

## 13th Class

## Elements of the Class

- Sentences, Clauses and Phrases
- Scanning & Skimming Reading Texts

## Scanning &amp; Skimming Reading Texts Page 75

A hundred years ago, in most of the world , people didn't have much choice about the work that they would do , where they would do it , or how they would do it. If their parents were farmers, they became farmers . The society \_ and tradition \_ determined their profession .twenty years ago in many countries , people could choose their livelihood . They also had the certainty of a job for life , but they usually couldn't choose to change from one employer to another or from one profession to another . Today , this is not always the case. Career councilors tell us that the world of work is already changing fast and will change dramatically in the next 25 years.

The situation varies from country to country, but in today's economy, there is generally less job security worldwide . Even in Japan , where people traditionally had a very secure job for life ,there is now no promise of a lifetime job with the same company. One reason for the lack of job security is the worldwide decrease in manufacturing jobs. Another reason is employer's need to hold down costs . This has resulted in two enormous changes for the workforce.

## Questions

- The most appropriate TOPIC for the reading passage is: \_\_\_\_\_
  - Career counselors
  - The society and tradition
  - Parents and farmers
  - Changing career trends
- The part speech of the underlined word “ choice ” is: A/ An \_\_\_\_\_
  - Verb
  - Noun
  - Adjective
  - Adverb
- The underlined word “ varies ” has the same meaning as the word: \_\_\_\_\_
  - carries
  - constructs
  - differs
  - watches

## What's Phrase ?

A group of words that forms part of a clause. A phrase is built up on a HEADWORD, and the types of phrase are named according to the class the headword belongs to:

	HEADWORD	EXAMPLE	USES IN CLASUSES
NOUN PHRASE	noun	a large <b>jug</b> of water	Subject, object, complement
VERB PHRASE	verb	have been <b>seeing</b>	verb
PREPOSITIONAL PHRASE	preposition	<b>by</b> the roadside	Adverbial, part of a noun phrase
ADJECTIVE PHRASE	Adjective	very <b>big</b> indeed	Part of a noun phrase, complement
ADVERB PHRASE	Adverb	rather too <b>slowly</b>	Adverbial

## Basic Grammar Terminology

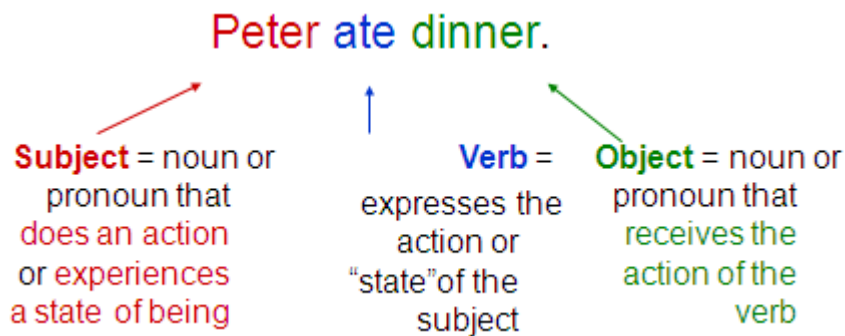
To get started, here is a basic review of grammar terminology.

Part of Speech	Function or "job"	Example
Verb	action or state	Peter <b>ate</b> dinner.
Noun	thing or person	The <b>dog</b> watched the <b>squirrel</b> .
Adjective	describes a noun	The <b>hungry</b> dog watched the <b>grey</b> squirrel.
Adverb	describes a verb, adjective or adverb	The hungry dog <b>intently</b> watched the grey squirrel.

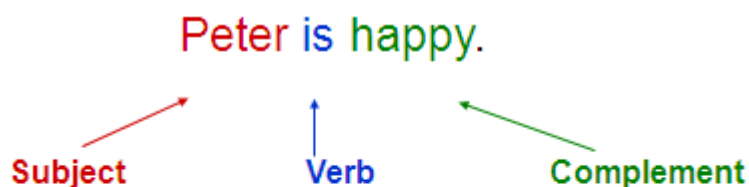
### Basic Grammar Terminology ...continued

Part of Speech	Function or "job"	Example
Pronoun	replaces a noun	<b>He</b> ate dinner.
Preposition	links a noun to another word	I gave a bone <b>to</b> the dog.
Conjunction	joins clauses or words	Peter read the paper <b>and</b> listened to the radio <b>while</b> he ate dinner.

### What Makes a Sentence?



### This is also a sentence ...



A **complement** is a great deal like an object, but it differs in that it does **not** "receive" the action a verb. Instead it **"is"** the subject.

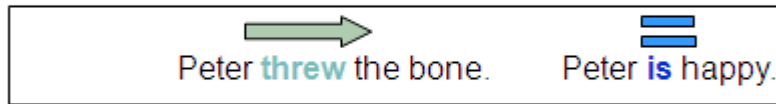
Complements can be nouns or adjectives. The key to understanding them is understanding the verbs that they follow.

### Verbs that take complements ...

(thank you very much!)

**Intensive Verbs** such as *be* and *feel* do not have action moving “out” of them to affect a noun. Instead they hold action “within” them.

Look at the images above the verbs in the following sentences:



The verb *threw* is **NOT** an intensive verb (the action moves out of it to affect the object).

The verb *is* **IS** an intensive verb: *Peter* and *happy* are the same thing, so the mathematical equal sign better represents the “action” of this intensive verb.

### Common Intensive English Verbs

be

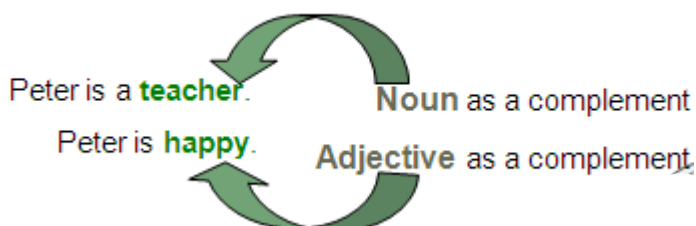
feel

seem

became

Remember that these verbs can be followed by nouns or adjectives. Either way, the words that follow intensive verbs “are” the subjects before the verb ... that is how you can identify a complement.

### EXAMPLE:



And this is also a sentence ...

**Peter was in the kitchen.**

**Subject** = noun or pronoun that does an action or experiences a state of being

**Verb** = expresses the action or “state” of the subject

**Adverbial** = adverb or group of words that tells where, when, why or how the verb happened.

### More Adverbial Examples

Peter was a student last year.

**When**

Peter went to New York to visit his aunt.

**Where**

**Why**

Peter drive quickly.

**How**

### Sentence Components

So, we can symbolize the basic components of a sentence in the following way:

S + V / O  
or C  
or A

Where:

S = subject (a noun or pronoun that *does* an action)

V = verb (the action itself)

/ = "optional" → some verbs do not need an O, C or A

O = object (a noun or pronoun that *receives* an action)

C = complement (an adjective or noun that *is* the subject)

A = adverbial (an adverbial that tells more about the action)

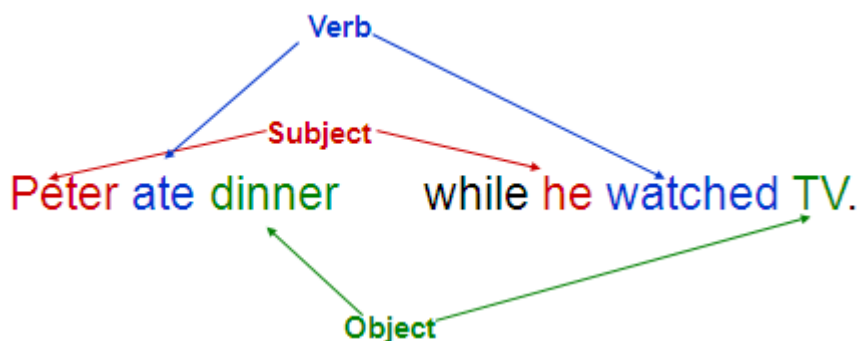
But here's a new question, is this a sentence?

Peter ate dinner while he watched TV.

Yes, this is a sentence.

It is the sentence from an earlier slide (Peter ate dinner) with additional information added ... now we know that Peter was doing two things at once, eating dinner and watching TV.

Let's take a look at the components of this new sentence.



We have the original subject **Peter** with its verb **ate** and its object **dinner**.

But the sentence continues with a second subject, this time **he**, a second verb, **watched**, and a second object, **TV**.

### Clause

Our one sentence is basically two “mini” sentences hooked together by the word **while**.

Peter ate dinner. while he watched TV.

“Mini” sentences, **units of SV/O,C or A**, within a sentence are called **clauses**.

Peter ate dinner while he watched TV.

1

2

This sentence is composed of two clauses.  
But we can still add more to this sentence.

### A bigger sentence ...

(After exercising,) Peter ate dinner while he watched TV.

In addition to the two clauses we are familiar with, this sentence has the added words **after exercising**. The words **after exercising** work together to give extra information about the clauses, but they do not form a clause. They form a **phrase**.

### Phrase

One way to define a phrase is to say it is a group of words that “belong together” in terms of meaning but **do not have** both a **subject** and a **verb**.

Phrase  $\neq$  S + V

Another way to think of a phrase is to think of how it works within a sentence. When you think of a phrase this way, you can define it as:

**Phrase** = a group of words that acts like one word

### example

Here is a phrase:

1. the gym at the end of the street

It **acts** like a noun → The gym at the end of the street is new.

↑  
It functions as the **subject** of the sentence  
and **subjects** are **nouns**.

## a phrase within a phrase

Phrases can have phrases “in” them.

Look carefully and you will find a phrase within the phrase:

the gym at the end of the street the gym at the end of the street

This phrase within the first phrase *acts*

like an adjective → **The gym at the end of the street** is new.



*This phrase gives more information about the noun, thus acting like an adjective*

## continued – testing to see if you have a phrase

The second phrase, **at the end of the street**, can be

replaced with a one word adjective such as **large**.

The gym at the end of the street is new.



large



The large gym is new.

This replacement of the group of words by one word demonstrates the idea that a phrase is a group of words acting as one word.

## testing – continued

The **one word** that a **phrase can be reduced to** lets you know its function within the sentence.

It also serves as a way to classify phrases. This part of the phrase that “holds” its function within the greater sentence is **called the head**.

In English, the head is often the first word of the phrase.

## naming phrases

Phrases are be classified by the type of head they take:

- **Prepositional phrase** with a **preposition** as head  
(e.g. *in love, over the rainbow*)
- **Noun phrase** with a **noun** as head  
(e.g. *the black cat, a cat on the mat*)
- **Verb phrase** with a **verb** as head  
(e.g. *eat cheese, jump up and down*)
- Adjectival phrase with an **adjective** as head (e.g. *full of toys*)
- Adverbial phrase with **adverb** as head (e.g. *very carefully*)

### Putting it all together

Sentences are composed of clauses and phrases. Some sentences have only one clause and no phrase:

**Peter ate dinner.**

1

Others have two or more clauses:

2

Because **Peter ate dinner** while **he watched TV**,  
**he got indigestion.**

3

Other sentences have clauses and phrases.

[**After exercising at the gym across the street**], **Peter ate dinner**  
[**in the kitchen**] while **he watched TV.**

### Using Clauses and Phrases

Once identifying clauses and phrases becomes easy for you, you will begin to notice how good writers put their sentence together.

Additionally, once you become comfortable finding clauses and phrases in writing, you can begin to work with the punctuation rules for correctly and effectively putting clauses and phrases together.

For now, simply test out your knowledge of sentences, clauses and phrases.

### Exercise

**What kind of phrase is each of the following words:-**

**1. Important announcement**

- |                      |                         |
|----------------------|-------------------------|
| a. Noun Phrase       | b. Prepositional Phrase |
| c. Infinitive Phrase | d. Verb Phrase          |

**2. To speak frankly:**

- |                      |                         |
|----------------------|-------------------------|
| a. Noun Phrase       | b. Prepositional Phrase |
| c. Infinitive Phrase | d. Verb Phrase          |

**3. Travel to a foreign country:**

- |                      |                         |
|----------------------|-------------------------|
| a. Noun Phrase       | b. Prepositional Phrase |
| c. Infinitive Phrase | d. Verb Phrase          |

**4. Over the tree:**

- |                      |                         |
|----------------------|-------------------------|
| a. Noun Phrase       | b. Prepositional Phrase |
| c. Infinitive Phrase | d. Verb Phrase          |

### Creating Adjective & Noun Phrases Pages 88 & 89 ]

No.	Word A	Word B
1	Old _____	a. school
2	Dream _____	b. agency
3	Cell _____	c. confidence
4	Technology _____	d. fashioned
5	computer _____	e. job
6	Career _____	f. life
7	Employment _____	g. phone
8	Self _____	h. tuition
9	High _____	i. field
10	City _____	j. counseling
11	College _____	k. lab