Complex Sentences
Section 11.2
Adjective Clauses

Key Terms

- **Adjective clause** – a clause that modifies a noun or a pronoun in the main clause; the clause begins with *who, whom, whose, which, that, when,* or *where*.

- **Essential adjective clause** – an adjective clause that does not need to be punctuated with commas because it is "essential" to the sentence

- **Nonessential adjective clause** – an adjective clause that should be punctuated with commas because it adds additional information that is "not essential" to the sentence

Recognizing Adjective Clauses

There are different types of subordinate clauses. One type of subordinate clause is called an adjective clause. An **adjective clause** modifies, or describes, a noun or a pronoun in the main clause. Remember, an adjective clause is a subordinate clause, so it must occur in a sentence with a main clause. Look at the following chart to review the words used to begin adjective clauses.

> ### Chart 1:
> ### Words Used to Introduce Adjective Clauses
>
> who   whom   whose   which   that   when   where

adj. clause

Example 1:   He is the friend **who helped me most**.

Who helped me most is an adjective clause that modifies (or describes) *friend* in the main clause. An adjective clause usually follows the word it modifies.

adj. clause

Example 2:   Windows **that sparkle** add to a house's appeal.

That sparkle is the adjective clause modifying *windows*.

Sometimes the introductory word can be understood and omitted from the sentence.

adj. clause

Example 3:   *America's Got Talent* is a show **they enjoy**.

That was omitted but understood.
America's Got Talent is a show **that they enjoy**.

adj. clause

Example 4:   My grandfather is the person **I most admire**.

Whom was omitted but understood.
My grandfather is the person **whom I most admire**.

Verbals

Section 12.3
Gerunds

Key Terms

- **Gerund** – a verbal that ends in *-ing* and that is used as a noun in a sentence
- **Gerund phrase** – a noun phrase that contains a gerund and also may include prepositional phrases, adjectives, adverbs, and/or direct objects

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Gerunds are verbals that are used as nouns. They look similar to participles because they always end in *-ing*, but remember that participles are used only as adjectives. In a sentence, a gerund can be used as a subject, a direct object, a predicate nominative, or an object of the preposition. Gerunds are generally used in phrases, as you saw with participles and infinitives. A **gerund phrase** will contain the gerund and may also include prepositional phrases, adjectives, adverbs, and even direct objects. Gerund phrases may also begin with a possessive noun or pronoun.

Example 1:   <u>**His jumping in a mud puddle**</u> upset his mother.   **subject**

His jumping in a mud puddle is a gerund phrase. The gerund is the *-ing* verbal *jumping*. In this case, the gerund phrase begins with the possessive pronoun *his*. The gerund phrase acts as a noun in this sentence. Can you tell how the noun phrase is being used? It is being used as the subject of the sentence.

Example 2:   The result was <u>**getting a speeding ticket**</u>.   **predicate nominative**

This gerund phrase begins with the gerund *getting* instead of beginning with a possessive noun or pronoun. The phrase comes after a being verb and renames the subject, so it acts as a predicate nominative.

Example 3:   I hated <u>**walking the dog in the heat**</u>.   **direct object**

In this sentence, the gerund phrase comes after an action verb and answers the question, "I hated what?" It acts as a direct object.
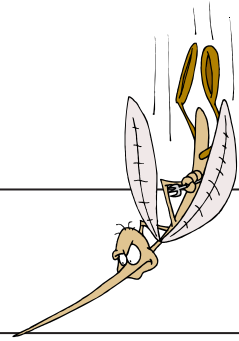
Example 4:   Before <u>**going to bed**</u>, she watched television.   **object of the preposition**

Before going to bed is a prepositional phrase, and the gerund phrase *going to bed* is the object of the preposition *before*.

Research Skills

Key Term

- **Paraphrasing** – restating what someone else has said by using different words

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Asking Questions and Finding Online Sources

Once you locate sources that will be helpful as you do research, you should then take notes on your topic. Your topic should include your focus so that you know what to include and what not to include on your subject. For example, if you're writing about Edgar Allan Poe's career as a writer, you wouldn't need to take notes on his life growing up, his parents, or his wife. You need to stick to your focus and not wander off.

If you know little or nothing about your topic, one good place to start is to read an encyclopedia article on the topic, even if it's a general one. It will give you enough information as an overview of the subject. Then, start with what you know and ask questions you need to answer. Before you begin taking notes, make a list of the questions.

Example 1: Your topic is the danger of West Nile Virus from mosquitoes.

Here are some questions that need to be answered.

1. Which mosquitoes cause the virus?
2. Where are these mosquitoes found?
3. What are the symptoms?
4. What are the treatments?
5. Is it always fatal?
6. What can be done to stop the spread?

All these questions relate to the topic. If the question "Why do mosquito bites itch?" had been included, it would be off-topic and not useful for the report.

Example 2: Your topic is the danger of West Nile Virus from mosquitoes. You look up this topic on the internet and find the following sites:

1. West Nile Virus – Wikipedia, the free encyclopedia
   en.wikipedia.org/wiki/West_Nile_virus
2. Sailing the Nile – Museum Tours
   www.museum-tours.com/tours/sn/sn.htm
3. CDC West Nile Virus Homepage
   www.cdc.gov/westnile/
4. Malaria is still a problem in Africa
   kids.nationalgeographic.com/kids/stories/spacescience/malaria/

Which of these sites would be most reliable?

Site #1 is from a site that takes any contributions, and all information cannot be trusted to be valid. Sites #2 and 4 are off-topic. Site 3 is from a recognized valid source, the Center for Disease Control, a governmental agency, so it is definitely a valid site. Site 3, therefore, would be the most reliable.

Informational Writing
Section 15.3
Adding Necessary Details

After the topic sentence, a paragraph should include ideas that support the main idea or topic sentence. In informative writing, these sentences are usually facts that support the topic sentence. An effective paragraph should have enough information to fully support the topic sentence. Each idea or reason sentence that supports the topic sentence should also be supported with additional details or examples.

Example 1:   **Read the following paragraph.**

> (1) Search engine optimization is a huge industry today. (2) Search engine optimizers consider many factors. (3) These factors include image captions, specific keywords, and inbound links. (4) They alter the parts of a website without changing the overall content so that the material is better aligned with search engine functions. (5) Search engine optimization is a powerful and effective way to improve a website's performance.

Which of the following supporting details is appropriate to include in the paragraph after sentence one?

A. Some popular search engines include Google, Yahoo, and Bing.
B. Making a website more likely to show up in search engine results can dramatically impact the number of visitors to the site.
C. Search engine optimization is different from search engine markets, which pay a search engine for ideal placement.

Sentence 1, "Search engine optimization is a huge industry today," is the topic sentence, but the next sentence doesn't give the important detail that explains *why* it is a huge industry. The rest of the paragraph gives additional details about search engine optimizers, but without the reader knowing why these optimizers are important, the paragraph isn't complete. Which sentence gives the rest of the paragraph meaning? Sentence B helps to explain the rest of the paragraph, so it should be included after sentence 1.

Example 2:   **Read the following paragraph.**

> (1) Vines that climb walls and other structures are amazing. (2) Some vines attach to structures by twisting and spiraling around them. (3) Others attach using tendrils. (4) Tendrils are small shoots that grow out from the stem or from the end of a leaf and wrap around any object they reach. (5) Using these methods, vines can attach themselves to almost anything and spread over large areas quickly.

To improve the purpose and focus of this paragraph, which sentence should have been followed by a supporting detail? What detail sentence could be added to improve the paragraph?

The focus of the paragraph is how vines climb. Notice that Sentence 3 about tendrils is followed by an additional detail about tendrils in Sentence 4. An additional detail is also needed about vines that twist and spiral after Sentence 2. A good addition to this paragraph might be the following sentence: "They coil tightly around objects, especially slender cords or wires."