Tiered Sentence Combining

Strategies and exercises for combining short sentences with *and, but, or, so*

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August, 2014

This project was contracted and funded by the Adult Basic Education Teaching and Learning Advancement System (ATLAS). Housed at the Hamline University School of Education, ATLAS is made possible with a grant from the Minnesota Department of Education using federal funding, Workforce Investment Act of 1998 (P.L. 105-220), CFDA 84.002A and Minnesota Statute 124D.22.
Purposes and Acknowledgements

Tiered Sentence Combining is the result of contributions from Minnesota Student Achievement in Reading (MN STAR) participants over several years. It is intended to improve integrated reading/writing skills such as:

1. Sentence composition: writing grammatically and mechanically correct sentences
2. Sentence complexity: writing longer and more mature sentences
3. Sentence comprehension: understanding meanings of combined sentences
4. Usage and understanding of Tier 1 (sight) and Tier 2 (academic) words found frequently in print materials at Beginning and Intermediate levels, respectively.

A special THANK YOU to Kristine Kelly, STAR trainer/teacher, for her patience and guidance in the long development of this resource.

A sincere THANK YOU to MN STAR 09/10/11/12 sentence topic contributors and pilots* listed below in alphabetical order.

Jeanne Amundson                  Linda Melin
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Penny Brown                   Vicki Ostrom*
Donna Escobedo*               Jeanne Plack*
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Teacher Background A: Evidence Base

Sentence combining, a writing intervention that teaches students to combine words, phrases, and clauses from short sentences into longer and more complex sentences, is not a new instructional idea. It was actually created in the 1960s but not used widely despite strong evidence supporting its effectiveness (Saddler, 2005, 2008, 2010). The value of sentence combining for reading/writing instruction resurfaced recently in two national publications for adult literacy.

• **Just Write! Guide** from Teaching Excellence in Adult Literacy (TEAL, 2011) identifies research-based instructional practices in the content area of writing. One of the recommended writing interventions is sentence combining: “an alternative to traditional grammar instruction [that] holds greater promise for students to produce quality writing” (p. 36). The authors mention that ABE students’ writing can be monotonous because they often use the same sentence structures repeatedly. Sentence combining instruction helps them write sentences that are more complex, interesting, sophisticated, and varied in structure. They recommend the explicit instruction sequence, where each sentence combining strategy is introduced with teacher modeling, followed with teacher-guided practice, and when students are ready “to be released,” independent sentence combining exercises.

• **Developing Reading and Writing**, a summary booklet based on *Improving Adult Literacy Instruction: Options for Practice and Research* from the National Research Council (NRC, 2012), defines literacy as both reading and writing and recommends an integrated system of skills.

  “Reading and writing depend on similar knowledge and cognitive processes, so insights in one area can lead to in the other. Making this relationship explicit will aid learners’ skill development, contribute to their awareness about language, and enhance their retrieval of text forms and meanings” (p. 15).

The authors list ten key practices with potential to develop writing skills (p. 16). Sentence combining is number six in rough order of effectiveness:

1. Offer instruction in strategies for planning, revising, and editing compositions.
2. Teach learners to summarize in writing the passages they have read.
3. Enable the assistance of peers in planning, drafting, and revising compositions.
4. Set clear goals for writing that are specific to the purpose and type of writing task.
5. Have students regularly use computers for writing instead of only paper and pencil.
6. Offer instruction in combining short sentences into more complex ones. This practice usually includes exercises and application to real-world writing tasks.
*Tiered Sentence Combining* is based on these sources of evidence in the following ways:

- It offers strategies and exercises for combining short sentences into longer, more complex ones.
- It recommends an explicit and integrated instructional process: READ-WRITE-READ.
- It presents real-world sentence topics suggested by MN STAR participants.
- It can be applied to student-written sentences and paragraphs.

In addition, the strategies and exercises are similar to certain 2014 GED© *Reasoning Through Language Arts* test items on sentence fragments, run-on sentences, fused sentences, subject-verb agreement, capitalization and punctuation. They also align with several developmental skills from *College and Career Readiness Standards for English Language Arts and Literacy*, Language Standard, CCR Anchor 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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**Sentence Combining Readiness**

Teachers are encouraged to select from the sentence combining strategies and exercises according to students’ language/reading/writing skills and motivation. The following student factors indicate possible readiness:

- **✓ At least** basic English speaking, listening, and conversational skills
- **✓ At least** basic reading skills (approximately NRS levels Beginning ABE+ or Intermediate ESL+)
- **✓ At least** basic sentence writing skills
- **✓ Desire and willingness** to improve sentence composition, complexity, and comprehension
Teacher Background B: Word Tiers

Tiered Sentence Combining is tiered in two ways: (1) the strategies scaffold from using and, but (more common) to or, so (less common) and (2) the exercises focus on two of three word tiers.

The concept of “word tiers” was developed in the late 1980s by Isabel Beck, Margaret McKeown, and Linda Omanson, faculty from the University of Pittsburgh. Their trademark description of vocabulary development was first published in their book Bringing Words to Life (2002). Their purpose was to determine which English words should be given the most instructional attention in K-12 classrooms.

- **Tier One (or 1)** words are concrete, everyday, and basic. They appear frequently in conversation and reading materials at approximately 1st-3rd grade; familiarity is acquired from oral language exposure and early literacy experiences. One source is Fry’s Instant or First 300 Sight Word Lists, which represent up to 65% of all printed text. Examples include: the, people, work, book, home.

- **Tier Two (or 2)** words are more abstract and sophisticated. They appear frequently in reading materials at approximately 4th grade and above; familiarity is acquired from interaction with books and/or direct instruction of meanings and contexts. One source is The Academic Word List, which presents 570 headwords used frequently across content materials. Examples include: approach, benefit, context, data, economic.

- **Tier Three (or 3)** words are rare in everyday use. They are subject or domain specific (history, geography, biology, chemistry, mathematics); familiarity is acquired from subject-matter content, instruction, and study. Examples from American history and the Civil War include: slavery, emancipation, proclamation, secession, abolition.

Tiered Sentence Combining offers a total of 48 Student Exercises.

- **Odd-numbered** (1, 3, 5, etc.) use a variety of Tier 1 words. A sample list from Fry’s Instant or First 300 Sight Word Lists is at the top. There are 16 Tier 1 exercises.

- **Even-numbered** (2A & 2B, 4A & 4B, etc.) use five Tier 2 words each. An actual list that follows an academic vocabulary curriculum available at http://atlasabe.org/resources/ebri/ebri-vocabulary is at the top. There are 32 Tier 2 exercises.

Teachers can choose to present: (1) all or some Tier 1 exercises before Tier 2 exercises, (2) just Tier 1 or 2 exercises, or (3) a single Tier 1 and/or Tier 2 exercise of the day. The primary focus should be on sentence combining; therefore, most, if not all, of the English words used in the exercises should be known.
Teacher Background C: Sentence Terms

The following grammatical terms listed in alphabetical order are important for teachers to understand for Tiered Sentence Combining. This list does not include all sentence-related terms. It is the teacher’s decision to use none, some, or all of these terms during sentence combining instruction.

**Article**: a small word showing which noun is being referred to: *a, an, the*

**Clause**: a group of words containing a subject and predicate; can be dependent (cannot stand alone) or independent (can stand alone)

**Compound**: more than one subject, object, verb, or predicate in a simple sentence; more than one independent clause in a compound sentence

**Conjunction or Connector**: a relationship word connecting equal structures (words, phrases, clauses) within a sentence: *and, but, or, so, yet, nor, for*

**Fragment**: a group of words not expressing a complete thought; cannot stand alone

**Modifier**: a word or phrase that further describes or adds detail to (or modifies) another word or phrase

**Noun**: a word naming a person, place, thing, or idea; can be common (state) or proper (Minnesota)

**Object**: a word or phrase receiving or transferring the action of a verb or completing the preposition

**Phrase**: a group of words expressing a single idea or adding detail; cannot stand alone

**Predicate**: the verb and all of its modifiers and objects; cannot stand alone

**Preposition**: a word introducing a phrase that shows direction, location, or time: *in, to, for, with, on, at, from, by, about*

**Pronoun**: a word taking the place of a noun or noun phrase: *I, he, she, it, you, we, they, anybody, anyone, everybody, everyone, nobody, somebody, someone*

**Sentence**: a group of words with at least one subject and verb and expressing a complete thought; can stand alone as a simple (one independent clause), compound (more than one independent clause), or complex (at least one independent and dependent clause) structure

**Subject**: the word or phrase stating the topic or answering a question; cannot stand alone

**Verb**: a word expressing an action, a state of being/linking: *am, is, are, was, were*, or auxiliary/helping: *do, does, did, can, could, will, would, should, shall*
Teacher Background D: Sentence Types

There are three sentence types:

1. **Declarative or statement**: most common; tells about someone or something; often begins with an article and noun or pronoun; always ends with a period
   
   a. The teacher welcomes the students to class.
   b. The students raise their hands to speak.
   c. The teacher and students take turns reading a story aloud.
   d. Then they answer questions about the story.

2. **Interrogative or question**: next most common; asks about someone or something; often begins with a 6W word (Who, What, Where, When, Why, hoW); always ends with a question mark
   
   a. What is your first and last name?
   b. Where were you born?
   c. Where did you go to school before?
   d. Why do you want to go to school now?

3. **Imperative or command**: least common; demands something from someone or tells something important; ends with a period or exclamation mark; sometimes presented as a fragment for emphasis
   
   a. Hurry up!
   b. Do your homework NOW.
   c. I can’t believe you did that!
   d. Turn right at the next intersection.

Most **Tiered Sentence Combining** exercises involve statements. If appropriate, teachers are encouraged to change the statements and expose their students to other examples of question and command structures.
Teacher Background E: Simple Sentence Structures

All simple sentence structures have a subject, which identifies a topic, and a verb or predicate, which gives information about the topic. Subjects are represented by nouns or pronouns; they may include other words or phrases that modify or add detail. Predicates always begin with verbs; they may also include other words or phrases that receive or transfer the action and add detail. A simple sentence structure contains one independent clause.

Five simple sentence structures are presented below. All express a complete thought and can stand alone (or independently).

1. The sentence has a subject and action verb.
   - Sam calls.
   - She emails.

2. The sentence has a subject, action verb, and phrase receiving the action.
   - Sam leaves two urgent messages.
   - She asks for a doctor appointment.

3. The sentence has a subject, action verb, and phrases adding detail.
   - Sam sleeps for hours during the day and night.
   - Her body temperature measures above normal at 101 degrees.

4. The sentence has a subject, linking verb, and phrase adding detail.
   - Sam is a healthy person.
   - She is not a complainer.

5. The sentence has a subject, linking or helping verb, and phrases adding detail.
   - Sam is ready to see a doctor.
   - She will follow the doctor’s orders and feel better soon!

Although ABE writers tend to overuse simple sentences structures, they have an important and effective place in writing and composition. If used sparingly, they add variety, catch the reader’s attention, and make strong, powerful statements.
Simple sentence structures can also include the connectors: *and, but, or, so, yet, nor, for*. Selection and use of the appropriate connector or joining word depends upon the relationship between the words, phrases, or clauses:

- And = addition
- But = contrast or contradiction
- Or = choice or option
- So = cause and effect
- Yet = unexpected outcome
- Nor = not or neither
- For = reason

**Strategies One to Five** provide instruction and practice with using *and, but, or* to combine words or phrases from short sentences with addition, contrast, or choice relationships. The combinations remain of simple structure but may include two subjects, objects, verbs, or predicates.

**Strategy Six** provides instruction and practice with *so* to combine clauses from sentences with cause and effect relationships. The combinations are of compound structure and always include two independent clauses separated by a comma.

**Tiered Sentence Combining** does not provide instruction and practice with the connectors *yet, nor, for* because they are less common and more complicated. It also does not cover complex sentence structures because understanding simple and compound sentences alone requires “demonstrating command” of many complex English grammatical and mechanical skills:

- Nouns and noun phrases
- Related pronouns
- Verbs and verb phrases
- Singular and plural nouns
- Singular and plural verbs
- Simple subjects, objects, verbs, and predicates
- Compound subjects, objects, verbs, and predicates
- Use of the comma in lists of more than two
- Unnecessary words or phrases
Explicit READ-WRITE-READ Process

Preparation:

- Preview the Tier 1 or Tier 2 word lists at the top of each exercise. Make sure your students know most, if not all, of the words.
- Preview exercise wording. Make sure it is appropriate for your students’ language and cultural backgrounds.

1. Teacher EXPLANATION of the sentence combining purpose and READ-WRITE-READ process

Sentence Combining: “Sentence combining can improve your sentence writing, sentence understanding, and paragraph (or passage, text) comprehension. When you learn to combine short sentences into longer sentences, your writing will look and sound more mature and you will recognize more relationships while reading and writing. If you are (or will be) preparing for 2014 GED®, you have to combine sentences correctly on the Reasoning Through Language Arts test.”

Process: “We will use an explicit READ-WRITE-READ process for sentence combining instruction. For each Student Exercise, I will model the process and strategy for #1-2, guide you in combining #3-4, and when you are ready, assign you to combine #5-6 on your own or with a partner. We will check our sentence combinations with an Answer Key. As you gain skills and confidence, we will discuss other possible combinations. I will encourage you to use your sentence combining skills in other writing assignments.”

Note: To explain (or review) each sentence combining strategy, read aloud or summarize the Teacher Explanation paragraph at the bottom of the Teacher Information page.

2. Teacher MODELING of the strategy and READ-WRITE-READ process

a. Read aloud the short sentences with underlining

b. Talk aloud about their repetitiveness and relationship

c. Talk aloud about how the underlined words or phrases from the second sentence are combined into the first, a connector added, commas inserted and verb or noun forms changed – as needed.

d. Read aloud the combined sentences written in bold.
At first, focus on sentence combinations in bold or from the Answer Key. As students gain comfort and proficiency, alternative combinations should be discussed, compared, and accepted (if grammatically and mechanically correct).

3. **Teacher/student GUIDED PRACTICE of the strategy and READ-WRITE-READ process (#3-4)**
   
a. Ask students to read aloud the short sentences with underlining
b. Guide them in identifying their repetitiveness and relationship
c. Guide them in combining the underlined words or phrases from the second sentence into the first, adding a connector, inserting commas and changing verb or noun forms - as needed
d. Write combined sentences on the board for students to copy
e. Check with the Answer Key

4. **Student independent/pair APPLICATION of the strategy and READ-WRITE-READ process (#5-6)**
   
a. Have students combine the remaining short sentences without underlined words or phrases individually or in pairs*
b. Remain available to assist, correct, and monitor as needed
c. Check with the Answer Key; discuss other combinations as needed
d. Encourage students to use learned sentence combining skills in their other writing assignments

*Note: There is evidence that pairing more skilled young writers with less skilled young writers (children, not adults) results in valuable peer-assistance and support (Saddler, Behforooz, & Asaro, 2008).
Strategy One: Teacher Information

Strategy One involves combining words or phrases (subjects or objects) from short sentences with the most common connector and, which shows their addition relationship. Related subjects from the second (and occasionally third) sentence are combined at the beginning of the first sentence. Related objects are combined in the middle or at the end. As needed, commas are added to lists of three or more and verbs or nouns changed from singular to plural.

Note: A writer can choose to place a comma or not before and; either way is correct as long as there is consistency. 2014 GED© requires the use of the comma.

Combine related subjects (*subject verb changes from singular to plural)

A. Jeff works at Walmart.
   Jack works at Walmart.
   Jeff and Jack work* at Walmart.

B. Hala attends ABE class in Bloomington.
   Amara attends ABE class in Bloomington.
   Mohammed attends ABE class in Bloomington.
   Hala, Amara, and Mohammed attend* ABE class in Bloomington.

Combine related objects (*object noun changes from singular to plural)

C. The man works part time at Target.
   The man works part time at Fed Ex.
   The man works part time at Target and Fed Ex.

D. The student prepares for the 2014 GED© Social Studies test.
   The student prepares for the 2014 GED© Science test.
   The student prepares for the 2014 GED© Math Reasoning test.
   The student prepares for the 2014 GED© Social Studies, Science, and Math Reasoning tests*.

Strategy One: Teacher Explanation

"We are going to start with a simple strategy. It involves combining words or phrases from short sentences with the connector and, maybe adding commas in lists or three or more, and maybe changing words from singular to plural. All of the short sentences use words that you know. All of the combined sentences will be longer, more mature, and of greater interest to adult readers – like you!"
**Strategy One: Student Exercise 1**

**Tier 1 Words:** has, day, people, live, in, small, big, city, write, letter, hold, water, river, we, found, your, what, can, you, meet, time, place

1. **April has 30 days. June has 30 days.**
   **Answer: April and June have 30 days.**

2. **People live in small towns. People live in big cities.**
   **Answer: People live in small towns and big cities.**


4. **Lakes hold water. Rivers hold water. Ponds hold water.**

5. **We found your bag. We found your keys.**

6. **What day can you meet? What time can you meet? What place can you meet?**
Strategy One: Student Exercise 2A (Unit 1, Lesson 1)

Tier 2 Words: occur, concept, major, distinction, factor

1. Monday occurs at the beginning of the work week. Tuesday occurs at the beginning of the work week.

   Answer: Monday and Tuesday occur at the beginning of the work week.

2. Thunderstorms occur frequently in June. Thunderstorms occur frequently in July. Thunderstorms occur frequently in August.

   Answer: Thunderstorms occur frequently in June, July, and August.

3. Young children learn the concept of sharing toys through play. Young children learn the concept of taking turns through play.

4. Lower unemployment rates were a major news topic in 2013. Higher home sales were a major news topic in 2013.

5. Temperature is a distinction between summer and winter. Length of daylight is a distinction between summer and winter.

6. Price is a factor in Jan’s decision to buy a car. Color is a factor in Jan’s decision to buy a car. Safety is a factor in Jan’s decision to buy a car.
Strategy One: Student Exercise 2B (Unit 1, Lesson 2)
Tier 2 Words: potential, regulation, achieve, instance, initial

1. Attending classes is an important habit for reaching your potential. Studying is an important habit for reaching your academic potential.
   Answer: Attending classes and studying are important habits for reaching your academic potential.

2. No smoking is a regulation in our ABE program. No cell phone use is a regulation in our ABE program.
   Answer: No smoking and cell phone use are regulations in our ABE program.

3. The military has regulations for dress. The military has regulations for behavior. The military has regulations for civilian contact.

4. Did Kate achieve success as an actress in Hollywood? Did Kate achieve fame as an actress in Hollywood?

5. Snow storms are a winter weather instance. Ice storms are a winter weather instance.

6. The woman initially reacted with fear when the doorbell rang. The woman initially reacted with confusion when the doorbell rang.
Strategy One: Student Exercise 3

Tier 1 Words: the, mother, went, to, school, at, night, father, sat, at, can, be, in, city, saw, country, one, two, three, number, call, work

1. The mother went to school at night. The father went to school at night.
   Answer: The mother and father went to school at night.

2. The students sat at tables. The students sat at desks.
   Answer: The students sat at tables and desks.

3. Pets cannot be in the city park. Bikes cannot be in the city park.


5. One is a small number. Two is a small number. Three is a small number.

6. Can I call you at work? Can I call you at school?
Strategy One: Student Exercise 4 A (Unit 2, Lesson 1)
Tier 2 Words: specific, principle, interpretation, identify, assume

1. Do you know the specific date of our team meeting? Do you know the specific time of our team meeting? Do you know the specific location of our team meeting?
Answer: Do you know the specific date, time, and location of our team meeting?

2. Honesty is an important principle in a relationship. Respect is an important principle in a relationship.
Answer: Honesty and respect are important principles in a relationship.

3. A closed book was interpreted as assignment completion. A finished worksheet was interpreted as assignment completion.

4. Carlos needs help interpreting the directions from the owner’s manual. Carlos needs help interpreting the diagrams from the owner’s manual.

5. Height identifies a suspect. Build identifies a suspect. Clothing identifies a suspect.

6. The parents assume their teenage son is always honest. The parents assume their teenage daughter is always honest.
Strategy One: Student Exercise 4 B (Unit 2, Lesson 2)
Tier 2 Words: complex, maintenance, sought, imply, sufficient

1. The 2014 GED© Test includes complex readings. The 2014 GED© Test includes challenging questions.
Answer: The 2014 GED© Test includes complex readings and challenging questions.

2. Cars require regular maintenance to run smoothly. Trucks require regular maintenance to run smoothly. Motorcycles require regular maintenance to run smoothly.
Answer: Cars, trucks, and motorcycles require regular maintenance to run smoothly.


4. The homeless person sought food. The homeless person sought shelter.

5. Early storm warnings imply heavy rains. Early storm warnings imply strong winds.

6. Her yearly salary is sufficient. Her medical benefits are sufficient. Her vacation time is sufficient.
Strategy One: Student Exercise 5

Tier 1 Words: at, will, work, group, met, for, are, important, to, their, children, took, out, book, did, you, go, to, school, in, had, on, black, a, white, red

1. Monday at 10 AM will work. Tuesday at 11 AM will work.
   Answer: Monday at 10 AM and Tuesday at 11 AM will work.

2. The group met for coffee. The group met for donuts.
   Answer: The group met for coffee and donuts.

3. Sons are important to their parents. Daughters are important to their parents.

4. The children took out their books. The children took out their pencils.

5. Did you go to school in January? Did you go to school in February? Did you go to school in March?

Strategy One: Student Exercise 6 A (Unit 3, Lesson 1)

Tier 2 Words: evaluate, analysis, similar, establish, distribute

1. **TABE Reading evaluates student learning and progress over time.** TABE Math evaluates student learning and progress over time.

   **Answer:** TABE Reading and Math evaluate student learning and progress over time.

2. **The 3M scientist’s research was very important to the project.** The 3M scientist’s analysis was very important to the project. The 3M scientist’s report was very important to the project.

   **Answer:** The 3M scientist’s research, analysis, and report were very important to the project.

3. **Detectives analyze witness reports.** Detectives analyze crime scenes. Detectives analyze fingerprints.

4. **The elderly husband and wife share similar habits.** The elderly husband and wife share similar opinions.

5. The ABE program established managed enrollment. The ABE program established attendance policies.

Strategy One: Student Exercise 6 B (Unit 3, Lesson 2)

Tier 2 Words: aspect, perceive, tradition, correspond, reaction

1. Some aspects of the new community plan caused disagreement. Some aspects of the new community plan caused frustration.

   Answer: Some aspects of the new community plan caused disagreement and frustration.

2. The teacher perceives her students’ distraction. The teacher perceives her students’ need for a short break.

   Answer: The teacher perceives her students’ distraction and need for a short break.

3. Our holiday tradition includes sharing a large dinner. Our holiday tradition includes sharing small gifts.

4. MasterCard® corresponds with its customers by phone. MasterCard® corresponds with its customers by email.

5. Grace corresponds with her grandparents by sending letters. Grace corresponds with her grandparents by sending cards.

6. What was your teacher’s reaction to improved TABE post-test scores? What was your teacher’s reaction to improved level gains?
Strategy One Answer Key

Student Exercise 1
3. Ann writes letters, emails, and texts.
4. Lakes, rivers, and ponds hold water.
5. We found your bag and keys.
6. What day, time, and place can you meet?

Student Exercise 2 A
3. Young children learn the concepts of sharing toys and taking turns through play.
4. Lower unemployment rates and higher home sales were major news topics in 2013.
5. Temperature and length of daylight are distinctions between summer and winter.
6. Price, color, and safety are factors in Jan’s decision to buy a car.

Student Exercise 2 B
3. The military has regulations for dress, behavior, and civilian contact.
4. Did Kate achieve success and fame as an actress in Hollywood?
5. Snow and ice storms are winter weather instances.
6. The woman initially reacted with fear and confusion when the doorbell rang.

Student Exercise 3
3. Pets and bikes cannot be in the city park.
4. Tim saw cows, pigs, and chickens in the country.
5. One, two, and three are small numbers.
6. Can I call you at work and school?

Student Exercise 4 A
3. A closed book and finished worksheet were interpreted as assignment completion.
4. Carlos needs help interpreting the directions and diagrams from the owner’s manual.
5. Height, build, and clothing identify a suspect.
6. The parents assume their teenage son and daughter are always honest.

Student Exercise 4 B
3. Ed sought new employment and more regular hours.
4. The homeless person sought food and shelter.
5. Early storm warning imply heavy rains and strong winds.
6. Her yearly salary, medical benefits, and vacation time are sufficient.
Student Exercise 5
3. Sons and daughters are important to their parents.
4. The children took out their books and pencils.
5. Did you go to school in January, February, and March?
6. Ken wears black pants, a white shirt, and red tie.

Student Exercise 6 A
3. Detectives analyze witness reports, crime scenes, and fingerprints.
4. The elderly husband and wife share similar habits and opinions.
5. The ABE program established managed enrollment and attendance policies.
6. Can you distribute food baskets and holiday gifts for the Salvation Army?

Student Exercise 6 B
3. Our holiday tradition includes sharing a large dinner and small gifts.
4. MasterCard© corresponds with its customers by phone and email.
5. Grace corresponds with her grandparents by sending letters and cards.
6. What was your teacher’s reaction to improved TABE post-test scores and level gains?

Other Combinations
**Strategy Two: Teacher Information**

**Strategy Two** involves combining words or phrases (verbs or predicates) from short sentences with the common connector *and*, which again shows their addition relationship. Related verbs from the second (and sometimes third) sentence are combined in the middle of the first sentence. Related predicates from the second (and sometimes third) sentence are combined at the end. As needed, commas are added to lists of three or more actions. No verbs or nouns are changed from singular to plural.

**Combine related verbs** (*comma added when more than two actions*)

A. The driver stops at the red light.
   The driver **waits** at the red light.
   **The driver stops and waits at the red light.**

B. The unhappy shopper **called** customer service.
   The unhappy shopper **emailed** customer service.
   The unhappy shopper **wrote** customer service.
   **The unhappy shopper called, emailed, and wrote customer service**.*

**Combine related predicates** (*comma added when more than two actions*)

C. The ABE teacher **stands** at the door.
   The ABE teacher **greets her students**.
   **The ABE teacher stands at the door and greets her students.**

D. Maria **wakes** her children **every morning**.
   Maria **feeds them breakfast**.
   Maria **gets them ready for school**.
   **Maria wakes her children every morning, feeds them breakfast, and gets them ready for school**.*

**Strategy Two: Teacher Explanation**

“Strategy Two involves combining action words (verbs) or action phrases (predicates) from short sentences into longer sentences. We still use the connector *and*, add commas in lists of three or more, but do not change any words from singular to plural. The teaching/learning process (modeling, guided practice, independent work) is the same.”
Strategy Two: Student Exercise 7

Tier 1 Words: the, start, reading, stop, a, see, his, talk, to, add, number, look, talk, dress, always, when, you, will, big, carry, box

1. The ABE teacher starts the reading test. The ABE teacher stops the reading test.
   Answer: The ABE teacher starts and stops the reading test.

2. A doctor talks to patients. A doctor listens to patients.
   Answer: A doctor talks and listens to patients.


4. Twins often look alike. Twins often talk alike. Twins often dress alike.

5. Always look when you cross the street. Always listen when you cross the street.

6. Tom will lift the big box. Tom will carry the big box.
Strategy Two: Student Exercise 8 A (Unit 4, Lesson 1)

Tier 2 Words: area, research, formula, available, issue

1. Roadwork in the metro area begins in April. Roadwork in the metro area ends in October.  
Answer: Roadwork in the metro area begins in April and ends in October.

2. Medical scientists research many types of cancer. Medical scientists study their different causes.  
Answer: Medical scientists research many types of cancer and study their different causes.

3. A banker uses a formula to calculate a 30-year mortgage. A banker uses a formula to figure the monthly payment.

4. A baby less than one year old drinks formula. A baby less than one year old eats soft food.

5. Chen works three weekday shifts. Chen is available for extra hours on weekends.

6. The city council met to discuss the zoning issue. The city council considered the opinions of all members.
Strategy Two: Student Exercise 8 B (Unit 4, Lesson 2)

Tier 2 Words: consent, negative, remove, emphasis, technique

1. Will you consent to the work plan? Will you grant approval of the next step?
   Answer: Will you consent to the work plan and grant approval of the next step?

2. January temperatures tend to be very cold. January temperatures often fall into negative degrees.
   Answer: January temperatures tend to be very cold and often fall into negative degrees.

3. Bret cleaned the carpets after the party. Bret removed the stains.

4. The paramedics remove the patient from the ambulance. The paramedics wheel him into the hospital.

5. Stage actors speak loudly. Stage actors use emphasis.

6. The carpenter uses a special technique to stain the wood. The carpenter uses a special technique to varnish the surface.
Strategy Two: Student Exercise 9

Tier 1 Words: need, help, want, from, their, know, you, are, very, want, to, leave, let, us, help, your, things, men, saw, felt, the, cut, family, eats, together, talk, about, day

1. Students need help from their teachers. Students want help from their teachers.
   Answer: Students need and want help from their teachers.

2. I know you are very mad. I know you want to leave.
   Answer: I know you are very mad and want to leave.


5. Please tie the string. Please cut the string.

6. The Lees eat dinner together. The Lees talk about their day.
Strategy Two: Student Exercise 10 A (Unit 5, Lesson 1)
Tier 2 Words: contract, environment, legal, indicate, role

1. The new homeowner reviewed the purchase contract. The new homeowner signed the purchase contract.
   Answer: The new homeowner reviewed and signed the purchase contract.

2. We need to decrease trash to save our environment. We need to increase recycling to save our environment.
   Answer: We need to decrease trash and increase recycling to save our environment.

3. The company dumped toxins into the environment. The company was ordered to clean up the mess.

4. The legal firm relocated to downtown Minneapolis. The legal firm hired 20 new employees.


6. The custodian’s role includes sweeping floors. The custodian’s role includes cleaning bathrooms. The custodian’s role includes emptying wastebaskets.
Strategy Two: Student Exercise 10 B (Unit 5, Lesson 2)

Tier 2 Words: conduct, previous, site, constraint, sequence

1. The students showed respectful conduct. The students listened politely to the guest speaker.
   Answer: The students showed respectful conduct and listened politely to the guest speaker.

2. The teacher reviews previous vocabulary words. The teacher asks students to use them in sentences.
   Answer: The teacher reviews previous vocabulary words and asks students to use them in sentences.

3. Adult citizens register at neighborhood polling sites. Adult citizens vote at neighborhood polling sites.

4. The 2014 GED© testing site opens at 9 AM. The 2014 GED© testing site closes at 5 PM.

5. Jim’s lack of computer skills is a constraint. Jim’s lack of computer skills limits his employability.

6. The repair manual provides a clear sequence of directions. The repair manual is easy to follow.
Strategy Two: Student Exercise 11
Tier 1 Words: new, year, begin, in, end, young, children, line, up, by, the, door, run, out, to, play, walk, stop, every, morning, ride, work, my, friend, always, gets, places, big, plant, tree, sit, earth, goes, around, warm

1. The new school year begins in September. The new school year ends in June.
Answer: The new school year begins in September and ends in June.

2. The young children line up by the door. The young children run out to play.
Answer: The young children line up by the door and run out to play.

3. I walk to the bus stop every morning. I ride the bus to work.

4. My friend is always late. My friend gets places last.

5. Mike digs a big hole. Mike plants a tree. Mike sits in the shade.

6. The earth goes around the sun. The earth is warmed by the heat.
Strategy Two: Student Exercise 12 A (Unit 6, Lesson 1)
Tier 2 Words: definition, process, period, evidence, estimate

1. Dictionaries give multiple definitions. Dictionaries list sentence examples. Dictionaries offer related words.
   Answer: Dictionaries give multiple definitions, list sentence examples, and offer related words.

2. The process of finding a job takes time. The process of finding a job includes many up and down moments.
   Answer: The process of finding a job takes time and includes many up and down moments.

3. Juan’s new job involves many new processes. Juan’s new job requires lots of training.


5. The police carefully searched the scene of the crime. The police found evidence supporting their suspicions.

6. The estimate for new flooring totals $600. The estimate for new carpet falls within our budget.
1. The primary goal of vocabulary instruction is to learn more words. The primary goal of vocabulary instruction is to understand other meanings.
Answer: The primary goals of vocabulary instruction are to learn more words and understand other meanings.

2. The recession greatly impacted the economy. The recession strongly affected the job market.
Answer: The recession greatly impacted the economy and strongly affected the job market.

3. Deb walks around the grocery store. Deb fills her shopping cart with many items.

4. The hurricane blew suddenly across the island. The hurricane left behind considerable damage.

5. The couple’s long-standing argument caused considerable hurt. The couple’s long-standing argument destroyed their relationship.

6. Will you demonstrate how to change a flat tire? Will you explain your method step-by-step?
Strategy Two Answer Key

Student Exercise 7
3. Math students add and subtract numbers.
4. Twins often look, talk, and dress alike.
5. Always look and listen when you cross the street.
6. Tom will lift and listen when you cross the street.

Student Exercise 8 A
3. A banker uses a formula to calculate a 30-year mortgage and figure the monthly payment.
4. A baby less than one year old drinks formula and eats soft food.
5. Chen works three weekday shifts and is available for extra hours on weekends.
6. The city council met to discuss the zoning issue and considered the opinions of all members.

Student Exercise 8 B
3. Bret cleaned the carpets after the party and removed the stains.
4. The paramedics remove the patient from the ambulance and wheel him into the hospital.
5. Stage actors speak loudly and use emphasis.
6. The carpenter uses a special technique to stain the wood and varnish the surface.

Student Exercise 9
3. Let us help you pack and move your things.
4. The firemen smelled smoke, saw flames, and felt heat.
5. Please tie and cut the string.
6. The Lees eat dinner together and talk about their day.

Student Exercise 10 A
3. The company dumped toxins into the environment and was ordered to clean up the mess.
4. The legal firm relocated to downtown Minneapolis and hired 20 new employees.
5. Jane’s total 2014 GED® score indicates thorough test preparation and documents diploma completion.
6. The custodian’s role includes sweeping floors, cleaning bathrooms, and emptying wastebaskets.
Student Exercise 10 B
3. Adult citizens register and vote at neighborhood polling sites.
4. The 2014 GED© testing site opens at 9 AM and closes at 5 PM.
5. Jim’s lack of computer skills is a constraint and limits his employability.
6. The repair manual provides a clear sequence of directions and is easy to follow.

Student Exercise 11
3. I walk to the bus stop every morning and ride the bus to work.
4. My friend is always late and gets places last.
5. Mike digs a big hole, plants a tree, and sits in the shade.
6. The earth goes around the sun and is warmed by the heat.

Student Exercise 12 A
3. Juan’s new job involves many new processes and requires lots of training.
4. Science period lasts from 9 AM to 10 AM and covers biology and chemistry.
5. The police carefully searched the scene of the crime and found evidence supporting their suspicions.
6. The estimate for new flooring totals $600 and falls within our budget.

Student Exercise 12 B
3. Deb walks around the grocery store and fills her shopping cart with many items.
4. The hurricane blew suddenly across the island and left behind considerable damage.
5. The couple’s long-standing argument caused considerable hurt and destroyed their relationship.
6. Will you demonstrate how to change a flat tire and explain your method step-by-step?

Other Combinations
Strategy Three: Teacher Information

Strategy Three involves combining words or phrases (within predicates) from short sentences with the next common connector *but*, which has a different relationship than *and*.

- *And* shows addition and is used when meanings are related
- *But* shows contrast and is used when meanings are different

Contrasting words or phrases from the second sentence are added at the end of the first sentence - including *not* but excluding repeated linking/helping verbs such as *am, is, are, was, were, do, does, did, can, could, will, would, should, shall*. Adding commas is not necessary between just two contrasts or differences. No verbs or nouns are changed from singular to plural.

**Combine contrasting or different words or phrases – but not new linking/helping verbs**

A. The child likes cold cereal. The child dislikes hot cereal.
   The child likes cold cereal but dislikes hot cereal.

B. I enjoy action movies. I do not enjoy romance films.
   I enjoy action movies but not romance films.

C. His car is ten years old. His car has little to no rust.
   His car is ten years old but has little to no rust.

D. Ron owns a cell phone. Ron does not own a computer.
   Ron owns a cell phone but not a computer.

Strategy Three: Teacher Explanation

“We are now ready to use another common connector, *but*, to combine short sentences. We use *but* rather than *and* when sentence meanings are different. We combine the most of the different words from the second sentence into the first. We will not add commas or change words from singular to plural. The teaching/learning process (modeling, guided practice, independent work) is the same. In fact, some of the odd-numbered (Tier 1) Student Exercises are like those we combined with *and.*”
Strategy Three: Student Exercise 13

Tier 1 Words: there, are, day, in, I, made, a, did, not, buy, present, the, little, girl, love, color, pink, yellow, does, not, write, letter, send, this, open, front, door, back, is, more, water, in, less

1. **There are 30 days in April.** There are 31 days in May.
   Answer: There are 30 days in April but 31 in May.

2. **I made a birthday cake.** I did not buy presents.
   Answer: I made a birthday cake but did not buy presents.

3. **The little girl loves pink.** The little girl hates yellow.

4. **Max does not write letters.** Max sends emails.

5. **This key opens the front door.** This key does not open the back door.

6. **There is more water in lakes.** There is less water in ponds.
Strategy Three: Student Exercise 14 A (Unit 7, Lesson 1)

Tier 2 Words: require, structure, consistent, resident, survey

1. 2014 GED® tests similar subjects as GED 2002. 2014 GED® tests requires strong computer skills.
   Answer: 2014 GED® tests similar subjects as GED 2002 but requires strong computer skills.

2. The wall structure was slightly harmed by the flood. The wall structure was replaced for safety reasons.
   Answer: The wall structure was slightly harmed by the flood but replaced for safety reasons.

3. Parents of teenagers try to send consistent messages. Parents of teenagers are sometimes misunderstood.

4. The ABE student consistently attends class. The ABE student refuses to complete homework assignments.

5. Pat is a resident of southern Minnesota. Pat works across the border in northern Iowa.

6. The company mailed all of its customers a satisfaction survey. The company only received half of them back.
Strategy Three: Student Exercise 14 B (Unit 7, Lesson 2)

Tier 2 Words: final, category, layer, element, coordination

1. The driver was given a final warning about speeding. The driver continued to drive too fast.
   Answer: The driver was given a final warning about speeding but continued to drive too fast.

2. The singer performed her absolute best. The singer lost first place in the solo category.
   Answer: The singer performed her absolute best but lost first place in the solo category.

3. The construction crew expected to dig through layers of soft dirt. The construction crew found packed clay instead.

4. A comedy presents elements of silliness and humor. A comedy does not present elements of sadness and fear.

5. Florida’s challenging weather element is high humidity. Florida’s challenging weather element is not bitter cold.

6. Len coordinated food for the employee picnic. Len did not coordinate activities for the employee picnic.
Strategy Three: Student Exercise 15

Tier 1 Words: the, mother, goes, to, school, at, night, work, day, can, walk, in, the, city, must, be, on, a, they, saw, farm, see, change, his, after, work, same, clothes, call, me, at, home, only, school, earth, is, land, water

1. The mother goes to school at night. The mother works during the day.
   Answer: The mother goes to school at night but works during the day.

2. Dogs can walk in the city park. Dogs must be on a leash.
   Answer: Dogs can walk in the city park but must be on a leash.

3. They saw cows on the farm. They did not see pigs and chickens on the farm.

4. Ben changes his shoes after work. Ben wears the same clothes.

5. Call me at home. Only text me at school.

6. The earth is 1/3 land. The earth is 2/3 water.
Strategy Three: Student Exercise 16 A (Unit 8, Lesson 1)

**Tier 2 Words:** affect, range, restricted, conclusion, function

1. **The long recession greatly affected home prices.** The long recession **had a smaller effect on grocery costs.**
   
   **Answer:** The long recession greatly affected home prices but had a smaller effect on grocery costs.

2. **Gas prices tend to range widely in rural population areas.** Gas prices do **not tend to range in urban population areas.**
   
   **Answer:** Gas prices tend to range widely in rural population areas but not urban.

3. **The cattle roam the range freely.** The cattle **are restricted within the owner’s property.**

4. **A secure apartment building restricts visitors.** A secure apartment building **allows entry with permission.**

5. **The scientist’s conclusions were based on evidence.** The scientist’s conclusion was not accepted by other researchers.

6. **The function of a GPS is to give safe directions.** The function of a GPS is not to give dangerous shortcuts.
Strategy Three: Student Exercise 16 B (Unit 8, Lesson 2)
Tier 2 Words: benefit, source, approach, individual, maximum

1. Ted’s medical insurance controls his emergency care. Ted’s medical insurance does not control his clinic visits.
Answer: Ted’s medical insurance controls his emergency care but not clinic visits.

2. His increased job demands became a source of stress in December. His increased job demands decreased by January.
Answer: His increased job demands became source of stress in December but decreased by January.

3. The passenger plane approached the airport runway. The passenger plane was not cleared for landing.

4. The zookeeper will approach the lion slowly. The zookeeper will inject the antibiotic quickly.

5. Single persons file individual tax returns. Single persons may earn income from more than one job.

6. Dave drives the maximum speed on country roads. Dave does not drive the maximum speed on city streets.
Strategy Three: Student Exercise 17

Tier 1 Words:  a, good, time, is, not, at, the, said, yes, to, first, no, second, took, out, their, book, not, man, old, black, new, white, know, your, friend, last, name, you, told, me, your, house, number, color

1. A good time is 10 AM on Monday. A good time is not 10 AM on Tuesday.
Answer: A good time is 10 AM on Monday but not Tuesday.

2. The boss said yes to the first question. The boss said no to the second question.
Answer: The boss said yes to the first question but no to the second.

3. The students took out their books. The students did not take out their notebooks.

4. Jose wears old black pants. Jose wears a new white shirt.

5. I know your friend’s first name. I forget his last name.

6. You told me your house number. You did not tell me your house color.
Strategy Three: Student Exercise 18 A (Unit 9, Lesson 1)

**Tier 2 Words:** create, authority, income, financial, response

1. The author created the children's story. The author did not draw the illustrations.
   **Answer:** The author created the children’s story but did not draw the illustrations.

2. The police had authority to ask questions. The police did not have authority to arrest suspects in the investigation.
   **Answer:** The police had authority to ask questions but not arrest suspects in the investigation.

3. The client requested a transfer from savings to checking. The client forgot to sign the authorization form.

4. The family’s income was enough for rent and utilities. The family’s income was not enough for food and clothing.

5. Kris needed sound financial advising. Kris could not afford the advisor’s hourly rate.

6. The guest’s response to the invitation was sent on time. The guest’s response to the invitation got lost in the mail.
Strategy Three: Student Exercise 18 B (Unit 9, Lesson 2)
Tier 2 Words: construction, design, obtain, injury, comment

1. The two-story house was a new construction. The two-story house was built in an older neighborhood.
   Answer: The two-story house was a new construction but built in an older neighborhood.

2. The author easily constructed the book’s plot. The author struggled with character development.
   Answer: The author easily constructed the book’s plot but struggled with character development.

3. The architect designed the Vikings stadium. The architect does not even like football!

4. Pang passed the oral and written citizenship exams. Pang had to wait to obtain the official forms.

5. The biker’s injury requires immediate surgery. The biker’s injury does not require a long recovery.

6. Your comment on the host’s meal was honest. Your comment on the host’s meal was impolite.
Strategy Three Answer Key

Student Exercise 13

3. The girl loves pink but hates yellow.
4. Max does not write letters but sends emails.
5. This key opens the front but not back door.
6. There is more water in lakes but less water in ponds.

Student Exercise 14 A

3. Parents of teenagers try to send consistent message but are sometimes misunderstood.
4. The ABE student consistently attends class but refuses to complete homework assignments.
5. Pat is a resident of southern Minnesota but works across the border in northern Iowa.
6. The company mailed all of its customers a satisfaction survey but only received half of them back.

Student Exercise 14 B

3. The construction crew expected to dig through layers of soft dirt but found packed clay instead.
4. A comedy presents elements of silliness and humor but not sadness and fear.
5. Florida’s challenging weather element is high humidity not bitter cold.
6. Len coordinated food for the employee picnic but not activities.

Student Exercise 15

3. They saw cows on the farm but not pigs and chickens.
4. Ben changes his shoes after work but wears the same clothes.
5. Call me at home but only text me at school.
6. The earth is 1/3 land but 2/3 water.

Student Exercise 16 A

3. The cattle roam the range freely but are restricted within the owner’s property.
4. A secure apartment building restricts visitors but allows entry with permission.
5. The scientist’s conclusions were based on evidence but not accepted by other researchers.
6. The function of a GPS is to give safe directions but not dangerous shortcuts.

Student Exercise 16 B

3. The passenger plan approached the airport runway but was not cleared for landing.
4. The zookeeper will approach the lion slowly but inject the antibiotic quickly.
5. Single persons file individual tax returns but may earn income from more than one job.
6. Dave drives the maximum speed on country roads but not city streets.
Student Exercise 17
3. The students took out their books but not notebooks.
4. Jose wears old black pants but a new white shirt.
5. I know your friend’s first name but forget his last.
6. You told me your house number but not color.

Student Exercise 18 A
3. The client requested a transfer from saving to checking but forgot to sign the authorization form.
4. The family’s income was enough for rent and utilities but not food and clothing.
5. Kris needed sound financial advising but could not afford the advisor’s hourly rate.
6. The guest’s response to the invitation was sent on time but got lost in the mail.

Student Exercise 18 B
3. The architect designed the Vikings stadium but does not even like football!
4. Pang passed the oral and written citizenship exams but had to wait to obtain the official forms.
5. The biker’s injury requires immediate surgery but not a long recovery.
6. Your comment on the host’s meal was honest but impolite.

Other Combinations
Strategy Four: Teacher Information

Strategy Four offers a choice between the connectors *and, but* and introduces pronouns, which replace subjects from the first sentence. As exercised in Strategies One, Two, and Three, *and* is used to combine short sentences with related or similar meanings; *but* is used for contrasting or different meanings. Related or contrasting words or phrases from the second sentence are added at the end of the first sentence - except for repeated linking/helping verbs. Adding commas is not necessary. No words are changed from singular to plural.

**Note:** Choosing the best connector and recognizing the role of pronouns (*I, he, she, it, you we, they*) may require extra teacher modeling and guided practice before students are ready to work independently.

**Combine related words or phrases with and** (*note pronoun replacement*)

A. Bob’s garage is filled with gardening supplies. It* is filled with sports equipment.
   Bob’s garage is filled with gardening supplies and sports equipment.

B. Road construction slows traffic. It* extends travel time.
   Road construction slows traffic and extends travel time.

**Combine contrasting words or phrases with but** (but not linking or helping verbs)

C. The newcomer family feels safe in Minnesota. They* do not feel comfortable.
   The newcomer family feels safe in Minnesota but not comfortable.

D. Ann is available to meet on Friday. She* is not available to meet on Thursday.
   Ann is available to meet on Friday but not Thursday.

Strategy Four: Teacher Explanation

“We are now ready for more challenging sentence combining exercises that involve choosing between the connectors *and, but*. We will use our knowledge from Strategies One, Two, and Three to choose the best connector and combine words or phrases from the second sentence into the first. Strategy Four also introduces the use of pronouns, which take the place of nouns or subjects in sentences. Because these changes are more complicated, I will only assign you to work on your own if and when you are ready.”
Strategy Four: Student Exercise 19

Tier 1 Words: I, must, go, to, the, get, food, got, home, he, did, not, earth, is, big, it, has, many, people, child, has, a, new, winter, coat, she, boot, your, idea, good, might, work, saw, box, on, could

1. I must go to the store. I must get food.
Answer: I must go to the store and get food.

2. Tim got home late. He did not miss dinner.
Answer: Tim got home late but did not miss dinner.

3. The earth is big. It has many people.

4. The child has a new winter coat. She has old boots.

5. Your idea is good. It might work.

6. Pam saw the box on the shelf. She could not get it.
Strategy Four: Student Exercise 20 A (Unit 10, Lesson 1)

Tier 2 Words: assess, context, method, policy, significant

1. A newborn’s weight is assessed by the number of pounds. It is assessed by the number of ounces.
   Answer: A newborn’s weight is assessed by the number of pounds and ounces.

2. The reading assessment took two long hours to finish. It was easy for most students.
   Answer: The reading assessment took two long hours to finish but was easy for most students.

3. That author writes books about historical contexts. He prefers to read science fiction.

4. Your method for solving algebra problems is simple. It is not always accurate.

5. Hiring policies must provide equal opportunity. They must be fair to all eligible applicants.

6. The Affordable Care Act was passed by Congress in 2010. It significantly changed healthcare access in the United States.
Strategy Four: Student Exercise 20 B (Unit 10, Lesson 2)

Tier 2 Words: involve, appropriate, feature, normal, relevant

1. Good enough parenting involves love. It takes time. It demands effort.
   Answer: Good enough parenting involves love, takes time, and demands effort.

2. It is appropriate to applaud frequently during a musical performance. It is not appropriate to talk loudly.
   Answer: It is appropriate to applaud frequently during a musical performance but not talk loudly.

3. The teenager was dressed inappropriately for school. She was sent home to change her clothes.

4. The adventure movie features famous actors. It was filmed at unknown locations.

5. Normal body temperature is about 98 degrees. It means a person is not fighting illness or infection.

6. The ABE teacher reads a relevant newspaper article to the class. She asks questions to check their understanding.
Strategy Four: Student Exercise 21

**Tier 1 Words:** the, man, can, speak, he, can, not, read, see, brown, do, house, number, take, good, home, yard, put, gas, in, his, car, week, month, woman, work, long, at, she, five, a, days, like, to, give, she, does

1. **The man can speak English.** He cannot read English.
   Answer: The man can speak English but cannot read.

2. **I see the brown house.** I do not see the number.
   Answer: I see the brown house but not the number.

3. **The owner takes good care of his home.** He takes good care of his yard.

4. **Ted puts gas in his car weekly.** He changes oil in his car monthly.

5. **The woman works long hours.** She works five days a week.

6. **His boss likes to give orders.** She does not like to answer questions.
Strategy Four: Student Exercise 22 A (Unit 11, Lesson 1)
Tier 2 Words: proceed, section, transfer, select, focus

1. Roundabouts require drivers to proceed cautiously. They do not require them to stop at intersections.
Answer: Roundabouts require drivers to proceed cautiously but not stop at intersections.

2. The large ABE program offers four sections of reading. It offers four sections of writing. It offers four sections of math.
Answer: The large ABE program offers four sections of reading, writing, and math.

3. The fruit bowl was filled with apple slices. It was filled with orange sections. It was filled with whole strawberries.

4. Tam rides two buses from his home to work. He transfers on Lake Street.

5. The youth baseball teams are selected by age. They are not selected by skill.

6. A focus on your goals will bring success. It will result in confidence.
Strategy Four: Student Exercise 22 B (Unit 11, Lesson 2)
Tier 2 Words: positive, alternative, rely, consequence, physical

1. The losing team kept a positive attitude. They put out their best game effort.
   Answer: The losing team kept a positive attitude and put out their best game effort.

2. The first alternative costs more money. It saves time and energy.
   Answer: The first alternative costs more money but saves time and energy.

3. The couple encountered a closed road on their vacation. They had to take an alternate route.

4. Carmen relies on her family for transportation. She more often calls friends for rides.

5. What is the consequence for missed classes? What is it for late homework?

6. Physical means related to the body. It does not mean related to the mind.
Strategy Four: Student Exercise 23

Tier 1 Words: his, father, is, old, in, year, got, a, new, job, the, city, make, more, money, ran, across, street, it, did not, get, by, car, take, your, took, some, man, like, good, that, children, grow, up, when, they, leave, home

1. His father is old in years. He is young in heart.
   Answer: His father is old in years but young in heart.

2. Jim got a new job in the city. He makes more money.
   Answer: Jim got a new job in the city and makes more money.

3. The cat ran across the street. It did not get hit by a car.

4. I did not take your credit card. I took some cash.

5. The man likes coffee. He likes tea. He likes cola.

6. It is good that children grow up. It is sad when they leave home.
Strategy Four: Student Exercise 24 A (Unit 12, Lesson 1)
Tier 2 Words: assist, commit, consume, journal, labor

1. The child expects his parents to assist with his homework. He needs frequent encouragement to finish.
   Answer: The child expects his parents to assist with his homework and needs frequent encouragement to finish.

2. Marriage is a public statement of love. It commits two people to each other.
   Answer: Marriage is a public statement of love and commits two people to each other.

3. Jon made a New Year’s commitment to eat less. He did not make a New Year’s commitment to exercise more.

4. A large-sized truck consumes many tanks of gas. It does not get high mileage per gallon.

5. The ABE teacher insisted her students to buy a writing journal. She insisted they bring it to class every day.

6. Hard labor is chopping tall stacks of firewood. It is not filing short piles of paper.
Strategy Four: Student Exercise 24 B (Unit 12, Lesson 2)
Tier 2 words: legislate, link, participate, text, vary

1. Our elected representatives meet in St. Paul. They legislate how Minnesota operates as a state.
Answer: Our elected representatives meet in St. Paul and legislate how Minnesota operates as a state.

2. The internet links us to people all over the world. It is not accessible to everyone.
Answer: The internet links us to people all over the world but is not accessible to everyone.

3. Meg must participate in a nine-month job training program. She must pass all of the chapter tests.

4. The English language learners participate in weekly conversation circles. They practice their listening and speaking skills.

5. The pre-GED science text uses complex vocabulary words. It provides simple definitions along the side.

6. The kindergarten teacher varies her classroom activities. She varies her teaching materials. She varies her lesson length.
Strategy Four Answer Key

Student Exercise 19
1. The earth is big and has many people.
2. The child has a new winter coat but old boots.
3. Your idea is good and might work.
4. Pam saw the box on the shelf but could not get it.

Student Exercise 20 A
3. That author writes books about historical contexts but prefers to read science fiction.
4. Your method for solving algebra problems is simple but not always accurate.
5. Hiring policies must provide equal opportunity and be fair to all eligible applicants.
6. The Affordable Care Act was passed by Congress in 2010 and significantly changed healthcare access in the United States.

Student Exercise 20 B
3. The teenager was dressed inappropriately for school and sent home to change her clothes.
4. The adventure movie features famous actors but was filmed at unknown locations.
5. Normal body temperature is about 98 degrees and means a person is not fighting illness or infection.
6. The ABE teacher reads a relevant newspaper article to the class and asks questions to check their understanding.

Student Exercise 21
3. The owner takes good care of his home and yard.
4. Ted puts gas in his car weekly but changes oil monthly.
5. The woman works long hours and five days a week.
6. His boss likes to give orders but not answer questions.

Student Exercise 22 A
3. The fruit bowl was filled with apple slices, orange sections, and whole strawberries.
4. Tam rides two buses from his home to work and transfers on Lake Street.
5. The youth baseball teams are selected by age but not skill.
6. A focus on your goals will bring success and result in confidence.
Student Exercise 22 B
3. The couple encountered a closed road on their vacation and had to take an alternate route.
4. Carmen relies on her family for transportation but more often calls friends for rides.
5. What are the consequences for missed classes and late homework?
6. Physical means related to the body but not the mind.

Student Exercise 23
3. The cat ran across the street but did not get hit by a car.
4. I did not take your credit card but took some cash.
5. The man likes coffee, tea, and cola.
6. It is good that children grow up but sad when they leave home.

Student Exercise 24 A
3. Jon made a New Year’s commitment to eat less but not exercise more often.
4. A large-sized truck consumes many tanks of gas but does not get high mileage per gallon.
5. The ABE teacher insisted her students buy a writing journal and bring it to class every day.
6. Hard labor is chopping tall stacks of wood but not filing short piles of paper.

Student Exercise 24 B
3. Meg must participate in a nine-month job training program and pass all of the chapter tests.
4. The English language learners participate in weekly conversation circles and practice their listening and speaking skills.
5. The pre-GED science text uses complex vocabulary words but provides simple definitions along the side.
6. The kindergarten teacher varies her classroom activities, teaching materials, and lesson length.

Other Combinations
Strategy Five: Teacher Information

**Strategy Five** involves combining words or phrases (subjects, objects, verbs, or predicates) from short sentences with *or*, which has a different relationship than the connectors *and*, *but*.

- *Or* shows *choice* and is most often used when short sentences offer one or more options. Sometimes *or* is used to further explain, rephrase, or correct the first sentence.

Choice words or phrases from the second (and sometimes third) sentence are combined at the beginning, middle, or end of the first. This depends on whether the choice is between subjects (beginning), verbs (middle), objects, or predicates (middle or end). Repeated linking/helping verbs that indicate *choice* (*may, might, can, could, will, would, should*) are dropped. Sometimes commas are added but no words are changed from singular to plural.

**Note:** Although *and* works for some combinations, clarify the presence of *choice or option*.

A. **Kris** will represent MN ABE at the national conference in New York. **Mel** will represent MN ABE at the national conference in New York.
   **Kris or Mel** will represent MN ABE at the national conference in New York.

B. Please email me your final answer by Friday. Please text me your final answer by Friday.
   Please email or text me your final answer by Friday.

C. The Mexican restaurant’s daily special will be fish tacos. It will be beef enchiladas. It will be chicken burritos.
   The Mexican restaurant’s daily special will be fish tacos, beef enchiladas, or chicken burritos.

D. The judge may sentence the offender to 1 year in jail. He may order 3 years of probation.
   The judge may sentence the offender to 1 year in jail or order 3 years of probation.

**Strategy Five: Teacher Explanation**

“We are now ready to use a third connector, *or*, to combine short sentences. We use *or* most often when sentence meanings offer a choice and sometimes when they provide further explanation. We combine choice words or phrases from the second (and sometimes third) sentence into the first - except for linking/helping verbs such as *may, might, can, could, will, would, should*. We may add commas but will not change words from singular to plural. The teaching/learning process (modeling, guided practice, independent work) is the same.”
Strategy Five: Student Exercise 25

Tier 1 Words: I, can, tell, you, my, number, now, call, might, go, to, the, on, do, like, best, house, need, be, clean, man work, more, morning, cut

1. I can tell you my phone number now. I can call you later.
   Answer: I can tell you my phone number now or call you later.

2. Rick might go to the meeting on Monday. Ron might go to the meeting on Monday.
   Answer: Rick or Ron might go to the meeting on Monday.

3. Do you like spring best? Do you like summer best?

4. The house needs to be cleaned on Saturday. It needs to be cleaned on Sunday.

5. The man can work more hours in the morning. He can work more hours in the afternoon.

6. You can cut the birthday cake. You can serve the birthday cake.
**Strategy Five: Student Exercise 26 A (Unit 13, Lesson 1)**

**Tier 2 Words:** constant, convention, credit, criteria, ensure

1. *Are you mostly bothered by the constant commotion of New York City?* Are you mostly bothered by the *continuous noise* of New York City?
   
   **Answer:** *Are you mostly bothered by the constant commotion or continuous noise of New York City?*

2. *The recovering patient did not require constant care.* He did not require 24/7 nursing attention.
   
   *The recovering patient did not require constant care or 24/7 nursing attention.*

3. *The traveling salesman may attend the convention in Minneapolis.* He may attend the convention in *Saint Paul.*

4. *Loan applicants must prove strong payment histories.* They must receive high credit scores.

5. *The passing criteria for the written driver’s test may be 75% correct.* It may be 80% correct.

6. *Parents of teenagers cannot always ensure safe situations.* They cannot always count on smart decision-making.
Strategy Five: Student Exercise 26 B (Unit 13, Lesson 2)
Tier 2 Words: institute, invest, proportion, sector, strategy

1. Will you attend the one-day institute on Monday? Will you attend it on Tuesday?
   Answer: Will you attend the one-day institute on Monday or Tuesday?

2. The ABE program may wait to institute the new attendance policy until September. They may wait until October.
   Answer: The ABE program may wait to institute the new attendance policy until September or October.

3. Volunteers can invest time in an organization. They can invest money in an organization.

4. The proportion of sugar for the cookie recipe may be 1/2 cup. It may be 1/3 cup.

5. A possible source of entry-level jobs is small companies. A possible source of entry-level jobs is the public sector.

6. Questioning is an excellent strategy to improve reading comprehension. Summarizing is an excellent strategy to improve reading comprehension.
Strategy Five: Student Exercise 27

Tier 1 Words: will, you, bring, your, leave, it, in, the, car, please, stand, back, along, she, only, has, time, to, walk, around, call, on, morning, I, want, your, help, all, day, did, say, yes, my, no

1. Will you bring your purse? Will you leave it in the car?
Answer: Will you bring your purse or leave it in the car?

2. Please stand in the back of the room. Please stand along the sides.
Please stand in the back of the room or along the sides.

3. She only has time to walk around the lake. She only has time to walk around the park.

4. Jack will call you back on Monday morning. Jill will call you back on Monday morning.

5. I want your help all day Friday. I want your help all day Saturday.

6. Did you say yes to my question? Did you say no to my question?
Strategy Five: Student Exercise 28 A (Unit 14, Lesson 1)

Tier 2 Words: component, contribute, core, corporate, illustrate

1. An important component of a paragraph is the topic sentence. An important component of a paragraph is a statement describing the main idea.
   Answer: An important component of a paragraph is the topic sentence or a statement describing the main idea.

2. Donors are encouraged to contribute $1000 to support services for children. They are encouraged to contribute to support services for adults.
   Answer: Donors are encouraged to contribute $1000 to support services for children or adults.

3. Mick’s parents suggested he contribute $10 a month to his savings account. They suggested he contribute $20 a month.

4. The Green Line links commuters to the core of Minneapolis. It links commuters to the core of Saint Paul.

5. Corporate board members can choose a yearly salary. They can choose a share of the company’s profits.

6. I need you to illustrate how to change a tire. I need you to show me step-by-step.
Strategy Five: Student Exercise 28 B (Unit 14, Lesson 2)
Tier 2 Words: fund, outcome, partnership, philosophy, scheme

1. The researcher hopes to receive funding from the federal government. He hopes to receive funding from state resources.
   Answer: The researcher hopes to receive funding from the federal government or state resources.

2. Regular purchases of lottery tickets can result in positive outcomes. They can be a total waste of money.
   Answer: Regular purchases of lottery tickets can result in positive outcomes or be a total waste of money.

3. The doctor expects a positive outcome from bypass surgery. He expects better heart health for his patient.

4. Long-term illness can strengthen a marriage partnership. It can weaken a marriage partnership.

5. Clare’s philosophy of life is to forgive and forget. Her philosophy of life is to move beyond arguments and hurts.

6. My friend’s latest money-making scheme may succeed. It may fail.
Strategy Five Answer Key

Student Exercise 25
3. Do you like spring or summer best?
4. The house needs to be cleaned on Saturday or Sunday.
5. The man can work more hours in the morning or afternoon.
6. You can cut or serve the birthday cake.

Student Exercise 26 A
3. The traveling salesman may attend the convention in Minneapolis or Saint Paul.
4. Loan applicants must prove strong payment histories or receive high credit scores.
5. The passing criteria for the written driver’s test may be 75% or 80% correct.
6. Parents of teenagers cannot always ensure safe situations or count on smart decision-making.

Student Exercise 26 B
3. Volunteers can invest time or money in an organization.
4. The proportion of sugar needed for the cookie recipe may be 1/2 or 1/3 cup.
5. A possible source of entry-level jobs is small companies or the public sector.
6. Questioning or summarizing is an excellent strategy to improve reading comprehension.

Student Exercise 27
3. She only has time to walk around the lake or park.
4. Jack or Jill will call you back on Monday morning.
5. I want your help all day Saturday or Sunday.
6. Did you say yes or no to my question?

Student Exercise 28 A
3. Mick’s parents suggested he contribute $10 or $20 a month to his savings account.
4. The Green Line links commuters to the core of Minneapolis or Saint Paul.
5. Corporate board members can choose a yearly salary or share of the company’s profits.
6. I need you to illustrate how to change a tire or show me step-by-step.

Student Exercise 28 B
3. The doctor expects a positive outcome from bypass surgery or better heart health for his patient.
4. Long-term illness can strengthen or weaken a marriage partnership.
5. Clare’s philosophy of life is to forgive and forget or move beyond arguments and hurts.
6. My friend's latest money-making scheme may succeed or fail.
Strategy Six: Teacher Information

Strategy Six involves combining sentences (not always so short) with the final connector of this resource, so. Compared to the previous five strategies, there are several important differences:

- **So** shows cause and effect and used most often when the first sentence (cause) relates to the outcome of the second (effect). Sometimes so is used when the second sentence refines or corrects the first.
- When combining with so, the entire first and second sentences are combined and a comma is added after the first or before so and the second.
- Because Strategy Six sentence combinations have two independent clauses, they are of compound structure (rather than simple).

Combine both sentences (no underlining is provided, but note comma placement)

A. The weather on Sunday was rainy and cold. The family enjoyed an indoor picnic.
   The weather on Sunday was rainy and cold, so the family enjoyed an indoor picnic.

B. Fewer students attend ABE in the summer. The program only offers classes in the morning.
   Fewer students attend ABE in the summer, so the program only offers classes in the morning.

C. A crew will remove the bridge over the weekend. All drivers must follow the detour.
   A crew will remove the bridge over the weekend, so all drivers must follow the detour.

D. The college is remodeling several old buildings. The faculty will relocate to different offices.
   The college is remodeling several old buildings, so the faculty will relocate to different offices.

Strategy Six: Teacher Explanation

“We are now ready to use the fourth and final connector of Tiered Sentence Combining, so, to combine sentences. We use so most often when sentence meanings show a cause and effect relationship. Sometimes we use so when the second sentence tells more or corrects the second. We combine the entire first and second sentences and place a comma before so. Because all words and phrases are combined, there are no underlined cues. For this first time, all of the sentence combinations are of compound (rather than simple) structure.”
Strategy Six: Student Exercise 29

Tier 1 Words: it, is too, far, to, walk, your, house, I, will, ride, the, can, not, until, end, of, his, work, two, more, children, were, after, a, long, day, put, them, to, bed, early, always, for, him, three, very, old, need, take, my, hand, are, full, please, open, door

1. It is too far to walk to your house. I will ride the bus.
   Answer: It is too far to walk to your house, so I will ride the bus.

2. Hank cannot stay until the end of his shift. I will work two more hours.
   Answer: Hank cannot stay until the end of his shift, so I will work two more hours.

3. The children were tired after a long day. Their parents put them to bed early.

4. Pete is always late for work. His boss fired him after three months.

5. The steps are very old. You need to take care.

6. My hands are full. Can you please open the door?
Strategy Six: Student Exercise 30 A (Unit 15, Lesson 1)

Tier 2 Words: approach, flimsy, code, conference, document

1. The dog was growling and snarling at the edge of the sidewalk. The pedestrian chose a cautious approach.
   Answer: The dog was growling and snarling at the edge of the sidewalk, so the pedestrian chose a cautious approach.

2. The GED student wants to pass all five tests in six months. His study approach has to be serious.
   Answer: The GED student wants to pass all five tests in six months, so his study approach has to be serious.

3. The new gardening tools turned out to be flimsy. The customer returned them to the hardware store.

4. The English language includes many roots from Latin and Greek. Learning the code for reading and spelling words can be challenging.

5. Senator Franken is required to attend a conference in California. His assistant will make flight and hotel arrangements.

6. A will is an important legal document. Secure storage is necessary.
Strategy Six: Student Exercise 30 B (Unit 15, Lesson 2)

Tier 2 Words: interaction, shift, specify, task, volume

1. The police were told to improve their relationship in the neighborhood. They increased interactions with residents.  
   **Answer:** The police were told to improve their relationship in the neighborhood, so they increased interactions with residents.

2. Frank is already working the morning shift. Another employee will cover the open afternoon shift.  
   **Answer:** Frank is already working the morning shift, so another employee will cover the open afternoon shift.

3. A strong cold front shifted south from Canada. A thunderstorm warning was announced for northern Minnesota.

4. The hostess specified the times for drinks and dinner. Her guests knew when to arrive at the party.

5. The wife made a list of household tasks. Her husband could help with them over weekend.

6. The volume on the video is too loud. The teacher turns it down to a more comfortable level.
Strategy Six: Student Exercise 31

Tier 1 Words: the, town, is, very, small, there, no, stop, had, work, late, he, will, eat, about, lots, of, people, are, take, time, to, get, our, food, ten, us, going, we, two, car, wind, turn, cold, I, close, want, see, your, eyes, please, and, face, me

1. The town is very small. There is no stop light.
   Answer: The town is very small, so there is no stop light.

2. Jeff has to work late. He will eat dinner about 9 PM.
   Answer: Jeff has to work late, so he will eat dinner about 9 PM.

3. Lots of people are in line. It will take time to get our food.

4. Ten of us are going to the game. We will take two cars.

5. The wind is turning cold. I will close the windows.

6. I want to see your eyes. Please turn and face me.
Strategy Six: Student Exercise 32 A (Unit 16, Lesson 1)
Tier 2 Words: significant, priority, qualify, certain, duplicate

1. The rainfall amount in June of 2014 was significant. Flood watches were issued around the state.

Answer: The rainfall amount in June of 2014 was significant, so flood watches were issued around the state.

2. Many adults deal with multiple work and family demands. Priority decision-making can be very stressful.

Answer: Many adults deal with multiple work and family demands, so priority decision-making can be very stressful.

3. The couple did not receive a high enough credit rating. They did not qualify for a car loan from their bank.

4. Steve was not certain about the time of his dentist appointment. He called the dental office.

5. An online shopper is looking for a certain product. She has to browse several websites.

6. The human resources department requires two forms of identification on file. You need to bring duplicates of your cards.
Strategy Six: Student Exercise 32 B (Unit 16, Lesson 2)
Tier 2 Words: advance, effective, enhance, valid, substantial

1. Supervisors approve all vacation requests. Employees should ask for time off in advance.  
Answer: Supervisors approve all vacation requests, so employees should ask for time off in advance.

2. Lots of germs are picked up by touching things. An effective prevention is frequent hand washing.  
Answer: Lots of germs are picked up by touching things, so an effective prevention is frequent hand washing.

3. The ABE teacher wants to enhance her writing instruction. She attends a series of teaching workshops.

4. Jake’s employer required a valid excuse for his 5-day sick leave. He had to get a note from his doctor.

5. The research assistant’s results were not considered valid by the project leader. He had to start from the beginning.

6. The fine for speeding in Minnesota is substantial. The choice to obey the speed limit is safe and smart.
Strategy Six Answer Key

Student Exercise 29
3. The children were tired after a long day, so their parents put them to bed early.
4. Pete is always late for work, so his boss fired him after three months.
5. The steps are very old, so you need to take care.
6. My hands are full, so can you please open the door?

Student Exercise 30 A
3. The new gardening tools turned out to be flimsy, so the customer returned them to the hardware store.
4. The English language includes many roots from Latin and Greek, so learning the code for reading and spelling words can be challenging.
5. Senator Franken is required to attend a conference in California, so his assistant will make flight and hotel arrangements.
6. A will is an important legal document, so secure storage is necessary.

Student Exercise 30 B
3. A strong cold front shifted south from Canada, so a thunderstorm warning was announced for northern Minnesota.
4. The hostess specified the times for drinks and dinner, so her guests knew when to arrive at the party.
5. The wife made a list of household tasks, so her husband could help with them over the weekend.
6. The volume of the video is too loud, so the teacher turns it down to a more comfortable level.

Student Exercise 31
3. Lots of people are in line, so it will take time to get our food.
4. Ten of us are going to the game, so we will take two cars.
5. The wind is turning cold, so I will close the windows.
6. I want to see your eyes, so please turn and face me.
Student Exercise 32 A

3. The couple did not receive a high enough credit rating, so they did not qualify for a car loan from their bank.
4. Steve was not certain about the time of his dentist appointment, so he called the dental office.
5. The online shopper is looking for a certain product, so she has to browse several websites.
6. The human resources department requires two forms of identification on file, so you need to bring duplicates of your cards.

Student Exercise 32 B

3. The ABE teacher wants to enhance her writing instruction, so she attends a series of teaching workshops.
4. Jake’s employer required a valid excuse for his 5-day sick leave, so he had to get a note from his doctor.
5. The research assistant’s results were not considered valid by the project leader, so he had to start from the beginning.
6. The fine for speeding in Minnesota is substantial, so the choice to obey the speed limit is safe and smart.
Practical Ideas from the Author

1. Present most or all TSC strategies and exercises during regular, small or large group reading or writing lessons.

2. Present a few TSC tasks as warm-ups or “sentence combinations of the day” before reading or writing classes.

3. Present a few TSC tasks as quick fill-ins between reading and writing lessons or classes.

4. TSC Tier 2 exercises are aligned with the Vocabulary Units and Lessons available from ATLAS at http://atlasabe.org/resources/ebri/ebri-vocabulary. Complete the aligned exercise after each reading vocabulary lesson as an integrated writing activity.

5. Include TSC exercises or a few tasks as part of daily or weekly student journaling activities.

6. Apply taught and known TSC strategies to authentic student-written sentences or paragraphs in need of combining.

Practical Ideas from Practitioners

1. Emphasize that short sentences are not “wrong” and do have a place in writing (see page 10). However, good writers add flavor to their writing by mixing up sentence length and structures.

2. Emphasize that the purpose of TSC is to begin writing longer, varied, and more interesting sentences. There are many other ways to combine short sentences.

3. If students ask for more grammar instruction, explain that sentence combining teaches them grammar in context that they can apply to their own writing.

4. Eliminate and, but, or, so from leveled reading text. Have students insert the appropriate connector and fix the sentences.

5. “Un- or decombine” leveled reading text into short sentences. Have students “recombine” with connectors and compare to the original paragraph or passage.

6. After TSC instruction, have students skim or scan leveled reading text and check off (or count) usage of and, but, or, so.

7. Integrate TSC with Four Square Writing, another TEAL-recommended intervention to develop and expand writing skills.
8. Modify TSC exercises or create new exercises that are subject- or content-specific for GED preparation.

9. Create TSC writing task cards for students to work on independently or in pairs.

10. Write TSC short sentences and connectors on note cards. Have students physically move the cards into longer sentences and write the combined sentences.

11. Write TSC short sentences and connectors on multi-colored strips. Have students physically place themselves in order at the front of the room. Write the combined sentences together on the board.

12. After instruction and practice with each TSC strategy, make an abbreviated resource for students to keep in their writing binders.

13. Write TSC short sentences on the board side by side. Have students combine them in more than one (correct) way.

14. Use TSC Tier 2 exercises with college-bound students struggling to pass the Accuplacer test.
References

*Academic Word List*


*Fry’s Instant or First 300 Words List*
Retrieved from [http://lincs.ed.gov/readingprofiles/resources.htm](http://lincs.ed.gov/readingprofiles/resources.htm)


