

Chapter 3: Etymology (word formation).

Etymology: The study of the origin and history of a word and how English develops processes to a new words into the language (where words come from).

so All languages on the world including English are **creative**, they **develop** all the time, they **invent new words**.

Example: - In 1900, someone called **Murray Spangler**, Murray invented a machine (vacuum cleaner) it is a machine that sucks in dust and dirt, at that time Spangler (was a family name, he called his machine (Spangler) as a name of a machine, people started inventing a verb from Spangler and they **invented the verb (spangled)**.

Then soon after, **William Hoover** bought his machine (Spangler) and **changed the name from Spangler to Hoover**.

*** Note**: Any new words, morpheme or location and any new meaning for a pre-existent word called it (**neologism**). anything that comes out or appears as a word on language is called neologism.

entomology: The study of insects.

In the beginning of 20th Century, they invented the word handbook, aviation.

* The fact that all languages of the world invent new words, this reflects the (creativity) of the language.

- The methods/ways in which new words come into a language:-

1. **Coinage**: is the invention of completely new words into the language (word that did not exist in the language but then somebody coins/invents them so they become part of the language).

Example: ^①aspirin, ^②nylone, ^③vaseline → These words often names of products.

* **etymes**: Part of coinage, they are new words that comes into language, they are based at people names or places like: hoover, spangler, jeans (taken from Genoa-Italy), sandwich (England).

2. **Borrowing**: taking over of words from other languages.

we used the word **computer**, **keyboard** and in arabic we said **computer**, **makeup**, **jeans**.

→ All these words are taken from english, so these words become part of the **host language**

(the language that takes the words)

when we talked about borrowing, there is a technique that is called **Calque** → (loan translation).

Calque: it is a method translation → **translation terms**

↳ Example ①: **I teach English**
أنا أدرّس اللغة الإنجليزية

it is not **calque** because when we talk about calque we usually take (terms), these terms are either medical, cultural, sport terms.

Example ②: **sky scraper**.
مُطَبَقَة سَمَاء

This is **calque** (loan translation).

③ **football** → did not exist in Arab world, so if we translated as it is كرة القدم (this is loan translation).

Example ④: **kind garden** حديقة جميلة (calque).
(we translate word by word.)

football: دَجَبَة → this is not **calque**, this is (borrowing).

3. **Compounding**: there is a joining two or more words to produce a single form.

Example ①: Play + ground → **Play ground** (one form with new meaning).

Example ②: white + board → **white board**

Example (3): micro + waves → microwaves

* we have different aspects :

adj + n , v + n , v + v , n + n .

must - see

see - through .

notebook .

sun burn .

well-known .

fastfood .

4- Blending : taking only the beginning of one word and joining it to the end of the other word .

Example (1) motel

motor

hotel

So we take the beginning of motor and the end of hotel .

(2) brunch

lunch

breakfast

(4) Spanglish

spanish

english

(3) smog

smoke

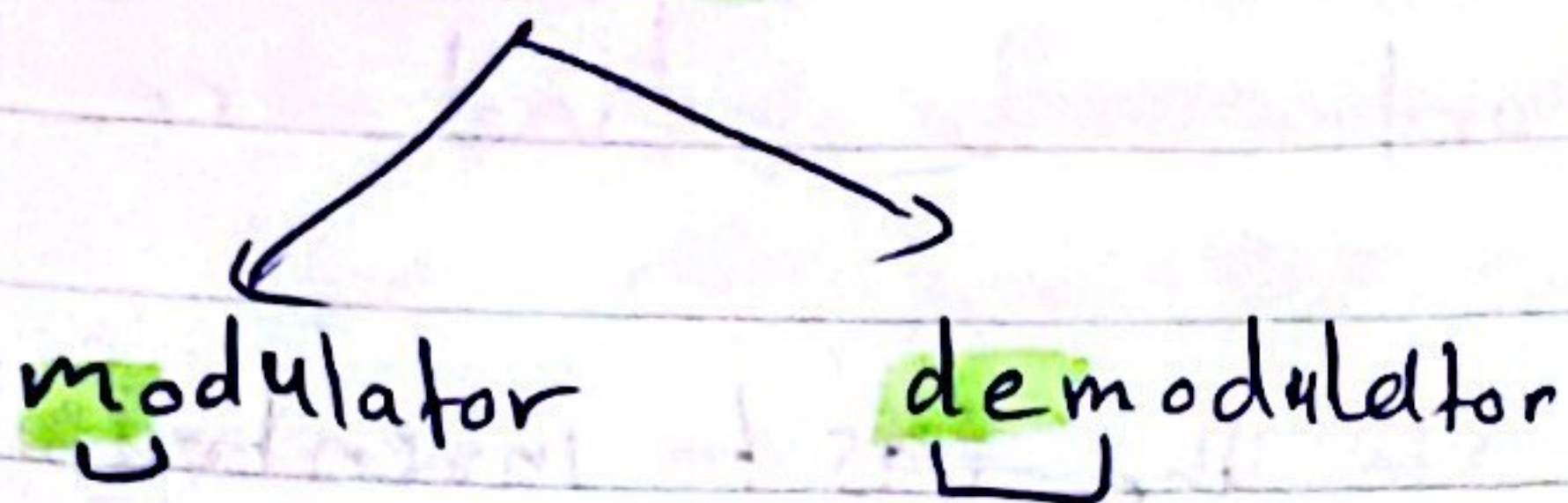
fog

(5) telex (recently people use the beginning of 2 words)

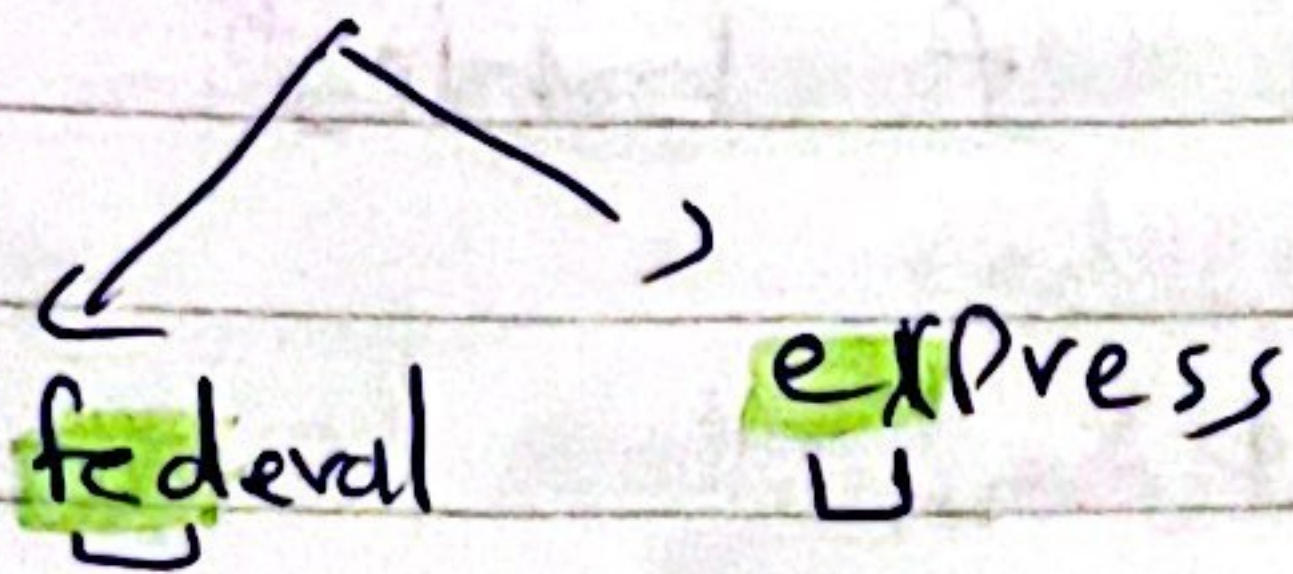
teleprinter

exchange

⑥ **modem**



⑦ **fedex**



S- **Clipping**: a word with more than 1 syllable, is usually reduced into 1 syllable, we took a long word and we reduced them.

Example: Information: **Info** → 4 syllables.

Biology: **Bio**

Literature: **Lit**

doctor: **doc**

Introduction: **Intro**

Public house: **Pub**

Cabriolet: **Cab**

*when we talk about clipping we should talk about (**hypocorism**).

→ **hypocorism**: longer word is reduced to a single syllable, then adding **y** or **ie** in the end

Example: television → **telly**.

barbie: barbe cue.

brekky: breakfast

bookie: book market

6. **Backformation** : - is reducing one word of one type (usually a noun) into shorter one that are usually verb.

Example: 1) **television** (n) → when in the past invented there was no verb for television
↳ so the verb was **broadcast** (no similarity).
2) **babysitter** : to take care of babies
3) **government** : to control
4) **information** : to give information.

* So in history of the English language, they did not have verbs, but then native speakers started thinking why don't invent the word by going back to the noun we have.

→ they went back to the noun and they invented the verb from the noun, so television (n) → **televise** (v)

babysitter → **babysit**

information → **inform**

government → **govern**

* nowadays we have the word author, the verb of author is **write**; possibly in five years from today they would invent the word **auth**

→ **backformation** : going back to what already have and we usually delete the part of the word and we invent/create a verb out of the noun that we have.

Example : **writer** → **write** (backformation).

worker → **work**.

7- **Conversion**: the process of changing or causing something to change from, or the same word that use in the certain category is used as exactly as it is but as the different category.

Example: 1) **milk** (n) → what is the category of the word milk → **to milk** (v).

* we reduce / add different function.

2) **dirty** (adj) → **to dirty** (v).

3) **must** (v) → **a must** (n).

4) **microwave** (n) → **to microwave** (v).

↳ so we take the word as it is without any changes, deletion, addition and we change the function at the word.

5) **late** (adj) → **came late** (adv).

6) **up** (preposition) → **upped** (v).

7) **water** (n) → **to water** (v).

* Sometimes conversion gives negative connotation

↳ Example: **doctor** (n) → **don't doctor me** (v).

when we say don't doctor me → in other words don't **boss** me / or don't **control**

8- **Acronymy**: create new words in to the english language by taking the initial letters of a set of other words

Example: **Acquired immuno deficiency syndrome** →
↓
(AIDS)

PC → Personal Computer

US → United States of America

UK → United Kingdom

WAR → Women Against Rape

ATM → Automatic Teller Machine

ZIP → Zone Improvement Plan

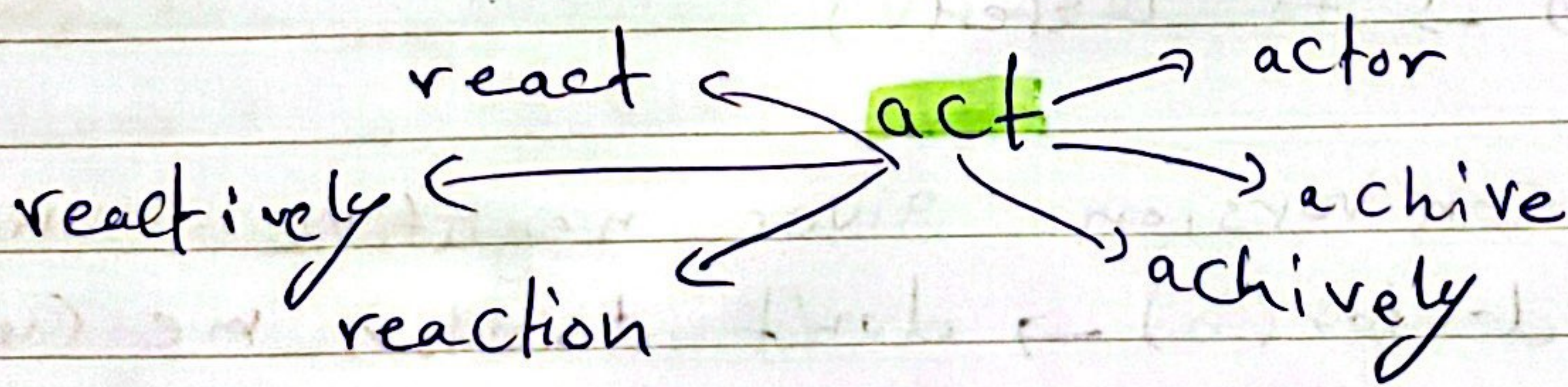
BZU → Birzeit University

* acronyms in Arabic is not very common and it is very few, Example:

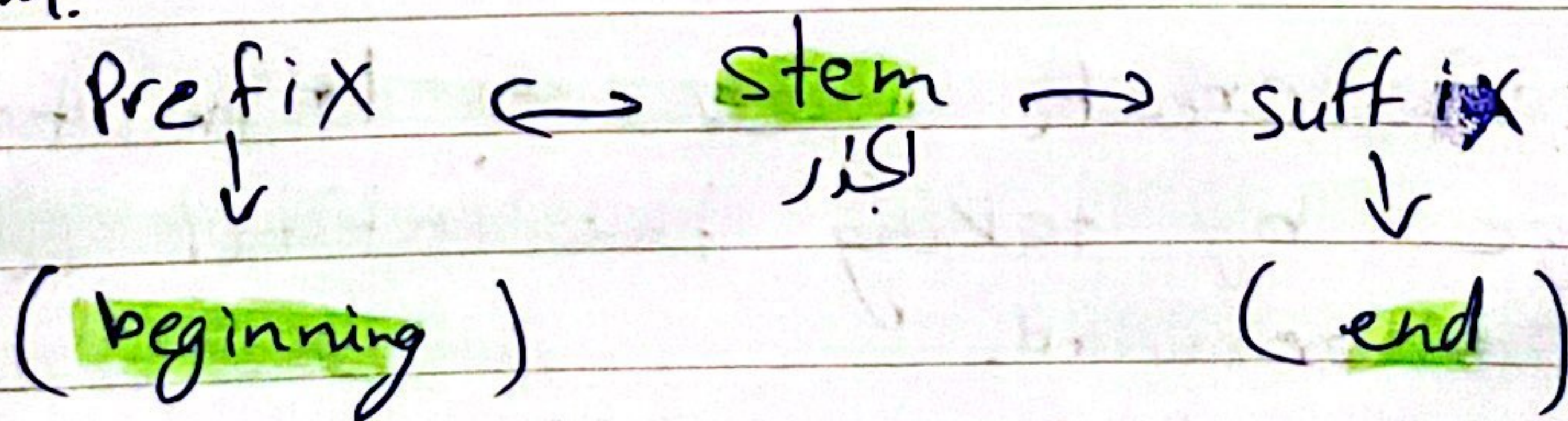
ق.م. ← قبل الميلاد
م.م. ← ميلاد المسيح
م.ع. ← ميلاد المسيح
م.ب. ← ميلاد المسيح
م.س. ← ميلاد المسيح

→ sometimes it is only the first letter, sometimes all capital, sometimes all small → no Rule.

9. Derivation: is a backformation Process, derive → is the process by which producing, creating different words from a stem/root



* we create words by adding Prefixes and suffixes from stem.



write → written
 ↘ rewrite
 ↘ writer.

All languages of the world have Phonetics and Phonology.
 when we talk about derivation, we talk about 3 important processes:-

- 1- Prefixes
- 2- Suffixes
- 3- infixes.

A good example for infixation:

كتب : كتب
 suffix Prefix

infixes ← كتب

* infixation : is a process in which we add morpheme in the middle of the word. (C is not part of english)

recently some native speakers of the english language have started to use infixation

↳ Examples : 1) bloody Halle lujah
 ↓
 Hallebloody lujah

2) Absolutely goddamn → Abso goddamn lutely.

note:-

in english there is only prefix and suffixes

↳ there is no infixation in english.

* morpheme: is a unit of meaning.

10) **Kamhmu**: A language spoken in South East Asia.

Examples: **see** (to drill) → **srnee** (a drill).

feh (to chisel) → **trnoh** (a chisel).

hiep (to eat with spoon) → **hrniip** (a spoon).

hoom (to tie) → **hroom** (a thing with which to tie).

↳ to change these verbs into nouns (**-rn-**) is used
it used with nouns,

Example: **government**

↳ (n).

-rn- : is an infix that used in **kamhmu** just in
South East Asia, just used in nouns.

11. **multiple processes**: more than one word
formation process in the same word.

Example: **snowball** → what is the word formation
process used in snowball?

Snowballed: 1) **compounding**

2) **derivation** → added (ed).

3) **conversion** → converted the verb to the noun.

Example 2): **delicateness** → taken from German

↳ 1) **borrowing**

2) **clipping** → people say **deli**.

Example 3): **lase** → take from laser

1) **acronyms**

2) **back formation**.

Example 4): **Yuppie** → 1) **acronym** (young urban professional)
2) **hypocorism** (clipping).
↳ because we add (ie)

* **Study Questions:**

1- what is the difference between etymology and entomology?

etymology: The study of the origin and history of a word and how english develops processes to a new word in to the language.

entomology: The study of insects.

2- which of the following pairs contains an example of Calque? How would you describe the other?

1- **footobooru** (Japanese) - **football** (English)

↳ **borrowing** because taking over of words from english language (same pronunciation).

2- **trening** (Hungarian) - **training** (English).

↳ **borrowing** because taking over of words from english language and same pronunciation.

3- **Luna de miel** (spanish "moon of honey") - **honeymoon** (English)
↳ **Calque** because Luna means moon, miel means honey so honey moon (translate word by word).

4- **Jardin d'enfants** (french "garden of children") - **Kindergarten** (German "children garden").

↳ **Calque** because translate word by word.

3- Can you identify the different word-formation processes involved in producing each of the sentences?

1- Don't you ever worry that you might get AIDS?
AIDS → Acquired immuno deficiency Syndrome → acronyms
we take the initial of sequence of words.

2- Do you have a xerox machine?
eponyms - Coinage → xerox (The name of machine)
xerox: machine (copier, printer) and they used it as verb

3- That really fandamntastic!
derivation - fixation.

4- shiel still parties every saturday night.

Conversion and derivation

↓ because party (n) → parties (v) with the verb we
Add ies (derivation (suffix)).

5- These ew skateboard from Zee Designs are kickass

compounding and derivation because we add s

6- The house next door was burgled when

I was babysitting the smith's children.

backformation → the verb was to steal (burgled)

7- baby sitting → compounding and derivation and
backformation (babyset) ring

7- when I'm ill, I want to see doc, not a vet
clipping → doctor, veterinary.

8- I like this old sofa, it's nice and comfy.

sofa: borrowing from arabic.

comfy: hyponym (clipping) from comfortable.

4. Identify the prefixes and suffixes used in these words.

1. misfortune

mis: prefix

fortune: The stem.

mis means (not)

2. terrorism

terro: The stem.

ism → suffix (means noun).

3. Carelessness

Care: The stem.

less: suffix → means (not)

ness: suffix → means (noun)

4. disagreement

agree: the stem

dis: prefix → means (not)

ment: suffix → means (noun)

5. ineffective

effect: the stem

in: prefix → means (not)

ive: suffix → means (adj.)

6. unfaithful

faith: The stem

un: prefix → means (not)

ful: suffix → means (adj.)

7. prepackaged

pack: The stem

pre: prefix → means (before)

aged: suffix → (verb past)

8- biodegradable.

grad: the stem,

bio: prefix → means (life)

de: prefix → means (not or opposite)

able: suffix → means adj

9- reincarnation.

carna: The stem,

re: Prefix → means (again)

in: prefix → means (inside)

tion: suffix → means (noun)

10- decentralization.

Centr: the stem,

de: prefix → means (opposite or not)

al: suffix → means (adj)

iz: suffix → means (verb)

tion: suffix → means (noun).

5- in Kambhu the word sal means "to put an ornament in the ear". what would be the word for "an ear ornament"? snhal.

6- more than one process was involved in the creation of the form. In these sentences, can you identify the processes involved in case?

1- Are you still using that old car-phone?

car-phone: compounding, clipping → instead used

car telephone → we delete tele.

2- Can you FedEx the books to me today?

blending and conversion.

Fedex → Federal Express (change the noun to verb)

3- police have reported an increase in **carjackings** in recent month.

carjackings: compounding, derivation (2 suffix).

4- welcome everyone, to **Karaoke**night at Cathy's Bar and grill!

Karaoke: borrowing from **(Japanese)**.

compounding (**karaoke + night**)

5- jeeves, could you tell the maid to be sure to **hoover** the bedroom carpet?

hoover: coinage and conversion because we **change** the **noun** (hoover) to the **verb**.

6- would you prefer a **decaf**?

decaf: clipping and derivation (Prefix **-de-**).

Chapter 4: morphology.

morphology: is the study of the **structure of words**, how they are formed and their relationship to other words in the same language.

So morphology **analyzes** the structure of words such as stems, root words, prefixes, suffixes.

Example: 1) **ness less Care** → **3 Parts**
↳ **Carelessness** so when we write carelessness we understand the meaning because we have some knowledge about the language.

Less → suffix (comes in the end).

ness → suffix.

Care → stem.

Example 2): **s ment govern**

↳ **government** (s) → **plural**
↓ ↓
stem **suffix**

* **morpheme**: any units that **carries a meaning**.
and we can say morphology is a study of morphemes.

Example: 1) **ineffective** → **3 morphemes**, all morphemes have a meaning.

2) **biodegradable** → **4 morphemes**.

3) **prepackaged** → **4 morphemes**.

Students : 3 morphemes
└┐└┐└┐

Care → does the sound k in care have a meaning? No

The difference between k and able :

k → phoneme (sound) so don't have a meaning.
able → morpheme (have a meaning).

* morphemes in the english language are 2 kinds :-

1- free → lexical
 → functional.

2- bound → derivational
 → inflectional

Free morphemes : is any morpheme that stands by themselves.

bound morphemes : a morpheme that can't stand alone. like : s, ing, must be bound to another word or morpheme to create a word.

Examples : 1) rewrites → 3 morphemes.

re : means again

write : action.

s : third person singular.

→ free morpheme is the stem.

and in the english language we have bound stem

Example : central : 2 morphemes,
 └┐└┐
 stem → adj

* **Bound stem** : - A stem that cannot stand free as a word

Examples: 1) if we remove the prefix -re- from the word rejection we are left with jection which is a bound stem that contains the bound base ject and the suffix -ion.

2) repeat → we think -re- means again but if we delete re, the word (peat) → this is not an English word.

3) legal → but if we delete -al-
↳ means adj
we have (leg) → which is different meaning.

4- **reduce** → in English there is nothing called (duca)

5- **perceive**, **conceive** → if we delete them we get ceive → in the English language there is no word called ceive.

* **lexical and functional morphemes** :

lexical morphemes (**content category**) : is one type of morpheme that can stand on its own without the aid of other morphemes to imply meaning and a lexical morpheme must be a full word.

↳ but we also call them (**open set**) because we can add new words to them.

lexical : nouns, verbs, Adjectives, adverbs

functional morpheme (category): is a morphemes that don't carry the content of a message, but rather help the grammar of the sentence function.

↳ **closed set** because we **can't add/create new words**.

Examples: pronouns (I, you), prepositions (from, to...), conjunctions (and, but, so...), articles, modals, auxiliaries.

* **Derivational and inflectional morphemes**: (Bound morphemes).

1) **Derivational morpheme**: is an affix that **derives/creates** a **new word** or a new form of an existing word, and **change** the **Grammatical Category** or Part of Speech of the root word to which it is added, derivational morphemes including **prefixes** and **suffixes**.

and derivational morphemes **cannot be a word** in the **own** right, because they are (**bound morphemes**).

For Example, adding "**ful**" to the noun **beauty** **changes** the word into an **adjective** (beautiful).

* Examples of derivational morpheme affixes: -

Prefix	Suffix	} → change word class when added to a word.
Un-	-ing	
e-	-ness	
Anti-	-ly	
De-	-ate	
mis-	-ful	
over-	-y	

* **Note:** Bound morphemes are those that can **never stand alone** as a word - as opposed to free morphemes, which can **independent words**. A few examples of free morphemes are words such as eat, big and ocean, while bound morphemes are affixes like **ment, im- and -ly**.

* **an affix** is a letter or group of letters, we attach to the beginning (**prefix**) or end (**suffix**) of a root word.

2) **Inflectional morphemes**: change what word does in terms of grammar, but **does not create a new word**. So inflectional morphemes have meaning of their own but they don't significantly alter the meaning of the base word to which they're attached.

For Example, the word "**skip**" has many forms: skip (**base form**), skipping (**present progressive**), skipped (**past**).

For Example: the base word "**bake**" in baking communicates the idea of cooking with flour and using an oven. The suffix **-ing** simply adjusts the tense to express when it happens.

→ inflectional morphemes are **suffixes** which is a type of affix.

* The **difference** between inflectional and **derivational** morphemes is derivational can **create new words** when added to a base word but **inflectional morphemes cannot**.

Base word	Affix	inflected word
1. Talk	-ed	Talked
2. Bark	-ing	Barking
3. Rest	-s	Rests
4. Clean	-est	Cleanest

Inflectional morpheme	function	Example
's	Possessive	The boy's house
-s	Plural	The Houses on our street
-s	Third-person singular.	He mows the grass
-ed	Past tense	She lived next door
-ing	Present Participle	They're moving soon
-er	Comparative	He's the quieter neighbor
-est	Superlative	We're the quietest neighbors

↳ The examples of an inflectional morpheme is a **suffix** which means it has been **added to the end** of the base word.

Examples of derivational morphemes :-

1. "ness" added to "kind" creates → **kindness**
2. "ment" added to "develop" creates → **development**
3. "ize" added to "modern" creates → **modernize**
4. "less" added to "hope" creates → **hopeless**

↳ include all Prefixes and Suffixes.

* Q: Is "teacher" a derivational morpheme?

Answer: Yes, the word teacher contains the derivational morpheme -er, which derives new word (teacher) from a base word (teach).

* Q: What are the two types of morphemes?

Answer: The two types of morphemes are bound and free. Bound morpheme must be tied to a base word while free morpheme can stand alone as a word themselves.

* Q: Is -ing a derivational morpheme?

No, -ing is not a derivational morpheme. It's an inflectional morpheme which means it adds inflection to the base word.

→ High frequency prefixes: un - re - dis - in - mis - a - fore - de - pre - en - sub - inter - trans - super - i - mid

→ Common derivational suffixes: -er - y - ly - ful - ness - less - ment - hood - able - en - ible

* Morphological description: -

Examples: 1) The old teachers in the neighborhood schools refused to leave their valuable books with the careless boys.

↳ 10 lexicals: old, teach, neighbor, school, refused, leave, valuable, books, careless, boys.

7 functional: The, in, the, to, their, with, the

4 derivational: teacher, neighborhood, valuable, careles

5 inflectional: teachers, refused, schools, boys, books

2) Driving motorbikes carelessly makes my careful grand parents angry because they believe that this is dangerous and deadly.

↳ 12 lexicals: motor, **bikes**, grand, parent, **angry**, believe, danger, dead, drive, **care**ful, dangerous, **care**lessly, make

7 functionals: my, because, they, is, and, this (Pronoun), that (Complementizer).

8 derivationalals: Driv**ing**, mak**e**s, Care**ful**, ang**ry**, danger**ous**, dead**ly**, Care**less****ly**

3 inflectionals: motorbike**s**, mak**e**s, grandparen**t**s

* Problems in morphological description:-

1- irregular verbs/words.

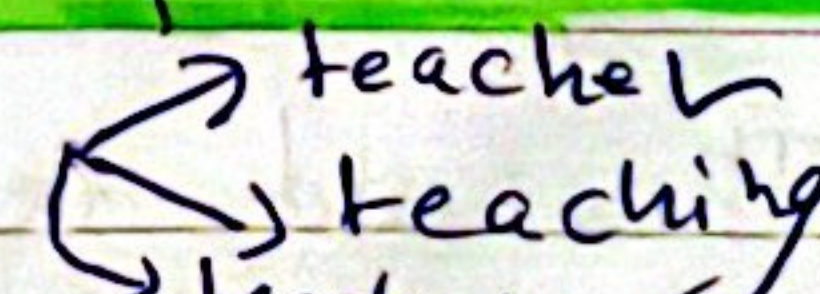
Example: Play → Played, girl → girls.

man → men (more than one morpheme).

Sometimes we have the verbs like Cut → cut

go → went, bring → brought.

2- No relationship between two words in the same meaning.

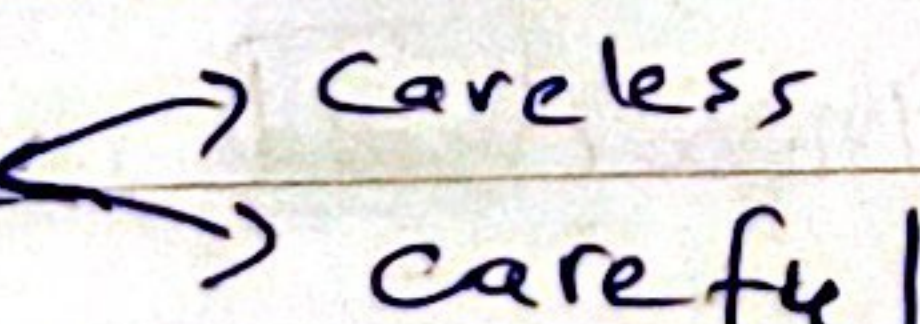
Example: teach → we drive.
 

So all of these are taken from stem (teach).

→ Sometimes there is no relatedness between two words with the same meaning.

↳ Example: mouth (noun) → oral (adj)

(N) law → legal (adj)

(N) Care 

* So this happens in the English language because we usually borrow word from the language and another word from another language. (mouth \rightarrow oral).

↳ Because we have 2 different languages and the two words from the two different languages are used in the English language

3 bound stems

↳ sometimes there are parts of words which we think are spirit morphemes but in reality they are parts of the word itself.

Examples: - 1) conceive

2) reduce

3) repeat

↳ ceive, duce, peat → don't exist in the English language

* morphs and allomorphs :-

allomorph: is a different pronounciations of the same morph

Example: Played: [p l eɪ d], acted: [æ k tɪ d]

laughed: [læft] → 2 morphemes.
 vowel → voiced.
 voiceless

ed → is a morpheme because it has a meaning, and meaning of ed is (past)

laughed \rightarrow laugh. [ldəf(ə)] \rightarrow because pre-ced voice

[plɪd] → because preceded voiced sound
↓
diphthongs (vowel).

plays: [pleɪz]
 kills: [kɪl^əz]
 foxes: [fɒks^əz]
 laughs: [læf^əs]

→ different pronunciations for the same morpheme (allomorphs).

acted: [æktɪd]
 decided: [dɪsɪdɪd]

→ it can be Id or schwa.

* **morphs**: Any unit of meanings, it can be morpheme or Allomorph.

thought	think	} → 1 morpheme. (irregular verb and words).
men	man	
go	went	
teeth	tooth	

↳ what the difference between man, tooth, go

teeth → tooth + plural zero morph.
men → man + plural zero morph.
went → go + past zero morph.
thought → think + past zero morph.

* other languages :-

1- **Karuri** : a language spoken in Nigeria. we can propose that the prefix **ndm-** is a derivational morpheme that can be used to derive **nouns** from **adjectives**.

Examples:	Adjective	noun
1- excellent	karite	ndm karite (excellence)
2- big	kurd	ndm kura (bigness)
3- small	gan	ndm gana (smallness)
4- bad	dibi	ndm dibi (badness).

2- **Ganda** : a language spoken in Uganda, we can observe that there is an inflectional prefix **omu-** used with singular nouns and a different inflectional prefix **-aba-** used with the plural of those nouns.

Examples:-	singular	plural.
1- doctor	omu sawo	aba sawo (doctors)
2- women	omu kazi	aba kazi (women)
3- girl	omu wala	aba wala (girls)
4- heir	omu sika	aba sika (heirs)

↳ sawo, kazi, wala, sika : stem.

3- **Ilocano** : a language of the Philippines, there seems to be repetition of the first part of the singular form, the process involved here known as **reduplication** = repeating all or part of morpheme / form.
* reduplication → **morpheme of the future**.

	singular.	plural
1. head	úlo	ulúlo (heads)
2. road	dálan	da(da)lan (roads)
3. life	biag	bi biag (lives)
4. plant	múla	ma(ma)la (Plants)

4. **Tagalog**: another language spoken in the Philippines

Examples: basa (read) tawag (Call)
 bumasa (read!) tumawag (call!)
 babasa (will read) tatawag (will call).

sulat (write). → **stem/root**.
 sumulat (write!)
 susulat (will write)

* **Study questions** :-

1. what are the functional morphemes in the following sentences?

when he arrived in the morning, the old man had an umbrella and a large plastic bag full of books.

when, he, in, the, he, an, and, of → 9 functional
 arrived, morning, man, had, umbrella, large, old, plastic
 bag, full, books → 11 lexical

arrived, books → 2 inflectional
 No derivational.

2. List the bound morphemes in these words: -
fearlessly, misleads, previewer, shortened, unhappier.

b) which of these words has a bound stem: -
construct, deceive, introduce, repeat → all of them.

c) which of these words contains an allomorph of the morpheme "past tense": are, have, must, sitting, waits
none of them.

3. What are the inflectional morphemes in these expressions?

a) Have you eaten?

b) Do you know how long I've been waiting?

c) She's younger than me and always dresses in the latest style.

d) we looked through my grandmother's old photo albums.

4. What are the allomorphs of the morpheme "plural" in this set of English words:

criteria, dogs, oxen, deer, Judges, stimuli?

↳ plural

↳ deer + plural zero

↳ stimulus

5. What is reduplication?

repeating all or part of a form/word.

6 - provide equivalent forms, in the languages listed, for the English translations show on the right below.

Ganda	omuloggo (twin) - (twins)	- abaygo
Ilocano	tawtáwa (window) - (windows)	- tawa
Kanuri	ndm<ə>/ (sweetness) - (sweet)	- kaji
Tagalog	bili (buy) - (will buy)	- bibili
Tagalog	kain (eat) - (at)	- kumain.

Chapter 5 : Grammar.

Grammar: is a set of **rules** that explain how phrases and sentences are structured. (How we build phrases and sentences.)

↳

Example: boy the smart → not correct because the structure is not correct (**ill formed**).

The smart boy → correct because this is the structure of phrases. (**well formed**).

Example: man Supermarket the went old to

↳ The old man went to the supermarket.

* **Traditional grammar**: is Latin and Greek were the language of scholarship, religion, philosophy and knowledge. The best-known terms from that (describing the part of sp

* **The part of speech** :-

1. **Nouns**: any word that refers back to people, to places, objects, phenomena and abstract ideas.
2. **Articles**: are words (**a, an, the**) used with nouns to form noun phrases classifying those "things" (you can have a banana or an apple) or identifying them as already known (I'll take the apple).
3. **Adjectives**: are words used typically with nouns to provide/give information about the things referred to (happy people, smart boy, red apple, tired man). (to modify/describe nouns)

4- **verbs** :- are words used to refer to actions like (go, walk, talk, dance), or refer states (be, have) involving people and things in events (Jessica is ill and has a sore, she can't go or talk anywhere).

5- **Adverbs** : are words used with verbs, to provide more information about actions, states, and events (slowly, yesterday). some adverbs (really, very) are also used with adjectives to modify information about things. (describe verbs).

6- **prepositions** : are words that used with nouns in phrases providing information about time (at, in, on, near, with, without).

7- **Pronouns** : words that usually replaced nouns (herself, he, it, you) used in place of noun phrases typically referring to people and things already known (she talks to herself).

8- **Conjunctions** : are words and these words make connections and indicate relationships between events (and, but, because, when).

* **Nouns** : are words that can be used with articles (we cannot use verbs with articles).

* **Nouns** : are words that can be modified by adjectives

* **Agreement** :

↳ grammatical analysis has also given us a number of other categories, including (number, person, tense, voice and gender).

* When we say **number** → we refer back to **singular** or **plural**.

Example: The boy → singular
The boys → plural.

The boy goes → He

The boys go → They

Person → **1st person** (I, we → the speaker):
→ **second person** (you).
→ **third person** (she, he, it, they).

voice → **active**
→ **passive**

What is the difference between them?
subject → does

Example: I eat apples → active.

Apples are eaten → passive.

subject object
↳ because in the original sentence I eat apples

tense → **present**
→ **past**

Gender → **masculine** (he)
→ **feminine** (she)
→ **neutral** (it).

Example: A boys → This is not acceptable because A (singular), boys (plural) so we have none part of Agreement.

* Biological gender:

↳ is whether we have males or females intersex depending on their chromosomes.
→ some languages of the world have grammatical gender.

* grammatical gender: - is some kind of grammatical aspects which is usually added to certain nouns in some languages in the world

↳ Example: -

He ← الذكورة He
we assign / give gender to the none gender object.

finger → He
window → He

* Traditional analysis:

↳ Latin and Greek, Latin gave us the different part of speech like verbs, nouns, adverbs...

to analyze language according Latin and Greek.

Example: first person singular (I) love am

second person singular (you) love am

third person plural (she) loves am

first person plural (we) love am

second person plural (you) love am

third person plural (they) love am

(am → the stem).

* Is it easy to apply latin in english?
No, because we have two different languages

note: In latin the Pronouns are part of the Verb (word) but in english don't.

↳ so we cannot analyze english with reference to the latin, and the structure of the language differs

as a result because we have two different languages and grammatis look at english in relation to latin we have two major schools (approaches) to looking at the relationship between latin and english:-

1- The Prescriptive approach:- telling people what they should do, rather than simply giving suggestion or describing what is done.

different definition of Prescriptive approach; kind of grammatical approach that looks into proper languages use.

Example: In Arabic some people say mabrook, but somebody says you don't say mabrook → should say mubark.

when I was school boy I remember my Arabic teacher use to say don't add (ال التعريف) to word (غير) so don't say (الغير) → say (غير).

* Rule that some grammatics to apply one take from latin and applied to english! -

→ one of the rules in latin → it was not to end a sentence with preposition.

Example: In english some people say → This is the house I live in.

↳ according to the descriptive approach this sentence is wrong because it is end with preposition

→ This is the house in which I live. (Latin).

→ second rule which some prescriptives don't people to do: - (captin kirk's infinitive).

2) you must not split in infinitive.

Example: to play, to dance, to eat, to leave
so all of these are infinitives because they begin of two infinitive, but in latin, the language it was impossible to split the two infinitive
↳ because in latin the two infinitives was one word (bound morphemes).

Example: I want to secretly leave the room.

↓
split (divide)

so in latin it was impossible to divide / to split two infinitives, but people in the english language are split

Example: To show → they don't wrong but they stylistic prescriptive. (justification)

* Captain Kirk's initiative: who in the TV serial "Star Trek", in that show Captain Kirk who was the captain of the spaceship, kept saying all the time → "To boldly go" so he splits the two infinitives. This means this is part of everyday's language.

The infinitive in English has the form to + the base of the verb, as in to go, and can be used with an adverb such as boldly.

2. The descriptive approach:

The approach that describes language as it is, without saying if correct or incorrect (How the native speaker use the language).

→ Descriptive approach says Latin rules are good for Spanish and Italian because they are from same origin/source. English is not from Latin, English is from Germanic. So don't apply Latin rules in English.

* Structural analysis:

↳ means to investigate / look into the distribution of forms / words in language (How the different words are distributed in language).

- Examples:-
1. He/she speaks different/many languages.
 2. The beautiful/small/smart girl wants/needs to drink some water.
 3. we need to quickly/carefully leave the building.
 4. I met the/a manager.
 5. The exam was/is/looks easy.

→ structural analysis has something known test-frames.
Test frames are that can be sentences with empty slots, so test-frames are sentences with empty spaces, so when we fill these spaces → we fill them according to the grammatical rules.

When we analyze a sentence → we say the English sentence consists of Subject + verb + object.
The Subject → has to be Noun (Noun is usually preceded by adjective, Article comes before adjectives and nouns, the adverbs come at the beginning or at the end of the sentence).

* Constituent analysis:-

↳ breaking down of sentences into Clauses, phrases, words or morphemes as per the specific sentence's function of each. (How we can have small parts of speech then we make those small words into larger constituents by adding other words to them).
but these other words have to be together.

Example: The boys } → The boys is larger than boy.

NP (subject).	VP	NP (object)
The boys	learn	language
They	have learned	new language.
Jack and John	have been	learning
The smart boys		new difficult languages

→ The subject is all the time is noun and object is noun, they → is a pronoun (the pronoun can replace the nouns so instead of saying noun by itself → we say **noun phrase**).

noun phrase → more **comprehensive** term. (covers nouns and pronouns).

Example: 1) An old man brought a shot gun to the wedding.

↓ ↓ ↓ ↓
Noun phrase **verb** **Noun phrase** **Preposition phrase**
 (subject) (object) (Preposition)

2) The women kept a large snake in a cage.

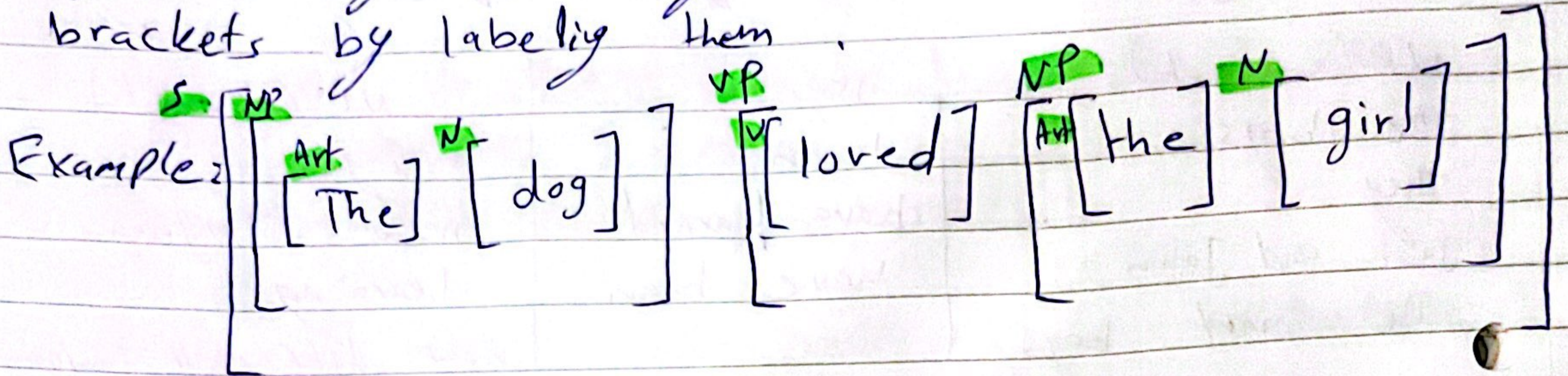
↓ ↓ ↓ ↓
Noun phrase **verb** **Noun phrase** **Preposition phrase**

3) Gwen took Kingston with her

↓ ↓ ↓ ↓
subject **verb** **object** **Preposition phrase**
 (noun phrase) (noun phrase)

* Labeled and bracketed sentences :-

↳ is a style to analyze sentences by using brackets by labeling them.



Art = Article

N = noun

NP = noun phrase

V = verb

VP = verb phrase

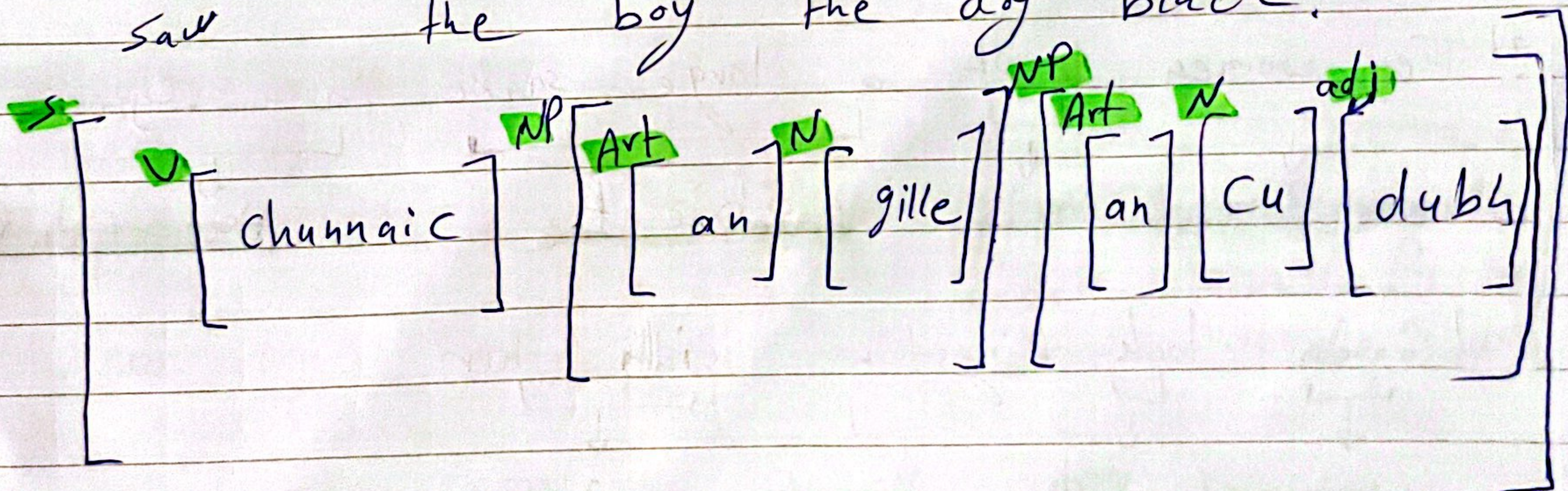
S = sentence

All sentences in the english consist noun phrases and verb phrases.

* A Gaelic sentence :-

↳ scottish Gaelic which would be translated as "The boy saw the black dog".

chunnaic an gille an cu dubh
saw the boy the dog black.



Study Questions:-

1- Identify all the parts of speech used in this sentence
women kept a large snake in a cage, but it
escaped recently.

women, snake, it, cage: nouns

kept, escaped: verbs

a, a: Articles

large: Adjective.

in: Preposition.

recently: adverb.

2- what is the difference between grammatical
gender and natural gender?

grammatical gender: is a grammatical aspects in
which they assign gender to the none gender.

natural gender: when we define two different things
according to their biological gender (male or female).

3- what prescriptive rules for the "proper" use of
english are not obeyed in the following sentences
and how would they be "corrected"?

1- The old theory consistently failed to fully explain all
the date

↳ to explain fully / to explain all the two words.
date fully

2- I can't remember the name of the person
I gave the book to.

to whom I gave the book.

4- what was wrong with the older latin-influenced
definition of english pronouns?

In latin → pronouns are parts of the word, but
in english we have two split morphemes. (page 85).

5- Given these other Gaelic words, translate the sentence
mor (big) beag (small) bhuail (hit) duine (man)

1- Bhuail an gille beag an cu dubh.
The small boy hit the black dog.

2- chunnaic an cu an duine mor.
The man saw the big dog. / or the big
dog saw the big man.

6- create a labeled and bracketed analysis of
The Thief stole a wallet.

