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Written Expression and Comprehension

A Course Intended for First Year Licence Students of English
(Semester 1 and Semester 2)

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Introduction

Writing has long been a fundamental skill in the teaching of foreign languages and one of the ways through which students share ideas and send messages via text. Hence, writing effectively and appropriately requires a significant deal of effort, knowledge, and skill from students and teachers alike. It also involves a variety of methods for idea generation and arrangement in order to meet readers' expectations. Given such a significance, learning to write in a foreign language is now required for anyone who wants to become fluent in the target language. It entails utilizing the appropriate writing processes feeding into the recursive nature of the writing act, which are, in turn, likely to document the many paths leading to mastery of the writing competence. As acknowledged by White and Arndt, it is through writing that ideas can be shared, feelings stimulated, and people are convinced. Writing is viewed as a permanent record, a form of expression and a means of communication (White & Arndt, 1991, p. 1).

Course Description and General Objectives

The present course entitled 'Written Expression and Comprehension' is annual and is intended for first year Licence LMD students of English. It aims at preparing freshmen for the writing activity through introducing them to the basics of grammar for writing, but more importantly at guiding and escorting them in the process of composing. It, by and large, aims at improving students' writing skills required to succeed in their academic undertaking on two levels: the focused, grammar-oriented level and the more general level operating on higher-order skills and abilities targeting the act of idea generation.

Accordingly, the course is presented in the form of two parts. The first part relates to grammar, usage, and mechanics at sentence level, which are thought of as central to setting grounds for the actual act of composition. This section is in turn structured in the form of twelve lessons. The first lesson introduces students to the different parts of speech and makes it clear for them that these relate to the way words are used to function differently in

sentences. The second and third lessons are supposed to introduce students to the function of larger word groups, the subject, the predicate, and the complements, with their different types and the order of these in the sentence. Lessons four and five relate to phrases and clauses as other parts of a sentence and describe the types and functions of each in the sentence. Lesson six elucidates the sentence as the smallest unit of composition and approaches it from the dimensions of purpose and structure. Lessons seven and eight introduce students to the basic rules of punctuation and capitalization needed for accurate writing of sentences. Eventually, the last four lessons in the first part introduce students to the different writing problems at sentence level, namely, fragments, run-ons, fused sentences, agreement problems, misuse of modifiers, and parallel structure problems.

The second part, however, relates to paragraph writing and development and consists of three large lessons. It highly targets instructing students on the various writing strategies needed to crafting texts and composition at paragraph level. The first lesson introduces students to the English paragraph and its elements, namely, the topic sentence, supporting sentences, and the concluding sentence, with explanation of the function and placement of each. The second lesson relates to the basic characteristics of good paragraph writing, with particular emphasis on unity and coherence. The last lesson tackles the different rhetorical patterns of paragraph development, each with reference to its distinguishing features, structure, and focus.

The objectives of the course can be subsequently outlined.

By the end of the course, first year licence LMD students should be able to do the following:

1. Label the different parts of speech and word categories.
2. Identify the different parts of a sentence, namely, subject, predicate, phrase, and clause, their types and corresponding functions.
3. Categorise sentences according to their purpose and structure.

4. Apply basic rules of punctuation and capitalization correctly to write effective, error-free sentences in English.
5. Revise and fix errors in usage (avoiding errors in agreement, coordination, subordination, parallelism).
6. Write objectively, in correct, edited academic English.
7. Demonstrate critical thinking skills.
8. Use appropriate paragraph format and layout.
9. Successfully determine the different elements of a paragraph.
10. Demonstrate good understanding of the characteristics of good paragraph writing.
11. Write different types of paragraphs.
12. Proofread and edit paragraphs for unity and coherence problems.

PART ONE

Grammar, Usage, and Mechanics.

Lesson 1: The Parts of Speech

Parts of speech are the various elements that work together to form a sentence. In English, many words can function as more than one part of speech within sentences; each part of speech explains not what the word is, but how the word is used in a sentence (Bulter, Hickman, McAlexander, and Overby, 1995). There are different parts of speech in English, which fall in two main categories: major parts of speech and minor parts of speech.

I. Major Parts of Speech

1. Nouns: A noun (from Latin, *nomen*, name) is a word that names a person, place, thing, animal or idea (director, school, table, cat, fire...); it often follows one of the three articles a, an, the. Nouns in English can be classified as follows:

Proper Nouns Vs Common Nouns:

❖ **Proper Noun:** It is a specific name of a person, place, or thing. Proper nouns are always capitalized.

➡ **E.g. 1.** *Peter* is a good tennis player. (*Peter* is a proper noun. It's a specific name of a person).

➡ **E.g. 2.** I would like to visit *London*. (*London* is a specific name of a place).

❖ **Common Noun:** A common noun is the opposite of the proper noun, sometimes called a generic noun. It is the generic name of an item in a class or group, and it's not capitalized unless appearing at the beginning of a sentence or in a title.

➡ **E.g.** The *girl* left *home*. (*Girl* and *home* are common nouns).

Common nouns can be broken down into three sub-types (Concrete nouns, abstract nouns, and collective nouns).

❖ **Concrete noun:** It is a word that names an object that can be perceived by the senses.

➡ **E.g.** Oxygen - perfume - planets - mint - table - door - bell

❖ **Abstract noun:** It is a word that names an idea, a quality, or a characteristic.

➡ **E.g.** Freedom - justice - humour - loyalty - intelligence - happiness

❖ **Collective noun:** It is a word that names a group of persons, things, or animals as one complete individual whole; in other words, it denotes a group or collection of people or things.

➡ **E.g.** Team - audience - public - family- herd - jury - crew - community- club - class group - flock

✓ A collective noun maybe considered either singular or plural. When it refers to a group as a whole, it should be regarded as singular. When it refers to the individual members, it should be regarded as plural.

➡ **Singular:** The audience shouts its approval.

➡ **Plural:** The audience have arrived in a small group.

❖ **Compound Noun:** It is a noun which is made up of two parts (or simply one word), usually separated by a hyphen. The second part identifies the first part. Less commonly, nouns in English are formed from three or more parts

➡ **E.g.** Have a little fun sometimes don't be a *stick-in-the-mud*.

❖ **Possessive Nouns:** The possessive form of a noun indicates possession, ownership, or the relationship between two nouns. You can identify a possessive noun by the apostrophe "s".

➡ **E.g.** The boy's toy is missing.

✓ Plural nouns ending in "s" take only the apostrophe (') to make the possessive.

❖ **Non-Countable Nouns Vs Countable Nouns:**

a- Uncountable Nouns: They are nouns that come in a state or quantity which is impossible to be counted (we can't normally use a number in front of it). Liquids are uncountable, as are things that act like liquids (sand, air). They are always considered to be singular, and can be used with "some, any, a little and much".

➡ **E.g.** students don't seem to have much **homework** these days.

b- Countable nouns are nouns which can be counted; they can be used with “a, an, some, any, a few, and many”. Countable nouns can be either plural or singular.

➡ **Singular:** niece, wish, berry, shelf, bacterium.

➡ **Plural:** nieces, wishes, berries, shelves, bacteria.

2. Verbs: A verb (from Latin, *verbum*, word) is a word that expresses action (*run, argue, spoke*) or a state of being (*seems, appeared, were*), and it is necessary to make a statement.

Every sentence must have a verb, either explicitly stated or implied and understood. The primary characteristic of a verb is its ability to express time either (present, past, or future).

It expresses time by means of tense forms.

➡ **E.g. Present tense:** They walk home together.

➡ **Past tense:** They walked home together.

➡ **Future tense:** They will walk home together.

✚ **Types of verbs:**

❖ **Transitive Verbs Vs Intransitive Verbs**

Transitive Verbs are action verbs that are followed by a word or words that answer the question *what? Or whom?* Transitive verbs are used with an **object** (a noun, phrase, or pronoun) that refers to the person or thing that is affected by the action of the verb. So, transitive verbs can't stand without an object.

➡ **E.g. -I admire** your courage.

➡ I couldn't **face** him today.

Intransitive Verbs are action verbs that are not followed by words that answer the question *what? Or whom?* It doesn't have an object; it doesn't need a complement to complete its meaning. A verb is intransitive if its action is not directed toward some receiver; the action is complete without an object.

➡ **E.g. -The baby was crying.**

➡ They laughed uncontrollably.

- ➡ We talked for hours.
- Many verbs can be transitive or intransitive. (Move, start, change, close, open, stop, do, set, run, live, wash, write).
- ➡ **E.g.** The choir **sang** carols. (Transitive)//She always **sings** in the bath. (Intransitive)
- ➡ She **left** London on June 6. (Transitive)//I want to **leave** early. (Intransitive)
- ❖ **Linking verbs** are a special group of intransitive verbs that make a statement not by expressing action, but by indicating a state of being or a condition. They are so called because they connect the subject of the sentence (often a noun or pronoun) to adjectives or nouns that describe or identify the noun or pronoun. The most commonly used linking verb is “*to be*”, with all its forms.

Common linking verbs: be/ seem/ **look/ feel/sound/taste / smell/ appear/** remain/ become/ stay/ **grow**.

N.B. The verbs written in **bold** can be used as either action or linking verbs.

- ❖ **Action verbs** tell what something or someone does. They show an action (show the state of doing something). Some action verbs express physical action and other express mental action:
 - ➡ *Physical action:* The catcher often **signals** to the pitcher.
 - ➡ *Mental action:* A good catcher **understands** the batter’s technique.
- ❖ **Auxiliary (helping) Verbs** are helping verbs; they help the main verb of a sentence to convey the meaning. They are: **to be, to have, to do**. Other auxiliaries are **can, could, must, may, might, will, would, shall, should**.
- ❖ **Verb Phrases** are verbs that are made up of more than one word. The words that accompany the main verb are the auxiliaries; they help the main verb expresses the various tenses. So the verb phrase consists of a main verb and all its auxiliary or helping verbs.

3.Adjectives: They are words that describe the qualities or states of being of a noun by *limiting its meaning*. They tell ***what kind, which one, how many, or how much***.

Most adjectives can be used in two positions. When they are used *before* the noun they describe, they are called *attributive*;

➡ E.g. A **gloomy** outlook

When they are used *after* a verb such as **be, become, grow, or seem** they are called *predicative*

➡ E.g. The future **looks** gloomy.

➡ The journey **seemed** slow..

Kinds of Adjectives: Adjectives can be classified in two different kinds:

a) **Descriptive Adjectives:** They describe a noun or a pronoun, making its meaning more specific. They are divided into two types:

1. **Common adjective:** It applies to a class of things rather than a particular thing: It is not capitalized.

➡ She is a *beautiful* girl.

2. **Proper adjective:** It applies to one particular member of class rather than a class as a whole. Proper adjectives are derived from proper nouns. They are always capitalized.

➡ She is an *Algerian* student.

b) **Limiting Adjectives:** one of a small group of adjectives that modify the nouns to which they are applied by restricting rather than describing or qualifying.

Kinds of Limiting Adjectives:

1. **Demonstrative Adjectives:** They are adjectives that help indicate a noun or a pronoun in a sentence, especially when you want to make it clear which person or thing you would like to talk about, whether it's near or far, singular or plural. "***This, that, these, those***".

➡ E. g. *This* book is mine.

2. **Interrogative Adjectives:** They are words that modify a noun by asking a question.

Question words like "**which, what or how much**" are interrogative adjectives.

➡ E.g. **Which** color do you prefer?

➡ **What** size suits you?

3. **Indefinite Adjectives:** They are used to describe a noun in a non-specific sense; they are often used to describe a noun to show an element of uncertainty. They are “**any, each, few, many, much, most, several, and some**”.

➡ E.g. **Some** girls are waiting outdoor.

4. **Possessive adjectives:** They are words that modify a noun by attributing possession to someone or something “**My, his, her, their, our...**”

5. **Numerical Adjectives:** Numeral Adjectives are those adjectives which are used to denote the number of nouns or the order in which they stand.

➡ *Ordinal:* The **first** test

➡ *Cardinal:* **One** boy

6. **Relative Adjectives:** They are words used to modify nouns and introduce subordinate clauses. “What, whatever, which, whichever”

➡ E.g. Mark couldn't remember **which** toothbrush he used to clean the grout.

“**Which**” is a relative adjective because it introduces the subordinate clause.

➡ E.g. “Mr. Smith will choose **what** musical the drama club stages this spring”.

“**What**” is a relative adjective that begins the subordinate clause.

Whatever Vs whichever:

➤ Use whichever when the subject of the dependent clause is one of two or more options. If you don't know all of the options available, use whatever.

4.Adverbs:

An adverb is a word that modifies (limits or qualifies) a *verb*, an *adjective*, or another *adverb*. It is a word that answers any of these questions “**where, when, how, how often, why, or to what extent**”. Many adverbs are formed from adjectives and ends in **-ly**.

➡ **E.g.** kind/ kindly; Happy/ happily; Loud/ loudly; Sad / sadly

➡ **E.g.** The waiting room was *very* noisy.

➡ She *always* goes to school.

➡ We have *almost never* visited this place.

Types of Adverbs

1) ***Adverbs of manner***: They describe in which manner actions are done.

E.g., slowly, quickly, kindly, nicely, sadly, quietly...

E.g. He speaks rapidly/ the baby sleeps quietly.

2) ***Adverbs of time***: They describe when an action is done.

E.g., yesterday/today/ tonight/ tomorrow/ now/ nowadays/ presently/then/ suddenly.

E.g. Your written expression quiz will be tomorrow.

Suddenly, rain falls.

3) ***Adverbs of place***: They describe where an action is done.

E.g. here/there/ inside/ outside/ everywhere.

E.g. I will be there in 5 minutes.

4) ***Adverbs of frequency***: They show how many times an action is done.

E.g. Never/ever/occasionally/ sometimes/ often/ usually/ generally/always.

E.g. I often think about leaving the country.

Some students are always late.

5) ***Adverbs of quantity (degree)***: They show how much or to what extent or degree an action is done.

E.g. very, enough, so, too, extremely, completely, quite...

E.g. the lesson was quite difficult to grasp.

We were very satisfied.

- 6) **Conjunctive adverbs (Adverbs of conjunction)**: They are used to connect one clause to another; they are also used to show sequence, contrast, cause and effect, and other relationships.

 **Examples of conjunctive adverbs**

accordingly	however	nonetheless
also	indeed	otherwise
besides	instead	similarly
consequently	likewise	still
conversely	meanwhile	subsequently
finally	moreover	then
furthermore	nevertheless	therefore
hence	next	thus

➡ I was tired; **therefore**, I went to sleep.

- 7) **Interrogative Adverbs**: The Interrogative pronouns why, where, how, when, function as adverbs.

➡ **E.g.** Why are you so late?

➡ Where is my passport?

- 8) **Adverbs of Certainty**: They indicate how certain or sure we feel about a certain action.

They are usually placed before the main verb unless it is a “be” verb.

➡ **E.g.** She is definitely unsatisfied with her new job.

➡ The cook is certainly the best.

II. Minor Parts of Speech

1. **Conjunctions**: They are words that connect or join words, phrases, and clauses. There are three types of conjunctions:

a) **Coordinating Conjunctions**: They are single connecting words; they connect words, phrases, and clauses of equal rank. They are only seven words: for, and, nor, but, or, yet, and, so (**FANBOYS**).

➡ **E.g.** The boys *and* girls worked together at the fair.

➡ We must leave now, *or* we will be late.

➡ I would like to help you, *but* I will be busy tonight.

b) Correlative Conjunctions: They are pairs that connect words, and groups of words of equal weight in a sentence. They are as follows: *Both/and, either/or, neither/nor, not only/but also*, and *whether/ or*.

➡ **E.g.** James was *not only* late, *but also* at the wrong address.

➡ I don't care *whether* they get here *or* not.

c) Subordinating Conjunctions: They join two clauses or ideas in such a way as to make one grammatically dependent upon the other. (They link a subordinate/dependent clause to an independent clause).

➡ **E.g.** He left before he had a chance to see his best friend.

Examples of subordinating conjunctions

After/ although/ as if/ as far as/ as long as/ as soon as/ as though/ because/ before/ considering (that)/ if/ in order that/ provided that/ since/ so that/ than/ though/ unless/ until/ when/ whenever/ where/ whereas, whenever/ while.

➡ **E.g.** Although she is young, she is intellectually mature.

2. Interjections:

An interjection is a *word or phrase* used to express strong feelings or emotions. It is always followed by an exclamation mark (!). They are grammatically disconnected to a sentence, and they usually come at the beginning of it.

Aw, Eek, Goodness, Gracious, oh, well, yeah, bravo, eh, gosh, hurrah, oh no, yeh, darn, gee, hurray, oops, really, whoops, yes, wow, ouch, yippee, mmm, dear me, hey.

➡ **E.g.** *Hey!* Watch how you are driving.

➡ *Wow!* That was easy.

➡ *Oops!* I didn't mean that.

3. Pronouns:

A pronoun is a word that takes the place of a noun, a group of words acting as a noun, or another pronoun. The word or the group of words to which a pronoun refers is called its *antecedent*. A pronoun must agree in number and gender with its antecedent.

➡ **E.g.** When **Ahmed** was young, **he** used to cry all day long.

Types of Pronouns:

1- **Personal Pronouns:** They refer to a specific person or thing by indicating the person speaking (the first person), the person being spoken to (the second person), or the person or thing being spoken about (the third person). They are either singular or plural.

	Singular	Plural
First person (the person speaking)	I, my, mine, me.	We, our, ours, us.
Second person (the person spoken to)	You, your, yours.	You, your, yours.
The third person (some other person or thing)	He, his, him, she, her, hers, it, its.	They, their, theirs, them.

2 -**Possessive Pronouns:** They show possession or ownership: mine, yours, his, theirs, hers...

3 - **Reflexive and Intensive Pronouns:** They are used when (–self or –selves) is added to certain personal and possessive pronouns. A reflexive pronoun reflects back a noun or a pronoun earlier in the sentence; an intensive pronoun, however, adds emphasis to another noun or pronoun in the same sentence.

➡ **Reflexive:** **E.g.** They prepared **themselves** for the party.

➡ **Intensive:** **E.g.** I **myself** wrote the essay.

4 -**Demonstrative Pronouns** point out specific persons, places, things, or ideas; they are ‘this, that, these, those’.

5 -**Interrogative Pronouns** are used to ask questions. These pronouns are **who, whom, whose, which, and what**.

➡ **E.g.** What will you cook for dinner?

➡ Whom should I ask to help me?

➤ The intensive forms of interrogative pronouns are used to **add emphasis** (*whoever, whomever, whosever, whatever, and whichever*).

6 **-Indefinite Pronouns** refer to persons, places, or things in a more general way than a noun does. It usually does not have a definite or specific antecedent as a personal pronoun does.

E.g. I'm hoping that *someone* can help me. (The indefinite pronoun someone does not tell you to whom it refers).

Examples of Indefinite Pronouns

all	each	more	one	others
another	either	most	other	plenty
any	everybody	much	several	something
anybody	everyone	neither	some	nothing
anyone	everything	nobody	somebody	
anything	few	none	someone	
both	many	no one	enough	

7 **- Relative Pronouns** introduce a relative clause (subordinate clause). They are used to refer to nouns mentioned previously, whether they are people, places, things, animals, or ideas. These pronouns are **who, whom, which, whose, that**.

➡ **E.g.** The cyclist *who* won the race is my brother.

➡ The pants *that* I bought yesterday are already stained.

➡ Spaghetti, *which* we eat at least once a week, is one of my family's favorite meals.

Relative Pronouns and Interrogative Pronouns

➡ **Who** is the designated driver? (**Interrogative**)

➡ The driver *who* was hired last week was laid off. (**Relative**)

4. **Prepositions:** Prepositions are little words that show the relationship between nouns/pronoun and other parts of a sentence, or tell *when, where, how* the action in a verb took place. Prepositions are always part of words called a ***prepositional phrase***.

Commonly used Prepositions

above	without	despite	over	down			
past	across	during	round	after			
except	since	against	for	than	along		
from	through	among	in	to	around		
inside	towards	into	under	at	like		
underneath	before	near	unlike	behind			
of	until	below	off	up	beneath		
		on	upon				
beside	onto	via	between	opposite	with	beyond	out
		within	by	outside			

✚ A preposition always has an ***object***; it is the noun or the pronoun that completes the prepositional phrase. There are three prepositional phrases in the sentence bellow.

➡ **E.g.** The students ***at superior school*** went ***to the library*** ***with her***.

The underlined nouns or pronouns are called the object of the preposition.

✚ Some prepositions consist of two or more words which are treated as a single unite; they are called ***compound prepositions***.

➡ **E. g.** They were standing ***in the middle of*** the football field.

A List of Some Compound Prepositions:

according to	by means of	instead of	on top of
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ahead of	except for	in view of	apart from
in back of	next to	as far as	in addition to
on account of	As for	in front of	out of
aside from	in place of	out to	because of
	in		
	spite of	prior to	

Practice: I. On the line to the left of the sentence, write the part of speech of each underlined word.

1. _____ He walked around the corner.
2. _____ Paul hopes that she will sing with the choir.
3. _____ Can Jerry help him with the science project?
4. _____ Have you seen the eraser?
5. _____ The lock was stuck.
6. _____ She purchased the ice cream with him.
7. _____ Older people tire more easily.
8. _____ Steven is honest.
9. _____ Kind people are often rewarded.
10. _____ The officer ran fast.
11. _____ My sister answered the questions intelligently.
12. _____ You really should see this art exhibit, Kenny.
13. _____ Reggie tripped down the stairs.
14. _____ Can you jump over the hurdle?
15. _____ May I sit between you two?
16. _____ Ask the question.
17. _____ The store overcharged me.
18. _____ Fast runners won all the awards at the track meet.

19. _____ Who is your karate instructor?
20. _____ Will you tell the others that the meeting has been canceled?

II. Write two sentences using the same word as a different part of speech in each sentence.

1. Visit:
.....
2. After:
.....
3. Which:
.....

Lesson 2: The Parts of a Sentence

The Subject and the Predicate

A sentence is a group of words having a subject and a predicate and expressing a complete thought. All sentences consist of two basic parts: a subject and a predicate.

1. **The Subject** : It is what or who the sentence is about. It can be a noun, a pronoun, or even a group of words. You can usually find the subject by asking *who?* or *what?* about the verb.

➡ **E.g.** I go to school. (Who goes to school? I do)

➡ **E. g. Remaining silent** can be destructive. (What can be just as destructive? Remaining silent)

❖ **Kinds of Subjects**

- a) **The Simple Subject** is the key noun or pronoun (or word or group of words acting as a noun) that tells what a sentence is about. In other words, it is the subject without any modifiers or articles (a/an, the).

➡ **E.g. Tom** speaks.

➡ The **teacher** speaks quickly.

*The simple subject can be a single word, phrase (a group of words without a subject and verb), or a clause (a group of words containing both a subject and a verb).

- She left early

- Reading books is my favourite activity.

- What you just said was the best thing anyone has ever said to me.

These two subjects are still simple even though they consist of more than one word.

- b) **The complete subject**: It is the simple subject and all the words that modify it.

➡ **E.g.** My friend Lina is beautiful.

➡ The light rain will stop within an hour.

- c) **The compound subject**: It is made up of two or more simple subjects that are joined by a conjunction and that relate to the same verb.

➡ E.g. **Joan** and **Mary** are going to the market.

➡ Neither the **fox** nor the **dog** eats only meat.

2. **The predicate**: It is what is being said about the subject; it is the verb or verb phrase and anything that goes with it(the objects, modifiers, or complements).

➡ E.g. Maya Angelou **was featured**.

❖ *Kinds of Predicates*

a) ***The Simple Predicate***: It is the verb or verb phrase that expresses the essential thought about the subject of the sentence.

➡ E.g. A good neighbour **helps**.

b) ***The Complete Predicate***: It is the simple predicate and all the words that modify it or complete its meaning (complement).

➡ E.g. The bus **was leaving the terminal**.

➡ The two sides **will attend the meeting**.

c) ***The compound predicate***: The compound predicate is made up of two or more verbs or verb phrases that are joined together by a conjunction and that have the same subject.

➡ E.g. A good neighbour **helps when asked** and **asks for help**.

➡ He will either **come** or **call**.

*Sentences can have both, a compound subject and a compound predicate.

➡ E.g. **Peter and Paul sat down and ate dinner**.

The Order of the subject and predicate: In most sentences in English, the subject precedes the verb. Here are some exceptions to this normal order:

✚ In the case of commands or requests, the subject ‘you’ is understood/implicit rather than expressed.

➡ E.g. **[You] Stop!**

➡ **[You] Please try again.**

✚ To add emphasis, a sentence can be written in inverted order, with the predicate coming before the subject.

➡ **E.g.** On the library shelf are two old history books.

➡ Next to the coffee shop is the bookstore.

✚ The predicate usually comes before the subject when the word ‘there’ or ‘here’ (expletives) begins a sentence and is followed by a form of the verb ‘to be’.

➡ **E.g.** Here is the list of candidates.

➡ There are many reasons to accept.

Practice

Exercise 1: In the following sentences, underline the complete subject once and the complete predicate twice. Then, circle and label the simple subject (SS) and the simple predicate (SP).

1. For centuries, the small nation of Iceland remained under the Danish crown.
2. During World War II, the Allied forces sent troops to Iceland in case of a German attack.
3. Toward the end of the war came an almost unanimous Icelandic vote for independence from Denmark.
4. Only about one fourth of the island is suitable for human habitation.
5. Many of Iceland’s two hundred volcanoes are active to this day.
6. In 1963, a new island was formed by volcanoes off the southern coast.
8. Is Mount Fuji the highest mountain in Japan?
9. The first day in the new building will be Monday.
10. Was that necklace a gift from your grandmother?

Exercise 2: In the following sentences, underline the simple subject once and the simple predicate twice.

1. Our new puppy played with its toy for hours.

2. The passengers were enjoying the train ride through the countryside.
3. During the weekend, we canoed on Lake Austin.
4. Have you read the review of the play in the school newspaper?
5. The police officer was directing traffic.
7. The architect reviewed the design for the new building and made a few corrections.
[What did the architect do?]
8. Each contestant will be photographed and will receive a certificate of participation.
9. Will the children's parade start on Main Street and end on Fairview Avenue?
10. The jury discussed the case for five hours and decided in favor of the defendant.
11. Should I multiply or divide by three?

Lesson 3: Complements

The complement is a word or a group of words that completes the meaning of the verb. There are four kinds of complements. **Direct Object DO, Indirect object IO, Object Complement OC, Subject Complement SC.**

- a) **Direct Object:** It is a noun or a pronoun that completes the meaning of the action verb (transitive verb). And it answers the question “**what**” or “**whom**” after the verb.

E.g. I broke my glasses.

S V DO

I can understand your message.

S V DO

I will pick up some milk on the way home from work.

S V DO

*Nouns, Pronouns or words acting like nouns may serve as direct Objects.

E.g. Peter enjoys John’s *singing*.

S V DO

* The subject of the sentence always performs the action indicated by the verb. The DO is the recipient of that action.

- b) **Indirect Object:** It is a word denoting the person or thing indirectly affected by the action of the transitive verb. It answers the Questions “to **whom, for whom, to what, for what**”. In order for a sentence to have an indirect object it must first have a direct object. Because the Indirect object always appears between *the verb and the direct object*.

E.g. She gave *the children* a gift.

S V IO DO

Asma left *Maissoune* a message.

S V IO DO

The committee gave *my project* priority.

S V IO DO

- c) **Object Complement (Objective Complement)**: It answers the question “**what?**” after a **direct object** it completes its meaning by identifying or describing it. It occurs only in sentences that contain a direct object and only sentences with action verbs that have the general meaning of “**make**” or “**consider**” such as *appoint, call, consider, declare, elect, find, make, name, prove, think, chose, believe*.

An object complement may be an adjective, a noun, or a pronoun. They usually follow a direct object.

E.g. Maria *considers* our house *hers*.

S V DO OC (a pronoun)

The board *named* Peter *president*.

S V DO OC (a noun)

*So the object complement is a noun or an adjective that completes the action expressed in the verb and refers to the *direct object*.

E.g. Jealousy *made* Othello *a murderer*.

S V DO OC

She *thought* the day *disagreeable*.

S V DO OC

- d) **Subject Complement**: Is a word that follows the subject and *linking verb* and identifies or describes the subj. There are two kinds of subject complement ***Predicate nominative (PN)*** and ***Predicate Adjective (PA)***.

- 1) ***Predicate Nominative***: It is a noun or its equivalent that renames the subject and completes the linking verbs of the sentence. In other words, it points back the subject to identify it further.

E.g. The woman is *a teacher*.

S L.V PN

My best friends are *she and her sister*.

S V PN

Mary becomes *a surgeon*.

S V PN

Mark and Jinifer are *musicians*.

S V PN

When did she become *a doctor*?

PN

- 2) **Predicate Adjective:** It is an adj that completes a linking verb and describes the subject.

E.g. The man seems *angry*.

S L.V PA

How *ridiculous* I felt!

PA S V

We become quite *impatient* with the long wait.

S V PA

EXERCISE 1: For each of the following sentences, identify whether the underlined word is a subject (S), a verb (V), a direct object (DO), an indirect object (IO), an objective complement (OC), a predicate nominative (PN), or a predicate adjective (PA).

1. My sister won a Fulbright when she graduated from college.
2. She was the only Fulbright winner at her school.
3. For one year, the program allowed her to live and study in Germany.
4. She studied European history at a university in Marburg.
5. She tells everyone she meets that she loved it.
6. She found the city of Marburg charming.
7. The U.S. Congress started the program in 1946.

8. It helps promote cultural exchange and mutual understanding between the United States and other nations.
9. Thousands of Americans have studied in more than one hundred nations thanks to the Fulbright.
10. J. William Fulbright was the senator who sponsored the legislation.
11. He was popular in his home state of Arkansas.
12. He gave the nation a great gift.
13. My sister considers the German language somewhat guttural.
14. The Spanish language is very beautiful to my ear.
15. "Educational exchange can turn nations into people."
16. My sister told me that quote is from Senator Fulbright.
17. The program sponsors students, artists, and professionals.
18. It is interesting to learn about other countries.
19. Someday, I will be a world traveler.
20. Are you going to apply for a Fulbright?

EXERCISE 2: In the following sentences, underline each direct object once, underline each indirect object twice, and circle each objective complement.

Example: My mother, a zoologist, often tells me obscure facts about animals.

1. I find these stories fascinating.
2. She told me one about the blue-ringed octopus.
3. She called the small creature "dangerous."
4. The poison from a tiny, blue-ringed octopus could kill a person.
5. My mom gave me a book with more interesting animal trivia.
6. Some hummingbirds beat their wings eighty times a second.
7. A 4,000-pound hippopotamus can outrun a human.
8. A python in Indonesia once ate a fourteen-year-old boy.

9. Scientists consider the whale shark the largest fish in the world.
10. Experts gave the world's biggest frog the name "Goliath."
11. The hefty amphibian tips the scales at about seven pounds.
12. My husky cat Shadow gives Goliath a challenge, though.
13. My mom calls Shadow a "big but agile" kitty.
14. We usually feed him special dry cat food or tuna.
15. We consider Shadow a beloved and valued member of the family.
16. Sometimes I walk my big kitty on a generous leash.
17. He's not happy about the leash, but he accepts it.
18. I gave my dearest friend, Kim, a tiny kitten for her most recent birthday.
19. Much to my dismay, she named the feisty tabby Torvald.
20. What name would you give a cat?

EXERCISE 3: Each of the following sentences contains at least one subject complement.

Identify each subject, verb, and subject complement.

1. The style of 1920s musicians, such as Jelly Roll Morton, was smooth.
2. With the development of swing, the rhythm of jazz became more regular.
3. Practitioners of swing became known for their solo improvisation.
4. Billie Holiday was one of those practitioners.
5. She became the greatest singer in the history of jazz.
6. A typically American musical form, jazz was the sound of Louis Armstrong, "Count" Basie, Scott Joplin, and Ella Fitzgerald.
7. Created in the early twentieth century, jazz is a blend of elements from African and European music, but its irregular, or syncopated, rhythms are strictly African.
8. Early jazz was a combination of the cakewalk, a dance that was popular with many African Americans in the 1800s, and ragtime, which was mainly instrumental music.

- 9.** After 1917, when jazz phonograph records became popular, the future of jazz appeared bright.
- 10.** People remain fascinated by jazz, perhaps because it sounds new with each playing.

Lesson 4: Phrases

A phrase is a group of related words, generally having neither subject nor predicate and used as though it were a single word. It is used as a single part of speech. It cannot make a statement and is therefore not a clause.


E.g. For you and her [no subject or verb] / To be the best [no subject]

Note: A group of words that has both a subject and a verb is called a *clause*.

E.g. They will be here soon. [*They* is the subject of *will be*.]

After she leaves [*She* is the subject of *leaves*.]

Phrases can be classified as prepositional, verbal (gerund, participial, and infinitive), appositive, absolute, and noun phrases.

1. **The prepositional phrase:** It is the combination of a preposition and its object. In other words, it is the preposition followed by a noun or pronoun, with any modifiers they may have. This type of phrases usually functions as an **Adjective** or as an **Adverb**.
 - I voted ***against the new idea***. (The prepositional phrase functions as an **adverb** modifying the verb **vote**).
 - The book ***on the table*** is mine. (The prepositional phrase functions as an **adjective** modifying the noun **book**).
 - The river runs ***through rich farmland***. (It functions as an adverb modifying the verb **run**).
 - Althea Gibson was graceful ***on the tennis court***. [*On the tennis court* modifies the adjective *graceful*.]
 - The child speaks quite clearly ***for a two-year-old***. [*For a two-year-old* modifies the adverb *clearly*.]
-  Do not confuse a prepositional phrase beginning with *to*—as in '*to me*' or '*to Australia*'—with an infinitive, such as *to be* or *to learn*.

2. The Verbal Phrase:

Verbals are formed from verbs and are used as nouns, adjectives, or adverbs. A **verbal phrase** consists of a verbal and its modifiers and complements. The three kinds of verbal phrases are the *participial phrase*, the *gerund phrase*, and the *infinitive phrase*.

a. The participial phrase:

A participle is a **verb form that is used as an adjective**. There are two kinds of participles: -ing participles, called present participles, and -ed participles (Some are formed irregularly), called past participles.

a **sleeping** baby

a **used** car

a **frightening** experience

a **frightened** child

*There are also perfect forms: **Having solved** most of the problems without any help, the students were exhilarated.

Note: Do not confuse a participle used as an adjective with a participle used as part of a verb phrase.

- ADJECTIVE The shrimp gumbo, **simmering** on the stove, smelled delicious.
- VERB PHRASE The shrimp gumbo **was simmering** on the stove.

A participial phrase consists of a participle and any modifiers or complements the participle has. The entire phrase is used as an adjective.

Examples:

- ✓ **Hearing the alarm clock**, the boy woke up.
- ✓ Airport security will question anyone **found with a suspicious object in their baggage**.
- ✓ **Disappointed by his best friend**, Paul refused to speak to him.

- ✓ I heard him **whispering to his friend**. [The participial phrase modifies the pronoun *him*.

The prepositional phrase *to his friend* modifies the present participle *whispering* (*Adjective*) and functions as an adverb.]

Notes:

- ✚ A participial phrase must be placed as close as possible to the noun it modifies.
- ✚ When placed at the beginning of a sentence, a participial phrase is followed by a comma.
- ✚ It should be placed between two commas if it comes in the middle of a sentence, only if the information is not essential to the meaning of the sentence.

E.g. The church, **destroyed by a fire**, was never rebuilt.

b. The Gerund phrase:

A *gerund* is a verb form that ends in *-ing* and that is used as a noun. It is a verbal phrase that consists of a gerund and any modifiers or complements it may have. It is used as a noun functions as a *subject, a direct object, an indirect object, a predicate nominative, or an object of a preposition*].

- **Talking on the phone** occupies most of his day. (Subject)
- My task for the weekend will be **reading novels**. (Predicate nominative)
- I always begin my birthday by **opening my gift**. (Object of preposition)
- I enjoy **listening to music**. (Direct object)
- Mr. Brown, a part-time reporter for the local newspaper, is giving **working full time** careful thought. [The gerund phrase is the indirect object of the verb is giving]

c. The Infinitive phrase:

An infinitive is a verb form that can be used as a noun, an adjective, or an adverb. Most infinitives begin with 'to'. An *infinitive phrase* consists of an infinitive and any modifiers

or complements the infinitive has. The entire phrase can be used as a noun, an adjective, or an adverb.

- The material ***to be used*** is very expensive. (Adjective)
- She wanted ***to leave school early***. (Direct object)
- She felt excited ***to reach the end of the year***. (Adverb modifying the adjective excited)
- She wants **to study marine biology**. [The infinitive phrase is the direct object of the verb *wants*. The noun *biology* is the direct object of the infinitive *to study*, and the adjective *marine* modifies *biology*.]

Note: Unlike other verbals, an infinitive may have a subject. An ***infinitive clause*** consists of an infinitive with a subject and any modifiers or complements the infinitive has. The entire infinitive clause functions as a noun.

E.g. I wanted **him to come to our powwow**. [*Him* is the subject of the infinitive *to come*.

The entire infinitive clause is the direct object of the verb *wanted*.]

✚ Sometimes *to*, the sign of the infinitive, is omitted.

E.g. Did you watch her [to] **play** volleyball?

He will help us [to] **paddle** the canoe.

3. **The Appositive Phrase:**

An *appositive* is a noun or pronoun placed beside another noun or pronoun to identify or rename it. An *appositive phrase* consists of an appositive and any modifiers it has. It may be a noun phrase and its modifiers, a gerund phrase, an infinitive phrase, or a propositional phrase.

✚ This book, *a long novel about politics*, will never be a best seller.

✚ John's Robby, *collecting stamps*, is so funny.

✚ His greatest ambition, *to make a million dollars*, was doomed from the start.

An appositive phrase usually follows the noun or pronoun it identifies or describes. Sometimes, though, it precedes the noun or pronoun.

E.g. **A diligent and quick-witted student**, Mark always gets good grades. [The appositive phrase identifies the noun *Mark*.]

Appositives and appositive phrases that are not essential to the meaning of a sentence are set off by commas. However, an appositive that tells *which one of two or more* is essential to the meaning of a sentence and should not be set off by commas.

NONESSENTIAL: Is Karen's sister, **Marcia**, also a sophomore? [The appositive *Marcia* is not essential because Karen has **only one** sister.]

ESSENTIAL: Camelia's sister **Selena** is a sophomore. [The appositive *Selena* is essential because Camelia has **more than one sister**. Which one of the sisters is a sophomore? *Selena*.]

4. The Noun Phrase:

It is either a single noun or a pronoun or a group of words containing a noun or a pronoun that function together as a noun or a pronoun, as the subject or an object of a verb.

✚ *All the kids* were sleeping.

✚ *The boy in the blue jeans* says he'll do it.

✚ You are *a true hero*.

✚ My book is *my best friend*.

5. **The Absolute Phrase:** A noun followed by a participle may form a construction grammatically independent of the rest of the sentence. This construction is called an

absolute phrase. It is never a subject, nor does it modify any word in the sentence, but is used *absolutely* or *independently*.

✚ **The bus having stopped**, the tourists filed out.

✚ **The theatre being nearby**, I decided to walk.

✚ **The lights having come on**, the band began to play again.

❖ An absolute phrase is always separated from the rest of the sentence by a comma.

Practice

Exercise 1: Underline the gerund phrase in each of the following sentences. Then, identify its function in the sentence by writing above it *S* for *subject*, *PN* for *predicate nominative*, *DO* for *direct object*, or *OP* for *object of a preposition*.

1. Jumping out of airplanes sounds scary to me.
2. Our reason for calling you is to invite you to our graduation.
3. I don't mind shoveling snow once in a while.
4. Skidding on wet pavement causes many accidents.
5. You will enjoy meeting Hatim.
6. Sweating over a hot stove in August is not fun.
7. My favorite weekend activity is singing with a local band.
8. Achieving a perfect score gave Molly a sense of pride.
9. Instead of subtracting the service charge, Chad added it.
10. Daydreaming about problems can be a source of creative solutions.
11. After dining at a nice restaurant, they went to a movie.
12. His idea of a pleasant Saturday is fishing from the bridge.
13. One service club's holiday project is caroling at the hospital.
14. Nicole's sisters enjoy skating in the park.
15. By shopping early in the morning, we will get the freshest produce.

Exercise 2: Decide if the underlined word group in each sentence is a gerund phrase or a participial phrase. Then, above the underlined word or words, write *G* for *gerund phrase* or *P* for *participial phrase*.

1. Going to the beach this summer will be a lot of fun.
2. . Searching for an answer, I looked in a current dictionary.
3. Smiling proudly, the little boy pointed to his new toys.
4. I have always enjoyed eating sushi.
5. It's too bad that preparing sushi is Mom's least favorite thing to do!
6. Buying a used car requires research.
7. The little boy stomped into his room, slamming the door behind him.
8. The team has a slim chance of finishing in the top four.
9. The dog, wagging its tail wildly, bounded out to meet us.
10. Quickly paying for the groceries, she ran out of the store.
11. Decorating this birthday cake will take at least an hour.
12. My cousin actually enjoys taking tests.
13. Sorting through the old photographs, we found a portrait of our grandfather.
14. The alligator, gliding silently through the dark water, approached its prey.
15. My least favorite part of this job is scraping the paint off the woodwork.

Exercise 3: Underline the infinitive phrase in each sentence, and identify the phrase's function by writing above it *S* for *subject*, *PN* for *predicate nominative*, *DO* for *direct object*, *ADJ* for *adjective*, or *ADV* for *adverb*.

1. For some, the attempt to understand his writing is a challenge.
2. They find it hard to understand the sixteenth-century expressions.
3. However, most people like to see the plays performed.

4. To prevent the audience from becoming bored, Shakespeare included comic scenes.
5. He also tried to include music and songs in many plays.
6. To see a play staged can be a great pleasure.
7. Many famous actors have wanted to play the part of Hamlet.
8. Scholars are still curious to learn more about Shakespeare's life.
9. He is known to have been the son of a glove maker in Stratford-on-Avon.
10. His goal was to be both a playwright and an actor.

Exercise 5: Underline the verbal phrases in the following sentences, and identify the phrases by writing PP (participial phrase), GP (gerund phrase), or IP (infinitive phrase) above the underlined words.

1. I started to think about the choice in my sophomore year of high school.
2. You can start by reading books that describe colleges.
3. You may want to narrow your choices to colleges in your state or to private colleges.
4. A college renowned for its strong academic program is always a good choice.
5. Some students, looking forward to making new friends at college, also examine social opportunities.
6. Of course, there is no harm in considering a school with a good sports program, too.
7. Cheering your team on until you are hoarse in the throat is fun.
8. The excitement of a good game helps students to blow off steam.
9. In the end, however, students considering their four years of college must focus on the education they will gain.
10. Another option is to take advantage of your school counselor's knowledge and assistance.


Lesson 5 : Clauses

- ✚ A **clause** is a group of words containing at least a subject and a verb. Clauses that can stand alone if removed from their sentences are called **independent clauses**. Those that cannot stand alone are called **subordinate clauses**.
- ✚ An *independent (or main) clause* expresses a complete thought and can stand by itself as a sentence.

S

V

EXAMPLE: The students miss their teacher of English.

-  **Independent clauses** that express related ideas can be joined together in a single sentence.
- Often, the clauses are linked by a comma and one of the **coordinating conjunctions** (*and, but, or, nor, for, so, or yet*).

[illegible]

EXAMPLE: The outfielders missed easy fly balls, **and** the infielders were throwing wildly.

Related independent clauses can be linked by a semicolon.

S **V** **S** **V**

EXAMPLE: The outfielders missed easy fly balls; the infielders were throwing wildly.

- 🔗 A **conjunctive adverb** or transitional expression followed by a **comma** can be used after the **semicolon** to express the relationship between the independent clauses.

EXAMPLES: The outfielders missed easy fly balls; **moreover**, the infielders were throwing wildly.

The outfielders missed easy fly balls; **in addition**, the infielders were throwing wildly.

- 📌 A **subordinate** (or *dependent*) **clause** has a subject and a predicate but does not express a complete thought and cannot stand alone as a sentence. Many subordinate clauses begin with subordinating conjunctions or relative pronouns.

EXAMPLES: whom we spoke to yesterday

because no students have applied for them

- ✚ The thought expressed by a subordinate clause becomes part of a complete thought when the clause is combined with an independent clause.

EXAMPLES:

The woman **whom we spoke to yesterday** told us about sources of financial aid for college applicants.

Some scholarships are still available **because no students have applied for them.**

- ✚ Subordinate clauses can be used as **adjectives, adverbs, or nouns.**

1. An **adjective clause** is a subordinate clause that modifies a noun or a pronoun. This clause usually follows the word it modifies and tells *what kind* or *which one*.

EXAMPLES:

I am now reading this book, **which is a historical novel about the Irish revolt of 1798.**

[The adjective clause modifies the noun *book*, telling what kind of book.]

A photograph of those **who had participated in the school's Earth Day celebration** appeared on the front page of the local newspaper. [The adjective clause modifies the pronoun *those*, telling which ones.]

- ✚ **NOTE:** Depending on how it is used, an adjective clause is either *essential* or *nonessential*. An *essential* (or *restrictive*) *clause* contains information necessary to the sentence meaning. A *nonessential* (or *nonrestrictive*) *clause* contains information that can

be omitted without affecting the sentence basic meaning. An essential clause is not set off by commas; a nonessential clause is set off by commas.

ESSENTIAL: The oboe is the only instrument **that I can play well**. [The adjective clause is essential because omitting it would change the basic meaning of the sentence.]

NONESSENTIAL: Emil, **who can play many instruments**, taught me how to play the oboe. [The adjective clause is nonessential because omitting it would not affect the basic meaning of the sentence.]

✚ An adjective clause is usually introduced by a *relative pronoun* (**who, whom, whose, that, and which**), or by the relative adverbs **when, where, and why**.

EXAMPLES:

I like a writer **who surprises me**.

Here is the spot **where we will have lunch**. [*Where* relates the adjective clause to the noun *spot*.]

This is the season **when it rains almost every day**. [*When* relates the adjective clause to the noun *season*.]

✚ Sometimes the relative pronoun is left out of a sentence. In such a sentence, the pronoun is understood and still serves a grammatical function within the adjective clause.

EXAMPLE:

Ms. Chung is the legislator [**that** or **whom**] **we met**. [*That* or *whom* is understood. The understood relative pronoun relates the adjective clause to *legislator* and serves as the direct object of the verb *met* in the adjective clause.]

2. **An *adverb clause*** is a subordinate clause that modifies a verb, an adjective, or an adverb.

An adverb clause tells *how, when, where, why, to what extent, or under what condition*.

EXAMPLES:

Donna sounds **as if she has caught a cold**. [The adverb clause modifies the verb *sounds*, telling how Donna sounds.]

Before we left, we lowered the blinds. [The adverb clause modifies the verb *lowered*, telling when we lowered the blinds.]

You will see our house **where the road curves right**. [The adverb clause modifies the verb *will see*, telling where you will see our house.]

Will you move **so that I can see**? [The adverb clause modifies the verb *will move*, telling why you will move.]

Your stereo is louder **than it should be**. [The adverb clause modifies the adjective *louder*, telling to what extent your stereo is louder.]

Andrew can type faster **than anyone else in his computer class can**. [The adverb clause modifies the adverb *faster*, telling to what extent Andrew can type faster.]

As long as he starts early, he will arrive on time. [The adverb clause modifies the verb *will arrive*, telling under what condition he will arrive on time.]

✚ At times words may be left out of an adverb clause. The omitted words, however, are understood, or implied. Adverb clauses from which words have been omitted are called **elliptical adverb clauses**.

EXAMPLE: She can swim faster **than I (can swim)**.

The news made him happier **than (it made) me (happy)**.

3. A **noun clause** is a subordinate clause that is used as a noun. A noun clause may be used as a subject, a predicate nominative, a direct object, an indirect object, an object of a preposition, or an appositive.

EXAMPLES:

What I need is my own room. (subject)

The happiest time in my life was **when we went to Costa Rica for the summer**. (PN)

She believes **that lost time is never found again**. (DO)

We will give **whoever wins the contest** a prize. (IO)

She has written an article about **how she was elected to the Senate**. (OP)

The fact **that he had not told the truth** soon became apparent. (Restrictive Appositive)

Jane's problem, **how she could open the locked door**, seemed insoluble. (Non-restrictive appositive)

Common Introductory Words for Noun Clauses

how where whoever

that whether whom

what which whomever

whatever whichever whose

when who why

 In some sentences, the word that introduces a noun clause can be omitted.

EXAMPLES:

He told us [**that**] **attendance is improving**. [The introductory word *that* is understood.]

The judge mentioned [**that**] **she was born in Guyana**. [The introductory word *that* is understood.]

Practice

Exercise 1: Underline the adjective clauses in the following sentences, and circle the word/word group they modify.

1. Draw the subject that interests you most.
2. The candidate whom the committee chooses will get the job.
3. Their band still needs someone who can play the guitar.
4. I will introduce them to the teacher who sponsors the program.
5. Yes, this is the one whose car design won an award.
6. Isn't that the man for whom those shoes were named?
7. Have you met Mr. Riley, who taught my shop class last year?
8. For reasons that remain unknown, the king refused their simple requests.
9. Did Sondra lend the book to the girl who is her lab partner?
10. Where is the carpenter whom she has hired?
11. Monterey, which features spectacular scenery, is a popular vacation spot.
12. Would you buy a pair of socks that are striped with every color of the rainbow?
13. Someone that Mr. Brown knows has an instruction manual for that program.
14. Nicole remained the captain of the basketball team, which won the championship last year.
15. The new soccer uniforms, which Sam likes better than the last ones, are dark blue.

Exercise 2: Underline the noun clauses in the sentences below, and identify the function of each.

1. Did he say when the car will be ready?
2. What the baby needs is a warmer blanket.
3. Can you tell which one is the original photograph?
4. Which path would lead home was the question.
5. Did Grandma get what she wanted for her birthday?
6. Each band member must remember where he or she should stand on the field.

- 7. Choose whichever font looks best.
- 8. Actually, they wrote a book about how the discovery was made.
- 9. Rich natural resources are why they came to this area.
- 10. Tell whoever comes in the store about our special.

Exercise 3: Underline the adverb clauses in the sentences below.

- 1. If history had been different, how would you be different?
- 2. Because it was in an unfamiliar place, the dog would not leave the pet carrier.
- 3. As Juanita prepared for the math competition, her confidence grew.
- 4. The orange juice container is empty, even though it had been full only yesterday.
- 5. Even though few people knew the poem, most understood it right away.
- 6. If you are tired, why don't you take a nap?
- 7. I painted my room green because that's my favorite color.
- 8. The mystery will remain unsolved until scientists interpret the lab results.
- 9. Whenever there is a crisis, Martin immediately takes charge of the situation.
- 10. Because the wildlife needs to be protected, no cars are allowed in the park.

Exercise 4: Identify the **form** and **function** of what is underlined.

- 1. The reporter is giving working full time careful thought.
.....
- 2. To be the head of any sport team, you must have patience and considerable ability.
.....
- 3. No one knew where I lived.
- 4. A woman hurrying to catch the bus tripped and fell.
.....
- 5. Leonore worked to earn money for college.
- 6. Rachel thinks she knows everything.
- 7. To repair this roof will cost two hundred dollars.

8. He told me that the match will be cancelled.
9. The happiest time in my life was when we went to London for summer.
10. When bees collect pollen, they fertilize the plants.

Exercise 5: Combine the following pairs of sentences by inserting the elements indicated in parentheses.

1. Ted used all his knowledge and skill to start the motorboat. He could not make the engine turn over. (**Adverbial clause**)
2. Larry made his plane reservation two weeks ahead. He wanted to be sure to arrive in Denver in time for his brother's wedding. (**Adverbial clause**)
3. He did not get the job. He had been well recommended by his former employers. (**Adverbial clause**)
4. Peonies are my favorite spring flower. They grow well in our climate. (**Adjective clause**)
5. I want something. I want my own car. (**Noun clause**)

Lesson 6: The Sentence

A sentence is a group of words which are tied together to express a statement (idea), a question, or a command. Sentences usually contain a subject and a verb. In written English, a sentence is easily recognized; it begins with a capital letter and ends with a terminal punctuation mark (period, question mark or exclamation point).

✚ Sentences may be classified by **purpose** (meaning) as follows:

A Declarative sentence is used to make a statement, provide a fact, offer an explanation, or convey information. This kind of sentence ends with a period, for example:

- They haven't lived together for over thirty years.
- My parents keep telling me that I should make good grades so I can get a job or go to college.

An Interrogative sentence is used to ask a question:

- Why were you so depressed yesterday?
- Who are you?

An Imperative sentence is used to give instructions or advice, and expresses a command, an order, a direction, or a request.

- Consider vegetables over meat. (Advice)
- Leave this luggage at the gate. (Direction)
- Come here, check these documents, and give me your opinion. (Order)
- Put it down now! (Command)
- Please clean your room. (Request)

An Exclamatory sentence is used to express astonishment and extreme emotion.

- How happy I was when the dawn came and our flag was still there!
- What did you do at your hair! (exclamation formed as a question)
- I just won 5000 euros! (exclamation formed as a declarative sentence)

✚ Sentences may be classified by **structure (type and number of clauses)** as follows.

A Simple sentence consists of one complete statement (a single independent/ main clause).

- My parents seem happy in their new apartment.
- French is the language of the province of Quebec in Canada.

A Compound sentence consists of two or more independent clauses and no subordinate clauses. The main clauses may be connected by a comma and a coordinating conjunction (for, and, nor, but, or, yet, so), a semicolon, a semicolon and a conjunctive adverb followed by a comma, or a colon.

- I really need to go to work, but I am too sick to drive.
- Italy is my favorite country ; I plan to spend two weeks there next year
- It was a difficult assignment; however, Kelly was up to the challenge.
- A dolphin is not fish : it is a warm-blooded mammal

A Complex sentence consists of one independent clause (main clause) and one or more dependent clauses (subordinate clause).

Before she went to school, she did all homework.

Sub.clause

main clause

A **Compound complex sentence** consists of two main clauses (or more) and at least one dependent clause.

- The baby slept and dreamed, and the mother watched (while the rain fell).

main clause

main clause

sub. clause

- Sarah cried (when her cat got sick), but he soon got better.

m. cl

m. cl

Practice: Classify each of the following sentences according to its structure. On the line provided, write *S* for *simple*, *CD* for *compound*, *CX* for *complex*, or *CD-CX* for *compound-complex*.

_____ 1. The capital city of Western Australia, Perth is part of a metropolitan area that contains about three fourths of Western Australia's population.

_____ 2. This city, which has a sunny climate, stands out because of its natural formations; it lies on the Swan River and contains a thousand-acre area of vegetation called King's Park.

_____ 3. Along with access to nearby beaches, Perth has a cultural center that is just north of its business district.

_____ 4. Founded in 1829, Perth grew quickly after the discovery of gold near the area in the late 1800s.

_____ 5. Visitors can reach Perth by highway, or they can get there by airplane or transcontinental railroad.

_____ 6. Cattle raisers have long used the technique of crossbreeding to produce animals that combine the best qualities of two different breeds.

_____ 7. The Hereford breed, for instance, originated in England in the eighteenth century; it was a cross between native Herefordshire cattle and cattle from the Netherlands.

_____ 8. More recently, American breeders have crossed Herefords and Brahms in order to produce a breed called Braford.

_____ 9. The Hereford is a beef breed originally from England, and the Brahman, a breed native to India, is a type noted for its resistance to heat and to disease.

_____ 10. One of the most unusual animals that American breeders have produced is the cattalo; it is a cross between a buffalo and a cow.

Exercise 2: Underline the main clause once and the subordinate clause twice; then, identify the type of sentences.

1. When the train approached the railroad crossing, the train whistle blew loudly.
2. I will visit you every day while you are in the hospital.
3. While the electricity was out, did Carlton light some candles?
4. If the ice in the cooler melts, move the water bottles into the refrigerator.
5. Myra's confidence grew as the third game of the tennis match progressed.
6. Hundreds of pigeons lived in the tower, and every one of them knew the lady who fed them every day.
7. Eric has had little time for games since he opened his lawn business.
8. Will Psychology I or World Studies II be offered next semester?
9. Slowly, transfer the solution into the beaker.
10. The human eye can be fooled; just look at these optical illusions.

Lesson 7: Capitalisation

Below are the rules that summarise the use of capital letters when writing sentences in English.

- 1. Capitalize the first word of every sentence, including the first word of a direct quotation that is a complete sentence.**

E. g. Soccer, a sport popular throughout the world, has been called the only international language.

James Baldwin once wrote about his craft, “**T**he artist cannot and must not take anything for granted, but must drive to the heart of every answer and expose the question the answer hides.”

The invocation in Shelley’s “Ode to the West Wind” begins as follows: “**O** wild West Wind, thou breath of Autumn’s being.”

- 2. Capitalize the first word of a sentence in parentheses that stands by itself. Do not capitalize a parenthetical phrase or a sentence within parentheses that is contained within another sentence.**

E. g. The tune to which our national anthem is sung comes from an old English song.
(The words are original and were written by Francis Scott Key.)

The national anthem (so designated by an executive order of President Woodrow Wilson in 1916) is often judged by musicians to be a difficult piece to sing well.

Francis Scott Key had previously used the same tune in a song called “To Anacreon in Heaven” (the Anacreon of the title was an ancient Greek poet), and that song had become well known in America by 1795.

- 3. Capitalize the pronoun I no matter where it appears in the sentence.**

I began to read the encyclopedia when **I** was ten years old because **I** had a great thirst for knowledge.

4. Capitalise the interjection *O*. The interjection *O*, usually used only for invocations, is followed by the name of the person or thing being addressed. Do not confuse *O* with the common interjection *oh*, which is capitalized only when it begins a sentence or is part of a title. *Oh*, unlike *O*, is followed by a mark of punctuation, usually a comma or an exclamation point.


The first line I read in the poem was “Help us, **O** God, to see the truth.”

I finished the race, but **oh**, was I exhausted.

5. Capitalize the first word of a sentence or in a direct quotation. If a quoted sentence is interrupted by an expression such as “he replied”, begin the second part of the quotation with a lower-case letter.

All the students attended the meeting.

He said, “She does not wish to see you.” / “I will begin work,” Martin replied, “when the night shift has finished.”

 **If the second part of the quotation is a new sentence, put a period after the interrupting expression, and begin the second part with a capital letter.**

“Will she run in the marathon?” asked Mr. James. “She is certainly in good condition.”

6. Do not capitalize the first word of a quotation that cannot stand as a complete sentence unless the original text begins with a capital letter.

Winston Churchill said that he had “**n**othing to offer but blood, toil, tears, and sweat.”

7. Do not capitalize the first word of an indirect quotation. An indirect quotation often introduced by the word *that*, does not repeat a person’s exact words.

The writer Mark Twain once said that the difference between the almost right word and the right word is the difference between the lightning-bug and lightning.

8. Capitalize proper nouns, names of particular places, words used as proper nouns and adjectives derived from proper nouns. When a proper noun is composed of several words, capitalize only the important words. (Articles, coordinating conjunctions, and prepositions of fewer than five letters should not be capitalized.)

Great Britain, British, Shakespearean, French, Boston Tea Party, Fourth of July, Abercrombie and Kent, Alfred the Great, Worldwide Fund for Nature, Gabriela Mistral, Michael Jordan, Margaret Bourke-White Dwight D. Eisenhower

9. Capitalize titles used before a proper name and titles used in direct address.

Lady Otomo, Dr. Rosalyn Yalow, President Taft, Governor Rafael Hernández, Thank you, Captain. [direct address]

10. In general, do not capitalize titles that follow a proper name or are used alone.

The president of Russia conferred with the president at the White House yesterday.

11. In general, capitalize a title that describes a family relationship when it is used with or in place of a proper name unless the word follows a possessive noun or pronoun.

I visited Uncle Julius. *BUT* My uncle Julius is a musician.

Please call Grandfather. Our grandfather is visiting. Maria's grandmother

12. Capitalize the names of days, months, and holidays; however, the names of seasons are not written with a capital. Do not capitalize the name of a season unless the season is being personified or is part of a proper name.

Monday, February, Fourth of July,

Like cricket, baseball is played in the summer. Autumn in her russet garb followed green Summer.

Are you going to the Winter Wonderland Dance?

13. The names of the make and model of a vehicle also are capitalized.

Mitsubishi Eclipse [car] Kris Kraft [boat]

14. Capitalize the names of historical periods and events.

Middle Ages, French Revolution, Washington Monument, Industrial Age.

15. Capitalize the first word in the titles of books, chapters, essays, short stories, short poems, songs, and work of art. Capitalize also all other words in these titles except articles, prepositions, and conjunctions of fewer than five letters.

The Red Badge of Courage [book]/*The Winter's Tale* [play]/*The Lion King* [movie]/the *Cincinnati Enquirer* [newspaper]/*Sports Illustrated for Kids* [magazine]/The News *Hour* with Jim Lehrer [television series]/*Rain, Steam, and Speed* [work of art]/Beethoven's *Eroica* Symphony [long musical composition]/"The Door in the Wall" [short story]/"Dream Variations" [poem]/"We Are the World" [song]

16. Capitalize articles (*a*, *an*, and *the*) at the beginning of a title only when they are part of the title itself. It is common practice not to capitalize (or italicize) articles preceding the title of a newspaper or a periodical. Do not capitalize (or italicize) the word *magazine* unless it is part of the title of a periodical.

A Raisin in the Sun but a *Smithsonian* magazine article
the *Tulsa Tribune*

The Great Gatsby

17.Capitalise the first word in every line of poetry.

Storm, blow me from here Let me float across the sky
‘Till I can rest again. Maya Angelou, “Woman Work”
With your fiercest wind

18. Capitalize the names of organizations, teams, institutions, political parties, government bodies, monuments, bridges, buildings, trade names, documents, awards, historical events, eras, and laws.

The House of Commons/ The Senate/ the Democratic Party/ The National Geographic Society, George Washington Bridge, Articles of Confederation, Westinghouse Science Award, a Honda Accord

Industrial Revolution Mother’s Day War of 1812 Roaring Twenties

19. A historical period that refers to a general span of time should not be capitalized.

the twenty- first century /the forties /in medieval times /the pre-colonial era

20. Common nouns such as *court* or *university* are not capitalized unless they are part of a proper noun.

The mayor asked the court to affirm his point of view.

Olga had thought she might attend the state university, but it turns out she will be going to Duke University instead.

21.Capitalize the points of the compass when they refer to a specific region but not when they indicate direction. Names of planets and other celestial bodies are also capitalised.

Neptune, the Moon

✚ Earth is capitalized only when the word refers to the planet, but in that case, do not use the definite article, *the*.

Mercury, the planet closest to the Sun, and Pluto, the planet farthest from the Sun, are both smaller than Earth.

Meteors that strike Earth are called meteorites.

He lived in the East all his life. / They traveled west for about a hundred miles and then turned south.

22. The names of ethnic groups, national groups, and languages are always written with a capital letter.

Asian Americans, Italians, Cherokees, Indo-European, Irish, Sanskrit

-Note, however, that names of disciplines and school subjects are not capitalized unless they happen to be the names of languages or are followed by a course number (specific courses.)

I'm doing A levels in history, geography and English. / Mathematics 101

23. Do not capitalize the class name *freshman, sophomore, junior, or senior* unless it is part of a proper noun.

A number of sophomores attended this spring's Junior Prom.

The Sophomore Singers performed for the freshmen.

24. Capitalize names of deities, religions and their denominations and adherents, words referring to a supreme deity, and religious books and events.

God/ Roman Catholic Church /Allah/ the Lord/Islam/Buddhism

25. Capitalize both letters in the abbreviations *A.D.*, *B.C.*, *A.M.*, and *P.M.*,

1280 B.C.

3:20 P.M.

26. Capitalize abbreviations that come before or after names of persons, such as *Mr.*, *Mrs.*, *Ms.*, *Dr.*, *Gen.*, *Ph.D.*, *Jr.*, and *Sr.*

Ms. Christina O'Reilly Gen. Marcus Whitman

John H. Glenn, Jr. Sharon Roberts, **Ph.D.**

27. Capitalize abbreviations of the names of organizations, government bodies, and businesses.

U.S. Dept. of Transportation Motorola, Inc.

28. Capitalize the first word in both the salutation and the closing of a letter.

Dear Mr. Velazquez: My dear Jennifer,

Sincerely yours, Yours truly,

Exercise : *In the sentences below, capitalize where necessary.*

1. my aunt has lived in miami, florida, since june.
2. I spoke to uncle jim last tuesday.
3. my doctor lives in east los angeles but works in encino.
4. did mrs. chung drive east or west on the ventura freeway?
5. my american literature class will study *the old man and the sea* in July.
6. will professor smith teach French or Italian next summer?
7. this semester Joe is taking spanish, geography, and accounting 101.
8. untulu loves to hike and often visits the parks in the Southwest.
9. the director of the program invited the president of the college to the graduation.
10. the Gracias usually go camping in big bear on labor day weekend.

11. araceli was born in mexico, but her husband was born in Sweden.
12. last wednesday, dr. washington took his class to an exhibit of south american art.
13. jeremia Hveliz, director of human resources, will see applicants at 9 a.m tomorrow.
14. last fall I read *the heart is a lonely hunter* and *gone with the wind*.
15. dr. luke, the chairperson of the english department, will teach three classes in fall 2009.

Lesson 8: Punctuation

Punctuation marks are symbols that are used in writing to organize ideas and avoid confusion. They can be classified into different types, depending on their function.

Terminal Marks

a. The Period (.)

1/ Use a period at the end of a declarative sentence, a mild command, a polite question, or an indirect question.

John answered the telephone. / Answer the telephone. / She asked whether John has answered the telephone.

2/ Use a period after most abbreviations: Mr., Ms., Dr., i.e., etc., P.M., A.M. Consult a dictionary for guidance.

b. The Question Mark (?)

1/ Use a question mark at the end of an interrogative sentence.

Did John answer the telephone?

2/ Use a question mark in parentheses to indicate uncertainty about the accuracy of dates or numbers or other facts.

Modern scholars question whether Homer, a Greek poet of the ninth century (?) B.C., was the sole author of the famous epics attributed to him, the Iliad and the Odyssey.

c. The Exclamation Mark (!)

Use an exclamation mark after an expression of strong feeling or to indicate unusual emphasis.

How disgusting! / "Halt!" he shouted. / Don't just stand there. Do something!

The Comma (,)

1/ Use a comma to separate words, phrases, and clauses written as a series of three or more coordinate elements, even after the element before the *and*.

Red, white, and blue were her favorite colors. (Words)

John drove down the street, onto the freeway, and into the state of Texas. (Phrases)

I washed the dishes, I dried them, and I put them away. (Clauses)

When the T.V was off, when the children were in bed, and when the dog was asleep,
mother could work on her research paper. (Clauses)

**2/ Use a comma after introductory dependent clauses and long introductory phrases
(four or more words)**

If you don't hear from me, assume that I am lost. (Introductory Clause)

Before the arrival of the shipment, the boss had written a letter protesting the delay.
(Introductory phrase)

 **Do not set off an infinitive phrase that is the subject of the sentence.**

To catch the ring is my goal.

 **No comma after introductory clauses beginning with *since* when *since* expresses time.**

Since the Soviet Union collapsed Russians have struggled economically.

In winter we skate on the river. (Short phrases, no comma)

**3/Use a comma to separate independent clauses joined by one of the coordinating
conjunctions *FANBOYS*.**

We travelled many miles to see the game, but it was canceled.

 **The comma may be omitted if the clauses are brief and parallel.**

Adriana left and I remained.

**4/ Use a comma to separate coordinate adjectives not joined by *and* that modify the
same noun. (Do not use a comma between adjectives that need to be in a particular
order). No comma separates the last modifier from the word it modifies.**

Wendy is a kind, beautiful person. / (We can say Wendy is a kind ***and*** a beautiful person; thus, the adjectives are coordinate)/It was a dark, drizzly, depressing day. (Each adjective individually modifies the word 'day').

The difficult and final exam. (Incorrect)

The difficult final exam. (Correct .The adjectives are not coordinate)

5/ Use a comma to separate sentence elements that might be misread.

Inside the dog scratched his fleas (not clear). / Inside, the dog scratched his fleas.

Above, the mountains rose like purple shadows. / To John, Harrison had been a sort of idol.

6/Use one or a pair of commas to set off contrasted elements.

Young children react best to positive comments, not to negative ones.

South Korea, not Japan, has the highest literacy rate in Asia.

7/ Use commas to set off (enclose) adjectives in pairs that follow a noun.

The scouts, tired and hungry, marched back to camp.

8/ Use commas to set off nonessential words, phrases, and clauses.

My brother, a student at Cambridge University, is visiting me. (Not essential)

Marla, who studied hard, will pass. (Not essential). / All students who studied hard will pass. (Essential)

 **A dependent clause at the end of a sentence is usually not set off with a comma.**

I shall not stop searching until I find the treasure.

 **However, a clause beginning with the words *though*, *although*, or *whereas* will be set off regardless of where it is located.**

I felt unsatisfied, though we had won the game. (The clause begins with *though*).

9/ Use a comma after a mild interjection and after *yes* and *no*.

Oh, I suppose you're right. / Yes, I will be glad to go.

10/ Use a comma to separate an independent clause from a question dependent on the clause.

You will try to do the work, won't you?

11/ Use commas to set off expressions like he said or she replied when they interrupt a sentence of direct quotation.

"I was able," she replied, "to build the bookcase in less than one hour."

12/ Use commas around expressions that interrupt the flow of the sentence such as *however, of course, moreover, by the way, I am sure, I think.*

I was, however, too tired to make the trip.

13/ Use commas to separate the numbers in a date.

June 4, 1965, is a day I'll remember.

Omit the commas when the date is inverted or when only the month and year are given.

One day I will never forget is 4 June 1965. (The day is given before the month)

The United States entered World War II in December 1941. (Only the month and year are given).

14/ Use commas to separate the city from the state. Washington, D.C.

15/ Use commas following the salutation of a friendly letter and the closing. Dear

John, / Sincerely,

16/ Use a comma to set off words of direct address and parenthetical expressions within a sentence.

To be honest, John, this colour does not suit you. /You can, however, do it if you wish.

/His performances in the past have, after all, been superb.

The Semicolon (;)

1/ Use a semicolon to separate independent clauses not joined by a coordinating conjunction.

You must buy that car today; tomorrow will be too late.

“He is sick”, she said; “therefore, he will not come.”

2/ Use a semicolon between two independent clauses joined by a conjunctive adverb such as *however, otherwise, therefore, then, thus, consequently*.....

It was very late; therefore, I remained at the hotel.

3/ Use a semicolon to separate independent clauses joined by a coordinating conjunction in sentences that are heavily punctuated with commas internally.

Bryon, the famous English poet, was buried in Greece; and Shelley, who was his friend and fellow poet, was buried in Italy.

4/ Use a semicolon in a series that themselves contain commas (semicolons help avoid confusion between items in lists where there are already commas).

She traveled to Dublin, Ireland; Valencia, Spain; and Edinburgh, Scotland.

The Colon (:)

1/ Use a colon to introduce an explanatory phrase, a statement, or a list of items that completes a sentence. The part of the sentence before the list may contain a demonstrative word, such as these or those, or an expression such as the following or as follows. (Do not use a colon to separate a verb and its object, a verb and its complement, or a preposition and its object)

There was only one way to solve the mystery: we had to find the missing letter.

The poets I like best are: Housman, Yeats, and Eliot (Incorrect)

The poets I like best are these: Housman, Yeats, and Eliot. (Correct)

The basket was filled with: apples, oranges, and bananas. (Incorrect)

The basket was filled with the following fruits: apples, oranges, and bananas. (Correct)

2/ Use a colon after a complete sentence that introduces a direct quotation, or after expressions like he said.

I'll always remember the Chinese proverb I learned in the ninth grade: "I hear and I forget. I see and I remember. I do and I understand."

The speaker looked at them and said: "Students and teachers, I wish to call your attention to ..."

3/ Use a colon after the salutation of a business letter, between the hour and minute figures in time designations, and between a title and subtitle.

Dear Manager: / 8:40 P.M. / Victorian England: *Portrait of an Age*

4/ Use a colon after a statement that introduces an explanation or amplification of that statement.

Exposure to the sun will not cause these drapes to fade: they are made of synthetic material.

One characteristic accounted for his success: complete honesty.

Quotation Marks (" ")

1/ Use quotation marks to enclose direct quotations, but do not use them to enclose indirect quotations.

He said that "I was old enough to know better." (Incorrect) He said that I was old enough to know better. (Correct)

He said, "You are old enough to know better."

- **If a direct quotation is interrupted by an expression like he said, use quotation marks to enclose only the quoted material. This necessitates the use of two sets of quotation marks.**

“It’s just possible”, Mary responded, “that I’ll get up before six in the morning.”

- **If there are two or more consecutive sentences of quoted material, use only one set of quotation marks to enclose all sentences, not one set for each sentence.**

Ruby shouted, “Wait for me. I’ll be ready in two minutes.”

- **Put single quotation marks around a quotation or a title that occurs within a longer quoted passage.**

Michelle told me, “Today we read ‘The Road Not Taken’ by Robert Frost.”

- **Place the comma and the period inside the quotation marks, the semicolon and colon outside. Place the question mark and exclamation mark inside the quotation marks when they apply to the quoted material, outside when they apply to the entire sentence.**

“Of course,” he replied, “I remember you.”

Several times the witness said, “I swear to the truth of my statement”; yet the jury remained unconvinced.

He asked, “Where are you going?”

Did she definitely say, “I accept your invitation”?

2/ Use quotation marks to enclose the titles of short works (short stories, short poems, an essay, an article, or a song...)

Chapter Three was called “The Missing File”

The kindergarten children sang “America” for us.

Parentheses ()

1/ Use parentheses to add elements that are not necessary to the sentence (the material is not basic to the meaning of the sentence)

We visited several European countries (England, France, Spain) on our trip last year.

2/ If the parenthetical material forms a complete sentence within another sentence, do not use a capital letter or a period to mark the sentence inside the parentheses. If a question mark or exclamation point is needed, include it.

The snow (she saw it as she passed the window) was now falling heavily.

3/ If the parenthetical material is not inside another sentence, use capitalization and punctuation within the parentheses just as if the parentheses were not there.

Mandy told me she saw Amy's new car. (I saw Amy's car before Mandy.)

4/ Use parentheses around numbers or letters that identify a sequence within a sentence.

Brackets []

1/ Put brackets around any explanatory words or other information that you are adding to a quotation.

Tolstoi wrote, "The most powerful weapon of ignorance [is] the diffusion of printed matter." (In the original, a dash is used. The writer here inserted is to make a grammatically complete, clear sentence.)

Apostrophes ‘

An apostrophe is a punctuation mark that is used with a noun to display ownership and possession, to indicate where a letter has been omitted to form a contraction, or in certain plural forms.

➡ **E.g.** Jen's dance routine mesmerized everyone in the room.

➡ **E.g.** The dog's leash is hanging on the hook beside the door.

➡ **E.g.** Jess's sister is also coming to the party.

➡ **E.g.** I do not like ice cream.

➡ **E.g.** I **don't** like ice cream.

➡ E.g. 1990s; the three Rs

✚ Hyphens -

Hyphens connect two or more words that work as a single word, divide words at the ends of lines, and separate word portions to clarify meaning. Additionally, they are widely used in measurements, fractions, and numbers.

- ✓ Hyphenate all compound numbers from *twenty-one* through *ninety-nine* and *spelt-out fractions*,

➡ Thirty-two, one-third of a cup of sugar.

- ✓ Use hyphens with prefixes when they come before proper nouns.

➡ Un-American

- ✓ Use hyphens with prefixes ending in an *a* or *i* only when the root word begins with the same letter.

➡ **Examples:** *ultra-ambitious; semi-invalid*

- ✓ When a prefix finishes in one given vowel and a root word begins with a different vowel, attach them with no hyphen.

➡ **Examples:** *antiaircraft; proactive*

- ✓ Prefixes and root words that result in double *e*'s and double *o*'s are combined into one word.

➡ **Examples:** *preemployment; coordinate*

➡ **Exceptions:** *de-emphasize; co-owner*

- ✓ Use hyphens with all words beginning with *self* except for *selfish* and *selfless*, and with the prefix 'ex'.

➡ Self-respect; self-assured; ex-wife

- ✓ Use the hyphen with the prefix *re* only when: the *re* means *again* AND omitting the hyphen would cause confusion with another word.

➡ Will she **recover** from her illness? Re does not mean again.

➡ I have **re-covered** the sofa twice.

- ✓ When used as verbs, phrases that also contain noun and adjective forms should be used as separate words, and when used as nouns or adjectives, they should be used as one word.
- ➡ **Examples:** Eventually, the engine will **break down**. (verb)
- ➡ We experienced a communication **breakdown**. (noun)
- ➡ Could you please **clean up** your room? (verb)
- ➡ That Superfund site will need **cleanup** techniques. (adjective)
- ✓ Compound verbs are either hyphenated or appear as one word. If you do not find the verb in the dictionary, hyphenate it.
- ➡ **Examples:** *To **air-condition** the house will be costly.*
- ➡ *We were notified that management will **downsize** the organization next year.*
- ✓ Compound verbs can be written as one word or with a hyphen. Hyphenate a verb if the dictionary does not contain it.
- ➡ **Examples:** *To **air-condition** the house will be costly.*
- ➡ *We were notified that management will **downsize** the organization next year.*
- ✓ When two or more adjectives appear before a noun and function as a single idea, hyphenate between them.
- ➡ Friendly-looking men. (compound adjective)
- ➡ Brightly lit room (not compound)
- ✓ Put a hyphen where necessary when other than -ly adverbs are used as compound words in front of a noun. Do not hyphenate when the group of words is used after the noun.
- ➡ The **well-known** teacher accepted the challenge.
- ➡ The teacher who accepted the challenge was **well known**.
- ✓ Use a comma, not a hyphen, between two adjectives when you could have used *and* between them.
- ➡ I have important, classified documents.

➡ Jennifer received a lovely, fragrant bouquet on Valentine's Day.

✚ **Dashes (--)** A dash (made in typing with two hyphens with no space between, before, or after them) serves a number of purposes in punctuating sentences. But it should be used with restraint because if overused, the dash can become distracting and will lose its impact.

✓ **Use dashes to set off appositives in mid sentences that contain commas.**

➡ Five states—Indiana, Iowa, Kentucky, Missouri, and Wisconsin—share borders with Illinois.

✓ **Use a dash to set off a series that introduces or ends a sentence.**

➡ Beaumont, Fletcher, Jonson, Kyd, Marlowe, and Webster—these dramatists were respected contemporaries of Shakespeare.

✓ **Use dashes, singly or in pairs, to set off interpretations, evaluations, or interruptions.**

➡ This answer—if we can call it an answer—is completely meaningless.

➡ This answer is meaningless—if we can call it an answer.

✚ **Ellipses (...)** Ellipses, three spaced periods, are used to indicate the omission of one or more words from a quotation. The three periods, or points, that form the ellipsis, are considered a unit. When the omission comes at the end of a sentence, a fourth point must be added as end punctuation. When a comma is required, it follows the ellipsis.

➡ **1/ Use ellipsis to show where words have been omitted from a direct quotation. Do not leave out material if the omission changes the meaning of the original text.**

➡ **2/ Use ellipsis points selectively to indicate hesitation, a trailing off of thought, or an incomplete statement.**

➡ The deathbed scene in James Brook's *Terms of Endearment* is ... manipulative.

Practice

Exercise 1: Insert commas as needed.

a. The wedding will be on July 13 2012.

- b. The date by the way is the anniversary of the day that they met.
- c. The groom the bride and their parents are all planning the event.
- d. Actually all of their friends and relatives are involved in the planning.
- e. The bride is a baker so she will be making the wedding cake herself.
- f. The photography the catering and the music will all be friends.

Exercise 2: Insert commas and semicolons as needed.

1. The scientist watched the sea lions dive into the water however he lost sight of them in the waves.
2. Ferry service served the islands on a regular basis there was one ferry each day.
3. This ferry could take only passengers therefore the travelers had to leave their cars in the long-term parking garage.
4. Fred wrote a sentence using a cliché he did not mean it to be so funny.
5. The ice cream dribbled down the little girl's fingers her mother watched in dismay.
6. The secretary read the names of the attendees: Sara Lawson President; Bill Conroy Vice President; Roger Smith Treasurer; and Norma Hughes Secretary.
7. Shena wanted to buy sunglasses a towel tabby and soda pop but she did not have any cash in her pockets her backpack or her car.
8. The sun grew hot he put on more sun block.
9. The sun grew hot however he had run out of sun block.
10. We plan to travel to Seattle Washington Mount Rainier Washington and Portland Oregon.

Exercise 3: Add necessary punctuation to the following.

1. David Cordova who designed the new program works at a computer company. __
2. Students will live in a foreign city while they study its native language and culture. __
3. The power failed in the building so the instructor dismissed the class. __

4. Karen Leroy the owner of the corporation donated \$5 million to charity. ____
5. The reporter interviewed each witness spoke to the arresting officer and filed his story.

6. The man who caused the accident was arrested by the police. ____
7. Yesterday Nicholas Cage the popular actor was interviewed on television. ____
8. Because Callie did not finish all the homework she had a hard time with the quiz. ____
9. Joyce Lavelle found your wallet and turned it in to the campus police. ____
10. The teacher returned each student's quiz before she discussed the homework. ____
11. George Washington Thomas Jefferson and Ben Franklin were all famous Americans.
12. Joseph studies every night for several hours. Because he wants to pass all of his classes. ____

Exercise 4: The following paragraph contains errors in punctuation. On your own sheet of paper, correct the paragraph by adding commas, semicolons, colons, apostrophes, parentheses, hyphens, and dashes as needed. There may be more than one way to correct the paragraph.

May 18 2011

Dear Hiring Manager

Allow me to introduce myself in my previous position I was known as the King of Sales. I hope to earn the same title within your company. My name is Frances Fortune. I have thirteen years experience in corporate sales and account management. I have been the top rated seller for two years in a row in my previous position. Clients recognize me as dependable honest and resourceful. I have a strong work ethic and great interpersonal skills. I excel at goal setting and time management. However you don't have to take my word for it I will be happy to provide personal and professional references upon request. You are welcome to contact my previous employer to inquire about my work performance. I look forward to speaking with you in person in the near future.

Sincerely

Lesson 9: Sentence Errors and Problems

A sentence is a group of words that has at least one subject and one predicate (either of which can be compound), and that expresses a complete thought. In writing, you should make sure you use complete sentences. There are three common errors writers often commit: fragments, run-ons, or comma splice sentences.

1. Avoiding Sentence Fragments

A sentence fragment is a group of words that is punctuated as if it were a complete sentence, but it is grammatically incomplete because it lacks a subject or a predicate or does not express a complete thought. The most common types of sentence fragments are phrases, subordinate clauses and appositives. When checking for sentence fragments, look for a group of words without a subject. Then, look for a group of words without a complete verb. Look especially for a word group that includes a verbal, rather than a complete verb. Finally, be sure you have not punctuated a subordinate clause as if it were a complete sentence.

You can eliminate sentence fragments in one of two ways: either by joining it to a sentence (main clause) nearby, or by developing the fragment itself into a complete sentence.

Phrases

Fragment: Can you see the girl? **Walking on the bridge.**

Revised: Can you see the girl walking on the bridge?

Fragment: **Going out for a walk.** That is a good idea.

Revised: Going out for a walk is a good idea.

Fragment: Our class had an excellent discussion. **About the issue of television and advertising for children.**

Revised: Our class had an excellent discussion about the issue of television and advertising for children.

Having studied hard all evening. (Fragment)

Revised: Having studied hard all evening, John decided to retire.

Subordinate Clauses

Henry went to the library and took out several books about airplanes to prepare his report. **Which is due on Monday.** (Fragment)

Henry went to the library and took out several books about airplanes to prepare his report, which is due on Monday. (Complete)

Will you please help me finish the dishes? **After you have finished reading the newspaper.** (Fragment)

After you have finished reading the newspaper, will you please help me finish the dishes? (Complete)

Appositives

Fragment: Many readers admire the work of the nineteenth century American poet. **Emily Dickson.**

Revised: Many readers admire the work of the nineteenth century American poet Emily Dickson.


Examples or Explanations

As you edit your writing, pay special attention to groups of words that are examples or explanations of information you presented in the previous sentence.

People have different kinds of learning styles. *For example, visual or auditory.*

I learn best by performing an action. *Such as an experiment.*

[*For example, visual and auditory* and *Such as an experiment* are not complete thoughts.]

 To turn some sentence fragments into complete sentences, you must reword them.

Clark, being stiff and sore after playing football all afternoon. (Fragment)

Clark **was** stiff and sore after playing football all afternoon. (Complete)

- ➡ Much correctly spoken and written English contains perfectly proper fragments of sentences. The adverbs *yes* and *no* may stand alone as may other words and phrases in dialogue. There is nothing wrong, for example, in such fragments as the following: The sooner, the better/ Anything but that./ Same as before.

Interjections and exclamatory phrases may also stand alone as independent elements. The following fragments are correct: Ouch! Tickets, please! Greetings: Hello. /Informal conversations: Eight o'clock. Not so!

2. Avoiding Run-Ons

A run-on sentence is the use of two or more separate sentences written as if they were one sentence. Put differently, run on occurs when independent clauses are joined without anything to mark their junction (punctuation mark, coordinating conjunction...)

I enjoyed the movie it was very entertaining. (Run on, the two sentences are written as one sentence)

You can correct run-on sentences in several ways.

a/ Separate the run-on sentences into two or more sentences

I enjoyed the movie. It was very entertaining.

b/ Join the independent clauses with a comma and add a coordinating conjunction (FANBOYS).

I enjoyed the movie, **for** it was entertaining.

c/ Join the independent clauses using a semicolon (;)

I enjoyed the movie; it was very entertaining.

d/ Rewrite one of the independent clauses as a subordinate clause, and add a subordinating conjunction.

I enjoyed the movie **because** it was very entertaining.

e/Join the independent clauses with a semicolon and a conjunctive adverb (moreover, consequently, furthermore...).

I enjoyed the movie; **moreover**, it was very entertaining.

6. Avoiding Comma Splice Sentences

A comma splice occurs when a writer uses **only** a comma to join two or more independent clauses.

E. g. On Saturday evening we are giving a dinner party, we hope that you can attend. (The two sentences are separated by a comma)

You can correct comma splice sentences in several ways.

On Saturday evening we are giving a dinner party. We hope that you can attend.

We are giving a dinner party on Saturday evening, **and** we hope you can attend.

On Saturday evening we are giving a dinner party; we hope that you can attend.

On Saturday evening we are giving a dinner party **which** we hope you can attend.

On Saturday evening we are giving a dinner party; **furthermore**, we hope that you can attend.

Exercise 1: Review the following paragraph for fragments. Revise fragments so that they become grammatically complete.

Karen decided to take a vacation. Which she had wanted to do for a long time. She asked her supervisor for two weeks off. Then she went to visit her travel agent. Who gave her some interesting ideas about destinations. After reviewing a number of brochures. Karen decided to visit Italy. She asked her travel agent to make an airplane reservation. And also several hotel reservations. She flew into Rome on a sunny day in June. While she was in Rome. She went on a number of tours. And visited three museums. She enjoyed eating Italian food at some wonderful restaurants. And made several new friends. Because Karen enjoyed her Italian holiday so much. She plans to return to Italy for her next vacation.

Exercise 2: Label each sentence as correct (C), run-on (R), or containing a comma splice (CS). Correct the faulty items.

1. Ann refused to take the test she was late for work.

.....

2. Lucy accepted to attend the movie he said he adored adventure films.

.....

3. Janet worked on her term paper, her friend studied for a calculus test.

.....

4. The vase fell off the shelf it broke.

.....

5. He owned the boat it cost him a million dollars.

.....

6. She writes the music he plays the guitar.

.....

7. I moved to the United States when I was young it was easy to learn English, my
parents were already here, they knew English.

.....

Exercise 3: Identify and correct the comma splices and run-on sentences in the following letter.

Dear Desperate:

We are sorry to hear that you are having difficulty paying your bills, it is however your responsibility Unfortunately we have no way to prevent you from making overseas calls you have curb your own tendency to reach out and touch your friends following your instructions we are sending a technician to remove your phone. Please be home this Friday morning he will arrive then. Even though we will remove your phone, you are still responsible for the unpaid portion of your bill it is your financial obligation. We would dislike referring this matter to a collection agency, it could ruin your credit rating.

Sincerely,

Your friendly phone representative

Lesson 10: Creating Agreement

a. Subject –Verb Agreement

Agreement in writing relates to the proper grammatical match between words and phrases. Sentence elements must agree in number, gender, case, and person (A verb should agree in number with its subject. Singular verbs should have singular subjects, and plural verbs should have plural subjects.

Correct: The apartments have two bedrooms.

Correct: My boss is a grouch.

1. Subject and Verb Separated by a Word Group/Intervening Expressions

- Sometimes a **word group**, a **phrase**, or a **clause** that includes one or more nouns **comes between the subject and the verb**. When this happens, **match the verb with its subject**, not a noun in the word group.

Correct: Mr. Schmidt, along with his daughters, runs a furniture store.

Correct: The old bus, crammed with passengers, was unable to reach the top of the hill.

Correct: Several books required for my paper are not in the library.

Correct: Our basket of sandwiches is missing.

Correct: The evidence that they submitted to the judges was convincing.

Correct: My father, together with my two brothers, is planning to build a cabin at the lake.

2. Two Singular Subjects

- Most singular subjects joined by **and** take a **plural** verb.

Correct: The couch and chair were upholstered in blue velvet.

Incorrect: Restoring cars and racing motorcycles consumes most of Frank's time.

Correct: Restoring cars and racing motorcycles consume most of Frank's time.

- When '**each**' or '**every**' precedes the subjects, use **singular** verb in place of a plural.

Correct: Every book and magazine was badly water-stained.

- Singular subjects joined by **or**, **either---or**, or **neither—nor** also take **singular** verbs.

Correct: A pear or an apple is a good afternoon snack.

Correct: Neither rain nor snow slows our letter carrier.

- Use a singular verb when two singular subjects joined by **and** name the same person, place, or thing.

Correct: My cousin and business partner is retiring next month.

3. One Singular and One Plural Subject

- When one singular subject and one plural subject are joined by **or**, **either—or**, or **neither—nor**, **match the verb with the closer** of the two.

Correct: Neither John nor his parents were at home.

Correct: Neither his parents nor John was at home.

4. Collective Nouns as Subjects

- Collective nouns (assembly, class, committee, family, tribe...) are singular in form but stand for groups or collections of people or things. Collective nouns are considered to be singular and therefore take singular verbs.

Correct: The class is writing a test.

- Sometimes, though, a collective noun refers to the separate individuals making up the grouping, and then it requires a plural verb.

Correct: The jury are in dispute about the verdict.

5. Verb Preceding the Subject

- In sentences that begin with words such as **here**, **there**, **how**, **what**, and **where**, the verb must agree with the subject that follows it.

Correct: here is my house. / **Correct:** where are my shoes? / **Correct:** there is just one way to solve this problem.

6. Nouns Plural in Form

- Use a singular verb with nouns that are plural in form but singular in meaning. The following nouns are usually singular in meaning and take a singular verb: news, genetics, civics, electronics, economics, linguistics, acoustics, ethics, tactics, politics, physics, mathematics, gallows, mumps, measles, shambles, whereabouts:

Correct: The news is reported at eleven o'clock.

Note: Many nouns ending in *-ics*, such as *acoustics*, *athletics*, *ethics*, *politics*, *statistics*, and *tactics*, may be singular or plural, depending on how they are used. Generally, such a noun takes a singular verb when the noun names a science, system, or skill. The noun takes a plural verb when the noun names qualities, activities, or individual items.

- The following nouns are usually plural (refer to singular items): gymnastics, olympics, pants, trousers, scissors, binoculars, eyeglasses, athletics, tidings, riches, barracks:

Correct: The scissors are sharp.

Correct: Athletics attract him.

- Plural nouns denoting a quantity, a mass, or a number require a singular verb when the subject is regarded as a unit. It is plural when the amount is thought of as many parts:

Correct: Five dollars is too much.

Correct: Five dollars are missing from my bank. (The dollars are separate bills)

- Though usage is mixed, phrases involving addition, multiplication, subtraction, and division of numbers preferably take the singular:

Correct: Two and two is four.

Correct: Twelve divided by six is two.

- Expressions of measurement (length, weight, and so on) are usually singular:

Correct: Four miles was the distance we hiked.

- The title of a creative work (painting, book, film, and so on) or the name of a country, even when plural in form, takes a singular verb.

Correct: The United States shares borders with Mexico.

- The name of an organization, even when plural in form, usually takes a singular verb.

Correct: United Plastics employs hundreds of people from our area.

7. Determining Modifiers

- In expressions like some of the pie(s), a percentage of the profit(s), all of the money, all of the children, the number of some, percentage, and all is determined by the number of the noun in the prepositional phrase:

Correct: Some of the pie is missing.

Correct: Some of the pies are missing.

- Whether to use a singular or plural verb with the word **number** depends on the modifying article.

The number requires a singular verb; a number, a plural one.

Correct: The number of students at the art exhibit was small.

Correct: A small number of students were at the art exhibit.

8. Indefinite Pronouns

- The following indefinite pronouns are always singular: **anybody, anyone, each, either, everybody, everyone, neither, nobody, no one, one, somebody, and someone.**

Correct: Everyone who enjoys sports likes this programme.

- The following indefinite pronouns are always plural: **both, few, many, and several.**

Correct: Many who travel to France visit Paris.

- The following indefinite pronouns **all, any, most, none** and **some** may be either singular or plural.

They are singular when they refer to singular words and plural when they refer to plural words:

Correct: Most of the book is interesting.

Correct: Most of the students are here.

9. Relative Pronouns as Subjects

- When a relative pronoun (that, which, or who) is the subject of an adjective clause, the verb in the clause should agree with the word that the relative pronoun refers to.

Correct: I like films that feature dancers.

Correct: This is the student who is to be promoted.

10. **Subject, To Be Forms, and Predicate Nouns**

- When one noun precedes and another follows some form of the verb to be, the first noun is the subject, and the verb agrees with it and not with the complement (i.e., with the predicate nominative) even if the complement is different in number.

Correct: The only fruit on the market now is peaches.

Correct: Peaches are the only fruit on the market now.

Practice: For each sentence, circle the verb in parentheses that agrees with its subject.

1. Either the dog or the cat (*get, gets*) the party leftovers.
2. There (*is, are*) four herbs that almost any gardener can grow: basil, thyme, marjoram, and oregano.
3. All of these old letters (*was, were*) tied with ribbon and stored in a trunk in the attic.
4. Each of them (*is, are*) penned in bold, flowing handwriting.
5. Both Alicia and Isabel (*thinks, think*) that the former owner of the house put the letters in the attic.
6. Neither potatoes nor peanuts (*is, are*) grown on this farm anymore.
7. Two thirds of the electorate (*was, were*) at the polls in the last election.
8. Is it true that *Troilus and Cressida* (*is, are*) by Shakespeare?
9. Here (*is, are*) the latest scores of today's basketball games.
10. Most of the children on the school bus (*was, were*) talking and laughing.
11. Don't you think that five miles (*is, are*) too far to walk tonight?
12. A cool spring near the cottages (*supply, supplies*) them with water.
13. Politics (*is, are*) a popular topic of conversation during an election year.

14. Every man, woman, and child (*was, were*) frightened by the earthquake.
15. Neither of them (*knows, know*) for sure who wrote that message.
16. The jury (*has, have*) returned a verdict.
17. On the supervisors (*rest, rests*) the responsibility for implementing safe procedures.
18. The two songs we played at the Independence Day concert (*was, were*) written by Carly Simon.
19. There (*has, have*) been many visitors on the fairground today.
20. Everybody in the theater (*was, were*) thrilled by the rescue scene.
21. The government needs census workers who (*are, is*) fluent in Spanish.
22. He suggested two different window treatments that (*seem, seems*) perfect for the room.
23. Janice has found an art program which (*are, is*) perfect for her interests and talent.
24. Ravi has used only two of the sick days that (*are, is*) allowed.
25. Ask the editor who (*coordinate, coordinates*) the yearbook schedules if it's too late to place an advertisement.
26. If four cents (*are, is*) my change, just keep it.
27. Principal Smith has asked whether the school safety committee (*want, wants*) to present their reports.
28. Two physicians or an emergency room nurse have agreed to speak to our science class about careers in medicine.
29. Either Rick or his brother (*walks, walk*) their dog, Buster, every morning and evening.
30. Some of the puzzle pieces (*is, are*) missing, but you can still figure out what the picture is.

b. Noun-Pronoun Reference

A pronoun must agree with (match) the noun or pronoun it refers to in number. It must be either singular (one) or plural (more than one). If a pronoun is singular, it must also match the noun or pronoun it refers to in gender (*he, she, or it*).

CONSISTENT Mary sold *her* old television set. [*Her* agrees with *Mary* because both are singular and feminine.]

CONSISTENT The Wilsons sold *their* old television set. [*Their* agrees with *the Wilsons* because both are plural.]

✚ Watch out for singular, general nouns. If a noun is singular, the pronoun that refers to it must be singular as well.

INCONSISTENT Any student can tell you what *their* least favorite course is. [*Student* is singular, but the pronoun *their* is plural.]

CONSISTENT Any student can tell you what *his* or *her* least favorite course is. [*Student* is singular, and so are the pronouns *his* and *her*.]

✚ To avoid using the awkward phrase *his or her*, make the subject plural when you can.

CONSISTENT Most students can tell you what *their* least favorite course is.

Two types of words often cause errors in pronoun agreement: indefinite pronouns and collective nouns.

✚ Indefinite Pronouns

An **indefinite pronoun** does not refer to a specific person, place, or thing: It is general. Indefinite pronouns often take singular verbs. Indefinite pronouns include words like **each, either, neither, any, everybody, somebody, and nobody**. Whenever an indefinite pronoun is used as an antecedent, the pronoun that refers to it should be singular.

Faulty Neither of the actors had learned their lines.

Revision Neither of the actors had learned his lines.

As the revised example shows, this rule applies even when the pronoun is followed by a plural noun. When the gender of the antecedent is unknown, you may follow it with **his** or **her**, or if this results in awkwardness, rewrite the sentence in the plural.

Correct Anyone who has studied his or her assignments properly should do well on the test.

Correct Those who have studied their assignments properly should do well on the test.

Collective Nouns

A **collective noun** names a group that acts as a single unit. Collective nouns are usually singular, so when you use a pronoun to refer to a collective noun, it too must usually be singular.

The team had its sixth consecutive win of the season.

The jury returned its verdict.

If the people in a group are acting as individuals, however, the noun is plural and should be used with a plural pronoun.

The class brought their papers to read.

Two Singular Antecedents

Two or more antecedents joined by ‘and’ ordinarily call for a plural pronoun.

Correct Her briefcase and umbrella were missing from **their** usual place on the hall table.

- When ‘**each**’ or ‘**every**’ precedes the antecedent, use a **singular** pronoun.

Incorrect Every college and university must do their best to provide adequate student counseling.

Correct Every college and university must do its best to provide adequate student counseling.

- Singular antecedents joined by **or**, **either__or**, or **neither__nor** call for singular pronouns.

Correct Neither Carol nor Irene had paid her rent for the month.


Applying this rule can sometimes yield an awkward sentence. When this happens, rewrite the sentence to avoid the problem.

Faulty Neither James nor Sally has finished his or her term project.

Revision James and Sally have not finished their term projects.

- Singular antecedents joined by ‘and’ and referring to the same person, place, or thing use a singular pronoun.

Correct My friend and business partner is leaving his native country.

 **Singular and Plural Antecedents** If one singular and one plural antecedent are joined by ‘or’, ‘either__or’, or ‘neither__nor’, the pronoun agrees with the closer one.

Correct Either Terrence James or the Parkinsons will let us use their lawn mower.

Correct Either the Parkinsons or Terrence James will let us use his lawn mower.

Sentences of this sort are generally smoother when the plural subject follows the singular.

Making Pronoun Reference Clear

If the reader isn’t sure what noun or pronoun a pronoun refers to, the sentence may be confusing. Look for and edit any sentence that has an ambiguous, vague, or repetitious pronoun reference.

In an **ambiguous pronoun reference**, the pronoun could refer to more than one noun.

AMBIGUOUS Enrico told Jim *he* needed a better resume. [Did Enrico tell Jim that Enrico himself needed a better resume? Or did Enrico tell Jim that Jim needed a better resume?]

EDITED Enrico advised Jim to revise his resume.

AMBIGUOUS I put the glass on the shelf, even though *it* was dirty. [Was the glass or the shelf dirty?]

EDITED I put the dirty glass on the shelf.

In a **vague pronoun reference**, the pronoun does not refer clearly to any particular person, place, or thing. To correct a vague pronoun reference, use a more specific noun instead of the pronoun.

VAGUE When Tom got to the clinic, *they* told him it was closed. [Who told Tom the clinic was closed?]

EDITED When Tom got to the clinic, the nurse told him it was closed.

VAGUE Before I finished printing my report, *it* ran out of paper. [What was out of paper?]

EDITED Before I finished printing my report, the printer ran out of paper.

In a **repetitious pronoun reference**, the pronoun repeats a reference to a noun rather than replacing the noun.

The newspaper, it says that the new diet therapy is promising.

INCORRECT My instructor he gives us lots of homework.

CORRECT My instructor gives us lots of homework.

Practice: I/Most of the following sentences contain pronouns that do not agree with their antecedents. Cross out each incorrect pronoun. Then, write the correct pronoun. If a sentence is already correct, write *C*.

1. Neither Mr. Syms nor Mr. Karras had worn their glasses.
2. Whether a candidate wins or not, they must submit a report about campaign expenditures.
3. Both Aola and Phoebe passed the driver's test and received their licenses.
4. That is a decision that everyone must make for themselves.
5. Krista and her brother asked me to go with them on a hiking trip.
6. No one on the city council has suggested that they will vote for the new ordinance.
7. Both Mr. Kelly and Mrs. Arcaro accepted their awards with gratitude.

8. Several local artists displayed their paintings during the festival.
9. Many of the Rotary Club members expressed his appreciation to the speaker.
10. Most of the hikers remembered to bring their own lunches.
11. Several of the stones had strange markings on it.
12. The Netherlands reclaimed two fifths of their land from the North Sea.
13. I hope you saw the news last night; we were on them!
14. Alarmed, the herd of gazelles scattered when it scented the lions.
15. All of the designers used variations on this curve for their doors.
16. Few of the students knew his or her locker combinations yet.
17. Mathematics must be your favorite subject; you've been studying them for hours.
18. Join Students for Bike Trails today at 3:45 when it meets in the cafeteria.
19. One by one, the band got its instruments out of the bus and headed for the field.
20. Do any of these pizzas have anchovies on it?

II/ Most of the following sentences contain errors in agreement. Cross out each incorrect verb or pronoun form, and write the correct form in the space above the error. If a sentence is already correct, write *C* at the end of the sentence.

1. Neither the secretary nor the treasurer have been paid.
2. There was still a few questions that had not been answered.
3. The price of diamonds vary from year to year.
4. Each of the girls paid for their own dinner.
5. No one will be excused from physical education classes unless they bring a note signed by a doctor.
6. She is one of those people who dream of changing the world.
7. When is the primary and the general elections?
8. Our team are playing the Eagles next Sunday on television.
9. Several of the members of last year's graduating class is enrolled at the University of

Wisconsin.

10. One of the canaries had gotten their foot caught in the cage door.
11. Neither Tien nor her sister appear ready to leave for the concert yet.
12. My English teacher said that ethics might be very interesting for me to study in college.
He said that they may be taught in the philosophy department.
13. Nearly one third of the band members carried its instruments in cases to the
performance.
14. That bird in the trees don't look like the ones I have seen before.
15. Most of the recipes appeared to be original. I had never seen them before.
16. The class will go on a field trip to the Museum of Science to do research for its
projects.
17. Several of the children ate his or her lunches outside because the weather was so
beautiful.
18. Almost every book about insects that Sarah reads contribute to her ever-increasing
knowledge
of entomology.
19. Todd explained that the jury would probably take several hours to come to their
collective decision.
20. Either her roommates or her sister are throwing a big surprise party for Samantha.

Lesson 11: Using Modifiers Correctly

a. Misplaced Modifiers

Modifiers are words, phrases, or clauses that clarify, qualify, or modify another word, phrase, or clause. Put differently, they qualify or limit the meaning of such words. However, modifiers can be misused by writers at times, creating weird and inadvertently humorous sentences. The two most typical types of modifier mistakes are referred to as dangling modifiers and misplaced modifiers. Readers are no longer able to read easily if either of these mistakes happens. Instead, people get stuck when trying to decipher what the author intended to express. Modifiers will be effective if you place them so that they make sentences clearer and more coherent. Any modifier whose placement confuses the meaning of a sentence is called a **misplaced modifier**. It is a modifier that is placed too far from the word or words it modifies. Misplaced modifiers make the sentence awkward and sometimes unintentionally humorous (Glenn & Gray, 2008).

Place a modifier as close as possible to the relevant word or word group.

Modifiers such as *almost*, *even*, *hardly*, *just*, and *only* are clearest when they are placed right before the words they modify. Altering placement can alter meaning.

The committee can **only** nominate two members for the position. [The committee cannot appoint or elect the two people to the position.]

The committee can nominate **only** two members for the position.[The committee cannot nominate more than two members.]

Only the committee can nominate two members for the position.[No person or group other than the committee can nominate members.]

- ➡ **Place prepositional phrases and adjectival clauses as close as possible to the word or word group they modify.**

Readers expect phrases and clauses to modify the nearest grammatical element. Misplaced phrases and clauses cause confusion.

Her favourite

She recorded ~~the~~ song from the movie ~~that was her favorite~~.

OR

She recorded a song from her favorite movie.

- ➡ The following sentence is fine as long as Jesse wrote the proposal, not the review. If he wrote the review, the sentence should be recast.

I have not read the review of the proposal Jesse wrote.

I have not read ~~the~~ review of the proposal ~~he wrote~~.

Jesse's

- ➡ **Revise squinting modifiers so that they modify only one element.**

A **squinting modifier** is one that might be interpreted as modifying either what precedes it or what follows it. To avoid such lack of clarity, reposition the modifier and/or provide appropriate punctuation.

Even though Erikson lists some advantages **overall** his vision of a successful business is faulty.

Revision: Even though Erikson lists some **overall** advantages, his vision of a successful business is faulty. [word repositioned; punctuation added]

Revision: Even though Erikson lists some advantages, **overall**, his vision of a successful business is faulty. [punctuation added]

b. Dangling modifiers are words, phrases, or reduced clauses that lack an appropriate noun, noun phrase, or pronoun to modify. They describe something that has been left out of the sentence. When there is nothing that the word, phrase, or clause can modify, the modifier is said to dangle. To avoid writing dangling modifiers, look carefully at any sentence that begins with a modifier. Be sure that the noun, noun phrase, or pronoun being modified is the subject of the sentence. There are situations when a dangling modifier contains a form of an action verb, but there is no obvious actor executing the action in the sentence, or the actor is not in the subject position. Other times, a dangling modifier is made up of adjectives that are modifying the sentence object rather than the subject. You can revise sentences that contain dangling modifiers in one of these ways (Glenn & Gray, 2008).

■ Provide a noun or pronoun.

we increased

Working overtime, √ our earnings ~~increased~~ dramatically.

[According to the original sentence, the earnings worked overtime.]

■ Move the modifier

The

crouched and ugly

√ ~~Crouched and ugly~~, the young boy gasped at the √ phantom moving across the stage.

[According to the original sentence, the young boy was crouched and ugly.]

■ Reword the modifier.

After Richie gave his speech,

√ ~~After listening to Richie's speech~~, the mood in the room changed.

[According to the original sentence, the mood listened to the speech.]

Sentence modifiers and absolute phrases are not considered to be dangling.

Marcus played well in the final game, **on the whole**.

Considering all she's been through this year, Marge is remarkably cheerful.

Practice: I. Rewrite the following sentences to correct the misplaced modifiers.

1. The young lady was walking the dog on the telephone.
2. I heard that there was a robbery on the evening news.
3. Uncle Louie bought a running stroller for the baby that he called "Speed Racer."
4. Rolling down the mountain, the explorer stopped the boulder with his powerful foot.
5. We are looking for a babysitter for our precious six-year-old who doesn't drink or smoke and owns a car.
6. The teacher served cookies to the children wrapped in aluminum foil.
7. The mysterious woman walked toward the car holding an umbrella.
8. We returned the wine to the waiter that was sour.
9. Charlie spotted a stray puppy driving home from work.
10. I ate nothing but a cold bowl of noodles for dinner.

II. Rewrite the following the sentences to correct the dangling modifiers.

1. Bent over backward, the posture was very challenging.
2. Making discoveries about new creatures, this is an interesting time to be a biologist.
3. Walking in the dark, the picture fell off the wall.
4. Playing a guitar in the bedroom, the cat was seen under the bed.
5. Packing for a trip, a cockroach scurried down the hallway.
6. While looking in the mirror, the towel swayed in the breeze.
7. While driving to the veterinarian's office, the dog nervously whined.
8. The priceless painting drew large crowds when walking into the museum.
9. Piled up next to the bookshelf, I chose a romance novel.
10. Chewing furiously, the gum fell out of my mouth.

Lesson 12: Maintaining Parallelism

Parallelism is the use of the same grammatical structures to express similar ideas. Parallel structures often occur in a series. When two or more components share the same grammatical form, such as when they are all nouns or all prepositional phrases, they are referred to be parallel elements. Often, a coordinating conjunction (and, but, or, yet, so, nor, or for) joins parallel items. The elements in boldface in the following examples share the same grammatical form.

Words The student is both **determined** and **dedicated**.

Phrases Her goals include publicizing student and faculty research, increasing the funding for that research, and providing adequate research facilities.

Clauses Our instructor explained what the project had entailed and how the results had been used.

 He said that we would conduct a similar project but that we would likely get different results.

Sentences When I interviewed for the job, I tried not to sweat.
 When I got the job, I managed not to shout.

- ➡ Parallel aspects are frequently created via word repetition. To express your message clearly, and concisely, try repeating a preposition, the infinitive marker to, or the first word of a phrase. This will help you establish parallel structures.

Preposition For about fifteen minutes, I have been pacing in my office, hands **on** my hips, a scowl **on** my face, and a grudge **on** my mind.

Infinitive She wanted her audience **to remember** the protest song and **to understand** its origin.

- ➡ Parallel structures can be made by repeating form only. Sometimes, however, parallel structures are identical in form with no word repetition.

People all around me are **buying, remodeling, or selling** their houses.

- ➡ Repeating a pattern stresses the relationship of ideas.

If I have said anything in this letter that overstates the truth and indicates an unreasonable impatience, **I beg you to forgive me.** If I have said anything that understates the truth and indicates my having a patience that allows me to settle for anything less than brotherhood, **I beg God to forgive me.** —MARTIN LUTHER KING, JR.

- ➡ We use **parallel structures with correlative conjunctions** (or **correlatives**), which are pairs of words that join other words, phrases, or clauses. *both . . . and/either . . . or/neither . . . nor/not only . . . but also/whether . . . or.*

He will study **either** art **or** languages.

Whether at work **or** at home, he is always angry.

Practice: Rewrite in correct form all sentences that contain faulty parallelism. Write C in case the sentence is correct.

1. The boys stood in line, bought their tickets, and then they headed straight for the concession stand.
2. The flavour of the Dutch chocolate yogurt is better than the white chocolate.
3. Of course pollution of the food chain not only is a threat to wildlife but also to human beings.
4. The sun was shining, the sky was blue, but thunder rumbled in the distance.
5. Stuffed in the overhead compartment were a carry-on bag, briefcase, and two garment bags.
6. I neither know what kind of coffee he likes nor where one might buy it.
7. No one's enthusiasm can match Sandy.

8. We always have and always will support your efforts to invent a perpetual motion machine.
9. Clearly qualified for the job, she was competent, diligent, and she knew her way around the organisation.
10. I am hot, tired, and I wish I had something to drink.

Part Two

Composition: Paragraph

Writing and Development

Lesson 13: The English Paragraph

A paragraph is a group of related sentences that stand as a distinct unit of thought containing one central idea which is usually expressed in a topic sentence. The form of a paragraph is easy to recognize: the first line is indented. We mark a paragraph by indenting the first word about five spaces (on a computer) from the left margin (Hogue, 2008). A paragraph is collection of sentences describing, discussing, or explaining one central idea. It is made up of three elements: the **topic sentence**, the **supporting sentences**, and the **concluding sentence**, each with a specific function (Folse, Solomon and Clabeaux, 2015).

Read All About It

Topic sentence **Controlling idea**

The daily newspaper provides a valuable source of information. As everyone knows, a town's daily paper reports the news from around the world. Readers gain knowledge of world affairs by reading about wars starting and stopping, the national economy, and tragedies that befall people everyday like auto accidents and home fires. Readers also acquire basic information that is needed to be an informed citizen such as the workings of Congress and the geography of places all around the world. For instance, when the Pope visited Cuba, Americans learned about the history and geography of the island. Just as important to many readers, the newspaper reports on the world of sports and entertainment. Many subscribers eagerly await the morning paper to find out the latest box scores of favorite teams or the television and movie listings for the day. Also, the newspaper predicts the weather, and the advertising helps readers save money by publishing information on the latest sales. Most important, the newspaper connects us to our community by publishing important announcements like births, deaths, weddings, and the events occurring in town like fairs and government meetings. Reading the newspaper helps us develop our intelligence as citizens by providing us with important information about our world.

(Robitaille & Connely, 2007, p. 56)

I. THE TOPIC SENTENCE

A well-written paragraph will always begin with a topic sentence that both identifies the paragraph's subject and also restricts it to a single, manageable subject to be discussed in the space of one paragraph. The controlling idea is that component of the topic sentence that specifies the aspect that will be covered. (Oshima and Hogue, 2006).

Topic sentence= Topic+Controlling idea

Topic Sentence: Hurricane Katrina devastated the Gulf Coast.

Topic Sentence: New York is the world's loudest city.

Topic Sentence: Gold, a precious metal, is prized for two important characteristics.

Topic Sentence: Soccer is popular for many reasons.

Topic Sentence: My car has lots of disadvantages for me.

A topic sentence is the most important sentence in a paragraph. It is a helpful guide to both the writer and the reader. The writer can see what information to include (and what information to exclude). The reader can see what the paragraph is going to be about and is therefore better prepared to understand it. It is usually (but not always) the first sentence in a paragraph. Experienced writers sometimes put topic sentences in other locations, but the best spot is usually right at the beginning. Sometimes, however, it is only implied, not stated (Oshima and Hogue, 2006).

To write a topic sentence, you must narrow the topic, formulate a tentative main idea, and brainstorm supporting details for the main idea. Additionally, make sure your topic sentence displays the purpose of writing, whether it is to inform, persuade, or entertain (Robitaille and Connelly, 2007).

1. A topic sentence must be a **complete** sentence, with a **subject and a verb**.
2. A topic sentence should be **neither too general nor too specific; it should not be vague**.
3. A topic sentence **should not have unrelated controlling ideas**.

4. A topic sentence is **not a general fact**.

II. Supporting sentences

Supporting sentences develop the topic sentence: they explain or prove the topic sentence by giving more details about it. Paragraphs usually have more than two supporting sentences. (Oshima & Hogue, 2006). The following are some of the supporting sentences that explain the topic sentence about **Gold**:

Gold, a precious metal, is prized for two important characteristics. First of all, gold has a lustrous beauty that is resistant to corrosion. For example, a Macedonian coin remains as untarnished today as the day it was made 25 centuries ago. Another important characteristic of gold is its usefulness to industry and science. The most recent use of gold is in astronauts' suits. (Oshima & Hogue, 2006, p. 3)

III. The Concluding sentence

A concluding sentence signals the end of the paragraph and leaves the reader with important points to remember. It never introduces a new idea. It either summarises the paragraph or restates the main idea expressed in the topic sentence (using different words) (Oshima and Hogue, 2006).

➡ **In conclusion**, gold is treasured not only for its beauty, but also for its utility.

The following signals can be used to end a paragraph: Lastly, Thus, To sum up, Finally, In brief, In conclusion, Therefore, Indeed, To conclude, ...

PRACTICE I (From Oshima & Hogue, 2006)

Recognizing Topic Sentences

A. Remember that a topic sentence is a **complete sentence** and is **neither too general nor too specific**.

- Read the sentences in each group, and decide which sentence is the **best topic sentence**. Write **best TS** (for "best topic sentence") on the line next to it.
- Decide what is **wrong** with the other sentences. They may be too general, or they may be too specific, or they may be incomplete sentences. Write *too general*, *too specific*, or *incomplete* on the lines next to them. The first one has been done for you as an example.

Group 1

- Too specific** a. A lunar eclipse is an omen of a coming disaster.
Too general b. Superstitions have been around forever.
Best TS c. People hold many superstitious beliefs about the moon.
Incomplete d. Is made of green cheese.

Group 2

- _____ a. The history of astronomy is interesting.
_____ b. Ice age people recorded the appearance of new moons by making scratches in animal bones.
_____ c. For example, Stonehenge in Britain, built 3500 years ago to track the movement of the sun.
_____ d. Ancient people observed and recorded lunar and solar events in different ways.

Group 3

- _____ a. It is hard to know which foods are safe to eat nowadays.
_____ b. In some large ocean fish, there are high levels of mercury.
_____ c. Undercooked chicken and hamburger may carry *E. coli* bacteria.
_____ d. Not to mention mad cow disease.
_____ e. Food safety is an important issue.

Group 4

- _____ a. Hybrid automobiles more economical to operate than gasoline-powered cars.
_____ b. The new hybrid automobiles are very popular.
_____ c. Hybrid cars have good fuel economy because a computer under the hood decides to run the electric motor, the small gasoline engine, or the two together.
_____ d. The new hybrid automobiles are popular because of their fuel economy.

Group 5

- _____ a. The North American Catawba Indians of the Southeast and the Tlingit of the Northwest both see the rainbow as a kind of bridge between heaven and earth.
_____ b. A rainbow seen from an airplane is a complete circle.
_____ c. Many cultures interpret rainbows in positive ways.
_____ d. Rainbows are beautiful.
_____ e. The belief that you can find a pot of gold at a rainbow 's end.

B. Remember that the topic sentence is **the most general statement in a paragraph**. Read the following scrambled paragraphs and decide **which sentence is the topic sentence**. Write **TS** on the line next to that sentence.

Paragraph 1

- ___ a. A notes/memo function lets you make quick notes to yourself.
___ b. Other capabilities include word processing, spreadsheets, and e-mail.
___ c. A voice recorder that uses a built-in microphone and speaker works like a tape recorder.
___ d. Basic tools include a calendar to keep track of your appointments, an address and phone number book, to-do lists, and a calculator.
___ e. MP3 playback lets you listen to digital music files, and a picture viewer lets you look at digital photos.

- ___ f. Most personal digital assistants (PDAs) have tools for basic tasks as well as for multimedia functions.
- ___ g. A few models also include a built-in digital camera and keyboard.

Paragraph 2

- ___ a. Twelve years after *Sputnik*, the United States caught up by becoming the first nation to land a man on the moon.
- ___ b. The Europeans have joined the competition, vowing to land European astronauts on the moon by 2025 and on Mars by 2035.
- ___ c. The number of nations competing in the "space race" has grown since the early days of space exploration.
- ___ d. China joined the competition in 2003 when it launched *Shenzhou 5*.
- ___ e. Initially, the former Soviet Union took the lead when it sent the first man into Earth orbit in the spaceship *Sputnik* in 1957.
- ___ f. For almost 50 years, the United States and Russia were the only competitors in the contest to explore space using manned spacecraft.

Paragraph 3

- ___ a. Another important change was that people had the freedom to live and work wherever they wanted.
- ___ b. The earliest significant change was for farming families, who were no longer isolated.
- ___ c. The final major change brought by the automobile was the building of superhighways, suburbs, huge shopping centers, and theme parks such as Disney World in Florida.
- ___ d. The automobile revolutionized the way of life in the United States.
- ___ e. The automobile enabled them to drive to towns and cities comfortably and conveniently.
- ___ f. In fact, people could work in a busy metropolitan city and drive home to the quiet suburbs.

Paragraph 4

- ___ a. In time, this melted part rises as magma.
- ___ b. The formation of a volcanic eruption is a dramatic series of events.
- ___ c. As the plate sinks, friction and Earth's heat cause part of it to melt.
- ___ d. The magma produces heat, steam, and pressure.
- ___ e. First of all, most volcanoes are formed where two plates collide.
- ___ f. Then one of the plates is forced under the other and sinks.
- ___ g. When the heat, steam, and pressure from the magma finally reach the surface of Earth, a volcanic eruption occurs.

Practice II: Circle the topic and underline the controlling idea in each of the following sentences. The first one has been done for you as an example.

- 1. Driving on freeways requires skill and alertness.
- 2. Driving on freeways requires strong nerves.
- 3. Driving on freeways requires an aggressive attitude.
- 4. The Caribbean island of Trinidad attracts tourists because of its calypso music.
- 5. Spectacular beaches make Puerto Rico a tourist paradise.
- 6. Moving away from home can be a stressful experience for young people.
- 7. Many religious rules arose from the health needs-of ancient times.
- 8. A major problem for many students is the high cost of tuition and books.
- 9. Participating in class discussions is a problem for several groups of students.
- 10. Owning an automobile is a necessity for me.

Practice III: Writing topic sentences

A. Write good topic sentences for the following paragraphs. Remember to include both a topic and a controlling idea.

Paragraph 1

.....English speakers relaxing at home, for example, may put on *kimonos*, which is a Japanese word. English speakers who live in a warm climate may take an afternoon *siesta* on an outdoor *patio* without realizing that these are Spanish words. In their gardens, they may enjoy the fragrance of *jasmine* flowers, a word that came into English from Persian. They may even relax on a *chaise* while snacking on *yogurt*, words of French and Turkish origin, respectively. At night, they may *shampoo* their hair and put on *pajamas*, words from the Hindi language of India.

Paragraph 2

.....In European universities, students are not required to attend classes. In fact, professors in Germany generally do not know the names of the students enrolled in their courses. In the United States, however, students are required to attend all classes and may be penalized if they do not. Furthermore, in the European system, students usually take just one comprehensive examination at the end of their entire four or five years of study. In the North American system, on the other hand, students usually have numerous quizzes, tests, and homework assignments, and they almost always have to take a final examination in each course at the end of each semester.

Paragraph 3

..... For example, the Eskimos, living in a treeless region of snow and ice, sometimes build temporary homes out of thick blocks of ice. People who live in deserts, on the other hand, use the most available materials, mud or clay, which provide good insulation from the heat. In Northern Europe, Russia, and other areas of the world where forests are plentiful, people usually construct their homes out of wood. In the islands of the South Pacific, where there is an abundant supply of bamboo and palm, people use these tough, fibrous plants to build their homes.

B. On a piece of paper, write two or three topic sentences for each of the following topics. In other words, give two or three controlling ideas for the same topic.

Example

Topic: Cell phones

Topic sentences:

- 1. Using a *cell phone* while driving can *be* dangerous.
- 2. There are certain rules of *cell phone* manners that everyone should know.
- 3. *Cell phones* have changed the way we communicate.

Topics

Movies

Space exploration

Studying a foreign language

Advertising

.....

.....

.....

.....

.....

Step 1 Underline the topic sentence in each paragraph.

Step 2 Add a good concluding sentence to each paragraph. You may either paraphrase the topic sentence or summarize the main points.

Step 3 Practice using end-of-paragraph signals by starting each concluding sentence with one.

Paragraph 1

You can be a good conversationalist by being a good listener. When you are conversing with someone, pay close attention to the speaker's words while looking at his or her face. Show your interest by smiling and nodding. Furthermore, do not interrupt while someone is speaking; it is impolite to do so. If you have a good story, wait until the speaker is finished. Also, watch your body language; it can affect your communication whether you are the speaker or the listener. For instance, do not sit slumped in a chair or make nervous hand and foot movements. Be relaxed and bend your body slightly forward to show interest in the person and the conversation.

Paragraph 2

Modern communication technology is driving workers in the corporate world crazy. They feel buried under the large number of messages they receive daily. In addition to telephone calls, office workers receive dozens of e-mail and voice mail messages daily. In one company, in fact, managers receive an average of 100 messages a day. Because they do not have enough time to respond to these messages during office hours, it is common

for them to do so in the evenings or on weekends at home.
.....

Lesson 14: Characteristics of Good Paragraph Writing: Unity and Coherence

In addition to the three structural parts of a paragraph (topic sentence, supporting sentences, and concluding sentence), a good paragraph should have **unity and coherence**. **Unity** is by and large an important characteristic of good paragraph writing. Paragraph unity means that a paragraph is about **ONLY ONE** main idea. In addition, every supporting sentence must directly explain or prove such a main idea. Put differently, all the sentences are telling the reader about **ONE** central idea. If your paragraph contains a sentence or some sentences that are **NOT** related to the main topic, then we say that the paragraph **lacks unity** or that the sentence is **irrelevant**. In other words, a paragraph is said to have unity when each sentence contributes to the central thought. Any sentence that fails to contribute violates the unity of the paragraph and should be omitted (Oshima & Hogue, 2006).

In its exact sense, “**to cohere**” means “**to hold together**”. A paragraph is coherent when the relationship between sentences is clear, when the **transition** from one sentence to the next is **easy and natural, logical and smooth**. The reader should be able to follow the thought without difficulty; there must be no sudden jumps. In order to secure coherence, the writer should rely on the arrangement of sentences in a clear order and the use of transitions. Transitions can take several forms: transitional words (therefore, however, moreover, etc) or phrases (in fact, to conclude, for instance, etc). In addition, **pronouns** often serve as transitions by referring back to antecedents in earlier sentences. Words like ‘**first, second, third, ...**’ can also serve as effective transitions, and so can **coordinating conjunctions** placed at the beginning of sentences. Repeating a word or a phrase from one sentence to another is a further transitional device. Another way of achieving coherence is to arrange the details in a systematic way that is appropriate to the subject matter (Oshima & Hogue, 2006). There are four ways to achieve coherence:

1. Repeat key nouns.
2. Use consistent pronouns.
3. Use transition signals to link ideas.
4. Arrange ideas in logical order.

1/ Repetition of Key Nouns

The easiest way to achieve coherence is to repeat key nouns frequently in your paragraph.

Gold

Gold, a precious metal, is prized for two important characteristics. First of all, gold has a lustrous beauty that is resistant to corrosion. Therefore, it is suitable for jewelry, coins, and ornamental purposes. Gold never needs to be polished and will remain beautiful forever. For example, a Macedonian coin remains as untarnished today as the day it was made 25 centuries ago. Another important characteristic is its usefulness to industry and science. For many years, it has been used in hundreds of industrial applications, such as photography and dentistry. The most recent use of gold is in astronaut's suits. Astronauts wear gold-plated heat shields for protection when they go outside spaceships in space. In conclusion, gold is treasured not only for its beauty but also for its utility. (Oshima & Hogue, 2006, p. 3)

Throughout the following paragraph, the word **gold** has been replaced by pronouns, making the paragraph much less coherent.

Gold

Gold, a precious metal, is prized for two important characteristics. First of all, it has a lustrous beauty that is resistant to corrosion. Therefore, it is suitable for jewelry, coins, and ornamental purposes. It never needs to be polished and will remain beautiful forever. For example, a Macedonian coin remains as untarnished today as the day it was made 25 centuries ago. Another of its important characteristics is its usefulness to industry and science. For many years, it has been used in hundreds of industrial applications, such as photography and dentistry. Its most recent use is in astronauts' suits. Astronauts wear heat shields made from it for protection when they go outside space ships in space. In conclusion, it is treasured not only for its beauty but also for its utility (Oshima & Hogue, 2006, p. 3).

2/ Consistent Pronouns

This, that, these, those, he, she, it, they, and we are useful pronouns for referring back to something previously mentioned. Be sure, however, that what you are referring to is clear. When you use pronouns, make sure that you use the same person and number throughout your paragraph. Don't change from *you* to '*he or she*' (change of person) or from '*he*' to '*they*' (change of number).

Olympic athletes must be strong both physically and mentally. First of all, if **they** hope to compete in an Olympic sport, **they** must be physically strong. Furthermore, aspiring Olympians must train rigorously for many years. For the most demanding sports, **they** train several hours a day, five or six days a week, for ten or more years. In addition to being physically strong, athletes must also be mentally tough. This means that they have to be totally dedicated to **their** sport, often giving up a normal school, family, and social life. Being mentally strong also means that **they** must be able to withstand the intense pressure of international competition with its accompanying media coverage. Finally, not everyone can win a medal, so Olympians must possess the inner strength to live with defeat.

3/Transition Signals

Another way to ensure coherence is to add various transitions to alert the reader to the direction the developing idea is taking. Transition signals are **expressions** such as *first*, *finally*, and *however*, or **phrases** such as *in conclusion*, *on the other hand*, and *as a result*. Other kinds of words such as **subordinators** (*when*, *although*), **coordinators** (*and*, *but*), and **prepositions** (*because of*, *in spite of*) can serve as transition signals.

Transition signals are like traffic signs; they tell your reader when to go forward, turn around, slow down, and stop. In other words, they tell your reader when you are giving a similar idea (*similarly*, *and*, *in addition*), an opposite idea (*on the other hand*, *but*, *in contrast*), an example (*for example*), a result (*therefore*, *as a result*), or a conclusion (*in conclusion*). Transition signals give paragraphs coherence because they guide your reader from one idea to the next.

Genetic research has produced both exciting and frightening possibilities. Scientists are now able to create new forms of life in the laboratory because of the development of gene splicing. **On the one hand**, the ability to create life in the laboratory could greatly benefit humankind. One beneficial application of gene splicing is in agriculture. **For example**, researchers have engineered a more nutritious type of rice that could help alleviate the serious problem of vitamin A deficiency. It is estimated that 124 million children worldwide lack vitamin A, putting them at risk of permanent blindness and other health issues. **In addition**, genetic engineers have created larger fish, frost-resistant strawberries, and cows that produce more milk. **Indeed**, agriculture has already benefited from the promise of genetic engineering.

4/Logical Order

In addition to using transition signals and repeating key nouns and pronouns, a fourth way to achieve coherence is to arrange your sentences in some kind of logical order. Your choice of one kind of logical order over another will, of course, depend on your topic and your purpose. You may even combine two or more different logical orders in the same paragraph. There are several methods by which you can arrange paragraphs- time order, space order, and order of importance.

Practice (Robitaille & Connely, 2007, pp. 63-64)

Exercise 1: Cross out the sentence that does not support the topic sentence because it does not prove or explain why the topic sentence is true.

1. **Topic sentence:** A child should have a pet.

Supporting sentences:

- A. Owning a pet teaches a child to accept responsibilities.
- B. Having a pet helps a child learn to respect all animals and their rights.
- C. Most pets take very little time to care for.
- D. Pets are cute and cuddly.

2. **Topic sentence:** Trees are a valuable resource.

Supporting sentences:

- A. The roots of trees help to prevent soil erosion.

- B. Trees provide oxygen for all animals to breathe.
- C. There are many different sizes and shapes of trees and their leaves.
- D. Many trees provide fruits and nuts for people and animals to eat.

3. Topic sentence: Being sick can be expensive.

Supporting sentences:

- A. The cost of pills can reach five dollars apiece.
- B. If an employee misses work, he can lose pay.
- C. A visit to the doctor may cost as much as \$150.
- D. I don't like to spend money unnecessarily.

4. Topic sentence: In this country, many people have trouble eating a balanced diet.

Supporting sentences:

- A. Many people skip meals to lose weight.
- B. If you don't eat a balanced diet, you should take extra vitamins and minerals.
- C. Many people are used to having a burger and fries for their main meal.
- D. Canned foods do not have all their natural nutrition, and many people eat canned vegetables instead of fresh ones.

5. Topic sentence: Living in the northern United States during the winter can be very difficult.

Supporting sentences:

- A. The temperature in some northern areas goes down below freezing.
- B. When the streets are covered with snow, traffic moves very slowly, and driving may be dangerous.
- C. It costs much more to heat a house in the north than in the south because it is so much colder in the north.
- D. Harsh snow and ice storms can wipe out electricity for days.

Exercise 2: The sentences below constitute a paragraph. However, the sentences are in disordered sequence. Place them in their correct order, and circle the topic sentence.

- a. Next, add antifreeze to your windshield washer fluid; otherwise, the fluid will freeze and possibly break the container. ____
- b. First, put on snow tires if you plan to drive on snowy, icy roads very often. ____
- c. Driving in winter, especially on snowy, icy roads, can be less troublesome if you take a few simple precautions. ____
- d. Finally, it is also a good idea to carry tire chains, a can of spray to unfreeze door locks, and a windshield scraper in your car when driving in winter weather. ____
- e. Second, check the amount of antifreeze in your radiator and add more if necessary. ____

Exercise 3: In the following paragraph, the key noun is never repeated. Replace the pronoun **it** with the key noun **English** wherever you think doing so would make the paragraph more coherent.

English

English has almost become an international language. Except for Chinese, more people speak it than any other language. Spanish is the official language of more countries in the world, but more countries have it as their official or unofficial second language. More than 70 percent of the world's mail is written in it. It is the primary language on the Internet. Bin international business, it is used more than any other language, and it is the language of airline pilots and air traffic controllers all over the world. Moreover, although French used to be the language of diplomacy, it has displaced it throughout the world. Therefore, unless you plan to spend your life alone on a desert island in the middle--of the Pacific Ocean, it is a useful language to know.

Exercise 4: In the following passage about dolphins, replace some of the pronouns with appropriate singular or plural nouns.

Dolphins

Dolphins are interesting because they display almost human behavior at times. For example, they display the human emotions of joy and sadness. During training, when they do something correctly, they squeal excitedly and race toward their trainer. When they make a mistake, however, they droop noticeably and mope around their pool. Furthermore, they help each other when they are in trouble. If

one is sick, it sends out a message, and others in the area swim to help it. They push it to the surface of the water so that it can breathe. They stay with it for days or weeks until it recovers or dies. They have also helped trapped or lost whales navigate their way safely out to the open sea. They are so intelligent and helpful, in fact, that the U.S. Navy is training them to become underwater bomb disposal experts.

Exercise 5: In the following paragraph, the pronouns are not consistent. Correct them to make this paragraph more coherent.

Olympic Athletes

Olympic athletes must be strong both physically and mentally. First of all, if you hope to compete in an Olympic sport, you must be physically strong. Furthermore, aspiring olympians must train rigorously for many years. For the most demanding sports, they train several hours a day, five or six days a week, for ten or more years. In addition to being physically strong, athletes must also be mentally tough. This means that you have to be totally dedicated to your sport, often giving up a normal school, family, and social life. Being mentally strong also means that he or she must be able to withstand the intense pressure of international competition with its accompanying media coverage. Finally, not everyone can win a medal, so Olympians must possess the inner strength to live with defeat.

Lesson 15: Rhetorical Patterns of Paragraph Development

Rhetorical patterns are methods of information organization that can similarly be used to construct paragraphs, essays, and exams. You can write or talk more effectively if you are familiar with the numerous rhetorical devices because you will learn about the different methods for organising and presenting information; any of such patterns can be used to convey information or persuade a readership in mind (Robitaille & Connelly, 2007).

There are different patterns through which paragraphs and essays can be developed. To cite some of the basic patterns (rhetorical modes), reference can be made about description, narration, and exposition (exemplification, definition, process analysis, cause and effect, comparison and contrast, argumentation, and classification). Each of these has a specific purpose and should, then, be planned and organized differently.

The Descriptive Paragraph

Description uses sensory images to paint a picture of a person, place, or object in the readers' minds using words. A descriptive paragraph is used to describe the way something/someone looks like in a concrete, physical sense. To write descriptive paragraphs, the writer has to make use of sensory details to help the reader see, touch, feel, smell or taste the topic being described and to create a main impression, an overall effect, feeling, or a clear image of a subject for the reader (using nouns, adjectives, and adverbs), and in order to support the main idea being expressed in the topic sentence (Robitaille & Connelly, 2007; Savage & Shafiei, 2007; Anker, 2010).

The organizational flow of sentences in the paragraph should be based on some logical principle and could vary depending on the writer's style or intent. When writing descriptive paragraphs, writers need to resort to both denotation (dictionary definitions) and connotation (emotional or associated meanings of words). A descriptive paragraph can, then, be organized following spatial ordering of ideas (left to right, bottom to top, etc),

chronological ordering of ideas (time order), or following order of importance (from the least important ideas to the most important ones, etc). Hence, coming to opt for a given order is by and large dependent upon the topic of your paragraph and the purpose for which you are writing (Savage and Shafiei, 2007).

Model Descriptive Paragraph

Read the paragraph below and respond to the instructions that follow:

Clearwater Lake

Fishing on Clearwater Lake puts me in touch with nature. Clearwater Lake is a small lake nestled in the Adirondack Mountains. The glassy lake is ringed with aspen, larch, birch, and fir trees, and in the fall, the mountainsides are on fire with brilliant oranges, reds, and yellows. I arrive at the lake early, with mist still clinging to the surface of the water like smoke. I slide my canoe silently into the clear, cold water, step in, and push off the sandy bank. Each stroke of the paddle pulls me farther out into the lake, the wind crisp and cold against my cheeks. The world seems to go silent around me; only the sound of my paddle moving through the water breaks the silence. Once on the lake, I am cut off from the world of work and school and family, and I’m free to meditate on the beauty and tranquility of the spot (Robitaille & Connelly, 2007, p. 118).

- 1. Find the topic sentence; circle the topic, and underline the controlling idea.
- 2. Find the concluding sentence. What is its function?
.....
- 3. Give examples of sensory images used in the paragraph.
.....
- 4. Find two transition signals.
.....

Descriptive Paragraph Organisation

In a descriptive paragraph, the topic sentence introduces the item being described. It may additionally include the author’s opinion and feeling about the item. Moreover, the supporting sentences provide some background information and descriptive details about

the item. Such sentences may also explain how the writer feels about such an item. The concluding sentence restates the general idea expressed in the topic sentence using different words (Savage and Shafiei, 2007). Following are some transitional expressions that can be used in descriptive paragraphs: In the foreground, in the middle, next to, near, up, down, between, on top of, beneath, front, back, surrounding, outside, in the interior, in the exterior, etc.

Practice: Select one of the following topics to write a descriptive paragraph:

1. Describe one of your favorite relatives. What makes him or her so special?

Make sure you include mannerisms, patterns of speech, and anything that reveals his or her personality.

2. Choose a place that is important to you and decide on an adjective that describes the emotion or feeling of the place (peaceful, frightening, etc.). Don't use this descriptive word in the description, but select details that elicit that mood or feeling in the reader. When the reader finishes your description, he or she should be able to name the emotion you had in mind when you wrote it.

3. Write a description of a favorite object (ring, car, item of clothing). Try to appeal to all of the senses in your description and include how the object makes you feel.

4. Use concrete and sensory details to write a descriptive paragraph about your first cooking disaster, making the best of your imagination.

The Narrative Paragraph

Narration is a very dated form of oral/written communication. A narrative paragraph tells a story or depicts an incident. For that, the writer has to do it clearly enough to keep the reader attentive and interested using vivid description of events. Narratives usually answer the six basic journalistic questions: Who? What? When? Where? Why? And How? (Robitaille & Connelly, 2007). In a narrative paragraph, details are usually ordered

chronologically, following the order in which events actually happened. Narrative paragraphs have a beginning, middle, and an end of story.

Model Narrative Paragraph

Analyse the paragraph below by responding to the instructions that follow:

My Department Store Nightmare

I will never forget the first time I got lost in New York City. I was travelling with my parents during summer vacation. We were in an incredibly large department store, and I was so excited to see such a huge place. Suddenly I turned around to ask my mom something, but she was gone. I began crying and screaming at the top of my lungs. A salesclerk came up to me and asked if I was OK. She got on the public address system and notified the customers that a little boy with blue jeans and a red cap was lost. Two minutes later, my mom and dad came running toward me. We all cried and hugged each other. This story took place over twenty years ago, but every time that I see a department store, I am reminded of that terrified little boy.

- 1. Find the topic sentence.

.....
- 2. Summarise the beginning of the story in your own words.

.....
- 3. Using your words, write about the middle and end of the story.

.....
- 4. Underline all transitional expressions used in the paragraph.
- 5. Does the writer include his/her opinion about the story.

.....

Like all paragraphs, a narrative paragraph has a topic sentence, supporting sentences, and a concluding sentence. The topic sentence gives background information but is not always the beginning of the story. It introduces the subject of the narrative and explains its significance. In other times, however, it is with the topic sentence that the writer starts telling the story (Robitaille & Connelly, 2007). A topic sentence may also introduce the setting of the story and should capture the interest of readers. The middle of the story is when the main action happens. The supporting sentences give details about the story and may include sensory details or tell about the writer’s feelings during the events. The

concluding sentence ends the story and may be a comment about the writer's feeling after the story or the reason for its importance (Savage & Shafiei, 2007). The end of the story gives the eventual results of the narrative. For so doing, the writer should be consistent and usually opts for the past simple or the past progressive tense.

The following transitions can be used in narratives:

Afterwards, at last, in the end, at the same time, at this point, first, second, eventually, finally, soon after, later, subsequently, next, meanwhile, to begin with, etc.

Practice

I. Write a narrative paragraph on one of the following topics:

1. The most memorable film you watched on TV.
2. A happy/sad experience you had in your life.

II. Order the following sentences to get a coherent narrative paragraph.

- One possibility was to return to the original airport, but the airplane did not have enough power.
- A flock of birds had hit the engines without warning.
- Another possibility was to try to get to an airport in New Jersey, but again there was not enough power.
- The flight began at La Guardia Airport without incident.
- Everyone was shocked when the pilot announced he would have to ditch the plane in the frigid Hudson River.
- Suddenly, the pilot and co-pilot experienced a loss of power in both engines.
- Amazingly everybody survived this crash, which has become known as "Miracle on the Hudson."
- The pilot spoke to the air traffic controllers and discussed their options.

 **Paragraph Developed by Examples**

Illustration is used to develop a general idea or prove a general statement. Because they are specific and concrete, examples explain, clarify, or demonstrate a more general idea. An illustration is an extended, developed example. Examples keep the reader’s attention and make writing vivid and memorable. (Robitaille & Connelly, 2007) In an example paragraph, the writer gives examples so that readers can easily understand his/her ideas about the topic.

Transitions used for examples

Illustration: as a matter of fact, in fact, certainly in other words
for example, likewise, for instance, specifically
indeed, to illustrate

Order or sequence: first, last, second, most important, next

Addition: also, in addition, as a matter of fact, in fact, besides, likewise, for instance, moreover, furthermore, similarly

Model Paragraph Developed by Examples

Some of the most interesting words in English are the actual names of the people first involved in the activities conveyed by the meanings of the words. The word *boycott*, for instance, derives from the case of Sir Charles Boycott (1832-97), a land agent in Ireland who was ostracized by his tenants because he refused to lower the rents. Vidkun Quisling's name quickly became an infamous addition to the English language during World War II. He was a Norwegian politician who betrayed his country to the Nazis, and his name, *quisling*, is now synonymous with "traitor," Perhaps a more common example, at least among young people around the world, is *Levi's*. These popular blue jeans are named after levi Strauss, the man who first manufactured them in San Francisco in 1850. Perhaps most omnipresent of all is the *sandwich*, named for the Fourth Earl of Sandwich (1718-92), who created this quick portable meal so that he would not have to leave the gambling table to eat. Other words in this unique category include *lynch*, *watt*, *davenport*, and *zeppelin*.

➤ Now ask yourself the following questions:

1. What words have been used in the paragraph to introduce examples?

.....

2. Are these kinds of words necessary to introduce examples?

.....

3. Find the concluding sentence, and identify its function.

.....

The topic sentence introduces the topic and includes a controlling idea, which in turn introduces what the writer will say about the topic. The supporting sentences give examples supporting the controlling idea and giving a clear picture of the writer’s specific meaning. The concluding sentence rephrases the topic and what the writer has said about it. (Savage & Shafiei, 2007).

Practice: Write a paragraph developed by examples on one of the following topics:

- Describe your ideal English teacher; what is his/her most important characteristic?
- Owning a car nowadays.

 **Paragraph Developed by Cause/Effect**

As a method of development, cause and effect is the look for the relationship between two actions or two events, from which we infer that one is the cause of the other (Scarry & Scarry, 2010). A cause and effect paragraph is a paragraph that mentions the cause or reason behind an effect or result. The function of cause and effect is usually to answer the questions “**why**” or “**what** are its effects?” In cause-effect development, there is always a **causal relationship** between the topic sentence and the supporting sentences, or even between major supporting sentences and minor ones. This means that your supporting sentences become a list of either **effects** (what a certain situation has lead to or has resulted in), or **causes** (reasons or explanations about why something is the way it is, or why it happened the way it did). Still other times, a chain of causes and effects occurs in a series of events known as a causal chain. A **causal chain** is a sequence of events in which any one event in the chain causes the next one, leading up to a final effect. In other words, the

- ✚ **Coordinating conjunctions** used as transition markers: **So** and **for**.
- ✚ **Transition markers between sentences:** **thus, therefore, consequently, as a result, for this reason, unexpectedly, accordingly.** These expressions indicate effect or result. They are used to link ideas between two complete sentences.
- ✚ **Subordinators used as transitions showing cause** such as **because, as,** and **since.**
 These words are used to introduce dependent adverb clauses showing cause. These dependent clauses can appear either at the beginning or at the end of a sentence.
- ✚ **Subordinators used as transitions showing effect** such as **so...that** or **such...that.**

Read the model paragraphs below, and respond to the instructions that follow:

Model Cause Paragraph

Why is it that American working women complain about job discrimination? Statistics suggest that there is a basis for their grievances. According to recent figures compiled by the Women's Bureau of the U.S. Department of Labor, nearly 40 percent of all women of working age are in the labor force. Although the median education of all women is higher than that of their male counterparts, women are highly concentrated in underpaid and menial jobs: 75 percent of all clerical workers are women; 88 percent of all service workers are women; 21 percent of all factory workers are women. Of the women with college degrees, 70 percent are working. Of this number, only 2 percent are executives, while 40 percent are employed in clerical, sales, or factory positions. Their median income is only 51 percent of that of men. Only twenty-five states have laws requiring equal pay for equal work, and these laws are often circumvented by giving a woman a lesser title. In contrast, forty-three states have laws which limit the number of hours a woman can work (usually eight) and thereby prevent women from earning overtime pay and promotions. Finally, while the percentage of women in the labor force increases, the income gap between male and female workers has been widening at the rate of 1/2 percent per year for the past twenty years.

1. Which sentence is the topic sentence?

2. Write any transitions used in the paragraph.

3. Cross out any irrelevant sentence(s).

Model Effect Paragraph

Many people are worried about what television has done to the generation of American children who have grown up watching it. For one thing, recent studies tend to show that TV stifles creative imagination. Some teachers feel that television has taken away the child's ability to form mental pictures in his own mind, resulting in children who cannot understand a simple story without visual illustrations. Secondly, too much TV too early tends to cause children to withdraw from real-life experiences. Thus, they grow up to be passive spectators who can only respond to action, but not initiate it. The third area for concern is the serious complaint frequently made by elementary school teachers that children exhibit a low tolerance for the frustrations of learning. Because they have been conditioned to see all problems resolved in 30 or 60 minutes on TV, they are quickly discouraged by any activity that promises less than instant gratification. But perhaps the most serious result is the impact of television violence on children, who have come to regard it as an everyday thing. Not only does this increase their tolerance of violent behavior in others, but most authorities now concede that under certain conditions, some children will imitate anti-social acts that they witness on television.

➡ In the paragraph above, the topic sentence introduces the idea of cause (i.e., TV) and effect (i.e., what TV has done to children). The supporting sentences list or enumerate, and *explain*, the various bad effects of TV.

➡ Answer the questions that follow:

1. Are any transitional expressions used in the paragraph? If yes, mention some of them.

.....

2. How different is the effect paragraph from the cause one?

.....

.....

Model Chain Order Paragraph

For some time now, medical scientists have noted an alarming increase in diseases of the heart and circulation among people who smoke cigarettes. It has been found that the presence of tobacco in the bloodstream causes blood vessels to contract, thus slowing circulation, which eventually leads to hardening of the arteries. As the arteries stiffen, less blood reaches the brain, and the end result of this slowdown is a cerebral haemorrhage, commonly referred to as a "stroke." In addition, tobacco in the bloodstream reduces the ability of the haemoglobin to release oxygen, resulting in shortness of breath. The lack of oxygen forces the heart to beat faster-that is, the pulse rate increases-and in turn accelerates the risk of heart attack.

- 1. What is the first cause in the chain?
.....
- 2. What are the two final effects?
.....
- 3. What time words, sentence connectors, or listing signals are used in the paragraph?
.....
- 4. Is there a concluding sentence? If no, suggest one.
.....

Practice: Write two different paragraphs on two of the following topics:

- Reasons why you have chosen to study English at university.
- Effects of social media on people’s life.
- Effects of having people today not reading as much as those of previous generations.

 **The Definition Paragraph**

Definition is a method of development exploring the meaning or significance of a term. Writing definitions is needed for any terms that may be unfamiliar to the reader or that are subject to various interpretations. (Scarry & Scarry, 2010). A definition paragraph is used to explain what a given term means or how one is using it in a particular situation. It may either be a **formal definition**, explaining the meaning as found in the dictionary, or a **stipulated definition**, explaining how one uses a given term within a specific context. When writing definition paragraphs, a combination of different kinds of development is commonly recorded (Arnaudet & Barrett, 1981). An **extended definition** is a **long** definition that employs a number of techniques to limit, distinguish, or clarify a term/ concept. In an extended definition, the writer might use several rhetorical patterns to clarify a subject. For example, a writer might describe, give examples, compare and

contrast, analyze, or examine causes and effects in order to clarify the subject of the definition (Rubitaille & Connelley, 2008).

Writing a definition includes **three** elements: the term to be defined, the class to which it belongs, and the characteristics that make the term different from the others in the same class. When the general class and distinguishing features have been given, the writer may then go on to expand or **extend** his formal definition by giving additional information about the term being defined, including such things as a physical description or a list of the advantages of the item. With the **extended definition**, writers seek to analyze a concept with the aim of making the reader have a more complete understanding of it (include a historical perspective, when or how the concept began, how the term changed over the years). When you ask these questions, you become involved in the term's *connotations*. (Arnaudet & Barrett, 1981; Scarry & Scarry, 2010).

Commonly-Used Transitions for Definition

For multiple meanings: first; second; third; in one case; in another case

For identifying characteristics: one trait; another trait

For examples: for example; for instance; like; such as

To show change over time: at one time; now

To specify: in particular; specifically; in fact

To add: also; in addition; furthermore

Stipulated Definition Paragraph

Read the paragraph, and answer the questions that follow:

The American concept of success has not changed much over the two centuries of its existence. The average American thinks about personal success in terms quite different from the rest of the world. First, it has always meant providing your family with a decent standard of living with some margin of comfort. Second, it means ending your life in a higher and more prosperous position than you began it. To an American, it is clear that success is the result of hard work, self-reliance, and is "Cod's reward" for American virtue. The lesson that success lay in your own hands became ingrained because it was within the reach of any free man. Because Americans have consistently been "successful" within this meaning of the term, they have not altered this view substantially.

1. Why is the interpretation of success a stipulated definition?

.....

2. What is the topic sentence?

.....

For example, for the term *wristwatch*, the following **extended definition** has been provided:

Extended Definition Paragraph

A wristwatch is a mechanical device which is used for telling time. Its main advantage over other types of time-telling devices (such things as clocks, sundials, or hourglasses) is that it is small enough to be worn on the wrist, so that one can easily know the time by looking down. Wristwatches come in various shapes and sizes, but all have one thing in common: a band or strap with which they may be attached to the wrist. In the United States, where "time is money," practically everyone wears a wristwatch.

Notice the following:

➡ *Term:* wristwatch

Class: device

Distinguishing features: mechanical, for telling time, worn on a band about the wrist

Practice: Write a definition paragraph on one of the following topics. Remember you will be stipulating your *personal* interpretation of the meanings of the words. At the end of each of the paragraphs, indicate the type of development you have used.

- Friendship
- Intelligence
- Justice

✚ **The Comparison/Contrast Paragraph**

Comparison or contrast, as a rhetorical method of development, analyses similarities or differences between people, objects, or ideas so as to reach a judgment or conclusion. Although *comparison* is sometimes used in a general sense to include both, comparisons and contrasts, such a term is, by and large, used to focus on similarities and likenesses and the term *contrast* to focus on differences. (Scarry & Scarry, 2010) In comparison paragraph, the differences are often mentioned *only briefly* or are even *omitted entirely* (Arnaudet &Barrett, 1981).

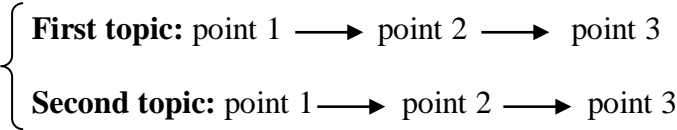
There are two methods for organizing material in a comparison/contrast paragraph: the block method and the point by point method. In the block method, the paragraph discusses all the characteristics of **Topic 1** and then discusses all the characteristics of **Topic 2**; a block of text about the first item being compared, and then another “block” of text about the other item follows. In a **Point by point organization**, a particular point about the first item is discussed, and then immediately the **same point** about the second item is discussed. Using this organizational pattern, the writer compares and contrasts **one point about the two items**, and then a second point, then a third point, and so on.

The topic sentence of a comparison and contrast paragraph should identify both topics to be compared or contrasted and inform the audience of the main points. Using comparative and contrast structures, the supporting sentences should compare or contrast the various aspects of the selected items, and the concluding sentence summarises the discussed elements of comparison/contrast, as it may paraphrase the topic sentence.

The following structures are commonly used in comparison/contrast paragraphs:

Comparison	Contrast
Again, like, also, likewise, as well as, just, as so, moreover, equally similar to, furthermore, similarly, both...and, and, both, the same as, too,	although, instead, yet, nevertheless, but, while, on the contrary, despite, on the other hand, different from, adjective+ er+than, more+adjective+than, .otherwise, even though, still, except for, though, not the same as, unlike, neither...nor, and yet, however, unlike, still, instead,

➡ **Block Method**



➡ **Point-by-Point Method**

Points to compare or contrast	First topic	→	Second topic
Point 1		→	
Point 2		→	
Point 3		→	

The following model paragraphs illustrate both methods. Analyse the paragraphs by answering the questions that follow:

Model Block Paragraph

Now, of course, I know that it was as difficult being a girl as it was being a boy, if not more so. I stood paralyzed at one end of the dance floor trying to find the courage to ask a girl for a dance. I also resented having to ask a girl for a date. Furthermore, I often felt foolish on the baseball diamond. On the other hand, most of the girls waited in terror at the other end of the dance floor, afraid that no one, not even I, would ask them to dance. In addition, it was a horrible situation for the girls who had to wait for the phone to ring, hoping for a date. And how many of those girls who stood on the sidelines would have gladly traded places with me on the baseball diamond?

- 1. Find the topic sentence.
- 2. What comparison/contrast structures can you find in the paragraph?
.....
- 3. Write a concluding sentence.
.....

Model Point-by-Point Paragraph

Now, of course, I know that it was as difficult being a girl as it was a boy, if not more so. While I stood paralyzed at one end of a dance floor trying to find the courage to ask a girl for a dance, most of the girls waited in terror at the other, afraid that no one, not even I, would ask them. And while I resented having to ask a girl for a date, wasn't it also horrible to be the one who waited for the phone to ring? And how many of those girls who laughed at me making a fool of myself on the baseball diamond would have gladly given up their places on the sidelines for mine on the field?

- 1. Circle the topics, and underline the controlling idea.
.....
- 2. List any transitions used in the paragraph.

.....

3. Is the paragraph about comparison or contrast?

.....

4. Circle all words and expressions of comparison/contrast.

5. Write a concluding sentence for the paragraph.

.....

Practice: Using both methods of organization, write two paragraphs on one of the following topics:

- Life at home and life at the campus.
- Two television personalities/friends of yours.

 **Process Analysis Paragraph**

Process analysis is a pattern of development describing the process or the steps of how to do something (to help readers do it) or how something works (to help readers understand it). Process paragraphs present the essential steps in the process in a detailed, logical time order (Anker, 2010). Process analysis paragraphs may be either **directional**, inviting readers to follow directions in order to do something, or **informational**, explaining how something operates (Brandon, 2012).

The topic sentence introduces the topic of the process to be explained. The supporting sentences clearly explain the steps or stages in a chronological order using the appropriate enumerative listing signals while the concluding sentence explains how the process is ultimately completed or simply rephrases the main idea of the paragraph.

Common Transitions in Process Analysis

After	eventually	meanwhile	soon	as	finally	next	then
at last	first	now	when	before	last	second	while
during	later	since					

Model Process Analysis Paragraphs

Analyse the paragraphs below by responding to the instructions that follow:

a. Informational

In his will, Alfred Nobel left specific instructions as to how the winners of the science awards he endowed are to be selected. First, each year the Swedish Academy of Sciences (physics and chemistry) and the Caroline Medical Institute (physiology and medicine) solicit nearly two thousand recommendations from past laureates, university professors, and other experts from all over the world. The second step is the review of recommendations received and the selections of preliminary candidates by special committees within the two Swedish institutions. The committee members are specifically instructed that those chosen “shall have conferred the greatest benefit on mankind,” and that no consideration be given to the candidates’ nationalities. Next, after lengthy investigation and discussion, the final choices are made for each discipline. Finally, telegrams informing them of their awards are sent to the new Nobel laureates about one month prior to the award ceremony.

- 1. What are the key words in the topic sentence?
.....
- 2. Find any enumerative listing signals.
.....
- 3. How many steps can you find?
.....

b. Directional

Changing a flat tire is really not a very complicated process. When you have removed the hubcap from the wheel which has the flat, the jack should be correctly placed so as to be able to lift the car off the ground. Jack up the car high enough for the tire to clear the ground; at that point, carefully loosen the nuts that hold the tire and rim in place by using your lug wrench. Proceed by removing the flat tire and putting the spare tire in its place. Now you are ready to put the nuts back on the wheel and tighten them well with the lug wrench. All that remains is to replace the hubcap.

- 1. Circle the topic, and underline the controlling idea.
- 2. Find any transitional expressions.
.....
- 3. Suggest a concluding sentence.
.....

Practice:

1. Read the paragraph that follows, and fill in the blanks with appropriate transitions.

Starting a club on campus is easier than most students realize., ask other students you know or who are in your class if they are interested in being a member of the kind of club you want to start.you have a group of at least ten people, talk about what you would like the club to be or do., talk to one of your instructors or your adviser about being a faculty adviser., work with that person to write up a short description of the club: what it does, why it is valuable, what its purpose is., contact the student government or student activities office, and ask how you should proceed. You might be asked how much funding you will need. If you are asked, prepare a simple budget. Make an appointment to attend a student government meeting where you will talk about the club., get started. You will meet other people with similar interests, and you will learn more than you ever thought. Best of all, you will have a surprising amount of fun.

2. The sentences below constitute a paragraph on the scientific method. Place them in their correct order.

- a. Following this method, the researcher first observes some aspects of nature and then poses a specific question about what he has observed.
- b. Experiments based on this hypothesis are designed and conducted to test each contingency.
- c. In order to answer this question, pertinent data are collected
- d. After thorough experimentation, the researcher validates, modifies, or rejects his original hypothesis.
- e. Originating from the branch of philosophy called epistemology, what we now know as the scientific method provides guidelines for the systematic acquisition of knowledge.
- f. On the basis of these data, a hypothesis is proposed to explain them.

3. Write two process analysis paragraphs (**directional** and **informational**) on the following topics:

-How to make your favourite dish.

-Explain how coal is formed.

Bibliography

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