

**BASIC  
WRITING  
LEARNING  
MODULE**

**Arranged by  
Setya Ariani, M.Pd.**



**KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET, DAN TEKNOLOGI**  
**UNIVERSITAS MULAWARMAN**  
**FAKULTAS ILMU BUDAYA**  
**PROGRAM STUDI SASTRA INGGRIS**

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**RENCANA PEMBELAJARAN SEMESTER (RPS)**

Mata Kuliah: Penulisan Dasar ( <i>Basic Writing</i> )	Semester 1	Kode : 221302602W007	SKS: 2
Mata Kuliah Prasyarat	-		
Dosen Pengampu	Setya Ariani, M.Pd		
CPL Prodi	<p>A. Sikap:</p> <ol style="list-style-type: none"><li>Berkontribusi dalam peningkatan mutu kehidupan bermasyarakat, berbangsa, bernegara, dan kemajuan peradaban berdasarkan Pancasila (S3).</li><li>Bekerja sama dan memiliki kepekaan sosial serta kepedulian terhadap masyarakat dan lingkungan (S6).</li></ol> <p>B. Keterampilan Umum:</p> <ol style="list-style-type: none"><li>Mengkaji pengetahuan dan atau teknologi di bidang keahliannya berdasarkan kaidah keilmuan, atau menghasilkan karya desain/seni beserta deskripsinya berdasarkan kaidah atau metode rancangan baku, yang disusun dalam bentuk skripsi atau laporan tugas akhir (KU2).</li></ol> <p>C. Keterampilan Khusus:</p> <ol style="list-style-type: none"><li>Mampu menyediakan layanan kebahasaan dalam bahasa Inggris untuk keperluan khusus dalam dunia kerja (KK3).</li><li>Memiliki kompetensi peneliti di bidang bahasa, sastra dan budaya dengan memanfaatkan perkembangan terkini IPTEKS dalam mengkomunikasikan hasil penelitiannya (KK4).</li><li>Memahami teori-teori di bidang bahasa dan sastra, dan mampu menerapkan teori tersebut dalam menghadapi suatu fenomena bahasa dan sastra (puisi, prosa, dan drama) tertentu, atau permasalahan budaya secara umum terutama yang berkaitan dengan kebudayaan tropis (KK5).</li><li>Memiliki kompetensi sebagai pemerhati bahasa dan sastra yang berintegritas yang berpegang teguh pada nilai-nilai kebenaran yang mampu berperan secara mandiri dan berkelompok untuk melestarikan kebudayaan lokal (KK6).</li></ol> <p>D. Pengetahuan :</p> <ol style="list-style-type: none"><li>Menguasai teori dan aplikasi dalam kebahasaan (linguistik) (PP2).</li></ol>		



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Capaian Pembelajaran Matakuliah	Di akhir perkuliahan, mahasiswa dapat menyusun beragam jenis kalimat yang terdiri atas <i>simple sentence</i> , <i>compound sentence</i> , <i>complex sentence</i> dan <i>compound-complex sentence</i> dengan tepat
Deskripsi Matakuliah	Mata kuliah penulisan dasar ( <i>basic writing</i> ) fokus pada konstruksi kalimat dalam Bahasa Inggris yang secara umum diawali dari tingkat elemen tata bahasa yang paling dasar (subjek, predikat, dan kadang terdapat objek langsung dan tidak langsung) yang disatukan menuju tingkat elemen lain dari tata bahasa untuk menciptakan struktur kalimat yang lebih kompleks. Terdapat empat jenis kalimat yang akan dipelajari dalam mata kuliah ini : <i>simple sentence</i> , <i>compound sentence</i> , <i>complex sentence</i> , dan <i>compound-complex sentence</i> . Agar dapat membantu mahasiswa untuk memahami pembentukan kalimat, contoh-contoh kalimat yang sangat sederhana akan diberikan. Selain itu, mahasiswa diharapkan dapat menghindari kesalahan-kesalahan mekanis dalam menulis ( <i>mechanical errors</i> ) seperti <i>capitalization</i> , <i>punctuation</i> , dan <i>spelling</i> . Berbagai metode pembelajaran diterapkan seperti ceramah, diskusi, tanya jawab, penugasan, dan <i>project-based learning</i> . Bahan ajar autentik juga akan digunakan untuk mendukung kegiatan pembelajaran dalam kelas.
Referensi	<ol style="list-style-type: none"><li>1. Bailey, S. (2003). <i>Academic writing: A practical guide for students</i>. New York: Nelson Thornes Ltd.</li><li>2. Cambridge. (2013). <i>Skills for effective writing 3</i>. Cambridge: Cambridge University Press.</li><li>3. Hinkel, E. (2004). <i>Teaching academic ESL writing: Practical techniques in vocabulary and grammar</i>. New Jersey: Lawrence Erlbaum Associates, Inc.</li><li>4. Murphy, R. (2004). <i>English grammar in use (Third edition)</i>. Cambridge: Cambridge University Press.</li><li>5. Oshima, A &amp; Hogue, A. (2007). <i>Introduction to academic writing (Third edition)</i>. New York: Pearson Education, Inc.</li><li>6. Course outline</li><li>7. Authentic materials: texts, stories, worksheets available on internet</li></ol>



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Pert. ke -	Sub-CPMK	Indikator	Bahan Kajian	Metode Pembelajaran	Pengalaman Belajar	Penilaian			Waktu (mnt)	Referensi
						Jenis	Kriteria	Bobot		
1	Mahasiswa mampu mendiskusikan unsur-unsur kalimat.	Mampu mendiskusikan unsur-unsur yang membentuk unit kalimat seperti <i>subject</i> , <i>predicate</i> , dan <i>object</i> .	<i>Introduction to basic writing course</i>	Ceramah, diskusi, dan tanya jawab.	<ul style="list-style-type: none"> <li>Pemaparan silabus perkuliahan</li> <li>Menjelaskan unsur-unsur kalimat.</li> </ul>	Tes tulis: <i>diagnostic test</i>	Ketepatan menjelaskan unsur-unsur yang membentuk kalimat.	5%	2 x 50'	1,6
2 & 3	Mahasiswa menentukan unsur-unsur utama yang membentuk kalimat	<ul style="list-style-type: none"> <li>Mampu menentukan unsur-unsur utama yang membentuk kalimat terkait <i>subject</i> dan <i>object</i>.</li> <li>Mampu menentukan unsur-unsur utama yang membentuk kalimat terkait <i>predicate</i>.</li> <li>Mampu memberikan contoh <i>subject</i> dan <i>object</i> yang terbentuk dari kata benda tunggal dan jamak.</li> <li>Mampu memberikan contoh predikat yang terbentuk dari kata kerja transitif dan intransitif.</li> </ul>	<ul style="list-style-type: none"> <li><i>Subject, verb predicate, and object</i></li> <li><i>Nouns</i></li> <li><i>Pronouns</i></li> </ul>	Diskusi kelompok dan penugasan	Mahasiswa menentukan dan menjelaskan unsur-unsur pembentukan kalimat seperti <i>subject</i> , <i>verb predicate</i> , dan <i>object</i> dalam kalimat.	Tes tulis	Ketepatan dalam menentukan <i>subject</i> , <i>verb predicate</i> , and <i>object</i> dalam kalimat.	5%	2 x 50'	1,2,5
4	Mahasiswa mampu	Mampu menentukan letak urutan jenis kata ( <i>parts of</i>	- <i>Subject + verb with</i>	<i>Game-based learning</i>	Mahasiswa menyusun kata	Tes tulis	Ketepatan menyusun	5%	2 x 50'	3,4,7



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	<p>menyusun kata (<i>word order</i>) untuk membentuk kalimat sesuai dengan urutan yang benar.</p>	<p><i>speech</i>) dalam rangka menyusun kalimat.</p>	<p><i>direct/indirect object</i></p> <ul style="list-style-type: none"> <li>- <i>Subject + verb with place and time</i></li> <li>- <i>Subject + verb with adverb of frequency</i></li> <li>- <i>Other word order problems: adjective + noun, adverb + adjective, etc</i></li> </ul>		<p>yang tidak berurutan (<i>scrambled word order</i>) untuk membentuk kalimat yang benar.</p>		<p>kata-kata dalam kalimat dengan urutan yang tepat.</p>			
5	<p>Mahasiswa mampu mengubah bentuk kalimat.</p>	<ul style="list-style-type: none"> <li>• Mampu mengubah kalimat dari bentuk positif/afirmatif ke dalam bentuk negatif dan pertanyaan.</li> <li>• Mampu mengubah kalimat dari bentuk negatif ke dalam bentuk positif dan pertanyaan.</li> </ul>	<ul style="list-style-type: none"> <li>- <i>Positive/affirmative sentence</i></li> <li>- <i>Negative sentence</i></li> <li>- <i>Interrogative sentence</i></li> </ul>	<p>Diskusi kelompok dan penugasan</p>	<p>Mahasiswa mentransformasi kalimat ke dalam bentuk positif, negatif, dan pertanyaan.</p>	<p>Tes tulis</p>	<p>Ketepatan mentransformasi berbagai bentuk kalimat (positif, negatif, dan pertanyaan)</p>	<p>5%</p>	<p>2 x 50'</p>	<p>2,4</p>



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		<ul style="list-style-type: none"> <li>Mampu mengubah kalimat dari bentuk pertanyaan ke dalam bentuk positif dan negatif.</li> </ul>								
6	Mahasiswa mendeteksi kemunculan <i>mechanical errors</i> dalam kalimat.	<ul style="list-style-type: none"> <li>Mendeteksi kesalahan penggunaan <i>capitalization</i> dalam kalimat.</li> <li>Mendeteksi kesalahan penggunaan <i>punctuation</i> dalam kalimat.</li> <li>Mendeteksi ejaan (<i>spelling</i>) yang tidak tepat dalam kalimat.</li> </ul>	<i>Mechanical errors (capitalization, punctuation, and spelling)</i>	Latihan soal	Mahasiswa mendeteksi dan memperbaiki kesalahan mekanis ( <i>mechanical errors</i> ) dalam kalimat.	Tes tulis	Ketepatan mendeteksi dan memperbaiki kesalahan mekanis ( <i>mechanical errors</i> ) dalam kalimat.	5%	2 x 50'	4,5
7	<b>Ujian Tengan Semester (UTS)</b>									
8	Mahasiswa mampu membedakan jenis klausa.	<ul style="list-style-type: none"> <li>Mampu membedakan <i>independent clause</i>.</li> <li>Mampu membedakan jenis <i>dependent clause</i>.</li> </ul>	<ul style="list-style-type: none"> <li><i>Independent and dependent clause</i></li> <li><i>Dependent clauses: adjective clause, adverb clause, and noun clause</i></li> </ul>	Diskusi kelompok dan latihan soal	Mahasiswa membedakan dan menggabungkan klausa dengan kata hubung yang sesuai.	Tes tulis	Ketepatan membedakan jenis klausa.	5%	2 x 50'	5



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9 & 10	Mahasiswa mampu membentuk kalimat sederhana ( <i>simple sentence</i> ).	Mampu membentuk kalimat sederhana ( <i>simple sentence</i> ).	<ul style="list-style-type: none"> <li>• <i>Simple sentence</i></li> <li>• <i>Subject-Verb Agreement</i></li> </ul>	Diskusi, latihan soal, dan penugasan	Mahasiswa membuat <i>simple sentence</i> dengan memperhatikan <i>subject-verb agreement</i> .	Tes tulis	Ketepatan membentuk kalimat sederhana ( <i>simple sentence</i> ) dengan memperhatikan pola <i>subject-verb agreement</i> .	15%	2 x 50'	1,2,3, 5
11 & 12	Mahasiswa mampu membuat <i>compound sentence</i> .	<ul style="list-style-type: none"> <li>• Menggabungkan paling sedikit dua klausa utama menggunakan kata hubung yang sesuai.</li> <li>• Membuat <i>compound sentence</i> dari gabungan paling sedikit dua klausa utama.</li> </ul>	<ul style="list-style-type: none"> <li>- <i>Two or more independent clauses</i></li> <li>- <i>Coordinating conjunctions: for, and, nor, but, or, yet, so</i></li> <li>- <i>Punctuation: comma and semi colon</i></li> </ul>	Diskusi kelompok dan presentasi tugas	Mahasiswa berlatih menggabungkan <i>independent clauses</i> untuk membuat <i>compound sentence</i> dengan menggunakan <i>conjunction</i> yang tepat.	Tes lisan dan tulis	Ketepatan menyusun <i>compound sentence</i> serta mengidentifikasi <i>coordinating conjunctions</i> yang menghubungkan klausa di dalamnya.	15%	2 x 50'	1,2,3, 5
13 & 14	Mahasiswa mampu menciptakan <i>complex sentence</i>	<ul style="list-style-type: none"> <li>• Menggabungkan <i>independent</i> dan <i>dependent clauses</i>.</li> </ul>	<ul style="list-style-type: none"> <li>- <i>One independent clause and two or more</i></li> </ul>	Diskusi kelompok dan presentasi tugas	Mahasiswa berlatih mengombinasikan <i>independent</i> dan <i>dependent</i>	Tes lisan dan tulis	Ketepatan menciptakan <i>complex sentence</i> serta mengidentifikasi	20%	2 x 50'	1,2,3, 5



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		<ul style="list-style-type: none"> <li>Menciptakan complex sentence melalui kombinasi <i>independent</i> dan <i>dependent clauses</i> dengan menggunakan <i>conjunction</i> yang tepat.</li> </ul>	<i>dependent clauses</i> - <i>Subordinating conjunctions: although, because, since, if, etc.</i> - <i>Dependent clause preceding or following independent clause</i> - <i>Punctuation: comma</i>		<i>clauses</i> dalam menciptakan <i>complex sentence</i> dengan <i>conjunction</i> yang sesuai.		asi <i>subordinating conjunctions</i> yang menghubungkan klausa di dalamnya.			
15	Mahasiswa mampu menciptakan <i>compound-complex sentence</i>	<ul style="list-style-type: none"> <li>Menggabungkan <i>independent</i> dan <i>dependent clauses</i>.</li> <li>Menciptakan <i>compound-complex sentence</i> melalui kombinasi <i>independent</i> dan <i>dependent clauses</i> dengan menggunakan <i>conjunction</i> yang tepat.</li> </ul>	- <i>Two independent clause and two or more dependent clauses</i> - <i>Coordinating conjunction</i> - <i>Subordinating conjunction</i>	Diskusi kelompok dan presentasi tugas	Mahasiswa berlatih mengombinasikan <i>independent</i> dan <i>dependent clauses</i> dalam menciptakan <i>compound-complex sentence</i> dengan <i>conjunction</i> yang sesuai.	Tes lisan dan tulis	Ketepatan menciptakan <i>compound-complex sentence</i> serta mengidentifikasi <i>subordinating conjunctions</i> yang menghubungkan klausa di dalamnya.	15%	2 x 50'	1,2,3,5





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			- <i>Dependent clause preceding or following independent clause</i> <i>Punctuation: comma</i>							
16	<b>Ujian Akhir Semester (UAS)</b>									

Mengetahui Ketua Program Studi



Singgih Daru Kuncara, M.Hum

Samarinda, Februari 2023

Dosen Penanggung jawab MK



Setya Ariani, M.Pd



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**Keterangan Pengisian**

No Kolom	Judul Kolom	Penjelasan Pengisian
1	Capaian pembelajaran lulusan	Rumusan capaian pembelajaran lulusan program studi yang telah ditetapkan prodi di kurikulum yang sesuai dengan mata kuliah, bisa CP sikap, CP pengetahuan, CP keterampilan umum atau CP keterampilan khusus yang dibebankan pada matakuliah
2	Capaian pembelajaran mata kuliah	Rumusan capaian pembelajaran mata kuliah yang ditetapkan dosen bersama yang selaras dengan CP lulusan yang dirumuskan dalam mata kuliah
3	Deskripsi mata kuliah	Rumusan deskripsi mata kuliah yang telah dideskripsikan dalam kurikulum prodi
4	Pertemuan ke	Menunjukkan kapan suatu kegiatan dilaksanakan, yakni mulai minggu ke 1 sampai ke 16 (satu semester) (bisa 1/2/3/4 mingguan).
5	Sub-CPMK	Rumusan kemampuan dibidang kognitif, psikomotorik, dan afektif diusahakan lengkap dan utuh ( <i>hard skills &amp; soft skills</i> ). Merupakan tahapan kemampuan yang diharapkan dapat mencapai kompetensi mata kuliah ini diakhir perkuliahan.
6	Indikator	Indikator merupakan unsur-unsur yang menunjukkan ketercapaian tahap kemampuan
7	Bahan kajian (Materi Kuliah)	Bisa diisi pokok bahasan / sub pokok bahasan, atau topik bahasan (dengan asumsi tersedia diktat/modul ajar untuk setiap pokok bahasan).
8	Metode pembelajaran	Bisa berupa ceramah, diskusi, presentasi tugas, seminar, simulasi, responsi, praktikum, latihan, kuliah lapang, praktek bengkel, survai lapangan, bermain peran, atau gabungan berbagai bentuk. Penetapan bentuk pembelajaran didasarkan pada keyakinan bahwa kemampuan yang diharapkan diatas akan tercapai dengan bentuk/ model pembelajaran tersebut.
9	Waktu	Takaran waktu yang menyatakan beban belajar dalam satuan sks (satuan kredit semester). Satu sks setara dengan 50 (lima puluh) menit kegiatan belajar per minggu per semester
10	Penilaian	Sistem evaluasi yang digunakan, jenis tes, penilaian tugas dan kriteria penilaian akhir
11	Kriteria	Berisi indikator yang dapat menunjukan unsur kemampuan yang dinilai (bisa kualitatif misal ketepatan analisis, kerapian sajian, Kreatifitas ide, kemampuan komunikasi, juga bisa juga yang kuantitatif : banyaknya kutipan acuan/unsur yang dibahas, ke benaran hitungan).
12	Bobot	Disesuaikan dgn waktu yang digunakan utk membahas / mengerjakan tugas, atau besarnya sumbangan suatu kemampuan
13	Referensi	Referensi yang digunakan dalam proses pembelajaran



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# INTRODUCTION TO THE COURSE

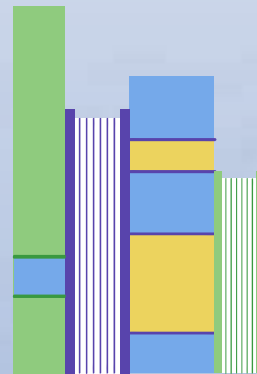
BASIC WRITING

By : Setya Ariani

# Profile

Setya Ariani

*Lecturer at English  
Literature Department,  
Faculty of Cultural  
Sciences, Mulawarman  
University*



Education: Graduated from English Education Department of Teacher Training and Education Faculty, Mulawarman University in 2012.

Research interests: English skills and second language acquisition

Contact:

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0852 5089 7147

# Classroom Rules

- Arrive on class on time and stay for the entire class period. Tolerance for being late maximum 10 minutes.
- All mobile phones and other electronic devices must be switched off (or on vibrate).
- No tolerance for submitting the late assignments.
- Submit medical certificates or provide other information if absent from class.
- Be polite and respectful towards lecturer and fellow classmates.
- The teaching and learning activities will be conducted online and offline. (Prior notice)
- The class will be conducted for 16 meetings

# Course Description

This course focuses on English sentence construction viewed from the basic grammatical elements (subject, predicate, and sometimes direct or indirect objects) that are put together to the other additional grammatical elements that create more complex sentence structures. Three types of sentences will be studied in this course: simple sentence, compound sentence, and complex sentence. To help students understand sentences, the simplest sentence examples will be given. In addition, students must also be aware of the mechanic rules in writing such as capitalization, punctuation, and spelling to avoid making errors in sentence construction. Authentic materials are also provided to support teaching and learning activities.

## Objective

In the end of the course, students are expected to be able to construct simple, compound, and complex sentences according to correct grammar principles.



# Basic Writing Topics

1. Sentence pattern
2. Word order
3. Sentence transformation
4. Mechanics in writing
5. Clause
6. Simple sentence
7. Compound sentence
8. Complex sentence
9. Sentence errors

# Evaluation

- |                  |       |
|------------------|-------|
| 1. Affective     | : 10% |
| 2. Mid test      | : 40% |
| 3. Final project | : 50% |

# Tell me about yourself!

Write a self-introduction as a college student. Include details about your name, family, goals in life, interests, experience, etc.

Use Canva templates to start writing your self-introduction. Insert your own photo in the template.

Submit your self-introduction writing via google drive no later than 17 August 2023 at 2 p.m. Link:  
[https://drive.google.com/drive/u/0/folders/1E\\_T07P90EWdBrwfw0R8LSoL1-fhl16jP](https://drive.google.com/drive/u/0/folders/1E_T07P90EWdBrwfw0R8LSoL1-fhl16jP)

# SENTENCE PATTERNS

Basic Writing  
Meeting 2 & 3

# Objectives

- x By the end of this lesson you should be able to:
  - a. identify subject and verb as important parts of sentences
  - b. identify prepositional phrases that appear in sentences
  - c. recognize subject-verb agreement



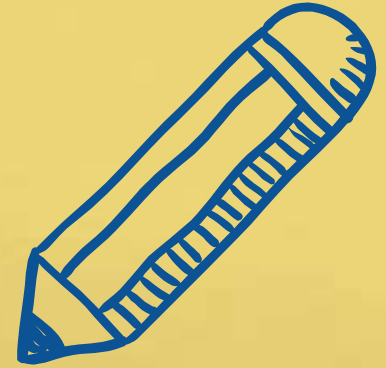
# *Learning Materials*

*1. Subject*

*2. Verb*

*3. Prepositional Phrase*

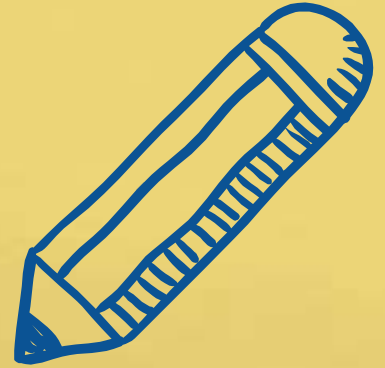
*4. Subject-Verb Agreement*



# SUBJECT

*A subject consists of any nouns, noun phrases or subject pronouns that performs the action in a sentence.*

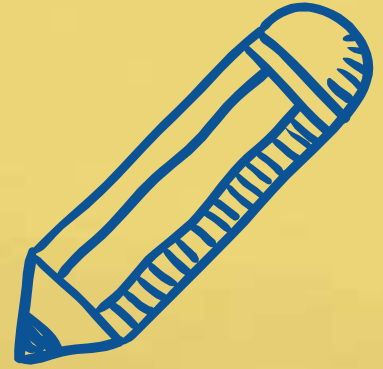
*It is generally placed at the beginning of the sentence, followed by a verb and an object. In certain sentence cases, the subject and verb are inverted.*





*A **noun** is a word that names a person, a place, a thing, or an idea (e.g. Ani, classroom, vitamins). Some nouns refer to general places, things or people (**common nouns**), and they are not capitalized unless they are used to initiate a sentence. Other nouns, known as **proper nouns**, refer to specific places, things, or people and begin with a capital letter. Examples:*

- ***Stephanie Mayer** (proper noun) is one of the famous American **novelists** (common noun).*
- ***Jakarta** (proper noun) is a **city** (common noun) in Indonesia.*





*A **noun phrase** may consist of more than one word.*

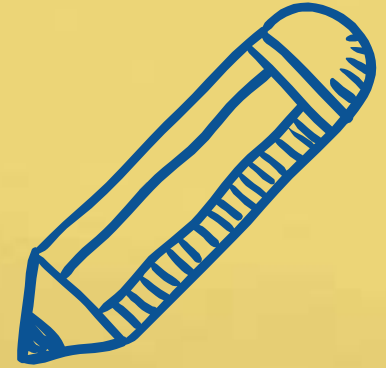
*One of these words, a noun or a pronoun, is the headword.*

- That boy runs very fast.
- This car moved forward.

Determiner

- Indonesian cultures are diverse.
- A female photographer takes a series of photographs.

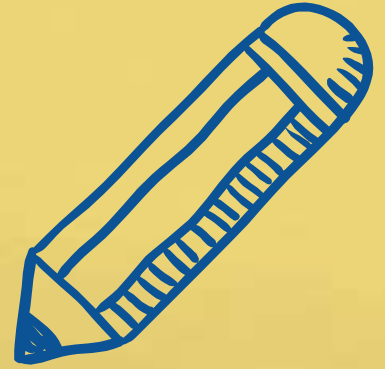
Adjective (s)



*Pronouns* are the words that substitute nouns and used to avoid repetition.

*Subject pronouns* (*I, you, we, they, he, she, it*) are placed before main verbs of sentences.

- *She* likes painting.
- *We* live in a small house.



• **Identify the subject in the following. Are they noun (N), noun phrase (NP) or pronoun (P)?**

1.The boy stood on the plinth. | **Answer** \_\_\_\_\_

2.Washington DC is the capital of the USA. | **Answer** \_\_\_\_\_

3.The singing of the bird delights us. | **Answer** \_\_\_\_\_

4.Rome was not built in a day. | **Answer** \_\_\_\_\_

5.Empty vessels make much noise. | **Answer** \_\_\_\_\_

6.The barking dogs ran away as soon as he arrived. | **Answer** \_\_\_\_\_

7.Bad habits grow unconsciously. | **Answer** \_\_\_\_\_

8.He has a bad memory. | **Answer** \_\_\_\_\_

9.The beautiful rainbow soon faded away. | **Answer** \_\_\_\_\_

10.Nature is the best doctor. | **Answer** \_\_\_\_\_

(Source: <https://edifyenglish.com/the-subject-of-a-sentence-and-a-practice-exercise-with-answers/>)

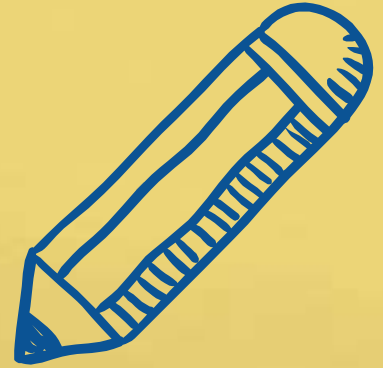
## **VERB**

*A verb is a word that shows an action or a state of being and is an essential element in a sentence. It tells us what the subject does, what the subject is, or what the subject receives.*

- Hendry practices his singing after school.
  - He threw the ball.
- } Action verbs

The subject of the sentence can perform or receive the action.

- The architect designed the building. (active verb)
- The building was designed by the architect. (passive verb)

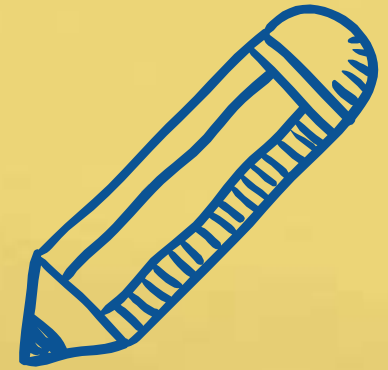


## Linking Verb

A verb can express a condition or state of being. It is called linking verb because it connects to an adjective, noun or pronoun.

The verb to be	The be-substitute verbs	The sense verb
The wind <u>is</u> strong.	I <u>stay</u> calm in a crisis.	The pillow <u>feels</u> soft.
She <u>was</u> a martyr.	I <u>remain</u> loyal to the end.	The band <u>sounds</u> awful.
I <u>will be</u> an editor.	We <u>become</u> our parents.	This <u>tastes</u> too sweet.
They <u>are</u> confident.	I <u>appear</u> confident.	The meat <u>smells</u> putrid.
The reviews <u>were</u> good.	You <u>look</u> great in that hat.	
The children <u>were</u> being naughty.		
	My skin <u>turned</u> yellow.	
	You <u>seem</u> lost.	
	The man <u>grew</u> older but not wiser.	

(Source: McKenzie, 2001, p. 21)



## Auxiliary Verb

When a verb has more than one word, it is called as *verb phrase*. It consists of a main verb preceded by one or more *auxiliary verbs*. McKenzie (2001, p.21) adds that “auxiliary verbs (helping verbs) help the main verb express an exact meaning, ask question, or form a particular tense”. The following are the form of auxiliary verbs.

<b>To be</b>	<b>To do</b>	<b>To have</b>
am, be, is, are, was, were, been, being	do, does, did	has, have, had

- The students are taking the English exam.
- She has been to Florida.
- Do you like chocolate?

# Words mistaken as the Main Verb

## PARTICIPLES

Present participle (V+ing) → active meaning  
Past participle (V3) → passive meaning

## INFINITIVES

1. *to + V1*
2. *without to*

## GERUNDS

Verb + ing



## 1. Infinitive

It is a verbal consisting of **to** and **the base form of the verb**. It can be used as subject of a verb, object of a verb, and after to be + adjective to show purpose or intention.

- *To give* advice is easy. (infinitive as subject of a verb)
- My niece wants *to study* abroad. (infinitive as object of a verb)
- It is important *to study* grammar. (infinitive after to be + adjective)





## 2. Gerund

It is a verbal that ends in *-ing* and functions as noun. It can be used as subject of a verb, object of a verb, and object of a preposition to name an action or activity.

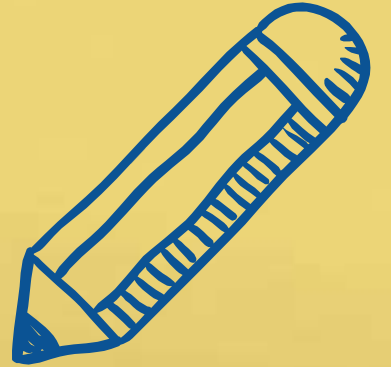
- *Speaking* English is easy. (gerund as subject of verb)
- I like *speaking* English. (gerund as object of a verb)
- He is good at speaking English. (gerund as object of preposition)



### 3. Participle

Participle is a verbal adjective. Present participle ends with *-ing* and has an active meaning. Past participle ends in *-ed* or *other irregular forms* and has a passive meaning.

- It was a *disappointing* show. (present participle)
- I am *disappointed* with the show. (past participle)



## ***SUBJECT-VERB AGREEMENT***

Subject and verb agree in number.

Examples:

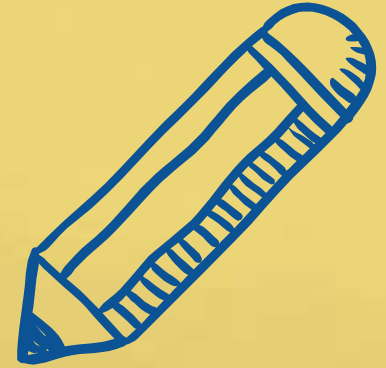
My hobby **is** singing. (singular)

My hobbies **are** singing and dancing. (plural)

She **likes** singing. (singular)

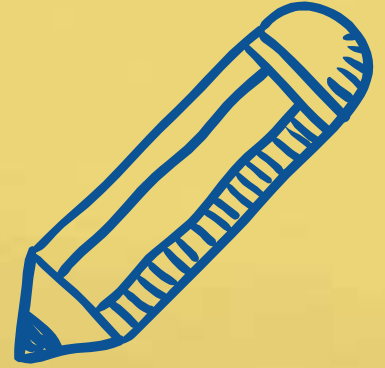
My sister and I **like** watching action movie. (plural)

Notice that adding an *-s* or *-es* to a noun makes the noun **plural** but adding *-s* or *-es* to a verb in the present tense makes the verb **singular**.



***A prepositional phrase*** ( a group of words beginning with a preposition and ending with a noun or pronoun) can come between a subject and its verb. Prepositional phrases after a subject are *not part of the subject*. To decide whether the verb should be singular or plural, leave out the prepositional phrases.

- One (of my friends) works as a teacher.
- The cats (in that house) are fierce.



# PRACTICE 1

(Source: Yarber & Yarber, 2010,p.53)

Underline all of the subjects (only the headword) in the following sentences. Some sentences have more than one subject.

1. The darling life and unexpected death of an American pilot, Amelia Earhart, have intrigued people for decades.
2. Amelia received a parade and a medal from President Herbert Hoover in 1932 after she became the first woman to fly alone across the Atlantic Ocean.
3. Articles and photographs for American newspapers, together with letters to her husband, were sent by Amelia throughout her journey.
4. Numerous adventurers, scholars, and Earhart fans have launched their own unsuccessful searches.
5. Rumors about the pilots' disappearance continue to circulate today.

# PRACTICE 2

(Source: Butler, 2014, p.6)

## Subjects and Verbs

Work alone or with a partner. Circle the verb in each sentence. Write V above it. Then underline the subject of the verb. Write S above it.

1. My class<sup>S</sup> has<sup>V</sup> 18 students.
2. We come from seven different countries.
3. The class starts every day at 9:00 A.M.
4. We meet in Building C, Room 301.
5. Our teacher is Mr. Robinson.
6. He is young and friendly.
7. He speaks slowly.
8. I understand him most of the time but not always.
9. I am a beginner.
10. In this class, all the students are beginners.



# PRACTICE 3

(Source: Oshima & Hogue, 2007, p. 13)

In each sentence, underline the subject with one line and write S above it. Then cross out the incorrect verb form.

1. <sup>S</sup> One of my classmates (is/~~are~~) from my country, El Salvador.
2. Some of the teachers (speak/~~speaks~~) my language.
3. Each of the gifts (was/~~were~~) carefully wrapped in gold paper.
4. One of the words on the test (was/~~were~~) misspelled.
5. A lot of my classes (was/~~were~~) canceled last week.
6. A lot of my time (is/~~are~~) spent in the library.
7. In my country most of the people (want to go/~~wants to go~~) to college.
8. (~~Do~~/~~Does~~) anyone know the correct time?
9. There (is/~~are~~) several kinds of flowers in the bouquet.
10. There (wasn't/~~weren't~~) any electricity in our building last night.

# PRACTICE 4

(Source: Yarber & Yarber, 2010,p.50)

Identify the italicized words as verb, present participle or infinitive.

---

1. Bosses often *dislike* chit-chat among their workers.
2. However, some researchers at University of Rochester *have found* some benefits to workplace friendships.
3. The researchers asked about 24,000 Canadian workers *to talk* about their work lives and health histories.
4. Employees who had friends at work were less likely *to experience* health problems from job stress.
5. Workers with friends reported *feeling* much less depressed or powerless.
6. Meanwhile, employees who *had* little social support suffered depression two to three times more often.
7. *Feeling* more positive and enthusiastic about the workplace brought benefits for bosses, too.
8. Healthy, happy workers increased productivity and *needed* fewer absences.
9. They also filed fewer disability claims, *saving* their employers some money.
10. In addition, healthy workers were less likely *to take* early retirement.




# PRACTICE 5

(Source: Oshima & Hogue, 2007, p. 14)

**Editing Practice** Find and correct six errors in subject-verb agreement in the following paragraph.

## Young Golf Stars

<sup>1</sup>Golf is no longer the sport of rich, middle-aged, white men. <sup>2</sup>Young people around the world is taking up<sup>1</sup> the game, and some of them is taking it over.<sup>2</sup> <sup>3</sup>One of the young stars are Sergio Garcia, a fascinating young golfer from Spain. <sup>4</sup>Sergio was born in 1980 and started playing golf at the age of 3. <sup>5</sup>He became a professional golfer in 1999 at the age of 19. <sup>6</sup>Sergio became famous by hitting a golf shot at a target from behind a tree with his eyes closed. <sup>7</sup>Two other young golf stars are Tiger Woods and Michelle Wie. <sup>8</sup>Both Tiger and Michelle started playing golf at very young ages, and both has ethnic backgrounds. <sup>9</sup>Tiger, born in California in 1975, is Thai–African–American–Native–American. <sup>10</sup>Michelle, born in Hawaii in 1989, is Korean–American. <sup>11</sup>Each of these two young Americans ~~have~~ shocked the world of golf in different ways. <sup>12</sup>Tiger shocked everyone by becoming the best golfer in the world while still in his early twenties. <sup>13</sup>Michelle shocked everyone by competing against men—and beating many of them—at the age of fourteen. <sup>14</sup>It is clear that all three of these young golfers has great futures ahead of them.



Word  
Order

Basic Writing  
4<sup>th</sup> Meeting

# What is word order?

- According to the Merriam-Webster Dictionary, word order is defined as “the order or arrangement of words in a phrase, clause, or sentence”.
- As its name suggests, 'word order' refers to the sequence or order in which words should be placed within a sentence.
- The standard word order in English: Subject (S) + verb (V). Remember that a sentence should always have a subject and verb and that the subject usually comes first.
- Here are a few rules of word order in sentence (Murphy, 2004).

# Word order: verb + object

The verb and the object normally go together.

	<b>verb</b>	<b>object</b>	
She	likes	her new shoes.	very much.
Have you	seen	my phone?	
Everybody	enjoyed	the show.	

• •  
• •  
• •  
• •

• • •  
• • •  
• • •  
• • •  
• • •

# Word order: place and time

1. The verb and the place go together (e.g. go home, live in a house, drive to work).
2. The *place* comes after the *verb + object*  
(Example: She met her friend at the theater.)
3. *Time* usually goes after *place*.

They have lived **in the same house** **for a long time** .

Don't be late. Make sure you're **here** **by 8 o'clock** .

4. It is also possible to put time at the beginning of the sentence.

**On Monday** I'm going to Paris.

**Every morning** Ben walks to work.

# Word order: adverb with verb

1. Some adverbs usually go before the verb.

- Sinta **always drives** to work.
- I **often clean** my house on the weekend.

Note that these adverbs (always/often/also etc.) go before have to ... :

☐ Joe never phones me. I **always have to** phone him. (*not* I have always to phone)

2. Adverbs go after to be (is, am, are, was, were)

- I was feeling tired and I **was also** hungry.
- My children **are always** happy.

# Word order: adverb with verb

If the verb is two or more words (for example, **can remember** / **doesn't eat** / **will be cancelled**), the adverb usually goes *after the first verb* (can/doesn't/will etc.):

	<i>verb 1</i>	<i>adverb</i>	<i>verb 2</i>	
I	can	never	remember	her name.
Clare	doesn't	often	eat	meat.
Are you	going	definitely	going	away next week?
The concert	will	probably	be	cancelled.

- You **have always been** very kind to me.
- Jack **can't** cook. He **can't even** boil an egg.
- Do you still** work for the same company?
- The house was **only** built a year ago and it's **already** falling down.

# Word order: question

In questions we usually put the subject after the first verb:

*subject + verb*

*verb + subject*

Tom	will	→	will	Tom?
you	have	→	have	you?
the house	was	→	was	the house?

- Will Tom be here tomorrow?
- Have you been working hard?
- When was the house built?

Remember that the subject comes after the *first* verb:

- Is Catherine working today? (*not* Is working Catherine)

Compare:

**who** *object*

Emma telephoned **somebody** .

*object*

**Who** did Emma telephone?

**who** *subject*

**Somebody** telephoned Emma.


*subject*

**Who** telephoned Emma?

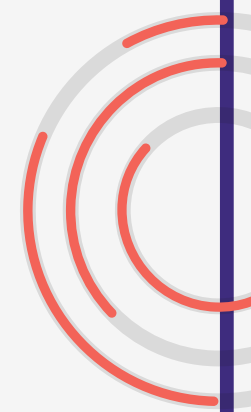





# Inversion



A special type of word order when a normal word order is reversed (inverted), most frequently the subject-verb word order.



# When are inversions used?

(Source: Philips, 2001, p. 236)

1.

## INVERTED SUBJECTS AND VERBS WITH QUESTION WORDS

who

what

when

where

why

how

When the question word introduces a question, the subject and verb *are* inverted.

question word

V S ?

**What**

**are they?**

When the question word connects two clauses, the subject and verb that follow *are not* inverted.

S V

question word

S V.

**I know**

**what**

**they are.**

# When are inversions used?

(Source: Philips, 2001, p. 238)

2.

## INVERTED SUBJECTS AND VERBS WITH PLACE EXPRESSIONS

When a place expression at the front of the sentence is *necessary* to complete the sentence, the subject and verb that follow *are* inverted.

PLACE (necessary)

*In the classroom*

V

*were some old desks.*

S

When a place expression at the front of the sentence contains *extra* information that is *not* needed to complete the sentence, the subject and verb that follow *are not* inverted.

PLACE (extra)

*In the classroom,*

S V

*I studied very hard.*

# When are inversions used?

(Source: Philips, 2001, p. 240)

3.

## INVERTED SUBJECTS AND VERBS WITH NEGATIVES

<i>no</i>	<i>not</i>	<i>never</i>	<i>neither</i>	<i>nor</i>	
<i>barely</i>	<i>hardly</i>	<i>only</i>	<i>rarely</i>	<i>scarcely</i>	<i>seldom</i>

When a negative expression appears *in front of* a subject and verb (at the beginning of a sentence or in the middle of a sentence) the subject and verb *are* inverted.

negative expression

V S

**Rarely**

**were they so happy.**

# When are inversions used?

(Source: Philips, 2001, p. 241)

4.

## INVERTED SUBJECTS AND VERBS WITH CONDITIONALS

*had*      *should*      *were*

When the verb in the conditional clause is *had*, *should*, or *were*, it is possible to omit *if* and invert the subject and verb.

(omitted *if*)      V    S  
***Were he*      *here, he would help.***

It is also possible to keep *if*. Then the subject and verb are not inverted.

*if*      S    V  
***If*      *he were*      *here, he would help.***

# When are inversions used?

(Source: Philips, 2001, p. 243)

## 5. INVERTED SUBJECTS AND VERBS WITH COMPARISONS

The subject and verb *may* invert after a comparison. The following structures are both possible.

S	V	comparison		S	V
We	were	more prepared than	the other performers	were.	

S	V	comparison	V	S
We	were	more prepared than	were	the other performers.

NOTE: A subject-verb inversion after a comparison sounds rather formal.

# PRACTICE 1

Put the parts of the sentence in the correct order.

- 1 (the party / very much / everybody enjoyed) Everybody enjoyed the party very much.
- 2 (we won / easily / the game) \_\_\_\_\_
- 3 (quietly / the door / I closed) \_\_\_\_\_
- 4 (Diane / quite well / speaks / German) \_\_\_\_\_
- 5 (Sam / all the time / TV / watches) \_\_\_\_\_
- 6 (again / please don't ask / that question)  
\_\_\_\_\_
- 7 (football / every weekend / does Kevin play?)  
\_\_\_\_\_
- 8 (some money / I borrowed / from a friend of mine)  
\_\_\_\_\_



## PRACTICE 2

What do you do at weekends? Write a few sentences about yourself. Use expressions from the box.

.....

.....

.....

.....

.....

usually / not usually

often / not often

sometimes

## PRACTICE 3

Are the following sentences correct ( C ) or incorrect ( I ) ?

1. The phone company is not certain when will the new directories be ready.
2. On the second level of the parking lot are some empty stalls.
3. At no time the woman can talk on the telephone.
4. Do you think that she would give the speech were she asked to do so?
5. There were twenty thousand people in the camp who need immediate help.






# References

Murphy, R. (2004). *English grammar in use: A self-study reference and practice book for intermediate students of English (Third edition)*. Cambridge: Cambridge University Press.



Phillips, D. (2001). *Longman complete course for the TOEFL test: Preparation for the computer and paper test*. New York: Addison-Wesley Longman, Inc.



# Thanks!

**Do you have any questions?**

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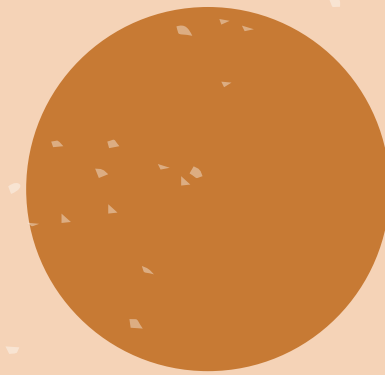
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# Sentence Transformation

Basic Writing  
5<sup>th</sup> Meeting

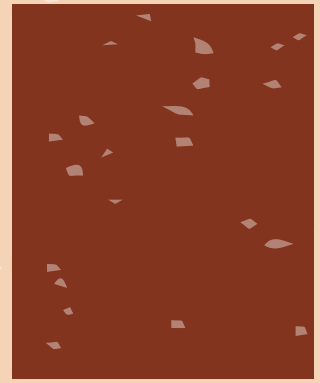
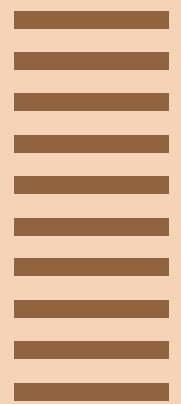




# Remember

A sentence is defined as a group of words that expresses a complete idea and contains at least one subject and one verb.

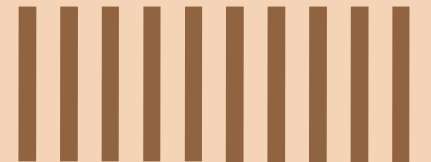
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# What's sentence transformation?

The modification of a sentence's structure without changing its meaning.





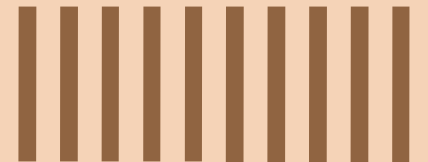
# Affirmative Sentence

The Oxford Dictionary of English Grammar defines an affirmative sentence as a sentence “stating that a fact is so; answering ‘yes’ to a question put or implied”.

According to the Collins Dictionary, “an affirmative clause is positive and does not contain a negative word.”

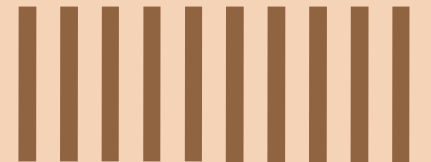
## How to form an affirmative sentence?

An affirmative sentence can be declarative or assertive, and it can be simple, complex, or compound as long as it is positive.



# Examples

- He flew a kite.
- My sister likes chocolate.
- John works as a doctor and Nanda works as a nurse in a hospital. (Compound sentence)
- When I was sitting alone in my bedroom, I heard a scream. (Complex sentence)



# Negative Sentence

*According to the Oxford Learner's Dictionary:*

A negative sentence is a “statement that means ‘no’; an act of refusing to do something or of denying something”.

*According to the Cambridge Dictionary:*

“A negative sentence or phrase is one that contains a word such as “not”, “no”, “never”, or “nothing”.

*According to the Merriam-Webster Dictionary:*

A negative sentence as one “denying a predicate of a subject or a part of a subject, denoting the absence or the contradictory of something, expressing negation”.

*According to the Collins Dictionary:*

“A negative clause contains a word such as *not*, *never*, or *no-one*”.

# Examples

- ❑ He didn't fly a kite.
- ❑ I am not a teacher.
- ❑ No one had gathered in the class.
- ❑ He does not work as a doctor.



# Interrogative Sentence

*According to the Cambridge Dictionary:*

“A sentence that asks a question or makes a request for information.”

*According to the Merriam-Webster Dictionary:*

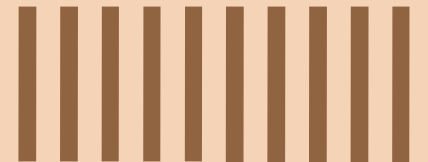
An interrogative sentence is one “having the form or force of a question.”

*According to the Collins Dictionary:*

An interrogative sentence is one “denoting a form or construction used in asking a question.”

# Examples

- ❑ Did he fly a kite?
- ❑ What does your father do?
- ❑ Who were in the class yesterday?



**Transform simple to compound sentence.**

**\*\* Being unwell, I went to the hospital. (simple sentence)**

**\*\* I was unwell, so I went to the hospital. (compound sentence)**

**Transform these affirmative into negative sentences.**

**\*\* He is honest. (affirmative, simple sentence)**

**\*\* He is not dishonest. (negative, simple sentence)**

**\*\* He ate eggs and vegetables. (affirmative, simple sentence)**

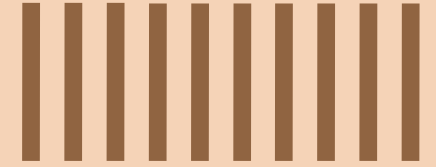
**\*\* He ate not only eggs but also vegetables (negative, simple sentence)**

**Transform affirmative into interrogative sentence.**

**\*\* All hates a liar. (affirmative)**

**\*\* Who doesn't hate a liar? (interrogative)**

# Exercise



1. Opening the door, he asked for my permission to come in. (Make it complex)

- He opened the door and asked for my permission to come in.
- After opening the door, he asked for my permission to come in.
- As he opened the door, he asked for my permission to come in.
- He asked for my permission while opening the door.

2. He works at night so that he can study at day. (Make it simple)

- He works at night and studies at day.
- As he studies at day, so he works at night.
- As he studies at day, so he works at night.
- He works at night to study at day.



# Exercise

3. As her father died, she became helpless. (Make it compound)

- a) Her father died and she became helpless.
- She became helpless when her father died.
- Her fathers' death made her helpless.
- Her father died, so she became helpless.

4. They tried hard to win the match. (Make it complex)

- They tried hard and they won the match.
- They tried hard so that they can win the match.
- They tried so hard to win the match.
- They tried to win the match by trying hard.

# Exercise



5. He went to the shop but he didn't buy anything. (Make it complex)

- Although he went to the shop, he didn't buy anything.
- He went to the shop only to return empty-handed.
- He bought nothing after going to the shop.
- He went to the shop but bought nothing.

6. We avoided that restaurant because of its bad reputation. (Make it compound)

- Since that restaurant had a bad reputation, we avoided it.
- That restaurant had a bad reputation and we avoided it.
- We had to avoid that restaurant as it had a bad reputation.
- That restaurant had a bad reputation for which we had to avoid it.

# Exercise

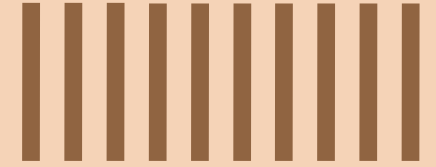
7. You have to pay or you cannot leave this place. (Make it simple)

- You cannot leave this place without paying.
- If you want to leave this place, then you have to pay.
- You can leave this place only if you pay.
- Unless you pay, you cannot leave this place.

8. Despite trying hard, he failed to fulfill the target. (Make it Compound)

- Although he tried hard, he failed to fulfill the target.
- He failed to fulfill the target even though he tried hard.
- In spite of trying hard, he failed to fulfill the target.
- He tried hard but he failed to fulfill the target.

# Exercise



9. Though she knew what would happen, she did it anyway. (Make it compound)

- She did it despite knowing what would happen.
- She knew what would happen as she did it.
- She knew what would happen but she did it anyway.
- She did it even though she knew what would happen.

10. He is so sick that he cannot speak. (Make it simple)

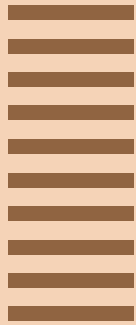
- He is too sick to speak.
- He is sick, so he cannot speak.
- As he is sick, so he cannot speak.
- He is sick and he cannot speak.

## Practice 2

Transform the sentences into affirmative.

1. Nobody dislikes flowers.
2. I could not catch the bus.
3. I don't have many friends.





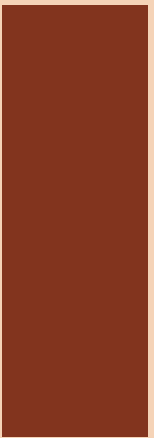
# Thank you!

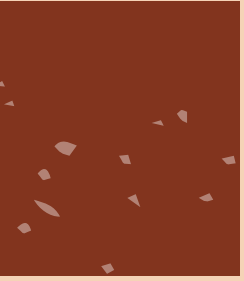
Do you have any questions?

hello@mail.com

555-111-222

mydomain.com





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# Mechanics in Writing

6<sup>th</sup> Meeting  
Basic Writing



Feel  
this.



# Objectives of the Lesson

- By the end of this unit you should be able to:
  - a. explain the rules of using capital letters and punctuation marks
  - b. demonstrate the capability of avoiding errors in spelling



Effective writing depends on the construction of sentences that display clarity, conciseness, engagement, and readability (Meyers, 2005).

When we write, it is necessary to address the issues of capitalization, punctuation, and spelling, as they play a crucial role in facilitating comprehension for readers and mitigating potential confusion within the written text.

Mechanical errors are writing errors such as misspelling, punctuation, and capitalization (Means, 2001, p. 128).





# Capitalization



Capitalization means the practice of making use of an uppercase letter for the first letter of a word, while the other remaining letters inside the word are in lowercase (Straus, 2018).



# Capitalization Rules

(Source: Oshima & Hogue, 2007, p.8)

The first word in a sentence	<b>M</b> y best friend is my dog.
The pronoun <i>I</i>	He and <b>I</b> never argue.
Abbreviations and acronyms formed from the first letters of words	<b>USA</b> <b>IBM</b> <b>AIDS</b> <b>UN</b> <b>VW</b> <b>CBS</b>
All proper nouns	<b>G</b> od, <b>A</b> sian, <b>N</b> ew <b>Y</b> ork <b>C</b> ity, <b>M</b> onday, <b>J</b> anuary, <b>G</b> olden <b>G</b> ate <b>B</b> ridge, <b>B</b> ank of <b>C</b> anada, etc.

# Be careful when...

- 1) Names of people and their titles > Mr. and Mrs. John Smith.  
BUT NOT a title without name > my math professor.

Some writers capitalize titles such as *president* and *prime minister* when they clearly refer to one person

Example: The president (OR President) will speak to the nation on television tonight.

- 2) Name of specific geographic areas (e.g. the Middle East, Eastern Europe), BUT NOT the names of compass directions (e.g. Drive east for two blocks, and then turn south)





# Be careful when...

3) The names of the season (e.g. spring, summer, fall (autumn), winter), unless they are placed at the beginning of the sentence.

4) Names of school subjects with course numbers (e.g. Chemistry 101), BUT NOT names of classes without numbers, except languages (e.g. chemistry, French literature).

5) All important words in titles of books, plays, stories, etc, then italicize (or underline) them (e.g. *The Three Little Pigs*, *Indiana Jones and The Temple of Doom*)



# Punctuation

In writing, punctuation is used to make meaning clear and provides hints for interpreting the sentence.

The following part summarizes some common punctuation marks used in written English (Brooks, Pinson & Wilson, 2010; Butler, 2014; Oshima & Hogue, 2007; Yarber & Yarber, 2010).





<b>Punctuation Mark</b>	<b>Rules</b>	<b>Examples</b>
Full stop (.)	<ol style="list-style-type: none"><li data-bbox="629 288 1097 405">1. To mark the end of a sentence.</li><li data-bbox="629 685 1097 928">2. To mark abbreviations and titles (not the acronyms).</li></ol>	<p data-bbox="1136 288 1700 405">My name is Ana. (declarative/statement)</p> <p data-bbox="1136 489 1700 674">Go to the grocery store and buy biscuit. (command)</p> <p data-bbox="1136 751 1700 805">etc., a.m., p.m., Mr., Mrs.</p>

## Comma (,)

1. To separate items in a series of three or more items.

Her hobbies are singing, dancing, and cooking.

2. After the first part of a compound sentence.

I love good food, but I do not like cooking.

3. After a dependent clause that comes before an independent clause in a complex sentence.

Although she was born into a wealthy family, her parents never spoil her.

4. After most transition signals at the beginning of a sentence.

Finally, we arrived at our destination.

5. To separate extra-information adjective clauses from the rest of the sentence.

The Nile, which is the longest river in the world, is 4,160 miles long.

6. To separate extra-information appositives from the rest of the sentences.

The Nile, the longest river in the world, is 4,160 miles long.

7. To separate sentence connectors that appear in the middle of an independent clause.

Our rooms, however, were not ready.

8. Use between the date and the years and also after the year in a sentence.

I was born on April 4, 2000.

April 4, 2000, was my birthday.

9. Use in large numbers to separate thousands, millions, billions, and so on.

She received \$ 800,000.

Question mark (?)	Use at the end of a question	What's your name?
Apostrophe (')	<ol style="list-style-type: none"> <li>1. To replace missing letters in contractions.</li> <li>2. To show ownership.</li> <li>3. To mark omitted letters.</li> </ol>	<p>She's a student.</p> <p>I found my friend's book in the drawer.</p> <p>I left at 10 o'clock. I don't have much money.</p>

Exclamation mark (!)	<ol style="list-style-type: none"> <li>1. To show surprise or strong emotion.</li> <li>2. To show a strong command.</li> </ol>	<p>What a nice idea!</p> <p>Don't be late!</p>
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Semicolon (;)	1. To separate two independent clauses not linked by coordinating conjunctions.	I was not hungry; he insisted to have a big lunch.
	2. To separate independent clauses joined by conjunctive adverbs.	Puerto Rico is not a state; however, its residents are American citizens.
	3. To separate items in a series if the items contain commas.	Copies of the report should be sent to our offices in St. Louis, Missouri; Spokane, Washington; Rochester, Minnesota; and Lima, Ohio.

<p>Quotation marks (“ ”)</p>	<p>To separate the exact words someone says or writes.</p>	<p>He said, “ Meet me at 10.”</p>
<p>Colon (:)</p>	<ol style="list-style-type: none"> <li data-bbox="647 349 1101 633">1. To introduce a list of items after an independent clause.</li> <li data-bbox="647 698 1101 950">2. To show time (seperating between hour and minute).</li> </ol>	<p>I have three favorite movies: <i>Titanic</i>, <i>Twilight</i>, and <i>Captain America</i>.</p> <p>I will leave this house at 7:10 p.m.</p>



<p>Hyphen (-)</p>	<p>1. In the middle of compound numbers and fractions.</p> <p>2. Used after some prefixes such as <i>ex-</i>, <i>self-</i>, and <i>all-</i>.</p>	<p>The Pacific Ocean covers more than one-third of the Earth's surface.</p> <p>Edward is my ex-husband.</p>
	<p>3. To form compound adjectives.</p>	<p>I am riding a slow-moving bus.</p>

Dash (—)	<ol style="list-style-type: none"><li data-bbox="664 10 1070 241">1. To set off information that deserves emphasis.</li><li data-bbox="664 314 1070 601">2. To emphasize parenthetical or explanatory material within a sentence.</li></ol>	<p data-bbox="1108 10 1634 117">He said he would do it—later.</p> <p data-bbox="1108 314 1566 721">The family's belongings—their clothing, furniture, computer, and other possessions—were stolen during their weekend absence.</p>
Parentheses ( )	To enclose dates that accompany an event or a person's name.	William Shakespeare (1564 – 1616) was a renowned English poet, playwright, and actor.

<b>Italics</b>	<ol style="list-style-type: none"><li data-bbox="658 107 1064 601">1. The titles of books, plays, magazines, newspapers, movies, long poems, paintings, and the names of ships,airplanes, and trains.</li><li data-bbox="658 659 1039 1009">2. Foreign words and phrases that have not yet been adopted as English expressions.</li></ol>	<p data-bbox="1103 107 1634 303">The <i>Odyssey</i> is one of Homer's two significant ancient Greek epic poems.</p> <p data-bbox="1103 659 1615 805">The citizens overthrew the dictator through a <i>coup d'état</i>.</p>
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# Spelling

Spelling, the art of correctly constructing words from their letters, is a crucial element of effective writing.

If you are uncertain about your spelling, you should consult dictionaries regularly.

Words can be often misspelled after prefixes or suffixes are added to their roots.

Here are a few basic rules of spelling (Brooks *et al.*,2010).



## 1. *Prefixes*

A prefix is a syllable, syllable group, or word added to the beginning of a word to change its meaning or create a new word. If a word has the prefix *dis* or *mis*, double *s* is required only if the word root starts with an *s* (e.g. misspell, disservice).





## 2. *Suffixes*

A suffix is a sound, syllable, or collection of syllables added to the end of a word to alter its meaning, add grammatical function, or create a new word.

- Change *y* to *i* before the suffixes *er* and *est* (e.g. happy, **happier**, **happiest**).
- Words ending in *al* or *ful* form adverbs by adding *ly* (e.g. **minimally**, **carefully**).
- Words ending in *ic* generally form adverbs by adding *ally* (e.g. **basically**). An exception to this rule is *publicly*.



- Words take single or double consonants (e.g. fulfil, install, questionnaire).
- Words end in “-able” or “-ible” (e.g. acceptable, convertible).
- If a word ends in a single *e*, drop the *e* before adding *able* (e.g. likable, lovable, movable).
- If a word ends in *double e*, keep both when adding *able* (e.g. agreeable).
- Words end in “-ent” or “-ant” (e.g. different, relevant)



- A silent *e* on the end of a word usually is kept if the suffix starts with a consonant (*e.g.* **hopeful**).
- A silent *e* is usually dropped if the suffix starts with a vowel (*e.g.* **hoping**).

RULES	EXAMPLES		
1. Add <i>-ed</i> to the base form of most regular verbs.	watched	played	listened
2. When the base form ends in <i>e</i> , then add <i>-d</i> only.	baked	hoped	believed
3. When the base form ends in a consonant + <i>y</i> , drop the <i>y</i> and add <i>-ied</i> .	study / studied		carry / carried
4. When the base form ends in consonant + vowel + consonant, then double the final consonant and add <i>-ed</i> .	plan / planned		shop / shopped
5. There are two exceptions to Rule 4: <ul style="list-style-type: none"> <li>• Do not double <i>w</i> or <i>x</i>.</li> <li>• Do not double the final consonant when the last syllable is not stressed.</li> </ul>	snowed	mixed	relaxed
	Stressed:	refer / referred	
	Not stressed:	offer / offered	





**PRACTICE 1***Capitalization*

- A. In the following sentences, change small letters to capital letters where necessary.

1. <sup>F</sup> *f*arnaz is a student from <sup>I</sup> *f*ran. She speaks <sup>E</sup> *e*nglish, <sup>F</sup> *f*rench, and <sup>F</sup> *f*arsi.
2. her major is business.
3. thanksgiving is a holiday in both canada and the united states, but it is celebrated on different days in the two countries.
4. it is celebrated on the fourth thursday in november in the united states and on the second monday in october in canada.
5. istanbul is a seaport city in turkey.
6. greenhills college is located in boston, massachusetts.
7. i am taking four classes this semester: american history, sociology 32, economics 40, and a computer science course.
8. i read a good book last weekend by ernest hemingway called *the old man and the sea*.
9. my roommate is from the south, so she speaks english with a southern accent.
10. the two main religions in japan are buddhism and shintoism.

## Practice 2

Read each sentence carefully. Place correct punctuation.

- 1) When we visited London last summer we went to a baseball game at London Stadium
- 2) Three countries abstained from voting Germany, Italy, and Greece
- 3) Erica grandparents were moving out of their house into an apartment so they donated a lot.
- 4) She accidentally drove down a one way street.
- 5) I don't know, she said. "What do you think"



# Phrase, Clause & Sentence

Basic Writing  
8<sup>th</sup> – 14<sup>th</sup> Meeting



Look at these following differences.

- **Phrase** is a group of words that does not contain a subject and a verb.
- **Clause** is a group of words that contains (at least) a subject and a verb.
- **Sentence** is formed from one or more clauses and expresses a complete thought.

# Independent & Dependent Clause

**Clause** is a group of words that contains (at least) a subject and a verb.

## A. Independent clause

Example : She always goes to school by car.

## B. Subordinate/dependent clauses:

### 1. Adjective clause

*Tom walks to his office, which is located on Broadway, every day during the summer.*

### 2. Adverb clause

*The man took a vitamin pill because he had a cold.*

### 3. Noun clause

*I didn't realize that Nancy was here.*

# Clauses with *There* and *It*

The expletive *there* shows that someone or something exists, usually at a particular time or place. These sentences generally follow the pattern *there* + verb *to be* + subject:

*There* are many skyscrapers in New York City.

*There* was a good movie on television last night.

The expletive *it* is used in a number of different situations and patterns:

*It* is important to be punctual for appointments.

(with the verb *to be* + adjective + infinitive)

*It* was in 1959 that Alaska became a state.

(with the verb *to be* + adverbial + noun clause)

*It* takes a long time to learn a language.

(with the verb *to take* + time phrase + infinitive)

*It* was David who did most of the work.

(with the verb *to be* + noun + relative clause)



Underline the independent clause once and the dependent clause twice in each sentence below.

1. Because he ran, he was able to catch the bus.
2. Until the sun sets, I will stay with you.
3. As the lights dim, I will say good-bye.
4. Wherever he might go, I will follow him.
5. If the dress is on sale, she will buy it.



# ADJECTIVE CLAUSE

Adjective clause/relative clause modifies (describes) a noun in another clause of the sentence and begins with an adjective clause marker / a relative pronoun.

Relative Pronoun & Use	Example
Who (people as subject)	A neurologist is a doctor who specializes in the nervous systems.
Whom (people as object)	This is the patient whom the doctor treated.
Whose (people, possessive)	Mr. Collins is the man whose house I rented.
Which (things as subject & object)	-That is the topic which interests me. (subject) - That is the topic on which I will write. (object of preposition)
That (people & things as subject & object)	-Art that is in public places can be enjoyed by everyone. (subject) -The painting that Ms. Wallace bought was very expensive. (object)
Where ( place)	Here is the site where the bank plans to build its new headquarters.
When (time)	This is the hour when the children usually go to bed.

## Comma Rule

Use commas to separate an extra information adjective clause from the rest of the sentence. Do not use commas with necessary adjective clauses.

### NECESSARY

Every culture in the world has special days **that people observe with traditional food, customs, and events.**

In this sentence, the clause *that people observe with traditional food, customs, and events* is an adjective clause modifying the noun *days*. Since it is necessary to identify which days the writer is discussing, the clause is necessary and commas are not used. *That* always introduces a necessary clause.

### EXTRA INFORMATION

Another example of a modern holiday with pagan origins is Halloween, **which is on October 31.**

In this sentence, the clause *which is on October 31* is an adjective clause modifying the noun *Halloween*. The clause is unnecessary to identify *Halloween*; it merely gives extra information about it. Therefore, commas are used. *Which, who, and whom* introduce extra information clauses.



# ADVERB CLAUSE

According to the Collins Dictionary, an adverb clause is defined as "a subordinate clause that functions as an adverb within a main clause". The Oxford Dictionary of English Grammar defines an adverb clause as "any \*clause (\*finite, \*non-finite, or \*verbless) functioning as an adverbial."

Example: *The man took a vitamin pill* because he had a cold.

- *The man took a vitamin pill* = Independent clause
- *because he had a cold* = Dependent clause

Subordinate conjunctions: *because, since, although, even though, while, if, unless, when, while, as, until, once, before, after, whenever, wherever, however*

# NOUN CLAUSE

The Collins Dictionary defines a noun clause as “a clause that fulfils the same function as a noun”.

- statements begin with the noun-clause marker *that* (ex: I'm sure that Dr. Jackson's office is in this building.)
- yes/no questions begin with the noun-clause markers *whether* or *if* (ex: I don't know if Dr. Jackson's office is on this floor.)
- Information questions begin with wh- words: what, where, when, so on (ex: Please tell me where Dr. Jackson's office is.)

# Examples of Noun Clause

To have a clearer understanding of how noun clauses are used in sentences and how they perform different functions, go through the following examples.

## Noun Clauses as Subjects

- *What amuses my son* is always surprising.
- *How we would finish the assignment on time* is still a question.

## Noun Clauses as Objects

- I have been wondering *if I should take an auto.*
- Does anyone know *where I could find a clinic?*

## Noun Clauses as Subject Complements

- This was *exactly what I was looking for.*
- A tub of tender coconut ice cream is *what I need now.*

## Nouns Clauses as Objects of Prepositions

- You will have to be ready to face the consequences of *whatever decision you make.*
- Priya would be happy with *anything we give her.*



# Sentence

1. Simple sentence: one independent clause. (1 IC)
2. Compound sentence: two or more independent clauses joined together. Conjunctions: FANBOYS (2 or more IC + FANBOYS)
3. Complex sentence: one independent clause and one (or more ) dependent clause (s) (1 IC + 1 or more DC)
4. Compound-complex sentence: 2 main clauses and one or more subordinate clauses (2 IC + 1 or more DC)

# Simple Sentence

A **simple sentence** has one subject-verb pair. The subject tells *who* or *what* did something. The verb tells the action (*jump, work, think*) or condition (*is, was, seem, appear*).

┌─── s ───┐ ┌─── v ───┐  
Filmmaker George Lucas has changed the film industry in many ways.

┌─── s ───┐ ┌─── v ───┐  
One new technology was a special computer-assisted camera crane.

A simple sentence can have one of several possible "formulas." Here are four possibilities. The subject(s) in each sentence are underlined with one line. The verb(s) are underlined with two lines.

- |   | Sentence<br>"formula" |
|---|-----------------------|
| 1. <u>The Star Wars movies</u> <u>were</u> international hits.  | S V                   |
| 2. <u>Young people and adults</u> <u>enjoyed</u> them.  | S S V                 |
| 3. <u>The films</u> <u>entertained</u> and <u>thrilled</u> audiences everywhere.                        | S V V                 |
| 4. <u>Luke Skywalker and his friends</u> <u>battled</u> evil and <u>made</u> us laugh at the same time. | S S V V               |



# Compound Sentence

A **compound sentence** is composed of at least two simple sentences joined by a comma and a coordinating conjunction. A compound sentence has this "formula":

$\overbrace{\text{The gold}}^{\text{S}}$   $\overbrace{\text{disappeared}}^{\text{V}}$  with the mice,      COORD. CONJ.      so       $\overbrace{\text{the greedy man}}^{\text{S}}$   $\overbrace{\text{got}}^{\text{V}}$  nothing.

There are seven coordinating conjunctions in English: *and*, *but*, *so*, *or*, *for*, *nor*, and *yet*.

Use a comma before a coordinating conjunction in compound sentences only. Do not use a comma to join two words or two phrases in a simple sentence.

COMPOUND SENTENCES  
(COMMA)

Yesterday we went shopping, but we didn't buy anything.  
The stores were crowded, and they were noisy.  
We ate lunch, and then we went home.

SIMPLE SENTENCES  
(NO COMMA)

Yesterday we went shopping but didn't buy anything.  
The stores were crowded and noisy.  
We ate lunch and then went home.

# Complex Sentence

A **complex sentence** is a combination of one independent clause and one (or more) dependent clause(s).

INDEP. CLAUSE      DEP. CLAUSE  
Anna left the party early because she was tired.

INDEP. CLAUSE      DEP. CLAUSE  
Hold the cat's mouth closed while you count to ten.

## Comma Rule

In a complex sentence, when the dependent clause comes first, separate the clauses with a comma. When the independent clause comes first, do not separate them.

Because she was tired, Anna left the party early.

Anna left the party early because she was tired.



# Compound-Complex Sentence

Definition	<ul style="list-style-type: none"><li>• A compound-complex sentence combines complex sentence and compound sentence forms. A compound-complex sentence contains one or more independent clauses and one or more dependent clauses.</li></ul>
Examples	<ul style="list-style-type: none"><li>• <b>Although</b> she felt guilty for missing her friend's birthday, she took her out to dinner the next day, <b>and</b> they had a great time.</li><li>• <b>If</b> he got the job, he would have to commute 50 miles to work, <b>so</b> he decided the job was not worth it.</li></ul>

# Practice 1

Bracket each clause and label it Main or Subordinate. Label each sentence as *simple sentence, compound sentence, complex sentence, or compound-complex sentence*.

- a) When I was at school, I was a little terror.
- b) I used to pass notes in the class when the teacher wasn't looking and place cherry pips under her chair while she was out of the room.
- c) I was rubbish bin monitor, and I would rub a kid's nose in the rubbish if she wouldn't pick it up.
- d) Nevertheless, I grew up to be a model citizen; in fact, I became a teacher.

## Practice 2 : Compound Sentence

Each of the following sentences contains more than one clause. Underline the subjects once and the verbs twice. Circle the connectors. Then indicate if the sentences are correct (C) or incorrect (I).

- C 1. The software should be used on a laptop computer, (and) this computer is a laptop.
- I 2. The rain clouds can be seen in the distance, (but) no has fallen.
- \_\_\_ 3. They are trying to sell their house, it has been on the market for two months.
- \_\_\_ 4. So the quality of the print was not good, I changed the typewriter ribbon.
- \_\_\_ 5. The lifeguard will warn you about the riptides, or she may require you to get out of the water.
- \_\_\_ 6. You should have finished the work yesterday, yet is not close to being finished today.
- \_\_\_ 7. The phone rang again and again, so the receptionist was not able to get much work done.
- \_\_\_ 8. The missing wallet was found, but the cash and credit cards had been removed.

# Practice 3: Complex Sentence with Adverb Clause

Each of the following sentences contains more than one clause. Underline the subjects once and the verbs twice. Circle the connectors. Then indicate if the sentences are correct (C) or incorrect (I).

- C 1. It is impossible to enter that program (if) you lack experience as a teacher.
- I 2. The commandant left strict orders about the passes, several soldiers left the post anyway.
- \_\_\_ 3. No one is admitted to the academy unless he or she the education requirements.
- \_\_\_ 4. While most students turned the assignment in on time, a few asked for an extension.
- \_\_\_ 5. I will take you wherever need to go to complete the registration procedures.
- \_\_\_ 6. I will wait here in the airport with you whether the plane leaves on time or not.



# Practice 4: Complex Sentence with Noun Clause

Each of the following sentences contains more than one clause. Underline the subjects once and the verbs twice. Circle the connectors. Put boxes around the noun clauses. Then indicate if the sentences are correct (C) or incorrect (I).

- C 1. When the season starts is determined by the weather.
- I 2. The manual how the device should be built.
- \_\_\_ 3. The schedule indicated if the teams would be playing in the final game.
- \_\_\_ 4. He refused to enter a plea could not be determined by the lawyer.
- \_\_\_ 5. Talked about where we should go for lunch.
- \_\_\_ 6. Why the condition of the patient deteriorated so rapidly it was not explained.
- \_\_\_ 7. Whether or not the new office would be built was to be determined at the meeting.
- \_\_\_ 8. That the professor has not yet decided when the paper is due.
- \_\_\_ 9. The contract will be awarded is the question to be answered at the meeting.
- \_\_\_ 10. He always talked with whomever he pleased and did whatever he wanted.





# Sentence Errors

Basic Writing  
15<sup>th</sup> Meeting



# The Most Common Sentence Errors in Writing

**A Fragment**

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**A Run-on Sentence**

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**A Comma Splice**

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**Non Parallel Structures**

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# A Fragment

A fragment is an incomplete sentence, when you write a sentence without a subject or a verb.

Correct each fragment by adding a subject or a verb.

It is

- X   1. ~~Is~~ very hot today even with the windows open.
2. Jose and Jin the smartest students in the class.
3. They study all the time.
4. The baby finally sleepy.
5. She is closing her eyes.
6. Ms. Woodbury, our grammar teacher, often late on Fridays.
7. Is important for students to get to class on time.

# A Run-on Sentence vs A Comma Splice

A run-on happens when you join two simple sentences without a comma and without a connecting word.

Incorrect: Men like to shop quickly women like to browse.

A comma splice error happens when you join two simple sentences with a comma alone.

Incorrect: Men like to shop quickly, women like to browse.

There are three easy ways to correct run-on and comma splice errors.<sup>3</sup>

1. Join the two sentences with a comma and a coordinating conjunction such as *and*, *but*, or *so*.

Men like to shop quickly, but women like to browse.

2. Make two sentences. Separate the two sentences with a period.

Men like to shop quickly. Women like to browse.

3. If you wish to show the relationship between the two sentences, add a sentence connector (and a comma) to the second sentence.

Men like to shop quickly. However, women like to browse.

# Here are three tips to help you recognize run-ons and comma splices.

1. Check all sentences that have a comma in the middle.

## COMMA SPLICE

My best subject is computer science, my worst subject is English.

What is the first subject in this sentence? What verb goes with it? Read further. Is there another subject with its own verb? If the answer is yes, look for a coordinating conjunction. If there is none, then this is a run-on sentence.

## CORRECTION

My best subject is computer science. My worst subject is English.

OR

My best subject is computer science, and my worst subject is English.

2. Read a long sentence aloud. Sometimes reading aloud helps you to recognize where a new sentence should begin.

## RUN-ON

Advertising is a multibillion-dollar industry in the United States more than \$200 billion is spent on advertising and advertising-related activities each year.

When you read the sentence aloud, do you pause between *United States* and *more*? *More* is the first word of a new sentence.

## CORRECTION

Advertising is a multibillion-dollar industry in the United States. More than \$200 billion is spent on advertising and advertising-related activities each year.



3. Look for words like *then*, *also*, and *therefore* in the middle of a sentence. These words are “danger words” because they frequently occur in run-on sentences.

COMMA SPLICE

We drove into the city, then we spent thirty minutes looking for a place to park.

CORRECTION

We drove into the city, and then we spent thirty minutes looking for a place to park.

OR

We drove into the city and spent thirty minutes looking for a place to park.

OR

We drove into the city. Then we spent thirty minutes looking for a place to park.

Read each sentence and decide if it is a run-on or comma splice or if it is correct. Write *X* on the line next to the errors. Then correct each sentence that you marked.

  X   1. Alicia and Marta are a lot alike, they both have dark hair and eyes.  
  Alicia and Marta are a lot alike. They both have dark hair and eyes.  

       2. Both women are single, but Marta has a boyfriend.

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       3. Writing a paragraph is easy it takes practice.

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       4. First, you write a topic sentence, then you make an outline of the supporting sentences.

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# Non-Parallel Structures


Parallelism in writing means that each item in a list or comparison should follow the same grammatical pattern and function. It happens at the word, phrase, clause and sentence level.

Example: She spends her leisure time *reading, singing,* and **painting**.

**Non-parallel structures** are parts of a sentence which are listed as a sequence, but do not follow the same grammatical or structural principle.

A decorative graphic in the bottom right corner of the slide. It features a stylized hand in a light orange color, holding a paintbrush. The brush is positioned as if it has just finished painting a series of diagonal, overlapping strokes in shades of pink and light orange across the bottom right corner of the page.

Identify and correct errors with parallel structures.

1. Maldives has a pleasant climate, has exciting scenery, and many fascinating neighborhoods.
  2. Michael plans to study either physical or linguistics.
  3. I plan to feed my cat, read the novel, and went to bed early.
  4. She finished her paper and submits it to her professor yesterday.
  5. William Shakespeare was an English playwright, poetry and actor.
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# Thanks!

Do you have any questions?

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