Advanced ESL Lesson
Writing Good Sentences – Day 1
Sentence definition, subjects and pronouns as subjects

Objectives:
- Learn the components of a sentence and be able to generate different types of sentences
- Learn what the subject of a sentence is and be able to identify the subject in sample sentences and generate subjects for sentences
- Learn what a pronoun is, how it’s used as a subject and practice generating single and multiple pronoun subjects
- NOTE: There is an extra activities sheet in this folder that can be used by students who finish their work quickly. Please note what you used in your lesson report for the subsequent teachers.

1. As a class, discuss the definition of a sentence and the types of sentences using the worksheet. Ask the class for multiple examples of the four types of sentences, and write them on the board, pointing out the subjects and verbs in the sentences.

2. Play the video titled School House Rock - The Tale of Mr. Morton (Grammar Rock) a few times. Ask the students to retell the story of Mr. Morton, relating the subject (almost always Mr. Morton) and the verbs (predicate).

3. Review the definition of sentence subject. Show the students how to ask “What” or “Who” to find the subject in a sentence. As a class, have the students identify the subjects in the Practice 1 sentences. Correct as a class.

4. Explain that the subject may contain more than one noun and show how commas are used when there’s a compound subject (rules on worksheet) and the order of pronouns in a subject (rules on worksheet).

5. Ask the students to work in pairs or small groups to underline the subjects in the sentences in Practice 2. Correct as a class.

6. Ask the students to work individually or in pairs to generate subjects for the sentences in Practice 3. Tell them to use their imagination!

7. If there is time, have the students read the paragraph from Charlotte’s Web and in Practice 4, circle the subjects of the sentences. They will probably have problems finding the subjects in the more complex sentences.
Writing Good Sentences: Day 1

A sentence must
- Be a complete thought/make sense
- Contain a subject (noun) and predicate (verb)
- Begin with a Capital letter

A sentence can be a
- Statement (ends with a period) - *School is fun and educational.*
- Question (ends with a question mark) – *Do you like school?*
- Exclamation (usually ends with an exclamation point) – *We lost the game!*
- Command (Can end with an exclamation point or a period) – *Get out!*

What is the subject of a sentence?

The **Subject** of a sentence is who or what the sentence is about. Sentence subjects are nouns, either persons, places, things, or ideas (happiness, danger, justice).

To find the subject, find the verb in the sentence and then put “What” or “Who” before the verb.
- If the sentence is “The wind is blowing,” you ask *what is blowing?* The wind is blowing, so it’s the subject.
- If the sentence is “Jose came to class early,” we ask *who came to class early?* Jose did, so he’s the subject.

**Practice 1.** Identify the subject of the sentence.

1. Jack had a very good idea.

2. The parade will go down this street to the dock.

3. Mark never changes his mind.

4. Democracy is difficult to maintain.

5. Our family went to Canada last summer.

6. Some nouns are the names of qualities like honesty.
7. An orange has more vitamins than an apple.

Rules About Sentence Subjects....

There may be more than one noun in a subject.
- If there are two nouns they are separated by and.
  - Example: Joe and Ted walked to the store.
- If there are more than two, they are all separated by commas, and the last two are separated by and.
  - Example: Joe, Bill, and Ted walked to the store.

Pronouns may be used in the subject (I, you, he, she, we, they). Pronouns should clearly refer to a noun you used earlier.
- Example: I went to class on Tuesday.
  Never use both the pronoun and the noun it refers to in the subject.
- Bill went to the park. – or – He went to the park. NOT Bill he went to the park.

Pronouns

<table>
<thead>
<tr>
<th>Person</th>
<th>Subject</th>
<th>Possessive</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Singular</strong></td>
<td></td>
</tr>
<tr>
<td>1st</td>
<td>I</td>
<td>My, mine</td>
</tr>
<tr>
<td>2nd</td>
<td>You</td>
<td>Yours</td>
</tr>
<tr>
<td>3rd</td>
<td>He/she/it</td>
<td>His/hers/its</td>
</tr>
<tr>
<td></td>
<td><strong>Plural</strong></td>
<td></td>
</tr>
<tr>
<td>1st</td>
<td>We</td>
<td>Ours</td>
</tr>
<tr>
<td>2nd</td>
<td>You</td>
<td>Yours</td>
</tr>
<tr>
<td>3rd</td>
<td>They</td>
<td>Theirs</td>
</tr>
</tbody>
</table>

When using more than one pronoun in the subject of a sentence, the suggested order is
- You is used first. Example: You and I went to class.
- I is used last. Example: Gloria and I shoveled snow together.

Practice 2. Circle the subject in the sentence.

1. The young boy ate the red apple.
2. Maria came to class every day last week.
3. The snow was really
4. Go get a pencil.

5. Are you ready to go to school?

6. Eating is my hobby.

7. She’s the best writer in our class.

8. Joe and Ted walked to the store.

9. Maria, Bill, and Jorge are good friends.

10. You, Joe, and I should go camping.

**Practice 3.** Write a subject for the sentence in the blank. Use your imagination!

1. ____ make a lot of noise at night.

2. The most boring sport is ________.

3. A big dish of ________ is my favorite dinner.

4. ________ are terrible pets.

5. The ________ is the best reason to live in Minnesota.

6. ________ (ing) is my favorite part of English class.

7. _____________(plural) are the most beautiful animals in the world
Practice 4. Find the subjects in the sentences in this paragraph from Charlotte's Web by E. B. White.

A spider's web is stronger than it looks. Although it is made of thin, delicate strands, the web is not easily broken. However, a web gets torn every day by the insects that kick around in it, and a spider must rebuild it when it gets full of holes. Charlotte liked to do her weaving during the late afternoon, and Fern liked to sit nearby and watch. One afternoon she heard a most interesting conversation and witnessed a strange event.
The Tale of Mr. Morton

This is the tale of Mister Morton
Mister Morton is who?
He is the subject of our tale
and the predicate tells what Mister
Morton must do

Mister Morton walked down the street
Mister Morton walked
Mister Morton talked to his cat
Mister Morton talked
(Hello, cat. You look good.)
Mister Morton was lonely
Mister Morton was

Mister Morton is the subject of the
sentence, and what the predicate says,
he does.

Mister Morton knew just one girl
Mister Morton knew
Mister Morton grew flowers for Pearl
Mister Morton grew
Mister Morton was very shy
Mister Morton was

Mister Morton is the subject of the
sentence, and what the predicate says,
he does

The subject is a noun,
that's a person, place or thing
It's who or what the sentence is about
And the predicate is the verb
That's the action word
that gets the subject up and out

Mister Morton wrote Pearl a poem
Mister Morton wrote
Pearl replied in the afternoon
Pearl replied by a note
Mister Morton was very nervous
Mister Morton was

Mister Morton is the subject of the
sentence, and what the predicate says,
he does!

The cat stretched,
the sun beat down,