

## Unit One: Sentence Combination

### Objectives of this Unit

At the end of this unit, the students will be able to:

- Define what coordination is.
- Identify varieties of coordinators
- Know the ways to join independent clauses as one sentence.
- Define what subordination is.
- Identify varieties of subordinating conjunctions.
- Recognize dependent clauses
- Know the ways to join dependent clauses to independent clauses.
- Use conjunctions to combine different sentences
- Identify different types of sentences
- Use these different types of sentences in their paragraphs

### 1. Sentence Combination

In writing, you are required to keep the interest of your reader. One of the mechanisms to do this is that you have to vary the length of your sentences. To do this, you should combine two or more short sentences in to one. Two or more ideas can be connected in a sentence by two methods which are coordination and subordination.

**1.1. Coordination** is a method of joining two independent sentences by using coordinators. In coordination, the status of the sentences is not reduced when they are combined. In other words, when they are combined, they still remain independent clauses.

The linking devices (coordinators) we use in coordination are:

1.1.1 Coordinating Conjunctions

1.1.2 Correlative Conjunctions

1.1.3 Adverb Conjunctions

### 1.1.1 Coordinating Conjunctions

#### PATTERN DISCOVERY

**Instructions:** Examine these sentences, especially the italicized parts, then answer the questions below. What patterns can you discover? Don't do anything to the sentences, but do answer the questions below about these sentences.

- Harriet earned an A in the class, **for** she studied carefully.
- We went to the movies, **and** we ate popcorn.
- He did not study for the exam, **nor** did he pass.
- Collecting glass figurines is a delightful hobby, **but** it can be expensive.
- Fred wanted to go skiing, **or** he wanted to go snowboarding.
- He knew the cost, **yet** he did it anyway.
- He knew it would not cost him, **so** he did it.

1. What is the function of the italicized part? (What is it doing in the sentence?)

.....

.....

2. Where is the italicized portion located? Does the location differ from sentence to sentence?

.....

.....

3. How is the italicized portion punctuated? Does this differ from sentence to sentence?

.....

.....

4. What is the apparent meaning of each italicized word?

.....

.....

The most commonly used coordinating conjunctions which are used in writing are the following.

- |     |   |  |
|-----|---|--|
| For | - | a more formal word for <i>because</i> , this shows a result- cause relationship between two independent clauses. It shows logical consequence; it has the same meaning as <i>because, the reason why</i> |
| And | - | shows the addition of two positive ideas. It has the same meaning as <i>in addition, along with, moreover, furthermore</i>   |
| Nor | - | shows equality of two negative ideas. It shows an addition of a negative point ( Note: you must reverse the normal subject- verb positions in the second clause when using <i>nor</i> ).                 |
| But | - | shows opposition or contrast between two ideas. It has the same meaning as <i>however, except, on the other hand</i>   |
| Or  | - | shows alternatives or choices  |
| Yet | - | shows opposition; also shows emphasis (a stronger <i>but</i> )   |
| So  | - | shows cause and effect relationship. It has the same meaning as <i>therefore, as a result. X happened, so Y happened.</i>  |

Note: When you use the above coordinating conjunctions to join complete sentences, use a comma before the coordinators.

**Example:**

Azeb studied hard, so she scored a good grade.

You must come early, or you will miss the bus.

The driver couldn't control the speed of the car, for the brake was not working.

The patient didn't eat his dinner, nor did he eat his lunch.

Haile is running very fast, so he seems to win the race.

She studied hard, but she failed the examination.

Every summer I go to Addis Ababa, and I visit my grandfather.

**EXERCISE**

Combine the following pairs of sentences by using coordinating conjunctions.

- 1 A. The dog ate the food very fast  
B. The dog was very hungry
2. A. The boy sang very well at the Ethiopian Idols.  
B. The judges didn't allow him to pass to the next stage.
3. A. Aster didn't bring her exercise book.  
B. Aster didn't bring her pen.
4. A. The farmer worked all day and night.  
B. The farmer harvested a lot of crops.

**1.1.2 Correlative Conjunctions**

Correlative conjunctions are coordinating words that work in pairs to join words, phrases, and sentences. The most common correlative pairs are:

Correlative conjunctions	meaning
Either.....or	one of the two
Neither .....nor	none of the two
Both.....and	both
Whether.....or	dilemma/hesitation/confusion
Not only.....but also	both

Look at the following examples on how correlative conjunctions are used.

- Either go to bed early this evening or stop complaining about being tired in class.
- Neither the contestant nor his sponsor was willing to attend the lecture.
- The newspaper reported that not only the hurricane but also the ensuing floods caused millions of dollars worth of damage.
- Does anyone know whether the president or the vice president was responsible for providing the announcement to the press?

## Summary

Correlative conjunctions are pairs of words that are used to link two sentences having similar subjects or similar predicates. The most important thing to remember when using correlative conjunctions is that the words, phrases, or clauses that are put together must be the same type. This means that nouns must be put together with other nouns, verbs with other verbs, adjectives with other adjectives, and so on.

Note: The units being joined by a correlative conjunction must be parallel in grammatical structure and importance.

The followings are again more examples of how correlative conjunctions are used. See how they are properly used.

### Example 1:

- Both my sister and my brother work with computers.

*The correlative conjunction in this sentence is "both ... and." This correlative conjunction links together two words of the same type. In this case, the types of words are the nouns, sister and brother.*

- For dessert, you may have either cake or ice cream.

*The correlative conjunction in this sentence is "either ... or." This conjunction also links two nouns, cake and ice cream.*

- She wanted neither cake nor ice cream.

*The correlative conjunction in this sentence is "neither ... nor." This conjunction links two nouns.*

- He did not know whether to exit the freeway at Orange Avenue or to exit the freeway at Cherry Avenue.

*The correlative conjunction in this sentence is "whether ... or." This conjunction links two phrases.*

- Teachers should be not only intelligent but also friendly.

*The correlative conjunction in this sentence is "not only ... but also." This conjunction links two adjectives.*

**Example 2:**

- I wondered **whether** to make the telephone call **or** to see her in person.
- The secretary is **either** working at her desk **or** visiting the dean.
- **Not only** my sisters **but also** my cousins are invited to the party.
- **Both** my sisters **and** my cousins are invited to the party.
- **Neither** my sisters **nor** my cousins are invited to the party.

**Exercise**

Choose the correct correlative conjunction to complete the following blank spaces.

1. When they found the man who had been lost for five days, he was \_\_\_\_\_ tired \_\_\_\_\_ hungry  
 A. not only .... but also      B. either ... or      C. neither ... nor
2. He is neither my uncle \_\_\_\_ my cousin  
 A. and      B. or      C. but      D. nor
3. The student was not sure \_\_\_\_\_ to enroll in a history class or an art class  
 A. as      B. whether      C. neither      D. both
4. \_\_\_\_\_ Sam nor his brother can swim.  
 A. Both      B. Not only      C. Neither      D. Either
5. .... Roger..... Carlos knows how to speak Russian.  
 A. Not only .... but also      B. Both.....and      C. Whether.....or
6. .... Roger..... Carlos know how to speak Russian.  
 A. Not only .... but also      B. Both.....and      C. Whether.....or
7. I am not sure.....I should take biology.....geology.
8. I hate the science classes at all, so I want to take.....physics.....chemistry.  
 A. not only .... but also      B. both.....and      C. neither.....nor
9. My advisor told me to add one optional course; therefore, I will add.....  
 history..... geography.  
 A. not only .... but also      B. either.....or      C. both.....and

**Exercise 2:**

**Combine the following pairs of sentences by using correlative conjunctions**

1. A. To go to Gondar, You can use a bus.

B. To go to Gondar, you can use a plane.

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2. A. Azeb is beautiful

B. Azeb is honest.

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3. (I am in confusion)

A. I want to go to class.

B. I want to go to my appointment.

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### 2.1.3 Adverb Conjunctions

Adverb conjunction is an adverb used to relate and connect main clauses in a sentence.

Common conjunctive adverbs are:

also	still	consequently	however	indeed
hence	then	furthermore	moreover	likewise
thus	instead	nevertheless	therefore	otherwise

Example

- I ordered the concert tickets by mail; **therefore**, I didn't have to stand in line.
- Our muscles were tired and sore; **nevertheless**, we kept on jogging.

Conjunctive adverbs, unlike coordinating and subordinating conjunctions, are the only ones that can be moved from the beginning of a clause to another position in the clause without changing the clause's meaning. In other words, they occupy different positions within the main clause in which they stand.

Example

- The band struck up a familiar tune; **indeed**, they were playing our song.
- The band struck up a familiar tune; they were, **indeed**, playing our song.

Note:

Most adverb conjunctions are preceded by a semi colon and followed by a comma. There are some exceptions, however. Adverb conjunctions like **still** and **also** are, for example, not preceded by a semicolon.

## Example

- Sorry I'm late. My alarm didn't go off. **Also**, I had trouble starting the car.
- He has treated you badly: **still**, he is your brother.

Some other adverb conjunctions like **otherwise** and **then** are preceded by a semi colon but not followed by a comma.

## Example

- John must be sick; **otherwise** he would be here.
- She made coffee; **then** she cooked breakfast.

To maintain the desired relationship between independent clauses, see the following chart to know the meaning of coordinating and adverb conjunctions.

meaning	coordinating conjunction	adverb conjunction
addition	,and	; furthermore, ; moreover,
contrast	,but ;yet	; however, ;nevertheless,
alternative	,or ;nor [negative]	; instead, ; otherwise,
result	,so	; therefore, ; consequently, ; thus,



**EXERCISE****Exercise 1**

Join the following pairs of sentences using the appropriate **conjunctive adverbs**. Be sure to punctuate it properly.

1. A. Sunshine Construction Company is building a plant in Nazareth.  
B. Sunshine Construction Company is planning to build another in Bahir Dar next year.

.....  
.....

2. A. Tell him to carryout his duties properly!  
B. We will fire him.

.....  
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3. A. A computer manufacturing plant is opening in Cairo.  
B. There will be thousands of new jobs available next year.

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4. A. He worked hard.  
B. He became rich.

.....  
.....

5. A. Bahir Dar is growing fast.  
B. Debre Markos is growing slowly.

.....  
.....

## 1.2 Subordination

Subordination is the joining of an independent clause and a dependent clause in the same sentence by using subordinators. In subordination, the status of one of the sentences to be combined is reduced to a subordinate (dependent) clause. As you might recall from the above discussion, in coordination the status of the sentences to be combined is not reduced; they remain independent.

The linking devices we use in subordination are:

### 1.2.1 Subordinating Conjunctions

### 1.2.2 Relative Pronouns

### 1.2.1 Subordinating Conjunctions

#### PATTERN DISCOVERY

**Instructions:** Examine these sentences, especially the italicized parts, then answer the questions below.

- *Even though polar bears look like land animals*, they are extremely adept in the water.
- Pups also love the snow *because they like to slide down inclines*.
- They love to roll around in the snow *if a good snowstorm hits*.
- *If they can punch through the ice sheet*, polar bears love swimming most.
- Rachel was reading fiction *while her brother was listening music*.

1. What is the function of the italicized part? (What is it doing in the sentence?)
2. Where is the italicized portion located? Does the location differ from sentence to sentence?
3. How is the italicized portion punctuated? Does this differ from sentence to sentence?

**Subordinating conjunction** is a kind of conjunction that joins subordinate clauses with independent clauses. Here the subordinate clauses cannot stand alone; they must be joined to an independent clause to convey a complete thought. They tell *when, where, why, how*, and *to what extent* an action takes place. When a writer wants to emphasize the idea in one clause over the other, the most important idea is contained within the independent clause, and lesser ideas are presented in the dependent clauses. More often we use a subordinating conjunction to show a difference in importance and strength of ideas.

#### Example

Because the train was late, I arrived late to work.

Because the train was late, I arrived late to work.

Subordinate clause

Independent clause

#### Notice

With the addition of **because** at the beginning of an independent clause, the independent clause becomes a dependent clause. Similarly, when other subordinating conjunctions are added at the beginning of independent clause, the independent clause becomes a dependent clause.

Meaning	Subordinating Conjunction
cause	because, since, as
time	since, as, after, until, as soon as, before, when, while, once, after, whenever, as long as,
condition	if, as if, as long as, provided that, unless, provided, as though
contrast/concession	although, even though, though, even if, whereas, while
result	that, so that, in order that
place	where, wherever
comparison	as, than, as.....as

### 1.2.2 Relative Pronouns

#### PATTERN DISCOVERY

INSTRUCTIONS: Examine these sentences, especially the italicized parts, then answer the questions below.

- The boat *that was owned by Mr. Mitchell* sank in the harbor.
  - The Crescent Moon, *which was Mr. Mitchell's boat*, was brand new.
  - Mr. Mitchell, *who was a stockbroker*, liked the status a boat afforded.
  - His guests, *whom Mr. Mitchell chose with little care*, partied on the boat to all hours.
  - One guest, *whose criminal record was unknown to Mr. Mitchell*, stole the boat, then sank it when the police got too close.
1. What is the function of the italicized part? (What is it doing in the sentence? Why is it there?)
  2. Where is the italicized portion located? Does the location differ from sentence to sentence?
  3. How is the italicized portion punctuated? Does this differ from sentence to sentence?
  4. What are the words that begin each italicized portion?

Like the other subordinating conjunctions relative pronouns are used to join subordinate clauses with independent sentences. They also introduce relative clauses.

Example

-The boat *that was owned by Mr. Mitchell* sank in the harbor.

(The italicized part is a subordinate clause.)

What makes the subordinate clause in relative clauses different from the other type of subordinate clauses is, the subordinate clause in a relative clause is an adjective clause.

In relative clauses, the adjective clauses which are dependent clauses that modify a noun or a pronoun in the main clause, usually begin with relative pronoun: *who*, *whom*, *whose*, *which*, or *that*.

Note:

In relative clauses:

- The adjective clauses answer the question ***Which one?*** or ***What kind of?***
- Adjective clauses are always placed after the noun or the pronoun they modify.
- The relative pronoun that introduces an adjective clause can function as a **subject**, as an **object**, or as a **possessive marker**.

Relative Pronoun	Use
who, which	Subjective case
whom, which	Objective case
whose	Possessive case

Note: The relative pronoun “**that**” can be used in place of ***who***, ***which*** or ***whom***, but not in place of ***whose***.

**Restrictive and non restrictive adjective clauses**

Adjective clauses may be restrictive (also called essential) or non restrictive (non essential).

A restrictive adjective clause is necessary to make the meaning of the sentence complete. For example, in the sentence *The movie **that I saw yesterday** won a Grammy Award*, the information in the adjective clause ***that I saw yesterday*** is essential to the meaning of the sentence. Without it, it is difficult to the reader to identify which special movie the writer is discussing about.

A non restrictive adjective clause merely adds information to a sentence the full meaning of which is already clear.

Example

New York, *which is America's populous city*, is one of the world's leading commercial, financial, and cultural centers.

Note: You can see in this example that the noun 'New York' is defined by itself. So, the relative clause does not define it. In other words, it is non-defining or non-restrictive. A non restrictive adjective clause is separated from the main clause by commas.

### **EXERCISE**

INSTRUCTION: Join the following sentences using the most appropriate relative pronouns. Rewrite the sentences in the space provided, revising the sentences as necessary.

**who          whom          which          whose**

1.    A. The woman has been arrested.  
      B. Her child was accused of theft.
2.    A. The thief has been caught.  
      B. The police were looking for the thief.
4.    A. Roberto is sure to win an art scholarship.  
      B. Roberto is a talented portrait artist.
5.    A. The medicine is very expensive.  
      B. Helen needs the medicine.
6.    A. Rahel went abroad.  
      B. Daniel wanted to marry Rahel
7.    A. The man called a policeman.  
      B. His car was stolen.

### 1.3. Types of sentences

In terms of their construction, there are six types of sentences:

1. Simple Sentence
2. Compound Sentence
3. Complex Sentence
4. Compound-Compound Sentence
5. Compound-Complex Sentence
6. Complex-Complex Sentence

The following is a detailed discussion of the above sentence types.

**1.3.1 Simple Sentence** is a sentence consisting of one subject and one predicate, either or both of which may be compound. It, in other words, is one main clause.

Example

- The players arrived.
- The players and the judges arrived.
- The players arrived and reported.
- The players and the judges arrived and reported.
- The big oak tree in front of our house is a permanent house for thousands of birds.

**N.B.** Don't be confused by the length of a sentence. You should simply count the number of clauses in the sentence.

**1.3.2 Compound Sentence** is a sentence which consists of two independent clauses connected by a coordinating conjunction or conjunctive adverbs or when the two independent clauses are separated by a semi-colon.

Example

- I have never played tennis, **but** I hope to start taking lessons next year.
- I steamed the carrots, **and** I baked the potatoes.
- I ate every thing on the tray; I was really hungry.

**1.3.3 Complex Sentence** is formed when one independent clause and one subordinate clause are connected by a subordinating conjunction or a relative pronoun.

Example

- Although I have never played tennis, I planned to start taking lessons next year.

The subordinate clause modifies a word (a noun/ a verb/ the whole main clause) in the sentence, and it can be either adjectival or adverbial.

Example

- He met a student *who left school last year*. (adjective clause)
- *After I took a nap*, I felt better. (adverb clause)
- *If you come late*, you will miss the bus. (adverb clause).

**1.3.4 Compound-compound sentence** is constructed when three independent clauses are connected by coordinating conjunctions and/or by adverb conjunctions.

Example

- I bought coca cola, and I drank it at once, for I was very thirsty.
- I was very hungry; therefore, I ate quickly, and I returned the empty tray.
- He stole the money, and he runaway; however, he was not able to escape from police.

Note: In a compound-compound sentence, two of the three clauses may be separated by a semi-colon.

- I was very hungry; I ate quickly, and I returned the empty tray.

**1.3.5 Compound-complex sentence** is a sentence which consists of two independent clauses and one subordinate clause. The two independent clauses may be connected by coordinating conjunction or adverb conjunction or a semi colon. This structure results in a compound sentence. When this compound sentence is joined to a subordinate clause which is introduced by either a subordinating conjunction or a relative pronoun, the whole combination entails a compound-complex sentence.



**Example**

- Although I have never played tennis, I really need the exercise, so I have planned to start it next year.
- Although I have never played tennis, I really need the exercise; therefore, have I planned to start it next year.
- Although I have never played tennis, I really need the exercise; I have planned to start it next year.
- I bought coca cola, and I drank it at once because I was very thirsty.
- My friend, who helped me in the past, is in a financial crisis now, so I must help him.
- Come on time; otherwise, you will miss the Sophomore English class whose teacher is very angry at late comers.

**1.3.6 Complex-complex sentence** occurs when one independent clause and two subordinate clauses are connected by subordinating conjunctions and/or relative pronouns.

**Example:**

- I like boys who work hard when they are told.

You can see that this sentence has two dependent clauses: **“who work hard”** and **“when they are told”**.

Look also the following examples.

- The girl whom I showed you yesterday when we were having coffee at the café is a lawyer.
- Because my child likes toys which can talk, I have sent inquiries to the nearby factory for such toys.

**EXERCISE**

Read the following sentences and identify whether each of them is *simple*, *compound*, *complex*, *compound- compound*, *compound-complex*, or *complex-complex*. Then write the answer on the space provided.

- \_\_\_\_\_ 1. Bekele dislikes sitting on the beach; he always gets nasty sunburn.
- \_\_\_\_\_ 2. Although they are 250 miles apart, they keep in constant contact on the internet.
- \_\_\_\_\_ 3 A gentle man of wealth and position has been found guilty of theft.
- \_\_\_\_\_ 4. If you really want me to help you wash your floors, please give me a week's notice, for I am busy this month.
- \_\_\_\_\_ 5. Some people are throwing garbage anywhere in the city; consequently, the air is polluted.
- \_\_\_\_\_ 6. My brother, who used to give me money, has been fired out of his work, and I am in a financial problem now.
- \_\_\_\_\_ 7. My brother who used to give me money whenever I want is in a financial crisis now.
- \_\_\_\_\_ 8. Call me whenever you need me.
- \_\_\_\_\_ 9. Alemu printed pictures and sold them after school.
- \_\_\_\_\_ 10. Until you learn to say "no" to your children, they will continue to manipulate you.
- \_\_\_\_\_ 11. After Kassech completed high school when she was with her parents in Awaassa, she started training in physical education..

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