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**Course: E304A (Book1-Ch1)**

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## Chapter 1 – Why Study Grammar?

In English, we have such main elements that contribute to understand the language easily and use it in many situations in our lives like **parts of speech (word classes)** أقسام الكلام

**Traditional grammar:** is a grammar that divides language on the basis of **Parts of speech** units such as nouns, verbs, and adjectives.

**There are four major word classes (Parts of speech):**

1. **Nouns (N):** A word that often represents things and can usually be expressed as a singular or plural. **Ex:** door, machine, car, bag.
2. **Verbs (V):** A word that usually represents actions, events, or processes, and maybe in present or past form. **Ex:** like, play, write, cook.
3. **Adjectives (Adj.):** A word that describes things and may occur before a noun. **Ex:** smart, beautiful, kind.
4. **Adverbs (Adv.):** A word that usually tells how or when something is done. **Ex:** quickly, totally, soon, very, always, usually.

These elements of word classes are also called **lexical words** (open word class or main words).

**Other important elements of word classes as:**

1. **Pronouns:** he, she, it, they, me, you, his, her.
2. **Prepositions:** a word that describes the position of something, the time it happens or the way it is done.  
**EX:** in, on, at, by, after, between, under.
3. **Conjunctions:** A word that connects, phrases or sentences. Including:  
**Coordinating conjunctions: FANBOYS**  
**Subordinating conjunctions:** when, until, although, as, if, because, while.
4. **Interactions:** mm, aha, oh.

5. **Determiners:** A word that comes before a noun. Including:
- Demonstrative:** this, these, that, those.
  - Article:** a, an, the.
  - Quantifier:** some, every, two.

These elements of word classes are also called **grammatical words** (closed word class or helping words).

The use of these class as an analysis is represented in the **structural / traditional / formal grammar**.

**Functional grammar:** is the use of groups instead of word classes and these groups are **Noun groups, Verb groups, Adjective groups, Adverb groups, and prepositional groups**.

### **Verb Classifications:**

#### **1. Auxiliary (Helping Verbs):**

Auxiliaries are verbs that cannot stand on their own, but they are used in combination with the main verbs to form things, for example:

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

**Ex:** He **is** a doctor, she **has** a car, we **should** study hard.

#### **2. Main Verbs:**

Main verbs are verbs that have meaning and can stand on their own (play, write, eat, stop, sing)

**Ex:** Sara **writes** a report.

## Finite and Non-Finite Verbs:

### 1. Finite Verbs (Lexical verbs):

Finite Verbs show **tense (present, past, future), person and number (he she we they).**

Finite Verbs can **function as main verbs in sentences.**

Ex: I **study** in England.

Ex: She **writes** a report.

### 2. Non-Finite Verbs:

Non-Finite Verbs **do not show** tense, person, and number.

Non-Finite Verbs **cannot function as main verbs** in sentences.

### There are three types of non- finite verbs:

#### 1. **Infinitives:** (TO + BASE VERB)

EX: Most people want **to travel** every summer

#### 2. **Participles:**

Ex: Students have **studied** their exams

#### 3. **Gerunds:**

Ex: **Eating** healthy food is good for your health.

Ex: **Going** to the park for walking is healthy.

## Is Grammar Important?

### There are different reasons that make people wish to study grammar:

- 1- It has importance for the financial success of individuals and businesses in which there is a direct connection between good grammar and economic growth or decrease.
- 2- Grammar is important in which the writer conveys his meaning to the reader effectively by grammar.

### Grammar and real-world problems:

- 1- Each structure in grammar has its way in creating certain meaning. **For example**, passive voice, active voice, interrogative clause, declarative clause, question tag, and nominalization.
- 2- Certain choice of grammar and vocabulary which is called as lexicogrammar combine together in order to create certain meaning.

### Some points in grammar and its usages that can be manipulated:

#### 1- The use of interrogative and tag question.

- **Did you hit him first?**
- **Didn't you hit him first?**
- **You hit him first, didn't you?**

These three questions are different in the matter of grammar. In the first two questions, the questioner does not know the answer. However, the third example represents another method of grammar. The sentence is a tag question, and the questioner here is in the scope of assertion as he/she understand the answer and wants to put the listener in a decision of asserting the question.

Therefore, the sentence “you hit him first, didn’t you?” include an assertion “you hit him first” and tag question “didn’t you?”. This can give the questioner a matter of authority.

## 2- The use of Nominalization to downplay agency.

- The group **discussed** how to plan the surprise party.
- The **discussion** of the group was about how to plan the surprise party.

These two statements are different in the term of grammar as the first example’s verb becomes the second example’s agent.

## 3- The use of passive to downplay agency.

- **The use of passive can show agency through some expressions:**

- Active:** An active clause contains an active verb group with a subject, which is the **agent** of the main verb which carries out the action. **For example**, “**I do** my homework”. In this sentence “**I**” is the doer of the action, which is the subject, and the verb is present (active voice).
- Passive:** A passive clause contains a passive verb group with a subject, which, instead of carrying out the action of the main verb, is affected by it. It begins with the object, and the subject can be presented (by phrase) as long passive or it can be omitted as short passive. **For example**, “my homework **is done by me**”. A passive verb group typically consists of the verb to be followed by a present or past participle, **e.g.**, “**is done**”.

**EX: Passive:** The window **was broken** by Ahmed.

**Active:** Ahmed **broke** the window.



## Active and Passive Verb Tenses

Tense	Active	Passive
Present simple	Reporters <b>write</b> news reports	News reports <b>are written</b> by reporters
Present continuous	Michael <b>is baking</b> a brownie	A brownie <b>is being baked</b> by Michael.
Past simple	The company <b>hired</b> new workers last year.	New workers <b>were hired</b> by the company last year.
Past continuous	The salesman <b>was helping</b> the customer when the thief came into the store.	The customer <b>was being helped</b> by the salesman when the thief came into the store.
Present perfect	They <b>have already discussed</b> the book.	The book <b>has already been discussed</b> .
Past perfect	He <b>had delivered</b> the letters.	The letters <b>had been delivered</b> .
Future simple	The company <b>will hire</b> new workers.	New workers <b>will be hired</b> by the company.
Infinitive	She <b>has to deliver</b> the letters.	The letters <b>have to be delivered</b> .
Modals	She <b>must deliver</b> the letters.	The letters <b>must be delivered</b> .

[grammar-simple.com](http://grammar-simple.com)

**Q: Identify each of the following clauses as active or passive.**

- The exam supervisor **came running** over. **ACTIVE**
- Genes **do influence** the rate of ageing. **ACTIVE**
- Genes effects on ageing **can be understood** only as a side-effect of something else. **PASSIVE**
- Ageing **is caused** by the accumulation of damage. **PASSIVE**
- They **had** the middle seat empty. **ACTIVE**
- Birds **live** longer than comparably sized mammals. **ACTIVE**
- There's something on my foot. **ACTIVE**
- Many of the genes that slow ageing **are involved** in the response to changing nutrient levels. **PASSIVE**

### The benefits of looking at grammar in detail:

1. To identify the subject of the text through the use of certain lexis/vocabularies.
2. To know the readership in which the writer uses certain structures and tenses.
3. Certain grammatical choices shape the relationship between the writer and the reader.
4. There are **two types** of communication, which are **non-verbal and verbal**.
  - a. **Non-verbal** communications are physical such as eye contact, facial expressions and body movement and posture....
  - b. **Verbal** communications are **written** (letter, report, essay), **spoken** (interview, conversation) and **modulation** (text messages, email). These types of communications are also called as **text**.

### Studying Grammar Systematically:

- 1) Identifying the different verb forms that are used within a text in which they reflect different degrees of certainty, which is known as interpretation.
- 2) Linguists are also making judgments about how coherent or persuasive or biased a text is which is known as evaluation.

### Broadening the data base- using computers to study grammar:

- a. **Corpus:** \_\_\_\_\_ is a collection of naturally occurring language data, which are in the form of texts, that can be **written ones** (books, letters and newspaper articles) or **spoken ones** (transcribed speech form radio and TV programmers and from spontaneous conversation).

- b. **Concordancer:** A corpus tool which allows language analysts such as grammarians and dictionary writers to find out how frequently different words, word classes, or word combinations are used and to look at examples for analysis in detail.

**OR**< The most common way of accessing corpus data is by using a \_\_\_\_\_ . (**Concordancer**)

**OR**< \_\_\_\_\_ is the asterisk, which stands for any text that might occur in a position directly adjacent to and after the key word. (**Wild card**).

- c. **Key Word in Context:** In concordancing key word in context refers to the word or phrase that is searched for. It usually displays with the other words that occur to the left and right of it, these words that found immediately to left or right of the key word is called as co-text.

**Question :** Write the function (i.e., word class: adjective, noun, verb, conjunction, etc.) of each word in bold type in the following sentences.

1. The rocks of the Earth and the fossils they contain, **record** important events in the Earth's history.
2. They tell us about the changes in the Earth's climate, and **if** we can date the rocks accurately, we can work out the rate of the climate change.
3. Rocks also record **catastrophic** events and through dating we can work out exactly when these were.
4. Both of these events caused a catastrophic change in the climate and environment, and **that** was the end of the dinosaurs.
5. Radiometric dating has given **us** an exact age for **this** – 65 million years ago.
6. Carbon occurs in organic remains **like** bone and wood, which can also be fossilized in rocks.
7. "Carbon dating" is **therefore** useful for dating events in the length of glacial periods.
8. We can even **date** the actual ice age using the bones of woolly mammoths which are trapped and preserved in it.
9. Carbon dating used together with tree rings – a science called 'dendrochronology' - gives us real clues to the changes in our **environment** in the last few thousand years.
10. **These** microscopic grains are very resistant to decay.

**Answer:**

Write the function (i.e. word class: adjective, noun, verb, conjunction, etc.) of each word in bold type in the following sentences.

1. The rocks of the Earth and the fossils they contain, **record** important events in the Earth's history. (**verb**)
2. They tell us about the changes in the Earth's climate, and **if** we can date the rocks accurately, we can work out the rate of the climate change. (**conjunction**)
3. Rocks also record **catastrophic** events and through dating we can work out exactly when these were. (**adjective**)
4. Both of these events caused a catastrophic change in the climate and environment, and **that** was the end of the dinosaurs. (**pronoun**)
5. Radiometric dating has given **us** an exact age for this – 65 million years ago. (**pronoun**)
6. Carbon occurs in organic remains **like** bone and wood, which can also be fossilized in rocks. (**preposition**)
7. "Carbon dating" is **therefore** useful for dating events in the length of glacial periods. (**adverb**)
8. We can even **date** the actual ice age using the bones of woolly mammoths which are trapped and preserved in it. (**verb**)
9. Carbon dating used together with tree rings – a science called 'dendrochronology' - gives us real clues to the changes in our **environment** in the last few thousand years. (**noun**)
10. **These** microscopic grains are very resistant to decay. (**determiner**)

### Definitions of the chapter

1. **Lexis [lexical item]:** It is a technical term that is used to refer to **vocabulary** or **main words** of a language such as noun, verb, adjective and adverb. **For example**, "study" as a verb, and "people" as a noun.
2. **Lexicogrammar:** It is the **lexical** and **grammatical** resources in a language from which speakers and writers can create meaning.
3. **Noun group:** A group consisting of one or more words with a noun or a pronoun as head, **For example**, we, holidays, all the right answers, the man in the moon. Premodifiers may give further information before the head and postmodifiers after the head.
4. **Verb group:** A verb group is a group of one or more words which together function as a verb. It contains a lexical verb as head, either alone (e.g., he knew) or accompanied by one or more auxiliary verbs (**e.g.**, he must have known). The first auxiliary is referred to as the finite element (he must have known).  
  
**OR Verb group:** It is a group that consists of a lexical or primary verb as a head word, either alone or accompanied by one or more auxiliary verbs. **For example**, "She is studying English".
5. **Imperative:** A verb group, which gives **a command**.
6. **Imperative clause:** A clause with no subject, typically used for commands. **For example**, Wake up! Put your clothes on.

7. **Active:** An active clause contains an active verb group with a subject, which is the agent of the main verb which carries out the action. **For example**, “I do my homework”.
8. **Passive:** A passive clause contains a passive verb group with a subject, which, instead of carrying out the action of the main verb, is affected by it. **For example**, “my homework is done”. A passive verb group typically consists of the verb to be followed by a past participle, e.g., “**is done**”.
9. **Question tag:** A question attached to the end of a statement; often a positive statement is followed by a negative question tag and vice versa. **OR** A question added to a declarative sentence, usually at the end, to engage the listener, verify that something has been understood, or confirm that action has occurred. **For example**, "It's a lovely day, **isn't it?**"
10. **Tails:** Are items that are placed at the end of the main utterance. They are often used in evaluative contexts where they reinforce a particular point. **For example**, “He’s a really good marathon runner, **Ali**.”

### Broadening the data base- using computers to study grammar:

11. **Corpus:** \_\_\_\_\_ is a collection of naturally occurring language data, which are in the form of texts, that can be **written ones** (books, letters and newspaper articles) or **spoken ones** (transcribed speech form radio and TV programmes and from spontaneous conversation).

**12. Concordancer:** A corpus tool which allows language analysts such as grammarians and dictionary writers to find out how frequently different words, word classes, or word combinations are used and to look at examples for analysis in detail.

**OR**< The most common way of accessing corpus data is by using a \_\_\_\_\_.  
(Concordancer)

**13.** \_\_\_\_\_ is the asterisk, which stands for any text that might occur in a position directly adjacent to and after the key word. (**Wild card**).

**14. Key Word in Context:** In concordancing key word in context refers to the word or phrase that is searched for. It usually displays with the other words that occur to the left and right of it, these words that found immediately to left or right of the key word is called as co-text.

**15. Corpus linguist:** A linguist who works with corpora.

**16. Corpus linguistics:** It is a branch of studying language through large amounts of textual data.

**17. Electronic corpus:** It is a collection of texts stored on a computer for study purposes.

**18. Corpus tools:** A software application, which is used to investigate collections of naturally occurring language data.

**19. Corpus software [corpus tool]:** Any computer software that can be used to study corpora, e.g., UAMCT or Wordsmith.

- 20. Corpus-based:** Describing a study or analysis that is conducted using corpora.
- 21. SFL: Systematic Functional Linguistics:** is an approach that is developed by the linguists **Michael Halliday** which takes a functional view of language.
- In which it assists to go beyond simply proposing that social contexts and communicative objectives influence the style of language used, being able to specify which aspects of the social context might determine, which aspects of language are being used. SFL proposes that the style of language that is used will be influenced by the subject matter, the social roles, and the relationship of those involved.
- 22. Nominalisation:** Where a noun group is used to represent a process or a clause. It refers to the tendency to represent events, qualities of objects and qualities of events not as verbs, adjectives, and adverbs, but as nouns. Nominalization is used in topics that based on abstract concepts, properties, and theories. **For example**, nominalising the verb "**to draw**"; it becomes "**drawing**".
- 23. Reformulating / reformulation:** Using a different set of Lexicogrammatical resources compared to a previous text.
- 24. Positioning:** The term used in linguistics to suggest that particular texts (whether spoken or written) assume or influence listeners or readers to have a particular stance or orientation. **For example**, a text may encourage a particular point of view or interpretation or suggest that others in the interaction (the readers or listeners) are certain types of people or hold certain views. This notion of reader positioning has been explored by linguists interested in an approach known as **Critical Discourse Analysis (CDA)**.

- 25. Analysis:** We use this term to refer to the careful and systematic description of language use. Analysis in this sense is usually informed by theoretical approaches, which guide us to look for certain things or to focus on particular aspects of the data. The analysis component of a register analysis involves working through a text systematically, identifying the Lexicogrammatical features that are relevant to answering your questions.
- 26. Modal auxiliary:** A modal auxiliary verb goes with another verb to indicate a nonfactual meaning, such as possibility, probability, necessity, obligation or desirability, e.g., could, would, might.
- 27. Multimodal:** It is an approach which focuses on meaning rather than on form. It is used to refer to communication, which draws on more than one system of conveying meanings – **for example**, a child’s picture book combines words with illustrations, and also design elements such as typography and font color, all of which contribute to the overall meaning of the text.
- 28. Head:** An item that is placed at the beginning of the main utterance.
- 29. Hedging:** is one type of modality, the term used to describe the way that language allows a speaker to indicate the desirability or likelihood of a proposition or proposal. **EX: “It may be true that” or “it is likely that” or “Romance may not sparkle as much as you wish”**

- 30. Bare assertion:** Used to denote a clause or sentence, which states something as fact, with no modality. **For example**, “You got into the car willingly, didn’t you?” the interlocutor is using \_\_\_\_\_. (**Bare assertion to show high degree of certainty**). **OR< Bare assertions:** are presented confidently, with the assumption that the teacher’s evaluation of the text (and of the student) is beyond question – a matter of **fact**, rather than **opinion**. **Ex:** “You really have a problem” or “It is so incoherent”.
- 31. Interpretation:** It is a term used to refer to identifying and explaining patterns of language use.
- 32. Evaluation:** It is the idea of explaining and identifying the importance of particular lexicogrammatical patterns in a text.
- 33. Application:** Using linguistic evidence to contribute to an understanding of a real-world problem. **OR<** The natural language processing computer systems have a wide range of **applications** involving human interaction with computers. (**True**)
- 34. Synchronous communication:** It is a kind of communication that occurs when speakers share the same time frame such as face-to-face conversation or in internet chat.
- 35. Declarative clause:** A clause that most commonly functions as a statement, **e.g.** He read the book in a week.