

**Conjunction**

A word that connects related words or groups of words.

**Coordinating conjunction**

A conjunction that connects words or groups of words that do the same job in a sentence.

A **conjunction** is a word that connects parts of a sentence. A conjunction can connect words, phrases, or ideas that are used in the same way.

There are three kinds of conjunctions: the *coordinating conjunction*, the *subordinating conjunction*, and the *correlative conjunction*.

A **coordinating conjunction** connects words, phrases, or sentences that do not depend on each other to make sense. The following are the seven coordinating conjunctions:

and	nor	so
but	or	yet
for		

**EXAMPLES**

- Words: Rich plays the guitar **and** the trumpet.  
 Phrases: He ran around the corner **and** out of sight.  
 Ideas: I'd like to help you, **but** I'm busy.

**Activity A** Write the coordinating conjunction in each of these sentences on your paper.

- 1) Eight and eight make sixteen.
- 2) All night the winds blew and the snow fell.
- 3) The referee blew her whistle and stopped the game.
- 4) He had little money, yet he walked into the room like a king.
- 5) The actor sang well, but he could not dance.
- 6) I will drink juice or milk.
- 7) There was nothing good on television, so I went for a walk.
- 8) I could not study, for I had a headache.
- 9) Lois isn't hungry, nor am I.

**Activity B** Complete each sentence with a coordinating conjunction. Write the conjunctions on your paper.

- 1) I will have milk \_\_\_\_\_ water with my dinner.
- 2) Paco hits well, \_\_\_\_\_ he cannot throw a curve ball.
- 3) Vic tried hard \_\_\_\_\_ made the team.
- 4) Louisa studies hard, \_\_\_\_\_ she always has time for her friends.
- 5) After school we played CDs \_\_\_\_\_ relaxed.
- 6) John Adams \_\_\_\_\_ Thomas Jefferson were vice-presidents of the United States.
- 7) President Harry Truman was born in 1884 \_\_\_\_\_ died in 1972.

A coordinating conjunction may connect two or more complete ideas.

**EXAMPLE**

I will drink juice. I will drink milk.

I will drink juice **or** milk. (The coordinating conjunction *or* connects the two objects *juice* and *milk*. The words that are the same in both sentences are not repeated.)

**Activity C** Use coordinating conjunctions to connect the related ideas in the following pairs of sentences. Write the new sentences on your paper. You may need to change the verb form.

- 1) Lena likes tacos. Andy likes tacos.
- 2) Lloyd plays football. Lloyd plays baseball.
- 3) Langston Hughes wrote short stories. Langston Hughes wrote poetry.
- 4) I grew tomatoes in my garden. I grew green beans in my garden.
- 5) Laura tried out for the basketball team. Her twin sister SueAnn tried out for the basketball team.

Use a comma to separate words or phrases in a series. A series is three or more words or phrases. Place the comma after each item in the series. Do not put a comma after the last item in the series.

**EXAMPLES**

Lisa and Becky arrived late. (Only two people—do not use commas)

Lisa, Becky, and Sue arrived late. (Three people—use commas)

We planted flowers in the front, in the back, and on the sides of the house. (Three phrases—use commas)

**Activity D** Write these sentences on your paper. Add commas only where they are needed. Circle the conjunctions.

- 1) We planted bushes trees and flowers around the house.
- 2) We planted tulips daffodils and petunias.
- 3) Later we washed up changed our clothes and went out to dinner.
- 4) I ordered a salad and milk.
- 5) My brother sister and mother ordered the soup.
- 6) After dinner we talked about going to a movie playing miniature golf or taking a walk around the lake.

**Activity E** Use each of these conjunctions in a sentence. Write your sentences on your paper. Try to write at least two sentences that contain items in a series. Be sure to punctuate any items in a series correctly.

- |        |        |
|--------|--------|
| 1) and | 4) nor |
| 2) but | 5) yet |
| 3) or  | 6) for |

Two or more sentences joined with a conjunction usually need a punctuation mark. Use a comma to separate sentences joined with *and*, *but*, *nor*, *or*, *for*, *so*, or *yet*.

**EXAMPLES**

Marco dug up the garden, **and** Leslie planted the seeds.

Our family loves spinach, **but** none of us likes beets.

Sentences that are very short often do not need a comma to separate them.

**EXAMPLES**

We went out and then we went home.

She is tall and he is short.

When you join complete sentences with the following words, use a semicolon (;) in front of them and a comma (,) after them.

also	furthermore	nevertheless
accordingly	however	otherwise
besides	instead	therefore
consequently	moreover	

**EXAMPLES**

Lisa likes to play the piano; **however**, she doesn't like to practice.

Lance worked all day; **nevertheless**, he didn't finish.

The words *but* and *for* can be used either as conjunctions or as prepositions.

**EXAMPLES**

Conjunction: Becky feeds her puppy dog food, **but** he prefers steak!

Preposition: No one was hungry **but** Rob.

Conjunction: Randy brought the equipment, **for** he was the team manager.

Preposition: We knew that he would work hard **for** the team.

**Activity F** Write these sentences on your paper. Punctuate them correctly.

- 1) Lisa must hurry otherwise she will be late.
- 2) We wanted to go shopping instead we stayed home.
- 3) After dinner Lisa read a book Marco did homework Mr. Martinez watched TV and Mrs. Martinez just relaxed.
- 4) Karl rode the bus to school but he walked home.
- 5) The storm blew down several trees furthermore it damaged some telephone lines.
- 6) Roberto was hungry for Italian food but his sister wanted Chinese food.

**Activity G** Write on your paper whether the word in bold is a *preposition* or a *conjunction*.

- 1) Paul played tennis well, **for** he practiced every day.
- 2) The new apartment was beautiful, **but** the rent was high.
- 3) Everyone liked the story **but** Yolanda.
- 4) The students cheered loudly **for** their team.

## Lesson 1 Review

**Lesson Review** Write these sentences on your paper. Circle the coordinating conjunctions. Add any missing punctuation.

- 1) A new girl moved to the town where Lisa and Becky live.
- 2) Her name is Antoinette but everyone calls her Toni.
- 3) Toni is hearing impaired but she reads lips and signs.
- 4) She learned sign language and lip reading at a special school for the hearing impaired.
- 5) Some people think all hearing-impaired people should learn to read lips and others think sign language is best.
- 6) Lisa and Becky wanted to learn sign language for they wanted to be able to communicate with Toni.
- 7) Toni explained that some signs stand for whole words and ideas but that not every word or idea has a sign.
- 8) Some words have to be spelled out letter by letter therefore they would have to learn the finger alphabet.
- 9) There are twenty-six hand symbols in the finger alphabet and each symbol stands for a letter of the alphabet.
- 10) Toni showed the girls how to form each letter with their fingers gave them a booklet that showed all the symbols and told them to practice every day.
- 11) Becky Lisa and their mom practiced signing together at the dinner table each evening.
- 12) Toni often came over so she was able to help them.
- 13) Soon they could use signs or finger spelling easily.
- 14) "Next, we will start learning signs for whole words and ideas," Toni told them.
- 15) Sign language helped Toni Becky and Lisa communicate furthermore it was fun to learn something new and useful.

**Subordinating conjunction**

A conjunction that connects a dependent clause with an independent clause in a sentence.

A **subordinating conjunction** connects an independent clause with a dependent clause. An independent clause expresses a complete idea. A dependent clause is a group of words that has a subject and a verb but does not express a complete idea. Since a dependent clause does not express a complete thought by itself, it cannot stand alone as a sentence. A dependent clause depends on the main, or independent, clause to make sense. Like adverbs, dependent clauses answer the questions *When? Where? Why?* and *How?*

**EXAMPLE**

Subordinating conjunction:

**If** the rain stops, we can start practice. (The subordinating conjunction *if* connects the incomplete idea *if the rain stops* to the main clause *we can start practice*.)

A dependent clause may be found at the beginning or the end of a sentence. Use a comma after a dependent clause only when it is at the beginning of the sentence.

**EXAMPLES**

Comma: **Unless you hurry**, you won't finish.  
**After the party was over**, we went home.

No comma: You won't finish **unless you hurry**.  
We went home **after the party was over**.

Here is a list of some commonly used subordinating conjunctions:

after	in order that	when
although	since	whenever
as	so	where
because	unless	wherever
if	until	while

**Activity A** Write the dependent clause in each of these sentences on your paper. Circle the subordinating conjunctions.

- 1) If you want to play the piano better, you have to practice.
- 2) I plan to study until I finish.
- 3) Justin saved his money in order that he could go to college.
- 4) When Lisa gets here, we will leave.
- 5) They ate popcorn while they watched the movie.

**Activity B** Add an independent clause (a complete thought) to each of these dependent clauses to make sentences. Write the sentences on your paper.

- 1) Although we had just eaten breakfast,
- 2) Until the other team scored,
- 3) Because my mom is at work,
- 4) Since I flew on an airplane,
- 5) When I finish this book,

**Activity C** Add a dependent clause to each of these sentences. Write the new complete sentences on your paper. Circle the subordinating conjunctions. Add commas where needed.

- 1) Dan would like to visit California.
- 2) Darryl saved twenty-five dollars a week.
- 3) My neighbors asked me to water their garden.
- 4) Anne's report was late.
- 5) Marcus went to the new computer store.
- 6) The storm forced people to stay home.
- 7) Cassie watched a nature program about crocodiles.
- 8) A strange noise woke me up from a deep sleep.
- 9) Lee left his school books at the library.
- 10) The front door slammed shut.

**Activity D** Connect each of these pairs of sentences with a subordinating conjunction. Write the new complete sentences on your paper. Add commas where needed.

- 1) Zack is lifting weights. He wants to be on the wrestling team.
- 2) Pete went to the library. He needed a book.
- 3) Tina moved to town in March. She has been in Becky's English class.
- 4) I was asleep. A storm blew down our tree.
- 5) You will drive today. I will drive tomorrow.
- 6) Jan wants to see that play. We will buy tickets ahead of time.
- 7) The baseball team won the championship. The town celebrated.
- 8) Tom walked into the room. Everyone began to clap.
- 9) The sun set. We walked around the lake.
- 10) I am drying the dishes. You can pick out a movie.

Some words can be used either as subordinating conjunctions or as prepositions.

### EXAMPLES

Conjunction: The game was put off **until** the rain stopped. (*Until the rain stopped* is a dependent clause that is connected to the main clause by the subordinating conjunction *until*.)

Preposition: The game was put off **until** tomorrow. (*Until tomorrow* is a prepositional phrase introduced by the preposition *until*. Remember that prepositional phrases never include verbs.)

**Activity E** Write on your paper whether the word in bold is a *conjunction* or a *preposition*.

- 1) Donna went home **after** school.
- 2) We went home **after** school was over.
- 3) **Because of** Marco, we won the game.
- 4) I like that coat **because** it is warm.
- 5) I haven't heard from her **since** Monday.
- 6) I'll leave **since** you are here now.
- 7) **Before** class began, I talked to the teacher.
- 8) **Before** lunch, I have Spanish class.

**Activity F** Write the subordinating conjunctions in each of these sentences on your paper.

- 1) We drove home carefully because it was snowing.
- 2) We had classes until noon although the weather was bad.
- 3) If the snow is deep enough, there will be no school tomorrow.
- 4) School is closed only when the snow is deep.
- 5) Where Lisa and Marco live, there are usually two deep snows each year.

## Lesson 2 Review

**Part A** Write these sentences on your paper, adding commas where needed. Circle the subordinating conjunctions in each sentence.

- 1) Kathy will hold dinner until everyone gets here.
- 2) If you will help we can finish early.
- 3) When warm weather arrives Marco and Anthony will go fishing.
- 4) Until the team scored the fans were quiet.
- 5) Everyone cheered as the band began playing the school song.
- 6) I took the bus because I was late.
- 7) Whenever I hear that song I think about my grandmother.
- 8) Since we finished our homework early let's watch a movie.
- 9) We will plant a vegetable garden after the ground thaws.
- 10) As the clock struck ten I became sleepy.

**Part B** Connect each of these pairs of sentences with a subordinating conjunction. Write the new sentences on your paper. Add commas where needed. Be sure the sentences make sense.

- 1) Mai got an excellent grade on her test. She studied hard.
- 2) I will clean the house. You do the shopping.
- 3) Jon got hungry about three o'clock. He ate an apple.
- 4) The weather is too cold. I can't go outside.
- 5) He lost the election. He didn't have enough help.
- 6) They waited for the bus. Tommy and Steve went over their notes.
- 7) The sun was shining. There was a cold, raw wind.
- 8) Gloria looked all over the house. She found her math book.
- 9) I get near fresh flowers. I begin to cough.
- 10) You may not make it to the bank. It closes at three.