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UNIT 1 Lesson A

Most of us find it easy to talk to people. We open our mouths, and the words come out. Why is talking so easy? Isn't it because we have had so much practice? Writing, on the other hand, is hard because we have had so little practice.

Sentence Mastery will give you plenty of practice in writing. By the time you complete this book, you will have written hundreds of good sentences. After so much practice, writing should be easier for you.

The main idea in each lesson will always be the same. *You will be combining two or more sentences into one sentence.* To help you, there will usually be *signals*. They will tell you what to do.

The first signal will be an underlined word or words. This signal always means the same thing. It means "use only these words from this sentence." Look at the pair of sentences below. Notice that the word "tall" is underlined in the second sentence. This underlining means you will use only the word "tall" from that sentence. You will discard the rest of the sentence.

The coach needs a girl.

The girl must be tall.

Now you must put "tall" in the first sentence. Where would you put it? "Tall" would sound all right in front of "coach." It would also sound all right in front of "girl." Although "tall" sounds all right in either place, it belongs in front of "girl." The answer to this problem is:

The coach needs a tall girl.

Can you see why "tall" belongs in front of "girl"? Notice that the second sentence said that the *girl*, not the coach, must be tall.

Below is an example of a completed exercise. Notice that one of the sentences is in boldfaced type. All through this book, boldfaced type will mean that this sentence is the main sentence. You should not change main sentences except to add words.

A cowboy rode the steer.

The cowboy was old.

An old cowboy rode the steer.

In this lesson you will always put the underlined word *in front of* a word in the first sentence. Here, you have to put "old" in front of "cowboy." When you do, "A" must be changed to "An" because "old" begins with a vowel sound. Watch for this change from *a* to *an* (or *an* to *a*) as you work through this book.

Now try your own hand at sentence combining. Be sure you put the underlined word *in the right place* in the first sentence. Write your answers on the lines.

Your Turn

1. **There is a snowman outside.**
The snowman is cold.

2. **The babies threw *their* toys around.**
The babies were angry.

3. **They're swimming in the meet.**
The meet is national.

4. **My friend left the party early.**
The party was quiet.

5. **The animal liked its milk.**
The animal was young.

6. **They're having their house built there.**
Their house is new.

7. **My cousin wrote a letter.**
The letter was unkind.

8. **Many Americans were there.**
The Americans were older.

9. **His parents broke their promise.**
Their promise was sincere.

10. **They're sending a letter to Santa Claus.**
The letter is friendly.

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UNIT 1 Lesson B

In Lesson A, you took an underlined word from the second sentence, and you put it in a *definite place* in the first sentence. In this lesson you will again take an underlined word from the second sentence. But this time you will have some *choice* about where to put it in the first sentence.

Look at the model below. In how many places in the first sentence can you put the word “slowly”?

He opened the door.
He opened it slowly.

“Slowly” could fit before or after “He.” It also sounds all right at the end of the sentence. If you put it in any one of these three places, you would be right. You can move a word like *slowly* around in a sentence because it is a different kind of word from the words in Lesson A. The words in this lesson tell *where, when, how, or how often*.

Notice, however, that this kind of word cannot be put just anywhere. “Slowly” will not fit between “the” and “door.” It also does not sound very good between “opened” and “the.” In the problems below, remember that you have some choice, but do not put the underlined word where it sounds wrong.

There is another difference between this lesson and Lesson A. In this lesson the sentences retell a famous story called “The Tell-Tale Heart” by Edgar Allan Poe.

Your Turn

1. **The young man had hated the old man’s eye.**
He had hated it always.

2. **He decided to kill the old man.**
He decided to do it immediately.

3. **He entered the room.**
He entered it quietly.

4. **He shined a light on the old man's eye.**
He shined the light first.

5. **The old man's heart was beating.**
It beat loudly.

6. **The young man smothered the old man.**
He did it quickly.

7. **He cut the body into pieces.**
He did this next.

8. **He buried the pieces under the floor.**
He buried them then.

9. **The police arrived.**
They arrived soon.

10. **He answered all their questions.**
He answered them calmly.

11. **A sound grew inside him.**
It grew gradually.

12. **It was the beat of the old man's heart.**
It was that beat surely.

13. **The murderer cried out.**
He cried insanely.

14. **He confessed to his crime.**
He confessed finally.

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