

2. Concentration was the secret of her success. Although she undoubtedly had a keen mind.
3. I asked Paula to help me with my math once. When I was particularly desperate, I hadn't been getting good grades for several weeks.
4. She could do the problems easily, and she could explain them to me. So that I could understand them, anyway, I didn't ask her again.
5. Mr. Rehman urges all musicians to continue to study their instruments in high school. Because he knows that as they get busier and busier, many students stop taking lessons, sports and other activities cut in on their practice time.
6. A mammoth crane was brought here to lift into place the steel girders. Huge orange-colored beams that were easily set into place. Almost as though they were matchsticks.
7. The time when a radio station may broadcast is determined by its license, some stations must go off the air at sundown.
8. Everyone was asking me about Stacey. Where she was and what she was doing, wild rumors had been circulating.
9. The city's water supply has been threatened. Very little rain or snow having fallen during the past weeks.
10. I learned to like poetry when I read Kipling, his poems appealed to me. Because of their strong rhythm and their rhyme.
11. I have learned to recognize several kinds of customers. Especially the kind that likes to argue about the merchandise, when I see one of these coming, I duck out of sight.
12. Some teen-agers spend an allowance foolishly, they don't know the value of money. Until they have to work for it.
13. Women's colleges were established in America in the nineteenth century. During the Victorian period. When girls were considered frail flowers to be kept safe and separate.
14. Audiences appeared to enjoy the play, the reviews in the papers, however, were unfavorable.
15. A back-to-school night for parents convinced the taxpayers of the inadequacy of our building, consequently the bond issue for a new building was passed by a large vote. When it was presented later in the year.

CHAPTER 13

Coordination and Subordination

RELATIONSHIPS BETWEEN IDEAS IN A SENTENCE

COORDINATE IDEAS

When a sentence contains more than one idea, the ideas may be equal in rank or unequal in rank. Ideas that are equal in rank are *coordinate*. (*Co-* means "equal"; *-ordinate* means "ordered" or "ranked"; hence, *coordinate* means "of equal order or rank.")

COORDINATE IDEAS Mrs. Carter is an architect, and Mrs. Murphy is a contractor.

We tried everything that we could think of, but nothing worked.

The writer of the preceding sentences considered the two ideas in each sentence of equal rank; he gave them equal emphasis by expressing them in independent clauses. The clauses are coordinate clauses.

Clear Relationship Between Coordinate Ideas

The relationship between coordinate ideas (equal in rank) is made clear by means of the word used to connect the two ideas. Different connectives may be used to express different relationships. The common kinds of relationship between coordinate clauses are *addition*, *contrast*, *choice*, and *result*.

Addition

The following connectives are used to indicate that what follows is supplementary to what precedes.

EXAMPLE I wrote to her, **and** she wrote to me.
 also furthermore
 and likewise
 besides moreover
 both . . . and then

Contrast

The following connectives are used to introduce an idea that in some way conflicts or contrasts with what has gone before.

EXAMPLE I wrote to her, **but** she did not write to me.
 but still
 however yet
 nevertheless

Choice

The following connectives are used to introduce an alternate possibility.

EXAMPLE You write to her, **or** I will write to her.
 either . . . or or, nor
 neither . . . nor otherwise

Result

The following connectives are used to state a result or consequence of the preceding statement.

EXAMPLE I wrote to her; **therefore**, she wrote to me.
 accordingly hence
 consequently therefore

13a. Make clear the relationship between the ideas in coordinate clauses by using connectives that express the relationship exactly.

A good writer chooses connectives carefully, making certain that the connectives chosen will express exactly the relationship intended between the ideas in the sentence. In order to avoid a monotonous style you should always use a variety of connectives.

If the wrong connective is used, the relationship between the ideas will not be clear. The connectives in the following *not-clear* sentences were poorly chosen.

NOT CLEAR Mrs. Bothwell took a long vacation, and her health did not improve.
CLEAR Mrs. Bothwell took a long vacation, **but** her health did not improve. [contrast]
NOT CLEAR The veterans spent a year in the hospital, but they emerged entirely well.
CLEAR The veterans spent a year in the hospital; **consequently**, they emerged entirely well. [result]

NOTE When used to join coordinate clauses, the words *and*, *but*, *yet*, *or*, and *nor* are usually preceded by a comma.

When used to join coordinate clauses, the words *besides*, *likewise*, *furthermore*, *moreover*, *however*, *nevertheless*, *otherwise*, *consequently*, *therefore*, and *accordingly* are usually preceded by a semicolon.

EXERCISE 1. Using Appropriate Connectives. Number your paper 1–20. Read each sentence thoughtfully. Determine the logical relationship between the two clauses and write after the proper number on your paper what this relationship is: *addition*, *contrast*, *choice*, or *result*. Then write an appropriate connective selected from the lists above—the word which will make unmistakably clear the relationship between clauses. Use a variety of connectives. Give the correct punctuation mark with each connective.

EXAMPLE 1. The demand exceeded the supply prices remained the same.
 1. *contrast* ; *nevertheless*

- The students were dismissed at one o'clock nobody went home.
- Bea was seriously injured in yesterday's practice she will not be able to play in the game today.
- Jimmy played right end I played left end on the varsity.
- Deliver the shipment by Friday I will cancel my order!
- Math has always been my hardest subject I have never failed a math test.
- In an auditorium of this size, you must speak louder your audience will not be able to hear you.

7. This magazine publishes the best literary criticism it is a financial failure.
8. Some of the best TV courses are offered at 6:30 A.M. they reach only a small audience of early-rising intellectuals.
9. The American economy has long depended on a high level of military spending some people fear the economic consequences of ending the arms race.
10. The oil burner had stopped during the night the house was cold when we awoke.
11. We had heard the assignment we hadn't understood it.
12. We were to be marked for neatness we took greater pains than usual.
13. We returned late; the rented canoe was a wreck the lifeguard said she'd like to see us after swim period.
14. We thought we were not to blame we braved her wrath and didn't say a word.
15. We had planned on going to town that afternoon we were slightly annoyed at being kept in camp.
16. The head counselor warned us to take better care of the property of others she said she would send our parents a bill.
17. The bill which my parents received was quite unexpected it took them some time to recover from the shock.
18. Sue's parents also received a bill they were just as surprised as my parents.
19. They were all amazed at the high price of canoes they paid the bills promptly.
20. Parents can be put to a great deal of trouble and expense by their children they are usually patient and generous with us.

SUBORDINATE IDEAS

When ideas in a sentence are unequal in rank, the ideas of lower rank are subordinate. (*Sub*—means “under” or “lower.”) If the idea of lower rank is expressed in a clause, the clause is a *subordinate* clause.¹ The main idea of the sentence is expressed in an *independent* clause.

EXAMPLES The pilot, who was a veteran flyer, brought her crippled plane down safely. [Independent clause—greater emphasis: *The pilot brought her crippled plane down safely*; subordinate clause—lesser emphasis: *who was a veteran flyer*.]

¹ For a more detailed explanation of subordinate clauses, see pages 69–80.

Because each of them was politically ambitious, the council members rarely supported one another's proposals. [Main clause—greater emphasis: *the council members rarely supported one another's proposals*; subordinate clause—lesser emphasis: *Because each of them was politically ambitious*.]

Adverb Clauses

13b. Make clear the relationship between subordinate adverb clauses and independent clauses by selecting subordinating conjunctions which express the relationship exactly.

The relationship between the idea in a subordinate adverb clause and the idea in an independent clause is made clear by the subordinating conjunction that introduces the subordinate clause. The common kinds of relationships between subordinate adverb clauses and independent clauses are *time*, *cause or reason*, *purpose or result*, and *condition*.

Some of the conjunctions can be used in more than one way and therefore appear in more than one list.

Time

The following subordinating conjunctions introduce clauses expressing a time relationship between the idea in the subordinate clause and the idea in the independent clause.

EXAMPLE Several guests arrived **before** we were ready.

after	before	until	whenever
as	since	when	while

Cause or Reason

The following subordinating conjunctions introduce clauses expressing the cause or reason for the idea expressed in the independent clause. The subordinate clause tells *why*.

EXAMPLE We stopped **because** the light was red.

as	since	because	whereas
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Purpose or Result

The following subordinating conjunctions introduce clauses expressing the purpose of the idea in the independent clause or the result of the idea in the independent clause.

EXAMPLES Astronauts undergo the most rigorous training **so that they will be able to handle any emergency.** [The subordinate clause states the purpose of training described in the independent clause.]

Extreme differences of opinion developed in the committee **so that agreement seemed unlikely.** [The subordinate clause states a result of the committee's differences of opinion.]

that in order that so that

Condition

The following subordinating conjunctions state the condition or conditions under which the idea in the independent clause is true. Think of *although, even though, though, and while* as meaning "in spite of the fact that." They introduce a condition in spite of which the idea in the independent clause is true.

EXAMPLES *Although* (in spite of the fact that) *it was raining*, we went to the game. [The clause states the *condition* under which we went to the game.]

If you pass the examination, you will pass the course. [The clause states under what condition you will pass the course.]

although though provided that if
even though while unless

EXERCISE 2. Using Appropriate Subordinating Conjunctions.

Number your paper 1-20. From the preceding lists, choose a subordinating conjunction to fill the blank in each sentence and write it after the proper number on your paper. Make sure the conjunction you choose fits the meaning of the sentence. After the conjunction, write the relationship it expresses: *cause or reason, condition, purpose or result, time.*

1. — you buy a rare manuscript, make certain of its authenticity.
2. You may be swindled — you fail to do this.
3. — it is the oldest of rackets, all sorts of con men continue to forge works of the great masters.
4. It seems to work again and again, — there are enough gullible people in the market.
5. William Henry Ireland was one of the most successful forgers, — he was only a teen-ager at the height of his exploits.
6. Ireland began forging Shakespeare manuscripts — his father had a keen interest in them.

7. — his first efforts were difficult, he continued his questionable work with zeal.
8. There seemed to be no sort of forgery beyond his reach — he had the necessary equipment.
9. — many scholars greeted his work with enthusiasm, others were less easily persuaded.
10. — he forged a document, Ireland had to do careful research on the proper details such a document would require.
11. Nothing he forged could be shown to others — the ink had long since dried.
12. Special blends of ink were required — the age would be properly deceptive.
13. — his motives and methods were questionable, his work possesses a certain unique attractiveness.
14. Ireland's father published a collection of his son's forgeries — he considered his son to be worthy of complete confidence.
15. The skepticism of scholars increased enormously, — it became impossible to answer their objections.
16. Ireland published a truthful confession — the documents were agreed to be fraudulent and his father's health became endangered.
17. — he tried to ease his father's disappointment, the older man died in disgrace at the height of the furor.
18. His ill health was hardly surprising, — real disgrace is a difficult burden to bear.
19. — a love letter with a lock of hair enclosed was his masterpiece, Ireland also forged leases, contracts, notes, poems, and whole plays.
20. — Ireland himself died in 1835, the art of forgery obviously did not die with him.

EXERCISE 3. Using Appropriate Subordinating Conjunctions.

Number your paper 1-20. From the lists of subordinating conjunctions on pages 283-84, choose an appropriate subordinating conjunction to fill the blank in each sentence and write it after the proper number on your paper. Notice that when an adverb clause begins a sentence, it is followed by a comma.

1. ——— peace was declared, the citizens of the small country rejoiced in the streets.
2. ——— the proper preparations are made, the children will be ready for the hike.
3. ——— the doctor was at home, we decided to pay her a visit.
4. ——— the barometer fell, weather warnings were sent out.
5. ——— we had eaten a delicious meal, we sat around the fireplace and told ghost stories.
6. ——— she had not slept well the night before, Melissa did not run as well as her coach had expected.
7. We waited for the hurricane ——— we had closed the windows and bolted the door.
8. The players started scrimmage ——— the coach blew her whistle.
9. Many people take courses in painting ——— they want to express their creativity.
10. You will solve this math problem ——— you take one step at a time.
11. ——— Van Gogh is now considered a great painter, his work was not appreciated in his lifetime.
12. You are welcome to stay here ——— you wish.
13. I bandaged my cut ——— it would not become infected.
14. ——— you arrived so late, you will have to sit at the back of the auditorium.
15. ——— I had ordered two pairs of gloves, the mail-order company sent me two pairs of pants instead.
16. You may register to vote ——— you are a legal resident.
17. ——— the defense attorney made her final plea, the prisoner sat stiffly in a chair.
18. The doctor administered the new antibiotic ——— no further complication would arise.
19. Many people fail to enjoy music ——— they do not know how to listen properly.
20. ——— the soldiers reached the clearing, they made camp.

EXERCISE 4. Revising Sentences by Inserting Subordinate Adverb Clauses. Revise each of the following sentences by adding a subordinate clause at the beginning or at the end of each sentence. Vary your choice of subordinating conjunctions.

EXAMPLE 1. The fans fled out of the stadium.

1. *After the game was over, the fans fled out of the stadium.*
2. The heat became unbearable.
3. We started jogging in the afternoons.
4. Arturo agreed to come with us.
5. Lauren began clapping enthusiastically.
6. You will not have enough time to finish the composition.

Adjective Clauses

The subordinate clauses in the preceding exercises are *adverb* clauses. Subordinate *adjective* clauses are especially helpful in making clear the relationship between sentence ideas because they permit a writer to emphasize one idea above another.¹ A writer may, for instance, wish to express the following ideas in one sentence: *Sacajawea acted as interpreter for explorers of the West. She was a Lemhi Indian. To emphasize that Sacajawea acted as interpreter, the writer places this information in an independent clause and subordinates the other idea by placing it in an adjective clause.*

Sacajawea, who was a Lemhi Indian, acted as interpreter for explorers of the West.

On the other hand, for a different purpose, the writer may wish to change emphasis from one of these ideas to the other. This can be done by reversing the positions of the ideas.

Sacajawea, who acted as interpreter for explorers of the West, was a Lemhi Indian.

13c. Make clear the relative emphasis to be given ideas in a complex sentence by placing the idea you wish to emphasize in the independent clause and by placing subordinate ideas in subordinate clauses.

EXERCISE 5. Revising Complex Sentences with Adjective Clauses. Change the emphasis in each of the following sentences by placing in the independent clause the idea that is now in the subordinate clause and by placing in the subordinate clause the idea that is now in the independent clause.

¹ Adjective clauses may begin with *who*, *whom*, *whose*, *which*, *that*, and *where*.

1. *Z*, which is a voiced palatal fricative, is the last letter of the English alphabet.
2. Dictionary listings, which end with words beginning with *z*, proceed alphabetically.
3. *Zeal*, which comes from an ancient Greek word meaning “jealousy,” is one of the more familiar words found there.
4. *Zero*, which can mean a symbol, a mark on a scale, a temperature, a gunshot setting, a location in space, or nothing at all, is also a verb.
5. Applying *zinc* to something, which sounds rather complicated, is called “zincifying.”
6. *Zinjanthropus*, who is having a complicated time just being a two-million-year-old fossilized forerunner of modern human beings, is nicknamed “Nutcracker Man.”
7. The word *zodiac*, which comes from an old adjective meaning “having to do with animals,” is much younger than *Zinjanthropus*.
8. Human beings, who are not regarded as edible themselves, are nevertheless quite zoophagous in that they eat other animals.
9. Animal lovers, who may not welcome the name, can be called *zoophiles*.
10. *Zymology*, which means “the chemistry of fermentation,” results in good wine and ends at least one dictionary.

CORRECTING FAULTY COORDINATION

Faulty coordination occurs when two unequal ideas are placed in coordinate clauses as though they deserved equal emphasis.

FAULTY COORDINATION The Governor was a native of Ohio, and she was elected for a third term. [ideas of unequal rank]

The two ideas in this sentence are vastly different. It is unlikely that a writer would wish to give them equal rank. The faulty coordination can be corrected by placing one of the ideas in a subordinate position. Which idea the writer puts in the subordinate clause will depend on the purpose.

FAULTY COORDINATION CORRECTED The Governor, who was a native of Ohio, was elected for a third term.

or The Governor, who was elected for a third term, was a native of Ohio.

13d. Faulty coordination may be corrected by placing ideas of lesser emphasis in a subordinate position. An idea may be given less emphasis by being expressed in a subordinate clause or a modifying phrase or an appositive.¹

(1) Subordination may be accomplished by means of a subordinate clause.

FAULTY COORDINATION The books are on the new-book shelf, and they may be borrowed for a week.

CORRECTED BY AN ADJECTIVE CLAUSE The books that are on the new-book shelf may be borrowed for a week.

CORRECTED BY AN ADVERB CLAUSE If the books are on the new-book shelf, they may be borrowed for a week.

EXERCISE 6. Revising Sentences by Correcting Faulty Coordination. Clarify the relationship between ideas in the following examples of faulty coordination by placing one of the ideas in a subordinate clause, either an adverb clause or an adjective clause. Choose carefully the subordinating conjunctions which introduce your adverb clauses.

1. I am taking a course in bookkeeping this year, and I will have a better chance of getting an office job this summer.
2. The material is tan with thin red stripes, and it will be used to make slipcovers for a couch and a chair.
3. Mr. and Mrs. Davis have donated a hundred books to our school's library, and they own a large bookstore in town.
4. The answer had to be a whole number, and so I knew that my answer of 6.33 was wrong.
5. Columbia College was originally named King's College, and it was established by King George III of England.
6. Mosquitoes and gnats buzzed around our heads, and we still had an enjoyable picnic in the park.

¹ For the use of subordination in achieving sentence variety, see pages 341–44. For the use of subordination in correcting stringy sentences and choppy sentences, see pages 352–53.

7. The rain had soaked the playing field, and it did not let up until the next day.
8. I am going to play baseball this Saturday, and the infield is still wet.
9. Nora and I heard that a course in photography would be given in the spring, and we signed up for it.
10. Our school marching band will be performing in the statewide semifinals in the middle of October, and it has a hundred members.

(2) Subordination may be accomplished by means of a modifying phrase.

FAULTY COORDINATION The house is at the end of the street, and it is very modern in design.

CORRECTED BY A MODIFYING PHRASE The house at the end of the street is very modern in design.

(3) Subordination may be accomplished by means of an appositive.

An appositive is a word, with or without modifiers, which follows a noun or pronoun and helps to explain it.

FAULTY COORDINATION Ms. Fitch is the manager of the store, and she is tall and handsome.

CORRECTED BY AN APPOSITIVE Ms. Fitch, the manager of the store, is tall and handsome.

EXERCISE 7. Revising Sentences by Correcting Faulty Coordination. Revise the following sentences by correcting the faulty coordination in the ways prescribed.

Revise by inserting a subordinate clause:

1. Next Monday is a legal holiday, and my boss expects me to report for work.
2. Bessie Smith sang the blues in the 1920's and 1930's, and she had a strong influence on many younger jazz singers.
3. The hurricane was first spotted in the Caribbean, and it was heading northwest toward the Gulf Coast.
4. The department store had shoes in my size at a greatly reduced price, and I bought two pairs.

5. I saw myself on the six o'clock news, and I called all my friends to tell them to watch.

Revise by inserting a modifying phrase:

6. The call was to abandon ship, and it came from the captain.
7. I need to find a recent magazine article, and it should be about the process of digital recording.
8. The woman was playing the accordion, and she had a repertoire of hundreds of folk songs.
9. Neal hit a line drive to left field, and it happened with two out and runners on first and third.
10. The bottle was of household ammonia, and it fell onto the kitchen floor and spilled.

Revise by inserting an appositive:

11. Mr. Miller is the custodian of our building, and he came to this country only three years ago.
12. The new ruler is a woman of great experience in government, and she should be able to reconcile the factions in the country.
13. The violin was an instrument with a beautiful tone, and it belonged to my grandfather.
14. This passenger plane is the fastest one in the world, and it will take you to Europe in record time.
15. Her new book is a volume of poetry, and it received very favorable reviews.

SUMMARY

1. Make clear the relationship between ideas in a sentence by using connectives that express the relationship exactly.
2. Correct faulty coordination by placing ideas of lesser emphasis in subordinate position. Use a subordinate clause or a modifying phrase or an appositive.

EXERCISE 8. Revising Sentences. The relationship between ideas in the following sentences is not clear: the conjunctions used are

not exact, or the sentences contain faulty coordination. Revise the sentences. Some may be revised in more than one way.

1. The Bay Challenge Cup represents the highest achievement in sailing, and it was first put up for competition in 1903.
2. The principle that government employees shall not strike has been recently challenged, and it applies to both federal and state employees.
3. High-school graduates are better educated today than ever before, and they have a hard time finding jobs.
4. The final chapters of this book outline a constructive program dealing with the problem, and they are the most important.
5. Every business has several ambitious competitors, and no business can afford to stand still.
6. The new regulations call for the opening of school at 7:30 every morning, and they are unpopular with both students and teachers.
7. Mr. Greenberg was a high-school coach for many years, and he is now coaching college teams in Ohio.
8. Representatives came from more than fifty countries, and they met in the United Nations Building in New York City.
9. The title of the book was very interesting, and the book itself was very dull.
10. Because their principal crop was potatoes and the potato season was poor, the farmers managed to avoid going into debt.
11. Miss Lang had not directed many plays, and she knew how to manage an inexperienced cast.
12. Helen may go to Wellesley next year, and she may go to Barnard.
13. Carl has taken piano lessons for only three years, and he is already a good pianist.
14. Mr. Stark has never paid back the money he borrowed, and he wants me to lend him more.
15. We waited on the corner for an hour, and the bus didn't come.
16. The Commercial High School is a large stone building on Market Street, and it is attended by students from all over the city.
17. Stewart Harrison was a famous detective, and he could not solve the arsenic murder case.
18. Miss Armstrong has been selling advertising for many years, and she has been made advertising director of the *Herald*.
19. I am going to the airport to meet a friend, and she is coming from Chicago.
20. Professor Drake had been head of the chemistry department for twenty years, and she died yesterday.