

Department of English**Grammar 3 (G 1&2)****Contents****Sentence elements****Complements****Phrases****Kinds of phrases****Noun phrase****Determiners****Adjective phrases****Verb phrase****Adverbs, adverb phrases and adverbials****Clauses****Noun Clauses****Adverb clause****Adjective clauses****Coordination and Subordination**

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Sentence elements

A sentence may alternatively be seen as comprising five units called ELEMENTS of sentence (or, as we shall see below, clause) structure: SUBJECT, VERB, COMPLEMENT, OBJECT, ADVERBIAL, here abbreviated as S, V, C, O, A:

John (S) carefully (A) searched (V) the room (O) [1]

The girl (S) is (V) now (A) a student (C) at a large university (A) [2]

His brother (S) grew (V) happier (C) gradually (A) [3]

It (S) rained (V) steadily (A) all day (A) [4]

He (S) had given (V) the girl (O) an apple (O) [5]

They (S) make (V) him (O) the chairman (C) every year (A) [6]

Considerable variety is possible in realizing each element of structure. Indeed S, O, and A can themselves readily have the internal constituents of sentences:

She (S) saw (V) that [it (S) rained (V) all day (A)] (O) [7]

His brother (S) grew (V) happier (C) when [his friend (S) arrived (V)] (A) [8]

That [she (S) answered (V) the question (O) correctly (A)] (S) pleased (V) him (O) enormously (A) [9]

Objects and Complements

We need in fact to distinguish two types of object and two types of complement in the sentences so far illustrated:

object: {direct object (Od); indirect object (Oi)}

complement: {subject complement (Cs); object complement (Co)}

The two types of object are illustrated in the examples in the figure below.

S	V	Oi	Od
John	searched		<i>the room</i>
He	had given	the girl	<i>an apple</i>

Figure 1. Objects types

The direct object is by far the more frequent kind of object, and (with certain outstanding exceptions) it must always be present if there is an indirect object in the sentence.

Turning to complements, we may illustrate first the subject complement:

The girl is now a *student* (Cs) at a large university [1]

His brother *grew happier* (Cs) gradually [2]

Here the complements have a straightforward relation to the subjects of their respective sentences such that the subject of [2] is understood as being a ‘girl student’ and the subject of [3] a ‘happier brother’.

The ‘object complement’ can be explained as having a similar relation to a direct object (which it follows) as the subject complement has to a subject:

They make *him the chairman* (Co) every year [3]

The figure below summarizes the two main types of Complement, the Complement of the Subject (Cs) (Subject Complement) as in 4a and 5a, and the Complement of the Object (Object Complement) (Co), as in 4b and 5b:

S	V	Cs
4a That map	was	useful
5a Ken Brown	is	President
S	v	Od Co
4b We	found	that map useful
5b They	made	Ken Brown President

Figure 2. Complement types.

Phrases

A phrase: - A group of related words used as a single part of speech; - does not contain a verb and its subject.

- Does not make complete sense by itself; is part of a larger unit: the sentence

- **with Mohamed / his book**

- **The head:** - The central element in a phrase; - The part that cannot be omitted from the phrase

Kinds of phrases:

Noun phrase: Consists of a noun and all its modifiers which can include other phrases

- **The young girl in the garden waters the beautiful red flowers every day.**

Verb phrase: refers to the verb or verb group of a sentence

- Many students **find grammar confusing**

Adjectival phrase: acts as an adjective

- Those are **unbelievably expensive** sunglasses

Adverbial phrase: a group of adverbs or a phrase (usually a prepositional phrase) that acts as an adverb

- I have to hand in the assignment **before the holiday** (**adverb of time**)
- He was driving **too fast**

Prepositional phrase: has a preposition as its head and can function as an adjective or adverb

- The boy **in the blue jacket** is riding his bike **in the park**

Noun Phrase

Noun Phrase (NP)

A group of words that does the function of a **noun** in a sentence

can be the subject, the object or the complement of the verb in a sentence.

- **Many Moroccan people** have started to exercise regularly
- Some reject **this controversial idea**
- According to many, sport is **a valuable way** to keep fit.

Noun Phrase

- has the noun as the head + other elements before or after:

(Pre) Determiner + (pre-modifier) + Head + (post modifier)

Noun Phrase					Verb Phrase
All	those	wonderful	pictures	on the wall	are priceless
Pre-determiner	determiner	Pre-modifier	Head	Post modifier	

Determiners

Determiners: grammatical words that determine or limit the meaning of a noun; words that inform about the definite and indefinite identity and quantity of the **Head**.

Determiner types: determiners, pre- determiners, post- determiners

Determiners or central determiners: used before a noun in a sentence

Articles (the, a, an),

Demonstratives (this, that, these, those)

Numerals (two, five, etc.)

Possessives (my, her, their, Samira's, etc.)

Quantifiers (some, any, much, many, half, two thirds, etc.).

Wh-determiners: whose, what, which.

- What is **your** job? (Possessives)
- **What** time is it? (Interrogative)
- **The** registration has started (Articles)
- I need **those** glasses (Demonstratives)
- **A few/Many** people believe this story (Quantifiers)
- **Each/Every** year, students need to renew registration (Distribution)

Pre- determiners

- Determiners that occur before a determiner to give even more information about the noun. They are used to express:

An entire amount or a proportion/fraction of the whole such as all, both, or half

- I have completed half the homework
- All the students are present
- He broke both his arms in the accident.

Multipliers: once, twice, five times, ten times

- His sandwich is twice the size of mine.

Intensifiers that expresses surprise, disappointment, pleasure, or other emotions: such, what, rather, quite'.

- This turned out to be such a beautiful day!

Post- determiners

They occur after a central determiner to make precise references

Cardinal numbers: one, three, seven

- These **two** boys

Ordinal numbers: first, second, third

- My **first** class

General ordinals: next, last, other, previous, several, certain...

- The **few** moments

NB: More than one post-determiner can occur in a NP

- My **next two** goals

Exercise

Practice: Identify the determiners of the head nouns, underline and label them.

Ex.: All my students got a good mark.

all: pre-determiner. my: central determiner a: determiner

1. She calls her **two** children **twice** a week.

2. Both these books were published **last** year.

3. Many other people get double the amount we get.

4. I will be really busy in the next two weeks.

NP Pre-modification

A pre-modifier: a word or a group of words that optionally precedes a head noun

Adjective phrases, -ed /-ing participle, nouns

Adjective phrases: Functions as an adjective in a sentence; Also called “attributive” adjective:
attributes a quality to, or describes, the head

- a **good** decision (adjective)
- a **really challenging** exercise (intensifier + adjective)
- He is a **smart and honest** person (adjective + adjective)

Participle: a verb form used as an adjective



Progressive/present participle

ends in ‘ing’

Ongoing or temporary action of the head

- The **growing** problem
- A **challenging** exercise
- The **barking** dog

Past participle

ends in ‘ed’

completed, passive action or a permanent state

- The **torn** paper
- A **broken** chair
- A **complicated** exercise

Nouns

Pre-modify another noun and make up **compound nouns**

A noun phrase: - A post office; - A life story

NP Post-modification

A post-modifier: a word or a group of words that optionally follows a head noun

Prepositional phrase: - The way **to heaven**; -The cat **on the chair**

Adjective phrase: - The students **present**, - The men **responsible**

AP: known as post-posed or postpositive; A reduced relative clause

- The students who are present; - The men who are responsible

Relative clause

Finite clauses: - Students who have no previous experience

Non-finite clauses: to-infinitive clause / ing-clause / ed-clause

The next flight to arrive / the girl speaking fluently / the vase broken during the party

Apposition

An appositive

- A noun or noun phrase that defines, further identifies or renames another noun or noun phrase.
- Very much like a subject complement but without the linking verb

Subject complement My brother is *a doctor*

Appositive My brother *the doctor* travels a lot

Subject complement Ahmed became *a lawyer*

Appositive I have already met Ahmed *the lawyer*

NP Complementation

A complement completes another sentence part

NP Complements: words, phrases, and clauses that complete the meaning of a noun or noun phrase

Prepositional phrase: My English teacher encourages my passion for reading.

Your preference for spaghetti with ketchup seems strange to me.

Noun clause: dependent clause formed by a subordinating conjunction followed by a clause

- The claim that the earth is flat was once accepted as true.
- The fact that you never brush your teeth before bed makes me angry

Verb Phrase

A verb phrase: one or more words that function as a verb (as the predicate of a sentence). The **head** is the verb.

Verbs: Words or phrases indicating an action, an event, or a state (eat, break, have...)

Finite verbs (tensed): Show agreement with a subject and express tense

- I **go** to school everyday
- He **is looking** for a job/He **has found** a good job
- I **have been waiting** for a long time
- He **must have been talking** on the phone

non-finite verbs (non-tensed) : Do not show distinction in tense and cannot stand alone as the main verb in a sentence (infinitive, bare infinitive, -ing participle and –ed participle)

- Ahmed hoped **to live** in Canada
- I had my sister **cut** my hair
- While **walking** to school, she ran into an old friend
- **Determined** to succeed, he works hard all the time

Verbs are classified according to **Functions** and **Complementation**

Functions: Lexical verbs & auxiliary verbs

- **Lexical verbs:** main verbs (give basic information); Regular (look/looked); Irregular (think/thought); Marginal Modal aux (e.g. used to, dare, need)
- **auxiliary verbs:** helping verbs (express grammatical meaning /determine mood or tense of another verb); **Primary** (do-have-be) change meaning when becoming a full verb (I am a student vs I am studying); **Modal** (can-could-may-might-would-must-should)

Complementation: Intensive verbs & Extensive verbs

- **Intensive verbs:** Require a Subject Complement (Cs).
- **Current copular verbs** (She **is** a doctor; You **look** tired; They **feel** happy); Resulting copular verbs (He **got** angry; They **became** nice; She **grew** old)
- **Extensive verbs:** Intransitive verbs require no direct object and make complete sense themselves (The baby is crying; He sings (S V)); Transitive verbs are followed by an object and meaning is incomplete without the object:

- **Mono-transitive** require one direct object (He threw the ball / She missed the bus S V Od); **Di-transitive** (two objects Oi - Od) (They sent him a letter/I will give you the book S V Oi - Od); **Complex transitive** (Object and Object Complement Co or Obligatory Adverbial (predicative adjunct) (A(obli)) (They made me crazy S V O Co/I sent them to school S V O A(obli)

Mono-Transitive Complementation: (Direct object): Noun phrase (He caught a ball); **Finite clause** (Ali knew why his friend was absent); **Non-finite clause** (She wanted to have a vacation abroad/ The waiter recommended trying the fish)

Di-Transitive Complementation: Noun phrase (He gave the boy a ball); **Non-finite clause** (He convinced me to go with him) (ask, allow, persuade, expect, tell, invite, force, encourage, help, beg, want...); **Finite clause** (She convinced me that she was right); **Prepositional verbs** (He reminds me of our meeting)

Complex-Transitive Complementation: Adjectival object (He drives me crazy); **Noun Phrase** (The director appointed Samira his secretary); **Obligatory Adverbials** (Take your hands out of your pocket); **Non-finite clause** (I watched my mom cooking dinner/ I heard someone slam the door/ They knew him to be a spy)

Prepositional Object: Preposition +the NP function as an object as it requires a PP which is considered an object rather than an adverbial (abide by, refer to, long for, depend on):

- They abided by the contract
- He referred to that article)

Passive: - The contract was abided by

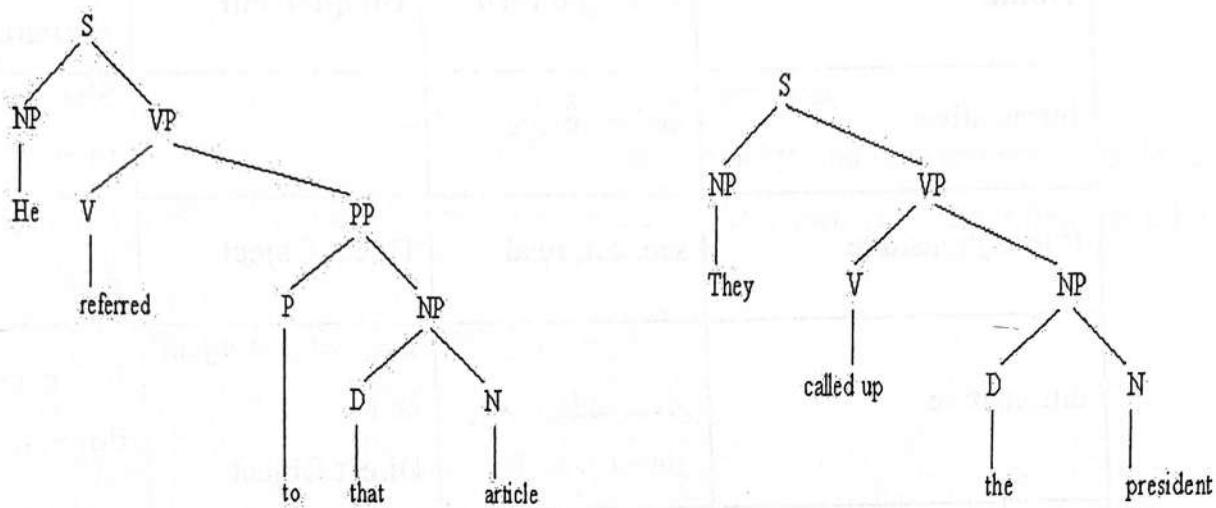
- That article was referred to by him).

Phrasal Verbs: (bring up, hand in, take off, switch on:

- He handed in his homework
- She switched on the light)

N.B. The prepositions *up*, *in*, *off*, and *on* have become particles rather than prepositions since they no longer express place or direction

Verb Phrase



Phrasal Prepositional Verbs combine a verb, a particle, a preposition, and NP. The object of such a verb is a prepositional object (I can't put up [with that noise]/He came up [with a new idea])

Objects and adverbials

	Objects	Su/Obj Complements	Adverbials
Obligatory	yes	yes	no: optional info on time/place, etc
Passive	yes	no	no

- I saw a movie (Direct Object). A movie was seen
- They gave Ahmed a book (Indirect Object and Direct Object). Ahmed was given a book
- He referred to the article (Prepositional Object). The article was referred to
- They elected him chair (Object Complement). The chair was elected him. (He was elected chair)
- I slept during the meeting (adverbial). The meeting was slept during.

Name	example verb	complement	example sentence
intransitive	swim, arrive	--	She arrived (early).
(mono)transitive	see, eat, read	Direct Object	She saw the doctor.
ditransitive	give, tell	Indirect Object and Direct Object	I gave him flowers.
Copular/linking/intensive	be, become	Subject Complement	He is nice.
complex transitive	consider, know	Direct Object and Object Complement	I consider her nice.
prepositional	refer, glance	Prepositional Object	He glanced at the paper.
phrasal	switch on/give in	Direct Object/--	She turned off the light/He gave in.
phrasal prepositional	get down to	Prepositional Object	He got down to business.

Practice: What is the pattern of these sentences?

E.g.,: All my students got a good mark. (V = mono transitive)

S V Od

1. She laughed. (V = intransitive)
 $\underline{S} \quad \underline{V}$
2. That was a crazy idea. mono-t
 $\underline{S} \quad \underline{V} \quad \underline{Od}$
3. He found his keys. mono-t
 $\underline{S} \quad \underline{V} \quad \underline{Od}$
4. They found the idea, crazy. ~~mono-t~~ complexe transitive
 $\underline{S} \quad \underline{V} \quad \underline{Od}$
5. He makes some tea. mono-t
 $\underline{S} \quad \underline{V} \quad \underline{Od}$
6. I'll make you a sandwich.
 $\underline{S} \quad \underline{V} \quad \underline{Oi} \quad \underline{Od}$
7. I made the coffee too strong. mono-t
 $\underline{S} \quad \underline{V} \quad \underline{Od} \quad \underline{Adj}$
8. They make a good couple. mono-t
 $\underline{S} \quad \underline{V} \quad \underline{Od}$

Adverbs, adverb phrases and adverbials

A group of words that functions as an adverb in a sentence.

Adverbials: Provide information on when, where, why, and how something is done

An adverb: Slowly, loudly, tomorrow, yesterday, everywhere, again, often, first, here, there, etc.

Adverb phrase: He doesn't eat **well enough**

Prepositional phrase: He spoke **with conviction**

Noun group: We are going to travel **next week**

Adverbs modify or tell us more about Verbs:

- You should **drive carefully**
- The teacher **speaks slowly**

Adverbs tell us more about Adjectives:

- She looks **absolutely fabulous**
- The student is **quite good**

Adverbs can also modify other adverbs:

- He plays the violin **extremely well**

Adverbs can modify even whole sentences:

- **Hopefully**, there will be no snow this month

Adverbs - Form

Most adverbs: adjectives + the suffix **-ly**: **slow slowly / quick quickly**

Replace the 'y' with 'i' as in: **easy easily / happy happily / lucky luckily**

Adverbs with same form as adjectives: **early, fast, hard, late**

Other common adverbs not easy to recognize: **again, always, later, sometimes, now, then, here, there, therefore, today, very**

Adverbs – Function

There are two types of syntactic function that characterize adverbs, but an adverb need have only one of these:

1) Modifier of adjective and adverb

2) adverbial

Modifying Function: pre- and post-modify adj and other adv

An adverb may premodify an adjective. Most commonly, the modifying adverb is an intensifier.

Intensifiers: very, so, highly, awfully, terribly, quite, unbelievably, pretty, too, that (informal)

- Ahmed is a very good student.
- This house is quite beautiful.
- He sings so heavily.
- They didn't sing that loudly (informal)
- The room is large enough (post-modifier)

One adverb — enough — postmodifies adjectives, as in high enough.

An adverb may premodify another adverb, and function as intensifier:

- They are smoking V E R Y heavily
- They didn't sing T H A T loudly (informal)
- I have seen SO very many letters like that one

Some adverbs signifying place or time postmodify noun phrases:

- **PLACE:** the way **ahead**, the neighbour **upstairs**, the sentence **below**
- **TIME:** **the meeting** yesterday, **the day before**

Adverbial Function makes part of clause structure **SVOC(A)**

Units realizing adverbial functions

The functions of the adverbial are realized by:

(1) Adverb phrases, *i.e.* phrases with adverbs as head or sole realization:

- Peter was playing *as well as he could*
- We'll stay *there*

(2) Noun phrases (less common):

- Peter was playing *last week*

(3) Prepositional phrases:

- Peter was playing *with great skill*

(4) Finite verb clauses:

- Peter was playing *although he was very tired*

(5) Non-finite verb clauses, in which the verb is

(a) infinitive: Peter was playing *to win*

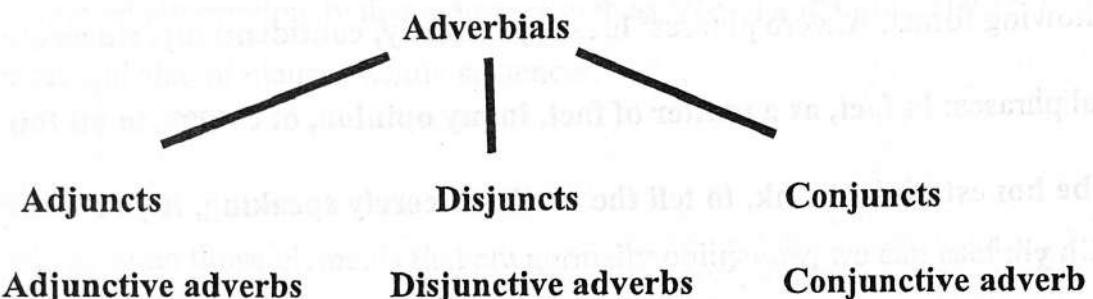
(b) -ing participle: *Wishing to encourage him*, they praised Tom

(c) -ed participle: *If urged by our friends*, we'll stay

(6) Verbless clauses:

- Peter was playing, *unaware of the danger*

Classes of adverbials: adjuncts, disjuncts, conjuncts



Adverbials may be *integrated* to some extent into the structure of the clause or they may be *peripheral* to it. If integrated, they are termed ADJUNCTS. If peripheral, they are termed DISJUNCTS and CONJUNCTS, the distinction between the two being that conjuncts have primarily a connective function.

Adjuncts: Adjunctive Adverbs: integrated into the flow of a sentence, help to provide meaning in a sentence, are optional and if they are removed, the sentence continues to be meaningful and grammatically correct

Provide information about: **Time (or frequency):** now, afterwards, often, never, always, frequently, recently, regularly, yesterday; **Space/Place:** anywhere, outside, everywhere, there, upstairs; **Manner:** reluctantly, timidly, badly, menacingly, effectively

- She sings **beautifully/ with confidence** (manner)
- I will go to the store **in an hour/ now** (time)
- We arranged to meet **near the house/ here** (place)

Obligatory Adverbials: predication adjunct

- The animals are **in the zoo**
- We keep the animals **in the zoo**
- Take your hands **out of your pockets**
- He put his hand **in his pocket**

Disjuncts: Disjunctive Adverbs: Act as a kind of evaluation of the rest of the sentence; convey the speaker's comment on the content of what he is saying; include: actually, basically, clearly, suddenly, personally, ...

- **Suddenly**, it started to rain.
- **Remarkably**, Mary survived her car accident.
- **Luckily**, they were here to help us

Take the following forms: Adverb phrases: **luckily, honestly, confidentially, sincerely**

Prepositional phrases: **in fact, as a matter of fact, in my opinion, of course, in all fairness**

Clauses: **to be honest, to be frank, to tell the truth, sincerely speaking, if you want me to be frank with you**

Adverb phrase can function either as adjunct or disjunct

- It is **too hot** to play outside (adjunct)
- **I did my homework. I went shopping, too** (disjunct)

Conjuncts: Conjunctive adverbs serve as connectors and signal a transition between ideas.

- I love this school. **However**, I can't afford the tuition

Express semantic relationship between clauses:

Comparison (similarly, likewise)

Contrast (on the other hand, whereas,)

Concession (however, despite, nevertheless)

Reason (therefore, because of that)

Result (consequently, in consequence, as a result)

Indicate the organization of a text:

Addition (in addition, furthermore, what is more)

Enumeration (first, secondly, finally)

Transition (by the way, meanwhile, in the meantime)

Conjunctive adverbs take the following forms:

Adverb phrases (nevertheless, however, moreover, ...)

Prepositional phrases (on the contrary, on the one/other hand, in conclusion, in sum, ...)

Clauses

A clause: A group of related words that contains a subject and a verb; the building blocks of sentences

It was pointed out previously that elements such as V(erb) and Object were constituents of sentences and also of clauses within sentences.

Clause types

Concentrating on those elements that are normally obligatory, we can usefully distinguish seven clause types which we may designate in italics:

(1) <i>SVA</i>	S	V intens	A place
	Mary	is	in the house
(2) <i>SVC</i>	S	V intens	C _s
	Mary	is	kind/a nurse
(3) <i>SVO</i>	S	V monotrans	O _d
	Somebody	caught	the ball
(4) <i>SVOA</i>	S	V complex trans	O _d A place
	I	put	the plate on the table
(5) <i>SVOC</i>	S	V complex trans	O _d C _o
	We	have proved	him wrong/a fool
(6) <i>SVOO</i>	S	V ditrans	O _i O _d
	She	gives	me expensive presents
(7) <i>SV</i>	S	V	
	The child	laughed	

A clause: Independent clauses/ Dependent clauses

Independent clause: - A complete sentence; - Can stand by itself, but is often part of a larger structure combined with independent or dependent clauses; -also called an **essential** or **restrictive**

Mary lives in England (Statement)

Where does Mary live? (Question)

Dependent clause: - cannot stand by itself but depends on an independent clause for its meaning; - also called a **subordinate nonessential**, or **nonrestrictive**; - begins with a subordinating conjunction

- I know where Mary lives

Dependent clauses: classified according to their role in the sentence

Noun Clauses

- **Dependent clauses** that perform the functions of a noun. They can be:

Subjects: What you are saying is really interesting

Objects: I appreciate what you are saying

Objects of prepositions: I am thinking about what you have just said

Dependent clauses may function as subject, object, complement, or adverbial in the superordinate clause:

Clause function	Examples
Subject	<i>That we need more equipment</i> is obvious
Direct object	I know <i>that she is pretty</i>
Subject complement	The point is <i>that we're leaving</i>
Indirect object	I gave <i>whoever it was</i> a cup of tea
Object complement	I imagined him <i>overcome with grief</i>
Adjunct	<i>When we meet</i> , I shall explain everything
Disjunct	<i>To be honest</i> . I've never liked him
Conjunct	<i>What is more</i> , he has lost the friends he had

‘Wh’-interrogative clauses

- ‘Wh’-interrogative clauses that start with: what, how, where, who, whom, whose, why...

- Have statement word order even when they occur within questions (embedded questions)

Clause function	Examples
Subject of a verb	<u>What makes me sad</u> is your poor health
Object of verb	She doesn't know <u>where he went</u>
Subject complement	You can be what you want
Object of a preposition (O _P)/prepositional complement	They argue about how they should solve the problem
Appositive	My original question, why he did it at all , has not been answered
Adjectival complement	I wasn't certain whose house I was in

That Clauses: 'that' can be omitted but not if it is in the subject position

Clause function	Examples
subject	That she doesn't understand my problem is obvious.
object	She didn't know that he was a good actor .
Subject complement	The truth was that the company needed to cut down on workers .
Adjective complement within C _s	She was aware that the company didn't need her .
Noun complement within NP	The fact that she is here today makes me thrilled.
appositive	Your assumption, that things will improve , is unfounded

Whether/If Clauses: When a yes/no question is changed to a noun clause, we use whether or if to introduce the clause

Clause function	Examples
subject	Whether he can get a better job is not certain
object	Can you tell me whether/if Bill is coming?
Subject complement	The question is whether the company will make profits.

Nominal relative clauses

The nominal relative clause, also introduced by a *wh*-element, can be:

Clause function	Examples
Subject	<i>What he is looking for</i> is a wife
Direct Object	I want to see <i>whoever deals with complaints</i>
Indirect Object	He gave <i>whoever came to the door</i> a winning smile
Subject complement	Home is <i>where your friends and family are</i>
Appositive	Let us know your college address (that is, <i>where you live in term time</i>)
Prepositional complement	Vote for <i>which(ever) candidate you like</i>

Adverb Clause

Adverbial Clauses: - Dependent clauses that answer the questions: where, when, why, or how in the same way that single adverbs do;

- Used to combine thoughts and show connections between ideas;
- Introduced by subordinating conjunctions

Types of adverbial clauses and subordinating conjunctions

Clauses of time

Finite adverbial clauses of time are introduced by such subordinators as *after, before, since, until, when*:

- *When I last saw you*, you lived in Washington
- Buy your tickets *as soon as you reach the station*
- Our hostess, *once everyone had arrived*, was full of good humour

The *-ing* clause may be introduced by *after*, *before*, *since*, *until*, *when(ever)*, and *while*; *-ed* clauses by *once*, *until*, *when(ever)*, and *while*; and verbless clauses by *as soon as*, *once*, *when(ever)*, and *while*:

- He wrote his greatest novel *while working on a freighter*
- *Once published*, the book caused a remarkable stir
- *When in difficulty*, consult the manual

In addition, *-ing* clauses without a subject are also used to express time relationship:

- *Nearing the entrance*, I shook hands with my acquaintances ('when/as I neared ...')

Clauses of place

- Adverbial clauses of place are introduced by *where* or *wherever*:
- They went *wherever they could find work*
- *Where the fire had been*, we saw nothing but blackened ruins

Non-finite and verbless clauses occur with both the subordinators:

- *Where(ver) known*, such facts have been reported
- *Where(ver) possible*, all moving parts should be tested

Clauses of condition and concession

Whereas conditional clauses state the dependence of one circumstance or set of circumstances on another:

- *If you treat her kindly*, (then) she'll do anything for you

Concessive clauses imply a contrast between two circumstances; *ie* the main clause is surprising in the light of the dependent one:

- *Although he hadn't eaten for days*, he (nevertheless), looked very fit

Finite adverbial clauses of condition are introduced chiefly by the subordinators *if* (positive condition) and *unless* (negative condition):

- He must be lying *if he told you that*
- *Unless the strike has been called off*, there will be no trains tomorrow

Clauses of concession are introduced chiefly by *though* or its more formal variant *although*.

Other conjunctions include *while*, *whereas* (chiefly formal), *even if*.

- No goals were scored, *though it was an exciting game*
- *Although I enjoyed myself*, I was glad to come home

- *Whereas John seems rather stupid*, his brother is clever
- *Even if you dislike music*, you would enjoy this concert

Clauses of reason or cause

Clauses of reason or cause are most commonly introduced by the conjunctions *because*, *as*, or *since*:

- I lent him the money *because he needed it*
- *As / since Jane was the eldest*, she looked after the others

These different positional tendencies (characteristic of the respective conjunctions) reflect a different syntactic status: *because-clauses* are adjuncts, whereas *as-* and *since-clauses* are disjuncts.

Clauses of purpose

Clauses of purpose are adjuncts, usually infinitival, introduced by (*in order*) (*for N*) *to*, *so as to*:

- I left early *to catch the train*
- They left the door open *in order for me to hear the baby*

Finite clauses of purpose may be introduced by *so that* or (more formally) by *in order that* or (*so*) *that*:

- John visited London *order that / (so) that he could see his MP*

Clauses of result

Result clauses (disjuncts, placed finally in superordinate clauses) are factual rather than ‘putative’; hence they may contain an ordinary verb form without a modal auxiliary. They are introduced by *so that*, informally *so*:

- We planted many shrubs, *so (that) the garden soon looked beautiful*

Clauses of manner and comparison

Clauses of manner are introduced by (*exactly*) *as*, (*just*) *as*:

- Please do it (*exactly*) *as I instructed* ('in the way that ...')
- He speaks *as if he were the boss*
- When in Rome, do as the Romans do

The adverbial clauses of comparison are introduced by *as if*, *as though*:

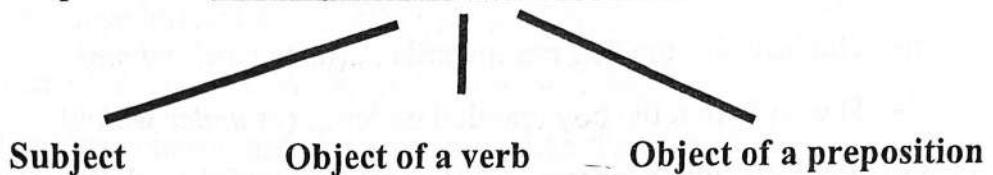
- He looks *as if he is going to be ill*

If there is doubt or ‘unreality’, the modal past is used:

- He treated me (*just*) *as if he had never met me*

Adjective clauses (also called relative clauses)

- Dependent clauses that modify or give further information about nouns and pronouns
- Introduced by the relative pronouns: who, whom, whose, that, and which



Functions of relative pronouns

Subject: - I thanked the person **who** helped me

- We are studying sentences **which** contain adjective clauses
- The book **that** is on the table is mine

Object of a verb: - She is the kind of person **whom** the others consider shy

- The movie **which** we saw yesterday was terrible

Object of a preposition: - I bought the picture **that** you were looking at yesterday

- The person **who/whom** you count on is not really reliable

Other relative pronouns include **whose, when, where, and why**

- The painting **whose** value is inestimable has disappeared
- I cannot forget the day **when** I graduated
- We will visit the city **where** I grew up
- I don't know **why** you couldn't come to the meeting

Restrictive and non-restrictive relative clauses

Restrictive clauses: - Clauses that are used to identify or distinguish one person from another;
- Also called **identifying, defining, or essential**; - do not have commas around the clause

- The movie **which/that we saw yesterday** was terrible
- I thanked the person **who helped me**

In restrictive clauses, frequent use is made of a general pronoun *that* which is independent of the personal or non-personal character of the antecedent and also of the function of the pronoun in the relative clause:

- 1- The boy *that* is playing the piano ... (or *who*)
- 2- The table *that* stands in the corner ... (or *which*)
- 3- The boy *that* we met ... (or *who(m)*)
- 4- The table *that* we admire ... (or *which*)
- 5- The boy *that* the dog ran towards ... (or *towards whom*)
- 6- The table *that* the boy crawled under ... (or *under which*)

Provided the relative pronoun is not the subject of the relative clause, as in the first [1] and second [2] sentences, a further option exists in relative clause structure of having no relative pronoun at all: the clause with 'zero'

(0) relative pronoun. The examples [3-6] could take this form:

The boy we met ... (who(m), that)

The table we admire ... (which, that)

The boy the dog ran towards ... (towards whom, who(m)/that ... towards)

The table the boy crawled under ... (under which, which/that ... under)

Non-restrictive clauses are not used to identify something but simply add extra information;

- Also called **nonidentifying, nondefining, or nonessential**; - have commas around the clause.

The repertoire of pronouns is limited to the wh-items:

- William Shakespeare, **who wrote Hamlet**, is a famous playwright
- Jim, **who/whom we met yesterday**, is a very nice person
- Here is John Smith, **who(m) I mentioned the other day**
- He got lost on Snowdon, **which was enveloped in fog**
- I think you have creative ideas, **which is the reason why I hired you**

N.B.: Do not use a double subject pronoun in an adjective clause.

- The man who I saw is my teacher

- **Not** The man who I saw **him** is my teacher

You can omit the relative pronoun if it is an object but not if it is the subject of a clause.

- 7- The man (**who**) I saw is my teacher
- 8- My teacher is a person **who** is hardworking
- 9- **Not** My teacher is a person **is** hardworking

In nonrestrictive clause, only **which** is usually used.

10-This test, which students have found difficult, has been refined

11-~~This test, that students have found difficult, has been refined~~

Sentential relative clauses

One type of non-restrictive clause has as its antecedent not a noun phrase but a whole clause or sentence or even sequence of sentences. As with the clauses, the relationship frequently resembles coordination, but these clauses are also very much like disjuncts. For example:

- He admires Mrs Brown, which surprise me/I find strange

Coordination and Subordination

Conjunctions: words that are used to connect or link together other words, phrases, and clauses

- perform three grammatical functions: Coordinating conjunctions; correlative conjunctions; subordinating conjunctions

Coordinating Conjunctions: - words that link or coordinate words, phrases, or clauses that have the same grammatical function in a sentence (parallel structure)

- Coordinating conjunctions: and, or, but, nor, so, yet, for

- Sally **and** her friends are coming to dinner (noun phrases)
- You can walk, jog, **or** run (verbs)
- The weather is lovely, **so** the weather reporter was wrong (clauses)

Correlative Conjunctions: paired conjunctions that also link or coordinate two or more linguistic constituents;

- only appear in pairs with coordinating conjunctions

both ... and / either ... or / neither ... nor / whether ... or

not only ... but also

- **Both** the teacher **and** the students are present (noun phrases)
- Students must **either** write a report **or** give a speech for the final project (verb phrases)
- That book is **neither** interesting **nor** accurate (adjectives)
- **Not only** do I hate cats **but** I also hate dogs (clauses)

Subordinating Conjunctions: - words that introduce dependent or subordinate clauses (noun clauses, adjective clauses, and adverb clauses);

- Indicate the nature of the relationship between the independent clause and the dependent clause

after, although, as, because, before, how, if, once, since, than, that, though, till, until, when, where, whether, while

- That you adopted a dog surprises me since you don't like dogs
- Before you go, you have to sign

Compound Sentences: - Contain two or more independent clauses;

- Connected by coordinating conjunctions, conjunctive adverbs, or a semi-colon (;)

- We went to the stadium and we watched the match
- The job was not done, but they need to rest
- Our team won, so we were very excited
- Some people like to watch matches in stadiums; others prefer to see them at home

Complex Sentences: A complex sentence has at least two parts: one that can stand by itself (independent clause) and one that cannot (dependent clause)

- Since we needed to rest, we had to stop working
- I did not do what my boss asked me to do
- That she is wrong is something that she can never confess

Exercises

Identify the pattern of these sentences:

1. She spread the butter.
2. The news spread quickly.
3. The hunter shot the deer.
4. The hunter shoots expertly.
5. The hunter shot the deer in the leg.
6. The child wanted a bicycle for Christmas.
7. We found a student who speaks three African indigenous languages.
8. We recommend that more money be spent on education.
9. The package has arrived.
10. They swam across the lake twice last week.

Underline the dependent clauses below and state what clauses they are and their function

1. Many people hope that Canada can resolve its economic problems.
2. The bankers need to know what they should do.
3. Which one is the person who stole your car?
4. The books which the professor assigned were very expensive.
5. Canada might give up its marketing boards if the European Community gives up its grain subsidies.
6. That is the place where Wolfe's and Montcalm's armies fought.
7. It is important to ask whether the wedding is formal or semi-formal.
8. We believed in what the weather forecaster reported.
9. The home office has not made a final decision about where the branch office will be located.
10. Can he tell us what the man looked like?

Identify the underlined items in each of the sentences below as a subject, a verb, a direct object, an indirect object, a subject complement, or an object complement.

1. The old house on the hill gave Leonora chills and conjured up images of ghosts and monsters and other unknown beings.
2. Despite winning the lottery last week, my cousin still seems unhappy.
3. They gave the university a large endowment for the scholarship fund.
4. After the luncheon buffet, she grew drowsy and decided to take a nap.
5. I don't know how you can understand anything that professor says.
6. There were no credits after the movie.
7. His deaf aunt will be going to the symphony next week.
8. The company has been mailing George CD catalogues ever since he bought his stereo.

Decide if THAT in the text below is: a demonstrative pronoun , a determiner , a nominal clause THAT , or a relative pronoun

1. How about **that**?
2. Can you tell what **that one** is?
3. The problem is **that** the same word serves several purposes.
4. Is the word **that** you see here a pronoun?
5. Are there other words in our language **that** also serve a lot of purposes?
6. Does it help to know **that** if the word directly precedes a noun, it is probably a determiner?

Identify the form and function of the structure in bold

(1) Collaborative filtering is (2) a promising new technology. (3) This is the thinking that is behind it. (4) In an ideal world, (5) when we enter a bookstore, the owner knows us. She knows the books that we have enjoyed in the past and those that we have loathed. (6) On the basis of that knowledge, she can recommend (7) books that she believes we will enjoy. We, in turn, may recommend those books to our friends, who recommend them to others. Independent bookstore owners provide a valuable service (8) to their customers and authors. (9) This insider knowledge that the small bookstore owner has could possibly be duplicated by computers in large impersonal bookstores and videotores. Imagine (10) that you're a customer in a bookstore who doesn't know which book you should buy. You type into a terminal (11) the names of several books that you have enjoyed in the past. (12) Entering many titles guarantees (13) you (14) better results. The computer program will examine the titles you have entered. It will find other people who have entered those same titles. It will then find titles (15) on their lists which are not on yours. Those titles are then suggested to you.