

English 509 Final



“Create your own vision”
-Then go beast mode to achieve it-



Thanks to OUR *source of strength*
“Anny Adeel”

***The coaches have ***
changed the game to win the challenges
on
“Morphology and Syntax” ENG509
for
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Q. Define determiner: Topic #28

In English, a determiner is a word that introduces a noun. It always comes before a noun, not after, and it also comes before any other adjectives used to describe the noun. For example, consider the placement and usage of the common determiner the in the sentences below: The bunny went home.

1. The book is very interesting.
2. Can you lend me some money?

Q. Determiners:

In English, a determiner is a word that introduces a noun. It always comes before a noun, not after, and it also comes before any other adjectives used to describe the noun. ... For example, consider the placement and usage of the common determiner the in the sentences below: The bunny went home.

Definite article: the

Indefinite articles: a, an

Demonstratives: this, that, these, those

Pronouns and possessive determiners: my, your, his, her, its, our, their

Quantifiers: a few, a little, much, many, a lot of, most, some, any, enough

Numbers: one, ten, thirty

Distributives: all, both, half, either, neither, each, every

Difference words: other, another

Pre-determiners: such, what, rather, quite

Q. Types of Determiners top

Articles: There are three articles in English language: a, an, the. The articles "a" and "an" are used when we need to clarify the noun as indefinite and singular. The article "a" comes before nouns beginning with a constant sound, while the article "an" comes before nouns beginning with a vowel sound. The article "the" is used when we need to clarify the noun as definite and unique.

Example of Articles: We saw the car again today.

Demonstratives: The category of words which is used to clarify the distance of something or some person from the speaker is called demonstratives.

Use of Demonstratives in a Sentence: Demonstratives can function as adjectives and pronouns in a sentence. These include: That, These, This, Those "That" is used when a singular noun is not very close to the speaker. "This" is used when a singular noun is precisely in front and close to the speaker. "Those" is used when plural nouns are not very close to the speaker "These" is used when plural nouns are precisely in front and close to the speaker.

Examples of Demonstratives: These books are fun to read.

Possessives: The words that come to modify a noun to indicate possession towards some person or something are called possessives. These include: your, our, my, his, hers, its, their etc.

Examples of Possessives: I am doing my assignment.

Quantifiers: The category of indefinite determiners which is used to indicate the quantity of the noun without stating the precise number is called the Quantifiers. These include: many, much, plenty, enough, several, some, few, little etc.

Examples of quantifiers: He does not have many friends.

Q. Underline transitive verb Topic# 36

A **transitive verb** is one that is used with an object: a noun, phrase, or pronoun that Refers to the person or thing that is affected by the action of the **verb**. In the following Sentences, admire, maintain, face, and love are **transitive verbs**:

- i. I admire your courage
1. We need to maintain product quality
2. I can't face him today.

Q. Headed and Headless compounds. Topic: 39

Both Headed and headless are adjectives and the basic difference between headed and headless is that headed compounds are having a head or heading while headless is without any head and as a verb headed is actually a head.

Examples of head includes Going towards a certain direction.

Southward headed caravans and fair-headed to fair headed and wrong-headed to wrongheaded are also the examples of head.

Examples of headless:

Without a head in the sense of leadership.

The headless army blundered along after the death of their general, accomplishing nothing. Linguistics of a phrase or compound not having a head morpheme or word.

Q. Auxiliary verb Topic# 101

Auxiliary verbs or helping verbs at functional or grammatical meaning to the clause in which they appear, such as to express tense, aspect, modality, voice, emphasis, etc. Auxiliary verbs usually accompany a main

Types of auxiliary verbs:

There are two main types of auxiliary verbs; primary auxiliaries and modal auxiliaries.

Primarily auxiliary verbs:

Primary auxiliaries are those which help to form tenses, questions, negative sentences, passive voice etc. Their form changes according to the number and person of the subject the primary auxiliaries are be, have and do.

The other forms of be are: (is, am, are, was, were, been and being).The other forms of have are: (has, had, having). The other forms of do are: (does, did, done and doing).

Modal auxiliary verbs:

Modal auxiliary are those that show the mode or manner of the actions expressed by the principal verb.

Example:

She could be hungry.

Here 'could' shows the possibility of her being hungry.

You ought to eat more.

The idea of what 'you' should do is expressed through 'ought'.

Some examples of modal auxiliaries are: (can, could, may, might, will, would, shall, should, ought to, dare, need and used to).Modal auxiliaries do not change according to the number of person of the subject

Examples:

I ought to eat a balanced diet.

You ought to eat a balanced diet.

She ought to eat a balanced diet.

Q. Underline adjective phrase. Topic# 102

An adjective phrase is a group of words headed by an adjective that modifies a noun. Example: She had extremely menacing eyes.

1. Her voice was very soft.
2. Ali through the red ball.
3. He appreciate d the German girl.

Q. Underline the adverb phrase Topic# 103

An adverb phrase is simply a group of two or more words that function as an adverb in a sentence. Adverb phrases typically answer the questions how, where, why or when something was done, as you'll see in the adverb phrase examples below. Consider the following sentences: I parked the car. I parked the car here.

1. She copied the document accurately.
2. He is typically British.
3. He arrived rather unexpectedly.
4. The film was marvelously funny.
5. She has a really sweet personality.
6. John put that in the box.
7. The children always remind me of their grandfather.
8. He worded the letter very carefully.

Q. Exclamatory Clauses. Topic: 103

In English grammar, an exclamatory sentence is a type of main clause that expresses strong feelings by making an exclamation. ... An exclamatory sentence is also called an exclamative or an exclamative clause.

Exclamation with "How": How fast he runs!

Exclamation with "What": What a beautiful house!

Exclamation with "so": The birthday cake was so good!

Exclamation with "such": You're such a liar!

Exclamation conveys strong emotion: I hate you!

Q. Define kernel sentence with example? Topic 120

A kernel sentence is deep structure to which a string of transformation rules is applied to generate the surface structure.

John is playing football.

I wrote a letter.

You spoke the truth.

Q. Identify sentence as kernel and non-kernel. Topic 120

I wrote a letter.

(Kernel sentence)

Who is playing cricket.
Non-kernel Sentence

Q. Define the term syntax. Topic: 127: Syntax

Syntax:

Knowing a language includes the ability to construct phrases and sentences out of morphemes and words. The part of the grammar that represents a speaker's knowledge of these structures and their formation is called syntax.

In other words, syntax is the study of sentence patterns of language.

The aim of this study is to show you what syntactic structure is and what the rules that determine Syntactic structure are like.

Q. What is Syntax? Topic: 127: Syntax

In linguistics, syntax is the set of rules, principles, and processes that govern the structure of sentences in a given language, usually including word order. The term syntax is also used to refer to the study of such principles and processes. The goal of many syntacticians is to discover the syntactic rules common to all languages. „Syntax“ also means „sentence construction“: how words group together to make phrases and sentences. Some people use the term grammar means syntax, Most linguists follow the more recent practice whereby the grammar of a language includes all of its organizing principles: information about the sound system, about the form of words, how we adjust language according to context, and so on; syntax is only one part of this grammar. The term „syntax“ is also used to mean the study of the syntactic properties of languages. „Stylistics“ to mean the study of literary style. In this sense, it's used in the same way as we use The scope of syntax study includes the classification of words, the order of words in phrases and sentences, the structure of phrases and sentences, and the different sentence constructions that languages use. One basic description of a language's syntax is the sequence in which the subject (S), verb (V), and object (O) usually appear in sentences. Over 85% of languages place the subject first, either in the sequence SVO or the sequence SOV. The

Other possible sequences are VSO, VOS, OVS, and OSV, the last three of which are rare. In most generative theories of syntax, these surface differences arise from a more complex clausal phrase structure, and each order may be compatible with multiple derivations. Usually, we think of syntax as "word order." However, syntax is also achieved in some languages such as Latin by inflectional case endings. A sentence could make no sense and still be correct from the syntax

Point of view as long as words are in their appropriate spots and agree with each other.

Q. Syntax in languages. Or two common types of syntax used in all languages. Topic: 127

Speakers manipulate sentences in all sorts of ways because they're trying to convey different meanings. Syntax allows speakers to express all the meanings that they need to put across. In the simplest cases, this might mean altering the basic word order of a sentence, to emphasize or downplay a particular phrase, or to ask a question, or else grouping words together in different ways to modify the meaning. A preliminary idea in languages demonstrates that languages really do have syntactic structure. Each of the word orders in the following sentences is attested among the world's languages, though some are much more common than others. The three most common basic word orders in languages other than English are those of (a, b and (c).

a. Kim drank the tea.

- b. Kim the tea drank. (Japanese has this basic word order.)
- c. Drank Kim the tea. (Welsh has this basic word order.)
- d. Drank the tea Kim. (Malagasy, spoken in Madagascar, has this basic order)
- e. The tea drank Kim.
- f. The tea Kim drank. (Two word orders in (e and f) are the rarest basic word orders in the languages of the, found in the Carib language family of the Amazon basin. For example, Hixkaryana) Possible to determine the basic, neutral word order in a language, But the flexibility or rigidity of the basic Word order differs widely among the world's languages.
- English has a fixed basic word order,
 - Russian a very flexible word order,
 - Japanese allows many different orders.

Q. Differentiate between competence and performance. Topic: 133

Competence: Competence is a person's underlying (subconscious) linguistics ability to create and understand Sentences, including sentences they have never heard before. It's a person's acquaintance with a set of grammatical rules and is different from actual linguistics Activities. Linguistics competence includes components such as phonetics, phonology, syntax, Semantics and morphology. Competence enables native speaker to recognize ambiguous sentences it accept even apparently Meaningless sentences as syntactically correct (and even making some sense).

Even if you've never heard these before, you know which one is "English" and which one isn't.

Performance: Performance is the real world linguistic output May accurately reflect competence, but it also may include speech errors Performance may be flawed because if memory limitations, distractions, shifts of attention and Interest, and errors (random or characteristic) or other physiological factors. Represents only a small sample of possible utterances.

Q. Innateness hypothesis. Topic: 135

It is relatively easy to show that humans are innately predisposed to acquire language.

Chomsky's notion of a rich innate schema contrasted strongly with the point of view popularly Held earlier in the century that children are born with „blank sheets „as far as language is concerned.

He claimed that for language acquisition to be possible, a child must be endowed with a "rich internal structure".

All children with all level of knowledge can acquire language.

Children can acquire language effortlessly.

Children can acquire language in a relatively short period of time.

Language is a complex system.

A child does not have to be finally taught to acquire language.

Children discover the system of language from an unsystematic and small amount of data.

Languague acquisition requires very little imitation

Reinforcement (reward) has a very small role in acquisition.

Language acquisition is a very active process. Children say things that they have never heard from adults.

Therefore, Chomsky claims that language acquisition is greatly dependent upon linguistic faculty which he terms Language Acquisition Decide (LAD) an innate mechanism our process that allows children to develop language skills or Universal Grammar, around which all languages are built.

Q. Demotion and promotion process of passivation. Topic: 132

The syntactic variations involved simply reordering the elements of a sentence. Syntactic changes can have much more radical results than this. Let's discuss the idea of promotion and demotion processes - making a word or phrase more prominent or less prominent in the sentence. The demotion processes make part of the sentence less prominent.

In (l b), we find an ending - Kan on the word for 'send ': this ending indicates in Indonesian that the word Hasan has been promoted English has no equivalent to- Kan Hasan can be promoted it to an even higher position in the following:

Hasan was sent _ the letter by Ali.

Hasan was sent _ the letter by Ali.

We indicate the position that Hasan is understood to have moved from with the gap _ . To understand why a language would need to indicate this promotion of some part of the sentence, think about the difference in meaning between Hasan sent the letter and Hasan was sent the letter.

Hasan was sent _ the letter by Ali.

Here is another construction involving promotion and demotion - the passive - in English and Japanese. First, assume that active sentences are the more basic; they are learnt much earlier by children than are passives.

Two properties of the passive occur in any language which has the construction:

The passive involves promotion of an object phrase to a new position in the sentence, known as the subject position, and the phrase that used to be in the subject position undergoes demotion. Demotion means that they are consigned to a by- phrase, outside the core of the sentence.

The by-phrase is entirely optional. It could be omitted their catch was counted out.

Compare the market boss counted out their catch. Both the subject the market boss and the object their catch are core elements of the sentence, and neither can be omitted.

Q. Difference between Competence and Performance: Topic 133

Competence :	Performance:
Competence is a person's underlying (subconscious) linguistics ability to create and understand sentences, including sentences they have never heard before. It's a person's acquaintance with a set of grammatical rules and is different from actual linguistics activities. Linguistics competence includes components such as phonetics, phonology,	Performance is the real world linguistic output. May accurately reflect competence, but it also may include speech errors. Performance may be flawed because of memory limitations, distractions, shifts of attention and interest, and errors (random or characteristic) or other physiological Factors.

<p>Syntax, semantics and morphology. Competence enables native speaker to recognize ambiguous sentences it accept even apparently meaningless sentences as syntactically correct (and even making some sense). Even if you've never heard these before, you know which one is "English" and which one isn't.</p>	<p>Represents only a small sample of possible utterances.</p>
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Q. Parametric variation or parametric sentences. Topic: 137

Parameters: The language faculty incorporates a set of universal principles which guide the child in acquiring a grammar are all aspects of the grammar of languages universal?

If this were so, all natural languages would have the same grammar and there would be no grammatical learning involved in language acquisition. No need for children to learn anything about the grammar. Only lexical learning and their idiosyncratic linguistic properties, e.g. whether a given item has an irregular Plural or past tense form needed to be learnt. Some universal principles do determine the broad outlines of the grammar of natural languages. Some language-particular aspects of grammar which children have to learn as part of the task of acquiring their native language. Thus, language acquisition involves not only lexical learning but also some grammatical learning. Grammatical learning will be limited to those parameters of grammar which vary from one language to another called parameterized aspects of grammar.

The obvious way to determine just what aspects of the grammar of their native language children have to learn is to examine the range of parametric variation found in the grammars of different (adult) natural languages.

Q. Null subject question 3 Topic# 137 + google

A null subject is the absence (or apparent absence) of a subject in a sentence. In most cases, such truncated sentences have an implied or suppressed subject that can be determined from the context.

A subject is normally essential in English sentence structure--so much so that a dummy subject must sometimes be introduced (e.g. It is raining). Subjects are, however, usually missing from imperative sentences (e.g. Listen!)

Examples of Null Subjects

"Don't know as these shoes will be much good. It's a hard road, I been down there before."

Q: How to form subject questions: Topic: 137

Who / What + verb in simple present or simple past + object?

Examples of subject questions in the simple present:

Who wants some fruit juice?

We want some fruit juice.

What causes cancer?

Smoking causes cancer.

Examples of subject questions in the simple past:

Who made a sandwich?

Sara made a sandwich.

What damaged your house?

The earthquake damaged my house.

Q. Tree diagram. Topic: 141

Labeled bracketing is one of the most common ways of representing the constituent structure of sentences. There are many other methods of marking diagrammatically what elements in a sentence go together and what elements do not.

One other very common representation is the tree diagram. The tree diagram is a notational device which is entirely equivalent to labeled bracketing. Although different, it provides the same information about the syntactic structure of a sentence.

The tree diagram provides the analysis of sentence (I) down to word level (determiner noun, verb, etc.); It would also be possible to stop at phrase level (NP, VP, etc.), or to go beyond word level and indicate the morphological structure of each of the words. You can make your grammatical analysis as detailed as you like, or as is necessary for a specific purpose. The syntactic information contained in diagram (16) is essentially the same as that provided by the labelled bracketing in (14). It is largely a matter of taste or practical convenience whether one chooses the notation of bracketing or tree diagram. To read tree diagram (16) we require some additional terminology. For example, we say that S₁ (the whole sentence) is expanded as S₁ and S₂ (two clauses), which are coordinated by and S₁ is said to contain as its immediate constituent S₂, S₃ there by the VP-node.

The P immediately dominated by the VP-node is also dominated by S₁/S₂, but it is not immediately dominated by S₁/S₂. It is important to distinguish between dominance and immediate dominance. In the latter case there must be no further nodes intervening between the nodes considered.

The lexical items (i.e. the words) the, snake, killed, etc., are attached to the so-called terminal nodes of the tree diagram, i.e. The bottom nodes. The other nodes in the tree diagram are non-terminal.

Q. English is rich in cleft constructions. Write any five types of Cleft in English. Topic: 146

It-cleft: It is Jaime for whom we are looking.

Wh-cleft/Pseudo-cleft: What he wanted to buy was a Fiat.

Reversed wh-cleft/inverted pseudo-cleft: A Fiat is what he wanted to buy.

All-cleft: All he wanted to buy was a Fiat.

Inferential cleft: It is not that he loves her. It's just that he has a way with her that is different.

There-cleft: And then there's a new house he wanted to build.

If-because cleft: If he wants to be an actor it's because he wants to be famous.

Q. Define passivisation Topic: 148

In English grammar, passivization is the transformation of a sentence from an active form to a passive form. Verb: passivize. Also known as raising. Alternate spellings: passivisation (chiefly British). Through the process of passivization, the direct object of an active declarative sentence can become the subject of a passive sentence. The opposite of passivization is activization. Both terms were coined by linguist Noam Chomsky.

Like clefting, passivisation is a way of rearranging the information in a sentence: if for some reason the Patient is to be made more prominent, we may use a passive sentence. In passives the Agent role is no longer obligatorily.

Q. Difference b/w passive and active voice. Topic: 148

In passives the Agent role is no longer obligatorily expressed (8b) above). In active sentences, normally, the Agent precedes and the Patient follows. In passive sentences the Patient precedes and the Agent, if any, follows.

Normally a passive sentence has a corresponding active sentence. The active sentence is seen as the underlying structure from which the passive sentence is derived. The active sentence corresponding to (2),

For example, is (4):

(4) [s [P Historical and geographical factors] (VP influence [P the eating habits of the Indo Pakistan subcontinent]]]

Sentence (4) contains a transitive V (influence), which requires as its Complement a P functioning as OD. The structure of the sentence is: P/ Su (V- P/Od).

If we compare the passive sentences from text with their active counterparts, we see that the active strings contain an Object P. The process of passivisation crucially involves moving the Object NP (OD or Oi) from the active VP into the Subject position.

Q. Interrogative Sentences. Topic: 150

Interrogative Sentences: Sentences used to ask questions are interrogative sentences. This kind of sentence usually ends with a note of interrogation (?) instead of a period (.). If the main verb in a sentence is in simple present or simple past, the question is formed using the relevant form of the verb, do (person and tense) and the infinitive of the other verb.

Examples:

She has two dogs. (Statement)

Does she have to dogs? (Question)

They walk to school. (Statement)

Do they walk to school? (Question)

A statement can be changed into a question by placing the modal verb before the subject.

Examples:

We should hurry. (Statement)

Should we hurry? (Question)

I could have done that. (Statement)

Could I have done that? (Question)

If the statement has the helping verb to be, the order of the subject and the verb is reversed to make into a question.

Examples:

He is waiting outside. (Statement)

Is he waiting outside? (Question)

Questions are also formed by using question words, e g., and WH words.

Question words such as: who, whose, what, which, where, when as how introduce a question. Such Questions require full answers not short yes/no answers. These questions are written as: question word+ verb+ subject

Examples:

How old are you?

I am twelve.

What are you doing?

I am trying on your shirt.

Yes/ No questions only have 'yes' or 'no' for answers.

Examples:

Are you going home?

Yes, I am. Or No, I am not.

Are Ali and Raza going out?

Yes, they are. Or No, they are not.

Q. Define and explain clause. Topic: 152

Clause Definition: A clause consists of a subject and a verb and is the smallest grammatical unit that expresses a thought. What is a Clause in a Sentence? What is a clause? In its simplest form, a clause in grammar is a subject plus a verb. The subject is the entity "doing" the action of the sentence and the verb is the action that subject completes. A clause creates a complete thought (an idea or a statement that can stand alone).

Examples of clauses:

Subject + verb (predicate). = complete thought (IC)

I eat bananas. = complete thought (IC)

Sharon speaks loudly. = complete thought (IC)

It should be noted, too, that a clause in a sentence is different from a phrase in that it must contain a subject and a verb.

Q. Define passivisation is demotion context

Assume that active sentences are the more basic; they are learnt much earlier by children than are passives.

Two properties of the passive occur in any language which has the construction:

The passive involves promotion of an object phrase to a new position in the sentence, known as the subject position, and

The phrase that used to be in the subject position undergoes demotion.

Demotion means that they are consigned to a by- phrase, outside the core of the sentence

Q. Types of phrases. Topic: 153

1. **Noun Phrase:** A group of words in a sentence that acts like a noun is called a "Noun Phrase".

2. **Verb Phrase:** A group of words consisting of one main verb and one or more helping verbs is called a "Verb Phrase".

3. **Adjective Phrase:** A group of words that describes a noun in a sentence is known as an "Adjective Phrase".

4. **Prepositional Phrase:** A group of words consisting of a preposition, followed by a noun, verb, a pronoun Or a noun phrase is called a "Prepositional Phrase".

5. **Adverb Phrase:** A group of words that describes a verb, adjective or other adverb in a sentence.

Q. Five examples of One-word noun- noun phrase. Topic: 153

HOUSE

BOARD

Snow

Chocolate
Book

Q. Four types of determiner. Topic: 153

Types of Determiners:

1. Articles:

There are three articles in English language: a, an, the. The articles “a” and “an” are used when we need to clarify the noun as indefinite and singular. The article “a” comes before nouns beginning with a constant sound, while the article “an” comes before nouns beginning with a vowel sound. The article “the” is used when we need to clarify the noun as definite and unique.

Example of Articles:

We saw the car again today.

I am going to read a newspaper.

She has an umbrella.

2. Demonstratives:

The category of words which is used to clarify the distance of something or some person from the speaker is called demonstratives.

Use of Demonstratives in a Sentence:

Demonstratives can function as adjectives and pronouns in a sentence.

These include: That, These, This, Those.

“That” is used when a singular noun is not very close to the speaker. “This” is used when a singular noun is precisely in front and close to the speaker. “Those” is used when plural nouns are not very close to the speaker.

“These” is used when plural nouns are precisely in front and close to the speaker.

Examples of Demonstratives:

That is the place I want to go to.

These books are fun to read.

3. Possessives:

The words that come to modify a noun to indicate possession towards some person or something are called possessives. These include: your, our, my, his, hers, its, their etc.

Examples of Possessives:

I am doing my assignment.

This dress is hers.

4. Quantifiers

The category of indefinite determiners which is used to indicate the quantity of the noun without stating the precise number is called the Quantifiers. These include: many, much, plenty, enough, several, some, few, Little etc.

Examples of quantifiers:

I took out some vegetables from the fridge.

She has several friends at school who work part-time.

He does not have many friends.

Q. Verb phrases. Two examples. Topic: 157

A verb phrase is a syntactic unit consisting of an auxiliary (helping) verb preceding the main verb. ...

Helping verbs may appear as: is, are, be, such as, was, were, been, being, have, had, has, do, did, does, can, could, will, would, shall, should, may, must, might, etc.

Two examples:

1. As the cat watched, the two puppies fought over a bone.
2. Walking on the ice, she slipped and fell.
3. Finally, we can afford to buy a new house.

In these examples, as the cat watched, walking on the ice and to buy a new house are verb phrases.

Q. Explain the kind of verb phrase? Topic # 157

A verb phrase is similar to what is considered a predicate in more traditional grammars. Verb phrases generally are divided among two types: finite, of which the head of the phrase is a finite verb; and nonfinite, where the head is a nonfinite verb, such as an infinitive, participle or gerund.

A group of words consisting of one main verb and one or more helping verbs is called a "Verb Phrase".

Examples:

1. As the cat watched, the two puppies fought over a bone.
2. Walking on the ice, she slipped and fell.

In these examples, as the cat watched, walking on the ice are verb phrases

Q. Intransitive verb? From google

An intransitive verb is simply defined as a verb that does not take a direct object. That means there's no word in the sentence that tells who or what received the action of the verb. While there may be a word or phrase following an intransitive verb, such words and phrases typically answer the question "how?"

Q. Prepositional Phrase Topic#161

A group of words consisting of a preposition, followed by a noun, verb, a pronoun or a noun phrase is called a "Prepositional Phrase". A prepositional phrase is a group of words that lacks either a verb or a subject, and that functions. As a Unified part of speech. It normally consists of a preposition and a noun or a preposition and a pronoun.

1. The cupcake with sprinkles is yours.
2. We climbed up the hill.

Q. 3 examples of subject question. Topic # 168

Subject Question: Sometimes we want to ask about the subject. We don't know the person or thing who performed the action, and we want to find out. This type of question is called a subject question, and subject questions do use the auxiliary verbs do, does, and did. How to form subject questions:

Who / What + verb in simple present or simple past + object?

Examples of subject questions in the simple present:

1. Who wants some fruit juice? We want some fruit juice.
2. What causes cancer? Smoking causes cancer.

Examples of subject questions in the simple past:

1. Who made a sandwich? Sara made a sandwich.
2. What damaged your house? The earthquake damaged my house.

Q. Explain Predicate. (Topic: 169)

A sentence has two parts: the subject and the predicate. The subject is what the sentence is about, and the Predicate is a comment about the subject. The predicate is the part of a sentence (or clause) that tells us what the subject does or is. To put it another way, the predicate is everything that is not the subject. At the heart of the predicate is a verb. In addition to the verb, a predicate can contain direct objects, indirect objects, and various kinds of phrases.

1. (The man from the shop) (Is a monster.)
2. (Subject) (Predicate)
3. (He) (Stole my bike last week.)
4. (Subj.) (Predicate)
- 5.

6. Examples of Predicates of Sentences

7. Here are some examples of predicates. In each example, the predicate of the sentence is in bold.
8. Elvis **lives**.
9. The telegram contained **exciting news**.
10. The girls in our office are **experienced instructors**.
11. They are **experienced instructors, who acquired their experience in France**.
12. The patient has been **examined by Dr MacDonald**.
13. The tramp was **shaving himself**.
14. The exam is **at the end of next term**.
15. That painting Sue does not **like**.
16. After breakfast the boys **wandered out into the playground**.

Grammatical function of predicate Topic: 169

We have seen that the Subject NP and the VP together make up a sentence: S-NP-VP

The VP 'predicates something' of the Subject; its function is 'predicative'. Since the function of VP is that of predicating, we shall call it the Predicate (Pred) of the sentence. The constituents inside the VP may also have some kind of predicative function.

Q. underline predicate: Topic# 169

The predicate is the part of a sentence or clause containing a verb and stating something about the subject. It includes the verb and anything modifying it. This is also called the complete predicate. Example of a Predicate: We are ready to get food.

1. I like to read interesting stories.
2. Children go for a walk daily.
3. Ali ran to school
4. Children love to play game
5. Students of chemistry perform practical.
6. Aslam bit the ball
7. Over planets revolve.

Q. Difference between Direct and Indirect objects: Topic: 172-173

The direct object is the receiver of the action mentioned in the sentence. ... The indirect object identifies the person/thing for whom/what the action of the verb is performed. The indirect object is usually a person or thing.

Q. Underline direct object. Topic: 172

Direct object: A direct object is a noun, pronoun or group of words acting as a noun that receives the direct action of the Transitive verb.

In order to find the direct object, there are two questions you must ask:

#1: Does the sentence have an action verb?

The sentence must have an action verb in order to have a direct object.

#2 who or what received the action of the verb?

This answer will give you the direct object.

Examples:

Sara broke the vase.

He built a sandcastle on the beach.

I sent my mother some emails. Or I sent some emails to my mother.

She wore gloves and a jacket. (THIS IS AN EXAMPLE OF COMPOUND DIRECT OBJECTS.)

She makes a sandwich.

Jack has given us his new address. Or Jack has given his new address to us.

Q. Two example of direct question? Topic # 185

Direct questions are the "normal" questions that we can ask friends, family members, and People who we know well. ... Example of a direct question: "Where's the bathroom?"

Indirect questions are a little more formal and polite.

1. What are your long-term goals?
2. Tell me about yourself.

Q. Define "Do support" (Topic: 187): Do-insertion

Do-support: Do-support (or do-insertion), in English grammar, is the use of the auxiliary verb do, including its inflected Forms does and did, to form negated clauses and questions as well as other constructions in which subject-Auxiliary inversion is required. Do-support is not used when there is already an auxiliary or copular verb Present or with non-finite verb forms (infinitives and participles). Do-support appears to accommodate a number of varying grammatical constructions: Question formation, the appearance of the negation not, and Negative inversion.

Q. How to form prepositional Phrase? Topic: 190

At the minimum, a prepositional phrase will begin with a preposition and end with a noun, pronoun, gerund or clause, the "object" of the preposition.

The object of the preposition will often have one or more modifiers to describe it. These are the patterns for a prepositional phrase:

PREPOSITIO + NOUN, PROOUN, GERUND, OR CLAUSE

PREPOSITION + MODIFIER(S) + NOUN, PRO NOUN, GERUND, OR CLAUSE

Here are some examples of the most basic prepositional phrase:

At home

At = preposition; home = noun.

In time

In = preposition; time = noun. With me

With = preposition; me = pronoun.

As an adjective, the prepositional phrase will answer the question which one?

Read these examples:

The book on the bathroom floor is swollen from shower steam. Which book? The one on the bathroom floor.

As an adverb, a prepositional phrase will answer questions such as how? When? Or Where? Freddy is stiff from yesterday's long football practice.

How did Freddy get stiff? From yesterday's long football practice!

Q. Echo Questions. Topic: 190

Echo questions: An echo question is a type of direct question that repeats part or all of something that someone else has just said to you. Usually we use an echo question because we have not heard what they said or because we are surprised by what the speaker has told us.

Examples:

A: "I went to Iceland to visit the volcanos"

B: "You went where? To visit what?"

A: "I loved all the optical illusions at Camera Obscura"

B: "You loved all the what at Camera Obscura?"

A: "My new iPhone cost me £800."

B: "Your new iPhone cost you how much?"

A: "What do you want?"

B: "What do I want? I just want a cup of tea."

When you use an echo question it is spoken with a rising intonation and also with an emphasis on the Question word (what, how, who, where etc.). Watch the video for another explanation about echo questions.

OR ECHO QUESTIONS (Short questions used in replies)

We often reply to statements by making short questions, containing just an auxiliary verb and a Personal pronoun.

- It was an awful party.

- Was it?

- Yes, there was nobody there I know, and ...

These „reply questions“ do not ask for information. They express interest, concern, surprise, anger, or other reactions, depending on the intonation.

Their most common use is just to show that we are listening.

- We had a lovely holiday.

- Did you?

- I've got a headache.

- Have you, dear? I'll get you an aspirin.

In reply questions, we use the same auxiliary verb that was used in the sentence we are answering. If there was no auxiliary verb, we use „do“.

- He smokes too much.
- Does he?
- Yes, he tried to give it up but ...

We use negative echo questions in reply to negative statements.

- It wasn't a very good film.
- Wasn't it? That's a pity.

Q. Yes-No Questions. Topic: 192

YES OR NO DIRECT QUESTIONS -> "IF" IN INDIRECT QUESTIONS

If the direct question is a "yes or no" question (it has no question word such as what, who, when, where, why, or how), then the indirect question will have if.

Direct: Does Tom like Italian food?

Indirect: Do you know if Tom likes Italian food?

Direct: Are your parents joining us for dinner?

Indirect: Could you tell me if your parents are joining us for dinner?

Direct: Do they speak English?

Indirect: I was wondering if they speak English.

Direct: Has Barbara ever studied abroad?

Indirect: Do you have any idea if Barbara's ever studied abroad?

Direct: Do you plan on traveling this summer?

Indirect I'd like to know if you plan on traveling this summer.

Q. Indirect Questions. Topic: 192

Indirect questions are a little more formal and polite. We use them when talking to a person we don't know very well, or in professional situations, and their form is a little different.

Example of an indirect question:

"Could you tell me where the bathroom is?" PHRASES FOR INDIRECT QUESTIONS

Could you tell me...?

Do you know?

I was wondering _

Do you have any idea _.

I'd like to know.

Would it be possible?

Is there any chance. _.

Examples:

Indirect: Could you tell me where Market Street is?

In indirect questions with is/are, the verb (is) comes after the subject (Market Street).

Indirect: Do you know what time the bank opens?

In indirect questions, we don't use the auxiliary verbs do/does/did. Also, you can see that the verb is "open" in the direct question, and "opens" in the indirect question

Indirect: I was wondering why you moved to Europe.

Again, there is no auxiliary verb did in the indirect question. In fact, this indirect question is not even a question - it's more of a statement that invites the other person to give more information.

Indirect: Do you have any idea how he's managed to get in shape so quickly?

The auxiliary verbs have and has can be used in both the direct and indirect questions - but in the direct question, "has" comes before the subject (he), and in the indirect question, "has" comes after the subject.

Q. Relative clause. Topic 195

A relative clause contains essential or extra information about people or things. They are usually divided into two types – defining relative clauses and non-defining relative clauses.

Defining relative clauses:

Contain essential information about people or things.

Relative pronouns: who, which, that, whose, can be omitted if they are not subject of the sentence.

When refers to time, "that" can be used or can be omitted.

Where" refers to place, it never can be omitted or place by "that".

Whose refers to possession?

Who/ that refer to people.

Which/ that refer to objects.

Examples:

1. It was in 2017 when she lost her mother.
2. Japan is a country where earthquakes are very common.
3. He's the boy whose mother saved many lives.
4. I talked to a man who/that survived the earthquake.
5. The horse which Kim was riding is very friendly.

Non-defining relative clauses

Non-defining relative clauses are more often used in written English than in spoken English. You can tell that a clause is non-defining because it is separated by commas at each end of the clause. Non-defining relative clauses can use most relative pronouns (which, whose etc.,) but they CAN'T use „that“ and the relative pronoun can never be omitted.

Examples:

1. My grandfather, who is 87, goes swimming every day. "Who is 87" is a non-defining relative clause. It adds extra information to the sentence. If we take the clause out of the sentence, the sentence still has the same meaning.
2. The film, which stars Tom Carter, is released on Friday.
3. The car, which can reach speeds of over 300km/ph., costs over \$500,000.

Q. Underline Active and Passive Sentences: Topic: 203

Active Sentences: A sentence is written in active voice when the subject of the sentence performs the action in the sentence.

Examples:

1. The hunter killed the lion.
2. Someone has cleaned the windows.
3. Someone had broken the windows.
4. He chased the bus.

5. The children are baking a cake.

Passive Sentences: A sentence is written in passive voice when the subject of the sentence has an action done to it by someone or something else.

Examples:

1. The lion was killed by the hunter.
2. The windows have been cleaned by someone.
3. The windows had been broken. (The by-phrase is entirely optional. It could be omitted.)
4. The bus was chased by him.
5. A cake is being baked by the children.

Q: English is rich in cleft constructions. Write any five types of Cleft in English.

Topic: 215

Clefting is a useful way of making clear what you are focusing on, but it is not possible, for example, to make the verb the Head of a cleft construction. An alternative way of focusing on constituents, which is applicable to verbs and their Complements.

For example:

What Jane did was give the book to Bill on Saturday.

What the waiter did was open the beer-tins first.

Types:

1. T-cleft
2. Wh-Cleft
3. If-because Cleft
4. There-cleft
5. All-Cleft

Q. Differentiate between verb phrase and prepositional phrase.

Topic: 244

Verb phrase:

A group of words consisting of one main verb and one or more helping verbs is called a "Verb Phrase".

Prepositional phrase:

A group of words consisting of a preposition, followed by a noun, verb, a pronoun or a noun phrase is called a "Prepositional Phrase".

(In exams you only need to underline the direct objects in the given sentences. I'm writing definition and examples just for clear understanding.)

Q. Prepositional phrases. Two examples. Topic: 251

Every prepositional phrase is a series of words consisting of a preposition and its object. In the example above, "with" is the preposition and "reusable tote" is the object. In a prepositional phrase, the object may be a noun, pronoun, gerund, or clause. A prepositional phrase can function as an adjective or adverb.

Two examples:

1. The cupcake with sprinkles is yours.

2. We climbed up the hill.

3. The rabbits hopped through the garden.

In these examples, with sprinkles, up the hill and through the garden are prepositional Phrases.

GOOGLED GRAMMAR TYPE Q'S

Q. Define tag questions

A question tag is a grammatical structure in which a declarative or an imperative statement is turned into a question by the addition of an interrogative fragment (the "tag"). For example, in the sentence "You're John, aren't you?" The statement "You're John" is turned into a question by the tag "aren't you".

Q. Tag question

Positive statement + Negative Tag

1. It is very warm, is not it?
2. It will be dark soon, won't it?
3. You live near here, don't you?
4. The children can swim, can't they?

Negative statement + Positive Tag

1. You aren't a teacher, are you?
2. They weren't late, were they?
3. You shouldn't be so busy, should you?
4. You haven't been here all week, have you?

Q. Three example of prepositional phrase (from google)

Every prepositional phrase is a series of words consisting of a preposition and its object. In the example above, "with" is the preposition and "reusable tote" is the object. In a prepositional Phrase, the object may be a noun, pronoun, gerund, or clause. A prepositional phrase can function as an adjective or adverb.

Common prepositional phrase examples include about, after, at, before, behind, by, during, for, from, in, of, over, past, to, under, up, and with.

Q. Subject questions ...3 (from google)

Sometimes we want to ask about the subject we don't know the person or thing who performed the action, and we want to find out. This type of question is called a subject question, and subject questions do NOT use the auxiliary verbs do, does, and did.

How to form subject questions:

Who / What + verb in simple present or simple past+ object?

Examples of subject questions:

1. Who wants some fruit juice? We want some fruit juice.
2. What causes cancer? Smoking causes cancer.

Q. WHAT ARE DIRECT QUESTIONS?

Direct questions are the "normal" questions that we can ask friends, family members, and people who we know well. You can form direct questions using the QUASM model that we learned last lesson. Example of a direct question: "Where's the bathroom?"

DIRECT QUESTIONS ENGLISH: EXAMPLES

Direct: Where is Market Street?

Direct: What time does the bank open?

Direct: Why did you move to Europe?

Direct: How has he managed to get in shape so quickly?

Direct: How much does this motorcycle cost?

Q. Intransitive verb. (FROM GOOLGE)

Ans. An intransitive verb has two characteristics. First, it is an action verb, expressing a doable activity like arrive, go, lie, sneeze, sit, die, etc.

Examples of intransitive verbs:

Huffing and puffing, we arrived at the classroom door with only seven seconds to spare.

Intransitive, e.g. laugh [vp -] He laughed

Intransitive+ PP, e.g. lean [vp- PP] He leaned [pp towards the girl]

Q. Three types of Phrases:

Noun Phrase: A group of words in a sentence that acts like a noun is called a "noun Phrase".

Verb Phrase: A group of words consisting of one main verb and one or more helping verbs is called a "Verb Phrase"

Adjective Phrase: A group of words that describes a noun in a sentence is known as an "Adjective Phrase".

Q. Three examples of two morphemes word?

Killed : kill, ed

Swallowed: swallow, ed

Played: play, ed

Q. Three example of one - word noun phrase?

Rat

Snake

Car

Q. Two example of indirect question?

Ans. Indirect questions are a little more formal and polite. We use them when talking to a person we don't know very well, or in professional situations, and their form is a little different.

Examples of an indirect question:

1. "Could you tell me where the bathroom is?"
2. One evening he asked whether he might go home with her.

3. She wondered what he was doing.

Q. T-C Movement?

You will leave Will you leave?

I have done work.

Have I done work?

Q. Explain the term predicate with two examples

A sentence has two parts: the subject and the predicate. The subject is what the sentence is about, and the predicate is a comment about the subject. The predicate is the part of a sentence (or clause) that tells us what the subject does or is. To put it another way, the predicate is everything that is not the subject. At the heart of the predicate is a verb. In addition to the verb, a predicate can contain direct objects, indirect objects, and various kinds of phrases.

(The man from the shop) (Is a monster.)

(Subject) (Predicate)

(He) (Stole my bike last week.)

(Subject.) (Predicate)

Q. Examples of adjective Phrase:

An adjective phrase is a group of words headed by an adjective that modifies a noun. Example: She had extremely menacing eyes.

Very soft

German

Young

Q. preposition write with examples any 3

The definition of a preposition is a word or phrase that connects a noun or pronoun to a verb or adjective in a sentence. An example of preposition is the word "with" in the following; "I'm going with her."

The preposition may be preceded by an element which specifies it.

For example:

right on the spot (adverb phrase)

slap in the middle (adverb phrase)

straight through the wall (adverb phrase)

three inches above the door (noun phrase)

Q. 3 lexical categories

The main lexical/substantive categories found in English

noun,

Verb,

Adjective,

Adverb and

Preposition

Q. Define Subject Question.

We don't know the person or thing who performed the action, and we want to find out. This type of question is called a subject question, and subject questions do use the auxiliary verbs do, does, and did.

Q. Write three question words.

Ans.
Who
What
Which
How

Q. Underline auxiliaries in the given sentence

Ans.

- I. Who has broken the window?
- II. Can you speak English
- III. I will finish my assignment 1
- IV. We should abide the rule
- V. Children were playing cricket

Q. Name five auxiliary verbs?

An auxiliary verb (abbreviated aux) is a verb that adds functional or grammatical meaning to the clause in which it appears, so as to express tense, aspect, modality, voice, emphasis, etc. Auxiliary verbs usually accompany a main verb. ... An example is the verb have in the sentence I have finished my lunch.

Can
Could
Shall
Would
Should.

Q. What are the three types of constraints of phonology? (what is morphology? book in downloads section)

The first type of constraint on morphological productivity is phonological. We have already seen that phonology is a factor in the distribution of allomorphs (see chapter 3). It is therefore not surprising that phonology constrains morphology in other ways. Bauer identifies three types of phonological constraints on productivity: (i) those that depend on the segmental make-up of the base; (ii) those that depend on the suprasegmental make-up of the base, including stress placement; and (iii) those that depend on the number of syllables in the base.

Q. Change the sentence as example, (5)

- i. She completed her assignment. She completed what?
- ii. Ali is going to Lahore> Ali is going where?
- iii. He is writing a letter>he is writing what?
- iv. They ate sandwich> they ate what?
- v. Boys are playing cricket> boys are playing what?
- vi. They watch horror movie > they watch what?

Q. Label the give clauses exclamatory or relative

Ans.

- I. It is hard to find work! (exclamatory)
- II. What fun we have had? (Relative)
- III. It's hard to find someone I (exclamatory)
- IV. How badly he behaves. (Relative)
- V. How long to see her! (Exclamatory)

Q. Choose the following sentences as active and passive

- I. Bicycles must not be left in front of the building. (Passive)
- II. Who is making this noise? (Active)
- III. Could you please repeat the question? (Active)
- IV. Smoking in this room is prohibited. (Passive)
- V. Why do you live? (Active)
- VI. Hundreds Of passes by saw the attack. (Passive)
- VII. The gate keeper closed the door. (Active)
- VIII. Everything was taken. (Passive)

Q. underline agent

(In exams you only need to underline the agents in the given sentences. I'm writing definition and examples just for clear understanding.)

In contemporary English grammar, the agent is the noun phrase or pronoun that identifies the person or thing which initiates or performs an action in a sentence. Adjective: agentive. Also called actor. In a sentence in the active voice, the agent is usually (but not always) the subject ("Omar selected the winners").

Agent:

Agent is the semantic role of a person or thing who is the doer of an event. Whereas subject is determined syntactically, primarily through word order, the agent is determined through its relationship to the action Expressed by the verb.

1. People cultivate several species.
2. Ali hit the ball.
3. Hina read an interesting story.
4. Ali played cricket

5. Anwar arranged the event**Q. Five role played argument predicate?**

In linguistics, an argument is an expression that helps complete the meaning of a predicate, [I] the latter referring in this context to a main verb and its auxiliaries. In this regard, the complement is a closely related concept. Most predicates take one, two, or three arguments. A predicate and its arguments form a predicate-argument structure. The discussion of predicates and arguments is associated most with (content) verbs and noun phrases (NPs), although other syntactic categories can also be construed as predicates and as arguments. Arguments must be distinguished from adjuncts. While a predicate needs its arguments to complete its meaning, the adjuncts that appear with a predicate are optional; they are not necessary to complete the meaning of the predicate.

EXAMPLE:

1. Jill likes Jack.
2. Sam fried the meat.
3. The old man helped the young man.

Each of these sentences contains two arguments (in bold), the first noun (phrase) being the subject argument, and the second the object argument. Jill, for example, is the subject argument of the predicate likes, and Jack is its object argument. Verbal predicates that demand just a subject argument (e.g. sleep, work, and relax) are intransitive, verbal predicates that demand an object argument as well (e.g. like, fry, help) are transitive, and verbal predicates that demand two object arguments are ditransitive (e.g. give, lend).

Q. Five sentences of active voice and passive voice

Ans.

Active Voice	Passive Voice
Harry ate six shrimp at dinner.	At dinner, six shrimp were eaten by Harry.
Beautiful giraffes roam the savannah.	The savannah is roamed by beautiful giraffes.
Sue changed the flat tire.	The flat tire was changed by Sue.
We are going to watch a movie tonight.	A movie is going to be watched by us tonight.
I ran the obstacle course in record time.	The obstacle course was run by me in record time.

Q. Define transitive Verb with examples

Transitive verbs simply express an action and are followed by a direct object (thing or person that receives the action of the verb).

Examples of Transitive Verbs

Let's first look at a some examples of transitive verbs in a sentence:

Alex sent (transitive verb) a postcard (direct object) from Argentina.

She left (transitive verb) the keys (direct object) on the table.

My father took (transitive verb) me (direct object) to the movies for my birthday.

Please buy (transitive verb) me a dog (direct object).

In each of the examples above the subject performs an action and there is an object that receives the action. Followed by the verb, the direct object answers the question what? Or Whom?

Alex sent what? A postcard.

She left what? The keys.

My father took whom? Me.

Buy what? A dog

Transitive verbs, though, can have an indirect object before the direct object (see example #4 above). The indirect object "me" is right before the direct object "a dog."

You want money (You do want money). -Do you want money?

You want money. -You do not want money/ you don't want money.

Q. What is exclamatory clause?

In English grammar, an exclamatory sentence is a type of main clause that expresses strong feelings by making an exclamation.

An exclamatory sentence is also called an exclamative or an exclamative clause.

Exclamation with "How": How fast he runs!

Exclamation with "What": What a beautiful house!

Exclamation with "so" The birthday cake was so good!

Exclamation with "such": You're such a liar!

Exclamation conveys strong emotion: I hate you.

Q. Content and functions

Content words/connectives and,

(= words which have substantive lexical content) on the one

Function words/functors (= words which essentially serve to mark grammatical properties) on the other.

The differences contentive like car with a functor like they. A noun like car has substantive lexical content in that it denotes an object which typically has four wheels and an engine, and it would be easy enough to draw a picture of a typical car. By contrast, a pronoun such as they has no descriptive content (e.g. you can't draw a picture of they), A functor which simply marks grammatical (more specifically, person, number and case) properties in that it is a third person plural nominative pronoun. Because they have lexical semantic content, content words often (though not always) have antonyms e.g. The adjective tall has the antonym short,

The verb increase has the antonym decrease,

The preposition inside has the antonym outside: By contrast, a typical function word like e.g. the pronoun me has no obvious antonym.

Corresponding to these two different types of words content and function two different kinds of grammatical category - namely

Lexical/substantive categories (= categories whose members are content words)

Functional categories (= categories whose members are function words).

Q. semantic analysis

The immediate constituents of the sentence/clause (NP-VP) and those of the VP are considered to be the main constituents of syntactic analysis. They may be involved in a number of processes which change the appearance of a basic sentence pattern. These processes always affect complete constituents, and thus enable the student of language to discover what the constituents of sentences are.

Let us return to one of our example sentences:

The snake killed the rat and (it) swallowed it.

We have argued that sentences have structure, and are not just strings of words which occur in a random order. The words do not just follow each other like the beads on a string. The words of a sentence are strictly organized internally: there is an underlying pattern.

Syntax involves the two closely related tasks of:

Breaking down the sentence into its constituents

Assigning some grammatical label to each constituent, stating what type of constituent it is, and what grammatical function it has.

Q. Apply do support on the given sentence to form interrogative clauses.

The pizza smells delicious.

Does the pizza smell delicious?

Joe went to the store.

Did Joe go to the store?

I enjoy my work

Do I enjoy my work?

They go to school

Do they go to school?

Aslam abides by the traffic rules.

Does Aslam abide by the traffic rules?