

**Explosions and cataclysms rocked the night thunderously.**

**Parts of speech:** *Explosions* and *cataclysms* are plural common nouns joined by the coordinating conjunction *and*; *rocked* is a past tense transitive verb; *the* is an article (definite article) preceding the noun; and *thunderously* is an adverb which modifies the verb.

**Parts of the sentence:** *Explosions and cataclysms* is the compound subject of the verb *rocked*, since it receives the action of the verb: the night gets rocked. There are no indirect objects or subject complements. Remember that there can be no direct object unless there is an action verb, and there can be no subject complement unless there is a linking verb.

**Phrases:** There are no prepositional, verbal, or appositive phrases.

**Clauses:** This is a simple sentence because it contains only one subject/predicate set, the set *Explosions and cataclysms/rocked*. Notice that even though there are two subjects, they are both subjects of the same verb, and so both belong in the same clause. In order for the two subjects to be in two clauses, they would each have to have their own verb.

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**Adverb:** the adverb *thunderously* is separated from the verb it modifies by two intervening words. Adverbs have a way of turning up at various locations in sentences.

**Punctuation:** There should be no comma between the two nouns in the compound subject. Compound sentences sometimes use commas, but compound subjects or verbs do not. Another way of saying this is that if a part of a sentence is compound, it is usually not interrupted with a comma.

**FOUR-LEVEL ANALYSIS**

**Explosions and cataclysms rocked the night thunderously.**

**Parts of Speech:** n. conj. n. adj. n. adv.

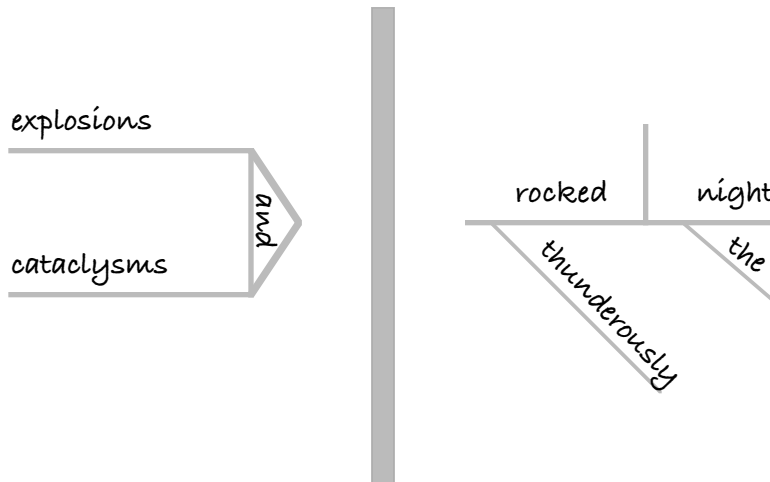
**Parts of Sentence:** -----sub-----pred-----object

**Phrases:** no prepositional phrases

**Sentence:** independent clause, simple declarative sentence

SAMPLE

**BINARY DIAGRAM**



**Questions for individual thought or small group discussion:**

**evaluation: judging with criteria**

What would be considered writing characterized by good diction and good grammar and possibly good writing characterized by good diction and poor grammar? Explain.

**imaginative ideas from the blue**

Language is, among other things, sound. Poets and novelists alike have long recognized that the sounds of words can amplify the emotional power of language. Pick several vowels and several consonants—what images or experiences do the sounds of these letters remind you of? Allow your mind to be free and suggestible, responsive to the sheer elemental sounds of language.

**aesthetics: artistic qualities**

What do you think some people mean by “clean, clear writing”? What would the opposite be? Why would clean, clear writing be considered pleasing?

**divergence: thinking of alternatives**

What if verbals did not exist? How many benefits of having verbals can you think of?

Use the grammar clues to solve this Mystery Sentence:

This sentence from a medieval manuscript begins with a plural demonstrative pronoun, followed by a plural present tense action verb, then a definite article, then a one-syllable plural common noun; this is followed by a relative clause beginning with a relative pronoun which is also sometimes a singular demonstrative pronoun, a plural present tense action verb, a possessive adjective based on the plural of the noun *man*, and a direct object made of a one-syllable plural common noun rhyming with *rolls*.

From Robert Louis Stevenson's

*Treasure Island*

I remember him as he appeared today, as he came plodding to the main door, his sea-chest following him in a handbarrow; a tall, strong, heavy, red-brown man; his tarry pigtail falling over the shoulders of his soiled blue coat; his hands ragged and scarred, with black, broken nails; and the sabre cut across one cheek, a dirty, livid white.

What can be said about the style of this paragraph from Robert Louis Stevenson's classic sea novel? How many sentences are in the paragraph? What is the sentence structure? Does Stevenson avoid adjectives? What generalizations could you make about the style of the paragraph?

How does Stevenson's writing style compare to Frederick Douglass's or Nathaniel Hawthorne's styles in the selections we saw in Loop One and Loop Two?

Why do you think Stevenson chose this unusual sentence structure?

1. Write a sentence that contains a proper name, a prepositional phrase, a participle phrase, a verb phrase, and a clause. Use a semicolon and a participial phrase.

2. Write a simple declarative sentence that begins with a first person singular subject pronoun, followed by a singular transitive action verb, then a common noun, followed by a preposition, an adjective definite article, a singular common noun, a preposition modifying that noun, a definite article, and the four-word proper name of a nation, the last two words of which are a prepositional phrase.

## Loop Three Writing Lab Sentence Structure

1. Write a paragraph of 50-100 words, in which every sentence is a simple, declarative sentence.

2. Rewrite the paragraph, using various techniques, to make it one sentence.

3. Compare the two versions of the same paragraph.

4. Write a statement about the effect of sentence structure on the feeling of a paragraph.

**It's a sin to kill a mockingbird.**

**-Harper Lee**

A novel by Harper Lee, *To Kill a Mockingbird* is known by a statement made by one of the novel's characters, Atticus Finch: "It's a sin to kill a mockingbird." Atticus is the grandfather of Atticus's words.

**Parts of speech:** *It* is a third person singular personal pronoun; *is* is a linking verb; *a* is an adjective (indefinite article) modifying the singular common noun *sin*; *to kill* is an infinitive phrase acting as an adjective modifying *sin*; *a* is an adjective modifying the singular common noun *mockingbird*.

**Parts of the sentence:** The subject of this sentence is *It*, and the predicate is *is*; since *is* is a linking verb, we must look to see if there is a subject complement: yes, *sin* is a subject complement linked to the subject *It* by the linking verb *is*.

**Phrases:** The sentence contains a famous phrase: "to kill a mockingbird." It is an infinitive phrase, and the entire phrase, not just *to kill*, is an adjective modifying *sin*. Within the phrase, *mockingbird* serves as an object to the infinitive *to kill*, as though *to kill* were a verb. Actually, infinitives are never used as verbs in sentences (I to see you!).

**Clauses:** Since the sentence contains only one subject/predicate set, *It/is*, it is a simple sentence by structure. By purpose, the sentence is declarative.

**FOUR-LEVEL ANALYSIS**

**It's    a    sin    to kill    a    mockingbird.**

**Parts of Speech:**    pron./v.    adj.    n.    adj.    adj.    n.

**Parts of Sentence:**    subj./pred.    subject complement

**Phrases:**    -----infinitive phrase-----

**Clauses:**    one independent clause, simple declarative sentence

Identify the **part of speech** in **bold** in these sentences:

1. In the tropics the leafy **heliotropes** turn toward the sun.
2. A gastrologist studies the stomach; a **gastr** is the prep of food.
3. The aged arthropod suffered from arthritis in its aralgn.
4. A popular linguist had a generation of **left** tricle.
5. **Dorsiventral** leaves are distinguished by lower surfaces.
6. The universe is often referred to as the **macrocosm**.
7. Are **right** handed people really more **dexterous**?
8. **Mypterous** insects have short wings.
9. **Brachiate** trees have widely spreading branches in pairs, like arms.
10. The branchiopods are marine crustaceans that breathe **through** gills.

Identify the **part of sentence** in **bold** in these sentences:

11. The hyperkinetic boy did not possess **telekinesis**, fortunately.
12. The species *Homo sapiens* **belongs** to the Chordata phylum.
13. **Reproduction** by budding is also called blastogenesis.
14. If fingerprinting is dactylography, is sign language **dactylology**?
15. If you press your closed **eyelids**, you will see phosphenes.
16. What **is** the difference between a pentagram and a pentagon?
17. Perlite is a volcanic **glass** that resembles obsidian.
18. The voracious carnivore devoured the small **herbivore**.
19. The hologram gave the **scientists** a new view of the structure.
20. The diploid **structure** divided into two haploid structures.

Identify the type of **phrase** that is in **bold**:

1. Ishmael, **a member of the Anglican church**, is an Anglo-American.
2. **To gain insight**, the anthropologist studied human cultures.
3. **Resembling birds**, the pterodactyl and pterosaur were prehistoric flying reptiles.
4. Dithencanthropus skeletons were found **to** Africa.
5. Her calligraphy is elegant, like a musician's **the** cannone.
6. The Australian outback **is** over the Australian outback.
7. **Trembling nervously**, a boy held the cephalopod in both hands.
8. The physician asked the chiropractor **to practice chiromancy**.
9. The survivor **of the holocaust** made a caustic comment.
10. **With a laugh**, the extraterrestrial admired the subterranean grottoes.

Identify the **sentence structure** of each of these sentences. Disregard the bold.

11. The **cataract** and **cataclysm** caused **catastrophe** in the **catacombs**. \_\_\_\_\_
12. The lying criminal **perjured** himself, but the **jury** listened. \_\_\_\_\_
13. A **confluence** of **influences** made her **fluent** in Spanish, and it did. \_\_\_\_\_
14. The senator's **adherents** laughed, and the speech was **incoherent**. \_\_\_\_\_
15. The corrupt ruler was **deposed** when his **deposits** were discovered. \_\_\_\_\_
16. His **mundane** conversation bored her to tears; it was too much. \_\_\_\_\_
17. Is a **democracy** a **meritocracy** or a **plutocracy** for the **aristocracy**? \_\_\_\_\_
18. His **egomania** kept him from noticing the **kleptomania** of his guest. \_\_\_\_\_
19. Because he was **victimized** by his own ignorance, he paid a price. \_\_\_\_\_
20. The **anthology** article discussed the **anthozoans**; it was good. \_\_\_\_\_

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**The Magic Lens • Loop Three • P as f of G**

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For each of the following sentences, circle the letter of each answer that is true. The answers can be any combination, including all or none. This exercise will teach you the real process of punctuation as a function of grammar.

1. The Red River is a nice view in the desert.

- a. a comma after the independent clause
- b. quotation marks around the song title
- c. a comma after the dependent clause
- d. a comma after the independent clause
- e. a hyphen in the contraction

2. Wow we saw three countries in a five day trip.

- a. an apostrophe in the interjection
- b. an apostrophe in the possessive pronoun
- c. an apostrophe in the contraction
- d. a comma after the independent clauses
- e. a hyphen in the compound adjective

3. In the Jamestown colony the incidence of pneumonia was down by one third.

- a. comma after the introductory prepositional phrase
- b. a hyphen in the fraction
- c. a comma after the dependent clause
- d. commas around the appositive
- e. commas around the parenthetical remark

4. On December 4 1866 Wassily Kandinsky the abstract painter was born.

- a. a comma after the day
- b. a comma after the year appositive
- c. a comma after the participle phrase
- d. commas around the appositive
- e. a comma after the dependent clause

5. Caught by the swift current Dagoog gazed through the porthole.

- a. a comma after the dependent clause
- b. comma after the introductory prepositional phrases
- c. a comma after the participle phrase
- d. commas around the appositive
- e. a semicolon between the clauses