Choices: Exploring Sentences

Here’s your chance to step out of the grammar book and into the real world. You may not notice them, but you and the people around you use parts of sentences every day. The following activities challenge you to find a connection between parts of 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!

CRITICAL ANALYSIS

Everyone’s a Critic
Writers love sentence fragments. Find five examples of published sentence fragments, and present them to the class. In each case, lead the class in evaluating whether the fragment or a complete sentence should have been used. Have a debate. You argue for the fragment while a friend argues for a sentence. Let the class be the judge.

Drama

Typical Types
Some people speak in sentence fragments quite often. However, some people are more comfortable using complete sentences. How would you describe these two types of people? How would a conversation between them sound? Write a dialogue between two such people. With a friend, tape your dialogue and play it for the class.

CREATIVE WRITING

Four by Four
Write four poems of four sentences each. In each poem, use the different types of sentences (declarative, imperative, interrogative, and exclamatory) once apiece.

DISCUSSION

On Location
While watching the news, have you ever noticed that no matter where a reporter goes in the world, he or she can find at least one person who speaks English? The reporter may even be in some tiny village in Somewhere, Planet Earth, speaking to a person who speaks English just about as well as anyone in Anywhere, U.S.A. What does this observation tell you about the value of English? Where can a knowledge of English take you? Do some research, and report your findings and observations to the class.

MATHEMATICS

X and Y equals Z
Start with ten mathematical equations. Then, translate these equations into sentences and label each subject and predicate. Include some examples showing compound subjects and compound verbs.

ART

Mr. or Ms. D. Clarative
Draw four or five characters. Each character should personify one kind of sentence. In other words, you’ll draw one character each for declarative, interrogative, and exclamatory sentences, and one or two for imperative sentences. Name each character. (Yes, a label such as Mr. or Ms. D. Clarative would be acceptable.) Post your drawings in the classroom, and take a bow!

ORIGINAL PROJECTS

Take Charge
Be the one in charge! Create your own project. Begin by asking yourself what puzzles you about sentences. What would your classmates find interesting about sentences? If you’re good at something or have a hobby, work it into your project. For instance, if you like dinosaurs, write a dialogue between dinosaurs and use every kind of sentence. How about a dialogue between two people in which one gives the subject and the other gives the predicate? You could make a multimedia presentation. Draw a chart. Discuss your plans with your teacher, sharpen your pencil, and charge ahead!
Sentences and Sentence Fragments A

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

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

SENTENCE FRAGMENT  Giving a speech about whales.

SENTENCE  Lori will be giving a speech about whales.

EXERCISE A  Decide whether each group of words is a sentence or a sentence fragment. Write S if the group of words is a sentence or F if the group of words is a sentence fragment.

Examples  

F 1. The whales identified by markings on their tails.
S 2. The whales were identified by the markings on their tails.

1. Water supports the gigantic body of the whale.
2. Unable to survive on land.
3. A beached whale’s lungs may be crushed.
4. Prevented by its tremendous weight.
5. Blue whales are the largest mammals.
6. The blue whale, which can weigh over 150 tons.
7. Although some whales have simple teeth.
8. Others have no teeth.
9. The sievelike whalebone in the roof of their mouths.
10. Straining krill from the water for food.

EXERCISE B  Each item below shows a sentence fragment. On the line provided, show one way the fragment can be corrected.

Example 1. A walk in the rain.  Let’s go for a walk in the rain.

11. After she spoke.

12. Her research on whales.

13. Seen from shore.

14. The girl in the boat.

15. Walking on the beach.
Sentences and Sentence Fragments B

10a. A sentence is a word or word group that contains a subject and a verb and that expresses a complete thought.

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

**EXERCISE A** Write S if the group of words is a sentence or F if it is a sentence fragment.

Example   F  1. Trombones, trumpets, and two bass drums.

_____ 1. Marching down the street in perfect rows.
_____ 2. Their helmets were topped by tall red plumes.
_____ 3. Royal blue uniforms with gold braid.
_____ 4. The drum major’s baton was keeping the beat.
_____ 5. Is that one of John Philip Sousa’s marches?
_____ 6. The clash of the cymbals and the beat of the drums.
_____ 7. The color guard marched in front of the band.
_____ 8. Then came a float covered with flowers.
_____ 9. People sitting on the float, waving to the people in the crowd.
_____ 10. What a surprise that was!

**EXERCISE B** On the line provided, rewrite each of the following sentence fragments as a complete sentence.

Example 1. The freshly washed sheets hanging on the line. From her room she could see the freshly washed sheets hanging on the line.

11. Yesterday, a fortunate turn of events.

12. The rain dripping from the edge of the roof.

13. Waited just inside the front door.

14. His remarkable hat, with a wide brim and a pheasant feather in the hatband.

15. The castle, built with huge, gray stones.
A sentence is a word or word group that contains a subject and a verb and that expresses a complete thought.

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

**Exercise A** Write S if the group of words is a sentence or F if the group of words is a sentence fragment.

Example 1. The leaves floating slowly down the stream.

1. Hoping for good news, she shut her eyes tightly.
2. Finished with the job.
3. Climbing carefully from branch to branch.
4. The young deer at the edge of the clearing.
5. Fireworks lit the sky.
6. Called the electrician after the storm.
7. Want to read the newspaper every morning.
8. Here comes the train!
9. When we thought about his statement for a while.
10. The bird sat on a branch high in the tree, singing merrily.

**Exercise B** On the lines provided, rewrite each of the following sentence fragments as a complete sentence.

Example 1. Disappeared into the woods. The deer looked around and disappeared into the woods.

11. At dawn, the mountains in the east.

12. Was tossed and turned by the wind.

13. Because it’s snowing.

14. Whenever I see a sunset.

15. The colorful tropical fish.
Subjects and Predicates

Sentences consist of two basic parts: subjects and predicates.

**Exercise A**  Decide whether the underlined word or word group is the subject or the predicate. Write $S$ if the word or word group is the subject or $P$ if it is the predicate.

**Examples**

1. Across America, Davy Crockett is a popular legendary hero.  
   - $P$

2. This native of Tennessee died at the battle of the Alamo.  
   - $S$

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1. Whether young or old, many people enjoy legends about Davy Crockett.  

2. In one story, a wild stallion carries Davy on his back for three days.

3. Did you ever hear the story about Davy’s conversation with a raccoon?

4. Most of the remarkable stories about Crockett are obviously not true.

5. Still, the legendary Davy Crockett continues to capture our imaginations.

**Exercise B**  In each sentence below, draw one line under the complete subject and two lines under the complete predicate.

**Example** 1. When did the first explorer reach the South Pole?

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6. Roald Amundsen led the first successful expedition to the South Pole in 1911.

7. The well-seasoned Amundsen was nearly forty years old at the time.

8. Much earlier in life, Amundsen had planned for a career in medicine.

9. By age twenty-five, the adventurous young man had changed his goal to a life at sea.

10. Who first reached the North Pole?

11. Claiming to be first was the United States explorer Robert E. Peary.

12. Another U.S. explorer, Frederick Cook, made the same claim.

13. Peary’s claim was accepted by Congress.

14. The American admiral Richard Byrd made the first flight over the South Pole in 1929.

15. Byrd had made the first flight over the North Pole in 1926 with Floyd Bennett.
Simple and Complete Subjects

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 that tell whom or what a sentence is about.

**SIMPLE SUBJECT**

This book on ecology will provide information for my report.

**COMPLETE SUBJECT**

This book on ecology will provide information for my report.

Sometimes the simple subject and the complete subject are the same.

**EXERCISE A** Decide whether the underlined word or word group is the complete subject or the simple subject. Write CS for complete subject or SS for simple subject.

Example 1. The study of wildlife is fascinating and fun.

1. This particular course concentrates on endangered species.
2. A large variety of plants and animals are endangered.
3. The U.S. Fish and Wildlife Service provides information on endangered animals.
4. Some animals are threatened by a change in their surroundings.
5. Considered the greatest threat to animals are the activities of human beings.

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

Example 1. The carnivorous Tasmanian devil grows up to thirty-one inches in length.

6. One fascinating nocturnal animal is the aardvark.
7. That strange name always makes me laugh.
8. Another animal with a strange name is the platypus.
9. One of the biggest moths in the world was named for Hercules, a mythological hero.
10. The ant lion captures ants and other insects in its sand traps.
11. The armadillo lives as far north as Texas and as far south as Argentina.
12. Some armadillos may be up to five feet long.
13. The wingspan of the American crow can reach up to three feet.
14. An intelligent bird, the crow can sometimes learn simple words and phrases.
15. Like the parrot, the crow mimics phrases of human speech.
The *simple predicate*, or *verb*, is the main word or word group that tells something about the subject.

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

**SIMPLE PREDICATE**  
Aidan *goes* to the movies every weekend.

**COMPLETE PREDICATE**  
Aidan *goes to the movies every weekend.*

### EXERCISE A

Decide whether the underlined word or word group is the complete predicate or the verb (simple predicate). Above each, write **CP** for complete predicate or **V** for verb.

**Examples**

1. **CP**  
   One hundred years ago, families entertained *themselves*.  

2. **V**  
   They would have *been astonished* by television.

1. Motion-picture cameras and projectors were invented in the mid-1890s.  
2. The first projected movie *was shown* in Paris in 1895.  
3. Thomas Edison helped develop *the movie projector*.  
4. At first, movies *must have amazed* people.  
5. For many years, moviegoers watched newsreels at movie theaters.

### EXERCISE B

In each of the following sentences, draw one line under the complete predicate, and then circle the verb.

**Example**  
**CP**  
*Will* the temperature *reach* seventy degrees before breakfast?

6. Our trip took us through misty mountains and shady, green forests.  
7. Dairy cows were grazing on the lower slopes of the hills.  
8. We arrived at our destination before late afternoon.  
9. The whole family was looking forward to a pleasant vacation.  
10. Have you ever breathed air as pure as country air?  
11. We planned as many outdoor activities as possible.  
12. My personal favorite was the daily canoe trip upriver.  
13. My older brother had never canoed before.  
14. Did he catch fish from the stream for breakfast?  
15. My sister caught several trout.
Verb Phrases

Some simple predicates, or verbs, consist of more than one word. Such verbs are called **verb phrases** (verbs that include one or more helping verbs).

**EXAMPLES**

I **will be using** the computer for the next hour.

What **does** this error message **mean**?

**Have** you **contacted** the technical service center?

**EXERCISE A**  Underline the verb phrase in each sentence.

**Example 1.** Trish **didn’t have** an e-mail account until today.

1. I **had used** a computer only a few times before this school year.
2. My classmates and I **will soon** be computer experts.
3. **Shouldn’t** every student have experience with the latest technology?
4. We **have been using** the computer for research assignments.
5. For example, yesterday I **was researching** Mark Twain.
6. I **had not yet read** The Adventures of Tom Sawyer.
7. I **was surfing** the Internet in the computer lab.
8. I **had quickly found** a complete copy of the book on the Internet.
9. Since then, I **have read as much of the story as possible**.
10. Can you believe my **good fortune**?

**EXERCISE B**  In each sentence below, the underlined word group contains a word or part of a word that is not part of the verb phrase. Circle this word or word part.

**Example 1.** Dylan **hasn’t checked** his e-mail today.

11. Please **don’t forget** my e-mail address.
12. Every day during the holidays, I **will check** my messages.
13. I **have always enjoyed** your friendly notes.
14. We **will probably exchange** e-mails all summer long.
15. Isn’t technology **becoming** part of everyone’s social life?
Complete and Simple Subjects and Predicates

10c. 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 that tell whom or what a sentence is about.

**SIMPLE SUBJECT**  The study of small insects is a hobby of mine.

**COMPLETE SUBJECT**  The study of small insects is a hobby of mine.

10e. The **simple predicate**, or **verb**, is the main word or word group that tells something about the subject.

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

**SIMPLE PREDICATE (VERB)**  Many people will listen with interest to facts about bugs.

**COMPLETE PREDICATE**  Many people will listen with interest to facts about bugs.

**EXERCISE A**  Underline each complete subject once and each complete predicate twice.

*Example 1.* Are any of your friends allergic to the dust mite?

1. The microscopic dust mite was discovered less than three decades ago.
2. This eight-legged pest is related to the tick and the spider.
3. Do you ever wash your pillow in very hot water?
4. Someone in your household should probably do so as soon as possible.
5. The daily diet of the dust mite consists of tiny skin flakes on your pillow and sheets.
6. The creatures leave tiny waste droppings in your bed.
7. These microscopic droppings mix with dust in your bedroom and in the house.
8. Unfortunately, this tainted dust may cause an allergic reaction in you or a family member.
9. How can a concerned person remove these pesky flesh-eaters from bedding?
10. Any person with laundry skills can wash bedding in the hottest wash cycle possible.

**EXERCISE B**  Underline each simple subject once and each simple predicate (verb) twice.

*Example 1.* The tiny bedbug has often found its home in humans’ beds.

11. The body of the bedbug is flat and wingless.
12. This bloodthirsty bug belongs to the insect class.
13. The blood of mammals such as humans forms the bedbug’s diet.
14. A bedbug may grow to a length of a quarter of an inch.
15. The little insect usually sucks the blood of its host at night.
Compound Subjects

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

**EXAMPLE** Numerous **trees** and **bushes** respond to seasonal weather changes.

**EXERCISE A** Underline the compound subject in each sentence.

**Example 1.** The live oak and the Douglas fir remain green year-round.

1. Live oaks and white oaks should not be confused with one another.
2. The redwood and the sequoia are found in California.
3. Douglas firs and other trees of the pine family appeal to Christmas tree shoppers.
4. Most conifers and many broad-leaved plants are evergreen.
5. Does the cypress or the magnolia bear cones?
6. Maples and elms are deciduous trees.
7. In the autumn these and other deciduous trees lose their leaves.
8. Do the reds and golds of autumn trees appeal to your sense of beauty?
9. During the fall my best friend and I always gather colorful leaves.
10. These fragile, beautiful leaves and our original poems make special cards for friends.

**EXERCISE B** Add a compound subject to each of the following predicates. Use **and** or **or** to join the parts of your compound subjects.

**Example 1.** ___________________ and ___________________ decorate the walls of my room at home.

11. Tucked away in my school bag are ___________________.
12. Either ___________________ or ___________________ will be voted Funniest Student of the Year.
13. Will ___________________ or ___________________ be at your party on Saturday?
14. ___________________ came bounding out of the murky darkness straight toward me.
15. In the school cafeteria today, ___________________ are the two main dishes.
Compound Verbs

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

EXAMPLE Which mammal has wings and can fly like a bird?

EXERCISE A Underline each compound verb or verb phrase.

Example 1. Can a mammal move as fast as a car and rise as high as an airplane?

1. Some bats can fly sixty miles per hour and can also soar to a height of ten thousand feet.
2. Some species of bats fly much slower and cannot reach the same heights as others.
3. In all, more than nine hundred species of bats exist and find habitats worldwide.
4. Bats are the world’s only flying mammals and may have wingspans of over five feet.
5. The flying fox hangs in trees and can have a wingspread more than five feet across.
6. The bumblebee bat has a five-inch wingspan and weighs less than a dime.
7. All mammals, including bats and humans, grow fur or hair and nurse their young.
8. Honduran white bats grow long white fur and eat only fruit.
9. The vampire bat drinks cows’ blood but seldom consumes human blood.
10. This bat bites its prey and then hungrily laps blood from the wound.

EXERCISE B Add a compound verb to complete each of the following sentences. Use and, or, or but to join the parts of your compound verb.

Example 1. Can bats fly and roost in the darkness of the cave?

11. In the backyard, my puppy __________________________

12. __________________________________________________________

13. Every so often, I __________________________

14. We __________________________

15. ________________________________________________

16. Birds and squirrels ____________________________

17. The runners ____________________________

18. ________________________________________________

19. Each student ____________________________

20. The ball ____________________________
Compound Subjects and 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.

**COMPOUND SUBJECT**

At sunrise the **farmer** and the **hired hands** arrived at the field.

**COMPOUND VERB**

They **weeded** and **fertilized** the field of peanut plants.

**EXERCISE A**

Underline the compound subject or compound verb in each of the following sentences. On the line provided, write **CS** for compound subject or **CV** for compound verb.

**Examples**

1. Salty peanuts and chewy raisins make a tasty snack. _CS_

2. Should I eat a peanut butter sandwich or try a different filling? _CV_

1. Peanuts and soybeans are the two most important sources of vegetable oil.

2. The U.S. scientist George Washington Carver researched the peanut and found more than three hundred uses for it.

3. Aren’t China and India the two major producers of peanuts in the world today?

4. Peanut plants are native to South America and belong to the pea family.

5. Does your family ever make old-fashioned peanut butter or buy it at the supermarket?

**EXERCISE B**

Combine each pair of sentences to create one sentence with a compound subject or a compound verb. Write the new sentence on the line provided. When you create a sentence with a compound subject, you may need to change the verb, too.

**Example 1.** Than’s father is an excellent cook. Lily’s mother is an excellent cook, too. ______

    Than’s father and Lily’s mother are excellent cooks.

1. The private eye ducked behind the bookcase. She listened to the suspects’ argument. ______

2. The birdbath attracts many birds. So does the small, wooden bird feeder. ______

3. The plumber fixed the pipe beneath the sink. He also checked the water pressure. ______

4. The plane lifted off. It soared quickly out of sight. ______

5. Tweedledum is a character created by Lewis Carroll. So is Tweedledee. ______
Subjects and Verbs A

10b. The subject tells whom or what the sentence is about.

10e. The simple predicate, or verb, is the main word or word group that tells something about the subject.

10f. A compound subject consists of two or more subjects that are joined by a conjunction and that have the same verb.

10g. A compound verb consists of two or more verbs that are joined by a conjunction and that have the same subject.

EXERCISE A  In each of the following sentences, underline the subject once and the verb twice.

Example 1. A calculator or an abacus will help you and will speed your calculations.
1. Have you or one of your friends ever used an abacus?
2. The abacus is an ancient arithmetic tool and consists of a frame with vertical wires or slots.
3. Beads or balls may be moved up or down in the slots in various combinations.
4. In this way, the user quickly performs calculations such as addition and subtraction.
5. You and your friends can easily find more information about the abacus on the Internet.

EXERCISE B  Combine each pair of sentences to create one sentence. Write the new sentence on the line provided. Then, underline the subject once and the verb twice. When you create a sentence with a compound subject, you may need to change the verb, too.

Example 1. Volleyball is a popular sport at my school. Football is also popular.
6. Basketball can give you a good cardiovascular workout. Track can do so, too.

7. Blue is our school color. Gold is our other school color.

8. When will you practice your trumpet? When will you finish your homework?

9. Will you go to the game with Sandra’s family? Will Bernard go with Sandra’s family?

10. Members of the yearbook staff take photographs at every game. Journalists on the newspaper staff take photographs at every game.
**Subjects and Verbs B**

The **subject** tells whom or what the sentence is about.

The **simple predicate**, or verb, is the main word or word group that tells something about the subject.

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**  
In each of the following sentences, underline the subject once and the verb twice. Then, on the line provided, write **CV** if the verb is a compound verb, **CS** if the subject is a compound subject, or **CV, CS** if both the subject and the verb are compound. Write **N** if neither is compound.

**Example**  
1. My mother and brother want a new puppy.

   **CS**

1. Have you or Kimberly found your tap shoes yet?

2. Alec or James will wash and dry the dishes after dinner tonight.

3. In my school, both the Spanish club and the German club have at least twenty members.

4. Where are the batteries for this flashlight?

5. At the end of the school year, we will either take a class trip or have a party.

6. She added the numbers and then checked the answer.


8. Andrés and Clarence searched the room and looked on all the shelves.

9. You should wear sturdy shoes and pack a raincoat.

10. Are you expecting rain during the hike?

11. The newspaper and the radio carried stories about the weather.

12. Fog and rain are expected this afternoon.

13. We could cancel the hike and meet at the museum.

14. The new exhibit about Egypt is open and should be interesting.

15. Do you and your sister take the bus or walk to school?

16. We usually take the bus in the morning and walk home in the afternoon.

17. She has band practice and works in the library after school.

18. My friend Nita and I belong to several of the same clubs.

19. Nita walks home with my sister and me on Tuesdays and Thursdays.

20. Either Max or his brother Sam rented a boat and went fishing last summer.
Classifying Sentences 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.

**EXERCISE A** On the line provided, write DEC if the sentence is declarative, IMP if it is imperative, INT if it is interrogative, or EXC if it is exclamatory.

Example **EXC** 1. What a fascinating study ancient cultures are!

____ 1. Use Roman numerals whenever you write an outline, Margo.

____ 2. Did you know Roman numerals consist of seven individual letters used as numbers?

____ 3. These letters are I, V, X, L, C, D, and M.

____ 4. Imagine building a boat with no nails or screws.

____ 5. What a difficult job that would be!

**EXERCISE B** On the line provided, write DEC if the sentence is declarative, IMP if it is imperative, INT if it is interrogative, or EXC if it is exclamatory. Then, add the correct punctuation to the end of the sentence.

Example **IMP** 1. Consider these facts.

____ 6. I have recently learned some interesting facts from American history

____ 7. Consider the similarities between President Lincoln and President Kennedy

____ 8. President Abraham Lincoln was elected in 1860

____ 9. Did you know that John F. Kennedy was elected president in 1960

____ 10. It is tragic that both Lincoln and Kennedy were assassinated

____ 11. The vice presidents under both Lincoln and Kennedy were named Johnson

____ 12. What a strange coincidence that is

____ 13. Read about the investigations into the deaths of both men

____ 14. How many people believe that there was a conspiracy in Kennedy’s assassination

____ 15. There are still unanswered questions about these deaths
Classifying Sentences by Purpose B

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.

**EXERCISE A** On the line provided, write **DEC** if the sentence is declarative, **IMP** if it is imperative, **INT** if it is interrogative, or **EXC** if it is exclamatory. Then, add the correct punctuation to the end of the sentence.

**Example**  **INT**  1. Does this pencil belong to you?

   ____  1. This sculptor recycles metal in her work
   ____  2. Isn’t that the rim of a bicycle wheel
   ____  3. Try to identify as many items as possible
   ____  4. She has transformed junk into animals and other recognizable forms
   ____  5. What a sense of humor she has

**EXERCISE B** On the lines provided, rewrite each of the following sentences according to the instructions in parentheses. Be sure to use correct end punctuation in your new sentences. Hint: You may need to add or delete words.

**Example** 1. That piece of fabric is from India. (Rewrite as an interrogative sentence.) __________

   **Is that piece of fabric from India?**

6. The colors in the stained-glass windows are brilliant. (Rewrite as an exclamatory sentence.) _____

7. Do I have time to get to the store before it closes? (Rewrite as a declarative sentence.) _____

8. You forgot to bring the library books to school. (Rewrite as an interrogative sentence.) _____

9. What an exciting race that was! (Rewrite as a declarative sentence.) _______________________

10. You should turn off the lights when you leave the room. (Rewrite as an imperative sentence.) ___
EXERCISE  Decide whether each of the following word groups is a sentence or a sentence fragment. Write S if the group of words is a sentence or F if the group of words is a sentence fragment.

Examples  F  1. Because Dan has a kayak.
  S  2. Tatiana is listening to her new CD.

1. Thought Roseanne and Steve had missed their flight to Atlanta.
2. Pasta salad is especially good on a hot day.
3. In the bedroom closet behind the ironing board.
4. His latest excuse but definitely not his most original.
5. Please take this gift home to your stepsister Lorena.
6. I would appreciate some help with this art project.
7. The space shuttle on the launching pad.
8. Stretching for miles in every direction.
9. Whenever he goes out into the bright sunlight.
10. That was a dazzling display of fireworks!
11. Because of the loud noise.
12. After a short while, the beaver began building a dam.
13. You must have heard about the mysterious Bermuda Triangle.
14. When she wrote her story for the local newspaper.
15. Although everyone here had a good reason.
16. Scientists keep searching for the answer to the problem.
17. On the other side of the basketball court and under the scoreboard.
18. Very few people actually saw what happened.
19. Without the benefit of modern medicine.
20. The car swerved sharply to avoid hitting the pedestrian.
21. Mr. Liu, an organic farmer with a large farm in Texas.
22. What a sweet rabbit Scooter is!
23. Completion unlikely at any point in the near future.
24. Watch the satellite traveling across the night sky.
25. Saving money in a bank account.
Review B: Subjects and Predicates

EXERCISE In each of the following sentences, underline the complete subject once and the complete predicate twice. Then, circle the simple subject and the verb.

Example 1. The playful, intelligent dolphin belongs to the toothed whale family.

1. An unusual event occurred at our beach last summer.
2. Two girls were jogging along the beach.
3. They heard a strange sound.
4. Thrashing around in the water was a dark object.
5. A helpless dolphin was being tossed around by the waves.
6. The worried joggers called the Center for Coastal Studies.
7. Two dolphin experts soon arrived at the beach.
8. They moved into the cold surf near the dolphin.
9. Scientists at the local aquarium cared for the dolphin.
10. The healthy dolphin was released into the ocean several months later.
11. Have you ever been to the ocean?
12. Dolphins and whales are mammals, not fish.
13. An aquatic mammal, such as a dolphin or whale, breathes air through a blowhole on top of the head.
14. Fish have gills.
15. Most salmon are born in fresh water but live part of their lives in the ocean.
16. The thousand-mile migration of the salmon fascinates me.
17. Fish “ladders” are built near dams and help the salmon on their voyage.
18. Leaps of more than ten feet have been recorded.
19. The longest spawning trip exceeds two thousand miles.
20. Salmon spawn in fresh water.
21. A Pacific salmon spawns in the stream of its birth and then dies.
22. An Atlantic salmon may spawn as many as three times in its lifetime.
23. The female fish digs several saucer-shaped nests in the bed of a stream.
24. One ten-pound female may deposit up to ten thousand eggs at spawning time.
25. A smolt is a young salmon.
EXERCISE  Underline the compound verb in each of the following sentences. Then, on the line provided, rewrite the sentence so that it has a compound subject as well. Use and or or to join the parts of the compound subject. You may need to change the verb, too.

Example 1. Before school each morning, Darnell has been doing push-ups and lifting weights.

   Before school each morning, Jalinda and Darnell have been doing push-ups and lifting weights.

1. Today my cousin Luke will hike and take photographs of the land behind his house. _______

2. Before tests, Shanti reviews and summarizes all her notes from class. __________________________

3. The pilot smiled and waved at her crew. ________________________________________________

4. The sleet reduced visibility at the airport and delayed the flight. ___________________________

5. The new bus driver joined us at Stonehenge and accompanied us to London. ______________

6. The table was cleaned thoroughly and given a fresh coat of paint. __________________________

7. Rachel is singing a song and dancing for the talent show. _________________________________

8. Cars filled the roadways and created a massive traffic jam. ______________________________

9. My brother Angelo frowned and sighed but finally did the yardwork. _______________________

10. Tara takes ice-skating lessons and hopes to skate professionally. __________________________
**Exercise**  Decide whether each group of words is a sentence or a sentence fragment. If it is a sentence fragment, write **F** on the line provided. If it is a sentence, write **DEC** if it is declarative, **IMP** if it is imperative, **INT** if it is interrogative, or **EXC** if it is exclamatory. Then, add the appropriate end punctuation to each sentence.

**Examples**

1. **F** Studying Spanish, German, and French next semester
2. **INT** By next semester, will you know the months of the year in three languages?

3. **DEC** Named for the Roman goddess Juno
4. **IMP** Please bring me that calendar
5. **INT** When will we plan the birthday party for Julio
6. **DEC** How exciting it was to win a gold medal
7. **IMP** Please be careful with the bleach, Suzi
8. **DEC** After Emily and Rosa climbed slowly up the side of the hill
9. **DEC** How magnificent the view of the valley is
10. **IMP** Can you see the village from there
11. **DEC** Hand me the binoculars, please
12. **IMP** As a hawk soared gracefully over the valley
13. **INT** Waiting for fifteen minutes in the rain
14. **IMP** Watch out
15. **DEC** How often do you baby-sit for the McCluskys
16. **IMP** I promise that I won’t forget about our next appointment
17. **DEC** Since repairing the broken appliance
18. **IMP** Please don’t stand so close to the curb
19. **DEC** Carrying my little sister all the way across the rickety bridge and to safety
20. **DEC** Put down your pencils and pass your papers forward
21. **DEC** Will be sitting in front of you tomorrow after lunch
22. **DEC** Would you volunteer
EXERCISE A
Underline each sentence fragment that appears in the above passage.

EXERCISE B
1. Rewrite the dialogue to eliminate all sentence fragments. That is, whenever you come to a sentence fragment, supply words that make it a complete sentence.

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2. Read the original passage and your revision. Why do you think the author chose to write the dialogue as a mix of sentences and sentence fragments rather than using only complete sentences?

EXERCISE C  Write a dialogue in which one person asks questions to try to help a friend who is upset. Have the upset friend speak mostly in sentence fragments to convey his or her feelings or emotions.

EXERCISE D

1. How does the character who uses sentence fragments sound different from the other character in your dialogue?

2. How would your dialogue sound different if both characters used only complete sentences?
Writing Application: Letter

Writers use different types of sentences to convey different types of messages. When writers make statements, they use declarative sentences. When they ask questions, they use interrogative sentences.

**DECLARATIVE** Andrea is playing in the tennis tournament today.

**INTERROGATIVE** Where is the tournament being played?

**WRITING ACTIVITY**
Your teacher has arranged for your class to write to students learning English in Denmark. Each student in your class has been assigned a Danish pen pal. Your assignment is to write a letter to your new pen pal. Using at least five declarative sentences, introduce yourself and tell your pen pal about life in the United States. Using at least five interrogative sentences, ask your pen pal questions about himself or herself and life in Denmark.

**PREWRITING** Think about what you would like to know about your pen pal, and make a list of your questions. Try to avoid asking only yes-or-no questions. Open-ended questions will give you more information. Your pen pal may have similar questions for you, so you can use your list to help you decide what to write about yourself. Think about what you would like to know about Denmark. What do you think your pen pal would want to know about the United States?

**WRITING** Decide how to organize your letter. You might tell about yourself in the first half of the letter and ask questions in the second half of the letter. Another way to write your letter is to alternate between telling about yourself and asking related questions about your pen pal. Since your pen pal is still learning English, he or she may not understand slang terms, so be careful with word choice.

**REVISING** Have a friend read your letter; then, discuss it. Is it interesting? Have you left out any important information about yourself? Can your friend think of any other questions that you should ask your pen pal?

**PUBLISHING** Check your paragraph for errors in spelling and punctuation. Does each declarative sentence end with a period? Does each interrogative sentence end with a question mark? With your teacher’s permission, post your letter with your classmates’ letters on the bulletin board. Find or create pictures that illustrate the area where your pen pal lives.

**EXTENDING YOUR WRITING**
You may wish to extend this activity by finding a real pen pal for yourself or your whole class. Your teacher may be able to help you find Internet sites that help classes from around the United States or around the world set up letter exchange programs. Not only would you get to practice your writing skills, but you would make new friends as well.
Chapter 10: The Sentence, pp. 1–23

Choices: Exploring Sentences, 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 A**
1. S 5. S 8. S
4. F

**EXERCISE B**
Answers will vary. Sample responses are given.
11. Yesterday, a fortunate turn of events brought a new friend into my life.
12. The cat sat at the window watching the rain dripping from the edge of the roof.
13. The surprise birthday party guests waited just inside the front door.
14. His remarkable hat, with a wide brim and a pheasant feather in the hatband, signaled the audience that he was the play’s hero.
15. How could any enemy invade the castle, built with huge, gray stones?

Sentences and Sentence Fragments B, p. 3

**EXERCISE A**
1. F 5. S 8. S
3. F 7. S 10. S
4. S

**EXERCISE B**
Answers will vary. Sample responses are given.
11. She sat down after she spoke.
12. She spoke for thirty minutes about her research on whales.
13. Seen from shore, a pod of whales is an exciting sight.
14. The girl in the boat was close enough to take pictures of the whales.
15. Walking on the beach, we talked about other sea mammals.

Subjects and Predicates, p. 5

**EXERCISE A**
1. S 3. S 5. S
2. S 4. P

**EXERCISE B**
6. Roald Amundsen led the first successful expedition to the South Pole in 1911.
7. The well-seasoned Amundsen was nearly forty years old at the time.
8. Much earlier in life, Amundsen had planned for a career in medicine.
9. By age twenty-five, the adventurous young man had changed his goal to a life at sea.
10. Who first reached the North Pole?
11. Claiming to be first was the United States explorer Robert E. Peary.
12. Another U.S. explorer, Frederick Cook, made the same claim.
13. Peary’s claim was accepted by Congress.
14. The American admiral Richard Byrd made the first flight over the South Pole in 1929.
15. Byrd had made the first flight over the North Pole in 1926 with Floyd Bennett.

Simple and Complete Subjects, p. 6

**EXERCISE A**
1. CS
2. SS
3. SS
4. SS
5. SS

**EXERCISE B**

6. One fascinating nocturnal animal is the aardvark.
7. That strange name always makes me laugh.
8. Another animal with a strange name is the platypus.
9. One of the biggest moths in the world was named for Hercules, a mythological hero.
10. The ant lion captures ants and other insects in its sand traps.
11. The armadillo lives as far north as Texas and as far south as Argentina.
12. Some armadillos may be up to five feet long.
13. The wingspan of the American crow can reach up to three feet.
14. An intelligent bird, the crow can sometimes learn simple words and phrases.
15. Like the parrot, the crow mimics phrases of human speech.

Simple and Complete Predicates, p. 7

**EXERCISE A**
1. Motion-picture cameras and projectors were invented in the mid-1890s.
2. The first projected movie was shown in Paris in 1895.
3. Thomas Edison helped develop the movie projector.
4. At first, movies must have amazed people.
5. For many years, moviegoers watched newsreels at movie theaters.

**EXERCISE B**

6. Our trip took us through misty mountains and shady, green forests.
7. Dairy cows were grazing on the lower slopes of the hills.
8. We arrived at our destination before late afternoon.
9. The whole family was looking forward to a pleasant vacation.
10. Have you ever breathed air as pure as country air?
11. We planned as many outdoor activities as possible.
12. My personal favorite was the daily canoe trip upriver.
13. My older brother had never canoed before.
14. Did he catch fish from the stream for breakfast?
15. My sister caught several trout.
Verb Phrases, p. 8
EXERCISE A
1. I had used a computer only a few times before this school year.
2. My classmates and I will soon be computer experts.
3. Shouldn’t every student have experience with the latest technology?
4. We have been using the computer for research assignments.
5. For example, yesterday I was researching Mark Twain.
6. I had not yet read *The Adventures of Tom Sawyer*.
7. I was surfing the Internet in the computer lab.
8. I had quickly found a complete copy of the book on the Internet.
9. Since then, I have read as much of the story as possible.
10. Can you believe my good fortune?

EXERCISE B
11. Please don’t forget my e-mail address.
12. Every day during the holidays, I will check my messages.
13. I have always enjoyed your friendly notes.
14. We will probably exchange e-mails all summer long.
15. Isn’t technology becoming part of everyone’s social life?

Complete and Simple Subjects and Predicates, p. 9
EXERCISE A
1. The microscopic dust mite was discovered less than three decades ago.
2. This eight-legged pest is related to the tick and the spider.
3. Do you ever wash your pillow in very hot water?
4. Someone in your household should probably do so as soon as possible.
5. The daily diet of the dust mite consists of tiny skin flakes on your pillow and sheets.
6. The creatures leave tiny waste droppings in your bed.
7. These microscopic droppings mix with dust in your bedroom and in the house.
8. Unfortunately, this tainted dust may cause an allergic reaction in you or a family member.
9. How can a concerned person remove these pesky flesh-eaters from bedding?
10. Any person with laundry skills can wash bedding in the hottest wash cycle possible.

EXERCISE B
11. The body of the bedbug is flat and wingless.
12. This bloodthirsty bug belongs to the insect class.
13. The blood of mammals such as humans forms the bedbug’s diet.
14. A bedbug may grow to a length of a quarter of an inch.
15. The little insect usually sucks the blood of its host at night.
Compound Subjects, p. 10

**EXERCISE A**

1. Live oaks and white oaks should not be confused with one another.
2. The redwood and the sequoia are found in California.
3. Douglas firs and other trees of the pine family appeal to Christmas tree shoppers.
4. Most conifers and many broad-leaved plants are evergreen.
5. Does the cypress or the magnolia bear cones?
6. Maples and elms are deciduous trees.
7. In the autumn these and other deciduous trees lose their leaves.
8. Do the reds and golds of autumn trees appeal to your sense of beauty?
9. During the fall my best friend and I always gather colorful leaves.
10. These fragile, beautiful leaves and our original poems make special cards for friends.

**EXERCISE B**

*Answers will vary. Sample responses are given.*

11. Tucked away in my school bag are my books and other supplies.
12. Either our school’s amateur comedian or my best friend Todd will be voted Funniest Student of the Year.
13. Will a good band or a DJ be at your party on Saturday?
14. A muddy dog and a kid with a flashlight came bounding out of the murky darkness straight toward me.
15. In the school cafeteria today, spaghetti and spinach lasagna are the two main dishes.

Compound Verbs, p. 11

**EXERCISE A**

1. Some bats can fly sixty miles per hour and can also soar to a height of ten thousand feet.
2. Some species of bats fly much slower and cannot reach the same heights as others.
3. In all, more than nine hundred species of bats exist and find habitats worldwide.
4. Bats are the world’s only flying mammals and may have wingspans of over five feet.
5. The flying fox hangs in trees and can have a wingspread more than five feet across.
6. The bumblebee bat has a five-inch wingspan and weighs less than a dime.
7. All mammals, including bats and humans, grow fur or hair and nurse their young.
8. Honduran white bats grow long white fur and eat only fruit.
9. The vampire bat drinks cows’ blood but seldom consumes human blood.
10. This bat bites its prey and then hungrily laps blood from the wound.

**EXERCISE B**

*Answers will vary. Sample responses are given.*

11. In the backyard, my puppy digs holes and buries her toys.
12. Can Keisha study and eat during lunch period?
13. Every so often, I snooze and snore.
14. We run laps or climb bleachers at the track after school.
15. Do the seventh graders tutor younger kids or help them with tests?
16. Birds and squirrels squabble and tussle with each other at the bird feeder.
17. The runners stretched and sprinted before they went to the starting line.
18. Will you and Suzi wash up and set the table before dinner?
19. Each student researches and composes a paper on a topic of his or her choice.
20. The ball bounced twice and then rolled toward the end zone.

**Compound Subjects and Verbs, p. 12**

**Exercise A**

**CS** 1. Peanuts and soybeans are the two most important sources of vegetable oil.

**CV** 2. The U.S. scientist George Washington Carver researched the peanut and found more than three hundred uses for it.

**CS** 3. Aren’t China and India the two major producers of peanuts in the world today?

**CV** 4. Peanut plants are native to South America and belong to the pea family.

**CV** 5. Does your family ever make old-fashioned peanut butter or buy it at the supermarket?

**Exercise B**

*Answers may vary. Typical responses are given.*

6. The private eye ducked behind the bookcase and listened to the suspects’ argument.

7. The birdbath and the small, wooden birdfeeder attract many birds.

8. The plumber fixed the pipe beneath the sink and checked the water pressure.

9. The plane lifted off and soared quickly out of sight.

10. Tweedledum and Tweedledee are characters created by Lewis Carroll.

**Subjects and Verbs A, p. 13**

**Exercise A**

1. Have you or one of your friends ever used an abacus?

2. The abacus is an ancient arithmetic tool and consists of a frame with vertical wires or slots.

3. Beads or balls may be moved up or down in the slots in various combinations.

4. In this way, the user quickly performs calculations such as addition and subtraction.

5. You and your friends can easily find more information about the abacus on the Internet.

**Exercise B**

*Answers may vary. Typical responses are given.*

6. Basketball and track can give you a good cardiovascular workout.

7. Blue and gold are our school colors.

8. When will you practice your trumpet and finish your homework?

9. Will you or Bernard go to the game with Sandra’s family?

10. Members of the yearbook staff and journalists on the newspaper staff take photographs at every game.

**Subjects and Verbs B, p. 14**

**Exercise**

**CS** 1. Have you or Kimberly found your tap shoes yet?

**CS, CV** 2. Alec or James will wash and dry the dishes after dinner tonight.

**CS** 3. In my school, both the Spanish club and the German club have at least twenty members.
4. Where are the batteries for this flashlight?

5. At the end of the school year, we will either take a class trip or have a party.

6. She added the numbers and then checked the answer.


8. Andrés and Clarence searched the room and looked on all the shelves.

9. You should wear sturdy shoes and pack a raincoat.

10. Are you expecting rain during the hike?

11. The newspaper and the radio carried stories about the weather.

12. Fog and rain are expected this afternoon.

13. We could cancel the hike and meet at the museum.

14. The new exhibit about Egypt is open and should be interesting.

15. Do you and your sister take the bus or walk to school?

16. We usually take the bus in the morning and walk home in the afternoon.

17. She has band practice and works in the library after school.

18. My friend Nita and I belong to several of the same clubs.

19. Nita walks home with my sister and me on Tuesdays and Thursdays.

20. Either Max or his brother Sam rented a boat and went fishing last summer.

Classifying Sentences by Purpose A, p. 15

EXERCISE A

1. IMP

3. DEC

5. EXC

2. INT

4. IMP

EXERCISE B

6. DEC

7. IMP

8. DEC

9. INT

10. DEC

11. DEC

12. DEC

13. DEC

14. DEC

15. DEC
Classifying Sentences by Purpose B, p. 16

**EXERCISE A**

**DEC** 1. The sculptor recycles metal in her work.

**INT** 2. Isn’t that the rim of a bicycle wheel?

**IMP** 3. Try to identify as many items as possible.

**DEC** 4. She has transformed junk into animals and other recognizable forms.

**EXC** 5. What a sense of humor she has!

**EXERCISE B**

Answers may vary. Typical responses are given.

6. How brilliant the colors in the stained-glass window are!

7. I wonder whether I have time to get to the store before it closes.

8. Did you forget to bring the library books to school?

9. That was an exciting race.

10. Turn off the lights when you leave the room.

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

**EXERCISE**

1. F 10. S 18. S
8. F 17. F 25. F
9. F

**Review B: Subjects and Predicates, p. 18**

**EXERCISE**

1. An unusual event occurred at our beach last summer.

2. Two girls were jogging along the beach.

3. They heard a strange sound.

4. Thrashing around in the water was a dark object.

5. A helpless dolphin was being tossed around by the waves.

6. The worried joggers called the Center for Coastal Studies.

7. Two dolphin experts soon arrived at the beach.

8. They moved into the cold surf near the dolphin.

9. Scientists at the local aquarium cared for the dolphin.

10. The healthy dolphin was released into the ocean several months later.

11. Have you ever been to the ocean?

12. Dolphins and whales are mammals, not fish.

13. An aquatic mammal, such as a dolphin or whale, breathes air through a blowhole on top of the head.

14. Fish have gills.

15. Most salmon are born in fresh water but live part of their lives in the ocean.

16. The thousand-mile migration of the salmon fascinates me.

17. Fish ‘ladders’ are built near dams and help the salmon on their voyage.

18. Leaps of more than ten feet have been recorded.

19. The longest spawning trip exceeds two thousand miles.

20. Salmon spawn in fresh water.

21. A Pacific salmon spawns in the stream of its birth and then dies.
22. An Atlantic salmon may spawn as many as three times in its lifetime.

23. The female fish digs several saucer-shaped nests in the bed of a stream.

24. One ten-pound female may deposit up to ten thousand eggs at spawning time.

25. A smolt is a young salmon.

Review C: Compound Subjects and Compound Verbs, p. 19

EXERCISE
The rewritten sentences will vary. Sample responses are given.

1. will hike, take—Today my cousin Luke and I will hike and take photographs of the land behind his house.

2. reviews, summarizes—Before tests, Shanti and her friends review and summarize all their notes from class.

3. smiled, waved—The pilot and the co-pilot smiled and waved at the crew.

4. reduced, delayed—The sleet and rain reduced visibility at the airport and delayed the flight.

5. joined, accompanied—The new bus driver and tour guide joined us at Stonehenge and accompanied us to London.

6. was cleaned, given—The table and chairs were cleaned thoroughly and given a fresh coat of paint.

7. singing, dancing—Rachel and Tom are singing a song and dancing for the talent show.

8. filled, created—Cars and trucks filled the roadways and created a massive traffic jam.

Review D: Kinds of Sentences and Sentence Fragments, p. 20

EXERCISE

1. Named for the Roman goddess Juno

2. Please bring me that calendar.

3. When will we plan the birthday party for Julio?

4. How exciting it was to win a gold medal!

5. Please be careful with the bleach, Suzi.

6. After Emily and Rosa climbed slowly up the side of the hill

7. How magnificent the view of the valley is!

8. Can you see the village from there?

9. Hand me the binoculars, please.

10. As a hawk soared gracefully over the valley

11. Waiting for fifteen minutes in the rain

12. Watch out!

13. How often do you baby-sit for the McCluskys?

14. I promise that I won’t forget about our next appointment.

15. Since repairing the broken appliance
16. Please don’t stand so close to the curb.

17. Carrying my little sister all the way across the rickety bridge and to safety

18. Put down your pencils and pass your papers forward.

19. Will be sitting in front of you tomorrow after lunch

20. Would you volunteer?

EXERCISE A

Students may also mark “. . . Utah, I think” as a fragment. This answer may be considered correct.

When Cloyd was little, he used to talk to his sister about how badly he wanted to find his father, but she didn’t seem to need to know him at all, so he had kept his dream inside. . . . Now here he was with his heart pounding, following the nurse down the long hallway to his father’s room. . . .

“How did this happen?”

“Car accident,” she said. “I don’t know any details.”

“How long has he been like this?”

“Four years.”

“Are you sure he’s Leeno Atcitty?”

“Yes, of course.”

“Where’s he from?”

“I think I heard that once . . . Utah, I think. Monument Valley. I wonder if this could be the man you were looking for.”

EXERCISE B

Answers may vary. Typical responses are given.

1. “How did this happen?”

“He was in a car accident,” she said.

“I don’t know any details.”

“How long has he been like this?”

“He’s been like this for four years.”

“Are you sure he’s Leeno Atcitty?”

“Yes, of course I’m sure he’s Leeno Atcitty.”

“Where’s he from?”

“I think I heard that once . . . He’s from Utah, I think. He’s from Monument Valley. I wonder if this could be the man you were looking for.”

2. In real-life conversation, people can understand each other without using all complete sentences. Since authors want the dialogue in their writing to appear natural, they often have characters speak using sentence fragments.

EXERCISE C

Answers will vary. A sample response is given.

Marty could tell from a distance that something was wrong with Alex. He reached his best friend quickly.

“What is it, Alex? What’s the matter?”

“My cousin.”

“Which cousin do you mean?”

“Martha.”

“What’s happened to Martha? Is she all right?”

“Don’t know. The hospital.”

“Has she been in an accident?”

“Yes. Unconscious.”

“Oh, Alex! That’s terrible!”

EXERCISE D

Answers will vary. Sample responses are given.

1. Alex, the character who uses sentence fragments, seems so distracted by what is upsetting him that he is unable to express complete thoughts. The other character, Marty, seems to be more in control of his
emotions. Also, Marty is probably using complete sentences in an effort to help his upset friend more easily understand him.

2. The dialogue would seem less natural since people who are very upset would not make the effort to use complete sentences to express themselves. Also, if both characters spoke using only complete sentences, the distinction between what each one is experiencing would not be as strong.

Writing Application: Sentence Structure in a Letter, p. 23

Writing Applications are designed to provide students immediate composition practice in using key concepts taught in each chapter of the Grammar, Usage, and Mechanics: Language 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**

The letter uses at least five declarative sentences.

1 2 3 4 5

The letter uses at least five interrogative sentences.

1 2 3 4 5

The letter conveys and requests relevant information.

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