

## EXERCISE 3

### Using Complete Sentences in Your Writing

Write a letter to the management of a local store, complimenting an employee about the way he or she served or assisted you. Explain what the situation was, what the person did that was especially helpful, and why it was important to you. Make sure that each sentence in your letter has a subject and a predicate. Use your own sheet of paper for this exercise.

### Functions of Sentences

There are four different kinds of sentences: *declarative*, *interrogative*, *imperative*, and *exclamatory*. Each kind of sentence has a different purpose. You can vary the tone and mood of your writing by using the four different sentence types. Read the example sentences aloud, and notice how your voice changes to express each sentence's different meaning.

- A **declarative sentence** makes a statement. It ends with a period.

EXAMPLE

Edgar injured his knee during the game.

- An **interrogative sentence** asks a question. It ends with a question mark.

EXAMPLE

Did Edgar injure his knee during the game?

- An **imperative sentence** gives an order or makes a request. It ends with a period or an exclamation mark. An imperative sentence has an understood subject, *you*.

EXAMPLE

(You) Get the nurse quickly!

(You) Help Edgar off the field.

- An **exclamatory sentence** expresses strong feeling. It usually ends with an exclamation point.

EXAMPLE

Ow, that really hurts!

## EXERCISE 4

### Identifying Different Kinds of Sentences in Literature

Identify each of the ten sentences in the passage as *declarative*, *interrogative*, *imperative*, or *exclamatory*. Note that some sentences are embedded inside other sentences. In these cases, identify both sentences. Write your answers on the corresponding lines below.

#### EXAMPLE

“It’s not bad!” she whispered. (exclamatory [within declarative])

<sup>1</sup>One day, when she ran out of flour, I offered to borrow a bike from our neighbor’s son and buy a ten-pound bag of flour at the big supermarket.

<sup>2</sup>I mounted the boy’s bike and waved to Mother. <sup>3</sup>“I’ll be back in five minutes!”

<sup>4</sup>Before I started pedaling, I heard her voice behind me. <sup>5</sup>“You can’t go out in public like that! <sup>6</sup>People can see all the way up to your thighs!”

<sup>7</sup>“I’m sorry,” I said innocently. <sup>8</sup>“I thought you were in a hurry to get the flour. . . .”

<sup>9</sup>“Couldn’t you borrow a girl’s bicycle?” complained Mother. <sup>10</sup>“That way your skirt won’t be pushed up.”

*from “The All-American Slurp,” page 56  
Lensey Namioka*

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|----------|-----------|
| 1. _____ | 6. _____  |
| 2. _____ | 7. _____  |
| 3. _____ | 8. _____  |
| 4. _____ | 9. _____  |
| 5. _____ | 10. _____ |

## EXERCISE 5

### Understanding the Functions of Sentences

Identify each of the following sentences as *declarative*, *imperative*, *interrogative*, or *exclamatory*. Then revise each sentence according to the directions in parentheses.

#### EXAMPLE

Please give me more lasagna. (Change into an interrogative sentence.)  
(imperative; interrogative: *May I have more lasagna?*)

1. Are you ready to take a break? (Change into an imperative sentence.)

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2. I can’t wait until summer vacation. (Change into an exclamatory sentence.)

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3. How many bagels are in a baker's dozen? (Change into a declarative sentence.)

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4. Stop it! (Change into an interrogative sentence.)

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5. Please tie your shoe before you trip over the laces. (Change into a declarative sentence.)

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6. We could see the storm moving closer. (Change into an interrogative sentence.)

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7. Foxhall's school colors are purple and green. (Change into an interrogative sentence.)

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8. Cheryl sent me a postcard from Montana. (Change into an imperative sentence.)

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9. Did you enjoy your trip to the zoo? (Change into a declarative sentence.)

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10. Crocodiles only look slow! (Change into an interrogative sentence.)

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## EXERCISE 6

### Using Different Kinds of Sentences in Your Writing

A monologue is a speech or story told by one person. Write a serious or comic monologue about the challenges of teaching someone how to do something. The task might be training a dog to do a trick, instructing your younger brother or sister how to eat a food like spaghetti, or teaching a friend how to improve a skill like throwing a baseball. Use all four kinds of sentences in your monologue. Then take turns with your classmates reading your monologues aloud. Consider how the four kinds of sentences make your words and ideas more expressive.

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