Choices: Using Your Sentence Sense

Here’s your chance to step out of the grammar book and into the real world. You may not notice parts of sentences, but you and the people around you use them every day. The following activities challenge you to find a connection between sentences and the world around you. Do the activity below that suits your personality best, and then share your discoveries with your class. Have fun!

**MUSIC**

**As Fast as You Can**

You probably know several traditional handclap routines and the raps and rhymes that go with them. Many of them are made up of imperative sentences. Get together with a friend and create a handclap routine with a rap to go with it. Be sure you use complete imperative sentences. When you’re satisfied with your routine, perform it for your classmates. Maybe they’ll remember it for at least as long as you have remembered “Pat-a-Cake.”

**DISCUSSION**

**Natural Habitats**

Some places are natural habitats for certain types of sentences. For instance, you can hear plenty of imperative sentences, such as “Salute your officers,” on any military base. You can hear interrogative sentences—such as “What seems to be bothering you?”—at a doctor’s office. Write down at least two natural habitats for each sentence type; then, come up with at least two example sentences for each habitat. Share copies of your list with your classmates.

**WRITING**

**The Nitty-Gritty**

Subjects and verbs are the core, the nitty-gritty, of sentences. Write a poem using only subjects and verbs. That’s right—no adverbs, adjectives, articles, complements, or prepositional phrases.

**DEBATE**

**Show Me**

Can you write a sentence in which an adverb, an adjective, or a preposition functions as the subject of a sentence? Try it! Then, ask your classmates to try, and lead them in a discussion of whether or not it is possible.

**DEMONSTRATION**

**Bare Bones**

The subject and verb carry the essential meaning of a sentence. But just how much meaning can subjects and verbs carry? Take a paragraph or two of published writing that you like. Identify each subject and verb in every sentence. Then, cross everything else out. What do you have left? Read the paragraph made up of only subjects and verbs. Does it make sense? If so, why? If not, why not? Have answers to these questions ready when you demonstrate this process to the class. Prepare “before and after” posters, or write your paragraphs on the chalkboard so that you can erase everything except the subject and verb.
A sentence is a word group that contains a subject and a verb and that expresses a complete thought.

EXAMPLE The American bison is brown and black.

A sentence fragment is a word group that looks like a sentence but either does not contain both a subject and a verb or does not express a complete thought.

SENTENCE FRAGMENT Graze on the plain.
SENTENCE The bison graze on the plain.

Exercise Decide whether each group of words is a sentence or a sentence fragment. Write S for sentence or SF for sentence fragment on the line provided.

Example SF 1. Has a large head and shoulders.

1. Zoologists call the American buffalo a bison.
2. May weigh up to three thousand pounds.
3. Live in herds and feed on grass.
4. Once roamed across North America.
5. In 1850, there were still about twenty million bison.
6. By 1890, bison were almost extinct.
7. Didn’t kill all those bison.
8. Now, more than thirty thousand.
9. Bison were difficult to hunt on foot.
10. The horse and the gun changed Plains Indian life.
11. Moved from camp to camp.
12. Plains Indians began to use horses about 1600.
13. Brought to America by the Spanish.
15. Mustang may come from a Spanish word meaning “ownerless horses.”
16. Bronco another Spanish word.
17. Some people call any bad-tempered horse a bronco.
18. Also another word for mustang.
19. Descendants of wild mustangs are still used to herd cattle.
20. Broncos, or broncs, in rodeo competitions.
Sentences and Sentence Fragments B

A sentence is a word group that contains a subject and a verb and that expresses a complete thought.

EXAMPLES
- Didn’t a picture of that headdress appear on a United States stamp?
- What a beautiful arrangement of feathers it is!

A sentence fragment is a word group that looks like a sentence but either does not contain both a subject and a verb or does not express a complete thought.

SENTENCE FRAGMENT
- Brown feathers of the golden eagle.

SENTENCE
- Brown feathers of the golden eagle adorn the headdress.

Exercise A
Decide whether each group of words is a sentence or a sentence fragment. Write S for sentence or SF for sentence fragment on the line provided.

Example
____ 1. When we entered the museum’s exhibit area.
   ___ 1. No two headdresses of the Plains Indians.
   ___ 2. The feathers of the male golden eagle are a sign of bravery and speed.
   ___ 3. Have you ever seen a real Plains Indian headdress?
   ___ 4. At the famous Battle of the Little Bighorn, General George Custer!
   ___ 5. What a fierce battle that was!
   ___ 6. Lived in earth lodges or tepees.
   ___ 7. Villages along rivers and streams.
   ___ 8. As they followed herds of buffalo across the vast plains.
   ___ 9. Buffalo meat a main part of their diet.
   ___10. The skins of the buffalo were used for bedding, clothing, and tepees.

Exercise B
On each line below, write a sentence that includes each sentence fragment. Add punctuation and change capitalization as needed for your sentence.

Example
1. Hissing, the cat
   Hissing, the cat swatted at the unfamiliar dog.

11. After the football game
12. Gave the school a donation
13. Standing by the mailbox
14. Will become a firefighter
15. Jumping up and down
Sentences and Sentence Fragments C

1a. A sentence is a word group that contains a subject and a verb and that expresses a complete thought.

A sentence fragment is a word group that looks like a sentence but either does not contain both a subject and a verb or does not express a complete thought.

SENTENCE FRAGMENT  Because we were tired.

SENTENCE  We left early because we were tired.

Exercise  Each item below shows one way a sentence fragment can be corrected. Study each correction. Then, on the line provided, show another way each fragment can be corrected.

Example 1. Fragment: Studying the solar system. Correction: Kim is studying the solar system.

The class was studying the solar system.

1. Fragment: My neighbor Flo. Correction: My neighbor Flo is a dancer.

2. Fragment: Waiting for the bus. Correction: Mr. Bossio is waiting for the bus.

3. Fragment: Cutting the apple into four pieces. Correction: Cut the apple into four pieces.

4. Fragment: Len’s new puppy. Correction: Have you seen Len’s new puppy?

5. Fragment: After the soccer match. Correction: I spoke to Kara after the soccer match.


8. Fragment: Jogging in the park. Correction: The sisters were jogging in the park.

9. Fragment: Beneath the surface. Correction: What mysteries lie beneath the surface?

10. Fragment: Before she left. Correction: Janet called me before she left.
Simple Subjects and Complete Subjects

1b. The subject tells whom or what the sentence is about.

The complete subject consists of all the words needed to tell whom or what the sentence is about.

1c. The simple subject is the main word or word group that tells whom or what the sentence is about.

**COMPLETE SUBJECT** The English reports are due on Tuesday.

**SIMPLE SUBJECT** The English reports are due on Tuesday.

**EXERCISE A** The complete subject is underlined in the following sentences. Circle the simple subject.

Example 1. Has anyone in the class seen *The Miracle Worker*?

1. Young Helen Keller could not see, hear, or speak.
2. Didn’t a serious illness cause her disabilities?
3. Helen’s father hired Anne Sullivan, a teacher from Boston.
4. Ms. Sullivan used the sense of touch to communicate with Helen.
5. *The Miracle Worker* was a play and movie about Anne Sullivan and Helen Keller.
6. In 1904, Keller graduated from Radcliffe College.
7. Her college classes were interpreted for her by Anne Sullivan.
8. The problems of sightless people were a concern to Keller.
9. After college she worked for the American Foundation for the Blind.
10. Many people with disabilities have been inspired by Helen Keller’s achievements.

**EXERCISE B** Underline the complete subject in the following sentences. Then, circle the simple subject.

Example 1. In the 1820s, Louis Braille devised a way for sightless people to read.

11. At first Louis Braille’s dot system was not officially accepted.
12. Eventually Braille’s system won acceptance all over the world.
13. Braille is a code of raised dots on paper.
14. Different arrangements of dots stand for the alphabet, punctuation marks, and numbers.
15. Sightless people can run their fingers along the dots.
16. Since the early 1960s, the process of making braille books has been improved with computers.
17. First, the text is typed into a computer.
18. The computer automatically translates the words into braille.
19. Then the raised braille figures are transferred onto metal plates or paper.
20. Have you ever seen a braille book?
Simple Predicates and Complete Predicates

The **predicate** of a sentence tells something about the subject.

The **complete predicate** consists of a verb and all the words that describe the verb and complete its meaning.

**The **simple predicate, or verb, is the main word or word group in the complete predicate.**

**EXERCISE A** The complete predicate is underlined in each of the following sentences. Circle the verb (simple predicate).

**Example** 1. Their nests are usually found along the southeast coast of the United States.

1. Sea turtles face many dangers.
2. They can’t withdraw into their shells for protection.
3. Size and swimming speed are their only defenses.
4. Shrimp boats can snag turtles in nets.
5. Sometimes other animals dig up the turtles’ eggs for food.
6. People have also used turtle meat and eggs for food.
7. Volunteers are protecting the fragile eggs of the sea turtle.
8. The efforts of the volunteers may save the sea turtle from destruction.
9. Turtle preserves have been established in certain areas.
10. Do some countries protect rare turtle species?

**EXERCISE B** Underline the complete predicate in each of the following sentences. Then, circle the verb (simple predicate).

**Example** 1. Because of the efforts of Ida B. Wells, several cultural and educational services were established.

11. Ida B. Wells was born into slavery in 1862 in Holly Springs, Mississippi.
12. She participated in the establishment of the National Association for the Advancement of Colored People.
13. She had taught school to her younger brothers and sisters after her parents’ death.
14. As a journalist, Ms. Wells raised public awareness of African American issues.
15. Ida B. Wells was active in the women’s suffrage movement.
Verb Phrases

A simple predicate that consists of a main verb and one or more helping verbs is called a verb phrase.

**EXAMPLES**  Elie was born in Alexandria, Egypt.  
He has lived in Cairo, Egypt’s capital.  
Have you not seen the photographs of his home?

**EXERCISE A** Underline the verb phrase in each of the following sentences.

Example 1. Elie’s family didn’t move to the United States until last year.

1. We have traveled to Elie’s home in Cairo, Egypt.
2. Egypt is situated in the northeastern section of Africa.
3. We couldn’t wait for our first tour of the country.
4. The ancient wonders of Egypt have been preserved.
5. Elie has been teaching us Egyptian history.
6. Tomorrow we will go to Pharaonic Village.
7. Daily life in ancient Egypt is reenacted there.
8. You can dress in the clothing of an Egyptian pharaoh.
9. Perhaps someone will take your picture.
10. Don’t forget your camera.

**EXERCISE B** Underline the complete predicate in each of the following sentences. Then, circle each verb or verb phrase.

Example 1. During the reign of Ramses II, many great temples were built.

11. From about 1290 to 1224 B.C., Ramses II was pharaoh of Egypt.
12. Ramses II is known as Ramses the Great.
13. The preparation of Ramses’ body for burial may have taken seventy days.
14. Scientists have conducted tests on the mummy of Ramses.
15. What did the scientists learn?
16. The pharaoh’s health couldn’t have been too poor.
17. The reign of Ramses lasted more than sixty years.
18. For three thousand years his mummy has survived.
19. Some ancient mummies can be found in museums.
20. New airtight cases have been developed for their protection.
Simple and Complete Subjects and Predicates A

1c. The **simple subject** is the main word or word group that tells whom or what the sentence is about.

The **complete subject** consists of all the words needed to tell whom or what the sentence is about. The **simple subject** is part of the complete subject.

1e. The **simple predicate**, or verb, is the main word or word group in the complete predicate.

The **complete predicate** consists of a verb and all the words that describe the verb and complete its meaning.

**EXERCISE A**  In each of the following sentences, underline the complete subject once. Then, underline the simple subject a second time.

**Example 1.** Did your family go downtown to see the parade?
1. Thousands of people went to the parade last night.
2. Those amazing acrobats are members of the same family.
3. Have you ever seen so many beautiful horses?
4. On my seat lay a pamphlet about the history of our city.
5. Who was your favorite performer?

**EXERCISE B**  In each sentence, underline the complete predicate once. Then, underline the simple predicate, or verb, a second time.

**Example 1.** Have you ever entered a project in the science fair?
6. My younger brothers are always working on some kind of project.
7. They both hope for a career in chemistry.
8. Sometimes my brothers go into the basement and shut the door.
9. They stay busy for hours.
10. Most of the time their projects are really messy.
11. For example, one time they mixed butter and ink.
12. They have never done anything dangerous.
13. They can clean the basement themselves.
14. My mother once hosed them off in the front yard.
15. How dirty their clothes get!
Simple and Complete Subjects and Predicates B

1c. The **simple subject** is the main word or word group that tells whom or what the sentence is about.

   The **complete subject** consists of all the words needed to tell whom or what the sentence is about. The **simple subject** is part of the complete subject.

1e. The **simple predicate**, or verb, is the main word or word group in the complete predicate.

   The **complete predicate** consists of a verb and all the words that describe the verb and complete its meaning.

**Exercise A** In each of the following sentences, underline the simple subject once, and underline the simple predicate twice.

**Example**

1. Have you seen my favorite sweater?

   1. Are your friends coming with us tomorrow?

   2. Those swimmers practice for hours every day.

   3. Next year, my uncle will be driving his truck to Alaska.

   4. The rainy weather must have caused floods in the city.

   5. The biology class finally finished the experiment.

**Exercise B** In each of the following sentences, underline the complete subject once, and underline the complete predicate twice.

**Examples**

1. Did a little brown dog run past your house?

   2. The most amazing thing happened!

   6. Would you join us for lunch tomorrow?

   7. Inside the birdhouse were two speckled eggs.

   8. James usually makes his bed before breakfast.

   9. You will find your coat behind that door.

   10. The light of the moon shone through the clouds.

   11. During the campaign, we worked hard for our candidate.

   12. Has your brother seen the dinosaur bones at the museum?

   13. In one room we saw several complete skeletons.

   14. The man in the blue baseball cap is my father.

   15. We listened to scary stories at the campout.
**Compound Subjects**

A **compound subject** consists of two or more subjects that are joined by a conjunction and that have the same verb.

**EXAMPLE** Do oranges, grapefruit, or lemons make the best fruit drink?

**EXERCISE A** Underline the compound subject in each of the following sentences.

**Example 1.** Did Cameron, Jared, or Mitch win the award?

1. Moose and elk are the largest members of the deer family.
2. Before dinner, Michael or Pierre will set the table.
3. Blue, green, and violet are cool colors.
4. Tigers and cheetahs belong to the cat family.
5. Mr. Itoh and Mr. Evans plan to climb Mount Everest next year.
7. Either Tanya or Cam will play the part of Dorothy.
8. During Hurricane Hugo, rain and wind battered the coast.
9. Did Beethoven or Haydn write the *Moonlight Sonata*?
10. Cardinals and bluebirds have bright, colorful feathers.

**EXERCISE B** Combine each group of sentences to create one sentence with a compound subject. Make sure that the other words in the new sentence agree in number with the compound subject.

**Example 1.** Ceres is an asteroid. Eros is an asteroid, too.

Ceres and Eros are asteroids.

11. Cork is used to make baseballs. Rubber is used, too. Yarn is also used.

12. The flapping shutter frightened the dog. The howling wind did, too.

13. Jasmine may win the race. On the other hand, Anna may win it.

14. Baseball is a favorite sport of mine. I like tennis, too.

15. Copper is mined in the Andes. Tin is mined there, too. Also, nitrates are mined there.
A compound verb consists of two or more verbs that are joined by a conjunction and that have the same subject.

**EXAMPLES**  Dogs are owned and loved for many reasons.  Some adult dogs appear mean but can be quite gentle.

**EXERCISE A**  Underline the compound verb in each of the following sentences.

**Example 1.** Police dogs can track or even capture suspects.

1. On the job, police dogs obey and react quickly.
2. In the Swiss Alps, Saint Bernards locate and assist people in snowstorms.
3. German shepherds serve as guide dogs and help sightless people.
4. Dogs can offer companionship and provide protection.
5. A dog’s bark may frighten burglars or awaken families in case of fire.
6. Pets can raise the spirits of people in hospitals and can improve attitudes.
7. Puppies thrill and delight many young children.
8. Dog obedience classes are starting tomorrow and will continue for six weeks.
9. In time, you will handle and guide your dog with confidence.
10. Dog ownership is a big responsibility and should be taken seriously.

**EXERCISE B**  Add verbs to complete the following sentences. You may need to add other words to complete the meanings of your sentences.

**Example 1.** Jon rode an elephant and saw a newborn giraffe at the wildlife park.

11. The two clowns and amused the crowd.
12. This trail winds down the mountain and .
13. Milton will rake the leaves or .
14. After school, Dwayne will or do his homework.
15. Cheryl peeled the orange but .
Compound Subjects and Compound Verbs

A compound subject consists of two or more subjects that are joined by a conjunction and that have the same verb.

A compound verb consists of two or more verbs that are joined by a conjunction and that have the same subject.

Exercise For each of the following sentences, underline the parts of compound subjects once and underline the parts of compound verbs twice. Some sentences contain both a compound subject and a compound verb.

Example 1. Modern city planners create and draw maps with the help of computers.

1. City planners predict and guide the development of towns and cities.
2. Local governments and citizen groups often employ city planners.
3. Recreational areas and transportation are important to many communities.
4. Ancient people changed and improved their cities, too.
5. The public buildings and monuments of ancient Rome and Athens are evidence of planning.
6. Water and garbage were always problems in ancient cities.
7. People often threw garbage into the streets or piled it up outside the city walls.
8. Diseases spread quickly and killed many people.
9. The Roman water supply system and sewer system are still admired today.
10. With better roads and vehicles, merchants could transport and sell their goods.
11. The people of Teotihuacán, in Mexico, planned a street system and built apartment buildings.
12. During the Middle Ages, some overcrowded towns and cities knocked down their walls.
13. Churches often stood in the center of a town and were the most expensive buildings.
14. Italy and France have examples of beautiful plazas from the Renaissance.
15. The palace and gardens at Versailles, in France, still amaze and delight visitors today.
16. Colonial American cities and towns were designed or planned, too.
17. Charleston and Philadelphia, for example, are among the early planned cities in America.
18. George Washington hired and then fired Pierre L’Enfant, the planner of Washington, D.C.
19. L’Enfant’s plan was still followed and used during the development of the city.
20. His plan included parks and wide streets and provided for many grand public buildings.
Subjects and Verbs A

The **simple subject** is the main word or word group that tells whom or what the sentence is about.

The **simple predicate**, or **verb**, is the main word or word group in the complete predicate.

A **compound subject** consists of two or more subjects that are joined by a conjunction and that have the same verb.

A **compound verb** consists of two or more verbs that are joined by a conjunction and that have the same subject.

**EXERCISE**  For each of the following sentences, underline the subject once and the verb twice. Be sure to underline both the main verb and any helping verbs. Underline all parts of a compound subject or verb.

**Example 1.** Haven’t cats been pets for thousands of years?

1. Cats may have been tamed about five thousand years ago.

2. According to some scientists, members of the cat family first appeared about forty million years ago.

3. The ancient Egyptians considered cats sacred.

4. Cats were brought to Europe and the Middle East about 1000 B.C.

5. Artists in China and Japan often included cats in their paintings.

6. Cats have long been valued for their skills as hunters.

7. Many people are not familiar with the different breeds of cats.

8. Shorthaired breeds and longhaired breeds are the two major groups of cats.

9. Two of the most popular breeds are the Siamese and the Persian.

10. The Siamese has a beautiful coat and a loud, mournful meow.

11. Have you ever noticed the blue eyes on that Siamese cat?

12. The Persian has long, fluffy fur.

13. Cats use their tails for balance.

14. A Manx, however, can balance without a tail.

15. Another unusual breed is called the ragdoll.

16. This cat relaxes completely and becomes as limp as a ragdoll.

17. Cat lovers have formed many clubs and associations.

18. The Cat Fanciers’ Association has clubs in the United States, Japan, and Canada.

19. Didn’t you see the information about the cat show next Saturday?

20. My brother and I will go after soccer practice.
Subjects and Verbs B

The **simple subject** is the main word or word group that tells whom or what the sentence is about.

The **simple predicate**, or verb, is the main word or word group in the complete predicate.

A **compound subject** consists of two or more subjects that are joined by a conjunction and that have the same verb.

A **compound verb** consists of two or more verbs that are joined by a conjunction and that have the same subject.

**EXERCISE** For each of the following sentences, underline the subject once and the verb twice. Be sure to underline both the main verb and any helping verbs. Some sentences may contain a compound subject, a compound verb, or both.

**Example 1.** The Tigris River and the Euphrates River define the ancient land of Mesopotamia.

1. **Mesopotamia** means “the land between two rivers.”
2. The area of Mesopotamia is dry and hot but floods annually.
3. Cities first appeared in Mesopotamia about 3500 B.C.
4. The Sumerians, the Babylonians, and the Assyrians dominated the region at different times.
5. Around 3000 B.C., the Sumerians invented writing and used it for business.
6. The Sumerian writing was inscribed on clay tablets.
7. Later an Assyrian king founded the first national library.
8. Ancient Mesopotamians also named constellations and recorded the position of the stars.
9. Weren’t the signs of the zodiac originally named by the Mesopotamians?
10. The wheel and the arch were also first used in Mesopotamia.
11. Mesopotamian farmers grew wheat and raised livestock outside the cities.
12. The sixty-minute hour and the twelve-month year are credited to the Babylonians.
13. Nebuchadnezzar II restored Babylon and built the Hanging Gardens of Babylon.
14. He also conquered Jerusalem and destroyed the Temple there.
15. The first famous author may have been Enheduanna, daughter of the Sumerian king Sargon.
16. Enheduanna’s poems are not as famous as the epic of *Gilgamesh*.
17. In one of the stories, Gilgamesh seeks immortality but must remain a mortal man.
18. Ancient Greek histories and the Old Testament tell us about Babylon and Assyria.
19. Sumer, however, died out long before those civilizations.
20. In 1835, a British soldier compared Sumerian writing to other writings and broke its code.
Sentences Classified by Purpose A

A **declarative sentence** makes a statement and ends with a period.

An **imperative sentence** gives a command or makes a request. Most imperative sentences end with a period. A strong command ends with an exclamation point.

An **interrogative sentence** asks a question and ends with a question mark.

An **exclamatory sentence** shows excitement or expresses strong feeling and ends with an exclamation point.

<table>
<thead>
<tr>
<th>DECLARATIVE</th>
<th>IMPERATIVE</th>
<th>INTERROGATIVE</th>
<th>EXCLAMATORY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shel Silverstein's poetry makes me laugh.</td>
<td>Please hand me that book of poetry.</td>
<td>Have you ever read <em>Where the Sidewalk Ends</em>?</td>
<td>What a wonderful collection of poems that is!</td>
</tr>
</tbody>
</table>

**EXERCISE A** Identify each sentence by writing **DEC** for declarative, **IMP** for imperative, **INT** for interrogative, or **EXC** for exclamatory. Then, insert the punctuation mark that should follow the sentence.

**Example 1.** Read his poems when you get a chance.

1. My mother once met Shel Silverstein in a bookstore
2. Did she say anything to him
3. How exciting it must have been
4. She bought this book as a present
5. Please be careful when you read it

**EXERCISE B** Rewrite each of the following sentences as an interrogative sentence or an exclamatory sentence. You may have to change or add some words. Be sure to use correct end punctuation.

**Example 1.** You made a mess in the kitchen. **What a mess you made in the kitchen!**

6. He didn’t want to go to the movies with us.

7. That is a wonderful book.

8. We should be there already.

9. You are coming on the field trip next week.

10. The game must have been very exciting.
Sentences Classified by Purpose B

A **declarative sentence** makes a statement and ends with a period.

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**EXERCISE A** Identify each sentence by writing DEC for declarative, IMP for imperative, INT for interrogative, or EXC for exclamatory. Then, insert the punctuation mark that should follow the sentence.

**Example**  **INT**  1. Did you buy kite-making supplies yesterday?

1. I want to make a kite this week
2. What time does the kite festival start on Saturday
3. Don’t let the paper get too wrinkled
4. What a perfect breeze this is
5. Watch out for that tree

**EXERCISE B** Following the instructions in parentheses, rewrite each of the following sentences on the line provided. Be sure to use correct end punctuation.

**Example** 1. She didn’t remember the book. *(Rewrite as an interrogative sentence.)*

   **Didn’t she remember the book?**

6. The stars are brilliant tonight. *(Rewrite as an exclamatory sentence.)*


7. The bread tasted salty to her. *(Rewrite as an interrogative sentence.)*


8. Would your aunt like a glass of lemonade? *(Rewrite as a declarative sentence.)*


9. You should dry that vase carefully. *(Rewrite as an imperative sentence.)*


10. How exciting that concert was! *(Rewrite as a declarative sentence.)*
Review A: Sentences and Sentence Fragments

EXERCISE A  Decide whether each group of words is a sentence or a sentence fragment. Then, on the line provided, write S if the group of words is a sentence or SF if the group of words is a sentence fragment.

Example  ____SF  1. At my aunt’s cabin in Tennessee.

____ 1. Long conversations about nothing.
____ 2. Please arrive on time for the meeting.
____ 3. In the jungles of South America.
____ 4. Those flowers bloom twice a year, in the spring and the fall.
____ 5. Left his books on the bus.
____ 6. In gymnastics, on the trampoline.
____ 7. Lois won the election by just three votes.
____ 8. When the firefighters reached the blaze.
____ 9. My brother constantly talks on the telephone.
____ 10. At the post office, Mr. Acuno.

EXERCISE B  Some of the following word groups are sentences, and some are sentence fragments. If a word group is a complete sentence, rewrite it, adding a capital letter and end punctuation. If a word group is a sentence fragment, add a subject or a verb, a capital letter, and end punctuation to make it a complete sentence.

Example  1. wear shorts in the winter  ___________  I usually don’t wear shorts in the winter.

11. had a sore throat and a runny nose  ________________________________

12. tell me your reasons  ________________________________

13. barked all night long  ________________________________

14. the neighbors all up and down the block  ________________________________

15. what a lot of noise he made  ________________________________
**Exercise A** In each of the following sentences, underline the complete subject once and the complete predicate twice. Then, circle the simple subject and the simple predicate, or verb.

**Example 1.** This morning my parents told us about a mysterious theft.

1. A valuable stamp collection is missing from the library.
2. One stamp is worth ten thousand dollars.
3. Part of the image on the stamp had been printed upside down.
4. The librarian has called the police.
5. Two representatives from the police department have arrived.
6. Detective Durand is questioning people.
7. His partner will look for clues.
8. Unfortunately we had no information for the police.
9. The insurance company will be called.
10. Of course, money can never replace those stamps.

**Exercise B** In each of the following sentences, underline the complete subject once and the complete predicate twice. Then, circle the simple subject and the simple predicate, or verb.

**Example 1.** In your history book you will find the story of Ponce de León.

11. Throughout the centuries many legends have been told about the Fountain of Youth.
12. The waters of the Fountain of Youth had special powers.
13. They could make old people young again.
15. However, most people don’t believe the legends.
16. Some people have searched for the Fountain of Youth.
17. Ponce de León may have believed the legends.
18. His search for new lands brought him to Florida.
19. A spring in St. Augustine, Florida, was discovered by Ponce de León.
20. Its youth-giving powers were never proven.
EXERCISE A  Underline any compound subjects or compound verbs that appear in the following sentences. Then, if the sentence contains a compound subject, write CS on the line provided. If the sentence contains a compound verb, write CV on the line provided. Write CS, CV if the sentence contains both a compound subject and a compound verb.

Example  
1. Swing and boogie-woogie are my favorite kinds of jazz.

1. Ella Fitzgerald and Louis Armstrong were great American jazz musicians.
2. Ella Fitzgerald worked as a solo singer and also performed with vocal groups.
3. Louis Armstrong played the trumpet and sang in a low, gruff voice.
4. He and Fitzgerald both sang scat, a type of music full of meaningless syllables.
5. Duke Ellington and his band played in Harlem and soon achieved fame.
7. Charlie Parker and Thelonious Monk contributed to the jazz style bebop.
8. Bebop musicians played complicated melodies and improvised during performances.
9. By the 1950s, more audiences accepted jazz and attended jazz concerts.
10. My father and my uncle think highly of Miles Davis.

EXERCISE B  Underline any compound subjects or compound verbs that appear in the following sentences. Then, if the sentence contains a compound subject, write CS on the line provided. If the sentence contains a compound verb, write CV on the line provided. Write CS, CV if the sentence contains both a compound subject and a compound verb.

Example  
1. A country inn offers fresh air and pretty views and can be enjoyed for days.

11. Mrs. Fernandez and her husband run a hotel in Mexico.
12. People from all over the world travel to Mexico and stay at their hotel.
13. The mealtime fruits and vegetables are grown and prepared on the property.
14. Mrs. Fernandez inherited the land and stopped further development of it.
15. Neither condominiums nor golf courses will be built there.
17. The guest rooms and dining areas are bright and colorful.
18. The chef and his assistants make traditional Mexican dishes.
19. Nearby, guests can visit a spa or take a horseback ride.
20. Mrs. Fernandez and her staff welcome guests and make them comfortable.
Review D: Kinds of Sentences

**Exercise A** Decide what kind of sentence each of the following sentences is. On the line provided, write DEC for declarative, IMP for imperative, INT for interrogative, or EXC for exclamatory. Then, insert the punctuation mark that should follow the sentence.

**Example**  
1. What a talented man James Weldon Johnson was!

   **EXC**

   1. Research the life of James Weldon Johnson, an activist and writer in the early 1900s

   _DEC_

   2. In his early years he worked as a school principal, a newspaper editor, and a lawyer

   _DEC_

   3. How inspiring his life was

   _DEC_

   4. Did you know that he wrote songs for musicals with his brother

   _DEC_

   5. One of his songs, “Lift Every Voice and Sing,” is sometimes called the unofficial African American national anthem

   _EXC_

   6. Don’t miss the choir’s performance of that magnificent song

   _DEC_

   7. Wasn’t Johnson one of the major writers of the Harlem Renaissance literary movement

   _DEC_

   8. Some of the others were Zora Neale Hurston, Langston Hughes, and Countee Cullen

   _DEC_

   9. Zora Neale Hurston collected African American folk tales and wrote novels

   _DEC_

   10. What an amazing amount of writing they all did during the 1920s

   _DEC_

**Exercise B** On the line provided, write DEC for declarative, IMP for imperative, INT for interrogative, or EXC for exclamatory. Then, insert the punctuation mark that should end the sentence.

**Example**  
1. What caused the French Revolution?

   **INT**

   1. In 1789, the people of France revolted against Louis XVI

   _DEC_

   11. France was almost bankrupt from paying for wars

   _DEC_

   12. Read about the abuses the French people suffered under this cruel ruler

   _DEC_

   13. How courageous the people were to go against the powerful king

   _DEC_

   14. What was Marie Antoinette supposed to have said when the people had no bread

   _DEC_

   15. Let them eat cake

   _DEC_

   16. Don’t confuse Louis XVI with Louis XIV, who was called the Sun King

   _DEC_

   17. Did you know that the French Revolution was inspired by the American Revolution

   _DEC_

   18. Many people in the United States supported the French Revolution

   _DEC_

   19. What exciting times those were
I reached over and shut off the insistent buzzing of my bedside alarm clock. I sat up, swung my feet over the edge of the bed, and felt for my slippers on the floor. Yawning, I walked toward the bathroom. As I walked by the corner of my room, where my computer table was set up, I pressed the on button, slid a diskette into the floppy drive, then went to brush my teeth. By the time I got back, the computer’s screen was glowing greenly, displaying the message: Good Morning, Kevin.

I sat down before the computer table, addressed the keyboard, and typed: Good Morning, Louis. The computer immediately began to whir and promptly displayed a list of items on its green screen.

—from “User Friendly” by T. Ernesto Bethancourt

EXERCISE A

1. Of the seven sentences in the above excerpt, how many contain compound verbs? (Hint: Buzzing, yawning, to brush, displaying, and to whir are not used as main verbs.)

2. Write the verbs that make up the compound verb in each of those sentences.

EXERCISE B

1. Rewrite the first two sentences to eliminate all compound verbs. Create as many sentences as necessary.

2. What makes the original version more interesting than the version with no compound verbs?
Literary Model (continued)

**EXERCISE C**  The passage on page 21 is from a short story set in the future in which a computer suddenly begins to act like a human. Using the excerpt above Exercise A as a model, write two paragraphs that could be part of a longer story. Use the first-person point of view, and set your story in the future. Include several compound verbs.

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**EXERCISE D**  How does using compound verbs affect the style of your paragraphs? How would your paragraphs sound if they contained no compound verbs?
Writing Application: Advertising

It’s no wonder that writers sometimes have trouble writing complete sentences. Every day they see information presented in fragments: on TV, in magazines, even on the packaging of foods they eat.

FRAGMENTS  New and Improved!
            Packed with the vitamins and minerals you need!
            Tastes better than the leading competitor’s brand!

Each of these bits of information is a fragment, missing either a subject, a verb, or both. Advertisers and package designers use fragments because they deliver information quickly, take up less space, and cost less than complete sentences. In your writing, you don’t have to consider space and cost. Writing complete, clear sentences will help readers grasp your meaning.

WRITING ACTIVITY

Your teacher has asked you to bring the packaging or label from a favorite food to school with you so that you can write a paragraph about the ingredients in this food. At the end of your paragraph, you will decide how good (or bad) for your body the food is. As you write, you will need to take information presented in fragments and rewrite it in complete sentences.

PREWRITING  First, gather your writing materials, including the package or label that has information about ingredients, calories, and so on. Remember that the ingredients are listed in order from the greatest to least amounts. Read all claims that the label makes about the food’s taste and healthfulness. Then, decide how accurate these claims are. Make a list of all the main points you will use to demonstrate your opinion.

WRITING  You might open your paragraph with a sentence about why you like the food you chose. Does the food live up to the claims on the packaging? List some of the package’s claims, and tell your readers why these claims are or are not correct. End your paragraph with your opinion of the food and its packaging.

REVISION  Consider the paragraph’s organization. Can you use the prewriting list to order your paragraph? Check the paragraph’s content against your prewriting and the label of your food item. Did you discuss all the important ingredients? Did you give solid reasons why the product does or does not meet the claims of its packaging? Did you use complete sentences to explain what you learned?

PUBLISHING  Check your paragraph for mistakes in spelling or punctuation. With your teacher’s permission, work with other students to create a bulletin board on which you post the labels or packages along with the paragraphs that discuss them. Read other students’ paragraphs, too, and think about what people can do to pay attention to what they buy.

EXTENDING YOUR WRITING

This exercise could lead to a more developed writing project. You could write, for a few weeks, a food column for your student newspaper in which you review foods both for their taste and for their health value.
Chapter 1: The Sentence, pp. 1–23
Choices: Using Your Sentence Sense, p. 1
Choices activities are designed to extend and enrich students’ understanding of grammar, usage, and mechanics and to take learners beyond traditional classroom instruction. To use the Choices worksheet, have each student pick an activity that interests him or her. In some cases, you may wish to assign an activity to a particular student or group of students. You may also want to request that students get your approval for the activities they choose. Establish guidelines for what constitutes successful completion of an activity. Then, help students plan how they will share their work with the rest of the class.

Choices activities can be scored with a pass-fail grade or treated as bonus-point projects. Those activities that require students to research or create a certain number of items might be graded in a traditional manner.

Sentences and Sentence Fragments A, p. 2

**EXERCISE**

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Sentences and Sentence Fragments B, p. 3

**EXERCISE A**

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Sentences and Sentence Fragments C, p. 4

**EXERCISE**

Answers will vary.

1. After the football game, we all went home happy.
2. Our club gave the school a donation.
3. Standing by the mailbox was my brother, who was waiting for a letter.
4. Do you think that Terry really will become a firefighter?
5. Will you kids stop jumping up and down!

Simple Subjects and Complete Subjects, p. 5

**EXERCISE A**

1. Young Helen Keller could not see, hear, or speak.
2. Didn’t a serious illness cause her disabilities?
3. Helen’s father hired Anne Sullivan, a teacher from Boston.
4. Ms. Sullivan used the sense of touch to communicate with Helen.
5. *The Miracle Worker* was a play and movie about Anne Sullivan and Helen Keller.

6. In 1904, Keller graduated from Radcliffe College.

7. Her college classes were interpreted for her by Anne Sullivan.

8. The problems of sightless people were a concern to Keller.

9. After college she worked for the American Foundation for the Blind.

10. Many people with disabilities have been inspired by Helen Keller’s achievements.

**EXERCISE B**

11. At first Louis Braille’s dot system was not officially accepted.

12. Eventually Braille’s system won acceptance all over the world.

13. Braille is a code of raised dots on paper.

14. Different arrangements of dots stand for the alphabet, punctuation marks, and numbers.

15. Sightless people can run their fingers along the dots.

16. Since the early 1960s, the process of making braille books has been improved with computers.

17. First, the text is typed into a computer.

18. The computer automatically translates the words into braille.

19. Then the raised braille figures are transferred onto metal plates or paper.

20. Have you ever seen a braille book?

**Simple Predicates and Complete Predicates, p. 6**

**EXERCISE A**

1. Sea turtles face many dangers.

2. They can’t withdraw into their shells for protection.

3. Size and swimming speed are their only defenses.

4. Shrimp boats can snag turtles in nets.

5. Sometimes other animals dig up the turtles’ eggs for food.

6. People have also used turtle meat and eggs for food.

7. Volunteers are protecting the fragile eggs of the sea turtle.

8. The efforts of the volunteers may save the sea turtle from destruction.

9. Turtle preserves have been established in certain areas.

10. Do some countries protect rare turtle species?

**EXERCISE B**

11. Ida B. Wells was born into slavery in 1862 in Holly Springs, Mississippi.

12. She participated in the establishment of the National Association for the Advancement of Colored People.

13. She had taught school to her younger brothers and sisters after her parents’ death.

14. As a journalist, Ms. Wells raised public awareness of African American issues.

15. Ida B. Wells was active in the women’s suffrage movement.
Verb Phrases, p. 7

EXERCISE A
1. We have traveled to Elie’s home in Cairo, Egypt.
2. Egypt is situated in the northeastern section of Africa.
3. We couldn’t wait for our first tour of the country.
4. The ancient wonders of Egypt have been preserved.
5. Elie has been teaching us Egyptian history.
6. Tomorrow we will go to Pharaonic Village.
7. Daily life in ancient Egypt is reenacted there.
8. You can dress in the clothing of an Egyptian pharaoh.
9. Perhaps someone will take your picture.
10. Don’t forget your camera.

EXERCISE B
11. From about 1290 to 1224 B.C., Ramses II was pharaoh of Egypt.
12. Ramses II is known as Ramses the Great.
13. The preparation of Ramses’ body for burial may have taken seventy days.
14. Scientists have conducted tests on the mummy of Ramses.
15. What did the scientists learn?
16. The pharaoh’s health couldn’t have been too poor.
17. The reign of Ramses lasted more than sixty years.
18. For three thousand years his mummy has survived.
19. Some ancient mummies can be found in museums.
20. New airtight cases have been developed for their protection.

Simple and Complete Subjects and Predicates A, p. 8

EXERCISE A
1. Thousands of people went to the parade last night.
2. Those amazing acrobats are members of the same family.
3. Have you ever seen so many beautiful horses?
4. On my seat lay a pamphlet about the history of our city.
5. Who was your favorite performer?

EXERCISE B
For the purposes of this exercise, can clean is an acceptable answer for the simple predicate in number 13.

6. My younger brothers are always working on some kind of project.
7. They both hope for a career in chemistry.
8. Sometimes my brothers go into the basement and shut the door.
9. They stay busy for hours.
10. Most of the time their projects are really messy.
11. For example, one time they mixed butter and ink.
12. They have never done anything dangerous.
13. They can clean the basement themselves.
14. My mother once hosed them off in the front yard.
15. How dirty their clothes get!
**Simple and Complete Subjects and Predicates B, p. 9**

**EXERCISE A**

1. Are your friends **coming** with us tomorrow?

2. Those **swimmers** practice for hours every day.

3. Next year, my uncle **will be driving** his truck to Alaska.

4. The rainy **weather** must have caused floods in the city.

5. The biology **class** finally **finished** the experiment.

**EXERCISE B**

6. Would you join us for lunch tomorrow?

7. Inside the birdhouse were **two speckled eggs**.

8. James **usually** makes his bed before breakfast.

9. You will find your coat **behind that door**.

10. The light of the moon **shone through the clouds**.

11. During the campaign, **we worked hard** for our candidate.

12. Has your brother **seen the dinosaur bones at the museum**?

13. In one room we saw **several complete skeletons**.

14. The man in the blue baseball cap **is my father**.

15. We listened to **scary stories** at the campout.

**Compound Subjects, p. 10**

**EXERCISE A**

1. Moose and elk are the largest members of the deer family.

2. Before dinner, **Michael or Pierre** will set the table.

3. **Blue, green, and violet** are cool colors.

4. **Tigers and cheetahs** belong to the cat family.

5. **Mr. Itoh and Mr. Evans** plan to climb Mount Everest next year.

6. Edward, Christy, and Chang **won prizes** in the science fair.

7. Either Tanya or Cam **will play the part of Dorothy**.

8. During Hurricane Hugo, rain and wind **battered the coast**.

9. Did Beethoven or Haydn write the **Moonlight Sonata**?

10. Cardinals and bluebirds have bright, colorful feathers.

**EXERCISE B**

Answers may vary.

11. Cork, rubber, and yarn are used to make baseballs.

12. The flapping shutter and the howling wind **frightened the dog**.

13. Jasmine or Anna **may win** the race.

14. Baseball and tennis are **favorite sports of mine**.

15. Copper, tin, and nitrates are mined in the Andes.

**Compound Verbs, p. 11**

**EXERCISE A**

1. On the job, police dogs **obey and react quickly**.

2. In the Swiss Alps, Saint Bernards **locate and assist people in snowstorms**.

3. German shepherds **serve as guide dogs and help sightless people**.
4. Dogs can offer companionship and provide protection.
5. A dog’s bark may frighten burglars or awaken families in case of fire.
6. Pets can raise the spirits of people in hospitals and can improve attitudes.
7. Puppies thrill and delight many young children.
8. Dog obedience classes are starting tomorrow and will continue for six weeks.
9. In time, you will handle and guide your dog with confidence.
10. Dog ownership is a big responsibility and should be taken seriously.

Exercise B
Answers will vary. Sample responses are given.

11. The two clowns entertained and amused the crowd.
12. This trail winds down the mountain and ends at the front door of a lodge.
13. Milton will rake the leaves or mulch them.
14. After school, Dwayne will make a few phone calls or do his homework.
15. Cheryl peeled the orange but gave the sections to her little sisters.

Compound Subjects and Compound Verbs, p. 12

Exercise
1. City planners predict and guide the development of towns and cities.
2. Local governments and citizen groups often employ city planners.
3. Recreational areas and transportation are important to many communities.
4. Ancient people changed and improved their cities, too.
5. The public buildings and monuments of ancient Rome and Athens are evidence of planning.
6. Water and garbage were always problems in ancient cities.
7. People often threw garbage into the streets or piled it up outside the city walls.
8. Diseases spread quickly and killed many people.
9. The Roman water supply system and sewer system are still admired today.
10. With better roads and vehicles, merchants could transport and sell their goods.
11. The people of Teotihuacán, in Mexico, planned a street system and built apartment buildings.
12. During the Middle Ages, some overcrowded towns and cities knocked down their walls.
13. Churches often stood in the center of a town and were the most expensive buildings.
14. Italy and France have examples of beautiful plazas from the Renaissance.
15. The palace and gardens at Versailles, in France, still amaze and delight visitors today.
16. Colonial American cities and towns were designed or planned, too.
17. Charleston and Philadelphia, for example, are among the early planned cities in America.
18. George Washington hired and then fired Pierre L’Enfant, the planner of Washington, D.C.
19. L’Enfant’s plan was still followed and used during the development of the city.

20. His plan included parks and wide streets and provided for many grand public buildings.

Subjects and Verbs A, p. 13

EXERCISE

1. Cats may have been tamed about five thousand years ago.

2. According to some scientists, members of the cat family first appeared about forty million years ago.

3. The ancient Egyptians considered cats sacred.

4. Cats were brought to Europe and the Middle East about 1000 B.C.

5. Artists in China and Japan often included cats in their paintings.

6. Cats have long been valued for their skill as hunters.

7. Many people are not familiar with the different breeds of cats.

8. Shorthaired breeds and longhaired breeds are the two major groups of cats.

9. Two of the most popular breeds are the Siamese and the Persian.

10. The Siamese has a beautiful coat and a loud, mournful meow.

11. Have you ever noticed the blue eyes on that Siamese cat?

12. The Persian has long, fluffy fur.

13. Cats use their tails for balance.

14. A Manx, however, can balance without a tail.

15. Another unusual breed is called the ragdoll.

16. This cat relaxes completely and becomes as limp as a ragdoll.

17. Cat lovers have formed many clubs and associations.

18. The Cat Fanciers’ Association has clubs in the United States, Japan, and Canada.

19. Didn’t you see the information about the cat show next Saturday?

20. My brother and I will go after soccer practice.

Subjects and Verbs B, p. 14

EXERCISE

1. Mesopotamia means “the land between two rivers.”

2. The area of Mesopotamia is dry and hot but floods annually.

3. Cities first appeared in Mesopotamia about 3500 B.C.

4. The Sumerians, the Babylonians, and the Assyrians dominated the region at different times.

5. Around 3000 B.C., the Sumerians invented writing and used it for business.

6. The Sumerian writing was inscribed on clay tablets.

7. Later an Assyrian king founded the first national library.

8. Ancient Mesopotamians also named constellations and recorded the position of the stars.

9. Weren’t the signs of the zodiac originally named by the Mesopotamians?

10. The wheel and the arch were also first used in Mesopotamia.

11. Mesopotamian farmers grew wheat and raised livestock outside the cities.
12. The sixty-minute hour and the twelve-month year are credited to the Babylonians.

13. Nebuchadnezzar II restored Babylon and built the Hanging Gardens of Babylon.

14. He also conquered Jerusalem and destroyed the Temple there.

15. The first famous author may have been Enheduanna, daughter of the Sumerian king Sargon.

16. Enheduanna’s poems are not as famous as the epic of Gilgamesh.

17. In one of the stories, Gilgamesh seeks immortality but must remain a mortal man.

18. Ancient Greek histories and the Old Testament tell us about Babylon and Assyria.

19. Sumer, however, died out long before those civilizations.

20. In 1835, a British soldier compared Sumerian writing to other writings and broke its code.

**Sentences Classified by Purpose A, p. 15**

**EXERCISE A**

1. **DEC, . . . bookstore.**
2. **INT; . . . him?**
3. **EXC; . . . been!**
4. **DEC, . . . present.**
5. **IMP; . . . it! [or it.]**

**EXERCISE B**

Answers may vary.

6. Didn’t he want to go to the movies with us?
7. What a wonderful book that is!
8. Shouldn’t we already be there?
9. Aren’t you coming on the field trip next week?
10. How exciting the game must have been!

**Sentences Classified by Purpose B, p. 16**

**EXERCISE A**

1. **DEC; . . . week.**
2. **INT; . . . Saturday?**
3. **IMP; . . . wrinkled.**
4. **EXC; . . . is!**
5. **IMP; . . . tree! [or tree.]**

**EXERCISE B**

Answers may vary somewhat.

6. How brilliant the stars are tonight!
7. Did the bread taste salty to her?
8. Your aunt would like a glass of lemonade.
9. Dry that vase carefully.
10. That was an exciting concert.

**Review A: Sentences and Sentence Fragments, p. 17**

**EXERCISE A**

1. SF
2. S
3. SF
4. S
5. SF
6. SF
7. SF
8. S
9. S
10. SF

**EXERCISE B**

Answers 11, 13, and 14 will vary.

11. Yes, I had a sore throat and a runny nose.
12. Tell me your reasons.
13. That dog next door barked all night long.
14. The neighbors all up and down the block are talking about it.
15. What a lot of noise he made!

**Review B: Sentence Parts, p. 18**

**EXERCISE A**

1. A valuable stamp collection is missing from the library.
2. One stamp is worth ten thousand dollars.
3. Part of the image on the stamp had been printed upside down.
4. The librarian has called the police.
5. Two representatives from the police department have arrived.

6. Detective Durand is questioning people.

7. His partner will look for clues.

8. Unfortunately we had no information for the police.

9. The insurance company will be called.

10. Of course, money can never replace those stamps.

EXERCISE B

11. Throughout the centuries many legends have been told about the Fountain of Youth.

12. The waters of the Fountain of Youth had special powers.

13. They could make old people young again.


15. However, most people don’t believe the legends.

16. Some people have searched for the Fountain of Youth.

17. Ponce de León may have believed the legends.

18. His search for new lands brought him to Florida.

19. A spring in St. Augustine, Florida, was discovered by Ponce de León.

20. Its youth-giving powers were never proven.

EXERCISE A

1. CS—Ella Fitzgerald and Louis Armstrong were great American jazz musicians.

2. CV—Ella Fitzgerald worked as a solo singer and also performed with vocal groups.

3. CV—Louis Armstrong played the trumpet and sang in a low, gruff voice.

4. CS—He and Fitzgerald both sang scat, a type of music full of meaningless syllables.

5. CS, CV—Duke Ellington and his band played in Harlem and soon achieved fame.

6. CV—Later, in the 1960s, Ellington wrote film scores and composed sacred music.

7. CS—Charlie Parker and Thelonious Monk contributed to the jazz style bebop.

8. CV—Bebop musicians played complicated melodies and improvised during performances.

9. CV—By the 1950s, more audiences accepted jazz and attended jazz concerts.

10. CS—My father and my uncle think highly of Miles Davis.

EXERCISE B

11. CS—Mrs. Fernandez and her husband run a hotel in Mexico.

12. CV—People from all over the world travel to Mexico and stay at their hotel.

13. CS, CV—The mealtime fruits and vegetables are grown and prepared on the property.

14. CV—Mrs. Fernandez inherited the land and stopped further development of it.

15. CS—Neither condominiums nor golf courses will be built there.

16. CV—Guests enjoy home-cooked meals and take walks on the property.

17. CS—The guest rooms and dining areas are bright and colorful.

18. CS—The chef and his assistants make traditional Mexican dishes.

19. CV—Nearby, guests can visit a spa or take a horseback ride.
5. Two representatives from the police department have arrived.
6. Detective Durand is questioning people.
7. His partner will look for clues.
8. Unfortunately we had no information for the police.
9. The insurance company will be called.
10. Of course, money can never replace those stamps.

EXERCISE B

11. Throughout the centuries many legends have been told about the Fountain of Youth.
12. The waters of the Fountain of Youth had special powers.
13. They could make old people young again.
15. However, most people don’t believe the legends.
16. Some people have searched for the Fountain of Youth.
17. Ponce de León may have believed the legends.
18. His search for new lands brought him to Florida.
19. A spring in St. Augustine, Florida, was discovered by Ponce de León.
20. Its youth-giving powers were never proven.

Review C: Sentence Parts, p. 19

EXERCISE A

1. CS—Ella Fitzgerald and Louis Armstrong were great American jazz musicians.
2. CV—Ella Fitzgerald worked as a solo singer and also performed with vocal groups.
3. CV—Louis Armstrong played the trumpet and sang in a low, gruff voice.
20. **CS, CU**—Mrs. Fernandez and her staff welcome guests and make them comfortable.

**Review D: Kinds of Sentences, p. 20**

**EXERCISE A**

1. **IMP;** 1900s.
2. **DEC;** lawyer.
3. **EXC;** was!
4. **INT;** brother?
5. **DEC;** anthem.
6. **IMP;** song. [or... song!]
7. **INT;** movement?
8. **DEC;** Cullen.
9. **DEC;** novels.
10. **EXC;** 1920s!

**EXERCISE B**

11. **DEC;** Louis XVI.
12. **DEC;** wars.
13. **IMP;** ruler.
14. **EXC;** king!
15. **INT;** bread?
16. **IMP;** cake. [or cake!]
17. **IMP;** King.
18. **INT;** Revolution?
19. **DEC;** Revolution.
20. **EXC;** were!

**Literary Model: Compound Verbs in Narration, pp. 21–22**

**EXERCISE A**

1. five
2. reached; shut sat; swung; felt pressed, slid; went sat; addressed; typed began; displayed

**EXERCISE B**

*Answers will vary.*

1. I reached over. I shut off the insistent buzzing of my bedside alarm clock. I sat up. I swung my feet over the edge of the bed. I felt for my slippers on the floor.

2. The original version is more interesting because the sentences in the revised version are too short and choppy. Also, the word I is used too often in the revised version. The revised version seems almost like a list instead of a description of smooth movements.

**EXERCISE C**

*Answers will vary.* An example follows.

J-14 suddenly came out of a strange dream but kept her eyes closed while she tried to remember the details. In the dream, she had taken the flight to Earth, toured the barren planet, written her geography report, and returned to Venus, the planet where she lived.

J-14 stretched to her full length in the bed pod, gave a final yawn, unlatched the pod door, and put her feet on the moving floor. The floor glided her to the clothing unit and gently deposited her. The teenage Venusian surveyed her uniforms and then selected her favorite, the orange neon.

**EXERCISE D**

*Answers will vary.* A sample response is given.

The compound verbs help the reader visualize the actions that the character takes and the manner in which she is doing them.

If I had not used compound verbs, most of the sentences would have been too short and choppy. Plus, the words she or J-14 would have had to be repeated over and over.

**Writing Application: Advertising, p. 23**

Writing Applications are designed to provide students immediate composition practice in using key concepts taught in each chapter of the *Language and Sentence Skills Practice* booklet. You may wish to evaluate student responses to these assignments as you do any other writing that students produce. To save grading time, however, you may want to use the following scoring rubric.
**Scoring Rubric**

Sentence fragments have been avoided in the paragraph.

1 2 3 4 5

The advertising claims have been evaluated as either truthful or false.

1 2 3 4 5

Reasons are given for the student’s opinion of the food and its packaging.

1 2 3 4 5

The assignment is relatively free of errors in usage and mechanics.

1 2 3 4 5

**Total Score**

5 = highest; 1 = lowest