

LANGUAGE HANDBOOK **7 CLAUSES**
WORKSHEET 1
**Identifying Independent and Subordinate Clauses
(Rules 7 a–c)**

EXERCISE A: In the following paragraphs, underline each independent clause once, and underline each subordinate clause twice.

Circle the subordinating conjunction.

EXAMPLE [1] One group created a multimedia presentation that described the ecology of a tropical rain forest.

[1] After our class had studied various ecological systems, Mrs. Roth suggested that we divide into groups and choose an interesting project. [2] The project that we chose was building a woodland terrarium. [3] After school was over, we went to a wooded park where we hunted for materials. [4] Leilani found several flowering plants such as wintergreen, whose flowers are white and bell-shaped, and pipsissewa, which has leaves that once were used for medicinal purposes. [5] She put the plants in cut-off milk containers whose bottoms were filled with soil. [6] While I was looking for a mossy rock, I found a salamander. [7] Although it was quite fast, I managed to get a good look at it.

[8] The next day, Mrs. Roth said that we could use the aquarium tank from the science closet. [9] First, we covered the base of the tank with gravel so that the soil would have adequate drainage, and then we added a layer of woodland soil. [10] After we planted small ferns and seedlings, we placed the terrarium in a cool spot.

EXERCISE B: The subordinate clauses in the following sentences are italicized. Underline the subject of each subordinate clause once and the verb twice.

Circle the subordinating conjunction.

EXAMPLE 1. As the curtain rose, Clay, who had the leading role, was feeling nervous.

1. *If failures do not quit*, they may eventually succeed, *as U. S. Grant did*.
2. *When Janice was ill*, she read Katherine Mansfield's "Miss Brill," *which you had recommended*.
3. *After I had overcome my stage fright*, I remembered *what my next line was!*
4. Mr. Habeeb, *who is a superb teacher*, answers questions *that the class should have asked*.
5. *When class discussion ended*, Ms. Jones read "Ain't I a Woman?" *which is a speech by Sojourner Truth*.

EXERCISE B ^{Third} On the line provided, classify each of the following sentences as *S* for simple, *CD* for compound, *CX* for complex, or *CD-CX* for compound-complex.

First → Underline the independent clause(s) once; dependent clause(s) twice

EXAMPLE S 1. Some animals can seem to disappear.

Secondly
Circle
any
conjunctions
that
connect
clauses

- _____ 1. Many animals change color with the seasons, but some have the ability to change color instantly.
- _____ 2. Chameleons are lizards that can change to the color of the surface where they rest, whether it is black, red, yellow, white, or orange.
- _____ 3. Snowshoe hares are brown in the summer and white in the winter.
- _____ 4. Polar bears don't change colors but are camouflaged by their white fur.
- _____ 5. Many insects look like the branches on which they live.
- _____ 6. Grasshoppers usually become the color of whatever they eat.
- _____ 7. The flower mantis looks like a flower to attract the insects on which it feeds.
- _____ 8. Walking sticks are insects that look like twigs, and their appearance protects them from being eaten by birds.
- _____ 9. Baby animals are usually protected by their coloring.
- _____ 10. Fawns, for example, are dappled like the forest floor when they are young and later become evenly brown, the color of tree trunks.

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EXERCISE G ^{Third} On the lines provided, classify the following sentences as *S* for simple, *CD* for compound, *CX* for complex, or *CD-CX* for compound-complex.

First → Underline the independent clause(s) once; dependent clauses twice

EXAMPLE S 1. We enjoy art class projects.

Secondly
Circle
any
conjunctions
that
connect
clauses

- _____ 1. The art club is sponsoring a multicultural festival that will be held in March.
- _____ 2. Our class is working with papier-mâché to make piñatas, and many students are creating wonderful figures.
- _____ 3. We bought candles, paper bags, and sand to use for lanterns, which will light the path to the gym where the festival will be held.
- _____ 4. John and Charley, who are brothers, are making drums that they will play.
- _____ 5. Tanya and Chloe are designing a mural depicting African heritage.
- _____ 6. When the design is finished, many of the students will help with the painting.
- _____ 7. Bright Chinese lanterns are being hung between banners made of silk.
- _____ 8. Colorful table runners that show family histories are being painted by students, and centerpieces are being made by the ceramics class.
- _____ 9. Families will bring different ethnic foods for the festival.
- _____ 10. The festival is popular, and we hope that this art class tradition continues.