Sentence Structure

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Pedagogical Artifact

a. <u>Simple</u>

    i. A simple sentence is made up of one <u>independent clause</u> (an independent clause contains a subject and a verb).

        Example: Elizabeth went to the store. (This sentence contains one subject and one verb.)

        Example: Elizabeth and Sarah went to the store and bought groceries. (This sentence contains a <u>compound subject</u> and a <u>compound verb</u>)

    ii. A compound subject means the sentence has two subject, and a compound verb means the sentence has two verbs.

        1. In the example above, the compound subjects are Elizabeth and Sarah, while the compound verbs are went and bought.

b. <u>Compound</u>

    i. A compound sentence is made up of two or more simple sentences.

    ii. The two sentences can be joined by:

        1. A comma followed by a coordinating conjunction (coordination conjunctions are: but, for, so yet, nor, or)

            Example: Elizabeth went to the store, <u>but</u> she forgot her grocery list.

        2. A semicolon

            Example: Elizabeth went to the store; she forgot her grocery list.

        3. A comma (when there is a series of at least three actions)

            Example: Elizabeth <u>went</u> to the store, <u>checked</u> her purse, and <u>realized</u> she forgot her grocery list.

c. <u>Complex</u>

    i. A complex sentence is made up of an independent and <u>dependent clause</u> (a dependent clause does not express a complete thought).

        1. Common dependent clause markers are: after, although, as, as if, because, before, even if, even though, if, in order to, since, though, unless, until, whatever, when, whenever, whether, and while.

    ii. Dependent clauses can come at the beginning, middle, or end of the sentence.

        Example (beginning): <u>Even though Elizabeth forgot her grocery list</u>, she still shopped at the store.

        Example (middle): Elizabeth, <u>who forgot her grocery list</u>, tried to remember what she needed at the store.

        Example (end): Elizabeth forgot to buy milk <u>because she forgot her grocery list.</u>

Apostrophes

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Pedagogical Artifact

a. Apostrophes have two main uses:

    i. To form possessive nouns
    ii. To show the omission of letters

b. **<u>Possessive Nouns</u>**

    iii. Possessive nouns are used to show ownership, and that possession is communicated through the apostrophe. A simple way to think of it is to consider the difference between these two sentences:

        1. *The tail of the dog wagged.* Vs. *<u>The dog's tail wagged.</u>*
        2. The apostrophe indicates that the tail belongs to the dog.

    iv. The apostrophe can be added to singular or plural nouns.

        Example: <u>Kate's</u> hat is purple. (The hat belongs to Kate, so the apostrophe is used to show ownership.)

        Example: The two <u>cats'</u> toys are all over the room. (Here, the subject is plural, so simply add the apostrophe after the pre-existing "s". The toys belong to the two cats, so the apostrophe is used to show ownership.)

c. **<u>Omission of Letters</u>**

    v. This is referring to contractions, which are often used in informal types of writing. A contraction is a word in which one or more letters have been omitted. Here are a few examples:

        3. Do not = don't
        4. I am = I'm
        5. Who is = who's
        6. She will = she'll

    vi. With contractions, place the apostrophe where the omitted letters would go.

        Example: Nick <u>didn't</u> know that the store closed early on Sunday. (Here, the apostrophe is used to contract the words "did not" to "didn't".)

        Example: Kelly said she'd call me back in twenty minutes. (Here, the apostrophe is used to contract the words "she would" to "she'd".)

Articles (a, an, the)

a. **A / An**

    i. "A / An" are <u>indefinite articles</u> (indefinite means they modify non-specific or non-definite nouns.)

    ii. "A / An" are used to modify the same types of nouns, but "a" is used when the noun begins with a consonant, and "an" is used when the noun begins with a vowel.

    iii. **A**

        Example: Ben wants <u>a</u> puppy for his birthday. (This refers to any puppy. Not one, specific one. "A" is used because "puppy" begins with a consonant.)

        Example: Someone call <u>a</u> doctor! (This refers to any doctor. Not one, specific one. "A" is used because "doctor" begins with a consonant.)

    iv. **An**

        Example: Anna saw <u>an</u> elephant at the zoo. (There are multiple elephants at the zoo, and we are not talking about one specific elephant. "An" is used because "elephant" begins with a vowel.)

        Example: I want <u>an</u> ice cream cone. (This refers to any ice cream cone. Not one, specific one. "An" is used because "ice" begins with a vowel.)

b. **A / An** is also used to show membership.

    Example: Lindsay is <u>a</u> student. (I am a member of a larger group of students. "A" is used because "student" begins with a consonant.)

    Example: Alex is <u>an</u> Irishman. (Alex is a member of the people known as Irish. "An" is used because "Irishman" begins with a vowel.)

c. **The**

    v. "The" is a <u>definite article</u> (definite means it modifies a specific noun.)

    vi. "The" can be used before singular or plural nouns.

        Example: <u>The</u> dog wagged its tail when it got a treat. (Here, one specific dog is being discussed.)

        Example: I want to meet <u>the</u> doctor who performed the surgery. (This is referring to one specific doctor – the one who performed the surgery.)

    vii. "The" is also used for some geographical nouns including: bodies of water, points on a globe, and other geographical areas.

        Example: Jim rode on a boat in <u>the</u> Pacific Ocean. (Referring to one, specific ocean.)

        Example: <u>The</u> equator can be seen on the middle of a globe. (The equator is a specific point on a map.)

        Example: <u>The</u> Sahara Desert is located in Africa. (Referring to a specific desert in Africa.)

Affect vs. Effect

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Pedagogical Artifact

d. **Affect**

    i.   Affect is always used as a verb and followed by a noun.

    ii.   A simple way to approach this is to ask, "What does it affect?" If you can answer this question, then you will use "affect" instead of "effect".

    iii. Because affect is used as a verb, it can show influence, emotional reactions, or the result of something.

        Example: Not exercising can <u>affect</u> one's health. (What does it affect? One's health.)

        Example: The rain did not <u>affect</u> the soccer game. (What did it not affect? The soccer game.)

e. **Effect**

    i.   Effect is nearly always a noun and used to show the result of something.

    ii.   A simple way to approach this is to see if there is an article (a/an/the) I n front of it. If there is, use "effect".

        Example: The <u>effects</u> of Advil should be felt within fifteen minutes. (Here, effect is used to show the result of Advil. "The" is also in front of it.)

        Example: The new law will go into <u>effect</u> tomorrow. (Here, effect is used as a noun.)

Sources:

For more information and examples on the content of this handout, visit these websites:

http://grammar.yourdictionary.com/style-and-usage/affect-effect-grammar.html
http://english.clas.asu.edu/files/shared/enged/AffectvsEffect.pdf
http://www.vocabulary.com/articles/chooseyourwords/affect-effect/
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