

Paper Pattern

Paper Pattern: 32 MCQs; 8 Questions of 3 Marks & 4 Questions of 5 Marks

Time Duration: 120 minutes.

Syllabus: Lesson 20-40 (Topic 115-240)

Objectives

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1. One important characteristics of prepositional transitive verb is that they allow

Activisation **Passivisation✓** notation None of these

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

Phrasal-prepositional✓ Prepositional Phrasal Transitional

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

Portion **Constituent✓** Subject Alternative

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

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

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

Vs **Ss** Ns Ps

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

Morphosyntax✓ Morphonox Syntaxology Morpholsyntax

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

20 24 22 25

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

Preposition **Affixes ✓** segment Articles

9. which of the following is regarded as the largest and highest unit on the hierarchical scale of constituents or the largest unit of syntactic

Description✔ Word Clause Sentence

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

Proposing Preposing✔ Forecoming Promination

11. Rely + on are called

Finite, infinite, transitional, preposition verb

12. Obviously lexical categories are? of some level,

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

13. One substitution affected the string, it considered a?

Alternative, portion, constituent, subject

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

Head V, head P, head N S

15. X-bar is theory of syntactic _____ Formation

Constituent, phrase, category, sentence

16. Earlier form of the word 'shoe'

Shoo, shee, sheo, shoon

17. Modern plural form of shoe is

Shoon, shoes

18. All language have same parameters

Transformative generative grammar, generative grammar, generative, Universal grammar

19. Idea of UG grammar first

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

20. 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

21. Structural organization of texts is ____ that a sentence.

Similar to, same to, **different to,** none

22. Which one are Intransitive verbs?

Laugh✓ Kick Help Give

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

prepositional✓ Transitional Infinite Finite

24. Adjs (adjectives) like Vs(verbs) take

Commands Compliments **Complements**✓ Bars

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

Civilization Movement **a time**✓

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

Vocabulary✓ Symmetry Skills Knowledge

27. The head of adjective phrase is a/an

Preposition Article **Adjective**✓ Noun

28. which is the subject question

Who broke this glass✓ What is your name Where do you live You can speak what language

29. what is exclamative clause

What fun we have had!✓ Who wrote Helmet Who is making noise What is your color

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>**predicate**

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, doyou ?> **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. Anwararrange the event> agent
50. I watch the movie>patient
51. That ,if ,for >complementizer
52. That ,if ,for >complementizer
53. In linguistics syntax is set of rules.....
54. Ali give his mother a present >direct object
55. Run ,play ,eat .> action verb
56. If>complementizer
57. Most ambitious >Adjective Phrase
58. Ali sold me her mobile >indirect object
59. Snore >intransitive verb
60. Agent less phrase is used In> official document
61. 29. Passivasetion allows the suppress the >agent
62. Where are you going>direct question
63. Has, am ,is >auxiliary verb
64. Ali asked if she was studying >indirect question
65. "The beauriful flower" Which of the following pharse is correct? (Determiner)
66. IC stands for Immediate Constituents.
67. Determiner Phrase = DP
68. Complementizer Phrase = CP

(03 Marks) Questions

Q. Underline transitive verb

- i. I admire your courage
- ii. We need to maintain product quality
- iii. I can't face him today.

Q. Underline the adverb phrase.

- i. She copied the document accurately.
- ii. He is typically British.
- iii. He arrived rather unexpectedly.
- iv. The film was marvelously funny.
- i. She has a really sweet personality.

- ii. John put that in the box.
- iii. The children always remind me of their grandfather.
- iv. He worded the letter very carefully.

Q. underline predicate:

- i. I like to read interesting stories.
- ii. Children go for a walk daily.
- iii. Ali ran to school
- iv. Children love to play game
- v. Students of chemistry perform practical.
- vi. Aslam hit the ball
- vii. Over planets revolve.

Q. Tell determiner:

- i. The book is very interesting.
- ii. Can you land me some money.

Q. Underline adjective phrase.

- i. Her voice was very soft.
- ii. Ali through the red ball.
- iii. He appreciated the German girl.

Q. Two example of direct question?

- 1. What are your long-term goals
- 2. Tell me about yourself.

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 NOT 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:

- 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. Tag question

Positive statement + Negative Tag

1. It is very warm, isn't 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. 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:

- i. She could be hungry. Here 'could' shows the possibility of her being hungry.

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".

1. The cupcake **with sprinkles** is yours.
2. We climbed **up the hill**.

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.

Q. Intransitive verb?

An intransitive verb is simply defined as a verb that does not take a direct object. That means 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. three example of prepositional phrase

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 NOT 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. 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 implied or suppressed subject that can be determined from the context.

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'll be much good. It's a hard road, I been down there before."

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 lesson. Example of a direct question: "Where's the bathroom?"

DIRECT QUESTIONS IN ENGLISH: EXAMPLES

1. Direct: Where is Market Street?
2. Direct: What time does the bank open?
3. Direct: Why did you move to Europe?

4. Direct: How has he managed to get in shape so quickly?
5. Direct: How much does this motorcycle cost?

Q. verb phrase.

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.

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:

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".

Q. Two ways of representing constituent structure. (3)

1. Label bracketing
2. Tree Diagram

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. Three examples of two morphemes word?

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

Q. Three examples of one-word noun phrase?

- Rat
- Snake
- Car

Q. Two example of indirect question?

1. One evening he asked whether he might go home with her.
2. She wondered what he was doing.

Q. T-C movement

You will leave

Will you leave?

I have done work.

Have I done work?

Q. Identify sentence as kernel and noun kernel.

1. I wrote a letter.

(Kernel sentence)

2. who is playing cricket.

Non-kernal Sentence

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.

1. (The man from the shop) (is a monster.)

(Subject)

(Predicate)

2. (He) (stole my bike last week.)

(Subj.) (Predicate)

Q. Examples of adjective Phrase:

- (i) Very soft
- (ii) German
- (iii) Young

Q. 3 Question sentences...3

- (i) Where do you want to go today?
- (i) (ii) Why are you so scared?
- (ii) How did it get so late?
- (iii) Where do you stay?
- (iv) Whom do you want to talk with?
- (v) Are you going there?

Q. preposition write with examples any 3

The preposition may be preceded by an element which specifies it. For example:

- (i) right on the spot (adverb phrase)
- (ii) slap in the middle (adverb phrase)
- (iii) straight through the wall (adverb phrase)

(iv) three inches above the door (noun phrase)

Q. Define Null

In linguistics, a zero or null is a segment which is not pronounced or written. It is a useful concept in analysis, indicating lack of an element where one might be expected.

- Maria pensa che pro parlano francese
- 'Maria thinks that pro speak French,' where pro is a null subject pronoun.

Q. 3 lexical categories in the

The main lexical/substantive categories found in English

- (i) Noun,
- (ii) Verb,
- (iii) Adjective,
- (iv) Adverb and
- (v) Preposition

Q. Difference between Competence and Performance:

Competence:	Performance:
▪ 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,	▪ Performance is the real world linguistic output ▪ May accurately reflect competence, but it also may include speech errors ▪ Performance may be flawed because of memory limitations, distractions, shifts of attention and interest, and errors (random or characteristic) or other physiological factors.

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.	▪ Represents only a small sample of possible utterances.
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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. Define passivization

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. Define passivization 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:

- (i) the passive involves promotion of an object phrase to a new position in the sentence, known as the subject position, and
- (ii) 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. 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 NOT use the auxiliary verbs do, does, and did.

Q. write three question words.

1. Who
2. What
3. Which
4. How

Q. Difference between Direct and Indirect objects:

The direct object is the receiver of the action mentioned in the sentence. ... The indirect object identifies the person/thing for whom/what the action of the verb is performed. The indirect object is usually a person or thing.

Q. Determiners:

- **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. Name five auxiliary verbs?

1. Can
2. Could
3. Shall
4. Would
5. Should.

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

Phonetics is divided into three types according to the

- (i) production (articulatory),
- (ii) transmission (acoustic) and
- (iii) perception (auditive) of sounds.

(05 Marks) Questions

Q. Change the sentence as example, (5)

- | | | |
|------|-------------------------------|------------------------|
| i. | She completed her assignment. | She completed what? |
| i. | Ali is going to Lahore> | Ali is going where? |
| ii. | He is writing a letter> | he is writing what? |
| iii. | They ate sandwich> | they ate what? |
| iv. | Boys are playing cricket> | boys are playing what? |
| v. | 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! (**exclamatory**)
- iv. How badly he behaves. (**relative**)
- v. How long to see her! (**exclamatory**)

Q. Underline auxiliaries in the given sentence

- i. Who has broken the window?
- ii. Can you speaker English
- iii. I will finish my assignment
- iv. We should abide the rule
- v. Children were playing cricket

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. Hundred Of passes by saw the attack. (**Passive**)
- vii. The gate keeper closed the door. (**Active**)
- viii. Everything was taken. (**Passive**)

Q. underline agent

- i. People cultivate several species.
- ii. Ali hit the ball.
- iii. Hina read an interesting story.
- iv. Ali played cricket
- v. Anwar arranged the event

Q. Types of Determiners (5)

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 "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.

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: 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.

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: He does not have many friends.

Q. Five role played argument predicate?

In linguistics, an argument is an expression that helps complete the meaning of a predicate,[1] the latter referring in this context to a main verb and its auxiliaries. In this regard, the complement is a closely related concept. Most predicates take one, two, or three arguments. A predicate and its arguments form a predicate-argument structure. The discussion of predicates and arguments is associated most with (content) verbs and noun phrases (NPs), although other syntactic categories can also be construed as predicates and as arguments. Arguments must be distinguished from adjuncts. While a predicate needs its arguments to complete its meaning, the adjuncts that appear with a predicate are optional; they are not necessary to complete the meaning of the predicate.

EXAMPLE:

Jill likes Jack.

Sam fried the meat.

The old man helped the young man.

Each of these sentences contains two arguments (in bold), the first noun (phrase) being the subject argument, and the second the object argument. Jill, for example, is the subject argument of the predicate likes, and Jack is its object argument. Verbal predicates that demand just a subject argument (e.g. sleep, work, relax) are intransitive, verbal predicates that demand an object argument as well (e.g. like, fry, help) are transitive, and verbal predicates that demand two object arguments are ditransitive (e.g. give, lend).

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 (1b), 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:

- (i) the passive involves promotion of an object phrase to a new position in the sentence, known as the subject position, and
- (ii) 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. Five sentences of active voice and passive voice

Active Voice	Passive Voice
Harry ate six shrimp at dinner.	At dinner, six shrimp were eaten by Harry.
Beautiful giraffes roam the savannah.	The savannah is roamed by beautiful giraffes.
Sue changed the flat tire.	The flat tire was changed by Sue.
We are going to watch a movie tonight.	A movie is going to be watched by us tonight.
I ran the obstacle course in record time.	The obstacle course was run by me in record time.

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.

1) Defining relative clauses:

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.

2) 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.

Example:

My grandfather, who is 87, goes swimming every day.

Q. define transitive Verb with examples

Transitive verbs simply express an action and are followed by a direct object (thing or person that receives the action of the verb).

Examples of Transitive Verbs

Let's first look at some examples of transitive verbs in a sentence:

1. Alex sent (transitive verb) a postcard (direct object) from Argentina.
2. She left (transitive verb) the keys (direct object) on the table.
3. My father took (transitive verb) me (direct object) to the movies for my birthday.
4. Please buy (transitive verb) me a dog (direct object)!

In each of the examples above the subject performs an action and there is an object that receives the action. Followed by the verb, the direct object answers the question What? or Whom?

- Alex sent what? A postcard.
- She left what? The keys.
- My father took whom? Me.
- Buy what? A dog

Transitive verbs, though, can have an indirect object before the direct object (see example #4 above). The indirect object "me" is right before the direct object "a dog."

Q. Do-Support with examples. 5

Do-support: Do-support (or do-insertion), in English grammar, is the use of the auxiliary verb do, including its inflected forms does and did, to form negated clauses and questions as well as other constructions in which subject auxiliary inversion is required. Do-support is not used when there is already an auxiliary or copular verb present or with non-finite verb forms (infinitives and participles).

Do-support appears to accommodate a number of varying grammatical constructions:

1. Question formation,
2. The appearance of the negation not, and
3. Negative inversion.

Example:

1. You want money (You do want money). -Do you want money?
2. You want money. -You do not want money/ You don't want money.

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.

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

Q. Content and Functors:

1. Content words/connectives (= words which have substantive lexical content) on the one hand,
2. 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

1. Lexical/substantive categories (= categories whose members are content words)
2. Functional categories (= categories whose members are function words).

Q. define echo questions 5

An echo question is a type of direct question that repeats part or all of something that someone else has just said to you. Usually we use an echo question because we have not heard what they said or because we are surprised by what the speaker has told us.

Examples: A: "I went to Iceland to visit the volcanos" B: "You went where? To visit what?"

A: "I loved all the optical illusions at Camera Obscura" B: "You loved all the what at Camera Obscura?"

A: "My new Iphone cost me £800." B: "Your new Iphone cost you how much?"

A: "What do you want" B: "What do I want? I just want a cup of tea."

When you use an echo question it is spoken with a rising intonation and also with an emphasis on the question word (what, how, who, where etc.). Watch the video for another explanation about echo questions.

Q. Define and explain clause 5

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. 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:

- a) breaking down the sentence into its constituents
- b) Assigning some grammatical label to each constituent, stating what type of constituent it is, and what grammatical function it has.

Q. Yes-No Questions

YES/NO DIRECT QUESTIONS → "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/did. 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 indirect question. In fact, this indirect question isn't 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 questions – but in the direct question, "has" comes before the subject (he), and in the indirect question, "has" comes after the subject.

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

1. The pizza smells delicious.

Does the pizza smell delicious?

2. Joe went to the store.

Did Joe go to the store?

3. I enjoy my work

Do I enjoy my work?

4. They go to school

Do they go to school?

5. Aslam abides by the traffic rules.

Does Aslam abide by the traffic rules?

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 device 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 (1) 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 example, 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 their by the VP-node.

The NP immediately dominated by the VP-node is, also dominated by S/S3, but it is not immediately dominated by S/S3. It is 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.

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:

1. What Jane did was give the book to Bill on Saturday.
2. What the waiter did was open the beer-tins first.

Types:

- i. IT-cleft
- ii. Wh-Cleft
- iii. If-because Cleft
- iv. There-cleft
- v. All-Cleft

Q. Write auxiliary verbs any 5.

BE, DO, HAVE, SHALL, WOULD, COULD, CAN, SHOULD, OUGHT, MAY, MIGHT, MUST, WILL

Q. How to form prepositional Phrase?

At the minimum, a prepositional phrase will begin with a preposition and end with a noun, pronoun, gerund, or clause, the "object" of the preposition.

The object of the preposition will often have one or more modifiers to describe it. These are the patterns for a prepositional phrase:

PREPOSITION + NOUN, PRONOUN, GERUND, OR CLAUSE

PREPOSITION + MODIFIER(S) + NOUN, PRONOUN, GERUND, OR CLAUSE

Here are some examples of the most basic prepositional phrase:

At home

At = preposition; home = noun.

In time

In = preposition; time = noun.

With me

With = preposition; me = pronoun.

As an adjective, the prepositional phrase will answer the question Which one?

Read these examples:

The book on the bathroom floor is swollen from shower steam.

Which book? The one on the bathroom floor!

As an adverb, a prepositional phrase will answer questions such as How? When? or Where?

Freddy is stiff from yesterday's long football practice.

How did Freddy get stiff? From yesterday's long football practice!

Q. Difference b/w passive and active voice 5 marks

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 [NP Historical and geographical factors] (VP influence [NP the eating habits of the IndoPakistan subcontinent]]]

Sentence (4) contains a transitive V (influence), which requires as its Complement an NP functioning as Od. The structure of the sentence is: NP/ Su (V-NP/Od).

If we compare the passive sentences from text with their active counterparts, we see that the active strings contain an Object NP. The process of passivisation crucially involves moving the Object NP (Od or Oi) from the active VP into the Subject position.

Q. Five examples of One-word noun- noun phrase 5 marks

- HOUSE
- BOARD
- Snow
- Chocolate
- Book

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

- **It-cleft:** It is Jaime for whom 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. What is 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.
- Langue 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. 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 headedcaravans and fair-headed to fairheaded 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.