**Compound Sentences**

**The Compound Sentence Guidelines**

4 pages (ELC charges 10 cents/page for print jobs)

Definition - A compound sentence is a sentence that is composed of two or more independent clauses. Writers use compound sentences to indicate the relationship between the ideas in two or more independent clauses.

An independent clause is essentially the same as a simple sentence. An independent clause contains one subject + verb pair and expresses a complete thought.

The process of combining independent clauses together in one sentence is called coordination.

The words that are used to link clauses together are called conjunctions. There are several types of conjunctions used for linking clauses, including coordinating conjunctions, conjunctive adverbs, and correlative conjunctions as explained in Methods for Constructing Compound Sentences.

In some cases, punctuation only (without any conjunctive word) is used to join independent clauses.

There are five primary ways of combining independent clauses to make compound sentences.

\* Coordinating Conjunctions

\* Conjunctive Adverbs

\* Coorelative Conjunctions

\* Semi-colons

\* colons

Using Coordinating Conjunctions to Join Independent Clauses

1. When using a coordinating conjunction to join clauses, a comma is used at the end of the first clause, just before the coordination conjunction.

Examples

o Sport-utility vehicles have been very popular for the past few years, but the rising cost of gasoline is causing them to lose their appeal.

o Drivers can select heavy-duty trucks for carrying large and cumbersome cargo loads, or they can purchase passenger vans to accommodate up to fifteen people.

2. The choice of which coordinating conjunction to use is based on the relationship of the ideas in the two clauses.

Examples

\* Every performance of the rodeo during the entire two-week period was sold out, yet the concession and souvenir sales were lower than for any previous year.

[The choice of the word "yet" in this sentence indicates that the idea in the second clause (low sales) is the opposite of what would be expected from the first clause (high attendance at the event.)]

\* The accountant could give his extra rodeo tickets to one of his prospective clients to gain favor and perhaps make a sale in the future, or he could share the tickets with some family members and just enjoy a relaxing evening.

(The choice of the word "or" in this sentence indicates that only one of the two ideas can be chosen.

Using Conjunctive Adverbs to Join Independent Clauses

3. The choice of which conjunctive adverb to use is based on the relationship of the ideas in the two clauses.

Examples

\* My daughter begged and pleaded to see her gift; consequently, I broke down and let her open it before the birthday party began.

[(The first idea is a cause and the second idea is an effect; therefore, "consequently" is selected to indicate that the first event (the child's begging) caused the second event (the parent's decision.)]

\* My daughter begged and pleaded to see her gift; nevertheless, I insisted that she wait until her party to open the package.

[The word "nevertheless" shows that the idea in the second clause (the parent's refusal) is an unexpected outcome of the idea expressed in the first clause (the child's begging).]

4. When using a conjunctive adverb to join clauses, a semi-colon is used between the first independent clause and the conjunctive adverb. If the conjunctive adverb is more than one syllable long, a comma is used between the conjunctive adverb and the second independent clause.

Examples:

\* I am always happy to have my friends over to grill hamburgers and watch football; however, I often wish that they would offer to share the expense of the food.

[The conjunctive adverb "however" is more than one syllable long, so both the semi-colon before and a comma after the conjunctive adverb is required.

\* My friends all like to come to my apartment to watch movies every weekend; thus I end up with very few evenings to go out on a date with my boyfriend.

[The conjunctive adverb "thus" is only one syllable long, so the semi-colon is used before the conjunctive adverb, but the comma may be used, or it may be omitted.

Using Correlative Conjunctions to Join Independent Clauses

1. Correlative conjunctions always occur in pairs. When correlative conjunctions are used to join independent clauses , one half of the pair is inserted into the first independent clause, the second half of the pair is inserted into the second independent clause, and a comma is inserted between the two clauses .

Examples

o The waiter is either going to have to drastically improve his manner of speaking to people in the restaurant, or he is going to be looking for another job.

[The first word of a pair of correlative conjunctions may be placed at the beginning of the first independent clause, or it may be somewhere inside the clause as it is in this example.]

o The restaurant manager is not only watching how the waiter conducts himself in the dining area, but he is also paying attention to the remarks he makes to the kitchen staff and hostess.

[Note: The two words that make up the second half of the correlative conjunction pair (“but” and “only”) are often separated by other words in the independent clause.]

Using a Semi-Colon to Join Independent Clauses

1. When two independent clauses are very closely linked in meaning, they can be joined together with a semi-colon. This construction is used only when the connection between the two clauses is readily apparent to the reader.

Examples

\* Finding a whole family napping in front of the TV after Thanksgiving dinner is not at all uncommon; after a large or heavy meal, many people find themselves growing drowsy.

[Since the relationship between these two clauses is apparent, no conjunctive word is needed for the reader to understand the linkage of the ideas.]

o Some of the marathon runners were trying to earn money for research; others just enjoyed the challenge of running and the satisfaction of finishing the race.

[Since the relationship between these two clauses is apparent, no conjunctive word is needed for the reader to understand the linkage of the ideas.]

Using a Colon to Join Independent Clauses

1. Two independent clauses can be joined together with a colon under very specific circumstances. The information in the second independent clause must clarify, explain, or summarize the idea(s) in the first independent clause.

Examples

\* The journalist can expect a huge increase in pay: he was recently nominated for a Pulitzer Prize.

[The idea in the second clause (being nominated for a Pulitzer Prize) explains the statement in the first clause (the journalist expects a raise).]

\* She will never forget their first date when he forgot his wallet, spilled red wine on her white blouse, and backed into another car in her apartment parking lot : it was an utter disaster.

[The idea in the second clause (utter disaster) summarizes the information provided in the first clause (the three bad events).]

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**Compound Sentence Grammar Module Activities**

Instructions: Read the Guidelines for Compound Sentences before you complete the following activities. The Extended Learning Center provides all the books you will need to complete these activities.

Tutoring: You may see a tutor for help with understanding any of the following activities.

Activities:

Grammar textbook work: Do not write in the textbooks. Either photocopy the exercise pages from the text or complete the assignments on your own paper (Note: to utilize your time effectively, write short answers whenever possible, rather than copying entire sentences).

1. Odyssey (3 rd edition) :

1. Read Using Coordination on pages 295-299 and complete Exercise 19.3.

2. Practice using subordination by completing one (your choice) of the following: Exercise 19.5 and 19.6 on pages 298-299.

2. Writer's Choice :

1. Read pages 538-539.

2. Complete Exercise 4 on page 539.

3. For additional practice, you may complete Exercise 5 on page 539.

3. Sentence Essentials :

1. Read pages 215-228.

2. Complete Practice 3 on page 222 and Practice 4 on page 225.

4. The Little, Brown Handbook (8 th edition) :

1. Read Section 12d (pages 282-285).

2. Complete Exercise 17 on page 286.

Turn in all work assigned by your instructor before taking the Compound Sentence Test.

The Compound Sentence

**PRACTICE TEST**

(4 pages, 10¢/page for print jobs in ELC)

PART I: Choose the item that correctly completes the compound sentence.

1. Some music programs are designed to give musicians an extensive variety of experiences with many instruments \_\_\_\_\_\_\_\_ others prefer to have the students focus on and develop a single instrument to the fullest.

1. however

2. ; however,

3. ; however

4. , however

5. , however,

2. Studies have been done focusing upon methods of developing musical proficiency \_\_\_\_\_\_ the goal of a teaching program should be to develop both skill and creativity.

1. , (comma)

2. – (dash)

3. ; (semi-colon)

4. (no punctuation needed)

3. It is not only important for a music teacher to identify with the student who is receiving instruction \_\_\_\_\_\_\_\_\_\_ but it is also crucial for the student to identify with the teacher as a person of shared interests and experiences.

1. , (comma)

2. – (dash)

3. ; (semi-colon)

4. (no punctuation needed)

4. Ideally, a child will be willing and eager to pick up a new instrument and experiment with it \_\_\_\_\_\_\_\_\_ occasionally the child will be too intimidated by the fear of damaging the instrument to enjoy the experience of handling or trying out an unfamiliar one.

1. ; but,

2. ; but

3. , but,

4. , but

5. but

PART II: Some of the following sentences contain errors.

Mark “A” if the sentence is correct or “B” if the sentence is incorrect.

5. In order to be a creative musician, one must first be a creative person, but not every musician is a creative person.

1. Correct

2. Incorrect

6. A large component of musical production is the technical aspect: an exceptional musician must thoroughly understand the mechanical workings of the instrument and the concepts of sound production.

1. Correct

2. Incorrect

7. The selection of an instrument is a crucial decision for budding musicians, its appeal to the interest of the child is a key factor in the duration of the child’s interest.

1. Correct

2. Incorrect

8. A child’s acquisition of musical skills and techniques is important; nevertheless, the child’s experience of expression and creativity are critical factors in the level of satisfaction that he or she experiences.

1. Correct

2. Incorrect

9. The person working with music students may be considered either a musician or a teacher but, the important thing is for that person to be warm, friendly, and interested in helping the young musician develop both interest and skill in an instrumental craft.

1. Correct

2. Incorrect

10. One of the key factors in musical expression is the degree to which the musician is truly involved; therefore, the level of motivation a person brings to the task is an indicator of the ultimate potential of the performance.

1. Correct

2. Incorrect

PART III: For each of the sentences in the paragraph below, mark as follows:

“A” if the sentence is a Compound Sentence

“B” if the sentence is not a Compound Sentence

(11) Competition in musical expression takes two forms. (12) Natural competition is inherent in every musical performance situation: every person has a natural desire to improve upon his or her own achievements. (13) A continuous competition with one’s own standards and achievements is a most natural and healthy source of growth, and should never be discouraged. (14) Forced competition can also be imposed upon a group; moreover, rewards or prizes are often given as recognition. (15) Children in the lower elementary grades are usually unaware of any competition in music, for their performances are merely a means of expression. (16) At young ages, each child differs from his or her classmates; usually there is no feeling that one performance is better than another. (17) At later stages of development, however, the quality of the performance becomes more and more important. (18) In the upper grades of the elementary school, the stimulation children receive from each other’s creative work is a valuable contribution to their own flexibility. (19) If the youngster is exposed to many different musical performance experiences, then he or she begins to adapt and develop a personal expressive style. (20) Such natural competition is not based on standards external to the youngster.

(All test items adapted from Creative and Mental Growth, Sixth Edition. Lowenfeld and Brittain. Macmillan Publishing Co., Inc. New York, 1975.)

Answer Key: The Compound Sentence Practice Test

Part I

1. B

2. C

3. A

4. D

Part II

5. A

6. A

7. B

8. A

9. B

10. A

Part III

11. B

12. A

13. B

14. A

15. A

16. A

17. B

18. B

19. A

20. B