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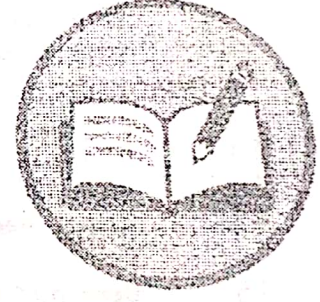
2021-2022

First Year

First Term



1 + 2



Grammar I

14.05.2022

21.05.2022

أ. غفران الشيخ عمر



Grammar I 1.1+2

AYDI 2022/ T1

LECTURE No.1
14.05.2022

HELLO EVERYONE!

Today, we will have the first ten pages of *Chapter One*.
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Chapter One	
Word Classes and Elements of Sentence Structure	
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1.1. Word Classes

Look at the different kinds of words in this sentence:

She has an important meeting.
pronoun verb determiner subject noun

What about the functions of (she), (has), and (meeting)?

- She: subject
- Has: verb
- Meeting: object

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Each word in the sentence above belongs to a particular set or class, depending on how it is used. There are eight different kinds of words in English. They are called '**word classes**' or '**parts of speech**' and they are:

1. Noun: classroom, work, tea, party, Friday, boy, friends, par
2. Pronoun: I, it, you, they, he, we

3. Verb: have, is, am, like, come, are, sitting, do, would, look
4. Adjective: important, lazy, clever, good, cheap
5. Adverb: yesterday, rather, really, here
6. Determiner: an, the, a, our, this
7. Prepositions: at, to, on, in, with, for
8. Conjunction/linking word: so, and, but, however, nevertheless

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Many words can act as more than one part of speech. It is not unusual for an English word to be a noun in one sentence and a verb in another sentence, i.e. some words can belong to different classes depending on how they are used in a sentence:

For example, the word (work) could be a **verb** and could be a **noun**.

- We **work**. ('work' here is a 'verb')
- We have a lot of **work**. ('work here is a 'noun')
- You **comment** on Facebook. ('comment' here is a 'verb')
- You leave a **comment**. ('comment' here is a 'noun')
- I want to **friend** him. ('friend' here is a 'noun')
- I have a lot of **friends**. ('friends' here is a 'noun')

He **works** on Friday, ('works' here is used as verb)

He'll be at **work** on Friday afternoon, ('work' here is used as noun)

Jamal scored several **runs**, ('runs' here is used as noun)

He **runs** half a mile each morning, ('runs' here is used as verb)

I am in the **play** which is on in the village, ('play' here is used as noun)

Chris and John **play** tennis together on Fridays, ('play' here is used as verb)

كلمة (play) في (I am in the play) عبارة عن (noun) والدليل على ذلك هو أنها مسبوقه بـ (th) ومعنى (play) هنا (مسرحية).

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1.2. Elements of Sentence Structure

Study the following examples of English sentences:

The **middle line** is the actual sentence.

The **top line** indicates the word class of each word in the sentence.

The **bottom line** indicates the function of each element of the sentence.

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noun	verb	
1. Something happened		
subject	verb	
pronoun	verb	noun phrase ¹
2. I	need	a break.

¹ Noun phrase = determiner + noun

subject verb object

- **Noun phrase:** more than one word. It has a noun but doesn't have a finite verb. (Finite verb is a verb has a tense).
 - (A woman in the street) is a (noun phrase) because we have many words (group of nouns) without a finite verb i.e. without a verb has a tense.

noun phrase	verb	prepositional phrase ²
4. Their flat	is	on the second floor.
subject	verb	adverbial

- **Prepositional phrase:** it is a phrase starts with a preposition
 وكاننا نقول (عبارة جار ومجرور)، والـ (function) لـ (on the second floor) هي (adverbial) أي وكأنها (ظرف).

Noun	verb	noun phrase	noun phrase
5. Laila	bought	her mother	a gift.
subject	verb	indirect object	object

Thus, sentences consist of a number of standard parts, which are called 'word classes' or 'parts of speech' (nouns, adjectives, determiners, adverbs, prepositions, conjunctions and verbs). However it is important to know that a 'part of speech' in a sentence has a function, and is linked with other parts of speech to form a meaningful sentence. These functions have different labels from those parts of speech. The most important units or elements of sentence structure are:

1. Subject,
2. Object,
3. Verb,
4. Adverbial.
5. Complement.

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1.3. Word Classes

1.3.1. Nouns

Nouns are the names we give to **people, things, places**, etc. in order to identify them. It can be the **name of a person** (Sami, Jack); a **job title** (doctor); the **name of a thing** (television); the **name of a place** (Homs, Manchester); the **name of quality** (patience); or the **name of an action** (laughter/laughing).

Proper nouns (أسماء العلم) like (Ali) we always write them with a capital letter. (Mobile) is a name of thing, so we don't write it with a capital letter. Samsung is the name of the company, so we write it with a capital letter.

(Mona Liza) is a name of a painting, so we write it with a capital letter.

² Prepositional phrase = preposition + determiner + noun

- Patience (n): الصبر
- Loneliness (n): الوحدة
- Fear (n): الخوف

Patient (adj.): صبور
Lonely (adj.): وحيد
Death (n): الموت

تصنف الأسماء بعدة طرق كما سنرى:

Nouns can be **singular** or **plural** in grammatical **number**:

Singular	plural
Book	books
Table	tables
Computer	computers
Man	men
Box	boxes

والآن سنرى التصنيف الآخر لك (nouns):

Proper nouns (Syria, London, Indonesia), and **common nouns** (table, chair, thought).

Common nouns can be **countable** (book: books) and **uncountable** (furniture, grass).

الـ (proper nouns) تبدأ بـ (capital letter) دائماً.
لا يوجد قاعدة لك (countable) والـ (uncountable) في اللغة الإنكليزية، ففي اللغة العربية نقول (معلومة) و(معلومات) وأما في اللغة الإنكليزية كلمة (information) هي (uncountable)، وكذلك نقول (نصيحة) و(نصائح) وأما في اللغة العربية (advice) عبارة عن (uncountable).
يمكن أن نقول (a piece of information) و(a piece of advice)، ولكن لا نقول (informations) أو (advices).

هناك تصنيفات أخرى لك (countable nouns) والـ (uncountable nouns):

Countable nouns can be **concrete** (book) or **abstract** (idea).

Uncountable nouns can also be **concrete** (clothing, homework) or **abstract** (courage, anger).

- **Concrete noun:** it refers to something you can see or touch.

For example, we can see (table) and we can say (table) or (tables), so (table) is a **countable concrete noun**.

- **Abstract noun:** it refers to something you cannot see or touch.

For example, we cannot see or touch (idea) but we can say (idea) and (ideas), so (idea) is **countable abstract noun**.

- Courage: الشجاعة Anger: الغضب

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A Noun Phrase

When more than one word make up the noun, we call it a noun phrase.

For example, the woman, a woman, this woman ... We can combine other words

into the noun phrase, for example, The woman next door, That tall woman, The old woman in the taxi, this young girl, the pretty young girl, the pretty girl on the bus.

For example,

- **The old woman in the taxi is my sister.**
noun phrase

The function of this (noun phrase) is a 'subject'.

- **This young girl is good.**
noun phrase

The function of this (noun phrase) is a 'subject'.

1.3.2. Pronouns

A pronoun is a word like 'he' or 'she' that can be used in the place of a noun or a whole noun phrase. In other words, a pronoun is a substitute for a noun or a noun phrase.

- Substitute: بديل

يعني الـ (pronoun) هو كلمة يمكن أن تحل محل (noun) أو (pronoun).

For example,

- **Mohammad is a student. He is 20.**

هنا استبدلنا (Mohammad) بـ (he).

- **The old woman in the taxi is my sister.**

هنا يمكن أن نستبدل الـ (noun phrase) بـ (pronoun) ونقول:

- **She is my sister.**

- Susan liked Sue so **she** helped **her**. (The pronoun 'she' is a substitute for the noun 'Susan' and the pronoun 'her' is a substitute for the noun 'Sue')

- The children were hungry so **they** had an early lunch. (The pronoun 'they' is a substitute for the noun 'children')

Why do we use the pronouns?

a) The Uses of pronouns:

1. We use pronouns in place of a noun or a noun phrase that has already been mentioned, when the **repetition of the noun or noun phrase would be very strange.**

Incorrect: Sami has to go to the university. ~~Can you give Sami a lift?~~

Correct: Sami has to go to the university. Can you give **him** a lift? ✓

الـ (repetition) في اللغة الإنكليزية (strange) لذلك نستخدم الـ (pronouns).

2. We also use pronouns **when we know perfectly well who or what is referred to.** When, for example, I use the pronoun **I**, it is because it would be **unusual to refer to myself by name.**

- Tomorrow, I am going to be in all day.

- **They** have just rung to say that **they** are not coming. (The speaker here used the pronoun 'they' because it is obvious for his listeners who 'they' refers to)

- Obvious: واضح

3. We use pronouns **when the name of someone or something is not known**.

- She was a short fat woman of about fifty in a torn raincoat.

- That thing on the table. What is it for?

We don't know the woman or her name in the first example of this use and we also don't know the use of the thing in the second example, so we use the pronouns.

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b) Types of Pronouns

There are eight different types of pronouns, classified according to their meaning and use.

1. **Personal pronouns:** They are used to refer to **people** and **things** (I, you, he, she, it, we, they) and they can be used as **subject** or **object** in a sentence.

- **He** (subject) **gave her** (object) **a bunch of red roses.**

- **They** (subject) **saw them** (object) **during the weekend.**

- **I** (subject) **can see you** (object).

إذا جاء في الامتحان سؤال (صح وخطأ) وقلت لكم:

- **Personal pronouns are used to refer to people only.**

ماذا عليكم ان تختاروا (✓) أم (×)؟

- **Personal pronouns are used to refer to people only.** ×

لأنها تستخدم للـ (people) والـ (things).

PERSONAL PRONOUNS

Subject Personal Pronouns (personal pronouns in a subject position)	Object Personal Pronouns (personal pronouns in an object position)
I	Me
You	You
He	Him
She	Her
It	It
We	Us
They	Them

*

2. **Reflexive pronouns:** (myself, yourself, himself, herself, itself, themselves,

ourselves, yourselves) are used in **object position when the action of a verb is performed on the subject by the subject**. They are obligatory with certain verbs.

- History repeats **itself**.
- She stretched **herself** out flat on the sofa.
- The kitten entangled **itself** in the woolen thread. I have cut **myself** with the broken glass.
- That is the question you have to ask **yourself**.

- Reflexive pronouns: ضمائر انعكاسية

في جميع الحالات السابقة جاءت الـ (reflexive pronouns) بموقع (object).

Reflexive pronouns are also used for emphasis.

- I'll prepare dinner **myself**.
- The professor **himself** did not know the answer.
- She **herself** admitted that she was responsible for the accident.
- They **themselves** typed the report.
- You **yourselves** are responsible for what had happened.

- Emphasis: تأكيد

في هذه الحالات استخدمنا الـ (reflexive pronouns) للـ (emphasis)، فمثلاً قلنا: (أعددت العشاء بنفسى واعترفت بنفسها أنها كانت مسؤولة عن الحادث إلخ).
قد أسالكم في الامتحان:

- Reflexive pronouns can be used for emphasis. (✓ or ×)?

الجواب هو:

- Reflexive pronouns can be used for emphasis. (✓)

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والآن سنقرأ الملاحظات التي جاءت في الحاشية في الصفحة رقم (٨):

- A **subject** is normally a **noun, pronoun or noun phrase**. It usually comes **before the verb**. The verb must 'agree' with the **subject**, so the subject dictates the form of the verb (I wait, he waits, I am, you are, I have, she has).

يعني الـ (subject) له عدة أشكال فقد يأتي على شكل (noun) أو (pronoun) أو (noun phrase)، ويأتي عادةً قبل الفعل، وهناك توافق دائمًا بين الـ (subject) والـ (verb)، فمثلاً إذا كان الـ (subject) مفرد يجب أن يكون الـ (verb) مفرد، وإذا كان الـ (subject) جمع يجب أن يكون الـ (verb) بصيغة جمع.

- An **object** is normally a **noun, pronoun or noun phrase**. It usually **goes after the verb** in the sentence if the sentence is in the **active voice** and it refers to the person or thing **affected by the action** expressed by the verb. I ate lunch. Randa was reading a new novel. Jack found it.

- Affected by the verb: تأثر بالفعل

معنى (affected by the action) كما نقول بالعربي (وقع عليه فعل الفاعل).

- He drank the milk.

الـ (milk) تأثر بالفعل (drank).

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والآن سننتقل إلى النوع الثالث وهو (possessive pronouns) وهنا يخطئ بعض الطلاب، فمثلاً (my) في (my book) تشير إلى الملكية لكن هل (my) عبارة عن (possessive pronoun)؟ طبعاً لا.

الـ (possessive pronouns) لا يأتي بعدها (nouns).
وأما (my, your, her, his, its, their, our) فتسمى (possessive adjectives).
سميت الـ (possessive adjectives) بهذا الاسم لأنه يأتي بعدها (nouns) وهي بذلك تشبه الـ (adjectives) التي يأتي بعدها (nouns).

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3. **Possessive pronouns** (mine, yours, ours, hers, his, theirs) indicate ownership. It is used alone without a noun following it.

- Give it back, it's **mine**.
- Perhaps it really is **theirs** after all.
- Is that book **yours** or **mine**?
- My marks were higher than **hers**.
- It was their fault, not **ours**.

- Indicate: تشير
- Ownership: ملكية

The pronouns *my, your, her, his, our, and their* are called possessive adjectives because they are used in front of nouns, e.g. *my book, our book*.

في الامتحان قد أعطيك عدة جمل وأسالك في أي من هذه الجمل يوجد (possessive pronoun)؟ وهنا قد أعطيك جملة مثل (Give it back, it's mine) بالإضافة إلى عدة جمل أخرى وعليكم أن تختاروا هذه الجملة وتطمسوا الحرف المقابل لها بما أن امتحانكم مؤتمت. وقد أعطيك عدة جملة وأسالك أي من هذه الجمل فيها (possessive adjective) وهكذا.

POSSESSIVE PRONOUNS

Possessive Adjectives	Possessive Pronouns
My....	Mine
Your	Yours
His	His
Her	Hers
Its	Its
Our	Ours
Their	Theirs

وضعنا عدة نقاط بعد الـ (possessive adjectives) كي تتذكروا أنه يجب أن يأتي بعدها الشيء المملوك.

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4. **Demonstrative pronouns** (this, that, those, these) indicate items that are near to or far from us.

This is Lama's and that is Lamia's.
These are nice. Where did you buy them?
That looks interesting.
Those are easy questions to answer.
These are no ordinary students.

Demonstrative Pronouns	Singular	Plural
Near	This	These
Far	That	those

5. When a sentence consists of a main clause followed by a relative clause introduced by **who**, **whom**, **which**, or **that**, these words are known as **relative pronouns**. **Relative pronouns do two things at the same time. Like other pronouns, they refer to somebody or something that has already been mentioned. At the same time they are conjunctions, because they join clauses together.**

- I don't know **what** you mean.
- That student is the one **who** came first.
- He is the boy **who(m)** I saw last night.
- That is the woman **who(m)** I gave the form to.
- He is the man for **whom** I have immense respect.
- There is the house in **which** I was born.
- There is the woman **whose** name I have forgotten.

- Conjunctions: أدوات ربط

ما الفرق بين (who) و (whom)؟

- **Who** is used for subjects and objects
- **Whom** is used for objects.

For example,

- He is the boy **who(m)** I saw last night.

معنى الكلام هو (هادا الولد يلي انا شفتو مبارح). (I saw) أي (أنا الفاعل) رأيت الولد (whom) تشير للولد أي تشير للمفعول به لذلك استخدمنا (whom).
 إذا لم تتمكنوا من التمييز بين (who) و (whom) يمكنكم أن تستخدموا (who) لأنها أسلم كونها تستخدم للـ (subject) والـ (object).
 كلمة (where) أيضا من الـ (relative pronouns) لكنها غير مذكورة في الكتاب وهي تشير إلى الـ (place).
 دعونا نعود إلى أحد الأمثلة التي قرأناها مرة أخرى:

- There is the house **in which** I was born.

يمكن أن نستبدل (which) بـ (where) مع حذف حرف الجر (in) قبل (where).
 يعني (where) لا تحتاج إلى (in) قبلها وأما (which) فتحتاج إلى (in) قبلها في هذه الحالة:

- There is the house **where** I was born.

وكذلك يمكن أن ننقل (in) إلى آخر الجملة كالسبيل:

- There is the house **which** I was born **in**.
- This is the company **where** I work.
- This is the company **in which** I work.

What about (whose)?

-There is the woman **whose** name I have forgotten.

هنا نلاحظ أن لدينا شيء له علاقة بالملكية، ومعنى الجملة (هي المرأة يلي اسمها أنا نسيتم).
في هذه الحالة من الخطأ ان نستبدل (whose) بـ (that) أو بـ (which).

- This is the man **whose** car was stolen.

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6. Interrogative pronouns (who, whose, whom, what, and which) are used to ask a question about the noun phrase they stand in for.

- Interrogative pronouns: ضمائر استفهامية
وكما تلاحظون هي نفسها الـ (relative pronouns) فكيف نميز بين الـ (relative pronouns) والـ (interrogative pronouns)؟
في الـ (interrogative pronouns) يكون لدينا (questions) بكل بساطة أي أن الـ (interrogative pronouns) عبارة عن (question words) كما في الأمثلة التالية:

What would you like for breakfast?

Which is the fresh juice?

Who was at the door?

Whose book is this?

To **whom** is she engaged?

*

7. Indefinite pronouns (someone, anyone, no one, everyone, etc...)³ are used when you want to refer to people or things but you do not know exactly who or what they are, or their identity is not important.

كما تلاحظون كل الـ (indefinite pronouns) تكتب بكلمة واحدة ما عدا (no one) تكتب كلمتين.

I was there for over an hour before **anybody** came.

It seemed that she was waiting for **somebody**.

Everyone had a pen and a paper.

There is **someone** on the phone asking for you.

World trade is improving, but **one** can't expect miracles.

معنى (someone) في جملة (There is someone on the phone asking for you) هو أننا نجهل هوية المتحدث ولم نقل (someone) لأنه شخص غير مهم.
كما تلاحظون في المثال الأخير وردت كلمة (one) لوحدها أي أنها أحد الـ (indefinite pronouns) مع أنها ليست مذكورة في الجدول.

³ Note that all indefinite pronouns are written as one word except "no one".

8. Reciprocal pronouns (each other, one another, etc...) are used to indicate that people do the same thing, feel the same way, or have the same relationship:

- We help each other a lot.

- Reciprocal pronouns: ضمائر تبادلية

كما تلاحظون نقول:

- We help each other a lot.

أي (نساعد بعضنا)، وليس كما يقول بعض الطلاب (we help themselves).

(each other) و (one another) عبارة عن (synonyms) أي (مترادفات).

- You and I understand each other.

It means (I understand you and you understand me).

- We phone each other from time to time.

It means (I phone you and you phone me).

- The two boys were jealous of each other.

الولدان يغاران من بعضهما أي هذا يغار من ذاك وذاك يغار من هذا.

- The two beasts were moving towards one another.

- Beasts: وحوش

- The beauty and beast: الحسنة والوحش

- They did not dare to look at one another.

معنى هذا (لم يجروا أي منهما على النظر بوجه الآخر).

Thank you

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LECTURE No.2

21.05.2022

HELLO EVERYONE!

في نهاية كل (chapter) يوجد (exercises) وهم مطلوبين ومهمين ويمكن أن يأتي منهم في الامتحان، والـ (answer keys) للـ (exercises) موجودين لذلك يمكن أن تحلوا التمارين لوحدكم وتتأكدوا من إجاباتكم.

Today, we will start with the third word class which is **VERBS**. Go to page 11:

1.3.3. Verbs

Verbs are words that allow us to talk about such things as **activities**, **processes**, **states of being**, and **states of mind**.

- Activities: actions (walking, running, singing etc.)
- States of being:

عندما نستخدم الـ (linking verbs) أو (verb to be)، على سبيل المثال: (I am a student) و (I am a teacher) و (I feel happy).

- State of mind:

هنا نتحدث عن أفعال لها علاقة بالـ (though verbs) مثل (I forget, I remember, I think) إلخ.

This box **holds** quite a lot.

(holds) عبارة عن (activity) أو (action verb).

Joumana was **reading** Rana's essay.

(reading) كذلك عبارة عن (action verb) لأنه يتحدث عن (activity).

John is **preparing** his lunch.

(preparing) كذلك عبارة عن (action verb) لأنه يتحدث عن (activity).

Hannan **feels** much happier now.

(feels) له علاقة بالـ (states of being).

Mary **forgot** to do her homework.

(forgot) له علاقة بالـ (states of mind).

Sami **owned** several old coins.

(owned) له علاقة بالـ (possesses) أي شيء له علاقة بـ (الملكية).

سننتقل إلى الـ (verb phrase)، نحن نعرف أن الـ (phrase) يمكن أن تكون كلمة واحدة أو مجموعة كلمات، فالـ (noun phrase) يمكن أن تكون (noun) واحد أو مجموعة كلمات تحتوي على (noun) ولا تحتوي على فعل.

والـ (verb phrase) عبارة عن (combination of something) يمكن أن تكون كلمة واحدة يعني (single verb) مثل (he walks)، فكلمة (walks) عبارة عن (verb phrase)، ويمكن أن تكون الـ (verb phrase) عبارة عن (combination of verbs) كما في (he is walking) وهنا (is) عبارة عن فعل و (walking) أيضاً فعل.

A Verb Phrase

A verb phrase may contain a **single verb**, for example: **he walks**, or a **combination of verbs**, for example: **he had walked, he has been walking, he might have been walking, he is walking, he can walk**.

سنأتي الآن إلى تقسيمات الأفعال:

Verbs divide into **two major groups** according to the way they are used in a clause. The first group is that of '**main verbs**'. The second group is that known as **auxiliary or helping verbs**. A main verb is sometimes called a '**doing word**'. **Auxiliary verbs combine with main verbs to form different tenses such as the progressive and the perfect tenses.**

تسمى الـ (auxiliary verbs) بـ (helping verbs) لأنها تساعدنا على تشكيل سؤال وعلى نفي الجملة وعلى تشكيل (tenses) كما في (he is walking) و (he had walked) إلخ، ففي الجملة الأولى ساعدتنا (is) على تشكيل (present progressive) وفي الجملة الثانية ساعدتنا (had) على تشكيل (past perfect).

Main verbs And Auxiliary Verbs

Main Verbs

These are the verbs that we use to **indicate actions and states**. Most of the verbs in English are **main verbs**. They are also called **lexical verbs**. Main verbs are divided or classified in several ways:

a) Action versus Stative Verbs

1. Some verbs are used to talk about **states of being or states of mind**, These include:

- Verbs of the senses**, e.g. feel, hear, see, smell, taste
- Verbs of emotion**, e.g. adore, fear, hate, like, love, want, wish
- verbs of **mental activity**, e.g. agree, believe, expect, forget, mean
- Verbs of possession**, e.g. belong, own, possess

الـ (action verbs) تستخدم بالـ (progressive form) أي نضع لها (-ing) وأما الـ (stative verbs) فلا تستخدم بالـ (progressive form) أي لا يوضع لها (-ing).

For example,

- I am ~~knowing~~. ×

الفعل (know) لا يأخذ (-ing) لأنه من الـ (stative verb).
أغلب الأفعال في اللغة الإنكليزية (main verbs).

- **Main Verbs = Doing Words = Lexical Verbs**

- **Auxiliary Verbs = Helping Verbs**

- Possession: ملكية

لا يمكن أن نقول (I'm owning a car) والصحيح هو أن نقول (I own a car).
سنقرأ المزيد من الأمثلة.

Go to page 12:

- This book **belongs** to John.
- I **detest** his way of dealing with others.
- Laila **likes** to stay in at home alone.
- I **feel** happy to hear such good news.
- I **hate** quarrels.
- The food **smells** nice.
- Randa **wishes** she had studied harder.
- We **mean** you no harm.
- That house **belonged** to my parents once.

دعونا نقرأ الملاحظة التالية في الجدول:

Verbs of State are not usually used in progressive tenses. When they are used in progressive tenses, they change their meaning. For more on verbs that are not used in the progressive or continuous tense see appendix 2.

The doctor is feeling Peter's leg to see if the bone is broken.

(The doctor is examining Peter's leg to see if it is broken)

Mary is expecting her first child. (Mary is pregnant with her first baby)

- Feel: يشعر
- Expect: يتوقع
- وهذان الفعلان من الـ (stative verbs) وعندما نضيف (-ing) لهما يتغير معناهما.
- Is feeling = is examining (يفحص)
- Is expecting = is waiting
- هناك العديد من الأمثلة على هذه الفكرة في (appendix 2) أي (ملحق ٢).
- I **have** a car.
- (have) عبارة عن (stative verb) يعبر عن الـ (possession) مثل (belong) و (own) إلخ.
- لا يمكن أن نقول (I'm having a car) لأن معنى (have) يتغير عند إضافة (-ing) له.
- I'm **having** breakfast.
- Having breakfast = eating breakfast
- تغيير معنى (have) هنا عن الـ (possession).
- He is **having** a shower
- Having a shower = Taking a shower
- هنا أيضًا تغيير معنى (have) هنا عن الـ (possession).
- I'm **having** great time
- Having great time = spending great time
- يعني (أقضي وقت جميل) وليس (أملك وقت جميل).

2. Verbs that are used to refer or **describe actions**. These verbs can occur in all tenses:

- They **were crossing** the road.
- They **drove** for five hours before they reached London.
- He **is running** to catch the bus.
- Maria **has just bought** a new personal computer.
- The play **was broadcast** on radio late at night.

نتحدث هنا عن الـ (action verbs).

سننتقل إلى تصنيف آخر للأفعال:

b) Regular Versus Irregular Verbs

Verbs in English can also be classified into regular and irregular verbs according to the spelling of their forms.

Regular: play, plays, playing, played.

Irregular: sing, sings, singing, sang, sung.

Irregular: do, does, doing, did, done.

For a list of some of the **irregular verbs** in English, see appendix 1.

For more on the **spelling endings** of words in English see appendix 4.

هناك لأفعال حتى لو كانت نظامية تتغير كتابتها، على سبيل المثال:

- Study (v1) → Studied (v2)

- استبدلنا (y) بـ (i) لأن لدينا (consonant) قبل (y) ثم أضفنا (-ed).
- Play (v1) → Play (v2)
قبل (y) يوجد (vowel) لذلك تبقى (y) كما هي ونضيف (-ed).
 - Try (v1) → Tried (v2)
استبدلنا (y) بـ (i) لأن لدينا (consonant) قبل (y) ثم أضفنا (-ed).
ويوجد في (الملحق ٤) الكثير من الأمثلة عن تغيير الـ (spelling endings) للأفعال.

- سننتقل إلى تصنيف آخر لكـ (verbs) وهو (transitive verbs) و (intransitive verbs).
- Transitive verb: فعل متعدي
يعني (transitive verbs have objects).
 - Intransitive verb: فعل لازم
يعني (intransitive verbs don't have objects).

Go to page 13:

c) Transitive Versus Intransitive Verbs

Verbs in English can also be classified according to whether or not they are followed by an object. That is, whether they are **transitive (a verb that is always followed by an object)** or **intransitive (a verb that is not followed by an object)**.

- I slept at my grandparents. (Verb without object: intransitive)
 - We both read **the same chapter** (Verb + indirect object + direct object: transitive)
 - Don't tell **her** our secret. (Verb + object transitive)
 - We both sat down at the same time. (Verb without object: intransitive)
 - Sue found a **golden necklace** (Verb + object: transitive)
 - Yesterday, I met **my friend** in the library. (Verb + object- transitive)
- There are verbs which are always transitive like afford, blame, contain, enjoy, fix, have, let, like, make. There are also verbs that have both transitive and intransitive uses, for example, break, burn, close, drop, fly, move, open.
- **Someone opened the door.** (Verb + object: transitive)
 - **The door opened.** (Verb without object: intransitive)

من الأفعال الـ (transitive) التي تأخذ (object) لدينا (read) و (make) فنقول (read a book) و (make coffee).

ومن الأفعال الـ (intransitive) التي لا تأخذ (object) لدينا الفعل (sleep).
وهناك أفعال يمكن أن تكون (transitive) و (intransitive) في الوقت نفسه مثل الفعل (open) و (read) و (walk).

- **When I entered the room, she was reading.**
يمكن أن نقول (she was reading) ونسكت وفي هذه الحالة الفعل (read) يعتبر (intransitive) لأن ليس له (object).
ويمكن أن نقول:
- **When I entered the room, she was reading a book.**

هنا الفعل (read) يعتبر (transitive) لأنه أخذ (object).
كذلك الفعل (walk) يمكن أن يكون (transitive) و (intransitive) في الوقت نفسه، على سبيل المثال:

- She was walking. (intransitive)
- She was walking her dog. (transitive)

Auxiliary Verbs

These verbs are used in combination with main verbs in order to allow us to talk about different times or periods of time, different degrees of completion, and different amounts of certainty or doubt.

وهذه هي وظائف الـ (auxiliary verbs).

- Different times:

كما في الـ (verb to be) فمرة يكون لدينا (past) ومرة يكون لدينا (present) ومرة نستخدم (was) ومرة نستخدم (is).

- Different degrees of completion:

فالفعل يخبرنا إذا ما كان الفعل (finished/completed) أو (unfinished/uncompleted) على سبيل المثال:

- I walked in the park yesterday. (finished)

This action is complete.

- I am looking for a job. (unfinished)

لا زلت أبحث عن عمل حتى الآن.

- I am studying translation. (unfinished)

يعني أنا أدرس (translation) ولم أخرج بعد، فهذا (unfinished action).

وهذا هو المقصود بـ (different degrees of completion).

- Different amounts of certainty or doubt:

- Certainty: يقين
- Doubt: شك

يظهر هذا الاستخدام عندما نتحدث عن الـ (modals).

- I will go. (certain)

- I might go. (doubt 'maybe yes and maybe no')

*

Auxiliary verbs may be divided into **two types primary** and **modal auxiliary verbs**. The **primary auxiliaries** help **express time**, and the **modal auxiliaries** help **express the attitudes of the speaker like certainty, doubt, etc.**

- **Primary Auxiliaries** (be, have, and do) → express time
- **Modals Auxiliaries** → express the attitudes of the speaker like certainty, doubt, ability, permission etc.

Primary auxiliary verbs:

A primary auxiliary verb is used together with a main verb in order to expand the range of different meanings that the main verb is capable of expressing, especially those about time and continuity. The primary auxiliary

verbs in English are: **be**, **have** and **do**. The verbs **be** and **have** are used to **construct compound tenses** and the verb **do** is used to **construct questions, negative, and emphatic statements**.

We use (to be and to have) to construct compound tenses:
الـ (compound tenses) هي (الأزمنة المركبة) مثل (present continuous) و (past continuous) بالنسبة للـ (verb to be) و (present perfect) و (past perfect) بالنسبة للـ (verb to have).
نستخدم (do) عند تشكيل (question) ومع الـ (negative) ولكن ليس مع الجملة المثبتة، فلا نقول مثلاً (I do want) في الحالة العادية.
وأحياناً نقول (I do want) عندما يكون لدينا (emphatic statements) أي (للتأكيد فقط).
- I do like.
هنا أنا أؤكد أنني (like something).

Go to page 14:

The Auxiliary Verb be

Uses:

1) The auxiliary verb 'be' is used to help form the Present and Past Progressive tenses.

Present progressive

- Randa **is working** on the computer.

Past progressive

Last night, we **were all playing** chess.

2) The auxiliary verb 'be' is used to help form the passive voice.

Present

Sana **is liked** by all her friends.

Past

The thief **was sent** to prison.

في الـ (passive voice) نستخدم (verb to be + v3)، على سبيل المثال:

- The book **was written** by

*

The Auxiliary Verb have

Uses:

1) The auxiliary verb 'have' is used to make **Present** and **Past Perfect** tenses.

Present perfect

The technician **has finished** fixing the television.

Past perfect

Amanda **had already slept** when we arrived.

- I **have walked**.

(have) في هذا المثال (auxiliary verb) وهذه الجملة بالـ (present perfect).

The Auxillary Verb *do*

Uses:

The auxillary verb 'do' is slightly different in use from the primary auxiliary verbs be and have. It is sometimes called the **supporting auxiliary** because it is **used in forming negatives, questions, and emphatic statements** in clauses which have simple verbs.

- Emphatic statements: للتأكيد

Go to page 15:

I **do not like** sweets. (A negative statement)

Do you like sweets? (A question)

I **do like** sweets. I love them. (An emphatic statement)

والآن سننتقل للحديث عن خصائص الـ (auxiliary verbs):

Some characteristics of auxiliary verbs

The auxiliary verb, or if there is more than one of them, the first auxiliary verb, performs these **grammatical functions**:

i) It shows tense and is therefore the **finite⁴ part of the verb phrase**.

- I **have** been to Jordan. (Present perfect)

- I **had** been to Jordan. (Past perfect)

Note that it is the first auxiliary (which happens to be the auxiliary verb 'have' in this example) that changes with the change in tense.

- **Finite verb**: it is a verb that has a subject, tense, and agreement between the subject and the verb.

For example,

- He **is** good.

(Is) here a finite verb because it has a subject (he), it has a tense (present), and it has agreement between the subject and the verb.

فنن استخدمنا (is) لأن لدينا (he) وهذا هو معنى الـ (agreement between the subject and the verb) وإذا قلت (they) يجب أن أضع بعدها (are) لتحقيق هذا الـ (agreement).

- Agreement: توافق

- He **swims**.

الفعل (swim) عبارة عن (finite verb) لأن له (subject) هو (he) ولأن له (tense) وهو (simple present) وفيه (agreement between the subject and the verb) فلأن لدينا

(he) أضفنا (-s) للفعل، ولو كان لدينا (they) لقلنا (swim).

هل هناك أفعال ليست (finite)؟ هل هناك أفعال لا تتغير؟ بالطبع يوجد.

For example,

- She **was** in the kitchen **cooking** something.

- She **is** in the kitchen **cooking** something.

⁴ A finite verb is a verb that has a subject and tense. He writes, she wrote, and he has written, but written by itself is not finite.

- I am in the kitchen cooking something.
(was) و (is) و (am) عبارة عن (finite verbs) لأنها تتغير بتغير الـ (tense) والـ (subject)، وأما (cooking) فيؤى (nonfinite verb) لأنه لم يتغير بتغير الـ (tense) والـ (subject).

ii) It shows number and person agreement with the subject.

I **have** been to Jordan. They **had** been to Jordan.

I **am** looking for my book. You **are** looking for your book.

لا يمكن أن نستخدم (was) في كل الحالات ونقول (they-was) مثلاً.

iii) It will take any negative immediately after it.

He has **not** been thinking about it.

يعني نضع أداة النفي (not) بعدها مباشرة.

iv) It can come before the subject to make a question.

Have you got the right time?

أي أننا نقرب بين الـ (subject) والـ (auxiliary).

There are other functions of auxiliary verbs. These include the following:

ومن هذه الوظائف:

a) Auxiliary verbs are used to form tag questions.

- You are only joking, **aren't** you?

- She arrived late, **didn't** she?

- He **is** happy, **isn't** he?

- He **isn't** happy, **is** he?

يعني إذا كانت الجملة مثبتة ننفيها في الـ (question tag) وإذا كانت منفية نجعلها مثبتة في الـ (question tag).

b) Auxiliary verbs are used to make a short addition (positive or negative) to a statement.

- I told you I'll do it and I **did**. (Positive addition)

يعني (قلتلك رح ساويها وساويتا) قلنا (I did) بالماضي لأن لدينا في البداية (I told) بالماضي.

Go to page 16:

A: I don't have any money.

B: And neither **have** I. (negative addition)

هنا لدينا (negative addition) كما تلاحظون.

في الحقيقة أنا لدي شك في الجملة الثانية فلماذا قالوا (neither have I) ولم يقولوا (neither do I)؟ وذلك لأن الـ (auxiliary verb) هنا (do) وليس (have)، فـ (have) عبارة عن (main verb) هنا، لذلك أتوقع أن الصحيح هو أن نقول (and neither do I).

c) Auxiliary verbs are also used to give emphasis.

A: I do like learning Arabic.

B: So **do** I.

(so do I) بمعنى (وأنا أيضاً).

d) Auxiliary verbs are also used in short responses.

A: Do you like courgettes?

B: Yes I do.

- Short responses: short answers.

Contracted Forms of auxiliaries

Auxiliaries are very often used in **contracted forms**. In the case of *be* and *have*, the contracted form can involve linking the subject and the auxiliary verb into a single form, e.g. *I'm (I am)*, *I've (I have)*, *we'd (we had, we would)*, *she's (she has or she is)*.

They're (are) back!

I've (have) finished my work.

They'd (had) gone when we got there.

Sarnia's (is) here.

- Contracted forms: اختصارات

The **contracted negative form, auxiliary + n't**, is common with all the auxiliaries except *am*, e.g. *hasn't*, *wouldn't*, *don't*.

She isn't (is not) crying.

We don't (do not) live there.

He hasn't (has not) been there.

I can't (cannot) go with you.

معنى (auxiliary + n't, is common with all the auxiliaries except am) يعني أننا لا نقول (I amn't) وإنما نقول (I'm not).

He's walked.

هنا (he's) اختصار لـ (he has) وليس (he is) وعرفنا ذلك لأن جاء بعدها (walked) أي (v3).

He's walking.

هنا (he's) اختصار لـ (he is) وليس (he has) وعرفنا ذلك لأن جاء بعدها (walking). أي أننا نعرف أصل الاختصار من الـ (verb) الذي يأتي بعد الاختصار.

Contracted forms are more informal than full forms. They are therefore more common in spoken English. **Full forms are usually preferred in formal written English.**

قوموا بقراءة فقرة الاختصارات قراءة لأننا بجميع الأحوال نستخدم هذه الاختصارات في الـ (spoken English) فقط ولا نستخدمها في الكتابة أو في الـ (formal written English).

*

تحدث الكتاب عن الـ (modals) باختصار لأنه يوجد (chapter) كامل يتحدث عن الـ (modals) لاحقاً.

Modal Auxiliary Verbs

Will, would, may, might, shall, should, can, could, must, ought to are all modal auxiliary verbs, usually called simply, **modal verbs or modals**. A modal verb allows us to talk about the future as a fact or to talk about future

actions as possible, doubtful, or necessary. We may use modals to ask for permission to do something; grant permission to someone; give or receive advice; make or respond to requests and offers, etc.

كلى واحد من الـ (modals) له عدة معاني و عدة استخدامات، فمثلا (can) و (could) لهما عدة استخدامات، على سبيل المثال:

- I can swim. (ability)
ومعنى (ability) هو (الاستطاعة)، و (could) تستخدم للتعبير عن (الاستطاعة بالماضي)، وكذلك لها استخدامات أخرى مثل (polite request).

- Could you open the door, please?
Here I'm asking you to do something in a polite way.

- I might go tomorrow. (doubtful)
Let us read the examples:

Peter **may** leave on Friday. (Expressing possibility)

Peter **can** leave on Friday. (Expressing ability)

Peter **must** leave on Friday. (Expressing obligation)

A number of Auxiliaries can be combined together in a single verb phrase. For example, a **verb phrase may consist of a modal + a form of have + a form of be + a form of a main verb.**

I **could have been making** a terrible mistake by trusting Sarnia.

You **must have been given** the wrong address.

Now, let us talk about adjectives:

1.3.4. Adjectives

An adjective (kind, shy, cold, angry, wonderful, bad, unusual, mad) **gives further information about a noun and makes the meaning more specific, i.e. it describes or qualifies the person, thing** etc. which the noun refers to.

If you use the noun 'cat' it can mean any animal of that species. As soon as you say '**Siamese cat**' or '**Persian cat**' you have given a more specific description; it belongs to this special class of cats. If you say '**a large, brown cat**' you have given two of its **attributes**, and size, and these qualities might help us select that cat from a lot of others. A noun is said to be **modified** by its adjectives.

- Modified = described

Adjectives have **two main features**:

i) Adjectives can go **before a noun**; this is termed their **attributive** use.

- A **young** man

- The **blue** sky

- This **green** grass

- Four **talkative young** girls

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ii) Adjectives can also go after a link verb such as be; this is termed their **predicative** use.

- He seems **young**.
- The grass is **green**.
- The girl grew **tall**.
- These books are **interesting**.

- Attributive → before a noun
- Predicative → after a link verb such as be

Any word that can go into both of these positions is a normal adjective. When used predicatively (after a link verb), an adjective can be either a **subject complement** or an **object complement**.

When the adjective is a subject complement, it tells us more about the subject:

Lamia is a **nice** person.

These peaches are **delicious**.

When it is an object complement, it tells us more about the direct object.

It relates directly to the object and is placed after it.

They painted the house **white**.

The children made their parents **angry**.

والآن سننتقل للحديث عن ترتيب الصفات عندما تتعدد في الجملة:

Adjective Order Before Nouns

In English, many adjectives can be used to modify or describe a single noun, however when you use more than one adjective to qualify a noun, the usual order for the adjectives is that the qualitative adjectives (adjectives that identify a quality that someone or something has, such as 'sad', 'pretty', 'small', 'happy', 'wise') come first. Then they are followed by colour adjectives which in turn are followed by classifying adjectives (adjectives that place something into a class such as American, Syrian, Lebanese, British, Islamic, Victorian, wooden, metallic):

- ... a **little white wooden** house.
- ... a **pretty black lacy** dress.
- ... a **large circular pool** of water.
- ... a **beautiful pink** suit.
- ... a **nice red** apple.

*

More specifically, the order of adjectives usually goes as follows:

First, adjectives that describe **feelings, opinions or qualities**

- **Pleasant** childhood memories
- A **terrible** boy
- A **nice** outfit
- **Funny** pictures
- A **beautiful** dress
- A **nice** day

Second, adjectives of **size, age, temperature, or measurement**

- A **young** teacher

- Some **hot** scones

- A **small** house

Third, adjectives of **colour.**

- Those **pale** girls

- Her **beautiful blue** eyes

- A **brown** mug

Fourth, adjectives of **nationality or origin**

- A nice cup of **Turkish** coffee.

Those three black **Arab** stallions.

Old black **Spanish** boots.

Fifth, adjectives denoting **substance or material**

- A large **wooden** spoon

- An elegant **silver** teapot

- Old red **leather** boots

- A **new** school

- Those **round** biscuits

- The **little** cat

- Some **little brown** biscuits

- **Red** boots

- Denote: يدل

Although it is possible to pile up adjectives in English, but in practice **more than four is most uncommon.**

A **happy young blonde Syrian** girl

An **elegant old brown Indian wooden** cupboard

Old red Spanish leather riding boots

Thank You

...

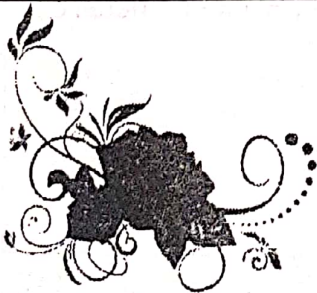


Page:

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