

Sentence-Combining Review 1

Combining short, simple sentences into longer, more meaningful ones improves writing that sounds stiff and choppy. (Turn to pages 93-96 in *Write Source 2000* for more information.)

Directions

Combine the following set of four short sentences into longer, smoother-reading ones. Follow the sentence "frames" when they are provided for you.

Shorter Sentences:

Jolene is an unusual girl.

She performs at school assemblies.

She recites from Webster's Collegiate Dictionary.

It is a book of 1,563 pages that she has memorized.

Frame 1: Jolene _____ girl
 who _____
 by reciting _____,
 a book _____.

Frame 2: Jolene, an unusual _____,
 performs _____
 by _____,
 a _____.

Frame 3: (Come up with your own version.)

Directions

Combine the following sets of simple sentences and then, on your own paper, finish the story. The first combined sentence has been done for you.

1. Jerri thought tryouts were easier last year. She was in sixth grade then.

Jerri thought tryouts were easier last year when she was in sixth grade.

2. She had thought for sure she had made the team. The coach had cut her.

3. She had wondered if Coach Anderson liked her. He sometimes yelled at her.

4. Jerri now thinks something different. Maybe the coach was trying to help her.

5. The practice lasted another 30 minutes. Coach Anderson stopped practice.

6. He told the players to take a shower. He told them to check the board on their way out. A list of players who made the second cut would be posted.

7. Jerri headed for the showers. She . . . (*Finish this story on your own paper.*)



Next Step Write a story about a situation that made you anxious. Exchange stories with a classmate. Check each other's work for chopiness. Correct or combine the sentences as necessary.

Sentence-Combining Review 2

Directions

Use sentence-combining techniques to make each set of shorter sentences below into one longer sentence. Use the method indicated in parentheses at the end of each sentence to combine the sentences. Place your responses in the spaces provided. (For more information about sentence-combining techniques, turn to pages 93-96 in *Write Source 2000*.)

1. Billy bowled three strikes. He bowled a split. (Use a subordinate conjunction to make this a complex sentence.)

After Billy bowled three strikes, he bowled a split.

2. The match was long. The match was close. The match was exciting. (Use a series of words.)
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3. Jess plays chess every day. Maria plays chess every day. (Use a compound subject.)
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4. I went to bed early. I couldn't fall asleep. (Use a compound sentence.)
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5. I always did my math homework. I still failed the exams. (Use a compound verb.)
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-

6. The officer asked us to move along. The officer smiled. (Use the participle *smiling*.)
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Directions

Combine each of the following sets of simple sentences into one complex sentence on the lines provided. The first sentence has been done for you.

1. Dan's right eye was twitching. He sat waiting for the test paper.

Dan's right eye was twitching as he sat waiting for the test paper.

2. This was the last big English test of the term. Dan couldn't afford to fail it.

3. Dan had studied hard for the test. He still didn't feel confident.

4. Five minutes passed. Mr. Adams looked down Dan's row. He saw Dan just sitting there.

5. Dan couldn't write a single line. His mind was a complete blank.

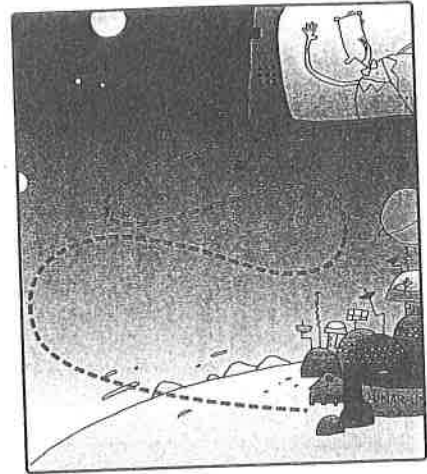
6. Mr. Adams got up from his chair. He walked down the aisle toward Dan.



Next Step Complete the story on your own paper. Be ready to read aloud in class your startling conclusion to "The Testing of Dan."

Sentence-Combining Review 1

Two important practices must be established before sentence combining can have a significant effect on your writing. These practices are reading and writing on a regular basis. If you commit yourself to doing that, you'll find sentence combining will begin making a difference in the way you compose. (Turn to pages 93-96 in *Write Source 2000* for more information.)



EXAMPLE

Simple Sentences:

Earl's father is taking a leave of absence. He has taught for 15 years. He teaches in a college. He will be writing a book.

Combined Sentence:

Earl's father, who has taught for 15 years in a college, is taking a leave of absence to write a book.

Directions

Combine each set of simple sentences into longer, smoother-reading ones. Make use of all of the combining techniques you have previously worked on. The first one has been done for you.

- The books were scattered.
The books were for a science report.
Magazines were also scattered.
The magazines were for a science report.
The books and magazines were scattered on Kim's desk.

The books and magazines, which were scattered on Kim's desk,

were for a science report.

- The cafeteria was filled with laughter.
The laughter was from students.
The students were telling jokes.
They were telling elephant jokes.

3. Fernando found the right kind of film.
The film was for his 35-mm camera.

4. Fernando walked toward the checkout counter.
He noticed a poorly dressed man.
The man was standing next to a rack of candy bars.

5. The man carefully put some of the candy bars into his coat pocket.
The man put them into his pocket while pretending to read a magazine.

6. Fernando saw him do this. He didn't know what to do.

7. The man obviously was trying to shoplift the candy.
He looked like he was really down on his luck.

8. Fernando moved toward the checkout counter.
A security guard came down the aisle.



Next Step Finish the story on your own paper. Exchange stories with a classmate. Find out how your partner developed the unfolding plot. Also note how effectively your partner combined ideas in his or her story.