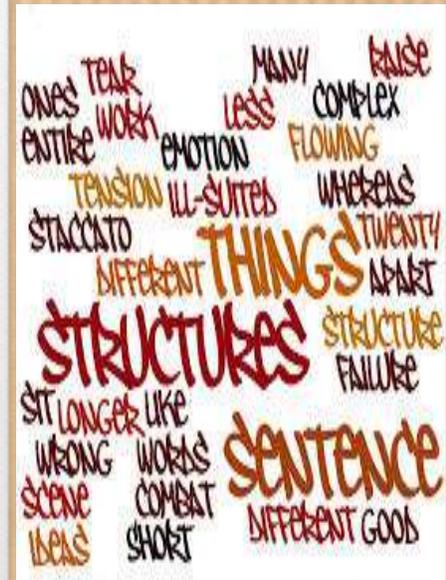
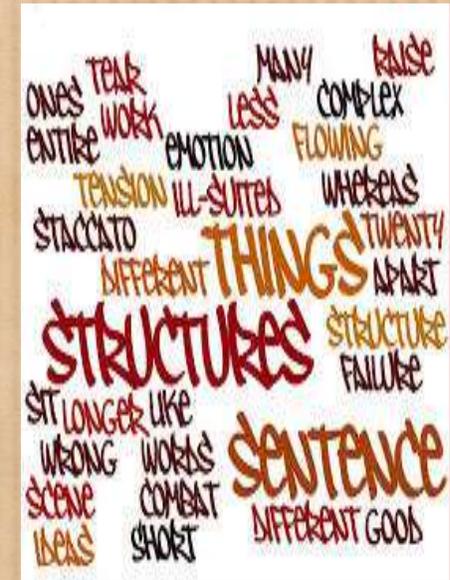


# SENTENCE STRUCTURE IN ENGLISH GRAMMAR

**2020-2021**

**Abridged by Dr KOUAKOU Jules**

**With courtesy to Dr Djibril Silué**



# **Specific Learning Outcomes**

**By the end of the lecture, students will be able to:**

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**1- define the English sentence**

**2- identify the basic structures of English sentences**

**3- construe the simple sentence in English**

SECTION 1-1

# **The sentence**

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# The sentence is...

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...a group of words, usually containing a **verb**, that expresses a thought in the form of a **statement, question, instruction, or exclamation** and starts with a capital when written.

Cambridge Advanced Learner's Dictionary, 4th Edition

# The sentence is...

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...a set of words expressing **a statement, a question or an order**, usually containing a **subject** and a **verb**. In written English, sentences begin with a capital letter and end with a full stop/period (.), a question mark (?) or an exclamation mark/exclamation point (!).

Oxford Advanced Learner's Dictionary, 8th Edition

# The sentence is...

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...a **word, clause, or phrase** or a **group of phrases or clauses** forming a syntactic unit which expresses an assertion, a question, a command, a wish, an exclamation, or the performance of an action, that in writing usu. begins with a capital letter and concludes with appropriate end punctuation, and that in speaking is distinguished by characteristic patterns of stress, pitch, and pauses.

Merriam Webster's Collegiate Dictionary, 11th Edition

# The sentence as syntactic unit...

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It consists of constituents (grammatical elements) which make it an independent unit. It is a complete built-up structure which can stand alone within and without a text.

**Eg:** *Water consists of oxygen and hydrogen.*

# **The sentence as semantic unit...**

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**It expresses a complete thought and idea. The meaning conveyed by a sentence is self-dependent and self-sufficient.**

**But sentences in oral speech very often take a different form ranging from one word to a complex structures.**

SECTION 1-2

**Words & Word-order  
in English sentence**

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**The basic word order of English sentences is...**

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**Subject - Verb - ( Object )**

*Bees make honey.*

# Exercises

94.1 Right or wrong? Correct the sentences that are wrong.

1. Did you watch all evening television?
2. Sue reads a newspaper every day.
3. I like very much this picture.
4. Tom started last week his new job.
5. I want to speak English fluently.
6. April bought for her friend a present.
7. I drink every day three cups of coffee.
8. Don't eat your dinner too quickly!
9. I borrowed from my brother fifty dollars.

Did you watch television all evening?

OK

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**2 Put the words in order.**

1. (the door / opened / I / slowly) I opened the door slowly.
2. (two letters / I / this morning / wrote) I \_\_\_\_\_.
3. (entered / quietly / the house / the thief) \_\_\_\_\_.
4. (Megan / very well / French / doesn't speak) \_\_\_\_\_.
5. (a lot of work / did / I / yesterday) \_\_\_\_\_.
6. (Mary / do you know / well?) \_\_\_\_\_.
7. (we / enjoyed / very much / the party) \_\_\_\_\_.
8. (the problem / carefully / I / explained) \_\_\_\_\_.
9. (we / at the airport / some friends / met) \_\_\_\_\_.
10. (did you buy / in Canada / that jacket?) \_\_\_\_\_.
11. (every day / do / the same thing / we) \_\_\_\_\_.
12. (football / don't like / very much / I) \_\_\_\_\_.

**3 Put the words in order.**

1. (to work / every day / walks / Liz) Liz walks to work every day .
2. (at the hotel / I / early / arrived) I \_\_\_\_\_ .
3. (goes / every year / to Puerto Rico / Julia) Julia \_\_\_\_\_ .
4. (we / since 1998 / here / have lived) We \_\_\_\_\_ .
5. (in Montreal / Sue / in 1980 / was born) Sue \_\_\_\_\_ .
6. (didn't go / yesterday / Paul / to work) Paul \_\_\_\_\_ .
7. (to the bank / yesterday afternoon / went / Megan)  
Megan \_\_\_\_\_ .
8. (I / in bed / this morning / had breakfast) I \_\_\_\_\_ .
9. (next September / Barbara / to college / is going)  
Barbara \_\_\_\_\_ .
10. (I / a beautiful bird / this morning / in the yard / saw)  
I \_\_\_\_\_ .
11. (many times / have been / my parents / to Tokyo)  
My \_\_\_\_\_ .
12. (my umbrella / I / last night / left / in the restaurant)  
I \_\_\_\_\_ .
13. (to the movies / tomorrow / are you going?)  
Are \_\_\_\_\_ ?
14. (the children / I / took / this morning / to school)  
I \_\_\_\_\_ .

But **subject**, **verb\*** and **object** are **GRAMMATICAL FUNCTIONS** which should not be confused with **GRAMMATICAL FORMS**.

# Grammatical Forms

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**Nouns,  
Adjectives,  
Verbs,  
adverbs,  
Pronouns,  
Prepositions etc.**

**Determiners,**

**Any GRAMMATICAL FORM can presumably play any GRAMMATICAL FUNCTION  
even though subjects and objects are most of the time nouns and noun phrases.**

# Grammatical Functions

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**Subjects**

**Objects (direct/indirect)**

**Complements (subject/object)**

**Predicate**

**Adverbials**

**SECTION II**

**ANATOMY**

**OF**

**ENGLISH SENTENCES**



**A sentence, as a syntactic and semantic unit, can be split into smaller constituents. It can be divided into *clause* and *phrase* or *subject* and *predicate*.**

S

• **SENTENCE**

C

• **CLAUSES**

P

• **PHRASES**

W

• **WORDS**

# Clauses

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**Clauses are sentence-like units because they also consist of subject-verb-(object).  
However, they very often function as member of a compound or complex sentence.**

# Types of Clauses

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## Independent clauses:

An **independent clause** consists at least of a subject and a verb, expresses a complete thought, and **can stand alone as a complete sentence** because it doesn't depend on anything else to have a complete meaning.

## Independent clauses (cont'd):

An **independent clause** can stand as an individual sentence. Besides, two or more independent clauses can be **joined to form a compound sentence**; a comma and a coordinating conjunction is required after the first independent clause.

**e.g:**

*Our flight time will be approximately forty-five minutes, **and** we shall be climbing to an altitude of eight thousand feet.*

# Types of Clauses (cont'd)

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## Dependent clauses:

**Dependent clauses** contain both a subject and a verb, but **cannot stand alone as a sentence**. Dependent clauses are introduced by **subordinating conjunctions**. There are **various types of dependent clauses**.

**e.g:**

*She got a parking ticket **because** she parked illegally.*

**Independent  
clause**

**dependent  
clause**

# Phrases

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**Phrases** are grammatical constructions larger than a word and smaller than a clause. They lack the subject-verb(-object) relation, as such they cannot stand alone.

# Types of phrases:

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Noun phrase

Verb phrase

Prepositional phrase (adjective or adverb)

# Types of phrases cont'd

## Noun phrase (NP)

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A **NP** consists of a noun plus modifiers (determiners, adjective, prepositions, etc.). It can be subject or object.

# Noun phrase

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e.g.:

*Only a man with plenty of money* can buy *a car of such beauty and power*.

**Noun phrase**



**subject**

**Noun phrase**



**object**

# Types of phrases cont'd

## Verb phrase

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A **VP** is a multi-word verb composed of the main verb plus auxiliaries, modals and verb endings like ed/en, ing etc.

## Verb phrase (VP)

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e.g.:

*My mother **may have forgotten** that Saturday was my birthday.*

**NP**

**Verb Phrase**

**NP**

## Types of phrases cont'd

### Prepositional Phrase (PP)

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A **PP** is a phrase introduced by a preposition which can modify a noun/pronoun (**adjective phrase**) or a verb, adjective and adverb (**adverb phrase**)

# Prepositional phrase cont'd

## Adjective phrase

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**e.g.1:** *Jack is reading a book about mythology.*

**e.g.1:** *Jack is reading a book **about mythology**.*

**Adjective  
phrase**

## Adjective phrase

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**e.g.2:** *Starlight passing through the atmosphere produces twinkling.*

**e.g.2:** *Starlight passing through the atmosphere produces twinkling.*

**Adjective  
phrase**

# Prepositional phrase cont'd

## Adverb phrase

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**Ex.1:** *My favorite restaurant is next to the enormous shoe store.*

**Ex.1:** *My favorite restaurant is **next to the enormous shoe store.***

**Ex.2:** *Amber found the umbrella wedged under the passenger's front seat.*

**Ex.2:** *Amber found the umbrella wedged **under the passenger's front seat.***

# SUBJECT & PREDICATE

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**Beside the traditional tryptic “Subject-Verb-Object”, we also find the subject/predicate division of the sentence.**

## Subject & predicate cont'd...

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In that approach, the **subject** refers to who/what is being talked about. The **predicate** refers to what is being said about the subject, The predicate provides information about the subject.

**sentence = subject + predicate**



what are we talking about?



what did the subject/  
what did we said about  
subject

## Subject & predicate cont'd...

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The **subject** can range from a single noun to a complex NP

The **predicate** can range from a single verb to a complex VP



**SUBJECT**

The man

**PREDICATE**

is jumping over the wall.

The hero rescued the crowd.



**DIRECTIONS:** CIRCLE THE VERB.  
DRAW TWO LINES UNDER THE PREDICATE.

**REMEMBER:** THE VERB IS PART OF THE PREDICATE.

*Example:* Mrs. Phillips goes to law school.

1. The vegetables are growing well.
2. My sister flew to New York.
3. The Pittsburgh Steelers won the Super Bowl.
4. Mr. Quintero gave us a ride home.
5. We bought a decoder for our television.

6. Ms. Bartholomew rides the bus to work.
7. The newspaper came late this morning.
8. My nephew collects old stamps.
9. The movie was very interesting.
10. Our daughter is on the basketball team at school.
11. The roses smell like perfume.
12. The Millers turn the heat down at night.

**DIRECTIONS:** DRAW ONE LINE UNDER THE SUBJECT.  
DRAW TWO LINES UNDER THE PREDICATE.

**REMEMBER:** THE VERB IS PART OF THE PREDICATE.

*Example:* The acorn fell off the tree.

1. Tonight's meeting was cancelled.
2. Paul and John shaved their heads.
3. The Morosco family took a long trip last summer.
4. Miss Alvarez moved to a new apartment.
5. Mr. Johnston became sick at the party.

6. The waitress dropped the plate on the floor.
7. The kitten hid in the sofa.
8. The students sold candy to raise money.
9. Alice is looking for a new job.
10. The bicycle tire needs more air.
11. Bjorn Borg is an excellent tennis player.
12. The hamburgers tasted like charcoal.

**SECTION III**

**TYPES**

**OF**

**SENTENCES IN ENGLISH**



# Types of sentences

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**There are basically three types of sentences:**

**The simple sentence**

**The compound sentence**

**The complex sentence**

# The simple sentence

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The **simple sentence** refers to **one single clause** which is said to be independent. It contains **one subject (N/NP)** and **one predicate (V/VP)**.

## The simple sentence cont'd

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- 1- *He is hungry.*
- 2- *The teacher will begin the class with the whole group.*
- 3- *The black dog with the red collar always barks loudly.*

# The verb in simple sentence

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- ❖ The **verb** plays a basic role in the sentence structure in general, and particularly in the simple sentence structure.
- ❖ It determines the **syntactic functions** assumed by the other constituents/arguments of the sentence (subject, object, etc.)

# More about simple sentences...

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**Simple sentences** are also classified into:

- \_ Declarative/statement
- \_ Interrogative/question
- \_ Imperative/command
- \_ Active/passive

## Practice

For each of the following sentences, circle the dependent clauses and underline the independent clauses. Then identify the simple sentences by writing “ ss ” in the margin.

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1. ----- The novels of Mark Twain are well known.
2. ----- The lights in Springfield went out when the lightning hit that power line, but JEA restored service in less than one hour.
3. ----- The art auctioneer stepped to the podium, and then he asked his assistant to describe the first painting to be sold.
4. ----- Fish swim in underground streams beneath the Sahara Desert.

5. \_\_\_\_\_ The LC was especially quiet on Friday, and many of the students seemed to be dozing.
6. \_\_\_\_\_ When we flew out of Jacksonville, the sky was clear, but when we got to Atlanta, the clouds were very dark and eerie.
7. \_\_\_\_\_ The traffic barely moved; each car seemed to be attached to the cars before it and after it, like a single segment in an earthworm.
8. \_\_\_\_\_ Before we could move into the building, the inspectors had to examine each floor, and the fire department had to check the sprinkler system.
9. \_\_\_\_\_ The home is the oldest institution in the world.
10. \_\_\_\_\_ The hummingbird is the only bird that can fly backward.
11. \_\_\_\_\_ The United States and Russia were the first countries to develop the atomic bomb.
12. \_\_\_\_\_ Those people who do not respect the rights of others are selfish.

13. \_\_\_\_\_ I had misplaced my keys, but fortunately I had another set hidden beside the door.
14. \_\_\_\_\_ It can prove to be a real disappointment.
15. \_\_\_\_\_ My son Carl will be getting married next March.
16. \_\_\_\_\_ Although the party was a lot of fun, I stayed out too late and felt awful the next day.
17. \_\_\_\_\_ James backpacked, camped, fished, hunted, swam, and skied, but never found time for his schoolwork.
18. \_\_\_\_\_ Skip and Nancy worked on that project through many nights, but didn't seem to get tired of one another's company or the work.
19. \_\_\_\_\_ Although Alfred is a hard worker, he doesn't seem to get his deserved promotions.
20. \_\_\_\_\_ The girls drove their parents crazy because of sibling rivalry; each was always whining that nothing was fair.

# L1 GRAMMAR COURSE TENSES AND ASPECTS

## THE PRESENT TENSES

Abridged by Dr KOUAKOU Jules

# COURSE SPECIFIC OBJECTIVE

- ▶ By the end of this course learners should be able to:
- ▶ \_ use the present tenses correctly

# The present continuous

- ▶ A- Introduction: The present continuous means that we are in the middle of an action.
- ▶ B- Form
- ▶ The present continuous is the present tense of be +an ing-form
- ▶ e.g.: I am looking or I'm looking.

# Negative form

- ▶ e.g.: I am not looking or I'm not looking.
- ▶ You/we/they aren't looking.
- ▶ He/she/it isn't looking.

# Interrogative form or question

- ▶ Am I looking?
- ▶ Are you/we/they looking?
- ▶ Is he/she:it looking?

# Use

- ▶ We use the present continuous to say that we are in the middle of an action.
- ▶ e.g.: I'm waiting for the train. (I'm at the station now)
- ▶ I'm getting the lunch ready. (I'm in the kitchen now). *I'm waiting* means that I'm in the middle of a period of waiting. The wait is not now over.

- ▶ We can also use the present continuous when we are in the middle of something but not actually doing it at the moment of speaking.
- ▶ e.g.: *I must get back to the office. **We're working** on the a new project.*
- ▶ *I'm quite busy these days. **I'm doing** a course at college.*

- ▶ We can use the present continuous when things are changing over a long period.
- ▶ e.g.: *The number of cars on the road is increasing.*

Rachel is in the computer room at college. Complete her conversation with Andrew. Put in a present continuous form of the verb.

- ▶ Andrew: What are you doing? (you/do)
- ▶ Rachel: I'm writing (I/write) a letter to a friend. He's a disc jockey. Vicky and I ..... (try) to organize a disco.
- ▶ Andrew: That sounds a lot of work. How ..... (you/find) time for your studies?
- ▶ Rachel: Well, as I said, Vicky ..... (help) me. .... (we/get) on all right. .... (we/not/spend) too much time on it. .... (it/not/take) me away from my studies, don't worry about that. Oh, sorry, ..... (you/wait) for that computer?
- ▶ Andrew: Yes, but there's no hurry.
- ▶ Rachel: ..... (I/correct) the last bit of the letter. I've nearly finished.

What can you say in these situations? Add a sentence with the present continuous.

- ▶ e.g.: A friend rings up in the middle of 'Neighbours', your favorite soap opera. Is it important? *I'm watching 'Neighbours'*.
- ▶ 1- A friend is at your flat and suggests going out, but you can see rain outside.  
▶ I don't want to go out now. Look, -----
- ▶ 2- A friend rings you up at work  
▶ Sorry, I can't talk now. -----
- ▶ 3- You want to get off the bus, but the man next to is sitting on your coat.  
▶ Excuse me, -----
- ▶ A friend wants to talk to you, but you have just started to write an important letter.  
▶ Can talk to you later? -----
- ▶ 5- You have been ill, but you're better now than you were.  
▶ I'm OK now, -----

# THE PRESENT SIMPLE

- ▶ A \_ Use
- ▶ We use the present simple for
  - ❖ Thoughts and feelings: *I think so; I like it.*
  - ❖ States, things staying the same, facts and things that are true for a long time: *We live quite near*
  - ❖ Repeated actions: *We come here every week.*

- ▶ We also use the present simple
- ❖ In phrases like I promise; I agree, etc.: *I promise I'll pay you back.*
- ❖ In a negative question with why to make a suggestion: *Why don't we go out?*

# B- Positive forms

- ▶ In the present simple we use the verb without an ending with I/you/we/they.
- ▶ e.g.: Most children *like* icecream
- ▶ But in the third person singular (after he/she/it, your friend, etc.), the verb ends in s or es.
- ▶ e.g.: it *gets* busy at weekends. Sarah *catches* the early train.

# C-Negatives and questions

## ▶ Negatives

▶ I/you/we/they **do** not get or **don't** get

▶ He/she/it **does** get or **doesn't** get

▶ We use a form of do in negatives and questions. We use **do** and **don't** except in the third person singular, where we use **does** and **doesn't**.

▶ e.g.: We **don't** live far away.

▶ **Do** you live here? -Yes, I do

▶ We do not add s to the verb in negatives and questions.

▶ e.g.: He doesn't **gets** or Does he **gets**?

## Questions

**Do** I/you/we/they get?

**Does** he/she/it get?

He **doesn't** want to go shopping.

What **does** he want? - Money.

look at each underlined verb and say what kind of meaning is expressed. Is it a thought, a feeling, a fact or a repeated action?

- ▶ Ex: - Matthew loves sports                      *a feeling*
- ▶        Sarah often works late at the office      *a repeated action*
- 1. I hate quiz programmes.
- 2. We play table tennis every Thursday.
- 3. The computer belongs to Emma.
- 4. I believe it's the right thing to do.
- 5. I'm hungry. I want something to eat.
- 6. I usually go to work by bus.
- 7. It's OK. I understand your problem.

Complete the sentences by putting in the verbs. Use the present simple. You have to decide if the verb is positive or negative.

1. My friend is finding life in Paris a bit difficult. He ----- (speak French).
2. Most students live quite close to the college, so they ----- (walk) there.
3. My sports kit is really muddy. The shirt ----- (need) a good wash.
4. I have got four cats and two dogs. I ----- (love) animals.
5. No breakfast for Mark, thanks. He ----- (eat) breakfast.
6. What's the matter? You ----- (look) very happy.
7. Don't try to ring the bell. It ----- (work).
8. I hate telephone answering machines. I just ----- (like) talking to them.
9. Matthew is good at badminton. He ----- (win) every game.
10. We always travel by bus. We ----- (own) a car.

# The present perfect

- ▶ The present perfect tells us about the past and the present.

# Form

- ▶ The present perfect is the present tense of have + a past participle
  - ▶ e.g.:
  - ▶ I/you/we/they *have washed* or I/you/we/they've *washed*
  - ▶ He/she/it *has washed* or he/she/it's *washed*
  - ▶ Negative
  - ▶ I/you/we/they *haven't washed*
  - ▶ He/she/it *hasn't washed*
  - ▶ Regular past participles end in **ed**, e.g. washed, landed, finished, etc.
- |                                     | Question                                  |
|-------------------------------------|---|
| I/you/we/they <i>haven't washed</i> | <i>Have</i> I/you/we/they <i>washed</i> ? |
| He/she/it <i>hasn't washed</i>      | <i>has</i> he/she/it <i>washed</i> ?      |

# Irregular forms

▶ Some participles are irregular

▶ e.g. I've **made** a shopping list

▶ Have you **written** the letter?

▶ Note:

▶ There is a present perfect of **be** and **have**

▶ e.g. The weather has **been** awful

we've **sold** the car

She hasn't **drunk** her coffee

I've **had** a love time, thank you

# Use

- ▶ When we use the present perfect, we see things as happening in the past and having a result in the present.
- ▶ e.g. We've washed the dishes. (they're clean **now**)
- ▶ The aircraft has landed. (It's on the ground **now**)
- ▶ We've eaten all the eggs. (they aren't any left)

Add a sentence. Use the present perfect.

- ▶ e.g. I'm tired. (I/walk/miles) I've walked miles
- 1. Emma's computer is working now. (She/repair/it)
- 2. It's cooler in here now. (I/open/the window)
- 3. The visitors are here at last, (they/arrive)
- 4. Mark's car isn't blocking us in now. (he/move/it)
- 5. We haven't got any new videos. (we/watch/all these)

Trevor and Laura are decorating their house. Put in the verbs. Use the present perfect.

- ▶ Laura: How is the painting going? Have you finished? (you/finish)
- ▶ Trevor: No. I haven't. Painting the ceiling is really difficult, you know.
- ▶ (1) ----- (I/not/do) very much. And it looks just the same as before. This new painting (2)----- (not/make) any difference.
- ▶ Laura: (3) ----- (you/not/put) enough on.
- ▶ Trevor: (4) ----- (I/hurt) my back. It feels bad.
- ▶ Laura: Oh, you had your back. You mean (5) ----- (you/have) enough of decorating. Well, I'll do it. Where (6) ----- (you put) the brush?
- ▶ Trevor: I don't know. (7) ----- (it/disappear). (8) ----- (I/look) for it, but I can't find it.
- ▶ Laura: You're hopeless, aren't you? How much (9) ----- (you/do) in here? Nothing! (10) ----- (I/paint) two doors.
- ▶ Trevor: (11) ----- (I/clean) all the old paint around the window. It looks much better now, doesn't it?

- ▶ Laura: (12) ----- (we/make) some progress, i suppose.
- ▶ Now, where (13) ----- (that brush/go)?
- ▶ Oh, (14) ----- (you/leave) it on the ladder, look.