

GUIDED NOTES - TEACHER'S GUIDE

Instructions to Students: Use this guide to manage your notes on clauses, phrases, and sentences. Write a definition for each term in the left column. Write any notes you think are important and provide examples of the terms in the right column.

PHRASES	
A phrase is a group of words that does not have a subject or a predicate (verb). It performs as a single grammatical unit.	
1. Adjective phrase: A group of words headed by an adjective. It describes a noun or pronoun. Adjective phrases can come before or after the word they describe. A sentence can have several adjective phrases.	<ul style="list-style-type: none"> ▪ <i>A <u>large, exotic-looking blue</u> bird flew to its nest in the pine tree.</i> ▪ <i>A blue bird, <u>large and exotic-looking</u>, flew to its nest in the pine tree.</i> ▪ <i><u>Smart and opinionated</u>, Janice was the best reader in my sixth-grade English class.</i>
2. Prepositional phrase: A group of words beginning with a preposition and ending with a noun or pronoun (object of the preposition). Prepositional phrases can function as either an adjective or an adverb.	<ul style="list-style-type: none"> ▪ <i>My parents went <u>to the grocery store</u>.</i> ▪ <i>The bird's nest <u>in the oak tree</u> has not been used this year.</i>
3. Appositive phrase: A word or group of words that follows a noun that it renames or describes. The appositive adds additional information to the sentence. Appositives are usually set off by commas.	<ul style="list-style-type: none"> ▪ <i>My student, <u>an athlete on scholarship</u>, needs a tutor.</i> ▪ <i>Maria, <u>my childhood friend</u>, has opened a bakery in the neighborhood.</i>
4. Participial phrase: A word or group of words consisting of a participle, modifiers, and noun or pronouns. A participle is a verbal used as an adjective. The participle most often ends in <u>-ed/-en</u> or <u>-ing</u> . The participle can either come before or after the noun it modifies.	<ul style="list-style-type: none"> ▪ <i><u>Having been a doctor for twenty years</u>, Jama knew his son's tonsils needed to be removed.</i> ▪ <i>Zion noticed her younger sister <u>walking along the river</u>.</i> ▪ <i>We walked along the river on <u>shattered and broken</u> streets.</i>
CLAUSES	
A clause is a group of words that does have a subject and a predicate. It acts as a single grammatical unit.	
5. Adverbial clause: A clause that performs adverb functions. Adverbs modify verbs, adjectives, and other adverbs. Adverbs can also modify an entire sentence as well. Adverbs answer questions of the words they modify: <u>when</u> , <u>where</u> , <u>how</u> , and <u>to what extent</u> (<u>how much</u> , <u>how many</u> , or <u>how long</u>).	<ul style="list-style-type: none"> ▪ <i>She scrubbed the floors <u>until her arms ached</u>.</i> ▪ <i>They took notes <u>while they listened to the lecture</u>.</i> ▪ <i>We will go to the concert <u>even if it storms</u>.</i> ▪ <i><u>By the time the tornado passed</u>, we were home.</i> ▪ <i><u>Before we leave the store</u>, I need to buy a loaf of bread.</i>
6. Adjectival clause: A clause that performs adjective functions by modifying nouns and pronouns. Adjective clauses begin with relative pronouns: <u>who</u> , <u>whom</u> , <u>whose</u> , <u>that</u> , <u>which</u> . They always follow the words they modify. Adjective clauses usually answer the question, "Which."	<ul style="list-style-type: none"> ▪ <i>Students <u>who work hard</u> get good grades.</i> ▪ <i>Pizza, <u>which many people love</u>, is not a healthy lunch.</i> ▪ <i>The man <u>who lives next door</u> is a chiropractor.</i> ▪ <i>The children from next door, <u>whom I really like</u>, broke my window with a baseball.</i> ▪ <i>The turtle <u>that crossed the road</u> made it safely to the other side.</i>

CLAUSE TYPES

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| <p>7. Independent clause: A group of words that includes a subject and a predicate and expresses a complete thought. A sentence is comprised of at least one independent clause.</p> | <ul style="list-style-type: none"> ▪ <i>We spent our money at the concession stand.</i> ▪ <i>We were happy with our snacks.</i> ▪ <i>The cat meowed at its owner.</i> ▪ <i>I walked to the store and later went to the movies.</i> |
| <p>8. Dependent clause: A group of words that includes a subject and a predicate but does not express a complete thought. A sentence cannot be comprised of only a dependent clause. A dependent clause must be introduced with a subordinate conjunction.</p> | <ul style="list-style-type: none"> ▪ <i>[The bus] <u>that</u> runs downtown after midnight</i> ▪ <i><u>Because</u> the soup was cold</i> ▪ <i><u>If</u> I don't wake up early tomorrow</i> ▪ <i>[The teacher] <u>who</u> gave me a ride home</i> ▪ <i><u>When</u> we get to our bus stop</i> |

SENTENCE TYPES

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| <p>9. Simple: A sentence made up of one independent clause.</p> | <ul style="list-style-type: none"> ▪ <i>The dog loves his bed near the fire.</i> ▪ <i>The football team won the first game of the season.</i> ▪ <i>We discussed the situation for hours.</i> |
| <p>10. Compound: A sentence made up of two or more independent clauses. Coordinating conjunctions connect the independent clauses: <i>for, and, nor, but, or, yet, so</i>. Independent clauses can also be connected using a semi-colon and a conjunctive adverb such as <i>however, therefore, moreover, consequently, furthermore</i>, etc. In some cases, a semi-colon alone can connect independent clauses.</p> | <ul style="list-style-type: none"> ▪ <i><u>The dog loves to run, but he also loves sleeping on the sofa.</u></i> ▪ <i><u>The band was traveling separately, so they left later in the morning.</u></i> ▪ <i><u>The team had to be ready by 8:00 a.m. or the coach would have been unhappy.</u></i> ▪ <i><u>We wanted the chocolate ice-cream for dessert; however, the restaurant did not have any left.</u></i> ▪ <i><u>The train could not slow down at the intersection; consequently, it crashed into the truck.</u></i> ▪ <i><u>The doctor strongly recommend the vaccine; the patient refused.</u></i> ▪ <i><u>I came to Oklahoma to study engineering; I decided to change my major to art.</u></i> |
| <p>11. Complex: A sentence made up of at least one independent clause and at least one dependent clause. Subordinate conjunctions connect the clauses. When the dependent clause is an adjective clause, a relative pronoun introduces the clause: <i>who, whom, whose, that, which</i>.</p> | <ul style="list-style-type: none"> ▪ <i><u>Students who were concerned about the exam arrived early, but the classroom was locked.</u></i> ▪ <i><u>When the professor arrived with the key, students moved slowly from the door, so the course administrator could check their photo ids.</u></i> |
| <p>12. Compound-Complex: A sentence made up of two or more independent clauses and one or more dependent clauses. Both coordinate and subordinate conjunctions are used to connect the clauses. The compound structures can also be connected to one another by conjunctive adverbs.</p> | <ul style="list-style-type: none"> ▪ <i><u>Mayra forgot her sister's birthday, so she sent her a card when she finally remembered.</u></i> ▪ <i><u>Children who ride the bus every day arrive early for school, but because the weather is often wet and cold, children who have to walk to school may arrive late.</u></i> ▪ <i><u>In the winter, hikers occasionally die in Alaska because of hyperthermia when the night-time temperatures drop below freezing; however, if you dress in layers and wear wool, you should be fine during the day.</u></i> |

PARALLEL SENTENCE STRUCTURE

Parallelism (para-l-el-ism) is a literary device – a kind of stylistic technique—that writers use to make their writing more readable and more memorable. This technique uses similar grammatical structures to emphasize meaning. A writer can repeat words to emphasize a process and phrases, clauses, or sentences to emphasize ideas. Writing that is parallel uses similar or identical elements in sound, meaning, construction, or rhythm to create an attractive “flow.” Think about parallel lines in math. They mirror one another.

Parallel structure achieves the following:

1. To emphasize and draw attention to specific points a writer wants to make.
2. To show two or more ideas have the same level of importance in the text.

- *The club president was asked to write his report quickly, accurately, and objectively.*
- *Abraham Lincoln’s Gettysburg Address: “[...] and that government of the people, by the people, for the people, shall not perish from the earth.”*
- *John F. Kennedy’s famous speech: “Ask not what your country can do for you; ask what you can do for your country.”*
- *Frederick Buechner: “Justice is the grammar of things. Mercy is the poetry of things.”*
- *Employees who take the trouble to understand their bosses, who engage in self-analysis, and who remain flexible are better prepared to cope with a difficult job environment.*
- *Martin Luther King, Jr.’s, “I Have a Dream” speech: “This is no time to engage in the luxury of cooling off [. . .] Now is the time to make real [. . .] Now is the time to rise [. . .] Now is the time to lift [. . .] Now is the time to make justice a reality [. . .]”*

EXERCISES

Read the following sentences. Mark parallel sentences with a **P** at the end of the sentence. If the sentence is not parallel, mark it with an **X**.

1. The children washed their faces, brushed their teeth, and prepared themselves for bed. **P**
2. The professor enjoys reading, writing, painting, and to go on walks. **X**
3. John loves playing football, running laps around the field, and listening to music. **P**
4. The stylist loves to cut, color, and curl hair. **P**
5. If you are honest, hard-working, friendly, and participate in sports, you will succeed. **X**
6. Marijuana users suffer mental health problems, memory loss, and sleep less than people who do not. **X**
7. Submit your answers either using the online survey or by a telephone call. **X**
8. My sister loves to play tennis, ride horses, and cook food. **P**
9. Watching movies, eating pizza, and to listen to music are my favorite Friday night activities. **X**
10. To enjoy a live concert, fans need to bring earplugs, a face mask, a camera, and their tickets. **P**

Correct any sentence that is not parallel. **(Answers)**

2. *The professor enjoys reading, writing, painting, and going on walks.*
5. *If you are honest, hard-working, friendly, and athletic, you will succeed.*
6. *Marijuana users suffer mental health problems, memory loss, and sleeplessness.*
7. *Submit your answers either by online survey or by phone.*
9. *Watching movies, eating pizza, and listening to music are my favorite Friday night activities.*

Write three original sentences in the space below that show parallel structure. (Examples below.)

1. The subject of the sentence is parallel.
The marching band, the pep squad, the football team, and the cheerleaders marched through the streets of New York to celebrate the season's winning game.
2. Adjectives and/or adverbs are parallel anywhere in the sentence.
The students, joyously dancing and merrily singing, met in the auditorium for their final assembly before graduation.
3. The parallel structures begin with the word **to** OR end in **-ing**.

The principal wanted to acknowledge and to honor the Class of 2021 for their commitment to persevering throughout the hard times of the last four years.

The collegiate marching band performed an exciting half-time show recognizing the graduating seniors that included a complicated choreography of marching and dancing, flag-waving, and fancy drumming.