

Sentences

Subject, Predicates, Modifiers,
and Objects

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What is a Sentence?



- A sentence begins with a capital and ends with end punctuation :
 - **a period** if the sentence is a statement (most common):
Nice weather brings people outdoors.
 - **a question mark** if the sentence is a question:
Where are you going?
 - **an exclamation point** if the sentence is saying something of great urgency or emphasis:
Don't run into the street! Watch out!
- Sentences which are so closely related they seem to belong in one sentence may be separated with a semicolon (;).

What is a Sentence?



A sentence is a group of words that has

- a subject (the doer of the action),
- a predicate (the action, the verb),
- **and** a complete thought (a finished action or idea).

In other words, a sentence is a group of words that has somebody or something doing something. The description of the action must be a complete thought.

Subject and predicates are parts of a sentence.

What is a Sentence?



A sentence can be simple.

- Bunnies hop.

The word *bunnies* is the subject (the doer of the action=the person who does something)

The word *hop* is the predicate (the action word, the verb)

The Subject of a Sentence



The subject of a sentence has to be a *noun* or *pronoun*.

- A *noun* is a person, place, thing, or idea.
- A *pronoun* is a word that takes the place of a noun.
 - Bunnies **hop**.

The word *bunnies* is a noun.

Pronouns are words such as he, she, it, and they.

- **They** hop.

Nouns and pronouns are parts of speech. They are categories of words defined as they are used.

The Predicate of a Sentence



The predicate of a sentence has to be a verb.

- A *verb* is an action word or a state of being word.
- *Action verbs* are verbs that show action: run, jump, dance. They can also show mental or emotional action: think, wish, dream.
- *State of being verbs* show a state of existence: is, are, appear, become.

A verb is a word that shows action or state of being:

Bunnies **hop**. (action verb)

Bunnies **are** cute. (state of being verb)

Verbs are a parts of speech, just like nouns and pronouns.

A Complete Thought



A sentence is a group of words that has a subject (the doer of an action), a predicate (the action, the verb), and a **complete thought**.

- Blue giraffes fly at midnight.

This word group is a sentence.

- It has a subject (giraffes), a verb (fly), and a complete thought.

A sentence does not have to have a logical or sane thought. It only has to be a **complete thought** (a finished thought).

Modifiers – Adjectives



A sentence can include modifiers (words that describe).

- Blue giraffes fly at midnight.

The word *blue* is a word that modifies (describes) the noun *giraffes*.

- Big, white bunnies hop.

The words *big* and *white* are words that modify (describe) the noun *bunnies*.

Words that describe nouns are called *adjectives*.

Adjectives are a part of speech, just like nouns, pronouns, and verbs.

Modifiers - Adjectives



- Big blue giraffes fly at midnight.

This sentence has two adjectives: *big blue*.

The order of the adjectives cannot be reversed and sound right: Blue big giraffes fly at midnight.

Therefore, there should not be a comma between the adjectives *big* and *blue*.

Modifiers - Adjectives



- Spotted, blue giraffes fly at midnight.

This sentence has two adjectives: spotted blue.

The order of the adjectives can be reversed and sound right: Blue, spotted giraffes fly at midnight.

Therefore, there must be a comma between the adjectives.

Modifiers - Adverbs



- Blue giraffes fly briefly at midnight.

The word *briefly* modifies verb *fly*. Words that describe or modify verbs are called adverbs.

Adverbs can also describe adjectives.

- Extremely blue giraffes fly at midnight.

The adverb *extremely* is describing (modifying) the adjective *blue*.

Modifiers - Adverbs



- Blue giraffes fly very quickly at midnight.

The adverb *very* is modifying (describing) the adverb *quickly*.

Adverbs are words that modify (describe) verbs, adjectives, and other adverbs.

Adverbs are a part of speech just as nouns, pronouns, verbs, and adjectives.

Objects and Complements



An **object** is word that receives the action of a verb.

Direct object

- – a word or words that receive the direct action of a verb.
- He threw the ball. *Ball* is the direct object.

Indirect object

- – a word or words that receive the indirect action of a verb.
- He threw the ball to her. *To her* is the indirect object.

Complements

A complement is a word or words that describes or defines the subject.

- The young boy was tall for his age. *Tall* is the complement.

Objects and complements are parts of a sentence.

To Review



- Sentences are word groups that begin with a capital and end with proper end punctuation: period, question mark, or exclamation points.
- Sentences which are so closely related they seem to belong in one sentence may be separated with a semicolon.
- Sentences are word groups that have a subject (doer), predicate (action, verb), and a complete thought. Subjects and verbs are part of a sentence.
- A subject must be a noun (person, place, thing, or idea) or a pronoun (a word that can replace a noun – he, she, it, they. Nouns and pronouns are parts of speech.
- A predicate must be a verb – an action word or a state of being word.

To Review



- Sentences can have modifiers (describing words) which tell more about the subject, verb, or other parts of the sentence: adjectives and adverbs.
- Adjectives and adverbs can be one word or a group of words. Adjectives and adverbs are parts of speech just as nouns, pronouns, and verbs.
- Objects are parts of a sentence that receive actions: direct objects directly receive the action; indirect object indirectly receives the action. Objects are parts of a sentence.
- A complement is a word or word that defines the subject. Complements are parts of a sentence.



Countable and uncountable nouns



- We use nouns in English in two forms. One is countable nouns, the other one is uncountable nouns. It helps us to definite nouns in true and understandable way. Let's see them now.

1. COUNTABLE NOUNS



- ❑ We can use countable nouns to make nouns in plural and we can use them with a/an articles.

Examples:



an apple

a house

an orange

a skirt

six apples

seven houses

ten oranges

two skirts



a baby

a computer

an umbrella

an elephant

an ice-cream

a room

a pillow

a tomatoes

three babies

eleven computers

four umbrella

eight elephant

five ice-creams

thirty rooms

nine pillows

ten kilos tomatoes



- We can use countable nouns with certain definition of numbers.



- For example; two kilograms tomatoes, five dictionaries, seven group of cows, tons of oranges, three kilograms lemons, eighty students
ect..

Some Examples with Countable Nouns



- My cousin has three babies.
- Esra had bought new four shoes for her sister.
- My dad eat about two kilograms apple in a week.
- There are five rooms in our house.
- My sister has a bird of which colors are green and yellow.
- I buy a book in every month for me.



- There is a castle in the center of the Kayseri.
- Emre has five boy friends in his room of dormitory.
- We saw an elephant in zoo last weekend.
- I have a toy of which name is tontiş.
- Ayşegül bought four kilograms potatoes to fry.
- There were thirty-three sultans in Ottoman Empire.
- Everybody has five fingers each of their hands.

2. UNCOUNTABLE NOUNS



- We cannot use uncountable nouns in plural
also we cannot use a/an articles with them.

Examples:



rice

chicken

salt

bread

money

pepper

cheese

news

coffee

water

gold

air

tea

butter

fish



Continuing the Examples:

sugar

paper

advice

fabric

cancer

snow

ice

mathematics

light

soap

love

sun

flower

furniture

basketball



- We can use some definitions with uncountable nouns.



- For example; a cup of tea, a glass of milk, a piece of butter, a bar of chocolate, a block of ice, a cube of sugar, a loaf of bread, a roll of fabric, a bunch of flowers, a bundle of papers ect.

Some Examples with Uncountable Nouns



- ❑ I drink a cup of coffee in everyday.
- ❑ There is any sugar in the kitchen.
- ❑ My mother buy seven bottles of milk for a week.
- ❑ She eats a bar of chocolate whenever she wants.
- ❑ He met me with a bunch of flower in his arms.
- ❑ There is so much butter in this meal.
- ❑ Everybody feels the love inside himself.



- We have a group of furniture in our house.
- They wanted some salt for their plumbs.
- In summer, I like drinking water with a block of ice.
- I bought a pocket of tea for my guests.
- There was so much snow that we all were cold when we were outside.
- The room has little lighth. We nearly can see each other.

Notice the following categories and examples of uncountable nouns;



- **Abstractions:** chance, energy, honesty, love...
- **Activities:** basketball, dancing, singing, tennis...
- **Diseases:** AIDS, cancer, influenza, malaria...
- **Foods:** beef, bread, fish, fruit, meat...
- **Gases:** air, carbon dioxide, oxygen, smoke...
- **Liquids:** coffee, gasoline, milk, tea, water...
- **Natural phenomena:** electricity, heat, rain, thunder...



- **Occupations:** dentistry, nursing, teaching...
- **Particles:** dust, pepper, salt, sand, sugar...
- **Solid elements:** gold, iron, plutonium, silver...
- **Subjects:** Chinese, English, physics, science...
- **Others:** equipment furniture money

There are some nouns we can use in both countable and uncountable form;



Countable Meaning

- ❑ There is in my soup
- ❑ escaped from the henhouse.
- ❑ My favorite of art are from China.

Uncountable Meaning

- ❑ Sandra has black and long
- ❑ We had for dinner.
- ❑ It takes **work** to prepare a meal.

Making uncountable nouns countable;



- We frequently make uncountable nouns countable by adding a phrase that gives them a form, a limit, or a container.

Examples:



Uncountable Form Form

furniture
furniture

Lightning
lightning

Meat
meat

Rice

Tennis

Countable

a piece of

a flash of

a piece of

a grain of rice

a game of

Using without an addition:



- We use many uncountable nouns in a countable sense without the addition of a phrase (such as “a piece of”). We can use these nouns with a/an or in plural to mean kind/ type/ variety of.

Examples:



- Do you like ?
- In Italy, I tasted new
- I drink every morning.
- That shop has many different

A note!



- *A*/and articles and plurals can also be used to indicate discrete amounts.



- **For example;**
- I drank
- Please bring us two

Let's do some exercises on these topics...



- Read this letter. There are 12 mistakes in the use of countable and uncountable nouns. The first mistake is already corrected. Find and correct 11 more.

GOOD LUCK..

Miramar Ipanema Hotel



Dear kids,

Your mom and I are having a wonderful time in Brazil. We landed in Rio de Janeiro on Tuesday as scheduled and made it to our hotel without any problems. On Wednesday we walked and sunbathed on Copacabana and Ipanema beaches. The only problem was that I dropped my camera and got sands in it, and now it is not working. Actually, there's one other problem: We don't have enough furnitures in our hotel room. There's no place to put anything. But everything else has been great. We went to a samba show, and even though it was intended for tourist, it was a lot of fun.

- ✓ The first wrong is “sands”. We should tell “sand”. But there is still 11 mistakes...



The Brazilian people is very friendly and helpful. On Friday we had a flight to São Paulo scheduled for 9:00 a.m., and we missed the bus and couldn't get a taxi. But we were saved by one of the hotel employee, who gave us a ride to the airport. We got there just in time. Now we're in São Paulo. It's an exciting place, but I can't get over the traffics. It took two hour to get from our hotel to the downtown area. Yesterday we had lunch at a famous restaurant where they serve feijoda, which is typical Brazilian foods. It had so much spice in that our mouths were on fire, but it was delicious. Tonight we're going to have dinner at another restaurant where they serve all kinds of meat. They raise a lot of cattle in Brazil, and meats are very popular. This restaurant is one of the most famous ones.



The other thing about Brazil that's really interesting is the amount of coffee the Brazilians drink. They have little cups of coffees several times a day—called *cafezinho*. We tried it; it's very strong and sweet.

That's all for now. Your mom hasn't had a time to go shopping yet, which is good. You know how much I hate shopping.

Love,
Dad



- Could you find the mistakes ?
- Let's look them..

We should tell “any problem” not “any problems”, “furniture” not “furnitures”, “place” not “places”, “tourists” not “tourist”, “people are” not “people is”, “traffic” not “traffics”, “two hours” not “two hour”, “kind of” not “kinds of”, “meat is” not “meats are”, “famous one” not “famous ones”, “cups of coffee” not “cups of coffees”.



Articles: a/an/the

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Using Articles



- What is an article? Basically, an article is an adjective. Like adjectives, articles modify nouns.
- English has two articles: **the** and **a/an**. **The** is used to refer to specific or particular nouns; **a/an** is used to modify non-specific or non-particular nouns. We call **the** the *definite* article and **a/an** the *indefinite* article.
 - the = definite article
 - a/an = indefinite article
- For example, if I say, "Let's read **the** book," I mean a *specific* book. If I say, "Let's read **a** book," I mean *any* book rather than a specific book.

- Here's another way to explain it: **The** is used to refer to a *specific* or *particular* member of a group. For example, "I just saw **the** most popular movie of the year." There are many movies, but only one particular movie is the most popular. Therefore, we use **the**.
- "**A/an**" is used to refer to a *non-specific* or *non-particular* member of the group. For example, "I would like to go see **a** movie." Here, we're not talking about a *specific* movie. We're talking about *any* movie. There are many movies, and I want to see *any* movie. I don't have a specific one in mind.
- Normally, we use **a/an** to refer to something for the first time. For example, "We went to a museum in Paris. We ate at the museum too".



Indefinite Articles: a and an




- "A" and "an" signal that the noun modified is indefinite, referring to *any* member of a group. For example:
- "My daughter really wants **a** dog for Christmas." This refers to *any* dog. We don't know which dog because we haven't found the dog yet.
- "Somebody call **a** policeman!" This refers to *any* policeman. We don't need a specific policeman; we need any policeman who is available.
- "When I was at the zoo, I saw **an** elephant!" Here, we're talking about a single, non-specific thing, in this case an elephant. There are probably several elephants at the zoo, but there's only *one* we're talking about here.

Remember, using a or an depends on the sound that begins the next word. So...



- **a** + singular noun beginning with a consonant: *a boy; a car; a bike; a zoo; a dog*
- **an** + singular noun beginning with a vowel: *an elephant; an egg; an apple; an idiot; an orphan*
- **a** + singular noun beginning with a consonant sound: **a** user (sounds like 'yoo-zer,' i.e. begins with a consonant 'y' sound, so 'a' is used); **a** university; **a** unicycle
- Remember that this rule also applies when you use acronyms:
 - Introductory Composition at Purdue (ICaP) handles first-year writing at the University. Therefore, an ICaP memo generally discusses issues concerning English 106 instructors.

- 
- If the noun is modified by an adjective, the choice between **a** and **an** depends on the initial sound of the adjective that immediately follows the article:
 - **a** broken egg
 - **an** unusual problem
 - **a** European country (sounds like 'yer-o-pi-an,' i.e. begins with consonant /j/ sound)
 - Remember, too, that in English, the indefinite articles are used to indicate membership in a group:
 - I am **a** teacher. (I am a member of a large group known as teachers.)
 - Brian is **an** Irishman. (Brian is a member of the people known as Irish.)
 - Seiko is **a** practicing Buddhist. (Seiko is a member of the group of people known as Buddhists.)

Definite Article: the



- The definite article is used before singular and plural nouns when the noun is specific or particular. **The** signals that the noun is definite, that it refers to a particular member of a group. For example:
- "**The** dog that bit me ran away." Here, we're talking about a *specific* dog, the dog that bit me.
- "I was happy to see **the** policeman who saved my cat!" Here, we're talking about a *particular* policeman. Even if we don't know the policeman's name, it's still a particular policeman because it is the one who saved the cat.
- "I saw **the** elephant at the zoo." Here, we're talking about a *specific* noun. Probably there is only one elephant at the zoo.

Countable and Noncountable Nouns



- **The** can be used with noncount nouns, or the article can be omitted entirely.
 - "I love to sail over **the** water" (some specific body of water) or "I love to sail over water" (any water).
 - "He spilled **the** milk all over the floor" (some specific milk, perhaps the milk you bought earlier that day) or "He spilled milk all over the floor" (any milk).
- "A/an" can be used only with count nouns.
 - "I need **a** bottle of water."
 - "I need **a** new glass of milk."
- Most of the time, you can't say, "She wants a water," unless you're implying, say, a bottle of water.

Geographical use of **the**



- Do not use **the** before:
 - names of most countries/territories: *Italy, Mexico, Bolivia*; however, *the Netherlands, the Dominican Republic, the Philippines, the United States*
 - names of cities, towns, or states: *Seoul, Manitoba, Miami*
 - names of streets: *Washington Blvd., Main St.*
 - names of lakes and bays: *Lake Titicaca, Lake Erie* except with a group of lakes like *the Great Lakes*
 - names of mountains: *Mount Everest, Mount Fuji* except with ranges of mountains like ***the Andes*** or ***the Rockies*** or unusual names like ***the Matterhorn***
 - names of continents (Asia, Europe)
 - names of islands (Easter Island, Maui, Key West) except with island chains like ***the Aleutians, the Hebrides, or the Canary Islands***
- Do use **the** before:
 - names of rivers, oceans and seas: ***the Nile, the Pacific***
 - points on the globe: ***the Equator, the North Pole***
 - geographical areas: ***the Middle East, the West***
 - deserts, forests, gulfs, and peninsulas: ***the Sahara, the Persian Gulf, the Black Forest, the Iberian Peninsula***

Don't forget the:



- The centre, the top, the middle, the bottom, the left, the right, the end of, the beginning of...
- The same, the best, the worst...
- The sun, the moon, the world, the sky, the sea, the ground, the country...
- The police, the fire brigade, the army...
- The piano, the guitar, the trumpet, the flute...
- The radio (but television, without the)
- The doctor, the toilet, the bank, the theatre, the post office, the dentist, the cinema...

Do not use the:



- Breakfast, lunch, dinner
- Go to work, get to work, be at work, start work, finish work...
- Got to school, be at school, start school, leave school...
- Go to university, be at university...
- Go to church, be in church (or mass)
- Go to bed, be in bed
- Go to hospital, be in hospital
- Go to prison, be in prison
- Go home, get home, arrive home, come home, walk home, leave home, be at home, stay at home

Omission of Articles



- Some common types of nouns that don't take an article are:
- Names of languages and nationalities: *Chinese, English, Spanish, Russian*
- Names of sports: *volleyball, hockey, baseball*
- Names of academic subjects: *mathematics, biology, history, computer science*



Fractions, Decimals, and Percents

Warm Up

Problem of the Day

Lesson Presentation

6-1 Fractions, Decimals, and Percents



Warm Up

Write each fraction in the simplest form.

1. $\frac{4}{10}$ $\frac{2}{5}$

2. $\frac{8}{50}$ $\frac{4}{25}$

3. $\frac{75}{100}$ $\frac{3}{4}$

4. $\frac{12}{36}$ $\frac{1}{3}$

5. $\frac{9}{15}$ $\frac{3}{5}$

6. $\frac{18}{48}$ $\frac{3}{8}$

6-1 Fractions, Decimals, and Percents



Problem of the Day

Use the clues to find the mystery percent.

1. The product of its digits is 24.
2. It is greater than $\frac{1}{2}$.
3. The sum of its digits is a prime number.

83%

6-1 Fractions, Decimals, and Percents



Learn to write equivalent fractions, decimals, and percents.

6-1 Fractions, Decimals, and Percents

Vocabulary



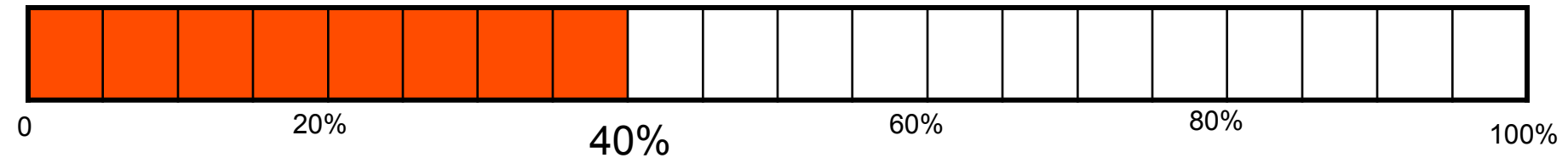
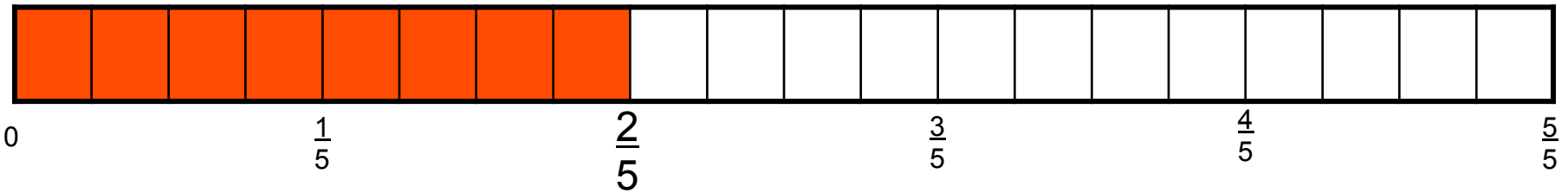
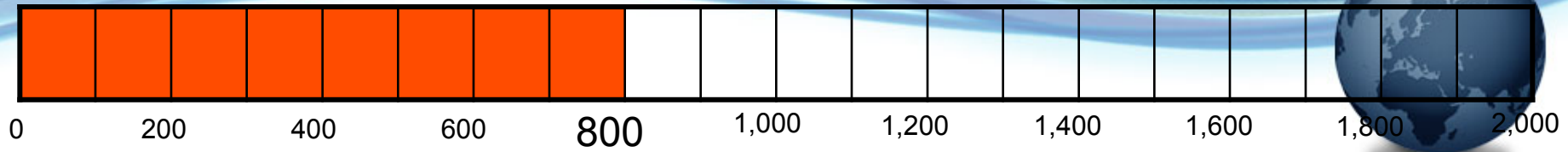
percent

6-1 Fractions, Decimals, and Percents



The students at Parangtambung Middle School are collecting cans of food for the local food bank. Their goal is to collect 2,000 cans in one month. After 10 days, they have 800 cans of food. What *percent* of their goal have they reached?

6-1 Fractions, Decimals, and Percents



The number lines show that the students have reached 40% of their goal.

6-1 Fractions, Decimals, and Percents



A percent is the ratio of a number to 100. The symbol % is used to indicate that a number is a percent. For example, 40% is the ratio 40 to 100, or $\frac{40}{100}$. Percents can be written as fractions or decimals

Reading Math

The word *percent* means “per hundred.” So 40% means “40 out of 100.”

6-1 Fractions, Decimals, and Percents

Additional Example 1: Writing Percents as Fractions



Write 88% as a fraction in simplest form.

$$88\% = \frac{88}{100}$$

Write the percent as a fraction with a denominator of 100.

$$= \frac{22}{25}$$

Simplify.

6-1 Fractions, Decimals, and Percents



Try This: Example 1

Write 45% as a fraction in simplest form.

$$45\% = \frac{45}{100}$$

Write the percent as a fraction with a denominator of 100.

$$= \frac{9}{20}$$

Simplify.

6-1 Fractions, Decimals, and Percents

Additional Example 2: Writing Percents as Decimals



Write 51% as a decimal.

$$51\% = \frac{51}{100}$$

Write the percent as a fraction with a denominator of 100.

$$= 0.51$$

Write the fraction as a decimal.

6-1 Fractions, Decimals, and Percents



Try This: Example 2

Write 67% as a decimal.

$$67\% = \frac{67}{100}$$

Write the percent as a fraction with a denominator of 100.

$$= 0.67$$

Write the fraction as a decimal.

6-1 Fractions, Decimals, and Percent



Notice that both 43% and 0.43 mean “43 hundredths.” Another way to write a percent as a decimal is to delete the percent sign and move the decimal point two places to the left.

$$43.\% = 0.43$$

The diagram shows the conversion of 43% to the decimal 0.43. Two orange arrows point from the decimal point in 43% to the left, indicating the movement of the decimal point two places to the left to reach the position before the 4 in 0.43.

6-1 Fractions, Decimals, and Percents

Additional Example 3A & 3B: Writing Decimals as Percents



Write each decimal as a percent.

A. 0.08

$$0.08 = \frac{8}{100}$$

Write the decimal as a fraction.

$$= 8\%$$

Write the fraction as a percent.

B. 0.7

$$0.7 = \frac{7}{10}$$

Write the decimal as a fraction.

$$= \frac{70}{100}$$

Write an equivalent fraction with a denominator of 100.

$$= 70\%$$

Write the fraction as a percent.

6-1 Fractions, Decimals, and Percents



Try This: Example 3A & 3B

Write each decimal as a percent.

A. 0.01

$$0.01 = \frac{1}{100}$$

Write the decimal as a fraction.

$$= 1\%$$

Write the fraction as a percent.

B. 0.1

$$0.1 = \frac{1}{10}$$

Write the decimal as a fraction.

$$= \frac{10}{100}$$

Write an equivalent fraction with a denominator of 100.

$$= 10\%$$

Write the fraction as a percent.

6-1 Fractions, Decimals, and Percent



Both 0.07 and 7% mean “7 hundredths.” you can write a decimal as a percent by moving the decimal point two places to the right and adding the percent sign.

$$0.07 = 7.0\%$$

6-1 Fractions, Decimals and Percents

Additional Example 4A: Writing Fractions as Decimals



Write each fraction as a percent.

A. $\frac{3}{5}$

$$\frac{3}{5} = \frac{3 \cdot 20}{5 \cdot 20}$$

$$= \frac{60}{100}$$

$$= 60\%$$

Write an equivalent fraction with a denominator of 100.

Write the fraction as a percent.

Helpful Hint

The method shown in example 4A works only if the given denominator is a factor or multiple of 100.

6-1 Fractions, Decimals, and Percents

Additional Example 4B: Writing Fractions as Decimals



Write each fraction as a percent.

B. $\frac{7}{40}$

$$\frac{7}{40} = 7 \div 40$$

Use division to write a fraction as a decimal.

$$= 0.175$$

$$= 17.5\%$$

Write the decimal as a percent.

Helpful Hint

The method shown in 4B works for any denominator.

6-1 Fractions, Decimals and Percents

Try This: Example 4A



Write each fraction as a percent.

A. $\frac{3}{4}$

$$\frac{3}{4} = \frac{3 \cdot 25}{4 \cdot 25}$$

$$= \frac{75}{100}$$

$$= 75\%$$

Write an equivalent fraction with a denominator of 100.

Write the fraction as a percent.

6-1 Fractions, Decimals, and Percents

Try This: Example 4B



Write each fraction as a percent.

B. $\frac{9}{60}$

$$\frac{9}{60} = 9 \div 60 \quad \textit{Use division to write a fraction as a decimal.}$$

$$= 0.15$$

$$= 15\% \quad \textit{Write the decimal as a percent.}$$

6-1 Fractions, Decimals, and Percents



Lesson Quiz

1. Write 40% as a fraction. $\frac{2}{5}$
2. Write 0.65 as a percent. 65%
3. Write 72% as a decimal. 0.72
4. Write $\frac{6}{10}$ as a percent. 60%
5. About 95% of all animals are insects. Express this percent as a fraction. $\frac{19}{20}$