



UNIT  
**13**

# Clauses and Sentence Structure

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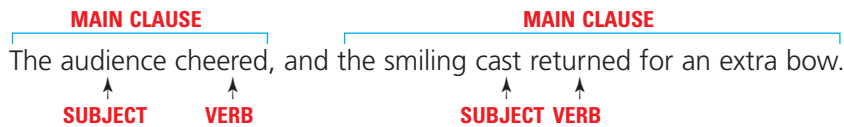
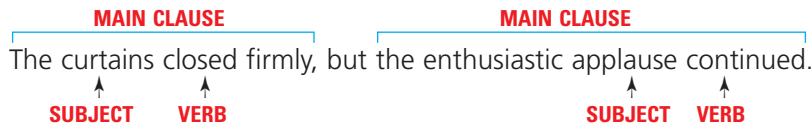
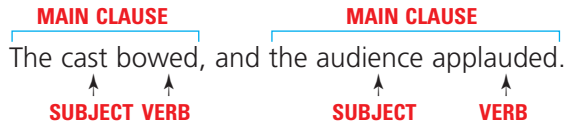


# 13.1

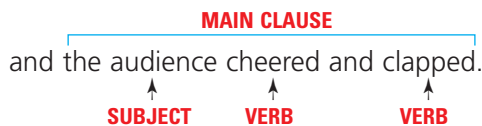
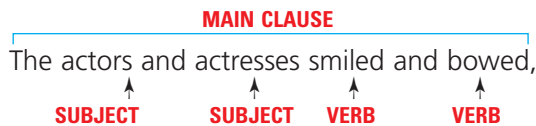
## Main Clauses

- A **clause** is a group of words that has a subject and a predicate and is used as a part of a sentence. A **main**, or **independent**, **clause** has a subject and a predicate and can stand alone as a sentence.

Every sentence must have at least one main clause, but a sentence may have more than one main clause. In each of the following examples, both clauses can stand alone, so both are main, or independent, clauses.



Both the subject and verb of a main clause may be compound.



### Exercise 1 Identifying Main Clauses

Copy the following sentences and underline each main clause. Then write S below each subject and V below each verb. Be sure that each clause you mark can stand alone as a sentence.

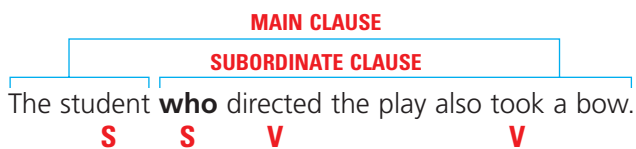
1. The lights dimmed, and the curtain rose.
2. The setting was a magnificent living room, and the audience applauded the sight.
3. Elegantly dressed people entered and spoke, and the host greeted them.
4. One man sat alone by the fire, and several guests and the host talked with him.
5. The butler announced dinner, but the seated man nodded and slumped in his chair.



## 13.2 Subordinate Clauses

- A **subordinate**, or **dependent**, clause has a subject and a predicate, but it cannot stand alone as a sentence.

A subordinate clause must be attached to a main clause in order for it to make sense. Subordinate clauses frequently begin with subordinating conjunctions or relative pronouns. When the subordinate clause comes first, a comma separates it from the main clause.



In the first example, the subordinating conjunction *when* placed before *the audience applauded* creates a word group—*when the audience applauded*—that cannot stand alone as a main clause. Although the clause has a subject and a predicate, it does not express a complete thought.

In the second example, the relative pronoun *who* begins a subordinate clause that comes between the subject and the verb of the main clause. *Who* also serves as the subject of the subordinate clause.

### Exercise 2 Identifying Main and Subordinate Clauses

In each of the following sentences, the first clause appears in *italics*. On your paper, write *main clause* or *subordinate clause* to identify the first clause. (Remember that a subordinate clause cannot stand alone as a sentence.)

#### *Romana Bañuelos, a United States Treasurer*

<sup>1</sup>*Romana Acosta Bañuelos was treasurer of the United States from 1971 to 1974, while Richard Nixon was President.* <sup>2</sup>*Though many others have held this position,* Bañuelos was the first Mexican American woman in such a high government post. <sup>3</sup>*Her signature became a familiar sight,* since the treasurer's name is printed on all paper currency. <sup>4</sup>*Because the job of treasurer involves a number of diverse tasks,* the job is a challenging one. <sup>5</sup>*When Bañuelos was in office,* she wrote checks for all government agencies. <sup>6</sup>*Whenever currency became worn out,* she oversaw the destruction and replacement of the bills.

<sup>7</sup>*Although Bañuelos grew up in Mexico,* she was born in Arizona. <sup>8</sup>*After she invested in a small tortilla stand in 1949,* the business grew into a 5-million-dollar food company. <sup>9</sup>*Because her tortilla company had become such a success,* Bañuelos undertook another challenge. <sup>10</sup>*In 1964 she founded the Pan-American National Bank of East Los Angeles,* which was the first bank in the United States run by a Mexican American.



## 13.3

# Simple and Compound Sentences

- A **simple sentence** has only one main clause and no subordinate clauses.

A simple sentence may have a compound subject or a compound predicate or both. The simple subject and the simple predicate may also be expanded in many other ways. Adjectives, adverbs, prepositional phrases, appositives, and verbal phrases may make some simple sentences seem anything but simple. Nevertheless, as long as the sentence has only one main clause and no subordinate clauses, it remains a simple sentence.

Bobcats stalk. [simple sentence]

Bobcats and lynxes stalk. [simple sentence with compound subject]

Bobcats stalk and pounce. [simple sentence with compound predicate]

Bobcats and lynxes stalk and pounce. [simple sentence with compound subject and compound predicate]

Bobcats silently stalk their prey during the night. [simple sentence expanded with modifiers]

- A **compound sentence** has two or more main clauses and no subordinate clauses.

As the following examples show, each main clause of a compound sentence has its own subject and predicate. Notice that the main clauses of a compound sentence are usually joined by a comma and a coordinating conjunction, such as *and*, *but*, *or*, *nor*, *yet*, *so*, or *for*.

**MAIN CLAUSE 1**      **MAIN CLAUSE 2**  
 Bobcats stalk, and lynxes pursue.

**S**    **V**      **S**    **V**

**MAIN CLAUSE 1**      **MAIN CLAUSE 2**      **MAIN CLAUSE 3**  
 Bobcats stalk, and lynxes pursue, but house cats slink.

**S**    **V**      **S**    **V**      **S**    **V**

Two main clauses may also be joined by a semicolon to form a compound sentence.

**MAIN CLAUSE 1**      **MAIN CLAUSE 2**  
 The frightened rabbit ran swiftly; the lynx followed at a close pace.

**Exercise 3** Identifying Simple and Compound Sentences

Write *simple* or *compound* to identify each sentence.

*Climbing Mount Everest*

1. Sir Edmund Hillary and Tenzing Norgay, his Sherpa guide, were the first conquerors of Mount Everest.
2. Norgay was already a well-known mountaineer, but Hillary's experience had been limited to climbing in ice and snow in New Zealand.
3. Norgay was tall and strong, and Hillary liked the Sherpa's friendly attitude.
4. Hillary, Norgay, and all the other members of the expedition looked for the easiest and safest route to the top of Mount Everest.
5. Today climbers look for greater challenges and choose the more difficult routes.
6. Hillary once had traveled overland to the South Pole and also had followed the Ganges River to its source.
7. The public and the media had shown considerable interest in Hillary.
8. Fame came with Hillary's successful ascent of Mount Everest, and afterward he raised money for the Sherpa people of Nepal.
9. They had helped Hillary, and in return he generously helped them.
10. Hillary gave lectures and raised funds for schools, hospitals, clinics, bridges, water pipelines, and airstrips in Nepal.

**Exercise 4** Writing Simple Sentences

Combine each pair of ideas below into a simple sentence. Remember that each sentence must have only one main clause, although it may have a compound subject and/or a compound predicate.

**SAMPLE** Arctic explorers are brave. They must receive special training.

**ANSWER** Arctic explorers are brave but must receive special training.

1. Robert E. Peary was a brave man. He explored arctic regions.
2. He made his first expedition to Greenland in 1886. Later he made several other trips there.
3. Peary planned a trip to the North Pole. He announced his plans in 1898.
4. He made the trip with his assistant, Matthew Henson. Peary's team also included four Inuit.
5. Peary succeeded in reaching his goal. He arrived at the North Pole on April 6, 1909.

**Exercise 5** Writing Compound Sentences

Use the information in each item from Exercise 4 to write a compound sentence. Remember that each sentence must have two or more main clauses joined by a comma and a coordinating conjunction or by a semicolon.

**SAMPLE** Arctic explorers are brave. They must receive special training.

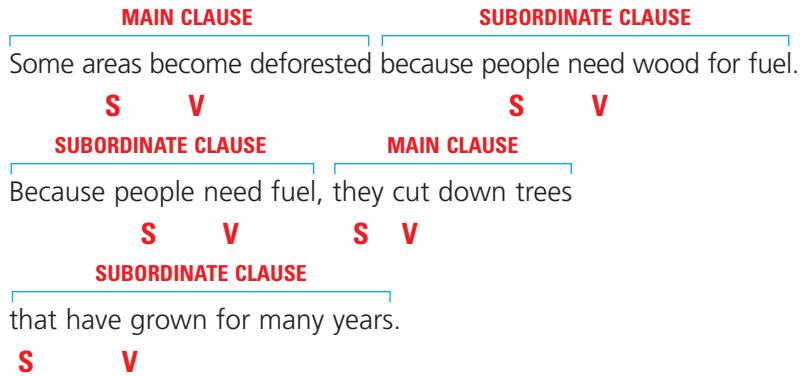
**ANSWER** Arctic explorers are brave, but they must receive special training.



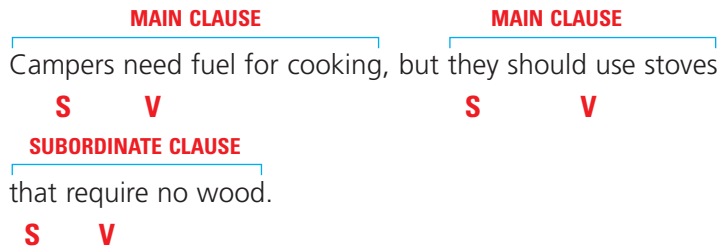
# 13.4

## Complex and Compound-Complex Sentences

- A **complex sentence** has one main clause and one or more subordinate clauses.



- A **compound-complex sentence** has more than one main clause and at least one subordinate clause.



### Exercise 6 Identifying Subordinate Clauses

Write the subordinate clause in each of the following sentences. If a sentence has no subordinate clause, write *none*.

1. Since the world’s supply of wood is limited, environmentalists encourage conservation of timber resources.
2. The United States government controls large areas of national forest and sets the policy for use of the timber.
3. Many states have set aside land for state forests, which may also be used for recreation.
4. People’s ideas about forest conservation differ, and opposing groups present arguments that deserve serious consideration.
5. Because opinions on the subject are so different, no simple solution exists.

**Exercise 7** Identifying Complex and Compound-Complex Sentences

Write the subordinate clause that appears in each of the following sentences. Then write *complex* or *compound-complex* to identify each sentence.

*Conservation*

1. Energy conservation has become extremely important because millions of energy-consuming devices are in use every day.
2. When builders construct new homes, they should install solar panels and other passive solar devices and as many energy-saving appliances as possible.
3. Although energy-efficient appliances cost more, their use results in long-term savings for the owner, and the environment benefits, too.
4. Because legislators have enacted certain laws, all new cars must be energy efficient.
5. When cars use less gas, the air is cleaner, and people may have less trouble breathing.
6. Though sulfur pollution is a threat to human health, it also damages lakes, wildlife, and buildings.
7. Although water power can generate electricity, hydroelectric dams may cause floods on farmland, in forests, and in wildlife areas.
8. We must always find ways of producing more goods, but at the same time we must reduce the amount of energy that we consume in producing those goods.
9. Conservation and solar power are the keys to a safe future, so we must cautiously use the devices that cool, heat, and transport us.
10. Because our natural resources clearly cannot last forever, we must find better ways of conserving them.

**Exercise 8** Writing Four Kinds of Sentences

Use your own knowledge and the information below to create four different kinds of sentences about electrical power. Write *simple*, *compound*, *complex*, or *compound-complex* to identify each sentence you write.

An electric motor is a source of power.	It can power a speeding train.
It is convenient.	It can run a tiny watch.
It is clean.	Power can come through a wire from an outside source.
It is silent.	Power can come from a battery.
It starts instantly.	An electric car does not pollute.
It stops instantly.	It is expensive to manufacture.
It can be built in almost any size.	It needs frequent recharging.

**Exercise 9** Creating Sentences with Various Structures

Write a simple sentence. Then rework it, making it into a compound sentence. Now go back to the simple sentence, and rework it to make it part of a complex sentence. Finally, rework your compound sentence into a compound-complex sentence. Label each sentence.



# 13.5

## Adjective Clauses

- An **adjective clause** is a subordinate clause that modifies a noun or a pronoun.

An adjective clause normally follows the word it modifies.

The hikers **who reached the peak** were overjoyed.

The trail, **which was rarely used**, had been a difficult one.

I forgot about the blisters **that covered my feet**.

The hiker **whom we appreciated most** carried the food.

Both relative pronouns (*who*, *whom*, *whose*, *that*, and *which*) and the words *where* and *when* may begin adjective clauses.

I will always remember the time **when I hiked to Pike’s Peak**.

That is the spot **where we set up camp**.

Sometimes the relative pronoun is dropped at the beginning of an adjective clause.

Our camp was the place **every hiker loved the most**.

[The relative pronoun *that* has been omitted.]

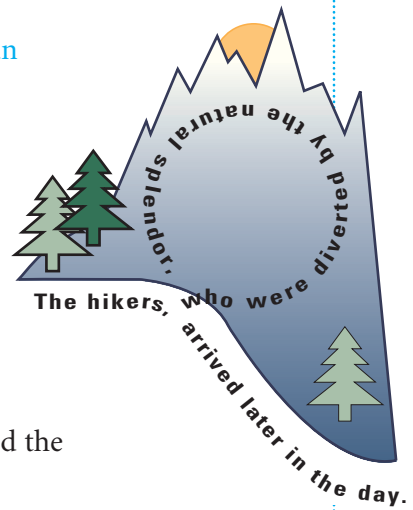
An adjective clause is sometimes essential to a sentence; that is, it is needed to make the meaning of the sentence clear. This kind of adjective clause is called an *essential clause*, or a *restrictive clause*.

One characteristic **that many Native Americans had in common** was a love of dancing. [essential clause]

An adjective clause that is not needed to make the meaning of a sentence clear is called a *nonessential clause*, or a *nonrestrictive clause*. It adds information to a sentence, but the sentence would be perfectly logical without it. (Note that a nonessential clause must be set off with commas.)

The Iroquois people of the East, **who were farmers**, thanked the spirits for the gift of food. [nonessential clause]

In the Southwest, **where water is scarce**, the Pueblo people performed rain dances. [nonessential clause]







When choosing between *that* and *which*, use *that* to introduce an essential clause and *which* to begin a nonessential clause.

The Cheyenne hunted buffalo, **which supplied them with meat and skins for clothing and shelter.** [nonessential clause]

The animal **that was most important to the Cheyenne** was the buffalo. [essential clause]

### Exercise 10 Identifying Adjective Clauses and the Words They Modify

On your paper write the adjective clause from each sentence. Then write the word the clause modifies. (In one sentence the relative pronoun has been dropped.)

#### *International Dances*

1. The Pueblo rain dancers use dance steps that are deceptively simple.
2. In the eagle dance, the dancers' movements are like those of the eagle, which swoops and dives for its food.
3. Chinese schoolchildren learn dances that require difficult body movements.
4. The Chinese ribbon dance, which has been performed for thousands of years, is often performed by Chinese folk-dance companies.
5. Japanese dancers may wear several layers of kimonos, each of which represents a different character.
6. A lively dance that is very popular is the square dance.
7. Probably the best-known early American dance is the Virginia reel, which became popular in George Washington's time.
8. Flamenco is a dance form the Gypsies in Spain invented.
9. A flamenco dancer, who is accompanied by a guitarist, typically wears bright and colorful clothing.
10. Folk dances often require steps that are difficult to learn.

### Exercise 11 Adding Adjective Clauses to Sentences

On your paper complete each sentence below by adding a noun. Then write an adjective clause to modify the noun.

1. My favorite meal is \_\_\_\_\_.
2. I will always remember \_\_\_\_\_.
3. Did you see the \_\_\_\_\_?
4. I really don't like the \_\_\_\_\_.
5. I had forgotten all about the \_\_\_\_\_.
6. Where did you get the \_\_\_\_\_?
7. Tomorrow I will pick up the \_\_\_\_\_.
8. This is the \_\_\_\_\_.
9. Last week I visited \_\_\_\_\_.
10. We laughed about the \_\_\_\_\_.

## Exercise 12 Identifying Essential and Nonessential Clauses

For each sentence in the following pairs, write the adjective clause, and then write *essential* or *nonessential* to identify it.

### *Maya Lin, Architect*

- Maya Lin, who was born and raised in Athens, Ohio, designed the Vietnam Veterans Memorial.
  - The person who designed the Vietnam Veterans Memorial was Maya Lin.
- Lin was an architecture student who submitted the once-controversial design.
  - Lin, who submitted the once-controversial design, was an architecture student at Yale University.
- Her simple design consisted of two gleaming black walls that were inscribed with the names of the dead and missing.
  - The memorial, which has attracted numerous visitors since its unveiling, contains the names of the war's dead and the missing.
- In 1988, Maya Lin designed the Civil Rights Memorial, which is in Montgomery, Alabama.
  - In 1988, Maya Lin designed a memorial that commemorates the Civil Rights Movement.
- Maya Lin's parents, who were college professors, emigrated from China in the 1940s.
  - The college professors who were Lin's parents emigrated from China in the 1940s.

## Exercise 13 Identifying Adjective Clauses

Rewrite the sentences below. Underline each adjective clause. If a clause is nonessential, set it off with commas.

- In most cultures around the world, people have dances that they use to tell stories.
- Often the dancers who may wear colorful costumes are accompanied by singing, chanting, or playing of special instruments.
- Many immigrants who moved to the United States from Europe, Africa, Asia, and South America brought their dances with them.
- The dances that came from England, Ireland, and Scotland became the basis for American square dancing.
- Native Americans who are descendants of the earliest inhabitants of this continent still perform colorful ceremonial dances of their own.



## 13.6 Adverb Clauses

- An **adverb** clause is a subordinate clause that modifies a verb, an adjective, or an adverb. It tells *when, where, how, why, to what extent, or under what conditions*.

**Whenever it rains**, the river rises. [The adverb clause modifies the verb *rises*. It tells *when*.]

This canoe can take us **wherever we want to go**. [The adverb clause modifies the verb phrase *can take*. It tells *where*.]

The canoe will be safe **as long as everyone remains seated**. [The adverb clause modifies the adjective *safe*. It tells *under what conditions*.]

You are paddling harder **than I am paddling**. [The adverb clause modifies the adverb *harder*. It tells *to what extent*.]

Subordinating conjunctions, such as those listed on page 477, introduce adverb clauses. Being familiar with those conjunctions will help you recognize adverb clauses.

An adverb clause may come either before or after the main clause. Notice how the comma is used when the adverb clause begins the sentence.

The canoe capsized **when the river got rough**.

**When the river got rough**, the canoe capsized.

Occasionally words may be left out of an adverb clause. The omitted words can easily be supplied because they are understood, or implied. Such adverb clauses are described as *elliptical*.

You are paddling harder **than I am [paddling]**.

Paddling made me more tired **than [it made] him [tired]**.

### Exercise 14 Identifying Adverb Clauses

Write the adverb clauses that appear in the following sentences. (Three sentences have more than one adverb clause.)

#### *Yo-Yo Ma, an Outstanding Cellist*

1. Yo-Yo Ma played the cello at Carnegie Hall, when he was only nine years old.
2. Because he had such talent, young Ma already played better than most adults do.
3. When Ma was only four, his father gave him cello lessons.
4. Since Ma's father was a musicologist, he nurtured his son's talent.
5. When he was big enough, Ma switched to a regular cello.
6. After his family moved from Paris to New York, Ma studied at the Juilliard School of Music.
7. Wherever he played, Ma dazzled audiences with his deftness.
8. Ma continued on the cello while he worked on a degree from Harvard.
9. A highlight in his career came in 1978, when Ma received the Avery Fisher Prize for his musical talent.
10. Whenever Ma performs, fans can hardly imagine a cellist more talented than he.
11. When Ma played with the Chicago Symphony recently, I saw him in person.
12. The tickets were more expensive than I had expected.
13. Many people attended that evening because Ma's performance earlier that week had received rave reviews.
14. Before Ma appeared on stage, everyone waited impatiently as the orchestra tuned up their instruments.
15. When the great performer finally made his entrance, the audience jumped to their feet and applauded.

### Exercise 15 Using Adverb Clauses in Sentences

Use each of the following adverb clauses in an original sentence. Vary the positions of the clauses in your sentences.

1. whenever the first members of the audience arrive
2. as long as I can hear from the back of the auditorium
3. unless something happens at the last minute
4. although she still used her father's old stereo system
5. because the traffic was so heavy that night
6. although no one was given information beforehand
7. until everyone finds a place to sit down
8. before the master of ceremonies could say a single word
9. since I had decided earlier not to go with them
10. wherever people get together to hear fine music



## 13.7 Noun Clauses

- A **noun clause** is a subordinate clause used as a noun.

You can use a noun clause as a subject, a direct object, an indirect object, an object of a preposition, a predicate nominative, or an object complement.

**NOUN**  
Campers enjoy the outdoors.

**S**  
**NOUN CLAUSE**  
Whoever camps enjoys the outdoors.

**S**  
Footgear affects **NOUN** hikers.

**DO**  
**NOUN CLAUSE**  
Footgear affects whoever walks often.  
**DO**

In the preceding examples, notice that each noun clause is an inseparable part of the sentence's main clause; the main clause is the entire sentence.

Here are some of the words that can be used to introduce noun clauses:

how	when	who, whom
that	where	whoever
what	which	whose
whatever	whichever	why

Here are additional examples of noun clauses.

I do not know **where my hiking boots are**. [direct object]

That is **why I did not join the others**. [predicate nominative]

We will make do with **whatever camping equipment we can borrow**. [object of a preposition]

Sometimes the introductory word may be dropped at the beginning of a noun clause.

I believe **we can have a great time outdoors**. [The introductory word *that* is omitted.]

### Exercise 16 Identifying Noun Clauses

Write the noun clauses that appear in each of the following sentences. (Three of the sentences have two noun clauses each. In one sentence the relative pronoun introducing the noun clause has been dropped.)

#### *The Importance of Police Dogs*

1. Everyone knows that dogs have a keen sense of smell.
2. What makes their sense of smell valuable is that people can train dogs to sniff out explosives.
3. Specially trained dogs search for whatever explosive device they can find.
4. What the dog finds may save whoever is in danger.
5. Do you believe that police dogs are valuable?
6. Whoever works with a police dog is trained along with the dog.
7. Many police officers say that police dogs make good partners.
8. Whoever says police dogs are vicious animals is misinformed.
9. That these dogs become aggressive upon command is true.
10. Police officers are grateful for whatever help these dogs provide.
11. Most people realize that police dogs will not attack them without cause.
12. They will pay little attention to whomever leaves them alone.
13. The laws of some communities state that police dogs should be muzzled.
14. Another regulation is that they should usually be on leashes.
15. Can you see why their appearance frightens some people?

### Exercise 17 Identifying Subordinate Clauses

On your paper write the subordinate clause that appears in each sentence. Then write *adverb clause*, *adjective clause*, or *noun clause* to identify what kind of clause it is.

#### *Sojourner Truth, a Crusader for Justice*

<sup>1</sup>Sojourner Truth was an enslaved person who was born in New York in the late eighteenth century. <sup>2</sup>Isabella is what she was called as a child. <sup>3</sup>Whoever has studied her life understands the importance of her work. <sup>4</sup>She fought against slavery wherever she went. <sup>5</sup>An antislavery law was passed in New York in 1817, which led to Isabella's freedom in 1827. <sup>6</sup>In 1843, after she took the name Sojourner Truth, she began a series of lecture tours throughout New England and the Midwest. <sup>7</sup>Her speeches expressed her strong belief that all people are equal. <sup>8</sup>One source of income was the proceeds from her biography, which was published in 1850. <sup>9</sup>Sojourner Truth campaigned for land where former enslaved persons could establish homes. <sup>10</sup>Sojourner Truth was a woman whom everyone admired.

### Exercise 18 Writing Subordinate Clauses in Sentences

Write four original sentences. In the first, use an adverb clause. In the second, use an adjective clause. In the third, use a noun clause as a subject. In the fourth, use a noun clause as a direct object. Label the clauses.

## 13.8

# Four Kinds of Sentences

- A **declarative sentence** makes a statement.

An owl is hooting.  
I cannot see it.

A declarative sentence normally ends with a period. It is the type of sentence used most frequently in speaking and writing.

- An **imperative sentence** gives a command or makes a request.

Look at that bird.  
Please tell me what it is.

An imperative sentence usually ends with a period. The subject “you” is understood.

- An **interrogative sentence** asks a question.

What kind of bird is that?  
Is the hawk hunting for prey?

An interrogative sentence ends with a question mark.

- An **exclamatory sentence** expresses strong emotion.

Watch out for that hawk’s sudden dive!  
What a powerful hunter the hawk is!

An exclamatory sentence ends with an exclamation point.

### Exercise 19 Identifying and Punctuating Four Kinds of Sentences

On your paper write *declarative*, *imperative*, *interrogative*, or *exclamatory* to identify each sentence below. Then give the correct ending punctuation.

1. Have you ever been to Niagara Falls
2. What an awesome sight they are
3. The falls are on the Niagara River between New York State and Ontario, Canada
4. When you go, I hope that you plan to visit both the American and the Canadian sides
5. Don’t miss the boat ride on the *Maid of the Mist*

### Exercise 20 Writing Four Kinds of Sentences

Write four sentences about a recent school event. Use one declarative, one imperative, one interrogative, and one exclamatory sentence. Remember to punctuate each sentence correctly.



## 13.9

# Sentence Fragments

- A **sentence fragment** is an error that occurs when an incomplete sentence is punctuated as though it were a complete sentence. In general, avoid sentence fragments in your writing.

When you check your work for sentence fragments, look for three things. First, be alert for a group of words that lacks a subject. Then, look for a group of words that lacks a verb, especially a group that contains a verbal form rather than a complete verb. Finally, be careful that you have not punctuated a subordinate clause as a complete sentence.

Often you can correct a sentence fragment by joining it to an idea that comes before or after the fragment. Sometimes, however, you may need to add missing words to form a complete sentence.

- |                          |   |
|--------------------------|---|
| <b>FRAGMENT</b>          | Toshiko and Kenji are happy together.<br><b>Seem to be in love.</b> [lacks subject]                                 |
| <b>COMPLETE SENTENCE</b> | Toshiko and Kenji are happy together, and they seem to be in love.  |
| <b>FRAGMENT</b>          | The two will marry. <b>Their new life together.</b> [lacks verb]  |
| <b>COMPLETE SENTENCE</b> | The two will marry, and their new life together will begin.   |
| <b>FRAGMENT</b>          | They are planning an out-of-town wedding.<br><b>Many of their gifts arriving in the mail.</b> [lacks complete verb] |
| <b>COMPLETE SENTENCE</b> | They are planning an out-of-town wedding. Many of their gifts have been arriving in the mail.                       |
| <b>FRAGMENT</b>          | On their honeymoon they will be traveling to Italy. <b>Which they both love.</b> [has subordinate clause only]      |
| <b>COMPLETE SENTENCE</b> | On their honeymoon they will be traveling to Italy, which they both love.   |

Professional writers sometimes use sentence fragments to create a special effect—to add emphasis to what they are saying or to convey realistic dialogue. Remember that professionals use sentence fragments *carefully* and *intentionally*. In most of the writing you do, however, including your writing for school, you should avoid sentence fragments.



Artist Unknown,  
*Nike of Samothrace*,  
200–190 B.C.



**Exercise 21** Identifying Sentence Fragments

Write on your paper *complete sentence* or *sentence fragment* to identify each of the items below.

*The Piñata Game*

<sup>1</sup>Children in Mexico often celebrate festivals and birthdays with parties. <sup>2</sup>By breaking a colorful piñata. <sup>3</sup>An earthenware or papier-mâché container covered with crepe-paper streamers. <sup>4</sup>A piñata is often shaped like an animal or a person. <sup>5</sup>Filled with nuts, candy, and small toys, it is hung by a rope from the ceiling. <sup>6</sup>Or—if the party is outdoors—from a tree limb. <sup>7</sup>The blindfolded children take turns hitting the piñata with a stick. <sup>8</sup>Not always easy, because an adult raises and lowers the piñata with a rope. <sup>9</sup>Finally, after many attempts, the break. <sup>10</sup>Children rush to collect the treats scattered about.

**Exercise 22** Correcting Sentence Fragments

Revise the preceding paragraph by correcting each fragment. Whenever possible, combine the fragments with other sentences in the paragraph.

**Exercise 23** Identifying and Correcting Sentence Fragments

Add your own words and phrases to rewrite each item that is not a sentence as a complete sentence. Change wording if you need to. For any item that is already a sentence, write *sentence*.

1. Jack and Kera help with the cooking for the family.
2. After they get home from school or on the weekends.
3. Soup, pasta, and grilled cheese sandwiches.
4. Which they like the best.
5. Planning the menu or the grocery shopping.
6. The oven and the stove being broken.
7. To fix cold foods and use the toaster and microwave.
8. Because he was too impatient to wait for the electrician.
9. Juice, pancakes, waffles, and muffins, the favorites for Sunday breakfast.
10. Enjoys fixing special dishes for birthdays and holidays.
11. They both enjoy cooking together.
12. Especially like to make dinner for their parents
13. When their parents let them prepare the whole meal.
14. Whenever they have a chance to help make the refreshments for a party.
15. The twins are especially happy after cleaning up.



## 13.10

# Run-on Sentences

- Avoid run-on sentences in your writing. A **run-on sentence** is two or more complete sentences written as though they were one sentence.

There are three basic kinds of run-on sentence.

1. A **comma splice**, probably the most common type of run-on sentence, occurs when two main clauses are separated by a comma rather than a period or a semicolon. To correct this type of run-on, replace the comma with a period (or other end mark of punctuation), and start the new sentence with a capital letter. You can also correct this error by changing the comma to a semicolon or by inserting a coordinating conjunction after the comma.

**RUN-ON** Luis and Fredericka are going to Washington, D.C., with their school, they are very excited.

**CORRECT** Luis and Fredericka are going to Washington, D.C., with their school. They are very excited.

**CORRECT** Luis and Fredericka are going to Washington, D.C., with their school, **and** they are very excited.

2. Another kind of run-on sentence occurs when two main clauses are written with *no* punctuation between them. To correct this type of run-on, separate the main clauses with a semicolon, or insert an end mark of punctuation after the first clause and begin the second one with a capital letter. Still another way to correct the error is to insert a comma and a coordinating conjunction between the main clauses.

**RUN-ON** They hope to see many famous sights the Lincoln Memorial will surely be among them.

**CORRECT** They hope to see many famous sights; the Lincoln Memorial will surely be among them.

**CORRECT** They hope to see many famous sights, **and** the Lincoln Memorial will surely be among them.

3. Still another kind of run-on sentence occurs when the comma is omitted before a coordinating conjunction joining two main clauses. To correct this error, simply add the comma before the coordinating conjunction.

**RUN-ON** Fredericka and Luis will need to take notes for a written report on their Washington trip but they plan to have fun anyway.

**CORRECT** Fredericka and Luis will need to take notes for a written report on their Washington trip, but they plan to have fun anyway.

**Exercise 24 Distinguishing Between Run-ons and Correct Sentences**

On your paper write *correct* or *run-on* to identify each sentence below.

***The Amazon River and the Nile River***

1. The Amazon River is 3,900 miles (6,280 km) long it is the second longest river in the world.
2. The river flows generally eastward across northern South America and into the Atlantic Ocean through a wide delta in northern Brazil.
3. The Amazon is formed by the junction of two rivers in Peru, the Ucayali and the Marañón.
4. The Amazon has more than 500 tributaries and its river system drains half of South America.
5. Ships can travel almost the entire length of the river, it has no rapids or waterfalls to obstruct traffic.
6. The Nile is the world's longest river; it flows about 4,145 miles (6,905 km) from its headwaters in Burundi to the Mediterranean Sea.
7. The main part of the river is formed by the joining of two rivers, the Blue Nile and the White Nile.
8. The Blue Nile begins at Lake Tana it flows 1,000 miles to Khartoum.
9. The White Nile is 1,600 miles long, and its source is Lake Victoria.
10. The Blue and the White Nile converge at the city of Khartoum, which is the capital of Sudan.
11. Khartoum was founded as a camp for the Egyptian army in 1821 and developed into a major trading center.
12. Above Khartoum the Nile makes a huge S-curve and then it flows north through Egypt.
13. The Nile valley in Egypt was the location of a great ancient civilization, the tombs of kings and many other historic monuments are preserved there.
14. Dams on the Nile in Egypt have created a water supply for irrigating crops; the dams also produce hydroelectric power for the region.
15. Beyond Cairo the river forms an enormous triangular delta, here the river slows and drops much of its load of sediment before it flows into the sea.

**Exercise 25 Correcting Run-on Sentences by Adding Commas**

Correct each run-on sentence below by adding a comma before the coordinating conjunction.

1. Wilbur Wright was born in Dayton, Ohio, in 1867 and his brother Orville was born in 1871.
2. They ran a weekly newspaper together and then they started a bicycle manufacturing business.
3. The brothers read about aeronautics and they experimented with gliders.
4. Kitty Hawk, North Carolina, had long expanses of rolling sand dunes and the winds there were quite steady and dependable.
5. The Wright brothers tested their gliders on the dunes of Kitty Hawk and in 1903 they made the first powered flight.

### Exercise 26 Correcting Run-on Sentences with a Period or a Semicolon

Correct each run-on sentence below by adding a period or a semicolon.

1. Benjamin Franklin was an important political figure during the period of the American Revolution, he was a man of many other talents as well.
2. He lived in Boston as a young man, there he learned the printing trade.
3. Franklin published an almanac he also experimented with electricity.
4. Franklin started a university, in Philadelphia he also started a lending library.
5. Franklin helped draft the Declaration of Independence he was also one of the signers of the peace treaty that in 1783 formally ended the American Revolution.

### Exercise 27 Correcting Run-on Sentences

Rewrite the following paragraph, correcting the run-on sentences.

#### *Animal Care in Zoos*

<sup>1</sup>The earliest known zoo was the Park of Intelligence in the province of Hunan it was started by a Chinese ruler about 1150 B.C. <sup>2</sup>Today zoo facilities are limited and zookeepers cannot keep every animal on display year-round. <sup>3</sup>In the winter in colder climates, most birds must be brought indoors but zookeepers cannot always keep each bird on view for the public. <sup>4</sup>Many visitors are surprised to see that some animals remain outside all year, penguins, polar bears, and timber wolves are happy outdoors in wintertime. <sup>5</sup>Some animals are always indoors in northern areas, reptiles and small desert animals always have indoor displays. <sup>6</sup>Zookeepers must provide indoor shelters for large animals such as elephants how large those shelters must be! <sup>7</sup>Today zoologists understand much more about animal behavior and zoos are being designed that are similar to the animals' natural habitats. <sup>8</sup>Viewers can closely observe animals at animal parks, animals roam free. <sup>9</sup>Zoo kitchens keep a wide variety of foods and these are used to prepare meals that meet each animal's nutritional needs. <sup>10</sup>Zoos contribute to wildlife conservation, they nurture species that are in danger of becoming extinct.

### Exercise 28 Correcting Sentence Fragments and Run-on Sentences

Rewrite this paragraph, correcting all sentence fragments and run-on sentences.

#### *Chinese New Year*

<sup>1</sup>The biggest and most popular of all Chinese festivals. <sup>2</sup>The Chinese New Year, an exciting and colorful holiday. <sup>3</sup>Falling anywhere between January 21 and February 19. <sup>4</sup>The New Year is celebrated by Chinese people all over the world, they parade through the streets and set off fireworks. <sup>5</sup>People pay visits to friends they wish them luck and prosperity with a greeting that means "happy greetings, and may you gather wealth." <sup>6</sup>On the final day of the year, preparations are made for a great New Year's Eve supper. <sup>7</sup>All doors are sealed with paper strips and no one may leave or enter until the next morning. <sup>8</sup>Businesses are closed. <sup>9</sup>For days after the new year begins. <sup>10</sup>Children receive presents of money in red envelopes no wonder they look forward to this festival.



# UNIT 13

# Grammar Review

## CLAUSES AND SENTENCE STRUCTURE

As Eudora Welty’s novel *Delta Wedding* begins, young Laura McRaven is on her way from her home in Jackson, Mississippi, to Shellmound, the plantation where her cousin Dabney is to be married. It is Laura’s first trip alone, and she savors every minute of it. The passage has been annotated to show the types of sentences and clauses covered in this unit.

Clauses and Sentence Structure

### Literature Model

#### from *Delta Wedding*

by Eudora Welty

Simple sentence

Complex sentence

Compound-complex sentence

Adverb clause

Adjective clause

Compound sentence

The nickname of the train was the Yellow Dog. Its real name was the Yazoo-Delta. It was a mixed train. The day was the 10th of September, 1923—afternoon. Laura McRaven, who was nine years old, was on her first journey alone. She was going up from Jackson to visit her mother’s people, the Fairchilds, at their plantation named Shellmound, at Fairchilds, Mississippi. . . .

In the passenger car every window was propped open with a stick of kindling wood. A breeze blew through, hot and then cool, fragrant of the woods and yellow flowers and of the train. The yellow butterflies flew in at any window, out at any other, and outdoors one of them could keep up with the train, which then seemed to be racing with a butterfly. Overhead a black lamp in which a circle of flowers had been cut out swung round and round on a chain as the car rocked from side to side, sending down dainty drifts of kerosene smell. The Dog was almost sure to reach Fairchilds before the lamp would be lighted by Mr. Terry Black, the conductor, who had promised her father to watch out for her. Laura had the seat facing the stove, but of course no fire was burning in it now. She sat leaning at the window, the light and the sooty air trying to make her close her eyes. Her ticket to Fairchilds was stuck up in her Madge Evans straw hat, in imitation of the



drummer [salesman] across the aisle. Once the Dog stopped in the open fields and Laura saw the engineer, Mr. Doolittle, go out and pick some specially fine goldenrod there—for whom, she could not know. Then the long September cry rang from the thousand unseen locusts, urgent at the open windows of the train. . . .

From the warm window sill the endless fields glowed like a hearth in firelight, and Laura, looking out, leaning on her elbows with her head between her hands, felt **what an arriver in a land feels**—that slow hard pounding in the breast.

Noun clause

## Review: Exercise 1 Identifying Main and Subordinate Clauses

The following sentences are based on the passage from *Delta Wedding*. Each sentence contains a clause that appears in italics. On your paper write *main clause* or *subordinate clause* to identify the italicized clauses.

1. *Although she was only nine years old*, Laura was traveling alone.
2. The conductor, *who was watching out for Laura*, would soon light the lamp.
3. *The ticket that was stuck in Laura's hat would take her to Fairchilds, Mississippi.*
4. Laura was traveling to Fairchilds *so that she could attend her cousin's wedding.*
5. *She would stay at her cousin's plantation*, which was named Shellmound.
6. *The train was called the Yellow Dog*, although its name was really the Yazoo-Delta.
7. *While the train moved along*, Laura sat quietly in her seat.
8. *The car had a faint smell of kerosene*, which came from the swinging lamp overhead.
9. As the car rocked from side to side, *the lamp swung in a big circle.*
10. Laura could see the unlighted stove just opposite *where she sat.*
11. *Even though it was September*, the weather in the delta was still summery.
12. Because it was a warm day, *all the windows of the train were open.*
13. *Since the windows would not stay open by themselves*, they were propped up with sticks.
14. In the car were yellow butterflies, *which had flown in through the open windows.*
15. While the train was stopped, *Laura could hear the loud sounds made by locusts in the fields.*
16. Laura saw a field of goldenrod *as she looked out the window.*
17. Where the sun shone on them, *the broad fields glowed like a lighted fireplace.*
18. *After the engineer had picked some goldenrod*, the train started up again.
19. Laura could feel the warmth of the windowsill beneath her elbows *as she sat with her head between her hands.*
20. *Because the sun was bright*, Laura's eyes wanted to close.

## Review: Exercise 2 Identifying Simple, Compound, Complex, and Compound-Complex Sentences

The following sentences elaborate on ideas in the passage from *Delta Wedding* and tell something about its author. On your paper write whether each sentence is *simple*, *compound*, *complex*, or *compound-complex*.

1. The train's name was the Yazoo-Delta, but people called it the Yellow Dog.
2. It was September 10, 1923, and Laura McRaven was traveling by train to Fairchilds, Mississippi, where her cousin was getting married.
3. Nine-year-old Laura watched the countryside as it passed by.
4. Laura was enjoying the trip, for she was traveling alone for the first time.
5. The car rocked gently as the train hurried along, and the overhead lamp swung round and round.
6. The windows, which were held open with sticks of wood, let breezes into the cars.
7. The train had been traveling for a long time, yet the conductor had still not collected the tickets from Laura and the salesperson across the aisle.
8. Because the day was warm, no fire burned in the stove.
9. Laura watched while the engineer picked some goldenrod, and she noticed that the flowers were especially fine.
10. Though she sat quietly, Laura could feel her heart pounding.
11. While she sat alone on the train, Laura noticed many details inside the railroad car, and she observed the passing landscape as well.
12. Because she was traveling alone for the first time, she was unusually aware of her surroundings.
13. She compared what she was seeing with her hometown.
14. The author of *Delta Wedding*, Eudora Welty, was born in Jackson, Mississippi, in 1909.
15. When she created the character of Laura McRaven in *Delta Wedding*, Welty created a girl whose life was similar to hers.
16. Welty lived in the Mississippi Delta for most of her life, and the delta landscape was familiar to her.
17. Eudora Welty, like Laura, probably traveled by train through the delta as a young girl.
18. Welty says that she had always been aware of words and of the way people speak.
19. As a young girl, she paid attention to the ordinary sights, sounds, and objects of daily life, and they formed vivid sensory images that remained with her.
20. When Welty grew up and became a writer, her store of early impressions and memories provided a wealth of convincing details for her books and stories.

**Review: Exercise 3** Writing Sentences with Adjective Clauses

Use the passage from *Delta Wedding* to rewrite the sentences below. To each sentence add an adjective clause that answers the question in parentheses. Your clause must begin with one of the relative pronouns below. It must contain a verb, and it must be correctly punctuated. There may be more than one correct answer.

**RELATIVE PRONOUNS**      who    whom    whose    which    that

**SAMPLE**    The train was heading toward Fairchilds, Mississippi.  
(What was the name of the train?)

**ANSWER**    The train, whose name was the Yazoo-Delta, was  
heading toward Fairchilds, Mississippi.

1. Laura was traveling alone for the first time in her life. (How old was she?)
2. Laura's father had taken her to the train. (How did her father feel about her trip?)
3. Laura was traveling from Jackson, Mississippi. (What was Jackson to Laura?)
4. She was going to visit her mother's family. (Where did Laura's mother's family live?)
5. Laura's journey was taking place on a September afternoon. (What was the weather like?)
6. Laura felt very dressed up for her ride on the train. (What hat was she wearing?)
7. A breeze blew through the open windows. (What did the breeze smell like?)
8. Laura watched the yellow butterflies. (What were the butterflies doing?)
9. One butterfly seemed to be having a race with the train. (Where was the butterfly?)
10. A black lamp swung to the rhythm of the rocking car. (How was the lamp decorated?)
11. The lamp would probably not be lighted during the journey. (What odor did the lamp give off?)
12. The conductor would light the lamp later. (What was the conductor's name?)
13. Mr. Black had not yet collected the tickets. (What promise had he made?)
14. Laura sat in her seat. (Where was her seat?)
15. The stove provided heat for the car in cold weather. (Was the stove being used on this day?)
16. The air made her want to close her eyes. (What was the air like?)
17. Laura imitated the drummer, or traveling salesperson. (Where was his ticket?)
18. Many drummers traveled by train to call on customers. (Where were the customers?)
19. Mr. Doolittle stopped the train. (What was Mr. Doolittle's job?)
20. The engineer picked some goldenrod. (What was the goldenrod like?)
21. Laura wondered to whom Mr. Doolittle would give the goldenrod. (Why did she want to know?)
22. Through the train's open windows Laura heard a cry. (From what did the cry come?)
23. Laura heard locusts. (Where were they?)
24. Laura gazed at the fields. (What did the fields look like?)
25. Laura wanted her journey to end. (How did she feel?)



## Review: Exercise 4 Writing Sentences with Adverb Clauses

Use the passage from *Delta Wedding* to rewrite each sentence, adding an adverb clause that answers the question in parentheses. Your clause must begin with one of the subordinating conjunctions listed below, and it must contain a subject and a verb. There may be more than one correct answer for each item.

### SUBORDINATING CONJUNCTIONS

after    as if    if    so that    when    wherever  
as    because    since    than    whenever    while

**SAMPLE** Laura McRaven was traveling to Shellmound.  
(Why?)

**ANSWER** Laura McRaven was traveling to Shellmound  
because her cousin Dabney was getting married.

1. It was an exciting day for Laura. (Why?)
2. Laura sat looking out the window. (When?)
3. Laura felt excited. (Why?)
4. Laura had a ticket to Fairchilds, Mississippi. (Why?)
5. Laura carefully observed everything that went on around her. (Why?)
6. The passenger car swayed back and forth. (When?)
7. Pieces of kindling were being used at the windows of the passenger car. (Why?)
8. There were butterflies inside the car. (Why?)
9. Butterflies flew into the train. (Where?)
10. One butterfly flew alongside the train. (In what manner?)
11. The black lamp over Laura's head swung in circles on its chain. (Why?)
12. The conductor would finally light the lamp. (When?)
13. Laura's father had asked the conductor to look after her. (When?)
14. A fire would be lighted in the stove opposite Laura. (Under what condition?)
15. Laura almost had to close her eyes. (Why?)
16. Laura put her ticket in her hat. (Why?)
17. The passengers would give the conductor their tickets. (When?)
18. The engineer stopped the train. (Why?)
19. The engineer picked goldenrod. (Where?)
20. Laura found the engineer's actions somewhat mysterious. (Why?)
21. Laura heard the locusts. (Why?)
22. The fields glowed in the daylight. (How?)
23. Laura could feel the warmth of the windowsill. (Why?)
24. Laura's heart pounded. (When?)
25. Laura would see her mother's family. (When?)

**Review: Exercise 5** Identifying Noun Clauses

The following sentences describe the Mississippi Delta area, to which Laura McRaven was traveling. On your paper write the noun clauses that appear in the sentences. Two of the sentences have two noun clauses each. In one sentence the relative pronoun before the noun clause has been dropped.

1. Does this book explain what the Mississippi Delta is?
2. Whoever has visited Mississippi is probably familiar with the area.
3. That the Mississippi River periodically floods its banks is the reason for the delta's existence.
4. What we now call the Mississippi Delta was formed by whatever deposits of silt the receding Mississippi River floodwaters left behind.
5. You can easily understand why many farmers live in the delta.
6. What attracts many farmers to the delta is that the soil is so fertile.
7. Do you know what makes the delta so famous?
8. One reason for its fame is that the area produces large crops of cotton.
9. You may also have read that large crops of soybeans are grown in the delta.
10. I know that visitors are also attracted by the area's many beautiful plantations.

**Review: Exercise 6** Identifying Adjective, Adverb, and Noun Clauses

The following sentences give information about the author of *Delta Wedding*, Eudora Welty. Write the adjective clauses, adverb clauses, and noun clauses that appear in the sentences. Then write *adjective clause*, *adverb clause*, or *noun clause* to identify each clause. One sentence has more than one clause.

1. Author Eudora Welty, who was born in Jackson, Mississippi, was well known for her entertaining and insightful novels and short stories.
2. Because everyone in her family loved to read, there were always many books around Welty's home.
3. After Welty attended Mississippi State College for Women in 1926 and 1927, she graduated from the University of Wisconsin.
4. Later Welty studied at Columbia University, which is in New York City.
5. Welty's reason for returning to Jackson in 1931 was that her father died.
6. While Welty had traveled in the United States and Europe, most of her work focused on southern rural life.
7. Welty's stories of human relationships often were about people who live in small towns.
8. *Delta Wedding*, which was Welty's first full-length novel, was published in 1946.
9. The novel describes a comfortable southern world that would soon change forever.
10. Whoever reads Welty's stories realizes that she believed in the importance of change and love in human life.

## Review: Exercise 7 Writing Four Kinds of Sentences

On your paper write *declarative*, *imperative*, *interrogative*, or *exclamatory* to identify each of the following sentences. Then rewrite each sentence in the form noted in parentheses.

**SAMPLE** The engineer stopped the train. (Rewrite as an imperative sentence.)

**ANSWER** declarative

Engineer, please stop the train.

1. Was the train's official name the Yazoo-Delta? (Rewrite as a declarative sentence.)
2. We call the train the Yellow Dog. (Rewrite as an imperative sentence.)
3. The date was September 10, 1923. (Rewrite as an interrogative sentence.)
4. It was very warm that September day. (Rewrite as an exclamatory sentence.)
5. Were all the train windows open? (Rewrite as a declarative sentence.)
6. Will you open all the train windows? (Rewrite as an imperative sentence.)
7. How delicate the butterflies were! (Rewrite as an interrogative sentence.)
8. Was Laura sitting across the aisle from the drummer? (Rewrite as an imperative sentence.)
9. Laura, put the ticket in your hat. (Rewrite as a declarative sentence.)
10. Laura liked the smell of the kerosene from the lamp. (Rewrite as an interrogative sentence.)
11. Cool breezes came from the woods nearby. (Rewrite as an interrogative sentence.)
12. How beautiful the goldenrod was! (Rewrite as a declarative sentence.)
13. Mr. Doolittle, please give her some goldenrod. (Rewrite as a declarative sentence.)
14. Mr. Doolittle stopped the train in order to pick some goldenrod. (Rewrite as an interrogative sentence.)
15. How loud the cries of the locusts were! (Rewrite as a declarative sentence.)
16. Did Laura look forward to seeing her cousins? (Rewrite as a declarative sentence.)
17. Laura's heart was pounding. (Rewrite as an exclamatory sentence.)
18. Mr. Black promised to look after Laura. (Rewrite as an imperative sentence.)
19. Laura's cousins were going to meet her train. (Rewrite as an interrogative sentence.)
20. Laura had a wonderful time. (Rewrite as an exclamatory sentence.)

## Review: Exercise 8 Creating Four Kinds of Sentences

For each topic below, write two different kinds of sentences: declarative, imperative, interrogative, or exclamatory. Within the exercise, use each type of sentence at least twice. Use correct punctuation. Label each sentence *declarative*, *imperative*, *interrogative*, or *exclamatory*.

1. things you see in the classroom
2. your trip to school this morning
3. a visit to a new place
4. a person you have talked to today
5. a meal with your friends or family

**Review: Exercise 9**    **Correcting Sentence Fragments**

The following paragraph describes Uncle Battle, another character from *Delta Wedding*. Revise the paragraph, correcting any sentence fragments. The fragments may be corrected by combining sentences, by adding words (such as a subject or a verb), or by changing the form of a verb.

**SAMPLE**    Laura arrived. Her cousins rushing out to meet her.

**ANSWER**    When Laura arrived, her cousins rushed out to meet her.

<sup>1</sup>At Shellmound, Laura so happy to see Uncle Battle again. <sup>2</sup>A big man, her mother's brother. <sup>3</sup>Always called all the children Skeeta. <sup>4</sup>All of his children exactly like him. <sup>5</sup>Wore tall boots that creaked when he stood up. <sup>6</sup>His hair always combed back over his brow. <sup>7</sup>At mealtime Uncle Battle always carving and serving the turkey. <sup>8</sup>Likely to drive off at any time of the day or night, without a moment's notice. <sup>9</sup>Because he needed to check to see that the plantation work was getting done. <sup>10</sup>Also to protect the plantation's workers from the sheriff.

**Review: Exercise 10**    **Correcting Run-on Sentences**

The following sentences elaborate on ideas suggested by the passage from *Delta Wedding*. On your paper revise each sentence, correcting any run-ons. Remember that run-on sentences may be corrected in more than one way. For the sentences that do not contain run-ons, write *correct*.

**SAMPLE**    It was September 10, 1923, Laura McRaven was on her way to Fairchilds.

**ANSWER**    It was September 10, 1923. Laura McRaven was on her way to Fairchilds.

**ANSWER**    It was September 10, 1923, and Laura McRaven was on her way to Fairchilds.

1. Laura was only nine years old, nevertheless, she was traveling alone.
2. Laura's cousins lived at Fairchilds Laura was going to visit them.
3. The day was warm and butterflies flew in and out of the open windows.
4. The breeze kept changing, it would be hot for a while and then it would be cool.
5. Laura wanted to catch every detail of the countryside; however, the sooty air from the train's engine kept making her want to close her eyes.
6. Mr. Black was the conductor, Laura's father had asked him to watch out for Laura.
7. Laura wore a straw hat, she had stuck her ticket in it.
8. The train came to a halt and Mr. Doolittle went into the open fields.
9. Laura couldn't wait to get to Fairchilds she was anxious to see her mother's people.
10. Laura tried to stay calm, but her heart kept pounding.

## Review: Exercise 11 Correcting Sentence Structure

The following paragraphs tell about the state of Mississippi. Revise the paragraphs, correcting sentence fragments or run-on sentences. Some sentences are correct, but you may wish to combine them with other sentences. Try to vary your sentence structure, and use correct punctuation.

<sup>1</sup>Mississippi is bordered on the east by Alabama, its southern border is the Gulf of Mexico. <sup>2</sup>On the north by Tennessee, on the west by Arkansas and Louisiana. <sup>3</sup>The Mississippi River actually forms most of the state's western boundary. <sup>4</sup>Jackson, the capital of Mississippi and its largest city. <sup>5</sup>The Yazoo-Mississippi Delta, in western Mississippi, a broad, flat plain with rich, dark soil.

<sup>6</sup>Mississippi has a warm climate and long growing season, its main crops are cotton and soybeans. <sup>7</sup>Much of the southern part of the state covered by pine forest. <sup>8</sup>The Delta National Forest northwest of Jackson. <sup>9</sup>Covers 60,000 acres, has facilities for camping, fishing, and picnicking. <sup>10</sup>The Yazoo River borders the forest and flows into the Mississippi River just above Vicksburg.

## Review: Exercise 12

### Proofreading



The following passage describes the artist Robert Duncan, whose painting appears on the opposite page. Rewrite the passage, correcting the errors in spelling, grammar, and usage. Add any missing punctuation. There are twenty-five errors.

### *Robert Duncan*

<sup>1</sup>Robert Duncan was borned in Salt Lake City, Utah, in 1952. <sup>2</sup>He spent his summers on his grandfathers' ranch in Wyoming. <sup>3</sup>His grandmother, beleiving in Duncan's talent gave the eleven-year-old boy a set of oil paints and arranged for him to take art lessons <sup>4</sup>Duncan continues to paint in high school. <sup>5</sup>Duncan, however, is largely self-taught he has been painting full-time since 1972. <sup>6</sup>He, his wife, and their six children lives in Midway, Utah. <sup>7</sup>Utahs citizens and rugged landscapes are frequent subjects in his paintings.

<sup>8</sup>Duncan who has visited many museums in Europe and the United States, derived his style from his study of traditional figurative and landscape art. <sup>9</sup>He was particularly influenced by the work of painters from the turn of the century, such as John Singer Sargent. <sup>10</sup>When Sargent was young he had been influenced by the Impressionists. <sup>11</sup>Who created their paintings with rapid strokes of pure color. <sup>12</sup>Duncan, who uses naturalistic settings and loose



Robert Duncan, *Mandy's Sunhat*, 1988

brushwork displays his debt to such Realists as Sargent and, indirectly, to the Impressionists. <sup>13</sup>Although his style is at odds with many currents in modern art it has won him modest acclaim.

<sup>14</sup>Duncan portrays many aspects of rural life his goal is to show that all people are fundamentally the same. <sup>15</sup>Often paints outdoors to capture the natural light. <sup>16</sup>He depicts farms gardens, and country people; children are among his favorite subjects <sup>17</sup>Duncan's style, which is romantic and somewhat sentimental is evident in all his paintings.

<sup>18</sup>*Mandy's Sunhat* shows Duncan's facility for depicting atmosphere and light. <sup>19</sup>Anyone who has read Eudora Welty's *Delta Wedding* could easily believe that the girl in the painting are Laura McRaven. <sup>20</sup>The youngster in Welty's novel. <sup>21</sup>Can you imagine her stepping off the train and into the open fields

## Review: Exercise 13

### Mixed Review

The items that follow describe the writing career of Eudora Welty. Revise each item in the manner indicated in parentheses; there may be more than one correct answer.

**SAMPLE** Eudora Welty was born in Jackson, Mississippi, in 1909. She was well known for her entertaining and insightful novels and short stories.  
(Rewrite as a complex sentence.)

**ANSWER** Eudora Welty, who was well known for her entertaining and insightful novels and short stories, was born in Jackson, Mississippi, in 1909.

#### *Eudora Welty's Published Work*

1. Welty's first book of short stories, *A Curtain of Green*, was published in 1941.  
(Rewrite as an interrogative sentence.)
2. Her novella *The Robber Bridegroom* was published in 1946. It contains all the virtues of a good fairy tale.  
(Combine the sentences by turning the second sentence into an adjective clause beginning with *which*.)
3. Did Welty publish two collections of short stories between 1949 and 1955?  
(Write as a declarative sentence.)
4. *The Golden Apples* (1949), her next book after *Delta Wedding*, contained seven related stories about a group of families. The lives of these families were intertwined.  
(Combine the sentences by turning the second sentence into an adjective clause beginning with *whose*.)
5. Like *The Robber Bridegroom*, Welty's novel *The Ponder Heart* (1954) does not follow Welty's initial pattern. *The Ponder Heart* has been called Welty's comic masterpiece.  
(Rewrite as a complex sentence.)
6. Welty published almost nothing between 1955 and 1970, but 1970 brought the publication of her novel *Losing Battles*. The novel deals with humorous characters and situations.  
(Rewrite as a compound-complex sentence.)
7. Welty won the Pulitzer Prize in 1972 for her novel *The Optimist's Daughter*, this event further increased her popularity.  
(Eliminate the run-on by writing a compound sentence.)
8. One reason for Welty's success is clear. Her fiction is often very humorous.  
(Combine the sentences by turning the second sentence into a noun clause beginning with *that*.)
9. Besides novels and short stories, Welty wrote several works of nonfiction. Including a collection of essays and an autobiography.  
(Eliminate the fragment by writing a complex sentence.)
10. Many readers pay special attention to Welty's gift for vivid detail and to her wry insights into human nature. (Rewrite as an imperative sentence.)



# Writing Application

## Clauses and Sentence Structure in Writing

In the following paragraph from “A Day’s Pleasure,” Hamlin Garland uses a variety of sentence types to capture the reader’s interest and to develop a pleasing rhythm and an appropriate mood of relaxation. Notice how the structure of each of Garland’s four sentences varies: compound-complex, simple, complex, compound-complex.

They went into the little sitting room, so dainty and lovely to the farmer’s wife, and as she sank into the easy chair she was faint and drowsy with the pleasure of it. She submitted to being brushed. She gave the baby into the hands of the Swedish girl, who washed its face and hands and sang it to sleep, while its mother sipped some tea. Through it all she lay back in her easy chair, not speaking a word, while the ache passed out of her back, and her hot, swollen head ceased to throb.

## Techniques with Clauses and Sentence Structure

Try to apply some of Garland’s techniques when you write and revise your own work.

- 1 Avoid using the same sentence structure repeatedly.

**MONOTONOUS STRUCTURE** She lay back in her chair. She did not speak. The ache passed out of her back.

**GARLAND’S VERSION** . . . she lay back in her easy chair, not speaking a word, while the ache passed out of her back. . . .

- 2 Use subordination to call attention to some ideas and downplay others.

**EQUAL ATTENTION TO EACH IDEA** She sank into a chair. She was faint and drowsy. She sipped her tea.

**GARLAND’S VERSION** . . . as she sank into the easy chair, she was faint and drowsy . . . The Swedish girl . . . sang it to sleep, while its mother sipped some tea.

### Practice

Practice these techniques by revising the following series of simple sentences, using a separate sheet of paper. Decide which ideas should be subordinated, and try to use a variety of sentence structures.

The day grew warmer. A strong wind rose, blowing from the south. They were all thirsty. They had only half a barrel of water left. They knew the next watering place was several hours ahead. The sun rose higher. Dust settled on their hair and clothing. It coated the children’s bare feet. The woman sat holding the reins. The deep ruts in the trail jolted the wagon. Her back and neck ached. She shaded her eyes against the glare. Nowhere on the wide horizon could she see a tree or a building. In fact, they had seen no other people for two days. Her husband remained confident. Today, though, even he seemed tired.

