

Grammar—Core Sentence Parts

- **Simple Subject:** noun or pronoun in the sentence that answers the question *who?* or *what?*
- **Simple Predicate:** the verb/verb phrase in the sentence that answers the question *did what?* about the subject
- **Object:** noun or pronoun that receives the action of the verb

Exercise: Find the core sentence parts in the following. Underline the simple subject once and the simple predicate twice.

1. The woman marched into the warehouse.
2. She worked far away in South Africa.
3. Because of money problems, she left for South Africa.
4. Many years ago, her husband died.
5. The man stood in the middle of the room.

Exercise: Along with underlining the simple subject and simple predicate, circle any objects in the following sentences.

1. Usually, people stored belongings for years.
2. Along with her belongings, Mrs. Grayson found a vase from her husband.
3. According to Corky, a child needs love and attention.
4. Nobody in this town helped her.
5. On his son's birthday, Corky bought a toy.

Sentence Coordination and Subordination

- **Phrase:** a group of related words that functions as a single part of speech and lacks a subject, verb, or both. Example: *up the hill*
- **Clause:** a group of related words that functions as a single unit of speech and contains both a subject and a verb.

- **Independent (Main):** a clause that can stand by itself as a complete sentence.

Example: *John often forgets to water his plants, but they thrive anyway.*

- **Dependent (Subordinate):** a clause that cannot stand alone; depends on the main clause to complete its thought.

Examples:

- *<Because Gabe did not want to go>, we stayed home.*
- *Here is my brush, <which you may use>.*
- *That man <whom I saw> was running.*

Most subordinate clauses begin with a subordinating conjunction, a relative pronoun, or an interrogative pronoun.

Sentence Coordination

Coordination: joining ideas of equal importance; coordinating two or more sentences into a compound sentence, keeping the original sentences as equal, independent clauses.

Three (3) Techniques for coordinating independent clauses:

Sample independent clauses: *John was sick. He stayed home.*

1. Use a semicolon alone.
Example: *John was sick; he stayed home.*
2. Use a comma with a coordinating conjunction.
Example: *John was sick, so he stayed home.*

Coordinating Conjunctions: connect individual words or groups of words *that perform the same function* in a sentence (join equal parts—balanced).

Examples: *and, but, or, nor, for, so, yet*

3. Use a semicolon (;) followed by a conjunctive adverb, followed by a comma (,).
Example: *John was sick; therefore, he stayed home.*

Conjunctive Adverbs: adverbs that function like coordinating conjunctions; they usually connect independent clauses.

Examples:

<i>also</i>	<i>furthermore</i>	<i>later</i>	<i>still</i>
<i>besides</i>	<i>however</i>	<i>moreover</i>	<i>then</i>
<i>consequently</i>	<i>indeed</i>	<i>nevertheless</i>	<i>therefore</i>
<i>finally</i>	<i>instead</i>	<i>otherwise</i>	<i>thus</i>

Subordination

Subordination: joining ideas of unequal importance; combining sentences by changing one of the independent clauses into a subordinate clause or a phrase, making it less important than the independent clause.

Most subordinate clauses begin with a subordinating conjunction, a relative pronoun, or an interrogative pronoun.

Subordinating Conjunctions: introduce subordinate (dependent) clauses and connect them to independent clauses; they usually express relationships of time, manner, cause, condition, comparison, or purpose.

Examples:

TIME: *after, as, as long as, as soon as, before, since, until, when, whenever, while*

MANNER: *as, as if, as though*

CAUSE: *because*

CONDITION: *although, as long as, even if, if, provided that, though, unless, while*

Sample independent clauses: *John is sick. John will go home.*

Subordination example: *<Because John is sick>, he will go home.*

Relative Pronouns: *who, whose, whom, which, that*

- Introduce adjective clauses which modify nouns and pronouns
- Relate the subordinate clause to the main clause

Examples:

The songs *<that we will be singing>* are new.

Alicia, *<whom I help to deliver papers>*, is a good friend of mine.

Adjective clause: modifies a noun or pronoun

*Most begin with a relative pronoun that relates the clause to the word or phrase that it modifies.

Example: The record that I bought is a collector's item.

Essential clause: necessary to the meaning of the sentence; do not separate from the rest of the sentence with a comma

Example: *The radio that you gave me for graduation has excellent tone.*

(The clause *that you gave me for graduation* is essential to identify which radio the sentence refers to.)

Nonessential clause: not necessary to the meaning of the sentence; must offset with commas

Example: Our vegetable garden, which we started as a hobby, will save us quite a bit of money.

(The adj. clause *which we started as a hobby* is nonessential because without it, the reader would still know to which garden the sentence refers.)

Comma Rules for Subordinate Clauses:

1. <If the subordinate clause comes first in the sentence>, use a comma before the main clause.
2. If the subordinate clause is nonessential to the meaning of the sentence, <which may or may not be about punctuation>, then set it off with commas.

Exercises: Combine the following sets of sentences by subordinating one or more of the sentences as adjective clauses. Put angle brackets around the adjective clauses <>.

1. Rita recited her favorite folk tale. She has received recognition for her acting. The folk tale tells the story of a legendary cowboy.
2. The tourists arrived at the gorge to see the sunset. The sunset looks very dramatic from this spot.
3. Electricians wired the second floor of the split-level house. The electricians worked diligently. They were building the house for the Rodriguez family.
4. I cannot find my trigonometry textbook. I brought it home because I have an assignment.