NCE WITH TWO OR S <u>V</u>; <u>S</u> <u>V</u>.

or more semicolons to connect

fortunately George got a C. ather watch TV; I like to eat lanice.

not the spectacles of books to and her there."—John Dryden

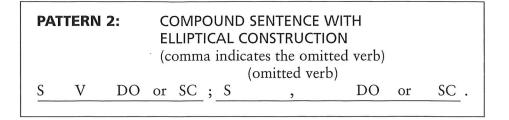
rm breeze we also enjoyed the

mes in winter the temperature 80.

beach we also like going shop-favorite thing to do.

of Southern California they iss the diverse neighborhoods

the beauty there it would make

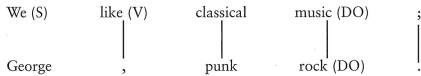


Explanation

This pattern echoes PATTERN 1, but we leave out the verb in the second clause *because* and *only if* it would needlessly repeat the verb of the first clause. Notice also, you may have a direct object (DO), which receives the action of the verb; or you may have a subject complement (SC), which describes the subject. The comma says to the reader, "Mentally insert the same verb you have already read in the first clause."

You need parallel wording in both clauses, and the verb must be exactly the same.

For example, this is not parallel:



The reader can't use the verb from the first clause and put it where the comma is, because "George like punk rock" is ungrammatical. You must use the verb (likes) here. The correct form is, "George likes punk rock." Sometimes the verb is exactly like the one in the first clause, but you may still have an awkward-sounding sentence if you omit too many words or if you forget the importance of rhythm and sound.

To see how this works, read this aloud:

Bill played a musical number by Bach; Joan, Beethoven.

This sentence sounds as if Bill played something written by three people! Now read this aloud:

Jim played a musical number by Chopin; Joan, one by Mozart.

When you leave out more than the verb, you may need to put in a word, such as *one* here. The sentence above and the one below leave out more than just the verb; you might even leave out the subject *and* the verb:

An artist's instinct is intuitive, not rational; aesthetic, not pragmatic.

WHEN TO USE THIS PATTERN

This pattern may look easy but it is actually very sophisticated. Still, when you don't want to repeat the same verb in the second or third clause, this pattern can be helpful. You'll have to develop your ear to test whether it's the right time for PATTERN 2. Does the sentence sound natural and have a rhythmical balance? If it seems awkward or unclear, it is not the right time to use this pattern.

Examples

The girls each had a clear goal; Jeanne's, educational; Ann's, recreational. For many of us, the new math teacher was a savior; for others, a pain. Michael preferred to email; John to tweet.

Professional examples

"Thought is the blossom; language [,] the bud; action [,] the fruit." —Ralph Waldo Emerson

NOTE: The brackets indicate that the commas do not appear in the original sentence.

"Lou Williams was in for adultery; John Jones for gambling." — Wall Street Journal, 7/16/01

Checkpoints

- ✓ Be sure that each sentence really has two independent clauses in it, even though the second one has an unexpressed verb or other words.
- ✓ Be sure that the verb omitted in the second clause matches exactly, in form and tense, the verb in the first clause.
- ✓ After the semicolon, if more than the verb is left out, be sure the structure is still parallel and the thought complete.
- ✓ Use a semicolon if there is no conjunction; if there is a conjunction (one of the FANBOYS mentioned in PATTERN 1), many writers use a comma. A semicolon NEVER goes with a coordinating conjunction.

Exercises

To practice what you've learn the first clause is missing, fi makes sense. (2) If the secon out the verb and whatever el

Examples

The painting on the wall repr

The dove is the universal

Going to carnivals makes
 violent movies, uncomfort

4. All the children want to g

As you read, notice sentence below.

y very sophisticated. Still, when the second or third clause, this lop your ear to test whether it's rence sound natural and have a r unclear, it is not the right time

educational; Ann's, recreational. was a savior; for others, a pain. eet.

the bud; action [,] the fruit." commas do not appear in the ; John Jones for gambling."

two independent clauses in it, ressed verb or other words. cond clause matches exactly, in . erb is left out, be sure the structee. ction; if there is a conjunction 1), many writers use a comma.

iting conjunction.

Exercises

To practice what you've learned, complete the following sentences. (1) If the first clause is missing, fill in a complete clause (with a verb) so it makes sense. (2) If the second clause is missing, fill in the blank leaving out the verb and whatever else might be just repetition.

Examples

The painting on the wall represents chaos to Fred; to Alice, a wonderland or The dove is the universal symbol for peace; the hawk, for war. 1. Going to carnivals makes me happy; violent movies, uncomfortable. 3; Ireland and Scotland, much greener 4. All the children want to go to McDonald's for lunch; As you read, notice sentences that follow this pattern and add them below.
The dove is the universal symbol for peace; the hawk, for war. 1. Going to carnivals makes me happy; 2
 Going to carnivals makes me happy; violent movies, uncomfortable. j. Ireland and Scotland, much greener All the children want to go to McDonald's for lunch; As you read, notice sentences that follow this pattern and add them below.
violent movies, uncomfortable. 3; Ireland and Scotland, much greener 4. All the children want to go to McDonald's for lunch; As you read, notice sentences that follow this pattern and add them below.
violent movies, uncomfortable. 3
violent movies, uncomfortable. 3; Ireland and Scotland, much greener 4. All the children want to go to McDonald's for lunch; As you read, notice sentences that follow this pattern and add them below.
4. All the children want to go to McDonald's for lunch; As you read, notice sentences that follow this pattern and add them below.
4. All the children want to go to McDonald's for lunch; As you read, notice sentences that follow this pattern and add them below.
As you read, notice sentences that follow this pattern and add then below.
* *