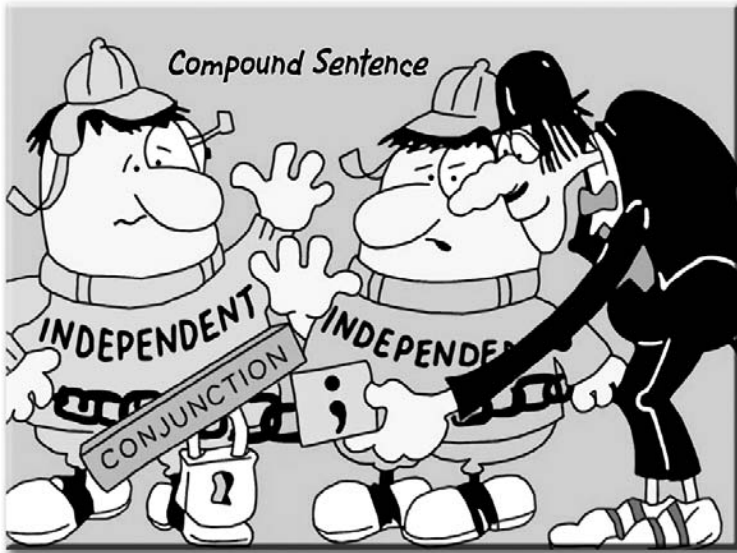


**Grammar Basics:
The Harold Syntax Guide
to Sentences, Part Two**



Grammar Basics: The Harold Syntax Guide to Sentences, Part Two

From the
Grammar Basics Series

**Program Produced by
Colman Communications Corp.**

Distributed by..



8145 HOLTON DRIVE
FLORENCE, KY 41042-3009
T 859.342.7200 | F 859.342.7202
DISCOVERYED.COM

This video is the exclusive property of the copyright holder. Copying, transmitting, or reproducing in any form, or by any means, without prior written permission from the copyright holder is prohibited (Title 17, U.S. Code Sections 501 and 506).

© 2005 Colman Communications

Table of Contents

Introduction	1
Student Objectives	3
Preparation	3
Suggested Lesson Plan	4
Description of Blackline Masters	10
Answer Key	11
Transcript of Narration	15
Web Resources	24



This video is closed captioned.

The purchase of this program entitles the user to the right to reproduce or duplicate, in whole or in part, this teacher's guide and the blackline master handouts that accompany it for the purpose of teaching in conjunction with this program, **The Harold Syntax Guide to Sentences, Part Two**. This right is restricted only for use with this program. Any reproduction or duplication in whole or in part of this guide and the blackline master handouts for any purpose other than for use with this program is prohibited.

**CLASSROOM/LIBRARY
CLEARANCE NOTICE**

This program is for instructional use. The cost of each program includes public performance rights as long as no admission charge is made. Public performance rights are defined as viewing of a video in the course of face-to-face teaching activities in a classroom, library, or similar setting devoted to instruction.

Closed Circuit Rights are included as a part of the public performance rights as long as closed-circuit transmission is restricted to a single campus. For multiple locations, call your United Learning representative.

Television/Cable/Satellite Rights are available. Call your United Learning representative for details.

Duplication Rights are available if requested in large quantities. Call your United Learning representative for details.

Quantity Discounts are available for large purchases. Call your United Learning representative for information and pricing. Discounts, and some special services, are not applicable outside the United States.

Your suggestions and recommendations are welcome. Feel free at any time to call United Learning at 1-800-323-9084.

**THE HAROLD SYNTAX
GUIDE TO SENTENCES, PART TWO**
From the Grammar Basics Series
Grades 7-12
Viewing Time: 23:15

INTRODUCTION

Background

The Harold Syntax Guide Sentences, Part Two is the eighth, and last, program in the **Grammar Basics** series. The program's target audience is language arts/grammar students in grades 7-12. The program's goal is to significantly enhance student comprehension of the main topics almost always covered when verbals, clauses and sentence types are studied at the middle school and high school levels: (a) infinitives and infinitive phrases; (b) participles and participial phrases; (c) gerunds and gerundive phrases; (d) compound sentences; (e) complex sentences; and (f) compound-complex sentences.

Curriculum Correlation

This video helps students meet Standard Six of the National Council of Teachers of English (NCTE), which states, "Students (should be able to) *apply knowledge of language structure...*

Moreover, the program's topics closely parallel those of almost all major language arts texts. An online review of school district scope and sequence charts also indicates that the program's teaching points correspond to grammar concepts currently taught in middle school and high school language arts programs.

Program Summary

As the program begins, Professor Syntax continues to recollect his expedition to Tibet, started in the previous program in this series. Syntax and Nemesis are in a small café, where the professor begins to explain the fourth variation of the simple sentence—those with verbal phrases. He begins by telling Nemesis that verbals (infinitives, gerunds, and participles) were invented by the Marquis de Sade de Syntax, the black sheep of the Syntax family. Back at the hotel, he continues his explanation, explaining that verbal phrases can function as subjects, objects and modifiers. In the second part of the program, Syntax gives a detailed explanation of infinitives, showing examples of how they are used. The third portion of the program details participles and the fourth, gerunds. After verbals and verbal phrases are explained, two relatives, Claus One and Claus Two pay a surprise visit. Syntax uses them to exemplify the structure of the compound sentence, and a detailed explanation of this sentence type (including an account of independent clauses) follows. A third independent Claus, along with his infant (and thus dependent) son, Claus Jr., also pay a surprise visit. Prof. Syntax uses their presence to explain the structure of complex and compound-complex sentences.

Preparation and Pre-Test

Before presenting the lessons suggested below, we encourage you to preview the program, as well as review this guide and the accompanying blackline master activities in order to familiarize yourself with their content.

In addition, you may wish to give the **Pre-Test** before starting your instruction. This brief quiz is an assessment tool intended to gauge student comprehension of the program's key concepts. If you give the **Pre-Test**, explain to your students that they are not expected to answer all the

questions correctly, but they are expected to do their best. You can remind them that the questions point to key concepts they should focus on while watching the program.

After you evaluate your students' answers, as well as review the materials presented in this guide, you may find it necessary to make some changes, additions, or deletions to meet the specific needs of your class. We encourage you to do so; for only by tailoring this program to your students will they obtain the maximum instructional benefits afforded by the material.

STUDENT OBJECTIVES

After viewing this video and participating in the suggested activities, viewers should be able to do the following:

1. Define the term "infinitive" and identify infinitive phrases in sentences.
2. Define the term "participle" and identify participial phrases in sentences.
3. Define the term "gerund" and identify gerundive phrases in sentences.
4. Recognize and write compound sentences.
5. Recognize and write complex sentences.
6. Recognize and write compound-complex sentences.

Materials Needed


Students will need a pencil for the handout material. If possible, duplicate all handout material before beginning the lesson.

Viewing Strategies

Several viewing strategies may be employed. You may find it useful to show the program in its entirety, then play it segment by segment, using each segment as a basis for a single lesson or multiple lessons, depending on the level of student comprehension. A final review screening, fast-forwarding through stop points, undoubtedly will help reinforce student understandings.

On-Screen Type

Main words are capitalized when used as titles or headings. This capitalization improves readability and follows commonly accepted rules of grammar.



Introduce the Program

Ask the class if anyone has heard of verbals. If so, conduct a discussion of them. What are the three kinds of verbals? List them on the board (infinitives, participles, gerunds) Is anyone able to define them? Tell the class that in one way, verbals are similar to prepositions because they generally introduce phrases. Ask the class to define a phrase.

Your class may have seen ***Sentences, Part One***. If so, you may pick up the conceptual thread by mentioning that the program will continue where the previous program left off. Say, "If you recall, in the last program, Prof. Syntax mentioned that there were four variations of the simple sentence. But only three were mentioned. The fourth is discussed in this program, along with three other sentence types.

Pre-Viewing Activities

Segment 1: Simple Sentences and Verbal Phrases

Review the first three variations of simple sentences (simple sentences with single-word modifiers; simple sentences with prepositional phrases which function as multiple-word modifiers; simple sentences with compound subjects and/or compound predicates). If your students have not seen *The Harold Syntax Guide to Sentences, Part One*, the authors urge you to show it to them before presenting this program since many concepts in this presentation are built upon concepts covered in **Part One**. Tell the class that they will now see the first segment of the program, which talks about the fourth variation of the simple sentence. Now show the first part of the program.

Post-Viewing Activities **Segment 1**

Ask your class for a definition of a verbal phrase. Make certain they understand that it is a group of words composed of a verbal—a verb plus and "-ed" or "-ing" ending - and the rest of the words in the phrase. Give several examples, such as, "*Rounding the corner*, the race car sped toward the finish line. Another: "*Picked class leader*, Joshua represented the school admirably."

Hand out Identifying **Verbals and Verbal Phrases**. This handout may be assigned as homework, or the class may complete it as seat work, or in small groups. Or it may be done orally as a class exercise. When completed, go over the answers.

Pre-Viewing Activities **Segment 2: Infinitives**

Review the first section of the program if you feel it will help your students. Tell the class that they will now look at each kind of verbal and verbal phrase in detail. The

first one is the infinitive. Write "to + verb" on the board or overhead projector. Identify it as an infinitive, a verbal that introduces an infinitive phrase. Tell the class that infinitive phrases can function in four different ways in sentences, and you will want them to be able to name those ways after they view the next part of the program. Now show part two.

Post-Viewing Activities **Segment 2**

Ask the class to name the four functions of infinitives and infinitive phrases in simple sentences (subjects, objects, predicate nominatives, and modifiers). Have someone write the functions on the board or overhead projector as they are named. Now, ask the class to write one sentence that exemplifies each function. Ask for volunteers to read their sentences and discuss them. Finally, hand out **Infinitives and Infinitive Phrases**. This handout may be assigned as homework, or the class may complete it as seat work, or in small groups. Or it may be done orally as a class exercise. When completed, go over the answers.

Pre-Viewing Activities **Segment 3: Participles**

Briefly review the first and second segments if you feel it will be beneficial to your class. Tell the class that the next kind of verbal, unlike the infinitive, is formed with either a verb plus an "-ed" ending, or a verb plus an "-ing" ending. And, for the most part, it has only one function. Tell the class they will be expected to know that that function is after they see the next part of the program. Write "Participial Phrase" on the chalkboard or overhead projector and tell the class this is the verbal that will be discussed. Now show the third part of the program.

Post-Viewing Activities

Segment 3

Ask the class what function participial phrases perform. When "modifier" is mentioned, write it next to the word "Participial Phrase." Ask the class to write five sentences with participial phrases. After they have written their sentences, ask for volunteers to read their sentences aloud. Discuss each sentence, pointing out whether the phrase modifies the subject or the object. Then hand out **Participles and Participial Phrases**. This handout may be assigned as homework, or the class may complete it as seatwork, or in small groups. Or it may be done orally as a class exercise. When completed, go over the answers.

Pre-Viewing Activities

Segment 4: Gerunds

Briefly review the first three segments if you feel it will be beneficial to your class. Tell the class that the next kind of verbal, the gerund, and its phrase, will be discussed in the next part of the program. Explain that the gerund may look like an "-ing" or "-ed" participle, but it has three different functions in sentences. Tell the class that they will be expected to know those functions and give examples of each after they see the next portion of the program. Now show the fourth segment.

Post-Viewing Activities

Segment 4

Ask the class, "What are the three functions of gerundive (gerund) phrases?" (subject, object, predicate nominative) Ask the class to write three sentences with a gerundive phrase. Each sentence should illustrate one of the three functions of gerundive phrases. After everyone has completed this task, ask for volunteers to read their sentences. Discuss the sentences, pointing out which function the gerundive phrase illustrates. Finally, hand out

Gerunds and Gerundive Phrases. This handout may be assigned as homework, or the class may complete it as seat work, or in small groups. Or it may be done orally as a class exercise. When completed, go over the answers.

Pre-Viewing Activities

Segment 5: Clauses and Compound Sentences

Briefly review the first four segments if you feel it will be beneficial to your class. Tell the class that they have now covered all four variations of the simple sentence. List the four variations of the chalkboard or overhead projector: (1) simple sentences with single word modifiers; (2) simple sentences with prepositional phrases; (3) simple sentences with a compound subject and/or compound predicate; and (4) simple sentences with verbal phrases. Be sure to point out that in the real world, these variations are often intermingled. Tell the class that they are now ready to move on to the compound sentence. Ask, "Given its name - compound - can anyone make an educated guess as to what the compound sentence is?" Tell the class that *clauses* provide the key to an understanding of compound sentences. Have the class look up "clause" in a dictionary. Have someone read the definition aloud. Now show the fifth segment.

Post-Viewing Activities

Segment 5

Discuss run-on sentences. Is there a danger of writing run-ons when composing compound sentences? How can a person prevent writing run-ons? Help your students understand that run-ons typically have unrelated thoughts, or, at the very least, thoughts that are not closely related. Have your students write several compound sentences and have volunteers read them to the class. Now hand out **Independent Clauses and Compound Sentences**. This exercise may be assigned as home-

work, or the class may complete it as seat work, or in small groups. Or it may be done orally as a class exercise. When completed, go over the answers.

Pre-Viewing Activities
Segment 6: Complex Sentences

Briefly review the first five segments if you feel it will be beneficial to your class. Tell the class that they are now ready to move on to yet another sentence classification—the complex sentence. Explain that clauses again are critical to understanding this sentence type—specifically, the dependent clause. Ask, "Can anyone venture an educated guess as to what a dependent clause is?" After several possible definitions are proposed, show the sixth segment.

Post-Viewing Activities
Segment 6

Make certain that your students understand dependent clauses, then have them write three complex sentences. Ask for volunteers to read their sentences. As each sentence is read, have a volunteer write them on the chalkboard or overhead projector. Then ask another student to underline the dependent clause and draw a circle around the independent clause(s). Do more analysis of the sentences if you feel it will be helpful to your class.

Pre-Viewing Activities
Segment 7: Compound-Complex Sentences

Briefly review the previous segment if you feel it will be beneficial to your class. Then explain that there is one type of sentence that remains—the compound-complex sentence. Write an example on the chalkboard or overhead projector (a sentence with two or more independent clauses and one or more dependent clauses). Ask if any-

one can give a definition of these sentence type based on the example. If not, try writing another example. Now show the final segment.

Post-Viewing Activities **Segment 7**

Using the example(s) written before viewing the last segment, have a volunteer identify the independent and dependent clauses. Then have your students write three compound-complex sentences. Have several of them read their sentences aloud, stating which clauses are dependent and independent. Finally, hand out **Dependent Clauses, Complex Sentences and Compound-Complex Sentences**. This handout may be assigned as homework or the class may complete it as seatwork, or in small groups. Or it may be done orally as a class exercise. When completed, go over the answers.

After all the handouts have been completed, conduct a final review of the concepts covered in the program. Then show the program one more time, in its entirety, before giving the **Post-Test**. After the **Post-Test** has been graded, go over the answers with the class and clear up any misunderstandings that have been revealed.

DESCRIPTION OF BEACONING MASTERS

PRE-TEST is an assessment tool intended to gauge student comprehension of the objectives prior to viewing the program.

IDENTIFYING VERBALS and VERBAL PHRASES is an activity designed reinforce student understanding of verbals and verbal phrases and to help students recognize verbals and verbal phrases in simple sentences.

INFINITIVES and INFINITIVE PHRASES is an exercise

that reinforces an understanding of infinitives and helps student remember how infinitive phrases function in sentences.

PARTICIPLES and PARTICIPIAL PHRASES is an activity that reinforces an understanding of participles and helps student remember the function of participial phrases in sentences.

GERUNDS and GERUNDIVE PHRASES is an exercise that reinforces an understanding of gerunds and gerundive phrases in simple sentences.

INDEPENDENT CLAUSES and COMPOUND SENTENCES is an activity that reinforces an understanding of independent clauses and helps student remember the basic structure of compound sentences.

DEPENDENT CLAUSES, COMPLEX, AND COMPOUND-COMPLEX SENTENCES is an activity that reinforces an understanding of dependent clauses and helps student remember the basic structure of complex and compound-complex sentences.

POST-TEST is an assessment tool intended to gauge student comprehension of the program's objectives after completing the unit.

DISCUSSION QUESTIONS provides questions to be asked after each segment of the program.

ANSWERS

Video Quiz

1. c
2. verb
3. *To get Nemesis back* functions as a predicate nominative
4. c

- 5. True
- 6. Writing explanations, functions as subject
- 7. subject, predicate
- 8. b
- 9. True
- 10. c

Pre-Test

- | | | | | |
|-------|-------|-------|-------|-------|
| 1. T | 2. T | 3. F | 4. T | 5. T |
| 6. F | 7. T | 8. T | 9. F | 10. T |
| 11. T | 12. F | 13. T | 14. F | 15. T |

Identifying Verbals and Verbal Phrases

- 1. Playing volleyball
Circled word is "playing."
- 2. to read a good novel
Circled words are "to read"
- 3. running the marathon
Circled word is "running."
- 4. painting houses
Circled word is "painting".
- 5. To learn a foreign language
Circled words are "To learn."
- 6. Stashed carefully
Circled word is "stashed."
- 7. Frightened by the thunder
Circled word is "Frightened."
- 8. playing hockey
Circled word is "playing."
- 9. to become an architect
Circled words are "to become."
- 10. to solve every crime
Circled words are "to solve."
- 11. Fleeing the oncoming soldiers
Circled word is "fleeing."
- 12. to go to the concert
Circled words are "to go."
- 13. Painted bright white

Circled word is "Painted."

14. croaking all night

Circled word is "croaking."

Infinitives and Infinitive Phrases

1. to train the new recruits

Circled words are "to train" Used as modifier

2. To obtain new knowledge

Circled words are "to obtain." Used as subject

3. to go downtown

Circled words are "to go." Used as predicate nominative

4. to get the new DVD

Circled words are "to get." Used as a modifier

5. to appear technologically savvy.

Circled words are "to appear." Used as modifier

6. To appear intelligent

Circled words are "To appear." Used as subject

7. to retain his spotless record

Circled words are "to retain." Used as modifier

8. to get there first

Circled words are "to get." Used as predicate nominative

9. To maintain his composure

Circled words are "To maintain." Used as subject

10. to look gaudy

Circled words are "to look." Used as modifier

11. to practice her method

Circled words are "to practice." Used as modifier

12. to take the path

Circled words are "to take." Used as an object

13. to be first

Circled words are "to be." Used as a subject

14. to increase market share

Circled words are "to increase." Used as an object.

15. to get better grades. Circled words are "to get."

Used as modifier

Participles and Participial Phrases

Answers will vary.

Gerunds and Gerundive Phrases

Answers will vary.

Independent Clauses and Compound Sentences

Answers will vary.

Dependent Clauses, Complex and Compound-Complex Sentences

1. C, circled word - whoever
2. C-C, underlined word - when
3. C, underlined word - after
4. C-C, underlined word - when
5. C, circled word - who
6. C-C, underlined word - as
7. C, underlined word - when

Post-Test

Part I


1. T 2. F 3. F 4. F 5. T

Part II

1. to talk slower, I
2. Stalking his prey, P
3. Tanned golden brown, P
4. to win the lottery, I
5. Running the show, G
6. Cloaked in secrecy, P
7. to play all day, I
8. staying active, G; participating in all events, G
9. Passing the football, G
10. Hopping up and down, P

Part III

Answers will vary.



Hello, there! Glad you could make it back!

If you recall, when you were last here, I was telling you about the time Nemesis and I were in Tibet, where we learned from the Syntax Swami the essence of the simple sentence and discovered from an ancient, mysterious stone tablet three of the four basic variations of the simple sentence.

We left off as Nemesis and I were finishing the final course of our dinner and I had completed my discussion of the third variation.

As the waiter carried away the napkins I had written on, I began to explain the fourth—and final—variation.

"Now my good fellow," I said, "things may get a bit sticky here. So pay close attention.

"The fourth variation of the simple sentence involves verbal phrases, those with infinitives, participles, and gerunds. Have you ever heard of them?"

I could tell immediately that he had. As with so many others, he began trembling and perspiring at the very mention of infinitives, participles, and gerunds.

And, I must say, many of us still break into a cold sweat at the mention of those three words, remembering as we do the fear they produced when we were students—a fear, I'm sad to say, borne of the nastiness of this man—the skeleton in the closet of the Syntaxes, the Marquis de Sade de Syntax.

The Marquis, who took the most fiendish delight in confusing grammar students, was forever babbling about

these three grammatical forms.

And so began a long and unfortunate—and unwarranted—downfall of the verbal phrase's reputation.

And so, I Lord Harold Syntax, was determined at that very moment to undo what the Marquis had so fiendishly done.

And I would start with Nemesis, poor chap.

I took him back to the hotel, where I immediately began to untangle the web of confusion spun by the Marquis.

"The fourth variation of the simple sentence," I began, "is the simple sentence with one or more verbal phrases.

"Verbal phrases can function as subjects of sentences. They also can be objects—including objects of prepositions. And they can be modifiers.

"Now, a verbal phrase is a group words composed of a verbal—a verb plus an '-e-d' or 'i-n-g' ending—and the rest of the words in the phrase.

"Verbals also can be made with the word 'to' plus a verb.

STOP ONE

"A verbal made with 'to' plus a verb is called an infinitive.

"We'll begin our examination of verbal phrases with those introduced by infinitives.

"In simple sentences, infinitive verbal phrases can function as subjects; that is, they can tell what the sentence is about.

"'To get every answer right' in 'To get every answer right was his only chance' is an example. 'To get' is, of course, the infinitive.

"Infinitive verbal phrases can function as objects, too.

"An example would be '...to go downtown' in the sentence, 'He decided to go downtown.'

"Notice that the infinitive phrase, as an object, answers the question, 'what?' He decided '*what?*' 'To go downtown.' 'To go,' as you've undoubtedly observed, is, of course, the infinitive.

"In addition to being used as objects (and subjects), infinitive verbal phrases can be used as predicate nominatives.

"'To sail the seven seas'" in, 'His hope was to sail the seven seas,' is an example. Notice that as a predicate nominative, the phrase renames the subject of the sentence, 'hope.'

"Finally, infinitive verbal phrases can be used as modifiers, also.

"In the sentence, 'She ran to reduce her weight,' the infinitive phrase 'to reduce her weight' tells why she ran, and therefore serves as an adverbial modifier of the verb 'ran.'"

Just to make certain Nemesis understood all this, I showed him these sentences and asked him to pick out the infinitive verbal phrase and tell how the phrase functions—as a subject, object, predicate nominative, or modifier. See if you can do it.

Well, by Jove, he answered each one correctly, explaining that the first phrase renamed the subject—the word "goal"—and so was a predicate nominative.

He went on to say that the second phrase told why the man flew his plane, and so was an adverbial modifier.

STOP TWO

Because Nemesis did so splendidly on the quiz I prepared for him, I felt he was ready to tackle the second kind of verbal phrase.

So I proceeded onward, to the participle.

"A participle" I said, "is a verb plus an 'e-d' or 'i-n-g' ending. The participial verbal phrase is used as a modifier. It usually modifies subjects and objects and so generally functions as an adjective.

"In this sentence, the participial verbal phrase, 'bronzed golden brown' modifies the word 'shoes,' the subject of the sentence.

"Now," I continued, "see if you can identify the participial phrase in this sentence and tell me what it modifies."

Why don't you see if you can do it, too.

This was his answer: "Panting furiously" is the participial verbal phrase. It modifies the subject of the sentence, "dog." The phrase therefore functions as an adjective, telling *which* dog—the one panting furiously.

STOP THREE

I proceeded to gerunds since Nemesis was catching on quickly.

"A gerund," I said, "is made up of a verb plus an 'i-n-g' ending—just like a participle.

"But the gerund has a different function in the sentence—as a subject, object or predicate nominative. So don't mistake it for a participle, which, again, functions only as a modifier."

I then showed Nemesis some examples: first, a gerundive

verbal phrase used as the subject of the sentence.

"Ending the strike," I said, "tells what the sentence is about, and so is the subject of the sentence."

Then I gave an example of a gerundive verbal phrase that was an object of a preposition.

"You see, old boy," I continued, "'knowing so much' is the object of the preposition 'from.' It answers the question, 'From *what* does he get his confidence?' From knowing so much."

Finally, I showed him an example of a gerundive verbal phrase that functioned as a predicate nominative.

"Easy enough to see," I added, "because the phrase 'running the race' renames the subject, 'goal,' and follows a state-of-being verb, 'was.'"

At that point, I gave Nemesis another quiz on verbal phrases, this one to test his knowledge of gerunds. See if you can do as well as he did by naming the gerunds and the phrases they introduce, and by telling how those phrases are used in the sentence—as subjects, objects, or predicate nominatives.

Here are the answers.

After I told Nemesis that he'd made a perfect score, I mentioned that although verbals often introduce an entire phrase, they can, of course, stand alone.

Even so, they still function as subjects, as the first sentence, at the top, shows; as objects, as the second sentence illustrates; as predicate nominatives, as the third exemplifies; and modifiers, as the last shows.

Now, I know we've covered quite a bit here, so let's stop

the program at this point so you can review verbals and verbal phrases, either by yourself or with your teacher.

STOP FOUR

Now, to continue our story, Nemesis and I were in a hotel room discussing the fourth variation of the simple sentence—those with verbals and verbal phrases—when suddenly there was a knock on the door.

Upon opening it, I was utterly amazed to find my 16th cousin, Claus Grammar from Grammarshire, and my 17th cousin, Claus Syntax from Syntaxylvania. We Syntaxes referred to them as Claus One and Claus Two, just to keep them straight in our minds.

Claus One said they were in Lhasa pursuing a course of independent study at the Lhasa College of Naprapathy. And upon hearing I was in town, they simply had to visit.

Well, considering the conversation Nemesis and I were having, seeing Claus One and Claus Two was extremely lucky.

You see, they were very independent fellows—independent clauses, you might say.

And that was akin to what I was about to discuss with Nemesis—independent clauses, those which make up compound sentences.

I began by explaining what a clause is. "A clause," I said, "is a group of words containing a subject and a predicate which, when taken together, form a sentence or part of a sentence.

"There are two types of clauses, the first being the independent kind.

"The independent clause," I continued, "is one that can

stand alone and still express a complete, understandable thought.

"Now, when two or more independent clauses are joined by a conjunction, such as 'and,' or by a semi-colon—or, in rare cases, both—they form a compound sentence."

Then using Clauses One and Two, I showed Nemesis some examples.

"The first," I said, "is a compound sentence joined by a coordinating conjunction. As you can see, this sentence is composed of—and yes, there is a pun intended—heretwo independent Clauses: 'I like to write' is one of them; and 'Nemesis likes to erase' is the second.

"The second example," I continued, "shows a compound sentence with correlative conjunctions: neither...nor."

My third example of the compound sentence showed independent clauses—three of them—joined by a semi-colon.

Nemesis, of course, was absolutely fascinated by all of this; so was Claus One. However, Claus Two wasn't certain he understood.

So I wrote out a long, somewhat complicated sentence and asked Claus Two to identify the independent clauses. See if you can identify them, also.

This was how Claus Two divided the compound sentence— into four clauses, which is correct.

STOP FIVE

Just as Claus Two finished the exercise I had given him, we heard another knock on the door. And to my utter surprise, who should walk in but the third

Claus of the Syntax family, my seventh cousin, twice removed. And with him was his son, little Claus, Jr.

Well, as you can see, Claus, Jr., as with all other infants, was totally dependent upon his father, who, like his cousins, was very independent.

"What amazing luck!" I shouted. "What we have here, gentlemen, is a perfect, living example of a complex sentence!

"You see, the complex sentence, by definition, has one independent clause and one or more dependent clauses.

"Now, we already know what an independent clause is—a group of words with a subject and a predicate which expresses a complete, understandable thought.

"A dependent clause also contains a subject and predicate, but it must be accompanied by an independent clause in order for its meaning to be clear. In other words, it depends on the independent clause for its full meaning.

"This sentence exemplifies what I mean. The first clause is independent because its meaning is clear, even if the other clause were not included.

"However, the second clause '...after the two arrived,' cannot be understood completely without the first. So the second is a dependent clause. It depends on the first for its full meaning. Notice that both clauses have a subject and predicate."

I then went on to explain that complex sentences come in two basic varieties—those whose dependent clauses are introduced by relative pronouns, and those whose dependent clauses are introduced by subordinating conjunctions.

Then I wrote out an example. "Here," I said, "is complex

sentence whose dependent clause is introduced by the relative pronoun, *whoever*."

Then, bless his soul, Nemesis showed us an example of a complex sentence whose dependent clause was introduced by a subordinating conjunction, *when*.

STOP SIX

"Now, old chaps, I must mention one more sentence form: the compound-complex sentence, which as you can easily deduce, combines the compound and the complex sentence forms.

"That is, it is a sentence that contains two or more independent clauses and one or more dependent clauses.

As you can see, the first clause and the last clause are independent, making a compound sentence; the middle clause, introduced by the relative pronoun, *who*, is definitely dependent. And so the sentence must be complex as well as compound."

Well, when I had finished, I knew that everyone in the room—with the exception of little Claus, Jr., of course—was utterly amazed because in merely one evening, the English sentence had been so thoroughly analyzed and explained.

Yes, yes! I know. It doesn't seem possible. But it did happen! You see, once a few of the basics are learned, all else just falls into place.

One of those basics is the simple sentence with verbals and verbal phrases.

Another basic is the compound sentence, a sentence with two independent clauses.

Still another is the complex sentence, one with independ-

ent and dependent clauses.

And the final basic is understanding compound-complex sentences, those with two or more independent clauses and one or more dependent clauses.

Yes, yes! That was many, many years ago. Still, it will forever be etched in my memory. And I hope it will be etched in yours, too, because you'll probably be evaluated on the information we've presented. Oh, yes indeed!

Say goodbye, Nemesis.

Nemesis: Goodbye, Nemesis. For the last time.

WEB RESOURCES

<http://www.uottawa.ca/academic/arts/writcent/hypergrammar/sntstrct.html>

Other Programs in the Grammar Basics Series

The Harold Syntax Guide to Words

The Harold Syntax Guide to Nouns

The Harold Syntax Guide to Pronouns

The Harold Syntax Guide to Verbs

The Harold Syntax Guide to Modifiers

The Harold Syntax Guide to Interjections,

Conjunctions and Prepositions

The Harold Syntax Guide to Sentences, Part I



8145 HOLTON DRIVE
FLORENCE, KY 41042-3009
T 859.342.7200 | F 859.342.7202
DISCOVERED.COM

**The Harold Syntax Guide to
Sentences, Part Two
From the Grammar Basics Series
Cat. No. 7789
ISBN #1-59380-436-9**