

Sentence Structure

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Subject: English

Sentence Types

- Simple
- Compound
- Complex
- Compound-Complex

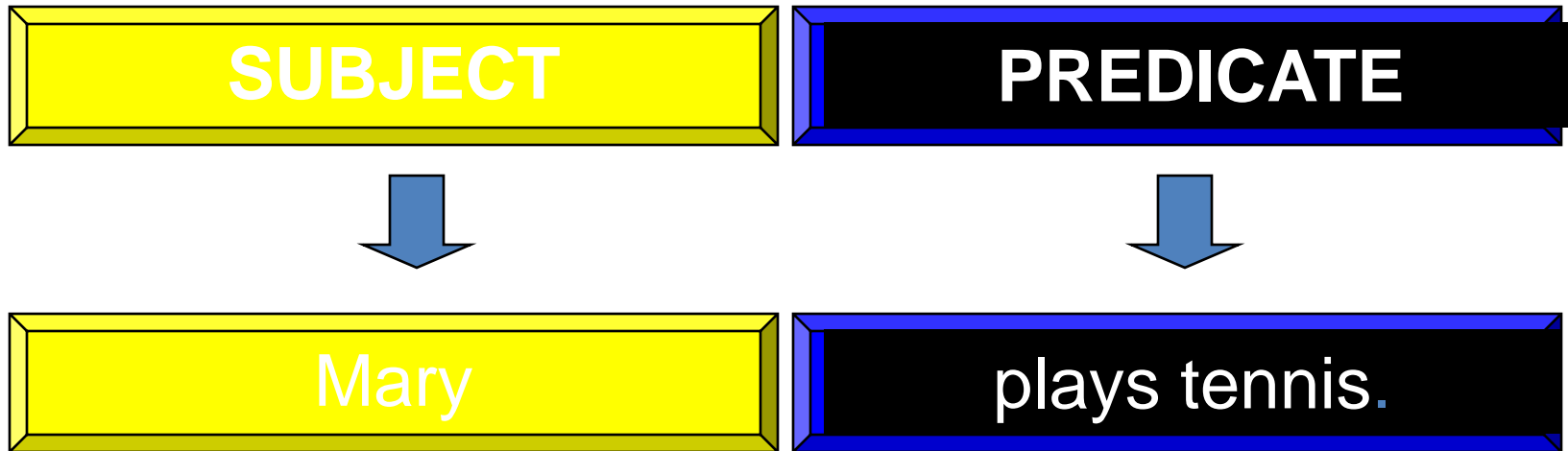
Basic Elements of Every Sentence



SUBJECT

PREDICATE

Basic Elements

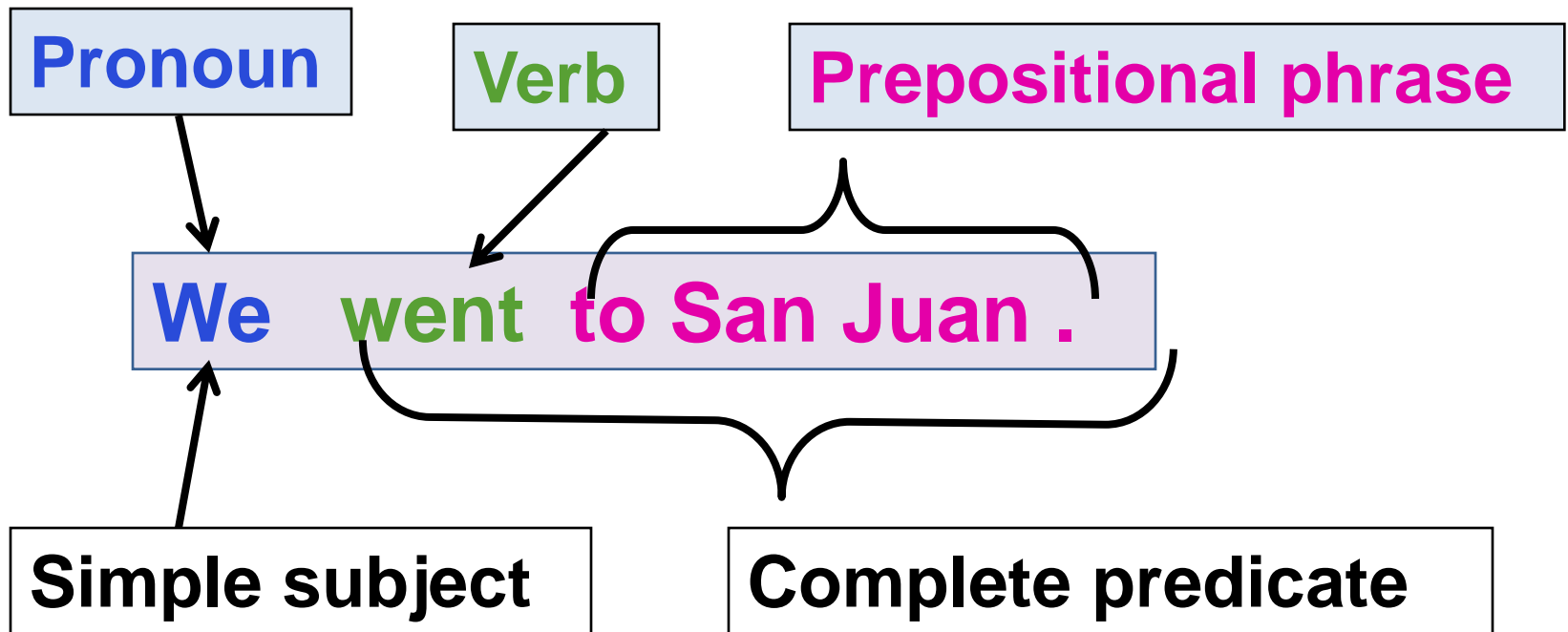


Simple Sentence

A simple sentence has one subject and one predicate.

We went to San Juan yesterday.

Simple Sentence



Simple Sentence



Tom and Mary



play tennis.

Compound Subject

Simple Sentence



Tom and Mary

Compound Subject



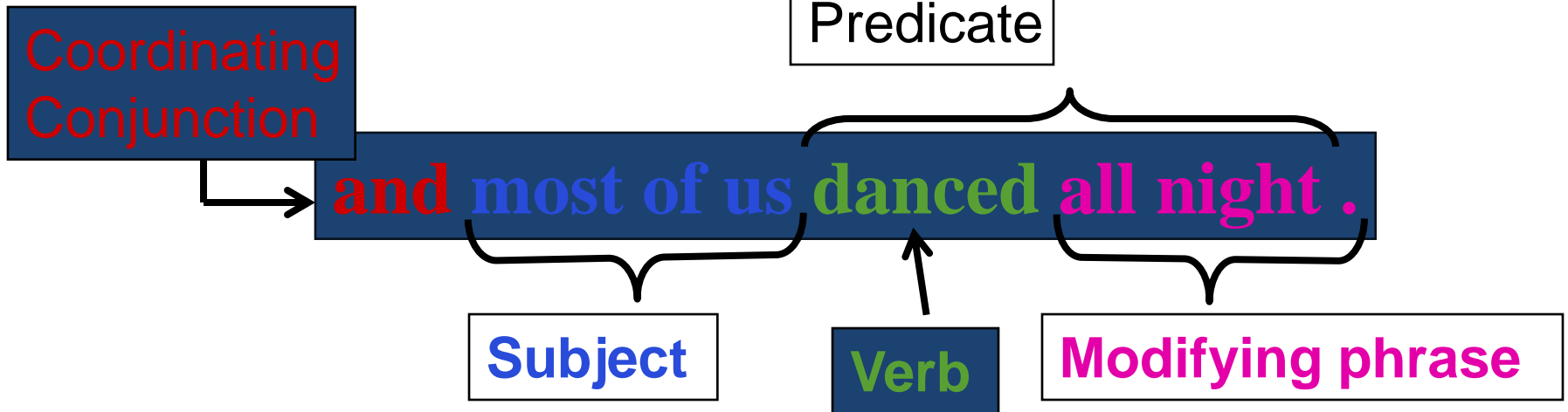
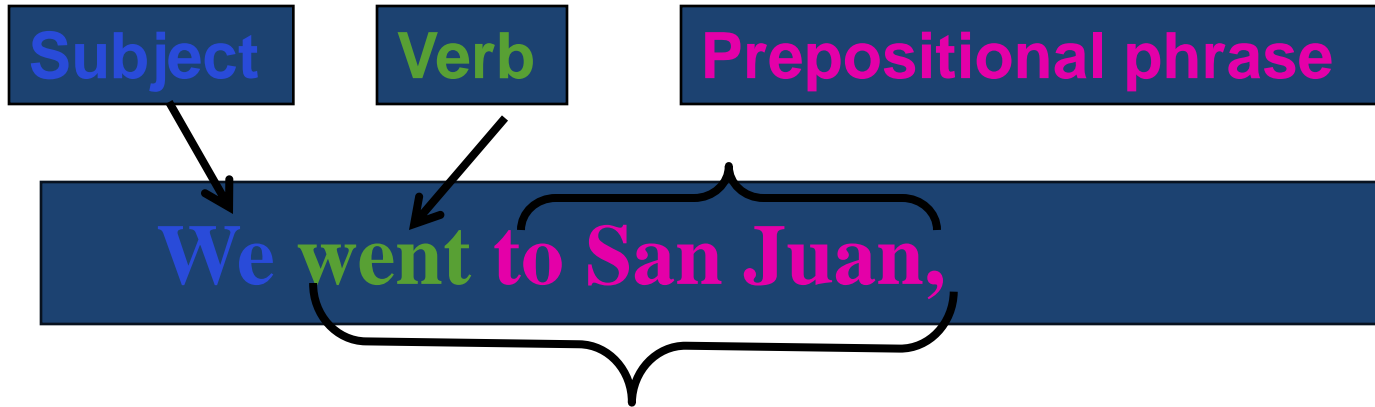
**play tennis and
swim.**

Compound Predicate

Compound Sentence

- **A compound sentence has more than one part that can stand alone (independent clauses).**
- **Independent clauses are connected by coordinating conjunctions, conjunctive adverbs or a semi-colon.**

Compound Sentence



Compound Sentence

Use of Coordinating Conjunctions

SUBJECT

PREDICATE

and

SUBJECT

PREDICATE

COMPOUND SENTENCE:
COORDINATING CONJUNCTIONS

FOR

AND

NOR

BUT

OR

YET

SO

COMPOUND SENTENCE:
COORDINATING CONJUNCTIONS

Tom swims, and Mary plays tennis.

Clause 1

Independent

Clause 2

Independent

COMPOUND SENTENCE:

CONJUNCTIVE ADVERBS

MOREOVER

HOWEVER

OTHERWISE

THEREFORE

COMPOUND SENTENCE:
CONJUNCTIVE ADVERBS

Bob is handsome; moreover, he is rich.

Clause 1

Independent

Clause 2

Independent

Conjunctive Adverbs “float”

- Conjunctive adverbs are sometimes called “floating” adverbs because they can be positioned at the beginning, in the middle, or at the end of a clause.

CONJUNCTIVE ADVERB:

AT THE BEGINNING, IN THE MIDDLE, AT THE END

Bob is handsome; moreover, he is rich.

Bob is handsome; he is, moreover, rich.

Bob is handsome; he is rich, moreover.

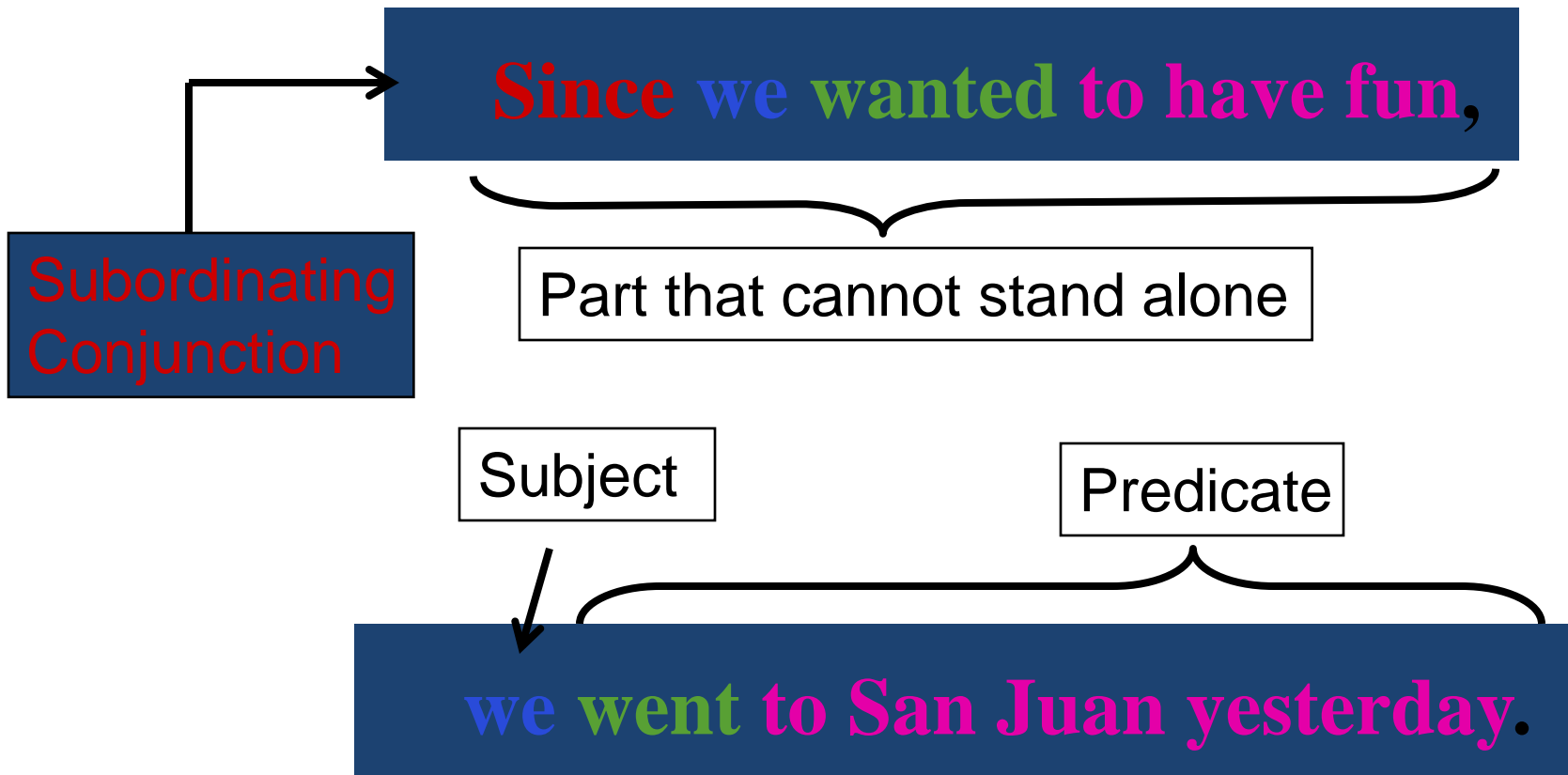
COMPOUND SENTENCE:
SEMICOLON

Tom has benefited from his exercise program; he is slim and energetic.

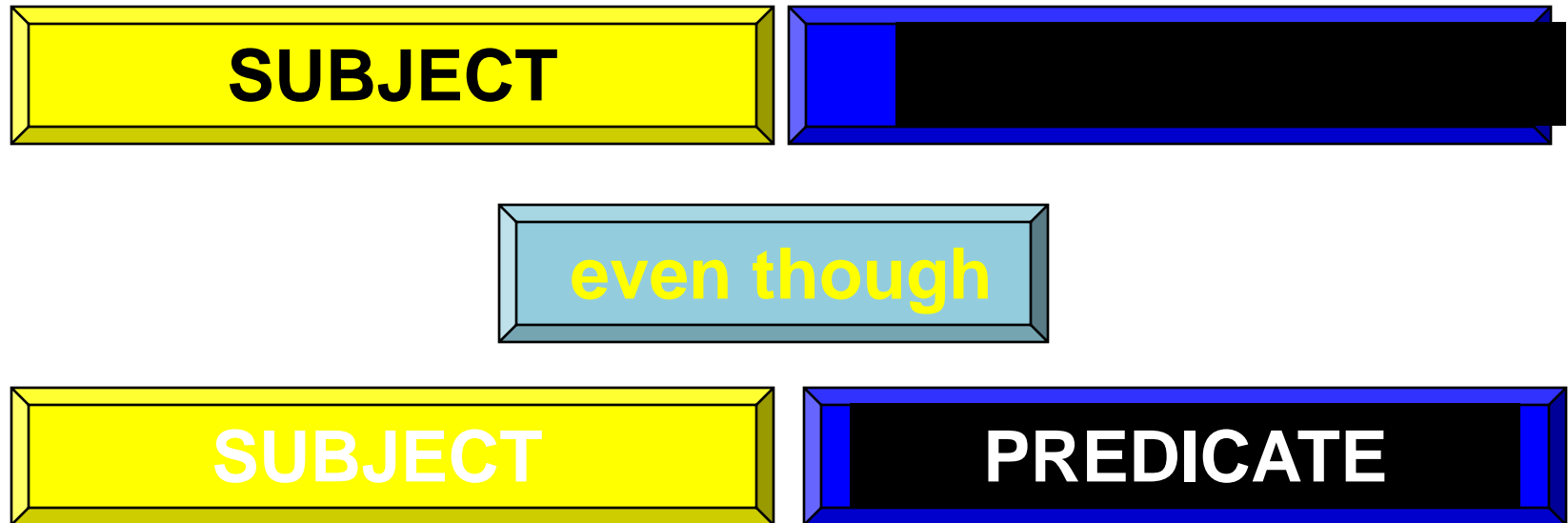
Complex Sentence

- **A complex sentence has at least two parts: one that can stand alone and another one that cannot**
- **The part that cannot stand alone is linked to the rest of the sentence by a **subordinating conjunction****

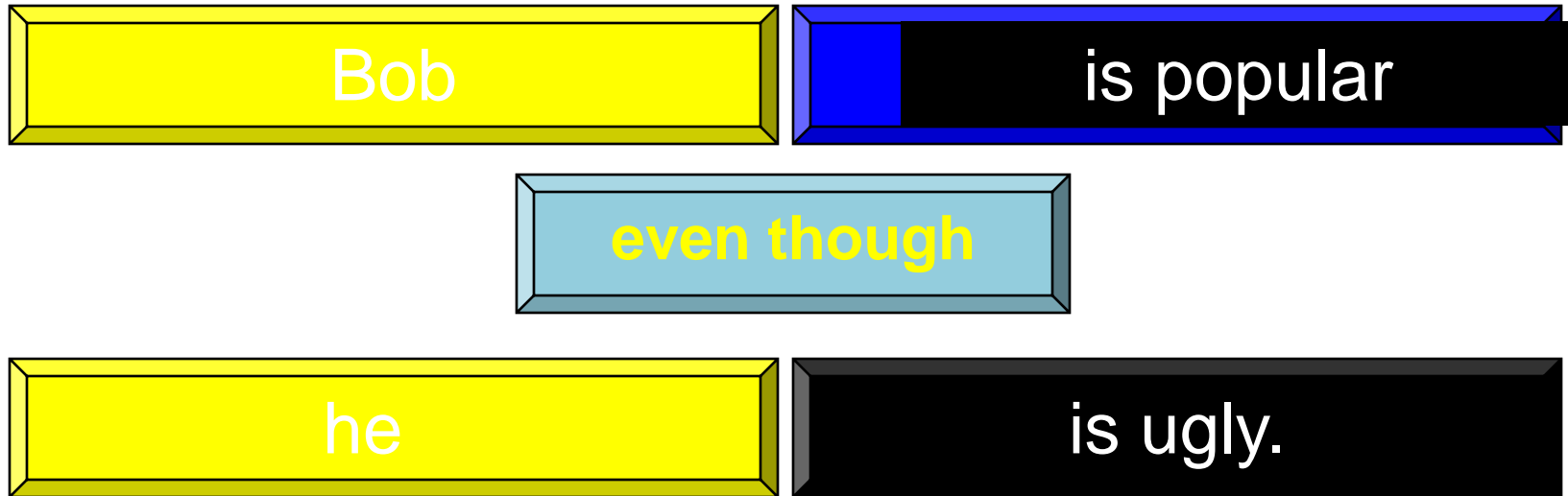
Complex Sentence



Complex Sentence



Complex Sentence



COMPLEX SENTENCE: *SUBORDINATING CONJUNCTIONS*

The most common subordinating conjunctions are **"after,"**
"although," **"as,"** **"because,"**
"before," **"how,"** **"if,"** **"once,"**
"since," **"than,"** **"that,"**
though," **"till,"** **"until,"** **"when,"**
"where," **"whether,"** and **while."**

COMPLEX SENTENCE:
SUBORDINATING CONJUNCTIONS

Bob is popular **even though** he is ugly.

Clause 1

Clause 2

Independent

Dependent

COMPLEX SENTENCE:
SUBORDINATING CONJUNCTIONS

Even though Bob is ugly, he is popular.

Clause 1

Dependent

Clause 2

Independent

Compound-Complex Sentence

- **This type of sentence has more than one part that can stand alone, and at least one that cannot.**
- **Conjunctions link the different parts of this sentence.**

Compound-Complex Sentence

Subordinating
Conjunction

Since we wanted to have fun,

Part that cannot stand alone

my boyfriend and I went to San Juan,

Subject

Predicate

Coordinating
Conjunction

and we danced all night.

Compound-Complex Sentence

Mike

is popular

because

he

is good looking,

but

he

is not very happy.

Exercises

1. The bell rang.
2. Bridget ran the first part of the race, and Tara biked the second part.
3. He stands at the bottom of the cliff while the climber moves up the rock.
4. The skier turned and jumped.
5. *Naoki passed the test because he studied hard and understood the material.*

Answers

1. Simple
2. Compound
3. Complex
4. Simple
5. Compound-complex

1. Because Kayla has so much climbing experience , we asked her to lead our group.
2. You and I need piano lessons.
3. I planned to go to the hockey game, but I couldn't get tickets.
4. Dorothy likes white water rafting, but she also enjoys kayaking.
5. *There are many problems to solve before this program can be used, but engineers believe that they will be able to solve them soon.*

Answers

1. Complex
2. Simple
3. Compound
4. Compound
5. Compound-complex

References

Writing Academic English, Second Edition, by Alice Oshima and Ann Hogue. White Plains: Addison, Wesley, Longman, 1999.

The Little, Brown Handbook, by H. Ramsey Fowler and Jane E. Aaron, Pearson, 2004.

<https://www.madison-schools.com> › cms › lib ›
Centricity › *Domain* › *Sentences*

Rules of Subject Verb Agreement

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**Department of Applied Sciences
Subject: English**

1. Subjects and verbs must agree in number.

- Singular subject = singular verb
- Plural subject = plural verb
- Cow = singular, eats = singular
- Ducks = plural, quack = plural
- *Hint* = SVS- singular verbs have an S
- Singular yes?- the verb has an “S”!
- Singular no? The “S” has to go!

2. Don't get confused by the words that come between the subject and verb.

The detective *who was called to the case* **is** usually very good.

3. Prepositional phrases between the subject and verb usually do not affect the agreement.

The biker *in this race* is very competitive.

The bikers *in this race* are very competitive.

4. If a sentence starts with “there” or “here”, the subject will always be placed after the verb.

There is a ***meeting*** today.

Here are the **results** from this past month.

5. Subjects can come after the verb in questions.

- Does Betty always play with dolls?
- How are the Bosco sticks today?

6. If two subjects are joined by “and”, they typically require a plural verb.

- The puppy and the lady are friends.

7. If two subjects are separated by “and” refer to the same thing, the verb is singular.

- Spaghetti and meatballs is my favorite pasta dish.

8. If both subjects are singular and connected by *or*, *nor*, *neither/nor*, *either/or* and *not only/but also*, the verb is singular.

- Sally *or* Bubba has stolen the scarecrow.
- *Not only* the guitar player *but also* the drummer was soaked with sweat.

9. If both subjects are plural and connected by the words *or*, *nor*, *neither/nor*, *either/or*, and *not only/but also*, the verb is plural.

- Cookies or brownies are nice treats for your teacher.

10. If one subject is singular and one plural and are connected by the words *or, nor, neither/nor, either/or,* and *not only/but also,* use the subject that is nearest the verb.

- *Either my sisters or my mom **has*** sent me a present.
- *Not only Bob but also the Smiths **want*** some hamburgers for supper.

11. Units of measurement usually use a singular verb.

- Six gallons of paint was used on the house.
- Five dollars is too much for a cup of coffee.

12. Collective nouns usually take a singular verb.

- The **herd** is stampeding.

The **class** was ready for the test.

13. Titles of books, movies, novels, etc. are treated as singular.

- *Holes* was one of my favorite books. I want to see the movie.

14. Two infinitives separated by and take a plural verb.

- To run and to read are my two favorite “Free-time” activities.

15. Gerunds alone take a singular verb. Gerunds linked by *and* take a plural verb.

- **Dancing** is not something everyone can do as well as I can!

16. If the words each, every or no come before the subject, the verb is singular.

- **Each** boy and girl has to take the test.
- **Every** frog and toad turns into a prince.

- **No** paper and pen is required.
(But an apple would be nice!:))

- **Dancing and singing** come naturally to me!

17. Most indefinite pronouns take singular verbs.

one	body	thing
someone	somebody	something
anyone	anybody	anything
No one	nobody	nothing
everyone	everybody	everything

Little

One

* **Everybody** is happy.

Another

Neither

* **No one** has a dime.

Much

Either

* **Nothing** was going to help.

Each

19. When the subject is ***all, any, more, most, none, or some***, this is the ONLY time you must look at the object of the prepositional phrase to determine whether it is singular or plural.

- **All** *of the chickens* have laid eggs.

- **Some** *of the milk* has spilled.

20. Final rule- Remember, only the SUBJECT affects the verb!

- Reference: <https://guidetogrammar.org> › grammar › ppt ›

Synonyms, Antonyms, & Homonyms

**Baba Banda Singh Bahadur Engineering
College, Fatehgarh Sahib**

**Department of Applied Sciences
Subject: English**

Synonyms

- **Words that have the same or nearly the same meaning.**

EXAMPLES:

Wet= moist, damp

Big=large, huge

Smart= intelligent, clever

Antonyms

- Words that have the opposite meanings

EXMAPLES:

Hot: cold

Yes: no

In: out

Up: down

Wrong: right

Black: white

Slow: fast

Tall: short

Homonyms

- **One of two or more words spelled and pronounced the same but have different meanings**

EXAMPLES:

- **mean** (an average) and **mean** (nasty)
- **punch** (a drink) and **punch** (a hit)
- **dog** (an animal) and **dog** (to follow closely)
- **bat** (an animal) and **bat** (baseball equipment)

More...

- Homonyms sound the same and are spelled the same, and have different meanings.
(EX: lying, lying)
- Homophones sound the same, not spelled the same, and have different meanings. (EX: waste, waist)
- Homographs are spelled the same , *do not* sound the same, and have different meanings. (EX: wind, wind)

WORD FORMATION PROCESS

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Word Formation Process

- How new words are being formed in the language
- The process consists of a combination of morphemes that are rule-governed (a new word is formed)

PROCESSES WHERE NEW WORDS ARE FORMED

- Major Word Formation Processes

(Processes that are formed frequently or commonly in the use of the English language)

AFFIXATION

- Process of forming words by adding affixes to morphemes
- English uses only prefixes and suffixes

sing + er = singer

un + real = unreal

COMPOUNDING

- Process that forms new words from two or more independent words
- Examples of words formed by the compounding process:

girl + **friend** = girlfriend

text + **book** = textbook

REDUPLICATION

- Process of forming new words either by doubling an entire word (total reduplication) or part of a word (partial reduplication)
- English makes use of reduplication very **sporadically**
- **Total reduplication** is extremely rare!

→ partial
reduplication

Humpty - **dumpty**

hocus - **pocus**

SUPPLETION

- A relationship between forms of a word wherein one form cannot be phonologically or morphologically derived from the other (this process is rare).

am vs. was

go vs. went

MINOR WORD FORMATION PROCESSES

(Occur less frequently in the English language)

Acronym

- Words that are formed from the initials of several words.

RAM = Random Access Memory

CD = Compact Disk

BLENDING

- Process of creating a new word by combining the parts of two different words, usually the beginning of one word and the end of another.

motor + hotel = motel

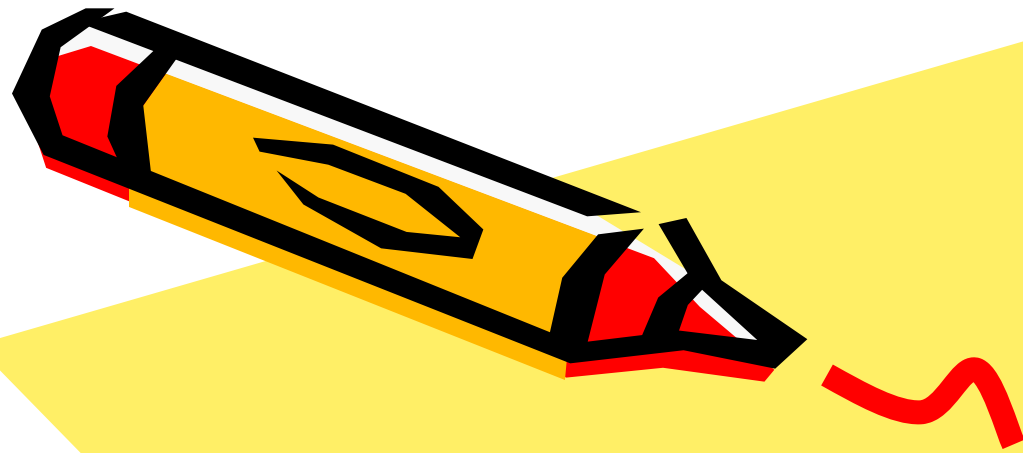
camera + recorder = camcorder

CLIPPING

- Process of creating new words by shortening parts of a longer word.

doctor → **doc**

dormitory → **dorm**



WRITING SKILLS

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Subject: English



PROCESS OF WRITING:



Pre-Writing:

Preparation and Planning:

(1).Purpose(Why)

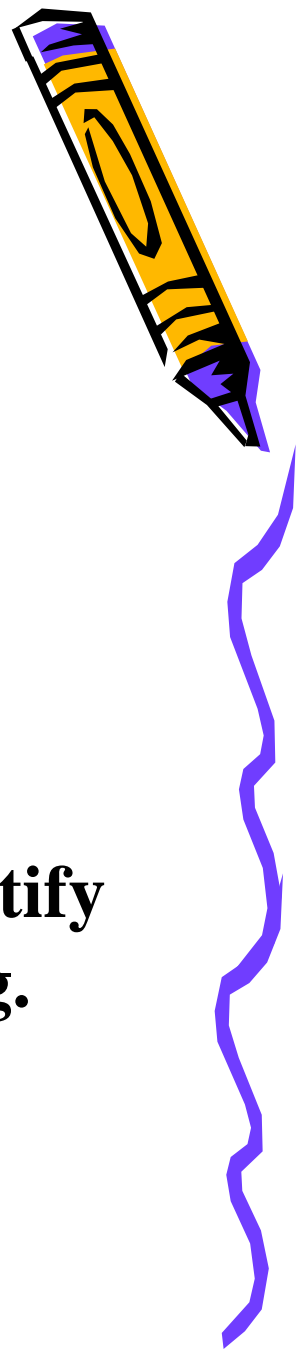
(2).Invisible reader (Who)- age, level, social, cultural, educational background

(3).Material (What)

(4).Responsibility as a writer (Can)-

(Authority to write)--The writer should justify his views as he is answerable for his writing.

(5).Resources (How)



Writing:



(1).Drafting:

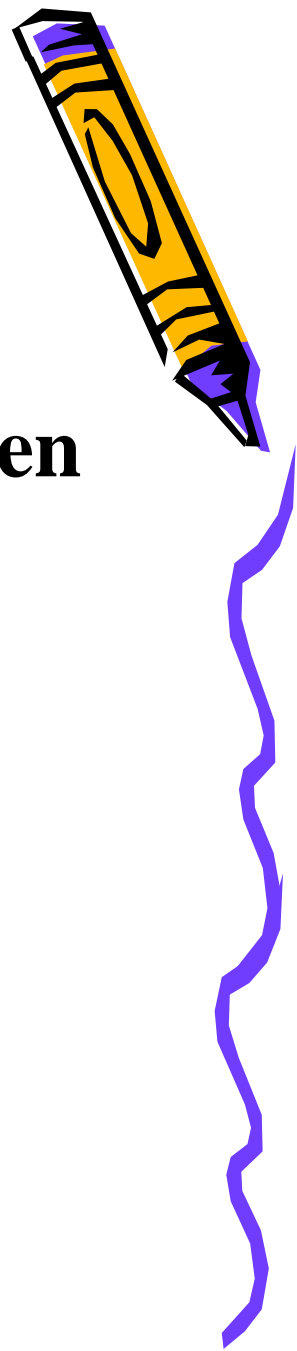
The writer shapes a skeleton form-Prepares an outline to organize the material. Key headings and subheadings are put in sequence.

(2).Writing:

Rough writing process starts. The writer applies his writing skills.



Re-Writing:



The writer revises and checks the written text again. He focuses on---

- (1).Evaluation
- (2).Editing:Irrelevant details are removed
- (3).Corrections
- (4).Clarity is checked



Types of Writing



- (1).Narrative writing: The writer narrates (relates or recounts) events in the form of story, drama, novel etc
- (2).Descriptive writing: The writer describes (explains) or gives an account of the topic touching upon its objectives, cause and effect relationship.
- (3).Expository writing: The writer uncovers details especially the unique, attractive and questionable facts are revealed. E.g. Journalism, Interviews
- (4).Argumentative/Analytical writing: The writer argues with forceful implication of his ideas to prove his point of view. His opinion may be for or against a concept in consideration. E.g. Debate
- (5).Research/Scientific/Technical writing: Scientific writing is an outcome of systematic research and experiment. The writer draws conclusion after a careful analysis of collected data.
- (6).Impromptu/Extempore writing: The writer writes spontaneously and effortlessly without any pre-planning or preparation of the topic.



Writing Skills:



1. KNOWLEDGE OF LANGUAGE



Vocabulary:

Knowledge of spellings of words and their meanings

Grammar rules

Knowledge of tenses, parts of speech, sentence structure, voice, narration, prepositions, conjunctions etc



2.Choice of words:



Selecting:

Right, familiar, specific, short,
concrete, specific words

Rejecting/Discarding:

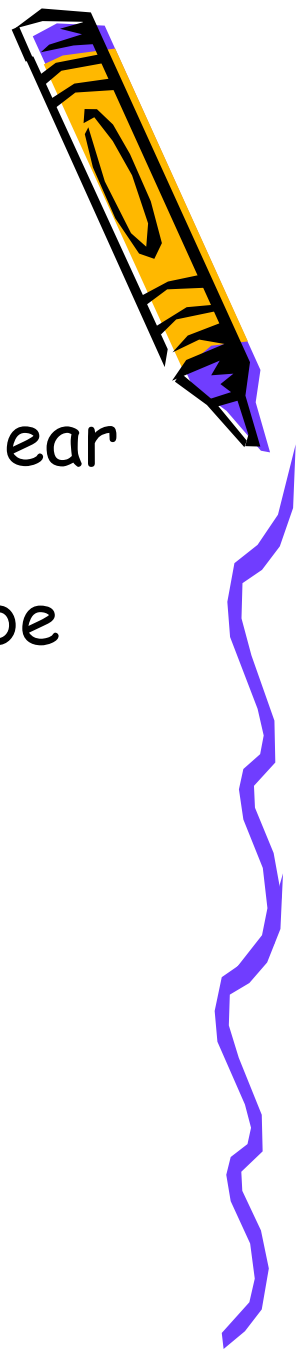
Fancy, foreign ,vague words.

Clichés and modifiers (adverbs,
adjectives)



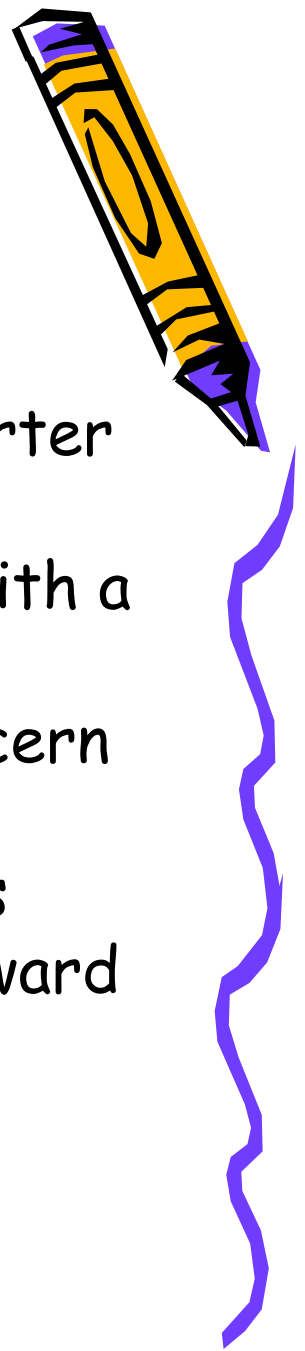
3.Characteristics of sentences:

- (1).Short and clear sentences reflect clear thinking
- (2).Complex and long sentences should be avoided
- (3).An effective sentence has a proper selection and arrangement of words

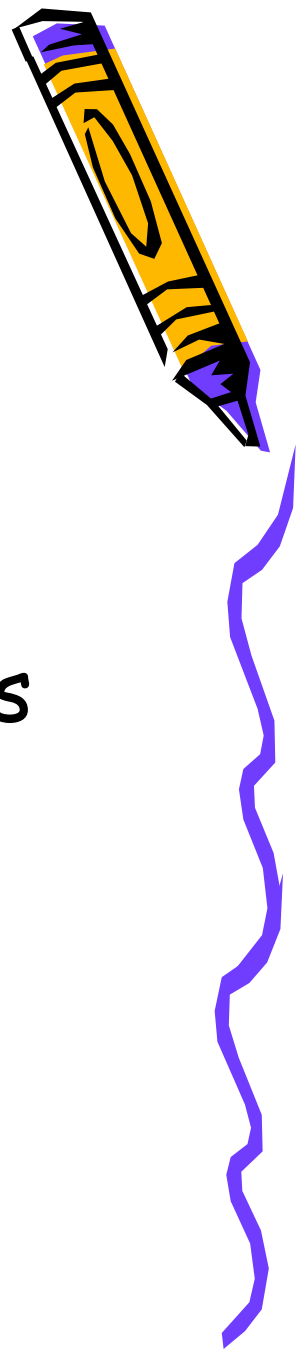


4.Characteristics of paragraph

- (1).Long paragraphs should be broken into shorter sections.
- (2).Each paragraph should be ideally opened with a short summarizing topic sentence
- (3).The contents of the paragraph should concern with one topic or idea.
- (4).A paragraph should have eight to nine lines
- (5).Each paragraph should move one step forward i.e. topic grows with every new passage



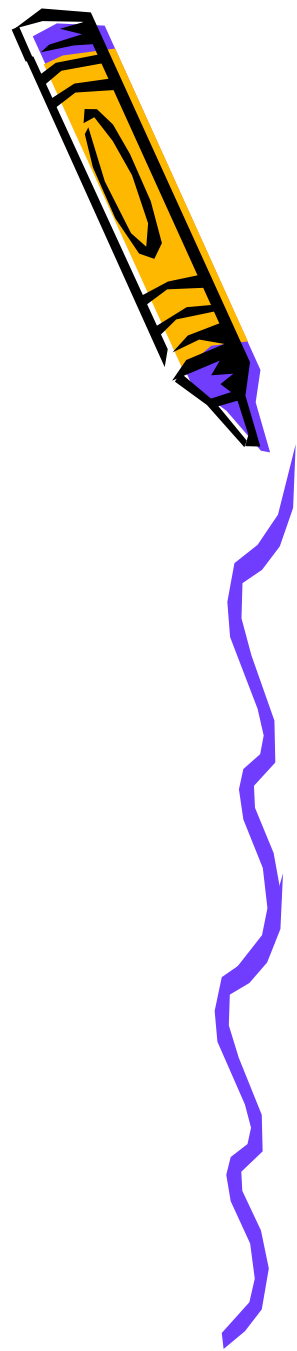
5.Unified Writing:



- (1).Uniqueness of the topic
- (2).Clarity of thoughts and ideas
- (3).Grouping of ideas into paragraphs
- (4).Right sense movement
- (5).Sense of completion



(1).Uniqueness of the topic



- (a). Selection of topic after proper evaluation of knowledge, ability, interest and command.
- (b). No hasty decision. After proper interrogation the topic should be selected.
- (c). The concepts should be clear to the author.

