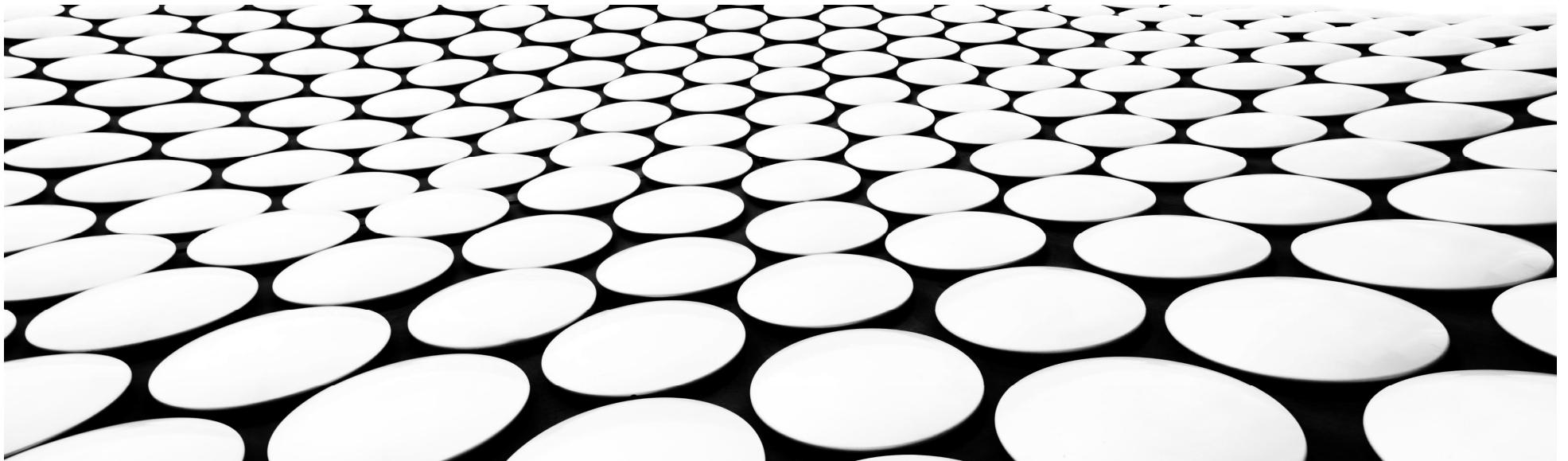

PARAGRAPH WRITING (EGL1003)

REVIEW OF GRAMMAR TERMS



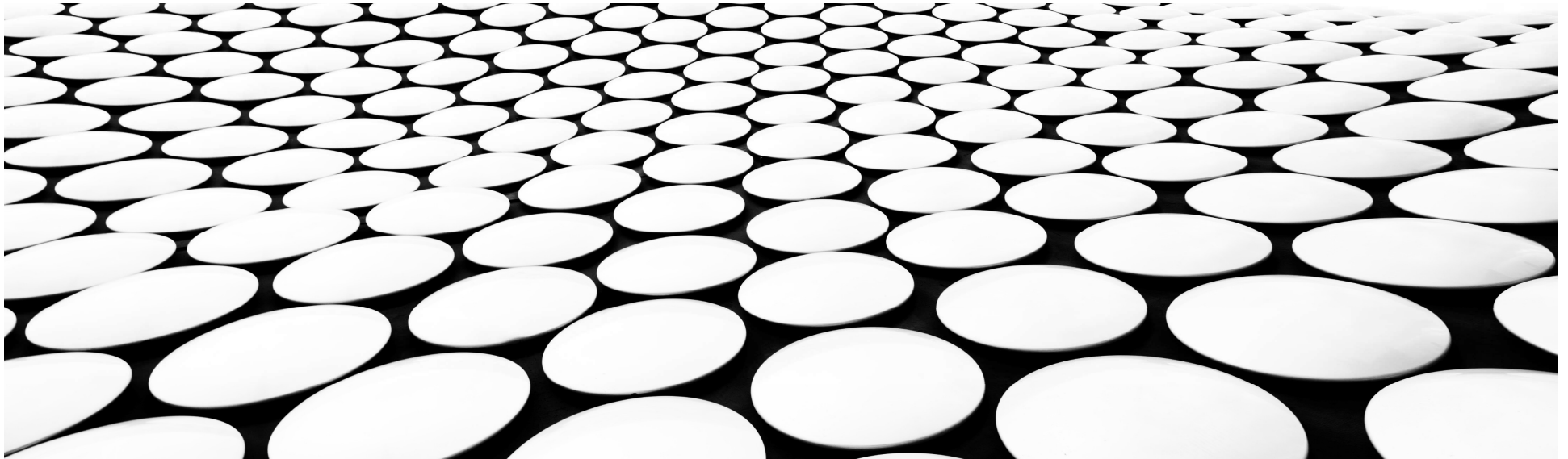
GRAMMAR TERMS	DEFINITIONS/FUNCTION	EXAMPLES
Action verb : Also see the entries for <i>Linking verb</i> and <i>Verb</i>	a verb that express an action such as <i>hit, live, lose, speak, go, or come</i>	I lost my keys. He lives in Rome now.
Adjective	a word that describes a noun or pronoun	I have a new neighbor named Eva. Eva has a nice smile. She is friendly .
Adverb	a word that describes a verb, an adjective, another adverb, or a complete sentence, often to tell how, when, or where	The actors talked fast . It was really difficult to understand them. I listened very carefully. I'm going to watch the same movie tomorrow . Meet me here at 9:00.
Article	the word <i>a, an, or the</i> , used to introduce a noun	There is a café on Green Street. The café is called Java's. It is an interesting place.
Clause	a group of related words that has a subject and verb	This is my book.because it was late.
Coordinating conjunction	a word that connects equal elements in a sentence (<i>for, and, nor, but, or, yet, and so</i>)	It is my birthday, so I want to celebrate. I know I'm on a diet, but let's have cake and ice cream.

GRAMMAR TERMS	DEFINITIONS/FUNCTION	EXAMPLES
Dependent clause	a clause that cannot be a complete sentence	After I got up... because it was late.
Gerund	a verb ending in <i>-ing</i> that is used as a noun	playing is fun. I am sad about leaving .
Independent clause	a clause that is, or could be, a complete sentence	I took a shower. After I got up, I took a shower.
Linking verb: <i>Also see the entries for Action Verb and Verb</i>	a verb that connects the subject to information about the subject	She is in a band. I am his boss.
Noun	a word that names a person, place, or thing and that can be used as a subject or an object	I have a roommate at school. His name is Mark . He is from Hong Kong . Mark and I like the same music .
Noun phrase	a group of words ending with a noun that belong together in meaning	He lives in that old house on the corner . I'm reading a rally good book .
Object	a noun, noun phrase, object pronoun, or possessive pronoun that receives the action of certain verbs	Mark is always losing things . Today he lost his keys . His girlfriends found them . I saw mine on the table.

GRAMMAR TERMS	DEFINITIONS/FUNCTION	EXAMPLES
Phrase	a group of related words that does not have both a subject and a verb	I had a frightening experience . It happened a few days ago .
Preposition	a word that shows direction, location, ownership, and so on.	I went into my room and looked under the bed. Juan is from Guadalupe in Mexico.
Prepositional phrase	a preposition plus a noun, pronoun, or gerund	The train left at noon . Hundreds of people were on it .
Pronoun	a word that replaces a noun	Ed knew where the pen was. He had hidden it .
Subject	a noun, noun phrase, or subject pronoun that tells who or what the sentence is about	Mark rarely loses his keys. His sister lives in Boston. She has a nice house.
Subordinating conjunction (“subordinator”)	a word or phrase that introduces a dependent clause	When it’s hot, we go to the beach. He couldn’t find the file because he lost it.
Verb	a word or group of words that express an action, feeling, or state	Davina plays the guitar and sings. He feels happy today. She enjoyed the opera.

PARAGRAPH WRITING (EGL1003)

RECOGNIZING SENTENCES OR NON-SENTENCES



Read each group of words and write *S* (sentence) or *NS* (non-sentence)

NS
_____ 1. Is very hot today.

S
_____ 2. It is raining today.

NS
_____ 3. My new classmate from Brazil.

S
_____ 4. He speaks three languages fluently.

NS
_____ 5. Is very competitive.

S
_____ 6. Hurry up, please.

S
_____ 7. He wants to start his own business.

S
_____ 8. He isn't married.

Read each group of words and write S (*sentence*) or NS (*non-sentence*)

NS
_____9. Enjoys music, especially jazz.

S
_____10. Don't send text messages in class.

NS
_____11. The books expensive.

S
_____12. Go to the course website.

NS
_____13. When I finish my education.

S
_____14. He looks mad.

S
_____15. Who's there?

S
_____16. I will work for my uncle, when I finish my education.

Correct the *NSs* (*non-sentences*)

___NS___ 1. Is very hot today.

___NS___ 3. My new classmate from Brazil.

___NS___ 5. Is very competitive.

___NS___ 9. Enjoys music, especially jazz.

___NS___ 11. The books expensive.

___NS___ 13. When I finish my education.

Correct the *NSs* (*non-sentences*)

NS 1. Is very hot today.



1. **It** is very hot today.

NS 3. My new classmate from Brazil.



3. My new classmate **is** from Brazil.

NS 5. Is very competitive.



9. **She** enjoys music, especially jazz.

NS 9. Enjoys music, especially jazz.



5. **The price** is very competitive.

NS 11. The books expensive.



11. The books **are** expensive.

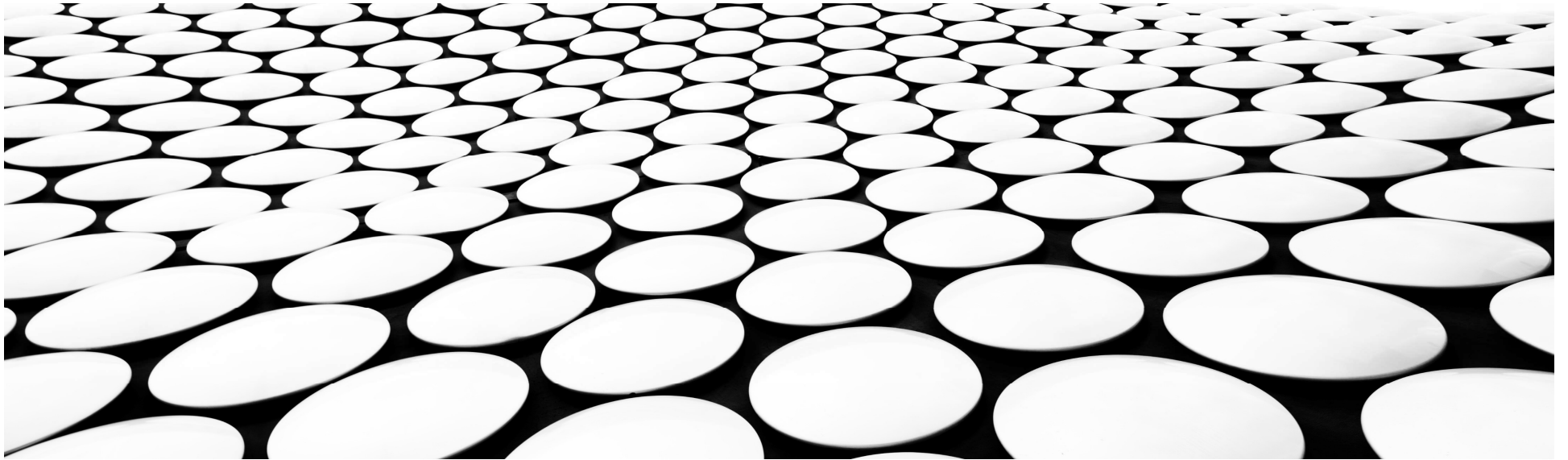
NS 13. When I finish my education.



13. When I finish my education, **I will find a job.**

PARAGRAPH WRITING (EGL1003)

IDENTIFYING SUBJECTS, VERBS, OBJECTS, COMPLEMENT, AND ADVERBIAL (SVOCA)



SVOCA

Nanny Fine is keeping the children very happy.

Identify form of each phrase

Nanny Fine is keeping the children very happy.

Noun phrase (np)	Verb phrase (vp)	Noun phrase (np)	Adjective phrase (adj p)
------------------------	------------------------	------------------------	--------------------------------

Identify function of each phrase (s, v, o, c, a)

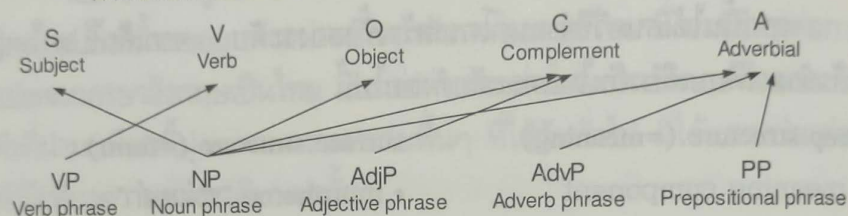
Nanny Fine is keeping the children very happy.

Subject (s)	Verb (v)	Object (o)	Complement (c)
----------------	-------------	---------------	-------------------

1. องค์ประกอบพื้นฐานของประโยค (sentence element) หรือ องค์ประกอบพื้นฐานของอนุภาค (clause element) เมื่อจำแนกตามหน้าที่ ไวยากรณ์ เป็น subject, verb, object, complement และ adverbial

2. วิธีที่นำมาใช้เป็นองค์ประกอบพื้นฐานของประโยคหรืออนุภาค ได้แก่ noun phrase, verb phrase, adjective phrase, adverb phrase และ prepositional phrase

ความสัมพันธ์ระหว่างโครงสร้าง 2 นี้ อาจสรุปได้ดังนี้



ตัวอย่างเช่น ประโยคว่า *Nanny Fine is keeping the children very happy.* อาจวิเคราะห์ที่ได้ดังนี้

S	V	O	C
Nanny Fine	is keeping	the children	very happy.
NP	VP	NP	AdjP

ไวยากรณ์ที่วิเคราะห์ในแนวนี้นิยมเรียกว่า SVOCA grammar (ดู Quirk et al. 1985 เป็นต้น) ซึ่งมีผู้ใช้กันแพร่หลายในหลายๆ ประเทศ ในการสอนภาษาอังกฤษเป็นภาษาต่างประเทศ

SVOCA EXERCISE

Identify **form** and **function** of each phrase of the following sentences

1. He speaks three languages very fluently.

(Pron/np)	(vp)	(np)	(adverb phrase)
Subject	Verb	Object	Adverbial
(s)	(v)	(o)	(a)

2. My new classmate is from Brazil.

(np)	(vp)	(prepositional phrase)
Subject	Verb	Adverbial
(s)	(v)	(a)

3. The price is very competitive.

(np)	(vp)	(adjective phrase)
Subject	Verb	Complement
(s)	(v)	(c)

SVOCA EXERCISE

Identify **form** and **function** of each phrase of the following sentences

4. His job is easy and pays well.

(np)	(vp)	(adjective phrase)		(vp)	(adverb phrase)
His job	is	easy	and	pays	well.
Subject	Verb	Complement		Verb	Adverbial
(s)	(v)	(c)		(v)	(a)

5. He became a computer programmer at the age of 16.

(Pron/np)	(vp)		(np)	(prepositional phrase)
He	became		a computer programmer	at the age of 16.
Subject	Verb		Object	Adverbial
(s)	(v)		(o)	(a)

6. On weekends, he plays soccer with his friends.

(prepositional phrase)	(np)	(vp)	(np)	(prepositional phrase)
On weekends,	he	plays	soccer	with his friends.
Adverbial	Subject	Verb	Object	Adverbial
(a)	(s)	(v)	(o)	(a)

SVOCA EXERCISE

Identify **form** and **function** of each phrase of the following sentences

7. She was important to me.

(Pron/np)	(vp)	(adj.phr.)	(prep. phrase)
7. She	was	important	to me.
Subject	Verb	Complement	Adverbial
(s)	(v)	(c)	(a)

8. My teacher taught me a valuable lesson.

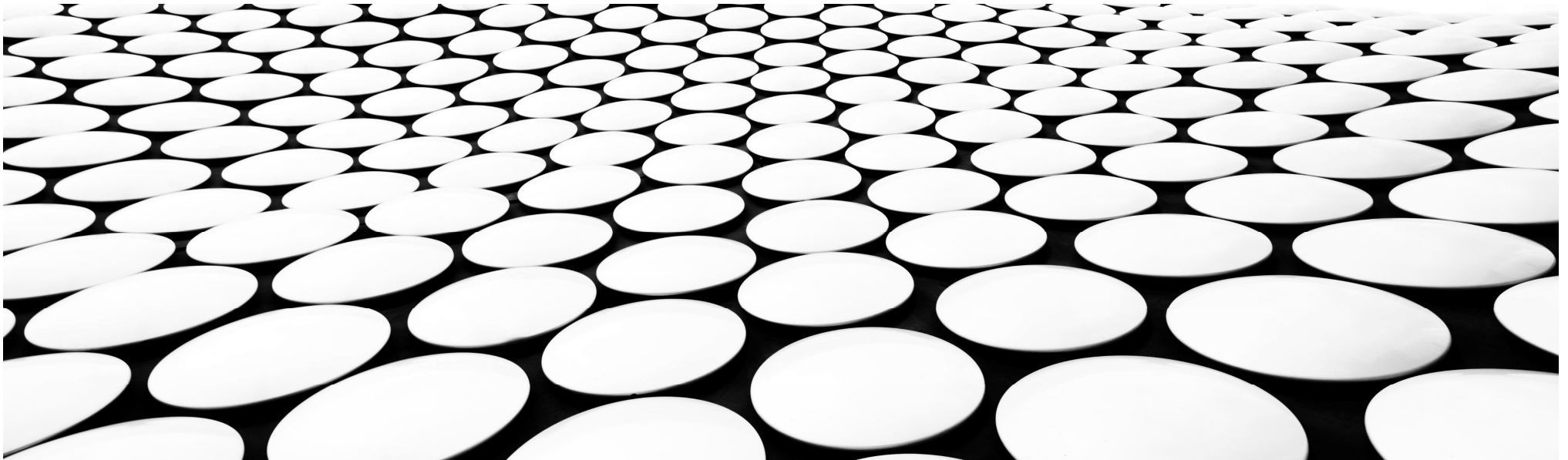
(np)	(vp)	(pron/ np)	(np)
8. My teacher	taught	me	a valuable lesson.
Subject	Verb	Object	Object
(s)	(v)	(o)	(o)

9. My grandfather seemed unhappy that day.

(np)	(vp)	(adj.phr.)	(np)
9. My grandfather	seemed	unhappy	that day.
Subject	Verb	Complement	Adverbial
(s)	(v)	(c)	(a)

PARAGRAPH WRITING (EGL1003)

SIMPLE SENTENCES AND SENTENCE COMBINING



What is a simple sentence?

A simple sentence is a sentence that has one subject-verb pair; for example, Subject+verb (S V), Subject + verb1 and verb2 (S VV), or Subject1 and Subject2 + verb (SS V) etc.

Using connecting words like *and* and *or* allows simple sentence to have many variations.

Simple Sentences	Patterns
1. My young sister speaks English well.	S V
2. My mother and father speak English well.	SS V
3. My mother and father speak and write English well.	SS VV
4. My brother doesn't speak or write English well.	S VV

My Grandfather

1 ^S My grandfather ^V is old in years but young in spirit. 2 Every day, ^S he ^V swims a mile and ^V works in his garden. 3 He and my grandmother have four children and ten grandchildren. 4 My grandfather loves parties and invites our entire family to his house for a big dinner on his birthday. 5 All 20 of us eat and tell stories half the night. 6 My grandfather never gets tired and is always the last to go to bed. 7 On his last birthday, my brothers and I gave him a present. 8 We put our money together and bought him a video game system. 9 Now he invites us to his house every weekend to play video games with him. 10 My grandfather never seems old to me.



Write the pattern for each simple sentence in the paragraph (*Longman Academic Writing Series 2, p.21*)

1. _____ 2. _____ 3. _____ 4. _____ 5. _____

6. _____ 7. _____ 8. _____ 9. _____ 10. _____

Complete each sentence with *and* or *or* (*Longman Academic Writing Series 2, p.23*)

1. I can speak _____ understand English
2. I can't speak Tagalog _____ Vietnamese.
3. My mother is proud of my sister _____ me.
4. Would you like to listen to music _____ watch a movie?
5. You can walk there _____ take the bus.
6. My uncle, a talented artist, paints _____ makes sculptures.
7. Does your English class meet on Monday, Wednesday, _____ Friday, _____ on Tuesday, Thursday, _____ Friday?
8. Last year my stepmother graduated from college _____ started her own business.

Write the pattern for each simple sentence in the paragraph (Longman Academic Writing Series 2, p.21)

1. SV 2. SVV 3. SSV 4. SVY 5. SVV
6. SVV 7. SSV 8. SVV 9. SV 10. SV

Complete each sentence with *and* or *or* (Longman Academic Writing Series 2, p.23)

1. I can speak and understand English
2. I can't speak Tagalog or Vietnamese.
3. My mother is proud of my sister and me.
4. Would you like to listen to music or watch a movie?
5. You can walk there or take the bus.
6. My uncle, a talented artist, paints and makes sculptures.
7. Does your English class meet on Monday, Wednesday, and Friday, or on Tuesday, Thursday, and Friday?
8. Last year my stepmother graduated from college and started her own business.

Four general principles to use conjunctions *and* and *or* to combine short sentences into longer ones

- Whenever possible, don't repeat words.:
 - **uncombined:** I **am** a man. I **am** famous.
 - **combined:** I **am** a famous man.
- Add a connecting word like *and* when necessary.:
 - **uncombined:** She is attractive. She is intelligent.
 - **combined:** She is attractive **and** intelligent.
- Change words when necessary.:
 - **uncombined:** Blue is my favorite color. Yellow is my favorite color.
 - **combined:** Blue **and** yellow are my favorite colors.
- When you omit words, don't leave out words that provide important information.:
 - **uncombined:** He has *short white hair*. He has a *long white beard*.
 - **combined:** He has short white hair **and** a long white beard.

Combine sentences with conjunctions *and* and *or* :

1. My brother speaks German. My brother speaks Japanese.
2. Marie got an A in Biology 101. Marie got a B in English 103.
3. You can fly from Paris to Amsterdam. You can take a train from Paris to Amsterdam. (*You can't do both.*)
4. Marta is married. Marta has two children.
5. She may major in math. She may major in business. (*She can't major in both.*)
6. Should we go out tonight? Should we stay home tonight?

Combine sentences with conjunctions *and* and *or* :

1. My brother speaks German. My brother speaks Japanese.

combined: 1. My brother speaks German **and** Japanese.

2. Marie got an A in Biology 101. Marie got a B in English 103.

combined: 2. Marie got an A in Biology 101 **and** a B in English 103.

3. You can fly from Paris to Amsterdam. You can take a train from Paris to Amsterdam. (*You can't do both.*)

combined: 3. You can fly **or** take a train from Paris to Amsterdam.

4. Marta is married. Marta has two children.

combined: 4. Marta is married **and** has two children.

5. She may major in math. She may major in business. (*She can't major in both.*)

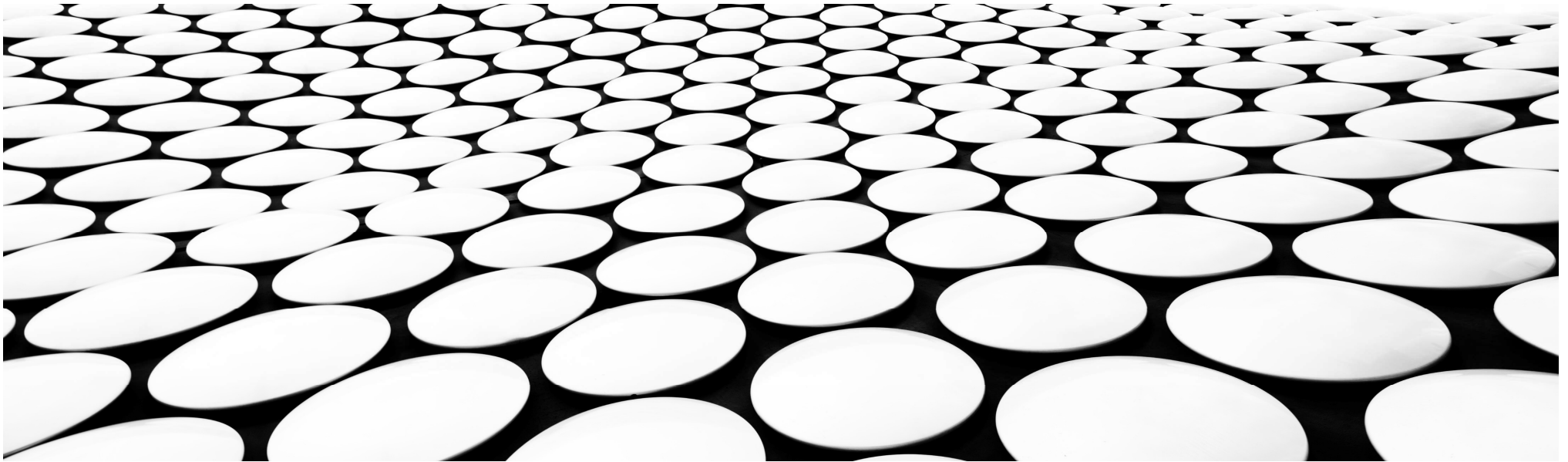
combined: 5. She may major in math **or** in business.

6. Should we go out tonight? Should we stay home tonight?

combined: 6. Should we go out **or** stay home tonight?

PARAGRAPH WRITING (EGL1003)

ORGANIZATION OF A PARAGRAPH AND A DESCRIBING PEOPLE PARAGRAPH



Organization of a paragraph

A **paragraph** is a group of related sentences about a single topic. The topic of a paragraph contains one, and only one, idea. A paragraph has three main parts and they appear in this order:

- The **topic sentence** names the topic and tells what the paragraph will say about it. This sentence is usually the first sentence **in** a paragraph.
- The middle sentences in a paragraph are called the **supporting sentences** or **the body**. Supporting sentences give examples or other details about the topic. In some cases, they might even tell a story to illustrate the topic sentence.
- The last sentence **in** a paragraph is usually the **concluding sentence**. The concluding sentence often restates the topic sentence in different words or summarizes the main points.

A paragraph is like a sandwich: two pieces of bread (the topic and concluding sentences) holding the key ingredients (the supporting sentences).



(Longman Academic Writing Series 2, p.4)

Look at the model and answer the following questions.

Write (T) for the topic, (TS) for the topic sentence and (CS) for the concluding sentence.

Which sentence give more information: the topic or the concluding sentence?

Mrs. Robinson

(Longman Academic Writing Series 2, p.5)

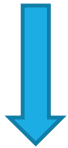
Mrs. Robinson, my first grade teacher, was an important person in my life. I was only six years old, but she taught me a valuable life lesson. In the schools in my country, children usually learn to print before they learn to write in cursive script (like handwriting). Mrs. Robinson didn't believe in printing. She thought it was a waste of time. She taught us to write in cursive script from the first day. At first it was hard, and she made us practice a lot. That made me angry because I wasn't very good at it. I remember filling entire pages just with capital Os. I didn't think I could ever learn to write beautifully, but Mrs. Robinson was patient with me and told me to keep trying. At the end of the year, I felt very grown up because I could write in cursive script. I was proud of my new skill. Mrs. Robinson was important to me because she taught me the value of hard work.

How many supporting sentences does the paragraph have?

Look at the model and answer the following questions.

Write (T) for the topic, (TS) for the topic sentence and (CS) for the concluding sentence.

Which sentence give more information: the topic or the concluding sentence?



Concluding sentence

T Mrs. Robinson

(Longman Academic Writing Series 2, p.5)

TS Mrs. Robinson, my first grade teacher, was an important person in my life. I was only six years old, but she taught me a valuable life lesson. In the schools in my country, children usually learn to print before they learn to write in cursive script (like handwriting). Mrs. Robinson didn't believe in printing. She thought it was a waste of time. She taught us to write in cursive script from the first day. At first it was hard, and she made us practice a lot. That made me angry because I wasn't very good at it. I remember filling entire pages just with capital Os. I didn't think I could ever learn to write beautifully, but Mrs. Robinson was patient with me and told me to keep trying. At the end of the year, I felt very grown up because I could write in cursive script. I was proud of my new skill.

CS Mrs. Robinson was important to me because she taught me the value of hard work.

How many supporting sentences does the paragraph have? → 11 sentences