

CHAPTER FOURTEEN



The Basic Sentence

Languages are made up of symbols. When you use written or spoken English, you use words, each symbolizing something to your audience. These symbols work together to create *sentences*, and the sentence is the basic unit for communicating a thought. When you are able to write clear and interesting sentences, you will have a real grasp of effective writing. In fact, you will have the power to make words and sentences work for you.

SENTENCE STRUCTURE

The sentence is a structure recurring often in daily speech and writing; consequently, it is fairly easy to recognize.

Example: She covered the sleeping child.

When you read a sentence, you can usually identify the *who-did-what* or the *what-did-what* pattern:

who = she

did = covered

what = the sleeping child

Here is another example:

The boy jumped on his motorcycle.

who = the boy

did = jumped

what = on his motorcycle

Sometimes the sentence is a *who-did* or *what-did* pattern only:

The man laughed.

who = the man

did = laughed

Which of the following statements is a sentence? Look for the *who-did-what* or *what-did-what* pattern.

1. The computer made an odd, humming sound.
2. A barbershop floor.
3. Rips the sheet of paper.
4. Sarah wrote a poem.
5. The puppy whined.

Statements 1, 4, and 5 are sentences.

Statement 1: The computer made an odd, humming sound.
 what did what

Statement 4: Sarah wrote a poem.
 who did what

Statement 5: The puppy whined.
 what did

In statements 2 and 3, something is missing.

Statement 2: what = a barbershop floor
 did = *missing*
 what = *missing*

Statement 3: who = *missing*
 did = rips
 what = the sheet of paper

The *who-did* or *what-did* is usually easy to recognize. The last part, the what, may be a little more complicated. Statements 2 and 3 could easily be completed:

Statement 2: A barbershop floor is covered with hair.

Statement 3: The secretary rips the sheet of paper.



EXERCISE 1 ► In the blank, identify the part of the *who-did* or *what-did* sentence pattern that is missing. Then complete the sentence by adding the missing part.

Example: *did* The old farmer.

The old farmer plowed.

_____ 1. Had been singing.

_____ 2. My father-in-law.

_____ 3. A bundle of five dollar bills.

_____ 4. Ran.

_____ 5. Will be leaving.



EXERCISE 2 ▶ In the blank, identify the part of the *who-did-what* or *what-did-what* sentence pattern that is missing. Then complete the sentence by adding the missing part or parts.

Example: *who* is giving a large party.

Cheryl is giving a large party. _____

_____ 1. Bought a mystery novel.

_____ 2. A study of foreign policy.

_____ 3. Black velvet.

_____ 4. The newspaper.

_____ 5. Stopped.

_____ 6. Threw the baseball.

_____ 7. A long, relaxing vacation.

_____ 8. Repaired the compact disc player.

In order to write complete sentences, you must include both the *who-what* and the *did* parts of the basic sentence pattern. Without both parts, you will write an incomplete sentence, also called a sentence fragment. A sentence fragment disrupts the audience's sense of sentence completeness:

Example: Latchkey children. (The *who-did-what* is unclear.)

The idea can be completed in various ways:

Latchkey children cope.
 ┌──────────┬──┐
 │ │ │
 └──────────┘ └──┘
 who did

Latchkey children face several problems.
 ┌──────────┬──┐ ┌──────────┬──┐
 │ │ │ │ │ │
 └──────────┘ └──┘ └──────────┘
 who did what

In order to make an idea clear in a conversation, you can continue talking, while responding to the other person's facial expressions and using your own facial expressions, hand gestures, and body language. In writing, however, you have only the words on the page, and those words should form complete sentences rather than sentence fragments.

SENTENCE PUNCTUATION

End marks for sentences include periods, question marks, and exclamation points:

The journalism course begins in September.

I spent my vacation in Washington, D.C. (If an abbreviation comes at the end of a sentence, use only one period.)

When will you be home?

I cannot stand him!

No! I will not go! (An exclamation point can be used at the end of a sentence that expresses strong feeling.)

Stop complaining! (An exclamation point can be used at the end of a sentence that makes a strong command.)

Do not overuse the exclamation point, or it will lose its effectiveness.



EXERCISE 1 ▶ Write five sentences with the *who-did-what* pattern. Then write five sentences with the *what-did-what* pattern.

Example: (*who-did-what*) *Bernard played the flute.*

WHO-DID-WHAT

1. _____
2. _____
3. _____
4. _____
5. _____

Example: (*what-did-what*): *The thoroughbred won the first race.*

WHAT-DID-WHAT

1. _____
2. _____
3. _____
4. _____
5. _____

CHAPTER FIFTEEN



Identifying Verbs

To be complete, a sentence must have a subject and verb, the foundation of a sentence. Most sentences have a *who-did-what* pattern. Other information can be added to make the sentence clear and interesting.

ACTION VERBS

Every sentence must contain a verb. An *action verb* expresses the action a subject is performing.

Example: Marilyn danced with her husband.

What did Marilyn do? She *danced*.

Example: He thought of two ways to arrange the furniture.

What did he do? He *thought*.

Example: The car engine whined and then died.

What did the car engine do? It *whined* and *died*.



EXERCISE 1 ► Circle the action verbs in the sentences below.

Example: James ran ten miles today.

1. The kittens slept in a cardboard box.
2. The branches sagged under the weight of winter's first snow.
3. Harvey worked in the anatomy lab for three hours.
4. She plays the violin beautifully.
5. He paid \$600 for the saxophone.
6. Rita planned a birthday party for her son.
7. The skater glides across the ice like a feather.
8. Financial experts read and discussed the report when they met on Friday.



EXERCISE 2 ► In the blank, write an action verb to complete the sentence.

Example: She changed the flat tire.

1. A famous author _____ twelve novels.
2. When June _____, her mother _____.
3. Several farmers _____ at the auction.
4. The plumber _____ the bathtub.
5. Angela _____ when her teacher _____.
6. He _____ horses for a living.



EXERCISE 3 ▶ Write five sentences, each using action verbs.

Example: *Every Tuesday my dad cooks dinner for us.*

1. _____
2. _____
3. _____
4. _____
5. _____

LINKING VERBS

Another kind of verb is a linking *verb*. A linking verb connects the subject to a word or words describing or identifying the subject.

Example: Laura is my favorite cousin.

subject = Laura

verb = is

identification = my favorite cousin

Example: The jacket seems too large.

subject = the jacket

verb = seems

description = too large

Linking verbs include forms of the verb *be*, verbs that relate to the five senses, and the verbs *become*, *appear*, and *seem*. The linking verb is like an equal sign, so the basic sentence pattern becomes *who = what* or *what = what*: *Laura = my favorite cousin*.

COMMON LINKING VERBS

Be Verbs

be

am

are

is

was

were

has been

have been

had been

Sense Verbs

feel

look

smell

taste

sound



EXERCISE 1 ▶ Circle the linking verbs in the sentences below.

Example: Sam and Vern are close friends.

1. Grandfather seems happy at Jodie's house.
2. The small dog looked harmless.
3. The school board election is next Tuesday.

4. In early spring the air feels cool and fresh.
5. I became bored by his speech.
6. The candidates are numerous.
7. Hospitals seem frightening to me.
8. The parade banners were blue and gold.



EXERCISE 2 ▶ In the blank, write a linking verb to complete the sentence. Use as many different linking verbs as possible.

Example: Uncle Ray was an airplane mechanic.

1. Her outline _____ complete.
2. On his birthday Al _____ very happy.
3. Jan's house plants _____ healthy.
4. I _____ tired all the time.
5. The play _____ interesting in the second act.
6. Some Mondays _____ better than others.
7. Anything made with chocolate _____ my favorite dessert.



EXERCISE 3 ▶ Write five sentences, each with a linking verb.

Example: Mother is a wonderful pediatrician.

1. _____
2. _____
3. _____
4. _____
5. _____

VERB PHRASES

A *verb phrase* is a verb form of more than one word.

Example: Dr. Lawrence *has taken* the late flight to Denver.

In a verb phrase, a main verb and helping verbs work together. In the sample sentence, the main verb is *taken* because it is the main thing the subject is doing; the helping verb is *has*.

Example: *Could* the computer analyst *find* the problem?

Occasionally, other words appear between the parts of the verb phrase. You can rearrange the sentence by putting it in the *who-did-what* pattern to determine what the verb phrase is.

Example: The computer analyst *could find* the problem.

The main verb is *find* because it is the main thing the subject is doing; the helping verb is *could*.



EXERCISE 1 ► Underline the verb phrases in the sentences below.

Example: Christopher should have said nothing to anger her.

1. Her parakeet is flying around the room.
2. After the movie, the children were running to the bus stop.
3. Are you helping Joe with his assignment?
4. The office manager should have fired him long ago.
5. Marion is writing a screenplay about Rosa Parks.
6. The quartet had been practicing daily for the concert.
7. Julia has seen the movie *Casablanca* eight times.
8. You must attend the board meeting Monday.
9. *Pride and Prejudice* had been her favorite book until this year.
10. Will you please drive Martin to work tomorrow?
11. Productivity has increased steadily for a year.
12. Will she finish her research paper today?
13. I have read the assignment over and over.
14. Perfectionists will give you no room for mistakes.



EXERCISE 2 ► Write five sentences, each with a verb phrase.

Example: The temperature has dropped twenty degrees in the last hour.

1. _____
2. _____
3. _____
4. _____
5. _____

SIMPLE PREDICATES

Predicate comes from the Latin, meaning to say or make known. The simple predicate consists of a verb (action or linking) and any helping verbs. The simple predicate makes known the *did* in the *who-did-what* pattern.

Examples: The tree *fell* over.
 My brother *bought* a new Ford.
 Sidney *should have been* at the party.

When you identify the simple predicate, you are identifying half of the two main parts of a sentence.



EXERCISE 1 ► Underline the simple predicates in the sentences below.

Example: Spanish is not a language on the list of requirements.

1. Technical writing seems like an interesting field.
2. Jonathan could go with us on Saturday.

3. The farmland appeared dry and barren.
4. A study of physiology should be required for nurses.
5. The waterbed made his back sore.
6. Are you exercising at the gym on Sunday?
7. The snow is falling in large, soft flakes.



EXERCISE 2 ▶ Write five sentences; then underline the simple predicate in each.

Example: *The movie began ten minutes late.*

1. _____

2. _____

3. _____

4. _____

5. _____

COMPLETE PREDICATES

A *complete* predicate includes the simple predicate and any words that complete it.

Examples: The tree *fell over*.
My brother *bought a new Ford*.
Sidney *should have been at the party*.

While a simple predicate makes known the *did* in the *who-did-what* pattern, the complete predicate makes known the *did* and the *what* in the *who did-what* pattern.

Frequently, though not always, the complete predicate includes the verb and all words following it. Sometimes, the complete predicate is located in different parts of the sentence.

Example: *Would a wise person make a bad choice?*

As a test, you can rearrange the sentence to determine the complete predicate:

A wise person *would make a bad choice*.



EXERCISE 1 ▶ Underline the complete predicates in the sentences below.

Example: Arnold began studying music at the age of six.

1. Her boots could have used cleaning.
2. Several of my students scored over 15 on the Nelson-Denny reading test.

3. Without a reason, he began to yell.
4. No one seems to know the real reason for the extinction of the dinosaur.
5. The spider mites on the African violet were barely visible.
6. Can you carry this package for me?
7. She is majoring in early childhood development.
8. Randy and his staff publish a small newspaper.



EXERCISE 2 ► Write five sentences; then underline the complete predicate in each.

Example: I changed my major from accounting to elementary education.

1. _____

2. _____

3. _____

4. _____

5. _____

COMPOUND PREDICATES

A *compound predicate* includes more than one verb, but the subject is not repeated before the second verb.

Examples: He *sells* and *repairs* audio equipment.
Becky *is* friendly but *can be* stubborn.
Lynette *writes*, *edits*, and *reads* poetry.

Look at the following sentences:

The doctor talked with her patient.
The doctor checked the patient's vital signs.

The same subject, *doctor*, is used in each sentence; therefore, the ideas can be combined by eliminating the repetition of the word *doctor*. Then you can use a compound predicate, *talked* and *checked*:

The doctor *talked* with the patient and *checked* his vital signs.

You can use a compound predicate to avoid writing too many short, choppy sentences.



EXERCISE 1 ► Underline the simple compound predicates in the sentences below.

Example: James researched his topic and wrote a report for Dr. Green.

1. He baited the hook and cast his line into the lake.
2. With inexhaustible energy, the children run and play.
3. The child thrived and was happy in her new home.
4. Learning another language is difficult but can be rewarding.
5. The dripping faucet woke Christy and kept her awake all night.
6. The union members met and discussed their wages.
7. A hospital room is clean and usually smells of antiseptic.
8. Japanese manufacturers have invested in new plants and are beginning production in New York.



EXERCISE 2 ▶ Write five sentences with simple compound predicates.

Example: *The roaring fire crackled and smoked.*

1. _____
2. _____
3. _____
4. _____
5. _____

**CHAPTER
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EXERCISE**

In the sentences below, underline the complete predicates and write the simple predicates in the blanks.

Example: Jess protected his family and worked for their well-being.

protected, worked

1. You are making me nervous.

2. Several of the police officers wanted a new contract.

3. The audience seemed disappointed with the speaker.

4. The washer had been repaired twice.

5. He worked in the research department for thirty- five years and retired.

6. The accusation and allegations are laughable.

7. She has devised an innovative marketing program.

8. We have finished planting shrubs and trees in our yard.

9. I misplaced the operating instructions for my printer.

10. She subscribes to *Newsweek* and reads every page of each issue.

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CHAPTER SIXTEEN



Identifying Subjects

Every sentence must contain a subject. Otherwise, the *who-did-what* or *who = what* sentence patterns would be incomplete.

Incomplete: _____ cooked a nutritious dinner.

Who cooked? Without a subject, it is impossible to know. If you add a subject, the *who-did-what* pattern is complete:

Sam cooked a nutritious dinner.
who = Sam
did = cooked
what = a nutritious dinner

NOUNS

A *noun* is a word that names a person, place, thing, idea, or quality. Nouns are often the subjects of sentences. In the following sentence, the noun *Corvette* is the subject:

The red *Corvette* belongs to Yvonne.

In the following examples, the noun subjects are underlined:

Lisa is a talented ballerina.

The cattle followed the hay truck.

Sam cooked a nutritious dinner.

Thinking is not his hobby.



EXERCISE 1 ► Circle the noun subjects in the sentences below.

Example: (Rhonda) lost weight on a new diet.

1. Old movies entertain me on weekends.
2. Blue is Loretta's favorite color.
3. The gymnast was strong and graceful.
4. Dr. Peterson sang Woody Guthrie songs to the class.
5. Her guitar leaned against the wall.
6. Bobby often brought his girlfriend flowers.
7. The swimming pool sparkled in the July sun.
8. New York is a fascinating city to visit.



EXERCISE 2 ▶ Write five sentences, each with a noun subject.

Example: *Bagels are my favorite breakfast bread.*

1. _____
2. _____
3. _____
4. _____
5. _____

PRONOUNS

Frequently, the subject of a sentence is a *pronoun*, such as *he, she, you*—a substitute for a noun. Look at the following sentences:

John played tennis on Tuesday. John won three sets.

John is a noun, but you would not want to repeat his name in every sentence. Therefore, you could write the second sentence with the pronoun *he*:

John played tennis on Tuesday. *He* won three sets.

Here are three more examples with a pronoun subject:

They went to a bar after work.

She wanted to get a business degree.

You seem to be quite upset.



EXERCISE 1 ▶ Circle the pronoun subjects in the sentences below.

Example: (He) tried to persuade Alice to leave.

1. He promoted a new product.
2. After sunset we warmed our feet by the fire.
3. Once in a while, we watch educational television.
4. They stopped at the pet store to watch the puppies.
5. When shopping for a car, he tries to act disinterested.
6. You like *Jeopardy* more than any other game show.
7. Upon returning to Dallas, she went to her childhood home.
8. They built a patio cover in one afternoon.



EXERCISE 2 ▶ Write five sentences, each with a pronoun subject.

Example: *They argued all afternoon.*

1. _____
2. _____
3. _____
4. _____
5. _____

SIMPLE SUBJECTS

The *simple subject* is half of the two main parts of a sentence; the simple predicate is the other. The simple subject consists of the noun or pronoun alone.

Examples: The large, friendly *Labrador* jumped in the back of the truck.
 Her younger *sister* is in the second grade.
They coaxed the child to eat her vegetables.



EXERCISE 1 ► Circle the simple subjects in the following sentences.

Example: Green apples make a good pie.

1. The six messages were exactly the same.
2. Her diligent work was wasted.
3. The white cat is always in his way.
4. She agreed with the manager's decision.
5. The governor of the state announced an amnesty for some prisoners.
6. The ornate oak frame was too heavy for the delicate painting.



EXERCISE 2 ► Write five sentences; then underline the simple subject in each.

Example: Many students need a course in study skills.

1. _____
2. _____
3. _____
4. _____
5. _____

COMPLETE SUBJECTS

A *complete subject* includes the simple subject and any words describing or limiting the subject.

Examples: A *tan wallet* was found by the little boy.
The woman driving the Cadillac ran a red light.
Her soccer league practices four times a week.
Mike, my only brother, is joining the Marines.
 Are *the shirts* cleaned and pressed?



EXERCISE 1 ▶ Underline the complete subjects in the sentences below.

Example: The heat pump cost too much.

1. Mrs. Wallace, my neighbor, babysits for me on weekends.
2. Her bedroom and living-room ceiling fans cooled the house.
3. Their new Mercedes-Benz slid uncontrollably in the packed snow.
4. Randolph Scott was Dad's favorite actor.
5. His interest in robotics was obvious.
6. The leather upholstery will last for years.
7. Our on-line computer malfunctioned this morning.
8. The old, rusted lawn mower was abandoned in the yard.



EXERCISE 2 ▶ Write five sentences; then underline the complete subjects in each.

Example: The large Christmas package enticed the young boy.

1. _____
2. _____
3. _____
4. _____
5. _____

COMPOUND SUBJECTS

A *compound subject* includes more than one subject. Consequently, the *who* in the *who-did-what* pattern has at least two parts.

Examples: *Esther and Aunt Marie* prepared Thanksgiving dinner. (Two people prepared the dinner, Esther and Aunt Marie.)

Larry, his father, and I went to the basketball game. (Three people went to the game.)

Rowing and jogging are his favorite forms of exercise. (He enjoys two forms of exercise.)

Does *Jack or Tracey* want a traditional wedding? (Two people are in question.)



EXERCISE 1 ▶ Underline the simple compound subjects in the sentences below.

Example: Ramona and Angie are making a quilt for Mother.

1. The baby's eyes and mouth resembled his mother's.
2. Aunt Lucille and Uncle Larry gave Tom a watch for graduation.
3. The artwork and music combined beautifully.
4. My karate instructor and her assistant are interesting women.

5. Can Linda and Pat cater your parents' anniversary party?
6. The forks, knives, and plates are on the table.
7. Dena and her father are living in New Orleans.
8. You or I will have to make a choice.



EXERCISE 2 ▶ Write five sentences, each with simple compound subjects.

Example: *Wayne and Nola have become my friends.*

1. _____

2. _____

3. _____

4. _____

5. _____

PREPOSITIONAL PHRASES (BRIEF REVIEW)

A *preposition* is a word that connects a noun or pronoun to the rest of the sentence. Some common prepositions are *after, before, for, in, on*. A prepositional phrase contains a preposition and its object. The object is the word or words which the preposition connects to the rest of the sentence.

Examples: He slept *during the day*.
preposition = during
object = day

We rested *after our trip*.
preposition = after
object = trip

Do not let a prepositional phrase confuse you as you are spotting the subject of a sentence. The object of a preposition cannot be the subject of the sentence. In the following examples, the prepositional phrases have been crossed out.

~~In the winter~~, children ~~with colds~~ should not go ~~to school~~.
subject of sentence = children

The chief ~~of the department~~ was ~~at the press conference~~.
subject of sentence = chief

When the prepositional phrases are crossed out, you can more easily identify the subject.



EXERCISE 1 ► Cross out the prepositional phrases in the sentences below. Then circle the simple subject of the sentence.

Example: The conference ~~on literacy~~ lasted three days.

1. After a short time Pauline realized her mistake.
2. Mr. Spain attended the church every Sunday of his life.
3. The basketball players in blue uniforms are winning.
4. Three staff members from our floor were ill today.
5. She threw the softball across the street.
6. Under the elm tree Mary sat with a book of poetry in her lap.
7. A copy of the new pamphlet is on your desk.
8. A notebook with lined paper is preferable for this assignment.

HIDDEN SUBJECTS

Sometimes the subject of a sentence can be difficult to find because it does not appear in the usual *who-did-what* order. Here are five possibilities to consider:

1. The subject and verb are inverted; in other words, the verb appears before the subject.

Example: On the twelfth floor are the corporate offices of Fielding Foods.

In the example, the simple subject is *offices*. The verb is *are*, and it precedes the subject in the sentence.

2. A question is being asked; therefore, a word like *how*, *why*, *where*, or *when* will begin the sentence. The subject will be found later in the sentence.

Example: Why are you leaving now?

In the example, the simple subject is *you*. The word *why* begins the sentence.

3. *There* or *here is* the first word in the sentence. The word *there* or *here is* is not the subject of the sentence; it is an adverb that tells where (see Appendix 1: Parts of Speech). The subject will be found later in the sentence.

Example: There are two ways to complete the worksheet.

In the example, the simple subject is *ways*. *There* is only an adverb that begins the sentence.

Example: Here comes the bus.

In this example, the simple subject is *bus*. *Here* is an adverb that begins the sentence.

4. A command or instruction is given. A verb usually begins the sentence. The subject is *you*, but the word *you* is not written. This form is called *you* understood.

Example: Stop asking me questions.

In the example, the subject is *you* understood. The verb is *stop*.

5. A subject is renamed or explained. This renaming or explanation immediately follows the subject and is set off with commas.

Example: John Simpson, a quiet man, jumped at the sound of the chimes.

If you remove the words *a quiet man*, the sentence still makes sense, and it is easier to see that *John Simpson* is the simple subject.



EXERCISE 1 ► Circle the simple subjects in the sentences below.

Example: When will (we) be able to leave?

1. There is one way to get to this location.
2. How did the chemicals react?
3. Meteor Crater, located in Arizona, is 1.2 kilometers in diameter.
4. Where did Galileo spend the last years of his life?
5. There were about 70,000 people who made their way to Germany from Russia in 1943.
6. Order a brochure entitled *A Career in Newspapers*.
7. On the rocky cliff stand two mountain goats.
8. There are so many frustrating times for a student.

**CHAPTER
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In the following sentences, underline the complete subjects and write the simple subjects in the blanks.

Example: The cover of the book was purple and brown.

cover

1. They slowly filed into the jury box.

2. A most pleasant reward is waiting for you.

3. The small magnolia tree does not seem to be growing.

4. Conflict and characterization are two important elements in fiction.

5. There are challenges and rewards in this business.

6. Walk to the end of the pier.

7. A private plane was forced to land on the golf course.

8. Voting is a privilege and a duty.

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CHAPTER SEVENTEEN



Coordination

Occasionally, a short sentence that presents only one idea is effective and useful. However, too many short sentences might make your writing choppy and monotonous. Therefore, you will want to join some of your ideas in a sentence by using *coordination*. Using coordination simply means making your ideas equal in importance.

COORDINATING CONJUNCTIONS

Consider the following sentences:

1. The summer semester begins in June, *and* it ends in July.
2. I left home early, *but* the slow traffic made me late for work.
3. The lens cap for the camera is missing, *so* you need a new one.

Each sentence has two sets of subjects and verbs:

Sentence 1 = semester begins . . . it ends

Sentence 2 = I left . . . traffic made

Sentence 3 = cap is . . . you need

The words that join these coordinate (equal) ideas are coordinating conjunctions: Sentence 1 uses *and*; Sentence 2 uses *but*; Sentence 3 uses *so*. The coordinating conjunction in each sentence puts the ideas in the two parts of the sentence on the same level. Consequently, you are giving your audience the message that the ideas you are joining are of equal importance.

The coordinating conjunction indicates the relationship between the ideas in your sentences. Look at the following list of coordinating conjunctions and what they mean.

COORDINATING CONJUNCTIONS

<i>AND</i>	signals	ADDITION
<i>BUT</i>	signals	CONTRAST
<i>YET</i>	signals	CONTRAST
<i>OR</i>	signals	CHOICE
<i>NOR</i>	signals	NOT EITHER
<i>SO</i>	signals	AS A RESULT
<i>FOR</i>	signals	BECAUSE

Note that *for* can also be used as a preposition.

Here are sentences using each of the coordinating conjunctions:

1. Thomas works at a convenience store, *and* he drives a Mustang. (*And* signals ADDITION.)
2. Thomas works fifty hours a week, *but* he does not enjoy his job. (*But* signals a CONTRAST.)
3. Thomas works in order to meet expenses, *yet* he is broke by the end of the month. (*Yet* signals a CONTRAST.)
4. Thomas wants to work more hours per week at the convenience store, *or* he wants to find a second job. (*Or* signals a CHOICE.)
5. Thomas no longer works at the convenience store, *nor* does he work at the movie theater. (*Nor* signals that he does NOT work in EITHER place.)
6. Thomas does not work at all, *so* he cannot afford to pay his rent. (*So* signals a RESULT.)
7. Thomas is moving to Chicago, *for* he has a job opportunity there. (*For* signals cause and effect—BECAUSE.)

Thinking in terms of equally important ideas is something you already do even though you might not literally think the term *coordination*. Just remember that what makes your ideas coordinate or equal is the coordinating conjunction—the signal that guides your readers.



EXERCISE 1 ► Put a check by the sentence in each set that shows the relationship between the two coordinate ideas.

- Example:** (RESULT) They wanted to sue their neighbors, *so* they hired an attorney.
 They wanted to sue their neighbors, *and* they hired an attorney.
1. (CONTRAST) The weather was sunny and dry, *but* she wore a raincoat.
 The weather was sunny and dry, *and* she wore a raincoat.
 2. (BECAUSE) We bought extra soft drinks, *yet* our friends were going to visit.
 We bought extra soft drinks, *for* our friends were going to visit.
 3. (RESULT) Alma is not enrolled in college this semester, *so* she will work an additional twelve hours weekly.
 Alma is not enrolled in college this semester, *and* she will work an additional twelve hours weekly.
 4. (CHOICE) The play was boring, *or* the actors were inexperienced.
 The play was boring, *for* the actors were inexperienced.
 5. (ADDITION) Gary loves to eat spaghetti, *and* he loves cheesecake just as much.
 Gary loves to eat spaghetti, *so* he loves cheesecake just as much.



EXERCISE 2 ▶ Supply the coordinating conjunction in the blank that best expresses the relationship between the two ideas in each sentence. Some sentences work with more than one conjunction.

Example: Donna planted and watered the begonia, but it did not survive.

1. Van Gogh is my favorite painter, _____ I have read two books about his life.
2. The doctor did not perform the surgery, _____ she did assist the surgical team.
3. They are buying a condominium, _____ they need a loan.
4. Jake will not be working today, _____ he will be calling you later.
5. She knew she should have stayed at the house, _____ she left.
6. Edward left his apartment early, _____ he had to attend a meeting at 8:00 A.M.
7. I was bored, _____ I went for a walk by myself.
8. “Work Ethics” was the subject of Dr. Hermann’s lecture, _____ the class enjoyed her presentation.
9. Writing clear sentences requires time, _____ it requires practice.

USING COMMAS WITH COORDINATING CONJUNCTIONS

When a coordinating conjunction joins two main ideas (two sets of subjects and verbs), use a comma preceding the coordinating conjunction.

Examples: Kentucky is a beautiful state, and Virginia is quite scenic.

Taking notes is a necessary skill in school, but many people have not mastered it.

Alec refused to take a placement exam, so he could not enroll in the appropriate math course.



EXERCISE 1 ▶ Supply the coordinating conjunction in the blank that best expresses the relationship between the two ideas in each sentence. Be sure to punctuate correctly.

Example: The school board members argued during the meeting, so they left without making any decisions.

1. He was sentenced to ten years in prison _____ he would be eligible for parole in three years.
2. I love orange pekoe tea _____ I drink it every morning.
3. Sally bought a new Japanese car _____ she does not like to drive it.
4. Critical thinking requires four steps _____ some people do not know what they are.
5. Tim will write a one-act play _____ he will not pass his creative writing class.



EXERCISE 2 ▶ Write seven sentences of your own. Use each coordinating conjunction to connect two equal ideas. Be sure a comma precedes the coordinating conjunction.

Example: *I have several goals, and graduation from college in four years from now is one of them.*

1. (AND) _____

2. (BUT) _____

3. (YET) _____

4. (OR) _____

5. (NOR) _____

6. (SO) _____

7. (FOR) _____

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CHAPTER EIGHTEEN



Sentence/Idea Combining: Joining

To achieve sentence variety and effectiveness, you will want to combine some ideas in your sentences. Combining ideas can be done by joining sentences with a coordinating conjunction and a comma or by joining them with a semicolon.

By using a coordinating conjunction (*and, but, yet, or, nor, so, for*) and a comma, you can join two sentences that are of equal importance.

Original: The fried chicken smelled delicious.
I was too exhausted to think about eating.

Combined: The fried chicken smelled delicious, but I was too exhausted to think about eating.

In the combined version, the coordinating conjunction *but* shows the contrast between the ideas. Look at another example:

Original: Fran's father wrote a mystery novel twenty years ago.
He is writing his autobiography now.

Combined: Fran's father wrote a mystery novel twenty years ago, and he is writing his autobiography now.

In the combined version, the coordinating conjunction *and* shows the addition of one idea to another.

A semicolon is a versatile punctuation mark because it gives you a way to join closely related ideas of equal importance. Look at the ways in which the following sentences have been written:

Sentence 1: The sun scorched the dry fields, and it seemed as though no crops would ever grow again.

The coordinating conjunction *and* joins the ideas by signaling addition.

Sentence 2: The sun scorched the dry fields; it seemed as though no crops would ever grow again.

The semicolon indicates that the ideas in the two sentences are closely related.

Sentence 3: The sun scorched the dry fields. It seemed as though no crops would ever grow again.

A reading of sentence 3 requires a definite stop. The idea in the first sentence comes to an end; then the idea in the second sentence is given. The ideas are not joined to show equal importance.



EXERCISE 1 ▶ Combine the following sets of sentences either by using a coordinating conjunction and a comma or by using a semicolon. Try to determine which method makes the best connection between ideas. Then give the explanation for your choice on the blanks below your combined sentences.

Example: His relatives stayed with us for a week ☺, and I tried to make sure they were comfortable.

and shows addition of one idea to another

1. Sharon bought new glasses after her visit to the optometrist.
She paid for them with cash.

2. To prove his athletic ability, Ed rode his bicycle, played tennis, and jogged all in one afternoon. He was exhausted by nightfall.

3. The class enjoyed discussing *Hamlet* in class.
They even enjoyed writing essays about the play.

4. George and Theresa watch *60 Minutes* every Sunday night.
They rarely watch any other program on a regular basis.

5. Some citizens favor more funds for public education.
Others will not want to pay higher taxes to increase those funds.

6. Premature baldness is sometimes a health risk of taking steroids.
Developing high blood pressure may also be a risk.

7. Patti applied for a credit card with a \$2000 credit line.
She received it in two weeks.



EXERCISE 2 ▶ Write ten sentences, combining two equal ideas (two sets of subjects and verbs) in each one. Use either a comma and coordinating conjunction or a semicolon to join the ideas. Then explain why you chose that particular method of joining for each sentence.

Example: I studied for several hours, but I was still nervous about taking the exam.

Explanation: *But shows the contrast between the two ideas that are of equal importance*

1. _____

Explanation: _____

2. _____

Explanation: _____

3. _____

Explanation: _____

4. _____

Explanation: _____

5. _____

Explanation: _____

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6. _____

Explanation: _____

7. _____

Explanation: _____

8. _____

Explanation: _____

9. _____

Explanation: _____

10. _____

Explanation: _____



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CHAPTER NINETEEN



Subordination

Using *subordination* is another way to signal a relationship between ideas in a sentence. It is also a way to increase sentence variety and avoid a monotonous style of writing. Using subordination means making one idea less important (subordinate) and one idea (the main idea) more important in a sentence.

Example: Rick was late for class because he had a flat tire on the way to school.

main idea = Rick was late for class

subordinate idea = because he had a flat tire on the way to school

The subordinate idea on its own is incomplete: because he had a flat tire on the way to school.

The subordinate idea must rely on the main idea to complete its meaning. Look at the following examples:

MAIN IDEA	SUBORDINATE IDEA
She went to Disneyland	because she was a child at heart.
SUBORDINATE IDEA	MAIN IDEA
Although the temperature was freezing,	he wore no coat.

The subordinate ideas do not make sense without the main ideas.

SUBORDINATING CONJUNCTIONS

The word that makes an idea subordinate and joins it to the main idea is a *subordinating conjunction*. Look at the following list of subordinating conjunctions and what they signal:

COMMON SUBORDINATING CONJUNCTIONS

*AFTER**AS**AS SOON AS**BEFORE**SINCE*

signal

TIME

*UNTIL**WHEN**WHENEVER**WHILE**WHERE*

signal

PLACE

*WHEREVER**BECAUSE*

signal

CAUSE

*SINCE**IN ORDER THAT**SO THAT*

signal

PURPOSE

*THAT**AS**AS IF*

signal

MANNER

*AS THOUGH**IF**PROVIDED THAT*

signal

CONDITION

*SINCE**UNLESS*

COMMON SUBORDINATING CONJUNCTIONS

*ALTHOUGH**EVEN IF*

signal

CONCESSION

*EVEN THOUGH**THOUGH**AS*

signal

COMPARISON

THAN

Look at the following sentences with subordinate ideas:

1. Ben ran to the door *as soon as he heard Monica's car*. (*As soon as* signals the TIME when Ben ran to the door.)
2. He will leave the book *where you can find it easily*. (*Where* signals the PLACE where he will leave the book.)
3. *Because he could not understand the wording*, Bill would not sign the document. (*Because* signals the CAUSE of Bill's refusing to sign.)
4. The Smiths will leave early *so that they can meet you at 7:00 a.m. tomorrow*. (*So that* signals the PURPOSE of the Smiths' leaving early.)

5. Charlotte eyed the clock *as if she could not wait to go home*. (*As if* signals the MANNER in which Charlotte eyed the clock.)
6. Ray will go to Helene's party if *he does not have to work Saturday night*. (*If* signals the CONDITION upon which Ray will go to the party.)
7. *Although the dance looked difficult to learn*, it was quite easy. (*Although* signals the CONCESSION that the dance looked difficult to learn but was not.)
8. The horses ate more feed *than the cattle did*. (*Than* signals the COMPARISON between horses and cattle.)



EXERCISE 1 ► Supply a subordinating conjunction in the blanks that best expresses the relationship between the two ideas in each sentence.

Example: When the class began, I was very nervous.

1. _____ I injured my back, I could not stand up for more than an hour at a time.
2. His friends called Jim _____ the concert was over.
3. _____ Don left the room he was so angry.
4. _____ the algebra quiz was difficult, Julie did not miss any questions.
5. The snowflakes floated _____ they were dancing.
6. Put your luggage _____ you find room.
7. _____ I was talking to Charles, the phone rang several times.
8. It has been twelve years _____ I have seen a Broadway musical.



EXERCISE 2 ► Supply one idea after the subordinating word in each sentence. Be sure your addition has a subject and a verb.

Example: The myth of Pegasus intrigues me *because horses seem to have a magical quality to me.*

1. Tom read an essay entitled "Nonconformity" *because* _____
2. *Although* _____
Nancy was promoted to assistant principal.
3. *Since* _____
Victor is happy.
4. John slept late *when* _____
5. The dog ran into the kitchen *as soon as* _____
6. I will take the shirt back to the store *unless* _____
7. The boy looks like my youngest brother *even though* _____
8. *Before* _____
the new teacher left.

USING COMMAS WITH SUBORDINATING CONJUNCTIONS

Some sentences with subordinating words use a comma, but others do not. If the subordinate idea begins with a subordinating conjunction, and if the subordinate idea precedes the main idea, use a comma after the subordinate idea.

Example: Because Gene is a computer expert, his friends want free advice from him.

If the subordinate idea begins with a subordinating conjunction, and if the subordinate idea follows the main idea, do not use a comma to separate them.

Example: His friends want free advice from him because Gene is a computer expert.



EXERCISE 1 ▶ Join each pair of sentences below by using a subordinating conjunction. Write each combination in two ways: once with the subordinate idea first and once with the subordinate idea last. Punctuate correctly.

Example: Chester drank too much beer last night.
He has a hangover today.

- A. *Because Chester drank too much beer last night, he has a hangover today.*
- B. *Chester has a hangover today because he drank too much beer last night.*

1. The bank is closed.
Today is a national holiday.

A. _____

B. _____

2. My childhood home holds pleasant memories.
I haven't visited the house in years.

A. _____

B. _____

3. Stephen uses many slang words.
He has a very good formal vocabulary.

A. _____

B. _____

4. My sister uses vegetable oil.
She makes different kinds of muffins.
A. _____

B. _____

5. Mammography is an excellent way to detect breast cancer in the early stage. Many women do not take advantage of it.
A. _____

B. _____

6. Marcus attends college classes in physics and math.
He is ten years old and a genius.
A. _____

B. _____

7. The speaker praised Mrs. Brown's record as a judge.
He wanted her to win the upcoming election.
A. _____

B. _____

8. He is an easygoing person.
I enjoy his company.
A. _____

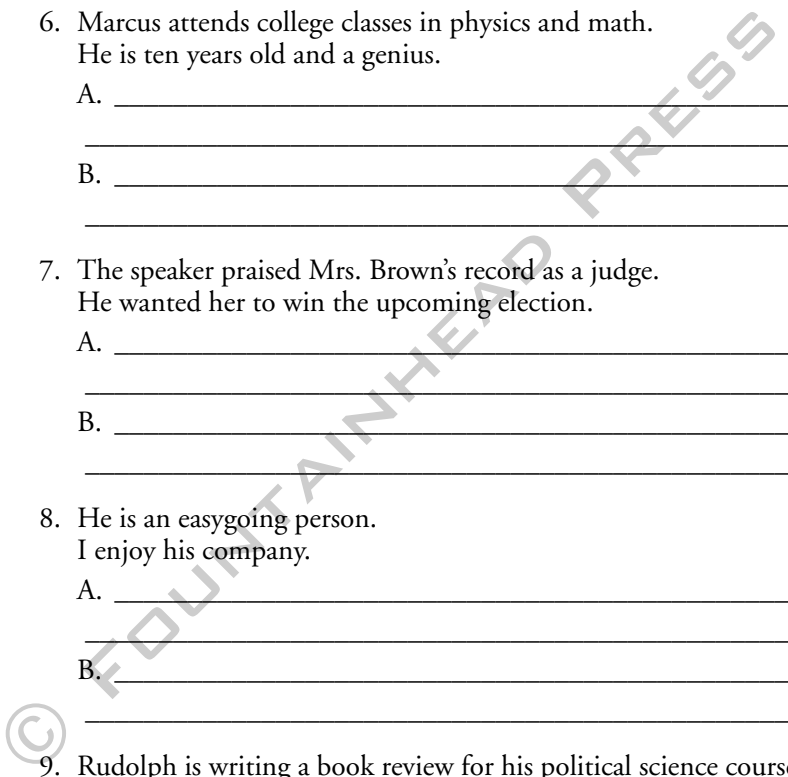
B. _____

9. Rudolph is writing a book review for his political science course.
It will count as twenty percent of his grade.
A. _____

B. _____

10. They produced several documentary films.
They graduated from the University of Alabama.
A. _____

B. _____





EXERCISE 2 ▶ Write your own sentences by filling in the blanks below. Include a main idea and a subordinate idea. The subordinating word has been provided for you. Punctuate correctly.

Example: *The doctor suggested vitamin C for me* _____ because
my hay fever was bothering me. _____

1. _____ because

2. When _____

3. _____ unless

4. Although _____

5. _____ since

6. Before _____

7. _____ until

8. If _____

9. _____ as if

10. While _____



EXERCISE 3 ▶ Write your own sentences in which you use a subordinating conjunction to signal time, cause, place, concession, or comparison. Punctuate correctly.

Example: (time) *After I took the final exam, I slept for six hours.* _____

1. (time) _____

2. (cause) _____

3. (place) _____

4. (concession) _____

5. (comparison) _____



EXERCISE 4 ▶ Write six of your own sentences using the subordinating word in parentheses to connect one more important idea (including a subject and verb) and one less important idea (including a subject and verb). Be sure that the idea following the subordinating conjunction is really a less important idea. The subordinate part of the sentence can appear either first or last. Punctuate correctly.

Example: *Although the child was frightened, he recited his lines without faltering.*

1. (because) _____

2. (although) _____

3. (when) _____

4. (since) _____

5. (while) _____

6. (after) _____

RELATIVE PRONOUNS

Another kind of subordinating word is the *relative pronoun*.

RELATIVE PRONOUNS

THAT	refers to	things, animals, and, occasionally, people
WHICH	refers to	things, animals
WHO, WHOM, WHOSE, WHOEVER, WHOMEVER	refer to	people

Look at the following examples:

MAIN IDEA	SUBORDINATE IDEA
This song is the one	that Claire likes.

In this sentence the relative pronoun *that* refers to the word *one*.

MAIN IDEA	SUBORDINATE IDEA	MAIN IDEA CONTINUED
The building	which was torn down	was an old hotel.

In this sentence the relative pronoun *which* refers to the word *building*.

MAIN IDEA**SUBORDINATE IDEA**

The man in the brown coat is the one who called the police.

In this sentence the relative pronoun *who* refers to the word *one*.



EXERCISE 1 ► Supply a relative pronoun in the blanks.

Example: The company fired nine employees who had worked there for more than five years.

1. I read the story _____ you suggested to me.
2. The kitten _____ Jack gave Evelyn is white.
3. The restaurant on May Avenue is the one _____ Frank was telling us about last week.
4. Edward, _____ lives in the apartment next door, works at night and sleeps during the day.
5. Give this copy of the report to _____ needs to read it.
6. The birds _____ nest in the large tree are cardinals.
7. Jon, _____ was hired today, seems overwhelmed by his new duties.
8. That is the woman _____ called the police.

USING COMMAS WITH RELATIVE PRONOUNS

A subordinate idea beginning with a relative pronoun joins *related* information to the rest of the sentence. The information in the subordinate idea that begins with a relative pronoun can be restrictive or nonrestrictive.

A restrictive element is essential to the meaning of the sentence, and it is not set off by commas. Look at the following example:

Restrictive Element: Brenna called her editor who lives in Dallas.

The clause *who lives in Dallas* is the restrictive element. Brenna has more than one editor; consequently, the restrictive element identifies the editor as the one who lives in Dallas. Without the restrictive element, the reader does not know which editor Brenna called. Because the restrictive element is not set off by a comma, it is clearly attached to the rest of the sentence. The information in the restrictive element is essential to make the sentence's meaning clear.

A nonrestrictive element is not essential to the meaning of the sentence; it does not change the meaning of the sentence. A nonrestrictive element is set off by commas. Look at the following example:

Nonrestrictive Element: Brenna called her editor, who lives in Dallas.

The comma in this sentence indicates that the writer is using a nonrestrictive element. The clause *who lives in Dallas* merely adds information about the editor. In this instance, Brenna has only one editor; consequently, the words *her editor* already identify the editor, and additional identification is not necessary. Therefore, *who lives in Dallas* is a nonrestrictive element, and the comma signals that the nonrestrictive element is not necessary to the basic meaning of the sentence.

A good way to tell if an element is restrictive or nonrestrictive is to eliminate it and see whether the sentence still means what you want it to mean.

Example: The news broadcaster *who resigned from the local station* moved to California.

Without the element: The news broadcaster moved to California. (In this sentence, the reader will not know that the broadcaster is the one who resigned from the local station. Therefore, the restrictive element *who resigned from the local station* is necessary to the meaning of the sentence, and no commas are used.)

Example: Martin's only child, *who is three years old*, is my nephew.

Without the element: Martin's only child is my nephew. (Without the nonrestrictive element *who is three years old*, the reader still knows the main idea of the sentence: *Martin's only child is my nephew*. The subject, *Martin's only child*, has already been identified without the nonrestrictive element.)



EXERCISE 1 ► Add commas to set off any nonrestrictive elements. Some sentences may include elements that could be either restrictive or nonrestrictive, so be sure you know what you want the sentence to mean.

Example: *Dr. Kennard* (,) *who has an office at Lakeside Women's Hospital* (,) *will operate on me.*

1. The portrait that Pat painted will be sold at Eve's Gallery.
2. Ichiko called on Professor Castillo who lives on Turtle Dove Drive.
3. The couple strolled through the park's rose garden which is beautiful in early summer.
4. The stock analyst who advised caution was certainly right about financial conditions.
5. Former President Jimmy Carter who won the Nobel Peace Prize is one of her heroes.
6. A college academic advisor who helps a student devise a class schedule is similar to a high school guidance counselor.
7. A traditional Hindu mala which is one of the oldest prayer bead garlands in the world consists of 108 beads.
8. I had to call the plumber who lives on 123rd Street.
9. The fact that I can graduate at the end of this semester keeps me motivated to study.
10. He approached a security guard who was standing at the entrance.



EXERCISE 2 ► Write four of your own sentences using the relative pronoun in parentheses to begin the subordinate part of each sentence. Punctuate correctly.

Example: *The employees who received merit raises are happy.* _____

1. (that) _____

2. (who) _____

3. (which) _____

4. (whoever) _____

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CHAPTER TWENTY



Sentence/Idea Combining: Subordinating

Another method to use in combining ideas is to make at least one idea *subordinate* (less important than the main idea). Use a subordinating conjunction and correct punctuation.

Look at the following examples:

Original: Her favorite poem is “Home Burial” by Robert Frost. One of her favorite poets is T.S. Eliot.

Combined: Although one of her favorite poets is T.S. Eliot, her favorite poem is “Home Burial” by Robert Frost.

In the combined version, the subordinating conjunction *although* shows concession: In spite of one fact, another fact is true. In other words, in spite of the fact that one poet is her favorite, she likes a poem by someone else.

In the following examples, two sentences have been written in four ways:

1. Because Rosario knew she would need financial help to pay her college tuition, she applied for a scholarship.

Sentence 1 makes the idea that she applied for a scholarship the more important idea in the sentence. The idea that Rosario knew she would need financial help to pay her college tuition is less important than the idea that she applied for a scholarship. The subordinating conjunction *because* shows the cause and effect relationship between the two ideas. Since one idea is more important than the other, it will stick in the reader’s mind. Therefore, the writer must decide which idea is more important and write the sentence accordingly. If you read the sentence aloud, you can hear that the comma after *tuition* makes the reader pause slightly before reading the main idea.

2. Rosario knew she would need financial help to pay her college tuition; she applied for a scholarship.

Sentence 2 makes the two ideas equal, but it does not provide a connecting word to make the relationship between the two ideas clear.

3. Rosario knew she would need financial help to pay her college tuition, so she applied for a scholarship.

In sentence 3, the coordinating conjunction *so* makes the ideas equal and shows result in a general way.

4. Rosario knew she would need financial help to pay her college tuition. She applied for a scholarship.

Sentence 4 requires a definite stop between ideas. The relationship between the ideas is not quite clear because the ideas have not been combined.

Each way of combining ideas has a certain effect on your audience. In using subordination, the effect is to show one more important and one less important idea and the relationship between them.



EXERCISE 1 ▶ Combine the sets of sentences below by making one of the ideas more important and one less important. Use a subordinating conjunction and correct punctuation. You can make either the first or the second sentence in each set the less important idea.

Example: She typed a three-page medical terminology exam. She was tired.

She was tired after she typed a three-page medical terminology exam.

1. Producing effective essays can be difficult. Use of good examples can leave the reader with a clear idea of the writer's main points.

2. Trust is usually our first inclination when we meet someone. We have to make a deliberate decision to mistrust someone.

3. Many male butterflies have scent scales on their wings to attract females. The females are not attracted to mere beauty.

4. A successful career requires sacrifices. He was not willing to sacrifice anything.

5. The U.S. Bureau of Mines built the helium plant in 1959. It closed the plant four years later.

6. The tornado siren sounded at midnight. The parents and their children immediately went to the only closet in the house.

7. She was obviously suspicious. She made no indication of her feelings.

8. Grant saw his fate in terms of the nation's destiny. Lee saw himself in relation to his own region.



EXERCISE 2 ▶ Write ten sentences, combining two ideas (two sets of subjects and verbs) in each sentence. Make one of the ideas subordinate. Use a subordinating conjunction and correct punctuation. Then explain why you chose that particular subordinating conjunction for each sentence.

Example: *He bought a small car because he needs to get good gas mileage.*

Explanation: *Because shows the reason why he bought a car, to get good gas mileage.*

1. _____

Explanation: _____

2. _____

Explanation: _____

3. _____

Explanation: _____

4. _____

Explanation: _____

5. _____

Explanation: _____

6. _____

Explanation: _____

7. _____

Explanation: _____

8. _____

Explanation: _____

9. _____

Explanation: _____

10. _____

Explanation: _____



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CHAPTER TWENTY-ONE



Overview of Phrases and Clauses

Before you can use coordination and subordination to their fullest potential in connecting related ideas, you should be able to recognize phrases and clauses. Once you are able to recognize these two different groups of words in a sentence, you can more easily construct a sentence that gives the exact meaning you intend.

PHRASES

A phrase is a group of related words without a subject and verb. Look at the following phrases:

to the airport
of the candidates
standing by the truck
washing the clothes
to learn the rules
to be played
the game having started

In each phrase, the words go together; however, in none of the phrases is the *who-did-what* pattern clear. The subject and verb are missing. A phrase is used in the sentence as a single part of speech. Look at the following sentences:

1. I drove June *to the airport*. (The subject drove where? The phrase *to the airport* is used as an adverb to tell where.)
2. One *of the candidates* is my uncle. (The phrase *of the candidates* is used as an adjective to modify *one*.)
3. The girls *standing by the truck* were laughing. (The phrase *standing by the truck* is used as an adjective to tell which girls were laughing.)
4. *Washing the clothes* is not Ted's job. (The phrase *washing the clothes* is used as a noun, the subject of the sentence, to explain what is not Ted's job.)
5. *To learn the rules* is not always easy. (The phrase *to learn the rules* is used as a noun, the subject of the sentence, to explain what is not always easy.)
6. The music *to be played* is Michelle's choice. (The phrase *to be played* is used as an adjective to modify *music*.)
7. *The game having started*, we took our seats. (The phrase *the game having started* is used to modify the entire sentence. It explains why we took our seats: because the game started.)

CLAUSES

A clause is a group of related words with a subject and verb. An independent clause (or main clause) can stand alone as a sentence. A dependent clause (or subordinate clause) begins with a subordinating word and cannot stand alone as a sentence. Look at the following examples:

1. since they left early = dependent clause
subject = they
verb = left
2. We left early. = independent clause
subject = we
verb = left
3. when they came home = dependent clause
subject = they
verb = came
4. They came home yesterday. = independent clause
subject = they
verb = came
5. because the rain began = dependent clause
subject = rain
verb = began
6. The rain began this morning. = independent clause
subject = rain
verb = began

The independent clauses are complete sentences. Just as an independent person can stand on his or her own, so can an independent clause. The dependent clauses cannot stand alone because they do not make sense alone. An important connection is missing. These clauses are dependent because they *depend* on another idea for completeness; they depend on an independent clause.

The subordinating word makes the difference between the two kinds of clauses. In other words, the subordinating word makes the clause dependent. Consider the following examples:

because the house was built on a hill
subject = house
verb = was built
subordinating word = because

If you remove *because*, you have a complete sentence:

The house was built on a hill.

For the clause with *because* to make sense, it must be connected to another idea, a complete sentence:

Because the house was built on a hill, it has a beautiful view of the valley.

It has a beautiful view of the valley is an independent clause. The subordinating word *because* is not an isolated word between the two clauses; it is part of the dependent clause. The idea the dependent clause introduces is less important than the idea in the independent clause because the subordinating word makes the idea subordinate (less important).

Using dependent clauses is one good way to connect ideas; however, sometimes a phrase or perhaps even a single word can work just as well to indicate the less important idea. Look at the following examples:

1. *Although the dog looked harmless*, he was vicious.
 subject = dog
 verb = looked
 subordinating word = although

The dependent clause in sentence 1 puts much emphasis on the subordinate idea because both a subject and verb are present. A clause usually has more impact than a phrase and attracts more notice from your audience.

2. *Although harmless looking*, the dog was vicious.

The phrase in sentence 2 puts less emphasis on the subordinate idea because it has no subject and verb. But it still serves the purpose of letting you include a minor idea in your sentence. Notice that a subordinating word can introduce a phrase; it does not always have to introduce a clause.

3. The *harmless-looking* dog was vicious.

Using a word in sentence 3 rather than a clause or phrase puts even less emphasis on the subordinate idea.

Independent clauses can be joined by coordinating conjunctions if you want to connect ideas of equal importance. The coordinating conjunctions *and*, *but*, *yet*, *or*, and *nor* always connect grammatical elements of equal rank, such as two or more nouns, verbs, adjectives, adverbs, phrases, dependent clauses, or independent clauses. Look at the following examples:

1. *Randy* and *Dana* are our closest friends. (nouns)
2. Lonnie will *stay* at her sister's house or *drive* to Eric's apartment. (verbs)
3. Angela is *friendly* yet *quiet*. (adjectives)
4. The young girls *quickly* and *gracefully* moved across the stage. (adverbs)
5. *To buy a new car* or *to get my old one repaired* was a difficult decision. (phrases)
6. *Because it rained for six hours* and *because the streets have poor drainage*, the small town soon was flooded. (dependent clauses)
7. *The symphony performance will begin in an hour*, but *Kelly cannot be there on time*. (independent clauses)

The coordinating conjunctions *for* and *so* do not connect words, phrases, or dependent clauses, but they do connect independent clauses:

1. *The politician avoided the question*, *for he knew the crowd would not like his answer*.
2. *Mr. Hardt is the manager of two restaurants*, *so he often works long days*.



EXERCISE 1 ▶ In the blanks, identify each group of words as a phrase (P), a dependent clause (DC), or an independent clause (IC).

Example: P turning the book over

- _____ 1. before the class began
- _____ 2. to leave home
- _____ 3. time flies
- _____ 4. after the movie
- _____ 5. crying her heart out
- _____ 6. because he was late
- _____ 7. although we ran a mile
- _____ 8. attracting a crowd
- _____ 9. when she drives to work
- _____ 10. that I told you about
- _____ 11. I have to write a letter of complaint
- _____ 12. unless you finish the course
- _____ 13. in a hurry
- _____ 14. whenever I feel tired
- _____ 15. during the night
- _____ 16. because I said so
- _____ 17. while studying for a test
- _____ 18. studying for a test
- _____ 19. while she studies for a test



EXERCISE 2 ► In the blanks, supply the kind of clause asked for to complete the sentence. Each clause must include a subject and verb.

Example: (dependent clause beginning with *because*)
She expects Roger to understand because he is a good friend.

1. (independent clause) I went to work, and _____

2. (dependent clause beginning with *because*) Wally enrolled late

3. (dependent clause beginning with *after*) Andrea went to the sale

4. (dependent clause beginning with *although*) I will attend the meeting

5. (independent clause) James likes me, but _____

6. (dependent clause beginning with *since*) She is happy _____

7. (dependent clause beginning with *even though*) We invited him

8. (independent clause) _____
_____, yet I was determined
to complete the project.
9. (independent clause) _____
as soon as I opened my door.
10. (dependent clause beginning with *when*) _____
_____ she saw Rob's face.



EXERCISE 3 ► Finish each sentence below by adding a phrase.

Example: He prefers working in the early morning .

1. Lawrence moved to Virginia _____
2. The woman _____ is my friend.
3. The humidity was high _____.
4. _____ the bank is opening
a new branch.
5. To buy new shoes and _____
were my goals.
6. _____ she found a better job.
7. The criticism of his survey was unfair _____.
8. _____ and bodybuilding are her
favorite hobbies.



EXERCISE 4 ► Write your own sentences by supplying the phrases and clauses asked for in the blanks.

Example: When the wind blew, the wind chimes made a lovely sound.
dependent clause independent clause

1. _____, and _____.
independent clause independent clause
2. _____
independent clause phrase
3. _____, _____.
dependent clause independent clause
4. _____
independent clause dependent clause
5. _____, _____
dependent clause independent clause phrase



EXERCISE 5 ▶ Write six sentences of your own. Use coordination in the first three and subordination in the last three.

Example: (coordination) *He was the postmaster, and his son was the clerk in the post office.*

1. (coordination) _____

2. (coordination) _____

3. (coordination) _____

4. (subordination) _____

5. (subordination) _____

6. (subordination) _____

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Common Sentence Errors

FRAGMENTS

You should almost always write in complete sentences so your audience will understand your ideas. However, in personal writing, such as an autobiographical account, you might want to use an incomplete sentence intentionally. Such sentences should be used sparingly; otherwise, they lose their effectiveness.

An incomplete sentence is called a *sentence fragment*. It is a common sentence error to avoid. **A sentence fragment is only part of a sentence, and it is set off as if it were a complete sentence.**

Example: Because they seem so complicated.

A sentence fragment usually begins with a capitalized word and ends with a period; consequently, it may look like a complete sentence, but it is not. Some fragments may be several words long, but length does not make them complete sentences.

In context, a sentence fragment is more difficult to detect. As a writer, you automatically make connections between ideas in your head; however, you must make certain that on paper these connections are clear to your audience. Look at the following example:

He didn't want to look at the new tax laws. Because they seemed so complicated.
He decided to take them to William, his friend. Who is a tax accountant.

In the example, the underlined sentence fragments are subordinate (less important) ideas. Remember that a subordinate idea must rely on the main idea to complete its meaning, and a subordinating conjunction joins the subordinate and main ideas. These subordinate ideas logically follow the main ideas preceding them, and you will know there is a connection because you wrote them. But your audience will not understand these connections right away and will have to reread the passage to figure out what you mean. For example, as the writer, you know that the following ideas go together:

he didn't want to look at the new tax laws
because they seemed so complicated

To you, the meaning is obvious. On the other hand, your audience may think the fragment beginning with *because* goes with the next sentence:

because they seemed so complicated
he decided to take them to William, his friend

Only you, the writer, can clarify the meaning by attaching the fragment beginning with *because* to the complete sentence that shows the logical cause and effect:

He didn't want to look at the new tax laws
because they seemed so complicated.

Now look at the fragment beginning with *who*. If it is not attached to the complete sentence preceding it, the audience may think, upon first reading, that you are trying to ask a question:

Who is a tax accountant?

Actually, you need to join the fragment to the appropriate complete sentence:

He decided to take them to William, his friend,
who is a tax accountant.

A good way to detect sentence fragments is to read each of your sentences out of context. For example, if you are writing something with several sentences, read the passage from the last sentence to the first. Then you will not be tempted to make connections in your head. Instead, you will have to make the connections on paper.

Fragments occur in the following situations:

1. The subject is omitted.
Example: Walked in the park.
2. The verb is omitted.
Example: The glorious colors of autumn.
3. Both the subject and verb are omitted.
Example: During the last Friday in January.
4. A subordinate idea is punctuated as a complete sentence.
Example: If a person wants to write in a clear style.

Look at the following examples:

1. Omitted subject: Watched television all evening.

In the *who-did-what* sentence pattern, the *who* is missing.

2. Omitted verb: The apple pie cooling on the table.

In the *what-did-what* sentence pattern, the *did* is missing. Note that the *-ing* form of the verb cannot be the main verb in a sentence; the verb form must be changed.

Incorrect: The apple pie *cooling* on the table.

Correct: The apple pie *was cooling* on the table.

Correct: The apple pie *cooled* on the table.

3. Omitted subject and verb: Feeling foolish.

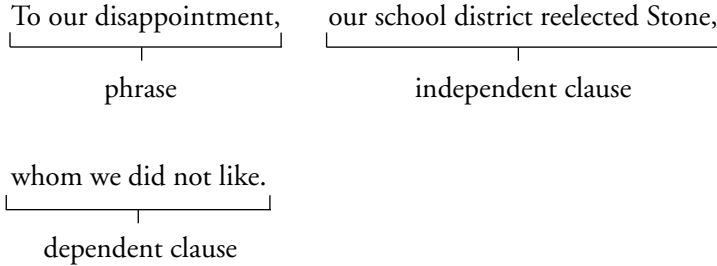
In the *who-did-what* sentence pattern, both the *who* and the *did* are missing.

4. Subordinate idea punctuated as a complete sentence:
When I opened the refrigerator door.

When is a subordinating conjunction beginning a subordinate idea. There is no main idea.

IDENTIFYING FRAGMENTS

If you can identify phrases, dependent clauses, and independent clauses you can break your sentences into parts and determine if you are writing fragments. Look at the following example:



If you cross out the phrase and dependent clause, you can see that you have one independent clause left. The phrase and dependent clause must be connected to the independent clause so that you do not have any sentence fragments.

~~To our disappointment,~~ our school district reelected Stone, ~~whom we did not like.~~



EXERCISE 1 ▶ Each of the groups of words below is a sentence fragment. In the blanks, identify what makes each one a fragment:

- A. Omitted subject
- B. Omitted verb
- C. Omitted subject and verb
- D. Subordinate idea punctuated as a complete sentence.

Example: C On the first day of class.

- 1. With her energy level very high.
- 2. State employees retiring early.
- 3. Even though Diana watched the program.
- 4. Broke into the car.
- 5. Several pertinent questions.
- 6. The boy jumping over the railing.
- 7. When Grandmother came home.
- 8. A self-portrait on canvas.
- 9. Because I don't want to leave.
- 10. A new, interesting development in the research department.



EXERCISE 2 ▶ Each of the groups of words below is a sentence fragment. Each one is part of a continuous passage of writing. In the blanks, identify what makes each one a fragment:

- A. Omitted subject
- B. Omitted verb

- C. Omitted subject and verb
- D. Subordinate idea punctuated as a complete sentence.

Example: C After a long illness.

- _____ 1. The black leather jacket.
- _____ 2. Which Darrel wore to the party.
- _____ 3. Brought him a great deal of attention.
- _____ 4. Although he bought it.
- _____ 5. To impress his girlfriend.
- _____ 6. Several of the other young ladies.
- _____ 7. At the party.
- _____ 8. Thought Darrel looked sexy and appealing.
- _____ 9. Because he was well dressed.
- _____ 10. And full of confidence.

CORRECTING SENTENCE FRAGMENTS

You can correct sentence fragments in several ways.

- Add a subject.
- Add a verb.
- Add a subject and a verb.
- Join the fragment to the sentence preceding it.
- Join the fragment to the sentence following it.

Look at the following examples:

ADD A SUBJECT

Fragment: Memorized every word of the letter.

Sentence: She memorized every word of the letter.

ADD A VERB

Fragment: The younger children in the station wagon.

Sentence: The younger children in the station wagon were sleeping.

ADD A SUBJECT AND A VERB

Fragment: To the airport.

Sentence: Jan drove to the airport.

JOIN THE FRAGMENT TO THE SENTENCE PRECEDING ITFragment: The house was painted blue. Because it was Nancy's favorite color.

Sentence: The house was painted blue because it was Nancy's favorite color.

JOIN THE FRAGMENT TO THE SENTENCE FOLLOWING ITFragment: After an unusually long heat wave. Sue was relieved to see the cool rain.

Sentence: After an unusually long heat wave, Sue was relieved to see the cool rain.

Some sentence fragments can be corrected in more than one way:

Fragment: Jerry working to repair the dishwasher and getting tired.

Sentence: Jerry worked to repair the dishwasher, but he got tired.

Sentence: Because Jerry worked on repairing the dishwasher, he got tired.

Sentence: Jerry worked on repairing the dishwasher. He got very tired.

The main thing to keep in mind when you are correcting a sentence fragment is clarity. Will the audience clearly understand what you are saying?



EXERCISE 1 ▶ Each of the following groups of words below is a sentence fragment. In the blanks, identify which method would most easily correct the sentence fragment:

Method 1: Add a subject.

Method 2: Add a verb.

Method 3: Add a subject and a verb.

Method 4: Join the fragment to the sentence preceding it.

Method 5: Join the fragment to the sentence following it.

Then write the corrected version in the space provided.

Example: 3 Standing by the Christmas tree.

The boy was standing by the Christmas tree.

_____ 1. Listened intently to the radio.

_____ 2. The new pink and mauve carpet.

_____ 3. Arnold being interested in competition weightlifting.

_____ 4. In the summer months.

_____ 5. Because Walter loved the outdoors.



EXERCISE 2 ▶ Make two different complete sentences from the fragments below.

Example: Early morning hours.

A. *I always get up during the early morning hours.*

B. *In the early morning hours, our street is quiet.*

1. Riding a bicycle.

A. _____

B. _____

2. Since the sky cleared.

A. _____

B. _____

3. Drinking a cup of hot chocolate.

A. _____

B. _____

4. When the band plays her favorite song.

A. _____

B. _____

5. My car a red Corvette.

A. _____

B. _____

6. Whole wheat crackers and cheddar cheese.

A. _____

B. _____

7. Melvin and his family.

A. _____

B. _____

8. At the top of the hill.

A. _____

B. _____



EXERCISE 3 ▶ The following passage contains some sentence fragments. Find and correct them. Then rewrite the passage in the spaces provided.

Her mother is a woman who loves large cities. Because she grew up in one. She grew up in Europe. And moved to the United States when she was twenty years old. Wanting to become a doctor. She studied at night and went to school during the day. Held down a job too. A wise, energetic, youthful woman of sixty now.

3. My proposal for a new student tutor program was accepted, I was quite surprised.
4. Sometimes he is in class sometimes he is not.
5. I awoke at 7:00 this morning, I showered at 7:15.
6. He enjoyed the movie he decided to see it again.
7. She felt ill when she entered the room the anatomy lab smelled unusual.
8. Presumably, the information is correct, you still need to check it again.
9. The stereo components were stacked in the middle of the floor, a burglary was taking place.
10. Professor Adams required ten secondary sources for the research paper, some students were having trouble with the assignment.

CORRECTING RUN-ON SENTENCES AND COMMA SPLICES

You can correct run-on sentences and comma splices in the ways that follow. As a writer, you have to decide which method of correction best makes your ideas and the relationships between them clear to the audience.

- Add end punctuation at the end of the first independent clause. Begin the next sentence with a capital letter.

Run-on sentence: I put on my seat belt I started the car.

Correct: I put on my seat belt. I started the car.

Comma splice: The refrigerator is empty, we need to buy food.

Correct: The refrigerator is empty. We need to buy food.

- Use a comma and coordinating conjunction to join the sentences.

Run-on sentence: I recognized the elderly man he had been my father's boss.

Correct: I recognized the elderly man, for he had been my father's boss.

Comma splice: The school bell rang, the children ran to the school buses.

Correct: The school bell rang, and the children ran to the school buses.

Note that *then* and *also* are not coordinating conjunctions:

Run-on sentence: I put on my seat belt then I started the car.

Correct: I put on my seat belt. Then I started the car.

Comma splice: The murder rate is very high, also the burglary rate is increasing.

Correct: The murder rate is very high. Also the burglary rate is increasing.

- Make one of the ideas subordinate and use a subordinating conjunction to connect the subordinate idea to the main idea.

Run-on sentence: I recognized the elderly man he had been my father's boss.

Correct: I recognized the elderly man because he had been my father's boss.

Comma splice: The school bell rang, the children ran to the school buses.

Correct: After the school bell rang, the children ran to the school buses.

Occasionally, you might want to change the position of the sentences, especially if you correct a run-on sentence or comma splice by using coordination or subordination. Look at these examples:

Positions changed: He had been my father's boss, so I recognized the elderly man.

Positions changed: The children ran to the school buses when the school bell rang.

- Use a semicolon to join the independent clauses.

Run-on sentence: I enjoyed the physiology course I learned more than I had expected.

Correct: I enjoyed the physiology course; I learned more than I had expected.

Comma splice: He plays tennis every weekend, he pretends to be a great athlete.

Correct: He plays tennis every weekend; he pretends to be a great athlete.

Use a semicolon rather than a period when you want to bring related ideas of equal importance close together.

- Use a semicolon and a conjunctive adverb to join the independent clauses.

Run-on sentence: She works a crossword puzzle every morning she increases her vocabulary.

Correct: She works a crossword puzzle every morning; consequently, she increases her vocabulary.

Comma splice: His responsibilities are numerous, his time is limited.

Correct: His responsibilities are numerous; therefore, his time is limited.

Use a semicolon and conjunctive adverb when you want to give greater emphasis to the relationship between the two independent clauses.



EXERCISE 1 ▶ Each of the groups of words below is a run-on sentence. Correct each one in two different ways. Specify which method of correction you are using.

Example: His shoes were polished and shining he had a job interview.

A. Method: *semicolon* _____

Correction: *His shoes were polished and shining; he had a job interview.*

B. Method: *one idea subordinate* _____

Correction: *His shoes were polished and shining because he had a job interview.*

1. He will be forty tomorrow we are planning a surprise birthday party.

A. Method: _____

Correction: _____

B. Method: _____

Correction: _____

2. She wrote a proposal for on-the-job training she read the paper at the conference in Dallas.

A. Method: _____

Correction: _____

B. Method: _____

Correction: _____

3. The seat belt was fastened the passenger was not hurt in the automobile accident.

A. Method: _____

Correction: _____

B. Method: _____

Correction: _____

4. Ron programmed our computer then he checked it for viruses.

A. Method: _____

Correction: _____

B. Method: _____

Correction: _____

5. The daily receipts were totaled they had many errors.

A. Method: _____

Correction: _____

B. Method: _____

Correction: _____

6. The employment agency helped me to compile a resume my old resume was out of date.

A. Method: _____

Correction: _____

B. Method: _____

Correction: _____

7. She wore a walking cast on her ankle for three weeks, then she had physical therapy for a month.

A. Method: _____

Correction: _____

B. Method: _____

Correction: _____

8. Carol showed us three simple ways to make pottery at home, the pinch pot method was easiest because the clay is gradually pinched into shape.

A. Method: _____

Correction: _____

B. Method: _____

Correction: _____



EXERCISE 2 ► The following paragraph has been written as one sentence. Rewrite it, correcting all the run-on sentences. Use as many of the methods of correction as you need. You may have to omit some words.

I went to the college at 8:00 A.M. this morning to enroll I wanted to get finished by noon at noon I go to work at the hospital I couldn't get the classes I needed two of them were closed the history and speech sections were all closed I didn't really want to take political science this semester so many papers are required in that course I work sixty hours a week my time is quite limited finally I got enrolled I took a science course instead of speech and a psychology course instead of history the schedule I ended up with seemed workable I left at 12:50 and barely made it to work on time.



EXERCISE 3 ► The following paragraph includes run-on sentences and comma splices, as well as complete sentences. Correct all the run-on sentences and comma splices. Use as many of the methods of correction as you need. You may have to omit some words.

Phoebe wanted to create a small indoor garden, she wanted it to fill the house with fragrance during the winter months. First, she decided to use a south-facing window, then she added a humidifier to the room so that the plants would not be in dry air. She knew temperature was also a crucial factor. Some fragrant plants prefer warm temperatures others like cool temperatures. Since her garden room was warm, she decided to choose certain plants, she chose star jasmine, gardenia, and butterfly gardenia. Her windowsill garden was complete, it provided a treat for her eyes and nose.

CHAPTER TWENTY-THREE



Other Connectors

CORRELATIVE CONJUNCTIONS

Correlative conjunctions are useful in joining ideas of equal importance. Correlative conjunctions are actually coordinating conjunctions that work in pairs. Look at the following examples:

Both Mother *and* I will buy presents for Lynn's baby shower.
Your gloves are *either* in the hall closet *or* in the car.

COMMON CORRELATIVE CONJUNCTIONS

both ... and
either ... or
neither ... nor
not only ... but also
not ... but

Correlative conjunctions join elements of equal grammatical rank: two nouns, verbs, adjectives, adverbs, or two phrases, or two dependent clauses, or two independent clauses. Look at the following examples:

1. The problems are both the *switch* and the *switchplate*. (nouns)
2. The sociology department will either *hire* a new instructor or *reduce* the number of class offerings. (verbs)
3. Brie cheese can be used neither *in the casserole* nor *in the dip*. (phrases)
4. We went to the banquet not *because we wanted to* but *because we had to*. (dependent clauses)
5. Not only *did Albert Einstein give us his Special Theory of Relativity in 1905*, but also *he gave us his expanded General Theory of Relativity some years later*. (independent clauses)

A correlative conjunction lets you show a balanced relationship between parts. In addition, by using a set of conjunctions, you can reinforce this balance, particularly with independent clauses. Look at the following examples:

Independent clauses separated: Teenagers are getting wiser. Or I am getting more tolerant.

Correlative conjunction used to show balance: Either teenagers are getting wiser, or I am getting more tolerant.

Independent clauses separated: The tornado ripped houses from their foundations. Also, the hailstorm destroyed cars and trucks.

Correlative conjunction used to show balance: Not only did the tornado rip houses from their foundations, but also the hailstorm destroyed cars and trucks.



EXERCISE 1 ▶ Supply the correlative conjunction in the blanks that best expresses the relationship between the two parts. Some sentences will work with more than one choice.

Example: Both the mother and the father held the child's hands to keep him from running across the street.

- Eating _____ garlic _____ onions on pizza makes my stomach hurt.
- _____ did the movie last too long, _____ it was boring to watch.
- _____ Bernice _____ her sisters will attend the picnic.
- She writes _____ advertising copy _____ humorous limericks.
- _____ quickly _____ silently she closed the door.
- We printed new brochures _____ because we needed more of them _____ because we updated the information.
- The bouquet of flowers had become _____ dry _____ wilted.
- _____ did she read the letter, _____ did she even open it.

COMMAS WITH CORRELATIVE CONJUNCTIONS

As with other coordinating conjunctions, correlative conjunctions require a comma when they join two independent clauses. Put the comma before the second half of the correlative conjunction set.

Example: *Not only* did Dan give her respect and admiration, *but also* he gave her unselfish love.



EXERCISE 1 ▶ Each of the following sentences uses correlative conjunctions to join independent clauses. Add the second half of the correlative conjunction and appropriate punctuation to each.

Example: Either the study skills class begins next week, or it begins week after next.

- Either the walls will be painted white _____ they will be wallpapered.
- Not only did the film provide entertainment _____ it taught the class to appreciate eighteenth-century drama.
- Either you will complete the assignment _____ you will lower your course grade.
- Not only should I have listened _____ I should have taken notes.
- Either you lost the book _____ someone stole it.



EXERCISE 2 ▶ Write five sentences of your own in which you use correlative conjunctions. The correlative conjunctions can connect words, phrases, or clauses—whatever you prefer.

Example: (both ... and) Both Judy and Annette are attorneys.

- (both ... and) _____

2. (either ... or) _____

3. (neither ... nor) _____

4. (not ... but) _____

5. (not only ... but also) _____

CONJUNCTIVE ADVERBS

Another way to connect independent clauses is to use a *conjunctive adverb*. The connector is an adverb that serves as a conjunction. Look at the following example:

The birds were not thriving in the new aviary; *consequently*, we made improvements in the environment.

COMMON CONJUNCTIVE ADVERBS

ALSO	signals	ADDITION
BESIDES	signals	ADDITION, almost an afterthought
CONSEQUENTLY	signals	RESULT
FINALLY	signals	SEQUENCE OF TIME, ORDER, IMPORTANCE
FURTHERMORE	signals	ADDITION
HOWEVER	signals	CONTRAST
INSTEAD	signals	CONTRAST, PREFERENCE, REPLACEMENT
LIKEWISE	signals	ADDITION, IN THE SAME WAY
MOREOVER	signals	ADDITION OF SOMETHING IMPORTANT
NEVERTHELESS	signals	CONTRAST, implies concession
NEXT	signals	SEQUENCE OF TIME, ORDER, IMPORTANCE
NOW	signals	AT THIS MOMENT
OTHERWISE	signals	ALTERNATIVE
SIMILARLY	signals	LIKENESS
THEN	signals	TIME ORDER
THEREFORE	signals	RESULT, more formal than <i>consequently</i>
THUS	signals	IN THIS WAY

A conjunctive adverb is a little more formal sounding than a coordinating conjunction; however, it can give greater emphasis to the relationship between the two independent clauses. It can also provide a transition to keep sentences from sounding choppy. Look at the following examples of sentences that have been connected with conjunctive adverbs:

Clauses separated: I politely asked for their cooperation. I expected them to work with me.

Clauses connected: I politely asked for their cooperation; therefore, I expected them to work with me.

Clauses separated: The dance club did not make a profit last year. It closed in January.

Clauses connected: The dance club did not make a profit last year; consequently, it closed in January.

Look at the difference between using no conjunction, a coordinating conjunction, and a conjunctive adverb in the following examples:

No conjunction: Dr. Morland told you to stop smoking. He told you to cut down your cholesterol intake.

Without a conjunction, no relationship is shown between the independent clauses, and the sentences sound a bit choppy.

With coordinating conjunction: Dr. Morland told you to stop smoking, and he told you to cut down your cholesterol intake.

The coordinating conjunction *and* shows addition; however, it puts no special emphasis on the relationship between independent clauses.

With conjunctive adverb: Dr. Morland told you to stop smoking; furthermore, he told you to cut down your cholesterol intake.

The conjunctive adverb *furthermore* shows addition and puts special emphasis on the relationship between the independent clauses.

A test you can use to distinguish a conjunctive adverb from a coordinating conjunction or a subordinating conjunction is to move the word to another part of the independent clause. If the clause still makes sense, the word is a conjunctive adverb:

Original: The lecture was informative; however, we had an appointment and left early.

However moved: The lecture was informative; we had an appointment and left early, however.



EXERCISE 1 ▶ Supply the conjunctive adverb that best expresses the relationship between the two independent clauses. Some sentences will work with more than one conjunctive adverb.

Example: The training session on using the Internet was valuable;
however, I needed even more information.

1. Selenium is a mineral most of us need; _____, many people do not take it as a supplement to their diets.
2. A priceless sculpture was stolen from the exhibit; _____ the gallery closed for a week while the police investigated.
3. You can proceed with this course of action; _____, you might regret it eventually.
4. He loved to hear the crack of the baseball being hit; _____ he could hardly wait till baseball practice began.
5. We have several software programs to tutor students; _____ we have six computer labs they can use.
6. I loved her; _____ I wanted to be with her.
7. You can learn to climb mountains; _____, it is hard work.
8. Cowboy boots are popular footwear in the Southwest; _____ jeans are common in all social situations.

SEMICOLONS AND COMMAS WITH CONJUNCTIVE ADVERBS

When you use a conjunctive adverb to join independent clauses, you should use a semicolon preceding the conjunctive adverb and a comma after it. Look at the example:

He has gained twenty pounds; however, he will not diet.

If a conjunctive adverb is used in another part of the independent clause rather than the beginning of it, only commas are needed to set it off. Look at the example:

He has gained twenty pounds; he will not diet, however.



EXERCISE 1 ▶ Join the independent clauses below with a conjunctive adverb and correct punctuation. Some sentences will work with more than one conjunctive adverb.

Example: She wanted to be a long-distance runner; *however*, she had injured her right leg too badly to train appropriately.

1. The moon was full and bright _____ he stayed up late admiring it.
2. His attitude is based on ignorance _____ he needed to be educated.
3. Grandfather admitted that he made mistakes _____ he said he learned valuable lessons from them.
4. Nadine relishes the stories of Mark Twain _____ she rarely reads any other author.
5. They summarized the chapter on Baroque art _____ they summarized the chapter following it.
6. The nurse brought the patient's medication into the room _____ the patient was nowhere in sight.
7. Factual information about music can help the listener _____ nothing can replace the sound of music.
8. She finished her dissertation _____ we had a party to celebrate.



EXERCISE 2 ▶ Write your own sentences, using conjunctive adverbs to join independent clauses. Punctuate correctly.

Example: (nevertheless) *He was late for class; nevertheless, the professor accepted the paper.*

1. (also) _____

2. (consequently) _____

3. (furthermore) _____

4. (however) _____

5. (instead) _____

6. (nevertheless) _____

7. (next) _____

8. (otherwise) _____

9. (then) _____

10. (therefore) _____

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CHAPTER TWENTY-FOUR



Sentence/Idea Combining: More Joining

Sometimes a writer can join main ideas by using a semicolon, conjunctive adverb, and a comma. The following example illustrates this method:

Original: Texas is my home state. I have grown to love Nevada even more.

Combined: Texas is my home state; however, I have grown to love Nevada even more.

In the combined version, the conjunctive adverb *however* shows the contrast between the ideas.

The following examples illustrate four different ways to join sentences. As you read them, take note of which sentence makes the clearest statement.

1. Margo's father married a woman twenty years his junior; consequently, Margo and her stepmother were about the same age and became close friends.

A reading of sentence 1 requires the reader to pause before considering the second independent clause. However, the reader is not required to make a complete stop. The conjunctive adverb *consequently* signals a result: Margo and her stepmother were about the same age and became close friends. The ideas are joined and the relationship between them is clear.

2. Margo's father married a woman twenty years his junior; Margo and her stepmother were about the same age and became close friends.

Sentence 2 requires the reader to pause before considering the second independent clause but does not provide a conjunctive adverb to make the relationship between the ideas clear. The reader does not know for sure that a result is indicated.

3. Margo's father married a woman twenty years his junior, so Margo and her stepmother were about the same age and became close friends.

Sentence 3 requires the reader to pause only slightly at the comma. The coordinating conjunction *so* shows result but in a very general way.

4. Margo's father married a woman twenty years his junior. Margo and her stepmother were about the same age and became close friends.

A reading of sentence 4 requires the reader to make a definite stop at the period. The relationship between the ideas is not clear. As shown in the first example, the use of a conjunctive adverb—preceded by a semicolon and followed by a comma—can effectively join two main ideas by showing the relationships between those ideas.



EXERCISE 1 ▶ Combine the sets of sentences below by using a semicolon, conjunctive adverb, and a comma. Do not drop or add any other words. Some sentences will work with more than one conjunctive adverb.

Example: Rhoda gave the CPR instructions clearly and precisely. We learned a great deal from her.

Rhoda gave the CPR instructions clearly and precisely; consequently, we learned a great deal from her.

1. Dr. Worter is a wonderful physical science teacher. I am learning something in his class.

2. Bart gave his sister several dresses from the exclusive shop he owns. She was thrilled.

3. Careful embalming of the dead gave them a great knowledge of anatomy. The Egyptians founded the science of medicine.

4. The philosophy of science is an interesting course. I think all college students should take it.

5. Terrorism is an ongoing, worldwide phenomenon. Some analysts are saying it is preventable.

6. He plans to meet us as soon as he leaves the airport. The traffic might detain him.

7. She wrote a Regency period romance novel. She sold it to a publisher last week.

8. The patient told Dr. Emma Reynolds all his dreams in vivid detail. He told his dreams to anyone who would listen.



EXERCISE 2 ▶ Write another independent clause to combine with each independent clause below. You can add your independent clause either preceding or following the sentence given. Connect the independent clauses with a semicolon, conjunctive adverb, and a comma.

Example: Kay is a beautiful ballet dancer.

Kay is a beautiful ballet dancer; consequently, the younger dancers want to emulate her.

- _____ 1. the spring rain smells wonderful

- _____ 2. his kindness is evident

- _____ 3. the computer lab is open until midnight

- _____ 4. the sociology class lasts for three hours twice a week

- _____ 5. my friends sometimes surprise me



EXERCISE 3 ▶ Write ten sentences in which you combine two independent clauses by using a semi-colon, a conjunctive adverb, and a comma. Then explain why you chose that particular conjunctive adverb for each sentence.

Example: *I study in the library every afternoon; however, I would rather play basketball.*

Explanation: *However shows the contrast between what I do, study, and what I would rather do, play basketball.*

1. _____

Explanation: _____

2. _____

Explanation: _____

3. _____

Explanation: _____

4. _____

Explanation: _____

5. _____

Explanation: _____

6. _____

Explanation: _____

7. _____

Explanation: _____

8. _____

Explanation: _____

9. _____

Explanation: _____

10. _____

Explanation: _____

