Lesson 1 What Is a Clause?   *Teaching*

A **clause** is a group of words that contains both a subject and a verb. There are two kinds of clauses: independent and dependent.

An **independent clause** expresses a complete thought and can stand alone as a sentence. An independent clause is also called a **main clause.**

> The <u>gardener</u> <u>calculated</u> the total area.
>   **SUBJECT**   **VERB**

A **dependent clause** contains a subject and a verb, but it does not express a complete thought. It cannot stand alone as a sentence. Another name for a dependent clause is a **subordinate clause.** Most dependent clauses are introduced by words like *although, before, because, so that, when, while, so,* and *that.*

> after <u>she</u> <u>had measured</u> the plot carefully

A dependent clause can be joined to an independent clause to express a complete thought.

> The gardener calculated the total area after she had measured the plot carefully.

Identifying Independent and Dependent Clauses

Identify each boldfaced group of words by writing **IND** for independent clause and **DEP** for dependent clause.

1. Joyce enjoyed geometry more than she enjoyed algebra.   _____

2. She liked the fact **that the class began with simple shapes.**   _____

3. A point was the first thing that the students learned about.   _____

4. A point has no length or width.   _____

5. When you study geometry, **you must use terms accurately.**   _____

6. For example, you may not say *line* **when you mean *line segment.***   _____

7. A triangle, **which everyone recognizes,** is a shape made of three line segments.   _____

8. An equilateral triangle is a triangle **whose three sides are equal.**   _____

9. An isosceles triangle is different **because it has only two equal sides.**   _____

10. When Nick draws triangles, **he uses a ruler.**   _____

11. Every square is a rectangle, but not every rectangle is a square.   _____

12. What is the reason **why this is true?**   _____

13. There are some statements about shapes that cannot be proved.   _____

14. Statements **that cannot be proved** are called theorems.   _____

Lesson 1 # What Is a Clause?   *More Practice*

A. Identifying Independent and Dependent Clauses

Identify each boldfaced group of words by writing **IND** for independent clause and **DEP** for dependent clause.

1. The facts **that are taught in math classes** can be useful in practical problems.   _____

2. Although Gene wants to paint his room, **he needs to buy paint first.**   _____

3. He must figure the wall area **so that he'll buy the right amount of paint.**   _____

4. First he measures the length of each wall and the height of the room.   _____

5. Then he measures the windows and doors, **which do not need to be painted.**   _____

6. Gene calculates the area of the total wall space, and then he subtracts the area of the windows and doors.   _____

7. Most people can do the math easily **when they use calculators or computers.**   _____

8. Before you can multiply or subtract, **you must decide which numbers to use.**   _____

9. Gene learned the formulas **that he applies** in his grade school math classes.   _____

10. He won't waste money **if he measures and calculates correctly.**   _____

B. Identifying and Correcting Fragments

This paragraph includes several dependent clauses that are not attached as they should be to independent clauses. Rewrite the paragraph, connecting the dependent clauses to appropriate independent clauses. Rearrange the order of clauses as needed.

> When Lindy took up crocheting. She started with a scarf. She chose three colors. That she particularly liked. Directions for the scarf were in a magazine. Lindy decided to make the scarf shorter than the one shown in the magazine. Because she wasn't sure of her ability. The scarf turned out well. When she went on to her next project. Lindy tried gloves. Which required more skill. That project turned out well too.

_____

_____

_____

_____

_____

_____

_____

CHAPTER 8

Lesson 1 — **What Is a Clause?** *Application*

A. Identifying Independent and Dependent Clauses

If an item is a sentence consisting of only one independent clause, write **IND** on the line. If it is a fragment consisting of only a dependent clause, write **DEP**. If the item is a sentence consisting of both an independent and a dependent clause, write either **IND + DEP** or **DEP + IND** to show the order of clauses.

EXAMPLE After the snow fell. *DEP*

1. We had to leave the party because the room was so crowded. _____

2. Although the competition was rough. _____

3. Daisy drove the yellow car out to her cousin's home in the country. _____

4. Since Beverly's voice is strong, she won the lead in the musical. _____

5. Jeffrey likes music that was written over 300 years ago. _____

6. Because the rain was so heavy. _____

7. Jay asked the store clerk for directions. _____

8. After the bees chased us inside, we watched TV. _____

9. That grew almost six feet tall. _____

10. Dinah read a magazine while she waited for the bus. _____

B. Correcting Fragments

In Exercise A, which items were fragments with the answer DEP? Write the numbers of those items on the lines below. Then complete each item by adding an independent clause to the dependent clause. Write the corrected sentence after the item number.

EXAMPLE After the snow fell.
After the snow fell, we had a snowball fight.

Revision of # ___ _____

_____

Revision of # ___ _____

_____

Revision of # ___ _____

_____

CHAPTER 8

Lesson 2

Simple and Compound Sentences

Teaching

A **simple sentence** has one independent clause and no dependent clauses. Even a simple sentence can be elaborate, and it may have compound parts.

> **Ed** and **Vi** <u>read</u> and <u>compared</u> **the essays.** (compound subject, compound verb)

A **compound sentence** has two or more independent clauses joined together, but no dependent clauses. The clauses must be close in thought. They may be joined by a comma and a coordinating conjunction or by a semicolon.

> They chose Maxine's essay as the winner, **but** the judges said the final choice was hard.

> Ed and Vi disagreed on some essays; **however,** they agreed on the quality of Maxine's writing.

The following are coordinating conjunctions:

> for   and   nor   or   but   so   yet

Identifying Kinds of Sentences

Identify each sentence below with **S** for simple or **CD** for compound.

1. It was pouring rain; getting a cab was impossible. _____

2. Miguel patched and cleaned the sails of the boat. _____

3. The magazine was both timely and readable. _____

4. Ted read the instructions, and then he built the model. _____

5. At first, television stations were on the air only a few hours a day, but now many broadcast 24 hours a day. _____

6. Computers and printers are standard equipment in most classrooms. _____

7. Leo took the flag down, and Rosaria folded it. _____

8. The train came in early, but I was already at the station. _____

9. The wind started blowing in the morning and kept on until late in the day. _____

10. The storm forced waste water into the lake, so swimming is prohibited today. _____

11. All-electric cars are still too expensive to operate; this hybrid car, however, combines batteries with a gas-powered engine. _____

12. The legendary founders of Rome were raised by wolves. _____

13. Books and clothes were scattered all over the twins' room. _____

14. The picnic begins at noon; the clouds should have cleared by then. _____

15. I finished my homework early and then went outside. _____

CHAPTER 8

Simple and Compound Sentences   *More Practice*

A. Identifying Kinds of Sentences

Identify each sentence below with **S** for simple or **CD** for compound.

1. Helium weighs more than hydrogen, but it is less dangerous than the lighter gas. _____

2. A severe storm struck the area and downed power lines. _____

3. The students visited a nursing home; most of them enjoyed the experience. _____

4. The rain stopped abruptly, and cold air swept in from the north. _____

5. The stilt-walker fell during his performance, but his only injury was to his pride. _____

6. The electrician needed tools and insulated wire to restore service. _____

7. Marisa doesn't often express opinions; nevertheless, she recommends this book. _____

8. I must have lost the tickets; they aren't in the envelope. _____

9. In the evening Carlos usually studies or reads at the library. _____

10. Astronauts train hard and prepare for the unexpected. _____

B. Combining Sentences

Combine the two sentences in each item to make a compound sentence. Use a semicolon alone, or a comma with one of the coordinating conjunctions: *and, but, or, nor, for, so, yet.*

1. The benefit dinner was a success. The school band still needed more money for new uniforms.

_____

_____

2. The skater did a back flip. The crowd applauded.

3. Jane's newest house robot moves smoothly. She's very proud of it.

_____

4. Mike worked on the car for hours over the weekend. It still sounds loud.

_____

_____

Lesson 2 **Simple and Compound Sentences** *Application*

Combining Sentences

In all but two of these items, the two simple sentences can be combined as a compound sentence. If the sentences are close in thought, combine them using a semicolon alone, or a comma with one of the coordinating conjunctions: *and, but, or, nor, for, so, yet.* If the sentences are not close in thought, write **Unconnected Simple Sentences.**

1. Usually this flight takes an hour. This time it took 90 minutes because of strong winds.

_____

_____

2. One usher took our tickets at the door. Another guided us to our seats.

_____

3. The professor has a strong policy against admitting latecomers to class. The topic of today's lecture was "Shakespeare's Influence on the English Language."

_____

_____

4. Bob found an old, nicked-up radio at a garage sale. He has restored it beautifully.

_____

5. My sister had a babysitting job at 6:30 P.M. We ate dinner early.

_____

6. You'll need to get a new flashlight for your hike. The switch on this one is broken.

_____

7. I don't feel well today. The year-end sale at Big Sales offers great discounts.

_____

8. We had snow on the weekend. It melted quickly afterwards.

_____

Lesson 3

Complex Sentences   *Teaching*

A **complex sentence** has one independent clause and one or more dependent clauses.

> <u>Although every sport involves some risk</u>, people <u>who take part in extreme sports</u> face a higher-than-average level of risk.

Many dependent clauses are introduced by a subordinating conjunction. A subordinating conjunction relates a dependent clause to an independent clause. Here is a list of common subordinating conjunctions:

after	as soon as	even though	than	until	wherever
although	because	if	though	when	which
as	before	since	unless	whenever	while

A. Understanding Complex Sentences

In each complex sentence below, find and underline one of the following independent clauses. Then underline each dependent clause twice.

> My great-aunt rents a condo near the lake.
> The falling tree barely missed the house.
> Our class president introduced the speaker.

1. When the high winds blew it down, the falling tree barely missed the house.

2. My great-aunt, who is 84, rents a condo near the lake.

3. Our class president introduced the speaker, whose topic was choosing a career.

4. When she is in town each summer, my great-aunt rents a condo near the lake.

5. The falling tree barely missed the house where my cousin lives.

6. Our class president, who is in my home room, introduced the speaker.

7. My great-aunt rents a condo near the lake, which she can see from the balcony.

8. The falling tree, which was toppled by high winds, hit the garage.

9. My great-aunt rents a condo, which is really quite roomy, near the lake.

10. Although she had laryngitis, our class president introduced the speaker.

B. Understanding Complex Sentences

In each of these complex sentences, underline only the independent clause.

1. Although I try, I can't understand the appeal of extreme sports.

2. I saw a program where an extreme skier was interviewed.

3. A videotape, which was part of the program, showed her accident.

4. When she hit a rough spot, she fell and tumbled down the slope.

5. Though she had spent months recovering from her injuries, she wanted to try the slope again.

CHAPTER 8

Lesson 3 Complex Sentences

More Practice

A. Understanding Complex Sentences

In each of these complex sentences, underline each independent clause once and each dependent clause twice.

1. Although the heat is on, it is still cold in here.
2. The trip takes an hour unless traffic is heavy.
3. When the music stops, change partners.
4. No one came when we called.
5. Horses can sleep while they stand.
6. When it gets dark, this light will go on automatically.
7. The bread is stale, although we just bought it.
8. No one may enter after the concert has begun.
9. The cashier had trouble when the electricity went out.
10. After the game ends, we'll go for something to eat.

B. Identifying Kinds of Sentences

Identify each sentence below with **S** for simple, **CD** for compound, or **CX** for complex.

1. One of the sports that can be classified as extreme is free diving. _____

2. Participants hold their breath and dive hundreds of feet straight down in the ocean. _____

3. Deep below the ocean, water pressure squeezes the internal organs of divers, and darkness blinds them. _____

4. The return to the surface can kill a diver if he or she comes up too fast. _____

5. When the body doesn't have time to adjust to changing pressure, internal gases expand too fast. _____

6. The sudden expansion of gases causes explosions in arteries. _____

7. Still, the activity is popular with people who like dangerous challenges. _____

8. The free diving federation refuses to recognize records in "no-limits" free diving because that method of diving is too dangerous. _____

9. "Variable-weight" and "constant-weight" free diving are approved methods. _____

10. Scuba divers, who wear oxygen tanks, accompany free divers to help them if problems arise underwater. _____

CHAPTER 8

Lesson 3 **Complex Sentences**   *Application*

A. Creating Complex Sentences

Combine each numbered sentence with the sentence that follows to make a complex sentence. Write the new sentence on the line provided.

> **(1)** Ice climbing is a dangerous sport. In it, climbers pull themselves up frozen waterfalls. **(2)** The water was falling. It froze. **(3)** Climbers attach sharp pointed metal cleats to their boots. Then they start up. **(4)** The sun warms a frozen waterfall. The waterfall will give way under a climber.

1. _____

_____

2. _____

_____

3. _____

_____

4. _____

_____

B. Revising Complex Sentences

Underline the independent clause in each of these complex sentences. Then rewrite the sentence, keeping the independent clause but supplying a new dependent clause for each of the original dependent clauses.

1. As darkness closed in around the campfire, we all began to shiver.

_____

_____

2. The traffic was heavier after the bus reached the downtown streets.

_____

_____

3. Although June had just begun, the lake was warm enough for swimming.

_____

_____

4. I feel like dancing whenever I hear my favorite song on the radio.

_____

_____

Lesson 4 # Kinds of Dependent Clauses   *Teaching*

An **adjective clause** is a dependent clause that is used as an adjective. An adjective clause modifies a noun or pronoun. It tells *what kind, which one, how many,* or *how much.*

> Gonfalon is a word <u>that I'd never seen outside of this book</u>. (*What kind of word?*)

Adjective clauses are usually joined to the main clause by **relative pronouns** such as *who, whom, whose, that,* and *which.* A clause beginning with *which* is set off by commas.

> A gonfalon is a banner <u>that is hung from a crosspiece</u>. (*Which banner?*)

> The word, <u>which is Italian</u>, isn't used much these days. (clause not necessary)

An **adverb clause** is a dependent clause that is used as an adverb. It modifies a verb, adjective, or adverb. Adverb clauses tell *where, when, how, why, to what extent,* and *under what condition.*

> <u>When I saw the word</u>, I had to look it up. (*When* did I look it up? Modifies verb)

Adverb clauses are usually joined to the main clause by **subordinating conjunctions** such as *if, because, although, as, when, where, since, before,* and *while.* If the adverb clause comes before the independent clause, use a comma after the adverb clause.

A **noun clause** is a dependent clause used as a noun. Noun clauses may be used anywhere in a sentence that nouns can be used. If you can substitute the word *someone* or *something* for a clause in a sentence, it is a noun clause.

Subject	<u>What the word means</u> puzzled me at first.
Direct Object	The dictionary explained <u>what the word means</u>.
Object of a Preposition	I'm no longer confused about <u>what the word means</u>.
Predicate Noun	A banner is <u>what the word means</u>.

Usually, a noun clause is joined to the main clause by words such as *who, whom, whoever, whomever, that, which, what, when, how, where, why,* and *whether.*

Identifying Adjective, Adverb, and Noun Clauses

Write **ADJ** (adjective), **ADV** (adverb), or **N** (noun) to identify each boldfaced clause.

1. Sometimes an unfamiliar word is explained by **how it is used in a passage.**   _____

2. **If the context of a word doesn't make its meaning clear,** a dictionary will help.   _____

3. An old story may use words **that are no longer in daily use.**   _____

4. **What a word means** may change over the years, as well.   _____

5. Another complication is **that a word may have different meanings.**   _____

6. **When you talk about a square in geometry,** you mean a four-sided figure.   _____

7. A person **who is square,** however, is a dull person.   _____

8. **How *square* came to refer to a dull person** is not obvious.   _____

9. About a century ago, you complimented a person **if you called him or her square.** _____

10. Then, *square* referred to a person **who was fair, honest, and reliable.**   _____

Lesson 4 # Kinds of Dependent Clauses

More Practice

A. Identifying Adjective, Adverb, and Noun Clauses

In each sentence, underline the dependent clause. On the line, write **ADJ**
(adjective), **ADV** (adverb), or **N** (noun) to identify the clause.

> **EXAMPLE** Writers <u>who use unusual words</u> challenge readers. *ADJ*

1. One tool that helps you learn about an unfamiliar word is a dictionary. _____

2. If you sit down with a novel and a dictionary, you can refer to the dictionary often. _____

3. Anyone who sits down with a novel and a dictionary is an unusual reader. _____

4. How a word begins and ends often gives clues to its meaning. _____

5. For example, since *amorphous* ends in *-ous,* it is probably an adjective. _____

6. Also, the prefix *a-,* which means "without" or "not," might be helpful. _____

7. Still, what *morph* means remains the critical question. _____

8. If you are familiar with the word *metamorphosis,* you might figure out the
meaning of *morph* from that word. _____

9. You might combine the bits of information that you have so far with the context. _____

10. If all else fails, go to the dictionary. _____

B. Identifying Clauses and Their Roles

In each item, underline once the dependent clause. If it is an adjective or adverb
clause, underline twice the word it modifies. If it is a noun clause, write **S, O,** or **PN**
to tell whether the clause is used as the subject of a verb, direct or indirect object
of a verb or object of a preposition, or a predicate noun.

1. Myra looked as if she were really surprised. _____

2. Ask whoever is on the beach to run for help. _____

3. The book that Perry ordered has arrived at the bookstore. _____

4. Danita is saving her old watch for when the new one stops. _____

5. Gordon laughed when he saw his class picture. _____

6. Rhoda always sits in the seat that is closest to the door. _____

7. How the raccoon entered the house was obvious. _____

8. The homework was easier for Tyrone after he reviewed the chapter. _____

CHAPTER 8

Lesson 4 — Kinds of Dependent Clauses   *Application*

A. Identifying Adjective, Adverb, and Noun Clauses

Each sentence has at least one dependent clause. Underline each dependent clause, and, above the underlined words, write **ADJ** (adjective), **ADV** (adverb), or **N** (noun) to identify its type.

1. Words that are named after people make me curious about the people.   _____

2. It wasn't hard for me to figure out where the word *curie* came from.   _____

3. Clearly, *curie,* which means "a unit of radioactivity," is named after Madame Curie. _____

4. When I came across the word *faraday,* I learned that it was named after Michael Faraday.   _____

5. Since a faraday is a measure of electricity, I figured that Mr. Faraday must have been a scientist.   _____

6. I read an encyclopedia article that tells of his life.   _____

7. An *eponym* refers to a person's name that is used to name something else.   _____

8. Everyone can guess what was named after the Earl of Sandwich.   _____

9. If something is ever named after you, what would you like it to be?   _____

B. Using Dependent Clauses

Rewrite each sentence, adding a clause that fits the description in parentheses. Change words in the original sentence as needed.

1. Once upon a time, magicians were as powerful as kings. (Use *when*)

_____

_____

2. A greedy king built a fort. (Adverb clause; use *where*)

_____

3. The castle was crumbling. (Adjective clause; use *where*)

_____

4. Someone was forced to serve the king. (Noun clause, subject of *was forced*)

_____

5. A magician stopped the king. (Use *who*.)

_____

CHAPTER 8

⬤ Lesson 5 Compound-Complex Sentences   *Teaching*

A **compound-complex sentence** has two or more independent clauses and one or more dependent clauses.

          independent clause   independent clause   dependent clause
    For years, nobody had entered the old house, **but** everyone knew the story that the house was haunted.

A. Identifying Clauses

In the compound-complex sentences below, the dependent clauses are underlined. Identify the sentence parts named in the parentheses, and write them on the line.

1. Many people claimed that they had seen ghosts in the windows, and others believed them.

(simple subject and verb of the dependent clause) _____

(simple subject and verb of the second independent clause) _____

2. Each night, as the clock strikes midnight, a strong wind blows the front door open, or can you explain its opening in another way?

(simple subject and verb of the first independent clause) _____

(simple subject and verb of the second independent clause) _____

3. The bank that owns the old building has tried to sell it, but nobody wants to buy it, and no one wants to live near it.

(simple subject and verb of the dependent clause) _____

(simple subject and verb of the first independent clause) _____

B. Identifying Kinds of Sentences

Identify each sentence below with **CD** for compound, **CX** for complex, or **CD-CX** for compound-complex.

1. Shake the bottle well, but don't spill the juice.   _____

2. The message that Alex sent was hard to understand, and help was slow in arriving.   _____

3. The garden flourished, with sunflowers and hollyhocks towering above the marigolds, dahlias, and shorter flowers.   _____

4. At the end of the concert, audience members jumped to their feet, and enthusiastic applause broke out.   _____

5. As temperatures dropped close to freezing, many orange groves were threatened. _____

6. The guide who escorted our group spoke three languages, so we had no problems. _____

Lesson 5 **Compound-Complex Sentences**   *More Practice*

A. Identifying Clauses

In each compound-complex sentence below, draw parentheses around each independent clause and underline each dependent clause.

1. When the campfire was burning steadily, all the campers sat on the ground around it, and someone began to tell a scary story.

2. The story was not very good; however, because the campers heard strange hoots and noises from the forest around them, everyone was soon shivering.

3. After the first storyteller finished, another camper began a tale, and it was scarier.

4. In this story, a boy who didn't believe in ghosts agreed to stay in a haunted house overnight, and his friends couldn't talk him out of it.

5. After he had been in the house for an hour or so, he began to hear strange noises, but they didn't frighten him.

6. The camper who told the story added sound effects, for he knew how strange sounds scare people.

7. When he came to the "Boo!" at the end of the story, half of the campers jumped and screamed, and the rest laughed in relief.

B. Identifying Kinds of Sentences

Identify each sentence below with **S** for simple, **CD** for compound, **CX** for complex, or **CD-CX** for compound-complex.

1. The governor chose the best people whom he could find for the committee; Mr. Dobbs was appointed committee chairman. _____

2. The shopping mall has a store that sells nothing but clocks. _____

3. The most valuable of the prizes was wrapped in tattered and dirty paper. _____

4. People who expect special treatment are often disappointed. _____

5. Kathy had planned to study for the test this morning, but she overslept. _____

6. What we learned about France made us eager to visit that country, but we don't save money quickly, so the trip will not come soon. _____

7. The family planned outdoor activities for every day of vacation; however, bad weather interfered with the plans. _____

8. Every summer my cousins and uncle go to the opening baseball game. _____

Lesson 5

Compound-Complex Sentences

Application

A. Identifying Kinds of Sentences

Identify each sentence in the short ghost story below with **S** for simple, **CD** for compound, **CX** for complex, or **CD-CX** for compound-complex.

1. One evening, George was driving in thick fog, and he took a shortcut past the cemetery.   _____

2. When he saw a young woman walking slowly along in the dark, he pulled over to offer her a ride.   _____

3. A cold, damp wind came into the car with the young woman.   _____

4. The hitchhiker rode silently until the car reached the boundary of the cemetery, and there she disappeared.   _____

B. Writing Different Kinds of Sentences

Write compound-complex sentences by adding to the sentences in Exercise A according to the directions in parentheses.

1. (Locate the compound sentence in Exercise A. Add an adjective clause.)

   _____

   _____

2. (Locate the complex sentence in Exercise A. Add another independent clause that gives more detail about the young woman's response.)

   _____

   _____

3. (Locate the simple sentence in Exercise A. Add a complex sentence— independent clause plus an adjective, adverb, or noun clause—that tells George's reaction to the coldness.)

   _____

   _____

4. (Locate the compound-complex sentence in Exercise A. Replace either independent clause.)

   _____

   _____

CHAPTER 8