Unit 1

Chapter 16

Sentence Fragments
Run-on Sentences
Stringy Sentences
Combining Sentences

Name ______________________ Period __
### Writing Effective Sentences

**Lesson Goal:** As a result of this lesson, I will be able to...

<table>
<thead>
<tr>
<th>Date</th>
<th>Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Identify missing parts of sentence fragments.</td>
</tr>
<tr>
<td></td>
<td>Identify complete sentences.</td>
</tr>
<tr>
<td></td>
<td>Revise sentence fragments.</td>
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<tr>
<td></td>
<td>Identify run-on sentence parts.</td>
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<tr>
<td></td>
<td>Identify coordinating conjunctions.</td>
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<tr>
<td></td>
<td>Revise run-on sentences.</td>
</tr>
<tr>
<td></td>
<td>Identify stringy sentences.</td>
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<tr>
<td></td>
<td>Revise stringy sentences.</td>
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<tr>
<td></td>
<td>Identify and revise sentences for errors with sentence fragments, run-on sentences, and stringy sentences.</td>
</tr>
<tr>
<td></td>
<td>Identify key words in sentences and combine sentences by inserting words.</td>
</tr>
<tr>
<td></td>
<td>Identify a group of important words and combine sentences by inserting a group of words.</td>
</tr>
<tr>
<td></td>
<td>Identify and combine sentences by joining subjects and verbs.</td>
</tr>
<tr>
<td></td>
<td>Combine complete sentences.</td>
</tr>
</tbody>
</table>
Sentence Fragments (pg. 428-430)

Identifying Sentence Fragments

- A complete sentence or thought contains three parts:
  - __________________________
  - ________________
  - ________________
  - ________________

Examples:

The high jumper flips backwards over the bar.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb</th>
<th>Complete Thought</th>
</tr>
</thead>
<tbody>
<tr>
<td>high jumper</td>
<td>flips</td>
<td>Yes</td>
</tr>
</tbody>
</table>

Look at how high the bar is!

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb</th>
<th>Complete Thought</th>
</tr>
</thead>
<tbody>
<tr>
<td>you</td>
<td>look</td>
<td>Yes</td>
</tr>
<tr>
<td>(implied subject)</td>
<td>is</td>
<td></td>
</tr>
</tbody>
</table>

How does she know where to jump?

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb</th>
<th>Complete Thought</th>
</tr>
</thead>
<tbody>
<tr>
<td>she</td>
<td>does</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>know</td>
<td></td>
</tr>
</tbody>
</table>

What is a sentence fragment?

- A sentence that is ________________ of a sentence that is punctuated as if it were a complete sentence.
Sentence Fragment Test

1. Does the sentence have a _____________________________?

2. Does the sentence have a _____________________________?

3. Does the sentence have a _____________________________?

If the answer is NO to any of these questions, then you have a ___________ ____________.

Guided Practice

In the following groups of words, write a S above the subject(s), and place a V above the verb(s). Then, circle whether the group of words is a fragment or sentence. Explain your answer.

1. Took our telescope with us. Fragment Sentence

   What is missing? _____________________________

2. Mr. Yang a perfect clearing on the mountain. Fragment Sentence

   What is missing? _____________________________

3. We watched the meteor shower from there. Fragment Sentence

   What is missing? _____________________________

4. Because the sky was clear that night. Fragment Sentence

   What is missing? _____________________________
In the following groups of words, write a \( S \) above the subject(s), and place a \( V \) above the verb(s). Then, circle whether the group of words is a fragment or sentence. Explain your answer.

1. Some Asian flying squirrels three feet long. \( \text{Fragment} \quad \text{Sentence} \)
   What is missing? ________________________________

2. Flying squirrels can glide through the air. \( \text{Fragment} \quad \text{Sentence} \)
   What is missing? ________________________________

3. Leap from one tree to another. \( \text{Fragment} \quad \text{Sentence} \)
   What is missing? ________________________________

4. If they start high up in the tree. \( \text{Fragment} \quad \text{Sentence} \)
   What is missing? ________________________________

**Revising Sentence Fragments**

- When revising a fragment, add the missing \_______________, \_______________, or make it a \_______________. \_______________.

- You can also combine \__________ complete sentences.
Guided Practice

Determine what part is missing from each sentence fragment below. If the subject is missing, write S. If the verb is missing, write V. Then change the fragment into a complete sentence by inserting the missing part.

___ 1. Play in the yard every day.

___ 2. The rain from the edge of the roof.

___ 3. Waited at the bus stop for an hour.

___ 4. The dog happily the ball.

Independent Practice

Determine whether each group of words is a fragment (F) or a complete sentence (C). If the item is a fragment, make it into a complete sentence by inserting the missing component.

___ 1. Wants to send a postcard to her aunt.

___ 2. June is visiting the museum today.

Each item contains one fragment and one complete sentence. Identify the sentences by writing S on the line, and identify the fragment by writing F on the line. Then, combine the two to make one complete sentence.

1. ___ If you receive a gift.
   ___ You should send a thank-you note.
2. My father is energetic.
   Because he eats healthful foods.

3. Before I brought the puppy home.
   I bought a dog bed and some food.

---

**Exercise 1: Textbook Page 429-430**

1. We visited the pet shop in the mall.

2. A bright-eyed hamster chewing on pieces of carrot.


4. Has pouches inside each fat cheek.

5. The pouches are for carrying food.

6. Newspaper in lots of little shreds.

7. Making his cage quite comfortable.

8. He is plump and has white and tan fur.

9. A diet of mostly fruit, vegetables, and grain.

10. If you decide to raise hamsters.
Exercise 2: Textbook Page 430

1. Was watching TV alone.

2. A move about aliens invading from space.

3. Suddenly, the lights went out on the whole block.

4. Because the batteries in the flashlight were dead.

5. A strange noise in the backyard.

6. After our dog started to bark.

7. Crept slowly to the door and looked out.

8. Two small, glowing eyes in the dark.

9. When I saw it was just the cat from next door.

10. Maybe I should stop watching scary movies.
Sentence Fragment Review

List three things a group of words needs to be a sentence:

1. _______________________________
2. _______________________________
3. _______________________________

List the four ways a fragment can be corrected:

1. _______________________________
2. _______________________________
3. _______________________________
4. _______________________________
Recognizing Fragments

DIRECTIONS Decide which of the following word groups are sentence fragments and which are complete sentences.

- Write Sub. for a complete sentence.
- Write Frag. for a fragment.
- Write S above the subject(s) and V above the verb(s).

1. Last summer my family went on an interesting vacation.
2. Traveled to Portland, Oregon.
3. Because of the city’s Rose Festival in June.
4. It was first held in 1907.
5. Attended many sporting events.
6. Several parades with amazing floats.
7. Is also the location of the Rose Garden arena.
8. Where the Portland Trail Blazers play basketball.
9. Portland’s nickname is the City of Roses.
10. Why Portland is called the City of Roses.
11. My brother suggested doing some research.
12. Also had fun exploring downtown Portland.
13. Is designed with pedestrians in mind.
15. We crossed each of the city’s eight bridges at least once.
16. Enjoyed the warm days and cool nights.
17. The weather much cooler than in our hometown of Phoenix.
18. Could see Mount Hood from many places in Portland.
19. The beautiful, snowcapped peak glistened.
20. I hope we go back to Portland one day.
Revising Fragments

DIRECTIONS Some of the following word groups are sentence fragments.

- If the word group is already a complete sentence, write S on the line.
- If the word group is a fragment, revise it by (1) adding a subject, (2) adding a verb, or (3) attaching the fragment to a complete sentence. You may also need to change the punctuation and capitalization in your revised sentence.

EXAMPLE Lisa’s birthday coming soon. Lisa’s birthday was coming soon.

1. Shaundra a surprise party for Lisa, her best friend.

2. Lisa told Shaundra that a party would be fun.

3. Had never celebrated a birthday.

4. When Shaundra heard that.

5. Shaundra mailed twenty invitations.

6. All but two people.

7. Promised to keep the party a secret.

8. The cake and decorations the day before the party.

9. Working on the day of the party.

10. Lisa was truly surprised.
Run-On Sentences (pg. 431-432)

Identifying Run-on Sentences

A group of words that is __________ or more ______________________ that run together as _______ sentence.

Examples:

<table>
<thead>
<tr>
<th>Run-on Sentences</th>
<th>Complete Sentences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seahorses are actually fish they have fins and gills.</td>
<td>The skies became cloudy.</td>
</tr>
<tr>
<td></td>
<td>(subject – skies) (verb – became)</td>
</tr>
<tr>
<td>Some seahorses are partly transparent, you might not see them in an aquarium.</td>
<td>Martin soon left the beach.</td>
</tr>
<tr>
<td></td>
<td>(subject – Martin) (verb – left)</td>
</tr>
</tbody>
</table>

How can you spot run-on sentences?

Step 1: Read your writing ________________.

Step 2: A natural _______________ in your voice usually marks the ______________ of one thought and the _______________ of another.

You can never, ever connect two sentences with just a ________________.
Identify the complete sentences in the run-ons below. Write the first sentence on the top line and the second sentence on the bottom line.

1. Marcos is a musician, his favorite instrument is the trumpet.

2. The cart can tip over it should not be overloaded.

3. Swans live in the lake it is their favorite place to swim.

Identify the following items as correct sentences (S) or run-ons (R). Be prepared to explain your answers. If the sentences are run-ons, insert an ending punctuation mark and a capital letter to separate the two sentences.

___ 1. After school I feed the gerbils Kerry takes care of the fish.

___ 2. The crab hurried into the water because it had seen a large bird nearby.

___ 3. Coach Mendez runs difficult practices, her teams usually win their games.
Revising Run-on Sentences

To fix a run-on sentence, you need to do one of two things:

_______________________________

or

_______________________________

If ideas are NOT closely related, then make ________ sentences.

If ideas are closely related AND of equal importance, then make ________ sentence.

Example:

Kite building is an ancient art, the Chinese made the first kites around three thousand years ago. (Run-on Sentence) (The two sentences are not closely related.)

Kite building is an ancient art. The Chinese made the first kites around three thousand years ago. (Complete Sentence)

Guided Practice

Fix the following run-on sentences by making two separate sentences. Write the first sentence on the top line and the second sentence on the bottom line.

1. My sister takes dance lessons, she has taught me the two-step and the waltz.

_______________________________

_______________________________

2. Mr. Ortiz is our science teacher he organizes the Earth Day festival every year.

_______________________________

_______________________________
3. The July Fourth celebration was fun everyone especially enjoyed the fireworks display.

___________________________________________________________________________

Independent Practice

Revise the following run-on sentences by making two separate sentences. Be prepared to explain your answers.

1. We had a big anniversary party for my grandparents, they have been married 45 years.

___________________________________________________________________________

___________________________________________________________________________

2. The Japanese restaurant is popular it serves crowds of hungry diners every night.

___________________________________________________________________________

___________________________________________________________________________

3. In the summertime that bush has purple flowers the bees and butterflies are attracted to it.

___________________________________________________________________________

___________________________________________________________________________
When the complete thoughts in a run-on sentence are _______________

_________________ and of ___________________ ___________________, you may

want to attach them properly to make ______________ correct sentence.

You can attach the two parts of a run-on sentence properly by using a

_______________ and a _________________________ conjunction.

<table>
<thead>
<tr>
<th>Coordinating Conjunctions</th>
</tr>
</thead>
<tbody>
<tr>
<td>and</td>
</tr>
<tr>
<td>or</td>
</tr>
</tbody>
</table>

F _______________
A _______________
N _______________
B _______________
O _______________
Y _______________
S _______________
Guided Practice

Fix each of the following run-on sentences by turning it into one correct sentence.

1. My brother drove us to band practice, my mom drove us home.

2. The dog looked like a stray to me I took him home and called the animal shelter.

3. Many deserts have no plants some desert areas support a variety of plant life.

Independent Practice

Make each of the following run-on sentences into a single correct sentence. Be prepared to explain your answers.

1. Lee plays basketball he is also on the tennis team.

2. Ms. McIntire tried to grow tomatoes most of them were eaten by bugs.

3. Tomorrow we can walk to the beach, we can go to a movie if it rains.
1. People constantly search for faster ways to communicate, the Internet is one tool that helps people share information quickly.

2. The earliest form of the Internet was designed over thirty years ago, and it was created to be used by the military.

3. The Internet has changed a great deal since then now it can be used by almost anyone who uses a computer.

4. The first e-mail program was invented in 1972, e-mail is a way to send messages from one computer to another.

5. Twenty years later, scientists in Switzerland created the World Wide Web, and Internet quickly became a household word.

6. The scientists planned to use the Web to share research with scientists in other parts of the world the new invention soon interested businesses and government organizations.

7. The programs that make the Internet and the World Wide Web work are very complicated they are not hard to use.

8. Many schools and libraries have computers that are connected to the Internet and the World Wide Web.


10. Many sites on the World Wide Web focus on school subjects, news, and hobbies, these sites can be useful sources of information.
Identifying and Revising Run-on Sentences

for CHAPTER 16: EXERCISE 3 page 432 PRACTICE A, WORKSHEET 5

DIRECTIONS Decide which of the following word groups are run-ons.

- Use editing marks and the line provided to revise each run-on by (1) making it into two separate sentences or (2) using a comma and a coordinating conjunction. You may have to change the punctuation and capitalization, too.
- If the word group is already correct, write C.

EXAMPLES

1. Choosing a career can be hard it helps to have a role model.
   A role model might be a relative mine is.

2. When I was eight years old, most of my friends wanted to be firefighters I wanted to be an archaeologist.

3. My grandmother inspired me, she is an archaeologist.

4. She has worked on many sites, including the remains of the Jamestown settlement in Virginia.

5. My grandmother is also a good storyteller, she has told some amazing stories about her work.

6. She vividly described the team’s discovery of the skeleton of a man in his twenties who had been buried at the settlement about four hundred years earlier.

7. The team dug up more than 100,000 objects they found swords, jewelry, and seventeenth-century coins.

8. History fascinates me, one day I would like to dig up something that has been buried for hundreds of years.

9. Next summer, I’m going to be a volunteer at the excavation site of a Cherokee hunting camp.
Stringy Sentences (pg. 432-433)

Identifying Stringy Sentences

A sentence that has too many ________________ joined by the conjunction __________.

Example:

Stringy Sentence

The ostrich is the largest living bird, and it stands nearly eight feet tall, and it weighs over three hundred pounds when it is fully grown, and this speedy bird can run up to forty miles per hour!
1. Thomas and José were playing softball at school, and Thomas hit the ball very hard, and then he saw it roll under the steps of library.

2. Thomas peered under the dark steps to recover his ball, and when he reached for it, he saw a giant raccoon, and Thomas wasn’t sure what to do next!

3. José told Thomas that raccoons are fierce fighters, and then José warned him not to anger the raccoons, and by this time, other softball players had gathered to offer advice.

4. Thomas finally rolled the ball out from under the steps with a baseball bat. The raccoon stayed completely still, and it hissed and looked fiercely at the group. Then Thomas saw why the raccoon was behaving strangely.

5. Five baby raccoons were hiding behind the mother, and they were too small to protect themselves, and the mother raccoon was trying to frighten the softball players away!

Hint: Circle all each and in the sentences to see if they separate multiple sentences.
PRACTICE A, WORKSHEET 7

Identifying and Revising Stringy Sentences

DIRECTIONS Decide which of the following sentences are stringy.

- Revise each stringy sentence by breaking it into two or more sentences.
- If an item is already correct, write C.

EXAMPLE

Bird-watching is a great way to see many kinds of birds in their natural environment, and you don’t have to go very far to do so. I go to a wildlife sanctuary just outside town.

_____1. My uncle Raymond loves bird-watching, and once a month, I go on a nature walk with him, and he tells me about the birds in our area.

_____2. We don’t take along much equipment because all we need is a pair of binoculars, a field guide to the birds, and a notebook in which we write our sightings.

_____3. The best time to go bird-watching is just after sunrise, and my uncle picks me up in his truck, and most of the people in my neighborhood are still sleeping.

_____4. Uncle Raymond is concerned about the environment, and bird-watching is just one way that he shows his interest in the natural world.

_____5. Birds respond to their environment, and a small change in their world can greatly affect their habits.

_____6. We watch animals other than birds, and one Saturday, Uncle Raymond spotted a chipmunk, and another time, I noticed a doe and her fawn behind a tree, and we always see a lot of butterflies and moths.

_____7. Last time I saw baby robins in their nest, and there were four babies, and an adult bird was feeding them.

_____8. After our walk, Uncle Raymond and I go to my house, and we look up each bird in a guide, and we show my parents pictures of the birds we saw.
1. Not all animals see the world in the same way humans see the world.

2. See only light and dark shapes.

3. Squids and octopuses have very advanced eyes they see almost as well as humans.

4. The jeweled squid lives deep underwater in the Indian Ocean, it has white, blue and red lights around its eyes to help it see in the dark water.

5. Several other sea creatures have their own “headlights,” and these lights are sometimes produced by helpful bacteria, and the fish store the bacteria in special skin pouches.

6. Some owls can catch mice in total darkness by hearing alone others can find a mouse by the light of one candle placed nearly a quarter of a mile away from the mouse.

7. Grazing animals must have a wide field of vision so that they will know when an enemy is coming.

8. Rabbits and deer eyes on the sides of their heads.

9. Mammals that hunt other animals for food must be able to judge distance well, therefore their eyes are usually located toward the front of their faces.

10. Most apes to not hunt other animals for food, but their eyes are in much the same position as human eyes, and apes also see the same range of colors humans see.
Fragments, Run-ons, and Stringy Sentences

DIRECTIONS Decide which of the following word groups are sentence fragments, run-ons, or stringy sentences.

■ Revise each of these word groups to make it clear and complete. Remember to add correct punctuation and capitalization.
■ If a word group is already correct, write C.

EXAMPLE _____ In Mexico many beautiful sites.

_____1. If you are in Mexico, be sure to visit Xochimilco it is located near Mexico City.

_____2. Famous for the floating gardens on Lake Xochimilco.

_____3. On the lake, the Aztecs and other Native Americans built these gardens, called chinampas.

_____4. The gardens do not actually float, and they are small, artificial islands.

_____5. Are made from layers of vegetation and mud dug from the bottom of the lake.

_____6. Farmers sprouted seeds on rafts made of rushes, and the farmers moved the rafts where they needed them, and the plants could then be transplanted to the gardens.

_____7. No one watered the chinampas the gardens got all the water they needed from the lake.

_____8. The Aztec corn, squash, and other vegetables, as well as flowers, on these fertile garden islands.

_____9. Helped feed the growing population of an expanding empire.

_____10. Some chinampas are still used, and flowers and other crops grow on them, and families enjoy them as quiet places to picnic and relax.
Combining Sentences (pg. 435-441)

Inserting Words

One way to combine two sentences is to pull a ____________ word from one sentence and insert it into the other sentence.

- However, you may need to change the form of the key word before it can be inserted.

Example:

<table>
<thead>
<tr>
<th>Using the Same Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>Original</td>
</tr>
<tr>
<td>Combined</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Changing the Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>Original</td>
</tr>
<tr>
<td>Combined</td>
</tr>
</tbody>
</table>

Exercise 5: Textbook Page 436

_____ 1. The name Joseph was given to his father by missionaries. The missionaries were *Christian*.

_____ 2. His name, Hin-mah-too-yah-lat-ket, means “thunder rolling down the mountains.” That is his *Nez Perce* name.

_____ 3. Chief Joseph fought the United States Army to defend his people’s homeland. The fighting was *fierce*.

_____ 4. When he realized he could not win, he led the Nez Perce band more than one thousand miles. The band was in *retreat*.

_____ 5. Chief Joseph’s surrender speech is famous. The speech is *moving*.
Combining Sentences by Inserting Words

**DIRECTIONS** Each of the following items contains two sentences. Combine the two sentences by taking the italicized key word from the second sentence and inserting it into the first sentence. The directions in parentheses will tell you how to change the form of the key word if you need to do so.

**EXAMPLE**

1. Last fall my aunt went on tours of palaces in England. The tours were *incredible.*

2. She was fascinated by the palace called Hampton Court in London. Her fascination was *extreme.* (Add *–ly.*)

3. Cardinal Thomas Wolsey began construction on the palace in the 1500s. He began construction in the *early* part of the 1500s.

4. The palace later became the residence of King Henry VIII. It was his *favorite* residence.

5. Henry VIII began the garden at Hampton Court. The garden was a *showplace.*

6. One feature of Hampton Court is the garden hedge that forms a labyrinth. This feature is *interesting.*

7. The labyrinth was planted in 1702 by another king. The king’s name was *William III.*

8. The maze is formed by hedges. The hedges are *clipped.*

9. A path called the Broad Walk runs for half a mile through the palace grounds. The palace grounds are *magnificent.*

10. My aunt encouraged me to visit this palace one day. It is a *beauty.* (Change *y* to *i,* and add *–ful.*)
Combining Sentences by Inserting Words

**DIRECTIONS** Each of the following items contains two sentences. Combine the two sentences by taking the italicized key word from the second sentence and inserting it into the first sentence. The directions in parentheses will tell you how to change the form of the key word if you need to do so.

**EXAMPLE**

In July I went to a rodeo for the first time. It was a professional rodeo.

1. I found out that rodeo comes from a word that means “to surround.” The word is Spanish.
2. I also learned that rodeos began as competitions to celebrate the roundup. The competitions were informal.
3. In a rodeo there are many events, such as bareback bronc riding, bull riding, barrel racing, and steer wrestling. All of the events are exciting.
4. My favorite event to watch was roping. Each contestant in this event roped a calf.
5. The contestant rides a horse and chases a calf. The horse is trained.
6. Then the contestant lassoes the calf by throwing a looped rope, called a lariat, around its neck and drawing the loop tight.
7. The other end of the lariat is tied to the saddle. It is tied in a secure manner. (Add -ly.)
8. The contestant pulls the calf to a halt, dismounts, and then ties together any three of the calf’s four feet. The contestant ties the feet with skill. (Add -ful and -ly.)
9. The fastest contestant wins a prize. The prize is cash.
10. The skills involved in calf roping can be done in as little time as seven seconds. The skills are all separate.
Inserting Groups of Words

Another way to combine sentences is by combining two ______________ sentences by taking an entire group of words from one sentence and adding it to the other sentence.

The inserted group of words adds details to the information in the first sentence.

Example:

<table>
<thead>
<tr>
<th>Original</th>
<th>Combined</th>
</tr>
</thead>
<tbody>
<tr>
<td>The first known baseball game was played in 1846. It was played in Hoboken, New Jersey.</td>
<td>The first known baseball game was played in 1846 <strong>in Hoboken, New Jersey</strong>.</td>
</tr>
<tr>
<td>The game ended with a score of 23-1. It was played by the New York Baseball Club in the Knickerbockers.</td>
<td>Played by the New York Baseball Club and the Knickerbockers, the game ended with a score of 23-1.</td>
</tr>
<tr>
<td>The players were all amateurs. They were in the first organized baseball league.</td>
<td>The players <strong>in the first organized baseball league</strong> were all amateurs.</td>
</tr>
</tbody>
</table>

When inserting a group of words, you may need to add ______________ around the group of words.

If the group of words renames or identifies a noun or pronoun, it is an ______________ ________________. This generally needs a comma or commas to set off the word group from the rest of the sentence.

Example:

<table>
<thead>
<tr>
<th>Original</th>
<th>Combined</th>
</tr>
</thead>
<tbody>
<tr>
<td>The All-American Girls Professional Baseball League had ten teams at its 1948 peak. The league was the subject of a 1992 movie.</td>
<td>The All-American Girls Professional Baseball League, <strong>the subject of a 1992 movie</strong>, had ten teams at its 1948 peak.</td>
</tr>
<tr>
<td>Baseball is a sport that is popular with people of all ages. It is played in countries around the world.</td>
<td>Baseball, <strong>a sport that is popular with people of all ages</strong>, is played in countries around the world.</td>
</tr>
</tbody>
</table>
Then you can roll or wiggle. Your movements must be slow. You can get to solid ground this way.

---

Katie swam three laps. She swam using a kickboard to help her focus on her kicking technique.

---

**Exercise 6: Textbook Page 438**

1. *Storm Chaser* is an exciting book. It is by Keith Elliot Greenberg.

2. The book is a true story about a pilot named Brian Taggart, who flies a P-3 airplane. He flies the airplane **directly into dangerous storms**.

3. Taggart works for the National Oceanic and Atmospheric Administration. He is trained in the study of weather.

4. Scientists aboard his P-3 collect information about hurricanes. The scientists collect this information **using computers and other machines**.

5. Pilots like Brain help weather forecasters predict where and when a storm will hit land. These pilots are **called “hurricane hunters.”**
Combining Sentences by Inserting Word Groups

DIRECTIONS Combine each of the following pairs of sentences by taking the underlined word group from the second sentence and inserting it into the first sentence. Be sure to add commas if they are needed.

EXAMPLE

Marta reported on a great story called “The People Could Fly.”


2. Virginia Hamilton retold the tale. She is the granddaughter of a man who had escaped slavery in Virginia.

3. A young enslaved woman named Sarah is not permitted to stop working to feed her crying baby. This event happens in the folk tale.

4. She can no longer tolerate the harshness of her life. She is exhausted and desperate.

5. Toby helps her by chanting magic words that make her fly away with her baby. He is an older man who works with Sarah.

6. The next day a young man who is working falls sick from the heat. He is working in the fields.

7. Toby repeats the magic words, and the young man flies away. The magic words are from Africa.

8. Marta told us that we had to read the story to find out whether all the enslaved workers fly away. They fly away to freedom.

9. Virginia Hamilton has written other books in which she retells American folk tales. The folk tales are from the deep South.

10. Marta and I are going to the library to find folk tales similar to “The People Could Fly.” We are going to the library this weekend.
Combining Sentences by Inserting Word Groups

DIRECTIONS Combine each of the following pairs of sentences by taking the underlined word group from the second sentence and inserting it into the first sentence. Be sure to add commas if they are needed.

EXAMPLE

I just finished a book about Vincent van Gogh. He is my favorite artist.

1. Are you familiar with the paintings of Vincent van Gogh? He was a nineteenth-century Dutch artist.

2. Vincent van Gogh was born near Brabant. He was the son of a minister.

3. He expressed great emotion in his work. He accomplished this by using intense colors and exaggerated lines.

4. One of his most famous paintings uses deep blues and yellows. It is called Starry Night.

5. The stars are surrounded by heavy, circular brushstrokes. The stars are above a quiet village.

6. Van Gogh painted Potato Eaters in 1885 when he was a preacher. He was inspired by the Belgian peasants among whom he lived.

7. In 1886 he went to Paris to live. He lived with his brother Théo, an art dealer.

8. From the time he left Paris until his death in 1890, he wrote more than 700 letters. He wrote the letters to his brother.

9. These letters provide documentation of the approximately 750 paintings and 1,600 drawings that van Gogh created in his short lifetime. The letters are an art historian’s dream.

10. His pictures are auctioned today at high prices. I cannot believe that his pictures were not saleable in his lifetime.
Using Connecting Words

Connecting words that can be used when combining sentences are called _______________________.

Conjunctions allow for the joining of __________________________ related sentences and sentence parts.

<table>
<thead>
<tr>
<th>Conjunctions</th>
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<tbody>
<tr>
<td>and</td>
</tr>
<tr>
<td>but</td>
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<tr>
<td>or</td>
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</table>

________________________ is used to join similar ideas
________________________ is used join contrasting ideas
________________________ is used to show a choice between ideas

Example:

<table>
<thead>
<tr>
<th>and</th>
</tr>
</thead>
<tbody>
<tr>
<td>Original</td>
</tr>
<tr>
<td>Combined</td>
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<td>Original</td>
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</table>
Exercise 7: Textbook Page 439

1. Climbing fish have side fins that work much like feet. Mudskippers have side fins that work much like feet.

______________________________________________________________________________

______________________________________________________________________________

2. Mudskippers walk on mud flats. Mudskippers even climb trees.

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

3. Walking catfish are native to the East Indies. They have been seen in Florida.

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

4. You might find walking catfish in warm, muddy water. You might find climbing perch in warm, muddy water.

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

5. Mudskippers can hop more than a yard at a time. Mudskippers can catch insects as the insects fly.

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________
Combining Sentences by Joining Subjects and Verbs

DIRECTIONS Use and, but, or or to combine each of the following pairs of sentences.

- If the sentences have the same verb, make one sentence with a compound subject.
- If the sentences have the same subject, make one sentence with a compound verb. The hints in parentheses will help you.

EXAMPLE

Northern states have diverse environments. Southern states have diverse environments. (Join with and.)


2. You can explore a swamp in Florida. You cannot climb a mountain in that state. (Join with but.)

3. Michigan is home to Native American burial grounds. Illinois is home to Native American burial grounds. (Join with and.)

4. Visitors to Texas can walk through pine forests. Visitors to Texas can explore sand dunes. (Join with or.)

5. Sequoia trees are found in California. Sequoia trees are not found in North Dakota. (Join with but.)

6. California borders the Colorado River. Nevada borders the Colorado River. (Join with and.)

7. Tourists visiting Maine can ski in the winter. Tourists visiting Maine can go sailing in the summer. (Join with or.)

8. Georgia has popular beaches. Texas has popular beaches. (Join with and.)

9. Utah has deserts and ski resorts. Arizona has deserts and ski resorts. (Join with and.)

10. You can visit Yellowstone National Park while in Wyoming. You can visit Yellowstone National Park while in Montana. (Join with or.)
Combining Sentences by Joining Subjects and Verbs

DIRECTIONS Use and, but, or or to combine each of the following pairs of sentences.

- If the sentences have the same verb, make one sentence with a compound subject.
- If the sentences have the same subject, make one sentence with a compound verb. The hints in parentheses will help you.

EXAMPLE

1. Getting enough exercise will help you stay healthy. Eating vitamin-rich foods will help you stay healthy. (Join with and.)

2. Vitamin D regulates the absorption of calcium. Vitamin D helps prevent bone disorders. (Join with and.)

3. To get vitamin D, you can consume eggs, fish, and dairy products. To get vitamin D, you can expose yourself to some sunlight. (Join with or.)

4. Vitamin C needs to be consumed each day. Vitamin C cannot be stored in the body. (Join with but.)

5. Most fruits and vegetables contain vitamin C. Most fruits and vegetables lack vitamin B<sup>12</sup>. (Join with but.)

6. Tomatoes are a good source of vitamin C. Citrus fruits are a good source of vitamin C. (Join with and.)

7. A person with a vitamin A deficiency may have skin problems. A person with a vitamin A deficiency may develop night blindness. (Join with or.)

8. Eggs are rich in vitamin A. Milk products are rich in vitamin A. (Join with and.)
Revising a Paragraph by Combining Sentences

DIRECTIONS The following paragraph sounds choppy because it has too many short sentences.

- Use the methods you have learned to combine some of the sentences.
- After you have revised the paragraph, read the choppy version and the new version aloud.

The Saint Bernard is a breed of dog. It is a breed of working dog. The breed originated in Europe. It probably originated when a large Asian dog was brought to Europe by soldiers. The soldiers were Roman. The Saint Bernard stands about twenty-seven inches high at the shoulder. The Saint Bernard weighs up to two hundred pounds. In 1880 the dog was named. The dog was named for the hospice of Saint Bernard of Menthon in the Alps. Since the 1600s the dog has been used to rescue people. It has been used to help rescue people lost in snowdrifts in the Alps. The Saint Bernard has a keen power of scent. It has a keen sense of direction. The dog uses these abilities to detect people buried in the snow. It uses these abilities to lead rescuers back to safety. Saint Bernards have helped rescue people in dangerous situations. They have helped rescue thousands of people.
Writing Clear Sentences

**DIRECTIONS** The following paragraph is hard to read because it contains some sentence fragments and run-on sentences as well as choppy and stringy sentences. Rewrite the paragraph.

- Identify and circle fragment(s), draw a wavy line under run-on sentence(s), and underline stringy sentence(s).
- Then, revise those sentences using the methods you have learned.
- Also, you may be able to combine sentences in other places.

From the history of humankind come some tidbits of information about color. These tidbits are interesting. According to a legend, the Phoenician god Melkarth discovered a new color; this discovery happened when his dog bit into a shellfish and its mouth turned purple. The \ garments of royalty were dyed with the color, one ounce of the dye required tens of thousands of shellfish. The color orange did not have a name in European languages. Until the fruit was introduced from Asia in the tenth century. A rich brown color called mummy was popular with European painters. It was popular for about three hundred years. Produced by grinding Egyptian mummies. Finally, there was a nineteen-year-old Englishman, and in 1857 he was trying to create a medicine from coal tar to treat malaria, and he accidentally produced an artificial dye, and from that point on, clothing became much more colorful.