

## Choices: Exploring Sentence Structure

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

### WRITING ACQUISITION

#### Down Memory Lane

Do you have a few examples of writing that you did when you were younger? Well, find them and arrange them in order from those written earliest to the most current. Then, read each paper carefully. What do you notice about your sentence structure? How did your writing change from grade to grade? When did you start using compound and complex sentences? Write a brief report of what you have discovered about the development of your writing. You may be amazed at your progress!

### REPRESENTING

#### Dashboard Delight

When a driver speeds down the highway, he or she has a dashboard that gives important information. Wouldn't it be nice if writers had a dashboard that they could check once in a while? You have learned most of the major building blocks of sentences—the parts of speech, phrases, and clauses. You also have learned the purposes of sentences, and you are learning about various kinds of sentence structures. Design a dashboard that will tell writers how they are doing. Include readings for each type of sentence structure. As for the rest, use your imagination.

### WRITING

#### Shake, Rattle, and Roll

There are many verbs that are often used in pairs. *Read* and *write* are one pair; *sing* and *dance* are another. Brainstorm a list of up to ten of these pairs. Then, write two sentences for each pair. The first sentence should be a simple sentence that uses the pair as a compound verb. The second sentence should be a compound sentence that uses one half of each pair as the verb of each independent clause. If you think of trios of verbs, use them, too.

### HISTORY

#### Dynamic Duos

Romeo and Juliet, Lewis and Clark, the turtle and the . . . well, you get the picture. Get together with a pal or two, and make a list of famous duos, or pairs. Write two sentences for each pair. One sentence will use the pair as a compound subject. The other sentence will be a compound sentence that uses one half of the duo as the subject of the first independent clause and the other half as the subject of the second independent clause. (It's a lot easier than it sounds.) Prepare a poster with two columns, one column displaying the simple sentences with compound subjects and the other column displaying the compound sentences. Be sure to highlight the subjects of each sentence.

### COMPUTER SCIENCE

#### In the Pudding

Do grammar checkers really work? Find out! Create a test page. Include simple, compound, complex, and compound-complex sentences (the longer, the better). Also, include a few sentence fragments and anything else that you think might fool a program. In fact, get together with some friends and write some real doozies. Your sentences don't have to go together; they just have to attempt to fool the program. Then, run the grammar check. Make a note of each of the error messages that the program displays. Highlight each error. Tell the program to suggest corrections for each error. When the corrections are made, print out the new version. Now, analyze the changes that the program suggested. How many of the changes are appropriate? When your work is complete, share your results with the class.

# Simple Sentences

**7a.** A **simple sentence** contains one independent clause and no subordinate clauses.

**EXAMPLE** Along the edge of the porch, <sup>S</sup> **we** <sup>✓</sup> **planted** some colorful flowers.

A simple sentence may have a compound subject, a compound verb, or both.

**EXAMPLE** <sup>S</sup> **Katya** and <sup>S</sup> **I** <sup>✓</sup> **dug** four inches into the rich soil and <sup>✓</sup> **sowed** twelve grape hyacinth bulbs.

**EXERCISE A** In each of the following sentences, draw one line under each subject and two lines under each verb.

**Example 1.** The monkeys and apes will stay here or move on.

1. Sally and Anne both take music lessons weekly.
2. I climbed that oak tree and swam in the creek.
3. Steve helped Roseanne with the puzzle and then washed the dishes.
4. The parrot said "Cat for sale" and flapped its wings.
5. All of a sudden, Dale and Amy burst into the room and grabbed the water jug.
6. In April the company will increase its profits.
7. Kim and Ted will go to Africa with Jade and photograph wildlife.
8. Both the painting and the sketch show the meadow in the morning.
9. This one and that one will be sold at the auction tomorrow.
10. After all of the hurry and bustle, a week or two at the beach sounded wonderful.

**EXERCISE B** On each of the lines below, write your own simple sentence. Then, circle each subject and each verb.

**Example 1.** The sun rose and warmed the hillside.

11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_

# Compound Sentences

**7b.** A **compound sentence** contains two or more independent clauses and no subordinate clauses.

The clauses of a compound sentence may be joined by

- a comma and a coordinating conjunction (*and, but, for, nor, or, so, or yet*)
- a semicolon
- a semicolon, a conjunctive adverb, and a comma

**EXAMPLES** <sup>S</sup> Luisa Ortega <sup>V</sup> is in my English class, <sup>S</sup> and <sup>V</sup> we have become good friends this year.

<sup>S</sup> Recently, the Ortegas <sup>V</sup> invited me to a campground for the weekend; <sup>S</sup> I <sup>V</sup> eagerly accepted the invitation.

<sup>S</sup> The family <sup>V</sup> brought along a large tent; <sup>S</sup> however, <sup>V</sup> they did not use it for sleeping.

**EXERCISE** Underline the independent clauses in each of the following sentences. Then, write S above each subject and V above each verb.

**Example 1.** <sup>S</sup> The Ortegas put their sleeping bags out under the stars, <sup>S</sup> but I preferred the tent. <sup>V</sup>

1. I fear all kinds of wild creatures, but the family very kindly did not tease me about my apprehensions.
2. The family's black Labrador retriever evidently shared my fears, for he joined me in the tent.
3. In the middle of the night, I awoke to a strange sound; I immediately became frightened.
4. I was alone in the tent, for the dog had left.
5. Suddenly, the dog bounded into the tent, and within seconds the tent collapsed on top of us both!
6. The noise awoke the others, and I felt embarrassed!
7. Luisa crawled out of her sleeping bag, and together we pitched the tent again.
8. Then, Luisa returned to her sleeping bag, and I lay down on my cot in the tent.
9. Later that night, it rained, so the Ortegas ran to the tent.
10. I, along with the dog, remained dry; however, the Ortegas, in their scramble to the tent, were drenched!

## Simple Sentence or Compound Sentence?

**7a.** A **simple sentence** contains one independent clause and no subordinate clauses.

**7b.** A **compound sentence** contains two or more independent clauses and no subordinate clauses.

Do not confuse a compound sentence with a simple sentence that contains a compound subject, a compound verb, or both.

**SIMPLE SENTENCE** Coach <sup>S</sup>Mendes and her <sup>S</sup>team <sup>✓</sup>lost the first game of the double-header but <sup>✓</sup>won the second. [one independent clause with a compound subject and a compound verb]

**COMPOUND SENTENCE** <sup>S</sup>Sammi <sup>✓</sup>can play several instruments, but the <sup>S</sup>banjo <sup>✓</sup>is her favorite. [two independent clauses]

**EXERCISE** In each of the following sentences, draw one line under each subject and two lines under each verb. Then, on the line provided, identify the sentence by writing *S* for *simple* or *Cd* for *compound*.

**Example**        <sup>S</sup> 1. David Attenborough has studied many unusual creatures and has written about their unique habitats and behaviors.

\_\_\_\_\_ 1. I hurried over to Michael's house and met Rafiq on the way.

\_\_\_\_\_ 2. The lightning struck the radio towers on the hill several times but did not damage them.

\_\_\_\_\_ 3. The blinking light grew dim, and then it flashed several times.

\_\_\_\_\_ 4. The gulls circle the fishing boat; they are hoping for a quick meal.

\_\_\_\_\_ 5. The purple lantana and the red salvia look pretty and attract both bees and butterflies.

\_\_\_\_\_ 6. After school I feed the rabbits, and Kris looks after the guinea pigs.

\_\_\_\_\_ 7. In the evening the Korean restaurant opens and welcomes crowds of hungry diners.

\_\_\_\_\_ 8. Patty and Carla are throwing Hilton a surprise party in their big backyard sometime next weekend.

\_\_\_\_\_ 9. The crab scuttled quickly into the water, for it saw a heron nearby.

\_\_\_\_\_ 10. I left, but Marcy stayed.

# Complex Sentences

**7c.** A **complex sentence** contains one independent clause and at least one subordinate clause.

**EXAMPLE** Even though <sup>S ✓</sup>it was a gray, rainy day, <sup>S ✓</sup>Pilar **looked** forward to her walk in the park.

**INDEPENDENT CLAUSE** Pilar looked forward to her walk in the park

**SUBORDINATE CLAUSE** Even though it was a gray, rainy day

**EXERCISE** In each of the following sentences, draw one line under the independent clause and two lines under each subordinate clause. Then, write S above each subject and V above each verb.

**Example 1.** At the park, Pilar fed the ducks and swans, which quickly swam toward her.

1. Pilar looked for tiny fish and snails where the pond was shallow.
2. As she watched the fish and snails, she thought about a career in marine biology.
3. Her career plans had been all that she could think about since the Science Club took a field trip to a well-known oceanographic center.
4. Because the center was on a quiet shoreline, the scientists could study hundreds of forms of marine life.
5. Some students who had gone to the center last year had snorkeled around the tide pools.
6. Pilar became interested in Scripps Institution of Oceanography, which is a well-known oceanographic institute in San Diego, California.
7. Because her school computer had Internet access, Pilar could learn more about Scripps and marine biology.
8. First, she learned about research ships and their equipment when she looked at the Scripps Web site.
9. After she read an interview with a marine biologist, Pilar felt confident that marine biology was the career for her.
10. From the interview she learned that a marine biologist should have a good education, care about the environment, and enjoy travel.

## Compound Sentence or Complex Sentence?

**7b.** A **compound sentence** contains two or more independent clauses and no subordinate clauses.

**EXAMPLE** Today, no <sup>S</sup>humans <sup>✓</sup>live on the island, but <sup>S</sup>it <sup>✓</sup>is still home to a wide variety of birds.

**INDEPENDENT CLAUSES** Today, no humans live on the island  
it is still home to a wide variety of birds

**7c.** A **complex sentence** contains one independent clause and at least one subordinate clause.

**EXAMPLE** Although no <sup>S</sup>humans <sup>✓</sup>live on the island today, <sup>S</sup>it <sup>✓</sup>is still home to a wide variety of birds.

**INDEPENDENT CLAUSE** it is still home to a wide variety of birds  
**SUBORDINATE CLAUSE** Although no humans live on the island today

**EXERCISE** In each of the following sentences, draw one line under each subject and two lines under each verb. Then, on the line provided, identify the sentence by writing *Cd* for *compound* or *Cx* for *complex*.

**Example** Cx 1. Louisiana and Mississippi, which are two Southern states, border the Gulf of Mexico.

- \_\_\_\_\_ 1. Iowa is not near any oceans, but the Mississippi River makes up its eastern border.
- \_\_\_\_\_ 2. On the west coast, California borders Mexico, and Washington borders Canada.
- \_\_\_\_\_ 3. Hawaii is the only state that does not lie on the North American mainland.
- \_\_\_\_\_ 4. I learned that the northernmost state is Alaska.
- \_\_\_\_\_ 5. Texas is quite big, but Alaska is bigger.
- \_\_\_\_\_ 6. If you visit Death Valley in California, you will be 282 feet below sea level.
- \_\_\_\_\_ 7. The longest river in the United States is the Missouri River; the largest lake in the United States is Lake Michigan.
- \_\_\_\_\_ 8. Michigan, which resembles a mitten, sits between Lake Michigan and Lake Huron.
- \_\_\_\_\_ 9. I looked at a map, and then I showed Dana my home state.
- \_\_\_\_\_ 10. Dana lived in Canada before her family moved to New York, where her mother taught English.

# Compound-Complex Sentences

**7d.** A **compound-complex sentence** contains two or more independent clauses and at least one subordinate clause.

**EXAMPLE** <sup>S</sup> **Matt would have broken** <sup>✓</sup> the school record, but <sup>S</sup> **he** <sup>✓</sup> **stumbled** when his right <sup>S</sup> **foot** <sup>✓</sup> **hit** the last hurdle in the race.

**INDEPENDENT CLAUSES** Matt would have broken the school record  
he stumbled

**SUBORDINATE CLAUSE** when his right foot hit the last hurdle in the race

**EXERCISE** In each of the following sentences, draw one line under every independent clause and two lines under every subordinate clause. Then, write S above each subject and V above each verb.

**Example 1.** When Thora Andersen came to this country, she enjoyed her new freedom, but she also worked very hard.

1. Cece went to Chile during the winter vacation, but her older brother stayed home because he had made plans with some friends.
2. When Mr. Tolstoi entered the United States, he knew only a few words of English, but his wife was fluent in the language.
3. The two young men had avoided injuries because they had worn their seat belts, but the driver of the other car was not as fortunate.
4. Vegetarians, who do not eat meat, should watch their diets; they should eat nutritionally balanced meals.
5. Although both were tired, Ahnawake went to her soccer practice, and Carl went to his piano lesson.
6. The two dogs barked at each other constantly until the sun rose; consequently, none of us got much sleep last night.
7. You should shut the gate whenever you leave the backyard; otherwise, the dogs may get out.
8. When we went to the science museum, we attended a lecture on electricity; after the lecture, we visited some of the exhibits.
9. As we left the library, the rain pelted down, so we rushed back inside.
10. Aunt Eudora was born in Nashville, but when she was five years old, she and her family moved to Memphis, where she lived for the rest of her life.

## Complex or Compound-Complex?

**7c.** A **complex sentence** contains one independent clause and at least one subordinate clause.

**EXAMPLE** Although <sup>S</sup>Emma <sup>✓</sup>is a talented singer, <sup>S</sup>she <sup>✓</sup>did not **audition** for the eighth grade's musical play.

**INDEPENDENT CLAUSE** she did not audition for the eighth grade's musical play

**SUBORDINATE CLAUSE** Although Emma is a talented singer

**7d.** A **compound-complex sentence** contains two or more independent clauses and at least one subordinate clause.

**EXAMPLE** <sup>S</sup>Emma <sup>✓</sup>is a talented singer, but <sup>S</sup>she <sup>✓</sup>did not **audition** for the eighth grade's musical play because <sup>S</sup>she <sup>✓</sup>needed more time for her studies.

**INDEPENDENT CLAUSES** Emma is a talented singer

she did not audition for the eighth grade's musical play

**SUBORDINATE CLAUSE** because she needed more time for her studies

**EXERCISE** In each of the following sentences, draw one line under each subject and two lines under each verb. Then, on the line provided, identify the sentence by writing Cx for *complex* or Cd-Cx for *compound-complex*.

**Example** Cd-Cx 1. I believe that my birthstone is the sapphire; Roseanne's is the opal.

- \_\_\_\_\_ 1. A gem is a mineral or other material that is used in jewelry and other ornaments.
- \_\_\_\_\_ 2. Some of the gems that you see are natural; others are artificial.
- \_\_\_\_\_ 3. Laney said that scientists can make sapphires, rubies, and emeralds in laboratories.
- \_\_\_\_\_ 4. Some gems occur in igneous rock, which forms when hot, molten material cools.
- \_\_\_\_\_ 5. Other gems occur in metamorphic rock, which forms under great heat and pressure; still others occur in sedimentary rock, which typically forms when water, wind, or ice deposits sand, gravel, and other materials.
- \_\_\_\_\_ 6. I asked Mr. Catalano whether pearls are made by oysters, and he said yes.
- \_\_\_\_\_ 7. When light travels through a well-cut diamond, the diamond glitters with different colors.
- \_\_\_\_\_ 8. The type of gem cut that is called the brilliant cut has fifty-eight facets.
- \_\_\_\_\_ 9. Diamonds are very valuable because they are very durable and brilliant, but some emeralds are even more valuable.
- \_\_\_\_\_ 10. Perhaps the most beautiful of all pearls is La Pellegrina, which is from India.

# Review A: Classifying Sentences According to Structure

**EXERCISE A** In each of the following sentences, draw one line under every independent clause and two lines under every subordinate clause. Then, on the line provided, classify the sentence by writing *S* for *simple*, *Cd* for *compound*, *Cx* for *complex*, or *Cd-Cx* for *compound-complex*.

**Example** Cx 1. Many of the novels that Agatha Christie wrote have been made into films.

- \_\_\_\_\_ 1. Suspense novels are extremely popular, and many readers especially enjoy those by Agatha Christie.
- \_\_\_\_\_ 2. Christie's first detective novel was *The Mysterious Affair at Styles*.
- \_\_\_\_\_ 3. Hercule Poirot, who is perhaps her most famous character, is the Belgian detective who solves the murder cases in many of her books.
- \_\_\_\_\_ 4. In *Murder on the Orient Express*, Poirot expertly interrogates many of the passengers on the train before he solves the case.
- \_\_\_\_\_ 5. Miss Marple, another detective of Christie's, is my favorite character.
- \_\_\_\_\_ 6. My introduction to Miss Marple came when I read *The Body in the Library*.
- \_\_\_\_\_ 7. In this mystery several people are suspects, for each has a possible motive, but Miss Marple sets an ingenious trap for the murderer.
- \_\_\_\_\_ 8. When I visited England last summer, I saw *The Mousetrap*, a suspense play by Christie, and I also toured her home in Devon.
- \_\_\_\_\_ 9. Because the clues in *The Mousetrap* were hidden so well, the ending surprised nearly everyone in the audience.
- \_\_\_\_\_ 10. Currently, I am reading *Death on the Nile*; I have not seen the movie yet.

**EXERCISE B** Classify each of the following sentences by writing on the line provided *S* for *simple*, *Cd* for *compound*, *Cx* for *complex*, or *Cd-Cx* for *compound-complex*.

**Example** Cx 1. Do you know what the principal cause of most forest fires is?

- \_\_\_\_\_ 11. I will make the salad if you will make the lemonade.
- \_\_\_\_\_ 12. Amy, who is a three-year-old with an odd sense of humor, sometimes hides in strange places; yesterday I found her in the broom closet.
- \_\_\_\_\_ 13. What kinds of tricks does your dog do, Darren?
- \_\_\_\_\_ 14. The person in the middle is my cousin Josie, and the one to her left is Uncle Timothy.
- \_\_\_\_\_ 15. When I have finished all of my chores, I will sit outside for a while and read.

## Review B: Classifying Sentences According to Structure

**EXERCISE A** In each of the following sentences, draw one line under every independent clause and two lines under every subordinate clause. Then, on the line provided, classify the sentence by writing *S* for *simple*, *Cd* for *compound*, *Cx* for *complex*, or *Cd-Cx* for *compound-complex*.

**Example** Cx 1. Did you know that some bored surfers created the sport of skateboarding?

- \_\_\_\_\_ 1. If you are a surfer, you may enjoy skateboarding, for the sport is similar to surfing.
- \_\_\_\_\_ 2. Some skateboards are made from wood; others are made from plastic or fiberglass.
- \_\_\_\_\_ 3. At first, skateboards had roller-skate wheels, but today's boards have special wheels that are much easier to control.
- \_\_\_\_\_ 4. I bought an inexpensive skateboard and customized it.
- \_\_\_\_\_ 5. When the skater shifts his or her weight, the board turns.
- \_\_\_\_\_ 6. My brother taught me how to skate.
- \_\_\_\_\_ 7. Some skaters practice every day, but I practice only on weekends.
- \_\_\_\_\_ 8. When you skate, you should wear kneepads, elbow pads, and a helmet.
- \_\_\_\_\_ 9. Schools in my area often sponsor contests for skateboarders; in fact, Lakeside Middle School is holding a contest this Saturday.
- \_\_\_\_\_ 10. I will not compete in the contest, but I will watch my brother as he competes.

**EXERCISE B** Classify each of the following sentences by writing on the line provided *S* for *simple*, *Cd* for *compound*, *Cx* for *complex*, or *Cd-Cx* for *compound-complex*.

**Example** S 1. Tyrone and I saw a horror movie together.

- \_\_\_\_\_ 11. Some scenes in the movie became too scary for me; consequently, I excused myself and went to the lobby.
- \_\_\_\_\_ 12. I think that many people in the audience left during the scariest scenes.
- \_\_\_\_\_ 13. At one point Tyrone got the hiccups and rushed out for some water.
- \_\_\_\_\_ 14. At times while Tyrone was gone, I turned my head away from the screen and closed my eyes, but I still saw the ugly monster with the glaring yellow eyes.
- \_\_\_\_\_ 15. As we rushed out of the theater to meet our parents, both Tyrone and I said that we could hardly wait to see the sequel.

## Review C: Classifying Sentences According to Structure

**EXERCISE** On the lines provided, write your own sentences, using a variety of sentence structures. Circle each subject and each verb. Then, classify each sentence as *simple*, *compound*, *complex*, or *compound-complex*.

**Example 1.** Lynette and I will study math as soon as we get back from soccer practice.—Complex

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_
5. \_\_\_\_\_  
\_\_\_\_\_
6. \_\_\_\_\_  
\_\_\_\_\_
7. \_\_\_\_\_  
\_\_\_\_\_
8. \_\_\_\_\_  
\_\_\_\_\_
9. \_\_\_\_\_  
\_\_\_\_\_
10. \_\_\_\_\_  
\_\_\_\_\_

## Literary Model: Sentence Structures in Tall Tales

*Pecos Bill wanted a horse. To be exact, he wanted the Famous Pacing Mustang of the Prairies.*

*No one had ever been able to catch the mustang and ride him. They said even bullets could not stop him. Few men had ever even seen him. . . .*

*He gasped when he saw the horse. He was a palomino. His shining coat was the color of a new-minted gold coin. His mane and tail were snowy white. He had four white stockings and a white blaze between the eyes, and Bill made up his mind to capture him that very day.*

—from “Pecos Bill and the Mustang” by Harold W. Felton

*Wherever you go in this big country, you’re likely to find somebody who’ll tell you that Paul Bunyan’s been there. . . .*

*You’ll hear that Kansas used to be full of mountains before Paul Bunyan came. He turned it upside-down. Now it’s flat as a pancake because all its mountain peaks are inside the ground, pointing to the center of the earth.*

*You’ll hear that Paul got so sad at what he saw going on in New York City that he fell to crying, and his tears started the Hudson River.*

*Western deserts or Southern swamps, Eastern shores or Northern forests, Paul is said to have been there and done things. And if by chance you can’t find any stories about his having been in your neck of the woods, fix some up. Everybody else has.*

*Right now, let’s stick to the Northern forests, because we know for sure that Paul was there. . . .*

—from “Paul Bunyan’s Been There,” retold by Maurice Dolbier

**EXERCISE A** Read the passages to yourself, and compare the styles of the two passages. Which passage contains mostly simple sentences? How does it sound different from the passage that contains compound, complex, and compound-complex sentences? Explain your answer.

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## Literary Model (continued)

## EXERCISE B

1. Invent a character who might have lived in the Wild West of the nineteenth century. Write a brief passage about this character. Try to use mostly simple sentences. \_\_\_\_\_

[illegible]

2. Rewrite your passage so that almost all the sentences are either compound, complex, or compound-complex. \_\_\_\_\_

[illegible]

- EXERCISE C** Which version of your paragraph do you think would appeal more to readers? Explain your answer.

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## Writing Application: Description

Careful writers almost always use a variety of sentence structures. They know that using only simple sentences can produce choppy, repetitious text.

**CHOPPY** Our house is somewhat small. It is clean, though. It is near the park. I like it.

**SMOOTH** Our house is somewhat small, but because it is clean and near the park, I like it.

### WRITING ACTIVITY

In your geometry class, you are using blueprints of houses to apply what you have learned about geometrical shapes. Your teacher has asked you to create a blueprint for your dream house. Before you sketch it out, describe it in a few paragraphs that you will turn in with your blueprint. Avoid producing a list of your dream house's traits. Instead, use complex, compound, and compound-complex sentences as well as simple sentences as you write your descriptive paragraphs.

**PREWRITING** First, imagine the house you dream of building. You can plan realistically, or you can dream big and plan a mansion on rolling acreage. Just remember that you will have to produce the blueprint, with all its measurements, for the house's design. List the "must haves" and "would like to haves"; then, decide how to organize your paragraphs. Will you discuss the floor plan, then the interior, then landscaping? Will you imaginatively open the front door and walk through the house, room by room?

**WRITING** With your lists and plan of organization in front of you, write the first draft of your description. Then, read your draft and try to sketch the floor plan and yard of the house. If you can't tell where a wall goes or how large to draw the kitchen, your draft needs more detail. Move from draft to drawing and back until the basics of the house are clear in both.

**REVISING** Your audience for these paragraphs is your classmates, your teacher—and you. Adjust the formality of your writing so that it will interest students and also meet the more formal requirements of writing submitted to teachers. Check to be sure that you have used a variety of sentence patterns, including several complex and compound-complex sentences.

**PUBLISHING** Check your paragraphs for errors in spelling and punctuation. Check your math, too. Then, print your description and your blueprint neatly and submit them together to your teacher. Later, with your teacher's permission, you and your classmates may wish to display your dream house plans on a bulletin board.

### EXTENDING YOUR WRITING

If you enjoyed this exercise, you could develop it into a longer writing project. For a home economics class, you could compare and contrast living in a house with living in an apartment. For a history class, you could research a type of house built in the past—a sod house on the prairie, perhaps, or a log cabin in the woods of the northeastern states. What was life like in such a house?