



Unit 1:

Writing Sentences

Introduction

Directions: Read the following text and answer the questions:

Silk is a long, continuous filament produced by worms that feed on mulberry leaves. The worms spin their cocoons with their saliva when they change from larvae to pupae in their life cycle. The fibre which they produce can be reeled off the cocoons and spun into a fine thread and then woven into silk cloth. The cultivation of silkworms and development of silk weaving techniques started in China around 2700 BC. Silk was a highly valued commodity then and a trade route from China to the Mediterranean was opened and named the Silk Road.

(Pornpimol Senawong, 2006: 116)

(1) How many sentences are found in the text?

Answer: _____



(2) Identify simple sentences, compound sentences, and complex sentences from the text. What are differences among these sentences?

Answer: _____



(3) Identify 'subject' and 'predicate' parts in each sentence.

Answer: _____



1. Introducing a Sentence

Physically a sentence begins with a capital letter and ends with a period or a full stop. When providing information, a sentence usually looks like this — Xxxxxx. Nevertheless, when it becomes a question, a period is replaced by a question mark — Xxxxxx? Linguistically a sentence functions as a means a writer uses to express his or her thoughts to readers; it conveys information to readers (Pimpan Vessakosol. 2003: 1). Furthermore, a sentence is a group of different kinds of words joined together. Such a group share similar features; a sentence consists of two main parts: subject and predicate (Leo Network. 2008). The subject tells who or what the sentence is about. The predicate tells something regarding the subject such as actions, conditions, and characteristics of the subject. Look at the following examples:

Subject	Predicate
The Body Slam band	has many concerts this year.
That pretty girl	walks along Bangsaen Beach.
Where Nattawut wants to work	has never been known.
My old laptop	was very cheap.

Hence, the subject and predicate parts are illustrated below.

1.1 Components of Subjects and Predicates

1.1.1 The subject can be

- A noun: **Lily** swims. / **Dogs** are naughty.

Other sentences:  _____

- Determiner+nou: **This motorcycle** is very expensive.
/ **The sun** is hot.

Other sentences:  _____

- Determiner + modifier + noun: **These clever students** major in Chemistry.

Other sentences:  _____

1.1.2 The predicate contains a least one verb. It can be

- Intransitive verb: My niece **smiles**. / Your boss **slept**.

Other sentences:  _____

2.3 Pattern Three: Subject + Linking Verb + Subject Complement (SVSC)

In this pattern, the verb joins the subject to a noun that renames the subject or tells the state of the subject. Some examples are shown as follows:

Somchai Songsak	is	the chair of Yoga club.
Eknarin	becomes	a news reporter.
Winnie and Sue	were	nurses.

Other sentences: _____ 

In addition, this pattern includes another optional form, that is, the use of linking verbs can be followed by 'adjectives' as in the following illustrations:

Victoria	feels	pleased.
This mango	tastes	sour.
My shirt	smells	fragrant.

Other sentences: _____ 

Conclusion of the Three Patterns

Pattern	Subject	Predicate	
		Verb	Complement
1 SV	The College	commences.	
2 SVOC (DO)	The Ministry of Education	will design	the new English curriculum. (DO)
	The TSU volunteer club's leader	should not give	every volunteer (IO) money. (DO)
3 SVSC	Erick	was	my previous colleague.
	Sarah and Lucy	become	very rich overnight.

Other sentence patterns:

Most sentences are in the order of subject plus predicate. However, there are some patterns that do not follow this order. They are provided as follows:

A. There is (are)

- There is a fountain roundabout in downtown Hatyai.
- There are many foreign tourists at Pattaya Beach.

• These sentences can be described as in the SVSC sentence pattern as follows:

A fountain roundabout (*subject*) is in Hatyai. (*predicate*)

Many foreign tourists (*subject*) are at Pattaya Beach. (*predicate*)

Other sentences: _____ 

B. Here is (are)

- Here is my best friend.
- Here are his cars.

Other sentences: _____ 

C. Reversed Order:

The sentence, "From my deep thoughts flow beautiful literary words" is ordered through the reversed pattern. Indeed, this sentence can be described as follows: *Beautiful literary words* (subject) + *flow from my deep thoughts* (predicate)

Another sentence of this pattern is, for example, "Through their first language learn English many Asian students." This sentence thus can be restructured as follows:

D. Sentence Fragments

Sentence fragments are a group of words created by a writer as a special effect in advertising or in sales letters. Hence, sentence fragments or 'such a group of words' are structured as if they were sentences such as "Congratulations!, What a perfect lady!, No interest, and No Deposit", etc.

Other sentences: _____ 

3. Sentence Types

According to Wipa Chanwangsa (2002: 70-84), English sentences are classified into four main types according to their function; sentences are used by speakers or writers to express their thoughts depending on what they want to say or write or how they want to say or write it. The four types of sentences are described as follows:

3.1 Declarative Sentences

Declarative sentences refer to 'statements'. They are used when a writer or a speaker wants to express 'factual information'. Some examples are displayed below.

- Many foreigners are afraid of travelling to southern Thailand.
- A course in 'Syntax' was offered at this university many years ago.
- Tak Province is full of jungles.

Other sentences: _____

3.2 Interrogative Sentences

Interrogative sentences involve 'questions' asked by writers or speakers. In this sentence, the subject-verb order is reversed, and the sentence ends with a question mark. There are two types of questions: yes-no and wh-questions. They are explained as follows:

3.2.1 Yes-No Question is a question a writer/speaker expects the answer to be 'yes' or 'no'. Several forms of this question are illustrated below.

A. Verb Do

- Do you have money?
- Does your girlfriend work here?
- Did Laura go back to Sydney last week?

B. Verb Be

- Am I handsome today?
- Are you hungry?
- Is Mickey sick now?
- Was your niece sad last night?
- Were Mandy and Bam fun two weeks ago?

C. Verb Have

- Have you ever been to Russia?
- Has Sunny completed her project?
- Had Kendo finished his reports?

D. Modals

- Will you marry me?
- Would you like to visit Macau and Hong Kong with me?
- Can you speak Italian?
- Could you come to my room?
- May I call you 'Peter'?
- Might you have passed the exam?
- Shall we dance now?
- Should I give you a new idea?

Other sentences: _____ 

3.2.2 Wh-Question is a question a writer/ speaker expects the answers to be 'something or someone' or other things beyond 'yes or no'. It starts with question words like "what, who, when, where, why, which, whom, and how." Many forms of this question are illustrated below.

A. What:

- What is your favourite movie?
- What kinds of food you do really like?
- What made you decide to leave him (her)?

B. Who:

- Who is your best friend?
- Who taught you Calculus?
- Who did you learn Ethics with?

C. When:

- When were you born?
- When did Sandra send an email to Lynda?

D. Where:

- Where is your hometown?
- Where does your father work for?

E. Why:

- Why does Jintara sing songs well?
- Why will the Tsunami happen in Thailand again?

F. Which:

- Which colours do you want, red or yellow?
- Which one would you choose, calculator or computer?

G. Whom:

- Whom did you have lunch with?

H. How:

- How much do you love me?
- How bad did Nara treat you?

Other sentences: _____

3.2.3 Imperative Sentences

Imperative sentences make commands or requests. In this sentence the subject does not exist, but the subject 'you' is understood and only the predicate is expressed. That is to say, the subject 'you' is omitted, and the sentence begins with 'Present Simple Verb' (V1) for 'Do not (Don't) + V1' or 'No + V1'. Some instances are given.

- Do not litter here.
- Hand your assignment in on time.
- No parking in this area.
- Exercise everyday.

Other sentences: _____

3.2.4 Exclamatory Sentences

Exclamatory sentences are used to express one's strong or sudden emotions. They usually start with 'What' or 'How' and end with a period or an exclamatory mark (!). The following illustrations are provided:

- What bad news it is!
- What an active worker you are!
- How elegant your sister is!
- How slowly Leon walks!

Based on the above examples, the structures of the exclamatory sentences can be described as in the following patterns:

(a) *What + (determiner) + adjective + noun + subject + verb be (do/have) + !; and*

(b) *How + adjective + subject + verb be (do/ have) + !*

Note that the above sentences are in complete forms. Indeed, they can be used in a short form such as 'What bad news!' and 'What an active worker!'. However, the last two examples are actually used like this:

- Your sister is so elegant!
- Leon walks so slowly!

Other sentences: _____ 

4. Sentence Structures

A sentence is structured as a thought unit. This means sentences with simple structures represent one's simple thought patterns while simple with combined and complex structures present one's integrated or complicated ideas. In English, sentences are constructed in three forms: simple, compound, and complex. Each are described as follows:

A. Simple Sentences

A simple sentence involves a sentence which is organised by at least one subject and one predicate or independent clause (Megginson, 2007). It looks like this:

- A boy is riding a bike.
- Why are you drinking wines?
- It's such a nice day!

Other sentences: _____ 

Furthermore, a simple sentence can refer to the sentence with more than one subjects followed by at least one verb, and that with one subject followed by more than one verb. This is illustrated below.

- Nancy and Eddie work for this company.
- Lolita has written a love letter and read English stories.

Overall, simple sentences include all four sentence types described above: declarative, imperative, interrogative, and exclamatory sentences.

B. Compound Sentences

A compound sentence contains at least two independent clauses, but without

dependent clauses. The clauses are linked by a comma and a coordinating conjunction (e.g. and, but, or), a comma and a correlative conjunction, or a semicolon with no conjunction (Megginson. 2007). Examples of this sentence are provided below.

Ex (i):

Simple

Alicia is a very rich businesswoman.

Simple

Still, she has never been happy in her family life.

Compound

Alicia is a very rich businesswoman, but still she has never been happy with her family life.

Ex (ii): *Yesterday morning the teacher talked about how to get good grades and suggested us many ways to help our parents; in addition, in the afternoon the principal advised us many strategies to reach our goal of life.*

Ex (iii): *Learthai is an excellent Engineering student, so he gets a good job overseas.*

Kinds of Compound Sentences

In accordance with Natchaya Chaleoisab (2002: 150-160), there appears to be two major kinds of compound sentences: coordination conjunctions and conjunctive adverbs. Each will be described below.

(1) Coordination Conjunctions are conjunctions used to link independent clauses in compound sentences. They are “and, but, or, nor, for, so, yet” (fanboys). Each conjunction will be explained and illustrated as follows:

(1.1) And: It is used to show the relationship of the information with addition (showing addition) if there are more than two clauses joined with a ‘comma’. Only in front of the final clause, the conjunction ‘and’ will be put. Look at the following examples:

- My mother bought many kinds of vegetables at the KK market, and she went back home to cook for dinner.
- Danny has finished his Mathematics homework at 7 p.m., and he called his classmates to discuss the Mathematics topics.

Other sentences: _____



(1.2) **But, Yet:** They are used to display the contrastive information of two clauses. The following examples are given:

- Kyoko has a lot of friends and relatives, *but* she always feels lonely.
- Lim and Li usually eat vegetarian food, *yet* they are not thin.

Other sentences: _____ 

(1.3) **Or:** It is intended to present alternatives of the information of two clauses. The examples are given below.

- You want to punish your son, *or* you let him make mistakes.
- Going to Bangkok from Chiangrai you can take a flight, *or* you may drive a car.

Other sentences: _____ 

(1.4) **Nor:** It is opposite the conjunction 'or'. It is used to show 'no' alternative. The examples are provided as follows:

- After jogging Kevin did not feel tired, *nor* did he lose energy.
- Abdul cannot speak any foreign languages, *nor* can he have special abilities.

- If a sentence starts with 'nor' (a negative word), the sentence and verb must be interchanged.

Other sentences: _____ 

(1.5) **For:** It acts for causes or reasons of two clauses. Its illustrations are given below.

- Akiko has not completed her report, *for* she is very lazy.
- Kipsi is very pleased with getting A from 'Introduction to Linguistics', *for* it is a very difficult course.

Other sentences: _____ 

(1.6) **So:** It intends to display results of two clauses. This is evident in the following examples:

- Tina has been interested in human thoughts and mind, *so* she is majoring in Psychology.

Other sentences: _____

(2) **Conjunctive adverbs (and semi-colon)** are adverbs used to show the relation between the information joined by 'semi-colon' between two clauses, and followed by 'conjunctive adverbs'. Many kinds of conjunctive adverbs are described below.

(2.1) **Addition** conveys particular continuous actions due to their additional information. It consists of the following adverbs: "*in addition, furthermore, also, on top of that, moreover, besides, above all, and finally.*" Some examples of sentences using these adverbs are provided below.

- In this summer my family will dive at Pipi Island, Krabi; *in addition*, we would like to sun-bathe at Patong Beach, Phuket.
- Amitav wants to take an English course at a language institute in the UK; *furthermore*, he will apply for a Bachelor's degree program at the University of London.

Other sentences: _____



(2.2) **Concession or contrast** focuses on clauses with different acts. It contains particular conjunctive adverbs such as "*however, nonetheless, still, on the contrary, nevertheless, in contrast, on the other hand, etc.*" The following examples of sentences with these adverbs are given.

- Lilawadee is very busy with her work; *however*, she tries to give her family a few times for relax.
- Living in big cities leads to the modern way of life; *nevertheless*,

(2.3) **Alternatives** are about certain effects that will happen if one chooses another choice of actions. They comprise of the following conjunctive adverbs, for instance, "*otherwise, else, and if not*". Certain examples are provided.

- I need to help my mother's chores; otherwise, she will be tired.
- Jimmy must hand in his assignment within today; if not, he may not pass this course.

Other sentences: _____



(2.4) **Cause-effect** emphasises certain 'reasons' and 'results' of two clauses. It contains particular conjunctive adverbs, for example, "*therefore, accordingly, for this reason, then, and thus*." Its sentence examples are shown.

- Toshiko is very friendly; therefore, many people like her.
- Fernando would like to be a programmer; for this reason, he is studying at the Computing Faculty, National University of Singapore.

Other sentences: _____



(2.5) **Examples involve** regard clearer and detailed information of actions. They are filled with the following adverbs: *for example, for instance, namely, in particular*, etc. Some examples of sentences with these adverbs are illustrated.

- Many tourist attractions in Eastern Thailand are very interesting; *for example*, Rayong and Trad have many evergreen islands and very beautiful beaches.
- Korat and Kon-Kaen are the education centres of north-eastern Thailand; *in particular*, there are public and private universities and colleges in the two provinces.

Other sentences: _____



(2.6) **Emphasis** is related to a factual elaboration of certain actions. It is made up of certain adverbs such as "*in fact, indeed, and as a matter of fact*." The following examples are given:

- Li Ming is very sporty, *in fact*, he is the university athlete.
- Laila and Nadia are very healthy; *indeed*, they exercise a lot.

Other sentences: _____ 

(2.7) **Restatement** intends to give more explanation of actions in simpler and clearer words. It comprises of the following relevant adverbs: "*in other words, that is, that is to say*". Some of them are exemplified below.

- Namwan is punctual; that is, she always on time.
- Edwin is an excellent student; in other words, he got the first honours degree.

Other sentences: _____ 

(2.8) **Summary** is about a concluding act provided in the preceding clause. It is full of certain conjunctive adverbs, that is, "*in brief, in short, in a word*". The following examples of sentences with these adverbs are provided.

- Lukemee is a very energetic staff member; *in short*, she is very hard working.
- Manop has many big houses and expensive cars; *in brief*, he is really wealthy.

Other sentences: _____ 

(2.9) **Comparison** provides an elaboration of actions in a parallel way. It contains the following adverbs: "*likewise, similarly, in the same manner, in the same vein, etc.*" Its examples are illustrated below.

- Prayoot plays a guitar; similarly, his sister can sing.
- Chulalongkorn University is the oldest Thai university; likewise, University of Sydney is the first and premier tertiary education institute in Australia.

Other sentences: _____ 

(2.10) **Time order** focuses on a subsequent action of two clauses. It consists of certain adverbs, for instance, “*next, lastly, finally, then, meanwhile, etc.*” Some of them are exemplified below.

- Buapan has lost the way; *meanwhile*, her friends at the party are worried about her.
- Charles has finished his research proposal; *then*, he will read grammar books.

C. Complex Sentences

A Complex sentence encompasses one independent clause and at least one dependent clause. Unlike a compound sentence, however, a complex sentence embodies clauses which are not equal (Megginson. 2007). The following examples are given:

Simple sentences: Chiang Mai is surrounded by evergreen environment.
Many people want to live there.

Compound sentence: Chiang Mai is surrounded by evergreen environment,
so many people want to live there.

Complex sentence: Because Chiang Mai is surrounded by evergreen
environment, many people want to live there.

Kinds of Complex Sentences

According to Natchaya Chaleoisab (2002: 150-160), complex sentences can be divided into three main types as follows:

(1) **Adjective Clauses** (Relative Clauses) function as adjectives (modifying nouns) that are put behind nouns and have a linker between a main clause and an adjective clause.

(1.1) **Relative pronouns** consist of the following adjectives: *who, whom, whose, which, and that*. Examples of sentences using these pronouns are illustrated below.

- Any student *who did not hand in the report* will fail this course.
- Mod-daeng is an instructor (*whom/who*) *I respect*.
- Praew whose boyfriend is a technical student is my friend
- I want to have a cat *which is very lovely and clean*.

Other sentences: _____



(1.2) **Relative adverbs** contain the relevant adjectives such as “*where, when, and why*”. Some of these adjectives are exemplified in the following sentences:

- This is the province, *where I lived for 15 years*.
- It was 6 o'clock *when I got up*.
- Nam wants to know the reason *why Jenny loves him*.

Other sentences: _____



(2) **Noun Clauses** act as a noun and subordinate clause. They link main clauses by linkers. Sometimes, linkers can be omitted. The following examples show sentences with each adjective.

(2.1) That: *That Sunny has failed in life* surprises me. (subject)

I know (*that*) *he will not be here today*. (direct object of verb)

I am sure (*that*) *Tom will return the money soon*. (subject complement)

(2.2) What/whatever: Tell me *what has happened*.

(2.3) Who/whoever: She told me *who she was*.

(2.4) Whom/whomever: He told me *whom he disliked*.

(2.5) Whose: I asked *whose money was stolen*.

(2.6) Which/whichever: You can choose *whichever you like*.

(2.7) Whether/ if: *Whether he will come (or not)* does not matter.

Other sentences: _____



(3) **Adverb Clauses** function as an adverb. This clause contains subject (explicit or implied) and predicate, and it modifies a verb (Wikipedia. 2010).

(3.1) **Adverbs of Manners** encompass the relevant adverbs, that is, “*as, like, in a way that, as if*.” Some of them are illustrated below.

- Apichai acts as if he were my boss.
- I think your face is like a blossoming flower.

(3.2) **Adverbs of Places** comprise the following adverbs: ‘*where and wherever*’. Examples of the sentences using this adverb are given.

- You can find roast chicken stalls wherever you go to Thailand.
- Ploy wants to take a trip to Bali Island, where is the paradise for foreign tourists.

- (3.3) **Adverbs of Time** are filled with certain adverbs, for example, "while, as soon as, before, since, until, after, and whenever". Some examples are provided.
- When Pakorn arrived, the bus had already left.
 - Thai students have learnt English since they were in the kindergarten.
- (3.4) **Adverbs of Reasons** are made up of the adverbs such as 'because and since'. The following examples are given:
- Sonya did not join the competition because she was too young.
 - Since it was raining, I got sick.
- (3.5) **Adverbs of Purposes** have their relevant adverbs— 'in order that' and 'so that'. Some examples of this adverb clause in sentences are illustrated below.
- Siriam took a taxi so that she could get there in time.
 - Pete practices Spanish a lot in order that he can travel to Spain.
- (3.6) **Adverbs of Results** contain the following two adverb forms: 'so (adj/adv) that' and 'such + a + noun + that'. They are exemplified as follows:
- University of California is such a good educational institute that many students want to study at.
 - Samui Island has so many coconut trees that it has several coconut industrial factories.
- (3.7) **Adverbs of Contrast** encompass their related adverbs such as 'although (even though, though) and while'. The following examples are given:
- Although it is raining, Sayan goes out.
 - Manas is hired by a hotel in Phang-nga while his sister is unemployed.
- (3.8) **Adverbs of Comparison** contains their relevant adjective forms such as 'short syllable adjective + er + than' and 'more/ less + long adjective + than', etc. These are exemplified below.
- Televisions are cheaper than cars.
 - Stuffs in a shopping mall are more expensive than those in a grocery.
- (3.9) **Adverbs of Condition** have their basic three forms:
- If subject + simple verb (v1) + object, subject + will (can/may) + simple verb (v 1) + object
 - If subject + past simple verb (v 2) + object, subject + would + simple verb (v 1) + object

(iii) If subject + had + past participle (v 3) + object, subject + would + have + past participle (v 3) + object

An example of each pattern is given.

- If you mix blue and yellow, you will get green.
- If Dr. Tanya worked very hard, she would become a professor.
- If I had gone to Cambodia, I would have seen the Angkor Wat.

Other sentences: _____



Summary

In this primary unit, you have learnt particular principles on how to write a sentence. It is revealed that a sentence is the starting linguistic element for producing a text. Moreover, it is generally formed by its two main components: subject and predicate. Furthermore, it possesses the three basic patterns, that is, SV, SVOC, and SVSC. Besides, its functions are found in the following four types: declaratives, interrogatives, imperatives, and exclamations. In addition, a sentence is organised through its three major structures— simple, compound, and complex. To write sentences effectively, you need to understand the above foundation before practising them.

Exercises

(1) Recognising subject-predicate sentences

Directions: Put a tick in front of a subject-predicate sentence with a subject predicate structure or its short form.

- Messages in a bottle.
- Leonardo Dicaprio and Kate Winslet starred the movie titled 'Titanic'.
- Look at your book on page 48 now!
- Being a good student for your teacher.
- What dreams may come.
- What a sensitive person!
- Flying with Air Asia from Bangkok to Europe today.

(2) Identifying subject-predicate parts of sentences

Directions: Read the following passage and extract each sentence into the subject and predicate components by filling them in the chart given.

Ernest Hemingway was born in 1899. His father was a doctor. He was the second of six children. Their home was at Oak Park, a Chicago suburb. In 1917, Hemingway joined the Kansas City Star as a cub reporter. In the following year he volunteered to work as an ambulance driver on the Italian front.

(Hemingway. 1995: 1)

Subject	Predicate	
	Verb	Complement

(3) Completing subject-predicate parts of sentences

Directions: Complete the following sentences according to the subject-predicate parts.

- 1) Walking along the seashore _____
- 2) _____ is what nobody wants.
- 3) That old car under the tree _____
- 4) To study abroad _____
- 5) _____ needs efforts.

(4) Completing the three sentence patterns

Directions: Complete the sentences according to the three patterns as directed.

- 1) Thai soldiers _____ (SV)
- 2) Sutteera's uncle and aunt _____
(SVOC-DO)
- 3) The king _____
(SVOC-IO)

