

iEnglish[®]
Language
Awareness
Builder
Series

iEnglish[®] **204**

The Compound Sentence

2nd Edition



G. H. Wang and S. D. Wang

iEnglish® 204

The Compound Sentence, 2nd Edition

by G. H. Wang and S. D. Wang

Published by:

UNI Publishing

Seoul, Republic of Korea

<http://www.uni-publishing.com>

E-mail: ienglish@uni-publishing.com

Copyright © 2009, 2010 by Grace H. Wang and Seok-Dong Wang

All rights reserved. No part of this book may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying, recording or by any information storage and retrieval system, without written permission from the authors, except for the inclusion of brief quotations in a review.

iEnglish® is a registered trademark of Grace H. Wang.

Printed in the Republic of Korea

ISBN: 978-89-94038-09-4 14740

***iEnglish*[®] 200s**
Grammar Series

iEnglish[®] 201: The Complete Sentence

iEnglish[®] 202: Verb Tense

iEnglish[®] 203: The Simple Sentence

iEnglish[®] 204: The Compound Sentence

iEnglish[®] 205: The Complex Sentence

Grace H. Wang is a professor of college English at Yonsei University, Seoul.

Dr. Seok-Dong Wang is a professor at Hankuk University of Foreign Studies, Seoul.

To the Student

Hello and welcome to the *iEnglish*[®] LAB series! You are about to experience a new and exciting way of learning English. These books are designed to help you gain a solid understanding of English grammar and usage, one step at a time. You will be able to:

- » progress at your own best rate;
- » focus your attention on one learning point at a time;
- » think actively about what you are learning every step of the way;
- » check whether your thinking or answers are right, immediately;

The knowledge and skills you gain will help you to develop your confidence for reading and writing in English for Academic Purpose.

To the Teacher

Hello and welcome to the *iEnglish*[®] LAB series! This workbook series will help your students amass English language knowledge through both consciousness-raising and deductive learning activities. Through this carefully designed series, your students will:

- » be led on a journey of discovery of the English language as though the teacher was right at their side;
- » progress at their own best rates, focusing on one learning point, one small step at a time;
- » be taught salient information about the English language that can save you hours of class time.

The knowledge and skills that your students gain from these books may be reinforced through classroom reading and writing assignments. The books will also provide your students with the concepts and vocabulary that they need to allow you to render effective teacher feedback on writing assignments with greater efficiency.

How to Read This Book

3 Check your answer/s to questions here in the very next frame.

Read the frames in order and answer the question/s.

Lesson 1:
Clauses

Which of the following groups of words is a sentence because it has both a subject and a predicate? _____

- a. no stone unturned
- b. divided cannot stand
- c. time is money

iEnglish® 201 Page: 7 Frame: 4

1 Follow the frame numbers.

Contents

	Page	Frame
Lesson 1: Review of the Simple Sentence	1	1
Lesson 2: Compound Sentences with Coordinating Conjunctions	47	24
Lesson 3: Compound Sentences vs. Compound Predicates	95	48
Lesson 4: Compound Sentences with a Semicolon	161	81
Lesson 5: Compound Sentences with Conjunctive Adverbs	196	103

Contents (Cont'd)

	Page	Frame
Lesson 6: Five Tips for Writing Compound Sentences	74	164
Lesson 7: Four Common Mistakes	44	179
Lesson 8: Review	10	196

Lesson 1

Review of the Simple Sentence

Welcome to *iEnglish® 204: Compound Sentences*, the fourth book in the *iEnglish® 200s* series!

In this book, we will be looking at how simple sentences may be combined to form compound sentences.

Let us begin, however, with a review of the simple sentence. If you are unable to answer the questions in this review, please read *iEnglish® 203: The Simple Sentence* before continuing with the rest of the book.

Lesson 1
Review of the
Simple Sentence

A sentence is composed of **clauses**.

Clauses are the building blocks of the sentence.

A clause contains two essential parts:

- i. a _____;
- ii. a _____.

- i. subject
- ii. predicate

Lesson 1
Review of the
Simple Sentence

Put a vertical line between the subject and predicate, and underline the head noun of the subject with one line, the verb phrase of the predicate with two lines.

**The world speed record on a bicycle is held by
John Howard, a US Olympic cyclist.**

The world speed record on a bicycle | is held by
John Howard, a US Olympic cyclist.

Lesson 1

Review of the Simple Sentence

There are two kinds of clause:

- i. the _____ clause;
- ii. the _____ clause.

The kind that can form a complete sentence by itself is the
_____ clause.

- i. independent
 - ii. dependent
(or vice versa)
- independent

Lesson 1
Review of the
Simple Sentence

The groups of clauses below combine to form three separate sentences. Write “I” for independent clause, “D” for dependent clause, and then read the complete message in the sentences.

- a. **although Leonardo da Vinci drew some rough sketches of something _____**
- b. **that looked like a bicycle _____**
- c. **the Frenchman De Sivrac built the first bicycle-type vehicle in 1690 _____**
- d. **however, it did not have pedals _____**
- e. **the pedals were added in 1840 by a Scottish blacksmith, Kirkpatrick Macmillan _____**
- f. **who is credited with inventing the real bicycle _____**

- a. D
- b. D
- c. I
- d. I
- e. I
- f. D

Lesson 1
Review of the
Simple Sentence

Write “S” for simple verb phrase and “C” for complex verb phrase:

- a. Leonardo da Vinci drew _____
- b. that looked _____
- c. the Frenchman De Sivrac built _____
- d. it did not have _____
- e. the pedals were added _____
- f. who is credited _____

- a. S
- b. S
- c. S
- d. C
- e. C
- f. C


Lesson 1
Review of the
Simple Sentence

1. A simple sentence contains how many clauses?
(one, two, three)
2. A simple sentence contains what kind of clause?
(dependent, independent)

Review of the
Simple Sentence

1. one
2. independent

Each pair of sentences contains one that is not a complete sentence. Write “SS” for simple sentence and “SF” for sentence fragment. Then, draw an arrow from the sentence fragment to the simple sentence to show that it must be combined with the simple sentence, because the sentence fragment cannot stand alone as a complete sentence. The first one has been done for you.

- a.  **Because the first bicycle did not have pedals. SF**
People walked it along. SS
- c. **When the pedals were added in 1865. _____**
- d. **The bicycle was made of wood. _____**
- e. **Air-filled tires were used on bicycles. _____**
- f. **Before they were used on automobiles. _____**

- c. SF
- d. SS
- e. SS
- f. SF

Lesson 1

Review of the Simple Sentence

Which group of verbs can form the S+V clause pattern? (*a, b, c*)

- a. *appear, begin, come, fall*
- b. *caught, describe, dislike, expect, give,*
- c. *look, seem, smell, taste*

Review of the
Simple Sentence

a

Which group of verbs can form the S+V+O clause pattern? (*a, b, c*)

- a. *go, laugh, rain, rise*
- b. *be, become, feel, grow*
- c. *imagine, miss, offer, plan*

Review of the
Simple Sentence

c

Which group of verbs can form the S+V+C clause pattern? (*a, b, c*)

- a. *look, seem, smell, taste*
- b. *swim, work, wait, stand*
- c. *receive, recommend, suggest, use*

a

Lesson 1
Review of the
Simple Sentence

The subject is the **agent** in the (*active voice, passive voice*) clause.

active voice

Lesson 1
Review of the
Simple Sentence

Underscore *the passive verb phrases only* with two lines and their subjects with one line. Circle the agent, if there is one.

The Frenchman De Sivrac built the first bicycle-type vehicle in 1690. However, it did not have pedals. The pedals were added in 1840 by a Scottish blacksmith, Kirkpatrick Macmillan, who is credited with inventing the real bicycle.

The pedals were added

agent: a Scottish blacksmith, Kirkpatrick Macmillan

who is credited

Lesson 1
Review of the
Simple Sentence

Write one of the following clause patterns for each of the simple sentences below: *SV, SVO, SVC, passive*.

- a. **The inventor of the paper clip is thought to be Johann Vaaler.**

- b. **His drawings of the paper clip date to early 1899.** _____
- c. **Johann Vaaler was born on 15 March 1866 in Aurskog, Norway.** _____
- d. **Several designs for the paper clip followed the original.**

- a. passive
- b. SV
- c. SVC
- d. SVO

Lesson 1
Review of the
Simple Sentence

Write one of the following clause patterns for each of the simple sentences below: *SV, SVO, SVC, passive*.

- a. **By Christopher Columbus' time, the earth was known to be sphere.** _____
- b. **Therefore, in 1492, Christopher Columbus set sail for the Far East in the opposite direction--west.** _____
- c. **John Cabot was the first explorer to map out the North American coast.** _____
- d. **However, he did not bring any spices or treasure back with him.** _____

- a. passive
- b. SVO*
- c. SVC
- d. SVO

Set sail is a phrase that is used as a fixed expression.

Lesson 1
Review of the
Simple Sentence

In this and the next frame write out the **direct object** (DO), and **indirect object** (IO) where there is one.

However, he did not bring any spices or treasure back with him.

IO: _____

DO: _____

IO: –

DO: any spices or treasure

Lesson 1
Review of the
Simple Sentence

**The Italian explorer Amerigo Vespucci gave the
South American continent his first name.**

IO: _____

DO: _____

IO: the South American continent
DO: his first name

Lesson 1

Review of the Simple Sentence

In this and the next frame, choose the right kind of verb complement for the blank in the sentence.

- a. **Johnny became . . . of his class.**
(direct object, subject complement)
- b. **Susan hired . . . for her firm.**
(direct object, subject complement)
- c. **The manager seemed . . . about the decision.**
(direct object, subject complement)

- a. subject complement
- b. direct object
- c. subject complement

Lesson 1
Review of the
Simple Sentence

- a. Stacy was expecting . . . at the conference.**
(direct object, subject complement)
- b. The food tasted . . . to the gourmet.**
(direct object, subject complement)
- c. The technician used . . . to correct the problem.**
(direct object, subject complement)

- a. direct object
- b. subject complement
- c. direct object

Lesson 1
Review of the
Simple Sentence

Rewrite this simple sentence in the passive clause pattern *without* an agent:

We write reports every week.

Reports are written every week.

Lesson 1
Review of the
Simple Sentence

Rewrite this simple sentence in the passive clause pattern *with* an agent. Use a dummy subject, if necessary.

The flood destroyed millions of homes.

Lesson 1

Review of the Simple Sentence

Millions of homes were destroyed by the flood.

Rewrite this sentence in the passive clause pattern *with* an agent.
Use a dummy subject, if necessary, to avoid an awkward sentence.

**Some people believe that reindeer can travel faster than the
speed of Christmas lights.**

It is believed by some people that reindeer can travel faster than the speed of Christmas lights.

Lesson 1
Review of the
Simple Sentence

Underline the **logical subject** of this sentence with one line.

**There are about a billion bicycles in the world,
twice as many as automobiles.**

about a billion bicycles

Lesson 2

Compound Sentences with Coordinating Conjunctions

Let's now begin our first lesson on the compound sentence, *Lesson 2: Compound Sentences with Coordinating Conjunctions*.

We have become familiar with the idea that the simple sentence consists of (*one, two, three*) clause, and that this clause must be (*a dependent, an independent*) clause, one which can form a complete sentence by itself.

Compound Sentences with Coordinating Conjunctions

one, an independent

If our writing consisted only of simple sentences, it would sound rather ‘choppy’. For example, read the following text out loud, and use your ‘ear’ to answer the question below.

In 1897, an Austrian businessman bought a car in Germany. His daughter’s name was Mercedes. He named his car Mercedes. He entered the car in a local competition. The car was a sensation. He bought 36 more cars. He sold these cars. He also secured a car franchise. The Mercedes trade name was registered in the year 1900.

Is this an example of good writing? Why or why not?

Compound Sentences with Coordinating Conjunctions

It is not, because the writing contains too many simple sentences, and it sounds 'choppy'.

Therefore, it is desirable to achieve sentence variety in our writing, and to do that we must learn to use a variety of different kinds of sentences, sentences that contain more than just one clause.

There are three types of sentences containing more than one clause: (i) the compound sentence, (ii) the complex sentence, and (iii) the compound-complex sentence.

This book, *iEnglish*[®] 204, is about which type of sentence? (*compound, complex, compound-complex*)

compound

Lesson 2
Compound Sentences
with Coordinating
Conjunctions

A compound sentence contains two or more *independent* clauses. Which of the following is a compound sentence? (*a, b, c*)

- a. **Electric cars were introduced in 1896, and by the end of the century almost 50% of motorcars worldwide were electric.**
- b. **By 1930, however, the electric car became obsolete with the mass production of gasoline cars.**
- c. **In recent years, there has been a renewed interest in electric cars, which are more environmentally friendly than gasoline cars.**

Compound Sentences with Coordinating Conjunctions

a

A compound sentence usually contains a transition between its two independent clauses, a word or phrase that connects or joins one clause to another.

Which word in the following compound sentence is the transition?

Electric cars were introduced in 1896, and by the end of the century almost 50% of motorcars worldwide were electric.

Compound Sentences with Coordinating Conjunctions

and

A good use of transitions is important in all types of writing, not only for compound sentences. For example, a transition can connect ideas between a simple sentence and another sentence as in (a) below, as well as within a complex sentence as in (b).

Circle the word that is functioning as a transition in each sentence.

- a. **By 1930, however, the electric car became obsolete with the mass production of gasoline cars.**
- b. **In recent years, there has been a renewed interest in electric cars, which are more environmentally friendly than gasoline cars**

Compound Sentences with Coordinating Conjunctions

- a. however
- b. which

There are three types of transitions:

- i. Coordinating conjunctions** – e.g. *and, but*
- ii. Conjunctive adverbs** – e.g. *however, thus*
- iii. Subordinating conjunctions** – e.g. *which, because*

Subordinating conjunctions are used to create complex sentences, which is the subject of *iEnglish® 205: The Complex Sentence*.

In this book, we will be looking at the first two types: _____
_____ and conjunctive adverbs.

coordinating conjunctions

Lesson 2

Compound Sentences with Coordinating Conjunctions

Let's begin with a closer look at coordinating conjunctions.

There are just seven coordinating conjunctions in the English language. It's easy to remember them with the acronym: FANBOYS.

For
And
Nor
But
Or
Yet
So

Lesson 2
Compound Sentences
with Coordinating
Conjunctions

These coordinating conjunctions each has its own meaning and use, most of which you probably already know. Match the meaning and use on the right with the conjunction on the left.

1. for ___	a. to add a similar idea
2. and ___	b. to add an opposite idea
3. nor ___	c. to add a reason
4. but ___	d. to add an alternative idea
5. or ___	e. to join two negative clauses
6. yet ___	f. to add a result
7. so ___	g. to add a surprising or unexpected result or idea

Compound Sentences
with Coordinating
Conjunctions

1. c
2. a
3. e
4. b

5. d
6. g
7. f

In this and the following frames, select the conjunction that makes the better sense.

The air was chilly, (*and, or*) the sky was overcast.

and

Lesson 2
Compound Sentences
with Coordinating
Conjunctions

**The show didn't interest the adults,
(so, but) the children enjoyed it.**

Compound Sentences
with Coordinating
Conjunctions

but

**I don't like cabbage, (so, nor) do I care
for brussel sprouts*.**

(= I don't like cabbage, and I don't like brussel sprouts.)

*Brussel sprouts look like miniature cabbage heads about the size of a donut hole.

nor

Lesson 2
Compound Sentences
with Coordinating
Conjunctions

I can call you (*or, for*) you can call me.

or

Lesson 2
Compound Sentences
with Coordinating
Conjunctions

**I usually buy ready-made spaghetti sauce, *(but, for)*
it takes a lot of time to make from scratch.**

for

Lesson 2
Compound Sentences
with Coordinating
Conjunctions

**The “its-it’s” error is so easy to correct, (*and, yet*)
it’s often missed.**

Compound Sentences with Coordinating Conjunctions

yet

(But and yet have similar meanings in that they both signal that an opposite idea is coming. However, yet is only used when the opposite idea is surprising or unexpected. But can also be used for this purpose, but yet is normally not used when there is no element of surprise.)

Now, what about the comma before the conjunction?

We usually put a comma before the conjunction when it combines two independent clauses, especially when the sense of a pause is desirable between the two parts of the compound sentence. The comma is not required when the two independent clauses are fairly short.

Now, go back to frames 33 to 38, and circle the comma in each compound sentence. In which frames is there a comma before the conjunction? Circle all that apply: (33, 34, 35, 36, 37, 38)

Lesson 2
Compound Sentences
with Coordinating
Conjunctions

Now, what about the period before a coordinating conjunction? Is it okay to begin sentences with a coordinating conjunction?

Grammatically speaking, it is not incorrect to begin a sentence with a coordinating conjunction. However, we don't generally prefer it in academic writing. Sentences that begin with coordinating conjunctions are more suitable informal, journalistic or literary writing.

Which punctuation is preferred in most academic writing? (*a, b*)

- a. I studied engineering. And my sister studied music.**
- b. I studied engineering, and my sister studied music.**

Compound Sentences
with Coordinating
Conjunctions

b

Which of the following contains punctuation that is *not* preferred in formal academic writing? (*a, b*)

- a. **Hemingway is sometimes criticized for his unpleasant portrayal of women. But we do find some admirable and heroic female characters in his novels and short stories.**
- b. **Hemingway is sometimes criticized for his unpleasant portrayal of women. Nevertheless*, we do find some admirable and heroic female characters in his novels and short stories.**

**Nevertheless* is a conjunctive adverb, a topic to be covered later in Lesson 5.

Compound Sentences with Coordinating Conjunctions

a

In this and the following frames, choose one of the coordinating conjunction in the FANBOYS acronym to fill in the blanks. Write both the word before and after the conjunction and any appropriate punctuation. More than one choice of conjunction is possible.

I was born in Korea . . . I grew up in Canada.

Korea, and/but I

Lesson 2
Compound Sentences
with Coordinating
Conjunctions

**I want to work at an international organization in the future . . .
I am studying English rigorously.**

future, so I

Lesson 2
Compound Sentences
with Coordinating
Conjunctions

**Be sure to fasten on the lid on securely . . . the
coffee might leak.**

securely, for/or the

Lesson 2
Compound Sentences
with Coordinating
Conjunctions

**You had better take that seat soon . . . someone
might take it from you.**

soon, or someone

Lesson 2
Compound Sentences
with Coordinating
Conjunctions

**Global warming does not prove the climate models . . . does it
disprove them.**

(= It does not prove the models, and it does not disprove them.)

models, nor does

Lesson 2
Compound Sentences
with Coordinating
Conjunctions

**The Nuclear Non-Proliferation Treaty was established in 1968 . . .
there are, today, more than 23000 nuclear weapons.**

1968, yet/but there

Lesson 3

Compound Sentences vs. Compound Predicates

Let's move on to *Lesson 3: Compound Sentences vs. Compound Predicates*.

The capital of Azerbaijan, Baku, is located on the western shore of the Caspian Sea and is Azerbaijan's largest city.

1. Put a vertical line between the subject and the predicate, and underline the head noun of the subject with one line, the verb phrases in the predicate with two lines.
2. This sentence contains a (*compound sentence, compound predicate*).

End of Sample Lessons,

Thank you!

<http://ienglishR.org>

UNI Publishing



Publisher of iEnglish® Books



Meeting learning challenges and
Pushing the leading edge of the profession.