



# ESL 340: Sentence Types + Connectors

*Week 12, Thur. 4/12/18*

Todd Windisch, Spring 2018

**Don't forget to sign-in!**

# Daily Bookkeeping

- **ANNOUNCEMENTS:**

- **Phrasal Verb Quiz 3 TUE May 1**
  - “run out of” – “write down”

- **TODAY’S AGENDA:**

1. **Begin sentence types**
2. **Practice writing hooks (*if time*)**



- **HOMEWORK:**

- **Complex-compound sentence worksheet (SLIDES 20-21)**
- **Make an outline of your essay using the handout from class (SLIDE 4)**
  - **Don’t worry about grammar and complete sentences – this is only to organize your ideas**
  - **Do not start writing the whole essay yet – I need to approve your outline before you write**
  - **I will collect the outline on TUE 4/17**

# Essay Schedule

- **TUE 4/17** : Outlines DUE
  - THUR 4/19, return outlines
- **THUR 4/26** : First Draft DUE
  - Peer edit in class, take home to finish
- **TUE 5/1** : Final Draft DUE
  - TUE 5/8, return final draft
- **TUE 5/15** : Any extra credit corrections DUE



# ESSAY TOPICS

*You may select one of the essay topics below, or you can select your own original topic, but you must get it approved by your teacher BEFORE you write the essay*

1. Does social media have a *mostly positive* or *mostly negative* impact on society? Give two or three reasons why you feel that way and use details, facts, and personal examples to support your reasons.
2. What is the largest threat to the world today? Pollution & climate change? Overpopulation? War? What is the threat any *why* is it more serious than other problems we face? Give two or three reasons why you feel that way and use details, facts, and personal examples to support your reasons.

# Basic Essay Outline

## I. Introduction

- a) Hook
- b) Connecting Info
- c) Thesis

## II. Body 1

- a) Topic Sentence
- b) Details, Details, Details
- c) Conclusion (optional)

## III. Body 2

- a) Topic Sentence
- b) Details, Details, Details
- c) Conclusion (optional)

## IV. Body 3

- a) Topic Sentence
- b) Details, Details, Details
- c) Conclusion (optional)

## V. Conclusion

- a) Restatement of Thesis
- b) Suggestion, Opinion, Prediction

**optional**

# Remind App



- I use the Remind App to make class announcements
- Follow these instructions to sign-up for class announcements that will be texted to you automatically
  - *You do NOT need to download the Remind App, but you can if you want to SEND messages back to me*

❖ ***Answer any questions that follow***

Phone number:

81010

Message:

@esl340s

# Four Types of Sentences

1. Simple
2. Compound
3. Complex
4. Complex-Compound

# Why is this important?

- When writing, do you want to write in all simple sentences? All long complex sentences?
  - Sentence variety makes writing interesting
- Punctuation and sentence structure is important all the time



# Simple Sentences

- Contain a subject and a verb
- Express one complete thought
  
- **EXAMPLES:**
  1. Some students like to study in the mornings.
  2. Juan and Arturo play football every afternoon.
  3. Alicia goes to the library and studies every day.

# Compound Sentences

- **Two simple sentences** joined by a **coordinating conjunction**
- **EXAMPLES**
  1. I tried to speak Spanish, **and** my friend tried to speak English.
  2. Alejandro played football, **so** Maria went shopping.
  3. Alejandro played football, **for** Maria went shopping.

# Connectors

- This unit (unit 21) is about three types of connectors:
  1. Coordinating conjunctions
  2. Subordinating conjunctions
  3. Transitions
- All three of these connect information together, but the information that they connect is different

# Coordinating Conjunctions

- **Coordinating conjunctions connect two independent clauses**
  - *What is an independent clause?*
  - I have always loved sandcastles. I want to learn how to make them.
  - I have always loved sandcastles, and I want to learn how to make them.
- The most common coordinating conjunctions are: **and, but, and so**
  - **Nor, yet, and for** are also coordinating conjunctions
  - Every coordinating conjunction has a meaning (function)
- **Put a comma before the coordinating conjunction**

# FANBOYS!



- F – for
- A – and
- N – nor
- B – but
- O – or
- Y – yet
- S – so



**FOR**  
**AND**  
**NOR**  
**BUT**  
**OR**  
**YET**  
**SO**

These are **COORDINATING CONJUNCTIONS**  
... small words that combine two  
separate sentences into one.

# FANBOYS: Meaning

- Choose your coordinating conjunction (FANBOYS) carefully...
  - **For** *shows a cause (like because)*
  - **And** *additional information*
  - **Nor** *negative additional information or negative options*
  - **But** *contrast (different information)*
  - **Or** *options, choices*
  - **Yet** *unexpected result (similar to “but”)*
  - **So** *shows a result/effect (opposite of “for”)*

# Functions of Connectors

## CONNECTORS

Connectors: Functions	
Function	Coordinating Conjunctions
ADDITION	and, nor, or
CONDITION	or
CONTRAST	but, or, yet
CAUSE / REASON	for
EFFECT / RESULT	so
TIME	

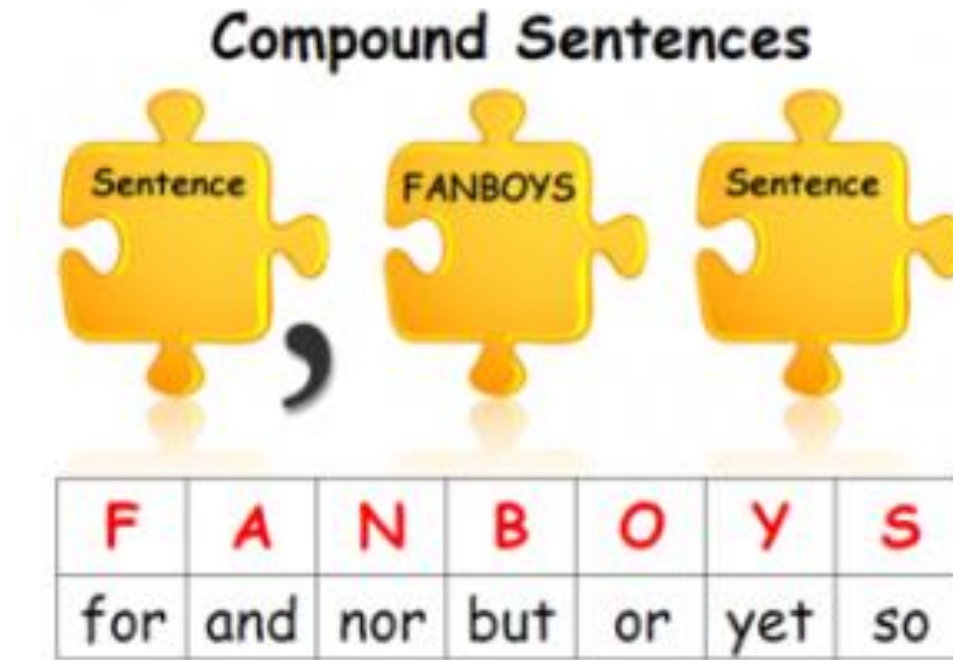
# Sentences vs. Phrases

- Most coordinating conjunctions can join **clauses and phrases**
- When we join phrases together a comma is not necessary (**except lists**)
  - I want to go swimming **or** hiking tomorrow
  - He doesn't feel happy **nor** excited.
  - Every morning he wakes up, brushes his teeth, **and** makes breakfast.
- **Remember that if there is a new subject, than it is a clauses and needs a comma!**



# Practice!

- The teacher will give you a worksheet to practice compound sentences!



# Complex Sentences

- **Two clauses** joined by a **subordinating conjunction** or a **relative pronoun** (a connecting word that is not FANBOYS)
- **EXAMPLES**
  1. **When** he handed in his homework, he forgot to give the teacher the last page.
  2. The teacher returned the homework **after** she noticed the error.
  3. The students are studying **because** they have a test tomorrow.
  4. **After** they finished studying, Juan and Maria went to the movies.
  5. Juan and Maria went to the movies **after** they finished studying.

# Subordinating Conjunctions

- **Subordinating conjunctions join an independent clause and a dependent clause**
  - *What is an dependent clause?*
  - I write everything down. **Because I often forget things.**
  - I write everything down because I often forget things.
- There are many subordinating conjunctions, for example:
  - **Because, when, while, if, even though, whereas, wherever, etc.**
  - Every subordinating conjunction has a meaning (function)
- **Subordinating conjunctions require a comma after them at the beginning of the sentence but no comma at the end (unless it's contrast)**

# Complex-Compound Sentences

- These sentences include at least one complex sentence joined to a simple or complex sentence with a coordinating conjunction
  - complex, c.c simple
  - complex, c.c. complex
  - simple, c.c. complex
- **EXAMPLES**
  1. When I was young, I used to play baseball, and I also played soccer.
  2. She went to school every day even if it rained, but she didn't like it.
  3. I have three dogs, yet I still want more because I love animals so much.
  4. I have three dogs, yet because I love animals so much, I still want more.

# Practice!

- The teacher will give you a worksheet to practice complex-compound sentences!



# Functions of Connectors

## CONNECTORS

Connectors: Functions			
Function	Coordinating Conjunctions	Subordinating Conjunctions	Transitions
ADDITION	and, nor, or		besides, furthermore, indeed, in addition, moreover
CONDITION	or	if, even if, only if, unless	otherwise
CONTRAST	but, or, yet	although, though, even though, whereas, while	however, nevertheless, nonetheless, on the contrary, on the other hand
CAUSE / REASON	for	as, because, since	
EFFECT / RESULT	so		consequently, otherwise, therefore, thus
TIME		after, before, when, while	afterwards, meanwhile, next

# Connectors: Placement & Punctuation

## CONNECTORS

Connectors: Placement and Punctuation	
Type of Connector	Examples
COORDINATING CONJUNCTION	I was worried, <b>so</b> I did some research.
SUBORDINATING CONJUNCTION	<b>Because</b> I was worried, I did some research.
	I did some research <b>because</b> I was worried.
TRANSITION	I was worried. <b>Therefore</b> , I did some research.
	I was worried. I, <b>therefore</b> , did some research.
	I was worried. I did some research, <b>therefore</b> .

# Transitions

- **Transitions connect ideas between sentences or larger sections of text**
  - I quit my job. I have more free time.
  - I quit my job. Therefore, I have more free time.
- There are many transitions, for example:
  - **In addition, however, nevertheless, in conclusion, first of all, second, etc.**
  - Every transition has a meaning (function)
- **Transitions usually come at the beginning of the sentence and take a comma**
- **They can also come in the middle or the end, and they still need commas**



# Functions of Transitions Between Sentences

## CONNECTORS

Transitions: Connecting Sentences		
Functions	Examples	
ADDITION	She couldn't remember names.	<b>Furthermore</b> , she forgot addresses.
	Human brains lose mass.	<b>Indeed</b> , they may lose 10 percent a year.
CONDITION	Older people should eat several small meals a day.	<b>Otherwise</b> , their memory might deteriorate.
CONTRAST	I often have trouble with names.	<b>However</b> , I always remember faces.
	We all forget things.	<b>Nevertheless</b> , we shouldn't worry.
EFFECT / RESULT	I wasn't concentrating when we met.	<b>Consequently</b> , I couldn't recall her name.
	He wanted to improve his memory.	<b>Therefore</b> , he took a memory course.
TIME	He studied for his course.	<b>Meanwhile</b> , his wife read a book.
	She completed the book.	<b>Next</b> , she bought a memory video.

# Connectors: Placement & Punctuation

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	I was worried. I, <b>therefore</b> , did some research.
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# Transitions Between Sentences: Addition

- Cheating is dishonest. **Moreover**, it hinders students from learning.
- Students should be on time. **Furthermore**, they must be prepared.
- You must complete this essay by 5 p.m. **In addition**, you must do the exercises on page 47.
- I am presenting at a conference next month, so I won't be able to go on vacation. **Besides**, I don't really want to go to Canada.

# Transitions Between Sentences: Condition

- One transition of condition, *otherwise*, indicates that a result opposite to what is expected will happen if a certain action isn't taken
- I need to write down your e-mail address. **Otherwise**, I will never remember it.
  - Similar to **unless** (subordinating conjunction): *I will never remember your e-mail address unless I write it down.*
- I have to renew my car insurance this week. **Otherwise**, I will miss the deadline and not be able to drive.

# Transitions Between Sentences: Contrast

- We wanted to leave at 6:00 because we wanted to beat traffic. **However**, Mike arrived too late.
- She hates housecleaning. **On the other hand**, she doesn't mind cooking.
- I am not going out tonight. I will, **instead**, stay home and watch a video.
- I told myself I was never ever going to call my ex. **Nevertheless**, I called her only two weeks after we broke up.

# Transitions: Contrast **SPECIAL SITUATION**

- **“though” is a contrast transition only when it’s at the end of a clause**
  - I carefully wrote down her name on a piece of paper. I lost the piece of paper, **though**.
  - Alex did a lot of research for his project. He got a bad grade, **though**.
- In other positions (in the beginning of a clause) it’s a subordinating conjunction
  - Though I’ve told him my name several times, he never remembers it.

# Transitions Between Sentences: Effect/Result

- Tim was late. **As a result**, we could not go to the concert.
- James is not feeling well. **Therefore**, he will not be here today.
- The committee voted against the proposal. **Thus**, we must consider another idea.
- Tina lost her keys at the concert last night. **Consequently**, she could not drive home.

# Transitions Between Sentences: Time

- Bob spent three years in the military. **Meanwhile**, his brother was earning a college degree.
- I went to a memory workshop. **Afterwards**, I couldn't remember a single thing.
- We started out trip in Washington D.C. **Next**, we went to NYC.



## Exercise 2, p. 365

- Combine the sentences three different ways using a coordinating conjunction, subordinating conjunction, and a transition
  2. He was having trouble remembering his appointments, so he bought a daily planner.  
He was having trouble remember his daily appointments; therefore, he bought a daily planner.
  3. It's important for Nancy to take her medications, but she forgot today.  
Although it's important for Nancy to take her medications, she forgot today.  
It's important for Nancy to take her medications; however, she forgot today.
  4. Jack remembers everyone's name, and he never forgets a face.  
Jack remembers everyone's name; besides that, he never forgets a face.

# Practice

- Complete the sentences on the worksheet with an original idea
- **BE CREATIVE** 😊

# Functions of Transitions Between Larger Portions of Text

## CONNECTORS

Transitions: Connecting Blocks of Text	
Functions	Examples
LISTING IDEAS IN ORDER OF TIME / IMPORTANCE	<b>First of all</b> , we need to distinguish between two types of memory.
GIVING EXAMPLES	<b>For example</b> , you need to stay mentally active.
SUMMARIZING	<b>To summarize</b> : Memory improvement requires work.
ADDING A CONCLUSION	<b>In conclusion</b> , we can prevent the deterioration of memory.

# Transitions: Listing Ideas (Time/Importance)

- **First of all**, let's consider the question of short-term memory.
- **Most importantly**, let's consider the question of memory improvement courses.
- There are three reasons why you should believe me. **First**, I am always right. **Second**, you're always wrong. **Finally**, this is my area of expertise.

# Transitions: Giving Examples

- I can remember lots of things about people. **For example**, I always remember what they're wearing.
- Many students are presenting tomorrow. **For instance**, you will be hearing from Grace and Gustavo.

# Transitions: Summarizing

- **In summary**, these are the key points about memory loss.
- We have presentations, writing samples, homework, and participation in this class. **All in all**, your grade is based on many factors, and not just tests.

# Transitions: Adding a Conclusion

- *These usually appear in the first sentence of the last paragraph of an essay.*
- **To conclude**, let me just say that we can all improve our memory if we work at it.
- **In conclusion**, my most significant memory was my trip to Walt Disney World because it affected me in many ways.

# Choosing the Appropriate Connector

- 1. so
- 2. but
- 3. for example
- 4. therefore
- 5. for
- 6. despite this
- 7. Consequently
- 8. Meanwhile
- 9. In fact
- 10. Later



# Choosing the Appropriate Connector

- 11. though
- 12. in addition
- 13. then
- 14. Obviously / thus
- 15. Furthermore
- 16. most of all,
- 17. without a doubt
- 18. To sum up
- 19. Still
- 20. Finally