# <u>เอกสารประกอบการเรียน</u> ระดับชั้นมัธยมศึกษาปีที่ 5



รายวิชาภาษาอังกฤษอ่าน-เขียน ( อ32201 )

PHRASE BREAKING: THE FUNDAMENTAL AND UTMOST COMPREHENSION TOOL



เอกสารประกอบการเรียนชุด Phrase Breaking: The Fundamental and Utmost Comprehension Tool ชุดนี้จัดทำขึ้นเพื่อใช้ในการจัดการเรียนการสอน รายวิชาภาษาอังกฤษอ่าน-เขียน (อ32201) ระดับชั้นมัธยมศึกษาปีที่ 5 แบ่งเนื้อหาออกเป็น 3 เล่ม

- เล่มที่ 1: Reviewing (Parts of Speech; Basic Sentence Patterns; Subject and Predicate; and Sentence Types)
- เล่มที่ 2: Understanding (Types of Phrase Structures; Phrase Structure Rules of Noun Phrases; Phrase Structure Rules of Verb Phrase; Phrase Structure Rules of Adjectival Phrases; Phrase Structure Rules of Adverbial Phrases; and Phrase Structure Rules of Prepositional Phrases)
- เล่มที่ 3: Applying (Breaking the Text into Small, Meaningful Phrases or Chunks to Improve Comprehension, Fluency, and ReadingRate; Identifying the Details in the Reading Text; and Interpreting, Analyzing and Concluding the Reading Text)

ในแต่ละเล่มมีเนื้อหา ความรู้ และแบบฝึกหัดเพื่อนำไปพัฒนาทักษะการอ่านจับใจความ และ ทักษะการเขียน ผ่านความรู้ด้านไวยากรณ์ เรื่อง Phrase Structure ซึ่งได้รับการยอมรับว่าเป็นเครื่องมือ พื้นฐานและเป็นเครื่องมือที่ดีที่สุดในการพัฒนาทักษะการอ่านจับใจความ และเป็นพื้นฐานในการพัฒนา ทักษะการเขียนต่อไปอีกด้วย

ขอขอบคุณคณะผู้บริหาร คณะครู และผู้มีส่วนเกี่ยวข้องทุกท่านที่ได้ให้ข้อเสนอแนะสำหรับการ ปรับปรุงแก้ไขเพื่อพัฒนาให้เอกสารประกอบการเรียนนี้ ให้มีความสมบูรณ์ และเกิดประโยชน์สูงสุดแก่ ผู้เรียน

นางสาวนิรัชพร สีทับทิม







# สารบัญ



# Part 1: Reviewing

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# Part 1: Reviewing

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## คำชี้แจงสำหรับนักเรียน



เอกสารประกอบการเรียนเล่มนี้สร้างขึ้นเพื่อส่งเสริมให้นักเรียนพัฒนาทักษะการอ่านจับ ใจความ และทักษะการเขียน ผ่านความรู้ด้านไวยากรณ์ เรื่อง Phrase Structure ซึ่งได้รับการยอมรับ ว่าเป็นเครื่องมือพื้นฐานและเป็นเครื่องมือที่ดีที่สุดในการพัฒนาทักษะการอ่านจับใจความ และเป็น พื้นฐานในการพัฒนาทักษะการเขียนอีกด้วย การที่จะได้รับประโยชน์จากเอกสารประกอบการเรียนตาม จุดประสงค์ที่ตั้งไว้ ผู้เรียนต้องปฏิบัติตามคำแนะนำต่อไปนี้

- 1. ศึกษาจุดประสงค์การเรียนรู้
- 2. ให้นักเรียนศึกษาเรื่อง Parts of Speech แล้วจึงทำแบบฝึกหัดที่ 1 และ 2 ซึ่งเป็น การทบทวนเรื่อง Parts of Speech ที่ปรากฏในประโยค เพราะคำศัพท์บางคำมีหน้าที่มากกว่า 1 หน้าที่ ขึ้นอยู่กับว่าคำศัพท์คำนั้นถูกใช้อย่างไรในประโยค แล้วตรวจคำตอบ
- 3. ให้นักเรียนศึกษาเรื่อง Basic Sentence Patterns ซึ่งมี 5 รูปแบบ 11 รูปแบบ ย่อย แล้วจึงทำแบบฝึกหัดที่ 3 และ 4 ซึ่งเป็นการให้นักเรียนระบุว่าประโยคที่ให้มามี Pattern แบบใด และแต่งประโยคใน Pattern ที่กำหนดให้ได้ แล้วตรวจคำตอบ
- 4. ให้นักเรียนศึกษาเรื่อง Subject and Predicate แล้วจึงทำแบบฝึกหัดที่ 5 และ 6 ซึ่งให้นักเรียนตีความว่าในประโยคที่ให้มาส่วนใดคือภาคประธาน ส่วนใดคือภาคแสดง แล้วตรวจ คำตอบ
- 5. ให้นักเรียนศึกษาเรื่อง Sentence Types ซึ่งมี 4 ชนิดคือ Simple, Compound, Complex และ Compound-Complex แล้วจึงทำแบบฝึกหัดที่ 7 ซึ่งให้นักเรียนระบุว่าประโยคที่ให้ มาเป็นประโยคชนิดใด แล้วจึงตรวจคำตอบ
  - 6. นักเรียนอย่าเปิดดูเฉลยก่อนที่จะใช้ความสามารถตอบคำถามด้วยตนเอง
  - 7. ส่งคืนเอกสารประกอบการเรียนตรงตามกำหนดเวลา



THANKYOU



### PHRASE BREAKING: THE FUNDAMENTAL AND

### UTMOST COMPREHENSION TOOL

# PART 1: REVIEWING

#### Description

This supplementary sheet is designed to improve the students' reading comprehension by using phrase structure as a tool. A text refers to the chunks of information that students encounter from the largest to smallest; a book, a chapter, a paragraph, a sentence, a phrase or clause, a word, a syllable, a phoneme, or a single letter. Some agree that students can gain meaning from a sentence, but some are long or logically complex. Thus, the key level that is able to help students understand more of what they read is at the phrase and clause. When students break the text into small, meaning chunks, their comprehension, fluency, and reading rate all improve.

However, before students are able to understand the phrase structure, they need to review the part of speech, sentence types, basic sentence patterns, and they can interpret subject and predicate in each sentence.

#### Objectives:

- 1. To review the part of speech appearing in sentences.
- 2. To classify each kind of basic sentence patterns.
- 3. To interpret subject and predicate in each sentence.
- 4. To identify sentence types as simple sentence, compound sentence, complex sentence, and compound-complex sentence.





## Lesson 1: PARTS OF SPEECH

There are thousands of words in any language. But not all words have the same job. For example, some words express "action". Other words express a "thing". Other words "join" one word to another word. These are the "building blocks" of the language. Think of them like the parts of a house. When we want to build a house, we use concrete to make the foundations or base. We use bricks to make the walls. We use window frames to make the windows, and door frames to make the doorways. And we use cement to join them all together. Each part of the house has its own job. And when we want to build a sentence, we use the different types of word. Each type of word has its own job.

We can categorize English words into **9 basic types or classes**. These classes are called "parts of speech".







# Parts of Speech Table

- \* Some grammar sources traditionally categorize English into 8 parts of speech.
- **Determiners** may be treated as adjectives, instead of being a separate part of speech.

part of speech	function or "job"	example words	example sentences
Verb	action or state	(to) be, have, do, like, work, sing, can, must	English Club <b>is</b> a web site. I <b>like</b> English Club.
Noun	thing or person	pen, dog, work, music, town, London, teacher, John	This is my <b>dog</b> . He lives in my <b>house</b> . We live in <b>London</b> .
Adjective	describes a noun	good, big, red, well, interesting	My dogs are <b>big</b> . I like <b>big</b> dogs.
Determiner	limits or "determines" a noun	a/an, the, 2, some, many	I have <b>two</b> dogs and <b>some</b> rabbits.





### Part 1: Reviewing

part of speech	function or "job"	example words	example sentences
Adverb	describes a verb, adjective or adverb	quickly, silently, well, badly, very, really	My dog eats <b>quickly</b> . When he is <b>very</b> hungry, he eats <b>really</b> quickly.
Pronoun	replaces a noun	I, you, he, she, some	Tara is Indian. <b>She</b> is beautiful.
Preposition	links a noun to another word	to, at, after, on, but	We went <b>to</b> school <b>on</b> Monday.
Conjunction	joins clauses or sentences or words	and, but, when	I like dogs <b>and</b> I like cats. I like cats <b>and</b> dogs. I like dogs <b>but</b> I don't like cats.
Interjection	short exclamation, sometimes inserted into a sentence	oh!, ouch!, hi!, well	Ouch! That hurts! Hi! How are you? Well, I don't know.







# Parts of Speech Examples

Here are some sentences made with different English parts of speech:

verb
Stop!

noun	verb
John	works.

noun	verb	verb
John	is	working.



pronoun	verb	noun
She	loves	animals.

noun	verb	adjective	noun
Animals	like	kind	people.



noun	verb	noun	adverb	
Tara	speaks	English	well.	

noun	verb	adjective	noun
Tara	speaks	good	English.







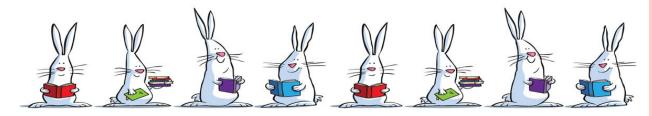


pronoun	verb	preposition	determiner	noun	adverb
She	ran	to	the	station	quickly.



pron.	verb	adj.	noun	conjunction	pron.	verb	pron.
She	likes	big	snakes	but	I	hate	them.





### Here is a sentence that contains every part of speech:

interjection	pron.	conj.	det.	adj.	noun	verb	prep.	noun	adverb
Well,	she	and	my	young	John	walk	to	school	slowly.





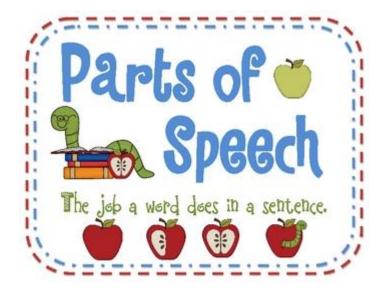
# Words with More than One Job

Many words in English can have more than one job, or be more than one part of speech. For example, "work" can be a verb and a noun; "but" can be a conjunction and a preposition; "well" can be an adjective, an adverb and an interjection. In addition, many nouns can act as adjectives.

To analyze the part of speech, ask yourself: "What **job** is this word doing in this sentence?"

In the table below you can see a few examples. Of course, there are more, even for some of the words in the table. In fact, if you look in a good dictionary you will see that the word "but" has six jobs to do:

• verb, noun, adverb, pronoun, preposition and conjunction!





	word	part of speech	example	
	work	noun	My <b>work</b> is easy.	
	work	verb	I <b>work</b> in London.	
	but	conjunction	John came <b>but</b> Mary didn't come.	
	but	preposition	Everyone came <b>but</b> Mary.	
		adjective	Are you <b>well</b> ?	
	well	adverb	She speaks <b>well</b> .	
		interjection	<b>Well</b> ! That's expensive!	
		noun	We ate in the <b>afternoon</b> .	
	afternoon	noun acting as adjective	We had <b>afternoon</b> tea.	





# Checking Your Understanding

### Exercise 1

**Objective:** To review the part of speech appearing in sentences.

Directions: Many words can be more than one job depending on how the word is used in a sentence. Read each sentence, and then decide the part of speech of the underlined word. (5 points)



1. verb

6. There is a letter <u>for</u> you on the table. (

- 7. noun
- 2. adverb
- 3. adjective
- 8. preposition

6. interjection

- 4. pronoun
- 9. determiner
- 5. conjunction

#### Examples:

0. \	Whenever	the door	slams,	the	lamp	<u>rocks</u>	back	and	forth.	( <u>noun</u>	,
------	----------	----------	--------	-----	------	--------------	------	-----	--------	---------------	---

\*Explanation: The answer is **noun** because rocks describes an action. It tells what the lamp does whenever the door slams.

1.	The weather is <u>always</u> hot in Thailand. (	_)
2.	We didn't spend the night <u>there</u> . ()	
3.	What do you want for <i>breakfast</i> ? ()	
4.	She seems quiet for a few days, <u>for</u> she has a toothache. (	
5.	My friend said, "Oh! What a cold weather!" (	)







7. Be careful with that knife or you will cut <i>yourself</i> ! (	
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- 10. The play <u>was</u> fantastic. (\_\_\_\_\_)
- 11. Parents should <u>limit</u> the amount of YouTube their children watch.
- 12. We set a time *limit* of 30 minutes for the test. (
- 13. Feathers are so *light* that they seem to float. (
- 14. Please *light* the candles on the birthday cake. (\_\_\_\_\_\_)
- 15. My front bike <u>light</u> isn't working. (\_\_\_\_\_\_)
- 16. You'll *miss* your flight if you don't hurry up. (\_\_\_\_\_)
- 17. I still *miss* my old car. (\_\_\_\_\_)
- 18. It is the public who decide whether a film is a hit or a *miss*.
- 19. I bought a wooden salad bowl at the local craft <u>fair</u>. (\_\_\_\_\_\_)
- 20. *Fair* weather was forecast for the following day. (







### Exercise 2



**Directions:** Identify the part of speech for each word in the sentence. (5 points)

**Example:** Sandra made a sandwich of fresh lettuce, new mayonnaise, and brown bread.

Sandra	made	а	sandwich	of	fresh	lettuce,	new	mayonnaise,	and	brown	bread.
Noun	Verb	Det.	Noun	Prep.	Adj.	Noun	Adj.	Noun	Conj.	Adj.	Noun

1. The fat frog snatched flies from the air with its long tongue.

The	fat	frog	snatched	flies	from	the	air	with	its	long	tongue.

2. We first went to the store to buy a few things.

We	first	went	to	the	store	to	buy	a few	things.

3. After Jeff dripped jam on his white shirt, he licked the fabric.

After	Jeff	dripped	jam	on	his	white	shirt,	he	licked	the	fabric.

4. She put a thick paper under one leg of wobbly chair.

She	put	а	thick	paper	under	one	leg	of	wobbly	chair.

5. If we finish our work quickly, we can go to the movies.

If	we	finish	our	work	quickly,	we	can	go	to	the	movies.









### Lesson 2: BASIC SENTENCE PATTERNS

Meaning in an English sentence is conveyed not only by the words but also by the arrangement, or pattern, of the words.

There are five basic sentence patterns in English.

#### Pattern 1: Subject-Intransitive Verb

#### 1. S + VI (Intransitive verb)

- John walks slowly. (Subject = John / verb = walks)
- Jerry, John, and James were travelling by boat. (Subject = Jerry, John, and James / verb = were travelling)
- The customer complained loudly. (Subject = The customer / verb = complained)

#### 2. S + Be + Prep. P (Prepositional phrase)

- The game is about to end. (Subject = The game / verb = is)
- The tall trees are near the fence. (Subject = The tall tree / verb = are)

#### Pattern 2: Subject-Verb-Direct Object

#### 3. S + VT (Transitive verb) + DO

- -I fed the cat. (Subject = I / verb = fed / Direct object = the cat)
- Captain Rena Morgan piloted our sightseeing helicopter flight.
   (Subject = Captain Rena Morgan / verb = piloted / Direct object = our sightseeing helicopter flight)
- Love can heal a wounded heart. (Subject = Love/verb = can heal / Direct object
   = a wounded heart)





#### Pattern 3: Subject-Verb-Subject Complement

\* Subject complement is a word or group of words that follows a linking verb and renames or describes the subject.

#### 4. S + Be + Adj.

- He is greedy. (Subject = He / verb = is / Adjective = greedy)
- Jody's kick was marvelous. (Subject = Jody's kick / verb =w as / Adjective = marvelous)
- What they said was wrong. (Subject = What they said / verb = was / Adjective = wrong)

#### 5. S + Be + Noun

- Venice is an old Italian city. (Subject = Venice / verb = is / Noun = an old Italian city)
- Dr. Smith is our writing instructor. (Subject = Dr. Smith / verb = is / Noun = our writing instructor)
- An oasis is a fertile, wet place in the desert. (Subject = An oasis / verb = is / Noun = a fertile, wet place in the desert)

#### 6. S + LV (Linking verb) + Adj.

- \*Linking verbs do not express action. Instead, they connect the subject of the verb to additional information about the subject such as look, go, seem, sound, fall, become, get, feel, turn, remain, stay, etc.
  - The music sounds good. (Subject = The music / Linking verb = sounds / Adjective = good)
  - The performer seemed nervous. (Subject = The performer / Linking verb = seemed/ Adjective = nervous)

#### 7. S + LV (Linking verb) + Noun

- He became victim to the law. (Subject = He/Linking verb = became / Noun = victim to the law)
- We remained friends for years after graduation. (Subject = We / Linking verb = remained/ Noun = friends for years after graduation)

#### Pattern 4: Subject-Verb-Indirect Object-Direct Object\*\*\*\*

\*Direct objects are nouns, pronouns, clauses and phrases. Direct objects follow transitive verbs (action verbs that require something or someone to receive the action).

\* Indirect objects are nouns or pronouns that identify to whom or for whom the action of the verb is performed, as well as who is receiving the direct object. There are some verbs that need two objects such as give, show, call, tell, read, pass, send, hand, make, buy, sell, do, book, reserve, etc.

#### 8. S + VT + IDO (Indirect Object) + DO

- Your writing cause me a headache. (Subject = Your writing / Transitive verb = cause / Indirect object = me / Direct object = a headache)
- Dad gave me ten bath. (Subject = Dad / Transitive verb = gave / Indirect object = me / Direct object = ten baht)
- I made him a cup of coffee. (Subject = I / Transitive verb = made / Indirect object = him / Direct object = a cup of coffee)

#### Pattern 5: Subject-Verb-Direct Object-Complement\*\*\*\*\*

\* Object complement is a noun, a pronoun, or an adjective which follows a direct object to rename it or state what it has become. Some verbs often attract an object complement; for example, have, help, let, make, see, hear, smell, notice, make, keep, paint, name, open, hug, call, consider, think, imagine, vote, elect, etc.

There are five pattern forms of object complement; noun, adjective, present participle (v-ing), past participle (V3), and infinitive.

#### 9. S + VT + DO + OC (Object complement)

- They voted Tim captain. (Subject = They / Transitive verb = voted / Direct object = Tim / Object complement (noun) = captain)
- They opened the window wide. (Subject = They / Transitive verb = opened / Direct object = the window / Object complement (adjective) = wide)
- He left me waiting in the living room. (Subject = He / Transitive verb = left / Direct object = me / Object complement (present participle) = waiting in the living room)
- Jerry saw an object buried in the sand. (Subject = Jerry / Transitive verb = saw / Direct object = an object / Object complement (past participle) = buried in the sand)
- Bill told me to leave early. (Subject = Bill / Transitive verb = told / Direct object = me / Object complement (infinitive) = to leave early)

\* English clause always have a subject. If we have no other subject we use *there* or *it* as dummy subjects.

#### 10. It

- It's nice to meet you. (to give an opinion followed by to-infinitive)
- It's very comfortable in my new apartment. (to give an opinion about a place)
- It's awful driving in this heavy traffic. (to give an opinion followed by an -ing verb)
- It was getting cold. (weather)
- It's nearly one o'clock. (times and dates)

#### 11. There

- There was a lot of rain last night. (with numbers or quantities)
- There was nothing to watch on television. (with an indefinite pronoun and the to- infinitive)
- There was plenty to read in the apartment. (with expressions of quantity and the to-infinitive)
- There is someone waiting to see you. (with an indefinite pronoun and an -ing verb)
- There were a lot of people shouting and waving. (with an expressions of quantity and an -ing verb)



Excerpted from: Dr. Yutthasak Chuenchaichon's accompanying handout about Reading

and Summarizing

Excerpted from: http://wps.ablongman.com/long longman ohb 1/27/7023/1797916.cw/

content/index.html

**Excerpted from:** http://www.grammar-monster.com/glossary/subject\_complement.htm

**Excerpted from:** http://www.chompchomp.com/terms/linkingverb.htm

Excerpted from: http://www.write.com/writing-guides/general-writing/grammar/direct-and-

indirect-objects/

**Excerpted from:** http://www.grammar-monster.com/glossary/object complement.htm

Excerpted from: https://learnenglish.britishcouncil.org/en/english-grammar/pronouns/it-





# Exercise 3



**Directions:** Identify the sentence patterns in the following sentences. (5 points)

- 1. S + VI (Intransitive verb)
- 2. S + Be + Prep. P (Prepositional phrase) 8. S + VT + IDO (Indirect Object) + DO
- 3. S + VT (Transitive verb) + DO
- 4. S + Be + Adj.
- 5. S + Be + Noun
- 6. S + LV (Linking verb) + Adj.

- 7. S + LV (Linking verb) + Noun
- 9. S + VT +DO + OC (Object complement)
- 10. It (dummy subject)
- 11. There (dummy subject)

<b>Example:</b> 0. They are professionals. ( $S + Be + Ne$	<u>Noun</u> ,
--	---------------

- 1. Paul hired a bicycle. (\_\_\_\_\_\_)
- 2. The wall collapsed. ( \_\_\_\_\_\_\_)
- 3. I promised the children a trip to the zoo. (
- 4. She became a teacher. (\_\_\_\_\_\_)
- 5. It is dark everywhere. (\_\_\_\_\_\_)
- 6. The cat is on the roof. (\_\_\_\_\_\_)
- 7. Ricky is intelligent. (
- 8. The leaves turn yellow. (
- 9. The news made his name popular. (
- 10. She offered me a firm hand shake. (













### Exercise 4

**Directions:** Create a sentence following the sentence patterns given. (5 points)

Example: (S + VT + IDO + DO) Paul gave his wife a gift.

1. 
$$S + VT + DO + OC$$
(noun)

2. 
$$S + VT + DO + OC$$
 (adjective)

3. 
$$S + VT +DO + OC$$
 (present participle)

5. 
$$S + VT + DO + OC$$
 (infinitive)









### Lesson 3: SUBJECT AND PREDICATE

Understanding Subject and Predicate is the key to good sentence writing. When you understand what the writer writes, you can comprehend what you have read. The subject of a complete sentence is who or what the sentence is about, and the predicate tells about that subject.

1. What is the subject in the following sentence?

The dog ran.

To determine the subject of a sentence, first find the verb and then ask "who?" or "what?" In this sentence, the verb is "ran." If we ask, "who ran?" the answer is, "the dog ran." This is how we know that "dog" is the subject of the sentence.

#### The dog {ran}.

\*\*\* The predicate is enclosed in braces ({ }), while the subject is highlighted.

2. What is the subject in the following sentence?

Judy and her dog run on the beach every morning.

The verb in the above sentence is "run." Who or what run? Judy and her dog did. "Judy and her dog" is the subject of the sentence. The predicate (which always includes the verb) goes on to relate something about the subject: what about Judy and her dog? They "run on the beach every morning."

Judy and her dog {run on the beach every morning}.

3. What is the subject in the following sentence?

Stand on your head.

Imperative sentences (sentences that give a command or an order) differ from conventional sentences in that their subject, which is always "you," is understood rather than expressed.

{Stand on your head}.



#### 4. What is the subject in the following sentence?

There were three different desserts arranged on the table.

If you ask who? or what? before the verb ("were arranged"), the answer is "three different desserts," the correct subject.

There {were three different desserts arranged on the table}.

#### 5. What is the subject in the following sentence?

The light blue shirt with the colorful pattern was her favorite top.

In this sentence "shirt" is **the simple subject**, and all the descriptive words tell us more about that shirt. The subject is "shirt" and all its modifiers (the light blue shirt with the colorful pattern), but the simple subject is simply "shirt."

The light blue shirt with the colorful pattern {was her favorite top}.

#### 6. What is the subject in the following sentence?

Bobby and his friends ran outside to play basketball.

Sometimes a sentence has **a compound subject**. The verb is "ran" and we ask, "who ran?" The answer is "Bobby and his friends" which comprise the subject.

Bobby and his friends {ran outside to play basketball}.

#### 7. What is the subject in the following sentence?

The little girl picked up her doll and climbed into bed.

A compound predicate includes two or more verbs that relate to the subject. The verbs are "picked up" and "climbed." We ask, "who picked up? who climbed?" The answer is the same for both verbs: "the little girl."

The little girl {picked up her doll and climbed into bed}.

Excerpted from: https://arts.uottawa.ca/writingcentre/en/hypergrammar/the-parts-of-the-sentence

Excerpted from: <a href="https://www.wyzant.com/resources/lessons/english/grammar/parts-of-a-sentence">https://www.wyzant.com/resources/lessons/english/grammar/parts-of-a-sentence</a>











Objective: To interpret subject and predicate in each sentence.

**Directions:** Identify the pink words in the simple sentences on the right as: Subject or Predicate (5 points)

	Р	redicate (5 points)	
Exa	mple:	The boy ate the app	ole.  O Predicate
1.	Next wee	ek <b>my grandmother</b> is O Subject	coming from Korea.  O Predicate
2.	My favor	<b>Tite month</b> is May.  O Subject	O Predicate
3.	Our hom	eroom <b>is having a piz</b> O Subject	O Predicate
4.	Yasmin <b>y</b>	awned. O Subject	O Predicate
5.	Sitting or	n the roof of my hou O Subject	ose was a huge black bird.  O Predicate
6.	always	bring my dictionary t O Subject	o class.  O Predicate
7.	On Satur	day mornings <b>my frier</b> O Subject	nds and I play football in the park.  O Predicate
8.	Waiting b	y the school gate in th O Subject	ne rain was <b>my mother</b> .  O Predicate
9.	A glacier	is a river of ice movide O Subject	ng slowly down a mountain.  O Predicate
10.	After doi	ng his homework <b>Johr</b> O Subject	o went to bed.  O Predicate



### Exercise 6

**Directions:** In each sentence below, underline the subject and circle the predicate. (5 points)

Example: The chocolate cake tasted very good.

- 1. The school bus went quickly over the road.
- 2. The gentle giant in the yellow hat climbed down the large tree.
- 3. We often watch cartoons on television.
- 4. The blue and white hat belonged to my aunt.
- 5. Garrett, Amy and Liza walked their dogs yesterday.
- 6. The historic building is now a museum.
- 7. Brandon and Jeff, who are both in my class, are twins.
- 8. I like fruit salad with strawberries.
- 9. My sister's friend Charles, works at the mall.
- 10. Kate and Celia laughed and played on the swings.















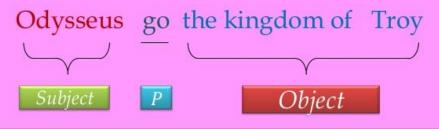
There are billions of sentences out there that we might have to understand. All sentences fall into 4 categories. They are :

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

# What is sentence?



- Sentence is a group of words with a subject and a predicate and expresses a complete thought.
- Example:



Excerpted from: http://www.slideshare.net/ningsih\_sm/declarative-and-interogative-sentences





### Simple Sentence

This type of sentence is also called an **INDEPENDENT CLAUSE**. It contains a **SUBJECT, PREDICATE**, and expresses a **COMPLETE THOUGHT**.

#### For examples:

- Some students {like to study in the mornings}.
- **Juan and Anthony** {play football every afternoon}.
- Alicia (goes to the library and studies every day).
- The car {stopped}.
- Mark and Jeff {were tired}.



# Compound Sentence

This type of sentence contains two **INDEPENDENT CLAUSES** joined by a coordinating conjunction. The conjunctions are as follows: **for, and, nor, but, or, yet, so (FANBOYS)**. For a very short sentences, these conjunctions are always preceded by a comma.

#### For examples:

- I {tried to speak Spanish}, and my friend {tried to speak English}.
- Alex {played football}, so Maria {went shopping}.
- You {can circle around the town}, or you {can take the shortcut}.
- The class {will get a reward}, for we {always behave}.
- **She** {works in the city}, **but she** {lives in the suburbs}.



### Complex Sentence

This type of sentence has an **INDEPENDENT CLAUSE** joined by a **DEPENDENT CLAUSE** or **SUBORDINATE CLAUSE**. Dependent clauses do not express a complete thought and can't stand alone as sentences. A dependent clause begins with a subordinating conjunction, such as *because, since, after, although, when, while, etc.* 

#### For examples:



- *Since I have no milk*, I {will go to the store}.



- I {will go to the store} since I have no milk.



The students (are studying) because they have a test tomorrow.



- After they finished studying, Jack and Maria (went to the movies).



- When Sam handed in his homework, he {forgot to hand the teacher the last page}.

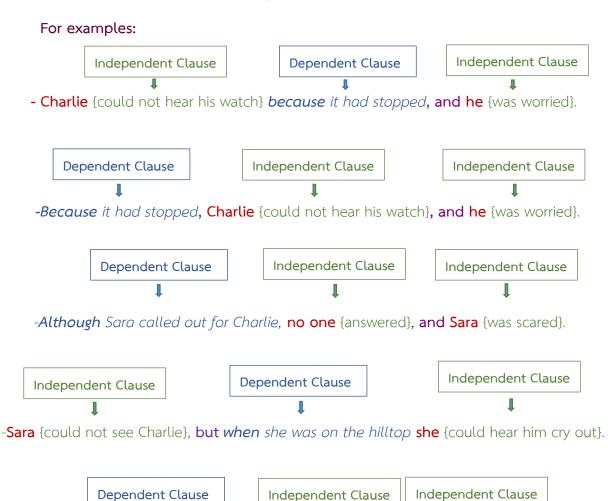


- The teacher {returned the homework} after she noticed the error.





This type of sentence contains 2 INDEPENDENT CLAUSES and 1 DEPENDENT CLAUSE. Put a comma after the dependent clause if it begins the sentence. Put a comma before the and, but, or or that connected the 2 independent clauses.



Excerpted from: https://webapps.edu/ows/sentences.htm

Excerpted from: www2.ivcc.edu/Rambo/eng1001/sentences.htm

-When the octopus doesn't get food, it (turns red), and it (seems mad).





## Exercise 7



**Directions:** From these sentences write what type of sentence they are (simple, compound, complex or compound-complex sentence), finally write them in the correct column in the table. (10 points)

	Sentences	Sentence Types
0	I am going to the dance, so I have to buy a new dress.	Compound
1	Peanut butter and jelly sandwiches are my favorite.	
2	Most of the students are engineering majors, and they devote	
	every minute of their spare time to their sport.	
3	I will help you if you help me.	
4	Her name is Sachiko and she comes from Japan.	
5	My mother cooked dinner while I was doing my homework.	
6	While I was doing my homework, my mother cooked dinner and	
	my father was asleep in front of the television.	
7	Do you want to go swimming tomorrow, or would you prefer to	
	play tennis?	
8	I don't know why he did that.	
9	My family came to Germany when I was in grade 5, but I have	
	never learned to speak German very well.	
10	She runs every day, so she is very fit.	
11	Because she runs every day, she is very fit.	
12	The new girl in our class has a brother in grade 7 and a sister in	
	grade 9.	
13	You should read every day if you want to improve English.	
14	Although it was cold, we decided to go fishing as planned.	
15	To build a doll's house you need wood, a hammer, and a saw.	
16	He got up, walked over to the window, and jumped out.	
17	You should start working harder or you are going to fail your test.	
18	The rain was getting heavier.	
19	I have not seen my mom since I came to Germany.	
20	He told me that he is returning to London next summer.	











**Objective:** To review the part of speech appearing in sentences.

Directions: Many words can be more than one job depending on how the word is used in a sentence. Read each sentence, and then decide the part of speech of the underlined word. (5 points)



- 1. verb
- 6. interjection
- 2. adverb
- 7. noun
- 3. adjective
- 8. preposition
- 4. pronoun
- 9. determiner
- 5. conjunction



- 0. Whenever the door slams, the lamp <u>rocks</u> back and forth. ( <u>noun</u> )
- \*Explanation: The answer is **noun** because rocks describes an action. It tells what the lamp does whenever the door slams.
- The weather is <u>always</u> hot in Thailand. (adverb)
- 4. We didn't spend the night *there*. (adverb)
- 3. What do you want for **breakfast**? (noun)
- 4. She seems quiet for a few days, *for* she has a toothache. (conjunction)
- 5. My friend said, "Oh! What a cold weather!" (interjection)
- 6. There is a letter <u>for</u> you on the table. (preposition)





- 7. Be careful with that knife or you will cut <u>yourself</u>! (pronoun)
- 8. Scooby Doo is a very <u>friendly</u> dog. (adjective)
- 9. *Many* people would disagree with your ideas. (determiner)
- 10. The play <u>was</u> fantastic. (verb)
- 11. Parents should <u>limit</u> the amount of YouTube their children watch. (verb)
- 12. We set a time *limit* of 30 minutes for the test. (noun)
- 13. Feathers are so *light* that they seem to float. (adjective)
- 14. Please *light* the candles on the birthday cake. (verb)
- 15. My front bike *light* isn't working. (noun)
- 16. You'll *miss* your flight if you don't hurry up. (verb)
- 17. I still <u>miss</u> my old car. (verb)
- 18. It is the public who decide whether a film is a hit or a <u>miss</u>. (noun)
- 19. I bought a wooden salad bowl at the local craft *fair*. (noun)
- 20. *Fair* weather was forecast for the following day. (adjective)









Directions: Identify the part of speech for each word in the sentence. (5 points)

**Example:** Sandra made a sandwich of fresh lettuce, new mayonnaise, and brown bread.

Sar	ndra	made	а	sandwich	of	fresh	lettuce,	new	mayonnaise,	and	brown	bread.
No	oun	Verb	Det.	Noun	Prep.	Adj.	Noun	Adj.	Noun	Conj.	Adj.	Noun

1. The fat frog snatched flies from the air with its long tongue.

The	fat	frog	snatched	flies	from	the	air	with	its	long	tongue.
Det.	Adj.	Noun	Verb	Noun	Prep.	Det.	Noun	Prep.	Pro.	Adj.	Noun

2. We first went to the store to buy a few things.

We	first	went	to	the	store	to	buy	a few	things.
Pro.	Adv.	Verb	Prep.	Det.	Noun	Prep.	Verb	Det.	Noun

3. After Jeff dripped jam on his white shirt, he licked the fabric.

After	Jeff	dripped	jam	on	his	white	shirt,	he	licked	the	fabric.
Conj.	Noun	Verb	Noun	Prep.	Pro.	Adj.	Noun	Pro.	Verb	Det.	Noun

4. She put a thick paper under one leg of wobbly chair.

She	put	а	thick	paper	under	one	leg	of	wobbly	chair.
Pro.	Verb	Det.	Adj.	Noun	Prep.	Det.	Noun	Prep.	Adj.	Noun

5. If we finish our work quickly, we can go to the movies.

lf	we	finish	our	work	quickly,	we	can	go	to	the	movies.
Conj.	Pro.	Verb	Adj.	Noun	Adv.	Pro.	Verb	Verb	Prep.	Det.	Noun









**Directions:** Identify the sentence patterns in the following sentences. (5 points)



- 1. S + VI (Intransitive verb)
- 2. S + Be + Prep. P (Prepositional phrase)
- 3. S + VT (Transitive verb) + DO
- 4. S + Be + Adj.
- 5. S + Be + Noun
- 6. S + LV (Linking verb) + Adj.

- 7. S + LV (Linking verb) + Noun
- 8. S + VT + IDO (Indirect Object) + DO
- 9. S + VT +DO + OC (Object complement)
- 10. It (dummy subject)
- 11. There (dummy subject)

**Example:** 0. They are professionals. (S + Be + Noun)

- 1. Paul hired a bicycle. (S + V + DO)
- 2. The wall collapsed. (S + VI)
- 3. I promised the children a trip to the zoo. (S + V + IDO + DO)
- 4. She became a teacher. (S + LV + Noun)
- 5. It is dark everywhere. (It)
- 6. The cat is on the roof. (S + Be + Prep. P)
- 7. Ricky is intelligent. (S + Be + Noun)
- 8. The leaves turn yellow. (S + LV + Adi.)
- 9. The news made his name popular. (S + VT + DO + OC)
- 10. She offered me a firm hand shake. (S + V + IDO + DO)













Directions: Create a sentence following the sentence patterns given. (5 points)

Example: (S + VT + IDO + DO) Paul gave his wife a gift.

1. S + VT + DO + OC (noun)

Various answer

2. S + VT + DO + OC (adjective)

Various answer

3. S + VT +DO + OC (present participle)

Various answer

4. S + VT + DO + OC (past participle)

Various answer

5. S + VT + DO + OC (infinitive)

#### Various answer











Objective: To interpret subject and predicate in each sentence.

**Directions:** Identify the pink words in the simple sentences on the right as: Subject or Predicate (5 points)

	ſ	Predicate (5 points)	
Exa	mple:	The boy ate the ap  Subject	•
		Subject	Predicate
1.	Next we	eek <b>my grandmother</b> is	_ ~
		<b>⋘</b> Subject	O Predicate
2.	My favo	ourite month is May.	
		<b>Subject</b>	O Predicate
3.	Our hon	neroom <b>is having a pi</b> z	zza party tomorrow.
		O Subject	
4.	Yasmin	yawned.	
		O Subject	<b>⊘</b> Predicate
5.	Sitting of	on the roof of my hou	use was a huge black bird.
		<b>⊘</b> Subject	O Predicate
6.	always	bring my dictionary	to class.
		O Subject	✓ Predicate     ✓ Pr
7.	On Satu	rday mornings <b>my frie</b>	nds and I play football in the park.
		<b>⊘</b> Subject	O Predicate
8.	Waiting	by the school gate in t	he rain was <b>my mother</b> .
		O Subject	
9.	A glacie	r is a river of ice movi	ing slowly down a mountain.
		O Subject	✓ Predicate     ✓ Pre
10.	After do	ing his homework <b>Joh</b> ı	n went to bed.
		<b>⊘</b> Subject	O Predicate



**Directions:** In each sentence below, underline the subject and circle the predicate. (5 points)

**Example:** The chocolate cake tasted very good.

- 1. The school bus went quickly over the road.
- 2. The gentle giant in the yellow hat climbed down the large tree
- 3. We often watch cartoons on television
- 4. The blue and white hat belonged to my aunt.
- 5. Garrett, Amy and Liza walked their dogs yesterday.
- 6. The historic building is now a museum.
- 7. Brandon and Jeff, who are both in my class, are twins.
- 8. I like fruit salad with strawberries.
- 9. My sister's friend Charles, works at the mall
- 10. Kate and Celia laughed and played on the swings













Objective: To identify sentence types as simple sentence, compound sentence, complex sentence, and compound-complex sentence.

Directions: From these sentences write what type of sentence they are (simple, compound, complex or compound-complex sentence), finally write them in the correct column in the table. (10 points)

	Sentences	Sentence Types
0	I am going to the dance, so I have to buy a new dress.	Compound
1	Peanut butter and jelly sandwiches are my favorite.	Simple
2	Most of the students are engineering majors, and they devote	Compound
	every minute of their spare time to their sport.	
3	I will help you if you help me.	Complex
4	Her name is Sachiko and she comes from Japan.	Compound
5	My mother cooked dinner while I was doing my homework.	Complex
6	While I was doing my homework, my mother cooked dinner and	Compound -
	my father was asleep in front of the television.	Complex
7	Do you want to go swimming tomorrow, or would you prefer to	Compound
	play tennis?	
8	I don't know why he did that.	Complex
9	My family came to Germany when I was in grade 5, but I have	Compound-
	never learned to speak German very well.	Complex
10	She runs every day, so she is very fit.	Compound
11	Because she runs every day, she is very fit.	Complex
12	The new girl in our class has a brother in grade 7 and a sister in grade 9.	Simple
13	You should read every day if you want to improve English.	Complex
14	Although it was cold, we decided to go fishing as planned.	Complex
15	To build a doll's house you need wood, a hammer, and a saw.	Simple
16	He got up, walked over to the window, and jumped out.	Simple
17	You should start working harder or you are going to fail your test.	Compound
18	The rain was getting heavier.	Simple
19	I have not seen my mom since I came to Germany.	Complex
20	He told me that he is returning to London next summer.	Complex

