**Sentences**

* Sentence is the largest unit of grammatical organization within which parts of speech (verb, noun, adjective and adverb) and grammatical classes (word, phrase, clause) are said to function. In English, a sentence normally contains one independent clause with a finite verb (i.e., a verb which shows tense and agrees with the subject in terms of person and number).

*She laughs.*

It might have some complements (like objects) and adjuncts (like adverbs).

*He studies Physics.*

*The students are studying for their tests in the library.*

* There are four types of sentences:
1. simple sentence
2. compound sentence
3. complex sentence
4. compound-complex sentence

1. Simple sentence: It is a combination of words which has only one main verb which can be either a linking verb (He is a good guy) or an action verb (They played football).

A simple sentence can be declarative or interrogative:

*Declarative*: She speaks English fluently.

*Interrogative*: Does she speak fluently?

* **Six Basic English Sentence Patterns:**
	+ 1. Subject-Verb (S-V). This is the most basic pattern, as you have already seen.
		- Babies cry.
	+ 2. Subject-Linking Verb-Noun (S-LV-N)
		- They are children.
	+ 3. Subject-Linking Verb-Adjective (S-LV-ADJ)
		- Parents are tired.
	+ 4. Subject-Verb-Adverb (S-V-ADV)
		- They sleep poorly
	+ 5. Subject-Verb-Direct Object (S-V-DO). A direct object directly receives the action of the verb.
		- Teachers give tests.
	+ 6. Subject-Verb-Direct Object-Indirect Object. An indirect object does not directly receive the action of the verb.
		- Teachers give tests to students.// Teachers give students tests.
* The English sentence has the conventional structure of subject + verb (+complement) and in order to make questions, we use auxiliary verbs and put them at the beginning of the sentence.

Tom is a good student. Is Tom a good student?

The students took the exam. Dis the students take the exam?

* In order to make negative sentences in English, we add *not* or the contracted form *n’t* to the auxiliary verb of the sentence.

They are working hard. They are not/aren’t working hard.

**Further Examples:**

* 1. The baby cried for food.

^There is a subject and a verb that expresses a complete thought.

* 1. Professor Maple’s intelligent students completed and turned in their homework.

^ A simple sentence does not necessarily have to be short. It can have adjectives. In this case, there are two verbs “completed” and “turned in.” However, the sentence expresses one complete thought and therefore is a simple sentence.

* 1. Megan and Ron ate too much and felt sick.

^Although there are two subjects and two verbs, it is still a simple sentence because both verbs share the same subjects and express one complete thought.

2. Compound sentence: A compound sentence contains two independent clauses which are connected to each other by punctuation marks (e.g., a semicolon), coordinate conjunctions (and, but, or, so, yet, for, nor) or transitional conjunctions (e.g., however, therefore, furthermore, then, etc.).

 Some took written exam; others were invited for oral exam.

 Many people enjoy learning English, but I love French.

 The teacher was not feeling well, so the class was canceled.

 Smoking is very dangerous; however, many people smoke.

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| **Contrast** | **Additional information** | **Cause and effect** | **Time sequence** |
| however | moreover | hence | then |
| nevertheless | Furthermore | therefore | later |
| still | also | consequently | afterwards |
| On the contrary | besides | thus |  |
| On the other hand | in fact | accordingly |  |
|  | as a matter of fact | as a result |  |

* Comma is used before coordinating conjunctions when they join two independent clauses.

I went to the library, and I studied for the exam.

* Semicolon and comma are used before and after transitional conjunctions when they are used to join two independent clauses.
* The following table presents a list of most commonly used transitional conjunctions:

**Further Examples:**

1. The shoplifter had stolen clothes, **so** he ran once he saw the police.

^Both sides of the conjunction “so” are complete sentences. “The shoplifter had stolen clothes” can stand alone and so can “he ran once he saw the police.” Therefore, this is a compound sentence.

1. They spoke to him in Spanish, **but** he responded in English.

^This is also a compound sentence that uses a conjunction to separate two individual clauses.

3. Complex sentence: It is a sentence which contains one or more dependent clauses, in addition to its independent or main clause. The dependent clause in complex sentence might be adverb clause, adjective clause or noun clause.

All classes were canceled because the weather was bad. (dependent adverb clause)

The students who are from other cities must be allowed to use the facilities of the university. (dependent adjective clause)

I can’t understand why he left the meeting suddenly. (dependent noun clause)

**Further Examples:**

1. **After** eating lunch at The Cheesecake Factory, Tim went to the gym to exercise.

^ The independent clause is ‘Tim went to the gym to exercise.” The subordinating clause before it is dependent on the main, independent clause. If one were to say “after eating lunch at The Cheesecake Factory,” it would be an incomplete thought.

1. Opinionated women are given disadvantages in societies **that** privilege male accomplishments.

^ The subject is “opinionated women” and the verb is “are given.” The first part of the sentence “opinionated women are given disadvantages in societies” is an independent clause that expresses a complete thought. The following “that privilege male accomplishments” is a relative clause that describes which types of societies.

1. The woman **who** taught Art History 210 was fired for stealing school supplies.

^ The dependent clause in this sentence is “who taught Art History 210” because if removed, the rest of the sentence would stand as an independent clause. “Who taught Art History 210” is an adjective clause that provides necessary details about the subject, i.e., woman.

4. Compound-complex sentence: It is a sentence which contains two or more independent clauses and one or more dependent clauses.

All the classes were cancelled because the weather was bad, and the students were told to find when the classes begin.

**Further Examples**:

1. **After** the two soccer players lost their game, they joined their other teammates for lunch, and they went to the movies.

^ If we remove the dependent clause “after the two soccer players lost their game,” we have a compound sentence. The dependent clause makes this sentence compound-complex.

1. The man believed in the system, and he knew that justice would prevail **after** the murderer was sent to jail.
* Now write the points that you have learnt from this unit:

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* **EXCERCISES:**

1. Identify the types of sentences (simple, compound, complex and compound-complex) and explain the reason.

1. Down the lane, past the house, and into the field ran the runaway horse.

2. Alberta is famous for the Calgary Stampede, but it is also known for its oil reserves.

3. When it started raining, they got soaked.

4. Motorists must be careful when they drive, because moose are often on the road.

5. Compare margarine, which is an edible oil, with butter, which is made from milk.

6. During the locomotive era, Canada built a railway across the continent.

7. Mr. Jones has a lot of books, and he is well informed about current events.

8. Taxation without representation was a common complaint two hundred years ago.

9. Before I was born, my mother worked as a receptionist.

10. Don’t tell me you can’t find your backpack!

11. *Vampires Dairies* is my favorite television show, but I also love *True Blood*.

12. The student wiped the white board that was filthy with last week’s notes.

13. The trendy fashion designer released her new line on Wednesday.

14. Trina and Hareem went to a bar in Hollywood to celebrate their anniversary.

15. Wicked Regina cast a spell on the entire city, so the citizens decided to rebel.

16. While waiting for the paint to dry, Angela went to Home Depot, and Martin organized the kitchen appliances.

17. After listening to the Kanye West CD, I have new respect for his music.

18. After the teacher chose groups, John and Sara were selected as partners for a project, yet Sarah did most of the work.

2. Rewrite the following Simple Sentences as Compound Sentences:

1. The old man being weak could not walk properly.

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2. His father in spite of being poor is a contended man.

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3. She must work hard to be successful in the examination.

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4. Our teacher is popular among students for his diligence.

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5. But for his faults he would have progressed immensely.

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6. Visualizing a danger ahead, the traveler became cautious.

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7. The student must accept his fault to escape his punishment.

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8. The culprit ran away to escape his arrest.

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9. Taking off their clothes the children jumped into the river.

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10. In the event of being late you will not be allowed entry.

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3.Rewrite the following Simple Sentences as Complex Sentences:

1. Nobody could find out the place of their stay.

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2. The purpose of his visit to this place is not known.

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3. All the laborers set out for their homes at sunset.

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4. On seeing the policeman, the thief fled away.

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5. You cannot succeed without working hard.

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6. Pious women are always respected by all.

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7. I do not know the way leading to his house.

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8. The guests sitting in the room could not hear his voice.

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9. She hoped to be successful in the examination.

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10. A man fair in his dealings is always trusted.

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4. Rewrite the following Complex Sentences as Compound-complex Sentences:

1. I am confident that he is innocent in this matter.

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2. Unless he works hard, he cannot pass the examination.

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3. However hard she may work she cannot pass the examination.

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4. She is sure that he has stolen her purse.

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5. As the shopkeeper quarrels with every customer, nobody likes him.

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6. If he does not improve his behavior, he will lose all his friends.

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7. Unless the culprit accepts his fault, he will not be spared.

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8. She did not attend the office because she felt unwell today.

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9. She has lost the book that she had purchased.

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10. If you do not attend the class you will not be allowed to sit for the examination.

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5. Rewrite the following Compound Sentences as Complex Sentences:

1. Let me reach my office and then I shall talk to him.

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2. Spare the rod and spoil the child.

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3. The thief saw the policeman, so he ran away.

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4. She is feeling unwell so she cannot attend her office today.

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5. The child felt hungry, so he started weeping.

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6. The news is very good but it is not true.

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7. Eat less and you will remain healthy.

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8. The old man is very rich but he is a miser.

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9. Children put on new clothes and went to see the fair.

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10. Keep quiet or you will repent.

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6.Using the sentence pattern indicated, write a sentence for each of the following items.

1. (Subject-verb-direct object)

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2. (Subject-linking verb-noun)

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3. (Subject-verb-adverb)

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4. (Subject-verb-direct object-indirect object)

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5. (Subject-verb-indirect object-direct object)

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