

CHAPTER 9

TYPES OF SENTENCES

OBJECTIVES

To write academic texts, you need to master certain skills.

In this chapter, you will learn to:

- Recognize independent and dependent clauses
- Analyze different types of sentences
- Use coordinators, conjunctive adverbs, and semicolons to create compound sentences
- Use adverb clauses to create complex sentences
- Combine different types of clauses to create compound-complex sentences
- Write a paragraph that uses a variety of sentence types



New medical research is helping scientists identify the causes and cures of some allergies.

INTRODUCTION

In the first two parts of this book, you learned to organize, write, revise, and edit paragraphs and essays. In this third part, you will focus on better understanding sentence structure and on improving your skills in crafting sentences. When you know how to vary the kinds of sentences you write, you can express your thoughts in the clearest and most interesting way possible. In this chapter, you will learn to use **clauses** to develop varied types of well-structured sentences.

Clauses are the building blocks of sentences. A clause is a group of words that contains a subject and a verb.

CLAUSES	NOT CLAUSES
<small>SUBJECT</small> ecology <small>VERB</small> is a science	to protect the environment
<small>SUBJECT</small> because pollution <small>VERB</small> causes cancer	after surviving a long illness

At the end of the chapter, you will write a paragraph using various types of well-structured sentences.

ANALYZING THE MODEL

You are going to read two drafts of a writing model about an allergy. As you read, try to identify the improvements that the author made between the first draft and the second draft.

Work with a partner or in a small group. Read the models. Then answer the questions.

Writing Model

⌂ 1 2 3 4 5 6 ▲

Dangerous Allergies (First Draft)

1 Most people do not think of peanuts when they think of poisons. 2 Serious peanut allergies are putting an increasing number of individuals at risk for death. 3 Between 1997 and 2008, the peanut allergy rate among children in the United States nearly tripled. 4 The problem is causing great concern. 5 There are no signs that the allergy rate will decrease. 6 No one knows for certain why this increase is happening. 7 There are several theories. 8 Some believe that children are becoming more sensitive to allergens. 9 Cleaning products and antibiotic medicines have made our environment too sanitary. 10 This level of cleanliness, some say, leads to underdeveloped immune systems. 11 Another group of theorists believes that the problem lies in the way peanuts are prepared. 12 This argument blames the roasting process for making peanuts more allergenic. 13 Severe allergies have risen at such an alarming rate. 14 It is likely that research into the causes of these allergies will grow. 15 Science may soon be able to explain why more and more children are threatened by such a simple food.

Dangerous Allergies (Second Draft)

1 Most people do not think of peanuts when they think of poisons, but serious peanut allergies are putting a growing number of individuals at risk for death. 2 Between 1997 and 2008, the peanut allergy rate among children in the United States nearly tripled. 3 The problem is causing great concern, for there are no signs that the allergy rate will decrease. 4 Although no one knows for certain why this increase is happening, several theories have been proposed. 5 Some believe that children are becoming more sensitive to allergens because cleaning products and antibiotic medicines have made our environment too sanitary. 6 This level of cleanliness, some say, leads to underdeveloped immune systems. 7 On the other hand, another group of theorists believes that the problem lies in the way peanuts are prepared. 8 This argument blames the roasting process for making peanuts more allergenic. 9 Because severe allergies have risen at such an alarming rate, it is likely that research into the causes of these allergies will grow. 10 Thus, science may soon be able to explain why more and more children are threatened by such a simple food.

Questions about the Model

1. What differences do you notice between sentences 1–7 of the first draft and sentences 1–4 of the second draft? Underline sentences 1–7 of the first draft. Underline sentences 1–4 of the second draft.
2. When the author combined sentences, what words were added in sentences 1–4 of the second draft? Circle the added words.
3. Why do you think the author made these revisions?
4. What is the total number of sentences in the first draft? How many sentences are in the second draft?
5. What other revisions do you notice in the second draft?
6. Which draft is easier to read? Why?

INDEPENDENT AND DEPENDENT CLAUSES

There are two kinds of clauses: independent and dependent. Academic writers combine these kinds of clauses to write a variety of sentence types.

INDEPENDENT CLAUSES

An **independent clause** contains a subject and a verb, and often a complement. It expresses a complete thought and can stand alone as a sentence.

SUBJECT	VERB	(COMPLEMENT)
The sun	rose.	
Water	evaporates	rapidly in warm climate zones.

DEPENDENT CLAUSES

A **dependent clause** is formed with a subordinator, such as *when*, *if*, *that*, or *who*. It also has a subject, a verb, and sometimes a complement. A dependent clause does not express a complete thought and cannot stand alone as a sentence. Using a dependent clause as a complete sentence is an error, referred to as a *sentence fragment*.

SUBORDINATOR	SUBJECT	VERB	(COMPLEMENT)
... when	the sun	rose ...	
... because	water	evaporates	rapidly in warm climate zones ...
... whom	the voters	elected ...	
... if	the drought	continues	for another year ...

A few of the most common subordinators follow.

SUBORDINATORS				
after	before	that	when	which
although	even though	though	whenever	while
as, just as	how	unless	where	who
as if	if	until	wherever	whom
as soon as	since	what	whether	whose
because	so that			

See Appendix B, pages 292–294, for a complete list of subordinators.

PRACTICE 1

Identifying Independent and Dependent Clauses

Read and label each sentence *Indep.* (independent clause) or *Dep.* (dependent) Add periods to the independent clauses. (*Hint: An independent clause by itself is a complete sentence, but a dependent clause is not.*)

- Indep. 1. Globalization means more travel for businessmen and women.[^]
- Dep. 2. As business executives fly around the globe to sell their companies' products and services
- _____ 3. Jet lag affects most long-distance travelers
- _____ 4. Which is simply the urge to sleep at inappropriate times
- _____ 5. During long journeys through several time zones, the body's inner clock is disrupted
- _____ 6. For some reason, travel from west to east causes greater jet lag than travel from east to west
- _____ 7. Also, changes in work schedules can disrupt the body's inner clock
- _____ 8. When hospital nurses change from a day shift to a night shift, for example
- _____ 9. Although there is no sure way to prevent jet lag
- _____ 10. There are some ways to minimize it

KINDS OF SENTENCES

A **sentence** is a group of words that you use to communicate your ideas. Every sentence is formed from one or more clauses and expresses a complete thought.

The four basic kinds of sentences in English are **simple**, **compound**, **complex**, and **compound-complex**. The kind of sentence is determined by the kind of clauses used to form it.

SIMPLE SENTENCES

A **simple sentence** is one independent clause.

 s v
Freshwater boils at 100 degrees Celsius at sea level.

 s v v
Freshwater boils at 100 degrees Celsius and freezes at 0 degrees Celsius.

 s s v v
Freshwater and saltwater do not boil and do not freeze at the same temperatures.

Notice that the second sentence has two verbs, *boils* and *freezes*. This is called a **compound verb**. The third sentence has both a **compound subject** and a compound verb. All three examples are simple sentences because they have only one clause.

TRY IT OUT!

Although simple sentences have only one independent clause, they can still vary greatly. Write sentences following these instructions.

1. Write two simple sentences with one subject and one verb.

2. Write two simple sentences with one subject and two verbs.

3. Write two simple sentences with two subjects and one verb.

4. Write two simple sentences with two subjects and two verbs.

COMPOUND SENTENCES

A **compound sentence** is two or more independent clauses joined together. There are three ways to join the clauses:

- With a coordinator

Saltwater boils at a higher temperature than freshwater, **so** food cooks faster in saltwater.

- With a conjunctive adverb

Saltwater boils at a higher temperature than freshwater; **therefore**, food cooks faster in saltwater.

- With a semicolon

Saltwater boils at a higher temperature than freshwater; food cooks faster in saltwater.

Study each type of compound sentence in more detail on the following pages.

Compound Sentences with Coordinators

A compound sentence can be formed as follows:

INDEPENDENT CLAUSE
COORDINATOR
INDEPENDENT CLAUSE

Saltwater boils at a lower temperature than freshwater, so food cooks faster in saltwater.

There are seven **coordinators**, which are also called coordinating conjunctions. You can remember them by the phrase *FAN BOYS* (*For, And, Nor, But, Or, Yet, So*). The examples in the chart illustrate the meanings of the seven *FAN BOYS* coordinators. (*Punctuation note: Use a comma after the first independent clause.*)

COORDINATORS (COORDINATING CONJUNCTIONS)		
Coordinator	Meaning / Use	Examples
for	To add a reason	Japanese people live longer than many other nationalities, for they eat healthful diets.
and	To add a similar, equal idea	They eat a lot of fish and vegetables, and they eat lightly.
nor	To add a negative, equal idea	They do not eat a lot of red meat, nor do they eat many dairy products.
but	To add an opposite idea	Diet is one factor in how long people live, but it is not the only factor.
or	To add an alternative possibility	However, people should limit the amount of animal fat in their diets, or they risk getting heart disease.
yet	To add an unexpected or surprising continuation	Cigarette smoking is a factor in longevity, yet some smokers live long lives.
so	To add an expected result	Doctors say that stress is another longevity factor, so try to avoid stress if you wish to live a longer life.

Notes

- *Nor* means “and not.” It joins two negative independent clauses. Notice that question word order is used after *nor*.
- *But* and *yet* have similar meanings: They both signal that an opposite idea is coming. *But* is preferred when the two clauses are direct opposites. When the second clause is an unexpected or surprising continuation because of information given in the first clause, *yet* is preferred. (*But* is acceptable for both meanings; *yet* for only one meaning.) Compare these examples:

I want to study art, **but** my parents want me to study engineering.
(direct opposite)

I am very bad at math, **yet** my parents want me to study engineering.
(surprising continuation after “I am very bad at math”)

PRACTICE 2**Choosing *But* vs. *Yet***

Which coordinator would you use to connect the two clauses in these sentences? Write either *but* or *yet* on the line.

1. a. Too much sun damages the skin, _____ many people still do not use sunscreen.
 b. Too much sun damages the skin, _____ too little sun also causes health problems.
2. a. The company's sales increased last year, _____ its profits declined.
 b. The company moved its marketing division to Phoenix, _____ the operations division stayed in Boston.
3. a. Population growth has slowed in most developing countries, _____ it has not slowed enough to avoid serious problems.
 b. The fertility rate in India has decreased from 6 to 2.58 births per female, _____ India's population is expanding at the rate of 17.5 million per year.

PRACTICE 3**Forming Compound Sentences with Coordinators**

- A** Form compound sentences by adding another independent clause. Be sure to write a complete clause containing a subject and a verb. Circle the coordinator and add punctuation as needed.

1. The college campus is located in the center of the city, (so) it is very easy to get there by public transportation.
2. According to the Big Bang Theory, the universe began expanding about _____
 13.7 billion years ago and _____

3. Does the universe have an outer edge or _____

4. Scientists predict that intelligent life exists somewhere in the universe but _____

5. Mars probes have photographed rocks with water markings on them yet _____

(continued on next page)

6. We may not be able to communicate with other life forms for _____

7. Instead of taking the psychology final exam, we can write a ten-page research paper or _____

8. I want to write a research paper yet _____

9. Three weeks before the end of the term, I had not started my paper nor _____

10. I needed help choosing a topic so _____

B For each pair of sentences, form a compound sentence by joining the two independent clauses with a coordinator that best fits the meaning. Use each FAN BOYS coordinator once. Write your new sentences on a separate sheet of paper and punctuate them correctly.

1. Nuclear accidents can happen. Nuclear power plants must have strict safety controls.
Nuclear accidents can happen, so nuclear power plants must have strict safety controls.
2. The accidents at nuclear power plants in the United States and the former Soviet Union in the 1980s created fears about the safety of this energy source. The disaster at Fukushima in Japan in 2011 reinforced them.
3. Solar heating systems are economical to operate. The cost of installation is very high.
4. Energy needs are not going to decrease. Energy sources are not going to increase. (Note: Use *nor* and question word order in the second clause, deleting the word *not*).
5. Burning fossil fuels causes serious damage to our planet. We need to develop other sources of energy.
6. Ecologists know that burning fossil fuels causes holes in the ozone layer. People continue to do it.
7. Developed nations especially will continue this harmful practice. They require more energy to fuel cars, air-conditioning, and other modern luxuries.
8. All nations of the world must take action. Our children and grandchildren will suffer the consequences.

TRY IT OUT!

On a separate sheet of paper, write seven compound sentences of your own, using each FAN BOYS coordinator once.

Compound Sentences with Conjunctive Adverbs

A second way to form a compound sentence is like this:

INDEPENDENT CLAUSE
COORDINATOR
INDEPENDENT CLAUSE

Saltwater boils at a higher temperature than freshwater; **therefore**, food cooks faster in saltwater.

Punctuation note: Put a semicolon before and a comma after the conjunctive adverb.

Several transition signals, such as *on the other hand*, *as a result*, and *for example*, act like conjunctive adverbs; they can also connect independent clauses with a semicolon and a comma. The chart lists common conjunctive adverbs and a few transition signals that can be used in this way.

CONJUNCTIVE ADVERBS		
Conjunctive Adverb	Meaning / Use	Examples
also besides furthermore in addition moreover	To add a similar, equal idea	Community colleges offer preparation for many jobs; moreover, they prepare students to transfer to a four-year college or university.
as well		Community colleges offer preparation for many jobs; they prepare students to transfer to a four-year college or university as well.
too		Community colleges offer preparation for many jobs; they prepare students to transfer to a four-year college or university, too.
however nevertheless nonetheless still	To add an unexpected or surprising continuation	The cost of attending a community college is low; still, many students need financial aid.
on the other hand in contrast	To add a complete contrast	Tuition at a community college is low; on the other hand, tuition at private schools is high.
otherwise	To give an alternative possibility, often negative	Students must take final exams; otherwise, they will receive a grade of Incomplete.
accordingly as a result consequently hence therefore thus	To add an expected result	Native and nonnative English speakers have different needs; thus, most schools provide separate English classes for each group.
for example for instance	To add an example	Most colleges now have a writing requirement for graduation; for instance, students at my college must pass a writing test before they register for their final semester.

PRACTICE 4**Forming Compound Sentences with Conjunctive Adverbs**

Form compound sentences by adding a second independent clause. Circle the conjunctive adverb and add punctuation. Some of these sentences are from Practice 3A on pages 177–178.

1. The college campus is located in the center of the city; therefore it is very easy
to get there by public transportation
2. According to the Big Bang Theory, the universe began expanding about 13.7
billion years ago moreover _____
3. Students must pay their tuition and fees before they register for classes otherwise

4. Scientists predict that intelligent life exists somewhere in the universe however

5. Mars probes have photographed rocks with water markings on them nevertheless

6. My roommate scored high on the English placement test as a result _____
7. Tuition and fees increase every year for example _____
8. The class thought the teacher would give a test last Friday instead _____

TRY IT OUT!

On a separate sheet of paper, write five compound sentences, using each of these conjunctive adverbs once: *in addition*, *nevertheless*, *on the other hand*, *therefore*, and *for instance*.

Compound Sentences with Semicolons

A third way to form a compound sentence is to connect the two independent clauses with a semicolon alone.

INDEPENDENT CLAUSE
Poland was the first Eastern European country to turn away from communism;

INDEPENDENT CLAUSE
others soon followed.

This kind of compound sentence is possible only when the two independent clauses are closely related in meaning. If they are not closely related, they should be written as two simple sentences, each ending with a period.

PRACTICE 5 Forming Compound Sentences with Semicolons

Place a semicolon between the two independent clauses in the compound sentences.

1. The practice of yoga strengthens the body and promotes flexibility it also strengthens the mind and refreshes the soul.
2. Motherhood causes some women to quit their jobs others continue working despite having young children to care for.
3. Three hundred guests attended his wedding two attended his funeral.

TRY IT OUT!

On a separate sheet of paper, write three compound sentences of your own, using a semicolon to join the independent clauses.

PRACTICE 6 Editing to Form Compound Sentences

On a separate sheet of paper, rewrite the paragraphs, creating compound sentences wherever possible. Try to use each of the three methods of forming a compound sentence at least once. There are many possible ways to combine sentences.

Robots

1 A robot is a mechanical device that can perform boring, dangerous, and difficult tasks. 2 First of all, robots can perform repetitive tasks without becoming tired or bored. 3 They are used in automobile factories to weld and paint. 4 Robots can also function in hostile environments. 5 They are useful for exploring the ocean bottom as well as deep outer space. 6 Finally, robots can perform tasks requiring pinpoint accuracy. 7 In the operating room, robotic equipment can assist the surgeon. 8 For instance, a robot can kill a brain tumor. 9 It can operate on a fetus with great precision.

10 The field of artificial intelligence is giving robots a limited ability to think and to make decisions. 11 However, robots cannot think conceptually. 12 Robots cannot function independently. 13 Humans have to program them. 14 They are useless. 15 Therefore, humans should not worry that robots will take over the world—at least not yet. (Note: Use *otherwise* to combine sentences 13 and 14.)

COMPLEX SENTENCES

A **complex sentence** contains one independent clause and one (or more) dependent clause(s). In a complex sentence, one idea is generally more important than the other. We place the more important idea in the independent clause and the less important idea in the dependent clause.

There are three kinds of dependent clauses: noun, adverb, and adjective. You will study all of these kinds of clauses in greater detail in Chapters 11, 12, and 13.

Complex Sentences with Adverb Clauses

An **adverb clause** acts like an adverb; that is, it tells where, when, why, and how. An adverb clause begins with a subordinator, such as *when*, *while*, *because*, *although*, *if*, *so*, or *that*. It can come before or after an independent clause.

DEPENDENT ADVERB CLAUSE INDEPENDENT CLAUSE
Although women in the United States could own property, they could not vote until 1920.

INDEPENDENT CLAUSE DEPENDENT ADVERB CLAUSE
A citizen can vote in the United States when he or she is 18 years old.

Complex Sentences with Adjective Clauses

An **adjective clause** acts like an adjective; that is, it describes a noun or pronoun. An adjective clause begins with a relative pronoun, such as *who*, *whom*, *which*, *whose*, or *that*, or with a relative adverb, such as *where* or *when*. It follows the noun or pronoun it describes.

DEPENDENT ADJECTIVE CLAUSE
Men who are not married are called bachelors.

DEPENDENT ADJECTIVE CLAUSE
Last year we vacationed in Cozumel, which features excellent scuba diving.

Complex Sentences with Noun Clauses

A **noun clause** begins with a *wh-* question word, *that*, *whether*, and sometimes *if*. A noun clause acts like a noun; it can be either the subject or an object of the independent clause.

DEPENDENT NOUN CLAUSE
That there is a hole in the ozone layer of Earth's atmosphere is well known.

DEPENDENT NOUN CLAUSE
Scientists know what caused it.

In the first example, *That there is a hole in the ozone layer of Earth's atmosphere* is the subject of the verb *is*. In the second example, *what caused it* is the object of the verb *know*.

PRACTICE 7**Analyzing Complex Sentences**

- A** Underline the independent clauses and double underline the dependent clauses. Label the subordinators as *Sub.* (Note: Refer to the list of subordinators on page 173.)

1. Because the cost of education is rising, many students must work part-time.
2. When students from other countries come to the United States, they often suffer from culture shock.
3. Because financial aid is difficult to obtain, many students have to work part-time.
4. Please tell me where the student union is.
5. Engineers, who have an aptitude for drafting and mechanics, must also be artistic and imaginative.
6. While the contractor follows the blueprint, the engineer checks the construction in progress.
7. Since the blueprint presents the details of the engineer's plans, it must be interpreted accurately by the contractor.
8. Students should declare a major by their junior year unless they have not made up their minds.
9. Even though students declare a major now, they can change it later.
10. The government says that inflation is holding steady.

- B** Add a logical independent clause to each of the dependent clauses. Make sure you punctuate each sentence correctly.

1. I cannot register for classes _____ until I pay my tuition.
2. Unless I take 12 units each term _____.
3. _____ that computer engineering is a popular major.
4. _____ who taught this course last term?
5. Because I had to look for a part-time job _____.
6. _____ if I want to get to school on time.
7. _____ whether I should take advanced calculus.
8. _____ whom I met at the math club meeting last week.
9. When I left my country _____.
10. _____ that my college adviser recommends.

COMPOUND-COMPLEX SENTENCES

A **compound-complex sentence** has at least three clauses—two are always independent and one dependent. You can use almost any combination of dependent and independent clauses. Just be sure that there is at least one dependent clause.

In these sentences, independent clauses are underlined once and the dependent clauses twice.

1. I wanted to travel after I graduated from college; however, I had to go to work immediately.
2. After I graduated from college, I wanted to travel, but I had to go to work immediately.
3. I wanted to travel after I graduated from college, but I had to go to work immediately
because I had to support my family.
4. I could not decide where I should work or what I should do, so at first I did nothing.

Punctuate the compound part of a compound-complex sentence like a compound sentence; that is, use a semicolon / comma combination (sentence 1), or put a comma before a coordinator joining two independent clauses (sentences 2, 3, and 4).

Punctuate the complex part like a complex sentence. With adverb clauses, put a comma after a dependent adverb clause (sentence 2) but not before it (sentence 3). With noun clauses (sentence 4), use no commas.

PRACTICE 8

Punctuating Sentences

Read each sentence. Underline the independent clauses. Double underline the dependent clauses. Then add commas and / or semicolons as needed.

1. Information and communication technology is reaching out to help people in the poorest countries improve their lives for example fishermen on the Bay of Bengal can now receive online weather reports that tell them when it is safe to go out.
2. Furthermore, when the fishermen bring in a boatload of fish they can find out the current market prices for their fish, which will help them bargain with the middlemen to whom they sell their catch.
3. The cost of the cheapest computer is at least \$200 and since this is more than an individual fisherman can afford several fishing villages together can pool their money and buy one to share.
4. When you call your U.S. bank you may find yourself speaking to a customer service representative who is located in the Philippines or Puerto Rico and when you need technical support for your home computer you may get help from a programmer in India.

SENTENCE TYPES AND WRITING STYLE

Now that you know the basic kinds of sentences in English, you can develop a good writing style. Writing that uses only one kind of sentence is boring and may not convey the message that you intend.

As you read the two drafts of this essay, notice the kinds of sentences. The first draft has some sentence problems.

- Paragraphs 1 and 4 have too many compound sentences. This style is boring because so many sentences use *and* as the connector.
- Paragraph 2 has too many simple sentences. This style sounds choppy.
- Paragraph 3 uses a good mixture of sentence types.

FIRST DRAFT

Rosa Parks

- 1 Rosa Parks is a famous African-American woman, **and** she is often called “the mother of the civil rights movement.” She was born into a poor but hardworking African-American family in Alabama, **and** no one suspected that she would become the spark that ignited the civil rights movement in the United States. This movement changed U.S. society forever, **and** it helped African-Americans attain equal rights under the law.
- 2 Parks became famous quite by accident. One day in 1955, she was on her way home from her job in a Montgomery, Alabama, department store. She boarded a city bus with three other African-Americans. They sat in the fifth row. The fifth row was the first row African-Americans were allowed to sit in. A few stops later, the front four rows filled up. A white man was left standing.
- 3 According to the laws of that time, African-Americans had to give up their seats to whites, so the bus driver asked Parks and the three other African-Americans to get up and move. Although the others complied, Parks refused. She later said she was not tired from work, **but** tired of being treated like a second-class citizen. The bus driver called the police, who arrested Parks and took her away in handcuffs.
- 4 Over the weekend, a protest was organized, **and** on the following Monday, African-American people in Montgomery began a boycott of the public buses, **and** the boycott was tremendously successful, **and** it lasted more than a year. The Supreme Court of the United States finally ruled that segregation on public transportation was unconstitutional. African-Americans had won a huge victory, **and** they realized their power to change the system.

Now read the same essay with the sentence structure revised.

REVISED DRAFT

Rosa Parks

- 1 Rosa Parks is a famous African-American woman who is often called “the mother of the civil rights movement.” When she was born into a poor but hardworking African-American family in Alabama, no one suspected that she would become the spark that ignited the civil rights movement in the United States. This movement changed U.S. society forever by helping African-American people attain equal rights under the law.
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- 3 According to the laws of that time, African-Americans had to give up their seats to whites, so the bus driver asked Parks and the three other African-Americans to get up and move. Although the others complied, Parks refused. She later said she was not tired from work, but tired of being treated like a second-class citizen. The bus driver called the police, who arrested Parks and took her away in handcuffs.
- 4 Over the weekend, a protest was organized, and on the following Monday, African-American people in Montgomery began a boycott of the public buses. The boycott was tremendously successful, lasting for more than a year. The Supreme Court of the United States finally ruled that segregation on public transportation was unconstitutional. Because they had won a huge victory, African-Americans realized their power to change the system.

PRACTICE 9

Combining Sentences in Different Ways

On a separate sheet of paper, rewrite and improve this paragraph, which contains too many compound sentences. Change compound sentences into complex sentences, using the subordinators from the box.

after	as soon as	since
although	because	when

Equal Rights for Women

Russian women started to gain equality earlier than women in the United States. In the former Soviet Union, men and women had access to equal education and job opportunities, and that reflected the Soviet philosophy. The 1937 Soviet constitution declared that women and men had equal rights and responsibilities, and women joined the workforce. Also, millions of Russian men were away in the military during World War II, so Russian women filled their places at work. Russian women worked full time at their jobs, but they also had the primary responsibility for taking care of the family. They finished their work, and they had to shop, cook the evening meal, and perhaps wash, iron, or mend the family's clothes. U.S. women started to demonstrate that they could do the work of men during World War II.

EDITING PRACTICE

On a separate sheet of paper, rewrite and improve the essay, which contains too many simple sentences. Use different methods of combining the sentences.

Nonverbal Communication

- 1 Nonverbal communication, or body language, is used everywhere in the world. It is a very powerful means of communication. It communicates much more than spoken words.
- 2 One example of nonverbal communication is what occurs between parents and child. Parents smile at their child. They communicate love, acceptance, and reassurance. The child feels comfortable and safe. The smile signifies approval. The child is happy and well adjusted.
- 3 Another example of nonverbal communication is the image a person shows in public. A woman is walking alone on an unfamiliar and possibly dangerous street. She wants to appear confident. She walks quickly. She may be tired. She walks with her shoulders straight and her head held high. Her eyes are focused straight ahead. Someone is looking at her. She returns the glance without hesitation. In contrast, a nervous woman appears afraid. She walks slowly with her shoulders and eyes down.
- 4 Indeed, body language can express more than spoken language. Merely by raising an eyebrow, clenching a jaw, or softening the eyes, a person can express disapproval, anger, or love. It is a very strong method of communication.

WRITING PRACTICE

On a separate sheet of paper, write a paragraph that uses a variety of types of well-structured sentences. Use the second draft of the writing model on page 172 to help you. Choose one of the prompts to write about.

Prompts

- Preventive health care
- The energy source of the future
- Changes in men's and women's roles

After you have written a draft of your paragraph, look carefully at each sentence and consider these questions:

- Does your paragraph have a strong topic sentence?
- Do all the other sentences relate to the topic sentence?
- Have you used a variety of sentence types, including simple, compound, complex, and compound-complex?
- Have you punctuated each kind of sentence correctly?
- Do your sentences flow smoothly from one sentence to the next?

Edit your paragraph as needed to improve it.