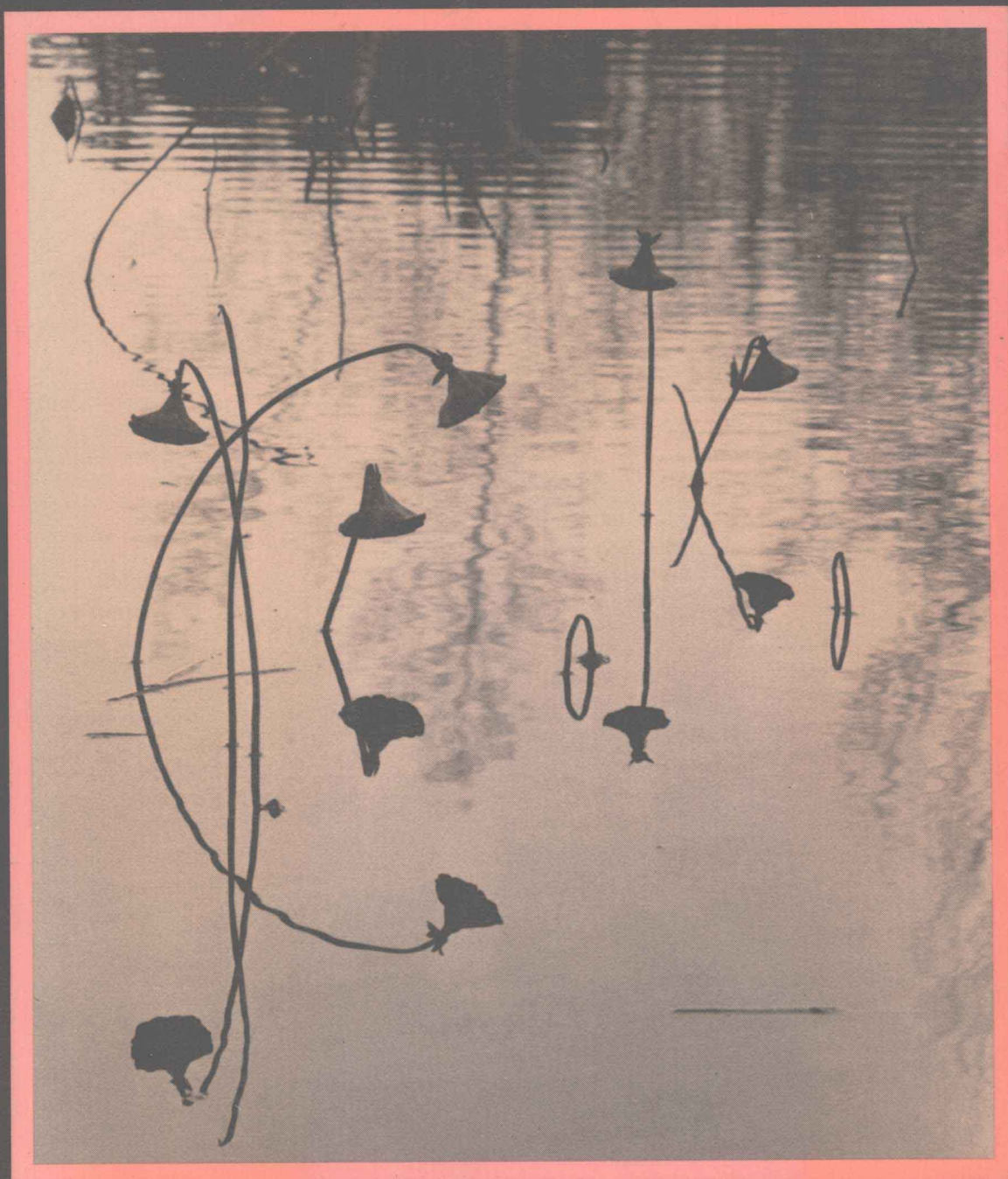


# SENTENCE DYNAMICS

*An English Skills Workbook*

Third Edition



Constance Immel  
Florence Sacks

# **Sentence Dynamics**

---

*An English Skills Workbook*

---

Third Edition

**Constance Immel**

*West Los Angeles College*

**Florence Sacks**

*West Los Angeles College*

 **HarperCollins***Publishers*

Sponsoring Editor: Jane Kinney  
Project Coordination, Text Design: P. M. Gordon Associates  
Cover Design: Dmitri Karetnikor  
Cover Photo: Lotus shapes reflected in a pond  
© 1990 by Jerry Howard/Positive Images  
Production: Michael Weinstein  
Compositor: Omegatype Typography  
Printer and Binder: Courier Book Companies/Murray  
Cover Printer: Phoenix Color Corp.

**Sentence Dynamics: An English Skills Workbook, Third Edition**

Copyright © 1991 by HarperCollins Publishers Inc.

All rights reserved. Printed in the United States of America. No part of this book may be used or reproduced in any manner whatsoever without written permission, except in the case of brief quotations embodied in critical articles and reviews. For information address HarperCollins Publishers Inc., 10 East 53d Street, New York, NY 10022.

**Library of Congress Cataloging-in-Publication Data**

Immel, Constance.

Sentence dynamics : an English skills workbook / Constance Immel,  
Florence Sacks.—3rd ed.

p. cm.

Includes index.

ISBN 0-673-46302-8

1. English language—Sentences—Problems, exercises, etc.

2. English language—Rhetoric—Problems, exercises, etc. I. Sacks,  
Florence. II. Title.

PE1441.I48 1991

428.2—dc20

90-24962

CIP

ISBN 0-673-46302-8 (student edition)

ISBN 0-673-53587-8 (teacher edition)

91 92 93 9 8 7 6 5 4 3 2

---

---

# Preface

The third edition of *Sentence Dynamics* continues as a workbook for students who have something to say but have difficulty saying it in standard English. We have successfully used the material in the first two editions of *Sentence Dynamics* in our own writing classes, and we believe that the clearly worded definitions and examples, together with the variety of exercises, can help students in developmental writing courses, in English-as-a-second-language classes, and in writing laboratories and tutor-assisted classes.

To help students write clear, error-free sentences, the third edition of *Sentence Dynamics* retains these features:

- Thorough coverage of key areas of grammar.
- Clear explanations with a minimum of grammatical terms.
- An abundant variety of exercises—multiple choice, sentence completion, sentence expansion, and original sentence generation.
- Lesson reviews, practice tests, summaries, and sentence combining in each chapter.
- An answer key at the end of each chapter to encourage students to work at their own pace and check their answers as they go.
- A comprehensive instructor's manual with a test bank and additional writing assignments.

The changes we have made to the third edition of *Sentence Dynamics* are in keeping with our philosophy that students at this level learn best when they are actively engaged in the learning process. Therefore, we keep the explanatory material short, but we provide extensive examples and exercises that demonstrate the principle. Thus, the students are never faced with long, complicated explanations that are difficult to understand.

Many of the exercises either are in paragraph form or contain sentences all on one topic. The new topics we have supplied for writing assignments in each chapter are on subjects that should be of interest to students and that they should be able to express opinions about, based upon their own

reading and observation. Further, we have chosen expository topics rather than narrative or descriptive assignments. We believe that students at this level should be learning how to write with the objectivity they must demonstrate in their college classes and in their careers.

The Pretests have been moved to the Instructor's Manual. Each chapter now begins with a page of definitions used in the chapter. This list of terms serves as an introduction to the work ahead and as a handy reference guide for each chapter. We have simplified terminology and reorganized the lists of connectors and subordinators to clarify the meanings of words. We have moved the chart of irregular verbs to the section preceding the explanation of the perfect tenses, and we have placed the lesson on reflexive pronouns in Chapter 2, "Nouns and Pronouns."

The chapter entitled "Writing a Paragraph" has been completely rewritten and moved to the front of the book in response to instructors' requests for additional emphasis on the writing process. It covers the search for ideas, major and minor support, outlines, the topic sentence, methods used to develop paragraphs, unity, coherence, and the need to proofread and revise a draft before submitting an assignment. In this edition of *Sentence Dynamics*, our goal continues to be to aid students in developing and improving their writing skills.

The Instructor's Manual contains material for the classroom in an easy-to-photocopy format. It includes teaching suggestions, an answer key to all exercises and tests, pretests, three different chapter tests for each of Chapters 2 through 10, a midterm exam, a final exam, word puzzles, and additional suggested writing assignments. Finally, information on a computer-aided instruction program for Apple II computer users is included; write Learning Dynamics, 225 Valley Drive, Hermosa Beach, CA 90254, to order the software.

We greatly appreciate the assistance and understanding of Anne Smith and Jane Kinney, our editors at HarperCollins.

Special thanks, also, to our colleague Jo Ellen Young and to our husbands, George and Ralph.

Above all, it is our hope that by using the third edition of *Sentence Dynamics*, students will become competent writers by building their skills and confidence.

Constance Immel  
Florence Sacks

---

---

# Contents

Preface      xiii

## **1    Writing a Paragraph      1**

LESSON 1	Planning a Paragraph	1
	<i>Generating Ideas</i>	1
	<i>Listing Ideas</i>	2
	<i>Freewriting</i>	3
	<i>Clustering</i>	5
	<i>Considering Your Readers</i>	7
	<i>Outlining</i>	8
LESSON 2	The Topic Sentence	11
	<i>Composing the Topic Sentence</i>	11
	<i>Supporting the Topic Sentence</i>	13
LESSON 3	Unity	19
LESSON 4	Organizing a Paragraph	23
	<i>Three Ways to Organize a Paragraph</i>	23
	<i>Organizing with Transitional Words and Phrases</i>	25
LESSON 5	Editing the Paragraph	29
	<i>Revision</i>	29
	<i>Proofreading</i>	30
	Writing Assignment	30

## **2    Nouns and Pronouns      31**

	Definitions of Terms	31
LESSON 1	Identifying Nouns	32
	<i>Common and Proper Nouns</i>	33
LESSON 2	Singular and Plural Nouns	37
	Review of Lessons 1 and 2	43
LESSON 3	Possessives	44
	<i>Making Nouns Possessive</i>	44
	<i>Plurals and Possessives</i>	49
	Review of Lesson 3	51



LESSON 4	Personal Pronouns	52
	<i>Person, Number, Gender</i>	52
	<i>Avoiding Shifts in Person</i>	53
	<i>Possessive Pronouns—Short Forms (Use with Nouns)</i>	56
	<i>Possessive Pronouns—Long Forms (Use Without Nouns)</i>	56
	<i>The Pronoun <u>Who</u></i>	57
	<i>Contractions</i>	58
LESSON 5	Reflexive Pronouns	59
	Summary of Chapter 2	61
	Sentence Combining	62
	Writing Assignment	63
	Chapter 2 Practice Test	65
	Chapter 2 Answer Key	69

### 3 Verbs 75

	Definitions of Terms	75
LESSON 1	Present and Past Tenses: Regular Verbs	75
	<i>Action Verbs</i>	76
	<i>Linking Verbs</i>	76
LESSON 2	Present and Past Tenses: Irregular Verbs	83
	Review of Lessons 1 and 2	88
LESSON 3	Principal Forms of Verbs	89
LESSON 4	Auxiliary Verbs	93
	<i>Adverbs</i>	102
	<i>Contractions</i>	102
	Review of Lessons 3 and 4	104
LESSON 5	Future Tense	105
	<i><u>Will and Would</u></i>	106
LESSON 6	Perfect Tenses	108
	Review of Lesson 6	111
LESSON 7	Tense Shift Problems	112
	Summary of Chapter 3	113
	Sentence Combining	114
	Writing Assignment	116
	Chapter 3 Practice Test	119
	Chapter 3 Answer Key	123

### 4 The Sentence 127

	Definitions of Terms	127
LESSON 1	Subjects and Verbs	128
	<i>Commands and Requests</i>	131

LESSON 2	Prepositional Phrases	132
	Review of Lessons 1 and 2	136
LESSON 3	Direct Objects of Action Verbs	137
LESSON 4	Linking Verbs	140
	<i>The Verb Be</i>	141
	Review of Lessons 3 and 4	144
LESSON 5	Pronouns Used as Subjects and Objects	145
	<i>Subject Pronouns</i>	145
	<i>Object Pronouns</i>	146
LESSON 6	Compound Subjects, Verbs, and Objects	148
	<i>Pronouns in Compound Subjects and Objects</i>	150
LESSON 7	Contractions	153
	<i>Omitting Letters in a Verb</i>	153
	<i>Omitting the i in Here is and There is</i>	153
LESSON 8	Sentence Patterns	155
	Summary of Chapter 4	158
	Sentence Combining	160
	Writing Assignment	162
	Chapter 4 Practice Test	165
	Chapter 4 Answer Key	169

## 5 Expanding the Sentence 175

	Definitions of Terms	175
LESSON 1	Adding Details with Adjectives	176
	<i>Adjectives</i>	176
	<i>Kinds of Adjectives</i>	176
	<i>Position of Adjectives</i>	179
	<i>Special Forms of Adjectives</i>	180
	<i>Punctuating Adjectives Before a Noun</i>	188
	<i>Comparison of Adjectives</i>	188
	Review of Lesson 1	193
LESSON 2	Adding Details with Adverbs	194
	<i>Tests for Adverbs</i>	194
	<i>Function of Adverbs</i>	195
	<i>Position of Adverbs</i>	195
	<i>Comparison of Adverbs</i>	200
	Review of Lesson 2	202
LESSON 3	Adding Details with Verbal Phrases	203
	Review of Lesson 3	207
LESSON 4	Misplaced Modifiers and Dangling Modifiers	208
	<i>Misplaced Modifiers</i>	209
	<i>Dangling Modifiers</i>	212
	Summary of Chapter 5	215



Sentence Combining	216
Writing Assignment	218
Chapter 5 Practice Test	221
Chapter 5 Answer Key	225

## **6 Main Clauses 231**

Definitions of Terms	231
LESSON 1 Identifying Main Clauses	232
Review of Lesson 1	234
LESSON 2 Connecting Main Clauses	234
<i>The Simple Sentence</i>	234
<i>The Compound Sentence</i>	235
<i>Joining Main Clauses</i>	237
<i>Punctuation</i>	241
Review of Lesson 2	242
LESSON 3 Parallel Structure	242
<i>Faulty Parallelism</i>	243
<i>Punctuation</i>	246
LESSON 4 Correcting Comma Splices and Fused Sentences	246
Review of Lesson 4	249
Summary of Chapter 6	249
Sentence Combining	250
Writing Assignment	252
Chapter 6 Practice Test	255
Chapter 6 Answer Key	259

## **7 Subordinate Clauses 263**

Definitions of Terms	263
LESSON 1 Identifying Subordinate Clauses	264
<i>Sentences with More Than One Subordinate Clause</i>	268
Review of Lesson 1	269
LESSON 2 Using Subordinate Clauses	269
<i>Adverb Clauses</i>	270
<i>Adjective Clauses</i>	270
<i>Using Subordination to Correct Comma Splices and Fused Sentences</i>	275
<i>Punctuation</i>	277
LESSON 3 Sentence Fragments	279
<i>Four Types of Sentence Fragments</i>	280
Review of Lesson 3	286
Summary of Chapter 7	288

Sentence Combining	289
Writing Assignment	290
Chapter 7 Practice Test	293
Chapter 7 Answer Key	297

## 8 Agreement 301

Definitions of Terms	301
LESSON 1 Subjects and Verbs	302
LESSON 2 Subjects and Verbs—Four Different Patterns	305
<i>Words That Come Between the Subject and the Verb</i>	305
<i>Reversed Word Order</i>	307
<i>Compound Subjects Joined by <u>and</u></i>	310
<i>Compound Subjects Joined by <u>or</u>, <u>Neither . . . nor</u>, or <u>Either . . . or</u></i>	311
Review of Lessons 1 and 2	313
LESSON 3 Subjects and Verbs—Special Problems	313
<i>Subjects That Are Singular</i>	313
<i>Subjects That Can Be Singular or Plural</i>	315
<i>Collective Nouns</i>	316
<i>Nouns Ending in -s That Are Not Plural</i>	316
<i>Time, Money, and Weight</i>	317
<i>Titles</i>	318
<i>Names of Organizations and Businesses</i>	318
<i>Special Problems of Agreement</i>	319
Review of Lesson 3	320
LESSON 4 Agreement of Pronoun and Antecedent	321
<i>Words That Separate Antecedent and Pronoun</i>	322
<i>Compound Antecedents</i>	323
<i>Collective Nouns</i>	324
<i>Singular Words</i>	325
<i>Agreement of <u>Who</u>, <u>Whom</u>, <u>Which</u>, and <u>That</u> with Antecedents</i>	327
Review of Lesson 4	329
LESSON 5 Unclear Pronoun Reference	330
<i>More Than One Possible Antecedent</i>	330
<i>No Specific Antecedent</i>	330
Summary of Chapter 8	332
Sentence Combining	333
Writing Assignment	335
Chapter 8 Practice Test	337
Chapter 8 Answer Key	341

## 9 Commas 347

Definitions of Terms	347
LESSON 1 Coordinating Connectives Between Main Clauses; Items in a Series; Introductory Phrases and Clauses	347
1. <i>Use a Comma Between Two Main Clauses Connected by a Coordinating Connective</i>	348
2. <i>Use Commas to Separate Items in a Series</i>	350
3. <i>Use a Comma after Introductory Words and Phrases</i>	352
4. <i>Use a Comma after Introductory Subordinate Clauses</i>	354
Review of Lesson 1	356
LESSON 2 Adjectives Before a Noun; Words That Interrupt; Direct Address	357
5. <i>Use Commas to Separate Adjectives Before a Noun</i>	357
6. <i>Use Commas to Enclose Words That Interrupt</i>	359
7. <i>Use Commas to Set Off Words in Direct Address</i>	362
Review of Lesson 2	363
LESSON 3 Nonessential Words, Phrases, and Clauses; Direct Quotations; Dates, Geographical Names, and Addresses	364
8. <i>Use Commas to Set Off Nonessential Words, Phrases, and Clauses</i>	364
9. <i>Use Commas to Set Off Direct Quotations</i>	367
10. <i>Use Commas in Dates, Geographical Names, and Addresses</i>	369
Review of Lessons 1, 2, and 3	372
Summary of Chapter 9	373
Sentence Combining	374
Writing Assignment	376
Chapter 9 Practice Test	379
Chapter 9 Answer Key	383

## 10 Punctuation, Capitalization, and Usage 389

LESSON 1 Period, Question Mark, and Exclamation Point	389
<i>Period (.)</i>	389
<i>Question Mark (?)</i>	390
<i>Exclamation Point (!)</i>	390
LESSON 2 Semicolon and Colon	392
<i>Semicolon (;)</i>	392
<i>Colon (:)</i>	393
Review of Lesson 2	395

LESSON 3	Quotation Marks	396
	<i>Direct Quotations</i>	396
	<i>Split Quotations</i>	396
	<i>End Punctuation in Quotations</i>	397
	<i>Quotations Within Quotations</i>	397
	<i>The Use of Quotation Marks and Underlining in Titles</i>	398
Review of Lesson 3		399
LESSON 4	Other Marks of Punctuation—Hyphen and Dash	400
	<i>Hyphen ( - )</i>	400
	<i>Dash ( — )</i>	402
LESSON 5	Capital Letters	402
	<i>Always Capitalize</i>	404
Review of Lesson 5		406
LESSON 6	Usage	407
	<i>A / An / And</i>	407
	<i>Accept / Except</i>	408
	<i>Advice / Advise</i>	408
	<i>Affect / Effect</i>	409
	<i>Already / All Ready</i>	410
	<i>Mini Review 1</i>	410
	<i>Dessert / Desert</i>	411
	<i>Its / It's</i>	412
	<i>Know / No</i>	412
	<i>Lead / Led</i>	413
	<i>Loose / Lose</i>	413
	<i>Mini Review 2</i>	414
	<i>Past / Passed</i>	415
	<i>Personal / Personnel</i>	415
	<i>Principal / Principle</i>	416
	<i>Quiet / Quite</i>	417
	<i>Suppose / Supposed</i>	417
	<i>Then / Than</i>	418
	<i>There / Their / They're</i>	419
	<i>Mini Review 3</i>	419
	<i>Through / Though / Thought</i>	420
	<i>To / Two / Too</i>	421
	<i>Use / Used</i>	422
	<i>Weather / Whether</i>	423
	<i>Whose / Who's</i>	423
	<i>Your / You're</i>	424
	<i>Mini Review 4</i>	425
Review of Lesson 6		425
Summary of Chapter 10		426
Sentence Combining		427

Writing Assignment	429
Chapter 10 Practice Test	431
Chapter 10 Answer Key	435
Index	441

# 1

## Writing a Paragraph

---

---

### Lesson 1 *Planning a Paragraph*

---

You have registered in an English class, and you are eager to learn how to write clear, interesting paragraphs. Your first question is, "How do I start?" Let's assume that you have an assignment in front of you on the subject of protecting the environment, but so far you haven't written a word. You can continue to stare at the blank sheet of paper, while waiting for inspiration; you can dash off whatever comes to mind and hope for the best; or you can begin by planning your paragraph before you write it.

### Generating Ideas

Frequently the assigned topic will be broad enough to give each student an opportunity to draw upon previous knowledge of the subject. For example, you might be asked to explain what an individual can do to protect the environment. Hardly a day goes by that you don't read or hear about the threat to life on our planet by the destruction of the environment, but what can you do about it? You have some general ideas about the problem, but what do you know specifically about it? Where do you find the information to write an entire paragraph on the subject?

First, look for ideas to explore these five common sources of information:

1. Your own observation and experience
2. The observation and experience of people you know
3. Your college classes
4. Your reading
5. Radio and television programs



You probably have enough material for ten paragraphs if you can just get moving. Begin by using *one* of the following techniques to start the writing process.

## Listing Ideas

Make a list of your ideas on the subject by jotting down words and phrases in any order that they occur to you. Do not be concerned about anything except getting your thoughts down on paper.

- Keep my car in efficient operating condition.
- Stop using aerosol products.
- Plant trees, landscape with shrubs that require little water.
- Recycle bottles, papers, etc.
- Carry cloth shopping bag to avoid using plastic bags at stores.
- Persuade friends who are parents not to use disposable diapers.
- Install a flow restrictor on shower head.
- Contribute money to organizations working to save environment.
- Write letters to legislators on issues involving environment.
- Write to manufacturers protesting "overpackaging" of products.
- Join local groups that are working to save the environment.
- Conserve energy in own home.
- Drive car as little as possible, use bike, walk to do errands.
- Reduce use of air conditioner in car.
- Follow some of recommendations of gas, electric, water companies.
- Use cloth napkins instead of paper, no paper plates, etc.

You have a list of ideas; now you need to focus on one of them for your paragraph. Organize the material by grouping similar items. For example, in the list above, acting responsibly as a car owner is a possible topic to focus on. You may want to start another list expanding on that idea. Your revised list might look something like this:

- Avoid making unnecessary sudden stops and starts.
- Keep engine tuned properly for efficient operation.
- Reduce use of air conditioner.
- Reduce speed.
- Join car pool or use public transportation.
- Bike or walk when doing errands.
- Drive a small or medium-sized fuel-efficient car.

**EXERCISE 1A**

Make a list of your ideas on the topic "What Can an Individual Do to Protect the Environment?" Discuss them with other students if you are working with a group in class.

---

---

---

---

---

---

---

---

---

---

**Freewriting**

Instead of making a list, you may want to write in longer phrases and sentences in your search for a topic, producing a solid block of writing. In assignments such as this one, although your instructor has already provided some focus for your writing, you still have plenty of scope to develop your own unique response. Give yourself 15 or 20 minutes to record your thoughts as they occur to you. Here is an example of freewriting.

What can an individual do? How many people would be willing to make personal sacrifices? "Let John do it," seems to be the attitude in most cases. Disposable diapers for instance. Most parents today use them even though they are one of the biggest problems of disposal in landfills. Their mothers and grandmothers managed with cloth diapers. Diaper service is even less expensive in the long run, my sister Karen says. She is one mother who has become very aware of environmental problems. What a change though. When we were both still

living at home, her hot showers could empty our 50-gallon water tank. Did she care? No way! After she and James had the baby, they began to worry about what kind of a world he'll be living in. No more long showers now. They have a water regulator on the shower head and a jacket around the water heater. They've done lots of other things around the house. Even talked our parents into throwing out all their aerosol cans a year ago. What are we going to do with all the trash? Read yesterday that a proposed landfill is a threat to the water supply but money and influence won out. Some people seem to think that some miracle will save us all. Or maybe ignore the problem and it will go away. Individuals probably could make a difference. The question is will they?

Assume that you have just completed the exercise above. Analyze what you have written to see if you have material for a paragraph by asking yourself some questions. What point is most important to you? The problem of landfills? The apathy of people? Your sister's attitude? If you write about landfills, will you have to do some additional reading? Could you limit yourself to just a paragraph? What about motivating people to act more responsibly? Do you have any specific support for that point? You probably have a great deal to say about your sister's efforts, but what point would you be making? Perhaps at this time it may be helpful to make a short list. At least you have a start, and you now know that you do have something to say.

### **EXERCISE 1B**

Take 15 or 20 minutes to practice freewriting by responding to the question, "What can an individual do to protect the environment?" Share your ideas with group members as part of your planning strategy.

---

---

---

---

---

---

---