

Tikrit University/ College of Education for women

English Composition

Second Year

Lect. Rana Abid Thyab

LECTURE ONE: Types of Sentences

1. Simple Sentences
2. Compound Sentences
3. Complex Sentences

A common weakness in writing in English is the lack of varied sentences. Becoming aware of three general types of sentences- simple, compound, and complex- can help students vary the sentences in their English writing.

1. Simple sentences:

A simple sentence has the most basic elements that make it a sentence: a subject, a verb and a complete thought

Examples of simple sentences include the following:

- a. Joe waited for the train.
"Joe" = Subject, "waited" = verb
- b. The train was late.
"The train" = subject, "was" = verb
- c. Mary and Samantha took the bus.
"Mary and Samantha" = compound subject

"took" = verb.

d. I looked for Mary and Samantha at the bus station.

"I" = subject, "looked" = verb

e. Mary and Samantha arrived at the bus station early but waited until noon for the bus"

"Mary and Samantha" = compound subject

"arrived" and "waited" = compound verb.

We must differentiate between compound subjects, compound verbs and compound sentences which will be explained as we go on.

Simple sentences often are short but the use of compound subjects, compound verbs, prepositional phrases (such as "at the bus station") and other elements help lengthen simple sentences.

A simple sentence can also be referred to as an "INDEPENDENT CLAUSE".

It is referred to as an "independent clause" because, while it might be a part of a compound or complex sentence, it can also stand by itself as a complete sentence.

All in all, a simple sentence, also called an independent clause, contains a subject and a verb and it expresses a complete thought.

a- Some students like to study in the mornings
(subject= students)- (verb= like)

b- Juan and Alice play football every afternoon.
(Juan and Alice = compound subject) – (verb = play)

c- Alice goes to the library and studies every day.

(subject = Alice)- (goes and studies = compound verb)

Note:

As can be seen from the above examples, a simple sentence contains a subject and a verb and expresses a complete thought which is also known as an independent clause. But, simple sentences can also contain a compound subject or compound verb which is different from a compound sentence.

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LECTURE TWO: Compound Sentences

A compound sentence refers to a sentence made up of two independent clauses (or complete sentences) connected to one another with a coordinating conjunction. Coordinating conjunctions are easy to remember by thinking of the words "FAN BOYS":

F: For

A: And

N: Nor

B: But

O: Or

S: So

Examples of compound sentences include the following:

1. Joe waited for the train, but the train was late.
2. I looked for Mary and Samantha at the bus station, but they arrived at the bus station before noon and left on the bus before I arrived.

NOTE: "they **arrived** at the bus station before noon **and left**" : here the two verbs "arrived" and "left" are examples of compound verbs not clauses.

3. Mary and Samantha arrived at the bus station before noon, and they left on the bus before I arrived.
4. Mary and Samantha left on the bus before I arrived, so I did not see them at the bus station.

All in all, a compound sentence contains two independent clauses joined by a coordinator. Except for very short sentences, coordinators are always preceded by a comma.

Examples of compound sentences:

- a- I tried to speak Spanish, and my friend tried to speak English
- b- Ali played football, so Maria went shopping.
- c- Ali played football, for Maria went shopping.

The above three examples are compound sentences. Each sentence contains two independent clauses joined together by a coordinator with a comma preceding it.

Note:

The coordinators can change the relationship between clauses. For instance, sentence b, and c are identical except for the coordinators. In sentence b the coordinator "so" is used as a cause or result. However, in sentence c "for" is used to carry the meaning of "because".

In sentence b, which action occurred first?

Obviously, "Ali played football" first, and as a consequence "Maria went shopping".

In sentence c, "Maria went shopping" first. In sentence c, "Ali played football" because "Maria went shopping".

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LECTURE THREE: Complex Sentences

Coordinating conjunctions are useful for connecting sentences but they are often overused and they also do not indicate how sentences are related.

Clearer and more specific relationships can be established through the use of complex sentences.

A complex sentence is made up of an "INDEPENDENT CLAUSE" and one or more "DEPENDENT CLAUSES" connected to it.

A dependent clause is similar to an independent clause or complete sentence but it lacks one of the elements that make it a complete sentence.

Examples of dependent clauses include the following:

- because Mary and Samantha arrived at the bus station before noon
- while he waited at the train station.
- after they left on the bus

Dependent clauses such as those above cannot stand alone as a sentence, but they can be added to an independent clause to form a complex sentence.

Dependent clauses begin with SUBORDINATING CONJUNCTIONS or SUBORDINATORS.

Most common subordinating conjunctions include:

- after
- although
- as
- because
- before
- even though
- if
- since
- though
- unless
- until
- when
- whenever
- whereas
- wherever
- while

A complex sentence joins an independent clause with one or more dependent clauses.

The Dependent clauses can go first in the sentence, followed by the independent clause, as in the following:

1. Because Mary and Samantha arrived at the bus station before noon, I did not see them at the station.
2. While he waited at the train station, Joe realized that the train was late.
3. After they left on the bus, Mary and Samantha realized that Joe was waiting at the train station.

Conversely, the independent clauses can go first in the sentence, followed by the dependent clauses, as in the following:

1. I did not see them at the station because Mary and Samantha arrived at the bus station before noon.
2. Joe realized that the train was late while he waited at the train station.

3. Mary and Samantha realized that Joe was waiting at the train station after they left on the bus.

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LECTURE FOUR: Subordinators or Subordinating Conjunctions

A subordinating conjunction joins a subordinate (dependent) clause to a main (independent) clause.

Examples: after, although, as, because, before, how, if, once, since, than, that, though, till, until, when, where, whether, while...

Example: Ali went swimming although it was raining.

Main or independent clause = "Ali went swimming"

Subordinate or dependent clause = "although it was raining".

Subordinating conjunction = "although"

Note:

An independent clause contains a subject and a verb and a complete thought.

Ex: I wrote my first novel last year.

A dependent clause contains a subject and a verb but no complete thought

Ex: after I wrote my first novel last year. (incomplete)

A complex sentence has one or more dependent clauses (headed by a subordinating conjunction or a relative pronoun) joined by an independent clause

Examples:

- a. Although Tom reads novels, Jack reads comics.
- b. Jack reads comics although Tom reads novels.
- c. Jack Smith, who reads comics, rarely reads novels.
- d. People who read comics rarely read novels.

So, as can be seen, a complex sentence has an independent clause joined by one or more dependent clauses . A complex sentence always has a subordinator such as "because, since, after, when, ... , or a relative pronoun such as that, who, which.

Note: Commas are not always used before subordinators.

Examples of complex sentences:

- a- When he handed in his homework, he forgot to give the teacher the last page.
(when = subordinating conjunction)
("When he handed in his homework" = dependent clause)
("he forgot to give the teacher the last page." = independent clause)
- b- The teacher returned the homework after she noticed the error.
(after = subordinator or subordinating conjunction)
("after she noticed the error = dependent clause)
("The teacher returned the homework = independent clause)
- c- The students are studying because they have a test tomorrow.
(because= subordinator)
(The students are studying = independent clause)
("because they have a test tomorrow = dependent clause)

- d- After they finished studying, Juan and Maria went to the movies.
(after= subordinator)
(after they finished studying = dependent clause)
(Juan and Maria went to the movies = independent clause)
- e- Juan and Maria went to the movies after they finished studying.
(after = subordinator)
(Juan and Maria went to the movies = independent clause)
(after they finished studying = dependent clause)

Note:

When a complex sentence begins with a subordinator such as sentence a and d, a comma is required at the end of the independent clause. When the independent clause begins the sentence with the subordinators in the middle as in sentence b, c, and e, no comma is required. Is a comma is placed before the subordinator in sentence b, c, and e, it is wrong and incorrect.

All in all, any sentence which contains at least one subject and one verb and a complete thought is a simple sentence because a simple sentence many contain more than one subject joined by a coordinator. It must be noticed that in this case we have a compound subject and not a compound sentence. As in, "Ali and Ahmed played football" which is an example of a simple sentence with a compound subject.

A compound sentence is when we have two simple sentences (that is two subjects and two verbs) joined together by a coordinator or coordinating conjunctions. As in, Ali played football, and Ahmed played tennis.

Complex sentences are composed of an independent clause and dependent clause which is preceded by a subordinator or subordinating conjunction.

Tikrit University/ College of Education for women

English Composition

Second Year

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LECTURE FIVE: Periodic Sentence

A periodic sentence is used to refer to a complex sentence beginning with a dependent clause and ending with an independent clause, as in "while he waited at the train station, Joe realized the train was late".

Periodic sentences can be especially effective because the completed thought occurs at the end of it, so the first part of the sentence can build up to the meaning that comes at the end.

Beginning Sentences with "and", or "but" or "one of the other coordinating conjunctions":

You should avoid beginning a sentence with "and" or "but" or other coordinating conjunctions. Those words are used to join together parts of a sentence, not to begin a new sentence. However, sometimes, when used at the beginning of a sentence, they are used for the purpose of emphasis because they stand out.

But, there is nothing wrong with beginning a sentence with "because" as long as it is used in a complete sentence and not a sentence fragment. I.e., "Because Mary and Samantha arrived at the bus station before noon, I did not see them at the station"

Not: "Because Mary and Samantha arrived at the bus station before noon."

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Second Year

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LECTURE SIX: Coordinating Conjunctions

Conjunctions, in general, are words which join two words or phrases or sentences.

Conjunctions are words used as joiners.

Different kinds of conjunctions join different kinds of grammatical structures.

1. "Coordinating conjunctions"

Examples : for, and, nor, but, or, yet, so.

Coordinating conjunctions join equals to one another: words to words, phrases to phrases, clauses to clauses.

Examples:

Words to words: Most children like cookies and milk

Phrase to phrase: The gold is hidden at the beach or by the lakeside

Clause to clause: What you say and what you do are two different things

Using "and" as a coordinator:

"and " is usually used to combine sentences which have similar ideas. For example: Jane came to my party. Andra came to my party.

When we read the two sentences, what are the similarities? The similarity is that both sentences share the same action. But two different names. So, we can say: Jane and Andra came to my party.

Using "but" as a coordinator:

"but" helps us to combine ideas which are contrasted. That is, joining different ideas or ideas which are opposite of one another.

For example: Mrs. Smith is strict. Mrs. Smith is kind. (these two adjectives are opposite of one another or contrasted. So, we can join them by saying: Mrs. Smith is strict but kind.

Coordinators "for", "so" and "yet" are different from the coordinators "and", "but", and "or"

Using "nor" as a coordinator:

- The first clause has to be a negative clause for you to use "nor".

Example: Ali doesn't like to do his homework. Nor does he check his answers when he does do it.

- "Nor" makes you reverse the verb order

You have to reverse the order of the subject and the auxiliary verb in the second clause.

Example: we do not say "Nor he checked his answers before he turned it in". The correct use is as the following : "Nor did he check his answers"

Using "so" as a coordinator:

"so" is used for purpose. For example: I have done this so you don't have to face a problem.

So, every time one uses "so" it's used for a purpose.

Exercise: Write down the address. We don't forget it.

It doesn't sound complete in itself.

Write down the address. Why? So you don't forget it. (this use is known as purpose, reason or cause).

Using "or" as a coordinator:

We use "or" when we give choices. For example: Are you interested in this or that?

Example: Do you want Pasta or rice?

Most often these options and choices in which we use "or" are in the form of questions.

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LECTURE SEVEN: Using "yet" as a coordinator:

Yet can be used as an adverb or conjunction

"yet" as an adverb:

We use "yet" as an adverb to refer to time which starts in the past and continues up to the present. We use "yet" mostly in negative statements or questions in the present perfect and it comes in the end position.

For example: Kevin hasn't registered for class yet.

Example: I haven't finished my breakfast yet.

Example: Has she emailed you yet?

"yet" as a conjunction:

"yet" as a conjunction means "but" or "nevertheless". We use "yet" as a conjunction to show "contrast" it often occurs after "and" but not necessarily.

For example: So many questions and yet so few answers.

Example: It felt strange and yet so wonderful to ski in the summer.

Example: It's a small car, yet it's surprisingly spacious.

Example: He has a good job, and yet he never seems to have any money.

Example: The weather was cold and wet. Yet we had a great time.

As can be seen from the above examples "yet" is a conjunction meaning "nevertheless", "but", or "however".

Also, "yet" usually carries a sense of negation. For example: "He has a good job, and yet he never seems to have any money".

Exercises and Practice:

Question : Join the beneath sentence into one by using the conjunction required between brackets.

- a- Ali played football. Ahmed played tennis.
(use: but, and)
- b- We had a party. We enjoyed it very much. (use suitable conjunction)
- c- He doesn't like apples. He doesn't like bananas (use: nor)
- d- Sarah finished her exam. She didn't answer it well. (yet, but)
- e- We want to build a new house. We saved a lot of money. (so, for)

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LECTURE EIGHT: Topic Sentences

A topic sentence is a sentence which carries the main idea of a paragraph. Usually topic sentences are found in the first line. However, they may be placed in the middle or end of a paragraph also.

So, a topic sentence tells what the rest of the paragraph is about. All sentences after it have to give more information about it, prove it by offering facts about it or by describing it.

If we are writing an essay, topic sentences also need to relate back to the thesis of the essay or the main idea of the paper.

Every topic sentence will have a topic and a controlling idea. The controlling idea shows the direction the paragraph will take.

Examples:

Question: Identify the controlling idea and the topic in the following topic sentences.

1. Topic sentence: There are many reasons why pollution in ABC Town is the worst in the world.
Controlling idea: " There are many reasons"
The Topic: " pollution in ABC Town is the worst in the world"

2. Topic sentence: To be an effective leader requires certain characteristics.
Controlling idea "certain characteristics"
The Topic: "To be an effective leader"
3. Topic sentence: There are many contributing factors to global warming.
Controlling idea : "contributing factors"
Topic: global warming"
4. Topic sentence: Fortune hunters encounter many difficulties when exploring a shipwreck.
Controlling idea: "many difficulties"
Topic: "exploring a shipwreck"
5. Topic sentence: Crime in poverty-stricken areas occurs as a result of a systematic discrimination.
Controlling idea: "systematic discrimination"
Topic: "Crime in poverty-stricken areas"
6. Topic sentence: Cooking requires a number of different skills.
Controlling idea: "a number of different skills"
Topic: "Cooking"
7. Topic sentence: It is important to be ready before buying a house.
Controlling idea: "important to be ready"
Topic: "before buying a house"

8. Topic sentence: Graduating from high school is important for many different reasons.

Controlling idea: "many different reasons"

Topic: "Graduating from high school"

9. Topic sentence: Having a first child is difficult because of the significant adjustments in your life.

Controlling idea: "significant adjustments in your life"

Topic: "Having a first child is difficult"

10. Topic sentence: remodeling a kitchen successfully requires research and a good eye.

Controlling idea: "requires research and a good eye"

Topic: "remodeling a kitchen successfully"

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LECTURE NINE: Participles

a. Present Participle:

The present participle of most verbs has the form (base + ing)

It is used in many different ways. The present participle is used for two actions at the same time:

When two actions occur at the same time and are done by the same person or thing, we can use a present participle to describe one of them. When one action follows very quickly after another done by the same person or thing we express the first action with a present participle.

Examples:

1. Whistling to himself, he walked down the road.
= He whistled to himself as he walked down the road.
2. They went laughing out into the snow.
= They laughed as they went out into the snow.
3. Dropping the gun, she put her hands in the air.
= She dropped the gun and put her hands in the air.

4. Putting on his coat, he left the house.
= He put on his coat and left the house.

b. Past Participle:

A past participle indicates past or completed action or time. It is often called the "ed" form as it is formed by adding "-d" or "-ed" to the base form of regular verbs. For irregular verbs it is formed in various other ways.

For example:

Break = broken

Brush = brushed

Learn = learnt

1. It is used as part of the present perfect tense.

For example: I have learnt English.

2. It can be used to form the passive voice.

For example: Her hair was well brushed

3. It can also be used as an adjective

For example: He had a broken arm.

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LECTURE TEN: The gerund

The gerund looks exactly the same as a present participle but there is a difference between the two.

The gerund always has the same function as a noun (although it looks like a verb)

a. The gerund as the subject of the sentence:

Examples:

1. Eating people is dangerous.
Gerund = "Eating"
2. Hunting tigers is dangerous
Gerund = "Hunting"
3. Flying makes me nervous
Gerund = "Flying"
4. Brushing your teeth is important.
Gerund = "Brushing"
5. Smoking causes lung cancer.
Gerund = "Smoking"

b. The gerund as the complement of the verb (To Be):

Examples:

1. One of his duties is attending meetings.
Gerund = attending meetings (complement)
2. The hardest thing about learning English is understanding the gerund.
Gerund = "understanding"
3. One of life's pleasures is having breakfast near the sea.
Gerund = "having breakfast" = complement

The gerund after prepositions:

The gerund must be used when a verb comes after a preposition. This is also true of certain expressions ending in a preposition, for example: the expression "in spite of" and "there's no point in"

Examples:

1. Can you sneeze without opening your mouth?
Gerund = opening
2. She is good at painting
Gerund = painting
3. She avoided him by walking on the opposite side of the road.
Gerund = walking
4. We arrived in Erbil after driving all night.
Gerund = driving
5. My mother decided against postponing her trip to London.
Gerund = postponing
6. There's no point in waiting.
Gerund = waiting
7. In spite of missing the train, we arrived on time.
Gerund = missing.