send ': this ending indicates in Indonesian that the word Hasan has been promoted English has no equivalent to- Kan Hasan can be promoted it to an even higher position in the following:

Hasan was sent _ the letter by Ali.

Hasan was sent _ the letter by Ali.

We indicate the position that Hasan is understood to have moved from with the gap _. To understand why a language would need to indicate this promotion of some part of the sentence, think about the difference in meaning between Hasan sent the letter and Hasan was sent the letter.

Hasan was sent _ the letter by Ali.

Here is another construction involving promotion and demotion - the passive - in English and Japanese. First, assume that active sentences are the more basic; they are learnt much earlier by children than are passives.

**Two properties of the passive occur in any language which has the construction**: The passive involves promotion of an object phrase to a new position in the sentence, known as the subject position, and the phrase that used to be in the subject position undergoes demotion. Demotion means that they are consigned to a by- phrase, outside the core of the sentence. The by-phrase is entirely optional. It could be omitted their catch was counted out. Compare the market boss counted out their catch. Both the subject the market boss and the object their catch are core elements of the sentence, and neither can be omitted.

Q. Differentiate between competence and performance.

**Competence**:
Competence is a person's underlying (subconscious) linguistics ability to create and understand Sentences, including sentences they have never heard before. It's a person's acquaintance with a set of grammatical rules and is different from actual linguistics Activities. Linguistics competence includes components such as phonetics, phonology, syntax, Semantics and morphology. Competence enables native speaker to recognize ambiguous sentences it accept even apparently Meaningless sentences as syntactically correct (and even making some sense). Even if you've never heard these before, you know which one is "English" and which one isn't. **Performance**:
Performance is the real world linguistic output May accurately reflect competence, but it also may include speech errors Performance may be flawed because if memory limitations, distractions, shifts of attention and Interest, and errors (random or characteristic) or other physiological factors. Represents only a small sample of possible utterances.

**Q. Innateness hypothesis.**

It is relatively easy to show that humans are innately predisposed to acquire language. Chomsky's notion of a rich innate schema contrasted strongly with the point of view popularly Held earlier in the century that children are born with „blank sheets „as far as language is concerned. He claimed that for language acquisition to be possible, a child must be endowed with a "rich internal structure". All children with all level of knowledge can acquire language. Children can acquire language effortlessly. Children can acquire language in a relatively short period of time. Language is a complex system. A child does not have to be finally taught to acquire language. Children discover the system of language from an unsystematic and small amount of data. Languague acquisition requires very little imitation Reinforcement (reward) has a very small role in acquisition. Language acquisition is a very active process. Children say things that they have never heard from adults. Therefore, Chomsky claims that language acquisition is greatly dependent upon linguistic faculty which he terms Language Acquisition Decide (LAD) an innate mechanism our process that allows   children to develop language skills or Universal Grammar, around which all languages are built.

**Q. Define the term syntax**.

**Syntax**:
Knowing a language includes the ability to construct phrases and sentences out of morphemes and words. The part of the grammar that represents a speaker's knowledge of these structures and their formation is called syntax. In other words, syntax is the study of sentence patterns of language. The aim of this study is to show you what syntactic structure is and what the rules that determine Syntactic structure are like.

**Q. What is Syntax?**

Syntax In linguistics, syntax is the set of rules, principles, and processes that govern the structure of sentences in a given language, usually including word order. The term syntax is also used to refer to the study of such principles and processes. The goal of many syntacticians is to discover the syntactic rules common to all languages. „Syntax" also means „sentence construction": how words group together to make phrases and sentences. Some people use the term grammar means syntax, Most linguists follow the more recent practice whereby the grammar of a language includes all of its organizing principles: information about the sound system, about

the form of words, how we adjust language according to context, and so on; syntax is only one part of this grammar. The term „syntax" is also used to mean the study of the syntactic properties of languages. „Stylistics" to mean the study of literary style. In this sense, it's used in the same way as we use The scope of syntax study includes the classification of words, the order of words in phrases and sentences, the structure of phrases and sentences, and the different sentence constructions that languages use. One basic description of a language's syntax is the sequence in which the subject (S), verb (V), and object (O) usually appear in sentences. Over 85% of languages place the subject first, either in the sequence SVO or the sequence SOV. The Other possible sequences are VSO, VOS, OVS, and OSV, the last three of which are rare. In most generative theories of syntax, these surface differences arise from a more complex clausal phrase structure, and each order may be compatible with multiple derivations. Usually, we think of syntax as "word order." However, syntax is also achieved in some languages such as Latin by inflectional case endings. A sentence could make no sense and still be correct from the syntax Point of view as long as words are in their appropriate spots and agree with each other.

**Q. Syntax in languages. Or two common types of syntax used in all languages**.

Speakers manipulate sentences in all sorts of ways because they're trying to convey different meanings. Syntax allows speakers to express all the meanings that they need to put across. In the simplest cases, this might mean altering the basic word order of a sentence, to emphasize or downplay a particular phrase, or to ask a question, or else grouping words together in different ways to modify the meaning. A preliminary idea in languages demonstrates that languages really do have syntactic structure. Each of the word orders in the following sentences is attested among the world's languages, though some are much more common than others. The three most common basic word orders in languages other than English are those of (a, b and (c).

   a.  Kim drank the tea.
   b.  Kim the tea drank. (Japanese has this basic word order.)
   c.  Drank Kim the tea. (Welsh has this basic word order.)
   d.  Drank the tea Kim. (Malagasy, spoken in Madagascar, has this basic order)
   e.  The tea drank Kim. f. The tea Kim drank. (Two word orders in (e and f)

are the rarest basic word orders in the languages of the, found in the Carib language family of the Amazon basin. For example, Hixkaryana) Possible to determine the basic, neutral word order in a language, But the flexibility or rigidity of the basic Word order differs widely among the world's languages.

- English has a fixed basic word order,
- Russian a very flexible word order,
- Japanese allows many different orders.

**Q.Underline adjective phrase**.

An adjective phrase is a group of words headed by an adjective that modifies a noun.
**Example**:
She had extremely menacing eyes
1.Ali voice was <u>very soft.</u>
 2.  Ali through the <u>red ball.</u>
 3.  He  appreciate d the <u>German girl.</u>

**Q.Underline the adverb phrase**

An adverb phrase is simply a group of two or more words that function as an adverb in a sentence. Adverb phrases typically answer the questions how, where, why or when something was done, as you'll see in the adverb phrase examples below. Consider the following sentences: I parked the car. I parked the car here.
1.She copied the document <u>accurately</u>
.2.He is <u>typically</u> British.
3.He  arrived rather <u>unexpectedly</u>.
4.The film was <u>marvelously</u> funny.
5.She has a <u>really</u> sweet personality.
6.John <u>put that</u> in the box.
7.The children <u>always remind</u> me of their  grandfather.
8.He worded the letter very <u>carefully</u>

**Q.Exclamatory Clauses.**

In English grammar, an exclamatory sentence is a type of main clause that expresses strong feelings by making an exclamation. ... An exclamatory sentence is also called an exclamative or an exclamative clause.
 Exclamation with "How": How fast he runs!
 Exclamation with "What": What a beautiful house!
Exclamation with "so": The birthday cake was so good!

Exclamation with "such": You're such a liar!
Exclamation conveys strong emotion: I hate you!

**Q.Define kernel sentence with example?**

A kernel sentence is deep structure to which a string of transformation rules is applied to generate the surface structure. John is playing football. I wrote a letter. You spoke the truth.

**Q.Identify sentence as kernel and non-kernel.**

I wrote a letter.   (Kernel Sentence)
Who is playing cricket. (Non-kernel Sentence)

**Q. Underline transitive verb**

 A transitive verb is one that is used with an object: a noun, phrase, or pronoun that Refers to the person or thing that is affected by the action of the verb. In the following Sentences, admire, maintain, face, and love are transitive verbs:
1.I admire your courage
2. We need to maintain product quality
3. I can't face him today.

 **Q. Headed and Headless compounds**.

 Both Headed and headless are adjectives and the basic difference between headed and headless is that headed compounds are having a head or heading  while headless is without any head and as a verb headed  is actually a head.
**Examples of head includes Going towards a certain direction**.
Southward headed caravans and fair-headed to fair headed and wrong-headed to wrongheaded are also the examples of head.
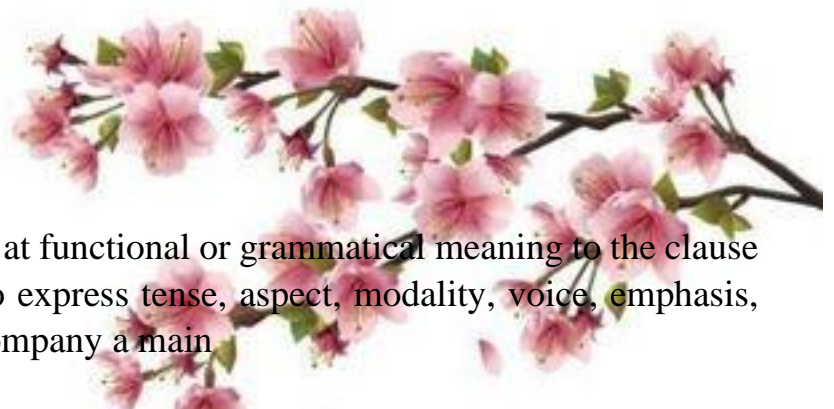 **Examples of headless**:
 Without a head in the sense of leadership.
The headless army blundered along after the death of their general, accomplishing nothing. Linguistics of a phrase or compound not having a head morpheme or word.

 **Q. Auxiliary verb**

Auxiliary verbs or helping verbs at functional or grammatical meaning to the clause in which they appear, such as to express tense, aspect, modality, voice, emphasis, etc. Auxiliary verbs usually accompany a main

**Types of auxiliary verbs**:

There are two main types of auxiliary verbs; primary auxiliaries and modal auxiliaries.

**Primarily auxiliary verbs**:

Primary auxiliaries are those which help to form tenses, questions, negative sentences, passive voice etc. Their form changes according to the number and person of the subject the primary auxiliaries are be, have and do. The other forms of be are: (is, am, are, was, were, been and being).The other forms of have are: (has, had, having). The other forms of do are: (does, did, done and doing).

**Modal auxiliary verbs:**

Modal auxiliary are those that show the mode or manner of the actions expressed by the principal verb.

**Example**:

She could be hungry.

Here 'could" shows the possibility of her being hungry

You ought to eat more.

The idea of what 'you" should do is expressed through 'ought".

**Some examples of modal auxiliaries are:**

( can, could, may, might, will, would, shall, should, ought to, dare, need and used to).Modal auxiliaries do not change according to the number of person of the subject
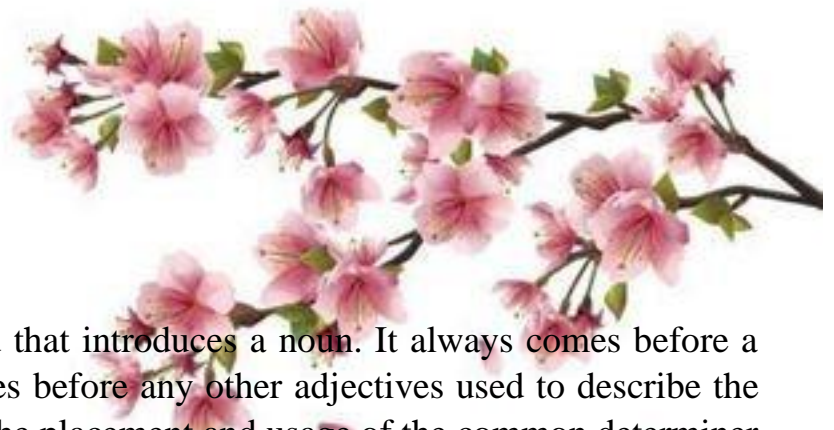
**Examples**:

I ought to eat a balanced diet.

You ought to eat a balanced diet.

She ought to eat a balanced diet.

**Q.Define determiner:**

In English, a determiner is a word that introduces a noun. It always comes before a noun, not after, and it also comes before any other adjectives used to describe the noun. For example, consider the placement and usage of the common determiner the in the sentences below: The bunny went home.

1.The book is very interesting.

2.Can you land me some money?

**Q. Determiners**.

English, a determiner is a word that introduces a noun. It always comes before a noun, not after, and it also comes before any other adjectives used to describe the noun. ... For example, consider the placement and usage of the common determiner the in the sentences below: The bunny went home.
**Definite** article: the
**Indefinite** articles: a, an
**Demonstratives**: this, that, these, those
**Pronouns and possessive determiners**: my, your, his, her, its, our, their
**Quantifiers**: a few, a little, much, many, a lot of, most, some, any, enough
**Numbers**: one, ten, thirty
**Distributives**: all, both, half, either, neither, each, every
**Difference words**: other, another
**Pre-determiners**: such, what, rather, quite

**Q.Types of Determiners**

**Articles**:
There are three articles in English language: a, an, the. The articles "a" and" an' are used when we need to clarify the noun as indefinite and singular. The article " a" comes before nouns beginning with a constant sound, while the article "an" comes before nouns beginning with a vowel sound. The article "the" is used when we need to clarify the noun as definite and unique.
**Example of Articles**:
We saw the car again today.
**Demonstratives**:
The category of words which is used to clarify the distance of something or some person from the speaker is called demonstratives. Use of Demonstratives in a Sentence: Demonstratives can function as adjectives and pronouns in a sentence. These include: That, These, This, Those "That" is used when a singular noun is not very close to the speaker. 'This" is used when a singular noun is precisely in front and close to the speaker. 'T hose" is used when plural nouns are not very close to the speaker "These" is used when plural nouns are precisely in front and close to the speaker.
**Examples of Demonstratives**:
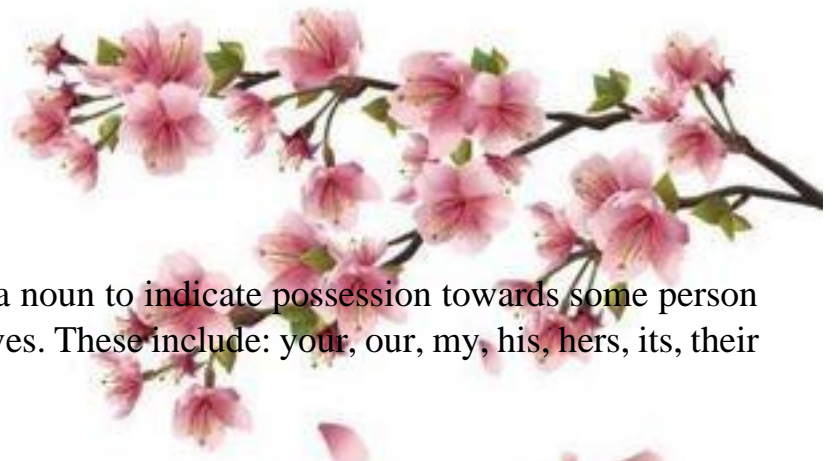
These books are fun to read.

**Possessives**:

The words that come to modify a noun to indicate possession towards some person or something are called possessives. These include: your, our, my, his, hers, its, their etc.

**Examples of Possessives**:

I am doing my assignment.

**Quantifiers**:

The category of indefinite determiners which is used to indicate the quantity of the noun without stating the precise number is called the Quantifiers. These include: many, much, plenty, enough, several, some, few, little etc.

**Examples of quantifiers**:

He does not have many friends.

**Q. Change the sentence as example, (5)**

i. She completed her assignment. She completed what?
ii. Ali is going to Lahore> Ali is going where?
iii. He is writing a letter> he is writing what?
iv. They ate sandwich> they ate what?
v. Boys are playing cricket> boys are playing what?
vi. They watch horror movie > they watch what?

**Q. Label the give clauses exclamatory or relative**

I. It is hard to find work! (exclamatory)
II. What fun we have had? (Relative)
III. It's hard to find someone l (exclamatory)
IV. How badly he behaves. (Relative)
V. How long to see her! (Exclamatory)

**Q. Choose the following sentences as active and passive**

I. Bicycles must not be left in front of the building. (Passive)
II. Who is making this noise? (Active)
III. Could you please repeat the question? (Active)
IV. Smoking in this room is prohibited. (Passive)
V. Why do you live? (Active)

VI.   Hundreds Of passes by saw the attack. (Passive)
VII.   The gate keeper closed the door. (Active)
VIII.  Everything was taken. (Passive)

## Q. underline agent

In contemporary English grammar, the agent is the noun phrase or pronoun that identifies the person or thing which initiates or performs an action in a sentence. Adjective: agentive. Also called actor. In a sentence in the active voice, the agent is usually (but not always) the subject ("Omar selected the winners").

**Agent**:

Agent is the semantic role of a person or thing who is the doer of an event. Whereas subject is determined syntactically, primarily through word order, the agent is determined through its relationship to the action Expressed by the verb.

1. <u>People</u> cultivate several species.
2. <u>Ali</u> hit the ball.
3. <u>Hina</u> read an interesting story.
4. <u>Ali</u> played cricket

## Q. What is exclamatory clause?

In English grammar, an exclamatory sentence is a type of main clause that expresses strong feelings by making an exclamation. An exclamatory sentence is also called an exclamative or an exclamative clause.

Exclamation with "How": How fast he runs!
Exclamation with "What": What a beautiful house!
Exclamation with "so" The birthday cake was so good!
Exclamation with "such": You're such a liar
**l Exclamation conveys strong emotion: I hate you.**

## Q. Content and functions

Content words/connect Ives and, (= words which have substantive lexical content) on the one Function words/functors (= words which essentially serve to mark grammatical properties) on the other. The differences contentive like car with a functor like they.  A noun like car has substantive lexical content in that it denotes an object which typically has four wheels and an engine, and it would be easy enough

to draw a picture of a typical car. By contrast, a pronoun such as they has no descriptive content (e.g. you can 't draw a picture of they), A functor which simply marks grammatical (more specifically, person, number and case) properties in that it is a third person plural nominative pronoun. Because they have lexical semantic content, content words often (though not always) have antonyms e.g. The adjective tall has the antonym short, The verb increase has the antonym decrease, The preposition inside has the antonym outside: By contrast, a typical function word like e.g. the pronoun me has no obvious antonym. Corresponding to these two different types of words content and function two different kinds of grammatical category - namely Lexical/substantive categories (= categories whose members are content words) Functional categories (= categories whose members are function words).

**Q. semantic analysis**

The immediate constituents of the sentence/clause (NP-VP) and those of the VP are considered to be the main constituents of syntactic analysis. They may be involved in a number of processes which change the appearance of a basic sentence pattern. These processes always affect complete constituents, and thus enable the student of language to discover what the constituents of sentences are.
Let us return to one of our example sentences:
The snake killed the rat and (it) swallowed it.
We have argued that sentences have structure, and are not just strings of words which occur in a random order. The words do not just follow each other like the beads on a string. The words of a sentence are strictly organized internally: there is an underlying pattern.
Syntax involves the two closely related tasks of:
Breaking down the sentence into its constituents Assigning some grammatical label to each constituent, stating what type of constituent it is, and what grammatical function it has

**Q. Apply do support on the given sentence to form interrogative clauses**.

The pizza smells delicious.
Does the pizza smell delicious?
Joe went to the s tore.
Did Joe go to the store?
I enjoy my work

Do I enjoy my work?
They go to school
Do they go to school?
Aslam abides by the traffic rules.
Does Aslam abide by the traffic rules?

**Q. Three examples of wh sentences**.

1.Whom did you see?
2.Whose are these keys? Whose turn is it?
3. Why do you say that?

**Q. X bar theory**

X-bar theory is a theory of syntactic category formation. It embodies two independent claims:
One, that phrases may contain intermediate constituents projected from a head X; Two, that this system of projected constituency may be common to more than one category (e.g., N, V, A, P, etc.). When we want to use X for a noun we can write it as N ,V for verb, an A for adjective, or a P for preposition. !

**Q. Intransitive verb**

An intransitive verb is simply defined as a verb that does not take a direct object. That mea ns
there's no word in the sentence that tells who or what received the action of the verb. While there may be a word or phrase following an intransitive verb, such words and phrases typically answer the question "how?"

**Q. Transitive verb**

A transitive verb is one that is used with an object: a noun, phrase, or pronoun that Refers to the person or thing that is affected by the action of the verb.

**Q. Universal grammar**

Universal grammar (UG), is the theory of the genetic component of the language faculty, usuallycredited to Noam Chomsky. The basic postulate of UG is that a certain set of structural rules are innate to humans, independent of sensory experience.

**Q. Shoe old English singular and plural**

Shon is singular
Shoon is plural

**Q. CP,DP and PP stands for?**

Cp stands for Complementizer phrase
Pp stands for prepositional phrase
Dp stands for determiner phrase

**Q. Name the phrases**

1 win the corner---- prepositional phrase
2 to the tramp -----Prepositional phrase
3 right on thr spot------ Adverb phrase
4 stright to the wall------Adverb phrase
5 three inches above the door------ Noun phrase

**Q. Concept of N prim or N bar**

The unit consisting of a Head N and its Complements (XP4 above) is oft indicated as N⁻ (Nbar)
or N' (N-prime).

**Q. 3 types of questions**

Closed questions (aka the 'Polar' question) ...
Open questions
Probing questions
Leading questions
Loaded questions

# Man From Nowhere

Funnel questions
Recall and process questions
Rhetorical questions

**Q. Name any three compiementizer**

The words "that," "if," and "to" are the most popularly utilized complementizers

**Q. T-C Movement**

You will leave Will you leave?
I have done work.
Have I done work?

**Q. Sentences are organized into different constituents write the sequence of these constituents start from the largest i.e sentence?**

1. Sentence
2. Predicate
3. Phrases
4. subject