

GLOBAL  
EDITION



# The Little, Brown Handbook

THIRTEENTH EDITION

H. Ramsey Fowler • Jane E. Aaron

ALWAYS LEARNING

PEARSON

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  - 4 Collective nouns (*team, etc.*)

1. The old politician finished his long speech. He sat down and mopped his forehead.
2. A difficult question had been asked. The politician had been forced to make up an answer.
3. The crowd found the politician's response totally unsatisfactory. It demanded a more feasible solution to the problem.
4. The politician failed to pacify the people with promises. He stepped down, defeated.
5. Another round of voting took place. A new candidate was elected to the assembly.

#### 4 Using subordinate clauses

A clause is any group of words that contains both a subject and a predicate. There are two kinds of clauses:

- A *main* or *independent clause* makes a complete statement and can stand alone as a sentence:

main clause — main clause  
The school teaches parents. It is unusual.

- A *subordinate* or *dependent clause* is just like a main clause except that it begins with a subordinating word:

subordinate clause — main clause  
Because the school teaches parents, it is unusual.

The subordinating word reduces the clause to a single part of speech—an adjective, an adverb, or a noun—that supports the idea in the main clause. Because a subordinate clause only modifies or names something, it cannot stand alone as a sentence. (The word *subordinate* means “secondary” or “controlled by another.”)

The following examples show the differences between main and subordinate clauses:

main clause — main clause  
Some parents avoid their children's schools. They often cannot read.

main clause  
Often parents who cannot read avoid their children's schools.  
↳ subordinate clause ↳

**Note** Because a subordinate clause only modifies or names something, it cannot stand alone as a sentence. See page 354 on revising sentence fragments that are subordinate clauses. And see pages 437–41 on using commas with subordinate clauses that introduce, interrupt, or conclude sentences.

#### Subordinating conjunctions and relative pronouns

Two kinds of subordinating words introduce subordinate clauses. The first is **subordinating conjunctions**, which are like prepositions in that they never change form. In the following box

they are arranged by the relationships they signal. (Some fit in more than one group.)

### Common subordinating conjunctions

#### Cause or effect

as  
because  
in order that  
since  
so that

#### Concession

although  
as if  
even if  
even though  
though

#### Condition

even if  
if  
if only  
provided  
since  
unless  
when  
whenever  
whether

#### Comparison or contrast

as  
as if  
as though  
rather than  
than  
whereas  
whether  
while  
**Purpose**  
in order that  
so that  
that

#### Space or time

after  
as long as  
before  
now that  
once  
since  
till  
until  
when  
whenever  
where  
wherever  
while

gram  
12c



Learning the meanings of subordinating conjunctions can help you to express your ideas clearly. Note that each one conveys its meaning on its own. It does not need help from another function word, such as the coordinating conjunction *and*, *but*, *for*, or *so* (see p. 280).

**Faulty** Even though the parents cannot read, but their children may read well. [*Even though* and *but* have the same meaning, so both are not needed.]

**Revised** Even though the parents cannot read, their children may read well.

The second kind of subordinating word is **relative pronouns**. They usually act as subjects or objects in their own clauses, and two of them (*who* and *whoever*) change form accordingly (see p. 291).

### Relative pronouns

which  
that

what  
whatever

who (whose, whom)  
whoever (whomever)


### Subordinate clauses


Subordinate clauses function as adjectives, adverbs, or nouns.

#### Adjective clauses


**Adjective clauses** modify nouns and pronouns. They usually begin with the relative pronoun *who*, *whom*, *whose*, *which*, or *that*, although a few adjective clauses begin with *when* or *where* (stand-

ing for *in which*, *on which*, or *at which*). The pronoun is the subject or object of the clause it begins. The clause ordinarily falls immediately after the noun or pronoun it modifies:

Parents  who cannot read often have bad memories of school.


Schools  that involve parents are more successful with children.

One school, , helps parents learn to read.


The school is in a city  where the illiteracy rate is high.

### Adverb clauses

Like adverbs, **adverb clauses** modify verbs, adjectives, other adverbs, and whole groups of words. They usually tell how, why, when, where, under what conditions, or with what result. They always begin with subordinating conjunctions.

 The school began teaching parents when adult illiteracy gained national attention.

At first the program was not as successful  as its founders had hoped.

 Because it was directed at people who could not read, advertising had to be inventive.

### Noun clauses

**Noun clauses** function as subjects, objects, and complements in sentences. They begin with *that*, *what*, *whatever*, *who*, *whom*, *whoever*, *whomever*, *when*, *where*, *whether*, *why*, or *how*. Unlike adjective and adverb clauses, noun clauses *replace* a word (a noun) within a clause; therefore, they can be difficult to identify.

 Whether the program would succeed depended on door-to-door advertising.

Teachers explained in person  how the program would work.

A few parents were anxious about  what their children would think.

### Elliptical clauses

A subordinate clause that is grammatically incomplete but clear in meaning is an **elliptical clause** (*ellipsis* means “omission”). The meaning of the clause is clear because the missing element can be supplied from the context. Most often the elements omitted are the pronouns *that*, *which*, and *whom* or the predicate from the second part of a comparison.

Skepticism and fear were among the feelings [that] the parents voiced.  
The parents knew their children could read better than they [could read].

### Exercise 12.14 Identifying subordinate clauses

Identify the subordinate clauses in the following sentences. Then indicate whether each is used as an adjective, an adverb, or a noun. If the clause is a noun, indicate what function it performs in the sentence.

*Example:*

The book described <sup>noun</sup> what would happen if aliens attacked. [Object of *described*.]

1. Officials who have access to state secrets must destroy sensitive documents immediately.
2. Even though their lives are in danger, spies make every attempt to steal these documents.
3. Spies have their own secret codes, which they never share with others.
4. The reason is that the moment a secret code is revealed, a spy is in danger of getting caught.
5. Officials rarely find out which spies are responsible for the stealing of state papers.

### Exercise 12.15 Sentence combining: Subordinate clauses

To practice writing sentences with subordinate clauses, combine each pair of main clauses into one sentence. Use either subordinating conjunctions or relative pronouns as appropriate, referring to the lists on 276 if necessary. You will have to add, delete, and rearrange words. Each item has more than one possible answer.

*Example:*

The jury did not convict the defendant. It did not have enough evidence.

Because the jury did not have enough evidence, it did not convict the defendant.

1. Consumers have expectations. New products should possess the features that are advertised.
2. Most products meet quality requirements. Some products do not satisfy the claims producers make.
3. A well-known company launches a product with new and improved features. It is quickly sold out.
4. Consumers with brand loyalties buy the product. They expect similar standards and service.
5. Later, some consumers complain about well-established brands. Reputed companies compromise on quality and post-sale service.

## 5 Using appositives

An **appositive** is usually a noun that renames another noun nearby, most often the noun just before the appositive. (The word

derives from Latin meaning “placed near to” or “applied to.”) An **appositive phrase** includes modifiers as well.

Bizen ware, a dark stoneware, has been produced in Japan since the fourteenth century.

The name Bizen comes from the location of the kilns used to fire the pottery.

All appositives can replace the words they refer to: A dark stoneware has been produced in Japan.

Appositives are often introduced by words and phrases such as *or, that is, such as, for example, and in other words*:

Bizen ware is used in the Japanese tea ceremony, that is, the Zen Buddhist observance that links meditation and art.

Appositives are economical alternatives to adjective clauses containing a form of *be*:

Bizen ware, [which is] a dark stoneware, has been produced in Japan since the fourteenth century.

Although most appositives are nouns that rename other nouns, they may also be and rename other parts of speech, such as the verb *thrown* in the sentence below:

The pottery is thrown, or formed on a potter’s wheel.

**Note** For revising sentence fragments that are appositives or appositive phrases, see page 355. For how to use punctuation to set off appositives, see pages 441 (commas), 479–80 (the colon), and 481 (dashes).

### Exercise 12.16 Sentence combining: Appositives

To practice writing sentences with appositives, combine each pair of sentences into one sentence that contains an appositive. You will have to delete and rearrange words. Some items have more than one possible answer.

*Example:*

The largest ocean on the earth is the Pacific Ocean. The Pacific Ocean covers more than one-third of the earth’s surface.

The largest ocean on earth, the Pacific Ocean, covers more than one-third of the earth’s surface.

1. Many people avoided civilization and lived in isolated regions of the world. They are called the “uncontacted tribes”.
2. One tribe was the Surma tribe. It did not want any sort of government.
3. A Native American talked to academicians at Berkeley University about old techniques. His name was Ishi.

