



PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH
MOHAMED KHIDER UNIVERSITY OF BISKRA
FACULTY OF LETTERS AND LANGUAGES
DEPARTEMENT OF LANGUAGE AND ENGLISH LITERATURE



Course Handout

Written Expression Semester I for L1

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Semester: 01

Teaching Unit: Fundamental

Module: Comprehension and written expression

Credits: 04

Coefficient: 02

Course Description

This course provides a structured introduction to English grammar and sentence construction, focusing on the development of accurate and effective writing skills. It begins with parts of speech, offering a foundation for understanding how words function within sentences. It then moves from word formation to sentence building, helping learners understand how sentences are structured and how meaning is created.

The course also addresses common sentence problems, including wordiness, choppy sentences, stringy sentences, fragments, run-on sentences, and comma splices. Special attention is given to issues of parallelism, coordination, and subordination, which affect clarity and coherence in academic writing.

Learners will also study how to move from sentence to paragraph, focusing on organization, unity, and logical flow of ideas. In addition, the course introduces types of sentences, both according to function (declarative, interrogative, imperative, and exclamatory) and according to form (simple, compound, complex, and compound-complex).

By the end of the course, students are expected to produce clear, grammatically correct sentences and well-structured paragraphs suitable for academic writing.

Course Objectives

- Develop learners' ability to understand and produce written texts in the target language in a clear and coherent way.

- Strengthen textual, linguistic, and discourse knowledge through exposure to a wide range of reading materials, leading to improved writing production.
- Build and improve essential reading and writing skills, along with effective strategies for comprehension and written expression.
- Enable learners to distinguish between literal meaning and implied (inferential) meaning in texts.

Prerequisite

To master written expression skills, learners need structured and systematic instruction. The teaching approach should be clear and step-by-step, with regular practice activities that allow students to apply and reinforce the skills they learn.

Assessment

50% Written exams - 50% continuous Assessment: active presence (03/20) - homework assignments (03/20)- written test one (07/20)- written test two(07/20).

Course Content (Syllabus)

Subject	Written Expression
Level	L1
Academic year	2025-2026
Teacher	Herzallah Oumsalama

Semester: One	Subject Content
Week01	Parts of speech (introduction). sessions1+2
Week02	From word to sentence .sessions1+2
Week03	Sentence problems: Unparalleled Structures Sessions 1+2
Week04	Sentence problems: Wordiness. sessions1+2
Week05	Choppy Sentences. sessions1+2

Week06	Stringy Sentences sessions1+2
Week07	Run-ons (Fused Sentences) and Comma Splices sessions1+2
Week08	Sentence Fragments. sessions1+2
Week09	Faulty Coordination/Subordination. sessions1+2
Week10	From sentence to paragraph:Types of Sentences : According to Form(Simple, Complex, Compound, and Compound-Complex.
Week11	From sentence to paragraph: Types of Sentences: According to Function(Declarative, Interrogative, Exclamatory and Imperative).
Week12	Practice/session01 -session02:the correction of the practice
Week13	Session01: the first test Session02:the correction of the first test
Week14	General revision for the exam.

-Objectives

By the end of the lesson, learners will be able to:

- Identify the main parts of speech in English
- Define noun, pronoun, verb, adjective, adverb, conjunction, preposition, and interjection

-Prerequisites

Learners should already:

- Know basic sentence structure (subject + verb + object)
- Recognize simple words in English vocabulary

.Introduction

There are eight primary parts of speech in the English language. Understanding these parts of speech is crucial for constructing grammatically correct sentences. Here they are the definition of part of speech by a group of scholars in their book “Part of Speech”:

1.Noun: A noun is a word that represents a person, place, thing, or idea. Examples: cat, city, love.

2.Pronoun: A pronoun is a word that replaces a noun to avoid repetition. Examples: he, she, they.

3.Verb: A verb is a word that expresses an action or state of being. Examples: run, is, write.

4.Adjective: An adjective is a word that describes or modifies a noun. Examples: red, happy, tall.

5.Adverb: An adverb is a word that describes or modifies a verb, adjective, or other adverb. Examples: quickly, very, well.

6.Conjunction: A conjunction is a word that connects words, phrases, or clauses. Examples: and, but, or.

7.Preposition: A preposition is a word that shows the relationship between a noun or pronoun and other words in a sentence. Examples: in, on, under.

8.Interjection: An interjection is a word or phrase used to express strong emotion. Examples: wow, ouch, oh (Mitchell et al., 2007).

Activity 1: Identify the Parts of Speech

For each of the following words, identify its part of speech.

Book-Quickly-Jumped-Beautiful-She-Because-Thought-Mountains-Anger-Sadly-

Activity 2: Create Sentences

Create a sentence using each of the following parts of speech:

Noun-Pronoun-Verb-Adjective-Adverb-Conjunction-Preposition-Interjection

Activity 3: Fill in the Blanks

Fill in the blanks with the appropriate parts of speech: noun, pronoun, verb, adjective, adverb, conjunction, preposition, or interjection.

-The (noun) is on the table.

-(Pronoun) went to the store.

-She (verb) very slowly.

-It was a (adjective) day.

-He (adverb) ran to catch the bus.

-We can go to the park (conjunction) the zoo.

-The book is (preposition) the shelf.

-(Interjection), that's amazing!

-Activity 04:Sample Paragraph

Sarah, an energetic girl, always loved to dance. Her passion for dance was evident in her graceful moves and the way her eyes sparkled when she performed. Sarah's friends often watched her practice in awe, and they admired her dedication. One day, while dancing in the park, Sarah met a friendly dog who joined her in a spontaneous dance. Their joyful dance under the warm sun left everyone around them smiling and clapping.

-Questions:

How many adjectives are used to describe Sarah in the paragraph?

Identify one adverb in the paragraph and explain what it modifies.

Find a pronoun in the paragraph and state what noun it replaces.

Locate a verb in the paragraph that describes an action between Sarah and the dog.

Which part of speech is used to describe the weather?

Activity04:

Read the following paragraph and answer the questions based on the parts of speech used in the paragraph.

Sample Paragraph:

The old, dusty book sat on the shelf in the corner of the dimly lit library. It had been there for years, unnoticed and unopened. One day, a curious young boy with messy hair and bright eyes decided to explore the library. He approached the bookshelf and reached for the book, its cover cracked and worn. As he opened it, the words came to life, taking him on an incredible adventure through time and space.

-Questions:

-How many adjectives describe the book in the paragraph?

-Identify two verbs in the paragraph and explain their actions.

-Find a pronoun in the paragraph and state what noun it replaces.

-Locate a preposition in the paragraph and describe its relationship.

Which word in the paragraph is an adverb modifying an adjective?

Sample Paragraph:

Amelia, an adventurous explorer, embarked on a journey to the lush, mysterious rainforest. Her goal was to study the exotic wildlife that inhabited the dense, green jungle. Equipped with her trusty binoculars and a notebook, she hiked through the thick undergrowth, carefully observing the colorful birds that flitted from tree to tree. The sounds of chirping and rustling leaves filled the air as the sun dipped below the canopy. Amelia knew she was in for an unforgettable adventure.

-Questions:

-How many nouns are used to describe Amelia in the paragraph?

-Identify two adverbs in the paragraph and explain how they modify verbs.

-Find a preposition in the paragraph and describe its relationship.

-Locate a conjunction in the paragraph and identify what it connects.

-Which word in the paragraph is an adjective modifying a noun in the phrase "dense, green jungle"?

Sample Paragraph:

Complete the following

Yesterday, I took my dog (noun) for a walk in the beautiful (adjective) park. She's a friendly (adjective) golden retriever, and she (pronoun) absolutely loves the outdoors. As we strolled along the winding path, we saw a group of children playing with a frisbee (noun) near the sparkling (adjective) pond. They laughed happily (adverb) as they tossed it to each other, and it made me smile (verb) too. Nearby, there was a serene picnic area with picnic tables (noun) and benches. I sat down underneath (preposition) a shady tree to enjoy a sandwich. Suddenly, a squirrel darted out from behind a tree and startled me. "Oh!" (interjection) I exclaimed, causing my dog to bark excitedly (adverb). It was a delightful day spent in the great outdoors.

.Conclusion

In conclusion, parts of speech are the foundation of English grammar because they explain how words function in sentences. Understanding nouns, verbs, adjectives, and other word classes helps learners construct clear and meaningful sentences. Mastering parts of speech improves both written and spoken communication.

-References

-Mitchell, S., Baugh, L., & Kelly, J. (2007). *Part of Speech*. Open School BC.

- Azar, B. S. (2011). *Understanding and using English grammar* (4th ed.). Pearson Education.

Eastwood, J. (1994). *Oxford guide to English grammar*. Oxford University Press.

Quirk, R., Greenbaum, S., Leech, G., & Svartvik, J. (1985). *A comprehensive grammar of the English language*. Longman.

-Objectives

- Enable learners to understand how words combine to form meaningful and grammatically correct sentences.
- Develop learners' ability to identify sentence elements such as subjects, verbs, and complements in sentence construction.

-Prerequisites

- Basic knowledge of parts of speech and word functions.
- Ability to recognize simple vocabulary and basic grammatical structures.

-Introduction:

Words are the basic units of language, but communication becomes meaningful when words are organized into sentences. Understanding how words combine to form sentences helps learners express ideas clearly and correctly. This lesson introduces the relationship between words, phrases, clauses, and sentence structure in English grammar.

1.Parts of Sentences

Clear writing depends on well-formed grammatical sentences. A strong sentence shows a clear structure and communicates one complete idea. In English, a sentence is defined as a group of words that contains a **subject** and a **predicate** and expresses a complete thought (Azar, 2011). A sentence must stand alone in meaning and not depend on other words to complete its idea.

The **subject** tells who or what the sentence is about. The **predicate** explains what the subject does or what happens to it. The predicate always includes a verb and may also include objects, complements, and modifiers.

1.1 Subjects

In English, every sentence normally requires a subject. The only exception is an **imperative sentence**, where the subject “you” is understood (Huddleston & Pullum, 2002).

1.1.1 Simple Subject

A simple subject is the main noun or pronoun in the sentence.

Examples:

- The little dog in the house next door barks all day long.
- The longest book that I have ever read is *War and Peace*.
- Speak to us! (*understood subject: you*)

1.1.2 Complete Subject

A complete subject includes the simple subject plus all its modifiers.

Examples:

- The little dog in the house next door barks all day long.
- The candidate from Benton Hall will speak at two o'clock.

How to find it:

- Identify the verb first
- Ask: *Who?* or *What?* + verb

Example:

- Who barks all day long? → The little dog in the house next door
- What is *War and Peace*? → The longest book that I have ever read

Simple vs Complete Subject

To find the simple subject:

- Remove articles, adjectives, phrases, and clauses

- Keep only the main noun or pronoun

Examples:

- The little dog in the house next door → **dog**
- The longest book that I have ever read → **book**

1.1.3Compound Subject

A compound subject contains two or more simple subjects joined by a conjunction and sharing the same predicate.

Examples:

- Samuel King and William Black took the first aerial photographs.
- Either he or she will fly the balloon.

2. Predicates

The **predicate** explains what the subject does or describes its state. It always contains a verb.

2.1Simple Predicate

A simple predicate is the main verb.

Examples:

- Susan arrived.
- The door opened.
- Picasso painted many magnificent paintings.

2.2Complete Predicate

A complete predicate includes the verb and all related words (objects and modifiers).

Examples:

- Susan arrived at the party with her sister.
- The door was knocked at noon.
- The candidate from Benton Hall will speak at two o'clock.

2.3 Compound Predicate

A compound predicate includes two or more verbs that share the same subject.

Examples:

- The train enters the valley and rolls over the hills.
- The door was knocked and opened at noon.

-Additional Note on Predicates

A predicate may also include:

- Direct objects
- Indirect objects
- Subject complements
- Modifiers (time, place, manner)

These elements create different sentence patterns and improve sentence variety (Oshima & Hogue, 1999).

Activity 01: Underline the simple subject and simple predicate in each sentence.

1. The results of the test are inconclusive.
2. There have been many incidents of vandalism in the past.
3. Why did he take the new car back to the dealer?
4. My name was written on the document in three places.
5. By the saucer of milk sat a very scrawny cat.
6. She will be going to the dentist's office later this afternoon.
7. Remarkably, the patient with the shattered skull survived the surgery.

-Conclusion

In conclusion, moving from words to sentences is an essential step in developing writing and communication skills. A correct sentence structure allows learners to express complete ideas

effectively and accurately. Mastering sentence formation also provides a strong foundation for paragraph and academic writing.

References

- Azar, B. S. (2011). *Understanding and using English grammar* (4th ed.). Pearson Education.
- Huddleston, R., & Pullum, G. K. (2002). *The Cambridge grammar of the English language*. Cambridge University Press.
- Oshima, A., & Hogue, A. (1999). *Writing academic English* (3rd ed.). Addison Wesley Longman.

Objectives

- Identify basic sentence patterns in English.
- Construct correct sentences using different structural patterns.

-Prerequisites

- Knowledge of parts of speech.
- Ability to recognize subjects and verbs in sentences.

-Introduction

Sentence patterns show how words are arranged to form clear and meaningful sentences. They help learners understand sentence structure and build grammatically correct writing.

1.Sentence Patterns and Clause Structures

A sentence is built around two essential components: a **subject** and a **predicate**. The subject identifies who or what the sentence is about, while the predicate expresses what happens or describes the subject. Some sentences consist only of a subject and a verb (e.g., *He worked*, *She left*), but most sentences expand meaning through additional elements called **complements**. These complements include direct objects, indirect objects, subject complements, and object complements, which complete or extend the meaning of the sentence (Azar, 2011; Quirk et al., 1985).

1.1 Pattern 1: Subject + Intransitive Verb

Intransitive verbs do not take a direct object and express complete actions on their own (Eastwood, 1994).

-Examples:

- Birds migrate every year.

- The baby cried loudly.
- The lesson ended quickly.
- The volcano erupted suddenly.
- The students arrived late.
- **Modifiers:**
- He slept deeply at night.
- The train stopped near the station.

1.2 Pattern 2: Subject + Linking Verb + Subject Complement

Linking verbs connect the subject to a description or identity (Azar, 2011).

Examples:

- The food smells fresh.
- She became a successful engineer.
- The room looks clean.
- The situation remains stable.
- The sky turned grey.
- The students are ready.

-Complements:

- He is a pilot.
- The task is difficult.
- She is in good health.

1.3 Pattern 3: Subject + Transitive Verb + Direct Object

Transitive verbs require a direct object to complete meaning (Quirk et al., 1985).

Examples:

- The girl opened the window.
- We watched a film.

- He wrote a report.
- The chef cooked dinner.
- They repaired the road.

Dual-use verbs:

- She reads novels every night. / She reads every night.
- He speaks French. / He speaks clearly.

1.4 Pattern 4: Subject + Transitive Verb + Direct Object + Object Complement

Object complements describe or rename the object (Azar, 2011).

-Examples:

- They elected John captain.
- The news made her angry.
- The teacher called the work excellent.
- We found the test easy.
- They painted the door blue.
- The judge declared him innocent.

1.5 Pattern 5: Subject + Transitive Verb + Indirect Object + Direct Object

The indirect object shows the receiver of the action (**Eastwood, 1994**).

Examples:

- She sent her friend a letter.
- The teacher gave the class an assignment.
- He offered me help.
- They bought their daughter a laptop.
- I told my colleague the news.

- The company awarded the workers bonuses.

1.6 Pattern 6: There / It + Verb (be) + Subject

“There” and “it” are empty subjects used to introduce information (Azar, 2011).

Examples:

- It is easy to understand this rule.
- It is necessary to practice daily.
- There is a meeting today.
- There are many challenges ahead.
- It is clear that he is right.
- There is no solution yet.

-Conclusion

Sentence patterns provide a clear guide for building sentences in English. Mastering these patterns improves accuracy, clarity, and overall writing quality.

-References

- Azar, B. S. (2011). *Understanding and using English grammar* (4th ed.). Pearson Education.
- Eastwood, J. (1994). *Oxford guide to English grammar*. Oxford University Press.
- Oshima, A., & Hogue, A. (1999). *Writing academic English* (3rd ed.). Addison Wesley Longman.

Objectives:

By the end of the lesson, learners will be able to:

- Identify common sentence errors in English writing
- Recognize fragments, run-on sentences, and comma splices
- Detect subject–verb agreement errors in sentences
- Spot incorrect word order and missing sentence elements
- Correct faulty sentences to produce clear and complete meaning
- Write grammatically correct simple and compound sentences

Prerequisites

Learners should already:

- Understand basic sentence structure (subject + verb + object)
- Know the main parts of speech (noun, verb, adjective, etc.)
- Be able to write simple complete sentences
- Recognize punctuation marks (full stop, comma, capital letter)
- Have basic reading comprehension skills to interpret sentences

Introduction

Sentence errors affect clarity and meaning in writing. They appear when a sentence breaks basic grammar rules or lacks necessary elements. Readers often struggle to understand ideas when sentences are incorrect or incomplete. Common sentence Unparalleled Structures, Wordiness, Choppy Sentences, Stringy Sentences, Run-ons (Fused Sentences) and Comma Splices, Sentence Fragments and Faulty Coordination/Subordination.

1. Using Parallel Forms

Parallel form refers to the use of similar grammatical patterns when joining words, phrases, or ideas in a sentence. It helps sentences become clear, organized, and easier to understand.

Writers should connect:

-Adjectives with adjectives

- Nouns with nouns

-Verbs with verbs

Phrases with similar phrases (Hogue,2003,p.40).

1.1 Parallel Forms with Adjectives

Not Parallel: Lina is smart, cheerful, and a dancer.

Parallel: Lina is smart, cheerful, and talented.

Parallel: Omar is a hardworking student, a skilled player, and a responsible leader.

More Example

Not Parallel :The restaurant was clean, modern, and had comfort.

Parallel: The restaurant was clean, modern, and comfortable.

Parallel: My uncle is calm, honest, and generous.

1.2 Parallel Forms with Noun

Parallel: The classroom has desks, chairs, and computers.

Parallel: Nadia enjoys music, art, and literature.

Not Parallel: We packed clothes, shoes, and to bring snacks.

Parallel: We packed clothes, shoes, and snacks.

1.3 Parallel Forms with Verbs

Parallel :The children laughed, played, and shouted.

Parallel :We visited the museum, took pictures, and bought souvenirs.

Not Parallel :She likes dancing, singing, and to paint.

Parallel :She likes dancing, singing, and painting.

-More Examples

Parallel :The workers repaired the road, painted the walls, and cleaned the area.

Parallel :Cats jump, climb, and chase small animals.

1.4 Parallel Forms with Prepositional Phrases

Not Parallel :He studied both in the library and home.

Parallel: He studied both in the library and at home.

Parallel: The dog rested near the door and beside the window.

-More Examples

Parallel: The meeting started in the afternoon and ended after dinner.

Parallel: She walked across the street and into the building.

1.5 Parallel Forms with Infinitives

-Infinitives usually begin with to + verb.

Not Parallel :They hope to travel abroad, learning new cultures, and to meet people.

Parallel :They hope to travel abroad, to learn new cultures, and to meet people.

-More Examples

Parallel :I want to improve my English, to pass the exam, and to study abroad.

Parallel :She decided to save money, to find a job, and to continue her studies.

1.6 Parallel Forms with Gerunds

Gerunds end in -ing and function as nouns.

Not Parallel :He enjoys reading, jogging, and to swim.

Parallel :He enjoys reading, jogging, and swimming.

-More Example

Parallel :The boys spent the afternoon playing, laughing, and talking.

Parallel :Mariam likes cooking, gardening, and sewing.

1.7 Parallel Forms with Conjunctions

Parallel structure often appears with: and-but -or –yet- both...and -either...or- neither...nor .

1.7.1 Examples with AND

Parallel: The nurse checked the patient carefully and answered the questions politely.

Parallel: Sam opened the windows and turned on the lights.

1.7.2 Examples with OR

Parallel: Will they travel by train or stay at home?

Not Parallel: Will they travel by train or staying at home?

1.7.3 Examples with BOTH...AND

Parallel: The book was both informative and interesting.

Parallel: She is both confident and hardworking.

1.7.4 Examples with NEITHER...NOR

Parallel: Neither Ahmed nor Karim attended the meeting.

Parallel: She likes neither loud music nor crowded places.

2. Why Parallel Form Is Important

- Improves sentence organization
- Makes ideas clearer
- Creates smooth writing
- Helps readers follow information easily.

II. Use parallelism for correlative construction:

When ideas are linked with correlative conjunctions such as *both...and*, *not only...but also*, *either...or*, *neither...nor*, and *whether...or*, the elements that follow must have the same grammatical form. This parallel structure creates balance and improves clarity in sentences.

Example: The student can speak both Arabic and English fluently.

3. Errors and Corrections

3.1 Prepositional phrases

- Incorrect: University learners use laptops not only for writing essays but they also watch videos on them.
- Correct: University learners use laptops not only for writing essays but also for watching videos.

3.2 Adverbial clauses

- Incorrect: She missed the exam either because she was sick or because she did not prepare well.
- Correct: She missed the exam either because she was sick or because she was unprepared.

3.3 Adverbs

- Incorrect: Online learning allows students to study both effectively and without stress.
- Correct: Online learning allows students to study both effectively and comfortably.

3.4 Verbs

- Incorrect: When the class started, he could neither concentrate nor he could take notes.
- Correct: When the class started, he could neither concentrate nor take notes.

3.5 Infinitive phrases

- Incorrect: She decided whether to join the club or maybe she should stay home.
- Correct: She decided whether to join the club or to stay home.

III. Use parallelism for compared and contrasted ideas:

Parallel structure is also necessary when comparing or contrasting ideas using *than* or *as*. The elements in the comparison must follow the same grammatical form to ensure clarity and balance.

-Examples

- Incorrect: It is easier to read a summary rather than to read the full article.

- Correct: It is easier to read a summary rather than read the full article.
- Incorrect: Her dedication was as important as to her talent.
- Correct: Her dedication was as important as her talent.

-Main Idea

Maintaining the same grammatical structure in comparisons and contrasts improves sentence flow and makes ideas easier to understand(Hogue,2003,p.40).

Activity 01: Correct the following sentences.

1. He enjoys reading, to write, and painting.
2. The girl was polite, intelligent, and a leader.
3. We walked through the market and across the bridge.
4. They like singing, dancing, and to perform.
5. The coach asked the players to run, to practice, and working hard.

-Suggested Answers

1. He enjoys reading, writing, and painting.
2. The girl was polite, intelligent, and confident.
3. We walked through the market and across the bridge.
4. They like singing, dancing, and performing.
5. The coach asked the players to run, to practice, and to work hard.

-Conclusion

In conclusion, parallel structure is essential for clear and effective writing because it ensures balance between words, phrases, and clauses. When ideas are presented in the same grammatical form, sentences become easier to read and understand. Mastering parallelism helps improve coherence, style, and overall grammatical accuracy in writing (Eastwood, 1994).

References

- Eastwood, J. (1994). *Oxford guide to English grammar*. Oxford University Press.
- Hogue, A. (2003). *The essentials of English : a writer's handbook*. Longman.

Objectives

- Identify unnecessary words and repetitive expressions in sentences.
- Improve sentence clarity by writing concise and direct statements.

Prerequisites

- Basic understanding of sentence structure.
- Ability to recognize subjects, verbs, and modifiers in sentences.

1.Wordiness

Sentences work better when they stay clear and free of extra words. Keep them short and direct. Cut unnecessary words remove repetition that adds no meaning and Keep only words that support the message(Hussain,2014,p.1).

According to Kierzek and Gibson “To achieve conciseness, you must ask whether every word you write is doing its work, carrying its proper load of meaning, and helping its neighbors with their loads (1977, p. 394).

The statement by Kierzek and Gibson explains that conciseness in writing depends on the purpose of each word in a sentence. Every word should carry meaning, support the surrounding words, and contribute to the overall clarity of the idea. If a word does not add new information or help the sentence function, it becomes unnecessary and should be removed. This approach requires careful evaluation of word choice to ensure that sentences remain direct and efficient. By focusing only on words that perform a clear role, writing becomes clearer, more precise, and easier to understand.Strunk and White (2000)defines wordiness:

Vigorous writing is concise. A sentence should contain no unnecessary words, a paragraph no unnecessary sentences, for the same reason a drawing should have no unnecessary lines and a machine no unnecessary parts. This requires not that the writer make all sentences short, or avoid all detail and treat subjects only in outline, but that every word tell (p. 23).

Strunk and White explain wordiness as the use of unnecessary words or sentences that weaken writing. They emphasize that strong writing stays clear and direct. A sentence should not include extra words that do not add meaning. The same rule applies to paragraphs, which should avoid unnecessary sentences. They compare writing to a drawing or a machine: a drawing becomes clearer without extra lines, and a machine works better without unnecessary parts. In the same way, writing becomes more effective when every word has a clear purpose. The idea is not to make sentences short, but to make them meaningful, where each word contributes to the message.

1.1 Writing Strategies to Eliminate Wordiness and Make Sentences More Concise

➤ Prefer active verbs over passive constructions

- Example: The accounting prospectus was submitted by the auditor last week.
- Revised: The auditor submitted the prospectus last week.

➤ Remove long interrupting phrases that separate subjects from verbs

- Example: Time management, which is often ignored by students who take on too many assignments at once, especially near the end of a term, becomes more important when balancing study and work schedules.
- Revised: Often ignored by students with heavy workloads, time management becomes more important when balancing study and work schedules.

➤ Replace unnecessary infinitive structures

- Example: The duty of the student ambassador is to greet all incoming freshmen.

- Revised: The student ambassador greets all incoming freshmen.

➤ **Avoid expletive openings (it is, there are)**

- Example: It is the professor who sets the grading rubric for the course.
- Revised: The professor sets the course grading rubric.

➤ **Remove unnecessary modifiers**

- Example: Kevin cannot manage that without some sort of additional help.
- Revised: Kevin cannot manage that without help.

➤ **Turn long phrases into single-word forms**

- Example: The sprinter who runs fastest will receive a spot on the team.
- Revised: The fastest sprinter will receive a team spot.

➤ **Simplify relative clauses (that, which, who)**

- Example: The announcement, which was released just yesterday, was devastating.
- Revised: The announcement released yesterday was devastating.

➤ **Avoid redundancy and excessive detail**

- Example: Visualize a mental image of someone engaged in the musical pursuit of learning to master the fundamentals of playing the violin.
- Revised: Picture someone learning to play the violin.

➤ **Remove filler expressions and vague qualifiers**

- Examples: generally, basically, really, I believe, needless to say, as we have seen, in a very real sense
- These expressions weaken clarity and should be removed unless necessary for meaning or citation context.

➤ **Eliminate speech-like fillers in academic writing**

- Avoid: so, well, next, then, um, uh

- Use clear transitions instead of conversational fillers

➤ **Replace wordy phrases with single words**

- at this point in time → now
- due to the fact that → because
- in order to → to
- a majority of → most
- in close proximity → near
- as a consequence of → consequently

➤ **Replace verb phrases with strong verbs**

- make an investigation of → investigate
- take into consideration → consider
- make a compilation of → compile
- is a reflection of → reflect

➤ **Avoid clichés and overly decorative language**

- Delete unnecessary adjectives and adverbs
- Keep only words that add meaning
- Remove repeated ideas expressed in different words (**Valerioti, 2022,pp.1-3**)

Activity01:

- Eliminate any unnecessary words in the following sentences.

Rephrase if necessary.

1. I really love my daughter very much from the bottom of my heart.
2. In my essay paper, I wrote about my absolute hopes and desires.
3. There are possibly only three reasons why she could have done what she did.
4. Water polo is basically a water sport that involves a multitude of players struggling to compete against one another in successfully capturing the ball in the respective goal.

5. After that fight that we had, our amicable friendship is basically ancient history.
6. The honest truth is that I really do not like shrimp very much.
7. About the email you sent me last week on July 3rd about your vacation, I wanted to talk to you in person before responding.
8. If the two groups cooperate together, there will definitely be positive benefits for both.
9. There are some people who think that the metric system is basically un-American.

Answer Key for Activity (Note that answers may vary).

1. I love my daughter.
2. In my essay, I wrote about my desires.
3. There are three reasons she could have done that.
4. Water polo is a multiplayer sport in which the objective is to get the ball in the goal.
5. After that fight, our friendship is history.
6. I dislike shrimp.
7. I want to speak in-person before replying to the email you sent on July 3rd .
8. If the two groups cooperate, both will benefit.
9. Some people think the metric system is un-American(Hussain,2014,pp.2-3).

Activity 02: Edit the following sentences for wordiness.

1. I am writing you in regard to your letter of March 5, 1994.
2. John is a person who succeeds at everything he does.
3. Mary left in an abrupt manner.
4. Owing to the fact that he was ill, Barry did not go to work.
5. Many people here in the city of Louisville enjoy horse racing.
6. Students use the library for research purposes.
7. She lives in the vicinity of Chicago.
8. He acted in a suspicious manner.

9. In the last few days, she recently decided to attend law school.
10. He studied abroad in France.

Answers

1. I am writing you regarding your letter of March 5, 1994.
2. John succeeds at everything he does.
3. Mary left abruptly.
4. Because he was ill, Barry did not go to work.
5. Many people in Louisville enjoy horse racing((Fruehwald, 2018,pp.1-2).

Activity 03: Activity: Identify and Revise Wordy Sentences

-Read each sentence carefully.

Rewrite the sentence in a more concise and direct way without changing the meaning.

1. Due to the fact that the weather was bad, the football match was canceled.
2. In my personal opinion, students should study every single day.
3. The meeting that was held yesterday was very successful in nature.
4. There are many students who find grammar difficult to understand.
5. At this point in time, the manager is unavailable.
6. The teacher gave an explanation of the lesson to the students.
7. The reason why she left early was because she felt sick.
8. The report was completed by the team in a short period of time.
9. It is important to note that exercise improves health.
10. The boy who was wearing a red jacket won the race.
11. She made the decision to apply for the scholarship.
12. The new library building is located in close proximity to the school.
13. Many people tend to believe that social media wastes time.
14. The students conducted an investigation of the problem.

15. He was absolutely certain that he had locked the door completely.
16. In the event that you need assistance, contact the office.
17. The professor gave a brief summary of the article.
18. The company is in the process of developing a new product.
19. The driver stopped the car for the purpose of checking the engine.
20. The final outcome of the experiment surprised the researchers.

.Conclusion

In conclusion, avoiding wordiness helps writers produce clear, direct, and effective sentences. Removing unnecessary words improves readability and allows ideas to be communicated more accurately. Concise writing also strengthens the overall quality and coherence of academic and professional texts.

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Introduction

Wordiness refers to the use of unnecessary or repetitive words that weaken sentence clarity.

This lesson focuses on writing concise sentences that communicate ideas clearly and effectively.

Objectives

- Recognize unnecessary words and redundant expressions in writing.
- Develop the ability to write concise and clear sentences.

Prerequisites

- Basic knowledge of sentence structure and grammar.
- Ability to identify the main idea in a sentence.

1.Definition

Choppy writing refers to text that contains many short, separate sentences. While short sentences are not incorrect, using too many in sequence creates weak style. This makes reading more difficult because the ideas are not smoothly connected, and the lack of linking words forces readers to infer the relationships between thoughts(**Hogue,2003, p.59**).

2.How to correct choppy writing?

2.1Combine Sentences with Conjunctions

Writers can improve sentence flow by connecting complete sentences, clauses, or phrases with conjunctions such as *and*, *but*, *or*, *so*, and *yet*. This method helps avoid short and disconnected sentences and creates smoother writing.

- Example:

Doonesbury cartoons criticize modern politics. Some readers do not find them amusing. They ask newspapers to stop publishing the strip.

- Revised:

Doonesbury cartoons criticize modern politics, but some readers do not find them amusing and ask newspapers to stop publishing the strip.

2.2 Connect Ideas Through Subordination

Another way to improve flow is through subordination, where one sentence expresses the main idea and the other becomes a dependent clause. Writers use connectors such as *because*, *although*, *since*, *while*, and *if* to show relationships between ideas.

- Example:

The campus parking problem is becoming worse. The university is not building new garages.

- Revised:

The campus parking problem is becoming worse because the university is not building new garages.

- Example:

The United States depended heavily on foreign oil for many years. Alternative energy sources are only now receiving attention.

- Revised:

Although the United States depended heavily on foreign oil for many years, alternative energy sources are only now receiving attention.

These dependent clauses can appear at the beginning or end of a sentence. Changing their position helps create variety and improves the rhythm of a paragraph(Purdue Online Writing Lab, n.d.).

-Activity 01: correct the following paragraphs

George Washington and Abraham Lincoln were two famous U.S presidents. Their lives were very different. Washington's parents were rich landowners. Lincoln's family was poor. Washington and Lincoln had similar ideas about slavery. Washington had owned slaves. He gives his slaves their freedom. Lincoln freed all slaves. He issued the Emancipation Proclamation on January 1, 1863. Washington was known for his honesty. Lincoln's nickname was 'Honest Abe'.

-Activity 02: The following paragraph contains choppy writing. Improve them by combining sentences. There is more than one way to make the revisions. One revision has been made as an example.

Washington and Lincoln were leaders during times of crisis. Washington was the top general of the army during the Revolutionary War. It began in 1775. Lincoln was president during the U.S. Civil War. It began in 1861.

The young country was in danger of breaking apart after these two wars. It needed a strong leader to stay united. Washington was a strong president. Lincoln was a strong president. Both men believed in keeping the country together. Both men worked very hard to keep the country from splitting apart (Hogue, 2003, pp. 59-60).

-Activity Three: Correcting Choppy Writing

Instructions: Correct the following choppy paragraphs by combining the short sentences to create more coherent and connected writing.

Original Paragraph:

"She entered the room. The room was dimly lit. She felt a chill. She realized the window was open."

Corrected Paragraph:

"As she entered the dimly lit room, a chill ran down her spine. She soon realized the window was open."

Original Paragraph:

"He loved sports. Basketball was his favorite. He played it every weekend."

Corrected Paragraph:

"Sports were his passion, with basketball being his favorite. He played it every weekend."

Original Paragraph:

"She went to the store. She bought groceries. She went to the bank. She withdrew some money."

Corrected Paragraph:

"She went to the store and bought groceries before heading to the bank to withdraw some money."

Original Paragraph:

"The concert started. The crowd was excited. The band played their hit songs. Everyone was dancing."

Corrected Paragraph:

"As the concert started, the excited crowd danced to the band's hit songs."

Original Paragraph:

"He woke up. It was a sunny day. He got dressed. He went for a walk."

Corrected Paragraph:

"Waking up to a sunny day, he got dressed and decided to go for a walk."

Activity Four: Create Coherent Paragraphs by combining the given sentences.

"The clock struck midnight. The party was in full swing. The guests were dancing. Music filled the air."

.Corrected Paragraph:

"As the clock struck midnight, the party was in full swing, with guests dancing and music filling the air."

"She found a mysterious letter. It was on her doorstep. The handwriting was unfamiliar. The envelope was sealed with wax."

.Corrected Paragraph:

"Finding a mysterious letter on her doorstep, she noticed the unfamiliar handwriting and an envelope sealed with wax."

"He opened the book. It was an adventure story. The characters were intriguing. The plot was full of twists."

Corrected Paragraph:

"Opening the book, he discovered an adventure story with intriguing characters and a plot full of twists."

"She visited the museum. It was filled with ancient artifacts. The exhibits were fascinating. The tour guide provided interesting information."

Corrected Paragraph:

"During her visit to the museum, she explored exhibits filled with ancient artifacts, and the tour guide provided interesting information."

"They arrived at the beach. The sun was setting. The waves crashed on the shore. A bonfire was already burning."

Corrected Paragraph:

"Upon arriving at the beach, they witnessed the sun setting, waves crashing on the shore, and a bonfire already burning."

.Conclusion Concise writing improves clarity, readability, and effectiveness in communication. By avoiding unnecessary words, writers can express ideas more directly and produce stronger academic writing.

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.Introduction

Stringy sentences occur when too many clauses are connected in one sentence using conjunctions such as *and*, *but*, or *because*. This lesson helps learners recognize and correct overly long sentences to improve clarity and readability.

.Objectives

- Identify stringy sentences and their common characteristics.
- Improve sentence clarity by dividing long connected clauses into effective sentence structures.

.Prerequisites

- Basic understanding of clauses and conjunctions.
- Ability to recognize simple and compound sentences.

1. Stringy Sentences

Stringy sentences is defined as “many independent clauses are joined together with coordinating conjunctions (often and, but for, or, so) (**Demirezen, 1993,p.158**).

Stringy sentences occur when several clauses are joined together, often using words like and, but, so, and because, creating one excessively long sentence.(**Miller,p.5**).

Stringy sentences is also defined as “The use of too many clauses in one sentence usually joined by “and”, “so”, “or”, “because”, “since”, “while” and so forth can cause another sentence problem called a stringy sentence. As a result, the sentence looks endless”(**Amanda et al.,2014,p.5**).

To explain, stringy sentences occur when a writer places too many clauses into a single sentence. These clauses are usually linked by simple conjunctions such as and, so, or,

because, since, and while. As a result, the sentence becomes overly long and contains several ideas without clear separation. This structure makes the sentence difficult to follow because each idea flows into the next without a clear stopping point. According to Amanda, this overuse of clauses joined in this way creates a writing problem known as a stringy sentence, where the sentence appears almost endless and loses clarity.

Activity 1: Identify stringy sentences

- Read the sentences below
- Decide which are stringy sentences

Sentences:

- The student wrote notes and she studied hard and she passed the exam.
- The boy went to school.
- I was tired because I worked all day and I did not sleep and I felt weak.
- She reads books.

Expected outcome:

- Identify sentences with too many clauses joined by and, because, so

Activity 2: Break long sentences

- Rewrite each stringy sentence into shorter clear sentences

Sentences:

- I woke up late and I missed the bus and I arrived late to class.
- She opened the book and she read the chapter and she wrote a summary.

Focus:

- Split ideas
- Use full stops

Activity 3: Combine correctly

Task:

- Combine these short sentences into one clear sentence without making it stringy

Sentences:

- The teacher explained the lesson.
- The students listened carefully.
- They took notes.

Goal:

- Use one or two connectors only

Activity 4: Correct or rewrite**Task:**

- Decide if the sentence is stringy or not
- If stringy, rewrite it

Sentences:

- I went to the market and I bought fruit and I saw my friend and we talked.
- She studies every day because she wants good grades.
- The dog barked and the cat ran and the door closed suddenly.

Outcome:**Activity 05 :**

Recognize and fix stringy structure

Read the paragraph

The student woke up early and she got ready for school and she ate breakfast quickly and she left the house late and she missed the bus and she walked to school and she arrived tired and she entered the classroom and she tried to focus and she wrote notes and she felt sleepy and she finished the lesson and she went back home and she rested.

.Conclusion

Avoiding stringy sentences helps writers produce clearer and more organized ideas.

Breaking long sentences into shorter and well-structured ones improves readability and strengthens writing quality.

.References

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Objectives

- Identify run-on sentences in written texts.
- Correct run-on sentences using proper punctuation and conjunctions.

Prerequisites

- Basic knowledge of independent clauses.
- Understanding of coordinating conjunctions and punctuation marks (comma, period, semicolon).

Introduction

A run-on sentence occurs when two or more independent clauses are joined without correct punctuation or a coordinating conjunction. This error affects clarity and makes writing difficult to follow.

1.Run-On Sentences(Fused sentences)

Run-on sentences occur when two independent clauses are joined without proper punctuation or a coordinating conjunction such as and, but, or as. (Oshima & Hogue, 1991, p. 179; 1999, p. 176).

To clarify, Run-on sentences happen when two independent clauses are joined incorrectly in one sentence. Each independent clause can stand alone as a complete sentence, but in a run-on structure they are connected without proper punctuation or without a coordinating conjunction such as and, but, or, or so. This creates confusion because the reader cannot clearly see where one idea ends and the next begins. As a result, the sentence becomes difficult to read and understand. Proper punctuation, such as a full stop or a semicolon, is needed to separate the ideas and improve clarity.

A run-on sentence also contains at least two independent clauses that are joined without a proper conjunction or appropriate punctuation. This type of error makes writing difficult to read and can disrupt the flow of ideas within a text. In grammatical error correction research, most attention has been given to common issues such as determiner, preposition, and verb errors, which are frequently made by non-native writers. However, run-on sentences have often been overlooked, even though they appear in both native and non-native writing. Studies show that among college students in the United States, run-on sentences rank as the 18th most common error, and they are even more frequent among non-native English speakers, where they rank as the 8th most common error (Leacock et al., 2014).

A run-on sentence is also defined as “a sentence which joins two independent clauses or sentences with no punctuation or conjunction between them” (Heffernan and Lincoln, 1986,p.279).

According to Heffernan and Lincoln,a run-on sentence occurs when two independent clauses are joined together in one sentence without using correct punctuation or a connecting word. Each independent clause can function as a complete sentence on its own, but in a run-on structure they are placed side by side without a full stop, comma with a conjunction, or a semicolon. This creates a grammatical error because the reader cannot clearly identify where one idea ends and the next begins. As a result, the sentence becomes confusing and harder to follow. This happens when independent clauses are linked without any punctuation or conjunction between them.

2.Examples of Run-on sentences

Run-on sentences: 10 examples with corrections

1.Run-on: I finished my homework I went to bed early.

Correct: I finished my homework. I went to bed early.

2.Run-on: She loves reading books she goes to the library every week.

Correct: She loves reading books, so she goes to the library every week.

3.Run-on: The sun was hot we stayed inside all day.

Correct: The sun was hot, so we stayed inside all day.

4.Run-on: He studied hard he passed the exam.

Correct: He studied hard, and he passed the exam.

5.Run-on: I was tired I did not sleep well last night.

Correct: I was tired because I did not sleep well last night.

6.Run-on: The teacher explained the lesson the students understood it.

Correct: The teacher explained the lesson, and the students understood it.

7.Run-on: We went to the park we played football we had fun.

Correct: We went to the park, played football, and had fun.

8.Run-on: She missed the bus she arrived late to school.

Correct: She missed the bus, so she arrived late to school.

9.Run-on: The dog barked the cat ran away.

Correct: The dog barked, and the cat ran away.

10.Run-on: I like coffee she prefers tea.

Correct: I like coffee, but she prefers tea.

Activity 1: Read the paragraphs below

.Each paragraph contains run-on sentences.

Paragraph 1

The students entered the classroom they sat down quickly they opened their notebooks and they waited for the teacher to start the lesson. The teacher arrived she greeted the class and she began to explain the topic without giving any introduction. The students listened carefully

they took notes and they asked questions at the end of the lesson. The class ended the students left the room and they discussed the lesson in the corridor.

Paragraph 2

I woke up late I did not hear the alarm I rushed to get ready and I left the house without breakfast. I ran to the bus stop I saw the bus leaving and I missed it. I decided to walk to school I arrived very tired I entered the classroom late. The teacher looked at me I explained my situation and I sat down quietly.

Paragraph 3

The weather was very hot we decided to go to the beach we packed our bags quickly and we drove there in the afternoon. The sun was shining brightly the sea looked calm and the sand was warm. We swam for hours we played games and we ate lunch under a tree. In the evening we went home we were tired but happy.

Paragraph 4

She loves reading novels she goes to the library every weekend she borrows new books and she reads them at night. She enjoys stories she likes mystery and adventure genres and she often recommends books to her friends. Her friends trust her suggestions they read the books and they discuss them together. Reading helps her relax she spends many hours with books and she never gets bored.

.Conclusion

Run-on sentences create confusion by joining complete ideas incorrectly. Using proper punctuation and logical connectors improves clarity, coherence, and overall writing quality.

References

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Objectives

- Identify comma splice errors in sentences.
- Correct comma splices using appropriate punctuation or conjunctions.

Prerequisites

- Understanding of independent clauses.
- Basic knowledge of coordinating conjunctions and punctuation marks (comma, period, semicolon).

.Introduction

A comma splice occurs when two independent clauses are joined only by a comma without a coordinating conjunction. This error weakens sentence clarity and disrupts the logical flow of ideas.

1.Comma Splice

. A comma splice happens when two independent clauses are joined incorrectly with only a comma. (Bruno, 2013, p. 1).

In other words, A comma splice occurs when two independent clauses are connected using only a comma. Each clause can stand alone as a complete sentence, but the comma is not enough to properly join them. This creates a grammatical error because the sentence lacks a correct linking method such as a coordinating conjunction or appropriate punctuation like a semicolon. As a result, the sentence becomes unclear or weak in structure.

Comma splices and **fused sentences** can be corrected in three main ways. **The first** method is to separate the independent clauses into two simple sentences using a period, which

improves clarity and avoids confusion. **The second method** is to join the clauses with a comma followed by a coordinating conjunction such as and, but, so, or yet, depending on the meaning relationship between the ideas. This creates a clear logical connection while keeping the sentence unified. **The third method** is to use a semicolon to link two closely related independent clauses without a conjunction. Each method helps fix punctuation errors and improves sentence clarity by properly separating or connecting complete ideas(Bruno, 2013, p. 2).

2. Examples of Comma Splice

1. Comma splice: I went to the library, I studied for the exam.

Correct: I went to the library. I studied for the exam.

2. Comma splice: She loves music, she listens every day.

Correct: She loves music, so she listens every day.

3. Comma splice: The weather was cold, we stayed inside.

Correct: The weather was cold, so we stayed inside.

4. Comma splice: I finished my work, I went home early.

Correct: I finished my work, and I went home early.

5. Comma splice: He was hungry, he cooked dinner.

Correct: He was hungry, so he cooked dinner.

6. Comma splice: The teacher arrived, the class became quiet.

Correct: The teacher arrived. The class became quiet.

7. Comma splice: I like coffee, she prefers tea.

Correct: I like coffee, but she prefers tea.

8. Comma splice: The dog barked, the cat ran away.

Correct: The dog barked, and the cat ran away.

9.Comma splice: We studied hard, we passed the test.

Correct: We studied hard, so we passed the test.

10.Comma splice: He opened the door, he saw a stranger.

Correct: He opened the door. He saw a stranger.

Activity 02: Comma Splice Paragraphs

-Read the paragraphs below

Each paragraph contains comma splice errors.

Paragraph 1

I went to the library, I needed some books for my research, I stayed there for three hours, I finished my reading quickly. The environment was quiet, I focused well, I completed all my tasks before leaving.

Paragraph 2

The teacher entered the classroom, the students became quiet, she started explaining the lesson, everyone listened carefully, they took notes during the explanation. The lesson was clear, the students asked questions, the teacher gave examples.

Paragraph 3

It was raining heavily, we decided to stay at home, we watched a movie, we ate dinner together, we enjoyed the evening. The weather continued to be bad, we stayed inside, we felt comfortable and relaxed.

Conclusion

Comma splices reduce clarity by incorrectly joining complete sentences with only a comma. Using correct punctuation or linking words improves sentence structure and makes writing more precise and readable.

References

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Objectives

- Identify sentence fragments in written texts.
- Correct fragments by forming complete sentences.

Prerequisites

- Basic understanding of subject and verb.
- Knowledge of complete sentences and independent clauses.

Introduction

A sentence fragment is a group of words that does not express a complete thought. It often lacks a subject, a verb, or a complete independent clause, making the meaning incomplete.

1. Sentence Fragments

Sentence fragment is an incomplete sentence that usually appears for two main reasons: either a dependent clause is separated from the main sentence, or a clause or phrase is missing a subject or a main verb. Because of this, the fragment fails to communicate a complete idea to the reader. In many cases, correcting a sentence fragment requires linking it to a complete sentence (Valerioti, 2022, p. 1).

A fragment is a type of incomplete sentence that lacks a subject, a verb, or a complete independent clause, making it unable to express a full idea (**Belmont & Sharkey, 2011,p.85**). According to Belmont and Sharkey, a sentence fragment is a group of words that does not form a complete sentence. It happens when one essential part is missing, such as a subject, a verb, or a full independent clause. Without these elements, the sentence cannot stand alone and does not communicate a complete idea. As a result, the meaning remains unclear or

unfinished for the reader, this incomplete structure prevents the sentence from expressing a full thought.

2. Examples and Practice

- Missing subject: Waiting outside the classroom.
- Missing verb: Excited students.
- Dependent clause: Because the teacher arrived late(Valerioti, 2022, p. 1).

Activity 1: Identify and correct sentence fragments

1. Because she was tired.
2. Running across the street.
3. The students in the classroom.
4. After the movie ended.
5. Very excited about the trip.
6. While waiting for the bus.
7. The book on the table.
8. Since the weather was cold.
9. Walking alone at night.
10. An interesting story about history.

Activity 02:Paragraph Activity

Task 1: Read the paragraphs below

Each paragraph contains sentence fragments.

Paragraph 1

The students entered the classroom early. Waiting quietly for the teacher. Some students reviewed their lessons while others talked to friends. Because the exam was starting soon. The teacher arrived and distributed the papers.

Paragraph 2

We planned to go to the beach last weekend. But because the weather changed suddenly.
Staying at home instead. We watched movies and prepared dinner together. After the rain
stopped.

.Conclusion

Sentence fragments weaken writing because they do not express complete ideas. Correcting
fragments helps produce clear, complete, and grammatically correct sentences.

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.Objectives

- Identify errors in coordination and subordination in sentences.
- Improve sentence structure by using correct connectors and proper clause relationships.

.Prerequisites

- Understanding of independent and dependent clauses.
- Basic knowledge of coordinating and subordinating conjunctions.

.Introduction

Faulty coordination and subordination occur when ideas are joined in a way that creates unclear or unbalanced sentence relationships. These errors affect meaning and reduce the clarity of writing.

1. Faulty Coordination and Subordination in Writing**1.1Coordination**

Coordination links words, phrases, or independent clauses that have equal grammatical importance. It helps create balance in writing and avoids unnecessary repetition. Common coordinating conjunctions include: *and, but, or, nor, for, so, yet* (Oshima & Hogue, 1999).

Two key functions of coordination are:

- It reduces repetition by combining related ideas.
- It shows equal relationships between ideas clearly.

Example:

Over the past decade, many African American students have chosen to study at Southern colleges, and Atlanta has developed a major educational center to meet this growing demand.

Here, two independent clauses are joined with *and*, giving them equal emphasis.

1.2 Subordination

Subordination connects a main idea with less important supporting information. It helps highlight the most important part of a sentence while providing background or context.

Subordinating conjunctions express relationships such as time, cause, contrast, condition, and place (Azar, 2011).

Examples of subordinating conjunctions include:

- Time: when, before, after, while
- Cause: because, since, so that
- Contrast: although, even though, while
- Condition: if, unless
- Place: where, wherever

Example:

Because CSUN is located in the San Fernando Valley, it attracts many students who want to stay close to home while avoiding the pressures of city life.

1.3 Faulty Coordination

Faulty coordination occurs when two ideas of unequal importance or weak logical connection are joined as if they are equal. This reduces clarity and weakens unity in writing (Hacker & Sommers, 2015).

Example:

The playwright August Wilson has won two Pulitzer Prizes, and he now lives in Seattle.

The second idea is not strongly related to the first, so coordination is not effective.

Revision strategies include:

- Turning one idea into a dependent clause
- Using an appositive phrase

- Using a modifying phrase

Revised examples:

- August Wilson, who now lives in Seattle, has won two Pulitzer Prizes.
- August Wilson, a Seattle-based playwright, has won two Pulitzer Prizes.

1.4 Faulty Subordination

Faulty subordination happens when the main idea is placed in a dependent position, or when the relationship between ideas is unclear. This can shift emphasis away from the central point (Hacker & Sommers, 2015).

Example:

-Japanese-made cars are popular with American consumers although their import poses a threat to American workers.

-This structure gives too much emphasis to the wrong idea.

Correct form:

-Although Japanese-made cars are popular with American consumers, their import poses a threat to American workers.

1.5 Excessive Subordination

Excessive subordination occurs when too many dependent clauses are added into one sentence. This creates confusion and weak readability. Writers should break long sentences into shorter ones or convert clauses into phrases or appositives (Oshima & Hogue, 1999).

Example:

LaTosha Robinson, who was a San Francisco native who lived in university housing, enjoyed visits when students who were also from Northern California came to see her.

Revised version:

La Tosha Robinson, a San Francisco native, lived in university housing. She enjoyed visits from students from Northern California.

Activity 01 Identify the structure

Read the sentences and decide:

- Coordination
 - Subordination
 - Faulty coordination
 - Faulty subordination
1. The student studied hard and she passed the exam.
 2. Although he was tired, he finished his homework.
 3. The teacher arrived, and she lives in Boston.
 4. Because the rain was heavy, the match was cancelled.
 5. The scientist discovered the formula and he now works in a lab in Paris.
 6. Japanese cars are popular although they affect local workers negatively.

Activity 02: Correct the errors

Rewrite the faulty sentences correctly.

7. The writer won an award, and he now teaches at a university.
8. Because she was sick she stayed at home and she missed the test.
9. The students were late, and they live near the school.
10. Although the project was difficult, but they completed it successfully.

Activity 03: Combine sentences

Combine using:

- coordination (and, but, so)
 - subordination (because, although, when)
11. The weather was cold. We stayed inside.
 12. She studied hard. She wanted good grades.
 13. The lights went out. The class continued working.

14. He was hungry. He cooked dinner.

Activity 04: Short writing

Write **one paragraph (5–6 sentences)** about:

“A day at school”

Requirements:

- Use at least **2 coordinating conjunctions**
- Use at least **2 subordinating conjunctions**
- Avoid faulty coordination and subordination

.Conclusion

Faulty coordination and subordination weaken sentence clarity and organization. Using correct grammatical connections helps writers express ideas logically and improve overall writing quality.

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.Objectives

- Identify different types of sentences according to function and form.
- Use sentence types correctly in writing and communication.

.Prerequisites

- Basic knowledge of parts of speech.
- Understanding of subject and verb in a sentence.

. Introduction

Sentences in English are classified according to their function and structure. Each type serves a specific purpose in communication and helps express ideas clearly and effectively.

1. What is a sentence?

What is a Sentence? A sentence is a set of words that includes a subject and a verb and conveys a complete idea. It functions as an independent clause, meaning it can stand alone. The critic Kane argues that, “The grammatically complete sentence is independent, contains a subject and a predicate, and is properly constructed” (Kane, 2000, p. 152).

A sentence is a complete group of words that expresses meaning. It can be used to present a statement, give a command, express strong emotion, or ask a question (Andersen, 2014, p. 1).

.Examples:

- Statement: I am studying.
- Command: Go away.
- Exclamation: I’m so excited!
- Question: What time is it?

2. Types of Sentences

Sentences are commonly divided into four main types: simple, compound, complex, and compound-complex sentences.

A **simple sentence** contains only one independent clause and expresses a complete idea. A compound sentence includes two independent clauses joined together, usually with a coordinating conjunction such as and, but, or so. A **complex sentence** consists of one independent clause and at least one dependent clause connected through a subordinating conjunction like because, although, or while. A **compound-complex** sentence combines the features of both compound and complex sentences by including two or more independent clauses along with one or more dependent clauses. These sentence types help writers vary structure, improve clarity, and create more effective communication in writing(Andersen, 2014, p. 2).

.Examples:

1.Simple Sentences

- The student finished the assignment.
- Sarah enjoys reading novels.
- The children played outside.

2.Compound Sentences

- I wanted to go shopping, but the stores were closed.
- She studied hard, so she passed the exam.
- The weather was cold, and we stayed indoors.

3.Complex Sentences

- Although he was tired, he continued working.
- Because the bus arrived late, we missed the meeting.
- While the teacher explained the lesson, the students took notes.

4.Compound-Complex Sentences

- Although the test was difficult, the students remained calm, and they completed it on time.
- She wanted to travel abroad, but because she lacked money, she postponed her plans.
- When the movie ended, we went home, and we discussed the story together.

Activity 1: Identify the sentence type

Task:

Read each sentence and identify whether it is:

- Simple
 - Compound
 - Complex
 - Compound-complex
1. The teacher explained the lesson clearly.
 2. I was tired, but I finished my homework.
 3. Because the weather was bad, we stayed at home.
 4. Although she felt sick, she attended class, and she completed the exam.
 5. The students entered the classroom quietly.
 6. He likes football, and his brother prefers basketball.

Activity 2: Match the sentence with its type

Match each sentence with the correct category.

Sentences

- A. While I was studying, my friend called me.
- B. She opened the window and cleaned the room.
- C. The baby cried loudly.
- D. Although the road was crowded, we arrived on time, and we enjoyed the event.

Types :

1. Simple sentence
2. Compound sentence
3. Complex sentence
4. Compound-complex sentence

Activity 3: Rewrite the sentences

Rewrite each sentence according to the instruction.

1. Change into a compound sentence:
 - The students studied hard. They passed the test.
2. Change into a complex sentence:
 - She stayed home. She was sick.
3. Change into a simple sentence:
 - The teacher entered the room, and the students became quiet.
4. Change into a compound-complex sentence:
 - I finished my homework. I watched television. My brother was sleeping.

Activity 4: Paragraph analysis

Read the paragraph and identify:

- 2 simple sentences
- 1 compound sentence
- 1 complex sentence
- 1 compound-complex sentence

Paragraph:

The students arrived early to school. They reviewed their lessons before the exam. Because the test was important, everyone looked nervous. The teacher entered the classroom, and the

students became silent. Although some students felt unprepared, they completed the exam, and they left the room feeling relieved.

.Conclusion

Understanding sentence types improves both writing and speaking skills. It helps learners express ideas with clarity, accuracy, and appropriate structure.

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.Objectives

- Identify sentence types according to their function.
- Use declarative, interrogative, imperative, and exclamatory sentences correctly.

.Prerequisites

- Basic understanding of sentence structure (subject and verb).
- Ability to recognize complete sentences.

.Introduction

Frank (1972, p. 220) states that sentences are generally divided into two main categories based on function and the number of predications. Sentence types based on function include declarative, interrogative, imperative, and exclamatory sentences.

1. Types of sentences according to the function

-Sentences are classified according to their function into four main types: declarative, interrogative, imperative, and exclamatory sentences.

1.1 Declarative sentences are used to make statements and provide information or express opinions, such as “The students are in the classroom.”

1.2 Interrogative sentences are used to ask questions and request information, for example, “Where do you live?” Imperative sentences are used to give commands, instructions, or requests, such as “Close the door.”

1.3 Exclamatory sentences express strong feelings or emotions, for instance, “What a beautiful day!” Each type of sentence serves a specific purpose in communication and helps convey meaning clearly in writing and speech(Karymsak,2021,p.5).

2.Examples of type of sentences:

-Declarative sentences (statements)

- The students are studying English.
- She works at the hospital.
- The weather is very hot today.

-Interrogative sentences (questions)

- What time is it?
- Do you like coffee?
- Where is the library?

-Imperative sentences (commands / requests)

- Open your book.
- Please sit down.
- Wash your hands.

-Exclamatory sentences (strong emotion)

- What a wonderful day!
- I am so excited!
- That was incredible!

Activity 1: Identify sentence type (declarative, interrogative, imperative, exclamatory)

1. The teacher explained the lesson clearly.
2. Why are you late?
3. Turn off your phone.
4. What a beautiful painting!
5. She lives in Algiers.
6. Did you finish your homework?

Activity 2: Match the sentence with its function

.Column A

- A. Please close the window.
- B. Where do you study?
- C. The students passed the exam.
- D. What a difficult test!

.Column B

- 1. Declarative
- 2. Interrogative
- 3. Imperative
- 4. Exclamatory

Activity 3: Write your own sentences

Task: Write one sentence for each type:

- 1 declarative sentence.
- 1 interrogative sentence.
- 1 imperative sentence .
- 1 exclamatory sentence.

-Example format:

-Declarative: _____ Interrogative: _____ Imperative: _____

Exclamatory: _____

.Conclusion

Sentence types according to function help writers and speakers communicate different meanings effectively. Mastering these forms improves clarity and accuracy in both writing and speech.

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Frank, Marcella. 1972. Modern English ,a practical Reference Guide .New Jersey: Prentice Hall Inc. Englewood Cliffs.

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Objectives

- Apply grammatical rules and writing skills through guided exercises and activities.
- Develop accuracy in sentence construction, error correction, and paragraph writing.

Prerequisites

- Basic understanding of English grammar and sentence structure.
- Familiarity with the writing concepts studied in previous lessons.

Activity 1: Parts of Speech(session 01)

Task: Identify the part of speech of the underlined word.

1. The students completed the assignment quickly.
2. She bought a new laptop yesterday.
3. They were extremely happy after the exam.
4. The cat slept under the table.
5. He speaks English fluently.

Activity 2: From Word to Sentence

Task: Arrange the words to form correct sentences.

1. every / studies / she / night
2. the / opened / teacher / door
3. football / playing / they / are
4. book / interesting / this / is
5. at / arrived / airport / we / the

Activity 3: Sentence Patterns

Task: Identify the sentence pattern.

1. The baby cried loudly.
2. She became a doctor.
3. They built a new school.
4. The class elected Sam president.
5. He gave his friend a gift.

Activity 4: Parallel Structure

Task: Correct the faulty parallelism.

1. She likes reading, swimming, and to dance.
2. The teacher asked students to write clearly, carefully, and being organized.
3. He enjoys football, basketball, and to play tennis.
4. The job requires patience, responsibility, and to work hard.
5. They spent the day shopping, cooking, and cleaned the house.

Activity 5: Wordiness

Task: Rewrite the sentences concisely.

1. At this point in time, we should begin the meeting.
2. The reason why he failed is because he was absent.
3. She returned back home late at night.
4. In my personal opinion, the movie was boring.
5. The final outcome of the project was successful.

Activity 6: Choppy and Stringy Sentences

Task A: Combine the choppy sentences.

1. The exam was difficult. The students worked hard. They passed.
2. She woke up early. She prepared breakfast. She left for work.

Task B: Correct the stringy sentences.

3. I went to the market and I bought fruit and I met my friend and we talked for an hour.
4. He studied all night because he had an exam and he was nervous and he could not sleep.

Activity 7: Run-ons and Comma Splices

Task: Correct the errors.

1. I was tired I continued working.
2. She likes coffee, he prefers tea.
3. The weather was cold we stayed inside.
4. They finished the project, they submitted it immediately.
5. The teacher arrived late the students were waiting quietly.

Activity 8: Sentence Fragments

Task: Rewrite the fragments as complete sentences.

1. Because the weather was terrible.
2. Running in the park every morning.
3. After the meeting ended.
4. The students in the classroom.
5. While waiting for the bus.

Activity 9: Faulty Coordination and Subordination

Task: Improve the sentence structure.

1. The writer won an award, and he lives in London.
2. Because the road was crowded. We arrived late.
3. She was tired but because she finished the work.
4. The scientist discovered a cure, and he owns a large house.
5. Although he studied hard, but he failed the test.

Activity 10: Types of Sentences

Part A: Identify the type according to function.

1. Please open the window.
2. What a beautiful garden!
3. Did you complete the assignment?
4. The students are preparing for the exam.

Part B: Identify the type according to form.

5. She enjoys reading novels.
6. I was tired, but I finished the report.
7. Because it was raining, we stayed home.
8. Although she felt sick, she attended class, and she completed the presentation.

Activity 1: Parts of Speech

1. quickly → **adverb**
2. students → **noun**
3. extremely → **adverb**
4. under → **preposition**
5. fluently → **adverb**

Activity 2: From Word to Sentence

1. She studies every night.
2. The teacher opened the door.
3. They are playing football.
4. This book is interesting.
5. We arrived at the airport.

Activity 3: Sentence Patterns

1. Subject + Intransitive Verb (S + IV)
2. Subject + Linking Verb + Subject Complement (S + LV + SC)
3. Subject + Transitive Verb + Direct Object (S + TV + DO)
4. Subject + Transitive Verb + Direct Object + Object Complement (S + TV + DO + OC)
5. Subject + Transitive Verb + Indirect Object + Direct Object (S + TV + IO + DO)

Activity 4: Parallel Structure

1. She likes reading, swimming, and dancing.
2. The teacher asked students to write clearly, carefully, and to stay organized.
3. He enjoys football, basketball, and tennis.
4. The job requires patience, responsibility, and hard work.
5. They spent the day shopping, cooking, and cleaning the house.

Activity 5: Wordiness

1. We should begin the meeting.
2. He failed because he was absent.
3. She returned home late at night.
4. In my opinion, the movie was boring.
5. The project was successful.

Activity 6: Choppy and Stringy Sentences

A. Choppy → Combined

1. The exam was difficult, but the students worked hard and passed.
2. She woke up early, prepared breakfast, and left for work.

B. Stringy → Corrected

3. I went to the market, bought fruit, met my friend, and we talked for an hour.
4. He studied all night because he had an exam and was nervous, so he could not sleep.

Activity 7: Run-ons and Comma Splices

1. I was tired, so I continued working.
2. She likes coffee, but he prefers tea.
3. The weather was cold, so we stayed inside.
4. They finished the project and submitted it immediately.

5. The teacher arrived late, and the students were waiting quietly.

Activity 8: Sentence Fragments

1. The weather was terrible.
2. They were running in the park every morning.
3. The meeting ended after an hour.
4. The students were in the classroom.
5. We were waiting for the bus.

Activity 9: Faulty Coordination and Subordination

1. The writer, who lives in London, won an award.
2. We arrived late because the road was crowded.
3. She was tired, but she finished the work.
4. The scientist, who owns a large house, discovered a cure.
5. Although he studied hard, he failed the test.

Activity 10: Types of Sentences

Part A (Function)

1. Imperative
2. Exclamatory
3. Interrogative
4. Declarative

Part B (Form)

5. Simple sentence
6. Compound sentence
7. Complex sentence
8. Compound-complex sentence

Exercise 1: Parts of Speech (2 pts)

Identify the part of speech of the underlined word.

1. She speaks **fluently**.
2. The **students** completed the activity.

Exercise 2: Types of Sentences (2 pts)

Identify the type of each sentence according to function.

1. Please sit down.
2. What a beautiful day!

Exercise 3: Sentence Problems (4 pts)

Correct the following sentences.

1. I was tired I continued studying.
2. Because the weather was cold.
3. She likes reading, swimming, and to dance.
4. He woke up early and he prepared breakfast and he went to work and he forgot his bag.

Exercise 4: Sentence Patterns (2 pts)

Identify the sentence pattern.

1. The baby cried loudly.
2. She gave her friend a gift.

Exercise 5: Paragraph Writing (4 pts)

Write a short paragraph (5–6 sentences) about the importance of education.

Instructions:

- Use correct sentence structure.
- Avoid fragments and run-on sentences.
- Use at least two different sentence types.

Lesson : The correction of the first Test/14 (week13,session 02)

Exercise 1: Parts of Speech (2 pts)

1. fluently → **Adverb**
2. students → **Noun**

Exercise 2: Types of Sentences (2 pts)

1. Please sit down. → **Imperative sentence**
2. What a beautiful day! → **Exclamatory sentence**

Exercise 3: Sentence Problems (4 pts)

1. I was tired, so I continued studying.
2. Because the weather was cold, we stayed at home.
3. She likes reading, swimming, and dancing.
4. He woke up early, prepared breakfast, went to work, and forgot his bag.

Exercise 4: Sentence Patterns (2 pts)

1. The baby cried loudly. → **Subject + Intransitive Verb (S + IV)**
2. She gave her friend a gift. → **Subject + Verb + Indirect Object + Direct Object (S + V + IO + DO)**

Exercise 5: Paragraph Writing (4 pts)

Suggested Answer (Example Paragraph)

Education is very important in life. It helps people develop knowledge and skills for the future. Students learn how to solve problems and think critically. A good education also creates better job opportunities. Therefore, everyone should value education and work hard to achieve success.

Activity 1: Parts of Speech

Identify the part of speech of the underlined word.

1. She is very **careful** in her work.
2. The teacher explained the lesson clearly.
3. They arrived at school early.
4. The boy kicked the ball.
5. Wow! That is amazing.

Activity 2: Sentence Formation

Arrange the words to form correct sentences.

1. always / she / early / arrives
2. the / read / students / book
3. is / the / sky / blue
4. playing / they / football / are
5. at / met / we / station / the

Activity 3: Sentence Types (Function)

Identify the type.

1. Close the door, please.
2. What a wonderful idea!
3. Are you ready for the test?
4. The lesson is very interesting.

Activity 4: Sentence Types (Form)

Identify the form.

1. She likes reading books.
2. I was tired, but I continued working.
3. Because it was raining, we stayed home.
4. Although he studied hard, he failed the exam, and he was sad.

Activity 5: Sentence Patterns

Identify the pattern.

1. The children laughed loudly.
2. She became a teacher.
3. The chef cooked a meal.
4. They gave the boy a gift.
5. The teacher called the answer correct.

Activity 6: Wordiness

Rewrite concisely.

1. At this point in time, we should leave.
2. She returned back home late.
3. In my opinion, I think it is good.
4. The reason is because he was absent.

Activity 7: Choppy Sentences

Combine.

1. She woke up early. She studied. She went to school.
2. The weather was cold. We stayed inside. We drank tea.

Activity 8: Run-ons / Comma Splices

Correct the sentences.

1. I was tired I went to bed.

2. She likes tea, he likes coffee.
3. The teacher arrived late the students were waiting.

Activity 9: Sentence Fragments

Correct the fragments.

1. Because he was late.
2. Running in the park every morning.
3. After the class ended.
4. The students in the room.

Activity 10: Paragraph Writing

Write a paragraph (6–8 sentences) about:

“The importance of learning English”

Instructions:

- Use different sentence types
- Avoid run-ons and fragments
- Use correct grammar and punctuation
- Organize ideas clearly

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