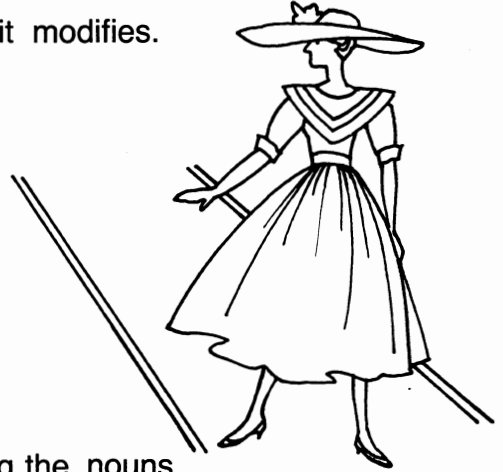


A **phrase** is a **group of related words** used as a **single part of speech**. A phrase can be used as an **adjective** to describe a noun. Example: **Silver** bracelets jangled on her wrist. ("Silver" is an adjective.)

Bracelets **of silver** jangled on her wrist. ("Of silver" is a phrase used as an adjective.)

Underline each phrase used as an adjective. Circle the noun it modifies.

1. Louis XIV was a French king of extraordinary power.
2. The palace at Versailles is a building of lasting beauty.
3. The years of the French Revolution were hard on the poor.
4. Napoleon Bonaparte was a general of the French Army.
5. Members of his troops followed him across the mountains.
6. For years, Lyon has been famous for the manufacture of silk.
7. Silk is often used in dresses of high style.
8. Paris is usually known as the leader of fashion.
9. French designers annually cause a stir among dress buyers.
10. The business of fashion design is a highly competitive one.



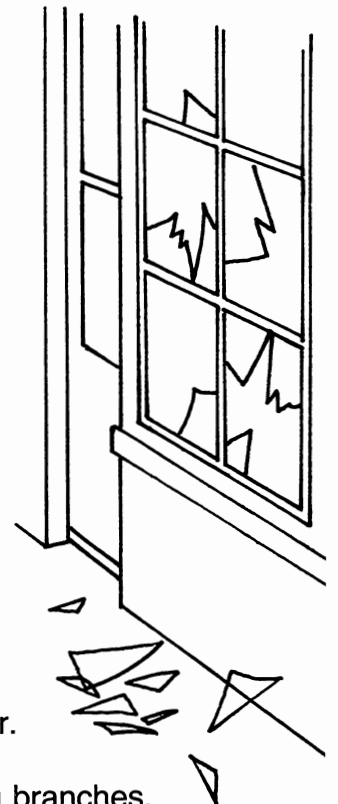
Change the adjectives in boldfaced type to phrases describing the nouns.

1. **Courageous** soldiers crossed the Alps. _____
2. The **mountain** path was very steep. _____
3. **Concrete** roads would have been helpful. _____
4. Generals must be **strong** leaders. _____
5. The **green** house was a rendezvous point. _____

Change the following adjectives to descriptive phrases and add appropriate nouns.

Example: gentle—a touch of such gentleness

1. brave _____
2. interesting _____
3. spring _____
4. worried _____
5. weak _____
6. musical _____
7. tin _____
8. wooden _____
9. fearful _____
10. joyful _____
11. charming _____
12. boastful _____



Add appropriate adjective phrases in the following blanks.

1. A soldier _____ would never disobey.
2. The first leader _____ was popular.
3. Uniforms _____ were expensive.
4. Baskets _____ were thrown to the poor.
5. The trip _____ was over 100 miles.
6. The streets _____ were lit with burning branches.
7. Each marcher carried a stick _____.
8. A group _____ broke store windows.
9. Men _____ stopped the riot.
10. The crowd _____ dispersed and went home.

A **clause** is part of a sentence containing a **subject and a predicate**. An **adjective clause** usually begins with **who, which,** or **that**. It can begin with **when, where,** or **why** if it is used to modify a noun or pronoun.

Underline only the adjective clauses in the phrases below. In the blanks, write the word each clause modifies.

- _____ 1. the girl who lives on High Street
- _____ 2. the dancers in their colorful costumes
- _____ 3. the zoo where they saw the panda
- _____ 4. the new president whom everybody cheered
- _____ 5. the little boy on a swing
- _____ 6. the old couch that I finally repaired
- _____ 7. the movie that Jane wanted to see
- _____ 8. the sweater in the store window
- _____ 9. the band that Jose brought to the studio
- _____ 10. the bridge over the swollen river



On the lines below, write the numeral of the group of words that could be used to make an adverbial clause. Example: 11. after two months 11 had passed

- | | |
|---------------------|-------------------------|
| 1. before the train | — chewed on a bone |
| 2. after she | — picked a team |
| 3. because Trina | — counted votes |
| 4. when the door | — crossed the bridge |
| 5. while the dog | — had tears in her eyes |
| 6. while Angelina | — slammed shut |
| 7. because Juanita | — pressed her skirt |
| 8. before the coach | — was ready first |



Choose five of the completed clauses above and write a sentence for each one.

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____

Independent clauses could stand alone and could be punctuated as sentences. They remain independent, even though they are connected by a conjunction. Only independent clauses that are **related in meaning** should be connected.

Example: The month for the class reunion came, and all the members were excited. (These clauses are related in meaning.)

Connect the following sentences to a related independent clause. Use **and, or, but,** or **yet** as connectors.

- 1. The swimmers took extra towels _____
- 2. He turned on the television _____
- 3. Snow was falling _____
- 4. The car slid _____
- 5. The zoo gates closed at 5:00 _____
- 6. Today has been the hottest of the year _____
- 7. The cafeteria was filled _____
- 8. Some dinosaurs had small heads _____
- 9. The science project won a prize _____
- 10. Holly cut the grass _____

An **adjective clause** is a dependent clause that modifies a noun or pronoun. **That, which** or **who** is often used as the subject of an adjective clause. An adjective clause may start with **when, where,** or **why** if it modifies a noun or pronoun.

In each sentence, find the adjective clause. Write the word it modifies on the short line and the adjective clause on the longer line. Circle the relative pronoun.

1. One shark that does not hesitate to swallow dead or inanimate objects is a killer shark.

2. Some ichthyologists, who have studied the Biblical Jonah, have suggested he may have been swallowed by a large shark, since whales prefer plankton.

3. The ocean is the place where sharks may devour anything.

4. One shark, which was caught in the Adriatic Sea, was found to have three overcoats, a raincoat, and an automobile license plate in his belly.

5. Luckily, the owners of the coats that were found in the shark's belly, were not in the coats at the time!

An **adverbial clause** is a dependent clause that modifies a verb.

In each sentence, find the adverbial clause. Write the word it modifies on the short line and the clause on the longer line. Circle the subordinate conjunction (words that tell how, when, where, or why).

1. Sharks attack as long as they are hungry.

2. Sharks swim incessantly until they die.

3. A shark swims constantly since he has no air bladder.

4. As if built for killing, a shark is superbly designed to attack.

5. Remarkably, this animal can store food at will for weeks before he digests it.

A **noun clause** is a clause that replaces a noun in a clause. It can begin with words like **how, that, what, where, who,** and **why**.

In each sentence, find the noun clause. On the short line, indicate whether the clause functions as a subject, direct object, predicate nominative, or object of a preposition. Write the noun clause on the long line.

1. For that reason, ichthyologists wonder whether Jonah was swallowed by a large shark or a whale.

2. Because of their constant motion, it is generally assumed that sharks never sleep.

3. That sharks have attacked humans is a proven fact.

4. This predator is deadly to whatever or whoever may cross its path.

5. The water near Kenya is where a shark ate a swimming elephant.

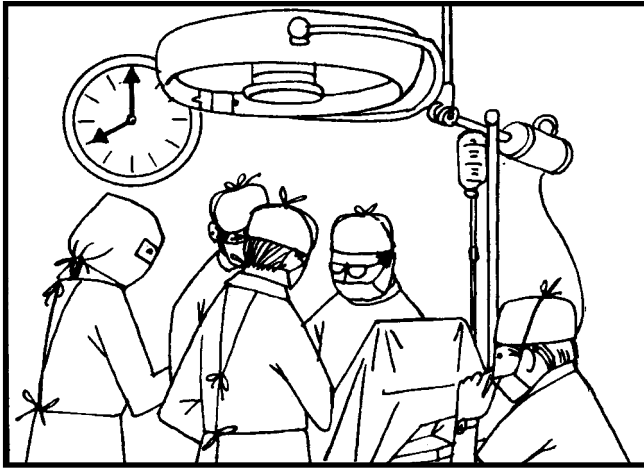
Clauses

A **nonrestrictive clause** is a relative clause that is not essential to the meaning of the sentence but merely adds more information to the sentence.

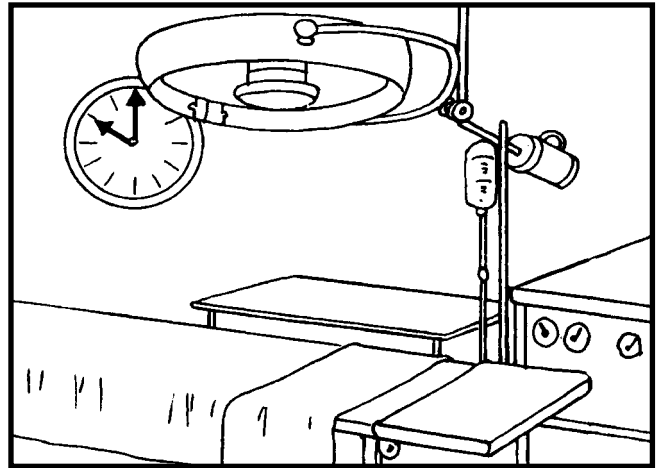
EXAMPLE: James Reilly, who is my favorite author, recently received the Pulitzer Prize.

A nonrestrictive clause is always set off from the rest of the sentence by commas.

A nonrestrictive clause never begins with the relative pronoun “that.”



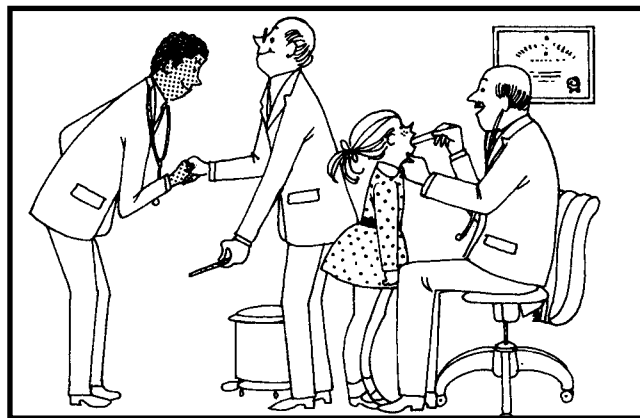
Mrs. Burke, who is ill, will undergo surgery.



Her operation, which was successful, took two hours.

A **restrictive clause** is essential to the meaning of the sentence, for without it the sentence would not say the same thing. A restrictive clause needs no punctuation.

EXAMPLE: Everyone who attended the meeting enjoyed it.



The doctor who located the problem was congratulated.
The tongue depressor that he used was discarded.
Thermometers which have been used are sterilized.

Restrictive and Nonrestrictive

I. Underline the relative clause in each sentence. Write **R** if the clause is restrictive (essential to the meaning of the sentence); write **N** if the clause is nonrestrictive (not essential to the meaning of the sentence).

1. Miss Teal, who operates the gift shop, helped my father select a present. _____
2. The man who had the camera took my picture. _____
3. Jerry repaired the window that was broken yesterday. _____
4. Her new red blouse, which was a birthday gift, is too large. _____
5. Mr. Britt, who runs the travel bureau, made our reservations. _____

II. Underline the relative clause in each sentence and place commas wherever needed.

1. The side gate which had been locked was mysteriously opened.
2. John Peale who plays the piano in the school orchestra is blind.
3. Chess which is a game for all ages requires great skill.
4. Shrimp which are delicious are prized by gourmets.
5. My brother who recently graduated will enter the army soon.
6. Gilbert Harris who is British taught at our school for three years.
7. Nobody who was in the house answered the telephone.
8. The children who were quite dirty were playing in the sandbox in the backyard.
9. Anyone who is taking this course must register early.
10. The tall boy who played so well has been chosen for the varsity team.
11. Timothy who waited for hours finally talked to the players.
12. The person who was waiting for you could not wait any longer.
13. His first catch which was a four-pound bass wiggled off the hook.
14. They took the first side street which was Dover Place and avoided the congested area.
15. Mrs. Louis who was engaged in conversation did not see the man who took her purse.
16. The smog that settled over the city was causing problems.
17. Mr. David who owned an antique car was envied by many collectors.
18. The mechanic who fixed my car is a genius with motors.