

CHAPTER 8

COMPOUND AND COMPLEX SENTENCES

CHAPTER PREVIEW

In this chapter, you will learn about:

- Using a variety of sentence types
- Using and punctuating compound and complex sentences
- Recognizing three types of dependent clauses
 - Adverb clauses
 - Adjective clauses
 - Noun clauses
- Writing paragraphs: Developing a paragraph by comparison and contrast

One of the marks of a good writer is the ability to use a variety of sentence types. The simple sentence is an important weapon to have in your writing arsenal, but it is limited in the ways it can be used and in the jobs it can perform. Compound and complex sentences give you additional alternatives for expressing your ideas, usually in more precise ways.

In Chapter 3 you were given a brief introduction to compound and complex sentences. In this chapter you will learn more about them, including how to form and punctuate them. Becoming familiar with compound and complex sentences and knowing when to use them will help you to make your writing more exact and interesting.

Compound Sentences

You will recall from Chapter 3 that a **simple sentence** consists of an independent clause—in other words, a subject–verb combination that stands alone and makes sense.

- Maroon 5 performed dozens of songs.
- Maroon 5 performed and recorded dozens of songs.
- Maroon 5 and the Rolling Stones performed dozens of songs.
- Maroon 5 and the Rolling Stones performed and recorded dozens of songs.

A **compound sentence** consists of two or more simple sentences (or **independent clauses**) containing closely related ideas and usually connected by a comma and a coordinating conjunction (*and, but, so, for, nor, or, and yet*). Notice how each of the following compound sentences consists of two independent clauses with related ideas joined with a comma and a coordinating conjunction:

- The price of gasoline has increased sharply, *so* many Americans have trimmed their travel plans.
- Will Smith is my favorite actor, *and* his movie *Seven Pounds* is my favorite movie.
- In Los Angeles, you will find great burgers at Father’s Office, *or* you can also try Lola’s.

When these sentences are divided into halves, each half can stand as an independent clause or simple sentence.

- The price of gasoline has increased sharply. Many Americans have trimmed their travel plans.
- Will Smith is my favorite actor. His movie *Seven Pounds* is my favorite movie.
- In Los Angeles, you will find great burgers at Father’s Office. You can also try Lola’s.

By combining these simple sentences with commas and coordinating conjunctions, the results are longer, smoother compound sentences. But remember: the independent clauses in a compound sentence must contain closely related ideas, and they are usually joined with a coordinating conjunction. Never try to combine two independent clauses with *only* a comma. The result will be a **comma-splice**, a serious sentence fault. (See Chapter 9 for ways to avoid and to correct comma-splices.)

EXERCISE 8-1

What follows is a series of independent clauses, each followed by a comma. Change each clause into a compound sentence by adding a second independent clause containing a related idea and combining the two clauses with a coordinating conjunction (“and,” “but,” “so,” “for,” “nor,” “or,” or “yet”). Try to use each of the coordinating conjunctions at least once. **Answers will vary.**

1. Elvis Presley’s grave site at his former home, Graceland, is visited by more than 700,000 tourists each year, _____.
2. Charles Schulz drew the *Peanuts* cartoon strip for nearly fifty years, _____.

3. The senator resigned after being convicted of fraud, _____.
4. Everyone has trouble spelling certain words, _____.
5. Many people are willing to pay high prices to eat greasy snails in French restaurants, _____.
6. A growing number of drivers are buying hybrid or electric cars and trucks, _____.
7. Theresa gave up her habit of eating a huge bag of potato chips every day, _____.
8. Most people do not pay the entire balance on their credit card account every month, _____.
9. Climax, Colorado, is the highest settlement in the United States, _____.
10. Taj has not seen a movie since *Spider-Man 4*, _____.

Most independent clauses are connected by coordinating conjunctions. You may, however, use a semicolon (;) to connect the clauses if the relationship between the ideas expressed in the independent clauses is very close and obvious without a conjunction. In such cases the semicolon takes the place of both the conjunction and the comma preceding it. For example:

- Robert Penn Warren was this country's first official Poet Laureate; he was named on February 26, 1986.
- I love enchiladas and chile rellenos; they are my favorite kinds of Mexican food.

When using a semicolon, be certain that a coordinating conjunction would not be more appropriate. Using a semicolon in the following sentence would be confusing because the relationship between the two clauses would not be clear:

- **Confusing:** I have never played hockey; I like to watch Red Wings games on television.

By substituting a coordinating conjunction (and a comma) for the semicolon, you can make clear the relationship between the clauses:

- **Revised:** I have never played hockey, *but* I like to watch Red Wings games on television.

Punctuating Compound Sentences

1. If the independent clauses in a compound sentence are connected by a coordinating conjunction, place a comma in front of the conjunction. Do not try to combine independent clauses with only a comma—the result would be a comma-splice, a serious sentence error. Notice the following.
 - **Comma-splice:** Calcium is important in one's diet, it is particularly important for pregnant women.

- **Standard:** Calcium is important in one's diet, and it is particularly important for pregnant women.
2. Do *not* place a comma before a coordinating conjunction if it does not connect independent clauses.
- **Nonstandard:** Herbs add flavor to salads, and are easy to grow.
 - **Standard:** Herbs add flavor to salads and are easy to grow.
 - **Nonstandard:** My cousin Phil was born in Syracuse, but later moved to Buffalo.
 - **Standard:** My cousin Phil was born in Syracuse but later moved to Buffalo.

In both sentences, the conjunctions do not connect independent clauses, and therefore, they should not be preceded by commas. In Chapter 11 you will learn the rules for using the comma.

EXERCISE 8-2

Place a comma before any conjunction connecting independent clauses in the following sentences. Some sentences do not need commas.

1. Attendance at movies and concerts is dipping, yet opera attendance has swelled nearly 50 percent since the 1980s.
2. The United States now has more opera companies than any other country, including European nations known for their opera, such as Italy and Germany.
3. One reason for opera's new popularity is that opera houses are choosing works that suit local populations, so Russian operas might be offered where Russian-Americans live, for example.
4. Opera companies are now more willing to present new works by modern composers, and younger people with modern tastes are willing to give them a try.
5. The great opera houses of Europe still beckon, but many American fans find them increasingly expensive to visit.
6. They choose to tour U.S. opera houses instead, so domestic opera travel is growing.
7. Each weekend during the Metropolitan Opera's season, fans watch live performances in hi-tech movie theatres nationwide, and they see live singer interviews between the acts.
8. The performances at movie theatres cost much less than those in opera houses, so students and other people on careful budgets now find opera more accessible.
9. The widespread use of English captions at most operas lures new fans who would otherwise feel lost or bored during an evening of foreign lyrics.
10. Opera is certainly not a national pastime in the United States, yet opera attendance now roughly equals National Football League game attendance each year.

REMINDERS for Compound Sentences

1. A compound sentence consists of two or more independent clauses connected by a semicolon or a coordinating conjunction (a word like *and*, *but*, or *or*).
2. If the independent clauses in a compound sentence are connected by a coordinating conjunction, place a comma in front of the conjunction.
3. Independent clauses must never be combined with a comma *only*. You must use a comma *and* a coordinating conjunction.

Complex Sentences

Because their ideas can be shifted around to produce different emphases or rhythms, **complex sentences** offer the writer more variety than do simple sentences. Complex sentences are often more precise than compound sentences because a compound sentence must treat two ideas equally. Complex sentences, by contrast, can establish more exact relationships. In Chapter 3 you learned that there are two kinds of clauses: independent and dependent. An **independent clause** can stand alone and form a complete sentence. A **dependent clause**, however, cannot stand alone. Even though it has a subject and a verb, it fails to express a complete thought. It must be attached to an independent clause in order to form a grammatically complete sentence.

You can recognize dependent clauses by the kinds of words that introduce them, making them dependent. The technical terms for these words are **subordinating conjunctions** and **relative pronouns**. Notice that each of the following dependent clauses begins with such a word.

- *after* we reached our motel that night
- *if* you speak a foreign language
- *because* baldness is inherited
- *that* shocked everyone

Although these clauses contain subjects and verbs, they do not express complete ideas; therefore, they are dependent clauses. By adding an independent clause to each, however, you can change them into complete, grammatically correct *complex* sentences.

- After we reached our motel that night, we called our children.
- If you speak a foreign language, you have an advantage when applying for many jobs.
- Because baldness is inherited, Steve and his brothers lost their hair while in their late twenties.
- The graduation speaker made a vulgar gesture that shocked everyone.

Note: A dependent clause is often followed by a comma when it begins a sentence. If an independent clause comes first, no comma is needed.

The following list contains words that most commonly introduce dependent clauses. Whenever a clause in a complex sentence begins with one of them (unless it is a question), it is a dependent clause.

Most Common Words That Introduce a Dependent Clause	
after	than
although	that
as, as if	though
as though	unless
because	what, whatever
before	when, whenever
how	where, wherever
if	whether
in order to	which, whichever
once	while
since	who, whose, whoever
so that	whom

EXERCISE 8-3

If the italicized clause in each sentence is a dependent clause, write “dep” in the blank; if it is an independent clause, write “ind.”

- dep 1. Several Soviet women are among the heroic pilots *who flew missions in World War II.*
- ind 2. *Russians still talk about how Lily Litvak shot down a dozen German planes during her brief career.*
- dep 3. While pursued by enemy planes, Litvak would quickly maneuver *until she was behind her foes and able to attack freely.*
- dep 4. Many German pilots kept an eye out for the white rose painted on Litvak’s plane *because they wanted the honor of downing the famous Russian ace.*

- ind 5. *Litvak's final skirmish came* when she was surrounded by a squadron of German planes and shot down by eight of them.
- ind 6. During another famous air battle, *two Soviet women pilots faced forty-two German pilots* who were planning an attack on a town.
- dep 7. *After the two aces destroyed some German planes*, the other German pilots turned back for home.
- ind 8. After that encounter one of the Soviets parachuted from her exploding plane, and *the other pilot landed safely*.
- dep 9. Perhaps the most stunning story is that which features *Irs Kasherina, who had to stand up and fly through enemy fire while holding her co-pilot's lifeless body off the controls*.
- ind 10. *The Soviet women pilots were respected and feared by their German enemies, who renamed them the "night witches of the skies."*

EXERCISE 8-4

Add an independent clause to each of the following dependent clauses, thereby creating a complex sentence. **Answers will vary.**

- If you beat me at the video game "Rock Band," _____.
- When Alex gets a haircut, _____.
- After I finish this assignment, _____.
- _____, although I text-messed him twice.
- _____, if you are going to be late.
- As if forgetting her husband's birthday weren't bad enough, _____.
- _____, unless we can get this flat tire replaced.
- _____ whose BlackBerry was found in the bookstore.
- _____, whether it rains or not.
- Whenever they visit us, _____.

Three Kinds of Dependent Clauses

Now that you can recognize dependent clauses in complex sentences, it is time to take a closer look at them so that you will know how to use them correctly and make your own sentences more interesting and mature.

REMINDERS for Complex Sentences

1. Dependent clauses begin with words like *after*, *if*, *although*, and the other words on the list on page 172. A dependent clause cannot stand alone—it must be combined with an independent clause in order to be complete.
2. When a dependent clause begins a sentence, it is often followed by a comma. If the independent clause comes first, no comma is needed.
3. A complex sentence is one that contains a dependent clause.

All dependent clauses share three traits: they have a subject and a verb, they begin with a word that introduces the dependent clause, and they must be combined with independent clauses to form complete sentences. So much for the similarities; let us now consider the differences among them.

Dependent clauses can be used in sentences in three different ways: as adverbs, as adjectives, and as nouns. Consequently, we label them adverb clauses, adjective clauses, and noun clauses.

Adverb Clauses Adverb clauses act as adverbs in a sentence—they modify verbs, adjectives, and adverbs. Like single-word adverbs, they can be recognized by the questions they answer. They tell *when*, *where*, *why*, *how*, or *under what conditions something happens*. They can also be recognized because they begin with subordinating conjunctions. In the following sentences the adverb clauses are italicized.

- *When I was a senior in high school*, I broke my arm playing basketball. (The adverb clause tells *when*.)
- Noah's dog follows him *wherever he goes*. (The adverb clause tells *where*.)
- *Because she could speak Spanish fluently*, Edith was hired as an interpreter at the courthouse. (The adverb clause tells *why*.)
- She threw the shot put *as if it were a tennis ball*. (The adverb clause tells *how*.)
- I would help you *if I could*. (The adverb clause tells *under what conditions*.)

Adverb clauses can usually be moved around in a sentence. In the first sentence of the preceding list, for example, the adverb clause can be placed at the end of the sentence without affecting its basic meaning.

- I broke my arm playing basketball *when I was a senior in high school*.

Notice that an adverb clause is followed by a comma when it comes at the beginning of a sentence; when it comes at the end of a sentence, it is not preceded by a comma.

EXERCISE 8-5

Underline all of the adverb clauses in the following sentences, and supply any missing commas. Some of the sentences are correct.

1. Although interest rates on credit cards are high, many cardholders do not mind paying hundreds of dollars a year in interest.
2. Because credit cards are a profitable business for banks, the competition for new customers is heating up.
3. Almost 73 percent of American households have at least one credit card or debit card, and they use the cards to pay for \$2.4 trillion in goods and services annually.
4. Because more than six thousand financial institutions issue cards, many issuers of cards are trying to stand out from the competition.
5. They offer such benefits as food discounts, hotel and flight deals, and pre-sale offers of concert tickets when cardholders use their cards.
6. Studies have shown that the use of charge cards stimulates spending because it is not necessary to have cash at hand.
7. Fast-food customers, for example, spend twice as much on average when they use a credit card.
8. Although customers still use cash and checks, credit cards are now used for most transactions.
9. Though economists talk about the cashless society, it will be a few years before such a phenomenon occurs.
10. A cashless society may be on its way, if credit card companies have their way.

Adjective Clauses Adjective clauses modify nouns and pronouns in a complex sentence. As with all clauses, they have subjects and verbs. But as dependent clauses, they must be attached to independent clauses to express complete ideas and to form grammatically complete sentences.

Most adjective clauses begin with the relative pronouns *which*, *whom*, *that*, *who*, and *whose*, but a few are introduced by *when*, *where*, *why*, and *how*. Adjective clauses usually immediately follow the noun or pronoun they modify. In the following sentences the adjective clauses are italicized.

- Anne Frank's diary, *which she began in 1942*, was terminated by her capture and death in 1945. (The adjective clause modifies *diary*.)
- Min-Hua's father, *whom you met last night*, is from Baltimore. (The adjective clause modifies *father*.)

- Many of the monuments *that have survived in ancient Egypt through thousands of years* were built at a terrible cost in human suffering and death. (The adjective clause modifies *monuments*.)
- Any pitcher *who deliberately hits a batter* will be ejected. (The adjective clause modifies *pitcher*.)
- Drivers *whose cars are left unattended* will receive citations. (The adjective clause modifies *drivers*.)

EXERCISE 8-6

Underline the adjective clauses in the following sentences. In the space before each sentence, write the noun or pronoun modified by the clause.

- | | |
|-------------------|---|
| <u>game</u> | 1. The modern pinball machine is a <u>game that challenges you to score points without losing the ball or tilting the game.</u> |
| <u>technology</u> | 2. Despite the electronic technology, <u>which has been added to attract players, the goals of the game remain the same: score points and keep the ball from going down the drain.</u> |
| <u>components</u> | 3. Despite the various types of machines, they have three components <u>that are common to all of them: the flippers, the pinball, and the drain.</u> |
| <u>flippers</u> | 4. The flippers, <u>whose purpose is to keep the ball out of the drain and propel it toward the bumpers and ramps in order to score points,</u> are usually located at the bottom of the playfield. |
| <u>buttons</u> | 5. The flippers are controlled with two buttons <u>that are located on either side of the machine.</u> |
| <u>pinball</u> | 6. The traditional steel pinball, <u>which weighs 2.8 ounces,</u> flies around the table hitting bumpers and targets to score points. |
| <u>ball</u> | 7. A ball <u>that fails to hit a target falls down the drain,</u> and you move on to your next ball. |
| <u>ball</u> | 8. The third ball <u>that goes down the drain</u> means that the game is over, unless you have scored a replay or a match. |
| <u>art</u> | 9. The back portion of the table usually contains art <u>that is carefully crafted to draw the player to a certain machine over any other in the arcade.</u> |
| <u>speaker</u> | 10. The back of the table also contains a speaker <u>that produces musical scores to accompany game play.</u> |

Perhaps you noticed that the adjective clauses in sentences 2, 4, and 6 in Exercise 8-6 and those in the two examples on page 175 (*which she began in 1942* and *whom you met last night*) are set off by commas. That is because they are nonessential adjective clauses.

REMINDERS for Punctuating Adjective Clauses

1. If the adjective clause is essential to the meaning of the sentence, do *not* set it off with commas.
2. If the adjective clause is *not* essential to the meaning of the sentence, set it off with commas.

Nonessential (or **nonrestrictive**) **modifiers** merely give additional information about the nouns and pronouns they modify. If we were to omit the adjective clauses in the two examples on page 175, those sentences would still convey their central ideas.

The punctuation rule for nonessential adjective clauses is easy: they should be set off by commas. **Essential** (or **restrictive**) **modifiers**—those needed to identify the subject—should not be set off by commas.

- Anne Frank's diary, *which she began in 1942*, was terminated by her capture and death in 1945. (The adjective clause provides nonessential information.)
- Anne Frank's diary was terminated by her capture and death in 1945. (Although the adjective clause has been removed, we still can identify the subject.)
- Min-Hua's father, *whom you met last night*, is from Baltimore. (The fact that you met her father last night is nonessential.)
- Min-Hua's father is from Baltimore. (By identifying the subject as *Min-Hua's father*, the writer is able to delete the nonessential clause without destroying the sentence.)

If in the sentence in the first example on page 176, the adjective clause was omitted, the resulting sentence would be confusing.

- Many of the monuments were built at a terrible cost in human suffering and death. (This is a complete sentence, but the adjective clause is essential because it tells the reader *which* monuments the writer is referring to.)

Therefore, the adjective clause is needed to identify the subject and is not set off with commas.

- Many of the monuments *that have survived in ancient Egypt through thousands of years* were built at a terrible cost in human suffering and death.

The punctuation rule for essential adjective clauses, therefore, is simple: They should *not* be set off by commas. Chapter 11 gives additional examples concerning the punctuation of essential and nonessential clauses.

EXERCISE 8-7

Underline all adjective clauses in the following sentences, and supply any missing commas.

1. Heidi Klum, who is one of the world's best-paid models, also has her own TV shows and a line of clothes and jewelry.
2. Part-time jobs which many college students rely on are defined as one to thirty-four hours per week.
3. I met my boyfriend at the car wash where we both had brought our Jettas for baths.
4. The new sheriff, whom we met at City Hall last night, is surprisingly young and shy.
5. Please give this apple core to the neighbor's dog, whose favorite pastime is burying things.
6. For a tour guide who must describe the same site each day, even Mt. Rushmore can begin to seem commonplace.
7. Poems that cannot get published during the poet's lifetime sometimes become quite famous after the poet's death.
8. Native Hawaiians are generally very proud of the Iolani Palace, where their final monarch once lived.
9. Last Halloween, when Victor ate all those Snickers bars, he developed a paralyzing headache.
10. Inner Mongolia, which most Americans have never seen, is becoming a popular area for U.S. architects to build mansions.

Noun Clauses Noun clauses do the same things in sentences that single nouns do: they function as subjects or objects, or they complement or complete the sense of the subject. Unlike adjective clauses and adverb clauses, noun clauses do not join independent clauses to form complete sentences. Instead, they replace some of the nouns in independent clauses. As a result, they function as subjects, objects, or subject complements of independent clauses. They are usually introduced by such words as *that*, *who*, *what*, *where*, *how*, and *why*.

- **Subject:** *Why a particular material reacts with light in a particular way requires a complicated explanation.*
- **Direct object:** *I have just finished reading a book that promises that the reader can improve his or her IQ by following its suggestions.*
- **Object of a preposition:** *When selecting courses, you should be guided by what your counselor recommends.*
- **Subject complement:** *The sticker price of the car was more than I expected.*

EXERCISE 8-8

Underline the noun clauses in the following sentences. Some sentences may have more than one noun clause.

1. Can you explain how a laser beam translates digital data into music?
2. Where we spend our honeymoon will be determined by how far our ancient Yugo can take us.
3. I will never forget where I was when I learned of the 2001 World Trade Center attacks.
4. Who knew that the life story of Louis Pasteur became a popular film in the 1930s?
5. No one could believe that a bee sting had caused our neighbor's heart attack.
6. Quick! Tell me where you want me to set down this piano!
7. How humans will stop or reverse the polluting of Earth remains to be seen.
8. We are curious about who recently paid \$104 million for a Picasso painting.
9. I would like to know who among my neighbors sings Gnarl's Barkley songs at dawn each day.
10. Come see how my pet cobra can spell out my first name with his body.



Want more help or practice with this material? Visit <http://www.mywritinglab.com> and click "Sentences," then "Compound and Complex Sentences." You can watch an animation on the topic, practice forming and identifying compound and complex sentences, and rewrite a passage by using sentence combining.

EDITING EXERCISES

The following paragraph compares and contrasts two types of people: "morning people" and "night people." The subsequent paragraph describes how to choose a melon at the produce stand. You will notice that the sentences in each paragraph lack variety and the use of transitions. As a result, each paragraph seems to be a series of unrelated sentences. Revise each paragraph by combining ideas where appropriate through the use of compound and complex sentences, as well as transitions. Revise the sentences as necessary. **Answers will vary.**

(continued)

Morning people and night people often clash. Morning people function best in the early hours of the day while night people work better during the evening hours. Morning people are up at dawn to start their day. Night people see the sunset at the beginning of their day. Morning people are cheerful at early hours when night people are still not awake or ready to speak to other humans. Morning people have some advantages over night people. Most work shifts start in the morning. They end in the early evening. This arrangement is perfect for morning people. Night people, however, may find it hard to adjust to rising early. They may suffer low productivity in the mornings. That problem may make them seem lazy or apathetic. Night people, however, have some advantages over morning people. They can use the quiet, late hours of the evening to get work done. They can also enjoy amusements such as nightclubs and parties without tiring. It would be ideal to maintain an energetic pace from the start of a day to its close. Yet most people can manage enthusiasm only during one or the other.

Choosing a smooth-skinned melon is difficult. It does not have as many features to observe as a rough-skinned melon. Look at its color. You want a creamy color. You do not want a green or white color. A creamy color means that the melon is ripe. Sugar spots are brown flecks that appear on the melon's surface. They are the best sign of readiness. You may see the flecks only on melons that you find at a fruit stand or farmers' market. You probably will not see them at supermarkets. Supermarket managers think that the flecks look bad. They usually wash the flecks off the melons. Press the melon gently. If there is a slight give, the fruit is ready for serving. Sometimes the melon looks ripe but feels hard. Leave it out at room temperature for a day or two. It will soften just right. Do not refrigerate a melon unless it is already ripe.

WRITING SENTENCES Using a Variety of Sentence Types

As you saw in this chapter, one of the marks of a good writer is the ability to use a variety of sentence types. This exercise asks you to try your hand at writing exact and interesting sentences.

1. Write a compound sentence in which the independent clauses are combined with a comma and a coordinating conjunction.
2. Write a compound sentence in which the independent clauses are combined with a semicolon.
3. Write two complex sentences, each containing an independent clause and an adverb clause. Underline the adverb clause in each.
4. Write two complex sentences containing an independent clause and a noun clause in each. Underline the noun clause in each.
5. Write two complex sentences containing essential (restrictive) adjective clauses. Underline the adjective clause in each.
6. Write two complex sentences containing nonessential (nonrestrictive) adjective clauses. Underline the adjective clause in each, and be sure to punctuate them correctly.

LANGUAGE TIPS

You should know how to punctuate compound and complex sentences.

1. If the clauses in a compound sentence are connected by a coordinating conjunction (a word like *and*, *but*, and *or*), place a comma in front of the conjunction.
2. If an adverb clause begins a complex sentence, it is followed by a comma.

For more uses of the comma, see pages 237–246.

REVIEW TEST 8 - A

Compound and Complex Sentences

A. Each of the following sentences contains one or two blanks. If a comma should be inserted in one or both blanks, write "a" on the line in front of the sentence. If no commas are needed, write "b."

- a 1. At the top of her career ____ and still ranked Number One among women players ____ Belgian tennis champion Justine Henin recently surprised her fans by retiring.
- b 2. Paris apartments are now so expensive that some Americans ____ are forming groups of strangers ____ who buy properties together and take turns vacationing in them.
- a 3. The polar bear ____ whose habitat has been shrinking because of a warming climate ____ is now protected by the Endangered Species Act.
- a 4. The city of Daytona Beach ____ a popular Spring Break destination ____ is split in two by a lagoon.
- b 5. WorldWideTelescope.Org ____ shows three-dimensional simulations of thousands of places ____ in space.
- a 6. LeBron James ____ a member of the Cleveland Cavaliers ____ is one of the NBA's modern scoring leaders.
- a 7. Before Krista could politely refuse ____ the buffet server heaped a second lump of cole slaw ____ onto her plate.
- a 8. Athletes who have suffered concussions ____ recover more slowly if they resume sports action too soon ____ according to a recent study.
- a 9. Whenever Al practices the trombone ____ the doors and windows throughout his apartment building ____ slam shut.
- a 10. In many U.S. cities ____ deaths are now outpacing births ____ so some of those areas are trying to attract young new residents.
- a 11. A letter written by physicist Albert Einstein ____ was recently sold at an auction for \$404,000 ____ which was twenty-five times the expected bid.
- b 12. Some Web sites track your online activity ____ in order to provide advertisements ____ for products that you seem to like.
- a 13. Formed in 1983 ____ the band Bon Jovi has sold more than 120 million albums ____ worldwide.

- a 14. Once we had driven past the accident ____ the traffic jam eased considerably.
- a 15. How you study for a test is up to you ____ but I use flash cards ____ and lecture notes.

B. If the italicized group of words in each of the following sentences is an independent clause, write "a" on the line; if it is a dependent clause, write "b"; and if it is not a clause, write "c."

- b 16. Nancy might visit her parents *after she completes her final exams*.
- b 17. Brian is the only choir member *who sings bass*.
- a 18. *Jenn and Lynne have shared a dorm room* since their sophomore year.
- a 19. *Help yourself to some coffee* while I let the doctor know you are here.
- c 20. Because of intense allergies, Samantha does not let *dogs or cats* into her home.

C. Use the appropriate letter to identify the structure of the following sentences.

a. simple sentence b. compound sentence c. complex sentence

- c 21. While Meredith shops for new jeans, let us check out the plasma televisions in the electronics department.
- b 22. No one recognized me at the family reunion, and I had to wear a name tag.
- a 23. Wasting money is never wise.
- b 24. Althea sent me an email with some directions attached, but I accidentally deleted it.
- c 25. Since her engine light was blinking, Ana pulled into the nearest gas station for a checkup.

REVIEW TEST 8 - B

Compound and Complex Sentences

A. Each of the following sentences contains one or two blanks. If a comma should be inserted in one or both blanks, write "a" on the line in front of the sentence. If no commas are needed, write "b."

- b 1. The Bengals flew home from a road trip ____ and greeted the crowd of proud fans.
- a 2. Because she wanted to pass the bar exam on her first try ____ Carla took a leave from work in order to study.
- a 3. Blanca will fly to San Juan next month ____ and she will meet her sister's new husband.
- b 4. A flock of pigeons ____ that had gathered around the park fountain ____ fled when the rain began.
- b 5. The guitarist stopped playing and replaced a string ____ that had snapped.
- a 6. After Erika receives her B.S. degree from the University of LaVerne ____ she wants to work for an accounting firm ____ in Ohio.
- a 7. Though he does not earn much money ____ Yuri sends a helpful check to his mother each month.
- a 8. I am trying to diet ____ but having just one cookie will not hurt much.
- a 9. Although they were hungry and tired ____ the children behaved well and did not gripe or cry.
- b 10. Miguel is attending next week's Passover services ____ because his new girlfriend is Jewish.
- b 11. The young Frenchman reminded me that ____ I should use the phrase *bon soir* only in the evening.
- b 12. Please let me know ____ if you need anything at the office supply store.
- a 13. Natalie and Katia ____ who are majoring in German literature ____ will tour Munich and Bonn next month.
- a 14. Chen Liu predicted that a huge snowstorm would spoil our snowboarding trip ____ and he was right.
- b 15. We enjoy the lasagna at Vito's Grotto ____ and the whitefish at Rachael's Deli.

B. If the italicized group of words in each of the following sentences is an independent clause, write “a” on the line; if it is a dependent clause, write “b”; and if it is not a clause, write “c.”

- b 16. I finally received a postcard from a friend *who has lived in Norway for a year.*
- a 17. Order *a burger for my brother* and some Thai Rad Na noodles for me.
- c 18. Tyrone is the lead singer *in our grunge band.*
- a 19. *The monkeys have lived in the rain forest* for thousands of years.
- c 20. *Choosing three shirts and a pair of boots,* Kumar clearly enjoyed his shopping spree.

C. Use the appropriate letter to identify the structure of the following sentences.

a. simple sentence b. compound sentence c. complex sentence

- b 21. Jason bought some Legos for his daughter, but he left them on the bus.
- c 22. I cannot believe you ate the whole garlic chicken.
- c 23. Because her luggage was lost at the airport, Nadia faced the Moscow winter night without a coat.
- c 24. If Basma runs the marathon this Sunday, we will make her a big steak dinner afterward.
- a 25. Many cancers caught early can be treated successfully.

WRITING PARAGRAPHS

DEVELOPING A PARAGRAPH BY COMPARISON AND CONTRAST

In many of your college classes you will be asked to write paragraphs in which you are to point out the similarities and differences between two subjects. Technically speaking, comparisons reveal similarities and differences, and contrasts are concerned only with differences. In practice, however, comparisons suggest likenesses, and contrasts point out differences.

When organized and developed carefully, a paragraph of *comparison and contrast* has a unity and logic that helps the reader understand the writer's ideas. If your paragraph, however, is only a series of scrambled likenesses and differences that leads nowhere, the result will be chaos.

Your first job in organizing your comparison-and-contrast paragraph is to decide what you want to emphasize: the differences or the similarities between the two subjects. This can best be done by making two lists, one for the differences and the other for the similarities. The next step is to reorder the lists of differences or similarities in their order of importance, beginning with the least significant and building up to the most dramatic and important.

To be certain that your paragraph has clarity and coherence, you should organize it in one of the following ways: point-by-point or the block method.

Point-by-Point Method

When you compare or contrast each subject point by point, you move back and forth between the two subjects, as in the following paragraph.

- College freshmen are often surprised by the differences between their high school days and their experiences in college. In high school, attendance was taken daily and a school secretary often called the missing students' homes to verify that students were not truant. In college, many instructors never take attendance, nor do they make any effort to contact parents concerning absences or failing work. In high school, counselors and teachers gave individual help and attention to students who needed it, and after-school sessions were available for extra tutoring. In college, students are responsible for their own academic performance, and it is up to students to seek help. In most high schools the students are approximately the same age, but in a typical college class the students range in age from teenagers to grandmothers. Social

WRITING TIPS On the Other Hand . . .

Paragraphs that compare and contrast items should have transitions that show the relationship they establish. If you are showing how two things are similar, use words like *similarly*, *likewise*, and *in like manner*. If you are showing the differences, use words like *but*, *yet*, *or*, and *yet*, *however*, *still*, *nevertheless*, *on the other hand*, *on the contrary*, *in contrast*, and *nonetheless*.

life is important in high school, but in college it is squeezed in only when possible. Finally, students in high school are often treated as children, but they are assumed to be responsible adults in college.

Block Method

The second way to organize a comparison-and-contrast paragraph is to use the block method, which first presents all of the relevant details or aspects of one subject and then all of the corresponding qualities of the other.

The following paragraph follows this pattern and describes first the skills needed for the piano and then those required for the typewriter or computer keyboard.

- Students of the piano often find that their dexterity at the keyboard aids them when learning to use the typewriter or computer. Playing the piano requires the ability to coordinate the movements of the eyes and hands, as the pianist reads the musical score and places her fingers on the appropriate keys. And if the pianist hopes to play with any measure of success, she also needs a sense of rhythm. Using the keyboard of the typewriter or computer requires these same skills. An accurate typist must read carefully the material she is typing, scarcely glancing at her hands on the keyboard. If she wishes to type rapidly, she must develop a rhythmic pattern in the movements of her fingers. It is not surprising, then, that many pianists are excellent typists.

The point-by-point pattern is particularly helpful for complex comparisons and for longer paragraphs. The block pattern (or subject-by-subject) should be used only when there are few points to be cited.

Regardless of the method of organization you use, transitions will help your reader follow your ideas. Words like *however*, *too*, *alike*, *in common*, *moreover*, *on the other hand*, *but*, *similarly*, *instead*, *both*, and so on show relationships between ideas.

EXERCISE Using Comparison and Contrast

Write a paragraph of at least six sentences using either the block or the point-by-point method of arrangement. The following pairs may serve as topics, or you may choose your own. In either case, write a topic sentence for your paragraph and underline it.

- two popular entertainers or athletes
- two friends or relatives
- two instructors
- two different sports
- two religions
- two student hangouts
- two views of a controversial subject such as capital punishment



Visit <http://www.mywritinglab.com> and click on "Sentences," then "Developing a Paragraph by Comparison and Contrast." You will find a helpful animation, some questions to answer about the comparison and contrast approach, and many topics to consider for your own paragraph.

WRITING TIPS Could You Eat Pizza at Every Meal?

Your sentences need variety for the same reason your daily diet does: repetition breeds boredom. You should use a variety of sentence types: Mix shorter with longer sentences; use compound and complex sentences as well as simple sentences; vary the length of your sentences; do not begin every sentence with the subject; and make sure your vocabulary does not become stale. Use a thesaurus or dictionary to find alternatives for words you tend to overuse.