

Reference 38: Simple Sentences, Compound Parts, and Fragments**Example 1:** The little girl looked shyly at her teacher. (S)**Example 2:** Carla's mom and dad attended her graduation. (SCS)**Example 3:** Jennifer jumped and twirled during the dance rehearsal. (SCV)**Part 2:** Identify each kind of sentence by writing the abbreviation in the blank. (S, SS, F, SCS, SCV)

- SCV 1. The children ran and shouted during recess.
SCS 2. The rain and sleet fell steadily.
F 3. During the picnic at noon in the park.
S 4. Our electricity went off during the ice storm.
SS 5. I watched a movie. It was good.

Part 3: Put a slash to separate each run-on sentence below. Then, correct the run-on sentences by rewriting them as indicated by the labels in parentheses at the end of each sentence.

1. The wasps were swarming / they were upset. (SS)
The wasps were swarming. They were upset.
 2. The horse is in the barn / the cow is in the barn. (SCS)
The horse and cow are in the barn.
 3. The ambulance parked / it waited for a call. (SCV)
The ambulance parked and waited for a call.

Reference 39: The Compound Sentence

1. Compound means two. A compound sentence is two complete sentences joined together correctly.
 2. The first way to join two sentences to 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 for "compound sentence" and lists the conjunction to use (**CD, but**). Remember to place the comma BEFORE the conjunction.

Example: She studied for her driver's **test, but** she did not pass it. (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 for "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. **Example:** She studied for her driver's test; **however,** she did not pass it. (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 for "compound sentence" (**CD;**). Remember, there is no conjunction or connective adverb when the semicolon is used alone. **Example:** She studied for her driver's **test; she** did not pass it. (CD;)
 5. Compound sentences should be closely related in thought and importance.

Correct: She studied for her driver's **test, but** she did not pass it.Incorrect: She studied for her driver's test, but she preferred toast.**Reference 40: 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 (as a result) so (that) - no comma
Connective Adverbs	;moreover, ;furthermore, ;besides, ;also, ;likewise,	;however, ;nevertheless,	;otherwise,	;therefore, ;hence, ;thus, ;consequently, ;accordingly,

Chapter 5 Test

Exercise 1: Classify each sentence.

1. _____ After the game, the spectators moved onto the basketball court.
2. _____ The fascinated child quickly rushed for the drifting bubbles.
3. _____ Eight mighty Olympians dashed briskly toward the finish line!

Exercise 2: Use Sentence 3 to underline the complete subject once and the complete predicate twice and to complete the table below.

List the Noun Used	List the Noun Job	Singular or Plural	Common or Proper	Simple Subject	Simple Predicate
1.	2.	3.	4.	5.	6.
7.	8.	9.	10.		

Exercise 3: Name the five parts of speech that you have studied so far.

1. _____
2. _____
3. _____
4. _____
5. _____

Exercise 4: Identify each pair of words as synonyms or antonyms by putting parentheses () around **syn** or **ant**.

1. authentic, false	syn ant	5. ramble, coherent	syn ant	9. alliance, division	syn ant
2. frugal, thrifty	syn ant	6. conceal, exhume	syn ant	10. construction, dilapidation	syn ant
3. fraud, deception	syn ant	7. hateful, odious	syn ant	11. mimic, imitate	syn ant
4. destroy, abolish	syn ant	8. pardon, amnesty	syn ant	12. melodramatic, subdued	syn ant

Exercise 5: For each sentence, write the subject, then write **S** if the subject is singular or **P** if the subject is plural, write the rule number, and underline the correct verb in the sentence.

Rule 1: A singular subject must use a singular verb form that ends in **s**: *is, was, has, does, or verbs ending with s or es*.

Rule 2: A plural subject, a compound subject, or the subject **YOU** must use a plural verb form that has **no s** ending: *are, were, do, have, or verbs without s or es endings*. (A plural verb form is also called the *plain form*.)

Subject	S or P	Rule	
			1. Jessica and Jason (talk, talks) on the phone for hours.
			2. The keys (was, were) locked in the car.
			3. The boys (runs, run) to catch the frisbee.
			4. Our parents (was, were) talking about the plans.
			5. My car (look, looks) very dirty.
			6. Your toothbrush and comb (is, are) in my drawer.
			7. The kitten (was, were) licking its paws.
			8. (Was, Were) Mom pleased with your grade?
			9. Gloria and Wendi (is, are) going to the mall.
			10. The company (has, have) many good employees.

Exercise 6: In your journal, write a paragraph summarizing what you have learned this week.