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L'ENSEIGNEMENT SUPERIEUR ET DE LA RECHERCHE

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UNIVERSITE BADJI MOKHTAR – ANNABA Faculté des Lettres et

Langues Département des Lettres et Langue Anglaise

**Written Expression Devised for First-year  
LMD Students Department of Letters and  
English Language**

Polycopié. Élaboré en vue de l'obtention de l'habilitation universitaire

**Author(s)**

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*List of Abbreviations and Symbols*

\*: incorrect form

**Adj:** Adjective

**Adv:** Adverb

**e.g.:** For example

**i.e.:** That is

**Interj:** Interjection

**N.B.:** Mark well

**P:** Predicate

**Prep:** Preposition

**Pron:** Pronoun

**S:** Subject

➤ **Course Presentation**

- ❖ Level: First-year LMD students
- ❖ Fundamental Unit
- ❖ Credit: 4
- ❖ Standard: 2
- ❖ Course hours: 45 hours per Semester (three TD hours per week)
- ❖ Evaluation mode: Continuous check-up/quiz (50%) exam (50%)

➤ **General Course Objectives**

➤ **Course Structure**

**Semester One: From Word to Sentence**

- **Lecture One:** What is a Sentence and its Types
- **Lecture Two:** The Declarative Sentence
- **Lecture Three:** The Interrogative Sentence
- **Lecture Four:** The Imperative Sentence
- **Lecture Five:** The Exclamatory Sentence
- **Lecture Six:** The Simple Sentence
- **Lecture Seven:** The Compound Sentence
- **Lecture Eight:** The Complex Sentence
- **Lecture Nine:** The Compound-Complex Sentence
- **Lecture Ten:** Unparalleled Structure
- **Lecture Eleven:** Wordiness
- **Lecture Twelve:** Chopy Sentences
- **Lecture Thirteen:** Stringy Sentences
- **Lecture Fourteen:** Run-ons
- **Lecture Fifteen:** Sentence Fragments

**Semester Two: From Sentence to Paragraph**

- **Lecture One:** Topic, Supportive and Concluding Sentences
- **Lecture Two:** Capitalization

- **Lecture Three:** Punctuation,...etc
- **Lecture Four:** Descriptive Paragraph
- **Lecture Five:** Narrative Paragraph
- **Lecture Six:** Descriptive-Narrative Paragraph
- **Lecture Seven:** Expository Paragraph

#### -Assessment

##### ➤ Semester One

- TD written assessment (participation 2pts, attendance 2 pts, quiz 16 pts)
- Exam written assessment (20 pts)

##### ➤ Semester Two

- TD written assessment (participation 2pts, attendance 2 pts, quiz 16 pts)
- Exam written assessment (20 pts)

#### ● Course Content

##### Semester One: From Word to Sentence Writing

- Word Classes
- Written Expression for First-year LMD Students
- Clauses
- Types of Clauses
- Independent Clause
- Dependent Clause
- Sentences
- ✓ •Definition of a Sentence
- ✓ Types of Sentences
  - Simple Sentences
  - Compound Sentences
  - Complex Sentences
  - Compound-complex Sentences
- Fragments
- Sentence Parallel Structure

##### Semester Two: From Sentence to Paragraph Writing

- Punctuation
- Paragraphs
  - Definition
  - Structure
- Paragraphs
  - Components
  - Types
  - Descriptive Paragraph
  - Narrative Paragraph
  - Expository

### ***Preface***

This pedagogical handout is specifically tailored for First year LMD students; it was worked out in conformity with the official syllabus of Written Expression at this level. Underline the use of text and the recipient to define the type of written expression to be used. This research aims to recognize what types of written expressions are being used by first-year LMD students in their texts that they produce during exams and to help them overcome their weaknesses in this important part of the teachings of English as a foreign language. May this research have an impact and make a difference in their future as thinkers in English studies. It sets out the general aims and rationale of the work, outlining its structure and summarizing the key points of the primary research.

## *Part One: From Word to Sentence*

# ***Unit One: Parts of speech***

## ***Objectives:***

- Understand and identify the eight major parts of speech in English (noun, pronoun, adjective, verb, adverb, preposition, conjunction, and interjection).
- Recognize the function of each part of speech in a sentence, such as the role of a noun as the subject, the verb as the action word, or the adjective as a descriptor.
- Understand the different types of nouns (e.g., common, proper, abstract, collective) and pronouns (e.g., personal, possessive, reflexive, demonstrative) and their specific uses in sentences.
- Recognize the difference between adjectives (which describe nouns) and adverbs (which describe verbs, adjectives, or other adverbs).
- Identify different types of verbs (action verbs, linking verbs, auxiliary verbs) and their proper usage.
- Learn the role of prepositions in showing relationships between nouns and other parts of the sentence.
- Recognize and use interjections to express emotions, reactions, or sudden exclamations.
- Improve writing by consciously selecting appropriate parts of speech to convey meaning clearly and effectively.

## **Lecture One: Introduction to Parts of Speech**

### **1. Introduction to Parts of Speech:**

In English, there are 8 parts of speech. These are nouns, pronouns, verbs, adjectives, articles, prepositions, conjunctions, and adverbs. Prepositions link nouns, pronouns, and phrases to other words in a sentence. For example, in the sentence "**The cat sleeps on the box,**" the preposition "**on**" links the noun "**box**" to the verb "**sleeps**." There aren't very many prepositions in the English language. Some of the common ones are in, on, under, near, above, at, by, and with. Articles are "**a**," "**an**," and "**the**." They are used to show the relative level of specificity of a noun.

➤ **For example**, in the phrase "**the dog**," the article "**the**" is used before the noun "**dog**" to show that the noun is specific. Nouns name people, places, things, or ideas. They make up the largest class of words in most languages. Nouns are used as the subject of a sentence, the object of the verb, or the object of a preposition. There are common and proper nouns. Proper nouns refer to the name of a specific person, place, thing, or idea. Common nouns denote a class of objects or concepts. Proper nouns typically start with a capital letter and are placed before common nouns in sentences.

#### **1.1. Definition and Importance:**

All words of English are divided into several classes based on the work they do, and those classes are called parts of speech. We can classify a word according to its use in a sentence. The eight parts of speech are:

- (1) Nouns,**
- (2) Pronouns,**
- (3) Adjectives,**
- (4) Verbs,**
- (5) Adverbs,**
- (6) Prepositions,**
- (7) Conjunctions**
- (8) Interjections.**

- ✓ Nouns are names. They name persons, places, and things.
- ✓ Pronouns are words used instead of the noun.
- ✓ Adjectives are words used to modify or describe the noun.

- ✓ Verbs are the life of the sentence. Adverbs are words used to modify or describe the verb.
- ✓ Prepositions are relative words that are generally placed before a noun or pronoun to form a phrase modifying another word in a sentence.
- ✓ Conjunctions are words used to join parts of a sentence.
- ✓ Interjections are words that are used to express strong emotion.

The part of speech (or word class) of a word is the category to which it is assigned. Every word in the English language can be placed into one or more than one word class, depending on its use in the sentence. These words that can be categorized into more than one word class, it is obvious that only a few are confined to a single class."The English interjections, as well as those of other languages, are comprised within a small compass. They are of different sorts, according to the different passions which they serve to express".( Greenleaf 31)

## Lecture Two: Exploring Parts of Speech

### 1. Exploring Nouns and Their Usage

#### 1.1. Definition, Classification, and Varieties of Different Types of Organisms

The universe is full of different types of organisms, each type having its own characteristic behavior, properties, and special structures. It is difficult to categorize all the organisms. But our aim of studying the related concepts in the universe is somewhat simplified by the fact that only a few basic life forms exist, namely, the plant kingdom and the animal kingdom. These life forms or organisms are collectively known as life nouns or, in other words, "**living things.**" The "**living things**" include everything from mosses, rushes, and flowers to elephants, snakes, and lions. It is difficult to categorize all the organisms under "**trees,**" "**flowers,**" etc. Instead, the number of tree-based organisms can be categorized as pine, mango, weed, and many other names that tell the species or the variety of the tree.

---

#### 1) Varieties of Plants The range of organisms in the plant kingdom is just as great as those in animal life.

- a) All varieties found in the globe can be grouped into trees, flowers, and bushes. The varieties are: tamarind, eucalyptus, tulip, silk, mahogany, etc.
- b) Other words such as the banyan tree, the bottlebrush, and the Madagascar orchid are non-count life nouns, so care must be taken with the article.
- c) Many names of trees, sweet peas, sunflowers, etc., are group nouns and can be used as common or proper names.
- d) Where a noun has the structure of an adjective, no plural occurs; thus we have apple as the noun itself while the plural is apples.

---

### 2. Verb

- ❖ A verb is a word used for expressing the actions or states of being of a person or thing. It is that part of speech which denotes what is taking place or is existing, and signifies an action, being, process, happening, or the state of a person or thing. “ A verb is, in current language, a name for all simple words capable of expressing the existence or non-existence of a state or an action, it signifies either to be something or to do something.” (Fowler 451-52). It has more changes than any other part of speech. Kinds of a Verb:

|                                                                                                                                                                                                                                       |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. <b>Verbs of Being:</b> Be and its various forms are used to show existence or condition. They denote neither an action nor a state of being.                                                                                       |
| 2. <b>Verbs of Action:</b> Other verbs are used either to show action or to help the main verb, so they can take an object and an adverb.                                                                                             |
| 3. <b>Transitive verbs:</b> They are used transitively, or actively.                                                                                                                                                                  |
| 4. <b>Intransitive verbs:</b> They are used intransitively, or passively.                                                                                                                                                             |
| 5. <b>Verbs of Help or Auxiliary verbs:</b> They "help" the main verb in referring to time, and they are considered more generally as auxiliaries. That is, all the tenses of an English verb are made in the past and in the future. |

The words belong to this class and add something to the meaning of nouns and pronouns. Words like red, tall, etc. add something to the noun boy and tell us what kind of boy he is; words like there, here, etc. add something to the noun school and tell us where it is. These words are called adjectives and adverbs. Adjectives add something to the meaning of nouns and pronouns, and adverbs add something to the meaning of verbs, adjectives, and adverbs. Besides the above words, those showing how many, which in number, apply, also, etc. are adverbs. Since adverbs add something to the meaning of verbs, adjectives, and adverbs, they modify these words. Modifiers of verbs and adjectives:

- 1) Hedge once sang well
- 2) The wise ants industriously gathered food
- 3) The bell rang loudly.

#### **a. Modifiers of adjectives:**

- 1) The awesome performance awed us silent.

#### **B. Modifiers of adverbs:**

- 1) The singer sang very beautifully
- 2) The crickets chirped quite softly.

Adjectives modify the word low and show how Mary is; and the adverb almost modifies the word a large rat and tells how large.

**Examples:** Mary is very beautiful. She is not sufficiently attentive.

He speaks so rapidly that we cannot understand him.

Lastly, note always how the adjective not only adds something to the noun which it modifies, but also limits it: old boy cannot mean the same to you as old horse. This limiting quality of adjectives is either expressed by the word itself or is implied in the meaning of the word: we call this latter form classes of words, hundreds of words having other words embedded in them which cannot be separated and are always used together. In adverbs that limit or modify adjectives, only these two limiting qualities are thus expressed. Adverbs that modify verbs or adverbs need not have such a limiting description.

### 3. Pronoun

Pronouns are words that have the same function as nouns and can take their place or substitute for them. For example, instead of saying “**Mary washes her car,**” I can say “**Mary washes it.**” This sentence uses the pronoun “**it**” to replace “**the car.**” Likewise, instead of using “**John is angry with John’s boss,**” I can say “**John is angry with his boss.**” In this case, I used the pronoun “**his**” to replace “**John’s.**” Pronouns have specific functions and take the place of specific types of nouns. Pronouns refer to people, places, things, and ideas by pointing, stating their gender, or specifying their position in a sentence.

Pronouns simplify the sentence to avoid repetition. Using pronouns in English is mainly classified into short and long forms. Long forms refer to compound personal pronouns. All personal pronouns can be used at the beginning of a sentence, acting as the subject of a verb. In this case, the sentence is not modified. All the traditional rules for making a complete sentence apply. After verbs or prepositions, you use object pronouns.

### 5.Tasks:

A) Read the sentences below and identify the part of speech of the **bolded word**:

1. She **runs** every week.
2. The **dog** barked terribly.
3. I finished my homework **before** I went working.
4. They found the story **interesting**.
5. Please speak **clearly** so that we can understand you.

B) Choose the correct part of speech to complete each sentence:

1. The \_\_\_\_\_ (noun) jumped in the jungle.
2. She sang \_\_\_\_\_ (adverb) her favorite song.
3. I would like to buy a \_\_\_\_\_ (adjective) car by the end of this year.
4. They \_\_\_\_\_ (verb) to the cinema every month.
5. Can you see the animals \_\_\_\_\_ (preposition) the forest?

C) Match the following words to their correct parts of speech:

| Word      | Parts of Speech |
|-----------|-----------------|
| rapidly   | -               |
| joy       | -               |
| on        | -               |
| draws     | -               |
| gorgeousl | -               |

D) Break down the sentence into parts of speech:

**"The beautiful lady drives professionally to the museum."**

- Article: \_\_\_\_\_
- Adjective: \_\_\_\_\_
- Noun: \_\_\_\_\_
- Verb: \_\_\_\_\_
- Adverb: \_\_\_\_\_
- Preposition: \_\_\_\_\_

E) Sort these words into the correct categories:

Words: **green, respectivness, drink, surprisingly, below, sad, he, so**

**Noun ,Verb ,Adjective ,Adverb ,Pronoun ,Preposition ,Conjunction**

F) Change the part of speech for the underlined words:

1. **Original Sentence:** He reads **silently**.
  - o Change **silently** (adverb) to an adjective: \_\_\_\_\_
2. **Original Sentence:** The **smart** boy won tha game.
  - o Change **smart** (adjective) to a noun: \_\_\_\_\_

G) Write one sentence for each part of speech:

1. **Noun:** A person, place, or thing.
2. **Verb:** An action or state.
3. **Adjective:** Describes a noun.
4. **Adverb:** Describes a verb, adjective, or another adverb.
5. **Preposition:** Shows a relationship between words.
6. **Conjunction:** Connects words or phrases.
7. **Pronoun:** Replaces a noun.

H) Select the correct part of speech for the bolded word:

1. The pizza is **delicious**.
  - a) Noun
  - b) Verb
  - c) Adjective
  - d) Adverb
2. I was absent **because** I was busy.
  - a) Conjunction
  - b) Preposition
  - c) Pronoun
  - d) Verb
3. The cat is **under** the table.
  - a) Preposition
  - b) Noun
  - c) Conjunction
  - d) Adverb

# ***Unit Two: From Word to Sentence***

## ***Objectives:***

- Identify the basic components of a sentence, including subject, predicate, and object.
- Understand how words combine to form meaningful sentences
- Identify and classify different types of sentences (declarative, interrogative, imperative, exclamatory).
- Distinguish between the different parts of a sentence (subject, predicate, object, complement, adjunct).
- Construct simple sentences using a subject and a verb, and possibly an object or complement.
- Combine independent and dependent clauses to create compound and complex sentences.
- Recognize different sentence structures such as simple, compound, complex, and compound-complex sentences.
- Learn how to use coordinating conjunctions (and, but, or), subordinating conjunctions (because, although, if), and correlative conjunctions (either...or, neither...nor) to combine words, phrases, and clauses effectively.

## ***Lecture One: What is a Sentence and Its Types***

### **I. Introduction to Sentences:**

A sentence is the largest unit of any language. In English, a sentence is a complex structure only if it is completely meaningful in providing information. A sentence communicates a complete meaning. Thus, for effective communication, sentence formation is extremely important. Here is a brief account of sentences in the English language. In English, a sentence always serves great importance in communication. The entire communication stands on a sentence. Correspondingly, a sentence is divided into three components: subject, verb, and object. However, we have examples of sentences without an object or without a subject. But the main essence of sentences is formed out of these three components. A sentence is simply a combination of subject, which includes the doer of the action. The verb includes the action done by somebody to the subject. And finally, the object is what is affected by the subject or by which the subject has done some action. There are several types of sentences, out of which the main types are five. However, there are types divided under the main sentences. So, we will study each divided section at a time. The major types of sentences are: simple sentence, compound sentence, complex sentence, exclamatory sentence, and interrogative sentence. A sentence showing a command, strong request, or forbidding is called an imperative sentence. Every part of a sentence has some meaning and a particular function in the sentence.

#### **1.1. Definition of a Sentence:**

What is a sentence? A sentence in English is a combination of words that gives a complete thought or idea, expresses a feeling, or orders or demands something. It is a group of words that makes a statement, asks a question, gives a command, or expresses strong feeling. Every sentence in English must have the following two things: 1. **a subject** and 2. **a predicate**. Each subject in a sentence must have a verb. A sentence always begins with a capital letter and ends with a period, a question mark, or an exclamation mark based on the type of sentence. It also consists of all necessary punctuation marks in a sentence as well as words in their correct order to make sense. Sentences may be grouped into different types according to their function or structure. Functionally, there are four kinds of sentences: declarative, interrogative, imperative, and exclamatory. For instance, “In the sentence ,diligent study always produces results, are five words each expressing and idea, these being, in order, a quality, a subject of action, time repeated, an action, and an object of action” (Bucham 24). Structurally, sentences are classified

into four types: simple sentence, compound sentence, complex sentence, and compound-complex sentence.

➤ **Examples:** I study.

Do you study?

Study!

I, who may dine at a restaurant on Wednesday, will be out until 6:30.

Here, we have four sentences. But, what is a sentence?

➤ A sentence, whether it is short or long, must express a concise meaning.

The above sentences indeed express one's thoughts. These obey the two things as mentioned above. So, these are sentences. A sentence can stand alone because the individual words convey a complete thought in and of themselves.

## 2. Components of a Sentence:

A sentence is a complete thought. There are two minimum components that should make up a sentence. These are the subject and the predicate. “ In order to create meaning, you must organize your words to present a complete thought” (Mebane14). The subject can be defined as who or what the sentence is about. The predicate in a sentence is the part that explains what happens to the subject or the part of the sentence that is being said about the subject. The subject and predicate in a sentence come together to give meaning to the reader; hence, giving out a complete thought.

Both the subject and predicate each come with a range of grammatical structures. These two must agree with each other. To ensure grammatical correctness within a sentence, it is important that the subject and predicate verbally emphasize their relationship through number. Sentences are of different categories, and the categories of a sentence may be identified based on the syntactic function of constituents within the sentence. Besides the verbal structure of a sentence, all sentences have a specific structure.

There are other components of the sentence; for instance, the object in a sentence is the person or thing that the verb of the sentence is being carried out upon. Just like the subject, the object also has its own grammatical structure. The complement, on the other hand, inside a sentence is the verb component that explains the characteristics of the subject or object in a given sentence. When you take, for example, **the house is new**. "Is new" complements "**the house**"

and also establishes the characteristics of "**the house**". Finally, the object complement is the verb that follows a direct object and emphasizes the subject of the sentence.

- "The object complement in a sentence comes after the object like the subject complement, but it emphasizes the object of the sentence."

## 2.1. Subject and Predicate

A sentence is a group of words that expresses a complete thought. The two essential elements of any sentence in English are the subject and the predicate. The subject serves as the main focus of the sentence, typically describing something or someone and indicating what the sentence is about. The predicate, on the other hand, functions as the main point of the sentence, describing what the subject does or how the subject is or was. There are various types of subjects. A simple subject is a basic noun or pronoun. A compound subject is composed of two or more nouns or pronouns.

A predicate, too, can be divided in to:

- A simple predicate is the main verb within the sentence.
- A complete predicate completes the meaning of the basic predicate but includes the verb's objects or modifiers.
- It can be a verb or verb phrase.
- The simple predicate may be more than one verb.

When used separately, the simple subject and predicate can be called independent clauses. Independent clauses, alone, can be sentences. In spoken and written language, the subject and predicate of a clause will typically be kept together. Subject and predicate are thus naturally placed at the beginning or end of the sentence. For the purposes of emphasis or organization, they may also be found in the middle of the sentence. It is important that both subjects and predicates be organized such that they do not split apart. If they do, sentences can become unclear. If they are arranged correctly, a shift in meaning or emphasis in a sentence can be achieved.

### 3.Tasks:

#### ***Exercise 1: Identify the Subject and Predicate***

Underline the subject and circle the predicate in the following sentences. Specify whether the subject and predicate are simple or compound.

1. The bird is singing on the tree.
2. They run towards the borders.
3. My classmate visited the doctor and he gave her medicines.
4. They played and won the game and the cup.
5. Maria prepared the cake and took it to her grandmother.

#### ***Exercise 2: Match the Sentence Parts***

Match the **subject** on the left with the correct **predicate** on the right.

| <b>Subjects</b>                    | <b>Predicates</b>                                |
|------------------------------------|--------------------------------------------------|
| The girl and the boy               | is driving his car.                              |
| Mohammed                           | Watched the movie and laughed loudly.            |
| The mother and her kids            | Prepared the dinner.                             |
| The doctor                         | Gave the medicines to the patient.               |
| The professor and the participants | succeeded brightly in organizing the conference. |

#### ***Exercise 3: Complete the Sentences***

Fill in the blanks with either a **compound subject** or a **compound predicate**.

1. \_\_\_\_\_ and \_\_\_\_\_ are the best teachers.
2. Refugees went towards the borders and \_\_\_\_\_.
3. \_\_\_\_\_ and \_\_\_\_\_ are excited to see the results.
4. The birds landed on the tree and \_\_\_\_\_.
5. \_\_\_\_\_ and \_\_\_\_\_ prepared the test together.

#### ***Exercise 4: Rewrite the Sentences***

Rewrite the following sentences to include compound subjects or compound predicates.

1. The girl went to garden.
2. The thief entered slowly.
3. The expert read the dissertation.
4. The track sped down the railway.

5. The girl read a novel.

**Exercise 5: Create Sentences**

Using the prompts, write your own sentences with the specified structure.

1. A sentence with a **simple subject** and **simple predicate**.
2. A sentence with a **compound subject** and **simple predicate**.
3. A sentence with a **simple subject** and **compound predicate**.
4. A sentence with a **compound subject** and **compound predicate**.

➤ ***Types of Sentences according to their Functions:***

There are mainly four types of sentences. They are:

- 1) Declarative sentences.
- 2) Interrogative sentences.
- 3) Imperative sentences.
- 4) Exclamatory sentences.

## ***Unit Three: Types of Sentences According to Their Functions***

### ***Objectives:***

- sentences will be clear and understandable.
- The classification of the sentences will help better understand the meaning that the sentence intends to share.
- The sentence will be used in two subjective ways: the sentences as grammatical structure and the sentences as a complete thought.

### **Lecture One: The Declarative Sentence:**

**1-Definition:** Declarative sentences are statements. They are used to convey information. Declarative sentences are used to assert or make a statement. Most sentences are declarative. The sun is shining. The subject, sun, and the predicate, is shining, make a clear arrangement of the sentence elements.” A declarative sentence is one that asserts;as, “He is good” “ (Phythian et al.147). Declarative sentences place your main point and primary supporting points, if necessary, up front and early in your sentence. Making your point the focus of your sentence, instead of the restrictions and limitations placed upon your point, is more interesting to readers and helps them retain the point better. When you make a clear, fact-based, and focused claim in your sentence, your readers are more likely to comprehend your claim and more likely to interpret your claim as true.

A good declarative statement will be simple, very easy to understand, and, except for descriptions of abstract ideas or random examples, very specific. Clarity, simplicity, and avoiding vague descriptions: these are the keys to making clear, compelling, resonant declarative sentences. Keep in mind that as clear as a claim may sound, it can still be read in a couple of different ways or be confusing in some other fashion. Very often, though we do not always remember to ask when we are reading, the context in which declarative sentences are said helps us make sense of them.

- It makes a statement. It often begins with one of the personal pronouns or with an interrogative adjective or adverb:

**Examples:** Kashi is a sacred town.

I study English.

They like spending summer in Spain

### **2.Tasks**

#### ***Exercise 1: Identify the Sentence Type***

Read the following sentences. Identify if they are declarative, interrogative, imperative, or exclamatory.

1. The flowers in the garden are blooming beautifully.
2. Can you help me with this project?
3. I will meet you at the park at 3 p.m.
4. Please hand me the notebook.
5. The train arrived late today.

***Exercise 2: Rewrite as Declarative Sentences***

Rewrite the following sentences as declarative sentences.

1. Who won the soccer game?
2. Bring me the water bottle!
3. How delicious this cake is!
4. Are they coming to the party tonight?
5. Please make sure to lock the door before leaving.

***Exercise 3: Create Declarative Sentences***

Write a declarative sentence for each of the following scenarios.

1. Describe your favorite hobby.
2. State a fact about the weather today.
3. Share something you learned recently.
4. Mention a goal you want to achieve.
5. Provide an observation about your surroundings.

***Exercise 4: Combine Declarative Sentences***

Combine the following sets of declarative sentences into one or two sentences while maintaining clarity.

1. The sky is blue. Clouds are floating across the sky.
2. I finished my homework. I started reading a new book.
3. Lions are fierce animals. Lions live in the jungle.
4. The car is red. It has black tires. It is parked in the garage.
5. The restaurant was crowded. The food was delicious. The service was slow.

***Exercise 5: Convert to Declarative Sentences***

Change the following commands or questions into declarative sentences.

1. Do you like coffee?
2. Close the window!
3. What a beautiful sunset!
4. Are they attending the meeting tomorrow?
5. Don't forget to call me.

***Exercise 6: Correct the Errors***

Each sentence below has a mistake that makes it less effective as a declarative sentence. Rewrite the sentence to correct it.

1. The dog barking loudly in the backyard.
2. Yesterday was the best day of my life!
3. Where are you going after lunch.
4. She walking to the store every morning.

## ***Lecture Two: The interrogative Sentence:***

### **1. Introduction:**

The most pivotal and effective instrument advanced by a speaker to bring about interactional dissimilarity during verbal communication through sentences is the interrogative sentence for two major considerations: one is to seek facts and information to supplement the knowledge and ability of the speaker in the same direction; and the other is to bring about effective interactional discourse management. These two major considerations lead an interrogator to employ interrogative sentences in communication. There are some characteristics of an interrogative sentence that can be considered salient features. One of them is "the lexical item of the clause changes position with the operator." The other is "the operator morphs to the subject or auxiliary depending on the tense used."

Interrogative sentences are used in both written and spoken language. They are used in questions that can be formal or informal. The techniques for asking questions can be diverse. A simple interrogative is basic verbal communication, but the purposes of an interrogative sentence are complex and diverse. It can elicit information or serve as an inquiry. It can also be an assessment of the speaker's opinion. The complex abilities of interrogative sentences have necessarily divided them into seven types. These types differ with regard to their structural and closely related characteristics. The level of complexity in types depends on their structure. The following account is about the different kinds of interrogative sentences. In further analysis, one of the types mirroring the above considerations is dealt with, i.e., yes/no questions.

### **2. Types of Interrogative Sentences:**

#### **2.1. Yes/No Questions:**

These questions elicit a one-word answer, normally either 'yes' or 'no.' This question type is the most fundamental in various contexts: inquiring about news, making small talk, seeking confirmation, and establishing or sustaining a conversation." The basic structure of yes/no questions is that of a declarative sentence with the addition of one of a number of interrogative markers. Most of these are sentence final, but one is sentence initial" ( Carlson 527).

#### **2.2 Wh- Questions:**

Wh- questions derive their name from the question words who, what, when, where, why, and how. As a general rule, interrogative words are placed at the beginning of a sentence, as in

'Where are you going?' or 'Why are you doing that?' Wh- questions are specifically created to ask for specific information.

The role of yes/no questions is to ask about the truth of a certain proposition. It is a common and effective strategy, very frequent in both casual conversation and in formal questionnaires. Phrased usually to elicit a very short, clear response, the yes/no question is in opposition to the open, broad questions such as wh- questions. Every language has a mechanism to express yes/no questions. Some languages transform the sentence to express the question, others invert the word order between the verb and the subject, and in others there is no change at all. English uses both inversion and transformation. In English, for the written form, when there is no auxiliary or modal verb, the form of the question is transformed, adding 'do' or 'does' when the subject is in the third person singular and 'do' for all the other persons. The verb required in the specific tense follows after the subject. "She likes coffee." → "Does she like coffee?"

### 3. Achieving a Specific Purpose:

There is a difference between '**What's your name?**' and '**Can you give me your name?**' and '**Will you say what your name is?**' Although the information is theoretically interchangeable, question phrasing and context convey the nature of the inquiry: direct and expedient; indirect and polite but standard; or decidedly indirect, potentially evocative of a polite refusal. Thus, the form of the question suggests in part the manner in which a full answer is expected.

### 4. Complex Question Types:

Yes/No and Wh- questions are the central and most frequently used types of interrogative sentences. However, simple binary categorizations are also popular. A larger account includes eight kinds of questions, which renders the general interpretation of yes/no and Wh- questions more nuanced. They argue that while form is important, answer types must be taken into account to clearly categorize questions.

### 5. Syntax and Structure of Interrogative Sentences

- The main goal of an interrogative sentence is to ask about information; this is what differentiates interrogatives from declaratives. There are several grammatical rules that concern the form and the order of words in English interrogative sentences. The most general rule is this: in English interrogative sentences, the first auxiliary verb comes

before its subject; there is a subject-auxiliary inversion. If there is no auxiliary verb, the operator 'do' comes first, followed by the subject of the sentence, and then it should be followed by the main verb in its basic form. Usually, the operator follows the subject or comes after a relative pronoun, e.g., **subject + operator + result**. However, sometimes the operator can occur at the beginning of an interrogative sentence or clause.

- Yes/No questions are perhaps the most interesting part of the construction of questions in English. We need to pay special attention to this type of question because the syntax of it differs from that of the serialized sentences we talked about above. To create a Yes/No question, if there is no auxiliary, we add the auxiliary 'do' before the subject, followed by the main verb. On the other hand, while creating Wh-questions, the Wh-question word appears at the beginning of the sentence, followed immediately by the first part of the verb phrase, apart from the subject. There is no inversion in questions as mentioned earlier for a Yes/No question. Further, there are two types of Wh-questions in English: open questions and closed questions. An open-ended question can have any degree of freedom in response, i.e., the respondent can give any reply. In open questions, the question word could be anything. A closed question type allows the speaker to set yes-no choices. That means, in closed questions, the response can consist of a simple 'yes' or a simple 'no'.

## 6.Tasks :

### *Exercise 1: Identify Interrogative Sentences*

Determine which of the following sentences are interrogative. If a sentence is not interrogative, rewrite it as a question.

1. The cat is sitting on the mat.
2. Where did you go yesterday?
3. This movie is very interesting.
4. Can I borrow your pen?
5. You should finish your homework soon.

### *Exercise 2: Rewrite as Interrogative Sentences*

Rewrite the following declarative sentences as interrogative sentences.

1. The train will arrive at 5 p.m.

2. She is coming to the meeting.
3. They live in New York.
4. I like ice cream.
5. This is your book.

### ***Exercise 3: Form Questions***

Form appropriate interrogative sentences using the given prompts.

1. Ask a question about someone's favorite color.
2. Ask where a person is going.
3. Inquire about the time.
4. Confirm if someone enjoys reading.
5. Ask why someone is late.

### ***Exercise 4: Fill in the Blanks***

Complete the following interrogative sentences by adding the appropriate question words (*what, where, when, why, how, who, which*).

1. \_\_\_\_\_ is your best friend?
2. \_\_\_\_\_ are you coming to the party?
3. \_\_\_\_\_ do you prefer, tea or coffee?
4. \_\_\_\_\_ are you so upset?
5. \_\_\_\_\_ did you learn to play the piano?

### ***Exercise 5: Yes/No Questions***

Convert the following statements into yes/no interrogative sentences.

1. She likes to swim in the ocean.
2. They are planning a vacation.
3. He will call you tomorrow.
4. You can play the guitar.
5. This shop sells fresh bread.

### ***Exercise 6: Tag Questions***

Add appropriate tag questions to the following sentences.

1. You're coming to the event, \_\_\_\_\_?
2. He doesn't like chocolate, \_\_\_\_\_?

3. They finished their homework, \_\_\_\_\_?
4. She is very kind, \_\_\_\_\_?
5. We haven't been here before, \_\_\_\_\_?

***Exercise 7: Create Interrogative Sentences***

Write one sentence for each of the following:

1. A yes/no question about someone's job.
2. A wh-question about someone's favorite movie.
3. A tag question confirming if someone is happy.
4. A yes/no question about the weather.
5. A wh-question asking about the location of a nearby restaurant.

***Exercise 8: Categorize Interrogative Sentences***

Label each sentence as *Yes/No Question*, *Wh- Question*, or *Tag Question*.

1. Do you like pizza?
2. What is your favorite hobby?
3. You've already seen this movie, haven't you?
4. Why are you late?
5. Is it raining outside?

## ***Lecture Three: The Imperative Sentence***

### **1. Introduction :**

It has been known since the beginning of the study of the qualitative sentence, as we will explore in more detail in the second section, that sentences that command or request are part of this sentence type. Since we set off with that research, the idea of pointing out a thousand criticisms regarding the 2nd person imperative singular loses its charm, and we insist on the relevance of so many justifications and explanations. In reality, the imperative is something frequently perceptible in normal communication.

#### **1.1. Definition and Function**

The present is devoted to the analysis of the imperative sentence, which is a particular type of clause with an important practical function in written and spoken language. The aim of this essay is to provide a comprehensive study of the main sources and parameters involved in imperative formation and usage. The first chapter, 'Definition and Function', offers a few remarks on the definition of the imperative and next outlines its main uses.

The vast majority of imperatives, including all monosyllabic, some bisyllabic, and some polysyllabic ones, belong to the same series of base/infinitive forms our language users rely on when asking a question or when making an affirmative or negative declarative, typically tensed in the present as part of the reference system we call non-future indicative, and indeed making a suggestion or order. Basically, "Imperative Sentences can be used in a variety of ways if you learn how to use it" (Prep Experts 680). In contrast, some polysyllabic imperatives represent the 'bare' surface form of the investigated verb as base/infinitive. This type of imperative is reserved for very specific uses that the present essay will carefully consider.

### **2. Types of Imperative Sentences**

In contrast to a typical imperative sentence, the predicate of which is in the imperative, the simple imperative sentence is a sentence having the remote subject or the remote direct object in the objective case and the immediate subject in the subjective case. The simple imperative sentences are classified into three types depending on the truth of the assertion made in the sentence. Here, truth means the worldly truth. The types of simple imperative sentences are explained below:

- **Aphoristic Imperative Sentence:** This sentence, true to human circumstances and having the immediate subject in the objective case and a remote object in the objective case, is called an aphoristic imperative sentence. It is so called because if the fact asserted in the sentence is true, it turns out to be good advice or a saying.
  - **Example:** in the sentence, 'Make money in a legal way,' the immediate subject is in the vocative form, and the rest is in the finite form. If the fact in the sentence is the worldly truth, it becomes good advice or a saying.

## 2.1. Affirmative Imperatives

When one studies the functions of the imperative, one finds that it not only orders but also expresses entreaty, suggestion, advice, strong wish, and also irritation, repulsion, exasperation, and command, which are of the nature of the deontic notions such as duty and authority. The verb and the imperative inflection of a verb (if present) do express these notions. In this connection, it is to be noted that whenever there is irritation, the expression is conveyed through such negative remarks as 'stop doing' or 'don't do', which in the case of birds, pets, or prisoners, expresses no negative sense but denotes the preservation of the existing conditions of repose or silence.

The affirmative imperatives, which are actually the veritable imperatives, follow the formation of the negative imperatives with regard to the specific person and number forms, but in the imposition of the stress, they preserve the invariant character of the verbal forms with regard to the stresses of the other categories.

## 2.2. Negative Imperatives:

- **Example:** "never touch anything belonging to your master"

## 3. Structure of the Imperative Sentences:

English provides no such considerations for third person imperative clauses. These must be paraphrased or avoided using conjoined main clauses, nominative cases employing the passive voiced form, modal personal pronouns, tagging, etc. That the speaker and listener should normally be understood to be present or contiguously proximate is conventionally indicated within the syntax by using a pronoun in the submissive case. The second person 'you' is the

default subject. This choice is influential to the range of incidences in life when the imperative is used; the grammatical features position undue emphasis on commands intended to influence members of the speaker's immediate co-text. Indeed, some grammarians limit it to coreference to the addressee and the addressee's possessions.

- **Example: You idiot!** How could you ask a stupid question like that? While denying any descriptors for sentences such as: **You at the back!** Pay attention, and stop passing papers!

However, while the referent of an imperative clause is usually marginal, not all its functional participants are personalized. The three remaining clause participants are possibly identified and referred to during the course of the written or spoken genre of text.

#### 4.Tasks:

##### **Exercise 1: Fill in the blanks with the correct form of the verb to complete the imperative sentences.**

1. \_\_\_\_\_ (Close) the door, please.
2. \_\_\_\_\_ (Take) your shoes off before entering.
3. \_\_\_\_\_ (Read) the instructions carefully before starting.
4. \_\_\_\_\_ (Stop) talking and listen to the teacher.
5. \_\_\_\_\_ (Open) the window to let in some fresh air.
6. \_\_\_\_\_ (Give) me the pen, please.
7. \_\_\_\_\_ (Turn) off the lights when you leave.

##### **Exercise 2: Identify the imperative sentence in each group.**

1. a) Can you please pass me the salt?  
b) Please pass me the salt.  
c) Salt is on the table.
2. a) Go to the store and buy some milk.  
b) I am going to the store.  
c) Will you buy milk?
3. a) Don't forget to call me.  
b) I won't forget to call you.  
c) Remember to call me.

4. a) You need to read the instructions.
- b) Please read the instructions.
- c) Read the instructions.

**Exercise 3: Turn the following sentences into imperative sentences.**

1. You should clean your room.
2. Please wait for me in the car.
3. Could you close the window?
4. It's better if you leave early.
5. You must take your medicine.

**Exercise 4: Create your own imperative sentences based on the following prompts.**

1. Asking someone to pass a book.
2. Telling someone to be quiet.
3. Giving a command to go to the store.
4. Telling someone to write down a note.
5. Asking someone to turn down the volume.

## **Lecture Four: The Exclamatory Sentence**

### **1. Introduction :**

When you are surprised, unhappy, shocked, happy, or amazed, you might have a specific way of expressing these feelings or thoughts. The way we express ourselves is different from the way we ask questions or tell stories. The way we express strong emotions or show an unexpected realization concerning a particular event or subject determines the exclamatory nature of the sentence. The sentences that include such strong sentiments, expressions, and emotions are grammatically coined as exclamatory sentences. Exclamatory sentences are just like declarative sentences but express stronger feelings. The tone is one of extreme surprise, shock, anger, or happiness. While exclamatory sentences can be formed, many writers and speakers tend to refrain from using such sentences as they are quite informal and more used for speech than mere words. A sentence becomes an exclamatory sentence by changing normal word order or using words such as '**what**' or '**how**.' You must be very careful when writing exclamatory sentences because they can easily become informal, and the expressions seem to be unnecessary. It's important to remember that exclamation marks are always present at the end of these exclamatory sentences. Additionally, these marks make the expression more powerful and impressive in written form. This is because these words express stronger feelings, emotions, and sentiments, thereby emphasizing the exclamatory nature of a sentence. Such words expressing these strong emotions are also known as exclamatory words.

### **2. Structure of Exclamatory Sentences:**

The structure of exclamatory sentences is practically the same as that of assertive sentences. They also can be analyzed in four main parts, namely subject, verb, adjuncts and object. They differ by context, tone, and perhaps some of the mechanics. The patterns are as follows:

#### **1) Subject + finite verb + object.**

- Example: **The moon looks lovely tonight!** (**The moon** = Subject; **looks** = verb shows a state of veracity; **lovely** = Object)

#### **2) Subject + verb + (adjunct)**

- Example: **You can see clearly now.** (**You** = Subject; **can see** = verb phrase)

shows a mode and state of veracity; clearly = Adverb)

3) Subject + finite or non finite spacer + affirmatory phrase + possible optional adjuncts

- Example: **It was a great day!** (It = Subject; was = finite spacer; a great day = positive assertion; ! = Exclamation mark denoting pause)

---

**NB:** on making affirmative exclamations using so as or such as ...that If you start with a sentence which has a subject and a verb, you can turn it into an exclamation by inserting so as or such as. Depending on the amount of emotion you want to show, you may need to change the verb into a verb from the be or get family.

Example: I hate insects. (boring) So -- (I have to kill them). I am scared of rats. (disgusting) Such -- (huge tails they have).

## 2.1. Subject-Verb Inversion

In exclamatory sentences, the subject and verb change places. This is called subject-verb inversion. The subject or complement of the sentence comes after the verb. The subject of the sentence may be a noun or pronoun. It may be an adverb or an adverbial phrase. It may even be a verb followed by a question mark. For instance, "What a funny story he told!....It is clear that exclamations like these are not to be confused with interrogative sentences such as How rich is he?" (Hyams and H. Chr Wekker 297). In this special structure, when the subject is a pronoun or a noun, it is repeated. After inversion, to look at structures in examples, let's look at structures in detail.

- **Example :** Beautiful! - What a woman! - How badly we felt! - How bright the stars were! - How long the night is! - How complicated the course seems to be! - How wonderful you all are! - How impossible the situation is! - How beautifully the flowers smell! - How badly we played!

In exclamatory sentences where the subject is an adverb, question word, or an adverb structure:

- **Example :** How the news affects you, too frequent use of evil doings! - How magical this word is for women! - How beautifully she can express her thoughts! - If ever anything happens to children, how terribly helpless they feel!

## 2.2. Use of Exclamatory Words:

Exclamatory words and interjections are the most frequently used words to convert simple declarative sentences into exclamatory sentences. These words can express all kinds of extreme emotions such as happiness, sadness, horror, disgust, and shock. They include small words such as "**Oh**," "**Wow**," and "**Yikes**," which are commonly used in everyday speech. But words that show emotions do not only show positive emotions. They can also express negative emotions, such as sarcasm or shock. The feeling that a sentence expresses depends on the tone used and the situation the speaker is in. For example, "**Oh, lovely**," can be used to express happiness, but can also be used sarcastically, with a negative feeling. In the first case, the pitch of the voice will be high, while the rate will be moderate. In the second case, the pitch will be low and the rate will be fast. The same onomatopoeic word can be used to express different feelings or attitudes. Let's take a look at some examples of the most common exclamatory words and interjections.

## 3. Punctuation in Exclamatory Sentences:

Exclamatory sentences are common to every conversation. They serve to express strong emotions or feelings in the form of excitement or exasperation. Oftentimes, they are introduced by the exclamations '**What**' or '**How**.' In the written form, they are expressed with an exclamation mark at the end to emphasize the sentiment of the speaker. Knowing how to correctly structure exclamatory sentences and introduce punctuation will not only give them increased impact, it will also ensure they are used in their proper context.

Exclamatory sentences are sentences that accomplish a variety of functions. At their core, they serve as a tool to display a strong emotion through an exclamatory clause or interjection. Despite offering a wide array of uses, exclamatory sentences follow simple and consistent structures. The structure of an exclamatory sentence is simple, consisting of two components: an exclamatory clause followed by an exclamation mark. Exclamatory sentences can stand alone; however, when used as part of a larger sentence, they are usually separated with a comma.

Once a speaker recognizes the emotion they feel, they are ready to use an exclamatory sentence. When transmitting such an emotion, it is important to remember how exclamatory sentences are structured in conversational speech and in the written form. They add emphasis and strength to a strong sentiment. The proper punctuation style helps to control the tempo, mood, and sentiment of an exclamatory sentence. With the end punctuation as the lone symbol within a sentence, the exclamation mark compresses the emotions compelled by the speaker. The transition of mood comes in the gripping spaces both before and after the exclamation mark. Emphasizing the conclusion through strong end punctuation gives the speaker the impact desired

#### **4.Tasks:**

##### **Exercise 1:** Identify the Exclamatory Sentences

Identify which of the following sentences are exclamatory:

1. What a beautiful day it is!
2. Can you believe this weather?
3. Wow, this cake tastes amazing!
4. Stop right there!
5. How amazing her performance was!
6. He is such a talented musician.
7. What a mess you've made!

##### **Exercise 2:** Rewrite Sentences as Exclamatory Sentences

Turn the following sentences into exclamatory sentences:

1. The sunset is beautiful.
2. This is a big surprise.
3. I am very happy to see you.
4. That idea is clever.
5. You are so kind to help me.

#### **Exercise 3:**

1. How \_\_\_\_\_ you look in that dress!
2. \_\_\_\_\_! This is exactly what I wanted.

3. What an incredible \_\_\_\_\_ she performed!
4. Oh my \_\_\_\_\_, I can't believe you did that!

#### **Exercise 4: Correct the Errors**

Some of these sentences are incorrect exclamatory sentences. Rewrite them correctly:

1. What a fantastic idea, this is?
2. How fast she runs.
3. This is amazing!
4. What a beautiful flower it is.
5. How clever you are?

#### **Exercise 5: Create Your Own Exclamatory Sentences**

Based on the following prompts, create your own exclamatory sentences:

1. Express excitement about winning a prize.
2. Show surprise at someone's success.
3. Express joy at seeing an old friend.
4. Exclaim admiration for a painting.
5. Show disbelief at a shocking event.

#### **Exercise 6: Match the Sentence Parts**

Match the beginning of the exclamatory sentences in Column A with their correct endings in Column B:

| Column A                      | Column B                   |
|-------------------------------|----------------------------|
| <b>What an incredible</b>     | friend you are!            |
| <b>How quickly</b>            | the baby is growing!       |
| <b>Wow, that is</b>           | the answer to our problem! |
| <b>Oh no, I can't believe</b> | I lost my keys again!      |
| <b>What a delicious</b>       | meal this is!              |

**Exercise 7:** Analyze the Emotion

For each of the following exclamatory sentences, identify the emotion being expressed (e.g., surprise, joy, frustration, admiration, disbelief):

1. Oh no! I forgot my homework again!
2. Wow! That was an incredible performance!
3. What a disaster this has turned out to be!
4. How adorable this puppy is!
5. Amazing! You solved that puzzle so quickly!

## ***Unit Four: Types of Sentences According to Their Structure***

### ***Objectives:***

- possess the ability to create and understand the range of sentence structures aimed at expressing the message in a comprehensible manner.
- To possess the ability to create and understand the range of sentence structures that aim at expressing the message in a comprehensible manner.
- To develop skills in sentence-making.

## ***Lecture One: The Simple Sentence***

### **1. Introduction :**

Simple sentences are, according to traditional grammarians, groups of words that together express a single piece of information. They therefore consist of a **subject** and a **predicate** that contains only one **finite verb**, something also known as a “base” or “bare” clause. Although simple sentences can be one-word affairs that do little more than make statements or include instructions, they can also serve as building blocks in longer, more complex sentences. When they do, they typically either stand alone or become part of the compound sentences that make up two or more independent clauses, though they can occasionally occupy other key sentence slots. In the spoken as well as the written language, a high percentage of all the statements made or written every day are simple sentences. Information, instruction, and the content of our lives, then, are communicated primarily with subject-verb-predicate groups of words. Look at the following common examples: “John smiled,” “We praise the Lord,” “This work is easy,” “The windows are broken,” and “The President is in England.” The goals of this analysis are to examine simple sentences and discuss their basic features. We will also look at subjects and predicates, and at common sentence patterns. In the process, we will practice identifying simple sentences when they are found in isolation and when they appear within complex sentences. Our lesson is a short, simple, and easy one – and so is our subject. Simple sentences, we will learn, are much more effective tools for communication than we might, at first, believe.

### **2. Basic Structure of a Simple Sentence:**

The core of a sentence is the basic sentence structure, which is the starting point for every analysis. The simple sentence in the traditional approach may have been described as having subjects and predicates. In the traditional approach, it is most often subject and one predicate. “In English grammar, the simple sentence structure paralleling this relationship is su-ject/verb/Object”(Axelrod 292). The subject names the person or thing about which something is stated, or the doer of the action, and usually consists of a noun or pronoun. The predicate names that which is stated or predicated about the subject and usually consists of a verb. Changes in the structure of a sentence can grow ambiguity in the ideas. Generally, the basic word order of a simple sentence is the subject, followed by the verb, in that a subject typically acts on the verb. This structure can allow for subject, verb, object, subject intransitive verb, subject transitive verb direct object, or other combinations. Changing the word order can change the meaning of a

sentence, and that meaning may be nonsensical or confusing. If we analyze the following example, "Dogs barking loudly don't scare me." If we analyze the sentence in two parts,

### **3. Subject and Predicate in Simple Sentences:**

No sentence can be constructed successfully without a subject and a predicate. The subject is often the "doer" in the sentence, the one who performs the action or is in the state described. The predicate complements the subject by providing more information about it. Thus, the following sentence is a simple way to describe the sentence structure as a whole: Subject + Predicate = Sentence Given that a subject is normally required to further satisfy a predicate and a sentence must always contain a subject, we are forced to conclude that the three components are inextricably linked to one another in order to produce a cohesive, meaningful language form that we certainly call the sentence. In order to improve your understanding of the subject and the predicate, familiarize yourself with the following two virtually same pieces of contextual information that detail some of their basic characteristics. A subject is often the "actor" or "doer" in the sentence. This part of the sentence is the view screen receiving the greater part of the predicate or the center of the sentence for the conveyance of an action or state of being by the printer of "thought." The predicate complements or expands the information about the subject. Primary Root Predicate: A sentence is an organization of thought built around two main parts: the subject and the predicate. The identification of the subject and the predicate is a part of the grammar. Still, in complex sentences, where expressing a complete thought in a line or more than one line is not the order of expression, it becomes difficult to identify the subject and the predicate clearly.

### **4.Tasks:**

#### **Exercise 1: Identify the Simple Sentence**

**Read the following sentences and identify whether they are simple sentences or not:**

1. She went to the store.
2. The dog barked loudly and chased the cat.
3. I love reading books.
4. He ran quickly and finished the race.
5. The teacher is nice.

#### **Exercise 2: Create Simple Sentences**

**Write simple sentences based on the following prompts:**

1. A cat + jump + the fence
2. She + eat + an apple
3. They + play + soccer
4. The sun + shine
5. Birds + fly + in the sky

**Exercise 3: Correct the Sentence**

**The following sentences are not simple. Rewrite them as simple sentences:**

1. The dog barked, and the cat ran away.
2. He likes to play basketball, but he doesn't have a ball.
3. We were tired after a long day, so we went home early.
4. I went to the park and saw many people.
5. She is singing a song, and her brother is playing the guitar.

**Exercise 4: Combine into Simple Sentences**

**Combine the following pairs of sentences into one simple sentence (if possible):**

1. The sun is setting. The sky is orange.
2. She is studying for the test. She is listening to music.
3. We walked to the park. It was a sunny day.
4. The children play outside. They like to play in the garden.
5. I read a book. I enjoy it.

## ***Lecture Two: The Compound Sentence***

### **1. Introduction to Compound Sentences:**

Sentences that are formed by joining two or more independent clauses together are called compound sentences. The independent clauses may be joined by a comma and a coordinating conjunction, by a semicolon that functions as a comma, by a colon, or by a semicolon. The clauses may have similar content or irregular content. Compound sentences are used to join two ideas that are equally important. They help improve the flow of the writing and feel less choppy. In a compound sentence, either clause can occur first. For example, the sun came out, and the snow began to melt. The snow began to melt, and the sun came out.

Compound sentences are a combination of two complete sentences, or independent clauses, that are of equal importance. “Any sentence which contains two or more primary sentences [clauses] is called a Compound Sentence” (Wrightson 149). For example, let’s play basketball, and since you also need to get a haircut. Since you also need a haircut, let’s play basketball. The two independent clauses may be combined using the words “**and**,” “**or**,” “**but**,” “**yet**,” “**so**,” or “**nor**.” However, if the coordinate clause shows different subject matter, it should not be combined. For instance, Sue created the drawing; books whittled the wood. Compound sentences can also be combined through the use of a semicolon followed by a conjunctive adverb or comma. For example, a new moon is constantly turning; however, the light banks it from the sun. Every sentence must include a subject and verb and have a total meaning.

### **2. Basic Structure of Compound Sentences:**

There are three principal methods by which sentences may be combined to form compound sentences. The first is by simple juxtaposition, and this is the most frequently employed. Each sentence retains in this method its normal sentence structure and position within the larger sentence. There can be one, two, three, or more simple sentences within a compound sentence, depending on the parent ideas to be expressed. The relationship between the parent ideas may vary and will be modified by the use of one of the four types of connective devices: coordinate conjunctions, correlative conjunctions, or conjunctive adverbs. In some instances, especially in formal writing, special punctuation such as semicolons, colons, or even periods may be required. The other method of construction involves the use of conjunctive adverbs, relative pronouns, and dependent clauses.

The second method of making compound sentences involves the use of 'and', 'or', or 'but' within the sentence area contained between the two sentences. Typically, this requires the use of parentheses or appositive commas. Except for very short and specialized instances, the use of parentheses or appositive commas in this way is awkward, and the method can better be assimilated to the first method by deleting the connective from inside the sentence and transferring it to the end of the first sentence.

## 2.1. Independent Clauses:

Having examined the simple sentence, we can now move on to the compound sentence, which includes more than one independent clause. We looked at examples of independent clauses as entire simple sentences. They express ideas that can stand by themselves, without being connected to other clauses. Examples are the following:

- ❖ **Sue stayed in that camp.**
- ❖ **You can indeed go there.**
- ❖ **I approved of the changes.**

In other cases, more than one independent clause can be combined with various devices. To test whether a particular combination works best, mark off phrases with brackets, and then implement explicit choices to make sentences. We noted earlier that you should choose a coordinate conjunction that best suits the relations from one clause to the next. In the following decision trees, two possibilities are indicated by vertical lines. The words to be considered are in the bottom rows, and the labeling applies to the pair above each label independently. Examples in each case are given a bit further below, along with pieces of text showing these coordinate structures in use.

- Does the relation combine items or present them one by one?
- Is it neither a sequence nor a contrast? It connects two items into one.
- Is it neither a sequence nor the same fact? It presents two facts in consecutive clauses.

## 2.2. Coordinating Conjunctions :

A coordinating conjunction joins structures of the same syntactic level. Generally, what is joined by coordinating conjunctions are words, phrases, and clauses. All the sentences produced by joining different structures are referred to as compound sentences.

The most widely used coordinating conjunctions are:

✓ **for - and - nor - but - or - yet - so**

- 1) I wanted a new car, but I couldn't afford it.
- 2) It was getting dark, so we decided to shorten the trip. 3) I don't like to wait, for it makes me nervous.
- 4) Arithmetic is not everybody's favorite subject, yet it is most important.
- 5) You don't seem to have much aptitude for science, nor does your sister.

### **3.Tasks:**

#### **Exercise 1: Identify the Compound Sentence**

**Read the following sentences and determine whether they are compound sentences or not:**

1. I wanted to go to the beach, but it started raining.
2. She is reading a book.
3. The dog barked, and the cat ran away.
4. They played soccer, and they won the game.
5. He went to the store after he finished his homework.

#### **Exercise 2: Create Compound Sentences**

**Combine the following pairs of simple sentences into one compound sentence:**

1. I like to swim. I enjoy playing basketball.
2. She studied for the test. She went to the library.
3. I woke up early. I went for a jog.
4. The weather is nice. We should go for a walk.
5. He called me. I didn't pick up the phone.

#### **Exercise 3: Correct the Sentence**

**The following sentences are not compound. Rewrite them as compound sentences using the conjunctions “and,” “but,” or “or”:**

1. I love pizza. I don't like pasta.

2. She was tired. She went to bed early.
3. We will visit the museum. We will go to the park.
4. He loves playing guitar. He also enjoys singing.
5. The movie was long. The movie was boring.

**Exercise 4: Combine the Sentences**

**Combine the following sentences into compound sentences using the correct conjunction (and, but, or, so):**

1. I have a lot of homework. I am going to the movies.
2. She wanted to buy the dress. It was too expensive.
3. You can have tea. You can have coffee.
4. I forgot my keys. I went back home to get them.
5. The students studied hard. They passed the test.

## ***Lecture Three: The Complex Sentence***

### **1. Introduction:**

In comparison to simple and compound sentences, complex sentences often discuss ideas extensively. For instance, compare the following three sentences showing: a simple sentence, a compound sentence, and a complex sentence. In the study of language, sentences constitute the building blocks of language. When words are brought together, they form sentences. Mastering the structures of sentences, therefore, is an important aspect of language learning. The combining of only two sentences results in a compound sentence. Further research can result in the understanding of the complexities in language, such as the understanding of the basic structures in the use of sentences. A complex sentence is more than a sentence that is too long. It extends more than one idea. In comparison to simple and compound sentences, complex sentences often discuss ideas extensively.

#### **1.1. Definition of a Complex Sentence:**

Complex sentences are multi-part sentences that are difficult to create and use, especially for someone who is still learning English. It is beyond doubt that complex sentences need some elements to be complete, including things such as prepositions, conjunctions, as well as clauses. Sometimes it is also related to constructions. In other words, to build a complex sentence, it is essential to have a complex structure. This brief section defines complex sentences and differentiates them from other structures. This information is fundamental to spell out, as it will help learners avoid future confusion. The following subsections will build on these core definitions to further explicate the elements of complex sentence structure, which will be useful for students to learn how to construct these sentences later.

- A complex sentence is made of an independent clause and multiple subordinate clauses. An independent clause has a subject and a verb and can stand alone as a complete sentence. In other words, a simple sentence is an independent clause. “The third clause in the complex sentence resembles the clauses in the compound sentence, in that, standing alone, it makes sense” (Raymond 30). A complex sentence, on the other hand, has an independent clause connected to at least one subordinate or dependent clause. Subordinate, or dependent, clauses can be nominal, adjectival, or adverbial in nature. These subordinate clauses have their own subjects and verbs, but they do not form complete sentences independently. They need their supporting independent clause in

order to discuss the subject of the entire sentence, to express the time of the action, or to reflect the word that is directly linked to the independent clause.

## 1.2. Components of a Complex Sentence:

A sentence that has more than one verb phrase is called a complex sentence. Here, we discuss the two main parts of the complex sentence. A complex sentence is made up of an independent clause and a subordinate clause. An independent clause in a complex sentence can stand alone; it does not need a subordinate clause in order to be complete. Any clause or sentence with these properties is called an independent clause. A subordinate clause in a complex sentence does not express on its own a complete thought, and therefore, it needs to be accompanied by an independent clause. A complex sentence generally contains at least one independent clause and a number of subordinate clauses.

Depending on its grammatical function in a complex sentence, a subordinate clause can be one of the following types: noun clause, relative clause, and adverbial clause. A noun clause can be used in a complex sentence as the subject, object, complement, or object of a preposition. A relative clause gives essential or non-essential information about a noun group. An adverbial clause can be placed anywhere in the complex sentence. In writing, it is separated by a comma if it comes before the independent clause, and by a comma if it comes after the independent clause. It can be observed from this sentence that there is a relationship between the two clauses. The second clause talks about something that may happen as a result of the first clause, that is studying hard happening. An independent noun clause, relative clause, or adverbial clause can stand alone as a sentence, but together with an independent clause, they form complex sentences.

## 2. Types of Subordinate Clauses:

One way we build up complexity within English sentences is with the use of subordinate clauses. There are three main types of subordinate clauses: adverbial, relative, and noun. Adverbial clauses behave a little like adverbs, modifying verbs so that they convey meaning about time, place, manner, or cause. Relative clauses act like adjectives, modifying the word that immediately precedes them and giving the reader more information about noun phrases. Noun clauses usually fill the grammatical roles of subject, direct object, subject predicative, or prepositional object, which is why they can sometimes take the place of a single noun in a larger sentence. Adverbial clauses provide extra information about time, place, manner, and cause. They always provide information about their linked sentence as a whole and tend to be

positioned either at the beginning or the end of a sentence. Time Example: When I see the sunset, I feel like I've had a good day. Place Example: John had the hellish experience of finding it in his lavatory. Manner Example: She talks as though she's a native. Cause Example: Because I ate so much fruit, my system couldn't handle it. It's important to be able to distinguish between main and subordinate clauses in your reading and writing, since this impacts punctuation choices: subordinate clauses tend to be ring-fenced with commas, and in some cases, using a different coordinating conjunction or adverb to link clauses will change the meaning of a sentence in subtle ways. Consider the contrast between the following sentences: "Don't go out in the rain, John. You'll get a soaking" versus "As it's almost definite, I'd advise getting your things ready to move soon."

## **2.1. Adverbial Clauses:**

An adverbial clause is a clause that has the role of an adverb in a complex sentence. Adverbial clauses are used to provide information about the time something happened, the place, reason, condition, frequency, etc. Just like adverbs, adverbial clauses can be used in initial, middle, and final positions of the sentences. Adverbial clauses affect the meaning and context of the independent clauses or the whole sentences. Adverbial clauses are closely connected to the independent clauses in the complex sentences.

An adverb clause is a dependent clause used as an adverb within a complex sentence. An adverbial clause is a clause that functions in a sentence as an adverb. It actually functions as an adverb, usually indicating such things as the reason, time, or condition of the action of the main clause. An adverb clause can be considered an alternative to an adverb. The placement of a clause does not affect the basic relationship it expresses; that is, the clause can express relations of time, cause, reason, condition, and contrast. Correctly analyzing the clause helps you to avoid errors in writing and reading. Adverb clauses often answer the questions where, when, how, how often, and why. They are signals that can help you identify an adverb clause. An adverb clause many times signals the use of subordinating conjunctions. Adverb clauses, besides telling about when, where, and how, are used to talk about degrees and upset conditions. Adverb clauses as subordinate clauses can be placed in addition to expressions of place, time, manner, and frequency.

## 2.2. Relative Clauses:

Relative clauses play an important role in adding detail to nouns. A relative pronoun (who, which, that, where, etc.) at the beginning of a relative clause introduces the clause and connects it with an antecedent noun. Relative clauses can add both basic information and descriptive details about nouns, as seen in the following examples. They found the man who had saved their lives in the sea. They understood their lecturer, who explained the scientific theory carefully. As noted in the examples, the relative clause adds some imagery or description, designating either a defining or non-defining relation. Defining relative clauses are important for communication; they provide key information about an antecedent, so we do not use commas before and after them. This type of clause restricts meaning or narrows down choices.

## 2.3. Noun Clauses:

Two-Dimensional Noun Clauses. A noun clause functions as a complete noun in a sentence. As a subject, often starting with that, what, or whether, a noun clause stands at the head of the sentence. It may also function as direct and indirect objects, and objective complements. A noun clause can act as a nominal subject, object, or complement. Noun clauses, as subjects, are honorably placed at the very beginning of a sentence that commences with them, whereas when they are used as an object or complement, the noun clause is placed at the end of the sentence. However, a sentence can have a noun clause in these two positions at the same time for stylistic reasons. A noun clause, as a nominal in a complex sentence, serves to replace a subject, object, or complement.

### Subordinating conjunctions include

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"after," "although," "as," "as if," "as long as," "as much as," "as soon as," "as though," "because," "before," "even though," "if," "in order that," "in case," "just as," "lest," "now that," "once," "only if," "provided that," "rather than," "since," "so that," "than," "that," "though," "till," "unless," "until," "when," "whenever," "where," "wherever," "while."

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## 3. Tasks:

### Exercise 1: Identify the Complex Sentence

Read the following sentences and determine whether they are complex sentences or not:

1. Although it was raining, she went for a walk.
2. I enjoy reading books.
3. He was tired because he stayed up late.
4. We can go to the park, but it's too cold.
5. If you study hard, you will pass the test.

### **Exercise 2: Create Complex Sentences**

**Combine the following pairs of simple sentences into one complex sentence using the appropriate subordinating conjunctions (because, although, if, when, since, unless, etc.):**

1. I will stay home. It rains.
2. She was happy. She received a gift.
3. He didn't go to the party. He wasn't feeling well.
4. I finished my homework. I can play outside now.
5. I forgot my umbrella. I got wet.

### **Exercise 3: Correct the Sentence**

**The following sentences are simple or compound. Rewrite them as complex sentences using subordinating conjunctions:**

1. I love reading. I don't have enough time.
2. They stayed inside. It was snowing outside.
3. I was hungry. I didn't eat lunch.
4. She passed the test. She studied hard.
5. He went to the store. He needed milk.

### **Exercise 4: Combine the Sentences**

**Combine the following sentences into one complex sentence by using subordinating conjunctions (like because, although, since, if, when, unless, etc.):**

1. He couldn't finish his homework. He was distracted.
2. I missed the bus. I woke up late.
3. She decided to go out. It was raining.
4. We will go hiking. It isn't too hot outside.

5. You should study hard. You want to pass the test.

## ***Lecture Five The Compound-Complex Sentence***

### **1. Introduction:**

A sentence is a fundamental element of our written communication. The core skills of composing effective sentences and synthesizing them into multi-faceted paragraphs are vital for coherence and logical progression in academic writing. Besides grammatical knowledge, it is equally important to master different forms of sentence structures. Sentences can be reconfigured in multiple ways to convey complex thoughts, beliefs, and arguments effectively. The easiest way to organize a sentence is by combining two or more independent clauses, which can function independently in literature, and it is recognized as a compound sentence. When one of these developing thoughts is subordinated by further elaboration of a main clause, it is called a complex sentence. A sentence that combines compound and complex sentence structures is referred to as a compound-complex sentence.

#### **1.1. Definition :**

This type of sentence has at least two independent clauses and at least one dependent clause. It is one of the four basic sentence structures. Its main advantage is that it can mix clauses, creating complex relationships that are not easy to create with shorter sentence structures. At the same time, being made of sentences tied together with a conjunction, its parts remain clear and relatively simple. Complex independent clauses may also be subordinated or coordinated in complex relations, but just as often they are not. When the sentence's complex arrangement creates ambiguity or odd juxtapositions, breaking the sentence into simpler structures can often clarify the relation of clauses and heighten the sentence's energy. Examples: "I will go to the store and get some milk and bread if you cook dinner tonight." A complex sentence is one in which one or more members of the sentence (such as the subject, enlargement of the subject, etc.), or a part of one or more members, consists of a dependent or relative statement called a clause" (Steel 103).

- **Eg:** We went that way because that's the only road to the river. Mary struck John after he had insulted her. Although the chicken was grilled, it was dry. I opened the letter and shouted in surprise before I could stop myself. The party guests had congregated where fewer people could fit, so we found ourselves down in the basement when the cake arrived. She slammed the glass on the table after fishing the olive out of it with an annoyed look on her face. The house was a good relaxing place for reading and watching

TV, so we sometimes went there and got takeout. Although the children looked tired, they kept on playing. If it's important to him, he's always on time, but if it's not, he could be hours late. Since they had arrived, they decided that they would eat first and phone their friends later.

## 2. Components of a Compound-Complex Sentence:

- ❖ The compound-complex sentence consists of both an independent clause and a dependent clause. The dependent clause announces something, which is then further expanded upon in the independent clause or principal sentence. Starting with a statement and then following up with a clause or clauses to fill in more detail is a way we tend to think and converse. The compound-complex, then, is a very natural, organic sentence form in that it respects how we actually think. More than one main clause is connected with a coordinating conjunction. It returns to the previous main clause with another independent clause, differing slightly from compound sentences that only have two independent clauses. Compound-complex sentences have one dependent and at least two independent clauses.
- ❖ An independent clause contains a subject and a verb and can stand on its own as a sentence. It expresses a complete thought; thus, its initial position in our basic statement structure is captioned 'beginning'. A compound sentence contains two independent clauses, which are connected by a coordinating conjunction. By connecting two independent clauses with a coordinating conjunction, we produce a compound sentence. When sentences get longer and more complex, we are free, of course, to leave the simple sentence entirely. A dependent clause contains a subject and a verb and cannot stand by itself as a sentence. Dependent clauses often begin with subordinating conjunctions, saying something about other things. A compound-complex sentence consists of two or more main clauses and one or more dependent clauses.

## 3. Punctuation Rules:

- ✓ To punctuate a compound-complex sentence, follow these rules:
  1. When a coordinating conjunction connects the clauses, use a comma before the coordinating conjunction to separate the clauses.

2. If the coordinating conjunction is one of the fanboys, you must use a comma before the conjunction.
3. If the coordinating conjunction and the second clause are short, don't use a comma.
4. When a semicolon joins the two independent clauses of a compound-complex sentence, rather than using a comma and a coordinating conjunction, keep in mind it will be followed by a conjunctive adverb like however, nevertheless, therefore, and so on. This conjunctive adverb usually begins the second clause.

- Correct I don't bake often, but when I do, I bake chocolate chip cookies.
- Incorrect I don't bake often but when I do, I bake chocolate chip cookies.
- Correct I don't bake often but when I do, I bake a lot of things; chocolate chip cookies are my sons' favorite.
- Incorrect I don't bake often but when I do, I bake a lot of things; chocolate chip cookies are my sons' favorite.

Clearly, to maintain clarity, knowing where and when to put punctuation is important.

#### 4. Tasks:

##### **Exercise 1: Identify Compound-Complex Sentences**

**Read the following sentences and identify if they are compound-complex sentences. If they are, underline the independent clauses and circle the dependent clauses.**

1. Although I was tired, I stayed up late to finish my project, and my friends helped me.
2. If you finish your homework early, we can go to the movies, but we still need to find tickets.
3. She wanted to go to the concert, but since it was sold out, she decided to watch a movie instead.
4. After the rain stopped, we went for a walk, and the sun came out just in time.
5. I love reading books, especially when it's rainy outside, because I can relax at home.

##### **Exercise 2: Combine the Sentences**

**Combine the two sentences into a single compound-complex sentence. Be sure to use appropriate conjunctions and punctuation.**

1. I went to the store. I forgot to buy milk.
2. We can go to the park. It's starting to rain. I didn't bring my umbrella.
3. I wanted to eat ice cream. I'm on a diet, so I didn't.
4. He studied hard for the exam. He didn't do well, even though he tried his best.
5. They planned a surprise party. Everyone was invited. The guest of honor didn't show up.

### **Exercise 3: Rewrite as Compound-Complex Sentences**

**Rewrite the following sentences into compound-complex sentences.**

1. I am tired. I need a break. I have a lot of work to do.
2. She is a great singer. She has been practicing for years.
3. John loves basketball. He often plays with his friends. They are in the same team.
4. He enjoys playing the guitar. He has learned some new songs.
5. The children were playing outside. It was getting late. They went inside.

### **Exercise 4: Create Compound-Complex Sentences**

**Write your own compound-complex sentences using the following ideas:**

1. You have a choice between two options (A or B).
2. You planned something fun, but something unexpected happened.
3. A problem arose while you were trying to do something important.
4. You're explaining something you learned and your reaction to it.
5. You have an activity to do, but there's a condition to follow.

# ***Unit Three: Sentence Problems***

## ***Objectives:***

- To practice making grammatically correct and logical sentences
- To improve the quality of writing.
- To comprehend written text around sentences effectively, on the grounds that coherent sentences definitely lead to coherent writing.
- To have the ability to think analytically concerning sentences that have been or are being built.

## ***Lecture One: Parallelism***

### **1. Introduction**

Parallelism is a rhetorical figure of balance that modulates the difficult textual journey from point A to point B. It might manifest as "parallelism of sounds," "parallelism of form," "parallelism of construction," or "parallelism of sense"; yet despite these interpretive possibilities, all scholars of parallelism agree upon its function: "to produce a repeated, symmetrical pattern, like a rhythm." This rhythm provides the passage with an "accessibility" that "escapes rational control" and has the capacity to give rise to "a series of emotions." With that in mind, what is the nature of that rhythm? Is it something universal and absolute, or is it a historical and subjective development?

### **2. Types of Parallelism:**

- Structural and Grammatical There are various ways to talk about parallelism, and one type must be distinguished from another. For example, structural parallelism is often spoken of in terms of the arrangement of phrases and clauses into a pattern. Another commonly referred to type of parallelism is grammatical parallelism, which is the kind—and the emphasis of this brief—that deals with the use of similar grammatical forms. The two are different, regardless of which a person uses on a regular basis. An investigation of parallelism in writing is, in this case, important for one primary reason: every language can be stylized. When discussing parallelism and, especially, the limits of specific categorizations of parallelism, writers need a comprehensive construct with which to categorize their findings according to their independent strategies, goals, and styles.

#### **2.1. Structural Parallelism:**

- Structural parallelism, the repetition of a sentence pattern, phrase structure, or other structure, is one kind of parallelism. When writers use structural parallelism, they achieve a balance in the sentences and within the overall rhythm of a piece of writing. A chief account of parallelism is that it can help to create a cohesive relationship among the senses, paragraphs, and other logical units of a piece of writing, and may also aid in persuasiveness and memorability. Writers and researchers have pointed out, therefore, that parallelism is often found in slogans and speeches, as well as in poetry. De Sharon Hamilton argues that “ Not only does parallelism make sentences more graceful, it clarifies their logic” ( Hamilton 46).

- A classic **example** of structural parallelism is "**I came, I saw, I conquered.**"
- An example of **structural parallelism** is the following sentence :

"Good people do not, as a general rule, come and demand a share of the wealth of the person who is continuing to be ill." The sentence has a balanced structure throughout its explanation of how authors ought to write. The phrase "just a part" is repeated. Balancing the sentence pattern brings to it a swaying rhythm. On one level of style, the sentence sounds balanced due to the structural parallelism, lining up so many "and" conjunctions. Some parts of the sentences have repeated patterns with different content, and this creates contrast, which not only is a type of rhetorical figure but also a kind of parallelism.

## 2.2. Grammatical Parallelism:

- Parallelism is all about terms being in alignment, things matching up. We often think of lists, of noun phrases being in parallel:
- for example, "**I took a breath and a step.**" Most dictionaries emphasize this sort of parallelism in their definitions, using parallel noun phrases in the sample sentences. But the same principle holds for verb forms, clauses, prepositional phrases, or other structures. Grammatical parallelism of various sorts can help you keep your writing from saying one thing twice in different ways or tripping over its own feet by jamming too many elaborations together. It can make sentences and paragraphs clear and easy to follow. And it can make them powerful and incisive by focusing the reader's attention on the one thing that really varies in meaning, to give a one-two punch of emphasis.

## 3. Purpose and Benefits of Using Parallelism:

Parallelism can be beneficial for several reasons.

1. First, parallelism aids in clarity by making a sentence easier for a reader to understand. This is often achieved when the parts of a sentence express parallel ideas, or ideas that should be represented in a similar way for the reader to properly understand the complex concept being expressed.
2. Similarly, parallelism in writing assists authors in highlighting main aspects of topics, points, or themes. Because parallel elements receive equal weight in a sentence, those represented in the most significant element receive an added emphasis that can augment

an argument or provide aesthetic appeal. On this note, parallel structures please the ear and are therefore considered aesthetically appealing.

3. Using parallelism in constructing sentences and discussions can also influence the perception of an author's position and contribute to matters of persuasion. By passing semantic or logical content, parallelism also enhances memory capabilities of a message. This results from the simple, concise, and aesthetically pleasing phrasing facilitated by parallelism, which makes parallel-manifested phrases easier to remember.
4. Lastly, the deliberate and skillful employment of parallelism in both written and oral communication can increase authorial and expert credibility when handled well. Because of the simplicity and clarity it conveys in a masterful way, effective parallelism demonstrates control over writing and speech and imparts an unspoken mastery of the material. This, in turn, can ensure that the author is able to communicate effectively to readers or listeners.

#### **4.Tasks:**

##### **Exercise 1: Identify the Incorrect Parallel Structure**

In each sentence below, identify the part that breaks the parallel structure and rewrite the sentence to make it parallel.

1. She likes reading books, to swim, and cooking.
2. The team will practice hard, study the playbook, and winning the game.
3. I enjoy hiking in the mountains, biking around the park, and to go swimming at the lake.
4. He is not only a talented musician but also he can sing well.
5. The teacher asked us to complete the assignment, to study for the test, and take notes.

##### **Exercise 2: Rewrite the Sentence with Correct Parallel Structure**

Rewrite the following sentences to ensure parallelism.

1. My goals are to graduate from college, find a good job, and traveling the world.
2. She is both smart and she is hardworking.
3. The company wants to increase sales, expand their marketing strategy, and improving customer service.
4. I prefer reading books over watching TV and going to the movies.
5. John enjoys playing soccer, basketball, and to run.

**Exercise 3: Fill in the Blank with Parallel Structure**

Choose the correct option to fill in the blank to create a parallel structure.

1. The teacher asked us to write the report, (and / to) submit it by Friday.
2. I like to swim, to run, and (playing / play) tennis.
3. She enjoys hiking in the mountains, (go / going) fishing, and camping in the woods.
4. The movie was exciting, funny, and (to / so) interesting.
5. His new job involves managing projects, (leading / to lead) meetings, and meeting clients.

## ***Lecture Two: Sentence Fragments***

### **1. Introduction:**

When a group of words does not have a subject, a verb, or does not make sense, then it is not a complete sentence. This group of words is a fragment. A sentence lacking one independent clause becomes a fragment since it is part of a more extended sentence structure. This clause is otherwise known as a subordinate clause but lacks the ability to stand alone as a sentence when presented with a fragment. Sentence fragments commonly appear when ending punctuation is incorrectly applied. This misapplication can take place when more than one fragment is used within a sentence. Although typically referred to in a grammatical context for school-aged children, sentence fragments may also be observed in fiction and non-fiction works by non-novices. When found and fixed within a manuscript, the narrative may act or read more smoothly and clearly by the intended audience.

#### **1.1. Definition and Characteristics:**

A sentence fragment is a group of words punctuated as if it were a sentence, but it is not a complete sentence. “A sentence fragment is a dependent clause or phrase used by a writer as a complete sentence” ( Howard T. 87). Certain instances of subordination can otherwise look like fragments, although they do a satisfactory job in context and are often necessary for individuals expressing a range of concerns. Still, when it comes to punctuation practices and avoiding the appearance of lacking basic syntactic capabilities, they remain a cause for confusion and are perhaps best avoided in writing represented in more artificial environments such as school. These environments have a history of treating questionable or inappropriate cases of coordination and subordination as sentence fragments, even when they closely resemble acknowledged types of parenthetical expressions. In both instances, this classification can lead to confused guidance and advice that makes developing knowledge a challenge.

Fragments can be pieces of a clause or pieces of a sentence that are punctuated as if they were complete in circumstances where this cohesion appears to lack subject-verb agreement or a direct object or both. This lack of visible, standard agreement is typical of intransitive sentence types and some formal sentence-foregoing confrontational constructions. Consequently, sentence fragments are generally considered to be less effective than complete clauses or sentences, except when they are fragments of something other than what they appear to lack, or they are fragments that combine effectively with neighboring material.

## 2. Types of Sentence Fragments:

In English grammar, a sentence fragment is a group of words that is written to look like a sentence, but that lacks some of the essential structural components that a complete sentence requires. In this sense, the term fragment refers to the fact that a sentence fragment is not a fully formed sentence—although it should, grammatically speaking, have all the necessary elements. It's important to understand that not every group of words that does not include a subject and a verb is a fragment. Moreover, just as sentence fragments can occur unintentionally, they can also be used deliberately to communicate a message, as in newspaper headlines, poetry, and even some forms of narrative writing. Judging a group of words as a sentence fragment isn't always as formal as identifying mistakes or following a set of rules; instead, it involves using discretion based on the context and intended audience. Most sentence fragments fall into one of several distinct categories: verb fragments, easy-to-repair fragments, harder-to-repair or dependent clause fragments, preposition fragments, subject fragments, infinitive fragments, participle fragments, appositive fragments, interjection and exclamation fragments, quotation fragments, and place name fragments. To illustrate these various types of sentence fragments, let's start by looking at verb fragments.

### 2.1. Noun Phrase Fragments/

- A fragment is a group of words not having a subject-predicate combination that does not form a complete sentence. These words can convey ideas but are used in such a way that they make these ideas come across as incomplete. A fragment can be mistaken for a sentence because fragments may resemble sentences in appearance, yet unlike a sentence, fragments lack any sense of completeness. They lack either a main clause or a proper complement, and they do not contain all of the essential elements needed to express a complete thought. Fragments cannot stand alone and make an interesting title for a certain piece of text. These fragments are linked to other parts in the same piece of writing. They depend on other parts of the text and lack the ability to become a whole on their own.
- One of the most common fragment types comes in the form of a noun phrase that is without a verb. A noun phrase is called a phrase because it does not have a subject and a predicate while containing a verb. A noun phrase is a great group of words that has a noun and modifiers. Nouns with adjectives, adverbs, and prepositional phrases that do not have the main subject-verb pair cannot form

sentences, making them sentence fragments. Although these noun phrases have a head with a verb, they feel incomplete in themselves.

## 2.2. Verb Phrase Fragments:

A verb phrase fragment consists of only a verb phrase and may also include pronouns, prepositional phrases, direct and indirect objects, predicatives, or adverbs. Despite the fact that a verb phrase in a complete thought is often composed of an auxiliary verb plus a main verb, a verb phrase fragment contains only the auxiliary verb.

- ❖ Fragment (a) contains an intransitive verb phrase used to answer the question who.
- ❖ Fragment (b), however, contains a transitive verb phrase used to answer the question whom.
- ❖ Furthermore, fragment (c) contains a transitive verb phrase used to answer the question whom.
- ❖ On the other hand, fragment (d) contains a copulative verb used to connect the subject with the noun that explains the subject.
- ✓ Smashing dishes. (Subject: Who has been smashing dishes?)
- ✓ (b) Snoring. (Subject: Whom should we avoid waking?)
- ✓ (c) Biting hard. (Subject: Whom do children love?)
- ✓ (d) The splice is permanent. (Subject: What is permanent?)

## 2.3. Dependent Clause Fragments:

With a tiny bit of tweaking, dependent clause fragments can occur naturally, with fewer qualifiers than other types of sentence fragments.

- ❖ **For example**, consider the sentence "**When. Ask Brad.**" This fragment is maddeningly incomplete, but we can add a verb to make the sentence roll off the tongue. The sentence becomes "**When did you ask Brad?**" which is a perfectly complete question. It seems the moment when questions become legitimate, ending all arguments and creating no cause for concern, is during the split second just before the verb is added.

Simple Addition of a Different Subject Look through the dependent clause fragments discussed. Try each of the following verbs, and examine the sentence to see if it becomes

magically complete just by the addition of this new verb: "**arrived**," "**returned**," "**danced**," and "**asked**." You will see that the sentence becomes complete naturally in most cases, creating a simple independent clause. If it passes this test, it is much more likely to be simply a dependent clause than a sentence fragment.

### 3. Missing Subject or Verb:

- A sentence fragment is a string of words that does not form a complete sentence; there is a necessary component of a complete sentence missing. There are a few types of illegal sentence fragments, but the ones we see most commonly in student writing are fragments that lack subjects and/or verbs.
- A phrase without a subject is called a fragment. A fragment cannot function on its own as a sentence. In the second sentence below, the phrase after the word 'and' has no subject. It is a fragment.
- Correct: Bertha left the building through the back door, and she did not leave a tip.  
Incorrect: Bertha left the building through the back door, and because she did not leave a tip.
- The same thing that happens when a word is missing from a phrase also occurs when a word is missing from a clause. When a clause's subject is not included in the clause, we have a fragment.
- Correct: Bertha recommended that her bridesmaids wear canary yellow and green polka-dotted hats. Incorrect: Bertha recommended that her bridesmaids wear canary yellow and green polka-dotted hats to the wedding.

### 4. Identifying and Correcting Sentence Fragments:

Some common ways to correct sentence fragments are to:

- a. Attach the fragment to a nearby sentence and form one complete sentence.
- b. If a fragment is created because of incorrect punctuation, correct the punctuation so that the sentence is punctuated properly.
- c. If the fragment is in a list, set off each item with a dash, comma, or colon as needed.
- d. If the fragment is a subordinate clause, attach it to a nearby sentence to create a complex sentence or attach it to an independent clause to create a compound sentence.

Much of the time, correcting sentence fragments is as simple as attaching the fragment to a nearby sentence. As you review your work and improve your sentence structure, remember the

guidelines that can help you identify and correct sentence fragments. When a sentence expresses a complete thought or idea, it contains three essential elements: a subject, a verb, and a complete thought or idea either through a predicate, adjective, or a direct or indirect object. There are also coordinating conjunctions as well as subordinators that create complex and compound sentences. Each of these sentence elements can prevent a group of words from being a fragment.

## 5. Tasks:

### Exercise One:

**Cut out the sentence fragments listed below and put them into a bag.** Later, draw some for writing practice! Or, see if you can attach the fragment you draw to a sentence in the text or movie from which it comes. Craft a sentence that would logically precede or follow each one you drew from the bag for the drawing.

- On the garage.
- Suddenly, without warning.
- To the party.
- He walked the dog.
- For example.
- The end of that part.
- During homework time.
- In the ocean.
- Quickly and carefully.
- Before the party.
- Last Wednesday in the pouring rain.
- I saw Sandra.

General-completion Practice: Write the best word and phrase that will complete each sentence. The words and phrases are categorized by different parts of speech on the following pages. The unique feature of this generator is that it has the ability to choose randomly from a complete sentence, a few words from a sentence, or different lengths of blanks.

### Exercise Two: Identifying Fragments in Sentences

Simply stated, a sentence fragment is a group of words that, while capable of standing alone in a written answer, is, in fact, incomplete because it does not contain both a subject and a predicate. Subjects and predicates are the building blocks of all complete sentences, and to construct written answers that are grammatically correct and easy for the grader to read, you must make sure that each sentence contains a subject and a predicate. The rule concerning sentence fragments is as follows: Each response must contain at least one complete sentence.

It is very easy to construct sentence fragments; they are an error that typically results from not proofreading a written answer. For a written answer to be judged as a sentence fragment, it usually contains one of the following: 1. A subordinator or relative 2. A word that is part of a subordinate structure 3. Embedded questions or wishes. Purveyors of many books of high school grammar exercises make the fragmented claim that because a sentence fragment does not contain

both a subject and a predicate, all answer choices that contain a subordinator, a subordinator and its clause intake, or a relative clause must be sentence fragments. However, this is not the case. False-positive errors occur, and if you submit an answer that contains a subject and a predicate, it will not be marked as a sentence fragment.

### **Exercise Three: Correcting Fragments in Short Paragraphs**

First, underline the sentence fragments, and then, on a separate sheet of paper, write each as a conventional sentence.

1. The house with the wraparound porch.
2. In one corner, a carved horse that my brother named Clippers.
3. Trampling the morning glories at the side of the house.
4. With the push mower to nudge the block.
5. The screen door I have never seen.
6. The magnolia tree, its thick leaves like heavy paperweights.
7. We should search for the soldering iron.

## **Lecture Three: Wordiness**

### **1. Introduction:**

Clarity is a basic requirement for effective communication; in fact, people will often withhold judgment until they are certain they understand what is being said. This is especially true in written communication because it allows recipients to spend time thinking about and analyzing the message. Even the most carefully planned message can be obscured if it is presented with too many words. As a matter of fact, messages that are presented with excessive verbiage may be viewed as kind of insane banter because there is a belief that the person is scattering seeds to the wind, instead of focusing on the main points.

The way information is presented is profoundly interwoven with the overall message of the presentation. If the flow of charts, words, and ideas is somewhat inelegant, the overall message may be overlooked to a certain extent. The requirement of informed management decisions through the use of verbal or written reports has widened, and as a result, it has also led to the assortment of negative outcomes, such as a decrease in people's performance relative to cost, a drop in the use of information on promotion and product development, disappointed customers, and, most importantly, it has played a role in limiting the ability to challenge deadline management. Therefore, the examiners need to emphasize the importance of both information and clarity in solving these negative outcomes. Meanwhile, the culmination of the importance of clarity is influenced by the writing style in which it is composed. Through this strategy, the reader can improve their comprehension of the paper's content and interpretation.

#### **1.1. Definition :**

Wordiness disregards the adage "less is more," instead insisting on more. On one level, this is not necessarily a problem. Sometimes one does need more words to say something effectively or thoroughly. But the definition of wordiness is the use of more words than necessary—and that's a problem heading in the wrong direction. Myra J. linden says, " Do not use more words than necessary in your writing. Eliminate needless repetition and wasted words"(Linden130).

### **2. The Effects of Wordiness:**

Some of the most concise sentences usually carry more meaning, and new technology can benefit if we apply pithy writing in software messages, user interfaces, blog posts, release notes, and technical documentation. People who receive an email often lack the time to read it all, so they hedge by skipping the message or marking all as read for the cases that are relevant. For that reason, reducing wordiness in an email message can increase the reading rate of readers and the number of issues identified and corrected.

## 2.1. Confusion for Readers:

We have all experienced at one time or another what it feels like to be completely confounded by what we're reading. We read a sentence and then, rather than the follow-on sentence making the previous sentence clearer when we read it, we think, 'this one is just as long and messy as the first sentence.' In these cases, we finally throw in the towel, and the article, book, or message that we are reading is rendered either partially or totally flicked into our 'not understandable' reading box. Often, wordy sentences and paragraphs are to blame for this misunderstanding, and when we can't understand what we're reading, the writing becomes ineffective. The reader will have to work harder to find the main point, and sometimes what should be gleaned is totally misunderstood.

Rooms with two point four four excess headroom: this is a common finding at the end of excessive wordage: that it's a waste of the reader's time and that what is important is lost. Furthermore, when the reader struggles like this with a text, it disengages them from the content. The reader cannot follow and so turns attention elsewhere. We fail to get our message across. Such a convoluted sentence results in reader confusion. We don't understand why there is excess headroom; we're totally lost in the room, let alone the amount of 'excess.' The reader must work very hard to find the main point. Otherwise, she could summarize by saying that she doesn't understand the content because the written expression is confusing. One of the biggest complaints voiced by marking centers and departments is poor expression.

## 3. Strategies to Reduce Wordiness:

To minimize wordiness, some writers may have to reconsider their writing style and revise their work. The following are some practical strategies.

1. Prioritize clarity over complexity. This means that your writing will be most effective if you place the highest value on clear communication. Find the shortest, simplest version of a sentence that still conveys its intended meaning. In other words, always favor clarity over complexity in your writing.

2. Be intentional. One of the best ways to remove wordiness from your writing is to be intentional about what you are trying to convey. Be aware that, as you revise, you have a choice in every word you use.

3. Use modifiers sparingly. The occasional modifier can help clarify or intensify a message. However, overuse of modifiers in writing can cloud the meaning of a sentence. In most cases, a modifier is not needed, and if that is the case, it is in the best interest of brevity to omit it.

4. Choose simpler verbs. English is rich with action verbs that can express an idea with more precision than a chain of words. Many new wordings can demonstrate your precise meaning

faster and more energetically. Consider the following example: Wordy: She gave an answer to the other students. Concise: She answered the other students.

#### 4. Tasks:

##### **Exercise 1: Identify Wordiness**

Read the sentences and underline the wordy phrases. Then rewrite the sentences to make them more concise.

1. "At this point in time, we are currently waiting for the results of the experiment."
2. "She was able to make a decision regarding the matter."
3. "Due to the fact that he was late, the meeting had to be postponed."
4. "In order to complete the task, we need additional resources."
5. "There are many different ways in which you can approach this problem."

##### **Exercise 2: Eliminate Redundancy**

Rewrite the following sentences to remove redundancy.

1. "He made a false pretense to deceive his audience."
2. "The basic fundamentals of the plan need to be reviewed."
3. "They gave a free gift to the attendees."
4. "Each and every person must contribute to the project."
5. "The final conclusion of the report was surprising."

##### **Exercise 3: Revise for Precision and Conciseness**

Rewrite the following passages to make them more concise.

##### **Passage 1:**

"It is very important to ensure that the guidelines are followed carefully in order to prevent any potential mistakes from occurring. In my opinion, this process is quite crucial."

##### **Passage 2:**

"The results of the survey, which were conducted by a team of highly qualified experts, show that a majority of people prefer shopping online rather than going to physical stores to make their purchases."

##### **Exercise 4: Spot and Replace Flabby Phrases**

Replace the wordy phrases in the sentences below with concise alternatives.

1. "He is the person who is responsible for making the decision."
2. "She is in a position to lead the team effectively."
3. "We need to make a decision about the plan before proceeding further."
4. "They were in agreement with the conclusion that was reached by the panel."

## ***Lecture Four: Choppy Sentences***

### **1. Introduction**

In the most general sense, to say that language or writing is "choppy" is to characterize it as composed of very short, simple phrases that don't connect naturally with one another to form a fluid, continuous whole. Sentence fluency can be broadly termed as reading that is smooth and expressive instead of stilted and difficult. Choppy sentences are short and rather carelessly constructed. Each stands alone, devoid of connectivity, completeness, and fluidity. Often, choppy sentences are several simple sentences simply joined together with conjunctions. Sometimes these sentences are also fragmented or too mired in cliché to provide truly satisfying information. Therefore, these temporary, slightly clichéd phrases may make for choppy reading.

Readers or listeners frequently find choppy sentences frustrating merely because they are hard to read or listen to in a fluid, connected way; they also don't feel an advisor's voice or writing getting through the barrier and really engaging or connecting with them. While obviously an overrepresented use of choppy sentences will overshadow a piece by the voice of the advisor, even a few can create poor spots in a piece simply for being so alienating to read or hear. For thousands and thousands of years of speech and only a few centuries of massive writing, sentences sounded like this all the time—not really joining with one another, but more speaking as separate units, as if walking one at a time, clearly next to but not quite engaged in a conversation. Today, however, we are in the process of transitioning into an increasingly reading- and writing-based society, where it's important for people to be able to connect with one another through prose. The use of choppy sentences becomes both probable and problematic, especially as people write and talk at a high rate of speed.

#### **1.1. Definition :**

A choppy sentence is an incomplete or abrupt phrase that often sounds as if it was spoken too fast. The expression is a reflection of the sound of the sentence structure as a collection of jolting short phrases and words that halt suddenly. A choppy sentence is essentially a number of short, incomplete lines compressed together, and the result can be a description that does not use good punctuation, that starts each clause with the pronoun "I," and that never feels like it is ever breaking for reflection or deeper expression. Reading a piece of work made entirely of framed short sentences feels far rougher than reading a piece of work that varies its sentence structure to include well-transitioned short sentences.

Anyone familiar with the kind of simple, repetitive writing under discussion can likely recognize the traits of "choppy sentence" style without reading this explanation. It is simple, blunt, and straightforward, but fails to engage or convince because it is lacking complexity and tends to sound amateurish. Much of the writing is made up of either single words or phrases, and the sentences contain no complex ideas."For example, paragraphs written mostly with short, choppy sentences are ideal for modeling compound sentences, whereas paragraphs with run-ons and sentence fragments are perfect for helping students understand the purpose of punctuation marks in delineating sentence boundaries" (Saddler 39 ).

Multiple sentences begin with the same word or phrase, and many consist of repetitive structures, with the subject in the same place. A spoken example might be found in a job interview. When asked to "**Tell me something about yourself,**" a suitable response might be to open with a very brief introduction to your family and then move on to begin discussing your work experience. A person who tends to speak in this choppy manner might simply say "**Dad... two sisters... never went to college. I did**" and so on. It's not incorrect, but it feels incomplete and hard to follow.

## 2. Causes of Choppy Sentences:

Choppy sentences can cause decreased communication effectiveness, preventing audiences from accurately interpreting and effectively engaging with the text or speaker. Many underlying factors can cause a section, paragraph, or even an entire document to be composed of choppy sentences. The difficulty in crafting a sequence of properly attached clauses or sentences often stems from a lack of coherence: our thoughts easily link without drawing attention to the connections. Writers may fail to recognize these connections; likewise, ignorance of the subject matter may account for incoherent sentence structures. A lack of rhetorical maturity or skill, the initial practice of writing by rule, and being uninterested in the assignment may contribute to an inability to write fluently. Additionally, writing under stress, even time pressure, without having something to say can cause uninventive writing. The majority of the time, though, leaders of workshops, classrooms, and companies will say, "**The writing is choppy because I was rushed**" or "**I was afraid of overwriting and exaggerating.**" As parallel processors, writers deliberately prefer to sacrifice fluency for brevity in the spirit of avoiding verbs of "to present"—to appear, to suggest, to show, to evoke, to indicate—with forceful alternatives, precisely rendering ideas with flair. Such an aim draws awareness away from the audience and toward the self.

➤ **Lack of Coherence**

**3. Strategies to Improve Sentence Fluency:**

- **Varying Sentence Structure**
- **Using Transition Words**

**4. Tasks**

**Exercise 1: Combine Sentences**

Rewrite the following sentences to improve flow and reduce choppiness.

1. "The cat jumped on the table. It knocked over a glass. The glass broke."
2. "I woke up early. I brushed my teeth. I ate breakfast. I went to school."
3. "We went to the park. We played soccer. We had a great time."

**Exercise 2: Add Transitions or Conjunctions**

Link the sentences using appropriate transitions or conjunctions.

1. "He was tired. He kept working."
2. "The cake was delicious. It was beautifully decorated."
3. "I want to go to the beach. It is too cold outside."

**Exercise 3: Expand Ideas**

Add descriptive details or explanations to make the sentences more engaging.

1. "The train arrived. People got off."
2. "The dog barked. It ran away."
3. "The car stopped. The driver got out."

## ***Lecture Five: Stringy Sentences***

### **1. Introduction:**

Due to their unusually complex structures and different layers, stringy sentences present a very challenging topic for linguistic investigation. On the level of syntax, stringy sentences often show so-called long-distance dependencies, i.e., syntactic relationships between words or structures that are far apart, sometimes even crossing each other. On the level of semantics, the meaning and interpretability of stringy sentences are especially ambiguous or very hard to process due to the tight dependencies involving a reversible anaphor, a quantifier, or numerous subclauses. When processing these sentences, speakers or listeners must maintain and manage certain non-conventionally aligned structures or interpretations of the information so that they remain comprehensible.

#### **1.1. Definition :**

According to Kelly Hatfield, Rob Hatfield, "A stringy sentence is one type of run-on sentence" (Hatfield 18). A precise definition of stringy sentences should be given. In doing so, one has to pay attention to some of their properties that make them different from simpler cases. In fact, stringy sentences have been described as characteristically long and complex. They may also exhibit ambiguity in the realization of the syntactic structure. Their complexity can be mainly due to the accumulation of adjuncts, which can also influence some parts of the involved syntax. From this point of view, a discussion has been started, as it is not yet clear if "a project leader who hires talented employees from different countries and from all over the world and who researches and publishes much scientific research is satisfied and spends much time on his job" is an instance of a garden path sentence.

Indeed, opposite to more complex cases, some breaks of comprehension seem to be triggered not before but after the NP that shows the optional relative, despite the fact that hypotheses like these are still under debate. This discussion is also mainly related to syntax and semantics, and also psycholinguistics. Prosody, otherwise, has been discussed later in connection with cases of shorter stringy sentences. Here, a basic understanding is achieved through one or two examples taken from spontaneous speech, so that just relatively shorter cases can be presented. Such examples can be seen as increased by the optional presence of hesitations, other disfluencies, or dialogue markers. This study wants to point out that similar phenomena also concern longer stringy sentences. This proposal aims at taking a step back, showing what the phenomenon is and why stringy sentences can be relevant in linguistic studies.

## 2. Syntax and Structure:

➤ As suggested in the previous section, the defining criterion for a stringy sentence is in the syntactic and structural operations required to create such a string. In the theoretical framework behind this study, these processes can be precisely defined and categorized. The point can even be detailed to include the specific structural patterns that seem to predispose an expression to appear stringy; most notably, layering and embedding are crucial requirements, where an expression is built in a way that deviates from classic grammatical standards. This can result in a variety of structural patterns that are defined by the linguistic elements they contain. Importantly, syntactic theory can account for these configurations. In line with the position that syntax and meaning interact with each other, the structure of such a stringy sentence will generally strongly determine its interpretation and exposition. Since our sensory perceptions greatly limit the words we can utter in a single sentence, stringy sentences could also be seen as the 'normal' result of certain cognitive capacities. When our thoughts proceed in a linear, sequential manner, the sentences we generate should exhibit a similar compositional validity.

### 2.1. Types of Stringy Sentences:

We can meaningfully distinguish at least four types of stringy sentences which reflect the properties discussed in the preceding section:

- ❖ 1. Type A: only one verbal element in the main clause.
- ❖ 2. Type B: multiple verbal elements sharing the main clause.
- ❖ 3. Type C: non-finite verbs.
- ❖ 4. Type D: modal verbs, the two by-sample types with parallel and inverse closure.

## 3. Tasks:

### 1. *Sentence Deconstruction*

Break down a long, complex sentence into its simpler components. Identify the main clause, subordinate clauses, and phrases.

- Example Sentence:

"Despite the fact that the rain was pouring heavily, and the streets were almost flooded,

the determined group of students, who had spent weeks preparing for the competition, continued to march toward the venue, never once considering turning back."

- **Task:** Identify the main clause, the subordinate clauses, and the phrase.

## 2. Simplify Complex Sentences

Take a complex, stringy sentence and rewrite it in a simpler form. The goal is to keep the meaning intact while making it clearer and more concise.

- Example Sentence:  
"Because of the fact that she had studied extensively for the final exams, which were notoriously difficult and stressful, and had attended every review session, she felt that she was well-prepared and confident."
- Task: Simplify the sentence without losing key details.

## 3. Sentence Expansion

Start with a simple sentence and gradually expand it by adding details, clauses, and phrases, making it "stringier."

- Example Simple Sentence:  
"She went to the store."
- Task: Expand this sentence into a more complex, stringy sentence by adding descriptive elements, subordinate clauses, etc.

## 4. Identify Sentence Fragments

Identify if a stringy sentence contains any sentence fragments or parts that do not form a complete thought.

- Example Sentence:  
"Because I wanted to go to the movies, although I had already seen that film twice before."
- Task: Identify and fix any fragments in the sentence.

## 5. Run-on Sentence Correction

Given a stringy sentence that might be a run-on, break it into smaller sentences or use proper punctuation to make it grammatically correct.

- Example Sentence:  
"I went to the park it was really sunny but I forgot to bring sunscreen which was a huge mistake."
- Task: Correct the sentence by splitting it into appropriate parts and adding necessary punctuation.

## ***6. Sentence Transformation***

Transform a sentence from active voice to passive voice or vice versa, maintaining the stringy nature.

- Example Sentence (Active Voice):  
"The team celebrated their victory with great enthusiasm and loud cheers, making the atmosphere electric with excitement."
- Task: Transform this sentence into passive voice.

## *Part Two: From Sentence to Paragraph*

# ***Unit One: Paragraph organization***

## ***Objectives:***

- To allow thought to be represented systematically.
- To bring out the relationships between points, and the evidence supplied in support of the topic.
- To learn how to relate paragraphs to the thesis statement, as each topic provides another piece of evidence relating to the thesis.

## ***Lecture One: Topic, Supportive and Concluding Sentences***

### **1. Introduction to Academic Writing:**

When writing an academic paragraph, it is essential for students to convey a clear and cohesive topic sentence. A clear topic sentence provides the basis for a strong essay. Topic statements should be the first sentence of a paragraph. Within this paragraph, students should provide the reader with a clear indication of what the paragraph is about through the use of:

- **Topic sentences**
- **Body sentences**
- **Concluding sentences.**

- 1) **A topic sentence:** alerts the reader to two things. First, the reader becomes aware of what topic will be examined within the paragraph and,
- 2) **Supporting Sentence:** maintains a type of claim that the rest of the paragraph will provide support for. Just as a topic sentence informs the reader of the paragraph's topic, body or supportive sentences provide evidence, examples, and analysis to support the paragraph's claim
- 3) **The concluding sentence:** segments the content of the paragraph, providing a bridge between the current paragraph and the next. The use of topic sentences, body sentences, and concluding sentences allows the reader to follow along with the essay in the clearest possible manner, enhancing the overall placement and impact of the essay's thesis. In academic writing, a strong foundation, such as the proposed structure, is of the utmost importance.

#### **1.1. Definition and Purpose of Academic Writing:**

- ❖ Academic writing has drawn a lot of attention in the field of English for specific purposes as it has established its significance and has been considered a challenge for students in the higher education context. Academic writing plays a significant role in professional writing as it enables students to communicate their expertise in a particular field of study. “Academic writing refers to a style of expression that researchers use to define the intellectual boundaries of their disciplines and specific areas of expertise” (Curzan et al. 4).

- ❖ Academic writing, considered a coherent argument in the form of an essay, has a central purpose or idea with the introduction section, followed by supporting reasons or evidence, and the conclusion.

## 2. The Structure of Academic Writing:

- **The topic sentence:** is the sentence located at the beginning of each body paragraph in an academic essay. It indicates the main structure and organization of the paragraph. In other words, the main idea presented in the topic sentence acts as a "map" for the rest of the paragraph.
- **The Supporting Sentences:** are the sentences that follow the topic sentence and serve as the "supporting" information. These supportive sentences, located in the body paragraphs of the essay, should provide specific examples that support the ideas presented in the topic sentence. Specific examples, details, or evidence provided by the writer are intended to guide the reader through the argument and to the conclusion, which will be presented later in the writing.
- **The Concluding Sentence:** is the final part of an academic piece of writing. Likewise, the purpose of the conclusion is to stitch the body paragraphs of the essay together and to form a complete piece of writing. The conclusion should remind the reader of the main focus of the essay and guide the reader to the final destination.

### 2.1. Components of a Paragraph:

A well-structured academic paragraph is built around three components: a topic sentence, supportive sentences, and a concluding sentence.

- **A topic sentence** is usually the first sentence of a paragraph. It announces the focus or direction of the paragraph, and it helps readers understand the purpose of the paragraph. After the topic sentence come the supportive sentences.
- **The Supporting Sentences** explain or give examples or evidence that support the topic sentence of the paragraph. Sometimes paragraphs conclude with a concluding sentence. In order to write a well organized paragraph, the writer should take into account
- **The Concluding Sentence** summarizes the main points in the paragraph and gives readers a sense of completion. Recapping the meanings and functions of topic sentences, supportive sentences, and concluding sentences, let's consider the diagram of a paragraph, consisting of a topic sentence as its head, supportive sentences as the body,

and a concluding sentence as its tail. The topic sentence of a paragraph is easily identifiable, usually coming first in a paragraph. It helps explain what the focus is, what the main point is, and what direction the paragraph will take. It is often substantive and suggests an overview of the entire paragraph. The main function of a topic sentence is to sum up the core message of the entire paragraph.

### **Transitional Signal:**

| <b>The Use</b>           | <b>Transitional Expressions</b>                               |
|--------------------------|---------------------------------------------------------------|
| <b>Adding Details</b>    | <b>moreover,also,additionally,furthermore,in addition</b>     |
| <b>Contrasting</b>       | <b>on the other hand,nevertheless,although,in contrast</b>    |
| <b>Order or Sequence</b> | <b>finally,previously,first, second,next</b>                  |
| <b>Cause and Effect</b>  | <b>as a result, as a consequence, consequently,thus,hence</b> |
| <b>Giving Examples</b>   | <b>for instance, for example,to illustrate</b>                |
| <b>Concluding</b>        | <b>to summarize,as a conclusion, in brief</b>                 |
| <b>Comparing</b>         | <b>likewise,in the same way,similarly</b>                     |
| <b>Indicatin time</b>    | <b>soon, later,at the time, previously</b>                    |

### **3. Clarity and Specificity:**

Clarity is essential in expository writing, and the single most important factor in achieving clarity is the topic sentence. At the beginning of each paragraph, the topic sentence gives the reader a clear and specific preview of exactly what will follow. Given this clear and specific preview at the paragraph level, as well as the general thesis or focus of the paper as a whole, a reader can read the topic sentences of a paper without reading the rest of the paper at all and still fully comprehend the paper's points. It is the topic sentences that set the "map" for the reader to follow throughout the paper as a whole. In order to announce what the paragraph will discuss, the topic sentence should be specific. In some instances, writing should be as specific as possible. Respect the reader's intelligence and need for specificity. Often, student writers are afraid to be too specific in their topic sentences for fear that the readers will not be interested in what the "detailed" paragraph will discuss. In academic writing, the opposite is normally the case: the more specific the topic sentence, the more it predicts what will follow, and typically makes the paragraph more interesting to read in its entirety.

### **4.Tasks:**

#### **Exercise 1: Identifying Topic Sentences**

**Read the following paragraph and identify the topic sentence for each.**

**1. Paragraph:**

Many people enjoy outdoor activities during the summer. Hiking in the mountains offers breathtaking views and a chance to connect with nature. Swimming in lakes and oceans is refreshing and provides a great way to cool off. Camping trips allow families to bond while exploring the wilderness.

- **Topic Sentence:**

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**Exercise 2: Writing Supporting Sentences**

**Using the topic sentences provided, write three supporting sentences for each.**

**1. Topic Sentence: Regular exercise is essential for maintaining good health.**

- **Supporting Sentence 1:**

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- **Supporting Sentence 2:**

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- **Supporting Sentence 3:**

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**2. Topic Sentence: Reading books can significantly enhance a person's vocabulary.**

- **Supporting Sentence 1:**

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- **Supporting Sentence 2:**

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- **Supporting Sentence 3**

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**Exercise 3: Write a concluding sentence for each of the following paragraphs.**

**1. Paragraph:**

Traveling exposes individuals to new cultures and experiences. It allows people to learn about different ways of life and broaden their perspectives. Additionally, travel can foster personal growth by challenging individuals to step outside their comfort zones.

- **Concluding Sentence:**

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**2. Paragraph:** Technology has revolutionized education in recent years. Online courses provide flexibility for students who may not be able to attend traditional classes. Educational apps and resources make learning more engaging and accessible.

- **Concluding Sentence:**

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**Exercise 4:**

Choose one of the following topic sentences and write a full paragraph that includes a topic sentence, at least three supporting sentences, and a concluding sentence.

1. Topic Sentence Option A: "Healthy eating habits are crucial for overall well-being."
2. Topic Sentence Option B: "The benefits of learning a second language are numerous."

**Exercise 5:**

Exchange your written paragraphs with a partner and review each other's work based on the following criteria:

- Does the paragraph have a clear topic sentence?
- Are there sufficient supporting sentences that relate to the topic?
- Is there a concluding sentence that summarizes or reflects on the main idea?

These exercises will help reinforce the structure of effective paragraphs by focusing on topic sentences, supporting details, and concluding statements.

## ***Unit Two: Mechanics of writing***

### ***Objectives:***

- To master the skills of punctuation as an essential part of Writing.
- To construct a cohesive and coherent text with accurate meanings.
- To improve the coherence and accessibility of reading.

## ***Lecture One: Capitalization***

### **1. Introduction :**

Capitalization is a crucial element of language that denotes the beginning of sentences and the initiation of proper nouns. It provides essential verbal cues that help readers determine the structure and proper interpretation of sentences.” Capitalization is one of the earliest writing conventions that we learn. We learn to capitalize our names. We learn upper and lower case letters at the earliest levels of schooling” (Benjamin 102). Another important role of capitalization involves depicting the importance or rank of elements within a sentence, which aids readers in differentiating the roles of **conjunctions**, **names**, **dates**, and other textual components.

### **2. Grammatical Rules for Capitalization:**

- When a sentence begins, the **first word** must be capitalized.
- For further emphasis, the **first word** in the last sentence of a text is capitalized. Such instances of the uppercase can't be attributed to any grammatical reason.
- Customary in English is the capitalization of **proper nouns** and **adjectives**. This helps readers recognize the distinction between common and specific entities  
**e.g:** the difference between man and the name. While "man" is a term that can be used to refer to any individual of the human race, "**John Smith**" refers to a particular person.
- It is essential that one is consistent with capitalizing titles and **headings of articles**, **theses**, and **sections** as it is beneficial in guiding readers to understand the organization as they read; the concept is applicable when capitalization is used to help a reader discern names from titles  
**e.g:** in references or the literature cited sections. Below in each of the sections, proper examples of the use of capitalization are presented. Appropriate usage of capitalization solves ambiguity.

#### **2.1. Capitalizing Proper Nouns:**

Capitalizing the first word of a sentence is a well-known convention in English writing, but capitalization also plays a less general yet important role. Proper nouns would be a tangled mess without proper capitalization. **California** would just appear as any unimportant word in a string in a paper. While it is obvious to most people that geographical names are capitalized, perhaps it

is not so well recognized how critical capitalization is in distinguishing names of entities such as **people, places, and organizations**.

When writing in English, it is particularly advised to capitalize:

- ❖ **the first letter of people's names.** Regardless of whether it's John or Jane, capitalized letters are preferable to lowercase ones.
- ❖ In some cases, short nicknames are capitalized, such as **Barb** for **Barbara**.
- ❖ Sometimes capitalization of shortened names is a style choice, so while **Jackie** is "short" for **Jacqueline Kennedy**, it appears in lowercase.
- ❖ **The four seasons** are generally recognized as capital letters, which helps to avoid ambiguity with other meanings the word might evolve. While it is the case to capitalize the **names of months**, and the days of the week are also capitalized, **the four seasons** are usually (though not always) outlined with capitalization.
- ❖ When addressing **professors** or **people of titles**, use the capitalized "**Professor X**" or "**Chief Financial Officer**". It usually comes across as rude to address "**Jane Doe**" in a letter or "**Joe Doe**" unless it is friendly and casual. Formally, spell out the whole name of the person and start each of one's names with a capital letter. The names of titles, prefixes, and honors should be capitalized.

**Eg:** Dr.Marry, Mrs.Dalloway...etc

## 2.2. Capitalizing the First Word of a Sentence:

The very first word of a sentence is almost always capitalized. This is to help readers and listeners follow along and understand when someone new is speaking or a new thought is being expressed.

**Eg:** **The** Weather is wonderful.

## 3.2. Capitalizing Titles and Headings:

It is common practice to use capitalization of some kind for all titles and major headings in a variety of different contexts. These titles and headings styles include Title Case, UpTight Case, Sentence Case, and DownLow Case.

**Eg:** **Mrs Dalloway** is an exceptional creative novel.

## 2.4. Capitalization in Different Languages:

As language families and writing systems split off from one another over the course of thousands of years, they created their own writing traditions, which include their own traditions of capitalization.

Eg: **English, French, Spanish.**

### 3. Tasks:

#### Exercise 1: Identify Capitalization Errors

Read the following sentences and identify the words that should be capitalized. Rewrite the sentences with correct capitalization.

1. my favorite movie is the lord of the rings.
2. we visited the grand canyon last summer.
3. on monday, i have a meeting with dr. smith.
4. she loves reading books by j.k. rowling.
5. the president of the united states will speak at the event

#### Exercise 2: Correct the Sentences

Rewrite the following sentences, correcting any capitalization mistakes.

1. have you ever been to new york city in december?
2. my brother's birthday is on february 14th.
3. we are studying world history in school this year.
4. last summer, we traveled to europe and visited paris.
5. my favorite author is ernest hemingway.

#### Exercise 3: Fill in the Blanks

Complete each sentence by filling in the blanks with the appropriate capital letters.

1. The \_\_\_ (eiffel tower) is one of the most famous landmarks in \_\_\_ (france).
2. I have a meeting with \_\_\_ (professor) \_\_\_ (johnson) at \_\_\_ (harvard university).
3. My favorite season is \_\_\_ (spring) because of all the beautiful flowers.

4. The \_\_\_\_ (united nations) was established to promote international cooperation.
5. On \_\_\_\_ (thanksgiving), we always gather with family and friends.

#### **Exercise 4: Capitalization Rules Quiz**

Choose the correct sentence from each pair based on capitalization rules.

1. a) She loves to visit the grand canyon.  
b) She loves to visit The Grand Canyon.
2. a) My favorite book is "to kill a mockingbird."  
b) My favorite book is "To Kill a Mockingbird."
3. a) We will meet on Friday at noon.  
b) We will meet on friday at noon.
4. a) He was born in los angeles, california.  
b) He was born in Los Angeles, California.
5. a) The president of the united states gave a speech today.  
b) The President of the United States gave a speech today

## **Lecture Two: Punctuation**

### **1. Introduction :**

Punctuation may seem like a small and insignificant part of written communication, but it plays a pivotal role in helping direct the reader's attention and guide meaning. When words are spoken, they are accompanied by tone, expression, and gesture, all of which contribute to interpretation. On paper, punctuation is our sole navigational tool, helping us to understand and to share with others how the words should be voiced or spoken, and contradictions or ambiguity are eliminated as a result. Punctuation can be used to influence a range of meaning and interpretation, including tone or pace.

### **2. Definition and Purpose:**

Punctuation comes from a Latin word that means "point" or "stops." So, punctuation is the set of symbols used in written language to mark the points where a stop or pause in a sentence occurs or the end of a sentence or part of it." Punctuation and Mechanics are important elements of scholarly writing, for they are the signal system by which you tell the reader how to interpret your sentences" (Rahim 60). Punctuation is used in written language to make it readable like oral language. Another definition is that punctuation is the act or practice of inserting standardized marks into a text to make the meaning clear and to determine its composition structure. Generally, when a pause is to be made among sentences to indicate differences in meanings or places, punctuation is used.

### **3.Types of Punctuation Marks:**

#### **3.1. Period (Full Stop) (.)**

The period is the punctuation mark that indicates the end of a declarative sentence.

Example: **She was nervous.**

**Tell her to call me as soon as she gets the message.**

#### **3.2 .Comma (,)**

The comma is used frequently to:

- separate non-essential elements from the rest of a sentence
- **Example:** Our college, with its attractive campus, is located in a quiet little village.
- Separate items in a list

**Example:** To prepare the cake we need: sugar, eggs, oil and milk.

- to separate two or more main clauses joined by a conjunction In compound sentences

**Example:** The teacher explained the lesson, and gave us tests.

### 3.3. Colon (:)

**It can be used to:**

- introduce items in a list
- links two related clauses, where the second clause is presented as a result, conclusion, or as a direct quotation

### 3.4. Semicolon (;)

**It is used in:**

- connecting ideas belong together by separating them with a semicolon
- linking two independent clauses

## 4. Tasks:

### Exercise 1:

Rewrite the following sentences by adding full stops and commas where necessary.

1. I went to the store to buy milk eggs and bread
2. After dinner we watched a movie it was very entertaining
3. The dog barked loudly but the cat remained calm
4. My brother who lives in New York is visiting us next week
5. It was raining however we decided to go for a walk

### Exercise 2: Commas vs. Semicolons

Decide whether to use a comma or a semicolon in the following sentences. Rewrite them with the correct punctuation.

1. She loves to read novels \_\_\_\_\_ she prefers mysteries.
2. I have a meeting at 10 AM \_\_\_\_\_ please remind me.
3. The cake was delicious \_\_\_\_\_ everyone wanted seconds.
4. I enjoy hiking, biking, and swimming \_\_\_\_\_ my sister prefers indoor activities.
5. He studied hard for the exam \_\_\_\_\_ he passed with flying colors.

### Exercise 3: Using Colons

Fill in the blanks with colons where appropriate in the following sentences.

1. There are three things you need to bring: \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.
2. She had one goal in mind: \_\_\_\_\_.
3. The recipe calls for several ingredients: \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.
4. He made an important announcement: \_\_\_\_\_.
5. The conference will cover various topics: \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.

#### **Exercise 4: Punctuation Practice**

Read the following paragraph and add full stops, commas, colons, and semicolons as needed. "During our vacation we visited several cities Paris London and Rome each city had its unique charm in Paris we saw the Eiffel Tower in London we visited the British Museum in Rome we enjoyed authentic Italian cuisine our trip was unforgettable"

#### **Exercise 5: Mixed Punctuation Quiz**

Choose the correct punctuation mark (full stop, comma, colon, or semicolon) for each sentence:

1. I need to buy groceries milk bread eggs \_\_\_\_\_
2. The team played well they still lost the game \_\_\_\_\_
3. Here are my favorite fruits apples oranges bananas \_\_\_\_\_
4. She loves classical music however she also enjoys jazz \_\_\_\_\_
5. The book is due tomorrow please return it by noon \_\_\_\_\_

# ***Unit Four: Types of paragraphs***

## ***Objectives:***

- To facilitate communication, expressing respect for others' feelings and accommodating one's views.
- To learn how present facts and ideas.
- to be able to write in ways that fulfill the needs and expectations of specific disciplines.

## **Lecture One: The Descriptive Paragraph**

### **1. Introduction to Descriptive Writing:**

- ✓ Descriptive writing is a literary device that engages a reader's senses, enabling them to **feel, see, hear, taste, or smell** what happens in a story. Good descriptive writing uses precise language.
- ✓ General adjectives, nouns, and passive verbs do not have a place in good descriptive writing. Writing descriptive paragraphs for English can be an intensive task.
- ✓ It contributes to forming a picture in the reader's mind after they reading your paragraph. Different models of descriptive writing have been used in academic writing.
- ✓ A descriptive paragraph is a collection of sentences that provide supplementary details of an activity, creature, area, and so on.

#### **1.1. Definition and Purpose:**

- ❖ Descriptive writing precisely defines a topic by appealing to the reader's personal experiences as well as their five senses. It employs imagery and sensory nuances, along with the detailed intricacies that allow the reader a full scope of the subject. “Descriptive writing rightly makes us think of wonderful poetry, of vivid story paragraphs that help us see settings of forests or seascapes or city streets, of passages that show us people acting , speaking, and feeling in ways that make them believable and real to us” (McCarthy 5). Above other forms of written expression, it serves the reader in an exploratory way, painting pictures with words in their minds that encourage emotions to rise. Descriptive embodiment permits a freedom of structure and technique as long as the work comes across as vivid and fully explored. Detail and pervasion of thought are the main components of good descriptive writing that can transport the reader even to a new description. Essential components of good descriptive writing include the words and language used, attention to detail, and exploiting a writer's five senses in order to gain the depth of exploration that describing the topic allows.

#### **1.2. Key Elements of a Descriptive Paragraph:**

A descriptive paragraph is an evocative portrait of a :

- person, place, or thing.
- ❖ Like a panoramic photo, it offers the reader a chance to look beneath the surface of a thing, place, or person, and give full rein to the senses. Effective descriptive paragraphs are rich with sensory details, overflowing with emotion, and contain the nub, or the overall significance, of the description that follows. A descriptive paragraph can captivate a reader and enliven an essay. A useful, rather tough practice in developing evocative descriptive paragraphs is to describe in your notes, sketchbook, or diary journal objects or people near you, using the same types of sensory details you'd use in an essay.

## 2. Sensory Details in Descriptive Writing:

- ✓ The sense of **touch** helps people understand textures or temperature,
- ✓ **Sound** helps elicit emotion. **For example**, the "light buzzing of fat bumblebees, mixing with the chorus of melodious birds" will help the reader to further understand the image that you are describing.
- ✓ **Tasting** can be particularly powerful because the experience of taste often triggers specific memories or emotions.
- ✓ Focusing on specific details that will evoke a reader's memories or emotions when personally picking and choosing descriptive details is important. Instead of a simple rundown of the character's daily routine, including very specific observations transports the reader into the routine.
- ✓ **Sight:** Using visual descriptions will help the reader to imagine what you are depicting. **For example**, by writing about "a patch of daisies against the backdrop of a deep green meadow," the reader will be able to understand that the setting is a fresh, spring meadow. **Eg:** Instead of a character drinking coffee, give them a steady stream of hot coffee, the aroma of a French vanilla candle burning across the room, and a soft hum of the jazz station.

### 2.1. Using the Five Senses:

Descriptive paragraphs are pivotal to creating vivid and tangible aspects of a narrative. Using the five senses when writing descriptively means appealing to the reader's sense of sight, sound, smell, taste, and touch. Each of these sensory details should be incorporated in your writing. This does not mean that each sense must be addressed in a specific order. Nor does it mean that all sensory details should be addressed at once in a paragraph. Instead, each paragraph in a descriptive piece should focus on a detail or combination of details, using the five senses.

### 3. Imagery and Figurative Language:

One of the most important elements in descriptive writing is producing detailed, memorable, and vivid mental images that go beyond the literal meanings of a writer's descriptions. Described in terms of representing a visual world, imagery can also portray tactile sensations, sounds, and even odors and tastes.

#### 3.1. Metaphors and Similes:

- Metaphors and similes are both used in descriptive writing to build images or moods. A metaphor is a direct comparison that casts one thing as another by suggesting that one thing actually is the other.
  - **For example**, a writer describing a beautiful woman might say, "The moon rose in her eyes." This explaining away occurs because metaphors are arresting. They arrest attention in the very act of shutting off the rational faculties of the mind, whereas similes suppress the rational faculties by assigning all elements in the comparison their due.

### 4. Organizational Strategies:

Here are a few ways you might organize your description:

The descriptive paragraph that follows the introduction might be laid out like this:

- **Every Saturday morning I take a ferry across the bay from Milwaukee to Muskegon. I board the boat, buy my paper, and find a seat by the window. The engines rev up, jiggle inside their metal casing, and stir the water, and we are off. Early mornings make for smooth travel.**

A spatial arrangement of a descriptive paragraph lays out the appearance of something **from top to bottom, left to right, or inside to outside**, rather than across time.

- ✓ **Eg:** A paragraph might begin, "**The room in which some students gather at Our Lady of Lourdes Roman Catholic parish is dark, stretching north from our entrance in shadowed rows toward a dully illuminated sanctuary.**" In the descriptive paragraph's second statement, readers are led across the space and to the next point of description, showing that readers can follow the camera across a place instead of through time.

## 5. Show, Don't Tell:

- when employing **the show, don't tell** technique, the writer will give some specific activities, information, and details. Showing in writing means the audience is more engaged in the actions. If you tell the reader about them, such as through a wordy explanation, their attention will not be gripped by the description. The greater the amount of detail you can provide around one moment or one phrase, the greater emotional impact it will convey. This makes showing extremely useful in descriptive writing as you aim to transmit an experience or visual in an articulate way.
- **For instance**, when showing a character's hand trembling and eyes darting from side to side, the reader might infer that they are on the brink and unsure of themselves. In this way, showing also develops emotions. A good way to work out showing from telling is to ask yourself, can I see this in my mind's eye? If the answer is no, you are actually just telling your readers

## 6. Samples of Descriptive Paragraphs:

### Cinderella

At stage left is a door opening to the rest of the house. At stage right is a door opening to the outside. At the center of the stage is a stone fireplace, where a fire burns brightly. A cool scuttle, two brooms, and a mop are against the hearth. A kettle hangs over the fire. To the left of the fire. To the left of the hearth is rickety rocking clair in which Cinderella is sitting as the act opens. The whole stage is lit dimly, with only the fire casting as strong, golden glow. (McCarthy 44)

### Our Kitchen

**The silver-gray kitchen of our house is dimly lit by a fluorescent light, and the stars in the night outside our tall brick window fill the air with the aroma of the soapy cleanser being used to wipe up the water spots at the sink, along with the roasting meats. A melange of spices—rosemary, basil, and sage—fills the creamy air, threatening to overpower the freshly kneaded bread, pulling itself up and out of the oven with the crack and pop of wheat breaking open. A perfume, a mixture of rose water and vodka, fills the whole room. The salt and pepper nutcracker bark sits in sheets on the counter, all six trays in various**

**stages of being broken into pieces, spread viciously as if it were some game with pieces waiting to be strategically jumped, waiting for the Tupperware boxes she'll stow them in until Christmas morning.**

## 7.Tasks:

### Exercice 1:

- Write a descriptive paragraph about a place where you feel most at peace. It could be a real place or one from your imagination. Be sure to use sensory details to bring the place to life. Consider describing the textures, colors, smells, and sounds in your environment.

#### Example Prompts:

- A quiet garden at dawn.
- A bustling city street at night.
- A secluded beach during a thunderstorm.

### Exercice 2:

- Choose a character (either from a book, a movie, or a real person) and write a descriptive paragraph about them. Instead of just listing their physical attributes, try to show their personality through details. You can include actions, expressions, or their way of speaking.

#### Example Prompts:

- Describe a character in a story, paying attention to their expressions and actions.
- Create a new character for a story and describe them in detail.

### Exercice 3:

- Write a descriptive paragraph that connects the weather to the mood of a scene. The setting could be a stormy day, a foggy morning, a sunny afternoon, or any type of weather you want to explore. How does the weather make you or your characters feel? What details do you notice in the environment because of the weather?

#### Example Prompts:

- A rainy afternoon in an old city.
- A bright, cold winter morning in a forest.

## **Lecture Two: The Narrative Paragraph**

### **1. Introduction :**

- ✓ **Narrative paragraphs** are the focal point of stories and orchestrated discourse. They narrate **events**, **circumstances**, **actions**, **emotions**, and **reactions** in a clear, engaging, specific, and chronological manner that aims to stimulate the senses and walk the reader through exciting, suspenseful, or wondering plans and actions.
- ✓ **Narrative paragraphs**, along with the dialogue, put the reader inside the mind and personality texture of the writer or the narrator, which we usually call the persona. It conveys actual experiences to the reader, experiences full of surprises, upsets, and revelations.

### **2. Characteristics of a Narrative Paragraph:**

- ❖ A narrative paragraph is a story about an incident or event that has taken place.
- ❖ It must start with a topic sentence and a description, which is followed by the events that took place, including the opening, identification of the characters involved, problem, conflict, and finally, resolution and conclusion.
- ❖ Narrative is often described as a form of writing that has as its primary concern, though not always its sole concern, the story of events and experiences that have actually happened, are happening, or are thought to have happened or to be happening.
- ❖ A narrative paragraph primarily involves the manner in which the interaction of the character with the event evolves in time and is generally expressed in a sequential or logical order.
- ❖ It aims to entertain, engage, and maintain the interest of the reader throughout the story. Articulating and expressing our own personal perspective also play a key role in telling the story from the inside out.
- ❖ The characteristics of a narrative paragraph are vital because they show experiences and events from a story rather than reports. A good narrative paragraph should contain vivid imagery of words. A narrative paragraph is usually written in the first-person perspective, as the character's actions are what the story revolves around and cannot be focused on by the other characters. These elements are the important characteristics we must know in writing a narrative paragraph.

#### **2.1. Descriptive Language in Narrative Paragraph:**

Descriptive details are important in narrative paragraphs. Descriptive language means that the writer uses words to create pictures in the reader's mind. To do that, writers use details, especially sensory details, or the five senses: sound, sight, taste, touch, and smell. These details "show" rather than "tell" about the topic. They engage a reader's emotions or offer realistic settings full of characters who readers care about." A strong sentence is a sentence that is descriptive, keeps reader interest, and appeals to the senses" (Trischitta and Buehler 25). When a reader can see, hear, smell, taste, or feel the same emotion that a character in a piece of writing does, the writing has done its job. Effective description tells story details in a way that makes the story come to life. Being descriptive means that your narrative is full of details that help the reader see or feel whatever you are writing about. Instead of just stating facts, good writers want their readers to experience the sights, sounds, smells, feelings, or emotions involved to get a better understanding. You can achieve this by using a variety of techniques: imagery, sensory details, descriptive language, and figures of speech. In summary, the language or words used in a narrative must be carefully selected to pull in your readers, entertain, and inform them. By simply choosing the right words for the situation, you can turn any simple narrative into a compelling story.

### **3. Structuring a Narrative Paragraph:**

A narrative paragraph has

- 1) **A Topic Sentence:** to give the reader some idea of what to expect and to 'hook' the interest of the reader.
- 2) The topic sentence leads into the body or 'core' of the story where the narrative is developed.
- 3) This is followed by **the concluding sentence**, which gives a final 'punch' to the point or plot developed through the narrative. Thus, a brief structure is:

#### **3.1. The Topic Sentence :**

An effective paragraph starts with an interesting and inviting topic sentence. One of the goals of this sentence is to grab the reader's attention right from the beginning. There are several ways to do this.

- One way is to ask a question that the reader can think about as they read through the paragraph.

- Another method is to present the reader with a situation or scenario that piques their interest. Vivid imagery, such as descriptions of a person, place, or event, can also be a very powerful way to grab the reader's attention.
- Some paragraphs start with provocative statements that spark debate or get readers thinking about a topic in a different way.

### **3.2. Supporting Sentences:**

- ❖ The body of the paragraph, or the heart of the paragraph, is where the main action occurs—where the paper's narrative takes place.
- ❖ It's important to develop each part of the paragraph with as much vivid description and detail as possible so that your readers can follow along easily. The idea is to paint a picture in the reader's mind.
- ❖ Following an attractive introduction, there should be plenty of excitement and suspense, followed by a conclusion. This ensures that readers stay engaged all the way through to the ending.
- ❖ Elaboration is crucial in all forms of writing, regardless of context. Sensory detail: By including vivid descriptions of objects, actions, characters, or settings, a writer is able to convey what these things look, sound, smell, taste, or feel like. Emotion: Incorporating emotion into your writing allows readers to connect to the world and characters. It also provides insight into a character's motivations.
- ❖ Emotional and sensory details can draw the reader's focus while utilizing darker and lighter parts of the page to control pacing. Scenes that have exchanges between characters should be engaging. Readers do not like being put down by long paragraphs of narration.
- ❖ The heart of the paper is defined by the body; this is where the key action of the narrative is unfolded. The major assignment for the writer is to pack the reader along and provide as much vivid description as possible.

### **3.3. The Concluding Sentence:**

- A conclusion is more than simply the ending of the narrative – it serves to wrap up the narrative, provide resolution or reflection on the events, and reinforce the main ideas and themes of the story.

- Proper conclusions can leave lasting impressions on the reader. Memorable narrative conclusions echo main ideas or lessons learned from the narrative; asking a rhetorical question the reader must answer proves very effective.
- They can challenge the reader or imitate art. Tying the narrative back into the opening by summing up the events also works well. Incomprehensive conclusions make a story seem incomplete.
- Conclusions ought to give the reader closure just as the introduction created a situation. It is usually the time in any paper when the writer can speak to the reader through the 'I' voice pronoun. The writer might tell the reader how he or she felt about the event, how it changed or will change him or her, and/or express the writer's opinion.

#### 4. Types of Narrative Paragraphs

- ✓ **Personal Anecdotes:** Not all experiences can be verified or categorized. Many of our experiences are personal to us and have nothing to do with anyone else's life. They are personal anecdotes, a class of narrative paragraph. We try to remember events that resulted in strong emotions, those letting us into our inmost selves. We then write down some thoughts about their possible impact on the way we now act. We recount this story to someone, reporting the events, who was there, the five senses engaged, the conversation, with quotations, *in situ*, the memory enshrined by association, dates mentioned. It could have been heard at the time, while enjoying the social intercourse over refreshments or repartee, and yet it is still a reflection of the writer's attitudes and emotions, subjective and personal. We think nobody will be interested and then are asked to retell our tale, offered sympathy. People are interested in the unusual, the dramatic, the personal anecdote.
- ✓ **Fictional Narratives:** Fictional narratives are stories that aren't based on actual events, although they often bear some resemblance to real life. They can be set in realistic worlds, or they may take place in different time periods or include out-of-the-ordinary aspects, like monsters or talking animals. Authors often create fictional stories as a way to express their creativity. Sometimes they include themes and ideas that can be important to them or to many people. They often include characters that people feel like they could meet in real life. Authors may describe a scene in a way that makes the reader feel transported to a different place. Authors often combine suspenseful events that leave the reader hanging with character interactions as they think of ways to keep their

audience interested. In this section, you will also be asked to create your own fictional narrative, which can be based on a real-life event, though probably some or all of the story will not be factual.

- ✓ **Historical Accounts:** Some historical accounts represent a unique kind of narrative paragraph. In this case, the writer often chooses a specific topic, such as the Civil Rights Movement or the growth of Detroit's automobile industry, to build a historical background for a particular event, character, or era that is important for readers to understand and contemplate. A narrative on terror or war might focus on the unique stories of individual soldiers or civilians caught in the conflict, and a narrative about a historical figure or movement might do the same. Because the topic of historical narratives usually requires a great deal of research, such narrative paragraphs often resemble descriptive essays, formal travel feature stories, or college term papers. The storyteller, however, is still present, as is still the case in biographical, travel, or academic writing.

## 5. Samples of Narrative Paragraphs with Examples of Time Signals:

*'I felt ashamed yesterday. I was rushing across campus to a class. I was bopping my way through puddles in the sidewalk because it had rained fiercely **all morning**. I called two friends ahead to wait for me, and **as soon as** I approached them, I came upon a massive puddle that filled the entire walkway. I had to make a rapid decision between walking into the puddle and attempting to leap over it. **Then** I leaped to appear cool in front of my friends, but I did not clear the puddle. Water poured everywhere, soaking my shoe, sock, and pants cuff, as well as my friends' jeans. "Way to go, Dave!" they said. My humiliation was heightened by my attempt to appear nonchalant. I should have been more careful about considering the potential consequences of any action I was about to do'* (Mauludin and Triubaida Maya Ardianti 88)

## 6. Tasks:

### 1. The Unexpected Surprise

Prompt: Write a narrative paragraph about a time when you were surprised by something you weren't expecting. Describe your feelings, reactions, and what happened next.

## **2. A Memorable Travel Experience**

Prompt: Think of a trip you've taken that left a lasting impression on you. Write a narrative paragraph explaining what you saw, who you were with, and how it made you feel.

## **3. A Difficult Decision**

Prompt: Write a narrative paragraph about a time you had to make a difficult decision. Explain the situation, the choices you had, and how you felt before, during, and after making your decision.

## **4. The Day You Learned Something New**

Prompt: Write about a time you learned something important. This could be a lesson in school, a new skill, or something personal. Focus on how you felt before and after the learning experience.

## **5. A Surprise Encounter**

Prompt: Write a narrative paragraph about a time you ran into someone unexpectedly, either in person or online. Describe how the encounter made you feel and what followed afterward.

## **6. The First Time You Tried Something New**

Prompt: Think of an experience where you tried something new, like a new activity, food, or hobby. Write a paragraph that includes your emotions, thoughts, and what you learned from the experience.

### ***Lecture Three: The Expository Paragraph***

#### **1. Introduction :**

- ❖ Expository writing is a type of writing that is used to inform, describe, and explain. In order to do this, expository writing often has the following features: it is put together in a logical way.
- ❖ The ideas in the paragraph are arranged in a way that makes it easy for the reader to follow the writer's train of thought. It often has more than one main idea. The writer should make sure that the main ideas are communicated in the thesis statement and are logically and clearly supported throughout the essay.
- ❖ The writer's opinion is never used. Instead, an objective tone is used. The writer's tone is more matter-of-fact than subjective.
- ❖ The writer also might look like a teacher explaining course material to the reader. The language of the expository paragraph needs to be clear and specific. It needs to be direct and to have a complex point of focus.
- ❖ An expository paragraph must inform the reader of something. It should explain something to the reader, and it should be free of the writer's opinion. Some examples of expository writing include: textbooks – they're full of factual information about a wide range of school subjects; recipes – these give a specific method for making something you can eat; business letters – they are written for the purpose of explaining something to someone else; owner's manuals – they provide step-by-step directions for operating a piece of equipment; encyclopedia articles – they explore and explain a single subject in an in-depth, comprehensive manner; in-service training manuals – they provide teachers and other employees with the information they need to carry out a teaching curriculum or to perform a specific job.

#### **2. Purpose and Characteristics :**

- word "expository" means to show or demonstrate something. So, in this kind of writing paragraph, the writer's task is to demonstrate knowledge of or insight into a particular topic, rather than trying to get the reader to agree with a point of view." An expository paragraph gives directions or uses facts and details to explain information" (Fiderer 17).
- It should not be subjective in tone; rather, it should be objective. What, then, are the characteristics of writing expository paragraphs? They are basically clear in presentation

and therefore easy to understand, precise, logical, and exact; and it omits all irrelevant matter.

- Expository writing style is not about writing what the writer thinks, but about presenting and explaining facts and evidence in order to support a thesis.

### 3. Structural Elements of an Expository Paragraph:

A well-constructed expository paragraph will consist of:

1. **The topic sentence**, or what its main idea is:
2. The topic sentence is somewhat like a thesis statement; it tells the reader what the main idea of the paragraph is going to be. For this reason, it may be beneficial to ask questions or brainstorm as a means of planning what becomes the topic sentence. The main idea of the paragraph is then developed through the use of **supporting details** such as facts and statistics, examples and evidence, and definitions, descriptions, and illustrations.
3. In addition, any supporting detail can include a transition sentence, **conclude with a sentence**, and the next paragraph, which serves to ensure that the paragraph remains coherent. The relationship between each paragraph and any preceding one is essential to the content's unity and coherence. This section of the paragraph is composed of words, phrases, and clauses, and it serves to orient the reader by narrating something. The other essential element of the paragraph is the concluding sentence, which confirms the point that was discussed as a detail in the paragraph topic sentence. Each paragraph will have a topic sentence that includes the question for an answer, with evidence to support the first idea. Each paragraph must end with a doable conclusion to demonstrate the primary idea. The concluding sentence is followed by the new topic in the following paragraph, and it is recommended to keep to the theme.

- ✓ **Topic Sentence:** The topic sentence is of the utmost importance to your expository paragraph. It contains the main idea around which the paragraph is built, including the context that makes the most sense of the supporting details that you put in the paragraph. The topic sentence sets up the ideas that are to come and provides an anchor for the reader, indicating the main topic and what you want the audience to take away from the paragraph on that topic. The best topic sentences are specific and very clearly lay out the topic of the paragraph and the main points that work line by line with the rest of the paragraph to put that point across. Here is a broad, unending list of possibilities for an interesting topic sentence. On to the next paragraph.

- ✓ **Supporting Details:** If you think about the topic sentence as the spine of your expository paragraph, it's clear to see why supporting details are crucial. Supporting details are the evidence, examples, and explanations that make the topic sentence stronger. They provide proof that the topic sentence is true. The first thing to remember is that supporting details must be relevant. In other words, all of the examples, evidence, and explanations in a paragraph must be directly related to the main idea of the paragraph to be useful. There are many ways to develop and support a paragraph idea. For example, some writers develop a paragraph by describing or explaining a topic in detail. Another strategy for supporting paragraphs is to show the reader something or to indicate something is true. For some, making a general prediction in a given situation can be similar to proposing a general rule. Since supporting details can take many forms and can represent many different kinds of evidence, situations, and explanations, writers often ask how much information they should include. Some worry about including too much. Others worry about including too little. The secret is to think, first, of the main idea of your paragraph when choosing details.
- ✓ **Transitions:** To ensure the smooth flow of ideas in longer expository paragraphs, the writer often supplies a mechanism called a transition. These words or phrases function in the following ways: they orient the reader by relating the previous idea to the new one; they establish their own beats between ideas; and they enhance "read-ahead" in the reading process. Transitions show the reader the relationship between the ideas from one sentence to the next, from one paragraph to the next, or from one part of the text to the next. There are several types of transitions, each leading the reader to more easily accept the argumentative proposition: additive; contrastive; sequential.

#### 4.Tasks:

##### Exercice 1:

- Choose a term or concept (e.g., "Democracy," "Global Warming," "Artificial Intelligence") and write an expository paragraph that defines it. Include essential details to clarify the concept, break it down into parts, and provide examples where appropriate.
- **Example Prompts:**
  - Define "Pollution" and explain its types.
  - Explain "Freedom of Speech" in the context of modern societies.

**Exercice 2:**

□ Choose a simple process (e.g., how to make a sandwich, how a bill becomes a law, how plants grow) and write an expository paragraph explaining each step in detail. Ensure that each step is presented clearly and logically.

**□ Example Prompts:**

- Explain how to create a budget for personal finances.
- Describe the process of making a cup of tea.

**Exercice 3:**

□ Write an expository paragraph that discusses a cause-and-effect relationship. Choose an event (e.g., the effects of climate change, why people move to urban areas) and explain the cause and its consequences.

**□ Example Prompts:**

- Discuss the causes and effects of sleep deprivation.
- Explain the causes and effects of social media addiction.

**Exercice 4:**

□ Choose two related topics (e.g., two different educational systems, two types of energy sources like wind and solar power) and write an expository paragraph that compares and contrasts them. Focus on the similarities and differences, supported by examples and facts.

**□ Example Prompts:**

- Compare and contrast public and private schools.
- Compare the advantages and disadvantages of renewable and nonrenewable energy sources.

**Exercice 5:**

□ Choose a debatable topic (e.g., "Should social media be regulated?" or "Is climate change real?") and write an expository paragraph that explains your position, providing evidence to support your opinion.

**□ Example Prompts:**

- Discuss whether or not smartphones should be allowed in schools.
- Explain why exercise is important for maintaining mental health.

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**First Mid-term Quiz of Written Expression****Group : 3****Task 1 :Identify the types of the following sentences according to their structure (5 pts)**

1. Harry Potter was rejected from many publishers before J.K. Rowling found success.

---

2. Even though the patients showed various symptoms, the clinical study found that lack of sleep contributes to the inability to focus, irritability, and poorer health.

---

3. More and more students are relying on online databases to find sources.

---

4. The business analysts proposed higher numbers for next quarter, and they expect to exceed those numbers the following quarter.

---

5. Homeless teens face intense obstacles, but when it comes to schooling, they do have the chance to receive an education if they enroll in a special program.

---

**Task 2 : In the margin, write "F" for fragment or "S" for sentence. For the fragments, add words to create a complete sentence.**

1. Which is not going to happen.

.....

2. It is now almost over.

.....

3. Ending yesterday.

.....

4. When I knew she had gone.

.....

5. The Mercedes with the blue top

.....

9. Peeling carrots forever.

.....

10. I cut my finger instead of the carrot.

.....

11. Because it might get infected.

12. Band-Aids that keep the moisture in.

13. Never to have carrots again.

**Badji Mokhtar University – Annaba**

**Faculty of Letters and Languages**  
**Department of Letters and English Language**

**Year:** 1<sup>st</sup>

**Groups:** All Groups

**Module:** Written Expression

**Date:** 18 January 2024

**Time:** 9:00 to 10:30

**Exam:** 1<sup>st</sup> Mid-Term Exam

**Question One:** Identify the types of the following sentences (simple, compound, complex, or compound-complex). (4pts)

1. Because the world is getting warmer, polar bears are in danger of becoming extinct.
2. Last year, Diana received top marks on all her final exams, graduated with honours, and was interviewed for a junior faculty position at the university.
3. When Jill came to town, we all celebrated, for we knew that she would be the life of the party.
4. I really need to go to work, but I am too sick to drive.
5. Mike either lies all the time or has the most extraordinary life I have ever seen.
6. I quickly put on my red winter jacket, waterproof boots, homemade gloves, and handknit scarf.
7. Helen wanted to get a puppy; however, she is allergic to dog fur, so she decided to ignore the idea.
8. Although the war ended, and as people tend to have short memories, the city's people were still divided over its impact.

**Question Two:** Transform the following simple sentence into compound, complex, and compound-complex sentences. (4 pts)

Simple: William Shakespeare is the world's most outstanding dramatist.

1. Compound: .....
2. Complex: .....
3. Compound-complex: .....

**Question Three:** Complete the sentences below. (2 pts)

1. People should stand up against injustice; **otherwise**, .....
2. **Not only** ....., but also they need shelter.

**Question Four: Correct these sentence fragments. (4 pts)**

1. Although I hate having to work later than 7:00.
2. Dreaming of a bigger house with a garden and a room for an office.
3. At the monthly meeting of the regional astronomy society.
4. While we were waiting. The usher announced that the show was cancelled.

**Question Five: Correct the following sentences considering parallelism. (4 pts)**

1. The poem must be fully interpreted, critically analysed, and it must receive an objective evaluation.
2. My friend never judged me by my words or what I did.
3. The teacher said that he was a poor student because he waited until the last minute to study for the exam, completed his lab problems in a careless manner, and his motivation was low.
4. The salesman expected that he would present his product at the meeting, that there would be time for him to show his slide presentation, and that questions would be asked by prospective buyers.

**Question Six: Correct the following run-on sentences and comma splices. (2 pts)**

1. Students have to cope with the challenges of living alone they would also meet new people from different cultures.
2. The festival was to be held today it was cancelled due to the rainy weather.
3. Paul wants to be an astronaut, Maria wants to be a nurse.
4. Get me some water, the fire will spread!

***Good Luck!***