**Energizer #\_\_\_\_\_\_13\_\_\_\_\_\_\_: Parts of Speech Review: 8.8.1**

1. A **noun** is a word that names a person, place, thing, or an idea.

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| --- | --- | --- |
| **Types of nouns** | **Explanation** | **Examples?** |
| proper | Name specific people, places, things, or ideas noun and are always CAPITALIZED | **Mrs. Lillefloren, Landstown Middle School, Virginia, Dallas Cowboys** |
| common | Any noun that is not a proper noun | **dog, shoe, flower** |
| concrete | Name things that can be seen, heard, or touched | **sky, music, dirt** |
| abstract | Name something that you can think about but cannot see, hear, or touch | **memory, idea, love** |
| collective | Name a collection (group) of people, animals, or things | **set, pair, bunch** |

1. A **pronoun** is a noun that replaces a noun. The noun it replaces is called the **antecedent**.

**Example**: **The students** said that **they** love English class. **They** = the pronoun and

**the students** = the antecedent.

1. A **verb** is a word used to express action or a state of being. The verb says something about the subject of a sentence. (Examples: jump, shout, run, worry, think, believe, remember)

**Example:**  Tina **worried** about her English grade. What did Tina do? She **worried**.

1. An **action verb** tells what the subject or noun is doing.

**Example**: run, talk, sprint, stomp, scrounge, grumble, glare, think, believe, remember

1. A **linking verb** links a subject or a noun to an adjective or descriptive word in the sentence.

**Example:**  be, is, are, was, were, am, been, being, become, feel, look, seem, appear, sound

**Energizer # \_\_\_\_\_14\_\_\_\_\_: Subjects & Predicates 8.8.1**

Every sentence has **2 basic parts**: a **subject** (tells who or what is doing something) and a **predicate** (tells what the subject is doing or tells something about the subject).

**Subject Predicate**

 Mount Fuji is the highest mountain in Japan.

The Nile River empties into the sea.

Colleen plays soccer.

Australia’s Great Barrier Reef stretches for about 1,250 miles.

**Energizer # \_\_\_\_\_15\_\_\_\_\_: Sentence Fragments, Run-on Sentences, & Complete Sentences 8.8.1 & 8.8.2**

A **fragment** only has one part – either the subject or the predicate BUT not both.

When you put 2 or more complete sentences (subjects and predicates) together without punctuating them correctly, you have a **run-on sentence.**

One way to fix a run-on sentence is to turn it into a **compound sentence**, a sentence made up of 2 simple sentences, by joining them with a comma and a coordinating conjunction (FANBOYS) or by joining them with a semicolon.

**Run-on:** The shoes were very expensive my mom wouldn’t buy them for me.

**, so**

**Compound:** The shoes were very expensive my mom wouldn’t buy them for me.

 The shoes were very expensive my mom wouldn’t buy them for me

**;**

**Energizer # \_\_\_\_\_16\_\_\_\_\_: Clause vs. Phrase 8.7.13**

1. A **phrase** is a group of related words that **lacks** either a **subject or a predicate** (or both).
	1. Guards the house (The predicate lacks **the subject**.)
	2. The ancient oak tree (The subject **lacks the predicate**.)
	3. With crooked old limbs (The phrase **lacks both** a subject and a predicate.)
2. **Phrases** usually take their names **from the main words** that introduce them: **noun** phrase, **verb** phrase, **or prepositional** phrase. They are also named for **the function** they serve in a sentence: **adjective** phrase or **adverb** phrase.
	1. The ancient oak tree (**noun phrase**)
	2. With crooked old limbs (**prepositional phrase**)
	3. Guards the house (**verb phrase**)
	4. Very stubbornly (**adverb phrase**)
3. A **clause** is a group of related words that has **both** a **subject** and a **verb**.
	1. So take A, B, and C from #1 and turn it into a clause:
		1. The ancient oak tree with crooked old limbs guards the house. (Together, they make a complete sentence. ☺)

**Energizer # \_\_\_\_17\_\_\_\_\_\_: Independent vs. Dependent Clauses 8.7.13**

1. An **independent clause** presents a **complete** thought and can **stand alone** as a sentence.
	1. This ancient oak tree may be cut down. (**Subject** – This ancient oak tree; **Predicate** – must be cut down.)
	2. This act could affect more than 200 different species of animals! (Subject – **This act**; Predicate –**could affect more than 200 different species of animals!)**
2. A **dependent clause** does **not present** a complete thought and **cannot** stand alone as a sentence. It ***depends*** on being connected to an **independent clause** to make sense. Dependent clauses **begin** with either a subordinating conjunction (**after, although, because, before, if**) or a relative pronoun (**who, whose, which, that**).
	1. If this ancient oak tree is cut down
		1. **Fix it** – **If this ancient oak tree is cut down**, it could affect more than 200 different species of animals.
	2. Which experts think could be 400 years old
		1. **Fix it** – The tree, **which experts think could be 400 years old**, provides a home to many different kinds of birds and insects.