

Choices: Examining the Sentence

Here's your chance to step out of the grammar book and into the real world. You may not notice 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!

DISCUSSION

Natural Habitats

Some places provide natural habitats for different sentence types. For instance, you can hear plenty of imperative sentences in the kitchen of a restaurant. Discuss other places where you might find examples of declarative, imperative, interrogative, and exclamatory sentences. Create a list of natural habitats for each of the four kinds of sentences. Pass out copies of your list.

BUILDING BACKGROUND KNOWLEDGE

"Give Me Liberty or Give Me Death!"

Exclamatory and strong imperative sentences can play a big part in our lives, but most writers seldom use them. Such sentences are generally out of place in nonfiction writing. In history and in literature, though, many exclamatory and imperative sentences have become known as famous quotations. What are some of these well-known exclamatory or imperative sentences? Get together with a group of friends and come up with a list of ten or more quotations. Then, write the quotations in large print on large pieces of paper and post them in the classroom. Under each quotation, write the speaker's name, the time period, and the situation that inspired the quotation. Remember to identify the sentence as either exclamatory or imperative.

RESEARCH/ETYMOLOGY

What's in a Name?

Investigate the origin of the word *sentence*. What is its history? When was the word first used? Does it have more than one meaning? What are these meanings? Let your classmates know what you have discovered.

WRITING

Order Your World

Take a look around you. How would you change your classroom if you had the opportunity? Think about it. Then, write a series of orders (imperative sentences, of course) to an architect or interior designer. Pretend that money is no object. Order anything at all. What will your dream classroom include—computers for everyone? more comfortable chairs? a well-stocked refrigerator? a television set? Be sure to include at least ten imperative sentences.

MEDIA

Extra! Extra! Read All About It!

Journalists, novelists, and advertisers vary their sentences according to the purpose at hand. Browse through newspapers, magazines, and books to see if you can find examples of the four types of sentences classified by purpose (declarative, imperative, interrogative, and exclamatory). On poster board, write out (or cut out and paste) at least two examples of each type.

DISCUSSION

Fifth Wheel

Now that you've learned about the four kinds of sentences classified by purpose (declarative, imperative, interrogative, and exclamatory), ask yourself if these categories are accurate. Should there be another kind of sentence? If so, what kind of sentence would you create? What would you name this new category? How would you punctuate the kind of sentence? Present your written proposal to the class for approval.

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Sentences and Sentence Fragments A

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 does not contain both a subject and a verb or does not express a complete thought.

SENTENCE FRAGMENT Those on board the sailboat. [no verb]

Shouted to the swimmers near the shore. [no subject]

SENTENCE Those on board the sailboat shouted to the swimmers near the shore.

EXERCISE Identify each of the following word groups as a sentence or a sentence fragment. On the line provided, write *S* for *sentence* or *F* for *sentence fragment*.

Examples *S* 1. Last Saturday, Antonio and his friends went to the beach.

 F 2. A day that they will not soon forget.

- _____ 1. Antonio and his friends in the bay.
- _____ 2. They spotted a shark swimming toward a sailboat.
- _____ 3. One of the sailboats nearby.
- _____ 4. Efforts to distract the shark.
- _____ 5. The people on the shore shouted at the swimmers.
- _____ 6. The shark opened its huge jaws.
- _____ 7. As close to the shore as this shark was.
- _____ 8. The fast-moving shark swam under one of the sailboats.
- _____ 9. On its way toward shore.
- _____ 10. Slicing the surface of the water.
- _____ 11. The swimmers could see only the fin on the shark's back.
- _____ 12. Everyone on the beach continued to wave and shout.
- _____ 13. Swam toward shore with all their strength.
- _____ 14. With much help from the lifeguards.
- _____ 15. When they reached the shore.
- _____ 16. The swimmers were trembling.
- _____ 17. After they realized that they were safe.
- _____ 18. Later, the swimmers spoke to news reporters and photographers.
- _____ 19. The lifeguards closed the beach.
- _____ 20. And sent everyone away.

Sentences and Sentence Fragments B

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 does not contain both a subject and a verb or does not express a complete thought.

SENTENCE FRAGMENT Shirley Chisholm, the first African American congresswoman.

SENTENCE Shirley Chisholm, the first African American congresswoman, was elected to the U.S. House of Representatives in 1968.

EXERCISE Identify each of the following word groups as a sentence or a sentence fragment. On the line provided, write *S* for *sentence* or *F* for *sentence fragment*.

Example F 1. One clear night in the middle of summer.

- 1. Several teenagers went camping one clear night in the middle of summer.
- 2. The campers sat around a campfire.
- 3. Which kept them warm.
- 4. Someone suggested that they tell stories.
- 5. Camila told an interesting story.
- 6. About a man who lived on a houseboat near a village.
- 7. Never spoke to the villagers.
- 8. People thought he was a thief.
- 9. And blamed him when things were lost.
- 10. One day the man left the boat.
- 11. And walked far away.
- 12. A curious villager entered the boat.
- 13. To see what was inside.
- 14. Very surprised by what he found inside.
- 15. There were all kinds of wooden toys.
- 16. That the mysterious man had built.
- 17. Each toy was carefully painted.
- 18. The toys were gifts for the village children.
- 19. The villagers had misjudged the man.
- 20. Realized that the man was very kind and felt sorry.

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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 does not contain both a subject and a verb or does not express a complete thought.

SENTENCE FRAGMENT As we carved the ice sculpture.

SENTENCE My cousin and I carved an ice sculpture of a unicorn.

EXERCISE Each of the following groups of words is a sentence fragment because it is missing either a subject or a verb. On the line provided, write *S* if the incomplete sentence is missing a subject or *V* if it is missing a verb. Then, rewrite the word group to make it a complete sentence.

Example *S* 1. Played for hours in the park.

Daniel and I played for hours in the park.

_____ 1. The two energetic boys and their little sister. _____

_____ 2. The man with the small dog on a leash. _____

_____ 3. Ran through the trails. _____

_____ 4. Played until it was too dark to see. _____

_____ 5. The people near the large oak trees. _____

_____ 6. A small group of sparrows or wrens. _____

_____ 7. Flew rapidly from tree to tree. _____

_____ 8. Perched on a high branch of a hackberry tree. _____

_____ 9. The smallest squirrel in the group. _____

_____ 10. Hid in the hollow of an old log. _____

Subjects and Predicates

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

To find the subject, ask *who* or *what* is doing something or *about whom* or *what* something is being said.

1d. The **predicate** of a sentence tells something about the subject.

In the following examples, the subjects are underlined once and the predicates are underlined twice.

EXAMPLES The construction of the White House began in 1792.

Not until 1800 did the presidential residence have its first occupants.

EXERCISE A Identify the underlined part or parts of each of the following sentences as the subject or the predicate. On the line provided, write *S* for *subject* or *P* for *predicate*.

Example P 1. Has the White House been the home of every United States president
except George Washington?

- _____ 1. The White House was originally called the President's House.
- _____ 2. Later, it was called the Executive Mansion.
- _____ 3. The building's design was chosen after a contest in 1791.
- _____ 4. The Irish American architect James Hoban won five hundred dollars for his design.
- _____ 5. The original structure was built of white-gray sandstone.
- _____ 6. British forces attacked the capital in 1814 and burned the President's House.
- _____ 7. After the fire, painters whitewashed the new mansion.
- _____ 8. Covering smoke stains were several coats of white paint.
- _____ 9. People commonly called the building the White House.
- _____ 10. During his presidency, Theodore Roosevelt authorized the popular name.

EXERCISE B Identify the underlined part or parts of each of the following sentences as the subject or the predicate. On the line provided, write *S* for *subject* or *P* for *predicate*.

Example P 1. One symbol of United States independence is the Liberty Bell.

- _____ 11. A picture of the Liberty Bell appears in our social studies textbook.
- _____ 12. Does the Liberty Bell really weigh over two thousand pounds?
- _____ 13. The nation's flag also symbolizes independence.
- _____ 14. The flag's thirteen stripes stand for the nation's original thirteen colonies.
- _____ 15. Can any of you explain the symbolic meaning of the flag's fifty stars?

Simple and Complete Subjects

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

The simple subject is part of the **complete subject**, which consists of all the words that tell *whom* or *what* the sentence is about.

SENTENCE The Kabuki dancers' costumes are beautiful.

COMPLETE SUBJECT The Kabuki dancers' costumes

SIMPLE SUBJECT costumes

EXERCISE A In each of the following sentences, the complete subject is underlined. Circle the word or word group that is the simple subject.

Example 1. The long **journey** would have been impossible without these boots.

- Traditional Inuit dress includes the parka and mukluks.
- People in snowy climates wear snowshoes for a variety of purposes.
- North American Indians developed moccasins centuries ago.
- The upper part of this comfortable footwear is often adorned with colorful beads.
- A simple piece of leather with rawhide lacings was the first kind of shoe.

EXERCISE B In each of the following sentences, underline the complete subject and circle the simple subject.

Example 1. Traditional **cowboys** in the American West wore boots with spurs.

- Most of the ancient Egyptians went barefoot.
- Some kinds of sandals can be laced almost to the knee.
- Have you ever worn a plastic shoe?
- At one time, some shoes in Japan were attached to stilts as high as six inches.
- The Romans shaped shoes to fit the left foot and the right foot.
- In ancient Rome, shoe style depended on social class.
- During the 1300s in England, shoes with pointed toes eighteen inches long were popular.
- The people of some mountainous areas wear shoes with an upturned toe and a high heel.
- Decorations of gold, silver, and gems adorned some eighteenth-century shoes.
- The first shoe factory appeared in Massachusetts in 1760.

Simple and Complete Predicates

- 1e.** The **simple predicate**, or **verb**, is the main word or word group that tells something about the subject.

The simple predicate is part of the **complete predicate**, which consists of a verb and all the words that describe the verb and complete its meaning.

SENTENCE The party for my grandparents' fiftieth anniversary ended with a grand display of fireworks.

COMPLETE PREDICATE ended with a grand display of fireworks

SIMPLE PREDICATE ended

EXERCISE In each of the following sentences, underline the complete predicate and circle the simple predicate.

Example 1. The musician played a twelve-string guitar.

1. The guitarist put new strings on her guitar.
2. The new strings sounded much better.
3. She tuned her guitar several times.
4. The guitarist played the first string with the help of a pitch pipe.
5. She then tuned all the strings to the first string.
6. Strings in tune are important to the musician.
7. The guitarist has a good ear for pitch.
8. She tried several chords on her guitar.
9. Then she made some adjustments to the tuning.
10. The new strings stretched a bit.
11. Some strings are lighter than others.
12. Do many guitarists prefer the lightest strings?
13. Sometimes the guitarist uses a thumb pick.
14. She plays the low notes with the thumb pick.
15. The guitarist often sings her own lyrics with the chords.
16. She uses a capo for some songs.
17. Capos change the pitch of the strings.
18. Capos fit around the neck of the guitar.
19. The musician plays in a different key with a capo.
20. Have you ever played a guitar?

Verb Phrases

A *verb phrase* consists of a main verb and one or more helping verbs.

EXAMPLES Did you **see** the meteor shower last night?

One of my cousins in South Carolina **has been training** for the U.S. Olympic wrestling team.

EXERCISE In each of the following sentences, underline the complete verb phrase.

Example 1. Jillian has been swimming for four years.

1. Jillian's swim team is practicing for a meet.
2. Her team will be competing next month.
3. Jillian will be swimming freestyle.
4. The coach has been teaching new drills.
5. Some of the swimmers are training for the backstroke competition.
6. Jillian has competed in two other meets.
7. She was practicing each morning before school.
8. Now she will be practicing twice a day.
9. The team members are feeling more confident.
10. The coach has helped everyone on the team.
11. Years ago, Jillian could not swim a whole lap.
12. Now she can swim long distances.
13. Her little sister Rebecca has joined the team.
14. Rebecca is improving quickly.
15. She can do the butterfly stroke already.
16. Next year, Rebecca will compete in Jillian's age group.
17. Jillian and Rebecca have never raced one another at a meet.
18. They do race for fun quite often.
19. Swimming is recognized as a very healthful form of exercise.
20. Rebecca and Jillian are enjoying the sport.

Complete and Simple 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 simple subject is part of the **complete subject**, which consists of all the words that tell *whom* or *what* the sentence is about.

- 1e.** The **simple predicate**, or **verb**, is the main word or word group that tells something about the subject.

The simple predicate is part of the **complete predicate**, which 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 and circle the simple subject.

Example 1. Examples of amphibians include salamanders, frogs, and toads.

1. Many types of amphibians can be found in the United States.
2. Several kinds of salamanders inhabit forest areas.
3. The largest salamander on land is the Pacific giant salamander.
4. The Pacific giant salamander can grow to nearly one foot in length.
5. A small mouse might be a meal to this salamander.
6. The main predator in a small stream might be this large salamander.
7. A smaller salamander is the Olympic salamander.
8. Logs provide shady spots for the Olympic salamander.
9. To these salamanders, moisture from the forest floor is extremely important.
10. These smaller salamanders live on land but need to be near moisture.

EXERCISE B In each of the following sentences, underline the complete predicate and circle the simple predicate.

Example 1. Ancient forests are extremely valuable to many life-forms.

11. Many mammals, amphibians, and reptiles live in ancient forests.
12. Animals can make nests in dead trees.
13. Logs in streams and along the forest floor become part of an ancient forest.
14. These logs are beneficial for the soil and for animals.
15. All of the elements of an ancient forest work together.

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Complete and Simple 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 simple subject is part of the **complete subject**, which consists of all the words that tell *whom* or *what* the sentence is about.

- 1e.** The **simple predicate**, or **verb**, is the main word or word group that tells something about the subject.

The simple predicate is part of the **complete predicate**, which 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 and circle the simple subject.

Example 1. More and more people are learning to use the Internet.

- Use of the Internet is becoming increasingly common.
- The World Wide Web is an excellent research tool.
- Different search engines are available to users.
- The purpose of a search engine is to help users find information.
- The person looking for information types key words into a search engine.
- The search engine looks for Web sites containing the key words.
- The results of the search then appear in a list.
- The user clicks on any Web site.
- Very specific key words are sometimes necessary.
- A search engine can be easy to use and fast.

EXERCISE B In each of the following sentences, underline the complete predicate and circle the simple predicate.

Example 1. Finding information on the Internet may seem difficult at first.

- A wealth of information is available on the Internet.
- People can find ZIP Codes on the Internet.
- Telephone directories are available on the Internet.
- Students can search for tutorials on the World Wide Web.
- Can drivers find maps to their destinations?

Compound Subjects

- 1f.** A **compound subject** consists of two or more connected subjects that have the same verb.

The most common connecting words are *and* and *or*.

COMPOUND SUBJECT The **doorbell** and the **telephone** rang at the same time.

EXERCISE A Each of the following sentences contains a compound subject. Underline the parts of the subject in each sentence.

Example 1. Pepper and Salty are our pet cats.

1. Kelly and I found two kittens.
2. My sister and Kelly named them Pepper and Salty.
3. The cats and our dog get along well.
4. My classmates and neighbors often come to visit.
5. Jacqui or Danielle will bring a leash for our dog.
6. Will the other dogs and my dog play together?
7. My sister or I will feed all the dogs.
8. Pepper and Salty sometimes wake up the dogs in the morning.
9. My aunts and uncles all have pets.
10. Parakeets, poodles, and goldfish are my grandmother's favorite pets.

EXERCISE B For each of the following sentences, underline all parts of the compound subject.

Example 1. Glenn and his brother visited Knoxville, Tennessee.

11. The brothers and their father went to the lake.
12. Ducks, geese, and other birds gathered around the lake.
13. Several picnic tables and benches were lined up on one side of the lake.
14. Are the sandwiches and drinks in the ice chest?
15. The brothers, their father, and several other tourists played a game of kickball.
16. Did Glenn or his father bring the kickball to the lake?
17. Glenn's brother and a duck got into a tug of war over a slice of bread.
18. Were the sandwiches, drinks, and fresh fruit enough to feed everyone?
19. Glenn's brother and father cleared the table after the meal.
20. Glenn, his brother, and his father had a splendid time at the lake.

Compound Verbs

1g. A **compound verb** consists of two or more verbs that have the same subject.

A connecting word—usually *and*, *or*, or *but*—is used between the verbs.

COMPOUND VERB The Tigers **won** the first game of the double-header but **did not win** the second.

EXERCISE A Each of the following sentences contains a compound verb. Underline the parts of the verb in each sentence.

Example 1. Megan loves music and enjoys classical concerts.

- Megan will learn viola, study music theory, and take piano lessons.
- Her school music teacher gives her lessons and shows her new tunes.
- Megan reads music but doesn't sight-read fast.
- The study of rhythm requires patience and takes time.
- A music staff has five lines and can look complex at first.
- Notes may sit on the lines or occupy the spaces between the lines.
- The notes correspond to the first seven letters of the alphabet and stand for certain tones.
- Megan reads the note and bows the appropriate string.
- Megan practices viola often and is improving day by day.
- Should Megan practice for another hour or start her homework now?

EXERCISE B Underline the parts of the compound verb in each of the following sentences.

Example 1. Ted stood, slipped on the grass, and fell into the pond.

- The cattle slipped and slid in the muddy creek bed.
- Will Mara come to the party or stay home?
- Close the hood, wipe the oil off your hands, and start the engine again.
- Carlie shot the final picture on the roll and rewound the film.
- Did the outfielder drop the ball or make the catch?

Compound Subjects and Verbs

1f. A **compound subject** consists of two or more connected subjects that have the same verb.

EXAMPLE **Gloria** and **Susan** are good singers.

1g. A **compound verb** consists of two or more verbs that have the same subject.

EXAMPLE Rita Moreno **sings** and **dances** beautifully.

EXERCISE A Underline the compound subject or compound verb in each of the following sentences. Then, on the line provided, identify the compound part by writing *CS* for *compound subject* or *CV* for *compound verb*.

Example CS 1. Vegetables and whole grains are good for your heart.

- _____ 1. According to scientists, too much fat and cholesterol in the diet are harmful.
- _____ 2. Cheeseburgers and milkshakes contain large amounts of both.
- _____ 3. Therefore, you should not eat or drink such fatty snacks too often.
- _____ 4. Did you and your sister have apples or carrot sticks as a snack today?
- _____ 5. In the future, stop and think about the health effects of your meals.

EXERCISE B On the lines provided, combine each of the following pairs of sentences by writing one sentence with a compound subject or a compound verb. Hint: When you create a sentence with a compound subject, you may also need to change other words in the sentence.

Example 1. Gettysburg is a Civil War battle site. Fredericksburg is, too.

Gettysburg and Fredericksburg are Civil War battle sites.

6. Maples grow well in this area. Birches grow well, too. _____

7. Sabrina runs every other day. Sabrina swims every other day. _____

8. The emu is a flightless bird. So is the kiwi. _____

9. Kwanita designed a new kind of kite. Then she built the kite. _____

10. When was Sandra Day O'Connor confirmed to the U.S. Supreme Court? When was Ruth Bader Ginsburg confirmed? _____

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Subjects and Verbs A

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

EXAMPLES Did **everyone** in your class enjoy the field trip?
Ross and **Roger** will report on it tomorrow.

1e. The **simple predicate**, or **verb**, is the main word or word group that tells something about the subject.

EXAMPLES Did everyone in your class **enjoy** the field trip?
 Ross and Roger **will report** on it tomorrow.

EXERCISE A For the following sentences, underline the subjects and circle the verbs.

Example 1. Katya and her younger sister play basketball for our school.

- Rogelio and Martin are brothers and best friends.
- Every morning before school, the two brothers practice tennis.
- Rogelio and his coach will play tennis this afternoon.
- After lunch, Martin will go to his science class in the portable building outside.
- The teacher and some visitors were talking in the loud, busy hallway.
- At seven this evening, Katya and her best friend will study geometry together.
- Algebra and geometry can be fun.
- A scientist should know math and enjoy methodical research.
- Next year, Rogelio will study trigonometry.
- Ever since the sixth grade, Katya has dreamed of a career as a marine biologist.

EXERCISE B For the following sentences, underline the subjects and circle the verbs.

Example 1. Engineers must know math and understand science.

- Engineering is a specialized field and requires a lot of study.
- A civil engineer might plan roadways or design bridges.
- Most engineers study their fields carefully and develop new ideas.
- The field of engineering requires creativity and demands attention to detail.
- Engineers often specialize in one area and focus their attention on that subject.

Subjects and Verbs B

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

EXAMPLES Did **Harry** and **Sally** leave or just go outside?
In the morning, **we** will go.

1e. The **simple predicate**, or **verb**, is the main word or word group that tells something about the subject.

EXAMPLES Did **Harry** and **Sally** **leave** or just **go** outside?
In the morning, we **will go**.

EXERCISE For the following sentences, underline the subjects and circle the verbs.

Example 1. Rosa and Marta **are** on the volleyball team.

1. Venus and Mars are Earth's nearest planetary neighbors.
2. Gilbert will create a short film or write a one-act play.
3. Her three-year-old brother does a silly dance and gives us all a good laugh.
4. Jamal and Tina carried the boxes of books up three flights of stairs.
5. The best movie of the summer created suspense and frightened the audience.
6. Especially during this close game, the team members and the coach must work together.
7. Last weekend, Aunt Sally went to the neighborhood pool and read for hours.
8. When will we see our relatives and exchange the gifts?
9. Both Hannah and Chuck worked hard on the science project.
10. In her spare time, Elena studies art books, finds interesting ideas, and creates new projects.
11. Push-ups and chin-ups require strength in the arms and shoulders.
12. Every evening before dark, the athlete and her coach jog three miles together.
13. Among those with perfect attendance for the year were Joey, Dannika, and Steig.
14. On the hike up the mountain, I stumbled over a log and bruised my knee.
15. Either the baseball team or the softball team should win the state championship this year.
16. To our surprise, neither Mom nor Grandpa particularly liked the salsa.
17. The amateur photographer takes pictures regularly but never develops her own photographs.
18. My neighbor writes short films but usually doesn't produce them.
19. Will lettuce and tomatoes be crops in our backyard garden this year?
20. During a funny scene, that actor skipped a line and confused the star of the show.

Classifying Sentences by Purpose A

- 1h.** A **declarative sentence** makes a statement and ends with a period.
- 1i.** An **imperative sentence** gives a command or makes a request.
- 1j.** An **interrogative sentence** asks a question and ends with a question mark.
- 1k.** An **exclamatory sentence** shows excitement or strong feeling and ends with an exclamation point.

DECLARATIVE I asked the librarian for help.

IMPERATIVE Help me. *or* Help me!

INTERROGATIVE What is the Trail of Tears?

EXCLAMATORY What a sad part of American history it is!

EXERCISE A Classify each of the following sentences by purpose. On the line provided, write *DEC* for *declarative*, *IMP* for *imperative*, *INT* for *interrogative*, or *EXC* for *exclamatory*.

Example DEC 1. The Cherokee were forced from their homeland in the Southeast.

- _____ 1. This forced migration became known as the Trail of Tears.
- _____ 2. Look at this map.
- _____ 3. Many migrated west to what is now Oklahoma.
- _____ 4. How many Cherokee escaped the Trail of Tears?
- _____ 5. How tragic the story is!

EXERCISE B Rewrite each of the sentences below using the instructions given in brackets.

Example 1. George Catlin began painting professionally in the 1820s. [*Ask a question.*]

When did George Catlin begin painting professionally?

6. George Catlin painted portraits of many of the Plains Indians. [*Ask a question.*]

7. Have you seen Catlin's picture of the Seminole chief Osceola? [*Make a statement.*]

8. Osceola looks handsome and grand in that picture. [*Express strong feeling.*]

9. Catlin created more than five hundred pictures showing American Indian life. [*Ask a question.*]

10. For more information about Catlin, you may want to read this book. [*Give a command.*]

Classifying Sentences by Purpose B

- 1h.** A **declarative sentence** makes a statement and ends with a period.
- 1i.** An **imperative sentence** gives a command or makes a request.
- 1j.** An **interrogative sentence** asks a question and ends with a question mark.
- 1k.** An **exclamatory sentence** shows excitement or strong feeling and ends with an exclamation point.

DECLARATIVE One of my hobbies is stargazing.

IMPERATIVE Please look through this telescope.

IMPERATIVE Look now!

INTERROGATIVE Do all stars give off light?

EXCLAMATORY How magnificent the sky looks tonight!

EXERCISE A Classify each of the following sentences by purpose. On the line provided, write *DEC* for *declarative*, *IMP* for *imperative*, *INT* for *interrogative*, or *EXC* for *exclamatory*.

Example INT 1. Did you go to the concert?

- _____ 1. The orchestra played magnificent Argentine tango music.
- _____ 2. Did you hear the violin solos?
- _____ 3. What an amazing arrangement that was!
- _____ 4. Please find out who the composer is.
- _____ 5. The composer's name is Diego Sanchez.

EXERCISE B Classify each of the following sentences by purpose. On the line provided, write *DEC* for *declarative*, *IMP* for *imperative*, *INT* for *interrogative*, or *EXC* for *exclamatory*. Then, write an appropriate end mark at the end of each sentence.

Example EXC 1. What a lovely tune that was !

- _____ 6. Have you ever heard this type of music before
- _____ 7. The cello contributed to the haunting and beautiful melody
- _____ 8. Did you notice how the accordion blends perfectly with the violins
- _____ 9. The compositions are brilliantly designed to showcase each instrument
- _____ 10. What a talented composer we have discovered

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Review A: Sentences and Sentence Fragments

EXERCISE Identify each of the following groups of words as a sentence or a sentence fragment. On the line provided, write *S* for *sentence* or *F* for *sentence fragment*.

Examples *S* 1. Here are the photographs of my visit to Assateague Island.

 F 2. An island along the Maryland and Virginia coasts.

- _____ 1. In a place called Assateague Island.
- _____ 2. Wild horses live on the island.
- _____ 3. Not on the mainland, though.
- _____ 4. Where it is slightly above sea level at the highest point.
- _____ 5. There is no shelter there from hurricanes.
- _____ 6. Except sand dunes and a few trees.
- _____ 7. However, the horses have survived for centuries.
- _____ 8. No one knows how they got there.
- _____ 9. According to legend, a great Spanish sailing ship.
- _____ 10. They may be descendants of horses taken to the island in the 1600s.
- _____ 11. Wow, there are herds running wild!
- _____ 12. Thoroughly enjoyed watching them run.
- _____ 13. Have you ever seen a wild horse?
- _____ 14. The island is also home to a great variety of birds.
- _____ 15. How many species?
- _____ 16. Three kinds of egrets on the island.
- _____ 17. Some ducks, swans, and geese migrate to the island.
- _____ 18. Sika elk, which are originally from Japan, Korea, and China.
- _____ 19. If you have an opportunity to visit this beautiful island refuge.
- _____ 20. Take your camera along.

Review B: Subjects and Predicates

EXERCISE In each of the following sentences, draw one line under the complete subject and two lines under the complete predicate. Then, circle each simple subject and verb.

Example 1. Does Guido's little brother collect rocks?

1. The party for Victor is tomorrow.
2. The soundtrack of that movie features several jazz standards.
3. Every club in our school is building a float for the parade.
4. The huge mirror in the hall is a valuable antique.
5. Our entire family attended the commencement exercises.
6. In front of the garage lay three bicycles.
7. My younger brother sat in the back seat with the dogs.
8. Is this vacation plan the least expensive?
9. Our neighbor helped us with the clothesline.
10. Will the members of the committee be making the decisions?
11. Our team finally won its first game.
12. With the help of her teammates, the young woman limped off the soccer field.
13. Would any of you listen to this music by Igor Stravinsky?
14. The science teacher gave us an interesting assignment.
15. What a celebration our class had!
16. Does Mr. Wong give you cello lessons?
17. My English teacher gave me a copy of the book *Little Women*.
18. At the Japanese restaurant, both of us ordered tempura.
19. Neither of these answers is correct.
20. On opening night of the World Series, the ten-year-old girl beamed with excitement.

Review C: Compound Subjects and Compound Verbs

EXERCISE A For each of the following sentences, underline each part of the compound subject.

Example 1. Tools and materials are necessary for home repair.

1. Wood and paint are useful materials for home repair.
2. Aren't hammers and nails usually necessary for repair?
3. Plumbers or electricians might help with more serious problems.
4. Saws, chisels, and planes are important tools for woodworking.
5. A chisel or gouge helps a carpenter work with wood.
6. Sanders and planes are tools for leveling wood surfaces.
7. Windows and doors require special care.
8. For many projects, measuring tapes or rulers are useful.
9. The height, width, and depth of the windows are important measurements.
10. The weight and thickness of the doors determine the type of hinges necessary.

EXERCISE B For each of the following sentences, underline each part of the compound verb.

Example 1. Frank and Edwina will buy and restore an old house.

11. Frank examined the house and noticed several problems.
12. To Frank's dismay, parts of the roof leaked or were damaged.
13. Frank removed the old shingles near the chimney and added new ones.
14. Edwina cleaned the leaves out of the gutters and then repaired the one rusty gutter.
15. Did that same windowpane slip and crack again?
16. Edwina cut some glass, shaped its edges, and then replaced the old pane.
17. Next she bought some fabric and made new curtains.
18. The door in the front hallway squeaked and dragged on the floor.
19. After dinner, Frank cleaned and oiled the hinges.
20. Frank removed the door but hasn't sanded the bottom of it yet.

Review D: Classifying Sentences by Purpose

EXERCISE Classify each of the following sentences by purpose. On the line provided, write *DEC* for *declarative*, *IMP* for *imperative*, *INT* for *interrogative*, or *EXC* for *exclamatory*.

Example DEC 1. A laser produces an intense beam of light.

- _____ 1. What kinds of operations can a laser perform?
- _____ 2. Look at this list of operations.
- _____ 3. A laser can drill through a diamond, carry information, or measure the distance to the moon.
- _____ 4. Don't eye surgeons use lasers?
- _____ 5. How extremely bright the light from a laser is!
- _____ 6. Scientists are studying the power of the laser.
- _____ 7. Even a tiny beam produces an enormous amount of power!
- _____ 8. Perhaps in this mysterious beam lies the answer to an alternative power source.
- _____ 9. What new machines would you like to see in the near future?
- _____ 10. Class, please make a list of your ideas.
- _____ 11. Jackie wishes for cars that do not rely on fossil fuels.
- _____ 12. Will computer-controlled robots become commonplace?
- _____ 13. Study this sketch of a future space colony.
- _____ 14. What courage it would take to live there!
- _____ 15. Perhaps someday we will all be able to travel in space.
- _____ 16. Do you think the future holds unlimited potential?
- _____ 17. The way we treat our planet today affects the way we will live in the future.
- _____ 18. Make smart choices or pay the price.
- _____ 19. Have you ever wondered what future generations will think of us?
- _____ 20. I am willing to do what I can to make the world a better place.

Literary Model: Dialogue

"Mama, I'm hungry," I complained one afternoon.
 "Jump up and catch a kungry," she said, trying to make me laugh and forget.
 "What's a kungry?"
 "It's what little boys eat when they get hungry," she said.
 "What does it taste like?"
 "I don't know."
 "Then why do you tell me to catch one?"
 "Because you said that you were hungry," she said, smiling....
 "But I want to eat," I said, beginning to cry.
 "You'll just have to wait," she said again.
 "But why?"
 "For God to send some food."
 "When is He going to send it?"
 "I don't know."
 "But I'm hungry!"

—from *Black Boy* by Richard Wright

EXERCISE A Each line in the preceding excerpt contains a direct quotation. The numbers below correspond to each line of the story. On each blank line that follows, write *S* if the direct quotation is a complete sentence or *F* if the direct quotation is a sentence fragment. Then, for each complete sentence, write *DEC* for *declarative*, *IMP* for *imperative*, *INT* for *interrogative*, or *EXC* for *exclamatory*. The first line, which corresponds to the first line of the excerpt, has been filled in for you.

- | | | |
|-----------------|-----------|-----------|
| 1. <u>S-DEC</u> | 6. _____ | 11. _____ |
| 2. _____ | 7. _____ | 12. _____ |
| 3. _____ | 8. _____ | 13. _____ |
| 4. _____ | 9. _____ | 14. _____ |
| 5. _____ | 10. _____ | 15. _____ |

EXERCISE B Why do you think the author included fragments and a variety of kinds of sentences in this dialogue? How would the dialogue sound if it contained only complete sentences? How would it sound if all the sentences were the same kind?

Literary Model (continued)

EXERCISE C Write a dialogue between a child and an adult. Be sure to include both complete sentences and sentence fragments as well as at least one of each of the four kinds of sentences: declarative, imperative, interrogative, and exclamatory. When you have finished, read your dialogue and decide whether each line sounds realistic and natural. Make any changes necessary to make the dialogue seem real.

EXERCISE D Could you have expressed everything in your dialogue if you had used only complete sentences? only fragments? Would the dialogue have sounded the same if you had used only one or two kinds of sentences? Explain your answers.

Writing Application: Brochure

Exclamatory sentences are powerful, but they lose their punch when writers overuse them. When you want to create a sense of excitement in your writing, using needless exclamation points is rarely as effective as making the right word choices.

INEFFECTIVE Wow!! This roller coaster is so scary!!!!

EFFECTIVE Wow! The high-speed drops and steep banks of the roller coaster add up to one scary ride!

WRITING ACTIVITY

You have been hired to create a brochure for a campaign to attract tourists to your city or town. Your job is to combine words and images that will convince people that your hometown is worth a visit. Use several different sentence types to make your brochure more varied and interesting.

PREWRITING Make a list of your favorite aspects of your hometown. Your list can include restaurants, parks, sports attractions, festivals, museums, and shops; or, your list can include qualities that make your hometown a comfortable or interesting place to be. Be thinking about the shape and size of your brochure, as well as the best ways to portray the items on your list.

WRITING Choose two or three items that best represent your town. Then, write a description of each item you've chosen. Feel free to use exclamation points, but remember to create enthusiasm by combining the four sentence types in an interesting, effective way.

REVISING Ask a classmate to read your descriptions and give you feedback about your use of sentence variety. Incorporate any suggestions that make your writing more clear or interesting. Check to make sure your brochure contains at least one example of each sentence type.

PUBLISHING Check your descriptions for errors in grammar, usage, spelling, and punctuation. Then, determine the shape and size of your brochure. Design your brochure, using a pencil for your first draft. When you are ready, use bold text and colorful illustrations to create your final version.

EXTENDING YOUR WRITING

If you enjoyed this exercise, you could develop it into a longer writing project. Get together with one or two classmates, and develop an ad campaign. Create three advertisements for your hometown: a TV ad, a magazine ad, and a radio ad.