

Purpose: Grammar is a wide field with little practicality to me in every area. Alfred Mortimer hated linguists for their improper use of logic. Hard to be convinced I'll do a better job at arranging the terms into inferences of practicality towards speech creation.

How it's Achieved:

Two Book Notes. One on Basic Grammar, K Ogden's attempt to have new learners assimilate as quick and easily as possible to a worldly adoption of one language. Two on An Introduction to the Language of Grammar by Gelderson.

Gelderson provides a systematic labeling of all parts of speech and how they can be arranged into lexical phrases with grammar and grammar phrases to aid accordingly. K Ogden narrows the scope of terms the actual parts of speech of English can be labeled by and sometimes makes a better inference about how to favor clarity of speech. I will try my approach. Terms and lessons will be noted from both and condensed to one eventual draft.

Notes

Be better by including literary devices.

Include prefixes and suffixes.

Organization

My notes final

We always interpret sentences.

Speech has four purposes

Speech can be divided.

Parts can be connected.

Any term has meaning(s), a part of speech, and either noun verb or grammar

Nouns are what is

Verbs are how do

Literary Devices are ultimate creative use of English

All groups have patterns. Patterns can be predicted.

All sentences try to change time, space, form of a central sign.

BOOK

NOTES.....

.....

Author: K Ogden

Title: "Basic English: The Rules and Grammar of English"

Year: 1930

Objective: To make a well-spoken student of English in just 850 words; perhaps its ease in learning will show the international committee that English should become the universal language that unites polarized spheres of geographic academic divide on at least one similarity, if not its interpretations, then language... in the year 2450. All flowery phrases, studiously long complex sentences, and its important concepts in relation to industries, academic fields, and literary prose are possible outputs when having excelled an additional 600 words past the basic 600 the book starts with in its beginning chapters and can be learned in 40 hours in one month.

Quotes: **the sciences have already internationalized so large a part of their notations that they require only the veriest interstitial mortar at the untechnical level of general communications**

**The fundamental operations of physics - the displacements or motions due to pushes and pulls-when caused by the human organism as a whole, can be covered, in English, by then of the sixteen operational symbols in the Basic vocabulary**

the key terms in this chapter are lexical category (Noun, Verb, Adjective, Adverb, Preposition and Pronoun) and grammatical category (Determiner, Auxiliary, Coordinator and Complementizer), or open as opposed to closed

When adverbs modify adjectives or other adverbs, they are called degree adverbs

[?]The difference between prepositions and adverbs is that prepositions come before the nouns they relate to and that adverbs are on their own

[importantgrammarrule]When both a determiner and an adjective precede a noun, the determiner always precedes the adjective

appositives

relative clauses are defined as **interrogative** word or question word is a function word used to ask a question, **such** as what, which, when, where, who, whom, **whose**, why, whether and how

Terms:

Most Important: parts of speech, word order, nouns, operations, verbs, adjectives

Nouns

Adjectives

Particles

Objects – the idea(s) of reality a thing(s) being represented by a user of language is implied in usage with sentences.

Operations – manipulation of objects to suit a purpose that both enriches and logically restricts meaning.

Directions – redundant term. The purpose of an operation by a user.

Names

Operators

Directives

Model Translation

Clause – Equivalent of a sentence for sake of word order.

Parts of Speech – The category any one word ascribes to.

Lessons:

Why its hard to learn from an introduction grammar book.

Author is subjective, meaning is expansive in English.

“The combination of operators and directives (prepositions) gives us, on a preliminary survey, equivalents for some 2,000 common verbs ; at the same time, a preliminary reduction of abstract and emotive terms accounts for another 1,500 lexicological items”

Central Sign

English can be confused by

obscure idioms, far-fetched metaphors, and intricate word order

## Verbs

16 Operators of verb forms exist.

## Nouns

Identifies time, space (existence, being), form, identity, knowing. Singular or Plural.

### Pronouns

Number, Gender, DoerofAction, ObjectofAction, Ownership

[?]Can have four derivatives. -er (performs operation) and -ing (the operation) for nouns, -ing and -ed (past operation performance) for adjectives.

Compound Nouns combine two signs. Raincoat, Sundown, Manhole

Can go before or after operator.

## Adjective(UQualifier)

Expands or contracts existence of noun

### Comparatives (USuperlatives)

Adj that applies existence of form to a noun. Appears before noun.

Relative to that nouns unique existence with known gradations from the worst bad to the best good.

Commonly, add -ly to other adj [isn't that for adverbs]

EX: Unique Existence of the Virtue Courage. The Base Cowardly Fool, [?]Blasé Public Servant, The Best Daring Soldier. Unique Existence of Order. The first beginning way, the second way, the third way, the fifth final way. Unique Existence of Direction. [?] UE of Place (Epistemically)

### Preposition

An operator that has meaning as it ascribes existence to nouns towards space.

Precedes noun or verbs (usually nouns) or precedes a noun while following a noun or verb.

Normally, precede nouns. They follow when an operator needs an adjective to complete it. Fire erupted into the fray as, by the law of natural luck, the dog saved the gold miner courageously. [goodnoteforadverbs] Get the table ready.

## Operators

Connect lexicals. Like grammar, they rarely have meaning, except when they are the sentences central sign and therefore affect one of the metaphysical abstracts to gain meaning.

Present,

Perfect. Have -. Is-.

Past,

Simple. Had-.

Future

Infinitive. To -.

Auxiliary, verbs of existence as being.

Conjunction, important grammar that has meaning logically and connects phrases.

Comparison, when a dominant sign can be compared or contrasted to a similar or inferior sign.

Metaphor vs Simile. Than vs As

Adverb

Expands or Contracts existence of adjectives, verbs, or central sign.

Commonly come before all operators and adjectives if building complex phrases.

Clause

Equivalent of sentence, central sign that is either noun or verb and composed of noun and verb phrase or just one.

Can appear wherever in, hopefully you catch on, word order.

How to expand the scope of a word, but specifically a noun?

Three ways

Extension – the relation to a new symbol; like a metaphor

**Specialization** – exists only because we are governed by social rules in our implied meaning with some usage of speech.. It is the differentiated use of a word that has undifferentiated meaning on its own. “Famous Judge Dies” in the newspaper is meant to mean only one type of judge despite it having undifferentiated meaning if it were just “Judge”

Invention – Use a word formally known as bound to one category of speech and apply it in new usage to a new category. Commonly, light can be used as a noun formally or invented as a verb when used to ask for a further probing of an interesting event, i.e. On news that the invaders have invaded the land to burn our religious texts we must light the jingoistic nature of our citizens to an epic defense of knowledge when we write our public message.

Problems of English

Frequency same symbols are used for different sounds. Pt-

Uncertainty of stress.

### Word Order

Whatever is doing the act comes first; then the time word such as **will**; then the act or operations (**put, take, or get**); then the thing to which something is done

Filled with exceptions, not occurs razor.

Nouns and their importance, how they can be expanded or invention out of word order by changing pos.

Nouns and Pronouns may be preceded by an adjective or multiple. If an adjective follows a noun or pronoun, then that adjective must be the end of a clause or sentence as it becomes the object of the operator (Principal Sam requires that door, like his personality, remain shut)

Operators follow nouns which perform the operation and precedes nouns that are being operated on.

Conjunctions can occur anywhere in the sentence between two or more similar parts of speech.

### *Parts of speech.*

s. = substantive    prep. = preposition

v. = verb            pron. = pronoun

adj. = adjective    conj. = conjunction

adv. = adverb      int = interjection

### How Many people speak this language then vs 2002

English 650m Japanese 60m Russian 160m Chinese 400m Bengali 50m German 60m

English 450m Japanese 160m Russian 160m Chinese 800m Bengali 150m German 120m

### How to Speak English Naturally

Know breath and muscles can change sense and where stress is on a ranged syllable division of words.

The general rule is stress the syllable before the last

Specific rules, if mad lower pitch (Noooooooo). If happy raise (yESSSS).

### Value for English Speaker

“The tendency to let our thoughts be controlled by words is very deeply rooted, and a month with Basic is far the best way of training the mind to put up a fight against it. When we have to do without a word, we frequently become conscious for the first time of what we were saying with it. And sometimes we see that we were saying nothing”

## Business as a Repeatable Process of Language

"business has a small number of conditions and decisions have to be faced again and again, and the forms used have a tendency to become fixed. For this reason it is possible to get a very long way with a rubber-stamp knowledge."

The businessman seems to have a strange love for using long words where simple words would do as well and better

"In answer to your letter of the . . . about . . . we have pleasure in saying . . .",  
"To our regret we have to say that . . .",  
"We are surprised that we are so far without any answer to our letter of the . . ."

might be listed for learning purposes.

A list of ending would have an equal value. Examples which will be of very general use are :

"Hoping that you will be pleased with this suggestion, and will send an early answer . . .",  
"Waiting for the receipt of my order . . .",  
"Looking forward to your orders in the future . . .",  
"With regrets for the trouble you have been caused . . ."

## Structural Analysis:

Im trying to teach all members of the world quickly an easy English language course, in preparation for the esteemed title of being the birther of a uniform training – the guy is kinda cuckoo.

## Word Order

## Main Concept – Briefness

## First Level Addenda - 350 words

*absence , accident , address , adventure , advice , age , agent , ago , along , also , always , ambition , anchor , ankle , arrangements , ash , awkward , balcony , barrel , beard , beat , behind , belt , bet , blame , blanket , both , bottom , brave , breakfast , breast , bubble , bud , bunch , burial , busy , calculation , call , capital , carpet , case , ceremony , chair , character , child , chimney , china , choice , civilization , clay , clever , collection , column , communications , concept , concrete , convenient , cool , corner , cost , crop , cross , cunning , date , demand , department , dew , difficulty , dinner ,*



*disgrace , dislike , ditch , dive , divorce , doll , dreadful , dream , dull , duty , each ,  
easy , economy , effort , either , employer , empty , enemy , envelope , envy , evening ,  
exact , excitement , exercise , explanation , explosion , expression , eyebrow , eyelash ,  
failure , fair , famous , fan , fastening , fever , figure , financial , flash , flesh , flood ,  
flour , forecast , forehead , foreign , forgiveness , fresh , frost , frozen , funny , fur ,  
furniture , gate , generation , germ , god , grand , grateful , grease , grief , grocery ,  
ground , guard , guess , gum , habit , handkerchief , handle , heavy , hedge , hill ,  
holiday , home , honest , honey , human , hunt , hurry , hurt , husband , imagination ,  
innocent , institution , intelligent , invitation , jam , jaw , jealous , jerk , joint , jug ,  
juice , jury , justice , kennel , kidney , kitchen , knock , lace , lame , lamp , large ,  
lawyer , lazy , lecture , legal , lesson , lever , license , lid , life , lime , liver , load , local ,  
loop , luck , lump , lunch , lung , magic , manner , many , marble , marriage , mast ,  
mattress , mean , meaning , medicine , member , mess , message , mill , mineral , model  
, modern , modest , mood , moral , moustache , mud , murder , nasty , nature , navy ,  
neat , neglect , neighbor , nest , next , nice , nostril , nurse , obedient , officer ,  
orchestra , organ , origin , oval , own , pad , pair , pan , paragraph , party , passage ,  
patience , pedal , people , perfect , plaster , poetry , pool , practice , praise , prayer ,  
prick , priest , progress , promise , proof , proud , pupil , pure , race , real , reference ,  
remark , remedy , repair , result , revenge , rich , rise , rival , rude , rust , sale ,  
satisfaction , saucer , scratch , screen , search , selfish , sentence , set , shave , sheet ,  
shell , shoulder , show , sight , since , sleeve , social , soldier , sorry , spark , spirit , spit ,  
splash , spot , stable , stair , steady , storm , strain , straw , stream , string , study , subject  
, success , sum , supply , surface , surgeon , suspicious , swing , sympathetic , tailor ,  
tame , tap , tear , tent , thief , thimble , threat , tie , too , towel , tower , traffic , tragedy ,  
trap , travel , treatment , truck , tube , tune , tunnel , twin , typist , ugly ,  
understanding , universe , valley , vegetable , victim , victory , vote , weak , welcome ,  
whether , widow , wife , wild , world , wreck , wrist , yawn*

An Introduction to the Grammar of English – Book Notes

Elly Van Gelderen

Terms

Practical Lessons

Would including the lexical classification to a term learned from any learning experience help me learn the relationship of the term to the field its associated with? If so, how?

.....  
.....

Chapter 2 BEGIN

## Categories 12

### 1. Lexical categories 12

- 1.1 Nouns (N) and Verbs (V) 13
- 1.2 Adjectives (Adj) and Adverbs (Adv) 15
- 1.3 Prepositions (P) 18

### 2. Grammatical categories 19

- 2.1 Determiner (D) 19
- 2.2 Auxiliary (Aux) 21
- 2.3 Coordinator (C) and Complementizer (C) 21

### 3. Pronouns 23

### 4. What new words and loanwords tell us! 24

### 5. Conclusion 25

## Structural Analysis

### Chapter 2 – English word = [x:x e categories, (lexical U grammar)]

X can be understood ontologically speaking as affecting the semantic, morphological, or syntactic.

Semantic=meaning

Morphological=built up of

Syntactic=biased by other units

Find X by finding if there's a synonym (true=L, false=G) or by finding its position in relation to other words.

{(Noun),(Verb),(Adverb),(Adjective),(Preposition)}={Lexical}

{(Determiners),(Auxiliary),(Coordinator),(Complementizer)}={Grammar}

{(Pronouns)}={{Lexical} U {Grammar}}

## CHAPTER TWO

NOTES.....

.....

From Conclusion

“The lexical categories discussed in this chapter are defined in semantic, morphological, and syntactic terms, i.e. according to meaning, word form, and position in the sentence. The main factor determining the category (in English) is the position in relation to other words. You could also try to find a synonym and that might help you decide on the category. Grammatical categories can mainly be defined (as their name implies) in terms of their grammatical function and it is often hard to find a synonym. Pronouns have characteristics of both”

## LEXICAL CATEGORY OF ENGLISH – A WORD LEVEL ANALYSIS

English tries to create sentences from words and phrases to establish meaning in the author projecting such.

Sentences have function, so do words.

Two functions

Lexical

Categories within

Noun, Verb, Adjective, Adverb, and Preposition

Functional

Lexical – Identifying the category within.

Categories can be deduced syntactically (what words are in combination with the one in question) or morphologically (how the word is formed/made up).

Nouns – Indicates person, place, or thing. They are apart of the subject or object of sentences.

S – an article, ex: the, is present, suggesting a oneness in reality. May be modified by an adjective or preposition and noun.

M – the word can become plural, suggesting physical quantity in reality(there are a few exceptions). Possessive’s are nouns. Some end in -ity, -ness, -action, -er, -ion, -ment.

Verb – usually indicates event or action. Can indicate state or emotion as well (is, seemed).

S – May follow an auxiliary, modified by an adverb, or follow a noun or noun and preposition.

M – Can become past tense with the addition of “-ed” suggesting of a past event(there are a few exceptions). Some end in -ize or -ate. Verbs that end in -s are referring to a third person singular subject and is present tense

**Table 2.1.** Some differences between N(oun) and V(erb)

	Noun (N)		Verb (V)	
Morphology	a.	plural <i>-s</i> with a few exceptions, e.g. <i>children, deer, mice</i>	h.	past tense <i>-ed</i> with a few exceptions, e.g. <i>went, left</i>
	b.	possessive <i>'s</i>	i.	third person singular agreement <i>-s</i>
	c.	some end in <i>-ity, -ness -ation, -er, -ion, -ment</i>	j.	some end in <i>-ize, -ate</i>
Syntax	d.	may follow <i>the/a</i> and <i>this/that/these/those</i>	k.	may follow an auxiliary e.g. <i>have</i> and <i>will</i>
	e.	may be modified by adjective	l.	may be modified by adverb
	f.	may be followed by preposition and noun	m.	may be followed by noun or preposition and noun
Semantics	g.	person, place, thing	n.	act, event, state, emotion

Adjective – modifies a noun. Can modify nationality/ethnicity, size, age, color, material/personal description, or character trait.

S – Modify Nouns

M – end in *-ous, -ary, -al, -ic*; mostly don't have *-ly*

Adverb – modifies a verb usually. Can modify the quality of a lexical term manner, duration, speaker attitude, place, or time. Can end in *-ly*. A degree adverb modifies an adjective or adverb and usually has little meaning (ex: very).

S – modify verb, adjective, or adverb

M - end in *-ly, -wise, -ways*, or have no ending such as in *fast*

**Table 2.2.** Differences between adjectives and adverb

	Adjectives (Adj)		Adverbs (Adv)	
Morphology	a.	end in <i>-ous, -ary, -al, -ic</i> ; mostly have no <i>-ly</i> ; and can be participles	d.	end in <i>-ly</i> in many cases, <i>-wise, -ways</i> , etc. or have no ending ( <i>fast, now</i> )
Syntax	b.	modify N	e.	modify V, Adj, or Adv
Semantics	c.	describe qualities typical of nouns, e.g: nationality, color, size	f.	describe qualities of verbs, e.g: place, manner, time, duration, etc. and of adjecti adverbs: degree

Preposition – express place or time, direction, causation, or relation. Thankfully, they are invariable in form and must precede a noun.

**Table 2.3. Some prepositions in English**

---

about, above, across, after, against, along, amidst, among, around, at, before, behind, below, beneath, beside(s), between, beyond, by, concerning, despite, down, during, except, for, from, in, into, inside, like, near, of, off, on, onto, opposite, outside, over, past, since, through, to, toward(s), under, underneath, until, up, upon, with, within, without

---

#### Noun rules

If two nouns are sequentially present together, they are split by a preposition.

Ex: The fox of the west hills ate the mouse.

Some nouns can have verbal counterparts.

Nouns can become verbs, especially if its usage as a verb is followed by a noun with no connective or preposition between the two.

#### Adjective and Adverb rules

Depending on context, some words that are adverbs can be used as adjectives and vice versa. EX: hard, fast.

Usually can be used, wither by preceeding with more/most or directly succeeding with er/est, to compare or contrast. Hence, they are comparative e or superlative.

#### Preposition rules

Some prepositions have no lexical relation to nouns, verbs,adj, adv, in terms of added meaning. Rather they are added for grammatical necessity (ex: the door of the car).

Some prepositions are used as adverbs if they appear to stand by themselves without a noun following. (The cops assaulted, the men ran, and she jumped down) (during, around, after, against, despite, except, without, towards, until, till, and inside).

Sequences, which consist of more than one word, are considered prepositions (instead of, away from, due to, as for)

GRAMMATICAL CATEGORY OF ENGLISH – NO MEANING, JUST COHESION OF FLUENCY FOR THE LEXICAL.

#### Four grammatical categories

Determiner – includes articles a(n) and the, demonstratives (this, that, these, and those – exhaustive list in english for demonstratives), possessive pronouns, possessive nouns, some quantifiers (any, many, much, and all), some intterogatives (whose, what, which) , and some numerals(are not

determiners when they are used as adjectives). Occur with a noun so as to specify which noun is being referred to or the possession of a noun.

Auxiliary – helping verb, is be have do

Coordinator – join lexicals

Complementizer - introduce subordinate clauses

## Determiner rules

When used in conjunction with an adjective, with both acting on a noun, the determiner precedes the adjective.

### Articles

Indefinite vs definite

One possibility out of many vs only one possibility.

Used when the noun is new in the conversation vs when it is already established.

### Demonstratives

This that

For singular nouns

These those

For plural nouns

### Possessive pronouns

(my, your, his, her, its, our, their)

### Possessive nouns

Add -s

### Quantifiers

### Interrogative

Auxiliary verb – functions to help another verb and cannot occur on their own

Have, be, do

Coordinators – 100% relative. Join similar categories or phrases or elements.

Sometimes called, coordinating conjunction is and or both, either, or, neither, and nor.

Complementizer – introduce subordinate clauses and cannot function on its own, which implies there is at least two clauses with one dependent on the other, and look like prepositions or adverbs (that, because, whether, if, since)

Ironically, while you cannot reduce a grammatical term to a simpler form than its serving (ie the distinction between lexical and grammar categories is that synonyms are found easily for lexical and nonexistent for grammar), you can find a synonym that serves the same function for the noun categorizing a category within grammar categories, ie sometimes called, subordinating conjunction or subordinators .

.....  
.....  
CHAPTER THREE NOTES – PHRASES

1The noun phrase (NP) 36

2 The adjective phrase, adverb phrase, verb phrase  
and prepositional phrase 39

2.1 The adjective phrase (AdjP) and adverb phrase (AdvP) 39

2.2 The verb phrase (VP) 40

2.3 The prepositional phrase (PP) 41

3.Phrases in the sentence 42

4.Coordination of phrases and apposition 43

5. Finding phrases and building trees 45

5.1 Finding the phrase 45

5.2 Building trees 46

6.Conclusion 49

Chapter Four Notes – Functions in the Sentence

Phrases have functions. (subject, predicate, direct and indirect object, subject predicate and object predicate)

Sentences have noun and verb, subject and predicate.

Complements are direct or indirect objects and follow verbs or predicates.

Sentences can have active or passive wordings.

Passive has the object before the subject, vice versa for active.



Actives describe how the subject has agency over the object. Passive describe how the object takes the central sign away from the subject.

Passives are useful when we don't know who the agent of the action is and they often occur when the object is more definite than the subject. Oftentimes involves more usage of past tense wording.

Object Predicates are the classification of a direct object after a verb that occurs after the direct object. EX The high desert may have an arid climate. A clay toy of Benjamin Graham (NP) probably sits(V) on a wall street desk (DO) as a worshipped figure(OP).

Verbs, function classified (transitive or intransitive) based upon what object or object predicates they apply action towards. Sits is an intransitive verb as it attempts to describe how the motion of reverence is maintained for a clay toy that sits somewhere on a desk as a worshipped figure, the object predicate. There could be light fixated, a convergence of lined pencils, or even a placement above others on a post it note.

### Structural Analysis

It is possible to divide sentences into groups of words that belong together, thus, the structure can become clearer through diligent recognition.

Those groups have differing purposes in relation to meaning. To help name the phrase correctly, intuitively take notice of the group of words of concern and identify which single word has the most importance. Hence, in the last phrase of this sentence, an adjective is the lexical category of handsome thus this is an adjective phrase: so handsome.

### Notes

#### Chapter 4, Functions in the Sentence

#### Subject, predicate, complement

Subjects can be placed anywhere, must occur with at least the predicate.

Predicates can be placed anywhere, must be followed by complements and contain a subject explicitly or implied.

Some predicates necessitate either direct objects or DOs and Indirect Objects (optional in some cases)

Complements are direct or indirect objects or subjects or predicates, they can be everything.... Mostly of these the two at the top,

IO – Beneficiary of Action

DO – What is being moved or acted on

Prepositions, connect and exert change on two subjects. Prepositional verbs, a two word compound between a preposition and a verb. Prepositional Phrases are dependent clauses and are modifying either subjects, objects, xor predicates.

Adverbial, Affect either the verb or the subject

Lessons

How are passive voices created?

When involving sentences about yourself, the agent loses sense of self agency or places more importance on following the act of agency as prescribed rather than trying to see how they the individual did become the messenger of information implicitly consented to by the stakeholders of the message while still retaining allegiance to personal self rather than how the stakeholders want messages decoded by others competitive to them with messages silently consented to allowing be said.

Literally, the direct object becomes the subject when speaking actively; likewise the subject becomes an object. Since passive voice often arises in describing action and how your perspective sees that action, the users of passive voice will talk themselves away into becoming objects.

He was seen by me vs I saw him. He ate the cheese vs the cheese was eaten by him.

He was seen by me, while not totally improper does imply a nature to commit passivity again. Passive voices are seldom in managerial power positions, so in a sense the stakeholders could be office agents reminiscing on a witness report about last months vandalism who implicitly want you to not get a promotion and will not correct the passive voice. In addition, it just seems easier to make a value judgment about the subject and not the object since the object is arrived at and somewhat detached by dependence. So using active voice allows easier creation of value judgments on the subject as well as to make self-agency more realized.

What predicates necessitate only a direct object?

See, eat, love, hit, hear, watch

What Ps necessitate a DO and IOs most of the time?

Necessitate, Give, teach, offer, tell, show, ask, lend, provide, send, hand, promise, grant, award, begrunde, mail, throw

What Ps necessitate a DO and an IO some of the time?

Buy, bring, bake, read, pay, earn, build, cook, knit, prepare

What verbs could imply just a subject and a predicate?

monoTransitive verbs (all other cases are mono or di-intransitive or an auxiliary verb). Is, Feel, Look, Grow, Smell, Hear, remain, stay, turn

What case within the function of the sentence should alter meaning?

Subjects use nominative case, the brick, a rock,

Objects use Accusative case, usually pronouns and verbs or objects, EX I am dissatisfied. Am, implicit object that is undesirable

Possessive subjects use Genitive case

## Chapter 6, The Structure of the Verb Group in the Verb Phrase

One reason why is English Different from Other Languages?

It allows sentences to have 4 auxiliary and 1 lexical verb(s) in the verb phrase

Aux – modal, perfect, progressive, passive, and dummy (case matters)

Must be paired with lexical(s) and constitute little meaning by themselves. Occur before negations, EX I am dissatisfied.

Introduce affixed verbs

Lexical – Transitive and Intransitive verbs, have affixes

The twelve modal auxiliary verbs, they express obligation ability, and necessity

Can, could, may, might, shall, should, will, would, must, dare (to), need (to), have (to), ought (to)

When are dummy auxiliary verbs used?

When there is only one lexical verb in the sentence, use do.

A specific difference in speech function usage between British and American English users.

British prefer to have perfect present tense verbs to describe the recent moment whereas Americans have done that function with past perfect tenses. EX differences between BNC and FOX informal conversations.

Why are perfect anything perfect?

They have have only.

What are the time tenses to auxillary verbs that influence affixes to lexical?

Present, Past, Future, Present Perfect, Past Perfect, Future Perfect

One way modern English is different from English as it was spoken near the late middle ages?

Shakespeare English does not do the do when using rare lexical verbs. EX What means the Lord? => What does the Lord mean? The common of the rare lexical verbs are think, know, and belong when used as transitive verbs.

Perfect, Progressive, and Passive auxillary verbs and the corresponding change in tense because of case on the following lexical verb

Perfect, Have, -edU-en

Progressive, be(and variations), -ing

Passive, be(and variations), -ed,-en

Why keep disparaging examples from national media within your book while excluding local ones you may have established a friendly relationship with a worker at?

The local disparaging example. "sentence that includes all four types of auxiliaries sounds a little contrived. Note the strict order (e.g. have may would be ungrammatical: (46) The woman made a 911 call from the trunk of a car [that] police believe she may have been being held in. (google – local news site)"

The prior national example. Taken a chapter or two ago in lessons.

All complete sentences have a nominative case subject and a finite verb. They differ from dependent fragments of sentences in that they have different pronouns to describe the subject. No matter what, all finite lexical verbs have an agreement with the tense of the pronoun as the subject but can be used with past or future tense uses on meaning.

Nominative Finite Pronouns to complement Nominative Case Verbs

I, you, he, she, it, we, they

Accusative Nonfinite Pronouns to complement Accusative Case Verbs

Me, him, her, us, them

Satisfies both nominative and accusative

You, it

Woah, sentences could continue onto infinity if nothing else but accusative pronouns and lexical verbs or nominative pronouns and lexical verbs followed in any grouped order with auxiliary verbs to tie the grammatically fragmentary groups together. I noticed that (as?) she was watching them as they walked over roadkill that I had a hankering for squashed patties, which even after the comma could've been extended.

All sentences that use modal auxiliary verbs are necessarily used in the independent fragment of complete sentences and preface verb groups, necessarily makes little sense there, before the comma or within these, but does make more here in this closing independent clause and when it was first used in the first, introductory independent clause.

If the case of a verb does follow the general usage scenario for nominative, accusative, and genitive cases, then they are irregular verbs.

I read a book vs I readed a book.

Chapter 7, Finite Clauses

Functions of clauses

Complementizer Phrase

Coordinating Phrase

When a sentence is not simple, there must be at least two lexical verbs one for each clause.

Embedded clauses exist because the sentence allows it to enhance the independent clause or some subject or verb within a subject or verb group placed elsewhere in the sentence or argument that are tied in meaning.

Complementizers do the bulk of explaining arguments

That, if, then, first, last, precedents, antecedents, since, so, because, what, where, while, who, which,

Their placement occurs like adverbials and are used to start off clauses or fragments within a noun or verb group while still being flexible enough to precede, mostly, or to follow, sometimes, both of those groups elsewhere within the sentence.

Coordinators are Logical elements combining or selecting from a selection and do the bulk of modifying arguments

And, or, but, not, so

## Chapter 8, non finite clauses

Non finite clauses only explain one metaphysical quality of a thing or action but can have objects tied to nouns or mostly verbs, must have a lexical verb, and are, so are either its mutually exclusive verb or noun group, in the nominative case of subject or pronoun or with the appropriate auxiliary verb of tense.

Infinitives

To + verb

Bare Infinitives

Verb

Verbs that follow possessives are apart of that noun group.

Non finite clauses apparently have all the introductions as finite clauses but are narrow in end.

## Chapter 9, The structure of the PP, AdjP, AdvP, and NP

All have complements by necessity of the subject or verb they act on.

PP

Head preposition, rarely preceded by adj

NP complement

VP complement, rarely, and act as object to the verb and the preposition precedes and modifies that verb. EX I am over discussing that.

AdjP.....

Really just focus on previous notes about placement of lexical terms and how they have grammatical complements.

## Chapter 10, Clauses as Parts of NPs and AdjPs

### Who vs whom

Who as subject whom as object. For tonight's entertainment, the man of the evening, whom I adore, scored us gentlemen an 8 ball.

## Chapter 11, Special Sentences

Why spend 10 chapters of an introductory grammar book without explaining within them how to question things? Because we don't question.

"Question sentences are referred to as interrogatives, whereas most of the sentences we have seen up to now assert something and are called indicatives or declaratives"

### How to compose questions?

They are headed by complements, whowhich, modals, or a dummy auxiliary in which case they are indepent sentences.

They can be worded after noun or verb groups

## Glossary

**accusative case** The case of the object or prepositional object, only visible on pronouns in English, e.g. *me*, in *He saw me*, also called the objective case.

**active** A sentence in which the doer of the action is the subject, as in *She guided the elephant*.

**Adj** = adjective.

**Adj'** Adjective-bar, intermediate category, see Chapter 9, Section 1.

**adjective** A word which often describes qualities, e.g. *proud*, *intelligent*, or physical characteristics, e.g. *short*, *strong*.

**adjective complement** Complement to an adjective, e.g. *of him* in *proud [of him]*; see Chapter 9, Section 1.

**AdjP** = Adjective Phrase: group of words centered around an adjective, e.g. *very nice*.

**adjunct** Term not used in this book; alternative for 'adverbial'.

**Adv** = adverb, i.e. the category

**Adv-ial** = adverbial, i.e. the function

**adverb** E.g. *proudly*; it is similar to an adjective but it modifies a verb, adjective, or other adverb, whereas an adjective modifies a noun.

**adverbial** A function at sentence level providing the background on where, when, how, and why the event described in the VP takes place.

**AdvP** = Adverb Phrase: group of words centered around an adverb, e.g. *very nicely*.

**affix** Cannot stand on its own, e.g. an ending such as *-ing*; see Table 6.2.

**affix-hop** Process where an affix belonging to an auxiliary 'hops' and attaches to the verb immediately to the right of the auxiliary; see Chapter 6 and Table 6.2.

**agreement** E.g. *-s* in *she walks*, ending on the verb that 'agrees' with the subject.

**ambiguity/ambiguous** Word (lexical ambiguity) or sentence (structural ambiguity) with more than one meaning; see Chapters 1 and 3.

**antecedent** What a pronoun refers to, e.g. the noun that a relative pronoun such as *who* refers to in *the man who(m) I saw*; see Chapters 9 and 10. Antecedent is used more generally though for any pronoun that refers to a noun.

**antonym** A word with the opposite meaning, e.g. *hot/cold*, *good/bad*; Chapter 2.

**appositive NP** The second NP in *Tegucigalpa, the capital of Honduras*; see Chapter 3. It rephrases the first and provides extra information; similar to a non-restrictive relative clause.

**appositive relative clause** Another word for non-restrictive relative clause; see Chapter 10 and below.

**article** *A, an, the* in English; see Chapter 2, Section 2.1.

**aspect** When the type or duration of the action is emphasized, as in *he is reading*, rather than when the action took place, Chapter 6.

**attributive adjective** Term not used in this book; an adjective that modifies a Noun inside an NP.

**AUX** = auxiliary, see below.

**verb** A 'verb' that cannot stand on its own but that 'helps' (combines with) another

word that joins two or more words or phrases or sentences together. There are subordinat-

**linguistic (or social) knowledge** Knowledge of social rules; see Chapter 1, Section 3.

**restrictive RC** A clause that provides essential information. For example, a P and NP are sisters of a VP; each has a branch going up to the VP; see Chapter 3.

**past participle** Typically follows auxiliary *to have* to form a perfect, or *to be* to form a passive. It can function on its own in a non-finite clause.

**tag-question** A repetition of the subject and the auxiliary, as in *She has been there before, hasn't she?* See Chapter 4.

does not express a complete thought and on its own, see Chapter 6.  
*make, do, take* are auxiliary verbs that combine with a main verb. They can be



**preposing** Moving a word or phrase to a position towards the beginning of a sentence.

**preposition** A word indicating location (in place and time), such as *at*, *in*, and *on*, direction, such as *to*, *into*, and *towards*, relationship, such as *with*, *between*, *among*, and *of*; see Chapter 2.

**preposition stranding** Leaving the preposition behind in a relative clause or a question, as in *the man who I talked to*; see Chapter 10.

**prepositional verb** A verb that has a PP as a complement, e.g. *rely on*, *refer to*; see Chapter 5.

**prescriptive rules** A rule typically learned in school, see Chapter 1, e.g. don't split an infinitive or don't use multiple negation.

**present (tense)** The event occurs at the time of speech.

**present participle** Forms that end in *-ing*, e.g. *walking*, used after a progressive auxiliary, as in *she is walking*, or on its own in a non-finite clause, as in *walking along the street*, *I saw a fire*.

**present perfect** A Verb Group like *have lived* in *I have lived here for ever*. See Chapter 6 and Figure 6.1.

**progressive (aspect)** Indicating that the action is or was going on; see Chapter 6.

**pronominalization** Referring to an NP, PP, VP, AdjP, or AdvP, i.e. a phrase, by means of a pronoun.

**pun** The use of a word to suggest two meanings; see Chapter 1.

**quantifier** Words such as *all*, *some*, *many*, *each*; they are either like determiners or adjectives, or occur before determiners.

**question** See *yes/no* question and *wh*-question.

**RC** = relative clause, see below and Chapter 10.

**reflexive pronoun** The pronouns *myself*, *yourself*, *himself*, *herself*, *ourselves* and *themselves*.

**regular verbs** Verbs formed by adding *-ed* to the present to form the past tense and the past participle, as in the case of regular verbs such as *walk*, *walked*, *walked*. See Chapter 6.

**relative clause** A clause/sentence that typically modifies a noun, e.g. *the tree which I see from the window*; see Chapter 10.

**relative pronoun** pronoun such as *who*, *whose* that introduces relative clauses; see Chapter 10. The same set is used in questions and then they are called interrogative pronouns.

**restrictive RC** A relative clause with highly relevant information; see Table 10.1.

**S** = sentence: a group of words that includes at least a verb/VP

**S'** = Speech on a timeline; see Chapter 6.

**S'** = S-bar, used in the first edition of this book, replaced by CP.