

7 Compound Sentences (p. 26)

- Write each compound sentence. Underline the two short sentences that were combined to make the compound.

Example: Ballet is dance, but it may tell a story.

Ballet is dance, but it may tell a story.

1. My aunt takes me to the ballet, or I go with my parents.
2. Vic's family visited New York, and he saw a ballet.
3. His seat was in the front, and he could see the dancers' faces.
4. The music was great, but the dancing was the best part.
5. The dancers wore lovely costumes, and their movements were graceful.
6. Vic will go to another ballet, or he will watch one on TV.

- ▲ Write each pair of sentences as one compound sentence. Use the connecting word given.

Example: Ballet looks easy. Dancers work hard. (but)

Ballet looks easy, but dancers work hard.

7. Dancers start young. They practice often. (and)
8. They join a class. They may take private lessons. (or)
9. Class begins with exercises. The pupils warm up. (and)
10. The teacher leads the exercises. The pupils follow. (and)
11. Dancers get tired. They must keep practicing. (but)
12. They look in a mirror. They correct their mistakes. (and)

- Add another sentence to each sentence below to make a compound sentence. Use the connecting word *and*, *but*, or *or*.

Example: Jenny goes to ballet class twice a week.

Jenny goes to ballet class twice a week, but she would like to go more often.

13. She has taken ballet lessons for five years.
14. Jenny's friend Molly has just started ballet class.
15. Molly is learning the basic ballet positions.
16. Sometimes the teacher plays the piano.
17. Next month the class will give a performance.
18. Jenny will do a solo.

Independent and Subordinate Clauses

- A **clause** is a group of words that contains a subject and a predicate. There are two kinds of clauses: **independent clauses** and **subordinate clauses**.
- An **independent clause** can stand alone as a sentence because it expresses a complete thought.
EXAMPLE: **The students came in** when the bell rang. **The students came in.**

A. Underline the independent clause in each sentence below.

1. Frank will be busy because he is studying.
2. I have only one hour that I can spare.
3. The project must be finished when I get back.
4. Gloria volunteered to do the typing that needs to be done.
5. The work is going too slowly for us to finish on time.
6. Before Nathan started to help, I didn't think we could finish.
7. What else should we do before we relax?
8. Since you forgot to give this page to Gloria, you can type it.
9. After she had finished typing, we completed the project.
10. We actually got it finished before the deadline.

- A **subordinate clause** has a subject and predicate but cannot stand alone as a sentence because it does not express a complete thought. A subordinate clause must be combined with an independent clause to make a sentence.
EXAMPLE: The stamp **that I bought** was already in my collection.

B. Underline the subordinate clause in each sentence below.

1. The people who went shopping found a great sale.
2. Tony's bike, which is a mountain bike, came from that store.
3. Juana was sad when the sale was over.
4. Marianne was excited because she wanted some new things.
5. Thomas didn't find anything since he went late.
6. The mall where we went shopping was new.
7. The people who own the stores are proud of the beautiful setting.
8. The mall, which is miles away, is serviced by the city bus.
9. We ran as fast as we could because the bus was coming.
10. We were panting because we had run fast.

Adjective Clauses

- An **adjective clause** is a subordinate clause that modifies a noun or a pronoun. It answers the adjective question Which one? or What kind? It usually modifies the word directly preceding it. Most adjective clauses begin with a **relative pronoun**. A relative pronoun relates an adjective clause to the noun or pronoun that the clause modifies. Who, whose, which, and that are relative pronouns.

EXAMPLE: The coat **that I bought** was on sale.
 noun adjective clause

A. Underline the adjective clause in each sentence below.

1. A compass has a needle that always points northward.
2. A seismograph is an instrument that measures earthquake tremors.
3. People who work in science laboratories today have a broad field of study.
4. This will be the first time that she has played in that position.
5. Jay is the person whose wrist was broken.
6. The fish that I caught was large.
7. A sentence that contains a subordinate clause is a complex sentence.
8. Here is the photograph that I promised to show you.
9. The book that I read was very humorous.

B. Add an adjective clause to each independent clause below.

1. A microscope is an instrument (that) _____

2. Amelia Earhart was a pilot (who) _____

3. We have football players (who) _____

4. They built a helicopter (which) _____

5. Bunny is a dog (that) _____

6. A telescope is an instrument (that) _____

Adverb Clauses

- An **adverb clause** is a subordinate clause that modifies a verb, an adjective, or another adverb. It answers the adverb question How? Under what condition? or Why? Words that introduce adverb clauses are called **subordinating conjunctions**. The many subordinating conjunctions include such words as when, after, before, since, although, and because. EXAMPLE: I finished **before the bell rang.**
adverb clause

A. Underline the adverb clause in each sentence below.

1. We had agreed to go hiking when the cloudy skies cleared.
2. Although the weather was mild and sunny, we took along our jackets.
3. Clouds began to move in once again after we arrived at the park.
4. We felt comfortable about the weather because we were prepared.
5. Since we had our jackets, we didn't get too cold.
6. Although the clouds remained, it never rained.
7. It was exhilarating to see the view when we got to the top of the hill.
8. After enjoying the beauty and the quiet for a while, we hiked back down.
9. We decided to drive home the long way since it was still early.
10. We had a wonderful day because we were so relaxed and happy.

B. Add an adverb clause to each independent clause below.

1. We ate breakfast (before) _____

2. Jay and I carried umbrellas (since) _____

3. We took the bus to the museum (because) _____

4. People in line waited (when) _____

5. We saw the exhibit (after) _____

6. Joel and I baked cookies (when) _____
