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*Sentences* groups of related words that express a complete and meaningful thought, either a statement, a question, a command, or an exclamation

*Roloff & Brosseit*

# SENTENCES

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# PREFACE

This text-workbook is designed for courses that deal with the basic structure of the English sentence. It includes thorough instruction and numerous practice exercises in the functions of the parts of speech, the five basic sentence patterns, the principles of good usage and of building good sentences, and the various types of sentences and their uses.

The aim of *Sentences* is to help students gain an understanding of how the English language works and an ability to use that knowledge in the writing of effective sentences. The text is organized progressively, from basic concepts to more complex principles.

In addition to thorough coverage of concepts and frequent application and practice exercises, specific features of this text include a Pretest for diagnostic purposes, a parallel Post-test to measure student progress, an Additional Practice section comprised of concept summaries and further exercises, and an Answer Key. The Answer Key appears at the end of the book, so that students can check their own work and the text can be used as an individualized, self-paced instructional device if the instructor wishes to utilize it in that way. However, if the instructor does not want students to have these answers, the perforation of the book permits their easy removal.

Marie Enders, our acquisitions editor, listened patiently to our ideas for this text and offered several creative suggestions for its organization and content. Judy Ziajka, our development editor, made further useful suggestions about the final form the book would take. To both these dedicated and insightful people we are much indebted. We would also like to thank Professors Elsie Deal, Edinboro State College; Genevieve Meyer, Los Angeles Trade Technical College; Steve Montgomery, El Camino College; and Roslyn Snow, Orange Coast College, for their many fine suggestions during the preparation of this text.

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# PRETEST



The following Pretest will help you find out what you already know about writing good sentences and what you need to practice. Each section has separate directions. The first item in each section has been answered for you, as an example of how to do the exercise.

**A. PARTS OF SPEECH:** Each sentence contains three italicized words. In the blanks before the sentences, write one of the following numbers to identify the part of speech of each italicized word.

- |             |                |
|-------------|----------------|
| 1=noun      | 5=adverb       |
| 2=verb      | 6=preposition  |
| 3=pronoun   | 7=conjunction  |
| 4=adjective | 8=interjection |

- 415 1. *New sources* of income are *constantly* being sought by most art students.
- \_\_\_\_\_ 2. A week after receiving his degree in physics, Jim *applied* for a job as a security *guard*.
- \_\_\_\_\_ 3. *Our* dynamic, progressive preschool *needs* seventeen *administrative* assistants.
- \_\_\_\_\_ 4. Our *former* math *teacher* *is* now a real-estate tycoon.
- \_\_\_\_\_ 5. *They* are opposed to pay *raises* based *on* the merit system.
- \_\_\_\_\_ 6. *Eleanor* *raises* pygmy goats to sell as *pets*.
- \_\_\_\_\_ 7. All *kinds* of people *entered* the park district's *first* race.
- \_\_\_\_\_ 8. Are clever comedies *and* witty scripts *really* appreciated by television viewers?
- \_\_\_\_\_ 9. *Well*, punk rock has a very devoted *group* of followers.
- \_\_\_\_\_ 10. *He* is employed *by* a white-haired, mysterious recluse with shady business connections in the Orient.

**B. SENTENCE PARTS:** In the blanks before the sentences, write one of the following numbers to identify each of the italicized sentence parts.

- |                      |                           |
|----------------------|---------------------------|
| 1=subject            | 5=indirect object         |
| 2=verb               | 6=object complement       |
| 3=subject complement | 7=object of a preposition |
| 4=direct object      |                           |

- 1 5 4 1. This new government *policy* will give you more *headaches* at tax time.
- \_\_\_\_\_ 2. The *description* of your exhausting birthday party *appeared* in the company *newsletter*.
- \_\_\_\_\_ 3. The *court* appointed *me* his legal *guardian*.
- \_\_\_\_\_ 4. This herb tea *tastes* quite *bitter*.
- \_\_\_\_\_ 5. *January* was the warmest *month* we spent in Australia, where the seasons are reversed.
- \_\_\_\_\_ 6. Jim sent his *mother* three Mantovani *albums* for her *birthday*.
- \_\_\_\_\_ 7. Nick Harris *considered* Terri his most competent *alligator handler*.
- \_\_\_\_\_ 8. Tom became an *ex-employee* of this *company* after only one day of door-to-door *selling*.
- \_\_\_\_\_ 9. Mr. Rodriguez bought his *daughter* a *portfolio* of well-chosen stocks and bonds for her college *graduation*.
- \_\_\_\_\_ 10. The club *members* elected *John* their new Grand *Bison*.

**C. SUBJECT-VERB AGREEMENT:** In the blanks before the sentences write the subject of the sentence and the one of the two verbs in parentheses that agrees with it in number.

- One belongs 1. One of these iguanas (belong/belongs) to my brother.
- \_\_\_\_\_ 2. His wife, as well as his mother, (raise/raises) iguanas.
- \_\_\_\_\_ 3. The *History of Iguanas* and the *Dictionary of Iguana Terms* (sell/sells) for the same price.
- \_\_\_\_\_ 4. The yield of vegetables and fruit from our garden (has/have) fed our iguanas for the last year.
- \_\_\_\_\_ 5. The members of the Iguana Club (was/were) discussing their pets.

**D. PRONOUN-ANTECEDENT AGREEMENT:** Underline each pronoun that does *not* agree with its antecedent in number. In the blanks before the sentences, write the *correct* form for each of the underlined pronouns.

- them 1. Some perfumes are less expensive when you buy it in the large bottle.
- \_\_\_\_\_ 2. Before a person buys a perfume, they should realize that a name like "Love's Promise Fulfilled" may not deliver all it seems to offer.
- \_\_\_\_\_ 3. When a student learns about making perfumes, they must become familiar with a variety of natural oils and essences.
- \_\_\_\_\_ 4. All the perfumes of Arabia would not sweeten her little hand, although Lady Macbeth washed them again and again.
- \_\_\_\_\_ 5. The theory that much can be learned about a woman's personality from their perfume is not to be trusted.

**E. VERB FORMS:** Underline the *incorrect* constructions that have been used as verbs in the following sentences. In the blanks before the sentences, write the *complete* correct verb forms in place of the incorrect constructions that have been used.

- fallen dawned 1. Although a light rain had fell during the night, the day dawn clear and warm.
- \_\_\_\_\_ 2. Jim and Russ should of started earlier; then they wouldn't of come in late.
- \_\_\_\_\_ 3. They seen us at the beach and call to us, but we didn't hear them.
- \_\_\_\_\_ 4. I wish I could of took that trip to Mexico.
- \_\_\_\_\_ 5. We must of knowed half the people in Pittsburgh, the city where we use to live.
- \_\_\_\_\_ 6. I wish Jim and Ellen had went to the store earlier; there ain't any flour for me to bake this cake.
- \_\_\_\_\_ 7. Our freeloading cousins come to visit us last year and stay about three months.

- \_\_\_\_\_ 8. Lay down and rest a while before you went to pick up that beer.
- \_\_\_\_\_ 9. Grandpa set in his chair and wait for the mail carrier to get here with the latest issue of *Skateboarder*.
- \_\_\_\_\_ 10. Grandma raised up to her full height and claim it was her turn to use the skateboard.

**F. MODIFIERS:** Underline the incorrect modifiers in the following sentences. In the blanks before the sentences, write the *correct* modifiers in place of the incorrect modifiers that have been used.

- surely soundly 1. You two sure will sleep sound after that day of scuba diving.
- \_\_\_\_\_ 2. Jim's excuse didn't seem very reasonably to the boss.
- \_\_\_\_\_ 3. Most machines run better when you treat them good.
- \_\_\_\_\_ 4. The person who thinks most clearest is usually able to write most well.
- \_\_\_\_\_ 5. Roger felt happily that the judge's sentence was not more severely.

**G. PHRASES AND CLAUSES:** In the blanks before the sentences, write one of the following numbers to identify each italicized phrase or clause.

- |                    |                        |
|--------------------|------------------------|
| 1=noun clause      | 5=participial phrase   |
| 2=adjective clause | 6=infinitive phrase    |
| 3=adverb clause    | 7=prepositional phrase |
| 4=gerund phrase    |                        |

- 4 1. *Buying a house* is an impossible dream for us.
- \_\_\_\_\_ 2. The burglars stripped the house *while I slept* through it all.
- \_\_\_\_\_ 3. *Having made up her mind* to get that raise, she marched bravely into the boss's office.
- \_\_\_\_\_ 4. *To be the victim* of an assault is a possibility that terrifies many women in today's unsafe cities.

- \_\_\_\_\_ 5. I am convinced that he is telling lies about me *behind my back*.
- \_\_\_\_\_ 6. The people *who remained in the waiting room* were tense and watchful throughout the operation.
- \_\_\_\_\_ 7. Our fear is *that the printing plant will close down completely*.
- \_\_\_\_\_ 8. Mine was the last car *in the parking lot* Monday night.
- \_\_\_\_\_ 9. *To have a job* that pays me enough to eat is my goal in life right now.
- \_\_\_\_\_ 10. *When we got there*, the room was empty.
- \_\_\_\_\_ 11. *Bored by the play*, Pamela slipped out the rear exit of the theatre.
- \_\_\_\_\_ 12. *Amusing two restless children* is not my idea of fun.
- \_\_\_\_\_ 13. Anyone *who wants to participate* should sign up before Friday.
- \_\_\_\_\_ 14. Janet knows exactly *what she wants* from her job in advertising.
- \_\_\_\_\_ 15. I love *to walk alone* in the woods on hot summer days.

**H. SENTENCE CONSTRUCTION:** Italicized phrases and clauses have been misplaced in these sentences. In the blanks before the sentences, write the word the misplaced phrases and clauses should follow.

- \_\_\_\_\_ *fell* 1. Yesterday Sarah fell and bruised herself *on the garden path*.
- \_\_\_\_\_ 2. A stereo was offered for sale by a man moving to Europe *with four speakers*.
- \_\_\_\_\_ 3. Anybody may have lost it in the storm *who has a sailboat*.
- \_\_\_\_\_ 4. I wrote a letter on my way home in the bus *in the back of my notebook*.
- \_\_\_\_\_ 5. Jean sold her car before she moved *to the Allen family*.

**I. DANGLING MODIFIERS:** There are two or more versions of each of the following sentences. In the blank before each sentence, write D if the sentence contains a dangling modifier; write C if the sentence is correct.

1. D a: Walking down the street, a fallen tree branch was noticed.  
\_\_\_\_\_ b: I noticed a fallen tree branch as I was walking down the street.  
\_\_\_\_\_ c: Walking down the street, I noticed a fallen tree branch.
2. \_\_\_\_\_ a: When very young, Mother taught me to sew.  
\_\_\_\_\_ b: When I was very young, Mother taught me to sew.  
\_\_\_\_\_ c: I was very young when Mother taught me to sew.
3. \_\_\_\_\_ a: On entering the theater, we were surprised by the size of the crowd.  
\_\_\_\_\_ b: On entering the theater, the size of the crowd surprised us.
4. \_\_\_\_\_ a: Since breaking my arm, Laura has done my typing.  
\_\_\_\_\_ b: Since breaking my arm, my typing has been done by Laura.  
\_\_\_\_\_ c: Laura has done my typing since I broke my arm.  
\_\_\_\_\_ d: Laura has done my typing since breaking my arm.
5. \_\_\_\_\_ a: Upon graduating from high school, a job could not be found.  
\_\_\_\_\_ b: I could not find a job upon graduating from high school.

**J. FAULTY COMPARISONS:** Write an X in the blank before any sentence containing a faulty comparison. Write a C in the blank if the sentence is correct.

- X 1. *Gone with the Wind* is more interesting than any novel I have read.
- \_\_\_\_\_ 2. The rooms at the back of the old house are darker than the front of the house.
- \_\_\_\_\_ 3. I have owned a car longer than my brother.
- \_\_\_\_\_ 4. Raoul works harder than anyone else in his family.
- \_\_\_\_\_ 5. This typing job is more boring, if not as difficult as, the last job I had.



**K. STANDARD USAGE:** In the blanks before the sentences, write the better choice of the words or word groups in parentheses.

- anywhere an 1. Our family didn't go (anywhere/no-where) last summer except to see (a/an) uncle who had just returned from Europe.
- \_\_\_\_\_ 2. We (could/couldn't) hardly reach (a/an) harbor in that thick fog.
- \_\_\_\_\_ 3. I can't help (but think/thinking) your friend has had (an/a) unusual past.
- \_\_\_\_\_ 4. He doesn't like (nothing/anything) but (a/an) egg for breakfast.
- \_\_\_\_\_ 5. She said she hasn't (ever/never) found (a/an) oven as useless as this one is.
- \_\_\_\_\_ 6. (Being that/Because) the fog was so thick, we didn't know where we (were/were at).
- \_\_\_\_\_ 7. (Irregardless/Regardless) of what Harry said, I didn't fall (off/off of) the wagon at the party last night.
- \_\_\_\_\_ 8. When I saw John, he (says/said), "I'm sorry I couldn't get you (those/those there) tickets for the Elton John concert."
- \_\_\_\_\_ 9. There is talk (between/among) the miners of striking (inside of/within) a few weeks.
- \_\_\_\_\_ 10. (Leave/Let) us all throw our support (in back of/behind) the initiative to ban smoking in restaurants.