



# From Grammar to Writing

## The Sentence

In formal English a sentence must have a subject and a verb that shows person, number, and time. Only one type of sentence has no subject: an imperative sentence. In imperative sentences, the subject *you* is understood.

Word groups that contain a subject or a verb but are not sentences are called fragments.

Look at the sentences. The complete subjects are underlined once and the complete verbs twice.

**Examples:** Sherry and her friends live students.

They are spending a year studying in Spain in an exchange program.

All of the students in the program arrived a month ago.

Most of them will stay for the entire year.

Sherry's sister Martha has received three letters from her.

The letters were written over a period of three months.

Write soon.

Are exchange programs good learning experiences?

These word groups are fragments:

Sherry sitting and writing a letter. (no verb)

Were taking the train to Barcelona. (no subject)

Such an exciting year. (no subject or verb)

**if**

On the line below each of the word groups, write **sentence** if the group is a sentence. If the word group is not a sentence, write **fragment** and explain why by writing **no subject, no verb, or no subject and no verb**.

1. Sherry at the library doing research.

fragment—no verb

2. All afternoon.

3. Akiko and Lisa were at home.

4. Has been an exciting year.

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5. A worthwhile experience meeting students from many nations.

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6. They would do it again.

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7. Akiko waiting at the bottom of the stairs.

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8. Think about this question.

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**2**

Read the description of a trip to Barcelona. There are eight sentences and eight groups of words that are not sentences. Underline the eight sentences.

In late December. Sherry, Akiko, and Lisa took a one-day trip to Barcelona. Not knowing anyone there. They stayed in a youth hostel for a very reasonable price. On their one day in the city. They visited the Sagrada Familia, Gaudi's famous church. All three girls were impressed by the church's beauty. And decided to climb to the top instead of taking the elevator. Nearing the top, Akiko began to feel dizzy and had to start down again. Sherry and Lisa continued climbing. However, even Sherry, who had done a great deal of mountain climbing in Canada. Felt nervous and unprotected at the summit. Both she and Lisa agreed that the view was magnificent. And the climb well worth it. The three decided to return to Barcelona. As soon as they could.

Now rewrite the paragraph, eliminating all the word groups that are not sentences by combining them as necessary.

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The first word of a sentence begins with a capital letter. A sentence ends with some punctuation, most commonly a period. Question marks are used at the end of direct questions. Exclamation points are placed at the end of sentences that express very strong feelings. Commas are used within sentences to show short pauses or to separate single things in a list or parts of a sentence.

capital (upper-case) letter	T	question mark	?
small (lower-case) letter	t	exclamation point	!
period	.	comma	,

**Examples:** They met in Spain.

Who knows the answer?

Leave me alone or I'll call the police!

She visited Singapore, Malaysia, and Thailand.

In late August, he got a new job.

French food is very delicious, and it is known all over the world.

- 3** | Read this description of an experience in Morocco. It contains 16 sentences. Find the sentences and insert initial capitalization and end punctuation in the appropriate places. Do not add or eliminate any commas.

last summer when my wife and I were traveling in Morocco, we had one of the most interesting bargaining experiences ever. we were in an open-air market in Rabat, and I really wanted to buy a Moroccan *jellaba*, a long, heavy, ankle-length garment there were several different shops where jellabas were sold, but Heather and I were drawn to one shop in particular I tried one jellaba on it fit perfectly, and I knew it was the one I wanted, so I asked the merchant how much it was he said it was \$200 now I've always been uncomfortable about bargaining, so I was ready to pay his price Heather took me aside, however, and said that was too much and that he expected me to bargain when I said I couldn't bargain, she told me that bargaining was part of the game and that I should offer him less I sighed, tried to swallow the lump in my throat, and suggested \$100 he smiled and asked for \$150, whereupon I offered \$110 he looked offended and shook his head Heather grabbed my hand and we started walking away I thought that was going to be the end of the experience, but then the merchant came running after me, saying he'd accept \$125 I ended up buying the jellaba for that amount, and I still have it since then I've never been afraid to bargain

- 4** | Write two paragraphs about an experience you have had while traveling. Be careful to avoid sentence fragments. Then work with a partner. Your partner will check your paragraph, and you will check your partner's. Try to discover and correct any fragments.

# Review Test

**I** Read the conversation between Sherry, Akiko, Lisa, and Jaime, who are spending the school year in an international exchange program in Spain. Complete the conversation, using the cues in parentheses. Use **would** or **will** and correct forms of **be going to** (was / were going to or is / are going to). Use **will** or **would** if **be going to** is not specified. Use contractions with pronoun subjects.

SHERRY: I wonder where Jaime and Demetrios are. Demetrios said \_\_\_\_\_ <sup>they'd be</sup>  
 here by 12:30. It's already 12:45. <sub>1. (they / be)</sub>

AKIKO: Well, when I talked to Jaime this morning, he told me he \_\_\_\_\_  
 stop at the post office to mail a package. That's the only thing I can think of. <sub>2. (be going to)</sub>

LISA: These men! They can never be anywhere on time. We \_\_\_\_\_ miss  
 the train if they don't come soon. <sub>3. (be going to)</sub>

SHERRY: What about lunch? Did Jaime say \_\_\_\_\_ bring sandwiches?  
<sub>4. (he / be going to)</sub>

AKIKO: No. He said \_\_\_\_\_ at a restaurant near the castle . . . Oh,  
 here they come . . . At last! Where have you guys been? \_\_\_\_\_  
 a new leaf and not be late anymore? That's what you said. <sub>5. (we / eat)</sub>  
<sub>6. (you / not / be going to / turn over)</sub>

JAIME: Well, we promised that \_\_\_\_\_ not to be late all the time! We're  
 working on it. Oh, by the way, Igor is coming after all. He says  
 \_\_\_\_\_ a later train and meet us at three o'clock. OK, time's  
 a-wasting. Let's get on the train!  
<sub>7. (we / try)</sub>  
<sub>8. (he / take)</sub>

**II** Read the conversations. Fill in the blanks with the correct forms of the words in parentheses. Use **would** if possible; otherwise, use **used to**. Use contractions with pronoun subjects.

1. A: You used to smoke, didn't you?  
a. (smoke)

B: Yeah, sometimes I \_\_\_\_\_ after meals, but I quit six months ago.  
b. (smoke)

A: Good. I \_\_\_\_\_ too. It was terrible. When I was a serious smoker, I \_\_\_\_\_ two packs a day. I'm glad I stopped.  
c. (smoke)  
d. (smoke)

2. A: When I was a child, my family spent every summer at a lake in the mountains. We kids \_\_\_\_\_ a hike every morning. In the afternoon, we \_\_\_\_\_ swimming.  
e. (take)  
f. (go)

B: Yeah, our summers were like that too. My parents \_\_\_\_\_ a cottage on the beach. They sold it after we grew up, but when I was a kid, we \_\_\_\_\_ every July there. Ah, those were the good old days! Life \_\_\_\_\_ carefree. Now it's just hectic.  
g. (own)  
h. (spend)  
i. (be)

3. A: Did you play many sports when you were growing up?

B: Well, I \_\_\_\_\_ an avid softball player when I was in elementary school. There was a park near where we \_\_\_\_\_, and the kids from my neighborhood \_\_\_\_\_ there almost every weekend from May to October.  
j. (be)  
k. (live)  
l. (go)

A: How about high school?

B: I was on the football team. I remember how tough the practices were.

A: How so?

B: We \_\_\_\_\_ daily practices in the summer before the fall season, and it \_\_\_\_\_ really hot. Not only that, but practices \_\_\_\_\_ at 6:30 in the morning, so we \_\_\_\_\_ really tired when we began and even worse when we finished.  
m. (have)  
n. (be)  
o. (start)  
p. (feel)

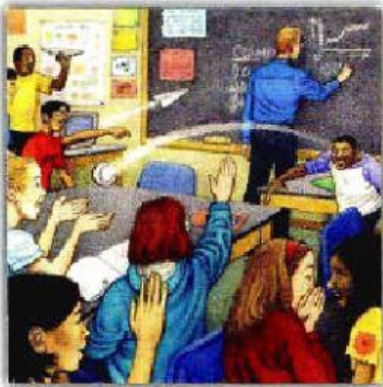
A: Well, I never had to worry about the heat; my sport was ice hockey!

- III Read the itinerary for the Mendozas' Italian tour. Today is the morning of July 20. Fill in the blanks with the correct forms of the verbs in parentheses. Use negative forms where necessary.

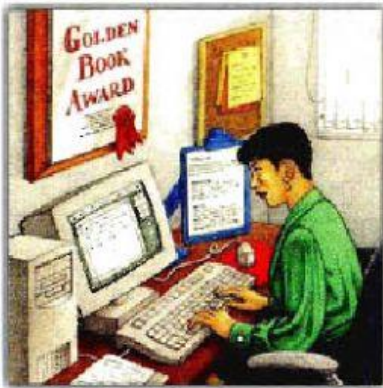
Fred and Alice Mendoza		Itinerary	Italy Trip, July 15–23
Date	Destination		
July 15	Arrive at Rome airport; check in at hotel in Rome		
July 16	Tour Vatican City, including Sistine Chapel		
July 17	Day trip to Pompeii; return to Rome to spend night		
July 18	Visit other attractions in Rome: Colosseum, Forum, Trevi Fountain; stay in Rome that night		
July 19	Take train to Venice; arrive in Venice late afternoon		
July 20	Take walking tour of Venice, morning; go on gondola ride, afternoon; tour St. Mark's Cathedral; take evening train to Florence; arrive early morning		
July 21	Tour Florence		
July 22	Another day touring Florence; late afternoon: take train to Pisa; spend night there		
July 23	Tour Pisa; return to Rome late afternoon; take 11:00 P.M. flight home		

- The Mendozas have been in Italy since the night of July 15.  
(be)
- They \_\_\_\_\_ the first four nights in Rome.  
(stay)
- On their first full day in Rome, they \_\_\_\_\_ Vatican City.  
(tour)
- Since touring the Vatican, they \_\_\_\_\_ Pompeii, the Colosseum, the Forum, the Trevi Fountain, and some of Venice.  
(see)
- Right now it's 11:00 A.M. They \_\_\_\_\_ around Venice since 9:00 this morning.  
(walk)
- They \_\_\_\_\_ on a gondola ride yet.  
(go)
- Tonight they \_\_\_\_\_ the train to Florence.  
(take)
- They \_\_\_\_\_ in Florence early tomorrow morning.  
(arrive)
- They \_\_\_\_\_ two days in Florence and one night in Pisa.  
(spend)
- By the evening of July 23, they \_\_\_\_\_ to Rome.  
(return)
- They \_\_\_\_\_ home at 11:00 P.M. on the 23rd.  
(fly)

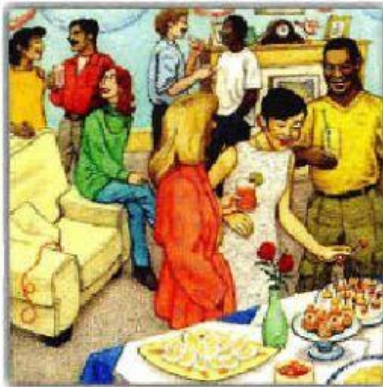
**IV** Look at the pictures. Complete each pair of sentences. Use a simple verb form in one sentence and a progressive verb form in the other. Use the verbs **develop**, **taste**, **be**, **have**, and **write**.



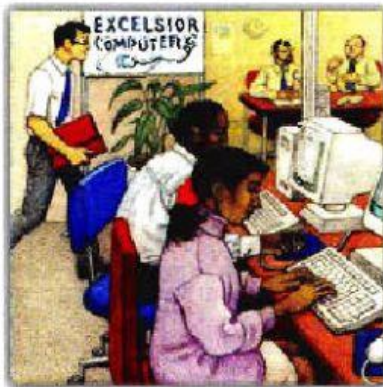
1. Mr. Schoenberg's students \_\_\_\_\_ usually well  
a.  
behaved. Today, for some reason, they \_\_\_\_\_  
b.  
difficult.



2. Amy Tanaka is a novelist. She \_\_\_\_\_ five  
a.  
novels already. She \_\_\_\_\_ a sixth novel since  
b.  
last October and expects to complete it in July.



3. The employees of Excelsior Computer \_\_\_\_\_  
a.  
their annual holiday party this evening. They always  
\_\_\_\_\_ it sometime in December.  
b.



4. Excelsior Computer \_\_\_\_\_ an amazing new  
a.  
software program since last summer and expects to release it  
in four months. In the past ten years, the company  
\_\_\_\_\_ 15 major software programs.  
b.

**V** Circle the letter of the one underlined word or phrase in each sentence that is not correct.

1. Just before the telephone rang, I was hoping someone called and suggest going somewhere.      A B **C** D
2. Igor doesn't go with us to Toledo today; he's staying home because he has to finish a term paper.      A B C D
3. I'll have returned to Barcelona by the time you'll get to Manila.      A B C D
4. I promised to be ready, but when he arrived, I took a shower.      A B C D
5. I hope dinner is going to be ready soon. It's smelling delicious.      A B C D
6. I didn't even think there would be a party. Akiko and Jaime have done a great job, and last night's get-together was great.      A B C D
7. Sherry felt terribly when she forgot Lisa's birthday and had no present.      A B C D
8. The plane has just taken off when I realized I had given my parents the wrong arrival date.      A B C D
9. There didn't used to be a factory on this corner, did there?      A B C D
10. We haven't been visiting Venice since 2001. Wouldn't it be fun to go there again?      A B C D

**VI** Go back to your answers to Exercise V. Write the correct form for each item that you believe is incorrect.

- |                                  |           |
|----------------------------------|-----------|
| 1. _____ <i>would call</i> _____ | 6. _____  |
| 2. _____                         | 7. _____  |
| 3. _____                         | 8. _____  |
| 4. _____                         | 9. _____  |
| 5. _____                         | 10. _____ |

► To check your answers, go to the Answer Key on page RT-1.