

Section 1

Lesson 1

Review of Noun, Adjective, and Adverb Clauses

(76-81)

A clause is a group of words that contains a subject and verb. There are two types of clauses: independent and dependent. An *independent* clause can function on its own as a sentence. A *dependent* clause, also called a *subordinate* clause, does not contain a complete thought and cannot function alone as a sentence.

There are three types of dependent clauses: adjective, adverb, and noun.

1. An *adjective clause* acts as an adjective, modifying a noun or pronoun. It usually follows the word it modifies. An adjective clause begins with a relative pronoun or relative adverb. A relative pronoun has a noun function within the adjective clause, while a relative adverb functions as an adverb within the clause.

Cuneiform, ^s which was formed by pressing a stick into clay, was an early method of writing.

Ancient Egypt, ^{adv} where another writing method developed, is known for its hieroglyphics.

2. An *adverb clause* acts as an adverb. Adverb clauses most often modify verbs, but they can also modify adjectives or adverbs. An adverb clause always begins with a subordinating conjunction, which has no part in the pattern of the clause except to join it to the main clause. An elliptical adverb clause has part of the clause omitted for brevity.

The ballpoint pen, invented in 1888, was not widely used until pilots used it during World War II.
It was not as leaky at high altitudes as fountain pens. (were)

3. A *noun clause* can function as a subject, direct object, object of preposition, predicate nominative, or appositive. Subordinating conjunctions such as *that*, *whether*, and *if*, which can introduce noun clauses, have no function in the sentence pattern of the clause. Relative pronouns and adverbs that introduce noun clauses do have a part in the pattern of the clause.

This book says ^{do} that paper received widespread use in the eighteenth century.



Bracket the dependent clauses. Within each clause, underline the verb twice and the subject once.

1. When President Jefferson chose Meriwether Lewis to explore western North America in 1803, he told Lewis to look for a waterway across the continent.
2. Lewis, who was only twenty-nine, asked William Clark to join him in commanding the expedition.
3. Although Lewis was officially in charge, he and Clark agreed to make decisions together.

Lesson 1

- 4. Lewis studied medicine, natural history, and navigation before departing; this shows how serious he was about the project.
- 5. The travelers departed from St. Louis on May 14, 1804, after the ice had melted from the Missouri River.
- 6. Sergeant Charles Floyd, whose appendix burst, was the only member of the expedition to die on the twenty-eight-month trip.



Label each underlined clause as **adjective** (*adj*), **adverb** (*adv*), or **noun** (*n*).

- 7. ___ Lewis and Clark had been friends before they began their expedition.
- 8. ___ When the Lewis and Clark expedition reached North Dakota in the fall of 1804, they built a fort near a Mandan Indian village.
- 9. ___ Toussaint Charbonneau, whom the voyagers asked to guide them through the West, was a French fur trader.
- 10. ___ Sacagawea, who was Charbonneau's wife, accompanied her husband and helped translate various Indian languages.
- 11. ___ Approximately ten people, who had been chosen as the "return party," returned to President Jefferson with many specimens in the spring of 1805.
- 12. ___ One major challenge was that the Great Falls of the Missouri required almost eighteen miles of portaging their boats.
- 13. ___ Lewis and Clark were surprised to discover more mountains where they had expected to find a water route to the Pacific.

Looking Back



Write sentences meeting the following requirements.

- 14. **includes *we* as the subject followed by an appositive** (104, 105)

- 15. **includes *us* as a direct object followed by an appositive** (104, 105)

- 16. **uses *you're* correctly** (122)

- 17. **uses *its* correctly** (116)

An *adverbial noun* is a word that is noun in form but functions as an adverb. If the noun has modifiers, they make up an *adverbial noun phrase*. Most adverbial nouns tell *when, where, or how*. (40)

 **Underline the adverbial noun or noun phrase in each sentence.**

18. Today, we know there is no major water route that reaches across the continent.
19. One week, the expedition was forced to eat some of their horses because they could not find food in the mountains of Montana.
20. The Nez Perce Indians of Idaho cared for the members of the expedition that autumn.

Titles of short works or sections of works such as poems, songs, chapters, or episodes should be placed inside quotation marks. Titles of longer works such as books, plays, and artwork should be underlined or italicized. (140, 142)

 **Correctly punctuate each title.**

- | | |
|-----------------------------------|----------------------------------|
| 21. Chariots in the Smoke (book) | 23. The Problem of Greed (essay) |
| 22. The Fall of Icarus (painting) | 24. The Old Rugged Cross (song) |

 **Rewrite the sentences more concisely.** (88, 89)

- △ 23. In Montana on the return trip, Clark and some of the men traveled down the Yellowstone River. Lewis and some of the men went overland by horse.

- △ 24. The expedition returned to St. Louis on September 23, 1806, and the members of the expedition were all treated as heroes.

Lesson 2

Types of Sentences

(82, 83)

Sentences can be classified according to their structure. Depending upon how many dependent and independent clauses a sentence has, it will fit into one of the following categories.

Lesson 2

1. A *simple* sentence has only one independent clause. Although it may have a compound subject or verb, there is only one sentence pattern.

The study of various types of machines is very interesting.

A machine produces force and controls it.

2. A *compound* sentence has two or more independent clauses and no dependent clauses. The independent clauses are joined by either a coordinating conjunction or a semicolon.

Some machines hold matter together, **and** others release force.

Some machines hold matter together; others release force.

3. A *complex* sentence has one or more dependent clauses, but only one independent clause. The clauses are joined by a subordinating conjunction, relative pronoun, or relative adverb.

A machine is anything [that performs a task of power, force, or motion.]

4. A *compound-complex* sentence has two or more independent clauses and at least one dependent clause. This type of sentence will include both a coordinating conjunction or semicolon and a relative pronoun, relative adverb, or subordinating conjunction.

[While we use machines every day,] we may not realize the physical principles behind them, **for** they often seem quite simple.

To determine a sentence's type, label all the subjects and verbs. Identify the dependent and independent clauses. Then count the number of each type of clause and see which of the four categories the sentence fits.

| Sentence Type | Independent Clauses | Dependent Clauses | Joining Words |
|------------------|---------------------|-------------------|---|
| simple | 1 | | |
| compound | 2+ | | coordinating conjunction or semicolon |
| complex | 1 | 1+ | subordinating conjunction, relative pronoun or adverb |
| compound-complex | 2+ | 1+ | coordinating conjunction or semicolon with either a subordinating conjunction, relative pronoun, or relative adverb |



Bracket the dependent clauses. Label each sentence, using the following abbreviations.

s: simple

cd: compound

cx: complex

cd-cx: compound-complex

1. _____ Many simple objects have springs that allow movement.
2. _____ A window shade, which is wrapped around a shaft, contains a spring that winds and unwinds, and the shade goes up or down.

3. _____ A stapler contains a variety of springs that move the staples along.
4. _____ Some clocks contain springs; these springs store energy when they are wound.
5. _____ Other common objects use friction to accomplish a task.
6. _____ Car brakes, for example, push a brake pad and brake disk together to stop the car; and car tires use friction to grip the surface of the road.
7. _____ Friction keeps a parachutist from crashing to the earth; the friction between the air and the chute slows the object to a manageable speed.
8. _____ While a screw may seem very simple, it can accomplish large tasks.
9. _____ A screw is used along with a washer to open and close a faucet.
10. _____ A meat grinder is basically a large screw that forces the meat between blades.

Looking Back



Match each underlined clause with its type. Not all choices will be used.

[1] (76-81)

- | | |
|---|--|
| a. adjective clause beginning with a relative pronoun | d. elliptical adverb clause |
| b. adjective clause beginning with a relative adverb | e. adverb clause |
| c. noun clause as direct object | f. noun clause as predicate nominative |

11. ____ A helicopter cannot fly as high as an airplane.
12. ____ We learned that a helicopter develops lift by moving its rotor blades.
13. ____ Some helicopters have two rotors that allow the machine to lift larger loads.
14. ____ Since the rotors are placed at different heights, their blades do not crash into each other when they turn.



Circle the correct pronoun.

(104, 105, 116, 120)

15. **We, Us** art students are studying photography.
16. We learned that **its, it's** possible to take a picture by putting photographic paper inside any enclosed object with a hole for a lens.
17. Our teacher told **we, us** students to make a camera from an oatmeal box.
18. Some of the class didn't think it would work; to **their, there, they're** surprise, it did!

Verbals and Verbal Phrases

(65-74)

A *verbal* is a verb form that functions as another part of speech.

Gerunds and *gerund phrases* function as nouns. A gerund always ends in *-ing*.

Participles and *participial phrases* function as adjectives. They often end in *-ed*, *-en*, or *-ing*.

Infinitives and *infinitive phrases* are most often used as nouns, but they can also function as adjectives or adverbs. An infinitive is the word *to* plus a verb.

 Label each underlined phrase as *gerund*, *participial*, or *infinitive*.

19. Batteries work by making a current when their terminals are connected to each other.
20. To start a car, there must be enough energy stored in the battery to rotate the starter motor.
21. Putting together two small telescopes will make a pair of binoculars.
22. I needed a pair of binoculars to see the grizzly bear in the distance.

Words and phrases used as modifiers should be near the word they are modifying. Modifiers must clearly describe one specific word.

(108, 109)

 Write the letter of the sentence that uses modifiers correctly.

23. ____ a. Hiding under the porch, our dog was frightened by the storm.
b. Hiding under the porch, the storm frightened our dog.
24. ____ a. Dad pulled the car into the gas station, which was running on empty.
b. Dad pulled the car, which was running on empty, into the gas station.
25. ____ a. I found a poem in the anthology that had twenty-one stanzas.
b. I found a poem that had twenty-one stanzas in the anthology.

 Underline the reciprocal pronouns.

(31)

26. Naomi and Karen learned to know each other chiefly by writing letters.
27. As brothers in the Lord, we can encourage and help one another.

Lesson 3

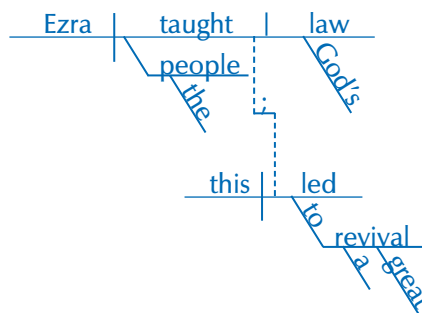
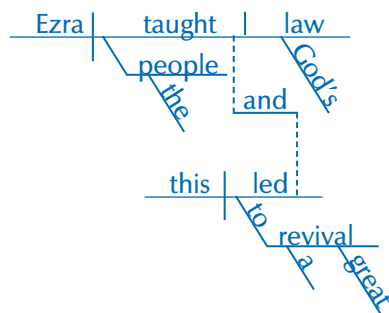
Diagramming a Compound Sentence

(51)

Study these examples to review how to diagram compound sentences.

Ezra taught the people God's law, **and** this led to a great revival.

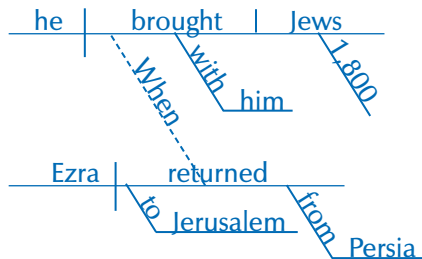
Ezra taught the people God's law; this led to a great revival.



Lesson 3

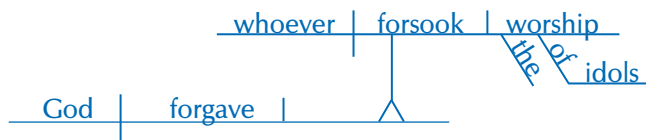
With adverb clause: Diagram the independent clause first; then the dependent. Draw a dotted line from the verb in the adverb clause to the word it modifies in the main clause. Write the subordinating conjunction on this dotted line.

[When Ezra returned to Jerusalem from Persia,] he brought 1,800 Jews with him.

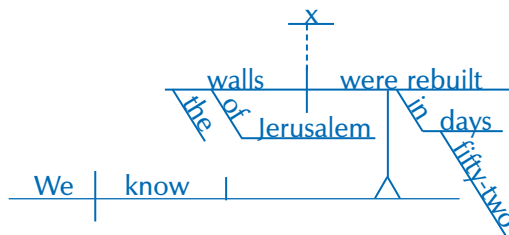


With noun clause: Diagram the noun clause on a pedestal above the position it takes in the independent clause. Diagram the beginning word of the clause according to its function in the clause. Since *that*, *whether*, and *if* have no function in the clause, diagram them on a short line above the clause, connected by a dotted line. When *that* is understood, put an *x* in its place.

God forgave [whoever forsook the worship of idols.]

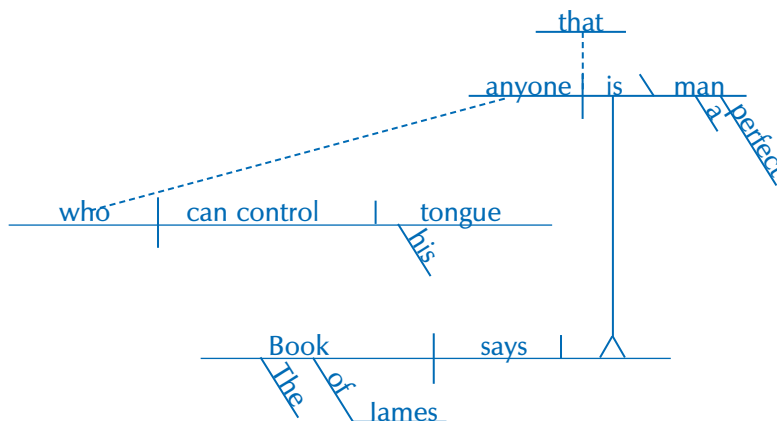


We know [the walls of Jerusalem were rebuilt in fifty-two days.]



A complex sentence may have more than one dependent clause.

The Book of James says [that anyone [who can control his tongue] is a perfect man.]

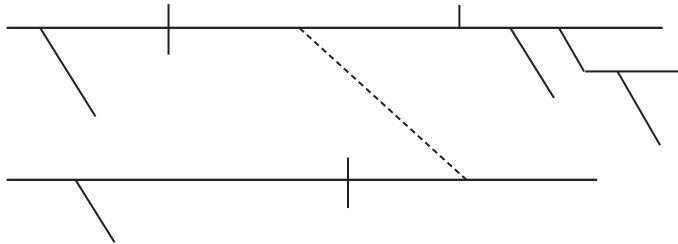




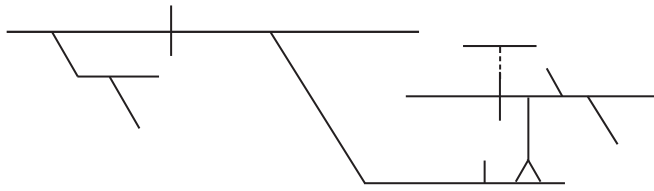
Match each sentence with its diagram.

- a. After the Dead Sea Scrolls were discovered, Bible scholars could investigate early copies of Biblical texts.
- b. Cornelius, who was a soldier, was the first Gentile convert to Christianity.
- c. Many of the Jews refused to believe that Jesus was the Messiah.

3. _____



4. _____



5. _____

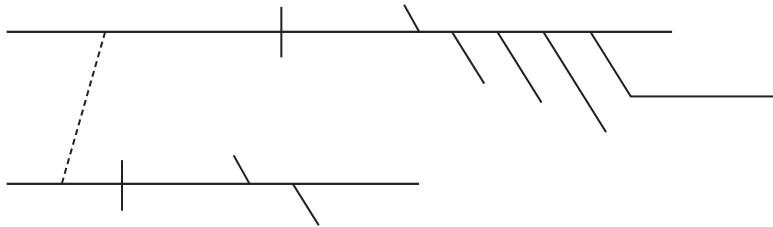


Diagram the sentences.

- 6. When the Jews celebrate Purim, they remember the overthrow of Haman.

Lesson 3

7. This holiday, which occurs in February or March, involves great celebration.

8. When Jesus met people, He loved them and knew what they needed.

9. Christians should follow whatever the Bible says.

Looking Back

[1] (76-81)

**Bracket the dependent clauses. Identify each as an *adjective (adj)* *adverb (adv)*, or *noun (n)* clause.**

10. ____ As the first group of eighty covered wagons left St. Louis in 1841, the migration along the Oregon Trail began.
11. ____ John C. Fremont, who explored in the West, wrote a guide to the Oregon Trail in 1842.
12. ____ I was surprised to learn that five thousand people traveled the Trail in 1854.
13. ____ The traveler who first saw the tall spire of Chimney Rock would notify the rest of the group of the official beginning of the West.

**Go back to Nos. 10-13. Within each bracketed clause, underline the verb twice and the subject once. Circle the introductory word.****Identify each sentence as *simple (s)*, *compound (cd)*, *complex (cx)*, or *compound-complex (cd-cx)*.**

(82, 83)

14. _____ Marcus Whitman, who led a large group in 1843, went to Oregon as a missionary; he was later killed by Indians.
15. _____ Many landmarks along the way held special significance for the travelers.
16. _____ Register Cliffs can still be seen today in southeastern Wyoming; they provided soft rock for settlers to inscribe their names.
17. _____ Chimney Rock is an impressive spire today, but because of erosion, some geologists estimate that it was three times as high in the mid-1800s.

**Write *true* or *false*.**

(102-105)

18. _____ A pronoun with an appositive following it should always be in the objective case.
19. _____ After a preposition, the objective case pronoun should be used.
20. _____ *I, we, he, she, and they* are all nominative case pronouns.

**Eliminate unnecessary words by combining each group of sentences into one.**

(88, 89)

- △ 21. *My sister and I traced much of the Oregon Trail on a vacation last year. My sister and I spent several days in Nebraska and Wyoming.*

- △ 22. *The change in weather in Wyoming can be surprising. In the lower areas of Wyoming it may be sunny and hot. In the mountainous areas of Wyoming it may be snowing and cold.*
