

3. Many of the 100,000 works, which come from 150 countries, deal with objects from nature, but a few, like the bicycle sculpture on the previous page, focus on manufactured objects. **3. cd.-cx.**
4. Of course, a few of the paintings depict troubles or problems, but most of the works express happiness and energy. **4. cd.**
5. Rafael Goldin, the museum's director, says a child's first meeting with exhibited art is very important. **5. cx.**
6. Children visit the museum, and they "see that a museum can mean joy and color." **6. cd.-cx.**
7. "If their first visit is to a boring, dusty museum, children will always associate museums with *dusty* and *boring*." **7. cx.**
8. Mr. Goldin has even hung some of the paintings at toddlers' eye level to encourage each young visitor's own personal relationship with art. **8. s.** **9. cd.-cx.**
9. Young visitors are very excited when they learn that all the artwork was created by children, and they are often inspired to start painting.
10. Wouldn't it be great if there were a museum like that here? **10. cx.**

Review B Identifying and Classifying Subordinate Clauses

Identify the subordinate clause or clauses in each of the following sentences. Tell whether each clause is used as an adjective, an adverb, or a noun. If a clause is used as an adjective or an adverb, write the word or words the clause modifies. If a clause is used as a noun, write subj. for subject, d.o. for direct object, i.o. for indirect object, p.n. for predicate nominative, or o.p. for object of a preposition.

- EXAMPLES**
1. When our science teacher described insect-eating plants, we listened with amazement.
 1. *When our science teacher described insect-eating plants*—adverb—listened
 2. What we heard sounded like science fiction.
 2. *What we heard*—noun—subj.
 1. Plants that eat insects usually live in swampy areas. **1. adj.**
 2. Because the soil in these regions lacks nutrients, these plants do not get enough nitrogen through their roots. **2. adv.**
 3. The nitrogen that these plants need comes from the protein in the bodies of insects. **3. adj.** **4. n.—subj.**
 4. How these plants catch their food is interesting. **5. n.—o.p.**
 5. A pitcher plant's sweet scent appeals to whatever insect is nearby.



6. The insect thinks that it will find food inside the plant. 6. n.—d.o.
7. What happens instead is that the insect drowns in the plant's digestive juices. 7. n.—subj./n.—p.n.
8. The Venus' flytrap shown here has what looks like small bear traps at the ends of its stalks. 8. n.—d.o. 9. adv.
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. 10. adj.

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*.

1. *adv.*
2. *adj.* 3. *adv.*
4. *n.*
5. *adv.*
6. *adj.* 7. *adv.*
8. *n.*
9. *n.*
10. *n.*