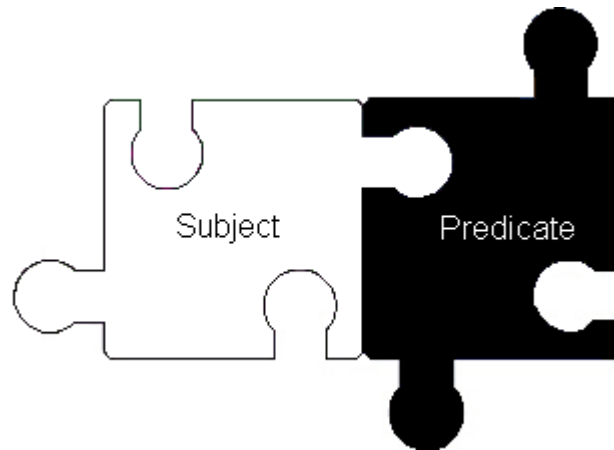




## Reading On The Move

### All About Sentences

A **sentence** is a group of words that form a complete thought. All sentences have *subjects* and *predicates*.



All complete sentences have at least two parts, a **subject** and a **predicate**. The *subject* tells who or what the sentence is about. The *predicate* tells what the subject does, did, or is doing. *Predicates* are made up of verbs. A **complete sentence** has a *subject* and a *predicate*, is *punctuated correctly*, and expresses a *complete thought*.



**Example:** *People talk.*

**People** tells who or what the sentence is about. This is the subject of the sentence. What do people do? **Talk** is the part of the sentence that tells what the subject does. This is called the predicate.

**Here is another example:** *Dynamite explodes.*



***Dynamite*** tells who or what the sentence is about. This is the subject of the sentence. What does dynamite do? ***Explodes*** is the part of the sentence that tells what the subject does. This is called the predicate.

Create sentences by adding a *subject* (from the word bank below) to the predicate. Use subjects that make sense and use each one only once.

Lions	Students	Water	Dogs	Volcanoes
Trash	Farmers	Plants	Rain	Teachers

1. \_\_\_\_\_ grow.
2. \_\_\_\_\_ bark.
3. \_\_\_\_\_ erupt.
4. \_\_\_\_\_ evaporates.
5. \_\_\_\_\_ study.
6. \_\_\_\_\_ roar.
7. \_\_\_\_\_ teach.
8. \_\_\_\_\_ plant.
9. \_\_\_\_\_ stinks.
10. \_\_\_\_\_ falls.

Draw a line from each *subject* to an appropriate *predicate* to create a sentence.  
Write each sentence on the lines provided. The first one is done for you.

- |            |         |
|------------|---------|
| Owls       | bloom   |
| Roses      | bite    |
| Mosquitoes | hoot    |
| Children   | tick    |
| Birds      | swim    |
| Fish       | play    |
| Clocks     | meow    |
| Trains     | oink    |
| Cats       | whistle |
| Pigs       | fly     |



- 11.     Owls hoot.
- 12. \_\_\_\_\_
- 13. \_\_\_\_\_
- 14. \_\_\_\_\_
- 15. \_\_\_\_\_
- 16. \_\_\_\_\_
- 17. \_\_\_\_\_
- 18. \_\_\_\_\_
- 19. \_\_\_\_\_
- 20. \_\_\_\_\_

Separate the subject and predicate with a slash ( / ). Then draw one line under the subject of each sentence and two lines under the predicate. The subject and predicate can be, and usually are, more than one word.

**Example:** *Joanne and Linda went shopping at the mall.*  
*Joanne and Linda* / *went shopping at the mall.*

21. The bus is waiting for us at the corner bus stop.
22. The band is playing one of my favorite songs.
23. His mother made pies from the strawberries she picked.
24. A small, rippling brook runs past the apple orchard.
25. The berries from the bucket spilled out on Eduardo's feet.
26. My brother is wearing his new blue shirt.
27. My family went to Disney World last summer.
28. I like my new job.
29. My neighbors came over for dinner.
30. The leaves on the maple trees are starting to turn brown.

A **compound sentence** is made of two single, simple, sentences joined together by a conjunction.

A compound sentence is made up of two or more **independent clauses**, any of which can *stand alone as a simple sentence*. You can join these simple sentences with a conjunction such as *and, but, or, because, however, therefore, etc.*

**Example:** *I enjoy swimming in the lake. My brother likes to row his boat on the lake.*

Both of these sentences make sense on their own. They are independent clauses. These two simple sentences can be joined using a conjunction to form the following compound sentence:

*I enjoy swimming in the lake, **and** my brother likes to row his boat on the lake.*

You can also join independent clauses with a semicolon or with a semicolon and a word such as *also, however, or therefore*. A semicolon creates a stronger pause than a comma but not the complete stop of a period. One use for a semicolon is to join independent clauses, making compound sentences, like the examples below. The semicolon takes the place of a comma or period. The word that follows the semicolon should not be capitalized unless it is a proper noun.

**Example:** *The tree fell; the house was not damaged.*

*The tree fell; **however**, the house was not damaged.*

To spot a compound sentence, look for a word such as **and** or **but**. Look at each of the clauses. If each one makes sense on its own, you're reading a compound sentence.

Combine the two simple sentences to form a compound sentence. Use the punctuation and the conjunction given in parenthesis.

**31.** We think a tomato is a vegetable. It is really a fruit. ( , but )

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**32.** Svea bought new tennis shoes. The shoes hurt her feet. ( , but )

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**33.** Paul wants to be an accountant. He might become a math teacher. ( , or )

---

**34.** Jill is very happy. She is always smiling. ( ; )

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**35.** Did you pack your own lunch? Did you buy the school's hot lunch? ( , or )

---

When writing complete sentences, the subject and the verb must work together. Singular subjects take singular verbs. Plural subjects take plural verbs. This is called **subject-verb agreement**. If someone said to you, “Birds flies,” what would you think? You might think he/she was talking about two flying animals, and you might expect him/her to say, “Birds, butterflies, and ladybugs...” You might also think that he/she was talking about birds flying and assume that he/she had used the wrong verb. In either case, you would be confused.

Subjects and verbs agree when they are both either singular or plural. A singular subject names *one* person, place, or thing; a plural subject names *more than one* person, place or thing.

**Example:** *The dog misses her.* (both subject, **dog**, and verb, **misses**, are *singular*)

*The dogs miss her.* (both the subject, **dogs**, and verb, **miss**, are *plural*)

A few simple rules can make *subject-verb agreements* easy to understand.

A compound subject connected by **and** takes a plural verb.

**Example:** *Mark and Katie sing lullabies to Jane.* (the compound subject, *Mark and Katie*, takes the plural verb *sing*.)

Sometimes phrases come between the subject and verb. This can make keeping track of *subject-verb agreement* difficult. The trick is to ignore the phrase(s) and think of only the subject and verb.

**Example:** *Mark and Katie, who are new parents, sing lullabies to Jane.*

(When you ignore the phrase, *who are new parents*, you have  
*Mark and Katie sing lullabies to Jane*)

Circle the correct *subject* that completes each sentence.

36. The (horse, horses) runs through the field.
37. The (window, windows) were open.
38. The (flower, flowers) are blooming.
39. The (rug, rugs) need cleaning.
40. The (girl, girls) who try out for Miss America, are beautiful.
41. The young (man, men) wants a better job.
42. (They, He) tries to keep the bushes trimmed.
43. The (bakery, bakeries) opens at 5 a.m.
44. The (bike, bikes) has a loud squeak.
45. The (branch, branches) on the tree are bare.
46. The (pizza, pizzas) were delivered on time.
47. The (boy, boys) dives off the cliff.
48. The (noise, noises) scare me.
49. The (water, waters) overflow the banks of the river.
50. My (foot, feet) hurts.



Circle the **verb** that completes each sentence.

51. The monkey (steals, steal) the bananas.
52. The solution (is, are) obvious.
53. Joe (loves, love) liver and onions.
54. Karen and Lydia (keeps, keep) pictures of their famous friend where everyone can see them.
55. Our cat, who likes to prowl around at night, (sleeps, sleep) most of the day.
56. The car (needs, need) new brakes.
57. The cats and dogs (is, are) making a terrible racket.
58. Chris and I (plans, plan) to start a business together.
59. The mailman, who has been bitten by a dog before, (checks, check) the yard before delivering the neighbor's mail.
60. He (drives, drive) a Ford.
61. The water (drips, drip) under the sink.
62. The faucet (leaks, leak).
63. The children (knows, know) all the names of the players.
64. Mallory and Noah (works, work) for the city.

A complete sentence always has a *subject* and a *predicate* (part of a sentence that says something about the subject), is *punctuated correctly*, and expresses a *complete thought*.

A very common sentence error is a **fragment**. A sentence fragment does not express a complete thought. It is a group of words that begin with a capital letter, ends with the correct punctuation, but *lacks* either a *subject* or a *predicate*.

Sentence fragments do not make sense. They express only part of an idea; the thought is not completed. To correct a sentence fragment, either supply the words that would complete the thought, or join the partially completed thought to the sentence from which it has been separated.

**A fragment may only tell who.**

**Example:**

Sentence fragment: *The lady in the red dress.* (what is she doing?)

Corrected fragment: *The lady in the red dress is collecting money for the tickets.*

**A fragment may only tell what happened.**

**Example:**

Sentence fragment: *Is collecting money for the tickets.* (who is collecting money?)

Corrected fragment: *The lady in the red dress is collecting money for the tickets.*

**A fragment may not contain a subject.**

**Example:**

Sentence fragment: *Ate pie last night.* (who ate pie last night?)

Corrected fragment: *My sister, Beth,* *ate pie last night.*

Add to the fragmented sentences to make them express a complete thought.

65. The huge dog next door \_\_\_\_\_.

66. \_\_\_\_\_ will look nice on  
you.

67. Alexis and Caleb \_\_\_\_\_.

68. The new shopping center \_\_\_\_\_.

69. The last vacation you took \_\_\_\_\_.

70. \_\_\_\_\_ came yesterday.

Another common error, besides sentence fragments, is running sentences together without punctuation. When this is done, the sentence rambles. Nothing is clearly expressed. You must be able to recognize when one sentence ends and the next one begins.

A **run-on sentence** strings together two or more sentences without using a linking word or punctuation to connect them.

In some sentences, one thought “runs on” into another thought. These are called run-on sentences. A comma is sometimes placed where a period should be. A run-on sentence can be fixed in one of three ways. You can separate them into two or more sentences, you can add punctuation, or you can use a linking word such as *and*, *but*, *or*, or *because* (conjunction).

**Example:**

**Run-on:** *Javier raises baby hamsters, he keeps them in the basement.*

Corrected run-on by making it into two simple sentences:

*Javier raises baby hamsters. He keeps them in the basement.*

Corrected run-on sentence by adding punctuation:

*Javier raises baby hamsters; he keeps them in the basement.*

Corrected run-on sentence by using a linking word:

*Javier raises baby hamsters, and he keeps them in the basement.*

Correct the following run-on sentences by first making them two simple sentences and then forming a compound sentence, either by adding punctuation or by adding a conjunction.

**71.** *The shiny, red motorcycle darted into the alley, it skidded on the loose gravel by the entrance.*

Sentence1: \_\_\_\_\_

Sentence 2: \_\_\_\_\_

Compound sentence: \_\_\_\_\_

\_\_\_\_\_

**72.** *I bought a new DVD player at the store today, it was on sale for half price.*

Sentence1: \_\_\_\_\_

Sentence 2: \_\_\_\_\_

Compound sentence: \_\_\_\_\_

\_\_\_\_\_

Sentences have different purposes. We need the different kinds of sentences to be able to say what we want to say—from asking questions to making demands. We need to identify the purpose of each sentence to know what the sentence is telling us.

You will now learn how to identify sentences by their purpose. There are four kinds of sentences. Each kind of sentence has a different purpose. One kind of sentence tells someone something. One kind asks a question. One kind commands someone to do something. And one kind shows a strong feeling.

The four kinds of sentences are called **declarative**, **interrogative**, **imperative**, and **exclamatory** sentences.

A **declarative sentence** states a *fact* and ends with a *period* (.).

**Example:** *Our business is doing well.*



No direct question was asked, no command or request was given, and there were no strong feelings shown. *The sentence simply states a fact*, therefore the sentence is a declarative sentence.

An **interrogative sentence** asks a direct *question*, and is followed by a *question mark* (?). To interrogate means “to question.” Asking a question is the second purpose of sentences. An interrogative sentence asks a question.

**Example:** *Why doesn't Jose ride the bus to school?*



There was no command or request given, no strong feelings were expressed, and no real facts were stated. *The sentence asked a direct question*, therefore it is an interrogative sentence.

An **imperative sentence** gives a command or request. It usually ends with a *period* (.). The subject is understood, and the subject is you. *Understood means you are to do the action.* Making a request is the third purpose of sentences. Imperative sentences demand action.

**Example:** *Take this flower.*



The sentence does not state a fact and it does not ask a direct question. Therefore, the sentence is an imperative sentence.

**Strong** commands end with an exclamation point:

**Example:** *Stop that!*

**Mild** commands end with a period:

**Example:** *Please stop that.*

An **exclamatory sentence** shows strong feelings, and ends with an *exclamation point* (!). You know exclamatory sentences when you hear them. Exclamatory sentences show urgency. Expressing strong feelings is the fourth purpose of sentences.

**Example:** *I am so happy that I won first place!*



The sentence does not just state a fact, it does not ask a direct question, and there were no commands given or requests asked. *The sentence shows strong feelings*, therefore it is an exclamatory sentence.

Read the sentences below and write which kind (declarative, interrogative, imperative, or exclamatory) of sentence it is on the line provided. There are two of each.

- \_\_\_\_\_ 73. Where are my new blue jeans?  
 \_\_\_\_\_ 74. My sister and I are going shopping tomorrow.  
 \_\_\_\_\_ 75. Watch out, the ladder is slipping!  
 \_\_\_\_\_ 76. Give me the paper when you are finished.  
 \_\_\_\_\_ 77. Is that my movie in your DVD player?  
 \_\_\_\_\_ 78. My favorite color is fire engine red.  
 \_\_\_\_\_ 79. Please buy a gallon of milk at the store.  
 \_\_\_\_\_ 80. I just won two hundred fifty dollars!

### ← Answer Key

- |              |                      |
|--------------|----------------------|
| 1. Plants    | 11. Owls hoot.       |
| 2. Dogs      | 12. Roses bloom.     |
| 3. Volcanoes | 13. Mosquitoes bite. |
| 4. Water     | 14. Children play.   |
| 5. Students  | 15. Birds fly.       |
| 6. Lions     | 16. Fish swim.       |
| 7. Teachers  | 17. Clocks tick.     |
| 8. Farmers   | 18. Trains whistle.  |
| 9. Trash     | 19. Cats meow.       |
| 10. Rain     | 20. Pigs oink.       |
21. The bus / is waiting for us at the corner bus stop.  
 22. The band / is playing one of my favorite songs.  
 23. His mother / made pies from the strawberries she picked.  
 24. A small, rippling brook / runs past the apple orchard.  
 25. The berries from the bucket / spilled out on Eduardo's feet.  
 26. My brother / is wearing his new blue shirt.  
 27. My family / went to Disney World last summer.  
 28. I like / my new job.  
 29. My neighbors / came over for dinner.  
 30. The leaves on the maple trees / are starting to turn brown.

31. We think a tomato is a vegetable, but it is really a fruit.  
 32. Svea bought new tennis shoes, but the shoes hurt her feet.  
 33. Paul wants to be an accountant, or he might become a math teacher.  
 34. Jill is very happy; she is always smiling.  
 35. Did you pack your own lunch, or did you buy the school's hot lunch?
- |              |            |            |
|--------------|------------|------------|
| 36. horse    | 46. pizzas | 56. needs  |
| 37. windows  | 47. boy    | 57. are    |
| 38. flowers  | 48. noises | 58. plan   |
| 39. rugs     | 49. waters | 59. checks |
| 40. girls    | 50. foot   | 60. drives |
| 41. man      | 51. steals | 61. drips  |
| 42. He       | 52. is     | 62. leaks  |
| 43. bakery   | 53. loves  | 63. know   |
| 44. bike     | 54. keep   | 64. work   |
| 45. branches | 55. sleeps |            |

For 65-70, you should have completed each sentence as complete sentences, with a subject or predicate. Here are some samples:

65. The huge dog next door barks loudly.  
 66. That hat will look nice on you.  
 67. Alexis and Caleb are friends.  
 68. The new shopping center opens today.  
 69. The last vacation you took was ten years ago.  
 70. Your package came yesterday.

71.

Sentence 1: The shiny, red motorcycle darted into the alley.

Sentence 2: It skidded on the loose gravel by the entrance.

Compound sentence: The shiny, red motorcycle darted into the alley, and it skidded on the loose gravel by the entrance.

72.

Sentence 1: I bought a new DVD player.

Sentence 2: It was on sale for half price.

Compound sentence: I bought a new DVD player at the store today because it was on sale for half price.

73. Interrogative

74. Declarative

75. Exclamatory

76. Imperative

77. Interrogative

78. Declarative

79. Imperative

80. Exclamatory