

Reflexives and Reciprocals in L2 English and Croatian

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Reflexives and Reciprocals in L2 English and Croatian

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Abstract

The bidirectional study presented in this thesis contributes to the debate on the influence of the L1 and UG in the process of L2 acquisition by looking at the L2 acquisition of reflexives and reciprocals in Croatian and English. The aim was to determine whether the two factors play a role in acquiring an L2 and if they do, which is more important. The study also aimed to establish whether the Full Transfer/Full Access (Schwartz & Sprouse, 1996) or Modular approach (Montrul, 2000) to L2 acquisition was on the right track. The study was conducted among native Croatian and English speakers who were lower and upper intermediate learners of these languages as the L2s. The participants were given four (three in the case of control groups) tasks—a cloze test, a vocabulary translation task (which was omitted for control groups), a picture judgement task and an acceptability judgement task. The results of the study showed the influence of both factors for L2 Croatian learners, manifested through accepting ungrammatical morphological markings as well as treating unaccusative and unergative verbs as transitive. Given the differences in the amount of errors relating to morphological markings and transitivity rules, the results supported the Modular, rather than the FTFA approach. The findings for L2 English learners are less clear.

Keywords: SLA, reflexive pronouns, reciprocal pronouns, reflexive clitic, morphological marking, transitivity rules, Universal Grammar, Full Transfer Full Access, Modular approach

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1. Introduction

This study explores the way in which second language (L2) learners of Croatian and English treat proper reflexive and reciprocal pronouns in their L2. More specifically, it examines how the learners handle the morphological markings and the function of transitivity of reflexive and reciprocal structures which serve as an object (O) of the sentence.

Much previous research on reflexive and reciprocal pronouns in the field of SLA has dealt with examining Chomsky's Binding Theory (1981), i.e. determining the influence of L1 transfer and cues on the learners' understanding and implementation of binding principles (e.g. MacLaughlin, 1998; Felser, Sato Fowles, & Bertenshaw, 2009; Kim, Montrul, & Yoon, 2010). One of the few studies which focused on the morphological and syntactic aspect of the L2 acquisition of reflexive and reciprocal structures in L2 Italian, Serbian, and English is Miličević (2007), which was replicated in this thesis to broaden an understanding of the L2 acquisition of reflexives and reciprocals among Croatian- and English-speaking learners. The reason for replicating precisely this study is because Serbian and Croatian are fairly similar languages and no such study was conducted on native speakers and L2 learners of Croatian, which should provide more insight into the process of L2 acquisition.

The reflexive and reciprocal pronouns that are the focus of this research are the ones that function as the head of the noun phrase (NP) and are, consequently, direct objects (DOs) of the sentence structures, as shown in (1).

- (1) a. Jane washed herself.
b. Mark drove himself mad.
c. Carl and Beth like each other.

In sentences (1a) and (1b), reflexive pronouns *herself/himself* refer to the NPs, i.e. to the subjects (Ss) of the structures, and therefore, function as DOs. Sentence structure in (1c) consists of two NPs that function as Ss, making the reciprocal pronoun *each other* the DO of the sentence since the reciprocal refers to both Ss between whom there is a mutual liking. What is also evident from (1), in which reflexives or reciprocals serve as DOs, is that the predicates of such clauses should be a transitive verb, i.e., a verb which opens a space for DO.

In some Slavic and Romance languages, reflexive pronouns can be reduced to clitics, such as Italian *si*, French *se*, Czech *se/si*, or Croatian *se* (Burston, 1982; Rosen, 2014; Marelj & Reuland, 2016), as seen in (2).

(2) a. Martin oblači sebe.

Martin dress.PRES.3SG self

b. Martin se oblači.

Martin REF dress.PRES.3SG

‘Martin dresses himself.’

Both sentences in (2) bear the same meaning, that Martin is getting dressed. The main difference between the two sentences is the morphological one—while (2a) contains the more complex reflexive pronoun *sebe*, (2b) contains a reflexive clitic *se*, which is in fact a shortened version of the former pronoun. More in-depth analysis of the difference between the two will be provided in 2.2.3., when Croatian reflexive and reciprocal forms will be described.

Another issue that is dealt with in this thesis is of syntactic nature, and it concerns the verbs’ transitivity. Let us take a look at the sentence in (3).

(3) Lana se pripremila za vjenčanje.

Lana REF prepare.PAST.3SG for a wedding.

‘Lana prepared herself for a wedding.’

Comparing the sentence in (3) with sentences in (1), it seems evident that clitics enable certain changes on a syntactic level. More specifically, it can be inferred that transitive verbs in (1) could not have been replaced by intransitive ones. However, bearing in mind that the verb *pripremiti (se) (za)* (‘prepare (for)’) does not open up a space for DO, it seems that reflexive clitic *se* in Croatian enables the use of intransitive verbs. The reason behind the possibility that seemingly intransitive verbs can be accompanied by a DO is the notion of derived intransitivity. According to O’Grady (1980), intransitive verbs can be grouped into three classes: (1) pure intransitives, i.e., verbs which never require an O, (2) alternating intransitives, i.e. verbs that imply actions that involve an Agent and a Patient (and one of the two is not explicitly mentioned), and (3) derived intransitives, i.e. verbs that imply actions in which a Patient is also an Agent (para. 1). Thus, the verb *pripremiti (se)* (‘prepare’) in (3) implies that Lana prepares herself, which enables regarding reflexive clitic *se* as a DO. To put it in other words, verbs that require the use of reflexives and reciprocals should always be transitive (Miličević, 2007, p. 2). While many studies have dealt with such theories, not many have actually explored the L2 acquisition of reflexive and reciprocal pronouns. This thesis aims to contribute to this topic by providing results from a bidirectional study involving Croatian and English as the L2s.

By seeking to integrate both theoretical and empirical aspect of pronoun acquisition, this study also attempts to test one of the positions of the Full Transfer/Full Access (FTFA) approach regarding the acquisition of reflexive and reciprocal forms. This approach was developed by Schwartz and Sprouse (1996), and contains two main proposals: the first is Full Transfer, according to which the grammatical systems already acquired in the first language

(L1) are automatically transferred into the grammatical system of the L2 on the first encounter with it. Once the learner perceives the mistakes made while using the obtained grammatical systems, (s)he ought to restructure these systems using alternatives provided by Universal Grammar (UG); hence the Full Access proposal (Schwartz & Sprouse, 1996, p. 41). The study presented in this thesis aims to test the plausibility of this approach, since the main focus of the study is the acquisition of reflexive and reciprocal pronouns, which, as was briefly explained above, differ in Croatian and English, both morphologically as well as syntactically. The relevant evidence will be gathered by means of judgement-based tests completed by Croatian L2 learners of English, English L2 learners of Croatian and native speakers of both languages.

This chapter put forward the main ideas and goals of the study, introducing the notion of derived intransitivity and presenting the FTFA approach. Chapter 2 describes reflexive and reciprocal pronouns in more detail, illustrates the situations in which they are used, analyzes the difference in use between the two in Croatian and English, and describes a distinction between nominal and verbal reflexive as well as reciprocal strategies. Chapter 3 summarizes previous research into the L2 acquisition of reflexives and reciprocals and further elaborates on the FTFA while also presenting an addition to the approach developed by Montrul (2000). The present study is described in Chapter 4, while the findings of the study are discussed in the following chapter. The last chapter (Chapter 6) summarizes the findings of the study and highlights the ways in which it contributed to the study of L2 acquisition; it also points to some limitations of the study and makes some suggestions for future research.

2. Reflexives and reciprocals

As was already mentioned in Chapter 1, the main focus of the study presented in this thesis is on proper reflexive and reciprocal pronouns. While the structure and function of reflexives and reciprocals could have been deduced from examples (1)-(3), this chapter discusses their properties and usage in greater detail.

Despite the shared characteristic of referring to the previously mentioned Agent/Patient of the sentence, and thus being widely classified as direct anaphors, proper reflexive and reciprocal pronouns are members of different pronoun subclasses—reflexives, which alongside personal and possessive pronouns make central pronouns and are able to distinguish between person, gender, and number, and reciprocals, that form a subclass of their own since they recognize merely the plural number and genitive case (Quirk, Greenbaum, Leech, & Svartvik, 1985, p. 345). Reflexive pronouns, as opposed to reciprocals, recognize nothing but plain case form (Huddleston & Pullum, 2002, p. 426). Another obvious difference between the two is their syntactic form, as seen in English: while reflexive pronouns are made using the suffix *-self/-selves*, depending on the number (e.g., *myself*, *himself*, *themselves*, *oneself*), reciprocals make compound pronouns, like *each other*. To better understand the distinction between the two, let us analyze the sentences in (4).

- (4) a. Pam blames herself.
b. Kevin forgot himself's*/(his) lunch.
c. Lucy and Shawn like each other.

Sentence (4a) contains an underlined reflexive pronoun that directly refers to the S of the structure, making it a DO. Reciprocal *each other* in (4c) refers to the two Ss, Lucy and Shawn, both of whom function as Agents of the action of liking the other. Had the reflexive pronoun

been used in the genitive case, which, as already mentioned, is not possible, the formed structure in (4b) would have been *himself's* which does not exist in the grammatical system of English (hence marking it with an asterisk). Therefore, the pronoun which should be opted for in the given example is a possessive one, which refers to the S's possession rather than the S himself. With regard to (4), all of the pronouns which are underlined in order to emphasize their positions also function as DOs, i.e., they play the role of the Patient in all of the given sentences.¹ As already mentioned in Chapter 1, such reflexives and reciprocals are given the name of proper reflexive and reciprocal pronouns. Sentences used in experimental tasks of this study contain strictly proper reflexives and reciprocals.

Besides serving a function of reflexivity, which is in the center of this study, reflexive and reciprocal pronouns may also serve as emphasis devices. More specifically, these pronouns may not function as pronouns at all, but rather as intensifiers, as seen in (5).

(5) a. Nick ate all the lunch himself.

b. The president himself will announce us.

What is evident from this example is that reflexives and reciprocals in neither of the given structures refer to the S as a DO of the actions, but rather emphasize the importance of the Agents, which could also be said for (1a) and (2a), where the meaning of the sentence would not change had the pronouns been omitted. In other words, as Siemund and König (1997) stated, “intensifiers are used as adjuncts to noun phrases or verb phrases, [whereas] reflexive pronouns occur in certain argument positions, i.e., as objects of verbs (...)” (p. 96). As pronouns can serve more functions than that of reflexivity, more attention will be given to this topic in the next

¹ In (4b), the possessive pronoun is part of the NP (his lunch), which as a whole functions as a DO.

section, since each of the functions is equally crucial for the understanding of reflexives and reciprocals.

2.1. Reflexive and reciprocal situations

After having identified the main differences between reflexive and reciprocal pronouns and defined some of their most common functions, let us now consider the situations in which reflexive and reciprocal situations are generally most employed.

The situation that will be given most attention to in this thesis is the prototypical one, i.e., a transitive clause that involves a transitive verb. Thus, the prototypical situation is the one in which the prototypical transitive verb enables a S (or the Agent) to actively affect the O (or the Patient), i.e., a situation in which the human agent directly influences the Patient (Kemmer, 1993, p. 50). In other words, each prototypical situation is defined by three semantic features: (1) agentivity, or an active Agent, (2) affectedness, an affected Patient, and (3) perfectivity, the inclusion of an event (Hopper & Thompson, 1980, as cited in Givón, 1984, p. 109). In the prototypical reflexive and reciprocal situation, reflexive and reciprocal pronouns serve a function of reflexivity/reciprocity, which makes the S of an action act as both the Agent and the Patient, as in (6).

- (6) a. Andy broke the vase.
- b. Molly described herself.
- c. Andy and Molly described each other.

Sentence (6a) presents a prototypical transitive situation in which the Agent (Andy) influences the Patient (vase) through action (breaking). Sentences (6b-c) involve prototypical reflexive and reciprocal situations, respectively. The prototypical reflexive situation in (6b) includes an

Agent (Molly), who is, through the employment of the reflexive pronoun *herself*, simultaneously also the Patient of the clause affected by the action (describing). Lastly, (6c) depicts the prototypical reciprocal situation in which the use of reciprocal pronoun leads to two Agents (Andy and Molly) serving the function of the Patient as well. While reciprocal pronouns are able to encode only plural Ss, as was mentioned earlier, reflexives are not restricted to the singular S alone—they also recognize the plural form. If we were to substitute the reciprocal in (6c) with a reflexive pronoun, the sentence in (7) would emerge.

(7) Andy and Molly described themselves.

The sentences in (6c) and (7) seemingly depict the same situation, i.e., convey the same meaning. However, there is a notable difference between situations in which reflexive or reciprocal pronouns should be used. Looking at (7), this sentence could have been divided into two separate clauses: *Andy described himself* and *Molly described herself*—the meaning would remain the same. In contrast, if we were to split the sentence in (6c) into two individual clauses, they would state the following: *Andy described Molly* and *Molly described Andy*. The alteration in meaning between the separated clauses in (6c) and (7) is substantial. Thus, plural reflexive pronouns should be used when one Agent influences oneself and the other, while the reciprocal pronoun *each other* should be employed when each of the Agents in question acts upon the other Agent.

In addition to serving as DOs or emphasers, as was mentioned earlier, reflexive and reciprocal pronouns can also function as other parts of a sentence, such as an indirect object (IO) or prepositional phrase (PP). Reflexives and reciprocals may act as the IO in situations when the referents are different from the Agent, i.e., when the Agent and the Patient do not refer to the same person or when there is another element that is involved in the action but is

different from the two. According to Kemmer (1993), three features that distinguish an indirect reflexive situation can be differentiated, when: (1) a Recipient or Beneficiary is added to the structure involving the Agent and the Patient, (2) there is a coreferential property between the Recipient/Beneficiary and the Agent, and (3) the Agent and the Recipient/Beneficiary are individual entities (p. 74). However, Miličević (2007) named the last property of indirect reflexive situations as ‘obliques’ (p. 7), so they will be treated as such in this paper. Given the fact that the oblique phrase is “functioning as an adverbial modifier to the verb, and expressing locations, instruments, benefactives, or comitatives (...)” (Dryer & Gensler, 2005, as cited in Lawyer, 2015, p. 518), reflexives and reciprocals serve a function of a PP in the oblique reflexive situation, and are, therefore, treated as adjuncts. All the three prototypical reflexive and reciprocal situations stated above are exemplified in (8) and (9) below.

(8) a. Liam hurt himself.

b. Hannah bought herself a dress.

c. I sat by myself.

(9) a. Daisy and Jack adore each other.

b. Oliver and Mia sent each other postcards.

c. George and Sofia walked past each other.

Sentences (8a) and (9a) illustrate the prototypical direct reflexive and reciprocal situations, respectively, in which the Agents acted upon themselves, i.e., in which the Patients of the structures refer to the Agents of the same sentence. (8b) and (9b) depict the prototypical indirect reflexive and reciprocal situations given that the Agents received the inanimate DOs which are the Patients (the dress in (8b) and the postcards in (9b)), making the Agents also the Recipients.

The prototypical oblique reflexive and reciprocal situations are provided in (8c) and (9c), where neither a reflexive nor a reciprocal pronoun functions as the Patient or the Recipient, but rather constitutes PPs following the intransitive verbs, respectively.

While it is evident from the examples that there exist more structural roles than that of the Agent and the Patient, which are equally important in the general study of reflexives and reciprocals, considering that the focus of the study is put on direct reflexive and reciprocal situations, other roles will be disregarded, and the emphasis will be put solely on the functions of the Agent and the Patient.

Apart from prototypical reflexive and reciprocal situations, there also exists a discontinuous reciprocal situation, present in languages such as Greek, German, Hebrew, Swahili, and Croatian (see Dimitriadis, 2004; König & Gast, 2008; Siloni, 2012; Seidl & Dimitriadis, 2003). Let us take a look at the sentence in (10).

(10) The ladies ignored each other.

It is clear that (10) is comprised of a single constituent (i.e., the single Agent), making it a simple situation, as opposed to the Croatian example of a discontinuous situation in (11).

(11) Cure su se poljubile s dečkima.

The girls be.AUX REC kiss.PAST.PART with the boys

‘The girls kissed with the boys.’

So, when it comes to discontinuous reciprocal situations, it should be stated that “reciprocity holds between the S set [the girls] and the oblique set introduced by the preposition *with* [with the boys], and not between the members of the S set [each of the girls individually]” (Siloni,

2012, p. 34). Even though the direct English translation in (11) is not grammatically correct, it is used to illustrate that such discontinuous situations are not possible in the English language. Even though such a situation was briefly presented in this work, it will not be given much further attention since the focus of the study is on prototypical situations alone.

The reflexive and reciprocal situations can also vary according to the characteristics of their participants (Agent/Patient/Recipient); in the previous examples of the prototypical situation in (8) and (9), the Agents were primarily human. However, there is no need for them to be exclusively animate. While the most common instance of an inanimate participant is present in indirect reflexive/reciprocal situations in (8b) and (9b), whose role in such structures is that of a DO, the Agent itself is not required to be animate in order to be subjected to reflexivity. Therefore, different types of inanimate participants can be discerned—from collectives found in (12a), geographical names presented in (12b), natural forces shown in (12c), or intelligent machines in (12d) (Wales, 1996, p. 188).

(12) a. New York sees itself as the city of sophistication (Cantrall, 1974, p. 47).

b. The wood won't chop itself, you know (Cantrall, 1974, p. 47).

c. The fire burned itself out (Wales, 1996, p. 188).

d. These ovens clean themselves (Saha, 1987, p. 212).

The reason why inanimate objects may become Ss of some action is that the Agent “has inherent qualities that enable it/them to carry out the action indicated by the verb in a more or less automatic fashion” (Saha, 1987, p. 212). In other words, the importance lies in choosing which verb is to be employed in the structure since not all predicates will permit the inanimate Agent. The majority of the examples provided in this section (except for (11), which depicts a discontinuous situation) represent instances in which the participants can easily be

distinguished from one another based on the activity they engage in, and regardless of their characteristic or the prototypical situation they are a part of. Furthermore, all of the previously mentioned examples were formed using different reflexive and reciprocal strategies, which also enabled the instances to become marked, either using reflexive or reciprocal markers.

2.2. Nominal and verbal reflexive and reciprocal strategies

As was briefly mentioned in Chapter 1 of this paper, many languages are able to differentiate between light and heavy markers in reflexive and reciprocal situations. In other words, in languages like English, Russian, Turkish, Croatian, etc., heavy forms may be used when accompanied by one set of predicates (13), while light forms are associated with another set of verbs (14). Examples (13a-c) and (14a-c) were taken from Haiman (1983, as cited in Smith, 2004, p. 574).

(13) a. Max washed.

b. Ya kazhdyy den' moyu + sj.

I every day wash + myself

'I wash every day.'

c. Yika-n-di.

wash-self.PAST.3SG

'He washed.'

d. Saša se oprao.

Saša REF wash.PAST.3SG

'Saša washed.'

(14) a. Max kicked himself.

b. Viktor nenavidit sebja.

Viktor hate.PRES.3SG self

'Viktor hates himself.'

c. Kendi-ni seviyor.

self -he love.PRES.3SG

'He loves himself.'

d. Perem sebe.

wash.PRES.1SG self

'I wash myself.'

According to Faltz (1985), reflexive and reciprocal situations may be formed using the two principal strategies—nominal (also known as an NP-strategy) and verbal. The main difference between the two strategies is in the position the reflexive element holds. More specifically, nominal reflexives and reciprocals tend to take a free form (like English *himself*, Russian *sebjja*, Turkish *kendi*, or Croatian *sebe* in (14)), while when using verbal strategies, either a verbal affix is added to the reflexive verb, such as *-n-* in Turkish (13c) or *-sja* in Russian (13b), or is omitted altogether, like in English (König & Siemund, 2000, p. 60). It appears that the Croatian example in (13d) does not fall into any of the mentioned categories—this is because in some languages “verbal markers can take the form of clitics or inflectional affixes attached to the verb” (Miličević, 2007, p. 10). Thus, regarding the Croatian example in question, a reflexive is present in the form of a clitic *se* and, consequently, belongs to the verbal strategy.

According to Faltz (1985), the nominal strategies can be subdivided into three categories—head reflexives, adjunct reflexives and reflexive pronouns. The head reflexives are formed with reflexive morphemes or nouns which function as a head of an NP (see (15a)). Such reflexives are used in languages in which reflexive elements represent the notion of ‘body’ or ‘soul’, like Turkish *kendi*, Japanese *zibun*, or Hindi *apna* (Faltz, 1985; König & Vezzosi, 2004). Adjunct reflexive differs from the nominal one inasmuch that reflexive morpheme is added to the pronoun head of an NP to indicate coreference with the S of the structure, as is evident in Irish *féin* or Old English *sylf* (Faltz, 1985) (see (15b)). It should also be noted that despite being omitted while differentiating between the three nominal strategies, English *-self* emerges from the Old English reflexive morpheme *sylf*, but since *-self* cannot stand independent of a pronoun (as *sylf* could have), Faltz assigned it to another category—fused adjunct reflexives (Peitsara, 1997, p. 280). The last nominal strategy is the reflexive pronoun which, quite straightforwardly, acts as an O in most European languages, such as German *sich*, Russian *sebjja*, or Croatian *sebe* (Faltz, 1985; König & Vezzosi, 2004) (see (15c)).

(15) a. Hasan kendi-ni ayna-da gör-dü.

Hasan REFL *mirror* *see.PAST.3SG*

‘Hasan saw himself in the mirror.’ (Evseeva & Salaberri, 2018, p. 388)

b. ghortaigh Seán é féin.

hurt.PAST.3SG *Sean* *him* *self*.REFL

‘Sean hurt himself.’ (Faltz, 1985, p. 34)

c. Hans sah sich.

Hans *see.PAST.3SG* REFL

‘Hans saw himself.’ (Faltz, 1985, p. 42)

While reflexive pronouns are quite self-explanatory, the main difference between the head and adjunct reflexives is the additional element that influences the ‘head’ of the structure. As is evident from (15a), the Turkish reflexive morpheme *kendi-ni* functions as the head of the NP. If any pronominal element was to be added, it would function as a modifier and the head of the NP would still be the reflexive morpheme. On the other hand, in (15b), the head of the NP is the pronoun element *é* (‘him’) in which the reflexive element *féin* acts as an adjunct (Faltz, 1985, p. 36).

Another interesting aspect in the discussion of nominal strategies are intensifiers, used in some languages to enhance the meaning of a reflexive element they are adjunct to. The difficulty of discerning between the reflexive and the intensifier emerges when employing the head and adjunct reflexives—reflexive pronouns may easily be differentiated from the intensifiers due to their discrete forms, like German *sich* and *selbst*, or Croatian *sebe* and *sam* (König & Vezzosi, 2004, p. 217). The majority of languages recognize two uses of intensifiers: the adnominal and the adverbial use. Intensifiers in the adnominal use function as adjuncts to the NP, to which intensifiers often correspond in person, number, and gender. The intensifier

and the NP are most commonly combined to form an ‘enriched’ NP (König & Siemund, 2000, p. 43). The adverbial intensifiers are, on the contrary, combined with verb phrases (VPs) to form an adverbial to enhance the Agent’s responsibility (König & Vezzosi, 2004, p. 218). In other words, the adnominal use of intensifiers puts focus on the O, while the adverbial one focuses on the S. The sentences in (16), which depict the difference between the two, were taken from König and Vezzosi (2004, p. 218).

(16) a. The director himself will address the meeting.

b. The director wrote that speech himself.

The former of the two sentences represents the adnominal use, whereas the latter exemplifies the adverbial one. It is evident that the reflexive pronoun *himself* in (16a) functions as an adnominal reflexive due to being a part of an NP, in which the emphasis is put on its head element [the director]. The reflexive in (16b) focuses on the activity that the Agent [the director] has done, emphasizing thus his responsibility for the action (writing the speech). While the further specification of intensifiers will not be crucial for the discussion in this paper, it should also be noted that adverbial intensifiers may also be subdivided, according to their use, into exclusive and inclusive ones representing either the lack of or receiving help, respectively (König & Siemund, 1999, p. 239).

When it comes to nominal reciprocal intensifiers, their use is divided into two strategies—pronominal and quantificational (König & Kokutani, 2006). The pronominal strategy refers to the use of free forms or clitics which function as reflexives in languages like German (*sich*) or Polish (*siebie*) (König & Kokutani, 2006, p. 279; Miličević, 2007, p. 12). On the other hand, quantificational strategy implies the use of more complex reciprocal elements, i.e., the use of those structures which alone “manifest an NP-like behaviour”, such as English reciprocals *each*

other or *one another*, Dutch *elkaar*, or Russian *drug druga* (König & Kokutani, 2006, p. 280).

The difference between the two strategies is evident in the Polish and Russian sentences in (17).

(17) a. Oni oszukują siebie.

they cheat.PRES.3PL REC

‘They cheat each other.’ (Olszewska, 1973, p. 339)

b. Oni często wid’at drug druga.

they often see.PRES.3PL one another.GEN

‘They often see each other.’ (König & Kokutani, 2006, p. 280)

While Polish deploys the pronominal strategy using the single reflexive *siebie* to refer to the Agent(s), Russian implements the quantificational strategy in which the reflexive element is a two-word structure *drug druga*. Therefore, as is evident from the (17), the main difference between the two reciprocal strategies is primarily in the number of elements the reflexive form is comprised of—pronominal strategy implies the use of a simple reciprocal element, while the quantificational one entails structurally more complex reciprocals.

Regarding verbal strategies, they most commonly implement either a clitic form (like French *se* or Croatian *se*) or a reflexive/reciprocal element that functions as an affix of the verb (such as Turkish *-n-* or Russian *-sja*), in both reflexive and reciprocal forms (König & Siemund, 2000, p. 60; Peitsara, 1997, p. 279). The former strategies are exemplified in Croatian in (18), while the latter is in Russian in (19).

(18) a. Bojan se često crta.

Bojan REFL often draw.PRES.3SG

‘Bojan often draws himself.’

b. Bojan i Maja se često crtaju.

Bojan and Maja REC often draw.PRES.3PL

‘Bojan and Maja often draw each other.’

(19) a. Nadja umyvaet-sja.

Nadja wash.PRES.3SG-REFL

‘Nadja washes herself.’ (König & Siemund, 2000, p. 62)

b. Nadja i Vladimir mojuť-sja.

Nadja and Vladimir wash.PRES.3PL-REFL

‘Nadja and Vladimir wash each other.’

It is clear from (18) that the clitic *se* in Croatian serves a reflexive/reciprocal function in the structures and, as such, cannot be separated or isolated from the verbs. In Russian, as seen in (19), the element which takes on the reflexive role is the suffix *-sja* which cannot be separated from the given verbs as well. Given that verbal strategies either stand on their own as clitics or are structured as affixes to form the verb, intensifiers within verbal strategies cannot be used as adverbials, like with the nominal strategies where they can be added as such (Milićević, 2007, p. 14). More specifically, despite the possibility to insert an intensifier ‘alone’ (Italian *da sé* or Japanese *jibun-de*) in the structure to place the emphasis on an Agent performing an action alone, such intensifiers are not equivalent to those used with nominal strategies—they would be perceived as PPs rather than adverbials (Gast & Siemund, 2006, p. 363).

This section explained the distinction between various reflexive and reciprocal strategies, and it was made clear that English and Croatian, which are the focus of this study, barely correspond in any of them, which is why closer attention will be given to the relationship between the two languages’ reflexive and reciprocal forms in the next section.

2.3. Reflexives and reciprocals in Croatian and English

The process of reflexivity in Croatian is carried out through employing a single reflexive pronoun *sebe* or its reduced form, the clitic *se*. These reflexive elements may be associated only with transitive verbs, i.e., the verbs which should always allow (at least) the DO in the structure, as is the case in many world languages. Moreover, the reflexive pronoun *sebe* and the clitic *se* are always interchangeable in the structure (Milković, 200, p. 247). Consequently, the two elements do not differ in meaning, but merely in their forms—while *sebe* is stressed, *se* represents an unstressed form. This is illustrated in (20).

(20) a. Mirna se porezala.

Mirna REFL *cut.PAST.3SG*

b. Mirna je porezala sebe.

Mirna AUX *cut.PAST.3SG* *herself*

‘Mirna cut herself.’

As can be seen in (20), the main difference between the two forms is the word order of a structure depending on the reflexive form used. The unstressed form should always stand after the first stressed word in the structure and should (generally) be placed in the first few positions (Barić, Lončarić, Malić, Pavešić, Peti, Zečević, Znika, 1995; Silić & Pranjković, 2005, as cited in Subotić, 2010, p. 439). Since the reflexive element in (20b) is a reflexive pronoun *sebe*, one of the pronoun types that can function as the DO, there is a restriction to follow the Croatian SVO word order. Thus, if the reflexive pronoun holds a function of a DO, it should be placed after the verb (Babić, 1986, p. 23).

The reflexive pronoun *sebe* can be used with the intensifier *sam*, similar to the previously mentioned Italian *da sé* or Japanese *jibun-de*. However, they cannot be perceived to belong to

(22) a. Oni se vole.

They REC love.PRES.3PL

‘They love each other.’

b. Ljubavni se par voli.

The couple REC loves.PRES.3PL

‘The couple loves each other.’

c. Juraj i Paula se vole.

Juraj and Paula REC love.PRES.3PL

‘Juraj and Paula love each other.’

d. Juraj i Paula vole jedno drugo.

Juraj and Paula love.PRES.3PL each other

‘Juraj and Paula love each other.’

The pronominal reciprocal strategy, the clitic *se*, is presented in three different situations in (22a-c). Despite repetitive use of the clitics, each of the sentences represents a different meaning and is structured differently—when compared to the verbal reflexive *se*, (22a) bares the same structure as the sentence in (20a), with the difference of *se* being used as a reciprocal in (22a), where it implies the mutual loving between the two Agents referred to using the personal pronoun *they*. The sentence in (22b) illustrates the different rule of the clitic *se*, mentioned earlier, according to which *se* should be placed in the first part of the sentence, after the first stressed word; in this case, *ljubavni par* (‘the couple’) is a compound comprised of two stressed nouns. Had the mentioned rule been followed, the clitic *se* should have to separate the compound S and be put in between the two nouns. Similar to the case in (22a), the compound noun refers to two people, making the clitic *se* a pronominal reciprocal, rather than verbal reflexive. When it comes to cases where multiple Ss are present in the same structure, as in

(22c), another rule regarding clitics should be followed. Even though the first stressed word in the structure is the proper noun *Juraj*, it is followed by the conjunction *i* ('and'), which connects *Juraj* to the second proper noun, *Paula*, regarding them as a single NP, and consequently, a single S. However, the reasoning for placing the clitic after *Paula* is not because it could possibly disrupt the structure of the sentence had it been put between the two Ss², but because clitics should not be put before conjunctions since "they are also clitics and they, as such, constitute a stressed element along with the words preceding and succeeding them, since conjunctions are not independently stressed" (Udier, 2006, p. 63). The quantificational reciprocals are typically placed after verbs, as in (22d), to achieve a more natural sound than it would, had it preceded the verb (Miličević, 2007, p. 93). While the verbs used in this study are reciprocal by themselves, it should be noted that quantificational reciprocal *jedan drugog* (or *jedno drugo*, *jedna drugu*, *jedni druge*, *jedne druge* or *jedna druga*, depending on the referents' genders) could also be used with such verbs in order to place emphasis on its property of reciprocity, even though intensifiers as such are not essential to convey the sentence's meaning (Oraić Rabušić, 2016, p. 38). What should also be noted is that the intensifier *jedan drugog* cannot be used with the pronominal clitic *se*, since it is one of the reciprocal quantificational strategies.

English reflexive and reciprocal forms are considerably less complex than the Croatian ones. When it comes to reflexives, English has no clitic forms and the only form it recognizes is the pronominal fused adjunct reflexive *-self*. Such affix is attached to either possessive or object pronoun (Siemund, 2014, p. 51), which agrees with the S of reflexivity in number, person and gender, as shown in Table 1.

² The flow of the sentence would not be disrupted even if the clitic separates the Ss in two. For example, *Petar se Vasiljevič zarekao(...)* represents a completely grammatically coherent sentence in Croatian (Frleta, 2018, p. 16).

Person, gender	Singular	Plural
1 st	myself	ourselves
2 nd	yourself	yourselves
3 rd , masculine	himself	themselves
3 rd , feminine	herself	
3 rd , neutral	itself	

Table 1. List of English reflexives

Aside from the base pronoun changing depending on the previously mentioned factors, it is also apparent that the form of the pronominal reflexive *-self* also changes, based on the number of the Ss it refers to—when the reflexive element refers to a single S, its form remains unchanged, but when it refers to the plural Ss, the *-self* is transformed into its plural form *-selves*. In addition to the reflexives seen in Table 1, there also exists a plain neutral *-self* form, *oneself*, used in formal or indefinite contexts. Some instances of the reflexive pronouns are given in (23).

- (23) a. The soldiers defended themselves.
b. I blame myself for missing the flight.
c. One shouldn't take oneself too seriously. (Huddleston & Pullum, 2002, p. 426)

In terms of the word order, it is evident that English follows the SVO word order as well. However, there might be instances in which *-self* forms are found after the S or the O—in such instances, *-self* form functions as an intensifier, rather than a reflexive element. In other words, when serving its basic function of reflexivity, reflexive pronouns should follow the SVO rule of the English word order, as seen in examples (23).

In English, transitive verbs can be divided into groups according to the need to employ the reflexive pronoun: reflexive, semi-reflexive, and nonreflexive verbs (Quirk et al., 1985). The

first group of verbs refers to those that “obligatorily occur with the reflexive marker *myself*, *yourself*, *himself*(...)” as their O (Siemund, 2014, p. 49). According to Quirk et al. (1985), verbs that comprise this category are those like *pride*, *absent*, *avail*, *demean*, etc. (p. 357-358). The semi-reflexive verbs imply a group of such verbs that may omit the reflexive pronoun, but by doing so they also alter their meaning, such as *behave*, *shave*, *prepare*, or *worry* (Quirk et al., 1985, p. 385). Finally, the nonreflexive verbs are those that cannot be associated with reflexive pronouns as their DOs. Some of the nonreflexive verbs are *get*, *feed*, *admire*, *persuade*, *accuse*, etc. (Quirk et al., 1985, p. 385). Each of the three verb groups is illustrated in (24).

(24) a. John absented himself from the meeting.

b. John absented from the meeting.* (Siemund, 2014, p. 52)

(25) a. Mary proved herself to be a brilliant student.

b. Mary proved to be a brilliant student.

(26) a. Steven accused himself of stealing the jewelry.

b. The policeman accused Steven of stealing the jewelry.

In (24-26), a pair of sentences illustrate structures comprised of each of the previously mentioned verb groups, either with (as in (24a-26a)) or without (as in (24b-26b)) a reflexive pronoun. Since sentences (24a) and (24b) contain reflexive verbs, the latter sentence is grammatically incorrect without a DO, hence it is marked with an *. With the semi-transitive verb *prove (to be)*, both sentences in (25) are acceptable in English. However, as was previously mentioned with semi-transitive verbs, they bear different meanings: *prove oneself to be* means to show others that one is a particular type of person, while *prove to be* refers to showing a specific characteristic or trait. Lastly, sentences (26a) and (26b) include a nonreflexive verb *to accuse*, accompanied by a reflexive pronoun functioning as a DO in (26a) and a proper noun

functioning as a DO in (26b). It is evident that, despite the first sentence being grammatically acceptable, the meaning behind it seems strange since one is unlikely to accuse oneself of doing a crime—they would rather *blame* themselves for it, or someone else would accuse them of committing it, like in (26b), which is a common structure in English.

Apart from the distinction between reflexive, semi-reflexive and nonreflexive transitive verbs, English verbs can also be divided according to whether the use of the reflexive pronoun is necessary to imply reflexivity or not. More specifically, we can distinguish between marked verbs, whose use implies the necessity to specify the reflexive pronouns as their DOs to convey meaning, on the one hand, and unmarked verbs, that indicate the process of reflexivity with no need for straightforward utilization of reflexive pronouns as DOs, on the other. The two groups of verbs are shown in (27).

(27) a. Anne washed.

b. Oscar cut himself.

While it was not essential to specify whom Anna washed in (27a), since the unmarked verb implied who the Patient of the action is, if we were to dismiss the DO in (27b), it would not be straightforward who it was that Oscar cut, making the verb *to cut* a marked one.

Regarding the reciprocal forms, English distinguishes two quantificational reciprocals, *each other* and *one another*. Despite much previous research on the English reciprocals, the question of them being fully interchangeable is still relevant to this day (Maratová, 2015, p. 9). The reason behind this dilemma is that neither of the two reciprocals needs to agree with the Agents in gender nor person, and their interchangeable use does not alter the meaning of the sentence. This can be seen in (28).

(28) a. Michael and Julie helped each other.

b. Michael and Julie helped one another.

While both examples in (28) imply that Michael helped Julie and Julie helped Michael, the literature proposes two possible differences in use between reciprocals *each other* and *one another*. The first possible difference depends on the context of their use—according to Swan, 2016 (p. 179) and Quirk et al., 1985 (p. 364), *one another* is more frequently employed in formal situations, while *each other* is associated with informal use. Another potential distinction between the two concerns the number of Agents the reciprocals refer to—*each other* should be used when referring to two Agents, while the use of *one another* implies three or more Agents they refer to (Huddleston & Pullum, 2002, p. 1499; Kolln & Funk, 2012, p. 297; Quirk et al., 1985, p. 364).³ However, it is also important to note that, despite being mentioned in many sources, the second difference between the English reciprocals has no empirical ground to support it.

In terms of the word order of the reciprocals, the rules are the same as with the reflexive pronouns—if they function as DOs, they should be placed after Vs, while if they serve the purpose of an intensifier, they might stand as an NP after the S(s) to intensify the role of the Agent(s) (the same as a reflexive intensifier in (16a)) or as an NP succeeding the O in the SVO order, to emphasize the O (equivalently to the reflexive intensifier in (16b) above). Having discussed the English reflexive and reciprocals position in the structure, it should also be pointed out that neither of the two pronoun types can serve a function nor hold the position of the S (Quirk et al., 1985, p. 364). In other words, since these elements are employed to indicate the previously mentioned referents, they cannot appear before the Agents they refer to.

³ Based on this claim, the reciprocal in (28b) was used incorrectly—if the Ss were to remain the same, *each other* would have had to be used, or if *one another* was to remain as a reciprocal in the structure, another S would have had to be added (to form at least three Agents).

In summary, Croatian employs nominal, verbal, and nominal reflexives with intensifiers—*sebe*, *se*, and *sam sebe*, respectively. As for reciprocals, Croatian recognizes both the pronominal clitic *se* and the quantificational reciprocal *jedan drugog*, modified to agree with the Agents' gender, which, in most cases, serves as a means to intensify the function of reciprocity. English, on the other hand, recognizes the pronominal reflexive pronoun *-self*, adjoined to the pronoun base, and the quantificational reciprocals *each other* and *one another*. Table 1 shows the abovementioned differences between Croatian and English reflexives and reciprocals for their easier distinction.

	Reflexives			Reciprocals	
	Nom.	Verb.	Nom. + int.	Pronom.	Quant.
English	<i>-self</i>	\emptyset	\emptyset	\emptyset	<i>each other / one another</i>
Croatian	<i>sebe</i>	<i>se</i>	<i>sam sebe</i>	<i>se</i>	<i>jedan drugog</i>

Table 2. Croatian and English reflexive and reciprocal strategies

After the reflexive and reciprocal situations in two target languages, English and Croatian, have been identified and described, Chapter 3 reviews some of the previous research on the L2 acquisition of reflexive and reciprocal forms.

3. L2 acquisition of reflexive and reciprocal forms

As the present study examines the theoretical underpinnings behind the L2 acquisition of reflexives and reciprocals, this chapter deals with the approach central to this work, FTFA, as well as previous research on the acquisition of L2 reflexive and reciprocal strategies and forms.

3.1. Full Transfer/Full Access vs. Modular transfer

As briefly mentioned in Chapter 1, the transfer theory which provides a foundation for this study is the Full Transfer/Full Access approach proposed by Schwartz and Sprouse (1996). The approach consists of two essential theories: the Full Transfer (FT) and the Full Access (FA). The former suggests that acquired elements of L1 grammar are transferred into L2 grammar as the learner's initial stage. The latter theory proposes that, since the initial L2 grammar stage is generally nowhere near the actual L2 grammar, the learner's L2 grammatical structure is prone to errors which enable the Universal Grammar (UG) to facilitate its restructuring, which leads to proficiency. However, despite the process of acquisition being "failure-driven", the complete acquisition of L2 grammar is not always assured, as in instances when the 'faulty' elements required to restructure the L2 grammar are absent or vague (Schwartz, 1998, p. 147-148). Such an approach was developed after Schwartz and Sprouse (1996) analyzed the process of acquisition of Cevdet, a native Turk who learnt German. They argue that his progress was comprised of three stages: in the first stage, his placing of VP head was correct in the L2 but was also corresponding with his L1. At the second stage, his L2 grammar seemed to have been restructured since Cevdet was able to invert S and V in cases where the S was pronominal. The final, third stage, included even further grammar restructuring which allowed him to invert not only pronominal but also non-pronominal S, in line with the rules of the German grammar.

Besides the original study which led to the emergence of FTFA, the results of subsequent research have fully supported the approach: Slabakova (2000) investigated the telicity

parameter among native Bulgarian and Spanish learners of L2 English—the results indicated that some participants still operated with the Bulgarian parameter (and are thus in the FT stage), and others have reset their parameters and are, thus, in one the FA stages. Zdorenko and Paradis (2008) studied native Chinese, Korean, and Japanese speakers, whose languages omit the articles, and native Spanish, Romanian, and Arabic speakers, whose languages have article systems, in the process of L2 English article acquisition. Their results supported the FT by showing that native speakers of non-article languages omitted them in L2 grammar. The participants of the other group of native languages did not transfer the setting for using the definite article from their L1s, so it was concluded that they had access to UG, which, in turn, supported the FA theory of the FTFA.

The position that challenges the FTFA approach was proposed by Montrul (2000), who questions the FTFA's perception of grammar as a block. According to this view, "transfer can be more advanced or pervasive in some domains than in others; that is, it can restructure or reconfigure earlier in some modules (perhaps syntax) but take longer in others (morphophonology or phonology)" (Montrul, 2000, p. 233). In other words, such a 'modular' approach holds a view that, contrary to the FTFA, grammar is transferred in modules, rather than a block, making it possible that different areas of grammar pose different difficulties, and thus result in errors existent only in one module. In conclusion, this view does not oppose the existence of the FT but just proposes grammatical transfer be partial rather than holistic, which might result in errors in various language domains when accessing UG. Consequently, the FA should not be deemed completely unsuccessful in case a learner demonstrates the difficulty in some aspect of transfer.

As was previously mentioned, this thesis will try to contribute to the discussion of the FTFA approach through an attempt to provide insight into how L1 transfer works. What will also be taken into account is the UG influence in the process of acquisition.

3.2. Previous research on the L2 acquisition of reflexives and reciprocals

Not many previous studies dealt with the acquisition of Croatian as the L1 of the L2. However, those that put reflexives and reciprocals at focus primarily dealt with supporting/refuting a particular Binding theory (Bennett, 1993, 1994) or with the analysis of Croatian reflexive pronouns from a contrastive perspective (Djordjević, 1988; Moulton, 2015).⁴ The studies mentioned in this chapter, thus, deal with the acquisition of reflexive and reciprocal pronouns in English, either as an L1 or an L2.

Sperlich (2021) looked into the interlanguage of Japanese L2 learners of English, focusing on reflexive pronouns *-self* and Japanese *zibun*, *karezibun*, and *zibunzisin*. Given that Japanese differentiates between three reflexive pronouns, while English recognizes only one, the study aimed to explain the influence of the L1 in L2 acquisition and observe its effect in various stages of acquisition. Sperlich drew conclusions from previous studies with native Japanese speakers—the gathered data enabled inferring that the beginning stages of acquisition of L2 English were influenced by L1 Japanese to a higher degree in the learners' beginning stages of acquisition, as opposed to later, when their proficiency has improved and the impact of the L1 was much more limited. Moreover, some of the studies also revealed the major role of L1/L2 input—McCormack (2003, 2004) investigated language attrition among Japanese L2 learners of English who, after returning to Japan, displayed worsened interpretation of the pronoun *himself* due to constant exposure to L1 input's influence (as cited in Sperlich, 2021, p. 9). However, it was left unclear whether the ability to overcome L1 transfer in L2 acquisition was a result of restructuring the learners' L2 grammar.

Zheng (2018) explored the L2 acquisition of English reflexives by Japanese-speaking learners. Forty participants were asked to state whether it was possible for an English reflexive

⁴ In all of the mentioned studies, Croatian is referred to as Serbo-Croatian due to similarities between Serbian and Croatian. However, it should be noted that Serbian and Croatian have been regarded as two distinct languages since the publishing of the Declaration on the Name and Status of the Croatian Literary Language in 1967.

in a particular complex sentence to refer to the S of the first clause, S of the second clause, or both of the Ss, as in the sentence *Tom says that Peter hates him* (Zheng, 2018, p. 144). The study aimed to investigate the role of the L1 in the process of L2 acquisition given that Chinese reflexive *ta ziji* can be bound only locally⁵, while reflexive *ziji* may be bound long-distantly⁶ as well. The results indicated that L2 learners had more difficulty with the acquisition of reflexives in a dative sentence (e.g. *Ian gave Tom a picture of himself.*) than in finite/non-finite ones (e.g. *Claire thinks that Bonnie loathes herself./Jerry asked George to describe himself.*) due to L1 influence, as predicted by the FTFA, but also because of the apparent adults' inability to access UG.

Kano (2020) studied the acquisition of reciprocal pronouns among Japanese L2 learners of English. The study was focused on the Binding theory⁷ as well, considering that Japanese differentiates between two reciprocal forms: adnominal reciprocal *otagai* and verbal reciprocal *-aw*, where the former may be locally or long-distantly bound and the latter functions as a suffix. The focus of the study was on the reciprocal pronoun *otagai*, rather than the verbal reciprocal, since it is more similar in structure and use to the English reciprocal *each other*. Twenty-three participants of the study were asked to judge whether the provided sentences correctly depicted the context presented in video materials. The sentences in which the reciprocal pronoun was locally bound were correctly accepted, while sentences in which the English reciprocal was long-distance bound were correctly rejected. Kano concluded that, given the fact that the

⁵ The referent of the reflexive must be antecedent to the pronoun.

⁶ In addition to the referent being its antecedent, the reflexive pronoun might also stand separately somewhere else in the clause without altering the S of the reference.

⁷ Simplified, the Binding Theory is comprised of three binding principles developed by Chomsky (1981)—Principles A, B, and C. According to the Principle A, the anaphora requires its referent to be its antecedent as well (e.g. *Hailey thinks that Judy hates herself.*). Principle B states that the pronoun must stand separately of the clause of its referent (e.g. *Hailey thinks that Judy hates her.*). Lastly, the Principle C requires the position of R-expressions (such as common or proper nouns (Crystal, 2008, p. 442)) in the sentence not to be bound by its antecedent.

participants' L1 allows the long-distantly bound reciprocals as well, UG guided them through the acquisition of English reciprocals.

One of the researchers who examined both reflexives and reciprocals in L2 acquisition is Belikova (2013). Through grammaticality judgement and truth-value judgement tasks, she sought to analyze the role of classroom instruction on the acquisition of L2 French reflexive *se* among Russian and English learners. The base for the study lies in the fact that French is a 'syntax' language, while English and Russian belong to 'lexicon' languages. Such a difference means that the position of English and Russian reflexive/reciprocal affixes is lexically restricted, while French reflexive/reciprocal pronoun *se* does not face such restrictions (Belikova, 2013, p. 76). Moreover, the French pronoun also serves a double function—as a true pronominal clitic (like in passive structures) or as a reflexive/reciprocal element. Belikova, thus, decided to test 39 L2 learners of French who were exposed to textbooks and classroom instructions that claim French is a language without reflexive/reciprocal verbs and that *se* functions only as a reflexive/reciprocal pronoun. As a result, the role of learners' learning mechanisms was questioned since they were to differentiate between similar reflexive/reciprocal and pronominal clitic *se* relying solely on the given instructions and their L1 anaphors, which are in many ways similar to the L2's *se*. The results indicated the key role of L1 transfer since the English learners falsely interpreted *se* as a reflexive/reciprocal pronoun, rather than correctly as a pronominal clitic alongside reflexive/reciprocal verb, due to their L1 not recognizing such function of clitics. Finally, it was also made evident that learners remembered the classroom instructions on generalizations, but were still able to differentiate between reflexive/reciprocal and pronominal pronoun *se*—such “failure to internalize superficially logical but linguistically false generalizations (...) suggests that adult language acquirers must still employ language-specific learning mechanisms and go beyond instruction” (Belikova, 2013, p. 212).

The last study that will be presented in this chapter is the doctoral dissertation of Miličević (2007), whose research instruments were adapted to Croatian for the present study. Her study focused on the acquisition of reflexive and reciprocal pronouns in Italian, Serbian, and English as the L2s, under the assumption that knowledge of reflexives/reciprocals incorporates knowledge of morphology and knowledge of transitivity rules. The study employed four types of tasks—a cloze test and a translation task to determine the participants' proficiency and understanding of the L2, and a picture-judgement and acceptability judgement task to explore the role of the L1, the L2 input, and UG in L2 acquisition. Moreover, the goal of the study was to define which element of the reflexives/reciprocals acquisition is most prone to transfer and to identify the role of the L2 input when acquiring the alternations of argument structure. A total of 152 participants took part in the study, 60 of which comprised L2 control groups, and 92 learners of either Italian, Serbian, or English as their L2. The results regarding the morphological aspect of the L2 acquisition of reflexive and reciprocal pronouns indicated that the “morphological marking of L2 reflexive and reciprocal forms is under the strong influence of the learners' L1. (...) Evidence of transfer was found in all cases where the L1 and the L2 differ in whether they overtly mark reflexive and reciprocal forms, as well as the cases where they both use overt marking but of a different type” (Miličević, 2007, p. 227). On the other hand, the transitivity errors the participants made indicate the employment of an innate mechanism, most likely UG, since L1 transfer could not explain such mistakes. Moreover, Miličević managed to demonstrate the L2 input's influence on L2 acquisition and concluded that it may alter L1 transfer by either reinforcing, overriding, blocking, or operating with it (p. 240). The study concluded that L1 transfer was modular, which supports Montrul's view (2000), rather than monolithic one, proposed by the FTFA approach.

After having reviewed previous research on the L2 acquisition of reflexives and reciprocals, we now move on to describing the present study.

4. The study

As stated in Chapter 1, the present study aimed to provide insight into the process of acquiring reflexive and reciprocal pronouns in Croatian and English as the L2. More precisely, the study sought to contribute to the discussion on the way and the degree to which the L1 influences the process of L2 acquisition, while paying particular attention to FTFA, which claims that the learners' L1 grammar transfers into the L2 grammar, after which UG influences the transferred grammar to make it more similar to the target grammar.

4.1. Aims and research questions

The main focus of this study is put on the acquisition of reflexive and reciprocal pronouns in L2 English and Croatian. Given that the pronouns in the two languages differ in terms of their morphological markings and structure, which was described in detail in 2.3., any potential differences in the process of their acquisition in the two languages were expected to provide insight into the role the L1 and UG influence the acquisition of the pronouns' morphological markings and structure. Through gaining an understanding of the extent to which these factors impact the process of L2 acquisition, the study was expected to shed light on whether the FTFA approach is on the right track. Consequently, two research questions emerge from the dissimilarities between the reflexive and reciprocal pronouns in English and Croatian:

1. Is the learners' L2 acquisition process, and to what degree, influenced by their L1 and UG?
2. Which of the two factors (the L1 and UG) has more impact on the morphological and structural aspects of L2 acquisition of reflexive and reciprocal pronouns?

Based on the previous research conducted in the field of SLA, the results are expected to point to an important influence of the learners' L1 when acquiring the L2. However, the degree to

which L1 transfer influences the process of L2 acquisition, and whether it is effectively accompanied by UG, is yet to be seen and discussed—some studies indicated that the L1 restricts the process of L2 acquisition (Belikova, 2013; Sperlich, 2021; Zheng, 2018) on one hand, while on another, some suggest L2 learners are able to access UG in order to adapt L1 rules into L2 rules (Kano, 2020; Miličević, 2007). Based on the previous findings, it is hypothesized that lower-proficiency L2 learners would have more difficulty in determining the acceptability of given structures due to a stronger influence of the L1. Moreover, Croatian and English L2 learners are not expected to experience more difficulty regarding the morphological markings of the pronouns since the structures of the two languages do not differ considerably. Those participants who are considered more proficient in their L2 are also expected to show the ability to access UG and adjust the rules of their L1 to conform to L2 rules. Consequently, if these hypotheses prove to be on the right track, this should provide arguments in support of the FTFA approach, since the participants are expected to be influenced by their L1 to some degree, but are still expected to adapt the already acquired rules of the L1 to satisfy the rules of their L2. To explore the FTFA approach, the participants are divided into six groups based on their L2 and the acquired proficiency levels (lower intermediate or upper intermediate).

4.2. Participants

A total of 85 participants took part in the study, nine of whom were native English speakers who learned Croatian as the L2, 33 were native Croatian speakers who learned English as the L2, 30 were native Croatians, and 13 were native English speakers. The L2 learners were required to have learnt the L2 in their native country and not to have consecutively resided in an L2 speaking country for more than two months.

The proficiency of the L2 learners was determined through a cloze test. However, the learners were also asked to self-assess their L2 proficiency level on a scale from 1 to 5

(1 – basic knowledge, 2 – medium knowledge, 3 – functional knowledge, 4 – good knowledge, 5 – fluent knowledge). The L2 learners of Croatian evaluated their knowledge of Croatian with the mean score of 3, whereas the mean score of of the L2 learners English was 4.

Even though more information on the results of the cloze test will be presented in the following sections, the findings should briefly be analyzed in order to determine the objective L1/L2 proficiency level of the participants. Guided by Miličević's (2007) distribution of participants' proficiency levels, among Croatian-speaking L2 learners of English, 39.39% (n = 13) of the learners were determined to be on the lower-intermediate level, while 60.60% (n = 20) were determined to be on the upper-intermediate level. English-speaking L2 learners of Croatian were more evenly distributed in terms of their proficiency level, with 55.56% (n = 5) of them on the lower-intermediate, and 44.44% (n = 4) on the upper-intermediate level.

All of the participants were adults, and their distribution according to age is presented in Table 3, according to their language and proficiency.

L2	Group	Number	Age range	Mean age
English	Control	13	19-59	29.15
	Lower intermediate	13	18-60	27.00
	Upper intermediate	20	18-56	32.30
Croatian	Control	30	20-52	28.57
	Lower intermediate	5	24-62	34.80
	Upper intermediate	4	21-55	35.00

Table 3. Distribution of participants according to age

As for gender, out of 85 participants, 44.71% (n = 38) were male, 51.76% (n = 44) were female, and 3.53% (n = 3) were identified as non-binary. In each of the four main groups of participants, the statistics are as follows: out of nine L2 learners of Croatian, 44.44% (n = 4) were male, 44.44% (n = 4) were female, and 11.11% (n = 1) was identified as non-binary. On

the other hand, out of 33 L2 learners of English, 45.45% (n = 15) were male and 54.55% (n = 18) were female. As for the control groups 46.67% (n = 14) out of 30 native speakers of Croatian were male and 53.33% (n = 16) were female, while 38.46% (n = 5) of 13 native speakers of English were male, 46.15% (n = 6) female, and 15.38% (n = 2) identified as non-binary.

All participants who were native speakers of Croatian and belonged to either a control or an experimental group were born in Croatia and lived there at the time of taking part in the study, whereas native English participants originated from several English-speaking countries. More specifically, in the L2 learner group, 55.56% (n = 5) speakers were from the USA, 22.22% (n = 2) were from the UK, 11.11% (n = 1) were from Australia, and 11.11% (n = 1) were from Ireland. Speakers in the control group were also primarily American (53.85%, n = 7), followed by those who originated from the UK (30.77%, n = 4), Canada (7.69%, n = 1) and Australia (7.69%, n = 1).

4.3. Methodology

The study comprised of tasks, adapted to Croatian from the research instruments originally designed by Miličević (2007). The tasks were distributed via an online survey platform to overcome practical constraints and obtain a greater number of participants. The tasks were grouped into questionnaires consisting of three to four tasks depending on whether they were intended for L2 learners or native speakers of the language—the learners were additionally required to translate verbs into their L1 to determine their level of comprehension, so they did an extra, verb translation, task compared to the native speakers. Other tasks were the cloze test and two judgement-based tasks. The study focused on 30 verbs that differ in their transitivity and the type of pronouns they are required to be used with, which enabled analysis of diverse grammatical situations using a single questionnaire per participant.

4.3.1. Materials

The study consisted of eight questionnaires, where two L2 English and two L2 Croatian questionnaires (the difference between the two was in the order of the sentences in the tasks) were distributed among L2 learners, and two L1 English and two L1 Croatian questionnaires were distributed to native speakers of English and Croatian respectively. The tasks were adapted by translating sentences from Serbian into Croatian and replacing Serbian proper names of people with Croatian proper names of people most similar to them. Two versions of each questionnaire were created, A and B, which consisted of the same experimental items, but presented in a different random order. The two versions were created to eliminate to some extent the effect of ordering in the presentation of experimental items. These two versions were distributed among the control group of English native speakers, the control group of Croatian native speakers, L2 learners of English and L2 learners of Croatian. In the control group of English native speakers, eight participants received Version A of the questionnaire and five Version B, in the control group of Croatian native speakers, 16 participants received Version A and 14 Version B, among L2 learners of English, 18 participants did Version A and 15 Version B, and among L2 learners of Croatian, five participants did Version A and four Version B. All of the questionnaires began with personal questions such as the participants' name, surname, age, gender and profession, and then proceeded with language-background questions, such as mother tongue, other languages spoken and the age of learning of the other languages.

The first language task present in all of the questionnaires was a cloze test, which required participants to fill in the blank spaces in the text with the most suitable word. The aim of the task was to enable determining the participants' level of general proficiency in the language in question. Every 7th word in the text was omitted giving 40 omitted words in total.

The participants in the groups of L2 learners were subsequently presented with a verb translation task, in which they were asked to translate a list of 34 verbs (four of which were

later omitted due to their complex differentiation between light and heavy marking) which were used in the judgement tasks in order to determine whether they were familiar with their meanings. The aim of this task was thus not to further determine participants' L2 proficiency levels but to examine their understanding of the verbs that would be encountered in the judgement tasks.

The last two tasks, which were included in all versions of the questionnaire, were the judgement tasks. The third task (i.e., the second with control participants) was the central task of the study. The two aims of the task were to determine the participants' understanding of the L2 morphological marking and transitivity rules. The task examined the degree to which the participants deemed the sentence acceptable or unacceptable given the picture the sentences were paired up with. The pictures occurred twice in the task, each time with two different set of sentences explained in more detail in the end of the section. The participants had to determine the acceptability of a total of four sentences referring to the same situation, based on the reflexive/reciprocal pronoun that was employed in the sentence. They had to express their judgement using a 7-point Likert, in which they to opt for one of the options: completely unacceptable (-3), unacceptable (-2), somewhat unacceptable (-1), I can't decide (0), somewhat acceptable (+1), acceptable (+2), and completely acceptable (+3).

A total of 34 verbs were used in the task, however, four of them (*cut*, *scratch*, *prick*, and *burn* in English, and *porezati*, *ogrebati*, *ubosti*, and *opeći* in Croatian) were disregarded in the analysis of the results due to the complexity to differentiate between their meanings and intentions using light or heavy markings (Miličević, 2007, p. 33), which was explained in section 2.3. Therefore, 30 verbs were divided into 16 subgroups so as to allow a more thorough analysis of the results, according to their transitivity rules, the frequency of occurring as reflexive or reciprocal verbs, and the allowed reflexive/reciprocal strategies, adapted from Miličević's list. Each of the groups contained the same corresponding verbs in English and

Croatian, totaling eight groups per language: Reflexives and Reciprocals 1, which contained the verbs with light markings, Reflexives and Reciprocals 2, which comprised verbs that can be accompanied by both light or heavy markings, Reflexives and Reciprocals 3, that included verbs with heavy markings, and two separate groups of verbs, Unaccusatives, where the only Theta-role is for the O, and the Unergatives, which recognize Theta-roles only for S. The Reflexive and Reciprocal groups of verbs examined the participants' understanding of the morphological markings, while the Unaccusative and Unergative ones examined their understanding of the L2 transitivity rules. Each of the English verbs was accompanied by four sentences structured in the following way: 1. unmarked verb (*Sam shaved.*), 2. verb + reflexive or reciprocal pronoun (*Sam shaved himself.*), 3. get + past participle (*Sam got shaved.*), and 4. get + reflexive or reciprocal pronoun + past participle (*Sam got himself shaved.*). It should also be noted that the verb *to get*, which was used in two of the sentence structures, has a role of the periphrastic form used to examine the participants' understanding of transitivity rules to an even greater extent. The Croatian sentences were also divided into four structures: (1) auxiliary *be* + verb (*Maja je obukla.*), (2) clitic + verb (*Maja se obukla.*), (3) auxiliary *be* + verb + reflexive or reciprocal pronoun (*Maja se obukla samu sebe.*), and (4) clitic + verb + reflexive or reciprocal pronoun (*Maja je obukla samu sebe.*) (see Task 3 in the Questionnaires in the four Appendices).

The last task was an acceptability judgement task. In this task, the participants were once again asked to judge how acceptable a given sentence is, with the focus put on the transitivity of the used verb. In other words, the participants had to determine whether the verb enabled enough positions in the structure and whether the functions of the allowed positions were applied successfully given that these sentences were isolated i.e., no additional context was provided. This task acted as a control task for the previous one, examining whether the participants are aware of the restrictions and possibilities of morphological markings and transitivity rules of the language in question. The task consisted of isolated sentences where a

single verb was used once or several times in different structures to investigate the participants' ability to discern between acceptable and unacceptable structures of the same verbs. The English task questioned only the transitivity rules using some of the transitive, unaccusative and unergative verbs from the previous task, while the Croatian task additionally questioned the morphological rules of the reflexive and reciprocal pronoun *se*. In other words, the participants doing the English version of the task had to decide whether the given verb was transitive or not (*Fred conversed Daniel.* or *Natalie collaborated Sarah.*), while those doing the Croatian version of the task were additionally required to determine whether the transitive verbs, which were not present in the previous task (*uplašiti, probuditi, razboljeti, naljutiti, posvađati, igrati, šaliti, and smijati (se)*), should be accompanied by the auxiliary verb *to be* or not (*Maja se razboljela.* or *Maja se je razboljela.*). Since the same 7-point Likert scale from the previous task was employed in this one, the participants once again had to pick one of the options (from -3 to +3) that were assigned the same values as in the previous task (see Task 4 in the Questionnaires in the four Appendices).

4.3.2. Procedure

As already stated, the study was conducted online. The questionnaires were uploaded online onto Google Forms and distributed as links to friends, colleagues, teachers, various language schools (both in Croatia and English-speaking countries), several universities with a department for the Croatian language, lecturers listed on pages of the Croatian Ministry of Science and Education, and Croatian societies in English-speaking countries. The links were also published on the Facebook and Reddit social media sites. Wherever possible, A and B versions of the questionnaire were distributed to an equal number of potential participants. The average time to complete the questionnaire was at least 40 minutes; there were no time restrictions for filling in the questionnaire. The participants were not rewarded for taking part in the study. The process

of data collection lasted for 12 months due to the fact that participants who met the needed requirements and were willing to take part in the study were extremely difficult to find. Despite all the efforts, the number of participants remained relatively low.

4.4. Results

As mentioned in 4.3.1, the first task in the questionnaires was the cloze test, which aimed to determine the participants' general proficiency level. The task consisted of 40 items, which the participants had to complete with a single suitable word. Participants' answers were assessed in such a way that one point was awarded when either the exact missing word or if its synonym was used, while half a point was given in instances where participants made a trivial spelling error. Such an assessment method was employed since, according to Anderson (1971, p. 39), it is the most objective one, and choosing another assessment method would not result in considerable variations of the participants' total scores. The highest number of points the participants could achieve was 40. The results are presented in Table 4 with the scores expressed in percentages.

L2	Group	Accuracy range	Mean accuracy	SD
English	Control	57.50–92.50	80.38	10.73
	Lower intermediate (LI)	37.50–48.75	45.67	3.49
	Upper intermediate (UI)	61.25–78.75	71.06	5.76
Croatian	Control	60.00–98.75	77.25	11.55
	Lower intermediate (LI)	21.25–45.00	31.00	8.57
	Upper intermediate (UI)	55.00–67.50	60.00	4.92

Table 4. The distribution of scores in the cloze test

The results were analyzed using non-parametric models since variations of the results are not equivalent among the participants. More specifically, the differences between groups were

examined using the Mann-Whitney test since the groups in question are independent. Thus, the scores of each group were compared with scores of every group of the same language. According to the two-tailed test, the null hypothesis was rejected among all group combinations within the same language, as indicated by the results: $U = 0, p < 0.00001$ for English LI and UI learners, $U = 0, p < 0.0001$ for English LI learners and Control group, $U = 56, p < 0.01$ for English UI learners and Control group, $U = 0, p < 0.1$ for Croatian LI and UI learners, $U = 0, p < 0.001$ for Croatian LI learners and Control group, and $U = 56, p < 0.01$ for English UI learners and Control group. Such results confirm great differences between each pair of groups.

Moreover, differences in mean accuracy between LI and UI learners of both languages are quite major, which provides the basis for the prediction that significant differences will arise in the judgement tasks as well. However, larger discrepancies are expected between the two L2 Croatian groups than the two L2 English ones due to the mean scores of the different proficiency groups varying dramatically.

The task which was given only to L2 learner groups was the verb translation task in which participants were presented with 30 verbs in their L1 and were asked to translate them into the L2. One point was assigned for each correct translation, regardless of whether the participants provided the exact translation or its synonym, making the maximum number of points 34. The percentage of correctly translated verbs for each group of participants is shown in Table 5.

Group	Accuracy range	Mean accuracy	SD
English LI	79.41–100.00	91.63	6.30
English UI	91.18–100.00	97.94	2.80
Croatian LI	47.06–100.00	65.29	18.64
Croatian UI	79.41–100.00	87.50	8.67

Table 5. Accuracy of L2 to L1 translation

The difference in the mean accuracy of LI learners of English, as opposed to same-level learners of Croatian, might be explained through a hypothesized difference in the amount of daily exposure to English, as opposed to Croatian. Surely, one cannot eliminate the possibility of some participants consulting a dictionary or accessing translation services given that the process of filling in the questionnaire was not monitored or controlled. Regardless of the reason for Croatian LI learners of English achieving such high scores, the three verbs this group found most problematic are *arm* (Cro. *naoružati*), *negotiate* (Cro. *pregovarati*), and *converse* (Cro. *razgovarati*). While the difference between the UI groups was not as significant as those of the LIs, it is still distinct. The same reasoning might be provided for English UI learners achieving higher score than UI learners of Croatian as earlier—a degree of exposure to the L2. The UI group of the same L2 did not show problems with any specific verbs, which is evident in the group’s mean score. The three verbs that proved to be the most difficult for both the LI and the UI group of learners of Croatian were *surađivati* (‘collaborate’), *naoružati* (‘arm’), and *raniti* (‘hurt’), which was often interpreted as ‘to be early’. These results indicate that the judgement tasks might pose a challenge for English-speaking learners of Croatian due to an evident lower understanding of the verbs used.

The central task of the study was the picture-judgement task, in which participants were asked to determine the acceptability of a given sentence according to whether it represents the situation seen in the picture accompanying the sentences. As was mentioned in 4.3.1., the results of the task are presented according to the language in question, the proficiency of the L2 learners, and the verb type (as detailed in Chapter 2.3.).

Scores of both L2 English proficiency groups fall into the same ends of the Likert-scale as those of the control group, as seen in Figure 1. Among each group of verbs, LI learners scored lower than the UI and the control group, with the greatest discrepancies among unmarked verbs with Reflexives 1 and 3. However, the difference between the groups of participants is quite

substantial with unmarked Reflexives 1 ($H = 29,572, p < 0,0001$). It is also interesting to note that with marked Reflexives 3 (*love, hate, and respect*), the UI learners scored higher than the control group.

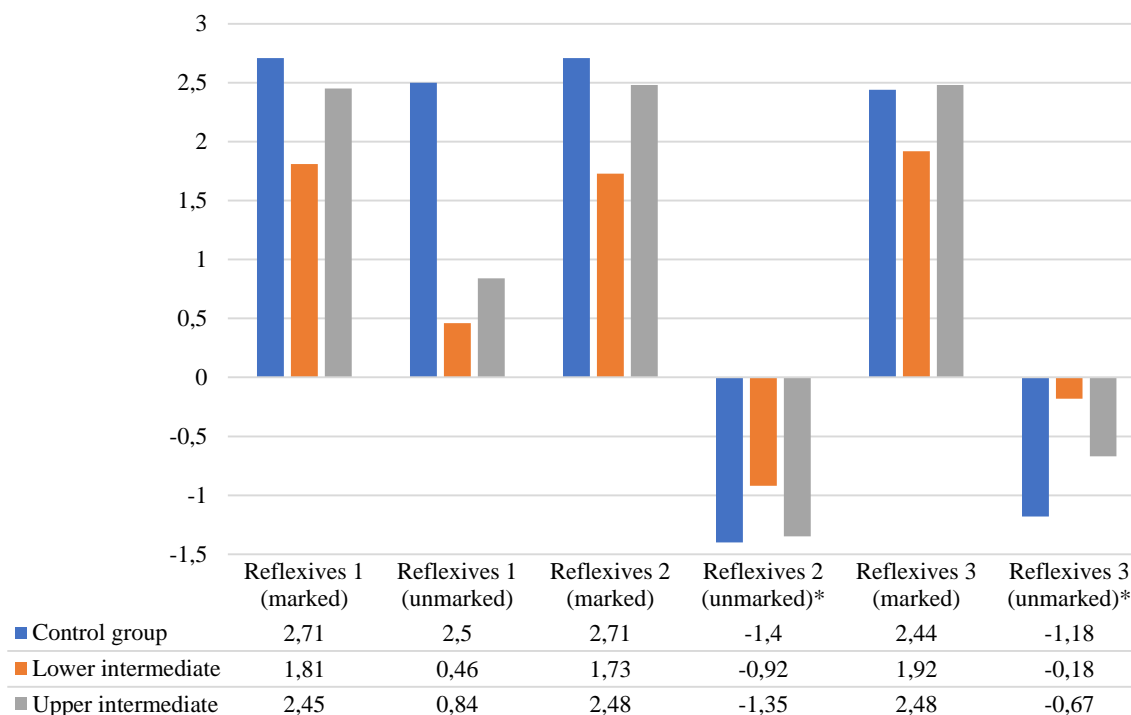


Figure 1. Mean responses to English reflexives in the picture-judgement task

The LI learners of Croatian seem to be hesitant to use both morphological markings with the same structure, as seen in Figure 2, where their score on pronominal marking drops significantly, while for the verbal reflexive clitic *se* it rises drastically. The reason behind this might lie in the fact that their L1 recognizes a single morphological marking (*-self*), whereas Croatian differentiates between two (*sebe, se*, and possibly the intensifier *sam sebe*). The largest difference between the groups is present with pronouns in Reflexives 1 ($H = 9,164, p < 0,1$) and Reflexives 2 ($H = 10,285, p < 0,01$), and clitics with Reflexives 3 ($H = 7,153, p < 0,1$), which indicates that LI learners of Croatian are not yet fully aware of the possible morphological markings in their L2. However, scores of the LI group on clitic marking with

Reflexives 2 and pronoun marking with Reflexives 3 are higher than those of the UI learners. Such findings will be further interpreted in the Discussion.

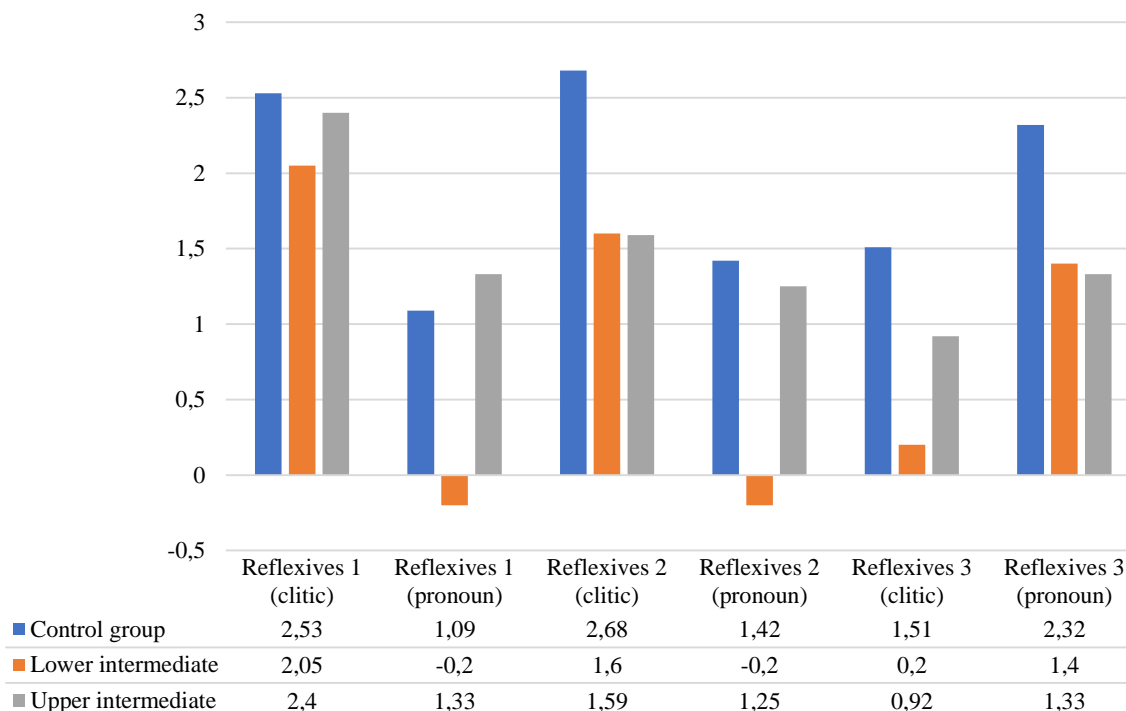


Figure 2. Mean responses to Croatian reflexives in the picture-judgement task

English reciprocals were also divided according to the verb groups mentioned in 4.3.1., and the scores of the participants were analyzed according to the acceptance of morphological marking with a particular group of verbs.⁸ Responses to each group of verbs correspond in polarity but differ in degree. The instances with the strongest discrepancies are present with impossible structures in the language—unmarked Reciprocals 2 and Reciprocals 3. This indicates that despite the majority of participants recognizing that such structures cannot be used in the English language, almost the same number of L2 learners is not aware of such restrictions (nine LI learners marked the unmarked Reciprocals 2 as completely unacceptable while eight deemed that lack of morphological markings is completely acceptable). The most

⁸ Verb groups marked with an asterisk represent ungrammatical structures in a given language.

significant difference between the groups is present precisely among the mentioned groups of verbs ($H = 7,025, p < 0,1$) where the LI group scored substantially lower than the other two groups. Moreover, the UI group seems to be more certain that unmarked Reciprocals 3 (*Bob and Zack killed in a duel*) is not an acceptable structure in English, as opposed to the control group—this might be explained by the learners' L1 (Croatian) also requiring morphological marking with such verbs (*Željko i Stanko su se ubili u dvoboju*).

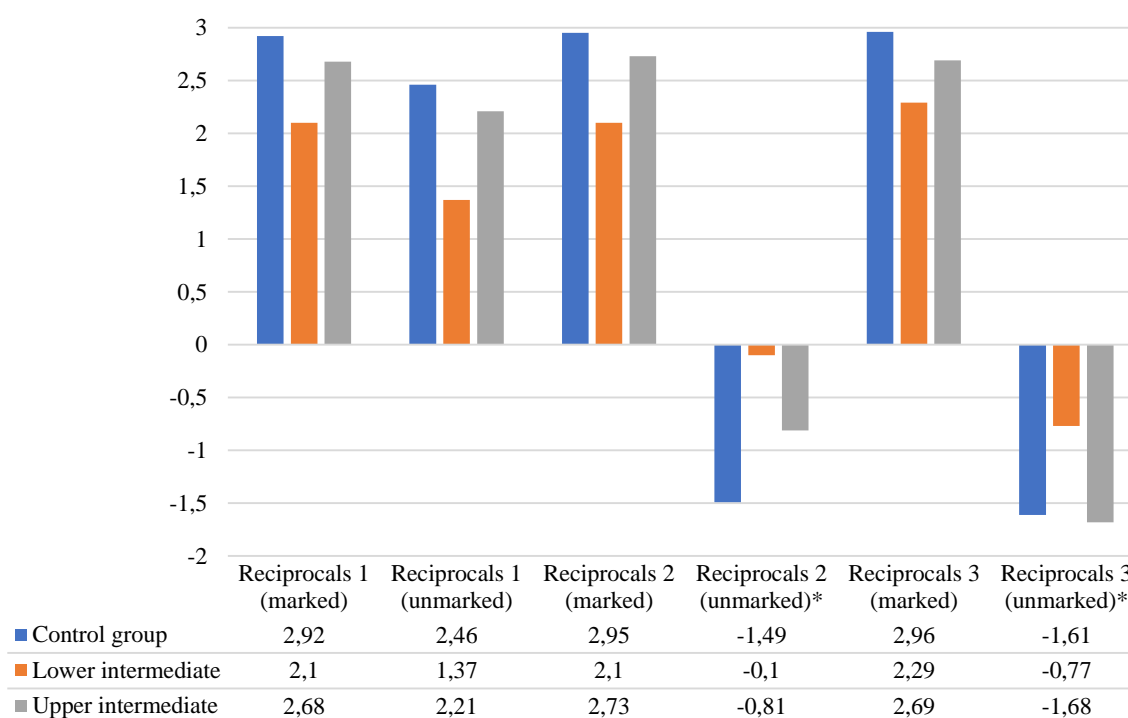


Figure 3. Mean responses to English reciprocals in the picture-judgement task

Moving now to Croatian reciprocals, the major problem for the L2 Croatian LI group seems to be the morphological marking, i.e., discerning between the acceptable and unacceptable morphological marking used with reciprocal verbs. These findings are not present in a single group of verbs, but rather among all of the three Reciprocal groups. The differences between the control and learner group are profound ($H = 31,829, p < 0,000001$ with double marked Reciprocals 1, $H = 31,52, p < 0,000001$ with Reciprocals 2, and $H = 39,209, p < 0,00000001$

with Reciprocals 3). More precisely, while the control group marked the use of both Croatian morphological markings (the clitic *se* and the pronoun) as unacceptable (*Vještica i čarobnjak su se otrovali jedno drugo.*), both the LI and the UI group marked it as acceptable, to a varying degree. Such structures are never grammatically correct in Croatian, which raises the question of why they seem acceptable to English-speaking learners of Croatian since the learners could not have encountered them in the input nor does English allow similar structures.

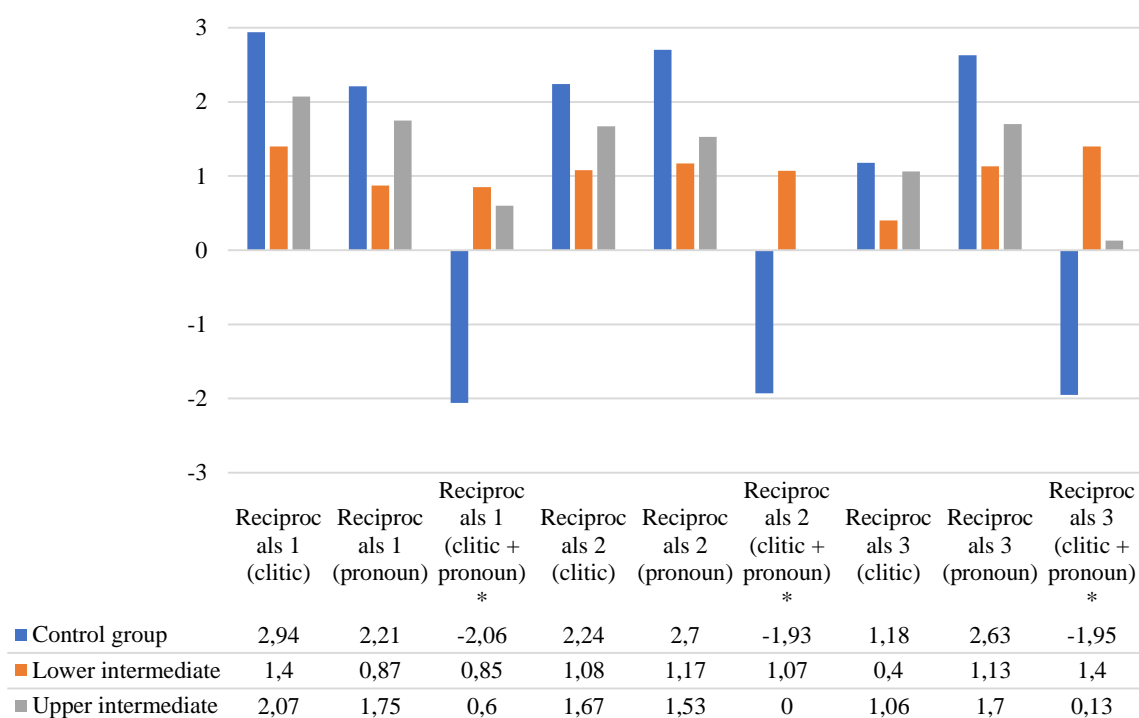


Figure 4. Mean responses to Croatian reciprocals in the picture-judgement task

The sentences with unaccusatives and unergatives analyzed in the following sections aimed to examine the L2 learners' understanding of the transitivity rules in the language in question. Figure 5 shows that while both groups of L2 English learners understand that such verbs can never be marked due to being intransitive, the LI group marked such structures more acceptable than the control and the UI group. Especially problematic is the marked Unergatives group, where the score of the LI group is close to zero, meaning that the participants are not confident

in whether such verbs should be marked or not. It is precisely with marked verbs that the largest discrepancies are present, with the difference of $H = 8,813$, $p < 0,1$ with Unaccusatives and $H = 17,407$, $p < 0,001$ with Unergatives. Such findings are rather surprising given that the verbs belonging to the Unaccusatives and the Unergatives group are also intransitive in Croatian (e.g. *fall – Maggie fell on the ice. or pasti – Katja je pala na ledu.*), which explains the acceptability of the unmarked forms as well.

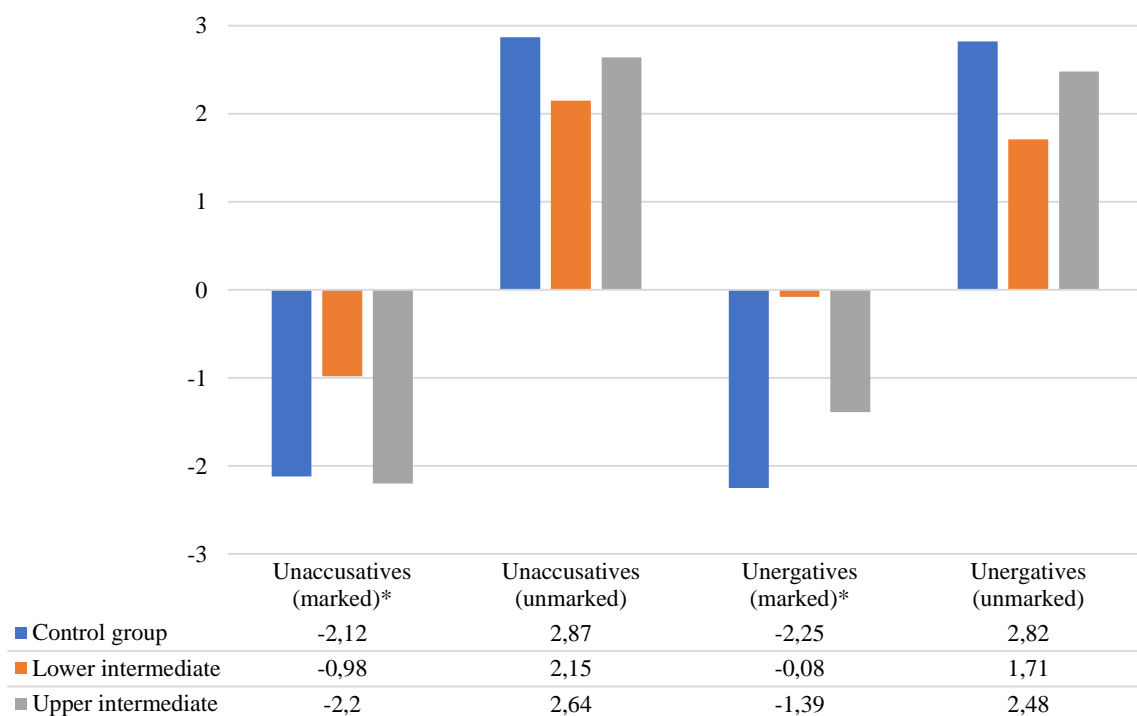


Figure 5. Mean responses to English unaccusatives and unergatives in the picture-judgement task

The same remark applies to the L2 Croatian groups, who correctly judged the unmarked forms of the previously mentioned verbs. However, despite being intransitive in their L1 as well, in five out of eight instances the marked forms (*razgovarati, pobjeći, surađivati, stići, komunicirati, and pregovarati*) were marked as acceptable. More problems were found with the LI group, which marked the structures as acceptable in almost all cases, while the UI group

marked only Unergatives as acceptable. Hence, the verbs with clitics are deemed acceptable for the most part, only by LI learners with Unaccusatives ($H = 44,697, p < 0,000000001$), and by both LI and UI learners with Unergatives ($H = 41,642, p < 0,000000001$). Despite recognizing pronouns as unacceptable markers for Unaccusatives, recall that both L2 English groups marked such markers as acceptable with Unergatives, as opposed to the control group, which recognizes it as almost completely unacceptable ($H = 60,131, p < 0,000000001$). Such findings indicate great discrepancies between the L2 learners of different languages, which in turn points to the operation of various factors in the process of L2 acquisition.

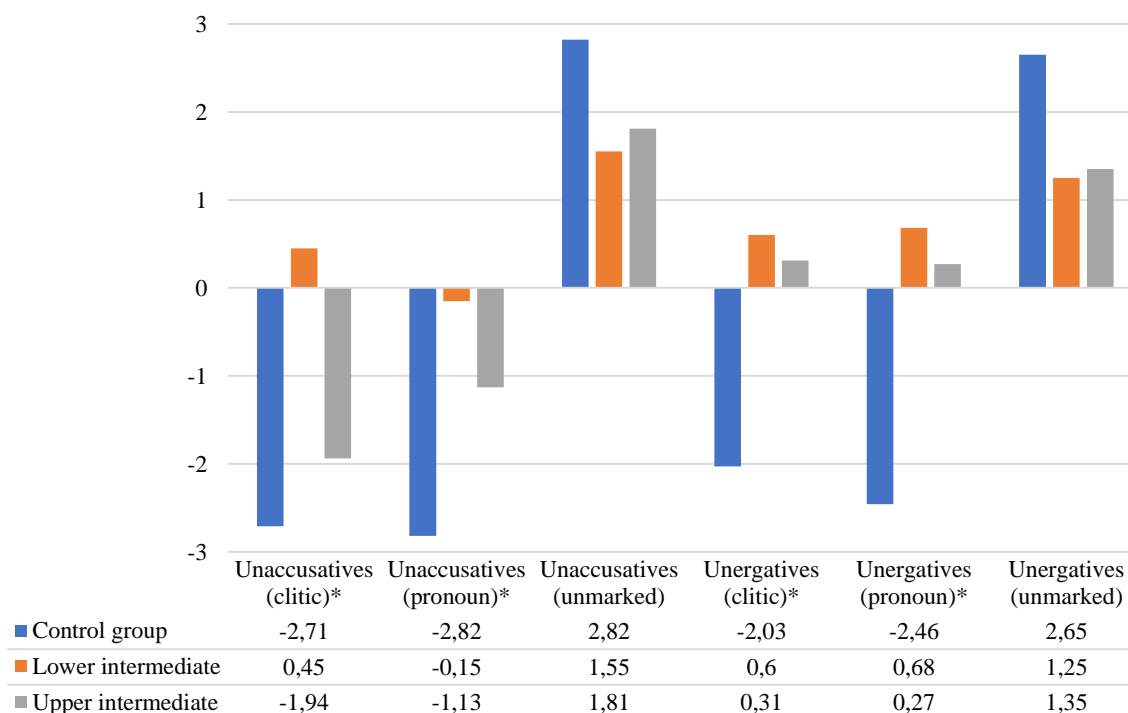


Figure 6. Mean responses to Croatian unaccusatives and unergatives in the picture-judgement task

The last task in the questionnaire, the acceptability judgement task, served as a control task to examine the degree of participants' acquisition of the rules that had to be applied in the previous task. Given that the degree of acceptability of each structure is not crucial for the study, only the mean answers are presented and analyzed, in such a manner that when scoring the test,

each structure that is marked in the correct half of the scale was given a point. The mean accuracy of each structure is presented in Tables 6 and 7 below, for English and Croatian respectively language.

Group	Transitive verbs	Transitive unaccusative/unergative verbs*
Control	100.00	71.15
LI	85.90	48.08
UI	94.17	66.25

Table 6. Accuracy scores in the of English acceptability judgement task expressed in percentages

Looking at the results of the English task, while the participants' scores on the transitive verbs are fairly high, the unaccusative and unergative verbs presented a problem for all groups of L2 English. Given that the mean percentage of the control group is lower than 72%, the difference in scores between the groups is similar to that of the transitive verbs. What seemed to pose the biggest difficulty (and thus also caused a lower score) is the unaccusative verb *escape* ('Melissa escaped Tania. '), which was marked acceptable as a transitive verb by 69.23% of the control group, the same proportion of the LI group, and by 85% of the UI group. Had the scores of that verb been omitted, the percentage of accuracy of each group would have been considerably higher (92.31% for control group, 58.97% for LI, and 83.33% for UI group). So, with the exception of the verb *escape*, it is fairly safe to assume that the participants are mindful of the English transitivity rules.

Group	Transitive verbs	Transitive unaccusative /unergative verbs*	Reflexive clitic		Reciprocal clitic	
			<i>se</i> +aux*	<i>se</i> –aux	<i>se</i> +aux	<i>se</i> –aux*
Control	99.31	95.00	48.33	100.00	100.00	93.33
LI	63.33	55.00	65.00	80.00	60.00	45.00
UI	75.00	75.00	56.25	81.25	87.50	68.75

Table 7. Accuracy scores in the Croatian acceptability judgement task expressed in percentages

Moving on to the Croatian task, the transitivity rules of Croatian posed a major challenge for LI participants, who had trouble rejecting unaccusative and unergative verbs as transitive. The lowest scores were present with the verbs *pobjeći* ('escape') and *surađivati* ('collaborate'), where more than half of the LI participants marked them as transitive. While *surađivati* was also the verb with the lowest percentage of having been correctly translated in the translation task, which might have resulted in the lack of its comprehension, *pobjeći* might have caused a lower score due to L2 learners interpreting its English correspondent as a transitive verb (see above). Moreover, the same groups' lower score on reciprocal clitic–auxiliary verb *to be* might also be a result of the participants' limited understanding of the verbs' meanings since their understanding of the meaning of the two most problematic verbs, *posvađati (se)* ('to argue (with)') and *igrati (se)* ('to play (with)'), has not been checked prior to this task to see whether the participants would be able to recognize which strategy should be used with these verbs. The most surprising finding of this task is the fact that the group with the lowest score on the reciprocal clitic+auxiliary verb *to be* (*Andrej se je naljutio.*) was obtained by a control group itself. While native Croatian speakers often employ the clitic *se* and the auxiliary verb *to be* with 3rd person singular transitive verbs in the perfect tense (*Kristina se je šalila.*), such structures are deemed incorrect, since transitive verbs in perfect tense should be accompanied only by a morphological clitic *se* (Barić et al., 1997, p. 240) (*Kristina se šalila.*). Perhaps the

everyday use of the incorrect structures among the control group accounts for the L2 Croatian learners' higher scores, depending on their means of acquiring Croatian. However, it seems that LI Croatian learners tend to overgeneralize this rule—they exhibited a low score on employing just the reciprocal clitic *se* with 3rd person plural (*Olga i Bojana se šalile.*), which should always be accompanied with an auxiliary verb *to be*. Regardless of the overgeneralization that is present among L2 Croatian learners, it is safe to assume that they are aware of the transitivity rules and some rules of morphological marking as well.

5. Discussion

The main aim of the study was to determine whether the process of L2 acquisition is, and to what degree, influenced by the L1 and/or UG. The hypotheses which were put forward were that LI learners would be significantly influenced by their L1 and would thus demonstrate more difficulty with correctly determining the acceptability of the L2 transitivity and morphological rules. Moreover, it was also hypothesized that UI learners would not demonstrate such difficulties as LI would, which would show access to UG. If both of these hypotheses are to be accepted, they would support the FTFA approach, according to which L2 learners transfer their L1 into their L2 at the onset of L2 acquisition and have access to UG during the process of L2 acquisition, which aids the transformation of the L1 rules into the L2 system of rules.

The first hypothesis, that LI learners would have more problems with correctly marking the instances of different morphological and transitivity rules than UI learners has been confirmed. While LI learners of L2 English did indeed deem the acceptable markings as acceptable and rejected the unacceptable ones, their judgements were much less determinate than that of the UI learners, which indicates that the rules of morphological markings in L2 English still pose a greater problem to them than to UI learners, whose judgements were very similar to those of the control group. The exception are Reflexives 3, where the UIs' judgements for acceptable unmarked forms are more determinate than the control group's, and the judgements for the unacceptable marked form were roughly half as determinate as the control group. The same applies to the reciprocal verbs, in which the UI learners expressed more determinate judgements than the LI ones in all of the groups of items. The LI learners once again had more difficulty than any other group with each unacceptable marking, i.e. with the marked Reciprocals 2 and 3, in which their judgements were close to zero and half as determinate than the judgements of the control group, respectively. Moreover, the LI L2 English learners expressed similar judgements with unaccusative and unergative verbs, i.e. with intransitive verbs, where they

expressed significantly less determinate judgements than both the control and the UI group. Most problems, once again, were present with the unacceptable forms, i.e. with propositional markings of intransitive verbs, in which instances the LI group judgements were lower than -1 and -0,1, as opposed to the UI and control group whose judgements were higher than -2 and -1, respectively. What the L2 English learners' results indicate is that the LI learners experienced more difficulty with correctly judging the unmarked forms of reflexive and reciprocal verbs, as well as the marked forms of unergatives and unaccusatives as unacceptable. The LI L2 Croatian participants surprisingly surpassed the UI group in determining the clitic marker with Reflexives 2 and the pronominal marker with Reflexives 3 as acceptable. While the pronoun marking might have been a result of overgeneralization of their L2, marking clitics as acceptable in Reflexives 2 to a higher degree than the UI group was unexpected, particularly since their judgements on clitic Reflexives 3 were significantly lower. Besides the just mentioned more determinate judgements of the LI participants, their judgements were less determinate for every other group of reflexive markings, especially for pronominal marking with Reflexives 1 and 2, which indicates that the L1 does not play as high a role in their L2 acquisition, given that such verbs can only be pronominally marked in their L1. As for reciprocal verbs, the LI group also expressed considerably less determinate judgements than the control group, and generally less certain judgements than the UI group, depending to the type of verb and the marking in question. What both L2 Croatian learner groups had problems with was recognizing the unergatives to be acceptable only as unmarked verbs, whereas both groups marked them as acceptable with clitics and pronoun markings. The difference in scores between the two groups is still considerable, especially with unaccusative clitic marking which the LI group judged as acceptable, as opposed to the control and the UI group, who marked it correctly as unacceptable. These results confirmed the hypothesis that the LI learners of both L2s would experience more difficulties than the UI group.

While the second hypothesis has also been proven to be correct, the question of the influence on L2 acquisition remains unanswered. As was already mentioned, some of the possible factors that could influence the acquisition of another language are the L1 and UG. The L1 influence cannot be clearly inferred from the obtained results given that English identifies only the pronominal marker, which is also present in Croatian and is often interchangeable with the clitic *se*, while the pronominal marker in Croatian is also present in English—thus, it is not possible to conclude whether the judgements on the acceptable markings in either of the L2s of the study are a result of the learners' L1 or if, for instance, L2 Croatian learners are familiar with the clitic marker which is not present in their L1. However, L1 influence is evident with the unacceptable markers in L2 Croatian, where both the LI and the UI group of learners marked the inappropriate clitic + pronoun markers as acceptable. This might indicate the influence of English (L2), where the same verbs in their L1 are necessarily marked, which led to the L2 learners of Croatian concluding that the verbs in their L2 need to be marked as well, regardless of which morphological markings are acceptable in Croatian. These findings are in accordance with those of Belikova (2013), where L2 learners failed to recognize *se* as a pronominal clitic rather than a pronoun, which was also the case with the English-speaking L2 learners of Croatian in this study, who marked the presence of the clitic *se* and the pronoun in the same structure as acceptable. Despite accepting the unacceptable marker in L2 Croatian, it is safe to assume that the L2 Croatian learners are to a high degree influenced by UG, precisely because their L1 does not recognize clitics in any form, but both the LI and the UI groups have intuitively regarded clitics as acceptable reflexive and reciprocal markers with all groups of verbs. Such a conclusion is not in line with Zheng (2018), who deduced from the obtained results that adults do not have access to UG, but is consistent with Kano's findings (2020) that UG influenced the L2 learners' rejection of long-distance bounding of reflexives in English, which is otherwise present in Japanese as their L1. Moreover, the results similar to Sperlich (2021) emerged from

this study, and those are indications that LI learners are more influenced by their L1 than UI learners given the fact that the L2 English UI learners' scores, despite being on the positive side of the scale, were much less determinate than the LIs'. There is also some evidence of L2 acquisition without the influence of the L1 in the data. This is visible on the English-speaking L2 Croatian learners' morphological markings, where their L1 differentiates only between several pronominal markers, according to gender and number, whereas they correctly accepted both the pronominal clitic *se* and the pronoun *sebe* with all reciprocal verbs, and the majority of reflexive ones.

In terms of the transitivity rules, L2 Croatian learners (and LI learners to a much higher degree) are influenced by a factor other than their L1 with unaccusatives and unergatives, which they deemed as transitive verbs, despite being intransitive in their L1 as well. These errors might be a result of having access to UG, since the transitivity of such verbs could not have been derived from the L1, nor from the L2—thus, it is possible that UG impedes their understanding of the transitivity rules, as was previously demonstrated by several studies on different L1s and L2s (Hirakawa, 1998; Juffs, 1996; Montrul, 2000, etc.). As opposed to the findings of Miličević (2007), Croatian- and English-speaking L2 learners did not demonstrate significant L1 influence on the morphological rules, with the only exception of the L2 Croatian learners' acceptance of reciprocal pronominal marking accompanied by a pronominal clitic. However, her results regarding transitivity rules do correspond with this study's results—L2 Croatian learner errors indicate the presence and influence of UG since the L2 rules are in line with the L1 ones. Therefore, the results of this study only partially support the FTFA approach (Schwartz & Sprouse, 1996), given that the L2 learners of lower proficiency of both languages demonstrated more difficulty with both morphological and transitivity rules, whereas the L2 learners of higher proficiency overcame such problems, most probably due to the influence of UG. However, it should also be noted that more errors were present with transitivity rules,

which is in accordance with Montrul's (2000) Modular approach, according to which not all aspects of language acquisition pose the same amount of difficulties, as is evident from the results of this study. Consequently, to go back to the research questions put forward in 4.1., this study has shown that L2 acquisition is influenced by the L1 and UG, with UG having most impact on the L2 Croatian transitivity rules, and the L1 mostly influencing the L2 Croatian morphological rules. However, given that the scores of the L2 English LI and UI groups of learners were in accordance with those of the control group, what could only be concluded from their results is that LI learners face more challenges in the process of L2 acquisition, than UI learners, who expressed more correct and more determinate judgements in all tasks.

6. Conclusion

The study aimed to determine whether the L1 and UG influence the process of L2 acquisition of reflexives and reciprocals in L2 English and Croatian. Moreover, it aimed to contribute to the debate of whether the FTFA or Modular approach was on the right track, i.e., to determine if the L2 learners have access to full transfer and UG and whether L2 transfer was modular not.

The results showed a lower degree of success among LI learners, as opposed to UI learners. Furthermore, such results indicated the presence of the L1 and UG influence among L2 Croatian learners, while the results of L2 English learners were less clear due to the learners having higher proficiency in their L2 than the L2 Croatian learners. Despite these limitations, the results are in line with Montrul's (2000) modular approach to L2 transfer, due to a difference in the degree of errors on morphological and transitivity rules. The study consequently provided an insight into the factors influencing the process of L2 acquisition as well as into the debate on whether language is acquired as a whole, or rather in modules, according to language components.

The study faced a medley of challenges—having to distribute the questionnaires online, and hence being unable to conduct research in a controlled environment, not recruiting as many participants as was anticipated, etc. Future studies should aim to be conducted in a more controlled environment. Moreover, if there is a possibility of recruiting a larger number of participants, it would be interesting to see the difference in the L2 acquisition of reflexives and reciprocals among three or more groups of L2 learners—for example, beginner, LI, upper UI, and advanced, since such differences in proficiency would provide more evidence on the degree of influence during different stages of L2 acquisition. Lastly, future research might also tackle the issue of L1 acquisition and use. More specifically, this study identified the use of the reflexive clitic *se* with auxiliary verb to be in 3rd person singular perfect (e.g. *Lucija se je*

plakala.) in Croatian among adult proficient native speakers of Croatian, which is unacceptable in standard Croatian. Future studies might wish to explore what is causing this phenomenon.

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Appendix 1. Questionnaire 1: L2 Croatian (Group A)

INTRODUCTION AND GENERAL INSTRUCTIONS

This questionnaire aims to examine the linguistic intuitions of native speakers of English and is part of a master's thesis in the Department of English Language and Literature at the University of Rijeka, Croatia. The results will be used exclusively for research purposes.

The test consists of four tasks. Please do the tasks in the order given and once you have finished a section, do not go back to it. Feel free to take a short break whenever you need some rest.

Before proceeding to the actual tasks, please give the following details about yourself. The information given will be used only for the needs of this study, while your name will remain strictly confidential.

Thank you for your cooperation!

* Required

1. General information

1. Name:
2. Surname:
3. Gender*:
4. Age*:
5. Profession*:

2. Countries of residence

6. Country of birth*:
7. Country in which you are currently living/staying: Since when?*
8. Other countries in which you have lived/stayed: For how long?*

3. Languages spoken

9. Mother tongue(s)*:
10. Other language(s)*:
11. If you have learnt other languages, please state at what age you have started learning each of them*:
12. For each additional language (if applicable), please state which learning method(s) was/were used (language course, long stay(s) in the country, at school, at university, etc.)*:
13. For each additional language (if applicable), determine your level of knowledge (1-basic knowledge, 2-medium knowledge, 3-functional knowledge, 4-good knowledge, 5-fluent knowledge)*:

TASK 1

In this task you need to fill in the blanks in a text. In each blank space you should write only ONE word. Please keep in mind that two words written together count as one word (e.g. didn't cannot), but any two words that are written separately (e.g. did not) do not count as one word. If you can think of several possible solutions for a blank, you need to opt for one of the possibilities.

To make the completion of the task more convenient, please first read the whole text and then start filling in the blanks, by sentence. In a sentence where multiple words are missing, please numerate your answers so that it looks like this: 1. first word, 2. second word, 3. third word, etc.

While doing the task, you may return to the text to get the gist of a sentence.

Dan kada je padala kiša

Bio je izrazito kišovit dan. Obično pada kiša kada negdje žurim. (1)_____ sam čekati na autobusnoj stanici (2)_____ pola sata. Jakna koju sam nosio (3)_____ bila vodootporna i nije spriječila da (4)_____ voda probije do džempera. Kada je (5)_____ grmjati, nije me bilo strah, (6)_____ sam bio bijesan. Već sam ranije (7)_____ školi upao u gadnu nevolju, a (8)_____ se činilo da je i nebo (9)_____ na mene. Ali morao sam (10)_____ ranije kako bih stigao kod optičara. (11)_____, ne nudi baka svaki dan da (12)_____ plati nove naočale, zar ne?! Nebo (13)_____ bilo tamno i mjestimično je postajalo (14)_____ crno. Sjećam se da sam pogledao (15)_____, u nebo, neposredno prije nego što (16)_____ dogodila prva katastrofa. Nisam vidio automobil (17)_____ jakog bljeska i nisam ga čuo (18)_____ dolazi zbog grmljavine. Odjednom, ogromna masa (19)_____ poletjela je iz

lokve pokraj pločnika (20)_____ mom pravcu. Bio sam potpuno (21)_____ vodom. U neku ruku to nije (22)_____ bilo bitno jer sam ionako već (23)_____ mokar kao miš. Ali ta voda (24)_____ pločnika smočila je i knjige (25)_____ papire u mojoj torbi. 'Pa što?' (26)_____ ćete pomisliti. 'Kakva je katastrofa to što se smočilo (27)_____ knjiga, pogotovo ako su to školske (28)_____?' Slažem se. Ni ja se nekoliko (29)_____ nisam previše uzbuđivao, sve dok nisam (30)_____ da je unutra bila napisana i (31)_____ kako doći do optičara. Otac (32)_____ je napisao penkalom koju sam mu (33)_____ za Božić. Tinta se razlila na (34)_____ strane, čineći tekst nečitljivim. Zakasnio bih (35)_____, ali ovo je značilo da vjerojatno (36)_____ nikada ni stići. Nakon pet minuta, (37)_____ se autobus napokon pojavio, razmišljao sam (38)_____ tome kako više ništa nije moglo (39)_____ naopako. Ali nažalost, nisam bio u (40)_____.

TASK 2

In this task you have to translate the following words into Croatian. For verbs marked with * (written in black) you have to write two meanings, whereas for others only one meaning is sufficient (if you want, you may add an additional meaning to other verbs as well).

1. stići*	10. napasti	19. otrovati	28. surađivati
2. maskirati	11. poljubiti	20. obraniti	29. oprati
3. provocirati	12. pregovarati	21. ubiti	30. pobjeći
4. mrziti	13. opeći	22. spremiti	31. porezati
5. nestati	14. maziti	23. ogrebat	32. izbjegavati
6. raniti	15. razgovarati	24. zaštititi	33. naoružati
7. obrijati	16. obući*	25. zagrliti	34. ignorirati
8. ubosti	17. pasti	26. upoznati	
9. voljeti	18. komunicirati	27. poštovati	

TASK 3

In this task I am interested in your opinion on the acceptability of a certain number of Croatian sentences. The task consists of a series of pictures accompanied by two sentences, each one of which has a numerical scale from -3 to +3 below it. The meanings of the numbers are the following:

-3 = completely unacceptable

-2 = unacceptable

-1 = somewhat unacceptable

0 = I can't decide

+1 = somewhat acceptable

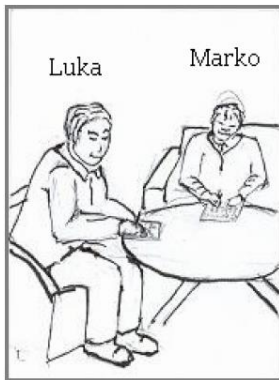
+2 = acceptable

+3 = completely acceptable

For each sentence you need to circle ONE number to show how acceptable you think that sentence is. While doing this, it is important that you take into account both how well the sentence matches the situation depicted in the picture and whether you think it is grammatically acceptable. In some cases both sentences in the pair can be acceptable, sometimes only one of them, and sometimes none of the two is acceptable. You should not compare the sentences, but judge each case separately. You should answer according to your intuition, i.e. according to how the sentences 'sound' to you.

Please mark the sentences in the order in which they are given and do not go back to change your answers.

Example 1 (no need to mark it)



	-3	-2	-1	0	+1	+2	+3
Luka i Marko pišu.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Luka i Marko pišu pisma.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Explanation: In this example both sentences are acceptable because they can be matched with the situation in the picture and because they are grammatically correct. Therefore, they should both be given a positive mark.

Example 2 (no need to mark it)



	-3	-2	-1	0	+1	+2	+3
Nikola se budi.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Budi Nikola se.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

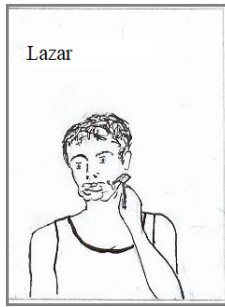
Explanation: In this example only the first sentence is acceptable because the second one, despite matching the picture in meaning, is not grammatically correct. This means that the first sentence should be marked positively, and the second one negatively.

Example 3 (no need to mark it)



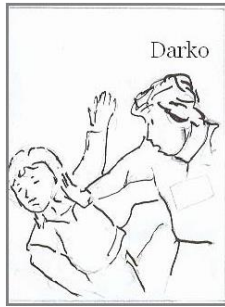
	-3	-2	-1	0	+1	+2	+3
Ana se svad̆a s Kristijanom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ana i Kristijan se svad̆aju s Leom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Explanation: In this example only the first sentence is acceptable because the second one is not suitable as a description of the content of the picture, even though it is grammatically correct and it could be used in a different context. Again, the first sentence should get a positive and the second sentence a negative mark.



1.

	-3	-2	-1	0	+1	+2	+3
Lazar se obrijao.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lazar je obrijao.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



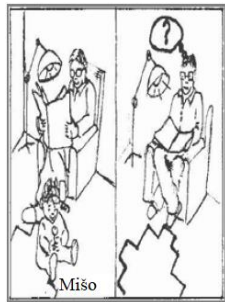
2.

	-3	-2	-1	0	+1	+2	+3
Darko se obranio samog sebe.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Darko se obranio.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



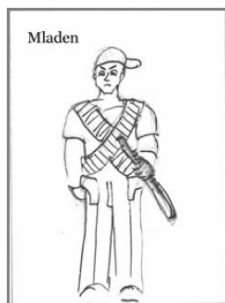
3.

	-3	-2	-1	0	+1	+2	+3
Ivana i Branko su zagrlili.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ivana i Branko su zagrlili jedno drugo.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



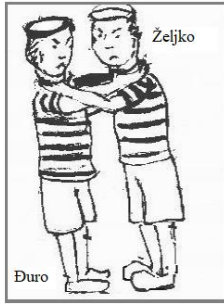
4.

	-3	-2	-1	0	+1	+2	+3
Mišo se nestao.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mišo je nestao sam sebe.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



5.

	-3	-2	-1	0	+1	+2	+3
Mladen se naoružao.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mladen se naoružao samog sebe.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



6.

	-3	-2	-1	0	+1	+2	+3
Đuro i Željko su napali.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Đuro i Željko su se napali jedan drugog.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



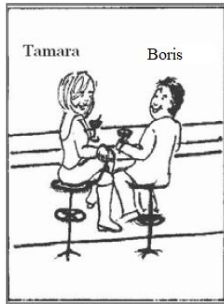
7.

	-3	-2	-1	0	+1	+2	+3
Ratko se poštuje.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ratko poštuje.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



8.

	-3	-2	-1	0	+1	+2	+3
Ivica je maskirao samog sebe.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ivica se maskirao samog sebe.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



9.

	-3	-2	-1	0	+1	+2	+3
Tamara i Boris su upoznali jedno drugo u kafiću.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tamara i Boris su upoznali u kafiću.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



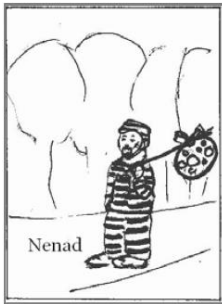
10.

	-3	-2	-1	0	+1	+2	+3
Bojan i Saša su razgovarali.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bojan i Saša su se razgovarali jedan drugog.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



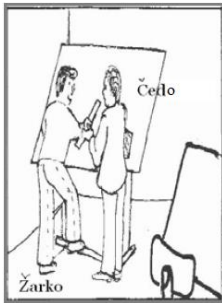
11.

	-3	-2	-1	0	+1	+2	+3
Aleks je porezao.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Aleks je porezao samog sebe.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



12.

	-3	-2	-1	0	+1	+2	+3
Nenad se pobjegao sam sebe iz zatvora.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Nenad se pobjegao iz zatvora.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



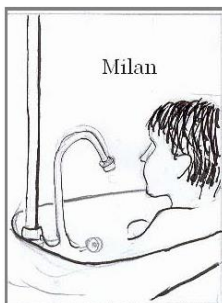
13.

	-3	-2	-1	0	+1	+2	+3
Žarko i Čedo su surađivali jedan drugog.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Žarko i Čedo su se surađivali jedan drugog.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



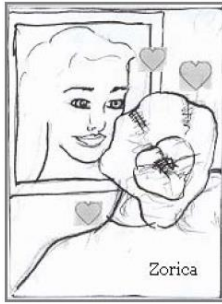
14.

	-3	-2	-1	0	+1	+2	+3
Marko i Drago se ignoriraju.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Marko i Drago ignoriraju jedan drugog.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



15.

	-3	-2	-1	0	+1	+2	+3
Milan se oprao samog sebe.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Milan se oprao.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



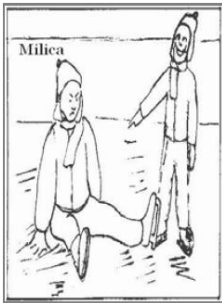
16.

	-3	-2	-1	0	+1	+2	+3
Zorica voli samu sebe.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Zorica se voli.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



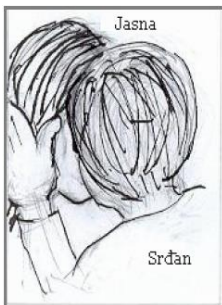
17.

	-3	-2	-1	0	+1	+2	+3
Katja se opekla.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Katja je opekla.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



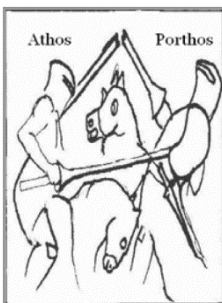
18.

	-3	-2	-1	0	+1	+2	+3
Milica je pala na ledu.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Milica se pala na ledu.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



19.

	-3	-2	-1	0	+1	+2	+3
Jasna i Srđan su poljubili jedno drugo.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jasna i Srđan su se poljubili.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



20.

	-3	-2	-1	0	+1	+2	+3
Athos i Porthos su se ranili jedan drugog.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Athos i Porthos su se ranili.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



21.

	-3	-2	-1	0	+1	+2	+3
Marijana je ubola.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Marijana se ubola.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



22.

	-3	-2	-1	0	+1	+2	+3
Slavica i Juraj su se mazili.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Slavica i Juraj su mazili.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



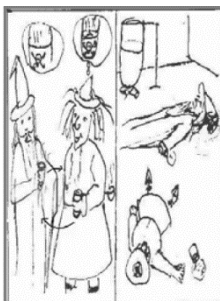
23.

	-3	-2	-1	0	+1	+2	+3
Nada je stigla sama sebe kući.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Nada se stigla sama sebe kući.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



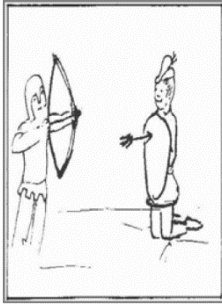
24.

	-3	-2	-1	0	+1	+2	+3
Svjetlana mrzi.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Svjetlana mrzi samu sebe.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



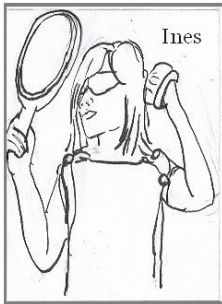
25.

	-3	-2	-1	0	+1	+2	+3
Vještica i čarobnjak su otrovali jedno drugo.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vještica i čarobnjak su se otrovali.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



26.

	-3	-2	-1	0	+1	+2	+3
Robin Hood se zaštitio od strijela.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Robin Hood je zaštitio samog sebe od strijela.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



27.

	-3	-2	-1	0	+1	+2	+3
Ines se spremila za izlazak.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ines je spremila samu sebe za izlazak.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



28.

	-3	-2	-1	0	+1	+2	+3
Ivan se ogrebao samog sebe.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ivan je ogrebao.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



29.

	-3	-2	-1	0	+1	+2	+3
Ivana i Branko su se zagrlili.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ivana i Branko su se zagrlili jedno drugo.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



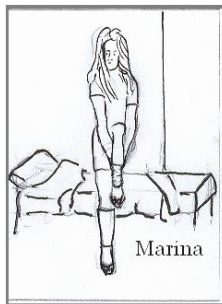
30.

	-3	-2	-1	0	+1	+2	+3
Tomo i Mirela su komunicirali jedno drugo telefonom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tomo i Mirela su se komunicirali jedno drugo telefonom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



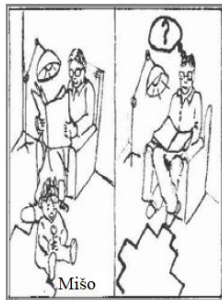
31.

	-3	-2	-1	0	+1	+2	+3
Aleksandar i Dragan se provociraju jedan drugog.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Aleksandar i Dragan se provociraju.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



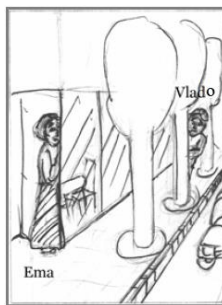
32.

	-3	-2	-1	0	+1	+2	+3
Marina se obukla.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Marina se obukla samu sebe.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



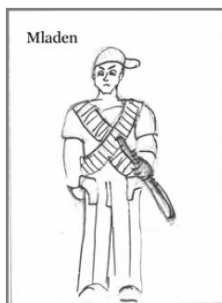
33.

	-3	-2	-1	0	+1	+2	+3
Mišo je nestao.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mišo se nestao sam sebe.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



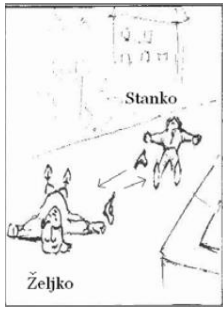
34.

	-3	-2	-1	0	+1	+2	+3
Ema i Vlado izbjegavaju jedno drugo.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ema i Vlado se izbjegavaju jedno drugo.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



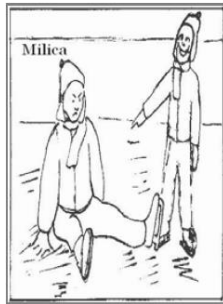
35.

	-3	-2	-1	0	+1	+2	+3
Mladen je naoružao.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mladen je naoružao samog sebe.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



36.

	-3	-2	-1	0	+1	+2	+3
Željko i Stanko su ubili jedan drugog u dvoboju.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Željko i Stanko su se ubili u dvoboju.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



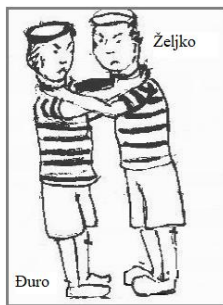
37.

	-3	-2	-1	0	+1	+2	+3
Milica je pala sama sebe na ledu.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Milica se pala sama sebe na ledu.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



38.

	-3	-2	-1	0	+1	+2	+3
Kosta i Miljenko su pregovarali.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Kosta i Miljenko su se pregovarali.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



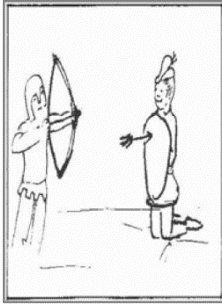
39.

	-3	-2	-1	0	+1	+2	+3
Đuro i Željko su se napali.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Đuro i Željko su napali jedan drugog.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



40.

	-3	-2	-1	0	+1	+2	+3
Ratko poštuje samog sebe.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ratko se poštuje samog sebe.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



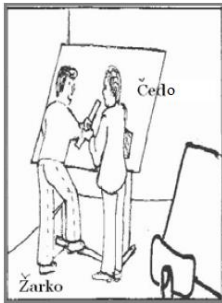
41.

	-3	-2	-1	0	+1	+2	+3
Robin Hood je zaštitio od strijela.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Robin Hood se zaštitio samog sebe od strijela.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



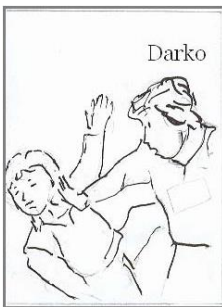
42.

	-3	-2	-1	0	+1	+2	+3
Katja je opekla samu sebe.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Katja se opekla samu sebe.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



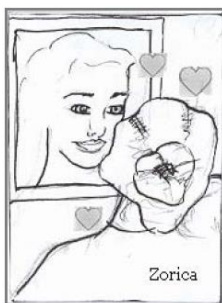
43.

	-3	-2	-1	0	+1	+2	+3
Žarko i Čedo su se surađivali.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Žarko i Čedo su surađivali.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



44.

	-3	-2	-1	0	+1	+2	+3
Darko je obranio samog sebe.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Darko je obranio.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



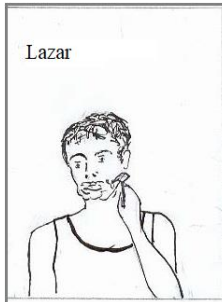
45.

	-3	-2	-1	0	+1	+2	+3
Zorica se voli samu sebe.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Zorica voli.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



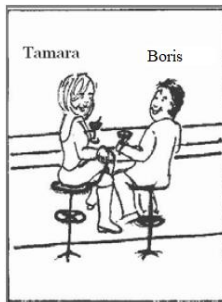
46.

	-3	-2	-1	0	+1	+2	+3
Marko i Drago se ignoriraju jedan drugog.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Marko i Drago ignoriraju.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



47.

	-3	-2	-1	0	+1	+2	+3
Lazar se obrijao samog sebe.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lazar je obrijao samog sebe.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



48.

	-3	-2	-1	0	+1	+2	+3
Tamara i Boris su se upoznali jedno drugo u kafiću.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tamara i Boris su se upoznali u kafiću.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



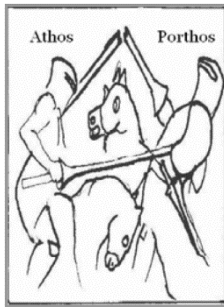
49.

	-3	-2	-1	0	+1	+2	+3
Bojan i Saša su se razgovarali.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bojan i Saša su razgovarali jedan drugog.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



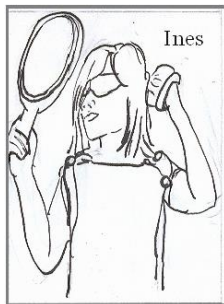
50.

	-3	-2	-1	0	+1	+2	+3
Aleks se porezao.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Aleks se porezao samog sebe.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



51.

	-3	-2	-1	0	+1	+2	+3
Athos i Porthos su ranili.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Athos i Porthos su ranili jedan drugog.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



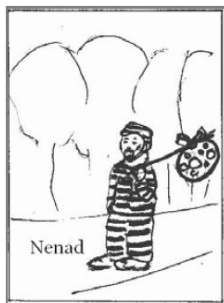
52.

	-3	-2	-1	0	+1	+2	+3
Ines se spremila samu sebe za izlazak.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ines je spremila za izlazak.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



53.

	-3	-2	-1	0	+1	+2	+3
Aleksandar i Dragan provociraju.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Aleksandar i Dragan provociraju jedan drugog.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



54.

	-3	-2	-1	0	+1	+2	+3
Nenad je pobjegao iz zatvora.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Nenad je pobjegao sam sebe iz zatvora.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



55.

	-3	-2	-1	0	+1	+2	+3
Slavica i Juraj su se mazili jedno drugo.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Slavica i Juraj su mazili jedno drugo.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



56.

	-3	-2	-1	0	+1	+2	+3
Ivan je ogrebao samog sebe.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ivan se ogrebao.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



57.

	-3	-2	-1	0	+1	+2	+3
Svjetlana se mrzi samu sebe.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Svjetlana se mrzi.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



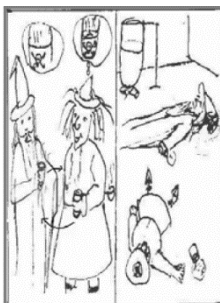
58.

	-3	-2	-1	0	+1	+2	+3
Kosta i Miljenko su pregovarali jedan drugog.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Kosta i Miljenko su se pregovarali jedan drugog.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



59.

	-3	-2	-1	0	+1	+2	+3
Milan je oprao samog sebe.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Milan je oprao.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



60.

	-3	-2	-1	0	+1	+2	+3
Vještica i čarobnjak su se otrovali jedno drugo.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vještica i čarobnjak su otrovali.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



61.

	-3	-2	-1	0	+1	+2	+3
Marijana se ubola samu sebe.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Marijana je ubola samu sebe.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



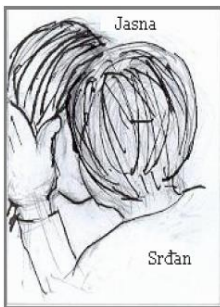
62.

	-3	-2	-1	0	+1	+2	+3
Tomo i Mirela su se komunicirali telefonom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tomo i Mirela su komunicirali telefonom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



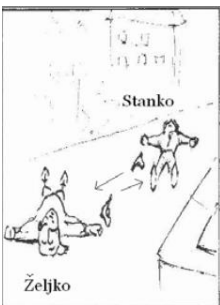
63.

	-3	-2	-1	0	+1	+2	+3
Nada se stigla kući.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Nada je stigla kući.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



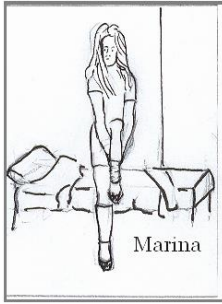
64.

	-3	-2	-1	0	+1	+2	+3
Jasna i Srđan su poljubili.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jasna i Srđan su se poljubili jedno drugo.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



65.

	-3	-2	-1	0	+1	+2	+3
Željko i Stanko su ubili u dvoboju.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Željko i Stanko su se ubili jedan drugog u dvoboju.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



66.

	-3	-2	-1	0	+1	+2	+3
Marina je obukla.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Marina je obukla samu sebe.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



67.

	-3	-2	-1	0	+1	+2	+3
Ema i Vlado se izbjegavaju.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ema i Vlado izbjegavaju.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



68.

	-3	-2	-1	0	+1	+2	+3
Ivica se maskirao.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ivica je maskirao.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

TASK 4

In this task you have to read a certain number of sentences and for each one of them you need to judge whether it is acceptable or not in Croatian. Next to each sentence there is a scale from -3 to +3, on which you need to mark ONE number per sentence. The meanings of the numbers are the following:

-3 = completely unacceptable

-2 = unacceptable

-1 = somewhat unacceptable

0 = I can't decide

+1 = somewhat acceptable

+2 = acceptable

+3 = completely acceptable

'Acceptable' in this case means that the sentence is both grammatically correct and meaningful.

Please mark the sentences in the order in which they are given and do not go back to change your answers.

Example 1 (no need to mark it)

	-3	-2	-1	0	+1	+2	+3
Mirko stanuje u Zagrebu.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Explanation: This sentence is acceptable in Croatian and it should be given a positive mark.

Example 2 (no need to mark it)

	-3	-2	-1	0	+1	+2	+3
Mirko je bio stanovan u Zagrebu.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Explanation: This sentence is unacceptable in Croatian and it should be given a negative mark.

Example 3 (no need to mark it)

	-3	-2	-1	0	+1	+2	+3
Zagreb je stanovao u Mirku.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Explanation: This sentence is meaningless and it should be given a negative mark.

	-3	-2	-1	0	+1	+2	+3
1. Goran je obranio Bobana.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Ana je pobjegla Tanju.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Vera se uplašila.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Filip je razgovarao Duška.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Marija se upoznala Gogu.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Olivera i Milena se posvađale.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Ivica provocira Vericu.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Siniša i Sara su se igrali.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Tina se mrzi Kostu.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Stjepan voli Vesnu.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Ivan se je probudio.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Dijana se otrovala Anitu.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Bojan je ubio Janka.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Maja se razboljela.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Boris je ogrebao Emu.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Ivica se provocira Vericu.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Vojko je nestao Dejana.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Aleksandar je poljubio Sanju.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Olga i Bojana su se šalile.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. Andrej se je naljutio.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

21. Anka je oprala Milu.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. Goran se obranio Bobana.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. Stjepan se voli Vesnu.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. Nenad i Stipe se smijali.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. Mirna je porezala Ivonu.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26. Siniša i Sara se igrali.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27. Ljubomir se obrijao Nikolu.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28. Vera se je uplašila.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29. Boris se ogrebao Emu.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30. Marija je upoznala Gogu.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
31. Olga i Bojana se šalile.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
32. Nina se ignorira Jadranku.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
33. Milan je naoružao Dragana.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
34. Maja se je razboljela.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
35. Ljubomir je obrijao Nikolu.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
36. Tihana je surađivala Danicu.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
37. Aleksandar se poljubio Sanju.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
38. Dijana je otrovala Anitu.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
39. Bojan se ubio Janka.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
40. Nenad i Stipe su se smijali.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
41. Anka se oprala Milu.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
42. Tina mrzi Kostu.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
43. Mirna se porezala Ivonu.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
44. Ivan se probudio.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
45. Olivera i Milena su se posvađale.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
46. Milan se naoružao Dragana.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
47. Andrej se naljutio.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
48. Nina ignorira Jadranku.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Appendix 2. Questionnaire 2: L2 Croatian (Group B)

INTRODUCTION AND GENERAL INSTRUCTIONS

This questionnaire aims to examine the linguistic intuitions of native speakers of English and is part of a master's thesis in the Department of English Language and Literature at the University of Rijeka, Croatia. The results will be used exclusively for research purposes.

The test consists of four tasks. Please do the tasks in the order given and once you have finished a section, do not go back to it. Feel free to take a short break whenever you need some rest.

Before proceeding to the actual tasks, please give the following details about yourself. The information given will be used only for the needs of this study, while your name will remain strictly confidential.

Thank you for your cooperation!

* Required

1. General information

1. Name:
2. Surname:
3. Gender*:
4. Age*:
5. Profession*:

2. Countries of residence

6. Country of birth*:
7. Country in which you are currently living/staying: Since when?*
8. Other countries in which you have lived/stayed: For how long?*

3. Languages spoken

9. Mother tongue(s)*:
10. Other language(s)*:
11. If you have learnt other languages, please state at what age you have started learning each of them*:
12. For each additional language (if applicable), please state which learning method(s) was/were used (language course, long stay(s) in the country, at school, at university, etc.)*:
13. For each additional language (if applicable), determine your level of knowledge (1-basic knowledge, 2-medium knowledge, 3-functional knowledge, 4-good knowledge, 5-fluent knowledge)*:

TASK 1

In this task you need to fill in the blanks in a text. In each blank space you should write only ONE word. Please keep in mind that two words written together count as one word (e.g. didn't cannot), but any two words that are written separately (e.g. did not) do not count as one word. If you can think of several possible solutions for a blank, you need to opt for one of the possibilities.

To make the completion of the task more convenient, please first read the whole text and then start filling in the blanks, by sentence. In a sentence where multiple words are missing, please numerate your answers so that it looks like this: 1. first word, 2. second word, 3. third word, etc.

While doing the task, you may return to the text to get the gist of a sentence.

Dan kada je padala kiša

Bio je izrazito kišovit dan. Obično pada kiša kada negdje žurim. (1)_____ sam čekati na autobusnoj stanici (2)_____ pola sata. Jakna koju sam nosio (3)_____ bila vodootporna i nije spriječila da (4)_____ voda probije do džempera. Kada je (5)_____ grmjati, nije me bilo strah, (6)_____ sam bio bijesan. Već sam ranije (7)_____ školi upao u gadnu nevolju, a (8)_____ se činilo da je i nebo (9)_____ na mene. Ali morao sam (10)_____ ranije kako bih stigao kod optičara. (11)_____, ne nudi baka svaki dan da (12)_____ plati nove naočale, zar ne?! Nebo (13)_____ bilo tamno i mjestimično je postajalo (14)_____ crno. Sjećam se da sam pogledao (15)_____, u nebo, neposredno prije nego što (16)_____ dogodila prva katastrofa. Nisam vidio automobil (17)_____ jakog bljeska i nisam ga čuo (18)_____ dolazi zbog grmljavine. Odjednom, ogromna masa (19)_____ poletjela je iz

lokve pokraj pločnika (20)_____ mom pravcu. Bio sam potpuno (21)_____ vodom. U neku ruku to nije (22)_____ bilo bitno jer sam ionako već (23)_____ mokr kao miš. Ali ta voda (24)_____ pločnika smočila je i knjige (25)_____ papire u mojoj torbi. 'Pa što?' (26)_____ ćete pomisliti. 'Kakva je katastrofa to što se smočilo (27)_____ knjiga, pogotovo ako su to školske (28)_____?' Slažem se. Ni ja se nekoliko (29)_____ nisam previše uzbuđivao, sve dok nisam (30)_____ da je unutra bila napisana i (31)_____ kako doći do optičara. Otac (32)_____ je napisao penkalom koju sam mu (33)_____ za Božić. Tinta se razlila na (34)_____ strane, čineći tekst nečitljivim. Zakasnio bih (35)_____, ali ovo je značilo da vjerojatno (36)_____ nikada ni stići. Nakon pet minuta, (37)_____ se autobus napokon pojavio, razmišljao sam (38)_____ tome kako više ništa nije moglo (39)_____ naopako. Ali nažalost, nisam bio u (40)_____.

TASK 2

In this task you have to translate the following words into Croatian. For verbs marked with * (written in black) you have to write two meanings, whereas for others only one meaning is sufficient (if you want, you may add an additional meaning to other verbs as well).

1. spremiti	10. poštovati	19. otrovati	28. mrziti
2. napasti	11. obući*	20. pregovarati	29. ragovarati
3. voljeti	12. stići*	21. zagrliti	30. pobjeći
4. maskirati	13. ubosti	22. pasti	31. izbjegavati
5. ignorirati	14. surađivati	23. opeći	32. upoznati
6. ubiti	15. obrijati	24. naoružati	33. porezati
7. nestati	16. zahtijevati	25. raniti	34. obraniti
8. komunicirati	17. provocirati	26. maziti	
9. ogrepsti	18. poljubiti	27. oprati	

TASK 3

In this task I am interested in your opinion on the acceptability of a certain number of Croatian sentences. The task consists of a series of pictures accompanied by two sentences, each one of which has a numerical scale from -3 to +3 below it. The meanings of the numbers are the following:

-3 = completely unacceptable

-2 = unacceptable

-1 = somewhat unacceptable

0 = I can't decide

+1 = somewhat acceptable

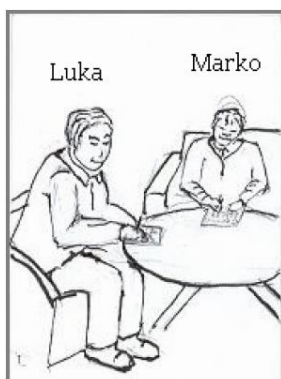
+2 = acceptable

+3 = completely acceptable

For each sentence you need to circle ONE number to show how acceptable you think that sentence is. While doing this, it is important that you take into account both how well the sentence matches the situation depicted in the picture and whether you think it is grammatically acceptable. In some cases both sentences in the pair can be acceptable, sometimes only one of them, and sometimes none of the two is acceptable. You should not compare the sentences, but judge each case separately. You should answer according to your intuition, i.e. according to how the sentences 'sound' to you.

Please mark the sentences in the order in which they are given and do not go back to change your answers.

Example 1 (no need to mark it)



	-3	-2	-1	0	+1	+2	+3
Luka i Marko pišu.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Luka i Marko pišu pisma.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Explanation: In this example both sentences are acceptable because they can be matched with the situation in the picture and because they are grammatically correct. Therefore, they should both be given a positive mark.

Example 2 (no need to mark it)



	-3	-2	-1	0	+1	+2	+3
Nikola se budi.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Budi Nikola se.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

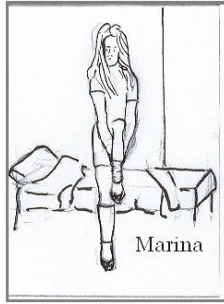
Explanation: In this example only the first sentence is acceptable because the second one, despite matching the picture in meaning, is not grammatically correct. This means that the first sentence should be marked positively, and the second one negatively.

Example 3 (no need to mark it)



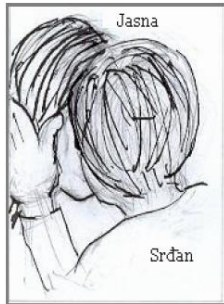
	-3	-2	-1	0	+1	+2	+3
Ana se svad̄a s Kristijanom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ana i Kristijan se svad̄aju s Leom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Explanation: In this example only the first sentence is acceptable because the second one is not suitable as a description of the content of the picture, even though it is grammatically correct and it could be used in a different context. Again, the first sentence should get a positive and the second sentence a negative mark.



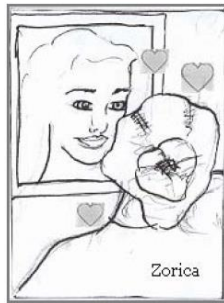
1.

	-3	-2	-1	0	+1	+2	+3
Marina se obukla.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Marina je obukla.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



2.

	-3	-2	-1	0	+1	+2	+3
Jasna i Srđan su se poljubili.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jasna i Srđan su poljubili.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



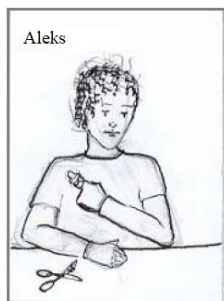
3.

	-3	-2	-1	0	+1	+2	+3
Zorica se voli samu sebe.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Zorica se voli.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



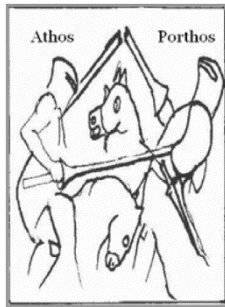
4.

	-3	-2	-1	0	+1	+2	+3
Bojan i Saša su razgovarali.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bojan i Saša su se razgovarali.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



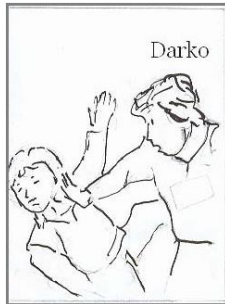
5.

	-3	-2	-1	0	+1	+2	+3
Aleks je porezao.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Aleks se porezao samog sebe.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



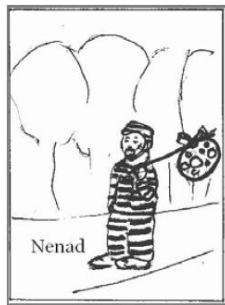
6.

	-3	-2	-1	0	+1	+2	+3
Athos i Porthos su ranili.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Athos i Porthos su se ranili jedan drugog.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



7.

	-3	-2	-1	0	+1	+2	+3
Darko se obranio.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Darko je obranio.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



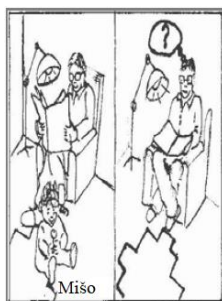
8.

	-3	-2	-1	0	+1	+2	+3
Nenad se pobjegao iz zatvora.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Nenad je pobjegao sam sebe iz zatvora.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



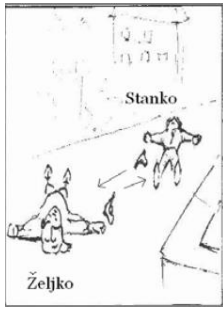
9.

	-3	-2	-1	0	+1	+2	+3
Milan je oprao samog sebe.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Milan se oprao samog sebe.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



10.

	-3	-2	-1	0	+1	+2	+3
Mišo je nestao sam sebe.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mišo je nestao.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



11.

	-3	-2	-1	0	+1	+2	+3
Željko i Stanko su se ubili jedan drugog u dvoboju	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Željko i Stanko su ubili jedan drugog u dvoboju.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



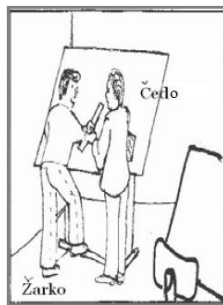
12.

	-3	-2	-1	0	+1	+2	+3
Ivica je maskirao samog sebe.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ivica je maskirao.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



13.

	-3	-2	-1	0	+1	+2	+3
Ivana i Branko su zagrlili jedno drugo.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ivana i Branko su se zagrlili.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



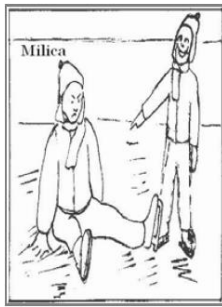
14.

	-3	-2	-1	0	+1	+2	+3
Žarko i Čedo su se surađivali jedan drugog.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Žarko i Čedo su surađivali jedan drugog.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



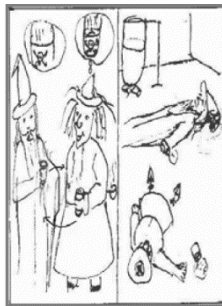
15.

	-3	-2	-1	0	+1	+2	+3
Marijana je ubola samu sebe.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Marijana je ubola.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



16.

	-3	-2	-1	0	+1	+2	+3
Milica se pala sama sebe na ledu.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Milica je pala sama sebe na ledu.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



17.

	-3	-2	-1	0	+1	+2	+3
Vještica i čarobnjak su se otrovali.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vještica i čarobnjak su otrovali.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



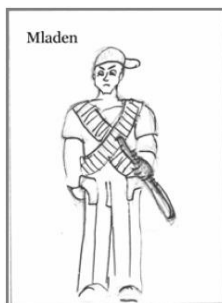
18.

	-3	-2	-1	0	+1	+2	+3
Ratko se poštuje.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ratko poštuje samog sebe.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



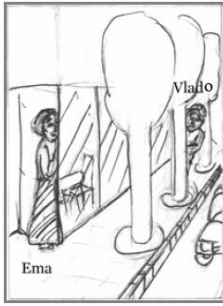
19.

	-3	-2	-1	0	+1	+2	+3
Slavica i Juraj su mazili jedno drugo.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Slavica i Juraj su mazili.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



20.

	-3	-2	-1	0	+1	+2	+3
Mladen je naoružao samog sebe.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mladen se naoružao samog sebe.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



21.

	-3	-2	-1	0	+1	+2	+3
Ema i Vlado izbjegavaju.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ema i Vlado izbjegavaju jedno drugo.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



22.

	-3	-2	-1	0	+1	+2	+3
Ivan se ogrebao samog sebe.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ivan se ogrebao.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



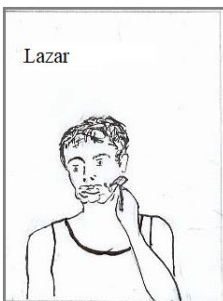
23.

	-3	-2	-1	0	+1	+2	+3
Nada je stigla kući.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Nada se stigla sama sebe kući.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



24.

	-3	-2	-1	0	+1	+2	+3
Kosta i Miljenko su se pregovarali.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Kosta i Miljenko su pregovarali jedan drugog.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



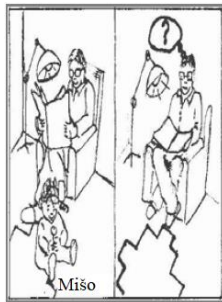
25.

	-3	-2	-1	0	+1	+2	+3
Lazar se obrijao.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lazar se obrijao samog sebe.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



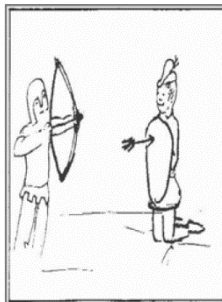
26.

	-3	-2	-1	0	+1	+2	+3
Aleksandar i Dragan se provociraju jedan drugog.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Aleksandar i Dragan provociraju.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



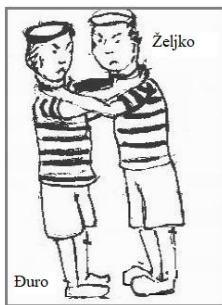
27.

	-3	-2	-1	0	+1	+2	+3
Mišo se nestao sam sebe.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mišo se nestao.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



28.

	-3	-2	-1	0	+1	+2	+3
Robin Hood se zaštitio samog sebe od strijela.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Robin Hood se zaštitio od strijela.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



29.

	-3	-2	-1	0	+1	+2	+3
Đuro i Željko su napali jedan drugog.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Đuro i Željko su se napali.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



30.

	-3	-2	-1	0	+1	+2	+3
Katja je opekla samu sebe.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Katja se opekla.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



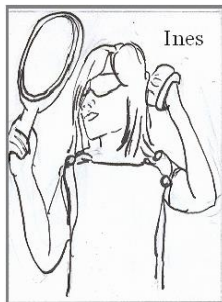
31.

	-3	-2	-1	0	+1	+2	+3
Marko i Drago se ignoriraju.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Marko i Drago se ignoriraju jedan drugog.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



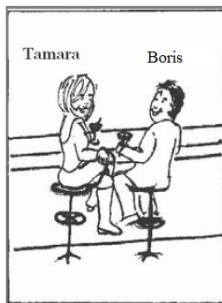
32.

	-3	-2	-1	0	+1	+2	+3
Svjetlana mrzi.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Svjetlana se mrzi samu sebe.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



33.

	-3	-2	-1	0	+1	+2	+3
Ines je spremila za izlazak.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ines je spremila samu sebe za izlazak.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



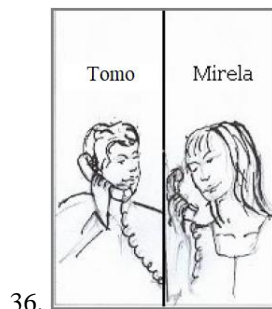
34.

	-3	-2	-1	0	+1	+2	+3
Tamara i Boris su se upoznali jedno drugo u kafiću.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tamara i Boris su se upoznali u kafiću.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

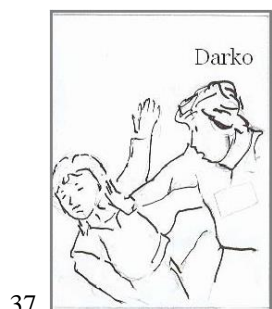


35.

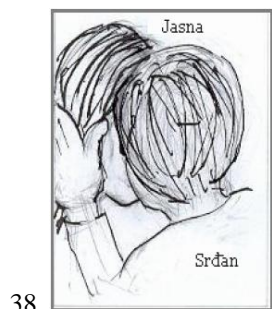
	-3	-2	-1	0	+1	+2	+3
Zorica voli.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Zorica voli samu sebe.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



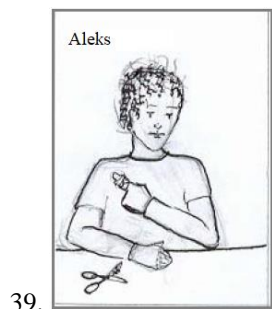
	-3	-2	-1	0	+1	+2	+3
Tomo i Mirela su komunicirali telefonom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tomo i Mirela su se komunicirali jedno drugo telefonom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



	-3	-2	-1	0	+1	+2	+3
Darko se obranio samog sebe.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Darko je obranio samog sebe.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



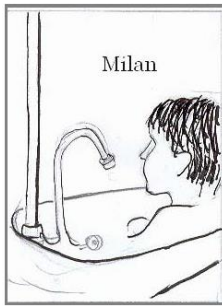
	-3	-2	-1	0	+1	+2	+3
Jasna i Srđan su se poljubili jedno drugo.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jasna i Srđan su poljubili jedno drugo.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



	-3	-2	-1	0	+1	+2	+3
Aleks je porezao samog sebe.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Aleks se porezao.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

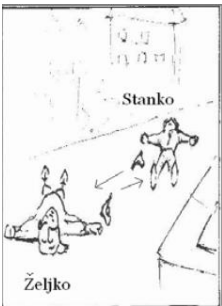


	-3	-2	-1	0	+1	+2	+3
Bojan i Saša su razgovarali jedan drugog.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bojan i Saša su se razgovarali jedan drugog.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



41.

	-3	-2	-1	0	+1	+2	+3
Milan se oprao.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Milan je oprao.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



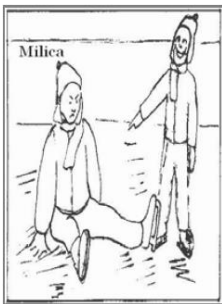
42.

	-3	-2	-1	0	+1	+2	+3
Željko i Stanko su se ubili u dvoboju.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Željko i Stanko su ubili u dvoboju.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



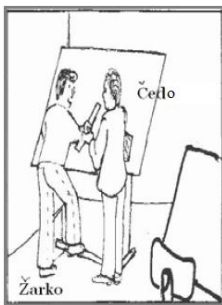
43.

	-3	-2	-1	0	+1	+2	+3
Ivica se maskirao.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ivica se maskirao samog sebe.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



44.

	-3	-2	-1	0	+1	+2	+3
Milica se pala na ledu.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Milica je pala na ledu.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



45.

	-3	-2	-1	0	+1	+2	+3
Žarko i Čedo su surađivali.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Žarko i Čedo su se surađivali.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



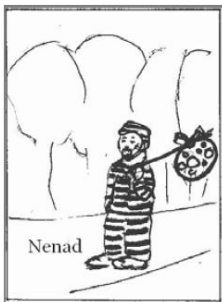
46.

	-3	-2	-1	0	+1	+2	+3
Ivana i Branko su zagrlili.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ivana i Branko su se zagrlili jedno drugo.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



47.

	-3	-2	-1	0	+1	+2	+3
Aleksandar i Dragan provociraju jedan drugog.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Aleksandar i Dragan se provociraju.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



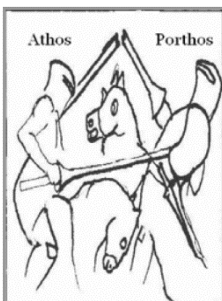
48.

	-3	-2	-1	0	+1	+2	+3
Nenad je pobjegao iz zatvora.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Nenad se pobjegao sam sebe iz zatvora.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



49.

	-3	-2	-1	0	+1	+2	+3
Ivan je ogrebao samog sebe.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ivan je ogrebao.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



50.

	-3	-2	-1	0	+1	+2	+3
Athos i Porthos su se ranili.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Athos i Porthos su ranili jedan drugog.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



51.

	-3	-2	-1	0	+1	+2	+3
Ratko se poštuje samog sebe.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ratko poštuje.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



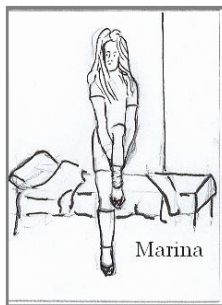
52.

	-3	-2	-1	0	+1	+2	+3
Tomo i Mirela su se komunicirali telefonom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tomo i Mirela su komunicirali jedno drugo telefonom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



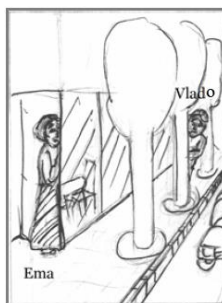
53.

	-3	-2	-1	0	+1	+2	+3
Mladen je naoružao.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mladen se naoružao.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



54.

	-3	-2	-1	0	+1	+2	+3
Marina se obukla samu sebe.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Marina je obukla samu sebe.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



55.

	-3	-2	-1	0	+1	+2	+3
Ema i Vlado se izbjegavaju.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ema i Vlado se izbjegavaju jedno drugo.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



56.

	-3	-2	-1	0	+1	+2	+3
Nada se stigla kući.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Nada je stigla sama sebe kući.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



57.

	-3	-2	-1	0	+1	+2	+3
Kosta i Miljenko su se pregovarali jedan drugog.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Kosta i Miljenko su pregovarali.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



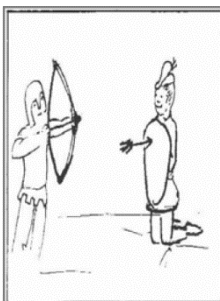
58.

	-3	-2	-1	0	+1	+2	+3
Marijana se ubola samu sebe.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Marijana se ubola.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



59.

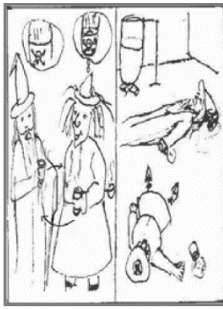
	-3	-2	-1	0	+1	+2	+3
Slavica i Juraj su se mazili.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Slavica i Juraj su se mazili jedno drugo.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



60.

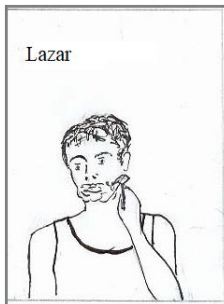
	-3	-2	-1	0	+1	+2	+3
Robin Hood je zaštitio samog sebe od strijela.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Robin Hood je zaštitio od strijela.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

61.



	-3	-2	-1	0	+1	+2	+3
Vještica i čarobnjak su otrovali jedno drugo.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vještica i čarobnjak su se otrovali jedno drugo.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

62.



	-3	-2	-1	0	+1	+2	+3
Lazar je obrijao samog sebe.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lazar je obrijao.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

63.



	-3	-2	-1	0	+1	+2	+3
Marko i Drago ignoriraju.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Marko i Drago ignoriraju jedan drugog.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

64.

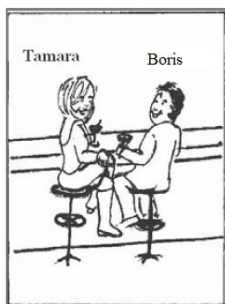


	-3	-2	-1	0	+1	+2	+3
Katja je opekla.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Katja se opekla samu sebe.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

65.

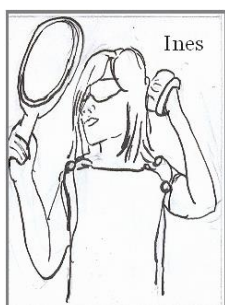


	-3	-2	-1	0	+1	+2	+3
Svjetlana mrzi samu sebe.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Svjetlana se mrzi.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



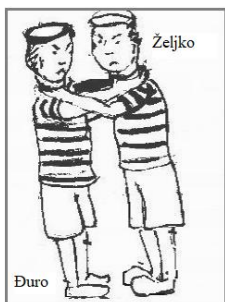
66.

	-3	-2	-1	0	+1	+2	+3
Tamara i Boris su upoznali u kafiću.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tamara i Boris su upoznali jedno drugo u kafiću.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



67.

	-3	-2	-1	0	+1	+2	+3
Ines se spremila samu sebe za izlazak.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ines se spremila za izlazak.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



68.

	-3	-2	-1	0	+1	+2	+3
Đuro i Željko su se napali jedan drugog.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Đuro i Željko su se napali.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

TASK 4

In this task you have to read a certain number of sentences and for each one of them you need to judge whether it is acceptable or not in Croatian. Next to each sentence there is a scale from -3 to +3, on which you need to mark ONE number per sentence. The meanings of the numbers are the following:

-3 = completely unacceptable

-2 = unacceptable

-1 = somewhat unacceptable

0 = I can't decide

+1 = somewhat acceptable

+2 = acceptable

+3 = completely acceptable

'Acceptable' in this case means that the sentence is both grammatically correct and meaningful.

Please mark the sentences in the order in which they are given and do not go back to change your answers.

Example 1 (no need to mark it)

	-3	-2	-1	0	+1	+2	+3
Mirko stanuje u Zagrebu.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Explanation: This sentence is acceptable in Croatian and it should be given a positive mark.

Example 2 (no need to mark it)

	-3	-2	-1	0	+1	+2	+3
Mirko je bio stanovan u Zagrebu.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Explanation: This sentence is unacceptable in Croatian and it should be given a negative mark.

Example 3 (no need to mark it)

	-3	-2	-1	0	+1	+2	+3
Zagreb je stanovao u Mirku.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Explanation: This sentence is meaningless and it should be given a negative mark.

	-3	-2	-1	0	+1	+2	+3
1. Stjepan voli Vesnu.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Marija se upoznala Gogu.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Vojko je nestao Dejana.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Mirna se porezala Ivonu.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Siniša i Sara su se igrali.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Anka je oprala Milu.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Tina se mrzi Kostu.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Ivan se je probudio.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Goran je obranio Bobana.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Maja se razboljela.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Ivica provocira Vericu.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Olivera i Milena se posvađale.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Vera se je uplašila.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Nina ignorira Jadranku.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Ana je pobjega Tanju.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Milan je naoružao Dragana.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Tihana je surađivala Danicu.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Aleksandar je poljubio Sanju.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Dijana se otrovala Anitu.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. Andrej se je naljutio.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

21. Nenad i Stipe su se smijali.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. Boris se ograbao Emu.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. Filip je razgovarao Duška.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. Ljubomir se obrijao Nikolu.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. Olga i Bojana su se šalile.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26. Bojan se ubio Janka.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27. Ivan se probudio.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28. Stjepan se voli Vesnu.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29. Mirna je porezala Ivonu.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30. Goran se obranio Bobana.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
31. Marija je upoznala Gogu.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
32. Nina se ignorira Jadranku.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
33. Tina mrzi Kostu.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
34. Maja se je razboljela.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
35. Siniša i Sara se igrali.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
36. Dijana je otrovala Anitu.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
37. Milan se naoružao Dragana.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
38. Anka se oprala Milu.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
39. Vera se uplašila.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
40. Aleksandar se poljubio Sanju.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
41. Olivera i Milena su se posvađale.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
42. Andrej se naljutio.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
43. Boris je ograbao Emu.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
44. Ivica se provocira Vericu.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
45. Nenad i Stipe se smijali.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
46. Bojan je ubio Janka.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
47. Olga i Bojana se šalile.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
48. Ljubomir je obrijao Nikolu.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Appendix 3. Questionnaire 3: L2 English (Group A)

UVOD I OPĆE UPUTE

Cilj je ovog upitnika ispitati je gramatičke intuicije izvornih govornika hrvatskoga koji govore engleski jezik i dio je istraživanja koje se provodi u okviru diplomskog rada na Odsjeku za engleski jezik i književnost Filozofskog fakulteta u Rijeci. Rezultati će biti upotrijebljeni isključivo u svrhe istraživanja.

Upitnik se sastoji od četiri zadatka. Molim Vas da ih rješavate redom koji su zadani i da se ne vraćate na prethodne zadatke. Napravite pauzu kadgod osjetite da Vam je potreban odmor.

Prije nego što prijedete na same zadatke, molim Vas da odgovorite na nekoliko osobnih pitanja. Podatci koje navedete biti će korišteni isključivo za potrebe istraživanja, a Vaše će ime ostati strogo povjerljivo.

Hvala Vam na pomoći!

* Obavezno

1. Opći podatci

1. Ime:
2. Prezime:
3. Spol*:
4. Dob*:
5. Zanimanje*:

2. Zemlje prebivanja

6. Zemlja rođenja*:
7. Zemlja u kojoj trenutno živite/boravite: Otkad?*
8. Druge zemlje u kojima ste živjeli/boravili: Koliko dugo?*

3. Jezici koje govorite

9. Materinski jezik/jezici*:
10. Ostali jezici*:
11. Ako govorite druge jezike, molim Vas da navedete s koliko ste ih godina počeli učiti. Za svaki od navedenih jezika (ako je primjenjivo), molim Vas da navedete na koji ste ih način učili (tečaj jezika, duži boravak u zemlji u kojoj se jezik govori, u školi, na fakultetu, itd.):*:
12. Za svaki od navedenih jezika (ako je primjenjivo), molim Vas da samostalno procijenite vlastito znanje na ljestvici od 1 do 5. (1-osnovno poznavanje, 2-osrednje poznavanje, 3-funkcionalno poznavanje, 4-dobro poznavanje, 5-odlično poznavanje)*

ZADATAK 1

U ovom zadatku trebate nadopuniti praznine u tekstu. U svaki prazan prostor treba upisati samo JEDNU riječ. Imajte na umu da se dvije riječi napisane zajedno broje kao jedna riječ (npr. didn't, cannot), a dvije riječi koje su napisane odvojeno (npr. did not) kao dvije. Ukoliko se sjetite više mogućih odgovora za jednu prazninu, morate se odlučiti za jednu od mogućnosti.

Rad praktičnijeg rješavanja zadatka, molim Vas da najprije pročitate tekst u cijelosti, a da tek nakon toga počnete nadopunjavati praznine u njemu. A ako u rečenici nedostaje više riječi, numerirajte svoje odgovore na sljedeći način: 1. prva riječ, 2. druga riječ, 3. treća riječ, itd. Ukoliko je potrebno, možete se vratiti na tekst kako bi shvatili značenje rečenice.

The Day It Rained

It was a very rainy day. It usually rains when I'm in (1) _____ hurry. I had to wait at (2) _____ bus-stop for nearly half an hour. (3) _____ jacket wasn't waterproof and it didn't (4) _____ the water from reaching my jumper. (5) _____ it started to thunder I wasn't (6) _____, but I was annoyed. The trouble (7) _____ school had been bad enough, but (8) _____ seemed that now even the sky (9) _____ angry with me. But I simply (10) _____ to leave early in order to (11) _____ to the opticians! It's not every (12) _____ that your granny offers to pay (13) _____ a new pair of glasses for (14) _____, is it!

The sky was dark (15)_____ going almost black in places. I (16)_____ remember looking up the sky just (17)_____ the first disaster happened. I hadn't (18)_____ the car because of the sudden (19)_____ and I hadn't heard it coming (20)_____ of the thunder. Suddenly, a sheet (21)_____ water was thrown from the enormous (22)_____ at the kerb in my direction. (23)_____ was completely drenched. In a way (24)_____ didn't matter as I was soaking (25)_____ already. But, the water from the (26)_____ did finally ensure that the books (27)_____ papers in my bag got drenched. '(28)_____ what?' you may be thinking. 'What's (29)_____ disaster in a couple of books (30)_____ a little bit wet, especially if (31)_____ are homework books?' I agree. I (32)_____ too put out either for a (33)_____ seconds until I realized that apart (34)_____ the homework books, there were also (35)_____ written instructions on how to get (36)_____ the opticians. My father had used (37)_____ fountain pen that I had bought (38)_____ for Christmas. The ink had run (39)_____ making it completely unreadable. I was (40)_____ to be late as it was. This would mean that I'd probably never get there at all.

ZADATAK 2

U ovom je zadatku potrebno prevesti određen broj engleskih glagola na hrvatski jezik. Za glagole označene znakom * CRNE BOJE potrebno je napisati dva značenja, dok je za ostale dovoljno navesti po jedno značenje, ali možete dodati i drugo ako želite.

1. arrive	10. attack	19. poison	28. collaborate
2. disguise	11. kiss	20. defend	29. wash
3. provoke*	12. negotiate	21. kill	30. escape
4. hate	13. burn	22. prepare	31. cut
5. disappear	14. caress	23. scratch	32. avoid
6. wound	15. converse	24. protect	33. arm
7. shave	16. dress	25. hug	34. ignore
8. prick	17. fall	26. meet	
9. love	18. communicate	27. respect	

ZADATAK 3

U ovom se zadatku traži Vaše mišljenje o prihvatljivosti određenog broja rečenica na engleskom jeziku. Zadatak se sastoji od niza slika uz koje stoje po dvije rečenice te uz svaku rečenicu mjerna ljestvica od -3 do +3. Ti brojevi imaju sljedeća značenja:

-3 = potpuno neprihvatljivo

-2 = neprihvatljivo

-1 = djelomično neprihvatljivo

0 = ne mogu se odlučiti

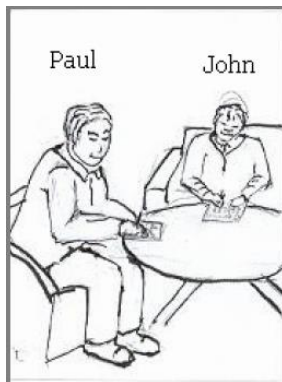
+1 = djelomično prihvatljivo

+2 = prihvatljivo

+3 = potpuno prihvatljivo

Za svaku je rečenicu potrebno odabrati JEDAN broj kojim ćete iskazati svoje mišljenje o prihvatljivosti rečenice. Pritom je važno voditi računa i o tome koliko rečenica odgovara situaciji prikazanoj na slici i o tome djeluje li Vam gramatički prihvatljivo. U nekim slučajevima obje rečenice u paru mogu biti prihvatljive, ponekad je to samo jedna, a ponekad niti jedna od dvije rečenice nije prihvatljiva. Nemojte uspoređivati rečenice, već ocijenite svaki slučaj zasebno. Od Vas se očekuje da odgovarate prema intuiciji, odnosno prema tome kako Vam rečenice 'zvuče'. Ocjenjujte rečenice redom kojim su zadane i nemojte se vraćati unatrag i mijenjati odgovore.

Primjer 1 (nije potrebno ocijeniti)



	-3	-2	-1	0	+1	+2	+3
Paul and John are writing.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Paul and John are writing letters.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Objašnjenje: U ovom su primjeru obje rečenice prihvatljive jer obje odgovaraju situaciji prikazanoj na slici te zato što su obje gramatički ispravne.

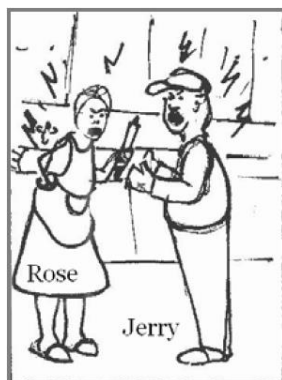
Primjer 2 (nije potrebno ocijeniti)



	-3	-2	-1	0	+1	+2	+3
Nick is waking up.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Nick up is waking.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

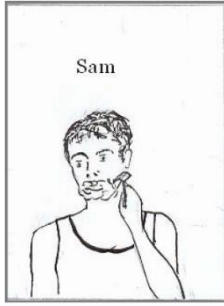
Objašnjenje: U ovom je primjeru samo prva rečenica prihvatljiva jer druga nije gramatički ispravna, usprkos tome što odgovara slici po značenju.

Primjer 3 (nije potrebno ocijeniti)



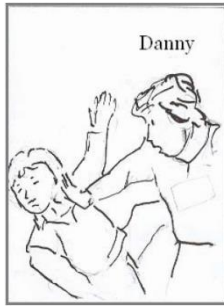
	-3	-2	-1	0	+1	+2	+3
Rose is arguing with Jerry..	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rose and Jerry are arguing with Eve.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Objašnjenje: U ovom je primjeru samo prva rečenica prihvatljiva jer druga ne odgovara kao opis sadržaja slike, bez obzira na to što je gramatički ispravna i mogla bi se upotrijebiti u nekom drugom kontekstu.



1.

	-3	-2	-1	0	+1	+2	+3
Sam got shaved.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sam shaved.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



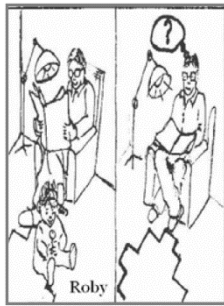
2.

	-3	-2	-1	0	+1	+2	+3
Danny got himself defended.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Danny got defended.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



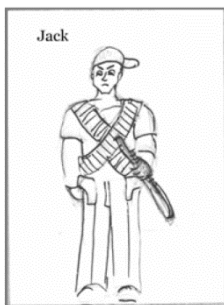
3.

	-3	-2	-1	0	+1	+2	+3
Sally and Jim hugged.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sally and Jim hugged each other.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



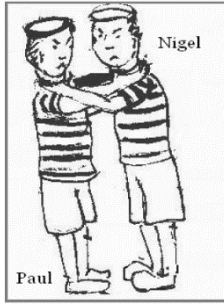
4.

	-3	-2	-1	0	+1	+2	+3
Roby got disappeared.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Roby disappeared himself.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



5.

	-3	-2	-1	0	+1	+2	+3
Jack got armed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jack got himself armed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



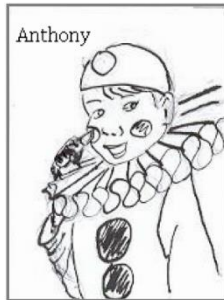
6.

	-3	-2	-1	0	+1	+2	+3
Paul and Nigel attacked.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Paul and Nigel got each other attacked.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



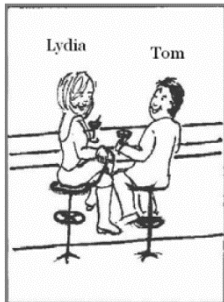
7.

	-3	-2	-1	0	+1	+2	+3
Mark gets respected.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mark respects.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



8.

	-3	-2	-1	0	+1	+2	+3
Anthony disguised himself.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Anthony got himself disguised.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



9.

	-3	-2	-1	0	+1	+2	+3
Lydia and Tom met each other in a bar.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lydia and Tom met in a bar.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



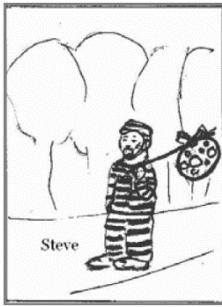
10.

	-3	-2	-1	0	+1	+2	+3
Larry and Mike conversed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Larry and Mike got each other conversed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



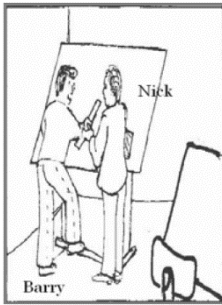
11.

	-3	-2	-1	0	+1	+2	+3
Andy cut.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Andy cut himself.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



12.

	-3	-2	-1	0	+1	+2	+3
Steve got himself escaped from prison.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Steve got escaped from prison.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



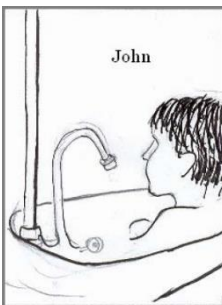
13.

	-3	-2	-1	0	+1	+2	+3
Barry and Nick collaborated each other.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Barry and Nick got each other collaborated.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



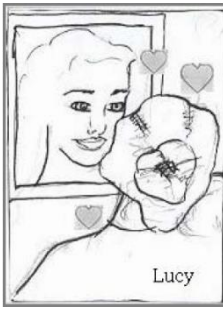
14.

	-3	-2	-1	0	+1	+2	+3
Robert and Chris are getting ignored.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Robert and Chris are ignoring each other.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



15.

	-3	-2	-1	0	+1	+2	+3
John got himself washed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
John got washed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



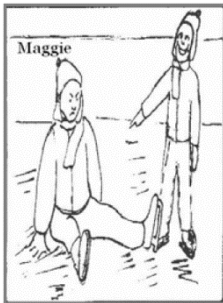
16.

	-3	-2	-1	0	+1	+2	+3
Lucy loves herself.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lucy gets loved.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



17.

	-3	-2	-1	0	+1	+2	+3
Jane got burnt.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jane burnt.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



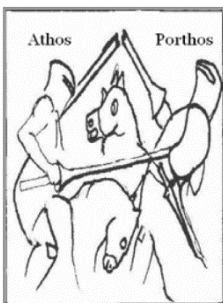
18.

	-3	-2	-1	0	+1	+2	+3
Maggie fell on the ice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Maggie got fallen on the ice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



19.

	-3	-2	-1	0	+1	+2	+3
Emma and George kissed each other.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Emma and George got kissed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



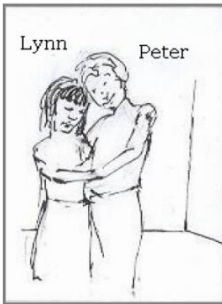
20.

	-3	-2	-1	0	+1	+2	+3
Athos and Porthos got each other wounded.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Athos and Porthos got wounded.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



21.

	-3	-2	-1	0	+1	+2	+3
Marian pricked.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Marian got pricked.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



22.

	-3	-2	-1	0	+1	+2	+3
Lynn and Peter got caressed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lynn and Peter caressed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



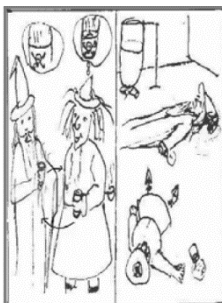
23.

	-3	-2	-1	0	+1	+2	+3
Martha arrived herself home.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Martha got herself arrived home.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



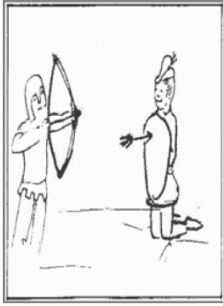
24.

	-3	-2	-1	0	+1	+2	+3
Christine hates.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Christine hates herself.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



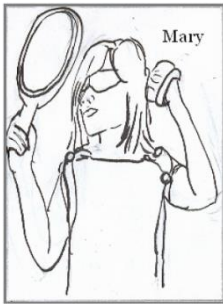
25.

	-3	-2	-1	0	+1	+2	+3
The wizard and the witch poisoned each other.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The wizard and the witch got poisoned.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



26.

	-3	-2	-1	0	+1	+2	+3
Robin Hood got protected from the arrows.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Robin Hood protected himself from the arrows.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



27.

	-3	-2	-1	0	+1	+2	+3
Mary got prepared to go out.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mary prepared herself to go out.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



28.

	-3	-2	-1	0	+1	+2	+3
Max got himself scratched.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Max scratched.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



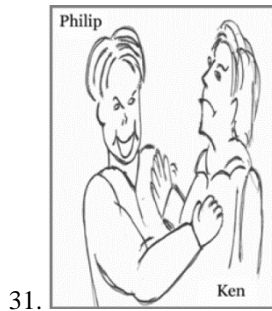
29.

	-3	-2	-1	0	+1	+2	+3
Sally and Jim got hugged.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sally and Jim got each other hugged.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

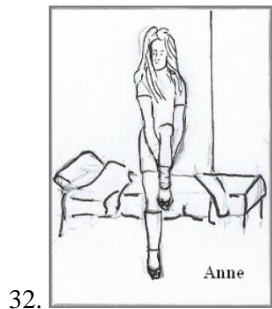


30.

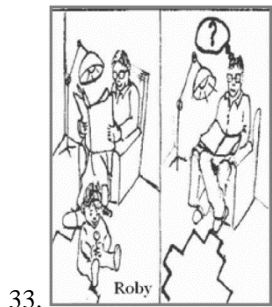
	-3	-2	-1	0	+1	+2	+3
Michael and Katie communicated each other by phone.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Michael and Katie got each other communicated by phone.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



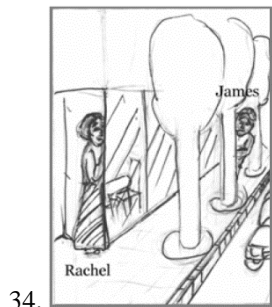
	-3	-2	-1	0	+1	+2	+3
Philip and Ken are getting each other provoked.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Philip and Ken are getting provoked.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



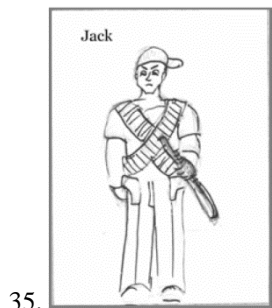
	-3	-2	-1	0	+1	+2	+3
Anne got herself dressed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Anne got dressed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



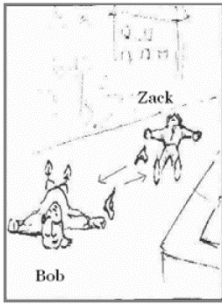
	-3	-2	-1	0	+1	+2	+3
Roby disappeared.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Roby got himself disappeared.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



	-3	-2	-1	0	+1	+2	+3
Rachel and James are avoiding each other.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rachel and James are getting each other avoided.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

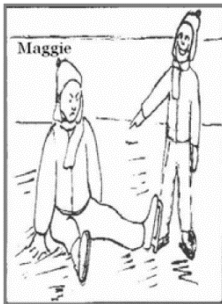


	-3	-2	-1	0	+1	+2	+3
Jack armed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jack armed himself.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



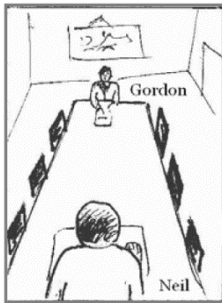
36.

	-3	-2	-1	0	+1	+2	+3
Bob and Zack killed each other in a duel.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bob and Zack got killed in a duel.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



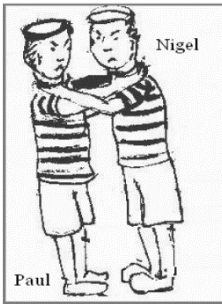
37.

	-3	-2	-1	0	+1	+2	+3
Maggie fell herself on the ice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Maggie got herself fallen on the ice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



38.

	-3	-2	-1	0	+1	+2	+3
Neil and Gordon negotiated.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Neil and Gordon got negotiated.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



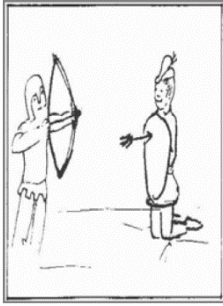
39.

	-3	-2	-1	0	+1	+2	+3
Paul and Nigel got attacked.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Paul and Nigel attacked each other.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



40.

	-3	-2	-1	0	+1	+2	+3
Mark respects himself.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mark gets himself respected.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



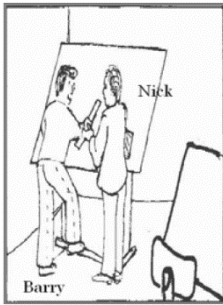
41.

	-3	-2	-1	0	+1	+2	+3
Robin Hood protected from arrows.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Robin Hood got himself protected from the arrows.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



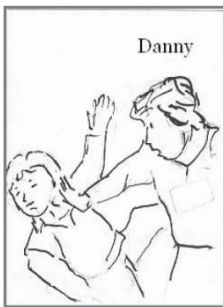
42.

	-3	-2	-1	0	+1	+2	+3
Jane burnt herself.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jane got herself burnt.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



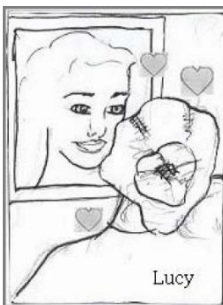
43.

	-3	-2	-1	0	+1	+2	+3
Barry and Nick got collaborated.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Barry and Nick collaborated.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



44.

	-3	-2	-1	0	+1	+2	+3
Danny defended himself.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Danny defended.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



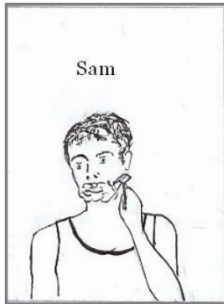
45.

	-3	-2	-1	0	+1	+2	+3
Lucy gets herself loved.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lucy loves.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



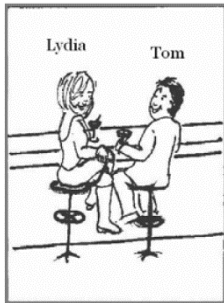
46.

	-3	-2	-1	0	+1	+2	+3
Robert and Chris are getting each other ignored.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Robert and Chris are ignoring.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



47.

	-3	-2	-1	0	+1	+2	+3
Sam got himself shaved.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sam shaved himself.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



48.

	-3	-2	-1	0	+1	+2	+3
Lydia and Tom got each other met in a bar.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lydia and Tom got met in a bar.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



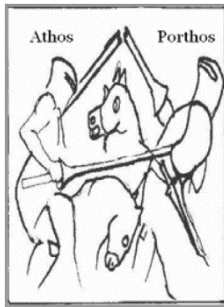
49.

	-3	-2	-1	0	+1	+2	+3
Larry and Mike got conversed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Larry and Mike conversed each other.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



50.

	-3	-2	-1	0	+1	+2	+3
Andy got cut.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Andy got himself cut.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



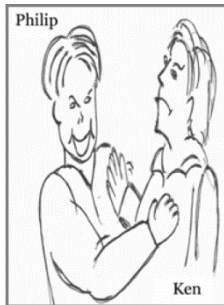
51.

	-3	-2	-1	0	+1	+2	+3
Athos and Porthos wounded.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Athos and Porthos wounded each other.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



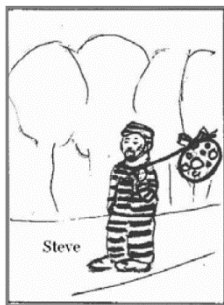
52.

	-3	-2	-1	0	+1	+2	+3
Mary got herself prepared to go out.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mary prepared to go out.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



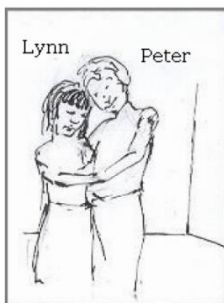
53.

	-3	-2	-1	0	+1	+2	+3
Philip and Ken are provoking.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Philip and Ken are provoking each other.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



54.

	-3	-2	-1	0	+1	+2	+3
Steve escaped from prison.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Steve escaped himself from prison.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



55.

	-3	-2	-1	0	+1	+2	+3
Lynn and Peter got each other caressed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lynn and Peter caressed each other.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



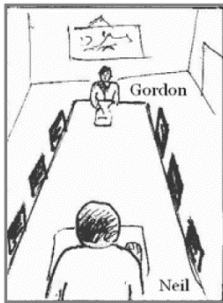
56.

	-3	-2	-1	0	+1	+2	+3
Max scratched himself.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Max got scratched.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



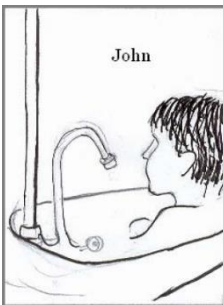
57.

	-3	-2	-1	0	+1	+2	+3
Christine gets herself hated.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Christine gets hated.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



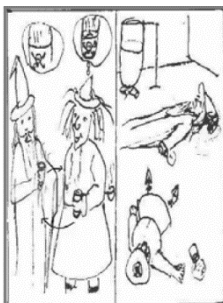
58.

	-3	-2	-1	0	+1	+2	+3
Neil and Gordon negotiated each other.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Neil and Gordon got each other negotiated.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



59.

	-3	-2	-1	0	+1	+2	+3
John washed himself.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
John washed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



60.

	-3	-2	-1	0	+1	+2	+3
The wizard and the witch poisoned.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The wizard and the witch got each other poisoned.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



61.

	-3	-2	-1	0	+1	+2	+3
Marian got herself pricked.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Marian pricked herself.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



62.

	-3	-2	-1	0	+1	+2	+3
Michael and Katie got communicated by phone.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Michael and Katie communicated by phone.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



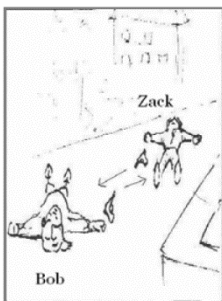
63.

	-3	-2	-1	0	+1	+2	+3
Martha got arrived home.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Martha arrived home.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



64.

	-3	-2	-1	0	+1	+2	+3
Emma and George kissed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Emma and George got each other kissed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



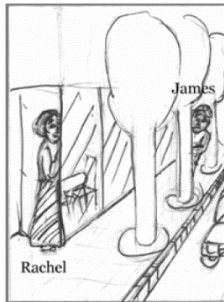
65.

	-3	-2	-1	0	+1	+2	+3
Bob and Zack killed in a duel.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bob and Zack got each other killed in a duel.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



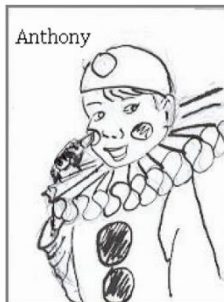
66.

	-3	-2	-1	0	+1	+2	+3
Anne dressed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Anne dressed herself.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



67.

	-3	-2	-1	0	+1	+2	+3
Rachel and James are getting avoided.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rachel and James are avoiding.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



68.

	-3	-2	-1	0	+1	+2	+3
Anthony got disguised.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Anthony disguised.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

ZADATAK 4

U ovom je zadatku potrebno pročitati određen broj rečenica i za svaku ocijeniti je li prihvatljiva ili ne u engleskom jeziku. Pored svake rečenice dana je mjerna ljestvica od -3 do +3, na kojoj trebate označiti JEDAN broj. Značenja brojeva su sljedeća:

- 3 = potpuno neprihvatljivo
- 2 = neprihvatljivo
- 1 = djelomično neprihvatljivo
- 0 = ne mogu se odlučiti
- +1 = djelomično prihvatljivo
- +2 = prihvatljivo
- +3 = potpuno prihvatljivo

'Prihvatljivo' u ovom slučaju znači da je rečenica gramatički ispravna i smisljena.

Ocjenjujte rečenice redom kojim su zadane i nemojte se vraćati unatrag i mijenjati odgovore.

Primjer 1 (nije potrebno ocijeniti)

	-3	-2	-1	0	+1	+2	+3
Dan lives in London.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Objašnjenje: Ova je rečenica prihvatljiva u engleskom jeziku i treba joj dati pozitivnu ocjenu.

Primjer 2 (nije potrebno ocijeniti)

	-3	-2	-1	0	+1	+2	+3
Dave was lived in London.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Objašnjenje: Ova je rečenica neprihvatljiva u engleskom jeziku i treba joj dati negativnu ocjenu..

Primjer 3 (nije potrebno ocijeniti)

	-3	-2	-1	0	+1	+2	+3
London lives Dave.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Objašnjenje: Ova je rečenica besmislena i treba joj dati negativnu ocjenu.

	-3	-2	-1	0	+1	+2	+3
1. Jonathan defended Richard.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Melissa escaped Tania.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Oliver got Molly loved.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Fred conversed Daniel.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Maria got Sandy met.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Megan got Thomas ignored.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Emanuel is provoking Laura.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Kathy gets poisoned.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Tina gets David hated.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Stanley loves Valerie.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Liam gets Ben defended.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Lillian got Angela poisoned.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Alfred killed Albert.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Olivia is getting poisoned.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Luke scratched Emily.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Emanuel is getting Laura provoked.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Roger disappeared Rob.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Bryan kissed Sylvia.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Ella got hated.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. Sean got provoked.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

21. Nancy washed Diane.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. Jonathan got Richard defended.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. Stanley gets Valerie loved.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. Hannah is getting Olivia poisoned.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. Elisa cut Becky.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26. Thomas got ignored.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27. Rick got Tim shaved.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28. Ben gets defended.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29. Luke got Emma scratched.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30. Maria met Sandy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
31. Joshua got Ella hated.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
32. Jessica is getting Amy ignored.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
33. Martin armed Terry.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
34. Chloe is getting Ryan defended.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
35. Rick shaved Tim.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
36. Natalie collaborated Sarah.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
37. Bryan got Sylvia kissed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
38. Lillian poisoned Angela.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
39. Alfred got Albert killed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
40. Molly got loved.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
41. Nancy got Diane washed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
42. Tina hates David.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
43. Elisa got Becky cut.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
44. Ryan is getting defended.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
45. Jordan gets Kathy poisoned.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
46. Martin got Terry armed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
47. Matthew got Sean provoked.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
48. Jessica is ignoring Amy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Appendix 4. Questionnaire 4: L2 English (Group B)

UVOD I OPĆE UPUTE

Cilj je ovog upitnika ispitati je gramatičke intuicije izvornih govornika hrvatskoga koji govore engleski jezik i dio je istraživanja koje se provodi u okviru diplomskog rada na Odsjeku za engleski jezik i književnost Filozofskog fakulteta u Rijeci. Rezultati će biti upotrijebljeni isključivo u svrhe istraživanja.

Upitnik se sastoji od četiri zadatka. Molim Vas da ih rješavate redom koji su zadani i da se ne vraćate na prethodne zadatke. Napravite pauzu kadgod osjetite da Vam je potreban odmor.

Prije nego što prijedete na same zadatke, molim Vas da odgovorite na nekoliko osobnih pitanja. Podatci koje navedete biti će korišteni isključivo za potrebe istraživanja, a Vaše će ime ostati strogo povjerljivo.

Hvala Vam na pomoći!

* Obavezno

1. Opći podatci

1. Ime:
2. Prezime:
3. Spol*:
4. Dob*:
5. Zanimanje*:

2. Zemlje prebivanja

6. Zemlja rođenja*:
7. Zemlja u kojoj trenutno živite/boravite: Otkad?*
8. Druge zemlje u kojima ste živjeli/boravili: Koliko dugo?*

3. Jezici koje govorite

9. Materinski jezik/jezici*:
10. Ostali jezici*:
11. Ako govorite druge jezike, molim Vas da navedete s koliko ste ih godina počeli učiti. Za svaki od navedenih jezika (ako je primjenjivo), molim Vas da navedete na koji ste ih način učili (tečaj jezika, duži boravak u zemlji u kojoj se jezik govori, u školi, na fakultetu, itd.):*:
12. Za svaki od navedenih jezika (ako je primjenjivo), molim Vas da samostalno procijenite vlastito znanje na ljestvici od 1 do 5. (1-osnovno poznavanje, 2-osrednje poznavanje, 3-funkcionalno poznavanje, 4-dobro poznavanje, 5-odlično poznavanje)*

ZADATAK 1

U ovom zadatku trebate nadopuniti praznine u tekstu. U svaki prazan prostor treba upisati samo JEDNU riječ. Imajte na umu da se dvije riječi napisane zajedno broje kao jedna riječ (npr. didn't, cannot), a dvije riječi koje su napisane odvojeno (npr. did not) kao dvije. Ukoliko se sjetite više mogućih odgovora za jednu prazninu, morate se odlučiti za jednu od mogućnosti.

Rad praktičnijeg rješavanja zadatka, molim Vas da najprije pročitate tekst u cijelosti, a da tek nakon toga počnete nadopunjavati praznine u njemu. A ako u rečenici nedostaje više riječi, numerirajte svoje odgovore na sljedeći način: 1. prva riječ, 2. druga riječ, 3. treća riječ, itd. Ukoliko je potrebno, možete se vratiti na tekst kako bi shvatili značenje rečenice.

The Day It Rained

It was a very rainy day. It usually rains when I'm in (1) _____ hurry. I had to wait at (2) _____ bus-stop for nearly half an hour. (3) _____ jacket wasn't waterproof and it didn't (4) _____ the water from reaching my jumper. (5) _____ it started to thunder I wasn't (6) _____, but I was annoyed. The trouble (7) _____ school had been bad enough, but (8) _____ seemed that now even the sky (9) _____ angry with me. But I simply (10) _____ to leave early in order to (11) _____ to the opticians! It's not every (12) _____ that your granny offers to pay (13) _____ a new pair of glasses for (14) _____, is it!

The sky was dark (15)_____ going almost black in places. I (16)_____ remember looking up the sky just (17)_____ the first disaster happened. I hadn't (18)_____ the car because of the sudden (19)_____ and I hadn't heard it coming (20)_____ of the thunder. Suddenly, a sheet (21)_____ water was thrown from the enormous (22)_____ at the kerb in my direction. (23)_____ was completely drenched. In a way (24)_____ didn't matter as I was soaking (25)_____ already. But, the water from the (26)_____ did finally ensure that the books (27)_____ papers in my bag got drenched. '(28)_____ what?' you may be thinking. 'What's (29)_____ disaster in a couple of books (30)_____ a little bit wet, especially if (31)_____ are homework books?' I agree. I (32)_____ too put out either for a (33)_____ seconds until I realized that apart (34)_____ the homework books, there were also (35)_____ written instructions on how to get (36)_____ the opticians. My father had used (37)_____ fountain pen that I had bought (38)_____ for Christmas. The ink had run (39)_____ making it completely unreadable. I was (40)_____ to be late as it was. This would mean that I'd probably never get there at all.

ZADATAK 2

U ovom je zadatku potrebno prevesti određen broj engleskih glagola na hrvatski jezik. Za glagole označene znakom * CRNE BOJE potrebno je napisati dva značenja, dok je za ostale dovoljno navesti po jedno značenje, ali možete dodati i drugo ako želite.

1. prepare	10. respect	19. poison	28. converse
2. attack	11. dress	20. negotiate	29. converse
3. love	12. arrive	21. hug	30. escape
4. disguise	13. prick	22. fall	31. avoid
5. ignore*	14. collaborate	23. burn	32. meet*
6. kill	15. shave	24. wound	33. cut
7. disappear	16. protect	25. caress	34. defend
8. communicate	17. provoke*	26. wash	
9. scratch	18. kiss	27. hate	

ZADATAK 3

U ovom se zadatku traži Vaše mišljenje o prihvatljivosti određenog broja rečenica na engleskom jeziku. Zadatak se sastoji od niza slika uz koje stoje po dvije rečenice te uz svaku rečenicu mjerna ljestvica od -3 do +3. Ti brojevi imaju sljedeća značenja:

-3 = potpuno neprihvatljivo

-2 = neprihvatljivo

-1 = djelomično neprihvatljivo

0 = ne mogu se odlučiti

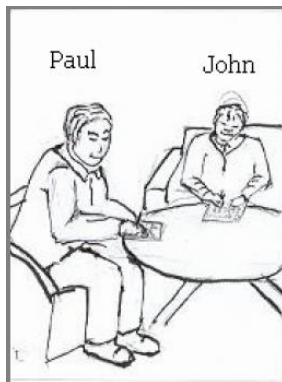
+1 = djelomično prihvatljivo

+2 = prihvatljivo

+3 = potpuno prihvatljivo

Za svaku je rečenicu potrebno odabrati JEDAN broj kojim ćete iskazati svoje mišljenje o prihvatljivosti rečenice. Pritom je važno voditi računa i o tome koliko rečenica odgovara situaciji prikazanoj na slici i o tome djeluje li Vam gramatički prihvatljivo. U nekim slučajevima obje rečenice u paru mogu biti prihvatljive, ponekad je to samo jedna, a ponekad niti jedna od dvije rečenice nije prihvatljiva. Nemojte uspoređivati rečenice, već ocijenite svaki slučaj zasebno. Od Vas se očekuje da odgovarate prema intuiciji, odnosno prema tome kako Vam rečenice 'zvuče'. Ocjenjujte rečenice redom kojim su zadane i nemojte se vraćati unatrag i mijenjati odgovore.

Primjer 1 (nije potrebno ocijeniti)



	-3	-2	-1	0	+1	+2	+3
Paul and John are writing.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Paul and John are writing letters.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Objašnjenje: U ovom su primjeru obje rečenice prihvatljive jer obje odgovaraju situaciji prikazanoj na slici te zato što su obje gramatički ispravne.

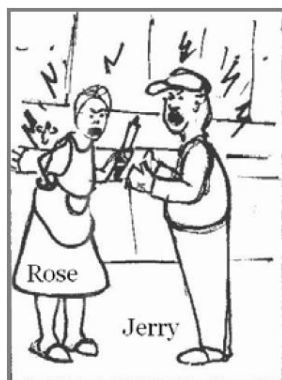
Primjer 2 (nije potrebno ocijeniti)



	-3	-2	-1	0	+1	+2	+3
Nick is waking up.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Nick up is waking.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Objašnjenje: U ovom je primjeru samo prva rečenica prihvatljiva jer druga nije gramatički ispravna, usprkos tome što odgovara slici po značenju.

Primjer 3 (nije potrebno ocijeniti)



	-3	-2	-1	0	+1	+2	+3
Rose is arguing with Jerry..	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rose and Jerry are arguing with Eve.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Objašnjenje: U ovom je primjeru samo prva rečenica prihvatljiva jer druga ne odgovara kao opis sadržaja slike, bez obzira na to što je gramatički ispravna i mogla bi se upotrijebiti u nekom drugom kontekstu..



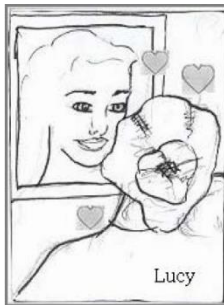
1.

	-3	-2	-1	0	+1	+2	+3
Anne got dressed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Anne dressed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



2.

	-3	-2	-1	0	+1	+2	+3
Emma and George got kissed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Emma and George kissed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



3.

	-3	-2	-1	0	+1	+2	+3
Lucy gets herself loved.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lucy gets loved.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



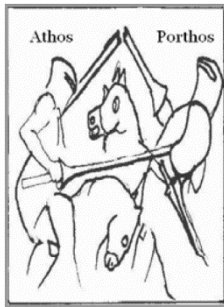
4.

	-3	-2	-1	0	+1	+2	+3
Larry and Mike conversed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Larry and Mike got conversed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



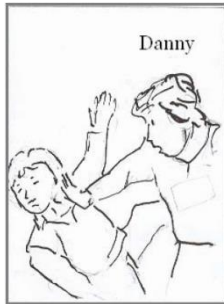
5.

	-3	-2	-1	0	+1	+2	+3
Andy cut.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Andy got himself cut.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



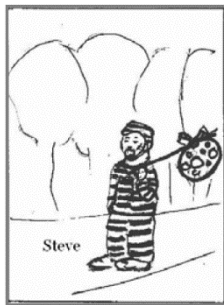
6.

	-3	-2	-1	0	+1	+2	+3
Athos and Porthos wounded.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Athos and Porthos got each other wounded.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



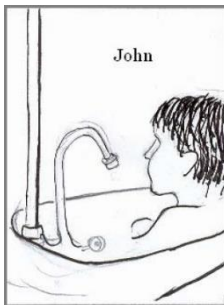
7.

	-3	-2	-1	0	+1	+2	+3
Danny got defended.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Danny defended.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



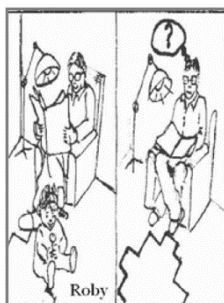
8.

	-3	-2	-1	0	+1	+2	+3
Steve got escaped from prison.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Steve escaped himself from prison.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



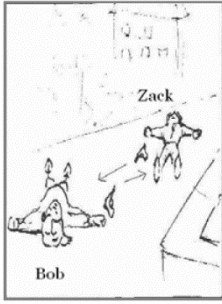
9.

	-3	-2	-1	0	+1	+2	+3
John washed himself.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
John got himself washed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



10.

	-3	-2	-1	0	+1	+2	+3
Roby disappeared himself.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Roby disappeared.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



11.

	-3	-2	-1	0	+1	+2	+3
Bob and Zack got each other killed in a duel.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bob and Zack killed each other in a duel.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



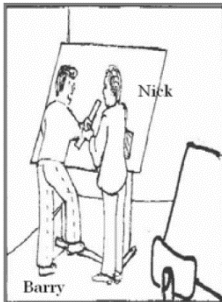
12.

	-3	-2	-1	0	+1	+2	+3
Anthony disguised himself.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Anthony disguised.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



13.

	-3	-2	-1	0	+1	+2	+3
Sally and Jim hugged each other.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sally and Jim got hugged.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



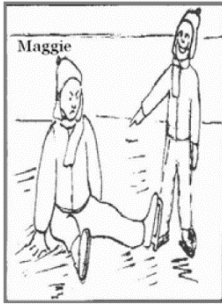
14.

	-3	-2	-1	0	+1	+2	+3
Barry and Nick got each other collaborated.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Barry and Nick collaborated each other.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



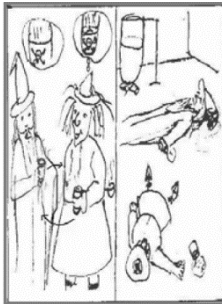
15.

	-3	-2	-1	0	+1	+2	+3
Marian pricked herself.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Marian pricked.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



16.

	-3	-2	-1	0	+1	+2	+3
Maggie got herself fallen on the ice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Maggie fell herself on the ice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



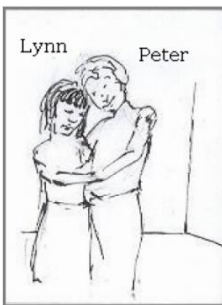
17.

	-3	-2	-1	0	+1	+2	+3
The wizard and the witch got poisoned.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The wizard and the witch poisoned.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



18.

	-3	-2	-1	0	+1	+2	+3
Mark gets respected.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mark respects himself.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



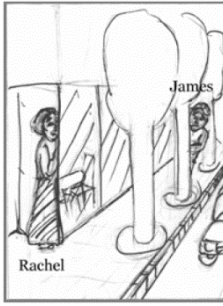
19.

	-3	-2	-1	0	+1	+2	+3
Lynn and Peter caressed each other.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lynn and Peter caressed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



20.

	-3	-2	-1	0	+1	+2	+3
Jack armed himself.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jack got himself armed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



21.

	-3	-2	-1	0	+1	+2	+3
Rachel and James are avoiding.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rachel and James are avoiding each other.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



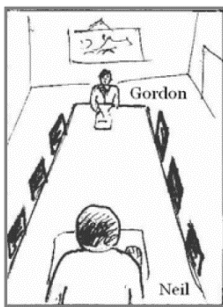
22.

	-3	-2	-1	0	+1	+2	+3
Max got himself scratched.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Max got scratched.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



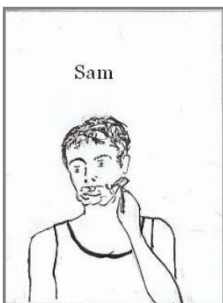
23.

	-3	-2	-1	0	+1	+2	+3
Martha arrived home.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Martha got herself arrived home.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



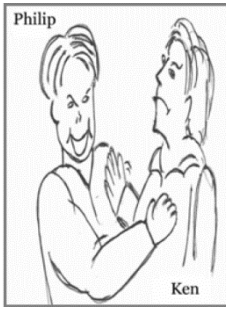
24.

	-3	-2	-1	0	+1	+2	+3
Neil and Gordon got negotiated.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Neil and Gordon negotiated each other.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



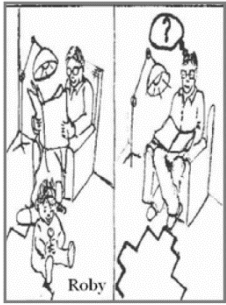
25.

	-3	-2	-1	0	+1	+2	+3
Sam got shaved.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sam got himself shaved.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



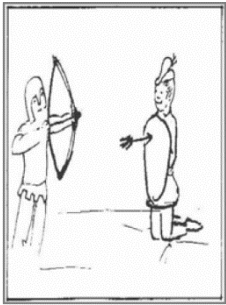
26.

	-3	-2	-1	0	+1	+2	+3
Philip and Ken are getting each other provoked.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Philip and Ken are provoking.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



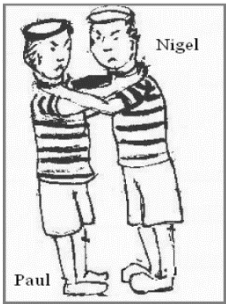
27.

	-3	-2	-1	0	+1	+2	+3
Roby got himself disappeared.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Roby got disappeared.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



28.

	-3	-2	-1	0	+1	+2	+3
Robin Hood got himself protected from the arrows.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Robin Hood got protected from the arrows.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



29.

	-3	-2	-1	0	+1	+2	+3
Paul and Nigel attacked each other.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Paul and Nigel got attacked.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



30.

	-3	-2	-1	0	+1	+2	+3
Jane burnt herself.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jane got burnt.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



31.

	-3	-2	-1	0	+1	+2	+3
Robert and Chris are getting ignored.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Robert and Chris are getting each other ignored.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



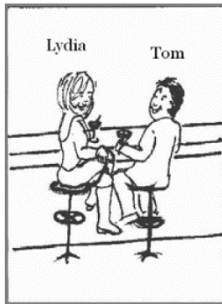
32.

	-3	-2	-1	0	+1	+2	+3
Christine hates.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Christine gets herself hated.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



33.

	-3	-2	-1	0	+1	+2	+3
Mary prepared to go out.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mary prepared herself to go out.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



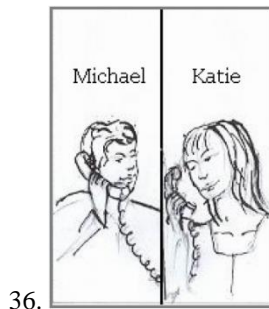
34.

	-3	-2	-1	0	+1	+2	+3
Lydia and Tom got each other met in a bar.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lydia and Tom got met in a bar.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

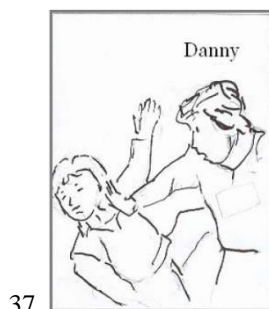


35.

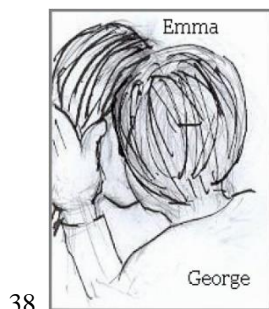
	-3	-2	-1	0	+1	+2	+3
Lucy loves.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lucy loves herself.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



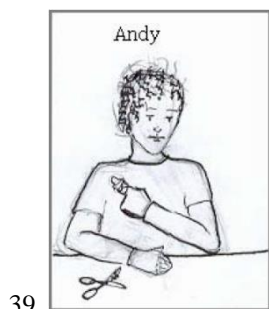
	-3	-2	-1	0	+1	+2	+3
Michael and Katie communicated by phone.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Michael and Katie got each other communicated by phone.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



	-3	-2	-1	0	+1	+2	+3
Danny got himself defended.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Danny defended himself.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



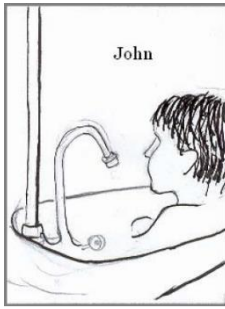
	-3	-2	-1	0	+1	+2	+3
Emma and George got each other kissed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Emma and George kissed each other.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



	-3	-2	-1	0	+1	+2	+3
Andy cut himself.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Andy got cut.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

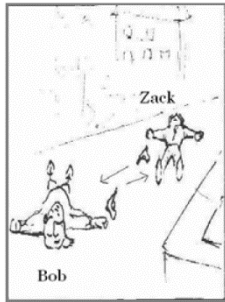


	-3	-2	-1	0	+1	+2	+3
Larry and Mike conversed each other.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Larry and Mike got each other conversed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



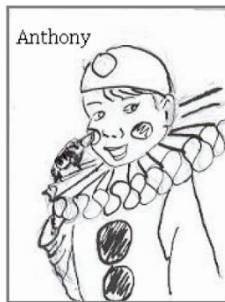
41.

	-3	-2	-1	0	+1	+2	+3
John got washed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
John washed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



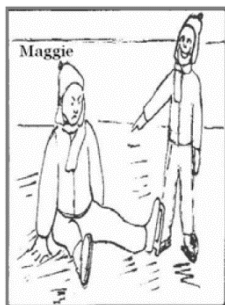
42.

	-3	-2	-1	0	+1	+2	+3
Bob and Zack got killed in a duel.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bob and Zack killed in a duel.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



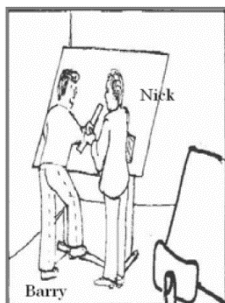
43.

	-3	-2	-1	0	+1	+2	+3
Anthony got disguised.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Anthony got himself disguised.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



44.

	-3	-2	-1	0	+1	+2	+3
Maggie got fallen on the ice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Maggie fell on the ice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



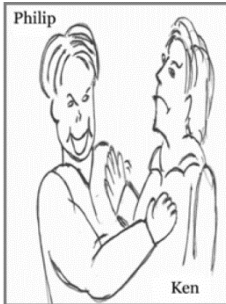
45.

	-3	-2	-1	0	+1	+2	+3
Barry and Nick collaborated.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Barry and Nick got collaborated.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



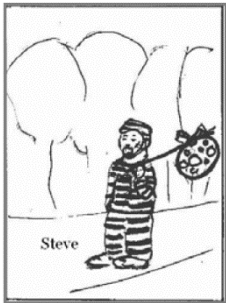
46.

	-3	-2	-1	0	+1	+2	+3
Sally and Jim hugged.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sally and Jim got each other hugged.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



47.

	-3	-2	-1	0	+1	+2	+3
Philip and Ken are provoking each other.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Philip and Ken are getting provoked.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



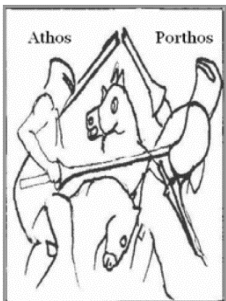
48.

	-3	-2	-1	0	+1	+2	+3
Steve escaped from prison.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Steve got himself escaped from prison.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



49.

	-3	-2	-1	0	+1	+2	+3
Max scratched himself.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Max scratched.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



50.

	-3	-2	-1	0	+1	+2	+3
Athos and Porthos got wounded.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Athos and Porthos wounded each other.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



51.

	-3	-2	-1	0	+1	+2	+3
Mark gets himself respected.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mark respects.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



52.

	-3	-2	-1	0	+1	+2	+3
Michael and Katie got communicated by phone.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Michael and Katie communicated each other by phone.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



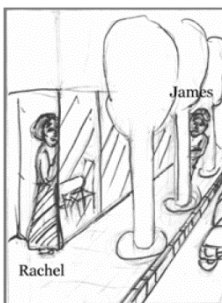
53.

	-3	-2	-1	0	+1	+2	+3
Jack armed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jack got armed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



54.

	-3	-2	-1	0	+1	+2	+3
Anne got herself dressed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Anne dressed herself.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



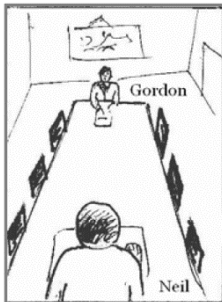
55.

	-3	-2	-1	0	+1	+2	+3
Rachel and James are getting avoided.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rachel and James are getting each other avoided.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



56.

	-3	-2	-1	0	+1	+2	+3
Martha got arrived home.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Martha arrived herself home.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



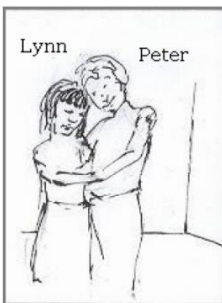
57.

	-3	-2	-1	0	+1	+2	+3
Neil and Gordon got each other negotiated.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Neil and Gordon negotiated.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



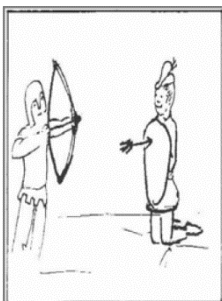
58.

	-3	-2	-1	0	+1	+2	+3
Marian got herself pricked.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Marian got pricked.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



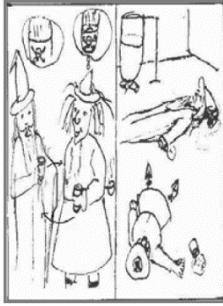
59.

	-3	-2	-1	0	+1	+2	+3
Lynn and Peter got caressed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lynn and Peter got each other caressed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



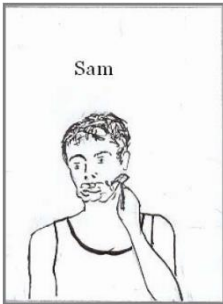
60.

	-3	-2	-1	0	+1	+2	+3
Robin Hood protected himself from the arrows.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Robin Hood protected from the arrows.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



61.

	-3	-2	-1	0	+1	+2	+3
The wizard and the witch poisoned each other.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The wizard and the witch got each other poisoned.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



62.

	-3	-2	-1	0	+1	+2	+3
Sam shaved himself.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sam shaved.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



63.

	-3	-2	-1	0	+1	+2	+3
Robert and Chris are ignoring.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Robert and Chris are ignoring each other.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



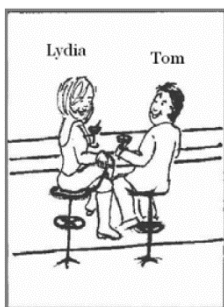
64.

	-3	-2	-1	0	+1	+2	+3
Jane burnt.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jane got herself burnt.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



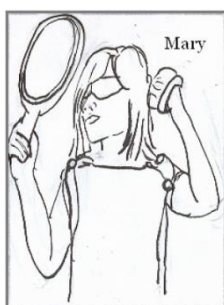
65.

	-3	-2	-1	0	+1	+2	+3
Christine hates herself.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Christine gets hated.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



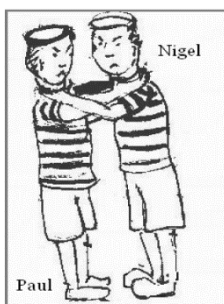
66.

	-3	-2	-1	0	+1	+2	+3
Lydia and Tom met in a bar.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lydia and Tom met each other in a bar.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



67.

	-3	-2	-1	0	+1	+2	+3
Mary got herself prepared to go out.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mary got prepared to go out.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



68.

	-3	-2	-1	0	+1	+2	+3
Paul and Nigel got each other attacked.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Paul and Nigel attacked.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

ZADATAK 4

U ovom je zadatku potrebno pročitati određen broj rečenica i za svaku ocijeniti je li prihvatljiva ili ne u engleskom jeziku. Pored svake rečenice dana je mjerna ljestvica od -3 do +3, na kojoj trebate označiti JEDAN broj. Značenja brojeva su sljedeća:

- 3 = potpuno neprihvatljivo
- 2 = neprihvatljivo
- 1 = djelomično neprihvatljivo
- 0 = ne mogu se odlučiti
- +1 = djelomično prihvatljivo
- +2 = prihvatljivo
- +3 = potpuno prihvatljivo

'Prihvatljivo' u ovom slučaju znači da je rečenica gramatički ispravna i smisljena.

Ocjenjujte rečenice redom kojim su zadane i nemojte se vraćati unatrag i mijenjati odgovore.

Primjer 1 (nije potrebno ocijeniti)

	-3	-2	-1	0	+1	+2	+3
Dan lives in London.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Objašnjenje: Ova je rečenica prihvatljiva u engleskom jeziku i treba joj dati pozitivnu ocjenu.

Primjer 2 (nije potrebno ocijeniti)

	-3	-2	-1	0	+1	+2	+3
Dave was lived in London.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Objašnjenje: Ova je rečenica neprihvatljiva u engleskom jeziku i treba joj dati negativnu ocjenu..

Primjer 3 (nije potrebno ocijeniti)

	-3	-2	-1	0	+1	+2	+3
London lives Dave.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Objašnjenje: Ova je rečenica besmislena i treba joj dati negativnu ocjenu.

	-3	-2	-1	0	+1	+2	+3
1. Stanley loves Valerie.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Maria got Sandy met.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Roger disappeared Rob.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Elisa got Becky cut.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Kathy gets poisoned.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Nancy washed Diane.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Tina gets David hated.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Molly got loved.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Jonathan defended Richard.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Olivia is getting poisoned.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Emanuel is provoking Laura.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Megan got Thomas ignored.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Ben gets defended.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Jessica is ignoring Amy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Melissa escaped Tania.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Martin armed Terry.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Natalie collaborated Sarah.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Bryan kissed Sylvia.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Lillian got Angela poisoned.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. Sean got provoked.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

21. Liam gets Ben defended.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. Luke got Emma scratched.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. Fred conversed Daniel.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. Rick got Tim shaved.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. Ella got hated.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26. Alfred got Albert killed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27. Ryan is getting defended.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28. Stanley gets Valerie loved.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29. Elisa cut Becky.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30. Jonathan got Richard defended.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
31. Maria met Sandy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
32. Jessica is getting Amy ignored.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
33. Tina hates David.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
34. Matthew got Sean provoked.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
35. Thomas got ignored.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
36. Lillian poisoned Angela.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
37. Martin got Terry armed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
38. Nancy got Diane washed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
39. Oliver got Molly loved.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
40. Bryan got Sylvia kissed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
41. Jordan gets Kathy poisoned.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
42. Chloe is getting Ryan defended.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
43. Luke scratched Emily.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
44. Emanuel is getting Laura provoked.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
45. Hannah is getting Olivia poisoned.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
46. Alfred killed Albert.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
47. Joshua got Ella hated.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
48. Rick shaved Tim.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>