Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Period: \_\_\_\_\_\_\_\_\_\_\_\_ Ms. Fetbroth

**Clauses**

**What is a clause?**

A clause is a group of words that contains a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and its \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and that is used as a sentence or as part of a sentence.

Every clause contains a subject and verb. However, not every clause expresses a

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Clauses that express a complete thought are called \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Clauses that don’t express a complete thought are called \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**Independent clause:** The people left the building.

*This is a complete thought.*

**Subordinate clause**: when the fire alarm sounded.

*This is not a complete thought! It leaves us asking questions.*

**Sentence:** The people left the building when the fire alarm sounded.

**Independent Clauses**

An independent clause can stand \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ as a sentence (which is why they’re called independent!).

Every independent clause will follow this pattern:

**subject** + **verb** = complete thought.

Here are some examples:

Lazy students whine.

***Students*** = subject; ***whine*** = verb.

Cola spilled over the glass and splashed onto the counter.

***Cola*** = subject; ***spilled***, ***splashed*** = verbs.

My dog loves pizza crusts.

***Dog*** = subject; ***loves*** = verb.

The important point to remember is that every sentence must have *at least* one main clause. Otherwise, you have a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (incomplete sentence), a major error.

Independent clauses can be connected in lots of ways to create one sentence and to clarify meaning (make a sentence easier to understand).

1. By a comma and a coordinating conjunction (like *but* or *and*)

Ex. **Sharrah studied for her biology quiz on the bus**, but **it was hard to concentrate because all of the noise.**

Ex. **Ms. Fetbroth is starting to make a difference** and **her 4th period is showing progress.**

2. With a semicolon

A semicolon is a type of punctuation that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ independent clauses. Semicolons show two ideas are related more than a period would.

Ex. **Sharrah studied for her biology quiz on the bus**; **it was hard to concentrate because all of the noise.**

Ex. **Ms. Fetbroth is starting to make a difference; her 4th period is showing progress.**

You \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ need to capitalize the first word after a semicolon the way you do after a period.

3. With a semicolon, a conjunctive adverb, and a comma before the second independent clause

Examples of conjunctive adverbs: however, still, then, also, instead, therefore, consequently

Ex. **Sharrah studied for her biology quiz on the bus;** however**, it was hard to concentrate because of all the noise.**

Ex. **Ms. Fetbroth is starting to make a difference;** consequently, **her 4th period is showing progress.**

4. As two separate sentences

Ex. **Sharrah studied for her biology quiz on the bus. It was hard to concentrate because of all the noise.**

Ex. **Ms. Fetbroth is starting to make a difference. Her 4th period is showing progress.**

**Subordinate Clauses**

A subordinate (also called dependent) clause \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ express a complete thought and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ stand on its own.

A [**subordinate clause**](http://www.chompchomp.com/terms/subordinateclause.htm) will follow this pattern:

**subordinate conjunction** + **subject** + **verb** = *in*complete thought.

Here are some examples:

Whenever lazy students whine

***Whenever*** = subordinate conjunction; ***students*** = subject; ***whine*** = verb.

As cola spilled over the glass and splashed onto the counter

***As*** = subordinate conjunction; ***cola*** = subject; ***spilled***, ***splashed*** = verbs.

Because my dog loves pizza crusts

***Because*** = subordinate conjunction; ***dog*** = subject; ***loves*** = verb.

The important point to remember about subordinate clauses is that they can *never* stand alone as complete sentences. To complete the thought, you must attach each subordinate clause to a main clause. Generally, the punctuation looks like this:

**main clause** + Ø + **subordinate clause**.

**subordinate clause** + **,** + **main clause**.

Check out these revisions to the subordinate clauses above:

***Whenever lazy students whine***, Mrs. Russell throws chalk erasers at their heads.

Anthony ran for the paper towels ***as cola spilled over the glass and splashed onto the counter***.

***Because my dog loves pizza crusts***, he never barks at the deliveryman.

**Practice with subordinate clauses:**

More information is needed to form complete thoughts in the sentences below. How can we make these clauses complete sentences?

1. After the team competes for the championship

2. Because the roof was damaged during the storm

3. What we need for the picnic

4. That you are reading

**Adjective Clauses**

An adjective clause will begin with a [**relative pronoun**](http://www.chompchomp.com/terms/relativepronoun.htm) [such as ***who***, ***whom***, ***whose***, ***which***, or ***that***] or a [**relative adverb**](http://www.chompchomp.com/terms/relativeadverb.htm) [***when***, ***where***, or ***why***]. The patterns look like these:

**relative pronoun or adverb** + **subject** + **verb** = *in*complete thought.

**relative pronoun as subject** + **verb** = *in*complete thought.

Here are some examples:

Whom Mrs. Russell hit in the head with a chalk eraser

***Whom*** = relative pronoun; ***Mrs. Russell*** = subject; ***hit*** = verb.

Where he chews and drools with great enthusiasm

***Where*** = relative adverb; ***he*** = subject; ***chews***, ***drools*** = verbs.

That had spilled over the glass and splashed onto the counter

***That*** = relative pronoun; ***had spilled***, ***splashed*** = verbs.

Who loves pizza crusts

***Who*** = relative pronoun; ***loves*** = verb.

Like subordinate clauses, relative clauses cannot stand alone as complete sentences. You must connect them to main clauses to finish the thought. Look at these revisions of the relative clauses above:

The lazy students ***whom Mrs. Russell hit in the head with a chalk eraser*** soon learned to keep their complaints to themselves.

My dog Floyd, ***who loves pizza crusts***, eats them under the kitchen table, ***where he chews and drools with great enthusiasm***.

Anthony ran to get paper towels for the cola ***that had spilled over the glass and splashed onto the counter***.

Punctuating (putting in commas) adjective clauses can be tricky. You have to decide if the relative clause is *essential* or *nonessential* and then use commas accordingly.

[**Essential relative clauses**](http://www.chompchomp.com/terms/essentialclause.htm) do *not* require commas. An adjective clause is essential when you need the information it provides. Look at this example:

A dog ***that eats too much pizza*** will soon develop pepperoni breath.

***Dog*** is nonspecific. To know which dog we are talking about, we must have the information in the relative clause. Thus, the relative clause is essential and requires no commas.

If, however, we revise ***dog*** and choose more specific words instead, the relative clause becomes [**nonessential**](http://www.chompchomp.com/terms/nonessentialclause.htm) and *does* require commas to separate it from the rest of the sentence. Read this revision:

My dog Floyd***, who eats too much pizza,*** has developed pepperoni breath.

Remember: Nonessential clauses require \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to separate them from the rest of the sentence.

**Practice with Adjective Clauses:**

Using adjective clauses can help add sentence variety to your writing and reduce the number of short, simply sentences in your writing. Combine the following sentences using the relative pronouns in parentheses.

1. Pedro is the candidate. Pedro got the most votes. (who)

2. I interviewed a man. His daughter is an astronaut. (whose)

3. Do you enjoy the music? The orchestra is playing it. (that)

**Noun Clauses**

Any clause that functions as a noun becomes a [**noun clause**](http://www.chompchomp.com/terms/nounclause.htm).

Look at this example:

You really do not want to know the ***ingredients*** in Aunt Nancy's stew.

***Ingredients*** = noun.

If we replace the noun ***ingredients*** with a clause, we have a *noun clause*:

You really do not want to know ***what Aunt Nancy adds to her stew***.

***What Aunt Nancy adds to her stew*** = noun clause.