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English Structure

Second Edition

Panatip Pinijsakkul



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Preface

This textbook is designed for students who want to learn some necessary rules for standard English language. Knowing the traditional rules of sentence structure, grammar, punctuation and its usage will help students, as a writer, compose clear sentences and as a reader, understand complex structures that appear in articles.

The book contains five units.

Unit 1 (Basic Sentence):

In this unit, students will learn what is a complete sentence and which is not. They must be able to differentiate between sentences and fragments, study sentence components and basic sentence patterns. Finally, the students must be able to write correct and acceptable simple sentences.

Unit 2 (Noun Modification):

Students will be able to transform their simple sentences into more complex ones by modifying nouns. They will learn how a single noun is transformed into a noun phrase, what pre-noun and post-noun modifications are and how to correctly place those noun modifiers.

Unit 3 (Verb Modification):

In this unit, students will understand how a verb phrase is formed and study various types of verb modifiers. Students will be able to expand a verb properly.

Unit 4 (Complex Sentence):

What is presented in this unit is how a simple sentence is transformed into a more complex one. Students must be able to create correct and acceptable complex sentences. With activities and practices given throughout the unit, student will be able to read passages and news articles with complicated sentences better and more quickly.

Unit 5 (Compound Sentence):

Students will learn how to connect ideas by means of coordination and understand parallelism in a compound sentence. They will also study the use of coordinators and sentence adverbs, punctuation use in a compound sentence. Students will be familiarized with a compound-complex structure which is the most complicated type of sentences that they can write or read.

Panatip Pinijsakkul

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Unit 1



Basic Sentence

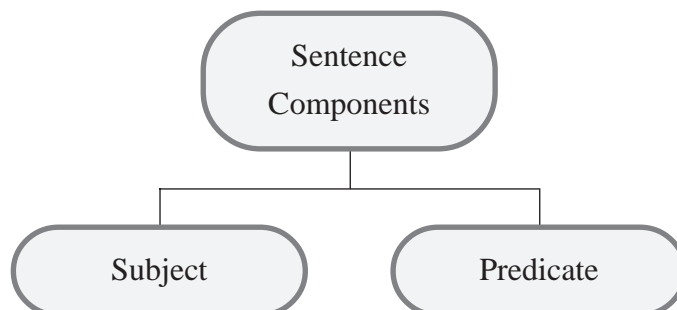


Objectives:

1. To understand the definition of a complete sentence
2. To study sentence components
3. To study basic sentence patterns
4. To be able to create correct and acceptable simple sentences
5. To be able to distinguish between sentences and fragments

What is a Sentence?

A sentence is a group of words containing a subject and a predicate and expressing a complete thought.



Look at the following examples and tell which is a sentence and which is not.

1. Dancing with her friend.
2. Sandra is dancing with her friend.



The first example is not a sentence because it does not consist of the necessary elements that are a subject and a predicate. It also lacks complete information. We don't know who does the dancing whereas the second example tells us what we might want to know. We know who is the one who performs the action ("Sandra") and what is the action that the performer does ("is dancing with her friend").

When the information is complete as in the second example, the writer stops it by using a period (.). And this is called **a sentence**.

Sentence Types

There are generally four sentence types:

Sentence types	Examples
1. Declarative sentence * <u>Affirmative statement</u> It is a statement that gives information about the subject or tells what the subject does.	<ol style="list-style-type: none">1. Two tennis stars have agreed to join the Thailand Open 2011.2. The important policy is to promote better health among Thai people.

There are generally four sentence types:

Sentence types	Examples
<p>* <u>Negative statement</u></p> <p>To write a negative statement, “not” will be added to a modal or a helping verb (verb to do, to be, to have) in order to show the negative form.</p>	<ol style="list-style-type: none">1. Most employees <u>will not work</u> during the weekend.2. They <u>have never been to</u> America.3. My sister <u>does not speak</u> French.
<p>2. Interrogative sentence</p> <p>* <u>Yes-No question</u></p> <ul style="list-style-type: none">– with verb to be– with main verb– with auxiliary verb <p>* <u>Wh-question</u></p>	<ol style="list-style-type: none">1. <u>Isn't</u> Tom a student?2. <u>Do</u> you <u>like</u> coffee?3. <u>Can</u> you <u>speak</u> Chinese? <ol style="list-style-type: none">1. <u>Who</u> will come with me?2. <u>Whose name</u> comes first?3. <u>What time</u> is it?
<p>3. Imperative sentence</p> <p>“You” is omitted and left as understood.</p>	<ol style="list-style-type: none">1. Send me a letter!2. Tell me the truth!3. Hold on!
<p>4. Exclamatory sentence</p> <p>The sentence begins with “What” + noun or noun phrase <i>or</i> “How” + adjective or adverb</p>	<ol style="list-style-type: none">1. What <u>a lucky man</u> you are!2. How <u>lucky</u> you are! <ol style="list-style-type: none">1. What <u>difficult homework</u> it is!2. How <u>difficult</u> it is!

There are generally four sentence types:

Sentence types	Examples
It can be also in short forms (Exclamations) or even shorter forms	How efficiently John works! What a lucky man! How lucky! What difficult homework! How difficult! Lucky! Difficult!



What is a subject?

The subject of a sentence is a noun or noun substitute which usually appears at the beginning of a sentence. It answers the questions, “who?” or “what?” did whatever the predicate says.



What can be a subject?

A subject can be:	Examples
a simple subject (one word) <ul style="list-style-type: none">– noun– pronoun– gerund– some question words	<ol style="list-style-type: none">1. <u>Wool</u> requires special handling.2. <u>Maria</u> is traveling to the country where an American man was killed. <u>She</u> is our reliable news reporter.3. <u>Yawning</u> is a sign of tiredness.4. <u>Nobody</u> was there when I arrived.5. <u>What</u> caused the conflict between these two political parties?6. <u>Who</u> will come with me?

A subject can be:	Examples
a phrase (group of words) <ul style="list-style-type: none">– noun phrase– infinitive phrase– gerund phrase	<ol style="list-style-type: none">1. <u>Risk factors for heart problems</u> were common in older people.2. <u>To study hard for success</u> is the most important.3. <u>Owning a pet</u> lowers your chances of serious diseases.4. <u>Being thin</u> does not automatically mean you are healthy.
a compound subject (two subjects are combined by coordinating conjunctions— and, both __ and __, not only __ but also __, neither __ nor, either __ or __)	<ol style="list-style-type: none">1. <u>Neither love nor hatred</u> can change Tim.2. <u>Not only John but also his wife</u> had a terrible time during their vacation.3. <u>Both swimming and jogging</u> are good for your health.
a clause <ul style="list-style-type: none">– noun clause	<ol style="list-style-type: none">1. <u>What separates man from beasts</u> is the capacity to reason.2. <u>Why Tony cannot accept this job</u> is a secret.

Be careful!!!

The subject of a sentence **never** appears as a prepositional phrase. A prepositional phrase is simply a group of words beginning with a preposition. It normally functions as a noun or verb modifier.

Cross out prepositional phrases when looking for the subject of a sentence.

 **Examples:**

1. ~~In one recent case,~~ **the media** has shown little interest in investigating the victims.
2. ~~In the frenzy to look their best,~~ **South Korean women** are prepared to risk injury in pursuit of a perfect body.
3. ~~As with everything in life,~~ **what is needed** is balance.



Practice 1: Cross out prepositional phrases. Then draw a single line under subjects and a double line under verbs.

1. In 2004, on an island just off the coast of Krabi, some people safely fled from the tsunami to higher ground.
2. For some people, the side effects are actually worse than the depression that led them to see doctors.
3. According to the Center for Disease Control, pet ownership decreases the severity of depression.
4. In 2005, most American women worked outside the home.
5. As a result of the study last year, the elephant is well-known for its complex social life and high level of intelligence.
6. On August 10, Michael Phelps called his mother after he won his first gold medal in Beijing.
7. With proper treatment and medication for his ailments, Ben is getting much better these days.
8. Like millions of Americans, Belcher is really suffering from fatigue.
9. After months of putting it off, John finally went to the hospital for a check-up.
10. Depending on her findings, Dr. Susmita tells her patients that fatigue is a relatively non-specific symptom.



What is a predicate?

The predicate is the part of the sentence that says what the subject does or who/what it is like. It consists of the main verb along with its auxiliaries and any objects, complements and modifiers (if any) or it is the main verb alone; for example,

The boy drinks milk everyday.

The boy will drink milk tomorrow morning.

The boy does not want to drink milk.

The boy has not yet drunk milk.



The predicate can be compound because some parts of the predicate are combined by coordinating conjunctions; for example,

I love both swimming and jogging.

Malee both ate and drank a lot last night.

Peter is admired not only for his generosity but also for his calmness.

In the case of an imperative sentence, the subject “you” is hidden and left as understood. What we see is only the predicate:



Examples:

Turn off the light!

Close your eyes!

Read carefully!

Open the door!



The following are examples of the predicate telling what the subject does and what it is like.

Subject	Predicate telling what the subject does	Predicate telling who or what the subject is/ looks like
My teacher	is writing a comment.	is a smart tall man.
That red-haired boy	is playing football alone in the field.	looks tired.
Mary	went to the hospital yesterday.	became happy.
What he did	makes me upset.	is not acceptable in this school.
You	study hard.	are my best student.

Note: Sometimes you may find a construction that lacks an element that could be recoverable or inferable from the context. We leave out words to avoid repetition or when the meaning can be understood without them. This is called “ellipsis” or “elliptical construction.”



Examples:

1. Go when ready.

In this construction, “*you are*” is understood, as in “*Go when you are ready.*”

2. Meena had five baht; Montri, three.

Here, the verb “*had*” was dropped from the second clause, but the meaning is still clear.

3. I did it better than you.

The verb “*did*” after “*you*” could be left out and the meaning is still clear.

4. Are you leaving tomorrow? Yes.

Here, “*I am*” is understood, as in “Yes, *I am*.”

In a reading text or when you write, you may find the mixture of different sentence structures including phrases and fragments. It is important for a reader and writer to be able to identify which is a sentence and which is not.



Practice 2: Identify a subject and a predicate in each of the following sentences. The first sentence has been done for you. This practice is to show that each sentence consists of two elements: subject and predicate.



Hero dog risks life to save kittens from fire

SYDNEY (Reuters) - ¹A dog was hailed as a hero on Sunday after it risked its life to save a litter of newborn kittens from a house fire.

²The terrier named Leo had to be revived with oxygen and heart massage after his ordeal. ³Fire broke out overnight at the house in Australia’s southern city of Melbourne, where he was guarding the kittens.

⁴Fire fighters who revived Leo said he refused to leave the building and was found by them alongside the litter of kittens, despite thick smoke.

⁵Fire service Commander Ken Brown told reporters that Leo wouldn’t leave the kittens and it nearly cost him his life.

⁶The four kittens also survived the fire and Leo, who fire fighters nicknamed ‘Smoky’, was again back at the house.

Subject	Predicate
1. A dog	was hailed as a hero on Sunday after it risked its life to save a litter of newborn kittens from a house fire.
2.	
3.	
4.	
5.	
6.	



Practice 3: Which of the following are sentences? Why do you think so?

1. In the meeting room.
2. Taking a learning schedule.
3. Go into that lighted room.
4. Thailand is a peaceful country.
5. Students are reading in the resource center.
6. The birds are flying in the sky.
7. What is your name?
8. How beautiful Sonia is!
9. Do you like coffee or tea?
10. Walking slowly.



Sentence fragments

Every sentence must express a complete thought. A word group that lacks a subject and a verb and does not express a complete thought is called a **fragment**.



Example 1: Talking to you. ➡ Fragment

Talking to you is my pleasure.
OR I am talking to you. } Sentence



Example 2: To go to school. ➡ Fragment

To go to school is this poor boy's ambition.
OR I wake up early to go to school. } Sentence



Example 3: My friends. ➡ Fragment

My friends will come tonight.
OR I will see my friends tonight. } Sentence



Practice 4: Turn each of the following fragments into a complete sentence.

1. thousands of people
2. studying hard
3. to be successful
4. was ready for a change
5. jogging and swimming
6. my report
7. wanted to attend college
8. a good idea
9. his little son
10. this old house



Practice 5: Locate five fragment errors in this passage and correct them.



Eating Wisely

¹Think twice before you throw away food. ²Millions of people elsewhere dying of hunger.

³Almost midnight at Siam Square. ⁴A fast food chain had just closed.

⁵A staff member carried out a big black trash bag and dumped it into the garbage bin behind the store. ⁶As soon as he walked away, a small skinny boy rushed to the bin and dug his little hands into the trash.

⁷Suddenly he broke into a big smile. ⁸Finally found his first meal of the day — some doughnuts.

⁹Probably many other such restaurants throwing leftover food away with their garbage. ¹⁰Many restaurants and hotels said they were helping to save food. ¹¹Instead of throwing them away.

(Adapted from *Nation Junior*, June 24, 2002)

Fragments: _____

Types of Traditional Sentence Patterns

Simple Sentence

Complex Sentence (page 96)

Compound Sentence (page 114)

Compound-Complex Sentence (page 133)