

## Test Hints for Sentences 61-70

*Here are the primary skills and content that will be assessed for Sentences 61-70.*

As always, we will build on what we learned in Sentences 1-60. Anything emphasized in 1-60 is fair game for this assessment.

Take the time to review **Double Negatives** from Test Hints 21-30.

On this assessment, you will be working again with forming the **possessives** of **singular** and **plural nouns**. Review Test Hints 51-60.

We will also circle and identify and write original sentences identifying Dr. Grammar's requests. Use Test Hints 41-50 as your guide for the look. **Independent and dependent clauses** were introduced at the beginning of the year. See Test Hints 1-10. You will identify and write dependent clauses that begin with both **subordinate conjunctions** and **relative pronouns**.

This week we learned about a new type of dependent clause called a **relative clause**. Another name for a relative clause is an **adjective clause**.

A relative clause begins with a relative pronoun. The most common relative pronouns are **that, who, whom, whose, which, whoever,** and **whomever**. In the examples below, the relative clauses are in boldface and the relative pronouns are underlined.

1. Mrs. Jackson showed slides **that she had taken in Montana**.
2. The people **whose flight was delayed** spent the night at the airport.
3. My piano lessons, **which began six months ago**, are going well.
4. He is the one **whom we were talking about**.
5. Lou, **who is the manager for the Mariners**, guaranteed a game six.

## Essential and Nonessential

Use the **essential** and **nonessential** concept to determine whether or not a comma is needed to separate the relative clause from the rest of the sentence.

In the previous samples, here are the explanations for the punctuation:

1. "...that she had taken in Montana" is essential to identifying "slides" - no comma
2. "...whose flight was delayed" is essential to identifying "people" - no comma
3. "...lesson" is already identified as "My piano lesson," meaning "...which began six months ago" provides nonessential information - comma
4. "...whom we were talking about" is essential to identifying "one" - no comma
5. We all know who "Lou" is - "...who is the manager of the Mariners" provides nonessential information - comma

When you create your own relative clauses using the relative pronouns who, which, and that, here is Dr. Grammar's advice, which, of course, we always take:

- ⇒ **Which** refers to nonliving objects or to animals; which should never refer to people.
- ⇒ **Who** is used to refer to people.
- ⇒ **That** may refer to animals, people, or nonliving objects.

## Usage: Threw • Through

**Threw** is the past tense of the verb "throw." **Through** is a **preposition** that means "passing from one side of something to the other."

- ✍ The bride **threw** her bouquet **through** their outstretched hands and into the cake.