The Role of The Verb in Sentence Structure

Research Project

Submitted to the department of English in partial fulfillment of the requirements for the degree of B.A, in English Language at College of Basic Education, Salahaddin University- Erbil.

Prepared By:

Ali Qais Abdulrahman

Halgurd Kamal Sabah

Supervised by:

Miss. Ameera Mohammed Abdullah

April 2024

Table of Contents

Section Three

Section four

Section One

Introduction

The arrangement of a sentence's subject, predicate, objects, phrases, punctuation, and other constituents is known as its sentence structure. A sentence is a collection of words that expresses an overall idea. A noun or pronoun that identifies the subject of the sentence is required in sentences. For a sentence to convey what happens, it needs a verb. In an active sentence, the verb serves as the predicate and the noun or pronoun as the subject. The term "subject" refers to all terms in a phrase that specify who or what is being discussed (Giyoto , 2006).

The objective of the research is to provide sufficient knowledge about the verbs, their types, and their forms for the students to understand the significant role that verbs play in sentence structure. Also, the goal of this research is for students to comprehend sentences, syntax, and verb tenses— the three most crucial components of communication.

According to Levelt (1989), sentences are not born fully formed; rather, they are the result of a complex procedure that begins with the formation of a conceptual representation that can be given linguistic form, continues with the retrieval and placement of the appropriate words in relation to that pre-linguistic message, and ends with the transformation of that bundle into a set of motor actions that will cause the initial communicative intention to be expressed externally.

Crystal and Robins (2023) define a sentence as a set of words that usually includes a verb and is composed of words that work together to convey a complete idea, or it is a collection of words that, when written, begin with a capital letter and convey a thought in the form of a statement, question, directive, or exclamation. These words typically contain a verb.

Betti (2021) states that a verb is an element of speech (or word class) that characterizes an event or action or signifies a state of being. In general, defining a verb based on its action rather than its nature makes more sense. Similar to how a single word, like "rain" or "snow," can function as both a noun and a verb, so too can a single verb, depending on how it's employed. To put it simply, verbs have a variety of functions that help sentences flow.

The structure of this research covers four sections. The introduction, which provides an overview of the subject and elaborates on the classification and objectives of the research, is explained in the first section.

The second section is the theoretical background, which offers fundamental details about the topic of the research. The definition of a verb comes first. The types of verbs, their forms, and the role of verbs in sentence structure are listed below. This section highlights the significance of verbs and clarifies their identity.

The researchers' experiences and reflections are covered in the third section. The research's conclusions are presented after it. The research ends in the references list.

Section Two

Theoretical Background

2.1 The Definition of Verbs

According to Salim (2008, p.80)verbs are one of the conventional parts of speech and belong to a separate word class syntactically.

The best way to explain verbs is to use references to several grammatical categories that summarize specific structural changes that occur in the verb. Therefore, verbs might be interchangeable in terms of person, number, and tense.

Verbs constitute one of the basic building blocks of a clause, setting the structure of arguments and expressing the relationships among nouns in various thematic roles. In general terms, verbs are lexical items expressing verb-oriented notions such as activities, processes, and states. In morphology-rich languages, the syntactic and lexical roles of verbs are mediated by typologically-oriented morphological means (Smolka and Ravid, 2019, P.169).

2.2 Types of Verbs

Both main and auxiliary verbs are the most broadly classified verb types; they are both regarded as general verb types.

2.2.1 Main Verbs

Any English verb that isn't employed as an auxiliary verb is considered a main verb, which conveys a true meaning without the use of another verb.

Main verbs belong to the easiest verb categories in English grammar. To identify or recognize these verbs, all that is required is to find the words in the sentence that provide an answer to the question in the sentence, "What is the person in question doing?" (Betti,2021)

For example: - *Rose is painting the kitchen walls.* (What is the rose doing?) (Betti,2021)

2.2.1.1 Regular and Irregular Verbs

Regular verbs can have their past tense and past participle formed by appending "ed" to the end of the verb root. In the case that the verb already ends in an "e," we just add an "d." Regular verbs become present participles by appending "ing" to the end of the root. By contrast, an irregular verb does not form the past tense by adding -d or -ed (Stageberg, 1981).

The following are examples of regular verbs and irregular verbs.

- *I _wrote_ a letter to my mum.*　　　(Irregular verbs).

- *I _watched_ TV last night.*　　　(Regular verbs).

2.2.1.2 Transitive and Intransitive Verbs

A main verb is transitive if it needs a direct object to finish the sentence. The idea that a person represented by the sentence's subject performs an activity that has an impact on another person or thing gives rise to the term "transitive," which describes the "transition" of the action from one to the other. In fact, a person or object that is immediately impacted by the action stated in the sentence is usually referred to as the direct object (dO) (Greenbaum and Nelson, 2002).

For example:

- *I closed the door.*
- *She visited me at school*.

One technique for identifying the direct object in a declarative sentence is to pose a question that is answered by the subject, operator, and who or what comes first. The component that poses the who or what questions is the object (ibid).

A main verb is intransitive if it can be completed without the help of another element. An intransitive verb does not take a direct object (ibid).

For example:

- *I agree.*
- *We arrived.*

4

2.2.1.3 Finite and Nonfinite Verbs

Finite verbs are such kinds of verbs that have a definite relation with the subject or noun. Usually, these verbs are the main verb of a clause or sentence and can be changed according to the noun. They are used only in the present and past tenses. They can be indicative of a number, singular or plural. (Carnie, 2005).

For example:

- *She walks home. He painted the fence.*
- *I went for a walk around the park.*

Non-finite verbs cannot be the main verb of a clause or sentence, as they do not talk about the action that is being performed by the subject or noun. They do not indicate any tenses, moods or genders. They are used as nouns, adverbs, and adjectives (ibid).

For example:

- I like swimming. (non-finite verb).

2.2.2 Auxiliary verbs

An auxiliary verb is a verb that, as its name suggests, helps the main verb in a sentence by extending the meaning of the verb. These types of verbs assist the main verb in showing time and meaning. An auxiliary verb (also known as a helping verb) determines the mood or tense of another verb in a phrase. For instance, in the sentence, "*It will rain tonight* " the verb "will" support the verb "rain" by indicating that the action will occur in the future. The multiple forms of be, have, and do are the main auxiliaries. Could, could, may, must, should, will, and would are the modal auxiliaries. (Quirk et al., 1987).

2.2.2.1 Modal Auxiliary

Modal auxiliary verbs are used to change the tone and mood of the main verb. Can, could, may, might, shall, will, would, should, must, and ought to are called modal auxiliary verbs (Radford, 2006).

Examples: - *She can run fast.*   -*You should study hard.*

2.2.2.2   Primary Auxiliary

These verbs serve as both main and auxiliary verbs (Radford, 2006).

1. V.to (be): are / am / is / was / were / been / being.
2. V.to (have): have /has/ had /having.
3. V.to (do): do /did/does.

    For example:
- *He is explaining the grammar.*
- *She has several friends.*

After then, these auxiliary elements are arranged differently to create negative forms and questions, the first auxiliary verb is moved to the beginning of the clause to create the question form (ibid).

Statement: - *She is a teacher.*

Question*: - Is she a teacher?*

Negative forms of sentences are made by adding not or n't to the first auxiliary.

Negative: - *She is not (isn't) a teacher.*

2.3 Forms of Verbs in Sentence Structure

Five basic verb forms are used to create the entire tense system of English: base form, present, past, present participle, and past participle.

2.3.1 Base Forms

The verb in its original form, without any inflexion or change, is called the base form. The verb's various forms are formed from the base form, which serves as their foundation. The base form of a verb is its form in a dictionary entry. For example, if you looked up sang, the dictionary would refer you to the base form sing (Lester et al., 2009).

For example:

1. *I **Like** watching movies with my friends*. (Root verb: like).
2. *Every day, I **finish** my homework before* 6 p.m. (Root verb: finish).
3. *You **play** really well*. (Root verb: play) (Lester et al, 2009).

2.3.2 Third-Person Singular Present Form

All verbs have a present form that is directly derived from the base form, with the exception of the verb be. The third-person singular present form is indicated by the addition of an -s or -es to the verb's base form. All other present forms are the same as the base form. This is the primary distinction between the present and base forms (Lester et al., 2009).

1. *Elin likes having bread and tea for breakfast.*

Root verb: like, third person singular form: likes

-es is added to verbs that finish in (-ch,-ss,-sh,-x, or -zz,-tch, j). Unless the base form already ends in -e, in which case only -s is added, the ending is spelled -es.

For example: -

- *Cross _ Crosses*

2.3.3 Present Participle Form (v.ing)

The verb's base form, or root verb, is transformed into its present participle form by appending an "ing." The continuous or progressive tenses of this verb are used to show that the activity is still in process (Lester et al.,2009).

- Examples of regular verbs converted to the present participle form:

- *Cry – crying*
- *Try – Trying*
- *Read – Reading*

Sometimes the final consonant of a monosyllabic word that ends in a vowel, a consonant is doubled before the word "ing" is added.

- Words that have double consonants:

- *Run – Running*
- *Swim – Swimming*
- *Forget – Forgetting*
- *Sit – Sitting*
- *Cut – Cutting*

In most circumstances, the "ing" is added to verbs that finish in "e," while the "e" is omitted. When a verb is changed from its base form to its present participle form, some verbs do not lose their initial "e."

- *Write – Writing ('e' is removed)*
- *Age – Ageing ('e' is retained)*

2.3.4 Past Form

The simple past form is employed to indicate past-tense actions. Typically, it is created by appending an "ed" or "d" (for nouns ending in "e") to the end of the root verb. However, there are irregular verbs that do not follow the general rule (Lester et al., 2009).

1. Regular verbs in the simple past form:

- *Cheat – Cheated*
- *Jump – Jumped*
- *Skip – Skipped*
- *Iron – Ironed*

2. Irregular verb forms:

- *Run – Ran*
- *See _ saw*
- *Sing – Sang*
- *Throw – Threw*

2.3.5 Past Participle Form

The past participle form of the verb is used to indicate the perfect tense. Past participles come in two varieties: regular and irregular. Regular past participles are created by appending the suffix "-ed" to the base form, just like the regular past. To distinguish the two forms, remember that the past form can occur by itself, but the past participle almost always occurs after a form of be or have. whereas there are irregular verbs that take a different spelling when used as a past participle (Lester et al., 2009).

Base Form	**Past Participle**
- *choose*	*chosen*
- *eat*	*eaten*
- *fly*	*flown*

9

2.4   The Role of Verbs in Sentence Structure

Levelt (1989, p. 1) believes that sentences are not born completely formed, rather, they are the result of a process that begins with creating a conceptual representation that may be given linguistic shape, finding suitable words to use in relation to that pre-linguistic message, and ending with the final product, which is the sentence.

Speakers tend to begin sentences with entities. Gleitman and others (2007) state that speakers may choose the topic (and subject) of the sentence before deciding what will come next since entity prominence can influence not just what structure the sentence will take but also the choice of verb that will be a part of the sentence (active or passive).

On the other hand, incrementality in sentence construction does not always mean that processing takes on the structure of the sentence. Sentences should be more or less freely assembleable based on the availability of constituents and in a strictly linear fashion if the processing of earlier constituents is independent of the requirements of later constituents(ibid).

In other words, the subject may limit the choices of verbs, but they should not be restricted by the verbs' specifications. Strict linearity would not be possible in languages with rich morpho-syntax, where the precise relationships between parts matter for the final form of the sentence (Norcliffe et al., 2015). Furthermore, there are connections between various sentence elements that would be predicted to limit the amount of time that certain portions of a sentence can be processed independently from other later arriving parts, even in languages with poorer morpho-syntax, like English.

In other ways, there are underlying structural relationships between different constituents that can only be adequately established when the speaker has access to all of the constituents in question. This could be the reason that a large portion of the data supporting linear incrementality relates to optional parts like adjectives and a noun's prepositional modifier (Brown-Schmidt and Konopka, 2008; Zhao and Yang, 2016), whereas studies on complete sentences have tended to support a more hierarchical incrementality, suggesting that the way certain constituents are processed may depend on how later constituents are structurally related. (Mendiz,2020)

Hierarchical incrementality assumes that speakers must have a basic understanding of the overall meaning of a sentence before starting to process it based on a single constituent. To enable the construction of the initial sentence outline, a powerful version of the hierarchical incrementality account would need access to particular lexical components, like the verb. (Mendiz,2020)

According to Lee and others (2013), since verbs are essential to sentences, it is reasonable to assume that either the verb or the conceptual representation that underlies it (henceforth referred to as the "action") should be necessary to start the formation of sentences. This is a straightforward prediction that can be drawn from hierarchical incremental patterns. That is to say, since the action is what unites the various players in an event and will eventually, in the form of a verb, underpin the relationships between the various sentence parts, it should not be feasible to begin crafting a sentence before the action is known. Indeed, the basic structural structure of a phrase is attributed to verbs, according to early psycholinguistic explanations of sentence production.

Schriefers et al. (1998) determine that when the sentence is Verb-Subject, there is no semantic interference impact on the verb; but, when the sentence is subject-verb, there is, indicating that verb processing does not interfere with verb processing when the subject has been mentioned first. furthermore, some writers have discovered that verb retrieval is necessary for processing the internal arguments of the verb, such as direct objects and subjects of accusative verbs.

Momma et al. (2018) find that verbs with semantic interference take longer to start reciting. However, this only applies to situations where the DO comes before the verb or when the subject is semantically closer to a DO than to a regular subject in the case of English accusatives. It does not apply when the first constituent in the sentence is a typical sentence subject. because verbs and their internal arguments—that is, DOs—are more closely related to one another than they are to their external arguments—that is, there is a reason for the difference in the two kinds of verbal arguments reliance on verb access. Although it calls into question the idea that verbs are always required for overall sentence processing, this difference in the two types of verbal arguments reliance on verb access could be explained by the closer relationship between verbs and their internal arguments (i.e., DOs) than between verbs and their external arguments (i.e., subjects of accusatives and unergatives.

Section Three
Reflections and Experiences

3.1Reflections

First of all, we chose this title based on our interests and desires. We thought that it was necessary and crucial to be chosen for our research because nowadays, the difference between a verb and other elements of a sentence is not known by a minority of students. Besides, they don't know the importance and effectiveness of verbs in a sentence; it is more common among the students.

We chose this title so that students will be able to differentiate verbs from other parts of a sentence, have knowledge of them, and understand their significance and effectiveness in a sentence. Furthermore, they will know that verbs in a sentence convey action, state, or occurrence. Additionally, they will know that a sentence cannot be created without the existence of verbs within sentences.

As a result, understanding and using verbs accurately is vital for effective communication in both written and spoken language. As researchers, we believe that it demonstrates our commitment and dedication to careful study, critical thinking, and the pursuit of knowledge and information. In addition, it highlights our commitment to ethical conduct, honesty, and ongoing improvement in the research process.

There are several positive points that we, as researchers, got benefit from it. For instance, investigating the role of the verb in sentence structure can enhance our understanding of syntax and sentence formation. Studying verbs promotes a deeper understanding of grammar rules and sentence construction, leading to increased language awareness and proficiency. Understanding verb tenses and functions helps students studying foreign languages or learning English as a second language since it speeds up language acquisition. There is only one weak point regarding this research: which verbs are more complicated to use in sentence structures since they might have several meanings and interpretations? Accurately distinguishing between these meanings can be challenging. Overall, it was good research, and we could get benefit from it so much.

3.2 Experiences

In fact, choosing this title for our research did not surprise us because we already had knowledge about grammar in general. Personally, we were happy to choose it because we studied grammar for four years, since grade one. In first grade, we have been taught some basic grammar tenses, such as present simple, present continues, past simple, and there is, there are, by Miss Layla. She could explain the topics for us in such a way that we enthusiastically wanted to attend all her lectures. She could explain the topics vividly, and all of us could comprehend. At first class, we thought we'd not be able to adapt to her lectures and attend the classes because she set some rules and terms in a way like she was talking to a 10 years old kid. However, our views and perspectives became vice versa after getting along with her sweet teaching and being approachable with us.

Two years earlier, in second grade, she taught us relative pronouns and conditionals, and we were glad she was teaching us again. After each lecture, we were assigned to do the homework she gave us. Briefly, the time inside the class was dedicated to learning and practicing the exercises. While at home, the time was dedicated to assignments. It was a pleasure that we learned from the best teacher and understood grammar in a more splendid and detailed way than we had been taught in high school. We were lucky to have her in our learning process and got benefits from her teaching as she used the grammar translation method and showed real-world relevance of grammar rules and situations by connecting the topics to everyday life and current events and giving explicit examples so that we could understand the topics and grammar rules perfectly. We enjoyed and learned a lot in her classes.

In third grade, syntax and morphology have been taught by Mr. Abdulnafi. He was a great and wise man. He taught us that syntax deals with the arrangement of words and phrases to create well-formed and logical sentences in English. It examines the principles that dictate how sentences are put together, such as word order, sentence structure, and word relationships in grammar. Learning syntax makes it easier to understand and produce statements that are grammatically correct.

In morphology, he taught us that morphology focuses on the internal structure of words, how they are formed from smaller units called morphemes, and how they combine to create words. Besides, he taught the study of affixes (prefixes, suffixes, and infixes), roots, and word formation processes such as derivation and inflection. I remember he said morphology helps in understanding word

meanings, word formation, and how words change form to convey different grammatical functions. He used a direct method and communicative approach, as each student had to present the previous topics that had been taught and do the exercises by participating students.

Currently, as we are in the fourth grade, basic sentence patterns are taught by Dr. Kavi. She uses the direct method and always focuses on the target language. She is a very calm and intelligent teacher. She broke down the sentence patterns clearly, and everybody understood her. She gives more examples, and in some of the examples, she drew a tree diagram, explained the place of each element of the sentences, and told us where we had to make cuts in the sentence, which was very understandable and effective. Until now, we have learned a lot from her, and we have a deeper understanding of the role of the verb in sentence structure.

At the end, as researchers, we recommend for graduate students who still struggle with understanding the role of verbs in sentence structure that they start with some foundational resources such as grammar books, online tutorials, or interactive exercises. They could also gain more benefit from taking a language course that emphasizes the principles of grammar or asking a tutor for extra help. Another useful technique is to practice recognizing verbs in sentences and comprehending their meanings by looking at examples.

The researchers suggest that the English department offer specialized lessons or workshops on the role of verbs in sentence structure to English department students who find this idea difficult to grasp. Workshops and training sessions can enhance students' understanding of the role of verbs in sentence structure by providing interactive activities and guided practice opportunities. For example, a workshop could include activities such as sentence analysis exercises, where students examine sentences to identify verbs and analyze their functions. For example, students could be given sentences with missing verbs and asked to determine the appropriate verb to complete each sentence based on its intended meaning and grammatical structure. Additionally, workshops could incorporate group discussions and collaborative learning tasks, where students work together to identify verbs in sample passages and discuss their roles within the context of different sentence structures. This collaborative approach encourages active engagement and peer learning, allowing students to learn from each other's perspectives and insights.

Section Four

Conclusions

The following points can be concluded from the research:

-Verbs are used so frequently in spoken and written language on a daily basis, they are crucial for students. Because the work and the particle retain their standard meaning, which one must acquire, it is simple to infer their meaning.

-Two major types of verbs exist: the main verb, which can be divided into three categories: finite and non-finite, transitive and intransitive, and regular and irregular. In addition, the auxiliary verb which is further divided into modal verbs and primary verbs is the second main component of the verb.

- Verbs have five main forms: the root form, or base form; the past form, or ed-recognized form; the third person singular, which we put (s) to singular verbs; the present participle, which is recognized by (ing) and the past participle forms.

To sum up, students had a basic understanding of verbs, which are a crucial part of writing in English. The students had no idea how to use verbs syntactically. Despite the fact that their lesson had increased their comprehension and encouraged them to use verbs, they felt that this would help them write better.

Understanding verbs as a part of vocabulary is crucial for improving students' verbal competence because they are the foundation and brains of the language. One of the word segments that people always employ when speaking is the verb. It is the basis upon which fundamental sentence construction is built.

References list

_Betti,M,J (July 2021) *Types of verb*. University of Thi-Qar. DOI:10.13140/RG.2.2.22366.97605. {Retrieved October 5 2023}. available from available at https://www.researchgate.net/publication/353072360_Types_of_Verbs.

_ Brown-Schmidt, S., and Konopka, A. E. (2008). *Little houses and casas pequeñas: message formulation and syntactic form in unscripted speech with speakers of English and Spanish.* Cognition 109, 274–280. doi: 10.1016/j.cognition.2008.07. 011. Available at https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2665878/

Carnie, A (2013) *Syntax: a Generative Introduction*. Third. A John Wiley & Sons. Ltd Oxford: Blackwell. Available at https://ia803005.us.archive.org/10/items/AndrewCarnieSyntaxAGenerativeIntroductionWileyBlackwell2012/Andrew%20Carnie%20-%20Syntax%20A%20Generative%20Introduction-Wiley-Blackwell%20%282012%29.pdf.

_Crystal,D and Robins,R,H (5 November 2023) *language.* Britannica. Available at language | Britannica.

_Giyoto (September 19 , 2006) *Basic sentence patterns of English(online)*. The state Islamic institute of Surakarta. {Retrieved October 3 2023}. available at https://core.ac.uk/download/pdf/296470936.pdf.

_Gleitman, L. R., January, D., Nappa, R., and Trueswell, J. C. (2007). *On the give and take between event apprehension and utterance formulation.* J. Mem. Lang. doi: 10.1016/j.jml.2007.01.007 available at https://pubmed.ncbi.nlm.nih.gov/18978929/.

_Greenbaum,S and Nelson,B(2002) *An introductory to English grammar,* 2. Londan. Available at An_Introduction_to_English_Grammar.pdf.

_ Lester,M. Franklin,D. Yokota,T (2009)*The big book of English verbs*. McGraw Hill. available at 555 English Verbs.pdf.

_Levelt, W. J. M. (1989) *Speaking: From Intention to Articulation.* Cambridge, MA:MIT Press. available at https://direct.mit.edu/books/book/4300/SpeakingFrom-Intention-to-Articulation.

_ Lee, E. K., Brown-Schmidt, S., and Watson, D. G. (2013). *Ways of looking ahead: hierarchical planning in language production*. Cognition 129, 544–562. doi: 10.1016/j.cognition.2013.08.007. Available at https://yonsei.elsevierpure.com/en/publications/ways-of-looking-ahead-hierarchical-planning-in-language-production

_Méndez.A(2020) *The role of verbs in sentence production*. Frontiers in Psychology, 11. Available at https://doi.org/10.3389/fpsyg.2020.00189.

_Momma.S, Sleve,R.L, and Phillips,C (2018) Unaccusativity *in sentence production*. The MIT press. Linguist Inq. Retrieved from https://shotam.github.io/LING712_papers/Momma_2018.pdf.

_Norcliffe, E. J., Konopka, A. E., Brown, P., and Levinson, S. C. (2015). *Word order affects the time course of sentence formulation in Tzeltal*. Lang. Cogn. Neurosci. doi: 10.1080/23273798.2015.1006238 available at https://www.researchgate.net/publication/273501989_Word_order_affects_the_time_course_of_sentence_formulation_in_Tzeltal.

_Quirk,R. Greenbaum,S. Leech,G. Syartyik,J (1987) Algeo, J *'A Comprehensive Grammar of the English Language*. London: Longman. Journal of English Linguistics. Available at (https://journals.sagepub.com/doi/abs/10.1177/007542428702000108.

_Radford, A (2004) *Minimalist Syntax: Exploring the structure of English* . Cambridge university press. Available at https://coehuman.uodiyala.edu.iq/uploads/Coehuman%20library%20pdf/English%20library%D9%83%D8%AA%D8%A8%20%D8%A7%D9%84%D8%A7%D9%86%D9%83%D9%84%D9%8A%D8%B2%D9%8A/linguistics/Radford%20(2004)%20Minimalist%20Syntax%20Cambridge-%20Camridge%20University%20Press.pdf.

_Salim, N. H. (2008)*An Introduction to English Grammar Syntax.* Al Manhal. https://books.google.iq/books/about/An_Introduction_to_English_Grammar_Synta.html?id=YTBaDwAAQBAJ&redir_esc=y

_Schriefers, H., Teruel, E., and Meinshausen, R. M. (1998). *Producing simple sentences: results from picture–word interference experiments.* J. Mem. Lang. doi: 10.1006/JMLA.1998.2578 Retrieved from https://www.academia.edu/56769486/Producing_Simple_Sentences_Results_from_Picture_Word_Interference_Experiments.

_Smolka, E, & Ravid, D(2019) *What is a verb?* The Mental Lexicon, 14(2), 169. Retrieved from https://doi.org/10.1075/ml.00003.int.

_Stageberg, N.C (1981) *An Introductory English Grammar*. 4. New York: Holt, Rinehart and Winston. Retrieved from .https://www.academia.edu/40619491/An_Introductory_English_Grammar_4th_Edition_by_Norman_C_Stageberg.

_Zhao, L. M., and Yang, Y. F. (2016). *Lexical planning in sentence production is highly incremental.. PLoS One* 11:e0146359. doi: 10.1371/ journal.pone.0146359 available at https://journals.plos.org/plosone/article?id=10.1371/journal.pone.0146359