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## Answer Key

Answer Key ....................................................................................................................................... 39
Symbols for Revising and Proofreading

Lesson

Writer’s Reference Sheet
This page is designed as a reference for students. It includes aids to proofreading. Encourage students to keep a copy of this page in their subject notebooks or to laminate it and refer to it whenever they begin a significant writing assignment.

The Worksheets
Worksheets provide students with opportunities to practice, increase, and review sentence-combining techniques. Each lesson provides general instruction on a particular technique, such as inserting words or using connectors. Instruction is followed by an exercise that allows students to practice what they have been taught.
<table>
<thead>
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<th>Symbol</th>
<th>Example</th>
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<tr>
<td>#</td>
<td>Maple High School</td>
<td>Capitalize a lowercase letter.</td>
</tr>
<tr>
<td>/</td>
<td>the First person</td>
<td>Lowercase a capital letter.</td>
</tr>
<tr>
<td>^</td>
<td>on the fourth May</td>
<td>Insert a missing word, letter, or punctuation mark.</td>
</tr>
<tr>
<td>^</td>
<td>separate</td>
<td>Change a letter.</td>
</tr>
<tr>
<td></td>
<td>west</td>
<td>Replace a word.</td>
</tr>
<tr>
<td></td>
<td>in the east</td>
<td></td>
</tr>
<tr>
<td>!</td>
<td>tell me the plan</td>
<td>Leave out a word, letter, or punctuation mark.</td>
</tr>
<tr>
<td>_</td>
<td>an unusual idea</td>
<td>Leave out and close up.</td>
</tr>
<tr>
<td>oo</td>
<td>a waterfall</td>
<td>Close up space.</td>
</tr>
<tr>
<td>n</td>
<td>receive</td>
<td>Change the order of letters.</td>
</tr>
<tr>
<td></td>
<td>the last Saturday of September</td>
<td>Transpose the circled words. (Write tr in nearby margin.)</td>
</tr>
<tr>
<td></td>
<td>in the month</td>
<td></td>
</tr>
<tr>
<td>!</td>
<td>&quot;Help!&quot; someone cried.</td>
<td>Begin a new paragraph.</td>
</tr>
<tr>
<td>o</td>
<td>Please don't go!</td>
<td>Add a period.</td>
</tr>
<tr>
<td>^</td>
<td>Well, what's the news?</td>
<td>Add a comma.</td>
</tr>
<tr>
<td>#</td>
<td>recordkeeping</td>
<td>Add a space.</td>
</tr>
<tr>
<td>:</td>
<td>the following ideas</td>
<td>Add a colon.</td>
</tr>
<tr>
<td>^</td>
<td>Houston, Texas, St. Louis, Missouri, and Albany, New York</td>
<td>Add a semicolon.</td>
</tr>
<tr>
<td>=</td>
<td>typed in single-space</td>
<td>Add a hyphen.</td>
</tr>
<tr>
<td>v</td>
<td>Sally's new job</td>
<td>Add an apostrophe.</td>
</tr>
<tr>
<td>stet</td>
<td>an extremely urgent message</td>
<td>Keep the crossed-out material. (Write stet in nearby margin.)</td>
</tr>
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Using Compound Elements

Good writing has clear organization. Related ideas are grouped in a paragraph, and similar elements are in one sentence. Take a look at your own writing. Have you ever noticed two or more sentences that are quite similar? Perhaps only the subject, the verb, or the complement is different. If so, these sentences can be easily combined by using coordinating conjunctions.

Coordinating Conjunctions
and but or nor for so yet

Original: I’m going to the picnic on Saturday. Kate is going, too.
Combined: Kate and I are going to the picnic on Saturday.
(Here the subjects have been combined.)

Original: Will we drive to the picnic? Can we walk to the picnic?
Combined: Will we drive or walk to the picnic?
(Here the verbs have been combined.)

Original: It will be cloudy on Saturday. It will be hot.
Combined: It will be cloudy but hot on Saturday.
(Here the complements have been combined.)

NOTE: When you combine three or more items in a series, remember to use commas to separate the items.

Kate is bringing drinks, cups, and plates to the picnic.

You can also use coordinating conjunctions to join whole sentences. The conjunction you choose depends on the meaning you want the sentence to have. One word can make a difference. Just read the examples below.

Original: I enjoy picnics. Kate prefers going to a restaurant.
Combined: I enjoy picnics, and Kate prefers going to a restaurant.
I enjoy picnics, but Kate prefers going to a restaurant.
I enjoy picnics, yet Kate prefers going to a restaurant.
I enjoy picnics, so Kate prefers going to a restaurant.

NOTE: When you use a coordinating conjunction to join two sentences, remember to place a comma before the conjunction.

DIRECTIONS Join the compound elements in the sets of sentences on the next page. Add commas when necessary. You may change, add, or delete words to make the new sentences read correctly.

EXAMPLE We were excited about riding the roller coaster. We were scared at the same time.

we were excited and scared about riding the roller coaster.
1. Brian wanted to learn how to speak Spanish before he went to Mexico. He enrolled in a conversational Spanish class.

2. I'm very unhappy about the grade I made on my biology exam. I know I should have studied more.

3. The band received an invitation to march in the parade. The drill team also received an invitation.

4. Jose wants to try out for the baseball team. He does not know when tryouts will be held.

5. Geri is such a nice person to tutor us in math. She is also very caring.

6. Do you think we will be allowed to use our notes when we take the exam? Will we be allowed to use our calculators?

7. I really don't mind if you want to share my lunch. It is too large for just one person.

8. Cathy is watching a movie tonight. She is also clipping coupons.
Using Semicolons

When you write a first draft, you may notice that you put your ideas into separate sentences. As a result, your first draft contains many short and choppy sentences. If you look closely at your draft again, though, you may notice that some of your ideas are related. When you find pairs of sentences that could be connected, you should connect them. There are many ways to combine sentences. Using semicolons is one of these ways.

When you decide to use a semicolon to connect sentences, make sure that the sentences are very closely related and equally important.

Related Sentences: The fall carnival is a great fund-raiser. It produces a lot of money for different school organizations.

Combined: The fall carnival is a great fund-raiser; it produces a lot of money for different school organizations.

Sentences that are not closely related should not be combined.

Unrelated Sentences: Each organization has a booth. I'm in the Spanish club.

As you learn to use semicolons to connect related sentences, you will find that you will be able to express complicated thoughts easily. Consequently, your writing will be far more likely to impress your readers; you may even impress yourself.

DIRECTIONS Decide whether each pair of sentences should be combined. Make your changes on the worksheet.

- If a pair should be combined, replace the period with a semicolon and mark the beginning letter of the second sentence with a slash (/) to indicate that it should be lowercase when necessary.
- If a pair should not be combined, circle the period.

EXAMPLES The Spanish club plans to have a dunking booth. The French club will do a cakewalk.

The Spanish club has a meeting on Friday to discuss our plans. Luke will type the agenda today.

1. I never knew how much time it took to plan one booth. This is my first year to work on the committee.
2. I was in charge of finding volunteers who were willing to get dunked. Finding volunteers was an easy job for me.

3. Everyone wanted our principal, Mrs. Hamilton, to be a volunteer. She generously agreed.

4. Coach Patterson also volunteered. I think the dunking booth will be a hit.

5. Marie said we should charge people one dollar for every ball they throw. Now, we need to decide on prizes for this event.

6. Laura suggested stuffed animals as prizes. Miguel thought key chains in the shape of our school's mascot would be a good idea.

7. The key chains were easier to find. They were also cheaper to make.

8. Luke, Darnell, and Allie were in charge of making the dunking booth. Mr. Washington, Darnell's father, helped them.

9. It was exciting to see all our plans becoming a reality. Laura thought this year's carnival would be the best by far.

10. I'm definitely looking forward to the fall carnival. It should be fun for everyone.

11. I'm going to work on the free-throw booth for next year's carnival. I don't play basketball very well.

12. The free-throw booth always makes lots of money. Students often get into competitions to see who can make the most baskets without missing.

13. The money will be used to buy books. We need new Spanish references.

14. The French club plans to sell pastries at next year's carnival. I like Italian food.

15. We will begin making plans for next year's fall carnival in March. With all the work that has to be done, we need to give ourselves plenty of time.
Using Colons, Dashes, and Parentheses

When you consider punctuation marks, you usually think that they separate ideas. However, some punctuation marks actually join ideas. Colons, dashes, and parentheses are three of these types of marks.

When one sentence names a series of items, you may want to use a colon to connect the series to another sentence.

Original: I will need several supplies to make my project for history class. I need poster board, markers, glue, glitter, and construction paper.

Combined: I need the following supplies to make my project for history class: poster board, markers, glue, glitter, and construction paper.

Using a colon can also help you make a dramatic statement.

Original: One thing is certain. I want to make an A.

Combined: One thing is certain: I want to make an A.

A dash can allow you to insert a whole idea, even a whole sentence, right into the middle of another sentence.

Original: My project is about Napoleon’s Russian invasion and his defeat. I believe the invasion is one of history’s great tragedies.

Combined: My project is about Napoleon’s Russian invasion—I believe it to be one of history’s great tragedies—and his defeat.

NOTE: You do not capitalize the first word of a sentence that interrupts another sentence and is set off by dashes.

A dash can also mean namely, that is, or in other words.

Original: The invasion was a tragedy for two reasons. Many French soldiers lost their lives and the Russians’ capital was destroyed.

Combined: The invasion was a tragedy for two reasons—loss of life for many French soldiers and the destruction of the capital of Russia.

With parentheses, you can include interesting information that might not be of major importance.

Original: I know I will be nervous when I present my project to my classmates. My turn to present is on Tuesday.

Combined: I know I will be nervous when I present my project (on Tuesday) to my classmates.

DIRECTIONS Combine each of the sets of sentences on the next page into a single sentence.

- For the first four items, combine the sentences by using the mark of punctuation that appears in italics at the end of the item.
- For the last four sentences, choose whatever mark of punctuation you think is appropriate—a colon, a dash(es), or parentheses.
1. I'm going to the store because I need several items. I need pasta, tomato sauce, onions, mushrooms, garlic, parmesan cheese, olive oil, and bread. (colon)

2. Tonight, I plan to make homemade spaghetti. My spaghetti will be the best you have ever tasted! (dash)

3. I've tried many different recipes, but this one is the best. It was my grandmother's. (parentheses)

4. You and Megan can help by doing some things. You can chop onions and mushrooms, grate cheese, and boil water. (colon)

5. After dinner we can watch a movie. Dinner should take us two hours to prepare and eat.

6. I think LaVon said she would bring dessert and her favorite CDs. She said she would probably bring ice cream.

7. I don't want the spaghetti to get cold, so please be at my house promptly at six o'clock. Don't be late!

8. I am sure of one thing. Tonight will be fun!
Using Correlative Conjunctions

Just as milk and cookies, stop and go, or pencil and paper go together, so do correlative conjunctions. **Correlative conjunctions** are connecting words that come in pairs. When you use one, you usually use the other.

**Correlative Conjunctions**
- both . . . and
- not only . . . but also
- neither . . . nor
- either . . . or
- whether . . . or

You can use correlative conjunctions to show relationships between ideas of equal importance. Use *not only . . . but also* or *both . . . and* to indicate an additional important idea.

**Original:** Jake went mountain biking this weekend. He went skiing, too.
**Combined:** Jake *not only* went mountain biking this weekend, *but he also* went skiing.

Use *either . . . or*, *neither . . . nor*, or *whether . . . or* to indicate a choice between alternatives.

**Original:** Curtis won’t go to the game tonight. Brooke won’t go either.
**Combined:** Neither Curtis nor Brooke will go to the game tonight.

Keep in mind that you may need to change a word or two or add punctuation when you use correlative conjunctions to combine sentences. Be sure to read your revision carefully to make sure that your sentence is correctly punctuated and flows smoothly.

**DIRECTIONS** Use correlative conjunctions to combine the following sets of sentences.
- For the first five items, use the correlative conjunctions in parentheses.
- For the last five items, use the correlative conjunctions that best fit the meaning of the sentences.

**EXAMPLE** Mark made the basketball team. He was also named captain. *(not only . . . but also)*

Mark *not only* made the basketball team *but was also* named captain.

1. My sister does not know where my notebook is. My mother doesn’t know either. *(neither . . . nor)*

2. We have to make a decision. We could go bowling or play miniature golf. *(whether . . . or)*
3. Mr. Tanaka was respected by his students. He was also respected by his co-workers. 
   (both . . . and)

4. The band practices every weekday morning. The band also practices on Wednesday afternoon. 
   (not only . . . but also)

5. We can walk two blocks to the restaurant. We can find a parking spot close to the restaurant. 
   (either . . . or)

6. Marta is not sad about losing the election. She is not angry about it either.

7. I debated. Should I go to the dance with my friend Matt, or should I stay home?

8. I am tired from staying up late last night studying. I am also worried about today's test.

9. My grandmother will be at tonight's performance. My uncle will be there, too.

10. My mom said I could go to the store with her. I could stay at home with my older brother.
Using Subordinating Conjunctions

Just as your studies in school get more complex as you get older, your thoughts and ideas become more complex, too. Your writing should communicate your understanding of complicated relationships between ideas.

Using subordinating conjunctions to combine sentences can help you express complex ideas.

Common Subordinating Conjunctions

- after
- although
- as
- as soon as
- because
- even though
- if
- since
- so that
- unless
- until
- when
- wherever
- while
- whether
- wherever
- whether
- whenever
- while
- whether

When you use a subordinating conjunction, you create a subordinate clause. A subordinate clause (or dependent clause) cannot stand alone because it does not express a complete thought.

Original: We don't celebrate Leif Ericson Day. Leif Ericson probably sailed to North America before Columbus.

Combined: Although Leif Ericson probably sailed to North America before Columbus, we don't celebrate Leif Ericson Day.

Original: Historians do not know where Leif Ericson landed on his voyages. He did not make maps.

Combined: Historians do not know where Leif Ericson landed on his voyages because he did not make maps.

NOTE: When a subordinate clause begins a sentence, the clause is followed by a comma. A subordinate clause at the end of a sentence does not need a comma.

DIRECTIONS Combine the sets of sentences on the next page by using subordinating conjunctions. Make your changes on the worksheet.

- For the first five items, combine the sentences by using the subordinating conjunction that appears in parentheses at the end of each item.
- For the last ten sentences, choose a subordinating conjunction from the list above that best fits the meaning of the ideas.

EXAMPLES When you learn about ants in science class, you will discover that they are more complex than they appear to be.

Although many types of ants are household pests, others are helpful to humans.
1. Ants are tiny creatures. They play a useful role in nature. *(even though)*

2. Ants mix soil and circulate fresh air through it. They can be useful to gardeners. *(since)*

3. Ants are considered social insects. They live in well-ordered communities. *(because)*

4. Some bees and wasps and all termites live in organized groups. Ants' communities, known as colonies, are probably the most highly developed. *(while)*

5. A colony of ants might have several thousand members. It often acts as a single organism. *(although)*

6. Certain ants within the colony have specific tasks. The colony will survive.

7. There is work to be done in the colony such as getting food, caring for the young, and defending the community. The females, known as workers, do it.

8. The males do not do any work in the colony. They do mate with the young queens.

9. Males live in the nest only at certain times. They die soon after they mate.

10. Ant eggs hatch in a few days. The young ants are known as larvae.

11. Most larvae are unable to move. The queen feeds them with her saliva and with some of her eggs.

12. The larvae become pupae. The larvae complete their growth.

13. Many types of animals and insects prey on ants. Ants will protect themselves by stinging or biting.

14. Worker ants from different colonies meet. They often fight.

15. Some ants have shoving matches in which the workers do not hurt each other. Other ants have fierce battles in which they rip their enemies apart.
Choosing How to Combine I

In the previous lessons, you learned specific ways to combine sentences. In your own writing, you can choose which method to use when combining sentences. Remember that any number of combinations may be possible.

Original: Noelle adopted a kitten from the Humane Society. Her friend adopted a dog.

• Noelle adopted a kitten from the Humane Society, and her friend adopted a dog.
  (combined using a coordinating conjunction)
• Both Noelle and her friend adopted pets from the Humane Society.
  (combined using correlative conjunctions)
• Noelle adopted a kitten from the Humane Society; her friend adopted a dog.
  (combined using a semicolon)
• Noelle adopted a kitten—her friend adopted a dog—from the Humane Society.
  (combined using dashes)
• When Noelle adopted a kitten at the Humane Society, her friend adopted a dog.
  (combined using a subordinating conjunction)

The method you choose will depend partly on the meaning and importance you want to give the ideas. Make a choice that adds style and variety to your writing.

DIRECTIONS For each of the following sets of sentences, create one complete sentence. Choose any combining method that you have previously learned.

1. The students visited the Egyptian section in the museum. They were particularly interested in the mummy display.

2. Liza enjoys playing the flute. She entertains her family and friends.

3. Pierce visited Germany. He went with his German club from school.

4. Kyle had a part in a play last year. He now auditions for every play that comes along.
5. Tawana found an old map in the attic. She wondered if it could be a treasure map.

6. My new bike is perfect. It is a lightweight, multispeed bike.

7. The swimming competition takes place in two weeks. Jenny practices every day.

8. My English teacher wants me to enter an essay contest. I will write my essay this weekend.

9. My little brother bought several items before he went camping. He needed a sleeping bag, a backpack, and new hiking boots.

10. Lance said he had to go home before he could meet us. He may be late.

11. Reagan prefers Chinese food. I would like to eat Mexican food tonight.

12. Our team will wear white uniforms during the game on Saturday. The other team will wear blue ones.
Combining Notes into Sentences

When you write notes, you generate many ideas very quickly. Notes are often composed of words, phrases, and clauses instead of complete sentences, and they do not always follow a logical order. When you begin writing, however, you must turn your notes into sentences.

**Writer’s Notes:**
- Snakes present on every continent
  - With more than 25,000 species
  - More snakes usually in warmer areas

**Sentence:**
With more than 25,000 species, snakes are present on every continent, usually in warmer areas.

Remember that a *sentence* is a group of words that contains a subject and a verb and expresses a complete thought. Make sure that each of your sentences meets each of these qualifications.

**Directions**
Combine the following notes to form complete sentences. Insert punctuation and capitalization when necessary.

1. The skin of a snake is shed in one piece made up of rows of scales regularly.

2. Having between 100 and 300 vertebrae allows a snake to move easily in an undulating crawl.

3. Snakes may warn enemies by hissing loudly or rattling to stay away.

4. A snake’s fangs and are connected to glands that produce venom are located at the front of the jaw.
5. snakes that project venom because the venom is destructive aim for a victim's eyes and can cause blindness

6. people often wonder why a snake's jaws are lined with teeth since snakes do not chew their food

7. that swallow rodents, insects, frogs, and other snakes whole snakes are carnivores

8. many snakes are tamed by handlers in captivity who feed the snakes regularly

9. scientists who study snakes but the remnants do not help the snake move have found remnants of hind legs on some species

10. large snakes such as boas and pythons range in length from 26 to 33 feet when fully grown
Using Adjectives and Adverbs

When a friend tells a story, you want to be able to create a mental image of the events exactly as your friend experienced them. If your friend describes the people, places, and actions with adjectives and adverbs, you should not have any problems recreating the story in your mind.

An adjective is a word used to modify a noun or a pronoun. An adverb is a word used to modify a verb, an adjective, or another adverb by telling how, when, where, or to what extent the action is taking place. You can combine sentences by moving adjectives and adverbs from one sentence and placing them into another. Look at the examples below.

Original: The girl wanted the doll. The girl was young. The doll was made of porcelain.

Combined: The young girl wanted the porcelain doll.
(These sentences were combined by moving adjectives.)

Original: The young girl wanted the porcelain doll. The girl was very young. She wanted the doll desperately.

Combined: The very young girl desperately wanted the porcelain doll.
(These sentences were combined by moving adverbs.)

NOTE: Use a comma or the word and to separate two or more coordinate adjectives that precede a noun. A test for coordinate adjectives is to interchange them. If the meaning of the sentence remains the same, the adjectives are coordinate so use a comma or the word and. If the meaning does not remain the same, then a comma or the word and is not necessary.

Examples:

It was difficult to ride my mountain bike on the narrow, rough path.
It was difficult to ride my mountain bike on the narrow and rough path.
(A comma and the word and are necessary since adjectives are coordinate and can be interchanged.)

The best qualified person for the job is you.
(A comma or the word and is not an option since adjectives are not coordinate.)

DIRECTIONS Use adjectives and adverbs to combine the sets of sentences on the next page. Decide whether you need to use a comma or the word and.

EXAMPLE

The horses ran in the field.
The horses were beautiful. They were palominos.
They ran gracefully.

The beautiful palomino horses ran gracefully in the field.
1. The cousins played inside since it was raining outside.

There were two cousins. They played quietly.
It was raining heavily outside.

2. Andrew told his sister to hand him the phone.

Andrew's sister is older than him. He told her calmly.

3. The tent and the ground kept me from sleeping.

The tent was cold. The tent was damp.
The ground was hard. I did not sleep peacefully.

4. The student responded to the teacher's question.

The student was bright. The student was attentive.
The student responded quickly. The question was difficult.

5. Dawn was embarrassed when she realized that she had left the keys in the trunk of her car.

She carelessly left her keys. She left the car keys.
The car is her mother's.

6. Rebecca climbed the ladder to the attic.

The attic was dark. She climbed the ladder nervously.
It was musty.
Using Prepositional Phrases

Many short, choppy sentences in a row are not interesting and tend to bore readers. Prepositional phrases can help you combine sentences and make your writing more interesting and more powerful.

A preposition is a word that shows the relationship of a noun or a pronoun to some other word in the sentence.

Some Common Prepositions

<table>
<thead>
<tr>
<th>about</th>
<th>at</th>
<th>for</th>
<th>over</th>
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</thead>
<tbody>
<tr>
<td>according to</td>
<td>below</td>
<td>from</td>
<td>past</td>
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<td>across</td>
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<td>around</td>
<td>during</td>
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<td>with</td>
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</table>

A prepositional phrase includes a preposition, a noun or pronoun, and any modifiers of the noun or pronoun.

Original: Brett used the phone to tell his father he had basketball practice. He used the phone in the coach's office. He had practice after school.

Combined: Brett used the phone in the coach's office to tell his father he had basketball practice after school.

NOTE: In addition to being a preposition, the word to functions as the sign of an infinitive. Thus, in the sentences above, to tell his father is not a prepositional phrase, but an infinitive phrase, because it includes the verb tell.

When you use prepositional phrases to combine sentences, make sure you place the phrases that modify nouns or pronouns as close as possible to the words they modify. Prepositional phrases that modify verbs, however, can appear anywhere in the sentence.

Examples: The pay phone in the cafeteria was not working. (The prepositional phrase modifies pay phone.)
Brett phoned his father during third period.
During third period, Brett phoned his father. (The prepositional phrase modifies phoned.)

DIRECTIONS For each of the items on the next page, use prepositional phrases to create one sentence.

EXAMPLE My two-year-old nephew caught a fish. His father helped him.

With the help of his father, my two-year-old nephew caught a fish.
1. The year of Martinez's birth is 1985. He was born in Puerto Rico.

2. Dee Anna moved to California. Her parents moved, too. They moved in 1999.

3. You will find your glasses there. They are on the table. The table is near the front door.

4. Michael earned money. Mowing lawns earned him his money. He will use the money to buy a new computer.

5. My sister helped me with my French project. She used her artistic talent and knowledge of France to do this.

6. Fido finally found the ball. His search was long. The ball had rolled under the sofa.

7. Sharon received a letter. Her cousin wrote the letter. Her cousin lives in Florida.

8. My mother talked during the movie. She was on the phone and missed the best part.
Using Appositive Phrases

To eliminate short and choppy sentences from your writing, try inserting one sentence into another. When you write a sentence that gives additional information, you can add it to an earlier sentence as an appositive phrase.

An appositive is a noun or a pronoun placed beside another noun or pronoun to identify or explain it. An appositive phrase is made up of an appositive and its modifiers. An appositive phrase can be added to the beginning, middle, or end of a sentence. Notice how the sentences below have been combined by turning the sentence that gives information into an appositive phrase and inserting it into the other sentence. The appositive phrase has been set off from the rest of the sentence by commas.

Original: I spent my evening on the boardwalk. A boardwalk is a type of sidewalk.

Combined: I spent my evening on the boardwalk, a type of sidewalk.

DIRECTIONS Combine the following sentences by changing one sentence into an appositive phrase and inserting it into the other sentence.

1. Since bikes are not allowed on the boardwalk, I secured my bike to a tree. My bike was a rental from the hotel.

2. Most people walking along the boardwalk enjoyed the ocean air. The air was a fresh and salty combination.

3. There were many food vendors on the boardwalk. The food vendors were all dressed in maroon uniforms with long, white aprons.

4. One vendor offered me a small piece of a funnel cake. A funnel cake is a type of dessert that is doughy and sweetened with powdered sugar.

5. I shopped at a tiny store farther down the boardwalk. The store was a T-shirt shop that printed shirts.

6. I bought a shirt with a beach scene that read “Wildwood Boardwalk.” It was a turquoise, long-sleeved crewneck.
Combining and Varying Sentences I

Imagine your favorite TV show having the same basic story week after week. No matter how much you liked the characters and setting, the plot might become boring. A reader will find your writing just as boring if you repeatedly use the same basic sentence structure. You can liven up your writing and keep your reader's interest by varying sentence structure.

Adding a word, a phrase, or a clause to the beginning, middle, or end of a sentence is one way to keep your writing style varied and lively.

Original: The winner of this year’s 10K race ran the course in thirty-three minutes. It wasn’t a course record, but she seemed happy with her time.

Combined: Although it wasn’t a course record, the winner of this year’s 10K race seemed happy with her time of thirty-three minutes.
    This year’s 10K winner seemed happy with her time of thirty-three minutes, but it wasn’t a course record.

Original: The rain fell heavily through most of the race. The runners seemed to enjoy the cool rain. The rain caused some runners to have slower times.

Combined: The runners seemed to enjoy the cool rain that fell heavily through most of the race, but the rain caused some runners to have slower times.
    Because of the cool rain that fell heavily through most of the race, some runners had slower times, but they seemed to enjoy the rain.

Directions  Combine each of the following sets of sentences in two different ways, varying the beginnings of sentences.

Example  The waves were enormous. We hadn’t checked the “surf forecast” before heading for the beach. We decided not to surf.

a. We decided not to surf because the waves were enormous; we hadn’t checked the “surf forecast” before heading for the beach.

b. We hadn’t checked the “surf forecast” before heading to the beach, and the waves were enormous—we decided not to surf.

1. The astronomy seminar was exciting. It lasted all day. Well-known astronomers from around the world spoke at the seminar.

a. _____________________________________________________________

b. _____________________________________________________________
2. The annual chili cook-off is this weekend. My dad never wins. He is convinced that he has a terrific recipe.
   a. ____________________________________________________________
   b. ____________________________________________________________

3. The class president has highlighted important issues. He has attracted students interested in the issues. He is a dynamic speaker.
   a. ____________________________________________________________
   b. ____________________________________________________________

4. Cal's new motorcycle is built for off-road riding. He rides it at a dirt track on weekends. His parents won't let him ride it to school.
   a. ____________________________________________________________
   b. ____________________________________________________________

5. Modern-dance class was fun once we got into better physical condition. I'm going to take the advanced class next year.
   a. ____________________________________________________________
   b. ____________________________________________________________

6. Traffic was horrible on the way to the airport. We left an hour early. We got to the gate just as the last passengers were boarding the plane.
   a. ____________________________________________________________
   b. ____________________________________________________________

Combining Sentences
Using Participial Phrases

Action! Most people like to read about it, and participials can help you keep the action in your writing even when you are describing a person, place, thing, or idea.

A participial is a verb form that can be used as an adjective.

singing birds, growing plants, cooked meat, ironed shirt

A participial phrase consists of a participial and any complements or modifiers it may have. The entire phrase acts as an adjective.

You can create a participial phrase by taking the verb and its complements and modifiers out of one sentence and placing them into another sentence. Sometimes, you can even make this kind of revision without changing a word.

Original: The roses are beautiful. They are growing in my garden.
Combined: The roses growing in my garden are beautiful.

Growing in my garden, the roses are beautiful.

At other times, you will need to make small changes.

Original: Laura drove me crazy during the movie. She talked continuously.
Combined: Talking continuously, Laura drove me crazy during the movie.

NOTE: When you add a participial phrase to a sentence, make sure to place it as closely as possible to the word it modifies.

Using participial phrases to combine sentences can make your writing more exciting and powerful.

DIRECTIONS Combine each set of sentences by inserting a participial phrase. The part to be inserted is underlined in the first five items. Set off participial phrases with commas when necessary.

EXAMPLE The figure skater trains every day. She practices for six hours.

Practicing for six hours, the figure skater trains every day.

1. The runner finished the marathon behind her best time. She stumbled at the finish line.

2. At the benefit concert, the violinist played exquisitely. The violinist was visiting from Austria.
3. Maya darted from the room. She heard the telephone ring in the kitchen.

4. My parents were upset when our dog woke them last night. The dog was barking loudly at a cat outside the window.

5. Renee had planned to go to the movies, but her mother wanted her to baby-sit. Her mother had to work until seven o’clock.

6. The baby started to cry. He wanted to be fed.

7. The band drowned out the message on the public-address system. The band was finishing its last set.

8. My niece and nephew watched as the handler entered the lions’ cage. My niece and nephew were sitting on the edge of their seats.

9. As we were traveling to St. Louis, we saw a long line of trucks along the highway. The trucks carried supplies for flood victims.

10. My grandparents’ lake house was completely destroyed by the forest fire. It was built in 1953.
Using Infinitive Phrases

One way to combine two sentences and answer your reader's questions is to use an infinitive and an infinitive phrase. Since infinitive phrases can function as different parts of speech, they work well in many situations. Infinitive phrases generally answer who, what, where, when, how, or why.

An infinitive is a verb form that can be used as a noun, an adjective, or an adverb. Most infinitives begin with the word to.

Noun: To pass is the student's desire.
Adjective: The track is the place to run.
Adverb: The instructor will help you learn to fly.

An infinitive phrase is made up of an infinitive together with its modifiers and complements. The whole infinitive phrase may be used as a noun, an adjective, or an adverb.

Noun: Most of us wanted to stretch out our legs.
Adjective: The last person to leave the room should turn out the lights.
Adverb: Some people think it is easy to learn how to swim.

NOTE: To plus a noun or a pronoun (to the park, to him) is a prepositional phrase, not an infinitive.

DIRECTIONS Use at least one infinitive phrase to combine each of the following sets of sentences into a single sentence.

EXAMPLE My mother has a wish. She would like a vacation.

My mother has a wish to take a vacation.

1. When I graduate from high school I have a goal. I will earn a degree.

2. You can find the zoo. Take the highway and turn left.

3. You walk. You take the bus. Would you prefer one of these over the other?

4. I should plan on arriving early. I want a concert ticket.

5. You want to apply for the job. First fill out an information form.
6. He has a job. He guards the children in the water. He ensures everyone's safety.

7. It should have been a quick trip. I picked up my sister.

8. Drivers should pull over when talking on their cell phones. Drivers should be persuaded to do so.

9. The team arrived an hour early. They warmed up before the game.

10. Theresa won the piano competition. She practiced several hours a day.

11. Sam has a role on our soccer team. He guards the goal. He also throws or kicks the ball back out to teammates on the field.

12. The driving instructor prevented the car from hitting the fence. He stomped on his emergency brake.

13. You can eat Chinese food properly. You should use chopsticks.

14. We will do our research papers as a group. That will keep us from getting bored. We will give each other encouragement.
Choosing How to Combine II

At this point you have learned several different ways to combine sentences. In your own writing, you may choose any method that you have learned. Remember that the combination method you choose will depend on the meaning and importance you want to give the ideas.

Original: They arrived in Colorado on a Saturday. It was rainy.
Combined: They arrived in Colorado on a rainy Saturday.
(combined using an adjective)

Original: They made their first visit to Colorado. That visit was in 1999.
Combined: In 1999, they made their first visit to Colorado.
(combined using a prepositional phrase)

Original: They had a difficult task. They had to find a taxi.
Combined: To find a taxi was a difficult task.
(combined using an infinitive phrase)

Original: They finally arrived at their hotel. The hotel was a lodge in the mountains.
Combined: They finally arrived at their hotel, a lodge in the mountains.
(combined using an appositive phrase)

Original: They were exhausted from traveling. They decided to order dinner from room service.
Combined: Exhausted from traveling, they decided to order dinner from room service.
(combined using a participial phrase)

DIRECTIONS For each of the following sets of sentences, create one complete sentence. Choose any combining method that you have learned from previous lessons.

1. The children waited for the clown. The children were excited. They waited impatiently.

2. I have one wish. I want to be a doctor.

3. The class listened to the guest speaker. They sat quietly and attentively.
4. Leslie admired my necklace. The necklace was a gift from my mother.

5. We should see a movie. We should see one after dinner.

6. We can fix the bike's tire. We need to add air.

7. Stuart plays bass guitar in a band. Stuart is my brother's friend.

8. Phil was tired of cooking every night. He ordered a pizza.

9. Be careful with the vase because it can break. The vase is crystal. It can break easily.

10. We will visit my uncle and aunt. They live in Canada. We will go during the summer.

11. Mary Lou sings in a choir. Mary Lou is my sister's best friend.

12. The patrons wanted the movie to end. The patrons were bored. The movie was horrible.
Using Adjective Clauses

Adjective clauses can save you time. Adjective clauses allow you to describe a word in one sentence without writing another sentence.

Original: Emilio wants to see a movie tonight. He enjoys action films.
Combined: Emilio, who enjoys action films, wants to see a movie tonight.

An adjective clause is a subordinate clause that modifies a noun or pronoun. Adjective clauses usually begin with one of the following words.

that where who whose when which whom

In the example above, notice that one of these introductory words is positioned near the word that the adjective clause modifies.

NOTE: Clauses that can be omitted from a sentence without changing the meaning are called nonessential and are set off by commas. Clauses that are essential to a sentence's meaning are not set off by commas.

Essential: I will need to study for the test that is on Friday.
Nonessential: The test, which is on Friday, will cover chapters twelve and thirteen.

DIRECTIONS Combine the following sets of sentences by using adjective clauses.
- For the first five items, use the words in parentheses to create an adjective clause.
- For the last seven items, choose the word that best fits the meaning of the sentence.
- Add commas when necessary.

1. Kelly volunteers at a day-care center after school. She enjoys working with children. (who)

2. When Leila had car trouble, she phoned her friend Terri. Terri's brother is a mechanic. (whose)

3. Even though Isabella and I were hungry, we couldn't agree on a restaurant. We couldn't agree on one we both like. (that)
4. Boston is a wonderful city to visit during the summer. My aunt lives in Boston. (where)

5. My English teacher is retiring this year. I admire her very much. (whom)

6. Our newspapers will need to be collected while we are on vacation. We get a newspaper every day.

7. In Texas, summer is the sweltering season. Temperatures usually reach about one hundred degrees every day.

8. After searching everywhere, I couldn't find my umbrella. It is yellow with black polka dots.

9. I can't believe my stereo won't work. I bought it last year.

10. For our fund-raising auction, Mrs. Dillard generously donated a trip to New York City.
    Mrs. Dillard owns a travel agency.

11. We pay our taxes during the month of June. Our taxes are getting higher every year.

12. My father is a wonderful person. He is the mayor of our town.
Using Noun Clauses

The English language is amazing. Did you know that a group of words can function as a single part of speech? For instance, a professor's first, middle, and last names—as well as Miss, Mrs., or Mr. in front of the name and Ph.D. after the name—stand as a single noun.

You probably already know that a noun is a word that names a person, place, thing, or idea. A noun clause is a subordinate clause that is used as a noun. Noun clauses can appear anywhere in a sentence that a noun can.

Subject: What I want is to be happy.
Predicate Nominative: Ice cream is what I want.
Indirect Object: My trip will make what I want a reality.
Direct Object: I told you what I want.
Object of a Preposition: He is concerned about what I want.

When you use a noun clause to combine sentences, you will usually need to introduce the clause with one of the following words.

who whom which what when where why how that

Original: The principal announced something. Our student council is meeting today.
Combined: The principal announced that our student council is meeting today.
The principal announced when our student council is meeting today.
The principal announced why our student council is meeting today.
The principal announced where our student council is meeting today.
The principal announced whom our student council is meeting today.

Using noun clauses to combine sentences allows you to include a lot of specific information in one sentence, add variety to your writing, and make your sentences more interesting.

Directions For each of the following items, finish the sentences by creating a noun clause.
- For the first five items, use the italicized words to create noun clauses.
- For the last nine items, choose one of the introductory words above to create noun clauses.
- Insert each noun clause into the appropriate blank.

1. I have decided _______.
   • I will run for class president this year. (that)
2. Mr. Watkins, the student council sponsor, told me _______ and _______.
   • I could find the election rules. (where)
   • I should have my signatures turned in to have my name put on the ballot. (when)

3. My friends are already teasing me about _______.
   • My election would affect our friendship. (how)

4. I’ve reassured them _______.
   • They won’t have to call me Mr. President. (that)

5. _______ will be my first decision.
   • I should ask to be a running mate. (whom)

6. _______ will be the next thing to explain to the student body.
   • I want to run for class president.

7. Later, I will detail _______ and _______.
   • My platform will include.
   • My proposed policies will benefit.

8. I will also need to decide _______.
   • I will discuss during the debate.

9. Mrs. Phillips will teach me _______.
   • I can make an effective counterargument during the debate.

10. I know _______ but I’m not sure _______.
    • There are debate manuals.
    • I should look.

11. My father reminded me _______.
    • I can also use the Internet as a resource to find information.

12. I think _______.
    • It would be a good idea for me to go to the library tomorrow.

13. I will not only research debating techniques but also find information on _______.
    • I can create catchy slogans to put on my posters.

14. Entering the election will be fun and exciting, but I believe _______.
    • It will also be a lot of work.
Using Conjunctive Adverbs

You can use conjunctive adverbs to join two sentences. Conjunctive adverbs show a relationship between the sentences. That relationship depends on the meaning of the adverb.

<table>
<thead>
<tr>
<th>Conjunctive Adverbs</th>
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<tbody>
<tr>
<td>Contrast</td>
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<tr>
<td>however</td>
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<tr>
<td>instead</td>
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<tr>
<td>nevertheless</td>
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<tr>
<td>on the other hand</td>
</tr>
</tbody>
</table>

Conjunctive adverbs can be used in several ways. They can begin a sentence.

**Example:** However, I will always wear my seat belt.

They can be inserted in the middle of a sentence.

**Example:** I, however, will always wear my seat belt.

When you use conjunctive adverbs to combine sentences, make sure that the two sentences contain ideas of equal importance. Each half of your combined sentence should be able to stand alone.

**Original:** I had my seat belt on during an accident last year. I was fortunate not to sustain any injuries.

**Combined:** I had my seat belt on during an accident last year; as a result, I was fortunate not to sustain any injuries.

**NOTE:** When you use a conjunctive adverb to join sentences, a semicolon comes before the conjunctive adverb and a comma comes after it.

Being able to use conjunctive adverbs effectively will help you to unify a piece of writing and make reading it an easy task.

**DIRECTIONS** Combine the sentences in each of the following numbered items.
- Use a conjunctive adverb to combine each numbered pair.
- When an italicized conjunctive adverb is not provided, choose the conjunctive adverb that makes the most sense.
- Make all changes on the worksheet. Use a caret (^) to indicate where words and punctuation should be inserted.

**EXAMPLE** The Incas originally lived in a highland region of Peru, around A.D.

\[\text{moved to the valley of Cuzco.}\]
1. At the beginning of the sixteenth century, the Inca empire was about 2,500 miles long and 500 miles wide. The Incas ruled about sixteen million people. *(moreover)*

2. The government did not collect taxes in the form of money. Citizens paid the empire by serving in the army or performing agricultural work. *(instead)*

3. Most Inca families raised animals such as guinea pigs and llamas and farmed the land. They were extremely self-sufficient. *(consequently)*

4. The Incas did not have wheeled vehicles, horses, or a formal writing system. They stayed in contact with others by using a network of stone roads. *(however)*

5. Runners carried *quipus*, intricate cords with varying patterns of knots and colors, that were a vital part of communications. The *quipus* kept accurate numerical information about inventories, supplies, and population. *(furthermore)*

6. The Incas built roads mainly to control their empire. Officials and armies used the road system more frequently than the people did.

7. The Inca system of roads and suspension bridges simplified communications and travel. The roads also made it easier for the Spanish to conquer the Inca empire.

8. In the late 1400s, Inca civilization was thriving and powerful. In the sixteenth century, the Spanish were able to conquer the Incas.

9. Unlike the Incas, the Spanish had guns. In 1532, the Spanish explorer Francisco Pizarro was able to imprison the Inca emperor in his own house.

10. No written records remain of the Inca culture. Inca history was kept alive by "memorizers," who used the oral tradition.
Using Gerund Phrases

Gerunds are helpful because without them we wouldn't have eating, sleeping, reading, or swimming. Well, perhaps those things would exist, but we would have to call them something else if we didn't have gerunds.

A **gerund** is a verb form ending in *-ing* that is used as a noun. A **gerund phrase** consists of a gerund and any modifiers and complements it may have. The entire gerund phrase also acts as a noun.

**Subject:** Washing the dishes doesn't take much time.

**Predicate Nominative:** My least favorite chore is washing the dishes.

**Indirect Object:** My sister told me to make washing the dishes a priority.

**Direct Object:** My sister loves washing the dishes.

**Object of a Preposition:** By washing the dishes, you are helping me.

Try using a gerund phrase to combine two choppy sentences. It will make your writing flow more smoothly.

**Original:** I play tennis. Tennis is one of my hobbies.

**Combined:** Playing tennis is one of my hobbies.

One of my hobbies is **playing tennis**.

**Original:** We will fly to California. We will save time traveling.

**Combined:** We will save time traveling by **flying to California**.

Flying to California will save time traveling.

**Original:** We made homemade ice cream. It was fun.

**Combined:** Making homemade ice cream was fun.

**NOTE:** When you use a gerund phrase to combine sentences, you need to delete some words and change others. Be sure to read over your revision carefully to be sure that it makes sense and is correctly punctuated.

**DIRECTIONS** Combine each of the following sentences into one sentence using gerund phrases.

**EXAMPLE** We hiked up the mountain. It took us three hours.

Hiking up the mountain took us three hours.

1. I listen to my grandmother's stories. I have learned many things about my family.
LESSON 18, continued

2. Danielle closed her eyes. It was difficult for her because she knew she was getting a surprise.

3. Ben and Miguel play basketball every day. They enjoy it.

4. I will ride a unicycle. I will give it my best effort even though I may fail.

5. Lisa baby-sits two children during the summer. She makes money that way.

6. Greg became interested in magic. He watched a movie about the magician Harry Houdini.

7. My aunt volunteers at the hospital. She thinks it is very important.

8. Evan made a 100 on his history test. It was easier than he thought.

9. I read a biography about Babe Ruth. It was interesting.

10. I like to relax in the hammock in my backyard. It is my favorite pastime.
Combining and Varying Sentences II

Varying sentence structure is the key to keeping readers and yourself interested in your writing.

You can vary sentence structure by inserting a word, a phrase, or a clause at the beginning, middle, or end of a sentence when you are combining sentences.

Original:  The singer's costume looked nice to us. The costume was a sky blue satin dress with white lace. The newspaper reviewer called her a ragamuffin.

Combined:  The singer's costume, which was a sky blue satin dress with white lace, looked nice to us, but the newspaper reviewer called her a ragamuffin.

Although the newspaper reviewer called the singer a ragamuffin, her costume—a sky blue satin dress with white lace—looked nice to us.

Original:  Mike turned down our offer of a ticket to the hockey game. I even explained that the rink is comfortably heated for the fans. He stuffed his hands deep into his jacket pockets as if he were already getting cold.

Combined:  Stuffing his hands deep into his jacket pockets as if he were already getting cold, Mike turned down our offer of a ticket to the hockey game even though I explained that the rink is comfortably heated for the fans.

After I explained that the rink is comfortably heated for the fans, Mike turned down our offer of a ticket to the hockey game and stuffed his hands deep into his jacket pockets as if he were already getting cold.

Directions  Combine each of the following sets of sentences in two different ways, varying the beginnings of sentences.

1. Maria is our neighbor. She brought homemade soup when my sister had the flu.
   a. ______________________________________________________________ __
   b. ______________________________________________________ __
2. My little brother wanted a set of toy British palace guards when we were in London. He smiled as if I had given him the crown jewels after I handed him some of my allowance.
   a. 
   b. 

3. The golfers complained that the grass on the course was too long. It made the ball roll too slowly. They said they wouldn't return to the tournament unless the course were improved.
   a. 
   b. 

4. I like to "surf the Net." My dad says it takes up too much of my study time. I do a lot of my studying on the Internet.
   a. 
   b. 

5. The parks department is offering a rock-climbing class. Sherryl and I are going to take the class. We have never set foot on a rock before.
   a. 
   b. 

6. Sediment from streams is slowly filling the lake. The sediment has turned the lake murky brown. Scuba divers can no longer use the lake.
   a. 
   b.
Combining Sentences to Write Paragraphs

**DIRECTIONS** Read the following sentences about the poet Walt Whitman. Then, write two paragraphs by combining the sentences. Each paragraph should contain at least three sentences.

Walt Whitman wrote lyric poetry. The poetry he wrote is symbolic. Whitman's *Leaves of Grass* is a collection of twenty-seven poems. The collection portrays life. The five poems at the beginning of the collection are about death. The eighteen poems at the center of the collection focus on life, the body, and democracy. The four poems that conclude the collection are about friendship. Whitman's poetry appealed to middle-class readers. These readers found the poet's writing refreshing. Emerson praised his poetry. Whitman gained greater popularity. Whitman's use of slang expressions shocked many readers at the time. Today, his language usually does not have such an effect. People's interpretations of Whitman's poems vary widely. His reputation as the great poet of democracy remains secure.
**Grading Scale**
The exercises generally contain ten numbered items. To facilitate grading, the chart below shows the number of points per item in exercises containing different numbers of items.

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**Lesson 1**

**Using Compound Elements**

*Answers will vary. Sample answers follow.*

1. Brian wanted to learn how to speak Spanish before he went to Mexico, so he enrolled in a conversational Spanish class.

2. I'm very unhappy about the grade I made on my biology exam, yet I know I should have studied more.

3. The band and the drill team received an invitation to march in the parade.

4. Jose wants to try out for the baseball team, but he does not know when tryouts will be held.

5. Geri is such a nice and caring person to tutor us in math.

6. Do you think we will be allowed to use our notes or calculators when we take the exam?

7. I really don't mind if you want to share my lunch, for it is too large for just one person.

8. Cathy is watching a movie and clipping coupons tonight.

**Lesson 2**

**Using Semicolons**

*Answers will vary. Sample answers follow.*

1. Sentences should not be combined.

2. I was in charge of finding volunteers who were willing to get dunked; finding volunteers was an easy job for me.

3. Everyone wanted our principal, Mrs. Hamilton, to be a volunteer; she generously agreed.

4. Sentences should not be combined.

5. Laura suggested stuffed animals as prizes; Miguel thought key chains in the shape of our school's mascot would be a good idea.

6. The key chains were easier to find; they were also cheaper to make.

7. Luke, Darnell, and Allie were in charge of making the dunking booth; Mr. Washington, Darnell's father, helped them.

8. Sentences should not be combined.

9. I'm definitely looking forward to the fall carnival; it should be fun for everyone.

10. The free-throw booth always makes lots of money; students often get into competitions to see who can make the most baskets without missing.

11. The money will be used to buy books; we need new Spanish references.

12. Sentences should not be combined.

13. We will begin making plans for next year's carnival in March; with all the work that has to be done, we need to give ourselves plenty of time.

**Lesson 3**

**Using Colons, Dashes, and Parentheses**

*Answers will vary. Sample answers follow.*

1. I'm going to the store because I need the following items: pasta, tomato sauce, onions, mushrooms, garlic, parmesan cheese, olive oil, and bread.

2. Tonight, I plan to make homemade spaghetti—the best you have ever tasted!

3. I've tried many different recipes, but this one (my grandmother's) is the best.

4. You and Megan can help by doing the following things: chop onions and mushrooms, grate cheese, and boil water.

5. After dinner—it should take two hours to prepare and eat—we can watch a movie.

6. I think LaVon said she would bring dessert (ice cream) and her favorite CDs.
Answer Key (cont.)

7. I don't want the spaghetti to get cold, so please be at my house promptly at six o'clock—don't be late!
8. I am sure of one thing: Tonight will be fun!

p. 7 | Lesson 4
Using Correlative Conjunctions
(Answers will vary. Sample answers follow.)
1. Neither my sister nor my mother knows where my notebook is.
2. We have to make a decision whether to go bowling or play miniature golf.
3. Mr. Tanaka was respected by both his students and his co-workers.
4. The band not only practices every weekday morning but also on Wednesday afternoon.
5. We can either walk two blocks to the restaurant, or we can find a parking spot close to the restaurant.
6. Marta is neither sad nor angry about losing the election.
7. I debated whether I should go to the dance with my friend Matt or stay home.
8. Not only am I tired from staying up late last night studying, but I am also worried about today's test.
9. Males live in the nest only at certain times because they die soon after they mate.
10. When ant eggs hatch in a few days, the young ants are known as larvae.
11. Since most larvae are unable to move, the queen feeds them with her saliva and with some of her eggs.
12. The larvae become pupae as soon as the larvae complete their growth.
13. Because many types of animals and insects prey on ants, ants will protect themselves by stinging or biting.
14. When worker ants from different colonies meet, they often fight.
15. While some ants have shoving matches in which the workers do not hurt each other, other ants have fierce battles in which they rip their enemies apart.

p. 11 | Lesson 6
Choosing How to Combine I
(Answers will vary. Sample answers follow.)
1. The students visited the Egyptian section in the museum and were particularly interested in the mummy display.
2. Liza not only enjoys playing the flute but also entertaining her family and friends.
3. Pierce visited Germany; he went with his German club from school.
4. Kyle had a part in a play last year, so he now auditions for every play that comes along.
5. When Tawana found an old map in the attic, she wondered if it could be a treasure map.
6. My new bike (lightweight and multispeed) is perfect.
7. Jenny practices every day because the swimming competition takes place in two weeks.
8. Since my English teacher wants me to enter an essay contest, I will write my essay this weekend.
9. My little brother bought the following items before he went camping: a sleeping bag, a backpack, and new hiking boots.
10. Lance said he had to go home before he could meet us—he may be late.
11. Reagan prefers Chinese food, but I would like to eat Mexican food tonight.
12. Our team will wear white uniforms (the other team will wear blue ones) during the game on Saturday.

p. 13 | Lesson 7
Combining Notes into Sentences
(Answers will vary. Sample answers follow.)
1. The skin of a snake, made up of rows of scales, is shed in one piece regularly.
2. Having between 100 and 300 vertebrae allows a snake to move easily in an undulating crawl.
3. Snakes may warn enemies to stay away by hissing loudly or rattling.
4. A snake’s fangs are located at the front of the jaw and are connected to glands that produce venom.
5. Snakes that project venom aim for a victim’s eyes because the venom is destructive and can cause blindness.
6. People often wonder why a snake’s jaws are lined with teeth since snakes do not chew their food.
7. Snakes are carnivores that swallow rodents, insects, frogs, and other snakes whole.
8. Many snakes are tamed in captivity by handlers who feed the snakes regularly.
9. Scientists who study snakes have found remnants of hind legs on some species, but the remnants do not help the snake move.
10. Large snakes such as boas and pythons range in length from 26 to 33 feet when fully grown.

p. 15 | Lesson 8
Using Adjectives and Adverbs
(Answers will vary. Sample answers follow.)
1. The two cousins quietly played inside since it was raining heavily outside.
2. Andrew calmly told his older sister to hand him the phone.
3. The cold, damp tent and hard ground kept me from sleeping peacefully.
4. The bright and attentive student responded quickly to the teacher’s difficult question.
5. Dawn was embarrassed when she realized that she had carelessly left the car keys in the trunk of her mother’s car.
6. Rebecca nervously climbed the ladder to the dark and musty attic.

p. 17 | Lesson 9
Using Prepositional Phrases
(Answers will vary. Sample answers follow.)
1. Martinez was born in Puerto Rico in 1985.
2. With her parents, Dee Anna moved to California in 1999.
3. You will find your glasses on the table near the front door.
4. By mowing lawns, Michael earned money to buy a new computer.
5. My sister helped me with my French project by using her artistic talent and knowledge of France.

6. After a long search, Fido finally found the ball under the sofa.

7. Sharon received a letter from her cousin in Florida.

8. During the movie, my mother talked on the phone and missed the best part.

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**p. 19 | Lesson 10**

**Using Appositive Phrases**

*Answers will vary. Sample answers follow.*

1. Since bikes are not allowed on the boardwalk, I secured my bike, a rental from the hotel, to a tree.

2. Most people walking along the boardwalk enjoyed the ocean air, a fresh and salty combination.

3. There were many food vendors, all dressed in maroon uniforms and long, white aprons, on the boardwalk.

4. One vendor offered me a small piece of funnel cake, a type of dessert that is doughy and sweetened with powdered sugar.

5. I shopped at a tiny store, a T-shirt shop that printed shirts, farther down the boardwalk.

6. I bought a shirt, a turquoise, long-sleeved crewneck, with a beach scene that read “Wildwood Boardwalk.”

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**p. 20 | Lesson 11**

**Combining and Varying Sentences**

*Answers will vary. Sample answers follow.*

1. a. The all-day astronomy seminar was exciting; well-known astronomers from around the world spoke at the seminar.

   b. Well-known astronomers from around the world spoke at the exciting all-day seminar.

2. a. Although my dad never wins, he is convinced that he has a terrific recipe for this weekend’s annual chili cook-off.

   b. My dad is convinced that he has a terrific recipe for the annual chili cook-off this weekend, but he never wins.

3. a. The class president has highlighted important issues and attracted students interested in the issues, for he is a dynamic speaker.

   b. Because the class president is a dynamic speaker, he has attracted students interested in the issues and highlighted important issues.

4. a. Cal rides his new motorcycle at a dirt track on weekends (it’s built for off-road riding), but his parents won’t let him ride it to school.

   b. Since Cal’s new motorcycle is built for off-road riding, he rides it at a dirt track on weekends; his parents won’t let him ride it to school.

5. a. Once we got into better physical condition, modern-dance class was fun, so I’m going to take the advanced class next year.

   b. Because modern-dance class was fun once we got into better physical condition, I’m going to take the advanced class next year.

6. a. Although we left an hour early, traffic was horrible on the way to the airport, and we got to the gate just as the last passengers were boarding the plane.

   b. We got to the gate just as the last passengers were boarding the plane; we left for the airport an hour early, but traffic was horrible.
Answer Key (cont.)

p. 22 | Lesson 12
Using Participial Phrases
(Answers will vary. Sample answers follow.)
1. The runner, stumbling at the finish line, finished the marathon behind her best time.
2. At the benefit concert, the violinist, visiting from Austria, played exquisitely.
3. Maya, hearing the telephone ring in the kitchen, darted from the room.
4. My parents were upset when our dog, barking loudly at a cat outside the window, woke them last night.
5. Renee had planned to go to the movies, but her mother, working until seven o'clock, wanted her to baby-sit.
6. The baby, wanting to be fed, started to cry.
7. The band, finishing its last set, drowned out the message on the public-address system.
8. My niece and nephew, sitting on the edge of their seats, watched as the handler entered the lions' cage.
9. As we were traveling to St. Louis, we saw a long line of trucks along the highway carrying supplies for flood victims.
10. My grandparents' lake house, built in 1953, was completely destroyed by the forest fire.

p. 24 | Lesson 13
Using Infinitive Phrases
(Answers may vary. Sample answers follow.)
1. When I graduate from high school, my goal is to earn a degree.
2. To find the zoo, take the highway and turn left.
3. Would you prefer to walk or to take the bus?
4. I should plan on arriving early to get a concert ticket.
5. To apply for the job, first fill out an information form.
6. His job is to guard the children in the water and to ensure everyone's safety.
7. It should have been a quick trip to pick up my sister.
8. Drivers should be persuaded to pull over when talking on their cell phones.
9. The team arrived an hour early to warm up before the game.
10. To win the piano competition, Theresa practiced several hours a day.
11. Sam's role on our soccer team is to guard the goal and to throw or kick the ball back out to teammates on the field.
12. To prevent the car from hitting the fence, the driving instructor stomped on his emergency brake.
13. To eat Chinese food properly, you should use chopsticks.
14. We will do our research papers as a group to keep from getting bored and to give each other encouragement.

p. 26 | Lesson 14
Choosing How to Combine II
(Answers may vary. Sample answers follow.)
1. The excited children waited impatiently for the clown.
2. To be a doctor is my one wish.
3. Sitting quietly and attentively, the class listened to the guest speaker.
4. Leslie admired my necklace, a gift from my mother.
5. After dinner we should see a movie.
6. To fix the bike's tire, we need to add air.
7. Stuart, my brother's friend, plays bass guitar in a band.
8. Phil, tired of cooking every night, ordered a pizza.
9. Be careful with the crystal vase because it can break easily.
10. During the summer, we will visit my uncle and aunt in Canada.
12. The bored patrons wanted the horrible movie to end.

**p.28 | Lesson 15**

**Using Adjective Clauses**

(Answers may vary. Sample answers follow.)

1. Kelly, who enjoys working with children, volunteers at a day-care center after school.
2. When Leila had car trouble, she phoned her friend Terri, whose brother is a mechanic.
3. Even though Isabella and I were hungry, we couldn't agree on a restaurant that we both like.
4. Boston, where my aunt lives, is a wonderful city to visit during the summer.
5. My English teacher, whom I admire very much, is retiring this year.
6. Our newspapers, which we get every day, will need to be collected while we are on vacation.
7. In Texas, summer is the sweltering season when temperatures usually reach about one hundred degrees every day.
8. After searching everywhere, I couldn't find my umbrella that is yellow with black polka dots.
9. I can't believe my stereo, which I bought last year, won't work.
10. For our fund-raising auction, Mrs. Dillard, who owns a travel agency, generously donated a trip to New York City.
11. We pay our taxes, which are getting higher every year, during the month of June.
12. My father, who is a wonderful person, is the mayor of our town.

**p.30 | Lesson 16**

**Using Noun Clauses**

(Answers may vary. Sample answers follow.)

1. I have decided that I will run for class president this year.
2. Mr. Watkins, the student council sponsor, told me where I could find the election rules and when I should have my signatures turned in to have my name put on the ballot.
3. My friends are already teasing me about how my election would affect our friendship.
4. I've reassured them that they won't have to call me Mr. President.
5. Whom I should ask to be a running mate will be my first decision.
6. Why I want to run for class president will be the next thing to explain to the student body.
7. Later, I will detail what my platform will include and whom my proposed policies will benefit.
8. I will also need to decide what I will discuss during the debate.
9. Mrs. Phillips will teach me how I can make an effective counterargument during the debate.
10. I know that there are debate manuals, but I'm not sure where I should look.
11. My father reminded me that I can also use the Internet as a resource to find information.
12. I think that it would be a good idea for me to go to the library tomorrow.
13. I will not only research debating techniques but also find information on how I can create catchy slogans to put on my posters.
14. Entering the election will be fun and exciting, but I believe that it will also be a lot of work.

p. 32 | Lesson 17
Using Conjunctive Adverbs
(Answers will vary. Sample answers follow.)

1. At the beginning of the sixteenth century, the Inca empire was about 2,500 miles long and 500 miles wide; moreover, the Incas ruled about sixteen million people.

2. The government did not collect taxes in the form of money; instead, citizens paid the empire by serving in the army or performing agricultural work.

3. Most Inca families raised animals such as guinea pigs and llamas and farmed the land; consequently, they were extremely self-sufficient.

4. The Incas did not have wheeled vehicles, horses, or a formal writing system; however, they stayed in contact with others by using a network of stone roads.

5. Runners carried quipus, intricate cords with varying patterns of knots and colors, that were a vital part of communications; furthermore, the quipus kept accurate numerical information about inventories, supplies, and population.

6. The Incas built roads mainly to control their empire; as a result, officials and armies used the road system more frequently than the people did.

7. The Inca system of roads and suspension bridges simplified communications and travel; on the other hand, the roads also made it easier for the Spanish to conquer the Inca empire.

8. In the late 1400s, Inca civilization was thriving and powerful; however, in the sixteenth century, the Spanish were able to conquer the Incas.

9. Unlike the Incas, the Spanish had guns; as a result, in 1532, the Spanish explorer Francisco Pizarro was able to imprison the Inca emperor in his own house.

10. No written records remain of the Inca culture; nevertheless, Inca history was kept alive by “memorizers,” who used the oral tradition.

p. 34 | Lesson 18
Using Gerund Phrases
(Answers will vary. Sample answers follow.)

1. By listening to my grandmother’s stories, I have learned many things about my family.

2. Closing her eyes was difficult for Danielle because she knew she was getting a surprise.

3. Ben and Miguel enjoy playing basketball every day.

4. I will give riding a unicycle my best effort even though I may fail.

5. Lisa makes money by baby-sitting two children during the summer.

6. Watching a movie about the magician Harry Houdini made Greg become interested in magic.

7. My aunt thinks volunteering at the hospital is very important.

8. Making a 100 on his history test was easier than Evan thought.

9. Reading a biography about Babe Ruth was interesting.

10. My favorite pastime is relaxing in the hammock in my backyard.

p. 36 | Lesson 19
Combining and Varying Sentences II
(Answers will vary. Sample answers follow.)

1. a. Maria, our neighbor, brought my sister homemade soup when she had the flu.
b. When my sister had the flu, our neighbor Maria brought her homemade soup.

2. a. My little brother, who wanted a set of toy British palace guards when we were in London, smiled as if I had given him the crown jewels after I handed him some of my allowance.

b. After I handed my little brother some of my allowance when we were in London, he smiled as if I had given him the crown jewels; he wanted a set of toy British palace guards.

3. a. Complaining that the grass on the course was too long, which made the ball roll too slowly, the golfers said they wouldn't return to the tournament unless the course were improved.

b. The golfers, who said they wouldn't return to the tournament unless the course were improved, complained that the grass was too long on the greens and that the ball rolled too slowly.

4. a. I like to “surf the Net,” so I do a lot of my studying on the Internet; nevertheless, my dad says it takes up too much of my study time.

b. I do a lot of my studying on the Internet because I like to “surf the Net,” but my dad says it takes up too much of my study time.

5. a. Although we have never set foot on a rock before, Sherryl and I are going to take a rock-climbing class offered by the parks department.

b. Sherryl and I, who have never set foot on a rock before, are going to take a rock-climbing class offered by the parks department.

6. a. Slowly filling the lake, sediment from streams has turned the lake murky brown, so scuba divers can no longer use the lake.

b. Scuba divers can no longer use the lake because stream sediment, which is slowly filling the lake, has turned the lake murky brown.

Walt Whitman wrote symbolic lyric poetry. Whitman's *Leaves of Grass* is a collection of twenty-seven poems that portrays life. Although the five poems at the beginning of the collection are about death, the eighteen poems at the center of the collection focus on life, the body, and democracy. The four poems that conclude the collection are about friendship.

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