

Lesson Name : 44

Lesson Title : Independent and Subordinate Clauses

Course Name : English 2 Part 3 [Honors]

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Essential Instruction



It is a good idea to use your digital notebook to keep notes about new grammar concepts that you may need to reference later.

A **clause** is a group of words that has a subject and a predicate and functions as a part of a sentence or as a whole sentence. **Clauses** fall into two categories: **independent clauses**, and **subordinate clauses**.

In order to better understand usage mistakes, let's review some basic grammar concepts. To recognize an **independent** or **subordinate clause**, you must understand parts of a sentence.

Subject – Jesse reads a book.

Predicate – Jesse reads a book.

Direct Object – Jesse reads a book.

Indirect Object – Jesse reads Linda a book.

Predicate Nominative – Jesse is a tenth grade student.

Predicate Adjective – Jesse is smart.

Independent Clauses

An **independent clause** has a subject and a predicate and expresses a complete thought. It is the only type of clause that can stand alone as a sentence. Every sentence must have at least one independent clause. Coordinating conjunctions are not part of an **independent clause**.

Example:

1. Max (S) walked (V) the dog.
2. Max (S) walked (V) the dog and he (S) played (V) fetch with him.

Subordinate Clauses

A **subordinate clause** has a subject and a predicate that does not express a complete thought, so it cannot stand alone as a sentence. A **subordinate clause** is dependent on the rest of the sentence because a **subordinate clause** does not make sense by itself. A subordinating conjunction or a relative pronoun usually introduces a **subordinate clause**.

Common Subordinating Conjunctions

Relative Pronouns

After	Whenever	Who
Although	As if	Whom
As	As long as	Whomever
As far as	As soon as	Whoever
As though	If	Whichever
Because	Inasmuch as	Which
Before	In order that	Whose
Considering	Than	Whatever
Provided	Though	That
Since	Till	What
So long as	Where	
So	Whereas	
Unless	Wherever	
Until	While	
When		

Unlike a coordinating conjunction connecting two independent clauses, a subordinating conjunction or a relative pronoun is part of the **subordinate clause**. In some cases, the relative pronoun can also function as the subject of the **subordinate clause**. There are three types of **subordinate clauses**: **adjective clause**, **adverb clause**, and **noun clause**.

Adjective Clause

An **adjective clause** is a subordinate clause that modifies a noun or pronoun. An **adjective clause** may begin with a relative pronoun and usually follows the word it modifies.

Example:

Cities *that host the Olympics* must spend years preparing.

Sometimes the relative pronoun is dropped from the beginning of an adjective clause.

Example:

The shirt *I wear most often* came from the Olympics in Atlanta.

(The relative pronoun *that* has been omitted.)

Some **adjective clauses** are necessary to make the meaning of a sentence clear. These clauses are called **essential clauses** and should not be set off with commas.

Example:

The area *that is designated for the athletes* is called the Olympic Village.

An **adjective clause** that adds information that is not necessary to make the meaning of a sentence clear is called a nonessential clause. Always use commas to set off nonessential clauses.

Example:

The athletes, *who receive thousands of fan letters*, appreciate those attending the events.

When choosing between that and which to introduce an adjective clause, use that to begin an essential clause and which to begin a nonessential clause.

Adverb Clause

An **adverb clause** is a subordinate clause that modifies a verb, an adjective, or an adverb. It tells when, where, how, why, to what extent, or under what conditions. **Adverb clauses** begin with subordinating conjunctions and can come either before or after the independent clause. When an **adverb clause** comes before the independent clause, a comma separates it from the independent clause.

Examples:

1. *Before winter began*, I planted tulip bulbs. (introductory adverb clause telling *when*)
2. I planted tulip bulbs *before winter began*. (adverb clause telling *when*)

Sometimes **adverb clauses** have words left out of them. These **adverb clauses** are called elliptical **adverb clauses**; they are easy to understand because the words omitted are understood or implied.

Example:

While [I am] gardening, I take time to enjoy the flowers.

Noun Clause

A **noun clause** is subordinating clause that is used as a noun within the main clause of a sentence. A **noun clause** can be used as a subject, direct object, an indirect object, an object of the preposition, or a predicate nominative.

Examples:

As a subject – *Whatever you can learn about grammar* will improve your writing.

As a direct object – You should learn *whatever you could about grammar*.

As an indirect object – The teacher gave *whoever passed the test* opportunity for extra credit.

As an object of the preposition – You can write wonderful essays with *what you know about grammar*.

As a predicate nominative - The basics of grammar is *what you must learn in class*.

Practice:

In the paragraph below, can you identify the independent and subordinate clauses?

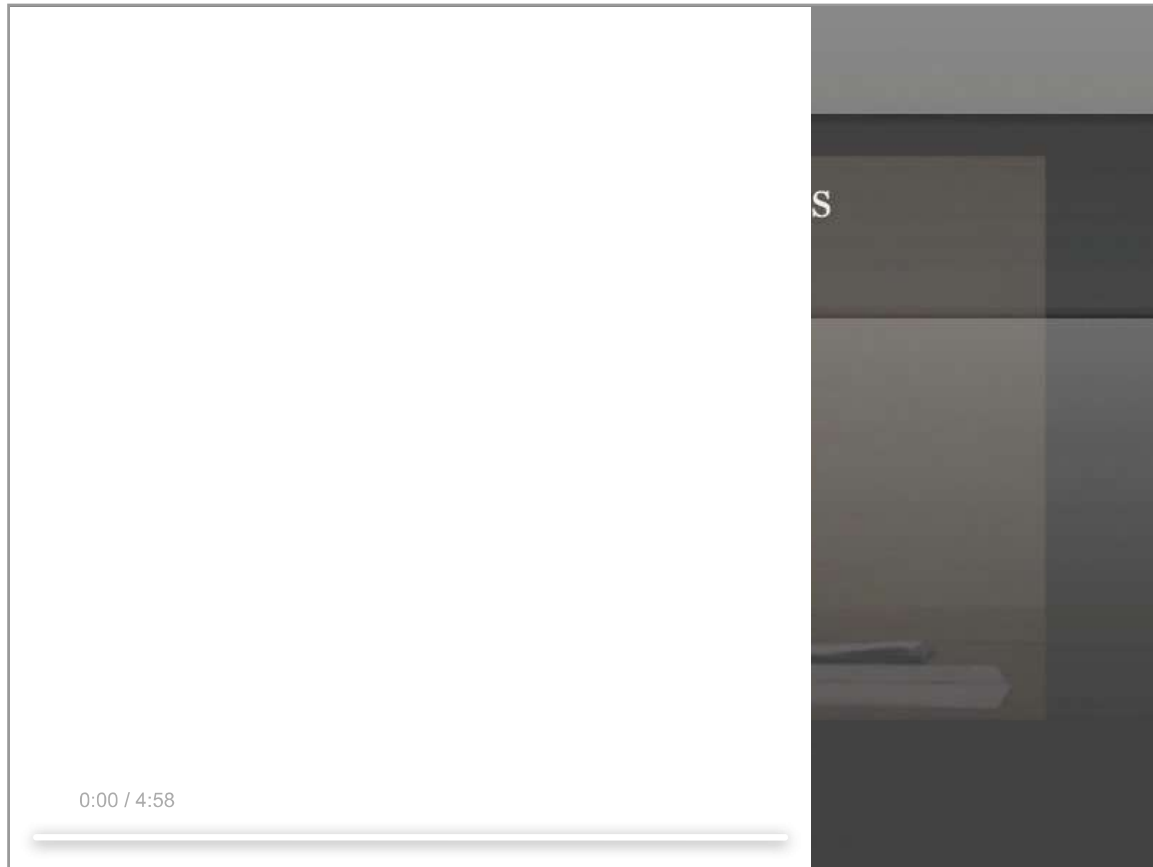
When planting a garden, it is best to begin after the last frost of spring. If you plant any earlier, you may subject your plants to freezing temperatures, which they will not survive. You will need to prepare the soil before you purchase flowers. Once you are ready to plant the flowers that you bought, you may want to position them for color variation. Newly planted flowers need plenty of water and sunshine. Watch out for weeds, which are a healthy garden's worst enemy.

View the [answers](#) to the sentences.

Effective Listening Skills

Now we are going to focus on becoming effective listeners. In this listening activity we will analyze how the speaker's narration develops content of an essay. To begin your journey to becoming an effective listener, make sure you follow [the steps for active listening](#).

Now that you are ready to be an effective listener, use your skills to learn more about poetry. Watch the segment “[Imagery, Alliteration and Assonance](#).” Why are these devices important in poetry? Can you give examples of imagery, alliteration and assonance from poetry or music that you like?



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