

**1 A run-on sentence is two or more sentences written incorrectly as one sentence.** Sentences cannot be correctly written with only a comma between the sentences or with no punctuation between them. Sentences written with only a comma are sometimes referred to as *comma splices*.  
no punctuation  
comma splice  
corrected  
Reading is so rewarding, most stories contain lessons we can learn.  
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### Correcting Run-On Sentences

1. The Knickerbockers, a society of writers who lived in nineteenth-century New York, influenced American literature. *was*
2. "Rip Van Winkle" and "The Legend of Sleepy Hollow," the author of group of words contains a fragment. (2) Correct all fragments.
3. Irving was buried behind an old Dutch church in Sleepy Hollow, a town that lies on the Hudson River.
4. Irving coined the term *Knickerbocker* after the pseudonym Diedrich Knickerbocker.
5. James Fenimore Cooper, another of the Knickerbockers, wrote the Leatherstocking tales about Natty Bumppo, also called Hawkeye.
6. Cooper also involved the sea as a character in the story "The Red Rover," which was published in 1827.
7. Many of Irving's stories are based on German legends, which he learned on his many visits to Europe.
8. Another member of the group, William Bryant, was a poet who wrote the poem "Thanatopsis."
9. In addition to writing and practicing law, Bryant became involved in politics, helping to found the Republican party.
10. One other writer associated with the Knickerbockers was Clement Moore, who wrote "Twas the Night before Christmas."

1. Although they were few, the Greek troops fought bravely, but the Persian army won the Battle of Thermopylae, despite their many losses.
2. After many Greek soldiers retreated and only one thousand men were left, King Leonidas and his remaining soldiers continued to fight bravely.
3. Ultimately sacrificed their lives to give the rest of the Greek army time to retreat.
4. Although they were few, the Greek troops fought bravely, but the Persian army won the Battle of Thermopylae, despite their many losses.

### Recognizing Sentences & Fragments (cont.)

1. For if ye forgive men their trespasses, your heavenly Father will also forgive you. —Matthew 6:14
2. To err is human; to forgive, divine. —Alexander Pope
3. Hear, O Lord, when I cry with my voice: have mercy also upon me, and answer me. —Psalm 22:7
4. How excellent is Thy lovingkindness, O God! —Psalm 36:7
5. Lord, how oft shall my brother sin against me, and I forgive him? —Matthew 18:21
6. He who is devoid of the power to forgive is devoid of the power to love. —Martin Luther King, Jr.
7. Doesst thou well to be angry? —James 4:4
8. When we received forgiveness instead of judgment, we, too, were made ready to forgive our brethren. —Benjamin Banneker
9. Forgiveness is an act of the will, and the will can function regardless of the temperature of the heart. —Corrie ten Boom
10. And when ye stand praying, forgive, if ye have ought against any. —Mark 11:25

### Exercise A

- (1) In the blank, identify the kind of sentence. (2) Add the correct end mark to each sentence.
- a. **A declarative sentence makes a statement. It ends with a period.**  
Only two signers of the Constitution became presidents—George Washington and James Madison.
- b. **An imperative sentence gives a command or makes a request. It ends with a period or an exclamation point.** The subject of an imperative sentence is the word you, which is understood but not stated.
- c. **An interrogative sentence asks a question. It ends with a question mark.**  
Clean your room before the company arrives. Watch out!
- d. **An exclamatory sentence shows sudden or strong feeling. It ends with an exclamation point.**  
In what year was the Spanish Armada defeated?  
My birthday is finally here!

### Recognizing Kinds of Sentences

1. **A sentence is a group of words that expresses a complete thought. It always has a subject and a predicate.**

2. **There are four main kinds of sentences: declarative, imperative, interrogative, and exclamatory.**

- a. **An imperative sentence gives a command or makes a request. It ends with a period or an exclamation point.** The subject of an imperative sentence is the word you, which is understood but not stated.

- c. **An interrogative sentence asks a question. It ends with a question mark.**  
Clean your room before the company arrives. Watch out!

- d. **An exclamatory sentence shows sudden or strong feeling. It ends with an exclamation point.**  
In what year was the Spanish Armada defeated?  
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### THE SENTENCE

**Thought Provoker**  
Incorrect punctuation can cause the reader to misread the sentence. On a separate sheet of paper, write two original sentences, both with the same wording but with different punctuation. How does the punctuation affect the meaning of the sentence? Be prepared to explain your answer. *Answers vary.*

1. The book club subscribed to Jane Austen's *Begonia* before they began reading *Sense and Sensibility*.
2. In the winter, my dad enjoys rising early and hunting for deer. For instance, he went hunting just yesterday.
3. Out of the 5,000 door knockers that Heritage Baptist Church printed for Easter, the two adult Sunday school classes passed out 4,500 on Saturday morning, March 28.
4. The adventure club, a group of middle schoolers from Franklin County, hiked Sharp Top trail in Bedford, Virginia, with the help of several local trail guides.
5. County commissioner Samuel Weinmeyer met several other officials at the public library on 6th Avenue.
6. While he was reading the book *Absolute Surrender*, he came across this quote by Andrew Murray: "Faith and joy are the two most important things in life."
7. If we receive the Holy Spirit, the love of God will be shed abroad in our hearts, and God will melt us into one as never before."
8. Cited by the *New York Times* as one of the striking Quaker paintings displayed in New York's Metropolitan Museum of Art.
9. When Luther sang the song "The Power of Jesus in the Soul," he was struck by the following lines: "Brightly beams our Father's mercy / From His highhouse evermore."
10. Paul exhorted Timothy: "Let no man despise thy youth; but be thou an example of the believers in word, in conversation, in charity, in spirit, in faith, in purity."

### Exercise B, cont.

### Unit 1-2 REVIEW (cont.)

1. Unto Thee, O God, do we give thanks. —Psalm 75:1
2. Showing his kindness, Matthew brought food to the little kitten.
3. Have you eaten all the doughnuts?
4. Lovest thou Me more than these? —John 21:15
5. In health class, we learned the importance of hydration to a healthy lifestyle.
6. Mary did not buy enough crayons to give each student a box.
7. After a long summer vacation, the students in our school anticipate an exciting new school year.
8. Have you already read the course outline?
9. On the other side of the couch lay the missing puppy.
10. Avoid tree roots while hiking.

### Diagramming Subjects & Verbs

Drawing a diagram reveals how well you can analyze the parts of a sentence. Diagramming a sentence allows you to see how each word in a sentence works with and depends on every other word, and it allows you to easily check your structure. Diagramming also allows you to clearly see the emphasis of the sentence, which is stated by the subjects and verbs in a sentence.

### Follow these steps when diagramming subjects and verbs:

- 1 Analyze the sentence first, determining the function of each word.
  - 2 Draw a horizontal line divided by a short vertical line.
  - 3 Write the verb to the right of the vertical line.
  - 4 Write the subject to the left of the vertical line.
- Note: The kind of sentence (declarative, etc.) does not influence the location of the subject and the verb on the diagram.
- 5 Read the subject and the verb together to see if you have chosen sensible answers.
  - 6 Retain all capitalization but omit punctuation marks.

**Thought Provoker**  
Incorrect punctuation can cause the reader to misread the sentence. On a separate sheet of paper, write two original sentences, both with the same wording but with different punctuation. How does the punctuation affect the meaning of the sentence? Be prepared to explain your answer. *Answers vary.*

1. The Roman emperor Nero began to persecute the church in about A.D. 100, leading the way for two centuries of persecution under Roman rule.
2. Polycarp was willing to die for his faith, and he responded calmly when he was threatened to be burned alive.
3. Many Romans watched with enjoyment as Christians were tortured for their faith in Christ.
4. Perpetua, a noblewoman from Carthage, was tortured and then killed by wild animals.
5. The testimonies of brave believers who died for their faith were used to help others trust in Christ. John Foxe recorded these testimonies in his book *Acts and Monuments*, also called *Foxe's Book of Martyrs*.
6. Another martyr whose death is recorded in Foxe's book is William Tyndale, the man who helped translate Scripture into English by King Henry VIII.
7. Since Foxe's book was first published, there have been many others who also have died because of their faith.

### Exercise A

1. The Roman emperor Nero began to persecute the church in about A.D. 100, leading the way for two centuries of persecution under Roman rule.
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6. Another martyr whose death is recorded in Foxe's book is William Tyndale, the man who helped translate Scripture into English by King Henry VIII.
7. Since Foxe's book was first published, there have been many others who also have died because of their faith.

### Exercise B

### Unit 1-2 REVIEW (cont.)

### Recognizing Compound Subjects & Verbs (cont.)

- Exercise A, cont.
8. A Tale of Two Cities and David Copperfield were borrowed and returned this week.
9. Tense situations must not be mishandled or ignored.
10. The items in the tabernacle and the names of God were on our Bible test last week.

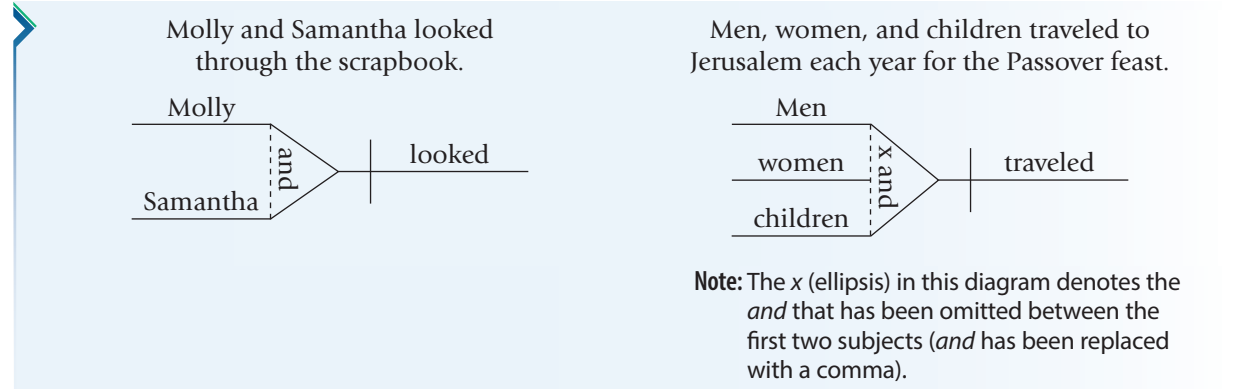
### Exercise B

- (1) Underline each verb twice. (2) Underline each subject once. Watch for compound parts and verb phrases.
1. Norman Rockwell's illustrations appeared in the Saturday Evening Post and captured the hearts of Americans.
  2. Rockwell and his contemporaries depicted many universal themes in their illustrations.
  3. Freedom from Want, Freedom of Speech, Freedom of Worship, and Freedom from Fear are part of a series called Four Freedoms, depicting four such universal themes.
  4. After Rockwell's death in Stockbridge, Massachusetts, the Norman Rockwell Museum collected many of his paintings.
  5. Rockwell's paintings and prints have been reprinted and sold on many different items from calendars to mugs.
  6. These images and their reprints are under copyright protection.
  7. The first copyright law was proposed and accepted into law in 1790.
  8. Since this first law, many revisions and amendments have been suggested and made to the copyright laws.
  9. These laws have been enacted by presidents and Congress and enforced by the Copyright Office and other executive agencies.
  10. Authors, musicians, artists, and others have been protected by the provisions made in these laws.

### Diagramming Compound Subjects & Verbs

Compound subjects and verbs are diagrammed in the same location as single subjects and verbs.

#### Compound Subject



- Exercise A
- (1) Underline each verb twice. Be sure to underline all verbs in a verb phrase. (2) Underline each subject once. If the subject is an understood you, write (You) at the beginning of the sentence.
1. Over the river and through the woods to Grandmother's house we go.
  2. How many teaspoons are in one tablespoon?
  3. Beside the fire rested the tired basset hound.
  4. Here on the bookshelf are the books from my grandfather's library.
  5. Seek the Lord's direction in your life.

- Exercise B
- On a separate sheet of paper, diagram the sentences from pp. 35–36, Exercise A. See Diagram Key in Supplement.

- Exercise A
- (1) Underline each verb twice. (2) Underline each subject once. (3) On a separate sheet of paper, diagram the subjects and verbs from each sentence. See Diagram Key in Supplement.

- Exercise B
- (1) Underline each verb twice. (2) Underline each subject once. (3) On a separate sheet of paper, diagram the subjects and verbs from each sentence. See Diagram Key in Supplement.

- Exercise C
- (1) Underline each verb twice. (2) Underline each subject once. (3) On a separate sheet of paper, diagram the subjects and verbs from each sentence. See Diagram Key in Supplement.

- Exercise D
- (1) Underline each verb twice. (2) Underline each subject once. (3) On a separate sheet of paper, diagram the subjects and verbs from each sentence. See Diagram Key in Supplement.

- Exercise E
- (1) Underline each verb twice. (2) Underline each subject once. (3) On a separate sheet of paper, diagram the subjects and verbs from each sentence. See Diagram Key in Supplement.

- Exercise F
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- Exercise G
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- Exercise H
- (1) Underline each verb twice. (2) Underline each subject once. (3) On a separate sheet of paper, diagram the subjects and verbs from each sentence. See Diagram Key in Supplement.

- Exercise I
- (1) Underline each verb twice. (2) Underline each subject once. (3) On a separate sheet of paper, diagram the subjects and verbs from each sentence. See Diagram Key in Supplement.

- Exercise J
- (1) Underline each verb twice. (2) Underline each subject once. (3) On a separate sheet of paper, diagram the subjects and verbs from each sentence. See Diagram Key in Supplement.

- Exercise K
- (1) Underline each verb twice. (2) Underline each subject once. (3) On a separate sheet of paper, diagram the subjects and verbs from each sentence. See Diagram Key in Supplement.

- Exercise L
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- Exercise M
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- Exercise N
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- Exercise O
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- Exercise P
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- Exercise Q
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- Exercise R
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- Exercise S
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- Exercise T
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- Exercise U
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- Exercise V
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- Exercise W
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- Exercise X
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- Exercise Y
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- Exercise Z
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- Exercise AA
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- Exercise AB
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- Exercise AC
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- Exercise AD
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- Exercise AE
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- Exercise BY
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