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# UNIT 1 Lesson A

Suppose you want to tell someone that you live in a house and that the house is white. You could say it this way:

I live in a house. The house is white.

Another way of saying it is this:

I live in a white house.

You would probably say it the second way most of the time. It is quicker and easier than the first way. When you write, however, perhaps you sometimes string out a number of short sentences or a number of short sentences joined by *and*. The work you will be doing should help you to avoid such a string of baby sentences.

This first lesson is easy. But it is the root of many lessons that follow. Learn now to do it right, and you should have few problems later.

Each pair of sentences in the exercise below should be written as *one* sentence. You do this by taking the underlined word out of the second sentence and writing it in the first sentence. The rest of the second sentence is not used. Here is an example:

**My friend likes to read books.**

The books are good.

**My friend likes to read good books.**

It might seem as if the second sentence is not important, since you use only one word from it. But it is more important than it might seem. It helps to tell you where in the first sentence you should put the underlined word. In this case, you put “good” in front of “books” rather than “friend” because the second sentence tells you that it is the books that are good, not the friend.

## Your Turn

1. **It's a climb.**  
The climb is easy.
-

2. **I have *an* idea.**  
My idea is funny.

---

3. **My mother has four sisters.**  
Her sisters are happy.

---

4. **I want to climb those trees.**  
Those trees are tall.

---

5. **The dancer wore a dress.**  
The dress was colorful.

---

6. **The dancer tore her dress.**  
Her dress was pretty.

---

7. **She has a family.**  
Her family is small.

---

8. **My brother has a lot of friends.**  
His friends are good.

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9. **Start every sentence with a capital letter.**  
The sentence is new.

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10. **We're going to visit the Capitol Building, too.**  
The Capitol Building is old.

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# UNIT 1 Lesson B

In this lesson you will find *three* sentences after each number. In each of the second and third sentences, one word has been underlined. Each of these words must be put in the first sentence. Put both underlined words in front of the word they tell about. Here is an example:

Ulysses was the leader of the Greeks.

The leader was smart.

The leader was fearless.

Ulysses was the smart, fearless leader of

the Greeks.

Notice that in the answer both “smart” and “fearless” are put in front of “leader.” You can tell they go there because “leader” (not “Ulysses” or “Greeks”) is the word used in the second and third sentences.

NOTE: When we can change the order of the added words, we usually put a comma between them. Can you say, “. . . the fearless smart leader. . . ”? If it *sounds* as good as “the smart fearless leader,” put a comma between “smart” and “fearless.” Do not use a comma when it sounds wrong to change the order of the added words.

## Your Turn

1. **This lesson tells a story.**

The story is famous.

The story is old.

---

2. **It is about a horse.**

The horse was large.

The horse was wooden.

---

3. **Soldiers were hidden in the horse.**

The soldiers were brave.

The soldiers were young.

---

4. **The horse was left outside the gates of the city of Troy.**

The gates were strong.

The gates were high.

---

---

5. **The rest of the army seemed to sail away from Troy.**

The army was large.

The army was Greek.

---

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6. **The people came out to look at the horse.**

The people were careless.

The people were foolish.

---

---

7. **Then they dragged the horse into their city.**

Their city was great.

Their city was old.

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8. **The Greeks left the horse in the night.**

The night was cool.

The night was dark.

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9. **The soldiers killed the Trojan guards.**

The soldiers were fearless.

The soldiers were young.

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10. **Then they built a fire to signal the Greek ships.**

The fire was huge.

The fire was bright.

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