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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 123<sup>rd</sup> 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.

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

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

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

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

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

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

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

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**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

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**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

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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

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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.

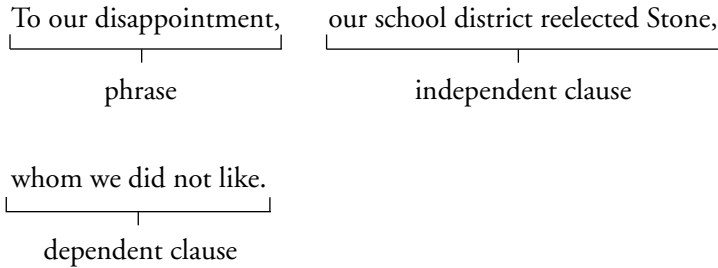
In the *who-did-what* sentence pattern, both the *who* and the *did* are missing.

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

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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 IT**Fragment: 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 IT**Fragment: 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

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*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

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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.

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

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

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

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

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

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

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

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**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

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- \_\_\_\_\_ 2. his kindness is evident

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- \_\_\_\_\_ 3. the computer lab is open until midnight

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

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- \_\_\_\_\_ 5. my friends sometimes surprise me

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**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: \_\_\_\_\_  
\_\_\_\_\_

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