Syntax
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Tense

ASPECT / TIME	Simple	Continuous	Perfect	Perfect Continuous
Past	S + V-ed 1	S + (Be – was, were) V-ing 4	S + (Have >> had) V –pp) 7	S + (Have>>had) been + V-ing 10
Present	S + V (-0 / -s) 2	S + (Be – is, am, are) V-ing 5	S + (Have>> has, have) V-pp 8	S + (Have>> has, have) + Been + V-ing 11
Future	S + (Modal) V 3	S + (Modal)+ (Be) V-ing 6	S + (Modal) + Have + V-pp 9	S + (Modal) + have + been + V-ing 12

What is Syntax?

- Basically, syntax is **the branch of linguistics that focuses on arranging words and phrases to create well-formed sentences in a language**

- The word "syntax" comes from the Ancient Greek for "arrangement" or "arranging together." In spoken and written language, syntax refers to the set of rules that determines the arrangement of words in a sentence.

- Syntax concentrates on the structure and ordering of components within a sentence.

- Syntax: the part of linguistics that studies **sentence structure**.

1. Word order:
   - I want these books.
   - Want these I books.*
2. Agreement: there must be an agreement between Subject and verb, determiner and noun, examples:
   - He wants this book.
   - He want this book.*
   - I want these books.
   - I want this books.*

3. Declarative

- John works hard. (S V A)

- This is the normal order in a declarative sentence when you want to convey his hard work.

4. Interrogative

-Does John work hard?

- Work John hard?*

5. Exclamatory

- What an idea it is!

The syntax changes when we express feelings- positive or negative- in a sentence. You can not change it to

- What an idea is it!*

6. Hierarchical structure- what modifies what

- We need more intelligent leaders.
 a. (we need more leaders who are intelligent)
 b. (we need leaders who are more intelligent)

Syntax VS Grammar

- Grammar is broader than Syntax.
- The part of grammar dealing with words, phrases, clauses, and sentences is known as **syntax.**

- In **Linguistics**, **grammar** is the set of structural **rules** governing the composition of clauses, phrases, and words in any language.
- **Grammar** also refers to the study of such **rules**, and this field includes phonology, morphology, syntax, semantics, and pragmatics.

Elements of Grammar

- **Parts of a Sentence**

1- Subject and Predicate

2- Operator, Auxiliary, Predication

3- Sentence elements

4- Complements and Objects

5- Categories of Verb

6- Categories of Adverbial

7- Question and Negation

Parts of a Sentence

- **What is a Sentence?**
- A group of words that makes complete sense is called a **sentence.** It contains a subject and a predicate and is able to stand on its own.
- **Subject:** The subject is the word or group of words that tells us to what or whom we are talking about.
- **Predicate:** The predicate is part of the sentence that makes a statement about the subject or something new is being said about the 'subject'. The predicate will start with a verb.
- the elements within the predicate that add more detail or meaning are; verbs, direct objects, indirect objects, and subject complement.

- Examples:
- <u>The manager</u> <u>has changed all of his staff recently</u>.

   Subject   **Predicate**

- The woman **is beautiful.**
- Cars **are blocking all the parking spaces.**
- The boy in the red coat **is trying to find his toy.**

Simple Subject and Simple Predicate in the sentence

Subject	Predicates
The lion	has whiskers
The pen	is broken
The boys	are playing football

Example: The boy fell down.

- The main word in the sentence is the word "boy"; therefore, "boy" is the simple subject.

- The other words tell something about the subject and form the predicate. Among the words that make the complete predicate, the words that serve as the key to the predicate is called the simple predicate. It is generally a "verb", the most important word in any sentence. In the above sentence, the word "fell" is the most important part as it tells us what is happening to the boy.

Subject and Predicate

- The division between subject and predicate is by no means arbitrary.
- The subject determines concord with those parts of the verb that permit a distinction between singular and plural.
- The form of the verb depends on whether the subject is singular or plural.
- The subject is part of the sentence that changes its position as we go from statement to question.

Operator, Auxiliary, and Predicate   p.11-12

- The predicate is rather a general term that relates to all constituents in the sentence except the subject.

- The predicate consists of auxiliary as operator and the predication.

The division between Auxiliary and Predication helps us to understand:

- How interrogative and negative sentences are formed.

- How certain adjuncts are positioned.

- How certain emphasis are achieved.
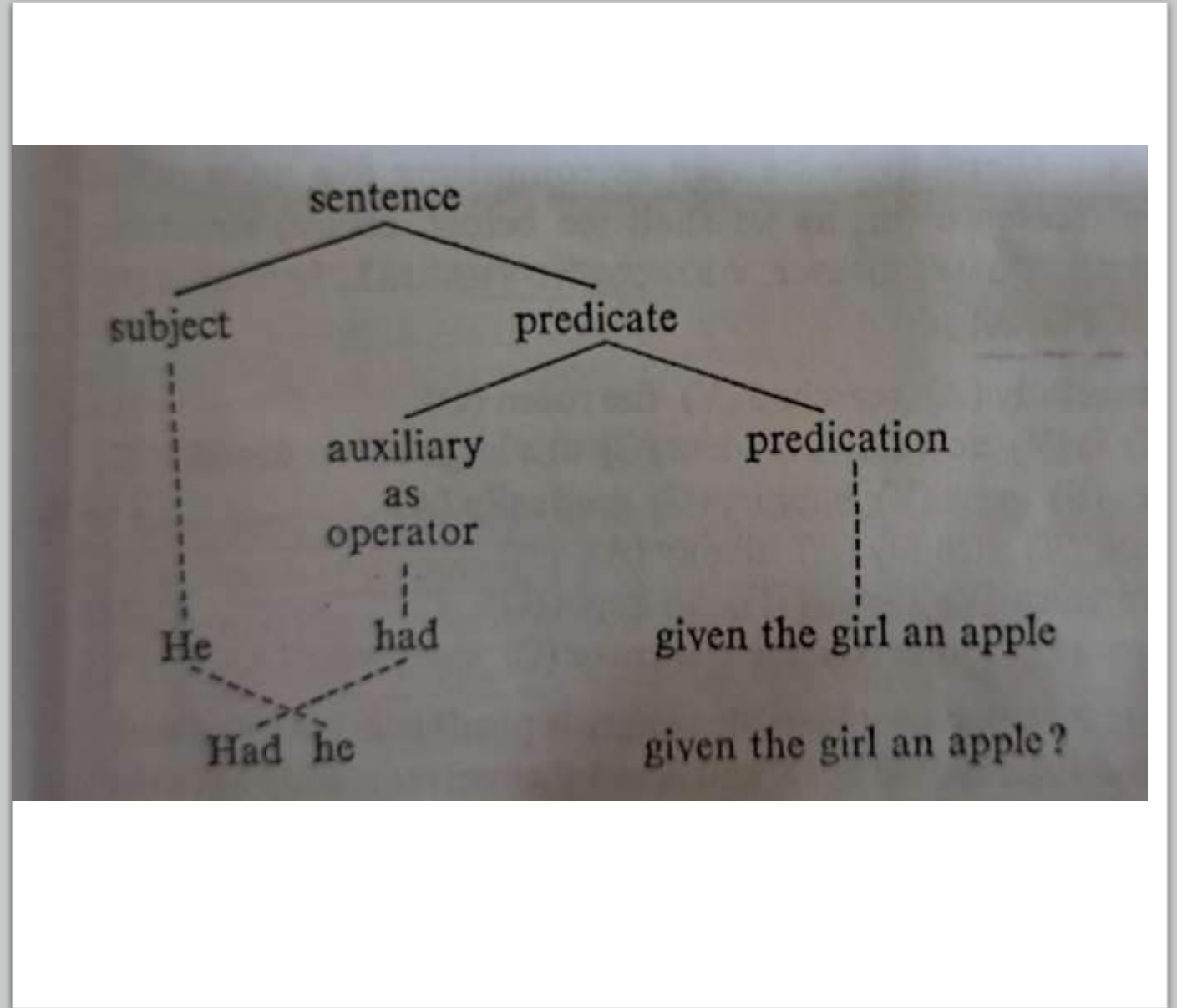
Range of Operators

- **When the verb phrase has several auxiliaries, the first auxiliary will become the operator:**

- *He should have been questioned by the police.*

- *Should he have been questioned by the police?*

- **When the verb phrase has no auxiliary in the positive declarative sentence, then verb "do" is introduced when an operator is required:**

- It rained steadily all day.

- Did it rain steadily all day?

- No, it didn't.

- **The verb "be' can act as an Operator whether it is an auxiliary or not:**

- John is searching the room. >> Is John searching the room?

- The girl is a student. >> Is the girl a student?

- **The verb "have" can also act as an Operator (especially in BrE):**

- He has a degree.   >>   Has he a degree? >> He doesn't have a degree.

Quiz

- **Exercise A: identify the Subjects and predicates in theses sentences:**

1. The group of men is having a conversation at the office.
2. Jimmy ran because he was in a big hurry.
3. Marie won't have time to finish all those dishes before the guests arrive!
4. Mr. Fredrickson forgot to put on his trousers this morning!
5. Her sister really has a very mess closet!

6. That she answered the question correctly pleased him enormously.

7. She saw that it rained all day.

Compound Subject and Compound Predicate in the sentence

- *Example:* John and Jack were caught yesterday.
- In the above sentence, there are two subjects, John and Jack.
- The connecting word is and; therefore, the above sentence has a **compound subject.**
- *Example:* The maid washed and dried the clothes.
- In the above sentence the subject is the 'maid' who has performed two tasks, washed and dried. The connecting word is and. Therefore, the above sentence has a **compound predicate**.
- **A compound predicate** tells us two (or more) things about the same subject (without repeating the subject).

- These are examples of **compound predicates:**
- Rachel **lives** in Dublin and **speaks** Irish.

    (This tells us two things about the subject ("Rachel").)
- The telegram **was** late but **contained** exciting news.
- They **need** to absorb nitrogen and **keep** above 20 degrees.

    Remember that a compound predicate tells us at least two things about one subject. So, the following sentence is **not** an example of a compound predicate:
- Rachel **lives** in Dublin, and she **speaks** Irish.

    (This is a <u>compound sentence</u>. It has two subjects ("Rachel" and "she"). Each subject has one simple predicate.)
- Rachel and her brother **live** in Dublin and **speak** Irish.

    (The predicate tells us two things about the subject ("Rachel and her brother"). Even though it has two elements, this is one subject. It is called a <u>compound subject</u>.)

- Your proposal was **an opportunity and a risk**.

   ("An opportunity and a risk" is a **compound predicate** nominative.)

- I will be **your employer, your advisor and your friend**.

   ("Your employer, your advisor and your friend" is a compound predicate nominative.)

- The British constitution has always been puzzling and always will be. (Queen Elizabeth II)
- (This is a **compound predicate**. It tells us two things about the "British constitution," but it's just one "sentence" (**independent clause**).)

- I have the heart of a man, and I am not afraid of anything. (Queen Elizabeth I)
- (This is **a compound sentence**. The "and" merges two "sentences" (**independent clauses**). That's why there's a comma.)

- My husband has been my strength and stay all these years, and I owe him a debt greater than he would ever claim. (Queen Elizabeth II)
- (This is **a compound sentence**. The first "and" joins two parts of a **compound predicate nominative** (hence no comma), but the second "and" merges two "sentences" (hence the comma).

- Exercises;

Criteria of a Sentence

A sentence must have three features:

1- A subject: about what or whom we are talking about

2- A verb: tells what the subject is or <u>is doing</u>, and

3- It must **stand alone** or can make sense on its own.

Example:

- He called. – This is a sentence and it stands alone.
- He – is the subject.
- Called – is the verb.

The following are not sentences, even though each has a subject and verb:

- *Because he called*
- *When he called*
- *He calling*

These <u>do not stand alone.</u>

❑ Sentences that are uncomplete are called ***sentence fragments,*** or ***fragment sentences***, or just ***fragments***.

Finite and Non-finite verb

Finite Verb	Non-Finite Verbs
Definition: A verb which shows time or a verb which is limited by *number, person,* and *gender of the subject* is **known as a Finite verb.**	**Definition:** A verb that does not show time or a verb which is not limited by *number, person,* and *tense of the subject* is **known as a Non-Finite verb.**
Examples: Neha *writes* letters. They *write* letters. We have *written* letters.	*Examples:* Raman tries to *sing.* We try to *sing.* They try to *sing.*

FINITE & NON-FINITE VERBS

FINITE VERB

Definition & Usage:

> Act as the main verb and can be changed according to the noun.

> Use only in present and past tense.

> Can be indicative of passive or active voice and also of number (singular or plural).

- She walks home. – Here we see that the finite verb is "walks" and the pronoun is 'she'.
- She walked home. – Here we can see how the verb changed/modified to change the tense of the sentence.

Examples:

- You promised me the last ticket.
- I am excited about going to the amusement park.
- I went for a walk around the park.
- She was waiting in the room before he came in.
- Does your brother know my brother?
- We want John to act as club secretary.

NON-FINITE VERB

Definition & Usage:

> Cannot be the main verb as they do not talk about the action that is being performed by the subject or noun.

> Do not indicate any tense, mood or gender.

> Used as nouns, adverbs and adjectives.

> Used to form non-finite clauses which are simply dependent clauses that use non-finite verbs.

3 Types & Examples:

Gerunds
- Do you fancy going out?
- I like swimming.
- We enjoyed their singing.

Infinitives
- I decided not to go to New York.
- I'd rather not eat meat.
- I might not come.

Participles
- The man carrying the bricks is my father.
- She showed us a plate of scones crammed with cream.

- **Gerunds**
- **Gerunds** are non-finite verbs that end in "-ing" and function as **nouns** in a sentence. They can be used as the **subject, object**, or **complement** in a sentence. Gerunds can also be used after certain verbs, such as "enjoy," "avoid," and "admit," to express an action.
- Examples:
- **Swimming** is my favorite activity.
- I enjoy **reading** books.
- He admitted **stealing** the money.

- **Infinitives**
- Infinitives are non-finite verbs that are formed by adding "to" before the base form of the verb. They can be used as the **subject**, **object**, or **complement** in a sentence. Infinitives can also be used after certain verbs, such as "want," "need," and "like," to express purpose.
- Examples:
- **To swim** is my favorite activity.
- I want **to learn** how to play the guitar.
- She needs **to finish** her homework before going out.

- **Participles**
- Participles are non-finite verbs that can function as **<u>adjectives</u>** in a sentence. There are two types of participles: **present participles** and **past participles**. Present participles end in "-ing" and past participles end in "-ed," "-d," or "-t."
- Examples:
- The **running** water is so refreshing.
- The **broken** vase needs to be replaced.
- The **excited** children ran to the playground.

- Note: **A gerund** is a verb form that ends in "-ing" and functions as a noun. A **present participle** is a verb form that also ends in "-ing" but functions as an adjective. For example:
- gerund: Swimming is good exercise.
- Present participle: The swimming pool is closed for repairs.

- **Exercise 1 – Identify the finite and non-finite verbs**
- Here is an exercise to get you started. Locate the verbs in the following sentences and identify if they are finite or non-finite verbs.
- 1. I had alfredo pasta for lunch today.
- 2. They brought us some homemade cookies.
- 3. Getting down from his caravan, A. R. Rahman waved to his fans.
- 4. My parents have decided to move to New Zealand by the end of this year.
- 5. The waves kept hitting the rocks at regular intervals.
- 6. Noorin was happy to be there at her best friend's wedding.
- 7. Peaches is the name of the baby mammoth in the movie 'Ice Age: Dawn of the Dinosaurs'.
- 8. Waking up from my nap, I realised I was late to pick up my son from school.
- 9. Martha was listening to her favourite songs as she continued to work.
- 10. Chandra's phone screen was broken.

- **Answers for Exercise 1**

- 1. I *had* alfredo pasta for lunch today.

- Finite verb – Had

- 2. They brought us some homemade cookies.

- Finite verb – Brought

- 3. *Getting down* from his caravan, A. R. Rahman *waved* to his fans.

- Finite verb – Waved

- Non-finite verb – Getting down

- 4. My parents *have decided to move* to New Zealand by the end of this year.

- Finite verb – Have decided

- Non-finite verb – To move

- 5. The waves *kept hitting* the rocks at regular intervals.

- Finite verb – Kept

- Non-finite verb – Hitting

- 6. Noorin *was* happy *to be* there at her best friend's wedding.

- Finite verb – Was

- Non-finite verb – To be

- 7. Peaches *is* the name of the baby mammoth in the movie 'Ice Age: Dawn of the Dinosaurs'.

- Finite verb – Is

- 8. *Waking up* from my nap, I *realised* I *was* late *to pick up* my son from school.

- Finite verb – Realised, was

- Non-finite verb – Waking up, to pick up

- 9. Martha *was listening* to her favourite songs as she *continued to work.*

- Finite verb – Was listening, continued

- Non-finite verb – To work

- 10. Chandra's phone screen *was* broken.

- Finite verb – Was

Elements of Sentence

1- S V

2- S V O

3- S V C

4- S V A

5- S V O O

6- S V O C

7- S V O A

1- Subject + verb   (S V): This is the most basic syntax pattern. It includes a subject (the doer of the action) followed by a verb (the action itself).

- We laughed.
- The lion roared.

2- Subject+ verb + direct object   (S V O): This is when a direct object (the receiver of the action) is added. Example

- The girl bought a dress.
- She narrated the story.

3- Subject + verb + subject complement   (S V C): Here, a subject complement, which renames or describes the subject, is used.

. That food is *poisonous*.

. The judgment seemed fair.

- He looked good.

4- Subject + verb + Adverbial (S V A):: Here, the pattern adds an adverbial complement that's necessary to finish the sentence's meaning.

- He is in London
- The game will be at three o'clock.

5- Subject + verb + direct object + object complement (S V O C): In this pattern, an object complement is added to rename or describe the direct object.

- Rawa called Chra a genius.
- We elected him president.

6- Subject + verb + indirect object + direct object (S V O O): , the verb has two objects. The indirect object comes first and is then followed by the direct object.

- She gave him a gift.
- He sold the student a ticket.

7- Subject + Verb + Object + Adverbial (S V O A): This pattern adds an adverbial complement, which provides more information about where, when, how, why, or to what extent the action happened to a direct object.

- I put the book on the table.
- We supposed him upstairs.

- She gave her friend a thoughtful gift.
- The teacher handed the students their test results.
- My parents bought me a new laptop for my birthday.
- He sent his sister a postcard from his travels.
- The manager awarded the employees a bonus for their hard work.
- I consider the painting a masterpiece.
- The audience deemed her performance exceptional.
- We elected him the team captain.
- They named the newborn baby Matthew.
- She found the task challenging.

```
       S      V     C            A
a Computers/are/fairly commonplace/today.
    V-  S   A  -V   O
b /Did/you/ever/eat/chicken?
```

1 Full-scale computers have a large number of programs.
2 We must change all the programs tomorrow.
3 Tomorrow will be a holiday here.
4 These bookshelves are becoming very popular in Sweden.
5 We have recently added an extra unit to them.
6 Will you give it a try?
7 On July 7, DDT was sprayed on the marsh from a helicopter.
8 We all read too many books too quickly.
9 The young man grew restless in his mother-in-law's house.
10 They had made him their son-in-law despite his objections.
11 He found his mother-in-law greedy.
12 They had found him a charming young wife.

Subordinate or dependent clauses

Exercise 6

Pick out *the subordinate or dependent clause* in each of the sentences below.
Label the constituent parts, both of the main clause and of the subordinate
clause, and indicate the relationship between the two clauses, thus:

```
    S    V       O        S     V       O          A
/You/must add/the raisins/after /you/'ve poured/the syrup/over the crumbs/
```
                                                                    (A)

1 I don't believe that those bookshelves are popular anywhere yet.
2 What that advertisement says is not true.
3 What that advertisement says, I simply don't believe.
4 I'll believe it when I see the results.
5 Can you tell us when we shall see the results?
6 I was saying could you come next Saturday?
7 I guess I've eaten chicken six or seven times.
8 You didn't leave the tap open after you shut off the water supply.
9 Where the plane crashed, the snow is still falling heavily.
10 Where the plane crashed is still not known.

Objects and complements

Exercise 7

Indicate, by Od, Oi, Cs or Co whether the parts underlined in the sentences
below are the *direct object* (Od), the *indirect object* (Oi), the *subject complement*
(Cs) or the *object complement* (Co):

1 Will someone get a doctor, quickly!
2 George and Paul both became famous doctors.
3 Do you call *yourself a *doctor?
4 May I call *you *Jenny?
5 May I call *you *a taxi or something?
6 Call me anything you like.
7 It's *so cold. I can't get *warm.
8 I can't get *my hands *warm.
9 Keep *quiet. Keep *those children *quiet.
10 Can't you give *them *something to keep *them quiet?
11 The young man was slowly going mad.
12 His mother-in-law was driving *him *mad.
13 The driver turned the corner too quickly.
14 The weather is turning warmer.
15 The hot weather turned *all the milk *sour.
16 The young man grew very depressed.
17 He grew *his hair *long.
18 He had made a great mistake.
19 His in-laws had simply made *him *their servant.
20 His wife sometimes made *him *curry.
21 But this only made *him *more miserable.
22 Show *me *your passport. Show *me.
23 Did you see *anyone? Did you say *anything?
24 I didn't tell *anybody *anything.

Categories of verbs
Exercise 8
The following terms can be used with reference to verbs:

a intensive	e intransitive
b extensive	f monotransitive
c stative	g ditransitive
d dynamic	h complex transitive

Indicate, by the letters a, b, c, etc., which of those terms could be appli
verbs as they are used in the sentences below. Note that more than
could be used in every case.

1 Do you understand the question?
2 English and German are separate languages.
3 He appeared rather worried.
4 The mist is disappearing slowly.
5 I see[1] what you mean[2].
6 You aren't looking in the right direction.
7 He offered her his hand hesitatingly.

_Od_   _A_

1 Will someone get a doctor, quickly! _Od_
2 George and Paul both became famous doctors. _Sc_
3 Do you call ᵃyourself a ᵇdoctor? _Oc_
4 May I call ᵃyou ᵇJenny? _do_ — _Co_
5 May I call ᵃyou ᵇa taxi or something? _Io_ — _Od_
6 Call me anything you like. _Co or Od_
7 It's ᵃso cold. I can't get ᵇwarm. _Cs — Cs_ قدی
8 I can't get ᵃmy hands ᵇwarm. _Od — Co_
9 Keep ᵃquiet. Keep ᵇthose children ᶜquiet. _Cs → Od → Co_
10 Can't you give ᵃthem ᵇsomething to keep ᶜthem quiet? _Io → Od —_
11 The young man was slowly going mad. _Cs_
12 His mother-in-law was driving ᵃhim ᵇmad. _Od → Co_
13 The driver turned the corner too quickly. _Od_
14 The weather is turning warmer. _Cs_
15 The hot weather turned ᵃall the milk ᵇsour. _Od — Co_
16 The young man grew very depressed. _Cs_
17 He grew ᵃhis hair ᵇlong. _Od — Co_
18 He had made a great mistake. _Od_
19 His in-laws had simply made ᵃhim ᵇtheir servant. _Od — Co_
20 His wife sometimes made ᵃhim ᵇcurry. _Oi — Od_
21 But this only made ᵃhim ᵇmore miserable. _Od — Co_
22 Show ᵃme ᵇyour passport. Show ᶜme. _Oi — Od — Oi_ how we me
23 Did you see ᵃanyone? Did you say ᵇanything? _Od — Od_
24 I didn't tell ᵃanybody ᵇanything.
   _Oi_   _Od_

Categories of verbs

Exercise 8

The following terms can be used with reference to verbs:

a intensive
b extensive
c stative
d dynamic

e intransitive
f monotransitive
g ditransitive
h complex transitive

Indicate, by the letters a, b, c, etc., which of those terms could be applied to t
verbs as they are used in the sentences below. Note that more than one lat
could be used in every case.

1 Do you understand the question?
2 English and German are separate languages.
3 He appeared rather worried.
4 The mist is disappearing slowly.
5 I see¹ what you mean².
6 You aren't looking in the right direction.
7 He offered her his hand hesitatingly.

Examples of clauses and phrases used as subjects, objects, and complements:

- 1. Clause as Subject:

- That he arrived early pleased everyone.

- 2. Phrase as Subject:

- <u>Running a marathon</u> requires dedication.

- 3. Clause as Object:
- She didn't realize <u>that the store was closed</u>.

- 4. Phrase as **Object**:
•We appreciate <u>your help</u>.

- 5. Clause as **Complement:**

- His main goal is <u>to succeed in his career</u>.

- 6. Phrase as **Complement**:
- The key to a healthy lifestyle is <u>regular exercise.</u>

Categories of verb

1. An Intensive verb - usually called a linking or copular verb- is used to describe the subject. Examples; be, seem, appear, look, become.

2. An Extensive verb is all other verbs. The verb extends itself away from the subject. It describes the action or the activities of the subject.

-Ali met the president

- Identify the types of verbs in the following:
- I <u>get</u> happy
- I <u>eat</u> an apple
- I'<u>m</u> happy
- I <u>ride</u> the bike

Categories of verbs

- **Intransitive verbs** don't take an object.
- He <u>slept</u>.
- He <u>slept</u> in the hall.
- He <u>slept</u> fitfully.

- **Transitive verbs** take an object.
- I <u>help</u> Ali.
- I <u>help</u> him.

Three types of transitive verbs

1. mono-transitive verbs; take one object as in:

- John carefully searched the room.

2. Ditransitive verbs; take two objects as in ;

- He had given the girl an apple.
- I sent Ali a book.

3. Complex transitive verbs; take an object complement as in:

- They make him the chairman every Year.
- I name the baby Ali.
- I choose Ali manager.

Categories of Adverbial

- **1. Manner   2. Place   3. time   4. reason** (MPTR)

- **Features of Adverbial:**

- 1**. mobile**: movable can be used initially, middle, or final.

- 2. **optional**; can be added or deleted.

- 3. **Pile-up**: more than one adverb can be used in the sentence, they follow a fixed order (MPTR).

- It is raining heavily in Erbil now because of the clouds.

  s   v   Adv.m   Adv.p Adv.t   Adv.r

Stative vs Dynamic

A. Stative is a verb that doesn't take "ing"

- I see him every day.
- I'm seeing him now. *

- B. Action verb is a verb that takes "ing".

- **Q: What are state verbs?**

Pro-forms

- Pro-form: is another form (word) that is used to substitute a form (word) mentioned earlier in a sentence to avoid repetition.

- Aya is a student. **She** comes from Baghdad. **Her** family live in Duhok. **She** works as a teacher……..

- Pro- form
- 1. Pro–noun phrase   -Layla met him, she met him
- 2. pro-adverb -I met him yesterday, I met him then.
- 3. pro- predicate   -I cleaned the room, I did so.

- <u>3 types of Pro- Adverb</u>
- A. time
- b. Place
- C. process
- The chair was in the garden but I can't find it there now.

Parts of Speech

- **A. open-class items** (accept additional members)
- Noun John-   room, answer, play
- Adjective-   happy, steady, new, large, round
- Adverb-   steadily, completely, rally, very, then
- Verb-   search, grow, play, be, have, do

- **B**. **Closed –system item** (don't accept additional members)
- article-   a, an, the
- Pronoun-   this, that
- Prepositions- of, at, in, without, in spite of
- Conjunction-   and, that, when, although
- Interjection-   oh, ah, ugh, phew

What is a Phrase and a Clause

- **A Phrase is:**
- A group of words that work together to give meaning to a sentence.
- Don't contain verbs
- It can be used as a noun, adjective, or adverb
- Must have at least 2 words, could have more.

- **A Clause**
- Must have a subject and a verb
- Sentences are clauses
- Not all clauses are sentences
- Independent clause is a sentence
- Dependent clause is not a complete sentence but it is part of a sentence.

TYPES OF PHRASES

A Phrase is a word or group of words which functions as a sentence element.

1. Noun Phrase
2. Verb Phrase
3. Adjective phrase
4. Adverb Phrase
5. Prepositional Phrase

- **Noun phrase**: the last word of the phrase is a noun. <u>The blond girl</u> is really charming.
- **Verb phrase**: the last word of the phrase is a verb.

  -She <u>has sent </u>a beautiful gift.
- **Adjective phrase**: the last word of the phrase is an adjective.

    -She found her <u>very beautiful</u>.
- **Adverb phrase**: the last word of the phrase is an adverb.

    - I saw him <u>yesterday</u>.
- **Prepositional phrase**: is the phrase which contains prepositions.

    -It seems very nice <u>to me</u>.

1. Noun Phrases (NP)

- *A noun phrase* is a *phrase* that has a *noun* as the headword in it, and it functions as a *noun* in a sentence. So, *noun phrases* are *nouns* with *modifiers*.

Examples of Noun Phrases

- I want **a car.**
- **The Blue house** is for sale.
- Should we buy **the pink house**?
- **The smart girl** bought **a book** from **a tall man**.

1.   **Noun phrase (NP):**

[Modifier**(M**) head **(H)** post modifier **(Q)**] –this structure of a noun phrase is called a **modification.**

- Two types of the structure of noun phrase (NP):

a. **Simple NP (basic)**   - (M) H : it contains only **close class items** which include (*articles, demonstratives, pronouns, prepositions, conjunction, interjections*)= determiners.

   - the (M) Pen (H)

b. **Complex NP (non-basic**)- (M) H/ (M) H (Q): it contains **open class items** which include (*noun, verb, adjective, adverb*)

   -The blue pen

   - the(M?D) blue(M/adj) pen(H) on the table(Q).

- **Examples of basic (simple) NP:**
- My pen. D(M) H
- Those chairs. D H
- <u>All these </u>babies. D H
- What book. D H
- Which glass? D H
- A room, D H
- Every student, D H
- Both girls, D H

- **Describe the elements of the following NPs;**
- My (M/D) pen (H). Basic
- His (M/D) beautiful(M/A) pen(H). Non basic
- All (M/D) these (M/D) pens(H). Basic
- All(M/D) these(M/D) useless(M/A) pens(H). Non basic

- The(M) man(H) sitting on the chair (Q).
- The(M)small(M/A) book(H) <u>on the shelf(Q)</u>.
- Some(M) old(M/A) trees(H) <u>which are in the garden(Q)</u>.
- This beautiful garden of mine.
- The first man who crossed the river.

- Note**: M** is always a *word*; **Q** is either a phrase or a clause.

- Determiners:
1. Pre-determiner (all, both, half)
2. Determiner (central) (the, my, this, every, each, a(n), any, some,...)
3. Post-determiner (number) a. cardinal- 1,2,3....

    b. ordinal- 1st, 2nd, 3rd, ...

    c. quantifier-few, many, much,....

4. Adjective
5. Head
<u>Half</u> <u>these</u> <u>three</u> <u>delicious</u> <u>apples</u>.
1   2   3   4   5

2. Verb Phrase (VP)

- **Verb phrase (VP):** is a phrase which functions under (V) and (V) is an element of the clause. It refers to a phrase that is composed of at least one verb and its dependents in which the verb functions as the headword of the phrase.

- Example
- The boy **has been playing** and he **found a doll**.

- **There are two types of Verb phrases**:
1. **Simple VP**: it contains one element
2. **Complex VP**: it contains more than one element. These elements are **lexical** and **auxiliary**.

   a. **lexical** is the last part of complex VP.

   b. **auxiliary** is the other parts of the VP.
- The first part of auxiliary is called an *operator*.
- The function of auxiliary is (grammar).
- The **auxiliaries** are *primary* (do, have, be) and *modal* (can, could, shall, should,......)

1. He <u>wrote</u> a letter. (***wrote*** is **lexical** -VP) simple VP
2. They <u>will arrive</u> tomorrow. (aux+ lexical -VP) complex VP
3. The tree <u>has grown</u>. (aux+ lexical -VP) complex VP
4. They <u>could have seen</u> the place. (aux+aux+lexical –VP) complex VP
5. They <u>may have been delayed</u>. (aux+lexical-VP) complex VP

- 5 forms of lexical verb phrase: page 27
- 1. base
- 2.- form (3rd person singular)
- 3. past
- 4. –ing participle (present participle)
- 5. –participle 9past participle)

Subjunctive Mood

- The subjunctive mood is the verb form used for a hypothetical situation or to express a wish, demand, or suggestion.

1. indicative mood: states a fact or asks a question

   Jack is happy. _ Is Jack Happy?

2. Imperative mood: expresses an order

   leave me alone.

3. Subjunctive mood: expresses a hypothetical situation, a wish, demand, or suggestion.

   If I were you, I would say yes.

   I demand to apologize.

Subjunctive Mood

The subjunctive mood is the verb form used for a hypothetical situation or to express a wish, a demand, or a suggestion.

for a hypothetical situation

- If I were you, I would leave.
- If the Sun were shining, I would swim.

to express a wish, a demand, or a suggestion

- I wish it were real.
- The boss demands that he be present.
- Did you suggest he wear a coat?

Subjunctive Mood

The subjunctive mood is the verb form used for a hypothetical situation or to express a wish, a demand, or a suggestion.

normal form	example	subjunctive mood	example
am is are	• I am allowed.	be	• I demand that I be allowed.
has	• He has an opportunity.	have	• I demand he have an opportunity.
was	• I was free.	were	• I wish I were free.
works tries	• She works for me.	try work	• I propose she work for me

Subjunctive Mood

The subjunctive mood is the verb form used for a hypothetical situation or to express a wish, a demand, or a suggestion.

The following verbs often attract the subjunctive mood:

to ask
- All I **ask** is that he **be** present.

to command
- He **commands** the prisoner **be** released.

to demand
- Jack **demanded** she **publish** the document.

to insist
- He **insisted** that the plane **fly** higher.

to order
- Jack **ordered** she **be** reprimanded.

to recommend
- I **recommend** that Jack **apologize**.

to suggest
- They **suggested** she **buy** a new car.

to wish
- I **wish** it **were** true.

Subjunctive Mood

The subjunctive mood is the verb form used for a hypothetical situation or to express a wish, a demand, or a suggestion.

The following adjectives often attract the subjunctive mood:

necessary
- It is **necessary** that he be present.

important
- It is **important** that she understand.

imperative
- It is **imperative** the engine be replaced.

essential
- It is **essential** that efficiency be increased.

crucial
- It is **crucial** that he improve.

3. Adjective phrases (AdjP)

- *An adjective is a word or group of words that modify a noun, pronoun or another adjective.*

- *An Adjective phrase* An adjective phrase is a group of words that function together to modify or describe a noun or pronoun in a sentence. It typically consists of an adjective along with any modifiers or complements that provide additional information about the noun or pronoun.

- It is built upon an adjective that functions as the headword of the phrase. **Adjective phrases** could be **attributive** *(Adj. + N.)* or **predicative***(S V C)*.

These are usually formed from an **intensifier**, followed by the **head** (an adjective, shown underlined below). Examples include **very happy**, not **too awkward**, and **cold enough**. They may also be formed from an adjective and a verb construction, such as **easy to please**

Examples:

-She is **extremely happy** today and **much happier** than before

Adjective Phrase

a group of words headed by an adjective that describes a noun

Example 1

head adjective

noun

She had **extremely menacing** eyes.

adjective phrase

describes

Example 2

noun

head adjective

The dog **covered** in mud **is mine.**

adjective phrase

describes

-

- She had **extremely <u>blue</u>** eyes.
- (This adjective phrase describes the noun eyes. The adjective "blue" heads the adjective phrase.)

- She wore **very <u>expensive</u>** shoes.
- (This adjective phrase describes (or "modifies" as grammarians say) the noun "shoes." The adjective "expensive" heads the adjective phrase.)

- Sarah was **<u>hostile</u> towards me.**
- (This adjective phrase modifies the noun "Sarah." The adjective "hostile" heads the adjective phrase. Like a normal adjective, an adjective phrase can be used before the noun it's modifying (as in the first two examples) or afterwards (as here).)

- The difference between <u>attributive</u> and <u>predicative</u> adjective phrases lies in their function and position within a sentence:

- **Attributive Adjective Phrase:**
  - An attributive adjective phrase is a group of words that functions as an adjective to modify or describe a noun.
  - It appears before the noun it modifies.
  - Example: The **red** car.
  - Example: "The house **with the blue shutters**" - Here, "with the blue shutters" is the attributive adjective phrase modifying the noun "house."

- **Predicative Adjective Phrase:**
  - A predicative adjective phrase is a group of words that functions as an adjective to describe the subject of a sentence, typically following a linking verb.
  - It appears after the linking verb and describes the subject's state or condition.
  - Example: the car is **blue**.
  - Example: "The sky **is painted with colors**" - Here, "painted with colors" is the predicative adjective phrase describing the subject "sky."
- In summary, an attributive adjective phrase modifies a noun and appears before it, while a predicative adjective phrase describes the subject of a sentence and appears after a <u>linking verb</u>.

- Read each sentence carefully and identify the adjective phrase(s) within it. Remember, an adjective phrase is a group of words that describes or gives more information about a noun.
- The happy children played in the park.
- The big, fluffy dog slept on the cozy rug
- The shiny, silver car gleamed in the sunlight.
- She wore a pretty dress with pink flowers.
- The tall, green trees swayed gently in the breeze.
- In the warm kitchen, delicious smells filled the air
- The old, wooden house creaked with every step.
- His favorite toy, a shiny red firetruck, sat on the shelf.
- The bright, yellow sun shone brightly in the blue sky.
- The sleepy cat curled up on the soft pillow.

- Adjective phrase: "happy"
- Adjective phrase: "big, fluffy"
- Adjective phrase: "shiny, silver"
- Adjective phrase: "with pink flowers"
- Adjective phrase: "tall, green"
- Adjective phrase: "warm"
- Adjective phrase: "old, wooden"
- Adjective phrase: "a shiny red firetruck"
- Adjective phrase: "bright, yellow"
- Adjective phrase: "sleepy"

-
  -sentences containing **predicative adjective phrases**:

- The cake looks deliciously moist.
  - Predicative adjective phrase: "deliciously moist"
- The flowers smell sweetly fragrant.
  - Predicative adjective phrase: "sweetly fragrant"
- The sky appears beautifully clear.
  - Predicative adjective phrase: "beautifully clear"
- The soup tastes wonderfully savory.
  - Predicative adjective phrase: "wonderfully savory"
- In each sentence, the predicative adjective phrase describes the subject of the sentence (cake, flowers, sky, soup) following a linking verb (looks, smell, appears, tastes).

3. Adverb phrase (AdvP)

An Adverb phrase is a group of words that functions as an adverb in a sentence, modifying verbs, adjectives, or other adverbs. Adverb phrases can provide information about **how**, **when**, **where**, **why**, or to **what extent** an action is performed. The adverb functions as the headword of the phrase.

- **Examples:**
- She is **pretty well** at speaking.
- Ali spoke English **very quickly** at the party **last year**.
- He spoke **with great confidence**.
- They arrived at the party **just in time**.

- These are intensifying expressions formed from **an intensifier** (optional), followed by **the head** (an adverb, shown underlined below), followed by **a postmodifier** (optional).

- Examples:

  terribly <u>slowly</u>, **very <u>happily</u> indeed**, **exceptionally <u>carefully</u>**, **quite <u>often</u>** and **very <u>soon</u>**.

1. I run **very fast**.   Regular adverb phrase
2. I'll call you **after the class**.   prepositional phrase
3. I work out **to keep myself fit**.   Infinitive phrase
4. I went there **looking for him.**   participle phrase

- **In each of these sentences, identify the adverb phrase(s) that modify the verb**.
- She danced gracefully.
- He sings quite beautifully.
- They drove very cautiously.
- The dog barked loudly.
- She spoke softly to the baby.
- He ran incredibly fast.
- They worked diligently on their project.
- The sun shone brightly in the sky.
- He smiled happily at the news.
- She walked slowly down the street.

- She danced **gracefully**.
- He sings **quite beautifully**.
- They drove **very cautiously**.
- The dog barked **loudly.**
- She spoke **softly to the baby**.
- He ran **incredibly fast**.
- They worked **diligently on their project**.
- The sun shone **brightly in the sky**.
- He smiled **happily at the news**.
- She walked **slowly down the street**.

- adverb phrases in different positions:
- **Before the main verb:**
  - **Quickly,** she finished her homework.
- **After the main verb:**
  - She finished her homework **quickly**..
- **At the end of the sentence:**
  - He won the race **surprisingly**.
- **Splitting the verb phrase:**
  - She has **always** loved reading books.

4. Prepositional phrases (PP)

- *A prepositional phrase* refers to a phrase that begins with a preposition, in which the preposition functions as the headword of the phrase followed by **a noun phrase**. These are the *phrases* that consist of *prepositions* that modify nouns. Prepositional phrases can function as an **adjective** or an **adverb** in a sentence.

Examples:

- We were dancing **in the moonlight.**
- I will go **by car.**
- put it **on the table.**
- The man **in the black coat** arrived **by plane** last night.

- **Prepositional phrases** may be called **adverbials** since their usual function is to qualify a verb in the same way as an adverb does. You can test this by replacing a given **prepositional phrase** with an **adverb** - for example:
- Fred swam **in the river**. function as an adv.
- Fred swam **swiftly**. Adv.
- You can hide **under the table.**
- She called me **after the exam.**
- They may also function as adjectives:
- the pirate **with the wooden leg**.
- **The man in the black coat** is a doctor. Adj
- **The ending of the movie** was disturbing. Adj

- 1. The cat sat on the mat by the door.
- Prepositional Phrase(s): on the mat, by the door

- 2. The book is on the table in the kitchen.
- Prepositional Phrase(s): on the table, in the kitchen

- 3. We went to the park after school.
- Prepositional Phrase(s): to the park, after school

- 4. The ball rolled under the couch.
- Prepositional Phrase(s): under the couch

- 5. She walked through the forest to reach the river.
- Prepositional Phrase(s): through the forest, to the river

Clauses

- *Clauses* are *group of words* that contain both parts of sentence *subject* and *predicate*, it could be a part of a *sentence* or a *complete sentence* in itself. It *contains verbs*, *subjects*, and *functions* as a *compound* and *complex sentence*.

Clauses can be categorized into two types:

1. Independent clause
2. Dependent clause

1. Independent clause

- This is the clause which is used as a main or *principal clause* as it makes the *meaningful sentence* on its own.

Examples of independent Clauses:

- She is a pretty lady.
- I like him singing.
- Please come again.

- I read the whole story.

- I want to buy a phone, **but** I don't have enough money.

(Two independent clauses)

- He went to London **and** visited the Lords.

(The subject of the second clause is 'he,' so "he visited the Lords" is an independent clause.)

- Examples of compound sentences:

- **I like taking photos** and **he loves posing for them**.
- **You prefer flying** but **she always wants to take a bus**.
- **We are going to visit Terry** or **he is coming over**.

2. Dependent clause/ Subordinate Clause

- These *clauses* are used as *subordinates* because they need the main clause to complete its meaning. These clauses can not be completely *meaningful* on their own.

Examples of Dependent Clause:

- I know that he will do it.
- If you don't go, I will call the police.

- know the man <u>who stole the watch</u>.
- He bought a car <u>which was too expensive</u>.
- I know <u>that he cannot do it.</u>
- He does not know <u>where he was born</u>.
- <u>If you don't eat</u>, I won't go.
- He is a very talented player <u>though he is out of form.</u>

Dependent Clauses are divided into three types

1. Adjective Clause

- It is a Dependent Clause that modifies a Noun. Basically, Adjective Clauses have similar qualities as Adjectives that are modifying Nouns and hence the name, Adjective Clause. These are also called Relative Clauses and they usually used after the Nouns they modify.

- Examples:

- I'm looking for the red book **that went missing last week**.

- Finn is asking for the shoes **which used to belong to his dad.**

- You there, **who is sitting quietly at the corner,** come here and lead the class out.

2. Noun Clause

- Dependent Clauses acting as Nouns in sentences are called Noun Clauses or Nominal Clauses. These often start with "how," "that," and other WH-words (What, Who, Where, When, Why, Which, Whose and Whom), if, whether etc.

- Examples:

- I like **what I hear**.

- You need to express **that it's crossing a line for you**.

- He knows **how things work around here**.

3. Adverbial Clause

- By definition, these are Dependent Clauses acting as <u>Adverbs</u>. It means that these clauses have the power to modify Verbs, Adjectives and other Adverbs.

- <u>Examples:</u>

- Alice did the dishes **till her legs gave up**.

- Tina ran **to the point of panting vehemently**.

- I went through the book **at a lightning speed**.

- https://www.learngrammar.net/practice/29/clause-and-phrase-exercise-practice-with-explanation

- https://byjus.com/english/clauses-exercises/

- More exercise is in the above links.

- **Exercise 1 – Identify the clause**
- Read the sentences and underline the subordinate clause.
- People who pay their debts are trusted.
- We cannot go while it is snowing.
- Raj thinks that I have made a mistake.
- Tina bought some chocolates which she wanted to give her brother.
- After I reached home, it started raining.
- Mani was asked to come to the office though he was not keeping well.
- All that glitters is not gold.
- Tim is the nicest person I've ever met.
- She did not go to school as she was sick.
- This is the boy who got suspended last week.

- **Answers –**
- People <u>who pay their debts</u> are trusted.
- We cannot go <u>while it is snowing</u>.
- Raj thinks <u>that I have made a mistake</u>.
- Tina bought some chocolates <u>which she wanted to give her brother</u>.
- <u>After I reached home</u>, it started raining.
- Mani was asked to come to the office <u>though he was not keeping well.</u>
- All <u>that glitters</u> is not gold.
- Tim is the nicest person <u>I've ever met</u>.
- She did not go to school <u>as she was sick.</u>
- This is the boy <u>who got suspended last week</u>.

- **Exercise 2 – Identify the type of clause**
- **Read the sentences and identify the clause and its type.**
- You may sit wherever you like.
- As she was not there, I spoke to her sister.
- Will you wait till I return?
- I fear that I shall fail.
- I do not know what he wants.
- I think you have made a mistake.
- Mary had a little lamb whose fleece was white as snow.
- Here is the copy you want.
- She never does anything that is stupid.
- The house that I live in belongs to my grandfather.

- **Answers –**
- You may sit <u>wherever you like</u>. – Adverb Clause
- <u>As she was not there</u>, I spoke to her sister. – Adverb Clause
- Will you wait <u>till I return</u>? – Adverb Clause
- I fear <u>that I shall fail</u>. – Noun Clause
- I do not know <u>what he wants</u>. – Noun Clause
- I think <u>you have made a mistake</u>. – Noun Clause
- Mary had a little lamb <u>whose fleece was white as snow</u>. – Adjective Clause
- Here is the copy <u>you want</u>. – Adjective Clause
- She never does anything <u>unless her parents allow it</u>. – Adjective Clause
- The house <u>that I live in</u> belongs to my grandfather. – Adjective Clause

Clause Vs Phrase

A ***phrase*** could come in the ***clause,*** but a *clause* could never come in a *phrase* because *phrases* are always *incomplete sentences,* but they complete *sentences,* and a clause could be both a complete or an incomplete

- 1. The act was based **on kindness.**
- 2. The earth moves **around the sun.**
- 3. Alan sat **under the tree.**
- 4. Put the clothes **in the almirah.**
- 5. Sita looked **out of the window**.
- 6. He is my friend **who works in Air Force.**
- 7. He wears a watch **which is made of platinum.**
- 8. We cannot survive **without food or water.**
- 9. The boy **whom I met at the station** was a doctor.
- 10. We can't go home **while it is raining.**

- ***Answers:***
- 1. The act was based **on kindness**. (*Phrase*)
- 2. The earth moves **around the sun**. (*Phrase*)
- 3. Alan sat **under the tree**. (*Phrase*)
- 4. Put the clothes **in the almirah**. (*Phrase*)
- 5. Sita looked **out of the window**. (*Phrase*)
- 6. He is my friend **who works in Merchant Navy**. (*Clause*)
- 7. He wears a watch **which is made of platinum**. (*Clause*)
- 8. We cannot survive **without food or water**. (*Phrase*)
- 9. The boy **whom I met at the station** was a doctor. (*Clause*)
- 10. We can't go home **while it is raining**. (*Clause*)

4 Kinds of Sentence with example

Assertive sentence	Imperative sentence	Interrogative sentence	Exclamatory sentence
An Assertive Sentence is a sentence that states a fact.	An Imperative sentence is a sentence that gives a command	An Interrogative sentence asks a question.	Sentence that expresses sudden and strong feelings
Example: The train is late today.	Example: Vivek, go to your room, at once. (an order)	Example: Where is my pen?	Example: What a shame!

Assertive Sentence

- **Definition:** An Assertive Sentence is a sentence that states a fact. Such sentences are simple statements. They *state*, *assert*, or *declare* something.

- ***Example:*** The train is late today.

Interrogative sentence

- **Definition:** An Interrogative sentence asks a question. An interrogative sentence ends with a question mark (?)

Examples:

- Where is my pen?

- Where do you live?

- Has he a car?

- Does she work?

Imperative sentence

- **Definition:** An Imperative sentence is a sentence that gives a command, makes a request, or expresses a wish.

Examples:

- Vivek, go to your room, at once. (an order)
- Please use the next entrance. (a request)
- We wish you a safe journey. (a wish)
- Have a safe flight. (a wish)

Sometimes the subject (you) of an imperative sentence is unexpressed but understood.

Exclamatory sentence

- **Definition:** Sentence that expresses sudden and strong feelings, *such as surprise, wonder, pity, sympathy, happiness*, or gratitude are Exclamatory sentences. An exclamatory sentence ends with an exclamation mark (!).

Example:

- What a shame!
- Boy, am I tired!
- What an amazing evening!

Prof-forms

Pro-forms are divided into several categories, according to which part of speech they substitute:

- A pronoun substitutes a noun or a noun phrase, with or without a determiner: **it, this**.

- A pro-adjective substitutes an adjective or a phrase that functions as an adjective: **So** as in "**It is less so than we had expected**."

- A pro-adverb substitutes an adverb or a phrase that functions as an adverb: **how** or **this way**.

- A pro-verb substitutes a verb or a verb phrase: **do**, as in: "**I will go to the party if you do**".

- a prop-word: **one**, as in "the blue one"

- A pro-sentence substitutes an entire sentence or sub-sentence: **Yes**, or **that** as in "That is true".

- An interrogative pro-form is a pro-form that denotes the (**unknown**) item in question and may itself fall into any of the above categories.

Various Pro-forms standing for NPs

A number of pro-forms can stand for noun phrases. That doesn't mean they are all pronouns, although they often are:

each, none, either, neither, all

   The guests *complained to the manager, and* **each** *had a point.*

   The guests *complained to the manager, but* **none** *was satisfied.*

     Give me ***the pen or the pencil****. **Either** will do.*

     I tried cleaning it with ***soap and with petrol****. **Neither** worked.*

     The hotel refunded the costs to ***the guests****. **All** were happy with that.*

    or

The hotel refunded part of the costs to ***the guests****. **None** was completely happy with that*

What the pro-form ***that*** *stands for in two of the examples is discussed below.*

Pro-forms for verb phrases

So

One of the most common substitutions is to use the pro-form *so* to stand for the verb phrase and any modifying adverbials.

For example:

- *They **should come to the restaurant** and **so** should you.*
- *I **was eating at the restaurant** and **so** was she.*
- *He **called the waiter** and **so** did I.*

"do"

do / does / did / done

The _do_-operator can itself be a pro-form and stand for the whole of a predicate. For example:

    *People should **get to work a bit earlier in the busy season**. John **does**.*

    *I haven't **used that**, but John has **done***

    *They didn't **take their medicine**, but the children **did***

    *I never **watch TV**, but they **do***

in which the pro-form operator _do_ (in one of its forms) stands for the verb phrase. This pro-form need not substitute for the **whole** of the predicate because we can insert an adjunct of time, manner or place as in, for example:

    *She **took the train to London** yesterday and her mother **did** today.*

    *She **enjoyed the play** greatly and her mother **did** a bit.*

    *She **took a holiday** in France and her brother **did** in Spain.*