



Insight #1:

Subordination

Most students are acquainted with the basic subject-verb elements in sentences. Even those who are not, however, will quickly learn, on the following pages, to distinguish the main parts of sentences from subordinate elements that need to be set off with punctuation. Professional writers know how to make this crucial distinction and students must, as well.

One important **insight**, then, that students of writing must acquire—insofar as **sentence structure** is concerned—is an awareness of **subordination**: the acceptable use of elements less important than the main part of the sentence.

INSIGHT #1: **Sentence Structure:** Sentences often have introductions, interruptions and extensions that must be set off from the main part of the sentence with commas, colons or dashes.

Unlike many student writers, professional writers seem to have a great deal of sentence sense. They know what the main part of each sentence is and they are aware of subordinate elements (less important parts that need to be set off with commas, colons and dashes).

To acquire the same sentence sense that professional writers have, students should study and work the following exercises.

Basically, the English sentence usually identifies a **subject** and some **action** (with a verb) that the subject does. The classic sentence in grade school—Boy hit Ball—identifies the subject—boy—and what he does—hit. The sentence also identifies the object of the action—ball.

Most English sentences perform these same three functions:

Zuckerberg created Facebook.
The **Democrats won** the **election**.
The **investigation revealed corruption**.

A subtle variation of this Subject-Verb-Object sentence is another common type that reveals the condition of the subject or, as it is often stated, “the state of being” of the subject:

Zuckerberg was the **founder**.
Democrats are the **leaders**.
The **investigation became intense**.

In these sentences, subjective complements follow the verbs instead of objects. The sentence have an SVC structure (subject-verb-complement). Then, too, some sentences do not have complements—neither objects nor subjective complements. They merely identify the subject and the action:

Zuckerberg acted.
*The **Democrats won.***
*The **investigation faltered.***

Students **need not** recognize the difference between these basic types of sentences. (The only exception is the need to use the appropriate case: Boy hit *him*, but Boy is *he*. Students of writing, however, must be able to recognize this main part of every sentence they write and of every sentence they read.

MODIFIERS IN SENTENCES

Other elements in the sentence, which add detail or other information, are often what might be called **necessary modifiers**:

*In 2005, **Zuckerberg** ingeniously **created Facebook.*** *In 2012, the **Democrats** easily won the Presidential election.* *The Senate **investigation** revealed corruption in high places.*

For all practical purposes, these necessary modifiers can be considered *part of the main part* of the sentence. They are subordinate (modifying) elements, but they pose no problems for the writer other than some minor usage problems.

More important to the student writer are what might be called **extra modifiers** (often called *subordinate elements*). These elements, like necessary modifiers, also add detail or other information to sentences. However, they are generally set off from the main part of the sentence with commas, dashes or colons and, therefore, involve conventions (practices) of punctuation that every writer must be aware of.

EXTRA MODIFIERS: INTRODUCTIONS, INTERRUPTIONS AND EXTENSIONS

These extra modifiers are attached to the main part of sentences in three forms: **introductions**, **interruptions** and **extensions**. All are subordinate (less important) to the main part of the sentence, and their use is called subordination. In the following examples, notice how the extra modifiers are set off from the main part and necessary modifiers:

*When he became restless with college, **Zuckerberg**, a coding prodigy like Bill Gates and Steve Jobs, ingeniously **created Facebook**, which has become the world's most popular social network.*

This sentence, like many English sentences, has a main part (“Zuckerberg ingeniously invented Facebook”) plus three extra modifiers: an introduction, an interruption and an extension:

Introduction: *When he became restless with college*

Interruption: *a coding prodigy like Bill Gates and Steve Jobs*

Extension: *which has become the world’s most popular social network*

Not all sentences, of course, have all three of these extra subordinate elements that need to be set off with punctuation. But most sentences seem to have at least one, and many have two or all three. The student writer, therefore, must be conscious of these main parts and subordinate elements to be able to punctuate acceptably. Also, several problems in usage can be solved by understanding subordination.

DISCOVERING THE EIGHT COMBINATIONS IN SENTENCES

To help students become aware of sentence structure, the following exercises emphasize the **eight combinations of main part and subordinate elements** that are possible in the construction of sentences. This is a key insight and students must know that there are not endless combinations that they need to be aware of; there are only eight. (There are no exceptions to this rule; those that seem to be are merely subtle forms and will be explained later.)

Here are the possible combinations:

- | | |
|-------------------------------|--|
| A. Main Part only | E. Introduction, Interruption and Main Part |
| B. Introduction and Main Part | F. Introduction, Extension and Main Part |
| C. Interruption and Main Part | G. Interruption, Extension and Main Part |
| D. Extension and Main Part | H. Intro., Interruption, Extension and Main Part |

From the exercises on the following pages, students should be able to acquire the necessary awareness of subordination needed to do most punctuation acceptably and to understand many common usage errors.

Before analyzing random sentences that might contain any one of the eight possible structures, it should be helpful to note some of the conventions (practices) that professional writers generally follow when they use these extra modifiers. These practices can perhaps be most easily explained by working first with sentences that have only a main part plus one subordinate element and then progressing to those with two or three.

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Exercise #1:

Subordination

SUBORDINATION

- A. Main Part only

B. Introduction and Main Part

C. Interruption and Main Part

D. Extension and Main Part
- E. Introduction, Interruption and Main Part

F. Introduction, Extension and Main Part

G. Interruption, Extension and Main Part

H. Intro., Interruption, Extension and Main Part

Directions: Choose the letter above that most accurately identifies the structure of the following sentences:

Note: To clarify the various punctuation practices, the answers to many entries in these first exercises will be given and will also be explained. Also, the main parts of the sentences will be in all caps to help the student quickly distinguish main parts from subordinate elements.)

First, the student should note that punctuation alone determines—in using this approach—whether an element is considered an extra modifier (subordinate element). Remember, our objective is to understand why writers punctuate as they do and, hopefully, to learn to punctuate acceptably.

Usually such a short modifying element as “In 2004” is not set off with a comma, but writers may choose to do so—usually for emphasis. And when they do, they in a sense make it an introduction, an interruption or an extension—depending on where they place it in the sentence. That interpretation, at least, seems to help student writers understand what a professional writer does insofar as much punctuation is concerned.

1.	In 2004, MARK ZUCKERBERG CO-FOUNDED FACEBOOK	1.	<u> B </u>
2.	IN 2004 MARK ZUCKERBERG CO-FOUNDED FACEBOOK	2.	<u> A </u>
3.	MARK ZUCKERBERG, in 2004, CO-FOUNDED FACEBOOK	3.	<u> C </u>
4.	MARK ZUCKERBERG CO-FOUNDED FACEBOOK, in 2004	4.	<u> D </u>
5.	MARK ZUCKERBERG CO-FOUNDED FACEBOOK IN 2004	5.	<u> A </u>

As we will note, sometimes a writer has a choice whether to use a comma—whether to set off a subordinate element from the main part of the sentence. Short prepositions, for instance, are not ordinarily set off—except for clarity and emphasis:

In the first two, commas are needed for clarity; in the last one, the writer chose to use a comma for emphasis.

Using what you have learned from the examples above, provide answers for sentences 9 through 15:

Students often ask, **“How can one distinguish between main parts and subordinate elements?”** The answer is that main parts “can stand by themselves”; subordinate parts, in most cases, cannot. Examine any example in this book and you will note that the main part is grammatically a sentence. Introductions, interruptions and extensions may often have subjects and verbs, but the first word or the structure makes them subordinate—dependent on the main part. They cannot, generally, be made into sentences with a capital letter at the beginning and a period at the end. They cannot “stand by themselves.” (Occasionally, students may come across a writer who uses a dash to set off an extension that could “stand by itself” as a sentence. Sometimes, too, a writer will use dashes to set off an interruption that could “stand by itself.” Those strategies are rare and will not be used in this book).

6.	In 2004, FACEBOOK WAS A NEW SOCIAL MEDIA TOOL	6.	<u> B </u>
7.	Ever since, FACEBOOK HAS GROWN EXPONENTIALLY	7.	<u> B </u>
8.	ZUCKERBERG CREATED FACEBOOK, in 2004.	8.	<u> D </u>

9.	In the area of digital innovation, THE UNITED STATES HAS LED THE WAY.	9.	<u> </u>
10.	In the area of digital innovation, THE UNITED STATES HAS LED THE WAY—especially in the development of social media tools.	10.	<u> </u>
11.	THE UNITED STATES, in the area of digital innovation, HAS LED THE WAY.	11.	<u> </u>
12.	THE UNITED STATES IN THE AREA OF DIGITAL INNOVATION HAS LED THE WAY.	12.	<u> </u>
13.	In ranking the nation's top oil-producing states, TEXAS STILL TOPS NORTH DAKOTA.	13.	<u> </u>
14.	TEXAS STILL TOPS NORTH DAKOTA IN THE RANKING OF THE NATION'S TOP OIL-PRODUCING STATES.	14.	<u> </u>
15.	TEXAS, when it comes to domestic oil production, STILL TOPS NORTH DAKOTA.	15.	<u> </u>

Exercise #2:

Subordination

SUBORDINATION

- A. Main Part only

B. Introduction and Main Part

C. Interruption and Main Part

D. Extension and Main Part
- E. Introduction, Interruption and Main Part

F. Introduction, Extension and Main Part

G. Interruption, Extension and Main Part

H. Intro., Interruption, Extension and Main Part

Directions: Choose the letter above that most accurately identifies the structure of the following sentences:

Note: Elements, of course, do not appear in sentences in the order indicated in each above. Only in B (intro., main part) and, sometimes, in E (intro., inter., MP) would that happen. In other words, the letters above identify the elements contained in the sentence—not the order in which they appear in the sentence.

Introductions: Most writers set off long introductions (anything longer than one prepositional phrase). But, for our purposes at least, whenever a long introduction is not set off, it should be considered a necessary modifier—not an introduction.

Many publisher stylebooks (guides for usage for specific publications) require a comma after the word “act,” though some stylebooks would permit the writer to choose whether to use a comma or not.

At this point, it might be useful to identify some words that typically begin introductions. Here are a few:

after, although, as, as if, as long as, because, before, it, in, in order that, since, so that, though, unless, when, whenever, where, wherever, while, whoever, whomever, etc.

1. When the president signed the Patriot Act, SEVERAL SENATORS VOICED STRONG RESERVATIONS.

1. B

2. WHEN THE PRESIDENT SIGNED THE PATRIOT ACT SEVERAL SENATORS VOICED STRONG RESERVATIONS.

2. A

These words subordinate the elements which, when set off, should not be considered as part of the main part of the sentence.

Introductions with interruptions within them:

In the first sentence the comma after **Honolulu** begins the interruption—**Hawaii**—and the one after **Hawaii** ends it. The comma after **Hawaii** also ends the introduction; consequently the answer is E.

When there are several introductions, the second should be considered an interruption, if it is set off with commas:

Interruptions:

Aside from the interruptions within introductions that we have already observed, there are, of course, often interruptions within other elements of the sentence as well: within main parts, interruptions and extensions.

Again, if the writer chooses not to set off a segment, it should not be considered interruptive but a necessary modifier and a part of the main part of the sentence.

3. After a lengthy vacation in Honolulu, Hawaii, THE PRESIDENT RETURNED TO WASHINGTON. 3. E

4. After lengthy, and often stormy, debates in the Senate, THE BILL PASSED. 4. E

5. In 2011, when Arab president Hosni Mubarak was about to be ousted in a popular revolt, THE U.S. MAINTAINED A NEUTRAL POSITION ON WHETHER HE SHOULD REMAIN IN POWER. 5. E

6. When countries find it difficult to maintain their export levels or when other nations infringe on their markets, THE SITUATION IS CONSIDERED CRUCIAL TO NATIONAL INTEREST. 6. B

7. When countries find it difficult to maintain their export levels, when other nations infringe on their markets, THE SITUATION IS CONSIDERED CRUCIAL TO NATIONAL INTEREST. 7. E

8. When Obama proposed his plan, after careful consultation with his cabinet, THE CONGRESS WAS QUITE RECEPTIVE. 8. E

9. OBAMA, after meeting with his top aides, TOOK FULL RESPONSIBILITY. 9. C

10. OBAMA AFTER MEETING WITH HIS TOP AIDS TOOK FULL RESPONSIBILITY. 10. A

Interruptions, of course, can be used within interruptions. When, however, they create a situation in which too many commas are used too close together, dashes are generally used to set off the long interruption and commas are used to set off shorter interruptions within the longer interruptions. Sometimes, however, that structure is reversed: the shorter interruption is set off with dashes—usually for emphasis. Note the examples on the right:

Generally, interruptions end with the same mark they began with. If they begin with a comma, they should end with a comma. Sometimes, however, the dash will serve to end two interruptions—as in 12 and 14 here.

NOTE: Even though interruptions can occur within all sentence elements, that principal does not apply to other subordinate elements. Introductions cannot occur, for instance, within interruptions or extensions. If they do, they are considered interruptions of the sentence. Note the example to the right:

11. JOHN KERRY, meeting with Middle East leaders, in December 2013, to settle the Arab-Israeli dispute, RELIED ON HIS STAFF FOR UP-TO-DATE INFORMATION DURING THE TALKS. [Interruptions within interruptions—all set off with commas—do not seem confusing; commas are quite far apart and set off clear, distinct interruptions.] 11. C

12. SOME FAMOUS ATHLETES—for instance, Tim McCarver, Orel Hershiser and Curt Schilling, all World Series champions—LATER BECAME WELL-KNOWN SPORTS BROADCASTERS. [Using all commas in such structures would often be confusing.] [A dash after “champions” serves to end both the interruption that began with a dash and the one that began with a comma.] 12. C

13. OREL HERSHISER, who—in the 1988 season—pitched 59 straight scoreless innings, BECAME AN ANALYST FOR ESPN AND HAS CALLED SEVERAL LITTLE LEAGUE WORLD SERIES GAMES. [Dashes can appear within commas.] 13. C

14. TIM MCCARVER, a catcher on the famous Cardinals teams of the 1960s—he caught the Hall-of-Famer Bob Gibson—BECAME AN ANALYST FOR FOX SPORTS AND HAS CALLED SEVERAL WORLD SERIES GAMES. [Dashes are often used to set off an abrupt interruption.] 14. C

15. THE ST. LOUIS CARDINALS HAVE PRODUCED SOME FAMOUS PLAYERS OVER THE YEARS: for instance, Stan Musial is one of the greatest hitters of all time. [“For instance” should not be thought of as an introduction within the extension; it should be considered an interruption of the sentence; such an interpretation enables one to punctuate acceptably, and that is the object of this study and approach] 15. G

Using what you have learned from the examples above, identify the subordination in the following

16. JIM BUNNING, who pitched two no-hitters in the major leagues, IS NOW A U.S. SENATOR FROM KENTUCKY. 16. _____
17. TWO PITCHERS WHO PLAYED TOGETHER FOR THE ATLANTA BRAVES, Tom Glavine and Greg Maddux, WERE ELECTED TO THE HALL OF FAME THE SAME YEAR. 17. _____
18. ATLANTA BRAVES PITCHERS TOM GLAVINE AND GREG MADDUX PLAYED TOGETHER AND WERE ELCTED TO THE HALL OF FAME THE SAME YEAR. 18. _____
19. A JAPANESE PLAYER, Ichiro Suzuki, WAS, of course, THE FIRST PLAYER TO COLLECT 4,000 HITS PLAYING IN THE TOP LEAGUES IN JAPAN AND THE UNITED STATES. 19. _____
20. A JAPANESE PLAYER, Ichiro Suzuki, WAS THE FIRST PLAYER TO COLLECT 4,000 HITS PLAYING IN THE TOP LEAGUES IN JAPAN AND THE UNITED STATES. 20. _____
21. HE HOLDS THE SEASON RECORD FOR HITS WITH 262, which he set in 2004. 21. _____
22. HE HOLDS THE SEASON RECORD FOR HITS WITH 262 WHICH HE SET IN 2004. 22. _____
23. THE FIRST JAPANESE PLAYER TO COLLECT 4,000 HITS, Ichiro Suzuki, an outfielder, REACHED THE MILESTONE WHILE PLAYING FOR THE NEW YORK YANKEES. 23. _____
24. THE FIRST JAPANESE PLAYER TO COLLECT 4,000 HITS, Ichiro Suzuki, REACHED THE MILESTONE WHILE PLAYING FOR THE NEW YORK YANKEES. 24. _____
25. On July 13 and 14, THE TWINS BEAT THE YANKEES IN TWO STRAIGHT GAMES. 25. _____

Exercise #3:

Subordination

sentences:

SUBORDINATION

- A. Main Part only

B. Introduction and Main Part

C. Interruption and Main Part

D. Extension and Main Part
- E. Introduction, Interruption and Main Part

F. Introduction, Extension and Main Part

G. Interruption, Extension and Main Part

H. Intro., Interruption, Extension and Main Part

Directions: Choose the letter above that most accurately identifies the structure of the following sentences:

Extensions: Very often writers “tack something on the end” of their sentences—a list, an explanation, an elaboration. Often, these extensions are set off with commas. But, when these extensions have commas within them, they are usually set off with dashes or colons. The colon is used for more formal extensions—such as lists or quotes. The dash is used for more abrupt extensions, usually for emphasis or for clarifying what is suggested or alluded to in the main sentence.

1. ONE CONTINENT HAS EXPERIENCED EXTREME POLITICAL CHANGE IN THE FIRST DECADE OF THIS CENTURY—Africa. [The dash clarifies by identifying the “one continent”]

1. D

2. THE GOVERNMENTS OF MANY NORTH AFRICAN NATIONS CHANGED DRASTICALLY, when they forced out dictators who had ruled for decades.

2. D

3. When they forced out dictators who had ruled for decades, THE GOVERNMENTS OF MANY NORTH AFRICAN NATIONS CHANGED DRASTICALLY.

3. B

4. THE GOVERNMENTS OF MANY NORTH AFRICAN NATIONS, when they forced out dictators, CHANGED DRASTICALLY.

4. C

Note again that sometimes—but not always—subordinate elements can be any subordinate element: an introduction, interruption or extension—depending on where the writer places it in the sentence. For instance, “he said” expressions—added to direct or indirect quotes to identify the source—are usually set off with commas.

5. The UN Secretary General said, “THE ARAB SPRING HAS TRANSFORMED THE GEOPOLITICAL LANDSCAPE.” 5. B
6. “THE ARAB SPRING,” he emphasized, “HAS TRANSFORMED THE GEOPOLITICAL LANDSCAPE.” 6. C
7. “THE ARAB SPRING HAS TRANSFORMED THE GEOPOLITICAL LANDSCAPE,” said Ban Ki-moon in his year-end briefing. 7. D
8. “THE ARAB SPRING HAS TRANSFORMED THE GEOPOLITICAL LANDSCAPE,” said Ban Ki-moon, the UN Secretary General. 8. D

Partial quotes—that generally become part of the main sentence—are not usually set off with a comma.

9. BAN KI-MOON SAID THAT THE WORLD IS “AT AN INFLECTION POINT IN HISTORY.” 9. A

Long introductory statements set off from the quote with a colon should be considered the main sentence. In those constructions, the quote—even though it is generally a sentence—should be looked upon as an extension.

10. BAN KI-MOON COMMENTED ABOUT THE SIGNIFICANCE OF THE ARAB SPRING: “This is the moment which we have to seize and help them.” 10. D

Extensions often have interruptions within them—such as **for instance, of course, such as, for example**, and other interruptive phrases.

11. AFRICA HAS SOME EXTREMELY IMPORTANT NATURAL RESOURCES: diamonds, for instance, and most of the world’s cobalt. 11. G
12. AFRICA HAS MUCH OF THE WORLD’S MOST VALUABLE METAL: such as, copper, gold, manganese and uranium. 12. G

Writers at times choose not to set off expressions like **such as**; when they do set them off, however, the expressions should be considered an interruption. The commas after **copper** and **gold** are used to separate parts of a series, as will be noted in the next unit on coordination.

Just as the second of two introductions separated by a comma should be considered an interruption (see 5 and 7 in Exercise 2), so should the first of two expressions be considered an interruption in a sense. They both interrupt the sentence and such an interpretation helps one to punctuate such structures acceptably.

Using what you have learned so far, provide answers for sentences 15 through 20.

NOTE: Most stylebooks require only one space after colons—not two.

13. AFRICA HAS MUCH OF THE WORLD'S MOST VALUABLE METAL: such as copper, gold, manganese and uranium. 13. D
14. SOUTH AFRICA HOLDS A SIGNIFICANT PORTION OF THE WORLD'S MOST PRECIOUS METAL—gold, to be exact. 14. D

15. In 2011, THE PEOPLE IN SEVERAL NORTH AFRICAN NATIONS OUSTED DICTATORS: Egypt, Tunisia, Libya and Yemen. 15.
16. MANY AFRICAN NATIONS, however, HAVE STRUGGLED TO BECOME FREE SINCE BEING GRANTED INDEPENDENCE FROM THE MAJOR EUROPEAN COLONIAL POWERS: England and France. 16.
17. After they ousted their dictators, MOST OF THE NATIONS ATTEMPTED TO ESTABLISH DEMOCRATIC GOVERNMENTS. 17.
18. MANY OF THESE NEW DEMOCRACIES, however, HAVE GOTTEN OFF TO SHAKY STARTS. 18.
19. EGYPT, for instance, REVERTED TO MILITARY RULE IN 2013. 19.
20. LIBYA, for instance, ELECTED A GENERAL NATIONAL CONGRESS IN 2012 BUT HAS YET TO DRAFT A PERMANENT CONSTITUTION. 20.

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Exercise #4:

Subordination

SUBORDINATION

- A. Main Part only

B. Introduction and Main Part

C. Interruption and Main Part

D. Extension and Main Part
- E. Introduction, Interruption and Main Part

F. Introduction, Extension and Main Part

G. Interruption, Extension and Main Part

H. Intro., Interruption, Extension and Main Part

Directions: In the blanks provided, place the letter from above which identifies the pattern of the sentence following the number.

Note: To illustrate that sentences have main parts and subordinate parts, the main parts of the sentences in this exercise will be in all caps.

(1)In the history of the NFL, ONLY FOUR TEAMS HAVE WON THE SUPER BOWL AT LEAST FOUR TIMES: the Pittsburgh Steelers, the San Francisco Forty-niners, the Green Bay Packers and the Dallas Cowboys. (2) THE STEELERS WERE THE FIRST TO DO SO. (3) In 1975, THEY BEAT THE VIKINGS FOR THEIR FIRST TITLE. THEY WON THEIR FOURTH IN 1979. (4) Since then, THEY HAVE WON TWO MORE SUPER BOWLS FOR A TOTAL OF SIX TITLES. (5) THE FORTY-NINERS AND THE COWBOYS HAVE EACH WON FIVE SUPER BOWLS WHILE THE PACKERS HAVE WON FOUR. (6) THE PACKERS, it could be argued, HAVE HAD THE MOST CONSISTENT SUCCESS IN THE SUPER BOWL ERA—winning the first Super Bowl ever played, in 1966, and their most recent title in 2010. (7) However, WINNING THE SUPER BOWL—the championship game between the AFC and the NFC champions—ISN'T

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

EASY. (8) ONE MAJOR FACTOR HAS PREVENTED ANY ONE FRANCHISE FROM DOMINATING THE BIG GAME: parity. (9) SOME PLAYERS, known as "restricted" free agents, CAN SIGN WITH OTHER TEAMS AFTER BEING IN THE LEAGUE FOR JUST THREE YEARS. (10) Often, THAT LEADS TO PLAYERS LEAVING THE TEAMS THAT DRAFTED THEM FOR LUCRATIVE OFFERS ELSEWHERE, meaning that many players will play for several teams during their careers. (11) DRAFT SLOTS ALSO ENSURE THAT POOR TEAMS HAVE A CHANCE TO PICK FROM THE TOP PROSPECTS FROM COLLEGE, virtually ensuring that teams will go through cycles of winning and losing.

(12) IT WAS DIFFERENT IN THE EARLY DAYS OF THE NFL. (13) THE MINNESOTA VIKINGS, for instance, MADE IT TO FOUR SUPER BOWLS—losing all four, by the way—WITH MANY OF THE SAME PLAYERS ON EACH TEAM, such as Jim Marshall, Alan Page and Mick Tingelhoff. (14) THE FORTY-NINERS, meanwhile, WON FOUR SUPER BOWLS IN THE 1980S WITH THE SAME QUARTERBACK AT THE HELM: Joe Montana.

(15) Indeed, if there is one position that seems to be of utmost importance in winning Super Bowls, IT IS QUARTERBACK. (16) SEVERAL QUARTERBACKS HAVE, over the years, WON MORE THAN ONE SUPER BOWL GAME. (17) THEY INCLUDE MONTANA, BART STARR, TERRY BRADSHAW, TROY AIKMAN AND TOM BRADY. (18) STILL OTHERS HAVE APPEARED IN MORE THAN ONE SUPER BOWL WITHOUT WINNING ONE OF THEM, including Fran Tarkenton, Jim Kelly and Craig Morton. (19) THE QUARTERBACK POSITION SEEMS TO BE MORE IMPORTANT THAN EVER. At the same time, THE POSITION SEEMS TO GET MORE COMPLICATED WITH EACH PASSING SEASON. (20) For instance, TARKENTON—who led the Vikings to three Super Bowl games in the 1970s—OFTEN CALLED THE PLAYS HIMSELF, rather than relying on a coach. (21) Today, OFFENSIVE COORDINATORS CHOOSE PLAYS FROM A VAST LIST OF CHOICES AND RELAY THOSE PLAYS TO THE QUARTERBACK. (22) MANY PLAYS—some with five receivers—ARE ALSO VERY COMPLEX.

(23) So, IT'S NOT EASY TO WIN A SUPER BOWL. (24) ONLY A FEW TEAMS HAVE HAD SUSTAINED SUCCESS—often those with excellent quarterbacks who could master difficult schemes and plays. (25) With parity the name of the game, THAT LIKELY WON'T CHANGE ANYTIME SOON.

Note: Commas within the extension in sentences 1, 13 and 18 and within the main part in sentence 17 are used to set off parts of a series (see Chapter 2: Insight #2).

Exercise #5:

Subordination

SUBORDINATION

- A. Main Part only

B. Introduction and Main Part

C. Interruption and Main Part

D. Extension and Main Part
- E. Introduction, Interruption and Main Part

F. Introduction, Extension and Main Part

G. Interruption, Extension and Main Part

H. Intro., Interruption, Extension and Main Part

Directions: In the blanks provided, place the letter from above which identifies the pattern of the sentence following the number:

Note: Now the main part is not in all caps, so remember that the main part of the sentence is that part of the sentence which can “stand by itself.” The subordinate elements—the introduction, interruption and extension—are separated from the main part with commas, dashes or colons.

(1) The year 2011 was one of the most important, historically, for the modern Arab world. (2) In that year alone, four countries—Egypt, Libya, Tunisia and Yemen—overthrew dictators who had held power for decades. (3) In some sense, it was a major democratic revolution, though whether those countries will emerge with functioning free governments remains to be determined. (4) But the signs are promising.

(5) Tunisian president Zine El Abidine Ben Ali was the first to fall, overthrown on January 14, 2011. (6) About one month later, on February 11, Egyptian President Hosni Mubarak resigned. (7) Then, in August, rebel forces overtook Tripoli, putting an end to the reign of Muammar Gaddafi. (8) Finally—on February 27, 2012—Yemeni president Ali Abdullah Saleh gave up power.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

(9) Much of this was accomplished by what scholars call “people power”—nonviolent protests and other acts of civil disobedience. (10) For instance, thousands of protesters gathered in Cairo’s Tahrir Square every day for months, demanding that Mubarak step down. (11) In Tunisia, the first protests broke out in the city of Sidi Bouzid after a man named Mohamed Bouazizi set himself on fire to protest police corruption and mistreatment. (12) In Libya, NATO intervention—after the government had violently cracked down on protesters—led to Gaddafi’s overthrow. (13) He was killed by a mob after being captured in his hometown of Sirte. (14) Indeed, one characteristic each of these countries shared was mass protest. (15) Some of the largest protests in these countries with large Muslim populations, in fact, occurred regularly during Friday prayer sessions.

(16) Social media has been credited for helping the protests gain momentum. (17) In the early days of the Egyptian uprising, for instance, organizers published their plans on Facebook pages, generating huge turnouts to Tahrir Square. (18) They also used Twitter to send messages during rallies, letting followers know where, specifically, to gather and how to avoid police or security forces. (19) In fact, a study by The University of Washington found that social media played a central role in shaping political debates in the Arab Spring and that conversations about revolution often preceded major events. (20) The study showed that during the week before Mubarak’s resignation, the rate of tweets from Egypt—and around the world—about political change in that country ballooned from 2,300 a day to 230,000 a day. (21) Little of this organization would have been possible even five years earlier when social media was still in its infancy. (22) The technology proved to be invaluable for the needs of the time.

(23) Some writers have even referred to the emergence of a “digital democracy” that allows activists to get around the limitations and restrictions of autocratic governments. (24) Besides Facebook and Twitter, for instance, people used cell phones to take pictures and communicate during demonstrations. (25) For many people in these repressed countries, it was the first chance they had to participate in a meaningful discussion about the future of their society.

Note: Commas within the interruption in sentence 2 are used to set off parts of a series (see Chapter 2: Insight #2).

Exercise #6:

Subordination

Directions: Write sentences that have the following subordinate elements in addition to the main part. Underline the subordinate parts as is done in the examples. Students will find it helpful to write sentences first on scratch paper. Also, it is helpful to begin with the main part of the sentences. Then add the requested subordination.

Example: Using movies as subject matter, write a sentence that has an introduction and an interruption—in addition to the main part:

In recent years, movies aimed at teenagers, such as vampire films, have been very popular.

Example: Using the military as subject matter, write a sentence that has an introduction and an extension—in addition to the main part:

When young people consider careers, they should not overlook the U.S. Army, which offers a great variety of job opportunities.

Example: Using sports as subject matter, write a sentence that has an introduction and an interruption—in addition to the main part:

Example: Using education as subject matter, write a sentence that has an interruption and an extension—in addition to the main part

Example: Using TV as subject matter, write a sentence that has an introduction, an interruption and an extension—in addition to the main part.



Example: Using money as subject matter, write a sentence that has an interruption—in addition to the main part.



Example: Using politics as subject matter, write a sentence that has an introduction—in addition to the main part.



Note: Information in these exercises need not be accurate, but it should be plausible.

NOTES

Exercise #7:

Subordination

Directions: To develop awareness of introductions, interruptions and extensions, find examples of the following in newspapers or magazines or their Web sites. Cut out or print copies of the examples and place them in the spaces provided. Place parentheses around the sentence that contains the requested subordinate elements and underline these elements as is done in the examples. (Sentences may contain more subordinate elements than requested but underline only those asked for).

Introduction and Main Part (example)

(In the aftermath of the worst flooding in the county’s history, officials are considering proposals to build levees that will protect large tracts of farmland.)

Intro., Ext., and Main Part (example)

(Over the past three decades, the journalist Thomas Friedman has reported from some of the world’s most complicated places—beginning with the Middle East.)

Main Part only

Introduction, Interruption and Main Part

Introduction and Main Part

Introduction, Extension and Main Part

Interruption and Main Part

Interruption, Extension and Main Part

Extension and Main Part

Intro., Inter., Ext. and Main Part

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