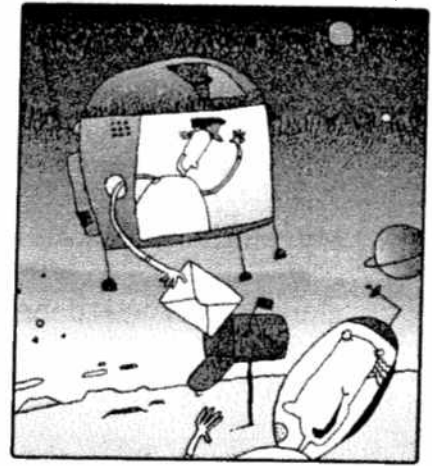


Clauses

A clause is a group of words containing a subject and a predicate. An **independent clause** presents a complete thought and can stand alone as a sentence. A **dependent clause** does not present a complete thought and cannot stand alone. A dependent clause must be connected to an independent clause. (Turn to 436.3.)

A dependent clause begins with a subordinating conjunction—*after, although, because, before, when, while, etc.*—or a relative pronoun—*who, whom, whose, which, that, etc.* (Turn to 445.2 and 456.4 in *Write Source 2000* for additional examples of both types of words.)

Note: A sentence containing an independent clause and a dependent clause is called a complex sentence. (Turn to 438.1 in *Write Source 2000* for more information.)



EXAMPLES

Although I don't like writing letters, I love getting them.

(“Although I don't like writing letters” is a dependent clause beginning with a subordinating conjunction. “I love getting them” is an independent clause.)

I really enjoy letters that include funny stories.

(“I really enjoy letters” is an independent clause. “That include funny stories” is a dependent clause beginning with a relative pronoun.)

Directions

Read the following sentences. Underline each independent clause. Put parentheses () around each dependent clause. The first sentence has been done for you. (One sentence has two dependent clauses.)

1. (Although I always appreciate gifts) I find it hard to write formal thank-you letters.
2. It is especially hard when my mother is on my case.
3. Because this is such a big deal with my mother, I'm trying to understand the issues.
4. My mother is someone who is very set in her ways.
5. If only she counted telephone calls and e-mail, I would be off the hook.

6. As soon as I open a gift, I like to call the person and say thank you.
7. Formal thank-you notes sound stiff and phony to me, whereas a phone call or an e-mail message seems much more natural.
8. My mother insists on a handwritten thank-you because that is what she has always done.
9. What is so special about writing by hand when there are other ways of accomplishing the same thing?
10. Why do we have telephones and computers if we aren't allowed to use them for everyday things?
11. If a person has e-mail, I have no trouble getting on the computer and keying in a note of thanks.
12. I enjoy technology that allows me to work quickly and efficiently.
13. We will all use 3-D telephones and e-mail to communicate everything when the future comes.
14. Because that happy day has not yet come, you'll have to excuse me.
15. Even though my birthday was two weeks ago, I still haven't gotten around to writing my thank-you note to Uncle Bert.
16. If I would send him an e-mail message, I have no idea what would happen with my mom.



Next Step Write a friendly letter or a thank-you note to someone who deserves to hear from you. Actually send the letter, and experience the good feeling you get from corresponding with someone. Turn to your handbook for guidelines and models.

Types of Sentences 1

There are three basic types of sentences: simple sentences, compound sentences, and complex sentences. See the examples below plus the ones in your handbook. (Turn to 437.3-438.1 in *Write Source 2000* for this information.)

EXAMPLES

Simple Sentences:

I dug a huge hole.

(one subject; one verb)

Dad found and bought the perfect tree.

(one subject; compound verb)

Dad and I placed the tree in the hole.

(compound subject; one verb)

Compound Sentence:

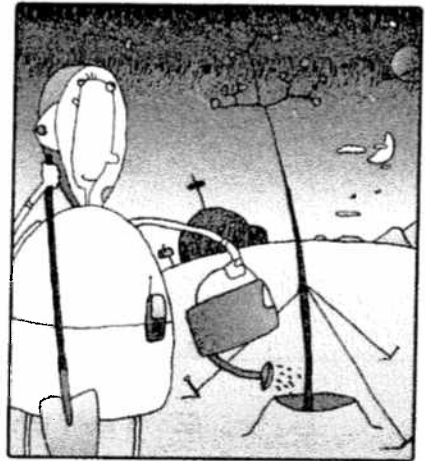
I quickly filled in the hole, and Dad gave the tree a good watering.

(two independent clauses joined by a comma plus "and")

Complex Sentence:

After we finished our work, we admired the new tree.

(one dependent clause, "after we finished our work," plus one independent clause, "we admired the new tree")



Directions

Identify each sentence below by writing either *simple*, *compound*, or *complex* on the blank space. The first sentence has been done for you.

compound

1. Forests once covered two-thirds of the earth, but now they cover only one-third of the earth.

_____ 2. We need forests to survive.

_____ 3. We breathe in oxygen and give off carbon dioxide.

_____ 4. Trees are just the opposite because they breathe in carbon dioxide and give off oxygen.

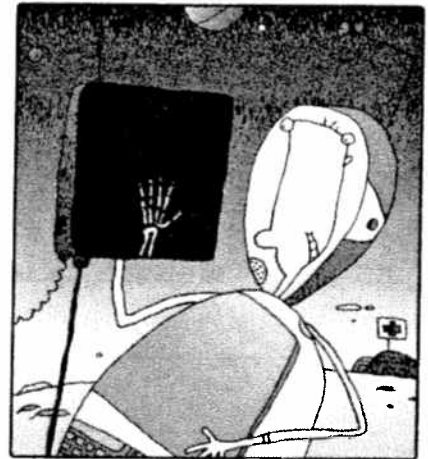
- _____ 5. This is a great arrangement for humans, and we should all be grateful to the trees.
- _____ 6. Trees are cut down for houses, paper, fuel, lumber, and other uses.
- _____ 7. If enough trees are cut down, animal species begin to disappear.
- _____ 8. Trees hold the soil in place, and soil erosion is then reduced.
- _____ 9. When the wind blows, trees can serve as effective windbreaks.
- _____ 10. Forests offer valuable shelter for wildlife, and they provide innumerable recreation areas for people.
- _____ 11. Although there are about 20,000 kinds of trees, only 1,000 kinds grow in the United States.
- _____ 12. Each year the average American uses wood products equal to a 100-foot-tall tree.
- _____ 13. People throughout the world eat fruit, nuts, and other tree products.
- _____ 14. The bark of the cinchona tree contains quinine, which doctors use to treat malaria.
- _____ 15. All of us should plant a tree every year so that we can maintain a good supply of beautiful trees.



Next Step *What would your life be like without trees? Write a paragraph in which you answer this question in detail. Afterward, identify your first four sentences as either "simple," "compound," or "complex." Share your results.*

Types of Sentences 2

A compound sentence is made up of two or more simple sentences joined by a coordinating conjunction, by punctuation, or by both. (Turn to 456.4 in *Write Source 2000* for a list of coordinating conjunctions.) The examples below show you how compound sentences can be formed.



EXAMPLES

The skeleton gives your body shape, but it also protects your vital organs.

(In this compound sentence, a comma and the coordinating conjunction *but* connect the two simple sentences.)

Your body framework is vital to life; learn as much as you can about it.

(In this compound sentence, a semicolon connects the two simple sentences.)

Directions

Turn each set of simple sentences into a compound sentence using a comma and a coordinating conjunction. For the first three sets of sentences, use the coordinating conjunction in parentheses. The first one has been done for you.

1. Your skeleton is invisible. It never lets you down. (yet)

Your skeleton is invisible, yet it never lets you down.

2. Without your skeleton, you would be unable to move. Your muscles would have nothing to attach themselves to. (for)

3. An adult person has 206 bones. A baby may have as many as 270. (but)

4. Gradually, some bones in a child's body fuse together. This results in an adult with fewer bones.

5. Your skull has 22 bones. Only the lower jaw is movable.

6. Your skull bones protect your brain and eyes. The bones in your rib cage protect your heart and lungs.

7. The longest bone in the body is the thighbone. It is also the strongest.

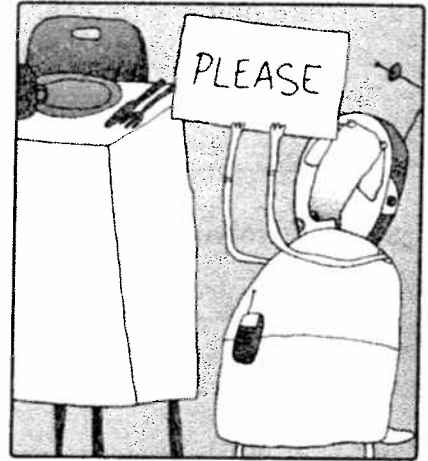
8. The tiniest bones in the body are the three bones in your middle ear. Without them, you couldn't hear.



Next Step List the following names of bones on your paper: *clavicle*, *sternum*, *phallanges*, *patella*, *tibia*, and *tarsals*. Then write the location of each type of bone next to its name. You may need to study a diagram of a human skeleton. Use this information to write three pairs of simple sentences. Exchange papers with a classmate and try combining the sentence pairs into compound sentences.

Sentence Combining with Key Words

When you combine sentences, you make one smoother, more detailed sentence out of two or more short, choppy ones. One basic way to combine shorter sentences is to move a *key word* from one sentence to the other sentence. To see how this is done, study the examples below and the ones in your handbook. (Turn to page 94 in *Write Source 2000* for this information.)



EXAMPLES

Shorter Sentences:

Clyde's sister eats constantly. Clyde's sister is hungry.

Combined Sentence Using an Adjective:

Clyde's hungry sister eats constantly.

Shorter Sentences:

My mom loves coffee in the morning. She grinds it fresh.

Combined Sentence Using a Compound Adjective:

My mom loves fresh-ground coffee in the morning.

Shorter Sentences:

Tasha's dog begs for food at dinner. Tasha's dog slobbers.

Combined Sentence Using a Participle:

Tasha's slobbering dog begs for food at dinner.

Shorter Sentences:

I plan to go on a diet. I will go on the diet tomorrow.

Combined Sentence Using an Adverb:

Tomorrow I plan to go on a diet.

Directions

Combine the following sets of short sentences into longer ones, using the types of key words asked for in parentheses. Underline each key word you use. The first one has been done.

1. Aunt Mae made liver and onions for dinner. She cooked dinner yesterday.
(adverb)

Aunt Mae made liver and onions for dinner yesterday.

2. I like dogs. I like them when they are small. (**adjective**)

3. The wolves circled the dark cabin. The wolves were howling. (**participle**)

4. During the emergency, we dialed 911. We dialed quickly. (**adverb**)

5. My shoes hurt my feet. My shoes are new. (**adjective**)

6. The baseball fan received the last ticket. The baseball fan smiled.
(**participle**)

7. My sister's hair is scary looking. My sister's hair is pink. (**adjective**)

8. Glinda ate a doughnut. It was filled with jelly. (**compound adjective**)
