

2. We build **different kinds of sentences** in English by combining clauses in different patterns.

a. A **simple sentence** is one independent clause.

English grammar is easy.

b. A **compound sentence** is two independent clauses joined by

- a coordinator,
- a conjunctive adverb, or
- a semicolon.

Grammar is easy, so I learned it quickly.

Grammar is easy; therefore, I learned it quickly.

Grammar is easy; I learned it quickly.

c. A **complex sentence** is one independent and one (or more) dependent clauses.

WITH AN ADVERB CLAUSE

Because grammar is easy, I learned it quickly. I learned grammar quickly because it is easy.

WITH AN ADJECTIVE CLAUSE

One of my favorite films is *Like Water for Chocolate*, which is in Spanish.

WITH A NOUN CLAUSE

She does not agree that grammar is easy.

d. A **compound-complex sentence** has two independent clauses and one (or more) dependent clauses.

Because grammar is easy, I learned it quickly, but it took me several years to master writing.

3. The type of sentence you write depends on your message. When you want to show that ideas are equal, use more coordinated structures, such as compound sentences. When ideas are not equal, use more subordinated structures, such as complex sentences. Develop a good writing style by mixing sentence types.

Conjunctive Adverb	Examples
To add a similar idea	
<p>also</p> <p>besides</p> <p>furthermore</p> <p>in addition</p> <p>moreover</p>	<p>Community colleges offer preparation for many jobs; also, they prepare students to transfer to four-year colleges or universities.</p> <p style="text-align: right;">; besides, ; furthermore, ; in addition, ; moreover,</p>
To add an unexpected or surprising continuation	
<p>however</p> <p>nevertheless</p> <p>nonetheless</p> <p>still</p>	<p>The cost of attending a community college is low; however, many students need financial aid.</p> <p style="text-align: right;">; nevertheless, ; nonetheless, ; still,</p>
To add a complete contrast	
<p>in contrast</p> <p>on the other hand</p>	<p>Most community colleges do not have dormitories; in contrast, most four-year colleges do.</p> <p style="text-align: right;">; on the other hand,</p>
To add a result	
<p>as a result</p> <p>consequently</p> <p>therefore</p> <p>thus</p>	<p>Native and nonnative English speakers have different needs; as a result, most schools provide separate classes for each group.</p> <p style="text-align: right;">; consequently, ; therefore, ; thus,</p>
To list ideas in order of time	
<p>meanwhile</p> <p>afterward</p> <p>then</p> <p>subsequently</p>	<p>Police kept people away from the scene of the accident; meanwhile, ambulance workers tried to pull victims out of the wreck.</p> <p>The workers put five injured people into an ambulance; afterward, they found another victim.</p> <p style="text-align: right;">; then, ; subsequently,</p>
To give an example	
<p>for example</p> <p>for instance</p>	<p>Colors can have different meanings; for example, white is the color of weddings in some cultures and of funerals in others.</p> <p style="text-align: right;">; for instance,</p>
To show similarities	
<p>similarly</p> <p>likewise</p>	<p>Hawaii has sunshine and friendly people; similarly, Mexico's weather is sunny and its people hospitable.</p> <p style="text-align: right;">; likewise,</p>

Conjunctive Adverb	Examples
To indicate “the first statement is not true; the second statement is true”	
instead on the contrary rather	The medicine did not make him feel better; instead , it made him feel worse. ; on the contrary , ; rather ,
instead (meaning “as a substitute”)	They had planned to go to Hawaii on their honeymoon; instead , they went to Mexico.
To give another possibility	
alternatively on the other hand	You can live in a dorm on campus; on the other hand , you can rent a room with a family off campus. ; alternatively ,
otherwise (meaning “if not”)	Students must take final exams; otherwise , they will receive a grade of Incomplete.
To add an explanation	
in other words that is	Some cultures are matriarchal; in other words , the mothers are the head of the family. ; that is ,
To make a stronger statement	
indeed in fact	Mangoes are a very common fruit; indeed , people eat more mangoes than any other fruit in the world. ; in fact ,

Transition Signals

Transition Signals and Conjunctive Adverbs	Coordinating Conjunctions and Paired Conjunctions	Subordinating Conjunctions	Others: Adjectives, Prepositions, Verbs
To list ideas in order of time			
first, ... first of all, ... second, ... third, ... next, ... then ... after that, ... meanwhile, ... in the meantime, ... finally, ... last, ... last of all, ... subsequently, ...		before after until when while as soon as since	the first (reason, cause, step, etc.) the second ... the third ... another ... the last ... the final ...

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PATTERN 1: COMPOUND SENTENCE: SEMICOLON,
NO CONJUNCTION
(two short, related sentences now joined)

S V ; S V .

Explanation

This pattern helps you join two short, simple sentences having two closely related ideas. They need a semicolon instead of a conjunction and comma. The illustration in the box and the examples show only two clauses; you can actually have three or more. Be sure to avoid two pitfalls of the compound sentence:

1. The fused or run-on sentence (which has no punctuation between the two sentences that have been joined).

EXAMPLE: My cat lost her ball I don't know where.

2. The comma splice (using a comma instead of a period, semicolon, or colon to separate the two sentences you have joined).

EXAMPLE: The plant wilted, I forgot to water it.

You avoid the above two problems if you faithfully copy the following patterns for compound sentences, being careful to imitate the punctuation exactly.

Remember that an independent clause has a subject-verb combination that makes a full statement. What precedes and what follows the semicolon (PATTERN 1) must be capable of standing alone; otherwise, it is only a fragment.

This is a fragment:

At the game, the reason for the loss in yardage being
the broken shoestring on the left guard's shoe.

Being is the wrong verb form; change it to *was* and the phrase becomes a complete thought—and a sentence.

This is another kind of fragment:

Which was the only explanation that he could give at that moment.

This fragment is a dependent clause, even though it has the subject-verb combinations *which* and *he could give*. It is not a complete sentence because it begins with the subordinating word *which*. Change *which* to *it* and you now have a complete thought.

Subordinating words, such as the following, keep a clause from being independent:

because if when after and other such sub- ordinating words	}	+ a subject-verb combination	=	a fragment every time
---	---	---------------------------------	---	--------------------------

These are some common semicolon errors:

Because so many of us work 24/7; . . .
 The dance having started at 8:30; . . .
 For example; . . .

These three errors can be easily corrected in this way:

For example, . . . (*Use a comma instead of a semicolon.*)
 Because so many of us work 24/7, we are often cranky. (*Finish the idea to make a complete sentence.*)
 The dance started at 8:30. (*Use the correct form of the verb to make a complete sentence.*)

NOTE: Be careful to not confuse commas and semicolons.

WHEN TO USE THIS PATTERN

Use this pattern when you have talked about similar ideas in several sentences. If you combine these ideas, you will have a single, more powerful sentence. When revising, look for paragraphs with many short sentences that have parallel ideas and ask yourself, "Can I combine these sentences to give my message a more forceful impact?"

Examples

Gloria, try on these jeans; they seem to be your size.
 Some people dream of being something; others stay awake and are.
 Reading is the easy part; remembering takes more effort.

Professional examples

We've included some professional examples for analysis. Study these examples to see how experienced writers handle the various patterns. See how they manipulate word order and punctuation to get their message

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across and create interest through sentence variety. Don't be afraid to imitate, praise, or criticize these examples.

"He who knows others is wise; he who knows himself is enlightened."—Lao-tzu

"Singapore has 11,910 people per square mile; Mongolia has only three." —*Condé Nast Traveler*

"My forefathers didn't come over on the Mayflower; they met the boat."—Will Rogers

"Sign up for our Family Plan and you can share minutes with our one-rate plan; if you sign up now, you can take advantage of our special rate."—Ad for Nokia

"It made no sense to anyone; it was just style."—*SF Chronicle*

way:
(semicolon.)
n cranky. (*Finish the form of the verb to*
icolons.

Variations

Once you're comfortable with PATTERN 1, you can start varying it in some interesting ways.

PATTERN 1A

The first variation, PATTERN 1a, uses a conjunctive adverb (connector) such as *however, hence, therefore, thus, then, moreover, nevertheless, likewise, consequently, and accordingly*.

You still need a semicolon *before* the connector, but a comma *after* the connector is optional.

 S V ; however, S V .

EXAMPLES: She exercised every day and cut back on her food; however, she didn't lose any weight.

This car looks as if it has been wrecked; therefore it's not a good buy.

PATTERN 1B

For the second variation, PATTERN 1b, use one of the coordinating conjunctions (also connectors): *for, and, nor, but, or, yet, or so*. You can remember them easily by their first letters and call them FANBOYS.

 S V ; S V , and S V .
 S V , but S V ; S V .

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to get their message

EXAMPLES: The rain kept falling; Joan saw the roof begin to leak, and she put out a bucket to catch the water.
 It was the right color; it fit, and it was cheap.
 Our cat loves to play with the ball; I love to watch her, but sometimes I'm not in the mood to play.
 I didn't do it; John said he didn't do it, but the vase was certainly broken.

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GRC

PATTERN 1C

In this third variation, PATTERN 1c, use two or more semicolons to connect three or more complete sentences:

 S V ; S V ; S V .

EXAMPLES: John got an A; Jennie also got an A; unfortunately George got a C.
 Carmen likes to cook; Janice would rather watch TV; I like to eat Carmen's cooking and watch TV with Janice.
 Dad is a skinflint; when I ask for a loan, he doesn't listen; Mom isn't any help either.

GRC

GRC

Exercises

To give you some practice with PATTERN 1, complete each of the following sentences with an independent clause:

- _____ the beach was deserted and rather scary.
- After they lost the match, the tennis team went home;
_____.
- The large blue whale came very close to the boat; _____.

Complete each of the following sentences by adding an appropriate conjunctive adverb (PATTERN 1a):

- I really didn't want to go to the party; _____ I went to be with Jim.
- My teacher has traveled extensively; _____ I asked her advice about Italy.
- I have to feed the pets when I get home; _____ I have to have supper started by the time Mom gets home.

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sentences. (1) If
a verb) so it
blank leaving

PATTERN 3: COMPOUND SENTENCE WITH EXPLANATORY STATEMENT
(clauses separated by a colon)

General statement (idea) : specific statement (example).
(an independent clause) (an independent clause)

a wonderland.

Explanation

This pattern is exactly like PATTERNS 1 and 2 in structure: Although it is a compound, it is very different in content, as the colon implies. The colon performs a special function: It signals the reader that something important or explanatory will follow (as this very sentence illustrates). In this particular pattern, the colon signals that the second clause will specifically explain or expand some idea expressed only vaguely in the first clause.

or war.

The first statement will contain a word or an idea that needs explaining; the second statement will give some specific information or example about that idea.

much greener.

WHEN TO USE THIS PATTERN

Use it when you want the second part of a sentence to explain the first part, give an example, or provide an answer to an implied question.

In the following examples, notice that the first independent statement mentions something in a general way: "a harsh truth," "a single horrifying meaning." Then the independent statement after the colon answers the questions: "What harsh truth?" "Which horrifying meaning?" The second clause makes the first one clear.

nd add them

Examples

Darwin's *The Origin of Species* forcibly states a harsh truth: Only the fittest survive.

The empty coffin in the center of the crypt had a single horrifying meaning: Dracula had left his tomb to stalk the village streets in search of fresh blood.

Remember Yogi Berra's advice: It ain't over till it's over.

Handwritten lines for notes on the left margin.

NOTE: Some writers capitalize the first word after the colon in this pattern, but this is a matter of personal taste and styling.

A lizard never worries about losing its tail: It can always grow another.

“Weekdays are very similar to identical suitcases: They are all the same size, but some people can pack more into them than others.”—Joel Gutierrez

All agreed she was well qualified: She graduated from Harvard with a 4.0 grade point average.

Superman has extraordinary powers: He flies like a bird and has X-ray vision.

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Professional examples

“The murmuring water, the morning fresh garden unheated yet by the lemon sun, the flight of a white-browed blackbird: all helped to make unreal the tableau of the man kneeling by the sundial.”—Reginald Hill, *Ruling Passion*

“One thing you learn when you love the Red Sox like I do: how to lose and get up and fight another day.”—Jack Welch (CEO at G.E.)

“Such disputes are occasionally satisfying: you can take pleasure in knowing you have converted someone to your point of view.”—Alfred Rosa and Paul Eschholz, *Models for Writers*

“Old cars and young children have several things in common: Both are a responsibility and have to be fed often or they break down.”—Claudia Glenn Downing, *Lear’s*, November 1992

NOTE: The sentence above has a capital letter after the colon and a final clause beginning with the coordinator *or*. The final clause is so short that the author chose to omit the comma before the coordinator.

Exercises

Complete e
If the first c
clause is m

1. _____
the stud
2. The dot

3. I finally

4. The rep

5. _____

Checkpoints

✓ Now that you have learned all three of the compound constructions, notice the differences among them. PATTERNS 1, 2, and 3 are NOT simply three different ways to punctuate the same sentence. The words must perform different functions; the sentences must do different things:

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e colon and a or. The final it the comma

onstructions, NOT simply words must things:

PATTERN 1 must make two closely related statements about the same idea, statements you do not want to punctuate as two separate sentences;

PATTERN 2 must have a specific word or words from the first clause implied but not stated in the second—otherwise no ellipsis is possible;

PATTERN 3 must have a second independent clause that in some way amplifies or explains the idea stated in the first independent clause. Do not use this pattern with a colon unless the second statement is related to the first.

✓ Remember the test for every compound sentence: both clauses must be full statements and capable of standing alone as sentences.

Exercises

Complete each of the following sentences with an independent clause. (1) If the first clause is missing, provide a general statement. (2) If the second clause is missing, add an explanation.

1. _____ :
the students all got A's on their papers.

2. The dot-com companies have changed the work week: _____

3. I finally know how to program my VCR: _____

4. The reporter asked her the most important question: _____

5. _____ :

we toured the National Air and Space Museum, the Smithsonian Castle, the Freer Gallery, and the new wing of the National Gallery of Art.

PATTERN 10: EMPHATIC APPOSITIVE AT END,
AFTER A COLON

S V word : the appositive (the second naming) .
(with or without modifiers)

Explanation

Often you want to repeat an idea, not just a word. Withholding the repetition until the end of the sentence builds to a climax and provides a forceful, emphatic appositive that concludes the sentence and practically shouts for your reader's attention. In the above pattern, the colon—because it is formal and usually comes before a rather long appositive—emphasizes this climax. Remember that the colon marks a full stop and therefore must come only after a complete statement; it tells the reader that important words or an explanation will follow.

Also, if you want to give a repeated word greater stress, you can make it into an appositive and signal its importance by a preceding colon. Note that here only a single word follows, unlike PATTERN 3, which has an entire sentence after the colon. Now compare three similar PATTERNS—3, 10, and 10a—and note the differences in both the structures and the appropriate times when you would use them to achieve unique effects.

Examples

Her room contained a collection of trash: old clothes, soda cans, McDonald's wrappers.

When I go to the movies, I need two things to really enjoy it: popcorn and a soda.

Airport thieves have a common target: unwary travelers.

Professional examples

"In perpetrating a revolution, there are two requirements: someone or something to revolt against and someone to actually show up and do the revolting."—Woody Allen, "A Brief, Yet Helpful Guide to Civil Disobedience"

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Sentence 1

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Exercises

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“Only cats would likely approve of one old-fashioned remedy for cuts: a lotion of catnip, butter, and sugar.”—Lynn Quitman Troyka, *Handbook for Writers*

“The hair coat in the cat consists of three different types of hair: primary or guard hairs within the outer coat; awn hairs (intermediate-sized hairs forming part of the primary coat); and secondary hairs (downy hairs found in the undercoat).”—John Saidla, Cornell Feline Health Center

NOTE: Once again, the series has internal punctuation and needs semicolons.

Sentence for analysis

Analyze the following sentence, looking for repetitions, sentence patterns, punctuation, and content. In the space provided, jot down your reaction to the sentence—its length, clarity, and rhetorical effectiveness.

“They avoided talk about the deceased’s final year, about how he had been transfigured by drugs in a losing battle against an inoperable brain tumor, about how he was reduced from a trim, combative five-mile-a-day runner to a frail man in a wheelchair, his head swollen with chemicals, his eyes hollow with defeat and sadness.”—*American Way*, January 1992

Checkpoints

- ✓ Check the words *before* the colon; be sure they make a full statement (sentence).
- ✓ After the colon, be sure to write only a word or a phrase—not a full statement. See PATTERN 3.

Exercises

Supply the missing parts for the following sentences. Each sentence should include an emphatic appositive.

1. _____
an “A,” the grade I really had worked for.

PATTERN 10a: A VARIATION: APPOSITIVE
(single or pair or series)
AFTER A DASH

S V word — the appositive
(echoed idea or second naming)

Explanation

For variation, you may use a dash instead of a colon before a short, emphatic appositive at the end of a sentence. Notice that in both PATTERNS 10 and 10a, the second naming is usually climactic or emphatic. The difference is only in punctuation: a dash almost always precedes a short, climactic appositive, whereas a colon generally precedes a longer appositive. (Contrast PATTERN 9 with PATTERN 10a.)

Study the differences in sound and emphasis that the punctuation and the length of the appositive make in the following sentences:

Adjusting to a new job requires one quality, humor.

(common usage but not emphatic)

Adjusting to a new situation requires one quality: humor.

(significant pause, but not so dramatic)

Adjusting to a new job requires one quality above all others—a sense of humor.

(dramatic signaling)

Adjusting to a new job requires one quality: the ability to laugh at oneself.

(more dramatic, more stylistically complete)

Examples

Many traditional philosophies echo the ideas of one man—Plato.

Pandas eat only one food—bamboo shoots.

Those big burgers taste great but they have lots of calories—over 1,000.

E-mail is wonderful and so easy to send but also represents a major problem—answering it.

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Exercise

Rewrite e:
appositive

The grasping of seaweeds reveals the most resourceful part of the sea horse—its prehensile tail.

Professional examples

“From the very beginning, Boswell had an imaginative conception of Johnson, different from that of anyone else who knew him, as a hero who is also a great comic character—the Falstaff of the intellect.”—Adam Gopnik, *New Yorker*, November 27, 2000

“It’s not surprising then, that many sociologists believe we are a nation of substance abusers—drinkers, smokers, overeaters, and pill poppers.”—Alfred Rosa and Paul Eschholz

“The reader is someone with an attention span of about 10 seconds—a person assailed by other forces competing for attention.”—William Zinsser, “Simplicity”

“Charles Darwin and Abraham Lincoln were both born on the same day—February 12, 1809. They were also linked in another curious way—for both men must simultaneously play, and for similar reasons, the role of man and legend.”—Stephen Jay Gould

Checkpoints

✓ Keep in mind that the second naming must be a true appositive; don’t just “stick in” a dash or a colon before you get to the end of the sentence. If you do, you may simply create an error in punctuation, not a true appositive. Here is an example, lifted from a student’s paper:

POOR: One class of teenagers can be labeled—students.

CORRECT: One label would fit almost any teenager—student.

✓ Remember that a dash cannot separate two complete thoughts. Avoid a “dash splice.”

WRONG: Mary Shelley spent a full year at Marlow writing *Frankenstein*—her monster has survived better than some of her husband’s poems.

CORRECT: Mary Shelley spent a full year at Marlow writing *Frankenstein*—creating a monster that has survived better than some of her husband’s poems.

Exercises

Rewrite each of the following sentences so that it ends with a dramatic appositive after a dash. You may need to add, delete, or rearrange words.

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