**Class 7: Compound Sentences and Conjunctions**

1. **Learning Objectives:** Learners will be able to:
2. Use distinctively commonly used conjunctions in manuscript writing in English;
3. Use correctly compound sentences in manuscript writing in English.
4. **Rationale**

We have covered in class 1 simple sentences and the rules of editing a simple sentence. A simple sentence is used to express one single simple and complete idea or thought very clearly at a time. In the imaginary world, one can think that the writing will be simple to read and to understand if we only use simple sentences. We cannot use only simple sentences because it is difficult to show relationships between ideas1. This is why we need compound and complex sentences for an effective manuscript writing. Simple sentences are still important, but academic writing relies heavily on compound and complex sentences to build arguments by relating ideas2.

1. **Activities**

**Activity 1**

***Instructions:*** *Ask the learners what they know about compound sentences first before you explain the rule.*

**Rule**: For simplicity, the structure of a compound sentence is:

**Option 1**: Subject 1+ Verb 1 ± Object 1 + a coordinating Conjunction + Subject 2+ Verb 2 ± Object 2.

**Example 1**: The lab technician came to the lab and he set up his PCR reactions in the morning.

**Option 2**: Subject 1+ Verb 1 ± Object 1 + a semi colon + Subject 2+ Verb 2 ± Object 2

**Example 2**: The lab technician came to the lab early today; He set up his PCR reactions in this morning.

In either option, you have a least two simple sentences (or independent clauses) to form a compound sentence.

**Note**:

1. More than two independent clauses or simple sentences can be in a compound sentence.

**Example 3a**: The boss came to the office at 6 AM, he checked his emails at 8 AM, and he ran into the branch meeting at 10 AM this morning.

**Example 3b:** The boss came to the office at 6 AM; He checked his emails at 8 AM; He ran into the branch meeting at 10 AM this morning.

1. We can also use a colon to make a compound sentence. This last option is rarely used in manuscript writing.

**Example 4:** Learning English requires the following from you: you sparse some time daily or weekly to build your English vocabulary, you have to practice listening, reading and writing regularly, and you have to have a study partner.

***Instructions: Advise learners to stick to option 1 as long as possible.***

The coordinating conjunctions are regrouped in the acronym **FANBOYS** (**F**or, **A**nd, **N**or, **B**ut, **O**r, **Y**et, **S**o). Among these conjunctions, we will most likely use the following three (And, Or, But) in your manuscript writing or literature search.

**Note:** We use "and" for similar, connected, or related things, "or" to give a choice or alternative and "but" for things that are different or opposite or to show a contradiction or contrast. “But” mainly functions as a conjunction in a sentence while “However” functions as a conjunctive adverb.

**Activity 2**

***Instructions:*** *ask learners to form small groups. Each small group writes 20 compound sentences on a sheet of paper and shares with another small group to check the correctness of the structure first and the correctness of the sentence. Use the rules of editing a simple sentence. Return the corrected sentences to their respective small groups and discuss on the board sentences subject to discordances.*

1. **Evaluation**

**Activity 3**

***Instructions:*** *ask learners to write in a word document 20 compound sentences with discipline-specific words. Each group member brings five sentences for the small group to select and combine for the assignment or group homework.*

1. **References**

# PressBooks. [Better writing from the beginning](https://pressbooks.pub/wr121opentextbook17/). Why can’t we use simple sentences for everything? Available at <https://pressbooks.pub/wr121opentextbook17/chapter/compound-sentences/> consulted on June 3rd, 2023.

# Lingard, L. Mastering the sentence. Perspect Med Educ 6, 51–53 (2017). https://doi.org/10.1007/s40037-016-0315-z