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BAKALÁŘSKÁ PRÁCE

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**Syntactic and semantic aspects of a ditransitive construction with the verb
give and an eventive object**

**Syntaktické a sémantické aspekty ditranzitivní konstrukce se slovesem *give*
a událostním předmětem**

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„Prohlašuji, že jsem bakalářskou práci vypracovala samostatně, že jsem řádně citovala všechny použité prameny a že práce nebyla využita v rámci jiného vysokoškolského studia či k získání jiného nebo stejného titulu.“

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Tereza Červenková

Souhlasím se zapůjčením bakalářské práce ke studijním účelům. / I have no objections to this thesis being borrowed and used for study purposes.

Abstrakt

Tato bakalářská práce se zabývá zkoumáním anglického sémanticky vyprázdněného ditranzitivního slovesa *give* doplněného událostním předmětem. Událostní předmět je nositelem slovesného významu, který sémanticky vyprázdněné sloveso postrádá. Hlavním zájmem tohoto zkoumání je řazení obou předmětů v takových konstrukcích, tj. nepřímého a přímého, událostního předmětu. Zatímco Quirk a spol. (1985) nepředpokládají, že se konstrukce s událostním předmětem bude objevovat v jiném větném vzorci než SVO_iO_d, Huddleston a Pullum (2002) uvádí, že za určitých podmínek může docházet k parafrázi nepřímého předmětu předmětem předložkovým. Práce si dává za cíl zjistit, zda je tato alternace nepřímého předmětu možná, a určit, jaké faktory při parafrázování nepřímého předmětu hrají roli. Za tímto účelem bylo excerpováno 100 příkladů konstrukce s událostním předmětem z Britského národního korpusu, u nichž bude v analytické části věnována pozornost jejich charakteristice a toto zkoumání se bude snažit určit hlavní aspekty ovlivňující řazení předmětů v těchto konstrukcích. Kromě charakteristiky samotného událostního předmětu z pohledu sémantického i formálního budou zkoumány také syntaktické a sémantické aspekty nepřímého předmětu a jejich vliv na postavení předmětů. Dále se práce zaměří na možnost syntaktického vypuštění nepřímého předmětu, ke kterému by podle gramatik nemělo v konstrukcích s událostním předmětem docházet. Práce si klade za cíl zjistit, zda řazení předmětů v excerpovaných příkladech odpovídá teoretickému pozadí v gramatikách a okomentovat případné odchylky od těchto teorií.

Abstract

The thesis observes the construction with the ditransitive light verb *give* and the eventive object, in which the eventive object carries the verbal meaning. The thesis focuses on the observation of the object ordering in this construction, i.e. of the indirect and the direct, eventive object. While Quirk et. al. (1985) do not anticipate such constructions to appear in other sentence patterns than SVO_iO_d, Huddleston & Pullum (2002) state that under certain circumstances, the indirect object may be paraphrased by the prepositional object. The aim of the thesis is to ascertain whether this alternation of the objects can appear in the constructions and to describe the factors influencing such paraphrase. For the purposes of the thesis, 100 instances of the construction with the light *give* and the eventive object were extracted from The British National Corpus. The analytical part of the thesis will pay attention to their characteristics and this examination will try to determine the main aspects of the object ordering in these constructions. Besides the characterisation of the eventive object from the

semantic and formal point of view, the thesis will also observe the semantic and syntactic aspects of the indirect object and their influence on the object ordering. Furthermore, the thesis will focus on the omission of the indirect object, which is considered not possible in the constructions with the eventive object by the grammars. The aim of the thesis is to determine whether the ordering of the objects in the excerpted instances corresponds with the theoretical background in the grammars and comment on the possible deviations from the theories.

List of abbreviations

O	object
O_i	indirect object
O_d	direct object
O_{prep}	prepositional object
EO	eventive object

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1. INTRODUCTION

This thesis aims to describe the ditransitive light verb *give* followed by the indirect object and the eventive object carrying the meaning which would be otherwise carried by the lexical verb. The thesis analyzes these objects in terms of both semantics and syntax.

From the semantic point of view, the thesis observes the realization of the objects, i.e. the word-formation of the eventive object and the word classes and animacy of the indirect object.

From the syntactic point of view, it focuses mainly on the ordering of the objects and the possibility of alternation of the indirect object by the prepositional object. According to Quirk et al. (1985), all constructions containing the ditransitive light verb *give* and the eventive object should always follow the SVO_iO_d clause pattern; therefore the most substantial part of the extracted instances, which are analysed in the theoretical section of this thesis, is expected to appear in this ordering. However, Huddleston & Pullum (2002) claim that some of the constructions may follow the $SVOO_{prep}$ ordering. The thesis observes the aspects of the construction with the eventive object which may influence the variation of the sentence pattern. The analytical part focuses on the types of the eventive object as well as on its modification and determination. It also discusses semantics and animacy of the indirect object. Moreover, the circumstances under which the omission of the indirect object becomes possible are discussed. The results of the individual analytical sections will be summarized in the final analytical section.

2. THEORETICAL BACKGROUND

2.1 Ditransitive verb

Ditransitive verbs are complemented by two objects. The semantics of the verb usually implies three participants: an agent and two other participants. In some cases concerning a light verb complemented by an eventive object and an inanimate indirect object, there are only two participants although the verb is ditransitive (Dušková et al., 2006: 436).

Quirk et al. state that the basic form of ditransitive complementation is realized by indirect and direct object (Quirk et al., 1985: 1208).

2.2 The clause complements

Huddleston & Pullum (2002: 219) explain that “complements are dependents of the verb or the verb phrase.” The ability of the verb to combine with complements is referred to as valency¹. Quirk et al. state that the verb complements are “obligatory elements of clause structure in that they are required for the complementation of the verb” and without their presence, the particular sentence would be incomplete. In some cases, the direct object or the object complement can be optional, such as in “*They’re eating*” or “*They elected her*” (Quirk et al., 1985: 722). The term *complement* covers subject, object, subject complement and object complement. However, Huddleston & Pullum argue that many grammars include only non-subject elements as they have special properties. In English, the subject is strongly defined syntactically. It is not a constituent of the predicator, it is external to it and as the predicator it must always be present in the clause (Huddleston & Pullum, 2002: 217).

Object

The object is a clause element which complements the verb phrases containing a transitive verb, i.e. the verb which demands complementation. The obligatoriness of the object depends on the valency of the verb (Křístková, 2009: 12).

Object can be realized by:

¹ According to Allerton (1982: 2), the concept of valency describes “the different potentials that individual verbs have for occurring in a variety of sentence structures.” He explains that valency is “the capacity a verb has for combining with particular patterns of other sentence constituents.”

1. noun phrase: *Tom caught the ball.*
2. prepositional clause: *Please say something to us.*
3. *that*-clause: *I think that we have met.*
4. *wh*-clause: *Can you guess what she said?*
5. *wh*-infinitive: *I learned how to sail a boat.*
6. *to*-infinitive: *We've decided to move house.*
7. *ing*-clause: *She enjoys playing squash.*

[Quirk et al., 1985: 1171]

All of the mentioned realizations syntactically behave as a noun (Křístková, 2009: 12). The pronouns realizing the object are required to adopt the form of the objective case (Quirk et al., 1985: 726). Object normally follows the verb and if the verb is ditransitive, the direct object follows the indirect object. If the clause contains the prepositional object, its placement usually depends on the length, i.e. the placement is directed by the end-weight², and therefore the prepositional object follows the direct object.

2.2.1 Direct object

The direct object can be both animate and inanimate, realized by the options described in the previous subchapter. The personal pronouns forming the direct object are in an accusative case (Biber et al., 1999: 126).

Semantic roles of direct object

According to Biber et al., (1999: 127) list seven roles of the direct object:

1. **Affected:** *He threw the ball.* (Quirk et al., 1985: 754)

The direct object typically has a role of a participant affected by the action caused by an agent or it is directly involved in the action without being an agent itself or a recipient.

2. **Resultant:** *I wrote a letter.* (Quirk et al., 1985: 754)

The referent of the resultant object is “a result of the action denoted by the verb”.

3. **Locative:** *They climbed the mountains.* (Quirk et al., 1985: 754)

² Quirk et al. point out that the information in focus of the message tends to “be stated more fully than the given (that is, with a longer, 'heavier' structure),” and therefore “the end-weight comes in the operation along with the principle of end-focus”, which “encourages the placing of more complex [...] units towards the end of the noun phrase” (Quirk et al., 1985: 323).

4. **Instrumental:** *He nodded his head.* (Quirk et al., 1985: 754)

The locative and instrumental objects express roles which are typically related to adverbials. The verbs taking the locative and instrumental objects can also be combined with an adverbial prepositional phrase.

5. **Object of measure:** *This bomber weights over a hundred tons.* (Biber et al., 1999: 127)

It is debatable whether the object of measure, as the locative and instrumental, should be considered the direct object, as the structure corresponds with the SVO pattern; however, these objects do not allow passivization and they cannot be retrieved from the context by the question “What?” .

6. **Cognate:** *They fought a clean fight.* (Quirk et al., 1985: 754)

Cognate objects are realized by a deverbal noun which repeats the meaning of the lexical verb so that the meaning is reinforced. Therefore, they do not express a participant of the action. The use of the cognate object allows modification.

7. **Eventive:** *They had an argument.* (Quirk et al., 1985: 754)

The eventive object³ is also realized by a deverbal noun but instead of reinforcing the meaning, it connects with a semantically light verb and consequently carries the meaning which would otherwise be carried by the lexical verb.

Quirk et al. (1985: 754) add the role of recipient:

8. **Recipient:** *We paid the bus driver.* (Quirk et al., 1985: 754)

The object in this case obtains the outcome of the action carried out by the agent.

2.2.2 Indirect object

Indirect object appears only with ditransitive verbs (Biber et al., 1999: 128). It is usually positioned first of the two objects, following the verb phrase. It is normally animate and according to Dušková et al. (2006: 436), its semantics suggest basically only two realizations: a noun or a personal pronoun, but other means of realization can appear. Sometimes the indirect object follows a light verb complemented by an eventive object and in that case it can be inanimate. Biber et al. (*ibid.*) state that the indirect object carries less information than the direct object; this assumption is supported by the fact that the indirect object is often realized

³ The eventive object is further discussed in section 2.4

by a pronoun, which generally carries less communicative dynamism⁴ than a noun. A paraphrase of an indirect object with a prepositional object is often possible. In passive, it becomes a subject of the clause.

Semantic roles of indirect object

Quirk et al. (1985: 754) describe two roles of an indirect object: the **recipient** and the **affected** object. Huddleston & Pullum (Huddleston & Pullum, 2002: 310-311) distinguish also the semantic role of **beneficiary** participant. Haspelmath et al. (2007: 46) add the term **malefactive** in opposition to the beneficiary.

Recipient

“*I bought her a gift*” (Quirk et al., 1985: 754)

According to Huddleston & Pullum (2002: 310-311), the role of the **recipient** appears “with such verbs as *give, hand* or *throw*,” where “there is actual transfer of the theme (expressed by O_d) to the recipient. With other ditransitive verbs such as *bequeath, offer, owe* or *promise* there is an arrangement or commitment for the recipient to receive the theme later.

Affected

“*She gave the door a kick*” (Quirk et al., 1985: 754)

Affected indirect object complements semantically light verbs occurring with a direct eventive object. It corresponds with the direct object of a simple verb (Biber et al., 1999: 129). The most common of the verbs complemented by an affected indirect object is ‘*give*’ (Quirk et al., 1985: 753).

Quirk et al. also state that unlike a recipient indirect object, an affected indirect object preceding an eventive direct object is not normally paraphrasable by a prepositional phrase. The reason for the absence of the paraphrase is the functional sentence perspective as an eventive object should receive end-focus because used to shift the communicative dynamism at the end of the clause, which would be disrupted if a prepositional object would follow.

Beneficiary

^{4 4} Quirk et al. (1985: 1356) explain the term *communicative dynamism* as such: “[It] refers to the variation in communicative value as between different parts of an utterance. [It] can range from very low [...] through medium [...] to very strong stress.” Quirk et al. also claim that it is common that the range of communicative dynamism increases from low to high “in accordance with the linear progression of the information unit”.

Huddleston & Pullum subdivide the role of beneficiary into **beneficiary of goods** (“*I’ll do you a quiche*” (Huddleston & Pullum, 2002: 310)) and **beneficiary of services** (*I’ll do the washing-up for you* (Huddleston & Pullum, 2002: 310)). In both cases, the indirect object corresponds to a prepositional object with the preposition “for”, which marks the difference between the participant and the beneficiary as the participant is paraphrased by a *to*-phrase (Brůhová, 2010: 22).

Malefactive

He stole the purse from her. (Dušková et al., 2006: 435)

Balcarová (2013, 34, 59) states that “while the beneficiary indirect object gained from the subject in the sentence, the malefactive indirect object becomes the source of something for the subject” and this causes detriment to the indirect object.

2.3 Variations of the sentence pattern

Huddleston & Pullum (2002: 248) say that O_i and O_d are distinguishable by their order, which is fixed - O_i precedes O_d . They add that majority of ditransitive clauses can be alternated with a single object and a prepositional complement with *to* or *for*.

Quirk et al. list three possible orderings of the indirect and direct object if they are both realized by a noun:

1. SVO_iO_d : *She gave her brother a signet ring.*
2. SVO_dO_{prep} : *She gave a signet ring to her brother.*
3. $SVO_{prep}O_d$: *She gave to her brother a signet ring.*

The third ordering is the least frequent and there is no evidence for its use with an eventive object. The general rule for the distinction between the first two orderings is the distribution of communicative dynamism; the first ordering should be applied to the clauses where the O_d is heavier in terms of the distribution of communicative dynamism, whereas the second ordering should be used when it is the O_i which carries more meaning (Quirk et al., 1985: 1396). The alternations of the first two patterns are discussed below.

If the indirect object is realized by a pronoun while the direct object is a noun, the elements can be arranged thus:

1. SVO_iO_d : *She gave him the book.*

2. SVO_dO_{prep}: *She gave a book to him.*

3. SVO_dO_i: *She gave the book him.*

Hughes & Trudgil (1996: 16), I again point out the infrequency of the last ordering, which is not connected with a topic of eventive object. According to Biber et al.'s (1999: 928) commentary on the informational load of indirect object, it can be assumed that the pattern SVO_dO_{prep} with O_{prep} realized by pronoun should occur less frequently than the pattern with O_{prep} realized by a noun, as the pronoun carries less communicative dynamism and therefore should not gain end-focus.

According to the results of Brůhová's dissertation, after the ditransitive verb *give* both objects are realized in 129 instances out of 200 (64,5%), with the most frequently appearing SVO_iO_d clause pattern (98 instances, 49%), followed by SVO_dO_{prep} (30 instances, 15%) and with only one instance (0,5%) of SVO_{prep}O_d. 71 out of 200 instances had one of the objects omitted; SVO_d appeared in 70 instances (35%) and one instance (0,5%) was of SVO_{prep} clause pattern (Brůhová, 2010: 67).

2.4 Eventive object

Light verbs

Eventive object complements a verb phrase containing a light verb, which can be characterised as a verb, whose "contribution to the meaning of the predication is relatively small in comparison with that of their complements" (Huddleston & Pullum, 2002: 290). Quirk et al. (1985: 750) give the following examples of such "common verbs with general meaning": *do, give, have, make, take*, which are the main and the most productive light verbs; the other, less frequent light verbs are for example *offer, pay, put, raise*. The light verb is followed by a noun phrase usually with an indefinite article, which has a function of singling out one event in contrast to the meaning of the simple verb which is being paraphrased by the light verb and an eventive object (Huddleston & Pullum, 2002: 290). Together with an eventive object, the light verb creates a construction which Wierzbicka calls "the periphrastic verbal constructions" (Wierzbicka, 1982: 755).

Eventive object

"*He gave a nudge to Helen*" (Quirk et al., 1985: 1396)

The eventive object occupies a position of a direct object following a semantically light verb; therefore the verbal meaning is carried mainly by the object (Biber et al., 1999: 128) and the eventive object “is semantically an extension of the verb and bears the major part of the meaning”⁵ (Quirk et al., 1985: 750). Quirk et al. also compare the semantic role of the eventive object with the cognate object as while the eventive object “substitutes for the major lexical meaning of the verb”, the cognate object “repeats the lexical meaning”. Quirk et al. (1985: 750).state that the object usually takes form of a deverbal noun therefore the paraphrase with the associated verb is possible. However, some examples of an eventive object are not derived from a verb and consequently do not have a plausible paraphrase, as seen in “make an effort” or “make fun of”.

Duškova et al. (2006: 426) say that the action expressed by the structure with an eventive object is semantically intransitive unless the verb is dynamic as only then another participant is implied. The transitivity can be tested by the paraphrase with the associated verb, as manifested by “*The candle gave its final flicker*” and its paraphrase with the original verb “*The candle flickered*”. Passivization also depends on the transitivity of the verb: due to the intransitivity, passivization is usually not possible.

Wierzbicka (1982: 758) states that the action expressed by the semantics of the eventive object should be “aimless, devoid of any external goal” and it “can not only be extended or terminated at will, but can also be resumed at will”, which suggests that actions which cannot be repeated should not be expressed by a periphrastic verbal construction.

2.4.1 Functions of the eventive object construction

Huddleston & Pullum (2002: 291) argue that the construction allows more syntactic flexibility: it is possible to modify the noun realizing O_d in the construction with the eventive object and to add determiners and quantifiers to it.

She gave him an unusually passionate kiss. (Huddleston & Pullum, 2002: 291)

They state that “the use of a light verb and noun tends to yield a significant increase in syntactic versatility over that of the associated verb construction. Most importantly, it generally allows for dependents to be added to the noun, allowing a considerably greater range of elaboration by modifiers and determiners.”

⁵ In this respect, the eventive object resembles the verbo-nominal predication as the copular verb is also semantically light and it needs to be complemented. (Duškova et al., 2006: 417)

Another reason for the choice of an eventive object can be the distribution of communicative dynamism in the clause. Quirk et al. (1985: 1209) say that “the different constructional possibilities of certain verbs provide a means of achieving different focus” and elaborate by saying that “the construction with the eventive object provides greater weight than the corresponding SV type” (*ibid.*, 751), which in terms of the functional sentence perspective means that the main focus lays at the end of the clause; therefore the object carries the most of the communicative dynamism.

“*She gave me a push.*” ~ “*She pushed me.*” (Quirk et al., 1985: 753)

The use of an eventive object also enables the speaker to restrict the action expressed by the lexical verb to a single event with a limited duration (Huddleston & Pullum, 2002: 291) Wierzbicka (1982: 759) explains that a deverbal noun with an indefinite article has a “delimiting and singularizing effect” and that it suggests “a portion of the activity which could be pluralized or repeated”.

“*He gave a scream.*” ~ “*He screamed.*” (Huddleston & Pullum, 2002: 291)

2.4.2 Realization of eventive object

The nouns realizing O_d can be divided into groups according to the process of their formation.

- a) **Conversion** - The nouns realizing O_d are deverbal and are formed by conversion: their form is identical with the original verb, although sometimes the converted nouns can undergo a phonemic change:

account / advice / bow / care / glance / help / hug / lecture / look / picture / push / reply / shine / sketch / support / taste / welcome / wink

- a) **Derivation** - The nouns are formed from a verb (deverbal) or an adjective (deadjectival) by affixation:

deverbal: *assessment / assistance / attention / backing / description / emphasis / expression / incentive / indication / inspiration / payment / performance / pleasure / reassurance / recognition / satisfaction / thought*

deadjectival: *relevance / credence / prominence*

- b) in some cases, the noun does not share the meaning with the original verb although it is deverbal:

account / classes / impression / life / notice / speech / trouble

- c) in some cases, the noun is not deverbal and therefore the paraphrase requires a synonymous construction: *impetus / title*

[Brůhová, 2010: 65]

2.4.3 Alternations of the sentence pattern with the eventive object

The basic sentence pattern of the structures containing a ditransitive verb *give* is SVO_iO_d. Huddleston & Pullum (2002: 291) list several different types of eventive objects, which affect the possible variations of the basic sentence pattern.

1. ‘*She gave him a kiss.*’

The first type of the eventive object is nouns expressing physical action. This type does not allow any alternation to the sentence pattern; the indirect object cannot be paraphrased by a prepositional object. Other examples listed by Huddleston & Pullum are: *bath, clout, cuddle, hit, hug, kick, punch, push, shower, squeeze, wash, wipe.*

2. ‘*She gave him advice*’

The second type allows an alternation of the sentence pattern as the indirect object can be paraphrased with a *to*-phrase, creating a prepositional object in postposition following the direct object. The alternation would be ‘*She gave advice to him*’. The nouns in the position of an eventive object are non-count abstract nouns with other examples such as: *answer, consideration, encouragement, help, reply.*

3. ‘*She gave a sigh.*’

The third type allows only one complement as the associated verbs are not followed by any complement; therefore the indirect object is absent. The nouns usually denote bodily actions such as: *cough, fart, gasp, grunt, hiss, laugh, lurch, moan, scowl, shrug, shudder, squeak.*

4. ‘*She gave (me) a description of him,*’

In **the fourth type** described by Huddleston & Pullum, the expression of the indirect object is optional. The direct object of the associated verb appears to be a paraphrase of the prepositional *of*-phrase and the position of the indirect object is reserved for the optional prepositional object of the associated verb, as seen in ‘*She described him to me.*’ The indirect object following the light verb can also be paraphrased by the prepositional object: ‘*She gave*

a description of him to me. Other examples of this type are: *definition, impersonation, demonstration, indication, explanation, performance, illustration, portrayal, imitation, presentation.*

[Huddleston & Pullum, 2002: 293-4]

Quirk et al. (1985: 1397) agree with Huddleston & Pullum that the affected indirect object preceding the first type of the eventive object role should not alternate with a prepositional object as the focus is not meant to be put on the participant rather than on the action. The prepositional object placed at the end of the clause would therefore corrupt the original purpose of eventive object and the construction would become unnecessary. It is on that account advisable to use the construction with the original verb if the human participant is needed in end-focus, which Quirk et al. manifest on the example “*He gave a nudge to Helen*” in comparison to “*He nudged Helen*” (Quirk et al., 1985: 1396). However, Quirk et al. do not elaborate on possible alternations when abstract nouns are present.

It has been pointed out by Brůhová that the alternation with a prepositional object is possible when the noun is uncountable or it does not imply a physical action concerning a second animate participant (Brůhová, 2010: 74).

2.5 Omission of O_i

O_i is an obligatory element but according to Huddleston & Pullum (2002: 313) O_i which is associated with the recipient role can be omitted from the structure but still can be understood. However, when O_i is associated with the affected role it is claimed not to be possible. Brůhová (2012: 123-20) expresses that even “the indispensable components can be omitted under certain circumstance” and notes that O_i is omitted more frequently because “the direct object has a closer relation to the verb”. Brůhová proves that “the omission of O_i / O_{prep} in the eventive object construction is rather common” and that in the cases where “the eventive object is realized by an abstract noun [...], the omission of O_i / O_{prep} appears to be entirely natural”. The omitted objects are either the cases of contextual deletion or indefinite deletion if they express general human agent.

3. MATERIAL AND METHOD

The theoretical background concerning the topic discussed in the thesis having been provided, the next part of the thesis will focus on the evaluation of the instances taken from British National Corpus and the possible deviations from the specifications given in the theoretical part will be discussed.

3.1 The British National Corpus

The British National Corpus (BNC) is a collection of samples of both written and spoken language and contains nearly 100 million words. It represents wide selection of samples of British English from the later part of 20th century. 90% of the corpus comprises of the written part, which includes e. g. regional and national newspapers, periodicals and journals, academic books and popular fiction, letters and memoranda, essays etc. The spoken part, taking 10%, is created by orthographic transcriptions of unscripted informal conversations of volunteers of different age, region and social classes; and language spoken in different contexts, ranging from formal business or government meetings to radio shows etc. The project started in 1991 and was finished in 1994, undergoing two revisions in 2001 and 2007. The *BNC XML Edition* of 2007 is the current edition, which was used for the excerpt of instances relevant to the topic of the thesis.

3.2 Excerption of the instances

The analytical part of the thesis is based on 100 instances excerpted from the BNC. The lemma query for the verb *give* {*give*} was used to get a broad list of instances, which afterwards needed to be selected out manually as there are many functions of *give* which do not correspond with the aim of the research of the thesis.

Eliminated instances

- 1) The instances including the lexical verb *give*

Could you give me some more of that hormone cream?

I've just given this to our Carrie.

The lexical verb *give* was not desirable as the eventive object can only complement semantically light *give*. Moreover, the direct object complementing lexical *give* can be

realized by a pronoun, as seen in the second example above, whereas the eventive object must always be realized by a noun, which means that such examples cannot be a part of the excerpt.

2) The instances including phrasal verbs

[...]and the Director of the Laban Centre had to give up membership because of the pressure of time.

3) Instances including idiomatic expressions

[...]how on earth she gave birth to those two children is beyond me [...]

Determining which direct objects can be classified as eventive was the most challenging task as many of the supposedly eventive objects revealed themselves to be idiomatic expressions. Such expressions cannot be paraphrased by the associated verb and they are found only in one type of clause pattern and they do not allow the alternation. The presence of such instances would therefore manipulate the results of the research.

4) Instances including the third type of eventive object (see section 2.4.3)

She gave a slight laugh.

The third type expresses intransitivity and therefore it cannot be complemented by two objects as required for the purposes of the thesis.

5) Deviation from patterns with ditransitive *give* in active mood followed by an eventive object

I remember Chung telling me of the performance she had given with Tennstedt some years ago [...]

The answer seems to lie with the special signals that are given in feline 'language' by certain specific sounds.

The thesis is concerned with light *give* followed by two right-hand participants⁶. Both of the instances above deviate from this pattern as one of the participants always precedes the verb.

⁶ With regard to the possible omission of the indirect object

Instances with multiple objects

In the cases of instances containing light verb *give* complemented by multiple eventive objects, only the first of the object will be taken into consideration in order to allow the eventive object to be categorized properly and compared to the rest of the instances.

45. Go for sludgy, smudgy shadows that eclipse the eye, giving *shape and shade*, dark thick lashes and structured brows.

3.3 Methodology

The structure of the substantial part of the analysis is based on the division of the observed instances according to the ordering of the objects. The first three sections are concerned with each of the typical orderings of the objects, i.e. O_iO_d (Section 4.1) , OO_{prep} (Section 4.2) and instances with O_i omitted (Section 4.3). The last section concerned with the object ordering comments on the appearance of one unusual instance deviating from the rest of the excerpts, i.e. the instance with the $O_{prep}O$ ordering (Section 4.4). Furthermore, one section focuses on the modification of the EO and its possible influences on the orderings of the objects (Section 4.5). The last section of the analytical part summarizes the observations with regard to comparison of the results of each ordering (Section 4.6).

4. ANALYSIS

The following chapter aims to observe the EO in the instances with a special attention to the relationship between the EO and the object ordering in the clauses and the factors influencing this relationship.

Among the 100 instances, there are 78 specific realizations of the EO, ten of which reappear twice or more times (*Appendix 8.1*) The instances are divided into four categories based on the ordering of the objects, i.e. - O_iO_d (Section 4.1) , OO_{prep} (Section 4.2), $O_{prep}O$ (Section 4.3) and Omission (Section 4.4).

The O_iO_d ordering is with 52 instances the largest category. OO_{prep} contains 27 instances, followed by 20 instances forming the category of Omission. The $O_{prep}O$ ordering emerged as very rare as only one instance appeared with the objects thus ordered.

4.1 O_iO_d ordering

4.1.1 Types of Eventive Object in O_iO_d

With regard to Huddleston & Pullum, the EO can be divided into several types according to their semantic characteristics and the orderings of the objects that they allow (see Section 2.4.3). However, in the division of the instances from the corpora, it is apparent that some of the eventive objects cannot be easily assigned to one specific type.

Table 1. Types of the EO in O_iO_d

Type of the EO	Occurrences	%
First-type	12	23,08
Second-type	31	59,62
Fourth-type	1	1,92
Fifth type: EO of sight	8	15,38
TOTAL	52	100

4.1.1.1 The First type: verbs of physical action

As described in Section 2.4.3, the type of the EO may help determining the ordering of the objects. The first-type EO expressing a physical action is expected to appear among the instances with the O_iO_d ordering as there is no other ordering allowed in this case. In the extract, there are four examples of such first-type EO:

1. *PEST ON A HOT LINE! A CONFUSED computer gave a weary couple a rude awakening at one o'clock every morning.* (CH2 8267)
2. *As promised, one of the project workers gave me an early shake and I had time enough for a coffee.* (A0F 2785)
3. *You're a marvellous poet.' He leaned and gave her a smacking kiss on the cheek.* (AE0 1059)
4. *Lee being the thinnest was the only one to qualify. Lee gave him a shove, there was some pushing and tripping up, [...]* (EDN 2239)

The EOs in Ex. 1. - 4. have the characteristics of the full first-type EO: all of them express a physical action by which the subject affects the object physically; also they are determined by the indefinite article (see Section 4.1.3), whose function of marking a single event corresponds with one of the effects of the EO, i.e. its “delimiting and singularizing” (Wierzbicka, 1982: 759) (see Section 2.3.2).

There are seven other instances whose EO might be categorized as the first type in Table 1. Nevertheless, there are several objections that prevent them from being classified as the full first-type EO:

5. *The Government is believed to be looking at a switch of aid funding from the North and Scotland to give the South a boost.* (CBF 3671)
6. *Despite the arduous conditions, the men are committed to getting the job done; they will clean up sites at the end of each shift to give the incoming team a flying start⁷, and shifts often work on into changeover and maintenance time.* (BMB 1556)
7. *Amateurs always claimed that (W.G. apart) only legitimate hotel and travelling expenses were met, though 'testimonials, were sometimes arranged to give the gentleman a decent send-off.* (A6Y 196)
8. *It gave me enough impetus to finish the exit, though I dare say he, like me, felt only marginally warmer for being on land.* (ADY 195)
9. *If the only way to give the drama momentum is to allow through (1) an emergence of crude competition between the teacher and pupils or through the even cruder 'I'm the*

⁷ The EO start appears three times in the instances with the O_iO_d ordering.

baddy not to be trusted' approach of (4), then she may have to abandon altogether her intention to open up [...] (AM6 640)

10. Maginnis would like to see Sir Patrick Mayhew fulfil his promise to give the talks 'direction and focus' by presenting his own ideas for the future. (K2L 276)

Ex. 5. - 10. could be considered the first-type EO some extent, as they do not meet the criteria to belong into the other types and they imply an action which is closer to the physical action of the first type EO, as their semantics suggests influencing the course of the O_i in a manner, which, although metaphorically, resembles the semantics of the first-type EO. It is the metaphorical meaning of the EO which makes it complicated to create a concrete borderline between the individual types.

4.1.1.2 Second type: abstract nouns

According to the corpora, the eventive objects of the second type occur much more frequently as there are 31 of them among the instances in the O_iO_d . The majority of these objects are realized by an uncountable abstract noun as seen in:

11. She had to get away. Panic gave her the strength to break free, and she struck out for the side of the pool. (JXW 2423)

12. [...] they do not want court proceedings to be used as tactical weapons to delay financial transactions by parties disappointed by the failure of a regulatory body to give the applicant the protection it sought from financial predators. (EBM 490)

with exceptions such as:

13. But there is some similarity in appearance. It also gives me an excuse to mention the much neglected Silver speciality, drive lace. (CGV 674)

As there is higher percentage of these instances, it allows the more frequently used collocations with an eventive object to re-appear. For example, *advice* appears twice in this ordering, *opportunity* three times among the 31 instances.

advice

14. Clinton that he won the election despite Europe's most frequent losers giving him advice.' (K5D 10598)

opportunity

15. *If an adviser proposes to comment adversely upon the work of an individual teacher at a meeting he should inform the teacher and **give him an opportunity** to reply.* (HNW 57)

It is to be assumed that some of the second-type EO which appeared in this ordering should also emerge in other orderings, especially in the OO_{prep} as all of the constructions with the second-type EO allow the paraphrase of the O_i by the O_{prep}.

4.1.1.3 Fourth type: the eventive object with postmodification

One instance with the O_iO_d ordering can be classified as containing the EO of the fourth type (see Section 2.4.3). The postmodification of the EO in Ex. 16. becomes O_d in the clause paraphrased by using the lexical verb *inject*. Therefore the O_i becomes the O_{prep}. According to Huddleston & Pullum, the OO_{prep} ordering is possible in such cases; nevertheless, no other instances with the fourth-type EO appear among the instances.

16. *God **hasn't given Paul an injection** of energy and told him to face all kinds of circumstances.* (GX1 432)

4.1.1.4 Fifth type: nouns related to sight: glance, glare, look, blink, stare

A significant group of seven instances with synonymous EOs appeared emerged from the instances, specifically EOs realized by nouns related to sight: *glance, glare, look, blink, stare*.

17. *Matthew **gave her a sidelong glance**.* (J54 2060)
18. *She **gave him a fulminating glare**.* (HA6 1739)
19. *'Aye well, take it easy, eh,' before **giving** Martin an odd **look** and returning to his own beat.* (HPR 147)
20. *He glanced across the table, saw me smiling, interpreted my thought and **gave me a slow ironic blink**.* (ADY 1076)
21. *Dad was flaring his nostrils and **giving** him a wild **stare**.* (HR9 3195)

In the clauses paraphrased by the corresponding lexical verb, the O_i of these instances becomes an O_{prep} preceded by the proposition *at*, while in the instances of the second-type EO, realized by abstract uncount nouns, the O_i becomes the O_d in the paraphrased clause:

22. *'I mean he **gives** you a **look** sometimes and you start laughin!'* (HPG 860)
'I mean he looks at you sometimes and you start laughin!'

This contrast implies that the nouns of sight cannot be classified as the second type of the EO.

A similar paraphrase of the O_i by the O_{prep} is typical for Huddleston & Pullum's fourth-type EO, described by: '*She gave (me) a description of him.*' However, in the case of the verb *describe*, the O_i preceding the EO is optional, while in the case of the nouns of sight, it is obligatory. Also, in the paraphrase by the full verb, the postmodification of the EO '*of him*' changes into the O_i with the semantic role of the affected O_i , whereas there is no such postmodification of the nouns of sight. Moreover, the nouns do not express any action physically affecting the O_i . As these given characteristics do not allow the nouns of sight to be classified as any of Huddleston & Pullum's types, it can be assumed that they create their own type out of the described system.

Since there are no instances of any of the listed nouns in the OO_{prep} ordering whereas the second-type EO is known to appear in both of the orderings, it suggests that it is the characteristics of being complemented by the O_{prep} with the preposition *at* instead of *to*⁸, which allows only the O_iO_d ordering and eliminates the possibility of OO_{prep} ordering in the corresponding constructions with the EO.

These formal characteristics described above also apply to the EO *smile*, which also appears in the excerpt.

23. '*I use this for sticking pigs,*' he said, **giving** me a mysterious **smile**, gesturing with the ugly blade across his [...] (AC6 78)

As both the nouns of sight in Ex. 17. to 22. and the noun *smile* in Ex. 23 express various emotions by facial expression, this specific group of verbs from which the EO is formed might be called *the verbs of facial expressions*.

⁸ He gives **you** a look sometimes. -> He looks at you sometimes. *He looks to you sometimes. *He gives a look **to you** sometimes.

4.1.2 Determination and Quantification

The present subchapter focuses on various means of determination and quantification that occurred in the extracted instances.

Table 2. Realizations of determination in the O_iO_d

Determiner / quantifier	Occurrence	%
Zero article	8	15,39
A / an	31	59,62
The	7	13,46
Indefinite P	4	7,69
Possessive P	1	1,92
Demonstrative P	1	1,92
Total	52	100

The data in Table 2. show that only eight of the EO in the instances with the O_iO_d ordering are preceded by the zero article, mostly because they are realized by an uncountable noun. The most frequent determiner being an indefinite article (31 instances), such high frequency of the use of the indefinite article corresponds with Huddleston & Pullum's claim that "the most usual determiner with light verbs is the indefinite article" (see Section 2.4). The indefinite article determining the EO has the function of singling out a temporary event and such function corresponds with the ability of the EO to express a single event with a limited duration, as has been established in Section 2.1.3.1. This characteristics of the indefinite article is demonstrated especially in the instances of the first-type EO, where the indefinite article can be found in all four full first-type EOs (Ex. 1.-4) and in five instances with the borderline first-type EO (Ex. 5.-7.). Therefore, it can be stated that in order to correspond with the main function of the EO, the EO expressing dynamic event should be preceded by an indefinite article.

The definite article appears in the total amount of seven instances. While only one of the uses is the case of the situational reference:

*24. Satan's defeat in the hands of His servants and He **has given** them the **authority**,*
(CC5 157)

the rest can be identified as having the cataphoric reference due to the postmodification appearing in all of the considered instances:

25. *The designation of the US Snake River sockeye salmon as an endangered species **has given** the National Marine Fisheries Service the power to overrule local industry and government in deciding the fate of the Columbia River system. (J32 136)*

In four instances, the determination is realized by an indefinite pronoun, i.e. quantifiers, specifically *any, more, little* and *enough*. Three of the quantifiers are used with the EO which is postmodified.

26. *It **gave** me enough **impetus** to finish the exit, though I dare say he, like me, felt only marginally warmer for being on land.* (ADY 195)

In three instances, the quantifiers precede a second-type EO. The fourth example is the EO *insight*, which can appear preceded by either an indefinite article or zero article⁹. Therefore the distribution of the indefinite pronouns as a quantifier showed that they can precede both countable and uncount nouns creating the EO and that their use is not restricted on any particular type of the EO or any specific object ordering.

One of the EO is determined by a possessive pronoun:

27. *They **give** us their **advice** on what they know about the voluntary sector, and they give us guidance and help [...]* (JNL 108)

Despite one possessive pronoun having appeared among the instances with O_iO_d ordering, a general idea of its use with the EO can be deduced. In Ex. 27, the determiner precedes the second-type EO (see Section 2.4.3) *advice*. It is an uncount noun, which can be determined by all the determiners listed in *Table 2.*, except for the indefinite article. On the contrary, the nouns creating the first-type EO (see Section 2.4.3) are primarily determined by an indefinite pronoun to mark the singling out an event and the possibility of them being preceded by a possessive pronoun does not seem plausible. The indefinite article has the non-generic indefinite reference, substituting the numeral *one* with a function of singling out one event, whereas the definite article determining the EO has the non-generic definite reference. As possessive pronouns share the non-generic definite reference with the definite article, it can be assumed that they can only appear as determiners in the cases where the definite article could be used. The possibilities of the definite article preceding a first-type EO being very

²Based on the findings on BNC:

*The novel then began to stake its claim as a genre which could **give insight** into the human psyche that no news broadcast or film ever could.* (G1N 1441)

limited¹⁰, the use of a possessive pronoun determining the EO is expected to appear only among the second-type and the fourth-type EO (see Section 2.4.3).

Postdetermination

In one of the instances, the indefinite article is followed by an example of postdetermination¹¹ realized by an ordinal numeral *second*:

28. *Myler was unable to hold Pyke's pass and Turner intercepted to **give** Thorniley a second try.* (A4P 239)

¹⁰ *He gave her the kiss that she was demanding.*

The definite article may be used in the case of the EO being postmodified, therefore it would have the non-generic definite cataphoric reference.

¹¹ The postdeterminer follows the determiner and/or the predeterminer but precede any premodifying items. (Quirk et al., 1985: 261)

4.2 OO_{prep} ordering

4.2.1 Types of the eventive object

Table 3. Types of the EO in the OO_{prep}

Type of the EO	Occurrences	%
First-type	3	11,11
Second-type	24	88,89
TOTAL	27	100

According to Huddleston & Pullum's division of the EO, it was expected that the prominent type would be the second one, i.e. the type with the abstract uncountable nouns (see Section 2.4.3). The appearance of the first-type EO should not appear among the OO_{prep} instances, as, according to Huddleston & Pullum, the EO expressing a physical action cannot be followed by a *to*-phrase and therefore cannot alternate the sentence patterns. The examination of the instances proves that the second-type EO is the most frequent in this ordering; however three instances which seem to belong to the first type appear in this ordering as well:

29. *In this extreme case, the velocity of circulation falls as all increases in the money supply are added to 'idle' balances, and monetary policy is powerless to drive down interest rates and, therefore, is unable to give any stimulus to investment or consumption.* (K92 1654)

30. *It is the former, 'objective relations', which give shape to both the habitus and the fields.* (GW4 1622)

31. *Straps are the traditional method and give a very secure fit to the boot if used correctly.* (CL7 197)

Nevertheless, the semantics of the phrase needs to be borne in mind, as it affects the categorization and the possible alternation to the O_iO_d. In their literal meaning, these phrases could be considered to be expressing a physical action but in these instances, the meaning seems to be rather abstract and figurative, which causes the boundaries between the types of the EO to blur. Without O_{prep} being actually physically affected by the action, the categorization should be reconsidered for the figurative sense of the EO transfers these examples rather in the second type. Ex. 29.- 31. have in common the inanimate O_{prep}. This

inanimacy might also be characteristics of the construction which allows the first-type EO to appear in the OO_{prep} ordering. If the inanimacy of the O_i presupposes the possibility of the alternation of the object ordering, Ex. 5., 9., and 10. from the O_iO_d, whose EOs are classified as the first-type, could be also subjected to the alternation to the OO_{prep} ordering, unlike the instances whose O_i is animate and whose EO expresses a physical action in its literal meaning.

Moreover, the lack of the indefinite article as a determiner, in Ex. 30. specifically, might suggest further deviation from the first-type EO (see Section 4.1.3). In comparison to the examples of Huddleston & Pullum's EO expressing a physical action from Section 4.1.2.1 concerned with the O_iO_d ordering, the sentence pattern alternation would hereby become possible.

The borderline between the types of the EO is difficult to establish in three of the OO_{prep} instances:

32. *In turn these children may **give** no **signals** to a busy teacher 'scanning' the class while working with another group that they are other than fully and productively engaged in their learning tasks.* (G1F 100)

33. *Suppose someone **gives** marks C, L, and A to the Conservatives, Labour, and Alliance for their handling of the unemployment issue, where each of C, L, and A is a mark out of ten.* (A62 668)

34. *I gave a lecture on Stylistics to the Teachers' Forum, a group organized by [gap:name] of Osmania University.* (KAN 63)

None of the three EO above can be classified as the first type, as they do not express a physical action in any way. Moreover, as they are all countable nouns, they should not belong into the second type either. In addition, the absence of the postmodification of the EO by the *of*-phrase prevents them from being classified as the fourth-type. Because they do not reappear in any other ordering, it is not clear to what type they should be considered to belong.

Other synonymic words appearing in the position of the EO in the instances, such as *notification*¹², may help categorize some of the examples. Even though the word *signals* (Ex. 32.) is countable, it can be considered as the second-type EO based on its semantic similarity

¹² *General Features Continental use Provided you have **given** prior **notification**, General Accident will extend the full cover of your policy for up to 45 days in total in any one annual period of insurance, at no additional cost, to include [...]* (HB5 157)

to the second-type EO *notification*, which is an abstract uncountable noun and therefore undoubtedly belongs to the second type.

There is no simple assistance for categorizing the EO *marks* (Ex. 33.) and *lecture* (Ex. 34). It depends on the preferences: whether the formal characteristics of the noun (its countability etc.) or its semantics are deemed to be of higher importance. In the thesis, these instances are treated as a second-type EO based on their difference in meaning from the first-type EO.¹³

4.2.2 Frequency of specific eventive objects

The repetition of some of the EOs (*advice*, *start*, *look*, *opportunity*) was observed in the O_iO_d ordering (see Section 4.1) and the re-occurrences of the specific EOs appear also among the instance with the OO_{prep} ordering (Appendix 8.1):

support

35. *The English Poor Law also allocated differential responsibilities to women and men, in respect of **giving support** to relatives.* (CRF 990)

advice

36. *Homely advice: A leaflet **giving advice** to homeworkers on getting a fair deal is being provided by Middlesbrough district council at its town hall, library and advice centres.* (K4W 2127)

attention

37. *Hence it is necessary **to give attention** to the following issues about centre-periphery relations.* (FS7 148)

The second-type EOs *support* (Ex. 35.) and *advice* (Ex. 36.) appear both in the O_iO_d and OO_{prep} ordering, which proves that this type allows the alternation of the sentence pattern. The three instances of the EO *attention* (Ex. 37.) are found only in the OO_{prep}.

The EO *opportunity* also reappears among the instances the total of four times. Three instances belong to the O_iO_d ordering while one belongs to the OO_{prep} ordering (Ex. 41.). Nevertheless, unlike in the rest of the instances of this ordering, the O_{prep} in Ex. 40, 41. is introduced by the preposition *for*. This deviation from the traditional use of the preposition *to* is discussed in Section 4.2.4.

¹³ The other two lexical pointers forming the EO which imply an audience, i.e. *a paper* and *an interview*, both appear in the Omission and are also considered the second-type EO, based on the similarities to the EO *lecture*.

However, the greatest importance of these instances lies in their occurrence in the groups of both O_iO_d and OO_{prep} ordering. They manifest possible alternations of different sentence pattern connected with specific types of the EO. The EOs in Ex. 35., - 37., 42.) can be classified as the second type; therefore their re-occurrence throughout different object orderings support Huddleston & Pullum's theory of the object ordering in the construction with the EO (see Section 2.4.3).

4.2.3 Determination and Quantification

As discussed in Section 4.2.1, the presence of the first-type EO is sporadic in the OO_{prep} ordering. The observations from Section 4.1.2 about the means determination in the instances with the first-type EO presuppose decrease in the occurrences of the indefinite article preceding the EO among the instances with the OO_{prep} ordering.

Table 4. Determination and quantification in the OO_{prep}

Determiner /Quantifier	Occurrence	%
Zero Article	19	70,37
A / an	2	7,41
The	0	0
Indefinite P	4	14,81
Possessive P	2	7,41
Total	27	100

While the indefinite article was the most frequent determiner (59,62%) in the O_iO_d ordering, in the OO_{prep} it only appears in two (7,41%) of the instances, i.e. Ex. 34. and Ex. 31. Ex. 34. is an example of a countable noun *lecture*, which cannot appear without a determiner. In this case the determiner has a non-generic indefinite specific reference, which justifies the use of the indefinite article. However, the reason for the use of the indefinite article in Ex. 31. with the noun *fit* might be its type of the EO (see Section 4.2.1). If the semantics of the noun is considered, it might be evaluated as the first-type EO of physical action, enabling the use of the indefinite article.

By contrast, the frequency of the EO with the zero article increased from 15,39% in O_iO_d to 70,37% in OO_{prep} . This increase endorses the theory that the most of the instances with the OO_{prep} ordering contain the second-type EO, which is usually realized by an uncountable abstract noun and therefore cannot be preceded by the indefinite article:

38. *Yes, we believe that the recent moves would **give** greater **assistance** to the organisations undertaking energy efficiency assessments of homes, including new ones.* (HHV 14150)

The definite article might appear among the instances as it is not restricted to any specific sentence pattern or the type of the EO. However, it would require the non-generic definite reference of the noun forming the EO and there is no such example in the OO_{prep}, except for the EO determined by a possessive pronoun of which there are two instances, such as:

39. *In June the Indonesian cabinet **gave** its **blessing** to the drive.*¹⁴ (B7G 2095)

Nevertheless, none of the two examples of the determination by a possessive pronoun requires a determiner as both of the nouns forming the EO are uncountable and the determiner realized by the possessive pronouns in these instances serves rather as a specification.

The frequencies of the determination by an indefinite pronoun do not distinguish the ordering of the objects as they have the function of quantifiers; they are not associated with any specific type of the EO as they can precede both countable and uncountable nouns. Their main function is to denote the amount.

4.2.4 Alternation of the preposition in OO_{prep}

In the majority of the instances observed in Section 4.2, the O_{prep} is established by the head *to*. There are 25 of such O_{prep} among the instances. However, two instances deviate from the OO_{prep} ordering because of the use of the preposition *for* instead of the traditional use of the preposition *to*.

40. *The Tsar's authority remained unlimited but almost every area of public life was affected, and in preparing the reforms the government slackened censorship and **gave** unprecedented **opportunity** for different sections of society to air their grievances.*(FB1 11)

41. *There are also the geologists and civil engineers who **gave evidence** for Cardiff residents against the barrage during the Select Committee stage.* (HHW 1421)

The reason for the application of the preposition *for* is the semantic role of the O_{prep}. Both of the objects from Ex. 40. and 41. can be classified as the beneficiary (see Section 2.2.2), whose semantics is frequently implied by the use of the preposition *for*. Although the O_i / O_{prep} accompanying the EO should be always treated as the affected object, the possibility of the

¹⁴ The possessive pronoun *its* has the non-generic definite anaphoric reference, referring to its head *the Indonesian cabinet*.

deviation from the presupposed semantic role of the affected O_i after the light verbs has been pointed out in Section 4.4.3. The wider range of the semantic roles of the O_i would therefore allow the preposition *to* to alternate with the preposition *for* in the case of the beneficiary to mark its semantics. Thus, it seems that in the case of light verb *give* there may appear not only the preposition *to* but also *for*, if the O_{prep} designates beneficiary.

4.3 $O_{\text{prep}}O$ ordering

The $O_{\text{prep}}O$ ordering seems to be very rare among the possible orderings and the theoretical background did not provide any information of its being used in the constructions with the EO (see Section 2.3). However, the extracted instances offered one belonging to this rare ordering:

42. *The organized community or social group which gives to the individual his **unity** of self may be called the ‘generalized other’.* (HRM 136)

The first factor of such ordering is the type of the eventive object. The word *unity* has already appeared among the instances of O_iO_d ordering. Its reoccurrence in both the O_iO_d and $O_{\text{prep}}O$ ordering as well as its semantics and the realization by an uncountable noun suggest that it belongs to the second type of the EO. However, its deviation from the OO_{prep} pattern is not influenced by the type of eventive object. It might be argued that the most influential factor is the principle of end-weight, as the EO is formed by a noun post-modified by a prepositional *of*-phrase, which might mark the constituent as syntactically heavier and thus it might be more convenient to place it at the end of the clause. Nevertheless, the syntactic heaviness of the EO does not seem to be more prominent than the heaviness of the O_{prep} and therefore should not affect the ordering.

If the preposition *to* in the O_{prep} was omitted, the clause would belong to the O_iO_d ordering and the meaning would not change. This variation of the sentence pattern would also seem the most natural in this particular instance. Unfortunately, no definite resolution to the question why the author decided to use such ordering can be made. Most likely, the author considered such ordering to be the clearer marker of the syntactic relations.

Examples such as Ex. 42. prove that there are exceptions to the theories describing the ordering of the objects following the light verb *give*. The deviations from the described patterns as seen above depend on the speaker’s intention, which is difficult to recover retrospectively.

4.4 Omission of the indirect object

Out of the total 100 instances, 20 appear with the O_i omitted. The overwhelming majority of nineteen EO belong to the second type and only one EO can be classified as the first-type EO (Ex. 43).

Table 5. Types of the EO in Omission

Type of the EO	Occurrence	%
First type	1	5
Second type	19	95
Total	20	100

Table 6. Determination and quantification in Omission

Determiner/Quantifier	Occurrence	%
Zero article	9	45
A/an	4	20
The	4	20
Indefinite P	3	15
Total	20	100

Nine instances (45%) of the EO are preceded by the zero article, which supports the categorization of the EO into the second type, as discussed in Sections 4.1.2 and 4.2.3. The type of the EO seems to be an important factor in the discussion about the principles of omission in Section 4.4.3.

Omission of the indirect object

According to Huddleston & Pullum (see Section 2.5), the omission of the O_i in the constructions with the EO should not be possible, as they claim that only the O_i with the role of recipient can be omitted, while O_i associated with the EO is generally considered to have the role of affected. Nevertheless, the analysis revealed 20 instances of the O_i omission, which shows that my results are at variance with Huddleston & Pullum and show similarity with Brůhová (see Section 2.5), i.e. the omission appearing in some of the instances falls under the category of contextual and indefinite deletion. Moreover, the types of the EO seem to justify the omission in the rest of the instances.

4.4.1 Contextual deletion

43. *Go for sludgy, smudgy shadows that eclipse the eye, **giving shape and shade, dark thick lashes and structured brows.*** (CDR 2582)

This instance is an example of the contextual deletion: the omitted object is probably a pronoun *it*, substituting *eye*, which is also the object in the previous clause. The close proximity of the referent is the main reason why the O_i is omitted without compromising the comprehension of the phrase.

44. *The worst thing is **giving a Press interview** in a restaurant.* (CEK 4653)

45. *Eliot wrote back and discussed the matter; he was already formulating his own ideas on the general subject —he **gave a paper** on "The Christian Concept of Education at a conference in Malvern in January 1941 [...]"* (EFX 339)

The omission in Ex. 44, 45. is also an instance of contextual deletion. Both *a Press Interview* and *a paper* belong among words which, according to Brůhová (2012: 76), “operate as lexical pointers to specific patterns”¹⁵ as they both imply a specific recipient, i.e. *an audience*. Both of the mentioned examples prove that if the O_i is retrievable from the context, there are no other limitations to the omission, despite the O_i having the semantic role of the affected object.

4.4.2 Indefinite deletion

46. *Usually we seek to maintain the bridge from the old to the new on the grounds that this **gives security.*** (H0E 1021)

47. *This sound of the sea **gives promise** of inexhaustible springs and powers lying behind the senses.* (B1F 550)

Ex. 46., 47. represent indefinite deletion, in which the omitted O_i refers to the general human agent and therefore it need not be expressed explicitly.

4.4.3 Semantic roles of the indirect object: Affected vs. recipient

As it was already mentioned, Huddleston & Pullum approach the issue of omission of O_i from the point of its semantic roles. However, in the situations when the O_i appears in the construction with the EO, their theory cannot be applied as such O_i is always treated as the

¹⁵ The EO *lecture* in Ex. 34. also operates as a lexical pointer; however, in this case, the O_i is not omitted but paraphrased by the O_{prep} .

affected object. Nevertheless, if the two following examples are taken into consideration, a small difference can be perceived between the semantics of their O_i :

48. *As promised, one of the project workers **gave** me an early **shake** and I had time enough for a coffee before I needed to set off to meet Jenny.* (AOF 2785)

49. *If an adviser proposes to comment adversely upon the work of an individual teacher at a meeting he should inform the teacher and **give** him an **opportunity** to reply.*
(HNW 57)

While Ex. 48. is a prototype of the first type of the EO, i.e. it is expressing a physical action (see Section 2.4.3), Ex. 49. contains the EO of the second type as it is realized by an abstract noun and it does not express a physical action. All Huddleston & Pullum, Quirk et al. and Biber et al. presuppose that both of the O_i in such instances have the same semantic role, which is determined by the presence of the EO. It seems that the semantic roles of the O_i in the constructions with the EO are more complex and instead of accepting only one semantic role of the O_i in such constructions, it might be convenient to divide them into two groups: *affected* and *affected recipient*.

Ex. 48. falls under the category of the first-type EO and the O_i is undoubtedly affected, as well as in the following instances:

50. *A **CONFUSED** computer **gave** a weary couple a rude **awakening** at one o'clock every morning.* (CH2 8267)

51. *You're a marvellous poet.' He leaned and **gave** her a smacking **kiss** on the cheek.* (AEO 1059)

In the first-type EO of Ex. 50., 51., the O_i appears to be more passive, less engaged in the action than the O_i in Ex. 49. and it fulfils the expectations of the affected O_i described in the linguistic sources.

However, the O_i *him* in Ex. 49. and in the following instances might be considered to be on the verge of recipient:

52. *He **gave support** to William Wallace in his fight for Scottish independence but deserted him and aligned himself with the English King Edward I who was trying to dominate Scotland.* (BM6 836)

53. *They **give** us their **advice** on what they know about the voluntary sector, and they give us guidance and help [...]* (JNL 108)

54. *Her dedicated persistence finally gave a delegation of East End working women the opportunity of themselves demanding the vote from the prime minister, H. H. Asquith.* (GTF 319)

It could be argued that in the cases of the second-type EO, the O_i / O_{prep} seems to be more invested and active in receiving whatever the EO expresses. It might be said that the O_i needs to somehow, even though negligibly, engage in the process of receiving as if the second-type EO gave the O_i more space for volition than the first-type EO¹⁶.

The presupposition of wider range of the semantic roles of the O_i after the light verb *give* is also supported by the appearance of two instances of the O_{prep} introduced by the preposition *for*, which, as well as the semantics of those O_{prep} suggests the semantic role of beneficiary (see Section 4.2.4). The appearance of beneficiary in Ex. 40., 41. proves that the range of the semantic types of the O_i is in reality not limited to only one type, i.e. affected. If all of the O_i / O_{prep} following the light verb were considered the affected O_i , the replacement of the preposition *to* by the preposition *for* would be fairly difficult to justify.

The division of the affected O_i into two subgroups, i.e. into the original *affected* O_i and *affected recipient* O_i , suggests that more precise designation of the semantic roles of the O_i in the constructions containing the EO could help to justify the principles of omission of the O_i . Huddleston & Pullum's theory of omission can be re-examined after the division. Their claim that only the recipient O_i can be deleted is plausible if the subgroup of the *affected recipient* is taken into consideration. Among the instances, only Ex. 43. could be considered to have the first-type physical action EO, in which case the deletion is contextual, based on the close proximity of the referent and the omitted O_i . Other instances belong to the second-type EO (85%); the O_i in these instances can be determined as the *affected recipients*, such as:

55. *The scheme is based on employer participation, TECs cannot deliver without employers and their contribution, but the employers have given no guarantees and recognise none.* (HHW 10930)

The omission of the O_i thus evaluated would correspond with Huddleston & Pullum's theory as the recipient O_i is considered to be able to undergo deletion.

¹⁶ EO realized by nouns converted from verbs of sight appear to share with the first-type EO the same semantic distinction from EO realized by the abstract nouns:

I take it was a negative answer? She gave him a fulminating glare. (HA6 1739)

4.5 Modification of the eventive object

Modification of the EO is diverse in the instances; both premodification and postmodification appear in many different variations and combinations. Of 100 instances, 67 contain at least one modification of the EO. There are 86 cases of modification altogether. The task of the observation of the modifiers is to conclude whether there is a relation between the modification of the EO and the ordering of the objects.

4.5.1 Premodification

Premodification proved to appear in the majority of the modified EO (46 instances). It was realized either by an adjective or a noun.

Adjective

The most frequent type of premodification among the instances is modification by an adjective (44 instances: 28 - O_iO_d; 8 - OO_{prep}; 8 - Omission).

*56. And with your support, we can help **give** even more of these youngsters a better start in life. (A7G 374)*

The premodification is realized by formally varied adjectives, for example comparative (Ex. 56.) and superlative adjectives, adjectives formed by affixation¹⁷, or deverbal adjectives such as a participle.¹⁸

Noun

The number of the instances of premodification realized by a noun is incomparably lower than that of the adjectival realizations. There are only two examples of such modification, one in the OO_{prep} ordering and one in the category of omission:

*57. The worst thing is **giving** a Press interview in a restaurant. (CEK 4653)*

4.5.2 Postmodification

Postmodification of the EO appears in 36 instances and is realized by prepositional phrases and subordinate clauses. As postmodification affects the word order in the clause through the principle of end-weight, it is to be expected that the majority of the instances of

¹⁷ *Nevertheless, his presence **gave** Breeze an uncomfortable feeling, and she moved to the far end of the room. (BMU 2732)*

¹⁸ *You're a marvellous poet.' He leaned and **gave** her a smacking kiss on the cheek. (AE0 1059)*

postmodification will be found in the O_iO_d ordering, where the modified EO holds the final position.

Prepositional Phrases

Of-phrase

The majority of postmodifying prepositional phrases is realized by the *of*-construction (12 instances: 7 - O_iO_d ; 4 - Omission; 1 - $O_{prep}O$):

58. *He even invited us round to the house one night, to **give me a loan** of a book on the Gothic Imagination.* (B38 1095)

The only instance with the $O_{prep}O$ ordering (Ex. 42.) also contains the EO postmodified by an *of*-phrase.

To-phrase

The postmodification by the *to*-phrase is found six times among the instances (5 - O_iO_d ; 1 - OO_{prep}).

59. *The designation of the US Snake River sockeye salmon as an endangered species has **given** the National Marine Fisheries Service the **power** to overrule local industry and government in deciding the fate of the Columbia River system.* (J32 136)

Other prepositional phrases

Besides *of*- and *to*-phrases, other prepositional phrases appear among the instances in the function of postmodification (15 instances: 8 - O_iO_d ; 3 - OO_{prep} ; 4 - omission). The instances in the O_iO_d ordering as well as those with omission of the O_i demonstrate how postmodification of the EO affects the ordering of the objects:

60. *Not from his mouth, had it the ability of life to thank you: He never **gave commandment** for their death.* (FU6 3071)

All the above examples of postmodification demonstrate that the ordering of the objects in the clause is often influenced by the principle of end-weight. If the EO is postmodified and therefore the heaviest of all the clause complements, it needs to occupy the final position, allowing only the ordering O_iO_d to take place. The other possible arrangement is if O_i is deleted and the EO is solitary.

In the cases of OO_{prep} ordering, there is only one instance with postmodified EO preceding O_{prep}:

61. *I gave a **lecture** on Stylistics to the Teachers' Forum, a group organized by [gap:name] of Osmania University. (KAN 63)*

The postmodification in Ex. 61. is formed by the head - preposition *on* and the noun *Stylistics*; being formed by two words only, it can be assumed that the heaviness of the phrase *a lecture on Stylistics* is not profound enough to be occupying the final position in the clause. The noun *lecture* belongs among the lexical pointers (see Section 4.4.1) implying an audience. There in another example of lexical pointing among the instances, i.e. the noun *paper* (Ex. 62.) and it is also postmodified by an *on-phrase*, as the preposition marks the topic of the modified *lecture* or *paper*.

62. *Eliot wrote back and discussed the matter; he was already formulating his own ideas on the general subject —he **gave a paper** on "The Christian Concept of Education" at a conference in Malvern in January 1941 [...]. (EFX 339)*

Discontinuous postmodification

There are four exceptions to the positions of the postmodified EO and its postmodification among the instances: Ex. 40. and 41., which are at the same time the instances of the beneficiary O_{prep}, and the two following instances:

63. *Homely advice: A leaflet **giving advice** to homeworkers on getting a fair deal is being provided by Middlesbrough district council at its town hall, library and advice centres. (K4W 2127)*

64. *He **gave support** to William Wallace in his fight for Scottish independence but deserted him and aligned himself with the English King Edward I who was trying to dominate Scotland. (BM6 836)*

In these instances, the O_{prep} separates the head noun forming the EO from the postmodifying prepositional phrase; the whole noun phrase serves as the rheme while the prepositional phrase has the function of the rheme proper and is thus holds the final position (Brůhová, 2010: 71). Therefore, the prepositional phrase and thus is subject to the principle of end-weight, to occupy the position of end-focus, while maintaining OO_{prep} ordering.

Subordinate clause

In four instances, the postmodification of the EO is realized by a subordinate clause (1 - O_iO_d; 3 - Omission). The following instance (Ex. 65.) is an example of the postmodifying nominal content declarative clause connected to the main clause asyndetically.

65. *Brewers hailed the move as 'sheer common sense', but anti-alcohol pressure groups and some MPs gave warning there would have to be stringent safety measures in pubs used by families with children.* (K5M 6813)

The instances with the modified EO show that such EO tends to appear most frequently in the O_iO_d ordering. The modification can influence the heaviness of such EO, which is therefore subject to the principle of end-weight. The frequency of modification of the EO in the OO_{prep} ordering is distinctively lower than the modification in the O_iO_d ordering and the instances with the omitted O_i. (44,44% in OO_{prep} to 75% in the O_iO_d and 75% in Omission). The most frequent modification in the OO_{prep} is adjectival premodification but its percentage (29,63%) is still much lower than in the two other orderings (53,85% in the O_iO_d, 40% in Omission).

4.5.3 Multiple modification

Sixteen instances contain the EO which is modified by more than one modifier (10 - O_iO_d; 1 - OO_{prep}, 5 - Omission).

66. *On top, the limestone plateau is dissected by a number of fissures called grykes, which give the overall impression of a pavement.* (HJM 443)
67. *[...] they do not want court proceedings to be used as tactical weapons to delay financial transactions by parties disappointed by the failure of a regulatory body to give the applicant **the protection** it sought from financial predators.* (EBM 490)
68. *What I'm trying to do is er to say give a **balanced approach** which seems to me to reflect the County Council's view [...]* (J9T 749)
69. *He is seeking the way to give moral and spiritual leadership from a position of identification with his own people's rightful longings.* (GXK 1105)

The distribution of multiple modification in the different object orderings implies the same conclusion as the distribution of postmodification (see Section 4.5.2). There is only one instance with multiple modification in the OO_{prep} ordering as the principle of end-weight usually does not correspond with the final position of O_{prep}.

4.6 Comparison of the orderings

4.6.1 Types of the eventive objects

Table 7. Types of the EO

Type	O _i O _d	%O _i O _d ¹⁹	OO _{prep}	%OO _{prep}	Omiss.	%Om.	O _{prep} O	%O _{prep} O	Total 2	%Total ₂ ²²
First type	12	23,08	3	11,11	1	5	0	0	16	16
Second type	31	59,62	24	88,89	19	95	1	100	75	75
Fourth type	1	1,92	0	0	0	0	0	0	1	1
Exception - Fifth type	8	15,38	0	0	0	0	0	0	8	8
Total 1 ²⁰	52	100	27	100	20	100	1	100	100	100

As Table 7. shows, the majority of the EO in the instances are second-type (75%). As has been expected, of the orderings with both of the objects realized, the second-type EO appear most frequently in the OO_{prep} ordering (77,78%) since it allows the use of the O_{prep} the most freely.

As expected, the second-type EO predominates significantly in the section with the omitted O_i (95%). It is unlikely that the O_i with the semantic role of the affected O_i related to the first-type EO be omitted for it is more involved in the action than the *affected recipient* of the second-type EO (see Section 4.4.3) and therefore should be expressed in the construction. The only instance in which the O_i is deleted while the EO is that of the first type is Ex. 44, i.e. the instance of contextual deletion (see Section 4.4.1).

The first-type EO appears in 16% of the instances, its frequency being the highest (13,46%) in the O_iO_d ordering, which corresponds with Huddleston & Pullum's theory of the EO expressing a physical action appearing only in the O_iO_d ordering. However, as Table 7. shows, there are three instances of the first-type EO outside the O_iO_d ordering. It implies that

¹⁹ The percentage following each of the orderings is established from the total amount of instances in the corresponding ordering, i.e. 100% O_iO_d being 52 instances in this ordering.

²⁰ Total 1 determines the total number of instances in a specific ordering, while Total 2 determines the total number of instances containing the examined phenomenon throughout all of the orderings.

These explanatory notes apply to all tables in this section, i.e. Table 7.-11..

the exceptions to the object orderings are possible and as has been discussed in Sections 4.1.1.1 and 4.2.1, the semantics of the first-type EO sometimes allows it to adopt the characteristics of the second-type EO if its meaning is figurative, enabling it to appear in the OO_{prep} ordering.

The fourth-type EO appears only once among the instances; as it does not appear in any other ordering than the O_iO_d, its influence on the object ordering cannot be easily assessed. However, according to Huddleston & Pullum (see Section 2.4.3) there are no limitations to its appearance in the OO_{prep} ordering.

8% of all the instances contain a fifth type of the EO which defies Huddleston & Pullum's categorization of the EO types; therefore, there was no previous commentary on their ability to appear in different object orderings. They are constituted by the significant group of *the verbs of facial expressions* (see Section 4.1.2.4) in the O_iO_d ordering, sharing the formal and semantic characteristics. They all can be paraphrased by a lexical verb requiring the O_{prep} introduced by the preposition *at* instead of the traditional *to*. Furthermore, none of these nouns or none closely related to them formally or semantically appeared in other orderings. It suggests, together with the use of different preposition in the O_{prep}, that these EO cannot be used in different ordering than the O_iO_d.

4.6.2 Determination and quantification

Table 8. Determiners and quantifiers

Determiners/ Quantifiers	O _i O _d	%O _i O _d	OO _{prep}	%OO _{prep}	Omiss.	%Om.	O _{prep} O	%O _{prep} O	Total 2	%Total 2
Zero Article	8	15,39	19	70,37	9	45	0	0	36	36
A/an	31	59,62	2	7,41	4	20	0	0	37	37
The	7	13,46	0	0	4	20	0	0	11	11
Indefinite P	4	7,69	4	14,82	3	15	0	0	11	11
Possessive P	1	1,92	2	7,41	0	0	1	100	4	4
Demonstr. P	1	1,92	0	0	0	0	0	0	1	1
Total 1	52	100	27	100	20	100	1	100	100	100

Table 8. shows that the majority (37%) of the EO is determined by the indefinite article, which corresponds with the assumption that the EO is used for marking a single event, as the indefinite article has the function of substituting the numeral *one* and therefore can

serve as a means of singling out an action. The highest percentage (59,62%) of the indefinite article is in the O_iO_d ordering (see Section 4.1.2). The low frequency in the OO_{prep} (7,41%) and in the instances with the O_i omitted (20%) met the expectations as the EOs in these orderings are predominantly second-type, which are usually preceded by the zero article or other means of determination or quantification due to their uncountability.

The definite article, which appears only in 11% of all the instances, is used mostly due to the postmodification of the EO creating the non-generic definite reference.

The pronouns (i.e. indefinite, possessive and demonstrative pronouns) determine 16% of the instances, out of which the majority (11%) are indefinite pronouns serving as quantifiers.

4.6.3 The Eventive object from the word-formation point of view

Table 9. Word formation of the EO

Word Formation	O_iO_d	% O_iO_d	OO_{prep}	% OO_{prep}	Omiss.	%Omiss.	O_{prep} O	% O_{prep} O	Total 2	%Total 2
Conversion	22	42,31	9	33,33	0	0	7	35	38	38
Conversion - phonemic change	6	11,54	4	14,83	0	0	0	0	10	10
Affixation	18	34,61	13	48,15	1	100	12	60	44	44
Other	6	11,54	1	3,7	0	0	1	5	8	8
Total 1	52	100	27	100	1	100	20	100	100	100

Table 9. demonstrates that the majority of the EO are formed by conversion (38%), either by full conversion (38%; *boost, try, start*) or by conversion with phonemic change (10%; *advice, access, excuse*). Affixation with its 44% follows closely the frequency of conversion, preventing the concrete conclusion of the influence of the word formation on the object ordering. The closer examination of the individual instances proves that the connection between the word formation of the EO and the ordering of the objects is unlikely. The data in Table 9. might suggest that the converted EO are more likely to appear in the O_iO_d ordering (42,31%) as the first-type EO is realized mainly by converted nouns (*kiss, shove, shake,*

boost). However, there are also derived nouns (*awakening*) among the first-type EOs. Moreover, the frequency of conversion in the OO_{prep} ordering is 33,33%. As there are only three instances of the first-type EO in the OO_{prep}, if the conversion was connected primarily with the first-type EO, the frequency of the conversion in the OO_{prep} should not be so high. This theory is disrupted by the second-type EOs formed by conversion (*support, advice, access, practice*). Especially important for discharge of the theory are the words *support* and *advice*, which are found in both of the orderings and are both converted. These statistics show that the word formation does not influence the categorization of the EO types and it does not limit the ordering of the objects succeeding the light verb *give*.

4.6.4 Realization of the O_i/ O_{prep}

While the EO must be always formed by a noun, there are several possible realizations of the O_i. The data in Table 10. show that the O_i/ O_{prep} appear in either nominal or pronominal realization in the instances. The nominal realization of the O_i is favoured in the constructions with the EO (total 51% of nominal realization to 29% of pronominal realization). The nominal realization is mostly used in the OO_{prep} ordering with 96,30% to 46,16% of the O_iO_d ordering. The pronominal realization appears in 53,84% of the instances in the O_iO_d (to only 3,7% in the OO_{prep}).

Table 10. Word classes of the O_i/ O_{prep}

Word Class	O _i O _d	%O _i O _d	OO _{prep}	%OO _{prep}	O _{prep} O	%O _{prep} O	Total 2	%Total 2
Noun	24	46,16	26	96,30	1	100	51	51
Common	16	30,78	24	88,89	1	100	41	41
Proper	8	15,38	2	7,41	0	0	9	9
Pronoun	28	53,84	1	3,70	0	0	29	29
Personal	26	50	1	3,70	0	0	27	27
Reflexive	1	1,92	0	0	0	0	1	1
Indefinite	1	1,92	0	0	0	0	1	1
Unknown (omitted)	0	0	0	0	0	0	20	20
Total 1	52	100	27	100	1	100	100	100

Of the 52 instances with the O_iO_d ordering, 24 have both of the objects realized by a noun and 28 by a pronoun (26 personal, one reflexive, one indefinite). The pronominal realization of the O_i in such high percentage of the instances is anticipated as the emphasis is, according to the distribution of communicative dynamism (see Section 2.2.2), on the last clause element, i.e. the O_d , rather than on the O_i , which corresponds with the low prominence of pronouns. Moreover, the O_i realized by a pronoun is rarely modified whereas the EO is modified frequently; therefore it is heavier and unlike the pronominal O_i , it is subject to the principle of end-weight, as seen in:

70. *She had to get away. Panic gave her the **strength** to break free, and she struck out for the side of the pool. (JXW 2423)*

26 of the instances with the OO_{prep} ordering have both of the objects realized by a noun and only one instance of the O_{prep} is realized by a personal pronoun. The O_{prep} usually has the highest degree of communicative dynamism; therefore, according to the principle of end-focus, it usually stands at the end of the clause. The information it carries cannot be retrieved from the context, which requires the use of a noun giving more specific information than given by pronouns. Pronouns appear as pro-forms for the constituents which are easily retrievable from the context. However, such characteristics do not correspond with the characteristics of the O_{prep} in the final position in the clause. Nonetheless, pronouns are not unlikely to appear in the O_{prep} , as Biber et al. (1999: 928) explain by claiming that a prepositional object “is felt to be a clearer marker of syntactic relationships than the word order”.

Animacy

According to Huddleston & Pullum (2002: 248) as well as Quirk et al. (1985: 754), the O_i following a ditransitive verb tends to be persona, or at least animate, while the O_d is usually inanimate. In the cases of the EO, O_d can never be animate, but as the data in Table 11. show, the occurrence of the inanimate O_i is not unusual.

Table 11. Animacy of the O_i/ O_{prep}

Word Class	O _i O _d	%O _i O _d	OO _{prep}	%OO _{prep}	O _{prep} O	%O _{prep} O	Total 2	%Total 2
Nouns	24	46,15	26	96,3	1	100	51	51
Animate	15	28,84	12	44,45	0	0	27	27
Inanimate	9	17,31	14	51,85	1	100	24	24
Pronouns	28	53,85	1	3,7	0	0	29	29
Animate	25	48,08	0	0	0	0	25	25
Inanimate	3	5,77	1	3,7	0	0	4	4
Unknown (omitted)	0	0	0	0	0	0	20	20
Total animate	40	76,92	11	44,44	0	0	52	52
Total inanimate	12	23,08	15	55,56	1	0	28	28
Total 1	52	100	27	100	1	100	100	100

Table 11. shows that the animate O_i tends to precede the EO (76,92%), as seen in

*71. The Left-leaning tabloid **has** today **given** Mr Purtill rather more **publicity** than he could possibly have ever wanted, (K52 4786)*

while the inanimate O_i is mostly paraphrased by O_{prep} (55,56%), as demonstrated by

*72. Each section of the report **will give** greatest **attention** to environmental issues that score highly against the following tests of significance. (GXG 5135)*

However, as there are no limitations to the O_{prep} being expressed by the O_i²¹ in the constructions with the EO, it also proves that the appearance of the inanimate O_i in such constructions is quite frequent (total 28% inanimate O to 52% of animate O).

An interesting observation has emerged concerning the affiliation of animacy of the O_i and the first-type EO. While only three instances with the first-type EO in the O_iO_d (Ex. 5.,

²¹ Whereas the limitations to the paraphrase of the O_i by the O_{prep} are known (see Section 2.4.3, 4.1.1.1, 4.2.1)

9., 10.) contain the inanimate O_i , the O_{prep} in all three instances with the first-type EO in the OO_{prep} (Ex. 29.- 30.) are inanimate. The instance of the first-type EO construction in the category of omission, i.e. Ex. 43, seems to share the same characteristics. Its omitted O_i is also inanimate.

The occurrence of the instances with such similarities in three types of the object orderings suggests that not only the figurative meaning of the first-type EO but also animacy of the O_i influences the possibility of the alternation of the object ordering, the inanimate O_i preceding the EO being able to be paraphrased by the O_{prep} .

5. Conclusion

The objective of this thesis was to observe the constructions of the ditransitive light verb *give* followed by the EO. It explored the syntactic aspect of this construction, with the focus on the ordering of the objects, i.e. the O_i and the EO, and the conditions of the paraphrase of the O_i by the O_{prep} . It also discusses the possibility of deletion of the O_i and the characteristics of the construction that allow it.

As suggested by Quirk et al. (1985), the majority of 52 of the instances belongs to the O_iO_d ordering. The OO_{prep} ordering appears in 27 of the instances and surprisingly, the O_i is omitted in 20 instances. One instance is an example of $O_{prep}O$ ordering, which has not been foreseen by the theoretical background. Such ordering, however, proved to serve as the clearer marker of the syntactic relations rather than being caused by the characteristics of the EO which are normally considered to influence the ordering of the objects.

The division of the EO Huddleston & Pullum's types helps to decide how much the orderings in the actual instances differ from the expectation based on the sources. The types of the EO in each of the ordering were discussed in the specific sections. The second-type EO is the most frequent, appearing in 75 (75%) of the instances. Its high frequency (88,89%) in the OO_{prep} ordering is in concordance with the assumption that this type allows the alternation of the O_i by the O_{prep} . The first-type EO appears in sixteen (16%) instances, twelve of which belong to the O_iO_d , which was also foreseen by the theoretical background as it was stated that the first-type EO cannot appear in any other ordering. However, three of these EO appear in the OO_{prep} ordering, the O_{prep} being inanimate, which suggests that the exceptions to this rule can occur if their meaning is figurative, more abstract and does not imply the actual physical action carried out on an animate being. In such case, the EO borrows some of the characteristics of the second-type EO and enables the alternation of the object ordering. One of the first-type EOs belongs to the category of the instances with the O_i omitted, where the omission is contextual.

Only one instance contains the fourth-type EO and it belongs to the O_iO_d ordering. However, there are eight instances in the O_iO_d ordering whose EO could not be categorized as any of the Huddleston & Pullum's types. A new, fifth type was established for these instances, whose EOs are formed from the verbs of facial expressions. These EOs appear to share some of the characteristics with the first type, i.e. the O_i preceding them cannot be paraphrased by the O_{prep} .

Twenty instances with the omitted O_i and the high frequency of the second-type EO in these instances showed that in case of constructions with the light *give*, the rules of omission needed re-evaluation. Besides the contextual and indefinite deletion, which appeared among the instances, the omitted objects could not be evaluated on the base of Huddleston & Pullum's theory of omission. They treat the omission of the O_i from the point of its semantic roles, saying that the O_i can be deleted if it has the role of recipient. As the O_i preceding the EO is always considered affected, this theory would presuppose that no instances of omission will appear among the extracted instances, which is not in accordance with the actual instances. Therefore, division of the semantic role of *affected* into *affected* and *affected recipient* in the case of the O_i is suggested in the thesis. This distinction is based on the types of the EO; the O_i with the semantic role of *affected* would be related to the first-type EO, while the O_i with the semantic role of the *affected recipient* would be connected with the second-type EO. The re-evaluation of the semantic roles of the O_i preceding the EO may offer clearer determination of principles of omission and Huddleston & Pullum's theory will become relevant even in the instances with the light verb *give* and the EO. The data correspond with the suggested solution to the question of the principles of omission as nineteen of the twenty instances in Omission contain the second-type EO, i.e. the omitted O_i has the role of the affected recipient, which, according to Huddleston & Pullum's theory means that it can be omitted.

The O_i is the most frequently realized by a noun (51 instances, 51%), 41 (41%) of which are common nouns. 29 (29%) EOs are formed by a pronoun, 27 (27%) of which being personal pronouns. Nouns are more numerous in the OO_{prep} ordering (26 instances, 96,30% of the OO_{prep}) whereas the O_iO_d seems to prefer pronouns (28 instances, 53,84% of the O_iO_d). These preferences are influenced by the distribution of the communicative dynamism and the context dependence. Animacy of the O_i also seems to influence the ordering of the objects to some extent. While the O_i in the O_iO_d ordering tends to be animate (40 instances, 76,92 of the O_iO_d), the inanimate O_i is more likely to be paraphrased by the O_{prep} (15 instances, 55,56% of the OO_{prep}). Interesting affiliation of the first-type EO and the inanimate O_i has emerged from the instances, suggesting that the inanimate O_i preceding the first-type EO may, together with its abstract meaning, enable the alternation of the ordering.

The most frequent determiner preceding the EO is the indefinite article because, as Huddleston & Pullum state, it has the function of singling out one event, which corresponds with the function of the EO, in contrast to its full verbal counterpart. Moreover, the instances showed that the determiners are also highly depend on the type of the EO. For example, the

zero article appears most frequently in the OO_{prep} (19 instances, 70,37% of the OO_{prep}) and in Omission (9 instances, 45% of Omission) as the majority of the EOs in these orderings are second-type, realized by an abstract uncountable noun. The definite article appears in the total of eleven instances (11%) mostly due to the postmodification of the EO creating the non-generic definite reference. The pronouns (i.e. indefinite, possessive and demonstrative pronouns) determine 16% of the instances, out of which the majority (11%) are indefinite pronouns serving as quantifiers.

The extracted instances demonstrate that it is very common for the EO to be modified by premodification and postmodification as the modification of the EO appeared in 67 (67%) of 100 instances. Some of the EOs were modified by multiple modifiers; therefore, there are 86 instances of the modification of the EO in total. The most frequent was the adjectival premodification, occupying 53,49% (44 instances) of the modifiers²². The most frequently used postmodification was the *of*-phrase with its 13,95% (12 instances) of the modifiers. 75% of the instances in the O_iO_d have the EO modified. In Omission, the frequency is also 75%. However, in the OO_{prep} , it is only 44,44%. The modification of the EO seems to affect the object ordering on the basis of the end-weight. The modified EO is syntactically heavier than the O_i ; therefore it occupies the final position. On this account, the modified EO is more likely to appear in the O_iO_d ordering or in the instances with the omitted O_i as the OO_{prep} , with the O_{prep} occupying the final position, is not in accordance with the end-weight of the EO.

In conclusion, the close observation of the instances containing the construction of the ditransitive light *give* followed by the EO proves that the theories described in the theoretical background do not take into consideration several aspects of these constructions and therefore do not fully correspond with the use of these construction in language. One of the presuppositions was that the majority of the O_i should be animate and have the semantic role of *recipient*. However, it is in contradiction to the characteristics of the O_i following the light *give*, as such O_i is treated by the grammar books as *affected*. Moreover, the instances showed that it is not unlikely for such O_i to be inanimate. Moreover, the division of semantic roles of the O_i appeared to treat the O_i in case of the light *give* insufficiently, as the findings proved that if the semantic role of *affected* were divided into two roles, i.e. *affected* and *affected recipient*, not only would the distinction between the semantics of the O_i be expressed more efficiently, but Huddleston & Pullum's theory of omission of the O_i would apply also to the instances of the light *give*. Without such distinction of the semantic roles, the majority of the

²² of the total of 86 instances of modification

instances with the O_i omission contradict Huddleston & Pullum. The most important question of the alternation of the possible orderings seems to be answered by Huddleston & Pullum's division of the EO into types, although some aspects need to be more specified. They claim that the first-type EO expressing physical action cannot occur in any other ordering than the O_iO_d , whereas the O_i preceding the second-type EO realized by abstract uncount nouns can alternate with the O_{prep} , therefore forming the OO_{prep} ordering. The observations of the majority of the instances support this theory; however, some specific instances of the EO appeared, which needed to be examined more closely. In three instances in the OO_{prep} ordering, the EOs do not express the actual physical action as they have rather figurative meaning; nevertheless based on their similarity with the full first-type EO, they can be considered the first type. The first-type EO should not appear in this ordering but it seems that if the first-type EO has a metaphorical, figurative meaning, it adopts some of the characteristics of the second type and the O_i can alternate with the O_{prep} . Moreover, a new, fifth type, which does not correspond to any of Huddleston & Pullum's types, emerged among the instances, denoting facial expressions. After having evaluated the problematic instances defying Huddleston & Pullum's straightforward division, it becomes apparent that the division stands as a good foundation for predicting the alternation of the ordering of the objects following the light verb *give*.

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7. Resumé

V úvodní kapitole této práce je vymezeno téma, kterým je zkoumání anglického sémanticky vyprázdněného ditranzitivního slovesa *give* doplněného událostním předmětem. Hlavním předmětem tohoto zkoumání je řazení obou předmětů, tj. nepřímého (P_n) a přímého, událostního předmětu (P_p). Dále bude v práci zkoumána možnost syntaktického vypuštění nepřímého předmětu a také jeho případné nahrazení předložkovým předmětem (P_{sp}). Přestože Quirk a kol. (1985) v ditranzitivních konstrukcích s událostním předmětem připouští pouze řazení P_nP_p, které bude pravděpodobně v příkladech nejpočetněji zastoupené, výskyt P_{sp} v menším množství je očekáván na základě teorií Huddlestona a Pulluma (2002). Práce si klade za cíl určit, za jakých podmínek je alternace těchto dvou řazení možná.

V druhé kapitole Teoretické pozadí je nejprve definován pojem *ditranzitivní sloveso* (Sekce 2.1) a následně také *předmět* (Sekce 2.2). Je zde uvedeno sedm možných realizací předmětu: nominální fráze, předložková fráze, závislé věty uvedené *that* a zájmeny začínajícími *wh-*, infinitivní konstrukce začínající *wh-*, infinitiv a gerundium. Je zde vysvětleno, že v anglických větách se předmět tradičně nachází za přísudkem a řazení předmětů obvykle závisí na jejich délce, tzn. předměty realizované delší konstrukcí patří podle principu “end-weight” na finální pozici. Sekce 2.2 se dále dělí na teorii přímého předmětu (Sekce 2.2.1) a nepřímého předmětu (Sekce 2.2.2). V těchto podsekcích se mluví také o sémantických rolích obou předmětů. V Sekci 2.3 jsou charakterizovány typy větných vzorců s ohledem na nominální i pronominální realizaci nepřímého předmětu. Sekce 2.4 vysvětluje pojem *sémanticky vyprázděné sloveso* a speciální pozornost věnuje charakteristice událostního předmětu. V následující sekci 2.4.1 jsou popsány funkce konstrukcí obsahujících událostní předmět, jako je přidání determinátorů nebo kvantifikátorů, ale také umožnění modifikace podstatného jména tvořícího událostní předmět, dále rozložení výpovědní dynamičnosti nebo vyčlenění události s omezeným trváním. Sekce 2.4.2 se věnuje událostnímu předmětu z hlediska tvoření podstatných jmen, kterými je realizován. Je zmiňováno tvoření podstatných jmen konverzí ze sloves a derivací ze sloves i přídavných jmen, ale objevují se i podstatná jména, která nemají verbální protějšek, a jejich parafráze tedy vyžaduje synonymní konstrukci. V Sekci 2.4.3 jsou popsána pravidla alternace řazení předmětů na základě Huddlestona & Pulluma (2002). Podle nich se událostní předměty dají roztrždit do čtyř typů. První typ vyjadřuje fyzickou aktivitu (*‘She gave him a kiss.’*), druhý typ je tvořen abstraktními nepočítatelnými podstatnými jmény (*‘She gave him advice’*). Třetí typ

je odvozen od intransitivního slovesa, a tak není doplněn nepřímým předmětem, proto není pro účely této práce relevantní. Čtvrtý typ je charakteristický předložkovou *of*-frází postmodifikující událostní předmět, která v případě parafráze událostního předmětu plnovýznamovým slovesem alternuje s přímým předmětem ('She gave me a description of him.'). Podle Huddlestona & Pulluma pouze druhý a čtvrtý typ událostního předmětu povolují parafrázi nepřímého předmětu předložkovým předmětem. Sekce 2.5 komentuje možnost vypuštění nepřímého předmětu, které podle Huddlestona & Pulluma není u nepřímého předmětu, charakterizovaného událostním předmětem jako zasažený, možné. Vypuštění je podle nich přípustné pouze u nepřímého předmětu s funkcí příjemce. Nicméně, Brůhová (2012: 123-20) ve své práci uvádí, že za určitých podmínek k vypuštění nepřímého předmětu může dojít i v konstrukcích s událostním předmětem. Určit, jaké jsou tyto podmínky, si práce dává za cíl v analytické části v Sekci 4.4.

Kapitola 3 informuje o extrakci 100 příkladů, které jsou analyzovány v Kapitole 4 i o způsobu, jakým byla analýza prováděna. Sekce 3.1 mluví o Britském národním korpusu, který byl použit jako zdroj pro získání 100 příkladů obsahujících ditranzitivní konstrukci se sémanticky vyprázdněným slovesem *give* doplněným událostním předmětem. Sekce 3.2 popisuje samotný výběr příkladů. Zadáním lemmy slovesa *give* {*give*} byl získán rozsáhlý seznam výsledků, které byly ručně tříděny, protože neexistuje jiný způsob, jak získat pouze příklady ditranzitivních konstrukcí s událostním předmětem. Vyřazeny byly například výsledky obsahující lexikální sloveso *give*, frázová slovesa, idiomatické výrazy, třetí typ událostního předmětu a sloveso *give* v pasívu. Sekce 3.3 vysvětluje metodologii práce a popisuje rozčlenění analytické části.

Kapitola 4 obsahuje analýzu 100 vybraných příkladů. První tři sekce zkoumají příklady s konkrétními řazeními předmětů. Sekce 4.1 analyzuje příklady s řazením P_nP_p , kterých se objevilo 52. Jednotlivé podsekce se zaměřují na typy událostních předmětů a kromě typů uvedených v sekci 2.4.3 je zde charakterizován i nový, pátý typ. Komentována je i determinace těchto událostních předmětů. Sekce 4.2 analyzuje 27 příkladů s řazením P_pP_{sp} a jednotlivé podsekce jsou stejně orientované jako v předchozí sekci, aby byly výsledky obou řazení snadno porovnatelné. Při jejich porovnání se ukázalo například to, že výsledky sekcí 4.1.1. a 4.2.1 se shodují s popisem řazení předmětů v ditranzitivních konstrukcích s událostním předmětem ze Sekce 2.4.3: v řazení P_nP_p se objevuje dvanáct událostních předmětů prvního typu, zatímco v řazení P_pP_{sp} pouze tři. Ty ovšem kvůli svému přenesenému významu nesdílí všechny charakteristiky událostních předmětů prvního typu, a tak je v jejich

případě alternace nepřímého předmětu předložkovým možná. Mezi příklady se jednou objevilo i neobvyklé řazení $P_{sP}P_p$, které je zkoumáno v Sekci 4.3. Sekce 4.4 analyzuje 20 příkladů s vypuštěným nepřímým předmětem. Jsou mezi nimi příklady kontextového a neurčitého vypuštění, nicméně tyto příklady dokazují, že teorie Huddlestona & Pulluma o vynechání zasaženého nepřímého předmětu v praxi není platná v případě konstrukcí s událostním předmětem. V Sekci 4.4.3 ukázalo, že přehodnocení sémantických rolí nepřímého předmětu doplněného událostním předmětem by mohlo být řešením. Pokud by jediná možná sémantická role takových předmětů, tj. zasažený předmět, byla rozšířena o roli *zasaženého recipienta*, jejich vypuštění by odpovídalo popisu Huddlestona & Pulluma. Sekce 4.5 sleduje různé druhy modifikace událostních předmětů a jejich distribuci napříč řazeními. Závěrečná Sekce 4.6 se věnuje vyhodnocení poznatků z předchozích analytických sekcí. Využívá k tomu komplexních tabulek, zahrnujících údaje z jednotlivých subsekcí každého řazení předmětů. Podává tak stručné shrnutí nejvýznamnějších pozorování popsanych v sekcích 4.1 - 4.5.

V Závěru (Kapitola 5) jsou shrnuty pozorování z analytické části, která jsou srovnána s teoretickým pozadím uvedeným v Kapitole 2. Tato kapitola upozorňuje na některé problematické aspekty distranzitivních konstrukcí s událostním předmětem, které v extrahovaných příkladech nejsou v souladu s informacemi uvedenými v gramatikách, a snaží se podat souhrnné vysvětlení těchto překvapivých jevů, vyplývajících z analytické části práce.

Bibliografie (Kapitola 6) uvádí výčet abecedně seřazený seznam sekundárních zdrojů použitých v Teoretickém pozadí (Kapitola 2). Dodatková část (Kapitola 8) obsahuje přehled všech událostních předmětů (8.1) a seznam 100 příkladů roztríděných podle řazení předmětů (8.2).

8. Appendix

8.1 Overview of the EO

EO	All	O _i O _d	OO _{prep}	Omiss.	O _{prep} O
1. access	1	1			
2. advice	5	2	3		
3. answer	1			1	
4. appearance	1	1			
5. approach	1		1	1	
6. approval	1		1		
7. assistance	1		1		
8. assurances	1			1	
9. attention	3		3		
10. authority	1	1			
11. awakening	1	1			
12. blessing	1		1		
13. blink	1	1			
14. boost	1	1			
15. commandment	1			1	
16. conviction	1	1			
17. credibility	1		1		
18. direction	1	1			
19. discharge	1	1			
20. evidence	1		1		
21. excuse	1	1			
22. explanation	1			1	
23. feeling	1	1			
24. fit	1		1		
25. glance	1	1			
26. glare	1	1			
27. guarantees	1	1		1	
28. impetus	1	1			

29. importance	1		1		
30. impression	4			4	
31. increase	1	1			
32. information	1				
33. injection	1	1			
34. insight	1	1			
35. interview	1			1	
36. kiss	1	1			
37. leadership	1			1	
38. lease	1	1			
39. lecture	1		1		
40. legitimacy	1	1			
41. loan	1	1			
42. look	3	3			
43. marks	1		1		
44. momentum	1	1			
45. notification	1			1	
46. opportunity	4	3	1		
47. outlook	1	1			
48. paper	1			1	
49. parity	1	1			
50. power	2	1	1		
51. practice	1	1			
52. promise	1			1	
53. protection	1	1			
54. publicity	1	1			

55. rank	1	1			
56. refuge	1		1		
57. satisfaction	1			1	
58. security	1			1	
59. send-off	1	1			
60. shake	1	1			
61. shape	2		1	1	
62. shove	1	1			
63. signals	1		1		
64. smile	1	1			
65. solidity	1		1		
66. stare	1	1			
67. start	3	3			
68. status	1	1			
69. stimulus	1		1		
70. strength	1	1			
71. support	4	1	3		
72. thanks	1			1	
73. thought	1		1		
74. treatment	1		1		
75. try	1	1			
76. unity	2	1			1
77. urgency	1	1			
78. warning	1			1	
TOTAL	100	52	27	20	1

8.2 List of instances

O _i O _d 1	A7G 374 (56)	And with your support, we can help give even more of these youngsters a better start in life.
O _i O _d 2	JXW 2423 (11) (70)	She had to get away. Panic gave her the strength to break free, and she struck out for the side of the pool.
O _i O _d 3	A4P 239 (28)	Myler was unable to hold Pyke's pass and Turner intercepted to give Thorniley a second try.
O _i O _d 4	AHJ 200	Some analysts believe Amec is in a strong enough position to give shareholders a marginal increase in their dividends.
O _i O _d 5	JNL 108 (27) (53)	They give us their advice on what they know about the voluntary sector.
O _i O _d 6	C8T 929	She gave him a last long look and went out, shutting it with unnecessary firmness behind her.
O _i O _d 7	J32 136 (25) (59)	The designation of the US Snake River sockeye salmon as an endangered species has given the National Marine Fisheries Service the power to overrule local industry and government in deciding the fate of the Columbia River system.
O _i O _d 8	CGV 674 (13)	But there is some similarity in appearance. It also gives me an excuse to mention the much neglected Silver speciality, drive lace.
O _i O _d 9	A67 1384	Could we not have all guessed that Lt Col Custer (he gave himself the rank of general) came 34th out of the class,
O _i O _d 10	B38 1095 (58)	He even invited us round to the house one night, to give me a loan of a book on the Gothic Imagination.
O _i O _d 11	EVH 1175	I was then a disciple of Herbert Read's and his "education of the senses" , but it was Basil, ill the no-nonsense power of his belief, who did much to give me a life-long conviction about the place of art education.
O _i O _d 12	HPR 147 (19)	'Aye well, take it easy, eh,' before giving Martin an odd look and returning to his own beat.
O _i O _d 13	G0H 39	As the number of these specialists increased, they tried to use the idea of evolution as a means of giving their disciplines a vague unity, thus creating the first science of 'biology'
O _i O _d 14	HNW 57 (15) (49)	If an adviser proposes to comment adversely upon the work of an individual teacher at a meeting he should inform the teacher and give him an opportunity to reply.
O _i O _d 15	CBK 1695	In due course, all South Metropolitan cars were fitted with these hoops, which gave them a distinctive appearance.
O _i O _d 16	CH2 8267 (1) (50)	PEST ON A HOT LINE! A CONFUSED computer gave a weary couple a rude awakening at one o'clock every morning.
O _i O _d 17	ADY 195 (8) (26)	It gave me enough impetus to finish the exit, though I dare say he, like me, felt only marginally warmer for being on land.
O _i O _d 18	BMB 1556 (6)	Despite the arduous conditions, the men are committed to getting the job done; they will clean up sites at the end of each shift to give the incoming team a flying start, and shifts often work on into changeover and maintenance time.
O _i O _d 19	CBF 3671 (5)	The Government is believed to be looking at a switch of aid funding from the North and Scotland to give the South a boost.
O _i O _d 20	BMU 2732	Nevertheless, his presence gave Breeze an uncomfortable feeling, and

		she moved to the far end of the room.
O _i O _d 21	KCS 387	I've done this you see and that'd be the end of it <pause> it does suggest that you don't tell them before you tell them after and then you sort of give them the opp-- the opportunity of me knocking, not recording it you see, wiping it off the tape, because it stunts the conversation.
O _i O _d 22	H7T 1028	This gave married women independent status as taxpayers, they could control their own tax affairs.
O _i O _d 23	CBG 3127	David Currie gave Barnsley a flying start, scoring after 31 seconds, and Andy Rammell added their second.
O _i O _d 24	A0F 2785 (2) (48)	As promised, one of the project workers gave me an early shake and I had time enough for a coffee.
O _i O _d 25	HR9 3195 (21)	Dad was flaring his nostrils and giving him a wild stare.
O _i O _d 26	AM6 640 (9)	If the only way to give the drama momentum is to allow through (1) an emergence of crude competition between the teacher and pupils or through the even cruder 'I'm the baddy not to be trusted' approach of (4), then she may have to abandon altogether her intention to open up [...]
O _i O _d 27	HAD 20	Whilst Julia Browne's interviews with animal portrait artists, none of whom have felt the effects of the recession in the art world, gives us any insight into a very different world, a world which rarely attracts any notice from the serious art press.
O _i O _d 28	CC5 157 (24)	Satan's defeat in the hands of His servants and He has given them the authority.
O _i O _d 29	HUN 440	Bullitt was a member of the delegation and an intimate of, of Wilson, so the book is er co- authored, so in a sense we should know as we're paying for, for all of it, because er, obviously, he relied on Bullitt to give him all this biographical information [...]
O _i O _d 30	ADY 1076 (20)	He glanced across the table, saw me smiling, interpreted my thought and gave me a slow ironic blink.
O _i O _d 31	CLS 674	The new possibilities of sound had been suggested by the great success of that 'gabby' medium the radio which was now helping to give American actuality a new urgency and also by the Broadway stage where the great success of Hecht and MacArthur's The Front Page had hinted at the dramatic possibilities of ordinary everyday dialogue.
O _i O _d 32	AE0 1059 (3) (51)	You're a marvellous poet.' He leaned and gave her a smacking kiss on the cheek.
O _i O _d 33	GTF 319 (54)	Her dedicated persistence finally gave a delegation of East End working women the opportunity of themselves demanding the vote from the prime minister, H. H. Asquith.
O _i O _d 34	EDN 2239 (4)	Lee being the thinnest was the only one to qualify. Lee gave him a shove, there was some pushing and tripping up, [...]
O _i O _d 35	K5D 10598 (14)	Clinton that he won the election despite Europe's most frequent losers giving him advice.'
O _i O _d 36	K52 4786 (71)	The Left-leaning tabloid has today given Mr Purtill rather more publicity than he could possibly have ever wanted.
O _i O _d 37	J27 602	Respondents welcomed the document, clearly indicating that it gave Religious Education parity of status with other areas of the curriculum.

O _i O _d 38	FUA 1428	It's reasonably straightforward as a recording task (discussed in the next chapter) and it gives an ephemeral occasion a longer lease of life.
O _i O _d 39	F9P 276	European leaders who had feared since Korea that America's relentless anti-Communism would end in disaster gave Johnson little support and he did not stand for re-election.
O _i O _d 40	FBH 29	These dominant ideas become reflected in the concrete features of the social structure, giving them legitimacy and reproducing them
O _i O _d 41	F9T 1304	If they had difficulties then I broke each stage down into small steps and gave them repeated practice.
O _i O _d 42	J54 2060 (17)	Mat thew gave her a sidelong glance.
O _i O _d 43	K2L 276 (10)	Maginnis would like to see Sir Patrick Mayhew fulfil his promise to give the talks 'direction and focus' by presenting his own ideas for the future.
O _i O _d 44	AC6 78 (23)	'I use this for sticking pigs,' he said, giving me a mysterious smile, gesturing with the ugly blade across his [...]
O _i O _d 45	GX1 432 (16)	God hasn't given Paul an injection of energy and told him to face all kinds of circumstances.
O _i O _d 46	HA6 1739 (18)	She gave him a fulminating glare.
O _i O _d 47	FB1 1637	But their education and employment, whether in the bureaucracy or the tertiary sector, gave them a distinctive 'technocratic, managerial outlook'.
O _i O _d 48	A6Y 196 (7)	Amateurs always claimed that (W.G. apart) only legitimate hotel and travelling expenses were met, though 'testimonials, were sometimes arranged to give the gentleman a decent send-off.
O _i O _d 49	EBM 490 (12) (67)	[...] they do not want court proceedings to be used as tactical weapons to delay financial transactions by parties disappointed by the failure of a regulatory body to give the applicant the protection it sought from financial predators.
O _i O _d 50	K52 1979	Darlington juvenile court gave the girl a conditional discharge for 12 months and she was warned to stay out of trouble.
O _i O _d 51	HPG 860 (22)	'I mean he gives you a look sometimes and you start laughin'!
O _i O _d 52	B0M 31	Under the system of research funding proposed in the White Paper the principle of plurality of research funding will be maintained, giving institutions access to block funds for research alongside targeted funding for specific projects from the research councils.
OO _{prep} 1	CRF 990 (35)	The English Poor Law also allocated differential responsibilities to women and men, in respect of giving support to relatives.
OO _{prep} 2	K92 1654 (29)	In this extreme case, the velocity of circulation falls as all increases in the money supply are added to 'idle' balances, and monetary policy is powerless to drive down interest rates and, therefore, is unable to give any stimulus to investment or consumption.
OO _{prep} 3	BM6 836 (52) (64)	He gave support to William Wallace in his fight for Scottish independence but deserted him and aligned himself with the English King Edward I who was trying to dominate Scotland.
OO _{prep} 4	A62 668 (33)	Suppose someone gives marks C, L, and A to the Conservatives, Labour, and Alliance for their handling of the unemployment issue, where each of C, L, and A is a mark out of ten.
OO _{prep} 5	CBF 5153	Police have given safety advice to a dozen other paper boys and girls at the same newsagent's in Heaton.

OO _{prep} 6	GXG 5135 (72)	Each section of the report will give greatest attention to environmental issues that score highly against the following tests of significance.
OO _{prep} 7	K26 1487	Wing Commander Tim Woods says they will help transport casualties and give immediate treatment if needed to any injured troops.
OO _{prep} 8	CLN 1146	[...] six Conservative MPs who belonged to only one antislavery body chose to give their support to it.
OO _{prep} 9	HB5 1309	Our manager will give personal attention to your enquiry and point you in the right direction if you wish to take the matter further.
OO _{prep} 10	G1F 100 (32)	In turn these children may give no signals to a busy teacher 'scanning' the class while working with another group that they are other than fully and productively engaged in their learning tasks.
OO _{prep} 11	FBB 652	In the 470s Alexander gave refuge to Themistokles when he was on the run to Persia, a tangibly anti-Athenian act.
OO _{prep} 12	HHW 8858	As an encouragement to them, my fellow officers and members of the parliamentary group called on our Government to help admit Yugoslavia to several international institutions to give greater credibility to the federal Government and greater respectability and authority to the name of Yugoslavia.
OO _{prep} 13	GVS 261 (45)	The E flat clarinet is sometimes used to give more power to the high woodwind registers occupied by flutes.
OO _{prep} 14	K40 76	Twenty phone lines have been set up in Aberconwy council's offices to give advice to victims.
OO _{prep} 15	A16 1842	But before you jet off to soak up sun and sangria, or cruise around the Norfolk Broads give some thought to security.
OO _{prep} 16	HHV 14150 (38)	Yes, we believe that the recent moves would give greater assistance to the organisations undertaking energy efficiency assessments of homes, including new ones.
OO _{prep} 17	K4W 2127 (36) (63)	Homely advice: A leaflet giving advice to homeworkers on getting a fair deal is being provided by Middlesbrough district council at its town hall, library and advice centres.
OO _{prep} 18	CL7 197 (31)	Straps are the traditional method and give a very secure fit to the boot if used correctly.
OO _{prep} 19	FS7 1481 (37)	Hence it is necessary to give attention to the following issues about centre-periphery relations.
OO _{prep} 20	CLY 1694	While the Plowden Report was influential in giving approval to an expansion of home-school links, it was to some extent reflecting the social climate of the times.
OO _{prep} 21	ARC 1332	It was boarding that gave solidity to the schools, turning them into total societies — often in rural and inaccessible surroundings — and reinforcing both achievement and a potent sense of cohesion.
OO _{prep} 22	B7G 2095 (39)	In June the Indonesian cabinet gave its blessing to the drive.
OO _{prep} 23	KAN 63 (34) (61)	I gave a lecture on Stylistics to the Teachers' Forum, a group organized by [gap:name] of Osmania University.
OO _{prep} 24	GW4 1622 (30)	It is the former, 'objective relations', which give shape to both the habitus and the fields.
OO _{prep} 25	ANH 916	Their power to affect the public and the importance of public confidence in their loyalty give special importance to their fidelity to justified authority.
OO _{prep} 26	HHW 14215	There are also the geologists and civil engineers who gave evidence for Cardiff residents against the barrage during the Select Committee stage.

OO _{prep} 27	FB1 11 (40)	The Tsar's authority remained unlimited but almost every area of public life was affected, and in preparing the reforms the government slackened censorship and gave unprecedented opportunity for different sections of society to air their grievances.
O _{prep} O1	HRM 136 (42)	The organized community or social group which gives to the individual his unity of self may be called the 'generalized other'.
Omiss1	CEK 4653 (44) (57)	The worst thing is giving a Press interview in a restaurant.
Omiss2	GU6 1713	Their Lordships accepted that there was no general duty to provide reasons but attached a caveat, that if the preponderance of reasons pointed in favour of taking action and the Minister gave no explanation for taking a different course, the court would infer that he had no good reason and that he was misusing his authority.
Omiss3	HOE 1021 (46)	Usually we seek to maintain the bridge from the old to the new on the grounds that this gives security.
Omiss4	GXK 1105 (69)	He is seeking the way to give moral and spiritual leadership from a position of identification with his own people's rightful longings,
Omiss5	HH3 11247	Encyclopaedia' might give the impression of the usual rag-bag of independently-written articles stitched together in alphabetical order.
Omiss6	BNF 1461	Intercourse may be performed occasionally or specifically for reproduction, but continued cuddling and bodily warmth from another is what gives the real satisfaction.
Omiss7	K5M 6813 (65)	Brewers hailed the move as 'sheer common sense', but anti-alcohol pressure groups and some MPs gave warning there would have to be stringent safety measures in pubs used by families with children.
Omiss8	CDR 2582 (43)	Go for sludgy, smudgy shadows that eclipse the eye, giving shape and shade, dark thick lashes and structured brows.
Omiss9	HJM 443 (66)	On top, the limestone plateau is dissected by a number of fissures called grykes, which give the overall impression of a pavement.
Omiss10	JSJ 452	[...] I really mustn't do whatever er I thought of doing in er that given the fact that the Noble Earl Lord gave certain assurances, he will do whatever he considers on that occasion to be right [...]
Omiss11	FBK 636	The law reports give no answer.
Omiss12	FU6 3071 (60)	Not from his mouth, had it the ability of life to thank you: He never gave commandment for their death.
Omiss13	B1F 550 (47)	This sound of the sea gives promise of inexhaustible springs and powers lying behind the senses.
Omiss14	HTG 1576	Amiss directed ferocious attention towards his tray, giving a spirited impression of a man who couldn't eat and listen at the same time.
Omiss15	EFX 339 (45) (62)	Eliot wrote back and discussed the matter; he was already formulating his own ideas on the general subject—he gave a paper on "The Christian Concept of Education at a conference in Malvern in January 1941 [...]
Omiss16	HB5 157	General Features Continental use Provided you have given prior notification, General Accident will extend the full cover of your policy for up to 45 days in total in any one annual period of insurance, at no additional cost, to include [...]
Omiss17	G0M 648	Most of the brothers were all too well aware of him, but in his absence relaxed, gave thanks and forgot him; and the novices and schoolboys

		evaded being in his proximity at all, so far as was possible.
Omiss18	C9U 1113	Here, Dustin generates a little warmth, but not much passion or conviction, and his celebrated off-and-on smile gives the impression that he is not exactly sure what to do with his mouth.
Omiss19	HHW 10930 (55)	The scheme is based on employer participation, TECs cannot deliver without employers and their contribution, but the employers have given no guarantees and recognise none.
Omiss20	J9T 749 (68)	What I'm trying to do is er to say give a balanced approach which seems to me to reflect the County Council's view [...]