

SENTENCE TYPES

INTRODUCTION

During this workshop we are going to be focusing mainly on creating sentences with ICs, DCs, and phrases. We have already done a lot of this, so this is a good reinforcement exercise.

- What three things make up an IC? (subject + verb + complete idea)
- What is a dependent clause? (an independent clause with a “dependent maker” word on it)
- A phrase is a group of words that does not have a verb or subject.

LONG SENTENCES

EXAMPLE (On Board) Show students the following sentence:

Is this too long?

If people are not careful, they come to see the well-off through the clinician’s eye, and this enforces the idea that wealth corrupts and produces elitist children, even though the issue is not that simple.

- Oftentimes, when we see a sentence this long, or even longer, we fear that it is too long, or even worse, that it is a RUN-ON! But have no fear.
- We know that run-ons result from not paying attention to how clauses are combined.
- If we really wanted to, we could have a sentence that is a whole page, or even longer.
- All that matters is that the clauses are combined correctly with the grammar rules that we have been studying.

IMPORTANCE OF REVIEWING SENTENCE TYPES

Good writing always uses a variety of sentence types because using too many simple sentences makes it sound choppy, and using too many long sentences makes it seem confusing.

TYPES OF SENTENCES (Can you believe there are only 4?)

List the four sentence types and the Garfield sentences on the board beforehand. Write in the IC and IC/DC next to each after reviewing with students. Note to tutors: Once the verb and subject have been identified in previous examples, underline appropriately because we have established this knowledge.

1. SIMPLE	1 IC	Garfield ate lasagna.
2. COMPOUND	2 ICs	Garfield ate lasagna, and Odie watched him.
3. COMPLEX	1 IC & 1 DC	Garfield ate lasagna while Odie watched him. While Odie watched him, Garfield ate lasagna.
4. COMPOUND- COMPLEX	at least 2 ICs & at least 1 DC	Garfield ate lasagna while Odie watched him, and in the living room, Jon watched TV.

Process this long sentence with the group, identifying all of the IC's and DC's and noting how they are punctuated and why:

If people are not careful (DC), they come to see the well-off through the clinician's eye (IC), and this enforces the idea (IC) that wealth corrupts and produces elitist children (DC), even though the issue is not that simple (DC).

CONCLUSION

As long as you have at least one IC, you can have as many other IC's and DC's as you want. You just have to connect them according to the rules.

Reviewing the four sentence types helps us to remember that good writing incorporates a variety of sentence types.

OPTIONAL ACTIVITY

- Since we are all usually pretty comfortable using shorter sentences, let's practice creating some longer sentences.
- On each table, there will be several laminated prompts of sentences/phrases/clauses.
- Ask the students to work together in groups to make one über-long sentence using all of the prompts. Encourage the students to supplement them with their own words and punctuate them correctly. After they have finished, workshop them on the board.

THE SENTENCES:

1. As I was walking through the slithy toves in the tulgey wood , / contemplating the frabjous day , I heard a whiffling and galumphing sound / , so I drew my vorpal blade and / swished it through the air , / listening to it go snicker-snack / as I slayed the jabberwocky .
2. While the mist gave way to the Cliffs of Insanity , / the waves lapped silently against the side of the fearsome ship / that held a band of Vikings / who were seeking to conquer the island of Brobdingnag , but / they didn't know that Odin , / sitting above them on his silvery throne , / was watching them carefully with his lone, baleful, and all-seeing eye .
3. Indiana Jones , / a simple man often found in extraordinary situations , / prefers to eat food that does not make his stomach churl , and / among those foods is snake because / when he was a young man , / he fell into a boxcar full of them / while fighting some bandits / in the deserts of Arizona , and so / he hates snakes .

COLOR KEY

BLUE TEXT refers to something that should be written on the board for the workshop.

RED TEXT refers to markings that need to be added to sentences during the workshop.