**Written Expression/First Year (L1/All groups).**

**Lecture 4: Clauses.**

* A **clause** is a group of words containing at least a subject and a verb. Clauses that can stand alone if removed from their sentences are called **independent clauses.** Those that cannot stand alone are called **subordinate clauses***.*
* **An *independent* (or *main*) *clause* expresses a complete thought and can stand by itself as a sentence.**

 **S V**

 EXAMPLE: The outfielders missed easy fly balls.

* **Independent clauses** that express related ideas can be joined together in a single sentence. Often, the clauses are linked by a comma and one of the **coordinating conjunctions** (*and, but, or, nor, for, so,* or *yet*).

 **S V S V**

EXAMPLE: The outfielders missed easy fly balls**,** **and** the infielders were throwing wildly. Related independent clauses can be linked by a semicolon.

 **S V S V**

EXAMPLE: The outfielders missed easy fly balls**;** the infielders were throwing wildly.

* A **conjunctive adverb** or transitional expression followed by a **comma** can be used after the **semicolon** to express the relationship between the independent clauses.

EXAMPLES: The outfielders missed easy fly balls**; moreover,** the infielders were throwing wildly.

The outfielders missed easy fly balls**; in addition,** the infielders were throwing wildly.

* **A subordinate**(or *dependent*) **clause**has a subject and a predicate but does not express a complete thought and cannot stand alone as a sentence. Many subordinate clauses begin with subordinating conjunctions or relative pronouns.

EXAMPLES: whom we spoke to yesterday

 because no students have applied for them

* The thought expressed by a subordinate clause becomes part of a complete thought when the clause is combined with an independent clause.

EXAMPLES:

 The woman **whom we spoke to yesterday** told us about sources of financial aid for college applicants.

 Some scholarships are still available **because no students have applied for them.**

* Subordinate clauses can be used as **adjectives, adverbs**, or **nouns**.
1. An **adjective clause** is a subordinate clause that modifies a noun or a pronoun. This clause usually follows the word it modifies and tells *what kind* or *which one*.

EXAMPLES:

I am now reading this book, **which is a historical novel about the Irish revolt of 1798.** [The adjective clausemodifies the noun *book,* telling what kind of book.]

A photograph of those **who had participated in the school’s Earth Day celebration** appeared on the frontpage of the local newspaper. [The adjective clause modifiesthe pronoun *those,* telling which ones.]

* **NOTE:** Depending on how it is used, an adjective clause is either *essential* or *nonessential*. An ***essential*** (or ***restrictive***) ***clause*** containsinformation necessary to the sentence meaning. A ***nonessential***(or ***nonrestrictive***) ***clause*** contains information that can be omittedwithout affecting the sentence basic meaning. An essential clause isnot set off by commas; a nonessential clause is set off by commas.

**ESSENTIAL:** The oboe is the only instrument **that I can play well.** [The adjective clause is essential because omitting itwould change the basic meaning of the sentence.]

**NONESSENTIAL:** Emil, **who can play many instruments,** taught me how to play the oboe. [The adjective clause is nonessential because omitting it would not affect the basic meaning of the sentence.]

* An adjective clause is usually introduced by a *relative pronoun (***who, whom, whose, that***,* and **which***),* or by the relative adverbs **when, where,** and **why***.*

EXAMPLES:

I like a writer **who surprises me**.

Here is the spot **where we will have lunch.** [*Where* relates the adjective clause to the noun *spot.*]

This is the season **when it rains almost every day.** [*When* relates the adjective clause to the noun *season.*]

I know the reason **why I failed the course.**

* Sometimes the relative pronoun is left out of a sentence. In such a sentence, the pronoun is understood and still serves a grammatical function within the adjective clause.

EXAMPLE:

 Ms. Chung is the legislator [**that** or **whom**] **we met.** [*That* or *whom* is understood. The understood relative pronounrelates the adjective clause to *legislator* and serves as thedirect object of the verb *met* in the adjective clause.]

1. **An *adverb clause*** is a subordinate clause that modifies a verb, an adjective, or an adverb. An adverb clause tells *how, when, where, why, to what extent,* or *under what condition.*

EXAMPLES:

 Donna sounds **as if she has caught a cold.** [The adverb clause modifies the verb *sounds,* telling how Donna sounds.]

**Before we left,** we lowered the blinds. [The adverb clause modifies the verb *lowered,* telling when we lowered the blinds.]

You will see our house **where the road curves right.** [The adverb clause modifies the verb *will see*, telling where you will see our house.]

Will you move **so that I can see**? [The adverb clause modifies the verb *will move,* telling why you will move.]

Your stereo is louder **than it should be.** [The adverb clause modifies the adjective *louder,* telling to what extent your stereo is louder.]

Andrew can type faster **than anyone else in his computer class can.** [The adverb clause modifies the adverb*faster,* telling to what extent Andrew can type faster.]

**As long as he starts early,** he will arrive on time. [The adverb clause modifies the verb *will arrive,* telling under what condition he will arrive on time.]

* At times words may be left out of an adverb clause. The omitted words, however, are understood, or implied. Adverb clauses from which words have been omitted are called **elliptical adverb clauses.**

EXAMPLE: She can swim faster **than I (can swim).**

 The news made him happier **than (it made) me (happy)**.

1. A **noun clause**is a subordinate clause that is used as a noun. A noun clause may be used as a subject, a predicate nominative, a direct object, an indirect object, an object of a preposition, or an appositive.

EXAMPLES:

**What I need** is my own room. (subject)

The happiest time in my life was **when we went to** **Costa Rica for the summer.** (PN)

She believes **that lost time is never found again.** (DO)

We will give **whoever wins the contest** a prize. (IO)

She has written an article about **how she was** **elected to the Senate.** (OP)

The fact **that he had not told the truth** soon became apparent. (Restrictive Appositive)

Jane’s problem, **how she could open the locked door**, seemed insoluble. (Non-restrictive appositive)

**Common Introductory Words for Noun Clauses**

how where whoever

that whether whom

what which whomever

whatever whichever whose

when who why

* In some sentences, the word that introduces a noun clause can be omitted.

EXAMPLES:

 He told us [**that**] **attendance is improving.** [The introductory word *that* is understood.]

The judge mentioned [**that**] **she was born in Guyana.** [The introductory word *that* is understood.]