



6. Gandhi's nonviolent methods were more powerful than anyone could have predicted.
7. As India's Congress and people increasingly supported Gandhi's nonviolent program, the British government was forced to listen.
8. Gandhi was well qualified to represent India as a diplomat since he had studied law in London before he became involved in India's freedom movement.
9. After independence was assured, Gandhi turned his attention to helping India's many poor people.
10. Because he was loved throughout India and the world, Gandhi was called *Mahatma*, meaning "Great Soul."

## The Noun Clause

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

A noun clause may be used as a subject, as a complement (such as a predicate nominative, direct object, or indirect object), or as the object of a preposition.

SUBJECT **What Mary Anne did to rescue the injured bird** was brave.

PREDICATE NOMINATIVE The winner of the race will be **whoever runs fastest in the final stretch.**

DIRECT OBJECT She finally discovered **what the answer to her question was.**

INDIRECT OBJECT Give **whatever parts need cleaning** a rinse in detergent.

OBJECT OF PREPOSITION He checks the ID cards of **whoever visits.**

Noun clauses are usually introduced by

that	when	whether	whom
what	whenever	who	whomever
whatever	where	whoever	why

### Reference Note

For more information on **subjects, predicate nominatives, direct objects, and indirect objects**, see Chapter 2. For more about **objects of prepositions**, see page 116.

### SKILLS FOCUS

Classify sentences by structure.

Sometimes these words have a grammatical function in the noun clause. Other times they just introduce the clause and have no other function in it.

**EXAMPLES** They did not know **who it could be**. [The introductory word *who* is the predicate nominative of the noun clause—it *could be who*. The entire clause is the direct object of the verb *did know*.]

Show us **what you bought**. [The introductory word *what* is the direct object in the noun clause—you *bought what*. The entire clause is the direct object of the verb *show*.]

**What you learn** is your decision. [The introductory word *what* is the direct object in the noun clause—you *learn what*. The entire clause is the subject of the verb *is*.]

She wished **that she were older**. [The introductory word *that* simply introduces the noun clause and has no function within the noun clause. The entire clause is the direct object of the verb *wished*.]

Sometimes the word that introduces a noun clause is omitted. In such cases, the introductory word is understood.

**EXAMPLE** Didn't you know **the party was canceled**? [The introductory word *that* is understood.]

### Exercise 5 Identifying and Classifying Noun Clauses

Most of the following sentences contain noun clauses. If a sentence contains a noun clause, identify that clause. Then, tell how the clause is used: as a *subject*, a *predicate nominative*, a *direct object*, an *indirect object*, or an *object of a preposition*. If a sentence does not contain a noun clause, write *no noun clause*.

- EXAMPLE**
- We moved to Massachusetts and did not know what we would find there.
    - what we would find there—direct object*
  - What surprised me first were the yellowish green fire engines.
  - I had thought fire engines were always red.
  - Our neighbors explained that this color keeps the fire engines from being confused with other large red trucks.
  - My sister Michelle made another discovery at the bowling alley.
  - The small grapefruit-sized bowling balls with no holes were not what she was used to!
  - We learned that this sport is called candlepin bowling.

7. Whoever can knock down the pins with one of those bowling balls must be an expert.
8. Later, I was surprised by how delicious the baked beans were.
9. Someone should give whoever invented Boston baked beans an award for this marvelous creation.
10. Now, after we have lived in New England for a year, both Michelle and I are happy in our new home.

### Review A Identifying Subordinate Clauses

For most of the sentences in the following paragraph, identify the subordinate clause or clauses. Then, tell whether each clause is an *adjective clause*, an *adverb clause*, or a *noun clause*. If a sentence has no subordinate clauses, write *none*.

- EXAMPLE** [1] In paintings created before 1880, horses are usually shown in poses that now look quaint and unnatural.
1. *that now look quaint and unnatural—adjective clause*



[1] If you stop to think about it, you can see why painters had a problem. [2] Stop-action photography had not yet been invented, and when painters looked at rapidly moving horses, they could not possibly see where the legs and hooves were at any one instant. [3] Whenever painters wanted to portray a galloping horse, they made up a position they thought suggested speed. [4] The horses in some paintings had both front legs extended far to the front and both hind legs stretched far behind. [5] Today, we know that this is an impossible position for a horse. [6] Stop-action photography was first used in the 1870s by a Californian named Eadweard Muybridge, who took this series of photographs of a galloping horse. [7] Along a racetrack, he set up many cameras whose shutters were controlled by threads stretched across the track. [8] As the horse ran by, it broke the threads and tripped the cameras' shutters one after the other. [9] Painters of the time thought this new technology was truly amazing! [10] They were the first artists in history to know what a horse really looked like at each point in its stride.