

Chapter 2

Sentence Patterns

Think about the different types of possibilities involved in a football play. When the center hikes the ball to the quarterback, the quarterback passes it to a receiver, hands it off, or perhaps keeps the ball himself and runs with it. Those who really understand football, however, know that only a limited number of patterns are possible in the game. English sentences use a limited number of patterns as well. In this chapter, you will learn the five basic English sentence patterns. The first type is the Subject/Verb pattern.

Sentence Pattern 1: Subject/Verb

The basic Subject/Verb sentence pattern consists of a subject and a verb. Below is a sentence in this pattern:

Fido barks.

First, find the verb. The part of the sentence that includes the verb is called the **predicate**. To find the verb, ask yourself, “What happens?” Find the word that shows action or being. In the sentence above, the action is *barks*, so *barks* is the verb. The **simple subject** is the word that acts or causes the action. To find the simple subject, ask yourself, “Who or what barks?” The simple subject is *Fido*, the word that answers this question.

Here are some more examples in the Subject/Verb pattern:

S V
Anthony left early.

S V
The ancient *plumbing leaked* badly.

S V
The noisy *frog* in the pond *croaked* throughout the night.

PRACTICE SET 2-1

Directions: In the following sentences, underline the simple subjects once and the verbs twice.

Example: Ethan stood in the corner.

1. My mother retired.
2. The hawk soared above the trees.
3. The skater spun in circles.
4. During the final inning, a runner scored.
5. Beside the beautiful statue in the park, the pigeon found some popcorn.

Diagramming Subject/Verb Sentence Patterns

Remember the football plays? When the coach wants to visualize the play, he draws a picture, or a diagram, of the play. He might use “X” and “O” to represent the opposing players and draw arrows to show the direction each player will run. Likewise, visualizing sentences is helpful in understanding the structure of English. Linguists have devised a system of diagrams to illustrate the patterns of sentences. **Diagramming** a sentence involves placing words on lines that connect to form a frame that shows how all of the words are related.

The diagram for a Subject/Verb pattern looks like this:



In the sentence *Fido barks*, you already know that *barks* is the verb. To determine the subject, ask, “Who or what barks?” The answer is Fido. The simple subject is *Fido*, so *Fido* goes in the subject part of the diagram. Note that all capitalized words in the sentence are also capitalized on the diagram frame.



Optional Practice

PRACTICE SET 2-2

Directions: Place the simple subject and verb in their appropriate places on the diagram frames. Draw the diagrams on a separate sheet of paper.

Example: Lindsay left before the finale. Lindsay | left

1. Hector sneezed.
2. The fire blazed.
3. The old swimming hole freezes in the winter.
4. After the game, the girls celebrated.
5. In the middle of the sixth inning, the pitcher balked.

PRACTICE SET 2-3

Directions: On a separate sheet of paper, write five sentences in the Subject/Verb pattern. Then place the subjects and verbs in their appropriate positions on the diagram frame.

Sentence Pattern 2: Subject/Verb/Direct Object

Some verbs require a **direct object**, which is a noun or pronoun that receives the action of the verb. Examine this sentence:

John drove the car.

Begin by finding the verb. What happened? Somebody *drove*. To find the subject, ask who or what did the action. John did, so *John* is the subject. To find a direct object, ask *whom or what?* after the verb. John drove the car, so *car* is the direct object. Thus, the subject does the action, and the direct object receives the action.

Here are more examples in the Subject/Verb/Direct Object pattern:

S V DO

The *New York Giants* won the *game*.

S V DO

LeeAnn asked *Marc* to the prom.



Verbs that take direct objects are called **transitive verbs**. Verbs that do not take direct objects are called **intransitive verbs**. To determine whether a verb is transitive, remember to ask *whom or what?* after it, not *how?* or *when?*

I ate the sandwich.

I ate what? I ate the sandwich. In this sentence, *ate* is a transitive verb.

I ate quickly.

Does *quickly* tell whom or what? No, it tells how. In this sentence, *ate* is an intransitive verb.

PRACTICE SET 2-4

Directions: In the sentences below, underline the simple subject once and the verb twice. Write “DO” above the direct object.

Example: Tyler ^{DO} left the company.

1. The waiter carried the heavy tray.
2. The tycoon owns several companies.
3. Brianna spent her entire paycheck on food.
4. Good judgment creates positive outcomes.
5. The gifted actress won her first Academy Award.

PRACTICE SET 2-5

Directions: In the sentences below, identify the pronouns and indicate whether they are being used as subjects or direct objects.

Examples:

She left the hat in the car.

She—subject

Everyone kissed her on the forehead.

Everyone—subject

her—direct object

1. They sent him away.
2. Each received a new computer.
3. Some found the answer quickly.

4. Everything upsets him.

5. We excused them early.

Diagramming Subject/Verb/Direct Object Sentence Patterns

The Subject/Verb/Direct Object pattern diagram looks like this:

subject | verb | direct object

Place a short vertical line after the verb and then add the direct object. Notice that the line dividing the subject and the verb crosses through the horizontal base line to separate the words belonging to the subject from the words belonging to the predicate. However, to indicate that the direct object is part of the predicate, the line separating the verb from the direct object stops at the horizontal line rather than crossing through it. Look at the following diagram for placement:

subject verb direct object
John | drove | car

Optional Practice

PRACTICE SET 2-6

Directions: For the sentences below, place the subjects, verbs, and direct objects in their appropriate positions on the diagram frame. Draw the diagrams on a separate sheet of paper.

Example: George ate too much candy. George | ate | candy

1. Annie sang a lullaby.
2. Honesty provides its own rewards.
3. The jury made a hasty decision.
4. Sydney called Morgan.
5. Sophie happily completed the difficult assignment for her science teacher.
6. Everyone needs a friend.
7. Nobody won the lottery in March.
8. He married her during halftime.

WRITING YOUR OWN SENTENCES

Directions: Fill in the blanks below, using the cues to help you write your own sentences in the Subject/Verb/Direct Object pattern. You may add *a*, *an*, or *the* if needed.

noun or pronoun	verb	noun or pronoun that completes the thought
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Try another one:

noun or pronoun	verb	noun or pronoun that completes the thought
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Now try one on your own:

PRACTICE SET 2-7

Directions: On a separate sheet of paper, write five sentences in the Subject/Verb/Direct Object pattern. Then place the subjects, verbs, and direct objects in their appropriate positions on the diagram frame.

Sentence Pattern 3: Subject/Verb/Indirect Object/Direct Object

This third pattern is similar to the Subject/Verb/Direct Object pattern but with an addition. In the Subject/Verb/Indirect Object/Direct Object pattern, you go one step beyond asking *whom or what?* after the verb. The **indirect object** answers the question *to whom or what?* or *for whom or what?* and always appears between the verb and the direct object.

Here is a sentence in the Subject/Verb/Indirect Object/Direct Object pattern:

I sent John a gift.

In this sentence, *sent* is the verb. To find the subject, ask, “Who or what sent?” The answer is *I sent*, so *I* is the subject. To find the direct object, ask, “I sent whom or what?” I sent a gift, so *gift* is the direct object. To find the indirect object, ask, “To whom did I send the gift?” I sent the gift to John, so *John* is the indirect object.

To find the indirect object, ask the following questions about the verb:

To whom? I offered Lizzie a sandwich. =
I offered (to) Lizzie a sandwich.



In a sentence containing an indirect object, the words *to* or *for* do not actually appear before the indirect object.

I sent John a gift contains an indirect object.

I sent a gift to John does not contain an indirect object.

To what? I mailed the electric company my check. =
I mailed (to) the electric company my check.

For whom? I baked Zachary some brownies. =
I baked (for) Zachary some brownies.

For what? The alumni bought the school a new van. =
The alumni bought (for) the school a new van.

Be careful not to confuse sentences that look alike because they contain nouns that appear to occupy the same positions. Consider these two sentences:

S V IO DO
I sent Marcy some flowers.

S V DO
I sent Marcy to the store.

In the first sentence, *flowers* is the direct object, telling what I sent. *Marcy* is the indirect object: I sent (to) *Marcy* some flowers. In the second sentence, *Marcy* is the direct object. Whom did I send? I sent *Marcy*. *To the store* is a phrase telling where I sent her. This sentence does not contain an indirect object.

Try another example.

Glenna painted her teacher a picture.



Like subjects and direct objects, indirect objects are nouns or words that function as nouns.

N N N

Winston taught Denny a song.

In addition, certain verbs, such as *ask*, *bring*, *buy*, *give*, *send*, *show*, *teach*, and *tell*, often have indirect objects.

It is not possible to have an indirect object in a sentence that does not have a direct object. For example, look at the sentence *Glenna painted her teacher a picture*. If the direct object (*a picture*) is deleted, the sentence says, *Glenna painted her teacher*.

Painted is the verb. Glenna painted, so *Glenna* is the subject. Remember to ask the appropriate questions to distinguish the direct object from the indirect object. To determine the direct object, ask, “*What* did Glenna paint?” Glenna painted the picture, so *picture* is the direct object. To determine the indirect object, ask *for whom* Glenna painted. Glenna painted *for* her teacher, so *teacher* is the indirect object.

Here are some other examples in the Subject/Verb/Indirect Object/Direct Object pattern:

S V IO DO

Dorothy offered Melanie an explanation.

S V IO DO

The actors gave the audience a hand.

S V IO DO

Marisol sent her friend a long letter.

PRACTICE SET 2-8

Directions: In the following sentences, underline the simple subjects once and the verbs twice. Then label the indirect objects (IO) and direct objects (DO). Not all sentences contain direct objects or indirect objects.

IO DO

Example: Asher gave his brother a book.

1. Dora sat calmly by the window during the thunderstorm.
2. Michelle taught her brother a lesson about manners.
3. Kyle gave Madison the wrong directions to his house.
4. They smuggled cans of soda into the stadium.
5. Carson showed his friends his new MP3 player.

6. I give anyone in social work much respect.
7. Ellie kept the stray puppy in her garage.
8. Rob went to dinner with his girlfriend.
9. Lauren teaches dolphins sign language.
10. Amy baked Steve an apple pie.

Diagramming Subject/Verb/Indirect Object/Direct Object Sentence Patterns

To diagram Subject/Verb/Indirect Object/Direct Object sentence patterns, begin with the parts you already know. For example, in the sentence *Glenna painted her teacher a picture*, you have already determined that *Glenna* is the subject, *painted* is the verb, and *picture* is the direct object:

<u>Glenna</u>		<u>painted</u>		<u>picture</u>

Under the verb, place the indirect object on a horizontal line (_____) attached to a backslash diagonal, which extends slightly below the horizontal line.

<u>Glenna</u>		<u>painted</u>		<u>picture</u>
		\		
		<u>teacher</u>		

Optional Practice

PRACTICE SET 2-9

Directions: For the sentences below, place the subjects, verbs, indirect objects, and direct objects in their appropriate positions on the diagram frame. Draw the diagrams on a separate sheet of paper.

Example: The teacher gave the entire class a lecture.

<u>teacher</u>		<u>gave</u>		<u>lecture</u>
		\		
		<u>class</u>		

1. The supervisor asked Meredith some difficult questions.
2. The con man sold Carolyn some land in the Cypress Swamp.
3. Terri fed her iguanas a beautiful salad.
4. Dr. Totten sent the laboratory a detailed report.
5. Madonna sang the audience another encore.

6. She brought him a pineapple pizza for lunch.
7. Valerie presented him an ultimatum.
8. The job offered her a chance for advancement.

WRITING YOUR OWN SENTENCES

Directions: Fill in the blanks below, using the cues to help you write your own sentences in the Subject/Verb/Indirect Object/Direct Object pattern. You may add *a*, *an*, or *the* if needed.

noun or pronoun

choose one of the following verbs: *ask, bring, buy, give, send, show, teach, tell*

noun or pronoun

noun or pronoun completes the thought

Try another one:

noun or pronoun

choose one of the following verbs: *ask, bring, buy, give, send, show, teach, tell*

noun or pronoun

noun or pronoun completes the thought

Now try one on your own:

PRACTICE SET 2-10

Directions: On a separate sheet of paper, construct five of your own sentences in the Subject/Verb/Indirect Object/Direct Object pattern. Then place just the subjects, verbs, indirect objects, and direct objects in the appropriate positions on the diagram frame.

Sentence Pattern 4: Subject/Verb/Direct Object/Object Complement

This pattern contains the subject, verb, and direct object, but it adds another word, the object complement. An **object complement** always follows the direct object and either renames or describes the direct object. Consider this sentence:

She named the baby Bruce.



Object complements can be nouns, pronouns, or adjectives. When an adjective functions as the object complement, it describes the direct object before it rather than renaming it:

I painted my nails *green*.

Painted is the verb. Who or what painted? I did, so *I* is the subject. What did I paint? I painted my nails, so *nails* is the direct object. What did I paint them? I painted them green, so *green* is the object complement, describing nails.

In addition, certain verbs, such as *appoint, believe, call, choose, consider, elect, keep, leave, make, name, paint, prove, select, think, turn,* and *vote*, commonly appear in patterns with object complements.

The verb is *named*. To find the subject, ask, “Who or what named?” The answer is *she* named, so *she* is the subject. Now ask, “Whom or what did she name?” She named the baby, so *baby* is the direct object. Any word following the direct object that renames or describes the direct object is an object complement. She named the baby Bruce, so *Bruce* is the object complement.

Here is another sentence in the Subject/Verb/Direct Object/Object Complement pattern. To find the direct object, remember to ask *whom or what?* about the verb. To find the object complement, remember to ask *what?* about the direct object.

what what

S V DO OC

The *dye* turned the *shirt* *red*.

Look at some more examples in this pattern:

S V DO OC (noun)

The *panel* selected *Dong Li* *Miss Universe*.

S V DO OC (adjective)

The *doctor* considered the *patient's feelings* *important*.

S V DO OC (adjective)

The *party* at the amusement park *made* the little girl's *friends* *happy*.

Be careful not to confuse sentences that look alike. Consider these two sentences:

He called the man a liar.

He called the man yesterday.

Man is the direct object in both sentences. In the first sentence, *liar* renames the man, so it is the object complement. In the second sentence, *yesterday* is an adverb that tells when he called the man. This sentence does not contain an object complement.

PRACTICE SET 2-11

Directions: In the following sentences, underline the simple subjects once and the verbs twice. Then label the direct objects (DO) and object complements (OC).

Example: We named ^{DO} our boat ^{OC} *Hog Heaven*.

1. He called his brother a genius.
2. The dye turned my hair purple.
3. I proved him wrong today.
4. The comedian left the audience hungry for more.
5. I kept Nicky busy during the boring speech.
6. The committee appointed me the leader.
7. Carlie made me sorry about my behavior.
8. I consider you my friend.

Diagramming Subject/Verb/Direct Object/Object Complement Sentence Patterns

To diagram a sentence in the Subject/Verb/Direct Object/Object Complement pattern, begin with the parts you already know.

subject | verb | direct object

The object complement follows a backslash placed next to the direct object. Notice how the line points back to the direct object, the word the object complement renames or describes.

subject | verb | direct object \ object complement

I | painted | nails \ green

Optional Practice

PRACTICE SET 2–12

Directions: For the sentences below, place the subjects, verbs, direct objects, and object complements in their appropriate positions on the diagram frame. Draw the diagrams on a separate sheet of paper.

Example: We elected Jack secretary. We | elected | Jack | secretary

1. *American Idol* made Simon Cowell a celebrity.
2. Joey's sarcastic comment left Belinda speechless.
3. Joe Torre called the New York Yankees unbeatable.
4. I consider Dr. Dayan an expert.
5. The boss appointed his new secretary chairperson of the United Way campaign.

WRITING YOUR OWN SENTENCES

Directions: Fill in the blanks below, using the cues to help you write your own sentences in the Subject/Verb/Direct Object/Object Complement pattern. You may add *a*, *an*, or *the* if needed.

noun or pronoun

one of the following
verbs: *appoint, believe, call,*
choose, consider, elect,
keep, leave, make, name,
paint, prove, select,
think, turn, vote

noun or pronoun

noun, pronoun, or
adjective that renames
or describes the
noun or pronoun
just before it

Try another one:

noun or pronoun

one of the following
verbs: *appoint, believe, call,*
choose, consider, elect,
keep, leave, make, name,
paint, prove, select,
think, turn, vote

noun or pronoun

noun, pronoun, or
adjective that renames
or describes the
noun or pronoun
just before it

Now try one on your own:

PRACTICE SET 2-13

Directions: On a separate sheet of paper, write five sentences in the Subject/Verb/Direct Object/Object Complement pattern. Then place the subjects, verbs, direct objects, and object complements in their appropriate positions on the diagram frame.

Sentence Pattern 5: Subject/Linking Verb/Subject Complement

The verbs examined so far have been action verbs. You have learned that some action verbs are **intransitive verbs**, that is, verbs that do not take a direct object. Remember Fido? Fido *barks*. Other action verbs are **transitive verbs**, which do take a direct object. Remember John and his car? John drove the car, so *car* is the direct object.

Not all verbs show action, however. **Linking verbs** have a special purpose—to link the subject to a word in the predicate in order to explain or enhance the subject’s meaning.

Lindsay seems lucky.

In this sentence, *lucky* tells something about the subject, Lindsay. The verb *seems* links the word *Lindsay* to *lucky*. Verbs such as *seem*, *appear*, and *become* are usually linking verbs. Other verbs can also be linking verbs, such as those involving the senses, including *feel*, *sound*, *taste*, *smell*, and *look*. These verbs are linking verbs only when they connect the subject to a word that renames or describes it. Be careful not to consider them linking verbs when they show action. Examine these two sentences:

Hilda tastes the chocolate.

The chocolate tastes bitter.

In the first sentence, Hilda is doing something. She tastes the chocolate. Here, *tastes* shows action. In the second sentence, *tastes* connects *bitter* to the word it describes—*chocolate*. In this sentence, it is a linking verb.



A good trick to determine if a verb is a linking verb is to substitute the word *seems* for the verb. If the sentence still makes sense, the verb is a linking verb.

The food *looked* spoiled.

The food *seemed* spoiled.

Seemed works, so *looked* is a linking verb in the sentence above.

I *looked* at the dark clouds.

I *seemed* at the dark clouds.

Seemed doesn’t work, so *looked* is not a linking verb in the sentence above.

PRACTICE SET 2-14

Directions: For the sentences below, underline the verbs twice and then determine whether the verbs are linking verbs or action verbs.

Examples:

He looked at the instructions carefully. action

He looked confused. linking

1. Jason suddenly appeared in the window. _____
2. The track star's running shoes smelled terrible. _____
3. I felt the rough surface of the tabletop. _____
4. She sounded the bell at midnight. _____
5. The Tin Man appeared rusty. _____
6. I really feel sorry for you. _____
7. The campers smelled the skunk in the woods. _____
8. His excuse sounds insincere to me. _____
9. The climber became weary near the summit. _____
10. His prospects looked grim. _____

The most common linking verb is the verb *to be*.

Albert *is* an actor.

Jessica *was* fortunate.

Any form of the verb *to be* can be a linking verb: *am, is, are, was, were, Be, been, and being* can also be linking verbs when they appear with helping verbs (*will be, has been, are being*).

Like the verbs of the senses, forms of *to be* are not always linking verbs. Sometimes they are **auxiliary verbs**, that is, verbs that combine with other verbs to form a verb phrase:

verb phrase

I *am running*.

verb phrase

You *were snoring*.

You will learn more about verb phrases in Chapter 4.



Don't confuse subject complements with direct objects. Direct objects follow action verbs; subject complements follow linking verbs. *Amelia Earhart was a pilot.* However, *pilot* is a subject complement, not a direct object, because it follows the linking verb *was*. *Pilot* does not receive the action of the verb but, instead, renames the subject, *Amelia Earhart*.

PRACTICE SET 2–15

Directions: In the sentences below, underline the linking verbs twice.

Example: Anthony is cautious when he drives.

1. I am a baseball fan.
2. Kayla and Anna are sisters.
3. Taylor is certain about the plan.
4. The singer was nervous when he performed in public.
5. You are a true inspiration to everyone.
6. They were soldiers in Iraq.
7. I was upset when you called me.
8. I am often angry with my brother.

You can now recognize three types of linking verbs:

Verbs such as *seem, become, appear*

Verbs dealing with the senses, such as *feel, smell, taste, look, sound*

Forms of *to be*, such as *am, is, are, was, were, be, been, being*



Don't assume that all to be verbs are either linking verbs or part of a verb phrase. A *to be* verb can also come before a word designating time or place:

The game was yesterday.

My doctor is away.

Words that designate time or place are adverbs. You will learn more about them in Chapter 3.

Sentence Pattern 5: Subject/Linking Verb/Subject Complement 27

When the verb in the sentence is a linking verb, the word that it links to the subject is called the subject complement. A **subject complement** is a word that follows a linking verb and renames or describes the subject. Subject complements can be nouns, pronouns, or adjectives:

S LV SC (noun)

Shelly is a *student* of history.

S LV SC (noun)

Jack became a tour *director* in Europe.

S LV SC (adjective)

She was *alone* for three years.

S LV SC (adjective)

The sky appeared *black* before the storm.

S LV SC (adjective)

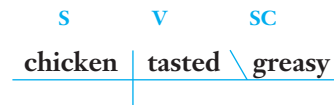
Marianne looked *healthy*.

S LV SC (pronoun)

The person chosen in charge was *he*.

Diagramming Subject/Linking Verb/Subject Complement Sentence Patterns

The Subject/Verb/Subject Complement diagram frame is similar to the Subject/Verb/Direct Object diagram frame. The only difference is that the line between the verb and the subject complement slants to the left, pointing back to the subject renamed or described.

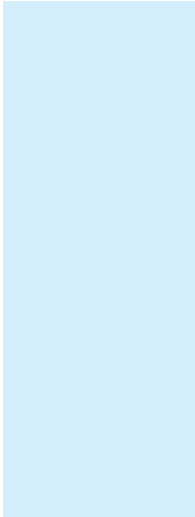


Optional Practice

PRACTICE SET 2-16

Directions: For the sentences below, place the subjects, verbs, and subject complements in their appropriate positions on the diagram frame. Draw the diagrams on a separate sheet of paper.

Example: The windows were foggy. windows | were \ foggy



1. The trophy was enormous.
2. Wynton Marsalis is a trumpeter.
3. The tacos looked spicy.
4. The winner was he.
5. My answer sounded stupid.
6. The cold seemed unbearable.
7. My uncles were fishermen.
8. Austin is the capital of Texas.

WRITING YOUR OWN SENTENCES

Directions: Fill in the blanks below, using the cues to help you write your own sentences in the Subject/Linking Verb/Subject Complement pattern.

noun or pronoun	linking verb, like <i>be</i> , <i>seem</i> , <i>become</i> , <i>appear</i> , verb of the senses	noun, pronoun, or adjective linking to the subject
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Try another one:

noun or pronoun	linking verb, like <i>be</i> , <i>seem</i> , <i>become</i> , <i>appear</i> , verb of the senses	noun, pronoun, or adjective linking to the subject
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Now try one on your own:

PRACTICE SET 2-17

Directions: On a separate sheet of paper, write five sentences in the Subject/Linking Verb/Subject Complement pattern. Then place the subjects, linking verbs, and subject complements in their appropriate positions on the diagram frame.

TEST YOURSELF



Directions: Identify the sentence patterns of the following sentences and write the pattern on the lines provided.

Example: Kevin asked a silly question.

S/V/DO

1. Arthur sold Ricky his old car. _____
2. Bert is a very smart guy. _____
3. Katherine won first prize at the fair. _____
4. Elena considered her son brilliant. _____
5. Mashid left his keys in his locked car. _____
6. Our hot water heater broke over the weekend. _____
7. Mazie colored the tree orange. _____
8. The speaker told the crowd the story of his life. _____
9. They were all good dancers. _____
10. The final exam was very easy. _____

WORD WATCHERS

Some words sound alike but have very different meanings. Be sure to use the words that you mean.

accept/except *Accept* is a verb meaning to *receive*: I accept your apology.
Except is a preposition meaning *but*: Everyone was invited except Tim.

affect/effect Both can mean *influence*. *Affect* is a verb: How does the weather affect your mood?
Effect is a noun: The weather has no effect on my mood.
Effect can also be a verb meaning to *bring about*: I want to effect a change in policy.

(continued)

WORD WATCHERS*(cont.)*

- between/among** Use *between* for two; use *among* for more than two: I divided the chores between the twins but among the triplets.
- capital/capitol** The *capital* is a city; the *capitol* is a building: The capital of Florida is Tallahassee; many state capitols have copper domes.
- choose/chose** *Choose*, rhyming with *fuse*, means to select: Please choose your partner.
Its past tense is *chose*, rhyming with *bose*: He chose the same partner last week.

WORD WATCHERS PRACTICE SET**Directions:** Circle the correct word in the parentheses.

- How does this grade (affect/effect) my overall average?
- Mr. Callahan spread the workload (between/among) all of the students in the class.
- The (capital/capitol) of Vermont is Montpelier.
- Tie a ribbon on every chair (accept/except) that one.
- Lilly (choose/chose) the low-calorie dessert.
- The senator gave his speech on the steps of the (capital/capitol) building.
- You must (accept/except) responsibility for your actions.
- The accident at the nuclear reactor had a devastating (affect/effect) on the village.
- You can (choose/chose) the path you wish to take in life.
- Please place your luggage (between/among) the two posts.