Grammar at a glance

Grammar refers to the conventions and patterns we use in language so that what we want to say or write is easily understood. This booklet concentrates on the conventions and patterns used in written expression.

Words make meaning in groups

The independent clause or simple sentence is the basic building block of written expression and it has five basic elements. Not all sentences will have all five elements but there must be a combination of some of the elements for the sentence to make sense on its own.

The five elements of the clause are:

- **The verb**—the verb tells us what is happening or identifies the action taking place in the sentence. It represents the process.
- **Participant as subject of the verb**—the subject is the participant in the sentence doing the action. (the ‘doer’ of the verb)
- **Participant as object of the verb**—the object is the participant in the sentence receiving the action. (the ‘done –to’ of the verb)
- **The attribute**—sometimes a subject will have characteristics or attributes that are being explained in the sentence.
- **The adverbials**—adverbials tell us the circumstances under which the action is happening. (They are the adverbs or adverbial phrases that tell us when, where, how, or why about the verb.)

The grammar flower below summarises the five elements of the clause.

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Sentences can also contain *adjectivals* but we will introduce and talk about them when we look more closely at the subject and object of the sentence. Derewianka covers the clause in Chapter 1 (pp. 11–16) of her book *A Grammar Companion*. 
The simple sentence
Another name for a simple sentence is an independent clause. This means that it makes sense on its own. A simple sentence has only one verb with a subject.

- The child ate the cake after doing his homework.

This sentence is an independent clause. After reading this sentence, we know:

<table>
<thead>
<tr>
<th>What is happening</th>
<th>Eating (ate) is happening</th>
<th>This sentence has a verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who is eating</td>
<td>The child is eating</td>
<td>This sentence has a subject</td>
</tr>
<tr>
<td>What is being eaten</td>
<td>The cake is being eaten</td>
<td>This sentence has an object</td>
</tr>
<tr>
<td>When the eating happened</td>
<td>The eating happened ‘after doing his homework’</td>
<td>This sentence has a circumstance. It is indicated here by an adverbial phrase.</td>
</tr>
</tbody>
</table>

Activity 1
Choose which of the following stand alone as complete thoughts that make sense on their own and are therefore independent clauses or simple sentences.

1. The girl rode the bike to the shop.
2. After completing the cross-country race.
3. Teachers help students with reading and writing.
4. Behind the cupboard.

Processes
Processes (realised through verbs) connect the participants and their circumstances.

The verb
The verb is the ‘beating heart’ of the sentence. It tells us what is happening or what the ‘goings on’ (the process) are in the sentence. Derewianka covers verbs in Chapter 3 (pp. 54–71) in her book *A Grammar Companion.*
The dog ate the bone.
The dog is eating the bone.
The dog eats the bone.
The dog has eaten the bone.

In these examples, the ‘goings on’ or the process is the act of eating. It is expressed in different ways. Verbs have tense so we can explain, by changing the verb form, whether the ‘goings on’ are happening now, have already happened, or are going to happen in the future. We will look at verb tense a little later.

Different kinds of processes

There are different kinds of processes that are realised by different kinds of verbs. They are:

<table>
<thead>
<tr>
<th>Material processes</th>
<th>Action or doing verbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>rowed hop skip jump ran drive cook ride fed fall kick go stop built hunt fight</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mental processes</th>
<th>Thinking, feeling or sensing verbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>hated wondered felt loved thought pondered like dream imagined</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Verbal processes</th>
<th>Saying verbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>cried sobbed barked yelled babbled sang laughed screamed</td>
<td></td>
</tr>
</tbody>
</table>

This next process is very different and needs careful understanding. It deals with the relationship between words. It links a subject to its attribute.
### Relational processes

<table>
<thead>
<tr>
<th>Link words</th>
</tr>
</thead>
<tbody>
<tr>
<td>![Link symbol]</td>
</tr>
</tbody>
</table>

### Relating verbs

- Parts of the verb ‘to be’
  - am
  - is
  - are
  - was
  - were
  - be
  - being
  - been

- Parts of the verb ‘to have’
  - have
  - has
  - had

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**Activity 2**

**Place a red heart** around the verbs in the following sentences and **say** what type of verb it is. Like this:

1. The children **ran** to the shop.  (doing/action verb)
2. The stars shone brightly in the cloudless night sky.
3. The students laughed at the funny story.
4. The dog barked at the stranger.
5. The girl embarrassed her sister.
6. The teacher thought hard about the difficult question.
7. Father unlocked the front door.
8. Whales are the most magnificent creatures on earth.

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**The five forms of the verb**

The verb can appear in five forms.

1. The base form in the infinitive form
2. The base form in the present tense
3. The past form
4. The present participle (The ‘ing’ participle form)
5. The past participle (the ‘ed’, ‘en’ participle form).

Read what Derewianka has to say about the verb. There is an activity for you on page 7 of this booklet.

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**Auxiliary Verbs**

Auxiliary verbs are also known as **helping verbs**.

- The Primary Auxiliaries—verb forms of ‘to be’, ‘to have’, ‘to do’—can also function as main verbs.
- The Modal Auxiliary Verbs—‘can, could, shall, should, will, would, may, might, must’—cannot function as main verbs.
- Other auxiliary verbs include—used to, ought to, supposed to.
Activity 3
Parts of the verb
Complete the following table. The first one has been done to help you.

<table>
<thead>
<tr>
<th>Present tense</th>
<th>Past tense</th>
<th>Present participle</th>
<th>Past participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>(I) drink</td>
<td>(I) drank</td>
<td>(I am) drinking</td>
<td>(I have) drunk</td>
</tr>
<tr>
<td>begin</td>
<td></td>
<td>beating</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>bled</td>
<td></td>
</tr>
<tr>
<td>broke</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>bite</td>
<td></td>
<td>choosing</td>
<td>crept</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>drove</td>
<td></td>
<td>eaten</td>
<td></td>
</tr>
<tr>
<td>forget</td>
<td></td>
<td>lain</td>
<td></td>
</tr>
<tr>
<td>know</td>
<td></td>
<td>ridden</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>ringing</td>
<td></td>
</tr>
<tr>
<td>sprang</td>
<td></td>
<td>swimming</td>
<td></td>
</tr>
<tr>
<td>steal</td>
<td></td>
<td>swimming</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>threw</td>
<td></td>
<td>trodden</td>
<td></td>
</tr>
<tr>
<td>wore</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
In these columns, **set out** the 5 parts of the following verbs:

<table>
<thead>
<tr>
<th>Infinitive</th>
<th>Present Tense</th>
<th>Past Tense</th>
<th>Present Participle</th>
<th>Past Participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>shrink</td>
<td>to shrink</td>
<td>shrink</td>
<td>(am) shrinking</td>
<td>(have) shrunken</td>
</tr>
<tr>
<td>weave</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>write</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>weep</td>
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<td></td>
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<td></td>
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<tr>
<td>teach</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ride</td>
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<td></td>
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<tr>
<td>put</td>
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<tr>
<td>hide</td>
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<td></td>
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<tr>
<td>burst</td>
<td></td>
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<tr>
<td>lend</td>
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<td></td>
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</tr>
<tr>
<td>lean</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>freeze</td>
<td></td>
<td></td>
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<tr>
<td>arise</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>spread</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>bind</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>think</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>bring</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>buy</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>lie (to fib)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>lay</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Activity 4

Indicate the tense of the verbs in the following sentences.

1. I buy groceries at Northside Plaza.
2. I brought the wrong book to class today.
3. They laugh at anything!
4. She fell off her bike.

Special verbs

Participles and auxiliary verbs are very special. The participle form of the verb cannot function as a proper verb without help. It needs an auxiliary verb to form a verb group. The verb forms of ‘to be’ and ‘to have’, however, can function on their own as relating verbs.

Participles help to form a verb group

The verb group can consist of a single verb known as the main verb, or it can be accompanied by one or more auxiliary verbs. There can be up to four auxiliaries in front of the main verb.

- kick—main verb
- is kicking
- has been kicking
- must have been kicking
- ought to have been kicking

Past participles are often the same as the past tense of the verb. For example ‘jumped’ can be both a past participle and the past tense of ‘jump’. However, in irregular verbs, the past tense and past participle are different. In this case, the past participle must not be used as the past tense of the verb unless we add an auxiliary verb.

I done my homework. Incorrect! (I did my homework)
He seen the dinosaur exhibition at the Brisbane Museum. Incorrect! (He saw)

I ‘done’ my homework and he ‘seen’ the dinosaur are incorrect. In these sentences, ‘done’ and ‘seen’ are past participles and need the auxiliary ‘have/has’. They are not the past tense of the verbs ‘do’ and ‘see’.

I have done my homework. Correct!
He has seen the dinosaur exhibition at the Brisbane Museum. Correct!
Activity 5

Draw a red heart around the verb groups that contain a participle if they appear in the following sentences.

Examples of this would be:  

- has been playing
- were thrown

1. I am going to the show this year.
2. Grandma drives her car badly.
3. She was shown to her seat by the kind usher.
4. The antelope was hunted by the lion.
5. The children performed well on their tests.

Participants

Participants are the people, things, places and ideas that are referred to in the clause. They are involved in a process of some kind. Participants are realised by noun groups functioning as a subject or object of the clause. The participant as subject is ‘the doer’ of the process (verb) and the participant as object is the ‘done to’ of the process (verb). Derewianka covers participants in Chapter 2 (pp. 17–53) in her book A Grammar Companion.

Participant as subject

The subject of the sentence is ‘the doer’.

Mary walked to her grandmother’s house.

To find the subject, we first of all need to know what is happening. We need to:

- identify the verb by asking  the question ‘what is happening?’ in the sentence. In the sentence above, ‘walking’ (walked) is happening so ‘walked’ is the verb in this sentence.

- then ask the question ‘Who or what is walking?’ In the sentence above, ‘Mary’ is walking so ‘Mary’ is the subject in this sentence.

Activity 6

It is easy to recognise a sentence subject if you can find a ‘something’ or ‘someone’ ‘doing’ the doing, saying, thinking/feeling verb. **Write** your own subjects in the following sentences. The first one has been done for you.

1. …Jim…… played in the sand at the beach.
2. After finishing his homework, ………. skateboarded with his friends.
3. As evening fell, …………. built a fire and cooked their fish.
4. ……… and ……….. fought over the few remaining jelly beans.
Activity 7
By asking the questions ‘who or what before the verb’ in the sentences below, draw a green star around the subject of the verb in the sentences. The first one has been done for you.

1. **The money** was stolen from her wallet.
2. After driving all day, the travellers stopped for a rest.
3. The stars shone in the cloudless night sky.
4. The students laughed at the funny story.
5. Bill fell over the stump hidden by the long grass.

**Participant as object**
The object of the sentence is the ‘done to’ or receiver of the process. As you have probably already realised, subjects ‘do something’ to objects. You will tend to find objects with action or feeling/sensing/thinking verbs.

Mary rode her bike.

To find the object of the verb, we need to:
- Firstly, identify the verb and subject.
- Then ask who or what is doing the action? This will give us the subject of the sentence.
- Then ask who or what is the action being ‘done’ to? This will give us the object of the sentence.

In the sentence above, ‘rode’ is the verb. Mary is the subject of the sentence because she is the one doing the riding. Mary is riding ‘her bike’ so ‘bike’ is the object of the verb in this sentence. It is the thing receiving the action. This sentence thus contains a verb, a subject and an object.

Activity 8
Draw a green star around the subject and a fish around the object in the sentences below. Not all sentences will contain both. The first one has been done for you.

1. **The lion** stalked the antelope near the river.
2. Dogs eat bones to maintain healthy coats.
3. The babies drank their bottles with gusto.
4. The children played marbles during their lunch break.
5. The puppy licked my face.
6. Father unlocked the front door.
7. The kittens played with the new puppy.
8. Zac asked many questions about the topic.
9. Whales are the most magnificent creatures on earth.
10. Michael borrowed a ballpoint from me.
11. The waiter in the restaurant handed the menu to my mother.
12. My grandmother baked my birthday cake last Saturday.
14. The students collected their marked essays.

**Activity 9**

It is easy to recognise an object if you can add a ‘something’ or ‘someone’ to a doing or saying or thinking/ feeling verb. Write your own objects in the following sentences. The first one has been done for you.

1. The company paid compensation to the workers.
2. The court heard against the sacking of the workers.
3. Tourists often visit every winter.
4. When I returned home from England, I immediately visited
5. Dad cut recently.
6. Witnesses saw as he made his escape.

**Attributes**

Sometimes when we write, we want to explain that a participant has certain characteristics or attributes. We use the auxiliary verbs ‘to be’ and ‘to have’ in their function as relating (linking) verbs to do this.

*My best friend is trustworthy.* ‘trustworthy’ is an attribute of my best friend.

*My parents are young.* ‘young’ is an attribute of my parents.
They were late. ‘late’ is an attribute of they.
The sad child was pale and thin. ‘pale and thin’ is an attribute of the sad child.
His nerves were raw because of the exam. ‘raw’ is an attribute of his nerves.
I am a mother and you are a father. Which are the attributes in this sentence?
I have a car and you have a bike. Which are the attributes in this sentence?

Activity 10

Draw a pink square around the relational verb and underline the attribute in the following sentences. The first one has been done for you.

1. She is lazy.
2. I am happy.
3. They have big feet.
4. The soldier’s parents were upset by his transfer to Iraq.
5. The athlete was exhausted after winning the triathlon.

Nouns and noun groups

The participants in a sentence are realised through nouns (or naming words). Nouns name people, places, things, objects and concepts. There are different types of nouns. They are:

- **Proper nouns**—specific names that always begin with a capital letter.

- **Common nouns**—everyday names used when referring to concrete things that you can see and feel.

- **Abstract nouns**—names used to refer to thoughts, feelings or concepts that cannot be seen or felt.

- **Collective nouns**—names given to groups of things or people.

- **Pronouns**—stand in for nouns or take the place of nouns in a sentence.
Examples of these nouns and pronouns are shown below.

<table>
<thead>
<tr>
<th>Common</th>
<th>Proper</th>
<th>Abstract</th>
<th>Collective</th>
<th>Pronouns</th>
</tr>
</thead>
<tbody>
<tr>
<td>town</td>
<td>Mrs Jones</td>
<td>religion</td>
<td>team</td>
<td>I</td>
</tr>
<tr>
<td>children</td>
<td>Miss Smith</td>
<td>society</td>
<td>audience</td>
<td>me</td>
</tr>
<tr>
<td>man</td>
<td>Mr Brown</td>
<td>shyness</td>
<td>choir</td>
<td>my</td>
</tr>
<tr>
<td>woman</td>
<td>Dr. Bloggs</td>
<td>love</td>
<td>pride</td>
<td>mình</td>
</tr>
<tr>
<td>cup</td>
<td>Tuesday</td>
<td>ment</td>
<td>(of lions)</td>
<td>we</td>
</tr>
<tr>
<td>helicopter</td>
<td>Rockhampton</td>
<td>hate</td>
<td>gaggle</td>
<td>ours</td>
</tr>
<tr>
<td>road</td>
<td>Main Street</td>
<td>harmony</td>
<td>(of geese)</td>
<td>you</td>
</tr>
<tr>
<td>fence</td>
<td>Berserker Range</td>
<td>communication</td>
<td></td>
<td>yourselves</td>
</tr>
<tr>
<td>car</td>
<td>Queensland</td>
<td>forces</td>
<td></td>
<td>you</td>
</tr>
<tr>
<td>church</td>
<td>Australia</td>
<td></td>
<td></td>
<td>yours</td>
</tr>
<tr>
<td>school</td>
<td>Queen Elizabeth</td>
<td></td>
<td></td>
<td>yourself</td>
</tr>
<tr>
<td>house</td>
<td>Saint Andrew</td>
<td></td>
<td></td>
<td>yourselves</td>
</tr>
</tbody>
</table>

Activity 11

(i) Fill in the table with nouns found around Rockhampton. Some ideas have been included for you.

<table>
<thead>
<tr>
<th>Common</th>
<th>Abstract</th>
<th>Collective</th>
<th>Proper</th>
</tr>
</thead>
<tbody>
<tr>
<td>town</td>
<td>society</td>
<td>teams</td>
<td>Main St.</td>
</tr>
<tr>
<td>apples</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(ii) Fill in the table with nouns that we use to explain non-living things.

<table>
<thead>
<tr>
<th>Common</th>
<th>Abstract</th>
<th>Proper</th>
</tr>
</thead>
<tbody>
<tr>
<td>rocks</td>
<td>religion</td>
<td>Mt Etna</td>
</tr>
</tbody>
</table>
Fill in the table with nouns and pronouns we use to explain living things.

<table>
<thead>
<tr>
<th>Common</th>
<th>Pronoun</th>
<th>Proper</th>
</tr>
</thead>
<tbody>
<tr>
<td>girl</td>
<td>she</td>
<td>Miss Langley</td>
</tr>
</tbody>
</table>

**Activity 12**

Make sentences using the words you have written from the tables above in combination. Try to include some sentences with participants in the subject and object positions. An example is shown below.

- Miss Langley, a girl from the town, collects rocks from Mt Etna as part of her religion.

**Pronouns**

Pronouns are used so that we do not have to keep writing the same nouns over and over again. Their job is to refer to their preceding noun.

Julie fell asleep while she was eating her tea  ‘she ‘ and ‘her’ refer to Julie.

We have to be careful with pronouns because they can be overused.

I said that she said that we should all go but they said that she said that I shouldn’t go so I’m asking you if you said anything to her or them because I don’t want to go if she said we should all go but didn’t really want me along. She can go by herself and we will go by ourselves somewhere else.  See what I mean?

**Activity 13**

Underline the noun that the following pronouns are making reference to (standing in for). The first one has been done for you.

1. Jim told himself that the day could only get better.
2. Bruce rang his friends to invite them to the party.
3. While trekking in the Andes, the hikers, smelling their dirty socks, stopped to wash them in a stream.
Adjectivals

Adjectivals are words or groups of words that describe (or tell us more about) nouns in the sentence. Adjectivals answer the question ‘which?’ about the nouns. Adjectivals help us paint a picture in our minds of the noun being described. Adjectivals clarify meaning and are used widely in narrative texts and information texts like reports and essays.

- If they are single words, they are called **adjectives**.
- If they are groups of words that contain a verb, they are called **adjectival clauses**.
- If they are groups of words that do not contain a verb, they are called **adjectival phrases**.

The sentences below show how adjectivals are used in sentences.

- *The hungry dingo ate the sheep.* ‘Hungry’ is an adjective.
- *The dingo, which was hungry, ate the sheep.* ‘Which was hungry’ is an adjectival clause.
- *The dingo on the property ate the sheep.* ‘On the property’ is an adjectival phrase.

Adjectivals can add information about the noun like this:

- *Bare-chested Action Man hugs shy Molly.*

Or they can add information after the noun like this:

- *Action Man, in the camouflage pants, hugs Molly, who is not impressed.*

Adjectivals help to paint a picture around the noun and clarify information so that the picture created is clear to the reader.

- **a dog**  **a small dog**  **a small, spotted dog**  **a small, spotted, mangy dog**.

Each adjective helps to clarify the type of dog. Be careful not to overdo it though!

To identify the adjectivals in the sentence below, we need to ask questions of the sentence again. Remember: we always identify the main verb first.

| My sister, who failed her eyesight test, crashed her car, which was new. |
| o What is happening in this sentence. Remember - *My sister crashed her car* - is the independent clause. ‘Crashing’ (crashed) is happening so ‘crashed’ is the main verb in this sentence. |
| o Who is crashing? ‘My sister’ is crashing so ‘my sister’ is the main subject of the sentence. |
- **Which** sister? The sister ‘who failed her eyesight test’ so ‘who failed her eyesight test’ is an adjectival clause that gives us more information about my sister. (‘Failed’ is a verb so this is a dependent clause.)

- **What** did my sister crash? She crashed ‘her car’ so ‘her car’ is the object of the verb ‘crashed’.

- **Which** ‘car’ did my sister crash? She crashed the one ‘which was new’ so ‘which was new’ is an adjectival clause. (‘Was’ is a relational verb in this clause.) We will cover phrases and clauses in more detail later in this booklet.

**Activity 14**

**Highlight** in orange the adjectives in the following sentences. The first one has been done for you.

1. The **starry** night was sprinkled with **twinkling** lights.
2. The big, brown fox jumped over the lazy dog.
3. One dozen bread rolls went missing from the bakery.
4. Sue hunts giant lizards beside the peaceful lake.

**Activity 15**

**Highlight** in green the adjectival phrases in the passage below. The first one has been done for you.

1. Action Man in **camouflage pants** hugs Molly.
2. Molly in the white calico dress is not impressed.
3. Action Man from the local army squadron chases Molly.

**Activity 16**

**Highlight** in pink the adjectival clauses in the following sentences. The first one has been done for you.

1. Sue, **who is bold and fearless**, hunts giant lizards after work.
2. The boys whose books were stolen could not do their homework.
3. Books that belong to the library cannot be marked in any way.
4. Grandma, who seems very young for her age, came skydiving with me.
Activity 17

Below is a cluster of words that could be used to describe a whiteboard duster. Make sentences from the cluster that use adjectivals. The small, blue duster is made of plastic and felt.

Cluster the word ‘elephant’ using adjectivals that describe.

Make sentences from the cluster that use adjectivals: Remember to place participants in subject and object position and try to create different types of sentences.

Adverbials

The last petal of the grammar flower represents the adverbials. Adverbials tell us the circumstances under which the action or ‘goings on’ in the sentence are taking place. Adverbials answer the ‘how, when where or why’ questions about the verb in the sentence. Adverbials can be single words called adverbs or word groups called adverbial phrases. Derewianka covers Adverbials in Chapter 4 (pp. 73–80) in her book A Grammar Companion.

Adverbs

Adverbs modify a verb. Adverbs can also modify other adjectives and adverbs in the sentence.

- He ran quickly. ‘Quickly’ is an adverb in this sentence because it tells us HOW he ran.
- They stopped there. ‘There’ is an adverb in this sentence because it tells us WHERE they stopped.
Activity 18

Highlight in light blue the adverb in the following sentences. Indicate which question (how? when? where? why?) the adverb answers.

1. The babies are fed hourly. Answers when the babies were fed.
2. The river flowed slowly.
3. Put the dishes over here.
4. The rain fell heavily.
5. The healthy trekkers often walk to the local swimming hole.
6. The marbles scattered everywhere.
7. The tired children staggered wearily into bed.
8. They were very excited to see the python.
9. The terrified parents quickly grabbed the children away from the room.
10. Nobody could sleep soundly after that big fright!

Adverbial phrases

Sometimes, groups of words will provide us with the information surrounding the circumstances under which the process (verb) is occurring.

The river/ flowed/ slowly/ to the sea.
subject verb adverb (how?) adverbial phrase (where?)

The babies/ yelled/ loudly/ for their bottles.
subject verb adverb (how?) adverbial phrase (why?)

It / often/ rains/ during the summer months/ in Rockhampton
subject adverb (when?) verb adverbial phrase (when?) adverbial phrase (where)

Adverbials can be placed in different places in the sentence like this:
At the crime scene, the police surveyed the area for evidence of arson.
adverbial phrase (where?) subject verb object adverbial phrase (why?)

Activity 19

Highlight in dark blue the adverbial phrases in the following sentences. The first one has been done for you.

1. The tired children staggered wearily into bed after their dinner.
2. They were very excited to see a python under their covers.
3. The terrified parents quickly grabbed the children from the room.
4. Nobody could sleep soundly after that big fright!
**Adjectival phrases and clauses**

You may have noticed that adjectival phrases and clauses begin with particular words. We are learning about the most common types of phrases and clauses and their beginning word will usually be:

- A relative pronoun—who, whose, whom, which, that (and sometimes ‘where’)
- A participle—(‘ing’, ‘ed’, ‘en’)
- A preposition—there are examples over the page.

**Relative pronouns**

Relative pronouns will begin adjectival clauses. They are called dependent clauses because even though they contain a verb they do not make sense on their own. They need the independent clause to help them make clear sense. Relative pronouns include: who, whose, whom, which, that (and sometimes ‘where’). Who, whose and whom are used when referring to people.

- My sister, **who** failed her eyesight test, crashed her car.
- The books **that** belong to the library have been damaged.
- The branch **that** the children were playing **on** broke.
- My aunty, **whose** nose is very long, loves to sing Beatles songs.
- The old man, **whom** my father befriended, died yesterday.
- My red cup, **which** I loved to drink from, smashed in the sink.
- The place **where** the car crashed is marked by the cross.

When the clause is embedded, (is not essential information to the meaning intended by the author) we use commas to separate it from the main independent clause. ‘My sister crashed her car’ is the essence of the first sentence. ‘Who failed her eyesight test’ just gives us more information but does not change the intended meaning of the sentence so we indicate this by using commas.

We cannot say the same thing about the next sentence. This time the writer is talking about very particular damaged books. If we took ‘that belong to the library’ out of the sentence, the meaning would be changed so we do not use commas in this sentence.

**Activity 20**

**Highlight in pink** the adjectival clauses beginning with relative pronouns. **Punctuate** them correctly by adding commas around the embedded clauses. The first one has been done for you.

1. All the members of our staff **who are qualified** are eligible to apply for the training program. No commas in this one.
2. People who live in the country are particularly affected by the withdrawal of the service.
3. This book which I think you should read gives a full account of nuclear power.
4. I want you to know the basic rules that govern punctuation.
My mother who lives in Sydney wrote me an urgent letter recently.
This is the house that Jack built.
My boss whom I believe you have met has recently given me a raise.
The parents whose children were refused permission to attend the school excursion complained loudly to the media.
She is one of those people who constantly complain.
The reason that I gave for the lateness of my assignment was not correct.
Friends of mine who for years have travelled in Africa and Europe recently settled outside Rockhampton.
The report which took many months to compile recommended that at least 10% of present staff be made redundant.

Prepositions
Prepositions will begin either *adjectival phrases* (if they tell us about a noun) or *adverbial phrases* (if they tell us about the verb).

<table>
<thead>
<tr>
<th>Prepositions</th>
<th>about</th>
<th>above</th>
<th>across</th>
<th>after</th>
<th>against</th>
</tr>
</thead>
<tbody>
<tr>
<td>along</td>
<td>along</td>
<td>among</td>
<td>around</td>
<td>at</td>
<td>before</td>
</tr>
<tr>
<td>behind</td>
<td>behind</td>
<td>by</td>
<td>down</td>
<td>during</td>
<td>between</td>
</tr>
<tr>
<td>beyond</td>
<td>by</td>
<td>by</td>
<td>down</td>
<td>during</td>
<td>except</td>
</tr>
<tr>
<td>for</td>
<td>from</td>
<td>in</td>
<td>into</td>
<td>near</td>
<td></td>
</tr>
<tr>
<td>of</td>
<td>off</td>
<td>on</td>
<td>out</td>
<td>near</td>
<td>over</td>
</tr>
<tr>
<td>round</td>
<td>since</td>
<td>through</td>
<td>throughout</td>
<td>to</td>
<td></td>
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<td>towards</td>
<td>under</td>
<td>until</td>
<td>upon</td>
<td>with</td>
<td></td>
</tr>
<tr>
<td>within</td>
<td>within</td>
<td>without</td>
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</tr>
</tbody>
</table>

You need to understand when a prepositional phrase is functioning as an *adjectival phrase* and when it is functioning as an *adverbial phrase*. Remember: if the prepositional phrase is telling us more information about the noun, it is functioning as an *adjectival phrase*. If the prepositional phrase is telling us more about the circumstance under which the process is occurring, it is functioning as an *adverbial phrase*.

The man *in black jeans* walked across the street.

In the example above, the prepositional phrase ‘*in black jeans*’ is telling us which man so it is functioning as an *adjectival phrase*. The prepositional phrase ‘*across the street*’ is telling us more about where the man was walking so it is functioning as an *adverbial phrase*.

**Activity 21**
Colour *pink* the prepositional phrases functioning as adjectival phrases and *colour blue* the prepositional phrases functioning as adverbial phrases in the sentences below. The first one has been done for you.
1. **By the light of the moon**, the dingoes in hunting formation captured the kangaroo.

2. After work on Mondays, my best friend since high school picks me up for netball training.

3. The swollen creek at the back of my house flowed quickly over the rocky ground.

4. The soldiers from Duntroon Army Barracks were sent to fight in Iraq.

**Participial phrases or non–finite clauses**

When a participle does not have its auxiliary, it is not functioning as a verb. Participles can begin phrases. This type of phrase—or non–finite clause as Derewianka prefers to call it—functions as an adjectival because it describes a noun or pronoun in the clause. These are examples of participial phrases.

- walking down the street
- opened only yesterday
- driving at furious speed
- driven into the river by the enemy

<table>
<thead>
<tr>
<th>Walking down the street, Sally</th>
<th>tripped and fell.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The shop opened only yesterday</td>
<td>was gutted by fire.</td>
</tr>
<tr>
<td>Driving at furious speed, Joe</td>
<td>turned too quickly and headed into a ditch.</td>
</tr>
<tr>
<td>The soldiers driven into the river by the enemy</td>
<td>panicked and tried to swim to safety.</td>
</tr>
</tbody>
</table>

When you are using a participial phrase in a sentence you must take care about its position and place it close to the subject it refers to. When writers do not place the participial phrase near the subject it is describing, we call it a ‘misplaced modifier’. Some very strange meanings can occur if you are not careful. You need to take particular care with the participles ‘having ‘ and ‘being’. What is wrong with these sentences?

- (i) **Having been measured and tagged**, the fisheries inspector returned the barramundi to the water.
- (ii) **Being a wet morning**, I stayed in bed.

In the first sentence, the modifier ‘having been measured and tagged’ looks as though it is telling us more about the fisheries inspector rather than the barramundi. This modifier has therefore been misplaced. It should look like this:

- **Having been measured and tagged**, the barramundi was returned to the water by the fisheries inspector.

The second sentence makes it sound as though I am a wet morning!
Activity 22
What is wrong with the following sentences? **Rewrite** them so that the intended meaning is made clear. Be careful not to change the participial phrase from its adjectival function. The first one has been done for you.

1. Designed and made in Australia, you will look stunning in these fashions. **Designed and made in Australia, these fashions will look stunning on you.**

2. The bride was given away by her father wearing an empire-line satin dress.

3. Piled against the wall, the schools girls noticed their bags had been stolen.

4. The Prime Minister will be met by children waving flags and party members.

Activity 23
**Colour purple** the participial phrases in the sentences below. The first one has been done for you.

1. The gentleman **wearing a business suit** rushed to catch the plane.

2. The camel, having large hoofs and long legs, can walk for miles across the desert.

3. Circling overhead, the vulture spied the buffalo carcass.

4. Swimming for his life, the child escaped the shark.

5. The boy falling into the gorse bush cried out in fright.

Participial phrases are particularly handy for combining information into one sentence because they help us to establish relationships between sentences. The following example shows how this can be achieved.

The surging crowd drove the child into the wall. She was badly hurt and had to be taken to hospital. **Driven into the wall by the surging crowd, the child was badly hurt and had to be taken to hospital.**

Activity 24
**Link** these pairs of sentences by turning one into a participial phrase.

1. The waves battered the lifesaver into unconsciousness. He was being slowly swept out to sea. **Battered into unconsciousness, the lifesaver was being slowly swept out to sea.**

2. I reached up on to the top shelf to find my book. I accidentally pulled everything down on top of me.

3. Peter swam strongly with broad strokes. He eventually reached the struggling child.
4. The old swaggie hoped to find a fortune in gold. He began digging into the soft sand of the river bed.

5. The old teddy-bear was hugged tightly by the child. He sobbed at the thought of going into hospital.

**Punctuating clauses**

As you have seen whenever the information contained in the clause is not necessary to the overall meaning of the sentence, we punctuate the clause with commas.

- Action Man, **who would not be distracted**, hugs Molly, **who is getting very angry**.

*Action Man hugs Molly* is the main message of this sentence. We embed the adjectival clauses.

Whenever the information contained in the clause is essential to the overall meaning of the sentence, we do not punctuate with commas. Like this:

- The tree **under which they were dancing** rattled and shook.

*The tree rattled and shook* is not the main intention of this sentence. There was a particular tree that rattled and shook.

**Activity 25**

Punctuate the sentences below. Remember: If the information is not necessary for the meaning of the sentence, we use commas to separate the information from the rest of the main sentence. The first one has been done for you.

1. Sue, who is bold and fearless, hunts giant lizards after work.
2. Grandma who seems very young for her age came skydiving with me.
3. The birds that are nested in our trees are making a mess of the yard.
4. While fighting for their lives the refugees who had lost everything in the war put up a united front.
5. The branch that the children were playing on snapped and broke.
6. The cat that has a bell tied to its neck can no longer attack the bird life in our neighbourhood.
7. My uncle whose wife is a supermodel does not have to work for a living.
8. Circling overhead the vulture that had not eaten for days hungrily eyed the buffalo carcass.

**Creating our own sentences**

Now that we know more about the basic elements of a sentence, let us try to create some of our own.
At the start of this booklet, we said that not all sentences will contain all of the elements of a clause but they will contain a combination of the elements.

There will be at least a participant and a process.

- The baby laughed.
- The girl wept.
- The rain fell.

Most will also contain a circumstance.

- The baby laughed loudly.
- The girl wept for her pet.
- The rain fell on the desert.

**Activity 26**

Follow the prompts below to create your own sentences. You might find it easier to refer back to the symbols and colours that have been used to help you remember which element is which. The first one has been done for you.

1. subject/verb/object/adverbial phrase.
   - The children/played/marbles/under the front stairs.

2. subject/adjectival phrase/verb/adverbial phrase.

3. adverbial phrase/subject/verb/adverb/adverbial phrase

4. subject (containing an adjective)/verb/attribute.

**Activity 27**

Name the grammatical elements in the sentences below. Use colour and symbols to help you work it out. What grammatical feature is indicated by the underlined words? The first one has been done for you.

1. adverbial phrase/subject/adjectival clause
   - At the last moment/ the pilot/ whose instruments had failed/ pushed/ the eject button.

2. Wearing only their pyjamas/ the shattered couple/ left/ their burning house.

3. At midnight/ the monsters/ howled/ mournfully/ while/ the vampires/ prowled/ the haunted house.

4. The car/ that had run out of petrol/ was stopped/ in the middle of the road.

5. The girl/ with red hair/ is/ pretty and cute.
Types of sentences … and other funny things
At the start of this booklet, we were introduced to the sentence as the basic building block of written communication.

The simple sentence.
The sentence is one complete thought which makes sense on its own. The simple sentence must contain:

- One process (verb/verb group) and a participant.

Jill ran.

A simple sentence can also contain either:
- One participant as subject, one process (verb/verb group) and one circumstance (adverbial)

Jill ran to the shop.

- One participant as subject, one process (verb or verb group) and one participant as object

Jill loves David.

- One participant as subject, one process (relating verb) and one attribute

Jill is happy.

As we become more sophisticated in our writing, we are able to add more information into one sentence. Older children will start to show that relationships exist between the ideas they are expressing.
The complex sentence

The complex sentence allows us to pack more information into one finished thought. We will learn how to create complex sentences in two ways.

1. using adjectival clauses
2. using adverbial clauses introduced by subordinating conjunctions.

Using adjectival clauses to create complex sentences

A complex sentence contains an independent clause and a dependent clause. Look at the group of sentences below. We can subordinate (make dependent) one of the sentences above and embed the new dependent clause within the main independent clause by using relative pronouns. This will create a complex sentence which contains an independent clause and a dependent clause.

- The rain fell on the desert. The rain filled the dams.
- The rain that fell on the desert filled the dams.

Here is another example.

- My grandmother cooks scones. My grandmother wears a white apron.
- My grandmother, who wears a white apron, cooks scones.

In these sentences, we have been able to pack more information into one sentence by including an embedded clause into the main clause or sentence.

Using subordinating conjunctions to create complex sentences

Adverbial clauses

Adverbial clauses are dependent clauses that answer how when where or why about a verb in another clause in the sentence. Look at the following sentences.

- I watched the late night movie when I arrived home.  
  *When I arrived home* tells your reader when you *watched* the movie, so *when I arrived home* is an adverbial clause.

- Peter visited the old woman because she had been ill for months.  
  *Because she had been ill for months* tells us why Peter visited the old woman, so it too is an adverbial clause.

Adverbial clauses perform other tasks and you can read more about them in Derewianka’s book on pages 96 and 97.

Subordinating conjunctions

If special relationships between ideas exist, we can use subordinating conjunctions to make complex sentences.

- Julie stayed home from work. Julie was sick.
When these ideas are written as simple sentences, the writer does not explicitly show how staying home and being sick are related. The reader has to guess this relationship. Using a subordinating conjunction will help us to take the guesswork out for the reader by showing explicitly the relationship between the two clauses.

- Julie stayed home from work. Julie was sick.
- Julie stayed home from work because she was sick.
- I need some new shoes. The dog ate my old ones.
- I need some new shoes as the dog ate my old ones.

Subordinating conjunctions are therefore used to link the main clause and the dependent adverbial clause. Here are some common ones but read page 96 of Derewianka for a longer list.

*Subordinating conjunctions include:*

<table>
<thead>
<tr>
<th>after</th>
<th>although</th>
<th>as</th>
<th>because</th>
<th>before</th>
</tr>
</thead>
<tbody>
<tr>
<td>for</td>
<td>if</td>
<td>since</td>
<td>though</td>
<td>unless</td>
</tr>
<tr>
<td>until</td>
<td>when/whenever</td>
<td>where</td>
<td>whether</td>
<td>while</td>
</tr>
</tbody>
</table>

**Activity 28**

Put a box around the dependent adverbial clauses. Remember the questions How?(often? long?), When? Where? Why? The first one is done for you.

1. **Before I decide to take this job**, I want to talk to the family.
2. I get frightened whenever I watch horror videos.
3. I came because you called me.
4. If she wants to come, she will need to tell me soon.
5. Although the winds blew all night, we were warm in the cabin.
6. I will be late because I have a six o’clock lecture.

**In a nutshell**

The complex sentence contains one main idea as well as extra information about that idea in another clause or clauses. It contains one independent clause (main sentence) and one or more dependent clauses that do not make sense on their own. We can combine simple sentences into one complex sentence by also using an adjectival clause like this:

- My grandmother loves to skydive. My grandmother is very young at heart.
- My grandmother, who is very young at heart, loves to skydive.

Or, we can combine simple sentences into one complex sentence by using a subordinating conjunction like this:
I didn’t go to work today. I was sick today.

You can read more about combining clauses in Derewianka pp. 93–97.

**Compound sentences**

Two ideas can be joined into one sentence without turning one into a dependent clause. In this instance, both remain as independent clauses joined by a co-ordinating conjunction. We can still show relationships between ideas if it is necessary.

Compound sentences contain two independent clauses joined by a co-ordinating conjunction. Co-ordinating conjunctions include: and, but, or/nor. We can also use a semicolon ( ;) between the independent clauses. Examples are shown below.

- I need a new jumper. I also want new shoes.
  I need a new jumper **but** I also want new shoes.

- We could go to the shops. We could go to the movies.
  We could go to the shops **or** we could go to the movies.

- I have blonde hair. You have black hair.
  I have blonde hair **and** you have black hair.
  I have blonde hair; you have black hair.

**Activity 29**

Turn the following groups of sentences into complex sentences by using adjectival clauses beginning with relative pronouns and **then** by using adverbial clauses beginning with subordinating conjunctions (whenever possible). The first one has been done for you.

1. The boys love to walk. The boys exercise their dogs after school.
   The boys, **who** love to walk, exercise their dogs after school.
   The boys love to walk **so** they exercise their dogs after school.

2. I was late to school. I missed the bus.

3. The cat was scratching. The cat had fleas.

4. The books are on the shelf. The books are about flags.

**Activity 30**

Turn the following groups of sentences into compound sentences using co-ordinating conjunctions. The first one has been done for you.

1. I put the food scraps in the compost bin **and** I threw the empty milk cartons in the recycling bin.

2. I want to go to the seafood restaurant. You want to go to the steakhouse.

3. It was raining in Queensland. It was fine in Victoria.

4. We could play scrabble. We could ride our bikes.
Grammar as an editing tool

Audience and purpose

Any communication is all about audience and purpose. When we write, therefore, it is important that we understand who our audience is and what our purpose for writing is so that we can make sure that the meaning we intend to convey is clear and 'un-mistake-able'. Usually we will write to inform, explain, describe, entertain, persuade, or instruct. We can use different combinations of the elements of grammar to achieve our purpose. Choosing language that suits our audience is also important.

When we are writing to instruct, for example, we will often put the verb in the prominent position in the sentence so that those who have to follow the instructions will be absolutely sure of what they have to do. We will also present the information in a particular order. Recipes, directions and procedures are examples of writing to instruct. Find a recipe and have a look at how the writing is organised so that the instructions are clear and logically organised.

When we write to inform, describe, explain or persuade, we will use adjectivals and adverbials to add information to help the reader create images in their heads or show relationships between sets of information, (causes and effects, problems and solutions), or analysis. Grammar, therefore, is useful for helping us to check whether our writing is achieving its purpose and whether it is pitched at an appropriate level for the audience of our writing. A thorough understanding of grammar is necessary if we as teachers are to help students develop as effective writers.

Trouble shooting

An understanding of grammar is a useful tool in helping us to correct writing that is not clear because errors in expression have been made. The most common errors in written expression are:

- Writing in sentence fragments
- Writing run on sentences
- Writing freight train sentences
- Misplaced modifiers
- Misuse of apostrophes
- Incorrect subject-verb agreement
- Incorrect use of verb tense.

If our job as teachers is to help students achieve an ability to write so that meaning is 'un-mistake-able', then we need to be able to identify when errors are being made. We also need to be able to help students understand why they are making these mistakes and how to fix them.
The sentence fragment
As its name suggests, a sentence fragment is a bit of a sentence. Usually sentence fragments will actually be:

- dependent clauses. Some examples of this are: Because I was late. or Although it was raining.
- phrases beginning with prepositions, or participles that have been punctuated incorrectly. ‘Riding up the hill’ written as a complete sentence is an example of this.

Those who write in sentence fragments often do not have a good understanding of what an independent clause (a simple sentence) is. Sometimes these people think more quickly than they can write, or tend to use adverbial or adjectival phrases or clauses at the beginning of their sentences and then put the full stop in the wrong place.

The following piece of writing contains sentence fragments. Read it through and notice how disjointed it sounds. When the reader has to work hard to make meaning from what they are reading, writers are not doing their job properly.

Being only thirteen and very unworldly. Jack was a quiet boy who preferred his own company. He was an only child. Who was born to elderly parents. They did not think they would ever have children of their own and were very protective of him. His parents encouraged him as a small child to stay close to them but were beginning to worry that he would never make friends and enjoy his teenage years. They did not want him to be a loner. Because he would still be very young when they grew old and frail.

In this example, the writer does not appear to understand that sentences must contain at least one subject and verb. Although the other fragments do contain verbs and subjects, they still do not make sense. Here, the sentence fragments have been underlined.

Being only thirteen and very unworldly. Jack was a quiet boy who preferred his own company. He was an only child. Who was born to elderly parents. They did not think they would ever have children of their own and were very protective of him. His parents encouraged him to stay close to them as a small child but were beginning to worry that he would never make friends and enjoy his teenage years. They did not want him to be a loner. Because he would still be very young when they grew old and frail.
In the first group of sentences, a participial phrase has been written as though it is a complete thought yet when we take it apart grammatically this is what we get:

- **Being only thirteen and very unworldly**

What is happening? Nothing is happening. There is no verb. (‘Being’ is a participle and does not have an auxiliary verb with it to help it function as a verb group). Nor is there a subject. This cannot be a sentence by itself. This is a phrase and must therefore belong to an independent clause somewhere. The independent clause it belongs to is the next sentence. This participial phrase is telling us ‘which Jack’ so it is adjectival. The writer could have used a comma instead of a full stop because it is a rather long sentence.

```
Being only thirteen and very unworldly, Jack was a quiet boy who preferred his own company.
```

Let us pull the sentence apart and look at its grammatical features.

```
<table>
<thead>
<tr>
<th>Being only thirteen and very unworldly</th>
<th>Jack</th>
<th>was</th>
<th>a quiet boy</th>
</tr>
</thead>
<tbody>
<tr>
<td>adjectival phrase</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>who preferred his own company.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>adjectival clause.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
```

In the next group of sentences, the fragment occurs after the independent clause and begins with a relative pronoun.

- **He was an only child. Who was born to elderly parents.**

Relative pronouns begin dependent adjectival clauses and so they can never begin an independent clause.

Grammatically, this sentence should look like this.

- **He was an only child who was born to elderly parents.**

Let us pull the sentence apart and look at its grammatical features.

```
<table>
<thead>
<tr>
<th>He</th>
<th>was</th>
<th>an only child</th>
<th>who was born to elderly parents</th>
</tr>
</thead>
<tbody>
<tr>
<td>subject</td>
<td>relational verb</td>
<td>attribute</td>
<td>adjectival clause.</td>
</tr>
</tbody>
</table>
```

In the last group of sentences, the fragment falls at the end of the independent clause and begins with a subordinating conjunction. It should look like this:

```
They did not want him to be a loner because he would still be very young when they grew old and frail.
```

‘Because’ is a subordinating conjunction and therefore its function is to join two sets of information together by making one set of information dependent on the other to
make sense. Using the word ‘because’ in this context shows how the second set of information — ‘he would still be very young when they grew old and frail’ — depends on the preceding information ‘they did not want him to be a loner’ for its meaning to be absolutely clear.

**Activity 31**

**Underline** the sentence fragments in the sentences below. **Rewrite** the fragment and the independent clause it belongs to as one complete thought. Be careful not to change the intended meaning of the idea being expressed.

As I had left my purse at home. I had to go home and get it. On the way. I witnessed a nasty accident. A car had overturned. Because it tried to avoid hitting a small child running across the road. I had my mobile with me. So I rang the police and the ambulance. Unfortunately, a police car was behind me and pulled me over. Worrying about whether I was being blamed for the accident. I quickly pulled over and jumped out of the car. I was presented with a fine. Because I had used my mobile phone while driving. Next time I will remember to take my purse with me to the shops!

**Run on sentences**

Run on sentences occur as a result of punctuation errors. Run ons are sentences that literally run into each other. They are two or more sentences that are connected by commas rather than full stops or conjunctions. Sometimes they are not punctuated at all.

As I had left my purse at home I had to go home and get it, on the way I witnessed a nasty accident. A car had overturned because it tried to avoid hitting a small child running across the road I had my mobile with me so I rang the police and the ambulance. Unfortunately, a police car was behind me and pulled me over worrying about whether I was being blamed for the accident I quickly pulled over and jumped out of the car, I was presented with a fine, I had used my mobile phone while driving. Next time I will remember to take my purse with me to the shops!

See if you can tell where the run on sentences have occurred in the passage above and punctuate them correctly. Remember:

- Sentences must make sense on their own.
- Sentences must contain at least one subject and a verb.
- Sentences end in full stops.
Sometimes, conjunctions will help to improve meaning by showing a relationship between the ideas expressed.

The punctuation errors in these sentences are shown in red.

As I had left my purse at home I had to go home and get it, on the way I witnessed a nasty accident. A car had overturned because it tried to avoid hitting a small child running across the road I had my mobile with me so I rang the police and the ambulance. Unfortunately, a police car was behind me and pulled me over worrying about whether I was being blamed for the accident I quickly pulled over and jumped out of the car I was presented with a fine I had used my mobile phone while driving. Next time I will remember to take my purse with me to the shops!

Diagnosing and fixing run ons

If a child brought work to you and you could tell what they were trying to say but the meaning was unclear, how would you diagnose their errors? Let us take this run on sentence apart.

As the sun set, the friends walked slowly to their car, they were tired, hungry and ready for bed.

There are two complete sentences in this one sentence. Both have enough elements of the clause for them to stand alone. The comma is replacing a fullstop in this instance.
We can fix this sentence by:

- punctuating with a full stop after the first sentence like this.

**As the sun set, the friends walked slowly to their car. They were tired, hungry and ready for bed.**

Or

- by subordinating one of the clauses to show a relationship between the two closely related ideas like this. (Use a subordinating conjunction).

**As the sun set, the friends walked slowly to their car because they were tired, hungry and ready for bed.**

Or

- by embedding a dependent clause into the main sentence like this.

**The friends, who were tired, hungry and ready for bed, walked slowly to their car as the sun set.**

Or

- by using a semi-colon like this. When ideas are very closely related, using a semi-colon is acceptable.

**As the sun set, the friends walked slowly to their car; they were tired, hungry and ready for bed.**

---

**Activity 32**

**Turn** the following run ons into complex sentences. Use dependent clauses and either subordinating conjunctions or relative pronouns. Remember—relative pronouns are: who whose whom which that and sometimes, where.

For example:

- Tom fell out of the tree, the children laughed loudly.
- *Because Tom fell out of the tree, the children laughed loudly.*

1. Kangaroos have pouches, they can carry their babies in their pouches.
2. Mary was feeling sick, she wanted to stay in bed for the day.
3. The crowd gathered around the fire, they were freezing cold.
4. The children were running fast, they fell down a ditch.
Activity 33

Turn the following run ons into compound sentences by using a coordinating conjunction such as and, but, or/nor.

1. The old grey donkey stood by the side of the stream, he looked at himself in the water.
2. Larry threw the ball high in the air, he hit it with all of his might.
3. The teacher put her head in her hands, she began to think.
4. The little boy held the balloon tight, it flew away.

Activity 34

Diagnose the sentence structure problems in the passage below. Rewrite the sentences so that their meaning is unmistakeable. It could contain fragments or run ons.

The Australian Open 2003

Jones scowled angrily at the umpire, he certainly hadn’t liked that call. It looked as if he was going to keep his temper today. And that would be a good thing. Jones served again ferociously into the net, his opponent bounced up and down a bit smiling, hoping to put Jones off his game. The second serve was better. Smith, his opponent, was caught off guard. Rushing across the court. He faltered but sent a marvellous return across the net and Jones couldn’t reach it.

Freight train sentences

There are two main types of freight train sentences:

1. Freight train sentences that rattle on and on and on and…
2. Freight train sentences that are wordy and convoluted because they contain too many ideas.
The sentence below is an example of a ‘rattler’. The writer uses conjunctions instead of stopping and starting again. It rattles on and on and on and on and on …………

Over the Easter holidays, I went to the movies and then I went to my friend’s house and then we went fishing and then we caught some fish and then we had them for tea with some chips. (younger students)

The sentence below is an example of a convoluted freight train. It contains more than one idea and needs to be separated into separate sentences so that meaning is ‘un–mistake–able’.

The experiment went for three weeks and during that time we had to measure the plants once a week and make notes about the changes we could see in the plants like if they turned yellow or their leaves got spots or they started to shrivel and die. (older students)

**Fixing freight train ‘rattlers’**

Over the Easter holidays, I went to the movies and then I went to my friend’s house and then we went to the river and then we caught some fish and then we had them for tea with some chips. (younger students)

There are five separate independent clauses with ‘and then’ being used as conjunctions in this sentence. The most important thing is to get rid of the ‘and thens’. We can still use compound or complex sentences but it is important that we also include some full stops so that the information is ‘chunked’ into meaningful bits.

Over the Easter holidays, I went to the movies. After that, I went to the river with my friend. We caught some fish and had them for tea with some chips.
Fixing freight trains that are convoluted
Identify what the writer is trying to say; often there will be more than one idea contained in the sentence. (Writers who do this tend to go off on tangents in their thoughts).

The experiment went for three weeks and during that time we had to measure the plants once a week and make notes about the changes we could see in the plants like if they turned yellow or their leaves got spots or they started to shrivel and die. (older students)

There are three main ideas contained in this sentence.
1. Length of time of the experiment
2. What they had to do during the experiment
3. What they had to look for while observing the plants during the experiment

In this instance there need to be at least three sentences.
1. The experiment lasted for three weeks.
2. During that time, we had to measure the plants once a week and make notes about the changes we could see in the plants.
3. We had to notice if the plants turned yellow, or if the leaves got spots, or if the plants started to shrivel and die.

The experiment lasted for three weeks. During that time, we had to measure the plants once a week and make notes about the changes we could see in the plants. We had to notice if the plants turned yellow, or if the leaves got spots, or if the plants started to shrivel and die.

Its looking better but it is still wordy. How can we change the words to reduce this?

The experiment lasted three weeks. During that time, we (had to measure) or (measured) the plants (once a week) or (weekly) and (made notes about the changes) or (noted any changes) we could see in the plant. We had to notice if the plants turned yellow, or if the leaves developed spots or if the plants started to shrivel and die. or (These changes could have included plant yellowing, plant shrivelling or the development of spots on the leaves.)
The experiment lasted three weeks. During that time we measured the plants weekly and noted any changes we could see in the plants. These changes could have included plant yellowing, plant shrivelling or the development of spots on the leaves.

**Activity 35**
Fix up the freight trains in the following texts. Say whether you think they are rattlers or whether the sentences are convoluted and contain too many ideas.

**My Horrible Day**
I wanted to go to town because the weather had turned nasty and I needed a new coat so I waited at the bus stop for nearly an hour but the bus was late so I walked to the train station and eventually caught the train but half the shops were shut because I was so late getting into town.

**Toad Does It Again**
Then Toad noticed that the old steam train was going faster so he threw more coal into the fire and dropped it down another gear and then the train was flying past the station and couldn’t stop in time to take on more passengers and Toad laughed as he stoked the fire again and just when he thought his day was the most perfect day of his life, someone put the brakes on which spoiled everything for naughty Toad.

**Misplaced modifiers**
Whenever an adjective, adverb, adjectival phrase or clause, or adverbial phrase or clause is used in a sentence, it modifies the noun or verb that it is describing or telling about. If we are not careful, ideas can become very confused if the modifier is too far away from the noun or verb it is modifying. We looked at the effects of misplaced modifiers when we looked at participial phrases on pp. 22–25. Revise this section so that you understand the effects misplaced modifiers can have on the meaning of a sentence.
Misuse of apostrophes

Apostrophes seem to cause much grief for many writers. Today, the possessive apostrophe is so misunderstood that it is often used incorrectly, or not at all. People often add the apostrophe if the letter ‘s’ comes at the end of a word—any word.

<table>
<thead>
<tr>
<th>Wrong</th>
<th>Correct</th>
</tr>
</thead>
</table>
| We sell fresh pie’s.  
Everyone likes our chip’s. | We sell fresh pies.  
Everyone likes our chips. |

The apostrophe is really only used in two instances:
1. To show ownership
2. To show a contraction is being used.

When we wish to explain that a ‘something’ belongs to another ‘someone’ or ‘something’, we use an apostrophe.

*The girl’s bag is in the car.*

In this sentence, the bag belonging to the girl is in the car. We use the apostrophe before the ‘s’ to show that the bag belongs to one girl.

It gets a little more tricky if there is more than one person or thing to which the something belongs.

*The girls’ bags are in the car.*

In this sentence, there is more than one girl so we indicate this by placing the apostrophe after the ‘s’.

Be careful when there is one word used to explain that there is more than one thing or person; for example, collective nouns like children, women, men. The possessive forms of these words are children’s, women’s, men’s.

Now you understand why we use an apostrophe, let us learn how to use one. It is really very simple and does not require an understanding of complicated rules involving plurals and such like.

**The three easy steps**

When you need to show that something belongs to someone or something, or that it is part of something else, all you need to remember are *three easy steps.*

**Step 1.** Write the owner (or owners).
Step 2. Put an apostrophe after the last letter of the owner (or owners).

- cat’s
- cats’

Step 3. Add an ‘s’ only if you SAY it.

- cat’s tail
- cats’ tails

For example:

<table>
<thead>
<tr>
<th>The child’s book</th>
<th>the book belonging to the child</th>
</tr>
</thead>
<tbody>
<tr>
<td>The children’s books</td>
<td>the books belong to the children</td>
</tr>
<tr>
<td>The frog’s legs</td>
<td>the legs belong to the frog</td>
</tr>
<tr>
<td>The movies’ actors</td>
<td>the actors belong to the movies</td>
</tr>
</tbody>
</table>

Contractions

Apostrophes are also used when we shorten words and use the contracted form of the word in our writing. Some examples of words that have contractions include:

- have not -> haven’t
- could not -> couldn’t
- would not -> wouldn’t
- it is -> it’s
- she is -> she’s
- did not -> didn’t
- will not -> won’t

Activity 36

Rewrite the following in another way. In every case use an apostrophe. The first one has been done for you.

<table>
<thead>
<tr>
<th>We will not go.</th>
<th>She would go if she could.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>We won’t go</strong></td>
<td>................... <em>if she could.</em></td>
</tr>
<tr>
<td>The films of Nicole Kidman</td>
<td>The dog belonging to Marge</td>
</tr>
</tbody>
</table>
Nicole ………………………………. dog
The names of my two brothers My two………………….. It has happened
It is difficult The policies of the government
……………………………………
The intention of the woman The intention of the women
The……………………………
The future of our nation The timetable of this class
Our…………………………….. This………………………………
The timetables of these classes The focal length of the lens
These……………………………
A party for children The house of Craig and Donna
A………………………………
Subject—verb agreement
Singular verbs have singular subjects and plural verbs have plural subjects.

My cat has a meal in the evening.
Cats have a meal in the evening.

However, two singular subjects joined by ‘and’ require a plural verb.

John and his brother were at the party.

Activity 37
Put a circle round any apostrophe errors in the following sentences. Write any errors correctly at the end of the sentence. Some of the sentences are already correct.

1. I don’t know if its true.
2. These countries’ economies are in recession.
3. Our country’s economy is thriving.
4. Its beginning and its end were both marked by violence.
5. The driver’s seatbelt and the two passenger’s seatbelts were undamaged.
6. Its difficult to calculate the profits.
7. There are sock’s and trouser’s for sale.
8. I love that birds feathers.
9. I love those bird’s feathers.

1. I don’t know if it’s true.
2. These countries’ economies are in recession.
3. Our country’s economy is thriving.
4. Its beginning and its end were both marked by violence.
5. The driver’s seatbelt and the two passenger’s seatbelts were undamaged.
6. It’s difficult to calculate the profits.
7. There are sock’s and trouser’s for sale.
8. I love those bird’s feathers.
Activity 38
Circle the correct verb to make these sentences make sense. The first one is done for you.

1. Bill and his mother (come, comes) to visit.
2. Mr Brown and his wife (were, was) at the party.
3. An apple and an orange (provides, provide) nourishment.
4. Clothing and money (are, is) distributed to the poor.

Take care!
A sentence beginning with ‘there’ can cause problems. ‘There’ is not the subject. You need to turn the sentence around so the subject comes before the verb.

There is a fly in my soup.
A fly is there in my soup.

Activity 39
Underline the subject and decide whether or not the agreement is right. The first one is done for you.

1. There is a few of my friends in that car. (Should be ‘are’).
2. There was over two hundred guests at the wedding.
3. There were a boy and a girl calling for help in the swollen river.

Take Care!
Agreement problems can arise with the use of the verbs ‘to be’ and ‘to have’. Agreement in the following is easy to recognise:

The cat was in the basket.
The cats were in the basket.

Queensland is a pleasant state in which to live.
Many Australian states are cooperating in the fight against drugs.

Australia has a trade agreement with China.
Many countries have trade agreements with Australia.
Problems arise when the verb and its main subject word are widely separated. For example:

- **The new town library**, well stocked with a wide variety of books, journals and CDs, *have* aided learning in this community.
- **The most significant changes** for the modern Australian woman *has* occurred since the 1960s.
- **The organisation** required for women to be successful at combined jobs *are* immense.

They should be written like this.

- **The new town library**, well stocked with a wide variety of books, journals and CDs, *has* aided learning in this community.
- **The most significant changes** for the modern Australian woman *have* occurred since the 1960s.
- **The organisation** required for women to be successful at combined jobs *is* immense.

**Take Care!**

Opinion over the usage of ‘none’ is divided, as the plural agreement is now more common than the singular.

- None of the pens *are* on the table.
  (Now acceptable)
- None of the pens *is* on the table. (Traditional)

**Collective nouns—singular verbs**

Collective nouns that behave as single items take singular verbs.

- **The team is united** on this issue.

However, if the members are behaving individually, the verb will be plural.

- **The team (members) are involved** in a door knock fundraising drive.

If the above sentence sounds grating, rewrite to include the word ‘members’.

The name of a book, play, song, property, poem or film is regarded as singular.

- ‘Green Acres’ *is* a fine property.
- Neighbours *is* my favourite TV show.
Nouns—plural verbs
Some nouns always take a plural verb, even if they are singular in meaning.

- The scissors are in the drawer.
- My new glasses have the latest frames.

**Activity 40**
**Make any necessary corrections** to the subject–verb agreement in the following sentences.

1. ‘Hints for Handymen’ are available at all newsagents.
2. ‘Daffodils’ were written by William Wordsworth.
3. The premises is locked every night.
4. The tweezers is always in my make-up tray.
5. ‘The Golden Years’ is my favourite novel.
6. There is some workmen on the building site.
7. Patience and work are needed to gain a distinction.
8. Don’t Jane look well!
9. At Christmas, coloured lights was hung from the branches.
10. A series of new books have recently been published.
11. After the fight, pieces of broken crockery were scattered over the floor.
12. One of those apples are rotten.
13. All the beggar ate was scraps of food.
14. The eyes of every member of the audience was fixed on the actor.
15. There were stairs at the end of the room.

**Activity 41**
**Underline** the verbs and main subject words in the following sentences and **make any corrections** that are necessary.

1. The ever-changing roles of women in Australian society is causing them health problems.
2. Healthy relationships and good communication between many parents and their children is becoming a thing of the past.
3. The changing roles of women in today’s world has led to problems for many Australian men.
4. The idea that humans can create machines that could learn, create and ultimately solve all of humanity’s problems have a powerful fascination for many people.

Using the correct verb tense
It is very important that when we write in a particular tense we do not jump around between tenses. See if you can identify when the writer of these passages has muddled up the tense of the verbs within the passage. (HINT: Muddled tense makes it difficult to follow what the writer’s intended meaning is.) The piece below is written in the present tense and so the verbs used in the piece need to show this.

My favourite book is ‘Harry Potter and the Philosopher’s Stone’. It is a story about a boy who loses his parents and went to live with his horrible aunty and uncle. They hate him so much because he is a wizard. Harry doesn’t know he is a wizard until he turned 11 and went to Hogwarts School of Witchcraft and Wizardry. Hargrid, who is a giant, helps to get him away from the Dursleys and into Hogwarts where he feels welcome. Dumbledore, the school’s headmaster, likes Harry and looks after him. Harry was famous at Hogwarts because he survives a death curse which leaves him with a scar in the shape of a lightning bolt on his forehead.

It should be written like this:

My favourite book is ‘Harry Potter and the Philosopher’s Stone’. It is a story about a boy who loses his parents and goes to live with his horrible aunty and uncle. They hate him so much because he is a wizard. Harry doesn’t know he is a wizard until he turns 11 and goes to Hogwarts School of Witchcraft and Wizardry. Hargrid, who is a giant, helps to get him away from the Dursleys and into Hogwarts where he feels welcome. Dumbledore, the school’s headmaster, likes Harry and looks after him. Harry is famous at Hogwarts because he survives a death curse which leaves him with a scar in the shape of a lightning bolt on his forehead.
Activity 42
Fix up the tense problems in this piece

The rain splatters against the windows and formed puddles on the ground. What a miserable day for skydiving! Heavy clouds continue to gather, threatening the surroundings with more heavy rain. Fixing herself one more cup of coffee, she decided to go ahead with her plans to jump for the first time on her own. Nothing, but nothing, will spoil the chance to solo jump today. She threw her expensive jumping gear into the car and jumps into the driver’s seat, nerves raw with anticipation. As she drives towards the air strip, the phone rang bringing her out of her trance-like state. She answers … She drops the phone and skidded to a halt. Her boss wanted to know why she didn’t go to work. She checks her diary … she is shaking … she has the wrong day. She did a U turn and headed ashamedly home to change.

Putting it all together—practice

We have covered a lot of ground in this booklet but this information is virtually useless to you unless you are able to use it to diagnose where grammar errors have occurred and use this knowledge of grammar to fix up the errors. You need to spend some time editing passages by identifying where the error has occurred and explaining, using the grammar language you now have, how the error could be fixed. You also need to show that you are capable of rewriting the pieces correctly so that meaning is ‘un-mistake-able’.

The rest of this booklet contains a collection of tute activities and revision exercises that you were given during Autumn term. Work through them again and see how you go. Answers for these activities and the activities throughout the booklet will be available on the Communications Learning Centre website under ‘Workshops and Conferences’. The web address is: http://dtls.cqu.edu.au/clc/home.html
**Practice exercises**

**Processes**
The process of a sentence tells us what is happening. The processes are represented by verbs or verb groups.

Fill in the table with the correct form of the verb.

<table>
<thead>
<tr>
<th>Infinitive</th>
<th>Present Tense</th>
<th>Past Tense</th>
<th>Present Participle</th>
<th>Past Participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>think</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>bring</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Circle each process and say what type of verb it is.

(i) The puppy licked my face.
(ii) I love tennis.
(iii) Father unlocked the front door.
(iv) The kittens are playing with the new puppy.
(v) Zac asked many questions about the topic.
(vi) Whales are the most magnificent creatures on earth.
(vii) Everywhere, children love Santa Claus.
(viii) During summer I shall visit India.
(ix) Children played after school.
(x) Jane studied instead of watching videos.

By asking the question ‘What is happening?’ of the sentences below, identify (circle or underline) the main verb or verb group.

(i) The children were sitting under the tree.
(ii) The dog ate the bone that Mum bought to make soup.
(iii) After driving for many hours, the weary travellers stopped for a rest.
(iv) While we were playing, the children lost the ball.
(v) That old dog is very sick.
(vi) I should have paid more attention to grammar lessons at school!
(vii) The girls are playing netball in the State finals on the weekend.
(viii) They have been there before.
(ix) Watching television is a favourite hobby for many Australians today.
(x) He batted well during the cricket match.

**Classify** the types of verbs in the following sentences.

(i) Those people **were** upset by the advertisement in the paper.
(ii) She **thought** hard before answering the question.
(iii) Mrs Jones **spoke** highly of her nephew who had just come back from the war.
(iv) The children **drew** pictures of the Easter Bunny.
(v) They **laughed** at the funny clown from the circus.
(vi) I **am going** to the movies tonight as a special treat.
(vii) The halfback **flew** through the air to make the try.
(viii) Footballers **are** very fit these days.
(ix) The girls **embarrassed** themselves in front of their peers.
(x) The dog **caught** the stick between his teeth.

**Attributes**

Underline the relational verb and circle the attributes in the following sentences.

(i) Australia is hot and dry for most of the year.
(ii) After yelling at the child, the teacher was upset.
(iii) You are friendly but he is aloof.
(iv) The crowd were jubilant upon the soldiers’ return.

**Participants**

Circle the subject and underline the object wherever they appear in the sentences below.

(i) My brother watches Harry Potter movies all day long.
(ii) The teacher told the children about Stranger Danger.
(iii) The dingoes howled in the distance.
(iv) The children rode over the dusty mountain track.
(v) The champion racehorse won the race in record time.

Say if the following underlined nouns are common, proper, abstract or collective.

A Buick and a Cadillac, both American cars built by General Motors, are alike in many ways. A Buick, which measures over five metres in length and weighs nearly one and a half tonnes, is large and holds the road well. A Cadillac is similar in length and weight.

The Rugby team is divided in two parts: the forwards and the backs. If these two groups were compared to horses, the forwards would be Clydesdales and the backs would be thoroughbred racehorses.

Many people today believe that love, respect and compassion are dying in this fast-paced world.

Draw a box around the adjectives, circle the adjectival phrases and underline the adjectival clause.

(i) Australian farmers wear cotton clothes and leather boots when they are working.

(ii) People in rich countries are wasteful with resources.

(iii) Screaming children, who were dressed in unattractive school uniforms, ran onto the busy roadway and into the oncoming traffic.

(iv) Barking dogs were chasing the poor postman along the crowded footpath.

(v) Parents whose sons and daughters are fighting in Iraq live in constant fear.

Two of the sentences above contain participants in object position. Circle the objects.

Identify (circle or underline) the adjective, highlight in pink the adjectival phrase or highlight in blue the adjectival clause in the sentences below.

(i) The old men who had beautiful singing voices belonged to a Barbershop Quartet.
(ii) The anxious cub searched everywhere for its mother.
(iii) Grandma, who always wears a red apron, cooked scones on Sunday.
(iv) The car that ran out of petrol is parked in the middle of the road.
BLM students love our exciting grammar lessons.

Wearing nothing but a towel, the crazy student ran to the shop.

It was a cold, rainy night when the curlews started to wail.

The new bike had shiny wheels and brightly coloured streamers tied to its handlebars.

The worried parents searched everywhere for the children who were hiding under their beds.

With each step, the weary travellers climbed towards the limitless summit.

**Identify the pronouns used in the passages below.**

When you ride a bike you need to get yourself a good helmet. This is important because your head needs to be protected should you fall off and hit it on the ground.

I am really happy to inform you that you have been selected into the Central Queensland team for netball. I will be contacting you soon about when and where the games will be held. Your parents are invited to join the team’s cheer squad. They need to let me know as soon as possible. Your coach will be Ms Jones. She has trained several winning teams in the last few years and is looking forward to working with you at training sessions. You will need to get yourself a training kit which will be available for collection from my office as from Monday 16th May, 2003.

When scientists study the earth, they look for patterns and rhythms that identify relationships between phenomena. Most scientists collect specimens and take them to laboratories for further analysis. A famous scientist, Charles Darwin, studied Biology in this way. He always protected himself from harm by wearing special overalls that covered his whole body. Darwin is best known for his study into Natural Selection and his theory of Evolution. Other scientists have taken his pioneering work as the basis for their studies into how life began. It is a fascinating area of study and scientists should be proud of themselves for unravelling so many hidden secrets that Nature herself may have well forgotten.
What is wrong with the following passage?

I told him about their secret and they told us they were going to tell him so we told them that they should mind their own business because he shouldn’t have told them about her in the first place but she said we couldn’t say that to them about him because he mightn’t have done what I said he did anyway. So there!

Underline the adjectival phrases and place a box around the adjectival clauses and put a cloud around the adjectives if they appear in the sentences below. (Not every sentence will contain all three).

(i) The young children who had been lost for hours huddled anxiously behind the shed.

(ii) The old copper kettle belonging to my great grandmother still works perfectly.

(iii) The mangy kittens ate the smelly fish bones without complaint.

(iv) Action Man wearing camouflage pants flew the noisy helicopter to Molly’s house.

(v) Angry mobs rioted loudly outside Parliament House yesterday.

Find the adjectival clauses beginning with a relative pronoun.

(i) After eating the fish, the diners who had been craving seafood felt ill.

(ii) The books that belong to the library have been damaged.

(iii) My brother, whose wife is a model, no longer has to work.

(iv) The tent, which once belonged to my father, was stolen from the shed.

Underline the prepositional phrases functioning as adjectivals wherever they appear in the sentences below.

(i) The stars glittered brilliantly in the night sky.

(ii) The shed behind our house was built during the war years.

(iii) The pretty girls with ribbons in their hair danced for the fundraiser.

(iv) The dog under the neighbour’s house barks loudly at the passing traffic.

(v) Above the tree canopy, the sun shines with golden brilliance.

(vi) The old river flows through the fields and under the bridge.
**Underline** the participial phrases functioning as adjectival phrases in the sentences below.

(i) The lost child, wearing only a thin cotton top, froze in the chill of the evening.
(ii) The stars, glittering in the moonlight, illuminated the path for the searchers.
(iii) Wrapping the child in a blanket, the searchers shouted loudly for help.
(iv) His mother, crying with relief, kissed the child lovingly and thanked the searchers who were happy to have helped.

**Adverbials**

Modify these sentences by providing circumstances under which the action takes place. Prompts are included for you.

(i) The children jumped ___________ in ________________________
    (how did the children jump?)  (where did the children jump?)

(ii) _____________________, the stars glistened ________________
    (where did the stars glisten?)                             (how did the stars glisten?)

(iii) The crowd booed ________________ at the actors’ poor performance.
    (how did the crowd boo?)

(iv) ____________________, the animals starved ________________
    (when did the animals starve?)                      (how did the animals starve?)

(v) ______________________________, the swimmer felt elated.
    (when did the swimmer feel elated?)

**Underline** the adverbial phrases and place a box around the adverbs if they appear in the sentences below. Make a note that tells which question the adverbial phrase or adverb is answering about the verb. (Not every sentence will contain them all and some will contain more than one.)

(i) In the morning, the rescue helicopter spotted the shark near the yachtsmen.
(ii) The farmer’s children ambled down a winding country lane.
(iii) After reaching the top, the tired climbers scrambled wearily into their tents.
(iv) Students who study hard will pass the English competency exam that is being held in week 13.
(v) Molly who was fiercely angry with Action Man kicked him with her steel capped boots.
Label the following sentences simple, complex or compound.

(i) The apostrophe was introduced into English in the sixteenth century and it became widespread during the seventeenth century.
(ii) IBM, which is a huge computer manufacturer, has had a difficult year.
(iii) The noisy, smoky café was very popular with the students.
(iv) Our neighbours have very noisy parties, but they are certainly entertaining.
(v) Around 50,000 BC, language in the human race developed.
(vi) He turned out the light and they both went into Jem’s room.
(vii) We wandered all night in the bush but not once did we encounter the lost campers.

Underline the dependent clause in the following complex sentences. Add commas if necessary.

(i) Steve whom I met only last week phones me every day.
(ii) Parents whose sons and daughters are fighting in Iraq live in constant fear.
(iii) This is the spot where the accident occurred.
(iv) If it doesn’t rain soon we will lose money on the crop.

Using either subordinating conjunctions or a relative pronouns, write complex or compound sentences from the sets of sentences below.

(i) Jane got wet. Jane forgot her raincoat.
(ii) The bird was injured. The bird flew into a window.
(iii) The wind was howling. The boat drifted away.
(iv) Brett played football. Brett has a new jersey.

Using coordinating conjunctions, write compound sentences from the sets of sentences below.

(i) I like swimming. You like skateboarding.
(iii) The train blew the whistle. The cattle would not budge.
(iv) The boys went to the movies. The girls went skating.
(v) The children ate sandwiches. The adults ate pizza.
Creating sentences
Create sentences by following the prompts.

(i) subject with an adjectival phrase/ verb/verb group/ adverb.
(ii) adverbial phrase/ subject (pronoun)/ verb/verb group/ object.
(iii) subject/ verb/ object/ adverbial phrase.
(iv) subject/ verb/ adverbial phrase/ adverbial phrase.
(v) subject with an adjective/ verb/ adverbial phrase.

Label the grammatical features in the following sentences?

(i) Trees/ have/ green leaves and brown trunks.
(ii) I/ write/ in my journal/ every day.
(iii) That lady/ who has red hair/ sang/ beautifully/ at the eisteddfod.
(iv) The shop/ that sells confectionery/ attracts/ chocoholics.
(v) The children/ who were running on the cement/ crashed/ outside the Principal’s office.
(vi) Trees/ that lose their leaves in winter/ make/ a mess / on the lawn.

Editing
Edit the following pieces for sentence structure (fragments, run ons, freight trains, punctuation, correct verb tense, subject verb agreement etc).

FIRST DAY JITTERS

It was a scorching summer afternoon as I casually wandered down the freshly painted path. Wondering if I was doing the right thing. I could feel the sun beating down on my face the shadows from the thick foliage of the tall cassias brought little relief as the sun’s rays beat down through the dense leaves.

The traffic started to thicken. As people prepared themselves for their next destination. I listened to the shiny black crows cackling. As they stole scraps left by the previous patrons. When I reached the first building, an older square style with two storeys, I hesitated, thinking that maybe I should retreat to the now swelling entrance and retract my silly idea, I stood fidgeting, shifting my weight from one foot to the
other. I could see people coming and going, I pondered about where they might all be heading, surely I wasn’t the only person here with an ulterior motive.

After long contemplation I meandered past the first set of windows, no one gave me a second glance. Which is what I was hoping. I took a deep breath as I neared the next lot of louvres, then a water fountain took my eye. It was just what I needed to calm my nerves the rigid steel box welcomed me to test the cool water that flowed from its outlets. After feeling more refreshed I noticed a group flocking toward me. Oh no! I was too late!

The large brass bell sounded at that crucial time, the blue and white shirts blended together as the children rolled past. But then I saw the fair-haired little guy with his Casper port and goosebump sandshoes, he was joking with others from the same class who were pushing and pulling. Recounting their day’s events. And then he cast that special smile at me.

A NIGHT TO REMEMBER

The bar was crowded with bodies double-parked before the barman, each vying for attention, also striving to be noticed were dance floor revellers, washed over by rays of the strobe lights probing their way through the smoke-machine’s sporadic injections. Dance floor visibility would be limited in scope to seeing only one’s own partner. As maybe many preferred it. The music was as loud and raucous as the people who filled the room.

I had been there all night, while the others who came out with me were placing their bets on the meat-market, I sat alone playing security guard to cigarettes and damp coasters. I have little to call attractive about myself and I am far from being called ‘buff’. So I wasn’t expecting any spontaneous company. I am not attention-grabbing I feel, but maybe through the strobing lights, throbbing music and syncopating bodies, I can appear different. I certainly do not believe that a strobe light will improve my dance form and I have more dignity than to place bets on ‘lucky’ underwear, whatever the indefinable quality was, it shone through and was duly noticed.
She had materialised before me. As if stepping from a heat haze. Whilst I sat
spellbound at my table in the corner, a vision of beauty that I could not define was
sashaying in a beeline straight for me. Almost every woman in the club was showing
leg or cleavage to excess- but not this woman, this woman was elegantly hidden
except when and where she wanted. She revealed herself sparingly and with powerful
effect, she wore a full-length red dress with a split almost the length of her leg a
beautiful garment it was with long sleeves and a bodice as tight as my collar;
nevertheless all the sexiness she exuded was not bestowed by the dress. No, she did it
all by herself a flick of her waist as she placed her foot forward would allow the split
in her skirt to swish into view and out again. I could not help but feel that any
garment, no matter how beautiful, would pale next to her alabaster flesh. The after-
image was stuck in my mind’s-eye. Like the coaster that lifted with the glass as I
raised my drink to dry lips. I had raised the glass without thought and drank likewise I
almost forgot to swallow as my mind was still on a three-second satellite delay.

A Childhood Memory of a Catholic Education in the 1950s

The worst thing about the queensland scholarship exams was that they was always
held at state schools. Because it was a state exam and not a catholic one. We all had to
gather at the convent and then walk the six or seven blocks to the home of our natural
enemy. Junction Park State School. The thought of having to go to a enemy school for
those exams were causing us health problems.

Olive and Jane are very worried about this. So worried that they go to town and
brought some ‘relaxing tonic’ from the chemist. Who had talked about it on the
wireless in his show ‘The Radio Chemist Speaks.’ It is a pink- coloured liquid in a big
bottle, I said I didn’t want it, I was told to take a tablespoonful it didn’t make me feel
any different but Olive relaxed. After I took her potion.

Sister vincent gathered everyone around for a last talk. While sister james pulled me
aside. The first thing sister james done was to produce a big blue fountain pen which
you could fill up with ink by pulling a lever on the side, this way you didn’t have to
keep dipping your nib in ink. Like an indelible pencil. It just kept writing. ‘No- one
who have ever used this pen have failed State Scholarship,’ Sister James said gravely, ‘so I want you to use it’ then she produced a medal with the face of a saint on it and pinned it to my shirt. With a small safety pin. ‘This is the medal of Saint Jude,’ she said, ‘the patron saint of hopeless causes.’

And that was me.

With apologies to Hugh Lunn and *Over the Top with Jim*