

Combining Sentences



Coordination: The Compound Sentence	72	Coordination and Subordination: The Compound-Complex Sentence	81
Punctuation with Coordinating Conjunctions	72	Punctuation of Complicated Compound or Compound-Complex Sentences	82
Semicolons and Conjunctive Adverbs	74	Other Ways to Combine Ideas	84
Punctuation with Semicolons and Conjunctive Adverbs	75	Omissions: When Parts Are Missing	85
Subordination: The Complex Sentence	77	Variety in Sentences: Types, Order, Length, Beginnings	87
Subordinating Conjunctions	78	Chapter Review	89
Punctuation with Subordinating Conjunctions	79		
Punctuation with Relative Pronouns	79		

MICROTHEME

Writing Activity in Miniature

EXERCISE A

Before you work on this chapter, write a Microtheme on the following topic. Write small enough to leave room for marking later. **After** you have studied this chapter, return to your microtheme and complete Exercise B to practice what you have learned.

Suggested Microtheme Topic: Write a Microtheme of 80 to 100 words about the breakup of a relationship. It could be a friendship, romance, or school or work situation. Concentrate on causes or effects.

EXERCISE B

Connecting Your Learning Objectives with Your Microtheme

Complete this exercise after you have studied this chapter.

1. Check to make sure you have combined the sentences that could and should be combined. Revise as necessary.
2. Check to make sure you have properly used commas and semicolons in compound, complex, and compound-complex sentences.



The simple sentence, the most basic sentence in the English language, can be exceptionally useful and powerful. Some of the greatest statements in literature have been presented in the simple sentence. Its strength is in its singleness of purpose. However, a piece of writing made up of a long series of short, simple sentences is likely to be monotonous. Moreover, the form may suggest a separateness of ideas that does not serve your purpose well. If your ideas are closely associated and some are equal in importance and some not, you may be able to combine sentences to show a clearer relationship among those ideas.

Coordination: The Compound Sentence

If you intend to communicate two equally important and closely related ideas, you certainly will want to place them close together, probably in a **compound sentence**.

Suppose we take two simple sentences that we want to combine:

I am very tired. I worked very hard today.

We have already looked at coordinating conjunctions as a way of joining independent clauses to create compound sentences. Depending on which coordinating conjunction you use, you can show different kinds of relationships. (The following list is arranged according to the FANBOYS acronym discussed in Chapter 4. Only the first conjunction joins the original two sentences.)

For shows a reason:

I am very tired, *for* I worked very hard today.

And shows equal ideas:

I am very tired, *and* I want to rest for a few minutes.

Nor indicates a negative choice or alternative:

I am not tired, *nor* am I hungry right now.

But shows contrast:

I am very tired, *but* I have no time to rest now.

Or indicates a choice or an alternative:

I will take a nap, *or* I will go out jogging.

Yet indicates contrast:

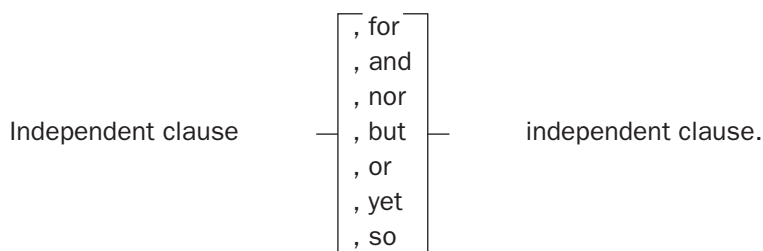
I am tired, *yet* I am unable to relax.

So points to a result:

I am tired, *so* I will take a nap.

PUNCTUATION WITH COORDINATING CONJUNCTIONS

When you combine two sentences by using a coordinating conjunction, drop the first period, change the capital letter that begins the second sentence to a small letter, and insert a comma before the coordinating conjunction.



EXERCISE 1 Combining Sentences: Compound

Combine the following pairs of sentences by deleting the first period, changing the capital letter that begins the second sentence to a small letter, and inserting a comma and an appropriate coordinating conjunction from the FANBOYS list. Feel free to reword the sentences as necessary.

1. James Francis “Jim” Thorpe, a Sac and Fox Indian, was born in 1888 near Prague, Oklahoma. At the age of sixteen, he left home to enroll in the Carlisle Indian School in Pennsylvania.
2. He had had little experience playing football. He led his small college to victories against championship teams.
3. He had scarcely heard of other sports. He golfed in the 70s, bowled above 200, and played varsity basketball and lacrosse.
4. In the 1912 Olympic Games for amateur athletes at Stockholm, Jim Thorpe entered the two most rigorous events, the decathlon and the pentathlon. He won both.
5. King Gustav V of Sweden told him, “You, Sir, are the greatest athlete in the world.” Jim Thorpe said, “Thanks, King.”
6. Later it was said he had once been paid fifteen dollars a week to play baseball, making him a professional athlete. The Olympic medals were taken from him.
7. Soon a Major League baseball scout did offer Thorpe a respectable contract, He played in the National League for six seasons.
8. Not content to play only one sport, he also earned a good salary for his time in professional football. After competing for fifteen years, he said he had never played for the money.
9. Many regard Jim Thorpe as the greatest athlete of the twentieth century. He excelled in many sports at the highest levels of athletic competition.
10. Off the playing fields, he was known by his friends as a modest, quiet man. On the fields, he was a person of joyful combat.

EXERCISE 2 Combining Sentences: Compound

Combine the following pairs of sentences by deleting the first period, changing the capital letter that begins the second sentence to a small letter, and inserting a comma and an appropriate coordinating conjunction from the FANBOYS list. Feel free to reword the sentences as necessary.

1. Sailing on its maiden voyage, the *Titanic* was considered unsinkable. On April 14, 1912, it struck an iceberg.
2. The ship sank 1,600 miles northeast of New York City. About 1,500 lives were lost.
3. The *Titanic* had been designed with great care. Its structure included sixteen watertight compartments.
4. Four of the compartments could be flooded without the ship's sinking. On that night five of the compartments flooded.
5. There were not enough lifeboats for the passengers. Lifeboats were considered unnecessary.
6. The management of the *Titanic* was supremely confident about the safety of the passengers. No lifeboat drills were required.
7. The killer iceberg was spotted just before the crash. It was too late.
8. At the time of the collision, another ship, the *Californian*, was only twenty miles away. The radio operator aboard the *Californian* was not on duty.
9. Some people behaved heroically. Others thought only of saving themselves.
10. Most of the survivors were women and children. The victims included the rich and famous.

SEMICOLONS AND CONJUNCTIVE ADVERBS

In Chapter 4, we saw that a semicolon can join independent clauses to make a compound sentence. Here are two more simple sentences to combine:

We were late. We missed the first act.

We can make one compound sentence of them by joining the two clauses with a semicolon:

We were late; we missed the first act.

We can also use words called **conjunctive adverbs** after semicolons to make the relationship between the two clauses clearer. Look at how the conjunctive adverb *therefore* adds the idea of “as a result.”

We were late; *therefore*, we missed the first act.

Conjunctive adverbs include the following words and phrases: *also, consequently, furthermore, hence, however, in fact, moreover, nevertheless, now, on the other hand, otherwise, soon, therefore, similarly, then, thus.*

Consider the meaning you want when you use a conjunctive adverb to coordinate ideas.

As a result of: *therefore, consequently, hence, thus, then*

To the contrary or with reservation: *however, nevertheless, otherwise, on the other hand*

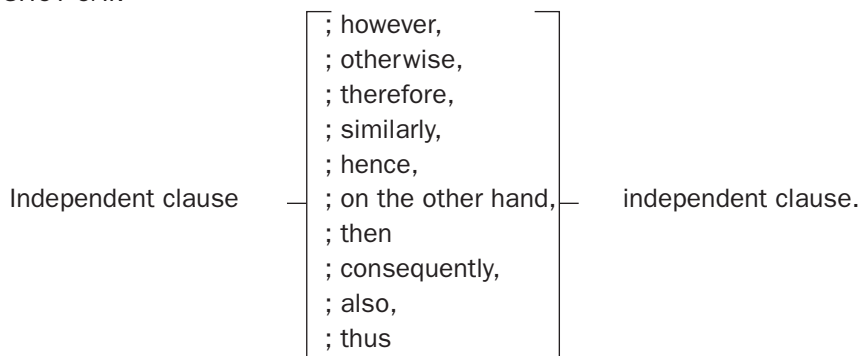
In addition to: *moreover, also*

To emphasize or specify: *in fact, for example*

To compare: *similarly*

PUNCTUATION WITH SEMICOLONS AND CONJUNCTIVE ADVERBS

When you combine two sentences by using a semicolon, replace the first period with a semicolon and change the capital letter that begins the second sentence to a small letter. If you wish to use a conjunctive adverb, insert it after the semicolon and put a comma after it. (However, no comma follows *then, now, thus, and soon.*) The first letters of ten common conjunctive adverbs make up the acronym HOTSHOT CAT.



EXERCISE 3 Combining Sentences: Compound

Combine the following pairs of sentences by replacing the first period with a semicolon, changing the capital letter that begins the second sentence to a small letter, and inserting a conjunctive adverb if appropriate, followed by a comma. Consider the list of conjunctive adverbs (HOTSHOT CAT and others). Do not use a conjunctive adverb in every sentence.

1. The legendary island of Atlantis has fascinated people for centuries, It probably never existed.
2. According to the Greek writer Plato, the people of Atlantis were very ambitious and warlike, They planned to conquer all of the Mediterranean.

3. Initially, they were successful in subduing areas to the west, They became wealthy.
 4. Then the people of Atlantis became proud, They became corrupt and wicked.
 5. They were confident and attacked Athens. Athens and its allies defeated the invaders.
 6. The story of Atlantis is probably just a tale. Many people have believed it.
 7. Some writers have tried to link the legend with such real places as America and the Canary Islands. No link has been found.
 8. The Minoan civilization on Crete was destroyed by tidal waves. A similar fate may have befallen Atlantis.
 9. Some people speculate about a volcanic explosion on Atlantis. A volcanic eruption did destroy part of the island Thera in the Eastern Mediterranean in 1500 BCE.
 10. Some writers have conjectured that American Indians migrated to the New World by way of Atlantis. Archaeologists dispute that idea.
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EXERCISE 4 Combining Sentences: Compound

Combine the following pairs of sentences by replacing the first period with a semicolon, changing the capital letter that begins the second sentence to a small letter, and inserting a conjunctive adverb if appropriate, sometimes followed by a comma. Consider the list of conjunctive adverbs (HOTSHOT CAT and others). Do not use a conjunctive adverb in every sentence.

1. Camels can cover much distance in heat with little or no water. They are well adapted to the desert.
2. They can walk easily on soft sand and carry heavy loads. They are useful pack animals for human beings traveling in the desert.
3. The typical desert offers little vegetation. That circumstance does not affect the camel.
4. A camel stores food in one or two humps of fat on its back. When food is scarce, the camel uses that fat for energy.
5. The Arabian camel has one hump. The Bactrian has two.
6. Camels are known for their bad temper. Most people are not surprised when camels bite, kick, and spit.

7. Camels grunt and groan when a passenger climbs aboard. Once under way, they carry their loads patiently.
8. Camels have mouth linings as tough as leather. They can eat a thorny cactus without injuring themselves.
9. In the 1850s the U.S. Army imported camels for desert transportation. The development of the railroads made camels unnecessary.
10. Working camels in Africa live for as long as fifty years. In circuses and zoos they die by the age of thirty.

Subordination: The Complex Sentence

Whereas a compound sentence contains independent clauses that are equally important and closely related, a **complex sentence** combines ideas of unequal value. The following two sentences can be combined as either a compound sentence or a complex sentence, depending on whether the writer thinks the ideas are of equal value.

My neighbors are considerate. They never play loud music.

Combined as a compound sentence, suggesting that the ideas are of equal value, the new sentence looks like this:

My neighbors are considerate, and they never play loud music.

independent clause
(main idea)
independent clause
(main idea)

Here are the same two ideas combined as a complex sentence, suggesting that the ideas are of unequal value:

Because my neighbors are considerate, they never play loud music.

dependent clause
(less important idea)
independent clause
(main idea)

Although both the compound and complex forms are correct, the complex form conveys the ideas more precisely because one idea does seem to be more important—one idea depends on the other.

Thus if you have two sentences with closely related ideas and one is clearly more important than the other, consider combining them in a complex sentence. Compare these two paragraphs:

1. This version contains six simple sentences, implying that the ideas are of equal value:
 - (1) I was very upset. (2) The Fourth of July fireworks were especially loud.
 - (3) My dog ran away. (4) The animal control officer made his morning rounds. (5) He found my dog in another part of town. (6) I was relieved.
2. This version consists of two simple sentences and two complex sentences, showing that some ideas are more important than others:

(1) I was very upset. (2) Because the Fourth of July fireworks were especially loud, my dog ran away. (3) When the animal control officer made his morning rounds, he found my dog in another part of town. (4) I was relieved.

You will probably consider Version 2 superior to Version 1. In Version 1, sentences 2 and 3 are closely related, but 3 is more important. Sentences 4 and 5 are closely related, but 5 is more important. In Version 2, the revision made each pair into a complex sentence.

Although you could combine sentences 1 and 2, the result would be illogical because the wrong idea would be conveyed:

Illogical Combination: I was very upset because the Fourth of July fireworks were especially loud.

The person was very upset because the dog ran away, not because the fireworks were especially loud.

SUBORDINATING CONJUNCTIONS

As you learned in Chapter 4, a complex sentence is composed of one independent clause and one or more dependent clauses. In combining two independent clauses to write a complex sentence, your first step is to decide on a word that will best show the relationship between the clauses. Words that show the relationship of a dependent clause to an independent one are called **subordinating conjunctions**. The italicized words in the following sentences are subordinating conjunctions. Consider the meaning as well as the placement of each one. Note that the first letters of the words spell out BAT WASHTUB. Remembering that acronym will help you write complex and compound-complex sentences.

Because the storm hit, the game was canceled.

After the storm passed, the dogs began to bark.

That he won is a certainty.

While Colette told her joke, the class was moved to fits of hysterics.

Vernon did not volunteer to work on the holiday, *although* the pay was good.

No one has visited Patty *since* she moved into town.

How he won is a secret.

They decided to wait *till* the cows came home.

They refused to work *unless* they were allowed to wear chef's hats.

Before the session ended, all the "hep cats" blew some sweet sounds.

Other subordinating conjunctions include the following:

as	if	so that	where
as if	in order that	than	whereas
even if	provided that	when	wherever
even though	rather than	whenever	whether

PUNCTUATION WITH SUBORDINATING CONJUNCTIONS

If the dependent clause comes *before* the independent clause, set it off with a comma.

Before Mike wrote his final draft, he looked over his outline.

If the dependent clause comes *after* or *within* the independent clause, set it off only if the clause is not necessary to the meaning of the independent clause or if the dependent clause begins with the word(s) *although*, *though*, or *even though*.

We went home *after* the concert had ended.

Vincent continued painting, *although* he had repainted the cabinet twice.

PUNCTUATION WITH RELATIVE PRONOUNS

As you learned in Chapter 4, a relative clause begins with a relative pronoun, a pronoun such as *that*, *which*, or *who*.

The decision that I made is final.
relative clause

A student who uses a computer can save time in revising.
relative clause

Set off the dependent (relative) clause with commas when it is not necessary to the sentence. Do not set off the clause if it is necessary for the meaning of the sentence.

Everyone *who tries* will pass this class. [The dependent clause is necessary because one would not say, "Everyone will pass this class."]

Juan, *who tries*, will pass this class. [The dependent clause is not necessary because one can say, "Juan will pass this class."]

The relative pronoun *which* usually refers to things. The word *which* almost always indicates that a clause is not necessary for the meaning of the sentence. Therefore, a clause beginning with *which* is almost always set off by commas.

My car, *which* is ten years old, has a flat tire.

The relative pronoun *that* also usually refers to things. However, the word *that* almost always indicates that the clause *is* necessary for the meaning of the sentence. Therefore, a clause beginning with *that* usually is *not* set off by commas.

The car *that* has a flat tire is ten years old.

The relative pronouns *who* and *whom*, as well as *whoever* and *whomever*, usually refer to people. Clauses that begin with those relative pronouns are not set off by commas if they are necessary for the meaning of the sentence; if they are not necessary, they are set off.

A person *who* has a way with words is often quoted. [necessary for the meaning of the sentence]

Uncle Colby, *whom* I quote often, has a way with words. [not necessary for the meaning of the sentence]

EXERCISE 5 Combining Sentences: Complex

Combine the following pairs of sentences into one complex sentence. Insert an appropriate subordinating conjunction or relative pronoun, add or fix punctuation, and make other minor changes as needed. Sentences that should be combined by using a relative pronoun are indicated.

1. (relative pronoun) The freeway congestion was under study. The problem occurred every Friday at noon.
2. The vacationers had a good time, The bears destroyed a few tents and ate people's food.
3. The teenagers loved their senior prom. The band played badly.
4. Farmers gathered for miles around. Jeff had grown a fifty-pound cucumber.
5. Back-seat drivers make unwanted suggestions in the nag-proof model. They can be ejected from the vehicle.
6. (relative pronoun) The marriage counselor gave bad advice. He charged only half price.
7. (relative pronoun) The robots would not do their work. They needed fresh batteries.
8. The hurricane was expected to hit during the night. The residents checked their flashlights.
9. The ice sculptor displayed his work in the dining hall. The customers applauded.
10. Someone stole the artwork of ice. No evidence was found.

EXERCISE 6 Combining Sentences: Complex

Combine the following pairs of sentences into one complex sentence. Insert an appropriate subordinating conjunction or relative pronoun, add or fix punctuation, and make other minor changes as needed. Sentences that should be combined by using a relative pronoun are indicated.

1. (relative pronoun) Mary Hayes was one of the first female soldiers in American warfare. She is better known as Molly Pitcher.
2. (relative pronoun) At the outbreak of the War of Independence, Mary was the wife of John Hayes. He soon joined the army.

3. Following established practice, Mary Hayes also went to war. She was the wife of a soldier.
4. He performed military duties. She washed and mended clothes and cooked meals.
5. John Hayes's regiment fought at the Battle of Monmouth. The day was hot.
6. Mary Hayes brought the soldiers water in pitchers. Some men started calling her Molly Pitcher, "Molly" for "Mary" and "Pitcher" for what she carried.
7. She was immediately proud of the name. Others started using it.
8. John Hayes suffered a heat stroke. Mary Hayes took over his job, firing his cannon.
9. A cannonball sailed between her knees and tore her dress. She refused to stop fighting.
10. Following the war, Mary Hayes received a pension for soldiers, She was truly a patriotic veteran.

Coordination and Subordination: The Compound-Complex Sentence

At times you may want to show the relationship of three or more ideas within one sentence. If that relationship involves two or more main ideas and one or more supporting ideas, the combination can be stated in a **compound-complex sentence** (two or more independent clauses and one or more dependent clauses).

Before Kafka learned how to operate a word processor,
dependent clause

he had trouble with his typewritten assignments,
independent clause

but now he produces clean, attractive pages.
independent clause

In our previous discussion of the complex sentence, we presented this group of six sentences:

I was very upset. The Fourth of July fireworks were especially loud. My dog ran away. The animal control officer made his morning rounds. He found my dog in another part of town. I was relieved.

We then converted the group of six sentences to four.

I was very upset. Because the Fourth of July fireworks were especially loud, my dog ran away. When the animal control officer made his morning rounds, he found my dog in another part of town. I was relieved.

But what if we wanted to show an even closer relationship of ideas? One solution would be to combine the two complex sentences in this way (the italicized sentence is compound-complex):

I was very upset. *Because the Fourth of July fireworks were especially loud, my dog ran away; but when the animal control officer made his morning rounds, he found my dog in another part of town.* I was relieved.

PUNCTUATION OF COMPLICATED COMPOUND OR COMPOUND-COMPLEX SENTENCES

If a compound or compound-complex sentence has one or more commas in the first clause, you may want to use a semicolon before the coordinating conjunction between the two clauses. Its purpose is to show the reader very clearly the division between the two independent clauses. The preceding example illustrates this use of the semicolon.

EXERCISE 7 Combining Sentences: Compound-Complex

Combine each group of sentences into one compound-complex sentence. Use the rules of sentence combining and punctuation discussed in this chapter.

1. A grumpy bear had stalked the grounds. Summer camp had been a great experience for the campers. They vowed to return.
2. The stuffed cabbage ran out. The party ended. The guests went home.
3. It was a costume party. All the guests dressed as movie legends. Ten were Elvis impersonators.
4. A new Elvis theme park opened in our town, I attended, I think I saw the King.
5. My father encouraged me to take up a hobby. I began collecting stamps. Now my hobby has become a business.
6. They were in a wilderness camp. They were not allowed to bring pets. They were allowed to bring toys.
7. He had no leather shoes to wear. Young Stu could not go to the prom. He hoped there would be a prom next year.
8. People were hungry. They ate massive quantities of hot dogs at the game. They knew the dogs were made of mystery meat.
9. The ambulance drivers were taking a break. A man had a choking fit. The drivers came to his rescue.

10. The film was filled with scenes of violence. It included a charming love story. The public liked it.
-

EXERCISE 8 Combining Sentences: Compound-Complex

Combine each group of sentences into one compound-complex sentence. Use the rules of sentence combining and punctuation discussed in this chapter.

1. Helen Keller suffered a serious childhood illness. She became blind and deaf. At first her parents did not know what to do.
 2. Her parents would not give up despite discouraging advice. They advertised for a teacher. A tutor named Anne Sullivan agreed to help.
 3. Young Helen began to discover the world through her sense of touch. She learned the alphabet. She started connecting words with objects.
 4. Her physical condition was irreversible. Her progress was rapid. In three years she could read Braille.
 5. She could not talk. She used sign language for speech. She used a special typewriter to write.
 6. She reached the age of ten. She took speech lessons from a teacher of the deaf. In six years she could speak well enough to be understood.
 7. She attended college. She still needed help. Anne Sullivan continued as her tutor and interpreter.
 8. She graduated from college with honors. She became involved in programs to help the deaf and blind communicate. She wrote books and articles about problems of the disabled.
 9. The effects of World War II presented special problems. Helen Keller helped disabled people in other countries. She helped soldiers blinded in the war.
 10. Helen Keller died in 1968. She had an international reputation as a humanitarian. Her books had been translated into more than fifty languages.
-

Other Ways to Combine Ideas

In this chapter, you have learned how to combine simple sentences into compound, complex, and compound-complex sentences that show the coordination and subordination of ideas. You can use other methods of combining ideas, as well. Here are four you may want to use in your own writing.

1. Use an **appositive**, which is a noun or noun phrase that immediately follows a noun or pronoun and renames it.

Kyoko is the leading scorer on the team. Kyoko is a quick and strong player.

Kyoko, *a quick and strong player*, is the leading scorer on the team.

2. Use a **prepositional phrase**, a preposition followed by a noun or pronoun object.

Dolly Parton wrote a song about a coat. The coat had many colors.

Dolly Parton wrote a song about a coat *of many colors*.

3. Drop the subject in the sentence that follows and combine the sentences.

Some items are too damaged for recycling. They must be discarded.

Some items are too damaged for recycling *and* must be discarded.

4. Use a **participial phrase**, a group of words that includes a participle, which is a verbal that usually ends in *-ing* or *-ed*.

Jamal rowed smoothly. He reached the shore.

Rowing smoothly, Jamal reached the shore.

EXERCISE 9 Combining Sentences

Combine each group of sentences into a single sentence in the ways indicated.

Use an appositive.

1. Ernest Hemingway won the Nobel Prize for literature in 1954. He was mainly an American writer of fiction.
2. Ernest spent his childhood summers in Michigan. He was the second of six children of Clarence and Grace Hemingway.

Use a prepositional phrase.

3. After high school he became a reporter. He worked for the Kansas City *Star*.

4. During World War I he volunteered to serve as a Red Cross ambulance driver. The Red Cross unit was stationed in Italy.

Drop the subject of the second sentence.

5. In 1920 he returned to journalism with the Toronto *Star*. He met his future first wife, Hadley Richardson.
6. Hemingway and his wife moved to France. They lived in a walk-up flat in the Latin Quarter of Paris.

Use a participial phrase.

7. Hemingway Worked conscientiously on his writing, He soon became a leader of the so-called Lost Generation.
8. He always sought adventure. He hunted, fished, loved, drank, fought, and wrote his way through the next three decades.

Use any of the above ways.

9. During World War II Hemingway armed his fishing boat and hunted for German submarines. He patrolled the waters of the Caribbean.
10. He died as a life-weary, broken man in 1961 at his home in Ketchum, Idaho. He was suffering from both physical and psychological problems.

Omissions: When Parts Are Missing

Do not omit words that are needed to make your sentences clear and logical. Of the many types of undesirable construction in which necessary words are omitted, the following are the most common.

- 1. Subjects.** Do not omit a necessary subject in a sentence with two verbs.

Illogical: The cost of the car was \$12,000 but would easily last me through college. (subject of *last*)

Logical: The cost of the car was \$12,000, but the car would easily last me through college.

- 2. Verbs.** Do not omit verbs that are needed because of a change in the number of the subject or a change of tense.

Illogical: The bushes were trimmed and the grass mowed.

Logical: The bushes were trimmed and the grass was mowed.

Illogical: True honesty always has and always will be admired by most people. (tense)

Logical: True honesty always has been and always will be admired by most people.

3. That as a conjunction. The conjunction *that* should not be omitted from a dependent clause if there is danger of misreading the sentence.

Misleading: We believed Eric, if not stopped, would hurt himself.

Clear: We believed that Eric, if not stopped, would hurt himself.

4. Prepositions. Do not omit prepositions in idiomatic phrases, in expressions of time, and in parallel phrases.

Illogical: Weekends the campus is deserted. (time)

Logical: During weekends the campus is deserted.

Illogical: I have neither love nor patience with untrained dogs. (parallel phrases)

Logical: I have neither love for nor patience with untrained dogs.

Illogical: Glenda's illness was something we heard only after her recovery.

Logical: Glenda's illness was something we heard about only after her recovery.

EXERCISE 10 Omissions

Identify the kinds of omissions by writing one of the following words in the blanks to the right: **preposition, verb, subject, that**. Insert the necessary words in the sentences.

1. Charles had neither love nor patience with small pets. _____
2. Because he was careless, a branch caught on the trigger of his gun, and went off. _____
3. In the newspaper, the radio, and TV, the story was the same. _____
4. We saw the car, if not stopped, would hit the tree. _____
5. Because Jim had not worked that summer, money was scarce in the fall and expenses burdensome. _____
6. Harry's ignorance was one of the things that we learned the trip. _____

7. We believed the lie, if not revealed, would harm people. _____
8. The truck was creeping up the hill, and had no thought at all of the traffic behind. _____
9. I do not believe and never have that a person's life is not his or her own responsibility. _____
10. When Joe got his second wind, his breathing slowed, and was able to go on running without fatigue. _____

Variety in Sentences: Types, Order, Length, Beginnings

Sentences can be written in a variety of ways to achieve freshness and clarity. Much of this polishing takes place during revision. Here are a few techniques for the main variations.

Types

You have learned that all four types of sentences are sound. Your task as a writer is to decide which one to use for a particular thought. That decision may not be made until you revise your composition. Then you can choose on the basis of the relationship of ideas:

Simple: a single idea

Compound: two closely related ideas

Complex: one idea more important than the other

Compound-complex: a combination of compound and complex

These types were all discussed in Chapter 4. This chapter provides further practice, as you combine sentences.

Order

You will choose the order of parts and information according to what you want to emphasize. Typically the most emphatic location is at the end of any unit.

Length

Uncluttered and direct, short sentences commonly draw attention. But that focus occurs only when they stand out from longer sentences. Therefore, you would usually avoid a series of short sentences.

Beginnings

A long series of sentences with each beginning containing a subject followed by a verb may become monotonous. Consider beginning sentences in different ways:

With a prepositional phrase: *In the distance* a dog barked.

With a transitional connective (conjunctive adverb) such as *then, however, or therefore*: *Then* the game was over.

With a coordinating conjunction such as *and* or *but*: *But* no one moved for three minutes. (Caution: Use this beginning sparingly.)

With a dependent clause: *Although he wanted a new Corvette*, he settled for a used Ford Taurus.

With an adverb: *Carefully* he removed the thorn from the lion's paw.

EXERCISE 11 Providing Sentence Variety

Revise the following passage to achieve better sentence variety through changes in types of sentences, order of information, length of sentences, and beginnings of sentences. Also, combine sentences for improved expression. Compare your revisions with those of others in your class. There is no single correct way of making these changes.

POWER RANGERS TO THE RESCUE

Leewan Yeomans

I do promotions on the weekends for TV's "Power Rangers." I'm Trini. She's supposed to be Chinese. I'm Chinese-American, the kids think I'm the real Ranger when I take off my mask. I've never felt very much like a Ranger except for one occasion. It was a weekend promotion, held at a park. We were doing our routine. I looked around and saw a little boy collapse. I guess he had been in distress for a while. Wearing the mask, I could hardly see anything. Anyway, this little boy was lying there, thrashing around and trying to throw up. No one was doing anything. The Pink Ranger started running around trying to find the child's parents. No one answered. I ran over when no one touched the boy, took off my mask, and put my finger in his mouth to clear his throat. There I found the problem. He had been chewing on, or maybe blowing up, a long balloon. He had swallowed it. I pulled it out of his throat. It was almost a foot long. The whole spectacle must have looked like a magic trick. The child still wasn't breathing well. The paramedics were called. They quickly helped him back to good health. His parents, who lived across the street, came to carry him home. We Rangers put our masks back on. The audience cheered us as if we had planned the whole scene. We resumed our routine. It was just another day of work for the Power Rangers.

CHAPTER REVIEW Combining Sentences

COORDINATION

If you want to communicate two equally important and closely related ideas, place them close together, probably in a **compound sentence** (two or more independent clauses).

1. When you combine two sentences by using a coordinating conjunction (FAN-BOYS), drop the first period, change the capital letter of the second sentence to a small letter, and insert a comma before the coordinating conjunction.

I like your home. I can visit for only three months.

I like your home, *but* I can visit for only three months.

2. When you combine two sentences by using a semicolon, replace the first period with a semicolon and change the capital letter that begins the second sentence to a small letter. If you wish to use a conjunctive adverb, insert it after the semicolon and usually follow it with a comma.

I like your home. I can visit for only three months.

I like your home; I can visit for only three months.

I like your home; *however*, I can visit for only three months.

SUBORDINATION

If you have two ideas that are closely related, but one is secondary or dependent on the other, you may want to use a **complex sentence**.

My neighbors are considerate. They never play loud music.

Because my neighbors are considerate, they never play loud music.

1. If the dependent clause comes first, set it off with a comma.

Because my dog has no hands or words, he licks me to show affection.

2. If the dependent clause comes after the main clause, set it off with a comma only if you use some form of the word *though* or if the words are not necessary to convey the basic meaning in the sentence.

Edmund Hillary was knighted by Queen Elizabeth II because he was one of the first two men to climb Mt. Everest.

Other mountain climbers soon duplicated his feat, *though* they received less recognition.

3. One type of dependent clause is called a **relative clause**. A relative clause begins with a relative pronoun, a pronoun such as *that*, *which*, or *who*. Relative pronouns *relate* the clause to another word in the sentence.

Orlando purchased a used computer. It had hardly been touched.

Orlando purchased a used computer *that* had hardly been touched.

4. A relative clause should be set off with commas when it is not necessary to the sentence. Do not set the clause off if it is necessary for the meaning of the sentence.

Necessary: No one who fails the eye test will get a driver's license.

Unnecessary: Mr. McGoo, who failed his eye test, did not get a driver's license.

COORDINATION AND SUBORDINATION

At times you may want to show the relationship of three or more ideas within one sentence. If that relationship involves two or more main ideas and one or more supporting ideas, the combination can be stated in a **compound-complex sentence** (two or more independent clauses and one or more dependent clauses).

Kafka produced illegible handwritten papers. At that time he had not learned how to operate a computer. Now he hands in clean, attractive pages.

Before Kafka learned how to operate a computer, he produced illegible handwritten papers, but now he hands in clean, attractive pages.

Use punctuation consistent with that of the compound and complex sentences.

OTHER WAYS TO COMBINE IDEAS

1. Use an **appositive phrase**, a group of words that immediately follows a noun or pronoun and renames it.

Garth Brooks claims Yukon, Oklahoma, as his hometown. He is a famous singer.

Garth Brooks, a famous singer, claims Yukon, Oklahoma, as his hometown.

2. Use a **prepositional phrase**, a preposition followed by a noun or pronoun object.

John Elway led the Denver Broncos to two Super Bowl victories. Both triumphs occurred in the 1990s.

John Elway led the Denver Broncos to two Super Bowl victories *in the 1990s*.

3. Drop the subject in the sentence that follows and combine the sentences.

Emily Dickinson's poetry went mostly unpublished during her lifetime. It was finally discovered and celebrated more than a half century later.

Emily Dickinson's poetry went mostly unpublished during her lifetime *but was finally discovered and celebrated more than a half century later*.

4. Use a **participial phrase**, a group of words that includes a participle, which is a verbal that usually ends in *-ing* or *-ed*.

The turtle plodded without rest stops. It won the race against the rabbit.

Plodding without rest stops, the turtle won the race against the rabbit.

CHAPTER REVIEW Exercises

REVIEW 1

Combining Sentences

Combine two or more sentences from each group by using any pattern.

1. The Mercury Comet was judged the winner. It had imitation zebra-skin seat covers. It had an eight-ball shift knob.
2. Koko had a great plan to make some money. She had financial problems. She could not develop her plan.
3. The mixture could not be discussed openly. Competitors were curious. Corporate spies were everywhere.
4. Babette's bowling ball is special. It is red and green. It is decorated with her phone number in metal-flake.
5. The young bagpiper liked Scottish food. He enjoyed doing Scottish dances. Wearing a kilt in winter left him cold.
6. Ruby missed the alligator farm. She fondly remembered the hissing and snapping of the beasts as they scrambled for raw meat. Her neighbors were indifferent to the loss.
7. Many people are pleased to purchase items with food preservatives. Others are fearful. They think these chemicals may also preserve consumers.
8. Lauren loves her new in-line roller skates. They look and perform much like ice skates. They are not as safe as her conventional roller skates.
9. Fish sold at Discount Fish Market were not of the highest quality. Some of them had been dead for days without refrigeration. They were suitable only for bait.
10. Earl wanted to impress his date. He splashed on some cologne. He put on his motorcycle leathers and a flying scarf.

REVIEW 2

Combining Sentences

Use appropriate methods to combine sentences as needed. Add and delete words sparingly.

Muhammad Ali, was arguably the greatest heavyweight boxing champion. He won the title on four occasions. He loved to perform for the press. He made up sayings and poems about himself and his opponents. He said he would “float like a butterfly and sting like a bee.” Ali announced that he would win each fight. He even named the round. He became a Black Muslim. He refused induction into the armed services. He was convicted of a crime for having done so. As a result he lost his championship. Later the decision was reversed by the U.S. Supreme Court. He won back the championship by defeating George Foreman in 1974. In 1978 he lost it to Leon Spinks. He won it back one more time the next year. He retired in 1980. Then fought once more for the title. He quit for good.

REVIEW 3

Combining Sentences

Use appropriate methods to combine sentences as needed. Add and delete words sparingly.

REBA MCENTIRE: NO SECRETS TO HER SUCCESS

Good singers can be found anywhere, even in a local lounge or pizza parlor. Great singers are rare. They have the “something special” qualities. The qualities just seem to work together. Country singer Reba McEntire is definitely one of the greats. The reasons are obvious: voice, songs, and style. Her voice is like no other. Her Oklahoma “twangy” accent is known by everyone in country music. She is able to jump from note to note. She can cover two octaves with ease. Her voice is rich and sensitive, yet powerful. Reba sings. She takes up all the oxygen in the room. The songs she sings are another reason for her greatness. Her lyrics deal with the issues. Those issues really touch the heart. They inspire the mind. They make even the men cry. Her song “Is There Life Out There?” encourages women and men everywhere to follow their dreams, no matter what those dreams may be. That song came out. Reba got thousands of letters from people. The people thanked her for writing such a positive song during difficult times. The final reason

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for her greatness is her style. It is all its own, from her spunky attitude right down to her steel-toed boots. This fiery redhead really knows how to get the crowd going. She has been performing for about thirty years. She has produced more than twenty albums. With all those qualities, Reba McEntire will be around for a long, long time.

MICROTHEME

To practice your skills acquired in this chapter, return to the Microtheme on page 71 and complete Exercise B.