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Sentence combining worksheet high school answers

Sentence Combining Often I will start off my sentence by combining an introduction, asking my class, What makes the sentence a good sentence? or What are the characteristics of a good sentence? More often than not, I will expect empty stares and confused looks that are by no means unusual in my class. But I usually manage to wait for them until I get some response, such as Sentences are good if they are descriptive, or the sentence is a good sentence if it contains a complete thought. However, if I'm really patient, I almost always get an answer. Short sentences are good sentences. Too often students are taught by teachers who don't know any better (or who don't know how to deal with awkward sentences, passages, and run-ons) that they should write with short sentences. So I have to spend the rest of my semester not only breaking bad habits, but also teaching a good sentence term through sentence combining. Studies show that as students progress in school, their sentences increase in direct proportion to the level of education in the school system; Grammar school students write very short sentences, high school longer, college even longer and professional writers the longest of them all. But how are they mature sentences structured? Professionals use what is called sentence modifiers, such as verbal and careful phrases and adjective clauses. These descriptive modifiers allow writers to develop complete thoughts that my students insightfully pointed out, and to do so in a way that makes their writing flow with a rhythm that engages the reader's attention and prevents them from getting lost clauses that seem to weave back and forth and go nowhere. Working with these bodies has the added advantage of curing some of the grammar and syntax problems that English teachers find so vexing, problems that persuaded them to advise students to simplify their lives by chopping up their sentences. Studies have shown that sentence combining is the most effective technique for teaching sentence-level maturity. Some of these practice of combining sentences are from a sentence-combining workbook that is available Amazon.com. (reproduced here with permission of the author, Pam Altman) At the bottom of these sentences combining the exercises, you will see a link to the document with the original paragraph from which we created these exercises. We've posted originals the comparison doesn't correct. Even if the original writers are professional writers, there is no right way to put these sentences together. Half the fun of these exercises can compare what you decided to do with what these professional writers did. Enjoy! 1 Exercise 1 Exercise 1 Exercise 2 Exercise 4 Exercise 5 Exercise 7 Exercise 9 Exercise 9 Exercise 11 Exercise 12 Exercise 12 Exercise 13 Exercise 14 Exercise 14 Exercise 14 Exercise 15 Exercise 18 Exercise 20 Exercise 21 Originals To continue enjoying our website, ask you to confirm your identity as a human being. Thank you very much for your cooperation. Knowing how to combine sentences is essential when writing. If you could not properly combine sentences, each sentence would be very short, simple and tedious. Check out these useful exercises and worksheets if you want to practice combining sentences. sentence, combining using subordination families If your writing is full of short, simple sentences, readers can get bored quickly. Set your writing except with these methods to combine shorter sentences. After completing the basic information, you can go to subordination families. combine common subjects and verbs, and combine sentences in a paragraph. Simple sentences are independent clauses. You can combine the following sentences with coordinating together, known fanboys acronym (for, and, not, but, or, yet, so). See if you can tell who coordinates together the best to connect the following sentences. For more practice (and answers), click on the worksheet below to be printed.1) She went to work. She didn't want to go.2) Scientists trained her well. They helped him find a job when his training was through.3) Polar bears are fierce, territorial animals. Grizzly bears are the same.4) Mark told me not to come with him. He longed to look at me when I left.5) I will not give up on you. I'm not sending me around.6) My father likes to drive during the day. His nursing home lets him drive before 9.7) My cat was hungry. It hadn't eaten since breakfast.8) They couldn't think of anything better to do. They decided the baby to sit on the family.9) The book can be a lot of fun to read. The book can be boring.10) I want to go on a date with Javier. I'll ask him. View and download PDFs by combining independent clauses and dependent clauses (which cannot remain separate as full sentences) can use the underlying links (after all, albeit, by which). This may require a semicolon. 1) They plan to go. They ended up falling to do it.2) Some say that dogs are friendlier than cats. Cats can also be very loving.3) I can't relax. I need to finish my time in the machine.4) Dr. Johnson ate a great meal. He went to work afterwards.5) I just can't get out of bed. I'm too tired.6) Don't give me a hard time. We have been close friends for so long.7) We do not believe in how you do it. Our culture is very different from you.8) Hannah attends Brown University. It was her first choice.9) Both brothers were not always so close. When their mother died, they got closer.10) I refused to talk about it. I was imprisoned. View and download PDF sentences with the same subjects and verbs can be re-written. Read the following sentences to determine whether they have the same subject or the same verb. Combine sentences, however you can.1) Mr. Brown walked over to the store. His pet monkey, Ralph, walked with him.2) him.2) the cactus is thirsty. The cactus doesn't get enough sunlight.3) My mug was in the closet. My mug is no longer in the closet.4) Drus's dog jumped into the air. Janine the dog jumped in the air as well.5) The book fell to the floor. It opened up on a page I had never read before.6) Your face has scars on it. Your face looks friendly.7) Why do you say that word? It was very rude.8) Everyone is lying to me. They want to protect me.9) Stop dancing like that. Sit down in his chair.10) Thomas's friends seemed so strange. They were friendly, though. View and download a PDF file You have mastered the coordinator's families, the underlying flocks and the finding of common objects and verbs. Now it's time to combine sentences in a paragraph. Combine as many sentences as possible in the next paragraph, using the examples above to help you. The Boston Red

Sox were three games down. The Red Sox had to win the next four games to advance. The fans were worried. Boston hadn't won the World Series since 1918. No team has ever returned to the playoffs from a three-game deficit. All the fans knew it. Red Sox fans watched impatiently as the fourth game of the ALCS began. Yankees fans watched confidently. They also knew that something could happen. People wanted to watch a good series. They didn't expect it to be such a nail biter! David Roberts stole second base. This step should be remembered as a turning point in the series. Noone believed that the Red Sox would win this year. The Red Sox won this year. The Yankees wouldn't win the World Series for another five years. In 2009, the Yankees won the World Series.View & Download PDF PDF

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