

Using Adjective Clauses

English is an amazing language: A whole group of words can function as a single part of speech. For example, a doctor's first, middle, and last name—as well as Miss, Mrs. or Mr. in front of the name and MD after the name—counts as a single noun. You already know that a **noun** is a word used to name a person, place, thing or idea. A **noun clause** is a subordinate clause used as a noun. Noun clauses can appear anywhere that a noun can.

Subject:	What I learned could fill a book.
Predicate Nominative:	Basic documentation was what I learned.
Indirect Object:	This assignment will give what I learned a chance to sink in.
Direct Object:	She asked me what I learned.
Object of a Preposition:	I could fill a book with what I learned.

When you use a noun clause to combine sentences, you will usually need to introduce the clause with one of the following words:

who	whom	which	what	when	where	why	how	that
-----	------	-------	------	------	-------	-----	-----	------

Original:	Aisya told me something. Our class is meeting in the library.
Combined:	Aisya told me that our class is meeting in the library.
	Aisya told me when our class is meeting in the library.
	Aisya told me whom our class is meeting in the library.
	Aisya told me why our class is meeting in the library.
	Aisya told me where our class is meeting in the library.

When you use a noun clause to combine sentences, you can pack a lot of specific information in just one sentence, add variety to your sentence structures, and make your sentences more interesting.

DIRECTIONS On a separate sheet of paper, combine each set of items.



For the first five items, use the italicized words to create noun clauses.

For the last seven items, choose one of the introductory words above to create noun clauses.

Insert each noun clause into an appropriate blank.

1. Ms. Herrera told us _____ and _____.

- Sources should be documented. (why)
- Documentation should be incorporated into our reports. (how)

2. She said _____.

- The documentation should be referenced on the works cited page. (that)

3. _____ and _____ were two topics addressed in class.

- We should make a source card. (how)
- We could ask for help at the library. (whom)

4. _____ had never occurred to me.

- Bibliographic information is so important. (why)

5. Ms. Herrera explained _____ and _____.

- We should paraphrase a source. (when)
- We should use a direct quotation. (when)

6. Would you please show me _____.

- I can make a works cited page from my source cards.

7. _____ will help us to be better prepared for college.

- We learned in class.

8. With Ms. Herrera's guidance, we finally discovered _____.

- We can paraphrase to improve our writing.

9. Our classed learned _____ and _____.

- Research is not always difficult.
- It can actually be fun.

10. _____ and _____ amaze me.

- So many students dread research papers.
- The process is actually easy.

Using Adverb Clauses

Answer Key

Answer Keys:

Answers will vary. These are sample answers.

1. Ms. Herrera told us **why** sources should be documented and how documentation should be incorporated into our reports.
2. She said **that** the documentation should be referenced on the works cited page.
3. **How** we should make a source card and **whom** we could ask for help at the library were two topics addressed in class.
4. **Why** bibliographic information is so important had never occurred to me.
5. Ms. Herrera explained **when** we should paraphrase a source and **when** we should use a direct quote.
6. Would you please show me **how** I can make a works cited page from my source cards?
7. **What** we learned in class will help us to be better prepared for college.
8. With Ms. Herrera's guidance, we finally discovered **how** we can paraphrase to improve our writing.
9. Our class learned **that** research is not always difficult and **that** it can actually be fun.
10. **Why** so many students dread research papers and **how** easy the procedure actually is amaze me.