

**Grammar** is defined as the rules that say how words are combined, arranged and changed to show different meanings. The largest unit of grammar is the **sentence**.

### Types of Sentences:

1. Statement A sentence which gives information. <u>(Declarative)</u>	2. Question A sentence which asks for information or makes a request. <u>(Interrogative)</u>	3. Command A sentence which gives an order or makes a suggestion. <u>(Imperative)</u>	4. Exclamation A sentence which is used to express the speaker's feeling or attitude.
e.g. He is studying.	e.g. Is he studying? Can I go study?	e.g. Go study. Be careful	e.g.:What a lovely day! Excellent!
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)			

Simple, Sentences:	Compound	and Complex
The man is here.	The man is here, <b>and</b> he wants to see you.	The man <b>that</b> wants to see you is here.

# verbs

Each English sentence has a <b><u>main verb</u></b> .	Some sentences also require one or more <b><u>helping verbs (auxiliary verbs)</u></b> .			
e.g. Mohammed <u>walked</u> home. e.g. Khaled <u>is</u> happy.	He <u>is</u> coming to the meeting. He <u>could</u> come here soon.			
These verbs (with the exception of modals) can also function as main verbs. e.g. He <u>is</u> here.	1. be (is, am, are, was, were)	2. have, has, had	3. do, does, did	4. Modal auxiliaries: can, could, shall, should, will, would, may, might.. etc.

# verbs

<b><u>1- Intransitive verbs</u></b> are verbs that require <b><u>no</u></b> objects.	<b><u>2-Transitive Verbs</u></b> are verbs that require objects. This group can be further divided into:	
e.g. Birds <b><u>fly</u></b> . The man <b><u>spoke</u></b> .	<b><u>Monotransitive verbs</u></b> are verbs that require only <b><u>one</u></b> object: e.g. Khaled <b><u>broke</u></b> <b><u>the window</u></b> .	<b><u>Ditransitive verbs</u></b> are verbs that require <b><u>two</u></b> objects. e.g. Saleh <b><u>gave</u></b> <b><u>Majid</u></b> <b><u>a pen</u></b> .
	directs object <b><u>the window</u></b>	directs object <b><u>a pen</u></b> indirect object <b><u>Majid</u></b>

Lecture 2  
NOUNS  
Noun phrase  
(NP)

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

e.g. The old man walked down the street.

### Types of phrases:

noun phrases (NP)	verb phrases (VP)	prepositional phrases.	adjective phrases	adverbial phrases
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Each phrase has a head and one or more modifiers.

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

## (NP) noun phrases:

<p><u><b>A Noun</b></u> e.g. Ahmed, students</p>	<p><u><b>A Nominal Group</b></u> e.g. a blue pen, the students</p>	<p><u><b>A Pronoun</b></u> A pronoun is a type of “<b>pro-forms</b>” Pronouns include</p>			<p><u><b>A Pronominal Group</b></u> e.g. <b>we</b> all, <b>everyone</b> in our class In a pronominal group, a pronoun is the head</p>
		<p><u><b>Personal Pronouns:</b></u> <u><b>Subject Pronouns:</b></u> I, you, he, she, it, we, they <u><b>Object Pronouns:</b></u> me, you, her, him, it, us, them <u><b>Possessive Pronouns:</b></u> mine, yours, hers, his, its, ours, theirs</p>	<p><u><b>Reflexive Pronouns:</b></u> myself, yourself, himself, itself</p>	<p><u><b>Indefinite Pronouns:</b></u> everyone, someone,</p>	

## Nouns can be divided to:

### Proper Nouns:

e.g. Ahmed, Al-Ahsa

A **proper noun** is the name of someone or something that is usually imagined to be unique

### Common Nouns:

e.g. friend, desk, bird, air

A **common noun** is a name given either to **an example of a class** or to **the class as a whole (generic)**.

### a. Animate

**Animate nouns** refer to a person or animal.

e.g. Ahmed, friend, bird

### b. Inanimate

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

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

### 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”.

### Mass nouns

such as “**bread**” and “**milk**” cannot be preceded by “**one**” and do not have a plural form.

### Collective Nouns

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).

LECTURE 3  
 Modifiers  
 Determiners  
 Person, Number and Gender

<b>modifiers:</b>			
<p style="margin: 0;"><u><b>Pre-modifiers</b></u></p> <p style="margin: 0;">are modifiers that come <b>before</b> the head.</p>			<p style="margin: 0;"><u><b>Post-modifiers</b></u></p> <p style="margin: 0;">are modifiers that come <b>after</b> the head.</p>
<p style="margin: 0;"><b>Adjectives</b> (e.g. good)</p>	<p style="margin: 0;"><b>Nouns</b> which modify other nouns (e.g. school)</p>	<p style="margin: 0;"><b>Determiners</b> (e.g. a, the, my)</p>	

<b>Determiners</b>					
<u><b>definite</b></u>	<u><b>indefinite</b></u>			<u><b>Quantifiers</b></u>	
the book	<p style="margin: 0;"><u><b>Articles:</b></u> a/an /the</p>	<p style="margin: 0;"><u><b>Demonstratives:</b></u> this, that, these, those</p>	<p style="margin: 0;"><u><b>Possessive Forms of Personal Pronouns:</b></u> my, your, his, her, its, our, their</p>	<p style="margin: 0;"><u><b>Numerals:</b></u> one, two, three... (<b>cardinal numerals</b>); first, second, third... (<b>ordinal numerals</b>)</p>	<p style="margin: 0;"><u><b>Words like:</b></u> much, many, each, every, a few, little, all, several, plenty... etc.</p>

# Personal pronouns

the person speaking <b><u>(first person),</u></b>		the person spoken to <b><u>(second person)</u></b>	the people or things spoken about <b><u>(third person).</u></b>		
1st person pronouns:		2nd person pronouns:	3rd person pronouns:		
<b><u>I, we</u></b>		<b><u>you</u></b>	<b><u>he, she, it, they</u></b>		
<b><u>singular</u></b>	<b><u>Plural</u></b>		<b><u>singular</u></b>	<b><u>plural</u></b>	<b><u>gender</u></b>
<b><u>I</u></b>	<b><u>we</u></b>		<b><u>he, she, it</u></b>	<b><u>they</u></b>	<p>1. The <b>masculine</b> pronoun <b>“he”</b> refers to <b>males</b>.</p> <p>2. The <b>feminine</b> pronoun <b>“she”</b> refers to <b>females</b>.</p> <p>3. The <b>neuter</b> pronoun <b>“it”</b> refers to <b>inanimate</b></p>

## LECTURE 4

# What is a clause?

## Verb Phrase (VP)

### Finite Verbs

### Non-finite verbs

## Finite vs. Non-finite Clauses

Clause = subject + predicate

NP (subject) + VP (predicate)

The man bought a new car.

The verb phrase (VP) consists sometimes of a **finite verb** only.

e.g. We all **waited**.

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

For a **clause** to be finite, there must be a **finite verb** in it.

### The verb can be either:

#### 1. Simple

A simple verb consists of one word.

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

verb :

Finite verbs

show tense, person and number.

Non-finite verbs

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

He **is** here. They **are** here. (person and number)  
He **is** here **today**. He **was** here **yesterday**. (tense)

I expect him to **come** soon. We expect them to **come** soon. (person and number)  
He is **coming** now. He was **coming** at the same time **yesterday**. (tense)

1. The base form (simple form) of the verb  
e.g. walk, talk, drink, speak

2. 3<sup>rd</sup> 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

1. The infinitive  
The infinitive has the same form as the base. It is often preceded by an infinitive marker "to".  
In some cases (e.g. after modal auxiliary verbs) the infinitive is bare (without "to"). For example:  
I am waiting for him to come. (Infinitive with "to")  
He can come tomorrow.  
(Bare Infinitive)

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

## 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

### 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.

# Verbal Groups

## Operators

### Verbal Groups

Type 1	Type 2	Type 3	Type 4	Type 5
Modal +Infinitive: could see, will come	Have +Past Participle: have telephoned, has begun	BE +Present Participle: are coming, were waiting	BE +Past Participle: is grown, was broken	DO +Infinitive: did not like, Did you know?

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)

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

Ahmed *will have finished* that book by Friday. (Type 1 & 2)

He *has been learning* English for four years. (Type 2 & 3)

He *will have been learning* English for five years by next October. (Type 1, 2 & 3)

The president *could be seen* by everyone. (Types 1 & 4)

He *is being called* now. (Type 3 & 4)

# Verbal Groups

<b>Type 1</b> Modal +Infinitive:	<b>Type 2</b> Have +Past Participle:	<b>Type 3</b> BE +Present Participle:	<b>Type 4</b> BE +Past Participle:	<b>Type 5</b> DO +Infinitive:
<ul style="list-style-type: none"> <li>The <b>main verb</b> which follows a <b>modal auxiliary</b> will always be in the <b>bare infinitive</b> (without "to"). e.g. can see, could see</li> <li>Modals are <b>not</b> affected by person and number. e.g. He <b>must</b> know how to speak English. They <b>must</b> know how to speak English.</li> <li>All <b>verbal groups beginning</b> with a modal are <b>finite</b>.</li> </ul>	<p>This type is an expression of the <b>perfect aspect</b>. "Have" is used as a <b>helping verb</b> (auxiliary verb). The helping verb "have" is <b>finite</b> and changes according to person, number and tense. For example: He <b>has</b> read the book already. (<b>present perfect tense</b>) We <b>have</b> read the book already. (<b>present perfect tense</b>) The students <b>had</b> already <b>gathered</b> in class when the teacher entered. (<b>past perfect tense</b>)</p>	<p>This type is an expression of the <b>progressive aspect</b>. "Be" is used as a <b>helping verb</b> (auxiliary verb). The helping verb "be" is <b>finite</b> and changes according to person, number and tense. For example: He <b>is</b> coming. (<b>present progressive</b>) They <b>are</b> coming. (<b>present progressive</b>) He <b>was</b> waiting. (<b>past progressive</b>) They <b>were</b> waiting. (<b>past progressive</b>)</p>	<p>This type produces the <b>passive voice</b> (in contrast with the <b>active voice</b>). The verb is <b>active</b> in this example: Ahmed <b>broke</b> the window. (<b>active voice</b>) The verb is <b>passive</b> in this example: The window <b>was broken</b>. (<b>passive voice</b>)</p>	<p>In this type, the <b>helping verb "do"</b> is called an <b>operator</b>. We call it an <b>operator</b> because it helps in a number of operations performed on the verb phrase (VP). Some of these operations are: <b>Operation 1: Negative</b> e.g. He <b>does not</b> want it. They <b>did not</b> come here. <b>Operation 2: Interrogative (question)</b> e.g. They come here. <b>Do they come</b> here? (<b>interrogative</b>) <b>Operation 3: Tag question</b> He did his homework, <b>didn't</b> he? They don't come here, <b>do</b> they?</p>

# Operators

<p>. The modal auxiliaries (can, could, may, might.. etc)</p>	<p>2. “have”, “has”, “had” as <b>helping verbs</b> (and sometimes as <b>main verbs</b> in British English ).</p>	<p>3. “am”, “is”, “are”, “was”, “were” as <b>main verbs</b> and as <b>auxiliary verbs</b>.</p>	<p><b>helping verb “do”</b> is called an <b>operator</b>. We call it <b>an operator</b></p>
<p>e.g.            Operation 1: He <b>could</b> not come.            Operation 2: <b>Could</b> he come?            Operation 3. He couldn’t come, <b>could</b> he?</p>	<p>The following are examples of “<b>have</b>” as a <b>helping verb operator</b>:</p> <p>Operation 1: They <b>have</b> not come yet.            Operation 2: <b>Have</b> they come already?            Operation 3: They haven’t come yet, <b>have</b> they?            This is an example of “<b>have</b>” as a <b>main verb operator</b> in British English:            Operation 2: <b>Have</b> you any money? (British English)            Compare:  <b>Do</b> you have any money? (American English)</p>	<p>The following are examples of “<b>is</b>” as a <b>main verb operator</b>:</p> <p>Operation 1: He <b>is</b> not here.            Operation 2: <b>Is</b> he here.            Operation 3: He is here, <b>isn’t</b> he?            The following are examples of “<b>is</b>” as a <b>helping verb operator</b>:</p> <p>Operation 1: He <b>is</b> not coming.            Operation 2: <b>Is</b> he coming?            Operation 3: He is not coming, <b>is</b> he?</p>	<p>because it helps in a number of operations performed on the verb phrase (VP). Some of these operations are:</p> <p><b>Operation 1: Negative</b>            e.g. He <b>does not want</b> it. They <b>did not come</b> here.  <b>Operation 2: Interrogative (question)</b>            e.g.            They come here.  <b>Do</b> they <b>come</b> here? (interrogative)  <b>Operation 3: Tag question</b>            He did his homework, <b>didn’t</b> he?            They don’t come here, <b>do</b> they?</p>

# Lecture 6

- Form and Function
- Functions of the Noun Phrase (NP)

## **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

Functions of the Noun Phrase (NP)

<p><b><u>1. Subject of a Clause</u></b></p>	<p>e.g. <u>The old man</u> is here.</p>
<p><b><u>2. Direct Object of a Verb</u></b></p>	<p>e.g. Ahmed finished <u>his work</u>.</p>
<p><b><u>3. Indirect Object of a Verb</u></b></p>	<p>e.g. He gave <u>Khaled</u> a book. (... gave a book to Khaled)</p>
<p><b><u>4. The Complement of the Subject</u></b> <b><u>+BE (is, am, are, was, were)</u></b></p>	<p>A <b>complement</b> 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.</p> <p>e.g. Ahmed is <u>my best friend</u>.</p>
<p><b><u>5. The Complement of the Object</u></b></p>	<p>e.g. He found Faisal <u>a good student</u>.</p>
<p><b><u>6. Object of a Preposition</u></b></p>	<p><b>Prepositions</b> are words like “in”, “on”, “of” and “off” e.g.</p> <p>We are <b>IN</b> the same class.</p> <p>He walked <b>ON</b> a high platform.</p>
<p><b><u>7. Appositive to another Noun Phrase</u></b></p>	<p>An <b>appositive</b> is a noun phrase (NP) that describes the <u>same</u> person or thing as another noun phrase (NP) that came before it.</p> <p>e.g. <u>Your friend</u> <b>Ahmed Al-Ali</b> is here.</p>

functions of the noun phrase (NP) is as an **appositive**. We defined an appositive as a noun phrase that describes the same person or thing as another noun phrase that came before it. *Lecture 7 Prepositional Phrase (PP)*

## Types of Apposition

### A. Restrictive Apposition

e.g. *Your friend Ahmed Al-Ali* is here.  
In this example, the *second* NP “**Ahmed Al-Ali**” restricts the meaning of the *first* NP “**your friend**” by giving an answer to the question “**Which friend?**”

We call the NP “**Ahmed Al-Ali**” in the previous example a **restrictive appositive**.

**Note:** In this type of apposition we do not use commas before and after the **appositive**.

### B. Non-restrictive Apposition

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 adds information about him.

We call the NP “**your old friend**” in this example a **non-restrictive appositive**.

**Note:** In this type, we use commas before and after the **appositive**.

We mentioned that a **preposition** is a word like “in” or “on” which is followed by a noun phrase (NP).

e.g. Mohammed is **in the classroom**.

## Prepositional Phrase (PP)

Prepositional phrases can express a number of <u>ideas</u> , including:	1. <b>Place</b>	e.g. The book <u>is on the desk</u> .
	2. <b>Movement</b>	e.g. He walked <u>to the mosque</u> .
	3. <b>Time</b>	<u>e.g. I finished the exam in one hour.</u>
	4. <b>Manner</b>	e.g. He finished it <u>with little effort</u> .
	5. <b>Purpose</b>	e.g. This message is <u>for Ahmed</u> .
	6. <b>Agency</b>	e.g. The window was broken <u>by the young boy</u> . (Passive)
	7. <b>Instrument</b>	e.g. I wrote <u>with a pen</u> .

Functions of the Prepositional Phrase

1. Adjunct

An **Adjunct** is a word/phrase/clause that provides additional information about another noun/phrase/clause.  
. It is not a necessary part of the structure of a sentence.  
**Adjuncts** are usually **adverbials**.  
can be used to say when, where or how something happened.  
e.g. The man stood **on a high platform**. (adverbials of **place**)  
I finished the exam **in one hour**. (adverbials of **time**)  
He finished the exam **with little effort**. (**other** adverbials)

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 head and the PP is a post-modifier because it comes after 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**”.

# Lecture 8

## Adjectives Adjective Phrases

### Function of Adjective Phrases

#### Adjectives

##### Attributive Adjectives

Attributive adjectives appear before the noun.  
e.g. This is an important lesson.

- Some adjectives can only be used attributively.  
e.g. main, principal, chief

refers to a permanent characteristic.  
e.g. 2.  
He is a very healthy old man.  
The old man is healthy.

##### Predicative Adjectives

Predicative adjectives appear after the noun,  
in the predicate.  
e.g. This lesson is important.

- Some other adjectives can only be used predicatively.  
e.g. afraid, asleep

- Adjectives used only predicatively tend to refer to a temporary condition 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.

Adjective phrases are composed of an adjective (which functions as the head of the phrase), a modifier (mostly an adverb), and a complement.

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”:

<b>Adjective Phrases</b>		
<b>Adjective Phrases</b>	<b><u>1. High Degree</u></b>	e.g. <b>very</b> good
	<b><u>2. Excessive Degree</u></b>	e.g. <b>too</b> good
	<b><u>3. Sufficient/ Insufficient Degree</u></b>	e.g. good <b>enough</b> , not good <b>enough</b>
	<b><u>4. Comparative Degree</u></b>	e.g. better ( <b>comparative form</b> of “good”), smarter ( <b>comparative form</b> of “smart”), <b>more</b> beautiful
	<b><u>5. Superlative Degree</u></b>	e.g. best ( <b>superlative form</b> of “good”), smart <b>est</b> (superlative form of “smart”), <b>most</b> beautiful

# Function of Adjective Phrases

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 **head** 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.

We gave money to **the poor**. (the class of people who are poor)

**The wealthy** must help poor people in our society. (the class of people who are wealthy)

**b. A few adjectives referring to abstract ideas.**

e.g. **The unexpected** happened. **The unknown** is frightening.

**c. Adjective that refer to the people of a country.**

e.g. **The English** are very polite. (the people of England)

## Lecture 9

### Adverbials (Adv)

#### Position of Adverbials

#### Function of Adverbials

- 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 where, when and how something happens. It can also express other meanings like frequency, degree... etc.
- An adverbial phrase is a group of words that does the same job as an adverb.

# Adverbials include:

<u>1. Prepositional Phrases</u>	<u>2. Noun Phrases</u>	<u>3. Clauses including:</u>		
e.g. We were waiting <b>in the lobby</b> . (adverbial of place)	e.g. I will visit my uncle <b>this afternoon</b> . (adverbial of time)	<u>a. Clauses with a Finite Verb (finite clauses)</u> e.g. We need to leave <b>before it is too late</b> . (time)	<u>b. Infinitive Clauses (non-finite clauses)</u> e.g. I am playing <b>to win</b> . (adverbial of purpose)	<u>c. Present Participle Clauses (non-finite clauses)</u> e.g. He ran down the road, <b>breathing heavily</b> . (manner)

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

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

## Position of Adverbials

1. Final Position	2. Initial Position	3. Middle Position
<p>It is very common for adverbials to appear at the <b>end</b> of a clause. e.g. Thank you <b>very much</b>.</p>	<p>Some <b>adjuncts</b>, e.g. adverbials of <u>place (position)</u>, <u>time</u>, and <u>frequency</u> can appear at the <b>beginning</b> of a clause. The <b>purpose</b> of this position is to <b>focus</b> attention on the location, time or frequency of events and activities. For example: <b>Two days ago</b>, I saw my dear friend Ahmed. (focus on time) <b>In Riyadh</b>, there is a big celebration. (focus on place)</p>	<p>Single-word adverbs of <u>frequency</u>, adverbs of <u>relative time</u> and adverbs of <u>degree</u> normally appear in the <b>middle</b> of a clause. Their position is immediately <b>after</b> the <b>operator</b> in complex verbal groups (Lecture 5), immediately <b>after</b> the <b>full verb BE</b>, and <b>before</b> any <b>other simple verb</b>: e.g. We have <b>often</b> talked together. (after the operator “have”) We <b>are still</b> waiting. (after the operator “are”) We <b>are very</b> tired. (after the full verb “are”) We <b>still have</b> some money. (before the full verb “have”) We <b>sometimes go</b> to Jeddah. (before the full verb “go”)</p>

Function of Adverbials

**1. Adjunct**

e.g. I knew her **very well**.

**2. Complement of Subject +BE**

e.g. That's **all right**.

**3. Direct Object**

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

**4. Modifier**  
**Adverbs** can modify **nouns**, **adjectives**, **prepositions** and **adverbs**.

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	

# Lecture 10 Basic Types of Clause Structure

- The VP may contain 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)

- **Simple sentences** have only one clause. They can be expanded 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 **five types of basic clause structure** with the **five types of complex verbal groups** that we discussed in Lecture 5.

## Lecture 11

# Coordination Types of conjunctions Compound Sentences

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In the previous lecture, we discussed the five basic types of clause structure.

Each part of the structure of a clause can be duplicated (doubled) or added to by **Coordination**. For example, the subject is duplicated in the following sentence:

**Mohammed and I** are good friends.

The two parts of the subject in the previous sentence are joined by the **conjunction “and”**.

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**Conjunctions** are words like “**and**,” “**or**,” and “**but**” which we use to connect grammatical units/elements in a sentence.

- If we combine more than two parts, we usually separate the parts by commas, using the conjunction to join the last two parts only.

e.g. **Mohammed, Ahmed and I** are good friends.

---

## Types of conjunctions:

<u>1. Coordinating Conjunctions</u> <i>(coordinators)</i>	<u>2. Correlative Coordinating Conjunctions</u>	<u>3. Subordinating Conjunctions</u> <i>(subordinators)</i>	<u>4. Correlative Subordinating Conjunctions</u>
These are <u>single-word</u> conjunction, including: “and,” “but” and “or.”	These are <u>pairs of words</u> , including: “both... and...,” “either... or...,” neither... nor...,” “not only... but also...”.		
e.g. I want <b>Ahmed</b> <b>and</b> <b>Saleh</b> to come see me. e.g. I want <b>Ahmed</b> <b>or</b> <b>Saleh</b> to come see me. e.g. I want <b>Ahmed</b> <b>but</b> <b>not</b> <b>Saleh</b> to come see me.	e.g. I want <b>both</b> <b>Ahmed</b> <b>and</b> <b>Saleh</b> to come see me. e.g. I want <b>either</b> <b>Ahmed</b> <b>or</b> <b>Saleh</b> to come see me. e.g. I want <b>neither</b> <b>Ahmed</b> <b>nor</b> <b>Saleh</b> to come see me. e.g. I want <b>not only</b> <b>Ahmed</b> <b>but also</b> <b>Saleh</b> to come see me		

# We can compound/coordinate any level of **constituents** (grammatical units) - words, phrases and clauses.

## • Coordination of Words

## • Coordination of Phrases

Nouns:	Adjectives:	Adverbs:	Noun Phrases	Verb Phrases:	Adjective phrases:	Adverbials:
e.g. <b>Football and basketball</b> are my favorite sports.	e.g. My friend Khaled is <b>funny and intelligent</b> .	e.g. We must finish our work <b>both quickly and efficiently</b> .	e.g. <b>The old man and the young boy</b> crossed the street.	e.g. Many of the grammatical terms <b>must be studied and will come in</b> the exam.	e.g. The topics are <b>very interesting and really useful</b>	e.g. You can wash your clothes <b>by hand or in</b> the washing machine.

**A compound sentence**

has two or more clauses which are linked by a **coordinator**.

**dependent clauses.**

is a clause that cannot stand alone as a complete sentence.

**independent clauses.**

is a clause that can stand alone as a complete sentence.

**Optional**

**(can be deleted)**

**Obligatory**

**(cannot be deleted)**

**A complex sentence**

has two or more clauses joined by a **subordinating conjunction**. At least one of the clauses is subordinate to a main clause.

# Compound Sentences

- e.g. 1. Everyone was in the room **and** the doors had been closed.
- e.g. 2. Everyone was in the room, the doors had been closed **and** latecomers had to wait outside.
- e.g. 3. Some students didn't do the homework **and** the teacher knew, **but** he didn't say anything.
- e.g. 4. **Either** he didn't bring the book, **or** someone took it from him.

# Compound Sentences

e.g. 5. I'm selling my car **and** (I'm) buying a new one.

e.g. 6. Mohammed is going on a trip for a few days, **but** (he) will be back before Saturday.

e.g. 7. He may have received the letter **but** (he may have) forgotten to reply.

- As seen in examples 5, 6 and 7, when the subjects of the two clauses refer to the same person or thing, the second subject can be deleted. We can also delete the second verbal group if it is the same.

## Lecture 12

# Subordination nouns

A **complex sentence** has two or more clauses joined by a **subordinating conjunction**. At least one of the clauses is **subordinate** to a main clause.

A **main clause**

(also known as an **independent clause**) is a clause that can stand alone as a complete sentence.

A **subordinate clause**

(also known as a **dependent clause**) is a clause that cannot stand alone as a complete sentence.

**A clause can be subordinate by being able to do one of the following:**

<b><u>1. replace an NP in the main clause</u></b>	<b><u>2. modify an NP in the main clause</u></b>	<b><u>3. replace an adverbial in the main clause</u></b>
<p>e.g. Everyone could <b>see it</b>. Everyone could <b>see (that) he was frightened</b>. The subordinate clause “<b>that he was frightened</b>” is a noun clause. It functions as the object of the verb “<b>see</b>”.</p>	<p>e.g. I often see <b>my old school friends</b>. I often see <b>friends who were at school with me</b>. The subordinate clause “<b>who were at school with me</b>” is called a relative clause. It functions as a modifier of the NP “<b>friends</b>”.</p>	<p>e.g. I met Ahmed <b>twenty years ago</b>. I met Ahmed <b>when I was at school</b>. The subordinate clause “<b>when I was at school</b>” is an adverbial clause of time. It functions as an adjunct in the main clause “I met Ahmed.”</p>

**A subordinate clause is usually introduced by one of the following:**

<b><u>1. a subordinating conjunction, e.g. when or that</u></b>	<b><u>2. a relative pronoun, e.g. who, which, whose</u></b>
<p>1. a. He was frightened. (Independent Clause) 1. b. <b>that</b> he was frightened (Subordinate/Dependent Clause)</p>	<p>2. a. I was at school. (Independent Clause) 2. b. <b>when</b> I was at school (Subordinate/Dependent Clause)</p>

**Types of Subordinate Clauses**

1. Noun Clauses	2. Relative Clauses	3. Adverbial Clauses	4. Other (Conditional Clauses, Result Clauses, Purpose Clauses... etc.)
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# 1- that-clauses

A **that-clause** begins with “**that**” and

A **that-clause** can have four of the functions of the NP. It can be:

We can divide noun clauses into.

<u>1. Subject of a Verb in another clause</u>	<u>2. Object of a Verb in another clause</u>	<u>3. Complement of Subject +BE</u>	<u>4. Apposition (to nouns like “fact”, “truth”, “explanation”)</u>	Reported Speech
<p>e.g. <b>That</b> the driver could not control his car is obvious. (=It is obvious.)            Note: “<b>That</b>” is <u>obligator</u> in this sentence. We cannot delete it.</p>	<p>e.g. Everyone could see <b>(that)</b> he was frightened. (=Everyone could see <u>it</u>.)            Note: “<b>That</b>” is optional in this sentence. We can delete it.</p>	<p>e.g. The truth is <b>(that)</b> he was very shy. (= The truth is <u>this</u>.)            Note: “<b>That</b>” is optional in this sentence. We can delete it.</p>	<p>e.g. <u>The fact</u> <b>that he was shy</b> surprised me.            “<u>That he was shy</u>” is an appositive noun clause that refers to the same thing as the NP “<u>the fact</u>”. We say that the noun clause is in apposition to the NP.            Note: “<b>That</b>” can sometimes be deleted in this case</p>	<p>a. <u>Direct speech</u> is <u>quoting the actual words</u> spoken by someone. In this case, we write the quoted sentence between <u>quotation marks</u> (“”).</p> <p>b. <u>Indirect speech</u> is <u>restating the words</u> spoken by someone. We can use a “<u>that-clause</u>” to report indirect speech.</p>

## 2-wh-clauses

a **wh-clause** begins with a wh-question word, e.g. **what**, **who**

A wh-clause can have four of the functions of an NP. It can be:

We can divide noun clauses into.

1. Subject of another clause

e.g. **What** caused the accident is a complete mystery. (= **It** is a complete mystery.)

2. Object of a verb in another clause

No one knows **what** caused the accident.  
(= No one knows **it**.)

3. Complement of Subject +BE

The question is **what** caused the accident.  
(=The question is **this**.)

4. Object of a preposition

This depends on **what** you want. (=This depends on **it**.)