

■ **TEAMWORK:** If you want students to do Practice Together 3, limit groups to three students. This activity may take most of the class time.

3. Have each person read aloud the draft he or she wrote for Practice 8. Then, have other group members say at least one thing they liked about the draft and give at least two suggestions for improvement. 📖 🗨️
4. In your group, discuss what the billboard in the following picture means and whether it is effective. (Or choose another advertisement or billboard that you are all familiar with and discuss that.) If you were writing an essay about the billboard or the topic it deals with, what would your thesis statement be? What kind of support would you include? Present your ideas to the rest of the class. 🗨️ 📖 🗨️



Chapter Review

1. What are the three parts of an essay? introduction, body, conclusion
2. A thesis statement includes the topic and the main point
3. The major support for the main point is expressed in topic sentences
4. What are three ways to organize an essay? time, space, importance
5. What are some ways to improve an essay when you revise? Answers will vary but may include making the thesis stronger, adding more/better support, adding transitions, and strengthening the conclusion.
6. **VOCABULARY:** Go back to any new words that you underlined in this chapter. Can you guess their meanings now? If not, look up the words in a dictionary.

📖 LEARNING JOURNAL:

Write for two minutes, completing and explaining this sentence: I don't feel that I really understand _____.

■ **TIP:** For help with building your vocabulary, see Appendix B.

10

The Complete Sentence

Key Parts to Know



The Four Most Serious Errors

This unit focuses first on four grammar errors that people most often notice in writing.


THE FOUR MOST SERIOUS ERRORS


1. Fragments (Chapter 11).
2. Run-ons and comma splices (Chapter 12).
3. Subject-verb agreement problems (Chapter 13).
4. Verb problems (Chapters 14 and 15).


If you can avoid these four—just four—kinds of errors, your writing will improve. This chapter reviews the basic sentence parts that you will need to know to avoid or correct these errors, and more.

Understand What a Sentence Is

A **sentence** is the basic unit of written communication. A complete sentence in formal English has a **subject**, a **verb**, and a **complete thought**. Sentences are also called **independent clauses** because they make sense by themselves, without other information.

 **VOCABULARY:** Underline any words in this chapter that are new to you.

 **IDEA JOURNAL:** Write about a time when you were sick.

 An audiovisual tutorial on finding and fixing the four most serious errors is available on a CD that comes with this book.

Language note: In English, subjects cannot be left out of sentences.

INCORRECT **Called** Stephan last night.

CORRECT **I called** Stephan last night.

None of the following examples is a sentence.

_____ **invented** the telephone in 1876.

The Great Wall of China _____ the largest manmade structure in the world.

The movie *Million Dollar Baby*, which won several Oscars,¹ _____ Hilary Swank.

The first example is missing a subject, the second is missing a verb, and the third is not a complete thought. Here they are as complete sentences:

Alexander Graham Bell **invented** the telephone in 1876.

The Great Wall of China **is** the largest manmade structure in the world.

The movie *Million Dollar Baby*, which won several Oscars, **starred** Hilary Swank.

Language note: Formal English has many sentence patterns, but all of them build on just three basic structures.

1. Subject Verb
 ↓ ↓
Deshawn **paints**.

2. Subject Verb Direct object
 ↓ ↓ ↓
Deshawn **paints** three houses last summer.



A **direct object** receives the action of a verb.

3. Subject Verb Direct object Indirect object
 ↓ ↓ ↓ ↓
Deshawn **gave** the extra paint to Rudy.

An **indirect object** is the person or thing to whom or for whom the action is performed.

¹Oscars: film-industry awards given every year to the best movie, best actor, and so on

TIP: In all the sentence examples in this chapter, subjects are light blue and verbs are red.

  In a piece of your own writing, highlight the subjects in one color and the verbs in another.

Find Subjects

A **subject** is the word or words that a sentence is about. Subjects can be **nouns** (people—Alexander Graham Bell; places—the Great Wall of China; or things—The movie *Million Dollar Baby*). They can also be **pronouns** (like *I, you, he/she, it, we, they*).

TIP: For more on nouns, see Chapter 16. For more on pronouns, see Chapter 17.

A **simple subject** is just the one noun or pronoun that the sentence is about.

The summer-school **students were taking** final exams.

A **complete subject** includes all the words that describe the simple subject.

The summer-school students were taking final exams.



PRACTICE 1

Each of the following items is missing a subject. For each item, add a subject to make a complete sentence.

EXAMPLE: My _____ broke down last week.

1. The _____ told me that the repairs would cost \$1,400.
2. _____ should just buy a new car, according to my sister.
3. _____ is embarrassed to be seen in a beat-up station wagon.
4. The brown _____ is peeling off in several places.
5. The _____ hasn't worked all summer.
6. A/an _____ made a big dent in the side door.
7. Last month, a/an _____ cracked the windshield.
8. _____ agreed to look at new cars this weekend.
9. A new _____ would be my dream car.
10. However, a used _____ is closer to my price range.

LEARNING STYLES: Have students call out answers to Practice 1. This will help engage auditory learners.

PRACTICE 2

Underline the simple subject in each of the following sentences.

EXAMPLE: Airport security has changed the way many people dress for travel.

1. My father was always told to dress nicely when flying.
2. He used to wear a suit to the airport.
3. Today, he dresses differently because of tight airport security.