

**GRAMMAR REVIEW PACKET 9****SENTENCE COMBINING TECHNIQUES**

Sentence combining helps develop efficient and effective sentences. The following are five ways to combine sentences:

- I. Using ADJECTIVES
- II. Using APPOSITIVES
- III. Using RELATIVE PRONOUN CLAUSES
- IV. Using PARTICIPLES
- V. Using COORDINATION
- VI. Using SUBORDINATION

Sometimes students believe that a sentence can contain only one piece of information. As a result, they create simple sentences that are often choppy and incoherent. Read the following sentences:

Billy is an unhappy child. He has many problems. He does poorly in school. He does not get along with other children.

Notice how each sentence adds one more piece of information. This method results in a number of simple sentences that are short and choppy. By using sentence combining techniques, these sentences can be written as one coherent sentence.

With his many problems, doing poorly in school and not getting along with other children, Billy is an unhappy child.

or

Billy is an unhappy child because he has many problems, such as doing poorly in school and not getting along with other children.

Both of the above revisions are more effective than the original three sentences because the revisions are coherent and show the relationship of ideas to each other.

Learning the following sentence combining techniques will help you develop efficient and effective sentences.

I. **ADJECTIVES** can be joined in one of two ways.

A. Form a list of adjectives joined by commas.

EXAMPLE: The dress was old. It was also dirty and torn.

COMBINED: The dress was old, dirty, and torn.

B. Place the two adjectives after a noun to modify it, and enclose the adjectives within commas.

EXAMPLE: My best friend has a great personality. She is outgoing and energetic.

COMBINED: My best friend, outgoing and energetic, has a great personality.

II. **APPOSITIVES** or noun phrases--rename or define another noun. Enclose the appositive within commas because it adds nonessential information.

EXAMPLE: Mary is a teacher at Malverne Elementary School. She is also an avid jogger.

COMBINED: Mary, an avid jogger, is a teacher at Malverne Elementary School.  
(In this sentence, the noun phrase, an avid jogger, is an appositive that describes Mary. Notice the placement of the commas.)

or

COMBINED: Mary, a teacher at Malverne Elementary School, is also an avid jogger.  
(In this sentence, the noun phrase, a teacher at Malverne Elementary School, is an appositive that states Mary's occupation. Notice the placement of the commas.)

III. **A RELATIVE PRONOUN CLAUSE** can serve in the same way as an appositive. It gives additional information about a noun by renaming it, defining it, or describing it. These clauses, which begin with who, which, that, whose, or whom, are dependent clauses. These clauses immediately follow the noun that they modify.

EXAMPLE: Because of the cutbacks in funds to public education, the new school will not be built until 1995. The new school will be home to six hundred students.

COMBINED: Because of the cutbacks in funds to public education, the proposed new school, which will be home to six hundred students, will not be built until 1995.  
(In this sentence, the relative pronoun clause, which will be home to six hundred students, describes the new school. Note that the clause follows immediately after the word it modifies.)

A relative-pronoun clause is either essential or nonessential.

- a. If the clause adds information necessary to the meaning of the sentence, then it is essential. (Clauses beginning with the relative pronoun *that* are always essential.) Commas are not used to set off essential clauses from the rest of the sentence.
- b. If the clause does not add information that is necessary to the meaning of the sentence, then the clause is nonessential, and commas are used to set it off from the rest of the sentence. (Frequently, a relative-pronoun clause that describes a proper noun is nonessential.)

EXAMPLES: The Bronx Zoo, which is in New York, is a popular tourist attraction.  
(In this sentence, the relative-pronoun clause does not add information that is essential to the meaning of the sentence; therefore, commas are used to set it off from the rest of the sentence.)

The zoo that is in the Bronx is a popular tourist attraction.  
(In this sentence, the clause is essential in identifying which zoo is popular and should not be set off by commas.)

- IV. **PARTICIPLES** (present and past) act as adjectives to modify a noun. (A present participle is formed by adding -ing to the base form of the verb. A past participle is usually formed by adding -ed to the base form of the verb.) Participles do not function as the verbs of a sentence.

EXAMPLE: Sally was jogging around the block. A dog ran after Sally. The dog wore a muzzle.

COMBINED: Jogging around the block, Sally was chased by a dog.  
(In this sentence, jogging around the block, is a present participle phrase modifying the noun Sally, and muzzled is a past participle modifying the noun dog.)

- V. **COORDINATION** creates a compound sentence (two or more independent clauses). A compound sentence is formed by placing a comma and conjunction or a semicolon between the independent clauses. Sometimes (not always) transitional words are placed after a semicolon to explain the relationship between the independent clauses. In a compound sentence, both clauses are of equal importance.

**Conjunctions: FANBOYS (use with a comma)**

**F**or shows cause.

She was late. She was in an accident.

She was late, for she was in an accident.

**A**nd shows addition.

I went to the park. I fed the pigeons.

I went to the park, and I fed the pigeons.

**N**or shows a negative choice.

He did not do his homework. He did not study.

He did not do his homework, nor did he study.

**B**ut shows contrast or contradiction.

I studied for the test. I still didn't pass.

I studied for the test, but I still didn't pass.

**O**r shows a choice.

We may go to the zoo. We may go to the park.

We may go to the zoo, or we may go to the park.

**Y**et shows contrast.

I drove for eight hours. I wasn't tired.

I drove for eight hours, yet I wasn't tired.

**S**o shows effect.

I hadn't eaten all day. I was hungry.

I hadn't eaten all day, so I was hungry.

**Main Transitional Words: (use with a semi-colon and a comma)**

**However** shows contrast or contradiction.

I studied for my exam. I failed it.

I studied for my exam; however, I failed it.

**Moreover, furthermore, and also** show addition.

Ms. Hill stayed at school until 5:00. She worked at home for another four hours.

Ms. Hill stayed at school until 5:00; moreover, she worked at home for another five hours.

**Nevertheless** shows contrast.

Danger was all around us. We weren't afraid.

Danger was all around us; nevertheless, we weren't afraid.

**Therefore** and **consequently** show result.

She ran quickly. She fell and broke her leg.

She ran quickly; consequently, she fell and broke her leg.

EXAMPLE: Mary's hard work and determination finally paid off. She won a scholarship to Florida State University.

COMBINED: Mary's hard work and determination finally paid off, for she won a scholarship to Florida State University.

or

Mary's had work and determination finally paid off; she won a scholarship to Florida State University.

or

Mary won a scholarship to Florida State University; therefore, her hard work and determination finally paid off.

**VI. SUBORDINATION** creates a **COMPLEX SENTENCE** (one independent and one or more dependent clauses). A complex sentence is formed by joining an independent clause (which contains the primary or main information) with one or more dependent clauses (which express a subordinate or secondary information). The dependent clause begins with a subordinating conjunction which expresses the relationship between the independent (which is a complete thought) and the dependent clause (which is an incomplete thought).

Some subordinate conjunctions and the relationship they express:

<b>Cause</b>	<b>Contrast</b>	<b>Time</b>	<b>Place</b>	<b>Condition</b>
after	although	after	where	if
because	though	as	wherever	unless
since	while	before		when
		since		
		when		

EXAMPLE: Bob went fishing at the lake. I decided to clean the attic.

COMBINED: While Bob went fishing at the lake, I decided to clean the attic.  
(In this sentence, While Bob went fishing at the lake is now the dependent clause because of the subordinate word while which changes a complete thought to an incomplete thought. I decided to clean the attic is the independent clause because it is the complete thought and expresses the primary or main information.

or

Since I decided to clean the attic, Bob went fishing at the lake.  
(In this sentence, Since I decided to clean the attic is now the dependent clause because of the subordinate word since which changed it to an incomplete thought. Bob went fishing at the lake is the independent clause because it is the complete thought and contains the most important information.)

### HINTS FOR COMBINING SENTENCES

When combining sentences, the wording and the order of information can change, but the meaning has to stay basically the same.

EXAMPLE: Bob was upset with Mary.  
Mary forgot to pick him up at work.  
Mary was watching her favorite soap opera.

COMBINED: a) Because Mary, who was watching her favorite soap opera, forgot to pick Bob up at work, he was upset with her.  
or  
b) Bob was upset with Mary, who was watching her favorite soap opera and forgot to pick him up at work.  
or  
c) Because she was watching her favorite soap opera, Mary forgot to pick Bob up at work; therefore, he was upset with her.

Read all the sentences to combine before deciding on a specific technique. Then ask yourself the following questions:

#### 1. Are any words common to some or all the sentences?

If there are common words, you probably can use adjectives, relative-pronoun clauses, appositives, or any combination of these three to create one sentence.

EXAMPLE A: The girl bought a car.  
The car was shiny.  
The car was blue.  
The car was expensive.

As you can see, the word car is common to all the sentences. Therefore, you can combine in one of the following ways:

COMBINED USING ADJECTIVES:      The girl bought a shiny, blue, expensive car.

COMBINED USING RELATIVE-  
PRONOUN CLAUSE:                      The girl bought a car which was shiny, blue, and expensive.

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**EXAMPLE B:**      My sister is graduating from college next week.  
                            She is a history major.  
                            She is my only sister.

At first glance, you may think that only two of the sentences contain the common word sister, but since she refers to My sister, it is also considered a common word. Therefore, you can combine these sentences in one of the following ways:

COMBINED USING ADJECTIVE  
AND APPOSITIVE:                      My only sister, a history major, is graduating from college next week.

COMBINED ADJECTIVE AND  
RELATIVE PRONOUN CLAUSE:        My only sister, who is a history major, is graduating from college next week.

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**EXAMPLE C:**      We decided to see a movie.  
                            It was about a war.  
                            It was made in 1958.

Again, there are common words because the pronoun it refers to the word movie. Therefore, we can combine these sentences in one of the following ways:

COMBINED ADJECTIVE AND  
RELATIVE PRONOUN CLAUSE:        We decided to see a war movie which was made in 1958.

COMBINED USING ADJECTIVES:      We decided to see a 1958 war movie.

2. Is there a cause/effect relationship between two or more of the sentences? If there is, you probably can use a relative-pronoun clause, participle, coordination or subordination to combine the sentences.

**EXAMPLE A:**      Bob went swimming ten minutes after eating a heavy meal.  
                            He got a cramp.

Since there is a cause/effect relationship between these two sentences, you can combine in one of the following ways:

COMBINED USING PARTICIPLE:            Swimming after eating a heavy meal, Bob got a cramp.

COMBINED USING RELATIVE PRONOUN CLAUSE:            Bob, who went swimming after eating a heavy meal, got a cramp.

COMBINED USING SUBORDINATION:            When Bob went swimming after eating a heavy meal, he got a cramp.

COMBINED USING COORDINATION:            Bob went swimming after eating a heavy meal; as a result, he got a cramp.

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**EXAMPLE B:**     The dog ran into the street.  
                         He was hit by a car.

Again, there is a cause/effect relationship between these sentences. Therefore, we can combine these sentences in one of the following ways.

COMBINED USING PARTICIPLE:            Running into the street, the dog was hit by a car.

COMBINED USING RELATIVE PRONOUN CLAUSE:            The dog that ran into the street was hit by a car.

COMBINED USING SUBORDINATION:            When the dog ran into the street, he was hit by a car.

COMBINED USING COORDINATION:            The dog ran into the street; consequently, he was hit by a car.

3. Is there a comparison or contrast between the sentences? If so, you probably can use coordination or subordination to combine them.

**EXAMPLE:**     The novel was superb.  
                         The film disappointed me.

Notice the contrast between these two sentences. To show this contrasting relationship, we can combine the sentences in one of the following ways:

COMBINED USING COORDINATION: The novel was superb; however, the film disappointed me.  
or  
The novel was superb, but the film disappointed me.

COMBINED USING SUBORDINATION: Although the novel was superb, the film disappointed me.

**4. Is there more than one step involved? If so, work with only two sentences at a time.**

**EXAMPLE:** The roads were slippery.  
Mary had an accident.  
The accident was with her car.  
She is in the hospital.  
The hospital is crowded.

After reading all four sentences, you should notice that the word accident is common to the second and third sentences. Therefore, we can use an adjective to combine these sentences.

COMBINING 2<sup>nd</sup> AND 3<sup>rd</sup>  
SENTENCES USING AN ADJECTIVE: Mary had a car accident.

The word hospital is also a common word, appearing in sentences four and five. Again, we can use an adjective to combine these sentences.

COMBINING 4<sup>th</sup> AND 5<sup>th</sup>  
SENTENCES USING AN ADJECTIVE: She is in a crowded hospital.

Let's see what we have now:

REVISED EXAMPLE: The roads were slippery.  
Mary had a car accident.  
She is in a crowded hospital.

The first and second sentence show a cause/effect relationship. Therefore, we can use either a relative pronoun clause, a participle, subordination, or coordination to show the relationship. Let's use subordination.

COMBINED USING SUBORDINATION: Because the roads were slippery, Mary had a car accident.

Let's see what we have now:

REVISED EXAMPLE: Because the roads were slippery, Mary had a car accident.  
She is in a crowded hospital.

We can now use coordination to combine the above two sentences because the two ideas, Mary had a car accident and She is in a crowded hospital are ideas of equal importance. Using and indicates that in addition to having had an accident, Mary is also in the hospital.

COMBINED USING COORDINATION:      Because the roads were slippery, Mary had a car accident, and she is in a crowded hospital.

After studying the above examples, you should be ready to try these combining techniques yourself. Combine each set of sentences below to form one sentence. **Unless instructed otherwise**, use the suggested sentence-combining methods (two different combinations for each group).

Keep in mind that in sentence combining, the wording and the order of information can change, but the meaning has to stay basically the same.

1. *Combine the following sentences using methods I (using adjectives) and III (using relative pronoun clauses):*

The boat had plenty of seats  
The seats were comfortable.  
The seats were leather.

- a) \_\_\_\_\_  
\_\_\_\_\_
- b) \_\_\_\_\_  
\_\_\_\_\_

2. *Combine the following sentences using methods II (using appositives) and III (using relative pronoun clauses):*

My daughter is a graduate of Florida State University.  
My daughter is a kindergarten teacher.

- a) \_\_\_\_\_  
\_\_\_\_\_
- b) \_\_\_\_\_  
\_\_\_\_\_

3. *Combine the following sentences using methods III (using relative pronoun clauses) and VI (using subordination):*

Sarah left to visit her friend.  
Her friend lives in Ohio.

- a) \_\_\_\_\_  
\_\_\_\_\_
- b) \_\_\_\_\_  
\_\_\_\_\_

4. *Combine the following sentences using methods IV (using participles) and V (using coordination) or VI (using subordination):*

They listened to the radio.  
They did their homework.

- a) \_\_\_\_\_  
\_\_\_\_\_
- b) \_\_\_\_\_  
\_\_\_\_\_

5. *Combine the following sentences using methods V (using coordination) and VI (using subordination):*

Terry will go to a four-year college.  
He will go to graduate school.

- a) \_\_\_\_\_  
\_\_\_\_\_
- b) \_\_\_\_\_  
\_\_\_\_\_

6. *Combine the following sentences using methods III (using relative pronoun clauses) and VI (using subordination):*

The dog ran into the street.  
The owner followed him.

- a) \_\_\_\_\_  
\_\_\_\_\_
- b) \_\_\_\_\_  
\_\_\_\_\_

7. *Combine the following sentences using methods V (using coordination) and VI (using subordination):*

The baby was very ill.  
The parents took her to the hospital.

- a) \_\_\_\_\_  
\_\_\_\_\_
- b) \_\_\_\_\_  
\_\_\_\_\_

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8. *Combine the following sentences using methods IV (using participles) and VI (using subordination):*

The conductor raised his baton.  
The eyes of the band members were on him.

- a) \_\_\_\_\_  
\_\_\_\_\_
- b) \_\_\_\_\_  
\_\_\_\_\_

9. *Combine the following sentences using methods I (using adjectives) and II (using appositives):*

At the convention, I saw many old friends from college.  
The convention was a medical one.

- a) \_\_\_\_\_  
\_\_\_\_\_
- b) \_\_\_\_\_  
\_\_\_\_\_

10. *Combine the following sentences using methods III (using relative pronoun clauses) and V (using coordination) or VI (using subordination):*

The teacher looked at the frightened child.  
The child knew he was in trouble.  
He had cheated on the test.

- a) \_\_\_\_\_  
\_\_\_\_\_
- b) \_\_\_\_\_  
\_\_\_\_\_

11. *Combine the following sentences using methods V (using coordination) or VI (using subordination):*

New York is an exciting, fascinating town.  
It offers many Broadway shows and museums.

- a) \_\_\_\_\_  
\_\_\_\_\_
- b) \_\_\_\_\_  
\_\_\_\_\_

12. *Combine the following sentences using methods I V (using coordination) or VI (using subordination):*

Many students failed the midterm exam in English.  
The English teachers are holding self-help classes after school.

- a) \_\_\_\_\_  
\_\_\_\_\_
- b) \_\_\_\_\_  
\_\_\_\_\_

13. *Combine the following sentences using methods III (using relative pronoun clauses) and V (using coordination) or VI (using subordination):*

Some children have a difficult time completing their school work.  
These children work after school.  
Teachers try to give extra time in school for homework.

- a) \_\_\_\_\_  
\_\_\_\_\_
- b) \_\_\_\_\_  
\_\_\_\_\_

14. *Combine the following sentences using methods I (using adjectives) and III (using relative pronoun clauses) or V (using subordination):*

The ambulance quickly made a left turn onto U.S. 1.  
It raced to the hospital.  
The hospital was nearby.

- a) \_\_\_\_\_  
\_\_\_\_\_
- b) \_\_\_\_\_  
\_\_\_\_\_

15. *Combine the following sentences using methods III (using relative pronoun clauses) and V (using coordination) or VI (using subordination):*

The water was in the old boat  
The captain did not want to go in it.

- a) \_\_\_\_\_  
\_\_\_\_\_
- b) \_\_\_\_\_  
\_\_\_\_\_

16. *Combine the following sentences using methods III (using relative pronoun clauses) or V (using subordination):*

Many youngsters get addicted to drugs.  
The drugs cause death.  
The United States is waging a war on illegal drug use.

- a) \_\_\_\_\_  
\_\_\_\_\_
- b) \_\_\_\_\_  
\_\_\_\_\_

17. *Combine the following sentences using methods II (using appositives) or III (using relative pronoun clauses) or VI (using subordination):*

The typical American family inspired Norman Rockwell.  
Norman Rockwell was an artist.  
He produced many heartwarming paintings of American life.

- a) \_\_\_\_\_  
\_\_\_\_\_
- b) \_\_\_\_\_  
\_\_\_\_\_

18. *Combine the following sentences using methods I (using adjectives) and V (using subordination):*

Mrs. Terry Blanchard has had an interesting life.  
She has taught school.  
She has held public office.  
She has started a self-help group.

- a) \_\_\_\_\_  
\_\_\_\_\_
- b) \_\_\_\_\_  
\_\_\_\_\_

19. *Combine the following sentences using methods I (using adjectives) and V (using subordination):*

Mother and Father prepared the holiday dinner.  
My brothers and I sat and played games in the kitchen.

The kitchen was warm and cozy.

- a) \_\_\_\_\_  
\_\_\_\_\_
- b) \_\_\_\_\_  
\_\_\_\_\_

20. *Combine the following sentences using methods IV (using participles) and V (using subordination):*

Some countries formed a coalition and declared war on Iraq.  
They opposed the invasion of Kuwait.  
Two countries are the United States and Canada.

- a) \_\_\_\_\_  
\_\_\_\_\_
- b) \_\_\_\_\_  
\_\_\_\_\_