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## Phrases

A **phrase** is a group of related words that is used as a single part of speech and does not contain a verb and its subject. A phrase does not make complete sense by itself.

**Example:** Khalid is upset **with Mohamed** because he has forgotten **his book**.

Phrases combine words to form a larger unit which is the sentence.

The central element in a phrase is referred to as the **head**. It is the part that cannot be omitted from the phrase.

There are different 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 of verb group of a sentence.

Many students **find grammar confusing**

**Adjectival phrase:** a phrase that modifies the noun or pronoun.

Those are **unbelievably expensive** sunglasses

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

You have to hand in the assignment **before the holiday**. (adverb of time)

He was driving **too fast**. (adverb of manner)

**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**

## I- The Noun Phrase

A **noun** is a word that names a person, an animal, a place or a thing.

e.g. **Mohamed** has forgotten **Khalid's book**.

A **noun phrase (NP)** is a group of words that does the function of a **noun** in a sentence. A Noun phrase can be the subject, the object or the complement of the verb in a sentence.

A Noun phrase includes a noun, also called **Head**. It may contain other elements, either before or after the head. These could include determiners, pre-modifiers and post-modifiers. This can be expressed as followed:



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

Noun Phrase					Verb Phrase
All	these	interesting	books	on the desk	need to be read
Pre determiner	determiner	Pre-modifier	Head	Post modifier	

## 1- Determiners

A **determiner** is a word that determines or **limits** the meaning of a noun. Determiners are grammatical words that inform about the definite and indefinite identity and quantity of the **Head**.

**Determiners** are of three different types: Central determiners, pre-determiners, and post-determiners.

### 1.1. Central determiners or Determiners

They are used before a noun in a sentence.

Examples:

What is **your** name? (Possessives)

**What** time is it? (Interrogative)

**The** door is open (Articles)

I would like **those** books (Demonstratives)

**A few/Many** people come to visit this place (Quantifiers)

**Each/Every** student has to complete the task (Distribution)

- 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.

Notice that the determiner position in an NP is not always occupied by a real expression:

E.g. **Tables** are made of wood.

The noun phrases (**Tables**) do not seem to be preceded by any determiner. However, there is one (o) called zero article which always determines mass and count nouns in the plural.



## 1.2. Pre-determiners

Pre-determiners are determiners that occur before a determiner. They are used to express a proportion (such as all, both, or half) of the whole indicated in the noun phrase.

### Examples:

I have completed **half** the homework. (the pre-determiner is **half**)

**All** the students are present.

The underlined noun phrases consist of the following structure:

Pre-determiner +	determiner +	head
half	the	homework
all	my	students

Just like the following noun phrases in spite of superficial differences:

All men...

Both cars...

Pre-determiner + zero article + head (count nouns in the plural).

## 1.3. Post-determiners

Post-determiners are determiners that occur after a central determiner in a noun phrase to make precise references.

Look at this example: The **last** day of work

The post-determiner **last** comes after the determiner **the**.

Post-determiners can be:

- Cardinal numbers: one, three, seven (e.g. Look at these **two** birds)
  - Ordinal numbers: first, second, third (This my **first** class)
  - General ordinals: next, last, other, previous, several, certain...(this is his **last** chance)
  - Number expressions or quantifiers: many, few, ... (The **few** people left)
- NB:** More than one post-determiner can occur in a NP (e.g. my **next** two goals).

## 2. NP Pre-modification

A **modifier** can be defined as a word (or a group of words) that optionally precedes or follows a head noun. Adjective phrases, -ed /-ing participles, and nouns function as pre-modifiers in English.





## 2.1. The Adjective phrase

It is a group of words that does the function of an adjective in a sentence. It is a very common type of pre-modifiers. The adjective phrase preceding the head is called “attributive” adjective because it attributes a quality to, or describes, the head. Examples: a beautiful house; a red car.

Adjective phrases may have these forms: Intensifier + Adjective as in:

He is a **very energetic** boy / She was **a little angry** with him

or Adjective + Adjective as in:

I ate a **tasty healthy** meal / He is a **nice and intelligent** man.

## 2.2. Participle

A participle is a form of a verb that ends in ‘ing’ in the present tense, and in ‘ed’ in the past tense. Both function as pre-modifiers.

- **Progressive/present participle**: It denotes an ongoing or temporary action of the head:

The approaching train / The running girl / The barking dog

- **Past participle**: It denotes a completed, passive action or a permanent state:

A faded dream (describes an action that has already taken place: completed)

A broken glass (passive)

A complicated exercise (a permanent state)

## 2.3. Nouns

A noun can pre-modify another noun and both make up a compound noun:

A children book / A post office / A computer game



### 3. NP Post-modification

A post modifier is a word or a group of words that follow the head. It takes varying forms

#### 3.1. Prepositional phrase

The man **in black** / The cat **on the chair**

#### 3.2. Adjective phrase

The students **present** / The men **responsible**

A post-modifying adjective phrase is known as post-posed or postpositive. It is in fact a reduced relative clause:

The students **who are present** / The men **who are responsible**

#### 3.3. 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.

#### 3.4. Apposition

**Appositives** are two words, clauses, or phrases that stand close together and share the same part of the sentence, they are in **apposition**.

In fact, an appositive is very much like a subject complement but without the linking verb:

**Subject complement**

**Appositive**

**Subject complement**

**Appositive**

My brother is **a doctor**.

My brother, **the doctor** travels a lot.

Ahmed became **a lawyer**.

I have already met Ahmed **the lawyer**.



## 4- NP complementation

A complement completes another sentence part. Noun phrase complements are words, phrases, and clauses that complete the meaning of a noun or noun phrase.

While noun phrase modifiers modify or describe a noun or noun phrase, noun phrase complements complete the meaning of a noun or noun phrase.

The two grammatical forms that can function as noun phrase complements are the Prepositional phrase and the Noun clause.

### 4.1. Prepositional Phrases as Noun Phrase Complements

A prepositional phrase is defined as a preposition directly followed by a prepositional complement in the form of a noun phrase, noun clause, verb phrase, or prepositional phrase. For example, the following underlined prepositional phrases function as noun phrase complements:

- My English teacher encourages my **passion for reading**.
- Your **preference for spaghetti with ketchup** seems strange to me.
- His **fear of falling to his death** prevents him from bungee jumping.

### 4.2. Noun Clauses as Noun Phrase Complements

The second grammatical form that can perform the grammatical function of noun phrase complement is the noun clause. A noun clause is defined as a dependent clause that is formed by a subordinating conjunction directly followed by a clause. The subordinating conjunctions that introduce noun clauses in English are *that*, *Ø*, *if*, *whether*, *wh*- words, and *wh-ever* words. For example, the following italicized noun clauses function as noun phrase complements:

- The **claim that the earth is flat** was once accepted as true.
- The **idea that a parent would hurt a child** makes me ill.
- Our **hope that no child will ever go hungry** is possible with your help.





## Verb Phrase

A verb phrase is one or more words that function as a verb. The head is the verb. Verbs indicate an action, a state, or an event.

A **Verb Phrase** includes a main verb and its helping verbs. It can function only as the predicate of a sentence. The main verb is a **Lexical** verb which typically expresses action, state, or other predicate meaning. Lexical verbs give basic information. The helping verbs are **auxiliary** verbs which express grammatical meaning or determine the mood or tense of another verb.

Auxiliary verbs can be primary (**do, have, be**), or models such as **can, could, may**, and **will**.

### 1- Finite and non-finite verbs (tensed and non-tensed)

**Finite** verbs show agreement with a subject and express tense.

Examples:

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.

On the other hand, **Non-finite** verbs do not show distinction in tense and cannot stand alone as the main verb in a sentence. They have two different forms, the infinitive (to infinitive (1) and bare infinitive (2)) and the participle (-ing participle (3) and -ed participle (4)).

Examples:

(1) Ahmed hoped **to live** in Canada.

(2) I had my sister **cut** my hair.

(3) Severely **punished** by his father, he no longer did the same mistake.

(4) **Smoking** is a nasty habit



## 2. Verb Complementation

The verb phrase in English can be **intensive** or **extensive**.

### 2.1. Intensive verbs

Intensive verbs require a subject complement (Cs) as in:

He is a lawyer / She feels ill / They seem happy

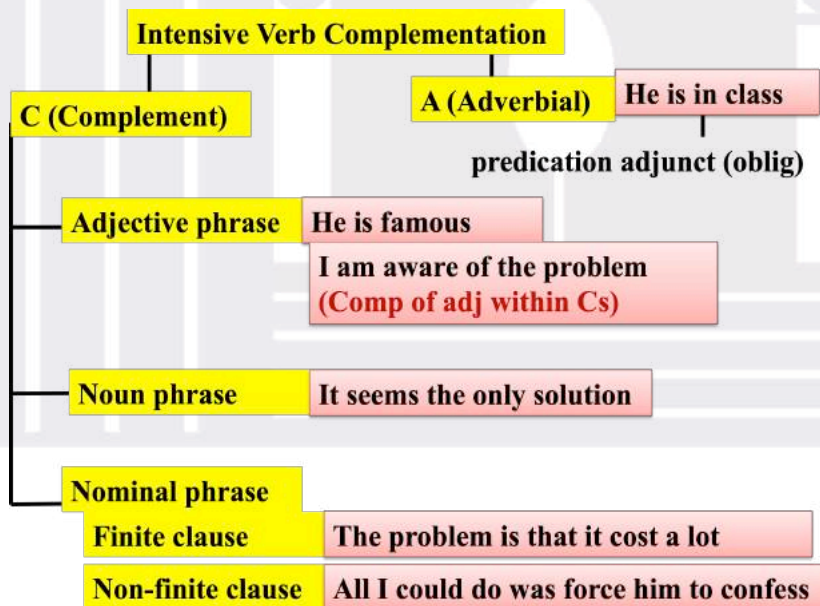
**Notice** that the most frequent verb of this category is the verb to be which is also called a **Copular** verb.

Intensive verbs can be **Current Copular Verbs** as in:

She is a doctor / She feels happy / they look tired.

or **Resulting Copular Verbs** as in:

They grew old / she became a lawyer / He got angry.



### 2.2. Extensive verbs

Extensive verbs are sub-categorised into **intransitive** (no object) and **transitive** verbs.

#### Intransitive verbs

Intransitive verbs do not take a direct object or subject attribute in the sentence. They have the pattern: Subject Verb (S V)



The baby is crying / He sings / The train from Casablanca arrived late.

### Transitive verbs

A transitive verb is followed by an object. The verb has its action conveyed to the object.  
For example:

The teacher *answered* the question.

The meaning of a transitive verb is incomplete without a direct object, as in the following examples:

**Incomplete:** He missed  
The child **broke**  
**Complete:** He missed the bus  
The child **broke** the vase

**Transitive verbs** can be **mono-transitive** (one Object (O)), **di-transitive** (one Indirect Object (Oi) and one Direct Object (Od)), and **complex transitive** (one Object(O) and one Object Complement (Co)).

#### Transitive verbs

followed by an object

Meaning incomplete without the object

#### Mono-transitive (one direct object Od)

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 (**A(obli)**))

They made me crazy **S V O Co**  
I sent them to school **S V O A(obli)**

### a. Mono-transitive Complementation

The object of a mono-transitive verb can take these forms:

- **Noun phrase**  
He caught a ball  
They sent a letter
- **Finite clause**



He declared that he loves her  
She knew why her friend was upset

- **Non-finite clause**

She wanted to have a vacation abroad  
They enjoyed playing together

**b. Di-transitive Complementation**

Di-transitive complementation involves two objects: an indirect object and a direct object.  
The direct object can take these forms:

- **Noun Phrase**

She gave her brother some fruits  
I sent them a letter

- **Non-finite clause**

He persuaded me to see the doctor

- **Finite clause**

She convinced them that she was right  
Martin asked me what time the meeting would end

- **Prepositional verbs**

We reminded him of our meeting  
The social services provided the poor with food  
They blamed him for the damage

**c. Complex-transitive Complementation**



### Complex-Transitive Complementation

<b>Adjectival object</b>	He drives <b>me crazy</b>
<b>Nominal Co</b>	The director appointed <b>Samira his secretary</b>
<b>Obligatory Adverbials</b>	Take your <b>hands out of your pocket</b>
<b>Non-finite clause</b>	I watched my <b>mom cooking dinner</b> I heard <b>someone slam the door</b> They knew <b>him to be a spy</b>

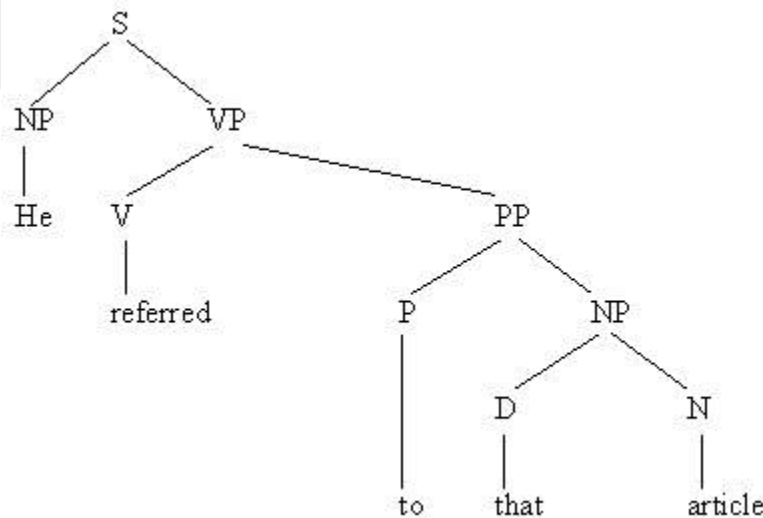
### Prepositional Verbs

Prepositional verbs are verbs in which the **Preposition** and the **NP** function as an object. Some examples are: *abide by*, *refer to*, *glance at*, *lean against*, *account for*, *reply to*, *absolve from*, *long for*, *yearn for*, *argue about*, and *defer to*.

- (1) They abided by the contract.
- (2) He referred to that article.

These verbs require a PP. So the PP is considered an object rather than an adverbial. *The contract* in (1) and *that article* in (2) can also be passivized, and this test shows that they are real objects

The contract was abided by.  
That article was referred to by him.



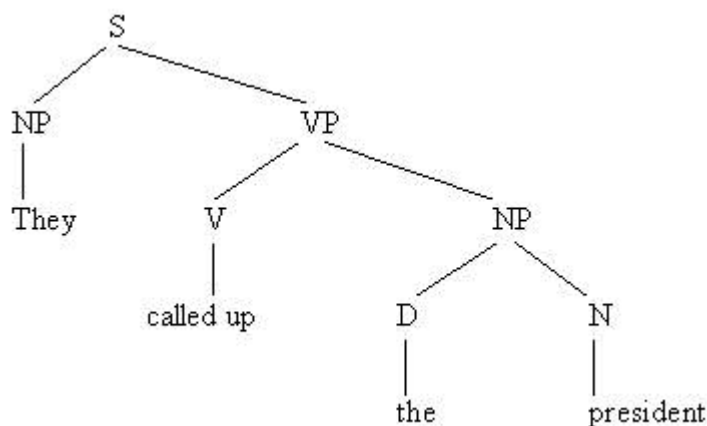


## Phrasal Verbs

Phrasal verbs must be distinguished from prepositional verbs and from verbs with an adverbial. Examples of phrasal verbs are: *bring up*, *turn in*, *take off*, *switch on*.

- (1) Helen turned in her homework.
- (2) She switched on the light.

The prepositions *up*, *in*, *down*, and *on* accompanying these verbs have become **particles** rather than prepositions since they **no longer express place or direction**. The structure of the following sentence is therefore one of a verb with a particle.



## Phrasal Prepositional Verbs

Constructions with phrasal prepositional verbs combine a verb, a particle, a preposition, and an NP. The object of such a verb is a prepositional object, as indicated in the following examples:

- I can't put up with that noise  
He came up with a new idea

## Objects and adverbials

The table below helps distinguish the different functions of Objects, Subject/Object Complements, and Adverbials.

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

**Adverbials** are optional but **objects** and **complements** are not. A second criterion for distinguishing the different functions is passivization. As mentioned, direct and indirect objects and the NP in the prepositional object can be passivized, e.g.

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.

However, The NPs in adverbials, subject complements, and object complements cannot be passivized, as is shown for adverbials in the following examples:

I slept **during the meeting** (adverbial). ~~The meeting was slept during~~  
They elected him **chair** (Object Complement). ~~The chair was elected him~~

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	Direct and Indirect Object	I gave him flowers
copula	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



## Adverbs, adverb phrases and adverbials

Adverbs provide information on when, where, why, and how the event described by the verb and its objects takes place.

A group of words that functions as an adverb in a sentence is an **Adverbial**

An adverbial can be one word, An adverb (you should speak **slowly** / don't drive **fast**) or a group of words:

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

**A prepositional phrase:** Their children play **in the park**

**A noun group** (usually a time expression): 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 – Types

Adverbs of Frequency	Adverbs of Manner	Adverbs of Location	Adverbs of Time	Connecting Adverbs	Negative Adverbs
always	carefully	ahead	again	also	barely
ever	correctly	back	early	consequently	hardly
frequently	eagerly	forward	late	furthermore	little
generally	easily	here	now	hence	never
never	fast	high	sometime	however	not
often	loudly	low	then	moreover	nowhere
rarely	patiently	near	today	nevertheless	rarely
seldom	quickly	outside	tomorrow	otherwise	scarcely
sometimes	quietly	somewhere	tonight	therefore	seldom
usually	well	there	yesterday	thus	



## Adverbs – Form

The majority of adverbs are formed from adjectives by the addition of the suffix -ly:

**slow slowly / cheap cheaply/ quick quickly**

If the adjective ends with y, replace the 'y' with 'i' as in:

**easy easily / happy happily / lucky luckily**

Some adverbs have the same form as the adjective: **early, fast, hard, late**

There are other common adverbs that are not marked in any way to help us recognize them:

**again, always, later, sometimes, now, then, here, there, therefore, today, very, everywhere**

## Adverbs – Function

Adverbs or adverb phrases perform a modifying and an adverbial function:

**1. Modifying function:** Adverbs pre- and post-modify adjectives and other adverbs within the same clause. Pre-modifying adverbs are frequently used as **intensifiers**. Some examples are: very, so, highly, awfully, terribly, quite, unbelievably, pretty, too, that (informal) etc.

Ahmed is a very good student.

This house is quite beautiful.

He sings so heavily.

The room is large enough (post-modifier)

**2- Adverbial function:** An adverb functions as an adverbial when it makes part of clause structure **SVOC(A)**.

Adverbials convey a good deal of information and perform a wide variety of functions: some express the time and place of an action, others express manner, cause and reason. Other adverbs are used to focus on a particular part of a clause, to express the speaker's (or writer's) evaluation of the proposition, or to indicate the semantic relationship between the current clause and an earlier clause in the text. In this respect, there are three types of adverbials: **Adjuncts, Disjuncts and Conjuncts**.



## 2.1. Adjuncts or Adjunctive adverbs

Adverbials are called Adjuncts when they are integrated into the flow of a sentence. They help to provide meaning in a sentence. However, they are optional and if they are removed, the sentence continues to be meaningful and grammatically correct.

Adjuncts modify the meaning of the whole, or part of the sentence and provide information about:

**Time (or frequency):** they answer the question: when (or how often): now, afterwards, often, never, always, frequently, recently, regularly, yesterday

**Space/Place:** they answer the question: where: anywhere, outside, everywhere, there, upstairs

**Manner:** they answer the question: how: reluctantly, timidly, badly, menacingly, effectively

### Examples:

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)

Adjuncts take different forms:

**Adverb phrases:** here, there, near, soon, still... in addition to words consisting generally of adjective + ly.

**Noun phrases:** home, last year, the day before yesterday, this morning, this afternoon, etc.

**Prepositional phrases:** in the street, to the café, at 9 o'clock, etc.

Among the adjuncts, there are adverbials that are obligatory:

The animals are **in the zoo**

We keep the animals **in the zoo**

In this case, the adverbial is called **predication adjunct**. The Object Complement (Co) in complex transitive verbs is also considered **predication adjunct**.

Take your hands **out of your pockets**

He put his hand **in his pocket**

## 2.2. Disjuncts or Disjunctive adverbs

They are adverbials which act as a kind of evaluation of the rest of the sentence. They convey the speaker's comment on the content of what he is saying

Disjuncts include: actually, basically, clearly, suddenly, personally, etc.





### Examples:

Suddenly, it started to rain.

Remarkably, Mary survived her car accident.

Luckily, they were here to help us.

Disjuncts take the following forms:

- Adverb phrases: luckily, honestly, confidentially, sincerely, personally, understandably, frankly, etc.
- Prepositional phrases: in fact, as a matter of fact, in my opinion, of course, in all fairness, etc.
- Clauses: to be honest, to be frank, to tell the truth, sincerely speaking, if you want me to be frank with you, etc.

Notice that the same adverb phrase functions either as an adjunct or disjunct depending on the use of the comma:

It is **too hot** to play outside (adjunct)

I went shopping, **too** (disjunct)

### 2.3 Conjuncts or conjunctive adverbs

Conjuncts are adverbs that serve as connectors and signal a transition between ideas.

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

Conjuncts can be used to express the following 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)

Conjuncts can be used to 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).

Conjuncts take the following forms:

**Adverb phrases:** nevertheless, however, moreover, furthermore, yet, so, thus, incidentally,...



**Prepositional phrases:** on the contrary, on the one/other hand, in conclusion, in sum, etc.

**Clauses:** to conclude with, to sum it up, what is more, etc.

## Clauses

A **clause** is a group of related words that contains a subject and a verb. Clauses are the building blocks of sentences. There are two major types: **independent** clauses and **dependent** clauses.

An **independent clause** or (**main clause**) is a complete sentence. It can stand by itself, but is often part of a larger structure combined with other independent or dependent clauses. It is also called an **essential** or **restrictive** clause.

**Mary lives in England (Statement)**

**Where does Mary live? (Question)**

A **dependent clause** (also called a **subordinate nonessential**, or **nonrestrictive** clause) is a clause that cannot stand by itself but depends on an independent clause for its meaning as in:

I know where Mary lives

The dependent clause '**where Mary lives**' begins with what is called a **subordinating** conjunction. This makes the clause dependent upon the rest of the sentence for its meaning.

Dependent clauses can be classified according to their role in the sentence. They can be Noun Clauses, Adverbial Clauses, or Adjectival Clauses.

### 1. Noun Clause

Noun clauses are dependent clauses that perform the functions of a noun. They can be subjects, objects, or objects of prepositions.

**What you are saying** is really interesting

I appreciate **what you are saying**

I am thinking about **what you have just said**

#### 1.1 Noun clauses with Wh-word

They are interrogative clauses that start with: what, how, where, who, whom, whose, why... but have statement word order even when they occur within questions (embedded questions).

Clause Function	Examples
-----------------	----------

Subject of a verb	<b>What makes me sad</b> is your poor health
Object of a verb	She doesn't know <b>where he went</b>
Subject complement	You can be <b>what you want</b>
Object of a preposition within O <sub>p</sub>	They argue about <b>how they should solve the problem</b>

### 1.2. That clause

The word 'that' can often be omitted but it cannot be omitted if it is in the subject position.

Clause Function	Examples
subject	<b>That she doesn't understand my problem</b> is obvious.
object	She didn't know <b>that he was a good actor</b> .
Subject complement	The truth was <b>that the company needed to cut down on workers</b> .
Adjective complement within C <sub>s</sub>	She was aware <b>that the company didn't need her</b> .
Noun complement within NP	The fact <b>that she is here today</b> makes me thrilled.

### 1.3. 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	<b>Whether he can get a better job</b> is not certain
object	Can you tell me <b>whether/if</b> Bill is coming?
Subject complement	The question is <b>whether the company will make profits</b> .

## 2. Adverbial clauses

**Adverbial clauses** are dependent clauses that answer the questions: where, when, why, or how in the same way that single adverbs do. Adverbial clauses are used to

combine thoughts and show connections between ideas. They are introduced by subordinating conjunctions.

**Some types of adverbial clauses and subordinating conjunctions**

<b>Adverb clauses of Reason</b> (because, since, on account of the fact that...)	He was hired <b>on account of the fact that he had all the qualifications required</b>
<b>Adverb clauses of Concession</b> (although, though, in spite of the fact that...)	<b>Even if he couldn't speak well</b> , his written exam was quite good
<b>Adverb clauses of Contrast</b> (while, whereas)	<b>While some people like to live in the city</b> , others prefer the countryside
<b>Adverb clauses of Condition</b> (if, unless, provided that, in case...)	We can't go on a picnic <b>if it's cold tomorrow</b>
<b>Adverb clauses of Time</b> (when, whenever, after, as soon as, while...)	We saw many plays <b>when we were in England</b>
<b>Adverb clauses of Place</b> (where, wherever)	<b>Wherever we go</b> , we see the same thing
<b>Adverb clauses of Comparison</b> (than, as much as, as many as)	There are fewer wild animals <b>than there were in the past</b>
<b>Adverb clauses of Result</b> (so that, so + adj + that, or such + NP + that)	I was <b>so exhausted that I couldn't finish the work</b> / It was <b>such a strange story that no one believed it</b>
<b>Adverb clauses of Purpose</b> (so that, in order that, for fear that)	She woke up so early <b>for fear that she missed her exam</b>
<b>Adverb clauses of Manner</b> (as, as if, as though)	He speaks <b>as if he were the boss</b> When in Rome, do <b>as the Romans do</b>

### 3. Adjectival Clauses

Adjective clauses (also called relative clauses) are dependent clauses that modify or give further information about nouns and pronouns. They are introduced by the relative pronouns who, whom, whose, that, and which. These pronouns can be used as subject, object of a verb, or object of a preposition.

#### 3.1. Functions of relative pronouns

Adjective clause pronouns used as the **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





Adjective clause pronouns used as **the object of a verb**

She is the kind of person **whom the others consider shy**

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

Adjective clause pronouns used as **the 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**

### 3.2. Restrictive and non-restrictive relative clauses

**Restrictive relative clauses** are clauses that are used to identify or distinguish one person from another. They are also called **identifying, defining, or essential**.

Restrictive relative clauses do not have commas around the clause

The movie **which/that we saw yesterday** was terrible

I thanked the person **who helped me**

**Nonrestrictive relative clauses** are not used to identify something but simply add extra information. They are also called **nonidentifying, nondefining, or nonessential**.

Nonrestrictive relative clauses have commas around the clause

William Shakespeare, **who wrote Hamlet**, is a famous playwright

Jim, **who/whom we met yesterday**, is a very nice person

I think you have creative ideas, **which is the reason why I hired you**.

Notice in the last example that **which** is used to refer to **an entire clause**. The antecedent is not a noun but a whole clause.



Be careful

- 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 an object but not if it is the subject of a clause.

The man (who) I saw is my teacher

My teacher is a person **who** is hardworking **Not** ~~My teacher is a person is hardworking~~

- In a nonrestrictive clause, only which is usually used.

This test, **which** students have found difficult, has been refined

**Not** ~~This test, that students have found difficult, has been refined~~



## Co-ordination and Subordination

**Conjunctions** are words that are used to connect or link together other words, phrases, and clauses. Conjunctions perform three grammatical functions: Coordinating conjunctions, correlative conjunctions, and subordinating conjunctions.

### Coordinating Conjunctions

Coordinating conjunctions are words that link or coordinate words, phrases, or clauses that have the same grammatical function in a sentence. This use of conjunctions is called "parallel structure."

The coordinating conjunctions are: and, or, but, nor, so, yet, for (meaning **because**).

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)

**NB.** Native English speakers often use coordinating conjunctions to join different grammatical forms.

He cries loudly **and** like a baby (adverb and prepositional phrase)

The teacher gave the homework, **but** the exam was given by the administration (active voice and passive voice)

### Correlative Conjunctions

Correlative conjunctions are paired conjunctions that also link or coordinate two or more linguistic constituents. They are:

- both ... and
- either ... or
- neither ... nor
- whether ... or
- not only ... but also

The second word or words in the previous pairs of conjunctions are coordinating conjunctions. Correlative conjunctions only appear in pairs with coordinating conjunctions.

The following sentences contain pairs of correlative and coordinating conjunctions that join equal constituents:

**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

Subordinating conjunctions are words that introduce dependent or subordinate clauses (noun clauses, adjective clauses, and adverb clauses), and indicates the nature of the relationship between the independent clause and the dependent clause.

The most common subordinating conjunctions are "after," "although," "as," "because," "before," "how," "if," "once," "since," "than," "that," "though," "till," "until," "when," "where," "whether," and "while."

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

### 1. Compound Sentences

A compound sentence contains two or more independent clauses. They are 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

### 2- Complex Sentences:

A complex sentence has at least two parts: one that can stand by itself (independent clause) and another 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**