CHAPTER 10 Types of Sentences

Clauses

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

These are clauses:

- ecology is a science
- because pollution causes cancer

These are not clauses:

- to protect the environment
- after working all day

There are two kinds of clauses: independent and dependent.
Independent Clauses

An independent clause contains a subject and a verb and expresses a complete thought. It can stand alone as a sentence by itself. An independent clause is formed with

<table>
<thead>
<tr>
<th>subject + verb (+ complement)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students normally spend four years in college.</td>
</tr>
<tr>
<td>I will declare my major(^1) now, but I may change it later.</td>
</tr>
<tr>
<td>Many international students experience culture shock when they come to the United States.</td>
</tr>
</tbody>
</table>

Dependent Clauses

A dependent clause begins with a subordinator such as when, while, if, that, or who. A dependent clause does not express a complete thought and cannot stand alone as a sentence by itself. A dependent clause is formed with

<table>
<thead>
<tr>
<th>subordinator + subject + verb (+ complement)</th>
</tr>
</thead>
<tbody>
<tr>
<td>... although students normally spend four years in college ...</td>
</tr>
<tr>
<td>... if I declare my major now ...</td>
</tr>
<tr>
<td>... when they come to the United States ...</td>
</tr>
<tr>
<td>... who was accepted at Harvard University ...</td>
</tr>
<tr>
<td>... that the experiment was a success ...</td>
</tr>
</tbody>
</table>

A partial list of subordinators follows in the chart of clause connectors. Study the chart, and then refer to it when you do Practice 1.

Clause Connectors

Three groups of words are used to connect clauses in order to form different kinds of sentences. They are subordinators (subordinating conjunctions), coordinators (coordinating conjunctions), and conjunctive adverbs.

\(^1\) declare my major: officially register a major field of study with the university
CLAUSE CONNECTORS

1. SUBORDINATORS (SUBORDINATING CONJUNCTIONS)

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

2. COORDINATORS (COORDINATING CONJUNCTIONS)

You can remember the seven coordinators by the phrase FAN BOYS:

- for
- and
- nor
- but
- or
- yet
- so

3. CONJUNCTIVE ADVERBS

| accordingly | furthermore | in contrast | meanwhile | on the other hand
|-------------|-------------|-------------|-----------|-------------------
| besides     | hence       | indeed      | moreover  | otherwise         
| consequently| however     | instead     | nevertheless| therefore        
| for example | in addition | likewise    | nonetheless| thus              

PRACTICE 1

Independent and Dependent Clauses

Write INDEP next to the independent clauses and put a period (.) after them. Write DEP next to the dependent clauses.

1. Jet lag affects most long-distance travelers.
2. Which is simply the urge to sleep at inappropriate times.
3. During long journeys through several time zones, the body's inner clock is disrupted.
4. For some reason, travel from west to east causes greater jet lag than travel from east to west.
5. Also, changes in work schedules can cause jet lag.
6. When hospital nurses change from a day shift to a night shift, for example
7. Although there is no sure way to prevent jet lag.
8. There are some ways to minimize it.
9. Because jet lag is caused at least partially by loss of sleep, not just a change in the time of sleep.
10. A traveler should plan to arrive at his or her destination as late as possible.
11. Upon arriving, he or she should immediately go to bed.
12. Then the traveler should start to live in the new time frame immediately.
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.

There are basically four kinds of sentences in English: 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.

- I enjoy playing tennis with my friends every weekend.
- I enjoy playing tennis and look forward to it every weekend.
- My friends and I play tennis and go bowling every weekend.

Notice that the second sentence has two verbs, *enjoy* and *look forward to*. This is called a compound verb. Because there is only one clause, this is a simple sentence. The third sentence has a compound subject as well as a compound verb, but it is still a simple sentence because it has only one clause.

Practice 2

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 two verbs.

Compound Sentences

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

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. With a coordinator</td>
<td>I enjoy tennis, <strong>but</strong> I hate golf.</td>
</tr>
<tr>
<td>2. With a conjunctive adverb</td>
<td>I enjoy tennis; <strong>however</strong>, I hate golf.</td>
</tr>
<tr>
<td>3. With a semicolon</td>
<td>I enjoy tennis; I hate golf.</td>
</tr>
</tbody>
</table>

Let's study each type of compound sentence in more detail.

1. Compound Sentences with Coordinators

A compound sentence can be formed as follows:

Independent clause, + coordinator + independent clause

Notice that there is a comma after the first independent clause. The following sentences illustrate the meanings of the seven "FAN BOYS" coordinators.
### Part III  Sentence Structure

<table>
<thead>
<tr>
<th>Coordinator</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>for</strong></td>
<td>Women live longer than men, <strong>for</strong> they take better care of their health. (The second clause gives the reason for the first clause.)</td>
</tr>
<tr>
<td><strong>and</strong></td>
<td>Women follow more healthful diets, <strong>and</strong> they go to doctors more often. (The two clauses express equal, similar ideas.)</td>
</tr>
<tr>
<td><strong>nor</strong></td>
<td>Women don't smoke as much as men do, <strong>nor</strong> do they drink as much alcohol. (Nor means &quot;and not.&quot; It joins two negative independent clauses. Notice that question word order is used after nor.)</td>
</tr>
<tr>
<td><strong>but</strong></td>
<td>Men may exercise harder, <strong>but</strong> they may not exercise as regularly as women do. (The two clauses express equal, contrasting ideas.)</td>
</tr>
<tr>
<td><strong>or</strong></td>
<td>Both men and women should limit the amount of fat in their diets, <strong>or</strong> they risk getting heart disease. (The two clauses express alternative possibilities.)</td>
</tr>
<tr>
<td><strong>yet</strong></td>
<td>Women used to be known as the &quot;weaker sex,&quot; <strong>yet</strong> in some ways, they are stronger than men. (The second clause is a surprising or unexpected contrast to the first clause.)</td>
</tr>
<tr>
<td><strong>so</strong></td>
<td>Men are less cautious than women, <strong>so</strong> more men die in accidents. (The second clause is the result of the first clause.)</td>
</tr>
</tbody>
</table>

### Practice 3

**Compound Sentences with Coordinators**

A. Add another independent clause to the following independent clauses to form compound sentences. Be sure to write a complete clause containing a subject and a verb. Circle the coordinator and add punctuation.

**Example**

The college campus is located in the center of the city, (so) **it is very easy to do** __________ my shopping__

1. Students can attend day classes and __________

2. Students can live in dormitories or __________

3. I have finished my math homework but __________

4. I have studied English for six years yet __________

5. My adviser suggested a word processing class for __________

6. Some students do not like to write term papers nor __________

7. The instructor gave us eight weeks to write our term papers yet __________
Chapter 10  Types of Sentences

8. Most students had not even chosen a topic nor

9. The instructor was very upset for

10. My roommate scored very high on the English placement test so

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

Example
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.**

1. The accident at the nuclear power plant at Three Mile Island in the United States created fears about the safety of this energy source. The disaster at Chernobyl in the former Soviet Union confirmed them.

2. Solar heating systems are economical to operate. The cost of installation is very high.

3. Energy needs are not going to decrease. Energy sources are not going to increase. (Use nor and question word order in the second clause, deleting the word not.)

4. Burning fossil fuels causes serious damage to our planet. We need to develop other sources of energy.

5. Ecologists know that burning fossil fuels causes holes in the ozone layer. People continue to do it.

6. Poorer nations especially will continue this harmful practice. They don't have the money to develop "clean" energy sources.

7. All nations of the world must take action. Our children and grandchildren will suffer the consequences.

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

2. **Compound Sentences with Conjunctive Adverbs**

A compound sentence can also be formed as follows:

| Independent clause; + conjunctive adverb, + independent clause |

Notice the punctuation: a semicolon follows the first independent clause, and a comma follows the conjunctive adverb. Also, just like the FAN BOYS coordinators, conjunctive adverbs express relationships between the clauses. The following chart shows the coordinators and conjunctive adverbs that express similar meanings.

---

1 confirmed: proved that they were correct
## Part III  Sentence Structure

<table>
<thead>
<tr>
<th>COORDINATORS</th>
<th>CONJUNCTIVE ADVERBS</th>
<th>SENTENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>and</td>
<td>besides</td>
<td>Community colleges offer preparation for many occupations; <strong>moreover</strong>, they prepare students to transfer to a four-year college or university.</td>
</tr>
<tr>
<td></td>
<td>furthermore</td>
<td></td>
</tr>
<tr>
<td></td>
<td>moreover</td>
<td></td>
</tr>
<tr>
<td></td>
<td>also</td>
<td></td>
</tr>
<tr>
<td>but</td>
<td>however</td>
<td>Many community colleges do not have dormitories; <strong>however</strong>, they provide housing referral services.</td>
</tr>
<tr>
<td>yet</td>
<td>nevertheless</td>
<td></td>
</tr>
<tr>
<td>or</td>
<td>otherwise</td>
<td>Students must take final exams; <strong>otherwise</strong>, they will receive a grade of Incomplete.</td>
</tr>
<tr>
<td>so</td>
<td>accordingly</td>
<td>Native and nonnative English speakers have different needs; <strong>therefore</strong>, most schools provide separate English classes for each group.</td>
</tr>
<tr>
<td></td>
<td>consequently</td>
<td></td>
</tr>
<tr>
<td></td>
<td>hence</td>
<td></td>
</tr>
<tr>
<td></td>
<td>therefore</td>
<td></td>
</tr>
<tr>
<td></td>
<td>thus</td>
<td></td>
</tr>
</tbody>
</table>

### Practice 4

**Compound Sentences with Conjunctive Adverbs**

A. Add another independent clause to each independent clause that follows to form compound sentences. Be sure to add a complete clause containing a subject and a verb. Circle the conjunctive adverb and add punctuation. Notice that some of these sentences are from Practice 3A on pages 156–157.

**Example**

The college campus is located in the center of the city; **(therefore)** it is very easy to do my shopping.

1. Students can attend day classes **moreover**

2. Students can live in dormitories **otherwise**

3. I have finished my math homework **however**

4. I have studied English for six years **nevertheless**

5. The instructor gave us eight weeks to write our term papers **nonetheless**

6. My roommate scored very high on the English placement test **consequently**
B. On a separate sheet of paper, combine the pairs of sentences in items 2, 4, 5, and 7 from Practice 3B on page 157, using conjunctive adverbs instead of coordinators. Punctuate your new sentences correctly.

Example

Nuclear accidents can happen. Nuclear power plants should have strict safety controls.

Nuclear accidents can happen; therefore, nuclear power plants should have strict safety controls.

C. On a separate sheet of paper, write four compound sentences, using each of these conjunctive adverbs once: furthermore, however, therefore, and otherwise.

3. **Compound Sentences with Semicolons**

A compound sentence can also be formed with a semicolon alone:

<table>
<thead>
<tr>
<th>Independent clause; independent clause</th>
</tr>
</thead>
<tbody>
<tr>
<td>My older brother studies law; my younger brother studies medicine.</td>
</tr>
<tr>
<td>Poland was the first Eastern European country to turn away from communism; others soon followed.</td>
</tr>
</tbody>
</table>

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

**Practice 5**

**Compound Sentences with Semicolons**

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

1. The American way of life apparently does not foster marital happiness half of all American marriages end in divorce.
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.

B. Write three compound sentences of your own, using a semicolon to join the independent clauses.

**Practice 6**

**Combining Simple Sentences**

Use what you have learned about forming compound sentences to improve the following mini-essay, which contains many short, simple sentences. Combine sentences wherever possible. Try to use each of the three methods at least once. There is not just one correct way to combine the sentences; there are many possible ways.

---

1 foster: encourage
Robots

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

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

Writing Technique Questions

1. What is the main idea of each paragraph? What sentences state the main ideas?
2. What method of organization is used to develop the first paragraph?

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 one. The more important idea is placed in the independent clause, and the less important idea is placed in the dependent clause.

There are three kinds of dependent clauses: adverb, adjective, and noun. The following chart presents an overview of them. You will study all of these kinds of clauses in greater detail in Chapters 11, 12, and 13.

DEPENDENT CLAUSES

<table>
<thead>
<tr>
<th>Adverb Clauses</th>
</tr>
</thead>
<tbody>
<tr>
<td>A dependent adverb clause begins with an adverbial subordinator such as when, while, because, although, if, so that, etc.</td>
</tr>
</tbody>
</table>

1. Although women in the United States could own property, they could not vote until 1920.
2. In the United States, women could not vote until 1920 although they could own property.

Notice that there are two possible positions for an adverb clause: before or after the independent clause. If it comes before the independent clause, it is followed by a comma (sentence 1). If it comes after the independent clause, no comma is used (sentence 2).

* weld: join metal by applying heat
† fetus: unborn baby
ADJECTIVE CLAUSES

A dependent adjective (relative) clause begins with a relative pronoun such as who, whom, which, whose, or that, or with a relative adverb such as where or when. An adjective clause functions as an adjective; that is, it modifies a noun or pronoun. The position and punctuation of dependent adjective clauses is discussed in Chapter 13.

3. Men who are not married are called bachelors.
4. Last year we vacationed on the Red Sea, which features excellent scuba diving.

NOUN CLAUSES

A dependent noun clause functions as a noun and begins with a wh-question word, that, whether, or sometimes if. A dependent noun clause can be either a subject (sentence 5) or an object (sentence 6). No commas are necessary.

5. That there is a hole in the ozone layer of the earth's atmosphere is well known.
6. Scientists believe that excess chlorofluorocarbons in the atmosphere are responsible for creating it.

PRACTICE 7

Complex Sentences

A. STEP 1 Underline the independent clause of each sentence with a solid line.
   STEP 2 Underline the dependent clause with a broken line.
   STEP 3 Write SUB above the subordinator. Refer to the chart on page 154 for a list of subordinators.

Example

SUB
Because the cost of education is rising, many students must work part-time.

1. When students from other countries come to the United States, they often suffer from culture shock.
2. Because the cost of education has risen, many students are having financial problems.
3. Please tell me where the student union is.
4. Engineers, who have an aptitude for drafting and mechanics, must also be artistic and imaginative.
5. While the contractor follows the blueprint, the engineer checks the construction in progress.
6. Since the blueprint presents the details of the engineer's plans, it must be interpreted accurately by the contractor.
7. Students should declare a major by their junior year unless they have not made up their minds.
8. Even though students declare a major now, they can change it later.
9. Last year, the government reported that drug use is increasing.
10. Doctors are concerned about drug use by young people, who think that smoking marijuana is risk-free.
B. **STEP 1** Add a logical independent clause to each of the following dependent clauses.

**STEP 2** Punctuate each sentence correctly.

1. __________________________ until I pay my tuition.
2. __________________________ unless I take twelve units.
3. __________________________ that computer engineering is a popular major.
4. __________________________ who is chair of the Communications Department.
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 social club meeting last month.
9. __________________________ when I left my country.
10. __________________________ that my college adviser recommends.

**Compound-Complex Sentences**

A **compound-complex sentence** is a combination of two or more independent clauses and one (or more) dependent clauses. Many combinations are possible, and their punctuation requires careful attention.

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 couldn't decide where I should work or what I should do, so I didn't do anything.

- 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 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 them (sentence 3). With noun clauses, use no commas (sentence 4).

**PRACTICE 8**

**Compound-Complex Sentences**

Punctuate these compound-complex sentences.

**STEP 1** Underline the independent clauses with a solid line and the dependent clauses with a broken line.

**STEP 2** Add commas and/or semicolons as necessary.

1. If housework and childcare are included, women work more hours per week than men everywhere in the world except North America and Australia, but they also earn less than men everywhere.
Chapter 10  Types of Sentences

2. In Africa, women work harder than men because they work 67 hours per week but men work only 53.

3. Although Latin American women work 60 hours Latin men work only 54 and in Asia women work 62 hours to men's 48.

4. Men in Western Europe work the least they put in only 43 hours per week although women average 48.

5. The report stated that even when men's working hours were reduced they used the extra time for leisure activities rather than for housework or childcare.

**Compound Sentences (Coordination) versus Complex Sentences (Subordination)**

Good writing requires a mixture of all four kinds of sentences: simple, compound, complex, and compound-complex. A composition with only short, simple sentences is boring and ineffective, as is writing that uses too many compound sentences. Writing with complex sentences and participial phrases,\(^1\) structures that use subordination, is generally considered more mature, interesting, and effective in style.

Compare the two models that follow. The first model is an example of overcoordination, or writing with too many compound sentences. In the second model, some of the coordination has been replaced by subordination—complex sentences in sentences 5, 6, 7, 9, 11, and 12 and participial phrases in sentences 5 and 10. Notice, however, that coordination has been preserved where the ideas expressed are equal (sentences 1, 4, and 8).

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**MODEL**

**Overcoordination**

**The People's Princess**

\(^1\)Diana, Princess of Wales, was born in Norfolk, England, in 1961, and she died in Paris, France, in 1997. \(^2\)People around the world were fascinated by the transformation of this shy kindergarten teacher into an independent, self-assured young woman. \(^3\)Her sudden death in a car crash while being chased by photographers prompted worldwide discussion and grief.

\(^4\)Diana Spencer was born to a wealthy, upper-class English family, and she was educated in private schools in England and Switzerland. \(^5\)She loved children, so she became a kindergarten teacher. \(^6\)She led a quiet life in London, but then she met Charles, Prince of Wales, and her life changed dramatically. \(^7\)She and Charles married in 1981, and her life as the wife of the future king of England began. \(^8\)She gave birth to two sons and became active in charity work. \(^9\)Diana's life should have been a happy one, but it was not to be. \(^10\)She and Charles began having marital problems, and they separated in 1992, and they agreed to divorce in 1996.

\(^11\)Diana worked very hard at her job as princess, and she supported many causes, especially those related to children and AIDS victims. \(^12\)She lived for only a short time, but she touched people all over the world because of her beauty, her compassion for others, and her style.

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\(^1\) Participial phrases are presented in Chapter 14.
The People's Princess

1. Diana, Princess of Wales, was born in Norfolk, England, in 1961 and died in Paris, France, in 1997. People around the world were fascinated by the transformation of this shy kindergarten teacher into an independent, self-assured young woman. Her sudden death in a car crash while being chased by photographers prompted worldwide discussion and grief.

2. Diana Spencer was born to a wealthy, upper-class English family and educated in private schools in England and Switzerland. Because she loved children, she became a kindergarten teacher, leading a quiet life in London. However, when she met Charles, Prince of Wales, her life changed dramatically. After she and Charles married in 1981, her life as the wife of the future king of England began. She gave birth to two sons and became active in charity work. Although Diana's life should have been a happy one, it was not to be. She and Charles began having marital problems, separating in 1992 and agreeing to divorce in 1996.

3. Diana, who worked very hard at her job as princess, supported many causes, especially those related to children and AIDS victims. Even though she lived for only a short time, she touched people all over the world because of her beauty, her compassion for others, and her style.

Practice 9: Subordination

Change the following compound sentences to complex sentences by subordinating one of the clauses. Use the subordinator given. Note: Be sure to add the subordinator to the correct clause so that the resulting sentence is logical.

Example

It was raining, so I took an umbrella to work. (because)

Not logical: It was raining because I took an umbrella to work.

Logical: I took an umbrella to work because it was raining.

1. In the former Soviet Union, men and women had access to equal education and job opportunities, for that reflected the Soviet philosophy. (since)

2. The 1937 Soviet constitution declared that women and men had equal rights and responsibilities, and women joined the workforce. (after)

3. Also, millions of Russian men were away in the military during World War II, so Russian women filled their places at work. (because)

4. Soviet women worked full time at their jobs, but they also had the primary responsibility for taking care of the family. (although)

5. They finished their work, and they had to shop, cook the evening meal, and perhaps wash, iron, or mend the family's clothes. (as soon as)
Use what you have learned about the four kinds of sentences to improve these paragraphs, which contains too many short, simple sentences. Use different methods of combining the sentences. You may want to refer to the chart on page 154 for a list of coordinators and subordinators.

**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. 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.

2. Another example of such communication is the image a person projects in public. A woman is walking alone on an unfamiliar and possibly dangerous street. She wants to appear confident. She should walk briskly. She may be tired. She should walk with her shoulders straight and her head held high. Her eyes should be focused straight ahead. Someone is looking at her. She should return the glance without hesitation. In contrast, a nervous woman will appear afraid. She walks slowly with her shoulders drooping and her eyes looking downward. Indeed, body language can express more than spoken language. It is a very strong method of communication. People use their body signals carelessly. They can sometimes be misinterpreted.

**Review**

These are the important points in this chapter so far:

1. **Clauses** are the main building blocks of sentences. There are two kinds of clauses: independent and dependent.

<table>
<thead>
<tr>
<th>An independent clause</th>
<th>English grammar is easy.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• expresses a complete thought.</td>
<td></td>
</tr>
<tr>
<td>• can be a sentence by itself.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>A dependent clause</th>
<th>Adverb: . . . because grammar is easy . . .</th>
</tr>
</thead>
<tbody>
<tr>
<td>• begins with a subordinator.</td>
<td>Adjective: . . . which is in Spanish . . .</td>
</tr>
<tr>
<td>• cannot be a sentence by itself.</td>
<td>Noun: . . . that grammar is easy . . .</td>
</tr>
<tr>
<td>• is one of three types: adverb, adjective, or noun.</td>
<td></td>
</tr>
</tbody>
</table>

* project: show
* briskly: fast
* drooping: hanging down
2. There are four kinds of sentences in English: simple, compound, complex, and compound-complex. Each kind is punctuated differently.

| A **simple sentence** has one independent clause. | A **compound sentence** has two independent clauses joined by:  
- a coordinator.  
- a conjunctive adverb.  
- a semicolon. | A **complex sentence** has one independent and one (or more) dependent clauses. The punctuation depends on the kind of dependent clause(s).  
- With an adverb clause:  
  Because grammar is easy, I learned it quickly.  
  I learned grammar quickly because it is easy.  
- With an adjective clause:  
  One of my favorite films is *Like Water for Chocolate*, which is in Spanish.  
- With a noun clause:  
  She doesn't agree that grammar is easy. | A **compound-complex sentence** has two independent clauses and one (or more) dependent clauses. | Because grammar is easy, I learned it quickly, but it took me several years to master writing. |}

3. Although good writers use all four kinds of sentences, the use of subordination (complex and compound-complex sentences) is considered a more mature, interesting, and effective writing style.

**Parallelism**

*Parallelism* is an important element in English writing, especially when you are listing and comparing and contrasting items or ideas. Parallelism means that each item in a list or comparison follows the same grammatical pattern. If you are writing a list and the first item in your list is a noun, write all of the following items as nouns also. If the first item is an infinitive verb phrase, make all of the others infinitive verb phrases; if it is a dependent clause, make all of the others dependent clauses. If you are making a comparison or contrast, make sure that the items you are comparing or contrasting are the same.
Chapter 10  Types of Sentences

Notice how the rule of parallelism is followed in the second sentence in each of the following sets.

Not parallel  
My English conversation class is made up of Chinese, Spaniards, and some are from Bosnia.

Parallel  
My English conversation class is made up of Chinese, Spaniards, and Bosnians.

Not parallel  
The students who do well attend class, they do their homework, and practice speaking in English.

Parallel  
The students who do well attend class, do their homework, and practice speaking in English.

Not parallel  
The teacher wanted to know which country we came from and our future goals.

Parallel  
The teacher wanted to know which country we came from and what our future goals were.

Not parallel  
The language skills of the students in the evening classes are the same as the day classes.

Parallel  
The language skills of the students in the evening classes are the same as the language skills of the students in the day classes.

You may also substitute a pronoun for the second "the language skills":

The language skills of the students in the evening classes are the same as those of the students in the day classes.

All of the words in the first item do not always have to be repeated in the second. You may repeat all or some of the words, depending upon what you wish to emphasize.

Before you write a paper or (before) (you) take a test, you must organize your thoughts.

"Before" and/or "you" may be deleted from the second item without breaking the rule of parallelism.

Before you write a paper or take a test, you must organize your thoughts.

Coordinators—And, Or, But

Words, phrases, and clauses that are joined by and, or, and but are written in parallel form. Notice the parallel structures joined by coordinators in the following sentences:

The Federal Air Pollution Control Administration regulates automobile exhausts, and the Federal Aviation Administration makes similar regulations for aircraft.

The states regulate the noise created by motor vehicles but not by commercial aircraft.

Pesticides cannot be sold if they have an adverse\(^1\) effect on humans, on animal life, or on the environment.

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\(^1\)adverse: unfavorable
Correlative Conjunctions

Use parallel forms with the correlative conjunctions both . . . and, either . . . or, neither . . . nor, and not only . . . but also.

Correlative conjunctions are placed directly before the elements they join in the sentence. Notice the parallel structure in these clauses joined by correlative conjunctions:

A new law provides the means for both regulating pesticides and ordering their removal if they are dangerous.

Air pollutants may come either from the ocean as natural contaminants given off by sea life or from the internal combustion engines of automobiles.

If neither industry nor the public works toward reducing pollution problems, future generations will suffer.

Many people are neither concerned about pollutants nor worried about their future impact.

At the present time, air pollution is controlled through laws passed not only to reduce the pollutants at their sources but also to set up acceptable standards of air quality.

PRACTICE 11

Parallelism

A. Two or more items in each of the following sentences are written in parallel grammatical form. Underline the items or ideas that are parallel, and circle the word or words that connect the parallel structures.

Example

An ideal environment for studying includes good lighting, a spacious desk, and a comfortable chair.

1. You know you are truly bilingual when you can calculate in your second language and when you begin to dream in it.
2. People often spend as much time worrying about the future as planning for it.
3. You can learn a second language in the classroom, at home, or in a country where the language is spoken.
4. My new personal computer is both fast and reliable.
5. My old typewriter is neither fast nor reliable.
6. Ann is growing older but unfortunately not wiser.
7. Young people buy computers not only to do schoolwork but also to play games.
8. If industrial nations continue to burn fossil fuels and if developing nations continue to burn their rain forests, the level of CO₂ in the atmosphere will continue to increase.
9. Before the judge announced the sentence, he asked the murderer if he wanted to speak either to the victim's family or to the jury.
10. The criminal neither admitted guilt nor asked for forgiveness before he was executed.

sentenced: punishment
B. Rewrite the following sentences in parallel form. Underline the part of the sentence that is not parallel and correct it.

**Example**

The disadvantages of using a credit card are overspending and you pay high interest rates.

The disadvantages of using a credit card are overspending and **paying high interest rates**.

1. Credit cards are accepted by department stores, airlines, and they can be used in some gas stations.

2. You do not need to risk carrying cash or to risk to pass up² a sale.

3. With credit cards, you can either pay your bill with one check, or you can stretch out your payments.

4. You can charge both at restaurants and when you stay at hotels.

5. Many people carry not only credit cards but they also carry cash.

6. Many people want neither to pay off their balance monthly nor do they like paying interest.

7. Not making any payment or to send in only minimum payments every month is poor money management.

C. Write seven original sentences in parallel form, using the coordinating conjunctions and, or, and but and the correlative conjunctions both ... and, either ... or, neither ... nor, and not only ... but also one time each.

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**Sentence Problems**

In this section, you will learn to recognize and correct some common errors in sentence structure: sentence fragments as well as choppy, run-on, and stringy sentences.

**Sentence Fragments**

Sentence fragments are incomplete sentences or parts of sentences. Remember that a complete sentence must contain at least one main or independent clause.

² pass up: miss an opportunity
Study the following four examples of sentence fragments and the suggested methods for correcting them.

1. Because some students work part-time while taking a full load of courses.
   Problem: This is a dependent clause.
   To correct: Attach it to an independent clause.
   Because some students work part-time while taking a full load of courses, they have very little free time.

2. For example, the increase in the cost of renting an apartment.
   Problem: There is no verb.
   To correct: Rewrite the sentence so that it has a verb.
   For example, the cost of renting an apartment increased.

3. Feeling lonely and failing most of his classes.
   Problem: This is a participial phrase.
   To correct: (a) Add a subject and change the participles to verbs, or
                (b) attach the phrase to an independent clause.
                (a) He felt lonely and was failing most of his classes.
                (b) Feeling lonely and failing most of his classes, the student wisely decided to make an appointment with his counselor.

4. Many young people who leave home at an early age.
   Problem: This is a noun phrase + a relative clause. The independent clause is unfinished.
   To correct: (a) Change the relative clause into an independent clause, or
                (b) complete the unfinished independent clause.
                (a) Many young people leave home at an early age.
                (b) Many young people who leave home at an early age do not manage their money well.

Always check your own writing for sentence fragments. Pay particular attention to your sentences beginning with subordinating conjunctions (although, since, because, if, before, etc.). These are DANGER WORDS! Make sure that every subordinate clause beginning with these words is attached to an independent clause.

**Practice 12: Rewriting Sentence Fragments**

A. Read the following sentences. Mark them FRAG if they are sentence fragments, or COMP if they are complete sentences. On a separate piece of paper, rewrite each fragment to make a complete sentence.

1. The desire of all humankind to live in peace and freedom, for example.
2. Second, the fact that men are physically stronger than women.
3. The best movie that I saw last year.
4. Titanic was the most financially successful movie ever made.
5. For example, many students have part-time jobs.
6. Although people want to believe that all men are created equal.
7. Finding a suitable marriage partner is a challenging task.
8. Many of my friends who didn’t have the opportunity to go to college.
9. Working during the morning and attending classes during the afternoon.
10. Because I don’t feel that grades in college have any value.

11. The nuclear accident that occurred in Russia in 1986, the worst nuclear accident in history.

12. The first hint of the tragedy came two days after the accident occurred.

13. When radiation monitors in Sweden indicated an increase in radiation levels over Scandinavia.

14. Radiation escaping into the atmosphere, drifting west over other countries, and causing crops and dairy products to become contaminated.

15. Opponents of nuclear power plants pointing to the Chernobyl disaster and the near-disaster at a U.S. plant in Pennsylvania.

B. Read the following short essay. Put brackets [ ] around any sentence fragments that you find and mark them FRAG. Then correct all fragments on a separate piece of paper.

Women Drivers

Male chauvinism extends even into the area of automobile driving, it seems. Believing that they are far better drivers than women. Men consider women drivers incompetent, inattentive, and even dangerous behind the wheel.

However, statistics prove that women are, in fact, safer drivers than men. For example, insurance rates. Insurance rates for women are 20 percent lower than they are for men. Another proof is that more accidents are caused by male drivers between the ages of 18 and 25 than by any other group. Also, the greater percentage of accidents involving deaths caused by men. Although women are criticized for being too cautious. They are really just being safe drivers.

The reasons for women drivers’ safer driving habits can perhaps be found in the differing attitudes of the sexes toward automobiles. On the one hand, women drivers who regard the automobile as a convenience. Like a washing machine. On the other hand, men regard the automobile as an extension of their egos. Using it as a weapon when they feel particularly aggressive. Or using it as a status symbol.

All in all, women are safer drivers. Because of their attitude. Men can learn to become safe drivers. If they adopt the attitude that an automobile is merely a convenience.

Choppy Sentences are sentences that are too short. Although short sentences can be effective, overuse of them is considered poor style in academic writing.

Choppy sentences are easy to correct. Just combine two or three short sentences to make one compound or complex sentence. Your decision to make a compound or a complex sentence should be based on whether the ideas in the short sentences are equal or whether one idea is dependent on the other.

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1 monitors: machines to check radiation levels
2 male chauvinism: men's belief in male superiority
3 egos: self-importance
Part III  Sentence Structure

1. If the sentences express equal ideas, use coordination to combine them.
   
   Choppy sentences  
   Wind is an enduring source of power. Water is also an unlimited energy source. Dams produce hydraulic power. They have existed for a long time. Windmills are relatively new.

   Corrected  
   Both wind and water are enduring sources of power. Dams have produced hydraulic power for a long time, but windmills are relatively new.

2. If the sentences express unequal ideas, that is, if one sentence expresses a less important idea than the other, use subordination to combine them.
   
   Choppy sentences  
   We must find new sources of energy. Natural sources of energy are dwindling. Solar energy is a promising new source of energy. Solar energy is energy from the sun.

   Corrected  
   We must find new sources of energy because natural sources of energy are dwindling. Solar energy, which is energy from the sun, is a promising new source.

   Examine your own writing carefully. Do you use too many short sentences? If you do, practice combining them.

PRACTICE 13
Rewriting Choppy Sentences

1. Gasoline became expensive. Automobile manufacturers began to produce smaller cars. Smaller cars use less gasoline.

2. The computer has undoubtedly benefited humanity. The computer has also created problems for humanity.

3. Government and private agencies have spent billions of dollars advertising the dangers of smoking. The number of smokers is still increasing.

4. Some students go to a vocational school to learn a trade. Some students go to college to get a degree.

5. The grading system at our college should be abolished. The students don’t like getting grades. The instructors don’t enjoy giving grades.

Run-On Sentences and Comma Splices

A run-on sentence is a sentence in which two or more independent clauses are written one after another with no punctuation. A similar error happens when two independent clauses are incorrectly joined by a comma without a coordinating conjunction. This kind of error is called a comma splice.

Run-on:  
My family went to Australia then they emigrated to Canada.

Comma splice:  
My family went to Australia, then they emigrated to Canada.

1 dwindling: decreasing
2 abolished: gotten rid of; abandoned
The ways to correct these two sentence errors are the same.

1. Add a period: My family went to Australia. Then they emigrated to Canada.
2. Add a semicolon: My family went to Australia; then they emigrated to Canada.
3. Add a coordinator: My family went to Australia, and then they emigrated to Canada.
4. Add a subordinator: My family went to Australia before they emigrated to Canada.
   After my family went to Australia, they emigrated to Canada.

**Practice 14: Run-On/Comma Splice Sentences**

A. Correct the following run-on/comma splice sentences using the method indicated.

1. A newly arrived international student faces many problems, for example, he has to cope with a new culture.
   a. (Add a period.) ______________________________________________________
   b. (Add a semicolon.) _________________________________________________

2. New York City is very cosmopolitan, there are people from many cultures and ethnic groups living there.
   a. (Add a period.) ____________________________________________________
   b. (Add a semicolon.) _________________________________________________
   c. (Add a subordinator.) ______________________________________________
   d. (Add a coordinator.) _______________________________________________

3. Learning a new language is like learning to swim, it takes a lot of practice.
   (Add a coordinator.) __________________________________________________

4. Ask for assistance at the reference desk in the library, there is always a librarian on duty.
   (Add a semicolon.) ____________________________________________________

5. Skiing is a dangerous sport you can easily break your leg or your neck.
   (Add a subordinator.) __________________________________________________

B. Some of the following sentences are run-ons or comma splices, and some are correct. Check each sentence. If it is incorrect, write RO or CS in the space at the left. If it is correct, leave the space blank. Then, on a separate piece of paper, correct the incorrect sentences.

**Example**

RO Two letters arrived on Monday a third one came on Wednesday.

*Two letters arrived on Monday; a third one came on Wednesday.*
1. An encyclopedia is a valuable source of information it contains summaries of every area of knowledge.

2. Because of the rapid expansion of human knowledge, it is difficult to keep encyclopedias current.

3. A printed encyclopedia becomes obsolete almost as soon as it is published also it is quite expensive to purchase.

4. Encyclopedias on CD-ROMs are inexpensive, convenient to use, and easily updated.

5. Articles in encyclopedias are written by experts in each subject, who are often university professors.

6. An editor of an encyclopedia doesn't write articles he only collects and edits articles written by other experts.

7. To find a book on a certain subject, you used to look in a card catalog, to find a magazine article on a subject, you used to look in a periodical index.

8. Now, most libraries have thrown away their card catalogs, they have computerized catalogs that are much more efficient to use and update.

9. Many periodical indexes, which only list titles of magazine articles and indicate where to find them, have been replaced by computer indexes, some of which display synopses and even entire articles instantly.

10. If you can't find any information on a subject, you can always ask a librarian to help you, they are paid to assist students.

C. Locate the run-on/comma splice sentences in the following paragraphs. Mark them by writing RO or CS above them. Then, on a separate piece of paper, rewrite both paragraphs, correcting the mistakes that you found.

**Grade Inflation**

Teachers at Stone Mountain State College give higher grades than teachers at twelve of the nineteen other colleges in the state college system, according to a recent report from the State Institutional Research Committee. This report showed that more than one-third of the undergraduate grades awarded in the spring semester, 1997, were A’s, only 1.1 percent were F’s. The percentage of A’s awarded to graduate students was even higher, almost two-thirds were A’s.

While students may be happy to receive high grades, there is evidence that this trend is having negative consequences. Investigation of the admissions criteria of some graduate and professional schools indicates that the admissions offices of these schools are discounting high grades on the transcripts of SMSC students, this means that an A from SMSC is not equal to an A from other universities. Grade inflation may, therefore, hurt a student from Stone Mountain State College who intends to apply to a graduate or professional school, he or she may not be accepted despite a high grade point average.

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1 obsolete: out of date; old
2 synopses: summaries
3 criteria: standards by which a judgment is made
**Stringy Sentences**

A **stringy sentence** is a sentence with too many independent clauses, usually connected with *and, but, so,* and *because.* It often results from writing the way you speak, going on and on like a string without an end.

There is no rule limiting the number of independent clauses allowed in one sentence, but two is a good maximum. To correct a stringy sentence, divide it and/or recombine the clauses, remembering to subordinate when appropriate.

**Stringy sentence**

Many students attend classes all morning, and then they work all afternoon, and they also have to study at night, so they are usually exhausted by the weekend.

**Corrected**

Mary students attend classes all morning and work all afternoon. Since they also have to study at night, they are usually exhausted by the weekend.

Because many students attend classes all morning, work all afternoon, and study at night, they are usually exhausted by the weekend.

**Practice 15**

Improve these stringy sentences.

1. He enrolled in an advanced calculus class, but he found it too difficult, so he dropped it.

2. The tidal wave ruined the crops, and it destroyed several villages, and it caused many deaths, so it was a real disaster.

3. The analysts worked many hours on the computer program, but they couldn’t find the cause of the problem, so they finally gave up, and they went home.

4. Junk food is bad for your health, and it also contains no vitamins, and it damages your stomach, so people shouldn’t eat it.

5. The lack of rainfall has caused a severe water shortage, so people have to conserve water every day, and they also have to think of new ways to reuse water, but the situation is improving.
Review

These are the important points in the second half of this chapter:

1. Parallelism

Lists of items joined by coordinating conjunctions and correlative conjunctions must be parallel in structure. The same is true of contrasts and comparisons of items. If the first item is a noun, make all others nouns; if it is a phrase, make all of the others phrases; if it is a clause, make all of the others clauses.

<table>
<thead>
<tr>
<th>NOT PARALLEL</th>
<th>PARALLEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>I enjoy snow skiing in the winter and waterski summers.</td>
<td>I enjoy snow skiing in the winter and waterskiing in the summer.</td>
</tr>
<tr>
<td>My grandmother not only speaks four languages but also she understands six</td>
<td>My grandmother not only speaks four languages but also understands six.</td>
</tr>
</tbody>
</table>

2. Sentence Problems

The four main kinds of problem sentences that students may write are fragments, run-ons, comma splices, and choppy and stringy sentences.

**Fragments** are incomplete sentences.

| Fragment: The subject that I enjoyed the most in high school. | Corrected: The subject that I enjoyed the most in high school was physics. |

**Run-ons** and **comma splices** are incorrectly joined independent clauses.

| Run-on: Getting married is easy staying married is another matter. | Corrected: Getting married is easy, but staying married is another matter. |
| Comma splice: Getting married is easy, staying married is another matter. | or: Although getting married is easy, staying married is another matter. |

**Choppy sentences** are sentences that are too short.

| Choppy: My family left our homeland. Then we lived in a refugee camp. We lived there for several months. Then we got our documents. We traveled to Canada. We live there now. | Corrected: After my family left our homeland, we lived in a refugee camp for several months. As soon as we got our documents, we traveled to Canada, where we live now. |
**Stringy sentences** are sentences with too many independent clauses.

| Stringy: My family left our homeland, and we lived in a refugee camp for several months, but finally we got our documents, so we traveled to Canada, and we live there now. | Corrected: After my family left our homeland, we lived in a refugee camp for several months. As soon as we got our documents, we traveled to Canada, where we live now. |

**EDITING PRACTICE**

Edit the following paragraph for errors in parallel structure and other sentence problems. Identify the problem sentences and correct them. *(Note: Not every sentence has a problem.)*

**America: Melting Pot or Salad Bowl?**

1. The United States counts its population every ten years, and each census reveals that the racial and ethnic mix is changing dramatically, so by the year 2050, the "average" American will not be descended from European, but the majority of U.S. residents will trace their ancestry to Africa, Asia, the Hispanic world, the Pacific Islands, or the Middle East. 2. Once the United States was a microcosm of European nationalities, today the United States is a microcosm of the world. 3. The United States is no longer considered a "melting pot" society by many of its residents. 4. Instead, many people prefer the term "salad bowl." 5. They use this term to describe American society. 6. American society will soon be predominantly nonwhite. 7. "Melting pot" implies that the different ethnic groups blend together into one homogeneous mixture, "salad bowl" implies that nationalities, like the ingredients in a mixed green salad, retain their cultural identities. 8. Earlier generations of immigrants believed they had to learn English quickly not only to survive but also for success. 9. Now, many immigrant groups do not feel the same need. 10. Because there are many places in America where you can work, shop, get medical care, marry, divorce, and die without knowing English. 11. For example, Chinatown in San Francisco and New York. 12. Also, Los Angeles has many Vietnamese immigrants and immigrants from Mexico. 13. In addition, many immigrant groups want their children to know their own culture. 14. Many Hispanics, for instance, want their children to learn both English and study the Spanish language in school. 15. They are fighting for the right to bilingual education in many communities. 16. In many communities they are in the majority.

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* census: population count
+ be descended from: be the children, grandchildren, etc., of
> ancestry: a person's origins
> microcosm: small community representing a large one