

## ENGLISH 151A

### Sentences: Part 1 (Understanding Simple Sentences)

**Underline each simple subject once and each simple predicate twice.**

1. Murasaki Shikibu lived about 1,000 years ago in Japan.
2. Many experts consider her book *The Tale of Genji* the first novel.
3. The book tells the story of Prince Genji, the “Shining One.”
4. Murasaki’s novel and diary are still read today.
5. She described and analyzed human emotions with great insight.
6. Murasaki was unusual for her time.
7. She had been well educated.
8. Unlike many women of her time, she read and wrote.
9. At the time in Japan, men and women used different writing systems and writing styles.
10. Women were allowed a freer, less formal style of writing.
11. Murasaki used lovely images from nature in her work.
12. Few facts are known about Murasaki’s life, outside of her writings.
13. According to some sources, Murasaki married and had a daughter.
14. After her husband’s death, she went to live at the Japanese court.
15. Music, poetry, and gossip were pastimes of the court.
16. Women lived in separate quarters and hid behind screens.
17. Murasaki’s writings give great insight into the life of the court.
18. Her long novel about Genji was written over a period of many years.
19. Prince Genji’s life and loves are described in the book.
20. According to some, the end of the novel shows Murasaki’s belief in Buddhism and in the vanity of the world.

**ENGLISH 151A**  
**Sentences: Part 2 (Recognizing Sentences)**

**For each Group of words write S if it is a sentence or NS if it is not a sentence.**

1. I was distracted while I was doing my homework. \_\_\_\_\_
2. A blast of warm air. \_\_\_\_\_
3. Two cardinals were nesting in a bush nearby. \_\_\_\_\_
4. Rabbits in the backyard. \_\_\_\_\_
5. My cat watches them warily. \_\_\_\_\_
6. A long, lazy afternoon watching the birds. \_\_\_\_\_
7. Creeping toward the garage door. \_\_\_\_\_
8. All of a sudden the squirrel came out of nowhere. \_\_\_\_\_
9. The biggest one landing in the birdbath. \_\_\_\_\_
10. My eyes were as wide as saucers. \_\_\_\_\_
11. Get up slowly. \_\_\_\_\_
12. Unhooking the cat's claws from the screen. \_\_\_\_\_
13. I diverted her attention with a kitty treat. \_\_\_\_\_
14. Brightly colored butterflies. \_\_\_\_\_
15. There could be a short story here. \_\_\_\_\_

**ENGLISH 151A**  
**Sentences: Part 3 (Writing Complex Sentences)**

**Combine each pair of simple sentences to write one complex sentence.**

1. Coins and bills were invented. People bartered goods.

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2. The Chinese introduced paper money. It was first used in the eighth century A.D.

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3. The Lydians began the use of money in 700 B.C. They invented coins.

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4. Much currency in history has been made of paper or metal. People have used other items.

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5. Seashell beads were used by European settlers in the Americas. They saw the beads used by Native Americans.

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6. In history, coins were stamped with a distinctive mark. This was often the image of a ruler.

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7. The first woman on a U.S. bill was Martha Washington. She appeared on a one-dollar bill in 1886.

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8. A new penny was introduced in 1906. It was called the Lincoln penny.

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9. Credit cards were introduced in 1950. They gradually began replacing cash.

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10. In 1999 the European Union created a new currency. It was called the euro.

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**ENGLISH 151A**  
**Sentences: Part 4 (Sentence Types)**

**On the line write whether each sentence is simple (S), compound (C), or complex (CX).**

1. \_\_\_\_\_ Because people from various places want to communicate, there has long been a desire for a universal language.
2. \_\_\_\_\_ Esperanto is a universal language that has been invented.
3. \_\_\_\_\_ Esperanto was invented by Ludwig Zamenhof, who was a Polish doctor.
4. \_\_\_\_\_ Zamenhof presented his language to the public in 1887.
5. \_\_\_\_\_ People in his town spoke four different native languages, and they could not understand one another.
6. \_\_\_\_\_ They sometimes quarreled, since they could not understand each other.
7. \_\_\_\_\_ Zamenhof took words from many other languages and put them together.
8. \_\_\_\_\_ The rules of Esperanto were simple so that people could learn them easily.
9. \_\_\_\_\_ The words are spelled as they are pronounced.
10. \_\_\_\_\_ Zamenhof wanted his new language to benefit all of humanity.
11. \_\_\_\_\_ Esperanto, whose name comes from the Latin word for *hope*, is still used.
12. \_\_\_\_\_ Esperanto hasn't become a universal language, but it has many speakers.
13. \_\_\_\_\_ People in 80 countries speak Esperanto.
14. \_\_\_\_\_ There are more than 100,000 speakers of Esperanto, and, according to some people, there may be up 2 million.

## ENGLISH 151A

### Sentences: Part 5 (Sentence Types)

**On the line write whether each sentence is simple (S), compound (C), complex (CX), or compound-complex (CCX).**

1. \_\_\_\_\_ She played a game with her kids while they thought about what they wanted to do next.
2. \_\_\_\_\_ Could you please take out the trash?
3. \_\_\_\_\_ Eating, drinking, and smoking are not permitted in this building.
4. \_\_\_\_\_ Last week, we found that the tickets were on sale, so we bought them as soon as possible.
5. \_\_\_\_\_ We sat around the television all night and ate leftovers from the night before.
6. \_\_\_\_\_ I like to sit and read every Wednesday night.
7. \_\_\_\_\_ Harry thinks Sally is pretty, but he thinks that Jessica is more interesting.
8. \_\_\_\_\_ Junk food is not very good for you, but it really tastes great.
9. \_\_\_\_\_ Morning comes a little too early for me.
10. \_\_\_\_\_ Monica found that she understood the PC better than the Mac.
11. \_\_\_\_\_ I know that it's not good for me, but I love cold pizza for breakfast.
12. \_\_\_\_\_ If you cut class, you are going to be in so much trouble.
13. \_\_\_\_\_ Cinderella is a European fairy tale with over five hundred versions.
14. \_\_\_\_\_ The oldest versions are from the ninth century; those early stories do not give Cinderella glass slippers.
15. \_\_\_\_\_ The glass slippers appeared when a French version of the story was translated incorrectly.
16. \_\_\_\_\_ In older versions, Cinderella's shoes were made of a rare metal or some other valuable covering.
17. \_\_\_\_\_ The French story used white squirrel fur for the slippers, but the French word that meant "fur" was similar to the word that meant "glass."
18. \_\_\_\_\_ Charles Perrault, who translated the story in 1697, was the first person to describe the slippers as glass.

19. \_\_\_\_\_ Almost all later versions of the story depict Cinderella as wearing glass slippers.
20. \_\_\_\_\_ In most of the stories, Cinderella is helped by her fairy godmother; however, some versions use other characters.
21. \_\_\_\_\_ Although Cinderella's mother is dead, she magically appears in one story, and she takes the place of the fairy godmother.
22. \_\_\_\_\_ Sometimes cows or goats assist Cinderella, but in the Disney version mice come to her aid.
23. \_\_\_\_\_ Jazz is often called America's only original art form.
24. \_\_\_\_\_ The roots of jazz go back to African-Caribbean music that accompanied work, church, and social events in the early days of this country.
25. \_\_\_\_\_ Because its beginnings are so humble, jazz has not been given as much respect in its own country as European art forms such as classical music.
26. \_\_\_\_\_ In the past, one has had to go to smoky saloons and bars to enjoy the best jazz musicians.
27. \_\_\_\_\_ Among the early jazz greats were King Oliver, Eubie Blake, Bessie Smith, and Jelly Roll Morton.
28. \_\_\_\_\_ A typical jazz ensemble includes a drum, bass, piano, saxophone, and trumpet, but many other instruments, such as banjos, flutes, organs, and accordions are also played.
29. \_\_\_\_\_ Singers have always been a part of jazz, and Billie Holiday, who sang from the thirties through the fifties, is one of the best loved.
30. \_\_\_\_\_ Her trademark was a white gardenia, which she wore in her hair.
31. \_\_\_\_\_ Billie Holiday sang with most of the great jazz musicians of her time; they include Lester Young, Duke Ellington, Benny Goodman, and Roy Eldridge.
32. \_\_\_\_\_ One of her most famous songs is "Strange Fruit," which is about the lynchings of African-Americans in the South.
33. \_\_\_\_\_ Duke Ellington was one of the greatest composers of jazz; he had a full jazz orchestra, which was invited to play at Carnegie Hall.
34. \_\_\_\_\_ Count Basie and Duke Ellington, who both led great jazz orchestras, helped to bring more respect to jazz in the second half of the twentieth century.
35. \_\_\_\_\_ The characteristics that set jazz apart from other musical forms are its unique use of rhythm and improvisation combined with its joy and spontaneity.

36. \_\_\_\_\_ Jazz, which is alive and well throughout the world, is practiced today by players such as Joshua Redman, Charlie Haden, and Wynton Marsalis.
37. \_\_\_\_\_ These great musicians stand on the shoulders of people like John Coltrane, Miles Davis, and Thelonious Monk.
38. \_\_\_\_\_ After dark, the shore near my cabin is a mysterious place where the absence of light creates a new reality.
39. \_\_\_\_\_ As I was walking along the beach one night recently, I surprised a snow crab in the beam of my flashlight.
40. \_\_\_\_\_ He lay in a pit just above the surface as if he were watching the sea and waiting.
41. \_\_\_\_\_ When I turned off the flashlight, I could feel the darkness around me, and I felt alone with the snow crab.
42. \_\_\_\_\_ I could hear nothing but the elemental sounds of wind blowing over sand and water and waves crashing on the beach.
43. \_\_\_\_\_ When I am on that beach at night, time seems suspended, and I feel alone with the creatures of the shore.
44. \_\_\_\_\_ Those creatures, like the sea anemones and the shore birds, have been there since the dawn of time.
45. \_\_\_\_\_ As my eyes accustom themselves to the dark, the gulls and sanderlings become shadows.
46. \_\_\_\_\_ When I am surrounded by those sights, sounds, and smells, I feel transported into another, older world before humankind.
47. \_\_\_\_\_ The rhythm of the sea becomes the rhythm of the whole world, and the smell becomes a fundamental smell.
48. \_\_\_\_\_ On that recent night, I sat near that snow crab and watched the sea with him.
49. \_\_\_\_\_ Hidden beneath the water before me were patches of bright coral that were the home for blood-red starfish and green sea cucumbers.
50. \_\_\_\_\_ All seemed peaceful then, but on the shore, the battle for survival rages incessantly.
51. \_\_\_\_\_ The largest shark and the smallest plankton must search constantly for the food that sustains them.
52. \_\_\_\_\_ In the dim light, I saw several hermit crabs scurrying across the sand, and I turned from the dark shore toward the lights of my home.

**ENGLISH 151A**  
**Sentences: Part 6 (Sentence Combining)**

**Directions: Combine A & B to make the sentence pattern indicated in parenthesis.**

1. A (simple sentence) with the pattern Subject-Verb:

- A) The ship was in the harbor.
- B) The ship was a nineteenth-century three-masted schooner.

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2. A (compound sentence):

- A) Daniel Boone was hungry for some bear meat.
- B) He decided to go to the mountains.

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3. A (complex sentence):

- A) Hogart would not go to the dance.
- B) Sheba changed her dress.

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4. A (simple sentence) in the form of a question:

- A) I should wash the car.
- B) I should watch the Super Bowl.

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5. A (complex sentence):

- A) Josh had not done his homework.
- B) He could not go to the movies with his friends.

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6. A (simple sentence):

- A) The spider saw the girl.
- B) The spider sat down beside her.

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7. A (compound sentence):

- A) President Lincoln was impressed with the results of the battle.
- B) President Lincoln gave General Grant a medal.

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8. A (compound-complex sentence):

- A) The Subreality Café is a dark and gloomy place.
- B) It appeals to people who wear black clothing and dark makeup.
- C) It is one of the most popular cafes in the city.

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9. A (compound-complex sentence):

- A) Walt Whitman was against war.
- B) He served as a nurse during the Civil War.
- C) He wanted to help the soldiers.

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10. A (complex sentence):

- A) We like to take road trips up the coast.
- B) We stop to see the redwoods.

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11. A (compound sentence):

- A) The pictures on my office wall are crooked.
- B) The carpet needs to be cleaned.

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12. A (compound-complex sentence):

- A) It had rained for an entire week.
- B) Joe's golf game was canceled.
- C) Joe was upset.

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## ENGLISH 151A

### Sentences: Part 7 (Identifying Compound Sentences)

**Underline the independent clauses in each sentence and insert the proper punctuation.**

1. The Colosseum was built 2,000 years ago but it still stands in the center of modern Rome.
2. The Colosseum is a famous ruin thousands of tourists visit it every day.
3. The Colosseum was the largest amphitheater built by the ancient Romans nevertheless it was built in less than ten years.
4. The Colosseum could seat more than 45,000 spectators and it was four stories high.
5. The huge structure is about 600 feet long and 500 feet wide furthermore it rises over 187 feet into the air.
6. The Colosseum had approximately eighty entrances therefore crowds could enter and leave quickly.
7. Under the floor of the Colosseum were passages wild animals were kept there.
8. Entertainment was provided by the Roman emperors and it was free to the public.
9. One of the main spectacles was combat between gladiators another was hunting wild animals.
10. These events were for entertainment however the sports often ended in death.
11. Originally the victor determined the fate of the loser but later the emperor gave the life-or-death-signal—thumbs up or thumbs down.
12. The rewards for victors were considerable they included precious gifts and gold coins.
13. The Colosseum has been damaged by earthquakes moreover in the past people stole stones and marble seats.
14. In the past pieces of stone have fallen from the Colosseum and the structure had to be closed to tourists and reinforced.
15. Today tourists can visit parts of the Colosseum they can imagine it with 45,000 spectators!

## ENGLISH 151A

### Sentences: Part 8 (Writing Compound Sentences)

Combine each pair of simple sentences, and write a compound sentence. Use a coordinate conjunction, a conjunctive adverb, or just a semicolon.

1. Gold is a precious metal. People have valued it throughout history.  
\_\_\_\_\_
2. Gold does not rust. Gold objects from ancient tombs often still shine.  
\_\_\_\_\_
3. Gold is a soft metal. It can be shaped into a variety of forms.  
\_\_\_\_\_
4. Gold conducts electricity well. Silver and copper are better conductors.  
\_\_\_\_\_
5. Jewelry has long been made from gold. Coins also have also been made from gold.  
\_\_\_\_\_
6. The gold in jewelry is measured in karats. Pure gold is 24-karat gold.  
\_\_\_\_\_
7. About two-thirds of all gold is made into jewelry. It is also used in electronic devices.  
\_\_\_\_\_
8. Gold is found in many places on earth. It usually occurs with other metals.  
\_\_\_\_\_
9. There is gold in seawater. The cost of extracting it is too expensive.  
\_\_\_\_\_
10. The largest gold field is in South Africa. Gold is mined in many places.  
\_\_\_\_\_
11. A gold strike was in Nevada in the 1960s. An open pit mine still operates there.  
\_\_\_\_\_
12. In the Middle Ages people tried to turn other metals into gold. They are alchemists.  
\_\_\_\_\_
13. The Spanish sought gold in the Americas. They had heard of a land rich in gold.  
\_\_\_\_\_
14. There have been many gold rushes. Most people don't strike it rich.  
\_\_\_\_\_
15. There was a gold rush to California in 1849. Alaska had a gold rush in the 1890s.  
\_\_\_\_\_

## ENGLISH 151A

### Sentences: Part 9 (Identifying Complex Sentences)

**Underline each independent clause once and each dependent clause twice. Circle the relative pronoun or subordinate conjunction.**

1. The Inca Empire, which controlled the Andes Mountains, survived fewer than 100 years.
2. The term *Inca* was the name of the group's ruler, whom the Incas worshipped as a god.
3. Before the Incas expanded in the 15<sup>th</sup> century, they were a small tribe near Cuzco in Peru.
4. After they were attacked by their neighbors, they began a series of conquests.
5. They started attacks that established Inca rule from Colombia to Chile.
6. The rulers were worshipped after they died.
7. Their mummified bodies were carried into the main square everyday so that people could worship them.
8. Because they didn't have written numbers, the Incas developed a clever counting system with knotted cords.
9. Since there was no writing system, oral communication was very important.
10. Messages were memorized and carried by runners, who could cover 150 miles a day.

**ENGLISH 151A**  
**Reading Graphic Organizer**

Complete the following reading organizer. Use the article *The Barrio* by Ernesto Galarza.

**Title and author of reading:**

**Topic of reading:**

**Your knowledge of this topic:**

**Purpose for reading:**

**Unfamiliar words or concepts:**

Word/Concept

Definition

## ENGLISH 151A

# RAP

RAP is an active reading strategy that consists of three parts: Read, Ask, and Paraphrase

- € Read a paragraph or section
- € Ask yourself what the main ideas are
- € Put the main ideas in your own words

Complete the following RAP activity using the article *Barrio* by Ernesto Galarza.

### **Paragraph 1 & 2**

Main Ideas:

Paraphrase:

### **Paragraph 3 & 4**

Main Ideas:

Paraphrase:

**Paragraph 5 & 6**

Main Ideas:

Paraphrase:

**Paragraph 7 & 8**

Main Ideas:

Paraphrase:

**Paragraph 9 & 10**

Main Ideas:

Paraphrase:

**ENGLISH 151A**  
**Activity 1: The Barrio**

What are some similarities and differences between Sacramento and Mazatlan?  
Complete the following **"T" diagram.**

Sacramento and Mazatlan

SIMILARITIES
_____
_____
_____
_____
_____
_____

Sacramento

Mazatlan

DIFFERENCES
_____
_____
_____
_____
_____
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_____
_____
_____
_____

DIFFERENCES
_____
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_____
_____



**ENGLISH 151A**  
**Activity 2: The Barrio**

Compare and contrast two restaurants from two different cultures (other than your own). Complete the following **“Block” diagram**.

**Subject# 1 Restaurant:** \_\_\_\_\_

Feature 1    Appetizers:

Feature 2    Entrees:

Feature 3    Dessert:

**Subject # 2 Restaurant:** \_\_\_\_\_

Feature 1    Appetizers:

Feature 2    Entrees:

Feature 3    Dessert:

**ENGLISH 151A**  
**Activity 3: The Barrio**

Compare and contrast two neighborhoods from two different cultures (other than your own). Complete the following **“Point by Point” diagram.**

**Feature 1**    Architecture

Subject 1    Neighborhood 1

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Subject 2    Neighborhood 2

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**Feature 2**    Stores

Subject 1    Neighborhood 1

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Subject 2    Neighborhood 2

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**Feature 3**    People

Subject 1    Neighborhood 1

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Subject 2    Neighborhood 2

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# **ENGLISH 151A**

## **Activity 4: Venn Diagram**

**Complete this activity and take it to your instructor by the due date.**

Activities one through three show different methods on how to list similarities and differences between two subjects. Use a Venn diagram to compare and contrast two subjects, ideas or concepts. Then use the information you find to write your own paragraph.

# ENGLISH 151A

## Revising and Proofreading

Narration Student Paragraph

From *Mosaics: Reading and Writing Paragraphs*, 5<sup>th</sup> ed.

**The following is a narrative paragraph written by a student named Robert Martinez. As you read his paragraph, try to figure out his main point. After reading the paragraph answer the questions that follow.**

(1) We started our vacation early in the morning fishing for bass. (2) We had gone to the lake so many times with our dads, and now we were there all by ourselves. (3) Boy, this was a great feeling? (4) We settled back. (5) And waited for those nibbles on my line. (6) The first sign of trouble came when the conservation officer's boat started heading toward us. (7) Suddenly, I remembered fishing licenses, a detail our dads always took care of for us. (8) We were worried, but we didn't think that anything bad would happen. (9) Except for once when I got caught cheating on a science test, I had never been in trouble before. (10) But we have several friends who get in trouble all the time. (11) The conservation officer looked serious. (12) Can you imagine our surprise when he told us we really were in trouble. (13) We were under arrest. (14) Suddenly, we weren't so excited about being on our own.

### REVISING CHECKLIST

#### Topic Sentence

1. Is there a clear topic sentence in this paragraph? If yes, which sentence is his topic sentence? If no, explain.

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2. What is Robert's implied main point in his paragraph?

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3. Write a well-developed topic sentence to introduce all of the ideas in his paragraph.

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**Development**

1. Does the paragraph contain specific details that support the implied topic sentence? Yes No
2. Does the paragraph include enough details to explain the implied topic sentence fully? Yes No
3. Does the paragraph answer all of the journalist’s questions? Record at least one detail Robert uses in response to each question.
  - a. Who? \_\_\_\_\_
  - b. What? \_\_\_\_\_
  - c. When? \_\_\_\_\_
  - d. Where? \_\_\_\_\_
  - e. Why? \_\_\_\_\_
  - f. How? \_\_\_\_\_

4. Add two new details to Robert’s paragraph that support his main idea.  
\_\_\_\_\_  
\_\_\_\_\_

5. What is missing from Robert’s paragraph? What more do you need to know in order to fully understand his story? List at least two places where you would like more information.  
\_\_\_\_\_  
\_\_\_\_\_

**Unity**

1. Do all of the sentences in the paragraph support the topic sentence? Yes No
2. Read each of Robert’s sentences with his topic sentence (revised if necessary) in mind and list the two sentences that are not directly related to Robert’s topic sentence.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Organization**

1. Is the paragraph organized logically? Yes No
2. Read Robert’s paragraph again to see if all of the sentences are arranged logically and list four clue words/phrases from Robert’s paragraph that tell you how it is organized.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. Identify Robert’s method of organization. \_\_\_\_\_

## Coherence

1. Do the sentences move smoothly and logically from one to the next? Yes No
2. List two words or phrases that Robert repeats.  
\_\_\_\_\_  
\_\_\_\_\_
3. Explain how one of these words or phrases makes Robert's paragraph easier to read.  
\_\_\_\_\_  
\_\_\_\_\_

## PROOFREADING CHECKLIST

### Sentences

#### *Subjects and Verbs*

1. Does each sentence have a main subject and verb? Yes No
2. Underline the subjects once and the verbs twice in the paragraph. Remember that sentences can have more than one subject-verb set.
3. Does each of the sentences have at least one subject and verb that can stand alone? Yes No
4. Did you find and correct Robert's fragment? If not, find and correct it now.  
\_\_\_\_\_  
\_\_\_\_\_

#### *Subject –Verb Agreement*

1. Do all subjects and verbs agree? Yes No
2. Read aloud the subjects and verbs you underlined in the paragraph and correct any subjects and verbs that do not agree.

#### *Pronoun Agreement*

1. Do all pronouns agree with their nouns? Yes No
2. Did you find and correct the two pronouns that do not agree with their nouns? What sentences are they located in? Correct them.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

#### *Modifier Errors*

1. Are there any modifier errors in the paragraph? Yes No

## **Punctuation and Mechanics**

### *Punctuation*

1. Are sentences punctuated correctly? Yes      No
2. Find the fragment and make sure it is punctuated correctly.  
\_\_\_\_\_  
\_\_\_\_\_
3. Did you find and correct Robert's two other punctuation errors? What sentences are they in?  
\_\_\_\_\_  
\_\_\_\_\_

### *Mechanics*

1. Are words capitalized properly? Yes      No
2. Does Robert make any mistakes in capitalization? Yes      No
3. Be sure to check Robert's capitalization in the fragment.

## **Word Choice and Spelling**

### *Word Choice*

1. Are words used correctly? Yes      No

### *Spelling*

1. Are words spelled correctly? Yes      No
2. Use spell-check and a dictionary to check the spelling in Robert's paragraph.

**Now rewrite Robert's paragraph with your revision and proofreading corrections.**