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English Literature

ملخصات تخصص الادب الإنجليزي

L201A MTA



ملخصات البروفيسور



L201 & BOOK 1: ENGLISH: A LINGUISTIC TOOLKIT

CHAPTER 1 :HOW TO DESIGN A LANGUAGE.

1. Languages: created for fictional contexts (like alien or fantasy worlds), designed with intentional rules of phonology, lexis, and grammar. **For example**, Nav'I (from Avatar), Klingon (from Star Trek), and Sindarin (from Tolkien's writings) are all constructed with sound systems, word structures, and grammatical rules that mimic real human language patterns.

2. Phonology: the study of sounds. **For example**, phonology (sounds) (/k/, /æ/, /t/, /s/) for cats.

3. Lexis: the vocabulary or word system. The vocabulary of the language. **For example**, the word "cats" or "birds". Lexis alone allows us to label people, things, and actions but not to show how they relate to each other. 

4. Grammar: the system for combining words into sentences to express relationships. It refers to the set of rules governing how words are arranged to express meaning in sentences. It shows relationships between elements in a sentence such as (subject, object, and verb). **For example**, cats eat birds (cats are doing the eating).

5. Word meaning: refers to the dictionary definition of a single word.

6. Sentence meaning: goes beyond the sum of the individual word meanings by expressing relationships and propositions, which can be evaluated as (true or false). **For example**, the sentence Yaoundé is the capital of Cameroon conveys a factual claim that can be true or false. In contrast, asking whether the word oil is true or false makes no sense, it's not a proposition.

7. Proposition: is the meaning conveyed by a sentence that can be judged as true or false. It expresses something about the world, an idea, or a situation.

8. Dual structure: refers to the two-level organization of human language. It means that language has two levels: small sounds with no meaning (f/ or /p/) combined to make words. Words combine to make sentences that express ideas. **For example**, fpom in Nav'i means "peace" but its sounds (/f/, /p/, /o/, /m/) mean nothing alone.

Q: Can analyze language at three levels? 

Sounds, words and sentences and these levels are referred to as phonology, lexis and grammar. People who invent fictional languages usually include the same three levels (phonology, lexis and grammar) in their design. Three levels of language: Grammar sentences, example of cats eat birds. Lexis words, example of cats eat birds. Phonology sounds, example of /kaet/ /i:t/ /b3:ds/.



CHAPTER 2: WORDS: MAKING SENSE

1. Icon: an icon is a sign that physically resembles what it represents. It sings that in some way resemble what they refer to. **For example**, road signs and toilet silhouettes (🚻 / 🚺) are also icons. There are two different signs: ladies and gentlemen.

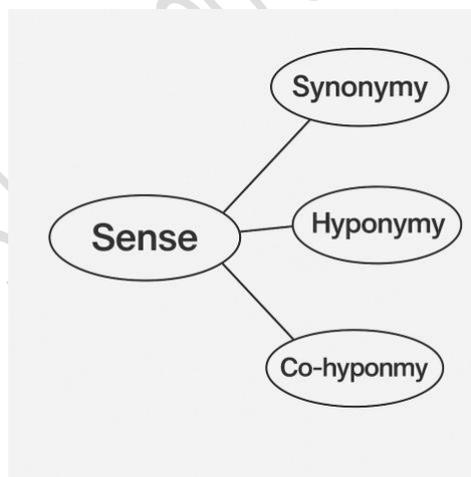
2. Symbol: is a sign that has no natural or visual connection to what it represents. Its meaning is based on social convention. The relationship between a word and its meaning is determined only by convention; the word rat doesn't look or sounds like an actual rat. **For example**, the English word pig is a symbol—it doesn't look or sound like a pig.

3. Concept: words stand for abstract concepts rather than specific physical objects. **For example**, the word pig refers not just to one pig, but to the general idea of "pig-ness"—any pig, real or imaginary.

4. Semantics: the branch of linguistics that studies sense and sense relations (like synonymy, hyponymy, antonymy) within language. **For example**, how a thesaurus groups words like animals with its hyponyms (lion, cow, alligator) shows semantic relationships. 📖

5. Reference: refer to something or someone mentioned in the text (or present in the context). **For example**, in I've got a dishwasher but I hardly ever use it, it refers to the dishwasher. The meaning a word has when it is used on a particular occasion to pick out something in the real world. **Another example**, "Is this egg hard-boiled?" refers to the actual egg on your plate. 📖

6. Sense: is the general meaning a word has within the language system (as found in dictionaries).



7. Synonymy: two words are synonymous when they share the same sense (meaning). **For example**, (hard & difficult/ happy & glad/ carry & hold). The relationship between two words with the same sense. **Another example**, faucet and tap both mean a device for controlling water flow. 📖

8. Hyponymy: one word entails the other. It is a word whose meaning is included within the meaning of a more general word (superordinate). **For example**, house is a hyponym of building. If something is a house, it must also be a building, but not every building is a house. **Another example**, the sense relationship between "walking and running". 📖

9. Co-hyponymy: two words are co-hyponyms if they share the same superordinate category. **For example**, shirts and scarves are co-hyponyms of superordinate clothes. **Another example**, "arm and leg" are co-hyponyms of limb, which is a hyponym of part of the body. 📖



10. Antonymy: words that express opposite meanings. The word pairs of antonyms can be divided into several types:

"Binary Antonyms", Gradable Antonyms, and Relational Antonyms. (10)

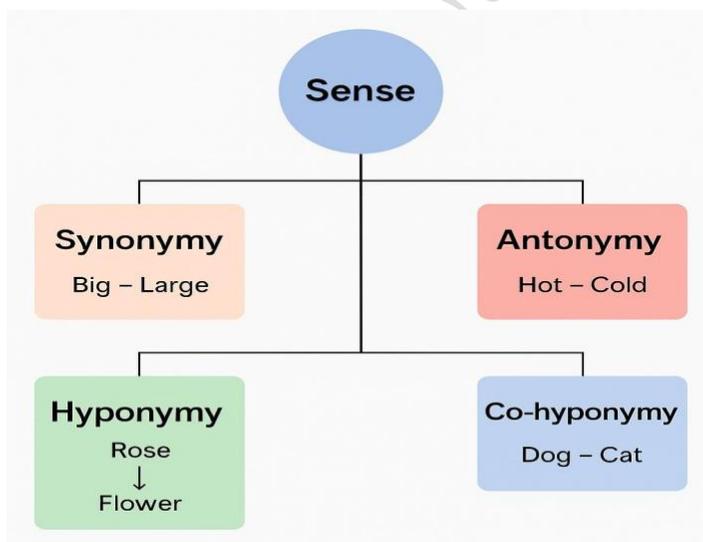
- First, "**binary antonymy**" which occurs if one of them applies then the other cannot (off/on). Only two possibilities, if one is true, the other must be false. **For example,** Alive / Dead – Present / Absent.
- Second, "**gradable antonyms**" which fit along a scale (very hot- not so hot). Opposites that exist on a scale and allow for degrees. **For example,** Tall / Short (you can be "very tall" or "slightly short").
- Third, "**relational antonymy**" which occurs when two words describe the same thing from different angles. Opposites that exist in a relationship depend on one another. **For example,** Buy / Sell: If A buys, B sells. Before / After: If May comes before June, then June comes after May.

Q: Can "Making sense" have different functions? (10)

In ordinary conversation, we use the word meaning in different ways. Here are some examples; in which cases could you replace mean by indicate, cause, or intend? The word meaning doesn't necessarily indicate communication. For example, she means to be kind (intention). Global warming will mean higher sea levels (Cause). – Smoke usually means fire (Indicator).

Q: What are relations? Name and illustrate three types of sense relations? (10)

The meaning that a word has within a language is known as its sense. Words are connected to other words with related senses. There are three main types of sense relations: relations of opposite or **antonymy**, relations of sameness or **synonymy** and relations of **part to whole** or **hyponymy** to superordinate.



CHAPTER 3: WORD CLASSES

1. Word class: category of words that share the same grammatical behavior in sentences. Traditionally called "parts of speech" (like noun, verb, adjective), modern linguistics prefers the term word classes. Word classes are parts of speech that refer to terms like nouns and verbs. **For example,** pretty, scary, and expensive all behave similarly in sentence structures ("It's rather_"), so they belong to the same word class: adjectives. It can be either close word classes (such as pronouns and determiners) or open word classes (such as nouns and adjectives). (10)



2. Open word classes: that have many members and can easily accept new ones. **For example,** nouns: touchphone, agroterrorism, meme – verbs: to Google, to friend, to handbag - adjectives and adverbs are also open classes. Open classes = clubs with open membership (anyone can join). (4)

3. Closed waord classes: with a limited number of members; rarely accept new additions. **For example,** (pronouns): he, she, them, it. (prepositions): in, on, under, behind. (determiners): the, this, some, my. Closed classes = exclusive clubs with strict limits (hard to enter). (4)

4. Class Membership: some words can belong to more than one word class depending on context. **For example,** (pretty – Adjective): a pretty face (Adverb): pretty sure (meaning quite sure). (Verb): we could go to the aquarium. (Noun): is it my go next?

5. Class Shift: the process by which a word changes its word class, often from noun to verb or vice versa. **For example,** friend (noun → verb): Please friend me on Facebook. **Handbag** (noun → verb): She handbagged the politician. Access (originally noun): You can access the data.

6. Substitution: a way to identify word classes by checking if one word can be replaced by others that behave the same grammatically. In It's rather pretty, replacing pretty with scary or expensive still gives a correct sentence, so they all belong to the adjective class. (4)

Q: What are open and closed word classes and what categories do they include? Support your discussion with examples? (4)

Open word classes are word categories that are open to new membership through adding new words. Categories included in open word classes are nouns, verbs, adjectives and adverbs. Examples may vary on each category.

CHAPTER 4: WORD BUILDING

1. Morpheme: the smallest (meaningful) unit of meaning in a language. It cannot be divided any further into meaningful parts. It can be either free morphemes (can stand on their own), **example of,** Brush → **free morphemes (toothbrush, airbrush)** or **bound morphemes,** example of, Bio- in **biology** (cannot stand alone). It must be attached to other morphemes. (4)

2. Compound: a word formed by joining two or more free morphemes. **For example,** **Catnap** = cat + nap, **Flagpole** = flag + pole, **Homepage, airconditioning, mouthwatering.** (4)

3. Derivation: involves changing the word class or meaning, and in English they can be **Suffixes or Prefixes**. The process of creating a new word (lexeme) by adding **bound morphemes (called affixes)** to a base or stem. A **bound morpheme** added to a base word during derivation. That is attached to a stem to **create a new word (see derivation)** or to **change to grammatical function** of a word (**see inflection**). **Affixes:** could be either **prefixes** (affixes that **come before the stem**, such as (un – mis). Agree → **Disagree.** **Suffixes:** (affixes that **come after the stem**, such as (ness, ly, ship, -ment). Happy → **Unhappy, Happiness, Happily.** (4)

4. Inflection: the use of affixes to change the grammatical function of a word (tense, number, comparison) without changing word class or creating a new lexeme. An inflection does not change the meaning or word class of the morpheme to which it is attached. **Examples of inflectional suffixes;** Plural: worker → **workers**, (Possessive): everybody → **everybody's**, (Past tense): launch → **launched**, (Comparative/Superlative): large → **larger** → **largest**. **More example,** play, **plays** (s) signals the (present tense), played (**ed** signals the past tense), playing (**ing** signals the progressive). (4)



5. Productivity: refers to how freely a derivational affix can be used to create new words. **Examples:** cakeage (fee for bringing your own cake).

6. Lexeme: A basic unit of meaning representing all forms of a word. **For example,** Trap, traps, trapped, trapping are forms of one lexeme: trap. Entrap, entrapment, trapper are different lexemes.

7. Allomorph: different forms of the same morpheme, used depending on sound or grammar context. It can also occur with inflectional affixes, as in the case of the past participle affix which can be en (eaten-taken) or ed (moved-walked) and with other verbs it can take other forms (meant- understood). **Examples:** (Plural): -s in cats, -es in boxes, irregular children (Past tense): -ed in walked, -t in dealt, -en in taken. (مهم)

CHAPTER 5: WORDS THAT GO TOGETHER

1. Collocation: refers to the natural tendency of certain words to frequently occur together more than others. **For example,** football game, wear clothes. Escape typically collocates with clutches (→ escape from his clutches). Hard times, testing times, knotty problem. (مهم)

2. Collocational Restriction: this refers to limits on which words can combine due to meaning, usage, or convention. **For example,** you usually say knotty problem, but not knotty task.

3. Idioms: when words not necessarily expected to be combined together are linked tightly and function as single unit. Fixed expressions whose meanings cannot be understood from the meanings of their individual words. **For example,** come a cropper = to fall badly or suffer failure. In the nick of time = just in time. (مهم)

CHAPTER 6: LEXICAL VARIATION

1. Synonyms: words that have the same or very similar sense. Logically, if one is true, the other must also be true. Climbed and ascended are synonyms, but ascended sounds more formal or literary. (مهم)

2. Style: the level of formality or informality in language, depending on the situation (casual conversation vs. legal document). **Example:** bung it out the back (informal). Deposit it at the rear entrance (formal)

3. Colloquial: informal, conversational language, often used in speech but also in casual writing like texts and tweets. A colloquial feature in speech is using contractions such as I've instead of I have. **For example,** can you get that? (informal) vs. Can you answer the phone? (more formal). (مهم)

4. Dialect: is a language variety associated with a particular group or region, marked by distinct grammar and vocabulary. Dialects differ mainly because of social mobility, ethnic background, geographical factors and the fact that older generations do not pass on their dialects accurately. It includes vocabulary and grammar differences, not just pronunciation. **For example,** Standard British English is a dialect of English (in particular, for the area between London, Oxford and Cambridge). **Another Example:** Gradely (good) in Northern England. Bairns (children) in Scotland. Sanger (sandwich) in Australia. Fender (bumper) in American English. A Belfast speaker might read a news article in a Belfast accent but using standard English dialect. (مهم)



5. Accent: refers to pronunciation. It refers to a person's pronunciation of the language, and it refers his social and regional background. **For example,** we can simply know many Arab speakers by the pronunciation of the letter (P), as they pronounce it as /b/. (ب)

6. Standard English: is a prestigious, widely accepted dialect of English used in education, media, and formal writing. Spoken across the UK and other English-speaking countries (Standard American English). (م)

7. Global varieties of English: is adapted in different countries, leading to national varieties with their own lexis, grammar, and accent. Jamaica: Don't skin ya teet at me! = Don't smile mockingly. India: Comb out dacoits = hunt criminals. (م)



✓ شرح أ. ياقوت المحاميد

لشابتير 1.2.3.4.5.6 مجانا

https://youtu.be/EFCKiFOkFW8?si=oBKHFTELnze_1rY2



QUIZ (1)



CHOOSE THE CORRECT ANSWER

1. In order to create a language, it is important to consider the following level/s _____
 - Phonology
 - Lexis
 - Grammar
 - **All of the choices**
2. Sounds that can be produced by humans _____
 - **Are infinite**
 - Are the same in every language
 - Are only vowels
 - Are only consonants
3. High and Low are _____
 - Binary Antonyms
 - **Gradable Antonyms**
 - Relational Antonyms
 - Synonyms
4. Closed word classes _____
 - **Are limited in number**
 - New members can join them
 - Are infinite in number
 - Are nouns, verbs, adjectives, and adverbs
5. The suffix in the word JOGGER is an example of _____
 - An inflectional morpheme
 - **A derivational morpheme**
 - A possessive word ending
 - None of the above
6. A sign the does not look or sound like the object it refers to is _____
 - An icon
 - A photo
 - **A symbol**
 - A vowel
7. Words are made of _____
 - Allomorphs
 - **Morphemes**
 - Allophones
 - Sentences
8. The affix 'dis' in the word 'display' is _____
 - A lexeme
 - **A bound morpheme**
 - A suffix
 - A free morpheme



9. The area of linguistics that studies sense and sense relations is known as _____
- Phonology
 - **Semantics**
 - Morphology
 - Syntax.
10. Colloquial English is _____
- **Informal and usually used among friends**
 - Formal and often used in the professional domain
 - Focuses and specialized lexis and is understood only by a few
 - Is not usually used among friends
11. Collocation refers to _____
- **The tendency of words to occur together usually based on a relation of sense.**
 - The relationship of words that have opposite meanings
 - The building of new words by adding bound morphemes.
12. Apples and Grapes are _____
- Compound Nouns
 - A hyponym and a superordinate
 - Synonyms
 - **Co-hyponyms.**
13. The word 'cough' in the sentence 'She's got a nasty cough is a _____
- Verb
 - Determiner
 - **Noun**
 - Closed word class
14. _____ is very important in the English we use now because many inflections have been lost.
- **Word order**
 - Vowel combinations
 - Sounds
 - Dictionary meanings
15. Sounds that can be produced by humans _____
- Are only vowels
 - Are the same in every language
 - **Are infinite**
 - Are only consonants.
16. The word 'friend' in the sentence 'Please friend me'. Is _____
- An adverb
 - an adjective
 - a noun
 - **a verb**
17. Sara is Mariam's sister. She is a nurse. Mariam says, "My sister is a nurse. In the above sentence, the sense of the word sister is _____
- **A female sibling**
 - Sara



- Profession
 - Regular person
18. The following belong to open word classes _____
- **Adjectives, Nouns, Adverbs, Verbs**
 - Verbs, Adverbs, Adjectives, Nouns, Pronouns
 - Nouns, Verbs, Adjectives, Conjunctions
19. In the word unfair, "un" is _____
- Morpheme that changed the word class
 - Conversion
 - **Derivational morpheme**
 - Inflectional morpheme
20. Accents refer to _____
- **Features of pronunciation, stress and intonation**
 - Features of syntax and morphology
 - Features of vocabulary and grammar
 - Features of grammar only
21. A sign that looks like its meaning is called _____
- **An icon**
 - A symbol
 - An index
 - A collocation
22. The meaning of an idiom _____
- Can be easily understood from the meaning of the individual words it includes.
 - **Is usually hard to understand from the meaning of the individual words**
 - Is universally clear and independent of cultural or history
23. More in "more beautiful than' is _____
- An idiomatic expression
 - A derivational morpheme that changes the word class of the adjective beautiful
 - **An allomorph of the comparative er inflection in adjectives like kinder**
 - A phoneme of the received phonetic alphabet
24. Our university usually uses the blended education system. In this sentence the REFERENCE of the word university is _____
- An institution of higher education
 - College
 - **AOU**
 - Educational system
25. The words 'ascend' and 'climb are _____
- Hyponyms
 - **Synonyms**
 - Antonyms
 - Homophones
26. The meaning that a word has within the language system is known as its _____
- Reference



- **Sense**
 - Meaning
 - Synonymy
27. The words give/take are _____
- Gradable antonyms
 - **Relational antonyms**
 - Synonyms
 - Binary antonyms
28. The affix 's' in the word 'studies' is _____
- Derivational
 - Compounding
 - **Inflectional**
 - Synonymous
29. The difference between Lift and Elevator is a difference of _____
- Grammar
 - Phonology
 - Accent
 - **Lexis**
30. The word university is a hyponym of the word 'building and the word building _____
- Antonym
 - **Superordinate**
 - Synonym
 - Co-hyponym
31. In, the, this, of, because are _____
- members of open word class
 - **members of closed word class**
 - bound morphemes
32. Open word classes _____
- **are infinite in number**
 - are prepositions and determiners
 - are limited in number
 - do not accept new members
33. Lexical variations are mainly because of _____
- the accent
 - the dialect
 - the inflections
 - **the situation and the speakers**
34. Clear and Evident are two _____
- Binary antonyms
 - Hyponyms
 - Gradable Antonyms
 - **Synonyms**



35. In a court of law, the style that is used is _____
- formal, specialized, although spoken
 - colloquial even though usually written TO
 - **uses jargon that the speakers are not familiar with**
 - informal, familiar, and usually spoken
36. Which of the following choices is a compound word?
- regain
 - **spreadsheet**
 - carpet
 - befriend
37. The reliable criterion to identify word class is _____
- its meaning alone
 - **examining its functions in the sentence**
 - the history of the word
 - all the choices
38. A grammatical unit consisting of a subject and predicate.
- Word
 - Sentence
 - Phrase
 - **Clause**
39. The smallest meaningful unit in a language.
- **Morpheme**
 - Word
 - Prefix
 - Phoneme
- 40.
41. A type of word that expresses an action, state, or occurrence.
- **Verb**
 - Adjective
 - Adverb
 - Noun
42. The smallest meaningful unit of language.
- Phoneme
 - Word
 - **Morpheme**
 - Syllable
43. The sense relationship between walking and running is a relationship of _____
- Antonymy
 - **Hyponymy**
 - Synonymy
 - Binary
44. The sense relationship between speaking and talking is _____
- Antonymy
 - Hyponymy
 - **Synonymy**



- Binary
45. Which of the following best describes a morpheme?
- A group of letters with no meaning
 - The root of a complex sentence
 - A syllable in a word
 - **The smallest meaningful unit of language**
46. Which of the following contains a derivational affix?
- **Unkind**
 - Playing
 - Dogs
 - Walked
47. The study of the structure of words and their parts.
- Phonetics
 - Syntax
 - **Morphology**
 - Semantics
48. Which word is an example of a derivational morpheme?
- **Happiness**
 - Walking
 - Talked
 - Dogs
49. Which of these words contains a bound morpheme?
- Book
 - **Unhappiness**
 - Play
 - Run
50. Which word is a hyponym of the word 'animal'?
- Creature
 - **Dog**
 - Living being
 - Entity
51. Which of the following is a synonym of 'begin'?
- **Start**
 - Run
 - Stop

للحصول على الملخصات الحصرية مع الشرح
عن طريق المعهد 66837797



CHAPTER 7: WHAT IS GRAMMAR?

1. Grammar: is the system of rules that governs how words are structured (morphology) and arranged (syntax) to create meaningful sentences. It allows us to show how words relate to each other, not just what the words are. **For example,** listing words like man, push, laugh, uniform does not explain how they relate, but grammar (The man is pushing a wheelbarrow) does.

2. Morphology: is the study of the internal structure of words and how they can be modified using affixes (prefixes and suffixes). **Example:** present → presents (adding -s for plural). Thin → thinner (adding -er for comparative). (👉)

3. Syntax: is the rules that govern word order and how words are grouped to form phrases and sentences. **Example:** he restores vintage cars (subject-verb-object order). Word order changes affect meaning: Him follow'd Rimmon = object-verb-subject. Men called him Mulciber = subject-verb-object. (👉)

4. Possessive construction: grammatical methods to show ownership. It can be expressed by (morphology): adding -'s (the Chief Justice's wig). (Syntax): using of (the wig of the Chief Justice).

CHAPTER 8: CLAUSE PATTERNS

1. Clause: is the basic building block of sentences. It must include a verb, and often includes other elements like the subject, object, complement, or adverbial. **Example:** a young man entered a corner shop. (Verb) = entered, (Subject) = a young man.

2. Subject (S): the person or thing performing the action of the verb. Usually comes before the verb. **Example:** he demanded money → Subject = He.

3. Verb (V): the action, state, or event in the clause. It is the only essential component of every clause. **Example:** she was shouting → Verb = was shouting.

4. Object (O): the person or thing affected by the action of the verb. **Example:** he demanded money → (Object = money). She wouldn't give him any alcohol → Object = any alcohol.

5. Complement: provides additional information about the subject, without introducing a new participant. Complements typically follow verbs like be, seem, become. **Example:** I am old enough → old enough is a complement, not an object. This is my driving licence → Complement = my driving license.

6. Adverbial (A): provides extra information about when, where, how, or why something happens. It is optional and flexible in position. **Examples:** in this episode, Debbie is reunited with her twin → Adverbial = In this episode. She was shouting as loudly as she could → Adverbial = as loudly as she could. Adverbials can appear in any clause pattern, can occur in varied positions, and there may be more than one. **Example:** val fights for her life after a riding accident → Adverbials: for her life, after a riding accident. **Adverbs are categorized on the basis of it information it gives into the following categories.** (👉)

7. Adverbs of Manner: these adverbs tell us in which manner the action occurs or how the action occurs or occurred or will occur. **Examples.** she speaks loudly. He was driving as fast as possible (as fast as possible Adverbial of manner).



8. Adverb of Place: adverb of place tells us about the place of action or where action occurs/occurred/will occur. **For example,** there, near, somewhere, outside, ahead, on the top, at some place. He will come here. I saw him there (There adverbial of place).

9. Adverb of time: these adverbs tell us about the time of action, such as now, then, soon, tomorrow, yesterday, today, tonight, again, early, yesterday. **Examples,** I will buy a computer tomorrow. Yesterday I ran a marathon (Yesterday Adverbial of time). They usually go to work by bus (Usually Adverbial of time).

10. Adverb of frequency: adverbs of frequency tell us how many times the action occurs or occurred or will occur. **For example,** daily, sometimes, often, seldom, usually, frequently, always, ever, generally, rarely, monthly, yearly. **Examples,** He goes to school daily. Perhaps I will attend your party (Perhaps Adverbial of frequency)

11. SVO (Subject-Verb-Object): a clause where the verb is transitive (takes an object). This is the most common pattern. **Example:** he demanded money → S = He, V = demanded, O = money.

12. SVC (Subject-Verb-Complement): used with linking verbs like be, seem, look, where the complement describes the subject. **Example:** you don't look old enough to buy alcohol. Old enough to buy alcohol is a complement, not an object.

13. SVOO (Subject-Verb-Indirect Object-Direct Object): Pattern with two objects; Indirect Object = the recipient or beneficiary. Direct Object = what is given or affected. **Examples:** she gave the police the information → S = She, V = gave, IO = the police, DO = the information. He showed her his driving licence → IO = her, DO = his driving licence.

14. SV (Subject-Verb): a simple clause with just subject and verb, no object or complement. **Examples:** He was panicking. The shopkeeper screamed. **Clause Types by Verb Pattern:**

- Type Pattern Example
- SV Subject + Verb He was panicking.
- SVO Subject + Verb + Object He demanded money.
- SVC Subject + Verb + Complement You look tired.
- SVOO Subject + Verb + 2 Objects She gave him the book.

15. Coordination: joining clauses of equal status using coordinating conjunctions: **and, but, or, so.** **Example:** you can dig a plot, or you can throw a seed bomb. (مترادف)

16 Subordination: joining a dependent (subordinate) clause to an independent clause using subordinators: **because, if, when, even if.** **Example:** even if it rains, it should hold together. (مترادف)

17. Independent Clause: a clause that can stand alone and makes sense by itself. **Example:** Paris is in France. (مترادف)

18. Dependent Clause: a clause that cannot stand alone and depends on an independent clause to make sense. Dependent clauses are linked to independent clauses using subordinators (such as if, because). **For example,** you will pass if you study hard. **Example:** if you know the capitals of Europe... (incomplete alone) (مترادف)

Q: Identify the subject complement (SC), the adverbial (ADV) and the direct (Od) and indirect Object (Oi) in the following clauses:

1. This is my driving license (Subject Complement SC).
2. She showed her picture (Direct Object Od) to him (Indirect Object Oi).
3. Debbi is reunited with her twin (Adverbial ADV)
4. Nader baked them (Indirect Object Oi) a cake (Direct Object Od).
5. She was shouting at him as loudly as she could (Adverbial ADV)



Q: What is the difference between coordination and subordination in joining clauses? Illustrate through examples.

- **Clause:** is a grammatical unit consisting of a verb phrase together with any associated elements such as subject, object or adverbial. The clause is the basic building block of sentences. Clauses can be combined in many different ways to form more complex sentences (through coordination and subordination).
- **Coordination:** is the relationship between clauses where they are of equal status. For example, come in and sit down. Linking two independent clauses through coordination requires the use of coordinators as conjunctions (and-or-but). We were poor but we had each other. Example, you can wait here, and I will get the key. In coordination, clauses are of equal status; both are independent, and the link is loose.
- **Subordination:** is a case of syntactic organization where an independent clause (the main clause) has a dependent or subordinate clause linked to it through a subordinator such as after, because, if when etc. Examples: we are doing our exam because we want to pass the course. Before we pass this course, we should complete this exam. In subordination, clauses do not have equal status; one clause is dependent on the other and the link is more secure.

CHAPTER 9: VERB PHRASES: WHAT'S GOING ON?

1. Tense: is the grammatical feature that shows time (present or past) by changing the form of the verb. **Example:** he controls the shares → (present tense). He controlled the shares → (past tense).

2. Clause: is a unit of grammar that includes at least a verb and usually a subject, and sometimes an object, complement, or adverbial. **Example:** he may have to wind it up. (Verb Phrase) = may have to wind up. (Subject) = He, (Object) = it.

3. Verb phrase: is a group of one or more words that together function as a verb in a clause. It may include: A finite verb (tense-marked) A lexical verb (the main verb). Optional elements (modals, perfect, progressive, passive). **Examples:** has been running. Might have to wind up.

4. Lexical verb: the main verb in the verb phrase that expresses the action, event, or state. **Example:** in has been living, the lexical verb is living.

5. Finite verb: is a verb that is marked for tense (present or past) and can stand alone as the main verb in a clause. Examples: has been, was, controlled → all are finite verbs. It is a clause based on a finite verb. **For example,** skysails offers adventure holidays aboard traditional vessels.

6. Non-finite verb: is a verb that is not marked for tense, and cannot stand as the main verb of a clause. **Examples:** saluting, to find, working, qualified. (To+inf., ing), and (p.p.) verbs are non-finite verbs. A non-finite clause versed on a non-finite verb. For example, to kill a mockingbird

7. Transitive verb: is a verb that requires an object to complete its meaning. **Example:** she gave the police the information. → (Verb) = gave, (Objects) = the police, the information.

8. Intransitive verb: is a verb that does not require an object. **Example:** he was panicking. She is sleeping.

Copular Verb: is a verb that links the subject to a complement (not an object), often used to describe a state or quality.

Examples: the director is a friend of mine. You look rather out of sorts.

9. Perfect aspect: expresses a retrospective viewpoint, showing that an action happened before another time or event.

Examples: he had heard a sound before waking up. I have been to the circus.



10. Progressive aspect: shows an event or action in progress, typically using the verb be + present participle (-ing form).

Examples: I was doing the ironing. She is growing tomatoes.

11. Aspect: describes how the action is viewed in time — whether it is ongoing (progressive) or completed/retrospective (perfect). It is optional, unlike tense which is obligatory.

12. Modal verb: an auxiliary verb used to express possibility, necessity, ability, or permission. **Examples:** (introduced briefly): **can, may, must, might, would**

CHAPTER 10: NOUN PHRASES

1. Noun phrase (NP): is a group of words built around a noun or pronoun, which functions as the head. It may include determiners, modifiers, and other elements. **For example,** a long rectangular terracotta **planter** → (Head noun) = planter.

(مهم)

2. Head of the noun phrase: the main word in a noun phrase that identifies the core entity. **For example,** a really good **holiday** → (Head) = holiday. Brand new high-spec **computer and printer** → (Head) = computer and printer. (مهم)

3. Determiner: is a word that introduces the noun and shows which one, how many, or whose. **For example,** singular: a, the, this, that, every, any, no. (Plural): these, those, many, several, both, two. (Uncountable): all, much, some, a little, enough. (Possessives): my, your, her, their. My children's food. Van Gogh's mental problems. (مهم)

4. Modifiers (Premodifier): words that come before the head noun to give additional information. Typically adjectives or nouns. **Examples:** clever young student. Shocking government alcohol consumption figures. Stainless steel bathroom cabinet. Stainless modifies steel, not cabinet. (**Postmodifier**): words or phrases that come after the noun to describe or limit it further. **Types & Examples:** A house with three bedrooms (**Prepositional phrase**). The person who arrived on time (**Relative clause**). The best way to get to Birmingham (Infinitive phrase (to + V)). That guy leaning against the bar (**Present participle**). All the languages spoken in India (**Past participle**). (مهم)

5. Embedded Noun Phrase: is a noun phrase within another noun phrase. **For example,** stainless steel bathroom cabinet contains: Stainless steel (NP) Bathroom (NP) Cabinet (main NP). (مهم)

Q: Identify the head noun and label the pre and post modifiers in the following noun phrases:

1. Stainless steel bathroom (PREMODIFIERS) cabinet (HN)
2. Lebanon's latest shocking unemployment (PREMODIFIERS) figures (HN)
3. A young clever middle class (PREMODIFIERS) student (HN)
4. Four oil (PREMODIFIERS) paintings (HN) with gold frames (POSTMODIFIER)
5. A market (PREMODIFIERS) valuation (HN) of over 2 million (POSTMODIFIER)

Q: What is the function of premodifiers and postmodifiers? Use examples in your discussion.

Premodifiers appear before the head noun and modify it by adding descriptions before it, while postmodifiers appear after the head noun and qualify it by giving more information on it. The most common premodifiers are adjectives and nouns. While the most common postmodifiers are prepositional phrases relative clauses, infinitives, present and past participle. For example, the large bed with pink decorations. Large = pre-modifier/bed = head noun/ with pink decoration = postmodifier.



CHAPTER 11: MODALITY: MAYBE

1. Modality: refers to the language resources we use to show how likely or how desirable or necessary we think something is. It helps us express non-factual meanings like opinions, possibilities, and obligations. **Example:** Shakespeare's plays may have been written by Francis Bacon. (possibility). Everyone should save energy. (desirability).

(مهم)

2. Bare assertion: a simple statement presented as a fact, without expressing doubt or subjectivity. **Example:** china has the largest population in the world. You need yeast to make bread. (مهم)

3. Epistemic modality: used to express the speaker's judgment about the likelihood or truth of a statement (possibility, probability, necessity). **Examples:** he must be out. There might be life on Mars. That will be Mariam. It should be finished by now. (depending on context). (مهم)

4. Deontic modality: used to express obligation, permission, or desirability—what the speaker thinks should happen. **Examples:** you must wear a hard hat. Cyclists should always wear a helmet. You may take photos. She must come see us before she goes. (مهم)

5. Modal verbs: special verbs used to express modality—likelihood or necessity. Often appear before the main verb. **Common Modal Verbs:** Can, could, may, might, must, shall, should, will, would. **Examples:** it might explode. You should get some milk. They could be finished by now. (مهم)

6. Modal adjectives: adjectives that express modality by commenting on likelihood or necessity. **Examples:** it is possible, likely, certain that. It is compulsory, advisable for cyclists to wear helmets. (مهم)

7. Modal nouns: nouns used to express modality, often about obligation, possibility, or necessity. **Examples:** There is a possibility, requirement, or obligation. The odds are that. Cyclists have an obligation to wear helmets.

8. Modal adverbs: adverbs that indicate degree of certainty or desirability. (**Epistemic**) **Examples:** perhaps, maybe, probably, certainly, arguably, conceivably. **Perhaps** some people have a genetic predisposition. (**Deontic**) **Examples:** Ideally, preferably. Ideally, cyclists should wear helmets. (مهم)

Q: How does the function of deontic modals and epistemic modals differ? Support your discussion with examples. Modal verbs can be categorized as involving either deontic or epistemic modality. **Epistemic modality** relates to how far something is likely. An alternative term is "logical meaning". (**Deontic**); **Modal** verbs can be categorized as involving either deontic or epistemic modality. **Deontic modality** relates to how far something is desirable or necessary. An alternative term is "personal meaning".

CHAPTER 12: WORDS AND GRAMMAR

1. Lexis: refers to the vocabulary of a language—its words and fixed expressions. **For example,** words like press, prefer, preach are lexical items. Each has its own meanings and usage. (مهم)



2. Lexicogrammar: a term that reflects the interdependence of lexis and grammar. It suggests that vocabulary and grammar are not separate systems but work together to create meaning. **For example,** you can say pretend to be sick, but not fake to be sick; instead, you'd say fake an illness. The choice of verb affects the grammar. (14)

3. Transitive verb: Takes a direct object (press, prefer). **For example,** would you prefer a cocktail? (transitive) (14)

4. Intransitive verb: does not take a direct object (preach, prevaricate). **For example,** the doctors prevaricated. (intransitive) (14)

5. Verb + prepositional phrase: some verbs are followed by a prepositional phrase instead of (or in addition to) a direct object. **Examples:** he preyed on her fears. They preached at me all day. (14)

6. Verb + that-clause: some verbs can be followed by a clause starting with "that", expressing opinions, predictions, or preferences. **Examples:** I predict that we will survive. I'd prefer that he remain forgotten.

7. Verb + -ing or to-infinitive phrase: some verbs are followed by a non-finite clause (either an -ing form or a to-infinitive). **Examples:** we prevented him from speaking. He pressed me to have coffee.

8. Subjunctive mood: a rare grammatical form used to express wishes, demands, or hypotheticals. **Example:** I'd prefer that he remain forgotten. (remain is subjunctive, not remains). (14)

9. Corpus: a large collection of real-life texts (written or spoken) used to study language patterns and grammar in actual use. **Examples:** the Collins Cobuild Dictionary and Cobuild Grammar were based on electronic corpora.

Q: Explain the difference between transitive and intransitive verbs.

A transitive verb is one that is used with an object: a noun, phrase, or pronoun that refers to the person or thing that is affected by the action of the verb, example, we showed her the photo album. She gave a cookie to the child. An intransitive verb does not have an object, example, she was crying all day long. It was raining at that time.

CHAPTER 13: GRAMMAR IN USE

1. Prescriptive grammar: an approach that focuses on how language should be used, based on fixed rules. It often criticizes common spoken features as incorrect. **Example:** Criticizing sentences like: who did you vote for? (because it ends with a preposition). To boldly go where no one has gone before (split infinitive). Ten items or less (using less instead of fewer) (14)

2. Descriptive grammar: an approach that describes how language is actually used, without judging whether it is correct or incorrect. **Example:** accepting everyday spoken phrases like: Hey, what you been up to? Even if they break formal grammar rules, they are still valid in context. (14)

3. Split infinitive: when an adverb is placed between "to" and the verb in an infinitive. **Example:** to really participate. Prescriptivists may argue it's incorrect, but descriptivists accept it.

4. Colloquial language: informal, everyday spoken language, including contractions and simplified grammar. **Examples:** I've, you're, they'd (contractions). Less workers instead of fewer workers. (14)

5. Contraction: a shortened form of words often used in speech and informal writing. **Examples:** it's (it is), we're (we are), I've (I have). (14)



6. Contextual opprobria: using language that is appropriate for the context (formal/informal, spoken/written).

Examples: informal: Hey, what you been up to? (casual speech). Formal: I should be grateful if you could inform us of the current situation. (written communication). (👉)

CHAPTER 14 & 15: SOUNDS AND SYMBOLS & THE SPOKEN WORD

1. Writing System: is a set of symbols used to represent linguistic units such as words, syllables, or sounds. **For example,** the word jam is represented by letters j-a-m, which symbolize sounds.

2. Logographic: is a writing system where symbols represent whole words or morphemes (parts of words). The term comes from Greek logos (word) and graphein (to write). **Example:** Chinese characters like: 月 (yue) = moon. 山 (shan) = mountain. Also, English uses symbols like: @, +, %, \$ as logographic symbols. (👉)

2. Syllabic: is a writing system in which each symbol represents a syllable, rather than a whole word or a single sound. **Example:** the name Hammurabi was written in Sumerian as syllables: Ha-am-mu-ra-bi. Japanese uses hiragana and katakana (syllabaries). Abbreviations like RSVP, ruok in English represent syllables.

3. Alphabetic: is a system where symbols represent individual sounds (phonemes) rather than syllables or whole words. **Examples:** the English word cake uses letters (c, a, k, e)— each representing separate sounds. Origin: The Phoenician alphabet, which influenced Greek, Hebrew, and Latin alphabets. (👉)

4. Consonant Clusters (in English): Combinations of consonants that make syllables more complex and difficult to represent with a syllabic script. **For example,** words like strong (CCCVC) are hard to represent with a syllabic system.

5. A phoneme: is the smallest sound unit in a language that is capable of distinguishing meaning. **For example,** hat and had. (👉)

QUIZ (2)

1. Which of the below sentences follows this pattern: SVC?

- He demanded money for his services.
- They made her a boss with no authorities.
- She wouldn't give him his exam paper back.
- **I don't feel happy about this situation.**

2. The accident could have been avoided if the driver had acted quickly. The underlined element in the verb phrase in the above sentence is _____

- **Progressive**
- Perfect
- Passive
- Lexical

3. Using noun phrases with multiple post-modifiers can cause _____



- Ambiguity.
- All answers are correct.
- Subject Verb disagreement.
- **Complexity of Structure**

4. Which one of the below clauses is finite?

- From watching my friend.
- How to do it.
- **Have you ever met a royalty?**
- With her makeup all messed up.

5. The element that comes after the copular verb is _____

- A direct Object
- Subject
- **Complement**
- An indirect Object

6. Noun phrases crop up all over the place: "They are frequently seen on their own". In a sentence, they can be:

- The Subject.
- The Complement.
- **All the answers are correct.**
- The Object

7. He sees the house "that is located on top of the hill". The underlined post-modifier is a _____

- Prepositional phrase.
- Present participle.
- Past participle.
- **Relative clause**

8. "My neighbors have been living in the house at the corner since World War I". The underlined element in the verb phrase in the above sentence is _____

- Perfect
- Modal
- **Progressive**
- Passive Clear

9. What verb class does the underlined verb in the below sentence belong to? "He jumped from the 12th Floor".

- Copular
- Transitive
- **Intransitive**
- Linking

10. Which one of the below is not a determiner?

- This
- **Blue**
- My
- Three

11. "She is moving to China next year". She must get a vaccination against all the contagious diseases. The modality in the above sentence is deontic. It indicates the statement is _____

- **Necessary**
- Personal preference
- Optional
- Likely or possible

12. The verb elements when included in a verb phrase, must come in the following order _____



- Progressive, Perfect, Modal, passive
 - Perfect, Progressive, Modal, Passive
 - Perfect, Modal, Progressive, Passive.
 - **Modal, Perfect, Progressive, Passive**
13. Which of the below statements is incorrect when describing an Adverbial _____
- They can occur in any clause pattern.
 - They provide additional information about where , when, why and how.
 - **When used in a sentence, they only occur in the form of prepositional phrases.**
 - They can occur in different positions in a clause.
14. Which one of the following is a not a premodifier in this noun phrase: "The young talented Chinese musician sitting in the front row"?
- Talented.
 - Chinese.
 - **Sitting in the front row.**
 - Young
15. Noun phrases come with modifiers which: Have no role in the sentence at all.
- **Give more information about the noun or the pronoun.**
 - Modify the verb in the sentence.
 - Add information about how and when things are done.
16. What verb element does the underlined verb in the below verb phrase represent? "Must have been being manipulated"
- Perfect
 - **Passive**
 - Progressive
 - Lexical
17. Post-modifiers can appear in different forms, which of the examples below is a prepositional phrase?
- Participating in the rise of the death rate.
 - Devastated by the unexpected number of people dying.
 - To cure the sick people.
 - **With the high death rate.**
18. The complement is the element that _____
- Can be an Adjective or a Noun phrase.
 - Cannot be the subject of the passive sentence.
 - Describes an existing participant.
 - **All answers are correct.**
19. "The teacher should have been working from home". The underlined element in the verb phrase in the above sentence is _____
- Progressive
 - Passive
 - **Modal**
 - Perfect
20. In the below sentence, the underlined phrase is: "Because CORONA Pandemic is spreading, the students have to attend online virtual classes".
- **A dependent clause.**
 - A coordinator.
 - The subject.
 - An independent clause.
21. In addition to the main element, the noun, in the noun phrase, there are other elements such as _____
- Post- modifiers.



- Determiners.
 - Premodifiers
 - **All answers are correct.**
22. What Sentence Pattern does the below sentence follow: "The professor seemed angry with our performance".
- SVOAdv.
 - **SVC.**
 - SVOO.
 - SVO.
23. "The reckless driver who caused the death of the cyclist was accused of manslaughter". The underlined part is _____
- Head Noun.
 - Pre-Modifier.
 - Prepositional phrase.
 - **Post Modifier.**
24. "A new pair of shoes to go with my Micheal Kors handbag". The underlined post-modifier is _____
- A relative clause.
 - A present participle.
 - **An infinitive.**
 - A prepositional phrase
25. Which of the examples below has a finite verb?
- Washing cars in the weekend.
 - To wash it in the weekend.
 - **Have you ever washed your car?**
 - How to wash your car.
26. Modality comes in different forms. Which modality class does the below list belong to (Perhaps, maybe, probably)
- Modal Nouns.
 - Modal adjectives.
 - Modal verbs.
 - **Modal Adverbs**
27. In a noun phrase, a 'post-modifier' can never be _____
- A prepositional Phrase.
 - A past participle.
 - **A classifier.**
 - A relative clause.
28. The finite element is the part of the verb phrase that _____
- Identifies the verb class.
 - Tells you what the action, situation or event is.
 - **Changes to show the past or present tense.**
 - Carries the meaning.
29. Long complex noun phrases occur _____
- Equally in formal and informal English.
 - **More frequently in written formal English than the spoken language.**
 - It is always a choice made by the speaker.
 - Never in formal language.
30. The only element that can be the subject of the passive sentence is the _____
- Adverbial.
 - **Object.**
 - Subject



- Complement.
31. "All of you are going to get an excellent award". The underlined pronoun is _____
- Classifier.
 - Determiner.
 - **Head of the (NP).**
 - Adjective.
32. In which of the below choices/sentences is the verb transitive?
- **I am growing apples in my balcony.**
 - They are growing very fond of her.
 - The children are growing.
 - He grew angry whenever he saw me.
33. The element that comes after the verb and acts as a new participant in the sentence is the _____
- Adverbial
 - **Object**
 - Complement
 - Subject
34. Tends to occur near the head noun and provides basic information is the _____
- **Classifier**
 - Determiner
 - Describer
 - Pronoun
35. A phrase structure where two objects follow a verb, like 'She gave him a book'.
- SVC
 - SVO
 - **SVOO**
 - SV
36. Which clause structure does the sentence 'She gave me a book' represent?
- SVOA
 - **SVOO**
 - SV
 - SVC
37. In "The professors continued the discussions in the meeting room." The sentence structure is _____
- Adjective
 - SVC
 - **SVOAdv**
 - SVAdv
38. The smallest unit of sound in a language that can distinguish meaning.
- Syllable
 - **Phoneme**
 - Grapheme
 - Morpheme
39. A word class that includes words like 'quickly', 'always', or 'here' and usually modifies verbs.
- Adjective
 - Conjunction
 - **Adverb**
 - Verb



40. A word used to connect clauses or sentences, such as 'and', 'but', or 'because'.
- **Conjunction**
 - Determiner
 - Adjective
 - Pronoun
41. A part of grammar that studies how words combine to form phrases and sentences.
- Pragmatics
 - **Syntax**
 - Phonology
 - Morphology
42. A group of words that functions as a single part of speech and does not contain both a subject and a verb.
- Clause
 - Word
 - **Phrase**
 - Sentence
43. Open word classes are classes that have an unlimited number of members and are open to new additions. These include
- **Verbs, nouns, adjectives and adverbs**
 - Pronouns, nouns, adjectives and adverbs
 - Verbs, nouns, prepositions and adverbs
 - Conjunctions, pronouns, prepositions and demonstratives
44. In the sentence: “Debbie reunited with her long-lost twin despite all the hard times they went through.” The underlined word “despite” is a _____
- Coordinator
 - **Subordinator**
 - Determiner
 - Phrase
45. A sentence that consists of one clause is called _____
- **Simple**
 - Complex
 - Compound
 - Complex Compound
46. Derivational affixes are involved in the process of _____
- Changing only the meaning of the word
 - Changing only the word class
 - **Changing the meaning and/or the word class**
 - None of the above
47. When you have a copular verb, the complement describes the _____
- **Subject**
 - Object
 - Verb
 - Adverb
48. In which of the words below, the attached morpheme is not derivational?
- **Camping**
 - Unhappy
 - Playful
 - Friendship



49. _____ is not only word order but how words are grouped together.
- Morphology
 - **Syntax**
 - Semantics
 - Phonology
50. _____ is the basic building block of a sentence. It usually has a subject and a verb.
- **Clause**
 - Phrase
 - Phoneme
 - Word
51. _____ is an element that doesn't bring in a new participant but describes an existing participant.
- **Complement**
 - Subject
 - Verb
 - Object
52. _____ is the most important and is, in fact, the only compulsory element in a clause.
- Non-finite
 - Object
 - **Verb**
 - Subject
53. _____ distinguishes the state of the verb, whether it is perfect or progressive.
- **Aspect**
 - Tense
 - Mood
 - Modality
54. The underlined phrase in the sentence "The boy did not look happy at the concert." Is _____
- An object
 - **A complement**
 - An adverb of time
 - A prepositional phrase
55. _____ provides information about when, where, how, and why something happens.
- **Adverbials**
 - Adjectives
 - Complement
 - Direct object
56. Which of the following is a function word rather than a content word?
- **Because**
 - Apple
 - Run
 - Beauty
57. Which phrase acts as an adverbial in the sentence: 'He arrived at noon'
- He
 - Arrived
 - **At noon**
 - The sentence has no adverbial
58. Which sentence uses a passive voice?
- The children ate the cake.



- **The cake was eaten by the children.**
 - The children were eating cake.
 - The cake is delicious.
59. Which of the following words is a deictic expression?
- **Here**
 - Book
 - Beautiful
 - Run
60. Which type of modality is used in 'You must stop'?
- Epistemic modality
 - Indicative mood
 - **Deontic modality**
 - Inflectional form
61. Which sentence includes a split infinitive?
- **She decided to really try her best.**
 - She decided really to try her best.
 - She decided to try her best.
 - She really decided to try her best.
62. The grammatical system describing real language use.
- Traditional Grammar
 - Universal Grammar
 - Prescriptive Grammar
 - **Descriptive Grammar**
63. A clause that includes a verb marked for tense and agreement.
- Adverbial Clause
 - **Finite Clause**
 - Non-finite Clause
 - Relative Clause
64. A verb that does not take a direct object.
- Linking Verb
 - **Intransitive Verb**
 - Auxiliary Verb
 - Transitive Verb
65. A type of modality that shows necessity or obligation.
- Mood
 - Epistemic Modality
 - **Deontic Modality**
 - Aspect
66. Words like 'quickly' or 'yesterday' that modify verbs.
- **Adverbs**
 - Nouns
 - Verbs
 - Adjectives
67. A group of words that function as one unit but does not include both a subject and a verb.
- Clause
 - Sentence
 - Syllable



- **Phrase**
68. An element in a clause that adds extra information such as time or place.
- Object
 - Complement
 - Modifier
 - **Adverbial**
69. Which sentence contains a finite verb?
- Walking to school every day.
 - To walk to school is healthy.
 - **She walks to school every day.**
 - Having walked to school, she rested.
70. Which of the following is a compound sentence?
- Going out was fun.
 - **I wanted to go out, but it was raining.**
 - If it rains, we will stay in.
 - Although it was raining, I went out.
71. Which of the following uses a passive construction?
- **The homework was completed by the student.**
 - The student was completing the homework.
 - She completes the homework quickly.
 - The student completed the homework.
72. Which phrase functions as an adverbial?
- The last apple
 - **On Monday**
 - The happy child
 - A quick decision
73. Which is an example of a modal verb?
- Going
 - Goes
 - Went
 - **Should**
74. Which is an example of a preposition?
- Quick
 - Between
 - **Under**
 - Run
75. Which of these sentences contains an SVC (Subject-Verb-Complement) structure?
- She spoke clearly.
 - **She is a doctor**
 - She gave him a book.
 - She runs every morning.
76. Which of these sentences is in the present perfect tense?
- She is finishing her homework.
 - **She has finished her homework**
 - She finishes her homework.
 - She finished her homework.



77. Which of these is an example of a complex sentence?

- We went for a walk and had lunch.
- **Although it was raining, we went for a walk**
- We went for a walk.
- It was raining, we stayed inside.

78. Which sentence contains a stranded preposition?

- She is reading the book.
- The book is on the table.
- I looked for the book.
- **This is the book I was looking for.**

79. Which word is an example of a coordinating conjunction?

- **But**
- Although
- Because
- Since

80. Which of the following is an example of an adjective phrase?

- Ran quickly
- He was late
- In the box
- **Very interesting**

81. Which type of clause is underlined in: 'I remember what you said'?

- Adverbial Clause
- Relative Clause
- **Nominal Clause**
- Independent Clause

82. What is the function of the word 'never' in the sentence 'She never smiles'?

- Adjective
- Noun
- **Adverb of frequency**
- Verb

83. A clause that contains a verb marked for tense and subject agreement.

- Subordinate Clause
- Relative Clause
- **Finite Clause**
- Non-finite Clause

84. Which of these words is an example of a function word?

- Book
- **The**
- Run
- Happy



للحصول على الملخصات الحصرية مع الشرح
عن طريق المعهد 66837797



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