

7


1.0 Written and Oral English Language Conventions

Students write and speak with a command of standard English conventions appropriate to this grade level.

1.1 Use correct and varied sentence types and sentence openings.

1.3 Use coordination.

1.4 Edit written manuscripts to ensure that correct grammar is used.

1.5 Use correct punctuation and capitalization.

Sentence Structure

The Four Basic Sentence Structures

Diagnostic Preview

Identifying the Four Kinds of Sentence Structure

Identify each of the following sentences as *simple*, *compound*, *complex*, or *compound-complex*.

EXAMPLE 1. When my grandmother came to visit, she taught us how to make our own holiday ornaments.

1. *complex*

1. Last year my grandmother came to stay with us from the middle of December until my brother's birthday in January.
2. While we were getting out the holiday decorations, Mom and Grandma told us all about how people used to make their own decorations.
3. Mom said that she remembered making beautiful decorations and that it used to be great fun, so we decided to try making some of our own.
4. My dad, my brother, and I drove out to the nearby woods to gather pine cones.
5. We had forgotten to ask what size to get, and since Dad had never made decorations, he didn't know.
6. We decided to play it safe and get all different sizes, especially since doing so would be easy with pine cones everywhere.

7. My brother picked up all the little hard ones, and my dad and I threw medium and big ones into the trunk of the car.
8. When Mom and Grandma saw how many we had, they laughed and said we had enough to decorate ten houses.
9. First, we sorted the cones; the little hard ones went into one pile, and the bigger ones went into another.
10. Dad and I painted the little ones silver, and Mom and Grandma painted stripes, dots, and all sorts of other designs on them.
11. Then we tied strings to the tops of the cones; later, when we put them up, they made great ornaments.
12. We painted the bigger pine cones all different colors and glued on cranberries and beads so that each cone looked like a miniature fir tree.
13. We saved some smaller ones for the dining room table, and we put most of the others all around the house.
14. My brother took some to school for a holiday party, too.
15. Besides the pine-cone decorations, we made some strings to decorate the mantel.
16. My mom got needles and a spool of heavy thread out of her sewing basket, and we strung the rest of the cranberries on six-foot lengths of the thread.
17. Mom and Grandma cut several more long pieces of thread, and we used them to make strings of popcorn like our strings of cranberries.
18. We left some of the popcorn strings white, painted the others different colors, and hung them around the living room and dining room.
19. Decorating was even more fun than usual, and I think that the whole house looked prettier, too, with all our homemade ornaments.
20. From now on, we're going to make all of our own holiday decorations every year.

What Is Sentence Structure?

The **structure** of a sentence refers to the kinds and the number of clauses it contains. The four kinds of sentences are *simple*, *compound*, *complex*, and *compound-complex*.

Reference Note

For information about **classifying sentences according to purpose**, see page 19.

HELP



A **clause** is a group of words that contains a verb and its subject and that is used as a sentence or as part of a sentence.

Reference Note

For more about **clauses**, see Chapter 6.

Reference Note

For more about **compound subjects** and **compound verbs**, see pages 15 and 16. For more about the types of **phrases**, see Chapter 5.

HELP



Some sentences in the Oral Practice have compound subjects or compound verbs.

Simple Sentences

7a. A simple sentence contains one independent clause and no subordinate clauses.

EXAMPLES

S	V	
The hairstylist	gave	Latrice a new look.
S	V	
Ernesto	has volunteered	to organize the recycling campaign.

A simple sentence may contain a compound subject, a compound verb, and any number of phrases.

EXAMPLES

S	S	V	
Beth Heiden	and Sheila Young	won	Olympic medals. [compound subject]
S	V	V	
Lawrence	caught	the ball but then dropped it.	[compound verb]
S	S	V	
The astronomer	and her assistant	studied	the meteor and wrote reports. [compound subject and compound verb]
S	V		
Both	stood	still, waiting for the jungle cat to move away.	[three prepositional phrases, one participial phrase, and one infinitive phrase]

Oral Practice

Identifying Subjects and Verbs in Simple Sentences

Read each of the following simple sentences aloud. Then, identify the subjects and verbs.

- EXAMPLE**
- Throughout history, people have invented and used a variety of weapons.
1. *people—subject; have invented, used—verbs*
 - As protection from such weapons, warriors in battle needed special equipment.
 - Some warriors used shields of wood or animal hides.

3. In ancient Assyria, soldiers wore leather armor with bronze reinforcements.
4. By 1800 B.C., the Greeks had made the first metal armor out of bronze.
5. Later, the Romans manufactured strong iron armor and designed special equipment, such as shinguards.
6. Before and during the Middle Ages, European knights and foot soldiers often dressed in shirts of chain mail.
7. You can see the tiny steel links of the chains in this picture.
8. In comparison with chain mail, suits of steel armor gave better protection and therefore became more popular.
9. Helmets and shoulder pieces like these protected a knight's head and neck.
10. Over his legs and feet, a knight wore greaves and sollerets into battle.



For more information on **independent clauses**, see page 120.

7b. A *compound sentence* contains two or more independent clauses and no subordinate clauses.

The independent clauses are usually joined by a comma and a coordinating conjunction: *and, but, for, nor, or, so, or yet*.

EXAMPLES According to legend, Betsy Ross made our first ^S ^V

S **V**
flag, but little evidence supports this claim. [two independent clauses joined by the conjunction *but*]

S V S V
The whistle blew, the drums rolled, and the

S **V**
crowd cheered. [three independent clauses, the last two joined by the conjunction *and*]

NOTE Do not confuse a compound sentence with a simple sentence that contains a compound subject, a compound verb, or both.

S S V
SIMPLE **Alberto** and **Jared increased** their speed and
SENTENCE **passed** the other runners. [compound subject and
compound verb]

COMPOUND SENTENCE

S V S

Alberto led for half the distance, and then **Jared**

V

took the lead. [two independent clauses]

Reference Note

For more about using **semicolons** and **conjunctive adverbs** in **compound sentences**, see pages 331 and 332.

The independent clauses in a compound sentence may also be joined by a semicolon or by a semicolon, a conjunctive adverb, and a comma.

EXAMPLES Many mathematical concepts originated in North

S **V**
Africa; the ancient Egyptians used these concepts in building the pyramids.

S V
Lynn called Marty with the good news; **however**,

S V
he was not at home.

Exercise 1 Identifying Subjects, Verbs, and Conjunctions in Compound Sentences

Each of the following sentences is a compound sentence. Identify the subject and the verb in each of the independent clauses in each sentence. Then, give any punctuation marks, coordinating conjunctions, or conjunctive adverbs that join the independent clauses.

- EXAMPLE** 1. Many strange things happen backstage during a performance, but the audience usually does not know about them.
1. *things—subject; happen—verb; audience—subject; does know—verb; comma + but*
1. The director of a theater-in-the-round visited our class, and we listened to his stories for almost an hour.
 2. According to him, the workers in charge of properties are usually alert and careful; however, they still make mistakes sometimes.
 3. For example, in one production of *Romeo and Juliet*, the character Juliet prepared to kill herself with a dagger, but no dagger was on the stage.
 4. Audiences at theaters-in-the-round can also be a problem, for they sit very close to the stage.
 5. Members of the audience often set things on stage tables, or they hang their coats on the actors' coat racks.
 6. Sometimes these actions are overlooked by the stagehands, and the results can be very challenging for the actors.
 7. For example, the main clue in one mystery play was a scarf on the stage floor, but the audience had gathered on the stage during intermission.
 8. After the intermission, the detective in the play found two scarves instead of one, yet he could not show any surprise.
 9. During another mystery drama, a spectator became too involved in the play; he leaped up on the stage and tackled the villain.
 10. Directors cannot always predict the reactions of the audience, nor can they always control the audience.



Exercise 2 Identifying Simple Sentences and Compound Sentences

Identify each subject and verb in the following sentences. Then, tell whether the sentence is a *simple sentence* or a *compound sentence*.

EXAMPLES

1. African American actors and actresses performed in many early Hollywood movies.
1. *actors, actresses—subjects; performed—verb; simple sentence*
2. Hattie McDaniel, for example, made many films, and she is best known for her role in *Gone with the Wind*.
2. *Hattie McDaniel—subject; made—verb; she—subject; is known—verb; compound sentence*
1. Over the years, African American performers have earned much acclaim and won a number of Academy Awards.
2. Hattie McDaniel won an Oscar for her role in *Gone with the Wind* in 1939.
3. Sidney Poitier acted in stage plays and made several movies early in his career.
4. Poitier won an Oscar in 1963 for *Lilies of the Field*, and he later made many other popular films.
5. McDaniel and Poitier were the first African Americans to receive Academy Awards.
6. More recently, Lou Gossett, Jr., and Denzel Washington played supporting roles as military men and won Academy Awards for their performances.
7. Another winner, Whoopi Goldberg, first gained fame as a stand-up comic; then she made several hit movies.
8. Critics praised her performance in *The Color Purple*, and in 1991, she won an Academy Award for her role in *Ghost*.
9. *The Tuskegee Airmen*, a film about African American fighter pilots during WWII, and *As Good As It Gets* brought Cuba Gooding, Jr., much attention.
10. In 1996, Gooding was nominated for an Oscar for a role as a professional football player, and he won the award for best supporting actor.



Complex Sentences

7c. A complex sentence contains one independent clause and at least one subordinate clause.

EXAMPLES S V
When I watch Martha Graham's performances,

S V
I feel like studying dance.

Independent clause I feel like studying dance

Subordinate clause When I watch Martha Graham's performances

S V
In *Gone with the Wind*, when Scarlett is faced

S V S
with near-starvation, she vows that she never

V
will be hungry again.

Independent clause In *Gone with the Wind*, she vows

Subordinate clause when Scarlett is faced with near-starvation

Subordinate clause that she never will be hungry again

Independent clauses can be interrupted by subordinate clauses.

EXAMPLE S S V
All of the stars that we can see without a telescope

V
are part of the Milky Way galaxy.

Independent clause All of the stars are part of the Milky Way galaxy

Subordinate clause that we can see without a telescope

Notice in the examples above that a subordinate clause can appear at the beginning, in the middle, or at the end of a complex sentence.

Reference Note

For more information on **independent** and **subordinate clauses**, see pages 120 and 121.

HELP



in the first example in Exercise 3, the independent clause contains the subject *China* and the verb *is*. The subordinate clause contains the subject *which* and the verb *has*. In the second example, the independent clause contains the subject *brother* and the verb *bought*. The subordinate clause contains the subject *it* and the verb *was*.

Exercise 3 Identifying Independent Clauses and Subordinate Clauses in Complex Sentences

Identify each of the clauses in the following sentences as *independent* or *subordinate*. Be prepared to give the subject and the verb of each clause. [Hint: A sentence may have more than one subordinate clause.]

- EXAMPLES**
- China, which has a population of more than one billion people, is a largely agricultural country.
 - China is a largely agricultural country—independent; which has a population of more than one billion people—subordinate*
 - Although it was nearly worthless, my brother bought one of those old coins for his collection.
 - Although it was nearly worthless—subordinate; my brother bought one of those old coins for his collection—independent*
- The detective show appeared on television for several weeks before it became popular with viewers.
 - Most of the albums that my parents have from the 1970s are sitting in the corner of the basement behind the broken refrigerator.
 - Richard E. Byrd is but one of the explorers who traveled to Antarctica.
 - As studies continued, many important facts about nutrition were discovered.
 - A group of popular singers, who donated their time, recorded a song that made people aware of a famine in Ethiopia.
 - The Hawaiian ruler who wrote the famous song “Aloha Oe” (“Farewell to Thee”) was Queen Liliuokalani.
 - After we finish our report on the history of computers, we may go to the basketball game.
 - Although few students or teachers knew about it, a group of sociologists visited our school to study the relationship between classroom environment and students’ grades.
 - While the stage crew was constructing the sets, the performers continued their rehearsal, which went on into the night.
 - Although she had polio as a child, Wilma Rudolph became a top American Olympic athlete.

HELP



The four kinds of sentence structures are created by using only two kinds of clauses—**independent clauses** and **subordinate clauses**. Every sentence has at least one independent clause.

EXAMPLES

Eric likes peas. [simple sentence with one independent clause]

Eric likes peas, but Liza prefers green beans. [compound sentence with two independent clauses]

Eric likes peas when they are cooked a short time. [complex sentence with one independent clause and one subordinate clause]

Eric likes peas, but Liza prefers green beans when they are steamed. [compound-complex sentence with two independent clauses and one subordinate clause]

Exercise 4 Identifying Clauses in Compound-Complex Sentences

Identify each of the clauses in the following sentences as *independent* or *subordinate*.

EXAMPLE

1. When they returned from their vacation, they collected their mail at the post office, and they went to the supermarket.

1. *When they returned from their vacation—subordinate; they collected their mail at the post office—independent; they went to the supermarket—independent*

- Before we conducted the experiment, we asked for permission to use the science lab, but the principal insisted on teacher supervision of our work.
- Inside the old trunk in the attic, which is filled with boxes and toys, we found some dusty photo albums; and one of them contained pictures from the early 1900s.
- We told them that their plan wouldn't work, but they wouldn't listen to us.
- Every expedition that had attempted to explore that region had vanished without a trace, yet the young adventurer was determined to map the uncharted jungle because he couldn't resist the challenge.
- The smoke, which steadily grew thicker and darker, billowed through the dry forest; the animals ran ahead of the fire as it spread quickly.
- Our new neighbors, who moved in last month, have painted their house, and the children have put up a basketball hoop.
- Because Traci, Sheila, and Tomas like to compete, they swim laps in the pool in the park, and they keep a chart of who wins each time.
- We bought tortillas, cheese, tomatoes, and onions; and Ernesto made enchiladas, which everyone enjoyed.
- Gabriel and Daniel earned the money that they wanted for new bikes, but then they put the money into their savings accounts instead.
- I was glad that the school bus came early the day of the science fair; I needed extra time at school to set up my exhibit.

Review A Identifying the Four Kinds of Sentence Structure

Identify each of the following sentences as *simple*, *compound*, *complex*, or *compound-complex*.

EXAMPLE 1. If she had not practiced, my cousin Sheila could not have become a good skater.

1. *complex*

1. People who are learning a new sport begin by mastering basic skills.
2. After people have practiced basic skills for a while, they can progress to more difficult moves.
3. At this point a beginner may become discouraged, and the temptation to quit grows strong.
4. One of the most common problems that beginners face is lack of coordination; another is muscular aches and pains.
5. A beginner who is not careful can injure muscles, yet strenuous activity usually strengthens the muscle tissues.
6. When enough oxygen reaches the warmed-up muscles, the danger of injury lessens, and the muscles grow in size.
7. At the same time, coordination grows with confidence.
8. The hours of practice that a beginner puts in usually result in rewarding improvements.
9. As a rule, learning something new takes time and work, or it will not seem worthwhile.
10. In sports, as in most other activities, persistence and patience often pay off.



Review B Writing a Variety of Sentence Structures

Write your own original sentences according to the following instructions.

EXAMPLE 1. Write a compound sentence with two independent clauses joined by a comma and *and*.

1. *My mother usually serves us spaghetti for supper once a week, and she makes the best spaghetti in the world.*

1. Write a simple sentence with a compound subject.
2. Write a simple sentence with a compound verb.
3. Write a compound sentence with two independent clauses joined by a comma and *but*.

4. Write a compound sentence with two independent clauses joined by a comma and *or*.
5. Write a compound sentence with two independent clauses joined by a semicolon.
6. Write a complex sentence with one subordinate clause.
7. Write a complex sentence with two subordinate clauses.
8. Write a complex sentence with a subordinate clause at the beginning of the sentence.
9. Write a complex sentence with a subordinate clause at the end of the sentence.
10. Write a compound-complex sentence.



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7

Chapter Review

A. Identifying Sentence Structures

Identify each of the following sentences as *simple*, *compound*, *complex*, or *compound-complex*.

1. Christina left on time, but her bus was late.
2. When the rabbit saw us, it ran into the bushes.
3. In 1967, Thurgood Marshall became the first African American on the U.S. Supreme Court.
4. You can either buy a new bicycle or fix the old one.
5. Yoko said that this would be the shortest route, but I disagree.
6. How could we tell what had really happened?
7. That seems to me like the answer to the first problem.
8. Mercedes Rodriguez of Miami, Florida, entered and won the contest.
9. Do you know who wrote this note and left it on my desk?
10. I'm not sure what you mean, but I think that I agree.
11. Nobody is worried about that, for it will never happen.
12. Whatever you decide will be fine with me.
13. Is the movie that we want to see still playing in theaters, or is it available on video?
14. Rommel knew the plan, and he assigned each unit a part.
15. Amphibians and some insects can live both on the land and in water.
16. The detectives searched for the woman who had been wearing a blue beret, but there weren't any other clues.
17. The tornado cut across the edge of the housing development yesterday morning, and seven homes were damaged.
18. By July of 1847, the Mormons had reached the Great Salt Lake valley.
19. Before the game started, all the football players ran out onto the field, and everyone cheered.
20. My father helped the family whose car had broken down on the highway.

21. My cousin sent me a present for my birthday.
22. When I jog, the dog next door often follows me.
23. Tara opened the door, but when she saw the snow, she decided to stay inside.
24. Delsin drew the picture, and I added the text.
25. Are those letters from New Jersey for me?
26. When birds fly during a rainstorm, the rain will probably last all day.
27. Eagerly, we unpacked the tent, and my uncle who had been in the army helped us set it up in the side yard.
28. The lake was filled with trout, and we caught enough fish for a delicious dinner.
29. Gordon Parks wrote *The Learning Tree* and directed the film version of the novel.
30. Alaska's flag was designed by a boy who was in the seventh grade.

B. Identifying Clauses in Compound, Complex, and Compound-Complex Sentences

Identify each clause in the sentences in the following paragraph as *independent* or *subordinate*.

[31] Jan Vermeer (pronounced yahn vuhr-MEER) was a seventeenth-century Dutch painter who used the poinillist method of painting. [32] With this method, the painter uses small dots, or points, of unmixed color, and the result is almost like putting gauze in front of a camera lens. [33] In paintings such as *The Lacemaker*, this technique gives the light a soft, blurry quality that has become the best-known characteristic of Vermeer's work. [34] His paintings are now world-famous, but Vermeer never left his hometown of Delft in the Netherlands. [35] In fact, he did not work primarily as a painter at all; he spent most of his life as an art dealer and innkeeper. [36] Vermeer's paintings deal with many subjects, including landscapes, but they are primarily known for their scenes of house interiors. [37] They show young people who are talking, playing musical

instruments, reading letters, and laughing, all in a relaxed and peaceful atmosphere. [38] Many of his subjects are caught in moments of concentration, yet the overall feeling is calm. [39] Perhaps his own paintings are unique because he never left his hometown and therefore did not see much of other artists' work. [40] Vermeer's paintings are alive with color, and they shine with a pure, serene light that is rarely found in art or life.



Writing Application

Using Sentence Variety in a Telephone Message

Sentence Structures Imagine that you have missed your ride home after school, so you have gone to a friend's house. No one is at your home now, but you know you should call and leave a message on the answering machine. Write out the message that you will leave. Use a variety of sentence structures.

Prewriting First, decide what will be in your message. You will want to tell where you are, why you are there, and why you missed your ride. You may also want to say when you will be home and whether arrangements should be made to pick you up. Make notes on all these details.

Writing Use your notes to write your first draft. As you write, remember that your message must be short but clear and informative. Think about how you can combine ideas.

Revising Read your message aloud, and listen to how it sounds. Are your explanations and plans complete? Do they sound logical? Check to be sure that you have used a variety of sentence structures.

Publishing Read over your message again, checking for errors in grammar, spelling, and punctuation. You and your classmates may want to hold a contest to determine the best of several messages. Once the best message has been chosen, you may want to post it on a class bulletin board or Web page.

Reference Note

For more information about **punctuating compound sentences**, see pages 319 and 331. For more about **using commas with subordinate clauses**, see page 327.