

Choices: Creating with Clauses

Here's your chance to step out of the grammar book and into the real world. You may not notice parts of speech, but you and the people around you use them every day. The following activities challenge you to find a connection between parts of speech and the world around you. Do you the activity below that suits your personality best, and then share your discoveries with your class. Have fun!

VISUAL DEMONSTRATION

Cut It Out

Ask for permission to prepare a demonstration that will help your classmates understand independent and subordinate clauses. Cut out strips of paper that are about a foot long. In large print on these strips, write sentences that each have a subordinate clause. Include examples of adverb, adjective, and noun clauses. Then, give your demonstration. Use scissors to cut the subordinate clause out of each strip. Ask someone to read each clause, and point out that the independent clauses can stand alone but the subordinate clauses cannot. Have about two dozen extra strips of paper available so that students can write down their own sentences, and cut and read the clauses.

ETYMOLOGY

Between the Lines

Look up the word *subordinate*. What is its root? What are its meanings? As what parts of speech can it function? Then, look up the word *independent*—its root, its meanings, and its use as different parts of speech. When you're finished with your research, present your findings to your class in the form of a brief oral report.

STUDY AIDS

How and Why?

Do you know the questions that adverbs answer? No? Look up these questions. Then, make a chart that has each question heading a column. Write appropriate subordinating conjunctions under each column. You could either make a poster of your chart for the classroom or simply make copies for everyone to put in his or her notebook.

DEMONSTRATION

5W-How?

Some subordinate clauses, especially those that include the words *who*, *what*, *where*, *when*, *why*, and *how*, can easily be turned into questions. Show your classmates how this change takes place. Create a diagram or some other visual to represent the transformation from subordinate clause to question. Make sure that the class can identify the parts of speech of the words (*who*, *what*, *when*, *where*, *why*, *how*) as they are used in the questions.

REVISING

From Little Acorns

Show your classmates how to grow a clause from a word. Write three sentences. The first sentence should contain a word that will be expanded into a phrase in the second sentence. In the third sentence, expand the phrase into a clause. When you have finished, use your sentences as examples to demonstrate to classmates how these expansions can be made. Then, with your teacher's approval, lead a discussion comparing and contrasting the three versions.

ANALYSIS

Point by Point

An adjective clause acts as an adjective, but is it the same as an adjective? How does an adjective clause differ from an adjective? For instance, an adjective can be modified by an adverb. Can an adjective clause be modified the same way? What can an adjective do that a clause can't? Think about these questions. Think, too, about the ways that an adjective clause is like an adjective. Then, make a chart that shows the similarities and differences between the two. Ask for permission to present your chart to the class.

Identifying Clauses

- 6a.** 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.

Every clause has a subject and a verb, but not every clause expresses a complete thought.

SENTENCE While the bear crossed the road, the tourists stayed inside their cars.

CLAUSE While the bear ^S crossed the road ^V [incomplete thought]

CLAUSE the tourists ^S stayed inside their cars ^V [complete thought]

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

PHRASE **After the soccer game**, the coach took us out for pizza.

CLAUSE **After we won the soccer game**, the coach took us out for pizza.

EXERCISE A For the underlined clause in each of the following sentences, identify the subject and verb by writing *S* above the subject and *V* above the verb.

Example 1. ^S After Jim woke, ^V he watched a Japanese monster movie on television.

1. Antonio told her that he had not planned on coming to the party.
2. I have no idea when the mechanic finished the repairs on the car.
3. Before the storm struck, the sky turned an odd shade of green.
4. When she arrived at the dock, the ferry had already left for the island.
5. At last Gretchen met Conrad and Padgett, who were the pets of her friend Mimi.
6. Grabbing his hat, Robb dashed out into the snow.
7. Even though they invited her, Joie decided not to come along on the field trip.
8. Vince decided to read the book before he saw the movie.
9. You may come with us if you want.
10. Teddy stopped the dryer when he heard his boots clunking around inside it.

EXERCISE B On the line provided, identify the underlined word group in each of the following sentences as a *clause* or a *phrase*.

Example clause 1. Before I met you, I had never heard of the jazz musician Miles Davis.

_____ 11. After the game, the winning team shook hands with the losing team.

_____ 12. While they waited for sunset, the crowd sang songs.

_____ 13. During the broadcast, the singer kept her eye on the camera.

_____ 14. Unfortunately for us, Warren did not bring enough food for everybody.

_____ 15. Sometimes the Santos family likes to eat popcorn while they watch a video.

The Independent Clause

6b. An **independent** (or **main**) **clause** expresses a complete thought and can stand by itself as a complete sentence.

EXAMPLES ^S **People from many parts of Europe have** [✓] **immigrated to the United States.**

[one independent clause]

In the mid-1800s, a ^S **famine hit Ireland,** [✓] **and** ^S **many Irish citizens** [✓] **moved to the United States.** [two independent clauses]

Although the immigrants left many of their belongings behind, ^S **they brought with** [✓] **them their traditions.** [one subordinate clause and one independent clause]

EXERCISE A In each of the following sentences, draw one line under the subject and two lines under the verb in the independent clause.

Example 1. The United States is known as a country of immigrants.

- In the nineteenth century, Scotch-Irish immigrants came to the United States.
- They brought with them their music and their way of speaking.
- Many settled in the south-central part of the United States.
- In some places you can still hear some of the Scotch-Irish songs.
- One singer of those old ballads is Jean Ritchie.
- Audiences love Ritchie's version of "Barbara Allan."
- Ritchie can play the dulcimer as well as the guitar.
- The dulcimer, which is an oval-shaped stringed instrument, is especially popular among the people of the southern Appalachians.
- Before her solo career, Ritchie sang with her family.
- Every group of immigrants brings its own special treasures to our shores.

EXERCISE B For each of the following sentences, decide whether the underlined clause is or is not an independent clause. On the line provided, write *Yes* if it is or *No* if it is not.

Example No 1. The campers fished until they were exhausted.

- _____ 11. Alex sang, and Lani played the harpsichord.
- _____ 12. Have you met our new next-door neighbors?
- _____ 13. We cannot leave because the work has not been completed.
- _____ 14. If I were president, I would send an environmental bill to Congress.
- _____ 15. Some cobras squirt poison when they are attacked.

The Subordinate Clause

6c. A **subordinate** (or **dependent**) **clause** does not express a complete thought and cannot stand by itself as a complete sentence.

EXAMPLE ^S [✓] **if wishes were horses**

The meaning of a subordinate clause is complete only when the clause is attached to an independent clause.

EXAMPLE **If wishes were horses**, then beggars would ride.

Sometimes the word that begins the subordinate clause is the subject of the clause.

EXAMPLE This is a line ^S [✓] **that comes from a Mother Goose rhyme.**

EXERCISE A Underline the subordinate clause in each of the following sentences. Then, write *S* above the subject and *V* above the verb of each subordinate clause.

Example 1. When my grandmother was young, many children were learning Mother Goose rhymes.

- England is the country where Mother Goose rhymes originated.
- The people who composed the rhymes lived hundreds of years ago.
- These rhymes became popular because they were fun and easy to learn.
- If a rhyme was especially funny or interesting, children would sing it.
- One rhyme that children enjoyed was "Baa, Baa Black Sheep."
- Some people think that this rhyme is actually a protest against taxes.
- In the rhyme, the three bags of wool that the sheep produces are given away.
- Since the sheep has only three bags of wool, it is left with nothing.
- So, "Baa, Baa Black Sheep" may be a rhyme that protests high taxes.
- Mother Goose rhymes, which are always fun to read, may or may not have political meanings.

EXERCISE B On the line provided, expand each of the following sentences by adding a subordinate clause that begins with the word given in parentheses.

- Example 1.** (*that*) This is the trophy that our soccer team won.
- (*if*) On Friday we will go on a picnic _____.
 - (*who*) Do you know _____?
 - (*that*) Is the story _____ true?
 - (*Whenever*) _____, our dogs bark.
 - (*because*) The band canceled its performance _____.

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Independent and Subordinate Clauses

6b. An **independent** (or **main**) **clause** expresses a complete thought and can stand by itself as a complete sentence.

EXAMPLE I ^S left Trina a message on her voice mail, but ^S she never ^V returned my call.

6c. A **subordinate** (or **dependent**) **clause** does not express a complete thought and cannot stand by itself as a complete sentence.

EXAMPLES ^S ^V When the pot boiled over, the oatmeal spilled onto the stove.

^S ^V One bird that travels long distances in the spring and fall is the osprey.

EXERCISE A On the line provided, identify each of the following word groups as an *independent* clause or a *subordinate* clause.

Example subordinate 1. whenever she chops onions

- _____ 1. as she leaned across the table
- _____ 2. they voted for a new chairperson
- _____ 3. the bottle was broken
- _____ 4. which they all said
- _____ 5. if someone can help me
- _____ 6. that the car was already in the garage
- _____ 7. my birthday comes in August
- _____ 8. that photograph is striking
- _____ 9. is the cup full
- _____ 10. since Keeley is not going

EXERCISE B Draw one line under each independent clause and two lines under each subordinate clause in the following sentences.

Example 1. When she had finished skating, the judges awarded the French skater, who was my favorite, the gold medal.

11. Dr. Zamora left the dinner party before the main course was served.
12. Before we begin the meeting, let me introduce the newest member of our team.
13. The last singer on the program is the one who can hit the high notes.
14. When the conductor tapped her baton, the orchestra fell silent.
15. One planet that has often excited the imaginations of science fiction writers is Mars, which is sometimes called the red planet.

The Adjective Clause A

6d. An **adjective clause** is a subordinate clause that modifies a noun or a pronoun.

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

EXAMPLES There are some insects **that can survive inside blocks of ice all winter**. [The adjective clause modifies the noun *insects*, telling *what kind*.]

Is Samantha the one **who helped you?** [The adjective clause modifies the pronoun *one*, telling *which one*.]

That book, **which tells the story of an orphan**, is one of my favorites. [The adjective clause modifies the noun *book*, telling *which one*.]

EXERCISE A For each of the following sentences, underline the adjective clause.

Example 1. One entertainer whom we saw backstage was Italian.

1. The music that you have just heard was composed by Wolfgang Amadeus Mozart.
2. Mr. Cohen, who conducts the school chorus, collects songbooks.
3. Denver, which is situated 5,280 feet above sea level, is called the Mile High City.
4. Is Florida the place where Ponce de León sought the Fountain of Youth?
5. Ed White, whom NASA chose for the first spacewalk, was born in San Antonio.

EXERCISE B Underline the adjective clause in each of the following sentences. Then, circle the word or words that the clause modifies.

Example 1. The pteranodon, which was a flying reptile, had a wingspan of thirty-six feet.

6. The fourteenth century was a time when many people died of the bubonic plague.
7. Mollusks, which have either one shell or two, are classified as either univalves or bivalves.
8. How many of the written records that were kept during the Middle Ages have survived?
9. Antonia Novello, who was Surgeon General of the United States in 1990, is Puerto Rican.
10. The lightning that flashes during a rainstorm is hotter than the surface of the sun.
11. President Harry Truman was one of those people whose middle name is a single letter.
12. Marian Anderson, who was one of the greatest opera singers, often struggled against racial discrimination.
13. Nyos, in Cameroon, is a lake that sometimes releases huge bursts of carbon dioxide from its floor.
14. Saving the tiger, which is an endangered species, may depend upon preserving its habitat.
15. My sister spends much time working with my aunt, who is president of the local Red Cross.

The Adjective Clause B

6d. An **adjective clause** is a subordinate clause that modifies a noun or a pronoun.

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

EXAMPLES Gary Soto is the writer **whom I selected for my report.** [The adjective clause modifies the noun *writer*.]

The principal told us everything **that we needed to know.** [The adjective clause modifies the pronoun *everything*.]

Jaime showed us the place **where the accident had occurred.** [The adjective clause modifies the noun *place*.]

EXERCISE A Underline the adjective clause in each of the following sentences.

Example 1. The speaker brought slides, which she showed to the class.

1. My aunt Becky, who is an editor for a university press, showed me her office.
2. The soldier with whom my grandmother corresponded during World War II eventually came home and became her husband.
3. *The Chocolate War* is the book that I read for my book report.
4. The project is called SETI, which stands for "Search for Extraterrestrial Intelligence."
5. The road that leads to the old mill has been washed out by the flood.
6. She served in the administration of Bill Clinton, who was the forty-second president of the United States.
7. My little brother is a kid whom you can really love.
8. She was the player whose skill at jump shots became legendary.
9. The corn bread that Tish brought to the party was gone within twenty minutes.
10. Dean gave his results to the scientist, who incorporated them into his report.

EXERCISE B Underline the adjective clause in each of the following sentences. Then, circle the word it modifies.

Example 1. I took my brother to the place where I first saw the stray dog.

11. The model whose face appears on so many magazine covers is a Rhodes scholar.
12. The pictures that we took on our vacation are missing.
13. The church where my sister was married is closed now for renovations.
14. This is the spot where President Kennedy announced the creation of the Peace Corps.
15. Was Ed Bradley the correspondent who reported the story?

Relative Pronouns and Relative Adverbs

A *relative pronoun* or *relative adverb* relates an adjective clause to the word or words the clause modifies.

EXAMPLE One of the slides **that we saw** showed the hospital **where I was born**. [*That* relates *we saw* to *slides*. *Where* relates *I was born* to *hospital*.]

EXERCISE A Underline each adjective clause, and circle each relative pronoun or relative adverb.

Example 1. Last night was the first time that she conducted the orchestra.

1. Is Rafael the one who wrote the poem about trees in winter?
2. Starr Auditorium is the place where I first heard *English Folk Song Suite*.
3. The river that was polluted by the factory has been restored to its natural state.
4. Ms. Pollard is the teacher for whom I wrote my history report about the Gulf War.
5. He won't be able to come until Saturday, when he has a day off from his job.
6. The famous author, whose novel I read, visited our school.
7. Gettysburg, where a famous battle was fought in the Civil War, is in southern Pennsylvania.
8. I was awake at dawn, which is too early.
9. The newspaper printed a picture of the old barn in which the stolen money was found.
10. I know a few lines of the poem that Kerry quoted on television.

EXERCISE B On the lines provided, add an adjective clause to each of the following sentences. Then, circle the relative pronoun or relative adverb in each adjective clause.

Example 1. The student has a cold. *The student who left early has a cold.*

11. The director will present his new film at the film festival. _____

12. A cat is rolling in the grass. _____

13. My aunt and uncle drove through New Mexico. _____

14. The band will play at the dance. _____

15. Clare and Ruben wrote the class song. _____

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The Adverb Clause A

6e. An **adverb clause** is a subordinate clause that modifies a verb, an adjective, or an adverb.

An adverb clause tells *where, when, how, why, to what extent, or under what condition*. Unlike an adverb or an adverb phrase, an adverb clause has a subject and a verb.

EXAMPLES Did you see the manatee exhibit **when you visited the aquarium?** [The adverb clause modifies the verb *Did see*, telling *when*.]

The dolphin show was just as entertaining **as it was before.** [The adverb clause modifies the adjective *entertaining*, telling *to what extent*.]

EXERCISE A In each of the following sentences, underline the adverb clause and circle the word or words it modifies.

Example 1. Before I left the aquarium, I had learned many facts about some of our most common sea animals.

1. A lobster fears few enemies because it has a hard, protective shell.
2. A shark can swim faster than a human can.
3. The life expectancy of a sea turtle is not as long as it once was.
4. When an octopus is attacked, it can spray a jet of inky fluid at its opponent.
5. Up close at night, a coral reef is more beautiful than you can imagine.
6. When a moray eel feels threatened, it withdraws into its hiding place.
7. A sea cow can swim faster than you might think.
8. The sting of most jellyfish can be dangerous unless it is treated.
9. A puffer inflates itself like a balloon until its attacker swims away.
10. Ice fish live where temperatures sometimes drop below freezing.

EXERCISE B On the lines provided, complete the adverb clauses in each of the following sentences.

Example 1. No one has broken the shot put record since Alex set it in 1995.

11. While _____, Bert took the bread out of the oven.
12. The salsa dancers were upset because _____.
13. The spy hid the documents where _____.
14. As soon as _____, people swarmed into the Amazon jungle.
15. Kim can throw a football farther than _____.

The Adverb Clause B

6e. An **adverb clause** is a subordinate clause that modifies a verb, an adjective, or an adverb.

An adverb clause tells *where, when, how, why, to what extent, or under what condition*. An adverb clause is introduced by a **subordinating conjunction**—a word or word group that shows the relationship between the adverb clause and the word or words the clause modifies. Common subordinating conjunctions include *although, as, because, if, since, so that, than, unless, until, when, where, and while*.

EXAMPLES **As the storm clouds gathered**, a waterspout formed over the bay. [The adverb clause modifies the verb *formed*, telling *when*.]

Brad can run faster **than anyone else on the track team can**. [The adverb clause modifies the adverb *faster*, telling *to what extent*.]

EXERCISE A In each of the following sentences, underline the adverb clause and circle the word or words it modifies.

Example 1. After I had locked the door behind me, I realized I had left my keys inside the house.

1. Please read whenever you like.
2. Regis looked as though he had been caught in a rainstorm.
3. None of you should build a campfire until you have learned the proper technique.
4. If your uncle comes to the reunion tomorrow, ask him about his experiences in Indonesia.
5. Paolo mixed the pancake batter carefully so that there wouldn't be any lumps.
6. Ever since James hiked the Appalachian Trail, he has been in better shape.
7. We traveled slowly unless we were forced to go faster.
8. Although she wrote a book set in the Galápagos Islands, she has never been there.
9. After the rainstorm ended, the droplets on the leaves of the trees sparkled like diamonds.
10. I recited the poem more dramatically than she did.

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

Example 1. The cat won't do tricks unless you give it treats.

11. Until Maya brings the eggplant, we won't be able to start dinner.
12. Clarence is a much better bicycle mechanic than I am.
13. The cat batted its toy mouse under the refrigerator so that no one could reach it.
14. Vladimir played the piano as though his life depended on it.
15. Because the sky is clear, we will have a good view of the meteor shower.

Subordinating Conjunctions

An adverb clause is introduced by a *subordinating conjunction*—a word or word group that shows the relationship between the adverb clause and the word or words the clause modifies. Common subordinating conjunctions include *although, as if, because, if, so that, than, unless, when, where, and while*.

EXAMPLES The aroma of shrimp gumbo greeted Mother **when she arrived home from work.**
[*When* shows the relationship between the adverb clause and the verb *greeted*.]

EXERCISE A In each of the following sentences, draw a line under the adverb clause and circle the subordinating conjunction.

Example 1. Before she left for work, Keiko remembered to pack a lunch.

1. Though I did not enjoy the first page, I finished the story.
2. Oscar can swim much farther than I can.
3. You may watch television after dinner as long as you finish your homework first.
4. The post office is closed because today is Presidents' Day.
5. Unless the track team wins its next two meets, it will not go to the state finals.
6. There are footnotes at the bottom of each page so that the reader can immediately see the meaning of old or obscure words.
7. If the weather stays nice, we can go biking this afternoon.
8. Susannah sounds as though she has a bad cold.
9. Although the salad usually came with olives, Gretchen asked the cook not to put olives on hers.
10. Jan's kite soared higher than Mimi's model airplane flew.

EXERCISE B On the line provided, identify the underlined word group as *AC* for *adverb clause* or *PP* for *prepositional phrase*.

Example PP 1. Until Saturday, the folk singer will be appearing nightly at the pizza parlor.

- _____ 11. Until I was born, my family lived in St. Louis, Missouri.
- _____ 12. We left the campsite a few minutes before dawn.
- _____ 13. Since breakfast, we have seen eight blue jays.
- _____ 14. Hilary spoke to Steve and Judy after she spoke to me.
- _____ 15. Try to finish those dishes before you leave.

The Noun Clause

6f. A **noun clause** is a subordinate clause that is used as a noun.

EXAMPLES **That life exists on other planets** seems possible. [subject of the verb *seems*]
 A new computer is **what Matthew needs**. [predicate nominative identifying the subject *computer*]
 A good salesperson knows **what customers want**. [direct object of the verb *knows*]
 I will pay **whoever finds the gerbil** a reward. [indirect object of the verb *will pay*]
 Are you particular about **what you watch on television?** [object of the preposition *about*]

EXERCISE A In each of the following sentences, underline the noun clause.

Example 1. You may take whomever you wish to the dance.

- The film told us about what we should do in the case of an earthquake.
- That some tapeworms grow to lengths of more than one hundred feet seems incredible.
- No one could explain what had happened to all of the treasure.
- Leuwana sent whoever asked her for one a postcard from Puerto Rico.
- The ending of the book is not what I had expected.

EXERCISE B Underline the noun clause in each of the following sentences. Then, identify the use of the clause by writing above it one of these abbreviations: *S* for *subject*, *PN* for *predicate nominative*, *DO* for *direct object*, *IO* for *indirect object*, or *OP* for *object of a preposition*.

Example 1. No one knows who first set foot in America.
DO

- That the referee called a technical foul caused an uproar among the fans.
- The guest speaker told us what could be done about acid rain.
- The number of commercials during a television program is what annoys me most.
- The cafeteria worker gave whoever asked for more pasta another generous helping.
- Whatever happens at the Super Bowl will be seen by millions of people.
- Please do not tell me how the movie ends.
- That the storm caused some damage is an understatement.
- The ship's captain offered whoever spotted a whale three gold coins.
- Whatever happened to Amelia Earhart's airplane remains a mystery.
- Tsang Ying is reading a book about what happened to the bison of North America.

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Adjective, Adverb, and Noun Clauses A

6d. An **adjective clause** is a subordinate clause that modifies a noun or a pronoun.

EXAMPLE *Hannah, which is spelled the same way backward and forward,* is an example of a palindrome. [The adjective clause modifies the noun *Hannah*.]

6e. An **adverb clause** is a subordinate clause that modifies a verb, an adjective, or an adverb.

EXAMPLE **Whenever the Moscow Circus performs,** it draws a large crowd. [The adverb clause modifies the verb *draws*.]

6f. A **noun clause** is a subordinate clause that is used as a noun.

EXAMPLE **What they saw on the treasure map** confused the explorers at first. [The noun clause is the subject of verb *confused*.]

EXERCISE Underline each subordinate clause in the following sentences. Then, write over the clause *ADJ* if it is an adjective clause, *ADV* if it is an adverb clause, or *N* if it is a noun clause.

Example 1. ^{*ADV*} Whenever the weather was nice, Jackie and Nicci played in the backyard.

- Jeri, who learned to dance from his grandmother, taught us the Charleston.
- Because her favorite program was on, Stacy wanted to stay home.
- Any author whose books make the bestseller list is likely to make a lot of money.
- Whoever spilled the mustard all over the floor should clean it up.
- Esai rode his bicycle whenever he had errands to run.
- This is the garden where we grow tomatoes.
- He told his story to whoever would listen.
- Mother explained why we should change the oil in the car.
- If we want to get to the game on time, we should leave now.
- The play on which the film is based is quite good.

Adjective, Adverb, and Noun Clauses B

6d. An **adjective clause** is a subordinate clause that modifies a noun or a pronoun.

EXAMPLE The panda, **which is an endangered species**, eats mainly bamboo plants. [The adjective clause modifies the noun *panda*.]

6e. An **adverb clause** is a subordinate clause that modifies a verb, an adjective, or an adverb.

EXAMPLE After the game, the pitcher felt **as if she had strained a muscle in her right arm**. [The adverb clause modifies the verb *felt*.]

6f. A **noun clause** is a subordinate clause that is used as a noun.

EXAMPLE My parents strongly suggested **that I clean my room**. [The noun clause is the direct object of the verb *suggested*.]

EXERCISE Underline each subordinate clause in the following sentences. Then, write above the clause *ADJ* if it is an adjective clause, *ADV* if it is an adverb clause, or *N* if it is a noun clause.

Example 1. Brigitte has read more of the assignment ^{*ADV*} than Sven has read.

1. He rode his bicycle wherever he wanted to go.
2. The poet to whom she is referring is Robert Frost.
3. Whatever you want to do tonight is okay with me.
4. He is the artist whose sculptures are placed in the courtyard.
5. As soon as she got home from the library, she started the book.
6. Ernesto studied hard so that he could pass the sergeant's exam.
7. We often visited Dr. Ito on Sunday evenings, when he usually cooked a traditional Japanese meal.
8. At last, Carla remembered what she had meant to say before.
9. Because he had a cold that evening, Stevie missed the premiere of the film.
10. The hostess gave whoever came to the party a paper hat and a noisemaker.

Review A: The Clause

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

Example 1. Edward Jenner became famous when he introduced the smallpox vaccination. ^{*SUB*}

- The dog acted as if it understood French.
- As the others watched the parade on television, Jim went into the bedroom and took a nap.
- The athlete whose face is on the cover of the magazine retired from the game recently.
- We should ask Peter whether he knows Mr. Mugabe.
- This year the town was prepared for tornado season because of the disaster last year.
- Dario folded the towels so that they would fit in the cupboard.
- Bob, who is my favorite cousin, will be attending West Point in the fall.
- We were surprised when we found the cat playing happily with the dog.
- Bring whoever asks a napkin.
- After the explorers arrived at the top of the mountain, they took each other's picture.

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

Example 1. It has been raining since I arrived. ^{*ADV*}

- The relatives whom Christopher visited last week are friendly and generous.
- Divers wear masks so that they can see underwater.
- The traveler was grateful to whoever put up the road sign.
- A person whose temperature rises above 102° Fahrenheit should see a doctor.
- Is this the time when you usually go to lunch?
- Until the pool is cleaned, no one is allowed to swim in it.
- No one has proved the existence of the Loch Ness monster, although many people believe in its existence.
- You can send whomever you choose a card for Valentine's Day.
- If the earth's climate grows warmer, sea levels will rise, and crops will fail.
- What actually happened to my baseball glove is anyone's guess.

Review B: The Clause

EXERCISE A In each of the following sentences, identify the underlined clause by writing on the line provided *I* for *independent clause* or *S* for *subordinate clause*. Then, identify the use of each subordinate clause by also writing on the line *N* for *noun*, *ADJ* for *adjective*, or *ADV* for *adverb*.

Example S-ADJ 1. In 1859, there lived in Australia an Englishman whose name was Thomas Austin.

- _____ 1. Two thousand dollars was what the owner was asking for the old Volkswagen.
- _____ 2. The general, who served in the North African and Italian campaigns during World War II, died in 1967.
- _____ 3. John Ford was a filmmaker who was known for making westerns.
- _____ 4. Even though it was raining, the race continued as planned.
- _____ 5. If we leave now, we can beat the traffic to the stadium.
- _____ 6. Tell them whatever they need to know.
- _____ 7. Whenever she is painting or sculpting, she listens to the radio.
- _____ 8. That is the island where the ship ran aground.
- _____ 9. The eulogy brought tears to the eyes of whoever knew Mr. Muñoz.
- _____ 10. Lance warmed up with some stretches before the marathon began.

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

Example 1. Broccoli, which is my favorite vegetable, is rich in vitamin A.

11. Until plastic wrap was invented, most people used paper.
12. One mountain that is almost as tall as Mount Everest is K2.
13. Every day, the senator rides the train that runs from Delaware to Washington, D.C.
14. Bronze is what is created by mixing copper and tin.
15. Diamonds are rare although they are made of the widely distributed element carbon.
16. That decade was a time when great strides in civil rights were made.
17. Liang felt as if she had not slept in several days.
18. Mr. Martinez set his daughter on his shoulders so that she could watch the parade.
19. Maryland is one state where a person can find plenty of fresh seafood.
20. Ms. Desai reviewed with her students what they should study for the test.

Review C: The Clause

EXERCISE A In each of the following sentences, identify the underlined clause by writing on the line provided *IND* for *independent clause* or *SUB* for *subordinate clause*. Then, identify the use of each subordinate clause by also writing on the line *N* for *noun*, *ADJ* for *adjective*, or *ADV* for *adverb*.

Example 1. SUB-ADJ The new exhibit includes poems that were written by children in other countries.

1. _____ Burton showed his poems to whoever was willing to read them.
2. _____ Before we begin the video, let's make sure that everybody is comfortable.
3. _____ The house was now for sale, even though it needed extensive repairs.
4. _____ The clothes that got wet in the rain were soon dried.
5. _____ Dean picked up some of the broken glass before he swept.
6. _____ Martin looked as though he had lost his last friend.
7. _____ The truck driver decided not to try the freeway, which was covered with a layer of ice.
8. _____ She agreed as soon as the situation had been explained to her.
9. _____ Finally, I remembered where I had left the keys.
10. _____ After the cat jumped down from the sofa, Maria sat.

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

Example 1. Vassily, who comes from Moscow, can sing several Beatles songs in Russian.

11. Since she was going downtown anyway, Clare offered to pick up the milk.
12. We decided to watch whatever Diego brought back from the video store.
13. Before he drove into the carwash, he rolled up all the windows.
14. The painting that had hung in the waiting room was now hanging in the doctor's office.
15. Ms. Johannsen stops at her uncle's house whenever she is in Portland.
16. What the butler saw was a matter of debate for weeks.
17. The CD, which had rolled across the carpet, came to rest against the cat.
18. Is she the singer for whom the song was written?
19. Although I had read *Moby-Dick* recently, I could not remember the narrator's name.
20. Our dog will eat whatever we put in front of her.

Literary Model: Poetry

from "They Have Yarns"
by Carl Sandburg

- (1) Of the man who drove a swarm of bees across the Rocky Mountains and the Desert "and didn't lose a bee,"
- (2) Of a mountain railroad curve where the engineer in his cab can touch the caboose and spit in the conductor's eye, . . .
- (3) Of the sheep counter who was fast and accurate: "I just count their feet and divide by four," . . .
- (4) Of a cyclone that sucked cookstoves out of the kitchen, up the chimney flue, and on to the next town, . . .
- (5) Of the man who killed a snake by putting its tail in its mouth so it swallowed itself, . . .

EXERCISE A Yarns are tall tales. In the poem "They Have Yarns," Carl Sandburg describes yarns from around the United States. Underline each adjective clause that appears in the lines above.

EXERCISE B

1. Use the model below to convert the information from the specified item number into two simple sentences that do not contain an adjective clause. The first sentence of the pair should begin with "They have yarns . . ."

(1) *They have yarns of a man. He drove a swarm of bees across the Rocky Mountains and the Desert and he "didn't lose a bee."*

(2)

(3)

(4)

(5)

Writing Application: Letter

Writers can use adverb clauses to describe the conditions under which action takes place. The subordinating conjunctions that begin adverb clauses do more than simply introduce the clause. Subordinating conjunctions also show how sentence elements are logically related, so writers must choose these conjunctions carefully.

- ILLOGICAL** Whether it stormed that day, we had to cancel our long-awaited trip to the beach.
So that it stormed that day, we had to cancel our long-awaited trip to the beach.
- LOGICAL** **Because** it stormed that day, we had to cancel our long-awaited trip to the beach.
Since it stormed that day, we had to cancel our long-awaited trip to the beach.

As you can see, a writer must choose the subordinating conjunction that best describes the relationship between the idea expressed by the adverb clause and the idea expressed by the independent clause.

WRITING ACTIVITY

Eighth-grade students usually look forward to the day when they will first set foot on a high school campus. For most students, with the anticipation comes a little worry, too. Compose an e-mail or letter to a trusted older friend who is already wise in the ways of high school. Ask your friend for advice on three concerns, small or large, about high school. Use adverb clauses to describe how you think high school might be different from the school you now attend.

PREWRITING You may feel confident about high school, or you may have dozens of questions about it. Either way, brainstorm to produce a list of possible concerns. Then, choose the three questions you would most like answered, keeping your audience in mind. Remember, your audience is a trusted friend who is in or has already been to high school.

WRITING Letters to friends are informal, but that does not mean that they are unorganized or unclear. Treat each question in a separate, brief paragraph; and decide on the most effective order for the questions. Writers often begin with the least-pressing question and work toward the most-pressing question. Also, be specific about your concerns. “I’m worried that people will make fun of the way I dress” is less likely to get a helpful reply than “Because I have a quirky sense of style that others may not appreciate, I’m worried that people will make fun of the way I dress.” Adverb clauses, as well as other types of clauses, can help you to add such details.

REVISING Check your letter for errors in grammar, punctuation, and spelling. Letters to friends are informal, but that does not mean you can ignore all that you have learned about clear writing. The occasional fragment in informal writing is not a problem, but complete sentences tend to contain more complete meaning.

PUBLISHING After checking your letter for errors, send it to your friend.

DEVELOPING YOUR WRITING

If you enjoyed this exercise, you could develop it into a longer writing project. Working with several friends, develop a pamphlet titled “How to Survive Your First Week in High School” to distribute to students going to high school. Ask a friend with artistic abilities to illustrate the pamphlet. Before distributing your pamphlet, be sure to get approval from your principal.