**Sentence variety I**

**ACTIVITY 2: The Compound Sentence**

Combine the following pairs of simple sentences into compound sentences. Use a comma and a logical joining word (*and, but, for, so*) to connect each pair.

**EXAMPLE •** The children wanted to eat pizza. **•** I picked up fried chicken on the way home.

*== The children wanted to eat pizza, but I picked up fried chicken on the way home.*

1. • I am majoring in digital media arts. • I hope to find a job doing video-game animation.

2. • My children were spending too much time in front of the TV and computer. • I signed up my entire family for a one-year gym membership.

3. • Nicole’s skin was blemished and sun damaged. • She consulted with a plastic surgeon about a chemical face peel.

4. • Riley insists on buying certified-organic fruits and vegetables. • I cannot distinguish organic from conventionally grown produce.

5. • I was recently promoted to shift manager at work. • I need to drop down to part-time status at school next semester.

**ACTIVITY 4: Creating Complex Sentences**

Use logical dependent words to combine the following pairs of simple sentences into complex sentences. Place a comma after a dependent statement when it starts the sentence.

**EXAMPLE:** I applied for a low-interest student loan. **•** I spoke to a financial aid counselor about my options.

After I spoke to a financial aid counselor about my options, I applied for a low-interest student loan.

**HINT** In item 1, use the dependent word *while*.

1. • Lydia read the quarterly reports. • Her assistant drove them to a regional sales meeting.

2. • Keiko laughed hysterically. • She heard the punch line to the joke.

3. • I wanted to order the chef’s seafood special. • The kitchen ran out of fresh prawns.

4. • Raymond refuses to drink from a public water fountain. • He is afraid that he will catch an infectious disease.

5. • I want to register for a calculus class. • I need to take the math placement exam.

**Activity 5: Using Subordination**

Rewrite the following sentences, using subordination rather than coordination. Include a comma when a dependent statement starts a sentence.

**EXAMPLE:** The hair dryer was not working right, so I returned it to the store.

== *Because the hair dryer was not working right, I returned it to the store.*

**HINT** In item 1, use the dependent word *as*.

1. Carlo set the table, and his wife finished cooking dinner.

2. Maggie could have gotten good grades, but she did not study enough.

3. I watered my drooping African violets, and they perked right up.

4. The little boy kept pushing the “down” button, but the elevator didn’t come any more quickly.

5. I never really knew what pain was, and then I had four impacted wisdom teeth pulled at once.

**ACTIVITY 6 Using *Who, Which,* or *That***

Combine the following simple sentences into complex sentences. Omit repeated words. Use the dependent words *who, which,* or *that.* **HINT** • The word *who* refers to persons. • The word *which* refers to things. • The word *that* refers to persons or things.

**EXAMPLES: •** Clyde picked up a hitchhiker. **•** The hitchhiker was traveling around the world.

*== Clyde picked up a hitchhiker who was traveling around the world.*

**•** Larry is a sleepwalker. **•** Larry is my brother.== *Larry, who is my brother, is a sleepwalker.*

1. • Karen just gave birth to twins. • Karen is an old friend of mine.

2. • The tea burned the roof of my mouth. • The tea was hotter than I expected.

3. • I dropped the camera. • My sister had just bought the camera.

4. • Ashaki brought us some enormous oranges. • Ashaki is visiting from California.

5. • Liz used a steam cleaner to shampoo her rugs. • The rugs were dirtier than she had expected.

**ACTIVITY 10 Using Subordination or Coordination**

Working with a fellow classmate, use subordination or coordination to combine the following groups of simple sentences into one or more longer sentences. Be sure to omit repeated words. Since various combinations are possible.

Keep in mind that, very often, the relationship among ideas in a sentence will be clearer when subordination rather than coordination is used.

**EXAMPLE**

**•** My car does not start on cold mornings. **•** I think the battery needs to be replaced. **•** I already had it recharged once. **•** I don’t think charging it again would help.

*Because my car does not start on cold mornings, I think the battery needs to be replaced. I already had it recharged once, so I don’t think charging it again would help.*

**HINT** Use a comma at the end of a word group that starts with a dependent word (as in “Because my car does not start on cold mornings, … ”).

HINT Use a comma between independent word groups connected by *and, but, for, or, nor, so,* and *yet* (as in “I already had it recharged once, so ...”). In item 1, use *although*, two commas, and the joining word *so*.

1. • Jaylen likes loud music. • His parents can’t stand it. • He wears earphones.

2. • The volcano erupted. • The sky turned black with smoke. • Nearby villagers were frightened. • They clogged the roads leading to safety.

3. • Min-Yeng had a haircut today. • She came home and looked in the mirror. • She decided to wear a hat for a few days. • She thought she looked like a bald eagle.

4. • I ran out of gas on the way to work. • I discovered how helpful strangers can be. • A passing driver saw I was stuck. • He drove me to the gas station and back to my car.

5. • Our dog often rests on the floor in the sunshine. • He waits for the children to get home from school. • The sunlight moves along the floor. • He moves with it.

**Sentence variety II**

**ACTIVITY 1 Combining Sentences with -*ing* Words**

Combine each of the following pairs of sentences into one sentence by using an - *ing* word and omitting repeated words. Use a comma or commas to set off the - *ing* word group from the rest of the sentence.

**EXAMPLE**

**•** The city bus is fuel efficient.It runs on solar energy.== *The city bus, running on solar energy, is fuel efficient.*

1. **•** The students began leaving the lecture hall. **•** They gathered up their books and backpacks.

2. **•** Susan was involved in a hit-and-run accident. **•** She was crossing the street with her daughter.

3. **•** Arnold parked his motorcycle on the school lawn. **•** He was rushing to class.

4. **•** The nurse brought the patient his pain medication. **•** The nurse acted quickly.

5. **•** The football coach buried his face in his hands. **•** He knew that his team would lose the game.

**ACTIVITY 3: Combining Sentences with *-ed* Words**

Combine each of the following pairs of sentences into one sentence by using an - *ed* word and omitting repeated words. Use a comma or commas to set off the - *ed* word group from the rest of the sentence.

EXAMPLE:

**•** Tim woke up with a start. He was troubled by a dream.==*Troubled by a dream, Tim woke up with a start*.

or *Tim, troubled by a dream, woke up with a start.*

1. **•** Mary sat up suddenly in bed. **•** She was startled by thunder.

2. **•** My parents decided to have a second wedding. **•** They have been married for fifty years.

3. **•** Erica wouldn’t leave her car. **•** She was frightened by the large dog near the curb.

4. **•** The old orange felt like a marshmallow. **•** It was dotted with mold.

5. **•** Scott made a huge sandwich and popped popcorn. **•** He was determined to have plenty to eat during the movie.

**ACTIVITY 5: Combining Sentences with *-ly* Words**

Combine each of the following pairs of sentences into one sentence by starting with an -*ly* word and omitting repeated words. Place a comma after the opening -*ly* word.

**EXAMPLE**

**•** I asked my supervisor for the weekend off. I was nervous.== *Nervously, I asked my supervisor for the weekend off.*

1. **•** We ordered extra-large pepperoni pizzas and buffalo wings. **•** We were hungry.

2. **•** Nino left the party. **•** He left all of a sudden.

3. **•** I watched TV all afternoon. **•** I was lazy.

4. **•** David returned the customer’s phone call. **•** He was eager.

5. **•** The visiting team won the game in double overtime. **•** The win was a surprise.

**ACTIVITY 7 Combining Sentences with *to* Word Groups**

Combine each of the following pairs of sentences into one sentence by starting with a *to* word group and omitting repeated words. Use a comma after the opening *to* word group.

**EXAMPLE**

**•** I fertilize the grass every spring. **•** I want to make it greener.== *To make the grass greener, I fertilize it every spring.*

**HINT** In item 1, your combined sentence should omit these words: *she did this*.

1. **•** Lily put a thick towel on the bottom of the tub. **•** She did this to make the tub less slippery.

2. **•** We now keep our garbage in the garage. **•** We do this to keep raccoons away.

3. **•** Bill pressed two fingers against the large vein in his neck. **•** He did this to count his pulse.

4. **•** My aunt opens her dishwasher when it begins drying. **•** She does this to steam her face.

5. **•** We looked through our closets for unused clothing. **•** We did this to help out the homeless.

**ACTIVITY 9: Combining Sentences by Opening with Prepositional Phrases**

Combine each of the following groups of sentences into one sentence by omitting repeated words. Start each sentence with a suitable prepositional phrase and put the other prepositional phrases in places that sound right.

Generally, you should use a comma after the opening prepositional phrase.

**EXAMPLE: •** A fire started. **•** It did this at 5:00 a.m. **•** It did this inside the garage.

*== At 5:00 A.M., a fire started inside the garage.*

1. **•** We have dinner with my parents. **•** We do this about once a week. **•** We do this at a restaurant.

2. **•** I put the dirty cups away. **•** I did this before company came. **•** I put them in the cupboard.

3. **•** My eyes roamed. **•** They did this during my English exam. **•** They did this around the room. **•** They did this until they met the instructor’s eye.

4. **•** The little boy drew intently. **•** He did this in a comic book. **•** He did this for twenty minutes. **•** He did this without stopping once.

5. **•** A playful young orangutan wriggled. **•** He did this at the zoo. **•** He did this in a corner. **•** He did this under a paper sack.

**ACTIVITY 11: Using Adjectives in a Series**

Combine each of the following groups of sentences into one sentence by using adjectives in a series and omitting repeated words. Use a comma between adjectives only when *and* inserted between them sounds natural.

**EXAMPLE: •** I sewed a set of buttons onto my coat. **•** The buttons were shiny. **•** The buttons were black. **•** The coat was old. **•** The coat was green.== *I sewed a set of shiny black buttons onto my old green coat.*

**HINT** Begin the sentence in item 1 with *The old, peeling shingles.*

1. **•** The shingles blew off the roof during the storm. **•** The shingles were old. **•** The shingles were peeling. **•** The storm was blustery.

2. **•** The dancer whirled across the stage with his partner. **•** The dancer was lean. **•** The dancer was powerful. **•** The partner was graceful. **•** The partner was elegant.

3. **•** A rat scurried into the kitchen of the restaurant. **•** The rat was large. **•** The rat was furry. **•** The kitchen was crowded.

4. **•** The moon lit up the sky like a streetlamp. **•** The moon was full. **•** The moon was golden. **•** The sky was cloudy. **•** The streetlamp was huge. **•** The streetlamp was floating.

5. **•** The doorbell of the house played a tune. **•** The doorbell was oval. **•** The doorbell was plastic. **•** The house was large. **•** The house was ornate. **•** The tune was loud. **•** The tune was rock.

**ACTIVITY 13: Combining Sentences with Verbs in a Series**

Working with a fellow classmate, combine each group of sentences into one sentence by using verbs in a series and omitting repeated words. Use a comma between verbs in a series.

**EXAMPLE**

**•** At the gym, Dirk asked his friend to spot him on the free weights. **•** He did several lateral pull-downs. **•** He jumped on the elliptical machine for twenty minutes.

*At the gym, Dirk asked his friend to spot him on the bench press, did several lateral pull-downs, and jumped on the elliptical machine for twenty minutes.*

**HINT** What three things did the robber do in item 1?

1. **•** The robber scanned the liquor store for a surveillance camera. **•** He fidgeted with his dark sunglasses and baseball cap. **•** He signaled to the clerk behind the counter that he had a handgun.

2. **•** In the sports bar, Tanner placed a bet on his favorite basketball team. **•** He took a swig from his bottle of Budweiser. **•** He sat back to watch the NBA playoff semifinals.

3. **•** The phlebotomist pressed down on Logan’s forearm. **•** She slid the needle into his arm. **•** She let out a heavy sigh as the needle missed his vein.

4. **•** The comedy hypnotist invited a volunteer to the stage. **•** He quickly brought her into a trance. **•** He offered her a clove of garlic, which she thought was a cashew nut.

5. **•** The paparazzo stalked the Hollywood actor on vacation. **•** He adjusted his telephoto lens. **•** He snapped hundreds of candid photos.