

Sentence Variety

You can say the same thing in a variety of ways.

Example: Glaciers leave scratches as they move along Earth.
Scratches are left by glaciers as they move along Earth.

Write each sentence below in a different way, but be sure to keep the meaning the same. Start each sentence with a different word.

1. Large areas of land that rise above the oceans are called continents.

2. Leaves have two kinds of cells that make food.

3. Camels serve the people of the desert in many ways.

Change each sentence below to the kind of sentence asked for in parentheses. Be sure to end each sentence with the correct punctuation mark. The first one has been done for you.

4. Does a broken arm hurt? (Write a statement.)

A broken arm can hurt very much.

5. Put the box in the corner. (Write a statement.)

6. The boys are marching in the parade. (Write a question.)

7. Can you lock the door? (Write a command or request.)

8. Who painted the winning picture? (Write a statement.)

9. Bill has the flu. (Write a question.)

10. What a good show that was! (Write a statement.)

11. Read that note to me. (Write a question.)

12. Has your bike been stolen? (Write an exclamation.)

13. Did you take out the garbage? (Write a command.)

14. Stop acting silly. (Write a question.)

Sentences can say the same thing in a variety of ways.

Expanding Sentences

You can make sentences more interesting by adding words that answer questions like these: What kind? Which one? How many? When? Where? How? Why?

Example: Boys are playing.



Who? The fifth-grade boys are playing.

What? The fifth-grade boys are playing soccer.

Where? The fifth-grade boys are playing soccer on the playground.

When? The fifth-grade boys are playing soccer on the playground after school.

Why? The fifth-grade boys are playing soccer on the playground after school so they can improve their skills for Saturday's game.

Expanding sentences makes them more interesting.

Expand these sentences by answering some of the questions listed above. Work out your ideas on a separate sheet of paper. Write your final or favorite sentence below each trigger sentence.

1. Leaves are falling. (*when? where? how? why?*) _____

2. People say it. _____

3. The customer bought it. _____

4. The children ate. _____

5. The team won. _____

6. The balloon floated away. _____

7. The bird sang. _____

8. Frisky chewed. _____

Using Exact Words

Some words do a better job of describing than others. You can create more effective sentences if you choose words carefully.

Use exact nouns and verbs. Underline the sentence which gives a clearer picture.

1. An animal ran out of the bushes. A rabbit hopped out of the bushes.
2. The hungry child gobbled the steaming pudding. The child ate the pudding.
3. A woman came into the store. An angry woman stomped into the store.
4. The weary boy trudged home. The boy walked home.

You can create more effective sentences if you choose words carefully.

Rewrite these sentences. Replace each underlined word with one or more words that are more exact.

5. Five people got on the bus. _____

6. A large truck went by. _____

7. The cat ran up the tree. _____

8. He said that we were wrong. _____

9. The new girl is nice. _____

10. The movie was good. _____

11. A boy walked away from the giant. _____

For variety, try using other words instead of to be verbs. Replace the to be verbs below. You may use suggestions from the list or think of your own. Write your word choice after each sentence.

taste look appear become feel seem

12. The flower **is** pretty. _____ 15. The old woman **was** happy. _____

13. We **are** hungry. _____ 16. The pizza **is** good. _____

14. I **was** tired. _____ 17. The sky **was** cloudy. _____

Use exact words to tell about a strange day in which you saw an unusual person.

A **compound sentence** contains two complete ideas, joined by a **conjunction**.

In the following sentences, underline simple subjects with one line and simple predicates with two lines. On the lines, identify the sentences as either simple or compound sentences. If a sentence is compound, draw a perpendicular line to divide the two sections.

1. The location of Mount St. Helens is fifty miles from Portland, Oregon. _____
2. On March 20, 1980, a seismograph registered an earthquake and recorded the epicenter at Mount St. Helens. _____
3. Seismographs and other equipment were checked and evaluated to pinpoint the exact location of the quake. _____
4. The quake registered 4.1, but that is not considered a major earthquake. _____
5. By March 25, there were forty earthquakes per hour, and this caused geologists to worry about a volcanic eruption. _____
6. On April 1, a state of emergency was called by Governor Dixie Lee Ray, and the United States Forest Service closed roads and access areas. _____
7. The north side of the mountain began to grow and bulge out about five feet a day. _____
8. Clouds and rain prevented scientists from investigating the volcano by air. _____
9. Scientists began to abandon close access areas during the first few days of May, and one geologist, Al Eggers, called for a May 21st eruption of lava. _____
10. Livestock and wildlife acted strangely, and many farmers later told stories about their experiences. _____
11. On May 16, Governor Ray allowed property owners at Spirit Lake several hours to enter the area and recover possessions. _____
12. Harry S. Truman, an 83-year-old Spirit Lake resident, defied the orders to leave the area. _____

Use the conjunctions **and**, **but**, or **either . . . or** to join these sentences or phrases to form compound sentences. Add the necessary capitalization and punctuation.

the explosion on May 18 was heard 200 miles away
a cloud of steam rose 63,000 feet in the air

1. _____

winds were of hurricane force
they blew down millions of two-hundred-year-old trees

2. _____

the forest fires were widespread
the falling ash helped to put out the ensuing fires

3. _____

the temperature of the lahars was 211°F
volcanic mudflows, called lahars, flowed down the mountain at 50 miles per hour

4. _____

everyone realized the ash flowing down the mountain was hot
few realized the temperature was 800 degrees.

5. _____



In 79 B.C.E., on August 24th, a volcano erupted in southern Italy. What was the name of this volcano? Use books or other resources to learn more about this eruption. Write two more compound sentences to provide additional information about this event.