

Directions: Using at least one word from each category, and using only the words listed below, create sentences at least seven words in length. Note: you may not change the words in any way.

Category 1	Category 2	Category 3	Category 4 (Note: These words can be used more than once each.)
scientists	studying	important	a
food	teaching	Brazilian	an
movie	arriving	Japanese	the
instructor	living	American	his
students	making	Chinese	their
Tibet	coming	difficult	my
business	beginning	new	another
city	writing	interesting	other
school	communicating	beautiful	is
freedom	learning	wild	are
the United States	teaching	foreign	was
speech	raising	strange	will be
George	taking care	unhappy	to
discovery	falling in love	quick	on
customs	calling	young	in
mother	learning	broken	from
Hollywood	disturbing	huge	of
government	creating	intelligent	with
animals	trying	true	at
computer	hitting	silly	about
plan	testing	ancient	during

Follow-up question: Can you figure out what kind of words (i.e., which part of speech) are in each category?

Now, look at the sentences you have just made. What parts are necessary for each of these groups of words to be considered a sentence? (Your observations should be true for all possible sentences in the English language. You should be able to come up with five or six statements that are true of all sentences.)

- 1.
- 2.
- 3.
- 4.
- 5.

Sentence Formation Review

Directions: (a) Rearrange the words in brackets to form a complete sentence. Do not add or change any word. Remember to start with a capital letter and end with a period. (b) Rearrange the words to form a *yes/no question*. (c) Use the question word in parentheses to form a *wh- question*. Omit the words that provide the answer to the *wh- question*.

- (1) (a) [that class] [better] [my friend] [wants to learn] [because] [she] [is taking] [to write]

(b) _____

(c) (*Why?*) _____

- (2) (a) [after] [finish studying] [I] [to my friend's house] [every day] [I] [go]

(b) _____

(c) (*How often?*) _____

- (3) [to solve problems] [to learn English] [is] [the best way] [to use it] [as often as] [possible]

(b) _____

(c) (*What?*) _____

- (4) (a) [a ride] [me] [can give] [after class] [my sister] [home]

(b) _____

(c) (*What?*) _____

- (5) (a) [by bus] [go] [every day] [I] [to school] [usually]

(b) _____

(c) (*How?*) _____

Building blocks of grammar

In order to review how sentences work, it will be helpful for us to review the basic building blocks, or component parts, of grammar. We use the following words and ideas when discussing grammar at all levels:

- ♦ **Word**: It may be obvious to say this, but the word is the most basic complete building block of a language. However, we should also recognize that by adding a new part to the beginning or ending of a word, we can change the function of a word or change its meaning. Take, for example, the word *simple*, which is an adjective. By adding the suffix *-ify* to the end of the word, we can change it to *simplify*, a verb. On the other hand, we can take an adjective like *interesting* and add the prefix *un-* and change the meaning of the word into its opposite. Understanding how words work in a sentence is a very important topic we will pursue later in the course.
- ♦ **Phrase**: A phrase is a group of two or more words that form a grammatical unit. A phrase, however, is less than a complete sentence and needs to be part of a sentence. There are many kinds of phrases, and we describe them by: (1) the most important word in the phrase (e.g., noun phrase, verb phrase, prepositional phrase, participle phrase, etc.), or (2) by the function of the phrase (e.g., adjective phrase, adverbial phrase, etc.) Consider, for example, the following sentence:

Didn't the actress in that movie look just like my sister!

In that movie is a phrase. We can either refer to it as a prepositional phrase, because it starts with the preposition *in*, or we can call it an adjective phrase, because the phrase describes, or modifies, the noun *actress*. We can also say that *the actress in that movie* is a phrase—a noun phrase—because all of the words go together with the noun *actress*. We can also say that *did look* is a verb phrase, consisting of a helping verb *did* and the main verb *look*. We will be looking at several different kinds of phrases later in the course.

- ♦ **Clause**: A clause is a more complex unit of grammar. A clause has a subject and a complete verb phrase, or more accurately, a subject and a predicate. There are two basic types of clauses: independent clauses and dependent clauses. An independent clause is a simple sentence: it can begin with a capital letter, end with a period, and still express a complete thought. A dependent clause is like “a sentence within a sentence”. Like phrases, clauses can be described by the function they have in the sentence. The three main kinds of dependent clauses are (relative) adjective clauses, adverbial clauses, and noun clauses.

Directions: Look at the following underlined clauses. Decide if the clause is dependent or independent. Write an I if the clause is independent, and a D if the clause is dependent. How can you recognize dependent clauses?

- _____ 1. ESL 33A is an easy class.
- _____ 2. I think that every student in this class should get an A.
- _____ 3. Whenever she sees me, she laughs.
- _____ 4. The part of the country where I grew up has many farms
- _____ 5. Why do you like him so much?
- _____ 6. I'm asking for your help because you're my friend.
- _____ 7. I don't know why you like him so much.
- _____ 8. What you're asking is impossible.
- _____ 9. Give me a call this evening.
- _____ 10. The book that I'm reading has many unfamiliar words.

More Clause Practice

Independent clauses	Dependent clauses
<ul style="list-style-type: none"> ◆ Express a complete thought ◆ Can stand alone ◆ = a simple sentence. 	<ul style="list-style-type: none"> ◆ Don't express a complete thought ◆ Can not stand alone ◆ Need an independent clause to complete their meaning. ◆ Usually begin with a subordinating conjunction

Directions: Underline the independent clause in each of the following sentences. Then write three more independent clauses on the lines provided.

1. I'm late because I couldn't find a parking space.
2. Do you do your homework while you are watching television?
3. I like to go dancing, but I don't do it very often.
4. Martin watched as the policeman arrested the man who had been running down the street.
5. I usually eat dinner and clean my room before calling my friends.

6. Your indep. clause #1: _____

7. Your indep. clause #2: _____

8. Your indep. clause #3: _____

Directions: Complete the following sentences with appropriate words for each dependent clause.

Adjective clauses

9. The man that I saw at Costco looked just like my uncle in Tehran.
10. Do you know the man who _____?
11. I used to live in Paris, which _____.
12. It's interesting to meet an American whose ideas _____.

Adverb clauses

13. I'll call you when I have some free time.
14. Some people like to smoke because _____.
15. If _____, you can be successful in life.
16. Whenever _____, I used to chat with my friends online.

Noun clauses

17. I hope that we can get to know each other better.
18. What _____ is really surprising to me!
19. I would like to learn how _____.
20. I think that _____.

RECOGNIZING INDEPENDENT CLAUSES

Directions: Put square brackets [] around the subject in each independent clause below.
Underline the complete verb phrase in each independent clause.

1. According to my dad, my uncle who lives in Vietnam used to have a large rice mill.
2. The crowds in Tokyo's packed subways drive most American visitors crazy.
3. Each night, my troubled dreams are filled with images from my past.
4. A poet and his poetry have much in common.
5. Due to the popularity of the musical "The Lion King," its engagement in Los Angeles was extended.
6. Hong Kong and San Francisco are two of my favorite cities, but I like them for very different reasons
7. With the constant threat of a major earthquake, residents of Los Angeles should always have basic supplies ready.
8. Since Tony's wife wants to travel around the world by boat, they are selling their successful business.
9. Standing outside the classroom door, the students were waiting for an opportunity to add the class.
10. On a park bench, an elderly couple, freshly filled with love for each other, is sitting by themselves.
11. Listening to the words of that song, sung by Ricardo Montaner, reminds me of the one I love.
12. Based on past experience, I think that our doctor, a capable surgeon and clinician, should give me a diagnosis today.
13. If you're a first time home buyer today, you will have to look hard, be creative, and display a willingness to make compromises.
14. Last week, I got in an accident and was given a ticket, ruining my otherwise wonderful vacation.
15. How you study English determines how well you will learn to use it.

Directions: Each of the following paragraphs has are a total of 10 *independent clauses*. For each independent clause, underline the complete verb phrase, and [put brackets] around the main (one word) subject.

Paragraph 1

Last night, I couldn't sleep, no matter how hard I tried, so I decided to go to a local coffee house to write. When I got to the coffee house, I was surprised to find many people who were awake and who were having a good time together. Because I wanted to observe people without being noticed, I found an empty table in a corner where I could see almost everyone. Near the center of the room, two young men, who were dressed like artists, were arguing about politics. In another quiet corner of the dark café, a romantic young couple gazed deeply into one another's eyes and spoke softly to one another. In fact, throughout the café, the aroma of coffee mixed with warm, happy conversations to make a soft, comfortable environment. Finally, after finishing my coffee, I wrote down a few more ideas, I packed up all my things, and then I headed for home

Paragraph 2

Next weekend, PCC will have a three-day weekend, so my friends and I have planned a trip to Monterey, California. As soon as we finish our classes on Friday afternoon, we are going to rush home and pack my friend's van. We want to leave as early as possible because the traffic out of Los Angeles on Highway 101 will be terrible. Since there are four of us, we plan to drive all night in order to arrive in Monterey early in the morning. I hope that we can reach Big Sur before dawn as the view of the ocean and the rocky coastline are supposed to be very beautiful. While we are in Monterey, we are going to go to the pier and eat plenty of fresh seafood. We also want to see live fish at the Monterey Bay Aquarium, which is one of the largest aquariums in the world. However, the best part of the trip is that I'll be spending time with my special friends, taking walks along the coast as the silent fog rolls in, or sitting in a restaurant on a cliff high above the pounding waves of the Pacific Ocean, or just sitting in our hotel room talking about our dreams for the future. By the time we return on Tuesday night, we will have many "California memories" to treasure for the rest of our lives.

Paragraph 3

Every winter, I love to go downhill skiing. The feeling of flying down the side of a mountain with the cool wind in my face makes me feel as if I will explode with energy. However, there was one time that I went skiing in Lake Tahoe when I didn't have a lot of fun. My friends and I had decided to drive to Tahoe during the semester vacation for a week of skiing. As we were driving into the mountains on our way there, a heavy snow storm hit. Our car ran off the road, and we had to wait for over five hours for a snow plow before someone could pull us out. Finally, we arrived at the condominium where we were staying and rested up for a few hours. Unfortunately, the snowstorm continued for the whole week that we were there and was so heavy that we didn't even have one clear day to enjoy the slopes. However, the worst part came on the second day when I fell down and broke my leg, ruining the whole trip for all of us.

ERROR CORRECTION

Directions: The following sentences all contain errors in sentence structure. Common sentence structure errors include: (1) sentence fragments (*frag*), which don't have a subject, a verb or an independent clause; (2) a problem with the subject (*subj*) including a double (or redundant) subject or the wrong use of a filler subject (*it* or *there*); or (3) a missing capital letter or end punctuation (*punct.*). Identify and correct the error in each of the sentences.

1. In my opinion, speaking in English easier than writing in English.
2. Is a very interesting point you have raised.
3. My summer internship, for example, it is one way for me to obtain valuable work experience.
4. My parents are first generation immigrants in the United States, and they mostly in our native language.
5. There have many interesting activities in Washington, DC. That why I want to visit there.
6. I am very difficult to learn to speak Arabic because I too old.
7. It is usually rain and cool weather in Oregon in the winter.
8. When we meet new people and start living in a totally new environment is scary.
9. My roommate when he is not busy with his school work, he is working a part time job.
10. My cousin probably a very rich man in China since he owned many houses and drove a fancy car.
11. I like to visit the beach in the summertime because there is very hot and fun.
12. In the article, "Vitamin C Under Attack," by Mario Nevares, explains some possible negative effects of taking large doses of Vitamin C.
13. After having had the experience of traveling abroad. An individual has a broader perspective on the world.
14. I usually back to my home town once a year if I able.
15. Molecular genetics a field is progressing very fast.

ESL 33A

Grammar Packet 1: Basic Sentence Structure

Directions: The following samples each contain errors in basic sentence structure. Find the errors and write the correction above each error. Also, use single line to cross out ~~delete~~ words and/or punctuation that you wish to delete. Use a caret (^) to show where you will add words.

Sample 1

Whenever I need to make an important decision or to think about a significant experience, I like to get in my car and drive up into the mountains just to think. Sometimes, driving for hours on the winding mountain roads. However, most of the time, I like to park my car and walk to a place where I can look out over the city. the cool, dry mountain air it relaxes me and helps me to think more clearly. When I hear the sound of the wind blowing through the trees and smell the rich scent of the pine trees. I begin to let go of any stress that I may feel. Also, surrounded by nature. I feel that I am more connected to all the living things in the world. The huge stones and the tall mountains remind me that I am not so big. Moreover, sometimes when I see small animals playing under the trees. I remember that is important for me to play more and to have fun. In addition, when I sit and look out over the city, feeling that my busy life is miles away. As a result, more free to think about the important decision or experience. Most importantly, there have very few people in the mountains, so I can do whatever I want to without worrying about other people. I can sit for hours, talk to myself, sing, or do anything I feel like doing, and no one will notice me. At those times, I feel so free and relaxed that I can make better decisions and solve the problems that I am facing.

Sample 2

Sometimes, when I used to feel sad, I went to the beach for a walk. Near the beach was very quiet at night, so I felt more peaceful. I liked to take off my shoes and walk by the water when very hot outside. The feeling of cool sand running between my toes. When I felt the cool sea breeze and heard the sound of the waves, I very happy. The dancing stars and the smiling moon in the sky, they helped me to feel that I had many friends there with me. however, one time when I went to the beach, there had two people were enjoying the quiet evening together. Strolling arm in arm along the beach. They were very happy and satisfied, and I felt jealous of them. I asked myself, "Why can't I have a special friend like that?" Because I wanted a friend that I could share all of my thoughts and feelings with.

ESL 33A

Grammar Packet 1: Basic Sentence Structure

After they left, I sat alone on the beach for a long time, and I thought about my life. Finally, decided that I wouldn't go back to the beach again until I had someone special I could share those quiet moments with.

Sample 3

The origin of the *Chinese New Year*, or *Spring Festival*, it is too old to be traced, although there have several explanations. According to most stories, the Chinese word *Nian*, which in modern Chinese just means "year", originally the name of a monster that used to attack people the night before the beginning of a new year.

According to one legend, the beast *Nian*, which had a very big mouth, he could eat many people with one bite, so people very scared. One day, an old man came to help them, offering to defeat *Nian*. Talked to *Nian* and convinced it to eat up other beasts of prey on earth instead of people. As a result, *Nian* ate up many of the wild animals on earth that also attacked people and their domestic animals from time to time. After the old man told people to put up red paper decorations on their windows and doors at the end of each year to scare away *Nian* in case it sneaked back again, because red was the color the monster feared the most. Finally, the old man disappearing and on the beast *Nian*. Because he turned out to be an immortal god. *Nian* was gone and other beasts of prey were also scared into forests, so people began to enjoy peaceful lives.

Since that time, the tradition of observing the conquest of *Nian* has been carried on from generation to generation. The term *guo nian*, which may have meant "survive the *Nian*," has become "Celebrate the (New) Year" as the word *guo* in Chinese has both the meaning of "pass-over" and "observe". In addition keep the custom of putting up red paper and firing fire-crackers to scare away *Nian* if it has a chance to run loose. People today have long forgotten why they celebrate in these ways. They just feel the color and the sound add to the excitement of the celebration.

Grammar Learning Journal – Assignment #1

Note: Learning journal assignments should be done in a large blue examination book, available in the campus bookstore for \$0.35. You will need 2-4 blue books for the whole class.

1. **Discovery:** Using one or more articles from a magazine, journal or newspaper written in English, find the following:
 - a. At least five simple sentences. (I.e., sentences with only one clause)
 - b. At least ten sentences with two clauses. (How many have dependent clauses? Do any have two independent clauses?)
 - c. At least five sentences with three or more clauses. (How many long sentences like this are there in the article? Are they common for the author whose article you're reading?)

In order to do the discovery activities for your learning journal, you will need to find one or more articles in an appropriate magazine, journal, or newspaper. You should consider the following factors in choosing an article:

- ♦ Choose a magazine/an article you're interested in.
- ♦ Choose an article that is well written.
- ♦ Choose an article with a variety of sentence structures so you can easily find examples of even more advanced sentence structures.

You may already have a subscription to a magazine or (possibly) a newspaper written in English that you like. Feel free to use that magazine for the learning journals if this is the case. If you aren't sure of appropriate articles, consider: economist.com, nationalgeographic.com, wired.com, rd.com, scientificamerican.com, etc. Check with your instructor for additional recommendations.

Finally, for the discovery section, you should copy appropriate sentences exactly as they are written in the article. Be sure to tell where you found the sentence by giving the author's name, the title of the article, the title and date of the publication (magazine), and the page number if you used a printed (not on the Internet) version of the paper or the URL (Internet address) if you used the online version. For example,

Castelvecchi, David. "Cosmic Map Reveals a Not-So-Lumpy Universe." *Scientific American*, 5 Aug. 2017, <https://www.scientificamerican.com/article/cosmic-map-reveals-a-not-so-lumpy-universe>.

2. **Practice:** Write a page in response to one of the articles you have read. You may choose to write about what interested you about the article, what you learned from the article, whether you agreed or disagreed with the author and so on. This writing is not an essay, but it is a chance to practice the structures we are focusing on in this unit. For this assignment, you should make sure that at least half of the sentences in your writing have two or more clauses.