Sentence-Combining Practice
Grade 7
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Introduction

Sentence combining is a way to warm up before the game. In the writing game, as in most others, things tend to happen at once. All at the same time, you’re trying to think of what to say, how to express it, how to spell the words, how to punctuate the sentences, and where to go next. In this game, too, it helps if you’ve practiced each skill separately.

Combining sentences slows you down and gives you time to experiment. The words are already there, and your task is simply to combine sentences meaningfully. You don’t have to worry about what you’ll write in the following sentence or where to go next.

Getting Started

There are two kinds of sentence-combining exercises in this book: signaled and unsignaled. Signaled exercises give you specific suggestions on how to combine groups of sentences, called clusters. Unsignaled (or open) sentence clusters encourage you to experiment on your own.

Signaled Exercises

Signaled exercises help you by pointing toward particular choices, though even with these you may have more than one good option.

In these sentence-combining worksheets, signaling takes three forms: information is underlined, put in brackets [ ], or set in CAPITAL LETTERS. To understand how these forms are used, study the examples below.

1. Underlining Certain information may be repeated in two or more sentences in a cluster. Underlining shows you the words that are new. The new information should be added to the new sentence.
   a. The woman turned and smiled.
   b. The woman was in the booth.

   These sentences could be rewritten so that the repeated information (the part of b that isn’t underlined) is left out. The new information is added to the following sentence:
   
   The woman in the booth turned and smiled.

   Now try this cluster:
   a. The woman in the booth turned and smiled.
   b. The booth was near the front.

2. Brackets When you combine two or more sentences, you may occasionally have to change slightly the form of a word; you may have to add a punctuation mark; you may have to include a signal word—or you may have to do two of these things or all three of them. In signaled exercises an important clue to the change is suggested in brackets. In the following cluster we’ve included in brackets the punctuation mark and the signal word.
a. He walked to the window.
b. He couldn’t hear anything. [, but]

*He walked to the window, but he couldn’t hear anything.*

Notice that a comma and a coordinating conjunction are used to combine the two sentences.

In the following cluster we signaled an apostrophe and an *s* in the brackets. Notice what happens to *Tracy* when we add the apostrophe and an *s*.

a. The sweater is in the gym.
b. The sweater belongs to Tracy. [*’s]*

*Tracy’s sweater is in the gym.*

Punctuation marks occur singly or in pairs. A pair of marks, such as [— . . . —], shows you one way to embed information in the middle of a sentence. Study the cluster below.

a. Deborah was much in demand at parties.
b. Deborah was a gifted guitarist. [— . . . —]*

*Deborah—a gifted guitarist—was much in demand at parties.*

3. **Capital Letters** The CAPITAL LETTERS used in the third form of signaling spell out the neutral word *SOMETHING*. This word is often found in the first sentence of a cluster. It shows where the following sentence or part of that sentence should go.

a. He wondered *SOMETHING*.
b. Someone *would lift the manhole cover*. [who]*

*He wondered who would lift the manhole cover.*

a. Martha asked *SOMETHING*.
b. I *was feeling* some way. [how]*

*Marta asked how I was feeling.*

Here are two more clusters to try. Recheck the examples if you’re puzzled.

a. We offered *SOMETHING*.
b. We *would pay for the tickets*. [to]*

a. He asked *SOMETHING*.
b. They *had left* for some reason. [why]*

**Unsignaled Exercises**

Unsignaled (or open) exercises invite you to try all sorts of combinations until you find the one you like best. For example, see how many different combinations you can make from this sentence cluster.

a. Toni was ill.
b. Her parents were concerned.
The possibilities are numerous. Here, to give you the feel of open sentence combining, are just a few combinations:

1. **Toni was ill, and her parents were concerned.**
2. **Because Toni was ill, her parents were concerned.**
3. **Toni’s illness concerned her parents.**
4. **Toni’s parents were concerned about her illness.**

You could probably come up with more versions. When doing unsignaled exercises, try whispering different versions to yourself, or work with a friend or a group to try out various possibilities. Listen to your friends, and listen even more carefully to your own voice.

**Experiment and Enjoy**

The purpose of these sentence-combining sheets is to help you learn to enjoy writing—to help you find your own things to say and your own voice in which to say them. The signals are merely a first step toward that goal. You will find that in most exercises only the first few clusters will be signaled. Signaling will then be phased out, except for an occasional hint at a tough spot. This will allow you to start slowly each time, and if you become puzzled later on, you can go back and look again at how you did an exercise before.

For a review of sentence-combining hints and for further practice, turn to Unit 21 in your textbook. As you work with these sheets, experiment and enjoy. Listen to the sentences your friends offer, and offer them your own. And listen closely to your own voice. You already know more than you think you do.
Key Information

A simple way to combine sentences that are closely related in meaning is to use a coordinating conjunction. The coordinating conjunctions include and, but, or, and for.

1. a. He hung the picture.
   b. The wire was too thin. [, but]
   c. It fell off the wall. [, and]

He hung the picture, but the wire was too thin, and it fell off the wall.

Directions

Use a comma plus a coordinating conjunction to join the sentences in each cluster.

1. a. Manny skated on the pond.
   b. Sandy went sledding on the hill. [, and]

2. a. You can taste-test the dessert yourself.
   b. You can ask me to test it for you. [, or]

3. a. He answered the letter late.
   b. He had the flu. [, for]

4. a. We watched the news on television.
   b. We did not see the weather report. [, but]

5. a. The neighbors are on vacation.
   b. Perhaps they are not answering their door. [, or]

   b. She practiced her presentation on Tuesday. [, and]

7. a. Harry trained for the race.
   b. He was a sure winner. [, and]
   c. He twisted his ankle the weekend before the event. [, but]

8. a. Grandpa pitched the ball to me.
   b. I hit a home run. [, and]

9. a. The tree grew tall.
   b. She pruned its leaves.
   c. It produced no apples.

10. a. Her jewelry must be real.
    b. It must be expensive.
    c. It shines brilliantly.
Key Information

Sometimes two or more sentences contain similar information. By combining those sentences, you can avoid repetition.

a. The host greeted us at the door.
b. The host took our coats. [and]

The host greeted us at the door and took our coats.

Directions

Use the coordinating conjunctions and, but, or to combine the sentences in each cluster. Include only the new information (which is underlined in the first few items) from b. In items 5, 9, and 10 new information also appears in c.

1. a. She watched the parade.
b. She waved to her brother in the band. [and]

2. a. She put on her robe.
b. She put on her slippers. [and]

3. a. You wear a size 6 shoe.
b. You wear a size 7 shoe. [or]

4. a. They were distant relatives.
b. They were very friendly relatives. [but]

5. a. The cat was curious.
b. The cat was playful. [and]
c. The cat was somewhat mean. [but]

6. a. The book was long.
b. The book was easy to read.

7. a. The previews had just ended when we arrived.
b. The previews had just ended when we sat down.

8. a. Your costume can be made of paper.
b. Your costume can be made of cloth.

9. a. We had our choice of sandwiches.
b. We had our choice of beverages.
c. We had no choice of desserts.

10. a. They were late.
b. They were nervous.
c. They were prepared to perform.
3

Compound Elements II

Key Information

Sometimes two or more sentences contain similar information. By combining those sentences, you can avoid repetition.

1. a. The monkeys climbed the trees.
    b. The monkeys searched for food. [and]

The monkeys climbed the trees and searched for food.

Directions

Use the coordinating conjunctions and, but, and or to combine the sentences in each cluster. Include only the new information (which is underlined in the first few items) from b. In items 5 and 9 new information also appears in c; in item 10 it appears in b, c, and d.

1. a. She called Maria.
    b. She called Jane. [and]

2. a. Andrew wrote a song.
    b. He played it on his guitar. [and]

3. a. Mrs. Burton lives on Elm Street.
    b. Mrs Burton lives on Maple Street. [or]

4. a. The pencils were stubby.
    b. The pencils were sharpened. [but]

5. a. The assignment was challenging.
    b. The assignment was time-consuming. [and]
    c. The assignment was interesting. [but]

6. a. My breakfast was hot.
    b. My breakfast was not very flavorful.

7. a. Lisa closed the curtains when we left.
    b. Lisa turned out the lights when we left.

8. a. He managed a small business.
    b. He managed a thriving business.

9. a. We had our pick of male dogs.
    b. We had our pick of female dogs.
    c. We had no pick of breed.

10. a. He was forgetful.
    b. He was silly.
    c. He took his work seriously.
    d. He always met deadlines.
4 Items in a Series

Key Information

Commas are used to separate three or more items in a series. A coordinating conjunction is always used before the final item in a series.

a. Juanita rode her bike down the street.
b. She passed many people. [,]
c. She waved to her friends. [, and]

Juanita rode her bike down the street, passed many people, and waved to her friends.

Directions

Combine the sentences in each cluster so that the new information (which is underlined in the first few items) forms a series. Connect the last two items in each series with the coordinating conjunction and or or.

1. a. Edward talked to the teacher.
b. Laura talked to the teacher. [,]
c. Drew talked to the teacher. [, and]

2. a. Lia babysat for her brother.
b. Lia babysat for her cousin. [,]
c. Lia babysat for her neighbor. [, and]

3. a. Gene put on his uniform.
b. Gene practiced a little. [,]
c. Gene walked to the field. [, and]

4. a. He placed the placemats on the table.
b. He placed the plates on the table. [,]
c. He placed the silverware on the table. [, and]

5. a. You may have meatloaf for dinner.
b. You may have hamburgers for dinner. [,]
c. You may have chicken for dinner. [, or]

6. a. She drew in her breath.
b. She jumped off the board.
c. She plunged into the water.

7. a. They clapped loudly.
b. They whistled approval.
c. They waved their banners in the air.

8. a. Yolanda sat in the back.
b. Jasmine sat in the back.
c. Kelly sat in the back.

9. a. The boys made sandwiches.
b. The boys played a game.
c. The boys watched television.

10. a. He stripped the paint off the chair.
b. He sanded it.
c. He painted it.
Modifiers Before a Noun

Key Information

Placing a descriptive word before a noun often condenses information very effectively.

a. The pennies are in a box.
b. The pennies are his.
c. The box is tin.

His pennies are in a tin box.

Directions

Combine the sentences in each cluster by adding the new information (which is underlined in the first few items) as a modifier before a noun in the first sentence.

1. a. The seats were fine.
   b. The seats were unreserved.

2. a. The sleeping bag is in the closet.
   b. The sleeping bag is Gary’s.

3. a. The sleeping bag is in the closet.
   b. The closet is in the hall.

4. a. He put shades on the windows.
   b. The shades were new.
   c. The windows were in the living room.

5. a. The container was for the chicken.
   b. The container was large.
   c. The chicken was barbecued.

6. a. The garden was weeded.
   b. The garden was his.

7. a. The package was delivered to the house.
   b. The package was oversize.
   c. The house was Malcolm’s.

8. a. The test drew criticism.
   b. The test was unexpected.

9. a. The test drew criticism.
   b. The criticism was harsh.

10. a. A woman in a hat pointed the way.
    b. The woman was smiling.
    c. The hat was green.
    d. The green was bright.
Set-off Elements

Key Information

You can combine sentences by setting off words or phrases with commas, dashes, or a colon. The words or phrases you set off may add information to the sentence or emphasize information already in the sentence.

Mike ran—raced, really—down the track. Andrea looked terrific—indeed, very healthy. The woman was an actress: a poor actress, but an actress nevertheless.

Directions

Combine each cluster, placing the new information directly after the word or phrase it expands. Information set off at the end of a sentence requires only a single punctuation mark. Information added in the midst of a sentence requires a pair of marks.

1. a. Jason was upset.
   b. Jason was almost crying. [,]
2. a. Sandra likes animals.
   b. Sandra really loves animals. [— . . . —]
3. a. The necklace was unique.
   b. The necklace was in some ways extraordinary. [—and]
4. a. She encouraged us to volunteer.
   b. Indeed, she advised us to volunteer.
5. a. They were curious about their neighbors.
   b. Their curiosity was at times almost nosy.
6. a. We were pleased.
   b. We were not ecstatic.
   c. We were certainly pleased. [but]
7. a. The peach was fuzzy.
   b. The peach was almost like velvet.
8. a. Ms. Clarke was never mean.
   b. She was strict.
   c. She wasn’t mean.
9. a. Aaron was excited to have a new job.
   b. Aaron was really thrilled to have a new job.
10. a. Tamara gave us a quick smile and dashed out the door.
    b. Her smile was almost a smirk.
    c. In fact, she bolted out the door.
7 Appositives I

**Key Information**

An appositive is a noun that is placed next to another noun or pronoun to rename it or to give additional information about it. Use commas, dashes, parentheses, or a colon to set off an appositive.

- a. He lost valuable possessions.
- b. He lost his wallet.
- c. He lost his keys. [and]

He lost valuable possessions: his wallet and his keys.

**Directions**

Combine each cluster so that the appositive renames the noun at the end of the first sentence.

1. a. He played one instrument.
   b. He played the trumpet. [,]

2. a. It was a beautiful desk.
   b. It was an antique. [,]

3. a. The man thought it was a small boat.
   b. The boat was a canoe. [,]

4. a. Jan has two sisters.
   b. They are Deborah and Amy. [:]

5. a. He admires his mother.
   b. His mother is our senator.

**Directions**

Combine each cluster by placing the appositive either before or within the main clause. Set off initial appositives with a comma. Set off appositives within the main clause with a pair of punctuation marks.

6. a. Adam finished the project.
   b. Adam is my brother, [, . . . ,]

7. a. Jenna directed the performance.
   b. Jenna is a dancer, [( . . . )]

8. a. The dinner was delicious.
   b. The dinner was a gourmet feast.

9. a. Mike wrote the candidate’s speech.
   b. Mike is a skillful writer.

10. a. Yellowstone is a great place to camp.
    b. Yellowstone is a national park.
Key Information

An appositive is a noun that is placed next to another noun or pronoun to rename it or to give additional information about it. Use commas, dashes, parentheses, or a colon to set off an appositive.

- She worked in two arenas.
- One was movies.
- One was the theater. [and]

She worked in two arenas: movies and the theater.

Directions

Combine each cluster so that the appositive renames the noun at the end of the first sentence.

1. a. We remembered the food.
   b. We remembered sandwiches and sodas. [, or :]

2. a. It was his first painting.
   b. It was a watercolor. [,]

3. a. Margie always sings ballads.
   b. Ballads are her favorite songs. [, or ( . . )]

4. a. Those are his parents.
   b. His parents are Carol and Herbert. [, or :]

5. a. The mural is by Sammy.
   b. Sammy is my neighbor.

Directions

Combine each cluster by placing the appositive either before or within the main clause. Set off initial appositives with a comma. Set off appositives within the main clause with a pair of punctuation marks.

   b. Ned is my cousin. [, . . . ,]

   b. Karen is an early riser. [, . . . ,]

8. a. The pasta dish was spicy.
   b. The pasta dish was spaghetti and meatballs.

9. a. Lucy auditioned for the play.
   b. Lucy is an actress.

10. a. Central won the tournament.
    b. Central is our local junior high school.
## Possessive Nouns

### Key Information

An apostrophe is used to show the possessive form of a noun. For example, *the talents of Sue* becomes *Sue’s talents* and *the jacket that belongs to Armando* becomes *Armando’s jacket.*

- a. The idea was to ride our bikes to the cabin.
  - b. The idea was *of Donald.* [‘s]
  - c. The cabin *belonged to Tommy.* [‘s]

**Donald’s idea was to ride our bikes to Tommy’s cabin.**

### Directions

Combine the sentences in each cluster making the **underlined** word or phrase in sentence *b* (or, for item 10, in sentence *c* as well) a possessive noun in sentence *a.*

1. a. The notebook is on the desk.
   - b. The desk **belongs to Connie.** [‘s]

2. a. The water dish was full.
   - b. The water dish **belonged to the dog.** [‘s]

3. a. The tomato plant was growing like a weed.
   - b. The tomato plant **belonged to Ted.** [‘s]

4. a. Her dress is in the closet.
   - b. The dress **belongs to Latesha.** [‘s]

5. a. The toys were scattered about the room.
   - b. The toys **belonged to the twins.**

6. a. The song was received well.
   - b. **Sydney** sang the song.

7. a. The prices were high.
   - b. The prices were **of the store.**

8. a. The meal looked better than mine.
   - b. The meal **was for Carl.**

9. a. The report was complete.
   - b. **Barry** gave the report.

10. a. The review of the restaurant was good.
    - b. The review was **by Ken Smith.**
    - c. The restaurant **belonged to the Milfords.**
Adjective Phrases I

Key Information

Adjective phrases are prepositional phrases that modify nouns or pronouns. They usually come after the word they modify.

1. a. The child couldn’t reach the shelf.
   b. The child was in the kitchen.
   c. The shelf was at the top.

The child in the kitchen couldn’t reach the shelf at the top.

Directions

Combine the sentences in each cluster so that the new information (which is underlined in a few sentences) is used as an adjective phrase after the noun.

1. a. Her lecture was attended by many.
    b. Her lecture was about apes.

2. a. The ice rink was crowded.
    b. The ice rink was in the park.

3. a. The woman said the roads were slick.
    b. The woman was at the toll booth.
    c. The roads were in the city.

4. a. The flowers were left with the receptionist.
    b. The flowers were from Harold.
    c. The receptionist was for the company.

5. a. The candle was flickering.
    b. The candle was on the table.

6. a. Everyone cheered after the performance.
    b. Everyone was in the theater.
    c. The performance was by the children’s choir.

7. a. The ring was a present.
    b. The ring was on her finger.
    c. The present was from Lupe.

8. a. The store owner was a member.
    b. The store owner was from Pittsburgh.
    c. He was a member of our softball team.

9. a. The envelope is sealed.
    b. The envelope is on the bookcase.
    c. The bookcase is in the hall.

10. a. The clothing should be folded.
    b. The clothing is in the basket.
    c. The basket is by the door.
11 Adjective Phrases II

**Key Information**

Adjective phrases are prepositional phrases that modify nouns or pronouns. They usually come after the word they modify.

- a. The radio was broken.
- b. The radio is on the refrigerator.

*The radio on the refrigerator was broken.*

**Directions**

Combine the sentences in each cluster so that the new information (which is underlined in a few sentences) is used as an adjective phrase after the noun.

1. a. His notes were brief.
   b. His notes were on the speech.

2. a. The room was cold.
   b. The room was in the back.

3. a. The mayor was on the plane.
   b. He was the mayor of Cleveland.
   c. He was on the plane to New Jersey.

4. a. The tree was planted today.
   b. The tree was in the yard.
   c. The yard was near the school.

5. a. They ski on the mountains.
   b. The mountains are in Colorado.

6. a. Felicia followed me to the grocery store.
   b. The store was in town.

7. a. The campground was on a river.
   b. The campground was in Arkansas.
   c. The river was in a state park.

8. a. The officer talked to the students.
   b. The officer was in the squad car.
   c. The students were at our school.

9. a. The scarf was blowing in the wind.
   b. The scarf was around his neck.
   c. The wind was from the north.

10. a. The lights were brilliant.
    b. The lights were in the city.
    c. The city was on the river.
**Verbal Phrases as Adjectives**

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**Key Information**

Certain verbal phrases—participal phrases and infinitive phrases—sometimes modify nouns or pronouns. In such cases they are acting as adjectives.

a. The man owns the surfboard.
   b. The man is swimming in the ocean.
   c. The surfboard is buried in the sand.

*The man swimming in the ocean owns the surfboard buried in the sand.*

a. The boy has the qualifications.
   b. The qualifications are about entering the science fair. [to]

*The boy has the qualifications to enter the science fair.*

---

**Directions**

Combine each cluster so that the new information (which is underlined in the first few items) is embedded as a verbal phrase after a noun in sentence a.

1. a. The man owns the restaurant.
   b. The man is seated at the table in the back.

2. a. Doctors diagnosed the problem.
   b. The doctors were working together.

3. a. Scientists found the solution.
   b. The scientists were equipped with the latest technology.

4. a. The child flew the kite.
   b. The child walked in the park. [-ing]

5. a. The artist paints beautiful pictures.
   b. The artist cleaned her brushes. [-ing]

6. a. Two scientists launched a boat.
   b. They were looking for a mysterious fish.
   c. The boat was equipped with SONAR.

7. a. The people will have to move.
   b. The people are standing in the aisles.

8. a. The car needs new tires.
   b. The car slides on the rainy street. [-ing]

9. a. The soldiers have the courage.
   b. The courage is about rescuing the wounded. [to]

10. a. The group will review the findings.
    b. The group will address the problem. [to]
    c. The findings were presented by the principal.
Directions

Combine the sentences in each cluster so that the new information (which is underlined in the first few items) is used as an adverb or an adverb phrase in the first sentence. Try putting the modifier in different places.

1. a. We ran.
   b. Our running was quick. [-ly]

2. a. He put the finishing touches on the room.
   b. He was careful to do so. [-ly]

3. a. She cooked the sauce.
   b. The cooking was slow. [-ly]

4. a. Matthew wrote his paper.
   b. His writing was hasty. [-ly]
   c. He wrote it at the library.

5. a. We sewed costumes for the play.
   b. The sewing was quick. [-ly]
   c. We sewed at the community center.

6. a. They forgot the presents.
   b. The forgetting was thoughtless. [-ly]

7. a. He knew she was right.
   b. He knew it now.

8. a. She lost her keys.
   b. She lost them in the parking lot.

9. a. The volunteers distributed clothing.
   b. This was to help the flood victims.
   c. The distributions were made yesterday.

10. a. They sailed in the evening.
    b. The sailing was quiet. [-ly]
    c. They sailed under the stars.
Adjective Clauses with *That* and *Who*

**Key Information**

When two sentences share a word or a phrase, one sentence can sometimes be made into an adjective clause that modifies a word in the other sentence.

- The child wins the prize.
- The child crosses the finish line.

*The child who crosses the finish line wins the prize.*

**Directions**

Use the relative pronoun *that* or *who* to combine each cluster.

1. a. The dress in the window is on sale.
   b. You see the dress. [that]

2. a. The man was tired.
   b. The man drove the truck. [who]

3. a. The wall hanging was unusual.
   b. Sylvester chose the wall hanging. [that]

4. a. The game was rained out.
   b. The game was held today. [that]

5. a. The woman is very successful.
   b. The woman lives next door. [who]

6. a. We saw the plane.
   b. The plane was landing.

7. a. The child was found in the park.
   b. The child ran away.

8. a. The student was Leroy.
   b. The student asked a good question.

9. a. They played the song.
   b. The song is my favorite.

10. a. The jeans are too small.
    b. I have the jeans.
15 Adjective Clauses with Whom and Whose

Key Information

**Whom** and **whose** can also introduce adjective clauses.

a. They are inviting the children.
   b. They know the children. *[whom or no introductory word]*

They are inviting the children **whom** they know.
They are inviting the children **[whom]** they know.

The relative pronoun **whose** is used as a possessive pronoun in an adjective clause.

a. The woman called the father.
   b. The father’s child was crying. *[whose]*

The woman called the father **whose** child was crying.

Directions

Use **whom** (or no introductory word) or **whose** to make sentence b an adjective clause embedded in sentence a.

1. a. She is a teacher.
   b. The children love the teacher. *[whom or no introductory word]*

2. a. She likes reporters.
   b. Their commitment is to the news. *[whose]*

3. a. The family is friendly.
   b. I live with the family. *[whom or no introductory word]*

4. a. The boy was angry.
   b. The boy’s watch was broken. *[whose]*

5. a. The girl is staying with us.
   b. The girl’s parents are out of town. *[whose]*

6. a. The people are great.
   b. I work with the people. *[whom or no introductory word]*

7. a. The woman will be returning soon.
   b. The woman’s coat is on the chair.

8. a. The neighbor is ill.
   b. She commutes with the neighbor.

9. a. The team is playing two games this week.
   b. She plays with the team.

10. a. The actor is from our town.
    b. The actor’s movies are on television.
Key Information

Choosing the correct verb form is easy when the verb comes right after the subject. When phrases or clauses come between the subject and the verb, however, the correct verb form can be harder to determine.

Subject  
Verb
The **man** **seems** tired.

Subject  
Phrase  
Verb
The **man working overtime** **seems** tired.

Directions

The clusters below contain a simple sentence (sentence a) with a choice of verb forms. First determine which form of the verb agrees with the subject. Then combine the sentences, placing the new information in sentence b between the subject and the verb in sentence a.

1. a. Everyone [is/are] willing to participate.  
   b. Everyone is **in the room**.

2. a. The students [has/have] new responsibilities.  
   b. The students are **sitting in the office**.

3. a. Mr. Katz and his sister [is/are] good friends.  
   b. His sister **lives far away**. [who]

4. a. One worker [has/have] another part-time job.  
   b. This one worker is **in the group**.

5. a. The number [was/were] unlimited.  
   b. The number was **of items**.

6. a. The team [is/are] pulling the cart.  
   b. The team is **of mules**.

7. a. The story [begins/begin] at the train station.  
   b. The story caused controversy. [ing]

8. a. Several people [seems/seem] angry.  
   b. The people are **in the crowd**. [who]

9. a. The boys [goes/go] to the movies often.  
   b. The boys are **in the family**.

10. a. One of the candidates [is/are] speaking here on Monday.  
    b. The candidates were interviewed by the reporters.
**Key Information**

Choosing the correct verb form is easy when the verb comes right after the subject. When phrases or clauses come between the subject and the verb, however, the correct verb form can be harder to determine (though the correct form is identical).

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>The girl</td>
<td>is having fun.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Subject</th>
<th>Phrase</th>
<th>Verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>The girl swinging on the swing</td>
<td>is having fun.</td>
<td></td>
</tr>
</tbody>
</table>

**Directions**

The clusters below contain a simple sentence (sentence a) with a choice of verb forms. First determine which form of the verb agrees with the subject. Then combine the sentences, placing the new information in sentence b between the subject and the verb in sentence a.

1. a. Each one [is/are] on time.
   b. Each one was of the students.
2. a. The daughters [has/have] a lot to do.
   b. The daughters are planning the party.
   b. The women often fly to California. [who]
4. a. One family [has/have] a dog.
   b. The one family is in our neighborhood.
5. a. The plans [was/were] developed by the teams.
   b. The plans were of action.
   b. The choice is of vacation spots.
7. a. Rehearsals [starts/start] at eight o’clock.
   b. Rehearsals are for the play.
8. a. None of the parents [has/have] any questions.
   b. The parents visited the school. [-ing]
   b. The dogs are barking in the yard.
10. a. Four of the players [goes/go] to our school.
    b. The players are on the field.
**Adverb Clauses I**

**Key Information**
When two sentences contain closely related information, one of the sentences can sometimes be made into an adverb clause—a subordinate clause that modifies a verb. An adverb clause begins with a subordinating conjunction, such as *after, before, while, when, until, where, as,* or *wherever.* Adverb clauses often tell *when* or *where.*

a. He felt better. *[After . . . ,]*

b. His grades improved.

*After he felt better,* his grades improved.

**Directions**
Combine each cluster so that sentence *a* is subordinated to sentence *b.* For item 10, sentences *a* and *b* should be subordinated to *c.* Place the subordinate clause first, followed by a comma.

1. a. Susan was sixteen. *[When . . . ,]*
   **b.** She moved to Austin.

2. a. The tanker ran aground *[After . . . ,]*
   **b.** Oil washed up on the beaches.

3. a. Jesse appears. *[Whenever . . . ,]*
   **b.** The audience applauds.

4. a. She moved to Iowa. *[Until . . . ,]*
   **b.** She had never seen a cow.

5. a. The actress stepped onstage *[As . . . ,]*
   **b.** Reporters began to ask questions.

6. a. The bridge had once spanned the river. *[Where . . . ,]*
   **b.** There was now only a fence.

7. a. Nancy cleared the table.
   **b.** She washed the dishes.

8. a. The princess emerged from the carriage.
   **b.** A woman fainted.

9. a. Jeff turned around.
   **b.** The child made a face.

10. a. We walked down the street. *[As . . . ,]*
    **b.** It got dark. **[before]**
    **c.** The rain began to fall.
**Key Information**

All adverb clauses are subordinate and begin with a subordinating conjunction, such as though, although, even if, even though, or whereas. Adverb clauses often tell to what extent and how.

a. Sam worked for several hours. [Though]
b. Sam couldn’t finish mowing the lawn.

**Though Sam worked for several hours, he couldn’t finish mowing the lawn.**

Sam couldn’t finish mowing the lawn, **though he worked for several hours.**

Sam, **though he worked for several hours, couldn’t finish mowing the lawn.**

**Directions**

Combine each cluster by making sentence a subordinate to sentence b. Vary the placement of the adverb clauses.

1. a. She was only five feet tall. [Although]
b. She was a fast runner.

2. a. He was frightened. [. . . even though]
b. Kurt continued to climb.

3. a. The coach told him not to worry. [Though]
b. Tyrone wasn’t sure he believed him.

4. a. She once could run a mile.
b. She now couldn’t run at all.

5. a. There is a little rain.
b. We can still sail today.

6. a. She is an internationally known celebrity.
b. She has few friends.

7. a. Marta looked everywhere.
b. She couldn’t find her science book.

8. a. You work a month as a baby-sitter.
b. You won’t be able to afford that jacket.

9. a. We can find the hole in the roof.
b. We can’t patch it.

10. a. We have a lot of food.
b. There is not enough for those who need it.
Sentence–Combining Practice

Directions

Combine the sentences in each cluster below. Remember that initial adverb clauses are set off with a comma, and those at the end of a sentence usually require no comma.

1. a. Rachel wanted the meal to be perfect. [Because . . .]
   b. She allowed plenty of time to prepare.

2. a. Kathy lost her key. [Since . . .]
   b. She can’t open the door.

3. a. I may get my skates sharpened.
   b. The ice rink is not crowded. [. . . since]

4. a. The movie is over. [Whenever . . .]
   b. We will have lunch.

5. a. Audrey got new glasses.
   b. She is a changed person.

6. a. The air conditioner isn’t working.
   b. We have classes outside.

7. a. He discovers the solution.
   b. He will win the game.

8. a. We don’t have school.
   b. Today is a holiday.

9. a. He follows the directions.
   b. He plays fairly. [and]
   c. We won’t include him in the game.

10. a. Her father was named Emmett.
    b. Her mother was named Lee.
    c. She is called Emily.
Correlative Conjunctions

Key Information

Correlative conjunctions, such as *either . . . or*, work in pairs. They join words and groups of words of equal importance in a sentence.

- a. You clean your closet.
  b. You can’t get a new sweater. [*Either . . . or*]

Either you clean your closet, or you can’t get a new sweater.

Two sets of *correlatives*—*not only . . . but also* and *neither . . . nor*—require a change of word order, or *inversion*. If the original sentence contains no form of *be* or no auxiliary verb, you must supply an auxiliary. Use a form of the verb *do*, and place it *before* the subject of the sentence.

- a. She visited her grandparents.
  b. She toured some historic homes.

*Not only did* she visit her grandparents, *but* she *also* toured some historic homes.

*Neither did* she visit her grandparents, *nor did* she tour some historic homes.

Directions

Use *Either . . . or* to combine clusters 1–3. Combine clusters 4–10 twice, first using *not only . . . but also* and then using *neither . . . nor*.

1. a. The company will move to New York.
   b. It will move to New Jersey. [*Either . . . or*]
2. a. The black shoes will match the dress.
   b. The gray shoes will match it.
3. a. You can mail your order.
   b. You can phone it to the store.
4. a. He is buying boots.
   b. He is trying on hats.
5. a. She was not at work.
   b. She was not at home.
6. a. She mailed invitations.
   b. She phoned.
7. a. I was at the scene of the accident.
   b. I heard the news on the radio.
8. a. The tire is flat.
   b. We are miles from any help.
9. a. We were told to stay.
   b. We were asked to help.
10. a. This is a quaint shop.
    b. It has unusual merchandise.
**Noun Clauses**

**Key Information**

A noun clause is a subordinate clause used as a noun. Noun clauses are introduced by words such as *who, whose, what, why, which, how, when,* and *where.*

| a. Nora asked SOMETHING. |
| b. She could begin sometime. [when] |
| Nora asked *when she could begin.* |

**Directions**

Combine each cluster by making sentence *b* a noun clause and putting it in sentence *a* in place of SOMETHING. To form the noun clause, use the word indicated in parentheses.

1. a. He asked SOMETHING.  
   b. Pizzas are made some way. [how]
2. a. Kenji wondered SOMETHING.  
   b. He should take a book. [which]
3. a. SOMETHING has not been decided.  
   b. We will meet at someone’s house. [whose]
4. a. The leader asked SOMETHING.  
   b. Someone could help her. [who]
5. a. SOMETHING is puzzling to me.  
   b. They admire old buttons for a reason. [Why]
6. a. Father suggested SOMETHING.  
   b. Something should be sent. [what]
7. a. Luise wondered SOMETHING.  
   b. The cake would be done sometime. [when]
8. a. She asked SOMETHING.  
   b. The new video was somewhere. [where]
9. a. He couldn’t remember SOMETHING.  
   b. Fruit was in his lunch. [which]
10. a. Mother knew SOMETHING.  
    b. The program was important to Julia. [how]
Quotations

Directions

Combine each cluster twice, first making b a direct quotation and then making it an indirect quotation. Vary the placement of the direct quotations, punctuating them according to the examples.

1. a. Lyle asked SOMETHING.
   b. Was the bus late?

2. a. Lyle asks SOMETHING.
   b. Is the bus late?

3. a. Curt said SOMETHING.
   b. We should stop at the gym.

4. a. The girl said SOMETHING.
   b. This is her skateboard.

5. a. Felipe argued SOMETHING.
   b. This is too much work.

6. a. The prince, holding the glass slipper, said SOMETHING.
   b. I must find the owner.

7. a. She recalled SOMETHING.
   b. We took that trip last year.

8. a. Pilar noted SOMETHING.
   b. The tuna is all gone.

9. a. Fabio said SOMETHING.
   b. He didn’t understand my problem.

10. a. Fabio asked SOMETHING.
    b. Do you understand the problem?
Directions

Combine each cluster into one or more sentences. Combine two or more clusters if you wish.

1.1 Most summer days are carefree.
1.2 Most summer days are relaxing. [and]

2.1 There is no schoolwork.
2.2 There is no summer school. [( . . )]
2.3 There is no special wake-up time.
2.4 There are a few jobs to do. [, but]

3.1 The household chores assigned by Mother are done. [After]
3.2 We have free time.
3.3 We might visit the library.
3.4 The library is public.
3.5 We might go to the pool. [or]
3.6 The pool is in the park.

4.1 We play board games.
4.2 This is usual. [-ly]
4.3 This is on rainy days.

5.1 We don’t have much money. [Because]
5.2 We look for inexpensive activities.
5.3 The history museum is free.
5.4 We like to visit the museum. [that]
5.5 People demonstrate spinning and weaving.
5.6 People volunteer at the museum. [who]

6.1 We often look for several players.
6.2 These players will make up a team. [to]
6.3 We play volleyball.
6.4 We play baseball. [Either . . . or]

7.1 Sometimes we pack a lunch and wander to the river.
7.2 The lunch is sandwiches and apples. [— . . —]
7.3 The ducks make us laugh.
7.4 The ducks are paddling in the river.

8.1 A summer day is a day to wear old clothes.
8.2 It is a day to relax.
8.3 It is a day to enjoy life.
Directions

Combine each cluster into one or more sentences. Combine two or more clusters if you wish.

1.1 There is a person in every class.
1.2 That person tries to make everything funny. [who]
1.3 The class clown has a vivid imagination.
1.4 The class clown shows a sharp wit. [,]
1.5 The class clown is always ready to make a joke. [, and]

2.1 The person in our class is B.J.
2.2 The person is making the funny remarks.
2.3 B.J. is never loud.
2.4 He is never cruel.
2.5 He is never crude. [, or]

3.1 The humor is often directed toward himself.
3.2 The humor is of B.J. ’s
3.3 Sometimes he pretends to be puzzled.
3.4 He is puzzled about happenings in school.

4.1 Occasionally he performs a short monologue.
4.2 This is before the first class period.
4.3 He might act puzzled about the visiting basketball team.
4.4 Their coach lost his temper. [whose]
4.5 He might wonder about the smoke.
4.6 The smoke drifted from the cafeteria one day. [that]

5.1 Once he told about his book report.
5.2 The report was overdue.
5.3 It was locked in his locker.
5.4 He had lost the key. [, and]
5.5 The key was to the padlock.

6.1 B.J. is outgoing.
6.2 He has an audience. [when]
6.3 He is shy. [, but]
6.4 This is with only one other person.

7.1 Someone once said SOMETHING.
7.2 Everyone loves a clown.
7.3 B.J. is a clown.
7.4 He is lovable.
7.5 He is ours.
Directions

Combine each cluster into one or more sentences. Combine two or more clusters if you wish.

1. My favorite place is a room.
1.1 The room is in a house.
1.2 The house belongs to my grandparents.
1.3 That
2. The house has three stories.
2.1 The third story has a corner room.
2.2 The room has a curved window.
2.3 I can sit on the window seat.
2.4 I can sit in the rocking chair.
2.5 I can look out on an oak tree.
2.6 I can look out on an oak tree.
2.7 The tree is enormous.
3. There are a lot of books.
3.1 The books are really old books.
3.2 They belong to my grandparents.
3.3 They belong to my grandparents.
3.4 My grandparents were my age.
3.5 They enjoyed these books.
4. I found a valentine.
4.1 I found it last summer.
4.2 The valentine was in a book.
4.3 They were married.
4.4 They were married.
4.5 My grandfather had sent it.
4.6 He had sent it to my grandmother.
5. The books smell old.
5.1 The paper is brittle.
5.2 The covers are dull.
5.3 Some of the stories are interesting.
5.4 Some of the stories are interesting.
6. I like the room.
6.1 It is quiet.
6.2 There is a mouse.
6.3 It makes no noise.
6.4 The mouse is visiting.
6.5 My grandmother doesn’t know about it.
6.6 She ignores it.
7. In this room are two other great things.
7.1 They are a dollhouse and a model.
7.2 The model is of a ship.
7.3 The ship has three masts.
7.4 The ship is a schooner.
7.5 The ship is a schooner.
8. Someone must know who built the model.
8.1 No one will tell me.
8.2 Maybe I have a relative.
8.3 I don’t know about him!
Directions

Combine each cluster into one or more sentences. Combine two or more clusters if you wish.

1.1 The score of the final game was close.
1.2 It was a basketball game.
1.3 The game was at La Salle.
1.4 The game was last night.

2.1 Our team scored big.
2.2 This was at the beginning of the fourth quarter.
2.3 Our team is the Bulldogs.
2.4 Dawson made a layup. [when]
2.5 Allen made two three-pointers.
2.6 Hanson made a slam dunk. [, and]

3.1 Hanson dribbled the ball down the court.
3.2 Hanson is over six feet tall. [who]
3.3 He leaped into the air. [and]
3.4 He reached the rim of the basket.
3.5 He dunked the ball. [, and]
3.6 He did this through the net.

4.1 Professional players can reach the basket.
4.2 They can do this easily.
4.3 They are getting taller every year. [since]
4.4 Players can extend their reach.
4.5 They leap thirty inches off the floor. [-ing]
4.6 They stretch their arms upward. [and + -ing]

5.1 A player must decide which type of basket to try for.
5.2 This is when running toward the basket.
5.3 A slam dunk requires a jump.
5.4 This jump is different from a jump for a shot made from farther away. [that]

6.1 Hanson is a master of the slam dunk.
6.2 He appeared to be flying. [who]
6.3 His feet left the floor. [As]
6.4 He soared toward the basket.

7.1 La Salle played well.
7.2 Missed free throws ruined the team’s hopes. [but]
7.3 Hanson’s final dunk gave the Bulldogs the lead.
7.4 The lead was of two points.
7.5 This was with four seconds to play.

8.1 The game was over. [When]
8.2 Hanson had scored forty points.
8.3 He carried the Bulldogs to a 93–89 triumph. [and]
**Narrative Writing II: The Nightmare**

**Directions**

Combine each cluster into one or more sentences. Combine two or more clusters if you wish.

1.1 A nightmare is a dream.
1.2 It is frightening.
1.3 Common nightmares involve feeling trapped.
1.4 Common nightmares involve feeling lost. [or]

2.1 Kevin wrote a paper about a dream.
2.2 Laura wrote a paper about a dream. [Both . . . and]
2.3 Kevin dreamed he was on a bus.
2.4 He was on the bus at night.
2.5 He thought he was going home.
2.6 The bus traveled through a strange neighborhood. [but]
2.7 The bus stopped. [and]

3.1 Kevin got off the bus. [When]
3.2 He was on a street.
3.3 The street was unfamiliar.
3.4 People stared at him.
3.5 People were on street corners. [who]
3.6 Suddenly Kevin was riding a bicycle.
3.7 This was in his dream.

4.1 He rode to the end of a dark street. [As]
4.2 His bicycle became bent and twisted.
4.3 Kevin was glad.
4.4 He was actually relieved. [— . . . —]
4.5 He discovered he was awake. [to]
4.6 He was in his own bed.

5.1 The dream of Laura was similar. [’s]
5.2 She was in a house.
5.3 The house was perched on a cliff.
5.4 The owners were away.
5.5 She had come to visit them. [whom]
5.6 She had never been in the house. [Although]
5.7 She felt afraid.
5.8 She decided she would leave. [and, to]
Directions

Combine each cluster into one or more sentences. Combine two or more clusters if you wish.

1.1 Kim, Oscar, and I went to the mall last Saturday. [When]
1.2 We had a strange experience.
1.3 We’re still not certain what really happened. [, and]
2.1 My sister dropped us off.
2.2 She actually offered to drive us there. [who]
2.3 She dropped us off about noon.
2.4 She was probably meeting a friend.
2.5 The friend was Connie. [( . . . )]
3.1 We took a look around the food court. [After]
3.2 We headed over to the eight-screen theater.
3.3 We passed up three of the movies.
3.4 The movies were not on our list. [that]
3.5 They were not on our list of things to see. [, but]
3.6 We did want to check out Aliens II.
4.1 We can barely come up with enough money.
4.2 This is ordinary. [-ly]
4.3 This is for three tickets plus popcorn.
4.4 We finally managed to find enough loose change. [, but]
4.5 We found it by going through all our pockets.
5.1 We had just stumbled into our seats.
5.2 I noticed this person in front of us. [when]
5.3 I nudged Kim. [and]
5.4 His eyes practically popped out.
5.5 Oscar was too busy to notice.
5.6 Oscar was inhaling his popcorn. [who]
6.1 The person in front of us was an actor.
6.2 He was left over from Aliens I. [Either . . . , or]
6.3 He was glowing.
Directions

Combine each cluster into one or more sentences. Combine two or more clusters if you wish.

1. Pizza is made.
   1.1 This is in two steps.
   1.2 The first step is making the crust.
   1.3 The second step is making the topping.

2. In a large bowl, dissolve one-half teaspoon of dry yeast.
   2.1 The yeast is dissolved in three-quarters of a cup of warm water.
   2.2 The water should be 110 to 115 degrees. [(..)]
   2.3 Add about three cups of flour.
   2.4 Add this to the yeast mixture.
   2.5 This makes a stiff dough. [to]

3. Knead the dough on a lightly floured surface. [After]
   3.1 This is for ten minutes.
   3.2 Place it in a greased bowl.
   3.3 Cover the bowl.
   3.4 Let the dough rise in a warm place.
   3.5 Let the dough rise until it has doubled.

4. Divide the dough into two parts.
   4.1 Roll each part into a fourteen-inch round pizza.
   4.2 Place the dough in pizza pans.
   4.3 Roll the edges to make a ridge.

5. Brown two-thirds of a cup of chopped mushrooms.
   5.1 This is four ounces. [(..)]
   5.2 Brown the mushrooms in one tablespoon of margarine.

6. Combine one-half teaspoon of each of the following ingredients.
   6.1 These ingredients are oregano, rosemary, and salt. [:]
   6.2 Mix in one-fourth teaspoon of pepper.
   6.3 Add these herbs and spices to one and one-half cups of tomato sauce.
   6.4 Spread this mixture over each crust.

7. Sprinkle one-fourth cup of grated Parmesan cheese.
   7.1 The cheese is sprinkled over the sauce.
   7.2 Add the browned mushrooms.
   7.3 Top with six ounces of mozzarella cheese.
   7.4 The cheese is sliced thin. [-ly]
   7.5 The pizzas will serve six to eight.

8. Bake pizzas in the oven.
   8.1 This is at 425 degrees.
   8.2 Bake for twenty-five to thirty minutes.
   8.3 People are unusually hungry. [Unless]
Directions
Combine each cluster into one or more sentences. Combine two or more clusters if you wish.

1.1 The great pyramids of Egypt were built.
1.2 They were built as tombs.
1.3 The tombs were for kings.
1.4 The Egyptians believed that a well-preserved body was necessary. [Since]
1.5 This was necessary for enjoying life after death.
1.6 They wanted to keep their remains safe.

2.1 The most colossal of these tombs is the Great Pyramid at Gizeh.
2.2 It was built for King Khufu.
2.3 He was formerly Cheops. [( . . . )]
2.4 The tomb was completed.
2.5 This was around 2600 B.C.
2.6 Today it is the largest cut-stone structure in the world.
2.7 It rises as high as a 40-story building.

3.1 Wheels or horses were used.
3.2 Pulleys or blocks and tackles were used. [Neither . . . nor]
3.3 Only human power was employed.
3.4 Domesticated horses did not appear in this area for another eight hundred years. [since]

4.1 Experts estimate that the labor force was probably made up of four thousand men.
4.2 This was at any one time.
4.3 A new shift came in.
4.4 This was every three months.

5.1 It is believed that SOMETHING happened.
5.2 The stones were moved on sledges.
5.3 The stones averaged more than two tons apiece. [although]
5.4 The sledges were moved up a ramp.
5.5 They were moved by groups of eighteen to twenty men.

6.1 The outside of the pyramid was completed. [When]
6.2 It was 481 feet high.
6.3 The ramp was removed.

7.1 The burial chamber was built. [After]
7.2 The grand gallery was built.
7.3 The passages and air shafts were built.
7.4 They were built inside.

8.1 This whole job may have taken twenty years.
8.2 This is a long time; [— . . . —]
8.3 The great pyramids have remained. [but]
8.4 This is over the ages.
8.5 They are still admired.
Directions

Combine each cluster into one or more sentences. Combine two or more clusters if you wish.

1.1 The heart is actually a pump.
1.2 The heart is an organ made of muscle.
1.3 It pumps blood through the body.
1.4 The blood reaches the lungs. [and + when]
1.5 The blood picks up oxygen.
1.6 The blood gets rid of wastes.

2.1 The heart is only a little larger than the fist.
2.2 It weighs less than a pound.
2.3 It works continuously.
2.4 It works throughout a lifetime.
2.5 It contracts 100,000 times a day. [-ing]

3.1 Hard manual labor can cause the heart to pump.
3.2 Any other kind of stress can cause the heart to pump. [Both . . . and]
3.3 They can cause the heart to pump as much as twelve gallons a minute.

4.1 The heart also pumps more blood.
4.2 This is in response to special needs.
4.3 These needs are by some part of the body.
4.4 The stomach requires more blood. [Because]
4.5 The intestines require more blood.
4.6 This is after a meal.
4.7 The heart steps up its response.
4.8 The heart meets the demand. [to]

5.1 Stress continues. [If]
5.2 Hard work continues. [and]
5.3 The heart becomes larger.
5.4 Its muscles thicken.

6.1 The heart adjusts. [Because]
6.2 It adjusts to the most trying conditions.
6.3 It truly is the heart.
6.4 It is amazing.
Directions

Combine each cluster into one or more sentences. Combine two or more clusters if you wish.

1.1 Many students consider a dress code.
1.2 They consider a dress code is too restrictive. [*that*]
1.3 They find a dress code an unnecessary regulation. [*and*]

2.1 They want to wear clothing.
2.2 This is clothing that they like.
2.3 SOMETHING is important to them.
2.4 How they look is important.

3.1 Dress codes infringe on rights.
3.2 The rights are of students. [*s*]
3.3 Most students already know enough.
3.4 They know they should wear shoes. [*to*]
3.5 They know they should wear shirts. [*and*]
3.6 They should not be told SOMETHING.
3.7 They should not be told clothes are not acceptable. [*what*]

4.1 Some people compete. [*Although*]
4.2 They compete to wear the latest fashion trends.
4.3 Most students wear what they can afford.
4.4 They wear what looks right for them.

5.1 Some students are allowed to buy their own clothes.
5.2 Some students get an allowance. [*who*]
5.3 They should not be discouraged from experimenting.
5.4 This is with colors and styles.

6.1 Students are learning important skills.
6.2 Students are making their own decisions.
6.3 Some students may need help choosing clothing.
6.4 They do not need dress codes.

7.1 Dress codes are imposed. [*If*]
7.2 Many students may not be able to comply.
7.3 They have to wear what they now own. [*because*]
7.4 Students do not need this burden.
7.5 This burden is unreasonable.
Directions

Combine each cluster into one or more sentences. Combine two or more clusters if you wish.

1.1 Whales are beautiful animals.
1.2 They are of great intelligence.
1.3 Whales are mammals like humans.
1.4 They can be individually identified.
1.5 They can be identified by natural marks.
1.6 They can be identified by scars.
1.7 They can be identified by pigment.

2.1 Some whales have tails with unique scars. [Because]
2.2 Some tails have unique coloring. [or]
2.3 Each whale tail is as distinct as the human fingerprint.

3.1 Many species of whales are considered endangered.
3.2 They are endangered according to the Endangered Species Act of 1973.

4.1 Whales are protected through national marine sanctuaries.
4.2 These are areas set aside for management of an area’s natural resources. [—]
4.3 The sanctuary program tries to protect natural resources while SOMETHING. [-ing]
4.4 It allows human use of these resources. [-ing]
4.5 This is in the marine system.

5.1 Such sanctuaries are needed.
5.2 They protect whales from human errors.
5.3 They protect whales from exploitation.
5.4 They protect whales from pollution.

6.1 The Exxon Valdez spilled 11.1 million gallons of oil.
6.2 This is the tanker that ran aground in 1989.
6.3 It spilled the oil into Prince William Sound.
6.4 This is in Alaska.
6.5 The spill killed much wildlife.
6.6 This included five gray whales.

7.1 Whales are a symbol of conservation.
7.2 They are a symbol of environmental education programs.
7.3 This is all over the world.
7.4 These remarkable animals are to survive. [If]
7.5 They will need help.
7.6 They will need it from all of us.
Directions

Combine each cluster into one or more sentences. Combine two or more clusters if you wish.

1.1 The recycling of paper has become a necessity.
1.2 The recycling of solid waste has become a necessity. [Both ... and]

2.1 Most states are running out of space. [Because]
2.2 This is space for storing solid waste.
2.3 Landfill disposal costs are increasing.
2.4 They are increasing substantially every year.
2.5 Dump sites increase a risk.
2.6 This is a risk of water and air contamination.
2.7 This is through leakage of harmful chemicals into the ground.
2.8 This is through toxic vapors.

3.1 People produce more garbage than people in any other country.
3.2 These are people in the United States.
3.3 The average American disposes of over 1,500 pounds.
3.4 This is pounds of garbage.
3.5 This is in one year alone.

4.1 Every year we throw away office and writing paper.
4.2 This is enough to build a twelve-foot-high wall.
4.3 The wall would be from Los Angeles to New York.
4.4 Over three cubic yards of space is conserved.
4.5 This is landfill space.
4.6 This is for each ton of wastepaper recycled.

5.1 Recycled products are used instead of those made from new materials. [If]
5.2 Air pollution can be reduced by 74 percent.
5.3 Water pollution can be reduced by 35 percent.
5.4 Seventeen trees can be saved.
5.5 This is by using a ton of recycled paper.

6.1 Manufacturing uses 64 percent less energy than manufacturing from new materials.
6.2 This is manufacturing from recycled materials.
6.3 Paper recycling creates five times more jobs.
6.4 This is five times more jobs than cutting trees for pulp.

7.1 It’s possible to recycle almost half of all garbage. [Though]
7.2 Only 10 percent is now being recycled.
7.3 It is important that we all do our part by recycling.
7.4 This is critical. [-ly]
7.5 This is to save our environment.
Answers

Note: In the exercises on pages 1–23, there is sometimes more than one possible answer. In the exercises on pages 24–35 the range of possible answers is far broader.

PAGE 1

**Compound Sentences**
1. Manny skated on the pond, and Sandy went sledding on the hill.
2. You can taste-test the dessert yourself, or you can ask me to test it for you.
3. He answered the letter late, for he had the flu.
4. We watched the news on television, but we did not see the weather report.
5. The neighbors are on vacation, or perhaps they are not answering their door.
6. Allison completed her report on Monday, and she practiced her presentation on Tuesday.
7. Harry trained for the race, and he was a sure winner, but he twisted his ankle the weekend before the event.
8. Grandpa pitched the ball to me, and I hit a home run.
9. The tree grew tall, and she pruned its leaves, but it produced no apples.
10. Her jewelry must be real, and it must be expensive, for it shines brilliantly.

PAGE 2

**Compound Elements I**
1. She watched the parade and waved to her brother in the band.
2. She put on her robe and slippers.
3. You wear a size 6 or a size 7 shoe.
4. They were distant but very friendly relatives.
5. The cat was curious and playful but somewhat mean.
6. The book was long but easy to read.
7. The previews had just ended when we arrived and sat down.
8. Your costume can be made of paper or cloth.
9. We had our choice of sandwiches and beverages but not of desserts.
10. They were late and nervous but prepared to perform.

PAGE 3

**Compound Elements II**
1. She called Maria and Jane.
2. Andrew wrote a song and played it on his guitar.
3. Mrs. Burton lives on Elm Street or Maple Street.
4. The pencils were stubby but sharpened.
5. The assignment was challenging and time-consuming but interesting.
6. My breakfast was hot but not very flavorful.
7. Lisa closed the curtains and turned out the lights when we left.
8. He managed a small but thriving business.
9. We had our pick of male and female dogs but not of breed.
10. He was forgetful and silly but took his work seriously and always met deadlines.

PAGE 4

**Items in a Series**
1. Edward, Laura, and Drew talked to the teacher.
2. Lia babysat for her brother, cousin, and neighbor.
3. Gene put on his uniform, practiced a little, and walked to the field.
4. He placed the placemats, plates, and silverware on the table.
5. You may have meatloaf, hamburgers, or chicken for dinner.
6. She drew in her breath, jumped off the board, and plunged into the water.
7. They clapped loudly, whistled approval, and waved their banners in the air.
8. Yolanda, Jasmine, and Kelly sat in the back.
9. The boys made sandwiches, played a game, or watched television.
10. He stripped the paint off the chair, sanded it, and painted it.

PAGE 5

**Modifiers Before a Noun**
1. The unreserved seats were fine.
2. Gary’s sleeping bag is in the closet.
3. The sleeping bag is in the hall closet.
4. He put new shades on the living room windows.
5. The large container was for the barbecued chicken.
6. His garden was weeded.
7. The oversize package was delivered to Malcolm’s house.
8. The unexpected test drew criticism.
9. The test drew harsh criticism.
10. A smiling woman in a bright green hat pointed the way.

PAGE 6

**Set-off Elements**
1. Jason was upset, almost crying.
2. Sandra likes—really loves—animals.
3. The necklace was unique—and in some ways extraordinary.
4. She encouraged, indeed, advised, us to volunteer.
5. They were curious—at times almost nosy—about their neighbors.
6. We were pleased, not ecstatic, but certainly pleased.
7. The peach was fuzzy, almost like velvet.
8. Ms. Clarke was never mean—strict, but not mean.
9. Aaron was excited, really thrilled, to have a new job.
10. Tamara gave us a quick smile—almost a smirk—and dashed—in fact, bolted—out the door.
Appositives I
1. He played one instrument, the trumpet.
2. It was a beautiful desk, an antique.
3. The man thought it was a small boat, a canoe.
4. Jan has two sisters: Deborah and Amy.
5. He admires his mother, our senator.
6. Adam, my brother, finished the project.
7. Jenna (a dancer) directed the performance.
8. A gourmet feast, the dinner was delicious.
9. Mike—a skillful writer—wrote the candidate’s speech.
10. Yellowstone, a national park, is a great place to camp.

Appositives II
1. We remembered the food: sandwiches and sodas.
2. It was his first painting, a watercolor.
3. Margie always sings ballads (her favorite songs).
4. Those are his parents: Carol and Herbert.
5. The mural is by Sammy, my neighbor.
8. The pasta dish (spaghetti and meatballs) was spicy.
9. Lucy, an actress, auditioned for the play.
10. Central—our local junior high school—won the tournament.

Possessive Nouns
1. The notebook is on Connie’s desk.
2. The dog’s water dish was full.
3. Ted’s tomato plant was growing like a weed.
4. Latesha’s dress is in the closet.
5. The twins’ toys were scattered about the room.
6. Sydney’s song was received well.
7. The store’s prices were high.
8. Carl’s meal looked better than mine.
9. Barry’s report was complete.
10. Ken Smith’s review of the Milford’s restaurant was good.

Adjective Phrases I
1. Her lecture about apes was attended by many.
2. The ice rink in the park was crowded.
3. The woman at the toll booth said the roads in the city were slick.
4. The flowers from Harold were left with the receptionist for the company.
5. The candle on the table was flickering.
6. Everyone in the theater cheered after the performance by the children’s choir.
7. The ring on her finger was a present from Lupe.
8. The store owner from Pittsburgh was a member of our softball team.
9. The envelope on the bookcase in the hall is sealed.
10. The clothing in the basket by the door should be folded.

Adjective Phrases II
1. His notes on the speech were brief.
2. The room in the back was cold.
3. The mayor of Cleveland was on the plane to New Jersey.
4. The tree in the yard near the school was planted today.
5. They ski on the mountains in Colorado.
6. Felicia followed me to the grocery store in town.
7. The campground in Arkansas was on a river in a state park.
8. The officer in the squad car talked to the students at our school.
9. The scarf around his neck was blowing in the wind from the north.
10. The lights in the city on the river were brilliant.

Verbal Phrases as Adjectives
1. The man seated at the table in the back owns the restaurant.
2. Doctors working together diagnosed the problem.
3. Scientists equipped with the latest technology found the solution.
4. The child walking in the park flew the kite.
5. The artist cleaning her brushes paints beautiful pictures.
6. Two scientists looking for a mysterious fish launched a boat equipped with SONAR.
7. The people standing in the aisles will have to move.
8. The car sliding on the rainy street needs new tires.
9. The soldiers have the courage to rescue the wounded.
10. The group to address the problem will review the findings presented by the principal.

Adverbs and Adverb Phrases
1. We ran quickly.
2. He carefully put the finishing touches on the room.
3. She cooked the sauce slowly.
4. Hastily Matthew wrote his paper at the library.
5. At the community center, we quickly sewed costumes for the play.
6. They thoughtlessly forgot the presents.
7. Now he knew she was right.
8. She lost her keys in the parking lot.
9. Yesterday the volunteers distributed clothing to help the flood victims.
10. They sailed quietly in the evening under the stars.
Adjective Clauses with *That* and *Who*
1. The dress that you see in the window is on sale.
2. The man who drove the truck was tired.
3. The wall hanging that Sylvester chose was unusual.
4. The game that was held today was rained out.
5. The woman who lives next door is very successful.
6. We saw the plane that was landing.
7. The child who ran away was found in the park.
8. The student who asked a good question was Leroy.
9. They played the song that is my favorite.
10. The jeans that I have are too small.

Adjective Clauses with *Whom* and *Whose*
1. She is a teacher whom the children love.
2. She likes reporters whose commitment is to the news.
3. The family I live with is friendly.
4. The boy whose watch was broken was angry.
5. The girl whose parents are out of town is staying with us.
6. The people with whom I work are great.
7. The woman whose coat is on the chair will be returning soon.
8. The neighbor she commutes with is ill.
9. The team she plays with is playing two games this week.
10. As we walked down the street before it got dark, the rain began to fall.

Subject-Verb Agreement I
1. Everyone in the room is willing to participate.
2. The students sitting in the office have new responsibilities.
3. Mr. Katz and his sister who lives far away are good friends.
4. One worker in the group has another part-time job.
5. The number of items was unlimited.
6. The team of mules is pulling the cart.
7. The story causing controversy begins at the train station.
8. Several people who are in the crowd seem angry.
9. The boys in the family go to the movies often.
10. One of the candidates interviewed by the reporters is speaking here on Monday.

Subject-Verb Agreement II
1. Each one of the students is on time.
2. The daughters planning the party have a lot to do.
3. The women who often fly to California own a travel agency.
4. One family in our neighborhood has a dog.
5. The plans of action were developed by the teams.
6. The choice of vacation spots seems obvious.
7. Rehearsals for the play start at eight o’clock.
8. None of the parents visiting the school have any questions.
9. The dogs barking in the yard sound mean.
10. Four of the players on the field go to our school.

Adverb Clauses I
1. When Susan was sixteen, she moved to Austin.
2. After the tanker ran aground, oil washed up on the beaches.
3. Whenever Jesse appears, the audience applauds.
4. Until she moved to Iowa, she had never seen a cow.
5. As the actress stepped onstage, reporters began to ask questions.
6. Where the bridge had once spanned the river, there was now only a fence.
7. After Nancy cleared the table, she washed the dishes.
8. When the princess emerged from the carriage, a woman fainted.
9. After Jeff turned around, the child made a face.
10. As we walked down the street before it got dark, the rain began to fall.

Adverb Clauses II
1. Although she was only five feet tall, she was a fast runner.
2. Kurt continued to climb, even though he was frightened.
3. Though the coach told him not to worry, Tyrone wasn’t sure he believed him.
4. Although she once could run a mile, she now couldn’t run at all.
5. Even if there is a little rain, we can still sail today.
6. She has few friends, even though she is an internationally known celebrity.
7. Although Marta looked everywhere, she couldn’t find her science book.
8. You won’t be able to afford that jacket, even if you work a month as a baby-sitter.
9. Even if we can find the hole in the roof, we can’t patch it.
10. Although we have a lot of food, there is not enough for those who need it.

Adverb Clauses III
1. Because Rachel wanted the meal to be perfect, she allowed plenty of time to prepare.
2. Since Kathy lost her key, she can’t open the door.
3. I may get my skates sharpened since the ice rink is not crowded.
4. Whenever the movie is over, we will have lunch.
5. Since Audrey got new glasses, she is a changed person.
6. If the air conditioner isn’t working, we have classes outside.
7. If he discovers the solution, he will win the game.
8. We don’t have school because today is a holiday.
9. Unless he follows the directions and plays fairly, we won’t include him in the game.
10. Because her father was named Emmett and her mother was named Lee, she is called Emily.

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Correlative Conjunctions
1. Either the company will move to New York, or it will move to New Jersey.
2. Either the black shoes will match the dress, or the gray shoes will match it.
3. Either you can mail your order, or you can phone it to the store.
4. (1) Not only is he buying boots, but he is also trying on hats. (2) Neither is he buying boots, nor is he trying on hats.
5. (1) Not only was she not at work, but she was also not at home. (2) Neither was she at work, nor was she at home.
6. (1) Not only did she mail invitations, but she also phoned. (2) Neither did she mail invitations, nor did she phone.
7. (1) Not only was I at the scene of the accident, but I also heard the news on the radio. (2) Neither was I at the scene of the accident, nor did I hear the news on the radio.
8. (1) Not only is the tire flat, but we are also miles from any help. (2) Neither is the tire flat, nor are we miles from any help.
9. (1) Not only were we told to stay, but we were also asked to help. (2) Neither were we told to stay, nor were we asked to help.
10. (1) Not only is this a quaint shop, but it also has unusual merchandise. (2) Neither is this a quaint shop, nor does it have unusual merchandise.

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Noun Clauses
1. He asked how pizzas are made.
2. Kenji wondered which book he should take.
3. At whose house we will meet has not been decided.
4. The leader asked who could help her.
5. Why they admire old buttons is puzzling to me.
6. Father suggested what should be sent.
7. Luise wondered when the cake would be done.
8. She asked where the new video was.
9. He couldn’t remember which fruit was in his lunch.
10. Mother knew how important the program was to Julia.

■ PAGE 23

Quotations
1. (1) Lyle asked, “Was the bus late?” (2) Lyle asked whether the bus was late.
2. (1) “Is the bus late?” Lyle asks. (2) Lyle asks whether the bus is late.
3. (1) “We should stop at the gym,” Curt said. (2) Curt said [that] we should stop at the gym.
4. The girl said, “This is my skateboard.” (2) The girl said [that] this is her skateboard.
5. (1) Felipe argued, “This is too much work.” (2) Felipe argued [that] this is too much work.
6. (1) The prince, holding the glass slipper, said, “I must find the owner.” (2) The prince, holding the glass slipper, said [that] he must find the owner.
7. She recalled, “We took that trip last year.” (2) She recalled [that] we took that trip last year.
8. (1) “The tuna is all gone,” Pilar noted. (2) Pilar noted [that] the tuna is all gone.
9. (1) Fabio said, “I don’t understand your problem.” (2) Fabio said [that] he didn’t understand my problem.
10. (1) “Do you understand the problem?” Fabio asked. (2) Fabio asked whether I understood the problem.

■ PAGE 24

Descriptive Writing I: Summer Day
Most summer days are carefree and relaxing. There is no schoolwork (no summer school). There is no special wake-up time, but there are a few jobs to do. After the household chores assigned by Mother are done, we have free time. We might visit the public library or go to the pool in the park. Usually we play board games on rainy days. Because we don’t have much money, we look for inexpensive activities. The history museum that we like to visit is free. People who volunteer at the museum demonstrate spinning and weaving. We often look for several players to make up a team. Either we play volleyball, or we play baseball. Sometimes we pack a lunch—sandwiches and apples—and wander to the river. The ducks paddling in the river make us laugh. A summer day is a day to wear old clothes, to relax, and to enjoy life.

■ PAGE 25

Descriptive Writing II: The Class Clown
There is a person in every class who tries to make everything funny. The class clown has a vivid imagination, shows a sharp wit, and is always ready to make a joke. The person making the funny remarks in our class is B.J. B.J. is never loud, cruel, or crude. B.J.’s humor is often directed toward himself. Sometimes he pretends to be puzzled about happenings in school. Occasionally he performs a short monologue before the first class period. He might act puzzled about the visiting basketball team whose coach lost his temper. He might wonder about the smoke that drifted from the cafeteria one day. Once he told about his overdue
book report. It was locked in his locker, and he had lost the key to the padlock. B.J. is outgoing when he has an audience, but he is shy with only one other person. Someone once said, “Everyone loves a clown.” B.J. is our lovable clown.

PAGE 26

Descriptive Writing III: My Favorite Place

My favorite place is a room in a house that belongs to my grandparents. The house has three stories, and the third story has a corner room with a curved window. I can sit on the window seat or in the rocking chair and look out on an enormous oak tree. There are a lot of books—really old books—that belong to my grandparents. When my grandparents were my age, they enjoyed these books. Last summer I found a valentine in a book. Before they were married, my grandfather had sent it to my grandmother. The books smell old, the paper is brittle, and the covers are dull, but some of the stories are interesting. I like the room because it is quiet. There is a visiting mouse, but it makes no noise. Either my grandmother doesn’t know about it, or she ignores it. In this room are two other great things: a dollhouse and a ship’s model. The ship (a schooner) has three masts. Someone must know who built the model, but no one will tell me. Maybe I have a relative whom I don’t know about!

PAGE 27

Narrative Writing I: Slam Dunk

The score of the final basketball game at La Salle last night was close. Our team—the Bulldogs—scored big at the beginning of the fourth quarter when Dawson made a layup. Allen made two three-pointers, and Hanson made a slam dunk. Hanson, who is over six feet tall, dribbled the ball down the court and leaped into the air. He reached the rim of the basket and dunked the ball through the net. Professional players can reach the basket easily since they are getting taller every year. Players leaping thirty inches off the floor and stretching their arms upward can extend their reach. A player must decide which type of basket to try for when running toward the basket. A slam dunk requires a jump that is different from a jump for a shot made from farther away. Hanson, who appeared to be flying, is a master of the slam dunk. As his feet left the floor, he soared toward the basket. La Salle played well, but missed free throws ruined the team’s hopes. Hanson’s final dunk gave the Bulldogs the lead of two points with four seconds to play. When the game was over, Hanson had scored forty points and carried the Bulldogs to a 93-89 triumph.

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Narrative Writing II: The Nightmare

A nightmare is a frightening dream. Common nightmares involve feeling trapped or lost. Both Kevin and Laura wrote a paper about a dream. Kevin dreamed he was on a bus at night. He thought he was going home, but the bus traveled through a strange neighborhood and stopped. When Kevin got off the bus, he was on an unfamiliar street. People who were on street corners stared at him. Suddenly Kevin was riding a bicycle in his dream. As he rode to the end of a dark street, his bicycle became bent and twisted. Kevin was glad—actually relieved—to discover he was awake in his own bed.

Laura’s dream was similar. She was in a house perched on a cliff. The owners, whom she had come to visit, were away. Although she had never been in the house, she felt afraid and decided to leave. Not only could she not find a door, but she also could not find any windows. Either Laura has been reading too many mysteries, or she has been watching too many scary movies! After I heard Kevin and Laura read their papers about their bad dreams, I realized that my scary dreams seem less frightening.

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Narrative Writing III: At the Mall

When Kim, Oscar, and I went to the mall last Saturday, we had a strange experience, and we’re still not certain what really happened. My sister, who actually offered to drive us there, dropped us off about noon. She was probably meeting a friend (Connie). After we took a look around the food court, we headed over to the eight-screen theater. We passed up three of the movies that were not on our list of things to see, but we did want to check out Aliens II. Ordinarily we can barely come up with enough money for three tickets plus popcorn, but we finally managed to find enough loose change by going through all our pockets. We had just stumbled into our seats when I noticed this person in front of us. I nudged Kim, and his eyes practically popped out. Oscar, who was inhaling his popcorn, was too busy to notice. Either the person in front of us was an actor, or he was left over from Aliens I. He was glowing (shimmering, actually). Oscar finally noticed this strange figure sitting in front of us, sat forward, cleared his throat, and tapped this creature on the shoulder. I have seen some odd sights, but I have never seen a person whose face was glowing green. We didn’t stay for the movie. Oscar thinks we saw an actor, but most actors whom I have seen have only two eyes.

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Expository Writing I: How to Make Pizza

Pizza is made in two steps. The first step is making the crust, and the second step is making the topping. In a large bowl, dissolve one-half teaspoon of dry yeast in three-quarters of a cup of warm water (110 to 115 degrees). Add about three cups of flour to the yeast mixture to make a stiff dough. After you knead the dough on a lightly floured surface for ten minutes, place it in a greased bowl, cover the bowl, and let the dough rise in a warm place until it has
doubled. Divide the dough into two parts and roll each part into a fourteen-inch round pizza. Place the dough in pizza pans and roll the edges to make a ridge. Brown two-thirds of a cup of chopped mushrooms (four ounces) in one tablespoon of margarine. Combine one-half teaspoon of each of the following ingredients: oregano, rosemary, and salt. Mix in one-fourth teaspoon of pepper. Add these herbs and spices to one and one-half cups of tomato sauce and spread this mixture over each crust. Sprinkle one-fourth cup of grated Parmesan cheese over the sauce, add the browned mushrooms, and top with six ounces of thinly sliced mozzarella cheese. Bake pizzas in the oven at 425 degrees for twenty-five to thirty minutes. Unless people are unusually hungry, the pizzas will serve six to eight.

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Expository Writing II: The Great Pyramids
The great pyramids of Egypt were built as tombs for kings. Since the Egyptians believed that a well-preserved body was necessary for enjoying life after death, they wanted to keep their remains safe. The most colossal of these tombs is the Great Pyramid at Gizeh built for King Khufu (formerly Cheops). The tomb was completed around 2600 B.C. Today it is the largest cut-stone structure in the world, and it rises as high as a 40-story building. Neither wheels or horses nor pulleys or blocks and tackles were used. Only human power was employed, since domesticated horses did not appear in this area for another eight hundred years. Experts estimate that the labor force was probably made up of four thousand men at any one time. A new shift came in every three months. It is believed that the stones were moved on sledges, although the stones averaged more than two tons apiece. The sledges were moved up a ramp by groups of eighteen to twenty men. When the outside of the pyramid was completed, it was 481 feet high, and the ramp was removed. After the burial chamber was built, the grand gallery, passages, and air shafts were built inside. This whole job may have taken twenty years—a long time—but the great pyramids have remained over the ages and are still admired.

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Expository Writing III: The Amazing Heart
The heart, an organ made of muscle, is actually a pump. It pumps blood through the body, and when the blood reaches the lungs, it picks up oxygen and gets rid of wastes. The heart is only a little larger than the fist and weighs less than a pound. It works continuously throughout a lifetime, contracting 100,000 times a day. Both hard manual labor and any other kind of stress can cause the heart to pump as much as twelve gallons a minute. The heart also pumps more blood in response to special needs by some part of the body. Because the stomach and intestines require more blood after a meal, the heart steps up its response to meet the demand. If stress and hard work continue, the heart becomes larger and its muscles thicken. Because the heart adjusts to the most trying conditions, it truly is the amazing heart.

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Persuasive Writing I: Dress Codes
Many students consider that a dress code is too restrictive and an unnecessary regulation. They want to wear clothing that they like. How they look is important to them. Dress codes infringe on students’ rights. Most students already know enough to wear shoes and shirts. They should not be told what clothes are not acceptable. Although some people compete to wear the latest fashion trends, most students wear what they can afford and what looks right for them. Some students who get an allowance are allowed to buy their own clothes. They should not be discouraged from experimenting with colors and styles. Students making their own decisions are learning important skills. Some students may need help choosing clothing, but they do not need dress codes. If dress codes are imposed, many students may not be able to comply because they have to wear what they now own. Students do not need this unreasonable burden.

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Persuasive Writing II: Save the Whales
Whales are beautiful animals of great intelligence. Whales are mammals like humans and can be individually identified by natural marks, scars, and pigment. Because some whales have tails with unique scars or coloring, each whale tail is as distinct as the human fingerprint. Many species of whales are considered endangered according to the Endangered Species Act of 1973. Whales are protected through national marine sanctuaries—areas set aside for management of an area’s natural resources. The sanctuary program tries to protect natural resources while allowing human use of these resources in the marine system. Such sanctuaries are needed to protect whales from human errors, exploitation, and pollution. The Exxon Valdez, the tanker that ran aground in 1989, spilled 11.1 million gallons of oil into Prince William Sound in Alaska. The spill killed much wildlife, including five gray whales. Whales are a symbol of conservation and environmental education programs all over the world. If these remarkable animals are to survive, they will need help from all of us.

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Persuasive Writing III: Recycling
The recycling of both paper and solid waste has become a necessity. Because most states are running out of space for storing solid waste, landfill disposal costs are increasing substantially every year. Dump sites increase a risk of water and air contamination through leakage of harmful chemicals into the ground and through toxic vapors. People in the
United States produce more garbage than people in any other country. The average American disposes of over 1,500 pounds of garbage in one year alone. Every year we throw away enough office and writing paper to build a twelve-foot-high wall from Los Angeles to New York. Over three cubic yards of landfill space is conserved for each ton of wastepaper recycled. If recycled products are used instead of those made from new materials, air pollution can be reduced by 74 percent, and water pollution can be reduced by 35 percent. Seventeen trees can be saved by using a ton of recycled paper. Manufacturing from recycled materials uses 64 percent less energy than manufacturing from new materials. Paper recycling creates five times more jobs than cutting trees for pulp. Though it’s possible to recycle almost half of all garbage, only 10 percent is now being recycled. It is critically important that we all do our part by recycling to save our environment.