

4

The Clause

Independent and Subordinate Clauses

Diagnostic Preview

A. Identifying and Classifying Subordinate Clauses

Identify the subordinate clause in each of the following sentences. Then, classify each subordinate clause as an adjective clause (*adj.*), an adverb clause (*adv.*), or a noun clause (*n.*). If the clause is used as an adjective or adverb, write the word or phrase it modifies. If the clause is used as a noun, indicate whether it is used as a subject (*subj.*), a direct object (*d.o.*), an indirect object (*i.o.*), a predicate nominative (*p.n.*), or an object of a preposition (*o.p.*).

EXAMPLES

1. After our last class, Elena, Frieda, and I agreed that we would go bicycling in the park.
 1. *that we would go bicycling in the park—n.—d.o.*
2. As we set out for the park, we had no idea of the difficulties ahead.
 2. *As we set out for the park—adv.—had*
3. Since none of us own bicycles, we decided to rent them there.
4. The man who rented us the bikes was helpful.
5. After we had bicycled six miles, Frieda's bike got a flat tire.
6. What we found was a nail in the tire.
7. We decided to take the bike to whatever bike shop was the nearest.
8. The woman at the bike shop told us that she could fix the tire.
9. After we had paid for the repair and gotten a receipt, we rode back to the park and bicycled for an hour.

8. Our only worry was that the man at the rental shop might not pay us back for the repair.
9. When we returned our bikes, we showed the man the receipt.
10. He refunded the money we had spent to fix the tire.

B. Classifying Sentences According to Structure

Classify each of the following sentences as *simple*, *compound*, *complex*, or *compound-complex*. Be sure that you can identify all subordinate and independent clauses.

- EXAMPLES**
1. Amanda now plays the violin because of a winter concert that she heard when she was in the third grade.
 1. *complex*
 2. The concert featured a talented, young violinist from Russia and a famous local pianist.
 2. *simple*
 11. Amanda loved the sound of the orchestra at her school's winter concert, and she decided then to study the violin.
 12. Amanda's first violin was not the standard size, for she was still quite small.
 13. When she started the sixth grade, however, Amanda was playing a full-sized violin.
 14. She did not always enjoy the many hours of practice, but they were necessary because playing the instrument is complicated.
 15. Amanda knew that playing the proper notes could be especially difficult on a violin.
 16. On a keyboard instrument, you simply press a key and hear the note for that key.
 17. On a violin, however, the placement of a finger on a string can affect the pitch of a note.
 18. If the pitch of each note is not exact, even a common tune can be difficult to recognize.
 19. Once a student has mastered finger placement to some extent, he or she still has a great deal to think about; posture, hand position, and bowing technique all require great concentration.
 20. When students can actually create music with this stubborn instrument, they have reason to be proud.