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MID

Ans To The Question No-1

a) Understanding basic to advanced Grammar is crucial for readers who want to comprehend what they are reading. Many sentences in news, tales, and poems are lengthy. Using Grammar, determining whether an expression is a subject, verb, object, phrase, or adverbial clause. Readers can examine the Grammar of sentences and paragraphs to help them better understand what they are reading.

Students of advanced Grammar are typically nearing the end of their high school careers, and some people believe that success in higher education requires a functioning command of the language at this level.

Advanced Grammar is studied by second language learners who have mastered structural rules and syntax to prepare for language competence exams occasionally necessary to determine eligibility for citizenship, study abroad opportunities, or specific employment roles.

Writing proficiency requires a solid understanding of advanced Grammar, regardless of the topic or audience. This subject's college-level courses typically emphasize how to construct comprehensible sentences that adhere to a predetermined set of norms.

Experiments using appropriate pronoun references, sentence variation, and word selection are frequently included in studying these structural rules. When writing the same topic in the active vs. the passive voice and comparing the two options, grammar students may be urged to try alternative emphases.

Understanding the many forms and structures of written communication is necessary to learn how to use advanced grammar rules.

Language is naturally adaptable and can be used for various things, including narrating events, describing things, making arguments, and exposing things.

By following the guidelines for effective word choice and writing style, any of these writing goals can be successfully achieved. These guidelines are typically used to tie together a collection of sentences into a paragraph that presents a key theme.

b) Functional theories of grammar are those approaches to the study of language that see functionality of language and its elements to be the key to understanding linguistic processes and structures.

These theories of language propose that since language is fundamentally a tool, it is reasonable to assume that its structures are best analyzed and understood with reference to the functions they carry out.

Functional theories of grammar belong to structural and humanistic linguistics. They take into account the context where linguistic elements are used and study the way they are instrumentally useful or functional in the given environment.

This means that functional theories of grammar tend to pay attention to the way language is actually used in communicative context. The formal relations between linguistic elements are assumed to be functionally-motivated.

Functional grammar broadens its purview beyond these structural phenomena, and hence its theoretical outlook is distinctive. It analyzes grammatical structure, as do formal and structural grammar; but it also analyzes the entire communicative situation: the purpose of the speech event, its participants, its discourse context.

Functionalists maintain that the communicative situation motivates, constrains, explains, or otherwise determines grammatical structure, and that a structural or formal approach is not merely limited to an artificially restricted data base, but is inadequate even as a structural account.

Functional grammar, then, differs from formal and structural grammar in that it purports not to model but to explain; and the explanation is grounded in the communicative situation.

Functional Theories of Grammar
Theories of grammar, grammatical analyses, and grammatical statements may be divided into three types: structural, formal, and functional. Structural grammar describes 'such grammatical structures as phonemes, morphemes, syntactic relations, semantics, interc1ause relations, constituents, dependencies, sentences, and occasionally, as with tagmemics and glossematics, texts and discourses.

Another view on Functional Theories of Grammar
Functional grammar is a linguistic theory that states that all its components – affixes, words, sentences or phrases – carry important semantic, syntactic and pragmatic frameworks in the broader understanding of functionalities and linguistic processes of language. Using these functions, linguists are able to analyze grammar and apply the findings further in pragmatic, semantic, morphosyntactic, and phonological research.

Functional theories of grammar can entail functional linguistics, lexical functional grammar, as well as Role and Reference Grammar (RRG) model. The functional theories of grammar form a concept in words through three steps. First, by building on an interpersonal level, taking into account the context, using the pragmatic component. Second, by clearing every word and phrase of sense at the level of representation, using the semantic component. Third, by applying the morphosyntactic component, level phonological consider the sound of a linguistic utterance.

The contextual component is the portion of the expression that can only be understood in reference to what already shared in the conversation or to a shared knowledge of the environment. For example, in research, all pronouns form a part of the component context because they require knowledge of a precedent. The last component of the functional grammar can be applied in the output component, in which all the other pieces come together as a linguistic expression, whether spoken, written or signed. Trust the experts at Homework Help Canada, get a quote now.

c) **Traditional grammar** (also known as **classical grammar**) is a framework for the description of the structure of a language.The roots of traditional grammar are in the work of classical Greek and Latin philologists.[2] The formal study of grammar based on these models became popular during the Renaissance.

Traditional grammars may be contrasted with more modern theories of grammar in theoretical linguistics, which grew out of traditional descriptions.[While traditional grammars seek to describe how particular languages are used, or to teach people to speak or read them, grammar frameworks in contemporary linguistics often seek to explain the nature of language knowledge and ability. Traditional grammar is often prescriptive, and may be regarded as unscientific by those working in linguistics.

Traditional Western grammars classify words into parts of speech. They describe the patterns for word inflection, and the rules of syntax by which those words are combined into sentences.

History

Among the earliest studies of grammar are descriptions of Sanskrit, called *vyākaraṇa*. The Indian grammarian Pāṇini wrote the *Aṣṭādhyāyī*, a descriptive grammar of Sanskrit, sometime between the 4th and the 2nd century BCE.This work, along with some grammars of Sanskrit produced around the same time, is often considered the beginning of linguistics as a descriptive HYPERLINK "https://en.wikipedia.org/wiki/Descriptive_science"science,and consequently wouldn't be considered "traditional grammar" despite its antiquity. Although Pāṇini's work was not known in Europe until many centuries later, it is thought to have greatly influenced other grammars produced in Asia, such as the *Tolkāppiyam*, a Tamil grammar generally dated between the 2nd and 1st century BCE.

The formal study of grammar became popular in Europe during the Renaissance. Descriptive grammars were rarely used in Classical Greece or in Latin through the Medieval HYPERLINK "https://en.wikipedia.org/wiki/Medieval_period" period.[10] During the Renaissance, Latin and Classical Greek were broadly studied along with the literature and philosophy written in those languages.With the invention of the printing press and the use of Vulgate Latin as a lingua franca throughout Europe, the study of grammar became part of language teaching and learning.[10]

Although complete grammars were rare, Ancient Greek philologists and Latin teachers of rhetoric produced some descriptions of the structure of language. The descriptions produced by classical grammarians (teachers of philology and rhetoric) provided a model for traditional grammars in Europe. According to linguist William Harris, "Just as the Renaissance confirmed Greco-Roman tastes in poetry, rhetoric and architecture, it established ancient Grammar, especially that which the Roman school-grammarians had developed by the 4th [century CE], as an inviolate system of logical expression."[8] The earliest descriptions of other European languages were modeled on grammars of Latin. The primacy of Latin in traditional grammar persisted until the beginning of the 20th century.

The use of grammar descriptions in the teaching of language, including foreign language teaching and the study of language arts, has gone in and out of fashion.As education increasingly took place in vernacular languages at the close of the Renaissance, grammars of these languages were produced for teaching. Between 1801 and 1900 there were more than 850 grammars of English published

specifically for use in schools.Mastering grammar rules like those derived from the study of Latin has at times been a specific goal of English-language education.This approach to teaching has, however, long competed with approaches that downplay the importance of grammar instruction.Similarly in foreign or <u>second language</u> teaching, the <u>grammar-translation method</u> based on traditional Latin teaching, in which the grammar of the language being learned is described in the student's native language, has competed with approaches such as the <u>direct method</u> or the <u>communicative approach</u>, in which grammar instruction is minimized.

Parts of speech[<u>edit</u>]
Main article: <u>Part of speech</u>

The parts of speech are an important element of traditional grammars, since patterns of <u>inflection</u> and rules of <u>syntax</u> each depend on a word's part of speech.

Although systems vary somewhat, typically traditional grammars name eight parts of speech: <u>nouns</u>, <u>pronouns</u>, <u>adjectives</u>, <u>verbs</u>, <u>adverbs</u>, <u>prepositions</u>, <u>conjunctions</u>, and <u>interjections</u>.^{[16 HYPERLINK "https://en.wikipedia.org/wiki/Traditional_grammar"] HYPERLINK "https://en.wikipedia.org/wiki/Traditional_grammar"[17]} These groupings are based on categories of function and meaning in Latin and other <u>Indo-European languages</u>. Some traditional grammars include other parts of speech, such as <u>articles</u> or <u>determiners</u>, though some grammars treat other groupings of words as subcategories of the major parts of speech.

The traditional definitions of parts of speech refer to the role that a word plays in a sentence, its <u>meaning</u>, or both.

- A **noun** is a name for something—whatever one wants to refer to in order to talk about it.
- A **common noun** refers to something abstract: a kind of object (*table, radio*), a kind of living thing (*cat, person*), a kind of place (*home, city*), a kind of action (*running, laughter, extinction*), a kind of attribute (*redness, size*), a kind of relationship (*closeness, partnership*), or anything at all, no matter how abstract (*two, god, diversity, corporation*).
- A **proper noun** refers to a specific thing (*<u>Jesse Owens</u>, Felix the Cat, Pittsburgh, Zeus*).
- A **pronoun** is a word used in place of a noun (*she* in place of her name).
- An **adjective** <u>modifies</u> a noun or pronoun; it describes the thing referred to (*red* in "My shirt is red" or "My red shirt is in the laundry.").

- A **verb** signifies the <u>predicate</u> of the sentence. That is, a verb indicates what is being <u>asserted</u> or <u>asked</u> about the <u>subject</u> of the sentence (*is* in "My shirt is red"; *own* in "I own this house"; *ran* in "Jesse Owens ran in the 1936 Olympics").
- An **adverb** modifies a verb, an adjective, other adverbs, or the whole sentence (*happily* in "People danced happily", "Happily, I was paid on time").
- A **preposition** indicates a relationship between a noun or pronoun, called the **object** of the preposition, and another part of the sentence. The other part of the sentence may be a noun or pronoun, a verb, or an adjective. (*in* in "Jesse Owens ran in the 1936 Olympics"; *on* in "A store on Main St. sells antique chairs")
- The object of a preposition takes an **oblique case** (*me* in "Amanda borrowed money from me"; see <u>Oblique case</u>).
- A **conjunction** joins parts of sentences, such as nouns, verbs, or clauses, into larger units (*and* in "<u>Mack Robinson</u> and Jesse Owens ran in the 1936 Olympics"; *because* in "Amanda borrowed money from me because she needed to pay the rent").
- An **interjection** expresses <u>emotion</u> (*Ouch!*) or calls to someone (*Hey* in "Hey, you!").

Contemporary linguists argue that classification based on a mixture of <u>morphosyntactic</u> function and <u>semantic</u> meaning is insufficient for systematic analysis of grammar.Such definitions are not sufficient on their own to assign a word an unambiguous part of speech. Nonetheless, similar definitions have been used in most traditional grammars

Accidence
Accidence, also known as inflection, is the change of a word's form depending on its grammatical function. The change may involve the addition of <u>affixes</u> or else changes in the sounds of the word, known as vowel gradation or <u>ablaut</u>.Some words feature <u>irregular inflection</u>, not taking an affix or following a regular pattern of sound change.

Verbs, nouns, pronouns, and adjectives may be inflected for <u>person</u>, <u>number</u>, and <u>gender</u>.

The inflection of verbs is also known as <u>conjugation</u>.A verb has person and number, which must <u>agree</u> with the subject of the sentence.

Verbs may also be inflected for <u>tense</u>, <u>aspect</u>, <u>mood</u>, and <u>voice</u>. Verb tense indicates the time that the sentence describes. A verb also has mood, indicating whether the sentence describes reality or expresses a command, a hypothesis, a hope, etc. A verb inflected for tense and mood is called finite; non-finite verb forms are <u>infinitives</u> or <u>participles</u>. The voice of the verb indicates whether the subject of the sentence is <u>active</u> or <u>passive</u> in regard to the verb.

Section B

Ans To The Question-2

1. i am nice to everyone (simple to continuous)

2.See you later Linda (continuous to simple)

3 . Counting fungus is hurting (simple to continuous)

4.David always giving pam expensive presents(simple to continuous