



LANGUAGE ARTS

STUDENT BOOK

▶ **10th Grade | Unit 6**

LANGUAGE ARTS 1006

Language Structure and Reading Skills

INTRODUCTION | 3

1. SUBORDINATE CLAUSES 5

ADJECTIVE CLAUSES | 6

ADVERB CLAUSES | 10

NOUN CLAUSES | 13

SELF TEST 1 | 16

2. PRONOUNS 19

KINDS OF PRONOUNS | 19

GENDER IN PRONOUNS | 25

CASE IN PRONOUNS | 26

AGREEMENT IN PRONOUNS | 30

SELF TEST 2 | 33

3. READING SKILLS 37

RECOGNIZING IDEAS | 38

UNDERSTANDING RELATIONSHIPS | 45

SELF TEST 3 | 48

GLOSSARY | 52



LIFEPAC Test is located in the center of the booklet. Please remove before starting the unit.

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Language Structure and Reading Skills

Introduction

A knowledge of language structure can enable a person to express himself more clearly in writing and to comprehend more easily the writing of others.

The emphasis of this LIFEPAAC® will be the structure of language. You will identify and use subordinate clauses—adjective clauses, adverb clauses, and noun clauses. You will review briefly the relative, interrogative, demonstrative, indefinite, reflexive, and personal pronouns, concentrating particularly on the three cases of personal pronouns.

You will also enhance your reading ability. Techniques for identifying main ideas and for detecting supporting details are reviewed in this LIFEPAAC. Other types of reading skills you will learn to apply include identifying the author's structure and intent, making reasonable inferences, and understanding the interaction of relationships.

Objectives

Read these objectives. The objectives tell you what you will be able to do when you have successfully completed this LIFEPAAC. When you have completed this LIFEPAAC, you should be able to:

1. Identify and use an adjective, adverb, or noun clause in a complex sentence.
2. Name the words that introduce each kind of subordinate clause.
3. Explain the proper placement for each kind of clause.
4. Distinguish the relationships between subordinate clauses and the main clause.
5. Indicate the various functions of a noun clause.
6. Formulate each of the types of clauses from other groups of words.
7. Classify pronouns into their six categories.
8. Explain the function of each type of pronoun.
9. Categorize a pronoun by its form and its use.
10. Identify the case of a pronoun by its form or use.
11. Use *who* and *whom* correctly in written work.
12. Identify the main ideas in a selection.
13. Explain the function of details.
14. Identify the structures or the organizational techniques used by the writer.
15. Identify the writer's purpose.
16. Make inferences from stated facts or implied meanings.
17. Explain cause and effect.

1. SUBORDINATE CLAUSES

Not every idea is equal in importance to every other idea. Subordinating a less important idea to a main idea will simplify the expression and will indicate the relative importance of these ideas.

Subordinate, or dependent, clauses are not new to you. This section will bring into focus

the characteristics of each kind of clause and will reinforce your skills in detecting the adjective clause, the adverb clause, and the noun clause. Your work in this LIFEPAC will help you gain confidence, not only in recognizing subordinate clauses but also in using them in your writing.

Section Objectives

Review these objectives. When you have completed this section, you should be able to:

1. Identify and use an adjective, adverb, or noun clause in a complex sentence.
2. Name the words that introduce each kind of subordinate clause.
3. Explain the proper placement for each kind of clause.
4. Distinguish the relationships between subordinate clauses and the main clause.
5. Indicate the various functions of a noun clause.
6. Formulate each of the types of clauses from other groups of words.

Vocabulary

Study these words to enhance your learning success in this section.

nonrestrictive

restrictive

Note: All vocabulary words in this LIFEPAC appear in **boldface** print the first time they are used. If you are unsure of the meaning when you are reading, study the definitions given in the glossary.

ADJECTIVE CLAUSES

Adjective clauses are dependent clauses; that is, they each have a subject and a verb, but the introductory word makes the adjective clause dependent upon the main clause. All adjective clauses modify nouns or pronouns.

The adjective clause is placed immediately after the noun or pronoun it modifies. The only word group that can come between the clause and the word it modifies is a prepositional phrase. If a clause follows a noun, it is probably an adjective clause. However, an adjective clause must describe, limit, or qualify the noun or the pronoun it follows.

Adjective clauses are usually introduced by one of these relative pronouns: *who*, *whom*, *whose*, *which*, or *that*.

Examples: The one *who perseveres* will succeed.
(*Who* is the subject of *perseveres*.)
Here is the jacket *that I borrowed*.
(*That* is the direct object of *borrowed*.)

Both clauses modify the noun immediately preceding them.

An adjective clause may be introduced also by a relative adverb (subordinate conjunctions): *where*, *when*, or *why*.

Examples: The park *where we camped* is closed.
The time *when you are alone* can be used for meditation.

Relative adverbs are also called subordinate conjunctions. Although subordinate conjunctions usually introduce adverb clauses, subordinate conjunctions may also be used as introductory words in an adjective clause. Introductory words may serve as subjects, complements, objects of the preposition within the clause, or as modifiers



Enclose each adjective clause with parentheses.

- 1.1 The tree that withstands winter winds is strengthened.
- 1.2 Take this letter that I have written to the post office.
- 1.3 We drove to Cleveland, where the game was being played.
- 1.4 Any person who plans to build a house should consider solar heating.
- 1.5 She went to the department where complaints are handled.
- 1.6 Everything comes to him who waits on the Lord.

The word that introduces the adjective clause may be preceded by a preposition that also is part of the clause.

Examples: I know of no road *by which we may reach the top of the cliff*.
This is the bridge *under which flows the Monongahela River*.
You heard the promise *on which I base my claim*.

If the relative pronoun is the object of the preposition, the preposition usually belongs in the adjective clause. Remember that not all prepositions are part of an adjective clause. A noun clause may be used as the object of a preposition



Enclose each adjective clause with parentheses.

- 1.7 He is the one for whom the message was intended.
- 1.8 This is the part for which I have practiced.
- 1.9 Listen to the platform on which I shall base my candidacy.
- 1.10 Dad is the only one with whom you can discuss this plan.
- 1.11 Here is the program into which I will pour all my time and effort.

Sometimes the introductory word may be omitted from the adjective clause.

Omitted: Most of the things *we worry about never happen*.

Included: Most of the things *that we worry about never happen*.

The best way to recognize these “no signal” clauses within a sentence is to look for a subject-verb combination immediately following a noun or pronoun. When a subject-verb combination occurs in the middle of a sentence, and the words *which* or *that* can be inserted in front of the subject-verb combination without changing the meaning of the sentence, an adjective clause has been used. Use *who*, *whom*, and *whose* to refer to people; *which* to refer to animals, groups of people referred to impersonally, or things; and *that* to refer to people, animals, or things.



Enclose each adjective clause with parentheses. Write an introductory word in the blank.

- 1.12 Our car is the one he expects to buy. _____
- 1.13 The trunk was full of junk no one would ever use. _____
- 1.14 Fred called a garage the auto mechanics teacher recommended. _____
- 1.15 The car I drive has 50,000 miles on the odometer. _____
- 1.16 Is he the man you saw leading the parade? _____
- 1.17 Do you remember the time you fell out of the willow tree? _____
- 1.18 Let me show you the book I'm reading. _____
- 1.19 The place I live in needs all kinds of repairs. _____

Adjective clauses are either necessary (**restrictive**) or not necessary (**nonrestrictive**). A necessary or restrictive, clause indicates the particular one to *whom*, or the specific object *to which*, the speaker refers. Without the information contained in the clause, the indication of the person or object is not completely clear. A restrictive clause should not be set off from the rest of the sentence by commas. A nonrestrictive clause is set off by commas.

Examples: The verse *you just quoted* is my favorite verse. (The clause is needed to point out which verse is being referred to—no commas.) Romans 8:28, *which you just quoted*, is my favorite verse. (The clause is not needed to point out which verse; therefore, the clause is set off by commas.)

Two methods can be used to determine whether a clause is necessary:

1. If the clause answers the question “which one?” or “which ones?” it is restrictive. No commas should be used.
2. If the clause can be omitted without changing the meaning or without taking away information that is vital to the sentence, it is nonrestrictive. A nonrestrictive clause should be set off by commas.

Try to identify restrictive and nonrestrictive clauses in the following examples.

Example: Any girl who is a good batter can make the team.

The clause *who is a good batter* answers the question “which one?” therefore, the clause is restrictive. If the clause is omitted, *Any girl can make the team* is not a true statement, again proving that the clause is restrictive.

Example: Rebecca, who is a good batter, will make the team.

Unless three Rebeccas are trying out for the team, the name Rebecca is enough identification. The clause, then, is nonessential. If the clause is omitted, the remaining sentence is sufficient. The fact that she is a good batter is additional information that is not necessary for identifying Rebecca. Use commas to set this nonrestrictive clause off from the rest of the sentence. An adjective clause that modifies a *proper noun* is usually set off by commas. Rebecca is Rebecca no matter what she can or cannot do.

Example: Dan Pierce, *who is taking creative writing*, wrote the poem.

The clause *who is taking creative writing* is nonessential; therefore, it is set off by commas.



Put parentheses around the adjective clause and draw an arrow to the word it modifies.

1.20 I elected to take astronomy, which is not a required course.

1.21 This course deals with facts that everyone should know.

1.22 Many Californians, who own homes, live on hillsides.

1.23 They lacked a psychiatrist, whom they needed badly.

1.24 Some people who can carry a tune are very shy.

Make up four sentences using adjective clauses.

1.25 _____

1.26 _____

1.27 _____

1.28 _____

ADVERB CLAUSES

An adverb clause is a subordinate clause that functions as an adverb. Since the clause is subordinate, it appears with a main clause as part of a larger sentence.

Sentence with adverb: Our school population increased *recently*.

Sentence with adverb clause: Our school population increased *when announcements appeared in church bulletins all over the city*.

Both the adverb clause and the adverb *recently* modify the verb of the main clause by telling *when* the population increased.

An adverb clause may occur in various parts of a sentence.

Examples: *If I have enough time*, I plan to study my algebra.
I plan to study my algebra *if I have enough time*.
I plan, *if I have enough time*, to study my algebra.

When an adverb clause introduces a sentence, it is set off from the main clause by a comma. If, on the other hand, it comes after the main clause, the comma is usually not necessary.

Examples: *Because I have so much to do*, I can't go with you.
I can't go with you *because I have so much to do*.



Enclose each adverb clause with parentheses.

- 1.29 I'm going into the house because I'm cold.
- 1.30 If I were you, I'd take word processing this year.
- 1.31 When you're through with that compass, may I use it?
- 1.32 Where you go, I will follow.

An adverb clause is introduced by a subordinate conjunction. Some commonly used subordinate conjunctions are

after	since	when
although	so that	whenever
as	than	where
because	that	whether
before	unless	while
how	until	why
if		

Since an adverb clause is an “extended” adverb with a subject and verb combination, it tells many of the same things that a one-word adverb does. The variety of subordinate conjunctions that introduce an adverb clause sets up more relationships than are possible between main clauses in a compound sentence. Most of the questions an adverb clause will answer are listed with the matching conjunctions:

When?	while, when, whenever, as, as soon as, before, after, since, until
Where?	where, wherever
How?	as if, as though
Why?	because, since, as, so that, for, in case, inasmuch as
On (Under) What Condition?	if, unless, though, although, even though, provided that, whether
Comparison/ Contrast	than, as



Enclose each adverb clause with parentheses. Write in the blank what question the clause answers.

- 1.33 I'll meet you at the Dairy Queen because I need to talk to you. _____

- 1.34 You act as though you'll never have another chance. _____

- 1.35 We're moving to Abilene if we sell our house. _____

- 1.36 After I went to bed last night, the telephone rang twice. _____

- 1.37 Since a mother kangaroo has a built-in baby carriage, she can easily include her babies in her travel plans. _____
- 1.38 Let's write our compositions now so that we can go to the basketball game. _____

- 1.39 Whether or not John qualifies for the MVP award, he deserves it. _____

- 1.40 In order that (same as *so that*) you may be ready for the final, stay with me tonight, and we will study. _____
- 1.41 Mary won't go jogging along Dade Street since so many dogs have been congregating there. _____

Write a sentence using an adverb clause illustrating the following usage.

- 1.42 contrast _____
- 1.43 why _____
- 1.44 under what condition _____

- 1.45 where _____
- 1.46 when _____
- 1.47 how _____
- 1.48 why _____

NOUN CLAUSES

Noun clauses are dependent, or subordinate, clauses. Any position in the sentence that requires a noun can use a noun clause instead. Its function will usually determine its position in the sentence. The subject may be a noun clause; it usually comes at the beginning of a sentence and is followed closely by the verb.

Example: *His comment* bothered the group (one word subject).
What he said bothered the group (noun clause subject).

A direct object that answers the question *what?* after an action verb may be a noun clause.

Example: Mr. Harden grows *strawberries* (one word direct object).
 Mr. Harden grows *whatever his family will eat* (noun clause direct object).

An indirect object that is placed between the action verb and the direct object can be a noun clause. An indirect object answers the question *for whom?* or *for what?* something (the direct object) is done, given, or expressed.

Example: The school will give a football *player* a special award (one word indirect object). The school will give *whoever makes the first touchdown* a special award (noun clause indirect object).

A predicate nominative can be a noun clause. It answers the question *what?* after a linking verb.

Example: This is the *pattern* for my new dress (one word predicate nominative).
 This is *how I made my dress* (noun clause predicate nominative).

The object of a preposition can be a noun clause. Such a clause will follow a preposition and will identify *What?* or *Whom?* after the preposition.

Example: Often a person must be guided *by his beliefs* (prepositional phrase).
 Often a person must be guided by *what he believes* (noun clause object of preposition).

An appositive may be a noun clause. An appositive is the second in a pair of substantives (words used as nouns) and is set off by commas when it consists of more than one word.

Example: The agenda item, *constitution revision*, is before the house.
 The agenda item, *that the class constitution be revised*, is before the house.

When a clause begins a sentence using no comma to separate it from the rest of the sentence, and the verb immediately follows it, the clause *must be* the subject of the sentence.

Noun clauses are often introduced by some of the same relative pronouns that adjective clauses use—*who*, *whom*, *whose*, and *which*. Subordinate conjunctions that introduce noun clauses include these words: *that*, *whether*, *if*, *what*, *when*, *whenever*, *why*, *where*, and *wherever*. In fact, the last five words can introduce any of the three types of subordinate clauses: noun, adjective, or adverb.



Write the noun function that each italicized noun clause performs in the blank.

1.49 Mother noticed *that Sarah didn't eat much for supper.* _____

1.50 *Whether Dad arrives in time for the game* depends on his conference. _____

1.51 The fact, *that the lake is calm today,* makes the trip possible. _____

1.52 My belief is *that Christ died for me.* _____

1.53 We are often judged by *what we do.* _____

Write a noun clause to perform the noun function indicated.

1.54 direct object _____

1.55 subject _____

1.56 object of preposition _____

1.57 predicate nominative _____

1.58 object of preposition _____

1.59 appositive _____

Combine these ideas into one sentence having a noun clause. Tell how each clause is used.

1.60 Water aids digestion. It is really true.

a. _____

b. _____

1.61 Oxygen is important. People and animals breathe it.

a. _____

b. _____

1.62 My teacher explained some facts about dialect. Some people speak different dialects.

a. _____

b. _____

1.63 We know most about a few things. The things which interest us are the things we know best.

a. _____

b. _____

1.64 You did something. It was helpful.

a. _____

b. _____



Review the material in this section in preparation for the Self Test. The Self Test will check your mastery of this particular section. The items missed on this Self Test will indicate specific areas where restudy is needed for mastery.

SELF TEST 1

Match each clause to its position in the sentence (each answer, 2 points).

- | | | | | |
|------|-------|-----------------------|----|---|
| 1.01 | _____ | subject | a. | Don't judge a person by <i>what he</i> wears. |
| 1.02 | _____ | direct object | b. | <i>Whenever I get home</i> will be soon enough. |
| 1.03 | _____ | indirect object | c. | This is <i>how I make Swedish meatballs</i> . |
| 1.04 | _____ | appositive | d. | Dad will pay <i>whoever finds his dog</i> a reward. |
| 1.05 | _____ | subject complement | e. | Choose <i>whichever one you want</i> . |
| 1.06 | _____ | object of preposition | f. | The fact, that <i>I have written one story</i> , doesn't make me an author. |

Answer true or false (each answer, 1 point).

- 1.07 _____ Adverb clauses show fewer relationships than adjective clauses.
- 1.08 _____ Subordinate clauses represent complete thoughts.
- 1.09 _____ The three kinds of subordinate clauses are noun, adjective, and adverb.
- 1.010 _____ The adjective and adverb clauses, when taken out of a sentence, leave a main clause.
- 1.011 _____ The words that introduce adjective and adverb clauses are very different from those that introduce noun clauses.
- 1.012 _____ The adjective clause is always placed right after the noun or pronoun it modifies.
- 1.013 _____ Words like *after, because, unless, and although* introduce adverb clauses.
- 1.014 _____ A noun clause is called a noun clause because it modifies a noun.
- 1.015 _____ A noun clause can be used as a direct object or a subject.
- 1.016 _____ Relative pronouns introduce adjective and noun clauses.

Write the kind of clause used in each sentence (each answer, 2 points).

1.017 *Unless one is anchored to Christ, the Rock of Ages, He faces spiritual shipwreck.* _____

1.018 Our Lord came *so that men need not perish.* _____

1.019 The friends of an injured sailor realized *that he was dying.* _____

1.020 He was a man *who never lost faith.* _____

1.021 He knew that *he was dying.* _____

1.022 He said with a confident smile, "*My anchor holds.*" _____

1.023 Many were blessed *when the preacher chose Hebrews 6:19 as the funeral text.* _____

1.024 *If your faith is in Jesus Christ, you are safe for time and eternity.* _____

1.025 You have an anchor *that holds.* _____

Convert the underlined group of words into the kind of clause indicated in parentheses
(each answer, 5 points).

1.026 Her life is a full one. It teaches us that one can be relaxed in spite of everything. (adjective clause) _____

1.027 Don said some things. He influenced everyone's thinking thereby. (noun clause)

1.028 My uncle has a bowling ball. He seldom uses it. (adverb clause) _____

1.029 The class went for a picnic. A strange thing happened one day. (adjective clause)

1.030 I said my first few words. My confidence returned. (adverb clause)

List five words that introduce each kind of clause (each blank, 1 point).

1.031 noun

a. _____ b. _____ c. _____ d. _____ e. _____

1.032 adjective

a. _____ b. _____ c. _____ d. _____ e. _____

1.033 adverb

a. _____ b. _____ c. _____ d. _____ e. _____

	SCORE _____	TEACHER _____	initials _____	date _____
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