

**People's Democratic Republic of Algeria**  
**Ministry of Higher Education and Scientific Research**

**Abbes Laghrou University-Khenchela**

**Faculty of Letters and Languages**

**Department of English**



**Comprehension and  
Written Expression Course**

**Semester One**

**By Dr. Boumaraf Amel**

**Academic Year: 2023-2024**

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**Course Title: Written expression**

**Course Type; TD**

**Level: L1 (Licence-1st year students)**

**Coef: 02**

**Credit: 04**

## **Course Description**

The "Written Expression" module has been meticulously designed for first-year LMD students to cater their writing skills. This course serves as a foundational cornerstone, imparting and equipping students with essential fundamental skills and knowledge requisite for effective academic writing. It commences with a comprehensive exploration of the fundamental building blocks of language, specifically, the constituents of speech, and progressing and extending towards more intricate constructs of linguistic structures as encompassing phrases, clauses, and sentences. Subsequently through this course, students are introduced to the art of composing and structuring coherent paragraphs. The course paves the way for students to master the art of written composition as they will be introduced to the systematic process of composing well-structured paragraphs, providing them with the tools necessary for successful academic writing. Hence, through a blend of theoretical insights and practical exercises, this course seeks to empower students with the expertise and confidence required to excel in their academic writing endeavors.

## **Course Main Objectives**

The present module which is addressed to first year University students of English covers the basic notions of both grammar and writing. Students are introduced with technical side of writing through definitions of the different existing elements in sentences as they cannot write a coherent paragraph unless they know how to produce a well- structured correct sentences. It's main objectives are :

- ✓ Foster comprehension and written expression in the target language, enabling students to generate coherent written compositions as they proficiently recognize the components of a sentence and exhibit aptitude in constructing sentences correctly
- ✓ Enable the student to promote their textual and linguistic comprehension needed for written productions
- ✓ Develop and enhance students' learning strategies associated with both reading and writing.
- ✓ Employ accurate mechanics of writing practice
- ✓ Proficiently identify both the literal and inferential meanings.

## Assessment

For both semesters there is a continuous assessment and a final exam (50% - 50% written exams and continuous assessment)

### a- Evaluation Criteria (Test)

Criteria	Attendance	Participation	Homework	Written Test
Points	03	02	03	12

### b- Evaluation Criteria (Exam)

Criteria	Attendance	Participation	Homework	Written Test
Points	/	/	/	20

## Course Content

1-Parts of speech

2-Exploring Sentence structure

a- Phrases/ Clauses

b- Types of Sentences

- According to function (declarative, interrogative, exclamatory, imperative)
- According to form : (simple, compound, complex, and compound-complex)

3-Subject-verb agreement

4-Sentence problems

a- Unparalleled structures

b- Wordiness

c- Fragments, Run-ons

d- Misplaced and dangling modifiers

e- Choppy sentences

# Parts of Speech

**By the end of this lesson, students should be able to:**

- To identify the various word categories and speech parts used in building correct English sentences
- To comprehend the definitions of various parts of speech
- To use correctly parts of speech in conversation and writing

Understanding and mastering the different Parts of Speech is of utmost importance, as each word in a sentence serves as a constituent part of speech. To construct well-structured sentences, learners must acquire a solid foundation in the study of parts of speech. Without a precise and comprehensive understanding of these linguistic components, learners will face challenges in connecting words to create sentences that convey meaning effectively. Additionally, a thorough grasp of the Parts of Speech is essential for correctly applying punctuation marks within sentences.

Traditional grammar recognizes eight parts of speech: noun, pronoun, verb, adjective, adverb, preposition, conjunction, and interjection. Many words can fulfill more than one role within a sentence determined by their function or how they operate grammatically within a sentence depending on their context and. For instance, consider the word "light." It can function as a noun (The light in the room is dim) or as a verb (Please light the candles).

## **1-Nouns**

A noun is a term that denotes a specific person, place, thing, idea, or concept. Nouns are used to distinguish and label things, whether they are concrete objects like "doll" or "mobile," abstract qualities like "fear" or "freedom," particular places like "Algeria" or "city," or names of people like "Jane". Nouns are essential parts of sentences because they operate as subjects, objects, or complements. They are frequently distinguished by their capacity to be preceded by articles (such as "a," "an," or "the") or possessive determiners (such as "my," "his," or "their").

### **1.1. Classification of Nouns**

Various categories of nouns exist, which depend on different factors. A single noun can belong to multiple categories simultaneously. For instance, a general noun can be both countable and concrete. Take the example of "apple." It is a common noun, countable because you can have one or more apples, and it's concrete because you can physically touch it. Below, we've listed some primary noun categories.

### **1.1.1. Concrete or Common nouns**

Common nouns are a particular category of nouns that refer to general, non-specific individuals, locations, objects, or concepts. Unless they start a sentence, they are not capitalized

#### **Examples**

People: father, learner, man, teacher, painter

Animals: cat, dog, lion, fish, bird

Things: chair, mobile, table, tree, television

### **1.1.2. Propornouns**

A proper noun is the specific name given to an individual, location, or particular entity, and it is consistently written with an initial capital letter. Every day and month is classified as a proper noun and commences with an uppercase letter (for instance, Saturday, April, and December). Likewise, the names of individuals, countries, and oceans are considered proper nouns (e.g., John, Algeria, Atlantic).

### **1.1.3. Abstract Nouns**

An abstract noun is a type of noun that signifies something conceptual, intangible or immaterial, such as an idea, emotion, attribute, or state of being, as opposed to a tangible, physical object. Abstract nouns represent aspects of human thought, feeling, and understanding that cannot be observed and perceived through the senses.

#### **Example**

Hope: An intangible feeling of optimism and desire for a positive outcome.

Wisdom: A quality of deep knowledge and good judgment.

Loneliness: An emotional state of feeling alone or isolated.

Equality: A concept representing fairness and equal treatment for all.

Truth: An abstract notion of objective, factual accuracy.

### **1.1.4. Collective nouns**

They are nouns used to denote a gathering or assembly of items or individuals. Despite representing multiple entities, they are singular in form but can be pluralized.

For instance:

"Flock" can refer to a group of birds or sheep.

"Assembly" can describe a gathering of people or objects.

"Swarm" can indicate a multitude of insects.

Room: rooms/ house: hoses/ pencil: pencils

Collective nouns serve as a way to succinctly refer to a collective group, even though they appear singular in structure.

### **1.1.5. Compound nouns**

The term 'compound' signifies something that is either plural or has been combined. A compound noun, on the other hand, describes the fusion of two or more words into a single noun. Compound nouns can take on three forms: closed form (two words written as one, like "football"), hyphenated form (words connected by hyphens, such as "son-in-law"), or open form (separate words that are linked by meaning, like "post office")

### **1.1.6. Countable/uncountable nouns**

A countable noun is a type of noun that can be quantified with numbers, having both singular and plural forms. They are nouns that cannot be counted as distinct, separate items due to their inherent nature or abstractness

- ✓ One book (singular) or two books (plural).
- ✓ One chair (singular) or five chairs (plural).
- ✓ One cat (singular) or three cats (plural).

It can co-occur with quantifying determiners, such as many, most, more, several etc. as :

One apple (singular) or several apples (plural)

Uncountable nouns, also known as non-countable nouns, are nouns that cannot be quantified individually. They are categorized as mass nouns and typically take singular verbs. These nouns often represent substances, like "milk," "knowledge," or "happiness." As they are treated as singular entities.

Uncountable nouns can also pertain to broader categories, including concepts or materials that are considered as wholes, such as "time," "information," "furniture," or "advice."

Moreover, they may encompass fields of study, natural phenomena, or recreational activities, such as "chemistry," or "weather,"

## **2. Pronouns**

A pronoun serves as a substitute for a noun in sentences. Pronouns function in various sentence structures, just like nouns, taking on roles such as the subject, verb object, indirect object, verbal object, prepositional object, subjective complement, and more. Pronouns are categorized into types such as personal, intensive, reflexive, demonstrative, relative, interrogative, indefinite, and reciprocal.

"While most pronouns are used to replace nouns, some can take on an additional role as adjectives to provide descriptions for nouns. These pronouns, which have the appearance of pronouns but function as adjectives, are often referred to as pronoun-adjectives.

For instance:

'That car' contains the pronoun 'that,' which not only indicates the car but also describes it.

In the sentence, 'That car is parked in her driveway,' both 'that' and 'her' are examples of pronoun-adjectives because they serve as pronouns while also describing the nouns they modify.

## **2.1. Types of Pronoun**

### **2.1.1. Personal pronouns**

Personal pronouns indicate the person they represent, which can be the speaker (first person), the person addressed (second person), or the person being discussed (third person). Additionally, personal pronouns exhibit distinctions in number and case.

### **2.1.2. Possessive pronouns**

They are used to convey ownership or possession.

Singular possessive pronouns: my, mine, your, yours, her, hers, his, its

Plural possessive pronouns: our, ours, your, yours, their, theirs  
Certain possessive pronouns, like my, your, her, his, its, our, and their, can also serve as adjectives to describe nouns.

### **2.1.3. Intensive and reflexive pronouns**

Intensive pronouns place emphasis on a noun or another pronoun. Intensive pronouns serve to emphasize and amplify nouns and pronouns, characterized by their ending in "self" or "selves." (For instance, 'The senator herself greeted us at the entrance').

Reflexive pronouns, which share the same appearance as intensive pronouns, identify a recipient of an action who is the same as the one performing the action.

Singular reflexive pronouns include myself, yourself, himself, herself, itself, while plural reflexive pronouns consist of ourselves, yourselves, and themselves.

### **2.1.4. Relative Pronouns**

Relative pronouns are utilized to usher in subordinate clauses that act as adjectives. They not only introduce the clause but also refer back to the noun or pronoun being modified by the clause. Examples of these relative pronouns include who, whom, whose, which, and that.

For instance,

In the sentence "The writer who won the award refused to accept it," the relative pronoun "who" introduces the clause and connects it back to the noun "writer" that the clause modifies. She does not know which book series you prefer. "Which book series you prefer" is a relative clause, and the relative pronoun "which" has linked it to the main clause.

It's important to note that "who," "whose," and "whom" are employed to refer to individuals, while "that" is employed to refer to objects or things.

### 2.1.5. Interrogative pronouns

They are used to commence questions (For example, "Who is your teacher of English?"). Some common interrogative pronouns include who, whom, whose, which, and what. Notice that « *who, whose, and whom* » are used to refer to people, and « *that* » refers to things.

### 2.1.6. Indefinite pronouns

**This type refers to non-specific things that is** in not definite in a sentence. It is used with something that does not need to be specifically identified. It includes two types of pronouns that are singular indefinite and plural indefinite pronoun.

- Singular Indefinite Pronoun: it is used for the singular objects as someone, something, no one, somebody, nothing, nobody, everybody, everyone, anybody, everything, another, each, anyone, either, anything, either, other, and one
- Plural Indefinite Pronoun: Plural indefinite pronouns are used definitely for the plural objects such as several, others, few, many, both

### 2.1.7. Reciprocal pronouns

It is used to identify a feeling or any type of action of a mutual relationship reciprocated between two or more persons. It includes the two pronouns « each other and one another »

#### Example

John and Jane help each other.

## 3. Verbs

A verb denotes an action or being, and a sentence is incomplete without one. What's particularly intriguing is that just a single verb can form a fully meaningful sentence as bring, speak, run, listen, write.

Within a sentence, you'll typically find a principal verb, along with helping one or more auxiliary verbs. Verbs also adopt various forms to convey different tenses.

### 3.1. Classification of verbs

These are the major types of verbs:

1. Action verbs
  - a- Transitive
  - b- Intransitive
2. Linking verbs
3. Auxiliary verbs

4. Reflexive verbs
5. Modal verbs
6. Regular and Irregular verbs

### **3.1. Action verbs**

These verbs express physical effort or actions to perform as run, write.

There are two types of action verbs:

#### **3.1.1. Transitive verbs**

These verbs require a direct object to complete their meaning. For example, in the sentence "She writes a letter," "writes" is a transitive verb, and "letter" is the direct object. The sentences including transitive verbs can also be transformed from Active to Passive Voice.

#### **3.1.2. Intransitive verbs**

These verbs do not require a direct object to complete the meaning. For example, in the sentence "se sleeps," "sleeps" is an intransitive verb. The sentences including intransitive verbs cannot be transformed from Active to Passive Voice

### **3.2. Linking Verbs**

Linking verbs connect the subject of a sentence to a subject complement (typically an adjective or noun) and describe a state of being. Common linking verbs include "is," "am," "are," "was," "were."

### **3.3. Auxiliary verbs**

Auxiliary verbs, such as "is," "am," "have," "do," are used with main verbs to form verb tenses, questions, and negative sentences. Auxiliary verbs, also known as helping verbs, assist the main verb within a sentence. When paired with regular verbs, they facilitate changes in sentence tenses, moods, or voices. They also play a crucial role in forming negative statements and questions within sentences. Auxiliary verbs are sometimes simply referred to as auxiliaries.

### **3.4. Reflexive verbs**

Reflexive verbs involve actions done to oneself. The subject and object are the same, typically indicated by reflexive pronouns like "myself" or "herself." Reflexive verbs are a specific category of verbs used when the subject of the sentence performs an action on themselves. In other words, the subject is both the doer and the receiver of the action

#### **Example**

She hurt himself while preparing the lunch

They found themselves lost in the forest.

### 3.5. Modal verbs

Modal verbs are a group of auxiliary verbs that express possibility, necessity, permission, ability, or obligation in a sentence. They are often used to modify the meaning of the main verb. They are followed by the main verb. Common modal verbs in English include "can," "could," "may," "might," "shall," "should," "will," "would," "must."

### 3.6. Regular and Irregular verbs

\* **Regular Verbs:** These verbs form their past tense and past participle by adding "-ed" to the base form (e.g., "walked," "talked").

\* **Irregular Verbs:** Irregular verbs do not follow a predictable pattern when forming their past tense and past participle (e.g., "go" becomes "went" in the past tense).

## 4. Adjectives

Adjectives are words used to describe or modify nouns such as people, places, things, or ideas. They describe and provide more details and information about the noun by giving its characteristics as size, color, shape, age, origin etc.

Adjectives include the following types:

**Descriptive Adjectives:** this type provides specific details and characteristics about a noun's qualities as "short," "pink," and "young."

**Demonstrative Adjectives:** this type highlights a specific noun including words like "this," "that," "these," and "those." They indicate whether the noun is near or far.

**Possessive Adjectives:** this type indicates ownership or possession including words like "my," "your," "his," "her," "its," "our," and "their."

**Quantitative Adjectives:** this type provides information about the quantity or amount of a noun including words like "many," "few," "some," "several," and "all."

**Numeral Adjectives:** this type shows the number or order of a noun, such as "one," "first," "three," "twentieth," and "second."

**Interrogative Adjectives:** this type is used to ask questions about nouns including « WH » question words like "which," "what," and "whose."

**Proper Adjectives:** These adjectives are derived from proper nouns (names of specific people, places, or things) and typically start with a capital letter. For example, "American" in "American culture" or "Chinese" in "Chinese cuisine."

**Compound Adjectives:** this type includes two or more words connected with hyphens and are used to describe a noun as a single unit. For example, "well-known," "red-hot," or "five-year-old."

## 5. Adverbs

Adverbs are words that modify or describe verbs, adjectives, other adverbs, or entire sentences. They are used to describe how a verb, adjective, or another adverb operates. It imparts additional details about the manner, location, or timing of an action or occurrence, elucidating how something transpired or is/was performed. That is, they often provide information about how, when, where, or to what degree an action or quality occurs

### 5.1. The Classification of Adverbs

Adverbs include the following types:

- \* **Adverbs of Manner:** this type indicates how an action is performed. Such as "quickly," "carefully," "loudly," and "happily."
- \* **Adverbs of Time:** this type refers to the time when an action happens. Such as "yesterday," "often," and "now,"
- \* **Adverbs of Place:** this type shows where an action takes place such as "here," "everywhere," and "abroad."
- \* **Adverbs of Frequency:** this type indicates how often an action happens such as include "always," "sometimes," "rarely," and "usually."
- \* **Adverbs of Degree:** this type modifies adjectives or other adverbs to show the intensity, extent, or degree of an action or quality such as "very," "too," "quite," and "extremely."
- \* **Adverbs of Certainty:** this type indicates the level of certainty about an action or something such as "definitely," "probably," "certainly," and "possibly."
- \* **Adverbs of Negation:** this type negates the meaning of a verb or adjective such as "not," "never," "hardly," and "barely."
- \* **Interrogative Adverbs:** this type is used while asking questions about an action, such as "how," "when," "where," or "why."
- \* **Relative Adverbs:** this type indicates relative clauses and include "where," "when," and "why."

## 6. Prepositions

A preposition is a word that connects nouns, pronouns, or phrases to other words to build relationships between different sections of a sentence. It assists us in understanding the spatial, temporal, or logical links between sentence elements, indicating where something is located, when it occurs, or the relationship between ideas or objects. That is, A preposition is a word that comes before a noun or pronoun and expresses a relationship to another word or element in the clause.

### 6.1. The classification of Prepositions

\* **Simple Prepositions:** Simple prepositions denote a location, time, or place. Simple Prepositions include at, for, in, off, on, over, and beneath. Single-word prepositions express basic relationships between objects in a sentence

\* **Compound Prepositions:** Compound prepositions (or complicated prepositions) are prepositions that consist of two or more words, usually a basic preposition and additional word like "in front of," "next to," or "in spite of."

\* **Double Prepositions:** They are two simple prepositions combined to indicate direction. Double prepositions include into, upon, upon, out of, and from within.

\* **Participle Prepositions:** this type is formed from verb participles, such as "during," "excluding," or "including."

\* **Phrase Prepositions:** Prepositional phrases (or phrase prepositions) combine a preposition, an object, and the object's modifier. Phrase Prepositions include on time, at home, before class, and on the floor. They function as a single unit to describe relationships between elements in a sentence. Such as "in the middle of" or "because of."

## 7. Conjunctions

Conjunctions are words or phrases used in sentences to join words, phrases, clauses, or sentences. They serve to demonstrate the links between various elements, allowing the text to flow smoothly while conveying complicated ideas.

Conjunctions are important in language because they assist organize sentences and highlight relationships between concepts, resulting in more cohesive and meaningful communication. Here are the main types of conjunctions:

**Coordinating Conjunctions:** Coordinating Conjunctions, as the name implies, join two or more grammatically equivalent words, sentences, or phrases. They frequently occur in the center of sentences or groups of words, rather than at the beginning or conclusion of a sentence. The common coordinating conjunctions, often remembered with the acronym "FANBOYS," are "for," "and," "nor," "but," "or," "yet," and "so."

Example: "She likes mathematics, but he preferred English."

In this sentence, "but" is a coordinating conjunction connecting two independent clauses.

**Subordinating Conjunctions:** These conjunctions connect an independent clause (a complete thought) with a dependent clause (an incomplete thought) and indicate the relationship between the two clauses, such as cause and effect, time, condition, or contrast.

Example: "Because it was raining, we did not go to school."

In this sentence, "because" is a subordinating conjunction introducing the reason (dependent clause).

**Adverbial Conjunctions (Adverbial Connectors):** These conjunctions connect two independent clauses and typically express a relationship related to time, place, cause, purpose, or manner.

Example: "He studied hard; therefore, he succeeded in his exams."

In this sentence, "therefore" is an adverbial conjunction indicating a result or conclusion.

## 7. Interjections

Interjections are short, expressive words used in sentences to communicate intense emotions or reactions. They are not grammatically connected to the remainder of the phrase and stand alone. "Wow!" (surprise), "Ouch!" (pain), and "Hurray!" (pleasure) are some examples. They emphasize and give emotion to language. They are frequently followed by an exclamation mark to show a strong emotional tone.

### Task 01: Identify the Adverb

Go through the given sentences and identify the adverb.

- 1- We have seen this before.
- 2- The postman comes to her daily.
- 3- The man repeated the same thing thrice.
- 4- Your friend called again.
- 5- Please walk forward.
- 6- The horse ran away.
- 7- My brother writes clearly.
- 8- The army fought bravely.
- 9- The mangoes are almost ripe.
- 10- Are you keeping well?

### Answers

1- Before/2- Daily/3- Thrice/4- Again/5- Forward/6- Away/7- Clearly/8- Bravely/9- Almost/10- Well

### Task 02: Identify the Part of Speech

Go through the following sentences and identify the part of speech of the underlined words.

- 1- Namitha is not coming today.
- 2- My mom will be leaving to Bangalore tomorrow.
- 3- The teacher asked the students to stand

- 4- He is my brother.
- 5- There is a cat under the table.
- 6- The clothes did not dry as it was raining all night.
- 7- Sheena and her sister dance well.
- 8- I am wearing a green dress for the party.
- 9- Oh! That is really sad.
- 10- She is coming with me.

### **Answers**

- 1\* Noun
- 2\* Verb, adverb
- 3\* Noun
- 4\* Pronoun
- 5\* Preposition
- 6\* Conjunction
- 7\* Conjunction, adverb
- 8\* Adjective
- 9\* Interjection
- 10\*Preposition

### **References**

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<https://byjus.com/english/parts-of-speech-exercises/>

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## Exploring Sentence Structure

Understanding the intricacies and anatomy of the sentence form is essential for efficient written and conversational communication. By learning the art of sentence construction, you will not only improve your communication abilities, but you will also be able to transmit your thoughts, ideas, and arguments with greater clarity and impact. Sentences serve as the fundamental units of expression. These seemingly simple structures, composed of words and phrases, possess intricate internal arrangements that dictate how ideas are conveyed. 'The Anatomy of a Sentence' explores the inner workings of this essential linguistic element. By examining the components, functions, and rules governing sentence construction, we gain insights into the art of conveying meaning effectively and coherently.

### 1-The Subject

In the context of a sentence, the subject is one of the two essential parts, along with the predicate, that make up a complete thought. The subject of a sentence denotes the entity or object that the sentence pertains to, identifying the individual or thing executing an action. It typically identifies the main actor, telling who or what the sentence is about. It identifies the primary entity performing an action or being described in the sentence. It also answers "Who" or "What" where you can find the subject by asking the question "Who?" or "What?" before the verb in a sentence.

We have three types of subjects

The Type	Definitions and Examples
<b>Simple Subject</b>	This type refers to the main nouns or pronouns that do or perform the action. They tell whom or what the sentence is about. <b>Example*</b> *She speaks English fluently ( <b>she</b> is the simple subject)
<b>Complete Subject</b>	This type includes the simple subject along with words that describe or modify it (the simple subject) Example: *A summer trip to beaches of sunny Tunisia seems amazing <b>A summer trip to beaches of sunny Tunisia</b> is the complete subject
<b>Compound Subject</b>	This type consists of two or more pronouns or nouns joined by coordinating conjunctions such as "and/or" and that have the

	<p>same verb</p> <p>Example:</p> <ul style="list-style-type: none"> <li>Jane and Suzie went to the library</li> </ul> <p><b>Jane and Suzie</b> together forms the compound subject</p> <ul style="list-style-type: none"> <li>The scientists' writings, stories, and speeches inspired a lot of students in Algeria</li> </ul> <p><b>"The scientists' writings, stories, and speeches"</b> is the compound subject</p>
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**The subject can be :**

The Form	Example
<b>A noun</b>	<b>Dogs</b> are loyal animals.
<b>Pronoun</b>	<b>They</b> are going to study together
<b>Adjective</b>	<b>Blue</b> is my favorite color
<b>Gerund</b>	<b>Reading books</b> is a good habit
<b>Infinitive Phrase</b>	<b>To learn a new language</b> is a creative valuable skill.
<b>Clauses</b>	<b>What you narrate</b> surprised me.

## 1. Verbs

A verb is one of the fundamental parts of speech in. It is a word that describes an action, occurrence, or state of being. Verbs play a crucial role in constructing sentences because they indicate what the subject of the sentence is doing, what is happening to it, or its state. It is often defined as a predicate or predicator. We use it to make general statements, giving commands and asking for directions and questions

### 1.1. Types of verbs

- Action Verbs:** Action verbs describe physical or mental actions. They answer the question "What is the subject doing?" as "speak," "eat," "run," and "jump."  
**Example: She eats five apples.**
- Linking Verbs:** Linking verbs connect the subject of a sentence to a subject complement, which can be a noun, pronoun, or adjective. They include "is," "am," "are," "was," "were," "seem," "appear," and "feel."

**Example: She is the teacher of English.** (The linking verb "is" connects the subject "She" to the subject complement "teacher of English.")

3. **Auxiliary (Helping) Verbs:** Auxiliary verbs are used in combination with main verbs to form verb phrases. Common auxiliary verbs include "be," "have," and "do." They are used to create tenses, express possibility, or form questions and negatives.

**Example: She has explained the lesson thoroughly** (The auxiliary verb "has" is used with the main verb "explained" to create the present perfect tense.)

4. **Modal Verbs:** Modal verbs express necessity, possibility, permission, or ability. Common modal verbs include "can," "could," "may," "might," "shall," "should," "will," "would," and "must."

**Example: You can achieve your goal.**

5. **Transitive and Intransitive Verbs:** Verbs can be categorized as transitive or intransitive based on whether they require an object to complete their meaning.
  - a. **Transitive Verb:** Requires a direct object to complete the meaning. For example, in "She ate an apple," "ate" is a transitive verb, and "an apple" is the direct object.
  - b. **Intransitive Verb:** Does not require a direct object to complete the meaning. For example, in "He sleeps," "sleeps" is an intransitive verb.

### 3.The Objects

an object is a word or phrase that typically receives the action of a transitive verb or shows the result of that action. They are crucial components of a well structured sentence as they provide more details about what the subject is performing or how the action is affecting the subject. It includes the following types:

#### Direct Objects

A direct object is a word or phrase that directly receives the action of a transitive verb. It answers the question "**What?**" or "**Whom?**" after the verb/ **Example:**

- She **writes a letter.** (The direct object is "letter.")
- He **bought a new computer.** (The direct object is "new

	computer.")
<b>Indirect Objects</b>	<p>An indirect object is a word or phrase that is affected by the action of the verb and typically comes before the direct object. It answers the questions "To whom?" or "For whom?" in relation to the action of the verb./<b>Exapmle:</b></p> <ul style="list-style-type: none"> <li>• She gave <b>him</b> the <b>book</b>. (The indirect object is "him," and the direct object is "book.")</li> <li>• They made <b>us</b> some <b>cakes</b>. (The indirect object is "us," and the direct object is "cakes.")</li> <li>• He bought a <b>computer</b> for <b>entertainment</b>. (The indirect object is "entertainmentt," and the direct object is "computer.")</li> </ul>

#### 4. The Complement

A complement is a word or group of words that completes the meaning of a sentence by providing additional information about the subject, verb, or object. Complements are used to give more context and detail to a sentence, making it more informative and precise. It includes the following types:

<b>Subject Complement</b>	<p>A subject complement is a word or group of words that follows a linking verb (such as "is," "are," "seem," "become," "appear," etc.) and describes or renames the subject. It provides more information about the subject's state. <b>Example:</b></p> <ul style="list-style-type: none"> <li>• She is <b>a teacher</b></li> <li>• The cake smells <b>delicious</b></li> <li>• The dress is <b>what she wants for the wedding party</b></li> </ul>
<b>Object Complement</b>	<p>An object complement is a word or group of words that follows and modifies a direct object. It provides additional information about the direct object, often describing its state or condition. <b>Example:</b></p> <ul style="list-style-type: none"> <li>• She painted the wall <b>red</b>. (The object complement "red" modifies the direct object "wall.")</li> </ul>

- |  |   |
|--|---|
|  | <ul style="list-style-type: none"><li>• She named the cat <b>Lucy</b> (Lucy is the object complement)</li></ul> |
|--|---|

## Phrases

A phrase is a collection of words that work together to form a complete thought within a sentence. Phrases do not represent a complete notion on their own and do not have a subject and a verb like clauses or sentences do. Instead, phrases enrich a sentence's meaning, detail, or context. In English, there are various phrase types, each serving a particular purpose. These are the principal categories of phrases:

### 1. Noun Phrases:

A combination of words with a noun or pronoun is called a noun phrase. It is employed to change the noun. It can be used in a sentence as a subject, an object, or a complement. A noun phrase consists of a noun and its modifiers, such as adjectives, articles, and other nouns

For instance:

\***My brother's friend** had come to visit him. (Used as a subject)

\* Te students were asked to find **the buried treasure**. (Used as an object)

### 2. Verb Phrase:

Like a verb, a verb phrase can be employed in sentences. It is made up of an auxiliary verb and a main verb. It includes a main verb and its auxiliary (helping) verbs, as well as any adverbs or objects that may accompany the verb.

For instance:

- She **has been studying** very hard." (The verb phrase is "has been studying.")
- The dogs **have been barking** continuously

3. **Adjective Phrase:** It consists of an adjective and its modifiers, which describe or modify a noun. It adds details about the noun or pronoun in the sentence

### Example:

- "The book is **very interesting**." (The adjective phrase is "very interesting.")
- People, **living in large cities**, often find it difficult to reach in time.

4. **Adverb Phrase:** It includes an adverb and its modifiers, which describe or modify a verb, adjective, or another adverb. A set of words that comprises an adverb and other modifiers is known as an adverb phrase or an adverbial phrase. It carries out all of an adverb's duties. Depending on the part of speech it modifies, it can be inserted wherever in the sentence.

### Example:

"She danced **quite gracefully**." (The adverb phrase is "quite gracefully.")

5. A **prepositional phrase:** It begins with a preposition and includes the preposition's object (a noun or pronoun) and any modifiers.

- **Example:** "They went **to the park**." (The prepositional phrase is "to the park.")

### 6. Participial Phrase:

A participial phrase contains a participle (a verb form ending in "-ing" or "-ed") and often acts as an adjective to describe a noun.

- **Example:** "The **broken window**, which needed repair, was a safety hazard." (The participial phrase is "brokenwindow.")

### 7. Gerund Phrase

A gerund phrase consists of a gerund (a verb form ending in "-ing") and its modifiers, and it functions as a noun.

- **Example:** "**Swimming in the ocean** is her favorite pastime." (The gerund phrase is "Swimming in the ocean.")

## 8. Infinitive Phrase:

An infinitive phrase includes an infinitive verb (the base form of a verb preceded by "to") and any modifiers. It can function as a noun, adjective, or adverb.

- **Example:** "He wanted **to learn Spanish quickly.**" (The infinitive phrase is "to learn Spanish quickly.")

: A participial phrase contains a participle (a verb form ending in "-ing" or "-ed") and often acts as an adjective to describe a noun.

- **Example:** "The **broken window**, which needed repair, was a safety hazard." (The participial phrase is "brokenwindow.")

**Task:** <https://byjus.com/english/phrases/>

Identify the phrases in the following sentences and also state the type of phrase.

1. Danny was playing video games on his phone.
2. Nandhu, Vishnu and Arjun like going on road trips.
3. The girl, in the black dress, is my colleague.
4. We found an unowned vehicle parked in front of our house.
5. The savouries that were served today were extremely sweet.
6. That little boy is my friend's son.
7. Xavier found a white, furry bunny in their backyard.
8. The plant in the right corner of the garden finally bloomed.
9. Bangalore seems to be a busy, crowded and advanced city.
10. The security guard was unusually kind to all the employees today.

### Key Answers:

1. Danny **was playing** video games **on his phone.** – Verb phrase, Prepositional phrase
2. Nandhu, Vishnu and Arjun like **going on road trips.** – Noun phrase
3. The girl, **in the black dress**, is my colleague. – Adjective phrase

4. We found **an unowned vehicle** parked **in front of our house**. – Noun phrase, Prepositional phrase
5. The savouries that were served today were **extremely sweet**. – Adverb Phrase
6. **That little boy** is **my friend's son**. – Noun phrase, Noun phrase
7. Xavier found a **white, furry bunny** **in their backyard**. – Adjective phrase, Prepositional phrase
8. The plant **in the right corner of the garden** finally bloomed. – Prepositional phrase
9. Bangalore seems to be a **busy, crowded and advanced** city. – Adjective phrase
10. The security guard was **unusually kind** to all the employees today. – Adverb phrase

## Clauses

A clause is a group of words that contains a subject and a predicate (verb) and can function as a complete sentence or as part of a larger sentence. Clauses are essential building blocks of sentences, and they come in two main types: independent clauses and dependent clauses (also known as subordinate clauses).

### 1. Independent Clauses

An independent clause, often referred to as a "main clause," is a clause that can stand alone as a complete sentence because it expresses a complete thought.

**Example:** "She went to the store." (This is an independent clause that forms a complete sentence.)

Meaning	Coordinators	Conjunctive Adverbs	Example
To add an idea	and	in addition, furthermore, moreover, also	Women follow more healthful diets, and they go to doctors more often.

To show time or sequence		first, second, then, next, later, meanwhile, finally	First, robots can perform repetitive tasks without becoming tired or bored. Second, they can fulfill tasks requiring pinpoint accuracy.
To contrast	but yet	however, nevertheless, in contrast, on the other hand	Increasing the size of airports is one solution to traffic congestion; however, this is a long-term solution whose benefits may not be seen for many years into the future.
To show result	So	therefore, thus, consequently, as a result	Native and nonnative English speakers have different needs; therefore, most schools provide separate classes for each group.
To introduce an alternative	Or	Otherwise	Students must take final exams; otherwise, they receive a grade of incomplete.
To emphasize		in fact, of course, indeed, certainly	The little girl hated spiders; in fact, she was terrified by them.
To provide an example		for example, for instance	In the operating room, robotic equipment can assist the surgeon. For instance, a robot can kill a brain tumor.
To generalize or summarize		in general, overall, in short	Hermes is not only the messenger of Zeus, but the patron of thieves. In general, he is the god of authorized and unauthorized transfers.

Retrieved from: file:///C:/Users/dell/Downloads/Documents/Types-of-Clauses.pdf

**2. Dependent Clauses:** It is a clause that cannot stand alone as a complete sentence because it does not express a complete thought. It relies on an independent clause to give it meaning and context. They are introduced by subordinating conjunctions like "because," "although," "while," "when," "if," "unless," and more.

**Example:**

"Because she likes English" (This is a dependent clause and cannot stand alone as a sentence. It needs an independent clause to complete the thought.)

Dependent clauses can be further categorized based on their functions within a sentence:

Types of clauses		Subordinators	Examples
<b>1. Noun clauses</b>		what, where, why, how, where, when, whom, which, whose, whether, that, if	He knows that his business will be successful. That there is a hole in the ozone layer of the earth's atmosphere is well known.
<b>2. Adjective clauses</b>		who, whom, which, whose, that, where, when	Men who are not married are called bachelors. Last year we traveled to San Francisco, which is famous for its architecture.
<b>3. Adverb clauses</b>	<b>a. time</b>	when, before, after, until, since, as soon as	When he won the money, he decided to buy a car.
	<b>b. place</b>	where, wherever	She drove wherever she wanted.
	<b>c. cause</b>	because, as, since	She got a parking ticket because she parked illegally.
	<b>d. purpose</b>	so that, in order that	He drove fast so that he could get to work on time.
	<b>e. result</b>	so ... that, such ... that	He drove so fast that he got a speeding ticket.
	<b>f. condition</b>	if, unless	If she hadn't won the lottery, she would have been very unhappy.
	<b>g. concession</b>	although, even though	Although she thought she was a good driver, she got a lot of tickets for speeding.

Retrieved from: <file:///C:/Users/dell/Downloads/Documents/Types-of-Clauses.pdf>

**Task 01:** Retrieved from:

<https://www.sjsu.edu/writingcenter/docs/handouts/Independent%20and%20Dependent%20Clauses.pdf>

Identify the clause(s) of each sentence; try underlining each subject/predicate pair you can find. Determine whether the clause is independent or dependent.

1. My car broke down yesterday, so I didn't make it to work on time.
2. Even if you do not meet the prerequisites for the class, you can fill out the required forms.
3. Meteorologists predict a dry winter this year.
4. We need to apply a new coat of sealant to our fishing boat; it nearly sunk last week.
5. Many construction contractors are out of work when the housing market is bad.

**Key Answers:**

1. car (subject) broke down (verb) (**independent**); I (s) didn't make (v) (**independent**)
2. you (s) do not meet (v) (**dependent**); you (s) can fill out (v) (**independent**)
3. meteorologists (s) predict (v) (**independent**)
4. we (s) need (v) (**independent**); it (s) sunk (v) (**independent**)
5. contractors (s) are (v) (**independent**); market (s) is (v) (**dependent**)

## Types of Sentences

**A sentence:** It is a group of words that expresses a complete thought and typically contains a subject, a verb, and a predicate. Sentences are the basic units of communication in written and spoken language. They convey information, ideas, commands, or questions, allowing people to express themselves and communicate with others. Sentences can be categorized into different types based on their purpose and structure. Here are the main types of sentences according to **purpose** and **structure**:

Based on the purpose or the function a sentence conveys, it can be divided into four main types. They are:

<b>Declarative</b>	Declarative sentences make statements or provide information. They express facts, opinions, or thoughts.  Ex: I watched an interesting movie last night
<b>Interrogative</b>	Interrogative sentences ask questions and seek information.  Ex: Why were you so angry yesterday?
<b>Imperative</b>	Imperative sentences give commands, instructions, or requests. They are used to tell someone to do something.  Ex: please, pass the salt/ Put all the books down
<b>Exclamative</b>	Exclamatory sentences express strong emotion or excitement. They often end with an exclamation mark.  Ex: How happy I was when I succeeded in my BAC exam.

### Sentences classified according to the **structure** as:

#### 1-Simple Sentence:

<b>Definition</b>	As the name implies, this is the simplest sentence structure. Simple sentences consist of one independent clause. They convey a single idea or statement
<b>Example</b>	<ul style="list-style-type: none"> <li>• She loves reading English books</li> <li>• The new baby cried for food</li> </ul>

## 2- Compound Sentence

<b>Definition</b>	Compound sentences consist of two or more independent clauses joined by coordinating conjunctions (FANBOYS/ for, and, nor but, or, yet, so), or semicolons. Each 'half' of your compound statement can be read and understood as a complete sentence.
<b>Example</b>	<ul style="list-style-type: none"><li>• He went to the store, and she stayed home</li><li>• They spoke to him in English, but he answered in Arabic</li></ul>

## 3- Complex Sentences

<b>Definition</b>	Complex sentences contain one independent clause and one or more dependent clauses. Dependent clauses cannot stand alone as complete sentences.
<b>Example</b>	complex sentence always has a subordinator (as, because, since, after, although, when) or relative pronouns (who, that, which).

## 4- Compound- Complex Sentences

<b>Definition</b>	Compound-complex sentences combine elements of both compound and complex sentences. They consist of two or more independent clauses and one or more dependent clauses.
<b>Example</b>	<ul style="list-style-type: none"><li>• She wanted to go to the concert, but she couldn't find her tickets because they were in her other bag</li><li>• She was depressed when she failed her exams, but she soon got better results</li><li>• I try to keep eating healthy food, but because fast food is so delicious and convenient, I cannot maintain a healthy diet</li></ul>

**Task: Retrieved from:**

<https://www.sjsu.edu/writingcenter/docs/handouts/Sentence%20Types%20and%20Functions.pdf>

Identify the sentence type. Circle any coordinating or subordinating conjunctions. Underline independent clauses once and dependent clauses twice. Then, explain what function the sentence is performing.

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.

### **Key Answers**

1. Complex; convey a chain of events
2. Complex; compare/contrast ideas
3. Simple; declare a simple statement
4. Compound; combine similar ideas
5. Compound-complex; elaborate on a claim, cause/effec

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<https://www.sjsu.edu/writingcenter/docs/handouts/Independent%20and%20Dependent%20Clauses.pdf>

## Subject Verb Agreement

Subject-verb agreement stands as a fundamental structural component in the realm of academic and formal writing, bearing a direct impact on a writer's proficiency in effectively and appropriately conveying their message to the reader. Subject-verb agreement involves ensuring that the subject's form matches the appropriate form of the main verb. It is the practice of making sure that the subject and the main verb in a sentence are correctly matched. When the subject is singular, it should be paired with a singular verb form, and when the subject is plural, it should be paired with a plural verb form. Consistency between subjects and verbs is essential in the situations that follow:

1- If a sentence's subject consists of multiple nouns or pronouns connected by "and," it is appropriate to employ a plural verb.

**Example:** "She and her friends are at the fair"

"John and his brothers walk to the school"

2- When two or more singular nouns or pronouns are connected by **or**, or **nor** use a singular verb.

**Example:** the pen or the copybook is in the schoolbag

3- In cases where a compound subject consists of both a singular and a plural noun or pronoun connected by "or" or "nor," the verb should correspond with the part of the subject that is in closer proximity to the verb.

**Example:** "The girl or her sisters draw every day."

"Her sisters or the girl draws every day."

4- The contraction "doesn't" is derived from "does not" and is appropriate for usage exclusively with singular subjects. Conversely, "do not" is contracted as "don't" and should be employed exclusively with plural subjects, with an exception found when addressing the first person and second person pronouns, "I" and "you." In these cases, the contraction "don't" is the correct form.

**Example:** "He doesn't like it."

"They don't like it."

5- Caution is advised against being deceived by a phrase that intervenes between the subject and the verb, as the verb should correspond to the subject, and not to a noun or pronoun within the phrase.

**Example:**

The most important factor in this discussion is, without a doubt, time."

"The new policy, along with its potential implications, has been under scrutiny."

"Among the many challenges faced by the team, player injuries remain a concern"

6- Certain words, such as each, each one, either, neither, everyone, everybody, anybody, anyone, nobody, somebody, someone, and no one, are singular in nature and necessitate the use of a singular verb."

**Example:**

"Every member of the committee is present."

"Nobody believes that story."

"Someone wants to speak with you."

"Neither of the options is suitable."

7- Words like civics, mathematics, dollars, measles, and news necessitate the use of singular verbs in sentences."

**Example**

"Measles is a contagious disease."

"Civics is an important subject in the curriculum."

"Twenty dollars is the cost of admission."

"Mathematics requires patience and dedication."

"The news often influences public opinion."

Please note that the term "dollars" has a unique usage pattern. When referring to an amount of money, it takes a singular verb, but when discussing the currency itself, a plural verb is appropriate.

**Example**

"Five dollars is a significant amount."

"Dollars are widely accepted as currency."

8- "Nouns like pliers, binoculars, glasses, and tongs necessitate the use of plural verbs as they consist of two parts."

**Example**

"Those binoculars are powerful."

"These tongs are essential for grilling."

9- In sentences commencing with 'there is' or 'there are,' the subject comes after the verb. Because 'there' isn't the subject, the verb concurs with what comes next."

**Example**

"There are multiple challenges to overcome."

"There is a new opportunity on the horizon."

10- "Collective nouns encompass terms that imply the involvement of multiple individuals but are treated as singular entities, taking singular verbs. Examples include group, team, committee, class, and family."

**Example**

The team is training for the championship match.

The committee has scheduled a meeting for next week.

The family is going on a vacation together.

Our class is studying ancient civilizations this semester.

The group is working on a project to benefit the community.

11- Phrases such as with, together with, including, accompanied by, in addition to, or as well preserve the subject's number. If the subject is singular, the verb remains singular."

**Example**

The author, along with her editor, is attending the book launch.

The delicious meal, including a savory steak, satisfies my hunger.

His success, as well as his dedication, inspires others.

The team, in addition to its coach, travels to away games.

The president, together with his advisors, has crafted a new policy.

**Practice** : Retrieved from :

Hacker, D. (2006). *The Bedford handbook* (7th ed.). Boston: Bedford/ St. Martins.

Underline the subject (or compound subject) and then identify the verb that agrees with it.

1. Your friendship over the years and your support (has/have) meant a great deal to us.
2. Hamilton Family Center, a shelter for teenage runaways in San Francisco, (offers/offer) a wide variety of services.
3. The main source of income for Trinidad (is/are) oil and pitch.
4. The chances of your being promoted (is/are) excellent.
5. There (was/were) a Pokémon card stuck to the refrigerator.
6. Neither the professor nor his assistants (was/were) able to solve the mystery of the eerie glow in the laboratory.
7. Many hours at the driving range (has/have) led us to design golf balls with GPS locators in them.

8. Discovered in the soil of our city garden (was/were) a button dating from the Civil War dating from the turn of the century.

9. Every year, during the midsummer festival, the smoke of village bonfires (fills/fill) the sky.

10. The story performers (was/were) surrounded by children and adults eager to see magical tales

### **Key Answers**

1. Your friendship over the years and your support (has/have) meant a great deal to us.

2. Hamilton Family Center, a shelter for teenage runaways in San Francisco, (offers/offer) a wide variety of services.

3. The main source of income for Trinidad (is/are) oil and pitch.

4. The chances of your being promoted (is/are) excellent.

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8. Discovered in the soil of our city garden (was/were) a button dating from the Civil War dating from the turn of the century.

9. Every year, during the midsummer festival, the smoke of village bonfires (fills/fill) the sky.

10. The story performers (was/were) surrounded by children and adults eager to see magical tales

### **Task 02**

Edit the following sentences to eliminate problems with subject-verb agreement and write the edited sentence. If a sentence is correct, write “correct.”

Jack’s first days in the infantry was gruelling

Jack’s first days in the infantry were gruelling

1. One of the main reasons for elephant poaching are the profits received from selling the ivory tusks.

2. Not until my interview with Dr. Chang were other possibilities opened to me.

3. Batik cloth from Bali, blue and white ceramics from Cambodia, and a bocce ball from Turin has made Hannah's room the talk of the dorm.
4. The board of directors, ignoring the wishes of the neighbourhood, has voted to allow further development.
5. Measles is a contagious childhood disease.
6. The presence of certain bacteria in our bodies are one of the factors that determines our overall health.
7. Leah is the only one of the many applicants who has the ability to step into this job.
8. Neither the explorer nor his companions was ever seen again

### **Key Answers**

- 1-One of the main reasons for elephant poaching is the profits received from selling the ivory tusks.
2. CORRECT
3. Batik cloth from Bali, blue and white ceramics from Cambodia, and a bocce ball from Turin have made Hannah's rooms the talk of the dorm.
4. CORRECT
5. CORRECT
6. The presence of certain bacteria in our bodies is one of the factors that determine our overall health.
7. CORRECT
8. Neither the explorer nor his companions were ever seen again.

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[SubjectVerbAgreement.pdf \(lewisu.edu\)](#)

# Sentence Problems and Errors

## Sentence Problems

Sentence problems and errors refer to issues or mistakes that can occur in written or spoken sentences, impacting their clarity, grammar, or meaning. These problems can make it difficult for the reader or listener to understand the intended message.

It is critical that students learn to identify and rectify frequent sentence problems. Avoiding comma splicing, wordiness, a lack of parallelism, and misplaced pieces improves the clarity and interest of your work. The goal is to communicate concepts clearly to the reader. As a result, avoiding or correcting common sentence faults is an important aspect of writing in a helpful, informative manner.

### 1. Parallelism :

The use of similar structure in related words, sentences, or phrases is known as parallelism. Within a sentence, it generates a sense of rhythm, balance and equilibrium. It is the use of comparable words, clauses, phrases, sentence structure, or other linguistic features in a sentence to stress related ideas. It makes the sentence shorter, clearer, and easier to read items in a sequence, paired objects, and things in an outline or list.

### Examples of Parallelism

- **Not parallel:** The business accepts cash, credit cards, and you can even pay with a check.
- **Parallel:** The business accepts cash, credit cards, and checks.
  
- ✓ **Not parallel:** She aspires to finish college, and becoming an accountant would be another goal.
- ✓ **Parallel:** She aspires to finish college and become an accountant.
- ❖ **Not parallel:** Lily likes eating M&Ms and to binge-watch series on Netflix.
- ❖ **Parallel:** Lily likes eating M&Ms and binge-watching series on Netflix.
- ❖ **Parallel:** Lily likes to eat M&Ms and to binge-watch series on Netflix.

Word Level	
Not Parallel	Parallel
Mary likes hiking, swimming, and to ride a bicycle.	Mary likes hiking, swimming, and riding a bicycle.

<b>Phrase Level</b>	
<b>Not Parallel</b>	<b>Parallel</b>
Mary wants to go swimming, go hiking, and take a jog.	Mary likes to hike, to swim, and to ride a bicycle.
<b>Clause Level</b>	
<b>Parallel</b>	<b>Not Prallel</b>
The coach told the players that they should get a lot of sleep, that they should not eat too much, and to do some warm-up exercises before the game.	The coach told the players that they should get a lot of sleep, that they should not eat too much, and that they should do some warm-up exercises before the game.
<b>Lists After Colons</b>	
<b>Parallel</b>	<b>Not Prallel</b>
The dictionary can be used to find these: word meanings, pronunciations, correct spellings, and looking up irregular verbs.	The dictionary can be used to find these: word meanings, pronunciations, correct spellings, and irregular verbs.

### **Tips for Parallelism**

Correcting parallelism in writing needs to make sure that the written paired nouns with nouns, verbs with verbs, prepositional phrases with prepositional phrases, and so on. The writer should underline each element in a sentence and check that the corresponding element uses the same grammatical form that suits the aforementioned one.

- ❖ When delivering a list of things within a sentence, use the same syntactic form for all of them.
- ❖ When listing points, make sure they are all in the same order.
- ❖ When stating a series of actions in a sentence, make sure they all use the same verb forms.
- ❖ If two or more phrases or clauses expressing similar or opposing ideas are employed in the same sentence, make sure they have the same grammatical structure.

The use of commas to divide similar/contrasting words, phrases, and clauses is a frequent common rule when using parallelism in sentences.

**Task 01: Retrieved from: <https://www.georgebrown.ca/media/tlc-parallelism-practice>** Correct the faulty parallelism in the following sentences

- 1- Wen gets her daily exercise by walking her dog, going for a bike ride, and cleaning.

- 2- Would you prefer the graceful owl, rats, or a sneaky cat as your pet?
- 3- The difference between rural and country living is the height of the buildings and the population.
- 4- Stress makes it difficult to exercise regularly, have relationships that are stable, and be eating food with benefits to one's health
- 5- The TLC can help your writing skills, to gain independence, and confidently completing your assignments.

### **Key Answers**

1. Wen gets\_ her daily exercise by walking her dog, going for a bike ride, and cleaning her house
2. Would you prefer an owl, rat or cat as your pet?  
OR Would you prefer the graceful owl, pesky rat or sneaky cat as your pet?
3. The differences between rural and country living are the height of the buildings and the size of the population.
4. Stress makes it difficult to maintain regular exercise, stable relationships, and healthy diet
5. The TLC can help you improve your writing skills, gain independence, and complete your Assignments

## **2-Wordiness**

In writing, wordiness is the overuse of words or the use of extraneous information, phrases, or idioms that do not advance the meaning of the text. It can cause writing to become lengthy, complex, and challenging to read, resulting in a loss of reader interest and clarity. Wordiness frequently results in phrases or paragraphs that are longer than they should be, which makes it more difficult for the reader to comprehend the text's essential idea or message. Sentences should be concise and should not contain extravagant words as mentioned by Strunk and White (2000, p.23), who asserted that strong writing is Vigorous and succinct. For the same reason that a painting should not have extra lines or components, a sentence should not contain extra words, and a paragraph should not contain extra sentences. This necessitates that the writer not only use concise short sentences but also avoid unnecessary information

### **Examples**

**Wordy:** I enjoy power walking at a quick pace in the nighttime twilight under the dark sky.

**Right:** I enjoy power at night

**Wordy:** She is one of the many girls who **attends** and walks the corridors of **my school**

**Right:** She attends my school

### **Eliminating Wordiness**

1/ Your meaning is often hidden by using ambiguous or abstract language. On the other hand, using exact words helps you get your point out quickly and accurately. To avoid and eliminate wordiness by replacing vague words with specific ones, you should select precise terms that convey your intended meaning without the need for additional modifiers or qualifiers. Here are some examples:

**Wordy:** "The company experienced a decline in performance."

**Specific:** "The company's performance declined."

### 2/ Prevent Excessive Use of Noun Forms Derived from Verbs

Opt for using verbs instead of relying too heavily on nominalizations, which are noun forms of verbs, whenever it is feasible.

**Wordy** (with nominalizations): "The completion of the investigation was conducted by the committee."

**Right** (using verbs): "The committee conducted the investigation."

### 3/ Remove unnecessary Words

Unneeded words may manifest in various ways, such as excessive details, repetition, or redundancies.

**Wordy:** The bright and lightning sun rose up over the horizon very early in the morning."

**Right:** "The sun rose over the horizon early in the morning."

4/Eliminate unnecessary intensifiers words like "so," "many," "very," "really," "quite," and "definitely" should be omitted when they do not contribute any meaningful emphasis to the sentence.

**Wordy:** "I am so very excited to meet you."

**Right** "I am excited to meet you."

5/ Minimize Prepositions: keep the use of prepositions in a single sentence to a minimum. The excessive use of consecutive prepositions within a sentence is referred to as a "preposition pile-up" or "preposition choo-choo train."

**Wordy:** The book on the shelf in the library next to the window by the door is mine."

**Right:** "The book on the library shelf by the door is mine."

6/Trim redundant or inflated phrases. Removing empty phrases typically has minimal impact on the intended message. These often consist of introductory word groups that diminish the writer's authority through apology or equivocation, such as "in my opinion," "I believe that," "it appears that," "one must acknowledge that," and similar phrases.

**Wordy:** In my opinion, I think that the movie was quite enjoyable."

**Right:** "The movie was quite enjoyable."

**Task:** Retrieved from:

<https://gradadvance.graduateschool.ufl.edu/media/gradadvancegraduateschoolufl.edu/pdf-files/Concision-Passive-Structures-Workshop-11-20.pdf>

"Read the following sentences and write alternative versions that eliminate as much wordiness as you can.

1. For all intents and purposes, American industrial productivity generally depends on certain factors that are really more psychological in kind than of any given technological aspect.
2. Joe Smith, our Chief Executive Officer, suggested at our last board meeting the installation of microfilm equipment in the department of data processing.
3. It is imperative that we find a solution.
4. The federal court issued an opinion that gave support to the course of action taken by the plaintiff.
5. It goes without saying that we are acquainted with your policy on filing tax returns, and we have every intention of complying with the regulations that you have mentioned.
6. It was found by the judge that the defendant was in violation of the statute."

### **Key Answers**

"1- American industrial productivity depends more on psychological than on technological factors. (26 words to 11)

2- At our last board meeting, CEO Smith suggested that we install microfilm equipment in the data processing department. (23 words to 18)

3- We must find a solution. (8 words to 5)

4- The federal court opinion supported the plaintiff's course of action. (10 words)

The federal court opinion supported the plaintiff. (7 words)

The federal court found for the plaintiff. (7 words)

5-We intend to comply with the tax-return regulations that you have mentioned. (29 words to 12)

6- The judge found that the defendant violated the statute. (15 words to 8)

Other options: The defendant violated the statute, according to the judge.

The defendant violated the statute, the judge found"

### 3-Fragment Sentences

A sentence fragment is a group of words that appears to be a complete sentence but is not. These fragments become readily identifiable when they are taken out of their proper context.

Missing Verb	Missing Subject	Incomplete Thought
<p><b>Fragment Sentence:</b></p> <p>A time of wonder and amazement.</p>	<p><b>Fragment Sentence:</b></p> <p>Shows no improvement in your efficiency.</p>	<p><b>Fragment Sentence:</b></p> <p>Because it was raining.</p>
<p><b>Revision:</b></p> <p>That <b>was</b> a time of wonder and amazement.</p>	<p><b>Revision:</b></p> <p><b>The evaluation</b> shows no improvement in your efficiency.</p>	<p><b>Revision:</b></p> <p><b>We canceled the picnic</b> because it was raining.</p>

**YOURDICTIONARY**

Retrieved from : <https://www.yourdictionary.com/articles/examples-sentence-fragments-corrections>

## Repairing and Fixing Fragment Sentences

Hacker and Sommers (2011) highlighted the following ways of dealing and fixing fragment sentences where they stressed incorporate the fragment into a sentence nearby and revising the fragment to form a whole sentence

- **Attach and connect fragmented subordinate clauses or transform them into full complete sentences.**

**Ex**

**Fragment:** "Because it was raining."

This is a fragment because it lacks a main subject and verb to form a complete thought. To fix it, you can either attach it to a nearby sentence or turn it into a complete sentence:

**Option 1** (Attach to Nearby Sentence): "I stayed indoors because it was raining."

**Option 2** (Turn into a Complete Sentence): "It was raining."

- **Attach fragmented phrases or turn them into sentences.**

**Fragmented Phrase:** "With a smile."

This is a fragment because it lacks a main subject and verb to form a complete thought. To fix it, you can either attach it to a nearby sentence or turn it into a complete sentence:

**Option 1** (Attach to Nearby Sentence): "She greeted me with a smile."

**Option 2** (Turn into a Complete Sentence): "He responded with a smile."

In option 1, the fragmented phrase "With a smile" is attached to a complete sentence, making it grammatically correct. In option 2, the fragment is transformed into a complete sentence on its own. Both methods correct the initial fragment.

- **Attach other fragmented word groups or turn them into sentences.**

**Fragmented Word Group:** "In the park."

This is a fragment because it lacks a main subject and verb to form a complete thought. To fix it, you can either attach it to a nearby sentence or turn it into a complete sentence:

**Option 1** (Attach to Nearby Sentence): "We had a picnic in the park."

**Option 2** (Turn into a Complete Sentence): "Birds chirped in the park."

In option 1, the fragmented word group "In the park" is attached to a complete sentence, making it grammatically correct. In option 2, the fragment is transformed into a complete sentence on its own. Both methods correct the initial fragment.

**Task:** Retrieved from :

<https://www.livingston.org/cms/lib9/NJ01000562/Centricity/Domain/591/Sent%20and%20fragments%201.pdf>

« For each of the following, write S on the line if it is a complete sentence. Write F if it is a sentence fragment.

1. \_\_\_ Long, long ago, in a faraway land.
2. \_\_\_ There lived a princess named Gretchen.
3. \_\_\_ The most beautiful girl in the land.
4. \_\_\_ She was still very unhappy.
5. \_\_\_ Her 21st birthday was approaching.
6. \_\_\_ Her twin brother, Prince Reginald, would become king.
7. \_\_\_ She would have to marry King Jomen of Far Land.
8. \_\_\_ A very cruel and unkind man.
9. \_\_\_ She decided to run away and formed an excellent plan.
10. \_\_\_ The plan required the help of her friends, Grumpy and Happy.
11. \_\_\_ They were eager to help, as they did not like the idea of their friend being unhappy for the rest of her life.
12. \_\_\_ She disguised herself as a maid and left the palace.
13. \_\_\_ Unfortunately, her brother saw her and thought she was being kidnapped.
14. \_\_\_ Set out to rescue her.

#### Key answers

- |             |              |
|-------------|--------------|
| <b>1. F</b> | <b>8. F</b>  |
| <b>2. S</b> | <b>9. S</b>  |
| <b>3. F</b> | <b>10. S</b> |
| <b>4. S</b> | <b>11. S</b> |
| <b>5. S</b> | <b>12. S</b> |
| <b>6. S</b> | <b>13. S</b> |
| <b>7. S</b> | <b>14. F</b> |

## 4-Run-on Sentences

Run-on sentences occur when independent clauses are not properly connected. An independent clause is a group of words that can function as a standalone sentence. When two independent clauses are found in a single sentence, they should be linked using one of these methods:

- A comma and a coordinating conjunction (such as and, but, or, nor, for, so, yet).

- A semicolon (or occasionally a colon or a dash).

### **Example**

**Run-On Sentence:** "I woke up late this morning I didn't have time for breakfast I had to rush to work."

**Corrected Version:** "I woke up late this morning. I didn't have time for breakfast, so I had to rush to work."

**To correct** a run-on sentence, you have four options available.

- 1- Employ a comma along with a coordinating conjunction (and, but, or, nor, for, so, yet).

Example of using a comma and coordinating conjunction to revise a run-on sentence:

**Run-On:** "She wanted to go to the beach he preferred the mountains."

**Revised:** "She wanted to go to the beach, but he preferred the mountains."

In this example, the original run-on sentence is corrected by adding a comma and the coordinating conjunction "but" to properly connect the two independent clauses.

- 2- Utilize a semicolon, and if suitable, a colon or dash. A semicolon can be employed independently or in conjunction with a transitional expression.

**Example** of using a semicolon to revise a sentence:

**Original:** "She finished her work she went home."

**Revised with Semicolon:** "She finished her work; she went home."

In this example, a semicolon is used to properly connect the two independent clauses, making the sentence grammatically correct.

- 3- Always separate the clauses into distinct sentences to correct run-on sentences.

**Example** to fix a run-on sentence by making the clauses into separate sentences:

**Run-On:** "I love reading books it helps me relax."

**Revised with Separate Sentences:** "I love reading books. It helps me relax."

- 4- By converting the two independent clauses into separate sentences, the run-on is corrected. Reorganize the sentence, possibly by making one of the clauses subordinate.

**Example** of restructuring a sentence by subordinating one of the clauses:

**Original:** "She completed her assignment, and she received praise."

**Revised by Subordinating:** "After she completed her assignment, she received praise."

In this example, the original sentence is restructured by making the first clause subordinate to the second clause, resulting in a correctly punctuated sentence.

**Task :** Retrieved from :

<https://lewisu.edu/writingcenter/pdf/final-run-on.pdf>

Edit the following sentences as needed to avoid run-ons, fragments, and comma splices:

1) My mother works at a bakery she also makes us breakfast every morning.

A) bakery; she

B) bakery, she

C) This sentence is correct.

2) I have been so tired lately all I want to do is sleep.

A) lately. All

B) lately, all

C) This sentence is correct.

3) The women went bowling, they also went to the movies.

A) bowling, they

B) bowling, but they

C) This sentence is correct.

4) The end of the school year is coming the professor does not know my name.

A) coming. The

B) coming, the

C) This sentence is correct.

### **Key Answers**

**1) A 2) A 3) B 4) A**

## **5-Misplaced and Dangling Modifiers**

Modifiers can greatly enhance the clarity and impact of a sentence, but when they're not correctly placed, they can lead to confusion. Understanding how to correctly position these modifiers is crucial for clear, precise, and grammatically sound writing

**A modifier** is a word or phrase that changes the meaning of another word or group of words in a sentence.

### **For instance**

"The car drove."

"The fast car drove quickly."

In the new example, the adjective "fast" modifies the noun "car," and the adverb "quickly" modifies the verb "drove."

The most common mistakes that occur with modifiers are both: misplaced modifiers and dangling modifiers

### **1- Misplaced Modifiers**

When a modifier is positioned in a sentence in an awkward or incorrect manner, it can lead to a lack of clarity in the sentence's meaning. This type of mistake is referred to as a misplaced modifier.

For example: Incorrect: "Jen saw a police officer on her way to work." In this instance, it's unclear whether Jen or the police officer was on their way to work, as the sentence permits both interpretations.

Correct: "On her way to work, Jen saw a police officer." Correct: "Jen saw a police officer who was on her way to work."

\*Misplaced modifier: He saw a truck in the driveway that was red and black

If the colors mentioned are of the truck rather than the driveway, rewrite and correct the sentence as follows

He saw a red and black truck in the driveway

- In numerous cases, the placement of an adverb doesn't alter the sentence's meaning.

For instance

"I ran quickly."

"I quickly ran."

Nevertheless, there are instances where the positioning of an adverb can profoundly impact a sentence's meaning. This is particularly relevant for adverbs that restrict the words they modify, such as 'only,' 'solely,' or 'just.'

#### **For example**

"The nanny just fed the toddler." In this instance, it suggests that the nanny recently fed the toddler.

"The nanny fed just the toddler." In this example, it implies that the toddler was the sole person the nanny fed."

- A squinting modifier has the potential to modify the words adjacent to it, resulting in an awkward and ambiguous sentence structure.

#### **For example**

Incorrect: "Driving slowly makes me tired."

In the given example, the word 'slowly' could modify either 'driving' or 'makes,' leading to confusion. To rectify this, consider rephrasing the sentence for clarity.

#### **Examples**

"Slowly driving makes me tired."

"Driving makes me become tired slowly"

## 2- Dangling Modifiers

A dangling modifier is a modifier that describes a word or phrase not explicitly present in the sentence. Dangling modifiers resemble misplaced modifiers, with the key difference being that a dangling modifier is not merely positioned away from the word it is meant to modify; it entirely lacks the word it is supposed to describe. The writer may have the concept of the word being modified in their thoughts but has not included it in the sentence.

A dangling modifier is a modifier that lacks a specific word or group of words to modify within a sentence. Dangling modifiers are typically situated near the beginning of a sentence and often start with either a verb ending in "ing" or a phrase beginning with "to" + a verb.

### For instance

Incorrect: "After a dip in the ocean, the burgers and watermelon tasted delicious." In this example, the prepositional phrase 'After a dip in the ocean' lacks a clear subject it modifies, resulting in a sentence that appears to convey an unusual meaning: that the burgers and watermelon tasted delicious after they were dipped in the ocean.

Correct: "After James took a dip in the ocean, the burgers and watermelon tasted delicious. For example, consider the sentence: "Sighing with sadness, the expensive shoes were returned to the salesman." In this case, it's unclear who is sighing with sadness, whether it's the expensive shoes or the salesman, when, in fact, it is neither; the person who sighed is not mentioned in the sentence.

To rectify a dangling modifier, follow these three simple steps:

**Step 1:** Identify the modifier, such as "sighing with sadness."

**Step 2:** Determine the word or phrase the modifier was meant to describe, like "I."

**Step 3:** Revise the sentence accordingly. Correcting a dangling modifier entails not only rearranging the sentence but also incorporating the word that the dangling modifier is intended to modify. For instance: "Sighing with sadness, I returned the expensive shoes to the salesman."

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[Misplaced and Dangling Modifiers | Writing Center \(phsc.edu\)](#)

[misplacedanddanglingmodifiers \(uvu.edu\)](#)

## 6-Choppy sentences

Choppy sentences refer to a style of writing or speaking where the text or speech is composed of short, disconnected, and often abrupt sentences. These sentences lack smoothness and flow because they are fragmented and do not naturally connect with one another. Choppy sentences can make a piece of writing or conversation feel disjointed and difficult to follow.

### **Example:**

I prefer dogs. Dogs are considered as good pets to have. Dogs are loyal and friendly

Choppy writing often results from a lack of transitions, where sentences and ideas aren't effectively linked with transitional words or phrases. For instance,

**Original:** "I love to travel. I've been to many countries. I enjoy experiencing new cultures."

**Revised:** "I love to travel and have been to many countries, where I enjoy experiencing new cultures."

Repetition is another factor that contributes to choppiness. Consecutive sentences with repeated words or phrases can disrupt the narrative. For instance:

**Original:** "The cake is delicious. The taste of the cake is incredible. It's the best cake I've ever had."

**Revised:** "The cake is delicious with an incredible taste; it's the best I've ever had."

Similarly, an overuse of short sentences, although occasionally useful for emphasis, can lead to a choppy writing or speech style as in the example already mentioned of dogs.

**Task:** Retrieved from: <https://www.eslwriting.org/wp-content/week-4-run-on-sentences.pdf>

Correct the following choppy sentences

1-Vegetables are good for you. Vegetables taste good. Vegetables are easy to prepare.

2-I like movies. I go to movies every weekend. I like action movies best.

3-Elephants are big. They live in Africa and Asia. They eat a lot of food.

4-Phil is a thrill seeker. He enjoys skydiving and bungee jumping. He goes every chance he get

5-I hate housework. Housework is very boring. It takes too much time. I especially dislike mopping the floor and ironing.

### Key Answers:

- ① Vegetables are good for you. They taste good and are easy to prepare.
- ② I like movies, especially action films, so I go to the cinema every weekend.
- ③ Elephants live in Africa and Asia. They are big so they eat a lot of food.
- ④ Phil is a thrill seeks and enjoys skydiving and bungee jumping every chance he gets.
- ⑤ I hate housework, especially mopping the floor and ironing. It's very boring and takes too much time

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https://www.sjsu.edu/writingcenter/docs/handouts/Eliminating%20Wordiness.pdf

## **Conclusion**

The module titled "Written Expression" is thoughtfully crafted for first-year LMD students to enhance their writing proficiency. Serving as a foundational pillar, this course imparts crucial skills and knowledge essential for effective academic writing. It initiates with a thorough exploration of language's basic elements, delving into speech components and progressing to more complex linguistic structures like phrases, clauses, and sentences. As the course unfolds, students are guided in the art of crafting coherent paragraphs. It lays the groundwork for students to master written composition by introducing a systematic approach to constructing well-organized paragraphs, equipping them with the necessary tools for successful academic writing. Through a blend of theoretical insights and practical exercises, this course aims to empower students, instilling the expertise and confidence vital for excelling in their academic writing pursuits.