Traditional grammar classifies words based on eight parts of speech: the **verb**, the **noun**, the **pronoun**, the **adjective**, the **adverb**, the **preposition**, the **conjunction**, and the **interjection**.

Each part of speech explains not what the word *is*, but how the word *is used.* In fact, the same word can be a noun in one sentence and an adjective in the next.

Examples :

- **Books** are made of ink, paper, and glue.

In this sentence, « books » is a noun, the subject of the sentence.

- Deborah waits patiently while Bridget **books** the tickets.

Here, « books » is a verb, and its subject is *Bridget*.

- The town decided to build a new **jail**.

In this example, « jail » is a noun, which is the object of the infinitive phrase 'to build'.

- The sheriff told us that if we did not leave town immediately he would **jail** us.

Here, « jail » is part of the compound verb « would jail ».

Nouns:

A noun is a word used to name a person, animal, place, thing, and abstract idea. A noun can function in a sentence as a subject, a direct object, an indirect object, a subject complement, an object complement, an appositive, an adjective or an adverb.

Types of nouns :

Common nouns: refer to general, unspecific categories of entities. They name any person, place or thing. **e.g :** man, table, country, hotel, …

Proper nouns : name particular persons, places or things and begin with a capital letter. **e.g**: Robert, France, Hilton Hotel, the Mississippi, Alps, Christmas, Islam, …

Concrete nouns: name anything (or anyone) that can be perceived through our physical senses : touch, sight, taste, hearing, or smell. Salt, wool, board, music, ….

Abstract nouns: used for theoretical concepts. They name anything that cannot be perceived through the five physical senses. **e.g:** courage, fear, wisdom, luck, ...

Collective nouns: name a group of persons, things, or animals. They are used as one unit. You need to recognize collective nouns in order to maintain subject-verb agreement. A collective noun is similar to a non-countable noun, and is roughly the opposite of a countable noun. Team, flock, public, police, class, crew, army, …

Note: - When they try to refer to a group as a single unit, a collective noun takes a singular verb. **e.g:** Some cynics claim that the American *family* **is** no longer functioning.

- When reffering to a group's members as individuals, the collective noun takes a plural verb. **e.g:** the Rogers family ***have been parking*** their parks on their lawn.

Pronouns :

A pronoun is a word that is used in place of a noun or a noun phrase (called its antecedent) to avoid repeting it. It is also used to make writing clearer, smoother, and less awkward.

In the sentence, "**Roberto feels that he can win the race**," *he* is the pronoun, and *Roberto* is the antecedent. In the sentence, **"Terry and Jim know that they are best friends,"** *they* is the pronoun, and *Terry* and *Jim* are the noun antecedents.

There are eight types of pronouns.

Personal pronouns: they refer to specific persons or things (that have been already mentioned) and change their form to indicate person, number, gender, and case. They can be **subjective personal pronouns (I, you, she, he, it, we, you, they)** used to act as *subjects of a verb*: **I** do the washing; **he** does the cooking; **they** watch TV.

Personal pronouns can work also as direct or indirect *objects* (**objective personal pronouns**) of a verb or after a preposition. They are **me, you, her, him, it, us, you, them.   e.g:** I saw **her** yesterday. (direct object)

You told **us** news. (indirect object)   She travelled only *with* **him**. (object of preposition)

ssessive pronouns: are forms of personal pronouns that show ownership or relation. They are: **mine, yours, hers, his, its, ours, theirs.**

: The smallest gift is **mine**. (subject complement)

   His is on the kitchen counter. (subject of the sentence)

eflexive pronouns : are used to refer back to the subject of the sentence and stand as objects (of a verb or a preposition). They indicate meone or something actcs upon itself. They are formed by combining personal pronouns with « self » or « selves »: **myself, you mself, herself, itself, ourselves, yourselves, themselves.**

: She stretched **herself** out in the sofa.   I wrote it *to* **myself**.

 Reflexive pronouns are also used after nouns or pronouns to emphasize them. They are called **intensive pronouns**.   **e.g**: The te rself gave me her address.

emonstrative pronouns: they point to and identify a noun or a pronoun. They are : **this, these, that, those. e.g: This** is my seat ; **th urs. (subjects)

 this, that, these, and those can also be used as demostrative adjectives.

.g : This *beach* was quite empty last year.

terrogative pronouns: are used to ask questions. They are : **who, whom, which, what, whose, whoever, whichever, whatever.**

Who » acts as the subject of a verb, while « whom » acts as the object.

.g : Who wants to see the doctor first ? (**I** want to see the doctor first)

    Whom do you think we should invite? (we should invite **our neighbbours**)

elative pronouns: are used to introduce relative/ adjective clauses. They are : who, whom, that, whose, which, whomever, whom ichever.

: George, *who is my best friend*, is a teacher.

 Indefinite pronouns : refer to identifiable but not specified persons or things.
ey do not indicate exactly who or what they are. The most common indefinite pronouns are : *all, another, any, anybody, anyone, anyt h, everybody, everyone, everything, few, many, much, little, no one, none, nobody, one, several, some, someone, somebody, either, ne th, other, others, another.*

g : - Many were invited to the lunch but only twelve showed up.
       S

eciprocal pronouns : are used for an action or feeling that is reciprocated. The two most common reciprocal pronouns are "each other" e another".

:   - You can shout at **each other** as much as you like outside.
         nd Tom don't talk to **one another**, there will be

djectives :

 adjective is a word that modifies nouns and pronouns. It defines and describes them.

: - A **tall** boy stepped from the **curious** crowd. (description)
      - **That** boy is my brother. (pointing out)
      - **Twelve** children and **several** parents attended. (telling how many)
Kinds of Adjectives :

ualitative/ descriptive adjs : fat, heavy, square, yellow, golden, clever, ….
e **big, new, white** house.
emonstrative adjs : this, that, these, those. (they must be followed by a noun)
ese *women* gossip a lot.

2

stributive adjs : each, every, either, neither, both.

ch/ every man carried a torch.

uantitative adjs : all numerals+ a, some, any, many, much, little, few, no, one.

has **seven** apples.

cut you **some** bread.

terrogative adjs : which, what, whose.

hose car is this ?

hat papers do you read ?

ssessive adjs : my, your, his, her, its, our, your, their.

girls are playing with **their** dolls.

oper adjs/ adjs of nationality : Algerian, American, French, …

ey refer also to geographical places, religions, holidays, dates, names of people or organizations, titles, ….

lian food - **Islamic** nation - **Parisian** styles.

rbs:

ere are several types of **verbs** to be studied: the action verb, the linking verb, and the helping verb.

a/ An **action verb** tells what action (often a physical action) a subject is performing, has performed, or will perform.

e.g : - My father *delivers* packages to department stores each day.

→ Action verbs are classified by whether they must be followed by an **object** (a noun or pronoun that completes the action of the ver

owing who or what is acted upon)

ese are called *transitive verbs.* So a **transitive verb** expresses action that has an object.

: - The staff manager **convoked** *the engineer*.

tion verbs can also be *intransitive.* **An intransitive verb** expresses action that has no object.

: - The students **sang**.   **-** The salesgirl **smiled.**

A **linking verb** expresses a state of being or a condition rather than an action. The most common linking verbs are the forms of "to be'

, was, were, been, being, am) and *appear , become, feel, grow, look, remain, seem, smell, sound, stay, taste,* and *turn.*

A verb often includes one or more **helping verbs**, sometimes called auxiliary verbs. The verb and its **helping verbs** form a verb phrase

mmon helping verbs are *am, is, are, was, were, be, been, being, has, had, have, do, does, did, may, might, must, can, could, shall, sh*

ll, and *would*.

: - The comet **has been** *approaching* earth for two years.   - The day **has** finally *arrived*.

verb can be used as a different part of speech according to its meaning in the sentence.

: - We often **study** geography together. (verb)   - He has a large desk in his **study.** (noun)

- We finished our work in **study** hall. (adjective)

- He drew a **picture** of the sea. (noun)   - Can you **picture** me as an acrobat? (verb)

- Our **picture** window is cracked. (adj)

dverbs :

adverb is a word that modifies (qualifies or limits) verbs, adjectives, other adverbs or groups of words.Adverbs most commonly m

rbs by telling how, when, where, or to what extent.

3

E.g : - He reads **carefully**. (how)   - He reads **late**. (when)   - He reads **everywhere**. (where)

- He reads **widely**. (to what extent)

adverbs sometimes modify adjectives and other adverbs.

g :   - He is **truly** dedicated. / Rex is **very** happy.

- He studies **terribly** *hard*. / Warren walks **too** *quickly*.

nds of Adverbs :

dverbs of manner : Tell **how** something happens**:** fast, slow, hard, well, quickly, kindly, happily, patiently, ….

They are usually placed after the main verb or after the object.   e.g. He swims **fast**.

dverbs of place : Tell **where** something happens : here, there, up, down, near, far, away, right, left, west, south, southwards, downs

tside, inside, anywhere, everywhere, somewhere, nowhere, elsewhere, home……

They are usually placed after the main verb or after the object.

e students are walking **home**.   He threw the ball **downstairs**.

dverbs of time : Tell **when** something happens, and **for how long** : now, soon, still, today, yesterday, tomorrow, tonight, early, late, rece

rrently, after, before, afterwards, yet, then, just, immidiately, next, all day, not long,…….

Adverbs of frequency : Tell **how often/ how many times** something happens : once, twice, often , rarely, never, ever, always, usu

casionally, seldom, sometimes, daily, everyday, monthly, annually, …

ccasionally, culture interferes with business.

dverbs of certainty : Express **how certain or sure** we feel about an action or event : certainly, surely, obviously, definitly, prob

doubtedly, ….

They are placed before the main verb, but they come after 'to be', or between the auxiliary and the main verb.

e **definitly** l*eft* the house on October 1998.   She *is* **probably** in Paris.

dverbs of degree : Tell about **the intensity or degree** of an action, an adjective or another adverb : very, fairly, rather, too, totally

most, just, nearly, quite, hardly, much, enough, completely, partially, extremely, such, even, pretty, only …   → He is **really** *good*.

dverbs of opinion : Tell about the **speaker's opinion/point of view** about an action : frankly, ideally, officially, personally, obvio

eoretically, honestly, seriously, …

They are usually placed at the beginning and are separated from the rest of the sentence by a comma.

rsonally, I can't do what she had done.

terrogative adverbs : Are used **to ask questions** : when, where, why, how.

They are placed at the beginning and are always followed by the main verb.

hen will she come ?   **Where** do you come from ?

onjunctions :

conjunction connects words, phrases or clauses**.** There are three types of conjunctions: *coordinating conjunctions , corre*

njunctions , and subordinating conjunctions.

1- **Coordinating conjunctions** are single connecting words that join words, phrases, or independent clauses of a sentence together. T

en link similar grammatical parts of a sentence together (noun + noun/ phrase + phrase / clause + clause) They are seven : *for, and, no*

, or, yet, and *so*. (FANBOYS)

: - *The boys **and** girls* worked at the fair.

t's meet *at the beach* **or** *in front of the hotel*.

ould like to help you, **but** *I will be busy tonight*.→ ***compound sentence***

2- **Correlative conjunctions** are pairs of connecting words that work together to coordinate two items.They are : ***both…and, either…***

ither….nor, not only….but also, and ***whether….or.***

: -***Both*** Henry ***and*** Henrietta are leaving the dance now. (2 nouns)

3- **Subordinating conjunctions** join an **independent clause** (which contains both a subject and a verb and can act as a complete sente

d a **dependent clause** (which also contains a subject and a verb, but is not a complete sentence).

g : - <u>As the police got nearer,</u> <u>the crowd started throwing stones</u>. (time) → **complex sentence**

  dependent/subordinate clause   **independent/main clause**

Prepositions

preposition is a word that shows the relationship between a noun or a pronoun and another word in the sentence. It may refer to directio

he, location, or ownership.

g : The man swam *under* the bridge. (*Under* connects the idea of *swam* and *bridge* .)

terjections :

interjection is a word that expresses strong feeling or emotion. It comes at the beginning of the sentence. It is often followed by an

clamation point (!) when the emotion is strong or a comma (,) when the emotion is mild.

w   Bravo   Dear   Eek   Eh   Goodness   gracious   Gosh   Hallelujah   Hey   Horrors   Hurrah   Hurray   Mmm   Oh   Oh

ps   Ouch   Phew   Really   Ugh   Well   Whoa Whoops Wow   Yea   Yeh   Yes   Yippe

: - *Ouch* ! it bit me.

  - *Oh*, are you the father ?

Practice: Identify the <u>part of speech</u> of the **underlined** word in each of the following <u>sentences</u>:

Helen has a <u>*yearly*</u> membership at the local health club.

Helen contributes *yearly* .

Mike arrived <u>*late*</u> .

The <u>*late*</u> delivery cut down on sales in the supermarket.

The clown <u>chased</u> a dog around the **ring** and then fell flat on her face.

  The geese **indolently** waddled <u>across</u> the intersection.

    Yikes! I'm late for class.

    Bruno's **shabby** thesaurus tumbled out of the <u>book</u> bag <u>when</u> the bus suddenly pulled out into traffic.

    Mr. Frederick angrily **stamped** out the fire that the local <u>hooligans</u> had started on his verandah.

.   Later that summer, she asked <u>herself</u>, "What was **I** thinking of?"

.   **Although** she gave hundreds of zucchini <u>away</u>, the <u>enormous</u> mound left over frightened <u>her</u>.

.   Everywhere she <u>went</u>, **she** talked about the prolific veggies.

.   The manager **confidently** made <u>his</u> presentation to the board <u>of</u> directors.

.   <u>That</u> suitcase is **hers**.

.   **Everyone** in the room <u>cheered</u> when the <u>announcement</u> was made.

.   The sun was shining as we **set** out for our <u>first</u> winter camping trip.

.   **Small** children <u>often</u> insist that they <u>can</u> do it by themselves.

.   **Dust** covered every <u>surface</u> in the <u>locked</u> bedroom.

.   <u>Exciting</u> new products **and** effective marketing strategies will guarantee the company's success.

Module : Written Expression   **Level** : 1st year LMD
Lesson 2: *Sentence patterns*   **Lecturer: Mrs. Bencharef. S**

We have already mentioned that a sentence has two main parts: a subject and a predicate. Some sentences express the writer's thought by means of a subject and verb only: *He worked / she left*. Most sentences, however, have within the complete predicate one or more words to add to the meaning of the subject and predicate. These elements are called **complements**, and they function as **direct objects, indirect objects, subject complements, or object complements**.

Pattern 1 : subject + intransitive verb

      Dogs <u>bark</u>.

      The baby <u>is sleeping</u>.

      The glacier <u>melted</u>.

      I <u>can't sleep</u>.

      The thief <u>escaped.</u>

      My uncle <u>died.</u>

      I <u>can't concentrate</u>.

      Everyone <u>was waiting</u>.

      The roof <u>collapsed</u>.

      A lot of people <u>were screaming and crying</u>.

An intransitive verb is a verb that <u>cannot have a direct object</u>. We use it to talk about simple events and actions: (go, arrive, sleep, fall, die, depart, happen, disappear, rain, snow, hesitate, occur, pause, cough, faint, grow, shiver, sneeze, leave, walk, ...)

→ while intransitive verbs are never followed by an object, they can be followed by modifiers such as *adverbs*, *adverbial clause* and *phrases* (also called ***adjuncts*)*

- I slept <u>until noon</u>.
- He died <u>suddenly</u>.
- The man runs <u>along the beach</u> <u>every morning</u>.

→ They cannot be used in the passive.

Pattern 2 : subject + transitive verb + direct object (D.O)

Children **need** <u>attention</u> (*what* ?)   They **played** <u>soccer</u>.   I **ate** <u>an apple</u>.
               D.O
He kicked <u>a small ball</u>.   I will cut <u>the grass.</u>   The man had <u>no money.</u>

     We **visited** <u>our aunt</u>. (*who*/*whom* ?)   He **met** <u>a friend</u>.

Transitive verbs are followed by direct objects. A **direct object** names the receiver of the verb's action. (buy, sell, carry, fix, pre make, rent, offer, have, hold,…..)

→ Without a direct object, sentences containing transitive verbs don't make sense.

   x   I will bring.
   √   I will bring <u>the documents</u>.
                        D.O

→ Here also for this pattern, modifiers (adverbs/ phrases) can be added.
    e.g. <u>He</u> <u>threw</u> <u>the ball</u> *quickly*.
         S   **V**   **D.O**   **adv**
     <u>They</u> <u>bought</u> <u>a house</u> *two years ago*.
      S   **V**   **D.O**   **adjunct**

NOTE: There are some verbs which can work as transitive or intransitive verbs (cook, draw, drink, drive, hurt, paint, study, meet, write, eat, read, …)
- She **reads** his note. (trans)   – She **reads** a lot. (intrans)
- I **speak** English.   – I **couldn't speak**.
- I **met** him before.   – We **met** in Rome.

Pattern 3 : subject + transitive verb + indirect object (I.O) + direct object (D.O)

    They **should give** *the baby* <u>more attention</u>.   → They should give <u>more attention</u> <u>to the baby</u>.
                 I.O   **D.O**   **D.O**   **I.O**
    They bought *her* <u>a new car</u>.

    They will send *you* <u>an invitation</u>.

    I made *myself* <u>hot chocolate</u>.

    The waiter poured *Ann* <u>some water</u>.

→ An indirect object names **to whom** or **for whom** the action is done.

→ The I.O receives the D.O. It benefits from the action.

The verbs which require both a direct and indirect objects: order, pick, save, throw, build, cook, cut, draw, read, write, keep, leave, offer, buy, sell, rent, borrow, make, teach, tell, …)

Pattern 4 : subject + linking/stative verb + subject complement (S.C)

    <u>Mr. Smith</u> **is** <u>a *teacher*</u>. (*noun*)
        S   **V**   **S.C**
    Mr. Rodney **was** <u>my fourth-grade *teacher.*</u>
    Dogs **are** <u>social *animals*</u>.
    She **became** <u>a famous *scholar*</u>.
    Pablo **is** <u>intelligent</u>. (*adj*)
                S.C
    Our neighbour's child **looks** <u>lonely.</u> /   You **look** <u>much *better*</u>.

He **seems** <u>ill</u>.

He **feels** / **felt** <u>sad</u>.

The eggs **smell** <u>rotten</u>.

The pizza **tasted** <u>good</u>.

The train **sounds** <u>loud</u>.

Building the house **proves** <u>difficult</u> (for them).

The crowd **remains** <u>calm</u> during the speech.

The weather **turned** <u>windy</u>.

The dog **is going** <u>blind</u>.   **express change in state**

Our son **gets**/ **is getting** <u>older</u>.

The days **grew** <u>warmer</u>.

The <u>Linking verbs</u> are **be, become, appear, seem, look, feel, taste, smell, sound, turn, prove, remain, grow, go, stay, get**.

The subject complement completes the meaning of the subject by either describing it (when it is an adjective) or by renaming it (when it is a noun)

→ Many linking verbs can also function as action verbs. **Compare**:

Linking	**Action**
- He **looks** angry.	- He **looks** at the man.
- The food **tastes** delicious.	- They **taste** the food.
- The cake **smells** good.	- He **smells** the cake.
- I hope we **will stay** friends when we graduate.	- We always **stay** in a castle when we visit England.
- She **appeared** quiet.	- She **appeared** in the room.
- They **stay** steady before the race.	- They **stay** at home because of rain.

→ When these verbs are followed by a noun/ noun phrase/ prepositional phrase and refer to action and movement, they are actio verbs not linking.

Important: **Be- become- seem** are <u>always</u> and <u>only linking verbs</u> (they cannot be action verbs)

Pattern 5 : subject + transitive verb + direct object + object complement (O.C)

Our neighbours **leave** *their dog* <u>alone</u>. (***adj***)   The blanket **kept** the baby <u>warm</u>.
                         D.O   O.C
Our neighbours **named** their dog <u>Rex</u>. (***noun***)   Mom **calls** me <u>her baby</u>.

The American people **elected** Mr. Biden <u>president</u>.

Your attitude **makes** me <u>angry</u>.

I **consider** him <u>my idol</u>.

We **should keep** our surroundings clean.

The thief **thought** himself rather lucky.

Students **found** the exam difficult.

Object complements complete the meaning of the direct object by either describing it (when they are adjectives) or renaming it (when they are nouns)

pattern 6 : There/it + verb (be) + subject

It is nice to meet you. (= To meet you is nice)
empty V S.C   S
word

It is always interesting to find out about your family history.

There is a good reason to rejoice.

There is nothing to say.

There are two shops in the village.   (= two shops are in the village)

In this pattern, the subject came after the verb. The word "there" or "it" are not the real subjects ; they are « empty » words that fill the position where you usually find the subject.

ntences can be classified according to their structure: simple, compound, complex, and compound complex.

1- **Simple sentence**: contains only <u>one</u> full subject and only <u>one</u> predicate. It consists of <u>one clause</u> (independent) and takes the form of:

a- A statement/ declarative sentence: - He lives in New York.
b- A question: - How old are you?
c- A request/ order: - Please close the door.
  - Don't walk on the grass.
d- An exclamation: - What a terrible temper she has.
  - How lucky you are!

→ Simple sentences can be very short (**e.g.** John laughed.) or very long containing a **compound subject**, **compound predicate** and some phrases:

mashed *avocado*, minced *garlic* and olive *oil* **should be blended** thoroughly, **whipped** briefly, and **served** with warm tortillas.

    subject   predicate

2- **Compound sentence:** contains two or more **independent clauses** (each containing its subject and predicate). The independent clau

compound sentence can be joined by 3 different ways:

a- **Punctuation alone (semicolon):** - <u>The weather was very bad</u>; <u>all classes were cancelled</u>.

      indep clause 1   **indep clause 2**

    -Joe made the sugar cookies; Susan decorated them.

If the two independent clauses are very closely related and the reader has enough information to understand the relationship between them from the context alone, we can join the clauses using a semicolon without a conjunction.

b- **Coordinating conjunctions:** - <u>The weather was very bad</u>, **so** <u>all classes were cancelled</u>.
      (**FANBOYS**)   **independent clause**   **independent clause**

{ **for and nor but or yet so** } - She did not cheat on the test, **for** it was not the right thing to do.

  - I will buy the red car, **or** I will lease the blue one.

  - I really want to go to work, **but** I am too sick to drive.

  - Kheith worried about the wounded bird, **yet** he did not want to be responsible for it. (**yet =but**)

  - She did not wake up early, **nor** *did she* attend class.

  - Rachel was not ready for marriage, **nor** *was she* ready for any other type of commitment.

  (**Important**: When using "**nor**", we invert the subject and the verb of the clause.)

  - Night came on, rain fell heavily, **and** we all get wet.
    (*3 independent clauses*)

c- **Conjunctive adverbs:** - The weather was very bad; **therefore,** all classes were cancelled. (*consequence*)

  -He woke up early to be on time; **however,** he missed his flight. (*contrast*)

  -I like you a lot; **in fact,** we should be best friends. (*emphasis*)

  -Your dog got into my yard; **in addition,** he dug up my petunias. (*addition*)

Moreover, also, besides, furthermore, additionally = *to continue the same point*
Consequently, as a consequence, hence, therefore, thus, accordingly = *to show cause and effect*
However, nevertheless, nonetheless, on the contrary, otherwise, instead, on the other hand= *to show contradictions*
For example, for instance, namely, notably= *to introduce examples*
In fact, certainly, definitely, of course, indeed = *to add emphasis*
Similarly, likewise, alternatively= *to show comparison*

10

Conjunctive adverbs are transition words that are used to connect one clause to another. They are also used to show sequenc contrast, cause and effect, and other relationships.

Important: When we use a conjunctive adverb to form a compound sentence, it is preceded by a **semicolon** and followed by a **comma**, as in the examples above.)

:CAREFUL:

- My dog **enjoys** being bathed *but* **hates** getting his nails trimmed. → this sentence contains only <u>one</u> clause even if there
   S   **(compound) Predicate**   are 2 verbs. These two verbs (in the example) are
                                    joined by the coordinating conj "but" to form a compound
                                      predicate and does not introduce a new clause.
                                      Remark also that there is no comma (,) before "but".
                                      → So it is a **simple sentence**.

Now consider the following sentence:

- My dog enjoys being bathed**,** *but* he hates getting his nails trimmed. → this sentence contains 2 clauses because each one
       indep clause 1   **indep clause 2**   is made of a subject + predicate.
                                      Remark that after "but" there is the subject "he"+ the verb
                                    "hates", so it is a new clause
                                    The 2 clauses are joined by "but" (preceded by a comma)
                                    → So it is a **compound sentence**.

3-   **Complex sentence**: contains an <u>independent clause</u> and <u>one or more dependent clauses</u>. *A dependent clause* contains a full subject and predicate but does not form a grammatically complete sentence= it cannot be a sentence by itself.
It usually begins with a specific word (**subordinating conjunction** or a **relative pronoun/ adverb**) that attaches the clause to an independent clause.

      The <u>dependent clause</u> has <u>three</u> (3) types: *1*) **adverbial** (subordinate) **clause**
                                            2) **relative** (adjective) **clause**
                                            3) **noun clause**.

  a- **Adverbial Clauses**

    → An adverbial clause generally modifies the action of the main/independent clause. It is called "**adverbial**" because it <u>functions</u> as an **adverb** modifying the independent clause by giving information of <u>time</u> (when the main action was done?), of <u>place</u> (where the action was done?), <u>reason</u>, <u>manner</u>, etc.

    The adverbial / subordinate clause <u>begins</u> with a **subordinating conjunction**. There are many types of subordinating conjunctions.

- **Adverbial clause of of time**: [*when- whenever- while- after- before- as- as soon as- since- till- until- once*]

        -   <u>I will go out</u> (**when** I finish studying.)   = **When** I finish studying **,** I will go out.
           independent   **dependent**
             clause   **(adverbial clause of time)**

*note: if the subordinate/adverbial clause starts a complex sentence, it is <u>followed by a comma</u>.

     -   **As soon as** I have finished, I will give you a call.
     -   I had a shower **after** I ran.
     -   Ronnie begins to sneeze **whenever** he opens the window.
     -   **Once** they saw the car coming, the birds flew away from the street.
     -   You must keep practising **until/till** you get it right.
     -   **Before** we go on vacation, we must make reservations.
     -   Jill slipped **as** she was getting off the bus.

*note: *before- after – since- till- until* are often <u>prepositions</u>. They are **conjunctions** when they are followed by
a subject + verb
Consider:
- I can't see you *before* <u>lunch</u>. → Here, "before" is a <u>preposition</u> because it is <u>followed</u> by a <u>noun</u> (lunch)
- I can't see you *before* <u>I finish my lunch</u>. → Here, "before" is a <u>conjunction</u> because it is <u>followed</u> by a <u>clause</u> (subject + predicate)

- **Adverbial clause of place**: [*where- wherever- anywhere- everywhere*]

  - **Wherever** there is a beach, sun worshippers will gather.
  - I will follow you **everywhere** you go.

- **Adverbial clause of reason**: [*as- because- since- that- while*]

  - All classes were cancelled **because** the weather was bad.
  - My parents were disappointed **that** I did not get the scholarship.
  - **As** you are out of money**,** think of getting a second job.
  - **Since** you did not finish revising**,** you have to stay here and work.

*note: remark that conjunctions like " as, since, .." can be also used to express time. So you have to be careful
to the meaning of the whole sentence to decide which type is the adverbial clause.

- **Adverbial clause of result**: **so**+ adj + **that**
  so + adv + **that**
  such (a) + noun + **that**

  - I am working **so** *hard* **that** I didn't notice the time.
       dependent   **indep**
    (adverbial clause of result)   **clause**

  - He ran **so** *quickly* **that** I could not catch him.
  - It was **such a** *beautiful day* **that** we went for a walk.

- **Adverbial clause of Concession/opposition**: [*although- even though- though- even if- in spite of the fact*
                          that- despite the fact that.]

  - **Though** Kate is clever**,** she is not doing well in class.
  - **Although** it rained a lot**,** they enjoyed their holidays.
  - We are going out **even though** it is cold.
  - I did not get the job **in spite of the fact** that I had the necessary qualifications.

Becareful: "in spite of/ despite of" introduce a phrase not a clause.
e.g.   We went outside <u>in spite of</u> *the rain*.   → 1 clause → simple sentence.
                preposition   **noun**
*note: *Concession* is when 2 ideas are <u>opposite</u>: the independent clause, which is the result, comes in the contrary of the idea (situation) expressed in the dependent clause.

- **Adverbial clause of Contrast: [*while- whereas*]**

  - Boys are encouraged to be adventurous **while** girls are always told to stay clean.
  - Canada is cold **whereas** Algeria is hot.

*By contrasting 2 clauses, we are comparing (not really opposing) between them.

- **Adverbial clause of Purpose**: [*so that- in order that- so as*]

  - I asked him to move **so as** I could see the screen.
  - She lived in England for six months **so that** she could perfect her English.
  - He took the course **in order that** he could get a better job.

*Becareful: "in order to" introduces a phrase not a clause.
e.g. He took the course <u>in order to</u> <u>get a better job</u>. → simple sentence (contains 1 clause)
                Adverbial phrase

- **Adverbial clause of Condition**: [*if- unless – only if- provided (that)- providing (that)- as long as-*

- **If** it rains, the ground gets muddy.
- **Unless** we leave now, we will be late. = **If** we **do not** leave now, we will be late.
- You can borrow my car **provided (that)** you promise not to drive fast.
- **Whether** we win **or** lose, we always enjoy playing. = **Whether** we win **or not**, we always enjoy playing.
- Bring your coat **in case** it rains.

*Compare: - We will buy some food **in case** Tom comes. (It is possible Tom will come. We will buy food anyway)

- We will buy some food **if** Tom comes. (we will not buy food until we are sure Tom will come)

b- Adjective/ relative clauses

An adjective / relative dependent clause <u>modifies</u> a **noun** before it in a sentence. It is called a relative clause because it relates to that noun (called the **antecedent**). The relative clause is also referred to as "**adjective** clause" because it <u>functions</u> as an **adjective** as it describes, identifies, and gives further information about the noun before it (= the antecedent).

e.g. <u>Children</u>   *who* **are under twelve years** must be accompanied by their parents.
        antecedent   **relative clause**

→ An adjective/relative clause is introduced by a <u>relative pronoun</u> (***who- which- whom- whose- that***) or a <u>relative adverb</u> (***where- why- when- how***) that are related to a noun or pronoun that precedes them.

- A *woman* lives next door.
- The *woman* is a doctor.   The woman <u>**who** lives next door</u> is a doctor. (the 1ˢᵗ sentence was inserted in the 2ⁿᵈ)
                                                       relative clause

- A *car* was parked over there.
- The *car* has been stolen.   The car <u>which/that was parked there</u> has been stolen.

- I wanted to see a *man*.
- The *man* is well known.   The man <u>whom/who I wanted to see</u> is well known. ("whom" is used to a direct object)
- A widow is a *woman*.
- The *woman's* husband is dead.   A widow is a woman *whose* <u>husband is dead</u>**.**

- The *restaurant* <u>where we had lunch</u> is very expensive.
- I wanted to come back to the town <u>where I was born</u>.

- I remember the *day* <u>when we first met</u>.
- The *season* <u>when I have the most fun</u> is summer.

                                                Where, when, why are relative adverbs

- Our fight is the *reason* <u>why we are no more friends</u>.
- The reason <u>why he asked me to come</u> is still unknown.

*Note that a relative clause may come in the <u>middle</u> of the independent clause or <u>after</u> it (at the end of the sentence). The most important is that it should come directly after(next to) the noun it modifies (the antecedent)

<u>Punctuating relative clauses</u>:

1- A <u>relative clause</u> that is <u>essential/ necessary</u> to the meaning of the sentence (mainly to identify the antecedent) will not take commas.
             The woman ***who lives next door*** is a doctor. (the antecedent, here, is "the woman":
                      restrictive clause   It is a very general common noun)
                      relative clause

             I have met the woman ***who lives next door.***

*A relative clause that is <u>essential</u> is called a ***restrictive/ defining clause***. It tells us which specific person/thing (the antecedent) we are talking about. If it is removed, the meaning of the sentence will lack necessary details.

2- A <u>relative clause</u> that is <u>non- essential</u> will take <u>one</u> or <u>two</u> **commas** depending upon where it appears in the sentence.

             Mrs. Anderson **,** ***who lives next door,*** is a doctor. (the antecedent, here, is "Mrs. Anderson":

I have met Mrs. Anderson**,** **who lives next door**.

* *A relative clause* that is <u>not essential</u> is called a ***non-restrictive/non-defining clause***. It just gives more information/details about the because this latter is already specific (identified). If it is removed, we lose some details, but the overall meaning of the sentence remains the s

<u>Other examples</u>:

> **Only those persons <u>whose tickets have been punched</u> may enter the gym.**

Notice that if you take out the relative clause, we do not know which persons may enter the gym. The clause is essential= restrictive.

> **David works part-time at Burger king<mark>,</mark> <u>which is only two blocks from school.</u>**

Notice that the relative clause simply provides extra information and therefore can be taken out without hurting the meaning of the sentence. is non-essential= non-restrictive.

c- Noun clauses
The noun clause is the third type of dependent clause. It is a clause used/functions as a <u>**noun**</u> in a sentence. Like a noun, it can be a
subject, **subject complement** (predicate nominative), **direct object**, **indirect object** or **object of a preposition**.
It begins with **that, Wh-words (who, whoever, whose, which, what, whatever, where, when, ..)** or **if/ whether**.

> *How* **it happened** is still a mystery.   **independent clause**
>   **dep clause**
>   **(noun clause)**

Here, the clause "*How it happened*" is the <u>noun clause</u> (the dependent clause). It is the subject of the sentence. So, the independent clause is, fact, the entire sentence "<u>How it happened is still a mystery.</u>"
<div align="center">S   V   S.C</div>

Subject
> *Whoever* **wants the last piece of cake** can have it.
>
> *How* **the boy behaved** was not very polite.
>
> *That* **he should enjoy sport** is understandable.

Direct object
> I don't know *who* **stole my phone.**
>
> Tell me *when* **you signed the contract**.
>
> I can't understand *why* **you did such a thing**.   (remember that a direct object comes after a transitive
>
> Joanne remembered *that* **it was Thursday**.   verb.
>
> Tell me *if* **he has signed the contract**.
>
> Ask him *whether* **he has signed it**.

Indirect object We will give *whoever* **asks for** free tickets.

Subject complement The decision <u>was</u> *that* **the defendant was innocent**. (remember that a subject complement
                                        comes after a "linking verb": be, become,…)
                 He <u>became</u> *what* **he always wanted to be**.

Object of preposition Everyone was pleased <u>by</u> *how* **well the ceremony went**. (here the noun clauses are objects
                     The movie was <u>about</u> *why* **smoking is dangerous**.   of the prepositions "by, about")

4- Compound-complex sentence: contains at least <u>two independent clauses</u> and at least <u>one dependent clause</u>.

- ***After* he won**, <u>he called his mother</u>; <u>she was very surprised</u>.
       dep clause   **indep**   **indep**

- The man ***who* made the offer** is here, *but* he is too late.

- We'll have a discussion ***when* the department manager comes**, *and* we'll continue the lecture afterwards.

- All classes were cancelled ***because* the weather was bad**, *and* students were told to listen to the radio to find out ***when* classes would begin again**.

- ***Although* it started to rain**, we decided to continue walking, *and* we all get wet.

- Laura forgot her friend's birthday, *so* she sent her a card ***when* she finally remembered**.

Module : Written Expression   **Level** : 1st year LMD

<u>Lesson 4</u>: Sentence errors   **1**. **Sentence Fragments**

A sentence fragment is a part of a sentence presented as if it was a complete sentence. That is, it begins with a capital letter and ends with a period, question mark or exclamation point, but it does not include one of the essential elements required of a grammatically complete sentence, a subject and a verb. Usually, fragments occur unintentionally and are correctable.

incorrect	Went to the store yesterday. (This is a fragment because the sentence misses a SUBJECT)
correct	I went to the store yesterday.
incorrect	I am upset that it raining every day. (Here the verb auxiliary is missing)
correct	am upset that it is raining every day.
incorrect	The man in that house. (Here there is no predicate)
correct	The man in that house lives alone.
incorrect	Before we go out. (this sentence misses a complete thought. It is only a dependent clause)
correct	We have to lock the door before we go out.

The most common types of sentence fragments are: (1) phrases, (2) subordinate clauses, (3) appositives, and (4) parts of compound predicates capitalized and punctuated as if they were complete sentences.

You can eliminate sentence fragments in one of two ways: (1) <u>join the fragment to a sentence nearby</u>, or (2) <u>develop the fragment itself into a complete sentence</u>.

In joining fragment to a sentence, you may need a comma, a colon, a dash, or no punctuation at all. A dash and a colon indicate a more definite break in thought than a comma; a colon is expected before items in a series.

1. Phrase fragment

a- Join a phrase fragment to an existing sentence using punctuation.

    incorrect   He has many hobbies. Including stamp collecting, bird watching, and vegetable gardening.

correct   -------------------------- , including ---(revising with a comma)

incorrect   We had a traditional thanksgiving dinner. Turkey with stuffing, cranberry sauce, mashed

 potatoes, gravy, and pumpkin pie.

correct   ---: turkey ------------------------------ (revising with colons)

incorrect   Dolores washes her hair twice a day. Much too often.

correct   -- much ------------- (revising with a dash)

incorrect   Tina would rather have tea. With lemon.

correct   ------------------------------- with ------------ (Revising without punctuation)

b- Rewrite the phrase fragment as a sentence (giving it the components it lacks)

incorrect We left Rome and traveled northward to the picturesque little hill towns of Italy. Also to Florence and Venice.

correct ---**.** We also went to -----------

incorrect Since I was done with the exams, I put my pen and paper down. Waiting for the teacher to collect papers.

correct --- . I was waiting ------------------------

2- Subordinate clause fragment

A subordinate clause contains both a subject and a predicate, but it is introduced by a subordinator, either a subordinating conjunction (after, because, when, as, if, …) or a relative pronoun (that, which, who, whom, what) and therefore is not an independent complete sentence.

a- Join a subordinate clause fragment to an existing sentence

incorrect The president met with his staff every week. So that problems were rarely ignored.

correct ---, so ---

incorrect Students dislike Mr. Jones. Because his classes can be tough.

correct --------------------------------because ------------------------------

incorrect He arrived to the island of Madagascar. Where he had someone to meet.

correct --- , where --------------------------------

b- Rewrite the phrase fragment as a sentence

incorrect The president met with his staff every week. So that problems were rarely ignored.

correct --- . Problems ----------------------------------

3- Appositive fragment

An appositive phrase is a noun or noun equivalent that identifies or explains another noun.

incorrect Marco read two good books during his vacation. Scott O'Dell's Island of the Blue Dolphins and N.

Scott Momaday's House Made of Dawn.

correct -- , ---

incorrect John met his old primary school teacher. Mr. Shepard.

correct --, -------------- (here the appositive has been made a

part of the sentence uing a comma)

4- Parts of a compound predicate

A compound predicate is made up of two or more predicates that have the same subject.

e.g. She *lives* in Tokyo and *speaks* Japanese and English.
      S   compound predicate

incorrect   I wanted to buy both J.K. Rolling books . But had enough money to get only one.

correct   --but --
→ **The fragment has been made part of a compound predicate**. **No comma is used**

incorrect   I wanted to buy both J.K. Rolling books . But had enough money to get only one.

correct   -- , but I ---
→ **The sentence has been rewritten as a compound sentence by converting the fragment
   into an independent clause with the addition of a subject. Here** **the comma is obligatory.**

incorrect   Sophia went to the store. And looked for a book.
correct   ------------------------------ and ----------------------
         or
                  ------------------------------ , and she -----------------

Lesson 4: Sentence errors   <mark>**2. Run-on sentences and comma splices**</mark>

A **run-on sentence** (also called **fused sentence**) is a sentence in which two or more independent clauses are written one after another <u>with no punctuation.</u>

> **incorrect**   Daniel was late we left without him.
>
>   Daniel was late therefore we left without him.

A **comma splice** happens when two independent clauses are <u>incorrectly joined by a </u>comma without a coordinating conjunction or by a comma and a conjunctive adverb.

> **incorrect**   Daniel was late**,** we left without him.
>
>   Daniel was late**,** therefore, we left without him.

➢ The ways to **correct** these two sentence errors are <u>the same</u>.
1. **Add a period (and make separate sentences):** Daniel was late**.** **W**e left without him.
2. **Add a semicolon:** Daniel was late**;** we left without him.
3. **Add a coordinating conjunction:** Daniel was late**, so** we left without him.
4. **Add a subordinating conjunction: Because** Daniel was late**,** we left without him.

Note: In the sentence "Daniel was late**,** *therefore*, we left without him.**"** the conjunctive adverb "therefore" is put between 2 commas (which is wrong= this what created the comma splice)

→ It should be revised by <u>replacing</u> the comma by **a semicolon** = Daniel was late**;** *therefore*, we left without him.

Other examples:

incorrect { **Run-on:**   I am thinking of skipping the English class it is really boring.

            Comma splice: I am thinking of skipping the English class**,** it is really boring.

correction: I am thinking of skipping the English class**.** It is really boring.

correction: I am thinking of skipping the English class**;** it is really boring.

correction: I am thinking of skipping the English class**, for** it is really boring.

correction: I am thinking of skipping the English class **because** it is really boring.

incorrect { **Run-on:**   It was raining I went out anyway.

Comma splice: It was raining**,** I went out anyway.

correction: It was raining**.** I went out anyway.

correction: It was raining**;** I went out anyway.

correction: It was raining**, but** I went out anyway.

correction: **Although** it was raining**,** I went out anyway.

Practice: **Say** which sentence is run-on (RO) or comma splice (CS) then **correct** them using the previous methods indicated. **If the sentence is correct write (Correct).**

1. Anna likes fruits, she doesn't like vegetables. _____
→   _____
2. The fog came suddenly we could not find our way. _____
→   _____
3. Eli is a volunteer firefighter, Ben is an event planner. _____
→   _____
4.   I had to buy new sneakers, my mother threw my old pair. _____
→   _____
5. A newly arrived international student faces many problems; for example, he has to cope with a new culture. ____

→   _____

6. New York City is very cosmopolitan there are people from many cultures and ethnic groups living there. ____

→   _____

7. Because of the rapid expansion of human knowledge, it is difficult to keep encyclopedias current. _____

→   _____

8. We have spent all our money, consequently, we won't be dining out tonight. _____

→   _____

9. John is always late to work, but nobody seems to care. _____

→   _____

10. Hot temperature weather is nice, however, high temperatures are dangerous for certain people. ____

→   _____

Lesson 4: Sentence errors   **3**. <mark>**Faulty Parallelism** (**Unparalleled Structures**)</mark>

Parallelism (**Parallel structure)** is an important element in English writing, especially when you are <u>listing</u>, <u>comparing</u> and <u>contrasting</u> items or ideas. Parallelism means that each item in a list or comparison follows the <u>same grammatical pattern</u>. If you are writing a list and the first item in your list is a noun, write all of the following items as nouns also. If the first item is an infinitive verb phrase, make all the others infinitive verb phrases; if it is a dependent clause, make all of the others dependent clauses. If you are making a comparison or contrast, make sure that the items you are comparing or contrasting are the same. **Parallelism** creates a sense of rhythm and balance within a sentence.

Examples

- She likes **novels**, short **stories**, and **poems**. (Parallel nouns)
- Our cat ran **across the lawn** and **under the hedge**. (Parallel phrases)
- His hobbies are **fishing**, **hiking**, and **painting**. (Parallel gerunds)
- **John bikes to the park** and **Kevin plays football in the playground**. (parallel clauses)

BUT

> If you do not follow the rule of parallelism your writing will contain <mark>**Faulty parallelism**</mark>; an error in writing.

→ incorrect   Kayo is *beautiful*, *young*, and *a talented artist*. (= **not parallel**)

                        adj   adj   noun phrase

correct   Kayo is beautiful, young, and talented. (= **parallel**)

correct   Kayo is a beautiful young woman and a talented artist.

→ incorrect   Good students attend class, they do their homework, and practice speaking English.

correct   Good students attend class, do their homework, and practice speaking English.

→ **incorrect**   Driving a car requires coordination, patience, and to have good eyesight.

correct   Driving a car requires coordination, patience, and good eyesight.

When to use parallelism ?

I-   Use parallelism for <u>coordinate elements</u>:

When you connect ideas with *and*, *but*, *or*, and *yet* , write the connected ideas in <u>parallel form</u>.

- I like **football**, **basketball**, **handball**, **and tennis**. (all nouns)
- New born babies don't do much during their first few weeks; they **eat**, **sleep**, **wet**, **and cry**. (all verbs)
- Pesticides have harmful effects **on humans**, **on animal life**, **or on the environment**. (all phrases)

  ➢ **The following sentences show errors in parallel form and how to fix them.**

1. Noun phrase

incorrect The students like Ms. Gibb's class because of her friendly manner, she explains clearly, and her funny jokes.

correct   The students like Ms. Gibb's class because of <u>her friendly manner</u>, <u>her clear explanations</u>, and <u>her funny jokes</u>.

   (= the noun phrases are parallel)

2. Prepositional phrases

incorrect My grandfather earned his living by fishing and he sold little wooden birds that he carved.

correct   My grandfather earned his living by <u>fishing</u> and <u>by selling</u> little wooden birds that he carved.

   (= the prepositional phrases are parallel)

3. Infinitives

incorrect The students like to listen and to speak but not writing in English.

correct   The students like <u>to listen</u> and <u>to speak</u> but not <u>to write</u> in English. (= the infinitives are parallel)

4. Gerunds

incorrect The students like listening and speaking but not to write in English.

correct   The students like <u>listening</u> and <u>speaking</u> but not <u>writing</u> in English. (= the gerunds are parallel)

5. Verbs

incorrect Will you fly, travel by train, or renting a car?

correct   Will you <u>fly</u>, <u>travel</u> by train, or <u>rent</u> a car? (= the verbs are parallel)

6. Adjectives

incorrect My great-grandfather was uneducated but a wise person.

correct   My great-grandfather was <u>uneducated</u> but <u>wise</u>. (= the adjectives are parallel)

II-   Use parallelism for <u>correlative construction</u>:

When you connect ideas with **correlative conjunctions**: *both…. and*, *not only…but also, either…or*, *neither…nor*, and *whether …..or* <u>use parallel form</u> after both parts of the paired conjunction.

My grandfather can speak **both** *French* **and** *English* fluently.

> **The following sentences show errors in parallel form and how to fix them.**

1. Prepositional phrases

incorrect   College students use computers *not only* for schoolwork *but* they *also* play games on them.

correct   College students use computers *not only* <u>for schoolwork</u> *but also* <u>for games</u>. (= the phrases are parallel)

2. Adverbial clauses

incorrect   He failed physics *either* because of too many missed labs *or* because he never opened the textbook.

correct   He failed physics *either* **because** <u>he missed too many labs</u> *or* because <u>he never opened the textbook</u>.
(= the clauses are parallel)

3. Adverbs

incorrect   Emails allow you to communicate *both* quickly *and* without paying a lot of money.

correct   Emails allow you to communicate *both* <u>quickly</u> *and* <u>economically</u>. (= the adverbs here are parallel)

4. Verbs

incorrect   When I first arrived at college, I was so homesick that I could *neither* sleep *nor* I didn't want to eat.

correct   When I first arrived at college, I was so homesick that I could *neither* <u>sleep</u> *nor* <u>eat</u>. (= the verbs are parallel)

5. Infinitive phrase

incorrect   I couldn't decide whether to stay at school or maybe I should return home.

correct   I couldn't decide whether <u>to stay</u> at school or <u>to return</u> home. (the infinitives are parallel)

III-   Use parallelism for <u>compared and contrasted ideas</u>:

Use parallel structure in <u>comparisons</u> containing *than* or *as*.

incorrect   I wanted a better explanation **rather than** to remain confused.

correct   I wanted <u>to receive</u> a better explanation **rather than** <u>to remain</u> confused. (here the infinitive forms are parallel)

incorrect   His raw intelligence was **as** important **as** working hard.

correct   <u>His raw intelligence</u> was **as** important **as** <u>his hard work</u>. (here the nouns are parallel)

lesson 4: Sentence Errors   <mark>**4- Choppy Writing**</mark>

Choppy writing is writing in which there are a lot of short sentences. **Referring to another definition, choppy sentences** are sentences that are too short and often repeat the same words. Too many short simple sentences can make writing appear unsophisticated and ideas seem disconnected.

Writing too many of them together is not good style. Readers have to work harder to understand the relationship among the ideas because there are no connecting words to help them.

Solutions to improve choppy writing

1.Show logical connection between ideas: by using words that show cause and effect such as *because*, *since,* and *so*, and words that show contrast such as *but, yet* and *although*.

Choppy: She took dance classes. She had no natural grace or sense of rhythm. She eventually gave up the idea of becoming a dancer.

Revised: She took dance classes, **but** she had no natural grace or sense of rhythm, **so** she eventually gave up the idea of becoming a dancer.

 2. **Join multiple actions by the same agent into one sentence:** by using subordination (phrases beginning with *if, when, after, as*, etc.) and coordination (sentences and phrases joined by conjunctions like *and, but, so*, etc.).

Choppy: Bears emerge from hibernation in the spring. They wander through wetlands. They feed mainly on grasses.

Revised: **When** bears emerge from hibernation in the spring, they wander through wetlands **and** feed mainly on grasses.

3.   Use   appositives: (phrases   that   add   information   about   a   noun).
Choppy: Jesse Ventura has denied an interest in running for the senate. Ventura is the former governor of Minnesota.

Revised: Jesse Ventura**, the former governor of Minnesota,** has denied an interest in running for the senate.

4.   **Integrate minor details:** You don't need a new sentence for each piece of information**.**
Choppy: The boy asked his father a question. The boy is five years old. The question was about death.

Revised: The five-year-old boy asked his father a question about death.

Practice1: Edit these choppy sentences one or two sentences so they are more interesting to read.

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 gets.

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

Practice2: Improve choppy writing in the following paragraph by combining sentences.

George Washington and Abraham Lincoln were two famous U.S. presidents. Their lives were very different. Washington's parents were rich landowners. Lincoln's family was poor. Washington and Lincoln had similar ideas about slavery. Washington had owned slaves. He gave his slaves their freedom. Lincoln freed all slaves. He issued the Emancipation Proclamation on January 1st, 1863. Washington was known for his honesty. Lincoln's nickname was "Honest Abe".

✓ **To Correct:**
- **Combine sentences, coordinating equal ideas and subordinating secondary information.**
- The similarities and differences discussed in this paragraph are more or less equal in content. It is best to connect the ideas in the previous paragraph using coordinating words such as **however, and**, and **but.**
- They were famous presidents. **However,** their lives were different.
- Washington's parents were rich. **But** Lincoln's family was poor.
- Washington freed his own slaves. **And** Lincoln freed all slaves.
- Other sentences express secondary information. It is best to subordinate these ideas by writing dependent clauses beginning with 'who and whom'
- Washington freed his slaves. **Who** He had owned slaves.
- Lincoln freed all slaves. **When** He issued the Emancipation Proclamation.
❖ **Revised paragraph**

George Washington and Abraham Lincoln were two famous U.S. presidents**; however, their** lives were very different. Washington's parents were rich landowners. Lincoln's family was poor**, but** Washington and Lincoln had similar ideas about slavery. Washington **who** had owned slaves gave his slaves their freedom, **and** Lincoln freed all slaves **when** he issued the Emancipation Proclamation on January 1st, 1863. Washington was known for his honesty**, and** Lincoln's nickname was "Honest Abe".

Practice: The following paragraphs contain choppy writing. Improve it by combining sentences. There is more than one way to make the revisions.

1-   Washington and Lincoln were leaders during times of crisis. Washington was the top general of the army during the Revolutionary War. It began in 1775. Lincoln was president during the U.S. Civil War. It began in 1861.

2-   The young country was in danger of breaking apart after these two wars. It needed a strong leader to stay united. Washington was a strong president. Lincoln was a strong president. Both men believed in keeping the country together. Both men worked very hard to keep the country from splitting apart.

3-   America finally won its independence from England. Washignton helped write the U.S. Constitution. The constitution made the federal government strong. The Civil War ended in 1865. Lincoln's strong leadership helped reunite the North and the South.