

6. The insect thinks that it will find food inside the plant.
7. What happens instead is that the insect drowns in the plant's digestive juices.
8. The Venus' flytrap shown here has what looks like small bear traps at the ends of its stalks.
9. When a trap is open, an insect can wander in and spring the trap.
10. The insect is then digested by the plant in a process that can take several days.

Review C Classifying Subordinate Clauses

Classify each of the following italicized clauses as an *adjective*, an *adverb*, or a *noun clause*. Be prepared to explain your answers.

- EXAMPLES** [1] *Until our class visited the county courthouse*, we had imagined [2] *that most court cases were like the ones on TV*.
1. *adverb*
 2. *noun*

[1] *As we left the courtroom*, we thought about the men [2] *who had been on trial*. [3] *Although they had not committed a serious crime*, they had broken the law. The law says [4] *that removing sand from our local beach is illegal*. A police officer caught the men [5] *when they could not move their truck*, [6] *which had become stuck in the sand*. [7] *After the judge had read the law to them*, the men claimed [8] *that they had never heard of that law*. The judge, who reminded them [9] *that ignorance of the law is no excuse*, fined each man one hundred dollars. The men promised [10] *that they would not take any more beach sand*.

Review D Rewriting a Paragraph to Include a Variety of Sentence Structures

You and a partner are working together on an essay about life in the 1800s. While researching the topic, the two of you discover a diary written by a young woman named Barbara Sneyd. You and your partner have made copies of Sneyd's paintings and have recorded information about her life. Your job is to rewrite the paragraph on the next page to improve its style. You will need to vary the sentence structure, and you may want to add or delete details to improve the organization. Write at least one sentence with each kind of structure: *simple*, *compound*, *complex*, and *compound-complex*. Be prepared to identify the structure of each sentence you write.



HELP In the examples in Review C, the first italicized clause is an adverb clause that modifies the verb phrase *had imagined*. The second italicized clause is a noun clause that acts as a direct object of the verb phrase *had imagined*.

Barbara Sneyd lived more than one hundred years ago. Her home was in the English countryside. She came from a wealthy family. Her family loved to ride and hunt. Barbara had a governess. The governess kept Barbara very busy studying. Barbara did have time to pursue her greatest passion. Her greatest passion was riding. Her mother encouraged her to keep a diary. The diary would be about Barbara's life. Barbara started the diary. She was fourteen. It took the form of a sketchbook. In it she recorded her family's life. She painted many small pictures of her family's activities. They went fishing, visiting, and picnicking. Barbara was also a keen observer of nature. She drew and painted her family's horses and pets and the flowers from the garden. She painted many small landscapes. The landscapes showed the countryside around her home. Above all, her diary is full of paintings of horses. She loved horses. You may want to see what her paintings look like. Some pictures from her diary are shown on this page.

