

SENTENCE PATTERNS/ GRAMMAR REVIEW

MS. MULLINS, ENGLISH 9 HONORS AND ENGLISH



NOUNS/SUBJECTS/ACTORS AND VERBS/ACTIONS



FIRST THINGS FIRST...

WHAT IS A NOUN?

**A NOUN IS A PERSON, PLACE OR
THING.**

**IS A NOUN THE
SAME AS A
SUBJECT?**

NOUNS VS. SUBJECTS: WHAT'S THE DIFFERENCE?

NOUN EXAMPLES

All underlined words are nouns. Remember, they are people, places or things.

1. The cat fell off of the sofa.
2. The boy hit the

SUBJECTS

The subject of a sentence is not just a noun. It is the noun performing the action also called the ACTOR.

1. The cat fell off the sofa.

Ask yourself, "What fell off the sofa? I.e. What performed an action?"

Answer: The cat did.

So...The subject of the sentence, which is also a noun, is the **cat**, but NOT the sofa.

2. The boy hit the ball.

First, what's the action? Hit

Then, who did the hitting? The boy.

So, **the boy** is the subject of the

NEXT...

What is a verb?

**Verbs convey actions, occurrences,
or states of being.**

**Is a verb always the main
verb or action in a
sentence being
performed by a subject?**

VERBS VS. ACTIONS/MAIN VERBS

VERBS

The verbs in each of the following sentences are underlined.

1. The cat drank the water.

2. The boy hit the ball.

MAIN VERBS/ACTIONS

When identifying the action in a sentence there may be more than one verb, but for our purposes we want to identify the main verb or the main verb phrase, and this is always the action being performed by the actor. The sentences to the left correctly identify the action/

TAKE THE QUIZ...

See if you can identify the following actors/subjects and main verbs/actions in the following sentences.

1.Doodle learned to crawl.

2.Brother hated that he had to have Doodle for a Brother.

3.Doodle looked up to his brother.



SUBJECT/VERB ID QUIZ ANSWERS

Check your answers. The subject is underlined, and the verb is italicized.

1.Doodle *learned* to crawl.

2.Brother *hated* that he had to have Doodle for a Brother.

3.Doodle *looked* up to his brother.

DID YOU GET EACH CORRECT?

IF YOU DID, MOVE ON TO THE NEXT SLIDE. If not, go back and review.

Also, take a look at this worksheet for more information.

INDEPENDENT AND DEPENDENT CLAUSES



INDEPENDENT CLAUSES VS. DEPENDENT CLAUSES

There are 2 different types of clauses that exist within sentences.

INDEPENDENT CLAUSES are parts of sentences that can stand alone while **DEPENDENT CLAUSES** cannot stand alone, and thus rely on the independent part of the sentence to make sense.



INDEPENDENT CLAUSES VS. DEPENDENT CLAUSES, CONT.

Examples:

1. 1 Independent Clause: I like cake.

This sentence has a subject, verb and complete thought, which is all an independent clause needs to be independent.

2. 2 independent clauses combined with a comma and conjunction: I like cake, but I also like pie.

This sentence, also known as a compound sentence (we will get there later), has two independent clauses. Both can stand alone because each underlined clause has a subject, verb and a complete thought.

3. 2 independent clauses combined with a semi-colon: I like cake; I also like pie.

Same reasoning as above.

Now let's look at dependent clauses...

INDEPENDENT CLAUSES VS. DEPENDENT CLAUSES, CONT.

Dependent clauses are missing either a subject or a verb, or they are not a complete thought. They are also known as SUBORDINATE clauses.

Normally we can tell which part of the sentence is dependent because it uses key words known as subordination conjunctions.

****Note: Dependent (subordinate) clauses are formed by beginning with a subordinating conjunction: after, as, as if, as long as, because, before, if, in order that, provided that, since, so that, unless, until, when, whenever, where, wherever, while.**

Let's look at some examples...

DEPENDENT CLAUSES EXAMPLES.

The underlined portion of the following sentence is the dependent part of the sentence. The italicized portion is independent (meaning it can stand alone).

1. In her son's remarkable memoir, Ruth tells in her own words the story of her past.
2. Readers will consider Ruth to be a hero after he or she finishes *The Color of Water.*
3. When Ruth Jordan met and married a black man, this made her isolation even more profound.
4. Race was always an issue his mother avoided discussing with him, and for her it was not an issue. (no dependent clause)

Try on your own...

INDEPENDENT CLAUSES IDENTIFICATION VS. DEPENDENT CLAUSE IDENTIFICATION

Identify the following independent clauses and dependent clauses in each of the following sentences. Underline the dependent clause and italicize the independent clause.

1. Odysseus couldn't stop telling his story because he had done so many interesting things.
2. As long as the crew had food, they didn't touch Helios's cattle.
3. To start telling his journey, the Phaeacians first had to give Odysseus good Xenia.

CHECK YOUR ANSWERS:

Remember, the dependent clause is underlined (the part that cannot stand alone) and the independent clause (the part that cannot stand alone) will be italicized.

1. Odysseus couldn't stop telling his story because he had done so many interesting things.

(notice how the subordinating conjunction, because, helps us to indicate the beginning of the dependent clause)

2. As long as the crew had food, they didn't touch Helios's cattle.

(also notice how reading the independent clause by itself makes sense while reading only the dependent clause does not)

3. To start telling his journey, the Phaeacians first had to give Odysseus good Xenia.

(although there is no subordinating conjunction, one can understand how the clause prior to the comma does not make sense by itself)

Need to review? Go back.

IDENTIFYING MAIN SUBJECTS AND VERBS (ACTORS AND



SUBJECT/VERB IDENTIFICATION IN INDEPENDENT CLAUSES

The next thing we will practice, after learning about subjects and verbs, and also after learning about the difference between dependent and independent clauses within sentences, is to distinguish between the two to only focus on the independent clause.

Within the following sentences, first just identify the independent clause by underlining. There may be more than one independent clause.

1. Odysseus and his men had many difficulties, but Odysseus did everything he could to get them home safely.
2. Penelope waited for Odysseus although he had been away from home for 20 years.
3. As long as the suitors were in her home, Telemachus had to be careful.



SUBJECT/VERB IDENTIFICATION IN INDEPENDENT CLAUSES, CONT.

Check your answers—the following underlined parts of the sentences are the independent clause(s).

1. Odysseus and his men had many difficulties, but Odysseus did everything he could to get them home safely.
2. Penelope waited for Odysseus although he had been away from home for 20 years.
3. As long as the suitors were in her home, Telemachus had to be careful.

Get it right? Good! If not, go back. Re-read the underlined portions. Does each one have a subject, verb, and a complete thought? Then we're good!

Now, I want you to look at the underlined portions. Of those identified independent clauses, what is the subject and verb of each? Check your answers on the next slide.

SUBJECT/VERB IDENTIFICATION IN INDEPENDENT CLAUSES, CONT.

The following underlined independent clauses each have a main subject and verb. The subject is bolded, and the verb is italicized.

1. **Odysseus** and **his men** had many difficulties, but **Odysseus** did everything he could to get them home safely.

2. **Penelope** waited for **Odysseus** although he had been away from home for 20 years.

3. As long as the suitors were in her home, **Telemachus** had to be careful.

How'd you do? 😊



TO NOTE...I.E. IF YOU'RE STILL HAVING TROUBLE

To identify subjects and verbs in any word group, follow these steps:

1. First, identify the action.

- a. Find “actiony” words. Without changing the way the word is written in the sentence (i.e., without conjugating it), ask:
 - i. Does it indicate that something existed (i.e., is it a form of “to be”)? Is it conjugated? If so, the word is at least part of the verb in the clause.
 - ii. Can something / someone (fill in the word)? If so, this word indicates an action. It’s part of the verb in the clause.
- b. “Part of the verb” in the above statements refers to the possibility that the main verb may have one or more helping verbs . Without getting too complicated in this handout and specifically explaining which helping verbs are used to construct which verb tenses , we’ll just list them:

Forms of have: have, has, had Forms of be: be, am, is, are, was, were, being, been

Forms of do: do, does, did Modals: can, could, may, might, must, shall, should, will, would, ought

HELP, CONT. WITH SUBJECT/VERB ID.

Finding the actor is easier. Use the verb to ask: Who (fill in the verb)? Or, What (fill in the verb)? (You may need to add an “s” for this to sound correct, but do not conjugate infinitives.)

a. You may want to check whether the above question has identified the subject and not an object (i.e., more information about the actor and action). To do so, ask: (Fill in the verb) what? Or, (Fill in the verb) who? The answer to this question will be an object.

How would this sound? Here’s an example:

By the time dinner is over, Morris, my plump, furry cat, will have eaten three cheeseburgers.

- 1. Identify the action: Can someone have eaten something? Yep. Like cheeseburgers. “Have eaten” is part of the verb.**
 - a. Are there other helping verbs? Yes. “Will.” “Will have eaten” is the entire verb.
- 2. Identify the actor: Who will have eaten? Morris. He’s the actor.**
 - a. Double checking: Will have eaten what? Cheeseburgers. “Cheeseburgers” is an object, not the subject in this sentence.

SENTENCE PATTERNS-TYPES



SENTENCE PATTERNS

Below are examples of 7 types of sentence patterns. Some are simple, some combine two independent clauses, while some combine dependent and independent clauses.

1. **Simple sentence:** contains only one independent clause – an actor, an action, and information that completes the meaning.
2. **Compound sentence:** consists of two independent clauses joined by (a) a comma and a coordinating conjunction, or (b) a semicolon. Note: Coordinating conjunctions: FANBOYS (for, and, nor, but, or, yet, so).
3. **Complex sentence:** consists of one independent clause and at least one dependent (subordinate) clause. Recall that dependent clauses work together as a group of words but cannot stand alone. Note: Dependent (subordinate) clauses are formed by beginning with a subordinating conjunction: after, as, as if, as long as, because, before, if, in order that, provided that, since, so that, unless, until, when, whenever, where, wherever, while.
4. **Begin with an adverb.** (Remember, these often end in “ly.”)
5. **Begin with an infinitive phrase.** An infinitive is the form of the verb beginning with the word “to.”

SENTENCE PATTERNS WITH EXAMPLES

1. **Simple sentence:** contains only one independent clause – an actor, an action, and information that completes the meaning. (Ex: Homer told The Odyssey in three days.)
2. **Compound sentence:** consists of two independent clauses joined by (a) a comma and a coordinating conjunction, or (b) a semicolon. (Ex: (a) Odysseus was happy staying on Circe’s island, but the men wanted to get home. (b) Odysseus wanted to be an interesting guest; he decided to tell his hosts some of his wild stories.)

Note: Coordinating conjunctions: FANBOYS (for, and, nor, but, or, yet, so).

1. **Complex sentence:** consists of one independent clause and at least one dependent (subordinate) clause. Recall that dependent clauses work together as a group of words but cannot stand alone. (Ex: Odysseus couldn’t stop telling his story because he had done so many interesting things.)

Note: Dependent (subordinate) clauses are formed by beginning with a subordinating conjunction: after, as, as if, as long as, because, before, if, in order that, provided that, since, so that, unless, until, when, whenever, where, wherever, while.

1. Begin with an adverb (Ex: Wisely, Homer avoided donuts when telling The Odyssey.)
2. Begin with an infinitive phrase. An infinitive is the form of the verb beginning with the word “to.” (Ex: To discover Penelope’s feelings, Odysseus first spoke to her in disguise.)
3. Begin with an adverb clause. These begin with a subordinating conjunction (see #3). (Ex: As long as the crew had food, they didn’t touch Helios’s cattle.)

Note that when the introductory element ends, a comma separates it from the main part of the sentence (from the independent clause).

1. Use commas to separate items within a series. Remember, the second to last

SENTENCE PATTERN IDENTIFICATION

Now that you've seen what type of sentence is with, and studied each, try to use the last two slides to identify the type of sentence each of these are.

1. Before the Wizard would meet with the group to grant their wishes, Dorothy, the Scarecrow, the Tin Man, and the Cowardly Lion had to return with the Witch's broomstick. _____ and

2. To meet the Wizard's demands, Dorothy would need all the help she could get.

3. Fortunately, the journey had brought out the best in each of the travelers; the Lion's courage and the Scarecrow's plan played a critical part in completing the mission. _____

Continued on next slide.

SENTENCE PATTERNS

4. Dorothy had many obstacles to overcome because she crossed into an unfamiliar world. _____

5. The tin man wanted a heart. _____

6. The cowardly lion wanted courage, and the scarecrow wanted brains.

7. The munchkins were very cute; they told Dorothy to follow the yellow brick road.

SENTENCE PATTERN ID ANSWERS

1. **Before** the Wizard would meet with the group to grant their wishes, **Dorothy, the Scarecrow, the Tin Man, and the Cowardly Lion** had to return with the Witch's broomstick.

Adverb clause and Items in a series.

2. **To meet** the Wizard's demands, Dorothy would need all the help she could get.

Begin with an Infinitive Phrase

3. **Fortunately**, the journey had brought out the best in each of the travelers; the Lion's courage and the Scarecrow's plan played a critical part in completing the mission.

Begin with an adverb

4. Dorothy had many obstacles to overcome **because** she crossed into an unfamiliar world.

Complex Sentence

5. The tin man wanted a heart.

Simple Sentence

6. The cowardly lion wanted courage, **and** the scarecrow wanted brains.

Compound sentence with a comma and a conjunction

7. The munchkins were very cute; they told Dorothy to follow the yellow brick road.

Compound Sentence with a semi-colon

How'd you do? Not so well? Go back and read through [these two slides](#).

TRY CREATING YOUR OWN! SUBMIT

1. Simple sentence:

2a. Compound sentence - w/ a comma:

2b. Compound sentence - w/ a semicolon:

3. Complex sentence:

4. Begin w/ adverb:

5. Begin w/ infinitive phrase:

6. Begin w/ adverb clause:

7. Items in a series:

THE END.
FOR NOW...

