

## Chapter 7: Sentence Structure, pp. 138–51

### Choices: Exploring Sentence Structure, p. 138

Choices activities are designed to extend and enrich students' understanding of grammar, usage, and mechanics and to take learners beyond traditional classroom instruction. To use the Choices worksheet, have each student pick an activity that interests him or her. In some cases, you may wish to assign an activity to a particular student or group of students. You may also want to request that students get your approval for the activities they choose. Establish guidelines for what constitutes successful completion of an activity. Then, help students plan how they will share their work with the rest of the class.

Choices activities can be scored with a pass-fail grade or treated as bonus-point projects. Those activities that require students to research or create a certain number of items might be graded in a traditional manner.

### Simple Sentences, p. 139

#### EXERCISE A

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

10. After all of the hurry and bustle, a week or two at the beach sounded wonderful.

#### EXERCISE B

Answers will vary widely but should all be simple sentences. Sample responses are given.

11. We yawned and snuggled more deeply into our sleeping bags.
12. The smell of coffee lured us out of our tents.
13. Jake and Tani stirred the campfire and put the cobbler on to bake.
14. Soon all of the campers were eating breakfast and chatting about the day ahead.
15. After cleaning up breakfast, we struck camp and hit the trail.

### Compound Sentences, p. 140

#### EXERCISE

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

9. Later that night, it rained, so the Ortegas ran to the tent.
10. I, along with the dog, remained dry; however, the Ortegas, in their scramble to the tent, were drenched!

**Simple Sentence or Compound Sentence?**  
p. 141

**EXERCISE**

1. S—I hurried over to Michael's house and met Rafiq on the way.
2. S—The lightning struck the radio towers on the hill several times but did not damage them.
3. Cd—The blinking light grew dim, and then it flashed several times.
4. Cd—The gulls circle the fishing boat; they are hoping for a quick meal.
5. S—The purple lantana and the red salvia look pretty and attract both bees and butterflies.
6. Cd—After school I feed the rabbits, and Kris looks after the guinea pigs.
7. S—In the evening the Korean restaurant opens and welcomes crowds of hungry diners.
8. S—Patty and Carla are throwing Hilton a surprise party in their big backyard sometime next weekend.
9. Cd—The crab scuttled quickly into the water, for it saw a heron nearby.
10. Cd—I left, but Marcy stayed.

**Complex Sentences, p. 142**

**EXERCISE**

1. Pilar looked for tiny fish and snails where the pond was shallow.

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

**Compound Sentence or Complex Sentence?**  
p. 143

**EXERCISE**

1. Cd—Iowa is not near any oceans, but the Mississippi River makes up its eastern border.
2. Cd—On the west coast, California borders Mexico, and Washington borders Canada.

3. Cx—Hawaii is the only state that does not lie on the North American mainland.
4. Cx—I learned that the northernmost state is Alaska.
5. Cd—Texas is quite big, but Alaska is bigger.
6. Cx—If you visit Death Valley in California, you will be 282 feet below sea level.
7. Cd—The longest river in the United States is the Missouri River; the largest lake in the United States is Lake Michigan.
8. Cx—Michigan, which resembles a mitten, sits between Lake Michigan and Lake Huron.
9. Cd—I looked at a map, and then I showed Dana my home state.
10. Cx—Dana lived in Canada before her family moved to New York, where her mother taught English.

### Compound-Complex Sentences, p. 144

#### EXERCISE

1. Ce went to Chile during the winter vacation, but her older brother stayed home because he had made plans with some friends.
2. When Mr. Tolstoi entered the United States, he knew only a few words of English, but his wife was fluent in the language.
3. The two young men avoided injuries because they had worn their seatbelts, but the driver of the other car was not as fortunate.
4. Vegetarians, who do not eat meat, should watch their diets; they should eat nutritionally balanced meals.
5. Although both were tired, Ahnawake went to her soccer practice, and Carl went to his piano lesson.

6. The two dogs barked at each other constantly until the sun rose; consequently, none of us got much sleep last night.
7. You should shut the gate whenever you leave the backyard; otherwise, the dogs may get out.
8. When we went to the science museum, we attended a lecture on electricity; after the lecture, we visited some of the exhibits.
9. As we left the library, the rain pelted down, so we rushed back inside.
10. Aunt Eudora was born in Nashville, but when she was five years old, she and her family moved to Memphis, where she lived for the rest of her life.

### Complex or Compound-Complex? p. 145

#### EXERCISE

1. Cx—A gem is a mineral or other material that is used in jewelry and other ornaments.
2. Cd-Cx—Some of the gems that you see are natural; others are artificial.
3. Cx—Laney said that scientists can make sapphires, rubies, and emeralds in laboratories.
4. Cx—Some gems occur in igneous rock, which forms when hot, molten material cools.
5. Cd-Cx—Other gems occur in metamorphic rock, which forms under great heat and pressure; still others occur in sedimentary rock, which typically forms when water, wind, or ice deposits sand, gravel, and other materials.
6. Cd-Cx—I asked Mr. Catalano whether pearls are made by oysters, and he said yes.

7. Cx—When light travels through a well-cut diamond, the diamond glitters with different colors.
8. Cx—The type of gem cut that is called the brilliant cut has fifty-eight facets.
9. Cd-Cx—Diamonds are very valuable because they are very durable and brilliant, but some emeralds are even more valuable.
10. Cx—Perhaps the most beautiful of all pearls is La Pellegrina, which is from India.

**Review A: Classifying Sentences According to Structure, p. 146**

**EXERCISE A**

1. Cd—Suspense novels are extremely popular, and many readers especially enjoy those by Agatha Christie.
2. S—Christie's first detective novel was *The Mysterious Affair at Styles*.
3. Cx—Hercule Poirot, who is perhaps her most famous character, is the Belgian detective who solves the murder cases in many of her books.
4. Cx—In *Murder on the Orient Express*, Poirot expertly interrogates many of the passengers on the train before he solves the case.
5. S—Miss Marple, another detective of Christie's, is my favorite character.
6. Cx—My introduction to Miss Marple came when I read *The Body in the Library*.
7. Cd—In this mystery several people are suspects, for each has a possible motive, but Miss Marple sets an ingenious trap for the murderer.
8. Cd-Cx—When I visited England last summer, I saw *The Mousetrap*, a suspense play by Christie, and I also toured her home in Devon.

9. Cx—Because the clues in *The Mousetrap* were so well hidden, the ending surprised nearly everyone in the audience.
10. Cd—Currently, I am reading *Death on the Nile*; I have not seen the movie yet.

**EXERCISE B**

11. Cx  
12. Cd-Cx  
13. S  
14. Cd  
15. Cx

**Review B: Classifying Sentences According to Structure, p. 147**

**EXERCISE A**

1. Cd-Cx—If you are a surfer, you may enjoy skateboarding, for the sport is similar to surfing.
2. Cd—Some skateboards are made from wood; others are made from plastic or fiberglass.
3. Cd-Cx—At first, skateboards had roller-skate wheels, but today's boards have special wheels that are much easier to control.
4. S—I bought an inexpensive skateboard and customized it.
5. Cx—When the skater shifts his or her weight, the board turns.
6. S—My brother taught me how to skate.
7. Cd—Some skaters practice every day, but I practice only on the weekends.
8. Cx—When you skate, you should wear kneepads, elbow pads, and a helmet.
9. Cd—Schools in my area often sponsor contests for skateboarders; in fact, Lakeside Middle School is holding a contest this Saturday.

10. *Cd-Cx*—I will not compete in the contest,  
but I will watch my brother as he competes.

**EXERCISE B**

11. Cd  
12. Cx  
13. S  
14. Cd-Cx  
15. Cx

**Review C: Classifying Sentences According to Structure, p. 148**

**EXERCISE**

*Answers will vary widely but should include examples of all four sentence types. Sample responses are given.*

1. Simple—Summer fruits are my favorites.
2. Complex—When the weather warms up, prices on strawberries and melons come down.
3. Compound—The ripe fruits wait on the market shelves, and I take my time choosing the best ones.
4. Simple—Watermelon is my very favorite.
5. Compound-Complex—Whether they are red or yellow, seeded or seedless, watermelons tempt me every time I shop and I usually leave the store with one in my basket.
6. Simple—On the other hand, berries are a nice treat, too.
7. Complex—Because blackberries ripen early, I buy them in May and June.
8. Compound—Once I hiked along a river in Colorado, and ripe mountain raspberries were growing on vines all around.
9. Simple—How pleasant it was to pick and eat them right from the vine!

10. Complex—Just as summer ends the sweet Red Jim nectarines come into season for a final treat.

**Literary Model: Sentence Structures in Tall Tales, pp. 149–50**

**EXERCISE A**

*Answers will vary. A sample response is given.*

The style of the passage from “Pecos Bill and the Mustang” is very simple and makes the writing sound almost like the lyrics of a song. It is easy to understand what the author is expressing. On the other hand, the passage from “Paul Bunyan’s Been There” is more complicated. Because of this, the reader has to read the text very carefully in order to understand it.

**EXERCISE B**

*Answers will vary widely. A sample response is given.*

1. Rattlesnake Ralph was known as the toughest broncobuster west of the Mississippi. He’d been taming horses for fifteen years. And most broncobusters called it quits after half that time. So, of course, he had a reputation to keep. When a city slicker—from Cincinnati, no less—announced that he could break the meanest horse around, Ralph had no choice but to challenge him. No dandified city boy was going to show *him* up.
2. When Ralph broke a horse known as Comanche Arrow, he gained the reputation of being the toughest broncobuster west of the Mississippi. That was fifteen years ago, and he was still at it, even though most broncobusters called it quits after half that time. So, of course, you can imagine why Ralph felt that he had a reputation to keep. It made perfect sense that when a city slicker—from Cincinnati, no less—announced that he could break the meanest horse around, Ralph had no choice but to challenge him. He declared that no dandified city boy was going to show *him* up.

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**EXERCISE C**

*Answers will vary. A sample response is given.*

I think the second version would appeal more to readers because I included more details. In addition, by using a variety of sentence structures, I feel that I was able to show the relationships between actions and events more clearly.

**Writing Application: Description, p. 151**

Writing Applications are designed to provide students immediate composition practice in using key concepts taught in each chapter of the *Language and Sentence Skills Practice* booklet. You may wish to evaluate student responses to these assignments as you do any other writing that students produce. To save grading time, however, you may want to use the following scoring rubric.

**Scoring Rubric**

The paragraphs are effectively organized.

1      2      3      4      5

The paragraphs include a variety of sentence structures, including complex and complex-compound.

1      2      3      4      5

The paragraphs contain sufficient detail for sketching out a floor plan.

1      2      3      4      5

The assignment is relatively free of errors in spelling and punctuation.

1      2      3      4      5

**Total Score** \_\_\_\_\_

5 = highest; 1 = lowest