

Student Notes

Welcome to English 2 Class 5!

Class exercises:

77. 1,2,3,4,6,7,8,9,10

78. 1.2.3.4.5

79. 1-5

80. 1-5

81. 1-5; 11, 13, 14,15

82. 1,2,4,12, 14,15

83. 1,2,4,7,8,10 85. 3,4,5

As you have learned in the past, a sentence is a group of words that expresses a complete thought. It can stand on its own and it begins with a capital letter and ends with some type of _____. It must have a subject and this can be expressed or understood such as in a command sentence (You). It also should have a _____.

A fragment is a sentence part, it does not express a _____ thought; therefore, it is not a sentence. Some types of fragments may include appositive phrases, dependent clauses, and verbal phrases.

A fragment can often be corrected if you _____ it to the sentence from which it has been separated. For example: *to buy ice cream* can be joined to the subject and verb phrase: *They went to*
Now you have the sentence: They went to buy ice cream.

A run-on sentence is two or more sentences written incorrectly as _____ sentence. Sometimes you can just separate the sentences and make two clear sentences by using a _____ letter and proper end marks. For example: There are few who want to be a true servant of Christ they have not learned to serve others.

This is corrected by making _____ sentences: There are few who want to be a true servant of Christ _____ they have not learned to serve others.

If the ideas in the sentences are closely _____ you may use a comma and a coordinating conjunction.

Example: There are few who want to be a true servant of Christ, _____ they have not learned to serve others.

If the ideas in the sentences are so closely related and form one thought but are not equally important, you should subordinate the _____ important sentence.

His study habits get the best of him, it reveals itself in his work could be changed to:

_____ his study habits get the best of him, it reveals itself in his work.

One thing to be careful of, is that the relationship between your ideas is clear in your sentences.

Not clear: We were going to church, and we saw our neighbor.

Clear: _____ we were going to church; we saw our neighbor.

The length of a sentence doesn't always affect its unity. A very long sentence can have unity, while a shorter sentence may not.

Dressed in cowboy boots, he went shopping.

This sentence does not have unity because the ideas are _____.

Although grief is a hard path to travel, those who find themselves on this road soon find that God is sufficient to meet the deepest need of the human heart, and that He can uphold their broken lives as no man on this earth can do.

This is a longer sentence, but it has unity because all the _____ are related.

Be careful of details. Do not add so many details that the central thought of the sentence is obscured or lost.

Last night at a quarter past three when the train whistled and the dog started barking and I think I saw a firefly, the doctor ran past my door down the street near the flagpole that was next to the picnic table in the park and I think Mrs. Willoughby was really sick because I saw the doctor turn past the barn and knock on her door. She died a few hours later.

Fewer details are better here: In the dark early morning hour, a little past three, the doctor _____ made his way down the cobbled street to Mrs. Willoughby's house: but alas, his efforts were of no avail, as the poor widow died a few hours later.

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Also, be careful about using excessive _____. Often compound sentences are put together using *and* or *so* or *then*. The problem with this is that it often cannot show the exact relationship between ideas, and it doesn't show their relative importance.

Often you can divide compound _____ or you can use subordination, which will eliminate a stringy or choppy style of writing. One of the most valuable things that you can do is to learn how to use subordination correctly. Subordination helps to reduce _____, it helps make your sentences _____, and it greatly facilitates in allowing the important ideas to stand out.

Ideas that should be subordinated: time, _____, manner, cause, _____, result, condition, concession, or degree; _____, color, cost; predications containing *pronouns* and the verb *be*.

For example: Kim was elected class treasurer. She is smart and kind.

Better: Kim, *who is smart and kind*, was elected class treasurer.

The main idea here is that Kim was elected class treasurer. We set off her attributes using commas because they are an adjective clause.

Do not use upside-down subordination.

Incorrect Example: When everyone panicked, a shot almost killed Presidential candidate Donald Trump.

Correct: When a shot almost killed Presidential candidate Donald Trump, everyone panicked.

Be careful not to use illogical subordination. Make sure that clauses are used properly in a sentence.

Incorrect: Because he got scarlet fever when he was young is the reason he is blind.

Correct: He is blind because he got scarlet fever when he was young.

Incorrect: The reason he did so well on the test is because he studies four hours each night after work.

Correct: Because he studies four hours each night after work, he did well on the test.

Remember to place modifiers near the words that they modify.

Example: The missionary *from Kansas* showed some pictures of heathen tribes.

The missionary showed some pictures from Kansas of heathen tribes.

The missionary showed some pictures of heathen tribes from Kansas.

Depending on where you put your modifier, you will have a distinct meaning.

An adverb phrase or clause that modifies a verb may be placed _____ or _____ the verb that it modifies.

Example: When you leave, please close the door. (modifier before the verb)

Please close the door when you leave. (modifier after the verb)

Place adverb modifiers _____ as possible to the words that they modify.

The kindergarten **teacher**, *from* the top of the slide **said** that the child *had fallen*. Incorrect
The kindergarten teacher said that the child had fallen from the top of the slide.

Avoid awkward _____ constructions of sentences. Example: He had since early last week lost his key. Incorrect

He had lost his **key** since early last week: correct

Be careful with infinitives; a split infinitive occurs when a modifier is placed _____ the infinitive.

Example: She asked him to **as soon as possible** fix the garage door. Incorrect
She asked him **to fix** the garage door as soon as possible.

Also, be careful of _____ modifiers.

Flying over the village, the huts could be seen. Incorrect
Flying over the village, **we could** clearly **see** the huts. Correct

Be careful about using _____ references.

Example: I removed the plastic lids from the cans and threw them away. Not clear
I removed the plastic lids from the cans and threw **the cans** away. Clear