

Lesson 11. Pattern with Indirect Object. Page 30

Some verbs take two objects. Indirect and direct objects. For example.

Ex. **John sent Sally a letter.**

Sally is the *indirect object*. **a letter** is the direct object.

How to differentiate between the Direct and the indirect Objects?

- a. The direct object answers the question **what?**

What did John send to Sally?

A letter (Direct object)

- b. The indirect object answers the question **to whom?**

To whom did John send a letter?

To Sally (indirect object).

More example.

The mother made the children a cake.

The teacher gave the students an assignment.

Lesson 12. Pattern with Retained Object. Page 32.

A *retained object* is an object in a passive sentence.

- a. Sally gave the boy a toy. (active voice sentence)
b. The boy was given **a toy**. (passive voice sentence)



Retained object

a toy is the *retained object*. It was the direct object in the active sentence in (a).

Ex.

- a. The manager gave her *the job*.
b. She was given **the job**.



Retained object

The job is the *retained object*. It was the direct object in the active sentence in (a).

Lesson 14. Pattern with Retained Object Complement. Page 36

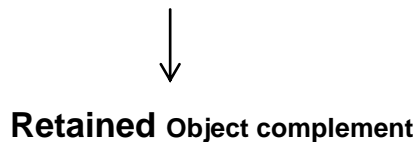
A Retained Object Complement refers to an object complement that is kept in its position following the verb when the verb is transformed into the passive voice.

Ex. They elected Obama **a president**. (Active voice sentence)



When we change the above sentence into the passive voice, the object complement is reserved (retained/kept) where it appears again after the main verb of the passive sentence.

Ex. Obama was elected **a president**. (passive voice sentence)



More examples

Sally *considered him a **genius***.

*He was considered a **genius**. **genius** is a retained object complement.*

Lesson 15. Possessives. page 41.

Personal pronouns	Possessive pronouns
He	His ex. This book is his .
She	Hers ex. This bag is hers .
It	Its ex. This milk is its .
They	Theirs ex. This house is theirs .
We	Ours ex. This class is ours .
You	Yours ex. This laptop is yours .

A complete clause can also modify a verb. In other words, we can have a sentence in which a clause describes or modifies the verb by giving more information about it.

Ex. Sally left the office.

The verb left in the above sentence can be modified by a clause as in the following example

Sally left the office when her friends called her.



The clause **when her friends called her** modifies the verb **left**.

More examples:

- Nadia was crying **when I saw her**.

was crying is modified by the clause **when I saw her**. **when I saw her** is a clause modifying the verb **was crying**.

- Clauses that modify verbs are free to move. That is to say, they can be at the beginning or at the end of the sentence.

Ex. Nadia was crying when I saw her.

When I saw her, Nadia was crying.

Ex. Sally left the office when her friends called her.

When her friends called her, Sally left the office.

Ellipsis in Adverbial Clauses.

When the subjects of the main sentence and the modifying clause are the same, we can delete the subject and the auxiliary verb *be* of the modifying clause.

While she was running, Sally lost her money.

↓
Subject of the modifying clause

↓
Subject of the main clause. The same subject.

We can delete the subject and the auxiliary verb of the modifying clause:

While running, Sally lost her money.

Example:

While Ahmad was driving his car he made an accident.

While ~~Ahmad was~~ driving his car he made an accident= When driving his car, he made an accident.

What is the difference between VMCI and VMII?

Some conjunctions can convey information about *motive* or *cause* such as:

Because, since, in order that, so that, so, that , etc.

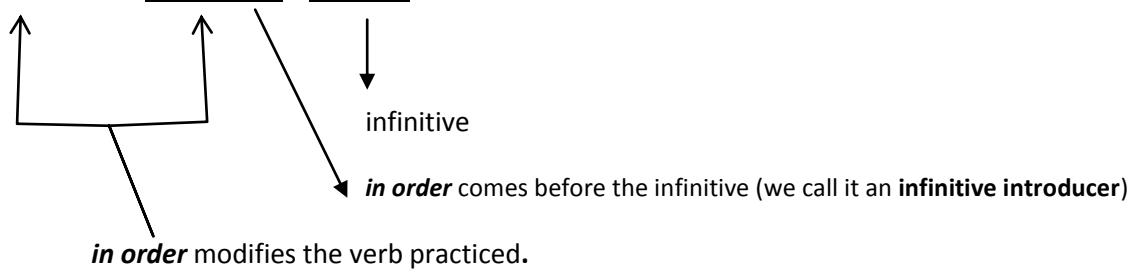
Ex. Because he practiced, he won the race.

He practiced in order that he might win the race.

Because and in order that are followed by a clause and they are called **clause introducers**. They also modify the verb of the main sentences and they are called **verb modifiers**. So we call them **Verb Modifying Clause Introducers**; we abbreviate this as **VMCI**.

- **VMII** Verb Modifying Infinitive Introducer.

Ex. He practiced in order to win.



Thus, **in order** is a VMII or verb modifying infinitive introducer.

Conjunctions are used to conjoin *syntactically equivalent* elements. In other words, they can be used to connect nouns with other nouns, or verbs with other verbs, etc.

Ex. Sally met Nadia and Ahmad
noun ← ↓ → noun
 conjunction

and is used in the above example to conjoin two nouns or between two syntactically equivalent elements.

More examples

- **Verb with another verb**

I *washed* and *rinsed* the dishes.

- **Subject with another subject= compound subject**

Ex. *Sally* and *Nadia* attended the lecture.

- **Objects**
Sally met *Nadia* and *Ahmad*

- **Prepositional Phrases**

I study *in the library* and *at home*.

- **Dependent Clauses.**

We left *because Mary was sick* and *because John was tired*

- **Independent Clauses.**

I will not attend the lectures and I will not take the exam.

What is a conjunctive adverbial?

Conjunctive adverbials are words like *however, moreover, nevertheless, consequently, although, etc*

Why do we call them conjunctive Adverbials?

Like conjunctions, they can indicate the logical relationship of one phrase to another and like adverbs they are free to move in the sentence (they can come at the beginning, and at the end of the sentence).

That is to say, they have the characteristics of conjunctions and the characteristics of adverbs and that is why they are called conjunctive adverbials.

Example

Sally went to the mall; **however**, she did not buy anything. Connecting two clause.

Sally went to the mall; she did not buy anything, **however**. Moves to the end of the sentence

Lesson 20. Nominal *That* clauses. Page 59

A *that*-clause can be a nominal; i.e. it can function as subject or object.

- **That-clauses as subjects.**

Ex. That she gave him some money **made** him very happy.

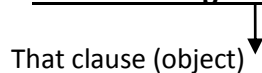


Ex. **That she arrived late** made him angry.

Ex. **That she got her degree** helped her to get the job

- **That-clauses as Objects.**

Ex. Sally knows that she will get the job.



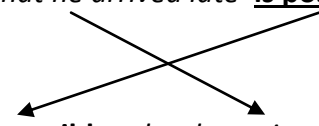
Ex. We discovered **that Sally lied**.

Ex. I believe **that sally will pass the exam**

Lesson 21. Expletives with Nominal *That* clauses. Page 61

We can change the structure of *that*-clauses by using the expletive pronoun *it*.

Ex. *That he arrived late is possible.* (**that clause**).


It is possible *that he arrived late.*

Ex. *That Sally was sick was unfortunate.* (**that clause**).

It was unfortunate that Sally was sick.

Ex. *That we will have a party was nice.*


It was nice that we will have a party.

Lesson 25. Infinitives as Nominals. Page 67


Infinitive phrases can function as subjects or objects.

1- **Infinitive phrases functioning as Subjects.**

Ex. *For Sally to pass the exam* is very important



Infinitive functioning as the subject of the verb *is*.

Ex. *For us to work hard* is necessary.



Infinitive functioning as the subject verb *is*.

2- **Infinitive phrases functioning as Objects.**

Ex. Sally hates for Nadia to waste her time


verb infinitive phrase functioning as an object

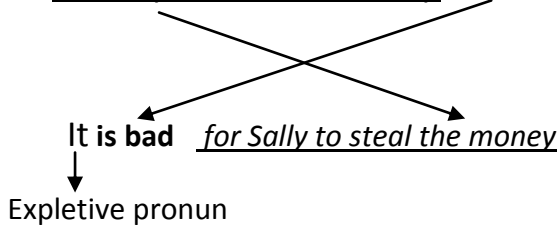
Ex. Sally *hates* to waste her time.


Verb infinitive phrase functioning as an object

Lesson 26. The Infinitive Phrase as Subjects. Page 69

We can change the structure of the infinitive phrases by using the expletive pronoun *it*

Ex. For Sally to steal the money is bad. (infinitive phrase)



Ex. To learn a new language is great.

It is great to learn a new language.

Ex. To be a hero **was** not very difficult. == It **was** not very difficult to be a hero.

For them to travel **was** important. == It **was** important for them to travel.

Lesson 29. Present participle phrases as Nominals. Page 77.

The Present participle is a verb form made by adding *-ing* to the base form of the verb. It is also called the **gerund**.

Play + ing = playing

↓
Present participle (gerund).

1- Present participle (gerund) can function as subject

Ex. **Washing dishes** is important. → **Washing dishes** functions as the subject of the verb *is*
Playing football is fun. → **Playing football** functions as the subject of the verb *is*
Reading is useful. → **Reading** functions as the subject of the verb *is*.

2- Present participle (gerund) can function as direct object

Ex. Sally hates **watching movies**. → **watching movies** is the object of the verb *hates*
We like **swimming**. → **Swimming** is the subject of the verb *like*

3- Present participle (gerund) can function as a complement.

Ex. My job is **teaching**. → **teaching** functions as the complement for *my job*.
The book is **interesting**. → **interesting** functions as the complement for *the book*.

4- Present participle (gerund) can function as an indirect object

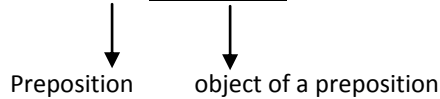
Ex. I gave washing my car my full attention .

The diagram shows the sentence "Ex. I gave washing my car my full attention .". A downward arrow from "washing my car" points to the label "Indirect object". A downward arrow from "my full attention" points to the label "direct object".

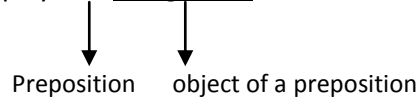
Lesson 32 Adjectival Clauses with objects of preposition First

The noun that comes after the preposition is called an *object of the preposition*:

Ex. She went **to** the school.

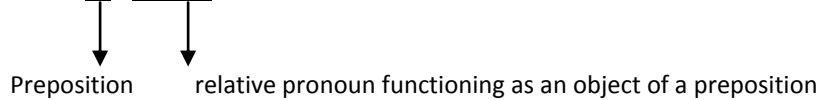


She plays **in** the garden.

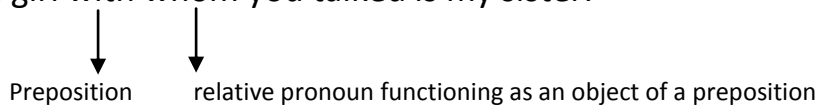


The following sentences show that a relative pronoun can function as an object of a preposition because it comes after the preposition.

EX. The restaurant **in** which we eat is closed



Ex. The girl **with** whom you talked is my sister.

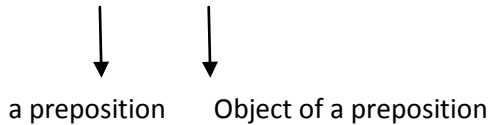


More examples:

The student whom I talked **about** is now a teacher.



The student **about** whom I talked is now a teacher.



🚩 **Relative pronouns can be optional when the preposition comes at the end of the relative clause**

Ex.

- The hotel **in** which he stays is expensive
- The hotel (**which**) he stays in is expensive

We cannot delete the relative pronoun **which** in (a) because the preposition is not at the end of the relative clause.

The relative pronoun **which** in (b) is optional because the preposition *in* come at the end of the relative clause:

The hotel **he stays in** is expensive.

Examples of relative Adverbials:

Where, when, why

Relative adverbials can function as adjectival clauses.

Ex. The restaurant **where we usually eat** is closed.

where we usually eat is a *relative adverbial clause* functioning as an adjectival clause modifying the noun **the restaurant**. → *which restaurant? The restaurant where we usually eat.*

Ex. The day **when she arrived** is beautiful.

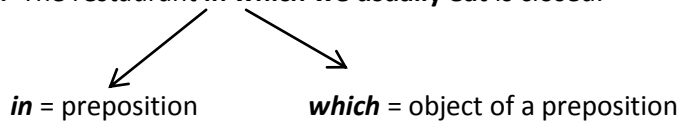
when she arrived is a relative adverbial clause functioning as an *adjectival clause* modifying the noun **the day**

Ex. The reason **why she was angry** was unknown.

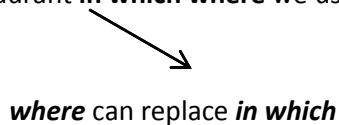
why she was angry is a relative adverbial functioning as an *adjectival clause* modifying the noun **the reason**.

✚ **Relative Adverbial clauses can replace prepositions and object of preposition.**

Ex. The restaurant **in which we usually eat** is closed.



The restaurant ~~in which~~ **where** we usually eat is closed = *The restaurant where we usually eat is closed*



Nonrestrictive Adjectival Clauses

- They are separated by commas
- They give extra information about the noun they modify.
- The information they give is not essential and can be deleted

Ex. My friend, **who lives in Rhadh**, visited my yesterday



Nonrestrictive Adjectival Clause.

who lives in Riyadh is a nonrestrictive adjectival clause.

who lives in Riyadh gives extra information. We can delete the nonrestrictive adjectival clause **who lives in Riyadh** and the sentence will stay grammatical:

My friend visited my yesterday

Lesson 36. Present Participle phrases as Adjectivals . Page 98

A **participle** is a verb form which is used in a sentence to modify a noun and therefore plays a role similar to that of an adjective.

Ex. **Those boys are my children.**

Those boys **playing football** are my children



Present participle phrase

playing football is a present participle phrase that functions as an adjectival to the noun **those boys**. The present participle phrase **playing football** gives us more information about the noun **those boys**.

Lesson 37. Past Participles as Adjectivals. Page 100

A **past participle** is a verb form which is used in a sentence to modify a noun and therefore plays a role similar to that of an adjective.

Ex. **The students left the class.**

The students **punished by the teacher** left the class

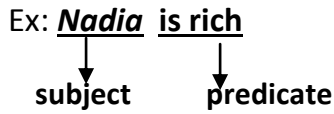


Past participle phrase

punished by the teacher is a past participle phrase that functions as an adjectival to the noun **the students**. **punished by the teacher** gives us more information about the noun the students.

Some adverbs can indicate **location** and **direction** such as here, there, abroad, inside, etc. These adverbs can also function as predicate adjective

Any sentence consists of a **subject** and a **predicate**:



Nadia is rich

↓

rich is a **predicate adjective** because it is in the predicate section.

We need to show that **adverbs of location** can function as predicate adjectives.

Ex. Sally is **here**.

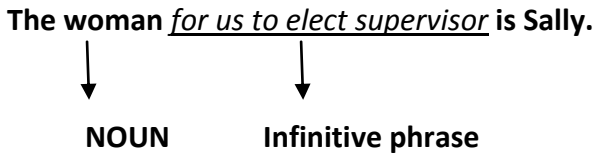
here is an adverb that indicates location; it also functions as a predicate adjective.

Ex. She is **inside**.

Ex. The house is **there**.

Lesson 40. Infinitive as Adjectival. Page 106.

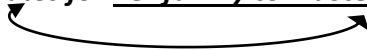
An infinitive phrase can function as an adjectival if it modifies a noun. For example:



for us to elect supervisor is an infinitive phrase functioning as an adjectival for the noun **the woman**. The infinitive phrase gives more information about the noun *the woman* and therefore functions as an adjectival

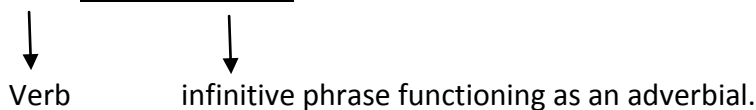
An infinitive phrase can function as an adverbial if it modifies a verb.

Ex. She hates for her family to waste money.



The infinitive phrase **for her family to waste money** functions as an adverbial for the verb **hates**. This infinitive phrase modifies the verb **hates** by telling us more information about it.

Ex. She **hates** to waste money



The infinitive phrase **to waste money** functions as an adverbial for the verb **hates**. This infinitive phrase modifies the verb **hates** by telling us more information about it.

Lesson 41: Clauses complementing Predicate adjectives. Page 109

The title suggests that we can have a clause that functions as a complement for a predicate adjective.

Any sentence consists of a subject and a predicate:

Ex: Sally is clever

↓ ↓
subject predicate

Sally is clever

↓
clever is a **predicate adjective** because it is in the predicate section.

We need to show that we can have a clause that functions as a complement for the predicate adjective.

Ex:

I am afraid that he will kill me.

↓ ↘
predicate adjective. A clause functioning as a complement for the predicate adjective *afraid*.

Ex: Sally is sure that she will pass the exam.

↓ ↓
predicate adjective. A clause functioning as a complement for the predicate adjective *afraid*.

Lesson 42 Intensifying Clauses. Page 111

These clauses describes the *degree of intensity* of the adjective or the adverb modified

- So + adjective + that clause

Sally was so clever that she passed all her exam.

↓
Intensifying clause

- So + Adverb + that clause

She arrived so late that she missed the train

↓
Intensifying clause.

Comparative clauses can express **similarity** or **contrast**:

1- Similarity.

Ex. Sally is **as** beautiful **as** her mother.

Meaning: sally's beauty is similar to her mother's beauty. Both Sally and her mother have the same degree of beauty.

To express similarity we use **as + adjective + as**

The movie is **as interesting as** the book.

Negation

Negation of comparative clauses expressing similarity is formed by using **not** and replacing **as** by **so**

Ex. The movie is **as interesting as** the book is.

The movie is not **so interesting as** the book is.

Contrast. (difference)

Ex.

The exam was more difficult than the students expected.

Meaning: we have contrast (i.e. difference) between the exam and what the students expected. In other words, the exam was different from what the students expected.

Ellipsis in the comparative clauses

The linking verb **is** in the comparative clause is understood but it is not always visible.

Notice that in the following examples the main ordinary verb is replaced by do or does while verb **to be** is replaced one form of verb to be that agrees with the subject and the tense of the sentence.

Ex. Ahmad speaks English better than Sally **does**. Ahmad speaks English better than Sally .

The verb does is **visible**

The verb does is **invisible**

Ex. Sally is more organized than Nadia **is** .

Sally is more organized than Nadia .

The verb **is** is visible

The verb **is** is invisible

✚ The sentence is correct whether the verb in the comparative clause is visible or invisible.