

4

Chapter Review

A. Identifying Clauses

Identify each italicized clause in the following sentences as *independent* or *subordinate*.

1. The fire started *because someone did not smother a campfire*.
2. The family *that bought our house* is moving in next week.
3. Did you know *that Dr. Joel is the new ambassador to Lebanon*?
4. Mr. Kim will buy the store *if the bank lends him the money*.
5. According to Ms. Garza, our math teacher, *the binary system is important to know*.
6. *Wherever Maggie goes*, her poodle Jack follows.
7. *She won the golf match* because she had practiced diligently.
8. *Whatever you decide* is fine with me.
9. *I saw the job advertised in the school paper* and decided to apply for it.
10. We were proud *that you conceded defeat so graciously*.

B. Identifying and Classifying Subordinate Clauses

Identify the subordinate clause in each of the following sentences. Tell whether each clause is used as an *adjective*, an *adverb*, or a *noun*.

11. Emily Dickinson, who was born in 1830 in Amherst, Massachusetts, was a great American poet.
12. She appeared to lead a fairly normal life until she became a recluse in her family's home.
13. There she wrote poems that literary critics now call "great American poetry."
14. Unfortunately, only a few of Dickinson's poems were published while she was alive.
15. After she died in 1886, her other poems were published.
16. I think everyone should read at least some of Dickinson's poetry.
17. Dickinson is a poet whose work I now read often.
18. The poems I have just finished reading are "A Narrow Fellow in the Grass" and "Apparently with No Surprise."

19. The rhythms of Dickinson's poems are best appreciated when you read the poems aloud.
20. Whatever I read by Emily Dickinson surprises and inspires me.

C. Classifying Sentences According to Structure and Identifying Independent and Subordinate Clauses

Classify each of the following sentences as *simple*, *compound*, *complex*, or *compound-complex*. Identify all subordinate and independent clauses.

21. After eating and drinking, the elephants galloped through the wheat field.
22. Mr. Chisholm wanted to go bowling, but Mrs. Chisholm preferred the dinner theater.
23. Ten steps up the dark staircase, the twins lost their nerve; dinner at home suddenly seemed much more appealing.
24. Kenzuo insisted that the bullet train was the best way to get to Osaka after midnight.
25. When the travelers arrived at the inn, the innkeeper greeted them.
26. Dr. Bourgeois knew that singing loudly would only irritate others, so he decided to keep his high spirits to himself.
27. While preparing to eat, the dog spotted itself in the mirror.
28. Mom always wanted to live in New Mexico, but Dad was too used to living in North Carolina to move.
29. Before the concert began, the first violinist leaned forward to tie his shoe; this innocent action set off a whole chain of unlikely events.
30. Tom Bell is Angela's favorite actor, but Sally likes Ricky Blake.
31. While washing the car, Benito paused to admire the vintage biplane flying overhead.
32. Joseph had worked hard for straight A's on his exams, and when the results came in, he discovered that his hard work had paid off.
33. When the crocodile approached, the heron flew away.
34. Arnie carefully lined up the pieces on the chessboard; however, Dario's foot caught the edge of the board, and both board and pieces flew into the air.
35. We had hoped that being subtle would be enough, and, indeed, for a while this tactic seemed to be working; but as the day wore on, we slowly realized that a bolder approach was needed.

36. President Kennedy was assassinated while riding through Dallas on November 22, 1963.
37. Charles argued that a picnic lunch was the best idea.
38. Professor Chan showed his class his slides of the Great Wall of China, and he used the slides later as the basis for a lecture on Genghis Khan.
39. After the cyclists rounded the bend, the Swiss champion Michel Neibergall took the lead.
40. When the crows descended on the barren field, the field mice scurried for shelter.



Writing Application

Using Sentence Variety in Postcards

Sentence Structures You are writing postcards about your summer activities, such as baseball or soccer camp, computer camp, or cheerleading camp. Write a brief note telling your six-year-old cousin about a few experiences that you think he or she would find interesting. Write another note to an adult friend or relative about your experiences. Use sentence structure and language that are appropriate to each reader.

Prewriting If you have been to a summer camp, make a list of experiences that you could describe. If you haven't been to camp, list activities that you enjoy during the summer.

Writing As you write your first draft, make sure to include details that would interest your different audiences. Show the relationships between your details by using a variety of subordinate adjective, adverb, and noun clauses.

Revising Read your notes to a classmate, without telling which note is to your cousin and which is to your adult friend or relative. If your classmate can't tell which note is to which person, you should revise your language, information, and sentence structures.

Publishing Check to be sure that all your sentences are complete sentences. Pay special attention to the use of commas to separate clauses. You may want to post your notes on a class bulletin board or create a Web page for them.

Reference Note

For more about using **commas**, see page 317.

SKILLS FOCUS

Write narratives. Demonstrate control of grammar and sentence structure. Understand sentence structure.