

Simple, Compound, and Complex Sentences

Practice Exercise 1Combine the following simple sentences to create a compound sentence. We will check your answers together. Remember FANBOY

1. It rained for three days. The streets in my neighborhood flooded.
2. I got to ball practice late. I forgot to set my alarm.
3. Kyle completed his homework. He put it in his binder.
4. Luke mowed the lawn. He earned ten dollars.
5. I stayed up late last night. I am tired today.

6. Neil doesn't like seafood. He doesn't like cabbage.
7. My pencil was broken. I borrowed one from Jake.
8. I like apples. I like pears more.
9. Eight people got into the elevator. It was crowded. Three people got off.
10. Georgia gathered the pictures. She could arrange them in a special album for her family.

Practice Exercise 2

Underline the independent clauses in the following sentences. Write whether they are complex or compound below each sentence. We will check your answers together.



11. Jason decided to stay up late because he had a lot of homework to do.
12. If you hurry, we might get to school on time.
13. Although Monica had a cold, she went to school.
14. Todd slipped on the soap and he fell.
15. Dad takes the train to work even though he has a car.
16. After Mom arrived, she put the disk in the DVD player.
17. Ben bolted up the stairs, and he checked out the strange noise.
18. Molly baked brownies since she had nothing else to do.
19. Karen made a list of what was needed, and she double-checked it
20. Frank had a good sense of humor, although he seldom laughed.

Review of Sentences

A **simple sentence** contains one subject and one predicate. It expresses one main idea. Parts of the sentence, however, may be compound.

The line is busy now.

A **compound sentence** is made up of two simple sentences that express related ideas. These sentences are connected by a semicolon or by a comma and a coordinating conjunction. A semicolon that connects two simple sentences may be followed by a conjunctive adverb.

The line is busy now, but I will try again later.

A **complex sentence** contains one main clause and one or more subordinate clauses. The subordinate clauses may be used as adverbs, adjectives, or nouns. A complex sentence expresses one main idea and one or more dependent ideas.

Although the line is busy now, I will try again later.

Identifying the Kinds of Sentences. For each sentence, write *Simple, Compound, or Complex*.

1. These jogging shoes are canvas and suede. _____
2. Can you fix the bell, or should I call the electrician? _____
3. We picked the apples ourselves and baked a pie. _____
4. The reporter asked if she could arrange an interview. _____
5. People spend one third of their lives asleep. _____
6. Since the mysterious burglary has finally been solved justice will now be served.

7. The union met with its members, and they accepted the contract. _____
8. The rescue worker explained what the situation was. _____
9. After the audience gave him an ovation, Lionel Ritchie sang two encores.

10. As she presented the awards, the principal congratulated us. _____

Expository Paragraphs

A paragraph is made of three parts:

Topic sentence

Supporting Sentences

Concluding sentence

Topic sentence:

Expresses the main idea

**Must be something you can prove,
explain, or show through description.**

Supporting Sentences

Body of the paragraph

Explain or support the topic

Use transitions to connect ideas

eg, first, more importantly, for example

Inference: One sentence brings up a new idea, opinion, or supporting detail.

Grade 8 students make excellent baby sitters.

Most grade 8 students have already taken care of younger brothers and sisters.

Most Grade 8 Students
have time to babysit.

Support: Following sentence gives evidence and detail to clarify.

Grade 8 students make excellent baby sitters.

Most grade 8 students have already taken care of younger brothers and sisters. I have a younger sister who I must watch after school each day.

#2 Most Grade 8 Students have time to baby sit. High school or older young people often have other time commitments. Grade 8 students are skilled and ready to meet any baby sitting need.

Concluding sentences

Summarize the main idea and feelings expressed in the paragraph.

Clincher to let the reader know the paragraph is done.

More than just restating the topic sentence. It is the last word, so make it strong and effective.

Outlines

An effective outline can look like this:

a. Topic Sentence

b. Supporting sentences

1

2

3

4

c. Conclusion

My sister is always trying to get out of cleaning up the house. Sometimes, she bribes my brother by offering him candy to clean her bedroom. Other times, she will try to “blackmail” me into mopping the kitchen floor. Yesterday, she swore that she’d tell Mom that I got in trouble at school if I didn’t start washing the floor. When she isn’t able to coerce any of us to do her chores, she pretends to be sick so that Mom will feel sorry for her. A sudden terrible headache usually gets her out of the dusting or mopping.

Effective Concluding Sentences

1. Use other words to restate the idea of the topic sentence.

2. Ask a question that refers to the topic sentence or the main idea of the paragraph.

3. End with an amusing thought. Make sure it refers to the main idea of the paragraph and doesn't start a new idea.

4. Give the main idea an unexpected twist.

Should school start later in the morning?

CTV Ottawa
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[Do you] have trouble getting enough sleep on a school night?

It turns out it could be the school's fault.

The American Academy of Pediatrics recommends delaying the start time of middle and high schools to better accommodate the natural sleep patterns of adolescents.

In a report titled [Let Them Sleep](#) the AAP says the onset of puberty can shift a child's sleep patterns by up to two hours, making it difficult for them to fall asleep early enough for a full night's sleep. It says delaying the start of school is an easy way to fix the problem.

Dr. Elliott Lee agrees. He is a psychiatrist and sleep expert at the sleep clinic at the Royal Ottawa Mental Health Centre. He says statistics show up to 70% of teens are sleep-deprived, well above the national average. "When school starts early then we really predispose them to having more problems with sleep deprivations which affects their academic performance, social interactions, and even exacerbates mood and anxiety problems," he says.



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Studies have shown that sleep deprivation in teens can also increase the risk of automobile accidents and even contribute to obesity.

Lee says teens are not wired like adults. "They have a different biological sleep need than adults," he says. They have a need to go to sleep later and wake up later."

The AAP adds that other factors can also contribute to poor sleep, including homework, a part-time job, and the use of technology, particularly smart phones and social media. It's encouraging doctors to teach parents and students about healthy sleep habits, including enforcing a media curfew.

The Canadian Pediatric Society has not yet taken a position on whether or not schools in Canada should have later start times.

Writing an Expository Paragraph

Write an expository paragraph response to the following opinion prompt. Be sure to make your opinion clear and support this opinion with clear reasons and supporting evidence. Use the following outline to plan your expository paragraph.

Schools should start no earlier than 8:30.

Topic sentence:

Supporting sentences:

Inference/Opinion

Evidence/Support

Inference/Opinion

Evidence/Support

Inference/Opinion

Evidence/Support

Concluding Sentence:

Paragraph Checklist

- ☐ Topic sentence identifies my main idea, opinion, or purpose clearly
- ☐ Supporting sentences follow inference-support format and contains 4-6 sentences.
- ☐ Concluding sentence restates the main idea and leaves the reader with a positive hook.
New information or ideas are not used in the concluding sentence.
- ☐ I have used one or more simple sentences.
- ☐ I have used one or more compound sentences.
- ☐ I have used one or more complex sentences.
- ☐ Content: Ideas are relevant and interesting.
- ☐ Conventions: Spelling, punctuation, and mechanics are sound.
- ☐ Outline is complete.
- ☐ Font is 12 pt Arial or Times New Roman

Rubric

	Content	Sentence Structure	Conventions
Excellent E	<ul style="list-style-type: none"> The student's exploration of the topic is insightful and/or imaginative. The student's purpose, whether stated or implied, is deliberate. The ideas presented by the student are perceptive and/or carefully chosen. Supporting details are precise and/or original. The writing is confident and/or creative and holds the reader's interest. 	<ul style="list-style-type: none"> Sentence structure is effectively and consistently controlled. Sentence type and sentence length are consistently effective and varied. Sentence beginnings are consistently varied. 	<ul style="list-style-type: none"> The quality of the writing is enhanced because it is essentially error-free. Any errors that are present do not reduce clarity and/or do not interrupt the flow of the response.
Proficient Pf	<ul style="list-style-type: none"> The student's exploration of the topic is adept and/or plausible. The student's purpose, whether stated or implied, is intentional. The ideas presented by the student are thoughtful and/or sound. Supporting details are specific and/or apt. The writing is considered and/or elaborated and draws the reader's interest. 	<ul style="list-style-type: none"> Sentence structure is consistently controlled. Sentence type and sentence length are usually effective and varied. Sentence beginnings are often varied. 	<ul style="list-style-type: none"> The quality of the writing is sustained because it contains only minor convention errors. Any errors that are present rarely reduce clarity and/or seldom interrupt the flow of the response.
Satisfactory S	<ul style="list-style-type: none"> The student's exploration of the topic is clear and/or logical. The student's purpose, whether stated or implied, is evident. The ideas presented by the student are appropriate and/or predictable. Supporting details are relevant and/or generic. The writing is straightforward and/or generalized and occasionally appeals to the reader's interest. 	<ul style="list-style-type: none"> Sentence structure is generally controlled, but lapses may occasionally impede meaning. Sentence type and sentence length are sometimes effective and/or varied. Some variety of sentence beginnings is evident. 	<ul style="list-style-type: none"> The quality of the writing is sustained through generally correct use of conventions. Errors occasionally reduce clarity and/or sometimes interrupt the flow of the response.
	/5	/5	/5

