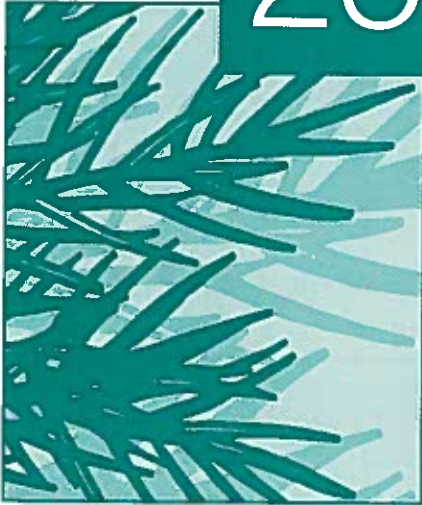


Coordination and Subordination



- PART A Coordination
- PART B Subordination
- PART C Semicolons
- PART D Conjunctive Adverbs
- PART E Review

Part A

Coordination

A **clause** is a group of words that includes a subject and a verb. If a clause can stand alone as a complete idea, it is an **independent clause** and can be written as a **simple sentence**.*

Here are two independent clauses written as simple sentences:

1. The dog barked all night.
2. The neighbors didn't complain.

You can join two clauses together by placing a comma and a **coordinating conjunction** between them:

3. The dog barked all night, *but* the neighbors didn't complain.
4. Let's go to the beach today, *for* it is too hot to do anything else.

- The coordinating conjunctions *but* and *for* join together two clauses.
- Note that a *comma precedes each coordinating conjunction*.

* For more work on simple sentences, see Chapter 24, "The Simple Sentence."

Here is a list of the most common coordinating conjunctions:

Coordinating Conjunctions

and	for	or	yet
but	nor	so	

Be sure to choose the coordinating conjunction that best expresses the *relationship* between the two clauses in a sentence:

5. It was late, *so* I decided to take a bus home.

6. It was late, *yet* I decided to take a bus home.

- The *so* in sentence 5 means that the lateness of the hour caused me to take the bus. (The trains don't run after midnight.)
- The *yet* in sentence 6 means that despite the late hour I still decided to take a bus home. (I knew I might have to wait two hours at the bus stop.)
- Note that a comma precedes the coordinating conjunction.

PRACTICE 1

Read the following sentences for meaning. Then fill in the coordinating conjunction that *best* expresses the relationship between the two clauses. Don't forget to add the comma.

1. Diners still dot the highways of the United States _____ they are not as popular as they once were.
2. In 1872, Walter Scott of Providence, Rhode Island, decided to make prepared and cooked food easier to buy _____ he started selling sandwiches and pies from a large horse-drawn wagon.
3. Customers flocked to this first "diner" _____ the food was delicious, plentiful, and inexpensive.
4. Many did not like standing outside to eat _____ another businessman, Sam Jones, redecorated the wagon and invited customers inside to dine.
5. In order to widen the appeal of their diners, some owners installed stained-glass windows _____ other proprietors added elegant decorations.
6. In the 1920s, narrow booths began to replace stools _____ diners were fixed permanently on the ground.

7. Stainless steel, efficient-looking diners were everywhere by the 1940s _____ even this style gave way to the fancy colonial and Mediterranean designs of the 1960s.
8. Diners are not as common as they were twenty years ago _____ can they compete with fast-food take-out chains like McDonald's and Wendy's.
9. Nonetheless, customers do have a choice; they can stand in line and wait for a quick hamburger _____ they can sit and be waited on in a diner.
10. Most choose fast food _____ some find that the more leisurely diner still has its charm.

PRACTICE 2 Combine these simple sentences with a coordinating conjunction. Punctuate correctly.

1. My daughter wants to be a mechanic. She spends every spare minute at the garage.

2. Ron dared not look over the edge. Heights made him dizzy.

3. Tasha's living room is cozy. Her guests always gather in the kitchen.

4. Meet me by the bicycle rack. Meet me at Lulu's Nut Shop.

5. In 1969, the first astronauts landed on the moon. Most Americans felt proud.

Part B

Subordination

Two clauses can also be joined with a **subordinating conjunction**. The clause following a subordinating conjunction is called a **subordinate** or **dependent clause** because it depends on an independent clause to complete its meaning:

1. We will light the candles *when Flora arrives*.

- *When Flora arrives* is a subordinate or dependent clause introduced by the subordinating conjunction *when*.
- By itself, *when Flora arrives* is incomplete; it depends on the independent clause to complete its meaning.*

Note that sentence 1 can also be written this way:

2. *When Flora arrives*, we will light the candles.

- The meaning of sentences 1 and 2 is the same, but the punctuation is different.
- In sentence 1, because the subordinate clause *follows* the independent clause, *no comma* is needed.
- In sentence 2, however, because the subordinate clause *begins* the sentence, it is followed by a *comma*.

Here is a partial list of subordinating conjunctions:

Subordinating Conjunctions

after	because	since	when(ever)
although	before	unless	whereas
as (if)	if	until	while

Be sure to choose the subordinating conjunction that *best expresses the relationship* between the two clauses in a sentence:

3. This course was excellent *because* Professor Green taught it.

4. This course was excellent *although* Professor Green taught it.

* For more work on incomplete sentences, or fragments, see Chapter 26, "Avoiding Sentence Errors," Part B.

- Sentence 3 says that the course was excellent *because* Professor Green, a great teacher, taught it.
- Sentence 4 says that the course was excellent *despite the fact that* Professor Green, apparently a bad teacher, taught it.

PRACTICE 3 Read the following sentences for meaning. Then fill in the subordinating conjunction that *best* expresses the relationship between the two clauses.

1. We could see very clearly last night _____ the moon was so bright.
2. Violet read *Sports Illustrated* _____ Daisy walked in the woods.
3. _____ it is cold outside, our new wood-burning Franklin stove keeps us warm.
4. The students buzzed with excitement _____ Professor Hargrave announced that classes would be held at the zoo.
5. _____ his shoulder loosens up a bit, Ron will stay on the bench.

PRACTICE 4 Punctuate the following sentences by adding a comma where necessary. Put a C after any correct sentences.

- X 1. Thousands of low-income children in Venezuela have been given a new life because Jose Antonio Abreu taught them to play classical music.
2. While some people only talked about the poverty and drugs destroying many young Venezuelans Abreu took action.
- X 3. After he convinced government leaders that musical training builds self-worth, Abreu got funding to start children's orchestras.
- X 4. The results have been amazing as communities proudly support their young musicians.
5. When the children practice their violins or oboes they are also learning discipline, valuable skills, and the joys of musical teamwork.
- X 6. The program ignores pop and tropical musicians like Christina Aguilera and Oscar de Leon because Abreu wants his students to master classical artists like Mozart and Beethoven.
7. Since the program was launched a generation of talented Venezuelan musicians is already performing, composing, and teaching classical music.

8. Because the program has been so successful it is the model for new youth orchestras now being formed throughout the world.

PRACTICE 5

Combine each pair of ideas below by using a subordinating conjunction. Write each combination twice, once with the subordinating conjunction at the beginning of the sentence and once with the subordinating conjunction in the middle of the sentence. Punctuate correctly.

Example

We stayed on the beach.
The sun went down.

We stayed on the beach until the sun went down.

Until the sun went down, we stayed on the beach.

- X 1. This cactus has flourished.

2. I talk to it every day.

- X 3. Ralph takes the train to Philadelphia.

- X 4. He likes to sit by the window.

5. I had known you were coming.

- X 6. I would have vacuumed the guest room.

7. He was the first person to eat a slice of meat between two pieces of bread.

8. The sandwich was named after the Earl of Sandwich.

- 9. Akila was about to answer the final question.
- 10. The buzzer sounded.

- 11. Few soap operas remain on the radio.
- 12. Daytime television is filled with them.

- 13. She connected the speakers.
- 14. The room filled with glorious sound.

- 15. The chimney spewed black smoke and soot.
- 16. Nobody complained to the local environmental agency.

Part C

Semicolons

You can join two independent clauses by placing a **semicolon** between them. The semicolon takes the place of a conjunction:

1. She hopes to receive good grades this semester; her scholarship depends on her maintaining a 3.5 average.
2. Tony is a careless driver; he has had three minor accidents this year alone.

- Each of the sentences above could also be made into two *separate sentences* by replacing the semicolon with a period.
- Note that the first word after a semicolon is *not* capitalized (unless, of course, it is a word that is normally capitalized, like someone's name).

PRACTICE 6 Combine each pair of independent clauses by placing a semicolon between them.

1. Rush-hour traffic was worse than usual no one seemed to mind.
2. The senator appeared ill at ease at the news conference he seemed afraid of saying the wrong thing.
3. The new seed catalogue, a fifteen-hundred-page volume, was misplaced the volume weighed ten pounds.
4. On Thursday evening, Hector decided to go camping on Friday morning, he packed his bags and left.
5. In the early 1960s, the Beatles burst on the rock scene rock music has never been the same.
6. Ron Jackson has been promoted he will be an effective manager.
7. This stream is full of trout every spring men and women with waders and fly rods arrive on its banks.
8. Not a single store was open at that hour not a soul walked the streets.

PRACTICE 7 Each independent clause that follows is the first half of a sentence. Add a semicolon and a second independent clause. Make sure your second thought is also independent and can stand alone.

1. At 2 A.M. I stumbled toward the ringing telephone _____

2. *People* magazine published my letter to the editor _____

3. The officer pulled over the speeding pickup truck _____

4. Faulkner's stories often depict life in the South _____

5. None of my friends can polka _____

6. During the Great Depression, millions of workers were unemployed _____

7. Cameras are not permitted in the museum _____

8. Bill's waiter recommended the vegetable soup _____

Part D

Conjunctive Adverbs

A **conjunctive adverb** placed after the semicolon can help clarify the relationship between two clauses:

1. I like the sound of that stereo; *however*, the price is too high.
2. They have not seen that film; *moreover*, they have not been to a theater for three years.

- Note that a comma follows the conjunctive adverb.

Here is a partial list of conjunctive adverbs.

Conjunctive Adverbs

consequently	in fact	nevertheless
furthermore	indeed	then
however	moreover	therefore

PRACTICE 8 Punctuate each sentence correctly by adding a semicolon, a comma, or both, where necessary. Put a C after any correct sentences.

1. I hate to wash my car windows nevertheless it's a job that must be done.
2. Sonia doesn't know how to play chess however she would like to learn.
3. Dean Fader is very funny in fact he could be a professional comedian.
4. Deep water makes Maurice nervous therefore he does not want to join the scuba dive team.
- *5. I like this painting; the soft colors remind me of tropical sunsets.
- *6. The faculty approved of the new trimester system; furthermore, the students liked it too.
7. Bill has a cassette player plugged into his ear all day consequently he misses a lot of good conversations.
8. We toured the darkroom then we watched an actual photo shoot.

PRACTICE 9 Combine each pair of independent clauses by placing a semicolon and a conjunctive adverb between them. Punctuate correctly.

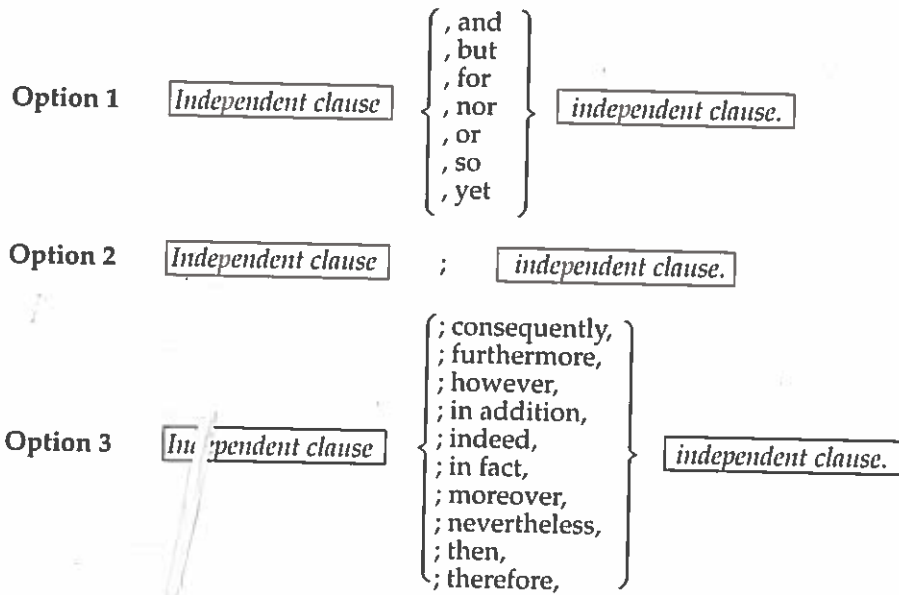
1. The lake is quite long we rowed from one end of it to the other.
2. I can still see the streaks under the fresh white paint we will have to give the room another coat.
3. Mr. Farrington loves bluegrass music he plays in a local bluegrass band.
4. Jay, a tall boy, has poor eyesight he was turned down for the basketball team.
5. Yesterday, hikers from the Nature-Walkers' Club made real progress in blazing a trail they managed to get as far as the foot of Mt. Lookout.
6. By midnight Tien had finished tuning his engine he still had enough time for a short nap before the race.
7. An arthroscope helps doctors examine the inside of an injured knee the use of this instrument can prevent unnecessary surgery.
8. Rhinoceroses live in protected animal preserves poachers still manage to kill a few of these magnificent beasts each year.

Part E

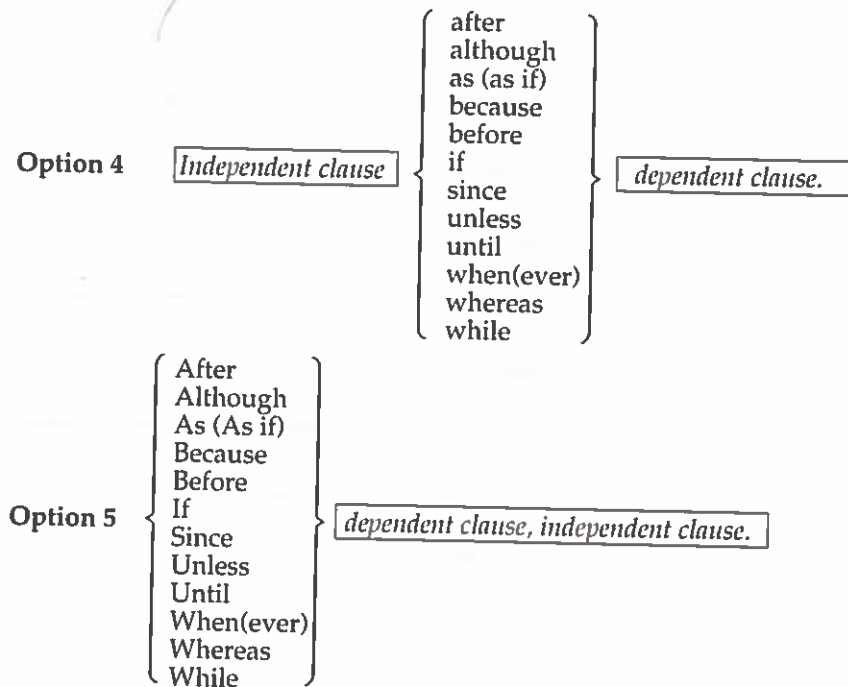
Review

In this chapter, you have combined simple sentences by means of a **coordinating conjunction**, a **subordinating conjunction**, a **semicolon**, and a **conjunctive adverb**. Here is a review chart of the sentence patterns discussed in this chapter.*

Coordination



Subordination



* For more ways to combine sentences, see Chapter 21, "Revising for Sentence Variety," Part D.

PRACTICE 10

Read each pair of simple sentences to determine the relationship between them. Then join each pair in three different ways, using the conjunctions or conjunctive adverbs in parentheses at the left. Punctuate correctly.

Example

The company picnic was canceled.
Rain started to fall in torrents.

(for) The company picnic was canceled, for the rain started to fall in torrents.

(because) Because the rain started to fall in torrents, the company picnic was canceled.

(therefore) The rain started to fall in torrents; therefore, the company picnic was canceled.

1. My grandmother is in great shape.
She eats right and exercises regularly.

(for) _____

(because) _____

(therefore) _____

2. We just put in four hours paving the driveway.
We need a long break and a cold drink.

(since) _____

(because) _____

(consequently) _____

3. The bus schedule was difficult to read.
Penny found the right bus.

(but) _____

(although) _____

(however) _____

4. Don is an expert mechanic.
 He intends to open a service center.

(and) _____

(because) _____

(furthermore) _____

5. We haven't heard from her.
 We haven't given up hope.

(but) _____

(although) _____

(nevertheless) _____

PRACTICE 11 In your writing, aim for variety by mixing coordination, subordination, and simple sentences.* Revise the following paragraphs to eliminate monotonous simple sentences. First, read the paragraph to determine the relationships between ideas; then choose the conjunctions that best express these relationships, making your corrections above the lines. Punctuate correctly.

Paragraph a Dating has always been a risky business. Television shows like *Blind Date* succeed. They let viewers leer at other people's embarrassing dates. Now the Internet is opening a whole new social frontier. It also is creating new dangers.

* For more work on sentence variety, see Chapter 21, "Revising for Sentence Variety."

Online, it is harder to spot nuts, flakes, and predators. We meet someone through e-mail. We lose our usual ways of judging people. According to Internet safety expert Parry Aftab, it is hard to gauge the truth of someone's statements. We cannot see, hear, and experience that person's eye contact, body language, dress, personal hygiene, and voice. Furthermore, most people lie. They begin to date online. Aftab says that men often fib about their income, fitness level, or amount of hair. Women shave pounds off their weight or years off their age. Cyber daters must remain skeptical, ask questions, and watch for red-flag comments. Your online love keeps calling herself Gilda, Bat Goddess of the Red Planet. It's probably time to log off.



"On the Internet, nobody knows you're a dog."

Paragraph b Languages are disappearing all over the world. North America has 200 Native American languages. Only about fifty have more than a thousand speakers.

Europe's Celtic languages have been declining for generations, language decline is most noticeable in tiny communities in Asia and Australia. Each isolated community speaks a different language. The population shrinks. The language begins to die out. In addition, a small community may make contact with a large one. The native language may start to fade. People use the "more important" language. It gives them better access to education, jobs, and new technology. A "powerful language" will almost always prevail over a native mother tongue.

Paragraph c

She was rich, brilliant, and descended from Alexander the Great. Cleopatra was nervous. She became Queen of Egypt at age 18. The young queen had a flair for ruling and was soon worshipped by her subjects. By 51 B.C. civil war in Egypt was bitter. Julius Caesar, the ruler of Rome, was sent to calm the battles. Cleopatra was in hiding. Caesar arrived. She directed her servants to roll her up inside a large rug and smuggle her into the palace. Julius Caesar was the most famous and powerful man in the world. He was amazed to receive a gift-wrapped queen. He was 52, much older than she. It was one of history's great love stories and lasted until Caesar's death. Later Marc Antony came to Egypt to add African lands to the Roman empire. He too fell in love with the spirited queen. One night, Cleopatra bet Marc Antony that she could spend \$10 million on a single banquet. She owned two huge, valuable pearls. After dinner, she dropped one into a cup of vinegar. The pearl dissolved. She swallowed the vinegar, winning the bet.



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http://owl.english.purdue.edu/handouts/grammar/g_commacompEX1.html

Paper quiz: Combine clauses correctly.

