

Syntax: A minimalist introduction.

Noam Chomsky → he was structuralist.

A Behavioristic school → feelings.

Structural school → science (everything observable, surface).

- 1) learning.
- 2) conditioning (when we condition a creature, reward or punish).
- 3) ^{also} imitation "if you come before, you won't be in".
↳ kids imitate their parents
↳ punishment
- 4) reinforcement → reward
- 5) repetition "say Papa, mama..."

↳ * we see the child
↳ * Daddy broke his father

↳ Chomsky says they are wrong but systematically justifiable; because they have rules of justification.

Child hears "played, stayed, legs, ears..." → analyzes so even though these that a child produces are wrong based on adult

↳ Perspectives language is incorrect or ungrammatical they are systematically

so Chomsky says there is something inside we have something inside deeper than what we see of the deeper thing is the Mind

↳ he has begun a completely new thing that no one thought about → school related on mind (it is not a matter of learning but a matter of condition).

Chomsky theory :-

[B] Cognitive school

↳ Transformational Generative Grammar (TGG),
(when we transform one form to another).

Generative Grammar means in the all languages
have a different numbers of rules out of this number
we can create an endless number of sentences.

→ ^{اكتساب} acquisition = naturally (unconsciously) (we born with a
^{لغة} language).

→ language is a gene that we born with.

he believed of consciousness, rationalism ^{منطق} = logic =
process = analysis.

* Mentalism of intuition, competence.

he tries to give explanation.

* Grammar → is a wider term / a combination that includes
morphology and syntax → how words are organized to create
phrases and clauses of sentence -

Parts that make a word, Ex: punishment / s / → 3 morphemes

2) A set of a rules, systems, structures of a language

3) The study of rules of language (including the rules of
morphology and syntax).

4) Principles of interpretation (meaning → semantics).

* any unit that has a meaning → morpheme.

note: Grammar also include phonology and semantics -

* Acquisition → No body thought as the prepositions in
Arabic for example.

→ the child doesn't know that he acquires the language
he just heard it (automatically).

Native speaker's knowledge of grammar unconscious
→ The mistakes that native speakers did → didn't reflect that they have a mental issue

* Language

- ① **Competence** (language knowledge that I have in a mind) (it is the unconscious mental knowledge)
- ② **Performance** (reflection of competence)

↳ if somebody speaks we can tell about his English from his performance - Ex: he are * x
he is ✓

So competence concern with

(**internal language**) and performance → **External language**

* so we can judge someone's language through 2 aspects:

- 1) competence
- 2) performance.

* Native speakers have **Intuition** = feelings

↳ For 1) grammar

2) **Interpretation (meaning)** → ambiguity (surface and deep).

Examples: the shooting of the hunters → if has deep.

2) meaning

- ↳ either hunters shot animal or killed it
- ↳ somebody shoot and killed the hunters

↳ surface structure

↳ deep structure

* **Syntax**: the arrangement of word and phrases to create well-formed sentence in language (what word comes before and after another word).

→ syntax covers topics like word-order and grammar rules such as subject-verb agreement or the correct placement of direct and indirect objects

→ syntax = **the structure of sentences** and how sentences are structured and it's the positioning of words in syntax → is formation of phrases and sentences

Ex: boy clever a → (*) ungrammatical, there's no meaning
a clever boy → grammatical, there's a meaning.
↳ what make this acceptable
it's because we have subject-verb agreement

* Behavioural school produce structural school, they believe that
1) language is imitation 2) language is a kind of behaviour
3) Punishment

* Noam Chomsky realize that children don't imitate.
↳ he said that language is analysis.
Language is mental (something in the mind).

as a result he started a completely new school → called (cognitive school).

he believed that language is creativity.

cognition → knowledge (he said that language is a mental knowledge in the mind).

* Generative Grammar → human can create new sentences they had never heard before based on small rules.

→ he believes that language is mental ability (unconscious ability) and because of that he differentiate between
① teaching and ② acquisition.

↓
conscious
formal
effortful
not naturally.

↓
unconscious
informal
effortless
naturally.

* Chomsky said that language (knowledge) in the brain dividing into 2 important aspects: 1 competence reflected in 2 performance.

(FL) inside of what is inside

(EL) actual use of language

* We have 2 basic types of linguistics :-

1- Descriptive Linguistics → it describes language as it is, without saying whether it's correct or not.

Prescriptive Linguistics → how language should be used, tells us what is correct or incorrect and tells people to only use correct language.

2- Theoretical Linguistics → kind of linguistics that usually give us theory, theories give something that usually is proven.

↳ we should devise/develop a → Comprehensive language theory

* It must have a criteria (Theoretical linguistics):

1- Universality → it has to deal with all languages of the world and it has to deal with all aspects that exist in all languages of the world → Universal Grammar (UG) →

it's a theory that Chomsky says that only human beings have language ability in the brain and if there's nothing wrong with the brain they will ultimately speak.

all humans have an area (the sensoric) for the language in mind also this area have subcategories for phonetics and phonology.

for Example:- Lexicon, morphology, semantics, grammar/syntax.

what happens since we born with same gene → we fill these spaces with the sound of the language.

* Example of Universal aspects :-

↳ All languages have sound

All humans have the innate ability.

2- Explanatory adequacy → it should explain the different properties that the different languages have.

↳ it has to give explanation (why do we have this).

(The ability to give an explanation for different languages and their own properties.

Ex: why the Arabs say "she" for the "table"

↳ because we must have the grammatical gender.

→ why the different languages of the worlds have the grammar that they have.

* we concern with the deep structure of the different languages

3. **Restrictive (ly)** ^{the} adequate → when we talk about language in general we shouldn't talk about animal communication system because animals don't have a language, they have a communication system → this theory **talks only about human language**.

4. **Learnability**: Any theory should tell us how ^{people} children learn their first language (rules about how learn language).

Ex: why a child speaks better English than someone spends a year to learn a language?

How do children speak their own language easily but we struggle a lot?

when children are born and start producing language they get through different stages: universal stages

1. **Babbling / gcoing**
pa pa ga ga

2. **one word stage** → Ex: Mama, it might be for any female figure.

3. **Two word stage** → Ex: Daddy go (maybe his father is out or he's asking his father to take him out).

4. **Beyond two-words**: when actually he starts producing language → Grammar starts to appear at (18+ months age). while Grammar, they start at 30 months speaking aspects of grammar at their language.

→ By the end of 3 years → they produce a good language with slight mistakes.

* **Universal** means 1) all childrens go through the same process

ba ba ba

2) all childrens go through (De Genera toh)

3) all childrens make mistakes

5. Minimalism: for Chomsky, we have to answer questions:-

- 1) what is language?
- 2) what properties do language have?

→ still today people don't agree of the definition of language. So some people say it is sounds, some people say it is a combination of word.

(Chomsky philosophy and all people that support him)

↳ why does language have the properties that they have?

* The question for Chomsky → How do children learn their first language? All children should be exposed to the language (language experience)

As they are exposed to the language they have

Language Faculty → the child analyzes and processes it (heard / broken / cutted) → at the end of producing it produce (Grammar: language).

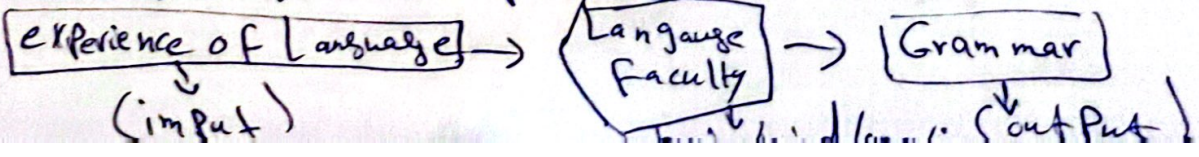
Note: language is stages → because of that we can't ask a child to understand and produce sentence in an earlier stage

* Chomsky said that any human should be exposed to language in order to produce it. (it's impossible without exposing)

(input) → experience to language (living the language) → the child lives (experience) the languages so language go to the brain → then he analyze it in the mind.

(output) → language faculty → at this stage child starts analyzing and as a result actual language is:

- 1) what he heard
- 2) what he analyze
- 3) what he produce



example : In stages when child says : Daddy goed
There's a systematic ← } Man's are
mistakes because they have a system.

Language faculty takes us to innateness theory which says that human are biologically prepared to speak the language because language faculty is something universal (all humans have eyes, arms...) → if nothing wrong with my genes I will speak.

→ To Chomsky's language is genetic (in every human body) it's universal.

* Chomsky developed (the innateness) ability (innate natural) ability to learn language.

* Innateness theory → human being born with pre-programmed ability.

* Properties (criteria) of innateness theory:

- 1) Species-specific ability is only human have genes for language (we know by comparing to animal), so animals don't have language.
- 2) Intelligence is (independent) of language acquisition → means whether you have high IQ or low an have you learn your language (intelligence has nothing to deal with language).
- 3) Uniformity : All children go through the same process (gender) ^{stages}.
- 4) The rapidity of acquisition → by age 3/4 many natures produce good language (how fast and rapid children learn language).
- 5) Degeneration : All children make mistakes (producing incorrect language).

* IF language is genetic and as humans we have the ability to speak language then why we don't sleep and wake up speaking Chinese?

we are born with ability to learn language.

→ Chomsky gave the language faculty the name of (Universal Grammar).

* Different language = different rules.

As a result, according to Chomsky what applies to one language applies to others → Ex: English and Arabic must have: 1. Sound system. 2. morphological system -

→ he believes that UG is up to 2 levels: -

1) Universal aspect parameter.

2) Language specific parameter.

and every language has own parameters (has own phonetics, phonological system: lexical, semantics...).

* Structure independence principle:

↳ what applies to one sentence must apply to all other sentences

Ex: Memories¹ will fade away.
 ² will ¹ memories fade away.

* we can produce a rule, you have to move the second constituent to the first constituent and you will have a yes/no question → that means regardless what structure do we have anytime you move the second constituent before the first you will have yes/no question.

→ Structure dependence → depends on the structure itself.

Ex: Memories¹ of happiness² will fade away?
of memories happiness will fade away?*

↳ there's no structure independence because any operation that you want to perform depends on the structure of the original sentence.

Note: - All sentences are structure dependence → it depends on the structure of a specific sentence.

1) Nothing in English called independence structure.

2) we need to look at the auxiliary and move it right before the noun phrase which is the subject.

Ex: Down^{Adv} will come taxes ^{change to question} → will down^{Adv} come taxes
↳ it's adverb not noun phrase, we can't do the rule.

↳ Because of the difference between the sentences → we reached the result that whatever operation we want work on depends on what we have.

→ Chomsky said that we are born with innate genetic ability.

↳ substitution principle: → the constituents (word, phrases, or clauses) in a sentence can be replaced by other constituents of the same grammatical category without affecting the grammaticality of the sentence.

↳ If I substituted the phrase by another expression without reforming the grammaticality.
Ex: Memories of happiness will fade away
↳ replace to it will fade away (the 2 sentences have the same function)
They will fade away.
replaces

↳ when you substituted a group of words or even one word with another word without reforming the grammaticality of the sentence → it means the two sentences have the same function which
Ex: Memories of happiness will fade away
can shall must die same category

Note: we should move the auxiliary (before) the subject if the subject is one or two words.

* (UG) as a theory $\left\{ \begin{array}{l} \text{universal principles/aspects.} \\ \text{Language specific parameters.} \end{array} \right.$
↓ enables children to learn their first language → the brain's cells that we have, have the space for → language (sounds / morphemes / lexicon, syntax, semantics).

* humans have universal principles (every human is born with this innate ability of language) → the job of humans is to fill these areas in the brain with parameters that we heard.)

UG → has language particular parameters/aspects:-

To Chomsky that burden in any language (are binary in nature looking in between) a question to child is 1-lexicon (meaning) and child born with this.
2-Grammar.

* Chomsky said all human beings are born with universal principles → in our mind for language learning (we are born with these aspects → phonological / phonological aspects so there's a place in our minds for sounds / morphology.)

→ language specific (Parameters)

→ are only for different languages

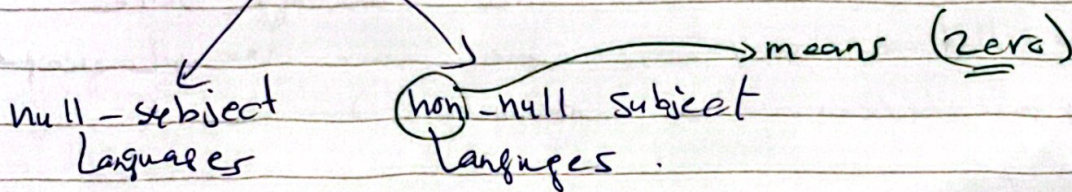
* Chomsky says that different languages of the world have different parameters → and these parameters are all the time (Binary) in nature.

Ex: the light is either on or off male or female.

So he believes that (parameters) in different languages of the world are all the time (binary) → in what sense? in the sense that all languages of the world either have or don't have a certain

* Chomsky give us (3 important parameters) in different languages of the world:-

[1] Subject parameter → all languages of the world are divided in 2 kinds:-



Ex:- John ate an apple. آدمي أكل (ف)
 Palestine will be free فلسطين حرة (ف)
 He Prays daily. هو يصلي (ف)
 Subject (must have)

* In English (impossible) not to have the (subject).

Note:- English is non-null subject
 Arabic is null subject → because we may or may not have subjects.

→ All languages of the world either require a subject (the subject is must) → called non-null subject

* We can't say ate an apple → who ate an apple?
 → we can't say without subjects

[2] wh-parameters (asking questions).

↳ Ex:- what is your name? ما اسمك
 who came to class? من جاء

In Arabic and English → the subject are different but in wh-parameters they are similar because in both cases we have the question article at the beginning

→ In [English] wh is in the (beginning) but In [Chinese] wh is in the (end).

Head-complement Parameters

comes first always after head

Ex: at home , on the table → prepositional Phrases

Head Complement Head Complement

go home study silently → Verbal Phrases

Head complement Head complement

* always the Head comes before the complement
 page 19: In the verb phrase → Arabic and English they have the same structure but in Korean they have → door close (the complement is after the head)

complement Head

→ it's impossible to find any other or third parameters. choice

* In Turkey: Masa ya oda ya

complement Head complement Head

→ the preposition and verb is after.

* Ex: clever boys كبير الفتى → Arabic -

adjective noun Adjective phrase
 (Adj preced the noun)

but in Arabic the (Adjective) follows the (Noun)

Clever boy. كبير الفتى

↳ some languages of the world pluralize adjectives but other language don't pluralized adjective.

→ title Parameter: السيد علي

السيد علي

↳ and this reflects Mr, Mrs. → the title follow the noun but in Arabic and English it is preced

how things are binary.

We go نحن ذاب } In Arabic we have plural.
I go ان اذاب
You go تو يذاب

* Not all languages of the world say about Table → مثال
 Grammatical and Natural Gender نوع الجنس

* Principle and Parameters Theory (PPT): it says that in (UG) we are born with universal principles and language specific parameters.
 ↳ largely depending on the (different languages) you deal with. Find globally.

The Universal Grammar can be defined as:
 ↳ The set of principles that are common to all languages
 The initial state of language knowledge for human beings, children need to learn the values of relevant parameters to acquire the grammar of their native language.
 ↳ specific parameters → A finite set of parameters that determine syntactic variability among languages.

Exercises: Page 29.

Exercises 1:

Child sentence

1. What Daddy making? → wh-parameter
2. What bye byes → Head/verb
↳ Complement
3. Mummy go shops → Subject parameter
4. He have yoghurt? → subject
5. Daddy go, is? → subject

Adult Counter Parts

- What's daddy making? → wh
 ① I want to go to sleep → subject
Mummy want to stop → subject
Can I have a yoghurt?
What's Daddy making?
 ↳ wh-parameters.

6. Think Teddy sleeping
↓
Head/verb.

① Think Teddy's sleeping
↓
Head/subject

7. What are having
↓
Verb - have

What are I having
↓
Verb - parameter

8. No me / fish
↓
subject (we have negation).

I am not going to have fish.

9. where Daddy gone?
↓
Verb

where's Daddy gone?
↓
Verb.

10. gone office.
↓
Head Verb.

He's gone to his office
↓
subject

11. want biscuits
↓
Head/verb phrase
complement

she wants some biscuits
↓
subject.

12. what teddy have?
↓
Verb

what can teddy have?
↓
Verb

13. where Mummy going?
↓
Verb

where's Mummy going?
↓
Verb

14. He go shop
↓
subject.

I want to go to the shops

15. Daddy drinking coffee.
↓
subject

Daddy's drinking coffee.

16. what Nana eating?
↓
Verb - parameter.

what's grandma eating?

17. want chocolate.
↓
verb/head.

He wants some chocolate

18. Dolly gone
↓
subject

where's dolly gone?

19. watch television -

I am going to watch television

↓
verb phrase complement (Head complement parameter).

20. we have more
↓
subject

I want to have more.

21. In kitchen

In the kitchen.

Chapter 2: Categories -

* Grammatical Categories: - a class or division of expressions which sharing common (set) of grammatical properties so grammatical have a set of (share features).

* How can you judge if a certain word belongs to the certain category -> what tests do you make? -> put prefix and suffixes
-> a category is a set/group of words that have some common features.

* We have 2 major categories $\left\{ \begin{array}{l} \textcircled{1} \text{ lexical (Nouns, verbs, adj, adv, preposition)} \\ \textcircled{2} \text{ functional (Pronouns, Articles, auxiliaries, Determiners, complementizer to (infinitive), conjunction.} \end{array} \right.$

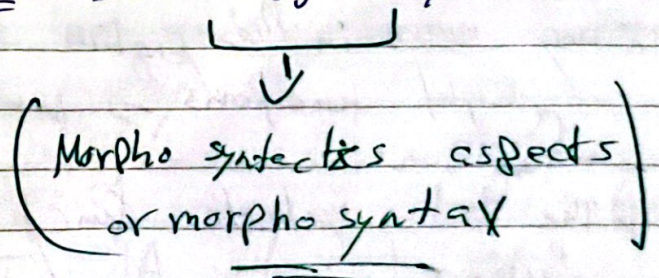
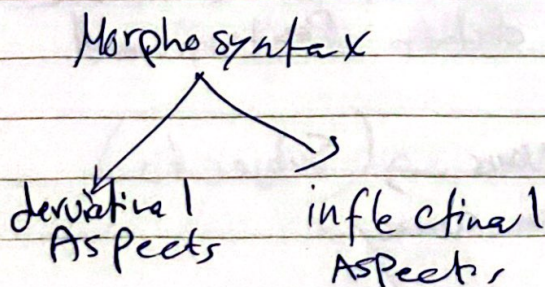
-> we have 2 basic aspects :-

1. Morphology: the study of morphemes (morpheme is the smallest unit) -> the study of structure of words.

2. syntax -> the position of the words in the sentences (how words are organized).

Ex: Vacation $\left\{ \begin{array}{l} \text{article} \\ \text{N} \end{array} \right.$ 1) we didn't like our vacation
2) we will vacation in Greece
-> they don't have same category.
Adv.

-> so the best example to judge the category of whatever word is to have both -> Morphology + syntax.



→ we going to look in morpho-syntactic aspects of Nouns, verbs, adv, adjectives, prepositions.

→ when we talk about morphology: we have 2 kind of morphology:
1. Derivational morphology.
2. inflectional morphology.

* what is difference between lexical and functional:

Lexical items → we have some kind of image (open set)
(semantics meaning) → called contentive meaning (content items)
Functional → Grammatical (functional meaning) (close set)
We don't have an image.

* Nouns → word that denotes a name of human beings, animals
(morphological perspective + syntactic perspective = morpho-syntactic ...)

* Morphological aspects of nouns:
- derivational
- inflectional
- plural s → boys
- passive s → swim's

Derivational: - tion, ment, ship, er/or, ist, an, ance, ence
ure, ster, ign, logy, ics, ness, ing, dom, lee
pressure, criticism, swimming, kingdom, employee, importance

(All nouns have certain positions of functions).

Ex: - Ali / The boy ran away.

Category → Nouns.

Syntax → Position of the nouns in the English language.

→ any nouns in the English language certain function outside
eight functions → Nouns have certain positions and functions.

→ The first syntactic function for Nouns → (Subjects)

→ Subject: Ex: Ali / The boy ran away.
↓
subject

* Morpho-syntax = morphological/syntactic aspects:-
a) function

1) we didn't like the auction → Noun (because it's after "the")

2) They will auction used cars → verb.

* The complement of determiner is always (noun) -

Examples: 1- The swimming cat is funny → Adjective

2- Swimming is my passion → Noun.

3- she is swimming → verb.

What does (ing) prepared it as a morpheme?

→ the position of word → gives us an answer.

* The morphological inflectional aspects are plural s and possessive 's.

* Syntactic aspects of nouns: (The position that nouns occupy)

1- Subjects → Ex: The boy / Ali went to school.

↓
subject (because it preceded the verb).

Category function → Subject.

↓
Ali → Noun.

2- object: Ex: I met Ali / the boy.

↓
object (because it's follow the transitive verb) must have

3- Direct object: sometimes we have sentence with 2 objects

Ex: I gave Ali the boy (some money).

↓
Direct object (it gives a full meaning.)

4. Indirect objects can usually be preceded by the preposition to / for.

Ex: I gave some money to Ali the boy.

Ali is the indirect object (od)
money → Direct object (oi)

is preceded by preposition (to).

5. object of preposition / prepositional object - (o.p).

Ex: This letter is from Ali the boy.

is preceded by a preposition (from)

6. subject complement: Ex: Dr. Wael (is) our instructor
The nouns → our instructor / Wael → are both nouns
and one of them refers back to the other (one of them is subject and the other described the subject).
(C_s) → complement of the subject.

7. object complement: Ex: They named the baby Wael.
↳ so Wael refers to the baby and the baby is Wael. (C_o → obj)

8. Noun modifier → nouns can be modifiers for other nouns

Ex: I don't like fruit Salad.
Noun Noun

when we have 2 nouns & one of them modifies the other.

Ex: That is a large office building.

↳ modifies building

← reflects

9. The American president Biden is old.
↳ (it is not a subject complement because we have not a verb in between). (it called a possitives).

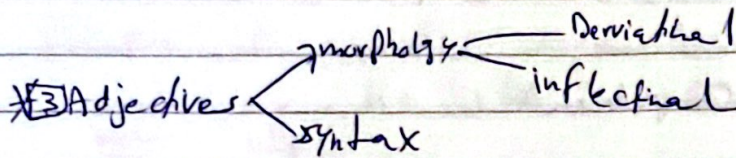
* It's impossible to find any other position for any other English

* Transitive Verbs: (Takes an object)

1) Mono transitive → Ex: I ate an apple

2) Di transitive verb → Ex: He told me a story

↓ ↓
indirect direct
object object



- Derivational Aspects of Adjectives:

-ish → childish, foolish

-ful → carefully

-ous → dangerous

-ive → expensive, sensitive

-y → funny, noisy

-less → colorless

-able → gradeable

-en → golden

en (Past Participle) → The eaten food

The killed man

-ing → swimming

-ly → friendly

-al → mechanical

* Inflectional Aspects of Adjectives:

1) comparative (-er)

2) superlative (-est) } the only

→ syntactic aspects of Adjectives (Position):

- preceding nouns

1) Attributive → The smart boy → the Adj precedes noun (pre modifier)

2) predicative → The boy ^{Adj.} is smart → (post modifier)

→ they usually follow verb to be (is, are, am...)

- linking verbs → lexical verbs that function as Verb to be
 - ↳ seem, sound, appear, look (I like), feel, remain, taste
- Ex: 1) The seems / appears / sounds smart
 - 2) The salad tastes delicious.
- ↳ category → adjective
- ↳ function → subject complement

- The problems that relate to Adjectives

- 1) quickly → Adverb
friendly → Adjective } → even both of them end with (ly).
 - ↳ friendly manner → Adverb.
- (Derivational morphology can be deceptive because in the same morpheme may function in more than one)
- 2) Adjectives take (un) → common - un- common.
 - un → unlittle, * we can't say that.
 - er → littler
 - in → in little
 - ly → littly
 - ness → littleness.
- ↳ some of the derivational aspects that work with adjectives may not work of all adjectives because it's structure dependance.

* one important aspect of languages
↳ they are arbitrary (no system).
language was arbitrary → in structure / or
in pronunciation → not systematic so
often we have not justifications
or explanations why this happens?

↳ the structure of
his word we can't
add (-er) for example

↳ Adjectives can have
suffixes, can make
comparative but
this doesn't apply
to all adjectives

Ex: اللغة العربية / اللغة الفرنسية
No justification because (so we have an exception)
language is inherited from one generation to another

Ex: she is extremely / clearly / really / very beautiful.
↳ Adverb modify adjective, ^{ADV} → adjective

Ex: Unfortunately No she survived
↳ Adverb modify the whole sentence

This is the very man who stole my bike.
↳ Adverb modify noun.

- Derivational Aspects of Adverbs:-

- 1) -ly → slowly, carelessly.
- 2) -wise → The earth rotates anti-clockwise
- 3) -way → he speaks in friendly way (how) / manner.
- 4) -like → she behaviour body like
- 5) -ward → he went backward.

- Inflectional Aspects of Adverbs → none / they have not inflectional morphemes.

* Syntax. (Position of Adverb → flexible category that can have more than one position)

Adverbs → gives additional / extra information.

↳ Different kinds of Adverbs: (Phrases work as a adverb)

- 1) Adverbs of manner → quickly.
- 2) Frequency → usually, sometimes, often - - -
- 3) Time → Tomorrow (today, yesterday).
- 4) Place → down / up → he is down (there, here)

Ex: The man left in a hurry (we can say "without" man)^{subject}
These men left in a hurry (we can say these without men)

"The" as a determiner should all the time be prenominal.
Other determiners can function both → Prenominal and Pronominal

The man strong man
These men (D) strong men.

→ Adjectives and Determiner modify nouns, both of them are positioned before nouns → Can we regard both as belonging to one category? No. we can't because the differences are:

(1) Distribution we can have many adjectives before the noun but we should have only (one) determiner.

↳ The ¹strong ²funny ³smart old man is my uncle.
So we have different adjectives but one determiner.

(2) Articles All the times precede adjectives but an adjective can not come before articles.

↳ Ex: the strong funny old man ✓

we can't say: strong funny old the man X.

(The organization of Determiners and adjectives is that determiner all the time precede adjective.)

(3) Determiners select their complement but Adjectives don't select their complement.

↳ A man the man } select the noun that comes after it
his man these men }

strong man strong men → adjective don't select because I can use the same adjective with singular, plural, non-countable

(4) Adjectives have a descriptive Content meaning but Determiner don't have a descriptive meaning → they have a functional meaning

Ex: The students are smart,
↓ (D)

All the students are smart
↓ Pre-determiner (D).

* Pronouns → Part of Determiners

→ he went home

↓ Determiner.

many students came late.

↓ (D)

* Determiner is a wide category that include Determiners, Articles and Pronouns.

Pronouns → word that replaces nouns/names, it reflect: person, number, he, she, it, Case Pro Potentia P.43
Gender

we have 3 persons in English language:

1) first person → the speaker (I, we).

2) second person (you ← singular plural).

3) third person → she, he, it, they → plural
singular

it → neutral (Gender) → In Arabic we don't have neutral gender, but we have (Grammatical Gender)

In English we don't have Grammatical Gender
↓ assigning gender to non gender object
أشياء غير جنس

→ Case reflects 2 major aspects / cases

① nominative (subjective) → I, you, we, they, he, she
② objective (accusative)

* Pronouns → Pro nominal, but there is an exception for "you" and "we" can function as prenominal and pronominal.

Ex: (we Psychologists) don't trust (you linguists) (P. 43).

↓ Prenominal

↓ Prenominal.

because they come before

2 auxiliary

English verb.

Lexical

any verb that is not a form of these helping verbs.

→ we have difference between lexical and helping verbs: 1) Negation.

2) Question formation

3) Tag Questions - 4) Emphatic affirmation

5) Inversion

Helping verbs (auxiliaries)

be, am, is, are

was, were

have, have, has, had

do, do, does, did

Modals :-

will, would

can, could

shall, should

must

ought to

→ can we regard the helping verbs and the lexical as being one category? no.

1. I am teaching English → I am not teaching English. Am I teaching English?

2. I will teach English → I will not teach English. Will I teach English?

3. You must teach English → I must not teach English. Must I teach English?

4. I have taught English → I have not taught English. Have I taught English?

5. I teach English → I don't teach English. Do I teach Eng?

6. He teaches English → He does not teach English. Does he teach English?

7. I taught English → I did not teach English. (negation) Did I teach English? (question forma)

✗ auxiliaries in the English verbs can be negated directly
unlike lexical verbs (indirectly) - can't be directly negated
(→ every lexical verb → must have an auxiliary)
(note → every verb in the English language whether it has
an auxiliary to it or it doesn't have an auxiliary → it
must have an auxiliary and that auxiliary either
overt or covert.)

[3] Tag questions :-

1. I am teaching English → I am not teaching English?
2. I will teach English → won't I teach English?
3. I must teach English → must not I teach English?
4. I have taught English → Have not I taught English?
5. I teach English → Do not I teach English?
6. He teaches English → Does not he teach English?
7. I taught English → Did not I teach English?

[4] Emphatic affirmation (stress) → if I want to stress
the fact that I teach → I want to stress

I am ¹ teaching English

I must'

I do' teach

→ so justly stress the auxiliary

[5] Inversion

1. I am teaching English, and so is my brother?
2. I will teach English, and so will my parents.
3. I must teach English, and so must Farid.
- I have taught English, and so has Janet.
- I teach English, and so does my wife.
- I taught English, and so did my neighbours.

* Modality → is the speaker's intention / attitude about the use of modal verbs. So when I speak I express my intention through the use of modal verbs.

↳ Ex: if I want to talk about ability → I use (can).
I might come → possibility.

so modality → speaker's attitude and intention when he uses the language in relation to modal verbs.

* Tense → we have to take care of 2 parts

1) Auxiliaries don't necessarily reflect tense in the sense → lexical verbs reflect tense.

so → when I say "I could play" → doesn't mean that's happened in the past.

2) auxiliaries have a verbal complement → I will go.

but lexical verbs the complement of lexical is either:

1) Noun → I ate an apple.

2) Prepositional Phrase (adverb) → he lives there.

3) nothing (intransitive).

* "to" can be
 ① infinitive → it has verbal complement. (I want to go)
 ② prepositional. (The differences between them has noun complement → give this to the boy)

2) "to" infinitive has a functional / grammatical meaning. but prepositional "to" has cataphoric meaning.

3) Prepositional "to" can be modified by straight / right.

Ex: The kid ran straight / right to his parents.

but I can't say "I want to straight / right to go." X

4) "to" infinitive can be followed by gerund = "ing".

Ex: I am dedicated to teaching English.

mothers are devoted to taking care of their children.

but I can't say "I want to going." X.

5) "to" infinitive allows ellipsis (deletion) → omit a part of a sentence without changing the grammatical and semantic aspects of the phrase.

Example: he ^{finite} (has) been taken to prison → he had been taken to prison.
main verb, non finite.

I want to go → I wanted to go
↓ finite non finite.

* for → usually has non-finite in it (NF) as complementizer.
if + that → usually have finite (F).

* The meanings of complementizers

- 1) for → indicates advise and suggesting → Ex: it's important for you to see a doctor
 - 2) if → is used with interrogative phrases → Ex: he wants to know if you speak English.
 - 3) that → is used with declarative sentences / phrases
↳ he said that his name is "Aad".
- (for) → it can also be obligation.

* "for" can be complementizer (C) and preposition (P).
and there's differences between for as complementizers and prepositions:

1) for as preposition usually followed by a noun.
Ex: This bike is for my friend.

(nominal phrase)

2) for as complementizer usually preceded by "to infinitive"
Ex: it's important for you to go now.

(infinitive phrase)

* preposition → contentive.
Complementizers → functional.

[3] (For) as complementizer → can be fronted.
↳ Ex: For you to go now is important → this can be fronted only when we have (expletive structure) → expletive structure: is a structure (it is) that begins with (it is)

[4] "for" as preposition can be modified by straight/right.

Ex: The prisoner ran straight/right for the mountains but I can't fronting → for the mountain --- X.

[5] "for" as complementizer can be replaced by (that)

Ex: It is important (for) you to go now.
or it is important (that) you should go now.

* Note: "for" as a word can function on both preposition
complementizer
↓
for as preposition can't be fronted, but (unless there's an exception we have a (relative pronoun) following in the interrogative aspects.

Page 51 Ex: I will vote for senator Megabucks in the primaries

↳ who will vote for senator Megabuck in the primaries?
who will you vote for in the primaries?

For who/whome will you vote in the primaries?

(for) which senator will you vote in the primaries?

↓ (wh-operator)

only in this case, "for" as preposition can be fronted

* The complement → what follows (what comes after).
Complementizer → category.

That → (As complementizer) what applies to :-

→ I came early : this is an independent phrase (stands by itself)
(and it's give a full meaning)

→ That I came early makes me happy.

↓ (CP) main verb.

Complementizer phrase → the function as a phrase is (subject)
(we can replace all of this → it's makes this)

when I say → I know you → I know that you came early.

↓ subject verb ↓ object

(CP) As a function

* That can be → Determiner ①
Complementizer ②

↓ object

That man is my uncle.

↓ noun → (D).

That is my uncle.

↓ subject (function).

I like that man.

verb.

I like that.

* The differences between (that) as complementizer and (that) as a Determiner.

1] The complement of Determiner (That) → is nominal phrase (usually followed by a noun phrase) and the complement of (That) as complementizer is a (complete phrase) → sentence verbial.

2] we can delete the nominal complement for the determiner

Example: that man is my uncle → That is my uncle.

(ellipsis) but we can't delete the complement as complementizer

Example: I am certain that he didn't come.

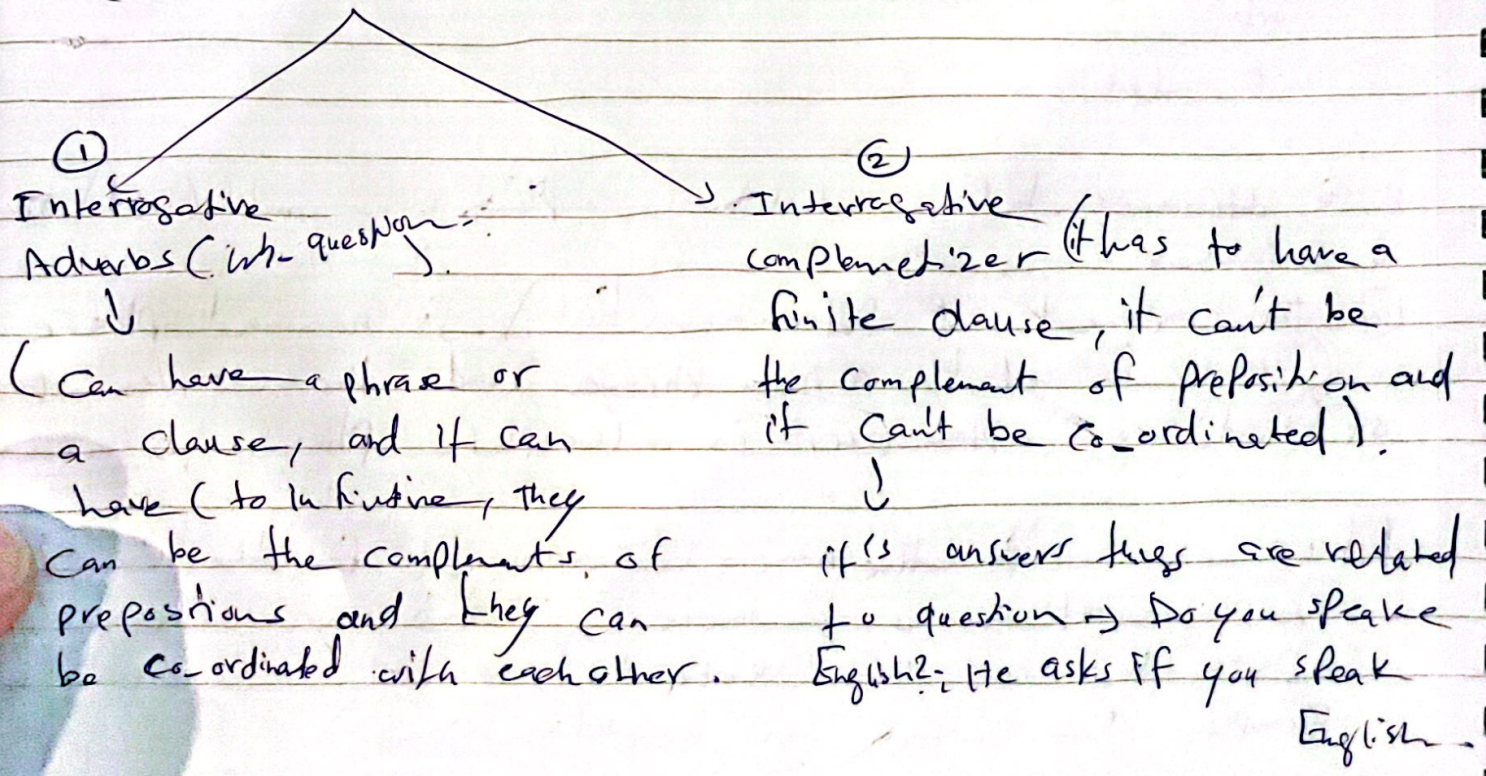
(we can say I am certain and stop)

we have a phonological evidence, Phonologically (That) as a (determiner) has to be produce (full form). \exists det.
 ↳ and (that) can't be deleted nor use weak form. ↳ That is my uncle.
 → However, (That) as a complementizer especially when it's function as an (object) → it has 3 phonological choices
 ↳ I can produce it in ① full form, ② strong form or ③ weak form. \exists det, \exists det. the same.
 ③ it can be deleted → I know you came early.

[3] (That) as a determiner can be replaced by other determiner
 ↳ ex: That man is my uncle.
 This man is my uncle.
 he is my uncle.
 I like his name.

however, (That) as complementizer can't be replaced by other complementizer.

* (IF) a word that can be functions as: -



Page 53 :-

1) I wonder [when / where / why / how (whether) (if)] I should go.
↳ This is a grammatical sentence. (They are not of the same category.)
The fact that if works together with (when / why...)
↳ gives us they all belongs to the same category.
but in reality → these are (Adverbs) → interrogative adverbs
if → finite verb / clause

2. I wonder [when / where / whether (if)] to go. * It's not acceptable because (if) should

* The difference between (if) as interrogative adverb and (if) as interrogative complementizer:
□ complementizer of (if) → can't be followed by a non finite verb.
↳ To go: is (non finite)

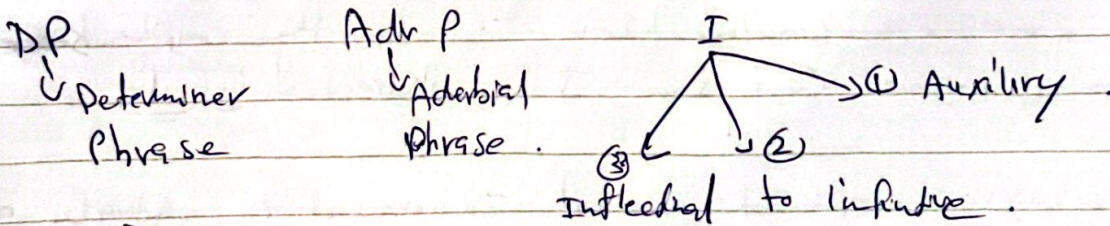
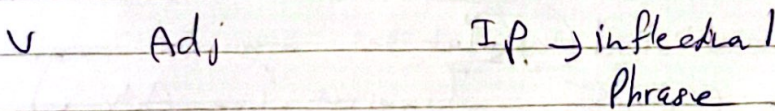
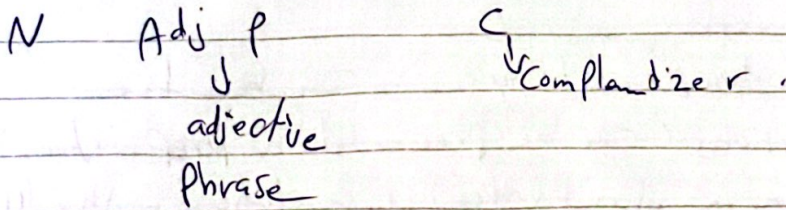
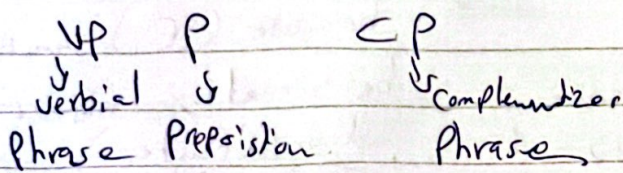
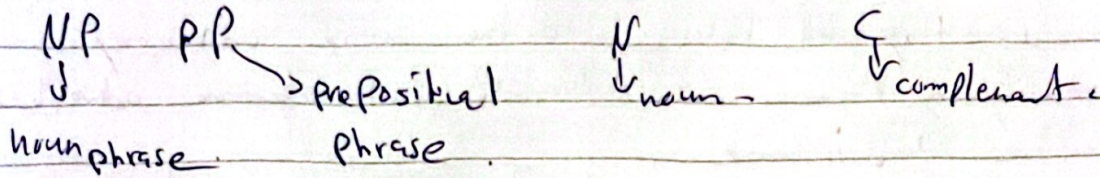
[2] Interrogative Adverbs (when / where / why...) can be the complements of prepositions (can be preceded by prepositions).
↳ Ex: I am not certain about (when / where / why...) he'll go
or another Example: I am interested (in) (what) he says.
preposition. (Interrogative Adv.)

↳ however, Interrogative complementizer can't be the complements of preposition → we can't say: I am interested in (if).

Note: Interrogative complementizer and Interrogative Adverbs are not of the same category → because if they were of the same category → the substitutional test would work (but it didn't work)

[3] The Interrogative Adverbs can be (co-ordinated) → using (and).
But (if) can't be (co-ordinated).
↳ Ex: I am not certain about when (and) where he'll go.
But I can say → I'm not certain if (and) why he'll go.

→ parsing → analyzing phrases and sentences (dividing) into their basic/actual constituents
 → we will use only → abbreviation (NP)



D → Determiner

Examples: music is none of my business
 ↓ category: noun
 function: subject

* Exercises page 56 :-

- Discuss the categorization of the highlighted words in each of following examples, giving empirical argument in support of your analysis. (the differences between 2 sentences):

- 1) a. Nobody need/dare say anything.
- b. Nobody needs/dares to ask questions.

Need/Dare → are semi-modals / auxiliaries -
substitution Test: Nobody: third person → has to be followed by (in the present.

→ If we say nobody will say anything → it's acceptable.
so need and dare can function as (semi-modals).

Need, Dare → They are lexical contentive verbs, because they have (s) inflection. (morphologically and syntactically are c and they are like any contentive lexical verbs.

The 2 sentences are already (negative).

Yes No Question: Dare you say anything?

C. John ^① is ^② working hard.

the main verb (2 constituents).

is → auxiliary → the complement is verbal.

② it can be directly negated → he is not working hard.

③ Tag questions → John is working, isn't he?

④ Question formation → Is John working hard?

d. John may stay at home. (modal) → determiner.

main verb (2 constituents) → auxiliary + lexical verb.

may is an auxiliary → its complement is verbal

(2) By fronting may (we can front may) → may John stay at home?

(3) can be directly negated

(4) Tag questions

e. John has done it.

main verb (has + done) → helping verb

Has → the auxiliary because → its complement is verbal

it can be directly negated

Can be fronted → Has John done it? (Question formation)

Tag Question → John has done it (hasn't he?)

f. John has to go there

main verb (3 constituents) → has → Lexical verb

(has to) → semi modal auxiliary.

it's like say John ought to go there

↓ semi modal.

John ought not to go there (negation)

Ought John to go there? (Question formation)

John ought to go there, ought not he? (Tag question)

Negation → John does not have to go there (structure dependence)

Question → Has John to go there?

or Does John have to go there?

structure dependence → what work for (has to) may not work for other modals.

g. John used to go there quite ~~often~~ often

main verb (used to → semi modal + go → lex'cal verb)

why it is semi modal? → through negation

John used not to go there

Question: Used John go there? ✓

Did John used to go there? X (incorrect)

negation: John used not to go there

2) a. It is important for parents to spend time with their children
↓ (complementizer for)

1) it followed by subject and verb
↓ (parents) ↓ (spend)

2) we have "to infinitive".

3) we can fracted "for" → for parents to spend time with their children important → what make it acceptable? → because we have (expletive structure) → we have it + verb to be (is) we can replace it with (that) and adjective

↓
it's important that parents spend / should spend time

b. He was arrested for being drunk

↓ prepositional (because it's followed by gerund (ing)).

for can have gerund as a complement

c. we are hoping for a peace agreement (to be) signed.

↓ complementizer → followed by a non-finite verb.

we can replace it with that. ② followed by a subject and verb.

1) we are hoping that a peace agreement should be signed.

d. ships make ^(N) for the nearest port in a storm.

↓
Prepositional

- 1) we can modify it by saying → straight / right.
ships make straight the nearest port in a storm
- 2) followed by a noun. (nominal phrase).

e. congress voted for the treaty to be ratified

↓ complementizer.

- 1) we have "to infinitive"
- 2) subject (treaty + verb → ratified).
- 3) we can replace it with that
↳ congress voted that the treaty be ratified.

f. I would prefer for the lock to be changed.

↓
complementizer

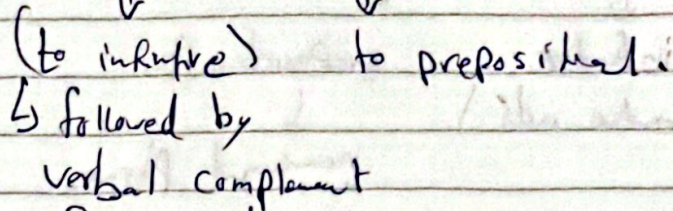
- 1) we have subject (the lock) + verb (changed).
- 2) we have "to infinitive".
- 3) we can change / replace for → that the lock be changed.
→ we can fronted (CP) because we have not expletive structure

g. It would be unfortunate for the students to fail exam.

↓
complementizer (cc).

- 1) followed by subject (the students) + verb (to fail)
- 2) we have "to infinitive" → to fail.
- 3) we can fronted because we have expletive structure
↳ for the students to fail their exam would be unfortunate
- 4) we can replace "for" to "that" → It would be unfortunate
that students should fail their exams.

3) a. Executives like to drive to work.



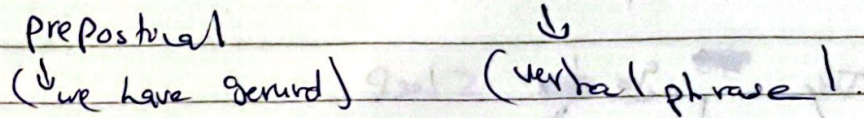
like as a verb can followed by two options either :-
 to infinitive or gerund.

(to) work → followed by nominal phrase

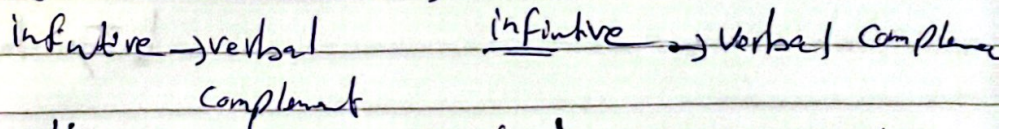
we can modify it by straight or right

↳ Executives like to drive straight to work,
right.

b. I look forward to learning to drive

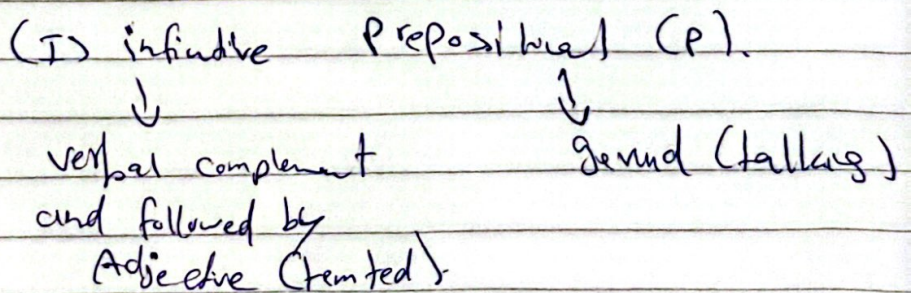


c. it's difficult to get him to work



(if you have an adjective) adjective usually followed by "to infinitive"

d. I've never felt tempted to turn to talking drugs.



e. Better to yield to temptation than to submit to deprecations

↓
 infinitive
 (comparative adj.)

↓
 prepositional
 ↓
 nominal phrase

↓
 infinitive
 ↓
 comparative +
 verbal complement
 (submit)

↓
 prepositional
 ↓
 nominal
 complement
 (deprecations)

f. failure to achieve sometimes drives people to drink.

↓
 Infinitive
 ↓ verbal complement (drink)

↓
 Infinitive
 (verbal complement of achieve)

↓
 Causative verb.

↓
 followed by (infinitive)

g. Try to go to sleep.

↓
 Infinitive
 (verbal complement)

↓
 Prepositional
 ↓ we can modify right (straight)
 ↳ try to go right to sleep.