AYDI EST.

Open Learning ✿ Translation

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Third Year　　　　**Second Term**

7+8

The Last Lecture

Semantics & Syntax

21.07.2023
28.07.2023

مؤسسة العائدي للخدمات الطلابية

AYDI ESTABLISHMENT

HELLO EVERYONE!

We will begin with the subordinate clauses.

There are three types of subordinate clauses:

- *Noun clauses*
- *Adverbial clauses*
- *Adjective clauses*

Let's start with noun clauses.

Noun Clauses

What do noun clauses stand for?

Noun clauses basically occur as nouns, so they have functions similar to those of nouns and noun phrases. Noun clauses can take only four of the functions of nouns and nouns phrases.

There are two types of noun clauses:

- *Wh- noun clauses*
- *That noun clauses*

These two types only differ in functions. Let us start with that-clause.

■ <u>That-clause:</u>

That-clauses can have one of the following four functions:

1- The subject of a verb in another clause

Examples:

- **That she is homeless is not true.**
- **That she couldn't cook annoys me.**

Sometimes, we can drop "that" and sometimes it can't be dropped. It can't be dropped when the noun clause functions as a subject of a verb in another clause. So when it is a subject, you can't drop "that". When the clause is used as an object, it is optional to drop "that" or not.

So the second function is:

2 - An object

Example:

- **That Ali was actually afraid, I can't believe.**

3 - The complement of a subject + verb to be

Example:

- **The truth is that she is very helpful.**

Here, we can drop "that".

4 - In addition to a noun like "fact, notion, idea, explanation"

Here we can't drop "that".

Example:

- **The fact that the Allied troops occupied Iraq worries me.**

☞ That-clause can be followed by certain adjectives that express personal feelings or states of mind.

Example:

- **She's certain that nothing happens to the baby.**
- **I'm afraid that the house will catch fire.**

☞ One important use of that-clause is in reported speech. In this case, the use of "that" is optional.

Student: can we drop "that" in the sentence "people are surprised that she will pass the exam"?

Instructor: no you can't.

<p style="text-align:center">***</p>

To sum up, the functions of that-clause:
- Subject
- Object
- Complement of subject + verb to be
- Object of statements as fact, truth, etc
- In reported speech

- **Wh-clauses:**

A wh-clause can have four of the functions of a noun phrase:

1- The subject of another clause

Example:
- **What she said annoyed me.**

2- The object of a verb in another clause

Example:
- **No one knows what happened to her.**

The main clause hers is "no one knows". The clause "what happened to her" is a dependent clause.

3- A subject complement

The wh-clause can occur as a complement to a subject.

Example:
- **The question is what caused the problem.**

Note: whenever we have a verb to be as a main verb, what follows this verb to be is a complement to the subject.

4- The object of a preposition

You know that a noun phrase can function as an object to a preposition; it can be expanded to a subordinate clause beginning with a wh- word.

Example:
- **It depends on what they really mean.**

The clause "what they really mean" is an object to the proposition "on".

Note: the wh-clause can be governed by a preposition, while the that-clause cannot. In other words, the wh-clause can occur as an object to a preposition, while that-clause cannot.

Student: why do we call wh-clause an object of a verb and in another example we called it a complement?

Instructor: in the sentence "no one knows what happened to her", the verb is transitive so it needs an object. The verb to be doesn't need an object, so it needs a complement to the subject.

We have sometimes to go back to semantics: agents and themes. Agents are those that do the action (subjects). Themes are the objects or the entities affected by the verb. When it is a theme, it is an object. When it is an agent, it is a subject. When it is an experiencer, it is a complement of a subject.

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Adjective Clauses

The term "adjective clause" is used interchangeably with the term "relative clause" because they have the same functions.

What is the function of a relative clause or an adjective clause?

- An adjective modifies a noun.
- An adjective clause modifies a noun, a noun phrase, or a noun clause.
- ☞ The entity modified by the adjective clause is called the *antecedent*.
- ☞ Adjective clauses (relative clauses) usually begin with a relative pronoun.

Relative pronouns are: *who, whom, which, whose, and that.*

There are two types of relative clauses:
- Restrictive (defining) relative clauses
- Non-restrictive (non-defining) relative clauses

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☞ The relative clauses limit the scope of its antecedent.

Example:
- **There is always place for people who can speak foreign languages.**

Here, "people" is a very large group. The relative clause limited this group. This is called a restrictive relative clause.

An example of a non-restrictive relative clause:
- **The younger people, who have lost their faith, are now parents.**

This is a non-restrictive (non-defining) relative clause.

☞ The main difference between a restrictive and a non-restrictive relative clause is that *we can drop the non-restrictive.*

Example of an exam question: (page 138)

I might give you a sentence and in the options, I might put: SV, SVV, SVA, SVOO, and tell you to define what pattern of an independent clause this is.

☞ Non-defining relative clauses split the main clause.

☞ The antecedent of a relative clause can be a personal pronoun or a non-personal pronoun.

When we have a large clause that contains a smaller one (which is a dependent relative clause) and an independent clause, the relative clause in this case has a function related to the verb of the independent clause.

The relative clause beginning the main clause can be:

1- The subject of the clause

We use "who" to ask about the subject.

Example:
- **That is the man. He hit me. =) That is the man who hit me.** The main

The entire clause is the whole sentence (it is a complex sentence). The main independent clause is "that is the man". The clause "who hit me" is a dependent

clause.

2- The object of a verb in a sentence
We use "whom" to ask about the object.
Example:
- **This is the man. I saw him. =⟩ This is the man whom I saw.**

3- The object of a preposition
Example:
- **That is the man. I spoke to him. =⟩ That is the man to whom I spoke.**

4- A possessive
Example:
- **That is the man. His car crashed. =⟩ That is the man whose car crashed.**

Notice that the relative pronoun in examples 2 and 3 can be dropped:
- **That is the man who I saw. =⟩ That is the man I saw.**
- **That is the man to whom I spoke. =⟩ That is the man I spoke to.**

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There are some cases where we have two relative clauses in one complex sentence. Sometimes they are nested (one of them hosts the other).
Example:
- **This is the man that I know who can play the guitar.**

In this example, we have two relative clauses. Here there is a relative clause contains another relative clause.

There are other cases where the two relative clauses are not related.
Example:
- **This is the fridge that I have been using for ten years and whose motor was made in Japan.**

In this example, the two relative clauses are not nested.

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Adverbial Clauses

☞ Adverbial clauses refer to place, time, or manner.

☞ Usually, adverbial clauses have relative adverbs joining them with the independent (main) clause.
Example:
- **She woke up when she heard a strange noise. (This adverbial clause is an adverb of time.)**

Example:
- **You may park your car where there is a parking sign. (This adverbial clause is an adverb of place.)**

☞ For time, we use "*when*" and "*whenever*". The difference between them is that with the use of "when" we are specifying a specific time.

☞ For place, we use "*where*" and "*wherever*".

Example:
- **Rowaida writes as her father does. (This is an adverbial clause of manner.)**

Note in adverbials of time and place, we can start with the adverbial clause. But in adverbials of manner we cannot start with the adverb clause; we need to start with the main clause.

Examples:
- - She woke up when she heard a strange noise.

We can say: When she heard a strange noise, she got up to.
- - You may park your car where there is a parking sign.

We can say: Where there is a parking sign, you may park your car.
- - Rowaida writes as her father does.

We DON'T normally say: As her father does, Rowaida writes.

☞ With adverbs of time, we use also "*until*", "*till*", and "*since*". What is the difference between these and between "when" and "whenever"?
- "When" indicates the exact moment of time an action takes place.
- "Until" indicates the point of time when an action starts or the absence of action ends.

Example:
- I'll be waiting until you arrive. "Until you arrive" indicates the point of time when the action of waiting will stop.
- I will not leave until you give me what I want.
- "Since" indicates a specific duration in which an action has taken place.
- "Since" marks the duration in which an action started. This action might be still ongoing or not.

Example:
- I have been living in Damascus since 2006.
- I have lived in Damascus since 2003. (I might not be living there anymore)
- "Till" and "until" are exactly the same but in formal speech I don't use "till".
- "While" can be replaced by "as".

Example:
- While I was walking, I tripped and fell.
- As I was walking, I tripped and fell.

Conditional clauses:
Other adverbial clauses include conditional clauses. So, conditional clauses are adverbial clauses.

Comparison clauses and reason clauses:
☞ Other types of adverbial clauses are reason clauses and comparison clauses. Comparison clauses are introduced by "than" and they are considered a major type of adverbial clauses.

Example:
- Samer walks more quickly than I do.

☞ Reason clauses start with "because of", "due to", "since", etc. Reason clauses refer to logical relations.

☞ Another kind of logical relations is contradiction, like when I use "in spite of", "nevertheless", "whereas", etc

☞ Cause and effect relations can include "thus", "consequently", "in addition to", "furthermore", etc.

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Summary

- We have two types of noun clauses:
  - *That-clauses*
  - *Wh-clauses*

The main difference between them is that a wh-clause can be an object to a preposition while that-clause cannot.

Both wh-clause and that-clause have four of the functions of noun phrases:
  - Subject
  - Object
  - Complement
  - Object of statements as fact, truth, etc.

The wh-clause can be an object of a preposition while the that-clause cannot.

- When can we drop "that" in noun clauses?
  - When it is a subject, it cannot be dropped.
  - When it is a complement, it can be dropped.
- Wh-clauses can be:
  - Subject
  - Object
  - Subject complement
  - Object of a preposition

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- With relative clauses, we have restrictive and non-restrictive. They modify a noun or what substitutes a noun.
- How do we distinguish a defining (restrictive) relative clause from a non-defining (non-restrictive) relative clause?
  - The non-restrictive can be omitted without affecting the syntax and the structure.
  - Non-defining relative clauses are always separated by two commas.
- We said that relative clauses modify a noun or what substitutes a noun. This noun is called an **antecedent** and has functions:
  - The subject of a clause
  - The object of a verb in a clause
  - The object of a preposition
  - A possessive
- Sometimes relative clauses can be nested in one another.

Adverbial clauses

- We have adverbs of time, place, and manner
- Adverbials of time and place can occur at the beginning or at the end.
- An adverbial clause manner clauses, it is not normally used at the beginning.
- For time and place, we have: when, whenever, where, wherever, until, till, since, etc.

- For manner we have as, like, etc.
- Another type of adverbial clauses is the conditional clause which usually starts with "if" or "unless".
- We have also comparison and contradiction clauses.
- We have reason clauses (cause and effect) where we use because, due to, etc.
- Contrast clauses use expressions like: on the other hand, however, though, etc.

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About the exam:

- The questions won't be that complicated; I won't ask for example if two clauses are nested or dependent on each other.
- There will be some theoretical questions.
- لا تعتمدوا على الحفظ البصم بل على الفهم
- In theoretical questions, I might ask about the antecedent in a clause.
- I might ask about the function of a noun phrase.
- I might give you a sentence and ask you to decide whether the underlined is a theme, agent, location, etc.
- You will have a tree diagram which you should label.

Thank You

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LECTURE NO.8
THE LAST LECTURE
28.07.2023

HELLO EVERYONE!

This section is strictly theoretical. It talks about objects, complements, obligatory adverbials, subjects, etc.

Syntactic Functions of Clause Complements

Objects and complements

They appear in:

- SVO   - SVC   - SVOO   - SVOC

We can see that there are two types of objects and two types of complements. We have a complement to the subject and a complement to the object. We have a direct object and an indirect object.

- What determines how many objects we need?

The verb does that.

We can conclude that the verb is the basic part of any independent clause. The verb dictates what other parts of the clause should be or should not be aside from the subject.

On the other hand, the subject dictates person and number. The verb should agree with its subject; the other elements of the clause are related to the verb.

As for the object, there are two types of objects: direct and indirect. The two types strictly appear with di-transitive verbs in the pattern SVOO.

- What comes first, the direct object or the indirect object?

The indirect object comes first.
- How can we distinguish between the direct object and the indirect object?

The indirect object can be replaced by a prepositional phrase.

Example:
- **He gave his mother a gift.**
- **He gave a gift to his mother. (The gift is the direct object)**

Now we move to complements. Complements are attributes to either the subject or the object. They are usually adjectives and adverbials in contrast to objects and subjects which are noun phrases or noun clauses.

The most important thing is that the complement is either an attribute to the object and in this case it is symbolized by CO, or to the subject and symbolized by CS.

Obligatory adverbials

We discussed earlier three main types of adverbials: time, place, and manner. In the book, they fuse time and place together. They refer to time as an extension of space.

Obligatory adverbials can usually occur in different places in the sentence. They either include adverbials of place or adverbials of time.

Adverbials can refer not only to the physical space and time but also to metaphysical space and time. For example, "in his dreams" is a metaphysical place and time.

- Adverbials of manner can also occur in different places in the sentence. In what sentence pattern do they appear?
  - SVA (subject, verb, adverb)
  - SVOA (subject, verb, object, adverb)

The elements of a clause

We talked about objects and complements and how to distinguish between them, and we talked a bit about adverbials. The elements of a clause are basically subjects, objects, complements, adverbs. Each one of those has its own characteristics.

☞ **The characteristics of the subject:**
- It should be a noun phrase or a noun clause
- It normally occurs before the verb in affirmative
- It occurs after the verb in interrogative (questions)
- It is redundant (absent) in imperative because it is always "you"
- It determines the number and the person that the verb should follow (agreement)

☞ **The characteristics of the object:**
- It's typically a noun phrase (a noun phrase can be reduced to one word and extended to a clause)
- It normally follows the verb
- The indirect object comes before the direct object
- It generally occurs as a corresponding object of a passive structure (The object becomes the subject of the corresponding passive structure).

Examples:

- The instructor has written a sentence on the board.
- A sentence has been written on the board. (The object "a sentence" has become a subject in the corresponding passive structure).

<u>Note</u>: there are many types of personal pronouns. Two of them are subject pronouns (I, we, you, etc.), object pronouns (him, her, then, etc.). It is intuitive to replace subjects with subject pronouns and objects with object pronouns.

☞ **Complements**

- They are typically noun phrases or adjective phrases

Example: **Benjamin is becoming a brilliant student.**

- They normally follow the direct object if they are an attribute of an object, they follow the verb if they are an attribute to the subject.
- They give attribute to either the subject or the object depending on their type. Object complements give attribute to the object. Subject complements give attribute to the subject.
- They don't have a corresponding passive subject

Examples:

- **Most students have found her reasonably helpful.** (The complement is "reasonably helpful"). In passive it becomes:
- **She was found reasonably helpful.** (The complement remained, but it was a complement of the object in the first structure and became a complement of the subject in the passive structure)

<u>Note</u>:

Some sources say that every phrase has a head which is the central part of it. Around this head clusters a group of modifiers (pre-modifiers and post-modifiers). In an adjective phrase, the head of the phrase is an adjective and it has modifiers.

Adjective phrases can be part of other larger phrases.

Example: **The blue fast train. (these two adjectives are two adjective phrases with no modifiers).**

☞ **Adverbials**

- They are capable of occurring in more than one position in a clause. This ability depends on the type and form of the adverbial. Sometimes we can't put the adverbial in any position other than at the beginning. Other times we can't put it in any position other than at the end.

Examples:

- **By then, the book should have been returned to the library. (We can move "by then" to any position in the sentence)**
- **Noura always finishes first. (You can't move the adverb "always")**
- They are normally adverb phrases or prepositional phrases or clauses
- They are optional, except in the case of SVA

Examples:

- **My office is in the next building (obligatory)**
- **They are advising me legally (optional)**

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• Synatx 3.7+8 Last

Exam Samples

Last semester I had 10 theoretical questions out of 50 questions. Each question had two marks.

Choose the correct answer:

1. Grammatical categories are originated from:

a. generative grammar   **b. traditional grammar**

c. descriptive grammar   d. perscriptive grammar

2. The semantic features of synonyms are:

a. the exact opposite   b. completely different

c. very similar   d. identical

3. Morphology is a branch of linguistics that is concerned with the study of:

a. the meaning of words, phrases, and sentences

b. the structures and the components within a sentence

c. the way in which elements are ordered in a sentence

d. the basic meaningful forms of a language

Note

☞ The basic meaningful form of a language is the morpheme.

☞ The smallest unit that can be analyzed but has no meaning is the phoneme.

☞ "-im" is a morpheme that has a meaning. It consists of two phonemes which are [i] and [m]

☞ "red" is a morpheme that consists of three phonemes."

4. According to the prescriptive approach to grammar:

a. **the structure of English sentences should be similar to that of Latin sentences**

b. English structures should be analyzed as they are produced by native speakers

c. The rules of Latin are always applicable to other languages

d. none of the above

5. A phrase is a syntactic unit characterized by:

a. the lack of subject-predicate structure

b. functioning as a syntactic constituent in a sentence

c. having the subject-predicate feature

d. both a and b

6. The following falls within the scope of semantic analysis except:

a. conceptual meaning   **b. associative meaning**

c. semantic roles   d. semantic features

Note:

We said that conceptual meaning is what the society agrees upon. The associative meaning is personalized.

7. In the study of antonymy: "If A is an antonymy of B, the negative of A does not imply B." This sentence is applicable to:

a. only gradable antonyms
b. only non-gradable antonyms
c. **both gradable and non-gradable antonyms**
d. neither gradable nor non-gradable antonyms

- The marker is black. (The antonym of "black" is "white")
- The marker is not black. (Is it necessarily white? Of course not)
- This tree is not tall. (This doesn't mean that it is short)

8. The meaning of idioms:

a. is derived from how meaning of the words composing them
b. is metaphorical and reflects the life experience and history of the speech community
c. can be guessed by combining the individual meaning of each word
d. **it's different from the meaning of its words**

9. Verbs in finite verb phrases:

a. have a tense
b. have subjects and/or objects
c. agree with the subjects and objects in person and number
d. **all of the above**

10. The functions of a noun phrase include being:

a. the object of a preposition
b. the complement of an adjective
c. the direct object of a verb
d. **both a and c**

***

In the following sentences, the underlined phrase is:

a. an agent
b. a theme
c. an instrument
d. a location

11. He cut the meat with a knife.	Instrument
12. The stray dog seemed very furious.	Theme
13. Great minds think alike	Agent
14. I went to the library.	Location
15. He sketched his idea with a piece of chock.	Instrument
16. He stared into the void.	Location

***

In the following sentences, the underlined word is:

a. a goal
b. a source
c. an instrument
d. an experiencer

***

In the following sentences, the underlined noun phrases are functioning as the:

a. indirect object of a verb
b. complement of a subject
c. complement of the object
d. the subject of a predicate

- Hardships made him a wise person.   **Complement to the object**

- The man in the blue shirt is a <u>brilliant architect.</u> **Complement to the subject**
- They gave their mother <u>a nice present.</u> **Direct object**
- <u>The man in the blue shirt</u> is a brilliant architect. **Subject of a predicate**
- Alexander the Great was <u>a very shrewd tactician.</u> **Complement to the subject**
- <u>Hardships</u> made him a wise person._____ **Subject**

***

In the following sentences, the underlined prepositional phrases are functioning as: ...

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<u>Student</u>: how do we distinguish the direct object from the indirect object?

<u>Instructor</u>:
☞ The indirect object always comes first.

Example:
- I gave my mother a present.
- My mother: indirect object
- A present: direct object
☞ You can always replace the indirect object with a prepositional phrase:
- I gave my mother a gift.
- I gave a gift to my mother.

***

In the final question, there is a drawn tree diagram with numbers in some boxes.

> Select the suitable labels for each number on the chart below, which represents the tree diagram for the senetence:
>
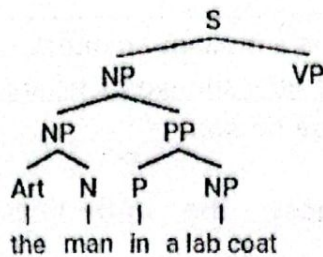> *The man in a lab coat talked about the fact that whales are mammals.*
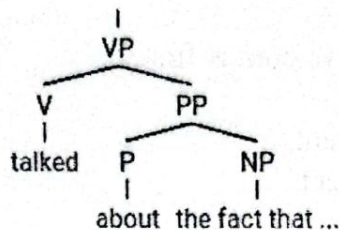>
> (A) NP   (B) VP   C (PP)
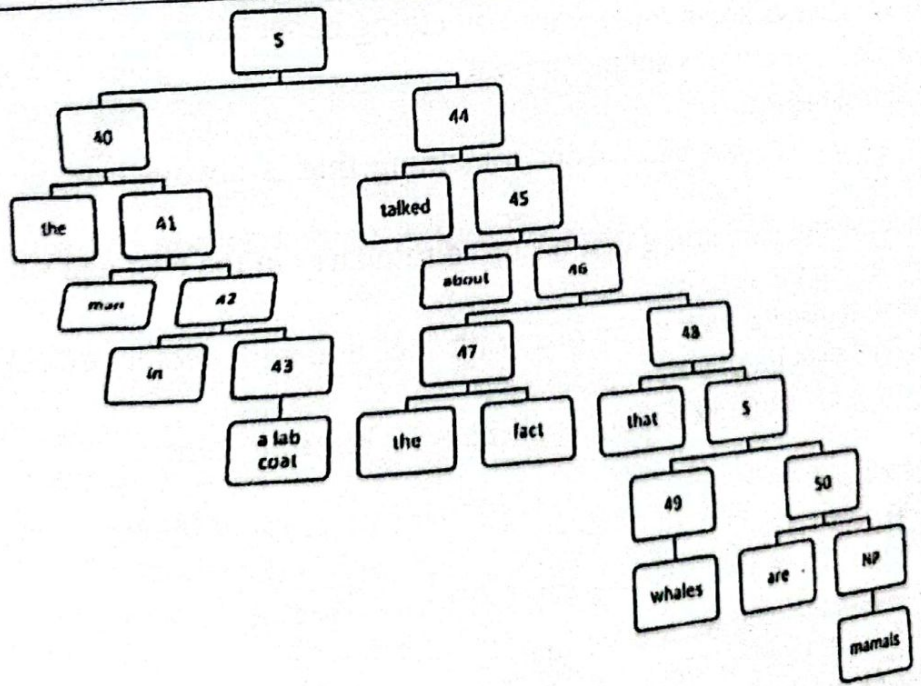
- Where is the subject here?

It is "the man in the lab coat". So here you should choose "NP". So let's start with
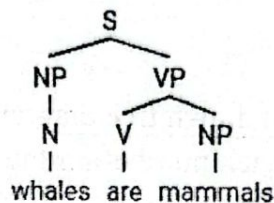
the subject:

```
                    S
            ┌───────┴───────┐
           NP              VP
      ┌─────┴─────┐
     NP          PP
    ┌─┴─┐      ┌──┴──┐
   Art  N      P     NP
    │   │      │     │
   the man     in  a lab coat
```

Now we come to the predicate. "Talked about the fact that"

```
           │
          VP
      ┌────┴────┐
      V         PP
      │      ┌──┴──┐
    talked   P     NP
             │     │
           about  the fact that ...
```

Now we come to the last part which is a new sentence: "whales are mammals"

```
            S
      ┌─────┴─────┐
     NP          VP
      │        ┌──┴──┐
      N        V     NP
      │        │     │
   whales    are   mammals
```

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Tenses

Tenses are always about time; when something happened.
The simplest structure is simple present.

❖ Simple present:

☞ The simple present talks about something that is always true; in the past, the future, and now.

☞ It talks about something that occurred regularly in the past and will continue to occur regularly in the future.

☞ The structure has two variations: with "be" and with another main verb.

- With "be": Subject, "be", complement

The verb to be is unique in English because it has four forms:

V0: be
V1: is, am, are
V2: was, were
V3: been

☞ In simple present, we use V1 (am, is, are)

- With a main verb: Subject, V0, complement

❖ Simple past:

☞ We have also two variations: verb to be and main verb.

- With be: was, were

- With a main verb: V2
  ☞ It expresses something that happened at a certain point of time in the past and we know exactly when that point is
  ☞ Our main focus is not on the duration
  ☞ It expresses something that used to occur regularly in the past but no longer

❖ **Present continuous:**
  ☞ Whenever we say continuous, we need -ing and verb to be
  ☞ Form: S + V-ing
  ☞ We use V1 of the verb to be (is, am, are)
  ☞ It expresses something that is occurring now
  ☞ It expresses something that is determined in the future

Examples:
  ▪ I'm meeting you on Monday
  ▪ I'm not leaving this place

❖ **Past continuous**
  ☞ We go back a step back in time with the verb to be. So we use (was, were)
  ☞ It expresses something that started in the past, lasted for a certain time in the past, and ended in the past.
  ☞ We couple it with simple past to entail that something interrupted something else.

Example:
  ▪ I was walking when I hit my head.
  ☞ Our focus here is on the fact that something took a duration of time in the past

❖ **Present perfect**
  ☞ Form: S + (have, has) + V3
  ☞ It expresses something that happened in the near past but it's not important when it happened exactly
  ☞ The focus is not on when the action happened but on the effect of the action in the present
  ☞ It focuses on the duration of time from now back, but not exactly when it happened. The most important thing is that the action happened and it has effects now.

Example:
  ▪ I've eaten this morning. (So I'm not hungry now)

❖ **Past perfect**
  ☞ We go a step back in time, so we use "had"
  ☞ It is used to express that something happened further back in time
  ☞ I don't care when exactly it happened
  ☞ The only difference between present perfect and past perfect is that last perfect doesn't include near past.

❖ **Present perfect continuous**
  ☞ Form: (have, has) + been + -ing
  ☞ It signifies that something happened in the past but has effects in the present and it continued for a duration of time.

❖ Past perfect continuous

☞ Form: had + been + -ing

Example: I had been teaching English for 30 years. I no longer teach English but I'm very experienced. We don't care when I started or when I stopped. My focus is on the duration and on the effect that it has on the present.

Note: In the negation and questions whenever you don't have a helping verb, you add do, does, or did.

Thank You

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Wish you all the best

...

دورات متابعة ومكثفات

بإشراف نخبة من أفضل الأساتذة الجامعيين

في معهد الكندي

لطلاب الترجمة (التعليم المفتوح) ولجميع المواد

Al Kindi
Languages & Training

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Group:

مؤسسة العائدي للخدمات الطلابية

مكتبة العائدي - التعليم المفتوح - قسم الترجمة

AYDI 7679

مكتبة العائدي: المزة- نفق الآداب

هاتف: 011 2119889

موبايل + واتساب: 0941 322227