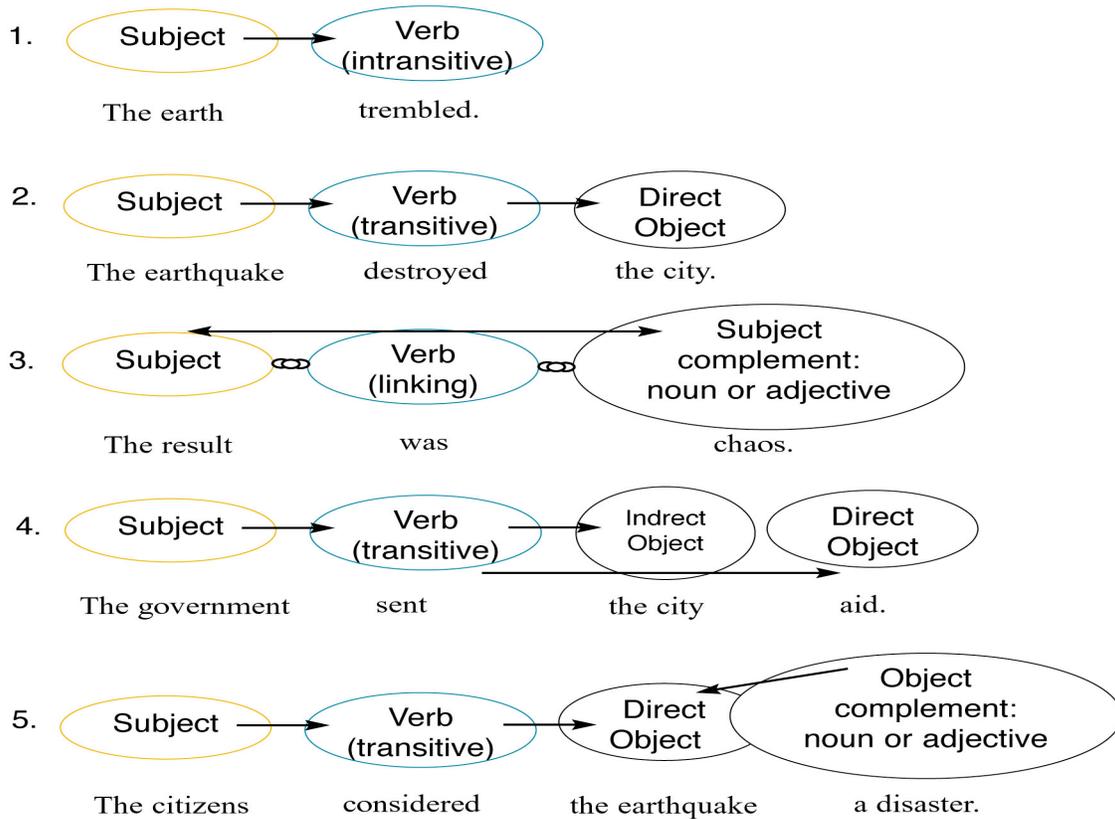


SENTENCE PARTS AND PATTERNS

THE FIVE BASIC SENTENCE PATTERNS

Subject

Predicate



INDEPENDENT (MAIN) VS. DEPENDENT (SUBORDINATE) CLAUSES

- A main or independent clause makes a complete statement and can stand alone as a sentence: *The sky darkened.*
- A subordinate or dependent clause is just like a main clause except that it begins with a subordinating word: *when the sky darkened; whoever calls.*

EXERCISE

Sentence combining: Sentence structures

Combine each set of simple sentences below to produce the kind of sentence specified in parentheses. You will have to add, delete, change, and rearrange words.

1. Recycling takes time. It reduces garbage in landfills. (*Compound.*)

2. People begin to recycle. They generate much less trash. (*Complex.*)

3. White tissues and paper towels biodegrade more easily than dyed ones. People still buy dyed papers. (*Complex.*)

4. The cans are aluminum. They bring recyclers good money. (*Simple.*)

5. Environmentalists have hope. Perhaps more communities will recycle newspaper and glass. Many citizens refuse to participate. (*Compound-complex.*)

ANSWERS TO EXERCISE

Possible answers

1. The turn of the twentieth century ushered in improved technology and new materials.
2. A sturdy steel skeleton made the construction of skyscrapers possible.
3. By 1913 the towering Woolworth Building, with its Gothic ornaments, stood 760 feet (55 stories).
4. At 1450 feet the Sears Tower in Chicago now doubles the relatively puny height of the Woolworth Building.
5. Skyscrapers would not have been practical if Elisha Graves Otis had not built the first safe passenger elevator in 1857.

TESTS FOR FINITE AND NONFINITE VERBS (VERBALS)

Test 1: Does the word require a change in form when a third-person subject changes from singular to plural?

Yes Finite verbs: *It sings. They sing.*

No Nonfinite verb (verbal): *bird singing, birds singing*

Test 2: Does the word require a change in form to show the difference in present, past, and future?

Yes Finite verb: *It sings. It sang. It will sing.*

No Nonfinite verb (verbal): *The bird singing is/was/will be a robin.*

TERMS USED TO DESCRIBE VERBS

- Tense
 - The time of the verb's action.
- Mood
 - The attitude of the verb's speaker or writer.
- Voice
 - The distinction between the active, in which the subject performs the verb's action, and the passive, in which the subject is acted upon.
- Person
 - The verb form that reflects whether the subject is speaking, spoken to, or spoken about.
- Number
 - The verb form that reflects whether the subject is singular or plural.

EXERCISE

Distinguishing *sit/set, lie/lay, rise/raise*

Choose the correct verb and then supply the past tense or past participle, as appropriate.

1. Yesterday afternoon the child (lie, lay) down for a nap.
2. The child has been (rise, raise) by her grandparents.
3. Most days her grandfather has (sit, set) with her, reading her stories.
4. She has (rise, raise) at dawn most mornings.
5. Her toys were (lie, lay) out on the floor.

ANSWERS TO EXERCISE

1. Yesterday afternoon the child lay down for a nap.
2. The child has been raised by her grandparents.
3. Most days her grandfather has sat with her, reading her stories.
4. She has risen at dawn most mornings.
5. Her toys were laid out on the floor.

TENSES OF A REGULAR VERB (ACTIVE VOICE)

● Present

- Simple present: I walk.
- Present progressive: I am walking.

● Past

- Simple past: I walked.
- Past progressive: I was walking.

● Future

- Simple future: I will walk.
- Future progressive: I will be walking.

● Present perfect

- Present perfect: I have walked.
- Present perfect progressive: I have been walking.

TENSES OF A REGULAR VERB (ACTIVE VOICE) continued

● Past perfect

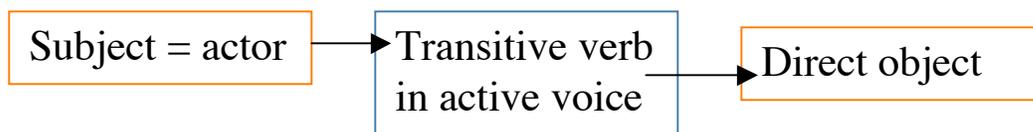
- Past perfect: I have walked.
- Past perfect progressive: I had been walking.

● Future perfect

- Future perfect: I will have walked.
- Future perfect progressive: I will have been walking.

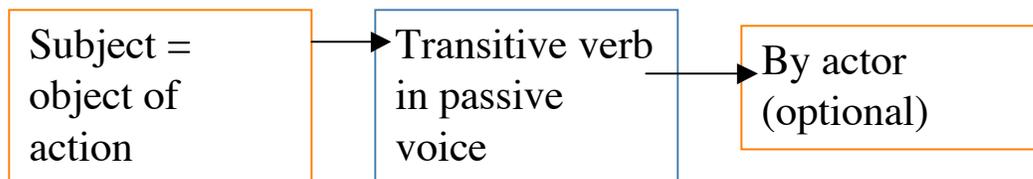
ACTIVE AND PASSIVE VOICE

Active Voice The Subject acts.



The city controls rents.

Passive Voice The subject is acted upon.



Rents are controlled by the city.

Rents are controlled.

CASE FORMS OF NOUNS AND PRONOUNS

	Subjective	Objective	Possessive
Nouns	Boy	Boy	Boy's
	Jessie	Jessie	Jessie's

Personal pronouns

Singular

1 st person	I	Me	My, mine
2 nd person	You	You	Your, yours
3 rd person	He	Him	His
	She	Her	Her, hers
	It	It	Its

Plural

1 st person	We	Us	Our, ours
2 nd person	You	You	Your, yours
3 rd person	They	Them	Their, theirs

Relative and interrogative pronouns

Who	Whom	Whose
Whoever	Whomever	
Which, that, what	Which, that, what	

Indefinite pronouns

Everybody	Everybody	Everybody's
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A Test for Case Forms in Compound Constructions

- Identify a compound construction.
 - (He, Him) and (I, me) won the prize
 - The prize went to (he, him) and (I, me.)
- Write a separate sentence for each part of the compound.
 - (He, Him) won the prize. (I, Me) won the prize.
 - The prize went to (he, him). The prize went to (I, me).
- Choose the pronouns that sound correct.
 - He won the prize. I won the prize. [Subjective]
 - The prize went to him. The prize went to me. [Objective]
- Put the separate sentences back together.
 - He and I won the prize.
 - The prize went to him and me.

A Test for *Who* vs. *Whom* in Questions

- Pose the question.
 - (Who, Whom) makes that decision?
 - (Who, Whom) does one ask?
- Answer the question, using a personal pronoun. Choose the pronoun that sounds correct, and note its case.
 - (She, Her) makes that decision. She makes that decision. [Subjective]
 - One asks (she,her). One asks her. [Objective]
- Use the same case (*who* or *whom*) in the question.
 - Who makes that decision? [Subjective]
 - Whom does one ask? [Objective]

A Test for *Who* vs. *Whom* in Subordinate Clauses

- Locate the subordinate clause.
 - Few people know (who, whom) they should ask.
 - They are unsure (who, whom) makes the decision.
- Rewrite the subordinate clause as a separate sentence, substituting a personal pronoun for *who*, *whom*. Choose the pronoun that sounds correct, and note its case.
 - They should ask (she,her). They should ask her. [Objective]
 - (She, her) makes the decision. She makes the decision. [Subjective]
- Use the same case (*who* or *whom*) in the subordinate clause.
 - Few people know whom they should ask. [Objective]
 - They are unsure who makes the decision. [Subjective]

EXERCISE

Choosing between subjective and objective pronouns

Select the appropriate subjective or objective pronoun(s) for each sentence.

- Lisa and (I, me) were competing for places on the relay team.
- The fastest runners at our school were (she, her) and (I, me), so (we, us) expected to make the team.
- (She, Her) and (I, me) were friends but also intense rivals.
- The time trials went badly, excluding both (she, her) and (I, me) from the team.
- Next season we are determined to earn at least one place between (she, her) and (I, me).

ANSWERS TO EXERCISE

1. I
2. she, I, we
3. She, I
4. her, me
5. her, me

AGREEMENT

Agreement helps readers understand the relations between elements in a sentence. Subjects and verbs agree in number and person.

Subject

Verb

More Japanese Americans → *live* in Hawaii and California than elsewhere.

Pronouns and their antecedents agree in person, number, and gender.

antecedent

Hawaiians value Senator Inouye's work

pronoun

for *them*.

WAYS TO CORRECT AGREEMENT WITH INDEFINITE WORDS

- Change the indefinite word to a plural, and use a plural pronoun to match.
 - Faulty: Every athlete deserves their privacy.
 - Revised: Athletes deserve their privacy.
- Rewrite the sentence to omit the pronoun.
 - Faulty: Everyone is entitled to their own locker.
 - Revised: Everyone is entitled to a locker.
- Use *he or she* (*him or her*, *his or her*) to refer to the indefinite word.
 - Faulty: Now everyone has their private space.
 - Revised: Now everyone has his or her private space.

EXERCISE

Revising: Pronoun-antecedent agreement

Revise the sentences so that pronouns and their antecedents agree in person and number.

1. Each girl raised in a Mexican-American family in the Rio Grande Valley of Texas hopes that one day they will be given a *quinceañera* party for their fifteenth birthday.
2. Such celebrations are very expensive because it entails a religious service followed by a huge party.
3. A girl's immediate family, unless they are wealthy, cannot afford the party by themselves.
4. The parents will ask each close friend or relative if they can help with the preparations.
5. Surrounded by her family and attended by her friends and their escorts, the *quinceañera* is introduced as a young woman eligible for Mexican American society.

ANSWERS TO EXERCISE

1. Each girl raised in a Mexican American family in the Rio Grande Valley of Texas hopes that one day she will be given a *quinceañera* party for her fifteenth birthday.
2. Such a celebration is very expensive because it entails a religious service followed by a huge party. *Or:* Such celebrations are very expensive because they entail a religious service followed by a huge party.
3. A girl's immediate family, unless it is wealthy, cannot afford the party by itself.
4. The parents will ask each close friend or relative if he or she can help with the preparations. *Or:* The parents will ask close friends or relatives if they can help with the preparations.
5. Sentence correct.

FUNCTIONS OF ADJECTIVES AND ADVERBS

- Adjectives modify
 - NOUNS: *Serious* student
 - PRONOUNS: *ordinary* one
- Adverbs modify
 - VERBS: *warmly* greet
 - ADJECTIVES: *only* three people
 - ADVERBS: *quite* seriously
 - PHRASES: *nearly* to the edge of the cliff
 - CLAUSES: *just* when we arrived
 - SENTENCES: *Fortunately*, she is employed.

DEGREES OF IRREGULAR ADJECTIVES AND ADVERBS

Positive	Comparative	Superlative
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Adjectives

good	better	best
bad	worse	worst
little	littler, less	littlest, least
many	more	most
some		
much		

Adverbs

well	better	best
badly	worse	worst

IDENTIFYING AND REVISING DANGLING MODIFIERS

- Identify the modifier's subject.
 - If the modifier lacks a stated subject, identify what the modifier describes.
- Compare the subject of the modifier and the subject of the sentence.
 - Verify that what the modifier describes is in fact the subject of the main clause.
- Revise as needed.
 - Either recast the dangling modifier with a stated subject of its own, or change the subject of the main clause to be what the modifier describes.
 - ▲ Dangling: When in diapers, my mother remarried.
 - ▲ Revised: When I was in diapers, my mother remarried.
 - ▲ Or: When in diapers, I attended my mother's second wedding.

EXERCISE

Revising: Dangling modifiers

Revise the following sentences to eliminate any dangling modifiers.

1. After accomplishing many deeds of valor, Andrew Jackson's fame led to his election to the presidency in 1828 and 1832.
2. By the age of fourteen, both of Jackson's parents had died.
3. To aid the American Revolution, service as a mounted courier was chosen by Jackson.
4. Though not well educated, a successful career as a lawyer and judge proved Jackson's ability.
5. Winning many military battles, the American public believed in Jackson's leadership.

POSSIBLE ANSWERS TO EXERCISE

1. **After Andrew Jackson had accomplished** many deeds of valor, his fame led to **his** election to the presidency in 1828 and 1832.
2. **By the time Jackson was fourteen**, both of **his** parents had died.
3. To aid the American Revolution, **Jackson chose service** as a mounted courier.
4. Though not well educated, **Jackson proved his ability** in a successful career as a lawyer and judge.
5. **Because Jackson won** many military battles, the American public believed in his leadership.

COMPLETE SENTENCE VS. SENTENCE FRAGMENT

- A complete sentence or main clause
 - Contains a subject and a verb
 - ▲ *The wind blows.*
 - And it is not a subordinate clause
- A sentence fragment
 - Lacks a verb
 - ▲ *The wind blowing.*
 - Or lacks a subject
 - ▲ *And blows.*
 - Or is a subordinate clause not attached to a complete sentence
 - ▲ *Because the wind blows.*

TESTS FOR COMPLETE SENTENCES

Perform *all three* of the following tests to be sure your sentences are complete.

- Find the verb.
- Find the subject.
- Make sure the clause is not subordinate.

EXERCISE

Revising Sentence Fragments

Correct any sentence fragments below.

1. Human beings who perfume themselves. They are not much different from other animals.
2. Animals as varied as insects and dogs release *pheromones*. Chemicals that signal other animals.
3. Human beings have a diminished sense of smell. And do not consciously detect most of their own species' pheromones.
4. The human substitute for pheromones may be perfumes. Especially musk and other fragrances derived from animal oils.
5. Some sources say that humans began using perfume to cover up the smell of burning flesh. During sacrifices to the gods.

ANSWERS TO EXERCISE

1. Human beings who perfume themselves are not much different from other animals.
2. Animals as varied as insects and dogs release *pheromones*, chemicals that signal other animals.
3. Human beings have a diminished sense of smell and do not consciously detect most of their own species' pheromones.
4. The human substitute for pheromones may be perfumes, especially musk and other fragrances derived from animal oils.
5. Some sources say that humans began using perfume to cover up the smell of burning flesh during sacrifices to the gods.

SITUATIONS THAT MAY PRODUCE COMMA SPLICES AND FUSED SENTENCES

- The first clause is negative; the second, positive.
 - *Splice*: Petric is not a nurse, she is a doctor.
 - *Revised*: Petric is not a nurse; she is a doctor.
- The second clause amplifies or illustrates the first.
 - *Fused*: She did well in college her average was 3.9.
 - *Revised*: She did well in college; her average was 3.9.
- The second clause contains a conjunctive adverb or other transitional expression, such as *however* or *for example*.
 - *Splice*: She had intended to become a biologist, however, medicine seemed more exciting.
 - *Revised*: She had intended to become a biologist; however, medicine seemed more exciting.

Situations that May Produce Comma Splices and Fused Sentences (continued)

- The subject of the second clause repeats or refers to the subject of the first clause.
 - *Fused*: Petric is an internist she practices in Topeka.
 - *Revised*: Petric is an internist. She practices in Topeka.
- Splicing or fusing is an attempt to link related ideas or to smooth choppy sentences.
 - *Splice*: She is very committed to her work, she devotes almost all her time to patient care.
 - *Revised*: **Because** she is very committed to her work, she devotes almost all her time to patient care.
- Words identifying the speaker divide a quotation between two complete sentences.
 - *Splice*: “Medicine is a human frontier,” Petric says, “The boundaries are unknown.”
 - *Revised*: “Medicine is a human frontier,” Petric says. “The boundaries are unknown.”

EXERCISE

Revising: Comma splices and fused sentences

Identify and revise the comma splices and fused sentences in the following paragraph.

All those parents who urged their children to eat broccoli were right, the vegetable really is healthful. Broccoli contains sulforaphane, moreover, this mustard oil can be found in kale and Brussels sprouts. Sulforaphane causes the body to make an enzyme that attacks carcinogens, these substances cause cancer. The enzyme speeds up the work of the kidneys then they can flush harmful chemicals out of the body. Other vegetables have similar benefits however, green, leafy vegetables like broccoli are the most efficient. Thus wise people will eat their broccoli it could save their lives.

ANSWERS TO EXERCISE

All those parents who urged their children to eat broccoli were right; the vegetable really is healthful. Broccoli contains sulforaphane; moreover, this mustard oil can be found in kale and Brussels sprouts. Sulforaphane causes the body to make an enzyme that attacks carcinogens, **substances that** cause cancer. The enzyme speeds up the work of the kidneys **so that** they can flush harmful chemicals out of the body. Other vegetables have similar benefits; however, green, leafy vegetables like broccoli are the most efficient. Thus wise people will eat their broccoli; it could save their lives.