قواعد المنظومة النحوية

Great heart

Lecture 1

What is Grammar?

❖ **Grammar** is defined as the rules that say how words are combined, arranged and changed to show different meanings.

قواعد : تعرف بأنها القواعد التي تقول ان كيفية الجمع بين الكلمات ، وترتيبها وتغييرها لإظهار المعاني المختلفة.

teacher, student, question, asked

e.g. 1. The teacher asked the student a question.

e.g. 2. The student asked the teacher a question.

The largest unit of grammar is the **sentence**.

❖ **Sentences**

A **Sentence** is a group of words that expresses a statement, question, command or exclamation. A sentence consists of one or more clauses, and usually has at least one subject and verb.

الجملة هي مجموعة من الكلمات التي تعبر عن بيان ، سؤال ، أمر أو التعجب. وتتكوّن الجملة من بنود واحدة أو أكثر ، وعادة ما لا يقل عن موضوع واحد وفعل.

❖ **Types of Sentences**:

1. **Statement**

A sentence which gives information. (**Declarative**)   الجملة تعطي المعلومات . (إعلانيّ)

e.g. He is studying.

We can make statements either affirmative or negative.   يمكننا أن نجعل البيانات أما إيجابية أو سلبية

e.g. 1. I have found a mistake already. (affirmative)

e.g. 2. I have not found any mistakes yet. (negative)

2. **Question**

A sentence which asks for information or makes a request. (**Interrogative**) (الاستفهامية) الجملة الذي يسأل عن معلومات أو طلبا.

e.g. Is he studying? Can I go study?

3. **Command**

A sentence which gives an order or makes a suggestion. (**Imperative**)   الجملة التي تعطي أمر أو يقدم اقتراحا. (أمر إلزامي)

e.g. Go study. Be careful!

4. **Exclamation**

A sentence which is used to express the speaker's feeling or attitude.   هي الجملة التي تستخدم للتعبير عن شعور المتكلم او موقف

e.g. What a lovely day!

Excellent!

Exercise Identify the type of each of the following sentences.

a. statement b. question c. command d. exclamation

1. How often do you come here?

2. How interesting this article is!

3. Hurry up before the train's departure!

4. How interesting is this article?

5. This article is very interesting.

Simple, Compound and Complex Sentences: الجملة البسيطة ، والجمل المركبة والمعقدة

1. Simple: The man is here.

2. Compound : The man is here, **<u>and</u> he wants to see you**.

3. Complex: The man **<u>that</u> wants to see you** is here.

We will discuss compound and complex sentences in detail in the coming lectures.

❖ **Verbs**

The verb is the central unit (nucleus) of an English sentence.   الفعل هو الوحدة المركزيّة (نواة) لجملة في اللغة الإنجليزية.

Verbs can refer to actions, e.g. run, walk and talk, or states, e.g. want, have and be.

الفعل يمكن أن يشير إلى الأفعال ، على سبيل المثال جري ، والمشي والكلام ، أو الدول .

Main vs. Helping Verbs:

Each English sentence has a main verb.

e.g. Mohammed <u>walked</u> home.

e.g. Khaled <u>is</u> happy.

Some sentences also require one or more helping verbs (auxiliary verbs).

He <u>is</u> coming to the meeting.

He <u>could</u> come here soon.

Helping verbs (auxiliaries) include:

   1. be (is, am, are, was, were)

   2. have, has, had

   3. do, does, did

   4. Modal auxiliaries: can, could, shall, should, will, would, may, might.. etc.

   These verbs (with the exception of modals) can also function as main verbs. e.g. He <u>is</u> here.

Exercise   Identify whether the underlined verb is the main verb or the helping verb of each sentence below.

   a. main verb b. helping verb

   1. Students <u>like</u> fast food.

   2. He <u>has</u> enough money for the trip.

   3. Khaled <u>does</u> not want to go to school today.

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4. He is <u>helping</u> me wash the dishes.

5. He <u>will</u> arrive shortly.

Transitivity: التعددية

Verbs are divided into two groups based on transitivity: الأفعال تنقسم إلى مجموعتين على أساس التعددية

1. Intransitive verbs are verbs that require <u>no</u> objects.   الأفعال اللّازمة هي الأفعال الّتي لا تتطلّب مفعول به

e.g. Birds fly. The man spoke.

2. Transitive Verbs are verbs that require objects. This group can be further divided into:

الأفعال المتعدية هي الأفعال التي تتطلب مفعول به . ويمكن تقسيم هذه المجموعة كذلك إلى

A. Monotransitive verbs are verbs that require only one object: الافعال المتعدية الاحادية هي الافعال التي تتطلب مفعول به فقط

e.g. Khaled broke the window.

B. Ditransitive verbs are verbs that require two objects.   الأفعال المتعدية الثنائية هي الافعال التي تتطلب مفعولين

e.g. Saleh gave Majid a pen.

Exercise

Decide whether the underlined verbs are: a. intransitive b. monotransitive c. ditransitive

1. The student <u>needs</u> a pen.

2. Ali <u>told</u> his friend a joke.

3. Students <u>study</u>.

4. Students <u>study</u> books.

Note: Some verbs can be either intransitive or transitive.

Verbs

Direct vs. Indirect Objects: المفعول به المباشر والغير مباشر

As we saw in the previous section, **ditransitive verbs** take two objects. One of these objects is called

a **directs object** and the other one is called an **indirect object**

الأفعال المتعدية الثنائية هي الافعال التي تأخذ مفعولين . الاول هو المفعول به المباشر والأخر المفعول به غير المباشر

The indirect object comes first followed by the direct object in this example:

المفعول به غير مباشر يأتي أولا تليها المفعول به المباشر كما في هذا المثال :

e.g. He gave me a book.

The **indirect object** is typically personal as in "me" in the previous example, and "the man" in the following example:

المفعول به غير المباشرة هو عادة شخصي كما في " me " في المثال السابق ، و " the man " في المثال التالي:

He asked the man a question.

The **indirect object** is often equivalent to a prepositional phrase with "to" or "for".

المفعول به غير مباشر غالبا ما يعادل عبارة حروف الجر مع "to " أو "for ".

e.g. He gave a book **to** me.

He bought a gift **for** his son.

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Lecture 2

What is a phrase?
A **phrase** is defined as two or more words that function together as a group.

عبارة تعرف بأنها اثنين أو أكثر من الكلمات التي تعمل معا كمجموعة.

e.g. The old man walked down the street.

There are a number of phrase types in English including: **noun phrases, verb phrases, adjective phrases, adverbial phrases and prepositional phrases.**

هناك عدد من أنواع العبارة في اللغة الإنجليزية بما في ذلك : العبارة الاسمية ، العبارة الفعلية ، العبارات الوصفية او النعتية ، العبارات الظرفية وبعض عبارات الجار والمجرور

Each phrase has a head and one or more modifiers.

لكل عبارة فيها رأس ، ومحددات ـ مقيدات واحد أو أكثر.

Modifiers : كلمة أو مجموعة من الكلمات تعطي معلومات إضافية عن كلمة أخرى ". ويمكن أن يأخذ ثلاثة أشكال في اللغة الإنجليزية :
صفة Adjective ، ظرف Adverb ، عبارة Phrase .

The Noun Phrase
العبارة الاسمية

A noun phrase (often abbreviated to NP) is a convenient term for any of the following:

العبارة الاسمية (غالبا ما تختصر بي **NP**) وهو مصطلح مناسب لأي من ما يلي:

الاسم

1. A Noun
 e.g. Ahmed, students

المجموعات الاسمية

2. A Nominal Group
 e.g. a blue pen, the students

Each nominal group has a head and one or more modifiers

لكل مجموعة اسمية لديها رأس والمحددات ـ المقيدات واحد أو أكثر.

The Noun Phrase (NP)

Modifiers add to, change or limit the meaning of the head in a phrase. The head is the word that determines the type of the phrase.

المحددات ـ المقيدات تضاف إلى ، أو تغير أو الحد من معنى الرأس في العبارة. الرأس هي الكلمة التي تحدد نوع العبارة.

For example, the word "pen" is a noun that can refer to any kind of pens. When we modify it as in the previous example "a blue pen", we limit the noun so that it can only refer to a specific kind of pens.
Some other examples: Ahmed's desk, a book store, the student

على سبيل المثال ، فإن كلمة "القلم" هو الاسم الذي يمكن أن يشير إلى أي نوع من الأقلام. عندما نقوم بتعديله كما في المثال السابق "القلم الأزرق "، علينا عند تحديد الاسم بحيث يمكن يشير فقط إلى نوع معين من الأقلام.
بعض الأمثلة الأخرى : مكتب أحمد ، مخزن الكتب ، والطالب

ضمير

3. A Pronoun
A pronoun is a type of "pro-forms" which are defined as forms used instead of other forms. Instead of using the nominal group "the old man" we can use the pronoun "he".

والضمير هو نوع من " النماذج المؤيدة لـ " التي تعرف بأنها الصيغ المستخدمة بدلا من النماذج الأخرى. فبدلا من استخدام المجموعة الاسمية " الرجل العجوز " يمكننا استخدام ضمير "هو".

Pronouns include:

تشمل الضمائر :

a. Personal Pronouns:
الضمائر الشخصية
- Subject Pronouns: I, you, he, she, it, we, they
- ضمائر الفاعل
- Object Pronouns: me, you, her, him, it, us, them
- ضمائر المفعول
- Possessive Pronouns: mine, yours, hers, his, its, ours, theirs
- ضمائر الملكية
b. Reflexive Pronouns: myself, yourself, himself, itself
- الضمائر الانعكاسية
c. Indefinite Pronouns: everyone, someone, something
- الضمائر غير المحددة (النكرة)

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Subject Pronoun	Object Pronoun	Possessive Pronoun	Reflexive Pronoun	Indefinite Pronouns
I	me	mine	myself	everyone
we	us	ours	our selves	someone
you	you	yours	yourself - yourselves	something
they	them	theirs	themselves	
he	him	his	himself	
she	her	hers	herself	
it	it	its	itself	

4. A Pronominal Group
ضميري ذو علاقة بضمير المجموعة

e.g. we all, everyone in our class

In a pronominal group, a pronoun is the head. The pronouns "we" and "everyone" in the previous examples are the heads of the pronominal groups.

Exercise

Identify the type of the underlined NP.

    a. noun, b. nominal group, c. pronoun, d. pronominal group

1. The children went to bed late.
2. I made this cake myself.
3. Ahmed owns an expensive car.
4. Khaled bought a book.
5. The book is his.
6. Someone in our office forgot to lock the door.

Nouns

Nouns can be divided to:
يمكن تقسيم الأسماء إلى

1. **Proper Nouns**: e.g. Ahmed, Al-Ahsa   اسماء العلم

A proper noun is the name of someone or something that is usually imagined to be unique.

2. **Common Nouns**: e.g. friend, desk, bird, air   اسماء النكرة

A common noun is a name given either to an example of a class or to the class as a whole.

"Friend" refers to one example of a class in the following sentence:

    ◊   e.g. 1. Ahmed is a good friend.

"Friend" refers to the class as a whole in the following sentence:

    ◊   e.g. 2. A friend is somebody we like and know well.

"Friend" in example 2 is called a **generic noun**.   الاسم العام : يعود على كل المجموعه الغير محدده

Exercise

Identify whether the underlined noun is:

a. a common noun (example of a class) ,b. a common noun (generic) , c. a proper noun

1. Mohammed gave me a pen.	⇨	a common noun (example of a class)
2. Khaled's car is new.	⇨	a common noun (example of a class)
3. A pen is an instrument used for writing.	⇨	a common noun (generic)
4. Fruit is good for you.	⇨	a common noun (generic)
5. Khaled has a new car.	⇨	a proper noun

Common nouns are usually found in nominal groups to help the speaker say which particular example of a class he has in mind.

اسماء النكرة توجد عادة في المجموعات الاسمية لمساعدة المتكلم يقول فيها وجه الخصوص مثال على فئة هو في البال

e.g. 1. The students were waiting for the teacher.
e.g. 2. The teacher's desk is new.

Proper nouns will not normally be modified this way. In other words, modification differs between a common noun and a proper noun.

أسماء العلم لا يمكن تعديل هذه الطَّريقة . بعبارة أخرى ، التَّعديل يختلف بين اسماء النكرة و اسماء العَلم .

Proper and common nouns (as well as pronouns) can refer to something animate or inanimate.

اسماء العلم والنكرة (وكذلك الضمائر) يمكن أن تشير إلى شيء حي أو جماد.

a. **Animate**
Animate nouns refer to a person or animal.
e.g. Ahmed, friend, bird

b. **Inanimate**
Inanimate nouns refer to a place, thing or an idea.
e.g. Al-Ahsa, desk, air, freedom

Count vs. Mass Nouns   المعدود والغير المعدود
Nouns can either be countable (count nouns) or uncountable (mass nouns).

الأسماء إما أن يكون معدودة (الأسماء المعدودة) أو غير معدودة (الأسماء غير المعدودة)

Count nouns such as "friend" and "man" can be preceded by "one" and may have a plural form such as "friends" and "men" which can be preceded by a number higher than one, e.g. "two friends" and "ten men".

الأسماء المعدودة مثل " صديق " و " رجل " ويمكن أن يسبقه " واحد " ويمكن أن يكون لها صيغة الجمع مثل " أصدقاء " و " الرجال" والتي يمكن أن يسبقه عددا أكبر من واحد ، على سبيل المثال " صديقين " و "عشرة رجال"

Mass nouns such as "bread" and "milk" cannot be preceded by "one" and do not have a plural form.

الاسماء الغير معدودة مثل " الخبز " و "حليب " لا يمكن أن يسبقه " واحد " وليس لديها صيغة الجمع.

Some nouns can be used as both count and mass nouns according to the speaker's meaning.

بعض الاسماء يمكن استخدامها في الاسماء المعدودة والغير معدودة على حد سواء وفقا لمعنى المتكلم.

e.g. 1. Light travels faster than sound. (mass noun)
e.g. 2. There are two lights by his desk. (count noun)

Collective Nouns   اسماء الجمع
A collective noun is a singular word used to refer to a group.
e.g. family, team, public

اسماء الجمع هي كلمة مفردة تستخدم للإشارة إلى مجموعة. مثل عائلة ، فريق ، جمهور

A collective noun can be followed by a singular verb (e.g. is) or a plural verb (e.g. are). It may be associated with a singular possessive form (its), or a plural one (their).

اسماء الجمع يمكن أن يتبعه فعل مفرد (هو) أو فعل الجمع (هم) وقد يكون مرتبطة بصيغة ملكيه مفرد (له) ، أو الجمع واحد (لهم) .

e.g. 1. Our team is the best.
      Out team are the best.
e.g. 2. Ahmed's family moved to its new home.
      Ahmed's family moved to their new home.

Note: It is reasonable to be consistent when using collective nouns as either singular or plural. In American English, they are frequently singular, while they are more frequently plural in British English.

ملاحظة : من المنطقي ان تكون متناسبة عند استخدام اسماء الجمع إما المفرد أو الجمع. في اللغة الإنجليزية الأميركية ، فهي مفرد في كثير من الأحيان ، وصيغة الجمع في كثير من الأحيان في الإنجليزية البريطانية.

Exercise

Decide whether the following NPs can be followed by:

a. a singular verb, b. a plural verb, c. both are possible

1. Ahmed's young brother
2. his family
3. juice
4. the company
5. men

Great heart

Lecture 3

Modifiers   المحددات – المقيدات (تحدد او تقيد المعنى او المفهوم للكلمة او العبارة او غير ذلك)

In our previous overview of phrases, we mentioned that each phrase has a head and one or more modifiers.
Modifiers can be divided into two groups:

في توقعاتنا السابقة من العبارات ، ذكرنا أن كل عبارة لها رأس والمقيدات ـ المحددات واحد أو أكثر. ويمكن تقسيم المحددات إلى مجموعتين

1.Pre-modifiers are modifiers that come <u>before</u> the head.   المحددات القبلية وهذي المحددات تأتي قبل الرأس
2. Post-modifiers are modifiers that come <u>after</u> the head.   المحددات البعدية وهذي المحددات تأتي بعد الرأس

Take a look at the following noun phrases (NPs).

Pre-modifiers	**Head**	**Post- modifiers**
a good	friend	
my school	friends	
the	headmaster	of the school
the headmaster's	desk	
several	students	
	we	all
	everyone	in our class

When the head is a noun, modifiers usually <u>precede</u> it. Phrases like "*of the school*" <u>follow</u> it. When the head
is a pronoun, modifiers normally <u>follow</u> it.

عندما الرأس يكون إسم، عادة ما تسبق المحددات ـ المقيدات. عبارات مثل "المدرسة" تليه.عندما الرأس يكون ضمير، المحددات ـ المقيدات في العادة تليه.

Pre-modifiers in the previous examples include the following main classes of words:

المحددات – المقيدات القبيلة في الأمثلة السابقة تشمل الفئات الرئيسية التالية من الكلمات

1. Adjectives (e.g. good)
2. Nouns which modify other nouns (e.g. school)
3. Determiners (e.g. a, the, my)

Exercise
In the following phrases, decide which of the underlined words is:
a. the head b. a post-modifier c. a pre-modifier
1. a big <u>store</u>
2. the <u>store</u> manager
3. the leader <u>of the group</u>
4. <u>the</u> group leader
5. <u>someone</u> in my office

Determiners   المحددات
Determiners are words which specify the range of reference of a noun by making it definite (the book),
indefinite (a book) or by indicating quantity (many books).

المحددات هي الكلمات التي تحدد مجموعة من مرجع من اسما بجعله محدد (الكتاب)، غير محددة (كتاب) أو من خلال تحديد كمية (العديد من الكتب).

Determiners can be either identifiers or quantifiers.   المحددات : إما أن تكون معرفات أو محددات الكمية

1. Identifiers tell us either definitely or indefinitely which noun the speaker means. They include:

المعرفات : تخبرنا ما يعنيه المتكلم من الاسم بشكل اكيد او بشكل غير محدد . وتشمل

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a. Articles: a/an (indefinite articles), the (definite article)

ادوات التعريف : اداتي التنكير a/an ، وأداة التعريف the

b. Demonstratives: this, that, these, those

اسماء الاشارة

c. Possessive Forms of Personal Pronouns: my, your, his, her, its, our, their

ضمائر الملكية

2. Quantifiers tell us either definitely or indefinitely the quantity of the noun. They include:

محددات الكمية : تخبرنا الكمية من الاسم بشكل اكيد او بشكل غير محدد . وتشمل

a. Numerals: one, two, three… (cardinal numerals); first, second, third… (ordinal numerals)

الأرقام : واحد ، اثنان ، ثلاثة (الأرقام الترتيبية) ؛ الأولى والثانية والثالثة (الأرقام الترتيبية [التسلسلي])

b. Words like: much, many, each, every, a few, little, all, several, plenty… etc.

Exercise
Identify the type of the underlined determiner in the following sentences:
a. article b. demonstrative c. possessive d. quantifier
1. This exercise is easy.
2. Their friend is here.
3. The visitor came early.
4. Many people watch the show every week.
5. These sentences are interesting.

Person, Number and Gender
Person
Nouns can be personal (humans) or non-personal (animals and inanimate objects).

الأسماء : يمكن أن تكون شخصية (بشر) أو غير شخصية (الحيوانات والجماد)

Note: Personal nouns can only be animate (because they only refer to humans). Non-personal nouns can be either animate (when they refer to animals) or inanimate (when they refer to inanimate objects).

يمكن فقط تكون الأسماء الشّخصيّة حيّة (لأنهم فقط تشير إلى البشر) . ويمكن أن تكون الأسماء الغير شخصيّة حيّة (عندما تشير إلى الحيوانات) أو غير حيّ (عندما تشير إلى الأشياء الجماد) .

We can also use the term "person" in a different way. Traditionally, personal pronouns differentiate between the person speaking (first person), the person spoken to (second person) and the people or things spoken about (third person).

يمكننا أيضا استخدام مصطلح "شخص" بطريقة مختلفة. عادةً ، الضّمائر الشخصية تفرّق بين الشّخص يتكلم (ضمير متكلّم)، الشّخص المتكلّم اليه (مخاطب) و النّاس أو الأشياء التي نتكلم عنها (ضمير الغائب) .

1st person pronouns: I, we
2nd person pronouns: you
3rd person pronouns: he, she, it, they

Number
Singular (number) or plural (number) affects the form of almost all count nouns, pronouns and demonstratives. Here are some examples:

Count Nouns: student (singular); students (plural)

الاسماء المعدودة

Mass nouns are considered to be singular.

الاسماء الغير معدودة

e.g. water, rice (singular)

Pronouns: I, you, he, she, it (singular);

الضمائر

we, you, they (plural)

Demonstratives: this, that (singular);

اسماء الاشارة

these, those (plural)

Whether the subject is 1st person, 2nd person or 3rd person; and whether it is singular or plural can affect the form taken by the verb.

إذا كان الفاعل شخص أوّل ، شخص ثاني أو شخص ثالث ، و إذا ما كان مفردًا يمكن أن يؤثّر على الشّكل المأخوذ بالفعل

e.g.

He **walks** home everyday. (3rd person singular subject)

I **walk** home everyday. (1st person singular subject)

They **walk** home everyday. (3rd person plural subject)

Gender

The 3rd person singular form of personal pronouns can be affected by gender as follows:

شكل الضّمائر المفرد للشّخص الثالث يمكن أن يَتَأَثَّر حسب نوع الجنس على النحو التالي

1. The masculine pronoun "he" refers to males.   ضمير المذكر "هو" يشير إلى الذكور
2. The feminine pronoun "she" refers to females.   ضمير المؤنث "هي" يشير إلى الإناث
3. The neuter pronoun "it" refers to inanimate objects, or to a person or animal not yet regarded as male or female (e.g. "Who is it?").

ضمير اللاشخصي (المحايد) "it" يشير إلى الاشياء الجامدة ، أو لشخص أو لحيوان ولا يعتبر على ذكر أو أنثى (مثل من هو ذلك ؟) .

The distinction between male and female may affect our choice of lexical items (words or phrases) that could fill a "slot" in the structure of a clause.

الاختلاف بين الذّكر و الأنثى قد يؤثّر على اختيارنا للمفردات (كلمات أو عبارات) ذلك يمكن أن يملأ " موضع " في بناء الجملة .

man, headmaster, woman, actress

e.g. 1. He is a good -----.

Man and headmaster can fill the slot in example 1.

e.g. She is a good -----.

Woman and actress can fill the slot in example 2.

Note 1: The suffix "–ess" is found in a number of words referring to women, but there are other words referring to women that do not have this suffix.

اللّاحقة "ess—" توجَد في عدد من الكلمات تشير إلى النّساء ، ولكنّ هناك كلمات أخرى تشير إلى النّساء التي ليس لديها هذه اللّاحقة.

e.g. aunt, niece, nun

Note 2: Most nouns in English can refer to <u>both</u> male and female.

يمكن لمعظم الأسماء في اللغة الإنجليزية تشير إلى كل من الذكور والإناث.

e.g. friend, neighbor, cousin, teacher, nurse

		Gender	**singular**	**plural**
1st person			I	we
2nd person			you	you
3rd person		masculine	he	
		feminine	she	they
		neuter	it	

<u>Exercise</u>

Choose the appropriate pronoun:

1. 1st person plural pronoun

a. he   b. we   c. they   d. you

2. 3rd person singular masculine pronoun

a. they   b. it   c. you   d. he

3. 2nd person singular pronoun

a. you   b. I   c. we   d. she

Lecture 4

What is a clause?   ⇨ subject + verb تحتوي على

A <u>complete</u> sentence needs <u>at least one</u> finite, independent clause. A simple sentence is composed of <u>only one finite clause</u>, so that the structure of a finite clause is identical with that of a simple sentence.

Here are some examples of one-clause sentences:
1. I *have* just *telephoned* Mohammed.
2. He *was* my best friend.
3. This *is* his photograph.
4. At nine o'clock, we all *gathered* in the classroom.
5. He always *does* his work perfectly.

Each of these one-clause sentences has a subject and a predicate. The predicate is what is said about the subject.

كل من هذه العبارة الواحدة في الجمل لديها فاعل ومفعول به (مسند اليه) . المسند اليه هو ما يقال عن الفاعل .

If either of those two parts, subject or predicate, were <u>missing</u>, the sentence would <u>not be complete</u>.

اذا أي من هذين الجزئين ، فاعل أو المفعول به (المسند اليه) ، في عداد المفقودين ، الجملة لَن تكون كاملة.

However, in an imperative, the subject is usually <u>unstated</u>.

بينما ، في صيغة الامر ، الفاعل في العادة غير معلن

e.g.   Go study.

When the subject is missing, we assume that it is "you", the person or persons spoken to.

عندما يكون الفاعل في عداد المفقودين ، ونحن نفترض أنه **"أنت"** ، والشخص أو الأشخاص الذين تحدث اليهم .

The previous sentence can be expanded as follows:

ويمكن توسيع نطاق الجملة السابقة على النحو التالي :

You go study.

The subject of a clause is a noun phrase. The predicate is a verb phrase.

الفاعل من العبارة هو شبة الجملة الاسمية. المسند اليه هو شبة الجملة الفعلية.

Every finite clause has the following basic structure:

كل عبارة محدود لديها هيكل الأساسية التالية:

NP (subject)+ VP (predicate)   NP (فاعل) + VP (المسند اليه)

<u>The man</u> <u>bought a new car</u>.

The Verb Phrase
Verb Phrase (VP)
The verb phrase (VP) consists sometimes of a **<u>finite verb</u>** only.

شبة الجملة الفعلية (VP) ويتكون أحيانا من فعل محدود فقط.

e.g.   We all waited.

More often, the VP consists of a group of words (verbal group) with a finite verb as its head.

في كثير من الأحيان ، VP يتكون من مجموعة من الكلمات (مجموعة الفعلية) مع فعل محدود كما لها رأس .

For a clause to be <u>finite</u>, there <u>must</u> be a finite verb in it.

للعبارة أن تكون محدودة ، يجب أن يكون هناك فعل محدود في ذلك.

The verb can be either:

1. **Simple**
A simple verb consists of one word.
e.g. is, was, walked, sat, did

2. **Complex**
A complex verb consists of a **verbal group**.
e.g. have telephoned, were placed, were waiting, did not like, could see

Finite vs. Non-finite Verbs   الافعال المحدودة والغير محدودة

Finite Verbs
Finite verbs show tense, person and number.

الأفعال المحدود تظهر صيغة الفعل (مضارع ، ماضي)، شخص بمعنى الشخص (3rd , 2nd , 1st) , العدد بمعنى (مفرد مثل: I أو الجمع مثل : we)
(1st) { لما أتكلم عن نفسي نستخدم I }
(2nd) { لما أكلم شخص أخر نستخدم YOU }
(3rd) { لما أتكلم عن شخص غير موجود أو أشير إلى طرف ثالث في محادثة بين أثنين نقدر نستخدم في هذي الحالة مثلا HE }

The verb "be" in the following sentences is an example of a finite verb.
He is here. They are here. (person and number)
He is here today. He was here yesterday. (tense)

Finite verbs can have **three** forms: أشكال الفعل المحدود

1. **The base form (simple form)** of the verb   الفعل الاساسي بدون زيادات مع I – you - we – they
e.g. walk, talk, drink, speak

2. **3rd person singular form** of the verb   الفعل مع اضافة (s) مع he/she/it   او الشخص المفرد
e.g. walks, talks, drinks, speaks

3. **The simple past form** of the verb
e.g. walked, talked, drank, spoke

Exercise
What is the form of the finite verb in each sentence?

a. base form b. 3rd person singular form c. past form

1. The manager talked to the employees.
2. He drinks coffee every morning.
3. Ahmed and Khaled usually study together.
4. I went to the mall yesterday.
5. At eight o'clock every morning, my father goes to work.

Non-finite verbs **do not show** <u>tense</u>, <u>person</u> and <u>number</u>. The verb "come" in the following sentences is an example of a non-finite verb.

e.g.

I expect him to come soon. We expect them to come soon. (<u>person</u> and <u>number</u>)

He is coming now. He was coming at the same time yesterday. (<u>tense</u>)

Non-finite verbs can have three forms:

1. **The infinitive**   ⇨ to + verb1 ≈ *OR* ⇨ modal + verb1

The infinitive has the same form as the base. It is often preceded by an infinitive marker "to".

In some cases (**e.g.** after modal auxiliary verbs) the infinitive is **<u>bare</u>** (without "to").

For example:

I am waiting for him to come. (Infinitive with "to")

He can come tomorrow. (Bare Infinitive)

2. **Present Participle** (also called **–ing participle**)

e.g. walking, talking, drinking, speaking

3. **Past Participle** (also called **–ed participle**)

e.g. walked, talked, drunk, spoken

Exercise

Decide whether the underlined verbs are:

a. finite   b. non-finite

1. He was able to <u>walk</u> after physical therapy.
2. He is <u>making</u> a chair out of wood.
3. He <u>made</u> a chair yesterday in his workshop.
4. You should <u>spend</u> more time studying.
5. They <u>spend</u> time together every Thursday morning.

Finite vs. Non-finite Clauses

A finite clause is a clause which has a finite verb.

e.g. He is waiting for the headmaster to come.

The previous above example has a finite verbal group, "is waiting".

A non-finite clause is a clause which does not have a finite verb.

In the previous example "for the headmaster to come" has a non-finite verb "to come", but does not have a finite verb.

<u>At least one clause</u> in an English sentence must be finite.

Simple sentences consist of <u>one</u> finite clause.

e.g. He is a student.

Compound and complex sentences consist of <u>two or more</u> clauses with <u>at least one</u> finite clause.

e.g. <u>He is waiting</u> for the headmaster to come.

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Lecture 5

Verbal Groups

Verbal Groups
Verbal groups can be of five types:
Type 1 Modal +Infinitive: could see, will come
Type 2 Have +Past Participle: have telephoned, has begun
Type 3 BE +Present Participle: are coming, were waiting
Type 4 BE +Past Participle: is grown, was broken
Type 5 DO +Infinitive: did not like, Did you know?

The first four types can be combined with one another to form more complex verbal groups like:

Ahmed will have finished that book by Friday. (**Type 1 & 2**)
He has been learning English for four years. (**Type 2 & 3**)
He will have been learning English for five years by next October.   (**Type 1, 2 & 3**)
The president could be seen by everyone. (**Types 1 & 4**)
He is being called now. (**Type 3 & 4**)

All such groups are formed in the order 1, 2, 3, 4, as follows:
   1   **2**   **3**   **4**
Modal + (Have +Past Participle) +(Be +Present Participle) +(Be +Past Participle)

Note 1: The meaning of the verbal group is contained in the last word.
e.g. He has been **learning** English for four years.

Note 2: Only the first word of a verbal group is affected by person, number and tense. The first word is what
     makes the group finite.
e.g.
He **has** been learning English for four years.
I **have** been learning English for four years.
They **have** been learning English for four years.

Exercise
Choose the correct order for each verbal group:
1. a. have seen could b. could seen have
   c. could have seen d. seen could have

2. a. have should been doing b. doing should have been
   c. have been should doing d. should have been doing

3. a. has been studying   b. studying has been
   c. been studying has   d. studying been has

Verbal Group Types

Type 1 Modal +Infinitive
• The main verb which follows a modal auxiliary will always be in the bare infinitive (without "to").
<div dir="rtl">تستخدم modal auxiliaries و تضع الفعل بعدها في صورته الأصلية اي في صيغة infinitive form لكن بدون to وهذا ما يسمى
the bare infinitive ـــبـ</div>
<div dir="rtl">وصيغته = Subject + modal auxiliaries + Verb1 + Object :</div>

e.g. can see, could see

• Modals are <u>not</u> affected by person and number.
e.g. He <u>must</u> know how to speak English.

They <u>must</u> know how to speak English.
• All verbal groups <u>beginning</u> with a modal are <u>finite</u>.

Type 2 Have +Past Participle

This type is an expression of the perfect aspect. "Have" is used as a helping verb (auxiliary verb). The helping verb "have" is <u>finite</u> and changes according to person, number and tense. For example:
He <u>has read </u>the book already. (present perfect tense)
We <u>have read </u>the book already. (present perfect tense)
The students <u>had</u> already <u>gathered</u> in class when the teacher entered. (past perfect tense)

ملاحظة | past participle هو نوع من الافعال يستعمل مع perfect tenses و passive و الـ past participle يتكون من verb + ed لو كان الفعل من الافعال العادية regular مثل walk = walked اما اذا كان الفعل من الافعال الشاذة irregular مثل eat = eaten

present perfect tense	past perfect tense
subject + have / has + verb3 + object	subject + had + verb3 + object

Type 3 BE +Present Participle
This type is an expression of the progressive aspect. "Be" is used as a helping verb (auxiliary verb). The helping verb "be" is <u>finite</u> and changes according to person, number and tense. For example:

He <u>is</u> coming. (present progressive)
They <u>are</u> coming. (present progressive)   *progressive = continuous*

present progressive = Subject +am/is/are + verb-ing + (object)

subject	present progressive
I	**am** speak**ing**
He - She - It- signaler noun	**is** speak**ing**
We- They- You- plural noun	**are** speak**ing**

He <u>was</u> waiting. (past progressive)
They <u>were</u> waiting. (past progressive)

past progressive = Subject + was/were + verb-ing + (object)

subject	past progressive
I - He - She - It- signaler noun	**was** speak**ing**
We- They- You- plural noun	**were** speak**ing**

Type 4 BE +Past Participle
This type produces the passive voice (in contrast with the active voice).
The verb is <u>active</u> in this example:
Ahmed broke the window. (active voice)

The verb is <u>passive</u> in this example:
The window <u>was broken</u>. (passive voice)

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BE +Past Participle	
active voice المبني للمعلوم	**passive voice** المبني للمجهول
Subject + *verb2* + object	Object + was / were + *verb3*
I *repaired* the flat tire on the car.	The shirts were *made* in Turkey.

Exercise
Decide whether the type of the verbal group in each sentence is:

a. Type 1 (modal +infinitive)   b. Type 2 (have +past participle)
c. Type 3 (be +present participle) d. Type 4 (be +past participle)
1. The machine was fixed.
2. He can fix any machine.
3. He is fixing the machine.
4. He has fixed the machine.

Type 5 DO +Infinitive
In this type, the helping verb "do" is called an **operator**. We call it an operator because it helps in a number
   of operations performed on the verb phrase (VP). Some of these operations are:
Operation 1: Negative
To form the negative, we put "not" immediately after the operator.
e.g. He does not want it. They did not come here.

Operation 2: Interrogative (question)
The interrogative is formed by placing the operator before the subject and leaving the rest of the sentence
   unchanged.
e.g.
They come here.
Do they come here? (interrogative)   استفهام

Operation 3: Tag question   سؤال التأكيد

He did his homework, didn't he?
جملة مثبتة + سؤال تأكيدي منفي = (جملة مثبتة متوقعة *Yes, he did*) اضافة من خارج المحتوى
They don't come here, do they?
جملة منفية + سؤال تأكيدي مثبت = (جملة منفية متوقعة No, they don't) اضافة من خارج المحتوى
Operators

In addition to "**do, does** and **did**", operators also include:

1.The modal auxiliaries (can, could, may, might, will, would, shall, should, must, ought to , must)

e.g.   Operation 1:   He could not come.
           Operation 2:   Could he come?
           Operation 3.   He couldn't come, could he?

2. **"have", "has", "had"** as helping verbs (and sometimes as main verbs in British English).
The following are examples of "have" as a helping verb operator:
Operation 1: They have not come yet.
Operation 2: Have they come already?
Operation 3: They haven't come yet, have they?

This is an example of "have" as a main verb operator in British English:

Operation 2: Have you any money? (British English)

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Compare:
Do you have any money? (American English)

3. **"am", "is", "are", "was", "were"** as main verbs and as auxiliary verbs.

The following are examples of "is" as a <u>main verb operator:</u>
Operation 1: He is not here.
Operation 2: Is he here.
Operation 3: He is here, isn't he?

The following are examples of "is" as a <u>helping verb operator:</u>

Operation 1: He is not coming.
Operation 2: Is he coming?
Operation 3: He is not coming, is he?

Exercise
Decide whether the underlined verb is:
a. a main verb operator b. a helping verb operator
c. not an operator
1. They <u>do</u> not come here often.
2. I <u>have</u> not seen this movie yet.
3. Do you <u>have</u> a copy of the movie.
4. He <u>is</u> not here.
5. He isn't going, <u>is</u> he?

ملاحظة | جميع الافعال المساعدة :

The 23 Helping Verbs:

- is, am, are, was, were
- be, being, been
- has, have, had
- do, does, did
- will, shall, should, would
- can, could
- may, might, must

Lecture 6

Form and Function

Form and Function
Form is what the word/phrase/clause look like.
e.g. noun, verb, noun phrase, verb phrase, relative clause

form : شكل الكلمة هل هي (اسم – فعل) او تركيب شبة الجملة هل هي (اسمية – فعلية) او الجملة الموصولة .

Function is the "job" of the word/phrase/clause in a sentence.
e.g. Subject, Verb (Predicator), Direct Object, Complement

مثل الفاعل ، والفعل (مؤشرا)، مفعول به ، يكمل

Exercise
Choose (a) if the given term refers to a form and (b) if it refers to a function.
a. form b. function
1. pronominal group
2. indirect object
3. complement
4. subject
5. noun phrase

Function of the NP
Functions of the Noun Phrase (NP)

1. Subject of a Clause
As we mentioned in Lecture 4, a sentence needs a subject in order to be complete (except for imperative sentences where the subject is unstated).

فاعل من العبارة

كما ذكرنا في المحاضرة ٤، الجملة بحاجة إلى فاعل من أجل أن تكون كاملة (باستثناء الجمل الحتمية حيث غير معلن هذا الفاعل).

e.g. The old man is here.

2. Direct Object of a Verb
Transitive verbs require an object. Monotransitive verbs take only one direct object.
e.g. Ahmed finished his work.

المفعول به المباشر من الفعل

أفعال متعدية تتطلب مفعول واحد . الأفعال المتعدية تأخذ فقط مفعول به مباشر واحد

3. Indirect Object of a Verb
Some transitive verbs require two objects. These are called ditransitive verbs. They take a direct object and an indirect object.
e.g. He gave Khaled a book. (… gave a book to Khaled)
The shopkeeper sold him some snacks. (… sold some snacks to him)

المفعول به غير مباشر من الفعل

بعض الأفعال متعدية تتطلب مفعولين. وتسمى هذه الأفعال ditransitive. أنها تأخذ مفعول به مباشر وغير مباشر

4. The Complement of the Subject +BE (is, am, are, was, were)
A complement is a word/phrase/clause that completes the meaning of another word/phrase/clause. It is necessary for the meaning to be complete.
e.g. Ahmed is my best friend.
Note: When the complement is a noun, it must agree with the subject in number and gender.

Ahmed is their uncle. (not "uncles" or "aunt")
Sarah and Huda are their aunts. (not "aunt" or "uncles")
The full verb "BE" in this example only serves to join the subject and the complement together.
In this case, the full verb BE is called a Copula (=something that joins things together). There are other copulas in English, for example, the verbs "become" and "seem".

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Great heart

5. The Complement of the Object
e.g. He found Faisal a good student.

In the previous example, the noun phrase "a good student" is the complement of the direct object "Faisal".
Compare the examples in (a) and (b) below:
a. The teacher found Faisal a book.
The teacher found a book for Faisal.
b. The teacher found Faisal a good student.
The teacher found Faisal to be a good student.

In example (a), "Faisal" an indirect object and "a book" is a direct object. The sentence means that the teacher looked for a book to give to Faisal.

In example (b), "Faisal" is a direct object and "a good student" is a complement. The sentence means that the teacher thinks that Faisal is a good student.

6. Object of a Preposition   المفعول به من حرف الجر
Prepositions are words like "in", "on", "of" and "off" which are normally followed by a noun phrase.
 The noun phrase that follows a preposition is called the object of the preposition.
e.g.
We are in the same class.
He walked on a high platform.

In the two examples above, the noun phrases "the same class"and "a high platform" function as the objects of the prepositions "in" and "on" respectively.

7. Appositive to another Noun Phrase
An appositive is a noun phrase (NP) that describes the same person or thing as another noun phrase (NP) that came before it.
e.g. Your friend **_Ahmed Al-Ali_** is here.

استخدام الـ appositive (بدل ، تابع (عبارة موازية للكلمة او للعبارة الموجودة مباشرة قبلها)) أو التعريف (مثلاً تعريف معنى كلمة ما)

In the previous example, "Ahmed Al-Ali" is an appositive. It is in apposition to the noun phrase "your friend". Both NPs "your friend" and "Ahmed Al-Ali" describe the same person.

في المثال السابق، "أحمد علي" هو الطلبة كانت لعبارية. فهو في بدل لعبارة اسم "صديقك". كلا NPS "صديقك" و "أحمد علي" وصف الشخص نفسه.

We will talk more about apposition, including apposition types, in the next lecture.

Exercise
Choose the correct function for the underlined NPs:
a. Subject   b. Object   c. Complement   d. Appositive
1. His father gave him some important advice.
2. Ahmed's uncle lives in Riyadh.
3. Ahmed's uncle is a successful businessman.
4. Khaled has a lot of books in his room.
5. The teacher gave the students exercises.
6. My brother Saleh studies at King Faisal University.
7. The manager found him a hard working employee.

Lecture 7

Types of Apposition

Types of Apposition

In Lecture 6, we mentioned that one of the functions of the noun phrase (NP) is as an appositive. We defined an appositive as a noun phrase that describes the same person or thing as another noun phrase that came before it.

In this lecture, we will discuss the types of apposition.
Types of Apposition
Apposition can be either restrictive or non-restrictive.

يستطيع بدل أن يكون إما مقيدة أو غير مقيدة.

- o A. **Restrictive Apposition** البدل المقيد

e.g. Your friend **Ahmed Al-Ali** is here.
In this example, the *second* NP "Ahmed Al-Ali" restricts the meaning of the *first* NP "your friend" by giving an answer to the question "Which friend?"

We call the NP "Ahmed Al-Ali" in the previous example a restrictive appositive.

Note: In this type of apposition we do not use commas before and after the appositive.

- o B. **Non-restrictive Apposition**

e.g. Ahmed Al-Ali, *your old friend*, is here.
In this example, the *first* NP "Ahmed Al-Ali" is a proper noun which is unique and does not need modification. The *second* NP "your old friend" does not tell us which "Ahmed Al-Ali" is here but only adds information about him.

We call the NP "your old friend" in this example a non-restrictive appositive.
Note: In this type, we use commas before and after the appositive.

Exercise
Decide whether the appositive in the following sentences is restrictive or non-restrictive:
a. restrictive   b. non-restrictive
1. The shopkeeper Othman is a hard working man.
2. Dr. Omar, my Linguistics professor, published a book.
3. Majid and Saleh, my cousins, will visit us tomorrow.

Prepositional Phrase   العباراة المجرورة
Prepositional Phrase (PP)
We mentioned that a preposition is a word like "in" or "on" which is followed by a noun phrase (NP).
e.g. Mohammed is in the classroom.
In this example, the phrase "in the classroom" is called a prepositional phrase. It has a preposition "in" and an NP "the classroom". The function of the NP in this sentence is the complement of the preposition "in".

A preposition normally comes before an NP, but it can also be separated from its NP as in:
e.g. The man is standing on the platform.
What is the man standing on?
The platform that the man stood on was very narrow.
However, in these examples, the association between preposition and NP still exists.

Great heart

Prepositional phrases can express a number of <u>ideas</u>, including:

<div dir="rtl">ويمكن التعبير عن عبارات الجر عددا من الأفكار ، بما في ذلك:</div>

1. Place
e.g. The book is on the desk.

2. Movement
e.g. He walked to the mosque.

3. Time
e.g. I finished the exam in one hour.

4. Manner
e.g. He finished it with little effort.

4. Purpose
e.g. This message is for Ahmed.

5. Agency
e.g. The window was broken by the young boy. (**Passive**)

6. Instrument
e.g. I wrote with a pen.

Exercise
Choose the meaning expressed by the Prepositional Phrase in the following sentences:
a. place b. time c. manner d. instrument
1. My office is located <u>on Riyadh Road</u>.
2. He graduated college <u>with a good GPA</u>.
3. He fixed the door <u>with a hammer</u>.
4. They will visit us <u>on Monday</u>.
5. The artist finished the sculpture <u>with great talent</u>.

Functions of the PP
Functions of the Prepositional Phrase

1. Adjunct
An Adjunct is a word/phrase/clause that provides <u>additional</u> information about another noun/phrase/clause. It is an <u>optional</u> part of the sentence. If we remove an adjunct, the meaning will still be complete and the sentence will still be grammatical. It is <u>not a necessary part</u> of the structure of a sentence. Adjuncts are usually adverbials.

As an adjunct, a prepositional phrase is considered an adverbial phrase because it does the same job as an adverbial.

An adverbial is a group of words that does the <u>same job</u> as an adverb. In other words, adverbials can be used to say <u>when</u>, <u>where</u> or <u>how</u> something happened.

e.g. The man stood on a high platform. (adverbials of place)
This prepositional phrase (PP) is an adjunct that tells us <u>where</u> something happened.

I finished the exam in one hour. (adverbials of time)
This PP is an adjunct that tells us <u>when</u> something happened.

He finished the exam with little effort. (other adverbials)
This PP is an adjunct that tells us <u>how</u> something happened.

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Note: Compare the definition of adjuncts in this lecture with the definition of complements in Lecture 6.
A **complement** is <u>necessary</u> for the meaning to be complete. If we remove it, the meaning will be incomplete and the sentence will be ungrammatical.

An **adjunct** is <u>not necessary</u> for the meaning to be complete. It gives extra information. If we remove it, the sentence will still be grammatical.

2. Complement of Subject +BE
e.g. The book is on the desk.

In this example, the prepositional phrase "on the desk" is the complement of the subject "the book" and the main verb to BE "is".

3. Post-modifier in an NP
e.g. The desk in the classroom is covered with books.
In this example, the prepositional phrase "in the classroom" modifies the noun phrase (NP) "the desk". The NP is the <u>head</u> and the PP is a <u>post-modifier</u> because it comes <u>after</u> the head.

4. Complement of an Adjective
e.g. Ahmed is good at Mathematics.
In this example, the prepositional phrase "at Mathematics" is the complement of the adjective "good".

We will discuss adjectives in more detail in the coming lectures.

Exercise
Choose the correct function for the underlined PP.
a. complement of subject+BE   c. adjunct
b. complement of an adjective   d. post-modifier in an NP
1. We finished our exam <u>in 2 hours</u>.
2. We visited the big shop <u>in the mall</u>.
3. Mohammed is fluent <u>in English</u>.
4. Ahmed was <u>in his uncle's house</u>.
5. Ahmed's uncle has a big TV <u>in his house</u>.

Great heart

Lecture 8

Adjectives

Adjectives are words which we use to describe people, things, events… etc.

• Adjectives can be divided into two groups:
1. Attributive Adjectives
Attributive adjectives appear <u>before</u> the noun.
e.g. This is an important lesson.

2. Predicative Adjectives
Predicative adjectives appear <u>after</u> the noun, <u>in the predicate</u>.
e.g. This lesson is important.
• Many adjectives can be used <u>both</u> attributively and predicatively, e.g. the adjective "important" in the two previous examples.

• Some adjectives can <u>only be used</u> <u>attributively</u>.
e.g. main, principal, chief

• Some other adjectives can <u>only be used</u> <u>predicatively</u>.
e.g. afraid, asleep

• Adjectives used only predicatively tend to refer to a <u>temporary condition</u> rather than a permanent characteristic. Look at the following adjectives referring to health in the examples below:
e.g. 1. The old man is well today.

In example 1, "well" is a predicative adjective that shows a <u>temporary condition</u>.

Compare example 1 to the next example, where the adjective "healthy" refers to a <u>permanent characteristic</u>.
e.g. 2.
He is a very healthy old man.
The old man is healthy.

• In a few cases the meaning of the adjectives changes according to its position in the clause.
e.g.
Ahmed was late. (Ahmed did not come on time)
The late Ahmed Al-Ali lived here. (Ahmed Al-Ali, who is now dead)

Exercise
Decide whether the underlined adjective can be used only attributively, only predicatively or both.
a. only attributively   b. only predicatively   c. both
1. He is a <u>smart</u> student.
2. The child is <u>asleep</u>.
3. One of the <u>main</u> causes of lung cancer is smoking.
4. Are you <u>afraid</u> of the dark?
5. This runner is <u>fast</u>.

Great heart

Adjective Phrases

Adjective phrases are composed of an adjective (which functions as the head of the phrase), a modifier (mostly an adverb), and a complement.

Modifier	Head	Complement
	good	
	good	at Mathematics
very	good	
very	good	at Mathematics

• Gradable adjectives are adjectives that express a condition or quality of which there are degrees.
For example, "good" is a gradable adjective. There are degrees of "goodness":
1. High Degree
e.g. very good

2. Excessive Degree
e.g. too good

3. Sufficient/ Insufficient Degree
e.g. good enough, not good enough

4. Comparative Degree
e.g. better (comparative form of "good"), smarter (comparative form of "smart"), more beautiful

5. Superlative Degree
e.g. best (superlative form of "good"), smartest (superlative form of "smart"), most beautiful
• Some adjective like "complete" are not gradable. They are not normally compared, nor modified by "very", "too" or "enough".
• Adjectives referring to shape (e.g. round, tall) or size (big, narrow) can only modify count nouns. They cannot modify mass nouns.
e.g. This is a big building. (INCORRECT: This is big water.)

Function of Adjective Phrases
1. Complement of Subject +BE
e.g. Ahmed is very intelligent.

2. Complement of Direct Object
e.g. He found Ahmed very intelligent. (He found Ahmed to be very intelligent.)

3. Pre-Modifier in a Noun Phrase
e.g. My very good friend is coming to visit me.

4. Post-Modifier in a Noun Phrase
e.g. We must find the person responsible for the robbery.

5. Head of a Nominal Group
An adjective can be the head of a nominal group in the following special cases:
   a.   with a number of adjectives that refer to a class of people.

These adjectives include:
blind, homeless, poor, wealthy, young, elderly, living, dead… etc.

The following are examples of nominal groups with an adjective taking the place of the head:

We gave money to the poor. (the class of people who are poor)

The wealthy must help poor people in our society.

(the class of people who are wealthy)

The young are our hope for the future.

(the class of people who are young)

b. A few adjectives referring to abstract ideas.

e.g. The unexpected happened. The unknown is frightening.

c. Adjective that refer to the people of a country.

e.g. The English are very polite. (the people of England)

The French are very interested in fashion. (the people of France)

Exercise
Identify the function of each of the underlined adjective phrases below.
a. complement   b. modifier in NP   c. head of NP

1. The driver responsible for the accident paid the fine.

2. The driver was careless.

3. He is a careless driver.

4. The police found the driver guilty.

5. The elderly must be respected.

Lecture 9

Adverbials (Adv)

• An adverbial (abbreviated as Adv) can be a single-word adverb or an adverbial phrase.
• An adverb is a word like "here", "tomorrow" and "quickly" which we can use to say <u>where</u>, <u>when</u> and <u>how</u> something happens. It can also express <u>other meanings</u> like frequency, degree… etc.
• An adverbial phrase is a group of words that does the same job as an adverb.

Adverbials include:
1. Prepositional Phrases
e.g. We were waiting in the lobby. (adverbial of place)

2. Noun Phrases
e.g. I will visit my uncle this afternoon. (adverbial of time)

3. Clauses including:
a. Clauses with a Finite Verb (finite clauses)
e.g. We need to leave before it is too late. (time)

b. Infinitive Clauses (non-finite clauses)
e.g. I am playing to win. (adverbial of purpose)

c. Present Participle Clauses (non-finite clauses)
e.g. He ran down the road, breathing heavily. (manner)

Exercise
Identify the form of the underlined adverbials.
a. NP   b. PP   c. finite clause d. non-finite clause
1. He visited me <u>in my house</u>.
2. He is studying <u>to pass the exam</u>.
3. Ali has an exam <u>this morning</u>.
4. I will give you my homework <u>after it is done</u>.
5. They walked together, <u>smiling widely</u>.

Many adverbials are adjuncts; they provide <u>additional information</u>, are part of the structure of the clause, but are <u>optional</u>. Adjuncts include adverbials of:
1. Place (position)   telling us where (e.g. in the hall, there)
2. Place (destination)   telling us where to (e.g. to the door)
3. Time (when)   telling us when (e.g. at nine o'clock, today)
4. Time (duration)   telling us how long (e.g. for 10 days)
5. Relative time   telling us how long ago (e.g. just, still)
6. Frequency   telling us how often (e.g. always, rarely)
7. Degree   telling us to what extent (e.g. almost barely)
8. Manner   telling us in what way (e.g. carefully, with Care)

Great heart

Exercise

Choose the type of the underlined adverbials.
a. adverbial of frequency c. adverbial of degree
b. adverbial of manner   d. adverbial of relative time
1. He <u>always</u> drinks tea in the morning.
2. The climbers <u>barely</u> made it to the top of the mountain.
3. He finished the exam <u>quickly</u>.
4. My friends <u>just</u> arrived from their trip.
5. They <u>bravely</u> climbed the mountain.
Note: Similar to gradable adjectives (Lecture 8), some adverbs of manner <u>can be gradable</u>. We can give different degrees of the meaning conveyed by a gradable adverb. The adverb of manner "carefully", for example, is a gradable adverb.
e.g. very carefully, more carefully, most carefully
Some other adverbs of manner, e.g. "perfectly," are <u>not</u> gradable.

Position of Adverbials
Adverbials can be found in three main positions: at the <u>end</u>, at the <u>beginning</u> or in the <u>middle</u> of a clause.
1. Final Position
It is very common for adverbials to appear at the **end** of a clause.
e.g. Thank you very much.

2. Initial Position
Some adjuncts, e.g. adverbials of <u>place (position)</u>, <u>time</u>, and <u>frequency</u> can appear at the **beginning** of a clause. The purpose of this position is to **focus** attention on the location, time or frequency of events and activities.
 For example:
Two days ago, I saw my dear friend Ahmed. (focus on time)
In Riyadh, there is a big celebration. (focus on place)

3. Middle Position
Single-word adverbs of <u>frequency</u>, adverbs of <u>relative time</u> and adverbs of <u>degree</u> normally appear in the **middle** of a clause. Their position is immediately **after** the operator in complex verbal groups (Lecture 5), immediately **after** the full verb BE, and **before** any other simple verb:
e.g.
We have often talked together. (after the operator "have")
We are still waiting. (after the operator "are")
We are very tired. (after the full verb "are")
We still have some money. (before the full verb "have")
We sometimes go to Jeddah. (before the full verb "go")

Function of Adverbials
Some of the functions of adverbials include:
1. Adjunct
e.g. I knew her very well.

2. Complement of Subject +BE
e.g. That's all right.

3. Direct Object
e.g. They didn't tell me why.

5. Modifie
Adverbs can modify <u>nouns</u>, <u>adjectives</u>, <u>prepositions</u> and <u>adverbs</u>.

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Phrase type	Adverb as pre-modifier	Phrase head	Adverb as post-modifier
Noun phrase	nearby	hotel	
		way	ahead
Adjective phrase	completely	new	
		quick	enough
Adverb phrase	very	often	
		quickly	enough
Prepositional phrase	directly	through	

Exercise
Identify the function of each of the underlined adverbials.
a. adjunct   b. complement c. object d. modifier
1. Are you <u>absolutely</u> sure?
2. The child followed his father <u>very closely</u>.
3. He told him <u>when</u> to come.
4. The show ended <u>very</u> quickly.
5. It was <u>all right</u>.

Lecture 10

Basic Types of Clause Structure

• In making up a one-clause sentence in English, we have a choice of five basic clause structure types in which all the elements are necessary.
• These basic types can be expanded with other optional elements like adjuncts and modifiers.
• Each of these five types follows the basic pattern: Subject (NP) + Predicate (VP).
• In each type, the subject will normally come first and is the followed by a verb phrase.

• Only the composition of the VP changes in each type.
• The VP may contain the following elements:
1. Intransitive Verb (abbreviated as Vi)
2. Transitive Verb (abbreviated as Vt)
3. BE or another Copula

4. Complement (abbreviated as C), **which includes:**
a. Noun Phrase (abbreviated as NP)
b. Adjective Phrase (abbreviated as Adj)
c. Adverbial (abbreviated as Adv)

5. Direct Object (abbreviated as dO)
6. Indirect Object (abbreviated as iO)

• The following table shows the five basic types of clause structure in English:

Type	Structure of VP		Examples
1	Vi	a. ___	a. We waited.
		b. C (Adv)	b. We sat down.
2	BE + C	a. NP	a. He was my friend.
		b. Adj	b. He was intelligent.
		c. Adv	c. He was in my class.
3	Vt + dO +	a. ___	a. I made a mistake.
		b. C (Adv)	b. I put the key in the lock.
4	Vt +iO +dO	a. (to)	a. I gave him an answer.
		b. (for)	b. He made me a suit.
5	Vt +dO +C	a. NP	a. I found him a bore.
		b. Adj	b. I found him boring.

• As we mentioned at the beginning of the lecture, each of these types <u>can be expanded</u> with <u>optional elements</u> like adjunct and modifiers.

For example, we can expand the first sentence in Type 1 as follows:
We waited. (Type 1)
We waited <u>in the car</u>. (Type 1 + Adjunct)

• Simple sentences have <u>only one</u> clause. They can be <u>expanded</u> even more by combining them with other clauses as we will see when we discuss compound and complex sentences.

• Be careful not to confuse these **<u>five types of basic clause structure</u>** with the **<u>five types of complex verbal groups</u>** that we discussed in <u>Lecture 5</u>.

• Producing "good grammar" is often a question of fitting a verb into the basic type or types appropriate to it.

For example, the verb "tell" can fit into basic type 3, as seen in the first example below; and it can also fit into basic type 4, as seen in the second example below.

e.g. 1. He told the truth. (Type 3)
e.g. 2. He told me the truth. (Type 4)

On the other hand, the verb "explain" can only fit into basic type3, but <u>not</u> basic type 4. For example:

e.g. 1. He explained the answer. (Type 3)
e.g. 2. INCORRECT: He explained me the answer. (Type 4 is <u>not possible</u> with the verb "explain")

Exercise
Which of the underlined elements is **<u>NOT</u>** a necessary element of the following clauses? If all elements are necessary, then choose "d".
a. (1)   b. (2)   c. (3)   d. all elements are necessary

1. He <u>was</u> <u>in my home</u> <u>yesterday</u>.
         (1)   (2)   (3)
2. <u>Maha</u>   <u>is</u>   <u>a good student</u>.
    (1)   (2)   (3)
3. The <u>angry</u> <u>man</u> <u>waited</u> impatiently.
         (1)   (2)   (3)

Exercise
Identify the basic clause structure type for each of the following simple sentences.

a. BE + C   b. Vt+ dO   c. Vt +iO +dO   d. Vt +dO +C

1. Faisal wrote a book.
2. He is a good writer.
3. He gave me the book.
4. I found the book interesting.
5.The book is in my library.

Variations of Basic Clause Structure Types

Common Variations of Basic Clause Structure Types

1. In type 1, "there" can be used as an introductory subject.

e.g.
Three exceptions exist. (Type 1)
There are three exceptions. (Variation of type 1 using introductory "there")

The pattern in this example is: There +BE + Subject

2. "There" can also be used as an introductory subject in a variation of type 2.

e.g.
Some books are on the shelf. (Type 2)
There are some books on the shelf. (Variation of type 2 using introductory "there")

3. Type 2c, can be reversed when the adverb is "here' or "there".

e.g.
Mohammed is here. (Type 2c)
Here is Mohammed. (Variation of type 2c)

• There are other variations that we will not discuss here.

Lecture 11

Coordination

In the previous lecture, we discussed the five basic types of clause structure.

Each part of the structure of a clause can be duplicated (doubled) or added to by Coordination. For example, the subject is duplicated in the following sentence:

Mohammed and I are good friends.

The two parts of the subject in the previous sentence are joined by the conjunction "and".

Conjunctions are words like "and," "or," and "but" which we use to connect grammatical units/elements in a sentence.

• If we combine more than two parts, we usually separate the parts by commas, using the conjunction to join the last two parts only.

e.g. Mohammed, Ahmed **and** I are good friends.

Types of conjunctions:
1. Coordinating Conjunctions (coordinators)

These are single-word conjunction, including: "and," "but" and "or."

e.g. I want Ahmed and Saleh to come see me.

e.g. I want Ahmed or Saleh to come see me.

e.g. I want Ahmed but not Saleh to come see me.

2. Correlative Coordinating Conjunctions

These are pairs of words, including: "both… and…," "either… or…," neither… nor…," "not only… but also…"

e.g. I want both Ahmed and Saleh to come see me.

e.g. I want either Ahmed or Saleh to come see me.

e.g.I want neither Ahmed nor Saleh to come see me.

e.g. I want not only Ahmed but also Saleh to come see me.

3. Subordinating Conjunctions (subordinators)

4. Correlative Subordinating Conjunctions

We will talk more about the last two types when we discuss Subordination in Lectures 12 and 13.

Exercise
Choose the type of conjunction in the sentences below:

a. Coordinating Conjunction

b. Correlative Coordinating Conjunction

1. My brother and sister went to Dammam.

2. They are both polite and friendly.

3. I not only like swimming but also diving.

4. I like swimming but not diving.

We can compound/coordinate any level of constituents (grammatical units) - words, phrases and clauses.

• Coordination of Words
Coordination can link two or more words of the same word class as in the following examples:
Nouns:
e.g. Football and basketball are my favorite sports.
Adjectives:
e.g. My friend Khaled is funny and intelligent.

Adverbs:
e.g. We must finish our work both quickly and efficiently.

• Coordination of Phrases
Two or more phrases of the same type can also be linked together through coordination as in the following
    examples:

Noun Phrases
e.g. The old man and the young boy crossed the street.

Verb Phrases:
e.g. Many of the grammatical terms must be studied and will come in the exam.

Adjective phrases:
e.g. The topics are very interesting and really useful.

Adverbials:
e.g. You can wash your clothes by hand or in the washing machine.

Compound Sentences
• Coordination of Clauses
A compound sentence has two or more clauses which are linked by a coordinator.
• All of the clauses in compound sentences are coordinate. In other words, they are of equal rank. **None of them are dependent** on (part of) another clause. They are all **independent clauses**.

The following are examples of compound sentences:

e.g. 1. Everyone was in the room **and** the doors had been closed.
e.g. 2. Everyone was in the room, the doors had been closed **and** latecomers had to wait outside.
e.g. 3. Some students didn't do the homework **and** the teacher knew, **but** he didn't say anything.
e.g. 4. **Either** he didn't bring the book, **or** someone took it from him.
e.g. 5. I'm selling my car **and** (I'm) buying a new one.
e.g. 6. Mohammed is going on a trip for a few days, **but** (he) will be back before Saturday.
e.g. 7. He may have received the letter **but** (he may have) forgotten to reply.
• As seen in examples 5, 6 and 7, when the subjects of the two clauses refer to the same person or thing, the second subject can be deleted. We can also delete the second verbal group if it is the same.

Exercise
Decide whether the following sentences are:
a. simple sentences   b. compound sentences
1. My neighbor and his family are going on a trip.
2. My neighbor is going on a trip but his family are not going with him.
3. Either I lost my wallet or someone stole it.
4. The wallet was either lost or stolen.

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Exercise

Decide whether the underlined subject in the second clause is:

a. Optional (can be deleted) b. Obligatory (cannot be deleted)

1. My neighbor is going on a trip and his family are going with him too.
2. My neighbor is going on a trip and he will take his family with him.
3. Sara will study hard for the exam, and she will try to get high grades.
4. Sara will study hard for the exam, and Maha will do the same.

Lecture 12

Subordination

In Lecture 1 we said that sentences can be divided into simple, compound and complex sentences. We discussed simple sentences in detail in previous lectures, especially Lecture 10, and compound sentences in Lecture 11. In this lecture, we will discuss complex sentences.

A complex sentence has two or more clauses joined by a subordinating conjunction. At least one of the clauses is subordinate to a main clause.
A main clause (also known as an independent clause) is a clause that can stand alone as a complete sentence.
A subordinate clause (also known as a dependent clause) is a clause that cannot stand alone as a complete sentence.

• A clause can be subordinate by being able to do one of the following:
1. replace an NP in the main clause
e.g. Everyone could see it.
Everyone could see **(that)** he was frightened.
The subordinate clause "that he was frightened" is a noun clause. It functions as the object of the verb "see".

2. modify an NP in the main clause
e.g.
I often see my old school friends.
I often see friends **who** were at school with me.
The subordinate clause "who were at school with me" is called a relative clause. It functions as a modifier of the NP "friends".

3. replace an adverbial in the main clause
e.g.
I met Ahmed twenty years ago.
I met Ahmed **when** I was at school.
The subordinate clause "when I was at school" is an adverbial clause of time. It functions as an adjunct in the main clause "I met Ahmed."

A subordinate clause is usually introduced by one of the following:

1. a subordinating conjunction, e.g. when or that
2. a relative pronoun, e.g. who, which, whose

Compare:
1. a. He was frightened. (Independent Clause)
1. b. that he was frightened (Subordinate/Dependent Clause)

2. a. I was at school. (Independent Clause)
2. b. when I was at school (Subordinate/Dependent Clause)

Examples "1.a" and "2.a" are independent clauses. They are complete sentences by themselves.

Examples "1.b" and "2.b" are subordinate clauses. They are not complete sentences on their own. A main clause must be added to "1.b" and "2.b" if we want to make a complete sentence from them.

Great heart

Exercise

Decide whether the underlined clause is:

a. dependent   b. independent

1. It was obvious to everyone <u>that he wanted to leave</u>.
2. <u>He wanted to leave</u> and this was obvious to everyone.
3. My friends came to visit me <u>when I was in Dammam</u>.
4. My friends came to visit me, but <u>I was in Dammam</u>.

Types of Subordinate Clauses

1. Noun Clauses
2. Relative Clauses
3. Adverbial Clauses
4. Other (Conditional Clauses, Result Clauses, Purpose Clauses..etc.)

We will take a look at each of these types in the following sections starting with noun clauses.

Noun Clauses

We can divide noun clauses into that-clauses and wh-clauses.
 A that-clause <u>begins</u> with "that" and a wh-clause <u>begins</u> with a wh-question word, e.g. what, who.
A. That-clauses
A that-clause can have four of the <u>functions</u> of the NP. It can be:
1. Subject of a Verb in another clause
e.g. **That** the driver could not control his car is obvious.
(=It is obvious.)
Note: "That" is <u>obligatory</u> in this sentence. We cannot delete it.

2. Object of a Verb in another clause
e.g. Everyone could see (**that**) he was frightened.
(=Everyone could see it.)
Note: "That" is optional in this sentence. We can delete it.

3. Complement of Subject +BE
e.g. The truth is (that) he was very shy. (= The truth is this.)
Note: "That" is optional in this sentence. We can delete it.

4. Apposition (to nouns like "fact", "truth", "explanation")

e.g. The fact **that** <u>he was shy</u> surprised me.
"That he was shy" is an appositive noun clause that refers to the same thing as the NP "the fact". We say that the noun clause is in apposition to the NP.
Note: "That" can sometimes be deleted in this case.

Reported Speech

Reported speech can be either direct or indirect.
a. Direct speech is <u>quoting the actual words</u> spoken by someone. In this case, we write the quoted sentence between <u>quotation marks</u> (" ").
b. Indirect speech is <u>restating the words</u> spoken by someone. We can use a "that-clause" to report indirect speech.

e.g. The man says, **"**The road is closed.**"** (direct speech using quotation marks)
The man says (**that**) the road is closed. (indirect speech using a that-clause)

Great heart

B. Wh-clauses
A wh-clause can have four of the <u>functions</u> of an NP. It can be:

1. Subject of another clause
e.g. **What** caused the accident is a complete mystery. (= It is a complete mystery.)

2. Object of a verb in another clause
No one knows **what** caused the accident. (= No one knows it.)

3. Complement of Subject +BE
The question is **what** caused the accident. (=The question is this.)

4. Object of a preposition
This depends <u>on</u> **what** you want. (=This depends on it.)

Exercise
What is the function of the underlined clause?
a. subject b. object c. complement d. appositive
1. The fact is <u>that no one could do it</u>.
2. <u>What he discovered </u>was important for science.
3. The fact <u>that no one could do it</u> disappointed me.
4. Everyone knows <u>that he made a great discovery</u>.
5. The workers rely on <u>what the manager has to say</u>.

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Lecture 13

Relative Clauses

In Lecture 12, we discussed subordination and the types of subordinate clauses. We talked in detail about the first type of subordinate clauses: noun clauses. In this lecture, we will cover other types of subordinate clauses in more detail.

2. Relative Clauses

A relative clause is a clause which mainly modifies a noun phrase. It usually begins with a relative pronoun: "who", "whom", "whose", "which" and "that".

e.g. 1. The car **which** he owns is very old.

(The car is very old. He owns the car.)

Sometimes the relative pronoun can be deleted (zero relative pronoun), but it still exists as a grammatical position in the clause.

e.g. 2. The car he owns is very old.

In example 1, the relative pronoun "which" is the object of the verb "owns". Similarly, in example 2, the zero relative pronoun is the object of the verb "owns".

The relative pronoun points back to the head of the noun phrase modified by the relative clause. The head of the NP is called the antecedent of the relative pronoun.

e.g. The man **who** called us yesterday has come to meet you. (the pronoun "who" points back to the head of the NP "man". "Man" in this sentence is called an antecedent.)

• The Use of Relative Pronouns:

A. Personal Relative Pronouns

The personal relative pronouns "who" and "whom" are used with human antecedents.

e.g. 1. There is a man outside **who** wants to see you. (There is a man outside. The man wants to see you.)

e.g. 2. Ahmed, **who/whom** I told you about yesterday, is here. (Ahmed is here. I told you about Ahmed yesterday.)

B. Non-Personal Relative Pronouns

The non-personal relative pronoun "which" is used to talk about animals, objects, places, ideas… etc.

e.g.

I want a watch **which** is waterproof.

3. Personal and Non-Personal Relative Pronouns

The relative pronouns "that" and "whose" are used with both personal and non-personal antecedents.

e.g. 1. There is the driver **that** was speeding. ("that" used with the personal antecedent "driver")

e.g. 2. There is the car **that** was speeding. ("that" used with the non-personal antecedent "car")

Note: "Whose" gives the idea of possession.

e.g. 1. The man **whose** car you borrowed wants to see you. (The man wants to see you. You borrowed his car.)

e.g. 2. We saw the castle **whose** walls were made of rocks. (We saw the castle. Its walls were made of rock.)

•In the following section, we will talk about the third type of subordinate clauses: adverbial clauses.

Exercise

Which of the subordinate clauses in each of the following sentences is a relative clause?

a. relative clause   b. not a relative clause

1. The machine which makes plastic bottles is broken.
2. The manager is upset about what the worker told him.
3. The problem is that he didn't oil the machine.
4. The worker that forgot to oil the machine is speaking with the manager.
5. They called a technician who could fix the machine.

Adverbial Clauses

3. Adverbial Clauses

Similar to adverbs and adverb phrases, adverbial clauses allow us to talk about <u>time</u>, <u>place</u> and <u>manner</u>.
e.g.
I met Ahmed <u>in 2005</u>. (adverbial phrase of time)
I met Ahmed **when** <u>I was travelling</u>. (adverbial clause of time.)

Adverbial Clauses
He parked his car <u>here</u>. (adverb of place)
He parked his car **where** <u>there is a parking sign</u>. (adverbial clause of place)
He drives <u>carefully</u>. (adverb of manner)
He drives **as** <u>his father did</u>. (adverbial clause of manner)

Note: The words "when", "where" and "as" in the previous sentences are subordinate conjunctions.

Adverbial clauses also have <u>functions</u> similar to adverbs and adverb phrases.
 For example, the adverbial clause in the following sentence is an adjunct:
e.g. I met Ahmed **when** <u>I was travelling</u>. (The adverbial clause "when I was travelling" is an adjunct.)
Compare: I met Ahmed <u>in 2005</u>. (The adverbial phrase "in 2005" is an adjunct.)

• In the next section, we will look briefly at examples of some other types of subordinate adverbial clauses.

**Other Adverbial
 Subordinate Clauses**

4. Other Adverbial Subordinate Clauses
Please return my book **if** <u>you finish reading it</u>. (Conditional Clause)
Ahmed is quicker **than** <u>I am</u>. (Comparison Clause)
I couldn't open the door **because** <u>I used the wrong key</u>. (Reason Clause)
He closed the windows **so that** <u>he wouldn't hear the noise outside</u>. (Purpose Clause)

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Lecture 14

Review of Previous Lectures

Form and Function
An important distinction that we talked about in our lectures is the difference between form and function of constituents.

The term constituent is used to refer to words, phrases and clauses.

First, we will look at the forms of constituents.

Form
Some of the forms we discussed in our lectures include:
verb, verb phrase, noun phrase, noun, nominal group, pronoun pronominal group, noun clause, determiner, article, demonstrative, preposition, prepositional phrase, adjective, adjective phrase, adverb, adverb phrase, adverbial clause… etc.

Sample Questions
Which of the following is a pronoun?
a. man   b. talk   c. he   d. nice

Which of the following is NOT an article?
a. them   b. the   c. a   d. an

Function
Some of the functions we discussed in our lectures include:
subject, verb (predicator), direct object, indirect object, object of preposition, complement of subject+ BE, complement of object, complement of adjective, adjunct, appositive, head, postmodifier and premodifier.

Sample Questions
What is the function of the underlined phrase?
"The students are attending a lecture."
a. subject b. direct object c. indirect object d. complement

"He will come tomorrow." The adjunct in this sentence is:
a. He   b. will   c. come   d. tomorrow

Definitions
Some of the terms we defined in our lectures include:
Grammar, sentence, statement, question, exclamation, command, intransitive verbs, monotransitive verbs, ditransitive verbs, modifier, proper noun, common noun, animate, inanimate, count noun, mass noun, collective noun… etc.

Sample Questions
Nouns which cannot be preceded by "one" and have no plural form are called:
a. count noun   c. mass noun
b. countable noun   d. collective noun

The name of someone or something that is usually imagined to be unique is called:
a. proper noun   c. common noun
b. generic noun   d. collective noun

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Classifications
Many of the terms we covered have different classifications. For example:
We classified verbs into: helping verbs and main verbs.
We also classified verbs into: transitive and intransitive.
We classified pronouns into: personal pronouns, reflexive pronouns and indefinite pronouns.

Sample Questions
Which of the underlined pronouns in the following sentences is a reflexive pronoun.
a. <u>He</u> is here.   c. I did the homework <u>myself</u>.
b. This car is <u>mine</u>.   d . <u>Everyone</u> came on time.

Which of the following is NOT one of the types of pronouns?
a. personal pronouns   c. reflexive pronouns
b. generic pronouns   d. indefinite pronouns

Rules
We covered a number of grammatical rules in our lectures. The following is an example
The subordinating conjunction "that" is <u>obligatory</u> in a sentence when the subordinate that-clause is a
    subject. For example, we cannot delete "that" in the following sentence:
"That the driver could not control his car is obvious."

Sample Questions
Which of the following that-clauses has an obligatory subordinating conjunction.
a. <u>That they had an exam last week</u> was reason enough for the students not to go on the trip.
b. The students didn't know <u>that Ahmed was not notified about the time of the exam</u>.
c. The reason is <u>that no one told him about it</u>.
d. They all noticed <u>that he did not attend the exam</u>.

General Inquiries
Finite Verbs
• Finite verbs show <u>tense</u>, <u>person</u> and <u>number</u>.
• To see whether a verb is finite or not try to change the tense, person or number in a sentence.
e.g 1. He is here today. He was here yesterday. (tense)
e.g. 2. He <u>is</u> walking. I <u>am</u> walking. (person)
e.g. 3. The child <u>has</u> slept already.
The children <u>have</u> slept already. (number)

Heads and Modifiers
• Before you identify the head and the modifier, you need to identify the phrase first.
e.g. The old man has an appointment with his doctor.

In this sentence, we have 3 noun phrases, 1 verb phrase and 1 prepositional phrase. The noun phrases in the
    previous example are: "the old man", "an appointment" and "his doctor". The verb phrase is the simple
    verb "has" The prepositional phrase is the phrase "with his doctor" You'll notice that the noun phrase
    "his doctor" is part of the prepositional phrase. It is the object of the preposition.

• An easy way that we can use sometimes to identify many noun phrases is to try to change them to
    pronouns. For example, we can change the previous sentence to:
  <u>The old man</u> has <u>an appointment</u> with <u>his doctor</u>.
    <u>He</u> has <u>this</u> with <u>him</u>.

• Now that we identified the noun phrases, we need to identify the head and the modifiers. The head is a necessary element of the phrase, and the modifiers are optional elements that add to the meaning of the head or limit it.

In the previous example, the heads of each noun phrase are "man", "appointment" and "doctor". The modifiers include: "the," "old," "an" and "his."

• All these modifiers come before the heads of each phrase, so we call them premodifiers.

Note: The head is what determines the type of the phrase. The head of a noun phrase is a noun or a pronoun (e.g. the man, we all). The head of a prepositonal phrase is a preposition (e.g. with the doctor). The head of an adjective phrase is an adjective (e.g. very good).

e.g. 2. The headmaster of the school is here.
        He is here.
The head in this noun phrase is "headmaster". The modifier "the" is a premodifier because it comes before the head. The prepositional phrase "of the school" comes after the head and functions as a modifier, so we call it a postmodifier.
Note: "The school" is another noun phrase in this sentence. It is the object of the preposition "of" and also part of the first noun phrase "the headmaster of the school".

Complements
e.g. 1. The book is on the desk. (complement of subject)
e.g. 2. Ahmed is very good at Mathematics. (complement of adjective)
In example 1, we only have one complement: "on the desk". This is the complement of the subject +BE.
In example 2, we have two complements. The first complement: " very good at mathematics" is an adjective phrase, and it is the complement of the subject +BE. The second complement "at mathematics" is a prepositional phrase, and it is the complement of the adjective "good".

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