

Primary Worksheet

1. Janine's uncle never graduated from high school he started his own landscaping company at sixteen.

Answer 1: Although Janine's uncle never graduated from high school, he started his own landscaping company at sixteen.

Answer 2: Janine's uncle never graduated from high school, but he started his own landscaping company at sixteen.

Answer 3: Janine's uncle never graduated from high school; however, he started his own landscaping company at sixteen.

Answer 4: Janine's uncle never graduated from high school, he started his own landscaping company at sixteen.

Teaching Tip: A fused sentence connects two independent clauses (complete ideas) without any punctuation. The important thing to remember, as a writer, is to establish the **relationship between the two ideas** and to make that **relationship obvious** with appropriate wording and punctuation.

In sentence 1, the relationship between the two ideas is one of contrast. There's the "negative" idea of not graduating from high school, with the "positive" idea of starting his own business.

Idea	Subordinating Conj.	Coordinating Conj.	Conjunctive Adverb
Contrast	Although	, but	; however,

The table above tries to convey the idea graphically. The same idea (one of contrast) can be communicated using three different methods. I encourage teachers to draw present this table and to ask students to think of the three methods to articulate the idea of contrast in these two clauses.

Answer 4, although technically correct, is less satisfying than the other three because it does not articulate the relationship between the clauses.

2. I have had a Mac computer for a year already I have no regrets about buying it.

Answer 1: Although I have had a Mac computer for a year already, I have no regrets about buying it.

Answer 2: I have had a Mac computer for a year already, but I have no regrets about buying it.

Answer 3: I have had a Mac computer for a year already; however, I have no regrets about buying it.

Teaching Tip: The idea of contrast is a bit subtle here, but it's there. Some students will use the coordinating conjunction and. That's okay, but there's really a contrast relationship.

3. People make their way across the desert they arrive in trucks with little ventilation, and they are often beaten by the men who smuggle them.

Answer 1: People make their way across the **desert. They** arrive in trucks with little ventilation, and they are often beaten by the men who smuggle them.

Answer 2: People make their way across the **desert, and** they arrive in trucks with little ventilation. They are often beaten by the men who smuggle them.

Teaching Tip: The first clause seems to stand alone, but the second and third clauses seem to go together. (It's a judgment call.) Answer 2 seems clearer of the writer's intent than Answer 2.

4. These political victories add up It's not just money, but dignity at home and on the job.

Answer 1: These political victories add **up. It's** not just money, but dignity at home and on the job.

Answer 2: These political victories add **up; it's** not just money, but dignity at home and on the job.

Teaching Tip: This is an actual student sentence. We have two short clauses, so some students believe them to be one.

5. Immigrants can be sentenced to prison most are sent back to their native homelands.

Answer 1: Although immigrants can be sentenced to **prison,** most are sent back to their native homelands.

Answer 2: Immigrants can be sentenced to **prison, but** most are sent back to their native homelands.

Answer 3: Immigrants can be sentenced to **prison; however,** most are sent back to their native homelands.

Teaching Tip: This sentence resembles sentence 1. The key is for the writer to establish a contrast relationship between the two clauses.

6. Jammal's supervisor installed a new fingerprint reader when employees arrive they must enter an employee number and place their index finger on a small sensor.

Answer 1: Jammal's supervisor installed a new fingerprint **reader. When** employees arrive they must enter an employee number and place their index finger on a small sensor.

Answer 2: Since (or Because) Jammal's supervisor installed a new fingerprint **reader**, **employees** must enter an employee number and place their index finger on a small sensor **when they arrive**.

Teaching Tip: Answer 2 establishes a cause/effect (or time sequence – with “since” suggesting the passage of time) relationship. It made sense to change to word order in the main clause.

7. The teacher distributed several worksheets some of them were taken directly from the textbook.

Answer 1: The teacher distributed several **worksheets**. **Some** of them were taken directly from the textbook.

Answer 2: The teacher distributed several worksheets, **some of which** were taken directly from the textbook.

Answer 3: The teacher distributed several worksheets; **some** were taken directly from the textbook.

Teaching Tip: The second clause simple adds information about the worksheets – they were taken directly from the textbook. I prefer Answer 3 because it eliminates two words without losing any meaning.

8. Amar Chang has a goal in fourteen consecutive matches he is three shy of the record.

Answer 1: Amar Chang has **scored** a goal in fourteen consecutive **matches**. **He** is three shy of the record.

Answer 2: Amar Chang has a goal in fourteen consecutive **matches**; **he** is three shy of the record.

Teaching Tip: Answer 1 makes the action “scored” more explicit than the verb “has.”

9. The dog jumped and barked near the lake he noticed an alligator swimming toward shore.

Answer 1: The dog jumped and barked near the lake **when** he noticed an alligator swimming toward shore.

Answer 2: When the dog noticed an alligator swimming toward shore, it jumped and barked near the lake.

Teaching Tip: Both answers establish the relationship of time – the dog jumped when it noticed an alligator. This sentence can also be used to reinforce the sometimes unpopular convention that we use the pronoun it when referring to animals.

Supplemental Worksheet 1

1. Trees lay on the side of the road they looked as if they had been pulled out of the ground by huge machines.

Answer 1: Trees lay on the side of the **road. They** looked as if they had been pulled out of the ground by huge machines.

Answer 2: Trees lay on the side of the **road; they** looked as if they had been pulled out of the ground by huge machines.

Teaching Tip: Here

2. Every wall was smashed to rubble the only thing left of those houses was the land and the rocks from the rubble.

Answer 1: Every wall was smashed to **rubble. The** only thing left of those houses was the land and the rocks from the rubble.

Answer 2: Every wall was smashed to **rubble; the** only thing left of those houses was the land and the rocks from the rubble.

Teaching Tip: No subordinating or coordinating conjunction makes sense here. The second clause clarifies what happened when “every wall was smashed to rubble.” Well, perhaps “when might work.

Answer 3: **When every** wall was smashed to rubble, the only thing left of those houses was the land and the rocks from the rubble.

3. My heart broke the owners had no insurance.

Answer 1: My heart **broke. The** owners had no insurance.

Answer 2: My heart broke **because** the owners had no insurance.

Teaching Tip: Notice that there is no comma before the subordinating conjunction “because” used within the sentence.

4. The town looked deserted the streets were so dark and empty that the only thing we could hear was the wind blowing.

Answer 1: The town looked **deserted**. **The** streets were so dark and empty that the only thing we could hear was the wind blowing.

Answer 2: The town looked **deserted**; **the** streets were so dark and empty that the only thing we could hear was the wind blowing.

Teaching Tip: There's no obvious relationship between the sentences except the addition of information, additional description. A period works well, as does a semicolon.

5. We worked from dusk to dawn never had so many contracts been written in such a short time.

Answer 1: We worked from dusk to **dawn**. **Never** had so many contracts been written in such a short time.

Answer 2: A We worked from dusk to **dawn**; **never** had so many contracts been written in such a short time.

6. Money continued to flow in we started to live the life of the rich on weekends we ate at expensive restaurants.

Answer 1: Money continued to flow **in**. **We** started to live the life of the **rich**, **and** on weekends we ate at expensive restaurants.

Answer 2: **As money** continued to flow **in**, **we** started to live the life of the **rich**. **On** weekends we ate at expensive restaurants.

Teaching Tip: Here we have three independent clauses with no punctuation. Answer 2 seems to capture the concept of "money flows in and we start to live the rich life."

7. The river extended beyond the mountains we saw the clouds merge with the water in the horizon.

Answer 1: **As the** river extended beyond the **mountains**, **we** saw the clouds merge with the water in the horizon.

Answer 2: The river extended beyond the mountains, **and** we saw the clouds merge with the water in the horizon.

Teaching Tip: Simply having two sentences would work well too. Ask students to think about the intent of the writer.

8. Men and women drink coffee because it adds to their sense of well-being it not only smells good and tastes good to all mankind, heathen or civilized all respond to its wonderful stimulating properties.

Answer 1: Men and women drink coffee because it adds to their sense of well-being. ~~It not only~~ smells good and tastes good to all mankind, heathen or **civilized, and all** respond to its wonderful stimulating properties.

Answer 2: Men and women drink coffee because it adds to their sense of **well-being**. ~~It not only~~ smells good and tastes good to all mankind, heathen or **civilized**. **All** respond to its wonderful stimulating properties.

Teaching Tip: This sentence is tricky. First, I would encourage students to get rid of the correlative conjunction “not only” (it needs a “but also,” which doesn’t fit). Second, I would ask students to make hash marks where they believe a complete idea ends and another one starts. Ask them if they can determine the relationships among the ideas.

9. Caffeine supplies the principal stimulant it increases the capacity for muscular and mental work without harmful reaction.

Answer 1: Caffeine supplies the principal **stimulant**. **It** increases the capacity for muscular and mental work without harmful reaction.

Answer 2: Caffeine supplies the principal **stimulant; it** increases the capacity for muscular and mental work without harmful reaction.

10. Like all good things in life, the drinking of coffee may be abused those having an idiosyncratic susceptibility to alkaloids should be temperate in the use of tea, coffee, or cocoa.

Answer 1: Like all good things in life, the drinking of coffee may be **abused**. **Those** having an idiosyncratic susceptibility to alkaloids should be temperate in the use of tea, coffee, or cocoa.

Answer 2: Like all good things in life, the drinking of coffee may be **abused, with** those having an idiosyncratic susceptibility to alkaloids avoiding the use of tea, coffee, or cocoa.

11. In every high-tensioned country there is likely to be a small number of people who, because of certain individual characteristics, cannot drink coffee at all these belong to the abnormal minority of the human family.

Answer 1: In every high-tensioned country there is likely to be a small number of people who, because of certain individual characteristics, cannot drink coffee at **all**. **These** belong to the abnormal minority of the human family.

Answer 2: In every high-tensioned country there is likely to be a small number of people who, because of certain individual characteristics, cannot drink coffee at **all**. **These, however**, belong to the abnormal minority of the human family.

Teaching Tip: Answer 2 illustrates the use of “however” as an interrupter in a sentence. The response could be “...; however, these belong...,” but “however” as an interrupter gives the sentence a certain stylistic flair.

12. Some people cannot eat strawberries that would not be a valid reason for a general condemnation of strawberries.

Answer 1: Some people cannot eat strawberries. **This allergic reaction** would not be a valid reason for a general condemnation of strawberries.

Answer 2: **That some** people cannot eat strawberries ~~that~~ would not be a valid reason for a general condemnation of strawberries.

Teaching Tip: Answer 2 provides a good opportunity to introduce the concept of using the word “that” to create a noun clause. If you take any independent clause (Mary had a little lamb) and place the word “that” in front of it, you create a noun clause (that Mary had a little lamb). This noun clause can move freely in a sentence.

Example 1: That Mary had a little lamb is true.

Test: It is true.

Example 2: Peter said that Mary had a little lamb.

Test: Peter said it.

The word “it” is a pronoun. A pronoun can take the place of a noun. Therefore, “that Mary had a little lamb” is a noun.

13. Some writers claim for Persia the discovery of the coffee drink there is no evidence to support the claim.

Answer 1: Some writers claim for Persia the discovery of the coffee **drink, but** there is no evidence to support the claim.

Answer 2: Some writers claim for Persia the discovery of the coffee **drink; however,** there is no evidence to support the claim.

Answer 3: Although some writers claim for Persia the discovery of the coffee drink, there is no evidence to support the claim.

Teaching Tip: The relationship between the clauses is one of contrast. Note the three different techniques for indicating the contrast.

14. The Persians appear to have used considerable intelligence in handling the political phase of the coffee-house question it never became necessary to order them suppressed in Persia.

Answer 1: The Persians appear to have used considerable intelligence in handling the political phase of the coffee-house **question, so it** never became necessary to order them suppressed in Persia.

Answer 2: The Persians appear to have used considerable intelligence in handling the political phase of the coffee-house **question; therefore, it** never became necessary to order them suppressed in Persia.

Answer 3: Because the Persians appear to have used considerable intelligence in handling the political phase of the coffee-house question, it never became necessary to order them suppressed in Persia.

Teaching Tip: The relationship between the clauses is one of cause and effect. Note the three different techniques for indicating the cause and effect relationship.

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