

**THEORETICAL GRAMMAR OF THE ENGLISH
LANGUAGE**

PART II

USLUBIY KO'RSATMA

O'ZBEKISTON RESPUBLIKASI
OLYI VA O'RTA MAHSUS TA'LIM VAZIRLIGI

FARG'ONA DAVLAT UNIVERSITETI CHET TILLARI FAKULTETI
INGLIZ TILI YO'NALISHI TALABALARI UCHUN

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OF THE ENGLISH
LANGUAGE
PART II**

USLUBIY KO'RSATMA

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Tuzuvchi: **D. I. Kambarova**

Farg‘ona davlat universiteti Ingliz tili
kafedrası o‘qituvchisi

Taqrizchilar: **D.G‘aniyeva**

TATU Farg‘ona filiali gumanitar fanlar va
xorijiy tillar kafedrası mudiri, f.f.n.

D.Usmonova

Farg‘ona davlat universiteti Ingliz tili
kafedrası mudiri

*Ushbu o‘quv-uslubiy ko‘rsatma Farg‘ona Davlat universiteti Kengashining 20__yil
_____dagi yig‘ilishida nashrga tavsiya etilgan.*

SO'Z BOSHI

Mamlakatimizda amalga oshirilayotgan keng ko'lamli islohotlarda yoshlarning faol ishtirokini ta'minlash, yuksak ma'naviyatli mustaqil va erkin fikrlaydigan zamonaviy ilm fan yutuqlarini puxta o'zlashtirgan har tomonlama sog'lom va barkamol avlodni voyaga etkashishga qaratilgan yoshlarga oid davlat siyosatini izchil amalga oshirish maqsadida O'zbekiston Respublikasida yoshlarga oid davlat siyosatini amalga oshirishga qaratilgan qo'shimcha chora tadbirlar to'g'risidagi 2014 yil 6 fevral PQ-2124 sonli qarori hamda 2012 yil 10 dekabrda qabul qilingan Chet tillarni o'rganish tizimini yanada takomillashtirish chora tadbirlari to'g'risidagi PQ-1875-sonli qarorlar talablaridan biri talaba yoshlarni amaliy chet tili, ayniqsa ingliz tilini o'rganishi bo'yicha moddiy-texnika bazasi, o'quv uslubiy ta'minotni boyitishdir. Shu maqsadda uslubiy yaratilgan uslubiy ko'rsatma mazkur qarorlar ijrosini ta'minlash borasida tayyorlangan manbadir va ingliz tilini mutaxassis sifatida o'rganuvchilar uchun hamda ingliz tili nazariy grammatikasini yanada chuqur o'rganish uchun mo'ljallanganidir.

"Theoretical grammar of the English language" nomli uslubiy ko'rsatma II qisimdan iborat bo'lib 3 va 4 bosqich talabalarining "Asosiy chet tilidan Nazariy kurs" fani uchun mo'ljallangan bo'lib, ingliz tili grammatikasining nazariyasiga oid matnlar, ushbu mavzularni mustahkamlash uchun savollarni, chizmalarni o'z ichiga oladi. Matnlarni mustaqil ravishda o'qish uchun so'z va iboralar taqdim etilib, unda har bir kitobxon yoki talaba yangi so'zlarni terminlarni o'rgana oladi. Ushbu uslubiy ko'rsatma nafaqat talabalar uchun balki ingliz tili nazariy grammatikasiga qiziquvchilar va o'rganuvchilar uchun ham mo'ljallangan.

PREFACE

Linguistics has undergone a considerable transformation in the last few decades. The same can be said about the theory of English grammar. In this manual we tried to present some of the main features of this transformation. Like all other authors, for every chapter we had to choose from dozens of possible ways of presenting an approach or concept, appropriate examples from the literature or our own research experience. We are aware that because of the need for simplicity, we haven't given adequate space to many important conceptions. Since this manual is intended for both undergraduate and graduate students in II parts, the authors kept in mind the academic standard, syllabus, curriculum of these departments and academic hours allocated there for this subject.

It is important to mention that the organization of the manual is cyclical: a subject is first introduced very simply and generally in one of the initial chapters and is then taken up again in more detail in one of the later paragraphs, thus allowing the lecturer to select which topics are necessary to focus on. This sort of organization is of great help to the students since it provides repetition and facilitates strengthening the knowledge of the subject.

There are many manuals and course books like the one we are offering. We believe that lecturers can easily improve whatever thematic, methodological and theoretical shortcomings they find in this manual by integrating its materials with additional articles or monographs mentioned above.

Another feature of the manual that instructors and students will find helpful is the questions at the end of each chapter under the heading "Self-control questions". These assignments will help to concentrate the students' attention on the most important data given in the chapter. A glossary of the most significant linguistic terms is provided at the end of the manual. It may be helpful for students and instructors.

Our profound gratitude goes to all of the individuals who gave feedback or criticism that was taken into account in preparing the manual for publishing.

We are open to any other criticisms and corrections that will help to further perfect this manual.

The Study Guide is intended for third year students majoring in Linguistics. It aims to help them understand and use the fundamental principles of Theoretical English Grammar, as well as organize their self-study sessions in Theoretical Syntax of the English Language.

This is achieved in various ways. First, the Study Guide provides an outline of the topics discussed in lectures and those for self-study. Students are required to be able to expand on every aspect mentioned and to illustrate it with examples. Second, the Guide contains a variety of exercises to be done in practical classes. You will also find a list of the theoretical aspects of the course and a list of recommended textbooks and other reference materials.

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SYNTAX AS A BRANCH OF LINGUISTICS

Syntax as part of grammar.

The subject matter of Syntax. Syntax deals with combinability of words, i.e. how words are combined to make meaningful utterances, what patterns they combine on, and what abstract grammatical meaning they express.

The main objectives of Syntax are:

- 1) to study relations between words within word combinations;
- 2) to study the sentence as a structural unit which communicates a message in a definite situation.

The units of syntactic analysis are the sentence and the phrase. They represent different levels of a hierarchy.

From the constructive point of view both the sentence and the phrase are groups of elements related with each other and organised in a definite way.

In most respects, however, the sentence and the phrase differ.

| the sentence | the phrase |
|--|---|
| – expresses a ‘complete thought’ | – Doesn’t express a ‘complete thought’ |
| – Has a nominative function – is a of a type of real life situations/ events | – Has a nominative function – is a name complex name of discrete events reality or of elements of real life |
| – Has a certain intonation pattern | – Does not have intonation |
| – Is a minimal communicative unit of speech | – Is part of a communicative unit of speech |
| – Realises Predication (Modality, Temporality, Personality) | – Doesn’t realise Predication |

PHRASE

SYNTAX

Definitions of the phrase.

Traditionally the phrase is defined as a group of two or more notional words functioning as a whole. Besides notional words, a phrase may contain one or more function words.

A phrase is a grammatical and semantic unit.

Differences in phrase structure show up in differences of meaning.

A phrase has a grammatical structure as words in it are syntactically related.

The two basic types of syntactic relations between words in a phrase:

coordination and subordination

Coordinative phrases

Subordinative phrases

the main type of phrase in any

– The elements are equal in their status

The elements are not equal in status

– Are used to expand sentence components but not to build the structure sentence

– Are used to build the structure of the sentence

– Are built either

– Are built either

(1) with the help of conjunctions expressing coordination is formally marked)
or (2) without conjunctions

(1) with the help of prepositions expressing subordination dependence is formally marked)
or (2) without prepositions

The major criteria for classifying subordinative phrases:

- 1) the lexical grammatical class (part of speech) of the head word
noun phrases, verb phrases, adjective phrases, adverb phrases;
- 2) the degree of semantic fusion between the elements

free phrases and phraseological units;

3) subtypes of syntactic relations

variants of Subordination: Agreement, Government, Adjoinment.

Agreement is the morphologically marked variant of subordination, i.e. the dependent element shares the morphological categories of the head word. Agreement is not very common on the phrase level in English.

Government in English is mostly prepositionally (syntactically) marked.

Adjoinment is formally unmarked. The word position in a phrase and semantic correlation matter. The main and most common variant of subordination in English where the word order is fixed. Chains of phrases more complex constructions, where one phrase is embedded in another phrase, or where multiple embedding occurs.

1.2. TASKS FOR PRACTICAL CLASSES

Task 1. Is it possible to change the position of the constituents in any of the phrases below without changing the meaning of the original phrase? What changes in meaning occur?

An exciting adventure

Jogging shoes

Twenty minutes

A cake pan

William and Mary

Fish and chips

To write a letter

To bring Mary a cup of coffee

To go by bus

Task 2. Place all the phrases you can find in the sentences below in brackets. Give detailed analysis of each phrase in terms of: (a) its type, (b) the syntactic relation and the means of its expression, and (c) its constituents' status (e.g. the head and the adjunct).

1. He is such a sweet boy. He came to my wedding and he looked so handsome.
2. I also told him the story of my life.
3. Wisteria branches eventually grow to tree-size width and are meant for the sturdiest pergolas and arbors.
4. David Garrow, a scholar who won a Pulitzer for his biography of King, was skeptical about the whole notion of an autobiography.

SIMPLE SENTENCE SYNTAX

THE SENTENCE AS A LANGUAGE UNIT ITS FUNDAMENTAL PROPERTIES

The sentence is a structural and semantic unity and unit which names a real life situation and communicates a definite message.

The sentence is the primary unit of Syntax, as:

- 1) it is the minimal communicative language unit which expresses a complete thought, i.e. a complete description of an event or state of affairs;
- 2) its basic function is the communicative one (while the major function of all the other language units – phonemes, morphemes, words and phrases is structural, i.e. to build a sentence);
- 3) the whole range of language phenomena – from intonation patterns to semantics and pragmatics – can be realised on the sentence level.

The sentence vs. the utterance = the potential language unit vs. the actualised speech unit.

The sentence is the most complex language unit that consists of a number of elements connected by different types of syntactic and semantic relations. It can be

studied in a number of aspects, the major of which are three – structural(form), semantic/ nominative (meaning) and pragmatic/ communicative (function). Sentence classification can be performed in each of these three aspects.

THE SIMPLE SENTENCE IN THE STRUCTURAL ASPECT

Each simple sentence / clause is built on a pattern which names one of the typical situations of real life.

1. It consists of a set of sentence constituents (parts/ elements) which in speech can be represented by either one word form or by a phrase.

2. Sentence constituents are connected both semantically and syntactically.

SENTENCE CONSTITUENTS, THEIR SEMANTIC AND STRUCTURAL TYPES

THE SUBJECT:

- denotes one of the participants of the situation which is characterized by the Predicate,
- is normally placed before the Predicate,
- is typically expressed by a Noun or a Pronoun, and also by a Gerund, an Infinitive or a substantivised Adjective.

Semantic types of the Subject:

- the traditional approach:

1. Personal S

- names objects of reality in objective reality

- is expressed by notional nominal words with a definite lexical meaning
- has more or less definite individual se-

2. Impersonal S

- has reference – does not name objects of

has no reference in reality

- is expressed by only 1 form – ‘dummy’ it

mantics:

1a. Definite 1b. General 1c. Indefinite – a purely structural element

Personal S Personal S Personal S necessary to make a correct English sentence

– statements

– general statements about

about definite

typified situations

objects of

– expressed by indefinite prosemantically empty, no

lexical reality

nouns:

meaning

one you they

NB: demonstrative it universal truths

– clichés

NB: Anticipatory it

3. Interrogative S (what, who) is specific (1) semantically (asks for info, doesn't give any), (2) structurally (word order, no auxiliary).

4. Negative S. is specific grammatically (only 1 negation in the sentence).

– A modern semantic approach:

o semantic roles of the nouns in the position of the Subject, i.e. info about the participants and components of the real situation:

– Agentive S. names the active doer / source of the action,

– Patient names the passive participant of the action affected by it,

– Temporal S. indicates time,

– Locative S. indicates place

etc.

THE PREDICATE:

– gives a predicative characteristic of the Subject (i.e. one which is attributed to it at the moment of speech),

– occupies the position after the Subject.

– is expressed by a verb or verb group.

The verb phase in the predicative function is the central element in each sentence/ clause, as its valency controls the kind of elements that co-occur in the sentence (also see below).

Structural types of the Predicate.

1. The Simple Pr

– is expressed by a finite verb
Nominal part

2. The Compound Pr

2a. The Compound Nominal Pr =

Link V + Predicative (i.e. Complement = a
of speech: N/ Adj/ ProN)

2b. The Compound Verbal Pr =

Modal / Phase verb + Non-Finite verb form

3. The Double Pr = Notional verb + a nominal word:

– gives 2 semantic characteristics of the S at the same time.

THE OBJECT:

- denotes a (use passive) participant of the situation other than the one named by the Subject,
- is placed after a Simple Verbal Predicate expressed by a Transitive Verb,
- is typically expressed by a Noun, Pronoun, or Gerund.

If a Mono transitive verb is used, there is one object in the sentence, [1] direct Object:

– general semantics: names a passive participant of the situation, directly involved

in or affected by the action (semantics of ‘patient’).

– semantic subtypes of direct Object: (1) the object of a physical action; (2) the object of perception or emotion, (3) the object which appears as a result of an action, etc.

If a Ditransitive verb is used, there are two objects in the sentence, direct Object and [2] indirect Object:

– general semantics: names the third participant of the action, usually a person at whom the action is directed / for whom it is performed = a ‘receptient’ / ‘interested witness’ / ‘beneficiary’.

The order of the direct and indirect object:

1) standard, non-emphatic: SVOiOd neither takes a preposition = they are prepositionless,

2) reversed, with emphasis on Oi, which also changes its form by taking a preposition (to or for): SVOdOi.prep. (prepositional indirect Object).

Many linguists argue that Prepositional Verbs also take objects, called [3] prepositional Objects, as:

– they are used when there is no direct object in the sentence,

– Prepositions only mark the syntactic relation of Government between the verb and the object.

Summary table on types of Objects:

prepositionless Objects

direct Object indirect Object
(SVOd, SVOiOd) (SVOiOd)

prepositional Objects

prepositional in- prepositional Ob-
direct Object jects (SVOprep)
(SVOdOi prep)

THE ADVERBIAL (/ the Adjunct):

– gives information about the circumstances of the action denoted by the Predicate: time, place, manner, degree, cause / reason, purpose, degree....,

– is represented by adverbs, adverb phrases and prepositional phrases.

THE ATTRIBUTE:

- is not a separate sentence constituent, it can only form part of another sentence constituent – S, O, or Predicative / Complement it's the lowest in syntactic rank among the sentence constituents,
- functionally, is used not to construct the basic pattern of the whole sentence, but to expand other sentence constituents from within.

SYNTACTIC RELATIONS ON THE SENTENCE LEVEL

A hierarchy of 3 basic types.

1. Predication, which distinguishes the sentence from the phrase:

- 1 point of view: the interrelation between the Subject and the Predicate (the predicative basis of the sentence);
- Another point of view: the main sentence category, which establishes a relation between the sentence and the real situation (the phenomenon of sentence actualisation which makes it an utterance). The category of Predication is a combined expression of 3 sentence categories: Temporality, Modality, Personality.

2. Subordination, which has two functions:

2a. to complete the sentence by introducing other sentence constituents apart from the Subject and the Predicate (Object etc.);

2b. to give more info about other sentence constituents by expanding them from within (Attributes).

3. Coordination

homogeneous (parts of) sentence constituents are formed

OBLIGATORY AND OPTIONAL SENTENCE CONSTITUENTS

1) The traditional approach:

Only the Subject and the Predicate are obligatory sentence constituents while the others are optional.

The main argument here is that no English sentence is grammatically correct and complete without either the Subject (S) or the Predicate (Pr) whereas there are correct sentences without Objects (O) or Adverbials (A).

S + Pr form the predicative basis of the sentence, sometimes also called a clause. If either of them is missing in speech, the utterance is elliptical.

2) Another approach takes into account not only grammatical correctness, but also the following criteria:

- if the sentence is informatively and communicatively complete,
- if it makes sense

not only the Subject and the Predicate but also the Object in sentences with a transitive verb as the Pr are obligatory sentence constituents and form a clause. Adverbials in sentences with Verbs of certain semantic classes (e.g. with verbs of movement or location) are also considered obligatory.

From this point of view only some Adverbials are optional – those which give additional more details, e.g. about the circumstances or manner of the action, and can be omitted without ruining the grammatical structure and affecting the meaning of the sentence.

BASIC PATTERNS OF THE SIMPLE SENTENCE: THEIR STRUCTURAL BASIS AND NOMINATIVE SEMANTICS

Any utterance is built on a pattern which is a structural semantic unity and unit, i.e. every sentence pattern has both its specific, individual meaning (nominative semantics) and form (structural basis).

Nominative semantics:

- there is a system of a few basic types of situations into which innumerable real life situations have been arranged as a result of natural systematizing,
- every sentence pattern names a typified situation of objective reality.

The form:

a specific combination of obligatory sentence constituents, the number and type of which vary from pattern to pattern.

The main predicating word, which is most often a verb (in a simple verbal predicate) but can also be a noun or adjective (as part of a nominal predicate), governs the sentence pattern, i.e. valency of the predicating word controls the number, type and semantics of obligatory sentence constituents which make up a sentence/ clause.

Types of verb valency:

- intransitive verbs (with no obligatory element following),
- monotransitive verbs (with a single direct object),
- ditransitive verbs (with an indirect object and a direct object),
- complex transitive verbs (followed by a direct object and either 1) an object complement or 2) an obligatory adverbial),
- copular verbs (followed by either (1) a subject complement or (2) an obligatory adverbial).

There are 6 basic patterns of the English sentence which are recognized by most grammarians:

– There V S

(There – Copular Verb (typically be) – Subject), which describes the situation of existence / presence;

– S V Cs

(Subject – Copular Verb – subject Complement), (where Link Verb + subject Complement can be seen as making up the Compound Nominal Predicate), which is used for characterizing smth;

–SV

(Subject – Intransitive Verb), which denotes actions / states / events which are not directed at any particular object;

– S V Od (Subject – Monotransitive Verb – direct Object), which describes a situation

with two participants – an active (S) and a passive one (O), which are involved in the action;

– S V Oi Od

(Subject – Ditransitive Verb – indirect Object – direct Object), which describes a situation with three participants, where an active participant performs an action directed at another participant and in which still another, passive participant is involved;

– S V Od Co

(Subject – Complex Transitive Verb – direct Object – object Complement), which denotes both an action directed at a passive participant and the characteristic it has or acquires as a result.

Some grammarians single out some other sentence patterns:

– S V Od A *

b – direct Object – Adverbial) formed by a special semantic class of verbs (verbs of movement / location) and allowing only for adverbials of place;

–SVA *

(Subject – intransitive / Link Verb – Adverbial) where the locative semantics is expressed by both the verb of movement / location and the adverbial of place;

* It is an arguable point whether these patterns are separate ones or variants of other basic patterns.

o Verbs with more than one meaning, e.g. get, make, grow, etc., can have multiple valencies – build up different sentence patterns.

Basic, or unexpanded, sentence patterns are language units – include only obligatory sentence constituents. When they are actualised in speech as utterances not only syntactic positions are filled with definite words, but also optional constituents – Adverbials and Attributes (as parts of S / O / C) – are often added – the sentence becomes expanded and gives more detailed information about a particular situation.

THE SIMPLE SENTENCE IN THE SEMANTIC ASPECT

THE SEMANTIC PATTERN OF THE SENTENCE

Language means model and represent situations of objective reality. The simplest correlation is as follows

| A real life situation | A sentence |
|-------------------------------|---|
| – An event | – the predicate (usu. V) |
| – Its participants | – arguments (usu. noun groups referring to the predicate) |
| – Its circumstances | |
| + interrelations between them | + syntactic and semantic relations between the |

Arguments perform definite semantic roles according to the type of the participant of the real life situation they name.

The function of the predicate is central to the semantic structure of the sentence, as:

- 1) its semantics determines the whole range of semantic roles that can be expressed in the sentence (= the role structure of the verb / the frame of the verb); some roles manifested by the verb are obligatory, others are optional;
- 2) it reflects the relations between its arguments (between the participants of the real life situation).

The basic semantic pattern of the sentence = proposition:

The meaning of action / event + the minimal set of semantic roles, which makes the sentence semantically complete.

SEMANTIC ROLES

Agent – an animate object, usu. a human being, that performs an action consciously and/ or purposefully; + an actional verb:

- 1a. Causative agent performs an action;
- 1b. Permissive agent lets an action be performed by removing the obstacle for the object.

Nominative / External causer / Source – an animate or inanimate object which is the ‘source’ of the action.

Patient – the animate / inanimate participant which is directly affected by the action performed by another participant (Agent) and undergoes a change as a result

Factitive / Resultant – an inanimate object which is created/ produced as a result of the action.

Recipient / Beneficiary – an animate being that receives smth as a result of the action.

Instrument – an inanimate object which an agent uses to perform the action.

Locative – place.

Temporative – time.

Event / Action.

(NB: it is NOT a semantic role if it is expressed by the verb in the predicate!)

Experiencer – an animate participant that perceives, feels or realizes sth.

Object of perception – an animate or inanimate object that is perceived (by Experiencer).

Quality possessor.

Attribute etc.

The same semantic role can be realized by different sentence constituents.

The same sentence constituent can realize different semantic roles in different sentences.

The same sentence constituent can realize different semantic roles in the same sentence at the same time.

2.2. TASKS FOR PRACTICAL CLASSES

Task 3. Fill in the gaps with appropriate grammatical terms.

A simple sentence has one (1) _____. A (2) _____ sentence has two or more main clauses which are equally important. A (3) _____ sentence contains a subordinate clause and at least one main clause.

Clauses usually begin with a (4) _____ called the subject. This is followed by a (5) _____ which may be followed by another noun group, called the (6) _____.

The (7) _____ is a person or thing that the sentence is about. The (8) _____ is a person or thing affected by the action or situation. The (9) _____ is used to say what is happening in an action or situation.

The predicate in an English sentence always includes a (10) _____. This can have one or two (11) _____ or a (12) _____ in front of it.

The (13) _____ is a noun group or an adjective used after link verbs like «be», «become», «feel» or «seem». The adverbial, or (14) _____, is an adverb or a prepositional phrase that follows the verb group, the object or the complement. The complement tells you more about the (15) _____. The (16) _____ tells you more about the action or situation.

Task 4. Identify the type of Subject in the following sentences. What language means is it expressed by?

1. He likes her.
2. They're coming over tonight.
3. They say he's rich.
4. People say he's rich.
5. People here are hot-tempered.
6. The rich should help the poor.
7. It's a bird, Tommie.
8. It's warm in here.

9. It never rains in Albuquerque.
10. It wasn't very wise of you.
11. Why do bad things happen to good people?
12. Things have got too tough.
13. If you believe in yourself you can succeed.
14. Some like it hot.
15. Anyone could do that!
16. No one could do that.
17. Who could do that?

Task 5. Identify the type of Predicate in the following sentences. What language means is it expressed by?

1. She was feeling her way in the dark.
2. I felt totally terrified.
3. I have to go now.
4. Your books have sold millions of copies.
5. The picture lay hidden in archives for 40 years.
6. He was lying on the sofa.
7. She was beginning to feel irritated.
8. Why are you smelling it?
9. It smells delicious!
10. This is my favourite book.

Task 6. Identify the type of Object in the following sentences. What language means is it expressed by?

1. Everyone deserted me.
2. Are you having a good time?
3. Take it easy, Tina.
4. They gave him additional funding.

5. I was given this address by a friend of yours.

6. Pick up your pen and write me now.

7. Who did you buy it for?

8. The young should respect the old.

Task 7. Match each symbol in the basic sentence patterns on the left with the corresponding part of the sentence on the right. Why are some parts of the sentences not represented with symbols?

There VS Once upon a time there was a beautiful princess.

There were lots of people going through the tills.

There are frequent trains to Bordeaux.

SV Sarah and Michael disappeared

She smiled sweetly.

Do you work late?

SVOD She changed her dress.

Mum, I'm making such a big sandwich.

Have you got an exam on Monday?

SVOiOd Lizzie bought herself a mountain bike.

She taught children French.

They've been given the red-carpet treatment.

SVCs He and Jane aren't married.

The cheese has gone bad.

She sounds funny on the phone.

SVA Marc was in the bathroom.

The pleasant summer lasted well into March.

She reached for the scissors.

SVODCo That makes me so mad.

They elected him President.

I like my steak well-done.

SVODa They are sending us to Disneyland.

She placed the baby on a blanket in the living room.

I've always treated her with respect.

Task 8. Represent the following sentences in symbols and underline the sentence constituents. Say what language means they are expressed by.

Example: Then they heard a loud cry and a splash. SVOd(A)

A S V Od

Time personal monotrans. coordinative noun phrase

adverb pronoun verb [subord. noun phrase+ a noun]

1. Carrie felt a little less bold.
2. Fred Unsworth gave her a huge note of confidence.
3. He considered it a dumb question.
4. He gave all that information to the FBI.
5. He put his hand on the child's shoulder.
6. He really told his father the truth.
7. He didn't get his hair wet.
8. I'll keep in touch with you.
9. I just got really hot.
10. More people came.
11. My dislike of the man returned.
12. People called him Johnny.
13. She was carrying a long whippy willow twig.
14. So that made her popular.
15. Tako is really a smart dog.
16. Then they fell in the sea.
17. They certainly couldn't tell her the truth.
18. There were only four of us.
19. We were in a meeting all morning with Barbara.

20. He painted the roof of the house red.

21. – Is Mike in? – No, he's out.

Task 9. Which basic patterns are the sentences below built on?

1. Simon spoke first.

2. The stewards all spoke French.

3. The work changed in the post-war period.

4. You will never change the world.

5. Flying is the only way to travel!

6. The minibar was filled with candy, mineral water and soft drinks.

7. Could you open the window, please?

8. The house was built in 1965.

9. Could you stand being alone with me for five or six days?

10. Did he say 'hi' to you?

11. Hot, isn't it?

12. Show the inspector your ticket, Charlie.

Task 10. Distinguish between the obligatory and optional constituents of the following sentences. Which criteria do you use?

1. During her short life, her two sisters bought her a small teddy bear.

2. He left it in the bushes.

3. He went to the corner shop.

4. Her father had called her one evening.

5. Here I find you in some dark plot against me.

6. Later, after dark, a boy brought him a plate of food.

7. She went crazy out in L.A. for a few months back in 1987.

8. The boy lives in Washington now.

9. The Portuguese named the place Bom Bahia for its harbour.

10. We got home too late.

11. London stands on the River Thames.

12. This lightly effervescent Italian white wine seemed sharp at first.

Task 11. In the sentences below verbs with multiple valencies are used.

A. Identify the valency of each verb, and the clause elements that follow each main verb.

B. Compare uses of the same verb in different sentences; translate into Russian; make a list of the different valencies for each of these verbs.

1. I just stood there.
2. I really couldn't stand him.
3. You don't stand a chance.
4. U.S. officials considered them a serious threat to U.S. peacekeeping troops.
5. They are considering the launch of their own political party.
6. Then we'll bring our friends.
7. She brought him a sandwich and a cup of tea.
8. Martin's course begins on 1 November.
9. The government has begun its controversial plan to compensate the three domestic airlines.
10. We can't promise you that.
11. Yes, I promise.
12. Your dog's got brown teeth.
13. Why don't you go and get us both a pie.
14. The mug of coffee had not got any hotter.
15. He got his clothes very dirty.
16. We might find a body.
17. You might find these notes useful.
18. I've found her a friend.
19. Malcolm made no sound.
20. The sheer intensity of the thing me nervous.
21. His wife sometimes made him curry.

Task 12. Find / make up sentences that illustrate the fact that the verbs below have multiple valences and can build sentences based on different patterns.

Translate the sentences into Russian.

Call, leave, smell, grow, turn, look, drive,

Task 13. What is wrong with the following sentences?

1. * The stream flowed.
2. * He put the book.
3. * She was sent.
4. * I'd better start growing.
5. * Mr. Scott was looking anxiously.

Task 14. Analyse the sentences on the right in terms of the semantic roles their constituents realise. Then fill the appropriate boxes in the table with the name of the semantic role for each argument. Some boxes will remain blank.

| Sentence | S | Oi | Od | Cs | Co | A | Example sentence |
|----------|---|----|----|----|----|---|------------------|
|----------|---|----|----|----|----|---|------------------|

pattern

| | | | | | | | |
|------|-----|---|---|------|---|---|-------------|
| SVCs | Ex- | - | - | Attr | - | - | She's happy |
|------|-----|---|---|------|---|---|-------------|

| | | | | | | | |
|--|-----|--|----|--|--|--|--|
| | per | | ib | | | | |
|--|-----|--|----|--|--|--|--|

He turned traitor The

Sahara is hot Last

night was warm

The show was interest-
ing

SVA He was at school

She got into the car

He is lying on the floor

SV He was working

She is standing

The wind is blowing

The curtains disap-
peared

SVOd He threw the ball

Lightning struck the
house

She has a car

He is holding a knife

The stone broke the window

We paid the bus driver

They climbed the mountain

The bus seats thirty

I wrote a letter

They had an argument

He nodded his head

SVOiOd I bought her a gift
 She gave the door a kick
 She knitted me a
 sweater

SVOdCo He declared her the
 winner
 The sun turned the grass
 yellow
 The revolver made him
 afraid
 I found it strange

SVOdA He placed it on the shelf

 The storm drove the
 ship ashore

 A car knocked it down

Task 15. Identify the semantic roles of the arguments in the sentences below.

 e.g. He put the book on the shelf.

 agent patient locative

1. He's travelled the world.
2. The glazier cuts glass with a diamond.
3. He drew lines on the paper.
4. He struck me on the knee.
5. That was a tactical decision.
6. Did you hear what I told you?
7. London faced a severe winter last year.
8. She was given a ring for her birthday.

COMPOSITE SENTENCE SYNTAX

THE COMPOSITE SENTENCE vs. THE SIMPLE SENTENCE

o A composite sentence has the following properties:

- it consists of 2 or more clauses which are related both syntactically and semantically,
- the syntactic relation can be (1) marked with a linker or (2) formally unmarked,
- the clauses can be:

(1) of equal status the relation of coordination between the clauses a compound sentence, or

(2) of different status the relation of subordination between the clauses a complex sentence.

THE COMPOUND SENTENCE

The clauses are of equal status = at the same level of the syntactic hierarchy.

The syntactic relation of coordination between the clauses.

The syntactic relation can be either marked or unmarked.

Coordination can be marked with a linker (coordinator):

- a) a coordinating conjunction: and, but, or, nor, either, neither;
- b) a coordinating conjunctive adverb, which can shift its position: besides, moreover, however, yet, still, otherwise, therefore, so, thus, then, consequently.

Coordination can be formally unmarked intonation, punctuation.

The order of coordinate clauses is more or less fixed.

Types of semantic relations between the clauses:

- Copulative: similarity, addition, simultaneous or successive events;
- Adversative: opposition, contradiction, contrast;
- Disjunctive: mutually exclusive alternatives;
- Cause and effect

THE COMPLEX SENTENCE

The syntactic status of the clauses is not equal the main / principal clause and one or more subordinate / dependent clauses which are embedded as part of the main clause.

The syntactic relation of subordination between the clauses.

Subordination can be marked with a linker (subordinator), which occurs in a fixed position at the front of its clause:

a) a subordinating conjunction:

- 1-word: that, because, though, if, before, until, since, who, than...;
- phrasal: in order that, so far as, as if, in case...;
- paired: as...as, such...as;

b) a relative pronoun (/a connective/ a subordinating conjunctive adverb), which is part of the clause (= occupies a notional and structural position in it): who, what, whose, which, why, that, where, when, as

Subordination can be formally unmarked intonation, punctuation.

The functional classification of subordinate clauses:

– is based on the functional and semantic correlation between subordinate clauses and simple sentence constituents (S, Pr, O, A, Attr):

a subject subordinate clause;

a predicative subordinate clause;

an object subordinate clause of the following semantics:

- substantive,
- adverbial,
- general event,
- content.

an adverbial subordinate clause of the following semantics:

- time,
- place,
- manner / comparison,

– circumstantial semantics (cause, reason, result, concession, purpose, condition...), etc;

an attributive subordinate clause of descriptive, restrictive or appositive semantics;

types of subordination:

- hierarchical (1st, 2nd degree of subordination),
- ‘parallel’ subordination.

3.2. TASKS FOR PRACTICAL CLASSES

Task 16. Which characteristics do the composite sentence and the simple sentence share? What makes them different?

Task 17. Identify the type of the linker in each sentence.

1. She told me that she was leaving.
2. Ideas that seem difficult to understand at first may appear obvious later.
3. He never knew when she would phone.
4. When the good news came, he couldn't believe his luck.

Task 18. Which of the following composite sentences are compound and which are complex? Why? How many clauses does each sentence consist of? What kind of syntactic relation is there between the clauses? Is it marked?

- A. It is very good although it is cheap.
- B. It is cheap but it is very good.
- C. All you need is love.
- D. I like these foreign pictures because I can believe in them.
- E. Do you see what I mean?
- F. New clinical trials show that including garlic in the diet can reduce cholesterol.
- G. That it would be unpopular with students or colleges was obvious.
- H. They've given me a position I could never have got without them.

- I. That's what I'll do tomorrow.
- J. Well, you pay for what you want.
- K. I'm tense; excuse me if I talk too much.
- L. It must be a forgery, or it would be in a museum.
- M. I promise that we will take great care of him.
- N. He looked as if he had seen a ghost.
- O. What I can't bear is her disobedience.
- P. The programmer can establish when a transport operation is complete.
- Q. When you're young, everything seems reversible, remediable.
- R. At that age, which I judged to be near 50, he looked extremely young.
- S. I've no idea why she said that she couldn't call on us at the time I had suggested.
- T. But all the books were so neatly arranged, they were so clean, that I had the impression that they were very seldom read.
- U. The golden rule is if you are reversing you must look behind you.

THEORETICAL ASPECTS OF THE COURSE. SYNTAX

1. Syntax: its subject matter, types of language unit(s) studied.
2. Types of syntactic relations on the phrase level. Types of phrases
3. Types of syntactic relations in the simple sentence.
4. The phrase and the simple sentence: their comparative characteristics.
5. The Subject; its structural and/ or semantic types.
6. The Predicate; its structural and/ or semantic types.
7. The Object. Its semantic and structural types.
8. The Adverbial. Its semantic and/ or structural types.
9. Basic sentence patterns: their structural basis and nominative semantics.
10. Obligatory and optional constituents of a simple sentence; expanded and unexpanded sentences.
11. The semantic pattern of the sentence.
12. Semantic roles and their realisation in a sentence.
13. The simple sentence and the composite sentence: their comparative characteristics
14. The Compound Composite sentence.
15. The Complex Composite sentence; types of subordinate clauses.

GLOSSARY

| English | Uzbek | Russian |
|---------------|-------|---------------------------|
| Accommodation | | |
| Accusative | | |
| Active | ، | |
| Adjective | | |
| Adjunct | | (». |
| Adverb | | |
| Adverbial | | |
| Affix | ، | |
| Agent | | |
| Agglutination | | |
| Agreement | | |
| Aliomorph | ، | |
| Alphabet | ، | |
| Alternative | ، | |
| Analysis | | |
| Anaphora | | |
| Animate | | !! |
| Antithesis | | |
| Antonym | ، | |
| Apostrophe | | |
| Applied | | |

| | | |
|-----------------------|-----|-----|
| Applied linguistics | | |
| Apposition | | |
| Archaic | , | |
| Archaism | | |
| Area | | |
| Areal linguistics | () | |
| Article | | |
| Artificial (language) | () | () |
| Aspect | | |
| Assimilation | | |
| Assumptive | | |
| Attribute | | |
| Auxiliary | | |
| Auxiliary verb | | |
| Baby-uord | | |
| Base | | |
| Basic | | |
| Basis | | |
| Bilingualism | | |
| Bilateral | | |
| Binary' | , | |
| Borrowed word | | |
| Borrowing | | |
| Caique | | |
| Cardinal number | | |
| Case-ending | | |
| Causal clause | ran | |
| Causative | | |
| Circumstantial | , | |
| Classical | , | |
| Clause | | |
| Cognate | | |
| Cognate object | | |
| Colloquial | | |
| Combination | | |
| Common | | |
| Common noun | | |

| | | |
|------------------------|-----|---|
| Element | , | |
| Emphasis | | |
| Emphatic | | |
| Empty word | | |
| Ending | | , |
| Ergative | | |
| Etymological | | |
| Etymology | | |
| Euphemism | | |
| Evolution | | , |
| Excessive | | |
| Exclamation | | |
| Exclusive | | |
| Expression | , | |
| Expressive | | |
| Falling | | |
| Falling tone | | |
| Family of languages | | |
| Feminine | | |
| Finite verb : T | | |
| Folk etymology | | |
| Form | | |
| Function | , | |
| Functional | | |
| Fundamental meaning | | |
| Fusion | | |
| Future | | |
| Gender | () | |
| Genderless | | |
| General linguistics | | |
| Genitive | | |
| Gerund | | |
| Glossematics | | |
| Glosseme | | |
| Govern | | |
| Governing | | |
| Government | | |
| Grammar | | |
| Grammatical | | |
| Grammatical analysis | | |
| Grammatical categories | | |
| Grammatical gender | | |
| Grammaticalisation | | |
| Haplology | | |
| Harmony | , | |
| Heterogeneous | | |
| Heterosyllabic | | |
| Historic (al) | | |
| Historical grammar | | |
| Homonym | | |

| | | |
|-------------------------|-----|-------|
| Homophone | | |
| Hyperbole | | |
| Hypotaxis | , | |
| Hypothetical | , | 1 nil |
| Ideogram | | , |
| Idiom | | |
| Immediate | | |
| Imperative | | |
| Imperative mood (| | |
| Impersonal | | |
| Implication | , | |
| Inanimate | | |
| Inanimale noun | | . |
| Inclusion | | |
| Indeclinable | | |
| Indefinite | | |
| Indefinite article | | |
| independent | |) |
| Indicative mood | | |
| Indirect | | |
| Indirect speech | ran | |
| Indo-European languages | - | |
| Infinitive | , | |
| Infix | | |
| Inflexion | | |
| Inner form | | |
| Instrumental case | | * |
| Intensity | | . |
| Intonation | , | |
| Intransitive | | .1 |
| Invariable | , | |
| Inversion | | |
| Irregular | | |
| Irrelevant | | |
| Isolating languages | | |
| Jargon | | |
| Language | | |
| Lateral | | |
| Lexical | , | |
| Lexicology | | |
| Lineal | - | |

| | | |
|-----------------------|-----|---|
| Lingual | | |
| Linguistic comparison | | |
| Linguistic familv | | |
| Linguistic geography | | |
| Living language | () | |
| Loan-word | - | |
| Local lansuases | | |
| Locative Case | - | |
| Logical | | |
| Main | | |
| Main clause | ran | |
| Main stress | pry | |
| Mark | | |
| Masculine | | |
| Meaning | | |
| Measure | | |
| Media | | |
| Melody | | |
| Metaphor | | |
| Metathesis | | |
| Melon vmv | | |
| Mixed language | | |
| Modal | | |
| Mode | | |
| Monosyllable | | |
| Mood | | |
| Morpheme | | |
| Morphology | | |
| Mother-tongue | | |
| Name study | | |
| Negation | | |
| Neoarammarians | | |
| Neologism | , | |
| Neuter | | , |
| Neutral | | , |
| Neutralization | , | |
| Neutralized | | |
| Nomenclature | | , |
| Noun | | |
| Number | , | , |
| Numeral | | |
| Objective case | | |
| Onamasiology. | | |
| Onomastic | | |

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|---------------------|-----|------|
| Preposition | | |
| Present tense | | |
| Preterit | | |
| Primary | , | , |
| Primary stress | pry | |
| Primary tenses | | |
| Primary word | | |
| Principal | , | |
| Process | | |
| Proclitic elements | | |
| Progressive | | |
| Pronoun | | |
| Proper name | | |
| Prosody | | |
| Qualitative stress | | |
| Quality | | |
| Quantitative stress | | |
| Quantity | | |
| Reciprocal | | |
| Reduced form | | \ |
| Reduction | | Pe v |
| Redundance | , | |
| Redundant | | - |
| Reduplication | | |
| Reflexive | | |
| Regression | | |
| Regressive | | |
| Regular | , | |
| Relation | | |
| Relationship | | |
| Relationship of | | [|
| Relative | | |
| Relevant | | |
| Reported speech | ran | |
| Rising | | |
| Rising tone | | |
| Root | | |
| i Rule | | |
| Script | | |
| Secondary stress | | |

| | | |
|---|---|-----|
| Syntactic | | |
| Syntactical | | |
| Syntax | | |
| Synthesis | | |
| Synthetic (lan ^o ua ^o es) | | |
| System | | |
| Taboo | , | |
| Tautology | , | |
| Temporal | | |
| Tendency | , | |
| Tense | | |
| Term | | |
| Term i native | | |
| Terminology | , | |
| Thematic | , | |
| Time | | |
| Tongue | | () |
| Traditional stress | | |
| Transcription | | |
| Transition | | |
| Transitive | | |
| Transliteration | | |
| Transposition | | |
| Trial | | |
| Ultimate | , | |
| Unilateral | | |
| Unmarked | | |
| Unreal | | |
| Utterance | | |
| Variable | | |
| Variant Verb | | |
| Verbal system | | |
| Vocabulary | | |
| Weak | | |
| Weak stress | | |
| Weakenina Word | | |
| Word-order | | |

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