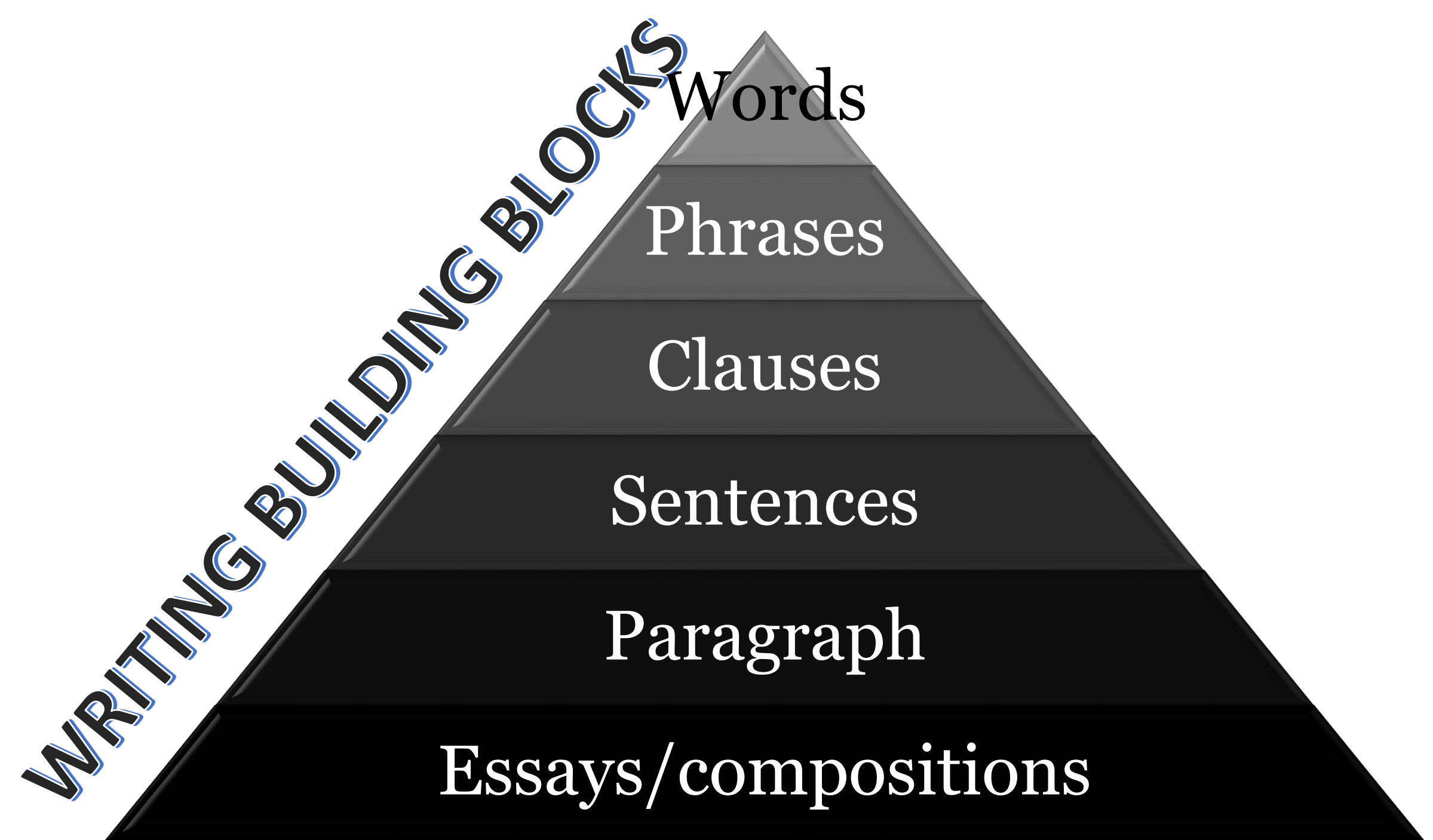




WRITING BUILDING BLOCKS

Week 3 Lecture 1





PHRASES

A phrase is a group of words that does not have a subject and a verb. A phrase is a meaningless alone.

For Example:

- In the evening
- A sincere and honest leader
- In early nineties
- Extremely beautiful



TYPES OF PHRASE

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graph LR; A[TYPES OF PHRASE] --- B[NOUN PHRASE]; A --- C[ADJECTIVE PHRASE]; A --- D[ADVERB PHRASE]; A --- E[VERB PHRASE]; A --- F[PREPOSITIONAL PHRASE]; B --- G[Which has noun or a pronoun]; G --- H[Steve and Tom  
Big dogs]; C --- I[Which has adjective]; I --- J["She has long hair.  
Their house is extremely beautiful."]; D --- K[Which has adverb]; K --- L["He got out of bed very slowly.  
Please walk more quickly."]; E --- M[Which has a main verb and one more helping verb]; M --- N["I have read books.  
Tina should have known what to do."]; F --- O[Which has a preposition and one or more nouns or pronouns as their modifiers]; O --- P["The car with the dents is mine.  
Most of the pie has been eaten."];
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NOUN PHRASE

Which has noun or a pronoun

Steve and Tom
Big dogs

ADJECTIVE PHRASE

Which has adjective

She has **long hair**.
Their house is **extremely beautiful**.

ADVERB PHRASE

Which has adverb

He got out of bed **very slowly**.
Please walk **more quickly**.

VERB PHRASE

Which has a main verb and one more helping verb

I **have read** books.
Tina **should have known** what to do.

PREPOSITIONAL PHRASE

Which has a preposition and one or more nouns or pronouns as their modifiers

The car **with the dents** is mine.
Most of the pie has been eaten.

ACTIVITY IS ON PAGE NUMBER 66

CLAUSES

A Clause is a group of words with a subject and a verb that functions as a part or all of a complete sentence.

For Example:

- I have books.
- You look beautiful.

TYPES OF CLAUSES

INDEPENDENT

Group of words with a subject and verb that can stand alone and make sense.

Sabrina plays the guitar.
The manager is not at fault.

DEPENDENT

Group of words with a subject and verb that cannot stand alone and it needs independent clause to make sense

Since Ahmed came home, his mother has been happy.
Sana stayed in the game because she was needed.

TYPES OF DEPENDENT CLAUSES

SUBORDINATE CLAUSE

It begins with a subordinating conjunction like after, although, as, if, when, where, because etc.

Although she was in pain, she stayed in game.

She stayed in game because she was needed.

RELATIVE CLAUSE

It begins with a relative pronoun like That, Which or Who. Relative pronouns relate the clause to another word in sentence.

The snow that fell last night is nearly gone.

Sana was only one who stayed in the game.

Functions of Relative Clause

1. To identify a Noun (Defining Relative clauses)

I told you about the woman who lives next door.

A seaman is a person who works on a ship.

The man who we met yesterday is very nice.

2. To give extra information

jim, who we met yesterday, is very good at Maths.

Karachi, whish is a metropolitan city, is an expensive city.

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SENTENCE

A sentence is a set of words that is complete in itself, typically containing a subject and verb, conveying a statement, question, exclamation, or command, and consisting of a main clause and sometimes one or more subordinate clauses or phrases.

For Example:

- Francis goes to church every day.
- Robert lives in the nearby village.

FUNCTIONAL TYPES OF SENTENCE:

D

DECLARATIVE: it declares or states something- positive or negative

I

INTERROGATIVE: it asks a question

I

IMPERATIVE: request, invitation, instruction or command

E

EXCLAMATORY: expresses strong feelings

EXAMPLES:

- **Declaratives:**

- The hat costs \$15.
- I do not want to be here.

- **Interrogatives:**

- What will happen in December 2018?
- Why have you been calling me since morning?

- **Imperatives:**

- **A request:** Pack enough clothing for the cruise.
- **An invitation:** Come by at 8, please.
- **A command:** Raise your hands and turn around.
- **An instruction:** Turn left at the intersection.

- **Exclamatory:**

- What a fool I have been!
- How I hate Maths!
- How Marvelous!

ACTIVITY: Identify the sentence structural types of the following:

1. Give the orange juice to Cecilia.
2. How sleepy I am!
3. What a funny dream I had last night!
4. I can hardly wait for the dance!
5. Please don't talk so loudly.
6. Tell Ali that it's time to get up.
7. Put the timer where you'll be sure to see it.
8. I love peanut butter sandwiches.
9. The toast is burning!
10. Give this bottle to the baby.

CONJUNCTIONS

A Conjunction connects and shows a relationship between words, phrases, or clauses. Conjunctions are always used within the sentences. They are called connectors as well.

For Example:

- *I bought pen and pencil.*
- *When you are not here, the house seems very empty.*

TYPES OF CONJUNCTIONS

COORDINATING CONJUNCTIONS

Connect independent clauses, words, phrases and clauses of equal rank: noun with noun, adjective with adjective and so on.

FANBOYS

For, And, Nor, But, Or, Yet, So.

- Bring a pencil and paper tomorrow.
- Did she go to the store or to the game?

SUBORDINATING CONJUNCTIONS

Connect dependent clauses with main clauses.

After, Because, Although, as, as if, as long as, as soon as, before, if, since, till, until, when, where, whereas, wherever, whenever

- Although she was in pain, she stayed in game.
- She stayed in game because she was needed.

Coordinating conjunctions

Coordinate or join two or more sentences, main clauses, words, or other parts of speech which are of the same syntactic importance. Also known as coordinators, coordinating conjunctions are used to give equal emphasis to a pair of main clauses.

Examples:

- You can eat your cake with a spoon *or* fork.
- My dog enjoys being bathed *but* hates getting his nails trimmed.
- Bill refuses to eat peas, *nor* will he touch carrots.
- I hate to waste a drop of gas, *for* it is very expensive these days.

CONJUNCTIONS	EXPLANATION	EXAMPLES
FOR	means because . It introduces the cause of a cause-effect relationship	The car that the police seized at the crime scene had been sold in auction, for no one came forward to claim it. (The reason the car was sold was because no one claimed it.)
AND	adds information	Diabetes is a serious disease, and it is becoming more common. (The second part of the sentence gives more information about diabetes)
NOR	removes alternatives . It tells what something is not, rather than what it is	The discussion was not exciting, nor was it informative. (This sentence tells us two things that the discussion was not.)
BUT	contradicts, offers a contrast, or introduces something unexpected	Smoking has been linked to health problems, but many people continue to smoke. (Many people smoking contrasts with the fact that smoking causes health problems.)
OR	offers a choice	The professor may give the students a take-home exam, or he will have them write research papers. (The professor has a choice: requiring an exam or a paper, but not both.)
YET	expresses a stronger contrast than but	Boris works ten hours a day, yet he has time to volunteer at a homeless shelter. (It is very surprising that Boris has time left for volunteering.)
SO	means as a result . It introduces the effect of a cause-effect relationship	The president did not come because of illness, so someone else gave the achievement awards on her behalf. (Someone else giving the awards is the result of the president's illness.)

Subordinating conjunctions

Subordinating conjunctions are essential parts of complex sentences which include at least two clauses, with one of the clauses being main (independent) and the other being subordinate (dependent).

Examples:

- **As** Sherri blew out the candles atop her birthday cake, she caught her hair on fire.
- Sara begins to sneeze ***whenever*** she opens the window to get a breath of fresh air.
- ***When*** the doorbell rang, my dog Skeeter barked loudly.

Correlative Conjunctions

As suggested by their name, correlative conjunctions correlate, working in pairs to join phrases or words that carry equal importance within a sentence.

Examples:

- She is ***both*** intelligent ***and*** beautiful.
- I will ***either*** go for a hike ***or*** stay home and watch TV.
- Jerry is ***neither*** rich ***nor*** famous.
- He is ***not only*** intelligent ***but also*** very funny.
- Would you ***rather*** go shopping ***or*** spend the day at the beach?

➤ **ACTIVITY IS ON PAGE NUMBERS 74,
75, & 77**

Conjunctive adverbs/Transitional Words: (Transitional Words)

Conjunctive adverbs are parts of speech that are used to connect one clause to another. They are also used to show sequence, contrast, cause and effect, and other relationships.

Examples:

- Jeremy kept talking in class; ***therefore***, he got in trouble.
- She went into the store; ***however***, she didn't find anything she wanted to buy.
- I like you a lot; ***in fact***, I think we should be best friends.
- Your dog got into my yard; ***in addition***, he dug up my roses.
- You're my friend; ***nonetheless***, I feel like you're taking advantage of me.
- My car payments are high; ***on the other hand***, I really enjoy driving such a nice vehicle.

Conjunctive adverbs List

Any way	Certainly	Conversely	Henceforth
Again	Comparatively	Elsewhere	Hence
As a result	consequently	Equally	However
Almost	Contrarily	Eventually	Elsewhere
In addition	Comparatively	Finally	Furthermore

PUNCTUATION TIPS:

- Use a comma ***before*** coordinating conjunction (FANBOYS) between two independent clauses.
 - Movie was good, but the tickets were expensive.
- Use a comma ***after*** a dependent clause (subordination) that appears ***before*** the main clause.
 - When the bus arrived, we quickly boarded.
- ***Do not*** use comma if dependent clause comes ***after*** the main clause.
 - She stayed in the game because she was needed.
- Use a semicolon between two independent clauses in one sentence and use a comma ***after conjunctive adverbs/transitional words***.
 - My car payments are high; ***on the other hand***, I really enjoy driving such a nice vehicle.
- Use a semicolon between two independent clauses in one sentence if there is ***no coordinating conjunction***.
 - The bus arrived; we quickly boarded.

➤ **ACTIVITY IS ON PAGE NUMBER 83
& 85**

STRUCTURAL TYPES OF SENTENCE:

Structural types of the sentences are based on the number and type of clauses they have. They can be classified as:

1. Simple
2. Compound
3. Complex
4. Compound Complex

SIMPLE SENTENCE:

This type contains only **one independent clause**, which has a subject and a verb. It expresses a complete thought. It has no dependent clause.

Examples:

- I kicked the ball.
- He bought a chair.
- She goes to college.

COMPOUND SENTENCE:

Compound sentence has **at least two independent clauses** connected by **coordinating conjunctions**. It has no dependent clause. In these sentences, we have *two* complete thoughts that are joined with coordinating conjunctions, conjunctive adverbs or semicolon.

- *I found a dollar on the street, **so** I went to the candy store.*
- We visited Paris last September, **but** my sister visited Berlin last summer.
- Most people enjoy visiting European cities; few do not.
- Most people enjoy visiting European cities; however, few do not.

PUNCTUATION TIP:

- Use comma to join two independent clauses along with FANBOYS.
 - We visited Paris last September, ***but*** my sister visited Berlin last summer.
- Use a semicolon between two independent clauses in one sentence and use a comma **after conjunctive adverbs/transitional words**.
 - My car payments are high; ***on the other hand***, I really enjoy driving such a nice vehicle.
- Use semicolon to connect two independent clauses when coordinating conjunction or conjunctive adverb is not used.
 - Most people enjoy visiting European cities; few do not.

COMPLEX SENTENCE:

A complex sentence is composed of **one independent clause** (the main clause) and **one or more dependent clauses**. A dependent clause needs to attach to an independent one because it is not a complete thought by itself; it simply expands on the complete thought by providing more information.

- ***Because** I found a dollar on the street, I went to the candy store.*
- ***Even though** she loves to eat chocolate ice cream, it makes her stomach ache.*

They are connected by **subordinate conjunctions** or **relative pronouns** such as **who, that, which**.

- I saw a man who was wearing a white shirt.
- The girl bought a doll that sings a song.
- While we were walking through the Louvre, which is one of the most famous museums in the world, we suddenly met our neighbor John and his family who were also on vacation in Paris.

PUNCTUATION TIP:

Do not use comma if the complex sentence starts with independent clause.

Example:

- We met our neighbor **while** we are walking through the passage.

Use comma to join independent clause if a complex sentence starts with dependent clause.

Example:

- **While** we were walking through the passage, we met our neighbor.

COMPOUND COMPLEX SENTENCE

A compound-complex sentence combines a compound sentence with a complex sentence. It contains **two or more independent clauses** and **one or more dependent clauses**.

Examples:

- ***Because** I found a dollar on the street, I went to the candy store, **and** I bought a lollipop.*
- While we were walking through the Louvre, which is one of the most famous museums in the world, we suddenly met our neighbor John with his family, **and** all of us went out for lunch at a splendid bistro.

PUNCTUATION TIP:

- Use a comma before a coordinating conjunction which connects two independent clauses.
- Use comma to join independent clause if a sentence starts with dependent clause.
- Do not use comma if sentence starts with independent clause.

In a Nutshell:

Type	Definition	Example
1. Simple	One independent clause	She did the work well.
2. Compound	Two or more independent clauses	She did the work well, and she was paid well.
3. Complex	One independent clause and one or more dependent clauses	Because she did the work well, she was paid.
4. Compound Complex	Two or more independent clauses and one or more dependent clauses	Because she did the work well, she was paid well, and she was satisfied.

➤ **ACTIVITY IS ON PAGE NUMBER 78,
79**

EXERCISE:

Instructions: Combine each set of simple sentences below to produce the kind of sentence specified in parentheses. You will have to add, delete, change, and arrange words.

Example: I could protest. The dentist began to drill. (Complex)

Answer: Before I could protest, the dentist began to drill.

1. Recycling takes time. It reduces garbage in landfills. (Compound)
2. People begin to recycle. They generate much less trash. (Complex)
3. The cans are aluminum. They bring recyclers good money. (Simple)
4. Environmentalist have hope. Perhaps more communities will recycle newspaper and glass. Many citizens refuse to participate. (Compound Complex)