بسم الله الرحمن الرحيم

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Lecture 1

What is Grammar?

Grammar is defined as the rules that say how words are combined, arranged and changed to show different meanings.

النحو: يعرف بانه القواعد التي تبين كيف يتم الجمع بين الكلمات ، وترتيبها وتغييرها لإظهار معاني مختلفة

Teacher, student, question, asked

1. The teacher asked the student a question.
2. The student asked the teacher a question.

- **The largest unit of grammar is the <u>sentence</u>.**

<u>A **Sentence**</u> is a group of words that expresses a statement, question, command or exclamation.

A sentence consists of one or more clauses, and usually has at least one subject and verb.

Types of Sentences: انواع الجملة

1. <u>**Statement**</u> **بانية**

A sentence which gives information. (**Declarative**)

البيانية او التصريحية هي جملة تبين معلومة او تصريح وقد تكون مثبتة او منفية

e.g. He is studying.

We can make statements either affirmative or negative.

e.g. 1. I have found a mistake already. **(affirmative)**

e.g. 2. I have not found any mistakes yet. **(negative)**

2. <u>Question</u> **السؤال**

A sentence which asks for information or makes a request.(**Interrogative** استفهامية)

الجملة التي تسأل عن المعلومات أو إجراء الطلب.

e.g. Is he studying? Can I go study?

3**. <u>Command</u>** **الامر**

A sentence which gives an order or makes a suggestion. (**Imperative**)

الجملة التي تفيد أمراً أو إجراء اقتراح

e.g. Go study. Be careful!

4. **Exclamation**

A sentence which is used to express the speaker's feeling or attitude.

هي الجملة التي تستخدم للتعبير عن شعور المتكلم أو موقف.

e.g: What a lovely day!

e.g: Excellent!

Exercise

Identify the type of each of the following sentences.

a. statement   **b.** question   **c.** command   **d.** exclamation

1. How often do you come here? == ======= ➔ B
2. How interesting this article is! ==========➔ D
3. Hurry up before the train's departure! =====➔C
4. How interesting is this article?==========➔ B
5. This article is very interesting. ==========➔A

Simple, Compound and **Complex Sentences:**   **(الجملة من ناحية التركيب)**

معقدة   مركبة   بسيطة

1. **Simple:** The man is here.بسيطة
2. **Compound:** The man is here, **and he wants to see you**. **coordinator**
3. **Complex:** The man **that wants to see you** is here.

We will discuss compound and complex sentences in detail in the coming lectures.

Verbs

The verb is the central unit (nucleus) of an English sentence.

Verbs can refer to actions, e.g. run, walk and talk, or states, e.g. want, have and be.

Main vs. Helping Verbs: الافعال العادية والافعال المساعدة

Each English sentence has a main verb.

e.g. Mohammed walked home.

e.g. Khaled is happy.

Some sentences also require one or more helping verbs (auxiliary verbs).

He is coming to the meeting.

He could come here soon.

Helping verbs (auxiliaries) include: الافعال المساعدة

1. be (is, am, are, was, were)
2. have, has, had ⎤
3. do, does, did ⎦ ← جميع الافعال الموجودة هنا تستعمل فعل اصلي وتستعمل فعل مساعد كذلك

4. Modal auxiliaries: can, could, shall, should, will, would, may, might.. etc. ملاحظة : الافعال الموجودة هنا في الفقرة ٤ لا تستعمل كفعل اصلي

These verbs (with the exception of modals) can also function as main verbs. e.g. He <u>is</u> here.

Exercise

Identify whether the underlined verb is the main verb or the helping verb of each sentence below.

     a. main verb   b. helping verb

1. Students <u>like</u> fast food.===================➔A
2. He <u>has</u> enough money for the trip.=========➔A
3. Khaled <u>does</u> not want to go to school today.==➔B
4. He is <u>helping</u> me wash the dishes.==========➔B
5. He <u>will</u> arrive shortly**.**==================➔**B**

Verbs
  1- Transitivity: الانتقالية او الرابطة

Verbs are divided into two groups based on transitivity:

1. **Intransitive verbs** (الفعل الازم) are verbs that require <u>no</u> objects.
   e.g. Birds fly. The man spoke.
2. **Transitive Verbs** (الفعل المتعدي) are verbs that require objects.
This group can be further divided into: والمقصود الفعل المتعدي
A- Montransitive verbs are verbs that require only one object:
   e.g. Khaled broke the window.
B. Ditransitive verbs are verbs that require two objects.
   e.g. Saleh gave Majid a pen.

Exercise

Decide whether the underlined verbs are:

a. intransitive   b. monotransitive   c. ditransitive

1. The student <u>needs</u> a pen.=========➔B
2. Ali <u>told</u> his friend a joke.======➔C
3. Students <u>study</u>. =============➔A
4. Students <u>study</u> books.========➔B

Note: Some verbs can be either intransitive or transitive.

2- Direct vs. Indirect Objects: (Ditransitive verbs)

As we saw in the previous section, ditransitive verbs take two objects.
One of these objects is called a directs object and the other one is called
an indirect object.

<u>The indirect object</u> comes first followed by the direct object in this
example:

e.g. He gave me a book.

*The indirect object is typically personal as in "me" in the previous
example, and "the man" in the following example:

He asked the man a question.

*The indirect object is often equivalent to a prepositional phrase with
"to" or "for".

e.g. He gave a book to me.
   He bought a gift for his son.

كما تبين لنا ان الانتقالية مقسمة الى مجموعتين
اولا : افعال لازمة جميع الجمل مركبة من فعل وفاعل فقط .
ثانياً : افعال متعدية وجميعها مركبة من فعل وفاعل ومفعول به ولذلك فالفعل المتعدي ينقسم الى نوعان
هما ١ـ يتطلب مفعول به واحد فقط ٢ـ يتطلب مفعول به اول ومفعول به ثاني (مفعول به مباشر
ومفعول به غير مباشر) والمفعول به الغير مباشر يأتي اولا ثم يتبعه المفعول به المباشر .
المفعول به الغير مباشر يكون عادة (في اغلب الاحيان) شخص او ضمير يدل على شخص.
المفعول به الغير مباشر غالباً يكون مساوي او يتماشى مع حروف الجر عند إضافتها للجملة ويتغير موقعة
ويصبح في اخر الجملة ولا يتغير معنى الجملة . مثل
He gave me a book (لا يوجد حرف جر)
He gave a book <u>to</u> me (يوجد حرف جر وتغير مكان المفعول به الغير مباشر)

هو عبارة تتكون من مجموعة من الكلمات تعطي معنى واحد ?What is a phrase

A **phrase** is defined as two or more words that function together as a group.

e.g. <u>The old man</u> walked down the street.

There are a number of phrase types in English including: <u>noun phrases</u>, <u>verb phrases</u>, <u>adjective phrases</u>, <u>adverbial phrases</u> and <u>prepositional phrases</u>.

Each phrase has a <u>head</u> and one or more <u>modifiers</u>.

The Noun Phrase

The Noun Phrase (NP)

A noun phrase (often abbreviated to NP) is a convenient term for any of the following:

1. **A Noun**

 e.g. Ahmed, students

2. **A Nominal Group** المجموعة الاسمية

   e.g. a blue pen, the students

Each nominal group has a <u>head</u> and one or more <u>modifiers</u>.

Modifiers add to, change or limit the meaning of the head in a phrase.

The head is the word that determines the type of the phrase.

For example, the word "pen" is a noun that can refer to any kind of pens. When we modify it as in the previous example "a blue pen", we <u>limit</u> the noun so that it can only refer to a specific kind of pens.

Some other examples: Ahmed's desk, a book store, the student

3. **A Pronoun**

A pronoun is a type of "pro-forms" which are defined as forms used instead of other forms. Instead of using the nominal group "the old man" we can use the pronoun "he". Pronouns include:

   a. Personal Pronouns:
   - Subject Pronouns: I, you, he, she, it, we, they
   - Object Pronouns: me, you, her, him, it, us, them
   - Possessive Pronouns: mine, yours, hers, his, its, ours, theirs

b. Reflexive Pronouns: myself, yourself, himself, itself
c. Indefinite Pronouns: everyone, someone, something

4. **A Pronominal Group** الضمير العائد على مجموعة
e.g. we all, everyone in our class
In a pronominal group, a pronoun is the head. The pronouns "we" and "everyone" in the previous examples are the heads of the pronominal groups.

Exercise
Identify the type of the underlined NP.
a. noun   **b.** nominal group   **c.** pronoun   **d.** pronominal group
1. <u>The children</u> went to bed late.=======================➜ b
2. I made this cake <u>myself</u>. ============================➜c
3. Ahmed owns <u>an expensive car</u>. =====================➜b
4. <u>Khaled</u> bought a book. ===========================➜a
5. The book is <u>his</u>. =================================➜c
6. <u>Someone in our office</u> forgot to lock the door. ==========➜d

Nouns
Nouns can be divided to:

1. **Proper Nouns**: e.g. Ahmed, Al-Ahsa أي فردي)اسم يختص بشخص او مكان
مثل مكة مافيه مكان في العالم اسمه مكة)
A proper noun is the name of someone or something that is usually imagined to be unique.

2. **Common Nouns**: e.g. friend, desk, bird, air
A common noun is a name given either to <u>an example of a class</u> or to <u>the class as a whole</u>.   اسم لنوع من فئة معينة او الفئة ككل
"Friend" refers to <u>one example of a class</u> in the following sentence:
                e.g. 1. Ahmed is a good friend.
"Friend" refers to <u>the class as a whole</u> in the following sentence:
                e.g. 2. A friend is somebody we like and know well.
"Friend" in example 2 is called **a generic noun**.

Exercise

Identify whether the underlined noun is:

a. a common noun (example of a class)

b. a common noun (generic)

c. a proper noun

1. Mohammed gave me a <u>pen</u>.=================➔a   نوع من فئة
2. A <u>pen</u> is an instrument used for writing. .======➔b   الفئة ككل
3. Khaled's<u>car</u> is new. .=======================➔a   نوع من فئة
4. <u>Khaled</u> has a new car. .====================➔c شيء فردي unique
5. <u>Fruit</u> is good for you. .====================➔b   الفئة ككل

Nouns

Common nouns are usually found in nominal groups to help the speaker say which particular example of a class he has in mind.

يكون الاسم معرف بـ ال التعريف (ذ او ا) مثل ما هو مبين في الأمثلة التالية او في السؤال رقم واحد السابق

e.g. 1. The students were waiting for the teacher.

e.g. 2. The teacher's desk is new.

Proper nouns will not normally be modified this way. In other words, <u>modification differs between a common noun and a proper noun</u>.

Proper and common nouns (as well as pronouns) can refer to something animate or inanimate.

a. **Animate**   حي

Animate nouns refer to a person or animal.

e.g. Ahmed, friend, bird

b. **Inanimate**   (غير حي (جماد ، مكان ، شيء غير حي ، فكره

Inanimate nouns refer to a place, thing or an idea.

e.g. Al-Ahsa, desk, air, freedom

Count vs. Mass Nouns   الاسماء المعدودة والغير معدودة

Nouns can either be countable (count nouns) or uncountable (mass nouns).

Count nouns such as "friend" and "man" can be preceded by "one" and may have a plural form such as "friends" and "men" which can be

preceded by a number higher than one, e.g. "two friends" and "ten men".
الاسم المعدود: نقدر نضع قبله رقم وله صيغة جمع

Mass nouns such as "bread" and "milk" cannot be preceded by "one" and do not have a plural form.
الاسم الغير معدود: لا نقدر نضع قبله رقم وليس له
صيغة جمع (لا نضيف له اس) وانما هو صيغة جمع

Some nouns can be used as <u>both</u> count and mass nouns according to the speaker's meaning.
هناك اسماء تأخذ المعدود والغير معدود ولكن تعتمد على المتحدث
مثل اسم لايت اعتمدت على المتحدث في المثالين التاليين

e.g. 1. <u>Light</u> travels faster than sound. (mass noun)

e.g. 2. There are two <u>lights</u> by his desk. (count noun)

Collective Nouns الأسماء الجماعية مثل عائلة ، فريق ،مجتمع :كلمة تعبر عن مجموعة
وقد تتبع بـ فعل مفرد او جمع كما هو في المثال التالي رقم ١
وكذلك من المكن ان يكون ضمير الملكية له مفرد او يكون جمع كما هو مبين في المثال رقم ٢

A collective noun is a singular word used to refer to a group.

e.g. family, team, public

A collective noun can be followed by a singular verb (e.g. is) or a plural verb (e.g. are). It may be associated with a singular possessive form (its), or a plural one (their).

e.g. 1. Our team <u>is</u> the best.

Our team <u>are</u> the best.

e.g. 2. Ahmed's family moved to <u>its</u> new home.

Ahmed's family moved to <u>their</u> new home.

Note: It is reasonable to be consistent when using collective nouns as either singular or plural. In American English, they are frequently singular, while they are more frequently plural in British English.
توضيح لحل الاسئلة التالية :عندما تختار اضف لاسم (از ثم مره اخرى ار)

Exercise

Decide whether the following NPs can be followed by:

a. a singular verb   **b.** a plural verb   **c.** both are possible

1. Ahmed's young brother ===================➔a

2. his family===============================➔c

3. juice ================================➔a اسم غير معدود

4. the company==========================➔c

5. men================================➔c

Lecture 3

Modifiers   الصفات التعريفية

In our previous overview of phrases, we mentioned that each phrase has a head and one or more modifiers. Modifiers can be divided into two groups:

    1. Pre-modifiers are modifiers that come <u>before</u> the head.

2. Post-modifiers are modifiers that come <u>after</u> the head.

     Take a look at the following noun phrases (NPs).

Pre-modifiers	Head	Post-modifiers
a good	friend	
my school	friends	
the	headmaster	of the school
the headmaster's	desk	
several	students	
	we	all
	everyone	in our class

When the head is a noun, modifiers usually <u>precede</u> it. Phrases like "*of the school*" <u>follow</u> it. When the head is a pronoun, modifiers normally <u>follow</u> it.

Pre-modifiers in the previous examples include the following main classes of words:

1. Adjectives (e.g. good)

2. Nouns which modify other nouns (e.g. school)

3. Determiners (e.g. a, the, my)المحددات

Exercise

In the following phrases, decide which of the underlined words is:

a. the head **b.** a post-modifier **c.** a pre-modifier

1. a big <u>store</u> ======================➜a
2. the <u>store</u> manager================➜c
3. the leader <u>of the group</u> ==========➜b
4. <u>the</u> group leader ================➜c
5. <u>someone</u> in my office ==========➜a

Determiners المحددات

Determiners are words which specify the range of reference of a noun by making it definite (<u>the</u> book), indefinite (a book) or by indicating quantity (<u>many</u> books).

Determiners can be either <u>identifiers or quantifiers</u>.محددات الكمية والمعرفات

1. Identifiers tell us either definitely or indefinitely which noun the speaker means. They include:

    a. Articles: <u>a/an</u> (indefinite articles), <u>the</u> (definite article)

    b. Demonstratives: <u>this, that</u> للمفرد , <u>these, those</u> للجمع

    c. Possessive Forms of Personal Pronouns: my, your, his, her, its, our, their

2. **Quantifiers** tell us either definitely or indefinitely the <u>quantity</u> of the noun. They include:

    a. Numerals: one, two, three… (cardinal numerals); first, second, third… (ordinal numerals)

    b. Words like: much, many, each, every, a few, little, all, several, plenty… etc.

Exercise

Identify the type of the underlined determiner in the following sentences:

a. article **b.** demonstrative **c.** possessive **d.** quantifier

1. <u>This</u> exercise is easy. ======================➜b
2. <u>Their</u> friend is here. ======================➜c
3. <u>The</u> visitor came early. ======================➜a
4. <u>Many</u> people watch the show every week.======➜d
5. <u>These</u> sentences are interesting. ================➜b

Person, Number and Gender الشخص ، العدد ، الجنس

- **Person**

Nouns can be personal (humans) or non-personal (animals and inanimate objects).

Note: Personal nouns can only be animate (because they only refer to humans). Non-personal nouns can be either animate (when they refer to animals) or inanimate (when they refer to inanimate objects).

Person, Number and Gender

We can also use the term "person" in a different way. <u>Traditionally</u>, personal pronouns differentiate between the person speaking (first person), the person spoken to (second person) and the people or things spoken about (third person).

   1st person pronouns: I, we   (first person)
   2nd person pronouns: you   (second person)
   3rd person pronouns: he, she, it, they   (third person).

- **Number**

Singular (number) or plural (number) affects the form of almost all count nouns, pronouns and demonstratives. Here are some examples:

Count Nouns: student (singular); students (plural)
Mass nouns: are considered to be singular. e.g. water, rice (singular)
Pronouns: I, you, he, she, it (singular);
          we, you, they (plural)
Demonstratives: this, that (singular)
              these, those (plural)

Whether the subject is 1st person, 2nd person or 3rd person; and whether it is singular or plural can affect the form taken by the verb.
e.g.

- <u>He</u> walks home every day.   (<u>3rd person singular subject</u>)
- <u>I</u> walk home every day.   (<u>1st person singular subject</u>)
- <u>They</u> walk home every day.   (<u>3rd person plural subject</u>)

- **Gender**

The 3rd person singular form of personal pronouns can be affected by gender as follows:

1. The masculine pronoun "he" refers to males. ضمير المذكر
2. The feminine pronoun "she" refers to females. ضمير المؤنث
3. The neuter pronoun الضمير المحايد "it" refers to inanimate objects, or to a person or animal not yet regarded as male or female (e.g. "Who is it?").

The distinction between male and female may affect our choice of lexical items (words or phrases) that could fill a "slot" in the structure of a clause.

                man,   headmaster,   woman,   actress

e.g. 1. He is a good -----.

     Man and headmaster can fill the slot in **example 1.**

e.g. 2. She is a good -----.

     Woman and actress can fill the slot in **example 2.**

Note 1: The suffix " –ess" is found in a number of words referring to women , but there are other words referring to women that do not have this suffix.

     e.g. aunt, niece, nun

Note 2: Most nouns in English can refer to <u>both</u> male and female.

     e.g. friend , neighbor, cousin, teacher, nurse

		Singular	Plural
1st Person		I	we
2nd Person		you	you
3rd Person	masculine	he	they
	feminine	she	
	neuter	it	

Exercise
Choose the appropriate pronoun:

1. 1st person plural pronoun
a. he   **b. we**   **c.** they   d. you

2. 3rd person singular masculine pronoun
a. they   **b.** it   **c.** you   **d. he**

3. 2nd person singular pronoun
a. you   **b.** I   **c.** we   **d.** she

Lecture 4

What is a clause?

A <u>complete</u> sentence needs <u>at least one</u> **finite**, independent clause.

A simple sentence is composed of <u>only one finite clause</u>, so that **the structure of a finite clause is identical with that of a simple sentence.**

Here are some examples of one-clause sentences:

1. I have just telephoned Mohammed.
2. He was my best friend.
3. This is his photograph.
4. At nine o'clock, we all gathered in the classroom.
5. He always does his work perfectly.

Each of these one-clause sentences has <u>a subject</u> and <u>a predicate</u>.

<u>The predicate</u> is what is said about the subject.

If either of those two parts, subject or predicate, were <u>missing</u>, the sentence would <u>not be complete</u>.

However, in an imperative, the subject is usually <u>unstated. غير معلن</u>

       e.g. **Go study**.

When the subject is missing, we assume that it is "you", the person or persons spoken to.

The previous sentence can be expanded as follows:-

You go study.

The subject of a clause is a noun phrase. The predicate is a verb phrase.

Every <u>finite clause</u> has the following basic structure:-

  NP (subject) +   VP (predicate)

  <u>The man</u>   <u>bought a new car</u>.

The Verb Phrase

The verb phrase (VP) consists sometimes of a **<u>finite verb</u>** only.

 e.g. We all **<u>waited.</u>**

More often, the VP consists of a group of words (verbal group) with a finite verb as its head.

- For a clause to be <u>finite</u>, there <u>must</u> be a finite verb in it.
- For complete sentence must have finite clause .

The verb can be either: <u>Simple</u> or <u>Complex</u>

1. **Simple**
A simple verb consists of <u>one word</u>.
  e.g. is, was, walked, sat, did

2. **Complex**
A complex verb consists of a **verbal group**.
 e.g. have telephoned, were placed, were waiting, did not like, could see

Finite vs. Non-finite Verbs افعال محدودة وافعال غير محدودة
Finite Verbs
Finite verbs show <u>tense</u>, <u>person</u> and <u>number</u>.
The verb "be" in the following sentences is an example of a finite verb.
   He <u>is</u> here.   نلاحظ ان الفعل في هذه الامثلة تأثر بالشخص والعدد
   They <u>are</u> here.   (person and number)
   He <u>is</u> here <u>today</u>.   وهنا نلاحظ ان الفعل تأثر بالزمن
   He <u>was</u> here <u>yesterday</u>. (tense)
            *اذا كل فعل يتغير متأثر بالشخص والعدد او الزمن فهو (فينايت فيرب)
Finite verbs can have <u>three</u> forms:
1. **The base form (simple form)** of the verb
  e.g. walk, talk, drink, speak
2. **3ʳᵈ person singular form** of the verb
  e.g. walks, talks, drinks, speaks
3. **The simple past form** of the verb
  e.g. walked, talked, drank, spoke

Exercise
What is the form of the finite verb in each sentence?
a. base form   **b.** 3ʳᵈ person singular form   **c.** past form

1. The manager talked to the employees. ===============➔c
2. He drinks coffee every morning. ====================➔b
3. Ahmed and Khaled usually study together. ===========➔a
4. I went to the mall yesterday. ======================➔c
5. At eight o'clock every morning, my father goes to work.==➔b

Non-finite verbs

Non-finite verbs do not show <u>tense</u> , <u>person</u> and <u>number</u> .
The verb "come" in the following sentences is an example of
a non-finite verb.

1- <u>I</u> expect him to <u>come</u> soon. في المثالين ١و٢ لم يتأثر الفعل بالشخص او العدد
2- We expect them to <u>come</u> soon.   1&2   (<u>person</u> and <u>number</u>)

1- He is coming now. وهنا في المثالين التاليين نلاحظ ان الفعل لم يتأثر بالزمن
2- He was coming at the same time yesterday.   (<u>tense</u>)

*اذا كل فعل لم يتأثر بالشخص او العدد او الزمن فهو (نون فينايت فيرب)

Non-finite verbs can have three forms:

1. **The infinitive** صيغة المصدر
   a- The infinitive has the same form as the base.
      It is **often** preceded by an infinitive marker **<u>"to".</u>**
   b- In some cases (e.g. after modal auxiliary verbs) the infinitive is
      <u>bare</u> (without "to").

   For example:
      I am waiting for him to come.   (Infinitive with "to")
      He can come tomorrow.   (Bare Infinitive) without "to"

2. **Present Participle**   (also called **–ing participle**)
      e.g. walking, talking, drinking, speaking

3. **Past Participle** (also called **–ed participle**)
      e.g. walked, talked, drunk, spoken

Exercise

Decide whether the underlined verbs are:
        a. finite   **b.** non-finite
1. He was able to <u>walk</u> after physical therapy. ==========➔b
2. He is <u>making</u> a chair out of wood. ==================➔b
3. He <u>made</u> a chair yesterday in his workshop. ==========➔a
4. You should <u>spend</u> more time studying. ==============➔b
5. They <u>spend</u> time together every Thursday morning.=====➔a

Finite vs. Non-finite Clauses

A **finite clause** is a clause which has a **finite verb**.

   e.g. He is waiting for the headmaster to come.

The previous above example has a finite verbal group, "is waiting".

A non-finite clause is a clause which does not have **a finite verb**.

In the previous example "for the headmaster **to come**" has a non-finite verb "to come", but does not have a finite verb.

- At least one clause in an English sentence must be **finite**.

- Simple sentences consist of one **finite clause**.
  e.g. He is a student.

- Compound and complex sentences consist of two or more clauses with at least one finite clause.
  e.g. He is waiting for the headmaster to come.

Lecture 5

الفعل يتكون من مجموعة كلمات (المجموعة اللفظية) **Verbal Groups**

Verbal groups can be of five types:

Type 1 Modal + Infinitive: could see, will come   صيغة المصدر

Modal verb للتذكير هي

(can\ could ,may\ might, shall \should ,will \would, must\ ought to)

Type 2 Have +Past Participle:
> Have or had or has

> have telephoned, has begun

Type 3 BE +Present Participle: are coming, were waiting
Verb to be: (am, is, are, was, were)

أي فعل يأتي بعد هذه الافعال يكون مضاف له أي ان جي

Type 4 BE +Past Participle: is grown, was broken

Type 5 DO +Infinitive: did not like, Did you know?
        (do , does , did) + Infinitive

The <u>first four types </u>can be <u>combined</u> with one another to form <u>more complex</u> verbal groups like:

1- (**Type 1 & 2**)
   (Modal +Infinitive) + (Have +Past Participle)
   Ahmed will have finished that book by Friday

2- (**Type 2 & 3**)
   He has been learning English for four years.
   (Have +Past Participle) + (BE +Present Participle)

3- (**Type 1, 2 & 3**)
   He will have been learning English for five years by next October.
   (Modal +Infinitive) + (Have +Past Participle)+ (BE +Present Participle)

4- (**Types 1 & 4**)
   The president could be seen by everyone.
    (Modal +Infinitive) + (Be +Past Participle)

5- (**Type 3 & 4**)
   He is being called now.
   (Be +Present Participle) + (Be +Past Participle)

All such groups are formed in the order 1, 2, 3, 4, as follows:
 1   **2**   **3**   **4**
Modal + (Have +Past Participle) +(Be +Present Participle) +(Be +Past Participle)

Note 1: The meaning of the verbal group is contained in the <u>last word</u>.
      e.g. He <u>has been</u> **learning** English for four years.

Note 2: Only the <u>first word</u> of a verbal group is affected by person,
         number and tense. The first word is what makes the group finite.

e.g.   He **has** <u>been learning</u> English for four years.
            I **have** <u>been learning</u> English for four years.
            They **have** <u>been learning</u> English for four years.

Exercise
Choose the correct order for each verbal group:
1. a. have seen could   b. could seen have
    c. could have seen   d. seen could have

2. a. have should been doing   b. doing should have been
    c. have been should doing   d. should have been doing

3. a. has been studying   b. studying has been
    c. been studying has   d. studying been has

Verbal Group Types

Type 1:-   (Modal +Infinitive)

- The main verb which follows a modal auxiliary will always be in the <u>bare infinitive</u> (without "to").
  e.g. can see, could see

- Modals are <u>not</u> affected by person and number.
  e.g. He <u>must</u> know how to speak English.
      They <u>must</u> know how to speak English.

- All verbal groups beginning with a modal are finite.

Type 2:-   (Have +Past Participle)

- This type is an expression of the perfect aspect. "Have" is used as a helping verb (auxiliary verb). The helping verb "have" is <u>finite</u> and changes according to person, number and tense.

For example:
- He <u>has read</u> the book already.   (present perfect tense)
- We <u>have read</u> the book already.   (present perfect tense)
- The students <u>had</u> already <u>gathered</u> in class when the teacher entered.   (past perfect tense)

Type 3:-   (BE +Present Participle)

- This type is an expression of the progressive aspect. "Be" is used as a helping verb (auxiliary verb). The helping verb "be" is <u>finite</u> and changes according to person, number and tense.

For example:
- He **is** <u>coming</u>.   (present progressive)
- They **are** <u>coming</u>.   (present progressive)
- He **was** <u>waiting</u>.   (past progressive)
- They **were** <u>waiting</u>.   (past progressive)

Type 4:- **(BE +Past Participle)**

This type produces the <u>passive voice</u> المبني للمجهول (in contrast with the active voice).

- The verb is <u>active</u> in this example:
- Ahmed <u>broke</u> the window. (active voice)
- The verb is <u>passive</u> in this example:
- The window <u>was broken</u>. (passive voice)

Exercise

Decide whether the type of the verbal group in each sentence is:

a. Type 1 (modal +infinitive)   **b.** Type 2 (have +past participle)
c. Type 3 (be +present participle)   **d.** Type 4 (be +past participle)

1. The machine was fixed. ============➜ d
2. He can fix any machine. ============➜a
3. He is fixing the machine. ==========➜c
4. He has fixed the machine. ==========➜b

Type 5:- **(DO +Infinitive)**

- In this type, the helping verb "do" is called an <u>operator</u>. We call it <u>an operator</u> because it helps in a number of operations performed on the verb phrase (VP).
- Some of these operations are:

   1- Operation 1: Negative

   To form the negative, we put "not" immediately <u>after</u> the operator.

e.g. He does <u>not</u> want it.

   They did <u>not </u>come here.

   2- Operation 2: Interrogative استفهامي (question)

   The interrogative is formed by placing the operator <u>before</u> the subject and leaving the rest of the sentence unchanged.

e.g. They come here.

   <u>Do</u> they come here ? (interrogative)

تنسيق المعتقل   اعداد الدكتور عبدالرحمن السيد   **منتديات التعليم عن بعد** (http://www.e1500.com/vb/index.php٢٢)

3- Operation 3: Tag question
He did his homework, <u>didn't</u> he?
They don't come here, <u>do</u> they?

Operators
In addition to "do, does and did", operators also include:

1. The modal auxiliaries (can\ could ,may\ might, shall \should , will \would, must\ ought to)
e.g.
Operation 1: He could not come.
Operation 2: Could he come?
Operation 3. He couldn't come, could he?

2. "have", "has", "had" as helping verbs (and sometimes as main verbs in British English).
The following are examples of "have" as a <u>helping verb operator</u>:
- Operation 1: They have not come yet.
- Operation 2: Have they come already?
- Operation 3: They haven't come yet, have they?

This is an example of "have" as a <u>main verb operator </u>in British English:
Operation 2:   **Have** you any money?   (British English)
            Compare:
                Do you have any money?   (American English)

3. "am", "is", "are", "was", "were" as main verbs and as auxiliary verbs:

▪ The following are examples of **<u>"is"</u>** as a <u>main verb operator</u>:
Operation 1:- He is not here.
Operation 2:- Is he here?
Operation 3:- He is here, isn't he?

- The following are examples of **"is"** as a <u>helping verb operator</u>:
  Operation 1:- He is not coming.
  Operation 2:- Is he coming?
  Operation 3:- He is not coming, is he?

Exercise
Decide whether the underlined verb is:
a. a main verb operator
b. a helping verb operator
c. not an operator

1. They <u>do</u> not come here often. ======➔**b** (كوم) لان عندنا فعل اصلي وهو (كوم)
وكذلك استخدمنا (نوت) بعد الفعل المساعد

2. I <u>have</u> not seen this movie yet. =======➔ **b** لان عندنا فعل اصلي وهو
(سين) وكذلك استخدمنا (نوت) بعد الفعل المساعد

3. Do you <u>have</u> a copy of the movie? ======➔**c** لأنه لم يستعمل كفعل مساعد
والفعل المساعد هو (دو) واستعمل(دو) لعمل صيغة السؤال.

4. He <u>is</u> not here. ====================➔**a** لأنه لا يوجد فعل غيره فهو
فعل اصلي اما بالنسبة للعامل(اوبريتور)لأنه متبوع بـ (نوت).

5. He isn't going, <u>is</u> he?==================➔**b** هنا يوجد (قوينق) وهي فعل
اصلي، اما (از) فهي فعل مساعد لنوعية السؤال اذا هي ابريتور .

Lecture 6

Form and Function

Form:- is what the word/phrase/clause look like.

e.g. noun, verb, noun phrase, verb phrase, relative clause

Function:- is the "job" of the word/phrase/clause in a sentence.

e.g. Subject, Verb (Predicator), Direct Object, Complement

Exercise

Choose (a) if the given term refers to <u>a form</u>

and (b) if it refers to <u>a function.</u>

a. form   **b.** function

1. pronominal group ==========➔a

2. indirect object ============➔b

3. complement ===============➔b

4. subject===================➔b

5. noun phrase ===============➔a

Functions of the <u>Noun Phrase</u> (<u>NP</u>)

Function of the NP

1- Subject of a Clause

As we mentioned in Lecture 4, a sentence needs a subject in order to be complete (<u>except</u> for imperative sentences where the subject is **unstated**).

e.g. go study .========➔ (**unstated**) طبعا هذا مثال على الفاعل الغير معلن

e.g. <u>The old man</u> is here.======➔   اما هذا المثال فالفاعل هو ما تحته خط

2- Direct Object of a Verb

Transitive verbs require an object. Monotransitive verbs take only <u>one</u> direct object.

e.g. Ahmed finished **his work**.

3- Indirect Object of a Verb

Some transitive verbs require <u>two</u> objects. These are called ditransitive verbs. They take a direct object and an indirect object.

e.g. He gave **Khaled** a book. (… gave a book to Khaled)

The shopkeeper sold **him** some snacks. (……sold some snacks to him)

4- The Complement of the Subject +BE (is, am, are, was, were)
   A **complement** is a word/phrase/clause that <u>completes</u> the meaning
   of another word/phrase/clause.
   It is <u>necessary</u> for the meaning to be complete.
   e.g. Ahmed is my best friend.

Note: When the complement is a noun, it must <u>agree</u> with the subject in
number and gender.
   e.g. Ahmed is their uncle. (not "uncles" or "aunt")
   e.g. Sarah and Huda are their aunts. (not "aunt" or "uncles")
   - The <u>full verb "BE"</u> in this example only serves <u>to join</u> the subject
     and the complement together.
   - In this case, the full verb BE is called a Copula (=something that
     joins things together).
   - There are other copulas in English, for example, the verbs
     "become" and "seem".

5- The Complement of the Object
   e.g. He found Faisal a good student.
   In the previous example, the noun phrase "a good student" is the
   complement of the direct object "Faisal". Compare the examples in
   (a) and (b) below:
   a. The teacher found Faisal a book.
      The teacher found a book for Faisal.
   b. The teacher found Faisal a good student.
      The teacher found Faisal to be a good student.
In example (a), "Faisal" is an indirect object and "a book" is a direct
object.
The sentence means that the teacher looked for a book to give to Faisal.
In example (b), "Faisal" is a direct object and "a good student" is a
complement.
The sentence means that the teacher thinks that Faisal is a good student.

6- Object of a Preposition
Prepositions are words like "in", "on", "of" and "off" which are normally <u>followed</u> by a noun phrase.
The noun phrase that <u>follows</u> a preposition is called the object of the preposition.

e.g. - We are in the same class.
      - He walked on a high platform.

- In the two examples above, the noun phrases "the same class" and "a high platform" function as the objects of the prepositions "in" and "on" respectively.

7- Appositive to another Noun Phrase
An appositive is a noun phrase (NP) that describes the <u>same</u> person or thing as another noun phrase (NP) that came before it.

e.g. <u>Your friend**Ahmed Al-Ali**</u> is here.

- In the previous example, "Ahmed Al-Ali" is an appositive.
  It is in apposition to the noun phrase "your friend".
  Both NPs "your friend" and "Ahmed Al-Ali" describe the <u>same person</u>.
  We will talk more about apposition, including apposition types, in the next lecture.

Exercise
28:00

Choose the correct function for the underlined NPs:
a. Subject   **b.** Object   **c.** Complement   **d.** Appositive

1. His father gave him <u>some important advice</u>. ==========➔ b
2. <u>Ahmed's uncle</u> lives in Riyadh.===================➔ a
3. Ahmed's uncle is <u>a successful businessman</u>.==========➔ c
4. Khaled has a lot of books in <u>his room</u>. ==============➔ b
5. The teacher gave <u>the students</u> exercises.=============➔ b
6. My brother <u>Saleh</u> studies at King Faisal University. ====➔ d
7. The manager found him <u>a hard working employee</u>.=====➔ c

Types of __Apposition__ بدل او عطف بيان

In Lecture 6, we mentioned that one of the functions of the noun phrase (NP) is as an appositive.

We defined an appositive as a noun phrase that describes the <u>same person or thing</u> as another noun phrase that came before it.

In this lecture, we will discuss the types of apposition.

Apposition can be either __restrictive or non-restrictive__.(مقيد او غير مقيد)

A- **Restrictive Apposition** البدل المقيد
    e.g. <u>Your friend **Ahmed Al-Ali**</u> is here.
    In this example, the second NP "Ahmed Al-Ali" <u>restricts</u> the meaning of the first NP "your friend" by giving an answer to the question "Which friend?"
- We call the NP "<u>Ahmed Al-Ali</u>" in the previous example a restrictive appositive.

Note: In this type of apposition we <u>do not use commas</u> before and after the appositive.

B- **Non-restrictive Apposition** بدل غير مقيد
    e.g. Ahmed Al-Ali, **your old friend**, is here.
    In this example, the first NP "Ahmed Al-Ali" is a proper noun which is unique and does not need modification.
    The second NP "your old friend" does not tell us which "Ahmed Al-Ali" is here but only <u>adds information</u> about him.
- We call the NP "<u>your old friend</u>" in this example a non-restrictive appositive.

Note: In this type, we <u>use commas</u> before and after the appositive.

Exercise

Decide whether the appositive in the following sentences is restrictive or non-restrictive:

    a. restrictive   **b.** non-restrictive

1. The shopkeeper Othman is a hard working man. =======➔a
2. Dr. Omar, my Linguistics professor, published a book.===➔b
3. Majid and Saleh, my cousins, will visit us tomorrow.====➔b

Prepositional Phrase (PP)

- We mentioned that a preposition is a word like " in" or "on" which is <u>followed</u> by a noun phrase (NP).
  e.g. Mohammed is in the classroom.
- In this example, the phrase "in the classroom" is called a prepositional phrase.
  It has a preposition "in" and an NP "the classroom".
  The <u>function of the NP</u> in this sentence is the <u>Object</u> of the preposition "in".
    - A preposition normally comes before an NP, but it can also be separated from its NP as in:
  e.g. The man is standing <u>on</u> the platform.
      What is the man standing <u>on</u>?
      The platform that the man stood <u>on</u> was very narrow.
      However, in these examples, the association between preposition and NP still exists.

    - *<u>P</u>repositional <u>p</u>hrases can express a number of <u>ideas</u>, including:*
      1- **Place**
        e.g. The book is **<u>on the desk</u>**.   (pp)
      2- **Movement**
        e.g. He walked **<u>to the mosque.</u>**   (pp)
      3- **Time**
        e.g. I finished the **<u>exam in one hour.</u>** (pp)

4- **Manner**

e.g. He finished it **with little effort**. (pp)

5- **Purpose**

e.g. This message is **for Ahmed**. . (pp)

6- **Agency**

e.g. The window was broken **by the young boy.**(Passive) **(pp)**

7- **Instrument**

e.g. I wrote **with a pen.   (pp)**

Exercise

Choose the meaning expressed by the Prepositional Phrase in the following sentences:

a. place   **b.** time   **c.** manner   **d.** instrument

1. My office is located <u>on Riyadh Road</u>. ========➔a

2. He graduated college <u>with a good GPA</u>. =======➔c

3. He fixed the door <u>with a hammer</u>. ===========➔d

4. They will visit us <u>on Monday</u>.==============➔b

5. The artist finished the sculpture <u>with great talent</u>.=➔c

Functions of the PP

Functions of the Prepositional Phrase

1- Adjunct

An Adjunct is a word/phrase/clause that provides <u>additional</u> information about another noun/phrase/clause. It is an <u>optional</u> part of the sentence. If we remove an adjunct, the meaning will still be complete and the sentence will still be grammatical. It is <u>not a necessary part </u>of the structure of a sentence.

Adjuncts are usually adverbials.

As an adjunct, a prepositional phrase is considered an adverbial phrase because it does the same job as an adverbial.

An adverbial is a group of words that does the <u>same job</u> as an adverb. In other words, adverbials can be used to say <u>when</u>, <u>where</u> or <u>how</u> something happened.

As an adjunct, a prepositional phrase is considered an adverbial phrase because it does the same job as an adverbial.

- *The man stood on a high platform.*   (adverbials of **place**)
  This prepositional phrase (PP) is an adjunct that tells us **where** something happened.

- *I finished the exam **in one hour**.*   (adverbials of **time**)
  This PP is an adjunct that tells us **when** something happened.

- *He finished the exam **with little effort**.*   (**other** adverbials)
  This PP is an adjunct that tells us **how** something happened.

Note: Compare the definition of <u>adjuncts</u> in this lecture with the definition of <u>complements</u> in Lecture 6.

- **A complement is** <u>necessary</u> for the meaning to be complete. If we remove it, the meaning will be incomplete and the sentence will be ungrammatical.
- **An adjunct is** <u>not necessary</u> for the meaning to be complete. It gives extra information. If we remove it, the sentence will still be grammatical.

2- Complement of Subject +BE
   e.g. The book is on the desk.
   In this example, the prepositional phrase "on the desk" is the complement of the subject "the book" and the main verb to BE "is".

3- Post-modifier in an NP
   e.g. The desk in the classroom is covered with books.
   In this example, the prepositional phrase "in the classroom" modifies the noun phrase (NP) "the desk". The NP is the <u>head</u> and the PP is a <u>post-modifier</u> because it comes <u>after</u> the head.

4- Complement of an Adjective

e.g. Ahmed is good at Mathematics.

In this example, the prepositional phrase "at Mathematics" is the complement of the adjective "good".

❖ *We will discuss adjectives in more detail in the coming lectures.*

Exercise
Choose the correct function for the underlined PP.

a. complement of subject +BE   **c.** adjunct

b. complement of an adjective   **d.** post-modifier in an NP

1. We finished our exam <u>in 2 hours</u>.=======➔ c
2. We visited the big shop <u>in the mall</u>.======➔d
3. Mohammed is fluent <u>in English</u>.========➔b
4. Ahmed was <u>in his uncle's house</u>.========➔a
5. Ahmed's uncle has a big TV <u>in his house</u>.==➔c

Lecture 8

Adjectives:-

are words which we use to describe people, things, events… etc.

- o **Adjectives can be divided into two groups:**
  - **a-** Attributive Adjectives
    Attributive adjectives appear <u>before</u> the noun.
    e.g. This is an important lesson.

  - **b-** Predicative Adjectives
    Predicative adjectives appear <u>after</u> the noun, <u>in the predicate</u>.
    e.g. This lesson is important.

- o Many adjectives can be used <u>both</u> attributively and predicatively,
  e.g. the adjective "important" in the two previous examples.

- o Some adjectives can <u>only be used attributively</u>.
  e.g. main, principal, chief

- o Some other adjectives can <u>only be used predicatively</u>.
  e.g. afraid, asleep

- o Adjectives used only predicatively tend to refer to a <u>temporary condition</u> rather than a permanent characteristic.
  Look at the following adjectives referring to health in the examples below:
  e.g. 1. The old man is well today.
  In example 1, "well" is a predicative adjective that shows a <u>temporary condition</u>.
  Compare example 1 to the next example, where the adjective "healthy" refers to a <u>permanent characteristic</u>.
  e.g. 2.
  He is a very healthy old man.
  The old man is healthy.

o In a few cases the meaning of the adjectives changes according to its position in the clause.
  e.g. Ahmed was late. (Ahmed did not come on time)
  The late Ahmed Al-Ali lived here. (Ahmed Al-Ali, who is now dead)

Exercise
Decide whether the underlined adjective can be used only attributively, only predicatively or both.
a. only attributively   **b.** only predicatively   **c.** both
1. He is a <u>smart</u> student. ==========================➔c
2. The child is <u>asleep</u>.===============================➔b
3. One of the <u>main</u> causes of lung cancer is smoking.=====➔a
4. Are you <u>afraid</u> of the dark?=====================➔b
5. This runner is <u>fast</u>.===========================➔c

❖ **Adjective Phrases**
  Adjective phrases are composed of
- an <u>adjective</u> (which functions as <u>the head</u> of the phrase),
- <u>a modifier</u> (mostly an <u>adverb</u>),
- <u>and a complement</u>.

Modifier	Head	Complement
	good	
	good	at Mathematics
very	good	
very	good	at Mathematics

❖ **Gradable adjectives** are adjectives that express a condition or quality of which there are degrees.
For example, "good" is a gradable adjective. There are degrees of "goodness":
1. High Degree
   e.g. very good
2. Excessive Degree
   e.g. too good
3. Sufficient/ Insufficient Degree
   e.g. good enough, not good enough
4. Comparative Degree
   e.g. better (comparative form of "good"), smarter (comparative form of "smart"), more beautiful
5. Superlative Degree
   e.g. best (superlative form of "good"), smartest (superlative form of "smart"), most beautiful

❖ Some adjective like "complete" are not gradable. They are not normally compared, nor modified by "very", "too" or "enough".

❖ Adjectives referring to shape (e.g. round, tall) or size (big, narrow) can only modify count nouns. They cannot modify mass nouns.
e.g. This is a big building. (INCORRECT: This is big water.)

Function of Adjective Phrases
1) Complement of Subject +BE
   e.g. Ahmed is very intelligent.
2) Complement of Direct Object
   e.g. He found **Ahmed** very intelligent. (He found Ahmed to be very intelligent.)
3) Pre-Modifier in a Noun Phrase
   e.g. My very good friend is coming to visit me.
4) Post-Modifier in a Noun Phrase
   e.g. We must find the person responsible for the robbery.

5) Head of a Nominal Group
An adjective can be the <u>head</u> of a nominal group in the following special cases:

a- with a number of adjectives that refer to **a class of people**. These adjectives include: blind, homeless, poor, wealthy, young, elderly, living, dead… etc.

The following are examples of nominal groups with an adjective taking the place of the <u>head</u>:
We gave money to <u>the poor</u>.
(the class of people who are poor)

<u>The wealthy</u> must help poor people in our society.
(the class of people who are wealthy)

<u>The young</u> are our hope for the future.
(the class of people who are young)

b- A few adjectives referring to <u>abstract</u> ideas.
<u>The unexpected</u> happened.
<u>The unknown</u> is frightening.

c- Adjectives that refer to the <u>people of a country</u>.
<u>The English</u> are very polite. (the people of England)
<u>The French</u> are very interested in fashion. (the people of France)

Exercise
Identify the function of each of the underlined adjective phrases below.
a. complement   **b.** modifier in NP   **c.** head of NP
1. The driver <u>responsible</u> for the accident paid the fine. ==➔b
2. The driver was <u>careless</u>. =======================➔a
3. He is a <u>careless</u> driver. ========================➔b
4. The police found the driver <u>guilty</u>. =================➔a
5. The <u>elderly</u> must be respected.===================➔c

Lecture 9

Adverbials (Adv)   الظروف

- An adverbial (abbreviated as Adv) can be a single-word adverb or an adverbial phrase.
- An adverb is a word like "here", "tomorrow" and "quickly" which we can use to say <u>where</u>, <u>when</u> and <u>how</u> something happens.
- It can also express <u>other meanings</u> like frequency, degree… etc.
- An adverbial phrase is a group of words that does the same job as an adverb.

Adverbials include:

1- Prepositional Phrases (PP)
   e.g. We were waiting in the lobby. (adverbial of place)

2- Noun Phrases (NP)
   e.g. I will visit my uncle this afternoon. (adverbial of time)

3- Clauses including:
   a- Clauses with a Finite Verb (finite clauses)
     e.g. We need to leave before it is too late. (time)
   b- Infinitive Clauses (non-finite clauses)
     e.g. I am playing to win. (adverbial of purpose)
   c- Present Participle Clauses (non-finite clauses)
     e.g. He ran down the road, breathing heavily. (manner)

Exercise

Identify the form of the underlined adverbials.

a. NP   **b.** PP   **c.** finite clause   **d.** non-finite clause

1. He visited me <u>in my house</u>. ==================➜b
2. He is studying <u>to pass the exam</u>. ==============➜d
3. Ali has an exam <u>this morning</u>.================➜a
4. I will give you my homework <u>after it is done</u>. =====➜c
5. They walked together, <u>smiling widely</u>. ==========➜d

Adverbials (Adv)

Many adverbials are adjuncts; they provide <u>additional information</u>, are part of the structure of the clause, but are <u>optional</u>. Adjuncts include adverbials of:

1. Place (position)-------telling us where (e.g. in the hall, there)
2. Place (destination)--- telling us where to (e.g. to the door)
3. Time (when)-----------telling us when (e.g. at nine o'clock, today)
4. Time (duration)-------telling us how long (e.g. for 10 days)
5. Relative time ---------telling us how long ago (e.g. just, still)
6. Frequency -------------telling us how often (e.g. always, rarely)
7. Degree-----------------telling us to what extent (e.g. almost, barely)
8. Manner ----------------telling us in what way (e.g. carefully, with care)

Exercise

Choose the type of the underlined adverbials.

a. adverbial of frequency   **c.** adverbial of degree
b. adverbial of manner   **d.** adverbial of relative time

1. He <u>always</u> drinks tea in the morning. ==================>a
2. The climbers <u>barely</u> made it to the top of the mountain .====>c
3. He finished the exam <u>quickly</u>. ========================>b
4. My friends <u>just</u> arrived from their trip. =================>d
5. They <u>bravely</u> climbed the mountain.===================>b

Note: Similar to gradable adjectives (Lecture 8),

- **some adverbs of manner <u>can be gradable</u>**. We can give different degrees of the meaning conveyed by a gradable adverb. The adverb of manner "carefully", for example, is a gradable adverb.
  e.g. very carefully, more carefully, most carefully

- Some other adverbs of manner, e.g. "perfectly," are not gradable.

Position of Adverbials

Adverbials can be found in three main positions:
at the <u>end</u>, at the <u>beginning</u> or in the <u>middle</u> of a clause.

1- Final Position
It is very common for adverbials to appear at the **end** of a clause.
e.g. Thank you very much.

2- Initial Position
Some adjuncts, e.g. adverbials of <u>place (position)</u>, <u>time</u>, and <u>frequency</u> can appear at the **beginning** of a clause.
The purpose of this position is to **focus** attention on the location, time or frequency of events and activities.
For example:
Two days ago, I saw my dear friend Ahmed.   (focus on time)
In Riyadh,   there is a big celebration.   (focus on place)

3- Middle Position
Single-word adverbs of <u>frequency</u>, adverbs of <u>relative time</u> and adverbs of <u>degree</u> normally appear in the **middle** of a clause.
Their position is
- immediately **after** the operator in complex verbal groups (Lecture 5)
- immediately **after** the full verb BE.
- and **before** any other simple verb.

e.g. We have often talked together. (after the operator "have")
        We are still waiting. (after the operator "are")
        We are very tired. (after the full verb "are")
        We still have some money. (before the full verb "have")
        We sometimes go to Jeddah. (before the full verb "go")

Function of Adverbials

Some of the functions of adverbials include:

1) Adjunct

   e.g. I knew her very well.

2) Complement of Subject +BE

   e.g. That's all right.

3) 3. Direct Object

   e.g. They didn't tell me why.

4) 4. Modifier

   Adverbs can modify <u>nouns</u>, <u>adjectives</u>, <u>prepositions</u> and <u>adverbs</u>.

Phrase Type	Adverb as Pre-Modifier	Phrase Head	Adverb as Post-Modifier
Noun Phrase	nearby	hotel	
		way	ahead
Adjective Phrase	completely	new	
		quick	enough
Adverb Phrase	very	often	
		quickly	enough
Prepositional Phrase	directly	through	

Exercise

Identify the function of each of the underlined adverbials.

a. adjunct　　　　**b.** complement　　　**c.** object　　　**d.** modifier

1. Are you <u>absolutely</u> sure? ==================>d
2. The child followed his father <u>very closely</u>.======>a
3. He told him <u>when</u> to come.=================>c
4. The show ended <u>very</u> quickly.===============>d
5. It was <u>all right</u>.===========================>b

Lecture 10

Basic Types of Clause Structure

❖ In making up a one-clause sentence in English, we have a <u>choice of five</u> basic clause structure types in which all the elements are <u>necessary</u>.

❖ These basic types <u>can be expanded</u> with other <u>optional</u> elements like adjuncts and modifiers.

❖ Each of these five types follows the basic pattern:
Subject (NP) + Predicate (VP).

❖ In each type, the subject will <u>normally come first</u> and is the <u>followed by</u> a verb phrase.

❖ Only the composition of the VP <u>changes</u> in each type.

❖ The <u>VP may contain</u> the following elements:
1- Intransitive Verb   (abbreviated as Vi)
2- Transitive Verb   (abbreviated as Vt)
3- BE or another Copula
4- Complement (abbreviated as C), which includes:
   a- Noun Phrase   (abbreviated as NP)
   b- Adjective Phrase   (abbreviated as Adj)
   c- Adverbial   (abbreviated as Adv)
5- Direct Object   (abbreviated as dO)
6- Indirect Object   (abbreviated as iO)

❖ The following table shows the five basic types of clause structure in English:

Type	Structure of VP		Examples
1	Vi	a. __	a. We waited.
		b. C (Adv)	b. We sat down.
2	BE + C	a. NP	a. He was my friend.
		b. Adj	b. He was intelligent.
		c. Adv	c. He was in my class.
3.	Vt + dO +	a. ___	a. I made a mistake.
		b. C (Adv)	b. I put the key in the lock.
4.	Vt +iO +dO	a. (to)	a. I gave him an answer.
		b. (for)	b. He made me a suit.
5.	Vt +dO +C	a. NP	a. I found him a bore.
		b. Adj	b. I found him boring.

❖ As we mentioned at the beginning of the lecture, each of these types can be expanded with optional elements like adjunct and modifiers.
For example,
we can expand the first sentence in Type 1 as follows:
We waited. (Type 1)
We waited in the car. (Type 1 + Adjunct)

❖ Simple sentences have <u>only one</u> clause. They can be <u>expanded</u> even more by combining them with other clauses as we will see when we discuss compound and complex sentences.

❖ Be careful not to confuse these **<u>five types of basic clause structure</u>** with the **<u>five types of complex verbal groups</u>** that we discussed in <u>Lecture 5</u>.

❖ Producing "good grammar" is often a question of fitting a verb into the basic type or types appropriate to it.
   For example
   the verb "tell" can fit into basic type 3, as seen in the first example below; and it can also fit into basic type 4, as seen in the second example below.

e.g. 1. He told the truth. (Type 3)

e.g. 2. He told me the truth. (Type 4)
   On the other hand, the verb "explain" can only fit into basic type 3, but <u>not</u> basic type 4. For example:

e.g. 1. He explained the answer. (Type 3)

e.g. 2. INCORRECT: He explained me the answer. (Type 4 is <u>not possible</u> with the verb "explain")

Exercise
Which of the underlined elements is **<u>NOT</u>** a necessary element of the following clauses? If all elements are necessary, then choose "d".
a. (1)   **b.** (2)   **c.** (3)   **d.** all elements are necessary
1. He <u>was</u>   <u>in my home</u>   <u>yesterday</u>.======➔c
        (1)   (2)   (3)
2. <u>Maha</u>   <u>is</u>   <u>a good student</u>.==========➔d
     (1)   (2)   (3)
3. The <u>angry</u>   <u>man</u>   <u>waited</u> impatiently.=====➔a
          (1)   (2)   (3)

Exercise

Identify the basic clause structure type for each of the following simple sentences.

a. BE + C   **b**. Vt+ dO   **c.** Vt +iO +dO   **d.** Vt +dO +C

1. Faisal wrote a book.=======➔b
2. He is a good writer.=========➔a
3. He gave me the book.=======➔c
4. I found the book interesting.===➔d
5.The book is in my library.=====➔a

Variations of Basic Clause Structure Types
Common Variations of Basic Clause Structure Types

1- In type 1, "there" can be used as an introductory subject.
   e.g.
   Three exceptions exist. (Type 1)
   <u>There</u> are three exceptions. (Variation of type 1 using introductory "there")
   The pattern in this example is: There +BE + Subject

2- "There" can also be used as an introductory subject in a variation of type 2.
   e.g.
   Some books are on the shelf. (Type 2)
   <u>There</u> are some books on the shelf. (Variation of type 2 using introductory "there")

3- Type 2c, can be <u>reversed</u> when the adverb is "here' or "there".
   e.g.
   Mohammed is here. (Type 2c)
   Here is Mohammed. (Variation of type 2c)

☒ There are other variations that we will not discuss here.