السعر
٢٥
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مكتبة جهينة

كتب جامعية – نسخ وتصوير – تغليف وتجليد – ترجمة معتمدة – كروت أفراح
خدمات الكمبيوتر و الإنترنت

طباعة أبحاث – وطباعة واجبات التعليم عن بعد

LANE 321

اسم الطالب / .....

حي الجامعة _ شارع عبدالله السليمان خلف محطة المنار

تليفاكس : ٦٨٨٠٠٨٦

عفوا الملخصات لا ترد ولا تستبدل

CHAPTER 3

THE SOUNDS OF LANGUAGE

- Phonetics

  Is the general study of the characteristics of speech sounds?

- Phonetics has three types:

  1- Articulatory phonetics:

  It is the study of how speech sounds are made.

  2- Acoustic phonetics:

  It is the physical properties of speech sound waves [in the air].

  3- Auditory phonetics: (perceptual phonetics)

  Which deals with the perception [via the ear] of speech sounds?

Voiced^{+} and Voiceless^{-} sounds

- We start with the air pushed out by the lungs up through the trachea [wind pipe] to the larynx and inside the larynx is the vocal cord which has two positions.

  1- When they are spread apart the air from the lungs passes between them unimpeded and the sound is [voiceless].

  2- When the vocal cords are drawn together the air from the lungs causes them to vibrate and they are called [voiced].

- The distinction can be felt by placing a fingertip on the top of [Adam's apple] then we produce the sound.

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Place of articulation

- The air which passes through the larynx comes out through mouth, nose.
- Most consonant sounds are produced by using the tongue.
- To describe sounds, we use symbols of the phonetic alphabet and these symbols will be enclosed with in square brackets [ ].

Place of articulation are:

1-Bilabials

Sound use both [bi] upper and lower lips [labia] →

$[p_- \ -b_+ \ -m_+ \ -w_+]$

(–) → Voiceless / (+) → voiced

2-Labiodentals

Sounds formed with the upper teeth and lower lip

$[f_- , v_+]$

3-Dentals

Sounds formed with the tongue tip behind the upper front teeth. Sometimes we call these sounds [interdentals] that they are pronounced with the tongue tip between [inter] the upper and lower teeth.

[ϴ] → called [theta] →thin – thick

[ð] → called [eth] → then – that

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4-Alveolar

These sounds are formed with the front part of the tongue on the alveolar ridge. The alveolar ride is the bony ridge behind and above the upper teeth.

[t_- $-d_+$ $-s_-$ $-z_+$ $-n_+$ $-l_+$ $-r_+$]

5-Palatals

The hard part of the roof of the mouth behind the alveolar ridge is called [palate]. These sounds are produced by the tongue with the front palete.

- [ʃ $_-$] → she
- [t ʃ] → church
- [ʒ $_+$] → pleasure [it is not common in English]
- [d ʒ $_+$] →joke –gem –judge –George
- [ȷ $_+$] →is produced by the tongue in the middle of the palate → yet –you

6-Velars

The back of the tongue against the velum [soft palate]

[k_- $-g_+$ $-y_+$]

[y] is called [angma] and it cannot be initial in a word and it is spelled as the two letters [ng] it occurs twice in the word [ringing]

7-Glottal

It is the sound produced in the space between the vocal cords.

[h $_-$] this space called [glottis]

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Charting consonants

– V → voiceless sounds

+ V → voiced sounds

+/–	Bilabial	Labiodental	Dental	Alveolar	Palatal	Velar	Glottal
	-v +v	-v +v	-v +v	-v +v	-v +v	-v +v	-v +v
Stops	P b			T d		K g	
fricatives		F v	ϴ ð	S z	ʃ ʒ		
affricates					+ʃ dʒ		
nasals	– m			– n		– y	
liquids				– l – r			
Glides	– w				– j	–	H –

- This chart is not complete and there are some differences between these symbols and the symbols in the [International Phonetic Association] → IPA.

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- [r] is different according to the position in the word with different symbols [ɹ - R -r]

  1- ʃ → š

  2- ʒ → ž

  3- tʃ → č

  4- dʒ → ĵ

  5- j → y

- The above symbol [v] is called [wedge].

Manner of articulation

- We described the sounds in the term of [where they are articulated] → [place] and now we are going to describe them in the term of [how they are articulated] → [manner]

Manners of articulation are:

- Stops [p_- $-b_+$ $-t_-$ $-d_+$ $-k_-$ $-g_+$]
- They are produced by a brief stopping of air stream and then letting it going abruptly.
- Stops are also called [plosives]
- A full description of [t] sound is [voiceless -alveolar -stop]
- In the description of any sound, we say:

  1- Voiceless or voiced

  2- Place of articulation

  3- Manner of articulation

Fricatives

[f_- $-v_-$ $-\theta_-$ $-ð_+$ $-s_-$ $-z_+$ $-ʃ_-$ $-ʒ_+$]

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- They are made by blocking of the airstream and push the air through the narrow opening.
- When the air pushed, there is a friction and resulting sounds are called [fricatives].
  - Affricatives

    [t ʃ − - d3 +]
  - A brief stopping of airstream combined with obstructed release which causes some friction. [Cheap – jeep].

Nasals

[-m+ -n+ -y+]

- Most sounds are produced [orally] with velum [raised] preventing the air from entering the nasal cavity.
- In nasal, the velum is [lowered] and the airstream is allowed to flow out through the nose morning]
- All nasals are voiced +

Glides

[-w+ -j+ -h-] these sounds are produced with the tongue in motion [gliding] to form the position of a vowel and so, they are called [semi vowels] or [approximants].

[h] Is classified glide because of the way it combines with other sounds? In other descriptions it is called [fricative].

Liguides

[-l+ -r+] the [l] is called [lateral] liguide and it is formed by letting the airstream flow around the sides of the

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tongue as the tip of the tongue makes contact with the middle of alveolar ridge.

- The [r] is formed with the tongue tip raised and curled back near the alveolar ridge.

The glottal stop and the flap

There are two common terms used to describe ways of pronouncing consonants which are not included in the chart.

- The glottal stop is represented by the symbol [ʔ] and occurs when the space between the vocal cords [glottis] is closed completely and then released [oh –oh] → between them / uh – uh → between them [tt] in [butter –bottle] without pronouncing [tt]. This sound has characteristics of Cockney [London] speech. Also some [Scottish] and [Newyorkers].
- American English speakers pronounce the word [butter] in the way close to [budder] this [flap] represented by [D] or [ɾ].
- This sound produced by the tongue tip tapping the alveolar ridge briefly.
- Americans flap [t] between two vowels to [d]
  Writer → rider / metal → medal

Vowels

They are produced by free flow of the air.

- All of the vowels are voiced and we classify them as
  [High –mid –low]
  [Front –central –back]
  [Round –unround] lips.

	Front	Central	Back
High	.i ɪ		.u ʊ

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Mid	.e ɛ	ə ʌ	.o ɔ
Low	æ	.o	.a

[i] → see –eat

[ɪ] → hit –big

[e] → great –weight

[ə] → above –sofa

[ʌ] → but –blood

[.u] → move –two

[æ] → ban –sat

[ʊ] → put –foot

[o] → no –though

[ɔ] → fall –caught

[a] → cot –bomb

[aj] → my –eye

[aw] → cow –now –loud

[ɔj] → boy –boil –avoid

Diphthongs

Symbols which contain two sounds like the last three symbols in the chart

- Diphthongs begin in a vowel and end in a glide.

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- [ə] called [schwa].

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CHAPTER # 4

THE SOUND PATTERNS OF LANGUAGE

- **Phonology**

  Is the description of the systems and patterns of speech sounds in a language?

- **Phonology**

  Is concerned with the abstract or mental aspect of the sounds in language rather than with the actual physical articulation of speech sounds.

- When we think of the [t] sound in the words [tar –star –writer –eighth] as being the same we mean that in the phonology of English, they would represented in the same way but in actual speech, they are different phonemes.

- **Phoneme**

  Is the smallest meaning distinguishing sounds in a language?

- The phoneme /t/ is described as sound type and different from spoken [t] which is [token], so slash marks / / are used to indicate a phoneme /t/ an abstract segment and the square brackets [t] are used for each phonetic or physically produced segment.
- An essential property of a phoneme is that it functions contrastively.
- [f -v] are in contrast in meaning in the words [fat - rat]
- The technical terms used to distinguish each phoneme from the next is [features]. If the feature is [present] we mark it with a plus sign [+] and if it is [not present] we use minus sign [-], so if

we want to talk about /p/ sound, it can be [-voice, +bilabial, +stop] and /k/ [-voice, +velar, +stop] and we see that these two sounds share some features they are described as members of [natural class] of sounds. If we see /v/ sound, it is [+voice, +labiodental, +fricative] and so it cannot be in the same [natural class] of sounds like [/p/ -/k/]

PHONES AND ALLOPHONES

- While the phoneme is the abstract unit or sound type [in the mind] there are many different versions of that sound type produced in actual speech [in the mouth].
- Phones are phonetic units and appear in square brackets and when we have a group of several phones, all of them are versions of one phoneme, we add the prefix [allo] → [[one of a closely related set] we call them [allophone] of the phoneme. Example the sound [t] in the word [tar] is pronounced with a stronger puff of air than the [t] sound in the word [star].
- If you put the back of your hand in front of your mouth, and say [tar], you feel [aspiration].
- **Aspiration**
  - is the puff of air accompanying the sound at the beginning of a word.
  - Aspiration in [k -t -p] at the beginning.
  - Aspiration is represented by putting [h] over the symbols [k^h - t^h -p^h] it comes in [tar] and not [star].
  - [t] Sound between vowels like [winter] becomes a flap represented as [D].
  - In the word [eighth → et Θ] the influence of the final dental [Θ] causes adental articulation of the [t] sound and we represent it as [t_n].
  - So, [t^h -D -t_n] are allophones. The phoneme /t/.

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- Another example is the pronunciation of [i] in words [seed ^{I} - seen ^{i}] the second word, the effect of the nasal consonant [n] makes the [i] sound nasalized represented by a small mark [~] called [tilde] over the symbol [i˜] in [narrow phonetic transcription], so [i - i˜] both are allophones of [i] in English.

Minimal pairs and sets

- Phonemic distinction in a language can be tested via
  1- Pairs
  2- Sets
- Minimal pair the contrast in one phoneme
  [Pat -bat] [Fan -van] [Site -side]
- The contrast in meaning resulting from the sound contrast.
- **Minimal set**

  Is a group of words can be differentiated by changing one phoneme.
  1- Based on vowel phoneme
  [Feat - fit -fat -fate -fought -foot].
  2- Based on consonant phoneme
  [Big -pig -rig -fig -dig -wig]

Phonotactics

- They are not English words but they can be reviewed as English words [lig -vig]
- They are minimal sets.
- We have also [fslg -rnlg]
- **Phonotactics**

  Are the constraints of permitted combinations in a language.

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Syllables and clusters

- A syllable must contain a vowel.
- The most common type of syllable has a consonant before a vowel [CV].
- Technically, the basic elements of the syllable are:

1-Onset

One or more consonants and rhyme.

2-Rhyme

Is the vowel in the syllable and we call it [rime] plus coda.

It is called [nucleus].

3-Coda

Is the consonant after the rhyme [green]?

- We have two types of syllables:

1-Open syllable

When we have onset and nucleus and no coda.

[Me -to -no].

2-Closed syllable

When a coda is present [up^{C} -cup^{C} -at^{C}]

- The basic structure of the kind of syllable are:

1- [CCVC] → green
2- [VCC] → eggs
3- [CVC] → ham -done -not
4- [VC] → am
5- [V] → I
6- [CV] → do

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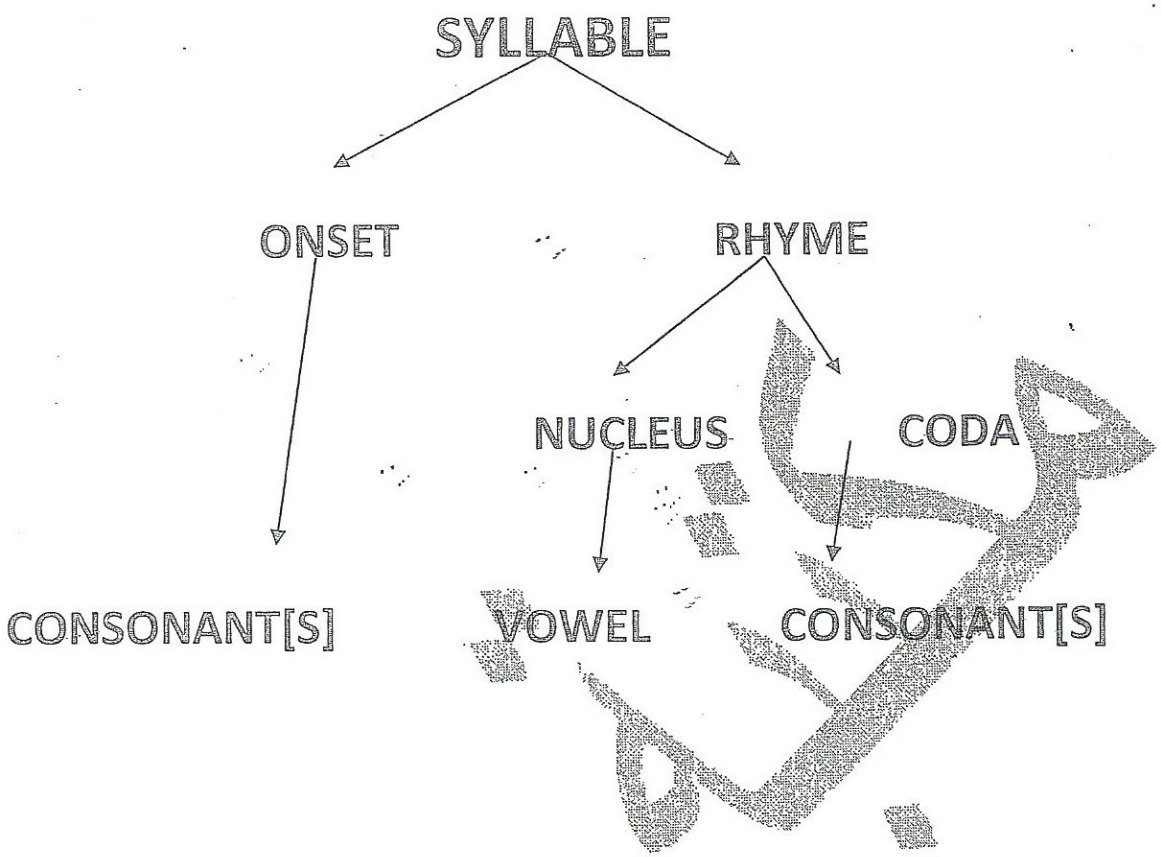

- When onset and coda consist of more than one consonant, they are called [consonant cluster] [CC] like [st] [stop -post].
- We have [CC] combination like [black –bread –trick –twin –flat –throw] and we see liquids [l - r] and glide [w] in the second position.
- We have also three initial consonants [CCC] [stress -splot] as follow:
  1- The first consonant must be [S]
  2- The second consonant must be [k –t –p]
  3- The third consonant must be [w –r –l]
  [Splash –spring –strong –square –scream].
- In the case of word [exclaim] [Ek –sklejm] here we describe the onset of the second syllable [skl] and not the beginning of the word.

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- **Co-articulation effects**

It is the process of making one sound at the same time as the next sound.

There are two types of co-articulation:

1- Assimilation
2- Elision

➢ Assimilation

- It is when two sound segments occur in the sequence and some aspect of one segment is taken by the other.
- Like [I –æ] in [pin –pan] if we pronounce them in isolation, they are different without nasal quality as in [pin –pan] so, we write them [I˜ æ˜], the vowel becomes nasalized because it precedes the nasal sound.

- [Can] in isolation is [kæn] but when we say [I can go] the influence of the following velar [g] will make the preceding nasal sound come out as [ŋ] [the velar nasal] [ajkðŋgo] and we notice that [æ] becomes schwa [ð] in the phrase.
- [and] also in isolation is [ænd] but in a phrase like [you and me] it will be [ðn] [yuðnmi]

➢ Elision

It is the process of not pronouncing a sound segment that might be present in the pronunciation of a word in isolation.

[You and me] and [d] sound is not included in the transcription [yuðnmi]

[He must be] → [hi mðsbi] / [friendship → frɛnʃip]

[We asked him] → [wi aest ðm].

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- Vowels also disappear as

  [Every → ɛvri]

  [Interest → intrist]

  [Cabinet → k aebuɔt]

  [Suppose → spowz].

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CHAPTER # 5

WORDS AND WORD FORMATION PROCESSES

- Americans appropriated Dutch terms in language [blunderbùss → thunder gun]
- By the mid-eighteenth century, Dutch words flooded into American English.
  Examples: [stoop –span –coleslaw –boss –pit → a stone of a fruit]
  [Bedpan –bedspread –cookie –waffle –nitwit]
- Bedspread → [Counterpane]
- Nitwit → from the colloquial Dutch [Ik niet weet] meaning [I don't know].
- The American interrogative [how come?]
  In Dutch → [Hoe kom]
- Around 1900, in New Berlin, Ohio, a department stone worker named [J. Murray Spangler] invented a machine called it [electric suction sweeper] and it becomes popular and named [Spangler] [his name]. Spangler sold his new invention to a local business man, called William H. Hoover and his company produced the first machine called [Hoover].

Neologism

Is a new word in a language which is accepted to be used i.e basic processes by which new words created are:

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1-Etymology

It is the study of the origin and history of a word.

Etymology is a word comes from Latin but has its origins in Greek.

[Etymon →original form]

[Logia → study of]

And is not to be confused with [etomology] also Greek

[etomon →insect]

2-Coinage

It is the invention of new terms like trade names without capital letters.

[Aspirin –nylon –Vaseline –zipper] →old examples

[Teflon –Kleenex –Xerox –Tylenol] → Recent examples

- **Eponyms**

Are new words based on the name of a person or a place?

[Hoover –Spangler –sandwich] also [jeans → from the Italian city of Genoa]

[Fahrenheit →from the German Gabriel Fahrenheit]

[Volt → from the Italian Alessandro Volta]

[Watt → from the Scott, James Watt]

3-Borrowing

It is the taking over of words from other languages.

Croissant	→	French
Dope	→	Dutch
Lilac	→	Persian
Piano	→	Italian
Pretzel	→	German
Sofa	→	Arabic

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Tattoo → Tahitian
Tycoon → Japanese
Yogurt → Turkish
Zebra → Bantu

Other languages borrow terms from English

- ✓ Japanese [suupaa or suupaaketto → supermarket]
  [Taipuraitaa → typewriter]
- ✓ Hungarian [sport –klub –futbol]
- ✓ French [le stress –le weekend –le whisky]
- ✓ There is a special type of borrowing called [loan translation or calque] there is a direct translation of the elements of a word into the borrowing language.
- ✓ The term [loan] comes from the German [Lehnwort]
- ✓ The French [gratte –ciel] means scrape –sky.
- ✓ Dutch [wolken Krabber →cloud –scratcher]
- ✓ German [wolken Kratzer → cloud scraper] all of them are [calques] of English
  [sky scraper].
- ✓ English [superman] is a loan translation of the German [Libermensch]
- ✓ Spanish [perros calientes] → hot dogs.
- ✓ Japanese [boyifurendo] → boy friend [American].
- ✓ Chinese [nan pengyu] → male friend

4-Compounding

It is a process of joining two separate words to produce a single form.

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- In German [Lehn –wort] are combined to produce [Lehnwort].
- Compound is common in [English and German and less common in [French and Spanish].

[book case –door knob –finger print –sun burn –text book –wall paper –waste basket –water bed].

The above examples are nouns and we can also create compound adjectives..

[Good-looking --- low-paid]

- Compound [adjective +noun] → fast food/ full time.
- Other languages like [Hmong] → [spoken in South –East Asia] which combines [hwj] means [pot] and [kais] → means [spout] produce [hwjkais] → means [kettle].
- Also [paj] → [flower] plus + [kws] →[corn] becomes [pajkws] → [popcorn]
- [hnab] → [bag] + [rau] → [put] + [ntawv] → [paper or book] to create [hnabrauntawv] → [school bag]

5-Blending

It is the combination of two separate forms to produce a single new term or taking the beginning of one word and joining it to the end of the other word.

[Gasoline + alcohol] → Gasohole
[Smoke + fog] → Smog
[Smoke + haze] → Smaze
[Smoke + murk] → Smurk
[Breakfast + lunch] → Brunch
[Motor + hotel] → Motel
[Binary + digit] → Bit
[Television + broadcast] → telecast

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مكتبة جهينة – حي الجامعة – شارع عبدالله السليمان خلف محطة المنار ت: ٠٥٢٣٤٠١١٩٤ – ١٨٨٠٠٨٨٨٠

[Channel + tunnel] → Chunnel
[connecting England and France].

[Information +entertainment] → Infotainment
[Simultaneous + broadcast] → Simulcast
[Television +marathon] → Telethon

- The mixing of languages id like:
  [French + Anglais] → Franglais
  [Spanish + English] → Spanglish
- In a few blends we combine the beginnings of both words in terms from information technology.
  [Tele printer + exchange] → Telex
  [Modulator + demodulator] → Modem

6-Clipping

It is a process occurs by reducing a word of more than one syllable to a shorter form.

[Facsimile → fax]
[Gasoline → gas]
[Advertisement → ad]
[Brassieve → bra]
[Cabriolet → cab]
[Condominium → condo]
[Fanatic → fan]
[Influenza → flu]
[Permanent → perm]
[Public house → pub]

- Clipping names like [Al –Ed –Liz –Mike –Ron –Sam –Sue –Tom]
- There is also educational environments like:
  [chem. / exam/ gym/ lab/ math / phys –ed / poly –sci / prof / typo]

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مكتبة جهينة – حي الجامعة - شارع عبدالله السليمان خلف محطة المنار ت:٠٥٢٢٤٠١١٩٤ – ٢٨٨٠٠٨٦

- There is a particular type of reduction preferred in Australian and British English called [hypocorisms] that are longer words reduced to a single syllable and then [y] or [i.e.] is added to the end.

[Moving pictures → movie]
[Television → telly]
[Australian → Aussie]
[Barbecue → Barbie]
[Book maker → bookie]
[Breakfast → brekky]
[Handkerchief → hankie]

7- Back formation

It is a word of one type [noun] reduced to form another type [verb].

[Television → televise]
[Donation → donate]
[Emotion → emote]
[Enthusiasm → enthuse]
[Liaison → liaise]
[Baby sitter → babysit]
[Option → opt]

- Noun ends in [er] or [er] sound like [worker → work] reduced to be verb.

[Editor → edit]
[Sculptor → sculpt]
[Burglars → burgle]

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مكتبة جهينة في البادية شارع عبدالله السليمان خلف محطة المنار تلفون ٥٣٣٤٠٠٠ ـ ٥٣٣٤٠٠٦

[Peddlers → peddle]
[Swindlers → swindle]

8-Conversion

It is a change in the function of a word without reduction.

1- [Bottle –butter –chain –vacation] they may be nouns used as verbs.

- They are buttered the toast.
- They are vacationing in Florida.

2- Verbs becoming nouns
[Guess –must –spy] → [a guess –a must –aspy]

3- Phrasal verbs become nouns
[Print out –takeover] [A printout –a takeover]

4- Complex verbs combination to become a new noun.
[Want to be] → [a wannabe]

5- Verbs become adjectives
[See through –stand up] → [see-through]
[A stand-up]

6- Adjectives become verbs
[Dirty –empty –crazy –nasty] to dirty/to empty or can become nouns as [a crazy –the nasty]

7- Nouns such as [up –down] to verbs.

8- Compound nouns to adjectives or verbs
Ball-park → Ball Park and also [mastermind – microwave –quarterback].

9-Acronyms'

They are new words formed from the initial letters of asset of other words.

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مكتبة جهينة – حي الجامعة – شارع عبدالله السليمان خلف محطة القادسية ت: ٦٨٨٠٠٨٨ – ٠٥٣٣٤٠١١٩٤

[CD] → Compact disk

[VCR] → Video Cassette recorder.

- Here the pronunciation consists of saying each separate letter.
- There are acronyms pronounced as a single word [NATO –NASA –UNESCO] with capital letters kept.
- **Others:**

  Laser → [light amplification by stimulated emission of radiation]

  Radar → [radio detecting and ranging]

  Scuba → [self contained under water breathing apparatus]

  Zip → [zone improvement plan]

  Snafu → [situation normal all fouled up]

- Also we have names of organizations

  MADD → [mothers against drunk driving]

  WAR→ [women against rape]

  ATM → [automatic teller machine]

  PIN → [personal identification number]

10-Derivation

Is the use of small bits. These bits called affixes which consist of

1- Prefixes

2- Infixes

3- Suffixes

- **Prefixes**

  Are the bits added to the beginning of a word.

  [un – mis – ir – pre –dis]

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مكتبة جهينة – حي الجامعة - شارع عبدالله السليمان خلف محطة المنار ت:٠٥٣٢٤٠١٢٩٤ – ٢٨٨٠٠٨٨٦

- **Suffixes**

  Are the bits added to the end of a word [ish –ment –ful]

- **Infixes**

  The bits that come inside a word. They are not normally used in English.

  English speakers
  [un fuckin believable / Halle bloody lujah!]
  Singa bloody pore/ god triple dammit!]
  These examples from [Kamhmu –a language spoken in South –East Asia].

Verb	Noun
To drill) see →	Srnee [a drill]
To chisel) toh →	Trnoh [a chisel]
To eat with a spoon) hip →	Hrniip [a spoon]
To tie) hoom →	Hrnoom [a thing with which to tie]

So, [rn] is added to the verb to form the [noun] if we asked about the verb from [krnap] it is [kap]

11-Multiple processes

[Deli] is [a borrowing] and [clipping]. It is American English expression borrowing from German [delicatessen] and clipping that borrowed form.

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مكتبة جهينة – حي الجامعة – شارع عبدالله السليمان خلف محطة القطار ت: ٠٥٣٤٠٠٢٢٩٤ – ٠٥٣٤٠٠٨٨٦٠

- The expression [waspish attitudes] has an acronym WASP [white Angli-Saxon protestant] it lost the capitals and gained a suffix [ish].
- **Analogy**

  Is a process whereby new words are formed to be similar in some way to existing words.

  Yipp → [youth International party] +i.e.

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مكتبة جهينة – حي الجامعة - شارع عبدالله السليمان خلف محطة المنار ت: ٠٥٢٢٤٠١٢٩٤ – ٠٥٢٢٤٠٢٨٨٠

CHAPTER # 6

MORPHOLOGY

- In Swahili [spoken in East Africa] the form [Nita ku penda] can face in English [I will love you].

Ni	ta	ku	penda
I	will	you	love

So, morphology concerns with the investigation of the forms of languages.

- **Morphology**

  Is the study of forms. It was originally used in biology but in the middle 19 century, it is used to describe the type of investigation that analyzes all basic elements used in language these elements are called morphemes.

- **Morphemes**

  If we consider [talks –talker –talked –talking] the word consists of one element [talk] and a number of other element [s –er –ed –ing] which are morphemes.

- **Morpheme**

  Is a minimal unit of meaning or grammatical function.

- Units of grammatical function include past tense or plural.
- The word [reopened] consists of three morphemes,
  1- One minimal unit of meaning [open]
  2- Another minimal unit of meaning [re → [again]]
  3- Minimal unit of grammatical function [ed → past tense]
- The word [tourists] contains three morphemes
  1- Minimal unit of meaning [four]

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مكتبة جهينة – حي الجامعة – شارع عبدالله السليمان خلف محطة المنار ت: ٠٥٣٢٤٠١٢٤٦ – ١٨٨٠٠٨٨٦

2- Minimal unit of meaning [ist → a person who does something]

3- Minimal unit of grammatical function [s →plural]

- **Free and bound morphemes**

We have two types of morphemes:

1- Free morphemes

Morphemes that can stand by themselves as single words [open –tour]

2- Bound morphemes

Morphemes that cannot stand alone and attached to another form.

[re –ist –ed –s –ing] which are called affixes [prefixes + suffixes]. So all affixes are bound morphemes.

- **The basic word form is called [stem free] technically.**

Undressed		
Un	Dress	Ed
Prefix	Stem	Suffix
Bound	Free	Bound

Carelessness		
Care	Less	Ness
Stem	Suffix	Suffix
Free	Bound	Bound

- In words like [receive –reduce –repeat] if we say the bound morpheme is [re] but the elements [ceive –duce –peat] are not

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مكتبة جهينة – حي الجامعة - شارع عبدالله السليمان خلف محطة المنار ت:٠٥٣٢٤٠٢١٩٤ – ٠٥٣٢٤٠٢٨٨١

separate word forms and cannot be [free morphemes]. These types of forms are called [bound stems] not like [free stems] as [dress –care].

Lexical and functional morphemes

- Free morphemes are two types

1- Lexical morphemes

[Noun –verbs –adjectives]

[Girl –man –house –open –talk –look]

2- Functional morphemes

[Conjunctions –prepositions –article –pronouns] [and –but –when –because –on –near –above –in –the –that –it –them]

- Lexical morphemes are the words carry the content and they are called open class of words.
- Functional morphemes are functional words and they are called closed class of words.

Derivational and Inflectional morphemes

- Bound morphemes are of two types:

1- Derivational morphemes which are used to make new words. The addition of [ness] changes the adjectives [careless –careful] by the addition of the derivational morphemes [less –ful] others are like [ish –ly –ment] → suffixes. Also prefixes can come like [re –pre –ex –mis –co –un]

2- Inflectional morphemes which indicate the aspect of the grammatical function of a word. If it is plural or singular, past tense or not comparative or possessive.

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مكتبة جهينة – حي الجامعة – شارع عبدالله السليمان خلف محطة المنار ت: ٠٥٣٢٤٠١٢١٤ – ٠٥٣٢٤٠٨٨٠

- We have eight inflectional morphemes:
  1- ['s] possessive [Jim's sisters] with [nouns]
  2- [s] plural [sisters] with [nouns]
  3- [s] 3rd person singular [he likes] with [verbs]
  4- [ing] present participle [he is laughing] with [verbs]
  5- [ed] past tense [he liked it] with [verbs]
  6- [en] past participle [he has taken it] with [verbs]
  7- [est] superlative [the loudest] with [adjectives]
  8- [er] comperative [quieter than] with [adjectives]

  Noun + [Š – s]

  Verb + [s –ing –ed –en]

  Adjective + [est –er]
- There is some variation here:
  1- Possessive sometimes appears as [Š]
  [Boys' –school]
  2- The past participle appears as [ed] [they have finished]

Morphological description

- The difference between derivational morphemes and inflectional morphemes is that the inflectional morphemes never change the grammatical category of a word example [er] is added to [old] to form [older] and both of them are [adjectives] but derivational morphemes can change the grammatical category of a word.
- The verb [teach] becomes noun by adding the suffix [er] to it [teacher].

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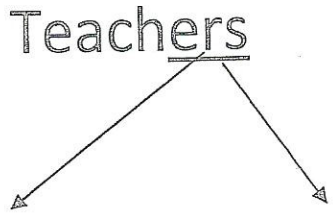
مكتبة جهينة – حي الجامعة - شارع عبدالله السليمان خلف محطة المنار ت: ٠٥٢٢٤٠١١٩٤ – ٠٥٢٢٤٠١٨٨٠



Derivational Inflectional

- The child ‘s wild ness shock ed the teachers.

  [If we want to make morphological description]

  The [functional]
  Child [lexical]
  ‘s [inflectional]
  Wild [lexical]
  Ness [derivational]
  Shock [lexical]
  Ed [inflectional]
  The [functional]
  Teach [lexical]
  Er [derivational]
  S [inflectional]

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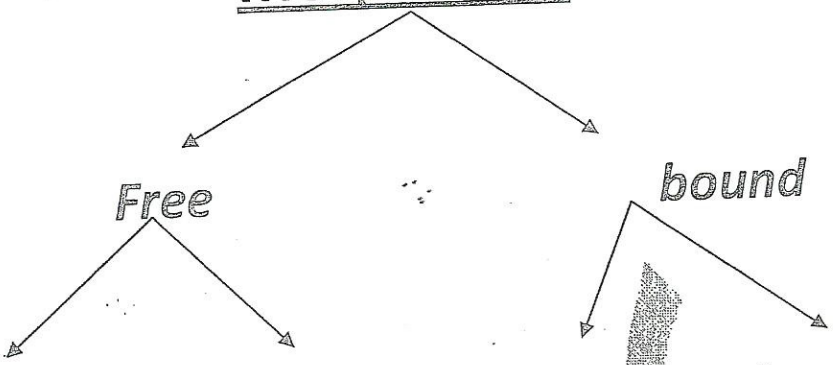
Morphemes



Problems in morphological description

- The inflectional morpheme [s] is added to [car] to get plural [cars] but in [sheep] we cannot. Also the plural of [man] [men]

morphs and allomorphs.

We know that phones are actual phonetic realization of phonemes we can also say that morphs are the actual forms used to realize morphemes.

Example

[s –es] are [morphs] all of them [plural] we also see that allophones are particular phoneme [allomorphs] also of a particular phoneme.

We can add the morpheme [plural] to a number of lexical morphemes to produce structures like

Cat + plural → cats

Bus + plural → buses

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Sheep + plural → sheep

Man + plural → men

Here the plural is different.

In [sheep] it is [zero –morph Θ] because singular and plural are the same.

[æ -ɛ] we call them [irregular] plural form also in past tense of

[Walk → walked]

[Go → went]

So, [went] is irregular past form.

Other languages

1- Aztec [central America]

Stem → dark

Derivational → -en [make]

Inflectional → ed [past]

darkened

Mic → [die]

Tia → [cause to]

S → [future] → mictias [will kill].

Kanuri [Nigeria]

	Adjective	Noun	
Excellent	Karite	[nɔm]Karite	Excellence
Big	Kura	[nɔm]Kura	Bigness
Small	Gana	[nɔm]Gana	Smallness
Bad	Dibi	[nɔm] dibi	Badness

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Ganda [Uganda]

	Singular	Plural
Doctor	Omu sawa	Aba sawa [doctors]
Woman	Omu kazi	Aba kazi [women]
Girl	Omu wala	Aba wala [girls]
Hier	Omu sika	Aba sika [hiers]

The prefix [omu] for singular and [aba] for plural.

Boy's → aba lenzi → singular [omu lenzi]

- **Ilocano [Philippines]**

	Singular	Plural
Head	U'lo	Ulu'lo [heads]
Road	Da'lan	Dalda'lan [roads]
Life	Bi'ag	Bibi'ag [lives]
Plant	Mu'la	Mulmu'la [plants]

The first part [bi] in the singular and repeat it to be [bi bi] to form [plural].

This process called [reduplication] which repeating all or part of a form.

[talta'lon] is plural → singular [la' lon] [fields].

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- Tagalog [Philippines]

Basa [read]	Tawag [call]	Sulat [write]
Umasa [read!]	Tumawag [call!]	Sumulat [write!]
Babasa [will read]	Tatawag [willcall]	Susulat [will write]

The first in each column is a stem and the second is the element [um] after the first consonant so it is an [infix]. The third is a repetition of the first syllable. So, fortune in Tagalog by [reduplication] the first syllable.

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CHAPTER # 7

GRAMMAR

- We have described linguistic expressions as sequences of sounds that can be represented in the phonetic alphabet and described in terms of their features.

  Also we can take the same expression and describe it as a sequence of morphemes.

The	luck	y	boy	s
Functional	lexical	derivational	lexical	inflectional

- With these descriptions, we can characterize all the words and phrases in terms of their phonology and morphology.

Grammar

- We know that the phrase [the lucky boys] is well-formed phrase in English but boys the lucky / lucky boys the / are not well-formed
- We use the asterisk [*] to indicate that the form is unacceptable or ungrammatical]
- We can say that the article [the] must come before the adjective [lucky] which must come before the noun [boys] and this is grammatical order [article +adjective +noun] and not [noun +article +adjective]
- Grammar is the process of describing the structure of phrases and sentences in away that we account for all the grammatical sequences.

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Traditional grammar

- The terms [article –adjective –noun] come from traditional grammar which has its origins in the description of languages such as Latin and Greek.
- Latin and Greek were the languages of scholarship, religion, philosophy and knowledge.

The parts of speech

1- **Nouns**

They are words used to refer to [people –object – creatures –places –qualities –phenomena and abstract ideas.]

2- **Articles [a –an –the]**

They are words used with noun phrases.
A banana –an apple

3- **Adjectives**

They are words used with nouns to provide more information about the things refered to [happy people – large object]

4- **Adverbs**

They are words used with verbs to provide more information about actions, states and events. [slowly – yesterday]

5- **Verbs**

They are words used to refer to various of actions [go – talk] and states [be –have]

6- **Prepositions**

They are words used with nouns in phrase providing information about time place and other actions [in –on – at –near]

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Voice

The difference between active voice and passive voice.
[cathy loves the dog]

In the active voice, describing what Cathy does [she performs the action of the verb] in the passive [Cathy is loved] what happened to Cathy [she does not perform the action]

Gender

The distinction between male and female and their agreement [he –his] – [she –her]

Grammatical gender

Natural gender is based on sex [male/female] but grammatical gender is based on the type of noun [masculine and feminine]

In spanish

El sol [the sun] → feminine
La luna [the moon] → masculine

In German

Der mond [the moon] → masculine
Die sonne [the sun] → feminine
Das feuer [the fine] → neuter
Articles in Spanish are [-el –la]
Articles in German are [der –die –das]

Traditional analysis

English grammars and Latin grammars in the verb [to love]

First person singular	[i]	love	amo
Second person singular	[you]	love	amas
Third person singular	[she]	loves	amat

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First person plural	[we]	love amamus
Second person plural	[you]	love amatis
Third person plural	[they]	love amant

Each of the Latin verb forms is different according to the category of person and number.

Prescriptive approach

It is the view of grammar as a set of rules for the proper use of a language.

Some prescriptive approach rules

[you must not end a sentence in a preposition]

Captain Crik's infinitive

Infinitive in English has the form to + base [togo] if we want to use an adverb [boldly].

[to go boldly –boldly to go]

Captain Kirk used the expression [to boldly go]

The descriptive approach

Is to describe the regular structures of the language as it was used.

Structural analysis

Structural analysis is one type of descriptive approach and its main concern is to investigate the distribution of forms in a language. Here we use test frames that can be sentences with empty slots in them.

The .....makes a lot of noise. [car –dog –radio]

I heard a..... yesterday

Immediate constituent analysis

It has the same aim as descriptive approach. It shows how small constituents [components] in sentences go together to form larger constituents. [Her father brought as hot gun to the wedding]

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[Her father –as hot gun –the wedding] → nounphrases

[to the wedding] → prepositional phrase

[brought as hot gun] → verb phrase.

Her father brought a shortgun to the wedding

Labeled and bracketed sentences

[[[The] [dog]] [[loved] [[the] [girl]]]

We can label it

[^{s} [^{Np} [^{Art} the] [^{N} dog]] [^{Vp} [^{V} loved] [^{Np} [^{Art} the] [^{N} Girl]]]

Gaelic sentence

This sentence is from Scottish Gaelic and translated as:

[The boy saw the black dog]

S Np

[[^{V} chunnaic][^{Np} [^{Art} an] [^{N} gille]] [[^{Art} an] [^{N} cu] [^{s} [^{Np} [^{Adj} dubh]]]]

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CHAPTER # 8

SYNTAX

- The word syntax comes originally from Greek and literally means [a putting together] or [arrangement]
- **GENERATIVE GRAMMAR**

  By Noam Chomsky and the linguists have attempted to produce a particular type of grammar that has a very explicit system of rules specifying what combinations of basic elements would result in well-formed sentences. Generative grammar is a set of explicit rules to produce a well-formed sentence.
- **SYNTACTIC STRUCTURE**

  Grammar will generate all the well-formed syntactic structures and ill-formed structure. This called [all and only] criterion. That means [all] the grammatical sentences and [only] the grammatical sentences will be produced.
- Grammar is capable to reveal the basic of two phenomena:

  1- How some different sentences are closely related?

  2- How some similar sentences are different?

  Deep and surface structure
- Charlie broke the window
- The window was broken by Charlie.

  The first sentence is active and the second is passive. The active focusing on the window and what happened to it. The distinction between them is a difference in their [surface structure] that means the different syntactic forms. The other is [underlying level] where the basic components

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[noun phrase +verb +noun phrase] shared by the two sentences is called [deep structure] which is the [abstract level] of structural organization.

- **Structural ambiguity**

If we say

[Annie whacked a man with an umbrella] the sentence is in structural ambiguity because it has two interpretations also, [small boys and girls] the interpretations can be either small boys and [small] girls or small boys and [all] girls.

Recursion

It is the rules that have the capacity to be applied more than once in generating structure. If we say [The gun was on the table] we can say [near the window] [in the bedroom]. So, we can repeat the same type [prepositional phrase].

Symbols in syntactic description

S → sentence

Np → noun phrase

N → noun

Art → article

Arrow → [consists of] or [rewrites as]

Np → Art N [the dog]

( ) → round brackets → optional

Np → Art [adj] N [the small dog]

{ } → curly brackets → only one of the elements must be selected.

{ Art N }

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Np → Pro

P N ⟶ proper noun

V → verb

PN → proper noun

Adv → adverb

Pro → pronoun

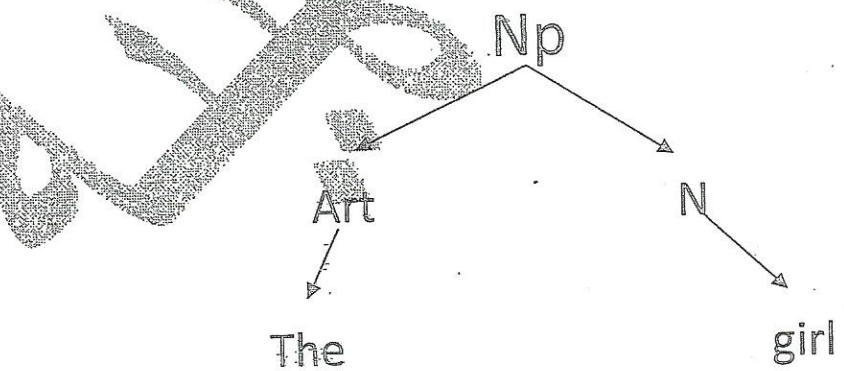
Pp → prepositional phrase

Prep → preposition

UNGRAMMATICAL SENTENCE

- **Tree diagrams**

$[_{Np}\ [_{Art}\ \text{the}\ ]\ [_{N}\ \text{girl}\ ]\ ]$ → we can say



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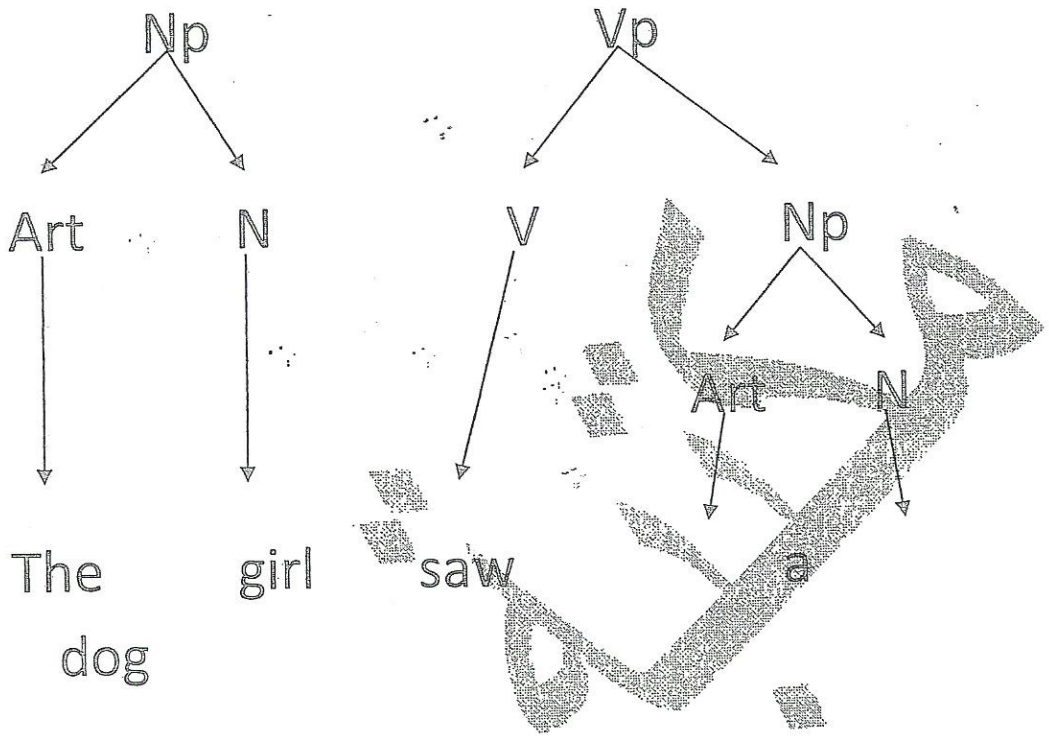

PHRASE STRUCTURE RULES

They are state that the structure of a phrase of a specific type will consist of one or more constituents in a particular order.

These rules are:

S → Np Vp

Np → { Art [adj] N; pro, PN}

Vp → v Np [pp] [Adv]

PP → prep Np

LEXICAL RULES

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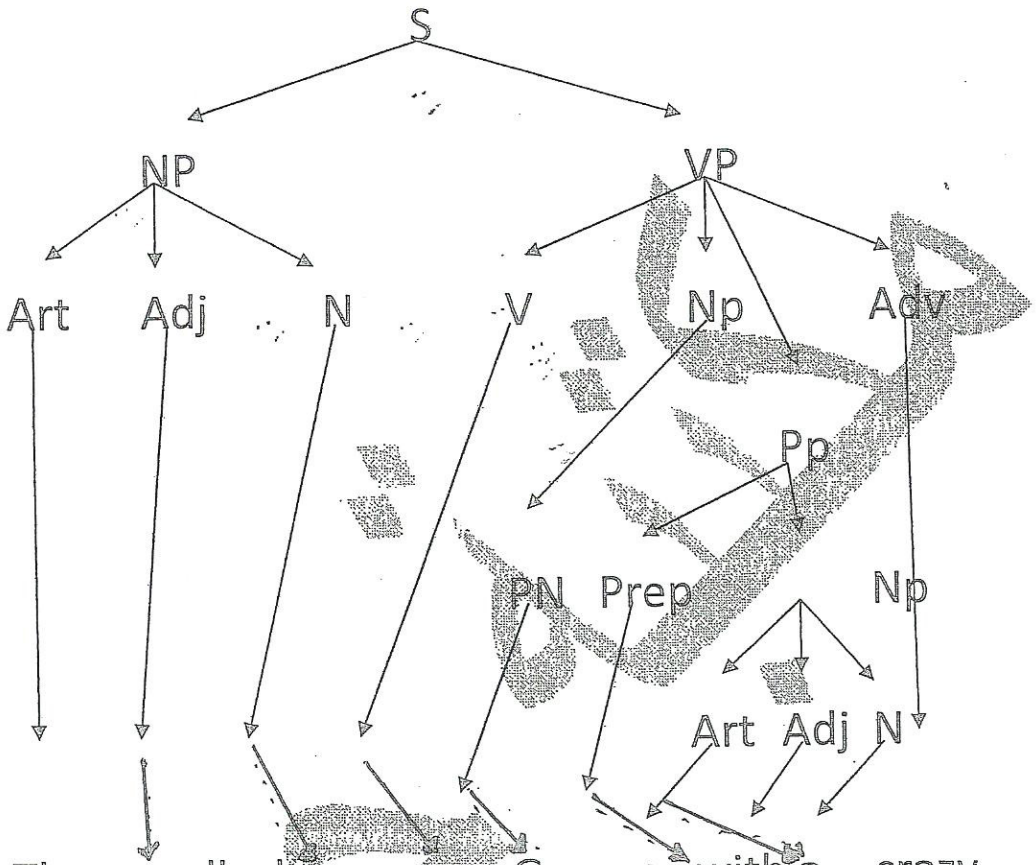
They specify which words can be used when we rewrite constituents



BACK TO RECURSION

If we say [Mary helped George] we can put it in side another sentence.

[Cathy knew that [Mary helped George]]

We can put it inside another sentence

John believed that [Cathy knew that [Mary helped George]]

Mary helped George

Cathy knew that Mary helped George

John believed that Cathy knew that Mary helped George.

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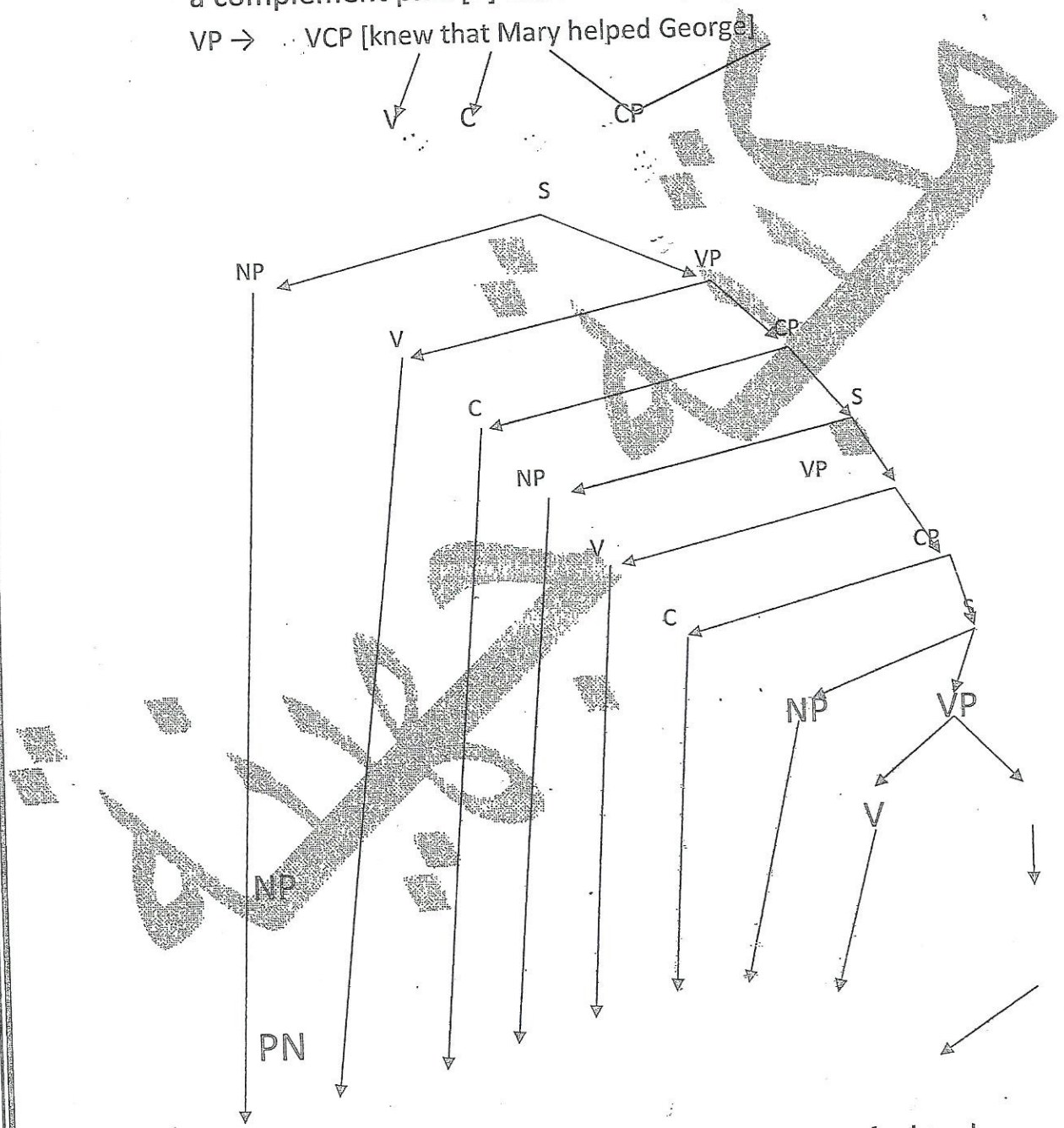
COMPLEMENT PHRASE

The word [that] in the previous examples is called Complementizer → [C] and the role of [that] is to introduce a complement phrase [CP] so, complement phrase consists of a complement plus [+] sentence → [CP] → [CS] [that .....]

VP → .. VCP [knew that Mary helped George]



John believed that Cathy knew that Mary helped George

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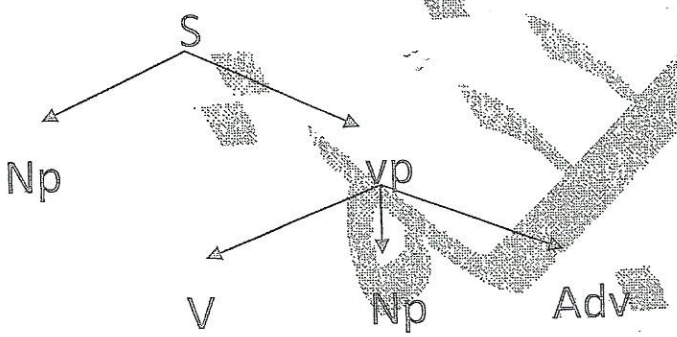
TRANSFORMATIONAL RULES

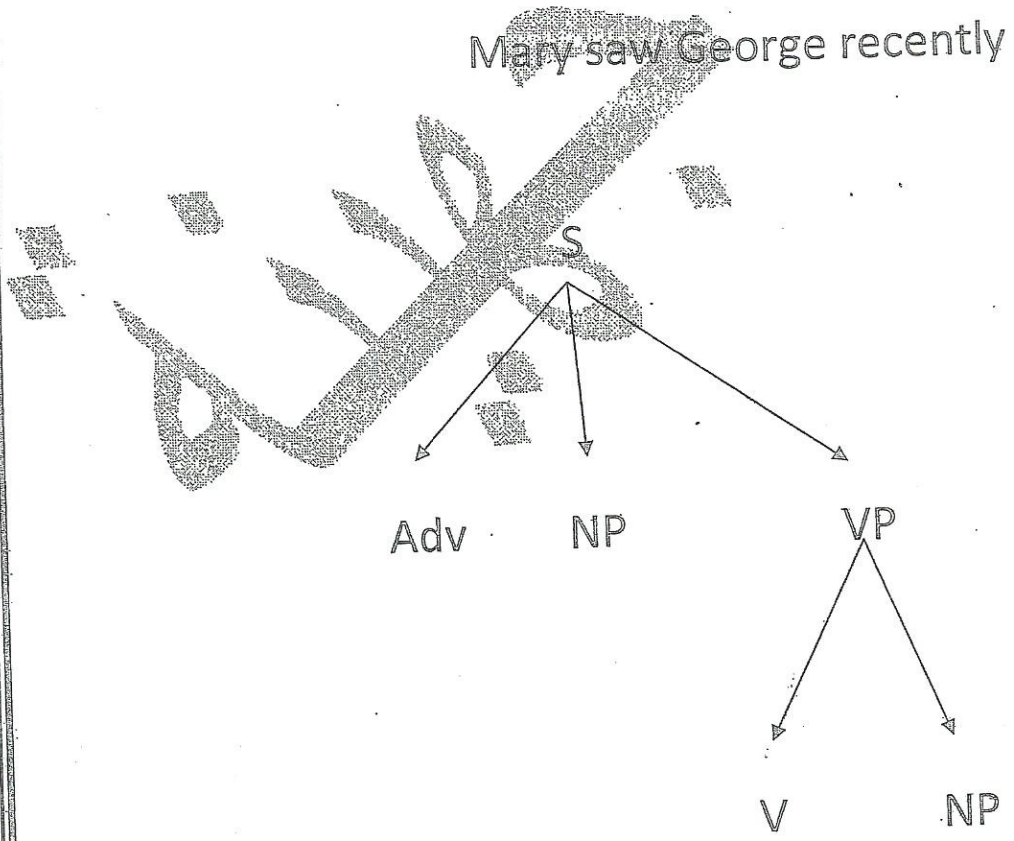
Mary saw George recently.

Recently Mary saw George.

The rules of moving recently from the end of the first sentence to the beginning of the second sentence called transformational rules.



Mary saw George recently



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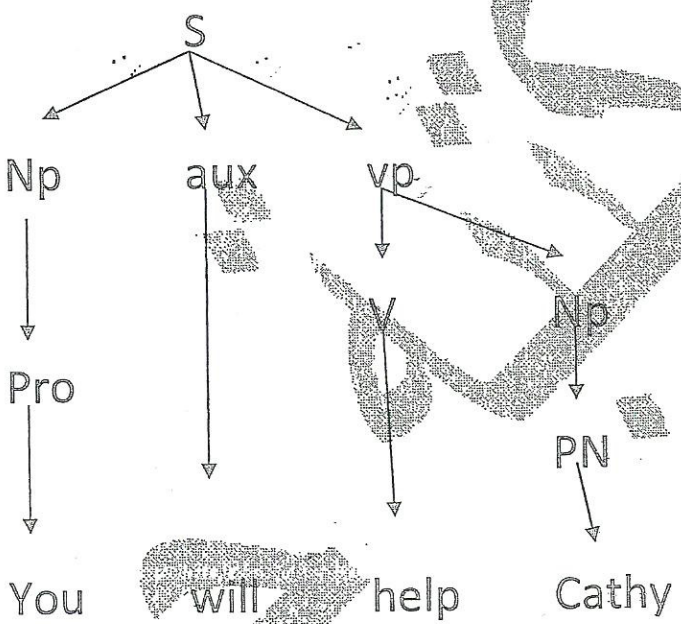
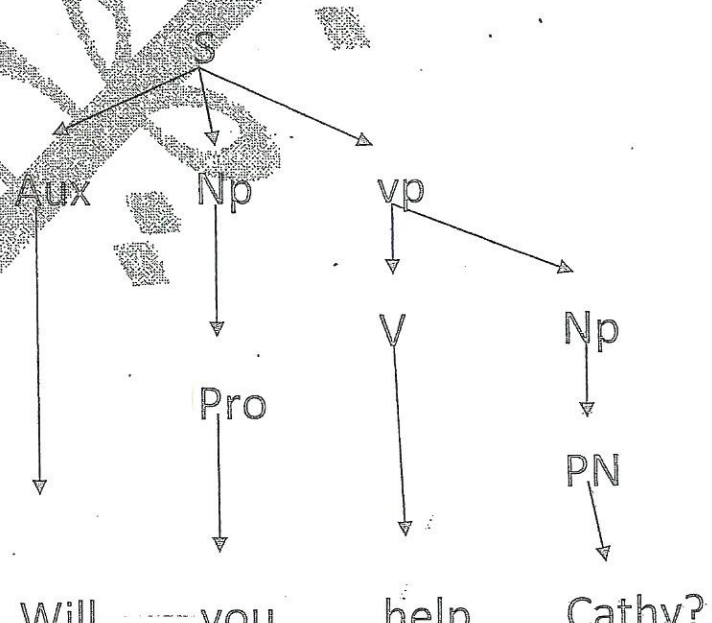
Recently Mary saw George

If we say

- You will help Cathy
- Will you help Cathy?
- Here, we have [auxiliary verb] [aux]

S → Np Aux Vp





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CHAPTER 9

SEMANTICS

Conceptual and associative meaning

- When investigating the meaning of words in any language, we are interested in the [conceptual] meaning and less concerned with the [associative] meaning.
- Conceptual meaning covers basic components of meaning that are conveyed by the literal use of word.
  Needle → includes [thin –sharp –steel instrument]
  The components would be parts of the conceptual meaning of needle.
- Different people might have different associations to the word [needle] that they might associate it with [pain –illness –blood –drugs –thread –knitting –hard].
- [Low –calorie] is associated with [healthy] but not part of the basic conceptual meaning of the word.

Semantic features

If we say

1- The hamburger ate the boy.

2- The table listens to the radio.

3- The horse is reading the newspaper.

The hamburger [Np] ate [v] the boy [Np].

The sentence is syntactically good but semantically odd.

- We have a process of analyzing meaning in terms of [semantic features].

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	Table	Horse	Boy	Man	Girl	Woman
Animate	–	+	+	+	+	+
Human	–	–	+	+	+	+
Female	–	–	–	–	+	+
Adult	–	+	–	+	–	+

Semantic roles

Instead of thinking of words as [containers] of meaning, we can look at the [roles] they do with in the situation described by a sentence.

- Semantic roles are also called [thematic roles] and they are:

1-Agent and theme

[The boy kicked the ball]

- The boy is the [agent] [which is the entity] that performs the action.
- The ball is the [theme] or [patient] which is the entity affected by the action.
- Agents are [human] but sometimes they can be [non-human] [the wind blew the ball].
- Themes are [non-human] but sometimes can be [human] [the boy hits the girl].

2-Instrument and experience

- Instrument is the agent uses another entity to perform an action.
  [The boy cut the rope with an old razor].

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[The razor] is instrument [with the razor].

- Experience is to designate an entity as the person who has [feeling, perception or state]. If we [see –know –enjoy]. Something, we are not performing an action and that we are not [agents].
- The boy feels sad.
  The boy is [experiencer] not [agent].

3- Location, source and goal

- Location is where the entity is [on the table –in the room]
- Source is where the entity moves from [from Chicago]
- Goal is where the entity moves to [to New or leans]
  We drove from Chicago to New or leans.

Lexical relations

If we asked about [conceal] it is the same as [hide] and [shallow] the opposite of [deep] and [daffodils] is [a kind of flower]

Non-gradable

Which are direct opposites here the comparative is not used

[Dead –alive]

[Male –female]

[True –false]

[Married –single].

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- We have another type of antonyms called [reversives] that is one pair is the negative of the other

  [Dress –undress]

  [Enter –exit]

  [Raise –lower]

  [Pack –unpack]

  [Lengthen –shorten]

  [Tie –untie]

Hyponymy

The meaning of one form is included in the meaning of another.

[Animal –dog]

[Dog –poodle]

[Vegetable –carrot]

[Flower –rose]

[Tree –banyan]

We can say that [horse is hyponym of animal] so, we called [animal] [super ordinate] → [higher level] terms.

- We can say that the two or more words that share the some super ordinate are called [Co-hyponyms] [dog –horse] are [co-hyponyms] of the super ordinate [animal].

4- Prototypes

It is the characteristics of a category.

[Canary –cormorant –dove –duck –flamingo –parrot –pelican –robin] are co-hyponyms of [bird] but they are not good examples of the category [bird].

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5- Homophones

Two or more different written forms have the same pronunciation.

[Bear –bare]

[Meat –meet]

[Flower –flour]

[Pail –pale]

[Right –write]

[Sew –so]

[Too –two]

6- Homonyms

Is that one form written or spoken has two or more unrelated meanings.

[Bank] → [1- of the river 2- financial institution]

[But] → [1- fly creature 2- used in sports]

[Mole] → [1- on skin 2- small animal]

[Pupil] → [1- at school 2- in the eye]

[Race] → [1- contest of speed 2- ethnic group]

7- Polysemy

Two or more words with the same form and related meanings or having multiple meanings.

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- Head [the top of the body –on top of a glass –the top of a company or department]
- Foot [of a person –abed]
- Run [person does –water does –colors do……]

8- Metonymy

It is the close connection

[Bottle –water]

[Can –juice]

[Car –wheels]

[House –roof]

[King –crown]

[President –white house]

9- Collocation

Words occur with others words.

[Hammer –nail]

[Butter –bread]

[Salt –pepper]

[Needle –thread]

[Chair –table]

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Corpus linguistics

Corpus is a large collection of texts, spoken or written and we understand them according to their positions in the context.

1- More accustomed to deny our true feelings.
2- Communicate our true feelings.
3- The ability to express our true feelings.
4- We appease others, dry our true feelings
5- More of us in there, of our true feelings.

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LANE 321

- **Phonetics**

  The study of the characteristics of speech sounds.

- **Articulatory phonetics**

  The study of how speech sounds are produced.

- **Acoustic phonetics**

  The study of the physical properties of speech as sound waves.

- **Auditory phonetics**

  The study of the perception of speech as sound waves.

- **Voiced sounds**

  Speech sounds produced with vibration of the vocal cords.

- **Voiceless sounds**

  Speech sounds produced without vibration of the vocal cords.

- **Bilabial**

  A consonant produced by using both lips (e.g. the first and last sounds in pub).

- **Labiodental**

  A consonant produced with the upper teeth and the lower lip (e.g. the first sounds in very funny).

- **Dental**

  A consonant produced with tongue tip behind the upper front teeth (e.g. the first sound in that).

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- **Alveolar**

  A consonant produced with the front part of the tongue on the alveolar ridge (e.g. the first and last sounds in dot).

- **Palatal**

  A consonant produced by raising the tongue to the palàte, also called 'alveo-palatal' [e.g. the first sounds in ship and yacht].

- **Velar**

  A consonant produced by raising the back of the tongue to the velum [e.g. the first and last sounds in geek].

- **Velum**

  The soft area at the back of the roof of the mouth, also called the 'soft palate'.

- **Glottal**

  A sound produced in the space between the vocal [e.g. the first sound in hat].

- **Stop**

  A consonant produced by stopping the air flow, then letting it go, also called 'plosive' [e.g. the first and last sounds in cat].

- **Fricative**

  A consonant produced by almost blocking the air flow [e.g. the first and last sounds in five].

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➢ **Affricate**

A consonant produced by stopping then releasing the air flow through a narrow opening [e.g. the first and last sounds in church].

➢ **Nasal**

A sound produced through the nose [e.g. the first sounds in my name].

➢ **Liquid**

A sound produced by letting air flow around the sides of the tongue [e.g. the first sound in lip].

➢ **Glides**

Sounds produced with the tongue in motion to or from a vowel sound, also called 'semi-vowels' or 'approximants' [e.g. the first sounds in wet, yes].

➢ **Glottal stop**

A sound produced when the air passing through glottis is stopped completely then released.

➢ **Glottis**

The space between the vocal cords.

➢ **Flap**

A sound produced with the tongue tip briefly touching the alveolar ridge it is represented by [D] or sometimes [r].

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➢ **Vowel**

A sound produced through the vocal cords without constriction of the air flow in the mouth.

➢ **Diphthong**

A sound combination that begins with a vowel and ends with a glide [e.g. boy].

➢ **Phonology**

The study of the systems and patterns of speech sounds in languages.

➢ **Phoneme**

The smallest meaning-distinguishing sound unit in the abstract representation of the sounds of a language.

➢ **Phone**

A physically produced speech sound, representing one version of a phoneme.

➢ **Allophone**

One of a closely related set of speech sounds or phones.

➢ **Aspiration**

A puff of air that sometimes accompanies the pronunciation of a stop.

➢ **Nasalization**

Pronunciation of a sound with air flowing through the nose, typically before a nasal consonant.

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- **Minimal pair [set]**

  Two [or more] words that are identical in form except for a contrast in one phoneme in the same position in each word [e.g. bad, mad].

- **Phonotactics**

  Constraints on the permissible combination of sounds in a language.

- **Syllable**

  A unit of sound consisting of vowel and optional consonants before or after the vowel.

- **Onset**

  The part of the syllable before the vowel

- **Rhyme**

  The part of the syllable containing the vowel plus any following consonant [s], also called 'rime'

- **Nucleus**

  The vowel in a syllable

- **Coda**

  The part of a syllable after the vowel.

- **Consonant cluster**

  Two or more consonants in sequence

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- **Co-articulation**

  The process of making one sound virtually at the same time as the next sound.

- **Assimilation**

  The process whereby a feature of one sound becomes part of another during production.

- **Elision**

  The process of leaving out a sound segment in pronunciation of a word.

- **Neologism**

  A new word

- **Etymology**

  The study of the origin and history of words.

- **Coinage**

  The invention of new words [e.g. Xerox].

- **Eponym**

  A word derived from the name of a person or place [e.g. sandwich].

- **Borrowing**

  The process of taking words from other languages.

رجاء عدم نسخ هذا الجهد الشخصي إلا عن طريق مكتبة جهينة حتى لايكون عليك إثم
مكتبة جهينة - الجامعة - شارع عبدالله السليمان خلف محطة المنارة ت: ٠٥٣٣٠٨٨٨٠ - ٠٥٣٣٠٨٨٨١

- **Loan translation**

A type of borrowing in which each element of a word is translated in the borrowing language, also called calque.

- **Compounding**

The process of combining two [or more] words to form a new word [e.g. waterbed].

- **Blending**

The process of combining the beginning of one word and the end of another word to form a new word [e.g. brunch from breakfast and lunch].

- **Clipping**

The process of reducing a word of more than one syllable to a shorter form [e.g. ad from advertisement].

- **Hypocorism**

A word-formation process in which a longer word is reduced to a shorter form with -y or –ie at the end [e.g. telly, movie].

- **Backformation**

The process of reducing a word such as a noun to a shorter version and using it as a new word such as a verb [e.g. babysit from babysitter].

رجاء عدم نسخ هذا الجهد الشخصي إلا عن طريق مكتبة جهينة حتى لايكون عليك إثم
مكتبة جهينة - حي الجامعة - تقاطع عبدالله السليمان مع طريق المدينة - ٠٥٣٦٠٠١٢٦ - ٠٥٣٦٠٠١٢٨

- **Conversion**

  The process of changing the function of a word, such as a noun to a verb, as a way of forming new words, also known as 'category change' or 'functional shift' [e.g. vacation in They 're vacationing in Florida].

- **Acronym**

  A new word formed from the initial letters of other words [e.g. NASA].

- **Derivation**

  The process of forming new words by adding affixes.

- **Affixes**

  A bound morpheme such as un- or –ed added to a word [e.g. undressed].

- **Bound morpheme**

  A morpheme such as un- or –ed that cannot stand alone and must be attached to another form [e.g. undressed].

- **Prefix**

  A bound morpheme added to the beginning of a word [e.g. unhappy].

- **Suffix**

  A bound morpheme added to the end of a word [e.g. fainted, illness].

رجاء عدم نسخ هذا الجهد الشخصي إلا عن طريق مكتبة جهينة حتى لايكون عليك إثم
مكتبة جهينة – الجامعة – شارع عبدالله السليمان خلف محطة المنارة تلفون ٥٣٣٦٠٨٨ – ٥٣٣٦٠٨٩٦

- **Infix**

  A morpheme that is inserted in the middle of a word [e.g. –rn –in the Kamhmu word srnal].

- **Analogy**

  A process of forming a new word to be similar in some way to an existing word.

- **Morphology**

  The analysis of the structure of words.

- **Morpheme**

  A minimal unit of meaning or grammatical function.

- **Free morpheme**

  A morpheme that can stand by itself as a single word.

- **Bound morpheme**

  A morpheme such as un- or –ed that cannot stand alone.

- **Stem**

  The base form to which affixes are attached in the formation of words.

- **Lexical morpheme**

  A free morpheme that is content word such as a noun or verb.

رجاء عدم نسخ هذا الجهد الشخصي إلا عن طريق مكتبة جهينة حتى لايكون عليك إثم
مكتبة جهينة - جوار الجامعة - شارع عبدالله السلمان - خلف محطة المناصير - ٠٦٥٣٢٦٠١١٩٦ - ٠٦٥٣٢٦٠٦٨٨٠

- **Functional morpheme**

  A free morpheme that is used as a function word, such as a conjunction [and] or a preposition [in].

- **Derivational morpheme**

  A bound morpheme such as –ish used to make new words or words of different grammatical category [e.g. boyish], in contrast to an inflectional morpheme.

- **Inflectional morpheme**

  A bound morpheme used to indicate the grammatical function of a word, also called an 'inflection' [e.g. dogs, walked].

- **Morph**

  An actual form used as part of a word, representing one version of a morpheme.

- **Allomorph**

  One of a closely related set of morphs

- **Infix**

  A morpheme that is inserted in the middle of a word [e.g. -rn- in the Kamhmu word srnal].

- **Grammar**

  The analysis of the structure of phrases and sentences.

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مكتبة جهينة – الجامعة – شارع عبدالله السليمان خلف محطة المنار ت ٠٥٣٣٦٠١٩٤ – ٦٨٨٠٠٨٦

➢ **Traditional grammar**

The best known terms from that traditional are those used in describing the parts of speech.

➢ **Traditional grammar**

The description of the structure of phrases and sentences based on established categories used in the analysis of Latin and Greek.

➢ **Noun [N]**

A word such as boy, bicycle or freedom used to describe a person, thing or idea.

➢ **Article [Art]**

A word such as a, an or the used with a noun.

➢ **Adjective [Adj]**

A word such as happy or strange used with a noun to provide more information.

➢ **Verb [V]**

A word such as go, drown or know used to describe an action, event or state.

➢ **Adverb [Adv]**

A word such as slowly or really used with a verb or adjective to provide more information.

➢ **Preposition [Prep]**

A word such as in or with used with a noun phrase.

رجاء عدم نسخ هذا الجهد الشخصي إلا عن طريق مكتبة جهينة حتى لايكون عليك إثم

- **Pronoun [Pro]**

  A word such as it or them used in place of a noun phrase.

- **Conjunction**

  A word such as and or because used to make connections between words, phrases and sentences.

- **Agreement**

  The grammatical connection between two parts of a sentence, as in the connection between a subject [Cathy] and the form a verb [loves chocolate].

- **Number**

  The grammatical category of nouns as singular or plural.

- **Person**

  The grammatical category distinguishing first person [involving the speaker, me], second person [involving the hearer, you] and third person [involving any others, she, them].

- **Tense**

  The grammatical category distinguishing forms of the verb such as present tense and past tense.

- **Active voice**

  The form of the verb used to say what the subject does [e.g. He stole it].

رجاء عدم نسخ هذا الجهد الشخصي إلا عن طريق مكتبة جهينة حتى لايكون عليك إثم

➢ **Passive voice**

The form of the verb used to say what happens to the subject [e.g. The car was stolen].

➢ **Gender**

A term used in three ways:

1- A biological distinction between male and female, also called natural gender.
2- A distinction between classes of nouns as masculine, feminine [or neuter], also called grammatical gender.
3- A distinction between the social roles of men and women, also called social gender.

➢ **Natural gender**

A distinction based on the biological categories of male, female or neither, in contrast to other types of gender.

➢ **Grammatical gender**

A grammatical category designating the class of a noun as a masculine or feminine [or neuter] in contrast to other types of gender.

➢ **Prescriptive approach**

An approach to grammar that has rules for the proper use of language, traditionally based on Latin grammar, in contrast to the descriptive approach.

رجاء عدم نسخ هذا الجهد الشخصي إلا عن طريق مكتبة جهينة حتى لايكون عليك إثم
مكتبة جهينة - حي الجامعة - شارع عبدالله السليمان خلف محطة المارب ت: ٠٤٨٨٠٠٨ - ٠٥٢٢٤٠١٢٢٤

➢ **Descriptive approach**

An approach to grammar that is based on a description of the structures actually used in a language, not what should be used, in contrast to the prescriptive approach.

➢ **Structural analysis**

The investigation of the distribution of grammatical forms in a language.

➢ **Immediate constituent analysis**

A grammatical analysis of how small constituents go together to form larger constituents in sentences.

➢ **Hierarchical organization**

The analysis of constituents in a sentence showing which constituents is higher than and contains other constituents.

➢ **Syntax [syntactic structures]**

[The analysis of] the structure of phrases and sentences.

➢ **Generative grammar**

A set of rules defining the possible sentences in a language.

➢ **Surface structure**

The structure of individual sentences after the application of transformational rules to deep structure.

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مكتبة جهينة في الجامعة - شارع عبدالله السليمان خلف محطة المنار ت ٠٢٢٤٠٠٠٠ - ٠٢٢٤٠٠٠٠

- **Deep structure**

  The underlying structure of sentences as represented by phrase structure rules.

- **Structural ambiguity**

  A situation in which a single phrase or sentence has two [or more] different underlying structures and interpretations.

- **Recursion**

The repeated application of a rule in generating structures.

- **Phrase structure rules**

  Rules stating that the structure of a phrase of a specific type consists of one or more constituents in a particular order.

- **Lexical rules**

  Rules stating which words can be used for constituents generated by phrase structure rules.

- **Complementizer [C]**

  A word such as that introducing a complement phrase.

- **Complement phrase [CP]**

  A structure such as that Mary helped George used to complete a construction beginning with a structure such as Cathy knew.

رجاء عدم نسخ هذا الجهد الشخصي إلا عن طريق مكتبة جهينة حتى لايكون عليك إثم
مكتبة جهينة - حي الجامعة - شارع عبد الله السليمان خلف محطة البترول - ت: ٠١٤٨٨٠٠٨ - ٠١٤٨٨٠٠٩

➢ **Transformational rules**

Rules that are used to change or move constituents in structures derived from phrase structure rules.

➢ **Auxiliary verb [Aux]**

A verb such as will used with another verb.

➢ **Semantics**

The study of the meaning of words, phrases and sentences

➢ **Conceptual meaning**

The basic components of meaning conveyed by the literal use of words.

➢ **Associative meaning**

The type of meaning that people might connect with the use of words [e.g. needle = 'painful'] that is not part of conceptual meaning.

➢ **Semantic features**

Basic elements such as 'human' included as plus [+human] or minus [-human], used in an analysis of the components of word meaning.

➢ **Semantic role**

The part played by a noun phrase, such as agent, in the event described by the sentence.

رجاء عدم نسخ هذا الجهد الشخصي إلا عن طريق مكتبة جهينة حتى لايكون عليك إثم
مكتبة جهينة - في الجامعة - شارع خالد السليمان خلف محطة المنارة ت ٠٢٨٢٠٠٨١ - ٠٢٨٢٠٠٨٢

- **Agent**

The semantic role of the noun phrase identifying the one who performs the action of the verb in an event [The boy kicked the ball].

- **Theme**

The semantic role of the noun phrase used to identify the entity involved in or affected by the action of the verb in an event [e.g. The boy kicked the ball].

- **Instrument**

The semantic role of the noun phrase identifying the entity that is used to perform the action of the verb [e.g. The boy cut the rope with a razor].

- **Experiencer**

The semantic role of the noun phrase identifying the entity that has the feeling, perception or state described by the verb [e.g. The boy feels sad].

- **Location [in semantics]**

The semantic role of the noun phrase identifying where an entity is [e.g The boy is sitting in the classroom].

- **Source**

The semantic role of the noun phrase identifying where an entity moves from [e.g. The boy ran from the house].

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➢ **Goal**

The semantic role of the noun phrase identifying where an entity moves to [e.g. The boy walked to the window].

➢ **Lexical relations**

The relationships of meaning, such as synonymy, between words.

➢ **Synonymy**

The lexical relation in which two or more words have very closely related meanings [e.g. 'Conceal' is a synonym of 'hide'].

➢ **Antonymy**

The lexical relation in which words have opposite meanings ['Shallow' is an antonym of 'deep'].

➢ **Gradable antonyms**

Words with opposite meanings along a scale [e.g. big-small].

➢ **Hyponymy**

The lexical relation in which the meaning of one word is included in the meaning of another [e.g. 'Daffodil' is a hyponym of 'flower'] Super ordinate co-hyponyms

➢ **Super ordinate**

The higher level term is hyponymy [e.g. flower-daffodil]

رجاء عدم نسخ هذا الجهد الشخصي إلا عن طريق مكتبة جهينة حتى لايكون عليك إثم
مكتبة جهينة - حي الجامعة - شارع عبدالله السليمان خلف محطة المنار ص.ب ٨٨٨٨ - ٢٢٢٢٢٢٢

- **Co-hyponyms**

  Words in hyponymy that share the same super ordinate ['Daffodil' and 'rose' are co-hyponyms of 'flower'].

- **Prototype**

  The most characteristics instance of a category [e.g. 'Robin' is the prototype of 'bird'].

- **Homophones**

  Two or more words with different forms and the same pronunciation [e.g. to-too-two].

- **Homonyms**

  Two words with the same form that are unrelated in meaning [e.g. mole [on skin] - mole [small animal]].

- **Polysemy**

  A word having two or more related meanings [e.g. foot, of person, of bed, of mountain].

- **Metonymy**

  A word used in place of another with which it closely connected in everyday experience [e.g. He drank the whole bottle [= the liquid]].

- **Collocation**

  A relationship between words that frequently occur together [e.g. salt and pepper].

رجاء عدم نسخ هذا الجهد الشخصي إلا عن طريق مكتبة جهينة حتى لايكون عليك إثم

➢ **Corpus linguistics**

The study of language in use by analyzing the occurrence and frequency of forms in a large collection of texts typically stored in a computer.

➢ **Acoustic phonetics**

The study of the physical properties of speech as sound waves.

➢ **Acquisition**

The gradual development of ability in a first or second language by using it naturally in communicative situations.

➢ **Acronym**

A new word formed from the initial letters of other words [e.g. NASA]

➢ **Affricate**

A consonant produced by stopping then releasing the airflow through a narrow opening.

➢ **Allomorph**

One of a closely related set of morphs.

➢ **Allophone**

One of a closely related set of speech sounds or phones.

رجاء عدم نسخ هذا الجهد الشخصي إلا عن طريق مكتبة جهينة حتى لايكون عليك إثم

مكتبة جهينة – حي الجامعة – شارع عبدالله السليمان خلف محطة المنار – تلفون ٥٣٨٨٨٨٨

➢ **Alveolar**

A consonant produced with the front part of the tongue on the alveolar ridge.

➢ **Antonymy**

The lexical relation in which words have opposite meanings.

➢ **Aspiration**

A puff of air that sometimes accompanies the pronunciation of a stop

➢ **Assimilation**

The process whereby a feature of one sound becomes part of another during speech production.

➢ **Backformation**

The process of reducing a word such as a noun to a shorter version and using it as a new word such as a verb.

➢ **Borrowing**

The process of taking words from other languages.

➢ **Clipping**

The process of reducing a word of more than one syllable to a shorter form.

➢ **Closed syllable**

A syllable that ends with a consonant or coda.

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➢ **Co-articulation**

The process of making one sound virtually at the same time as next sound.

➢ **Coinage**

The invention of new words

➢ **Conversion**

The process of changing the function of a word, such as a noun to a verb.

➢ **Derivation**

The process of forming new words by adding affixes derivational morpheme: a bound morpheme such as-ish used to make new words or words of a different grammatical category, in contrast to an inflectional morpheme.

➢ **Diphthong**

A sound formed by combining two vowel sounds.

➢ **Elision**

The process of leaving out a sound segment in the pronunciation of a word.

➢ **Etymology**

The study of the origin and history of words

➢ **Flap**

A sound produced with the tongue tip briefly touching the alveolar ridge.

رجاء عدم نسخ هذا الجهد الشخصي إلا عن طريق مكتبة جهينة حتى لايكون عليك إثم
مكتبة جهينة – حي الجامعة - شارع عبدالله السليمان خلف محطة المنار ت:٠٦٨٨٠٠٨٨١ – ٠٦٣٣٤٠٠٢٢٩

- **Fricative**

  A consonant produced by almost blocking the air flow.

- **Glides**

  Sounds produced with the tongue in motion to or form a vowel sound, also called semi vowels or approximants.

- **Glottal**

  A sound produced in the space between the vocal cords.

- **Glottal stop**

  A sound produced when the air passing through the glottis is stopped completely then released.

- **Glottis**

  The space between the vocal cords.

- **Grammar**

  The analysis of the structure of phrases and sentences.

- **Grammatical competence**

  The ability to use words and structures accurately as part of communicative competence.

- **Homonyms**

  Two or more words with different forms and the same pronunciation

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مكتبة جهينة – حي الجامعة – شارع عبدالله السليمان خلف محطة العارض – ٠٥٣٢٤٠١١٢٤ – ٠٦٨٨٠٠٠٨٦

- **Hypocorism**

  A word formation process in which a longer word is reduced to a shorter form with –y or –ie at the end.

- **Inflectional morpheme**

  A bound morpheme used to indicate the grammatical function of a word, also called an inflection.

- **Interdental**

  A consonant produced with the tongue tip between the upper and lower teeth.

- **Semantics**

  The study of the meaning of words phrases and sentences.

- **Labiodental**

  A consonant produced with the upper teeth and the lower lip.

- **Lexical morpheme**

  A free morpheme that is content word such as a noun or verb.

- **Liquid**

  A sound produced by letting air flow around the sides of the tongue.

رجاء عدم نسخ هذا الجهد الشخصي إلا عن طريق مكتبة جهينة حتى لايكون عليك اثم
مكتبة جهينة – حي الجامعة – شارع عبدالله السليمان خلف محطة المنار ت:٠٥٣٣٤٠١١٩٤ – ٦٨٨٠٠٨٦

- **Metonymy**

  A word used in place of another with which it is closely connected in everyday experience [e.g. He drank the whole bottle [=the liquid]].

- **Minimal pair [set]**

  Two [or more] words that is identical in form except for a contrast in one phoneme in the same position in each word.

- **Morpheme**

  A minimal unit of meaning or grammatical function

- **Morphology**

  The analysis of the structure of words.

- **Nasal**

  A sound produced through the nose

- **Nucleus**

  The vowel in a syllable

- **One-word stage**

  The period in L1 acquisition when children can produce single terms for objects.

- **Onset**

  The part of the syllable before the vowel.

رجاء عدم نسخ هذا الجهد الشخصي إلا عن طريق مكتبة جهينة حتى لايكون عليك إثم
مكتبة جهينة – في الجامعة – شارع عبدالله السليمان خلف محطة البنزين – ت ٠٢٦٤٠١١٤٤ – ٠٢٦٤٠٨٨٨٨

- **Phoneme**

  The smallest meaning-distinguishing sound unit in the abstract representation of the sounds of language.

- **Phonetics**

The study of the systems and patterns of speech sounds in languages.

- **Polysemy**

  A word having two or more related meanings.

- **Stop**

  A consonant produced by stopping the air flow, then letting it go, also called plosive.

- **Synonymy**

  The lexical relation in which two or more words have very closely related meanings.

- **Tree diagram**

  A diagram with branches showing the hierarchical organization of structures.

- **Velar**

A consonant produced by raising the back of the tongue to the velum.

- **Velum**

  The soft area at the back of the roof of the mouth, also called the "soft palate".

رجاء عدم نسخ هذا الجهد الشخصي إلا عن طريق مكتبة جهينة حتى لايكون عليك إثم
مكتبة جهينة – حي الجامعة – شارع عبدالله السليمان خلف محطة الصار ت: ٢٨٨٠٠٨٨٠ – ٠٥٣٢٤٠٦٦٦٤

- **Vocal cords**

  Thin strips of muscle in the larynx which can be open, in voiceless sounds, or close together, creating vibration in voiced sounds.

- **Voiced sounds**

  Speech sounds produced with vibration of the vocal folds.

- **Voiceless sounds**

  Speech sounds produced without vibration of the vocal cords.

- **Vowel**

  A sound produced through the vocal folds without constriction of the air flow in the mouth.

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