

## Grade 12 NTI Day #6 ELA

Teacher: Mrs. Lee

### Nouns Worksheets

- Activity 32 –Sentence Combining
  - Practice A – Identifying Compound Subjects, Verbs, and Objects in Sentences
  - Practice B – Distinguishing Compound Sentences and Complex Sentences
  - Writing and Speaking Application (paragraph writing only!)
- Activity 33 – Varying Sentence Length
  - Practice A – Revising to Shorten Sentences
  - Practice B – Revising to Vary Sentence Length
  - Writing and Speaking Application (paragraph writing only!)

### Important:

This assignment will also be available in Google Classroom. Please feel free to contact Mrs. Lee with any questions via email: [andrea.lee@pineville.kyschools.us](mailto:andrea.lee@pineville.kyschools.us)

## 32 SENTENCE COMBINING

You can combine two short, choppy sentences by forming compound subjects, verbs, or objects or by forming compound or complex sentences.

This chart shows examples of ways in which two short, choppy sentences can be combined into one more-effective sentence.

<b>Compound Subject</b>	Aziz reads comics. Fatima reads comics.	<u>Aziz and Fatima</u> read comics.
<b>Compound Verb</b>	We ate lunch. We played video games.	We <u>ate lunch and played video games</u> .
<b>Compound Object</b>	Kelly plays soccer. Kelly plays basketball.	Kelly plays <u>soccer and basketball</u> .
<b>Compound Sentence</b>	Most bears have varied diets. Pandas eat mainly bamboo.	Most bears have varied diets, <u>but pandas eat mainly bamboo</u> .
<b>Complex Sentence</b>	I thought Maya was home. I saw the light on in her room.	I thought Maya was home <u>because I saw the light on in her room</u> .

### PRACTICE A Identifying Compound Subjects, Verbs, and Objects in Sentences

Read each sentence. Underline the compound subject, verb, or object.

**Example:** Carter explained the diagram and its caption.

**Answer:** Carter explained the diagram and its caption.

1. Koalas and kangaroos have pouches.
2. The volcano erupted and spewed lava into the countryside.
3. The photograph of the beach showed seagulls, hermit crabs, and oyster shells.
4. The contractor builds single-family dwellings and apartment buildings.
5. Mechanical engineers, applied architects, and land surveyors met at the site.
6. Jacob traveled to the Amazon and saw howler monkeys.
7. Among other things, marine surveyors measure harbors and rivers.
8. Hemlocks, firs, and spruces are evergreen trees.
9. Harriet organized her personal notes and business letters.
10. For the grand finale, I sang “Walk Between Raindrops” and tap-danced.

### PRACTICE B Distinguishing Compound Sentences and Complex Sentences

Read each sentence. On the line provided, write whether it is compound or complex.

**Example:** The publisher liked the ending, but the author wasn’t satisfied with it.

**Answer:** compound.

1. \_\_\_\_\_ Elise added blueberries to the pancake batter because they are rich in antioxidants.
2. \_\_\_\_\_ After Kim explained the formula, Miriam understood how to do the math problem.
3. \_\_\_\_\_ Craig spent all day on the lake, but he caught only one fish.
4. \_\_\_\_\_ Laura stirred the cream sauce as she slowly poured in a cup of chicken broth.
5. \_\_\_\_\_ Nadine saw Jacob’s car pull into the driveway, so she rushed outside to greet him.

### Writing and Speaking Application

Write two sentences that relate to each other. Then, exchange papers with a partner. Your partner should combine these sentences and read the new sentence aloud. Then, switch roles with your partner.

### 33 VARYING SENTENCE LENGTH

**Varying the lengths of your sentences can help you develop a rhythm, achieve an effect, or emphasize the connections between ideas.**

Effective writers use a variety of sentence lengths. If your writing includes too many short, choppy sentences, consider combining two sentences by turning the ideas in one of the sentences into, for example, a prepositional phrase, a participial phrase, or a subordinate clause. If your writing includes too many long, complicated sentences, consider breaking up one of the sentences into two shorter sentences.

#### **PRACTICE A Revising to Shorten Sentences**

*Read each sentence. Then, revise each sentence by stating the ideas more directly.*

**Example:** None of Janine’s friends have traveled overseas, and neither has Janine.

**Answer:** Neither Janine nor any of her friends have traveled overseas.

1. The koala is not really a bear; officially, it is a marsupial like the kangaroo.
2. Theresa likes seafood, but the other members of her family don’t like seafood.
3. The digital picture frame is able to display a panoramic view, and Hannah likes it.
4. Sue had never gone whitewater rafting, but the others had gone whitewater rafting.
5. Pluto is no longer a planet since astronomers voted on a new definition of *planet*.

#### **PRACTICE B Revising to Vary Sentence Length**

*Read the following paragraph. Make these revisions to vary sentence length: Shorten and break up sentence 1; combine sentences 2 and 3; combine part of sentence 4 with sentence 5; combine part of sentence 5 with sentence 6.*

**Example:** Have you heard of Samuel Clemens, a man who is a great literary figure?

**Answer:** Have you heard of Samuel Clemens? He is a great literary figure.

(1) Samuel Clemens is a great American author, humorist, and lecturer, but some people are not familiar with his name because it doesn’t appear on the spines of many of his works, including the well-known Tom Sawyer adventure series. (2) Clemens assumed the pseudonym Mark Twain. (3) He wanted to separate his journalistic career from his more humorous works. (4) Clemens was fascinated by the Mississippi River. (5) For that reason, Clemens piloted steamboats for two years and borrowed his pen name from the boatman’s cry “by the mark, twain,” with *mark* meaning “line” and *twain* meaning “two” to represent two fathoms, or twelve feet. (6) That is the safe river depth for a steamboat.

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#### **Writing and Speaking Application**

Write a paragraph about a current event. Make sure to vary the lengths of your sentences. Take turns with a partner, reading your paragraph aloud.