

CHAPTER 8 LESSON 2 CONTINUED

THE COMPOUND SENTENCE

1. A compound sentence is two complete sentences joined together correctly.
2. The first way to join two sentences and make a compound sentence is to use a comma and a conjunction. The formula for you to follow will always be given at the end of the sentence. The formula gives the abbreviation of the compound sentence and lists the conjunction to use (CD, but). Remember to place the comma BEFORE the conjunction.
Example: The buzzer rang, but no one answered the door. (CD, but)
3. The second way to join two sentences and make a compound sentence is to use a semicolon and a connective (conjunctive) adverb. The formula to follow is given at the end of the sentence. The formula gives the abbreviation of the compound sentence and lists the connective adverb to use (CD; however,). Remember to place a semicolon BEFORE the connective adverb and a comma AFTER the connective adverb. (This method is particularly useful when you are working with longer sentences.)
Example: The buzzer rang; however, no one answered the door. (CD; however,)
4. The third way to join two sentences and make a compound sentence is to use a semicolon only. The formula to follow is given at the end of the sentence and lists the semicolon after the abbreviation of the compound sentence (CD;). Remember, there is no conjunction or connective adverb when the semicolon is used alone. (This method is usually used with short sentences that are closely related in thought.)
Example: The buzzer rang; no one answered the door. (CD;)
5. Compound sentences should be closely related in thought and importance.
Correct: The buzzer rang, but no one answered the door.
Incorrect: The buzzer rang, but everyone at the shop needs a vacation.

WHEN A COMPOUND SENTENCE IS NOT JOINED TOGETHER CORRECTLY, YOU HAVE A COMMA SPLICE OR A RUN-ON SENTENCE.

1. **A comma splice** is two or more sentences incorrectly connected with a comma and no conjunction.
Incorrect: The buzzer rang, no one answered the door.
2. To correct a comma splice: put a conjunction (*and, or, but*) after the comma.
Correct: The buzzer rang, but no one answered the door.
3. **A run-on sentence** is two or more sentences written together as one sentence, or two or more sentences written with a conjunction and no comma. This error may also be called a **fused sentence**.
Incorrect: The buzzer rang no one answered the door.
Incorrect: The buzzer rang but no one answered it.
4. To correct a run-on sentence:
 1. Put a comma and a conjunction between the two complete thoughts.
 2. Put a semicolon and a connective adverb between the two complete thoughts.
 3. Put a semicolon between the two complete thoughts.
Correct: The buzzer rang, but no one answered the door.
Correct: The buzzer rang; however, no one answered the door.
Correct: The buzzer rang; no one answered the door.

As you have just learned, compound sentences are correctly joined with conjunctions and connective adverbs. To learn more about these kinds of joining words, look at the information about coordinate conjunctions and the chart on page 72. (Read and discuss the information and chart with your class. This section of the student page is reproduced for you on the next page.)

CHAPTER 8 LESSON 2 CONTINUED

COORDINATE CONJUNCTIONS

You have already learned that conjunctions join words or groups of words together, and the three most common conjunctions are *and*, *or*, and *but*. Since there are different kinds of conjunctions, you will now learn the name of conjunctions that join. Conjunctions that join are called **coordinate conjunctions, or coordinating conjunctions**. Coordinate conjunctions join things of equal importance, such as compound subjects, compound verbs, or compound sentences. The conjunctions *and*, *but*, *or*, *nor*, and *yet* are coordinate conjunctions. They join together words, phrases, or sentences that have equal importance. Sometimes, the word *so* is used as a coordinate conjunction. You will know to use *so* as a coordinate conjunction if it means *as a result*. Do not use *so* as a coordinate conjunction if you can substitute “so that” as you read the sentence.

Examples: I stayed awake all night, **so** I am sleepy. I sanded the shelf **so (that)** I could paint it today.

The coordinate conjunctions and some of the connective adverbs are listed in the chart below to help make it easy for you to use them.

Coordinate Conjunction and Connective Adverb Chart				
Type of Conj / Adv	More Information	Contrast/Choice	Alternative	As a result
Coordinate Conjunction	,and ,nor	,but ,yet	,or	,so
Connective Adverbs	; ;moreover, ;furthermore, ;besides, ;also, ;likewise,	; ;however, ;nevertheless,	; ;otherwise,	; ;therefore, ;hence, ;thus, ;consequently, ;accordingly,

Now we will work the guided practice together. We will read the directions first to be sure we know what to do. (*Read the directions for the guided practice below.*) Look at Number 1. Is “The weather was sunny” a complete sentence? (*Yes.*) Is “the wind made it cool” a complete sentence? (*Yes - except for a capital letter and end mark.*) The directions tell us to put a slash between these two complete thoughts. (*Divide the run-on sentence with a slash.*)

Now look at the end of Number 1. The (CD, but) in parentheses tells us how to make these two sentences into a compound sentence. The (CD) stands for compound sentence, and the (but) tells which coordinate conjunction to use. Remember, we must also use a comma in front of the conjunction to make the sentence a compound sentence. (*Go to the next page to finish the teaching script.*)

Guided Practice: Put a slash to separate the two complete thoughts in each run-on sentence. Correct the run-on sentences or fragments as indicated by the labels in parentheses at the end of each sentence.

1. The weather was sunny / the wind made it cool. (CD, but)
The weather was sunny, but the wind made it cool.
2. Julie struggled to open the safe / she could not master the combination. (CD; however,)
Julie struggled to open the safe; however, she could not master the combination.
3. On the newly-laid asphalt in our driveway. (S)
Answers will vary. Check for complete sentences.
4. Juanita plays the French horn / she plays the piano, too. (S)
Juanita plays the French horn and the piano, too. (Note: Simple sentences can have compound parts.)
5. Evan toured the battlefield at Gettysburg / Rick toured the battlefield at Gettysburg. (SCS)
Evan and Rick toured the battlefield at Gettysburg. (Note: When the subject is compound, the verb is plural.)
6. Joyce painted wildflowers with watercolor / she sculpted roses from wood. (SCV)
Joyce painted wildflowers with watercolor and sculpted roses from wood.
7. We have some new tropical fish for our aquarium / the pet shop helped us with our selection. (CD;)
We have some new tropical fish for our aquarium; the pet shop helped us with our selection.