



Building Sentences

Sentences and Sentence Patterns

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Developing Sentences and Sentence Patterns

Syntax or sentence formation is the basis of written language. In order to become more effective writers, students need to have a good understanding of English syntax. Discussing and modeling sentence structures can:

- Make students aware of the sentence patterns that exist in the English language
- Give students a vocabulary for talking about elements of language and for talking about their specific writing problems
- Help students use word order patterns to make meaning as they read even if they do not understand all of the vocabulary
- Expose students to the many possibilities of English syntax beyond the basic structures.

Students need to understand that English language sentences are based on common "kernel" sentences. Three basic sentence patterns (common kernels) in English are:

- S-V (Subject-Verb): Subject and intransitive verb. *Trevor drives. He works.*
- S-V-O (Subject-Verb-Object): Subject, transitive verb, and direct object. *The driver delivered the pizza.*
This pattern is sometimes complicated by the insertion of an indirect object (e.g., *Trevor told his boss a story.*) and by object complements (e.g., *The pizza made Trevor famous.*).
- S-LV-C (Subject-Linking Verb-Complement): Subject, linking verb, and predicate noun or predicate adjective. *Pizzas are Italian. Pizzas are nutritious.*

The following chart shows commonly used sentence patterns that all students should be proficient in using. The examples demonstrate a simple pattern as well as the addition of specific parts of speech to make the sentences more effective.

Sentences: Basic Patterns

Basic Sentence Patterns	Examples
S + V	Customers complain <i>Angry</i> customers complain.
S + V + O	The manager helped us. The manager helped us <i>gladly</i> .
S + V + N	Her decision was a mistake. Her decision was a <i>terrible</i> mistake.
S + V + ADJ	My friend looked pale. My friend looked <i>suddenly</i> pale.
S + V + ADV	Flowers are everywhere. <i>Beautiful</i> flowers are everywhere.
S + V + IO + O	Her cousin showed visitors the capital. Her cousin <i>often</i> showed visitors the capital.
S + V + DO + OC	They called the benefactor a saint. They called the <i>anonymous</i> benefactor a saint.
S + V + DO + ADJ	We painted the house green. We painted the house green <i>for the first time</i> .

S = Subject
V = Verb
ADJ = Adjective
ADV = Adverb

O = Object
IO = Indirect Object
OC = Object Complement

It's Your Turn!

Create a sentence using each of the following sentence patterns.

Basic Sentence Patterns	My Sentences
S + V	
S + V + O	
S + V + N	
S + V + ADJ	
S + V + ADV	
S + V + IO + O	
S + V + DO + OC	
S + V + DO + ADJ	

3. Another way to enlarge sentence patterns is to use a subordinating word before one sentence pattern. Although several subordinates can be used with several different sentence patterns, a conventionally written sentence always has at least one sentence pattern without a subordinate word. The subordinate words are *if*, *because*, *when*, *where*, *while*, *since*, *after*, *before*, *until*, and other words that act like them. They usually make complex sentences.

[Subordinate word + sentence pattern], [sentence pattern]

Since Jack was hurt, Mary was crying. (note comma)
While Jack bunted the ball, the third baseman came up to make the play.
Although Mary gave Jack the answers, he failed the test.

[Sentence pattern] [subordinate word + sentence pattern]

Mary was crying *since* Jack was hurt. (notice there is no comma)
The third baseman came up to make the play *while* Jack bunted the ball.
Jack failed the test *although* Mary gave him the answers.

4. Another small group of subordinating words (who, whose, whom, which, that); called relative pronouns, introduce subordinate clauses functioning as adjectives.

Noun: [Subordinate word + sentence pattern]: verb:

Mary, *who* is my cousin, laughed.
The girl *who* is laughing is my cousin.

Sentence pattern:

I knew
Jerry heard
I met the girl

Subordinate word:

whom
that
who

Sentence pattern:

you meant.
she was his cousin.
is his cousin.

A Writer's Vocabulary Checklist Questions for Revision

Combining

1. Do I repeat the same dull openings, e.g., I, the, and then, etc.?
2. Which sentences can I combine to make them more interesting for my audience?

Rearranging

1. Which sentences can I rearrange to avoid repeating the same dull sentence beginnings?
2. Am I emphasizing key ideas by placing them in a position of importance--beginning or end of a sentence? If not, how can I rearrange the sentence?

Subtracting

1. Where did I pad my sentences by adding empty or dead words to fill up space?
2. Did I get off the topic? Where should I subtract unnecessary words or ideas?

Expanding

1. Where do I need to expand with journalistic questions--Who? What? When? Where? How? Why?--to support my main ideas?
2. Did I skip information my audience needs to know? Where should I expand?

ARMS: An Easy Way to Revise

- **A**dd words, phrases, or more information to help make your points clear and easy for the reader to understand. Add transition words, phrase, or sentences to tie your thoughts and paragraphs together.
- **R**emove words that repeat themselves and information that does not relate to the main idea of your sentence, paragraph, or to the topic of the composition.
- **M**ove around words, phrases, sentences, or even whole paragraphs in order to keep your ideas clear and flowing toward a logical conclusion.
- **S**ubstitute words with more exact words or phrases that express what you want to say more clearly.

Sentence Errors

Writing requires an understanding of certain sentence conventions. It demands that students consolidate ideas through coordination and subordination and generally state their ideas as clearly and succinctly as possible in an appropriate order. Maxwell and Meiser (1997) identify the major errors noted in sentence structure as:

- Trying to say too much in one structure, thus creating a tangled, confused sentence
- Writing a series of short, choppy sentences which are unconnected and often redundant
- Including more than one main idea, thus making the relationship between ideas unclear
- Writing non-sentences or fragments.

Other common sentence errors that cause students problems, include:

- Vague pronoun reference
- Wrong or missing preposition
- Comma splice
- Tense shift
- Unnecessary shift in person
- Wrong tense or verb form
- Lack of subject-verb agreement
- Pronoun agreement error
- Dangling or misplaced modifier (Connors & Lunsford, 1988)

Additional errors are related to punctuation (e.g., no comma after an introductory element; no comma in a compound sentence; no comma in a non-restrictive element; possessive apostrophe error; lack of comma in series; unnecessary comma with restrictive element) or word choice (e.g., wrong word, its/it's).

The Twelve Most Frequent Errors in Grammar and Punctuation

Error	Example
Fragment (Ex. Considering the theme of imprisonment in Atwood's <i>Life Before Man</i> .)	
Comma Splice (Ex. Joey went to the grocery store, he needed to buy eggs for supper.)	
Comma Missing Between Independent Clauses (Ex. Perhaps no budget is without some fat but university officials argue that their unique function requires special standards of evaluation.)	
Comma Missing After Introductory Clause or (in Some Cases) Phrase (Ex. When it comes to eating people differ in their tastes.)	
Misuse of Semicolon or Colon (Ex. Some people write with a word processor others write with a pen or pencil. Because cows smell; they offend me.)	
Comma Missing to Set Off Interrupter (Ex. I wake up early even on the weekends for a walk.)	
Comma Missing with Nonrestrictive Clause or Comma Inserted with Restrictive Clause (Ex. Professor Villa who used to be a secretary for the President can type 132 words a minute.)	
Apostrophe Error (Ex. In the current conflict its uncertain who's borders their contesting.)	
Quotation Error (Ex. Look out for the truck! John shouted. You're in the wrong lane.)	
Unparallel Structure (Ex. Many people consider it impossible for us to comprehend these things and that they are unimportant anyway.)	
Number Shift (Ex. Aunt Hilda, as well as her pet dachshund, are coming to the party.)	
Misplaced Modifier (Ex. The professor posted the notes for the students covered in class.)	

Adapted from Bentley College List. Retrieved from the World Wide Web on 04/07/06 at:
<http://ecampus.bentley.edu/dept/en/index/resource.htm>.

Sentence Pattern Exercise

Directions: In the blank, identify the sentence pattern according to this code:

S V (Subject – Verb)

S V DO (Subject - Verb - Direct Object)

S V IO DO (Subject - Verb - Indirect Object - Direct Object)

S V SC (Subject - Verb (Linking Verb) – Subject Complement)

- _____ 1. Some of my friends did come to the Christmas party.
- _____ 2. Some of my friends gave a Christmas party at a big hotel.
- _____ 3. Some of my friends were sorry about missing the Christmas party.
- _____ 4. Some of my friends gave me a bon voyage party.
- _____ 5. Some of my friends gave the office party a bad name.
- _____ 6. The four-day work week may soon be a reality.
- _____ 7. Many people now work a full seven-day week.
- _____ 8. To many people, the idea of more leisure time is appealing.
- _____ 9. Labor unions will consider the four-day work week.
- _____ 10. Long holiday weekends now give people a taste of more leisure time.
- _____ 11. A reduced work week would provide more jobs for those now unemployed.
- _____ 12. For some people, the four-day work week will remain a dream for a long time.
- _____ 13. Some experiments will evaluate the four-day work week.
- _____ 14. Employee dissatisfaction creates alarming conditions.
- _____ 15. The four-day work week could conceivably give us too much free time.

Sentence Rummy

(Adapted from an idea by Scholastic, Inc.)

This activity makes a game out of writing complete sentences.

Directions:

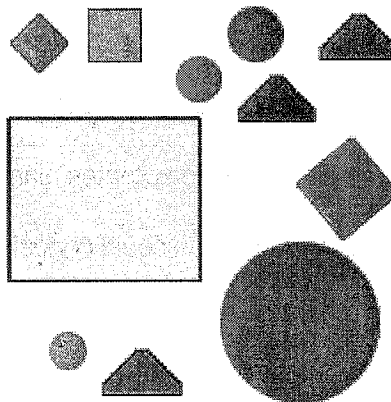
1. Students, as a class, suggest words to place into four lists:
 - o nouns
 - o adjectives
 - o verbs
 - o adverbs
2. One student should write the words on the chalkboard. There should be at least ten words for each list.
3. Another student should copy each word onto a separate index card. You will need at least 52 cards. In addition to the 40 cards made from your lists, you will need five cards each for the words THE and A and two for AN.
4. Four students can play with one deck of cards at a time. Making multiple decks will allow all the members of a class to play.
5. Each student is dealt seven cards as in a regular game of Rummy.
6. In order to win a hand, a student must be able to form a complete sentence from the seven cards in his or her hand.
7. If a student does not have the right combination of cards to form a sentence, he/she is allowed to discard one card and choose another.

To add variety and make the game more challenging, try adding preposition and conjunction cards. As your students progress in their ability to play this game, up the number of cards per hand to eight, then nine, then ten. Just remember to add more cards to the deck.

Pattern Puzzle

Our minds are constantly organizing information. We naturally fit ideas and observations into patterns, and if something doesn't fit a recognizable pattern, we may be confused by it or not even notice it at all. Playing with patterns in the verbs you've been studying may help you to notice useful characteristics of the different verb forms.

1. Look at this jumble of shapes. On scrap paper, arrange them into some orderly pattern. It's easier, of course, to PRINT this page, and then cut out the shapes. If you don't have a color printer, you can work with the shapes in grey.



2. After two or three minutes, show your arrangement to other students and compare your different organizing patterns.
3. Now look at the jumble of sentences below. On scrap paper, arrange them into some orderly pattern.
4. After five minutes, show your arrangement to other students and compare your different organizing patterns. Try to explain why you arranged the sentences as you did and listen to other people's explanations. What does your arrangement show you about verbs? What do other people's arrangements show you about verbs?

We were waiting.	We wait.
We had waited.	We waited.
We will wait.	We are waiting.
We will be waiting.	We have waited.
We will have waited.	

The Champion Verbalizer

1. Make a team with two or three other people, and together pick one of the lettered lines below. Each team should pick a different line.
 - a. spatula, scraped, crust, oily, squirming, train.
 - b. bending, wrapped, blanket, stones, knife, children.
 - c. coats, cords, scarred, gnawing, bristly, insane.
 - d. tractor, natural, kicking, sky, road, soybean
 - e. fields, surrounded, giving, lawn, woods, way
 - f. certain, curve, hill, sphere, floating, cold
2. With your team, write a long sentence using the words in your line. You can add as many other words as you like, but the result must be a correctly constructed sentence. Use as many verbals as you can.
3. Stop after five minutes and count the words in your sentence. Count the verbals as well. Which team has the longest sentence? Which one used the most verbals?
4. The winning team in each category must read the sentence aloud and let the class judge whether the sentence is correctly constructed. If not, the team with the next highest count should try. Select winners.

Do the Following Exercises

Write a loose (cumulative) sentence at least twenty words long using each of the basic statements. Do not change the basic statement; just add to it.

- The moon rose.
- The man was dead.
- She liked the song.
- They had a good time.

Using the following basic statements, write four periodic sentences at least fifteen words long:

- Mary left the room.
- Hate is based on fear.
- The man was dead.

- The circus was his life.

Select four of the eight sentences you have just written and add details that will make each one a combination of the loose and the periodic.

Expand the subject on the sentence below:

- The old man shuffled out of sight.

Expand the verb of each of the following sentences.

- The girl walked across the playground.
- The boy talked about fishing.

Add a simple appositive to the noun at the end of each sentence below:

- He liked the car.
- John read the book.
- They listened to the lecture.
- He called the dog.

Using prepositional phrases and participles, add detail to each of the appositives in the four sentences you have just written. Make each sentence at least fifteen words long.

I Don't Know What to Write!

Directions:

Prepare the students for free writing by explaining that they should write whatever thoughts enter their head from the moment that the teacher says "go" to the moment he/she says "stop", even if it means writing and rewriting, *I don't know what to write. I don't know what to write.* When the pen or pencil hits the paper it does not stop for pauses, erasures, or corrections. Eventually, most students begin to focus and the writing flows.

Making Sentences Clear

Choose different sentences from students' writing, or generate your own list of unclear sentences. Put them on the overhead. After reading each sentence aloud, have the students identify the true meaning buried in the unclear form. The students then rewrite the sentences so that their intended meaning is clear.

Match-Up!

Match-Up! is a game that helps students review basic sentence structure and match these structures to grammar concepts/structures/forms they have studied. This exercise can be used at the beginning, throughout and/or at the end of the course as a means of reviewing or extending materials and concepts covered in class.

Directions:

- Start off the lesson by asking students to write the name of something they have studied on a slip of paper. For example: exclamatory sentences, prepositional phrases, etc. Collect the slips of paper.
- Randomly choose a slip of paper and read it aloud. Call on students to give an example sentence of the concept.
- To extend the lesson, repeat the above, but ask students to not only provide an example sentence, but to also give a short explanation of the grammar/vocabulary point.
- Split students into groups and ask them to complete the Match-Up! exercise provided below.
- Give each group a name and write the name on the board.
- Once students have finished, go around the room calling on one group at a time. Award a point for each sentence/structure combination correctly matched.
- Once the game has finished, ask students to remain in their groups and use the grammar/structure section of each Match-Up! sentence to write another example of that structure.
- Circulate around the room, checking students' work and correcting / explaining when required.
- Ask students to repeat the exercise at home as homework.

Match-Up!

Directions:

Match the sentence halves to make correct sentences. Once you have matched-up the sentences, find the correct grammar form and match it to the sentence.

Sentence Beginnings

Andy would have enjoyed coming
He's always getting
How about going to
I might be able to
I wish she had
If he were in charge
Peter will have
She'll be late
She can't have flown to New York because
That house is being
They're going to study
They were discussing the new account
We'll be giving the
We usually sleep
We would have brunch on Sundays

Sentence Endings

when he burst into the meeting to tell them the news.
unless she hurries up!
the concert next week?
she telephoned me from her home in Austin.
presentation this time tomorrow.
into trouble at school.
in on Sundays.
if he had been invited.

he would fire a few people.
finished the report by next Friday.
decided to stay longer.
computer sciences at the university.
built by Anderson Inc.
attend the conference next week.
after going to church.

Grammar Reasons

First or real conditional
Future continuous
Future intention
Future perfect
Future possibility
Interrupted past action
Passive voice in the continuous
Past habitual action
Past modal verb of probability
Past unreal conditional
Past wish
Present habitual annoying problem
Routine
Second or unreal conditional
Suggestion

Sentence Building

Objective: To teach early writers the basics of good sentence writing beyond simple subject/verb sentences.

Directions:

- On the board write the words: Who, Did what, Where, When. Leave ample space below or beside each word. Discuss the words on the board and give examples of each.
- Have sentence strips prepared with sentences that have an example of each category. Some examples are: Tom ran to the bus stop today. The dog barked loudly on the porch this morning. Sara went to the mall to buy shoes yesterday.
- Read one sentence orally, then cut the strips into words and/or short phrases that fit into the categories listed on the board.
- Give each student a word or phrase and place tape on the back. Let the student come up and tape the word/phrase on the board beside the category that it corresponds with, such as: Tom would be taped under Who, ran would be taped under Did What, to the bus would be taped under Where, and today would be taped under When. Let students decide where to put the word and let the rest of the class help. Discuss and agree with the placement. Continue with as many examples as you have prepared.
- Have students put the sentences back in order on their own paper by copying the taped words on the board to their paper. Model the first one and let them complete two or three more.

Follow Up: Develop a wall chart with words listed under each category so that students can pick words from the wall to create sentences. Students may wish to create a chart that they can keep in their writing folder with the categories at the top and their own word lists under each category for use as needed.

Example:

My List of Sentence Words			
Who	Did What	When	Where

Sentence Carousel

Adjectives, adverbs, and precise language help construct descriptive sentences. In this lesson, students will learn to construct more elaborate sentences that will enliven their writing

Materials/resources:

- "Sentence Carousel" Transparency
- Vis-à-Vis markers or magic markers
- 10 pieces of chart paper with the unelaborated sentences written at the top
- Overhead projector

Directions:

Modeling/Mini-lesson:

1. Place the Sentence Carousel transparency on the overhead with all but the first sentence covered with a sheet of paper. Tell students that you are going to show them how to take a plain sentence and turn it into an elaborate sentence by adding adjectives, adverbs, specific nouns and verbs, and "why" phrases. Tell students that you added an adjective to the sentence and show them the second sentence. Have them find the adjective. Ask them how the adjective makes the sentence better.
2. Repeat with the following sentences, highlighting the action word, "why" phrase, and more precise noun that were added to the sentence. For each addition, ask students how that added detail helps them get a better picture of what is happening in the sentence.

Guided Practice:

3. Write each of the sentences below at the top of separate sheets of chart paper. Hang the sheets of chart paper on a wall or pass it from group to group (laminated if desired for future use).
4. Have students move from chart to chart adding or changing just one thing. (Use the directions below to instruct the students on what to change or add to the sentence.) Be sure to tell the students specifically what to change or add to the sentences. Write the new sentence on the chart using the markers. Share the sentences at the end of the period. Notice how much better the sentences sound as they grow into more elaborated sentences.

Independent Practice

5. Encourage students to revise for elaboration in their own writing.

Sentences

1. I found a box in my attic.
2. Then we went home.
3. I took a ride on a flying carpet.
4. I did my homework.
5. We went to the beach.
6. My aunt gave me a doll.
7. We ate in a restaurant.
8. We went to the zoo.
9. I saw a strange dog.
10. A spaceship landed on the playground.

Directions

1. Add an adjective.
2. Add an action word.
3. Add a "why" phrase.
4. Put in a more specific noun or verb.
5. You choose.

Assessment

Can students:

- add different parts of speech to the sentences provided?
- explain why elaboration improves the original sentences?
- add adjectives, adverbs, and more precise nouns and verbs to their own writing?

Supplemental information

Sentence Carousel Transparency

Sentence Carousel Sample

The dog was sad.

The floppy-eared dog was sad.

The floppy-eared dog whined

The floppy-eared dog whined as his master drove away.

The floppy-eared Basset Hound whined as his master drove away.

The floppy-eared Basset Hound whined pitifully as his master drove away.

Strategy - Cloze Procedure

A cloze activity is a useful means of assessing students' reading strategies and abilities to make sense of texts. A cloze procedure involves deleting words from a passage of text and replacing them with blank lines. The student must provide the author's original word (or a suitable synonym) for each space. Such use of a modified cloze technique gives teachers an indication of a student's ability to construct meaning.

To prepare materials for cloze exercises, any of the following techniques may be used:

1. Select a self-contained passage of a length appropriate for the academic level of the students being assessed. Use materials easily read by the students.
2. Leave the first and last sentences and all punctuation intact.
3. Carefully select the words for omission using a word-count formula, such as every fifth word or other teacher-defined criteria. To assess students' knowledge of the topic or their abilities to use semantic cues, delete content words which carry meaning, such as nouns, main verbs, adjectives and adverbs. To assess students' use of syntactic cues, delete some conjunctions, prepositions, and auxiliary words.
4. When preparing the final draft of the passage, make all blanks of equal length to avoid including visual clues about the lengths of omitted words.
5. Have the students read the entire passage before they fill in the blanks.
6. Encourage the students to fill in each blank if possible.
7. Suggest that students reread the completed passage.

Interactive Cloze

This is a different form of cloze from the traditional one where content or specialized words are deleted from a passage and students must remember what they are to fill in the blanks. In an interactive cloze, the words deleted are words that can be worked out from studying the text and from thinking about how written language works. Students are encouraged to use context to work out which word will fill the gap.

When creating a cloze activity:

- make sure there are clues in the text for each missing word;
- select a variety of words;
- choose at least one word that is important for cohesion; and
- try to select some words for which there are several alternatives as this will lead to discussion.

When using the cloze activity, students first work on their own to fill in the gaps, then discuss their answers in pairs or small groups. The teacher then leads a class discussion, looking at the alternatives and pointing out the clues in the text.

Activity 1: Scrambled Sentences

Goal: To see the relationship among words or groups of words in a sentence.

In this Scrambled Sentence exercise, a sentence has been broken into parts, and the parts have been listed out of their order. Read the parts carefully and then decide what would be the best order in which to arrange them to form a well-constructed, effective sentence.

Scrambled Sentence 1

- A- begin to lengthen
- B- to shorten
- C- the nights
- D- the days
- E- after June 21st

Write your completed sentence in the box below.

Scrambled Sentence 2

- A. an adequate standard
- B. science
- C. for every family
- D. of living
- E. makes possible

Write your completed sentence in the box below.

Scrambled Sentence 3

- A. autumnal sun
- B. in the morning
- C. my window
- D. when I awoke
- E. a brilliant
- F. was shining in

Write your completed sentence in the box below.

Activity 2: Scrambled Sentence Kernels

In this activity, there are a series of short, often choppy sentences, resulting in a monotonous style. Using appropriate connectives and proper subordination, combine statements so as to show the relationship of ideas that apparently belong together. Some ideas may be expressed in a single sentence.

Sentence Kernels 1

1. The Arch of Triumph in Paris is the largest triumphal arch in the world.
2. It was erected to commemorate the victories of the armies of the French Revolution and of Napoleon.
3. Beneath it there now lies buried the body of an unknown soldier.
4. He is the symbol of thousands of Frenchmen.
5. They gave their lives fighting Germany in World War I.

Write your completed sentence(s) in the box below.

Sentence Kernels 2

1. The original inhabitants of England belonged to the Celtic race.
2. It was a primitive people.
3. They were called Britons.
4. They spoke a rudimentary language.
5. The tongue they used was somewhat like present-day Welsh.

Write your completed sentence(s) in the box below.

Sentence Kernels 3

1. Ramsey MacDonald once defined an educated person.
2. MacDonald said that he is one with certain subtle spiritual qualities.
3. These qualities make him calm in adversity.
4. They make him happy when he is by himself.
5. These attributes cause him to be just in all his dealings.
6. They also make him rational and sane in all the affairs of life.

Write your completed sentence(s) in the box below.

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Sentence Kernels 4

1. John X. Miller is the publisher of the *Detroit Free Press*.
2. He is handling responses about Mitch Alborn's column.
3. The column appeared on Sunday April 3.
4. The column described two former Michigan State basketball players.
5. They are current NBA basketball players.
6. They attended the NCAA semifinal game.
7. The game was held the previous night.
8. The game was between MSU and the University of North Carolina.

Write your completed sentence(s) in the box below.

Sentence Kernels 5

1. The column was based on interviews.
2. The interviews happened before the game.
3. Alborn interviewed the two players.
4. They told Alborn they planned to arrive for the game.
5. They planned to arrive by plane.

Write your completed sentence(s) in the box below.

Sentence Kernels 6

1. Alborn's column anticipated a game.
2. The game had not yet been played.
3. The column described a scene.
4. Alborn intended to give readers a sense.
5. The sense was that he had actually witnessed the event.

Write your completed sentence(s) in the box below.

Answer Key

Activity 1: Scrambling Sentences

Sentence 1 Answer: After June 21st, the days begin to lengthen, the nights to shorten.

Sentence 2 Answer: Science makes possible an adequate standard of living for every family.

Sentence 3 Answer: When I awoke in the morning, a brilliant autumnal sun was shining in my window.

Activity 2: Scrambled Sentence Kernels

Sentence 1 Answer:

Beneath the Arch of Triumph in Paris, the world's largest triumphal arch erected to commemorate the victories of the armies of the French Revolution and Napoleon, now lies buried the body of an unknown soldier, the symbol of thousands of Frenchmen who gave their lives fighting Germany in World War I.

Sentence 2 Answer:

The Britons, a primitive Celtic people who were the original inhabitants of England, spoke a rudimentary language that was somewhat like present-day Welsh.

Sentence 3 Answer:

Ramsey MacDonald once defined an educated person as one with certain subtle spiritual qualities: calm in adversity, happy when by himself, just in all his dealings, and rational and sane in all the affairs of life.

Note that the above sentence deletes repetition and other examples of wordiness from the sentence kernels.

Sentence 4 Answer:

These days John X. Miller, publisher of the *Detroit Free Press*, is handling a multitude of responses about Mitch Alborn's column of Sunday April 3, which described two former Michigan State and current NBA basketball players attending the NCAA semifinal game the previous night between MSU and the University of North Carolina.

Sentence 5 Answer:

The column was based on interviews before the game in which the two players told Alborn they planned to arrive by plane for the game.

Sentence 6 Answer:

Alborn's column anticipated a game that had not yet been played and described a scene that intended to give readers the sense that he had actually witnessed the event.