

## Choices: Exploring Clauses

The following activities challenge you to find a connection between clauses and the world around you. Do the activity below that suits your personality best, and then share your discoveries with your class.

### MUSIC

#### If I Had the Wings of an Angel

Subordinating conjunctions begin many popular songs. Compile a list of opening lines that begin with a subordinating conjunction, and post the list in the classroom. Be sure to underline each subordinate clause and highlight each subordinating conjunction.

### REPRESENTING

#### Around and Around We Go

Show your classmates how adverb clauses can often be moved from the end of a sentence to the beginning or vice versa. Write a sentence that includes two parts: an independent clause and an adverb clause. Using all lowercase letters and no punctuation, write or print out several copies of each clause. Cut out each clause so it is on its own strip of paper. Then, tape the strips together, alternating your two clauses. Ta-da! You have an endless statement that makes sense, no matter which clause comes first. Give two copies of each clause to your classmates, and ask them to capitalize and punctuate both possible versions of the sentence.

### DRAMA

#### He Said, She Said

Write a dialogue between two people who are deciding where to go on Saturday night. One speaks only in independent clauses; the other speaks only in subordinate clauses. Videotape your dialogue, or perform it for the class.

### MATHEMATICS

#### One Times One Plus One

Forge a connection between mathematical clauses and grammatical clauses. Plan and conduct a short seminar in mathematical clauses. Begin with an independent clause—a simple equation. Then, add parenthetical expressions that make the equation more complex.

### PERFORMANCE

#### Start a Chain Reaction

Try this project if you like surprises! First, make sure everyone in the class has a list of subordinating conjunctions and relative pronouns. Then, you start the ball rolling by giving one classmate an independent clause. He or she adds on a subordinate clause and passes on the sentence to the next person. When the last person adds a clause, you'll have an incredibly long sentence that will probably be a very strange and funny story. You can do this project aloud or by passing around a sheet of paper. If you do the project on paper, be sure to read the story to the class.

### REPRESENTING

#### Decisions, Decisions

Make a flowchart showing the process of deciding whether a word group is a phrase or an independent or a subordinate clause. Naturally, you'll have steps for finding the subject and the verb. You'll want a step for determining whether the word group is a complete thought, too. Neatly transfer your flowchart to poster board. Feel free to jazz up your chart with colors and designs.

### ORIGINAL PROJECTS

#### Have It Your Way

Create a project of your own. Write and teach a marching song about clauses to the class. Write a monologue composed only of subordinate clauses, such as *If only I had. . .* Look up the etymology and definitions of the word *clause*, and report what you learn. Find out what the legal term *clause* means. Color-code the adverb and adjective clauses in a page of writing. Cut up some complex sentences into clauses, and ask your classmates to put them back together. Be sure to get your teacher's approval before starting your project.

# Clauses

**4a.** A **clause** is a word group that contains a verb and its subject and that is used as a sentence or as part of a sentence.

Although every clause contains a subject and a verb, not every clause expresses a complete thought. Clauses that do are called **independent clauses**. Clauses that do not are called **subordinate clauses**.

**EXAMPLES** many people will attend the banquet [independent clause]  
because many people will attend the banquet [subordinate clause]

Do not mistake a phrase for a clause. A phrase does not contain both a verb and a subject.

**PHRASE** before the banquet [no verb]  
**CLAUSE** before the banquet began [subject—*banquet*; verb—*began*]  
**PHRASE** to decorate the banquet hall today [no subject]  
**CLAUSE** we need to decorate the banquet hall today [subject—*we*; verb—*need*]

**EXERCISE** Decide whether each of the following word groups is or is not a clause. On the line provided, identify the word group by writing *I* for *independent clause*, *S* for *subordinate clause*, or *N* for *not a clause*.

**Example**   *S*   1. where the banquet would be held

- |  |  |
|--|--|
| _____ 1. until the school year is over           | _____ 14. she wants to be an engineer              |
| _____ 2. until the end of the school year        | _____ 15. what she wants to be                     |
| _____ 3. the school year is over                 | _____ 16. pleased with their performance           |
| _____ 4. the arrival of spring                   | _____ 17. with their performance                   |
| _____ 5. when spring comes                       | _____ 18. was he pleased with their<br>performance |
| _____ 6. because I prefer warm weather           | _____ 19. at the end of the race                   |
| _____ 7. I prefer warm weather                   | _____ 20. before the race ended                    |
| _____ 8. my preference for warm weather          | _____ 21. the hiding cat                           |
| _____ 9. to win the game this Friday             | _____ 22. the cat is hiding                        |
| _____ 10. if we win the game this Friday         | _____ 23. when we were happy                       |
| _____ 11. whom I have never met                  | _____ 24. happy about the celebration              |
| _____ 12. after meeting them                     | _____ 25. we were happier then<br>someday          |
| _____ 13. to be a mechanical engineer<br>someday |  |

# Independent Clauses

**4b.** An **independent** (or **main**) **clause** expresses a complete thought and can stand by itself as a sentence.

**EXAMPLES** **Harambee is an annual holiday.**

**Harambee is an annual holiday** that many African Americans celebrate.

**My cousin Leon, an aspiring artist, enjoys this holiday, for on display at a Harambee party are works of art** that other African Americans have created.

**EXERCISE A** For each of the following sentences, decide whether or not the clauses, labeled *A* and *B*, are independent clauses. Circle the letter of each independent clause. Hint: One sentence contains more than one independent clause.

**Example 1.** (A) Harambee is a Swahili word (B) that means “unity.”

- (A) Harambee is celebrated on October 31, (B) which is the same date as Halloween.
- (A) As you know, (B) on Halloween many people, especially children, dress in costumes and go from door to door requesting treats.
- (A) Although Halloween is a popular tradition, (B) many African Americans celebrate Harambee instead.
- (A) The originators of this holiday were some African Americans (B) who lived in Dallas, Texas.
- (A) At a Harambee party, families and friends gather to celebrate their culture; (B) they play music, sing, dance, and discuss the exhibits of artwork.

**EXERCISE B** Underline each independent clause in the following sentences.

**Example 1.** Many athletes remember Alice Coachman because she helped break down barriers for both women and African Americans.

- When she was a child, Alice Coachman sneaked away from her chores to play basketball.
- While she was at Tuskegee Institute High School in the 1940s, Coachman captured national track-and-field championships in four events.
- As World War II ended, Coachman looked forward to entering international competitions.
- The 1948 Olympics were held in London, England, and Alice Coachman was there.
- Winning first place in the high jump was a feat that won her recognition as the first African American woman to win an Olympic gold medal.

## Subordinate Clauses

**4c.** A **subordinate** (or **dependent**) **clause** does not express a complete thought and cannot stand by itself as a sentence.

Although every clause contains a subject and a verb, not every clause expresses a complete thought. Generally, clauses that begin with *when*, *whom*, *because*, *which*, *that*, *if*, or *until* do not express complete thoughts.

**SUBORDINATE CLAUSE** what we need to repair first

**SENTENCE** **What we need to repair first** is the roof.

**EXERCISE** Underline the subordinate clause in each of the following sentences.

**Example 1.** “Be careful about what you wish for,” warned my aunt Lucy.

1. After we ate lunch at the Japanese tearoom, we browsed the gift shop for souvenirs.
2. A monument has been erected at the site where the battle occurred.
3. Although Beethoven lost his hearing, he continued to compose music.
4. My friend Malcolm, whose opinion I value highly, recommended this book.
5. Because I have not seen the movie, please do not tell me about the ending.
6. Ava gave me a jar of her homemade salsa, which won a blue ribbon at the state fair.
7. What our guest speaker said sparked a lively discussion.
8. According to Benjamin Franklin, “Three may keep a secret if two of them are dead.”
9. The wide receiver was tackled as soon as he caught the pass.
10. Remind me to take a camera along when we go camping again.
11. Whether the school can provide new computers depends largely upon the fund-raisers.
12. The beach was closed to the public because a shark had been sighted.
13. Soledad attends Stanford University, where she is studying to become a civil engineer.
14. We searched the Internet for a Web site that would give us information about jogging.
15. You can invite whomever you want to the Cinco de Mayo party.
16. If that painting is still for sale, I will buy it.
17. My cousin Eduardo, whom you will meet at the party, wants to audition for our band.
18. Today I left soccer practice early so that I would not be late for my dentist appointment.
19. A technician at the electronics shop told me that my CD player was beyond repair.
20. Before we left for the airport, we called the airline to confirm the departure time of our flight.

# Independent and Subordinate Clauses

**4b.** An **independent** (or **main**) **clause** expresses a complete thought and can stand by itself as a sentence.

**4c.** A **subordinate** (or **dependent**) **clause** does not express a complete thought and cannot stand by itself as a sentence.

**INDEPENDENT CLAUSE** they discovered some unusually large footprints

**SUBORDINATE CLAUSE** when the explorers returned to their campsite

**EXERCISE** In each of the following sentences, identify the underlined clause by writing on the line provided *I* for *independent clause* or *S* for *subordinate clause*.

**Example** S 1. Chess, which requires skill and concentration, is a challenging game.

\_\_\_\_\_ 1. Anyone who wants salad should order it separately.

\_\_\_\_\_ 2. Bonus points will be awarded to whoever turns in the assignment early.

\_\_\_\_\_ 3. The puppy that is sitting in the corner seems very shy.

\_\_\_\_\_ 4. What Dr. Chan said has started to worry me.

\_\_\_\_\_ 5. Because there are many kinds of burritos, we enjoy having them for dinner once a week.

\_\_\_\_\_ 6. The tennis player Bjorn Borg, who was a calm player, was called "The Iceman."

\_\_\_\_\_ 7. Judy Garland first appeared onstage when she was only five years old.

\_\_\_\_\_ 8. Do you know whether the media center has any CD-ROMs about volcanoes?

\_\_\_\_\_ 9. Unless the weather improves, the trail ride will be canceled.

\_\_\_\_\_ 10. Tomorrow Tamala will give her presentation, which is about opera.

\_\_\_\_\_ 11. Commercial art is what Russell will study in college.

\_\_\_\_\_ 12. John Field is the composer whose works Cheryl enjoys performing.

\_\_\_\_\_ 13. Of course, the award should go to whoever is the most deserving.

\_\_\_\_\_ 14. Since the prime minister of Canada is giving a speech at the convention center, there will probably be a parking problem downtown.

\_\_\_\_\_ 15. After our class, Pedro, Kevin, and I decided that we would go fishing.

\_\_\_\_\_ 16. As the French army withdrew from Russia in 1813, Napoleon lost 500,000 soldiers.

\_\_\_\_\_ 17. The mayor refunded the Garzas the money that they had spent to beautify the park.

\_\_\_\_\_ 18. If you want to pursue a career in music, you should practice more often than you do.

\_\_\_\_\_ 19. Please give whoever calls this message.

\_\_\_\_\_ 20. Someone told me that you intend to run for class president.

# Adjective Clauses A

**4d.** An **adjective clause** is a subordinate clause that modifies a noun or a pronoun.

An adjective clause usually follows the word or words it modifies and tells *what kind* or *which one*.

**EXAMPLES** White-water rafting is a sport **that you might enjoy**. [The adjective clause modifies the noun *sport*, telling *what kind*.]

White-water rafting is a sport **you might enjoy**. [The relative pronoun *that* is omitted.]

This is the site **where we will begin our rafting trip**. [The adjective clause modifies *site*, telling *which one*.]

**EXERCISE A** In each of the following sentences, draw an arrow from the underlined adjective clause to the word it modifies.

**Example 1.** Uncle Theo, who is an experienced rafter, introduced me to the sport.

1. The head of the river, which lies north of here, contains relatively calm water.
2. Our guide, whom we know well, showed us photographs of her last rafting trip.
3. Our guide then showed us a chart of the course we would follow.
4. The part of the river where we rafted was not too dangerous.
5. We rode on a raft that my uncle Theo had built.

**EXERCISE B** Underline the adjective clause in each of the following sentences. Then, draw an arrow from the clause to the word it modifies.

**Example 1.** A guide who has been carefully trained takes new rafters out.

6. Areas of the river that can be hazardous are marked on a chart.
7. You must learn techniques that minimize danger.
8. Guides who are especially skilled reassure inexperienced people.
9. Some beginners have spectators take snapshots, which they can enjoy later.
10. Would you like to see photos of the first time I went rafting?
11. Some rafters spend hours writing reports that friends will read.
12. One report, which I particularly enjoyed, described an unexpected onrush of white water.
13. Everyone who loves a challenge in the outdoors should consider rafting.
14. Several people whom I respect have recommended the sport to me.
15. It is a sport that you should try in the company of an experienced guide.

## Adjective Clauses B

**4d.** An **adjective clause** is a subordinate clause that modifies a noun or a pronoun.

An adjective clause usually follows the word or words it modifies and tells *what kind* or *which one*.

**EXAMPLES** Is this the medication **that you take for your allergies?** [The adjective clause modifies the noun *medication*, telling *which one*.]

That was the year **when they buried the time capsule.** [The adjective clause modifies *year*, telling *which one*.]

**EXERCISE A** In each of the following sentences, draw an arrow from the underlined adjective clause to the word it modifies.

**Example 1.** The chief products that Costa Rica exports are coffee, bananas, and sugar.

1. I have a friend whose mother is an archaeologist.
2. James Thurber wrote several amusing stories in a style that resembles that of Aesop's fables.
3. Everyone who attended the Fourth of July celebration dressed in red, white, and blue.
4. The Surgeon General described the health problems that smoking can cause.
5. The only e-mail message you have is from Mr. Salinger.

**EXERCISE B** Underline the adjective clause in each of the following sentences. Then, draw an arrow from the clause to the word the clause modifies.

**Example 1.** Where is the user's guide that came with the VCR?

6. Komodo dragons, which are indigenous to the jungles of Southeast Asia, are the world's largest living lizards.
7. Today, Uncle Regis, who loves card tricks, taught me a few of them.
8. The name *Chicago* is an Algonquian word that means "place of the onion."
9. Josh drew this family tree, which shows the history of seven generations of his family.
10. Carol, who is the new president of the Wilderness Club, has already organized a camping trip.
11. Who will be responsible for raising the flag on days when you are absent from school?
12. The Kentucky Derby, which is held on the first Saturday in May, is considered the first jewel in the Triple Crown of horse racing.
13. Can you tell me the year the first space shuttle was launched?
14. Is it a stalactite that extends from the roof of a cave?
15. Wheat, corn, and sugar beets are among the crops that farmers in Chile grow.

for CHAPTER 4: THE CLAUSE pages 101–102

## Relative Pronouns

**4d.** An **adjective clause** is a subordinate clause that modifies a noun or a pronoun.

An adjective clause is often introduced by a **relative pronoun**, which relates the clause to the word or words the clause modifies.

**EXAMPLES** Aunt Salma, **who has worked hard all her life**, is someone **for whom I have great respect**. [*Who* relates to *Aunt Salma* and functions as the subject of the verb *has worked*. *Whom* relates to *someone* and functions as the object of the preposition *for*.]

Uncle Diego, **whose recipes should be published**, makes the best paella **that I have ever eaten**. [*Whose* relates to *Uncle Diego* and functions as a possessive pronoun. *That* relates to *paella* and functions as a direct object of the verb *have eaten*.]

**EXERCISE A** Underline the adjective clause in each of the following sentences. Then, draw an arrow from the relative pronoun to the word to which the pronoun relates.

**Example 1.** One desert animal that is poisonous is the Gila monster.

- Those who want to participate in the readathon should sign up in the library.
- Did the oak saplings that you planted last spring survive the summer drought?
- The pharmacist for whom Allison worked encouraged her to pursue a career in medicine.
- Do you know the artist who painted these watercolors?
- My grandfather is one person to whom I always go for advice.
- The movie is quite different from the book on which it is based.
- Is basketball the only sport that you like to play?
- Secretary of State Colin Powell is the person whom I selected as the subject of my essay.
- The president of our Ecology Club wrote the song that we sang at the Earth Day celebration.
- Do the jobs for which you have applied pay more than minimum wage?

**EXERCISE B** For each of the following sentences, identify the function of the relative pronoun within the underlined adjective clause. Above the relative pronoun, write *S* for *subject*, *DO* for *direct object*, *OP* for *object of a preposition*, or *PP* for *possessive pronoun*.

**Example 1.** Laura is the candidate <sup>OP</sup> for whom I will vote.

- The chapter that the class is reading now discusses American life during the Great Depression.
- He was the only celebrity whose autograph I could get.
- The two deer, which had ambled down to the river, suddenly retreated into the woods.
- The troubled queen to whom the poet is referring is Mary, Queen of Scots.
- An arachnophobe is someone who has an abnormal fear of spiders.

# Adverb Clauses A

**4e.** An **adverb clause** is a subordinate clause that modifies a verb, an adjective, or an adverb.

An adverb clause generally tells *how, when, where, why, how much, to what extent, or under what condition* the action of a verb takes place.

**EXAMPLE** **If the rain stops soon**, we will continue the game. [The adverb clause modifies the verb *will continue*, telling *under what condition* we will continue the game.]

Adverb clauses are introduced by **subordinating conjunctions**—words that show the relationship between an adverb clause and the word or words the clause modifies. Common subordinating conjunctions include *after, although, as, as if, as long as, as soon as, because, if, since, so that, than, unless, until, when, whenever, where, wherever, whether, and while*.

**EXERCISE A** Underline the adverb clause in each of the following sentences. Then, circle the subordinating conjunction.

**Example 1.** Dad and I hid the gift so that we could surprise my sister.

1. After the owners of the store reduced prices, more people shopped there.
2. Call me if you need any help organizing the recycling campaign.
3. Carole performed a more difficult dive than any of her challengers did.
4. I made several errors on the test because I had misread the instructions.
5. Although televised newscasts are informative, I prefer reading the newspaper.
6. Jorge carries his laptop computer wherever he goes.
7. Cathy plays tennis better than I do.
8. You may go whenever you finish your homework.
9. As we drove up the mountain, the fog grew heavier.
10. A few of the guests at the party acted as if they were bored.

**EXERCISE B** Complete each of the following sentences by writing in the blank provided a subordinating conjunction that shows a logical relationship between the ideas in the sentence.

**Example 1.** Tranh called about the part-time job as soon as I told him about it.

11. Jill will be moving to Miami \_\_\_\_\_ she graduates from high school.
12. Armand and Tony set up the tent \_\_\_\_\_ Travis and I gathered firewood.
13. May I use your computer \_\_\_\_\_ I can type my essay?
14. \_\_\_\_\_ you show your student identification at the ticket booth, you will receive a discount.
15. Robert could not play in the game \_\_\_\_\_ he had injured his wrist.

for CHAPTER 4: THE CLAUSE pages 104–105

## Adverb Clauses B

**4e.** An **adverb clause** is a subordinate clause that modifies a verb, an adjective, or an adverb.

An adverb clause generally tells *how, when, where, why, how much, to what extent, or under what condition* the action of a verb takes place.

**EXAMPLE** **Since the weather is so pleasant**, we should have a picnic by the lake. [The adverb clause modifies the verb *should have*, telling *why* we should have a picnic.]

Adverb clauses are introduced by **subordinating conjunctions**—words that show the relationship between an adverb clause and the word or words the clause modifies. Common subordinating conjunctions include *after, although, as, as if, as long as, as soon as, because, if, since, so that, than, unless, until, when, whenever, where, wherever, whether, and while*.

**EXERCISE A** Underline the adverb clause in each of the following sentences. Then, circle the subordinating conjunction.

**Example 1.** As the Titanic was sinking, the musicians continued to play.

- Our nervousness subsided after the first round of the contest ended.
- If you want to try out for the golf team, contact Coach Atkins by Friday.
- A solar eclipse occurs when the moon comes between the sun and the earth.
- Although he was seasick at times, Jules enjoyed most of the cruise.
- Rosalie has been playing chess since she was four years old.
- I need to stay after school today so that I can finish my science project.
- The food drive may not be successful unless more people volunteer to help.
- Annie had shown little interest in an acting career until she attended college.
- In the gentle breeze the scarecrow looked as if it were dancing.
- Put the vegetables wherever you can find room in the refrigerator.

**EXERCISE B** Complete each of the following sentences by writing in the blank provided a subordinating conjunction that shows a logical relationship between the ideas in the sentence.

**Example 1.** Why are you acting \_\_\_\_\_ *as if* \_\_\_\_\_ you don't trust me?

- Mr. Yan cannot be at school today \_\_\_\_\_ he has been called for jury duty.
- \_\_\_\_\_ she returns, I will give her your message.
- The audience applauded and cheered \_\_\_\_\_ the director joined the cast onstage.
- Our two dogs raced alongside us \_\_\_\_\_ we ran to catch the school bus.
- \_\_\_\_\_ we do not work tomorrow, we may not finish the project on time.

# Subordinating Conjunctions

Adverb clauses are introduced by *subordinating conjunctions*—words that show the relationship between an adverb clause and the word or words the clause modifies.

Do not mistake a prepositional phrase for an adverb clause. Some words can be used as a preposition or a subordinating conjunction.

**PREPOSITION** Where did you go **after** the movie?

**SUBORDINATING CONJUNCTION** Where did you go **after** you watched the movie?

**EXERCISE A** Identify each of the following word groups by writing on the line provided either *PREP* for *prepositional phrase* or *ADV* for *adverb clause*.

**Examples** PREP 1. before the ceremony

ADV 2. before the ceremony began

- |  |                                    |
|--|------------------------------------|
| _____ 1. after the boat capsized         | _____ 6. since it was already dark |
| _____ 2. after the boating accident      | _____ 7. as the team's quarterback |
| _____ 3. since the sixteenth century     | _____ 8. until we meet again       |
| _____ 4. as if we needed any help        | _____ 9. until our next meeting    |
| _____ 5. unless the library closes early | _____ 10. although we were late    |

**EXERCISE B** Underline the adverb clause in each of the following sentences. Then, circle the subordinating conjunction.

**Example** 1. When they visit a museum, some people become confused.

11. They should study the museum guide before they begin looking at the exhibits.
12. Most visitors stop where the skeletons of prehistoric animals stand.
13. If you are curious about dinosaurs, you can learn much about them.
14. One day, as we approached the exhibit on prehistoric birds, another visitor told us about the discovery of the remains of a dinosaur in South America in the late 1990s.
15. This friendly visitor certainly knew more about prehistoric birds than we did.
16. Because some of the features of the dinosaur resemble those of a bird, the researchers called the creature *Unenlagia*, meaning "half bird."
17. The creature probably did not fly, though its forelimbs are similar to a bird's wings.
18. Scientists are still unsure whether *Unenlagia* had feathers.
19. Because dinosaurs can be difficult to imagine, museum models help museum visitors.
20. You will probably want to read more about dinosaurs after you visit the museum.

for CHAPTER 4: THE CLAUSE pages 101–105

# Adjective and Adverb Clauses

**4d.** An **adjective clause** is a subordinate clause that modifies a noun or a pronoun.

**EXAMPLE** John R. Erickson has written several novels **in which the principal character is named Hank the Cowdog**. [The adjective clause modifies the noun *novels*.]

**4e.** An **adverb clause** is a subordinate clause that modifies a verb, an adjective, or an adverb.

**EXAMPLE** **Although the novels are considered children’s literature**, adults enjoy reading them as well. [The adverb clause modifies the verb *enjoy*.]

**EXERCISE A** Identify the underlined clause in each of the following sentences by writing above it *ADJ* for adjective clause or *ADV* for adverb clause.

**Example 1.** A bibliophile is someone who enjoys collecting books. *ADJ*

1. When the optometrist examined my eyes, she found no signs of astigmatism.
2. In Greek mythology, Thetis immersed her son, Achilles, in the river Styx so that he would be invulnerable to injury.
3. Everyone who volunteered to decorate for Pumpkinfest should report to the gym after school.
4. Years later, she returned to the African village where she had been a Peace Corps volunteer.
5. The scientists cannot solve the problem until they have identified the cause of it.

**EXERCISE B** Underline each subordinate clause in the following sentences. Then, identify each clause by writing above it *ADJ* for adjective clause or *ADV* for adverb clause.

**Example 1.** Childe Hassam was an impressionist, an artist who strives to show the changing effects of light on a subject. *ADJ*

6. Before Hassam became a painter, he worked as an engraver and later as an illustrator for a magazine.
7. When he moved into a studio in Paris, Hassam found some paintings that the previous occupant, another artist, had left behind.
8. The artist who had created the paintings was Pierre Auguste Renoir, the great French impressionist.
9. Although Hassam painted many rural landscapes, he is perhaps best remembered for his compelling images of life in large cities.
10. In each painting, Hassam strove to make known the emotion that the subject of the painting evoked in him.

## Noun Clauses A

**4f.** A **noun clause** is a subordinate clause that is used as a noun.

A noun clause may be used as a subject, a predicate nominative, a direct object, an indirect object, or an object of a preposition.

**EXAMPLES** **That Marie Curie changed modern science** is well known. [subject]  
We sent **whomever we contacted** a letter of appreciation. [indirect object]

Sometimes, the introductory word in a noun clause is omitted but understood.

**EXAMPLE** I said **I had already heard the news.** [*That* is understood.]

**EXERCISE A** Underline the noun clause in each of the following sentences.

**Example 1.** According to my teacher, I can write my report about whomever I want.

- I have decided that I will write about the life of George Washington Carver.
- What Carver wanted to become was an artist.
- He showed that he had talent for painting.
- Where he could go to college depended on the restrictive laws of his time.
- Horticulture was what he studied in college.
- That he was intelligent, talented, and hardworking is obvious.
- Carver was whom Booker T. Washington at Tuskegee Institute chose as the first director of its agriculture department.
- Did you know that Carver developed hundreds of uses for peanuts, potatoes, and soybeans?
- From Carver's "school on wheels," many farmers learned how they could improve their soil.
- In 1923, the National Association for the Advancement of Colored People (NAACP) awarded Carver its Spingarn Medal for what he had achieved.

**EXERCISE B** Underline the noun clause in each of the following sentences. Then, on the line provided, identify the function of the clause by writing *S* for *subject*, *PN* for *predicate nominative*, *DO* for *direct object*, *IO* for *indirect object*, or *OP* for *object of a preposition*.

**Example** DO 1. Will you show me how you solved the last problem?

- \_\_\_\_\_ 11. The researchers remained puzzled by what they had discovered.
- \_\_\_\_\_ 12. A physical therapist is what Tina has always wanted to be.
- \_\_\_\_\_ 13. Do you know who wrote the national anthem of the United States?
- \_\_\_\_\_ 14. Alex will give whoever finds his class ring a cash reward.
- \_\_\_\_\_ 15. That you have not missed one day of school in ten years is remarkable.

for CHAPTER 4: THE CLAUSE pages 106–107

## Noun Clauses B

**4f.** A **noun clause** is a subordinate clause that is used as a noun.

- EXAMPLES** **That the band had to cancel its concert** disappointed many fans. [subject]  
 Ed's duties at the shop are not **what he had expected.** [predicate nominative]  
 I believe **that their new address is 6541 Spring Street.** [direct object]  
 The teacher gave **whoever solved the riddle** five extra points. [indirect object]  
 I am sorry for **what I said to you earlier.** [object of a preposition]

Sometimes, the introductory word in a noun clause is omitted but understood.

**EXAMPLE** I believe **their new address is 6541 Spring Street.** [*That* is understood.]

**EXERCISE A** Underline the noun clause in each of the following sentences.

**Example 1.** Can you tell me when the compact disc was invented?

- We fans could not understand why the referee had called a technical foul on the coach.
- The director gave whichever actors were present first choice of rehearsal times.
- The nutritionist explained which vegetables are richest in vitamin C.
- Guess what my grandparents gave me for my birthday.
- The winner will be whichever team finds the most items.
- What became of the English colony on Roanoke Island in 1587 remains a mystery.
- Many people are interested in whom the presidential candidate will select as a running mate.
- That Ms. Arquette had decided to withdraw from the mayoral race surprised even her campaign manager.
- My mother offered a special surprise to whoever finished cleaning first.
- The teacher showed me how I could better organize the ideas of my research paper.

**EXERCISE B** Underline the noun clause or clauses in each of the following sentences. Then, on the line provided, indicate how each noun clause is used. Write *S* for *subject*, *PN* for *predicate nominative*, *DO* for *direct object*, *IO* for *indirect object*, or *OP* for *object of a preposition*.

**Example** DO 1. Do you know who is responsible for starting the rumors?

- \_\_\_\_\_ 11. Whether the class goes on the field trip depends on the weather conditions.
- \_\_\_\_\_ 12. I did not know that the brown pelican is an endangered species.
- \_\_\_\_\_ 13. The principal was pleased with what the student council had achieved.
- \_\_\_\_\_ 14. The restaurant manager will pay whoever works this weekend a bonus of fifty dollars.
- \_\_\_\_\_ 15. What the players want to know is who their new coach will be.

## Kinds of Subordinate Clauses

- 4d.** An **adjective clause** is a subordinate clause that modifies a noun or a pronoun.
- 4e.** An **adverb clause** is a subordinate clause that modifies a verb, an adjective, or an adverb.
- 4f.** A **noun clause** is a subordinate clause that is used as a noun.

**ADJECTIVE CLAUSE** Sherman Alexie, **who is an award-winning novelist**, is one of my favorite authors.

**ADVERB CLAUSE** I waited **until the sun set**.

**NOUN CLAUSE** Is this **what you need**?

**EXERCISE** Underline the subordinate clause in each of the following sentences. Then, above each clause, classify it by writing *ADJ* for *adjective clause*, *ADV* for *adverb clause*, or *N* for *noun clause*.

**Example 1.** After he saw a program about Easter Island, Uncle Jim visited the island.

1. At first Uncle Jim did not know what would be required, so he did some research.
2. After he had read several books about the island, he discussed the idea with my family.
3. Where he would stay there was my mother's main concern.
4. He remembered that my aunt Victoria has camped all over the world, so he called her.
5. Aunt Victoria is happy to help anyone who shows an interest in traveling and camping.
6. She helped Uncle Jim choose the tent and equipment that he would use on the island.
7. He made a supply list so that he would remember to get everything at the camping store.
8. He decided to buy a small camp stove that could burn several types of fuel.
9. He packed his equipment and double-checked his packing list before he left.
10. After he flew to Chile from Florida, he waited several hours before flying to Easter Island.
11. Did you know that Easter Island is over two thousand miles west of Chile?
12. As soon as he arrived, he went to look at some *moai*, the famous stone heads of Easter Island.
13. Many of the *moai* stand on *ahu*, which are long stone platforms.
14. Because he was curious about the statues, Uncle Jim took many pictures of them.
15. The statues were carved out of the rock at Rano Raraku, which is an extinct volcano.
16. Where he set up his tent was a campground at the foot of the volcano.
17. He spent a week at Rano Raraku and lived in the tent while he studied the statues.
18. When the sun came up each morning, Uncle Jim photographed the giant stone heads.
19. He was pleased about how well his trip to Easter Island went.
20. Uncle Jim is happy to show his Easter Island photographs to whoever wants to see them.

for CHAPTER 4: THE CLAUSE pages 109–10

# Simple Sentences and Compound Sentences

**4g(1).** A **simple sentence** contains one independent clause and no subordinate clauses. It may have a compound subject, a compound verb, and any number of phrases.

**EXAMPLE** Songkran, the Water Festival of Thailand, lasts for four days.

**4g(2).** A **compound sentence** contains two or more independent clauses and no subordinate clauses.

**EXAMPLE** During the festival, colorfully decorated cars carry large statues of Buddha from temple to temple, and the people along the streets sprinkle water on the statues. [two independent clauses joined by a comma and the coordinating conjunction *and*]

**EXERCISE A** On the line provided, write the number of independent clauses (1, 2, or 3) in each of the following sentences.

**Example**   2   1. My cousin Carlotta was born in Los Angeles, California, but for most of her life, she has lived in Guadalajara, Mexico.

- \_\_\_\_\_ 1. Last March, I had the opportunity to travel to Guadalajara and visit Carlotta.
- \_\_\_\_\_ 2. Each year, Carlotta can hardly wait until November, for the Día de los Muertos occurs during that month.
- \_\_\_\_\_ 3. In November, Carlotta prepares an altar in honor of deceased relatives, for the Día de los Muertos is the “day of the dead.”
- \_\_\_\_\_ 4. During this Mexican festival, families decorate an altar with photographs and candy skulls, prepare special foods, and light candles.
- \_\_\_\_\_ 5. During the festival, shops sell special items, performers dance, and children play.

**EXERCISE B** On the line provided, classify each of the following sentences by writing *S* for *simple sentence* or *CD* for *compound sentence*.

- Example**   S   1. The Industrial Revolution began in England in the eighteenth century.
- \_\_\_\_\_ 6. With the start of the Industrial Revolution came a heightened need for child labor laws.
- \_\_\_\_\_ 7. Many children worked for long hours in factories and mines, and most of them received extremely low wages.
- \_\_\_\_\_ 8. In addition, the children often suffered dangerous working conditions.
- \_\_\_\_\_ 9. Charles Dickens, a popular author at the time, saw the problem in England, and like many others, he sought to abolish the abuses.
- \_\_\_\_\_ 10. The efforts of Dickens and other citizens eventually resulted in more effective labor laws.

# Complex Sentences and Compound-Complex Sentences

**4g(3).** A **complex sentence** contains one independent clause and at least one subordinate clause.

**EXAMPLE** In India, Holi is a day of frivolity [independent clause] that is celebrated every year in late February or early March [subordinate clause].

**4g(4).** A **compound-complex sentence** contains two or more independent clauses and at least one subordinate clause.

**EXAMPLE** During Holi, both young and old sing and dance [independent clause]; they also sprinkle each other's clothes with colored water [independent clause] until their attire becomes a hodgepodge of brilliant dyes [subordinate clause].

**EXERCISE A** In each of the following sentences, draw one line under each independent clause and two lines under each subordinate clause.

**Example 1.** John Zweifel is a miniaturist, an artist who creates very small works of art.

1. When Zweifel created a replica of the White House, he got help from his family and friends.
2. This model, which measures sixty feet by twenty feet, contains reproductions of all the White House furnishings, from rugs and furniture to oil paintings and crystal goblets.
3. Zweifel added 1,589 feet of wiring so that the 548 tiny light bulbs and 6 televisions would work.
4. Although the replica is complete, it remains a work in progress, for whenever there is a change in the actual White House, Zweifel duplicates the change in the replica.
5. Perhaps you have seen this famous replica, which many consider a masterpiece of miniature art; it has toured not only the United States but also Europe and Japan.

**EXERCISE B** Classify each of the following sentences by writing above it *CX* for *complex sentence* or *CD-CX* for *compound-complex sentence*.

**Example 1.** <sup>CD-CX</sup> Dr. Turner is an anthropologist, and last year he traveled to Canada, where he lived with a Cree family for several months.

6. While he lived with the family, Dr. Turner learned much about Cree history and culture.
7. Although most Cree live in Canada, about two thousand live on a reservation in Montana.
8. The woodlands of eastern and northern Canada were once home to all of the Cree; then in the mid-1700s some Cree bands moved west, where they became hunters.
9. Today, many Cree work on reservations, while others live in cities in Canada.
10. As Dr. Turner discovered, some Cree are employees of the Canadian government; they generally serve as teachers, clerks, or health-care workers.

## Review A: Independent and Subordinate Clauses

**EXERCISE A** Underline the subordinate clause in each of the following sentences. Then, identify that clause by writing above it *ADJ* for *adjective clause*, *ADV* for *adverb clause*, or *N* for *noun clause*.

**Example 1.** <sup>ADV</sup> As soon as we saw the cat, we wanted to adopt him.

1. My family and I adopted a Siamese cat, whom we named Chang.
2. That we have pampered Chang is an understatement.
3. Chang certainly senses that he is an important member of our family.
4. At times, in fact, he treats us as if we were his pets.
5. When we sit down to eat, Chang leaps promptly to the top of a nearby table.
6. Sitting there quietly, he purrs his contentment with the food that we give him.
7. Chang usually will eat what we like to eat.
8. Although he prefers tuna, he also enjoys other kinds of food.
9. Chang does not leave his table until we have cleared away the dishes from our meal.
10. After eating, Chang lies down in his basket, where he sleeps until snack time.

**EXERCISE B** Identify the underlined clause in each of the following sentences by writing above it *I* for *independent clause*, *ADJ* for *adjective clause*, *ADV* for *adverb clause*, or *N* for *noun clause*.

**Example 1.** Chang never doubts for a moment <sup>N</sup> that he is entitled to go with us on trips.

11. Aunt Jo has a fox terrier that becomes a nervous wreck on seeing Jo packing for a vacation.
12. Chang does not quiver a whisker, though, for he believes that cats always go on vacations.
13. When our car is packed and ready, he hops in cheerfully.
14. He avoids the driver's seat, willingly leaving the driving to whoever wants to drive.
15. Sleeping is what Chang likes best about a car trip.
16. He slips under the front seat to take the long midday nap that every other sensible cat takes.
17. He curls up politely and gives whoever is sitting in the front seat plenty of legroom.
18. That the rest of us remain awake probably baffles him.
19. In his view, the smartest traveler is one who arrives at his or her destination with the least worry and trouble.
20. Chang always seems content when we arrive at our destination.

## Review B: Clauses and Their Functions

**EXERCISE A** Underline the subordinate clause in each of the following sentences. Then, identify that clause by writing above it *ADJ* for *adjective clause*, *ADV* for *adverb clause*, or *N* for *noun clause*.

**Example 1.** I went to a dance that was sponsored by the American Field Service Club. <sup>ADJ</sup>

- At the dance I met Michelle, a student whose hometown is Paris.
- When Michelle first arrived, her English was somewhat stilted.
- Since we met, her speech has improved.
- Michelle understands that it is important to practice English.
- Sometimes, though, what she says surprises me.
- Because she is athletic, Michelle loves sports jargon.
- She readily learns the new terms that we teach her.
- Baseball, which is my favorite game, confuses her.
- However, she “talks” soccer as if she were a professional player.
- What Michelle wants to become is a sports announcer.

**EXERCISE B** Identify the underlined clause in each of the following sentences by writing above it *I* for *independent clause*, *ADJ* for *adjective clause*, *ADV* for *adverb clause*, or *N* for *noun clause*. For each adjective or adverb clause, circle the word or words that the clause modifies. For each noun clause, indicate how the clause is used by writing above it *S* for *subject*, *DO* for *direct object*, *IO* for *indirect object*, *PN* for *predicate nominative*, or *OP* for *object of a preposition*.

**Examples 1.** What has a long, silky coat, a plumed tail, and flared ears <sup>ADJ</sup> that resemble butterflies?

**2.** Did you know <sup>N-DO</sup> that a papillon is not just a butterfly?

- I laughed when my father brought home a papillon.
- Don't you think that a cat or a dog would make a better pet?
- That is what I asked upon hearing of his strange purchase.
- Imagine my surprise at the time when I learned the truth.
- Papillon, which is French for “butterfly,” is also the name of a breed of dog.
- What distinguishes the papillon from other toy spaniels is its unusual, butterflylike ears.
- A breed that is becoming popular in the United States, the papillon is an intelligent dog.
- If one can judge from our Papou, the breed is also very friendly.
- Our Papou, for example, readily responds to whoever takes note of him.
- More than a show dog, he gives whoever loves him plenty of affection in return.

## Review C: Sentence Structure

**EXERCISE** Classify each of the following sentences by writing on the line provided *S* for *simple sentence*, *CD* for *compound sentence*, *CX* for *complex sentence*, or *CD-CX* for *compound-complex sentence*.

**Example**   *S*   1. I use the *Dictionary of American Biography* to research famous Americans.

- \_\_\_\_\_ 1. If you like to read about contemporary people, you might enjoy *Current Biography*.
- \_\_\_\_\_ 2. Actually, *The Guinness Book of World Records* is my favorite source of biographical trivia.
- \_\_\_\_\_ 3. Because Philo T. Farnsworth helped invent television, his name is in encyclopedias.
- \_\_\_\_\_ 4. A statue of Buddha in Tokyo, Japan, is the world's tallest statue.
- \_\_\_\_\_ 5. In 1946, Estée Lauder founded a cosmetics firm and marketed beauty care products.
- \_\_\_\_\_ 6. In 1871, the entertainer P. T. Barnum opened a circus, which he later called "The Greatest Show on Earth"; he was later elected mayor of Bridgeport, Connecticut.
- \_\_\_\_\_ 7. In 1955, the cartoonist Charles Schulz won the Reuben Award from the National Cartoonists Society; he won the award again in 1964.
- \_\_\_\_\_ 8. The baseball player Sadaharu Oh, who has hit more than eight hundred home runs in his career, has been called the "Babe Ruth of Japan."
- \_\_\_\_\_ 9. I know that in 1998 Mark McGwire set a record for hitting the most home runs in a season, but I am not sure whether he still holds that record.
- \_\_\_\_\_ 10. *The Guinness Book of World Records* includes many other interesting facts and figures.
- \_\_\_\_\_ 11. With twenty-two letters, *superextraordinarísimo* is the longest word in Spanish.
- \_\_\_\_\_ 12. I learned that every known language includes the sound "ah," as in the word *father*.
- \_\_\_\_\_ 13. *Chi-n-chi-ku-ri-n*, which means "a very short person," is the longest word in Japanese.
- \_\_\_\_\_ 14. The English language includes approximately 1,016,500 words; that any English speaker uses more than 60,000 of these words is highly unlikely.
- \_\_\_\_\_ 15. William Shakespeare, a playwright and poet, had a vocabulary of about 33,000 words.
- \_\_\_\_\_ 16. Are you interested in geographical trivia?
- \_\_\_\_\_ 17. Hilo, Hawaii, is the southernmost city in the U.S., and Barrow, Alaska, is the northernmost.
- \_\_\_\_\_ 18. Covering about forty-five acres, the Quetzalcóatl Pyramid near Mexico City is not only the world's largest pyramid but also the largest monument ever built.
- \_\_\_\_\_ 19. The Gateway to the West arch is the world's tallest monument; it rises 630 feet.
- \_\_\_\_\_ 20. I like trivia games that are challenging; so does Irene.

## Review D: Clauses and Sentence Structure

**EXERCISE A** Underline the subordinate clause in each of the following sentences. On the line provided, identify the clause by writing *ADJ* for *adjective clause*, *ADV* for *adverb clause*, or *N* for *noun clause*.

**Example** ADV 1. While we were shopping, we lost one of our packages.

- \_\_\_\_\_ 1. The forest fire started because someone had not smothered a campfire.
- \_\_\_\_\_ 2. The family that bought the house next door is from Seattle.
- \_\_\_\_\_ 3. Did you know that Joel is the new team captain?
- \_\_\_\_\_ 4. Mr. O'Brien will buy the store if the bank will lend him the money.
- \_\_\_\_\_ 5. The girl who won the golf match has practiced diligently.

**EXERCISE B** For each of the following sentences, underline each independent clause once and each subordinate clause twice. Then, identify each sentence according to structure. On the line provided, write *S* for *simple sentence*, *CD* for *compound sentence*, *CX* for *complex sentence*, or *CD-CX* for *compound-complex sentence*.

**Example** CX 1. I've enjoyed this class since we've been studying Yellowstone National Park.

- \_\_\_\_\_ 6. Did you know that Yellowstone National Park is the oldest of our national parks?
- \_\_\_\_\_ 7. I don't know if you have ever visited Yellowstone, but you should plan to see it soon.
- \_\_\_\_\_ 8. The first recorded trip to the Yellowstone geysers was made in 1807 by John Colter.
- \_\_\_\_\_ 9. Colter's reports of rainbow-colored pools, spouting geysers, and boiling mudholes were dismissed as hallucinations.
- \_\_\_\_\_ 10. After 1810, a number of trappers and scouts visited the region, but few people believed the stories that these explorers brought back.
- \_\_\_\_\_ 11. In 1870, an expedition that was headed by Henry D. Washburn and Nathaniel P. Langford finally discovered the truth behind the stories.
- \_\_\_\_\_ 12. The next year, Dr. Ferdinand Hayden, head of the U.S. Geological Survey, led a scientific expedition to Yellowstone; he brought with him an artist and a photographer.
- \_\_\_\_\_ 13. Their reports captured the interest of the nation, and Congress quickly acted to preserve the region as a national park.
- \_\_\_\_\_ 14. In 1988, much of Yellowstone's forest and meadowland was consumed by fire, which was allowed to burn unchecked.
- \_\_\_\_\_ 15. In the event of fire, park policy is to let nature take its course.

# Literary Model: Poetry

*When I heard the learn'd astronomer,  
 When the proofs, the figures, were ranged in columns before me,  
 When I was shown the charts and diagrams, to add, divide, and measure them,  
 When I sitting heard the astronomer where he lectured with much applause in  
 the lecture room,  
 How soon unaccountable I became tired and sick,  
 Till rising and gliding out I wandered off by myself,  
 In the mystical moist night air, and from time to time,  
 Looked up in perfect silence at the stars.*

—“When I Heard the Learn’d Astronomer” by Walt Whitman

## EXERCISE A

1. On the lines below, write the subject and verb of each clause in the poem. Next to the subject and verb, write *S* if the clause is subordinate or *I* if the clause is independent. One clause from the last four lines has been indentified for you.

*I wandered, looked—S*

2. It may surprise you to realize that the poem is one long sentence. Based on the clauses you identified in Item 1, what kind of sentence is it: simple, compound, complex, or compound-complex?

**EXERCISE B** As you can see, the poem begins with a series of increasingly longer clauses. How might the length and number of these clauses indicate how the speaker feels about the astronomer’s lecture?



## Writing Application: Instructions

Characteristics such as age and level of experience influence a person’s ability to understand a set of instructions. For example, a teenager who has been cooking and creating recipes since the age of seven will probably find it easier to understand instructions for how to make lasagna than another teenager whose cooking experience consists of heating a frozen dinner in a microwave oven. The writing used in the instructions given to the beginner should contain more simple sentences and fewer compound, complex, and compound-complex sentences.

**SIMPLE** Let eggs reach room temperature. Beat four eggs for one minute. Add them to the batter.

**COMPOUND-COMPLEX** Beat for one minute four eggs that have reached room temperature; then, add them to the batter.

In any kind of writing—but especially in informative pieces of writing—consider your audience when you choose sentence structures.

### WRITING ACTIVITY

Think of something that you know how to do or make that would be appropriate for both children and adults. Write two sets of instructions for your activity: one that a group of second-grade students can follow without any difficulty, and the other that a group of adults can successfully follow. Be sure to tailor your choice of sentence structures according to the audience.

**PREWRITING** Use a flowchart or some other type of diagram to list all the steps and materials that need to be included in your instructions. Then, while visualizing yourself actually performing the task, check that you have included every step and material in the diagram.

**WRITING** Use what you have written in your diagram to guide you as you write a draft of each set of instructions. Remember to choose sentence structures according to whether the instructions are intended for the second-grade students or the adults. You should use mostly simple sentences in your instructions for the children.

**REVISING** Read your two drafts to two classmates to see whether they can tell which set of instructions is intended for which audience. If it is not completely obvious, then you need to revise sentence structures. You will also need to make sure your vocabulary is appropriate for each audience. If your classmates are not familiar with your topic, ask them whether they think the instructions are clear enough.

**PUBLISHING** Put your two sets of instructions aside for a while, then proofread them slowly later. Check that all your sentences are complete sentences and that you have correctly used punctuation in your compound, complex, and compound-complex sentences. Proofread for other errors in grammar, usage, spelling, and punctuation. Then, use one set of instructions to demonstrate the steps of your activity to the class.

### EXTENDING YOUR WRITING

Along with one or two of your classmates, turn your instructions into a handy guidebook. First, your group needs to determine the audience of your guidebook: adults, children, or a combination of the two. Write a brief but helpful introduction that explains the content of your guide. Decide which instructions to include, come up with the best way to bind them together, and illustrate the pages and cover of your book.

## Chapter 4: The Clause, pp. 87–110

### Choices: Exploring Clauses, p. 87

Choices activities are designed to extend and enrich students' understanding of grammar, usage, and mechanics and to take learners beyond traditional classroom instruction. To use the Choices worksheet, have each student pick an activity that interests him or her. In some cases, you may wish to assign an activity to a particular student or group of students. You may also want to request that students get your approval for the activities they choose. Establish guidelines for what constitutes successful completion of an activity. Then, help students plan how they will share their work with the rest of the class.

Choices activities can be scored with a pass-fail grade or treated as bonus-point projects. Those activities that require students to research or create a certain number of items might be graded in a traditional manner.

### Clauses, p. 88

#### EXERCISE

- |       |       |
|-------|-------|
| 1. S  | 14. I |
| 2. N  | 15. S |
| 3. I  | 16. N |
| 4. N  | 17. N |
| 5. S  | 18. I |
| 6. S  | 19. N |
| 7. I  | 20. S |
| 8. N  | 21. N |
| 9. N  | 22. I |
| 10. S | 23. S |
| 11. S | 24. N |
| 12. N | 25. I |
| 13. N |       |

### Independent Clauses, p. 89

#### EXERCISE A

- |      |         |
|------|---------|
| 1. A | 4. A    |
| 2. B | 5. A; B |
| 3. B |         |

#### EXERCISE B

- When she was a child, Alice Coachman sneaked away from her chores to play basketball.
- While she was at Tuskegee Institute High School in the 1940s, Coachman captured national track-and-field championships in four events.
- As World War II ended, Coachman looked forward to entering international competitions.
- The 1948 Olympics were held in London, England, and Alice Coachman was there.
- Winning first place in the high jump was a feat that won her recognition as the first African American woman to win an Olympic gold medal.

### Subordinate Clauses, p. 90

#### EXERCISE

- After we ate lunch at the Japanese tearoom, we browsed the gift shop for souvenirs.
- A monument has been erected at the site where the battle occurred.
- Although Beethoven lost his hearing, he continued to compose music.
- My friend Malcolm, whose opinion I value highly, recommended this book.
- Because I have not seen the movie, please do not tell me about the ending.
- Ava gave me a jar of her homemade salsa, which won a blue ribbon at the state fair.
- What our guest speaker said sparked a lively discussion.

8. According to Benjamin Franklin, "Three may keep a secret if two of them are dead."
9. The wide receiver was tackled as soon as he caught the pass.
10. Remind me to take a camera along when we go camping again.
11. Whether the school can provide new computers depends largely upon the fund-raisers.
12. The beach was closed to the public because a shark had been sighted.
13. Soledad attends Stanford University, where she is studying to become a civil engineer.
14. We searched the Internet for a Web site that would give us information about jogging.
15. You can invite whomever you want to the Cinco de Mayo party.
16. If that painting is still for sale, I will buy it.
17. My cousin Eduardo, whom you will meet at the party, wants to audition for our band.
18. Today I left soccer practice early so that I would not be late for my dentist appointment.
19. A technician at the electronics shop told me that my CD player was beyond repair.
20. Before we left for the airport, we called the airline to confirm the departure time of our flight.

## Independent and Subordinate Clauses, p. 91

### EXERCISE

- |       |       |
|-------|-------|
| 1. S  | 11. S |
| 2. S  | 12. I |
| 3. I  | 13. S |
| 4. S  | 14. S |
| 5. I  | 15. S |
| 6. I  | 16. I |
| 7. S  | 17. I |
| 8. S  | 18. S |
| 9. I  | 19. I |
| 10. I | 20. S |

## Adjective Clauses A, p. 92

### EXERCISE A

For items 1 and 4, if a reasonable explanation for the choice can be offered, you may wish to give credit to those students who choose *river* as the modified word.

1. The head of the river, which lies north of here, contains relatively calm water.
2. Our guide, whom we know well, showed us photographs of her last rafting trip.
3. Our guide then showed us a chart of the course we would follow.
4. The part of the river where we rafted was not too dangerous.
5. We rode on a raft that my uncle Theo had built.

### EXERCISE B

6. Areas of the river that can be hazardous are marked on a chart.
7. You must learn techniques that minimize danger.

8. Guides who are especially skilled reassure inexperienced people.
9. Some beginners have spectators take snapshots, which they can enjoy later.
10. Would you like to see photos of the first time I went rafting?
11. Some rafters spend hours writing reports that friends will read.
12. One report, which I particularly enjoyed, described an unexpected onrush of white water.
13. Everyone who loves a challenge in the outdoors should consider rafting.
14. Several people whom I respect have recommended the sport to me.
15. It is a sport that you should try in the company of an experienced guide.

### Adjective Clauses B, p. 93

#### EXERCISE A

1. I have a friend whose mother is an archaeologist.
2. James Thurber wrote several amusing stories in a style that resembles that of Aesop's fables.
3. Everyone who attended the Fourth of July celebration dressed in red, white, and blue.
4. The Surgeon General described the health problems that smoking can cause.
5. The only e-mail message you have is from Mr. Salinger.

#### EXERCISE B

6. Komodo dragons, which are indigenous to the jungles of Southeast Asia, are the world's largest living lizards.

7. Today, Uncle Regis, who loves card tricks, taught me a few of them.
8. The name *Chicago* is an Algonquian word that means "place of the onion."
9. Josh drew this family tree, which shows the history of seven generations of his family.
10. Carol, who is the new president of the Wilderness Club, has already organized a camping trip.
11. Who will be responsible for raising the flag on days when you are absent from school?
12. The Kentucky Derby, which is held on the first Saturday in May, is considered the first jewel in the Triple Crown of horse racing.
13. Can you tell me the year the first space shuttle was launched?
14. Is it a stalactite that extends from the roof of a cave?
15. Wheat, corn, and sugar beets are among the crops that farmers in Chile grow.

### Relative Pronouns, p. 94

#### EXERCISE A

1. Those who want to participate in the readathon should sign up in the library.
2. Did the oak saplings that you planted last spring survive the summer drought?
3. The pharmacist for whom Allison worked encouraged her to pursue a career in medicine.
4. Do you know the artist who painted these watercolors?
5. My grandfather is one person to whom I always go for advice.

- The movie is quite different from the book on which it is based.
- Is basketball the only sport that you like to play?
- Secretary of State Colin Powell is the person whom I selected as the subject of my essay.
- The president of our Ecology Club wrote the song that we sang at the Earth Day celebration.
- Do the jobs for which you have applied pay more than minimum wage?

#### EXERCISE B

- The chapter <sup>DO</sup> that the class is reading now discusses American life during the Great Depression.
- He was the only celebrity <sup>PP</sup> whose autograph I could get.
- The two deer, <sup>S</sup> which had ambled down to the river, suddenly retreated into the woods.
- The troubled queen <sup>OP</sup> to whom the poet is referring is Mary, Queen of Scots.
- An arachnophobe is someone <sup>S</sup> who has an abnormal fear of spiders.

#### Adverb Clauses A, p. 95

##### EXERCISE A

- After the owners of the store reduced prices, more people shopped there.
- Call me if you need any help organizing the recycling campaign.
- Carole performed a more difficult dive than any of her challengers did.
- I made several errors on the test because I had misread the instructions.

- Although televised newscasts are informative, I prefer reading the newspaper.
- Jorge carries his laptop computer wherever he goes.
- Cathy plays tennis better than I do.
- You may go whenever you finish your homework.
- As we drove up the mountain, the fog grew heavier.
- A few of the guests at the party acted as if they were bored.

#### EXERCISE B

*Answers may vary.*

- Jill will be moving to Miami after she graduates from high school.
- Armand and Tony set up the tent while Travis and I gathered firewood.
- May I use your computer so that I can type my essay?
- If you show your student identification at the ticket booth, you will receive a discount.
- Robert could not play in the game because he had injured his wrist.

#### Adverb Clauses B, p. 96

##### EXERCISE A

- Our nervousness subsided after the first round of the contest ended.
- If you want to try out for the golf team, contact Coach Atkins by Friday.
- A solar eclipse occurs when the moon comes between the sun and the earth.

4. Although he was seasick at times, Jules enjoyed most of the cruise.
5. Rosalie has been playing chess since she was four years old.
6. I need to stay after school today so that I can finish my science project.
7. The food drive may not be successful unless more people volunteer to help.
8. Annie had shown little interest in an acting career until she attended college.
9. In the gentle breeze the scarecrow looked as if it were dancing.
10. Put the vegetables wherever you can find room in the refrigerator.

#### EXERCISE B

Answers may vary.

11. Mr. Yan cannot be at school today because he has been called for jury duty.
12. As soon as she returns, I will give her your message.
13. The audience applauded and cheered when the director joined the cast onstage.
14. Our two dogs raced alongside us as we ran to catch the school bus.
15. If we do not work tomorrow, we may not finish the project on time.

#### Subordinating Conjunctions, p. 97

##### EXERCISE A

- |         |         |
|---------|---------|
| 1. ADV  | 6. ADV  |
| 2. PREP | 7. PREP |
| 3. PREP | 8. ADV  |
| 4. ADV  | 9. PREP |
| 5. ADV  | 10. ADV |

#### EXERCISE B

11. They should study the museum guide before they begin looking at the exhibits.
12. Most visitors stop where the skeletons of prehistoric animals stand.
13. If you are curious about dinosaurs, you can learn much about them.
14. One day, as we approached the exhibit on prehistoric birds, another visitor told us about the discovery of the remains of a dinosaur in South America in the late 1990s.
15. This friendly visitor certainly knew more about prehistoric birds than we did.
16. Because some of the features of the dinosaur resemble those of a bird, the researchers called the creature *Unenlagia*, meaning "half bird."
17. The creature probably did not fly, though its forelimbs are similar to a bird's wings.
18. Scientists are still unsure whether *Unenlagia* had feathers.
19. Because dinosaurs can be difficult to imagine, museum models help museum visitors.
20. You will probably want to read more about dinosaurs after you visit the museum.

#### Adjective and Adverb Clauses, p. 98

##### EXERCISE A

1. <sup>ADV</sup> When the optometrist examined my eyes, she found no signs of astigmatism.
2. In Greek mythology, Thetis immersed her son, Achilles, in the river Styx <sup>ADV</sup> so that he would be invulnerable to injury.
3. Everyone <sup>ADJ</sup> who volunteered to decorate for Pumpkifest should report to the gym after school.

- Years later, she returned to the African village where she had been a Peace Corps volunteer.
- The scientists cannot solve the problem until they have identified the cause of it.

#### EXERCISE B

- Before Hassam became a painter, he worked as an engraver and later as an illustrator for a magazine.
- When he moved into a studio in Paris, Hassam found some paintings that the previous occupant, another artist, had left behind.
- The artist who had created the paintings was Pierre Auguste Renoir, the great French impressionist.
- Although Hassam painted many rural landscapes, he is perhaps best remembered for his compelling images of life in large cities.
- In each painting, Hassam strove to make known the emotion that the subject of the painting evoked in him.

#### Noun Clauses A, p. 99

##### EXERCISE A

- I have decided that I will write about the life of George Washington Carver.
- What Carver wanted to become was an artist.
- He showed that he had talent for painting.
- Where he could go to college depended on the restrictive laws of his time.
- Horticulture was what he studied in college.
- That he was intelligent, talented, and hard-working is obvious.

- Carver was whom Booker T. Washington at Tuskegee Institute chose as the first director of its agriculture department.
- Did you know that Carver developed hundreds of uses for peanuts, potatoes, and soybeans?
- From Carver's "school on wheels," many farmers learned how they could improve their soil.
- In 1923, the National Association for the Advancement of Colored People (NAACP) awarded Carver its Spingarn Medal for what he had achieved.

#### EXERCISE B

- OP*—The researchers remained puzzled by what they had discovered.
- PN*—A physical therapist is what Tina has always wanted to be.
- DO*—Do you know who wrote the national anthem of the United States?
- IO*—Alex will give whoever finds his class ring a cash reward.
- S*—That you have not missed one day of school in ten years is remarkable.

#### Noun Clauses B, p. 100

##### EXERCISE A

- We fans could not understand why the referee had called a technical foul on the coach.
- The director gave whichever actors were present first choice of rehearsal times.
- The nutritionist explained which vegetables are richest in vitamin C.
- Guess what my grandparents gave me for my birthday.

5. The winner will be whichever team finds the most items.
6. What became of the English colony on Roanoke Island in 1587 remains a mystery.
7. Many people are interested in whom the presidential candidate will select as a running mate.
8. That Ms. Arquette had decided to withdraw from the mayoral race surprised even her campaign manager.
9. My mother offered a special surprise to whoever finished cleaning first.
10. The teacher showed me how I could better organize the ideas of my research paper.

#### EXERCISE B

11. *S*—Whether the class goes on the field trip depends on the weather conditions.
12. *DO*—I did not know that the brown pelican is an endangered species.
13. *OP*—The principal was pleased with what the student council had achieved.
14. *IO*—The restaurant manager will pay whoever works this weekend a bonus of fifty dollars.
15. *S; PN*—What the players want to know is who their new coach will be.

#### Kinds of Subordinate Clauses, p. 101

##### EXERCISE

1. At first Uncle Jim did not know what would be required, so he did some research.
2. After he had read several books about the island, he discussed the idea with my family.
3. Where he would stay there was my mother's main concern.

4. He remembered that my aunt Victoria has camped all over the world, so he called her.
5. Aunt Victoria is happy to help anyone who shows an interest in traveling and camping.
6. She helped Uncle Jim choose the tent and equipment that he would use on the island.
7. He made a supply list so that he would remember to get everything at the camping store.
8. He decided to buy a small camp stove that could burn several types of fuel.
9. He packed his equipment and double-checked his packing list before he left.
10. After he flew to Chile from Florida, he waited several hours before flying to Easter Island.
11. Did you know that Easter Island is over two thousand miles west of Chile?
12. As soon as he arrived, he went to look at some *moai*, the famous stone heads of Easter Island.
13. Many of the *moai* stand on *ahu*, which are long stone platforms.
14. Because he was curious about the statues, Uncle Jim took many pictures of them.
15. The statues were carved out of the rock at Rano Raraku, which is an extinct volcano.
16. Where he set up his tent was a campground at the foot of the volcano.
17. He spent a week at Rano Raraku and lived in the tent while he studied the statues.
18. When the sun came up each morning, Uncle Jim photographed the giant stone heads.



14. He avoids the driver's seat, willingly leaving the driving to whoever wants to drive.
15. Sleeping is what Chang likes best about a car trip.
16. He slips under the front seat to take the long midday nap that every other sensible cat takes.
17. He curls up politely and gives whoever is sitting in the front seat plenty of legroom.
18. That the rest of us remain awake probably baffles him.
19. In his view, the smartest traveler is one who arrives at his or her destination with the least worry and trouble.
20. Chang always seems content when we arrive at our destination.

### Review B: Clauses and Their Functions, p. 105

#### EXERCISE A

1. At the dance I met Michelle, a student whose hometown is Paris.
2. When Michelle first arrived, her English was somewhat stilted.
3. Since we met, her speech has improved.
4. Michelle understands that it is important to practice English.
5. Sometimes, though, what she says surprises me.
6. Because she is athletic, Michelle loves sports jargon.
7. She readily learns the new terms that we teach her.
8. Baseball, which is my favorite game, confuses her.
9. However, she "talks" soccer as if she were a professional player.

10. What Michelle wants to become is a sports announcer.

#### EXERCISE B

11. I laughed when my father brought home a papillon.
12. Don't you think that a cat or a dog would make a better pet?
13. That is what I asked upon hearing of his strange purchase.
14. Imagine my surprise at the time when I learned the truth.
15. Papillon, which is French for "butterfly," is also the name of a breed of dog.
16. What distinguishes the papillon from other toy spaniels is its unusual, butterflylike ears.
17. A breed that is becoming popular in the United States, the papillon is an intelligent dog.
18. If one can judge from our Papou, the breed is also very friendly.
19. Our Papou, for example, readily responds to whoever takes note of him.
20. More than a show dog, he gives whoever loves him plenty of affection in return.

### Review C: Sentence Structure, p. 106

#### EXERCISE

- |          |           |
|----------|-----------|
| 1. CX    | 11. S     |
| 2. S     | 12. CX    |
| 3. CX    | 13. CX    |
| 4. S     | 14. CD-CX |
| 5. S     | 15. S     |
| 6. CD-CX | 16. S     |
| 7. CD    | 17. CD    |
| 8. CX    | 18. S     |
| 9. CD-CX | 19. CD    |
| 10. S    | 20. CD-CX |

**Review D: Clauses and Sentence Structure,**  
**p. 107**

**EXERCISE A**

1. **ADV**—The forest fire started because someone had not smothered a campfire.
2. **ADJ**—The family that bought the house next door is from Seattle.
3. **N**—Did you know that Joel is the new team captain?
4. **ADV**—Mr. O'Brien will buy the store if the bank will lend him the money.
5. **ADJ**—The girl who won the golf match has practiced diligently.

**EXERCISE B**

6. **CX**—Did you know that Yellowstone National Park is the oldest of our national parks?
7. **CD-CX**—I don't know if you have ever visited Yellowstone, but you should plan to see it soon.
8. **S**—The first recorded trip to the Yellowstone geysers was made in 1807 by John Colter.
9. **S**—Colter's reports of rainbow-colored pools, spouting geysers, and boiling mud-holes were dismissed as hallucinations.
10. **CD-CX**—After 1810, a number of trappers and scouts visited the region, but few people believed the stories that these explorers brought back.
11. **CX**—In 1870, an expedition that was headed by Henry D. Washburn and Nathaniel P. Langford finally discovered the truth behind the stories.
12. **CD**—The next year, Dr. Ferdinand Hayden, head of the U.S. Geological Survey, led a scientific expedition to Yellowstone; he

brought with him an artist and a photographer.

13. **CD**—Their reports captured the interest of the nation, and Congress quickly acted to preserve the region as a national park.
14. **CX**—In 1988, much of Yellowstone's forest and meadowland was consumed by fire, which was allowed to burn unchecked.
15. **S**—In the event of fire, park policy is to let nature take its course.

**Literary Model: Poetry, pp. 108–109**

**EXERCISE A**

1. I wandered, looked—S  
I heard—S  
proofs, figures were ranged—S  
I was shown—S  
I heard—S  
he lectured—S  
I became—I
2. complex

**EXERCISE B**

*Answers may vary.*

The speaker's use of numerous long clauses may be done in imitation of the astronomer's lecture style. The astronomer may lecture in long, complex sentences that are sometimes boring and hard to understand. This dry, scholarly style of teaching could cause the speaker to want to escape and enjoy the simple beauty of the stars alone.

**EXERCISE C**

*Answers will vary.*

As I sat motionless in one of a row of hard-backed chairs,  
As the scholar delivered a prepared, informed, technically perfect oration,  
While overhead fans barely stirred the warm, stale air,  
While pens tapped faintly on blank pages of notebooks,

I submitted to information on technicalities of oil on canvas;  
 I shifted in my chair, crossed and uncrossed my ankles,  
 And finally, after the polite patter of applause faded,  
 I glided eagerly, breathlessly to the hallways of lush, eloquent canvases.

**EXERCISE D**

*Answers will vary.*

1. I sat—S  
     scholar delivered—S  
     fans stirred—S  
     pens tapped—S  
     I submitted—I  
     I shifted, crossed, uncrossed—I  
     patter faded—S  
     I glided—I
2. compound-complex
3. In the first eight lines, I used a series of long subordinate clauses that describe tedious activities. The reader, after reading this series of clauses, will feel some of the restlessness and boredom of the poem’s speaker. I used independent clauses to place the emphasis on actions leading to the speaker’s release from boredom.

**Writing Application: Instructions, p. 110**

Writing Applications are designed to provide students immediate composition practice in using key concepts taught in each chapter of the *Language and Sentence Skills Practice* booklet. You may wish to evaluate student responses to these assignments as you do any other writing that students produce. To save grading time, however, you may want to use the following scoring rubric.

**Scoring Rubric**

A variety of sentence structures is used in the set of instructions for adults.

1      2      3      4      5

Mostly simple sentences are used in the set of instructions for children.

1      2      3      4      5

Both sets of instructions are sufficiently well crafted that they could be successfully followed.

1      2      3      4      5

The assignment is relatively free of errors in usage and mechanics.

1      2      3      4      5

**Total Score** \_\_\_\_\_

5 = highest; 1 = lowest