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Introduction

This short packet contains a variety of brief writing activities designed to help you develop further confidence and agility in your writing. At the very least, you should learn and practice several basic sentence and phrase strategies, including those in the list below.

- Simple sentence
- Simple sentence with introductory phrase
- Compound sentence
- Compound sentence with semi-colon
- Subordinate Clauses
- Complex sentences
- Compound-Complex sentence
- Appositive phrase
- Participial phrase
- Absolute phrase
- Adjectives out-of-order

Even though some of these activities may be a review for you, my ultimate goal is to help you improve your ability to communicate your thinking clearly and effectively in and outside the university.
Basic Vocabulary of Sentences

A “phrase” is not a clause.

Every night after dinner, I enjoy walking the dog.

A “clause” is a potential sentence.

There are two basic kinds of clauses: independent and subordinate.

I enjoy walking the dog.

Because I like to exercise, I enjoy walking the dog.

I enjoy walking the dog, which I’ve had for almost eight years.

I believe that the evening is the best time to walk my dog.

A basic “sentence” is an independent clause.

There are many kinds of sentences made up of various arrangements of phrases and clauses.

Because I like to exercise, every night after dinner, I enjoy walking the dog, which I’ve had for almost eight years.

A “fragment” is a phrase or subordinate clause masquerading as a basic sentence.

Every night after dinner.

Because I like to exercise.

Which I’ve had for almost eight years.
Eight Basic Sentence Strategies

1. SIMPLE SENTENCE

Independent clause.

Some ASU students live and work in Miles.
Some ASU students live in Miles but work in San Angelo.

*with introductory phrase*

On Wednesday, we will have lunch at Cork & Pig on Knickerbocker.
Over the hill on the left bank, Mike and Walter found their dog.
With Sharon's help, Kathy changed her flat tire.
Thrilled about her grade, Stephanie called home.

*with lists*

Bob, Morris, and David are in the car.
ASU students come as far away as Eden, Brady, and Christoval.
We will be reading a novel, writing five essays, and talking about important issues.

2. COMPOUND SENTENCE

Independent clause, coordinating conjunction independent clause.
(Common coordinating conjunctions: and, but, or, nor, so, yet)

Some ASU students are away from home for the first time, and many have a hard time adjusting.
I didn't think I was going to like living with people I'd never met before, but I like my roommates.

3. COMPOUND SENTENCE WITH SEMI-COLON

Independent clause; independent clause.

Perhaps one of the computer labs should stay open all night; some students stay up most of the night working on their essays.

4. COMPOUND SENTENCE WITH SEMI-COLON AND LOGICAL CONNECTIVE

Independent clause; logical connective, independent clause.
(Logical connectives: therefore, however, nevertheless, consequently, furthermore, moreover)

Some ASU students are away from home for the first time; therefore, the university newspaper should warn them about the dangers of drug and alcohol abuse.
I didn't think I was going to like living with people I'd never met before; however, Mitch and I have become close friends.
5. COMPLEX SENTENCE WITH COMMA AND ADVERB CLAUSE FIRST

Subordinating conjunction adverb clause, independent clause.
(Common subordinating conjunctions: if, because, since, when, while, although, after)

Because my roommate was sleeping late, I went to the cafeteria for breakfast.
Although I often stay up past midnight, I never have enough time to study.
When date rape happens at ASU, it's usually related to alcohol abuse.

6. COMPLEX SENTENCE WITHOUT COMMA AND ADVERB CLAUSE SECOND

Independent clause subordinating conjunction adverb clause.

I went to the cafeteria for breakfast because my roommate was sleeping late.
I won't be in class on Friday if I can get a ride to Austin with Mary.
My parents told me to call when I got back to ASU.

7. COMPOUND-COMPLEX SENTENCE

Independent clause, coordinating conjunction independent clause subordinating conjunction adverb clause.

I went to the cafeteria for breakfast, but it was closed because a fire broke out last night.

Independent clause subordinating conjunction adverb clause, coordinating conjunction independent clause.

The cafeteria was closed today because a fire broke out last night, and I had to drive to McDonalds.

Subordinating conjunction adverb clause, independent clause, coordinating conjunction independent clause.

Because a fire broke out last night, the cafeteria was closed, and I had to drive to McDonalds.

8. EFFECTIVE INTENTIONAL FRAGMENT

Subordinate clause or phrase

Was I responsible for our breakup? Probably.
Mabel. Ruth. Lucille. Glenda. These are names rarely given to young girls these days.

(The two most common intentional fragments are one or two word phrase answers to rhetorical questions, as in the first example, and lists of key terms a writer might want to emphasize, as in the second example.)
Simple Sentences

Simple sentences contain one independent clause.

Several herons make their home in the Red Arroyo.

Simple sentences can also contain phrases.

I live in Texan Hall over by the Junell Center.

An introductory phrase is usually following by a comma.

Every morning, I walk around Santa Rita.

Compose an original simple sentence.

Add an introductory phrase to the simple sentence below.

The President met the Prime Minister for breakfast.

Compose an original simple sentence with an introductory phrase.

The sentence below is not a simple sentence. Why?

The milk has gone sour, so I threw it out.

Find a simple sentence with an introductory phrase in something you are reading and write it below.
Compound Sentences

Compound sentences include two independent clauses.

Maria went to the store, and she took her brother along.

These independent clauses can be joined by a comma and a coordinating conjunction.

Maria went to the store, and she took her brother along.

A comma splice is an incorrect form including two independent clauses without the conjunction.

Maria went to the store, she took her brother along.

A run-on sentence is an incorrect form including two independent clauses without the comma.

Maria went to the store and she took her brother along.

In compound sentences, the comma and conjunction work like the two ingredients in epoxy glue. Both are necessary to create the bond between the two independent clauses.

Create original compound sentences by adding a second independent clause to the following simple sentences.

West Texas summers can be miserable.

I will go to the Colts game Saturday.

Underline the two independent clauses and then fix the comma splice in the sentence below.

I went to biology at noon, my English class is in the same room at 2 pm.

Underline the two independent clauses and then fix the run-on sentence below.

My professor is great teacher but he dresses funny.

Make a list of other coordinating conjunctions.

Find a compound sentence in something you are reading and write it below.
Compound Sentences with Semi-Colons

Compound sentences with two independent clauses can also be joined by semi-colons.

I went to CVS to pick up my pictures; it’s just down the block.

In other words, the semi-colon takes the place of the comma and the conjunction in a compound sentence. However, semi-colons to join independent clauses in compound sentences is used very infrequently.

Semi-colons are more often used when joining independent clauses as in the following examples.

I went to CVS to pick up my pictures; however, I usually go to Walgreens.

Greg will have to take eighteen hours this semester; still, he’ll graduate on time.

The underlined words above are logical connectives that introduce the second independent clause. In this sentence strategy, the two clauses are joined by a semi-colon, the logical connective, and a comma.

Create original compound sentences by adding a second independent clause to the following.

West Texas summers can be miserable; however,

I will go to the Colts game Saturday; therefore,

Find a compound sentence with a semi-colon in something you are reading and write it below.
Subordinate Clauses

So far we have been combining independent clauses into sentences.

There are also three kinds of subordinate clauses that can be used in complex sentences: adverb, adjective, and noun clauses.

Adverb clause

Because I like to exercise, I enjoy walking the dog.

I enjoy walking the dog because I like to exercise.

Adjective clause

We walk around the golf course that is across the river from my house.

I enjoy walking the dog, which I’ve had for almost eight years.

Noun clause

I believe that the evening is the best time to walk my dog.
Complex Sentences with Adverb Clauses

Complex sentences include two clauses: one independent and one subordinate. The complex sentence below has an independent clause and an adverb clause.

Jacob left early from work because he got a call from home.

The adverb clause follows a subordinating conjunction. Adverb clauses are introduced by subordinating conjunctions. Common subordinating conjunctions include: if, because, since, when, while, although, after, since, unless, and until.

Jacob left early from work because he got a call from home.

If the complex sentence begins with a subordinate clause, a comma precedes the independent clause.

Because he got a call from home, Jacob left early from work.

A subordinate clause can never stand alone. It would then be a sentence fragment.

Jacob left early from work. Because he got a call from home.

The sentence below is not a complex sentence construction. Why?

Because of this, I left school early.

Create an original complex sentence by adding a subordinating conjunction and subordinate clause after the independent clause below.

West Texas summers can be miserable.

Create an original complex sentence by adding a subordinating conjunction and subordinate clause before the independent clause below.

I will go to the Colts game Saturday.

Make a list of other subordinating conjunctions.

Find a complex sentence in something you are reading and write it below.
Sentence-Combining Exercise 1

Combine each set of short sentences and fragments into one concise and effective sentence.

1. I always order cheese fries. The reason why is because they're my favorite.

2. Bob was my boyfriend. That was in high school. We dated for about eight months. Before I met Mike.

3. The tree fell on the house. This was a sycamore. Because of the high winds. But my grandmother wasn't hurt.

4. My dog's name is George. He is a Golden Retriever. He loves to play Frisbee. Loves to swim, too.

5. My parents gave me a car. That is why I'm able to afford to go to college. Still, I work part-time. I work at Wal-Mart. I'm a cashier.
Sentence-Combining Exercise 2

Combine these six pairs of sentences into compound sentences using the coordinating conjunctions listed below. Use each conjunction only one time. Some sentences may have to be re-worded to accommodate the combination.

*and, but, or, so, yet, nor*

1. Some students stay on the sidewalks. Some students cut across the grass.

2. Students have to park far from their classrooms. They are often late for class.

3. Trash cans have been placed all over campus. Students still throw garbage on the ground.

4. Chartwells promised to improve the quality of food service. The food is actually a little better this year.

5. These students do not respect the feelings of others. They don’t seem to respect themselves.

6. We must stand up for our rights today. We may find ourselves with no rights at all.
**Sentence-Combining Exercise 3**

Combine the following sentences into complex sentences using the subordinating conjunctions listed below at the beginning of each pairing. Again, use each conjunction only one time. Some sentences may have to be re-worded to accommodate the combination.

*unless, because, even though, if, while, although*

1. Some students stay on the sidewalks. Some students cut across the grass.

2. Students have to park far from their classrooms. They are often late for class.

3. Trash cans have been placed all over campus. Students still throw garbage on the ground.

4. Chartwells promised to improve the quality of food service. The food may actually improve this year.

5. These students do not respect the feelings of others. They do seem to respect themselves.

6. We must stand up for our rights today. We may find ourselves with no rights at all.
Compound-Complex Sentences

Compound-complex sentences include three clauses: two independent clauses joined by a coordinating conjunction and one adverb clause introduced by a subordinating conjunction.

Because Rudy was hungry, I looked in the kitchen for a treat, but the cupboard was bare.

I put Rudy in the backseat because he likes to ride in the car, and we drove west on Main Street.

I stopped at the light on 5th, and then I rolled down Rudy’s window after I remembered how much he likes to stick his head out of the car.

We got to the pet store soon afterward, and because I know how much Rudy hates being alone, I took him into the store with me.

The sentences below are not compound-complex constructions. Why?

In the morning, I usually leave early because I want to get a good parking place.

After I got off work, because of rain, there was flooding on Sul Ross.

Create two original compound-complex sentences using the independent clauses below.

I took my car to the shop.

I believe Chicago is great place to visit in the summertime.
Sentence-Combining Exercise 4

Combine the following groups of sentences into compound-complex sentences. Use coordinating and subordinating conjunctions as appropriate.

1. I took my shower. I slipped and fell. I wasn’t hurt.

2. I got dressed. I ate some toast. I also had two eggs.

3. I was late for work. I ran a red light. I was stopped by a police cruiser.

4. It was my cousin, Frank. I still got a ticket. I drove more carefully thereafter.

5. I got to school on time. I couldn’t find a parking place. I was late to class anyway.

6. I must be unlucky. This always happens to me. I don’t let it get me down
Unscramble each group of scrambled sentence parts and produce an effective sentence, punctuating accordingly. These sentences come from John Updike’s short story "A&P."

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
</table>
| **1** | until they’re over by the bread  
so I don’t see them  
with my back to the door  
I’m in the third checkout slot |
| **2** | in the plaid green two-piece  
was the one  
the one that caught my eye  
first |
| **3** | if I rang it up or not  
trying to remember  
with my hand  
i stood there  
on a box of Hi-Ho crackers |
Unscramble each group of scrambled sentence parts and produce an effective sentence, punctuating accordingly. These sentences come from John Updike’s short story "A&P."
Sentence 6 has been divided into two scrambled parts for your convenience.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
</table>
| 4 | she just walked  
she didn’t look around  
not this queen  
on these long white primadonna legs  
straight on slowly |
| 5 | that the sun and salt  
done up in a bun  
and a kind of prim face  
she had a sort of oaky hair  
had bleached  
that was unraveling |
| 6a | at each other much anyway  
where what with the glare  
to have a girl  
down on the beach  
you know  
nobody can look  
it’s one thing  
in a bathing suit |
| 6b | in the cool of the A&P  
rubber-tile floor  
under the florescent lights  
over our checkerboard  
and another thing  
with her feet  
against all those stacked packages  
paddling along naked  
green-and-cream |
Effective Intentional Fragments

Fragments are subordinate clauses, phrases, or single words written to stand independently of other sentences.

Intentional fragments can be very effective when used infrequently and for special purposes.

Two of the most common intentional fragments are answers to rhetorical questions and lists of key terms the writer wants to emphasize.

Was I surprised to learn I was an introverted intuitive? Not really.

Wrigley Field. Soldiers Field. Comiskey Park. United Center. These are home to Chicago’s major sports teams.

Compose two intentional fragments using the two models above.

The passage below does not contain a fragment. Why?

Will I ever get a vacation? I don’t think so.
Editing Unpunctuated Paragraph 1

Angelo State University, a member of the Texas Tech University System, delivers undergraduate and graduate programs in the liberal arts sciences and professional disciplines in a learning-centered environment distinguished by its integration of teaching, research, creative endeavor, service, and co-curricular experiences. ASU prepares students to be responsible citizens and to have productive careers.

ASU Mission Statement
Built on rivers and canals St. Petersburg's sorbet-colored palaces and golden cupolas shimmer in reflection as if it were two cities one of stone one of water in fact ever since its founding three centuries ago by Peter the Great the city has always had a certain doubleness about it the city that was to be progressive European "a window on the West" was also a city built by edict and forced labor a "city built on bones" and that city has had two distinct incarnations grandiose capital of the immense Russian empire and after the Revolution second city of the Soviet Union neglected and forlorn

from “St. Petersburg's Regilded Age”
Richard Lourie
Writer’s Palette Number 1

Simple Sentence

Simple Sentence with Introductory Phrase

Complex Sentence with Adverb Clause First

Compound Sentence

Complex Sentence with Adverb Clause Second

Effective Intentional Fragment

Compound-Complex Sentence
Review of Basic Sentence Strategies

1. Identify the following simple, compound, complex, and compound/complex sentences by writing “simple,” “compound,” “complex,” or “compound/complex” in the blanks to the right of the sentences.

<table>
<thead>
<tr>
<th>Sentence</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Because Sharon is an athlete, she likes boys who are athletes.</td>
<td>Simple</td>
</tr>
<tr>
<td>In high school, she met Mario.</td>
<td>Simple</td>
</tr>
<tr>
<td>Mario isn’t as tall as Sharon, but he plays basketball on the varsity team.</td>
<td>Compound/Complex</td>
</tr>
<tr>
<td>Sharon plays on the girls volleyball team, and because she is so good, she may get a scholarship.</td>
<td>Complex</td>
</tr>
<tr>
<td>Mario has a red Mustang convertible, and Sharon drives a Ford Focus.</td>
<td>Compound</td>
</tr>
<tr>
<td>They take the Mustang when they go out on a date.</td>
<td>Complex/Complex</td>
</tr>
<tr>
<td>Even though they are young, they know they were meant for each other.</td>
<td>Complex/Complex</td>
</tr>
</tbody>
</table>

2. Write an original simple sentence.

3. Write an original simple sentence with an introductory phrase.

4. Write an original compound sentence.

5. Write an original complex sentence with the adverb clause first.

6. Write an original complex sentence with the adverb clause second.

7. Write an original compound-complex sentence.
Complex Sentences with Adjective Clauses

Complex sentences can also include adjective clauses. They are clauses that modifying nouns or pronouns. Adjective clauses begin with relative pronouns such as who, whom, whose, that, which, and where.

The evil sorcerer who ate frogs for breakfast was covered in warts.

The car that was parked next to mine blew up.

Herman is from Springfield, where Abraham Lincoln once lived.

My wife, who will be here any minute, works at Abbott Labs.

The first two sentences have adjective clauses that are termed “restrictive” because they are integral to the meaning of the sentence. The second two sentences have adjective clauses that are termed “non-restrictive” because they are not vital to the meaning of the sentence; thus, they are set off by commas. In other words, they add information, almost as an aside, that the main clause does not need to be understood.

Look at the distinctions between the following sentences.

My daughter, who lives in Texan Hall, came by for lunch.

I miss my daughter who lives in Italy.

If the dog that lives next door doesn’t stop barking, I’m going to call the police.

If I contact the police, to whom I made two calls last night, and they still don’t do anything, I’ll have to find another place to live where I can find peace and quiet.

Add an adjective clause to each of the following sentences. The clause should modify the underlined noun.

I went to see my doctor.

ASU is located on West Avenue N.

Compose two sentences with adjective clauses, one with a restrictive and one with a non-restrictive clause.
Sentence-Combining Exercise 5

Combine the two sentences below into one sentence by converting one of the sentences into an adjective clause. Place commas around non-restrictive clauses.

1. Mark Twain wrote several great American novels. He was born in Hannibal, Missouri.

2. I drove my new car to work today. It is a white Camry.

3. The book is mine. It is on the table.

4. The girl is pregnant. She is buying a new dress.

5. The banker left for work early. He was married to my cousin.
Complex Sentences with Noun Clauses

Complex sentences can also include noun clauses. They are clauses that function as nouns in sentences. Noun clauses usually begin with pronouns (including that, which, who, whom, whoever, what, whatever).

I think that I’ll stay home from school today.

Whatever I decide to do with my life is my own decision.

I love where I work.

Create your own sentence using a noun clause and write it below.

Add a noun clause to a sentence in one of your writing projects.

Find an example of a noun clause in something you are reading and copy it below.
Four Basic Modifying Phrase Strategies

1. **Appositive phrase**: a modifying noun or pronoun placed next to noun or pronoun

   The coach, *a twenty-year veteran*, announced his retirement after the game.

2. **Participial phrase**: a modifier containing a present or past participle

   *Jumping to their feet*, the home team crowd roared with delight.

   *Dedicated to winning*, the players had prepared for this moment all season.

3. **Absolute phrase**: a modifier containing a noun or pronoun and a present or past participle

   *Heads hanging*, the visiting team wound through the crowd to their locker room.

   The referees, *uniforms drenched with sweat*, gathered their jackets from behind the scorer’s table.

4. **Adjectives out-of-order**

   The gym, *dark and silent*, held its banners high, proud memories of previous conquests.
Appositive Phrases

Appositives are modifying phrases that rename or classify nouns. In all cases, they are set off by commas.

My roommate, a freshman from Wall, has never been to Austin before.

Jennifer and I went to the mall to buy a blender, a necessary tool for making milkshakes.

Add appositive phrases to the underlined nouns in the following sentences.

Steve and Carla met in the library.

Ivan’s car was parked illegally.

My new neighbor stopped by to introduce himself.

When I came home, I found a note from Roberto.

Create your own sentence using an appositive phrase and write it below.

Add an appositive phrase to a sentence in one of your writing projects.

Find an example of an appositive phrase in something you are reading and copy it below.
Participial Phrases

Participial phrases begin with verbs and modify nouns. Participial phrases are set off by commas.

*Running out of gas,* my car coasted into the gas station.

*Forcing himself to smile,* Eduardo worried that his new friends would discover his secret.

*Providing an additional two hundred spaces,* a new parking lot was constructed this summer.

*Torn between her two choices,* Maggie eventually selected the banana cream pie.

Add participial phrases to the underlined nouns in the following sentences.

Steve and Carla waved to each other.

Ivan held his gold medal high.

My new neighbor stopped by to introduce himself.

Create your own sentence using a participial phrase and write it below.

Add a participial phrase to a sentence in one of your writing projects.

Find an example of a participial phrase in something you are reading and copy it below.
Absolute Phrases

Containing a noun and a participle, an absolute phrase stands apart from the word or clause it modifies. This kind of modifying phrase can also offer logical support for the ideas presented. In all cases, they are set off by commas.

*Finger bleeding,* I looked for a bandage.

The driver, *his car rear-ended,* pulled over onto the shoulder.

*Fluffy treed by the neighbor’s dog,* Marsha called the fire department for help.

*The verdict arriving any minute,* the reporters crowded together in front of the courthouse.

Rocko, *arms fatigued,* left the weight room.

Add absolute phrases to the following sentences.

Steve and Carla looked deep into each other’s eyes.

My new neighbor borrowed my hammer.

My dog eyed the food on the stove.

The congressman proposed new gun legislation.

Create your own sentence using an absolute phrase and write it below.

Add an absolute phrase to a sentence in one of your writing projects.

Find an example of an absolute phrase in something you are reading and copy it below.
Adjectives Out-of-Order

Adjectives out of order modify nouns and contain at least two adjectives in a list. These adjectives are set off by commas.

The visiting team, exhausted and tearful, wound through the crowd to their locker room.

The home team mascot, sweat-soaked yet smiling, walked to his car in the parking lot.

Silver and blue, the team bus drove away from the auditorium.

Add a list of at least two adjectives after or before the underlined nouns in the following sentences.

Steve and Carla talked on the phone until midnight.

Ivan wrote a postcard to his mother in Moscow.

My dog scratched himself behind his ear.

Create your own sentence using adjectives out of order and write it below.

Add adjectives out of order to a sentence in one of your writing projects.
The lava damming itself built up so high during the cooling that it is now a hill beside the town. Roads of black ash traverse it winding through the otherwise untraversable lava when I was walking on those roads steam came out of the road cuts the new basalt looked exactly like basalt two hundred million years old in places along the road where the views were good across the town and harbor red plank benches with yellow arms had been lovingly set about turning the eruption into a preserve as we have done in Northern California at Lava Beds and Lassen streets that once ran east out of town are cul-de-sacs now in the lava. Captain Street so called because many skippers own houses there once had the highest views in town it now dead-ends in lava there is new construction in many places beside the halted flow up the street are houses with deep tephra still on top of them windows vacant walls askew.

From “Cooling the Lava” by John McPhee
Review of Basic Modifying Phrase Strategies

1. Identify appositive, participial, and absolute phrases, in addition to adjectives out-of-order in the following sentences by writing “appositive,” “participial,” “absolute,” or “adjectives” in the blanks to the right of the sentences.

<table>
<thead>
<tr>
<th>Sentence</th>
<th>Phrase Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Running out of gas, my car slowed to a stop just short of the BP station.</td>
<td></td>
</tr>
<tr>
<td>Legs aching, I pushed the car up to a gas pump.</td>
<td></td>
</tr>
<tr>
<td>I opened my wallet, a gift from my girlfriend, and discovered I had only $3.</td>
<td></td>
</tr>
<tr>
<td>Walking into the station, I saw my friend Steve buying a sandwich.</td>
<td></td>
</tr>
<tr>
<td>Hot and sweat-soaked, he was taking a lunch break from his landscaping job.</td>
<td></td>
</tr>
<tr>
<td>I hadn’t seen his truck, the old blue Dodge, sitting outside.</td>
<td></td>
</tr>
<tr>
<td>His hair bleached by the sun, Steve smiled and reached out to shake my hand.</td>
<td></td>
</tr>
</tbody>
</table>

2. Add an appositive phrase to the following sentence and rewrite it below.
Ben and Emily went fishing in Lake Michigan.

3. Add a participial phrase to the following sentence and rewrite it below.
The President walked through the crowd.

4. Add an absolute phrase to the following sentence and rewrite it below.
The horses raced to the finish line.

5. Add two adjectives out-of-order to the following sentence and rewrite it below.
The preschoolers got ready for naptime.
Review of Basic Sentence and Phrase Strategies

The passage below is from Tim O’Brien’s *The Things They Carried*, a novel about the Vietnam War. Here, the narrator is describing his feelings when confronted with the opportunity to escape the military draft by going north to Canada. In sight of the Canadian shoreline, he is sitting in a boat with a companion, wondering if he can get up the nerve to swim toward safety. Write the name of each sentence or phrase strategy below the underline.

*All I could do was cry.* Quietly, not bawling, just the chest-chokes.

*At the rear of the boat,* Elroy Berdahl pretended not to notice. He held a fishing rod in his hands, *his head bowed to hide his eyes.* He kept humming a soft, monotonous little tune.

Everywhere, it seemed, in the trees and water and sky, a great worldwide sadness came pressing down on me, a crushing sorrow, sorrow like I had never known it before. And what was so sad, I realized, was that Canada had become a pitiful fantasy. *Silly and hopeless.* It was no longer a possibility. Right then, with the shore so close, I understood that I would not do what I should do. I would not swim away from my hometown and my country and my life. I would not be brave. That old image of myself as a hero, as a man of conscience and courage, all that was just a threadbare pipe dream. *Bobbing there on the Rainy River,* looking back at the *Minnesota shore,* I felt a sudden swell of helplessness come over me, a drowning sensation, as if I had toppled overboard and was being swept away by the silver waves. Chunks of my own history flashed by. I saw a seven-year-old boy in a white cowboy hat and a Lone Ranger mask and a pair of holstered six-shooters; I was a twelve-year-old Little League shortstop pivoting to turn a double play. I saw a sixteen-year-old kid decked out for his first prom, *looking spiffy in a white tux and a black bow tie,* *his hair cut short and flat,* *his shoes freshly polished.* My whole life seemed to spill out into the river, *swirling away from me,* everything I had ever been or ever wanted to be. *I couldn’t get my breath; I couldn’t stay afloat; I couldn’t tell which way to swim.*
Sample Sentence and Phrase Strategies Exam

1. Identify the following simple, compound, complex, and compound/complex sentences by writing “simple,” “compound,” “complex,” or “compound/complex” in the blanks to the right of the sentences.

<table>
<thead>
<tr>
<th>Sentence</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>On Tuesday nights, Doug goes bowling with Enrique.</td>
<td>Simple</td>
</tr>
<tr>
<td>Because Enrique is new to bowling, Doug enjoys teaching him how to play.</td>
<td>Compound</td>
</tr>
<tr>
<td>Even though Doug owns his own ball and shoes, he doesn’t bowl as much as he would like to, but still he practices every Tuesday with Enrique.</td>
<td>Complex/Complex</td>
</tr>
<tr>
<td>They play two games and then order up some cheese fries.</td>
<td>Simple</td>
</tr>
<tr>
<td>Enrique’s game is improving rapidly, but Doug has noticed that he’s actually getting worse.</td>
<td>Compound</td>
</tr>
<tr>
<td>Enrique asks Doug if he can bring his girlfriend, Esperanza, along next Tuesday.</td>
<td>Simple</td>
</tr>
<tr>
<td>Because I get to work early, I also like to leave work early, and then I can miss most of the traffic on my way home again.</td>
<td>Complex/Complex</td>
</tr>
</tbody>
</table>

2. Add an appositive phrase to the following sentence and rewrite it below.
   Ramon and Patrice met in the cafeteria before class.

   Appositive phrase: Ramon and Patrice, who are good friends, met in the cafeteria before class.

3. Add a participial phrase to the following sentence and rewrite it below.
   The students waited for the teacher to return their grammar tests.

   Participial phrase: The students waiting for the teacher to return their grammar tests.

4. Add an absolute phrase to the following sentence and rewrite it below.
   The policemen moved in unison against the protesters.

   Absolute phrase: The policemen, moving in unison, moved against the protesters.

5. Add two adjectives out-of-order to the following sentence and rewrite it below.
   The cows walked back to the barn.

   Adjectives: The cows, back, walked, barn.
6. Identify appositive, participial, and absolute phrases, in addition to adjectives out-of-order in the following sentences by writing “appositive,” “participial,” “absolute,” or “adjectives” in the blanks to the right of the sentences.

<table>
<thead>
<tr>
<th>Sentence</th>
<th>Phrase Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eyes tired, Paula put her book down and fell asleep.</td>
<td></td>
</tr>
<tr>
<td>Dreaming about her grandmother's house, she smiled in her sleep and felt at ease.</td>
<td></td>
</tr>
<tr>
<td>When she awoke, she realized that her alarm clock, a present from her brother, had failed to ring.</td>
<td></td>
</tr>
<tr>
<td>Paula, confused and worried, jumped from her bed and raced to her closet.</td>
<td></td>
</tr>
<tr>
<td>Throwing on her clothes, she rushed out of her apartment.</td>
<td></td>
</tr>
<tr>
<td>Her car, a blue Dodge, was covered in last night's snowfall.</td>
<td></td>
</tr>
<tr>
<td>Fingers frozen, she wiped the snow from the windshield.</td>
<td></td>
</tr>
</tbody>
</table>

7. Write an original simple sentence.

8. Write an original simple sentence with an introductory phrase.

9. Write an original sentence with an adjective clause.

10. Write an original compound sentence.

11. Write an original complex sentence with the subordinate clause first.

12. Write an original complex sentence with the subordinate clause second.

13. Write an original compound-complex sentence.