

محاضرة رقم 11	
التربية للعلوم الانسانية	الكلية
اللغة الانجليزية	القسم
النحو	المادة باللغة العربية
Grammar	المادة باللغة الانجليزية
الثانية	المرحلة
2024-2023	السنة الدراسية
الثاني	الفصل الدراسي
م.م. مروة فراس عبدالله	المحاضر
الفصل الخامس عشر : قواعد الجمل	العنوان باللغة العربية
Chapter fifteen : basic sentence patterns	العنوان باللغة الانجليزية
Norman C. Stageberg <i>An Introductory English Grammar</i> . 2020	المصادر والمراجع

Analysis of Chapter Fifteen: Basic Sentence Patterns in *An Introductory English Grammar* by Norman C. Stageberg

Chapter Fifteen of *An Introductory English Grammar* (fifth edition, 2000) by Norman C. Stageberg, co-authored with Dallin D. Oaks, titled "Basic Sentence Patterns," provides a detailed examination of the fundamental structures that form the backbone of English sentences. Building on earlier chapters about parts of speech (Chapters Nine, Twelve, and Thirteen), inflectional paradigms (Chapter Eleven), and syntax (Chapter Fourteen), this chapter offers advanced students, particularly non-native English speakers and those in linguistics or geography programs, a systematic framework for understanding how sentences are constructed. Focused on structural linguistics, the chapter is essential for third-year geography students who need precise language skills to articulate spatial relationships, environmental processes, and analytical concepts in academic contexts.

Content and Structure

Chapter Fifteen focuses on the **basic sentence patterns** that govern English sentence construction, emphasizing how words and phrases combine to form grammatically correct and meaningful sentences. Stageberg identifies a set of core patterns based on the arrangement of **subjects**, **verbs**, and **complements** (e.g., objects, predicate nominatives, or predicate adjectives). The chapter outlines seven primary sentence patterns, which are foundational to English syntax:

1. **Subject-Verb (SV):** The simplest pattern, consisting of a subject and an intransitive verb, e.g., "Volcanoes erupt" or "The river flows." This pattern is common in geography for describing natural processes.
2. **Subject-Verb-Object (SVO):** Includes a subject, transitive verb, and direct object, e.g., "Farmers cultivate crops" or "Erosion shapes landscapes." This is prevalent in describing actions with tangible outcomes.
3. **Subject-Verb-Indirect Object-Direct Object (SVIO):** Features a subject, verb, indirect object, and direct object, e.g., "The guide showed tourists the valley." This pattern supports descriptions of interactions in human geography.
4. **Subject-Verb-Complement (SVC):** Involves a subject, linking verb, and subject complement (predicate nominative or adjective), e.g., "The region is fertile" or "The climate seems harsh." This pattern is useful for descriptive geography.
5. **Subject-Verb-Object-Complement (SVOC):** Includes a subject, verb, object, and object complement, e.g., "The settlers named the mountain

Everest." This is less common but relevant for naming or classifying geographic features.

6. **Subject-Verb-Object-Object (SVOO):** Features two objects, e.g., "The professor gave students maps." This pattern supports academic contexts in geography education.
7. **Subject-Verb-Adverbial (SVA):** Includes a subject, verb, and obligatory adverbial, e.g., "The city lies near the coast." This is critical for spatial descriptions in geography.

The chapter emphasizes the role of **word order** in English, a language with minimal inflection, where syntax determines meaning (e.g., "The river shapes the valley" vs. "The valley shapes the river"). Stageberg also discusses how these patterns can be modified by adding **adjuncts** (e.g., adverbs or prepositional phrases, as in "The river flows rapidly through the valley") or combined into **compound** or **complex sentences**. The chapter connects to Chapter Thirteen's structure classes (e.g., prepositions, conjunctions), showing how function words enhance sentence patterns, such as prepositions in SVA structures.

Pedagogical Approach

Chapter Fifteen balances theoretical analysis with practical application, aligning with Stageberg's accessible teaching style. Exercises encourage students to identify sentence patterns in examples like "The glacier retreated slowly" (SVA) or "The city attracts tourists" (SVO), and to construct sentences using specific patterns. Students might be tasked with transforming sentences, such as turning "The region is arid" (SVC) into a question ("Is the region arid?"). These tasks reinforce syntactic understanding, particularly for geography students describing environmental or spatial phenomena.

The chapter uses clear, geography-relevant examples, ensuring accessibility for native and non-native speakers, especially in ESL contexts like Vietnam, where the book is widely adopted. Its structured approach, with concise explanations and practical exercises, supports classroom instruction and self-study, making it a valuable resource for third-year geography students.

Objectives

The primary objective of Chapter Fifteen is to enable students to identify, analyze, and construct sentences using basic English sentence patterns. For third-year geography students, the chapter aims to provide tools for articulating complex geographic concepts, such as describing physical processes (e.g., "Erosion reshapes valleys" [SVO]) or spatial relationships (e.g., "The village lies beyond the forest" [SVA]). It seeks to deepen students'

understanding of how syntactic patterns convey meaning, enhancing their precision in academic writing, reports, and presentations.

The chapter also aims to connect sentence patterns to the structure classes discussed in Chapter Thirteen, showing how function words like prepositions or auxiliaries support syntactic constructions in geography-related discourse. For non-native speakers, it supports mastery of English syntax for academic purposes, while its exercises and clear explanations aid instructors in teaching these concepts effectively in geography-focused ESL contexts.

Contributions

Chapter Fifteen makes significant contributions to English grammar education, particularly for third-year geography students, by providing a clear and systematic framework for understanding basic sentence patterns. Its detailed exploration of patterns like SV, SVO, and SVA equips students with tools to construct precise and varied sentences, crucial for articulating geographic concepts, such as environmental processes ("Rivers erode banks" [SVO]) or spatial descriptions ("The desert stretches across the region" [SVA]). The chapter's emphasis on word order and syntactic roles enhances students' ability to communicate complex ideas clearly.

The inclusion of practical exercises, such as analyzing sentences like "The climate influences agriculture, which thrives in fertile areas" to identify patterns and conjunctions, strengthens the chapter's pedagogical value. These skills are particularly relevant for geography students, who need to write essays or deliver presentations on topics like urban planning or climate change. The book's global adoption, especially in ESL settings like Vietnam, underscores its impact, helping non-native speakers master grammar for cross-disciplinary communication. By bridging theoretical syntax with practical application, Chapter Fifteen equips geography students with the linguistic precision needed for advanced academic and professional success in a globalized field.