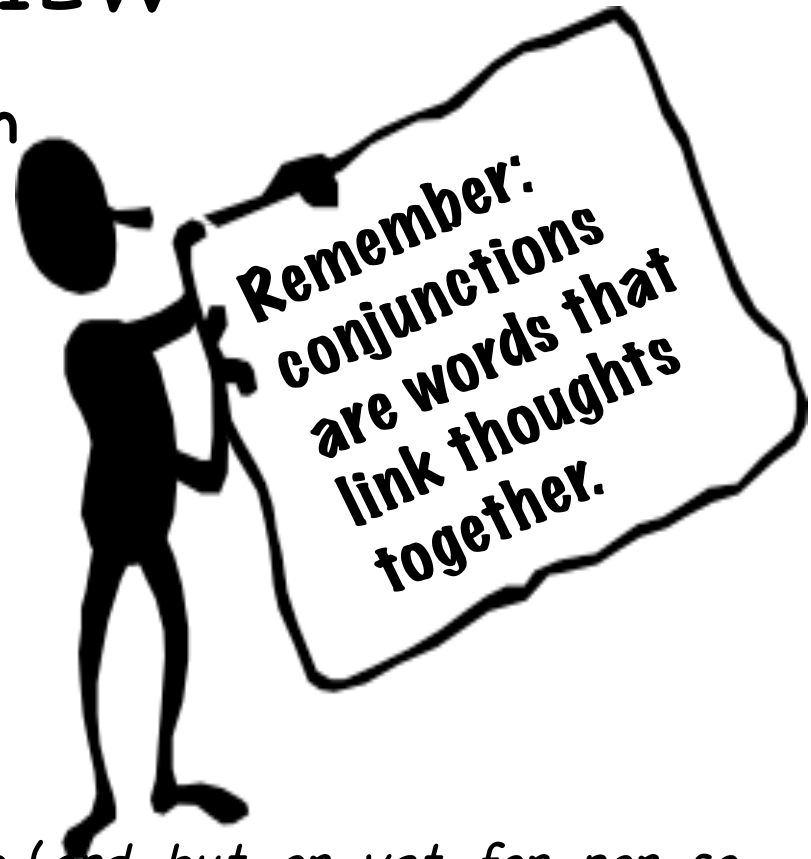


REVIEW

8 Parts of speech in English

1. Noun
2. Pronoun
3. Verb
4. Adjective
5. Adverb
6. Preposition
7. Interjection
8. Conjunction

1. Coordinating or Correlative (*and, but, or, yet, for, nor, so, etc.*)
2. Subordinating (*after, although, because, before, if, since, when, where, etc.*)



MORE REVIEW

Sentence: group of words that expresses a complete thought

Two Main Parts

- **Subject:** names the person, place, thing, or idea the sentence is about
- **Predicate:** tells something about the subject

SENTENCE BUILDING



What is the primary tool for building a sentence?



Clause: group of words with its own subject and verb

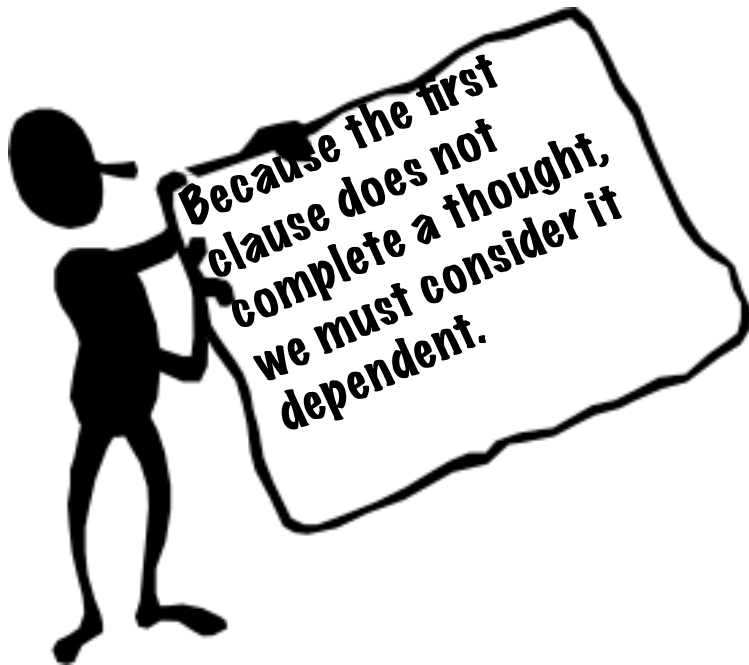
Two Main Kinds

- **Independent:** can stand by itself as a complete sentence

Ex. She is older than her brother.

- **Dependent:** cannot stand by itself as a complete sentence

Ex. [Because she is older than her brother], she tells him what to do.



How do we use clauses to build a sentence?



Four Basic Sentence Formations

Simple: a single independent clause

Ex. We left the house early.

Compound: two or more independent clauses

1. joined by a coordinating conjunction

Ex. I take the bus to school, but I walk home.

2. joined by a semi-colon

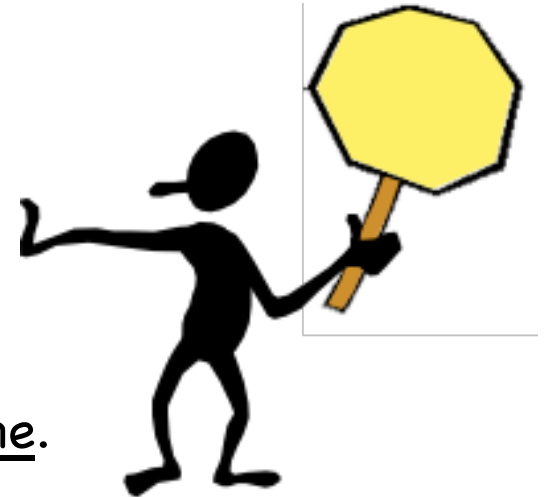
Ex. The gymnasium was empty; the entire class had left.

Complex: one independent clause & one or more dependent clauses

Ex. We left the house [*after the rain stopped*].

Compound-Complex: two or more independent clauses & one or more dependent clauses

Ex. [*When the phone rang*], the baby cried and Sally dropped the baby.

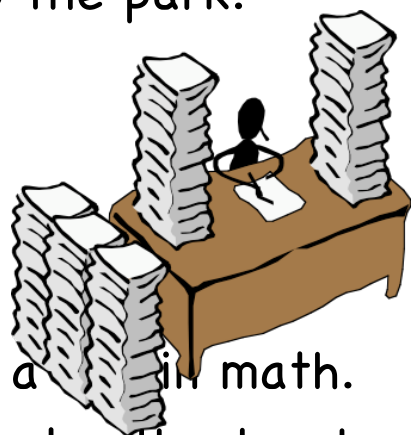


ASSESSMENT

In the following exercises underline all independent clauses, [bracket] all dependent clauses, and label each sentence as *simple*, *compound*, *complex*, or *compound-complex*.



Underline the independent clause and [bracket] the dependent clause (if present), and then label each sentence as *simple*, *compound*, *complex*, or *compound-complex*.

1. Although I drive my car to work, I ride my bike to the park.
2. Bobby found a quarter on the street.
3. The men finished the work and left for home.
4. Suzy spoke in Spanish; Tabitha translated.
5. If I were taller, I could ride the rollercoaster.
6. My grade on the last quiz helped, but I still have a  in math.
7. After the bell rings, if everybody sits down and works, the teacher will pass out soda pop and the principal will order pizza for the whole class.
8. I can't play the piano as well as my sister, even though I practice more than she does.
9. Unfortunately I won't be playing, because I've broken my finger.
10. I wanted to play Cleopatra, but she had first choice.

Saul can hardly stand to look at Gordy and Bob. There are no windows in the room where he teaches them, and no fan, and after half an hour of everyone's mingled breathing, the air in the room is foul enough to kill a canary.

Yesterday Saul gave the kids pictures clipped from magazines. They were supposed to write a one-sentence story to accompany each picture. For these ninth-graders, the task is a challenge. Now, before school starts, his mind still on Patsy and Mary Esther, Saul begins to read yesterday's sentences. Gordy and Bob have as usual not written anything: Gordy tore his picture to bits, and Bob shredded and ate his.

(from "Saul and Patsy Are in Labor" by Baxter, p. 104.)