**SENTENCE-COMBINING: ITEMS IN A SERIES**

Combine the sentences by deleting repetitive information and using commas.

The first one is done for you as an example.

SET ONE

1. Ohio was part of the Northwest Territory.
2. Michigan was part of the Northwest Territory.
3. Wisconsin was part of the Northwest Territory.

COMBINED SENTENCE:  *Ohio, Michigan and Wisconsin were part of the Northwest Territory.*

SET TWO

1. The U.S. got land from the Louisiana Purchase.
2. The U.S. got land from war with Mexico.
3. The U.S. got land from treaties with other countries.

COMBINED SENTENCE:

SET THREE

1. To get land in the West, American fought wars with Indians.
2. To get land in the West, Americans made treaties with Indians, then broke their promises.
3. To get land in the West, Americans killed off the buffalo, the Indians’ food source.

COMBINED SENTENCE:

SET FOUR

1. Roads made westward expansion easier.
2. The railroad made westward expansion easier.
3. The telegraph made westward expansion easier.

COMBINED SENTENCE:

SET FIVE

1. People settled the West because they wanted free land.
2. People settled the West because they wanted gold.
3. People settled the West because they wanted to escape religious persecution.

COMBINED SENTENCE:

**WORKING WITH PARALLEL STRUCTURE**

SET ONE

Which sentence BEST uses parallel structure?

1. The U.S. got land from the Louisiana Purchase, and also made treaties with other countries as well as gaining land through wars.
2. The U.S. got land from the Louisiana Purchase, treaties with other countries, and winning wars.
3. The U.S. got land by buying it from other countries, as well as fighting wars against some countries and making treaties.
4. The U.S. got land from the Louisiana Purchase; also it made treaties with other countries and was fighting wars.

SET TWO

Which sentence BEST uses parallel structure?

1. Americans wanted Indian land in the West, so they fought wars with them, also making and then breaking treaties as well as killing the buffalo, the Indians’ food source.
2. Americans wanted Indian land in the West, so they fought wars with them, made and broke treaties, and killed the buffalo, the Indians’ food source.
3. Americans fought wars with the Indians and also made treaties with them, then broke them, in addition to killing the buffalo, the Indians’ food source.
4. Americans wanted Indian land; they fought wars and made treaties they broke, also killing the buffalo, the Indians’ food source.

SET THREE

Which sentence BEST uses parallel structure?

1. Roads, the railroad, and the telegraph made westward expansion easier.
2. Westward expansion was made easier by roads, as well as the railroad and the telegraph.
3. Westward expansion was easier because of roads, in addition to the railroad and also the telegraph.
4. Roads, as well as the railroad and even the telegraph made westward expansion easier.

SET FOUR

Which sentence BEST uses parallel structure?

1. People settled the west because they wanted land; also gold was discovered, as well as the wish to escape religious persecution being a reason.
2. People settled the west because they wanted gold, and land was a second reason, in addition to escaping religious persecution.
3. People settled the west because they wanted land, gold, and an escape from religious persecution.
4. People settled the west as a consequence of wanting land and gold; religious persecution was also a factor.

**COMBINE THE SENTENCES BELOW USING “AND,” “BUT” OR “SO.”**

Be sure to use commas where necessary. The first one is done for you as an example.

SET ONE

1. The Civil War was one of the most important U.S. wars.
2. It still affects America today.

COMBINED SENTENCE: *The Civil War was one of the most important U.S. wars, and it still affects America today.*

SET TWO

1. Slavery was the main cause for the war.
2. It was not the only reason.

COMBINED SENTENCE:

SET THREE

1. For a time it looked like slavery might die out.
2. The Industrial Revolution changed all that.

COMBINED SENTENCE:

SET FOUR

1. The Industrial Revolution created a need for cotton.
2. Slaves were the cheapest way to plan and harvest cotton.

COMBINED SENTENCE:

SET FIVE

1. The North was more industrial.
2. They did not need slave labor to produce cotton.

COMBINED SENTENCE:

SET SIX

1. Abolitionists believed slavery was wrong.
2. They started a movement to end it in the U.S.

COMBINED SENTENCE:

SET SEVEN

1. By 1820, slavery was allowed in half the states.
2. There was a balance between slave states and free states.

COMBINED SENTENCE:

SET EIGHT

1. Every new state that entered the Union had to be either “slave” or “free.”
2. This could easily upset the balance between the two sides.

COMBINED SENTENCE:

SET NINE

1. The fight over slavery vs. freedom happened each time a new state was admitted to the Union.
2. This increased tension between North and South.

COMBINED SENTENCE:

SET TEN

1. Southerners felt Lincoln was against slavery.
2. When he was elected, the South seceded.

COMBINED SENTENCE:

**COMBINE THE SENTENCES BELOW USING “AND,” “BUT” OR “SO.”**

SET ONE

1. The South was in ruins.
2. The federal government wanted to help the South rebuild.

COMBINED SENTENCE:

SET TWO

1. The slaves were free.
2. The former owners were not happy about it.

COMBINED SENTENCE:

SET THREE

1. Congress passed the 13th amendment, which banned slavery.
2. White southerners made laws called Black Codes which restricted the freedom of former slaves.

COMBINED SENTENCE:

SET FOUR

1. Congress made additional laws to give rights to former slaves.
2. People in the South didn’t want to enforce them.

COMBINED SENTENCE:

SET FIVE

1. Amendment 15 gave former slaves the right to vote.
2. Southerners did not want to allow this.
3. Federal states had to be stationed in the South to enforce this right.

COMBINED SENTENCE:

SET SIX

1. The 15th amendment gave all men who were citizens the right to vote.
2. Newly freed slaves elected a number of African American men to Congress.

COMBINED SENTENCE:

SET SEVEN:

1. Newly freed slaves had their freedom.
2. They did not have land on which to make a living.
3. The Freedmen’s Bureau was set up to help them.

COMBINED SENTENCE:

**COMBINING SENTENCES USING A SEMI-COLON.**

Below are guidelines for using a semi-colon in place of a comma. Read them, then re-combine the sentences above using a semi-colon.

**Comma (,)**

Use a comma after the first independent clause when you link two independent clauses with one of the following coordinating conjunctions: *and, but, for, or, nor, so, yet*. For example:

I am going home, and I intend to stay there.

It rained heavily during the afternoon, but we managed to have our picnic anyway.

They couldn't make it to the summit and back before dark, so they decided to camp for the night.

**Semicolon (;)**

Use a semicolon when you link two independent clauses with no connecting words. *For example:*

I am going home; I intend to stay there.

It rained heavily during the afternoon; we managed to have our picnic anyway.

They couldn't make it to the summit and back before dark; they decided to camp for the night.

You can also use a semicolon when you join two independent clauses together with one of the following conjunctive adverbs (adverbs that join independent clauses): however, moreover, therefore, consequently, otherwise, nevertheless, thus, etc. For example:

I am going home; moreover, I intend to stay there.

It rained heavily during the afternoon; however, we managed to have our picnic anyway.

RE-WRITE THE SENTENCES BELOW USING “**SINCE**,” “**BECAUSE**” OR “**ALTHOUGH**.” THE FIRST TWO ARE DONE FOR YOU AS AN EXAMPLE.

SET ONE:

The slaves were now free, **but** the former owners were not happy about it.

COMBINED SENTENCES:

1. **Although** the slaves were now free, the former owners were not happy about it.
2. The slaves were now free **although** the former owners were not happy about it.

SET TWO:

Southerners felt Lincoln was against them, **so** when he was elected they seceded from the Union.

COMBINED SENTENCES:

1. **Because** Southerners felt that Lincoln was against them, they seceded from the Union when he was elected.
2. Southerners seceded from the Union when Lincoln was elected **because** they felt he was against them.

SET THREE

The North was more industrial, so they did not need slave labor to produce cotton.

COMBINED SENTENCE:

SET FOUR

Congress made additional laws to protect former slaves, but people in the South didn’t want to enforce them.

COMBINED SENTENCE:

SET FIVE

Newly freed slaves had their freedom, but they did not have land on which to make a living, so the Freedmen’s Bureau was set up to help them.

COMBINED SENTENCE:

SET SIX

1. Amendment 15 gave former slaves the right to vote.
2. Southerners did not want to allow this.

COMBINED SENTENCE:

SET SEVEN:

1. The fight over slavery vs. freedom happened each time a new state was admitted to the Union.
2. This increased tension between North and South.

COMBINED SENTENCE:

**DEPENDENT CLAUSES**: SENTENCE COMBINING USING “WHEN,” “BEFORE,” “AFTER,” “UNTIL,” WHENEVER,” AND “WHILE”

COMBINE THE SENTENCES BELOW USING the following dependent clause words:

WHEN

BEFORE

AFTER

UNTIL

WHENEVER

WHILE

SET ONE

1. In Europe, many countries had alliances with each other.
2. Allies pledge to help each other if there is a war.
3. If one ally gets into a war, the other promises to help them.

COMBINED SENTENCE:

SET TWO:

1. Austria-Hungary declared war on Serbia.
2. Russia, which was an ally of Serbia, came to fight with its ally.

COMBINED SENTENCE:

SET THREE:

1. All of Europe focused their attention on the war between Serbia and Austria-Hungary.
2. This gave Germany the opportunity to invade Belgium and Luxembourg.

COMBINED SENTENCE:

SET FOUR:

1. There had never been a war with so much loss of human life.
2. There had never been such powerful weapons, such as machine guns and poison gas.

COMBINED SENTENCE:

SET FIVE

1. At first, the U.S. stayed neutral.
2. The Lusitania was sunk.
3. The Zimmerman telegram was intercepted.
4. The U.S. declared war on Germany.

COMBINED SENTENCE:

SET SIX:

1. U.S. troops came to Europe.
2. They helped win the war for the Allies.

COMBINED SENTENCE:

SET SEVEN:

1. Germany had many colonies.
2. It lost World War One.
3. As a result, it lost the colonies.

COMBINED SENTENCE:

SET EIGHT

1. World War I was over
2. Germany was a defeated power.
3. The Treaty of Versailles said that Germany had to pay war reparations.

COMBINED SENTENCE:

**SENTENCE COMBINING USING A COLON**

Read the guidelines for using a colon below, then combine the sentences.

Use a colon after an independent clause when introducing a list.

* The catering facility offers the following entrees: fried catfish, grilled chicken, pan-seared salmon, and sirloin steak.

Use a colon after an independent clause when introducing a quotation.

* My teacher’s remark on my final essay was very complimentary: “This essay coherently analyzes musical trends of the late 20th century.”

SET ONE

1. There were a number of causes of the Great Depression.
2. Too many consumers bought on credit
3. Prices for farm goods fell.
4. Too many people bought stock on credit.

COMBINED SENTENCE:

SET TWO

1. The Great Depression had a number of effects.
2. The unemployment rate rose sharply.
3. Many people became homeless.
4. Many did not have enough to eat.

COMBINED SENTENCE:

SET THREE

1. A man said the following about the Great Depression.
2. “During the Great Depression, when people laughed, their worries disappeared.”

COMBINED SENTENCE:

## Cumulative and Coordinate Adjectives

### Where to place adjectives?

Adjectives are placed:

* before a noun which they modify
* or after a verb like  ***be***, **feel, seem**, ***look***.

Examples:

* They bought a **big** house.
* They are **nice.**

### Cumulative or coordinate adjectives

When adjectives pile up in front of a noun, however, you may sometimes have difficulty arranging them. Such a string of adjectives can be either cumulative or coordinate adjectives.

#### Coordinate Adjectives

These are adjectives that separately modify a noun. Their order can be scrambled and they can be joined by and. A comma is needed to separate each coordinate adjective. But if there is a the word and no comma is needed.

Example:

While strolling in the woods, they found a **strange, mysterious and frightened** ***child***.

#### Cumulative Adjectives

When adjectives pile up to jointly describe the noun and need to be arranged in a specific order, they are called cumulative adjectives. No commas are needed to separate the adjectives.

Example:

He bought a **wonderful old French car.**

Cumulative adjectives generally follow a certain order of arrangement.

|  |  |
| --- | --- |
| **Opinion** | good, attractive, beautiful, delicious... |
| **Size** | large, small, enormous... |
| **Age** | old, new, modern, young...  |
| **Length or shape** | long, short, square, round...  |
| **Color** | red, blue, green...  |
| **Origin (nationality, religion)** | American, French, Muslim, Christian... |
| **Material** | plastic, woolen, wooden, cotton..  |
| **Purpose** | electric (wire) , tennis (shirt)  |

It should be noted that long strings of cumulative adjectives tend to be awkward. It would be acceptable to use no more than two or three of them.

Examples:

* An **attractive young American** lady.
* A  **modern Japanese electric** car.
* A **big square blue** box.

**USING COMMAS WITH ADJECTIVES**

READ THE GUIDELINES ON USING COMMAS WITH ADJECTIVES ABOVE, THEN DECIDE WHICH SENTENCES BELOW REQUIRE A COMMA:

SET ONE:

1. The Great Depression was a horrible American experience.
2. The Great Depression was a horrible traumatic experience.

SET TWO

1. The Great Depression was one of the worst American time periods ever.
2. The Great Depression was a terrible American experience.
3. The Great Depression was a terrible tragic experience.

SET THREE

1. Hoovervilles were built of almost anything.
2. They were built of large wood boards.
3. They were built of narrow yellow plastic sheets.
4. They were built of old used cardboard.
5. They were built of any attractive free materials a person could find.

SET FOUR

1. Herbert Hoover who was president during the Great Depression was a stubborn smart man.
2. Herbert Hoover who was president during the Great Depression was a large well-dressed man.

SET FIVE

1. FDR who was elected during the Depression was a visionary charismatic leader.
2. FDR who was elected during the Depression was a short middle-aged man with a disability.

 **SENTENCE-COMBINING USING HYPHENS AND DASHES**

READ THE GUIDELINES BELOW, THEN DECIDE WHETHER THE SENTENCES THAT FOLLOW REQUIRE HYPHENS OR DASHES.

**Hyphens** (-) are used to connect two or more words (and numbers) into a single concept, especially for building adjectives.  Likewise, some married women use hyphens to combine their maiden name with their spouse’s name:

* There are fewer Italian-American communities these days.
* The family’s money-saving measures have been helping them to build their savings.
* She has stopped buying 2-liter bottles and has started buying 0.5-liter bottles, instead.
* I had a conversation with Mrs. Skinner-Kcrycek this morning.

They are also a necessary component of the numbers 21 through 99:

* Before the exam, Tomas studied for thirty-three hours without sleep.

Although they can be used as substitutes for the word “to” when discussing value ranges and scores in games, it is better to use the word in formal writing situations than the punctuation:

* The high temperature will be 87-89 degrees.

Hyphens are also used in syllable breaks when words cannot fit completely on a line, and must be continued on the following line.  With word processors and the ability to automatically move whole words, though, this has become less common:

* This opinion is based on sales figures for the past few months, and con-

   versations I have had with customers.

**Dashes (—)** can be used to indicate an interruption, particularly in transcribed speech:
The chemistry student began to say, “An organic solvent will only work with—” when her cell phone rang.

They can also be used as a substitute for “it is, “they are,” or similar expressions.  In this way they function like colons, but are not used for lists of multiple items, and are used less frequently in formal writing situations:

* There was only one person suited to the job—Mr. Lee.

They can also be used as substitutes for parentheses:

* Mr. Lee is suited to the job—he has more experience than everybody else in the department—but he has been having some difficulties at home recently, and would probably not be available.

Note that dashes are double the length of hyphens.  When you type two hyphens together (--), most word processors automatically combine them into a single dash.

**READ THE SENTENCES BELOW. DECIDE WHETHER DASHES AND HYPHENS ARE USED CORRECTLY OR NOT. THEN SAY WHICH RULE YOU ARE APPLYING.**

1. FDR was the U.S. president from March 4, 1933-April 12, 1945.
2. FDR was one of our greatest U.S. president—he led America through the Great Depression and World War II.
3. FDR—one of our greatest presidents—was also disabled.
4. The Great Depression one of the worst economic disasters ever changed the way Americans thought about their government.
5. African Americans and Mexican Americans were hit especially badly during the Great Depression.
6. Bank runs when people panicked and rushed to the bank to withdraw their money and caused the bank to collapse were a huge problem during the Great Depression.
7. The FDIC or Federal Deposit Insurance Corporation was established during the Great Depression to help prevent bank runs.
8. As a result of the Depression many people of that generation developed money saving habits.
9. The WPA short for Works Progress Administration was intended to get all able-bodied men working.
10. The unemployment rate during the Great Depression was roughly twenty-five percent.

**WRITING SKILLS TEST PRACTICE: FORMAL AND OBJECTIVE TONE**

Which of the following sentences below maintains a formal, objective tone?

SET ONE

1. The mood among all of us young men was that we couldn’t get to be a soldier quick enough.
2. Large numbers of young men enlisted when World War I was declared.

SET TWO

1. My mother would find a few pennies and we would go to the greengrocer and wait until he threw out the stuff that was beginning to rot.
2. During the Depression, people tried to eat through a variety of means, such as waiting at the grocery store for produce that was discarded.

SET THREE

1. And with the last few pennies we would buy a box of barley and we’d have soup to last us for three or four days.
2. Our remaining funds were used to buy grains such as barley to cook soup that would sustain us for several days.

SET FOUR

1. Yes, there was bombing, yes, we lived with it, yes we woke up and some of us were devastated, but we got used to it. You lived for the day.
2. There was bombing, to which we became accustomed. We learned to live for the present moment*.*

SET FIVE

1. There was this thing called “the war effort” that took on a life of its own; you had to be doing something for it.
2. All Americans took part in efforts to support the war.

**WRITING SKILLS TEST PRACTICE: ACTIVE AND PASSIVE VOICE**

For each set, decide which of the sentences is written in the passive voice

SET ONE

1. Germany invaded Luxembourg and Belgium, then France.
2. Luxembourg and Holland, then France, were invaded by Germany.

SET TWO

1. During the Holocaust, German soldiers rounded up, deported, and killed millions of Jews.
2. Millions of Jews were rounded up, deported and killed during the Holocaust.

SET THREE

1. Japan invaded Manchuria and committed atrocities.
2. Atrocities were committed in Manchuria by the Japanese.

SET FOUR

1. During World War II, Hitler rose to power by telling the German people that they were a “master race.”
2. During World War II, the German people were told by Hitler that they were a “master race.”

SET FIVE

1. The war ended in Asia when the U.S. dropped the atomic bomb on Japan.
2. The war ended in Asia when the atomic bomb was dropped on Japan.

**WRITING SKILLS TEST PRACTICE: REVISION**

**READ THE PASSAGE, THEN ANSWER THE QUESTIONS.**

**SET ONE**

One of the first events of the Cold War was the Berlin airlift. When the Allies came into Germany, each nation occupied a certain part of Berlin. However, Germany had been divided into East Germany and West Germany, with Russia taking Eastern Germany, and the city of Berlin was deep in East Germany, controlled by Russia. Berlin became the setting for the first Cold War showdown between Russia and the United States. Stalin, the leader of Russia, blocked the road to the west.

The BEST sentence to end this paragraph would be:

1. This was an important event of the Cold War.
2. The people of West Berlin did not want to become part of the German-run East Berlin.
3. Stalin had gambled that America would not risk war over Berlin and he was right, but Truman decided to ignore Stalin’s blockade and supply Berlin by air.

**SET TWO**

1. America was transformed in the 1950s, and home life changed as people left farms and cities for the suburbs. (2) More people were employed in offices and in factories. The American economy was booming and more people than ever before shared in the good life. (3) During the war, people had to save their money because things were rationed and factories were producing war goods, not consumer goods. (4) In addition to a good economy, the U.S. experienced a baby boom. (5) Millions of American soldiers returned from the war, got married, and had children.

The BEST sentence to place after sentence three would be:

1. Men had been away at war, and women had learned to become more independent.
2. But after the war, people wanted to spend.
3. African American men had served in the army and now wanted equal rights.