

Coordination: Writing Compound Sentences

Intermediate Grammar Lesson

Sentence vs. clause

Study the following examples:

Sam spent last summer in Italy but Anne did not go anywhere.

Sam spent last summer in Italy; however, Anne did not go anywhere.

Sam spent last summer in Italy. However, Anne did not go anywhere.

What is the relationship between those “mini-sentences”?

What are the differences in punctuation between these sentences?

Characteristics of compound sentences

A compound sentence consists of at least two independent clauses (equivalent of simple sentences).

To join two clauses or more to write a compound sentence, we can use a coordinating conjunction (or coordinators), a conjunctive adverb, or a semicolon.

When we use coordination, we keep an equal relationship between the clauses of the compound sentence.

Using coordinating conjunctions

When you use a coordinating conjunction, you usually need to put a coma before it, especially if the two clauses are long. The list of coordinating conjunctions includes **and, but, for, nor, or, so,** and **yet**. Look at the examples below:

MAIN CLAUSE 1	COO. CONJ.	MAIN CLAUSE 2
Liz played very well,	so	she won the match easily.
Few students are hardworking,	but	we can make the rest work hard.
He did not prepare well for the exam,	yet	He managed to pass it.
Amy always forgets her keys,	and	I have to remind her of them.
You should be best friends,	for	you only have each other.
Give me my money back	or	I will go to the police.
He did not accept the offer,	nor	was he ready to negotiate.

Using conjunctive adverbs

Conjunctive adverbs achieve the same relationship that coordinating conjunctions achieve between clauses. The list of conjunctive adverbs includes the following:

Accordingly	Equally	Instead	Now
Additionally	Hence	Likewise	Otherwise
Besides	However	Meanwhile	Similarly
Consequently	In addition	Moreover	Subsequently
Conversely	In comparison	Nevertheless	Then
Finally	In contrast	Next	Therefore
Furthermore	Indeed	Nonetheless	Thus

Unlike coordinating conjunctions, conjunctive adverbs come after a semicolon, or a full stop, not a comma, which comes after the conjunctive adverb. Look at the following examples:

MAIN CLAUSE 1	CON. ADV.	MAIN CLAUSE 2
Adam studied hard for the exam;	however,	He did not pass it.
He did not come on time;	instead,	He made us wait for a long time.
I received the bad news from them;	furthermore,	He told me the news too late.
He spent too much money;	consequently,	He had no money left to buy the book.

Note that after the conjunctive adverb, there is a comma, but before the conjunctive adverb, there is a semicolon. We can also use a full stop before the conjunctive adverb.

Comparison between conjunctive adverbs and coordinating conjunctions

Main Clause, + coordinating conjunction + main clause 2

Main Clause1; + conjunctive adverb, + main clause2.

Main Clause1. + Conjunctive adverb, + main clause2.

PRACTICE

Use the appropriate coordinating conjunction to join each pair of the following sentences.

1. She did not finish, she was busy doing something else.
2. While Tom was eating his supper, stealing sugar as opportunity offered, Aunt Polly asked him questions.
3. Tom never had in mind to be a hardworking boy, did he show signs of intending to be one.
4. It was not very difficult to do thing, this particular situation demanded a lot more then he could offer.
5. I always made efforts to finish the job on time, I sometimes have to work extra time to do that.
6. You can apply for the job online send your application via mail.
7. James forgot to proofread his essay, he had to go through it all over again.

Use the appropriate conjunctive adverb to join each pair of the following sentences. Use a semicolon wherever appropriate.

nevertheless – moreover – hence – as a result - furthermore – however – otherwise – consequently – besides – therefore

1. Green vegetables are rich sources of fiber;....., they are very healthy and essential for the body.
2. We have missed the last bus;....., we have to take a taxi to get to our destination.
3. I thought the meal was delicious;....., I changed my mind when I tasted it.
4. The car I bought was in good condition;....., the price was reasonable.
5. John spent too much money on renovating the house;....., he had no money left to buy a car.
6. You really need to behave well in here;....., they will send you out.
7. His career has been great;....., he is a man of good reputation.
8. He always came late to class;....., he never did his homework.
9. They have recruited high-qualified people;....., there has been big improvement in the service.
10. I never though I could win the contest;....., I decided to try my luck at it.

Correct the mistakes in the following sentences.

1. Mr. Weston was a man of unexceptionable character, easy fortune, suitable age; and pleasant manners.
2. The Woodhouses were first in consequence there, all looked up to them.
3. She had many acquaintances in the place; for her father was universally civil.
4. Alice was beginning to get very tired of sitting by her sister on the bank; and of having nothing to do.
5. Once or twice, she had peeped into the book her sister was reading. But it had no pictures or conversations in it.
6. The rabbit-hole went straight on like a tunnel for some way. And then dipped suddenly down.
7. Either the well was very deep; or she fell very slowly; for she had plenty of time as she went down.
8. She tried to look down and make out what she was coming to. But it was too dark to see anything; then she looked at the sides of the well.

Punctuate the following passage correctly. In some cases, you need to use a comma or a full stop.

Sixteen years had Miss Taylor been in Mr. Woodhouse's family less as a governess than a friend very fond of both daughters but particularly of Emma between them it was more the intimacy of sisters even before Miss Taylor had ceased to hold the nominal office of governess the mildness of her temper had hardly allowed her to impose any restraint and the shadow of authority being now long passed away they had been living together as friend and friend very mutually attached and Emma doing just what she liked highly esteeming Miss Taylor's judgment, but directed chiefly by her own. (From *Emma* by Jane Austen)

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Teacher's Notes and Answers

Intermediate

This lesson is about writing compound sentences; therefore, the teacher needs to make sure the students understand the difference between a clause and a sentence.

If the students already understand clauses and know what they are, then the warm-up of the lesson could be a chance for revision. In case the students do not know or understand what a clause is, then this is the opportunity to explain to them how two or more sentences combine with each other and become clauses to make up a compound sentence.

Sentence vs. clause

A clause is a meaningful unit that has its own subject and predicate, just like a simple sentence. The basic difference between a clause and a sentence is that a sentence is a complete unit in itself; a clause is a unit that is part of a compound, complex, or compound-complex sentence. An independent clause is the equivalent of a simple sentence.

Depending on the level of the student, the teacher has enough room to decide on how far to go with explaining clauses in English and their types to the students.

Using coordinators (or coordinating conjunction) and conjunctive adverbs

Coordinators, as well as subjunctive adverbs, make logical connections between sentences more explicit and help us to express complex ideas. The relations expressed by coordinating conjunctions include: addition (and), contrast (but/yet), result (so), reason (for) alternative (or), and negative addition (nor).

Conjunctive adverbs also express the same relations in addition to others, like giving examples, showing order, etc.

Coordination maintains an equal relationship between the clauses of the sentence, unlike subordination.

Using the semicolon

Combining two sentences using just a semicolon when the relationship between the clauses is clearly understood without having to use neither a conjunctive adverb nor a coordinating conjunction.

Key to exercises

Use the appropriate coordinating conjunction to join each pair of the following sentences.

- | | | | |
|--------|---------|---------|--------|
| 8. for | 10. nor | 12. yet | 14. so |
| 9. and | 11. but | 13. or | |

A. Use the appropriate conjunctive adverb to join each pair of the following sentences. Use a semicolon wherever appropriate.

- | | | | |
|---------------|------------------|-----------------|------------------|
| 11. hence | 14. moreover | 16. otherwise | 19. as a result |
| 12. therefore | 15. consequently | 17. besides | 20. nevertheless |
| 13. however | | 18. furthermore | |

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9. Mr. Weston was a man of unexceptionable character, easy fortune, suitable age, and pleasant manners.
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12. Alice was beginning to get very tired of sitting by her sister on the bank, and of having nothing to do.
13. Once or twice, she had peeped into the book her sister was reading, but it had no pictures or conversations in it.
14. The rabbit-hole went straight on like a tunnel for some way, and then dipped suddenly down.
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