

*chapter 1*

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**SENTENCE  
WRITING**

## 1.1. Clauses

A clause is part of a sentence and it is a group of words with a subject and a verb,

e.g. { Modern technology has helped sciences such as informatics  
When he returns,

Parts of sentences which do not contain a subject and verb are not clauses,

e.g. { to enrich her vocabulary  
after filling in the gaps

There are two kinds of clauses, (a) independent or main clauses and (b) dependent or secondary or subordinate clauses.

a. *Independent clauses* express a complete thought and can, therefore, stand on their own. The form of an independent clause is,

**Subject + Verb (+ Complement)**

e.g. { Students often stay in youth hostels.  
He has written a lot of poems.

b. *Dependent clauses* do not express complete thoughts and cannot, therefore, stand on their own. They begin with a subordinator (e.g. when, while, if). The form of a dependent clause is,

**Subordinator + Subject + Verb (+ Complement)**

e.g. { ..... that money can buy  
..... when they return  
..... because it was too expensive

### Clause connectors

Coordinating conjunctions are the conjunctions that connect clauses of equal importance (main clauses) and they are:

for, and, nor, but, or, so, yet

Conjunctive adverbs are adverbs that connect main clauses. Some of the commonly used conjunctive adverbs are:

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

Subordinating conjunctions are the conjunctions that introduce dependent clauses and connect a main (independent) clause with a subordinate (dependent) clause. They are:

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

Clause connectors appear more clearly in the following figures:

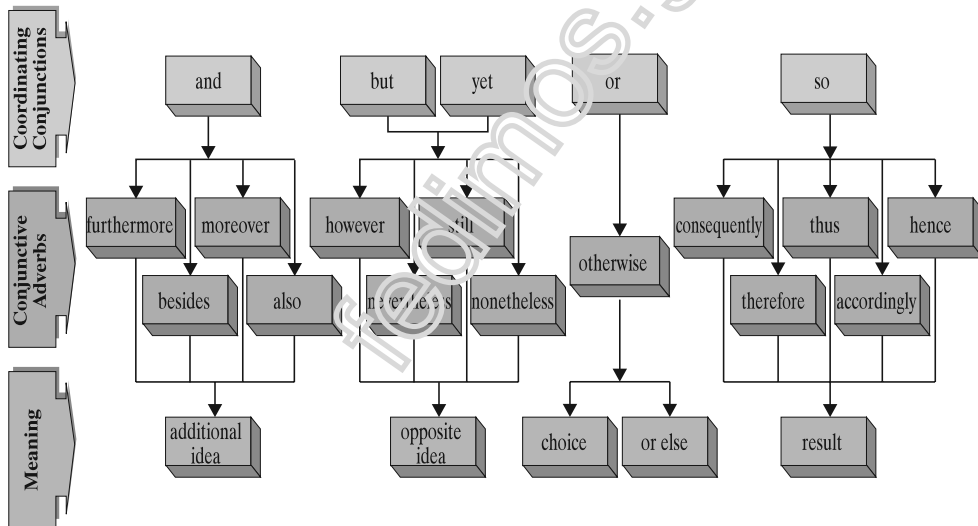


Figure 1.1. Coordinating Connectors

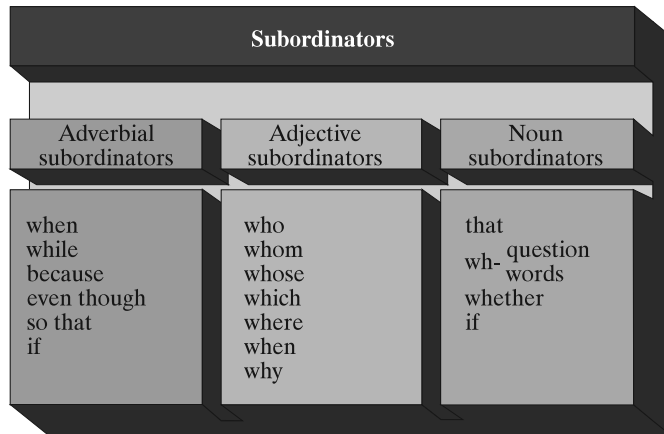


Figure 1.2. Subordinating Connectors

### Exercise 1

Say whether the following clauses are independent (main) or dependent (subordinate):

- The main cause of water pollution is oil leakage
- Which is why the solution did not serve its purpose
- A freelance journalist is independent in his work
- Where he had left his case wide open
- Although it is difficult to find ways to prevent water pollution
- However, certain measures should be taken to prevent water pollution
- Since everything the company had undertaken to do
- Whether they will manage to solve the problem
- For example, we could concentrate more on the first point
- Meanwhile they could wait outside the office
- As soon as the question arose
- Unless we are sure of his accepting our proposal

### Exercise 2

Complete the subordinate clauses in any way you like:

- He locked the door after . . . . .
- You will all have to be back before . . . . .
- The detective was looking for clues when . . . . .
- The problem with nuclear power is that . . . . .
- We really regret to admit the truth which . . . . .
- It has to be decided whether . . . . .

7. It will be quite easy to show you how . . . . .
8. I almost fell off my horse whenever. . . . .
9. The buttons have to be switched on, so that . . . . .
10. The workers are not allowed to leave their  
positions unless . . . . .
11. Although. . . . . we managed to come  
through it successfully.
12. Please take your seats as soon as. . . . .

## 1.2. Sentences

A sentence is the largest unit in grammar containing a subject, verb, object, etc. and expressing a statement, question or command. A sentence is composed of one or more clauses (main or subordinate) and expresses a complete thought.

e.g. Different peripheral devices are associated with their own advantages or drawbacks, relating to the way in which data using them has to be organised.

There are four kinds of sentences, (a) simple, (b) compound, (c) complex and (d) compound-complex. The clauses used to form a sentence determine its kind.

a. *Simple sentences* consist of one independent (main) clause:

e.g. { My friends enjoy playing chess with me

b. *Compound sentences* consist of two or more independent clauses joined together:

e.g. { My friends enjoy playing chess but I don't like it  
or  
My friends enjoy playing chess; however I don't like it  
or  
My friends enjoy playing chess; I don't like it

There are three ways to join independent clauses: with a coordinator

(and, but, or, *etc.*), with a conjunctive adverb (however, nevertheless, besides, etc.) and with a semicolon.

c. *Complex sentences* consist of one independent clause and one or more dependent clauses. The independent clause carries the more important idea, whereas the dependent clause(s) carries the less important idea:

e.g. { Although my friends enjoy playing chess, I find it boring and dull

Dependent clauses in complex sentences are of three kinds according to the way they are introduced: dependent adverb clauses, which begin with an adverbial subordinator (when, while, because, even though, so that, if, *etc.*), dependent adjective clauses, which begin with a relative pronoun (who, whom, which, whose, where, when, why), and dependent noun clauses, which begin with that, wh-question words, whether or sometimes if.

d. *Compound-complex sentences* consist of two or more independent clauses and one or more dependent clauses:

e.g. { Although she enjoyed playing tennis, sometimes she found it tiring  
and preferred playing chess instead

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### Exercise 3

**Add another independent clause to the ones given to form a compound sentence:**

1. Reformers need a strong political base and . . . . .
2. Particular economic conditions may help things, but . . . . .
3. Students can live in youth hostels or . . . . .
4. Some women do not like to cook nor . . . . .
5. The teacher gave us plenty of time to do our homework yet . . . . .
6. The prime minister was upset for . . . . .
7. The student did very well in the exams so . . . . .
8. The book was published last year and . . . . .
9. Pollution is a threat to our environment but . . . . .
10. The ozone hole has expanded so . . . . .

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#### Exercise 4

**Add another independent clause to the ones given to form a compound sentence:**

1. Students can have cheaper meals; moreover . . . . .
2. She can stay with us in the summer; otherwise . . . . .  
. . . . .
3. They have completed the report on the factory;  
however . . . . .
4. The student did very well in the exams;  
therefore . . . . .
5. Pollution is a threat to our environment;  
however . . . . .

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#### Exercise 5

**Complete the dependent clauses to form complex sentences:**

1. When . . . . . they always lock the front door.
2. Some workers work part time, because . . . . .
3. He asked to be informed where . . . . .
4. Those who . . . . . can proceed to the entrance.
5. While . . . . . the record player was playing very loud.
6. They should return the books by Monday next unless . . . . .
7. Since . . . . . the case was closed.
8. Even though . . . . . he was dismissed.
9. Yesterday's newspaper said that . . . . .
10. The manager whose . . . . . is on his way to Japan.

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#### Exercise 6

**Complete the clauses below to form complex sentences:**

- e.g. England/even though  
I still miss my country even though I am enjoying my studies in England.
1. Exams/even though
  2. German/unless

3. Taxi/because
4. Write four essays/before
4. My life/since

### 1.3. Coordination vs. Subordination

Coordination means using simple or compound sentences, whereas subordination means using complex or compound-complex sentences. Students should develop the ability to use all kinds of sentences in academic writing, as the use of one kind of sentence only makes your writing boring and ineffective. Compound sentences are used to express related thoughts which are more or less equal, and complex sentences are used to express unequal ideas. However, as far as style is concerned, subordination is considered more mature, interesting and effective.

The following paragraph appears in two forms. First in coordination and second in subordination. It is clear that in its first form it can be quite effective when one wants to give equal emphasis to two ideas. Also, short sentences can add strength to the paragraph. However, when the sentences have been combined through the use of subordination and coordination, the paragraph becomes more effective. The sentences in italics in the second paragraph show the use of subordination.

*First form: Coordination.*

John Karmelich is on the WELL, just three hours after the quake. The phone lines were left standing, but now they are overloaded with calls from frantic friends and relatives in other parts of the country. Most of them are unable to get through. The exceptions are those on computer bulletin boards like the WELL. They can be accessed through local numbers. Karmelich lives in northwest Orange County and his log-on is 'Morngman'. To thousands of fellow hackers, he reports, 'Shakin' all over, but basically everything is OK'.

*Second form: Subordination*

John Karmelich is on the WELL, just three hours after the quake. The phone lines *left standing* now are overloaded with calls from frantic friends



and relatives in other parts of the country, *most unable to get through*. The exceptions are those on computer bulletin boards like the WELL, *which can be accessed* through local numbers. Karmelich, *whose log-on is 'Mornngman'*, lives in northwest Orange County. To thousands of fellow hackers, he reports, 'Shakin' all over, but basically everything is OK'.

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### Exercise 7

**The following paragraphs use subordination. Rewrite them, using the simpler form of coordination:**

- a. On January 19th Michael Heseltine, who is President of the Board of Trade, tried to prove he could break laws as well as make them. He announced a 'radical' deregulation package, including a bill and a list of burdensome rules to be scrapped. The idea, he said, was to reduce costs for firms. Predictably, Labour MPs complained that business was being allowed to cut corners and that the bill would give ministers the power to scrap regulations without a proper debate in parliament – a view shared by many Tory peers, which could mean the bill runs into trouble in the House of Lords.
- b. The vice president of one of these is Sir Bernard Ingham, Lady Thatcher's former press secretary, who is also a paid spokesman for British Nuclear Fuels. This has attracted the ire of the Welsh Chapter of Friends of the Earth, which claims that Country Guardian is simply a front for the nuclear industry.

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### Exercise 8

**The following paragraphs use coordination. Rewrite them, using the more complex form of subordination:**

- a. The Home Office and Education Department Committees have just issued their report for 1991. Two or three years ago Mr Hogg drew attention to a fact: hundreds of thousands of children under eleven or twelve years of age are not protected by the Factory Acts; nor by the Prevention or Cruelty to children Act from being put to and kept at work for appallingly long hours.

The Committee finds: 300.000 is the lowest figure. The Committee can put the number at that figure. Moreover nearly half of these children have to work

for over 20 hours a week in addition to their school hours. In contrast, in many instances the hours were found to be as much as 43,52 or even 73 hours a week.

- b. Unfortunately the population rises and pollution rises, too. More waste material has to be disposed of, and that causes pollution of the land, sea and air. Also, the increasing population demands more and more energy supplies and the production of this energy causes some of the worst pollution of all. The natural resources will run out. Until then, one of the most difficult pollutants to control is oil. Millions of tons of oil are poured into the sea each year; some deliberately but much of it accidentally. Oil companies are held responsible for the spillage and have to pay compensation. However it is left to the local authorities to clean up the mess.

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