

1

Sentences

TYPES OF SENTENCES

1. *Simple sentence*—Contains one full subject and predicate. Takes the form of:

- a. *a statement*
- b. *a question*
- c. *a request*
- d. *an exclamation*

He lives in New York.

How old are you?

Please close the door. (The subject *you* is understood.)

What a terrible temper she has!

2. *Compound sentence*—Contains two or more sentences joined into one by:

- a. *punctuation alone*
- b. *punctuation and a conjunctive adverb*
- c. *a coordinate conjunction (and, or, but, yet, so, for)*

The weather was very bad; all classes were canceled.

The weather was very bad; therefore, all classes were canceled.

The weather was very bad, so all classes were canceled.

When such sentences are joined coordinately, they are each called independent clauses.

3. *Complex sentence*—Contains one or more dependent (or subordinate) clauses. A dependent clause contains a full subject and predicate beginning with a word that attaches the clause to an independent clause (called the main clause).

- a. *adverbial clause*
- b. *adjective clause*
- c. *noun clause*

All classes were canceled because the weather was bad.

Children who are under twelve years must be accompanied by their parents.

I can't understand why you did such a thing.

4. *Compound-complex sentence*—Contains two or more independent clauses and one or more dependent clauses.

All classes were canceled because the weather was bad, and students were told to listen to the radio to find out when classes would begin again.

COORDINATION WITHIN SENTENCES—WITH *AND*, *OR*, *BUT*

<i>Words</i>	He works quickly and efficiently.
<i>Phrases</i>	Bored by the conversation, but not wanting to leave, he walked out into the garden.
<i>Clauses</i>	He said that he was tired and that he was going to bed.

SUBORDINATION WITHIN SENTENCES—NOMINAL, ADJECTIVAL, OR ADVERBIAL ELEMENTS

	<i>Nominal Function</i>	<i>Adjectival Function</i>	<i>Adverbial Function</i>
<i>Words</i>	Sports are enjoyable.	She bought an expensive lamp.	He came unwillingly.
<i>Phrases</i>	<i>gerund</i> —Swimming in the lake is fun. <i>infinitive</i> —To swim in the lake is fun.	<i>prepositional</i> —The lamp on the table is expensive. <i>participial</i> —The lamp standing on the table is expensive.	<i>prepositional</i> —He came against his will.
<i>Clauses</i>	That he should enjoy sports is understandable.	The lamp which is standing on the table is expensive.	He came although he was unwilling.

A phrase consists of a group of words performing a single function. A phrase that begins with a preposition is called a *prepositional phrase*; a phrase that begins with a form from a verb (either a participle or an infinitive) is called a *verbal phrase*.

1-1

REQUESTS AND COMMANDS
(IMPERATIVE MOOD)

The simple form of the verb is used for requests, commands, or instructions.

Second person, singular and plural:

Open the door.
Don't open the door.

First and second person together:

Let's open the door.
Let's not open the door.
(Here the request takes the form of a suggestion.)

An adverb may precede the imperative verb:

Always open that door slowly.
Don't ever open that door.

Formulas of politeness such as **please**, **will** (or **would**) **you please** often accompany requests.

13. We should hurry if we want to get home in time for dinner.

14. As soon as you hear from them, you must let us know.

15. When you leave the house, you must turn off all the lights and you must close all the windows.

1-2

EXCLAMATORY SENTENCES

Exclamations may begin with **what** or **how**.

What—a noun ends the exclamatory phrase

What delicious fruit this is!

What delicious pineapples these are!

What a delicious pineapple this is!

How—an adjective or adverb ends the exclamatory phrase

How graceful she is!

How gracefully she dances!

The subject and the verb in an exclamatory sentence retain normal word order except in poetic or literary style—**How green was my valley!**

Change the following statements to exclamations.

EXAMPLE: a. She has a pleasant personality.

What a pleasant personality she has!

b. These are expensive towels.

What expensive towels these are!

c. This lecture is boring.

How boring this lecture is!

d. He walks awkwardly.

How awkwardly he walks!

1. He has just made a stupid remark.

2. She has long eyelashes.

3. The store was crowded yesterday.

Change the following sentences to imperative form.

EXAMPLE: a. You must cook the meat very slowly.
Cook the meat very slowly.

b. You shouldn't do your homework when you're tired.
Don't do your homework when you're tired.

c. We should take a break soon.
Let's take a break soon.

1. You must never leave this door unlocked.

2. You will first go to the post office and then to the bank.

3. We must not encourage him to believe we can help him.

4. You must always obey your father even when he seems too strict.

5. You shouldn't ever get your clothes dirty.

6. To get the right color, you must mix equal parts of red and blue.

7. You should water the plants every day if you want them to look nice.

8. We shouldn't waste so much time with trifles.

9. To get there, you must turn right at the bridge.

10. You shouldn't ever listen to him.

11. You will deliver this package at once.

12. You and I should take care of this right away. We shouldn't wait any longer.

4. The fire was put out quickly.

5. She wears old-fashioned clothes.

6. The children are behaving well today.

7. He has told an amusing story.

8. The plane is going fast.

9. A terrible mistake has been made.

10. He is an extraordinary man.

11. This author has written many books.¹

12. He has spent much money for those flowers.¹

13. He has behaved badly toward you.

14. This lesson is difficult.

15. It is a coincidence that I should meet you here.

16. Much work was done for nothing.¹

17. He is riding in an old car.²

18. She lives in a large city.²

¹Use how with much, many.

²A preposition that is part of the exclamatory phrase usually appears in final position—What terrible trouble he is in!

1-3

JOINING SENTENCES COORDINATELY
(COMPOUND SENTENCES)

Sentences or clauses may be joined coordinately by punctuation alone, by coordinate conjunctions, or by conjunctive adverbs.

1. Joined by punctuation alone—**John was sick; he didn't come to school.**
2. Joined by a coordinate conjunction—**John was sick, so he didn't come to school.**
3. Joined by a conjunctive adverb—**John was sick; therefore, he didn't come to school.**

Note that a *semicolon* replaces the period of the first sentence except when a coordinate conjunction joins the clauses. If both clauses are short, the comma may be omitted before **and**. If one or both clauses are long, the conjunctive adverb may actually start a new sentence.

Combine each group of sentences in the three ways just given—by punctuation alone, by coordinate conjunctions, and by conjunctive adverbs.

EXAMPLE: John was sick. He came to school anyhow.

John was sick; he came to school anyhow.

John was sick, but he came to school. (*Anyhow* is replaced by *but*.)

John was sick; however, he came to school. (*Anyhow* is replaced by *however*.)

1. Mr. Smith was very angry at his boss's order.
He decided to obey it anyhow.

2. Mr. Smith was very angry at his boss's order.
He decided to disobey it.

3. Mr. Smith doesn't like his aunt.
He invited her to his wedding anyhow.

4. Mr. Smith doesn't like his aunt.
He won't invite her to his wedding.

5. The young man needs a car for his work.
He is going to buy one right away.

6. The young man doesn't need a car for his work.
He is going to buy one anyhow.

7. The new student was very shy.
The teacher didn't call on him.

8. The new student was very shy.
The teacher called on him several times anyhow.

1-4

JOINING SENTENCES
WITH CONJUNCTIVE ADVERBS
(COMPOUND SENTENCES)

CONJUNCTIVE ADVERBS

<i>Addition</i>	moreover, in addition, besides
<i>Condition</i>	otherwise
<i>Concession</i>	however, still, nevertheless
<i>Result</i>	therefore, consequently, accordingly

A. Combine each group of sentences with one of the conjunctive adverbs. Use a semicolon to replace the period of the first sentence; use a comma to cut off the conjunctive adverb. Note which of the three adverbial positions the conjunctive adverb may occupy.

Moreover, In Addition, Besides

1. Mr. Smith is an intelligent and stimulating teacher.

Also, he takes an interest in the personal well-being of his students. (*omit also*)

2. John is a very lazy student.

Also, he always comes late to class.

3. It's too late to go to the movies.

Also, I don't like the picture they're playing.

4. I don't feel like going to that party.

Also, I have a bad cold, so I shouldn't go out.

Otherwise

5. We must all eat the proper food.

If we don't, we'll get sick. (*omit if we don't*)

6. He didn't study hard enough.

If he had, he would have passed the examination.

7. Keep off my property.

If you don't, I'll have you arrested.

8. You should get the license right away.
If you don't, you'll have to pay a fine.
-
-

9. You must do as the doctor says.
If you don't, you may get sick again.
-
-

However, Still, Nevertheless

10. There are many people who like to buy on the installment plan.
I prefer to buy for cash.
-
-

11. He seems to be a very intelligent and able man.
I don't think he is suited for this particular job.
-
-

12. I gave him instructions not to send the letter.
I'm now sorry I told him to do that.
-
-

13. Recreation is good for everyone.
As in all things, we must observe the golden mean.
-
-

14. His new wife is very beautiful and charming.
She can't cook at all.
-
-

Therefore, Consequently, Accordingly

15. There is no demand in the United States for the type of car you sell.
I cannot give you an order for this car.
-
-

16. There is very little rain in this region.
We often have crop failures.

17. Jim's mother doesn't like animals in the house.
She has refused to permit him to get a dog.

18. The weather has been extremely cold all winter long.
They are going to Miami Beach to get some sunshine.

19. We have been requesting payment on your bill for over a year without success.
We are planning to take legal action against you unless you pay us immediately.

B. Join the groups of sentences in A by the coordinate conjunctions **and**, **or**, **but**, **so** or **for**.

EXAMPLE: a. **and** (addition) Sentences 1-4

- (1) Mr. Smith is an intelligent and stimulating teacher, **and** he takes an interest in the personal well-being of all his students.

b. **or** (condition) Sentences 5-9

- (5) We must all eat the proper food, **or** we'll get sick.

c. **but** (concession) Sentences 10-14

- (10) There are many people who like to buy on the installment plan, **but** I prefer to buy for cash.

d. **so** (result), **for** (cause) Sentences 15-19

- (15) There is no demand in the United States for the type of car you sell, **so** I cannot give you an order for this car.

or

I cannot give you an order for this car, **for** there is no demand . . .

Join the groups of sentences in A by the subordinate conjunctions **if**, **although**, **because**.

a. **if** (condition) Sentences 5-9

- (5) **If** we don't all eat the proper food, we'll get sick.

b. **although** (concession) Sentences 10-14

- (10) **Although** there are many people who like to buy on the installment plan, I prefer to buy for cash.

c. **because** (cause) Sentences 15-19

- (15) **Because** there is no demand in the United States for the type of car you sell, I cannot give you an order for this car.

1-5

Clauses may be abridged by substituting an auxiliary for an entire predicate. Such abridgment is especially common in clauses of short agreement or disagreement.

John likes the movie.	{	or , and his wife does too. , and so does his wife.
<hr/>		
John doesn't like the movies	{	or , and his wife doesn't either. , and neither does his wife.
<hr/>		
John likes the movies		, but his wife doesn't.
John doesn't like the movies		, but his wife does.

Note the reversal of subject and auxiliary after *so*, *neither*.

Use the words in parentheses to make a short statement of agreement. Give both forms of agreement.

EXAMPLE: a. The walls are painted white. (the ceiling)

The walls are painted white, and the ceiling is too.

The walls are painted white, and so is the ceiling.

b. The geometry books haven't arrived. (the algebra books)

The geometry books haven't arrived, and the algebra books haven't either.

The geometry books haven't arrived, and neither have the algebra books.

1. Your sister called today. (your brother)

2. Mary finished her homework early. (Jane)

3. The rugs haven't been cleaned yet. (the drapes)

4. My country wants peace. (all the other countries)

5. A hawk can fly. (a dove)

6. Their car won't start in this cold. (ours)

7. The students enjoyed the play. (the teacher)

8. Jean dances very gracefully. (her sister)

9. I've never read that book. (my friend)

10. The younger students have already been fed. (the older students)

11. That apple isn't ripe. (this apple)

12. My friend failed the examination. (I)

13. We don't need any help. (they)

14. A woman was hurt in the accident. (Her two daughters)

Supply the appropriate auxiliary, then restate the sentence by reversing the positive-negative contrast.

EXAMPLE: a. He goes swimming every day, but his sister _____ doesn't _____.
He doesn't go swimming every day, but his sister does.

b. The cat doesn't like to be in the snow, but the dog _____ does _____.
The cat likes to be in the snow, but the dog doesn't.

1. These books belong to me, but those _____.
2. The first bus didn't arrive on time, but the second one _____.
3. Marie will come to the party, but her husband _____.
4. The large picture looks good over the sofa, but the small one _____.
5. This room isn't well lit, but that one _____.
6. The green dress can be washed by hand, but the blue one _____.
7. Her father liked her new suitor, but her mother _____.
8. I can ice skate, but my friend _____.
9. Her sister will bring the children, but her brother _____.
10. This pot leaks, but that one _____.
11. She has never been to Europe, but her children _____.
12. The salesgirls in this store are helpful, but those in the next store _____.

1-6

PARALLEL CONSTRUCTION

Words, phrases, or clauses joined by the coordinate conjunctions **and**, **or**, **but** have the same grammatical form.

Her **long illness** and **slow recovery** made her very despondent.

She doesn't like to **get up in the morning** or to **go to bed at night**.

He told us that his wife had **been in an accident**
but that luckily she had **not been hurt**.

Parallel forms are also required with the paired coordinate conjunctions (correlatives)—**both . . . and**, **(n)either . . . (n)or**, **not only . . . but also**.

They are **either at their country home** or **at the beach**.

Elements contrasted with **not** are likewise put in parallel form.

He always **does what he wants to do**, **not what he should do**.

Informal usage permits the omission of a short structure word like **to**, **that**, **at** from the last item—**They are either at their country home or the beach**.

Make the items in parentheses grammatically parallel to the italicized items that precede **and**, **or**, **but** or **not**.

EXAMPLE: He spends his spare time *playing golf* and (collect, stamps).
He spends his spare time playing golf and collecting stamps.

1. Speaking *boldly* and (clear), he explained to the owners why the miners were on strike.

2. I don't know *whether I will get the job* or (I, like, it, after I get it).

3. *Having no money* but (not, want, anyone, to know), he simply said he would go without dinner.

4. He asked *when the apartment would be available* and (how much, it, cost).

5. He did it *because he had to do it*, not (he, wanted to).

6. He was fired not only *for his inexcusable absences from the office*, but (he, was, insolent, to his superiors).

7. It is frustrating *to spend so much money* and (achieve, so little).

8. After *seeing the preacher in person* and (hear, him, speak), she began to have more respect for him.

9. He is the kind of person who both *admits his mistake* and (try, to do better, the next time).

10. *They are neither asking for help nor* (they, accept, it,) if it is offered. (Reverse the word order after the negative *nor*.)

Correct the items in parentheses so that they are grammatically parallel to the items that precede *and*, *or*, *but* or *not*.

EXAMPLE: I like the painting but not (how it is framed).

I like the painting but not the way it is framed.

1. He spends his summer weekends either playing tennis or (at the beach).

2. Wanting to accomplish something and (if you actually accomplish it) may not be the same thing.

3. There are two kinds of friends: the casual acquaintance and (the friend who is intimate).

4. The book tells about the hardships of the Indians and (how they resent living on a reservation).

5. There is a great difference between dining out and (to have a snack at home).

6. Slowly and (in a hesitant manner), he addressed the audience before him.

7. We were surprised not only at his suggestion but (that he even dared to make it).

8. He donated a great deal of money, either because he is generous or (because of his desire to get his name into the paper).

9. He always does what he wants to do, not (the thing he should do).


10. Not only was she very beautiful, but (how intelligent she was).

1-7

"DANGLING" CONSTRUCTIONS

Many introductory structures that do not contain their own "subjects" within them depend on the subject of the main clause for their agents.

Preparing breakfast in too much of a hurry, she burned the toast.

After eating dinner, she cleared the table. 

To study properly, a person should have good light.

Fearless as a youth, he became more timid as he grew older.

At the age of seven, he came to the United States.

Such introductory elements usually correspond to the predicate parts of simple sentences. If the subjects that follow cannot serve as their agents, the introductory structures are considered as "dangling," that is, left hanging without a specific word to attach it to.

XPreparing breakfast in too much of a hurry, the toast was burned.
After eating dinner, the table was cleared.

Certain introductory participial elements have their own "subjects" and therefore do not depend on the subject of the sentence for their agent.

The floods having ruined their crops, many farmers in the area
decided to give up their farms.

Make whatever changes are necessary to correct sentences that contain "dangling" introductory elements. (Some sentences are correct.)

EXAMPLE: Believing she had done the right thing, no one could convince her that she was wrong.
Believing she had done the right thing, she could not be convinced that she was wrong.
(The subject, **she**, is the agent of **believing**.)
or Because she believed she had done the right thing, no one could convince her that she was wrong.
(The **because** clause now contains its own subject, **she**.)

1. While waiting for the doctor, there are numerous magazines that you can read.

2. When ready, take the meat out of the oven immediately.

3. To work efficiently, frequent oiling of the machine is required.

4. A timid person, every little thing frightened him.

5. After reading newspapers in the library, they should be put back in their proper place.

6. Meeting her only once, she enchanted him completely.

7. Darkness having come, we stopped for the night.

8. As a child, his parents spoiled him very much.

9. By obeying all traffic regulations, many accidents can be avoided.

10. A comedian at heart, the children were often made to laugh by their teacher.

11. Having painted the outside of the house, the inside should also be painted.

12. Indignant at the way he was being treated, there was nothing he could do about the situation.

13. The bus being very crowded, we decided to take a taxi.

14. Blowing at sixty miles an hour, the tree was knocked down by the wind.

15. By trying to do two things at once, neither one was done properly.

16. Having prepared the vegetables and put the roast in the oven, there was no more for her to do until her husband came home.

17. On being notified that the weather would be good, the two men got ready for their long flight.

18. Having been found guilty by the jury, the judge gave the defendant a severe sentence.
