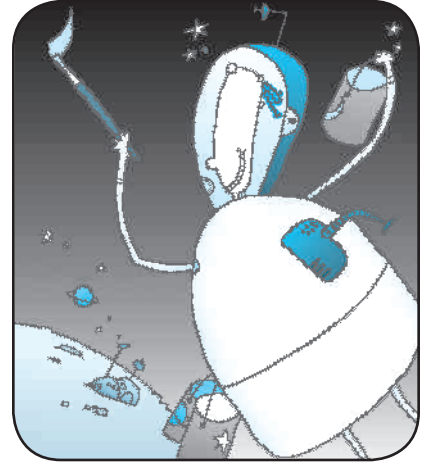


Coordinating Conjunctions

Coordinating conjunctions are needed to connect words, phrases, and clauses in sentences. The parts being connected must be equal or of the same type. (For more information, see 744.1 in *Write Source*.)



Examples

Do you like to draw or paint?

(The words “draw” and “paint” are connected by the conjunction “or.”)

I like to draw, but painting is difficult for me.

(The two clauses of the compound sentence are connected by the conjunction “but.”)

Directions

Circle the coordinating conjunction in each of the following sentences. Underline the parts that the conjunction connects. The first two sentences have been done for you.

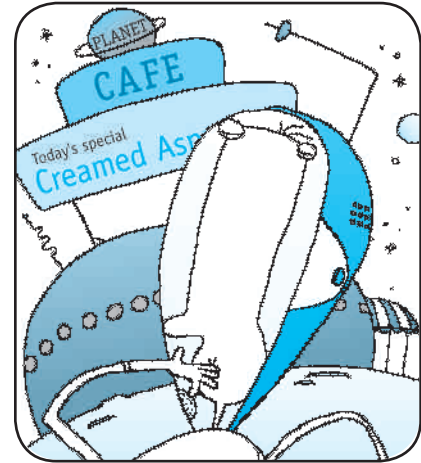
1. Because artists created lifelike paintings long before there were cameras, we can see many of the people, places, and events of the past.
2. Some artists paint realistic portraits of people, still lifes, and landscapes.
3. Three famous landscape artists are Jan Vermeer from Holland, Katsushika Hokusai from Japan, and Georgia O’Keeffe from the United States.
4. Art can express a feeling of happiness, joy, sadness, fear, or rage.
5. The oldest paintings in the world are more than 30,000 years old, yet they were unknown to us until recently.

6. We did not know of the paintings' existence, for they were hidden in caves in southwestern France.
7. We do not know the names of the artists who painted these cave walls, but we do know they were fine artists.
8. They made their paints out of colored earth and animal fat or charcoal.
9. Of course, we cannot know this for sure, but the people who lived long ago probably believed the cave paintings had magical powers.
10. There is something magical about art, but it requires hard work to develop artistic skill.
11. Street artists often attract a crowd, for everyone wants to see how the "magic" is done.

Next Step Write three additional sentences about a street artist or musician you've seen or heard. Use at least one coordinating conjunction in each sentence.

Subordinating Conjunctions

A reader must make many connections in a piece of writing, moving from one idea to the next. To make sure that readers are able to follow ideas smoothly and easily, writers often use **subordinating conjunctions**. See the examples below. (Also see 746.1 in *Write Source* for more information about conjunctions.)



Examples

Shorter Sentences:

Tasha loves creamed asparagus on toast. Her older brother Michael doesn't even like to look at it.

Combined Sentence:

Tasha loves creamed asparagus on toast, **although her older brother Michael doesn't even like to look at it.**

(The sentences are connected with the subordinating conjunction "although.")

Shorter Sentences:

My little sister's swimming pool was "bleeding." I applied a big bandage.

Combined Sentence:

****Because** my little sister's swimming pool was "bleeding," I applied a big bandage.**

(The sentences are connected with the subordinating conjunction "because.")

Directions

Review the list of conjunctions in *Write Source*. Then practice using conjunctions by combining the following pairs of brief sentences into longer, smoother-reading ones. Try to use a different connecting word in each of your new sentences.

1. Lucille tried on many bathing suits. Not one of them fit her right.

2. Father thought he had hooked a huge fish. Fred got the big net.

3. Finish your homework. You can go to the park.

4. My dog Oscar's belly almost drags on the ground. I can't bear to put him on a diet.

5. Turn left at this corner. You'll end up in a deep pit.

Next Step Trade papers with a classmate and see what conjunctions your partner used in his or her sentences. Then write three sentences using the following **correlative conjunctions**: *either, or; neither, nor; and both, and*.

Conjunctions Review

There are many kinds of conjunctions besides *and*, *but*, *or*, *nor*, *for*, *so*, and *yet*. All of them help connect the parts of sentences so that the sentences read smoothly and make sense. (Review page 496 in *Write Source* and look at the list of conjunctions on page 744.)



Directions

Read the following paragraph of short, choppy sentences. Rewrite the paragraph, using conjunctions so that it flows like “silk.” You may drop words or change verb tenses if you need to.

- 1 The Silk Road was a trade route. It connected China to Rome. People
- 2 began using this route about 100 B.C.E. Silk from China was carried on
- 3 it. Gold from Rome was carried on it. Silver from Rome was carried on it.
- 4 Caravans met on the road. They traded goods. They traded ideas. The
- 5 Roman Empire fell apart around 500 C.E. The Silk Road wasn't used much
- 6 after that time. It had lasted 600 years.

Next Step In ancient times, people had the Silk Road. Today, we have the Information Highway. How will people communicate and trade a hundred years from now? Write your predictions in a paragraph. Use conjunctions.