COMPLEX SENTENCES

SUBORDINATING WITH ADVERB CLAUSES, RELATIVE CLAUSES, & NOUN CLAUSES

Complex Sentences—Summary Sheet

Here is an overview of the entire unit:

➢ Any sentence that contains a subordinate clause is a **complex sentence.**

➢ Subordinate clauses can be classified as adverb clauses, adjective clauses (known as "relative clauses"), or noun clauses.

➢ "Clauses" are word groups that contains subjects and verbs. Independent clauses can stand alone; subordinate clauses cannot.

➢ Adverb clauses begin with subordinating conjunctions.

➢ **List of subordinating conjunctions:** after, as if, as long as, as soon as, although, as, as if, because, before, even if, if, since, so that, though, till, unless, until, when, whenever, wherever, while.

➢ A subordinating conjunction + a sentence = an adverb clause.

➢ The two most common places where adverb clauses can be placed are *after* an independent clause (no comma) or *before* an independent clause (with a comma).

➢ Relative clauses begin with **relative pronouns**; *who, that,* and *which* are the most commonly used relative pronouns.

➢ Relative clauses can be placed in the middle or at the end of a sentence; they can be punctuated with commas or without.

➢ Use "who" with people; use "which" and "that" with things; "which" always gets commas; "that" never gets commas.

➢ Quite often, it is better to reduce relative clauses to shorter phrases.

➢ Noun clauses begin with **noun clause markers:** that**,** if, whether, how, what, when, where, whom, why, however, whatever, whenever, wherever, whichever, whoever, whomever.

➢ A noun clause marker + a sentence = a noun clause.

➢ The words *something, somewhere,* and *someone* (especially "something") can be used when checking to see if a clause is, in fact, a noun clause.

➢ Only a limited number of verbs can precede noun clauses—verbs like *accept, admire, adore, appreciate, ask, catch, cherish, claim, comprehend, covet, decide, demand, desire, despise, detest, doubt, enjoy, feel, hate, have, hear, know, lack, like, love, make, miss, own, prefer, realize, recognize, require, see, smell, take, taste, understand, value, want, wonder.*

➢ Sentences can contain two or more subordinate clauses—of any variety.

➢ Complex sentences can be distinguished from compound sentences. Compound sentences use the coordinating conjunctions (FANBOYS): *for, and, nor, but, or, yet, so;* unlike coordinating conjunctions, subordinating conjunctions attach to the right-hand sentence.

➢ The elements of a compound sentence can be added to the elements of a complex sentence (a compound sentence + a subordinate clause) to create a compound-complex sentence.

Complex Sentences 1—Introduction

A **complex sentence** is any sentence that contains an independent clause and one or more subordinate clauses; therefore, a good way to study complex sentences is to focus on studying subordinate clauses.

> Another name for "subordinate clause" is "dependent clause."

Subordinate clauses can be classified as adverb clauses, adjective clauses (known as "relative clauses"), or noun clauses. This series of lessons will analyze subordinate clauses by focusing on each of these three types.

Here are some examples:

➢ independent clause/sentence: They got into a station wagon. [can stand alone]

➢ subordinate clause/adverb: As they got into a station wagon. [cannot stand alone]

➢ subordinate clause/relative: Which was a station wagon. [cannot stand alone]

➢ subordinate clause/noun: That they got into a station wagon. [cannot stand alone]

> Words like *who, what, when, where,* and *which* can be used to create subordinate noun clauses **or** to create questions. Don't confuse the two. For example, "Which was a station wagon" without a question mark is a subordinate relative clause. But if we do place a question mark after "Which was a station wagon," we have a complete sentence that asks a question.

Exercise 1: Decide whether each of the following word groups is able to stand alone. If it can stand alone, label it **ind. cl.** for independent clause; if it is not able to stand alone, label it **sub. cl.** for subordinate clause.

1. A single sword is held aloft.

2. After you left me.

3. Because my uncle sat at the stone table.

4. That a serpentine hair hangs over one ear.

5. Which is a hidden pleasure.

6. Who knew the rules and punishments.

7. Why she chose to wear the hex on her forehead.

8. You lose yourself in the cave of endless breath.

Complex Sentences 2—Subordinating Conjunctions

The more official term for any grammatical unit that works like an adverb is "adverbial"; nevertheless, we will simply refer to these clauses as "adverb clauses."

An adverb clause begins with a subordinating conjunction. Here is a list:

➤ after, as if, as long as, as soon as, although, as, as if, because, before, even if, if, since, so that, though, till, unless, until, when, whenever, wherever, while

Now let's perform a magic trick. Let's take a complete sentence, add a word to that complete sentence, and get less than a complete sentence:

➤ **complete sentence:** The sunset behind Lake Tahoe is spectacular.

➤ **add a word:** although

➤ **less than a complete sentence:** Although the sunset behind lake Tahoe is spectacular

This is how adverb clauses are created:

✓ A subordinating conjunction + a sentence = an adverb clause.

Exercise 2: Convert each of the following sentences into adverb clauses. To do this, choose a subordinating conjunction from the list above. Add that subordinating conjunction to the front of the sentence and <u>underline</u> it. Do not use the subordinating conjunctions in order. And do not use any of the subordinating conjunctions more than once.

1. He wings the glass into the empty fireplace.

2. Night has already covered most of the country.

3. Traps are underfoot on every path.

4. Another gas lamp flutters against the gravel path.

5. There is no ladder.

Exercise 2, continued: Continue the exercise using the same five sentences a second time. But this time use five different <u>underlined</u> subordinating conjunctions:

6. He wings the glass into the empty fireplace.

7. Night has already covered most of the country.

8. Traps are underfoot on every path.

9. Another gas lamp flutters against the gravel path.

10. There is no ladder.

Complex Sentences 3—Adverb Clauses, Pattern 1

The two most common places where adverb clauses can be placed are *after* an independent clause or *before* an independent clause. (Remember that "independent clause" is another name for "a sentence.")

Here are the two patterns:

➢ pattern 1: Independent clause + adverb clause.

➢ pattern 2: Adverb clause + (,) + independent clause.

Here are the **subordinating conjunctions:** after, as if, as long as, as soon as, although, as, as if, because, before, even if, if, since, so that, though, till, unless, until, when, whenever, wherever, while.

> **Use** a comma when a *coordinating* conjunction (for, and, nor, but, or, yet, so) sits between two sentences; **don't use** a comma when a *subordinating* conjunction sits between two sentences. Use a comma in "He called me to the tannery, for it was Sunday"; but don't use a comma in "He called me to the tannery because it was Sunday."

Exercise 3: Each of the following sentences follows pattern 1 as described above. You will be asked to identify independent clauses (sentences) and adverb clauses. The independent clauses will be to the left. Remember that adverb clauses begin with subordinating conjunctions. Indicate the clauses by writing the first word of the clause, then an ellipsis (. . .), then the last word of the clause.

1. Identify the independent clause in this sentence: *The parade is turning into our street because the other streets have been barricaded.*

2. Identify the adverb clause in this sentence: *The parade is turning into our street because the other streets have been barricaded.*

3. Identify the independent clause in this sentence: *We will get back to doing little things for each other after we paste these stamps together to form a tiny train track.*

4. Identify the adverb clause in this sentence: *We will get back to doing little things for each other after we paste these stamps together to form a tiny train track.*

5. Identify the independent clause in this sentence: *History cannot be erased although we can soothe ourselves by speculating about it.*

6. Identify the adverb clause in this sentence: *History cannot be erased although we can soothe ourselves by speculating about it.*

7. Identify the independent clause in this sentence: *A flock of minnows shivers awake as night closes in.*

8. Identify the adverb clause in this sentence: *A flock of minnows shivers awake as night closes in.*

9. Identify the independent clause in this sentence: *Sunlight severs down and dulls and shatters before it hits the ground.*

10. Identify the adverb clause in this sentence: *Sunlight severs down and dulls and shatters before it hits the ground.*

Complex Sentences 4—Adverb Clauses—Pattern 2

In Complex Sentences 3, we learned that adverb clauses are generally placed either after or before independent clauses (sentences). We then practiced identifying clauses in "pattern 1" sentences—with the adverb clause appearing to the right of the independent clause. In this lesson we'll study some "pattern 2" sentences. Pattern 2 looks like this:

Adverb clause + (,) + independent clause.

> When an adverb clause precedes an independent clause, the adverb clause gets
> punctuated with a comma.

Here are the **subordinating conjunctions:** after, as if, as long as, as soon as, although, as, as if, because, before, even if, if, since, so that, though, till, unless, until, when, whenever, wherever, while.

Exercise 4: Each of the following sentences follows pattern 2 as described above. You will be asked to identify independent clauses (sentences) and adverb clauses. The independent clauses will be to the right. Remember that adverb clauses begin with subordinating conjunctions. Indicate the clauses by writing the first word of the clause, then an ellipsis (. . .), then the last word of the clause.

1. Identify the independent clause in this sentence: *Because I love cedar waxwings, I stare up into the sky too long.*

2. Identify the adverb clause in this sentence: *Because I love cedar waxwings, I stare up into the sky too long.*

3. Identify the independent clause in this sentence: *If I were a lily, I think I would wait all day for the hummingbird's green face.*

4. Identify the adverb clause in this sentence: *If I were a lily, I think I would wait all day for the hummingbird's green face.*

5. Identify the independent clause in this sentence: *So that Orpheus sings accurately, he practices from morning till noon.*

6. Identify the adverb clause in this sentence: *So that Orpheus sings accurately, he practices from morning till noon.*

7. Identify the independent clause in this sentence: *Until only a child on a unicycle was left, the actors continually left the stage one-by-one.*

8. Identify the adverb clause in this sentence: *Until only a child on a unicycle was left, the actors continually left the stage one-by-one.*

9. Identify the independent clause in this sentence: *When loneliness comes stalking, you should go into the fields and consider the orderliness of the world.*

10. Identify the adverb clause in this sentence: *When loneliness comes stalking, you should go into the fields and consider the orderliness of the world.*

Complex Sentences 5—Adverb Clauses—Mixed Patterns

Here are the two patterns we have been studying:

➢ **pattern 1:** Independent clause + adverb clause.

➢ **pattern 2:** Adverb clause + (,) + independent clause.

In the two previous exercises, pattern 1 sentences were grouped together and pattern 2 sentences were grouped together. This time they will be mixed.

> As we complete these exercises, we will be focusing on applying the rules; nevertheless, there is an exception to our comma-placement rule. At times, a comma *might* be the proper choice in a pattern 1 sentence. If so, the comma might precede the subordinating conjunctions *although, though, while* (meaning "whereas"), *as* (meaning "because"), or *since* (meaning "because").

Here are the **subordinating conjunctions:** after, as if, as long as, as soon as, although, as, as if, because, before, even if, if, since, so that, though, till, unless, until, when, whenever, wherever, while.

Exercise 5: For each of the following sentences, identify the adverb clause. Indicate each clause by writing the first word of the clause, then an ellipsis (. . .), then the last word of the clause. Remember that adverb clauses begin with subordinating conjunctions. One good method for determining whether the adverb clause is to the left or to the right is to determine whether the sentence contains a comma.

1. He gunned the engine till he had hauled it out.

2. I had decided to maintain seven personalities because seven is a mystical number.

3. Though his family was already on their way, he knelt and raked his bare hands through that mound of dirt.

4. If I had wings, I would have opened them.

5. After I'd betrayed myself, I wish I had answered differently.

6. Let me hoist you back up onto this Ship of Fools so that we might continue our search for the Fountain of Youth.

7. One must learn to be content with staying home since all places one cannot go are fabulous.

8. The registrar delivered her narrative while the voices crashed.

9. Before she can remove her hand from the knob, the whole building will collapse.

10. Its steely gaze fixed on him as he chewed.

11. When the sky fell, the earth turned blue.

12. Unless they mistake us for burglars, we will be quite welcome to enter.

Complex Sentences 6—Adverb Clauses—Focus on *Although, Though, Until,* and *Till*

Our study of these four subordinating conjunctions is a simple one. *Although* and *though* are two equal words; *until* and *till* are also two equal words. All you need to know is that both choices are available. Anytime you choose to use *although,* you could have chosen *though;* anytime you choose to use *until,* you could have chosen *till.*

Examples:

➢ He is too full of sleep to care **although** he knows his enemy is there.

➢ He is too full of sleep to care **though** he knows his enemy is there.

➢ The voice of *La Muerte* numbs them **until** they leave wrinkled bodies of flowers withering on the stump.

➢ The voice of *La Muerte* numbs them **till** they leave wrinkled bodies of flowers withering on the stump.

> By now, we've encountered the term "clause" several times, so let's be sure that we understand the term. It's quite simple, really: *a clause contains a subject and a verb.* "He knows his enemy is there" is an independent clause; it's a "clause" because it has a subject and verb ("He knows"); it's "independent" because it can stand alone. An independent clause and a sentence are the same thing. "Although he knows his enemy is there" is a subordinate clause; it's a "clause" because it has a subject and verb ("he knows"); it's "subordinate" because it cannot stand alone.

Exercise 6: Copy each of the following sentences. In place of each blank, add one of the following subordinating conjunctions: *although, though, till, until.* Use each subordinating conjunction one time only. In each, underline the subordinate conjunction you use.

1. The summer is reluctant to go ____ the scythes hang in the apple trees.

2. ____ the scythes hang in the apple trees, the summer is reluctant to go.

3. It was best to let Michael rest ____ he felt healthy and strong.

4. ____ he felt healthy and strong, it was best to let Michael rest.

Complex Sentences 7—Adverb Clauses—Focus on *Since* and *So That*

In this lesson we'll take a closer look at the subordinating conjunctions "since" and "so that."

SINCE

Since has two meanings. One of its meanings is shared with *because. Because,* like *since,* is a subordinating conjunction; therefore, the two words can be interchangeable.

Examples:

➢ Alice cannot be in the poem **because** she's only a metaphor.

➢ Alice cannot be in the poem **since** she's only a metaphor.

Since also means *from that time forward.* This is a meaning that *since* does not share with any other subordinating conjunction.

➢ It has been thirty years **since** I have written you a letter.

SO THAT

The subordinating conjunction *so that* is easily mistaken for the coordinating conjunction *so.*

Examples:

➢ The mother has given herself up as prey **so that** her babies can escape.

➢ The allosaurus fell heavily, **so** the fossil he left was broken to bits.

One way to distinguish between *so* and *so that* is to determine *intention.* We use *so that* when the action taken in the independent clause is intentional; we use *so* when the action is not intentional. In the examples above, the mother in the first example intentionally gave herself up as prey; the allosaurus in the second example, however, did not fall intentionally. In both examples the content of the independent clause *causes* the content of the subordinate clause; the difference is that the mother intended to cause the escape of her babies and the allosaurus did not intend to cause his broken skeleton.

> In addition to the difference in intention, notice also that when "so" joins two clauses it is punctuated with a comma; when "so that" joins two clauses it is not punctuated with a comma.

Exercise 7: Copy each of the following sentences. In place of the blank, insert either "so that" or a comma and "so." Underline the part of the answer that you place in the blank.

1. I would turn down dinner invitations ____ I could eat alone.
2. Surprisingly, they have done me no injury ____ I am happy and dance and sing.
3. The photos are hard to see ____ we ask if they can be blown up to a larger size.
4. The doctors drugged the children ____ they wouldn't fuss.
5. Their stingers have been removed ____ I enter the swarm of yellow jackets without harm.
6. Their stingers have been removed ____ I can enter the swarm of yellow jackets without harm.

Complex Sentences 8—Relative Clauses—Introduction

Let's review:

- ✓ A **complex sentence** is any sentence that contains an independent clause and one or more subordinate clauses; therefore, a good way to study complex sentences is to focus on studying subordinate clauses.
- ✓ **Subordinate clauses** can be classified as adverb clauses, adjective clauses (known as "relative clauses"), or noun clauses. This series of lessons will analyze subordinate clauses by focusing on each of these three types.

We have studied adverb clauses, the first of our three clause types. Now we will move on to our second clause type—**the relative clause.**

Relative clauses begin with one of the following relative pronouns: *who, that, which, whom, whose, what, when, where, why.* However, we are going to focus on the three that we use most often in our writing: *who, that,* and *which.*

Examples:

- ➢ I met a man **_who_ had lost the ability to cry or sing.** [The independent clause "I met a man" + the relative clause "who had lost the ability to cry or sing."]
- ➢ There came a dream of hopes **_that_ never yet had flushed his cheek.** [The independent clause "There came a dream of hopes" + the relative clause "that never yet had flushed his cheek."]
- ➢ The speaker spoke of youth, **_which_ night and time have quenched forever.** [The independent clause "The speaker spoke of youth" + the relative clause "which night and time have quenched forever."]

Exercise 8: Identify and write the independent and relative clauses contained in the following complex sentences.

1. Write the independent clause contained in this sentence: *The men of England plow for the lords who oppress them.*
2. Write the relative clause contained in this sentence: *The men of England plow for the lords who oppress them.*

3. Write the independent clause contained in this sentence: *At last we understood the woe that had wasted him.*
4. Write the relative clause contained in this sentence: *At last we understood the woe that had wasted him.*

5. Write the independent clause contained in this sentence: *Encircling ivy covered the halls, which the waterfalls willed with unfailing sound.*
6. Write the relative clause contained in this sentence: *Encircling ivy covered the halls, which the waterfalls willed with unfailing sound.*

Complex Sentences 9—Relative Clauses—The Medial Position

In the previous lesson we took our first look at relative clauses. Each of the sentences contained in that lesson featured a relative clause in the *terminal* position:

➢ Independent clause + relative clause.

However, relative clauses may also appear in the *medial* position:

> The terms "introductory," "medial," and "terminal" help us to refer to specific places within a sentence. Quite simply, "introductory" means "at the beginning"; "medial" means "in the middle," and "terminal" means "at the end."

Examples:

➢ The man **_who_ had lost the ability to cry or sing** was sitting in the corner. [The independent clause "The man was sitting in the corner" + the medial relative clause "who had lost the ability to cry or sing."]

➢ The hopes **_that_ never yet had flushed his cheek** would soon be realized. [The independent clause "The hopes would soon be realized" + the medial relative clause "that never yet had flushed his cheek."]

➢ Youth, **_which_ night and time have quenched forever,** cannot be recaptured. [The independent clause "Youth cannot be recaptured" + the medial relative clause "which night and time have quenched forever."]

Exercise 9: Identify and write the independent and relative clauses that are contained in the following complex sentences.

1. Write the independent clause contained in this sentence: *The living winds, which flow like waves above the living waves below, are creating navigational difficulties for the nightingales.*

2. Write the relative clause contained in this sentence: *The living winds, which flow like waves above the living waves below, are creating navigational difficulties for the nightingales.*

3. Write the independent clause contained in this sentence: *The sounds that soothed her sleep came in through the open window.*

4. Write the relative clause contained in this sentence: *The sounds that soothed her sleep came in through the open window.*

5. Write the independent clause contained in this sentence: *The people who are lost in stormy vision need our sympathy.*

6. Write the independent clause contained in this sentence: *The people who are lost in stormy vision need our sympathy.*

Complex Sentences 10—Relative Clauses—Restrictive and Nonrestrictive

You may have noticed in the examples we've worked with so far that some of the relative clauses have been punctuated with commas, some without. This is because relative clauses are either *restrictive* or *nonrestrictive.*

➢ restrictive = no commas
➢ nonrestrictive = commas

Here is the difference between the two: Often, restrictive clauses serve the purpose of narrowing the possibilities within a group; nonrestrictive clauses serve no such purpose.

For example, suppose we have a group of actors. During rehearsal that day some actors attended rehearsal; some did not. So by using a restrictive relative clause, we can reduce the larger group of all actors to a smaller group—those who didn't attend rehearsal.

➢ The actors **who failed to attend rehearsal** were forgetting their lines.

When we use relative clauses, be must be consciously aware of our purposes in using them: Are we restricting a larger group (restrictive clauses)? Or are we just adding additional information (nonrestrictive clauses)? We must also be conscious of our punctuation choice: Are we restricting a larger group? (If so, we don't use commas.) Or are we just adding additional information? (If so, we do use commas.)

Exercise 10: For each of the following sentences, identify the relative clause by writing it out; then label the clause either "R" for restrictive or "NR" for nonrestrictive.

1. On every side now rose rocks, which lifted their barren pinnacles in the light of evening.

2. The eagle, who can scale Heaven in a mighty flash, soars and screams round her empty nest.

3. The eddying waters rose, circling fast and dashing the roots of trees that stretched their arms in darkness.

4. The great moon, which suspended her mighty horn over the wide world, guided us safely home.

5. The sweet brook that rose from the secret springs of a dark fountain gurgled its way down the mountainside.

6. These were the famous Euganean hills, which bear the likeness of a clump of islands.

7. They do not borrow their glory from men who make the world their prey.

8. We looked out upon the grass that trembled with the sense of an unaccustomed presence.

Complex Sentences 11—Relative Clauses—Focus on Relative Pronouns

"Which" Versus "That"

You may have noticed by now that, with few exceptions, the relative pronoun "which" is punctuated with commas while the relative pronoun "that" is used without commas. In other words, "which" is used to create nonrestrictive clauses and "that" is used to create restrictive clauses.

Exercise 11: For each of the following, write the relative clause. Then write "no commas," "1 comma," or "2 commas" to indicate the correct punctuation.

1. Travelers crossing the water hear the bell that calls the maniacs from their cells.

2. The city that gave you refuge calls for you to return.

3. This wild spirit which moves everywhere is both a destroyer and a preserver.

4. And they dragged that cruel King to kiss their bloodied feet which threatened to trample him.

"Who" Versus "That"

With few exceptions, we use "who" with people and we use "that" with things. A common error occurs when we fail to notice that we have used "that" when we should have used "who."

Exercise 11, continued: Correct each of the following sentences by applying the "use 'who' with people and use 'that' with things" rule. In each case, underline the correction you make.

5. Freedom remains with those that are truly free.

6. There yet remained a few that would not bow their spirits to the Conqueror.

7. The sleeping mother dreamed of the children that once roamed throughout her house.

8. This is the poet that can't stop quoting haikus at his guests.

Complex Sentences 12—Relative Clauses—"Who" Versus "Whom" 1

Subjective Versus Objective Forms

We've practiced using the relative pronouns "who," "that," and "which." In this lesson we'll turn our attention to another relative pronoun—"whom." "Who" and "whom" are actually two forms of the same word: "who" is the subjective form while "whom" is the objective form.

At this point we could digress into an explanation of the subjective case and the objective case—but we won't. Instead, we'll take a shortcut by learning this general rule:

> **"Whom" is followed by a noun or pronoun, while "who" is followed by a verb.**

Study these two examples:

➤ This Earth has been peopled with the servants **whom you require.**

➤ I am the only man **who writes in the margins.**

In each example, the relative clause is in boldface and the relative pronoun is underlined. Notice that "whom" is followed by the pronoun "you" and that "who" is followed by the verb "writes."

Exercise 12: Copy each of the following sentences. Complete the sentences by inserting "who" or "whom" in place of the blank. If the word after the blank is a verb, use "who"; if the word after the blank is a noun or pronoun, use "whom." Underline the relative pronoun you place in the blank.

1. Such aggressive action reminded us of the owl ____ faces whatever she sees.

2. That heavenly maiden ____ mortals call the Moon glides across the night sky.

3. The people ____ she loves move through the familiar rooms.

4. This was the massive father ____ lifted the boy high with one hand.

5. This is the man ____ fame singled out as her favorite.

6. Today we would study the poet ____ wrote of the oval office.

Complex Sentences 13—Relative Clauses—"Who" Versus "Whom" 2

"Whom" As the Object of a Preposition

Another function of the objective relative pronoun "whom" is to serve as the object of a preposition. The preposition category includes such words as *at, below, by, for, from, in, of, on, through, to,* and *with*. Using "whom" as the object of a preposition allows us to perform the following writing trick. This trick can be performed with any relative clause that ends with a preposition. Example:

> ➢ He was the kind of knight **<u>whom</u> ladies could be proud of.**

Now, take the preposition ("of") from the end of the relative clause and move it to the front of the relative clause:

> ➢ He was the kind of knight **of <u>whom</u> ladies could be proud.**

One more example, with the relative clause in the medial position:

> ➢ The people **whom you smiled on** were warmed to the heart. *—becomes—*
> ➢ The people **on whom you smiled** were warmed to the heart.

> The use of the objective form "whom" often lends a more formal tone to your writing.

Exercise 13: Rewrite each of the following sentences. In each sentence move the preposition from the end of the relative clause to the front of the relative clause. In each case, <u>underline</u> the preposition you have moved.

1. I knew one like you whom this city gave welcome to.

2. The people whom Percy argued with were the ones he most tried to avoid.

3. We failed to recognize the shepherd whom wolves would flee from.

4. The sister whom you share your secrets with has written you a new song.

5. We now have a list of the souls whom the bell tolls for.

Complex Sentences 14—Relative Clauses—Reduction of Clauses

Now that we have learned how relative clauses are used, we must also learn to pay heed to this word of caution:

> **It often better to reduce relative clauses to shorter phrases.**

Often, by removing the relative pronoun (*who, that, which*) and by removing the "to be" verb that follows the relative pronoun (*is, am, are, was, were*), we can leave behind a perfectly good phrase that contains the same information, but in two words fewer.

➢ **example 1:** The mountain, <u>which was</u> unconquered by those who scale it, cannot be mistaken for a molehill.

➢ **remove "which was" and we get:** The mountain, unconquered by those who scale it, cannot be mistaken for a molehill.

➢ **example 2:** The nation adores its hermits, <u>who are</u> the preservers of solitude.

➢ **remove "who are" and we get:** The nation adores its hermits, the preservers of solitude.

➢ **example 3:** The tree <u>that is</u> growing in Eden embodies opposites in balance.

➢ **remove "that is" and we get:** The tree growing in Eden embodies opposites in balance.

> Relative pronouns are also deletable when they are objective pronouns. For example: *The bed of flowers ~~that~~ she slept in . . . [and] The children ~~whom~~ she once raised . . . .*

Exercise 14: Rewrite each of the following sentences with a reduced relative clause. You simply need to copy each sentence, leaving out two of the original words—the relative pronoun and the "to be" verb.

1. The billy goat, which is watching without judgment from behind his strange eyes, stands patient for two millennia.

2. I greeted the new ones, who were the frightened and longing ones.

3. The flowering chestnuts, which are red and white in the morning light, drift above the watery pavement.

4. I cannot reach the handkerchief that is drying on the hook.

5. The husband and wife, who are like two scrappy parlor pets, share an established glee.

Complex Sentences 15—Relative Clauses—Terminology

We'll conclude our study of relative clauses by answering three unanswered questions.

1. We refer to the words *who, that,* and *which* as relative pronouns. In what way are these words pronouns?
2. When we use relative pronouns to create word groups, we refer to these word groups as *relative clauses.* In what way are these word groups clauses?
3. Relative clauses are adjective clauses. In what way do they work as adjectives?

Question 1

Pronouns refer to other nouns. For example: *Perimeter is not meaning, but **it** changes meaning.* In this sentence, the pronoun "it" refers to the noun "perimeter."

The same principle applies with relative pronouns. For example: *I've never stolen the gnomes **that** sit in my neighbor's yard.* In this sentence, the relative pronoun "that" refers to the noun "gnomes." Another example: *The stegosaurus, **which** has two brains, loves the orchids best.* In this sentence, the relative pronoun "which" refers to the noun "stegosaurus."

Question 2

Earlier, we have defined "clause" as "a group of words containing a subject and verb." And, sure enough, relative clauses do contain subjects and verbs. In the clause *that sits in my neighbor's yard,* "that" is the clause's subject and "sits" is the clause's verb. In the clause *which has two brains,* "which" is the clause's subject and "has" is the clause's verb. In other words, the relative pronoun itself is the subject within the relative clause.

Question 3

No doubt we are familiar with one-word adjectives: In the phrase *coherent narrative,* "coherent" is the adjective describing the noun "narrative." But with relative clauses, it is as if the entire clause works together as a single, one-word adjective. In the sentence *I've never stolen the **gnomes** that sit in my neighbor's yard,* the clause "that sit in my neighbor's yard" is like a one-word adjective describing the noun "gnomes." In the sentence, *The **stegosaurus**, which has two brains, loves the orchids best,* The clause "which has two brains" is like a one-word adjective describing the noun "stegosaurus."

Exercise 15: For each of the following sentences, create an "a" answer, a "b" answer, and a "c" answers. (Your answers will begin with "1a" and end with "3c.")

➢ For "a," use this pattern: *The relative pronoun "____" refers to the noun "____."*
➢ For "b," use this pattern: *The clause's subject is "____" and the clause's verb is "____."*
➢ For "c," use this pattern: *The clause "_____" describes the noun "____."*

1. Beatrice, who wears a green dress with large white pockets, is a collector of evidence.
2. The mind ponders the dove, which is the symbol of peace.
3. The breeze that blows through the courtyard ripples the poison ivy.

Complex Sentences 16—Creating Noun Clauses

We began our study of complex sentences by learning that a complex sentence is an independent clause (a sentence) plus a dependent or subordinate clause. We learned that there are three types of subordinate clauses: adverb, adjective (the relative clause), and noun.

We have covered subordinate clauses of the adverb and adjective variety. This leaves us one more clause type to analyze—the noun clause.

We have learned that both adverb clauses and relative clauses begin with key words: adverb clauses begin with subordinating conjunctions and relative clauses begin with relative pronouns. Noun clauses, too, begin with key words. We can call these key words "noun clause markers."

Here is a list of **noun clause markers:**

➢ that**,** if, whether
➢ *[words that can be used to create questions]* how, what, when, where, whom, why
➢ *[the "ever" words]* however, whatever, whenever, wherever, whichever, whoever, whomever

If we take a noun clause marker and we add a sentence, we get a noun clause.

> A noun clause marker + a sentence = a noun clause

Examples:

➢ **take a noun clause marker:** that
➢ **add a sentence:** the foal was delivered by helicopter
➢ **get a noun clause:** that the foal was delivered by helicopter

➢ **take a noun clause marker:** whenever
➢ **add a sentence:** the Shah wanted it delivered
➢ **get a noun clause:** whenever the Shah wanted it delivered

> A noun clause placed on the right side of a sentence will make a complex sentence—but not one placed to the left. *What the clown found so funny was a mystery* is not a complex sentence because "was a mystery" is not a sentence. So we will limit our study of noun clauses to those that are placed on the right sides of sentences.

Exercise 16: Decide which noun clause markers from the bulleted lists (above) can be attached to which of the following sentences. (Not all noun clause markers will work.) Write out the complete sentences with a noun clause marker attached to the front of each. By doing so, you will have created six noun clauses. Try to use a variety of noun clause markers. **Note: Exercise 17 will ask you to use the noun clauses you create here in exercise 16.**

1. The time is far away.
2. The old woman had painted a picture of a dozen oranges.
3. Truth was a mix of gold and silver.
4. My father is hiding in this house.
5. The opposite of "kite" is "yo-yo."
6. The weatherman stopped to bow.

Complex Sentences 17—Noun Clauses in Sentences

One type of complex sentence takes this form: Sentence + noun clause. Any sentence following this pattern qualifies as a complex sentence: the "sentence" is the independent clause and the "noun clause" is the subordinate clause.

Since nouns are people, places, and things, we can test for "nounness" by using the key words **SOMETHING**, **SOMEWHERE,** and **SOMEONE**. Whatever can replace any of these three words must be a noun. Examples:

➢ We did not understand **SOMETHING.**
➢ We did not understand **why George was twitching in the forsythias.**
➢ Therefore, the entire clause "why George was twitching in the forsythias" works as a single noun.

➢ We despised **SOMEONE.**
➢ We despised **whoever had been tolling the bell.**
➢ Therefore, the entire clause "whoever had been tolling the bell" works as a single noun.

> Sentence 1: *The hammock **that holds Achilles** is tied to the poles.* Sentence 2: *We demanded **that the barge be turned back.*** The clauses in sentences 1 and 2 both begin with "that." The clause in sentence 1 is a relative clause; the clause in sentence 2 is a noun clause. But if both clauses begin with "that," how can we tell them apart? Remember that the word "something" can test for "nounness." Try replacing the first clause with "something"; now the second clause. The second clause is the noun clause. Also, relative clauses are preceded by nouns ("hammock"), while noun clauses are preceded by verbs ("demanded").

For our purposes, we will focus on **SOMETHING,** the most commonly used of these three.

It must be noted that this type of sentence structure is not a common one. In fact, only a limited number of verbs can be used in the creation of complex sentences with noun clauses—verbs such as the following:

> **verbs that can precede noun clauses:** accept, admire, adore, appreciate, ask, catch, cherish, claim, comprehend, covet, decide, demand, desire, despise, detest, doubt, enjoy, feel, hate, have, hear, know, lack, like, love, make, miss, own, prefer, realize, recognize, require, see, smell, take, taste, understand, value, want, wonder.

Exercise 17: Copy each of the following sentences. Each time you come to "**SOMETHING**," replace the "**SOMETHING**" with one of your noun clauses from exercise 16. (Feel free to change verb tenses whenever necessary. Underline the noun clauses you add.

1. You cherish **SOMETHING.**
2. She recognizes **SOMETHING.**
3. They realized **SOMETHING.**
4. We saw **SOMETHING.**

Complex Sentences 18—Review

Let's review:

We have learned that a complex sentence consists of an independent clause (a sentence) and a dependent or subordinate clause. In reality, we can simplify this idea even further:

✓ A sentence that contains a subordinate clause is a complex sentence.

Once we understand this, we also understand that the study of complex sentences is really the study of subordinate clauses. We have studied each type of subordinate clause: the adverb clause, the adjective (relative) clause, and the noun clause.

✓ Adverb clauses begin with subordinating conjunctions: *after, as if, as long as, as soon as, although, as, as if, because, before, even if, if, since, so that, though, till, unless, until, when, whenever, wherever, while.*

✓ Adjective (relative) clauses begin with relative pronouns: *who, that, which* (the three most commonly used).

✓ Noun clauses begin with noun clause markers: *that, if, whether, how, what, when, where, whom, why, however, whatever, whenever, wherever, whichever, whoever, whomever.*

Exercise 18: For each of the following, write the clause; write the clause only, not the complete sentence. There will be three of each type of clause. For each clause you write, label it . . .

➢ **AC** for adverb clause,
➢ **RC** for relative clause, or
➢ **NC** for noun clause.

1. After he thumped the jammed vending machine, the trooper walked home in his snowshoes.

2. I could not learn his mind because he never knew it himself.

3. I followed whatever it was that whispered of love.

4. Imperfect stars create their reflections though the lake is mostly mud.

5. She wondered whether it was her heart that was faulty, or her eyes.

6. We float messages to the refugees, who stand among the rubble of their flooded shelters.

7. We still hoped that they might get passage.

8. You might still touch the lips that yesterday spoke.

9. Your heart, which has been mined by others, will not recover its lightning and thunder.

Complex Sentences 19—Mixed Clauses, Multiple Clauses

So far every complex sentence we've looked at has been a complex sentence at its most basic level: an independent clause (a sentence) with one subordinate clause. But in fact, complex sentences can contain mixed clauses (such as an adverb clause *and* a relative clause) or multiple clauses (such as three adverb clauses).

*Here are two examples of complex sentences containing **mixed** clauses:*

➤ When Arjuna threw down his bow, the warriors, who were his cousins and kin, ceased in their fighting.

> This example contains the adverb clause "when Arjuna threw down his bow" and the relative clause "who were his cousins and kin."

➤ The crowd that assembled on the sidewalks would never understand why he filled his conversation with so many foreign words.

> This example contains the relative clause "that assembled on the sidewalks" and the noun clause "why he filled his conversation with so many foreign words."

*Here are two examples of complex sentences containing **multiple** clauses:*

➤ When a teaspoonful of silkworm eggs endowed the church, when the letters of sacred testaments were unreeled in the coastal cities, when a bookworm conspired to enter the maze of empty roads, the rivers began flowing.

> This example contains three consecutive adverb clauses: "When a teaspoonful . . ., when the letters . . ., when a bookworm . . . ."

➤ All this takes place on my lawn, which has nothing to do with the seasons that roll lightly by.

> This example contains the relative clause "that roll lightly by" as part of a larger relative clause that begins with "which has nothing to do with the seasons."

Exercise 19: [For this exercise, it will be helpful to have with you either the previous handout (Complex Sentences 18) or the Complex Sentences Summary Sheet. Each of these handouts contains the lists of the key words used to begin the three types of clauses. Identify the clauses in the following sentences (there are two clauses in each). This time, instead of writing out the complete clauses, write the first word of the clause, then dot dot dot (an ellipsis), then the last word of the clause. Give each clause one of the following labels:

➤ **AC** for adverb clause,
➤ **RC** for relative clause, or
➤ **NC** for noun clause.

1. As the nails began to fly away, we wondered how we were to get any work done.

2. The busybody who lives next door understands that the bronze statues have been draped in towels.

3. The donkey's stance, which can be seen through the front window, will haunt you this day though you have left your shudders closed.

4. The poem begins when the poet stops, when the poet gets out of the way.

5. So that the speakers could still be heard from the steeple that graced our roof, we turned the knobs clockwise.

Complex Sentences 20—Complex Vs. Compound Sentences

Sentences can be divided into four types: simple, compound, complex, and compound-complex. Before we conclude our study of complex sentences, let's see how the *complex* sentence compares to the *compound* sentence.

➢ **compound sentence:** The parade is turning into our street, for the other streets have been barricaded.

➢ **complex sentence:** The parade is turning into our street because the other streets have been barricaded.

By studying these two examples, we should note two differences: the comma and the conjunction. While complex sentences (those containing adverb clauses) are created with subordinating conjunctions, compound sentences are created with coordinating conjunctions (*for, and, nor, but, or, yet, so*).

Question: If these two examples are so similar, why are they in two different sentence categories?

Here is the difference: *Subordinating conjunctions attach to the right-hand sentence; coordinating conjunctions do not.*

Let's look at our two examples once again. We'll let brackets **[ ]** group each sentence into its component parts.

➢ **compound sentence: [**The parade is turning into our street**], [for] [**the other streets have been barricaded**]**.

➢ **complex sentence: [**The parade is turning into our street**] [because** the other streets have been barricaded**]**.

So because of the different properties of the two types of conjunctions, a compound sentence is a three-part sentence while a complex sentence is a two-part sentence.

Exercise 20, part 1: Convert the following compound sentences to complex sentences. You will need to remove each comma and replace each coordinating conjunction with an underlined subordinating conjunction.

> **subordinating conjunctions:** after, as if, as long as, as soon as, although, as, as if, because, before, even if, if, since, so that, though, till, unless, until, when, whenever, wherever, while; **coordinating conjunctions:** for, and, nor, but, or, yet, so

1. The treasure could not be found, for the map had been drawn by a mad sea-captain.

2. We would hold our candles aloft in the rain, and John Brown could see justice after all.

3. They had been completely surrounded by cowboys, so the sparkling noise of horses sounded in their ears.

Exercise 20, part 2: Convert the following complex sentences to compound sentences. You will need to add a comma to each and replace each subordinating conjunction with an <u>underlined</u> coordinating conjunction.

4. The swift runners had begun while the slow runners had gone to sleep.

5. He had danced down the street's center though the snow had continued to fall.

6. You won't hear the mourners' song if you are sobbing.

Complex Sentences 21—Compound-Complex Sentences

We have the simple, the compound, the complex, and the compound-complex sentence. Now that we have studied complex sentences and have taken a look at compound sentences, understanding compound-complex sentences will be a cinch.

There are two approaches we might take to producing compound-complex sentences: (1) Begin with a compound sentence, then add to it; or (2) begin with a complex sentence, then add to it.

➢ **begin with a compound sentence:** The knight set out on an adventure, but he remained loyal to the queen.
➢ **add a subordinate clause:** after he bid farewell to his loved ones
➢ **get a compound-complex sentence:** After he bid farewell to his loved ones, the knight set out on an adventure; but he remained loyal to the queen.

> **punctuation note:** In compound sentences, we normally place commas before coordinating conjunctions. But if there are one or more other commas in the sentence, the comma before the conjunction gets "upgraded" to a semicolon (like in the example above).

➢ **begin with a complex sentence:** The hotel kept one pet, which happened to be a racehorse.
➢ **add a coordinating conjunction and an independent clause (a sentence):** yet the guests would have been happy with a kitten
➢ **get a compound-complex sentence:** The hotel kept one pet, which happened to be a racehorse; yet the guests would have been happy with a kitten.

Exercise 21: Create compound-complex sentences by following the directions for each. For assistance, refer to your Complex Sentences Summary Sheet. In each, underline the words that you create on your own.

1. *Judy is sleeping confidently, and the sun is in no hurry to rise.* [This is a compound sentence. Create a compound-complex sentence by placing an adverb subordinate clause after the word "and"; place a comma to the right of your clause, and change the comma after "confidently" to a semicolon.]

2. *She asks everyone to sit down so that she can boast about the special things her children have done.* [This is a complex sentence. Create a compound-complex sentence by placing an independent clause (a sentence), a comma, and a coordinating conjunction to the left of the first "she."]

3. *The mayor refuses to answer my question, so I stick my head in the sand.* [This is a compound sentence. Create a compound-complex sentence by adding a relative clause after the word "mayor"; change the comma after "question" to a semicolon.]

4. *As we face each other across the table, we wonder about our long-ago trip to Connecticut.* [This is a complex sentence. Create a compound-complex sentence by changing the period to a semicolon, then adding a coordinating conjunction and an independent clause (a sentence) after "Connecticut."]

5. *His notebook and pencil were ready, but the crowd seemed too large and too frenzied.* [This is a compound sentence. Create a compound-complex sentence by adding an adverb subordinate clause to the right of "frenzied"; no punctuation changes are necessary.]

Complex Sentences—Practice Test

The directions for the Complex Sentences Practice Test and for the Complex Sentences Test (which follows the Practice Test) are the same as for Exercise 18. You will be asked to identify clauses found within complex sentences.

To prepare for the Complex Sentences Test, study your Summary Sheet. Most especially, study the key words—the words used to begin adverb clauses, relative clauses, and noun clauses. The more familiar you are with these words (you might consider some memorization), the better you will do on the test.

For each of the following, write the clause; write the clause only, not the complete sentence. Each sentence contains one clause. For each clause you write, label it . . .

- ➢ **AC** for adverb clause,
- ➢ **RC** for relative clause, or
- ➢ **NC** for noun clause.

1. Before you've had time to pick up where you left off with your enthralling life story, they're telling you *their* life story.
2. I dined alone at a table with one rose vase as the mist advanced its coolly silvered drift of gray.
3. Since I had kept the trust and had loved the lady, the knight withheld his giant sword and let me go.
4. The angry years feel that the flowers exist for us to fall in to.
5. The careless men who have taken to railroading have traveled off in search of salvation.
6. The caves echoed back to the writer who entered and never quite emerged.
7. The empty basket of the child will float abandoned in the seaweed until the work of water unravels it in filaments of straw.
8. The house dog understands what life was like in younger and stronger times.
9. The planet that turns with them is always faithful.
10. The soup-supper, which in the easy half-yellow light of autumn looked oddly beckoning, sat waiting on the oaken table.
11. The youths in Union Square wonder whether fire or flowers grow crimson petals.
12. They swim among the peaks of mountains while the old nightmares of earth settle into silt.
13. Today I notice them and turn away though at one time they were my joy.
14. When the tide turns, the water will fall by the ton.
15. Years of anger follow the hours that float idly down.
16. You should stay home if you can bring nothing to this place but your own body.

Complex Sentences—Final Test

For each of the following, write the clause; write the clause only, not the complete sentence.
Each sentence contains one clause. For each clause you write, label it . . .

➢ **AC** for adverb clause,
➢ **RC** for relative clause, or
➢ **NC** for noun clause.

1. Although I did not understand a word they were saying, their sound surrounded me.

2. As I run to Kim's market, I thank my husband for his sacrifice.

3. Emily cursed the weasels that stole her chickens.

4. Her fair hand, which might bid heat return to a frozen age, trembles and swells once again.

5. His soft hand is placed over the mouth of the crier before it has time to gather the force of a cry.

6. I know the poems much better than the man because I'm willing to be honestly confused and honestly fearful.

7. I'll tell of the things I've done when I am strong and able to bear arms.

8. If there is something unsoft in the city, God puts a soft stop to it.

9. Life extends to the naked salty shore, which crumbles evermore.

10. The crumbling wall was made by the women who wear keys at their waists.

11. The dinosaurs, who crawled like breathing lava from the earth's cracked crust, swung their tiny heads above their lumbering tons of flesh.

12. The murmuring city desires that we three walk across this bridge.

13. The others rang the bells till the sound filled up the garden.

14. The speakers of French suddenly remember how crows are like small black rivers.

15. The statue of the Virgin of Guadalupe is placed below the altar stairs so that Pilar can kneel before her and pray straight into her face.

16. Those fleas that escaped earth and fire died by the cold.

17. Those of us here will accept whatever it is that cannot be put down.

18. Though it is brightened by the last chapter of late autumn, the light returns somewhat pale.

19. Today my son realized that in the meadows at the edge of the woods are the trees of white flowers.

20. While the wrecks accumulate, our disbelief is suspended.

ANSWER KEYS

Complex Sentences 1—Introduction

Exercise 1

1. ind. cl.
2. sub. cl.
3. sub. cl.
4. sub. cl.
5. sub. cl.
6. sub. cl.
7. sub. cl.
8. ind. cl.

Complex Sentences 2—Subordinating Conjunctions

Exercise 2 [These are suggested answers.]

1. **While h**e wings the glass into the empty fireplace.
2. **Because n**ight has already covered most of the country.
3. **When t**raps are underfoot on every path.
4. **As a**nother gas lamp flutters against the gravel path.
5. **Unless t**here is no ladder.

Exercise 2, continued [These are suggested answers.]

6. **Whenever h**e wings the glass into the empty fireplace.
7. **Before n**ight has already covered most of the country.
8. **Though t**raps are underfoot on every path.
9. **Till a**nother gas lamp flutters against the gravel path.
10. **Since t**here is no ladder.

Complex Sentences 3—Adverb Clauses, Pattern 1

Exercise 3

1. the . . . street
2. because . . . barricaded
3. we . . . other
4. after . . . track
5. history . . . erased
6. although . . . it
7. a . . . awake
8. as . . . in
9. sunlight . . . shatters
10. before . . . ground

Complex Sentences 4—Adverb Clauses—Pattern 2

Exercise 4

1. I . . . long
2. because . . . waxwings
3. I . . . face
4. If . . . lily
5. he . . . noon
6. so that . . . accurately
7. the . . . one [or "one-by-one"]
8. until . . . left
9. you . . . world
10. when . . . stalking

Complex Sentences 5—Adverb Clauses—Mixed Patterns

Exercise 5

1. till . . . out
2. because . . . number
3. though . . . way
4. if . . . wings
5. after . . . myself
6. so that . . . youth
7. since . . . fabulous
8. while . . . crashed
9. before . . . knob
10. as . . . chewed
11. when . . . fell
12. unless . . . burglars

Complex Sentences 6—Adverb Clauses—Focus on *Although, Though, Until,* and *Till*

Exercise 6

1. The summer is reluctant to go [**although** or **though**] the scythes hang in the apple trees.
2. [**Although** or **Though**] the scythes hang in the apple trees, the summer is reluctant to go
3. It was best to let Michael rest [**till** or **until**] he felt healthy and strong.
4. [**Till** or **Until**] he felt healthy and strong, it was best to let Michael rest.

Complex Sentences 7—Adverb Clauses—Focus on *Since* and *So That*

Exercise 7

1. I would turn down dinner invitations **so that** I could eat alone.
2. Surprisingly, they have done me no injury**, so** I am happy and dance and sing.
3. The photos are hard to see**, so** we ask if they can be blown up to a larger size.
4. The doctors drugged the children **so that** they wouldn't fuss.
5. Their stingers have been removed**, so** I enter the swarm of yellow jackets without harm.
6. Their stingers have been removed **so that** I can enter the swarm of yellow jackets without harm.

Complex Sentences 8—Relative Clauses—Introduction

Exercise 8

1. The men of England plow for the lords
2. who oppress them
3. At last we understood the woe
4. that had wasted him
5. Encircling ivy covered the halls
6. which the waterfalls willed with unfailing sound

Complex Sentences 9—Relative Clauses—The Medial Position

Exercise 9

1. The living winds are creating navigational difficulties for the nightingales
2. which flow like waves above the living waves below
3. The sounds came in through the open window
4. that soothed her sleep
5. The people need our sympathy
6. who are lost in stormy vision

Complex Sentences 10—Relative Clauses—Restrictive and Nonrestrictive

Exercise 10

1. which lifted their barren pinnacles in the light of evening—**NR**
2. who can scale Heaven in a mighty flash—**NR**
3. that stretched their arms in darkness—**R**
4. which suspended her mighty horn over the wide world—**NR**
5. that rose from the secret springs of a dark fountain—**R**
6. which bear the likeness of a clump of islands—**NR**
7. who make the world their prey—**R**
8. that trembled with the sense of an unaccustomed presence—**R**

Complex Sentences 11—Relative Clauses—Focus on Relative Pronouns

Exercise 11

1. that calls the maniacs from their cells—**no commas**
2. that gave you refuge—**no commas**
3. which moves everywhere—**two commas**
4. which threatened to trample him—**one comma**

Exercise 11, continued:

5. Freedom remains with those **who** are truly free.
6. There yet remained a few **who** would not bow their spirits to the Conqueror.
7. The sleeping mother dreamed of the children **who** once roamed throughout her house.
8. This is the poet **who** can't stop quoting haikus at his guests.

Complex Sentences 12—Relative Clauses—"Who" Versus "Whom" 1

Exercise 12

1. Such aggressive action reminded us of the owl **who** faces whatever she sees.
2. That heavenly maiden **whom** mortals call the Moon glides across the night sky.
3. The people **whom** she loves move through the familiar rooms.
4. This was the massive father **who** lifted the boy high with one hand.
5. This is the man **whom** fame singled out as her favorite.
6. Today we would study the poet **who** wrote of the oval office.

Complex Sentences 13—Relative Clauses—"Who" Versus "Whom" 2

Exercise 13

1. I knew one like you **to** whom this city gave welcome.

2. The people **with** whom Percy argued were the ones he most tried to avoid.

3. We failed to recognize the shepherd **from** whom wolves would flee.

4. The sister **with** whom you share your secrets has written you a new song.

5. We now have a list of the souls **for** whom the bell tolls.

Complex Sentences 14—Relative Clauses—Reduction of Clauses

Exercise 14

1. The billy goat, ~~which is~~ watching without judgment from behind his strange eyes, stands patient for two millennia.

2. I greeted the new ones, ~~who were~~ the frightened and longing ones.

3. The flowering chestnuts, ~~which are~~ red and white in the morning light, drift above the watery pavement.

4. I cannot reach the handkerchief ~~that is~~ drying on the hook.

5. The husband and wife, ~~who are~~ like two scrappy parlor pets, share an established glee.

Complex Sentences 15—Relative Clauses—Terminology

Exercise 15

1. The relative pronoun "**who**" refers to the noun "**Beatrice**." (b) The clause's subject is "**who**" and the clause's verb is "**wears**." (c) The clause

"**who wears a green dress with large white pockets**" describes the noun "**Beatrice**."

2. The relative pronoun "**which**" refers to the noun "**dove**." (b) The clause's subject is "**which**" and the clause's verb is "**is**." (c) The clause "**which is the symbol of peace**" describes the noun "**dove**."

3. The relative pronoun "**that**" refers to the noun "**breeze**." (b) The clause's subject is "**that**" and the clause's verb is "**blows**." (c) The clause "**that blows through the courtyard**" describes the noun "**breeze**."

Complex Sentences 16—Creating Noun Clauses

Exercise 16 [These are suggested answers.]

1. **if t**he time is far away

2. **why t**he old woman had painted a picture of a dozen oranges

3. **wherever t**ruth was a mix of gold and silver

4. **that m**y father is hiding in this house

5. **whether t**he opposite of "kite" is "yo-yo"

6. **whenever t**he weatherman stopped to bow

Complex Sentences 17—Noun Clauses in Sentences

Exercise 17 [These are suggested answers.]

1. You cherish **whenever the weatherman stops to bow**.

2. She recognizes **if the time is far away**.

3. They realized **why the old woman had painted a picture of a dozen oranges**.

4. We saw **that my father is hiding in this house**.

Complex Sentences 18—Review

Exercise 18

1. after he thumped the jammed vending machine**—AC**
2. because he never knew himself**—AC**
3. whatever it was that whispered of love**—NC**
4. though the lake is mostly mud**—AC**
5. whether it was her heart that was faulty, or her eyes**—NC**
6. who stand among the rubble of their flooded shelters**—RC**
7. that they might get passage**—NC**
8. that yesterday spoke**—RC**
9. which has been mined by others**—RC**

Complex Sentences 19—Mixed Clauses, Multiple Clauses

Exercise 19

1. As the nails began to fly away**—AC**
   how we were to get any work done**—NC**
2. who lives next door**—RC**
   that the bronze statues have been draped in towels**—NC**
3. which can be seen through the front window**—RC**
   though you have left your shudders closed**—AC**
4. when the poet stops**—AC**
5. when the poet gets out of the way**—AC**
6. So that the speakers could still be heard from the steeple **[**that graced our roof**]—AC**
7. that graced our roof**—RC**

Complex Sentences 20—Complex Vs. Compound Sentences

Exercise 20, part 1 [These are suggested answers.]

1. The treasure could not be found **because** the map had been drawn by a mad sea-captain.
2. We would hold our candles aloft in the rain **so that** John Brown could see justice after all.
3. They had been completely surrounded by cowboys **while** the sparkling noise of horses sounded in their ears.

Exercise 20, part 2 [These are suggested answers.]

4. The swift runners had begun**, but** the slow runners had gone to sleep.
5. He had danced down the street's center**, yet** the snow had continued to fall.
6. You won't hear the mourners' song**, for** you are sobbing.

Complex Sentences 21—Compound-Complex Sentences

Exercise 21 [These are suggested answers.]

1. Judy is sleeping confidently**;** and **as she loses herself in dreams,** the sun is in no hurry to rise.
2. **We rush into Grandma's room, and s**he asks everyone to sit down so that she can boast about the special things her children have done.
3. The mayor**, who can be ornery at times,** refuses to answer my question**;** so I stick my head in the sand.
4. As we face each other across the table, we wonder about our long-ago trip to Connecticut**; for our lives had only deteriorated since the day of that fateful trip.**
5. His notebook and pencil were ready, but the crowd seemed too large and too frenzied **as they rambled to and fro.**

Complex Sentences—Practice Test

1. before you've had time to pick up where you left off with your enthralling life story—**AC**
2. as the mist advanced its coolly silvered drift of gray—**AC**
3. since I had kept the trust and had loved the lady—**AC**
4. that the flowers exist for us to fall in to—**NC**
5. who have taken to railroading—**RC**
6. who entered and never quite emerged—**RC**
7. until the work of water unravels it in filaments of straw—**AC**
8. what life was like in younger and stronger times—**NC**
9. that turns with them—**RC**
10. which in the easy half-yellow light of autumn looked oddly beckoning—**RC**
11. whether fire or flowers grow crimson petals—**NC**
12. while the old nightmares of earth settle into silt—**AC**
13. though at one time they were my joy—**AC**
14. when the tide turns—**AC**
15. that float idly down—**RC**
16. if you can bring nothing to this place but your own body—**AC**

Complex Sentences—Final Test

1. although I did not understand a word they were saying—**AC**
2. as I run to Kim's market—**AC**
3. that stole her chickens—**RC**
4. which might bid heat return to a frozen age—**RC**
5. before it has time to gather the force of a cry—**AC**
6. because I'm willing to be honestly confused and honestly fearful—**AC**
7. when I am strong and able to bear arms—**AC**
8. If there is something unsoft in the city—**AC**
9. which crumbles evermore—**RC**
10. who wear keys at their waists—**RC**
11. who crawled like breathing lava from the earth's cracked crust—**RC**
12. that we three walk across this bridge—**NC**
13. till the sound filled up the garden—**AC**
14. how crows are like small black rivers—**NC**
15. so that Pilar can kneel before her and pray straight into her face—**AC**
16. that escaped earth and fire—**RC**
17. whatever it is that cannot be put down—**NC**
18. Though it is brightened by the last chapter of late autumn—**AC**
19. that in the meadows at the edge of the woods are the trees of white flowers—**NC**
20. While the wrecks accumulate—**AC**