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English 9

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## ADJECTIVE, ADVERB, AND NOUN CLAUSES

A. Read pages 94-100 in *Language Network* and take notes. These notes will serve as one of your main sources of information on the topic so be sure to take complete notes.

B. Complete all of the worksheets in the packet according to the schedule below.

**11/21** ----page 2

**11/22** ----pages 5 & 6

**11/28** ----pages 7, 8, & 9

**11/30** ----page 10

**12/1** ----pages 11 & 12

**12/2** ----pages 13 & 14

### EVERY NIGHT:

Review your notes and the information throughout the packet. Learning the lists of introductory words is extremely helpful; you are strongly encouraged to memorize these lists.

## CONCEPT CHECK: Kinds of Clauses

Identify the underlined clauses as subordinate or independent.

1. Although you inherit your looks, the origin of your personality is more mysterious.
2. Research on identical twins has fueled what scientists call the “heredity versus environment” debate.
3. The debate focuses on one question—whether personality is mainly inherited or mainly shaped by family and other people.
4. Identical twins raised in separate families showed amazing similarities even though the families were very different.
5. Not only did many of the twins have similar IQs, their body language was also remarkably the same.
6. One set of twins tugged at their hair while they read a book.
7. Although they were raised miles apart, they liked the same school subjects and wore the same kinds of clothes.
8. When separated twins had illnesses, they often had identical kinds of illnesses at roughly the same time.
9. Another set of twins really amazed researchers because both once had dogs named Toy and had wives named Betty.
10. Because these similarities are so unlikely to happen by chance, heredity probably plays a role in shaping personality.
11. While some scientists map the human genome, others map the genes of simpler animals.
12. They started with viruses and bacteria, which have a single cell.
13. Some biologists study a worm called *C. elegans*, which has a nervous system like that of complex animals.
14. This worm has a transparent body, which makes it easier to study.
15. The biologists, who thought the worm would have about 6,000 genes, found that it had nearly 20,000.
16. The scientists had to sequence 97 million bases, which are the chemical building blocks of DNA.
17. After they had worked for about eight years, scientists had sequenced 99 percent of the worm’s genes.
18. That this was a challenging project is clear.
19. Scientists can learn much from this particular worm because it shares many genes with humans.
20. Whatever scientists learn about the *C. elegans* genome may help in finding cures for some diseases.

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## SUBORDINATE CLAUSES

### Noun Clauses

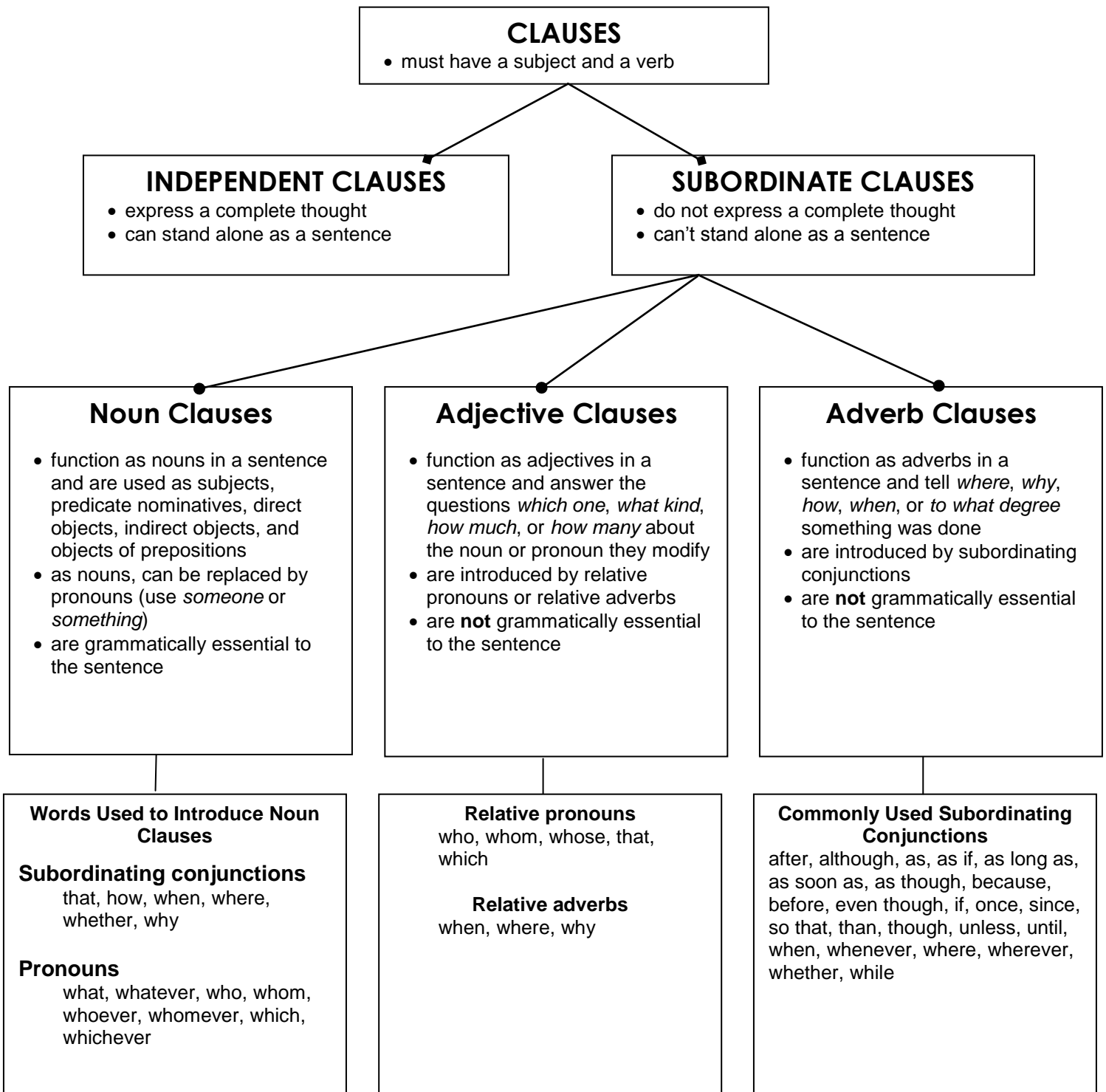
- Can be replaced by pronouns such as *it*, *this*, or *somebody*
- Are used as subjects, direct objects, indirect objects, predicate nominatives, or objects of a preposition.
- Cannot be removed from the sentence

### Adjective Clauses

- Begin with relative pronouns: *who*, *whom*, *whose*, *which*, or *that*; or relative adverbs: *where* or *when*
- Follow and modify a noun or pronoun
- Answer the questions *which one?*, *what kind?* or *how many?*
- Can be removed from the sentence

### Adverb Clauses

- Begin with subordinating conjunctions.  
**Commonly Used Subordinating Conjunctions:** after, although, as, as if, as long as, as soon as, as though, because, before, even though, if, once, since, so that, than, though, unless, until, when, whenever, where, wherever, whether, while
- Appear anywhere in the sentence and answer the questions *how?*, *when?*, *where?*, *why?*, *under what conditions?* or *to what extent?*
- Can be removed from the sentence.



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**A. CONCEPT CHECK:** Adjective and Adverb Clauses

Underline the adjective or adverb clauses in the following sentences. Circle the word or words they modify.

1. Humans aren't the only ones who have family trees.
2. The crash-test dummy family line started in 1949 when the U.S. Army Air Force bought the first Sierra Sam.
3. Sam was used in ejection seat tests that the army ran.
4. The Sams had sensors so their crashes could be recorded.
5. These dummies were used to test anything that humans could ride, like cars, roller coasters, airplanes, and tanks.
6. When testers needed more models, Sam's family expanded to include Stan, Saul, Sue, Susie, and Sammy.
7. The later Hybrid II dummy worked better than Sierra Sam because it had more flexibility.
8. Crash dummies Larry and Vince, whose TV ads promoted seat belt safety, were probably Hybrid II descendants.
9. The 1976 Hybrid III line was developed because the auto industry needed more accurate crash-test results.
10. Recent additions to the family tree include infant and child dummies that are used to test problems with airbags.
11. Many diseases, even those that are not hereditary, have a genetic component.
12. After scientists learned how genes work, they found that more than 5,000 diseases are caused by a change in one gene.
13. More than half the people who live in the world today will probably suffer from a genetic disease.
14. One such disease is cancer, which starts when the genetic instructions in cells go wrong.
15. Cancer is often caused by cell mutations that occur late in life.
16. The environment can be a factor in certain kinds of cancer, since exposure to toxic chemicals and radiation can affect cells.
17. Some cancer drugs are called "magic bullets" because they are aimed directly at tumor cells.
18. Another genetic disease is sickle cell anemia, which is caused by a recessive gene.
19. Only a person whose parents both carry the sickle cell gene can get the disease.
20. Although scientists still have a lot to learn, they have made much progress in fighting genetic illnesses.

**B. REVISING:** Adding Details

Combine each pair of sentences by changing the italicized sentence into an adjective or adverb clause. Use the introductory words given to begin the clause.

**Example:** Childhood can last a lifetime. *Historical records show.* (as)

**Answer:** Childhood can last a lifetime, as historical records show.

1. In old Europe, people had different ideas about parent-child relationships. *The ideas might seem harsh today.* (that)

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2. Children couldn't marry or work without permission from their fathers. *Their fathers had authority over their lives.* (who)

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3. *Young people married.* They were considered "youths"—not quite children but not adults. (until)

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4. These ideas created two extremes. *You could learn an adult trade at age 7 but still be a "child" at age 30.* (because)

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5. In some countries, even marriage didn't make a son independent. *He and his family lived with his father.* (if)

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**A. CONCEPT CHECK:** Combining Sentences with Adjective Clauses

Use an adjective clause to combine each pair of sentences into a single sentence.

**Example:** The brown horse runs like the wind. The horse is very beautiful.

**Answer:** The brown horse, which is very beautiful, runs like the wind.

1. My neighbors have two horses. Sometimes they give rides to children.

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2. My best friend is a good rider. He won a prize in the junior rodeo.

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3. Horses eat at least three times a day. They like grass, grain, and hay.

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4. Racehorses wear very light shoes. They may wear out their shoes after a single race.

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5. Draft horses are the largest horses. They can weigh more than a ton.

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**B. CONCEPT CHECK:** Expanding Sentences with Adverb Clauses

Expand each sentence by adding an adverb clause that begins with the subordinating conjunction in parenthesis.

**Example:** I watched an old movie. (after)

**Answer:** After I finished working, I watched an old movie.

1. I watch old films. (whenever)

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2. Old movies are fine. (as long as)

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3. I scan the channels. (until)

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4. Foreign films are a problem. (because)

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5. I avoid sad movies. (unless)

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**Using Subordinate Clauses to Combine Sentences**

Combine the following sentences by using adjective or adverb clauses.

1. Books are written about camping. Books can be helpful.

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2. Knowing about the attractions in the area is helpful. The attractions can be confusing and difficult to find without reading ahead.

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3. Knowing where you will stay is important. You should learn about the campgrounds in the area from books.

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4. Without the correct information it is easy to get lost or overcharged. The correct information can be found in guidebooks.

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5. Many publishers print guidebooks. These guidebooks cover whole states or even countries.

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**A. CONCEPT CHECK: Noun Clauses**

Underline the noun clause in each sentence. Then indicate whether it functions as a subject (**S**), direct object (**DO**), indirect object (**IO**), predicate nominative (**PN**), or object of a preposition (**OP**).

- \_\_\_\_\_ 1. After I checked the dictionary, I realized that the word was spelled wrong.
- \_\_\_\_\_ 2. What I really wanted was to find another word to use.
- \_\_\_\_\_ 3. Where these horses come from is a mystery.
- \_\_\_\_\_ 4. Many people think that they survived the wreck of a Spanish ship several hundred years ago.
- \_\_\_\_\_ 5. The grazing land is what you might expect.
- \_\_\_\_\_ 6. What Anne La Bastille wanted was a home in the wilderness.
- \_\_\_\_\_ 7. She knew that the place should be far from civilization.
- \_\_\_\_\_ 8. She found what she was after on a remote mountain lake.
- \_\_\_\_\_ 9. Her Black Bear Lake cabin was what she had dreamed of.
- \_\_\_\_\_ 10. There were no roads to where the cabin was located.
- \_\_\_\_\_ 11. Whatever neighbors she had were miles away across the lake.
- \_\_\_\_\_ 12. She kept a small boat for when a trip to town was necessary.
- \_\_\_\_\_ 13. LaBastille became what she called a woodswoman.
- \_\_\_\_\_ 14. How LaBastille lived is the subject of her book *Woodswoman*.
- \_\_\_\_\_ 15. In it, she also explains why a wilderness home appealed to her.

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### Noun Clauses

Underline the noun clause in each sentence. Then indicate whether it functions as a subject (**S**), direct object (**DO**), indirect object (**IO**), predicate nominative (**PN**), or object of a preposition (**OP**).

- \_\_\_\_\_ 1. That birth order influences personality is an intriguing idea.
- \_\_\_\_\_ 2. Some evidence shows that first-born children tend to be more conservative and traditional.
- \_\_\_\_\_ 3. Yet this fact doesn't explain why many of the greatest inventors are first-born children.
- \_\_\_\_\_ 4. Whichever child is born in the middle may become a good negotiator.
- \_\_\_\_\_ 5. These negotiating skills could be useful in whatever career the person chooses later.
- \_\_\_\_\_ 6. Why the youngest ones are usually risk takers is not hard to understand.
- \_\_\_\_\_ 7. Parents may give whoever is the youngest more freedom.
- \_\_\_\_\_ 8. Therefore, how parents treat each child also strongly influences personality.
- \_\_\_\_\_ 9. People's self-images should not be defined by what some experts say about birth order.
- \_\_\_\_\_ 10. Regardless of birth order, people can be whoever they want to be.
- \_\_\_\_\_ 11. Many adoptive parents have feared that their children could suffer from being adopted.
- \_\_\_\_\_ 12. Therapists looked for certain problems in whoever was adopted.
- \_\_\_\_\_ 13. They thought that adopted children would be more likely than other children to have problems at home and in school.
- \_\_\_\_\_ 14. What the therapists overlooked was the large number of adopted children who are well-adjusted.
- \_\_\_\_\_ 15. They studied whoever was adopted and ignored other factors.
- \_\_\_\_\_ 16. The reason some children are adopted is that they were abused or neglected by their birth parents.
- \_\_\_\_\_ 17. That abuse and neglect hurt children is clear.
- \_\_\_\_\_ 18. Most adopted children recover from whatever affected them early in life.
- \_\_\_\_\_ 19. That is why they are as successful as their peers.
- \_\_\_\_\_ 20. What researchers have found in several studies of adopted teens is good psychological health.

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### SUBORDINATE CLAUSE REVIEW

1. Underline the subordinate clause(s) in each sentence. Be prepared to explain how you know it's a subordinate clause.
  2. On the next page, identify the use of each of the subordinate clauses. Be sure to fully explain your answer. For example, "This is a noun clause functioning as a subject. I know it's a noun clause because it's needed to make the sentence grammatically complete and can be replaced by a pronoun."
1. I did not initially assent to your request to change your seats, but since you have been so responsible, I have changed my mind.
  2. While he may be diffident in class, he is a very aggressive forward on the soccer team.
  3. Although General Zaroff felt he was an indomitable hunter, Rainsford proved otherwise when he escaped.
  4. It will be difficult to do, but you need to attempt to extirpate all the bad eating habits you've been taught by fast food ads and focus on healthier foods and smaller portions.
  5. The musty odor of the boxes led me to believe that they'd been hidden in the unkempt basement for a while.
  6. The tepid reception when I walked into the meeting led me to believe that I was not very popular in the room.
  7. The benevolent programs associated with the winter holidays could be extended to a yearlong generosity that would teach the students the benefit of giving back.
  8. Despite your nonchalant guise, I can see that you are very nervous about the speech you need to give.
  9. The untimely demise of the team mascot, Bevo 12, led to a hasty replacement who became skittish when the crowd cheered.
  10. Always make certain you have properly saved and backed-up your picture files before you delete them from the camera.

1. Adjective Adverb Noun

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2. Adjective Adverb Noun

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3. Adjective Adverb Noun

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4. Adjective Adverb Noun

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5. Adjective Adverb Noun

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6. Adjective Adverb Noun

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7. Adjective Adverb Noun

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8. Adjective Adverb Noun

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9. Adjective Adverb Noun

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10. Adjective Adverb Noun

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## SUBORDINATE CLAUSES Function and Use

### Types of Clauses

Use the table below the paragraph to identify each underlined subordinate clause in the sentences as an adjective clause (**ADJ**), adverb clause (**ADV**), or noun clause (**N**).

(1) People of all ages are learning how they can research their family history. (2) Whoever has Chinese ancestry may have a more difficult time finding family names, however. (3) Because Asian immigration was restricted from 1883 to 1945, many Chinese adopted the names of Chinese families already here. (4) An Internet Web site now helps people search cemetery records that might give their ancestors' true names. (5) One educator, Albert Cheng, who traced his family back 2,800 years, has helped Chinese-American teenagers find their ancestral villages in China.

1		2		3		4		5	
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### Revising Sentence Structure

The paragraph below consists entirely of simple sentences. To improve its clarity and style, try rewriting it, varying the sentence structures. Follow the directions below. After you finish, rewrite it again, trying different ways of revising some of the sentences. Use the back of the page.

(1) Tracing your family tree can be more than just fun. (2) It might also help save your life. (3) Some serious conditions may be inherited. (4) These include diabetes, high blood pressure, cancer, and sickle cell anemia. (5) People need to know the facts. (6) They may be at risk for these diseases. (7) Family documents include medical records. (8) These records can show causes of death. (9) You know about your family's medical history. (10) It can help you safeguard your own health.

1. Combine sentences 1 and 2 to form a compound sentence.
2. Combine sentences 3 and 4 by changing sentence 4 into an adjective clause modifying *conditions*.
3. Combine sentences 5 and 6 by changing sentence 6 into an adverb clause.
4. Combine sentences 7 and 8 by changing sentence 8 into an adjective clause.
5. Combine sentences 9 and 10 by changing sentence 9 into a noun clause.

