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Dept. of English

English Grammar 2024-2025

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# THE ELEMENTS OF GRAMMAR

- What is grammar?
- In linguistics, is the set of structural rules governing the composition of clauses, phrases and words in a natural language. The term refers to the study of such rules and this field includes: phonology, morphology and syntax often complemented by phonetics, semantics and pragmatics.
- What is syntax?
- Syntax: is the arrangement of words in sentences, clauses and phrases and the study of the formation of sentences and the relationship of their component parts.

# Parts of a Sentence



Traditionally there is a primary distinction between subject and predicate

John carefully searched the room

He is now a student at a large university

.has given him a book His brother

subject predicate

1-arbitrary division to distinguish the subject

2- unequal parts in size and dissimilar in content

3-the subject is the theme (what is being discussed)

The predicate is what is new to be said about the subject

4- the subject determines the concord

S + V

Sg.+ sg.

Pl. + pl.

5- it changes its position in question formation

S + V = A statement

V + S ? = A question

## Range of Operators

1-The verb phrase may have several auxiliaries e.g:

he should have been questioned (by the police)

|   |                 |                 |                 |           |               |
|---|-----------------|-----------------|-----------------|-----------|---------------|
| S | 1 <sup>st</sup> | 2 <sup>nd</sup> | 3 <sup>rd</sup> | main verb | passive voice |
|   | Aux.            | Aux             | Aux             |           |               |

Verb phrase

2-Verb phrase in declarative sentences / positive = do aux. is used.

1-It rained steadily all day (past tense)      Did it rain? No, it didn't.

2-He teaches English (present tense)      Does he teach English? Yes, he does.

3-"Be" verb to be can act as operator "have also"

1- John is searching the room.

Aux.

operator

Is      John searching the room?

Aux.

## Complements and Objects

Different complements and objects

He gave her (Oi) a book. (Od) SVOO (Di transitive)

He reads a book. SVO (mono transitive verb)

Two objects: object direct, object indirect

Two complements: subject complement

object complement

he is a student S V(to be) Cs

he made her (O) the captain (Co) SVOCo

she was the captain complex

transitive verb

note:

-mono transitive verbs take 1 object

-Di transitive verbs take 2 objects (Oi) + (Od)

-Intensive verbs take: -Cs

-A :position

Time

...

S + V + Cs = He is a student

S + V + A = he is away

-Complex transitive verbs take O + Co

They named the ship freedom

A parallel is between Co and Cs

S V Cs= he is happy.

SVOC<sub>o</sub>= she makes him happy.

## 2.7: Categories of the Verbs

Different types of verbs corresponding to different types of objects and complements

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## Gender

There is a connection between the biological category & grammatical category

↓  
( sex)

↓  
(gender)

English makes very few gender distinctions. Special suffixes are not used to mark gender distinctions. Nor are gender distinctions made in the article. Some

pronouns are gender-sensitive . The personal pronouns  
( he, she, it ) →The boy / He is clever.

The girl /she -----.

The book/it is lost. & The relative pronouns (who, which)

e.g The man (who I met yesterday) is a doctor.

e.g. The book ( which I borrowed) was about syntax.

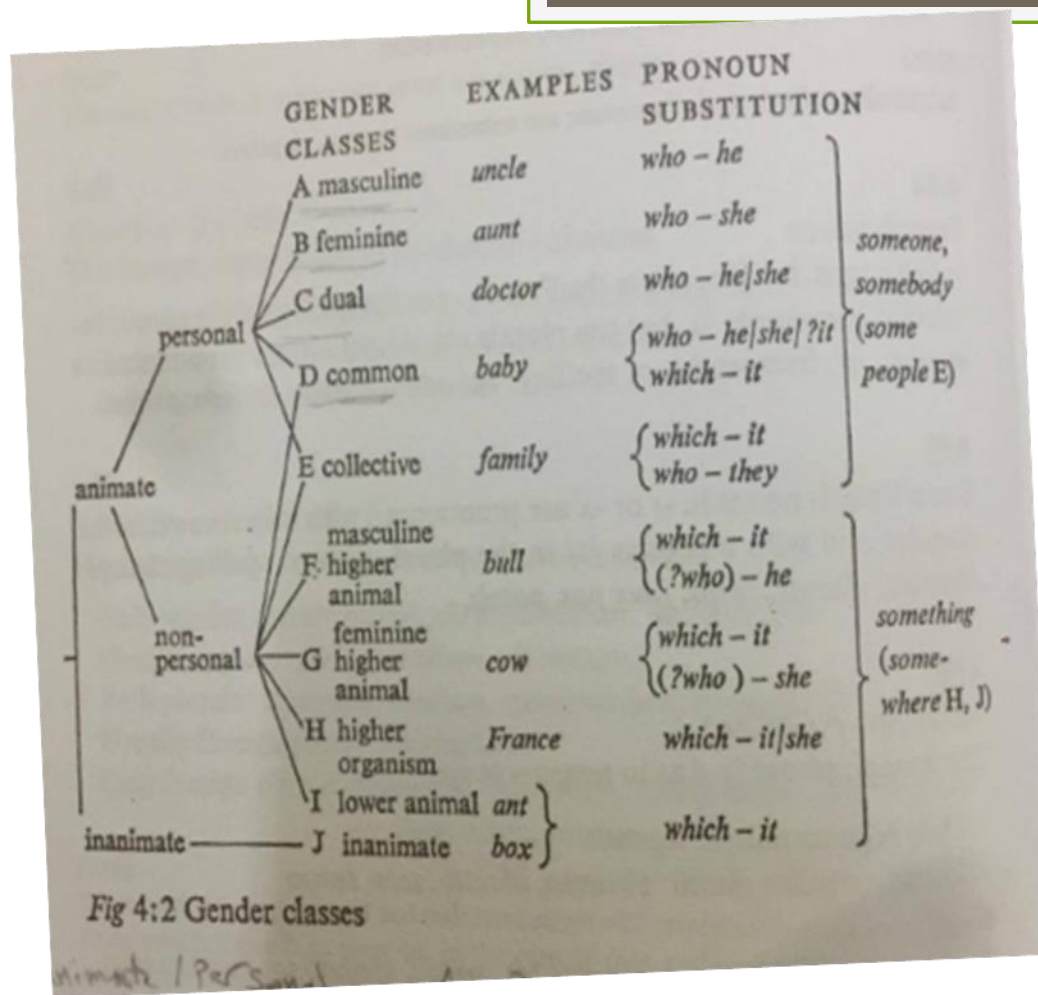


Fig 4:2 Gender classes

TEN gender classes are illustrated

## Gender classes

[A/B] Personal masculine/feminine nouns

. Type (i) has no overt morphological correspondence between masculine and feminine

(i)

|          |          |
|----------|----------|
| bachelor | spinster |
| brother  | sister   |
| king     | queen    |
| man      | woman    |
| monk     | nun      |
| uncle    | aunt     |
| father   | mother   |

(ii) Type : gender ( 2) forms have a derivational relationship

|            |            |           |         |        |          |
|------------|------------|-----------|---------|--------|----------|
| bridegroom | bride      | gentleman | lady    | hero   |          |
| heroine    |            |           |         |        |          |
| usher      | usherette  | duchess   | duke    | waiter | waitress |
| emperor    | empress    | widower   | widow   | god    | goddess  |
| host       | hostess    | emperor   | empress |        |          |
| steward    | stewardess | duck      | duchess |        |          |

Masculine / feminine pairs denoting kinship

parent for father/ mother,

. ( for both masculine & feminine) (C) Personal dual gender

This is a large class including, for example, the following:

|          |           |           |          |           |            |
|----------|-----------|-----------|----------|-----------|------------|
| artist   | fool      | servant   | chairman | foreigner | neighbor   |
| cook     | criminal  | doctor    | friend   | guest     | inhabitant |
| novelist | student   | teacher   | writer   | parent    | person     |
| enemy    | librarian | professor |          |           |            |

For clarity, gender marker': boy- friend girl - friend  
man - student woman- student, a male nurse

#### D) Common gender

Common gender nouns are intermediate between personal and non personal according to the context.

A mother use the pronouns for her baby (who, he/she/ it)  
somebody who is not emotionally concerned with the child or is ignorant of or indifferent to its sex. will use (it)

#### (E) Collective nouns

Collective noun+ singular (it)

Collective noun+ plural (they )

Collective nouns→ sg. → The committee has met. ( stresses the non-  
personal collectivity of the noun) →

pl. → The committee have met.( stresses the personal  
collectivity of the noun)

collectivity of the noun)

The committee has met and it has rejected the proposal.

(non-personal collectivity of the group)

have they have

(personal individuality)

## Subclasses of collective nouns

(a) **SPECIFIC**: army, clan, class, club, committee, crew, crowd, family, flock, gang, government, group, herd, jury, majority, minority

(b) **GENERIC**: the aristocracy, the bourgeoisie, the clergy, the élite, the gentry, the intelligentsia, the laity, the proletariat, the public

(c) **UNIQUE**: (the) Congress, Parliament, the United Nations, the United States, the Vatican [F/G] Higher animals

(d) people → a special concern (e.g. with pets).

(e) doe buck bull cow cock hen dog bitch tiger tigress lion lioness  
stallion mare gander goose

(f) H) Higher organisms

(g) Names of countries have different gender → use.

(i) As geographical units they are treated as [J], inanimate:  
'e.g. Looking at the map we see France here.'

(h)

(ii) As political/economic units → feminine, [B] or [G]:  
e.g. 'France has been able to increase her exports by 10 per cent over the last six months.'

E.g. 'England is proud of her poets.'

(iii) In sports, the teams representing countries can be referred to as personal collective nouns, [E]: '

e.g France have improved their chance of winning the cup.'

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[I/J] Lower animals and inanimate nouns

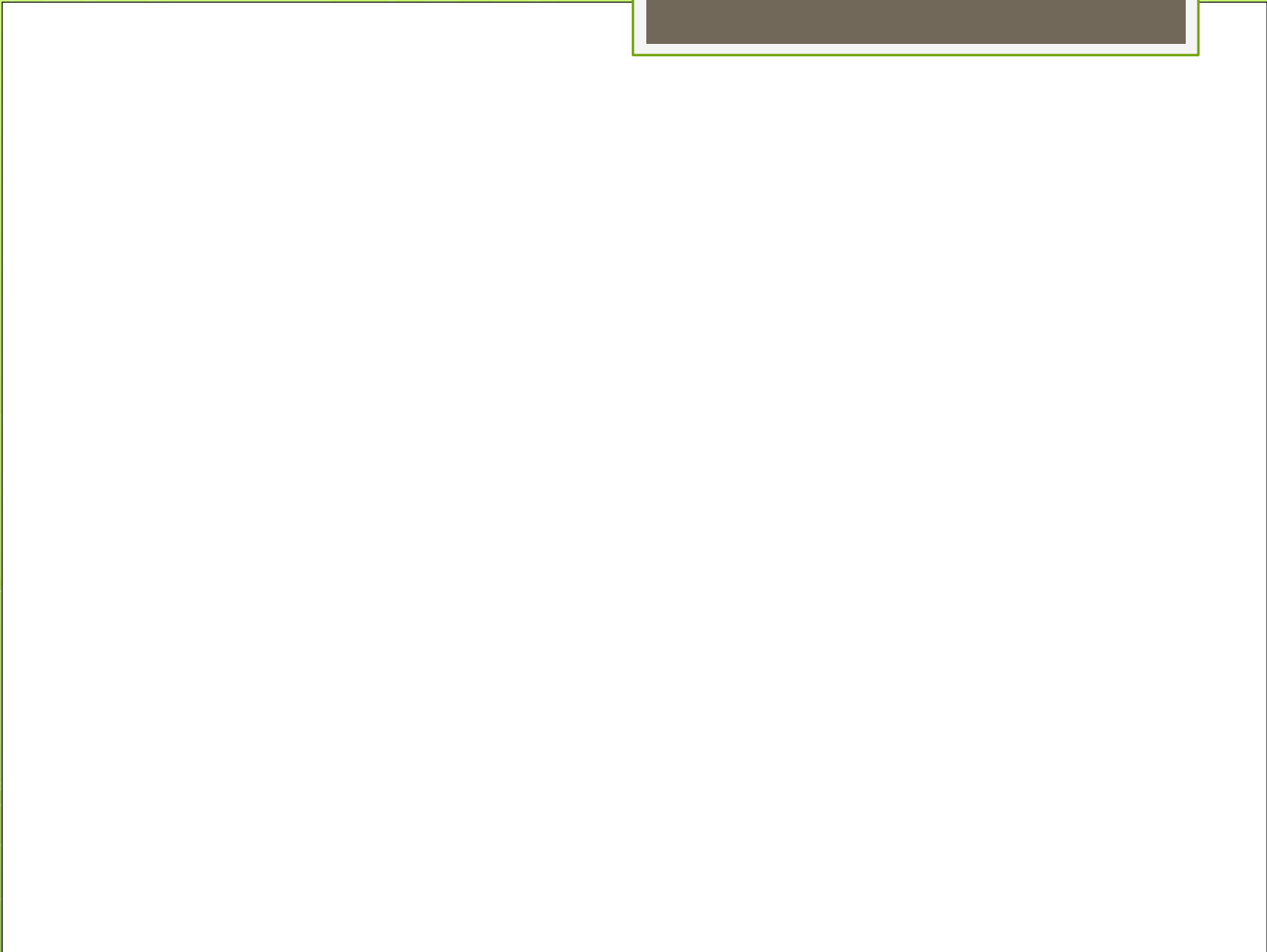
Lower animals = inanimate

nouns

snake and box

have ( which) and ( it) as pronouns.





## Categories of the Verbs

Different types of verbs corresponding to different types of objects and complements

Verbs: -stative:

the verb does not admit the progressive

intensive -: SVCs Mary is kind

SVA Mary is here

Extensive Transitive -: SVO

John knows the answer

(You cannot say: John is knowing the answer)

-dynamic (admit the progressive)

intensive -: SVCs

universities became famous

Extensive: intransitive –he ran

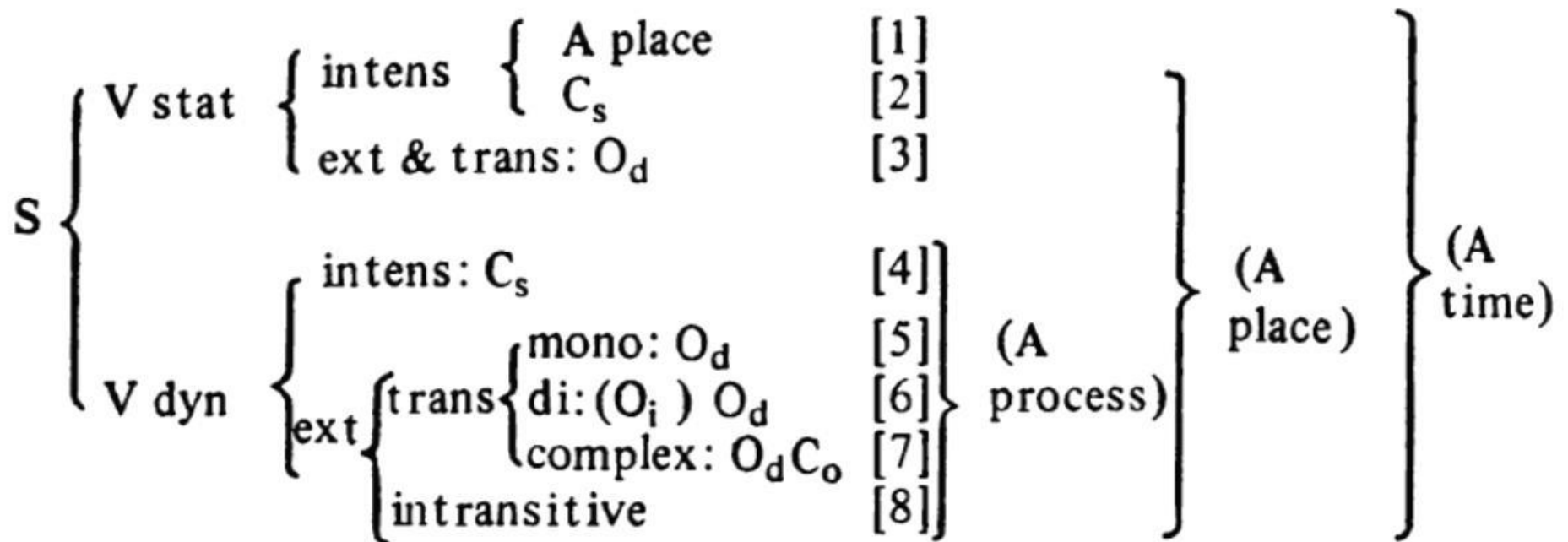
Transitive:

Mono Od

Di transitive Oi Od

Complex O Co

Verbs: -stative: -Intensive: -SVCs  
 -SVA  
 -Extensive -Transitive SVO  
 -dynamic: -Intensive -SVCs  
 -Extensive -Intransitive  
 -Transitive: -Mono transitive  $O_d$   
 -Di transitive  $O_i O_d$   
 -Complex  $O co$



Examples:

1- S + V (Stative, Intensive) + A place obligatory

She is in London.

S V AP

2- S + V (Stative, Intensive) + Cs + (AP + AT optional)

She is a student in London now.

S V Cs AP AT

3- S + V (Stative, Extensive mono) + Od + AP + AT

John heard the explosion from his office

S V Od AP

when he was locking the door.

AT

4- S + V (Dynamic, Intensive) + Cs + + )AP + AT A process

University became famous gradually

S V Cs A process

## [A] DYNAMIC verbs

(1) Activity verbs: abandon, ask, beg, call, drink, eat, help, learn, listen, look at, play, rain, read, say, slice, throw, whisper, work, write, etc.

(2) Process verbs : change, deteriorate, grow, mature, slow down, widen, etc. Both activity and process verbs are frequently used in progressive aspect to indicate incomplete events in progress.

(3) Verbs of bodily sensation (ache, feel, hurt, itch, etc) can have either simple or progressive aspect with little difference in meaning.

(4) Transitional event verbs (arrive, die, fall, land, leave, lose, etc) occur in the progressive but with a change of meaning compared with simple aspect. The progressive implies inception, ie only the approach to the transition.

(5) Momentary verbs (hit, jump, kick, knock, nod, tap, etc) have little

## [B] STATIVE verbs

(1) Verbs of inert perception and cognition: abhor, adore, astonish, believe, desire, detest, dislike, doubt, feel, forgive, guess, hate, hear, imagine, impress, intend, know, like, love, mean, mind, perceive, please, prefer, presuppose, realize, recall, recognize, regard, remember, satisfy, see, smell, suppose, taste, think, understand, want, wish, etc.

Some of these verbs may take other than a recipient subject (7.11), in which case they belong with the A1 class. Compare:

I think you are right [BI]

I am thinking of you all the time [AI]

## (2) Relational verbs:

apply to (everyone), be, belong to, concern, consist of, contain, cost, depend on, deserve, equal, fit, have, include, involve, lack, matter, need, owe, own, possess, remain (a bachelor), require, resemble, seem, sound, suffice, tend, etc.

## Categories of Adverbials

Adverb a complex area of drama some are:

-Obligatory

-Optional

They are here (A Obligatory)

They put the book on the desk (A Optional)

The train had arrived (quietly) (at the station)

A

A

## Element Realization Types:

V= verb vp: -Finite (showing tense, aspect, mood and voice)

-Non-finite (not showing tense and mood, but still capable of indicating aspect and voice)

Examples of non-finite clauses:

1-Knowing the answer, he left early.

2-Made the chairman (Cs) every year (A), he was very busy.

S= subject S + V

-Impersonal---the university is far from here.

-Personal----the girl is my sister.

-Eventive---her marriage is at 2 o'clock.

S=N: common --- is brave The man

Noun phrase proper

Pronoun ----- he is brave ----- S = PRONOUN

demonstrative = S ----- is your book That

demonstrative

= A clause S -----is a doctor The man (who is here)

S= clause

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## Case

What is case? Is the grammatical function of a noun or pronoun. It expresses the relationship between two nouns.

Case → Common → the book, book

genitive → My book, Ali's book

The leg of the table

English nouns have a two-case system:

the unmarked COMMON CASE {boy}

Marked GENITIVE CASE {boy's}

Genitive s- genitive = inflection

of -genitive = the prepositional form → .

The forms of the genitive inflection / s- genitive

Regular noun ( sg.) → The boy's book is new.

(PL.) → The boys' books are new.

man's car is red.

pl.) → The men's cars are red.

The -s genitive of regular nouns is realized

in speech → the singular, → /iz/, /z/, /s/,

In writing, the inflection of regular nouns is realized in the singular by - 's  
the plural → an apostrophe after the plural s = s'.

Irregular noun ( sg.) → The  
(

Two genitives

The two constructions as variant forms of the genitive

In many instances there is a functional similarity (indeed, semantic identity), the genitive case and the -s GENITIVE and to the OF-GENITIVE for the prepositional form. For example:

1.What is the ship's name? 2.What is the name of the ship?

# Genitive meanings

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## Genitive meanings

The meanings of the genitive can best be shown by sentential or phrasal analogues such as we present below. For comparison, a corresponding use of the *of*-genitive is given where this is possible.

| GENITIVES                                                                                                        | ANALOGUES                                                                |
|------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------|
| (a) <i>possessive genitive</i><br>my son's wife<br>Mrs Johnson's passport<br><i>of</i> the gravity of the earth  | my son has a wife<br>Mrs Johnson has a passport<br>the earth has gravity |
| (b) <i>subjective genitive</i><br>the boy's application<br>his parents' consent<br><i>of</i> the rise of the sun | the boy applied<br>his parents consented<br>the sun rose                 |

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|                                                                                                                                                          |                                                                                                              |
|----------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|
| (c) <i>objective genitive</i><br>the family's support<br>the boy's release<br><i>of</i> a statement of the facts                                         | (...) released the boy<br>(...) stated the facts                                                             |
| (d) <i>genitive of origin</i><br>the girl's story<br>the general's letter<br><i>of</i> the wines of France                                               | the girl told a story<br>the general wrote a letter<br>France produced the wines                             |
| (e) <i>descriptive genitive</i><br>a women's college<br>a summer's day<br><br>a doctor's degree<br><i>of</i> the degree of doctor }                      | a college for women<br>a summer day/a day in the summer<br><br>a doctoral degree/a doctorate                 |
| (f) <i>genitive of measure and partitive genitive</i><br>ten days' absence<br>an absence of ten days<br>the height of the tower<br>part of the problem } | the absence lasted ten days<br><br>the tower is (of) a certain height<br>the problem is divisible into parts |
| (g) <i>appositive genitive</i><br>the city of York<br>the pleasure of meeting you                                                                        | York is a city<br>meeting you is a pleasure                                                                  |

Note

Remove Watermark



Wondershare  
PDFelement

## The choice of genitives

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The choice → related to the gender classes represented by the noun

Choice of '-s' genitive 1.

The following four animate noun classes normally take the -s genitive:

(a) PERSONAL NAMES: Segovia's pupil

George Washington's statue

(b) PERSONAL NOUNS: the boy's new shirt

my sister-in-law's pencil

(c) COLLECTIVE NOUNS: the government's conviction

the nation's social security

(d) HIGHER ANIMALS: the lion's hunger

the horse's tail

The inflected genitive is also used with certain kinds of inanimate nouns:

(f) TEMPORAL NOUNS

a week's holiday, a moment's thought, the  
theatre season's first big event, today's  
business

g) NOUNS OF SPECIAL INTEREST TO HUMAN  
ACTIVITY

the brain's total solid weight,  
the game's history,  
the mind's general development, science's  
influence

2. Choice of the 'of-genitive

1. The of--genitive → the bottom part of the  
gender scale, that is, especially with inanimate  
nouns:

the title of the book. / The book's title.

the interior of the room.

the hub of the wheel,

the windows of the houses.

.

2. In measure, partitive, and appositive

expressions, the of-genitive is the usual Except

→ temporal measure = S-GENITIVE {a month's rest}

→ In idioms such as → his money's worth, at arm's  
length.

of genitive is used with the inflected forms genitive

## The group genitive

In some postmodified noun phrases  
→ use an s-genitive by affixing the  
inflection to the final part of the  
postmodification rather than to the  
head noun itself Thus

e.g. the teacher's room  
the teacher [of music 's] room.  
head postmodification inflection

## The genitive with ellipsis

The noun modified by the -s  
genitive may be omitted if the  
context makes its identity clear:

1. My car is faster than John's (ie:  
than John's car)

2. His memory is like an elephant's.

3. John's is a nice car, too

With the of--genitive → a pronoun is  
normally necessary :

The population of New York is  
greater than that of Chicago. (Chicago population)

## Double genitive

A combination of ( of –genitive) and -s genitive in a construction called the 'double genitive'. The noun with the -s genitive inflection must be both definite and personal:

An opera of Verdi's

:

( wrong ) impersonal \*A funnel of the ship's

Noun + of- phrase

1. Can't be proper Mrs. Brown's Mary

\*Mary of Mrs Brown's

Must be of an indefinite reference = unspecified number of items :

A friend of the doctor's has arrived

\*The friend