Choices: Investigating 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.

**LITERATURE**

If Wishes Were Horses
Many traditional proverbs begin with a subordinate clause. How many such proverbs can you find? Using a book of proverbs or some other reliable source, compile a collection of as many as you can find. Then, make copies and share your collection with your classmates.

**CREATIVE WRITING**

Mad Scientists
Have you got a sense of humor? Well, here’s your opportunity to use it. Write a skit about mad scientists creating a “Frankensentence” out of independent and subordinate clauses. First, find several clauses from the novel or story your class is currently reading or has just finished reading. Then, write your skit and try to include a special effect or two. Your skit should involve two mad scientists piecing together a sentence from the clauses they found. Videotape or perform your skit in front of the class.

**LAW**

Legal Eagle
What is the legal definition of the word clause? How does the legal definition differ from the grammatical definition? Do a little research on this subject. Go beyond a simple dictionary definition, and consult a legal dictionary and a couple of other sources. Then, prepare and give a short oral presentation to the class.

**ANALYSIS**

Point by Point
A noun clause acts as a noun, but are they really the same? How does a noun clause differ from a noun? For instance, a noun can be modified by an adjective. Can a noun clause be so modified? What can a noun do that a clause can’t? Nouns can name a specific person, place, or thing, but can a clause do so? Think about these questions.

Think, too, about the ways that a noun clause is like a noun. Both can be composed of a number of words. In what other ways are they similar? Then, make a chart that shows the similarities and differences between nouns and noun clauses. Present your chart to the class as you lead a point-by-point discussion of each of the items on your chart.

**RESEARCH**

And So It Goes
Have you been told never to begin a sentence with a conjunction such as and, but, nor, for, so, or yet? What reasons were you given? Did you agree with them? When did this principle begin? What is the reasoning behind it? Do a little research, and find out. Also, find some examples of sentences beginning with conjunctions in published writing. How do conjunctions affect a writer’s tone? What words might a writer substitute for the conjunctions? In what ways might these substitutions change the tone? Write up a report of your findings, and share them with your class.

**BUILDING WRITING SKILLS**

Making the Transition
Complex sentences make fabulous transitions between paragraphs. With a complex sentence, you can touch on the point in the previous paragraph, begin making the next point, and establish a relationship between the two ideas. Find some examples of published complex sentences that function as transitions. Then, prepare a presentation to the class. You’ll need copies of the two paragraphs that are being joined. You’ll also want to highlight the transition sentence, its clauses, and their subjects and verbs. Be ready to identify how specific words in the transition sentence echo ideas and words in the adjoining paragraphs.
Clauses

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.

Clauses that express a complete thought are called independent clauses. Clauses that do not express a complete thought are called subordinate clauses.

*SENTENCE* We have some gardenias that are very fragrant. [The sentence contains two clauses. *We* is the subject of the verb *have*, and *that* is the subject of the verb *are.*]

*INDEPENDENT CLAUSE* We have some gardenias [The clause expresses a complete thought.]

*SUBORDINATE CLAUSE* that are very fragrant [The clause does not express a complete thought.]

**EXERCISE** In the independent and subordinate clauses in the following sentences, underline the subjects once and the verbs twice.

**Example 1.** Harriet, a horticulturist, raises gardenias in her enclosed porch that she uses as a greenhouse.

1. Ever since she was a young girl, Harriet has loved flowers.
2. She is fond of all flowers, but she especially loves those with a beautiful fragrance.
3. Harriet’s backyard is bordered by many different varieties of roses that bloom profusely all summer.
4. Her favorite rosebush, a red, climbing variety, grows from a fifty-year-old cutting that was taken from a rosebush in her mother’s yard.
5. Did you know that she has taken cuttings from that bush and has given them to her daughter and granddaughter?
6. Since Harriet lives in Illinois, her garden is covered with snow during the winter and has no flowers for her to enjoy.
7. After reading an article about growing flowers in a greenhouse, Harriet turned her porch, which faces south, into a greenhouse.
8. Inspired by the beautiful gardenia bush that was a birthday gift, she fashioned a tabletop greenhouse of plant stakes and plastic.
9. Soon, the gardenia bush that had been the only plant in the greenhouse was joined by small cuttings.
10. The indoor and outdoor flowers add beauty to Harriet’s house and to her neighborhood, and the fragrant plants bring joy to the woman who so carefully tends them.
Independent Clauses

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

**EXAMPLES**  
The hurricane may hit here.  
**The hurricane may hit here, so we need to leave.** [Two independent clauses are linked by a comma and a coordinating conjunction.]  
**The hurricane may hit here; we need to leave.** [Two independent clauses are linked by a semicolon.]

**EXERCISE**  
In each of the following sentences, underline the independent clauses.

**Example 1.** At the National Hurricane Center in Miami, Florida, which is part of the National Weather Service, meteorologists chart air pressure, temperature, and wind speed of storms over the oceans.

1. During the hurricane season, meteorologists keep a close eye on storm systems over oceans near the United States.

2. Hurricanes begin as easterly waves, which may grow and form an area of low pressure called a tropical depression.

3. When winds of a tropical depression reach 32 miles per hour, the depression officially becomes a tropical storm, and when the storm winds reach 74 miles per hour, the storm is classified as a hurricane.

4. Collecting data from the storms helps meteorologists because, from the data, they can forecast the size, strength, and timing of impending hurricanes.

5. Since hurricanes can have wind speeds of more than 200 miles per hour, they produce large waves, which are called storm surges.

6. Even if a hurricane’s winds do not cause severe damage, a community lying in a low area along the waterfront may be flooded by the storm surge.

7. One of the benefits of hurricane forecasting is the time the warnings give to residents who live in flood-prone areas.

8. Residents can decide whether they will stay for the duration of the storm or evacuate.

9. Evacuating can be difficult because hurricanes can measure 300 miles across.

10. Pay attention to weather forecasts from June to November, the months during which most hurricanes occur in the United States.
Subordinate Clauses

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

The thought expressed by a subordinate clause becomes part of a complete thought when the clause is combined with an independent clause.

**EXAMPLES**

- *since I work after school* [not a complete thought]
- *Since I work after school,* I value my study halls. [complete thought]

A subordinate clause may contain complements and modifiers.

**EXAMPLE**

*before Holly threw me the ball* [Me is the indirect object of the verb threw, and ball is the direct object of threw.]

**Exercise A** For each of the following sentences, underline the subordinate clause.

**Example 1.** Before we went to the play, we invited our friends to our house for a party.

1. Samuel just finished reading the book that he bought last weekend at the beach.
2. We will introduce Madeleine to everyone as soon as she arrives from the airport.
3. Have you ever wondered when that tree in the backyard was originally planted?
4. Margaret, whose essay on indigenous North American birds was nominated for an award, will present her research to the class on Friday.
5. Do you know who in the class will attend the symphony concert on Saturday night?

**Exercise B** Identify the subject and verb in the underlined subordinate clause by writing *S* for subject and *V* for verb above the words. Then, circle any complements in the clause and identify them by writing above them *DO* for direct object, *IO* for indirect object, *PN* for predicate nominative, or *PA* for predicate adjective.

**Example 1.** We know **who** she is.

6. Since the hour is late, let’s postpone making our decision.
7. He is an artist **who** paints billboards.
8. The interview will go well if you remember one rule.
9. Because I had lent Julius my book, I had to borrow Melanie’s.
10. I don’t know **who** Carson McCullers is.
11. Here is the book **that** you want.
12. When the field is wet, we have to cancel the baseball game.
13. Dad wanted a car **that** used very little gas.
14. I couldn’t remember **what** the answer was.
15. She draws the cartoons **that** are so weird.
Independent and Subordinate Clauses A

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 alone as a sentence.

INDEPENDENT CLAUSE Some people find television boring.
SUBORDINATE CLAUSE Some people who enjoy reading find television boring.

EXERCISE A In each of the following sentences, identify the underlined clause as independent or subordinate by writing above it IND for independent or SUB for subordinate.

Example 1. The Plains Indians decorated themselves so that they could make themselves look fierce.

1. After they rubbed deer fat on their bodies, they painted designs on their skins.
2. You might wonder how they created such vivid colors.
3. They made their paints from natural minerals and plants.
4. If a warrior had been particularly brave, he would wear an eagle feather on his shield.
5. Sometimes warriors carried buffalo robes, which might have battle scenes painted on them.

EXERCISE B Make each of the following subordinate clauses into a complete sentence. Write your revised sentences on the lines provided.

Example 1. If you buy that CD,

If you buy that CD, I'd like to listen to it.

6. Whenever you walk in the park,

7. Although we are having spaghetti for dinner,

8. Because I live in this town,

9. What I wish for every day

10. After I come back from spring break,
Independent and Subordinate Clauses B

**INDEPENDENT CLAUSE**  The woman on the bench is my mother.

**SUBORDINATE CLAUSE**  The woman who is seated on the bench is my mother.

**EXERCISE**  For each of the following sentences, identify the underlined clause as independent or subordinate by writing on the line before each sentence IND for independent or SUB for subordinate.

**Example**  **SUB**  1. Soccer, which is the national sport of many European and Latin American countries, is becoming more and more popular in the United States.

_____ 1. During a career that spanned twenty years, Pelé was probably the most popular athlete in the world.

_____ 2. He was named Edson Arantes do Nascimento, but hardly anyone recognizes that name.

_____ 3. Soccer fans the world over, however, knew Pelé, who was considered to be the world’s best soccer player.

_____ 4. While he was still a teenager, he led his Brazilian teammates to the first of their three World Cup titles.

_____ 5. Whenever he played, his skill and agility awed fans.

_____ 6. Once, he juggled the ball on his foot for fifty yards, eluding four opponents who were trying to take the ball away from him.

_____ 7. When he quickly became a superstar, no one was surprised.

_____ 8. Even though soccer was less popular in the United States than elsewhere, Pelé managed to spark considerable interest in the game.

_____ 9. After he signed with the New York Cosmos, people flocked to the stands to watch him play.

_____ 10. They soon recognized that Pelé was an athlete who was also an entertainer.
The Adjective Clause A

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

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

EXAMPLES

The dog that I found was clearly someone’s lost pet. [The clause modifies the noun dog and tells which one.]

Mr. Shange’s truck, which was filled with eggs, blocked the road. [The clause modifies the noun truck and tells which one.]

EXERCISE
Underline the adjective clause in each sentence below, and circle the word or words the clause modifies.

Example 1.
I waited for my friend, who had to stay late.

1. The house that we bought needs work.
2. The band, which I had heard before, was wonderful.
3. Those people who already have tickets may go inside.
4. That crispy shrimp dish has a sauce that I like.
5. The weavers whom we met live in Cuzco.
6. Marcos, whose ambition is to become a restaurant chef, has enrolled at the Institute of Culinary Arts.
7. Have you met Emily, who is Greg’s first cousin?
8. The airline ticket to Chicago that I bought last week is nonrefundable.
9. The subject on which Dr. Kolar will be speaking Thursday is the art and science of repairing computers.
10. This is the scenic overlook where you can see the rolling hills on the left, the flat prairie on the right, and our beautiful city straight ahead.
An adjective clause is a subordinate clause that modifies a noun or a pronoun.

An adjective clause tells *what kind* or *which one* and generally follows the word or words it modifies. An *essential* (or *restrictive*) clause, which contains information necessary to the sentence’s meaning, is not set off by commas. A *nonessential* (or *nonrestrictive*) clause, which contains information that can be omitted without affecting the sentence’s basic meaning, is set off by commas.

**EXAMPLES**

The ring that I lost belonged to my grandmother. [The clause modifies the noun *ring* and tells *which one*. The clause is essential.]

Marcella’s backpack, *which split open at the seam*, lasted only one semester. [The clause modifies the noun *backpack* and tells *which one*. The clause is nonessential.]

**EXERCISE**

In the following sentences, underline any adjective clauses. Then, draw an arrow from each clause to the word that the clause modifies. Identify each clause by writing above it *E* for *essential* or *N* for *nonessential*.

**Example 1.** Do you know any people who would benefit from a hot meal delivery service?

1. Meals on Wheels, a volunteer organization, delivers hot, nutritious meals to people who are unable to shop and cook for themselves.
2. The nutrition programs that we know today can trace their roots back to World War II.
3. During the war, people in England whose homes were bombed often lost their kitchens.
4. The Women’s Volunteer Service for Civil Defense cooked and delivered meals to people who no longer could cook at home for themselves.
5. The hot meals, which the women delivered to the people with no cooking facilities and also to military personnel, came to be known as Meals on Wheels.
6. Where did the first American program that delivered meals to homebound senior citizens begin?
7. Philadelphia, Pennsylvania, is the city where the home-delivered meal service was pioneered.
8. Who would have believed that the program, which began serving only seven senior citizens, would grow to serve so many?
9. The number of meals that are delivered every day is in the millions.
10. The recipients of the meals not only receive nutritious food, which helps to keep them healthy, but they also receive the benefit of human contact with the volunteers.
Relative Pronouns

An adjective clause is usually introduced by a relative pronoun. These pronouns are called relative pronouns because they relate an adjective clause to the word or word group the clause modifies. Each relative pronoun also serves a grammatical function within the sentence. Common relative pronouns are who, whom, whose, which, and that. Sometimes the relative pronoun is left out. In such a sentence, the pronoun is understood and still serves a grammatical function within the adjective clause. Occasionally, an adjective clause is introduced by the words where or when, called relative adverbs when used in this way.

**EXAMPLES**

The film, **which I had seen before**, provides amazing insight into the life of the famous clogger. [The relative pronoun which relates the adjective clause to the noun film and also serves as the direct object of the verb had seen.]

The dancer **I wrote my paper about** was Isadora Duncan. [The relative pronoun that or whom is understood. The relative pronoun relates the adjective clause to the noun dancer and also serves as the object of the preposition about in the clause.]

This is the time **when I usually stop for a lunch break**. [The relative adverb when relates the adjective clause to the noun time.]

**EXERCISE** Underline the adjective clause in each sentence below and circle the relative pronoun or relative adverb that introduces it. Then, draw an arrow from the clause to the word the clause modifies. If the relative pronoun is understood, write it at the end of the sentence.

**Example 1.** Have you heard of Jesse Owens, **who** is one of the most well-known athletes in the world?

1. Jesse Owens, whose real name was James Owens, was a great athlete.
2. His birth, which was in 1913, took place on a farm in Alabama.
3. The place where he first showed indications of being a fast runner was junior high school.
4. One race, when he ran extraordinarily well, stands out.
5. People remember the 100-meter dash that he ran in 10.3 seconds.
6. At the 1936 Olympics, which were held in Germany, Owens won four gold medals.
7. Owens became the athlete every other athlete in track and field tried to emulate.
8. Owens had a stunt that he sometimes performed.
9. He would race against a racehorse, which was actually faster than he was.
10. Because the firing of the gun that was used to start the race usually caused the horse to balk, Owens would win many of the races.
The Adverb Clause A

An adverb clause is a subordinate clause that modifies a verb, an adjective, or an adverb. An adverb clause tells how, when, where, why, to what extent, or under what condition.

**EXAMPLES**

When you leave, lock the door. [The adverb clause modifies the verb lock, telling when.]

The actor became nervous because he couldn’t remember his lines. [The adverb clause modifies the adjective nervous, telling why.]

Don’t run the water any longer than you must. [The adverb clause modifies the adverb longer, telling to what extent.]

**EXERCISE**

Underline the adverb clauses in the sentences below. Hint: There may be more than one adverb clause in a sentence.

Example 1. If they’ve been good, could you tell them a story before they go to bed?

1. When we got out of the traffic jam, we all relaxed.
2. According to Alexander Pope, “Fools rush in where angels fear to tread.”
3. When you return from your trip, show us your pictures.
4. While Mr. Thundercloud read the poem, everyone listened.
5. Unless someone notifies you, you should be at the airport by noon.
6. They discussed the problem for almost an hour, but they could not resolve the issue because neither side was listening.
7. In preparation for her grandmother’s arrival, Marissa emptied the two top drawers of the dresser so that her grandmother would have a place to put her clothes during the visit.
8. Even though John had read the chapter twice, he went over the material a third time.
9. My mother believes that you should do every task as well as you can, even if the job is very small.
10. You may go to the concert Saturday night provided that you have finished your homework for the weekend.
The Adverb Clause B

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

An adverb clause tells how, when, where, why, to what extent, or under what condition.

**Examples**
- When the bell rang, I leapt from my seat and raced outside. [The adverb clause modifies the verb *rang*, telling *when*.]
- Arthur played well because he loved the game. [The adverb clause modifies the adverb *well*, telling *why*.]
- Provided that she gets enough sleep, she is very agile. [The adverb clause modifies the adjective *agile*, telling *under what condition*.]

**Exercise**
In each of the following sentences, underline the adverb clause.

**Example 1.** When you go on vacation this summer, will you go to Philadelphia?

1. When I was twelve, my family and I spent a week in Philadelphia, the City of Brotherly Love.
2. William Penn planned for the city that he founded to be a haven for religious freedom because he had been persecuted for practicing the Quaker religion.
3. Until it was abolished in 1984, a city regulation prohibited structures from being higher than Penn’s statue, 548 feet atop city hall.
4. Philadelphia is considered the birthplace of the United States since both the Declaration of Independence and the Constitution were signed there.
5. Did you know that Philadelphia was the capital of the colonies while the patriots were rebelling against the British government?
6. If I am not mistaken, every year millions of tourists visit the Liberty Bell, Independence Hall, Carpenters’ Hall, and Congress Hall.
7. Historians believe that in 1777 Betsy Ross sewed the first flag of the United States in the house on Arch Street, although they are not certain.
8. Wherever you go in the historic district, you will find such famous structures as Christ Church, which was built beginning in 1727.
9. Even though I have visited many historic sites, few compare to Elfreth’s Alley, about thirty-five brick houses that have been occupied continuously since the early 1700s.
10. I believe the buildings in Southwark, which was settled by the Swedes in the early 1600s, are even older than the buildings in the downtown area are.
Subordinating Conjunctions

An adverb clause is introduced by a *subordinating conjunction*—a word that shows the relationship between the adverb clause and the word or words that the clause modifies. Common subordinating conjunctions include *after, as, as if, as long as, because, before, even though, if, in order that, since, so that, though, until, whenever, whether, while, and why.*

**EXAMPLES**
The rain stopped *after we got home.* [The subordinating conjunction *after* relates the adverb clause to the verb *stopped.*]
The speech lasted longer *than I had hoped.* [The subordinating conjunction *than* relates the adverb clause to the adverb *longer.*]

**Exercise**
In the sentences below, underline each adverb clause and circle each subordinating conjunction.

**Example 1.** I brought the tennis rackets *so that* we can play right after school.

1. After Kyle returned, he reported his findings.
2. Magdelena made an important announcement before the bell rang.
3. As soon as the weather warms up, let’s go camping.
4. We visited my grandmother whenever we could.
5. We’ll leave a light on until you return from the game.
6. Wherever I go, my dog follows.
7. The group sang while they waited for the school bus.
8. After we washed the car, we had a water fight.
9. Please answer every question if you can.
10. Michael ran as if someone were chasing him.
11. Although we planned to arrive early, the traffic was heavy and we were late.
12. We won’t start dinner until you arrive.
13. I understood the situation better after we discussed it.
14. We will go shopping tomorrow whether it is snowing or not.
15. Unless we have a late freeze, the peaches should do very well this year.
16. Even though he had taken the day off, Eric still worked diligently at home.
17. The veterinarian said to keep the dog quiet so that its incision would have a chance to heal.
18. You can borrow the one hundred dollars provided that you pay it back in one month.
19. Please call me soon because I need to make plans for our trip.
20. As long as you are getting the car washed, would you please go to that station where we went last week and get five gallons of gas?
Adjective and Adverb Clauses

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

Example 1. A picture of everyone who graduated was in the paper. [The adjective clause modifies the pronoun everyone.]

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

Example 2. I’m not going to the concert unless you join us. [The adverb clause modifies the verb am going.]

Exercise A In each of the following sentences, identify the underlined subordinate clause by writing above it ADJ for adjective clause or ADV for adverb clause.

Example 1. Last summer we visited Niagara Falls, which is on the border between New York and Ontario.

1. The two waterfalls that form Niagara Falls are the Horseshoe Falls in Ontario and the American Falls in New York.

2. Niagara Falls was carved about twelve thousand years ago when Lake Erie overflowed and formed the Niagara River.

3. For centuries, as the river flowed over the land to a high cliff, the water cut through the earth and eventually formed the falls.

4. The falls have cut a gorge about two hundred feet deep that extends for seven miles past the falls.

5. The water continues to erode the soft rock under the falls so that the ledges of the falls wear away at a rate of one inch to six feet per year, depending on the volume of water.

Exercise B In each of the following sentences, underline the adjective or adverb clause. Then, indicate what kind of clause it is by writing above it ADJ for adjective clause or ADV for adverb clause.

Example 1. Will you turn down the music when your father gets home?

6. Josh’s father, who works at the library, loves all types of music.

7. In fact, as long as I have known him, Mr. Redmond has played an acoustic guitar.

8. Even though he is very talented, Mr. Redmond plays only for his family and friends.

9. Unless you know him well, you might ask, “Why doesn’t he become a professional musician?”

10. He explains that the noise level of the clubs is too loud for his hearing, which is very acute.
The Noun Clause A

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 the object of a preposition.

**EXAMPLES**
- A glass of water is **what I need now**. [predicate nominative]
- She thinks **that I’ll do well on the test**. [direct object]
- Chen will give **whoever is closest** the ball. [indirect object]

Words commonly used to introduce noun clauses are *how, that, what, whatever, when, where, whether, which, whichever, who, whoever, whom, whomever, whose,* and *why*.

**EXERCISE A** Underline the noun clause in each sentence below.

- Example 1. I said that I wanted to visit some temples on our trip.
  - 1. This is what you should wear inside a temple.
  - 2. Find out which parts of the temple can be visited.
  - 3. We don’t know whether we will see a temple elephant.
  - 4. Whoever is offered fresh coconut is being honored.
  - 5. I understand that I need permission to photograph people.

**EXERCISE B** Underline the noun clause in each sentence, and then, identify its function by writing above it *S* for subject, *PN* for predicate nominative, *DO* for direct object, *IO* for indirect object, or *OP* for object of a preposition.

- Example 1. I got a scholarship for **what I did in my science project**.
  - 6. I have always believed that people like to laugh.
  - 7. What you decide to do is completely up to you.
  - 8. We’ll give whoever is left the prize.
  - 9. Whatever Ms. Wing wants is fine.
  - 10. His fear is that he will forget his lines.
  - 11. My parents are very impressed by what I know about computers.
  - 12. I have forgotten where I left my keys.
  - 13. The problem was that Aaron hadn’t arrived yet.
  - 14. I was very surprised by what happened in the race.
  - 15. That the milk was sour was immediately obvious.
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 the object of a preposition.

**EXAMPLES**

- Whoever gets the right answer will receive a prize. [subject]
- She talked about why she had chosen the college. [object of a preposition]
- We will give whoever is earliest free tickets. [indirect object]

Words commonly used to introduce noun clauses are **how, that, what, whatever, when, where, whether, which, whichever, who, whoever, whom, whomever, whose, and why.**

**EXERCISE**

Underline the noun clause in each sentence, and then, identify its function by writing above it **S** for subject, **PN** for predicate nominative, **DO** for direct object, **IO** for indirect object, or **OP** for object of a preposition.

**Example 1.** Do you know who the first female prime minister of India was?

- **DO**

1. Although I don’t agree with you, I can see how you would think that.
2. That the candidate for the Senate office was very conservative was not a widely known fact.
3. A steaming bowl of fish chowder, a slice of whole-wheat bread, and a glass of cold milk are what I want for lunch.
4. Mrs. Scovil told us to write our two-page persuasive essays on whatever controversial topics were most interesting to us.
5. Give whoever is the last to leave the keys to lock the door.
6. My parents chose where the family will spend its summer vacation.
7. That she looks so much younger than her years surprised me.
8. Whoever parked in the no-parking zone must move the car.
9. We did not realize that the information would not be available until next Saturday.
10. Gilbert taught whoever was interested the basic chess moves.
Subordinate Clauses A

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

**EXAMPLE** This is the desk that I told you about. [The adjective clause modifies the noun desk.]

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

**EXAMPLE** Could you carry my bag when we get there? [The adverb clause modifies the verb could carry.]

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

**EXAMPLE** The weather report indicates that it will freeze tonight. [The noun clause is the direct object of the verb indicates.]

**EXERCISE** Each of the following sentences contains a subordinate clause. Underline the subordinate clause, and identify it by writing above it ADJ for adjective clause, ADV for adverb clause, or N for noun clause.

**Example 1.** How I am ever on time to school is a mystery to my family.

1. They cannot believe that anyone can travel five blocks in four minutes.
2. It all begins each morning when my alarm goes off.
3. The alarm buzzes noisily, but I pretend that I do not hear it.
4. My older brother, who is very conscientious, begins to prod me.
5. After I finally get out of bed, he continues to bother me.
6. When I arrive downstairs, my parents take over.
7. Every day, they worry that I’ll be late.
8. The only member of the family who doesn’t scold me is the dog.
9. I leave for school at the last possible minute that I can.
10. I’ve never yet been late; why everyone worries so is beyond me.
Subordinate Clauses B

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

**EXAMPLE**  Sean, **who gave me the green balloon**, has Irish ancestry. [The adjective clause modifies the noun *Sean*.]

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

**EXAMPLE**  He gave me the balloon **because our ancestors come from the same county in Ireland.** [The adverb clause modifies the verb *gave*.]

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

**EXAMPLE**  Where both of our ancestors **came from** is Limerick County. [The noun clause is the subject of the verb *is*.]

**EXERCISE**  Each of the following sentences contains a subordinate clause. Underline the subordinate clause, and identify it by writing above it **ADJ** for adjective clause, **ADV** for adverb clause, or **N** for noun clause.

Example 1. Dana told me that the exam was postponed.

1. That the Brittany spaniel is good-natured and obedient is obvious to the neighbors.
2. Do not take the job if you are not able to lift heavy packages.
3. Give the door prize to whoever sold the most tickets to the banquet.
4. A sea horse looks like a tiny horse that has been joined to a fish’s body.
5. Before you decide on a career, consider carefully your abilities, interests, and opportunities.
6. I was looking for a book that has a poem by Emily Dickinson.
7. Did you know that the church’s centennial celebration was last weekend?
8. When you have finished peeling the potatoes and carrots, add them to the soup on the stove.
9. We have included gymnastics, which is a popular sport, in our new athletics program.
10. My Persian cat leaps into the air whenever she sees a flying insect.
A sentence can be classified, depending on its structure, as simple, compound, complex, or compound-complex.

(1) A simple sentence contains one independent clause and no subordinate clauses.
(2) A compound sentence contains two or more independent clauses and no subordinate clauses.
(3) A complex sentence contains one independent clause and at least one subordinate clause.
(4) A compound-complex sentence contains two or more independent clauses and at least one subordinate clause.

**EXERCISE A** Classify each of the following sentences according to its structure. On the line provided, write S for simple, CD for compound, CX for complex, or CC for compound-complex.

Example  CC 1. Holiday customs vary around the world, but wherever they are held, celebrations often include food and special decorations.

_____ 1. A major festival in India is the Festival of the Lights (Diwali).
_____ 2. This holiday is celebrated by making lamps, and it also includes a cooking spree.
_____ 3. In addition to decorating their houses, the celebrants settle up their business affairs.
_____ 4. Relatives exchange gifts; then at sunset they light lamps that have special significance.
_____ 5. They light lamps to beckon Lakshmi, who is the Hindu goddess of wealth.

**EXERCISE B** Classify each of the following sentences according to its structure. On the line provided, write S for simple, CD for compound, CX for complex, or CC for compound-complex.

Example  S 1. Sally Ride is a role model for many girls and women.

_____ 6. In June of 1983, Sally K. Ride became the first American woman to orbit the earth.
_____ 7. When she was growing up in the Los Angeles suburb of Encino, Ride appeared to be headed for a career in tennis, not in space.
_____ 8. She competed in local tournaments while she was still in high school, and she eventually became a nationally ranked amateur.
_____ 9. Ride evidently found space travel more compelling than tennis, and she became a member of the space shuttle program.
_____ 10. After the space shuttle Challenger exploded in 1986, Ride was appointed to the presidential commission that investigated the accident.
Sentences Classified According to Structure B

A sentence can be classified, depending on its structure, as simple, compound, complex, or compound-complex.

1. A simple sentence contains one independent clause and no subordinate clauses.
2. A compound sentence contains two or more independent clauses and no subordinate clauses.
3. A complex sentence contains one independent clause and at least one subordinate clause.
4. A compound-complex sentence contains two or more independent clauses and at least one subordinate clause.

EXERCISE For each of the following sentences, underline any independent clauses once and any subordinate clauses twice. Then, classify each of the sentences according to its structure. On the line provided, write S for simple, CD for compound, CX for complex, or CC for compound-complex.

Example 1. After dinner, we took a walk and tried out our new shoes.

1. Before the contest began, the soloists were nervously pacing back and forth.
2. Tired of studying, Diego closed his book and turned on his stereo.
3. After the storm had uprooted the tree, some of the clean-up crew trimmed the branches, and others loaded them into trucks.
4. Without saying another word, Harriet collected her belongings, jammed them into a bag, and marched out of the meeting.
5. I waited impatiently as the postal worker approached our mailbox with my long-awaited package.
6. Take your jacket, or wear a sweater.
7. Jacques wished that he could go on the camping trip, but he couldn’t convince his parents to let him go because he had come home late three nights the week before.
8. The flowers that create the beautiful scene outside the courthouse window are cared for by a professional gardener.
9. The arrival of the candidates had been anticipated for months; the city officials were waiting for them at the reception.
10. The only person with a key was Mr. Pavarotti, the owner and operator of the store.
EXERCISE A  For each of the following sentences, identify the underlined clause as independent or subordinate by writing above it IND for independent or SUB for subordinate. Then, tell how each subordinate clause functions in the sentence by writing above the clause ADJ for adjective clause, ADV for adverb clause, or N for noun clause.

Example 1. My aunt told me something strange that she saw on a trip.

1. Travelers who drive across the Great Plains during the summer are often surprised by the size of the bridges spanning the streams.

2. Sometimes a half-mile-long bridge has been built across a stream that is little more than a muddy trickle.

3. They may wonder why the bridge is there at all.

4. If they revisited the spot in the springtime, they would understand the need for the bridge.

5. The tiny stream is transformed into a huge river when the spring rains come.

EXERCISE B  Each of the following sentences contains a subordinate clause. Underline this clause. Then, tell how the clause functions in the sentence by writing above it ADJ for adjective clause, ADV for adverb clause, or N for noun clause.

Example 1. The Mississippi and Missouri Rivers, which flow through the Great Plains, flow year-round.

6. However, some of the rivers that drain the Great Plains dry up entirely during the summer.

7. If there is little rainfall during the autumn, the riverbeds may remain dry until March or April.

8. A spring thaw that is accompanied by heavy rains may lead to flood conditions.

9. Residents know that a small stream can become a wide river practically overnight.

10. The bridges crossing such a river have to be strongly constructed so that they can withstand the raging floodwaters.

11. The wooden bridges of earlier days were washed away or badly damaged whenever there was a rainy spring.

12. Construction teams would replace what the spring torrents had destroyed.

13. With steel and reinforced concrete, they built bridges that could withstand the spring floods.

14. That the new bridges would be needed only one or two weeks a year was obvious to the designers and the builders.

15. A Great Plains bridge is like a summer cottage that stands empty most of the year.
**Review B: The Clause**

**EXERCISE A** For each of the following sentences, identify the underlined clause as independent or subordinate by writing above it IND for independent or SUB for subordinate. Then, tell how each subordinate clause functions in the sentence by writing above the clause ADJ for adjective clause, ADV for adverb clause, or N for noun clause.

**Example 1.** Because I was tired, I went to bed early.

1. If you are in the neighborhood, stop by for a Texas-style barbecue. **SUB, ADV**
2. That Daphne could not attend Diego’s party is unfortunate. **SUB**
3. Latwanda’s cousins, who have lived in London for the past eight years, are in the United States for an extended visit. **N**
4. Did Henri find the path that leads to the orchard? **SUB**
5. Please let the phone ring at least ten times whenever you call. **SUB**

**EXERCISE B** In each of the following sentences, underline the subordinate clause. Then, tell how the clause functions in the sentence by writing above the clause ADJ for adjective clause, ADV for adverb clause, or N for noun clause.

**Example 1.** I usually make several New Year’s resolutions, which I end up breaking. **ADJ**

6. One New Year’s resolution that I plan to keep is to hand in my homework on time. **ADJ**
7. If I don’t start writing my reports in advance, I am likely to be late in handing them in. **ADJ**
8. Few of my friends are as skilled at procrastinating as I am. **ADJ**
9. For me and others like me, the problem is not that the work is too difficult. **ADJ**
10. What is problematic for many of us is actually getting started. **ADJ**
11. Putting things off creates problems that can often be avoided. **ADJ**
12. For example, I nearly failed a Spanish course because I put off writing a paper on Cervantes. **ADJ**
13. After a little research, I knew exactly what I wanted to say. **ADJ**
14. I just wasn’t willing to set aside the time that I needed to write it. **ADJ**
15. I now pretend that every project is due at least two weeks in advance. **ADJ**
Review C: The Clause

**Exercise** In each of the following sentences, underline independent clauses once and subordinate clauses twice. Then, classify each of the sentences according to structure by writing on the line provided S for simple, CD for compound, CX for complex, or CC for compound-complex.

**Example**  
1. In my opinion, bridges are some of the most lovely structures that people build.

1. Although bridges are built for practical purposes, many bridges are not only useful but also beautiful.

2. Old-fashioned covered bridges can still be seen in some parts of the country, chiefly in New England.

3. These bridges were not intended to be objects of art, but many people today consider them very lovely.

4. The simple lines and the weathered wood of a covered bridge go well with its rustic surroundings.

5. Those who design modern bridges take both usefulness and beauty into account.

6. The Brooklyn Bridge, which was opened in 1883, was one of the first steel suspension bridges in the United States.

7. Not only was the Brooklyn Bridge the longest suspension bridge of its time, but it was also one of the most artistically pleasing.

8. The bridge was recognized as an artistic triumph even before it was completed, and it quickly became a favorite subject for painters and photographers.

9. Many suspension bridges built during the twentieth century employ structural principles that were developed by the designer of the Brooklyn Bridge.

10. Two of the best-known suspension bridges of recent times are San Francisco’s Golden Gate Bridge and New York’s Verrazzano-Narrows Bridge.
Review D: The Clause

**Exercise** Classify each of the following sentences according to structure by writing on the line provided S for simple, CD for compound, CX for complex, or CC for compound-complex. Then, underscore any subordinate clauses in the sentence.

**Example**

1. Tennis stars usually get their start when they are fairly young.

____ 1. Because tennis is so physically demanding, it’s a sport in which strong young players can really shine.

____ 2. Steffi Graf of Germany began playing tennis professionally at the age of thirteen.

____ 3. Graf was still a teenager when she won four Grand Slam tennis championships and an Olympic gold medal.

____ 4. Another Olympic winner, Zina Garrison Jackson, began playing tennis in Houston at the age of ten, and at seventeen, she won the junior singles titles at Wimbledon and at the U.S. Open.

____ 5. The German tennis star Boris Becker won his first tournament competitions at the age of nine, but he didn’t become a professional player until he graduated from high school.

____ 6. Michael Chang, who in 1989 became the youngest player to rank in the Top 5, won many national and international tennis competitions.

____ 7. Another American player, Andre Agassi, started serving on a tennis court at the age of two, and he, too, excelled at an early age.

____ 8. Agassi won six important tournaments when he was only eighteen.

____ 9. Tracy Austin and Chris Evert also started young; in fact, Tracy Austin was only sixteen years old when she made headlines by winning the women’s title at the U.S. Open.

____ 10. In tennis, young players really can become big winners.
I went back to the Devon School not long ago, and found it looking oddly newer than when I was a student there fifteen years before. It seemed more sedate than I remembered it, more perpendicular and straight-laced, with narrower windows and shinier woodwork, as though a coat of varnish had been put over everything for better preservation. But, of course, fifteen years before there had been a war going on . . .

I didn’t entirely like this glossy new surface, because it made the school look like a museum, and that’s exactly what it was to me, and what I did not want it to be. In the deep, tacit way in which feeling becomes stronger than thought, I had always felt that the Devon School came into existence the day I entered it, was vibrantly real while I was a student there, and then blinked out like a candle the day I left.

—from A Separate Peace, by John Knowles

**EXERCISE A** In the passage above, underline the three adjective clauses once and underline the five adverb clauses twice. (Hint: The relative pronoun *that* has been omitted from some of the sentences.)

**EXERCISE B**

1. Rewrite one of the passages. Restructure each sentence so that, if at all possible, it no longer includes adjective or adverb clauses. Your rewritten passage may have a different number of sentences than the original.

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Literary Model (continued)

2. How does your rewritten passage compare with the original?

__________________________________________________________________

__________________________________________________________________

__________________________________________________________________

EXERCISE C Write a paragraph in which you describe a real or imagined visit to a place that is part of your past. Use adjective and adverb clauses in your paragraph. Underline each adverb clause once and each adjective clause twice.

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EXERCISE D What effect does the use of adjective and adverb clauses have on your paragraph?

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Writing Application: Directions

Adjective and adverb clauses can really help you improve your writing by allowing you to combine related ideas into a single sentence. They also allow you to express details. An adjective clause typically gives additional information about a noun or a pronoun. Similarly, an adverb clause gives details about how, when, where, why, to what extent, or under what condition something occurs. If you use these clauses effectively, your writing will read more smoothly and won’t seem choppy.

**ADJECTIVE CLAUSE**  
The player who reaches the black triangle first wins the game.

**ADVERB CLAUSE**  
When neither player can advance, each one draws a card from the center pile.

**WRITING Activity**

You are going to create a board game and write the directions that others will use to play the game. If you like, you may base your game on a board game that is familiar to you; however, the game you devise should have a different focus. You may prefer to create an entirely new game. In your directions, include at least three adjective clauses and three adverb clauses.

**PREWRITING**  
First, decide on the topic of your board game and what the objective of the game will be. Make a rough sketch of what the board will look like, and decide on the number of players, the necessary equipment, and the rules of the game.

**WRITING**  
As you write each part of the directions, imagine that you are a player who is about to play the game for the first time. Define terms that might be unknown to anyone playing the game. Consider using an informal, conversational tone for the directions.

**REVISING**  
Ask a classmate to look at the sketch you made and to read your game directions. Ask for feedback about how you can make the directions clearer. After revising the directions as needed, ask two or more classmates to play the game. Observe them as they play, noting any problems they have with the directions. Then, revise them again as needed. Be sure that you have included at least three adjective clauses and three adverb clauses in the directions.

**PUBLISHING**  
Proofread your game directions line by line for errors in grammar, usage, spelling, and punctuation. Pay special attention to your use of relative pronouns and to the punctuation of each subordinate clause. Finally, develop your rough sketch into a usable game that classmates, friends, and family can play.

**EXTENDING YOUR WRITING**

Present your game to a community organization that serves children or adolescents.
Chapter 4: The Clause, pp. 84–109

Choices: Investigating Clauses, p. 84

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. 85

Exercise

1. Ever since she was a young girl, Harriet has loved flowers.

2. She is fond of all flowers, but she especially loves those with a beautiful fragrance.

3. Harriet’s backyard is bordered by many different varieties of roses that bloom profusely all summer.

4. Her favorite rosebush, a red, climbing variety, grows from a fifty-year-old cutting that was taken from a rosebush in her mother’s yard.

5. Did you know that she has taken cuttings from that bush and has given them to her daughter and granddaughter?

6. Since Harriet lives in Illinois, her garden is covered with snow during the winter and has no flowers for her to enjoy.

7. After reading an article about growing flowers in a greenhouse, Harriet turned her porch, which faces south, into a greenhouse.

8. Inspired by the beautiful gardenia bush that was a birthday gift, she fashioned a tabletop greenhouse of plant stakes and plastic.

9. Soon, the gardenia bush that had been the only plant in the greenhouse was joined by small cuttings.

10. The indoor and outdoor flowers add beauty to Harriet’s house and to her neighborhood, and the fragrant plants bring joy to the woman who so carefully tends them.

Independent Clauses, p. 86

Exercise

1. During the hurricane season, meteorologists keep a close eye on storm systems over oceans near the United States.

2. Hurricanes begin as easterly waves, which may grow and form an area of low pressure called a tropical depression.

3. When winds of a tropical depression reach 32 miles per hour, the depression officially becomes a tropical storm, and when the storm winds reach 74 miles per hour, the storm is classified as a hurricane.

4. Collecting data from the storms helps meteorologists because, from the data, they can forecast the size, strength, and timing of impending hurricanes.

5. Since hurricanes can have wind speeds of more than 200 miles per hour, they produce large waves, which are called storm surges.
6. Even if a hurricane’s winds do not cause severe damage, a community lying in a low area along the waterfront may be flooded by the storm surge.

7. One of the benefits of hurricane forecasting is the time the warnings give to residents who live in flood-prone areas.

8. Residents can decide whether they will stay for the duration of the storm or evacuate.

9. Evacuating can be difficult because hurricanes can measure 300 miles across.

10. Pay attention to weather forecasts from June to November, the months during which most hurricanes occur in the United States.

**Subordinate Clauses, p. 87**

**EXERCISE A**

1. Samuel just finished reading the book that he bought last weekend at the beach.

2. We will introduce Madeleine to everyone as soon as she arrives from the airport.

3. Have you ever wondered when that tree in the backyard was originally planted?

4. Margaret, whose essay on indigenous North American birds was nominated for an award, will present her research to the class on Friday.

5. Do you know who in the class will attend the symphony concert on Saturday night?

**EXERCISE B**

6. Whenever you walk in the park, pick up a few pieces of litter and throw them away.

7. Although we are having spaghetti for dinner, we’re also going to have a casserole for my brother and sister who don’t like pasta.

8. Because I live in this town, I think I know more about it than someone who doesn’t live here.

9. What I wish for every day, no one else knows.

10. After I come back from spring break, I’ll have only about two more months of school before summer break.

**Independent and Subordinate Clauses A, p. 88**

**EXERCISE A**

1. IND  3. IND  5. IND

2. IND  4. SUB

**Exercise B**

*Sentences will vary. Sample responses are given.*

6. Whenever you walk in the park, pick up a few pieces of litter and throw them away.

7. Although we are having spaghetti for dinner, we’re also going to have a casserole for my brother and sister who don’t like pasta.

8. Because I live in this town, I think I know more about it than someone who doesn’t live here.

9. What I wish for every day, no one else knows.

10. After I come back from spring break, I’ll have only about two more months of school before summer break.

**Independent and Subordinate Clauses B, p. 89**

**EXERCISE**

1. SUB  5. IND  8. IND

2. IND  6. SUB  9. IND

3. SUB  7. SUB  10. SUB

4. SUB

**The Adjective Clause A, p. 90**

**EXERCISE**

1. The house that we bought needs work.

2. The band, which I had heard before, was wonderful.
3. Those **people** who already have tickets may go inside.

4. That crispy shrimp dish has a **sauce** that I like.

5. The **weavers** whom we met live in Cuzco.

6. **Marcos**, whose ambition is to become a restaurant **chef**, has enrolled at the Institute of Culinary Arts.

7. Have you met **Emily**, who is Greg’s first cousin?

8. The airline **ticket** to Chicago that I bought last week is nonrefundable.

9. The subject on which Dr. Kolar will be speaking Thursday is the art and science of repairing computers.

10. This is the scenic **overlook** where you can see the rolling hills on the left, the flat prairie on the right, and our beautiful city straight ahead.

**The Adjective Clause B, p. 91**

**EXERCISE**

1. Meals on Wheels, a volunteer organization, delivers hot, nutritious meals to people who are unable to shop and cook for themselves.

2. The nutrition programs that we know today can trace their roots back to World War II.

3. During the war, people in England whose homes were bombed often lost their kitchens.

4. The Women’s Volunteer Service for Civil Defense cooked and delivered meals to people who no longer could cook at home for themselves.

5. The hot meals, which the women delivered to the people with no cooking facilities and also to military personnel, came to be known as Meals on Wheels.

6. Where did the first American program that delivered meals to homebound senior citizens begin?

7. Philadelphia, Pennsylvania, is the city where the home-delivered meal service was pioneered.

8. Who would have believed that the program, which began serving only seven senior citizens, would grow to serve so many?

9. The number of meals that are delivered every day is in the millions.

10. The recipients of the meals not only receive nutritious food, which helps to keep them healthy, but they also receive the benefit of human contact with the volunteers.

**Relative Pronouns, p. 92**

**EXERCISE**

1. Jesse Owens, **whose** real name was James Owens, was a great athlete.

2. His birth, **which** was in 1913, took place on a farm in Alabama.

3. The place **where** he first showed indications of being a fast runner was junior high school.

4. One race, **when** he ran extraordinarily well, stands out.

5. People remember the 100-meter dash that he ran in 10.3 seconds.

6. At the 1936 Olympics, **which** were held in Germany, Owens won four gold medals.
7. Owens became the athlete every other athlete in track and field tried to emulate.
   whom [or that]

8. Owens had a stunt that he sometimes performed.

9. He would race against a racehorse, which was actually faster than he was.

10. Because the firing of the gun that was used to start the race usually caused the horse to balk, Owens would win many of the races.

The Adverb Clause A, p. 93

**EXERCISE**

1. **When we got out of the traffic jam,** we all relaxed.

2. According to Alexander Pope, “Fools rush in where angels fear to tread.”

3. **When you return from your trip,** show us your pictures.

4. **While Mr. Thundercloud read the poem,** everyone listened.

5. Unless someone notifies you, you should be at the airport by noon.

6. They discussed the problem for almost an hour, but they could not resolve the issue because neither side was listening.

7. In preparation for her grandmother’s arrival, Marissa emptied the two top drawers of the dresser so that her grandmother would have a place to put her clothes during the visit.

8. Even though John had read the chapter twice, he went over the material a third time.

9. My mother believes that you should do every task as well as you can, even if the job is very small.

10. You may go to the concert Saturday provided that you have finished your homework for the weekend.

The Adverb Clause B, p. 94

**EXERCISE**

1. **When I was twelve,** my family and I spent a week in Philadelphia, the City of Brotherly Love.

2. William Penn planned for the city that he founded to be a haven for religious freedom because he had been persecuted for practicing the Quaker religion.

3. Until it was abolished in 1984, a city regulation prohibited structures from being higher than Penn’s statue, 548 feet atop City Hall.

4. Philadelphia is considered the birthplace of the United States since both the Declaration of Independence and the Constitution were signed there.

5. Did you know that Philadelphia was the capital of the colonies while the patriots were rebelling against the British government?

6. If I am not mistaken, every year millions of tourists visit the Liberty Bell, Independence Hall, Carpenters’ Hall, and Congress Hall.

7. Historians believe that in 1777 Betsy Ross sewed the first flag of the United States in the house on Arch Street, although they are not certain.
8. Wherever you go in the historic district, you will find such famous structures as Christ Church, which was built beginning in 1727.

9. Even though I have visited many historic sites, few compare to Elfreth’s Alley, about thirty-five brick houses that have been occupied continuously since the early 1700s.

10. I believe the buildings in Southwark, which was settled by the Swedes in the early 1600s, are even older than the buildings in the downtown area are.

Subordinating Conjunctions, p. 95

Exercise

1. After Kyle returned, he reported his findings.

2. Magdelena made an important announcement before the bell rang.

3. As soon as the weather warms up, let’s go camping.

4. We visited my grandmother whenever we could.

5. We’ll leave a light on until you return from the game.

6. Wherever I go, my dog follows.

7. The group sang while they waited for the school bus.

8. After we washed the car, we had a water fight.

9. Please answer every question if you can.

10. Michael ran as if someone were chasing him.

11. Although we planned to arrive early, the traffic was heavy and we were late.

12. We won’t start dinner until you arrive.

13. I understood the situation better after we discussed it.

14. We will go shopping tomorrow whether it is snowing or not.

15. Unless we have a late freeze, the peaches should do very well this year.

16. Even though he had taken the day off, Eric still worked diligently at home.

17. The veterinarian said to keep the dog quiet so that its incision would have a chance to heal.

18. You can borrow the one hundred dollars provided that you pay it back in one month.

19. Please call me soon because I need to make plans for our trip.

20. As long as you are getting the car washed, would you please go to that station where we went last week and get five gallons of gas?

Adjective and Adverb Clauses, p. 96

Exercise A

1. The two waterfalls that form Niagara Falls are the Horseshoe Falls in Ontario and the American Falls in New York.

2. Niagara Falls was carved about twelve thousand years ago when Lake Erie overflowed and formed the Niagara River.

3. For centuries, as the river flowed over the land to a high cliff, the water cut through the earth and eventually formed the falls.
4. The falls have cut a gorge about two hundred feet deep that extends for seven miles past the falls.

5. The water continues to erode the soft rock under the falls so that the ledges of the falls wear away at a rate of one inch to six feet per year, depending on the volume of water.

**EXERCISE B**

6. Josh’s father, who works at the library, loves all types of music.

7. In fact, as long as I have known him, Mr. Redmond has played an acoustic guitar.

8. Even though he is very talented, Mr. Redmond plays only for his family and friends.

9. Unless you know him well, you might ask, “Why doesn’t he become a professional musician?”

10. He explains that the noise level of the clubs is too loud for his hearing, which is very acute.

**The Noun Clause A, p. 97**

**EXERCISE A**

1. This is what you should wear inside a temple.

2. Find out which parts of the temple can be visited.

3. We don’t know whether we will see a temple elephant.

4. Whoever is offered fresh coconut is being honored.

5. I understand that I need permission to photograph people.

**EXERCISE B**

6. I have always believed that people like to laugh.

7. What you decide to do is completely up to you.

8. We’ll give whoever is left the prize.

9. Whatever Ms. Wing wants is fine.

10. His fear is that he will forget his lines.

11. My parents are very impressed by what I know about computers.

12. I have forgotten where I left my keys.

13. The problem was that Aaron hadn’t arrived yet.

14. I was very surprised by what happened in the race.

15. That the milk was sour was immediately obvious.

**The Noun Clause B, p. 98**

**EXERCISE**

1. Although I don’t agree with you, I can see how you would think that.

2. That the candidate for the Senate office was very conservative was not a widely known fact.

3. A steaming bowl of fish chowder, a slice of whole-wheat bread, and a glass of cold milk are what I want for lunch.

4. Mrs. Scovil told us to write our two-page persuasive essays on whatever controversial topics were most interesting to us.

5. Give whoever is the last to leave the keys to lock the door.

6. My parents chose where the family will spend its summer vacation.
7. That she looks so much younger than her years surprised me.
8. Whoever parked in the no-parking zone must move the car.
9. We did not realize that the information would not be available until next Saturday.
10. Gilbert taught whoever was interested the basic chess moves.

Subordinate Clauses A, p. 99
EXERCISE
1. They cannot believe that anyone can travel five blocks in four minutes.
2. It all begins each morning when my alarm goes off.
3. The alarm buzzes noisily, but I pretend that I do not hear it.
4. My older brother, who is very conscientious, begins to prod me.
5. After I finally get out of bed, he continues to bother me.
6. When I arrive downstairs, my parents take over.
7. Every day, they worry that I’ll be late.
8. The only member of the family who doesn’t scold me is the dog.
9. I leave for school at the last possible minute that I can.
10. I’ve never yet been late; why everyone worries so is beyond me.

Subordinate Clauses B, p. 100
EXERCISE
1. That the Brittany spaniel is good-natured and obedient is obvious to the neighbors.
2. Do not take the job if you are not able to lift heavy packages.
3. Give the door prize to whoever sold the most tickets to the banquet.
4. A sea horse looks like a tiny horse that has been joined to a fish’s body.
5. Before you decide on a career, consider carefully your abilities, interests, and opportunities.
6. I was looking for a book that has a poem by Emily Dickinson.
7. Did you know that the church’s centennial celebration was last weekend?
8. When you have finished peeling the potatoes and carrots, add them to the soup on the stove.
9. We have included gymnastics, which is a popular sport, in our new athletics program.
10. My Persian cat leaps into the air whenever she sees a flying insect.

Sentences Classified According to Structure A, p. 101
EXERCISE A
1. S 3. S 5. CX
2. CD 4. CC

EXERCISE B
6. S 8. CC 10. CX
7. CX 9. CD

Sentences Classified According to Structure B, p. 102
EXERCISE
1. Before the contest began, the soloists were nervously pacing back and forth.
2. Tired of studying, Diego closed his book and turned on his stereo.
3. After the storm had uprooted the tree, some of the clean-up crew trimmed the branches, and others loaded them into trucks.

4. Without saying another word, Harriet collected her belongings, jammed them into a bag, and marched out of the meeting.

5. I waited impatiently as the postal worker approached our mailbox with my long-awaited package.

6. Take your jacket, or wear a sweater.

7. Jacques wished that he could go on the camping trip, but he couldn’t convince his parents to let him go because he had come home late three nights the week before.

8. The flowers that create the beautiful scene outside the courthouse window are cared for by a professional gardener.

9. The arrival of the candidates had been anticipated for months; the city officials were waiting for them at the reception.

10. The only person with a key was Mr. Pavarotti, the owner and operator of the store.

Review A: The Clause, p. 103

EXERCISE A

1. Travelers who drive across the Great Plains during the summer are often surprised by the size of the bridges spanning the streams.

2. Sometimes a half-mile-long bridge has been built across a stream that is little more than a muddy trickle.

3. They may wonder why the bridge is there at all.

4. If they revisited the spot in the springtime, they would understand the need for the bridge.

5. The tiny stream is transformed into a huge river when the spring rains come.

EXERCISE B

6. However, some of the rivers that drain the Great Plains dry up entirely during the summer.

7. If there is little rainfall during the autumn, the riverbeds may remain dry until March or April.

8. A spring thaw that is accompanied by heavy rains may lead to flood conditions.

9. Residents know that a small stream can become a wide river practically overnight.

10. The bridges crossing such a river have to be strongly constructed so that they can withstand the raging floodwaters.

11. The wooden bridges of earlier days were washed away or badly damaged whenever there was a rainy spring.

12. Construction teams would replace what the spring torrents had destroyed.

13. With steel and reinforced concrete, they built bridges that could withstand the spring floods.

14. That the new bridges would be needed only one or two weeks a year was obvious to the designers and the builders.

15. A Great Plains bridge is like a summer cottage that stands empty most of the year.
Review B: The Clause, p. 104

EXERCISE A
1. If you are in the neighborhood, stop by for a Texas-style barbecue.
   - **IND**
2. That Daphne could not attend Diego’s party is unfortunate.
   - **SUB, N**
3. Latwanda’s cousins, who have lived in London for the past eight years, are in the United States for an extended visit.
   - **IND**
4. Did Henri find the path that leads to the orchard?
   - **IND**
5. Please let the phone ring at least ten times whenever you call.
   - **SUB, ADV**

EXERCISE B
6. One New Year’s resolution that I plan to keep is to hand in my homework on time.
   - **ADJ**
7. If I don’t start writing my reports in advance, I am likely to be late in handing them in.
   - **ADV**
8. Few of my friends are as skilled at procrastinating as I am.
   - **ADV**
9. For me and others like me, the problem is not that the work is too difficult.
   - **N**
10. What is problematic for many of us is actually getting started.
    - **N**
11. Putting things off creates problems that can often be avoided.
    - **ADJ**
12. For example, I nearly failed a Spanish course because I put off writing a paper on Cervantes.
    - **ADV**
13. After a little research, I knew exactly what I wanted to say.
    - **N**
14. I just wasn’t willing to set aside the time that I needed to write it.
    - **ADJ**
15. I now pretend that every project is due at least two weeks in advance.
    - **N**

Review C: The Clause, p. 105

EXERCISE
1. Although bridges are built for practical purposes, many bridges are not only useful but also beautiful.
   - **CK**
2. Old-fashioned covered bridges can still be seen in some parts of the country, chiefly in New England.
   - **S**
3. These bridges were not intended to be objects of art, but many people today consider them very lovely.
   - **S**
4. The simple lines and the weathered wood of a covered bridge go well with its rustic surroundings.
   - **CK**
5. Those who design modern bridges take both usefulness and beauty into account.
   - **CK**
6. The Brooklyn Bridge, which was opened in 1883, was one of the first steel suspension bridges in the United States.
   - **CK**
7. Not only was the Brooklyn Bridge the longest suspension bridge of its time, but it was also one of the most artistically pleasing.
   - **CD**
8. The bridge was recognized as an artistic triumph even before it was completed, and it quickly became a favorite subject for painters and photographers.
   - **CK**
9. Many suspension bridges built during the twentieth century employ structural principles that were developed by the designer of the Brooklyn Bridge.
   - **CD**
10. Two of the best-known suspension bridges of recent times are San Francisco’s Golden Gate Bridge and New York’s Verrazzano-Narrows Bridge.

Review D: The Clause, p. 106

Exercise 1:

Because tennis is so physically demanding, it’s a sport in which strong young players can really shine.

2. Steffi Graf of Germany began playing tennis professionally at the age of thirteen.

3. Graf was still a teenager when she won four Grand Slam tennis championships and an Olympic gold medal.

4. Another Olympic winner, Zina Garrison Jackson, began playing tennis in Houston at the age of ten, and at seventeen, she won the junior singles titles at Wimbledon and at the U.S. Open.

5. The German tennis star Boris Becker won his first tournament competitions at the age of nine, but he didn’t become a professional player until he graduated from high school.

6. Michael Chang, who in 1989 became the youngest player to rank in the Top 5, won many national and international tennis competitions.

7. Another American player, Andre Agassi, started serving on a tennis court at the age of two, and he, too, excelled at an early age.

8. Agassi won six important tournaments when he was only eighteen.

9. Tracy Austin and Chris Evert also started young; in fact, Tracy Austin was only sixteen years old when she made headlines by winning the women’s title at the U.S. Open.

10. In tennis, young players really can become big winners.

Literary Model: Narrative, pp. 107–108

Exercise A

Students may also correctly identify the elliptical adverb clause beginning with than in the second line.

I went back to the Devon School not long ago, and found it looking oddly newer than when I was a student there fifteen years before. It seemed more sedate than I remembered it, more perpendicular and straight-laced, with narrower windows and shinier woodwork, as though a coat of varnish had been put over everything for better preservation. But, of course, fifteen years before there had been a war going on. . . .

I didn’t entirely like this glossy new surface, because it made the school look like a museum, and that’s exactly what it was to me, and what I did not want it to be. In the deep, tacit way in which feeling becomes stronger than thought,
I had always felt that the Devon School came into existence the day I entered it, was vibrantly real while I was a student there, and then blinked out like a candle the day I left.


**EXERCISE B**

*Answers will vary. Sample response is given.*

1. I went back to the Devon School not long ago, and found it looking oddly new. I was a student there fifteen years before, and it did not look as new back then. When I visited, it seemed more sedate, more perpendicular and straight-laced, with narrower windows and shinier woodwork. Everything seemed to have had a coat of varnish put over it for better preservation. But, of course, fifteen years before there had been a war going on... I didn’t entirely like this glossy new surface. It made the school look like a museum, and that’s exactly what it was to me, and what I did not want it to be. Feeling becomes stronger than thought. This happens in a deep, tacit way. And in this way I had always felt that the Devon School came into existence on a certain day. I entered the school on that day. Then I was a student there, and the school was vibrantly real. Then I left. On that day the school blinked out like a candle.

2. The rewritten passage is choppier, more awkward, and less flowing than the original. The repetition of *then* at the end of the second paragraph is particularly inelegant. The original paragraph is much better in every way.

**EXERCISE C**

*Answers will vary. Sample response is given.*

Last fall my parents made me go with them to a reunion at the daycare center where I spent three years of my early life. At first I didn’t have any interest in going to an event that was sure to be boring. When I started thinking about what time does to people, though, I became a little curious. After all, it had been almost ten years since I’d seen some of those kids. I realized that I had more than a few memories of the daycare center that were extremely pleasant. I went and never regretted a moment of the reunion. I saw kids who had changed beyond recognition. I saw others who simply looked like older versions of their five-year-old selves. Everything at the daycare looked as if it were miniature. Your perspective of things certainly changes as your body fills up more space.

**EXERCISE D**

*Answers will vary. Sample response is given.*

By using adjective and adverb clauses, I was able to create sentences that are more interesting and complex. Without using clauses, in most cases I would have had to write two shorter sentences to express a thought—for example, instead of “I saw kids who had changed beyond recognition,” I would have had to write “I saw some kids. They had changed beyond recognition.”

**Writing Application: Directions, p. 109**

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

The game directions include at least three adjective clauses and three adverb clauses.

1 2 3 4 5

The game directions are clear and easy to follow.

1 2 3 4 5

Any terms that might be problematic to players are defined.

1 2 3 4 5

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

1 2 3 4 5

Total Score

5 = highest; 1 = lowest