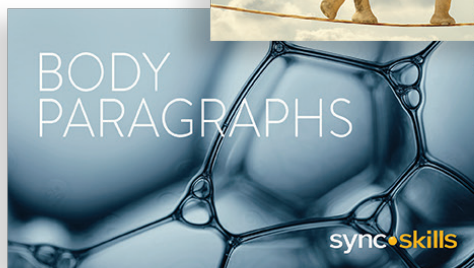
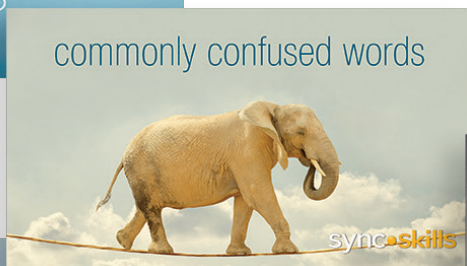


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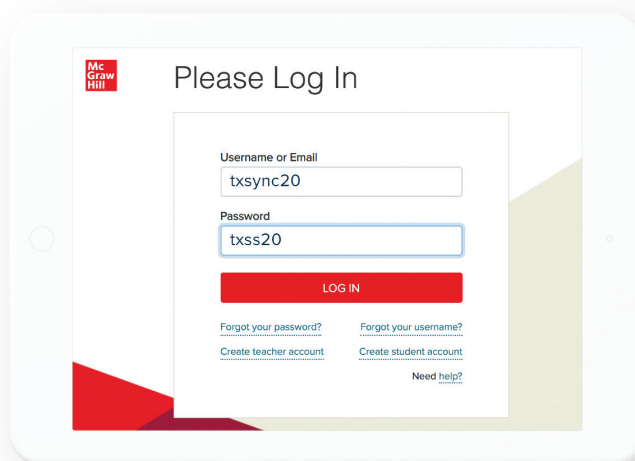


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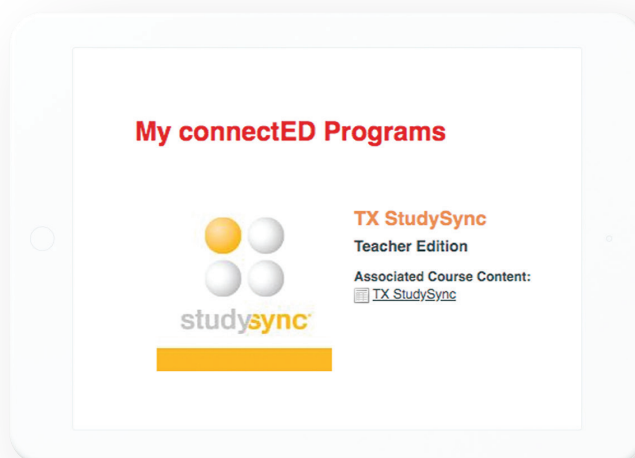
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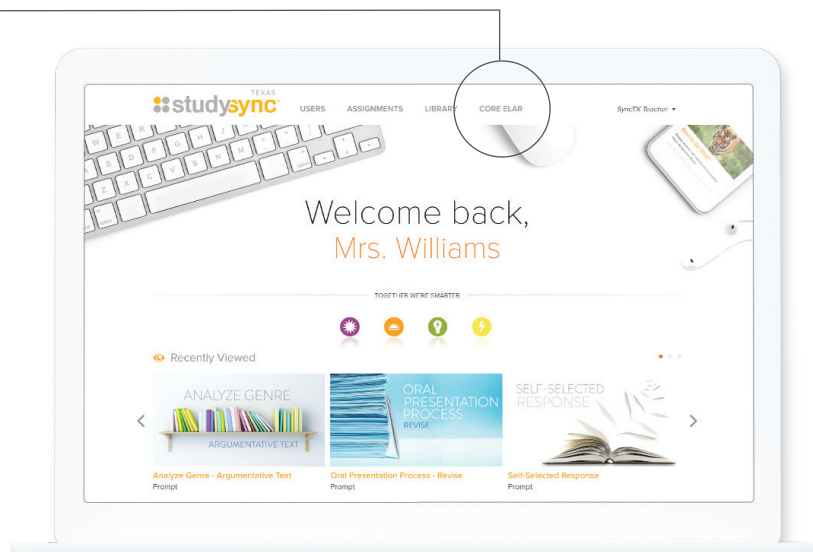
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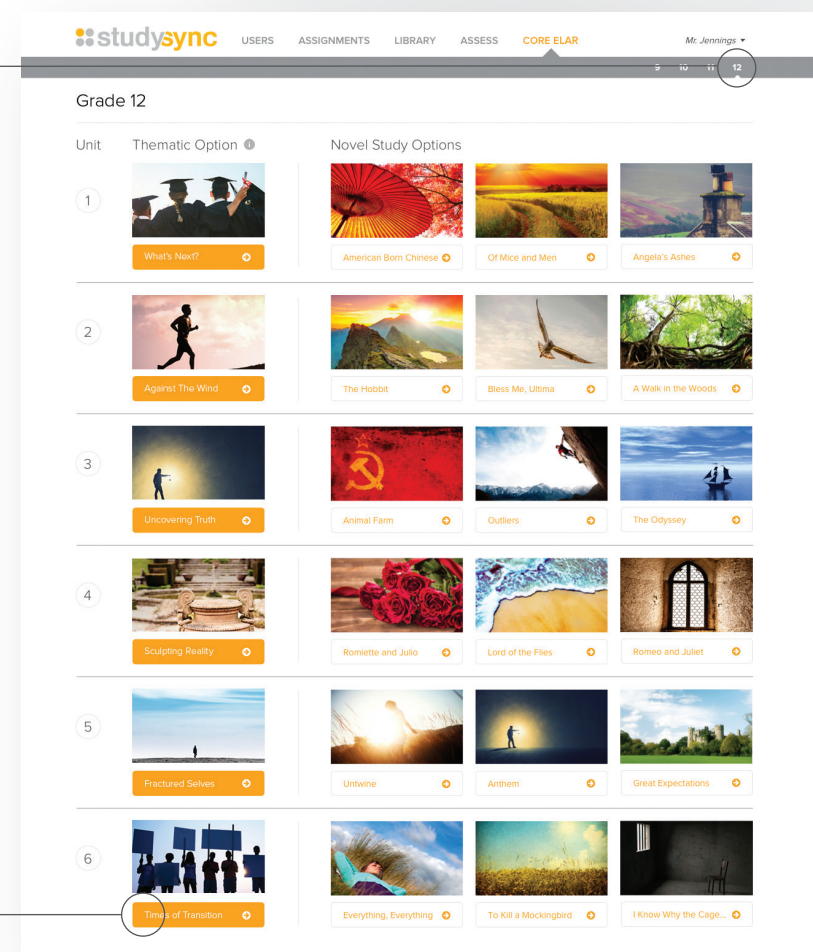


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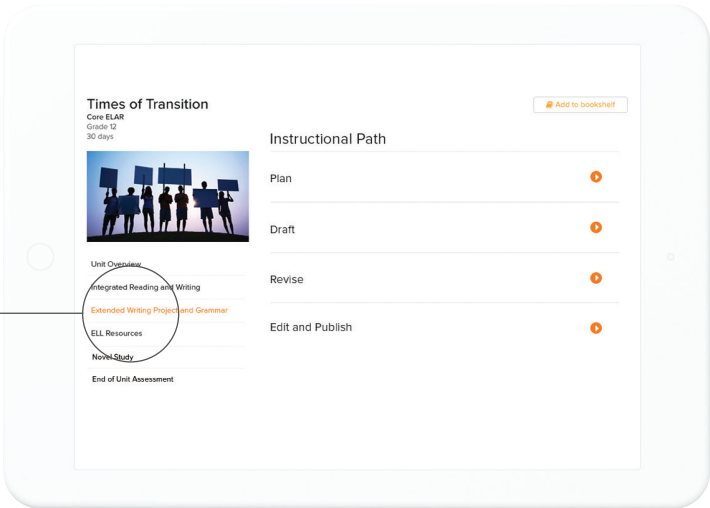
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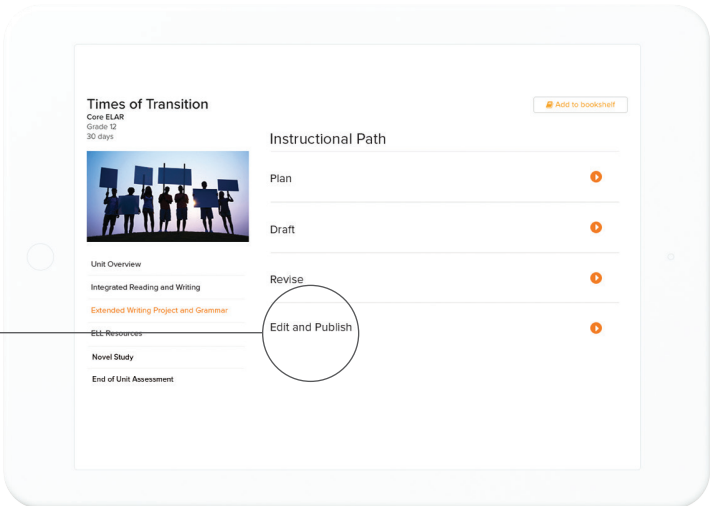


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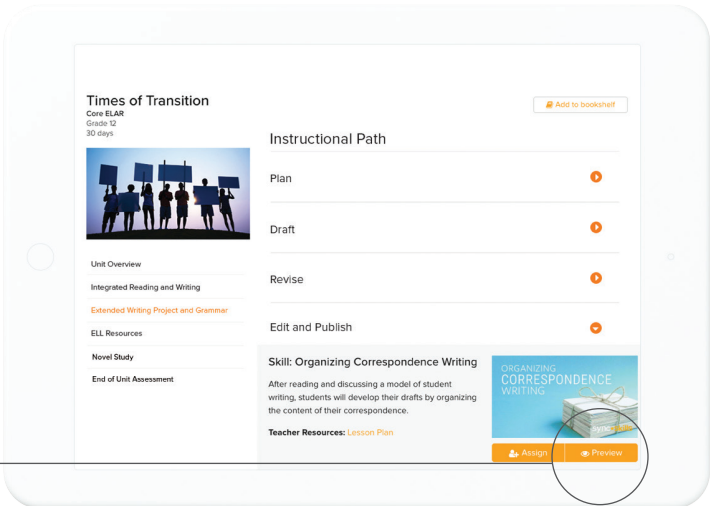
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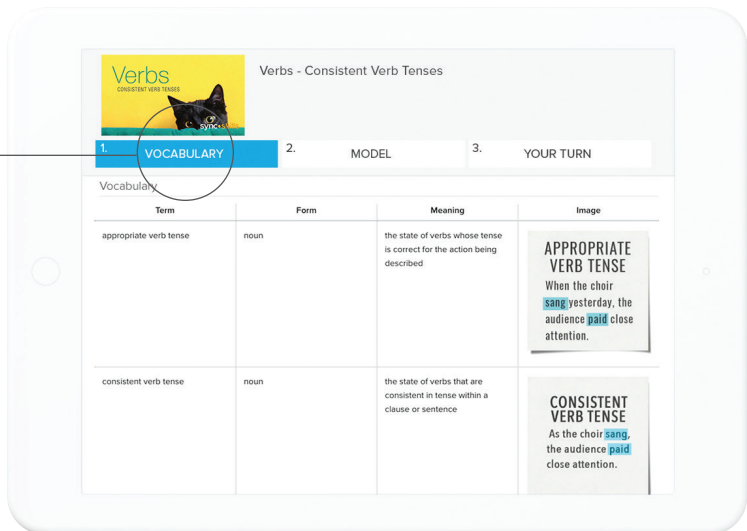
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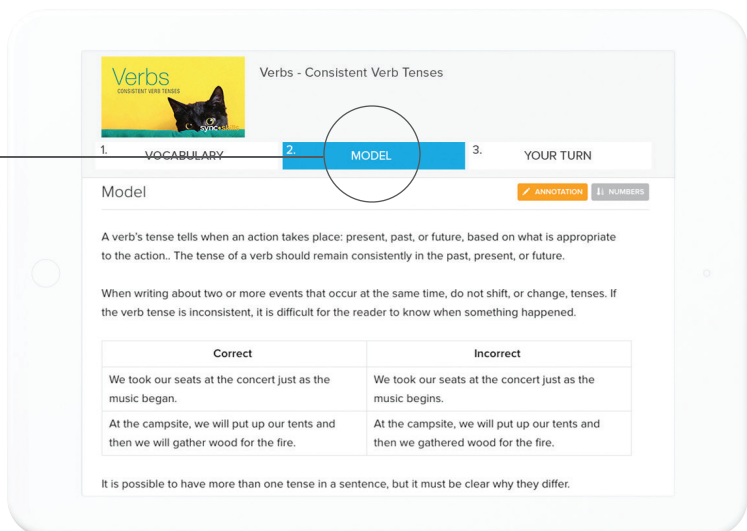


# Grammar Lesson Sample

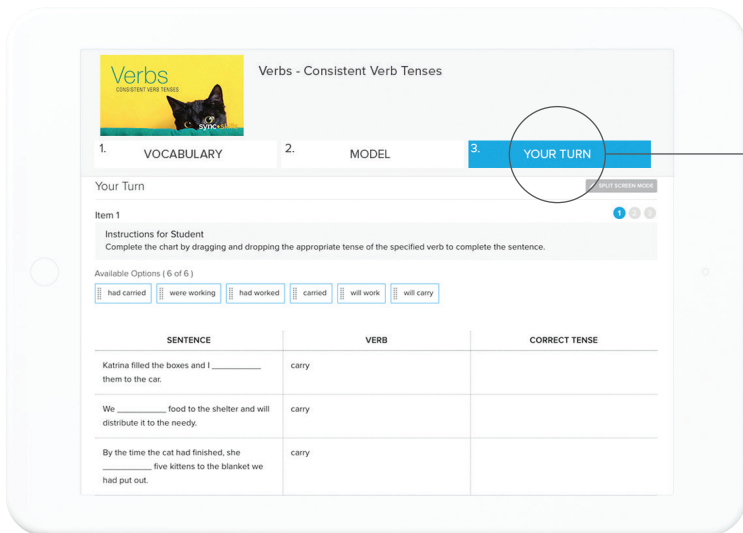
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## Unit 4: Clauses and Sentence Structure

### Lesson 23

### Main and Subordinate Clauses

A **main clause** is a group of words that contains a complete subject and a complete predicate. Also known as an **independent clause**, a main clause can stand alone as a complete sentence.

Many people wait on the bus.

A **subordinate clause** also contains a subject and a predicate but cannot stand alone. Because it depends on a main clause to make sense, it is also known as a **dependent clause**. Usually, a **subordinating conjunction** introduces a subordinate clause, although it may begin with a relative pronoun (such as *who*, *whose*, *whom*, *which*, *that*, or *what*) or a relative adverb (such as *when*, *where*, or *why*). In some subordinate clauses, the connecting word also serves as the subject of the clause.

Many people wait on the bus **while the driver repairs it**.

Will the gentleman **who paged Mrs. Trotter** please pick up the courtesy phone? (The relative pronoun *who*, which connects the clauses, is the subject of the subordinate clause.)

#### SUBORDINATING CONJUNCTIONS

Time:	after, as, as soon as, before, since, until, when, whenever, while
Place:	where, wherever
Manner:	as, as if, as though
Cause:	as, because, inasmuch as, since, so that
Concession:	although, even though, though
Condition:	if, unless

► **Exercise 1** Check (✓) the blank before each sentence that contains a subordinate clause.

- ✓ \_\_\_\_\_ Where the wind blows steadily, one can imagine the possibilities of wind power.
- \_\_\_\_\_ 1. The tribe that lived here erected many wonderful earthworks and ceremonial mounds.
- \_\_\_\_\_ 2. Stacey, who tried out for the Olympic team, has a number of scholarship opportunities for college.
- \_\_\_\_\_ 3. After the heavy snow, we had to spend the morning shoveling out the car.
- \_\_\_\_\_ 4. As far as I can tell, there aren't many choices for us to consider.
- \_\_\_\_\_ 5. Reckless behavior impresses no one and may easily endanger one's health.
- \_\_\_\_\_ 6. The comedians bravely acted on while the audience booed their efforts.



- \_\_\_\_\_ 7. Mrs. Chin believes the story because you said it was true.
- \_\_\_\_\_ 8. Mike won the bike race inasmuch as my bike lost a tire a mile from the finish line.
- \_\_\_\_\_ 9. Whenever did the Ramsey twins paint their parents' house?
- \_\_\_\_\_ 10. The championship game dragged on until everyone knew we had lost.
- \_\_\_\_\_ 11. Braxton, my dog, loves ice cream, a food that he should not have, of course.
- \_\_\_\_\_ 12. For the longest time Clint hiked on the old trail every weekend.
- \_\_\_\_\_ 13. The powerful ocean waves struck the sea wall that had been erected to protect the tidal basin.
- \_\_\_\_\_ 14. Beneath the peaceful valley flows a mighty underground river.
- \_\_\_\_\_ 15. If you talk to her, Hernando, please tell her about the senior class party next Friday after school.
- \_\_\_\_\_ 16. General Robert E. Lee, who was born in Virginia, hated slavery and opposed it.
- \_\_\_\_\_ 17. Relax, but do try to finish the project by the end of the day, please.
- \_\_\_\_\_ 18. She looked at me as if I had insulted her.
- \_\_\_\_\_ 19. Perhaps you will remember it as soon as I play a few bars on the piano, Frank.
- \_\_\_\_\_ 20. Excellent music and good friends make for a wonderful evening.
- \_\_\_\_\_ 21. Although Sheila ran hurdles last year, this year she participated only in the dash and the relay.
- \_\_\_\_\_ 22. The library card on the counter belongs to the woman at the computer terminal.
- \_\_\_\_\_ 23. My hope remains strong, even though the doctor seems quite downcast.
- \_\_\_\_\_ 24. The leaves on the trees turned a tawny, deep lavender red during the past week.
- \_\_\_\_\_ 25. The moon, which is in its first quarter, produced little light to interfere with our stargazing.

► **Writing Link** Write a brief paragraph about your favorite season of the year. Use at least two subordinate clauses.

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## Lesson 24

## Simple and Compound Sentences

A **simple sentence** has one complete subject and one complete predicate. The subject, the predicate, or both, may be compound.

## SUBJECT

Long **strands** of pearls

**Pansies** and **lilacs**

Several **dogs**

## PREDICATE

**were looped** around the door wreath.

**filled** the flower boxes.

**sniffed** and **searched** through the loose garbage.

Two or more simple sentences, each considered a main clause, comprise a **compound sentence**. Main clauses can be joined to build a compound sentence by using a comma followed by a conjunction, such as *or*, *and*, or *but*. However, a conjunction is not necessary to form a compound sentence. A semicolon may be used to join two main clauses without a conjunction. A semicolon is also used before a conjunctive adverb, such as *moreover*.

Spring arrived late this year, **but** Mona's garden was as beautiful as ever.

Spring arrived late this year; Mona's garden was as beautiful as ever.

Spring arrived late this year; **however**, Mona's garden was as beautiful as ever.

► **Exercise 1** Write in the blank whether the sentence is *simple* or *compound*.

compound

Jeremy likes to cook, but he isn't very good at it.

\_\_\_\_\_ 1. That song always reminds me of you.

\_\_\_\_\_ 2. Tell me more about your experiences in China.

\_\_\_\_\_ 3. Geoff ran into Mr. Gaines last week.

\_\_\_\_\_ 4. Mary may seem nervous during rehearsals, but she becomes quite calm during her turn on the stage.

\_\_\_\_\_ 5. Glenna will arrive today, but Carl won't be here until Saturday.

\_\_\_\_\_ 6. Darkness blanketed the countryside, and stars twinkled into sight.

\_\_\_\_\_ 7. Music blared forth from the tiny pocket radio.

\_\_\_\_\_ 8. Neil and Alvin walked in the Muscular Dystrophy Walk-a-thon.

\_\_\_\_\_ 9. Suzanne practices ventriloquism every afternoon.

\_\_\_\_\_ 10. The old tractor was still the most dependable of the lot.

\_\_\_\_\_ 11. Last year Joyce sewed her school wardrobe; moreover, she made several of the accessories.

\_\_\_\_\_ 12. Nadine needs help with the laundry today; moreover, she wants help on a regular basis.



- \_\_\_\_\_ 13. Cass will draw either a lion's head or a ram's head for our door plaque.
- \_\_\_\_\_ 14. Lauren is sweeping the dugout, and Kat is cleaning the bases.
- \_\_\_\_\_ 15. Mums lined the sidewalk, the side of the house, and even the outer rim of the yard.
- \_\_\_\_\_ 16. The Astronomy Club is selling magazines to earn a trip to Washington, D.C., but they will probably pay most of the expenses themselves.
- \_\_\_\_\_ 17. The Lincoln High School Bobcats won the state finals.
- \_\_\_\_\_ 18. Brad Pitt is Claire's favorite actor, but Barbie prefers Michael J. Fox.
- \_\_\_\_\_ 19. Dr. Stark presented the puzzle, and Dr. Yee showed us the solution.
- \_\_\_\_\_ 20. Clean the cat hairs off the couch, please.

► **Exercise 2** Underline each main clause. If there is more than one main clause in a sentence, add a comma or a semicolon as needed.

Our school colors are scarlet and white.

1. Young hopefuls lined the waiting room but no one noticed them.
2. Gardenias grew near the elm tree and columbine grew beside the driveway.
3. Carolina is wearing her velvet jacket but Sammy has on jeans and a t-shirt.
4. Walk over to the outlet store or use some of the money to take a taxi.
5. Whales shouldered the waves and dripped rivers.
6. White orchids graced Lynette's prom dress.
7. The trees glowed in the bright sunlight my eyes could barely stand the strain of looking at them.
8. The local cable station aired my story but they mispronounced my name.
9. The novel's ending intrigued me.
10. Lisa hung pictures of Beatrix Potter characters in her little sister's bedroom.
11. Joanna has never been beaten at chess.
12. Parker edited the yearbooks and they will be available in a few weeks.
13. I bought honey cake for after dinner tonight and I can't wait to eat it!
14. The three main characters in the play constantly bickered, yelled, or argued.
15. Our baseball team holds the season record for most home runs.



## Lesson 25

## Complex and Compound-Complex Sentences

A **complex sentence** contains a main clause and one or more subordinate clauses.

MAIN CLAUSE	SUBORDINATE CLAUSE
We read stories by candlelight	when the lights went out.

Do not be confused by the element *the lights went out*, which is a complete sentence. The complete subordinate clause is *when the lights went out*, which cannot stand alone as a sentence.

A **compound-complex sentence** has more than one main clause and one or more subordinate clauses.

MAIN CLAUSE	SUBORDINATE CLAUSE	MAIN CLAUSE
We were sailing on the lake	when the storm hit,	so we immediately headed for shore.

► **Exercise 1** Draw one line under the main clause and two lines under the subordinate clause. Write **C** in the blank if the sentence is complex and **CC** if it is compound-complex.

- C         Emily laughs heartily whenever she watches a Chevy Chase movie.
- \_\_\_\_\_ 1. Whenever the road is slippery, drive more cautiously.
- \_\_\_\_\_ 2. After I heard the bell choir perform, I decided to join it myself, so I signed up the next day.
- \_\_\_\_\_ 3. Link is leaving next Wednesday if he can take time off from work.
- \_\_\_\_\_ 4. As long as I have been writing, I don't remember ever seeing a story quite like this one.
- \_\_\_\_\_ 5. After I had typed the document, I found some misspelled words, so I looked them up and changed them.
- \_\_\_\_\_ 6. After he spilled chili on his favorite chair, Bruce admitted that he should have sat at the table to eat.
- \_\_\_\_\_ 7. Although June is a long month, its sunny days can never be long enough.
- \_\_\_\_\_ 8. Unless I am mistaken, the first door on the left is the entrance to the art room; however, it may be another door farther along.
- \_\_\_\_\_ 9. We'll go horseback riding tonight if we can be back home before the Pattersons arrive.
- \_\_\_\_\_ 10. After I had seen that Kenneth Branagh movie (*Henry V*), I was hooked!
- \_\_\_\_\_ 11. If you hold the door open too long, the alarm will sound.
- \_\_\_\_\_ 12. So that he could gain control of his time, Arnelle mapped out a weekly schedule.



- \_\_\_\_\_ 13. If you have never been to the Smithsonian Institution, you may be surprised at its myriad of treasures.
- \_\_\_\_\_ 14. Mom says that I can't go with you until I get my homework done.
- \_\_\_\_\_ 15. Elise wants to rent a carpet shampooer so that she can fix up her room before the slumber party.
- \_\_\_\_\_ 16. When the graduating class gave a talent show, some of the students performed; others, of course, held behind-the-scenes jobs.
- \_\_\_\_\_ 17. While the clock ticked methodically, the contestant struggled to answer quickly the remaining trivia questions.
- \_\_\_\_\_ 18. Could I help you with anything so that you can finish on time?
- \_\_\_\_\_ 19. After the writers' workshop was over, Lila and Glen decided to stop for hamburgers.
- \_\_\_\_\_ 20. We should tell Graham about the change in assignments before he starts writing his report.
- \_\_\_\_\_ 21. Here is the spot where I had my accident.
- \_\_\_\_\_ 22. When Louise and Yvette went shopping at the mall, they walked through many stores, but they never found an appropriate gift.
- \_\_\_\_\_ 23. Although she is only four feet tall, ten-year-old Bethany can jump over five feet.
- \_\_\_\_\_ 24. When the elevator stopped between floors, an alarm sounded.
- \_\_\_\_\_ 25. Although she never hosts any herself, Cin plans parties for a living.
- \_\_\_\_\_ 26. Whenever Clark has a serious problem, he consults Lois; similarly, Lois shares her troubles with Clark.
- \_\_\_\_\_ 27. Since that man doesn't look familiar to you, why should he look familiar to me?
- \_\_\_\_\_ 28. Because our club needs more money, Jack has planned several fund raisers, and he has appointed a committee to review the plans.
- \_\_\_\_\_ 29. Beth Ann will help us with Kiddie Week if she is allowed to miss some work.
- \_\_\_\_\_ 30. When the call finally came, Zack was asleep in the den, and no one could find him.



## Lesson 26

## Adjective Clauses

An **adjective clause** is a subordinate clause that modifies a noun or a pronoun. It usually follows the word it modifies.

I decided to keep for myself the present **that I had bought for Ron's birthday**. (modifies the noun *present*)

She visited Paris, **where she had been born**. (modifies the noun *Paris*)

An adjective clause usually begins with a relative pronoun, although it may also begin with *when* or *where*. Sometimes the introductory word is omitted altogether.

The writing group **she started** meets every Monday evening. (The relative pronoun *that* was omitted.)

## RELATIVE PRONOUNS

that	whom	whomever
which	whose	what
who	whoever	whatever

► **Exercise 1** Underline each adjective clause. Circle each relative pronoun that is given, and write in the blank those that have been omitted.

- that      The song Mr. Quatman is promoting has beautiful lyrics.
- \_\_\_\_\_ 1. The sweater, which was thick and wooly, kept Margaret warm on her long walk home.
- \_\_\_\_\_ 2. Al decided on a college that was near his hometown.
- \_\_\_\_\_ 3. Would you like to see the spot where the tornado touched down?
- \_\_\_\_\_ 4. They are the kind of books I would like to read again.
- \_\_\_\_\_ 5. The woman whose hat seemed twenty stories high sat a row ahead of me.
- \_\_\_\_\_ 6. Care of the newborn pups, which was Barry's sole responsibility, was a full-time job.
- \_\_\_\_\_ 7. Micah, who spoke to us during halftime, was able to make it to the game after all.
- \_\_\_\_\_ 8. The stereo Judy wants to buy includes a five-disc CD player.
- \_\_\_\_\_ 9. The review sessions the chemistry teacher provided made a big difference.
- \_\_\_\_\_ 10. Was Mr. Farnsworth the representative whom you contacted?
- \_\_\_\_\_ 11. The fish Linda chose was vividly colored black and purple and yellow.
- \_\_\_\_\_ 12. The cabinet Kent built was hung in the industrial arts room.



- \_\_\_\_\_ 13. The flutist whose solo you applauded is my sister.
- \_\_\_\_\_ 14. The nest, which looks like a wren's work, rests atop the fuse box.
- \_\_\_\_\_ 15. Tom looked forward to the day when he could buy a car of his own.

Adjective clauses may be either essential or nonessential. **Essential (or restrictive) clauses** are necessary to make the meaning of a sentence clear. A clause beginning with *that* is essential. **Nonessential (or nonrestrictive) clauses** add interesting information but are not necessary for the meaning of a sentence. A clause beginning with *which* is usually nonessential. Use commas to set off nonessential clauses from the rest of the sentence.

Georgia has a talent **that is hard to match**. (essential clause)

My uncle, **who was born in New York**, moved to California when he was twelve.  
(nonessential clause)

► **Exercise 2** Underline each adjective clause in the sentences below. Write *E* (essential) or *non*. (nonessential) in the space provided to identify the type of clause.

- E   Aunt Agatha has a zest for living that few can match.
- \_\_\_\_\_ 1. Those players who steal bases make baseball fun to watch.
- \_\_\_\_\_ 2. The trail guide showed us the path that led to a ghost town.
- \_\_\_\_\_ 3. My brother, who is in the service, writes to me at least once a month.
- \_\_\_\_\_ 4. Our poster, which is over seven feet tall, hangs just inside the front door of the school.
- \_\_\_\_\_ 5. The moment when the last winner is announced will be Jordan's cue to return to the stage.
- \_\_\_\_\_ 6. Are you the person whose car is parked in the loading zone?
- \_\_\_\_\_ 7. The algebra exam that was scheduled for next Tuesday has been postponed.
- \_\_\_\_\_ 8. The green and pink teapot, which had been a present from Gail, served as a vase.
- \_\_\_\_\_ 9. One of the seamstresses who had sewn the bridesmaids' dresses was commissioned to make the bride's gown.
- \_\_\_\_\_ 10. Swiftly approaching is the moment when the winners are announced.
- \_\_\_\_\_ 11. The reading club, which met last Thursday, is trying to recruit more members.
- \_\_\_\_\_ 12. A lone lilac bush, which protruded through the fence, supplied an unexpected splash of color in the alley.
- \_\_\_\_\_ 13. Tom's role model is Jeeves, the fictional butler who can solve any problem.
- \_\_\_\_\_ 14. Kim and Kelly went to the restaurant that has tableside musicians.



## Lesson 27

### Adverb Clauses

An **adverb clause** is a subordinate clause that modifies a verb, an adjective, or an adverb. It is used to tell *when, where, why, how, to what extent, or under what conditions*. An adverb clause is usually introduced by a subordinating conjunction.

I cry **whenever I see a sad movie**. (The adverb clause modifies the verb *cry*. It tells when.)

An adverb clause that seems to have missing words is called **elliptical**. The word or words that are left out are understood in the clause.

Steve runs faster **than I** [run].

#### ► Exercise 1 Underline the adverb clause in each sentence.

When they arrived at Space Camp, the aspiring astronauts grew nervous.

1. After I finished doing the dishes, I helped my dad mow the lawn.
2. The little girl was upset because her puppy was lost.
3. That old house looked spookier than a haunted house in a nightmare would look.
4. Jeremy left for the football game before I could offer him a ride.
5. Jennifer will go on the retreat unless it rains.
6. Dino ran the 100-yard dash much faster than I did.
7. Because the sweaters were on sale, Stuart bought three.
8. Eve was more interested in geography than her brother was.
9. Will you wait in the car until it's time to leave for school?
10. Alex waxed the car until it looked brand new.
11. We met where his street intersects mine.
12. I heard a strange noise when I turned on the computer.
13. While it was snowing outside, Simon was daydreaming about sunny beaches.
14. The band began a food drive so that we could help the hungry.
15. Since she couldn't find an opener, Sandy didn't open the can.
16. Whenever I go to that restaurant, I run into someone from the old days.
17. I dropped my wallet as I was crossing the street.



18. You will see a gas station wherever you look in that city.
19. The crowd roared as the team ran onto the field.
20. We sat in the dark and shivered because the power was out.
21. The charity event would be a success as long as it didn't rain.
22. Whenever we ice-skate, we put on our mittens.
23. He will go away unless you apologize.
24. Wherever we went, we put up flyers announcing the play.
25. If we understood the rules, we would be able to play the game.
26. We walked slowly away from the barking dog, because we weren't sure of its intentions.
27. Because he is a fine athlete, Terry will compete for a scholarship.
28. Tim has been driving everywhere since he got his driver's license.
29. Rosa grew taller than her older sister.
30. While we were on the plane to Hawaii, I dreamed of flying.
31. We rode the bus because the car was being serviced.
32. After Sabine went back to France, we promised to write letters every week.
33. Sean is a better cook than I.
34. You will do well on the essay questions as long as you answer each question completely.
35. Grandpa bought the telescope because my brother loves to look at the stars.
36. I like to exercise soon after I get up each morning.
37. Those chemicals are not dangerous unless they are combined.
38. After they left the theater, John and Kim went out to dinner.
39. Whenever I get a cold, I feel miserable.
40. We will stick to the schedule as long as there are no objections.
41. My muscles ached after I had completed the exercises.
42. Though he was in no immediate danger, we were still concerned.
43. The audience was restless until the performance began.
44. We had a substitute teacher because our regular teacher was ill.
45. Sherry has a heavier southern accent than I have.



## Lesson 28

### Noun Clauses

A **noun clause** is a subordinate clause that is used as a noun. A noun clause may be used as a subject, a direct object, an object of a preposition, or a predicate nominative.

A noun clause usually begins with one of these words: *how, that, what, whatever, when, where, which, whichever, who, whom, whoever, whose, or why.*

direct object

Cindy did not know **where the beakers were kept**.

subject

**What makes them different** is their ability to change colors to blend with their environment.

► **Exercise 1** Circle each sentence that contains a noun clause.

Whenever we choose to leave for the game is fine with them.

1. The board proposed that all residents be required to recycle.
2. Whatever you choose is fine with me.
3. Mike defended his position on the issue.
4. The community college offers a course in fencing.
5. The teacher predicted how the chemicals might react.
6. Ted should have been at the swim meet an hour ago.
7. The rest of the group arrived later.
8. You may take whichever puppy you want.
9. The raccoons eat whatever they can find.
10. The spilled soda did not stain the carpet.
11. What the majority wants usually becomes the law.
12. Onlookers were disappointed when the shuttle lift-off was delayed.
13. Marla was encouraged to enter her poems in a contest.
14. Many people believe that they can do anything in the world.
15. Melissa thought that her test was marked incorrectly.
16. Whatever we give will be appreciated by the charity.
17. Ethan started his own business at the age of thirteen.



18. Your opinion of the show was what I thought, also.
19. The little boy mimicked whatever Kirk did.
20. I did not hear what Brenda said.

► **Exercise 2** Underline the noun clause or clauses in each sentence.

I do not know which route we take to the cabin.

1. Sam did not know where the art exhibit was.
2. I do not know why Tonya chose to go with them instead of us.
3. I dreamed that I was the president of the United States.
4. What makes them so special is their ability to see the good in everyone.
5. When Mom came in with bags of groceries, she was happy for whatever help we could give her.
6. Historians disagree about why wars start.
7. Whoever was in charge of that experiment made it easy to understand.
8. That the boys had nothing in common became apparent.
9. Brent's patience and understanding were what we appreciated most.
10. Chantal was not interested in what the others wanted to do.
11. Whoever can play the piano will be the first on the list.
12. Kyle always felt that he'd like to live in Australia.
13. Ron said that there were no seats left in the auditorium.
14. Why Jay left the party early was a mystery to everyone.
15. How anyone could dislike homemade bread amazes me!
16. How well the task is done is an important issue.
17. The principal told me that the band show was a great success.
18. Holly's explanation, that she had run out of gas, was true.
19. What we didn't know was that the surprise was waiting for us outside.
20. Florence's goal, that she could be an Olympic champion, was realized.
21. Cheryl hears only what she wants to hear.
22. I cannot understand how this invention works.
23. We gave a ticket to the dress rehearsal to whoever asked for one.
24. What Carl does not realize is that he has a great career ahead of him.



## Lesson 29

### Kinds of Sentences

A **declarative sentence** makes a statement and usually ends with a period.

Diet soda is my favorite drink.

An **imperative sentence** gives a command or makes a request. The subject “you” is understood.

(You) Report any safety violations to the supervisor.

An **interrogative sentence** asks a question and ends with a question mark.

Are your allergies bothering you?

An **exclamatory sentence** shows strong or sudden feeling. It ends with an exclamation point.

We won the game!

► **Exercise 1** Label each sentence as *dec.* for declarative, *imp.* for imperative, *int.* for interrogative, or *exc.* for exclamatory.

imp.

Always wear eye protection in the laboratory.

\_\_\_\_\_ 1. The backyard was flooded after the strong rains.

\_\_\_\_\_ 2. Watch out for the falling rocks!

\_\_\_\_\_ 3. Is this the place where Lee surrendered?

\_\_\_\_\_ 4. The spaghetti was cold by the time we sat down to eat.

\_\_\_\_\_ 5. My glasses were bent after my little sister sat on them.

\_\_\_\_\_ 6. The drugstore was closed by the time I arrived there.

\_\_\_\_\_ 7. Don't spill your drink!

\_\_\_\_\_ 8. My throat was sore after I had my tonsils taken out.

\_\_\_\_\_ 9. Send a letter to your representative if you have a complaint.

\_\_\_\_\_ 10. Please wash my white shirt by Monday.

\_\_\_\_\_ 11. Do you like sugar in your tea?

\_\_\_\_\_ 12. We've lived in the same house since I was born.

\_\_\_\_\_ 13. An isosceles triangle has two equal sides.

\_\_\_\_\_ 14. Have faith in my abilities, and I will do well.

\_\_\_\_\_ 15. Would you pick up some eggs at the store?



- \_\_\_\_\_ 16. The tent is too small for the whole family to use.
- \_\_\_\_\_ 17. When Tuesday comes, take out the trash.
- \_\_\_\_\_ 18. I won first-chair violin!
- \_\_\_\_\_ 19. Antonio was the best gymnast at the competition.
- \_\_\_\_\_ 20. Remind me to return my library books.
- \_\_\_\_\_ 21. The family that moved in next door is very nice.
- \_\_\_\_\_ 22. Stay away from that wild horse.
- \_\_\_\_\_ 23. Which station do you listen to the most?
- \_\_\_\_\_ 24. Take Mel to see the penguins.
- \_\_\_\_\_ 25. Science fiction has never interested me.
- \_\_\_\_\_ 26. Eduardo always reads the comics first.
- \_\_\_\_\_ 27. Gather your belongings and come with me.
- \_\_\_\_\_ 28. Violin music makes me sleepy.
- \_\_\_\_\_ 29. Lock the door on your way out.
- \_\_\_\_\_ 30. My science textbook had been lost all year.
- \_\_\_\_\_ 31. Linda loves to watch old westerns on television.
- \_\_\_\_\_ 32. Please wear your seat belt in my car.
- \_\_\_\_\_ 33. Stay in the hospital until you feel well.
- \_\_\_\_\_ 34. We saw *The Nutcracker* at the theater downtown.
- \_\_\_\_\_ 35. Hold on to my hand until I can skate by myself.
- \_\_\_\_\_ 36. We played board games until midnight.
- \_\_\_\_\_ 37. Donna grew up on a farm.
- \_\_\_\_\_ 38. Was our team defeated last night?
- \_\_\_\_\_ 39. What will happen if I change my mind?
- \_\_\_\_\_ 40. I can't believe he missed that shot!
- \_\_\_\_\_ 41. Don't touch the freshly painted walls.
- \_\_\_\_\_ 42. Hurry, or we'll be late!
- \_\_\_\_\_ 43. Read all about it in the newspaper today.
- \_\_\_\_\_ 44. The photos made me remember my childhood.
- \_\_\_\_\_ 45. Inform the guidance counselor whenever you need extra help.



## Lesson 30

# Sentence Fragments

A **sentence fragment** is an incomplete sentence. It may lack a subject, a verb, or both. Alternatively, it may be a subordinate clause that cannot stand alone. Correct it by adding the missing phrase or words.

Although the road stops. (fragment)

Although the road stops here, we can travel farther on foot. (sentence)

► **Exercise 1** Write *frag.* next to each sentence fragment. Write *S* next to each complete sentence.

- frag.      In the event of a disaster.
- \_\_\_\_\_ 1. Samuel Clemens became one of the best-loved American storytellers.
- \_\_\_\_\_ 2. Because Misha had an innovative style.
- \_\_\_\_\_ 3. Works from charcoals to watercolors to pastels.
- \_\_\_\_\_ 4. Nancy, feeling that her ideas were unpopular, kept them to herself.
- \_\_\_\_\_ 5. By distancing herself from historians, biographers, and critics.
- \_\_\_\_\_ 6. In his paintings, David has developed a very individual style.
- \_\_\_\_\_ 7. A concept that became apparent in 1915.
- \_\_\_\_\_ 8. I'd like to study at the Art Institute of Chicago or the Arts Students League in New York.
- \_\_\_\_\_ 9. Willie Stieglitz, a promoter and art exhibitor.
- \_\_\_\_\_ 10. Come in.
- \_\_\_\_\_ 11. Whom he later called to apologize.
- \_\_\_\_\_ 12. Myriads of flowers, some from her well-manicured gardens.
- \_\_\_\_\_ 13. Appeared in the mid-1920s.
- \_\_\_\_\_ 14. Many clothing designs have been influenced by the American Southwest landscape.
- \_\_\_\_\_ 15. Where they first visited in 1995.
- \_\_\_\_\_ 16. Establishing herself as the authority on short story writing.
- \_\_\_\_\_ 17. Just give it a tweak and it'll come on.
- \_\_\_\_\_ 18. Long-stemmed purple irises rising from their beds.
- \_\_\_\_\_ 19. Her perfume lingered in the air, revealing her recent presence.



\_\_\_\_\_ 20. Until we meet again!

► **Exercise 2** Tell whether you would add a subject (*S*), a verb (*V*), or a main clause (*M*) to form a complete sentence.

  V   A gaggle of geese honking their displeasure.

\_\_\_\_\_ 1. As if he were the team's only athlete.

\_\_\_\_\_ 2. Each year thousands of socks lost in dryers around the world.

\_\_\_\_\_ 3. How to forget Ginny's parting words.

\_\_\_\_\_ 4. Mentioned the risks associated with eating fatty foods.

\_\_\_\_\_ 5. A doctor for the emotions.

\_\_\_\_\_ 6. Free to the first fifty customers.

\_\_\_\_\_ 7. Since I forgot my essay.

\_\_\_\_\_ 8. The influence of a large crowd.

\_\_\_\_\_ 9. Which appeared in the local paper.

\_\_\_\_\_ 10. Officials from the city zoo arriving this afternoon for a special assembly.

\_\_\_\_\_ 11. Tried to warn Tisha about taking on too many activities.

\_\_\_\_\_ 12. Are living in Alabama near the Space Center.

\_\_\_\_\_ 13. A foghorn sounding through the heavy mist.

\_\_\_\_\_ 14. Presents an additional opportunity.

\_\_\_\_\_ 15. Because I cannot do two things at once.

\_\_\_\_\_ 16. An ice cream bar melting in the sun.

\_\_\_\_\_ 17. Every year walks in the Merchant's Parade.

\_\_\_\_\_ 18. Although I thought I had the bases covered.

\_\_\_\_\_ 19. Requires extra time to prepare.

\_\_\_\_\_ 20. Sweeping the deck clean.

\_\_\_\_\_ 21. Sifts through the leftovers and other trash.

\_\_\_\_\_ 22. Mr. Ashby counting the orange crates.

\_\_\_\_\_ 23. Grow along the riverbank.

\_\_\_\_\_ 24. Hammering for all she's worth.



## Lesson 31

### Run-on Sentences

A **run-on sentence** contains two or more complete sentences written as one. To correct a run-on sentence, separate the main clauses with either an end mark, a semicolon, or a comma and a coordinating conjunction.

**Incorrect:** There was a mistake on our bill, the server took care of it. (two main clauses separated by just a comma)

**Incorrect:** There was a mistake on our bill the server took care of it. (two main clauses with no punctuation between them)

**Correct:** There was a mistake on our bill. The server took care of it.

**Correct:** There was a mistake on our bill; the server took care of it.

**Correct:** There was a mistake on our bill, but the server took care of it.

► **Exercise 1** Write *run-on* next to each run-on sentence.

run-on

Robert is ready now, please take him to his soccer game.

\_\_\_\_\_ 1. The performance left the audience cold and several asked for a ticket refund.

\_\_\_\_\_ 2. The Pulitzer awards were established by the powerful publisher Joseph Pulitzer.

\_\_\_\_\_ 3. Garnet owned several first-edition books she bought one in a yard sale.

\_\_\_\_\_ 4. A severe financial panic and depression hit the United States in 1837.

\_\_\_\_\_ 5. Do you think rust protection for a new car is worth the added expense?

\_\_\_\_\_ 6. Communication involves sending and receiving information.

\_\_\_\_\_ 7. Wireless TV systems are competing with cable systems and I say it's about time that we have a choice.

\_\_\_\_\_ 8. Scientists from Japan, Italy, and the United States designed the particle accelerator used at the Fermi National Accelerator Laboratory in Illinois.

\_\_\_\_\_ 9. I think we should do something about the overgrown playground on Third Street it presents a danger to the community.

\_\_\_\_\_ 10. Look at this fossil I bought at the gift shop in the Museum of Natural History.

\_\_\_\_\_ 11. Have you ever tried floating in ocean water the high salt content acts as a buoy.

\_\_\_\_\_ 12. Boston's Tremont House, built in the 1800s, is credited by some as the first modern hotel.

\_\_\_\_\_ 13. Samuel Morse is known for his contribution to telegraphy but did you know that he also was the first U.S. citizen to own a camera, an 1839 daguerreotype from Paris?



- \_\_\_\_\_ 14. Babe Ruth and Ty Cobb were both inducted into baseball's Hall of Fame in 1936.
- \_\_\_\_\_ 15. We have fifteen minutes to complete the tests; Howard's class has another hour.
- \_\_\_\_\_ 16. I have been working on this jacket for two weeks now, and I still have not finished it.
- \_\_\_\_\_ 17. The Wilsons thoroughly planned their weekend outing and felt comfortable leaving.
- \_\_\_\_\_ 18. Joan went to the bank Chris waited at home.
- \_\_\_\_\_ 19. Barbie's dog, a teacup poodle named Susie, bites its nails and hitches rides on top of my foot.
- \_\_\_\_\_ 20. His smile started as a barely visible upturn in the corners of his mouth and from there grew ever wider.
- \_\_\_\_\_ 21. Ken checked my addition and he found an error.
- \_\_\_\_\_ 22. Janice directed several committees at once, the refreshments committee, the elections committee, and the cleanup committee.
- \_\_\_\_\_ 23. Leaping into the waiting sports car, the movie hero dashed to the rescue.
- \_\_\_\_\_ 24. Pearl Buck wrote many stories about Chinese life, she did not achieve success until 1931 when *The Good Earth* was published.
- \_\_\_\_\_ 25. Sharon brought cheesecake to the class reunion, Marla brought brownies.
- \_\_\_\_\_ 26. A baseball scout showed up unexpectedly at our last home game.
- \_\_\_\_\_ 27. Mom showed us how to make taffy but she never warned us that it would be a messy process.
- \_\_\_\_\_ 28. The harassed receptionist worked amid a pile of papers and empty coffee cups.

► **Writing Link** Describe the kind of job you would like to have. Use and punctuate correctly at least two compound sentences in your description.

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## Unit 4 Review

► **Exercise 1** Label the sentences below with *imp.* for imperative, *int.* for interrogative, *dec.* for declarative, or *exc.* for exclamatory.

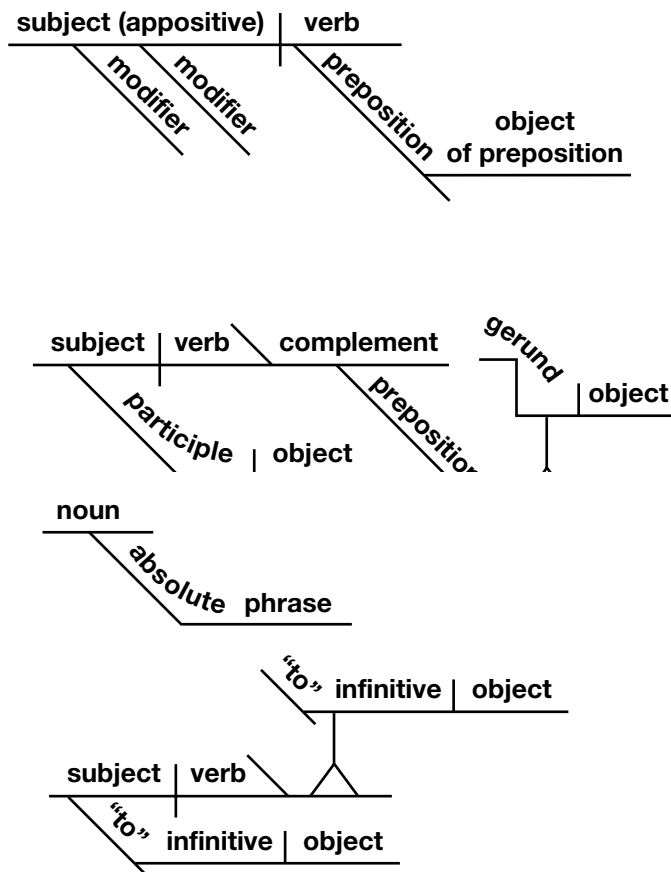
- dec. Kristi's red hair was streaked with gold.
- \_\_\_\_\_ 1. Leave the details to us.
- \_\_\_\_\_ 2. What class does Ms. Hargrove teach?
- \_\_\_\_\_ 3. Does that old vending machine still work?
- \_\_\_\_\_ 4. Two dogs sat in the window and barked at passersby.
- \_\_\_\_\_ 5. My attention was arrested by a low, groaning sound.
- \_\_\_\_\_ 6. That's the silliest thing I've ever heard!
- \_\_\_\_\_ 7. We're never going to try driving that far again.
- \_\_\_\_\_ 8. Don't slam the door!
- \_\_\_\_\_ 9. Drive carefully.
- \_\_\_\_\_ 10. Could you take this casserole over to Grandma's?
- \_\_\_\_\_ 11. The ground was moss-covered.
- \_\_\_\_\_ 12. What do you think about the rule against wearing jeans?
- \_\_\_\_\_ 13. Bring me some ribbons, and I'll decorate that sweatshirt for you.
- \_\_\_\_\_ 14. Who ordered a pizza with anchovies?
- \_\_\_\_\_ 15. Watch out for that car!
- \_\_\_\_\_ 16. Mr. Greer is my favorite teacher.
- \_\_\_\_\_ 17. Did you remember to feed the fish this morning?
- \_\_\_\_\_ 18. Hand me that wrench, please.
- \_\_\_\_\_ 19. That meal was incredible!
- \_\_\_\_\_ 20. The wind was blowing stronger; a storm was on its way.
- \_\_\_\_\_ 21. Allow the plaster fifteen minutes to set.
- \_\_\_\_\_ 22. What happened to my backpack?
- \_\_\_\_\_ 23. The impromptu performance drew an enthusiastic crowd.
- \_\_\_\_\_ 24. Batten down the hatches!



## Lesson 33

# Diagramming Simple Sentences with Phrases

Use the following models as a guide in diagramming simple sentences with prepositional phrases, appositives and appositive phrases, participles and participial phrases, gerunds and gerund phrases, infinitives and infinitive phrases, and absolute phrases.



### ► Exercise 1 Diagram each sentence.

1. Looking sharp, the drill team marched ahead of the band.
2. Yawning is a good way of stretching the vocal chords.



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Chapter 14

Argumentative Essay

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Argumentative writing, also known as persuasive writing, surrounds you in everyday life. You encounter persuasive writing in advertisements on television, radio, and billboards. Politicians give persuasive speeches during campaigns. Organizations persuade you to adopt their causes, encouraging you to donate time or money to them.

Persuasive writing is used to motivate readers—to change their minds about a topic, to convince them to buy a product, or to get them to vote for a certain candidate or issue. The purpose of persuasive writing is to convince readers to accept the writer’s position or take action, in whatever form that might be. The chart on the facing page shows the main elements of persuasive writing.

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ELEMENT	DEFINITION
<b>Proposition</b>	a statement or claim made by the writer
<b>Reasons</b>	explanations of why someone should accept the proposition
<b>Evidence</b>	examples, facts, and expert opinions that support the proposition
<b>Argument</b>	a proposition and its support
<b>Counter-arguments (or Counterclaims)</b>	an argument used to contradict or replace another argument

Putting together an argumentative essay involves careful thought, planning, and organization. The instruction on the pages that follow will guide you through the process for writing an argumentative essay while meeting the Common Core State Standards for argumentative writing. For a list of the writing and grammar Common Core State Standards, see pages 567–575.

## 14.1 PLAN

### Graphic Organizers

During the planning stage, you will be gathering and organizing writing ideas. When you are writing an argumentative essay, you may wish to use graphic organizers like the Argumentative Evidence Chart and the Counter-Argument Chart on pages 501–513.

### Develop Your Thesis

Write down the **thesis**, or main idea, that you will develop in your paper. In a persuasive essay, your thesis is closely related to your **purpose** (your reason for writing).



Your purpose is to influence the attitudes or actions of a specific audience on a specific issue.



### Writing Tip

Check the scope of your thesis, that is, the amount of material your argument will need to cover. The scope of your thesis must be large enough that your audience will see it as significant but limited enough for you to defend adequately in an essay. Adjust the scope of your thesis as needed.

### Identify Authoritative Sources

Before you begin drafting, you must gather relevant information from multiple authoritative print and digital sources to support your thesis. As you gather evidence, assess the strengths and limitations of each source in terms of the task, purpose, and audience. Going forward, you will most likely need to develop and refine your thesis further, which may in turn require more research.

### Review Your Argument

Your thesis should be based on **logical** reasons with various forms of support (for example, hard **evidence**, common sense, and cultural assumptions). Make sure you introduce precise, knowledgeable claim(s), establish the significance of the claim(s), and distinguish the claim(s) from alternate or opposing claims. Represent these claims accurately and honestly, using the author's own words and context. Make a note of how you expect to respond to these claims in your paper.

### Create an Organizing Structure

Before you begin drafting, create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. Once you have determined the basic structure of



your organization, you can fill in more detailed information to create an outline for use in drafting your essay. An outline will help you sustain your organizational structure throughout the drafting stage.

## 14.2 DRAFT

### Write the Introduction

Begin by writing the introductory paragraph or paragraphs of your essay. Your introduction should include

- a statement of your thesis or of the question or problem to which your thesis is the answer.
- an explanation of the context of your argument (or at least a reference to the context if you can assume your reader knows about it).
- an explanation of why your topic matters.



#### Writing Tip

As you write, establish a formal style and an objective tone. In formal writing, you usually write from the third-person point of view; avoid using conversational language, slang, and contractions; and use an objective tone or attitude to help show that your argument is reasonable.



### Write the Body—Organization

Use your outline and the evidence you have gathered to write the body of your essay. Adjust the organizing structure of your paper as necessary to adapt it better to your purpose, audience, and context. Use transitional words, phrases, and clauses, as well as varied syntax, to

- link the major sections of the text.
- create cohesion.
- clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

### Write the Body—Persuasive Language

As you develop your argument, maintain the formal style and objective tone appropriate to persuasive writing that you established in the introduction. Craft your language attentively to move an audience that may be disinterested or opposed to your thesis. Use specific rhetorical devices, such as **appeals to logic, emotions, ethical beliefs, or authority**, to back up your assertions.

### Write the Conclusion

The conclusion of your essay could be a single paragraph, or it could be several paragraphs, depending on what you want to do in it. You can

- restate your thesis forcefully or with an added twist.
- **summarize** your strongest arguments.
- present a final **synthesis**, or combination of two or more ideas to create a new idea.
- connect persuasively with your audience.
- suggest next steps, questions, or areas of exploration.

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## 14.3 REVISE

### Introduction to Revision

To revise your essay, apply one or more of these four revision strategies:

- **Add** details, quotations, and other information to make the message clearer.
- **Delete** distracting or unnecessary words or ideas.
- **Replace** bland or overused language with more precise or stronger words.
- **Rearrange** words, phrases, sentences, and paragraphs to be sure ideas are logically presented.

The questions that follow will show you how to use these revision strategies and help you rethink how well issues of **purpose**, **audience**, and **genre** have been addressed.

### Focus and Coherence

Ask yourself:

- ✓ Does my essay have a clear focus?
- ✓ Do all the parts work together to inform and persuade my audience?

### Organization

Ask yourself:

- ✓ Do I clearly introduce the thesis and its significance?
- ✓ Does the middle present clearly-ordered supporting ideas, evidence, and reasoning?
- ✓ Does my conclusion summarize my thesis and main supporting arguments?
- ✓ Do words, phrases, clauses, and varied syntax link the major sections and create cohesion?



**Development of Ideas**

Ask yourself:

- ✓ Are my claims and counter-claims explored in depth, with various forms of support?
- ✓ Do I represent opposing views and counter-claims?
- ✓ Do I present information on all relevant perspectives?
- ✓ Have I used words, phrases, and clauses as well as varied syntax to clarify the relationships between claims and reasons, between reasons and evidence, and between claims and counterclaims?

**Voice–Word Choice**

Ask yourself:

- ✓ Do I include language crafted to move a disinterested or opposed audience?
- ✓ Do I use specific rhetorical appeals?
- ✓ Do I maintain appropriate levels of formality, style, and tone?

**Voice–Sentence Fluency**

Ask yourself:

- ✓ Have I used a variety of correctly structured sentences?
- ✓ Have I varied syntax for effect, consulting references such as Tufte's *Artful Sentences: Syntax as Style*?

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## 14.4 EDIT

### Correct Errors in Grammar

Editing involves correcting errors in grammar, usage, mechanics, and spelling.

Begin the editing stage by taking a careful look at your sentences. Make sure that each sentence expresses a complete thought in a way that is grammatically correct. Use the checklist below to edit your sentences.

#### Sentence-Editing Checklist

- ✓ Have I avoided sentence fragments?
- ✓ Have I avoided run-on sentences?
- ✓ Do verbs agree with their subjects?
- ✓ Are pronouns used correctly?
- ✓ Are verbs used correctly?
- ✓ Have I avoided misplaced and dangling modifiers?

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COMPOSITION



### Correct Errors in Mechanics and Spelling

Next check for and correct any errors in mechanics (punctuation and capitalization) and spelling.

Use the checklist below to edit your essay.

You should also use a dictionary to check and confirm spellings.

#### Proofreading Checklist

- ✓ Are commas and other punctuation marks used as needed?
- ✓ Are possessives written correctly?
- ✓ Are all words spelled correctly?
- ✓ Are capital letters used as needed?

### Peer and Teacher Review

In addition to revising and editing your own paper, you will be revising your work through peer and teacher review.

- **Peer review** involves discussing with a partner or classmate how you can each improve your writing.
- **Teacher review** involves submitting your paper to your teacher, who will read it and make suggestions about how you can make your essay better.

You can use the **Peer Review Guide** on page 514 to guide your response to your classmate's writing.



## 14.5 PUBLISH

After you have written and polished your essay, you may wish to consider the following publishing and presenting options. Some require collaboration with your classmates and the use of technology.

- Submit your essay as an op-ed piece to your school newspaper.
- Send your essay as a letter to an online forum or newspaper.
- Present your essay orally before an appropriate audience such as your classmates.
- Use your essay and others on similar topics as the basis of an online class debate.

Reflecting on your own writing can help you improve your writing skills. You can use the **Reflection Guide** on page 515 to reflect on the writing you did in this workshop.

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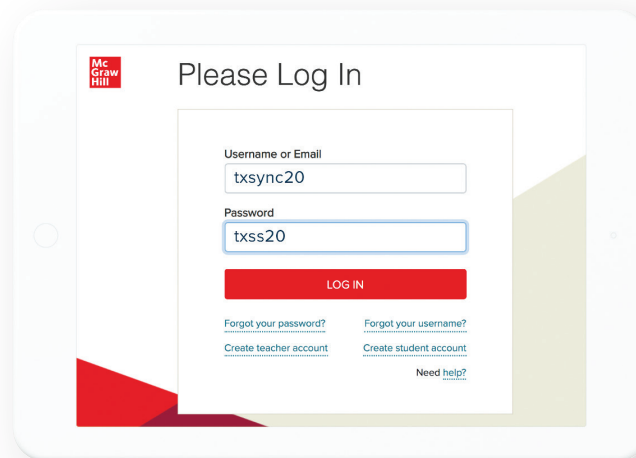
COMPOSITION



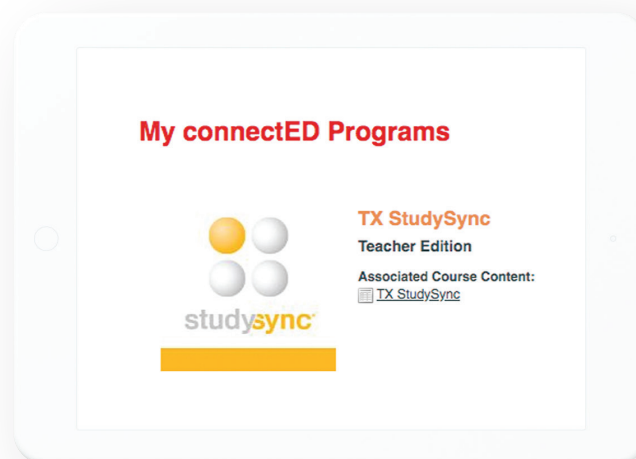
# DON'T FORGET TO LOG IN

Grammar is integrated into the Texas StudySync curriculum. We also provide additional grammar resources for your range of classroom needs.

- 1 Visit **my.mheducation.com** to log in.  
Use the username and password provided below.



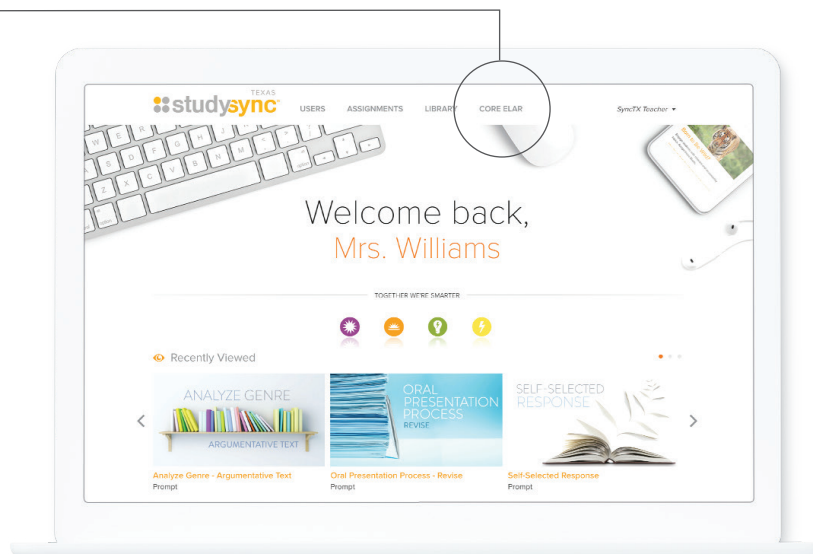
- 2 Select the **TX StudySync** Teacher Edition.



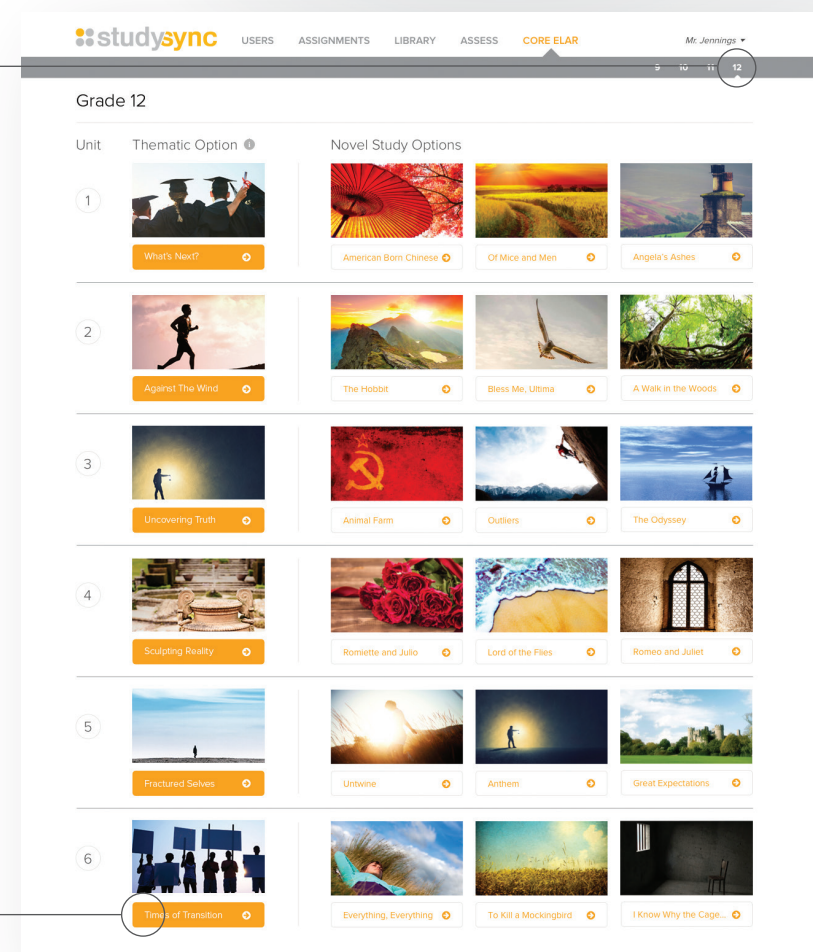


## Digital Access

- 1 Click on **CORE ELAR** at the top navigation

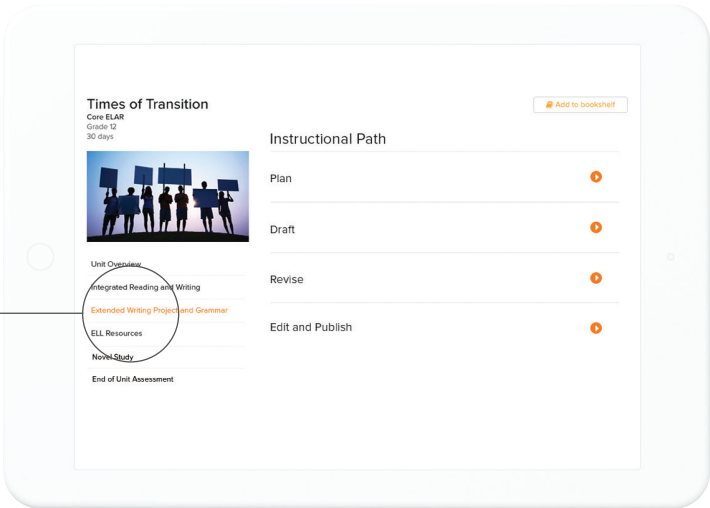


- 2 Choose **Grade 12, Unit 6**

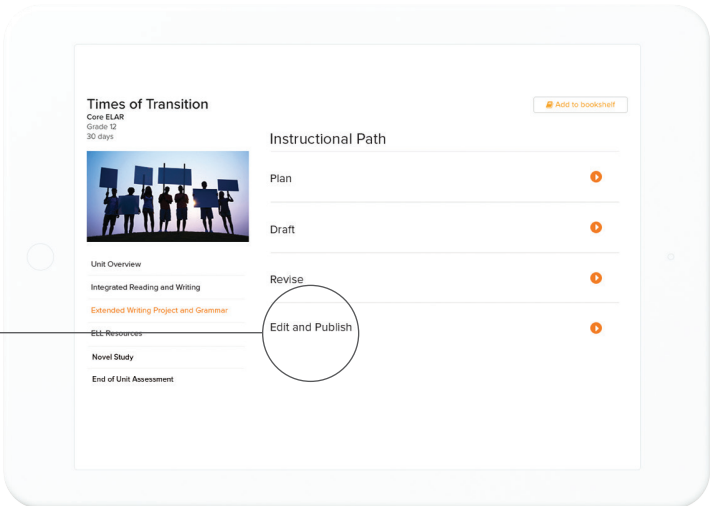




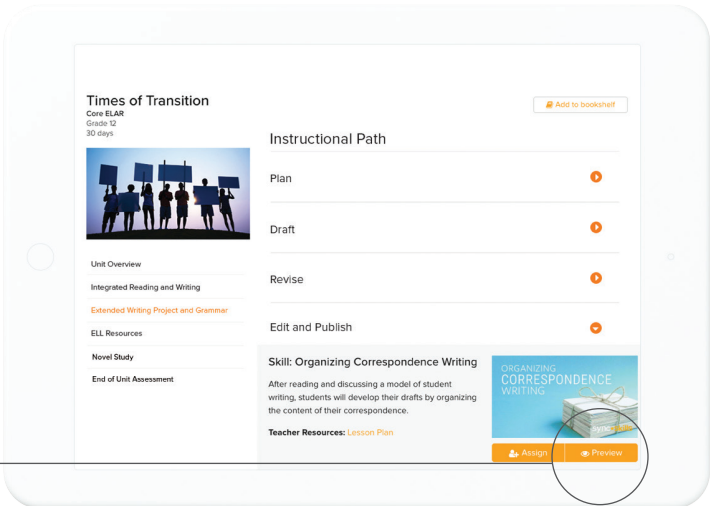
4 Click on  
Extended Writing Project



5 Click on  
Edit and Publish



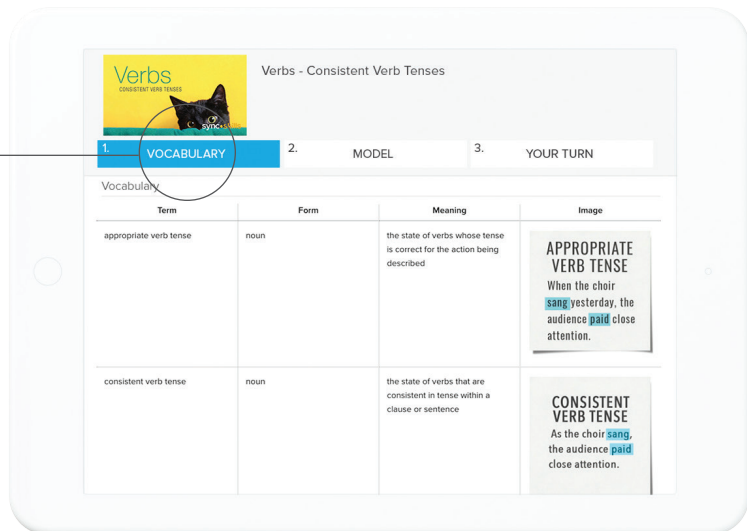
6 Preview a  
Grammar Lesson



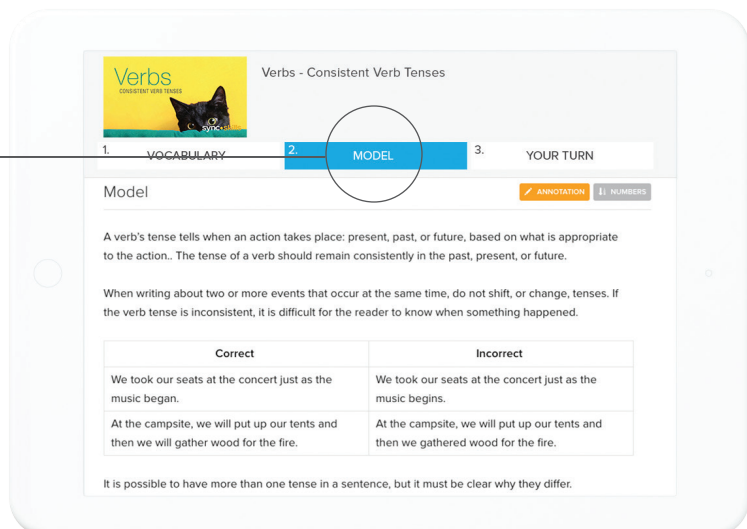


# Grammar Lesson Sample

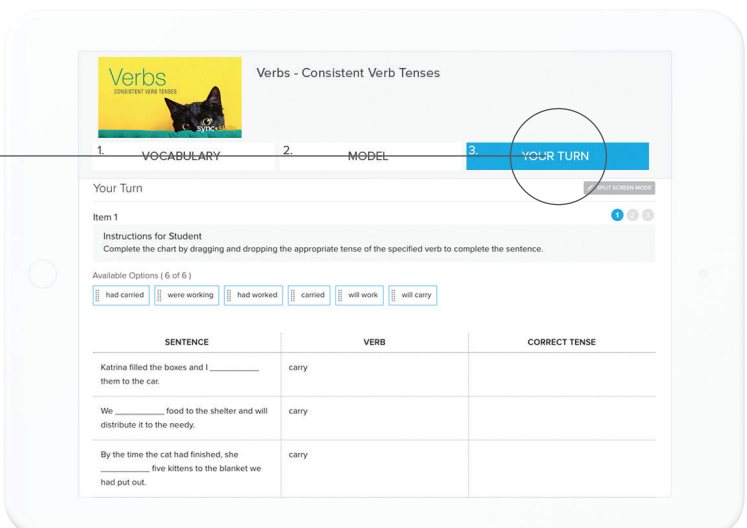
- 1 **Vocabulary**  
practice solidifies understanding.



- 2 **Models**  
present clear repeatable processes for applying skills.



- 3 **Your Turn**  
Students are able to answer questions in the style of state assessments.







BRING LITERATURE TO LIFE

