



# Good afternoon!

Last time, we stopped before continuing the idea of fronting and postponement. We said that we have five processes of fronting and postponement and we started with thematization.

We said thematization is when you want the reader to focus on the new information, so you move the theme to the beginning of the sentence.

We also said that a sentence such as:

*His name is John.*

We call such a normal sentence: **unmarked**; there is no shift in it. When I want to make a shift, it becomes **marked**:

*John his name is.*

It is not correct grammatically, but sometimes speakers use this in order to emphasize something.

This is fronting thematization.

Another example: if I say:

*I have not received your letter.*

*Your letter I have not received.*

Now, if I say:

*Never have I read such a silly story.*

Is it correct?

**Students:** Yes, it is.

**Teacher:** It is grammatically correct.

**Student:** There is an inversion.

**Teacher:** Where is the shift?

**Students:** I have never read such a silly story.

**Teacher:** So, here there is a subject-auxiliary inversion. So:

**When sentences start with negative such as (never, nor, only, etc), you should follow them with subject-auxiliary inversion.**

Marked: *Never have I read such a silly story.*

Unmarked: I have never read such a silly story.

Marked structure does not necessarily have to be grammatically incorrect, but for emphasis, we shift positions and make grammatical mistakes sometimes.

Starting with negative structure is more advanced. Another example:

*Only then did I realize how silly it was.*

This is marked. The unmarked form:

*I realized only then how silly it was.*

This is also thematization. So, you use inversion when:

→ You want to emphasize something

→ You start with the negative

**Student:** We use inversion after 'barely.'

**Teacher:** Of course, there are some particles in English that require inversion.

**Student:** Can we use 'nor' without 'neither'?

**Teacher:** No, they are compound together.

Now, another example:

*The bus comes here.*

If I want to shift, what should I say?

**Student:** Here the bus comes.

**Teacher:** Yes, here I want you to know that we can shift any element whether it is adverbial, subject-verb, object, etc. You can shift any element of the sentence.

\*\*\*

Can I shift clauses?

**Students:** Yes

**Student:** I will pass my exam if I study hard. => if I study hard, I will pass my exam.

**Teacher:** Okay, we can invert a dependent clause with an independent clause. I will give you another example.

*What annoyed me is his voice. => His voice is what annoyed me.*

*I do not know what he wants. => What he wants I do not know.*

So, we shift the thing we want to emphasize to the beginning and this is what we call fronting. Yet, in order to emphasize, we do not only use fronting. We also use postponement.

\*\*\*

Now, the second case is of fronting and postponement is:

**It-Cleft: (fronting)**

What is the meaning of 'cleft'?

**Student:** shifting

**Teacher:** Of course, we have shifting, but 'it clefts' means 'it cleaves.' It cuts the sentence into two. For example:

*It was a truck that hit the horse.*

Or:

*It was a horse that the truck hit yesterday.*

Here, I am talking about the horse; object. Here, it is marked; the unmarked sentence would be:

*The truck hit a horse yesterday.*

In other words, if I say the following and I am not sure of my information:

*The truck hit **a cat** yesterday.* (unmarked)

You would correct me and say:

***It was a horse that the truck hit yesterday.*** (marked)

Here, the focus is on the object which is the horse. So, the sentence clefts in order to give the importance to the object, and to move it to the beginning.

We can do this to any part of the sentence. For example, I say:

***The car** hit the horse yesterday.*

You want to correct me; you say:

***It was the truck that hit the horse yesterday.***

We can also focus on the adverb:

*The truck hit the horse **today**.*

You want to correct me; you say:

***It was yesterday when the truck hit a horse.***

It depends on the part of the sentence that you want to focus on. That is why it is important to sometimes use it-cleft in order to emphasize something.

\*\*\*

### **Wh-Cleft: (postponement)**

We also call it (Pseudo Cleft).

It focuses on postponement; sometimes, I need to put some themes at the end to give you a sense of contrastive.

For example:

*Money is **what** he wants for me.*

Where is the new information? It is 'money.' It becomes:

***What** he wants from me is money.*

This is used for pragmatic purposes; it is done to attract your attention to the word 'money.'

The answer of the wh-question is put at the end in order to draw your attention to it.

You have to differentiate between new information and given information. Here, I know that he wants something from me (given information), but what I did not know that he wanted money (new information).

Another example:

*Where he went yesterday is the park.*

*The park is where he went yesterday.*

There is no drawing attention. We also cannot switch.

\*\*\*

### **Passive:**

*This letter was given to me yesterday.*

Is there any focus here? No, but if I say:

*This letter was given to me by John.*

Here, the focus is on 'John.' So, sometimes passive is used as a technique for postponement because I want to focus on the last part of the sentence.

\*\*\*

### **There Constructions:**

Like when we say:

*There are plenty of food on the table.*

All the time, when we have 'there,' we are focusing on something after it, and there is always a new information after it. The new information in this example is 'plenty of food.' The given information is 'on the table.'

It is related to postponement.

**Student:** Should not we say in this example 'there is'?

**Teacher:** You all know that 'food' is an uncountable and treated as a singular, but what about 'plenty.' Plenty is a quantifier which do not determine subject-verb agreement.

**Student:** The word food can be both countable and uncountable; one type of food is fruits, and a lot of types of foods.

**Teacher:** Yes. We have such cases, but here 'plenty' refers to plural here.

\*\*\*

The last strategy related to postponement is:

### **Extra-position:**

*It does not matter what he says.*

After 'it does not matter,' we have something new.

*I am happy to see you.*

Given information: I am happy

New information: to see you

So, a lot of sentences are structured in a way to draw attention of readers or listeners. Of course, listeners depend on intonation and stress, but for readers, we have these techniques.

Extra-position is related to postponement as we can see.

\*\*\*\*\*

Now, we move to Arabic.

In Arabic, there is more word flexibility than in English concerning word order because in Arabic, we can move whatever we want.

In Arabic, we said that we have verbal and nominal sentences.

The sentence structure of Arabic is verb, subject and object. This is the first one.

### **Verbal Sentences:**

What can we say here?

**Student:** sometimes, the object comes at the beginning.

**Teacher:** What do we call it in Arabic?

**Students:** تقديم المفعول به على الفاعل

**Teacher:** So, in Arabic we have:

تقديم المفعول على الفاعل وجوباً أو جوازاً.

the fronting object **obligatory** from the verb

**optional** جوازاً:

The sixth structure is: verb + subject + object. For example:

قاتلناك

Another structure in Arabic starting with the object:

إياك نعبد

We removed the object to the beginning; fronting; why?

**Student:** We are focusing on the object.

**Teacher:** Here, it is obligatory. In English, we have only optional cases. While when we say obligatory, it means that you have to do the fronting whether you want to focus on the object or not.

**Student:** The pronoun (إياك) has to be fronted in Arabic because it is enclitic.

**Teacher:** An enclitic pronoun is (ضمير متصل), and (إياك) is not a pronominal enclitic. (إياك) is (ضمير نصب منفصل), and what we call it is a different story (independent suffix). We call it independent because it is so.

ما هي ضمائر النصب المنفصلة في اللغة العربية؟

They are called object pronouns, by the way.

الطلاب: ناهيك، إياك: الكاف ضمير متصل

**Teacher:** Everything related to the object is independent, and everything related to the subject is called enclitic pronoun.

Let us continue:

### **Obligatory Fronting of the Object:**

Let us first talk about:

رحمه الله.

**Student:** Here, we have anaphoric.

**Teacher:** Good. The structure of the sentence is: verb, object, and subject.

رحمه: فعل ماضي و الهاء ضمير رفع متصل في محل رفع فاعل

الله: لفظ جلالة فاعل مرفوع

Here, you understand that we can shift the positions of the elements of the sentence.

Now, let us start talking about cases of obligatory fronting.

### **Case N1:**

علمني محمدًا الحساب.

**Student:** It is a multi-object sentence.

**Teacher:** Yes, we have two objects. Do we have any obligatory shift of the object?

**Student:** Yes علمني

**Teacher:** Is it an independent suffix or enclitic pronoun? Where is the first object?

**Students:** الياء

**Teacher:** So, (أنا) is the object.

Is it independent or enclitic? It is independent.

Now, the following question is for Arabic specialists: Do we have (الياء) between (الضمائر النصب المتصلة)?

**Student:** Yes ياء المتكلم

**Teacher:** Okay. The subject is a noun; because we have an object suffix, we need to move it to the beginning.

### Case N2:

ما كتبَ الدرسَ إلا عليّ.

استثناء: علي هو اسم مستثنى بإلا (أداة استثناء Restrictive Particle).

If the subject is restricted by the restrictive particle (إلا), the object is fronted.

This sentence is marked. If we want to make it unmarked:

كتبَ عليّ الدرسَ.

You have to change the order here.

ملاحظة: ليس عليكم أن تقولوا أن (إلا) هنا هي أداة حصر لأن الجملة منفية. يمكنكم الاكتفاء بأداة الاستثناء.

\*\*\*

### Case N3:

وَقَعَ الكتابَ مؤلفه.

**Student:** We have an enclitic pronoun.

**Teacher:** Here, the subject has an enclitic pronoun that is anaphoric to the object (الكتاب). The pronoun here is pronominal possessive.

ملاحظة: ضمائر الجر في اللغة العربية نقول عنها possessive في اللغة الانكليزية.

\*\*\*

### Case N4:

من زار الرجل؟ زار الرجل أحمد.

Here, the object is (من). What do we call it in Arabic?

طالبة: من أسماء الصدارة

**Teacher:** In English, we call it interrogative particle. So, the object here is an interrogative particle.

Now, listen to this sentence:

أما عليّ فلا تسأل.

What happens here?

The object is preceded by (أما); when the object is preceded by it, we have to move the object to the beginning.

Here, the object is restricted by the particle (أما).

You might take these information for granted, but in fact, if you do know these things, it will make your translation much better. Other than being translators, if you want to be researchers, you will face a lot of topics such as these ones. Nothing is in vane; that is why we have this course.



## Optional Fronting of the Object:

### Case N1:

I said before that in English, we only have optional fronting; we do not have obligatory one.

Here, we put the important elements first. When there is something important and you want to focus on, or you want to draw your listeners' attention to, you move it to the beginning.

For example:

قتلَ زيدٌ الخارجي.

This is a normal, unmarked sentence. But when I say:

قتلَ الخارجي زيدٌ.

Here, the focus is on the object. So, we use this fronting to emphasize on the object; pragmatic purposes not syntactic.

Now, if I ask you:

من قتلَ زيدٌ؟

You answer: الخارجي

Here, the focus is on the object (الخارجي).

\*\*\*

### Case N2:

If I say:

قصيدةٌ كتبَ المعلمُ.

In the first case, although we used fronting, we started the sentence with a verb. In this case, we started the sentence with the object. Also, I want to focus on (قصيدةٌ).

If I want to focus on the verb, I would say:

كتبَ قصيدةً عليٌّ لا قصةً.

Here, we are also focusing on (قصيدةً) but we started the sentence with the verb.

\*\*\*

### Case N3:

I will read the sentence, and you will answer the question: Tell me where is the new information?

نظمَ القصيدةَ شاعرٌ من شعراءِ اليمنِ.

Students: شاعرٌ من شعراءِ اليمنِ

Teacher: No

**Student:** القصيدة

**Teacher:** Yes, you are right, but is it about the subject or the object? Why did we shift the object to the beginning?

**Student:** to emphasize

**Student:** because it is the most important element

**Teacher:** No, we moved the object to the beginning because the subject is long and heavy.

Now, if I give you this sentence:

نظم علي القصيدة.

Can you give me other structures that emphasize the subject?

**Students:** علي نظم القصيدة.

**Teacher:** In order to make it stronger, we can say:

علي من نظم القصيدة.  
إن علياً هو الذي نظم القصيدة.  
علي هو الذي نظم القصيدة.  
الذي نظم القصيدة هو علي.

\*\*\*\*\*

Now, we move to the nominal sentences. What do you expect we will be discussing?

تقديم الخبر على المبتدأ وجوباً و جوازاً.

We know that the Topic (المبتدأ) in Arabic should always be definite (معرفة), but we have cases.

**Student:** When the topic is not agent, we have to put it in front.

**Teacher:** Okay. Let us put a reminder. A nominal sentence in Arabic has a topic and a comment, and the comment could be:

- Sentential
- Non-sentential.

Let us talk about the sentential comment: a comment could be:

- ➔ A nominal sentence
- ➔ A verbal sentence

Now, listen to this sentence:

الولدُ أبوهُ مدرسٌ.

The topic is a nominal sentence (الولدُ) and the comment is (أبوهُ مدرسٌ).

Another example:

الكتاب ألفتَه زينب.

The topic (ألفتَه) is a verbal sentence. (الهاء في ألفتَه) is anaphoric.

\*\*\*

### **The Obligatory Fronting of the Comment:**

#### **Case N1:**

Let us take an example:

عندي كتاب.

Where is the topic?

**Students:** كتاب

**Teacher:** Here, the comment (عندي) is fronted because the topic is indefinite; we said that in Arabic, the topic should always be definite. Another thing, when the comment is an adverbial or a prepositional phrase, it must be fronted.

For example:

في الحديقة رجل.

This is a prepositional phrase: the topic (رجل), and the comment (في الحديقة) is fronted.

\*\*\*

#### **Case N2:**

Look at the following example:

ما هذا؟

Here, (هذا) is a topic preceded by an interrogative particle (ما) which is the fronted comment. If we wanted to answer the question, we would say:

هذا كتابٌ.

Here, (كتابٌ) is a comment.

\*\*\*

#### **Case N3:**

You can notice that these are similar to the cases of the object.

If the topic has a possessive pronominal suffix that is anaphoric with the comment. For example:

في الدار صاحبها.

(صاحبها) is a topic and (ها) is anaphoric with the comment (في الدار).

If I say:

صاحبها في الدار.

What do you understand?

**Student:** That (ها) refers to someone else.

**Teacher:** Exactly. If we say (صاحب الدار), it is then understandable.

\*\*\*

**Case N4:**

ما ذكِّي إلا علي.

Where is the topic?

**Student:** It is (علي) and it came after the restrictive particle (إلا).

**Teacher:** Excellent, so here, we move the comment to the beginning.

We will continue next week.

\*\*\*\*\*

# Thank you very much!

## See you next week

