



3. The construction workers were treated for heat exhaustion. They were building the new road through the park.

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4. The sun is the center of our solar system. The sun is 93 million miles away.

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5. The tracks led to the old miner's shack. The tracks were freshly made.

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6. By the side of the road lay the ruined glider. It had been destined for Paris.

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7. The agents escaped across the border. The agents set Mr. Goodwin free.

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8. Rudy seldom checks out books. He would rather rap than read.

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**Next Step** Many of the complex sentences you have made require commas. (The commas set off the adjective clause from the rest of the sentence.) Read about **restrictive** and **nonrestrictive clauses** in section 392.2 of your *Write Source 2000* handbook and check your sentences.

# Sentence Combining with Relative Pronouns

You can combine two simple sentences into a complex sentence using adjective clauses. An adjective clause is one that begins with a word like *who*, *which*, or *that* (called *relative pronouns*). Combining ideas with these words will help you cut down on unnecessary repetition in your writing. To learn how this is done, study the examples below as well as the examples in your handbook. (Turn to pages 96 and 444-445 in *Write Source 2000*.)



## EXAMPLES

### *Simple Sentences:*

The radio station played unfamiliar songs.  
The radio station was geared for an older audience.

### *Combined into a Complex Sentence:*

**The radio station, which was geared for an older audience, played unfamiliar songs.**

(By combining the two ideas with *which*, the unnecessary repetition of *radio station* is avoided.)

### *Simple Sentences:*

The newspaper gives detailed statistics for major league baseball.  
The newspaper is delivered to our school.

### *Combined into a Complex Sentence:*

**The newspaper that is delivered to our school gives detailed statistics for major league baseball.**

(By combining the two ideas with *that*, the unnecessary repetition of *newspaper* is avoided.)

## Directions

Combine the following pairs of simple sentences into one complex sentence. In each case, a relative pronoun, other key words, and punctuation marks have already been put into place. The first one has been done for you.

- The beady-eyed mail carrier delivers on Wednesdays. The beady-eyed mail carrier is my uncle.

The beady-eyed mail carrier who delivers on Wednesdays is my uncle.

2. The waitress works at the corner cafe. She looks sad and weary.

The waitress who \_\_\_\_\_ looks  
\_\_\_\_\_.

3. The pink Cadillac was parked in the driveway. The pink Cadillac convertible was dented by hail.

The pink Cadillac convertible that \_\_\_\_\_  
was dented \_\_\_\_\_.

4. The statue stood by the birdbath in the garden. It was stolen.

The statue that \_\_\_\_\_  
was \_\_\_\_\_.

5. Pluto is the most distant planet in our solar system. It takes 248 years to orbit the sun.

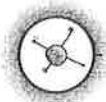
Pluto, which \_\_\_\_\_,  
is \_\_\_\_\_.

6. The extreme heat affected the runners. The runners were participating in the conference relays.

The extreme heat \_\_\_\_\_ who  
were \_\_\_\_\_.

7. John's half-eaten apple is a Golden Delicious. The apple is now totally brown.

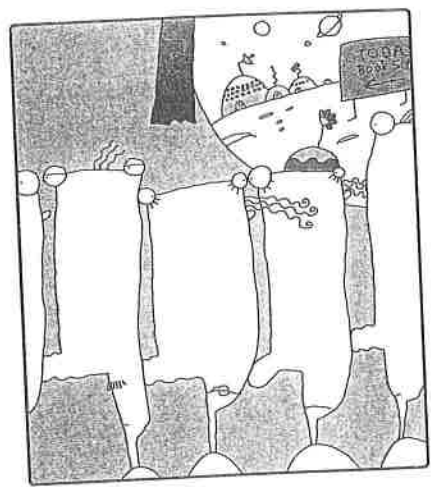
John's half-eaten apple, which is now \_\_\_\_\_,  
is \_\_\_\_\_.



[ Next Step Turn to your handbook and find out when you should use "who/which/that." Discuss the results of your research with a classmate. ]

# Sentence Combining with Adjective Clauses

Too many "who's," "which's," and "that's" in your writing can make it sound wordy and impersonal. However, **relative pronouns** used in moderation can help you combine your ideas into more effective sentences. (The part of a complex sentence beginning with *who*, *which*, or *that* is called an **adjective clause**.) (Turn to page 96, and sections 444.1 and 433.1 in *Write Source 2000* for more information.)



## EXAMPLES

*Simple Sentences:*

**The bookstore barely held all the people. The people came to see Hank Aaron.**

(*People* is unnecessarily repeated in these sentences.)

*Combined Sentence:*

**The bookstore barely held all the people who came to see Hank Aaron.**

(The repetition of *people* is avoided.)

*Simple Sentences:*

**Aaron signed his book called *I Had a Hammer*. The book had just been released.**

(*Book* is unnecessarily repeated.)

*Combined Sentence:*

**Aaron signed his book called *I Had a Hammer*, which had just been released.**

(The repetition of *book* is avoided.)

## Directions

Study the two combined sentences above and determine why a comma is used in the second sentence and not in the first one. State your reason on the following lines. (Share your reason with a classmate. Then read the explanation of nonrestrictive phrases and clauses at 392.2 in your *Write Source 2000* handbook.)

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**Directions**

Combine each pair of sentences below into one complex sentence using *who*, *which*, or *that* as connectors. *Note:* Key words and punctuation marks have already been put in place.

1. My dad talked about buying Hank Aaron's new autobiography. My dad enjoys reading about sports figures.

My dad, who \_\_\_\_\_ ,  
talked \_\_\_\_\_ .

2. There was already a line when we arrived at the bookstore. That line went all the way around the block.

There \_\_\_\_\_ that \_\_\_\_\_  
\_\_\_\_\_ bookstore.

3. We were in line for almost two hours. Two hours is a long time when you're hungry and there's no hot-dog stand in sight!

We \_\_\_\_\_ ,  
which \_\_\_\_\_  
\_\_\_\_\_ sight!

4. Hank Aaron signed books continually. Hank Aaron stayed an hour longer than scheduled.

Hank Aaron, who \_\_\_\_\_ ,  
\_\_\_\_\_ continually.

5. My dad was very disappointed. My dad never did get Hank Aaron's autograph.

\_\_\_\_\_ , who \_\_\_\_\_ ,  
\_\_\_\_\_ disappointed.



**Next Step** Conduct an informal study. Circle or list all of the "who's," "which's," and "that's" you can find on one page of a textbook, magazine, or newspaper. Did you find many? How did it affect the level or feel of the language?

**Directions**

Combine the following sets of simple sentences into complex sentences using the relative pronouns given in parentheses. *Note: Use commas in your combined sentences where necessary.*

1. The Chunnel runs under the English Channel. The English Channel separates England from the European continent. (**which**)

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2. The Chunnel trains are among the fastest in Europe. They travel at speeds of up to 186 miles per hour. (**which**)

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3. Europeans have discussed a land crossing to England since the time of Napoleon. Napoleon was emperor of France in the early 1800s. (**who**)

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4. London's Chunnel station is named after the town of Waterloo. Napoleon was defeated at Waterloo in June 1815. (**where**)

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5. Napoleon was defeated by the Duke of Wellington. Wellington was a British soldier and statesman. (**who**)

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Next Step In your class, see who can write the longest complex sentence. Be sure to use relative pronouns and punctuation correctly.

