

**I-Chapter 01: Basic English sentence patterns:**

**1. Definition of a sentence:**

A sentence (Clause or phrase) is defined as a group of words that makes sense and expresses a complete thought. With at least one subject and one verb, clauses allow us to combine ideas to show their cohesion in speech and writing language.

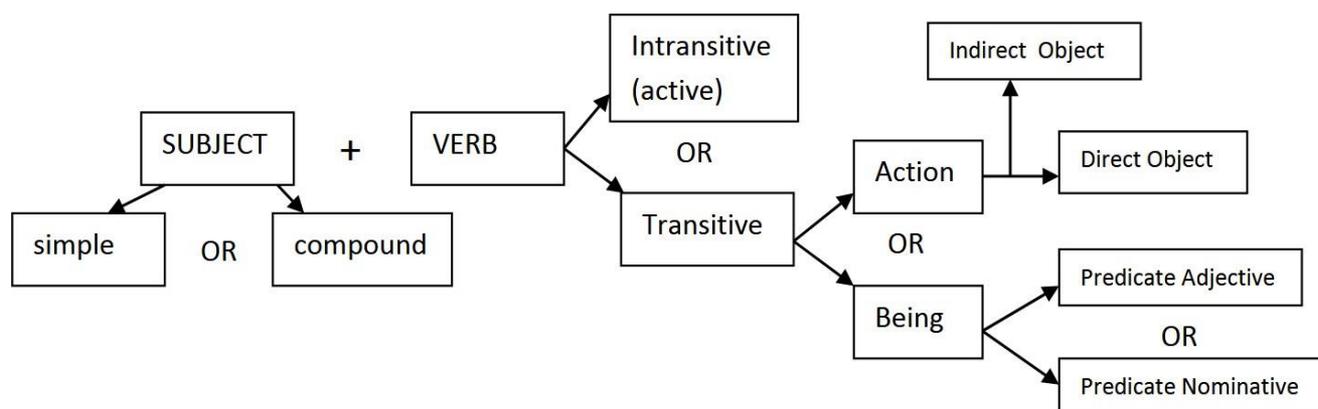
**1.1. Sentence composition:**

Sentences are composed of two parts: the subject and the predicate. The subject is the focus on the thing being talked about. The predicate is what we are saying about the subject.

**Examples:**

Subject	Predicate
The weather	will be rainy and cold for the rest of the winter.
Abbi	has a new baby named Maya.
You	are going to the supermarket with me whether you like it or not

The predicate of a sentence can be either simple or complex. A simple predicate consists of a single verb or verb phrase, while a complex predicate includes the verb and any modifiers, objects, or complements that clarify the action.



**Figure 7.** English sentence structure with different parts of a predicate.

**2. English sentence' elements:**

**2.1. Verbs:**

A verb is a word used to describe an action, state, or occurrence, and forming the main part of the predicate of a sentence.

**2.1.1. Tenses in English sentences:**

In academic style, tenses denote the time of action. They show when the work is done. English tenses are:

**2.1.1. Present Tenses:**

The present tense refers to the action or event that takes place or is taking place in the present. It represents the current activity or the present state of being of the subject in the given context.

- **Simple Present:** It is used to denote scientific facts, universal truths and work done on daily basis.

Assertive form: sub + V1 + s/es + object.

Negative form: sub + does not + V1 + object.

Interrogative form: Does + sub + V1 + object?

**Examples:**

- 1) Group discussions [help](#) students to enhance their speaking skills
- 2) Group discussions [do not help](#) students to enhance their speaking skills
- 3) [Do](#) group discussions [help](#) students to enhance their speaking skills?

- **Present Continuous:** It is used to express an action taking place at the time of speaking.

Assertive form: sub + is/am/are + V1 + ing + object.

Negative form: sub + is/am/are + not + V1 + ing + object.

Interrogative form: is/am/are + sub + V1 + ing + object?

**Examples:**

- 1) Group discussions [are helping](#) students to enhance their speaking skills
- 2) Group discussions [are not helping](#) students to enhance their speaking skills.
- 3) [Are](#) group discussions [helping](#) students to enhance their speaking skills?

- **Present Perfect:** It is used to show an action that started in the past and has just finished.

Assertive form: sub + has/have + V3 + object.

Negative form: sub + has/have + not + V3 + object.

Interrogative form: has/have + sub + V3 + object?

**Examples:**

- 1) Group discussions [have helped](#) students to enhance their speaking skills.
- 2) Group discussions [have not helped](#) students to enhance their speaking skills.
- 3) [Have](#) group discussions [helped](#) students to enhance their speaking skills?

- **Present Perfect Continuous:** It shows the action which started in the past and is still continuing.

Assertive form: sub + has/have + been + V1 + ing + object.

Negative form: sub + has/have + not been + V1 + ing + object.

Interrogative form: has/have + sub + been + V1 + ing + object

**Examples:**

- 1) Group discussions [have been helping](#) students to enhance their speaking skills.
- 2) Group discussions [have not been helping](#) students to enhance their speaking skills.

- 3) Have group discussions been helping students to enhance their speaking skills?

### 2.1.2. Past Tenses:

The past tense is used to talk about past states of being, or events. It describes a completed action that took place at a specific point in the past.

- **Simple Past:** Used to indicate an action completed in the past. It often occurs with adverb of time. Sometimes it is used without an adverb of time and for past habits.

Assertive form: Subject + V2 + Object.

Negative form: Subject + didn't + V1 + Object.

Interrogative form: Did + Subject + V1 + Object.

#### Examples:

- 1) Group discussions helped students to enhance their speaking skills.
- 2) Group discussions did not help students to enhance their speaking skills.
- 3) Did group discussions help students to enhance their speaking skills?

- **Past Continuous Tense:** Used to denote an action going on at some time in the past.

Assertive form: Subject + was/were + V1+ ing + Object.

Negative form: Subject + was/were + not + V1+ ing + Object.

Interrogative form: Was/were + Subject + V1+ ing+ Object?

#### Examples:

- 1) Group discussions were helping students to enhance their speaking skills.
- 2) Group discussions were not helping students to enhance their speaking skills.
- 3) Were group discussions helping students to enhance their speaking skills?

- **Past Perfect Tense:** Used to describe an action completed before a certain moment in the past, usually a long time ago. If two actions happened in the past, past perfect is used to show the action that took place earlier.

Assertive form: Subject + had + V3 + Object.

Negative form: Subject + had + not + V3 + Object.

Interrogative form: Had + Subject + V3 + Object?

#### Examples:

- 1) Group discussions had helped students to enhance their speaking skills.
- 2) Group discussions had not helped students to enhance their speaking skills.
- 3) Had group discussions helped students to enhance their speaking skills?

- **Past Perfect Continuous Tense:** Used to indicate an action that began before a certain point in the past and continued up to another point in past.

Assertive form: Subject + had been + V1 + ing + Object.

Negative form: Subject + had + not been + V1+ ing + Object.

Interrogative form: Had + Subject+ been+ V1 + ing + Object?

#### Examples:

- 1) Group discussions [had been helping](#) students to enhance their speaking skills.
- 2) Group discussions [had not been helping](#) students to enhance their speaking skills.
- 3) [Had](#) group discussions [been helping](#) students to enhance their speaking skills?

#### 2.1.3. Future Tenses:

The future tense refers to represent an action that is going to happen or will be continuing to happen in the future.

- **Simple Future:** This tense tells us about an action which has not occurred yet and will occur in future. In Future Tense 'Shall' is used with 'I' and 'We'. 'Will' is used with all others. When you are to make a commitment or warn someone or emphasize something, use of 'will/shall' is reversed.

Assertive form: Subject + Will/Shall + V1 + Object.

Negative form: Subject + Will/Shall + Not + V1 + Object.

Interrogative form: Will/Shall + Subject + V1+ Object?

#### Examples:

- 1) Group discussions [will help](#) students to enhance their speaking skills.
- 2) Group discussions [will not help](#) students to enhance their speaking kills.
- 3) [Will](#) group discussions [help](#) students to enhance their speaking skills?

- **Future Continuous Tense:** It is used to express an ongoing or continued action in future. The action will start in future (tomorrow) and be continued till some moment in the future.

Assertive form: Subject + Will/Shall + Be + V1 + ing + Object.

Negative form: Subject + Will/Shall + Not + Be + V1+ ing + Object.

Interrogative form: Will/Shall + Subject + Be + V1 + ing + Object?

#### Examples:

- 1) Group discussions [will be helping](#) students to enhance their speaking skills.
- 2) Group discussions [will not be helping](#) students to enhance their speaking skills.
- 3) [Will](#) group discussions [be helping](#) students to enhance their speaking skills?

- **Future Perfect Tense:** It is used to express an action which will happen/occur in future and will be completed by a certain time in future.

Assertive form: Subject + Will/Shall + Have + V3 + Object.

Negative form: Subject + Will/Shall + Not + Have + V3 + Object.

Interrogative form: Will/Shall + Subject + Have + V3 + Object?

**Examples:**

- 1) Group discussions will have helped students to enhance their speaking skills.
- 2) Group discussions will not have helped students to enhance their speaking skills.
- 3) Will group discussions have helped students to enhance their speaking skills?

- **Future Perfect Continuous Tense:** It is used to talk about actions that will commence at a fix time in future and will continue for some time in future.

Assertive form: Subject + Will/Shall + Have been + V1 + ing + Object.

Negative form: Subject + Will/Shall + Not + Have been + V1 + ing + Object.

Interrogative form: Will/Shall + Subject + Have been + V1 + ing + Objec

**Examples:**

- 1) Group discussions will have been helping students to enhance their speaking skills.
- 2) Group discussions will not have been helping students to enhance their speaking skills.
- 3) Will group discussions have been helping students to enhance their speaking skills?

**3. Nouns and their role in English sentences:**

**3.1. Definition:**

A noun is a word that names a specific entity, such as a place, thing, person, or concept. Nouns can serve as the subject, direct object, indirect object, subject complement, object complement, appositive, and adjective in a sentence. we usually use nouns to express a range of additional meanings such as concepts, qualities, organizations, communities, sensations and events.

**Examples:**

- 1) **The planet** earth is round.
- 2) I saw **a movie** last night.
- 3) There are many lions at **the zoo**.

**3.2. Nouns types in English language:**

In English, nouns can be categorized into several types. The main categories are divided into:

❖ **Proper Nouns:**

Which names a specific person, place, organization, brand, day, or event.

**Examples:**

- 1) **People:** William Shakespeare, Cleopatra, Nelson Mandela.
- 2) **Places:** Paris, the Sahara Desert, Mount Everest.
- 3) **Brands :** Coca-Cola, Microsoft, Google.

❖ **Common Nouns :**

A general name for a person, place, or thing.

**Examples:**

- 1) **Person:** Girl, Teacher, Doctor, Baby.
- 2) **Place:** City, Zoo, Hospital, Country.
- 3) **Thing:** Book, Chair, Phone, Dog

❖ **Concrete Nouns :**

Things that have physical existence and can be perceived through the five senses.

**Examples:**

- 1) **Sight:** Tree, House, Car.
- 2) **Taste:** Chocolate, Pizza, Coffee.

❖ **Abstract Nouns :**

Refer to ideas, feelings, qualities, or concepts which are not concretes.

**Examples:**

- 1) **Feelings:** Anger, Joy, Fear, sadness.
- 2) **Qualities:** Honesty, Beauty, Bravery, Kindness.
- 3) **Concepts:** Freedom, Democracy, Knowledge, Time.

❖ **Countable Nouns:**

They are nouns that can be counted (singular and plural forms).

**Examples:**

- 1) **Singular:** An apple, A book, A car.
- 2) **Plural:** Two apples, Many books, Five cars.

❖ **Uncountable (Mass) Nouns:**

Nouns that cannot be counted individually. They usually have no plural form and used with some, much, little, a lot of.

**Examples:**

- 1) **Substances:** Water, Sugar, Rice, Air, Gold.
- 2) **Abstract:** Advice, Knowledge, Information, Music.

❖ **Collective Nouns:**

It refers to names of groups (people, animals, or things). They Can take singular or plural verbs depending on usage.

**Examples:**

- 1) **People:** Team, Class, Committee, Audience.
- 2) **Animals:** Flock of birds, Herd of cattle, Pride of lions, Swarm of bees.
- 3) **Things:** A bunch of keys, A pack of cards, A fleet of ships.

❖ **Compound Nouns:**

Nouns formed by joining two or more words.

**Examples:**

- 1) **Closed form:** Tooth-paste, Basket-ball, Bed-room.
- 2) **Open form:** Swimming-pool, Ice-cream, High-school.

❖ **Possessive Nouns:**

Nouns that show ownership or possession. They are formed with an apostrophe (’s) for singular, and (s’) for plural.

**Examples:**

- 1) **Singular:** The boy’s toy, The cat’s tail, Mary’s book.
- 2) **Plural:** The girls’ school, The teachers’ lounge, The dogs’ owner.

**4. Pronouns in English sentences:**

**4.1. Definition:**

A pronoun is a word used in place of a noun to avoid repetition and make sentences clearer and more concise. It can refer to people (he, she, they), objects (it, this), or unspecified things (somebody, nothing). The noun that a pronoun refers to is called the “antecedent.”

**Table 01.** Pronouns types in English sentences

Number	Person	Subject Pronouns	Object Pronouns	Possessive Pronouns	Possessive Adjectives	Reflexive Pronouns
<b>Singular</b>	1 <sup>st</sup>	I	Me	Mine	My	Myself
	2 <sup>nd</sup>	You	You	Yours	Your	Yourself
	3 <sup>rd</sup>	She	Her	Hers	Her	Herself
	3 <sup>rd</sup>	He	Him	His	His	Himself
	3 <sup>rd</sup>	It	It	Its	Its	Itself
<b>Plural</b>	1 <sup>st</sup>	We	Us	Ours	Our	Ourselves
	2 <sup>nd</sup>	You	You	Yours	Your	Yourselves
	3 <sup>rd</sup>	They	Them	Theirs	Their	Themselves

**5. Adjectives and adverbs:**

**5.1. Definitions:**

An **adjective** is a word that describes or modifies a noun or pronoun by providing more information about its qualities,

quantity, or state. It can specify characteristics like color (blue, bright), size (small, enormous), shape (round, square), emotion (happy, fearful), or number (three, many). Adjectives help paint a clearer picture in writing and speech, allowing for more precise expression. They can appear before nouns (attributive) or after linking verbs (predicative), enhancing meaning in sentences.

**Examples:**

Position of Adjective	Examples	Notes
<b>Before the noun</b>	<ul style="list-style-type: none"> <li>• He dropped the <b>hot</b> plate.</li> <li>• I have a <b>black</b> cat.</li> <li>• The <b>small</b> boy ran down the street.</li> <li>• What a <b>beautiful</b> view!</li> </ul>	Adjective comes before the noun it describes.
<b>After a linking verb</b>	<ul style="list-style-type: none"> <li>• He seems <b>tired</b>.</li> <li>• The view is <b>beautiful</b>.</li> <li>• The weather became <b>cold</b>.</li> <li>• My cat is <b>black</b>.</li> </ul>	Adjective comes after verbs: to be; to seem; and to become.
<b>For comparative and superlative forms</b>	<ul style="list-style-type: none"> <li>• She is <b>tall</b>.</li> <li>• She is <b>taller</b> than her sister.</li> <li>• She is the <b>tallest</b> person in the class.</li> </ul>	Adjectives can change form to compare or make an exception.

An **adverb** is a word that modifies a verb, an adjective, or another adverb, providing more detail about how, when, where, why, or to what extent an action occurs. Adverbs can also intensify adjectives (**extremely** cold) or other adverbs (**very** quickly). Common types include adverbs of manner (slowly, carefully), time (now, later), place (here, everywhere), frequency (often, never), and degree (almost, too). By adding precision and clarity, adverbs enrich sentences and refine meaning. They can be categorized into several types based on their function. These categories help to understand how adverbs modify verbs, adjectives, or other adverbs

**Table 2.** Different types of Adverbs

Type	Function / Question Answered	Examples
<b>Manner</b>	How?	Quickly-Carefully- Happily
<b>Place</b>	Where?	Here-Outside-Everywhere.
<b>Time</b>	When?	Now-Today-Tomorrow
<b>Frequency</b>	How often?	Often-Always-Sometimes
<b>Degree / Quantity</b>	To what extent?	Very-Too-Almost-Enough
<b>Reason</b>	Provides information	Because-Therefore-So

In English, words often change form through a process called derivation, where verbs, nouns, adjectives, and adverbs are created from one another using specific suffixes or patterns.

**Examples**

- 1) To decide → decision.
- 2) To teach → teacher.

The same verbs can also become adjectives to describe qualities.

**Examples:**

- 1) To attract → attractive
- 2) To bore → boring

Nouns can shift to adjectives by modifying the end of the word.

**Examples:**

- 1) Beauty → beautiful
- 2) Danger → dangerous.

From adjectives, we typically form adverbs by adding ly.

**Examples:**

- 1) Quick → quickly
- 2) Happy → happily.

**Table 3.** English word families: Morphological derivatives

<b>Verb</b>	<b>Noun</b>	<b>Adjective</b>	<b>Adverb</b>
<b>Widen</b>	Width	wide	widely
<b>Deepen</b>	Depth	deep	deeply
<b>Strengthen</b>	Strength	strong	strongly
<b>Lengthen</b>	Length	long	lengthily
<b>Heighten</b>	Height	high	Highly
<b>Warm</b>	Warmth	warm	Warmly
<b>Broaden</b>	Breadth	broad	Broadly
<b>Enrich</b>	Richness	rich	Richly
<b>Darken</b>	Darkness	dark	Darkly
<b>Thicken</b>	Thickness	thick	Thickly
<b>Sharpen</b>	Sharpness	sharp	Sharply
<b>Soften</b>	Softness	soft	Softly
<b>Embolden</b>	Boldness	bold	Boldly
<b>Sweeten</b>	Sweetness	sweet	Sweetly
<b>Lighten</b>	lightness	light	Lightly
<b>Brighten</b>	brightness	bright	Brightly
<b>Freshen</b>	freshness	fresh	Freshly
<b>Weaken</b>	weakness	weak	Weakly
<b>Harden</b>	hardness	hard	Hardly
<b>Shorten</b>	shortness	short	Shortly
<b>Quicken</b>	quickness	quick	Quickly
<b>Deaden</b>	death	dead	Deadly
<b>Stiffen</b>	stiffness	stiff	Stiffly
<b>Fasten</b>	fastness	fast	Fast

## 6. Sentence characteristics:

### 6.1. Sentence types:

- **Independent Clause:**

A simple sentence (Main clause) that expresses a complete thought and can be used alone.

**Examples:**

- 1) We arrived earlier to the stadium.
- 2) The mall doesn't open until 9:00 AM.

- **Dependent Clause:**

An incomplete thought (Subordinate clause) that cannot stand by itself. A dependent clause is introduced by subordinating conjunctions (**after, as, before, if, though, while, whose, unless, although, because, even though, since, when, until, which, so that.....**), that connect its different parts in order to complete the meaning.

**Example**

- 1) **If** you finish your homework at time, i will take you for a ride.

### 6.2. Sentence structure:

- ❖ **Simple sentence:**

It contains a subject (a person or thing performing an action) and a predicate (verbal phrase that describes the action) and expresses a complete thought as an independent clause. Simple sentences do not contain dependent or subordinate clauses.

**Examples:**

- 1) The baby cried for food.
- 2) Professor Maple's intelligent students completed and turned in their homework.
- 3) Megan and Ron ate too much and felt sick.

- ❖ **Compound sentence:**

A sentence that contains at least two independent clauses combined with a comma, a semicolon, or a coordinating conjunction (and, but, or, nor, for, so, yet). There are no dependent clauses in a compound sentence.

**Examples:**

- 1) The shoplifter had stolen clothes, so he ran once he saw the police.
- 2) They spoke to him in Spanish, but he responded in English.

- ❖ **Complex sentence:**

A sentence with one independent clause, also known as the main clause, and one or more dependent clauses, known as subordinate clauses. When the dependent clause is first in the sentence, a comma will connect the clauses. Other complex sentences link the independent and dependent clauses with subordinating conjunctions like when; how and if.

**Examples:**

- 1) After eating lunch at The Cheesecake Factory, Tim went to the gym to exercise.
- 2) Opinionated women are given disadvantages in societies that privilege male accomplishments.

### ❖ Compound-complex sentence:

It contains at least three clauses; two independent clauses and one or more dependent clauses; which equates to three sets of subjects and verbs. This type of sentence is a combination of a compound sentence with a complex sentence with a coordinating conjunction, with the comma placed immediately before it.

#### Examples:

- 1) After the two soccer players lost their game, they joined their other teammates for lunch, and they went to the movies.
- 2) The man believed in the system, and he knew that justice would prevail after the murderer was sent to jail.

### 6.3. Sentence Functions:

There are four types of sentences by function (Meaning) in English language:

#### Declarative Sentence (statement)

Declarative sentences make a **statement**. They tell us something, give us information and normally end with a full- stop.

The usual word order for the declarative sentence is:

- Subject + Verb...

Declarative sentences are the most common type of sentence and can be positive or negative.

#### Examples:

Positive	Negative
I like coffee.	I do not like coffee.
We watched TV last night.	We did not watch TV last night.

#### Interrogative Sentence (question)

Interrogative sentences mark a **question**. They ask for information, and always end with a question mark (?). The usual word order for the interrogative sentence is:

- (wh-word +) auxiliary + subject + verb... (why, who, when....etc)  
↓

Interrogative sentences can be positive or negative.

#### Examples:

Positive	Negative
Do you like coffee?	Don't you like coffee?
Why did you go?	Why didn't you go?

#### Imperative Sentence (command)

Imperative sentences give a **command**. They tell us to do something, and end with a full-stop or exclamation mark (!). The usual word order for the imperative sentence is:

- Base verb...

Note that there is usually no subject, because the subject is understood, it is *YOU*. Imperative sentences give an order and can be positive or negative. Examples:

Positive	Negative
Stop!	Do not stop!
Give her coffee.	Don't give her coffee.

### Exclamative Sentence (exclamation)

Exclamative sentences express strong emotion, an exclamation, and always end with an exclamation mark (!). The usual word order for the exclamative sentence is:

- What (+ adjective) + noun + subject + verb
- How (+ adjective/adverb) + subject + verb

**Examples:**

Form	Function	Example
How!	make an exclamation	How silly I am.
What!		What a great car you have!