UNIVERSITY OF ANBAR

كلية : الآداب

القسم او الفرع : اللغة الإنجليزية

المرحلة: الثالثة

الفصل الدراسي: الأول

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اسم المادة باللغة العربية : نحو

اسم المادة باللغة الإنجليزية : Grammar

Parts of a Sentence

2.2. Subject and Predicate

The English sentence basically consists of two elements; subject and predicate. the subject tells us what or who the sentence is about, while the predicate describes the action performed by the subject. The subject is the person or thing performing the action, whereas the predicate indicates the action performed by the subject. The subject is usually a noun or pronoun or a noun phrase, while the predicate comprises the verb, objects, and other elements. The subject comes first, while the predicate comes after the subject, e.g,:
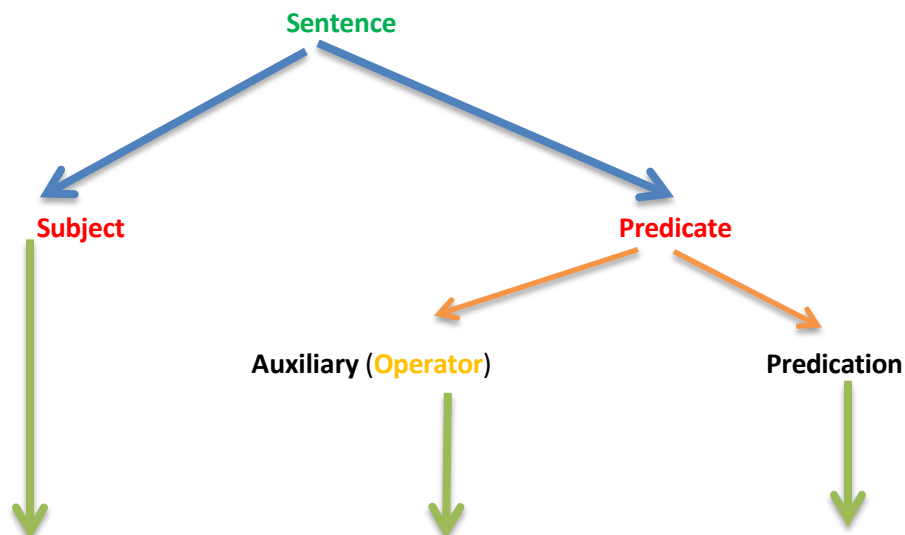
Subject	Predicate
John	carefully searched the room.
His brother	grew happier gradually.

2.3. Operator, Auxiliary, and Predication

The English sentence should be subdivided into elements or constituents, which are subject and predicate. The predicate consists of an auxiliary functioning as an operator, and predication that consists of a verb, object(s), and sometimes other elements like adverbs.

The distinctions are shown in the diagram below:

Sentence

Subject   Predicate

Auxiliary (Operator)   Predication

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

So, the subject is the pronoun „**he**", whereas the **predicate** consists of the **auxiliary** (**had**), which is also used as an operator, and the **predication** that consists of the **verb** '**given**', the **indirect object** (the girl), and the **direct object** (an apple).

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2.4 Range of Operators

The primary auxiliaries (Be, Do, and Have) and the modal auxiliaries (will, should, can, could, may, etc.) can function as operators in the sense that these auxiliaries can change the form of the sentence from affirmative form into an interrogative form or a negative form, e.g.,:

-He **had** given the girl an apple. (**Affirmative**)

Had he given the girl an apple? (**Interrogative**)

He **had not** given the girl an apple. (**Negative**).

1. In some cases, the English sentence may have two or three different auxiliaries, and the first auxiliary acts as an operator, for example:

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

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Should he have been questioned by the police?

He **should not** have been questioned by the police.

Accordingly, the auxiliary „should" is used as an operator to change the sentence form into other forms.

2. If the sentence in the affirmative (declarative) form has no auxiliary, and we want to change it a question or a negative form, we must use an appropriate auxiliary depending on the tense type, for instance, (do or does) for the past, and (did) for the past, etc.

- It rained steadily all day. → Did rain steadily all day? → No, it didn't.

3. The verb Be can act as an operator whether it is an auxiliary or main verb:

- John **is** searching the room carefully. (**Aux**) → **Is** John searching the room carefully?

-The girl **is** now a student. (**Main Verb**) → **Is** the girl now a student?

2.5 Sentence Elements

The sentence, in some cases, may consist of five units, which are called the elements of the sentence (Subject abbreviated (S), Verb (V), Complement (either CS or Co), Object (either Oi or Od), and Adverbial (A Place, Time, and Manner). Below are the basic syntactic patterns that are used in generating sentences:

1. S A V O (**John carefully searched the room**).

2. S V A C A (**The girl is now a student at a large university**)

3. S V C A (**His brother grew happier gradually**)

4. S V A A (**It rained steadily heavily**)

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5. S V O O (**He had given the girl an apple**)

6. S V O C A (**They make him the chairman every year**)

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2.6 Complements and Objects:

Grammatically, there are two types of objects. The first object is called the **Indirect Object** abbreviated as(Oi), while the second one is called the **Direct Object** abbreviated as (Od).

A. The Indirect Object has the following attributes

1. It is a word or phrase that tells us (to whom) or (for whom) something is being done.

2. It is the recipient of the direct object.

3. It is an animate thing including people or animals.

4. It comes after the verb directly.

B. The Direct Object has the following attributes:

1. The action of the verb lies on it.

2. It answers the question 'what?'

3. It is an inanimate thing.

4. It comes after the indirect Object.

Jack gave the girl an apple.

OI   Od

Complements

A complement can be defined as "a word that contributes extra features to something else in such a way as to improve or emphasize its quality". It consists of **TWO** types; **Subject Complement** abbreviated as (Cs), and **Object Complement**. They are explained below:

A. Subject Complement (Cs):

It is either a **noun** that identifies the subject or **adjective** that describes the subject, e.g.,:

1. John is **a teacher**. (**Teacher is a Cs identifying the job of John as a teacher**)

2. John is **happy**. (**Happy is the adjective that describes the subject John as being happy**).

It is either a noun that identifies the object or adjective that describes the object, e.g.,:

1. We made <u>**him**</u> <u>**president**</u> last year.

                O   **CO**

2. We made <u>**him**</u> <u>**happy**</u> last day.

            O   **Co**

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2.7. Categories of Verbs

Syntactically, English verbs are divided into two major types:

A. **Intensive verbs** describe the subject only, and they include the verb Be and the linking verbs. Their relations are intensive because they concentrate on the subject and its complement within the sentence. Consider the examples below:

- Jack is happy.

- He seems happy today.

Therefore, intensive verbs focus on the relation between the subject and its complement.

B. **Extensive verbs** show the actions and activities made by the subject.

Extensive verbs are divided into:

1. Intransitive verbs that do not take objects, e.g.,:

- She smiled. (Intransitive Verb)

- He came late. (Intransitive Verb)

2. Transitive verbs are followed by objects, and they are divided into three types:

(a). Monotransitive verb takes one object only, e.g.,:

He broke the window.

(**b**). **Ditransitive** verb takes two objects; indirect object and direct object, e.g.,:

He gave the girl an apple.

(**c). Complex Transitive** Verb means the verb that takes one object only and followed by a complement (Co) directly, e.g.,:

We elected **him president**. **(Noun)**

They made **John happy**. **(Adj)**

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2.8. Progressive and Non-progressive Aspects

Verbs are classified according to their admittance of the aspectual contrast of progressive and non-progressive acts. Therefore, the verbs are classified into:

(A). Progressive Verbs admit the progressive aspect (-ing); therefore, they are called dynamic because they accept progressive acts, e.g.,:
- John **was** carefully **searching** the room. (**Progressive Verb**)

(B). Non-progressive Verbs do not admit the progressive aspect; therefore, they are called stative, e.g.,:
- The girl **is** now a student at a large university. (**Non-progressive Verb**)

*The girl **is** now **being** a student at a large university. (**Wrong**)

2.9. Categories of Adverbials

Adverbs are commonly classified into Place, Time, and Manner Adverbs. These adverbials have some syntactic characteristics when they are used within the meaningful sentences:

1. Adverbials can be reduced (reducibility) into fewer elements, e.g.,:

-The girl is now a student at a large university.

It can be reduced into the following structures:

-The girl is a student at a large university. (**Now** is deleted)

-The girl is a student. (**Now & at a large university** are deleted)

-The girl is now a student.(**at a large universit**y are deleted)

-The girl is at a large university. (a **student** is deleted)

But it's wrong to use the adverb NOW instead of the Cs student:

*The girl is now. (**Wrong**)

2. Adverbials are replaceable, namely it is possible replace one adverbial with other adverbials:

John searched the room (**carefully, slowly, noisily, without delay, quickly, etc.**)

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3. Unacceptability of manner adverbials with the stative verbs, e.g.,:

The girl **is** now a student at a large university (*carefully, *slowly, *noisily, etc.)

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2.10 Types of Sentence Structures

There are eight sentence-structure rules that have obligatory and optional elements; the optional elements are placed between brackets.

Rule (1): S + V state (intens.) + A place

-She is in London (now).

Rule (2): S + V state (intens.) + Cs

-She is a student (in London) (now)

Rule (3): S + V ext + Od

John heard the explosion (from his office) (when he was locking the door)

Rule (4): S + V intens. + Cs

-Universities (gradually) became famous (In Europe) (During the Middle Ages).

Rule (5): S + Vdyn - ext + mono: Od + (A Process) (A Place) + (A Time)

-They ate the meat hungrily in their hut that night.

Rule (6): S + Vdyn - ext + di: (Oi) + Od+ (A Process) (A Place) + (A Time)

-He offered her some chocolates (politely) (outside the hall) (before the concert).

Rule (7): S + Vdyn - ext - complex: Od + Co+ (A Process) (A Place) + (A Time)

-They elected him chairman (without argument) (in Washington) (this morning).

Rule (8): S + Vdyn - ext - intransitive+ (A Process) (A Place) + (A Time)

- The train had arrived (quietly) (at the station) (before we noticed it)

2.11. Element Realization Types

Sentence elements can be realized by linguistic structures of very different forms.

1. The verb element is always a verb phrase that can be realized into two forms: finite verb phrases and non-finite verb phrases. Finite verb phrases have subjects, while non-finite verbs have no subjects, and characterized by three classes:

Finite Verb Phrases	Non-finite Verb Phrases	Class
Mary wants **to** be a college student.	**To** be a college student is good.	**To-infinitive**
John was **searching** the room carefully, and he found a ring.	**Searching** the room carefully, John found a ring.	**-ing Participle**
They **make** him chairman every year.	**Made** the chairman every year, he was very busy.	**-Verb PP**

2. The subject can be realized in a clause form, e.g.,:

Clause

That she answered the question correctly pleased him.

S **V** **O**

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Or it can be realized in a noun phrase, but this noun phrase could be a proper noun (John), pronoun (They), or could have a long complex structure:

NP Prep P Relative Clause

   NP   **PP**   **Relative Clause**
The new gas stove + **in the kitchen** + **which I bought last month has a very efficient oven.**
   NP

3. Subject complements, direct objects, and object complements can be realized as noun phrases, e.g.,:

A. He was **the chairman**. (**CS**). It consists of Det + Noun

B. She saw **the chairman**.(**O**)

C. They made him **the chairman**. (**CO**)

4. The indirect object can be realized chiefly in a noun phrase(Animate), e.g.,:

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

2.12. Parts of Speech

The structures realizing sentence elements are composed of units which can be referred to as parts of speech. These are illustrated below:

Class (A):

1. **Noun** = John, room, answer, play

2. **Adjective** = happy, new, steady, large, round

3. **Adverb** = steadily, completely, really, very

4. **Verb** = search, grow, play, be, have, do

Class (B):

5. **Article** = definite and indefinite the, a, an

6. **Demonstrative** = this – these, that –those

7. **Pronoun** = he, she, they, anybody, one, which

8. **Preposition** = of, at, in, without, by

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9. **Conjunction** = and, that, when, although, or

10. **Interjection** = oh, ah, ugh, ha, O

These are called the dictionary forms/words, but there are derived forms, such as the adjectives, there are source adjectives like big, and the derived adjectives are created by a source form + suffix, like beauty = beautiful. The word "room" is called a dictionary word, but when the person adds to it an inflection (-s plural), to be "rooms", it becomes an inflected form.

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2.13. Functional Shifts of the Parts of Speech

Functional shift (Conversion) means the word changes its class from a verb into an adjective or from a verb into a noun without any modification or change or addition in its form. For example, the verb "play" can be used as a noun and a verb depending on the context , as shown below:

1. Shakespeare wrote 37 **plays**. (**Noun**)
2. John **plays** football in the front yard. (**Verb**)

The word "round" can have different classes in the sense that it can be used as a noun, verb, adjective, adverb, and preposition, as illustrated in sentences below:

1. The boxer lost the game in the final **round**. (**Noun**= **stages, periods**).
2. That was a **round** table. (**Adjective** = **circle-like form**)
3. The ship **rounded** the cape and sailed north**. (Verb** = **go round**)
4. The small plane circled **round** the hill. (**Adverb** = **in a rotated way**)
5. The area **round** the school. (Preposition = **on every side of**)

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Closed-system Items vs. Open-class Items

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2.14 Closed-system Items

Closed-system Items refer to a set of items which are closed in the sense that they cannot normally be extended by the creation of additional members.

Attributes of the Closed-system Items are explained below:

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1. Closed-system items include class (b) of the parts of speech: articles, demonstratives, pronouns, prepositions, conjunctions, and interjections.

2. The items are reciprocally exclusive, namely one item closes the structure and it is not possible to add another to it. For example:

- **The** book, but it is not possible to say (***The a** book or **A the** book) one is enough. He is at home = *He is **in at** home.

3. They are used to define or state something out of a group. For instance, to say a student came third in an exam, the meaning will be clear if we know how many students took the exam, if they are thirty, it means he ranked **third** out of thirty students, which is different from **third** out of four students when the number of the examined students is four.

2.15 Open-system Items

Open-system Items belong to a class in that they have the same grammatical properties and structural possibilities as other members of the class.

Attributes of the Open-system Items are explained below:

1. The class includes the parts in class (A): Nouns, Adjectives, Adverbs, and Verbs.

2. The class is open in the sense that it is indefinitely extendable, for example, you can add two or three adjectives before the noun, e.g.,:

The girl = the pretty girl = the pretty and nice girl = the pretty, nice and smart girl.

3. New items are constantly being created, for example, we can derive the noun "activity" from the adjective active, as we can derive the adjective "beautiful" from the noun beauty, etc.

4. One can define an item by collocating it with different items, for instance, the word "room" can semantically collocate with items like "house", home, hall, place, location, palace, and hotel.

John **has been reading** the new book.

     V V V   Art Adj   N