



كلية: الآداب

القسم او الفرع: اللغة الانجليزية

المرحلة: الثانية

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أسم المادة باللغة الانجليزية: Morphology

## A. NOUN PHRASE

**Noun** is the word that identifies a person, place or thing. Nouns are generally classified into personal nouns (proper names) including Jack, Mary, Sara, Harry, etc. **Common nouns** that comprise concrete and abstract nouns. **Concrete nouns** consist of animate and inanimate nouns, such as (dogs, cats, birds and pumas as animate nouns), while **inanimate nouns** include doors, books, mountains, windows and bags. **Abstract nouns** refer to the intangible objects including emotions and sense, such as „hope, courage, thought, love, etc.

**Noun Phrase** is a word or a group of words that work together to name and describe a person, place, thing, or idea. Every noun phrase has a noun which is the headword of the whole phrase which can be preceded by determiners or modifiers or to be followed by postmodifiers.

-The yellow **tulip**.

This is a noun phrase which consists of a noun (tulip) as the headword of the phrase. The adjective „yellow“ functions as a premodifier of the noun tulip. The definite article (the) is a determiner of the noun tulip.

The example above shows the words (Determiner (the) and Modifier (adjective „yellow“) which are used before the headword noun of the noun phrase. On the other hand, there are word or word-group modifiers that follow the headword noun as illustrated below:

The yellow **tulip in the garden**

The prepositional phrase „**in the garden**“ follows the headword noun which functions as a postmodifier of tulip.

**Arrange each list of words into a noun phrase and underline the headword:**

1. table, the, small, study

The small study

table.

(Det) (Adjective modifier) (Noun Modifier) (Noun Headword)

2. European, any,

opera, great Any great European opera

(Det) (Adjective Modifier) (Adj Modifier) (Noun Headword)

NB: Most single nouns that function as subjects and objects within sentence positions can also be occupied by noun phrases:

- Boys like ice cream

The subject „boys“ can be substituted by the noun phrase „the little boys“, as shown below:

-The little boys like ice cream.

NP

The direct object „ice cream“ can be substituted by the noun phrase „The delicious ice cream“ as explained below:

-Boys like the delicious ice cream.

NP

**Doing Exercise (4.2) on page (188):**

**Make each list of words into a noun phrase and underline the headword:**

1. Table, the, small, study = The small study table.
2. European, any, opera, great = Any great European Opera.
3. Somber, evening, that, sky = That somber evening sky.
4. My, shoes, roommate's tennis = My roommate's tennis shoes.
5. Linen, white, handkerchiefs, the, other, all = All the other white linen handkerchiefs.
6. Soft, a, on the head, pat = A soft pat on the head.
7. Hard, a, which staggered him, blow = A hard blow which staggered him.
8. Ski, that, lying in the basement, broken = That broken ski lying in the basement.
9. With a lame leg, a, who was walking on crutches, junior = A junior with a lame leg who was walking on crutches.
10. The, in the front row, whose books he was carrying, girl = The girl in the front row whose books he was carrying.

**B. Verb Phrase**

**Verb** is one of the parts of speech that expresses an action or state or occurrence that forms the predicate of the English sentence, e.g.,:

-Jack broke the window.

**Verb Phrase** refers to the verb and all the words and word groups that belong to the verb and cluster around it. The lexical verb itself is the headword or head verb, and the other words and word groups are auxiliaries, modifiers, and complements. **Examples:**

1. He soon arrived. (The verb phrase is „soon arrived“ consisting of the lexical verb preceded by the adverb „soon“)
2. He was waiting at the door. (The verb phrase is „was waiting“ consisting of the lexical verb „wait“ and preceded by the auxiliary „was“)
3. The money might have been stolen by the cashier. (The verb phrase is „might have been stolen“, the lexical verb is „stolen“ preceded by three auxiliaries, the modal auxiliary (might), primary auxiliary (have), and the other primary auxiliary verb „been“.

### C. Subject and Verb

This section clarifies the subject-verb relationship. There is a concord or agreement between the subject and the verb in number, tense and person. If the subject is a third speaker the verb of the sentence should have 3rd personal singular (-s) as displayed below:

The **teacher delivers** his lectures every week. (Concord of Tense)

But if the subject is first speaker (I and We) or second speaker (you) or a plural noun, the verb of the sentence goes without the 3rd personal singular (-s) as it is clarified below:

The **teachers deliver** their lectures every week. (Concord of Tense)

- **I deliver** my lectures every week.

Consequently, subjects and verbs must agree with each other in number in the sentence considering the singular and plural cases. So, **concord** is the tie (agreement) between these two elements is the case of number. Let us consider the examples below:

-The students **are** studying poetry now. (**The auxiliary „are“ is used because the subject is plural**) (**Concord of Number**)

-The student **is** studying poetry now. (**The auxiliary „is“ is used because the subject is singular**)

Doing Exercise (14-13) on Page (193):

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Rewrite these sentences, changing the singular subjects to plural.

1. The patient is being watched. = The patients **are** being watched.
2. The janitor has waxed the floor.= The janitors **have** waxed the floor.
3. The wrestler does not make smoke. =The wrestlers **do** not make smoke.
4. The car has been stolen. = The cars **have** been stolen.
5. The ship was disappearing beyond the horizon. = The ships **were** ....

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### Chapter (15): Basic Sentence Patterns

Chapter Fifteen presents nine basic sentence patterns. Each position in any pattern represents the home-slot of a particular meaning. Grammatical meaning is defined “ the meaning which is added to the sentence by virtue of a particular position in a particular pattern. These patterns are explicated below:

Pattern (1): N + Be + Adj

**Food is good.**

This pattern consists of a noun which is always the position of the subject. It is followed by verb Be ( is, am, are, was and were), then the verb „be“ is followed by the adjective. Functionally, the sentence above can be analyzed as Subject + verb + subject complement. The adjective „good“ functions as a complement for the subject „food“, describing it as being good. Thus, the grammatical meaning of this pattern is “that which is described”.

The third element in this pattern should be an adjective. This asserts that pattern (1) admits the expansion test which means the adjective can be used with the noun as it can admit other elements, such as intensifiers and adverbials (very and extremely). Therefore, one can say:

-That food is **good** > That **good** food is **very good**

> That good **food** is **extremely good**. -That food is **poisonous** > That **poisonous** food is **very poisonous** > That **poisonous** food is **extremely poisonous**.

The adjective makes the pattern expandable and the adjective can precede the noun and can admit other elements, but if this position; the third element of the pattern, is not adjective that might be an adverb of place, the expansion test is not applicable to it.

## Pattern (2): N + Be + Av

**Example: The girl is here.**

Pattern (2) differs from pattern (1) in the following respects:

- =====
1. The verb Be in this pattern has the meaning of be located or to occur.
  2. Pattern (2) is not capable of taking the pattern (1) expansion.
  3. The third position is occupied by a type of uninflected words which are adverbials that include the words „here, there, upstairs, downstairs, down, in, inside, out, on, off, now, tomorrow, yesterday, over, above, below, before, after, etc. They are called uninflected words because they cannot be modified and cannot receive any additions.

-The game was yesterday. (yesterday =Time Adverb)

-He is upstairs. (Upstairs = Place Adverb)

## Doing Exercise (15-2) on page (201):

After each sentence place a number (1) or (2) to identify the pattern it conforms to.

1. The picnic was outside. (2)
2. The picnickers were happy. (1)
3. The batter is tall. (1) 4. The batter is inside. (2)
5. They are on the lawn. (2) 6. Our appointment is now. (2)
7. The meeting will be in an hour. (2) 8. The dean is in. (2)
9. The dean is benevolent. (1) 10. The bunks are below. (2)

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**Pattern (3): N1 + Be + N2**  
**Example: My brother is a doctor.**

Both nouns „my brother“ and „doctor“ are the same and they have the same reference, which means the brother is the doctor himself. The grammatical meanings of each element in this pattern are illustrated as follows:

- (a). The grammatical meaning of the first noun N1 (subject: my brother) is “that which is identified”.
- (b). The grammatical meaning of Be is “be **identified** or classified as”.
- (c). The grammatical meaning of the second noun N2 (**doctor**) is “That which identifies the subject”. The second noun „doctor“ is also called the subject complement which is either a noun that identifies the subject of the sentence or an adjective that describes the subject of the sentence.

Personal pronouns also occupy this position, hence one can say:

-It's **me**. -This is **mine**. – That is **him**. – It was **they**.

Below is some examples related to pattern (3):

We are friends.

-He is my coach.

-My uncle is an engineer.

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**-I drove quickly.**

- The students **left** early. The intransitive verb can be modified by words or word groups known as adverbs and adverbials, e.g.,:

- We **fished**.

-I **drove** quickly.

- The students **left** early.

The intransitive verb can be modified by words or word groups known as adverbs and adverbials, e.g.,:

1.Sportsmen fished early. (Early is an adverb of place)

2.Sportsmen fished in the stream. (In the stream is an adverbial (word group) indicating a place)

3.We were fishing when we drove up. (When we drove is a clause adverbial indicating time)

Some intransitive verbs characteristically do not occur alone, but take an adverbial modifier, such as (lurk, sneak, lurch, sally, sidle, tamper, lie and live). The verb „live“, for instance, takes an adverbial modifier in three meanings:

(a). **Reside** as in „He **lives** in Mexico“.

(b). **Stay alive** as in „He **lives** on soy bean products“.

(c). **Be alive** as in „He **lived** in the first half of the 20th century.

The grammatical meaning of the subject in pattern (6) is “performer of the action”.

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## محتوى المحاضرة الرابعة

Pattern (7): N1 + Trv (transitive verb) N2

Example: The girl bought a dress.

The characteristics of pattern (7) are listed below:

(1).The verb of this pattern is called **Transitive Verb** which is followed by an object which is also called direct object. The third element in the above sentence „dress“ (N2) is the direct object following the verb.

(2). The grammatical meaning of the subject (N1) of pattern (7) is “undergoer of the action” or “that affected by the verb”.

(3). **N1** and **N2** are totally different. The first one is always the subject and the second one is always the direct object.

(4). **N2** can be replaced by two kinds of pronouns:

(a). **Reflexive Pronouns** that have the same referent as the subject, e.g.,:

- She saw herself. (The same referent)

(b). **Reciprocal Pronouns** express mutual action or relationship and they include each other one another, e.g.,:

-They found **each other**. (Each other functions as a direct object)

-They fought **each another**. (Each another functions as a direct object)

Types of Objects:

### Indirect Object:

- ☐ **It is always human.**
- ☐ **It comes after the verb directly.**
- ☐ **It functions as a recipient.**

### Direct Object:

- ☐ **It**  
**is non-human.**
- ☐ **It**  
**comes after the Indirect Object.**
- ☐ **It**  
**receives the action of the Verb.**

**He had given the girl an apple.**

A transitive verb has two forms, which we call active and passive. The active form is the one that is followed by the direct object, as seen in pattern (7). From this active, we can make the passive form . consider the examples below:

- **ACTIVE:** The waiter poured **the coffee**.

- **PASSIVE:** **The coffee** was poured.

**Doing Exercise (15-10) Page (208)**

**Change the following sentences into passive forms:**

1. The servant opened **the window**.

**The window** was opened.

2. He rolled the dice.

**The dice were rolled.**

3.

Most adolescents like dancing.

**Dancing is liked.**

4.

We chose the mountains for our vacation.

**The mountains were chosen.**

5.

Jim has never read **King Lear**.

**King Lear has never been read.**

6.

The tourists burned wood in the fireplace.

**Wood was burned in the fireplace.**

7.

The shepherd counted his sheep.

**His sheep were counted.**

8.

We began the game at four o'clock.

**The game was begun at four o'clock.**

9.

The Smiths built a new house on the river.

**A new house on the river was built.**

10.

The nature club spotted a pileated woodpecker.

**A pileated woodpecker was spotted.**



## Chapter (15): Basic Sentence Patterns

### Reviewing Patterns:

Before doing the comprehensive exercise, it is necessary to review the first seven patterns in order to let the students refresh their knowledge about the patterns elements. As this review provides the students with the type of verb used in each pattern.

#### Pattern (1): N + Be + Adj

The book is bulky.

#### Pattern (2): N + Be + Adverb

Nadia is here.

#### Pattern (3): N1 + Be + N1

John is a good engineer.

#### Pattern (4): N + LV + Adj

He remained dizzy.

#### Pattern (5): N1 + LV + N1

Layla became a successful lawyer.

#### Pattern (6): N + InV (=Intransitive Verb)

The blonde girl smiled.

#### Pattern (7): N1 + Trv (transitive verb) N2

He ate one apple.

### Doing Exercise (15-9) on Page (207):

**In the first column, write the type of the verb in terms of (be, LV, InT or TV), and in the second column, write the number of the pattern:**

1. The center passed the ball to the quarterback. ( TrV ) , ( 7 )
2. I'll pass. ( InT ) , ( 6 )
3. Chris became a skillful tennis player. ( LV ) , ( 5 )
4. The sheriff was the leader of the posse. ( Be ) , ( 3 )
5. The sheriff was leading the posse. ( TV ) , ( 7 )
6. Your doughnuts smell delicious. ( LV ) , ( 4 )
7. Who is leading now? ( InV ) , ( 6 )
8. Harris remained the assistant coach. ( LV ) , ( 5 )
9. The dean made an important announcement. ( LV ) , ( 7 )
10. Your violin tone sounds rather squeaky. ( LV ) , ( 4 )
11. The announcement may be helpful to you. ( Be ) , ( 1 )
12. The firm sent a form letter to all its customers. ( TV ) , ( 7 )
13. A French poodle makes an affectionate pet. ( LV ) , ( 5 )

14. The driver turned sharply. ( InT ) , ( 6 )
15. The driver turned the car sharply. ( TV ) , ( 7 )
16. She is inside. ( Be ) , ( 2 )
17. Emily Walton was the judge in the case. ( Be ) , ( 3 )
- =====

### محتوى المحاضرة الخامسة

#### Pattern (8): N1 + Tr verb N2 + N3

Example: The mother bought the girl a dress.

#### There are seven matters to be observed in pattern (8):

There are seven matters to be observed in pattern (8):

- (1). N1, N2, N3 have different referents; mother, girl, and dress are three different entities.
- (2). The verb in pattern (8) takes two objects; the first is indirect object (human) and the second is direct object (non-human).
- (3). The indirect object may often be replaced by a prepositional phrase beginning with (to) or (for) or occasionally with another preposition ,e.g.,:

He sold the student a ticket.

Oi Od

The sentence and word order of the objects can be replaced by the following structure:

He sold a **ticket** to the student.

Doing Exercise (15-12) on Page (211):

The following sentences follow pattern (8). Replace the indirect object by a prepositional phrase. Put the later where it sounds most natural:

1. The librarian found me the pamphlet.

He found the pamphlet for me.

2. The company made the manager a fine offer.

It made a fine offer to the manager.

3. The spaniel brought his master the stick.

It brought the stick to his master.

4. Susie fed the baby robins some juicy worms.

She fed some juicy worms to the baby robins.

5. Her mother sent her a new sweater.

She sent a new sweater to her.

(4).The verbs that can be used in pattern (8) are in a restricted group including (give, take, find, tell, buy, write, send, ask, play, build, teach, assign, feed, offer, throw, hand, sell, and pay). They take two objects.

(5). A pattern (8) sentence can be transformed into the passive voice by making either the direct object or the indirect object the subject of the passive verb:

-A dress was bought - The girl was bought a dress.

(6). The grammatical meaning of the indirect object is “beneficiary of the action of the verb”.

(7). If a pronoun is used in the position of the direct object (N3), it must be the first of the two objects:

-The mother bought it for the girl.

Likewise, if N2 and N3 are both pronouns, the direct object must occur first as shown in the example below:

-The mother bought it for her.

**Retained Object** (Abbreviated RO) means when a sentence that has two objects, is transformed into passive, one object becomes the subject and the other is retained after the verb, e.g.,:

Bill gave George a tennis racket

George was given a tennis racket. (Tennis Racket is a Retained Object).

A tennis racket was given to George. (George is a Retained Object).

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**Pattern (9): N1 + Tr verb N2 + Plus one of the following elements:**

(a). N1 + Tr verb + N2 + N2.

The basketball team chose Charlotte captain.

(b). N1 + Tr verb + N2 + Aj.

He considered her brilliant.

(c). N1 + Tr verb + N2 + Pronoun.

I thought the caller you.

(d). N1 + Tr verb + N2 + Adverb (place).

We found her upstairs.

**Complement** refers to the word that describes or identifies the noun which already functions either the subject or the object of the sentence. Complement has two types:

**Subject Complement (SC):** it is either adjective or noun that gives extra information about the subject.

Jack is happy. (SC)= Adjective describes the subject „Jack“ as being happy.

Jack is a teacher. (SC) = Noun identifies the subject „Jack“ as working a teacher.

**Object Complement(OC):** it is either adjective or noun that gives extra information about the object.

We made Ashton happy. (OC ) = ADJECTIVE

We made Ashton president. (OC) = NOUN

**Personal Pronouns have the following types:**

<u>Sub</u>	<u>Obj</u>	<u>Det</u>	<u>Nominal</u>	<u>Reflexive</u>
I	ME	MY	MINE	MYSELF
SHE	HER	HER	HERS	HERSELF
YOU	YOU	YOUR	YOURS	YOURSELF
WE	US	OUR	OURS	OURSELVES

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N1 + Tr verb N2 + Plus one of the following elements:

(e). N1 + Tr verb + N2 + Verb (-ing Participle).

I imagined her eating.

(f). N1 + Tr verb + N2 + Verb (-ed Participle).

I believed him seated.

(g). N1 + Tr verb + N2 + Prepositional Phrase.

Nadia saw him in the street.

(h). N1 + Tr verb + N2 + Infinitive Phrase with to be.

We thought Bob to be a fine player.

Pattern (9) differs from pattern (8) in three aspects:

(1). If we drop down the third element in pattern (9), the sentence turns to be pattern (7), e.g.,:

-The basketball team chose Charlotte captain.

- The basketball team chose Charlotte.

Such attribute is not available in pattern (8) because the verb in pattern (8) must take two objects.

(2). In pattern (9) both objects have the same referent; that is, both Charlotte and captain refer to the same person.

(3). In pattern (9), only the first object, the direct object, can be made the subject of a passive, e.g.,:

-**Charlotte** was chosen captain. But it's wrong to say:

-\***Captain** was chosen Charlotte.

Doing Exercises:

**Exercise (15-16) on Page (214):**

After each sentence write the number of the pattern it represents:

1. Your recital was wonderful. (1)
2. Mabel was here a moment ago. (2)
3. The rancher told his guests a tall tale. (8)
4. The archers were not successful hunters. (3)
5. The frogs croaked in the marsh. (6)
6. Jerry thought the proposal a mistake. (9)
7. She had been secretary a long time. (3)
8. The Romans won the first battle. (7)
9. The judges believed Lightning the best horse in the show. (9)
10. The director found him a new costume. (8)
11. My uncle remains the worst bridge player in town. (5)

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## محتوى المحاضرة السادسة

**Doing Exercise (15-16) on Page (214):**

**Write the pattern number:**

12. The coach designated Jan the new manager of the team. (9)
13. Migrant workers pick the strawberries in early June. (7)
14. The pickles are near the wieners. (2)
15. We considered his offer a fine gesture. (9)
16. Your cigar smells so aromatic! (4)

17. He has always seemed a serious boy. (5)
18. Who is at the cottage this week. (2)
19. They stayed roommates for three years. (5)
20. The board elected Mr. Stoopnagel the president. (9)

### Doing Exercise (15-17) on Page (215):

After each sentence write the numbers of the patterns that it represents. Each sentence is ambiguous.

1. He found her a pig. (8) and (9)
2. The bouncer turned out a drunkard. (5) and (7)
3. The girl in the back seat looked forward. (4) and (6)
4. The detective looked hard. (4) and (6)

In sentence (1), it can be pattern (8) because after N2 (her), there is another different noun (3), which is noun „pig“. It means he got a pig and he wants to give it to her as a gift. As it can function as pattern (9) because the nouns „her“ and „pig“ have the same reference, and the noun „pig“ identifies N2 „her“ as a pig, which means bad person.

Likewise, in sentence (4) there is a structural ambiguity because the word „hard“ can be considered as an adjective, and in this case the sentence belongs to pattern (4). On the other hand, it can be considered as a „manner adverb“ hardly, and in this case it belongs to pattern (6).

If you look at Merriam-Webster Dictionary (American Dictionary, you“ll find that the word „hard“ is used in two ways:

#### hard

##### adjective

Save Word

To save this word, you'll need to log in.

**Log In**

\ 'hărd \

#### Definition of hard

(Entry 1 of 2)

(3): performing or carrying on with great energy, intensity, or persistence a hard worker

#### hard

##### adverb

#### Definition of hard (Entry 2 of 2)

**1a:** with great or utmost effort or energy : STRENUOUSLY were hard at work.

### محتوى المحاضرة السابعة

#### Three Modes of Word Classification

The three major modes of word classification comprise three types, classification by function, classification by form, and classification by position. They are practically explained below:

1. Classification by Function which classifies the word in terms of subject, verb, direct object (Od), indirect object (Oi), modifier, subject complement (SC), object complement (OC) or object of preposition.

-The boy gobbled the hamburger.

S      V                      O

2. Classification by Form which classifies the words in terms of the eight parts of speech noun, verb, adverb, adjective, preposition, demonstratives, articles, and pronouns.

The boy gobbled the hamburger.

3. Classification by Position which classifies the word according to the place (position) it occupies in terms of nominal, verbal, adjectival, or adverbial.

The **boy** **gobbled** the **hamburger**.

Nominal Verbal Nominal

Consider the sentence below:

-The shouting boys will play tennis.

(a). Shouting is a modifier by function, a verb by form, and an adjectival by position.

(b). Boys is the subject of the sentence, a noun by form, and a nominal by position.

(c). Tennis is the object of the sentence, a noun by form, and a nominal by position.

Other examples: good = **Source** Adjective, shouting = **Derived** Adjective

### 1. [The pretties]

sat in the center.

By form adjective

By function subject

By position nominal

### 2. [Whoever desired]

sat in the center.

By form clause

By function subject

By position nominal

### 3. [Now] is the time to study.

By form uninflected word (Ad)

By function subject

By position nominal Modifier means the adjective that precedes the nouns it modifies by giving extra information.

The **pretty** girl (Det + Adjective (modifier) + Noun HD) Postmodifier means the adjective that follows the noun headword as shown in the example below:

The girl, **the prettiest**, was crashed by the car.

The girl is **happy**. (**Predicative** Adjective)

The **happy** girl. (**Attributive** Adjective)

The **college** student = N1 modifier + N2 HD

The **school** boy = N1 modifier + N2 boy HD

The **dead** are sad.

The **rich** help the poor.

## محتوى المحاضرة الثامنة

### Chapter (16): Parts of Speech: Positional Classes:

Sentence is a unit of words which are grouped together in sequence which, as a unit, functions as a question, or negative form or statement or exclamative form. These words are parts of speech that could be a noun or verb or adverb, etc. We, as native speakers or learners, might not understand the message communicated by a given part of

speech when used in a given sentence. Let us consider the following sentence:

They are encouraging reports.

The word 'encouraging' is structurally ambiguous because it is either a **verb** which follows up the structure of pattern (7) → (**N1 + TrV + N2 = S + V + O**):

(a). They **encourage reports** ( **S + V + O** ).

Or it may be an **adjectival** (modifier) which gives the meaning (**good**) and follows up the structure of pattern (3) → (**N1 + Be + N1**).

(b). These reports are encouraging reports. (**S + Be + SC Subject Complement**).  
N1                      Be                      N1

Thus, the change, in the structures of the sentence, effects on its meaning.

### Schematic Overview of English Parts of Speech

**First Group: Form-classes.** These are large and open classes, admitting new members. They are based on changes in form that a word can undergo:

- A. Noun
- B. Verb
- C. Adjective
- D. Adverb
- E. Uninflected Word

**Second Group: Structure-classes.** These are small and closed classes and rarely admitting new members. Members of these classes are normally uninflected. They can be recognized by positions alone.

1. **Determiners** (the, a/n, this, that, these, those, possessive ('s), Jack's book)
2. **Personal Pronoun**  
(he, she, you, they, etc.)
3. **Auxiliaries** (Be, Do, Have, and Modals)
4. **Qualifiers** (both, all, and half)
5. **Preposition** (in, at, for, etc.)
6. **Restricters** (just, only, specifically, particularly, etc.)
7. **Predeterminers** (all, both, and half)
8. **Postdeterminers** (Adjectives following head nouns)
9. **Subordinating Conjunctions** (when, where, before, after, etc.)
10. **Relative** (Relative clauses with which or that)
11. **Expletive** (Expletive There)

Morphological Classification of Adjectives:

### Adjectives: Source vs. Derivational Source

**Adjectives** refer to the dictionary adjectives, which are inherently adjectives by form without any addition, such as „good“, „bad“, and „nice“. On the other hand **Derivational Adjectives** are derived from adding suffixes to verbs or nouns, as they are subclassified into:

**A. Inflectional Adjectives** are formed by adding the inflectional suffixes to verbs in order to create new adjectives, like interest = interesting, amaze = amazing or interest = interested, speak = spoken, the spoken language.

**B. Derivational Adjectives** are formed by adding derivational suffixes to either verbs or nouns, such as „act“(N and V) = active, wonder (N) = wonderful

Structurally, adjectives can function as modifiers = **premodifier**, **postmodifier** as illustrated in the examples below:

**Encouraging** reports (**Premodifier** preceding the noun)

The boy, the **smart**, was crashed by the truck. (**Postmodifier** following the noun (HD))

The **smart** boy was crashed by the truck. (**Premodifier** preceding the noun HD)

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## محتوى المحاضرة التاسعة

### **Third Group: Positional-class.**

These are based on the positions occupied by the form-class. The members of these classes can be both words or word groups.

**1. Nominal 2. Verbal 3. Adjectival 4. Adverbial**

### **Fourth Group: Functional-classes.**

These show the functions achieved by certain parts of speech, for example, nouns are always subjects or objects. They are:

**1. Subject 2. Subject Complement (SC) 3. Direct Object (DO) 4. Indirect Object (IO) 5. Objective Complement (OC) 6. Object of Preposition 7. Retained Object**

### **A. Nominals**

**Nominal** means some parts of speech, such as nouns, adjectives or verbs take the position of nouns only which are either functioned as subjects or objects. Therefore, any of these is considered nominal as shown in the example below:

- The **rich** live on the bay.

The word '**rich**' by form is an adjective, by function is subject of the verb, and by position is nominal because the place of the subject is always occupied by nouns.

- **Swimming** develops the lungs.

The word 'swimming' is by form a verb, by function is a subject, and by position is nominal.

- The government had prevented **smoking**. **Smoking** is risky.

The word „smoking“ is a verb by form, object by function and nominal by position.

A **gerund** is the -ing form of a verb that functions the same as a noun. For example, “Running is good for your body.” In this sentence, “running” is the gerund. It acts just like a noun. More specifically, a gerund **is a noun formed from a verb**. All gerunds end with inflectional suffix -ing.



I hate **driving**. (**Driving** is verb by form, object by function, and nominal by position)

**Driving** is a bad habit for him. (**Driving** is verb by form, subject by function, and nominal by position)

## **B. Verbals**

**Verbals** are those forms that occupy verb positions. Syntactically, the verb comes after the subject directly or sometimes is separated by one or two auxiliaries depending on the tense of the sentence. The verb is a verb by form and verb of the sentence by function and verbal by position.

- The golf team may **play** tomorrow. (**Play** is verb by form, verb by function and verbal by position)

- The team **is** late. (**is** is auxiliary by form, verb by function and verbal by position)

- I **have** two books only. (**Have** is verb by form, verb by function and verbal by position)

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## **Sixteenth lecture**

**There is a difference between Finite and Non-finite verbs. The table below displays such a difference:**

1. Subject or doer of the action is known.

### **Finite Verb**

Jack **smoked** heavily.

2. Subject or doer of the action is unknown.

### **Non-finite Verb**

**Smoking** heavily is dangerous.

2. Their verb forms express full assertion.

### **Finite Verb**

Jack **can smoke** heavily.

Their verb forms cannot express full assertion.

### **Non-finite Verb**

**Smoking** heavily is dangerous.

3. They can be inflected for person, number or tense.

### **Finite Verb**

Jack **smokes** heavily.

3. They cannot be inflected for person, number or tense. **Non-finite Verb**

**Smoking** heavily is dangerous.

4. They have free types sticking to the tense or aspect of the sentence.

### **Finite Verb**

Jack smoked heavily.

They have three structural types only

## Non-finite Verb

### a. Present Participle (-ing vb)

- **Shaking** his fist.

### b. Past Participle –ed PP)

- Having **crushed** the invaders, they became happy.

### c. Infinitive (to- verb stem)

-**To stop** smoking is good.

## Complements of the Verbal

As known, the basic verb can be complemented by nominals functioning as subjective complement, direct object, indirect object, and objective complement. These same kinds of complements can follow not only the main verb, but other verbals in the sentence as well.

Her bag **was torn**. (Cs =Adjective)

The word „torn“ is an adjective that functions as a subject complement for the subject „her bag“, but it is used as a complement for the verb be „was“.

Here the main verb 'was' has its subjective complement the nominal 'making prints' is the direct object of the verbal making.

He **enjoys playing golf**.

The main verb 'enjoy' has its direct object the nominal '**playing golf**', and within this nominal, the verbal playing has **golf** as its direct object.

**Verb phrase** is either a verb alone or the verb preceded by a cluster of auxiliary verbs:

He **has been questioned** by the police.

## **Complements are divided into two types:**

**A. Elemental complements** come after the verbs directly including objects, prepositional phrases or adverbials.

**B. Functional complements** mean the words or phrases that follow the verb which function either direct object or indirect objects or subject complement or object complement.

Dorris comes **to school late**.

Does Dorris come ....? (Elemental)

He is **good**. (Cs= Adjective) (Functional)

He is a **teacher**. (Cs = Noun)

They made him **happy**. (CO = Adjective)

They made him **president**. (Co = Noun)

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## محتوى المحاضرة العاشرة

## C. Adjectivals

**Adjectivals** occupy certain characteristic sentence positions specifically precede the nouns. They are illustrated below:

1.The first position comes between the determiner and the head **noun**,

- That **joyful** freshman.

The word 'joyful' is an adjective by form, adjectival by position and modifier by function.

**NB:** This position may be occupied by two other form-classes and by uninflected forms,

- That **college** freshman.

The word 'college' is a noun by form, adjectival by position and modifier by function.

-That **laughing** freshman

The word 'laughing' is a verb by form, adjectival by position and modifier by function.

2. The second position is placed after **Be**

- Those boys are **happy**.

3. They follow the linking verbs

- He remained **sad**.

4. It follows a noun (after noun),

- The waitress, **old and weary**, sat heavily down.

5. It precedes the subject at the beginning of the sentence,

- **Angry and upset**, the applicant slammed the door.

6. Words composed of (any-), every-, no-, or (some-) plus –body, –one, –place, or –thing can be followed by an adjectival.

Nothing **good** was on the table.

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#### **D. Adverbials**

**Adverbial** is a word or phrase that is used as an adverb to modify a verb or clause. Adverbs can be used as adverbials, but many other types of words and phrases can be used this way, including preposition phrases and subordinate clauses. They can be used in different places within a sentence to create different effects. On the other hand, an **adverb** is a word that can modify a verb, an adjective, or another adverb. It consists of three types: Time, Place, Manner, Frequency, and Probability.

1. **Adverb of Time:** Jane joined Oxford University **last year**.

2. **Adverb of Place:** He lives **here**.

3. **Adverb of Manner:** He drives his car **quickly**.

4. **Frequency Adverbs:** He **always** goes to school late.

5. **Probability Adverbs:** **Certainly**, he is the criminal.

#### **Five Common adverbial Positions**

English adverbials can be found in the following positions:

1. Before the sentence,

- **Really**, you should know better.

- **Now**, it's time to go.

2. After the subject and before the auxiliary or verb,

- She **often** would forget her keys.

3. After the auxiliary or the first auxiliary,

- He would **seldom** make the effort.

4. After intransitive verb and after Be,

- He drove **recklessly**.

- She is **outside**.

5. After the complement of the verb (SC, DO, OC),

-He will play **football tomorrow**.  
(DO)

-They chose him **captain last week**.  
(OC)

NB: The post complement position could be a noun or an adjective,

- They elected Tom president.(President is a noun functioning as **Objective Complement**)

- We considered her clever.( Clever is an adjective functioning as **Objective Complement**)

The word 'hard' in the sentence below is structurally ambiguous.

He considered the applicant **hard**.

Here the word 'hard' can be looked at in two ways. The First, the word 'hard' is regarded as an adverbial according to pattern (7); it is an adverb of manner. Second, it is regarded as an adjective functioning as a subjective complement (SC) according to pattern (9).

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The postverb position admits nominals, adjectivals, and adverbials.

-He eats **doughnuts**. (N= Sub + Verb =Verbal = N= Od)

The word 'doughnuts' is a noun by form, nominal by position and direct object by function.

-He eats **fast**. (N=Sub + Verb = Verbal + adverb = adverbial)

The word 'fast' can be substituted with the adverb quickly which means that the word 'fast' here is used as an adverb not an adjective yet it can do two functions.

**NB:** The passive transformation offers a test to distinguish between nominals and adverbials in the postverbal position. For example, compare the following sentences:

a. \*He ate **Wednesday**.

b. He ate **sandwiches**.

We can see that the first cannot be transformed into passive because semantically the sentence is unacceptable as no one can say:

-\***Wednesday** was eaten by him. ( This sentence is semantically **unacceptable**)

Hence, Wednesday is not a nominal; rather is an adverbial, but one can say:

- **Sandwiches** were eaten by him.

**There are many uninflected words which are employed in adverbial positions. They are listed below:**

1. Uninflected words used both as adverbials and prepositions, such as above, about, around, before, in, inside, etc.

2. "**Ward**" series with optional (-s), such as afterward, backward, etc.

3. "**Here**" series, such as here, herein, hereby, etc.

4. "**There**" series, such as there, therein, thereby, etc.

5. "**Where**" series, such as anywhere, everywhere, somewhere, etc.

6. "**Way**"(-s) series, such as crossways, sideways and anyway.

7. "**Time**"(-s) series, meantime, sometime(s), and anytime.

8. **Miscellaneous Words** (including today, tonight, tomorrow, yesterday, last day, etc.

**Word groups and single words can occupy adverbial positions which are classified as adverbials:**

1. Before the sentence as in:

- **With a sharp ax**, you can do wonders. (Prepositional Phrase =PP)

2. After the subject and before the auxiliary or verb as in:

-Angelina **in her own way** was a darling.

3. After the auxiliary or first auxiliary as in:

You may **in this way** be of great assistance.

4. After intransitive verbs and Be:

- He drove **with abandon**. He drove carelessly= He drove **in a bad way**.

-The wolf is **at the door**.

5. After the complement of the verb (SC, DO, and OC) as in:

- My brother was a **doctor for twenty years**. (Adv)

-I kicked **the door in a hard way**. (Adv)

- They elected John **president in the big hall**.

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## Chapter (17): Modification

**Modifier** is a word or a group of words that brings about an effect on the meaning of the headword in that it describes, limits, intensifies, and/or adds to the meaning of the headword. For example, the noun phrase **the blue shirt** consists of Det (The) + Adj (Modifier) blue + shirt (Noun) head word. The adjective 'blue' describes the shirt; it limits its color and it adds to the meaning of the word 'shirt'.

**Premodifier** + **Post** modifier (Functions of Adjectives and nouns preceding the noun headword)

**Premodifier** refers to the words (adjectives & nouns) that precede the noun head,

The **short** butcher is greedy.

**Postmodifier** means the words (adjectives, nouns, etc.) that follow the noun head in order to give extra information about it.

The butcher, the **short**, is greedy. (Focus on 'short')

The greedy butcher is short.

The butcher, the **greedy**, is short. (Focus on 'greedy')

### Position of Modifiers

Modifiers may appear **before** or **after** the heads they modify and sometimes they are separated from the head by intervening words.

### Premodifiers and Postmodifiers

**K9** Dogs (Noun as a premodifier)

**Dirty** dog (Adjective as a premodifier)

That dog, barking angrily, is vicious. (**Verb phrase** is a postmodifier for the dog)

That dog, the **vicious**, bites anyone angrily and badly. (**Adjective**

is a postmodifier for the dog)

The dog, **there**, bites anyone angrily and badly. (**Uninflected word** is a postmodifier for the dog)

The black dog, to be feared, bites anyone angrily and badly. (**To-infinitive** is a postmodifier for the dog)

**Modification** is a grammatical function represented by a word or a group of words that performs this function. A modifier does not belong to the form-class or the position-class; rather it belongs to the function class, such as subject, direct object or indirect object or object complement, modifiers, etc.

- **The jolly minstrel** sang beautifully. (**Sub + V +A**)

The word '**jolly**' by form is an adjective, by position is adjectival and by function is a modifier.