

#16

Name _____

Sentence Types

Simple Sentence

A **simple sentence** consists of a single independent clause or complete thought. It can have more than one subject, and more than one verb and still be a simple sentence. It can be lengthened by adding modifiers and complements.

Examples:

The vase fell. (one subject, one verb)

The vase and statue fell. (two subjects, one verb)

The vase fell and broke. (one subject, two verbs)

The vase and statue fell and broke. (two subjects, two verbs)

The fragile vase fell off the dresser and completely shattered.
(one subject, two verbs, many modifiers)

Write **S** if the sentence is simple. Write *no* if it is not simple.

- _____ 1. Madeleine hungrily ate grapes at the table.
- _____ 2. Jack and Elizabeth drank milk out of the carton.
- _____ 3. Roger is the distinguished man in the dark blue suit.
- _____ 4. Roger, who is a noted inventor, is working on a secret project.
- _____ 5. The girl looked in the mirror and combed her pretty hair.
- _____ 6. The ghost appears in the hall every night and terrorizes the guests.
- _____ 7. Drew yawned and stretched, but he could not get out of bed.
- _____ 8. Sharon paints landscapes well.
- _____ 9. We all knew who was in trouble.
- _____ 10. The outfielders were missing easy fly balls.
- _____ 11. Gladys was not tired, but her tennis partner was.
- _____ 12. A person who has mastered a second language is bilingual.

Compound Sentences

A **compound sentence** contains two or more independent clauses. The coordinating conjunction (*and, but, so, or, nor, or yet*) that joins the two independent clauses suggests that the two clauses are equally important. A comma usually precedes the coordinating conjunction, but may be omitted if the first clause is short. A semicolon can take the place of the coordinating conjunction.

Examples: Most of the girls favored the suggestion, but the boys did not.
 Most of the girls favored the suggestion; the boys did not.
 That was fun but now we must go home.

Write **CMP** if the sentence is compound or **no** if it is not compound.

- _____ 1. The weather was perfect, and everyone eagerly anticipated the outing.
- _____ 2. The cat chased the mouse which had eluded him for days.
- _____ 3. Liza sang ten songs, but the audience clamored for more.
- _____ 4. He spotted the horse, but it quickly galloped away.
- _____ 5. Glenda played basketball and won a sports scholarship.
- _____ 6. A strange dog chased us, but his owner came to our rescue.
- _____ 7. Ruby bought the blouse, and the brooch was given to her.
- _____ 8. She labeled Jack foolhardy, and she pronounced Jill foolish.
- _____ 9. The writer got discouraged when he had been rejected three times.
- _____ 10. I brought cash, but it wasn't enough.
- _____ 11. The airfare was cheap, so Marva bought the ticket.
- _____ 12. *The 60's* by Blake Bailey is informative and entertaining.

Compound Sentences

Let us now look at how to join two simple sentences of the same value (Independent Clauses). An **independent clause** is a group of words that stand as a sentence. Examples of Independent Clauses:

I like to read.

Terri should go home now.

America is at war with Iraq.

Coordination is the act of combining two independent clauses. There are three methods of doing this.

Method One:

**Independent Clause + Comma + Coordinating + Independent Clause
conjunction**

Example: **I spent all my savings, so I can't go to Spain this summer.**

In the above example, **so** is the coordinating conjunction. The coordinating conjunction establishes a relationship between the two clauses. In this case, the conjunction **so** shows that the second sentence is a result of the first.

You will want to memorize the seven coordinating conjunctions and their meanings. To make this easier, remember the acronym **FANBOYS**. Each letter stands for a different conjunction. Here is a list of the *fanboys* and the relationship that each establishes between two sentences.

<u>Coordinating Conjunctions</u>	<u>Examples</u>
For shows <i>reason</i> .	I like to read mystery novels, for I love suspense.
And shows <i>addition</i> .	She goes to the beach, and she takes her dog.
Nor adds a <i>negative</i> .	I don't like garlic, nor do I like onions.
(Note that the verb is placed before the subject in the second sentence).	
But shows <i>opposition</i> .	He won't get into the concert, but he can try.
Or shows an <i>alternative</i> .	I will take my kids to a movie, or I will stay home.
Yet shows <i>exception</i> .	I want to lose weight, yet I eat chocolate daily.
So shows a <i>result</i> .	I will study the <i>fanboys</i> , so I can impress my LIA.

Practice Using Coordinating Conjunctions

Read the following explanation of **critical thinking**. Then complete the exercise below.

What is Critical Thinking? ¹

Can you evaluate what you read and justify what you believe? If so, you are thinking critically. Deliberating in a purposeful, organized manner in order to assess the value of information, both old and new, is **critical thinking**. Critical readers and thinkers . . . do not accept the idea that "If it's in print, it must be true." They do not immediately accept the thinking of others. Rather, they think for themselves, analyze different aspects of written material in their search for truth, and then decide how accurate and relevant the printed words are. Critical thinkers build on previous knowledge. . . to forge new relationships. They recognize both sides of an issue and evaluate the reasons and evidence in support of each.

Overcome Barriers to Critical Thinking

Allow yourself to think critically, to be challenged, and to change. Recognize and avoid the following barriers to your own critical thinking:

1. **Existing Beliefs**—Do you refuse to consider or immediately reject ideas outside of your belief system? We are culturally conditioned to resist change and feel that our own way is best.
2. **Wishful Thinking**—Do you talk yourself into believing things that you know are not true because you want them to be true? At times we engage in self-denial.
3. **Hasty Moral Judgments**—Do you tend to evaluate someone or something as good or bad, right or wrong, and remain fixed in this thinking?
4. **Reliance on Authority**—Do you think for yourself? Many people let the government, the church, doctors, religious leaders, and teachers do their thinking for them.
5. **Labels**—Do you ignore individual differences and lump people and things into categories? Labels oversimplify, distort the truth, stereotype, and usually incite anger and rejection.

Exercise

Each sentence below is followed by a coordinating conjunction. Add an independent clause that would make sense, keeping in mind the relationship between clauses.

1. Samuel seldom thinks for himself, **so** _____.
2. I don't believe everything I read, **for** _____.
3. My mother follows her horoscope, **but** _____.
4. The media often exaggerates events, **and** _____.
5. The teacher is not always right, **nor** _____.
6. I didn't like the first class, **yet** _____.
7. I can believe everything I hear, **or** _____.
8. I used to think all lawyers were greedy, **but** _____.

¹ Taken from Smith, Brenda D. *The Reader's Handbook*. New York: Longman, 2001. 123-124.

Method Two:

Independent Clause + Semicolon (;) + Independent Clause

This method may seem like a really easy way to combine two sentences; it is. In fact, you can use a semicolon the way you would use a period. The only difference is that with a semicolon, there should be an obvious connection between the two sentences. In this method, you don't have a coordinating conjunction to establish the relationship between the two ideas; the connection must be so clear that it does not need to be stated.

Unclear connection: **Ms. Brown is a great teacher; I'm going to a movie this evening.**

Connection clear: **Ms. Brown is a great teacher; she has recommended this film to us.**

Practice With Semicolons

Here are some more sentences about critical thinking. The sentences have been fused together; they are missing semicolons. Insert a semicolon where needed to create correct compound sentences.

1. I don't think my father will ever become a critical thinker he is resistant to change.
2. Do not let gossip pollute your workplace stand up to those who spread rumors.
3. Even the newspaper is biased I will pay attention to the way they present the facts.
4. My friends from high school label everybody I am tired of their prejudice.
5. I will raise my kids to be critical thinkers it won't be easy.
6. I wrote a letter to *The Sentinel* I was angry at the way they stereotyped my race.
7. I am not always open to new information I find it hard to admit that I might be wrong.

Add to each sentence below with a semicolon and a sentence of your own.

1. My parents follow the Pope's teachings _____.
2. Susan does everything her boyfriend tells her _____.
3. I don't want to judge her _____.
4. I used to think that my parents knew everything _____.
5. I want to believe that our leaders are moral _____.
6. Not everything you read on the Internet is true _____.
7. That's your point of view _____.

Method Three:

**Independent Clause + Semicolon + Conjunctive + Comma + Independent Clause
Adverb**

Example: I am disgusted with your behavior; however, I will give you another chance.

This is a more formal way of combining two independent clauses. The formality is created by the use of **conjunctive adverbs**. In the example above, **however** is the conjunctive adverb. It means the same thing as the coordinating conjunction **but**. Many of the coordinating conjunctions have corresponding conjunctive adverbs that work well in writing for college, the workplace, and other formal occasions.

Coordinating Conjunctions	Corresponding Conjunctive Adverbs
AND	Furthermore Moreover In addition In fact Indeed
BUT or YET	However Nevertheless Nonetheless
SO	Consequently Therefore As a result

Practice Using Conjunctive Adverbs

Complete the student letter below by filling in the blanks with conjunctive adverbs.

Dear Boss:

I have had enough of your unfair treatment; _____, I have decided to leave your employment. I am giving you my two weeks notice; _____, I will not return to work after February 8th. I am tempted to write to your superiors about your behavior; _____, I do not want to waste any more time thinking about you. I will be back to pick up my final paycheck on February 9th; _____, please have my profit sharing bonus ready at that time.

Yours truly,

- _____ 15. I smell the skunk yet I can't see where it is.
- _____ 16. You can have milk and cookies or chips and salsa.
- _____ 17. We made ten dozen cookies yet none are left.
- _____ 18. Mrs. Smith left her wallet at home and couldn't buy the tuna.
- _____ 19. The VW van lurched up the hill and then it refused to move.
- _____ 20. The mall and the parking lot got flooded after the storm.
- _____ 21. You take the snow board but not the skis.
- _____ 22. We wanted to see the movie but they were already sold out.
- _____ 23. David couldn't see the lunar eclipse for the clouds blocked the moon.
- _____ 24. Mr. and Mrs. Hilton found their keys underneath their car.
- _____ 25. The bride and the groom wore white, and the bride's maids wore lavender.

PART III - Directions: On the lines provided, complete each of the following sentences. Add another simple sentence to the comma/coordinating conjunctions that are given to create a compound sentence. Remember that the words you add must be able to stand alone as a sentence. Study the example first.

Example: The man's shoes were wet, **so** he took them off before coming into the house.

26. The movie was good, **but** _____

27. We lost the car keys, **so** _____

28. The small dog must have run away from its owner, **or** _____

29. No one had picked up the trash for weeks, **nor** _____

30. An accident blocked the main street, **and** _____

COMPOUND SENTENCES - 8

Review

Name _____

Date _____ Period _____

compound sentence >	a sentence made by joining two simple sentences with a connector: <ul style="list-style-type: none">• a coordinating conjunction and a comma• a semicolon• a semicolon, conjunctive adverb, and comma
coordinating conjunction >	<i>and, but, for, nor, or, so, yet</i>
conjunctive adverbs >	<i>also, besides, consequently, finally, furthermore, however, meanwhile, instead, moreover, nevertheless, similarly, still, then, therefore, thus, otherwise, for example, for instance, in addition</i>
semicolon >	;

PART I - Directions: Add punctuation to the following sentences as necessary.

1. Sally and Suzie went to the movies.
2. Sally went to the movies however Suzie stayed home.
3. Sally went to the movies but Suzie stayed home.
4. I like chicken and I like pie also.
5. I like chicken also I like pie.
6. I like chicken in addition I like pie.
7. Joel went to the store and bought a gallon of ice cream.
8. Joel went to the store and he bought a gallon of ice cream.
9. Joel went to the store then he bought a gallon of ice cream.
10. They didn't have money for gas nor did they have money for the bridge toll.
11. They neither had money for gas nor the bridge toll.
12. The had no money for gas they had no money for the bridge toll.
13. Mr. Davis went into 7-11 to buy an umbrella meanwhile the rain stopped.
14. Mr. Davis went into 7-11 to buy an umbrella and the rain stopped.
15. Melissa spent several hours studying for the test consequently she got an A.
16. Melissa got an A on the test for she spent several hours studying.
17. Melissa spend several hours studying she got an A on the test.

PART II - Read the following story excerpt and correct any capitalization or punctuation errors you find.

Mrs Piggie wiggle lives here in our town. She is very small and has a hump on her back. When children ask her about the hump, she says "Oh thats a big lump of magic. Sometimes it turns me into a witch other times it turns me into a dwarf or a fairy. On special occasions it makes me into a queen". The children are all very envious of the hump for it is such a convenient fastening place for wings.

All the children in the Neighborhood like to visit Mrs Piggie Wiggle, because Mrs. Piggie Wiggle understands children better than anybody in the whole world. She is always ready to stop whatever she is doing, and have a tea party. She is glad to have children dig worms in her Petunia bed. She has a large trunk full of scraps for doll clothes, in addition, she has another trunk full of valuable rocks with gold in them. She is delighted to have children pick up and look at all the little things which she keeps on her tables.

One day hubert prentiss dropped the glass ball that snowed on the children when you shook it. But Mrs. Piggie Wiggle didn't get mad in fact she said, "heavens, Hubert. Dont cry. Im so glad this happened I have always wanted to know what was in that glass ball"

Mrs. Piggie Wiggle takes it for granted that you will want to try on her shoes and go wiggling around on high heels. And Mrs. Piggie Wiggle let's the children dig for pirate treasure in her backyard consequently her yard is full of holes. So you can see why Mrs. Piggie Wiggles house is the best house to visit in the neighborhood.