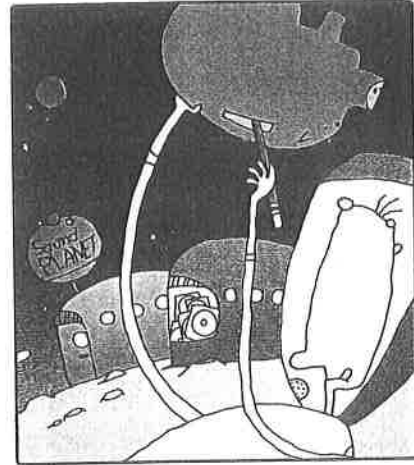


Combining with Longer Sentences

Words like *after*, *although*, *before*, and *unless* carry a lot of meaning. They tell you when, how, and under what conditions the main action of a sentence happens. These words are **subordinate conjunctions**, and they are used to form complex sentences.

The group of words introduced by the subordinate conjunction is called an **adverb clause**, and it can come at the beginning or at the end of a sentence. This all sounds more complex than it is. The best way to understand adverb clauses is to see some examples. (Turn to page 96 in *Write Source 2000* and see the examples below.)



EXAMPLES

Chris made sure he had enough money. He bought a CD.
(Here are two short sentences.)

Before he bought a CD, Chris made sure he had enough money.
(The adverb clause is at the beginning of the sentence—a comma is needed.)

Chris made sure he had enough money before he bought a CD.
(The adverb clause is at the end of the sentence—no comma is needed.)

Directions

Combine the following short sentences into one sentence using the subordinate conjunction given in parentheses. The first one has been done for you.

1. I was only four years old. I started kindergarten. (**when**)

I was only four years old when I started kindergarten. Or . . . When I was only four years old, I started kindergarten.

2. She checked her numbers. The woman realized she held a winning lottery ticket. (**as**)

3. I tried to stay calm. My heart was pounding. (**although**)

4. Kyna smiled innocently. She hadn't done anything wrong. (**as though**)

5. Bernadette felt lousy. She had lost her favorite necklace. (**because**)

6. Mark said he'd go to the party. He had to ask his parents' permission.
(**use your own subordinate conjunction**)

7. I winced. I saw the math exam. (**use your own**)

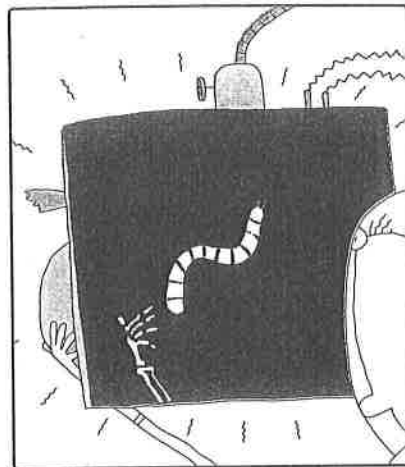
8. Mom left a note on the door. Dad would know where we went. (**use your own**)



Next Step Write a paragraph or two about what happened this morning between the time you got up and the time you got to school. Try to put in as much detail as you can. Then exchange your writing with a classmate. Note ideas in one another's work that could be combined using adverb clauses.

Sentence Combining with Adverb Clauses

Adverb clauses are used to form complex sentences. They answer *how*, *when*, *where*, *why*, *how much*, or *under what condition*. Adverb clauses can be used at the beginning or at the end of complex sentences. Subordinate conjunctions—words like *after*, *although*, *before*—are used to introduce adverb clauses. (For more information, turn to page 96 and to 456.3-456.4 in *Write Source 2000*.)



EXAMPLES

Shorter Sentences:

John checked the apple for wormholes. He ate the apple.

Combined Sentences:

***Before he ate the apple*, John checked it for wormholes.**

(An adverb clause at the beginning of a sentence needs a comma.)

John checked the apple for wormholes *before he ate the apple*.

(An adverb clause at the end of a sentence does not need a comma.)

Directions

Combine each of the following sets of short sentences into one sentence using the subordinate conjunction listed in the parentheses. The first one has been done for you.

- I was about six years old. Something unforgettable happened. (**when**)
When I was about six years old, something unforgettable happened.

- Dad banged on my door. He yelled, "Get dressed and get downstairs!" (**as**)

- I realized I had forgotten my glasses. I was halfway down the stairs. (**before**)

4. "What's wrong?" I asked. I struggled to pull on my shoes. (**while**)

5. My dad turned and yelled, "Fire!" He rushed out the front door. (**as**)

6. He caught his breath. He said, "The neighbor's house is on fire!" (**when**)

7. My heart was beating wildly in my throat. I was still half asleep. (**although**)

8. I was hit by a blast of hot, smoky wind. I followed my dad outside. (**as**)

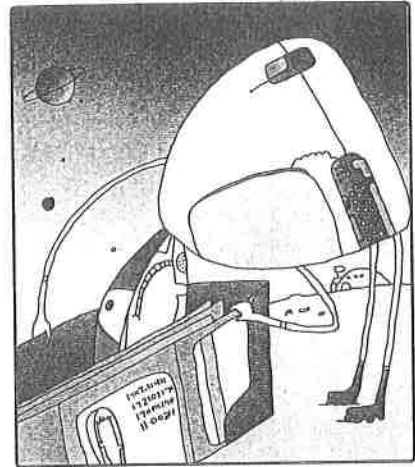
9. I was awake by then. I still hoped this was all a dream. (**although**)



Next Step Write a paragraph about fire. Maybe you have been involved in a fire. Maybe you have a relative who is a firefighter. Exchange your writing with a classmate. On your classmate's paper, look for ideas that might be combined using adverb clauses. Checkmark those ideas. When you get your paper back, try to combine the checkmarked ideas.

Sentence Combining with Subordinating Conjunctions

You can combine two simple sentences into a complex sentence using subordinating conjunctions such as *after*, *although*, *before*, and *unless*. Note how a subordinating conjunction is used to combine two simple ideas in the following examples. (Turn to page 96 and also 456.4 in *Write Source 2000* for more examples.)



EXAMPLES

Shorter Sentences:

Jon checked his wallet for money. He bought the best-selling thriller.

Combined into a Complex Sentence:

Jon checked his wallet for money before he bought the best-selling thriller.

(The subordinating conjunction *before* connects the two ideas.)

Shorter Sentences:

Katrice studied her math. Amika read a short story in her literature book.

Combined into a Complex Sentence:

While Katrice studied her math, Amika read a short story in her literature book.

(The subordinating conjunction *while* connects the two ideas.)

Note: If the group of words introduced by a subordinating conjunction comes at the beginning of a sentence, a comma is placed after the introductory clause.

Directions

Combine the following sets of short sentences into complex sentences. Use the subordinating conjunctions given in parentheses for the first four sentences. The first one has been done for you.

- The rope-and-wood bridge collapsed. Joe stood and watched. (as)
The rope-and-wood bridge collapsed as Joe stood and watched.

- The first colonists looked to England for help. It had been their home. (because)

3. Maurice filled his bicycle tires with air. He pedaled to the south side of town. (after)

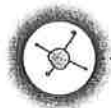
4. Jamell settled into his favorite fishing spot. The sun came up. (as)

5. Scotty stopped running. He heard the police officer shout.

6. Two feet of snow fell. Reva made it home.

7. You're all set to go to camp. You haven't registered properly.

8. Rosario checked on the two children. She fell asleep.



Next Step Write freely for 5 minutes about what happened yesterday afternoon between the time you were dismissed from your last class and the time you sat down to dinner. Put in as much detail as you can. Then exchange your writing with a classmate. Note two sets of sentences in each other's work that could be combined. When your paper is returned, try connecting the marked sets of sentences as you did above.

Combining Sentences into Complex Sentences

Complex sentences are made up of an independent and a dependent clause. The independent clause in a complex sentence contains the most important idea in the sentence. The dependent clause contains a less important idea. The two clauses can be combined with a relative pronoun such as *who*, *whose*, *which*, or *that*. Clauses may also be combined with a subordinate conjunction such as *after*, *although*, *as*, *because*, *before*, *if*, *since*, *when*, *where*, *while*, *until*, *unless*, and so on.



EXAMPLES

Combining with a Relative Pronoun:

The writer is working on a new book. She has already published one book.

The writer, *who* has already published one book, is working on a new one.

Combining with a Subordinate Conjunction:

Carlos has started doing homework. He is getting better grades.

Since Carlos has started doing homework, he is getting better grades.

Note: When you are combining simple sentences into complex sentences, you may find it necessary to change an independent clause to a dependent clause. Examine the sentences carefully to see which clause is more important; then you'll know which clause (the less important one) can be subordinated.

Directions

Combine each of the following pairs of sentences into one complex sentence. Refer to page 96 and to 438.1 in *Write Source 2000*.

- The writer's first book wasn't very popular. She was not discouraged.

Although the writer's first book wasn't very popular, she was not discouraged.

- Yi had faith in her ability. She started a new book immediately.

3. The publisher suggested that Yi write a book on her experiences in gymnastics. She had been an excellent gymnast.

4. She thought the new book would be easy to write. It was on a topic familiar to her.

5. Yi felt comfortable writing about gymnastics. She had been a gymnast since age three.

6. Yi researched the topic. She discovered that gymnastics had changed considerably.

7. Yi has been working hard on her new book. She has not worried about her first book.

8. The publishers mounted a nationwide promotional campaign. They sensed outstanding sales potential.



Next Step Write a paragraph about an experience you had persevering after a first attempt failed. Then combine some of the sentences into complex sentences. Use a variety of dependent clauses. Make sure that the most important clause remains the independent clause.