**UNIT 1**

**ENGLISH SENTENCE;**

**Kinds of Sentences**

Before discussing the crucial of sentence in the development of a paragraph, it’s better to know the units of language:

1. Noun : a member of a class of words that can serve as the subject of a verb, can be singular or plural, can be replaced by pronoun, and can refer to an entity, quality, state, action, or concept. Noun names a person, place, thing, or idea. *Ex: boy, Churchill, America, river, poetry, constitutionalism.*
2. Phrase: a group of two or more words that does not contain both a subject and a verb and that functions as noun, adjective, adverb, preposition, conjunction, or verb. Ex: *the old sinner, stretching for miles, without a limp, in place of, as far as, break off.*
3. Clause: a group of words having its own subject and predicate but forming only part of a compound or complex sentence. Ex: *we will leave* as soon as the taxi arrives*.*
4. Sentence: a group of words usually containing a subject and a verb, and in writing ending with a period, question mark, or exclamation point. It usually has a complete thought.

**1.1. Functions in sentences of English**:

1. Subject: a word or group of words denoting the entity about which something is said, *‘he* stopped, *all sixty members* voted, *what they want* is opportunity, *going to work* was what she hated most’
2. Verb: a word or phrase that is the grammatical center of the predicate and is used to express action, occurrence, or state of being ‘*leap, carry out, feel, be*’.
3. Object: a noun, noun phrase or clause, or pronoun that directly or indirectly receives the action of a verb or follows a preposition. Ex:
	* she rocked *the baby*
	* he saw *where they were going*
	* over *the rainbow*
	* after *a series of depressing roadhouse gigs*

d. Complement: an added word or expression by which a predicate is made complete. Ex: they elected him *president*, she thought it *beautiful*, the critics called her *the best act of her kind since Carmen Miranda*

**Check your understanding.**

*Find the subjects, verbs, objects, and/or complements in the following sentences.*

1. Most of these students have studied some English before coming to an English-speaking country.
2. Many already read and write English fairly well.
3. A major difficulty for all new students, however, is to understand and speak English.
4. Making phone calls or understanding directions can be difficult.
5. Many Americans use a lot of slang.
6. Each part of the country has variations in vocabulary and pronunciation.
7. Nevertheless, after the first few weeks, most of new students will notice tremendous improvement.
8. All of a sudden, English becomes a lot clearer and easier!

From the above definition, we can say that in English sentence, the existence of subject and verb is crucial. There are four kinds of sentences in English; simple, compound, complex, and compound-complex sentences.

**1.1 Simple Sentence**

Simple sentence consists of one main independent clause, e.q. ‘*she read the announcement in yesterday’s paper’.* Additionally, simple sentence, also called an independent clause, contains a subject and a verb, and it expresses a complete thought. Examples:

A. Some students like to study in the mornings.

B. Juan and Arturo play football every afternoon.

C. Alicia goes to the library and studies every day.

The three examples above are all simple sentences.  Note that sentence B contains a compound subject, and sentence C contains a compound verb.  Simple sentences, therefore, contain a subject and verb and express a complete thought, but they can also contain a compound subjects or verbs.

**1.2 Compound Sentence**

Compound sentence consist of two or more main clauses ‘ *he left at 9 o’clock, and they have planned to meet at noon’*. In other words, compound sentence contains two independent clauses joined by a coordinator. The coordinators are as follows: *for, and, nor, but, or, yet, so*. (Helpful hint: The first letter of each of the coordinators spells *FANBOYS*.) Except for very short sentences, coordinators are always preceded by a comma. In the following compound sentences, subjects are in yellow, verbs are in green, and the coordinators and the commas that precede them are in red.

1. I tried to speak Spanish, and my friend tried to speak English.
2. Alejandro played football, so Maria went shopping.
3. Alejandro played football, for Maria went shopping.

The above three sentences are compound sentences.  Each sentence contains two independent clauses, and they are joined by a coordinator with a comma preceding it.  Note how the conscious use of coordinators can change the relationship between the clauses.  Sentences B and C, for example, are identical except for the coordinators.  In sentence B, which action occurred first?  Obviously, "Alejandro played football" first, and as a consequence, "Maria went shopping.  In sentence C, "Maria went shopping" first.  In sentence C, "Alejandro played football" because, possibly, he didn't have anything else to do, *for* or *because* "Maria went shopping."  How can the use of other coordinators change the relationship between the two clauses?  What implications would the use of "yet" or "but" have on the meaning of the sentence?

**1.3 Complex Sentence**

Complex sentence consists of a main clause and one or more subordinate clause ‘*it began to snow before they reach the summit’*. Additionally, A complex sentence has an independent clause joined by one or more dependent clauses. A complex sentence always has a subordinator such as *because, since, after, although,* or *when* or a relative pronoun such as *that, who,* or *which*. In the following complex sentences, subjects are in yellow, verbs are in green, and the subordinators and their commas (when required) are in red.

 A. When he handed in his homework, he forgot to give the teacher the last page.

B. The teacher returned the homework after she noticed the error.

C. The students are studying because they have a test tomorrow.

D. After they finished studying, Juan and Maria went to the movies.

E. Juan and Maria went to the movies after they finished studying.

When a complex sentence begins with a subordinator such as sentences A and D, a comma is required at the end of the dependent clause. When the independent clause begins the sentence with subordinators in the middle as in sentences B, C, and E, no comma is required. If a comma is placed before the subordinators in sentences B, C, and E, it is wrong.

Note that sentences D and E are the same except sentence D begins with the dependent clause which is followed by a comma, and sentence E begins with the independent clause which contains no comma.  The comma after the dependent clause in sentence D is required, and experienced *listeners* of English will often *hear* a slight pause there.  In sentence E, however, there will be no pause when the independent clause begins the sentence.

**1.4 Compound-Complex Sentences**

Compound-complex sentence: consists of two or more main clauses and one or more subordinate clauses ‘*susan left for Masters Hall after presentation; there she joined the new-product workshop, which was already in progress’*. The whole point in understanding this kind of sentence is to know that it (may) contain(s) two independent clauses in which one element in one or both of them is further described by one dependent clause or more.

In the above example, (1) *susan left for Masters Hall after presentation* is an independent clause as well as (2) *she joined the new-product workshop*. The element in (2) *workshop* is further described by the dependent clause (3) *which was already in progress’*.

*PRACTICE 1: Decide the following sentences into simple, compound, complex, or compound-complex sentence. Mark S for simpe, CP for compound, CX for complex, and CPX for compound-complex.*

\_\_\_\_ 1. If at first you do not succeed, destroy all evidence that you tried.

\_\_\_\_ 2. The hardness of the butter is proportional to the softness of the bread.

\_\_\_\_ 3. You never really learn to swear until you learn to drive.

\_\_\_\_ 4. It takes about half a gallon of water to cook spaghetti, and about a gallon of water to clean the pot.

\_\_\_\_ 5. Monday is an awful way to spend one-seventh of your life.

\_\_\_\_ 6. Genetics explains why you look like your father and if you don't, why you should.

\_\_\_\_ 7. To succeed in politics, it is often necessary to rise above your principles

\_\_\_\_ 8. Two wrongs are only the beginning (simple)

\_\_\_\_ 9. When oxygen is combined with anything, heat is given off, a process known as “constipation.”

\_\_\_\_ 10. To steal ideas from one person is plagiarism; to steal from many is research.

**UNIT 2**

**PARAGRAPH STRUCTURE**

A paragraph is a group of related sentences that develop an idea. In nearly every paragraph, there is one idea that is more important than all the others are. This idea is called *topic sentence* of the paragraph and is usually found at the beginning of the paragraph. The *topic sentence* consists of *topic* (what is all about) and *comment* (what is it about the topic). Example:

*I love you because you are responsible.*

The words in red is the topic that we want to talk about whereas the words in green is the comment that limits the topic to be talked about. Our discussion in this term is going to be what kinds of responsibility that makes *I* fall in love to *you*.

**Sample paragraph 1**

All computers, whether large or small, have the same basic capability. They have circuits for performing arithmetic operations. They all have a way of communicating with the person(s) using them. They also have circuits for making decision.

In sample paragraph 1, the first sentence, ‘*All computers, whether large or small, have the same basic capability*.’ expresses the *topic sentence* of the paragraph.

In some of your reading, finding topic sentence may serve your needs but in much of your studying, you need to grasp details. It is sometimes more difficult to grasp and understand details than topic sentence. You will find it helpful if you think of details as growing out of the topic sentence. In sample paragraph, there are three details, called supporting sentences, growing out of the topic sentence;

1. They have circuits for performing arithmetic operations.
2. They all have a way of communicating with the person(s) using them.
3. They also have circuit for making decision.

**Sample paragraph 2**

My hometown is famous for several amazing natural features.  First, it is noted for the Wheaton River, which is very wide and beautiful. Also, on the other side of the town is Wheaton Hill, which is unusual because it is very steep. The third amazing feature is the Big Old Tree. This tree stands two hundred feet tall and is probably about six hundred years old. These three landmarks are truly amazing and make my hometown a famous place.

In sample paragraph 2, the first sentence is the topic sentence which is developed by second, third, fourth, and fifth sentences. Conclusion is determined by the last sentence.

Short reading 1 taken from *Interaction I: A Reading Skills Book*. Elaine Kirn.

1990.p.18

**Task 1** Practice finding the *topic sentence*, *supporting sentences*, and *conclusion* for this short passage.

**The Powerful Influence of Weather**

 Weather has a powerful effect on people. It influences health, intelligence, and feelings.

 In August, it is very hot and wet in the southern part of the United States. Southerners have heart attacks and other kinds of health problems during this month. In the Northeast and the Middle West, it is very hot at some times and very cold at other times. People in these states tend to have heart attacks after the weather changes in February or March.

 The weather can also influence intelligence. For example, in a 1938 study by scientist, the IQ scores of a group of undergraduate college students were very thigh during a hurricane, but after the storm, their scores were 10 percent (%) below average. Hurricanes can increase intelligence. Very hot weather, on the other hand, can lower it. Students in many of the United States often do badly on exams in the hot months of the year (July and August).

 Weather also has a strong influence on people’s feelings. Winter may be a bad time for thin people. They usually feel cold during these months. They might feel depressed during cold weather. In hot summer weather, on the other hand, fat people may feel unhappy. At about 65oF, people become stronger.

 Low air pressure relaxes people. It increases sexual feelings. It also increases forgetfulness. People leave more packages and umbrellas on buses and in stores on low-pressure days. There is a “perfect weather” for work and health. People feel best at a temperature of about 64oF with 65 percent humidity (moisture in the air).

 Are you feeling sick, sad, tired, forgetful, or very intelligent today? The weather may be the cause