Writing Clear Sentences

No matter who your audience is, you want your writing to be clear and understandable. One of the easiest ways to make your writing clear is to use complete sentences. A complete sentence is a word group that

- has a subject
- has a verb
- expresses a complete thought

**EXAMPLES**

The Great Wall of China was begun in 214 B.C.

It spans 1,450 miles and is twenty-five feet high.

Be careful not to fall!

Each of the previous examples meets all the requirements of a sentence. At first glance, the third example may not appear to have a subject. The subject, you, is understood in the sentence even though it is not stated: “(You) be careful not to fall!”

Two stumbling blocks to the development of clear sentences are sentence fragments and run-on sentences. Once you learn how to recognize fragments and run-ons, you can revise them to create clear, complete sentences.
Sentence Fragments

A sentence fragment is a group of words that has been capitalized and punctuated as if it were a complete sentence. Like a fragment of a painting or photograph, a sentence fragment can be confusing because it fails to give the whole picture.

FRAGMENT Commanded the Continental army in the Revolutionary War. [The subject is missing. Who commanded the Continental army during the Revolutionary War?]

SENTENCE George Washington commanded the Continental army in the Revolutionary War.

FRAGMENT On December 25, 1776, Washington his troops across the icy Delaware River into Trenton, New Jersey. [The verb is missing. What did Washington do on December 25, 1776?]

SENTENCE On December 25, 1776, Washington led his troops across the icy Delaware River into Trenton, New Jersey.

FRAGMENT Even though the Continental army captured a British outpost at Trenton in 1776. [This group of words has a subject and a verb, but it does not express a complete thought.]

SENTENCE Even though the Continental army captured a British outpost at Trenton in 1776, it would still face many challenges.

NOTE Often, sentence fragments are the result of writing in a hurry or being a little careless. For example, you might accidentally chop off part of a sentence by putting in a period and a capital letter too soon.

EXAMPLE Raphael had finished his homework. Before his mother came home from the grocery store. [The second word group is a fragment and belongs with the sentence before it.]

You can correct the sentence fragment by combining it with or attaching it to the sentence with which it belongs.

EXAMPLE Raphael had finished his homework before his mother came home from the grocery store.
**Exercise 1**  Identifying Sentence Fragments

Use this simple three-part test to find out which of the following word groups are sentence fragments and which are complete sentences.

1. Does the group of words have a subject?
2. Does it have a verb?
3. Does it express a complete thought?

If the group of words is a complete sentence, write S. If it is a fragment, write F.

1. Eleanor Roosevelt was First Lady of the United States from 1933 to 1945.
2. Raised by her grandmother because both of her parents had died by the time she was ten.
3. Wrote a popular newspaper column entitled “My Day.”
4. As First Lady, worked for the rights of the poor and underprivileged.
5. Because she felt strongly about the struggles of children and minorities.
6. Eleanor Roosevelt traveled all over the world.
7. Press conferences at which she discussed important issues.
8. Important role in forming the United Nations.
10. After a long life of public service, died in 1962.

**Exercise 2**  Finding and Revising Sentence Fragments

Some of the following groups of words are sentence fragments. Revise each fragment by (1) adding a subject, (2) adding a verb, or (3) attaching the fragment to a complete sentence. You may need to change the punctuation and capitalization, too. If the word group is already a complete sentence, write S.

**EXAMPLE**

1. Before the sun rose.
   1. We awoke before the sun rose.

1. Felt tired because we did not get much sleep the night before.
2. A bear growling in the bushes outside the tent at 2:00 A.M.
3. Because we had left food on the fire.
4. Came from the bushes and circled the campfire.
5. Our eyes grew large as the bear stood up and revealed its teeth.
6. When my friend let out a screeching yell.
7. Put my hand over his mouth.
8. Then growled at us menacingly.
9. We stood still.
10. Dropping to all fours, ran back into the forest.

**Run-on Sentences**

If you run together two complete sentences as if they were one sentence, you create a *run-on sentence*. Run-ons are often confusing because the reader cannot tell where one idea ends and another one begins.

**RUN-ON**  Margaret Bourke-White was a famous photographer she worked for *Life* magazine during World War II.

**CORRECT**  Margaret Bourke-White was a famous photographer. She worked for *Life* magazine during World War II.

**RUN-ON**  Bourke-White traveled all over the world taking photographs in Africa and other foreign countries won her fame and respect.

**CORRECT**  Bourke-White traveled all over the world. Taking photographs in Africa and other foreign countries won her fame and respect.

To spot run-ons, try reading your writing aloud. A natural, distinct pause in your voice usually marks the end of one thought and the beginning of another. If you pause at a place where you have no end punctuation, you may have found a run-on sentence. Take care not to use just a comma between two sentences. If you do, you will create a run-on sentence.

**RUN-ON**  Our dog finally came home late last night, she was dirty and hungry.

**CORRECT**  Our dog finally came home late last night. She was dirty and hungry.
Revising Run-on Sentences
Here are two ways you can revise run-on sentences.

1. You can make two sentences.
   - RUN-ON  Kite building is an ancient art the Chinese made the first kites around three thousand years ago.
   - CORRECT Kite building is an ancient art. The Chinese made the first kites around three thousand years ago.

2. You can use a comma and a coordinating conjunction such as *and, but, or or*.
   - RUN-ON  The Chinese sometimes used kites in religious ceremonies, they usually used them for sport.
   - CORRECT The Chinese sometimes used kites in religious ceremonies, *but* they usually used them for sport.

**Exercise 3** Identifying and Revising Run-on Sentences
Decide which of the following groups of words are run-ons. Then, revise each run-on by (1) making it into two separate sentences or (2) using a comma and a coordinating conjunction. If the group of words is already correct, write C.

1. The Louvre is the largest museum in the world it is also one of the oldest.
2. The first works of art in the Louvre were bought by the kings of France each ruler added more treasures.
3. King Francis I was a great supporter of the arts he bought the *Mona Lisa*.
4. As other French rulers made additions, the collections of fine works of art grew.
5. The Louvre is now a state-owned museum, its new pieces are either bought by the museum or received as gifts.
6. Each year, about one and a half million people from all over the world come to see the artwork at the Louvre.
7. The buildings of the Louvre form a rectangle there are courtyards and gardens inside the rectangle.
8. The Louvre covers about forty acres, it has about eight miles of gallery space.
9. Over one million works of art are exhibited in the Louvre.
10. Many of the buildings of the Louvre have been expanded and modernized, this photograph shows how the Louvre looks today.

![Image of the Louvre]

**Review A** Revising Sentence Fragments and Run-on Sentences

The following paragraph is confusing because it contains some sentence fragments and run-on sentences. First, identify the fragments and run-ons. Then, revise each fragment and run-on to make the paragraph clearer.

> The 1956 movie Godzilla about a huge reptile. Godzilla looks like a dinosaur he breathes fire like a dragon. He comes up out of the ocean. After an atomic bomb wakes him up. Godzilla can melt steel with his atomic breath he is big enough to knock down huge buildings. In the original film he destroys the city of Tokyo he gets killed at the end.

**Combining Sentences**

Would you enjoy reading a book that contains only one simple character facing ordinary, uncomplicated situations? Of course not. To hold your attention, a writer must include a variety of characters who encounter many different and interesting situations. A writer must also vary sentence length and structure to keep the reader’s interest. Consider the following example in which the author mainly uses short, choppy sentences:

**COMPUTER TIP**

Use a word-processing program when you revise your draft for sentence fragments, run-on sentences, or style. The cut and paste commands make it easy for you to move words or phrases within a sentence and to move sentences within your draft.
The Persians landed at Marathon in 490 B.C. The Persians invaded Greece. The mighty Persians outnumbered the small Greek army. The Greeks defeated the Persians. The Greek commander sent Phidippides (fɪ•dɪp•i•dēz’) to Athens to spread the good news. Phidippides was his fastest runner. Phidippides ran the entire way. Phidippides proudly announced the Greek victory. Then, he died. We get the term "marathon" from Phidippides’s run. Phidippides’s run was historic.

Now read the revised version. To make the paragraph more interesting, the writer combined some of the short, choppy sentences into longer, smoother ones. Notice how the sentence combining strategies listed to the left of the paragraph have helped to eliminate some repeated words and ideas. Explanations of these strategies appear on the following pages.

**Combining by Inserting Words**

One way to combine short sentences is to pull a key word from one sentence and insert it into another sentence. Sometimes you will need to change the form of the key word before you can insert it.

**Inserting Without a Change**

**ORIGINAL** Louis Armstrong was a famous musician. He was a jazz musician.

**COMBINED** Louis Armstrong was a famous **jazz** musician.
Inserting with a Change

ORIGINAL Armstrong was an easygoing person. He was a friend to many people.

COMBINED Armstrong was an easygoing, friendly person.

Exercise 4 Combining Sentences by Inserting Words

Combine each of the following sentence pairs by taking the italicized word from the second sentence and inserting it into the first sentence. Some sentences have hints in parentheses for changing the forms of words.

EXAMPLE 1. Young Louis Armstrong first showed his talent on the streets of New Orleans. His talent was for music. (Add –al.)

1. Young Louis Armstrong first showed his musical talent on the streets of New Orleans.

1. Louis Armstrong had a deep voice. His voice was rough.
2. He became a jazz musician. He received acclaim for his music. (Add –ed and change a to an.)
3. Louis Armstrong sang jazz. His jazz singing was brilliant. (Add –ly.)
4. Louis started playing at a New Orleans nightspot. He played cornet.
5. He became famous as a solo trumpet player. He was famous on an international level. (Add –ly.)

Combining by Inserting Phrases

A phrase is a group of words that acts as a single part of speech and that does not have both a subject and a verb.

Tips & Tricks

You can often move a key word from one sentence to another by adding certain endings. The endings –ed and –ing can turn some verbs into words that act like adjectives or nouns. Adding –ly can turn some adjectives into adverbs and some nouns into adjectives.

Examples

relieve: The relieved student sighed.
sing: A singing canary flew overhead.
fortunate: Fortunately, we were finished.
cost: The costly necklace gleamed.
You can combine sentences by taking a phrase from one sentence and inserting it into the other sentence.

**ORIGINAL** Brown bears gather in groups. They gather around the banks of rivers.

**COMBINED** Brown bears gather in groups **around the banks of rivers**.

Sometimes you will need to put commas after or around the phrase you are inserting. For example, if the prepositional phrase above appeared at the beginning of the sentence, it would be followed by a comma because the phrase consists of two smaller phrases. However, a single short prepositional phrase usually does not require a comma. Also, ask yourself whether the phrase renames or describes a noun or pronoun in the sentence. If it does, it is an **appositive phrase**, and you may need to use a comma or commas to set off the phrase from the rest of the sentence.

**ORIGINAL** Alaska is home to the big brown bears. The big brown bears are the largest kind of bear.

**COMBINED** Alaska is home to the big brown bears, **the largest kind of bear**. [The phrase in boldface type describes the noun bears.]

**ORIGINAL** The brown bear eats fish caught from the stream. The brown bear is a skilled and patient hunter.

**COMBINED** The brown bear, **a skilled and patient hunter**, eats fish caught from the stream. [The phrase in boldface type renames the noun bear.]

Another way to combine sentences is to change the verb in a sentence to make a new phrase. You change the verb by adding **–ing** or **–ed** or by putting the word **to** in front of it. You can then use the new phrase to modify a noun, verb, or pronoun in another sentence.

**ORIGINAL** The bear prepares his winter retreat. He digs a burrow in a bank.

**COMBINED** **Digging a burrow in a bank**, the bear prepares his winter retreat. [The phrase in boldface type modifies the noun bear.]

**ORIGINAL** Bears dig in the ground. This is how they find roots and sweet bulbs.
COMBINED Bears dig in the ground to find roots and sweet bulbs. [The phrase in boldface type modifies the verb dig.]

NOTE When you combine sentences, be sure to keep the compound elements parallel, or matching in form. In other words, use the same kind of word or phrase in each of the compound elements.

ORIGINAL Julie likes fishing in a mountain stream. Julie also likes to swim in a cool mountain stream.

NOT PARALLEL Julie likes fishing and to swim in a mountain stream. [Fishing is a gerund; to swim is an infinitive.]

PARALLEL Julie likes fishing and swimming in a cool mountain stream. [Fishing and swimming are both gerunds.]

Exercise 5 Combining Sentences by Inserting Phrases

Combine each pair of sentences by taking the italicized words from the second sentence and inserting them into the first sentence. The hints in parentheses tell you how to change the forms of words. Add commas where needed.

EXAMPLE 1. The Empire State Building was completed in 1931. It towers above New York City at a height of 1,454 feet. (Change towers to towering.)

1. Towering above New York City at a height of 1,454 feet, the Empire State Building was completed in 1931.

1. The Empire State Building was constructed in one year and forty-five days. The Empire State Building was once the tallest building in the world.

2. The building cost over twenty-four million dollars to complete. The building was a gigantic structure.

3. The building is a popular tourist attraction. It weighs 365 million tons and contains 102 floors. (Change weighs to weighing and contains to containing.)

4. The building was the site of a tragic event. The event occurred in 1945.

5. An Army B-25 cargo plane crashed into the seventy-ninth floor, killing fourteen people. The plane flew through heavy fog. (Change flew to flying.)
Combining by Using *And, But, or Or*

You can also combine sentences by using the coordinating conjunctions *and, but, or or*. With one of these connecting words, you can form a compound subject, a compound verb, or a compound sentence.

**Compound Subjects and Verbs**

Sometimes two sentences with different subjects have the same verb. You can combine the sentences by linking the two subjects with *and or or*. When you do this, you create a compound subject.

**ORIGINAL**

Kangaroos carry their young in pouches. Koalas carry their young in pouches.

**COMBINED**

Kangaroos and koalas carry their young in pouches.

If two sentences with different verbs have the same subject, you can link the verbs with *and, but, or or* to form a compound verb.

**ORIGINAL**

Kangaroos can hop on their hind legs. They can walk on all four legs.

**COMBINED**

Kangaroos can hop on their hind legs or walk on all four legs.

**Exercise 6 Combining by Forming Compound Subjects and Compound Verbs**

Combine each of the following sentence pairs by forming a compound subject or a compound verb. Make sure your new subjects and verbs agree in number.

1. Alligators are among the largest living reptiles. Crocodiles are among the largest living reptiles.
2. To hunt, the crocodile submerges itself in water. It waits for prey to swim near.

   3. Crocodiles have strong tails. They are excellent swimmers.
   4. Crocodiles have sharp, piercing teeth. Alligators have sharp, piercing teeth.
   5. Crocodiles feed mostly on small animals such as turtles and fish. Crocodiles can live up to one hundred years.
**Compound Sentences**

Sometimes you may want to combine two sentences that express equally important ideas. You can connect the two sentences by using a comma and the coordinating conjunction *and*, *but*, or *or*. When you link sentences in this way, you create a **compound sentence**.

**Original**

Many nations throughout the world use the metric system. The United States still uses the old system of measurement.

**Combined**

Many nations throughout the world use the metric system, but the United States still uses the old system of measurement.

**Exercise 7  Combining Sentences by Forming a Compound Sentence**

The sentences in each of the following pairs are closely related. Make each pair into a compound sentence by adding a comma and the coordinating conjunction *and*, *but*, or *or*.

**Example**

1. The kilogram is the basic unit of weight in the metric system. The meter is the basic unit of length.
   1. The kilogram is the basic unit of weight in the metric system, and the meter is the basic unit of length.

1. The metric system was developed in France. It became popular in many countries.
2. We can keep the old system of measurement. We can switch to the metric system.
3. The old system of measurement has more than twenty basic units of measurement. The metric system has only seven.
5. Counting by tens is second nature to most people. Many people still find the metric system difficult to learn.

**Combining by Using a Subordinate Clause**

A **clause** is a group of words that contains a verb and its subject. An **independent clause** can stand alone as a sentence. A **subordinate (or dependent) clause** cannot stand alone as a sentence because it fails to express a complete thought.
INDEPENDENT CLAUSE: In the 1850s, Elizabeth Cady Stanton was a civil rights activist. [This clause can stand alone as a sentence.]

SUBORDINATE CLAUSE: Who fought to win women of all states the right to vote in federal elections. [This clause cannot stand alone as a sentence.]

If two simple sentences are closely related but unequal in importance, you can combine them by using a subordinate clause. Just turn the less important idea into a subordinate clause and attach it to the other sentence. The result is a complex sentence. The subordinate clause will give additional information about an idea expressed in the rest of the sentence.

ORIGINAL: Many women could not cast a vote in a federal election. The Nineteenth Amendment was ratified in 1920.

COMBINED: Many women could not cast a vote in a federal election until the Nineteenth Amendment was ratified in 1920.

Clauses Beginning with Who, Which, or That

You can make a short sentence into a subordinate clause by inserting who, which, or that in place of the subject.

ORIGINAL: The Aztecs were an American Indian people. They once ruled a mighty empire in Mexico.

COMBINED: The Aztecs were an American Indian people who once ruled a mighty empire in Mexico.

Clauses Beginning with Words of Time or Place

You can also make a subordinate clause by adding a word that indicates time or place, such as after, before, since, where, whenever, when, whenever, or while. You may need to add, delete, or change some words to insert the clause into another sentence.

ORIGINAL: The Aztecs built the capital city of Tenochtitlán. They moved into Mexico in the twelfth century.

COMBINED: The Aztecs built the capital city of Tenochtitlán after they moved into Mexico in the twelfth century.

The capital city of the Aztec empire was in central Mexico. Mexico City stands in that spot today.

ORIGINAL: The capital city of the Aztec empire was in central Mexico. Mexico City stands in that spot today.

COMBINED: The capital city of the Aztec empire was in central Mexico, where Mexico City stands today.
Combining Sentences by Using a Subordinate Clause

Combine each of the following sentence pairs by making the second sentence into a subordinate clause and attaching it to the first sentence. The hint in parentheses will tell you what word to use at the beginning of the clause. To make a smooth combination, you may need to delete one or more words in the second sentence of each pair.

1. The Aztecs practiced a religion. It affected every part of their lives. (Use that.)
2. Aztec craft workers made drums and rattles. Drums and rattles were their main musical instruments. (Use a comma and which.)
3. Aztec cities had huge temples. The people held religious ceremonies there. (Use where.)
4. Their empire was destroyed by the Spanish. The Spanish conquered it in 1521. (Use a comma and who.)
5. There was very little left of the Aztec civilization. The Spanish invaders tore down most of the Aztec buildings. (Use after.)

Review B  Revising a Paragraph by Combining Sentences

The following paragraph sounds choppy because it has too many short sentences. Use the methods you have learned in this section to combine some of the sentences. You will notice the improvement when you finish.
In 1814, a man acquired some land. This land was located around Tuxedo Lake in the state of New York. In 1886, the area became an exclusive neighborhood for the wealthy. Eventually, the word tuxedo was given to a style of clothing. This style of clothing was worn by many of the men of Tuxedo Park. These men were fashionable. However, most of these men probably did not know something. They probably did not know that the word tuxedo actually came from the American Indian word p’tuksit. This word means “he has a rounded foot.” American Indians used this word to describe wolves. Wolves were plentiful around the lake. Of course, now you can see how funny the English language can be. Just picture the men of Tuxedo Park at a formal party. Picture them dining and dancing. Most of these men probably did not know that their tuxedo jackets were really “wolf” jackets.

Improving Sentence Style

You have learned how to improve choppy sentences by combining them into longer, smoother sentences. Now, you will learn how to improve stringy and wordy sentences by making them shorter and more precise.

Revising Stringy Sentences

Stringy sentences just ramble on and on. They have too many independent clauses, or complete thoughts, strung together with coordinating conjunctions such as and or but. If you read a stringy sentence out loud, you may run out of breath.

Mary McLeod Bethune dreamed of being a teacher, and she attended a college in Chicago, and she won a scholarship for her hard work, and Bethune eventually became a teacher, and she earned the respect of educators and presidents.
As you can see, stringy sentences are confusing because they do not show how the ideas fit together. To fix a stringy sentence, you can:

- break the sentence into two or more sentences
- turn some of the independent clauses into phrases or subordinate clauses

Now read the revised version of the stringy sentence. Notice how the writer turned two of the independent clauses into subordinate clauses.

Mary McLeod Bethune dreamed of being a teacher. She attended a college in Chicago after she won a scholarship for her hard work. Bethune eventually became a teacher who earned the respect of educators and presidents.

NOTE When you revise a stringy sentence, you may decide to keep and or but between two closely related independent clauses. If you do leave the sentence in compound form, be sure to use a comma before the and or but to show a pause between the two complete thoughts.

ORIGINAL Mary McLeod Bethune went on to found Bethune Cookman College and she also directed the Division of Negro Affairs under President Franklin Delano Roosevelt.

REVISED Mary McLeod Bethune went on to found Bethune Cookman College, and she also directed the Division of Negro Affairs under President Franklin Delano Roosevelt.

Exercise 9 Revising Stringy Sentences

Some of the following sentences are stringy and need revision. First, identify the stringy sentences. Then, revise them by using the methods you have learned. If a numbered item needs no revision, write C for correct.

1. Harriet Ross grew up as a slave in Maryland, and she worked on a plantation there, but in 1844 she married John Tubman, and he was a freed slave.
2. Harriet Tubman did not believe that people should be slaves, and she decided to escape, and late one night she began her dangerous trip to the North.
3. She made the long journey to Philadelphia, Pennsylvania, by traveling at night.
4. New friends told her about the Underground Railroad, and it was a secret group of people, and they helped runaway slaves get to the North.
5. Tubman decided she would rescue more slaves from the South, and she used the North Star as her guide, and she led groups of slaves along the road to freedom, and she made nineteen trips in twelve years.
6. The slaves hid during the day and continued their journey at night.
7. Tubman never learned to read or write, but she was a powerful speaker, and she spoke at many antislavery meetings.
8. The Civil War broke out, and Tubman volunteered to help the Union army, and she served as a cook and a nurse and later she became a spy.
9. The war ended, and Tubman settled in Auburn, New York, and she started a home for elderly black men and women.
10. The people of Auburn built Freedom Park in memory of Tubman.

Think as a Reader/Writer

Extra words and phrases tend to make writing sound awkward and unnatural. As you revise your writing, try reading your sentences aloud to check for wordiness or a stringy style. If a sentence sounds like a mouthful to you, chances are it is stringy, wordy, or both.

Revising Wordy Sentences

Sometimes you may use more words than you really need. Extra words do not make writing sound better. They just get in the reader’s way. You can revise *wordy sentences* in three different ways.

1. Replace a group of words with one word.

   WORDY  I did not get to school on time *due to the fact that* I missed the bus.
   
   REVISED  I did not get to school on time *because* I missed the bus.

   WORDY  Juan opened his birthday gift *with a great eagerness*.
   
   REVISED  Juan *eagerly* opened his birthday gift.

2. Replace a group of words with one word.

   WORDY  He lost his wallet *due to the fact that* he left it at the movie theater.
   
   REVISED  He lost his wallet *because* he left it at the movie theater.

   WORDY  She went to the store *in order to* buy some groceries.
   
   REVISED  She went to the store *to* buy some groceries.

3. Replace a group of words with one word.

   WORDY  We need to find a new place to live *due to the fact that* our rent is too high.
   
   REVISED  We need to find a new place to live *because* our rent is too high.

   WORDY  They decided to go on vacation *in order to* relax and unwind.
   
   REVISED  They decided to go on vacation *to* relax and unwind.
2. Replace a clause with a phrase.

**WORDY** When the play had come to an end, we walked to a restaurant and treated ourselves to pizza.

**REVISED** After the play, we walked to a restaurant and treated ourselves to pizza.

**WORDY** I ordered a slice with mushrooms, which are my favorite topping.

**REVISED** I ordered a slice with mushrooms, my favorite topping.

3. Take out a whole group of unnecessary words.

**WORDY** What I mean to say is that Carlos did not go to the movie with us.

**REVISED** Carlos did not go to the movie with us.

**WORDY** We all liked the movie because it had some very funny scenes that were the kinds of scenes that make you laugh.

**REVISED** We all liked the movie because it had some very funny scenes.

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**Exercise 10  Revising Wordy Sentences**

Decide which of the following sentences are wordy and need revision. Then, revise each of the wordy sentences. You can (1) replace a phrase with one word, (2) replace a clause with a phrase, or (3) take out unnecessary words. If the sentence is effective as it is, write C.

1. Most wasps are helpful to humanity because of the fact that they eat harmful insects.
2. What I want to say is that wasps do far more good than harm.
3. Social wasps are the type that live together as groups and work as a team to build their nests.
4. Social wasps make their nests from old wood and tough plant fibers.
5. They chew and chew the wood and fiber until the mixture becomes pasty and mushy.
6. The mixture becomes a material that is called wasp paper.
7. According to some historians, the Chinese invented paper after watching wasps make it.
8. A wasp colony lasts only through the summer.
9. The queen wasp, being the only member of the colony to survive the winter, comes out of hibernation in the spring.
10. The queens start new colonies by means of building nests and laying eggs.

**Review C Revising Stringy and Wordy Sentences**

The following paragraph is hard to read because it contains stringy and wordy sentences. First, identify the stringy and wordy sentences. Then, revise them to improve the style of the paragraph.

On October 31, 1938, an amazing event took place that was very surprising. Many families were gathered around their radios, and they were listening to music, and then they heard that Martians had invaded Earth. Actually, the fact is that the news report was a radio version of H. G. Wells’s novel *The War of the Worlds*. Orson Welles, who was the producer of this famous hoax, made the show very realistic. Thousands of Americans were frightened and upset, and many people jumped in their cars to escape from the aliens, and some people even reported seeing the Martians and their spaceships.

*THE FAR SIDE* by GARY LARSON
Applying Sentence Revision Strategies

Using the skills you have learned throughout this chapter, revise the following paragraph to revise fragments, run-ons, and stringy and wordy sentences. Try to combine at least five sentences so that the revised paragraph includes compound and complex sentences.

A wealthy and rich kingdom was emerging in southeast Africa this was in the twelfth century. Was located between the Zambezi and Limpopo rivers. The land was rich, and the land was fertile. Stone buildings were common structures here, and the largest and biggest of the stone buildings was called the “Great Zimbabwe,” and this was the most impressive building. The word Zimbabwe means “dwelling of the chief.” This was the home of the king. Massive walls were built around the king’s home. These walls were in the shape of a circle that was round. They were thirty-two feet high. They were eight hundred feet around. Visitors came to the city. Visitors had to walk through a passage. They did this to reach the chief’s home. The passage was situated in a location between the two circular walls. Passed through the circular walls. They saw a magnificent building. It was in the center of the circle’s circumference. This building was the “Great Zimbabwe.” This building was cone-shaped. The present-day country of Zimbabwe. Gets its name from this building.