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PARTS OF A SENTENCE

Parts of speech:
* **noun** – a word that names a person, place, thing, quality, idea, or action
  
  *EX. Grandmother, Pennsylvania, candle*

* **pronoun** – a word that substitutes for a noun and always refers to a noun
  
  *EX. He, she, they*

* **verb** – a word that expresses action, occurrence, or existence
  
  *EX. Run, to be*

* **adjective** – a word that modifies a noun by describing it
  
  *EX. New, yellow*

* **adverb** – a word that modifies a verb, adjective, clause, sentence, or other adverb
  
  *EX. Slowly, well*

**Practice:** Identify the part of speech of each underlined word.
1. The college choir sang at the noon service.
2. The music was **beautiful**, and we thoroughly enjoyed it.
3. She gave me the **umbrella** when it started to rain.
4. I got **very** wet even though I was wearing a raincoat.
5. The performance went very well.
6. Next semester, I will be **taking** fifteen hours.
7. I left a message for Nancy, but she **never** called back.
8. My shoes did not dry **quickly**.
9. These problems are **easy**.

Subjects and Predicates
* **subject** – a noun, pronoun, or noun phrase that indicates what a sentence is about and typically precedes the main verb of the sentence

* **predicate** – contains the verb and makes a statement about the subject
  
  * **simple predicate** – verb + any helping verbs
    
    *EX. The World Wide Web **offers** information, graphics, music, movies, and much more.*

    *EX. With a web browser, you can **locate** information quickly.*

  * **complete predicate** – simple predicate + any objects, complements, or adverbial modifiers
    
    *EX. The World Wide Web offers information, graphics, music, movies, and much more.*

  * **compound predicate** – 2+ verbs with the same subject
    
    *EX. A Web page informs and entertains.*

**Practice** – Underline the subject in each sentence.
1. Although I like cold weather, I am going to Florida next week.
2. Under the stairs in the basement, you will find our old suitcases.
3. The student wrote an excellent paper on human development.
4. Having planted the seeds, she placed the pot in the sun and waited for the plant to grow.

**Prepositions**

A *preposition* links nouns, pronouns, and phrases to other words in a sentence. Prepositions usually indicate the temporal, spatial and logical relationship of its object to the rest of the sentence.

A *preposition* comes before a noun or pronoun and its modifiers to form a **prepositional phrase**.

**Common prepositions:**

<table>
<thead>
<tr>
<th>about</th>
<th>above</th>
<th>Across</th>
<th>After</th>
<th>Along</th>
</tr>
</thead>
<tbody>
<tr>
<td>among</td>
<td>around</td>
<td>At</td>
<td>Before</td>
<td>Behind</td>
</tr>
<tr>
<td>below</td>
<td>beneath</td>
<td>Beside</td>
<td>Between</td>
<td>By</td>
</tr>
<tr>
<td>despite</td>
<td>down</td>
<td>During</td>
<td>Except</td>
<td>For</td>
</tr>
<tr>
<td>from</td>
<td>in</td>
<td>Into</td>
<td>Like</td>
<td>Near</td>
</tr>
<tr>
<td>of</td>
<td>off</td>
<td>On</td>
<td>Onto</td>
<td>Out</td>
</tr>
<tr>
<td>outside</td>
<td>over</td>
<td>Past</td>
<td>Through</td>
<td>To</td>
</tr>
<tr>
<td>toward</td>
<td>under</td>
<td>underneath</td>
<td>Unlike</td>
<td>Until</td>
</tr>
<tr>
<td>up</td>
<td>upon</td>
<td>With</td>
<td>Without</td>
<td></td>
</tr>
</tbody>
</table>

**Prepositional phrase = preposition + object of the preposition**

*EX.*  
“of the sea”
“under a tree”
“despite all odds”
“to the car”

**Practice:** Cross out each prepositional phrase, then underline the subject once, and the verb twice.

EX. 1 At the bank a folder on the counter told about a new type of checking account paying interest on deposits.

At the bank a **folder on the counter** told about a new type of checking account paying interest on deposits.

EX. 2 In the caves of southern France, the **writing on the walls** was a message from the past about the long history of graffiti.

1. Near the checkout desk in the library, Sam, on his first visit, found a collection of phonograph records for borrowing.

2. In the Christmas book for Alan’s grandmother, the small printing on the pages was hard for her to read.
3. The lake house in Ontario’s northern corner has a spectacular flagstone fireplace in the
living room.

PUNCTUATION - Commas

1. Use a comma before a coordinating conjunction (and, or, but, nor, yet, so, for) that separates
two independent clauses.

   There are eighty people in the room, but I do not think they are all planning on eating the
buffet.

2. Use a comma after an introductory word, phrase, or clauses that come before a main clause.

   Strangely, no one has suggested fixing the switch.

   Despite the immigrant’s high hopes, their dreams were often unrealized.

3. Use commas around words, phrases, and clauses in the middle of a sentence when they
aren’t essential to the meaning of the sentence.

   Numerous studies, however, have shown that negative reinforcement affects self-image
more extensively than does positive reinforcement.

   Karl Marx, and important nineteenth-century sociologist, believed in his role as a social
thinker to change the world.

4. Use commas between items in a series.

   The frigid, snowy, windy day was typical of Minnesota in January.

   Three reasons for the closing were insufficient funds, poor instructional materials, and
inadequate funds.

5. Use commas to separate coordinating adjectives.

   Coordinating adjectives are adjectives in a series that can be rearranged in any order and
could be (but are not) strung together using “and.”

   A rusty, dented, broken-down car was left behind.

6. Use commas before and after a quotation within a sentence.
“Cooperation between government and industry,” the President said, “must exist if the country is to prosper.”

The author stated, “One must seek to discover.”

7. **Use a comma before an afterthought or contrasting element.**

   We are indebted to our forefathers, far more so than generations before us.

8. **Use commas to set off geographical names, items in date, and professional titles.**

   The speaker was from Atlanta, Georgia.

   Abraham Lincoln was born on February 12, 1809, in a log cabin near Hodgenville, Kentucky.

   Stephanie Glenn, PhD, will be the main speaker at the banquet.

9. **Use commas to set off conjunctive adverbs used as transitional devices.**

   Conjunctive adverbs: include, however, therefore, consequently, thus, furthermore, on the other hand, in general, and in other words.

   Your watch indicates that we are on time. My watch, however, indicates that we are 2 minutes late.

10. **Use commas with markers of direct address.**

    Words that indicate you are talking to someone (yes/no, the reader’s name, question tags, or mild indicators “well” or “oh”)

    Yes, I am going to look for brown boots today.

    Oh, I don’t know.

    We are doing quite well, don’t you think?

**Watch out for COMMA SPLICES!**

**Comma splices** – joining two independent clauses with a comma and no conjunction

*She went to the bank, I went to the market.*
She went to the bank, and I went to the market.

**Practice: Add or delete commas if necessary**

1. I had the pleasure of talking to a woman who had just returned from India where she had lived for ten years.
2. The gentleman waiting for the prescription is Mr. Rowe.
3. Mr. Mundy was born July 22, 1939 in Arkansas, where his family had lived for four generations.
4. One substitute for CFC’s has environmentalists concerned because it contains chlorine which is also damaging to the ozone layer.
5. We pulled into the first apartment complex we saw, and slowly patrolled the parking lots.
6. “The last flight” she said with a sigh “went out five minutes before I arrived at the airport.
7. Pittsburgh, Pennsylvania is the home of several fine colleges and universities.

**Semi-colons, Colons, and Apostrophes**

**When to use a Semi-colon**

1. To join independent clauses in compound sentences that do not have a coordinating conjunction (and, or, but..) and commas as connectors. You can use connector words such as “however,” “thus,” “moreover,” and “therefore” in these sentences.

   *EX.* The shirt was $150; however, it was originally $300 before going on the sale rack.

   There was no running and shouting; all the children behaved well; therefore, they will all get a cookie.

   Working mothers pay an average of $55 a week for child care; this means that many women pay nearly half of their weekly salary to child care workers.

2. To join long or complicated items in a series that already has commas.

   *EX.* The instructors were Dr. Manly Wall, Philosophy; Dr. Sara Gilman, Genealogy; and Dr. Andrew Smith, Biological Anthropology.

   I recommend this doctor because she communicates well with patients, colleagues, and pharmacists; is prompt during services; and has won several awards for service and research.

3. To separate long or complex independent clauses that are joined by coordinating conjunctions, and that cannot be joined by a comma because the sentence would be confusing.

   *EX.* Sarah, the head chef, wants to teach the culinary arts class, the sugar sculpture class, and the specialty cake class at the local community college; but her schedule during the week does not permit her to teach the classes at night, which is when most students would be able to attend.
When to use a Colon:

1. After an independent clause that precedes a list.

   EX. The use of these punctuation marks often confuses students: comma, semicolon, colon, hyphen, and dash.

   There are three main beliefs stemming from Martin Luther’s theology: the priesthood of the believer, the availability of the scripture, and salvation by faith, not works.

2. To separate an example, explanation, or rule from a preceding independent clause.

   EX. After a sleepless night, the senator made her decision: she would not seek the office for Presidency.

   Music is more than a mechanical arrangement of sounds: it is an expression of emotion.

3. After the salutation of a business letter.

   EX. Dear Mr. Prescott:
   Dear Faculty Member:

4. In the heading of a business memo.

   EX. TO:
   SUBJECT:

5. Between the hour and the minutes in time expression.

   EX. 5:30 pm

6. Between the chapter and the verse in the Bible, in citations for some literary works, and between the volume and the number of some publications.

   EX. John 3:16
   Part 4:82
   Vol. 3:7

7. As part of a title.

   EX. Reaching Your Full Potential: Success in College and Life

8. In a bibliography between the place of publication and the name of the publisher.


When to use the Apostrophe:

1. To form possessives of nouns – to see if you need to make a possessive noun, turn the phrase around and make it an “of the..” phrase.
*EX.* the boy’s hat = the hat of the boy
three days’ journey = the journey of three days

*If the noun after “of” is an object, building, or a piece of furniture, then no apostrophe is needed!*

*EX.* Room of the hotel = hotel room
Door of the car = card door
Leg of the table = table leg

*If you need to make a possessive, follow these rules:

1. add ‘s to the singular form of the word, even if it ends in –s.
   the owner’s car, James’s hat

2. add ‘s to the plural forms that do not end in –s
   the children’s game, the geese’s honking

3. add ‘ to the end of plural nouns that end in –s
   houses’ roofs, three friends’ letter

4. add ‘s to the end of compound words
   my brother-in-law’s money

5. add ‘s to the last noun to show joint possession of an object
   Tom and Anne’s apartment

2. To show omission of letters use apostrophes to show contractions.

   A contraction is a word in which one or more letters have been omitted. Place the apostrophe where the omitted letter(s) would go.

   Do not = don’t
   I am = I’m
   Who is = who’s
   Did not = didn’t

3. To form plurals of lower case letters

   *EX.* Don’t forget to mind your p’s and q’s.

   • Don’t use apostrophes for possessive pronouns or for noun plurals.
     His’ book
     The group made it’s decision

   • It’s and Its – It’s is a contraction for it is. Its is a possessive pronoun meaning “belonging to it.”

   • There vs. their vs. they’re
Use **there** when referring to a place, whether concrete (that building over there), or more abstract (“it must be difficult to live there”)

Also use **there** with the verb BE (is, am, are, was, were) to indicate the existence of something, or to mention something for the first time.

*There* is a picnic area over here, and a monster and a campground across the river.

"I see **there** are new flowers coming up in your garden."

Use **their** to indicate possession. It is a possessive adjective and indicates that a particular noun belongs to **them**.

**Ex.** *My friends have lost their tickets.*

**They’re** is a contraction of the words *they* and *are*. It can never be used as a modifier, only as a subject (who or what does the action) and verb (the action itself).

**Practice:** **Change the following phrases to possessive forms using the apostrophe.**

1. the tip for the waiter
2. the car of my brothers
3. the cat owned by Ruth
4. the room of my sisters

**Edit the following sentences to correct errors in the use of the apostrophe.**

1. Some outpatient’s are given special parking permits.
2. Each area has its own conference room.
3. We’ll never forget the blizzard of 78.
4. This diet will improve almost anyones health.
5. Socrate’s plays are among my favorites.

**Edit the following sentences to correct errors in the use of the comma, the colon, and the semicolon.**

1. They asked the salesperson to show them neckties, shirts, and sweaters.
2. Everyone was looking the other way when the hot air balloon began to rise no one saw it happen.
3. Monica knew how much the round steak would cost and brought along enough money to pay for it.

4. Every week Lucas reads a variety of material newspapers, books, and magazines.

5. Three things are necessary to make a trip successful a supply of traveler’s checks, an airline ticket, and a lively curiosity.

**VERBS & VERB TENSES**

**Verb** – shows action or a state of being; can be either regular or irregular

**Regular Verbs** all have “-ed” endings in the past form and past participle. 
*Wants, wanted, had wanted* (present, past, past participle)

Use “ed” or “d” endings to form the past tense – *fixed, advised*

*Past participles* are used 1) following *have, has, or had* to form one of the perfect tenses; 2) following *be, am, is, are, was, were, being, or been* to form the passive voice; and 3) as adjectives modifying nouns or pronouns

Robin has asked me to go to California with her.

*asked*

**Helping verbs** – forms of *be, do, have*, or the words *can, will, shall, could, would, should, may, might, and must*

What’s wrong with these sentences?

We been in Chicago since last Tuesday.

Do you know someone who be good for the job?

**Irregular verbs** change their spelling with each form, or they may stay the same throughout tense forms.

*Give, gave, has given* (present, past, past participle)

1 hurt myself.

Juan hurt himself yesterday.

They had hurt themselves in the car accident.

Sometimes there is a pattern to irregular verbs.

<table>
<thead>
<tr>
<th>TODAY</th>
<th>YESTERDAY</th>
<th>MANY TIMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blow</td>
<td>Blew</td>
<td>Blown</td>
</tr>
<tr>
<td>Grow</td>
<td>Grew</td>
<td>Grown</td>
</tr>
<tr>
<td>Know</td>
<td>Knew</td>
<td>Known</td>
</tr>
<tr>
<td>Sell</td>
<td>Sold</td>
<td>Sold</td>
</tr>
</tbody>
</table>
Sometimes there is no pattern.

<table>
<thead>
<tr>
<th>TODAY</th>
<th>YESTERDAY</th>
<th>MANY TIMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ride</td>
<td>Rode</td>
<td>Ridden</td>
</tr>
<tr>
<td>Slide</td>
<td>Slid</td>
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<tr>
<td>Wake</td>
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<td>Take</td>
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<td>Taken</td>
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<tr>
<td>Eat</td>
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<td>Eaten</td>
</tr>
<tr>
<td>Beat</td>
<td>Beat</td>
<td>Beaten</td>
</tr>
</tbody>
</table>

Sometimes you think there is a pattern, and then along comes a surprise!

<table>
<thead>
<tr>
<th>TODAY</th>
<th>YESTERDAY</th>
<th>MANY TIMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drink</td>
<td>Drank</td>
<td>Drunk</td>
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<tr>
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<tr>
<td>Shrink</td>
<td>Shrank</td>
<td>Shrunk</td>
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<tr>
<td>Think</td>
<td>Thought</td>
<td>Thought</td>
</tr>
</tbody>
</table>

Some irregular verbs and their present & past tense forms-

**BE**

<table>
<thead>
<tr>
<th>Present</th>
<th>Past tense</th>
</tr>
</thead>
<tbody>
<tr>
<td>I  --------------am</td>
<td>I, he, she, it  was</td>
</tr>
<tr>
<td>You, we, they    -------------are</td>
<td>We, you, they  were</td>
</tr>
<tr>
<td>He, she, it      -------------is</td>
<td></td>
</tr>
</tbody>
</table>

**Practice - Circle the correct verb.**

1. My twin brother and sister is/are eight years old.
2. We am/are coming to a fork in the road.
3. Sometimes my friends think that I are/am on a peanut butter diet.

**HAVE**

<table>
<thead>
<tr>
<th>Present</th>
<th>Past tense</th>
</tr>
</thead>
<tbody>
<tr>
<td>I, you, we, they</td>
<td>I, you, he, she, it, we, they had</td>
</tr>
<tr>
<td>He, she, it</td>
<td>He, she, it has</td>
</tr>
</tbody>
</table>

**Practice - Circle the correct verb.**

1. Three cars in the parking lot has/have broken windshields.
2. Judy have/has found a new hobby.
3. The windstorm last night has/have damaged some of our trees.
*DO

<table>
<thead>
<tr>
<th>Present</th>
<th>Past tense</th>
</tr>
</thead>
<tbody>
<tr>
<td>I, you, we, they  do</td>
<td>I, you, he, she, it, we, they  did</td>
</tr>
<tr>
<td>He, she, it does</td>
<td></td>
</tr>
</tbody>
</table>

**Practice - Circle the correct verb.**

2. His brother did/does give Eric a ride yesterday.
3. Charles and Matt does/do aerobic exercises.

**Edit the following sentences for problems with irregular verbs, if needed.**

1. How many times have you swore to yourself, “I'll diet tomorrow, after one more piece of cake”?
2. In just a week the ground had froze, and the first winter storm had left over a foot of snow.
3. I locked my brakes, leaned the motorcycle to the left, and laid it down to keep from slamming into the fence.

**Correct the following sentences, if needed.**

1. The bald eagle feed mostly on carrion.
2. We were ask to sign a contract for the job.
3. How would you feel if a love one had been a victim of a crime like this?

**VERB TENSES** let us know when the action happens!

- **Present** - *I eat apples often.*
  *Use the present tense when writing about literature, expressing general truths, and when quoting/summarizing/paraphrasing an author’s views; it is also used for headlines and actions that occur over and over.
  
  *I eat pizza almost every day.*
  
  *Eating pizza all the time is not good for you.*

- **Past** – *I ate an apple last night.*

- **Future** – *I will eat an apple tomorrow morning.*

**Perfect tenses** express an action that was or will be completed by the time of another action; they consist of a form of *have* plus the past participle.

- **Present Perfect** – *I have eaten pizza many times.*

- **Past Perfect** – *I had eaten pizza just before you arrived.*
*Use the past perfect tense when the action is already completed by the time of another past action, or for an action already completed at some specific past time.
*DO NOT USE the past perfect tense if two past actions occurred at the same time.
EX. When we arrived in Paris, Paul had met us at the train station.

- Future Perfect – *I will have eaten pizza at least twice before the end of the week.*

**Progressive forms** – let us know the action is in progress; they always consists of a form of *be* and a present participle.
- Present Progressive – *I am eating dinner.*
- Past Progressive – *I was eating dinner when you called.*
- Future Progressive – *I will be eating dinner at 6:30 tonight.*
- Present Perfect Progressive – *I have been eating pizza all day.*
- Past Perfect Progressive – *I had been eating pizza for three hours when you came in.*
- Future Perfect Progressive – *I will have been eating pizza for four hours when bedtime rolls around.*

**INFINITIVES**
Verbs with “to” in front of them
- To run
- To swim
- To jump

**Do not split infinitives** (to *quickly run*) unless you want to emphasize the word in between “to” and the verb
EX. I want you to *thoroughly* study the material for the test.

* Make sure you do not confuse infinitives with prepositions.

**GERUNDS**
Putting –*ing* at the end of a verb makes it a noun, or gerund.
- I run. Running is fun.
  *(verb) (gerund)*
- I eat. Eating ice cream is better than running.
  *(verb) (gerund) (gerund)*
AGREEMENT

Subject/Verb Agreement

1. The most important thing to do is to **identify the subject**! Singular subjects take singular verbs; plural subjects take plural verbs.

<table>
<thead>
<tr>
<th></th>
<th>SINGULAR</th>
<th>PLURAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>FIRST PERSON</td>
<td>I give</td>
<td>We give</td>
</tr>
<tr>
<td>SECOND PERSON</td>
<td>You give</td>
<td>You give</td>
</tr>
<tr>
<td>THIRD PERSON</td>
<td>He/she/it gives</td>
<td>They give</td>
</tr>
<tr>
<td></td>
<td>Alison gives</td>
<td>Parents give</td>
</tr>
</tbody>
</table>

EX. Ollie stumbles.-----**Ollie is the singular subject; stumbles is the singular verb.**

They stumble. -------**They is the plural subject; stumble is the plural verb.**

**Practice- Circle the correct verb.**

1. They eats/eat dinner at six o’clock most nights.
2. Craig runs/run about four miles on weekends.
3. We is/are going bowling tonight.

2. **Treat compound subjects as plural subjects** – Stan and Ollie stumble.

3. **“Stuff”** (extra info., phrases, descriptions…) **inserted between the verb and subject does not alter the verb.**

EX. A good set of golf clubs costs about eight hundred dollars.

*The subject is set, not clubs.*

Governor, as well as his press secretary, was shot.

*Governor is the subject.*

4. **Neither/Nor**

-When both halves of the subject (parts on either side of the or/nor) are singular, use a singular verb.

  Neither alcohol nor tobacco is allowed.

-When both halves of the subject are plural, use a plural verb.

  Ties or bowties are required.

-What do you do if one half is plural and the other singular?????

  Neither the eggs nor the milk was/were fresh.

*If the subject nearest to the verb is singular, use a singular verb; if it is plural, use a plural verb.

Neither the eggs nor the milk was fresh. *milk-singular*

Neither the milk nor the eggs were fresh. *eggs-plural*
5. Words that stand for a group of things can be singular or plural (couple, total, majority, number).
   If “the” precedes the word, it is singular.
   If “a” or “all” precedes the word, it is plural.

6. “What” can be singular or plural….
   If “what” stands for one thing, use a singular verb.
   *What is going on here?*

   If “what” stands for several things use a plural verb.
   *What are your intentions?*

**Practice – Underline the subject, then select the verb that agrees with it**ix.

1. Quilts made by the Amish command/commands high prices.
2. Located at the south end of the complex was/were an Olympic size pool, two basketball courts, and four tennis courts.
3. Neither the professor nor his assistants was/were able to solve the mystery.

**Practice- Correct the sentences, if neededx.**

1. Every year a number of kokanee salmon, not native to the region, is introduced into Flaghead Lake.
2. Neither Paul nor Anthony is usually here on Sundays.
3. The key program of Alcoholics Anonymous are the twelve steps to recovery.

7. Treat indefinite pronouns as singular; the following are commonly used and should be treated as singular:

   *Anybody, either, everything, none, no one, someone, something, anyone, everybody, neither, each, everyone*

   **EX.** Everyone on the team supports the coach.
   Each of the furrows has been seeded.

**Practice- Circle the correct verb.**

1. Everyone is/are undecided about traveling to New Orleans.
2. No one in the family is/are going to announce the verdict.
3. Nobody in the orchestra is/are from your hometown.

**Practice- Correct these sentences, if neededxi.**

1. My pair of scissors are lost.
2. Eight pounds of grapes are a lot of grapes.

3. Only one out of four kids in America eat a healthy diet.

2. **There is and There’s**
   Read this sentence-
   There’s only three things I need in life: chocolate, chocolate, and chocolate.

   *There’s* is a contraction – there’s = there is

   *With that being said, is this sentence correct?*
   There is only three things I need in life: chocolate, chocolate, and chocolate.

   *NO! correction…*
   There are only three things I need in life: chocolate, chocolate, and chocolate.

**CLAUSES**

Clause – group of words with both a subject and a verb; every sentence contains at least one clause.

*Independent clause – “main clause”* contains a subject and verb; expresses complete thoughts and are complete sentences.

*Dependent clause – “subordinate clauses”* contain a subject, verb, and subordinator.

*Subordinators* – either relative pronouns or subordinating conjunctions.

*Relative pronouns* – who, whom, that, what, which, whoever, whomever, whose

*EX:* Sally, who is my roommate, is from Georgia.

I am reading the book that Sally lent me.

**Subordinating conjunctions** –

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<tr>
<th>After</th>
<th>although</th>
<th>As</th>
<th>because</th>
<th>If</th>
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<tr>
<td>Once</td>
<td>Since</td>
<td>so that</td>
<td>Until</td>
<td>though</td>
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<td>Unless</td>
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<td>Whenever</td>
<td>where</td>
<td>wherever</td>
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<tr>
<td>While</td>
<td>as if</td>
<td>as soon as</td>
<td>as though</td>
<td>in order that</td>
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*EX:* He will order pizza when he gets hungry.  
If we share the cost, we can order two pizzas.

*Subordinate clauses by themselves are fragments; they must be combined with main clauses!*

**Practice: Identify the subordinate clause in each sentence.**
1. At the party, we ate and danced until it was over.
2. Guests who wanted to stay out longer had to move to another party down the street.
3. Another friend of mine got sick and had to leave the party, which was unfortunate.
4. Even though my friend had looked forward to the party for many weeks, he had to leave early.
5. The host seemed concerned about what the neighbors would think.

**ANSWER KEY**

**Parts of a Sentence, PG. 2**

1. Verb
2. Adjective
3. Noun
4. Adverb
5. Adverb
6. Verb
7. Noun
8. Adverb
9. Adjective

**Prepositions, PG. 3**

1. Near the checkout desk in the library, Sam, on his first visit, found a collection of phonograph records for borrowing.
2. In the Christmas book for Alan’s grandmother, the small printing on the pages was hard for her to read.
3. The lake house in Ontario’s northern corner has a spectacular flagstone fireplace in the living room.

**Comma, PG. 6**

1. I had the pleasure of talking to a woman who had just returned from India, where she had lived for ten years.
2. The gentleman, waiting for the prescription, is Mr. Rowe. Correct as is, but can add commas
3. Mr. Mundy was born July 22, 1939, in Arkansas, where his family had lived for four generations.
4. One substitute for CFC’s has environmentalists concerned because it contains chlorine, which is also damaging to the ozone layer.
5. We pulled into the first apartment complex we saw and slowly patrolled the parking lots.
6. “The last flight,” she said with a sigh, “went out five minutes before I arrived at the airport.
7. Pittsburgh, Pennsylvania, is the home of several fine colleges and universities.

**Apostrophe, PG. 9**

1. The waiter’s tip
2. My brothers’ car
3. Ruth’s cat
4. My sisters’ room

**Punctuation, PG. 9**

1. Correct
2. Everyone was looking the other way when the hot air balloon began to rise; no one saw it happen.
3. Monica knew how much the round steak would cost, and brought along enough money to pay for it.
4. Every week Lucas reads a variety of material: newspapers, books, and magazines.
5. Three things are necessary to make a trip successful: a supply of traveler’s checks, and airline ticket, and a lively curiosity.

Verbs, PG. 11

1. Are
2. Are
3. Am

PG. 11

1. Have
2. Has
3. Has

PG. 12

1. Does
2. Did
3. Do

Subject/verb agreement, PG. 14

1. Eat
2. Runs
3. Are

PG. 15

1. Subject - quilts, verb -command
2. Subject - pool, courts, verb – were
3. Subject – professor nor assistants, verb – were

PG. 15

1. Is
2. Is
3. Is

Clauses, PG. 16

1. Until it was over
2. Who wanted to stay out longer
3. Which was unfortunate
4. Even though my friend had looked forward to the party for many weeks
5. What the neighbor would think
RESOURCES & LINKS


http://owl.english.purdue.edu/handouts/grammar/ - Purdue University’s Online Writing Lab. Includes information and exercises.

http://grammar.ccc.commnet.edu/grammar/ - Guide to Grammar and Writing. Contains topical information and online quizzes


Painless Grammar – Rebecca Elliott, PH.D., 1997, Barron’s Educational Services, Inc., NY.

http://a4esl.org/q/j/ - English Grammar quizzes using JavaScript; great resource tool for ESL students; activities all in quiz, interactive format

http://www.pearsonhighered.com/bridge/0,,0321456386:0321456378:0321233921:0321318080,00.html – companion website to The New Century Handbook; includes exercises and answers

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And the companion website- http://wps.ablongman.com/long_hult_nch_3


iii http://leo.stcloudstate.edu/punct/comma.html


v http://leo.stcloudstate.edu/punct/semicolon.html

vi http://leo.stcloudstate.edu/punct/colon.html

vii Hacker, 202

viii Hacker, 207

ix Hacker, 173

x Hacker, 174


xii http://trc.ucdavis.edu/bajaffee/SAS90B/Course%20Content/Grammar%20Syllabus/subordination.htm