

## Grammar

### chapter (2)

#### Functional Grammar ⇒ The meaning

Ex: What is the main starting point to the meaning?

⇒ clause (الجملة الفعلية والاسمية) أساساً توصيل افكار شواخص

⇒ Sentence (يمكن ان يكون فيها اكثر من clause)

What makes up the clause?

Sentence + clause ⇐ I Like English مثال

Sentence ⇐ I Like grammar, and she likes Syntax

دونه شروط

Sentence : بتأجوف كامل (متمم) .

Words:

pro I Like grammar  
↑ ↑ ↑  
verb noun

\* the parts of speech clause لا يتم فيها ال

\* الجملة لا تسمى من ال clauses لا تسمى ال

#### The parts of speech

1- Nouns entities, things, places, people

الاسماء (الاشياء) cat / table

an / a / the

الربط ⇒ So Nouns are Abstracts or elements that can be after (the, a, an)

proper nouns: the reference is singular

BZU بقو (جامعة واحدة) عروفا

table بقو (كثير من طاولات في مكان اكل)

Birzeit University / capital

2- Pronouns :- there refrent isn't fixed (لا توجد على شخص محدد)

Ex: He saw the cat.

He liked Symnatax.

عادة قبل ما نوصف الصغير يكون فيها اسم يوجد عليه الضمير

Ahmad was Antecedent

طريقة تقسيم الضمائر

Third person ① He / She / It / they / them / him / her

the speaker refering to other people (الغائب)

First person ② We / Us / I / me

Include the speaker

Second person ③ you

refering to the one the speaker is talking to.

طريقة ② على حسب العدد (أفراد)

He - she - him - her - I - me ⇒ للأفرد أنا / أنت / هو / هي

it ⇒ عادة ما يوجد

they - them - we - us ⇒ الكثر من واحد

\* في العربي كلمة مؤنث ولكن في الإنجليزي بقدر التذكير أو التأنيث فقط في الجنس

✓ the Boys are studying / the girls are studying ولا يؤثر على الفعل

الاولاد يدرسون x الفتيات يدرسن x

\* لا تدرس احط an / a / the قبل الصفات

\* لا تدرس اجمعهم she



### 3- Verbs

أهم جمل في ال clause

can express

قد يعبر عنها

1) Actions : he ran

2) Events / occurrences : he fell → سقط

3) States : the flower smells good → رائحة

④

### tenses

present : He plays the piano.

They play //

I play //

\* الفعل يضاف اليه (تغيير)

بناءً على الضمير (ما يغير بالحرف)

Past :

He played

they //

We //

\* يضاف es في الفاعل

عندما يكون الفاعل 3rd person singular

\* لأن الفعل يتغير في الماضي

لا يضاف اليه أي شيء مما كان الضمير

✓ Verbs are the only elements that change depending on tense

✓ Tense & time of the action

→ We use present tense to describe an action is now or is habitual (عادة)

→ For future we use will / am going to / am leaving.

②

Aspect 1) perfect : have / has + ed / en (تم)

2) progressive : is / was / are / were + ing (مستمرة)

he plays ⇒ simple Aspect / present

he's playing ⇒ progressive Aspect / present continuous

He saw the cat ⇒ simple past

X تأثير

He has seen the cat ⇒ present perfect

تأثير الحاضر

he had seen the cat ⇒ past perfect

## الفعل قسمين 8

1) tense



past

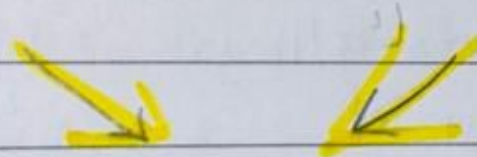
present

2) Aspect



perfect

progressive



Simple past

Past continues

past perfect

Past perfect continues

present simple

present continues

present perfect

present perfect continues



## > parts of speech < [Meaning]

1. NOUNS ✓ 2. PRONOUNS ✓ 3. VERB ✓ 4. ADJECTIVE ✓

5. ADVERBS ✓ 6. DETERMINER ✓ 7. NUMERAL ✓ 8. CONJUNCTION ✓

## 9. PREPOSITION ✓

4. Adjectives & 1-used to modify Nouns.

2-can be inflected in the comparative or superlative forms.

① It is a difficult course

↑ the adjective is before the <sup>noun</sup> ~~name~~ ⇒ predicative مُسَبِّح

This course is difficult.

↑ the adjective is after the noun ⇒ attributive مُنْتَسِب

② He is smarter than her.

He is the smartest

there are some adjectives that can't be inflected in comparative or superlative forms ⇒ [bimary] ثَنَوِي

Alive / Single / Married / Dead

\* [gradable]<sup>2</sup> cold → colder → coldest تَدْرِي

5-Adverbs: 1. Words <sup>used</sup> to modify verbs (it tells us something about the verb)

2-Usually ends with (Ly)  $\rightarrow$  quickly

3-can modify adjectives

**Ex:** He was extremely healthy  
                        ↓                 ↓  
                        adv.         adj.

4- can modify adverbs.

Ex: He played very well.

adv 1.      adv 2.

adv 1 modifies adv 2 + (adv 1 + adv 2) modifies the verb.

(very) its an adverb but can't stand alone (a lot)

$$\exists x:$$

adverbs {

- 1- Today, we will be discussing grammar.
- 2- However, we also like syntax.
- 3- Unfortunately, they went home.

they are called (Sentence adverbs).

لأن الجملۃ مبتدأ فيهم

6-Determinar: محدد [Only before nouns]

1) the /a/ an  $\Rightarrow$  Articles

the  $\Rightarrow$  definet article: you will know the referent of the noun.

→ you are able to identify the student.

al/an  $\Rightarrow$  indifinet: you aren't able to identify the referent.

2) Quantifiere : محددات

Ex: Some students.

Every car

Both.



3) demonstratives: مؤشرات

Ex: this student → قريب مفرد

that student → بعيد مفرد

these students → قريب جمع

those students → بعيد جمع

I saw five students

↓  
Quantitative

يمكن تقاسمها على أساس ارقام

ليتميزها Numerals يعني اعداد

### 7- Numerol

The palestine code is zero one ...

بقدرته في ارقام والارقان فكون

that's why it's a different category.

### 8- Conjunctions

they link elements together (clauses, groups, phrases, words)

Ex: • He bought the flowers, and i got the pots.

clause 1

2

• she was ready on time, because she prepared her work.

2 Groups: Coordinators and Subordinators.

And: things of the same weight

and importance. (عادل)

but → the same weight + importance

but the ideas are controversial (مختلف)

+ So

Side note: ×

أهم شرط في ال Determiners أنهم يوصفوا  
قبل ال Nouns

This is easy:

مش محدد

read a book, this was an easy.

demonstrative pronoun

↓  
لأنها قبل الفعل

ضمير محدد

Group 2 of conjunctions is subordinators

- one clause is less important than the other
- the clause that is introduced by a subordinator is the less important one.
- Since we are early  $\downarrow$  we can get coffee.  $\uparrow$  (Sub)
- We are early  $\uparrow$ , So we can get coffee.  $\uparrow$  (ord)

Ex: Since, when, because...

- Different conjunctions give different meanings.
  - And: 2 ideas added to each other  $\checkmark$
  - but: 2 ideas contradict each other  $\times$
  - Since: there is a cause + an effect
  - When: time (متى، في وقت، في الساعة)
- } it's not only links  
it gives meanings.

9. Preposition tells me something about time + place

The baseball went through the window.

PRE. requires noun after

The baseball went through  $\rightarrow$  adv ~~PRE~~  
he jumped up the stairs.

he was in the yard.

the pen is on the table.

the meeting is at 9:30.

preposition هي في الاسم، الاني، الى، من، ...

Two days ago.

من قبل



Zoom meetings-

how these words combine together into bigger units.

The old man bought the expensive painting.  
closer

"he" <sup>هو</sup> in the + old + man <sup>الرجل القديم</sup>  
how different words relate to each other

7 words but 3 groups  
he bought it.

constituency <sup>التركيب</sup>

Clause <sup>جمله</sup> → Group <sup>مجموعة</sup> → Words <sup>كلمات</sup> → Morpheme (buy (past) + + +)

Morpheme → the smallest unit that has meaning

The old man bought the expensive painting.

clause

Group

words

The Nominal group (NG)

The headword → man

(NG) <sup>اسم الاسمية</sup>

(Man) is modified by (the old)

<sup>يُوصف</sup>

We call them pre-modifiers

<sup>لأنهم موجودين قبل الاسم</sup>

headword

<sup>الذي ما يقدر ذلك</sup> (pre-modifiers)

• The secretary

Noun

• He

pre-modifier

• The many runners.

↓ Determiner   ↓ Quantifier

Adverbial Groups:

Headword is an adverb.

\* can be pre-modified by another adverb.

Ex: He ran quickly.

He ran fairly quickly.

head words

Conjunction groups:

headed by conjunctions

\* can be pre-modified (although conjunction usually appear on its own)

Ex: Because you've lost

adv. just Because

Prepositional group:

Headed by preposition

\* can be pre-modified (usually adv.)

Ex: After

Right after

almost at

At

prepositional phrase:

prepositional group + Nominal group.

Ex: After the exam. (PG + NG)

Right after the exam. (PG + NG)

He went through the gate

preposition

شَرَطَ

Noun

بَابُ يَكُونُ قَبْلَ

مِنْ كَلِمَةٍ

He went through.

↓  
Adverb

بِأَنَّهَا مَوْجُودَةٌ كَلِمًا

not

a pre.



### The verbal groups

\* it doesn't have pre-modifiers

• He played.

He must study modal verb + event

الجملة الفعلية verbal group

The lexical verb/event → the actual main event

The Finite element → it carries the tense (he did play)

he is playing / he was playing

Modals (must, might ...) → it tells us about the level of obligation

he might go / he must study.

The Auxiliary elements → it makes Aspect.

\* progressive: he should be studying

\* perfect: he could have studied

→ Markers the passive voice.

The book was read <sup>Finite</sup>

The lectures must be recorded by the professor.

The book should have been written.

Zoom meeting 28

### Complexing



A combination of units **group and phrase**

Ex: Ahmad and Omar studied Syntax

They [2 numeral group = 1 unit (using conjunction)]

\* مزيج من وحدتين عدديتين (في الـ Unit)

\* ممكن تكون أكثر من وحدتين

\* يتربط عن طريق أداة ربط

Ex: She went downstairs [gracefully and at ease] → Complex

numeral verbal numeral adverbial numeral

### clause 1

### clause 2 clauses

Ex: He studied Syntax while I studied grammar.

clause complex: 2 clauses + 1 conjunction

Ex: He bought the pots, and she painted them. [Clause complex]

2 clauses because 2 different subjects and No verbal group complex

Ex: He bought and painted the pots.

[1 verbal group complex]

1 clause

They happened together

Same Subject

Same object



Complexing  $\Rightarrow$  دمج بین وحدتیں لیجھ  
وحدہ

Combining 2 units using conjunction  
الدمج بـ و لتركيب اقسام الجملتين:

- clause complex ✓
- group / phrase complex ✓
- words complex ✓
- morpheme complex ✓

### Clauses complex :

He bought the pots, and ~~he~~ <sup>he</sup> painted them.

clause 1      clause 2  
    └───┬───┘  
    = clause complex

1 Studied Syntax, and she studied Grammar.

(clause 1)      (clause 2)  
                                 \      /  
                                 clause complex

Group-phrase complex:

عادة ال phrase تتكون نفس النوع

Ex: Ahmad and Omar studied Syntax.

(NG1) (NG2)

= Naminal group complex

Ex: He bought and painted the pots.

(VG1) (VG2)  
= verbal group complex

Ex: He tried to sweep the dust  
(verbal group complex)

Band Scale clause → group/phrase → words → morpheme

Word complex

Ex: He is [a smart but shallow person] → Nominal group

2 word complex word complex

2 words combined using conjunction to create word complex with in the nominal group.

Morpheme complex

Ex: Anti-virus

m. word

Pro-Palestine demonstrators arrived in the city  
m. word

[Pro-and-anti-violence] → word  
combined into a morpheme complex

Zoom meeting



### Chapter 3

### Interpersonal Structure

if you want to define language you have to focus on:

1- Functional grammar: The purpose of language is communication.

الوظيفة

4 لا يمكن قول اللغة (ليس الوصف هنا الترتيب ... ؟) لا يخرج لوظيفتها وصف التوابع

2- The Make-up of language is based on its purpose which is communication.

Social Context

في

Functional grammar tries to describe language as verbal

1. Tool for communication.

2. Part of Social context

changes 1- He has studied. → Statement  
2- Has he studied? → Question.

1- We can't come.

2- No, we won't come.

3- I'm afraid that would be difficult.

في هذا المثال نرى كيف اللغة

لا يمكن

↓

yes

F.G. ⇒ When we communicate we can do 3 things: Meta-Functions.

1- express our experience of the world

2- create and establish social relations.

using language.

1- Omar broke the window.

2- The window was broken.

واضح من المثالين بالاعداد

غير واضح من المثالين

## Meta Functions:

1- Experiential - Meta.

الحواس

2- Interpersonal - Meta.

والعلاقات

ch.3

3- Textual - Meta organizing experiential and interpersonal meanings.

- متان و أنا قرأت الكتاب البارحة 1- I read a book yesterday  
 البارحة قرأت الكتاب 2- Yesterday, I read a book.  
 كتاب قرأته البارحة 3- A book, I read yesterday. فيما في الآخر  
 بناءاً على كلمة التي قبلت فيها موضع إبتدأ المفعول من حالي

## الفكرة الأساسية:

حتى لو كانت مكونات الجملة نفسها ، اختلاف ترتيبها يوظفها في آخر أو ترتيب آخر

مما يفرضه

Interpersonal meta-function: the enactment of social roles and social relations.

- Interpersonal meaning is established within a dialogue system

What do we mean by communicating?

- exchanging & information

commodity < 2- Goods and services!

1

Interpersonal

resources

ch.3 الجمل في سياق

They give us 4 different exchange points

Boless: 1- demanding

2- Giving



1- Give information

2- demand information

3- Give goods

4- demand goods

The speech act:

→ statement

→ Question

→ offer

→ command

Realizations clauses:

→ Declarative

→ Yes/No Questions

→ Imperative

I studied Grammar

Did you study?

Study now!



Examples:

If you want to have a lecture in class it would be a command  
 command (أمر) Can we have a class? (هل يمكننا أن يكون لدينا صف؟)

Get on campus! (imperative (أمر)) } Can we have a class on campus? (Questions (سؤال))  
 both command but different realization

I.M.F. • using language to establish or continue social relations.

→ The actual structure of different realizations:-

Ex: Statement: The class is interesting. → Declarative  
 Question: Is this class interesting? → Yes/No Q  
 command: Enroll this class! → imperative

mood of the clause  
 the clause type 1

القوانين الـ 1, الـ 2, الـ 3, الـ 4, الـ 5, الـ 6, الـ 7, الـ 8, الـ 9, الـ 10, الـ 11, الـ 12, الـ 13, الـ 14, الـ 15, الـ 16, الـ 17, الـ 18, الـ 19, الـ 20, الـ 21, الـ 22, الـ 23, الـ 24, الـ 25, الـ 26, الـ 27, الـ 28, الـ 29, الـ 30, الـ 31, الـ 32, الـ 33, الـ 34, الـ 35, الـ 36, الـ 37, الـ 38, الـ 39, الـ 40, الـ 41, الـ 42, الـ 43, الـ 44, الـ 45, الـ 46, الـ 47, الـ 48, الـ 49, الـ 50, الـ 51, الـ 52, الـ 53, الـ 54, الـ 55, الـ 56, الـ 57, الـ 58, الـ 59, الـ 60, الـ 61, الـ 62, الـ 63, الـ 64, الـ 65, الـ 66, الـ 67, الـ 68, الـ 69, الـ 70, الـ 71, الـ 72, الـ 73, الـ 74, الـ 75, الـ 76, الـ 77, الـ 78, الـ 79, الـ 80, الـ 81, الـ 82, الـ 83, الـ 84, الـ 85, الـ 86, الـ 87, الـ 88, الـ 89, الـ 90, الـ 91, الـ 92, الـ 93, الـ 94, الـ 95, الـ 96, الـ 97, الـ 98, الـ 99, الـ 100

Good

Dec: Subj + Finite  
 Yes/No: Finite + Subject

imperative

We don't have explicit Subject: (موضوع صريح)  
 the subject is implicit: (موضوع ضمني)  
 the finite is implicit too.

Dec & S & Finite & followed by

Subject + Finite

are the mood of the clause

لأن ترتيب (أولاً موضوع ثم الفاعل والصفة)

Dec: Subject & Finite  
 Yes/No: Finite & Subject  
 Imp: X Subject  
 X Finite

Mood, location, Mood, Sub

# The Subject →

Ex: How to identify it?

The two students went home, didn't they? 1- Tag Question

The book they read in the evening, didn't they? ↑

2- the subj is what is before the finite v

3- The meaning ؟ المعنى

4- The pronoun → ١ الضمير

4- Subject verb agreement

Ahmad reads every day  
3rd person

Ahmad and Omar read everyday  
plural

ما بعد الفاعل

30-11

Dec →



Mood  $\Rightarrow$  finite + subject

mood  $\Rightarrow$  نوع الجملة  $\Rightarrow$  Dec / Int / Imp  
clause type

٩. الصلة بينهم

بناءً على أن Mood (Final + Sub) بحرفي نوع الجملة (mood)

### Tag Question

Subject: كَيْفَ بَحَدُّ ال

They are studying, aren't they?

Dec ↓

because SAF

Reminder:  
Dec  $\rightarrow$  [SAFE]

Int  $\rightarrow$  [FAS]

Imp  $\rightarrow$  ———  $\times$

How do we identify the subject?

المعادلات الخطية في

1- He read the book.

traditional G.

2- Today, he read the book.

عادة الطبيب هو الذي يبلش فيه. X

• الفاعل بالفعل X ← ④

3. The book, he read today.

4- The book was read.

	Realization
Statements	Dec.
Questions	Int.
Commands	Imp.
Offers	

- Statements are giving information and

Questions are demanding information

عشان التتبع الهم علاقة بالملوك بسيم Propositions

## How do we identify the subject?

1

[The boy read syntax]

التي هي proposition، والتي هي element، والتي هي subject  
which is the subject.

So the Subject is the element who is responsibil of making the proposition true or false

the Subject: Modal responsibility.

commands + offers are proposals

2

• Get the paper! → Imp. → command

The hidden Subject is you

proposals: التي هي proposition، والتي هي element، والتي هي subject

The Subject: The element which was chosen by the speaker to be Modal responsible of the Success of propositions or proposals.

• You get the paper! ⇒ the Subject is explicit

التي هي proposition، والتي هي element، والتي هي subject

التي هي proposition، والتي هي element، والتي هي subject



How do we identify the finite?

• They <sup>F</sup>(have) eaten, haven't they?

← بقدر استعمال tag Q

↓ ↓ V.G

S A F ⇒ Mood

How to define the finite?

1- They <sup>F</sup>(are) here, aren't they?

2- They (were) here

• لأن ال finite يحدد ال tense

3- They (were) studying.

• Did it happen in the past?

4- They (are) studying

• Is it now?

5- They (will) study.

• Will it happen in future?

→ So expressing the tense is one of the functions of the finite. (1)

6- They <sup>Finite</sup>had been studying, hadn't they?

2) **polarity** : the clause is positive or negative.

positive: They <sup>Finite</sup>had eaten.

Negative: They hadn't eaten.

So finite expresses the polarity.

They were happy. ✓

They were not happy. ✗

## 3) Third Function of the Finite

Modality : possibility <sup>احتمالية</sup> obligation <sup>فرض</sup>  
 Frequency Indication <sup>وعدية</sup> → (حرف جزم لتمام)

- 1- They studied → verbal group
- 2- They might have studied ■ P.
- 3- They should study. ■ O. → Finite
- 4- They can study (but they won't) ■ I.

present	past	
can	could	1- He could study at birzeit
will	would	2- He might go out.
may	might	حرف جزم تامة بالاحتمالية
Modals		Finite ال
		can express → tense (have, was, are)
		or → Modality (Modals)

→ The predicator is what express the event.

في مثال 4 + 3 + 2 : الباقي من ال V.G  
 جزم ال Finite بنسبة Predicator

■ Finite • He might have studied → مودال

■ predicator • He might study → جزم

→ The predicator expresses the secondary tense.

→ The predicator expresses Aspect

+ passive voice

They studied (Finite, p. Fused)

They did study

F.P. Fused → past Simple  
 Present Simple

Mood

{ Subject  
 Finite  
 predicator  
 complement  
 (Adjuncts)

Prezious  
 (21)



Complement: → Object

- S. V. Obj.  
• He Kicked the door

عاشقته دائماً الى زوجه يكون مؤثر على العلة والنتيجة  
every Complement is an object (بشيء من الـ Sall)

the Subject ← complements  
Active • They studied grammar  
Passive • Grammar was studied

- I gave my friend money.
- My friend was given money
- Money was given to my friend.
- I gave money to my friend.
- money was given " "
- ~~to my friend~~ ...

يقدر ان  
prepositional phrase

لأنه من ناحية مدني  
فئة الاولى

- He is brave, isn't he?

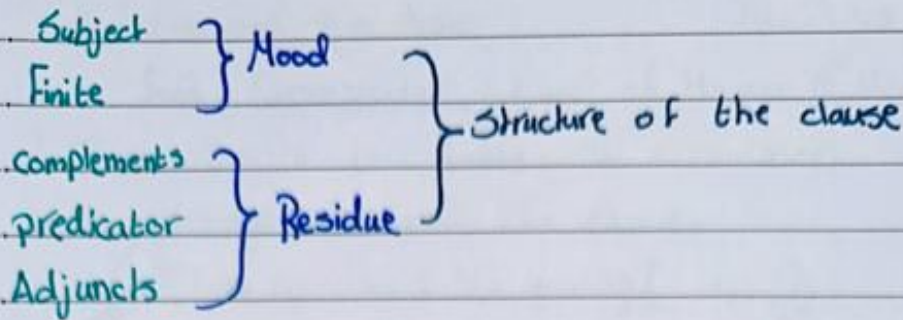
is ⇒ event من pre. لأنه لا في

brave ⇒ Atributive Complement  
نوع  
it can't be a subj.

- They elected him president  
C. A.C.

A.C. لا يقدر يكون عائ على العامل او على ال com. الآخر.

Quick revision:



**Adjuncts:** Non-essential (can be removed without affecting the structure)

I saw him.

I saw him at the park

يقدر أُنشئها بدون تغيير على بنية الجملة حتى لو فيها تغيير بالمعنى

Adjuncts do not have the ability to be Subject. ← ؟ كَيْفَ بَعْدَهُمْ

Types of

Circumstantial: experiential Meta function

Modal Adjuncts: Interpersonal Meta function

Conjunctive Adjuncts: Textual Meta function

حتى لو كل وحدة  
نوعيات تحليلهم  
يعتبر جزء من الـ Meta

1

Circumstantial Adjuncts: C.A. of Location (Time or place)

1- I saw him at 9:00. → Time

2- He works at the university. → Location (place)

3- He ran for five meters. → extent (spatial) distance

4- They watched the game

For five hours. → Duration (Temporal)

1) Location

Time

place

2) extent

Spatial distance  
(23)

Temporal Duration



### 3) Manner circumstantial A. ← : circumstantial Adjuncts من النسخ الثاني \*

1- He travelled by train

(How) بتحريك القطار

P.P. : Circumstantial Adjunct of Manner (Means)

2- They broke the table with a hammer.

3- She calmly answered the phone.

↓ tells us about the quality (نوعية)

Circumstantial Adjunct of Manner (quality)

4- They stood like statues

as  
↓  
Circumstantial Adjunct of Manner (comparison)

### 4) Cause:

1- She died of heart failure

P.P. → C.A. of Cause (Reason)

2- He failed because of his lack of passion

3- They worked for the sake of their children

C.A. of cause (purpose) ← ←

4- She died for her country (purpose من أجل بلدها)

5- They voted on behalf of their siblings

C.A. of cause (behalf) → لصالح

So: Circumstantial Adjunct are part of Residue

Location

Time  
at 9:00

place  
at park

extent

Spatial  
distance  
For five meters

Temporal  
duration  
For five hours

Manner

الطريقة  
→ Means  
الحالة  
→ quality  
الدرجة  
→ comparison

Cause

السبب  
→ Reason  
الهدف  
→ purpose  
لصالح  
→ behalf

## 2- Modal Adjuncts 1-possibility 2-frequency

↳ the speakers own evaluation.

1- he probably went home.

↓  
Interpersonal بين شخصي

it expresses the speakers evaluation

2- He could have went home

عشان نفهم الفرق

↳ Modal verb: فعلية

Adjunct ← 1 و 2

3- She likely studies every night → Fact حقيقة

↓  
M  
A

4- He certainly loves grammar.

5- He always studies at night

↓  
A  
ib

6- He usually studies.

↓  
A  
ib

7- He never studies

↓  
A  
ib

بشي فيه عن  
تقييم الاستمرارية الفعل  
Frequency

8- I think that he studies at night

↳ We can analyse it interpersonally as a M of possibility

↳ + in my opinion

### Modal Adjunct

Mood A.

Comment A.

Modal  
Finite

Mood = Subj + M.A. + F



another part of Modality: Mood Adjunct:

• Interpersonal time / temporality

1) He hasn't arrived yet.

2) She still hasn't studied.

3) He already closed the door.

... بالنسبة interpersonal تأخير ...  
... بالنظر باعتبار ...

Mood Adjuncts: Related to the finite

• he might

• She probably

... الاحتمال ...

Comment Adjuncts:

The speaker's evaluation over the interaction itself  
rather than evaluations on Modality

... باعتبار باعتبار باعتبار ...

... بالنظر بالنظر بالنظر ...

• Unfortunately, we ran out of candy.

• Obviously, he is very smart.

• They went home early, surprisingly.

## 3

- باعتبار فكرة انوفيا حلاله سابقه

بعض فباء على معنى الجملة



examples :

### Conjunctive

5.

2.

↑ ↑  
predicator

Conjunctive  
A.

↑  
Mood

5.

For example

↓  
conjunctive A.

went

F.P.L.

to Rio

Circumstantial A.

for location

Mood

### Modal A.

5.

F.P.L.

Adjunct  
بلوونہ ای نوع

→ Compliment