University of Batna2

Department of English Language and Culture

BA(Licence 1) - Groups : 7 and 10

Module:Written Expression

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**Clauses and Phrases (followed)**

A phrase is a small group of words that forms a meaningful unit within a [clause](https://www.lexico.com/grammar/clauses). There are several [different](https://www.lexico.com/definition/different) types, as follows:

**Noun phrase**

A [noun](https://www.lexico.com/definition/noun) phrase is built around a single noun, for example:

**A *vase*of roses**stood on the table.

She was reading **a *book* about the**[**emancipation**](https://www.lexico.com/definition/emancipation)**of women.**

**Verb phrase**

A [verb](https://www.lexico.com/definition/verb) phrase is the verbal part of a clause, for example:

She **had been *living***in London.

I **will be *going*** to college next year.

**Adjective phrase**

An [adjective](https://www.lexico.com/definition/adjective) phrase is built around an adjective, for example:

He’s led a **very *interesting*** life.

A lot of the kids are **really *keen* on football.**

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**Adverbial phrase**

An [adverbial](https://www.lexico.com/definition/adverbial) phrase is built round an adverb by adding words before and/or after it, for example:

The economy recovered **very *slowly***.

They wanted to leave the country **as *fast* as possible**.

**Prepositional phrase**

In a [prepositional](https://www.lexico.com/definition/preposition) phrase the preposition always comes at the beginning, for example:

I longed to live ***near* the sea**.

The dog was hiding ***under* the kitchen table**.

Of course, we also use the word **phrase** to refer to a short group of words that have a particular meaning when they are used together, such as [*rain cats and dogs*](https://www.lexico.com/definition/rain_cats_and_dogs),  [*play for time*](https://www.lexico.com/definition/play_for_time), or [*a square meal*](https://www.lexico.com/definition/square_meal). This type of phrase is often referred to as an [**idiom**](https://www.lexico.com/definition/idiom).

 **(you are supposed to see phrases in details in grammar module)**

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**Sentence Types:**

We use different types of sentences in both written and oral speech. Each type serves a specific designated purpose, and, though you may not realize it, all sentence types are different from one another.

**Simple, Compound, Complex, and Compound-Complex Simple Sentences**

**Simple Sentence**

 - A simple sentence contains a subject and a verb. - It expresses a single complete thought that can stand on its own.

 **Examples:**

 **1. The baby cried for food.** ^There is a subject and a verb that expresses a complete thought.

 **2. Professor Maple’s intelligent students completed and turned in their homework**. ^ A simple sentence does not necessarily have to be short. It can have adjectives. In this case, there are two verbs “completed” and “turned in.” However, the sentence expresses one complete thought and therefore is a simple sentence.

 **3. Megan and Ron ate too much and felt sick**. ^Although there are two subjects and two verbs, it is still a simple sentence because both verbs share the same subjects and express one complete thought.

 **Compound Sentences**

 - A compound sentence has two independent clauses. An independent clause is a part of a sentence that can stand alone because it contains a subject and a verb and expresses a complete thought. - Basically, a compound contains two simple sentences. - These independent clauses are joined by a conjunction (for, and, nor, but, or, yet, so) =acronym =(**fanboys).**

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 **Examples:**

***.For***  shows a reason: I am very tired, *for* I worked very hard today.

Both sides of the conjunction “for” are complete sentences. Each of them can stand-alone; therefore, it is a compound sentence.

***.And*** shows equal ideas: I am very tired, *and* I want to rest for a few minutes.

**.*Nor*** indicates a negative choice or alternative: I am not tired, *nor* I am hungry today.

***.But*** shows contrast: I am very tired, *but* I have no time to rest now.

***.Or*** indicates a choice or an alternative: I will take a nap, *or* I will go out jogging.

***.Yet*** indicates contrast: I am tired, *yet* I am unable to relax.

***.So*** points to a result: I am tired, *so* I will take a nap.

**Punctuation with coordinating conjunctions**

1. When you combine two sentences by using a coordinating conjunction, drop the first full stop (period), change the capital letter that begins the second sentence to a small letter, and insert a comma before the coordinating conjunction**(Unless the clauses are extremely short).**

 , for

 ,and

 ,nor

 Independent clause ----------- ,but ------------ independent clause.

 , or

 , yet

 , so

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**2.** Another way to join independent clauses to form a compound sentence is to put a **semicolon** between the clauses.

Examples: He opened the drawer**;** he found his missing disk. We were late**;** we missed the first act.

**Semicolons and conjunctive adverbs**

 We use words called **conjunctives adverbs** after semicolons to make the relationship between the two clauses clearer. Look at how the conjunctive adverb ***therefore*** adds the idea of “as a result.”

 We were late**;** *therefore***,** we missed the first act.

 Conjunctive adverbs include the following words and phrases: *also, consequently, for example furthermore, hence, however, in fact, moreover, nevertheless, now, on the other hand, otherwise, soon, therefore, similarly, then, thus.*

 ***C***onsider the meaning you want when you use a conjunctive adverb to coordinate ideas.

 As a result of: *therefore, consequently, hence, thus, then*

 To the contrary or with reservation: *however, nevertheless, otherwise, on the other hand*

In addition to*: moreover, also*

 To emphasize or specify: *in fact, for example*

 To compare: *similarly*

**Punctuation with Semicolons and Conjunctive adverbs**

 When you combine two sentences by using a semicolon, replace the first full stop (period) with a semicolon and change the capital letter that begins the second sentence to a small letter .If you wish to use a conjunctive adverb, insert it after the semicolon and put a comma after it. (However, no comma follows *then, now, thus,* and *soon.)* The first letters of ten common conjunctive adverbs make up the acronym HOTSHOT CAT.

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;*however,* ; *otherwise, ;therefore, ;similarly, ;hence,*   *;then* Independent clause *; on the other hand,* independent clause *;consequently, ;also , ;thus*

 **Complex Sentences**

 A complex sentence consists of one independent clause and one or more dependent clauses.

 **W**hereas a **compound sentence** contains independent clauses that are equally important and closely related, a **complex sentence** combines ideas of unequal value.

 The following two sentences can be combined as either a compound sentence or a complex sentence, depending on whether the writer thinks the ideas are of equal value:

 **My neighbours are considerate.**

 **They never play loud music.**

Combined as **a compound sentence**, suggesting that the ideas are of equal value, the sentence looks like this:

 My neighbours are considerate**, and** they never play loud music. = independent clause (main idea) independent clause (main idea)

 **H**ere are the same two ideas combined as **a complex sentence,** suggesting that ideas are of unequal value:

  **Because** my neighbours are considerate, the never play loud music. = dependent clause(less important idea) independent clause (main idea)

**==** *When lilacs are in bloom,* we love to visit friends in the country.( one dependent clause and one independent clause)

 = *Although it rained last night,* we decided to take the path *that led through the woods. (*one independent clause and two dependent clauses)

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**Subordinating Conjunctions**

 **W**ords that show the relationship of a dependent clause to an independent one are called **subordinating conjunctions.**

Consider the meaning as well as the placement of each one.

 ***Because*** the ***storm*** hit**,** the game was postponed. They refused to work ***unless*** they were allowed to wear chief’s hats. No one has visited the museum ***since*** it was opened.

Other subordinating conjunctions include the following:

 As / provided that/ whereas/ after/ when / although/ until/ before / whereas/ as if/ rather than/ wherever /even if / so that / whether/ even though / than / while / if / whenever/ where / in order that/

**Punctuation with Subordinating Conjunctions**

 If the independent clause comes ***before*** the main clause, set it off with the comma.

 *Before* Hamid wrote his final draft,he looked over his outline.

 **I**f the dependent clause comes *after* or *within* the main clause, set it off only if the clause is not necessary to the meaning of the main clause or if the dependent clause begins with the word *although, though,* or *even though.*

*Examples:* We went home *after* the concert had ended.

 Sarah continued painting, *although* she had repainted the cabinet twice.

**Punctuation with Relative Pronouns**

A relative clause begins with a relative pronouns, a pronoun such as *that, which*, *who.* or *whom.*

The decision that I made is final. = (relative clause)

 A student who uses a computer can save time in revising. = (relative clause)

 Set off the dependent (relative) clause with commas when it is **not** **necessary** to the sentence. Do not set off the clause if it is **necessary** for the meaning of the sentence.

 Everyone *who tries* will pass this class. (The dependent clause is necessary because one would not say: “Everyone will pass this class.”)

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 Manel, *who tries*, will pass this class.( The dependent clause is not necessary because on can say, “Manel will pass this class.”)

 The relative pronoun ***which*** usually refers to things. The word *which* almost always indicates that a clause is not necessary for the meaning of the sentence. Therefore, a clause beginning with *which is usually* set off by commas.

 My car, *which* is ten years old, has a flat tire.

 The relative pronoun ***that*** also usually refers to things. However, the word *that* almost always indicates that the clause is necessary for the meaning of the sentence. Therefore, a clause beginning with *that* usually is not set off by commas.

 The car *that have a flat tire* is ten years old.

 The relative pronouns *who* and *whom,* as well as *whoever* and *whomever,* usually refer to people. Clauses that begin with those relative pronouns are not set off by commas if they are necessary for the meaning of the sentence; if they are not necessary, they are set off.

 A person *who* has a way with words is often quoted.(necessary for the meaning of the sentence)

 Uncle John, *whom* I quote often, has a way with words. (**not** necessary for the meaning of the sentence)

**Compound-Complex Sentences**

- A compound-complex sentence has two independent clauses and at least one dependent clause.

**Examples**:

**1. After the two soccer players lost their game, they joined their other teammates for lunch, and they went to the movies**. ^ If we remove the dependent clause “after the two soccer players lost their game,” we have a compound sentence. The dependent clause makes this sentence compound-complex.

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**2. The man believed in the system, and he knew that justice would prevail after the murderer was sent to jail**. (the same as example (1))

**3. Albert enlisted in the Army, and Robert, who was his older brother, joined him a day later.**

 **Independent clauses:**

Albert enlisted in the Army

 Robert joined him a day later

**Dependent clause:** who was his elder brother

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**Practice:** Identify whether the sentences are simple, complex, compound or compound-complex. Please underline dependent clauses where it applies.

1. We have an exciting day ahead, and we are all looking forward to it.
2. .Our mentor gave us our projects, and she told us to keep them in the cabinet; however, we brought them at home.
3. The man with the red cap is approaching the scene with careful steps.
4. The report that he has failed has surprised us all.
5. He is working day and night so that he may improve his prospects.
6. He wanted to win the prize and worked hard.
7. Since I cannot afford to buy many books, I usually study in the library.
8. The flowers in the vase have wilted because of the heat.
9. I spent time with him, but he did not value my time which saddened me.
10. The kite looks cool and vibrant in the sky.
11. They decided to wait until the cows came home.
12. Although she was nervous, she still did an amazing job.
13. Over the last century, especially in the wealthier areas of the world, sociologists have noticed a growing tendency among ordinary people to neglect the natural relationship between themselves and their environment.