

# Grammar

## Simple Sentence Structures

# Simple Sentence Types

S-LV-PN

S-LV-PA

S-V

S-V-DO

S-V-IO-DO

You will need to know these abbreviations.

S = Subject

V = Verb

LV = Linking Verb

DO = Direct Object

IO = Indirect Object

PA = Predicate Adjective

PN = Predicate Nominative

# Section 1

## Simple Sentences and Linking Verbs

Let's start with

S-LV-PN

S-LV-PA

To understand these sentences,  
you have to know your linking  
verbs.

<http://donnayoung.org/english/grammar/linking-verbs.htm>

Many important verbs do not express action; some verbs can link a *noun* or an *adjective* to the subject. This type of verb is called a linking verb. The linking verb connection between the subject to the noun or adjective is something like an equal sign. *She is tall. -- She = tall.*

A **predicate noun** is located in the **predicate** and it **renames** the **subject**.

A **predicate adjective** is located in the **predicate** and it **describes** the **subject**.

# Linking verbs include

## 1. forms of “to be”

is

am

are

was

were

be

being

been

# Linking verbs include

## 2. verbs related to the five senses

feel

taste

look

smell

appear

sound



## Linking verbs include

3. verbs that have to do with states of being--  
remaining the same or changing

grow

remain

stay

turn

become

seem

prove

## Examples

I **am** calm.

The be verb **am** *links* I and calm. *Calm* describes my state of being.

George Washington **became** the first president.

**Became** links George Washington and president.  
Check by saying, Washington = president, or substitute the linking verb with a form of "to be" as in:  
George Washington *was* president.

## Helping Verb Confusion

The forms of to be can also be used as helping verbs such as in the following sentence:

**Terry is looking.**

In the sentence above, "is" does not function as a linking verb. "**Is looking**" tells what Terry *is doing (the action)*, not what Terry *is being*.

## Is the Verb *used as* Linking or Action

Some verbs can be used either as linking verbs or action verbs. We need to be able to determine the *function* of the verb to tell the difference. The following sentences contain verbs that are used as either linking or action verbs.

Linking:

The monkey **looked** hungry.

In this sentence **looked** is a linking verb.

The monkey IS hungry.

Action:

The monkey **looked** for food.

"For food" is a prepositional phrase and should be omitted when trying to determine sentence types.

The sentence remaining after omitting the prepositional phrase is "**The monkey looked.**" The monkey is searching for food. There is no noun or adjective to link monkey to. **Looked** is an action verb in this sentence.

Linking: The soup **tasted** good.  
Check: soup is good, good soup,  
soup = good

Action: I **tasted** the soup.  
Check: I am the soup (no),  
soup am I (no), I = soup (no)  
Taste is an action.

Linking: He **grew** tired of walking.

Of walking is a prepositional phrase and not included when determining sentence patterns.

Omit the prepositional phrase to get: "**He grew tired**".

Check: He is tired, tired is he, he = tired.

Action: He **grew** tomatoes.

Action is occurring here. To grow tomatoes, a farmer must dig holes, plant seeds, water plants, weed the garden, etc.

Linking:

Mother **appeared** happy at her party. Omit the prepositional phrase, "at her party." Now the sentence reads, "**Mother appeared happy.**" Check: mother is happy, happy mother, mother = happy.

Action: Mother **appeared** suddenly in the doorway. Omit the prepositional phrase, "in the doorway." The sentence now reads: Mother appeared suddenly.

*Suddenly* is an adverb; omit the adverb.

"**Mother appeared.**" There is no noun or adjective to link mother to, so *appeared* is used as an action verb.



Linking:

The bugle **sounds** loud.

Check: bugle is loud, loud bugle, bugle = loud (yes, yes, and yes)

Action:

The bugle **sounded** loudly.

Check: Bugle is loudly. (no)

Loudly describes the verb. It answers the question “How?” Loudly is an adverb; omit the adverb. That leaves the sentence, "**The bugle sounded.**"

## Checklist for S-LV-PA or S-LV-PN sentences:

1. Eliminate all prepositional phrases.
2. Circle the main verb of the sentence.
3. Determine if the verb is from the linking verb list.
4. Determine whether the verb is really being used as a linking verb or if it is being used as a helping verb or action verb.
5. Determine whether the verb is linking the subject to a noun that renames it (PN) or an adjective that describes it (PA).

# Linking Verb Practice

Decide whether the verb is linking, action, or other:

1. The orchestra **sounded** beautiful.
2. Stop and **smell** the roses.
3. The geometry teacher **proved** the theorem.
4. Winning against Collins Hill **proved** to be hard.
5. My parents **became** smarter when I turned 21.
6. The class **seemed** rested after the vacation.
7. At UK, The football team **stayed** in the dormitory.
8. The football team **stayed** strong during the playoffs.
9. Paul Revere **sounded** the alarm, shouting, “The British are coming,” as he rode through Boston.
10. The bread baking in the oven **smelled** delicious.

# Linking Verb Practice key

Decide whether the verb is linking, action, or other:

1. The orchestra **sounded** beautiful. **Linking**
2. Stop and **smell** the roses. **Action**
3. The geometry teacher **proved** the theorem. **Action**
4. Winning against Collins Hill **proved** to be hard. **Linking**
5. My parents **became** smarter when I turned 21. **Linking**
6. The class **seemed** rested after the vacation. **Linking**
7. At UK, The football team **stayed** in the dormitory. **Action**
8. The football team **stayed** strong during the playoffs. **Linking**
9. Paul Revere **sounded** the alarm, shouting, “The British are coming,” as he rode through Boston. **Action**
10. The bread baking in the oven **smelled** delicious. **Linking**

# Section 2

## Simple Sentences and Action Verbs

## S-V sentences

These sentences can be very short or can be embellished with adjectives, adverbs, and prepositional phrases. The length of a sentence does not determine its core sentence pattern.

Sit!

(You) sit!

S V

You sit (in that chair) now!

S V prep phrase adv

She ate leisurely (at the picnic table) (on the veranda) (overlooking the beach).

S V adv prep phrase prep phrase prep phrase

S-V-DO

The DO is the direct object. It tells us what receives the action of the verb.

She ate bananas.

S V DO

S-V-DO, cont.

Again, these sentences can be very short or can be embellished with adjectives, adverbs, and prepositional phrases; however, adjectives, adverbs, and prepositional phrases do not change the basic sentence pattern.

I mailed the letter.

S V art DO

I mailed the letter (to my grandmother) (in Pennsylvania).

S V art DO prep phrase prep phrase

The mother shielded the baby (from the hurricane force winds).

art S V art DO prep phrase



## S-V-IO-DO

The IO is the indirect object.

It tells us to whom or for whom the action is being done.

The trick to finding an indirect object is remembering that it **MUST** come **BEFORE** the direct object. Take a look at the sentence from the preceding slide.

I mailed the letter to my grandmother in Pennsylvania.

I mailed my grandmother the letter.

S   V                      IO                      DO

Again, S-V-IO-DO sentences can be fairly short and straight forward or can be embellished.

I bought Mikey a train.

S V IO DO

Don't forget that whatever you have one of, you can have two of. All of these sentence parts can be compounded.

Jonathan and I bought Mikey and Matthew trains and trucks.

S V IO DO

Why does the following sentence NOT have an IO?

I bought trains and trucks for Mikey and Matthew.

The verbs cannot be mixed. If the verb is a linking verb, a PA or PN must come next.

An action verb can have nothing after it,  
S-V

or it can be part of one of the following patterns,  
S-V-DO  
S-V-IO-DO

but it can never be followed by a PA or PN. If you memorize the five patterns, you've won half of the battle.

# Sentence Pattern Practice

Identify the sentence pattern for each sentence:

1. We talked about the new movie for an hour.
2. We are the smartest ninth grade class ever.
3. The doctor gave the patient a flu shot.
4. The new parks in Suwanee are beautiful.
5. Our football team beat Milton in the playoffs.

# Sentence pattern practice - key

1. S-V
2. S-LV-PN
3. S-V-IO-DO
4. S-LA-PA
5. S-V-DO

# Section 3

## Adding Phrases to Simple Sentences

# Let's get 1 thing straight...NOTHING IMPORTANT IS EVER IN A PHRASE!

EX: He **grew** tired of walking.

Of walking is a prepositional phrase and not included when determining sentence patterns.

Omit the prepositional phrase to get: "**He grew tired**".

Check: He is tired, tired is he, he = tired.

**THIS TRICK WORKS FOR ALL SENTENCE TYPES!**





# The five kinds of phrases:

P—Prepositional

A—Appositive

P—Participial

I—Infinitive

G--Gerund

# THE RUN DOWN ON PHRASES...

WHAT IS A PHRASE: A **phrase** is a group of words that functions as a single part of speech.

MOST POPULAR KINDS: preposition and appositive.

# PREPOSITIONAL PHRASES

**Prepositional phrases** begin with prepositions and end with a noun or pronoun known as the object of the preposition.

Ex: on the couch, in the air, at her

Prepositional phrases are used as adjectives or adverbs and describe other words in the sentence.

Ex: Fred is sitting on the couch. (Adv. describes WHERE sitting)

Ex: The girl with green shorts is the fastest. (Adj. describing girl)

# Common Prepositions

aboard	about	above	across
after	against	along	among
around	as	at	before
behind	below	beneath	beside
besides	between	beyond	but
by	concerning	despite	down
during	except	for	from
in	inside	into	like
near	of	off	on
onto	opposite	out	outside
over	past	since	through
throughout	till	to	toward
under	underneath	until	up
upon	with	within	without

# PUNCTUATION AND PREP. PHRASES

Use a **comma** after long introductory prepositional phrases (more than three words) or after two or more consecutive introductory prepositional phrases.

1. In jail you will find few comforts.
2. At my grandmother's house, there was always plenty of fresh farm food on the table.
3. On top of the table in the kitchen, you will find the apples.

The first example contains no comma with the prepositional phrase because it is only two words long.

The second sentence needs the comma because the phrase is long (4 words or more), but notice that there are no commas used with prepositional phrases that occur later in that sentence, just the introductory phrase.

The third sentence uses a comma, but only after the LAST of the three consecutive prepositional phrases and not after EACH one of them.

# APPOSITIVE PHRASES

**DEFINITION:** rename or describe something or someone already mentioned in a sentence.

Ex: Fred Weasley, George Weasley's twin, likes playing jokes on people.

Ex: Fred Weasley, the twin of George Weasley, likes playing jokes on people.

# PUNCTUATION & APP. PHRASES

You separate an appositive phrase with commas:

Ex: Margaret Thatcher, the former prime minister of England, recently died of a stroke.

You DO NOT place commas around an appositive that is just 1 word!

Ex: Shakespeare's play *Romeo and Juliet* is a tragedy.

# Appositive or Prepositional Phrase?

Identify the underlined phrases as appositive or prepositional phrases:

Jane, **Sally's sister (1)**, is also a teacher **at our school (2)**.

Many **of the clubs (3)** at **North Gwinnett (4)** help raise money **for Relay for Life(5)**, a **cancer research charity (6)**.

Georgia Tech, **an excellent university (7)**, appeals to students from many states **besides Georgia (8)**.



# Key – Appositive and prepositional phrase practice

## **Appositive phrases:**

Sally's sister (1)

a cancer research charity (6)

an excellent university (7)

## **Prepositional phrases:**

at our school (2)

of the clubs (3)

at North Gwinnett (4)

for Relay for Life (5)

Besides Georgia (8)

# MORE PHRASES! PARTICIPIAL, INFINITIVE & GERUND!

The three little pigs.

P—Participial

I—Infinitive

G—Gerund

These three types of phrases are known as VERBALS, which appear to be verbs, but that are actually being used as other parts of speech.

P—Participial (adjectives)

I—Infinitive (nouns, adjectives, adverbs \*has the word “to”)

G—Gerund (noun)

# PARTICIPIAL PHRASES

Participles either end in –ing (PRESENT TENSE) or –ed (PAST TENSE).

A Participle is a verb that ACTS Like an adjective

Since a participial phrase is an ADJECTIVE, it is not necessary to make a sentence complete. Since it is unnecessary, it is set off with commas if it is at the **beginning** of a sentence.

Running though the woods, she trained for a marathon.

Participial phrase

S

AV

Prep phrase

# Participial Phrases Practice

Identify the participial phrases in the sentences below; remember, participles can be in the present or past tense.

1. Examining the painting, the art expert declared it to be a fake.
2. Many critics consider *Don Quixote* the best novel ever written.
3. The buildings planned by the eccentric architect were strange to say the least.
4. The student talking to the teacher is the editor of the school newspaper.

# Key - Participial Phrases with participles underlined

1. Examining the painting, the art expert declared it to be a fake.
2. Many critics consider *Don Quixote* the best novel ever written.
3. The buildings planned by the eccentric architect were strange to say the least.
4. The student talking to the teacher is the editor of the school newspaper.

Note: remember, the participial phrase includes the participle and the words which complete its meaning or modify it.

# INFINITIVE PHRASES

DEFINITION: The infinitive form of the verb is to+ verb: to run, to jump, to scream, etc.

EX: To run is my sister's favorite pastime.  
S LV PN

EX: My sister's favorite pastime is to run.  
S LV PN

When the infinitive phrase is an integral part of the sentence, it is not set off with commas.

To do so would be weird.  
S HV LV PA

PUNCTUATION: If the infinitive phrase is used as an introduction, set it off with a comma.

To do well on the SAT, you should take some practice tests in advance.

# Infinitive Phrases

Identify the infinitive phrases in the sentences below:

1. We like to go to the movies.
2. To write an effective Gateway essay, students must learn to cite documents correctly.
3. Joe regretted his decision to move to Texas after he experienced the stifling heat of August there.

# Key – Infinitive phrases with the infinitive underlined

1. We like to go to the movies.
2. To write an effective Gateway essay, students must learn to cite documents correctly.
3. Joe regretted his decision to move to Texas after he experienced the stifling heat of August there.

Note: remember, the infinitive phrase includes the infinitive and the words which complete its meaning or modify it.





# Gerund Practice

Identify the gerund phrases below and tell its noun function in the sentence (subj, do, op, io, appositive).

1. The store manager's greatest responsibility is scheduling the workers.
2. Walking at the park on a beautiful spring day is the most pleasant form of exercise.
3. He enjoyed reading *Into the Wild* more than his friend did.
4. After running the marathon, Emily was tired.

# Key Gerund phrase practice with the gerund underlined.

1. The store manager's greatest responsibility is scheduling the workers. PN
2. Walking at the park on a beautiful spring day is the most pleasant form of exercise. S
2. He enjoyed reading *Into the Wild* more than his friend did. DO
3. After running the marathon, Emily was exhausted. OP

Note: remember, the gerund phrase includes the gerund and the words which complete its meaning or modify it.



2. Gerund phrases always use –ing ending verbs, but participial phrases can use –ing ending verbs as well.

The trick is to remember that a gerund phrase takes the place of a noun and will therefore be an integral part of the sentence such as the noun or direct object; if you remove a gerund phrase from a sentence, it won't make sense anymore. On the other hand, a participial phrase will be used as an adjective and can generally be removed from the sentence; the sentence may not be as detailed anymore, but it should still be a complete sentence.

Propping up your injured ankle will help reduce swelling.

Gerund as subject.

Cannot be removed from sentence.

Leaning against the wall, the athlete stretched his muscles.

Participial as adjective. CAN be removed. Will still have sent.

# Phrases Practice – what type of phrase is underlined in each sentence?

1. Originally decorated with gold from Dahlonga, the dome of the Georgia capitol still gleams in the sun.
2. The birthplace of Dr. Martin Luther King, our country's greatest civil rights leader, is a national historic site.
3. Winning the Laws of Life Contest, the student received a cash award.
4. North Gwinnett was able to win the tournament because our basketball team is the best.
5. Preparing all of the delicious foods for the reception, the culinary arts students impressed the guests.
6. Directing traffic in front of the student parking lot is one of the most hazardous duties of any school resource officer.

# Key – Phrases practice

1. Originally decorated with gold from Dahlonega – participial phrase
2. Our greatest civil rights leader – appositive phrase
3. Winning the Laws of Life contest – participial
4. To win the tournament – infinitive phrase
5. Preparing all of the delicious foods for the reception – participial phrase
6. Directing traffic in front of the student parking lot – gerund phrase