

Combining Sentences

Inserting adjectives and adverbs

The girl drank lemonade.
The girl was thirsty.
The thirsty girl drank lemonade.

After hating her mother for years, Tita left. Tita was beautiful.

Chencha was a good, sweet servant. Chencha went to make sure that Tita was alright.

Rosaura was a terrible cook. She couldn't even nurse her baby.

Pedro married Rosaura to be close to Tita. Pedro is very selfish.

Producing compound subjects and objects

The book was good.
The movie was good.
The book and the movie were good.

Bacteria can cause disease. Bacteria can spread disease.

Angela is wearing white shoes. Jennifer is wearing white shoes.

Cats make wonderful pets. Dogs make wonderful pets.

The radio can give you the news. The television can give you the news.

The parade snaked through the town. The parade had many fancy floats.

Joey was great at math. Joey had trouble with reading.

Producing compound sentences using coordinating conjunctions
(for example: for, and, nor, but, or, yet, so)

The weather was perfect.
The girls were playing soccer.
The weather was perfect, and the girls were playing soccer.

The sky was now dark. The sun already went down.

The harvest was very good this year. We sold a lot of corn.

The school was open. Students filled the classrooms.

Combining sentences using subordinating conjunctions (because, when, while, after, though, however, etc)

EX: The weather report incorrectly predicted sun and high temperatures today.

We all shivered in our shirtsleeves at the game. **[because]**

:: Because the weather report incorrectly predicted sun and high temperatures today, we all shivered in our shirt sleeves at the game.

EX: We had a small house on the edge of a cliff.

The heavy rains washed it over the edge. **[until]**

:: We had a small house on the edge of a cliff until the heavy rains washed it over the edge.

DIRECTIONS: Using the preceding model sentences as a guide, combine the following sentences. Use the subordinating conjunction shown in the parentheses beside the sentences to combine them into one sentence. **If the dependent clause goes first, be sure to separate the two sentences with a comma.**

- The band conductor looked angry.
The trumpeter played the wrong notes.

- John must arrive in his homeroom on time tomorrow morning.
He will be spending an hour in detention.

- The reporter misunderstood the speakers at the meeting.
The article in the newspaper contained many factual errors.

- The price of the toy has gone up.
Fewer stores want to carry the item.

5. We had false fire alarms daily in the school.
The principal caught a boy in the act of pulling the lever.

6. The mudslide occurred.
The embankment had little foliage.

7. I am not cleaning our bedroom.
You read the sports magazine.

8. The blizzard struck our town.
My family bought a snowblower.

9. I will explain the civics assignment.
You will help me with the math.

Grammar

Part I. Revise the following sentences by adding commas where they are needed. (2pts each)

1. Mr. Corey our assistant advisor saves us plenty of money.
2. We urge you therefore to go out and vote for the candidate of your choice.
3. To find the treasure by the allowed time the hunters need to consult their clue sheets.
4. Cracked into two pieces by the windstorm the tree soon fell onto the car.
5. When the truck hit the walls and the fences it caused a great deal of damage.

Part II. Revise the following sentences by adding semicolons where they are needed. You may need to change a comma to a semicolon. (2 pts each)

1. Time passes very quickly these days it seems as if you were here just yesterday.
2. Her mother, an artist, held her own show but her aunt also an artist could not attend the exhibit.
3. If you want to lose weight and keep it off, try a good diet, if you are serious about your goal, you should be successful.
4. Her hand, her neck, and her right leg, which was severely twisted, were all caught in the trap, yet she managed to extricate herself and crawl all the way back to the campsite.
5. Throwing his arms into the air, Mike looked absolutely dumbfounded, so he stood up, knocking all of the materials on the floor, and left the building.

Part III. Define the following terms in complete sentences and give an example of each, labeling each

1. What is a dependent clause?

Ex. _____

Name: _____ Date: _____ Period: _____

2. What is an independent clause?

Ex. _____

3. What is the difference between coordinating and subordinating conjunctions?

4. What is a compound sentence?

Ex. _____

5. What is a complex sentence?

Ex. _____



Imagery Worksheet

Imagery – concrete details that appeal to the senses. By using specific images, authors establish mood and arouse emotion in their readers.

Vocabulary –

Pungent

Wilt

Tepid

Parched

Briars

Stifled

Read the following passage. Underline the sensory words and write in the margin what sense that word or group of words is appealing to.

The hot, July sun beat relentlessly down, casting an orange glare over the farm buildings, the fields, the pond. Even the usually cool green willows bordering the pond hung wilting and dry. Our sun-baked backs ached for relief. We quickly pulled off our sweaty clothes and plunged into the pond, but the tepid water only stifled us, and we soon climbed back onto the brown, dusty bank. Our parched throats longed for something cool—a strawberry ice, a tall frosted glass of lemonade.

We pulled on our clothes and headed through the dense, crackling underbrush, the sharp briars pulling at our damp jeans, until we reached the watermelon patch. As we began to cut open the nearest melon, we could smell the pungent skin mingling with the dusty odor of dry earth. Suddenly the melon gave way with a crack, revealing the deep, pink sweetness inside.

What image is the strongest?

Imagery Activity:

Synesthesia: This activity will force you to play with words and images you normally would not think of. You will have to think beyond typical associations with words and ideas.

Provide as many adjectives and phrases you can think of for each question.

1. What does the school parking lot at 3:15 Friday *sound like*? (Think about what goes on in the parking lot at this time. What might you hear?)
2. What does it *feel like* to sit on a beach on a warm day?
3. What does laughter *taste like*? (No, this is not a typo. What might you be doing when laughing? What might you taste that makes you as happy as when you are laughing? For example, 'laughter tastes like the fizz on a Coke and like a candy cane on Christmas morning.')
4. What does the color green *feel like*? (You may substitute the color, but let me know which color you choose). For this one, consider how this color makes you feel. Do you have positive or negative associations with it? For example, green feels like soft blades of grass cushioning my feet.
5. What does sadness *smell like*? (You may want to think about what you may smell in a sad situation. For example, I remember the odors of the hospital when my grandpa was sick.)
6. What does anger *look like*? (Think about situations where you or people you know have been angry. What occurred there? For example, were dishes being broken, was someone crying, were doors being slammed?)

READING #7

Death is not necessarily a failure of energy on the part of the Life Force. People with no xx1xx try to make things which will last forever, and even want to live forever themselves. But the xx2xx man knows very well that it is a waste of labor to make a machine that will last ten years, because it will probably be superseded in half that time by an improved machine xx3xx the same purpose. He also knows that if somebody were to convince us that our dream of personal immortality is no dream but a hard xx4xx, such a shriek of despair would go up xx5xx the human race as no other conceivable horror could provoke. We xx6xx voluntarily, knowing that it is time for us to be scrapped, to be remanufactured. We must all be born again, and yet again and again. No man is willing to make a serious effort to keep alive. The xx7xx he sees death approach, he gets into bed and sends for a doctor. He knows very xx8xx at the back of his conscience that he is rather a poor job and xx9xx be remanufactured. He knows that his xx10xx will make room for a birth.

Adapted from *A Treatise on Parents and Children* by George Bernard Shaw

1. xx1xx

- a) luck
 - b) time
 - c) imagination
 - d) hope
-

2. xx2xx

- a) intelligent
 - b) lazy
 - c) friendly
 - d) ridiculous
-

3. xx3xx

- a) answer
 - b) answers
 - c) answering
 - d) answered
-

4. xx4xx

- a) choice
 - b) situation
 - c) memory
 - d) fact
-

5. xx5xx

- a) to
 - b) from
 - c) about
 - d) with
-

6. xx6xx

- a) remain
 - b) try
 - c) die
 - d) become
-

7. xx7xx

- a) moment
 - b) fear
 - c) reason
 - d) hope
-

8. xx8xx

- a) much
 - b) well
 - c) few
 - d) special
-

9. xx9xx

- a) can be
- b) was
- c) might have been
- d) ought to be

10. xx10xx

- a) health
- b) death
- c) decision
- d) condition

11. True or False: The author says that people will be very happy if it becomes possible to live forever.

- a) True
- b) False

12. True or False: The author says that people die willingly.

- a) True
- b) False

13. True or False: The author thinks that we should try to make machines that will last forever.

- a) True
- b) False

14. The pronoun **He** in the last sentence refers to

- a) God
- b) the author
- c) the doctor
- d) a typical person

15. The main idea of this paragraph is that

- a) people would like to live forever
- b) machines do not have to last a long time
- c) death is necessary
- d) people do not have enough imagination

| CATEGORY | 4 | 3 | 2 | 1 |
|---------------------|--|---|--|--|
| Presentation | Well-rehearsed with smooth delivery that holds audience attention. | Rehearsed with fairly smooth delivery that holds audience attention most of the time. | Delivery not smooth, but able to maintain interest of the audience most of the time. | Delivery not smooth and audience attention often lost. |
| Requirements | All requirements are met and exceeded. - paper - presentation - reflection | All requirements are met. -paper - presentation - reflection | One requirement was not completely met. -paper - presentation - reflection | More than one requirement was not completely met. - paper -presentation - reflection |
| Content | Covers topic in-depth with details and examples. Subject knowledge is excellent. | Includes essential knowledge about the topic. Subject knowledge appears to be good. | Includes essential information about the topic but there are 1-2 factual errors. | Content is minimal OR there are several factual errors. |
| Organization | Content is well organized using headings or bulleted lists to group related material. | Uses headings or bulleted lists to organize, but the overall organization of topics appears flawed. | Content is logically organized for the most part. | There was no clear or logical organizational structure, just lots of facts. |
| Sources | Source information collected for all graphics, facts and quotes. All documented in desired format. | Source information collected for all graphics, facts and quotes. Most documented in desired format. | Source information collected for graphics, facts and quotes, but not documented in desired format. | Very little or no source information was collected. |
| Originality | Product shows a large amount of original thought. Ideas are creative and inventive. | Product shows some original thought. Work shows new ideas and insights. | Uses other people's ideas (giving them credit), but there is little evidence of original thinking. | Uses other people's ideas, but does not give them credit. |