Lecture Notes: Sentences

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VERBS

A sentence must contain a subject and a verb.

1. An ______________ verb expresses some sort of action; it tells what somebody or something does. (Example: runs, jumps, reads, etc.)
   Brainstorm: In your group, make a list of action verbs below:
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________

2. A __________ or __________ verb tells what someone or something is. (Examples: am, is, are, was, were, feels, looks, seems, smells, sounds, tastes.)
   Practice: Use each of the above being/linking verbs in a sentence.
   Example: I am always late for class.
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________

3. ______________ verbs add information, such as when an action took place.
   They “help” the main verb to ______________.

HELPING VERBS

<table>
<thead>
<tr>
<th>am</th>
<th>be</th>
<th>have</th>
<th>do</th>
<th>may</th>
<th>can</th>
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</thead>
<tbody>
<tr>
<td>is</td>
<td>being</td>
<td>has</td>
<td>does</td>
<td>might</td>
<td>could</td>
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<td>been</td>
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<td>did</td>
<td>must</td>
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<td>shall</td>
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<td>should</td>
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</table>
NOTE: Some being verbs can also be used as helping verbs. The difference is that
being verbs always come alone (example: I am always late) whereas helping verbs
always help the main verb tell the action (example: I am running late).

4. The _______________________ verb or verb ___________________ consists of a main
verb and all its helping verbs.

EXAMPLE: Identify the helping verbs (hv) and action verbs (av) in the following
sentences:

1. You might fall in the ditch.
2. You should have fixed the faucet.
3. You should not go outside in the rain.
4. I have always liked rainy days.
5. I dragged the heavy bag across the floor.
6. You should have answered the question.
7. Babies can recognize their mothers’ voices.
8. I am considering a career in medicine.

Brainstorm: In your group, write as many complete verbs consisting of at least
one helping verb and one main verb as you can think of in one minute.

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
SUBJECTS AND VERBS IN SIMPLE SENTENCES

The subject of the sentence tells ____________ or ____________ is doing the
action. If you can identify the verb, you can easily find the subject by asking
yourself, ________________ or ____________ is doing that?

Look at the following sentence, for example.

   *Joe is making tamales.*

What is the complete verb in the sentence?________________________
Who is making?  ____________________________________________
Therefore, the subject of the sentence must be ________________.

PRACTICE:
Identify the subjects and verbs in each of the following sentences:

1. After school, I am always hungry.
2. The students stayed up too late.
3. Do you like ice cream?
4. How many cell phone minutes did you use this month?
5. Joe will be a firefighter some day.
PREPOSITIONS

Definition: Prepositions indicate relationships among the ideas in a sentence. Something is up, down, next to, behind, around, near, or under something else. A preposition is always followed by a ____________ or a __________________________ called the ____________ of the preposition. Together they form a ______________________.

<table>
<thead>
<tr>
<th>PREPOSITION</th>
<th>+</th>
<th>OBJECT</th>
<th>=</th>
<th>PREPOSITIONAL PHRASE</th>
</tr>
</thead>
<tbody>
<tr>
<td>beside</td>
<td>+</td>
<td>the water</td>
<td>=</td>
<td>beside the water</td>
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<tr>
<td>at</td>
<td>+</td>
<td>the meeting</td>
<td>=</td>
<td>at the meeting</td>
</tr>
<tr>
<td>down</td>
<td>+</td>
<td>the hall</td>
<td>=</td>
<td>down the hall</td>
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</tbody>
</table>

**Prepositions**

<table>
<thead>
<tr>
<th>about</th>
<th>before</th>
<th>despite</th>
<th>near</th>
<th>past</th>
<th>toward</th>
</tr>
</thead>
<tbody>
<tr>
<td>above</td>
<td>behind</td>
<td>down</td>
<td>on</td>
<td>to</td>
<td>through</td>
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<td>across</td>
<td>below</td>
<td>except</td>
<td>over</td>
<td>under</td>
<td>throughout</td>
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<tr>
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<td>beneath</td>
<td>for</td>
<td>of</td>
<td>up</td>
<td>since</td>
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<td>against</td>
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<td>from</td>
<td>off</td>
<td>upon</td>
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<td>among</td>
<td>between</td>
<td>in</td>
<td>out</td>
<td>with</td>
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<td>around</td>
<td>beyond</td>
<td>inside</td>
<td>outside</td>
<td>within</td>
<td></td>
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<tr>
<td>at</td>
<td>by</td>
<td>into</td>
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BRAINSTORM: Using the list above, create as many prepositional phrases as you can think of in one minute:

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
SO WHAT?

Sometimes, prepositional phrases get in the way and mislead us into identifying a noun that is not the subject. In the sentence *Each of the women is making tamales*, we might guess that *women* is the subject. But *women* is the _____________ of the ________________ phrase. Therefore, it may be helpful to put parentheses around the prepositional phrases when you are trying to identify the subject of a sentence.

PRACTICE: In the following sentences, put parentheses around the prepositional phrases. Then underline and label the verbs (V) and the subjects (S). (Not all sentences contain prepositional phrases.)

1. The author was proud of her work.
2. Each of the students is responsible.
3. The boys and girls in first grade have learned to add and subtract.
4. Where in the world is Waldo?
5. We rode our bikes on the path by the river on Saturday.
6. Employees at the central plant are concerned about their paychecks.
8. The park behind my apartment has a playground with swings and slides.
9. Across the street a child with a teddy bear sat among the flowers.
10. The student from BC won the contest.
COMPOUND SENTENCES

An independent clause (IC) contains a subject and a verb. You can easily identify independent clauses because they look like _________________:

They contain a _______________ and a _______________.

EXAMPLE: Joe has made tamales twice in his life.

A compound sentence contains two ____________________, which must be combined in one of the following ways:

1. with a comma and a coordinating conjunction.

   EXAMPLE: I ride the bus to work, but Joe walks.

   The coordinating conjunctions are sometimes called FANBOYS.

   F _______________
   A _______________
   N _______________
   B _______________
   O _______________
   Y _______________
   S _______________

   PRACTICE: Write three compound sentences using coordinating conjunctions.

   _______________________________________________________________________
   _______________________________________________________________________
   _______________________________________________________________________

2. with a semicolon (;)

   EXAMPLE: I ride the bus to work; Joe walks.
PRACTICE: Write three compound sentences using semicolons between the independent clauses:

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

3. with a semicolon and a conjunctive adverb followed by a comma

EXAMPLE: I ride the bus to work; on the other hand, Joe walks.

<table>
<thead>
<tr>
<th>CONJUNCTIVE ADVERBS</th>
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<tbody>
<tr>
<td>however</td>
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<tr>
<td>on the other hand</td>
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<tr>
<td>otherwise</td>
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<tr>
<td>nevertheless</td>
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<tr>
<td>then</td>
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<tr>
<td>thus</td>
</tr>
<tr>
<td>also</td>
</tr>
<tr>
<td>furthermore</td>
</tr>
<tr>
<td>indeed</td>
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<tr>
<td>in fact</td>
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<tr>
<td>hence</td>
</tr>
<tr>
<td>therefore</td>
</tr>
<tr>
<td>nonetheless</td>
</tr>
<tr>
<td>consequently</td>
</tr>
<tr>
<td>similarly</td>
</tr>
<tr>
<td>moreover</td>
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<tr>
<td>instead</td>
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<tr>
<td>as a result</td>
</tr>
<tr>
<td>undoubtedly</td>
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<tr>
<td>meanwhile</td>
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<tr>
<td>likewise</td>
</tr>
<tr>
<td>certainly</td>
</tr>
</tbody>
</table>

PRACTICE: Write three compound sentences below using conjunctive adverbs to combine the two independent clauses:

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________
AVOIDING RUN-ON SENTENCES AND COMMA SPLICES

**Run-on sentences** are usually compound sentences that are missing a __________________________ or a comma and a __________________________. You can avoid writing run-on sentences by making sure that your compound sentences (consisting of two __________________________) contain a __________________________ and a coordinating conjunction.

**Fix the following run-on sentences.**
1. Joe likes to make tamales and his grandmother likes to eat them.
2. I like coffee but she likes English tea.
3. It’s cold outside take a jacket.
4. I’m hungry let’s go out for lunch.

**Comma splices** are sentences where you have two __________________________ that are combined only with a __________________________; the coordinating conjunction is missing. You can fix these by substituting the comma with a __________________________ or by adding a __________________________.

**Fix the following comma splices.**
1. Joe likes to make tamales, his grandmother likes to eat them.
2. I like coffee, she likes English tea.
3. It’s cold outside, take a jacket.
4. I’m hungry, let’s go out for lunch.
COMPLEX SENTENCES

• A complex sentence combines an ____________________ with a _______________.
• An independent clause (IC) contains a ________________ and a ________________.
• A dependent clause (DC) also contains a ________________________ and a ________________, but it begins with a ________________.
• A subordinating conjunction joins two ideas by making one ________________ on the other.

SUBORDINATING CONJUNCTIONS

<table>
<thead>
<tr>
<th>after</th>
<th>because</th>
<th>though</th>
<th>that</th>
<th>wherever</th>
</tr>
</thead>
<tbody>
<tr>
<td>although</td>
<td>before</td>
<td>unless</td>
<td>so that</td>
<td>when</td>
</tr>
<tr>
<td>as</td>
<td>even if</td>
<td>until</td>
<td>in order that</td>
<td>whenever</td>
</tr>
<tr>
<td>as if</td>
<td>even though</td>
<td>where</td>
<td>since</td>
<td></td>
</tr>
<tr>
<td>as long as</td>
<td>if</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>as though</td>
<td>while</td>
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</tbody>
</table>

Examples of Dependent Clauses:

After I took my test    Because I forgot my homework
Unless you study       Until you eat your vegetables
Whether or not you like him    While we were sleeping

PRACTICE: Write four different dependent clauses:

_______________________________________   ________________________________________
_______________________________________   ________________________________________
_______________________________________   ________________________________________

• A DC cannot stand alone in a sentence; it always appears with an ________________.
• Any sentence combining an IC with a DC is called a ________________ regardless of whether the sentence begins with the independent clause or the dependent clause.
• If the sentence begins with a DC and is followed by an IC, you must use a comma.
  **EXAMPLES:**
  Because Joe loves making tamales, his grandmother eats them.
  Though it might rain, I’ll still walk to school.
  As I walked to school, it started raining.

• If the sentence contains an IC followed by a DC, the comma is not necessary.
  **EXAMPLES:**
  Joe’s grandmother eats tamales because Joe loves making them.
  I love pizza so much that I eat it every day.
  You have to eat your spinach so that you’ll grow big and strong.

**REMEMBER:**
DC, IC
IC DC

SO WHAT?
You can correct run-ons and comma splices by making one of the
__________ clauses into a ______________ clause to form a
______________ sentence.

**EXAMPLE:**
  **Run-On Sentence:** She was in her teens she won a major championship.
  **Complex Sentence:** While she was in her teens, she won a major championship.
  She was in her teens when she won a major championship.

Now you try. Correct the following run-ons and comma splices by making complex sentences:

1. She was intelligent and well-coordinated, she became a top player.
2. She was called the “ice princess” she did not show her emotions.
3. Owens won four gold medals in the 1936 Olympics, he became famous.
4. The 1936 Olympics were held in Nazi Germany Owens was at a disadvantage.
5. Jesse Owens won, Hitler showed his disappointment openly.
6. The last day was over Owens won a gold medal in the 100-meter dash.
A compound-complex sentence is just what it sounds like it is: a compound sentence that’s also a complex sentence. In other words, it contains two or more ICs at least one DC.

EXAMPLE: While the storm raged outside, Bert completed his homework, and Elizabeth called her mother.

PRACTICE: In the example above, label the ICs and DC(s).

The clauses may appear in any order. To determine how to punctuate the sentence, look at the clauses in pairs and then decide what punctuation, if any, is needed.

In the EXAMPLE, first look at the first two clauses:

*While the storm raged outside, Bert completed his homework,*

This sentence begins with a DC followed by an IC. Therefore you know that you must have a comma after outside.

Then you look at the next two clauses:

*Bert completed his homework, and Elizabeth called her mother*

Note that these are two ICs; therefore, you must have the comma and the coordinating conjunction and.

PRACTICE: Punctuate the following compound-complex sentences as needed:

1. I closed my eyes when I heard the crash so I would not be a witness.
2. I heard the crash but I did not see it because I closed my eyes.
3. When I heard the crash I closed my eyes but I could still hear the screeching tires and breaking glass.
4. My favorite food is pizza but I rarely eat it because it’s so fattening.
FRAGMENTS

A complete sentence must contain a ________________ and a ________________.
A fragment is an incomplete sentence; it is either missing the ________________ or
the ________________ (or both), or it does not express a complete idea.

**FRAGMENTS WITH MISSING SUBJECT OR VERB:** If the subject or verb is missing, add what’s
missing.

**EXAMPLE:**

FRAGMENT: Running away from the truth.

CORRECTION: Josh is always running away from the truth.

OR: Running away from the truth is not going to solve your problems.

**DEPENDENT CLAUSE FRAGMENTS** are ________________ that are punctuated as
though they were complete sentences. You can fix them in two ways:

1. **By removing the subordinating conjunction**

**EXAMPLE:**

FRAGMENT: Although her personal life was plagued with scandal.

CORRECTION: Her personal life was plagued with scandal.

2. **By adding an independent clause to form a complex sentence**

**EXAMPLE:**

FRAGMENT: Although her personal life was plagued with scandal.

CORRECTION: Although her personal life was plagued with scandal, Marie Curie won
the Nobel Prize for chemistry.

**NOTE:** It doesn’t matter if you put the independent clause before
or after the dependent clause fragment. Here’s another option
to correct the above fragment:

CORRECTION: Marie Curie won the Nobel Prize for chemistry although her personal life
was plagued with scandal.
REVIEW/SUMMARY

## Compound Sentences

IC = S + V  (Independent Clause = Subject + Verb)

**Compound Sentences:**
- IC, cc IC  (Independent Clause, coordinating conjunction Independent Clause)
- IC; IC  (Independent Clause; Independent Clause)
- IC; ca, IC  (Independent Clause; conjunctive adverb, Independent Clause)

**Coordinating Conjunctions:** For, And, Nor, But, Or, Yet, So

**Some Common Conjunctive Adverbs:**
- however
- on the other hand
- otherwise
- nevertheless
- then
- thus
- also
- furthermore
- indeed
- in fact
- hence
- therefore
- nonetheless
- consequently
- similarly
- moreover
- instead
- as a result
- undoubtedly
- meanwhile
- likewise
- certainly

## Complex Sentences

IC = S + V  (Independent Clause = Subject + Verb)

DC = sc + S + V  (Dependent Clause = subordinating conjunction + Subject + Verb)

**Complex Sentences:**
- DC, IC  (Dependent Clause, Independent Clause)
- IC DC  (Independent Clause Dependent Clause)

**Some Common Subordinating Conjunctions:**
- after
- although
- as
- as if
- as long as
- as though
- because
- before
- even if
- even though
- if
- though
- unless
- until
- where
- that
- so that
- in order that
- since
- wherever
- whenever
- whether