1. **Parts of speech**

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| **Part of speech** | **Types** | **Function** | **Examples** |
| The noun | **Common**  **Proper**  **Concrete**  **Abstract**  **Collective**  **Compound** | A **noun** can function as: S DO ID SC (PN) OC.  *S= subject*  *DO= direct object*  *ID= indirect object*  *SC= subject compliment*  *PN= predicate nominative*  *OC= object compliment*. | **Common:** scientist, artist  **Proper:** Albert Einstein, Jackson Pollock, Algeria,  **Concrete:** moon, calendar, broccoli, Vietnam  **Abstract:** gentility, meekness, Buddhism, hope  **Collective:** organization, herd, choir, team, committee, jury  **Compound:** highway, high school, son-in-law |
| The pronoun :  A ***pronoun*** takes the place of a noun or another pronoun. The word that it stands for is its ***antecedent***. | **Personal (**subject **&** object**),**  **Reflexive,**  **Intensive,**  **Demonstrative,**  **Interrogative,**  **Relative,**  **Indefinite** | 1. A ***personal pronoun*** refers to the one(s) speaking *(1st person),* the one(s) spoken to *(2nd person),* or the one(s) spoken about *(3rd person).* 2. A ***reflexive pronoun*** functions as a complement or as the object of a preposition. 3. An ***intensive pronoun*** emphasizes its antecedent—a noun or another pronoun. 4. A ***demonstrative pronoun*** points out a noun or another pronoun. 5. An ***interrogative pronoun*** introduces a question. 6. A ***relative pronoun*** introduces a subordinate clause. 7. An ***indefinite pronoun*** refers to a person, a place, a thing, or an idea that may or may not bespecifically named | **Personal:** I, me, you, he, him, she, her, it;we, us, you, they, them  **Possessive:** my, mine your, yours his her, hers its; our, ours, your, yours, their, theirs  **Reflexive:** Myself, yourself, himself, herself, itself; Ourselves, yourselves, themselves  **Demonstrative pronouns** this, that, these, those  **Interrogative:** who, whom, which, what, whose  **Relative:** that, which, who, whom, whose.  **Indefinite**: all either much others another enough neither plenty any everybody nobody several anybody everyone none some anyone everything no one somebody anything few nothing someone both many something each most other |
| The adjective:  ***An adjective*** modifies a noun or a pronoun. It tells *what kind, which one, how many,* or *how much.* | * *Descriptive*: (attributive, predicative) * *Limiting*:   (Definite+ indefinite articles  -Possessive  -Demonstrative  -Indefinite  -Interrogative  -Cardinal  -Ordinal  -Proper  -comparative  -Nouns used as adjectives) | * Descriptive:   Describes nouns/ add details (quality, colour, shape, size, age, origin, material)   * Limiting:   Define nouns/ give quantity, amount  An adjective often answers one of three questions about a noun or pronoun.  • *What kind?* (Descriptive words such as colors and nationalities)  • *Which one?* (Words that point out, such as *this, that,* and *first*)  • *How many?* (Number words, such as *four, twenty-two,* and *several*)  **Adjective or Pronoun?**  The following words may be used as adjectives and as pronouns:  all either much some those another few neither such what any many one that which both more other these whose each most several this | **What Kind?**  **ripening** apples, **happy** child,  **Asian** country, **up-to-date** look  **Which One?**  **this** book, **last** straw,  **those** girls, **next** step  **How Many?**  **two** students, **both** answers,  **several** choices, **many** people  **How Much?**  **one-half** cup, **enough** time,  **more** money, **less** trouble |
| The adverb: | Manner  Time  Place  Frequency  Extent/ Degree  Probability  Purpose/reason | An **adverb** modifies a verb, an adjective, or another adverb by making its meaning more specific.  Adverbs indicate *when, where, how,* and *to what degree (*or *to what extent).* | **How?** *Hurriedly sorrowfully steadily slowly, quickly, kindly, nicely, sadly, happily, quietly...*  ***How often****: never, ever, occasionally, sometimes, often, usually, generally, always...*  **When?** *Then, finally, yesterday, today, tonight, tomorrow, now, nowadays, presently, suddenly...*  **Where?** *Here,* *nearby,* *inside, underground, there, outside, everywhere*  **To What Extent?** *Often, very, enough, so, too, extremely, completely, slightly, considerably, totally...* |
| The verb | **Main verb**  **Helping verb**  **Linking v**  **Transitive v**  **Intransitive v** | -A ***main verb*** and one or more ***helping verbs*** (also called ***auxiliary verbs***) make up a ***verb phrase.***  A ***modal*** is a helping verb that is joined with a main verb to express an attitude such as necessity or possibility.  -An **action verb** tells what someone or something does.  -A **transitive verb** is an action verb that is followed by a word or words that answer the question *what?* or *whom?*  -An **intransitive verb** is an action verb that is ***not***followed by a word that answers the question *what?* or *whom?*  -A **linking verb** links, or joins, the subject with a word or expression (***subject complement)*** that identifies or describes the subject. | **Action verbs:**  *run, draw, push, think, remember*  **Common Linking verbs:**  be, become, seem appear, feel, get, go, grow, look, prove, remain, smell, sound, taste, turn, stay  **Helping verbs (auxiliaries)**  *am, is, are, was, were, being, been*  *has, have, had, having, do, does, did, can, could may, might must shall, should will, would* |
| **The preposition:**  Prepositions begin phrases that generally end with a noun or pronoun called  the **object of the preposition** | **Simple:**  Prepositions with one word  **Compound:**  Preposition with 2 or more words | **Location**  **Direction**  **Time**  **Possession**  **Manner** | **Commonly Used Prepositions** Aboard about above across after against along amid among around as at before behind below beneath beside besides between beyond but(means except) by concerning despite down during except excepting for from in inside into like near of off on onto opposite out outside over past pending regarding respecting since through throughout to toward under underneath until unto up upon with within without  **Compound Prepositions**  according to, ahead of, along with, apart from, aside from, as to, because of, by means of, in addition to, in front of, in spite of, instead of, next to, on account of, on top of, out of, owing to |
| The **conjunction** | **-Coordinating -Conjunctions**  **-Correlative conjunctions**  **-Subordinating conjunctions**  **-Conjunctive adverbs** | ■ A **coordinating conjunction** joins words or groups of words that have equal grammatical weight in a sentence.  ■ **Correlative conjunctions** work in pairs to join words and groups of words of equal weight in a sentence.  ■ A **subordinating conjunction** joins two clauses, or ideas, in such a way as to make one grammatically dependent upon the other.  ■ A **conjunctive adverb** is used to clarify the relationship between clauses of equal weight in a sentence. | **coordinating conjunctions:** and, but, or, nor, for, yet, so  **Correlative Conjunctions**  both ... and, either ... or  just as ... so, neither ... nor, not only ... but (also), whether ... or  **Subordinating Conjunctions**  After, although, as, as far as, as if, as long as, as soon as, as though, because, before, considering (that), if, in as much as, in order that, provided (that), since, as long as, so that, than, though, unless, until, when, whenever, where, whereas, wherever, while  **Conjunctive Adverbs:**  **To Replace And** also, besides, furthermore, moreover  **To Replace But** however, nevertheless, still  **To State A Result** consequently, therefore, so, thus  **To State Equality:** equally, likewise, similarly accordingly **Others:** conversely finally hence indeed instead likewise meanwhile then nonetheless |
| **The interjection** | An **interjection** is a word or group of words used to express strong feeling or to attract attention. An interjection that expresses very strong feeling may stand alone. The one that expresses milder feeling remains a part of the sentence. | | Hi alas ugh hurrah whew aha come on oh ouch what yes  gee hey oh no phew whoops awesome good grief hooray oops well wow |

1. **Parts of the sentence**

* A complete sentence must have a **subject** and a **predicate**.
* The subject **tells** **who** (the doer of the action) or **what** (the thing being defined).
* In an imperative sentence, the subject (you) in **understood**.
* A subject can be **simple**, **complete** or **compound**. A subject may have ***compound*** ***verb***.
* A **compound** **predicate** is made up of two or more verbs or verb phrases that are joined by a ***conjunction*** and have the same subject. A predicate may be **simple** and **complete**.
* The simple subject(s) is the **main** **word**(s) (noun or pronoun) in the noun phrase(s) that functions as a subject.
* The simple predicate(s) is the **verb** **phrase(s)** (a **main** **verb** and any **helping** **verb**) in the predicate.
* The complete subject is the **simple** subject and **all** its modifiers (articles, adjectives, and adjective phrases).
* The complete predicate is the ***simple*** ***predicate*** and **all** the ***complements*** in the sentence.
* Usually the subject comes **before** the predicate in a sentence. In ***inverted*** ***sentences***, all or part of the predicate precedes the subject.
* A ***complement*** is a word or word group that completes the meaning of a verb.
* Compliments can be categorized into three main groups: ***subject*** compliments (predicate nominative **PN** or predicate adjective **PA**), ***objects (****direct**object* ***DO or*** *indirect**object* ***IO)***, and ***objective*** compliments **OC**. An objective compliment could be a **noun** or an **adjective**.

1. **Sentence patterns**

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| **Sentence patterns** | | |
| A complete sentence: | S+P | She | is reading. |
| Simple subject | ***S S*** + P | ***She*** is writing a letter for her mother.  Mybestfriend***Salima*** is reading her novel in the library.  ***Salima*** and her ***friends*** are reading in the library.  Both ***Salima*** and her ***brother*** are absent today. |
| Complete subject | ***C S*** + P | ***Salima*** ***and*** ***her*** ***friends*** are reading in the library.  ***They*** are playing. |
| Compound subject | ***Cd S*** + P | Either ***John*** or ***Sam*** can do it.  ***John***, ***Sam***, and ***Erik*** will be here in two days. |
| Simple predicate | S+ ***SP*** | Salima ***is*** ***reading*** her novel in the library. |
| Complete predicate | S + ***CP*** | *She* ***is reading her novel in the library.*** |
| Compound predicate | S + ***Cd*** ***P*** | She ***is*** ***listening*** to music and ***taking*** notes. |
| Inverted sentence | P + ***S*** | Here is ***your*** ***pen***.  Open was ***the*** ***door***.  There are ***many*** ***students*** in this class. |
| Subject complements | S+ V+ ***PN***/ ***PA*** | It seems ***great***.  My friend is the ***delegate.*** |
| Objects | S+V+ *IO*+**DO** | I teach *you* **Written** **Expression**.  She taught *her* *little* *brother* **a** **lesson**.  My brother sent *me* **a** **letter** last week. |
| Objective compliments | S+V+DO+OC | The USA elected Joe Biden ***a*** ***president***.  I found that book ***interesting***. |
| Understood subject | The understood subject is used in imperative sentences. | (You) Do it.  (You) Choose the right answer.  (You) Don’t forget to close the door. |

1. **Sentence types:**

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| Sentence are categorized according to their purpose into: | | |
| **Sentence type** | **Function ( purpose)** | **Example** |
| 1. Declarative sentence | A sentence that makes a statement and ends with a period. (.) | My dad’s favorite horses are buckskins. |
| 1. Imperative sentence | A **sentence** thatgives a command or makes a request. It ends with a period (.) | Close the door on your way out, Please. |
| 1. Interrogative sentence | A **sentence** thatasks a question. It ends with a question mark (?) | When will the mail carrier arrive? |
| 1. Exclamatory sentence | A **sentence** thatexpresses strong emotion. It ends with exclamation point (!) | Watch out!  What a view that is!  How great the view is from here! |
| Main and subordinate clauses can form several types of sentences. Thus, sentences are categorized according to the structure into: | | |
| 1. simple sentence | A **simple sentence** has one complete subject and one complete predicate. The subject, the predicate, or both may be compound. The subject and the predicate may be simple or compound. | **SV:** The boys wanted to take a vacation last summer.  **SS VV:** Ray and Joe worked and saved enough for a trip to Ohio.  **SV:** A good rain will help the farmers.  **VS:** Up for the rebound leaped Reggie.  **VS:** Where are my keys?  **(S)V:** Please put that down near the table in the corner. |
| 1. compound sentence | A **compound sentence** contains two or more simple sentences joined by a comma and a coordinating conjunction (*or, nor, and, either...or, neither...nor, but*) or by a semicolon. Each simple sentence is called a **main clause**. A semicolon is also used before a conjunctive adverb, such as *moreover, however, thus… etc.* | **SV, SV.**  Originally, they wanted to ride bikes all the way, **but** they decided to take the train instead.  **SV; SV**  Ray looked forward to seeing his cousins; Joe was eager to play with his uncle’s band.  **SV; conj adv, SV:** Uncle James played in a country-music band; **however**, Joe preferred rock music.  **SV, SV, SV:** No one was injured in the fire, **but** several homes were destroyed, **and** many trees burned down. |
| 1. complex sentence | A **complex sentence** contains a main clause (independent clause) and one or more subordinate clauses. | * *Because* Joe wanted to keep his guitar with him, they decided against taking a plane. * *If* they took a train**,** they could see all the sights, too. |
| 1. Compound complex | A **compound***-****complex******sentence***contains two or more independent clauses and at least one subordinate clause. | * The band played at a dance, and Ray was pulled into a line dance **that** was starting. * To his surprise, he was good at line dancing; afterward, he joined in **whenever** he got the chance. * The band began to play, and Clarissa was pulled onto the floor for a dance that was starting. * Whenever we go on vacation, our neighbors mow our yard, and they collect our mail. |

1. **Phrases**

A phrase is a group of related words (within a sentence) without both subject and verb.

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| Phrase | Type and function | Examples |
| **Noun phrase** | N P = noun + modifiers   * as noun subject * as a direct object * as an indirect object * as an object of preposition * as an appositive * as subject compliment PN * object compliment OC | **A man on the roof** was shouting.  **The boy with brown hair** is laughing.  He is wearing **a nice red shirt.**  She brought **a** **glass full of water.**  Give **your elder brother** this gift.  I went to school with **my little sister**.  Sam, **an intelligent boy**, cannot make such mistake.  My favorite pets are **dogs with short hair**.  America elected Barack Obama **man** **of** **the** **year**. |
| Prepositional phrase | * As adjective * As adverb | *As adj*  A boy **on the roof** is singing a song.  The man **in the room** is our teacher.  The girl **with brown hair** is singing a song.  *As adverb*  He sat **in a corner of the room.**  She is shouting **in a loud voice.**  He always behaves **in a good manner.** |
| **Verbal phrase:**  A **gerund phrase** is a group of words that includes a gerund and other words that complete its meaning.  A **participial phrase** includes a participle and all the other words that complete its meaning. It can appear before or after the word it modifies.  When placed at the beginning of a sentence, it is set off with a comma.  An **infinitive phrase** is a group of words that includes an infinitive and other words that complete its meaning. | **Gerund phrase :**   * As Noun (S, DO, IO, OP, PN) * Gerunds can be also used in Compound Nouns * As an adjective (participle) | **Sleeping late in night** is not a good habit.  **Weeping of a baby** woke him up.  I like **writing good essays.**  She started **thinking about the problem.**  Salim is confident of **doing well in the examinations.**  The kids,**making a noise,** need food.  **Crying in a loud voice**, the kid asks for food. |
| **Participle phrase :**  As adjective | The table, **made of steel**, is too expensive.  We saw a car, **damaged in an accident.**  The girl **throwing the water balloon** is Tammy Di Giovanni.  Tammy, **throwing the water balloon,** aimed at the target.  Tammy, **scared of getting wet,** hid behind a bush. |
| **Infinitive phrase :**  As noun (S, DO, IO, OP, PN)  As an adjective  As an adverb | **S: To earn money** is a desire of everyone.  DO: He likes **to read books.**  ADV: He shouted **to inform people about fire.**  ADJ: He made a plan**to buy a car.** |
| **Appositive phrase:**  An **appositive** is a noun or pronoun that is placed next to another noun or pronoun to identify it or give more information about it. An **appositive phrase** is an appositive plus its modifiers. | Renames or describes a noun or pronoun in the sentence to make it clearer. | * Our sister **Myra** is home from college. Her college, **Purdue University**, is in Indiana. * Franklin Delano Roosevelt’s wife**, Eleanor,** was a famous humanitarian. * Roosevelt**, the thirty-second president,** was the only U.S. president to be elected to the presidency four times. |

1. **Clauses**

* A **clause** is comprised of a group of words which includes a subject and a predicate.
* A clause contains only **one** complete subject and its predicate, and it is a complete thought.
* There are mainly two types: ***Independent* Clauses and *dependent* clauses**.
* An independent clause functions on its own to make a meaningful sentence and could be a simple sentence.
* A **dependent clause** (also ***subordinate*** ***clause***) cannot function on its own because it leaves an idea or thought unfinished.
* Dependent clause **helps** the independent clause complete the sentence.
* Joined by a subordinator, a dependent clause **with** and independent one **form** a complex sentence. Subordinators include *relative* *pronouns*, *subordinating* *conjunctions*, and *noun* *clause* markers.
* There are three types of subordinate clauses: **adjective**, **adverb**, and **noun**.

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| The clause | Type and function | Examples |
| Noun clause | **Noun clauses** are subordinate clauses that act as nouns.  A **noun** functions in the sentence as (S DO IO PN OC OP.)  **The following words introduce Noun Clauses:**  How, what, where, who, whomever, whatever, which, whom, whose, that, when, whichever, whoever, why.  **NOTE**: *who* and *that* can also introduce an adjective clause. | **Whoever acts on stage** must have a good memory. (S)  Candidates know **that the game of politics is expensive.** (DO)  This is the candidate about **whom I wrote.** (OP)  Election day is **when the results are known.** (PN)  The prize goes to **whoever can keep the squirrels away from the feeder.** (OP)  She will give **whoever arrives first** a gift. IO |
| Adjective clause | An **adjective clause** is a subordinate clause that modifies a noun or pronoun. Often, an adjective clause begins with a relative pronoun. It can also begin with *where* or *when.*  Adjective clauses may be either essential or nonessential. **Essential clauses** are necessary to the meaning of a sentence. A clause beginning with *that* is essential.  **Nonessential clauses** add interesting information but are not necessary for the meaning of a sentence. A clause beginning with *which* is usually nonessential. Use commas to set off nonessential clauses from the rest of the sentence. | Ms. Parker, **who is from Colorado,** is coming for dinner.  She has written a book **that tells the history of the Rocky Mountains.**  The sweater **that you knitted for me** fits perfectly. (essential clause)  Dr. Adams, **whose train arrives today,** is a well-known writer. (nonessential clause) |
| Adverb clause | An **adverb clause** is a subordinate clause that gives information about the verb in the main clause of the sentence. It tells *how, when, where, why,* or *under what* *conditions* the action occurs. An adverb clause can also modify an adjective or another adverb.  Notice that when an adverb clause begins a sentence, **a comma is used**. However, a comma is not needed before an adverb clause that completes a sentence. Adverb clauses are introduced by **subordinating conjunctions** such as (*After, before, though, whenever, although, if, unless, where, as, since, until, whereas, because, than, when, wherever.)* | **Because she was so exhausted,** Sheila could not keep her eyes open.  Ed’s family lived in Atlanta **after he was born.**  **Before they got out,** the goats broke the fence in several places. |

**Sentence Expansion Techniques**

1. **Coordination and subordination**