

Chapter 13: ADJECTIVE CLAUSES

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General Notes on Chapter 13

- **OBJECTIVE:** Learners understand their need to express more complex relationships between ideas than is possible in simple sentences alone. Even with a limited vocabulary, those who can employ dependent clauses can greatly increase their communicative competence in the new language.
- **APPROACH:** The chapter begins with exercises on linking words and their position in the adjective clause. All possible patterns of restrictive adjective clauses using subject pronouns, object pronouns, or *whose* are presented first. Then *where* and *when* are added, followed by a series of summary oral exercises that practice all of these patterns. The use of commas in punctuating restrictive and nonrestrictive clauses is explained next, and then some less frequent uses of adjective clauses. Finally, the reduction of adjective clauses to phrases is practiced.
- **TERMINOLOGY:** A “clause” is defined as “a structure containing a subject and verb.” Clauses can be either independent/main (like a simple, self-standing sentence) or dependent/subordinate (not meaningful by themselves). A “phrase” is defined as “a multiword structure that does not contain a subject-verb combination.” There are many kinds of phrases.

The term “relative pronoun” is not used in the text. Relative pronouns (e.g., *who*, *whom*, *which*) are called “subject pronouns” and “object pronouns” to emphasize their connection with personal pronouns (e.g., *she*, *them*, *it*) in both meaning and grammatical function.

The terms “restrictive” and “nonrestrictive” are footnoted but otherwise not used. Restrictive/essential/identifying clauses are called “clauses that don’t need commas,” and nonrestrictive/nonessential/nonidentifying clauses are called “clauses that need commas.”

CHART 13-1: INTRODUCTION

- In literature and in academic publications, writers often construct complicated sentences with multiple clauses. This has the effect of highlighting some information while putting other details in the background. Students need not try to produce such exceedingly complex sentences, but they should understand the concept of subordination: that a dependent clause is subordinate in structure as well as in meaning to the independent clause. For intermediate students, the immediate task is to learn to control an independent clause with only one dependent clause correctly attached to it. This can be quite challenging. For advanced students, the task is to review the basic forms of adjective clauses so that they can correct possible problems in their own usage. All learners need to gain experience and fluency in this fundamental and useful structure.

CHART 13-2: ADJECTIVE CLAUSE PRONOUNS USED AS THE SUBJECT

- The verb “modify” means “change” or “limit the meaning.” Thus, the traditional grammarian says that an adjective modifies a noun. Refer students to Appendix Chart A-3, p. A4, for an understanding of the terms “modify” and “adjective.” Point out that an adjective changes or limits the meaning of a noun slightly (*a friendly woman, an old woman, a tall woman*) and that an adjective clause likewise changes or limits the meaning of a noun slightly (*the woman who helped me, a woman I saw in the park, the woman the teacher was talking to*). Point out the useful function of adjective clauses: adding details about a noun in the independent clause, i.e., expanding the amount of information in a sentence.
- Stylistically and idiomatically, *who* is usually preferred to *that*, and *that* is preferred to *which* when they are used as subject relative pronouns. (See Chart 13-5.) At this point, the students are being asked to learn all possible correct patterns.
- Point out that the adjective clause follows immediately after the noun that it modifies. This may interrupt the main clause. (Advise students that an adjective clause should be put as close as possible to the noun it modifies, but at times there may be an interrupting element, usually a modifying prepositional phrase: *I didn’t recognize the man **in the blue suit** who waved at me. The student **from Rome** who lives down the hall has invited me to a party.*)

□ **EXERCISE 1, p. 268. Adjective clause pronouns used as subjects. (Chart 13-2)**

ANSWERS: 2. The girl who/that won the race is happy. 3. The student who/that sits next to me is from China. [Point out subject-verb agreement: In item 3, *who/that* refers to a singular noun (*student*), so the adjective clause verb (*sits*) is singular. In item 4, *who/that* refers to a plural noun (*students*), so the adjective clause verb (*sit*) is plural.] 4. The students who/that sit in the front row are from China. 5. We are studying sentences which/that contain adjective clauses. 6. I am using a sentence which/that contains an adjective clause. 7. Algebra problems contain letters which/that stand for unknown numbers. 8. The taxi driver who/that took me to the airport was friendly.

CHART 13-3: ADJECTIVE CLAUSE PRONOUNS USED AS THE OBJECT OF A VERB

- Review the difference between “subject” and “object” if necessary. Also, recall that the symbol “Ø” means “nothing” (no word is needed here).
- Discuss informal vs. formal usage (e.g., informal = everyday conversation, a letter to a friend; formal = a business or school report, academic journal, encyclopedia). Ask your students when or if they need to use formal English. The object form “whom” is used primarily in formal writing. Even in nonrestrictive clauses (Chart 13-10), *who* seems to be preferred to *whom* by most native speakers (e.g., *My best friend, who nobody else seems to like, needs to learn how to get along with people*).
- In everyday English, an object relative pronoun is usually omitted from a restrictive clause. Students should have control of all possibilities, however, so that they understand what they are omitting. Also, they will learn in Chart 13-10 that in nonrestrictive clauses they cannot omit the object pronoun.
- Some languages connect clauses similar to these with a conjunction, not a pronoun. Those languages, therefore, keep the object pronoun in its normal position in the dependent clause. For some students, transferring this pattern may lead to an ungrammatical sentence in English. For example:
INCORRECT: *The book that I read **it** yesterday was enjoyable.*
INCORRECT: *I didn't know the man who(m) I spoke to **him**.*

□ **EXERCISE 2, p. 269. Adjective clause pronouns used the object of a verb. (Chart 13-3)**

ERRATUM: Item 5 should read: “The man is standing over there. Ann brought him to the party.” This is corrected in subsequent printings.

ANSWERS: 1. The book which/that/Ø I read was good. 2. I liked the woman who(m)/that/Ø I met at the party last night. 3. I liked the composition which/that/Ø you wrote. 4. The people who(m)/that/Ø we visited yesterday were very nice. 5. The man who(m)/that/Ø I was telling you about is standing over there. OR . . . about whom I was telling you is standing over there.

CHART 13-4: ADJECTIVE CLAUSE PRONOUNS USED AS THE OBJECT OF A PREPOSITION

- Common problems:
 - (1) repeating the preposition: . . . *the woman about whom I told you about.*
 - (2) omitting the preposition: . . . *the music that we listened last night.*
- Some older grammar books and style manuals stated that a preposition must never be the last word in a sentence. Today it is quite acceptable to end with a preposition, as in examples (b), (c), and (d), except possibly in the most formal writing. The writer as stylist would have to make that determination, but grammatically there is no error in ending a sentence with a preposition.

□ EXERCISE 3, p. 269. Adjective clause pronouns used as the object of a preposition. (Chart 13-4)

ANSWERS: 1. The meeting which/that/Ø I went to was interesting. OR The meeting to which I went was interesting. 2. The man to whom I talked yesterday was very kind. OR The man who(m)/that/Ø I talked to yesterday was very kind. 3. I must thank the people from whom I got a present. OR I must thank the people who(m)/that/Ø I got a present from. 4. The picture which/that/Ø she was looking at was beautiful. OR The picture at which she was looking was beautiful. 5. The man about whom I was telling you is over there. OR The man who(m)/that/Ø I was telling you about is over there. 6. I ran into a woman with whom I had gone to elementary school. OR I ran into a woman who(m)/that/Ø I had gone to elementary school with. 7. The topic about which Omar talked was interesting. OR The topic which/that/Ø Omar talked about was interesting. 8. The people to whom I spoke were friendly. OR The people who(m)/that/Ø I spoke to were friendly. [*spoke with* is also possible with no difference in meaning] 9. Olga wrote on a topic about which she knew nothing. OR Olga wrote on a topic which/that/Ø she knew nothing about. 10. The candidate for whom I voted didn't win the election. OR The candidate who(m)/that/Ø I voted for didn't win the election.

□ EXERCISE 4, p. 270. Adjective clauses. (Charts 13-2 → 13-4)

ANSWERS: 1. I met last night—Did I tell you about the woman who(m)/that I met last night? 2. I was dancing with—The woman who(m)/that/Ø I was dancing with stepped on my toe. OR The woman with whom I was dancing stepped on my toe. 3. Joe is writing—The report which/that/Ø Joe is writing must be finished by Friday. 4. who examined the sick child—The doctor who/that examined the sick child was gentle. 5. I was waiting for—The people who(m)/that/Ø I was waiting for were late. OR The people for whom I was waiting were late. 6. that occurred in California—Did you hear about the earthquake which occurred in California?

CHART 13-5: USUAL PATTERNS OF ADJECTIVE CLAUSES

- In sum, native speakers generally prefer *who* for people and *that* for things when the relative pronoun is the subject of the clause, and object relative pronouns are usually omitted in restrictive clauses.
- Although usual in everyday usage, omitting the object pronoun is not necessary, and indeed at times speakers/writers consciously choose to include it for clarity. On the other hand, inclusion of the object pronoun regularly can make one's English sound stilted and unnatural.
- You might caution the students that sometimes it is not possible to omit the object pronoun, as they will discover in Chart 13-10, where nonrestrictive adjective clauses are discussed. There are, however, no nonrestrictive adjective clauses in the exercises at this point, so you may prefer simply to keep the students' focus on the typical patterns of restrictive clauses, just as the text does.

□ EXERCISE 5, p. 270. Adjective clauses. (Charts 13-2 → 13-5)

Students can discuss these answers in small groups or prepare them individually as written seatwork. You should walk around the classroom as they work and answer any questions they have.

ANSWERS: 1. She lectured on a topic which/that/Ø I know very little about. OR She lectured on a topic about which I know very little. [usual: *topic I know very little about*]
2. The students who/that were absent from class missed the assignment. [usual: *students who were absent from class*] 3. Yesterday I ran into an old friend who(m)/that/Ø I hadn't seen for years. [usual: *friend I hadn't seen for years*] 4. The young women who(m)/that/Ø we met at the meeting last night are all from Japan. [usual: *women we met at the meeting last night*]
5. I am reading a book which/that was written by Jane Austen. [usual: *book that was written by Jane Austen*] 6. The man who(m)/that/Ø I spoke to gave me good advice. OR The man to whom I spoke gave me good advice. [usual: *man I spoke to*] 7. I returned the money which/that/Ø I had borrowed from my roommate. [usual: *money I had borrowed from my roommate*] 8. The dogcatcher caught the dog which/that had bitten my neighbor's daughter. [usual: *dog that had bitten my neighbor's daughter*] 9. I read about a man who/that keeps chickens in his apartment. [usual: *man who keeps chickens in his apartment*]

□ EXERCISE 6, p. 271. Adjective clauses. (Charts 13-2 → 13-5)

This is a review exercise.

ANSWERS: 1. In our village, there were many people who didn't have much money. OR In our village, many people didn't have much money. 2. I enjoyed the book (that) you told me to read it. 3. I still remember the man who he taught me to play the violin when I was a boy. 4. I showed my father a picture of the car I am going to buy it as soon as I save enough money. 5. The woman about whom I was talking ~~about~~ suddenly walked into the room. OR The woman ~~about~~ who(m)/that/Ø I was talking about suddenly walked into the room. I hope she didn't hear me. 6. Almost all of the people who/that appear on television wear makeup. 7. I don't like to spend time with people who/that lose their temper easily. 8. The boy drew pictures of people at an airport who/that were waiting for their planes. OR The boy drew pictures of people who/that were waiting for their planes at an airport. 9. People who work in the hunger program ~~they~~ estimate that 3500 people in the world die from starvation every day of the year. 10. In one corner of the marketplace, an old man ~~who~~ was playing a violin. OR In one corner of the marketplace, there was an old man who was playing a violin.

□ **EXERCISE 7, p. 272. Adjective clauses. (Charts 13-2 → 13-5)**

This exercise is good practice for listening comprehension skill and for fluency of oral production.

Note the direction to omit the object pronoun. The intention is to encourage typical usage.

POSSIBLE ANSWERS: 1. about the letter she/he got (yesterday) from her/his brother (yesterday). 2. about the letter he/she wrote to (. . .) 3. about the party he/she went to yesterday. 4. about some people he/she met at that party. 5. about the country he/she took a trip to. . . . 6. some experiences he/she had in (. . .) 7. the small town she/he used to live in. [Check on the past tense forms.] 8. the program he/she watched. 9. the job she/he interviewed for. 10. the report he/she had to write 11. the person she/he talked to. . . . 12. the meeting (for new employees) he/she went to (for new employees).

□ **EXERCISE 8, p. 273. Adjective clauses. (Charts 13-2 → 13-5)**

Note that the first example is in the past tense, so *read* = /rɛd/.

Like the preceding exercise, this kind of practice is intended to promote fluency and ease of usage.

POSSIBLE ANSWERS: 1. Yes, the chair I am sitting in is comfortable. 2. Yes, the man I saw was wearing a brown suit. 3. Yes, the woman I talked to answered my questions. 4. Yes, the woman who stepped on my toe apologized. 5. Yes, most of the students who took the test passed. 6. Yes, the meat I had for dinner last night was good. 7. Yes, the woman who shouted at me was angry. 8. Yes, I know the person who is sitting next to me. [Also possible: *the person sitting next to me.* (See Chart 13-14.)] 9. Yes, I recognize the woman who came into the room. 10. Yes, the coat I bought keeps me warm. 11. Yes, the TV program I watched last night was good. 12. Yes, I finished the book I was reading. 13. Yes, the hotel I stayed at was in the middle of the city. OR Yes, the hotel where I stayed was in the middle of the city. [See Chart 13-7 for the use of *where.*] 14. Yes, the exercise we are doing is easy. 15. Yes, the waiter who served me at the restaurant was polite. 16. Yes, the student who stopped me in the hall asked me for the correct time. 17. Yes, all the students who are sitting in this room can speak English. 18. Yes, I found the book I was looking for. 19. Yes, the boots/tennis shoes/loafers I am wearing are comfortable. 20. Yes, I had a conversation with the taxi driver who took me to the bus station. 21. Yes, I thanked the man who opened the door for me. 22. Yes, the clerk who cashed my check asked for identification. 23. Yes, the package I got in the mail was from my parents. 24. Yes, the man who stopped me on the street asked me for directions.

□ **EXERCISE 9, p. 274. Adjective clauses. (Charts 13-4 and 13-5)**

Encourage omission of relative pronouns, but accept any correct pattern the student produces.

If you lead the exercise, adapt the items to your particular students as much as possible, changing the vocabulary, omitting some items, making up other items of your own.

ERRATUM: In the footnote to item 3, the last word should be “those” not “x.” How things like this slip into a book is a mystery to its author and editors, but it is corrected in subsequent printings.

ANSWERS: [These depend on students’ creativity.]

1. [*studying at* = enrolled in; *studying in* = inside the building]

CHART 13-6: USING WHOSE

- *Whose* can be troublesome for students. It has a relatively low frequency, so they aren't as familiar with these adjective clauses as with the ones in the preceding charts. Emphasize that *whose* functions as a possessive adjective and needs to be paired with a noun.

□ EXERCISE 10, p. 275. Using WHOSE in adjective clauses. (Chart 13-6)

Word order in this structure is difficult for learners. Take time with this exercise and use the chalkboard so that they can see the patterns.

ANSWERS: [The adjective clauses are underlined.]

2. I apologized to the woman whose coffee I spilled. 3. The man whose wallet was stolen called the police. 4. I met the woman whose husband is the president of the corporation. 5. The professor whose course I am taking is excellent. 6. Mr. North teaches a class for students whose native language is not English. 7. The people whose house we visited were nice. 8. I live in a dormitory whose residents come from many countries. 9. I have to call the man whose umbrella I accidentally picked up after the meeting. 10. The man whose beard caught on fire when he lit a cigarette poured a glass of water on his face. [Note: *when he lit a cigarette* is an adverb clause connected to an adjective clause.]

□ EXERCISE 11, p. 275. Using WHOSE in adjective clauses. (Chart 13-6)

For a review of *a/an* vs. *the*, see Chart 7-8 (a) and (b). An adjective clause identifies the noun it modifies, i.e., makes it specific for the listener/reader. Therefore, many nouns modified by an adjective clause will use *the*.

- ANSWERS: 1. Maria is **a** student. I found her book. Maria is **the** student whose book I found. 2. Omar is **a** student. I borrowed his dictionary. Omar is **the** student whose dictionary I borrowed. 3. I used **a** woman's phone. I thanked her. I thanked **the** woman whose phone I used. 4. I broke **a** child's toy. He started to cry. **The** child whose toy I broke started to cry. 5. I stayed at **a** family's house. They were very kind. **The** family at whose house I stayed were very kind. OR **The** family whose house I stayed at were very kind. 6. **A** woman's purse was stolen. She called the police. **The** woman whose purse was stolen called the police. 7. (Placido Domingo) is **a** singer. I like his music best. (Placido Domingo) is **the** singer whose music I like best. 8. Everyone tried to help **a** family. Their house had burned down. Everyone tried to help **the** family whose house had burned down.

□ EXERCISE 12, p. 276. Using WHOSE in adjective clauses. (Chart 13-6)

There in these sentences is spoken with emphasis, as if one were pointing at someone. This is very different from the expletive *There + be* (Chart 6-4), which is rarely followed by *the*.

- ANSWERS: 3. There is the boy whose father is a doctor. 4. There is the girl whose mother is a dentist. 5. There is the person whose picture was in the newspaper. 6. There is the woman whose car was stolen. 7. There is the man whose daughter won a gold medal at the Olympic Games. 8. There is the woman whose keys I found. 9. There is the teacher whose class I'm in. 10. There is the man whose wife we met. 11. There is the author whose book I read. 12. There is the student whose lecture notes I borrowed.

□ **EXERCISE 13, p. 276. Using WHOSE in adjective clauses. (Chart 13-6)**

ANSWERS: 3. The students whose names were called raised their hands. 4. Jack knows a man whose name is William Blueheart Duckbill, Jr. 5. The police came to question the woman whose purse was stolen outside the supermarket. 6. The day care center was established to take care of children whose parents work during the day. [*day care center* = a place where very young children are cared for while their parents are at work] 7. We couldn't find the person whose car was blocking the driveway. 8. The professor told the three students whose reports were turned in late that he would accept the papers this time but never again.

CHARTS 13-7 and 13-8: USING WHERE AND WHEN

- *Where* and *when* substitute for prepositional phrases and serve as the link between an adjective clause and the noun that it modifies.
- Note the special rules for the prepositions in all the examples.

□ **EXERCISE 14, p. 277. Using WHERE in adjective clauses. (Chart 13-7)**

ANSWERS: 1. The city where we spent our vacation was beautiful. OR The city which/that/Ø we took our vacation in was beautiful. OR The city in which we took our vacation was beautiful. 2. That is the restaurant where I will meet you. OR That is the restaurant which/that/Ø I will meet you at. OR That is the restaurant at which I will meet you. [Either *at* or *in* may be used with nearly the same meaning in these sentences.] 3. The town where I grew up is small. OR The town which/that/Ø I grew up in is small. OR The town in which I grew up is small. 4. That is the drawer where I keep my jewelry. OR That is the drawer which/that/Ø I keep my jewelry in. OR That is the drawer in which I keep my jewelry.

□ **EXERCISE 15, p. 277. Using WHEN in adjective clauses. (Chart 13-8)**

You may wish to review the use of prepositions (*in, on, at*) with time phrases: *at* + clock time, *on* + a day, *in* + longer periods.

ANSWERS: 1. Monday is the day when we will come. OR The day that/Ø we will come is Monday. OR The day on which we will come is Monday. 2. 7:05 is the time when my plane arrives. OR 7:05 is the time that/Ø my plane arrives. OR 7:05 is the time at which my plane arrives. 3. July is the month when the weather is usually the hottest. OR July is the month that/Ø the weather is usually the hottest. OR July is the month in which the weather is usually the hottest. 4. 1960 is the year when the revolution took place. OR 1960 is the year that/Ø the revolution took place. OR 1960 is the year in which the revolution took place.

□ **EXERCISE 16, p. 278. Using WHERE and WHEN in adjective clauses. (Charts 13-7 and 13-8)**

ANSWERS: 3. A cafe is a small restaurant where people can get a light meal. [Note: This is the form of many definitions: *a . . . is a . . . place where/time when/thing that/person who*]
4. Every neighborhood in Brussels has small cafes where customers drink coffee and eat pastries. 5. There was a time when dinosaurs dominated the earth. 6. The house where I was born and grew up was destroyed in an earthquake ten years ago.
7. Summer is the time of year when the weather is the hottest. 8. The miser hid his money in a place where it was safe from robbers. 9. There came a time when the miser had to spend his money. 10. His new shirt didn't fit, so Dan took it back to the store where he'd bought it.

□ **EXERCISE 17, p. 278. Adjective clauses. (Charts 13-2 → 13-8)**

Students should use *the* in their responses, not because it is required grammatically (except for items 4 and 6 because of the ordinal determiner), but because its use is likely in this context of the speaker remembering someone in particular or something particular s/he has done.

ANSWERS: [These depend on students' life experiences.]

□ **EXERCISE 18, p. 279. Activity: adjective clauses. (Charts 13-2 → 13-8)**

The idea of this exercise is to engender as natural a conversation as possible while guiding the grammar structures used. It gives the students the opportunity to practice what they've learned by combining free response with controlled structure use.

Given that this is a somewhat complicated exercise format, it might work best if teacher-led (in terms of time allotted especially), but if the time is available, students enjoy taking responsibility for the quality of their language practice in the interaction of small groups. And this is a good point in the chapter for student-student interactive work.

If you lead the exercise, it is not necessary to use the exact words in the book. Use ideas and things that occur naturally in your classroom with your students. Encourage them to exchange real information or, if they prefer, to invent an interesting response.

TEACHER (looking around the room): *Who got a letter yesterday?*

(Nod at or name a student with an upraised hand.)

SPEAKER A: *I did.* OR *I got a letter yesterday.* OR *Me.*

(The use of an object pronoun here, i.e., *me*, is common in everyday informal English although not grammatically correct.)

TEACHER: *Who was it from?*

SPEAKER A: *My brother.*

TEACHER (to another student): *Can you summarize this information?* (Point to the word "The" that you have written on the chalkboard as a way of reminding the student how to begin.)

SPEAKER B: *The letter (. . .) got yesterday was from his brother.*

ANSWERS: [These depend on students' creativity.]

□ **EXERCISE 19, p. 280. Using adjective clauses to modify pronouns. (Chart 13-9)**

CHART 13-9: USING ADJECTIVE CLAUSES TO MODIFY PRONOUNS

- Discourage students from using adjective clauses to modify personal pronouns. Sometimes students get enthusiastic about gaining control of adjective clauses and want to use them everywhere, including following personal pronouns, for example, *#I, who am a student from Malaysia, am studying English*. Explain that such structures, even though grammatically logical, rarely occur idiomatically.
- This chart is included in the text because
 - (1) adjective clauses modifying indefinite pronouns are common and useful;
 - (2) the patterns in (d) and (e), though less common, are also useful; and
 - (3) the text seeks to point out that extending the use of adjective clauses to modify personal pronouns, while logical, is not common and should be avoided.

Since using adjective clauses to modify indefinite pronouns is a very common pattern, it is assumed that the students are familiar with it and will have little difficulty with idiomatic responses for items 2–9. The pronouns to be modified in items 10–14 are included principally for advanced students and may seem unfamiliar to intermediate students.

POSSIBLE COMPLETIONS: 2. I need to ask you. 3. he can trust. 4. I can do.
5. who can help you. 6. she meets. 7. she said. 8. the teacher says.
9. he says is true. 10. who is standing. 11. we took last week. 12. I took last term.
13. who came late 14. whose names began with letters in the first half of the alphabet . . . whose names started with letters in the last half of the alphabet . . .

EXERCISE 20, p. 281. Review: adjective clauses. (Charts 13-1 → 13-9)

This exercise can be more challenging than it looks. Had you, prior to their studying this unit, given the class an item such as “everyone she” or “woman I” and asked them to create a meaningful sentence, they might have been a bit perplexed. That they can now immediately recognize the structures represented by these word combinations is greatly to your students’ credit. Congratulate them for a job well done!

The exercise can be discussed orally, with various students giving responses, assigned as written homework, or worked on in groups or pairs.

ANSWERS: [These depend on students’ creativity.]

[Note: Sometimes item 18 confuses some students. A possible completion: When Roberto went to the hospital, the doctor (who/whom/that) he saw recommended surgery.]

EXERCISE 21, p. 282. Punctuating adjective clauses. (Chart 13-10)

CHART 13-10: PUNCTUATING ADJECTIVE CLAUSES

- The use of commas with adjective clauses is rather difficult to learn. In fact, native speakers of English are often uncertain about this point.
- You might point out that commas with adjective clauses are similar to parentheses (). They are placed before and after additional, but not essential, information.
- This chart contains several important points, so you should plan to spend time discussing them and providing additional examples. The following exercises should help students understand the usage more easily.

You should read the first two items aloud as examples for students to follow. Demonstrate to them how to pause and lower the voice between commas. Read the complete sentence, then comment on the punctuation, as illustrated in items 1 and 2.

ERRATUM: There should be no commas in item 8. This is corrected in subsequent printings.

ANSWERS:

3. *No commas—“who” can be changed to “that.”*
4. *Matthew, who speaks Russian, applied for the job.—“who” cannot be changed to “that.”*
5. *No commas—“which” can be changed to “that.”*
6. *Rice, which is grown in many countries, is a staple food throughout much of the world.—“which” cannot be changed to “that.”*
7. *No commas—“who” can be changed to “that.”*
8. *Paul O’Grady, who died two years ago, was a kind and loving man.—“who” cannot be changed to “that.”*
9. *I have fond memories of my hometown, which is situated in a valley.—“which” cannot be changed to “that.”*
10. *No commas—“which” can be changed to “that.”*
11. *The Mississippi River, which flows south from Minnesota to the Gulf of Mexico, is the major commercial river in the United States.—“which” cannot be changed to “that.”*
12. *No commas—“which” can be changed to “that.”*
13. *Mr. Brown, whose son won the spelling contest, is very proud of his son’s achievement.—“whose” cannot be changed to “that.” [Second sentence = no commas.]*
14. *Goats, which were first tamed more than 9,000 years ago in Asia, have provided people with milk, meat, and wool since prehistoric times.—“which” cannot be changed to “that.”*
15. *No commas—“which” can be changed to “that.”*

□ EXERCISE 22, p. 283. Punctuating adjective clauses. (Chart 13-10)

- ANSWERS: 3. a. 4. b. 5. a. 6. b. 7. Only some apples were rotten.
8. All the apples were rotten. 9. Only some students were excused. 10. All the students were excused. 11. Cindy got one present. 12. Cindy got several presents.
13. There were other maps in the room, hanging on other walls. 14. They were the only maps in the room.

□ **EXERCISE 23, p. 283. Punctuating adjective clauses. (Chart 13-10)**

This is a summary exercise. Students should do it at home, where they have plenty of time to think. Then in class you can lead a discussion of each item as classmates check their work. Also possible is group work, where students can discuss the punctuation among themselves.

ANSWERS: 1. (no change) 2. We enjoyed Mexico City, where we spent our vacation. 3. An elephant, which is the earth's largest land mammal, has few natural enemies other than human beings. 4. (no change) 5. At the botanical gardens, you can see a Venus's-flytrap, which is an insectivorous plant. 6. (no change) 7. One of the most useful materials in the world is glass, which is made chiefly from sand, soda, and lime. 8. Glaciers, which are masses of ice that flow slowly over land, form in the cold polar regions and in high mountains. 9. (no change) 10. Petroleum, which some people refer to as black gold, is one of the most valuable resources in the world today. 11. You don't have to take heavy clothes when you go to Bangkok, which has one of the highest average temperatures of any city in the world. 12. (no change) 13. Child labor was a social problem in late eighteenth-century England, where employment in factories became virtual slavery for children. 14. (no change) 15. The man, who was wearing a plaid shirt and blue jeans, was caught shortly after he had left the bank. 16. The research scientist, who was well protected before she stepped into the special chamber holding the bees, was not stung.

CHART 13-11: USING EXPRESSIONS OF QUANTITY IN ADJECTIVE CLAUSES
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- In (a): this is a pattern where *whom* is always used (not *who*), even in speech.
- This pattern is of low frequency, occurring typically in situations such as complicated journalistic sentences in which the most information possible is packed into a single sentence. This chart needs minimal time and attention in class. Advanced students who find it of interest will get what they need from the text and a quick run-through of the exercises. It is a relatively formal written structure. Even in writing, students at this level can communicate their meanings clearly and accurately without ever using this structure.

□ **EXERCISE 24, p. 285. Using expressions of quantity in adjective clauses. (Chart 13-11)**

ANSWERS: 2. Last night the orchestra played three symphonies, one of which was Beethoven's Seventh. 3. I tried on six pairs of shoes, none of which I liked. 4. The village has around 200 people, the majority of whom are farmers. 5. That company currently has five employees, all of whom are computer experts. 6. After the riot, over one hundred people were taken to the hospital, many of whom had been innocent bystanders.

□ **EXERCISE 25, p. 285. Using expressions of quantity in adjective clauses. (Chart 13-11)**

POSSIBLE COMPLETIONS: 2. which is a Porsche. 3. whom are in school at present. 4. which is Conversational English. 5. whom speaks my native language. 6. which were expensive hardbacks. 7. whom were newly graduated PhDs. 8. which have three or more bedrooms.

CHART 13-12: USING NOUN + OF WHICH

- This pattern does not occur often. This chart can be skipped or dealt with quickly, depending on your students' level and needs.
- Sometimes the choice between using *whose* and *of which* is not clear when the clause modifies a nonhuman noun. We can use both:
the table, the top of which OR *the table, whose top*
- *jade inlay* = pieces of jade stone set into the table's surface in an artistic pattern.

□ EXERCISE 26, p. 286. Using noun + OF WHICH. (Chart 13-12)

ANSWERS: 2. They own an original Picasso painting, the value of which is more than a million dollars. 3. I bought a magazine, the title of which is *Contemporary Architectural Styles*. 4. My country is dependent upon its income from coffee, the price of which varies according to fluctuations in the world market. [*fluctuations* = waves of highs and lows] 5. The genetic engineers are engaged in significant experiments, the results of which will be published in the *Journal of Science*. 6. The professor has assigned the students a research paper, the purpose of which is to acquaint them with methods of scholarly inquiry.

CHART 13-13: USING WHICH TO MODIFY A WHOLE SENTENCE

- Make sure that students understand that *that* and *this* are used here as demonstrative pronouns that refer to a whole sentence.
- This pattern is fairly common in spoken English and is useful. *Which* is used as a connector of ideas. Often speakers pause before they add this kind of *which*-clause to what they have just said.
- Some grammars and some grammar teachers find this structure unacceptable, if indeed not abhorrent. The text writer views it as normal informal English, and presents it to learners as such with the caveat in the last paragraph of this chart. Indeed the text writer hears herself say sentences with this structure with some regularity and notes to herself its usefulness.

□ EXERCISE 27, p. 286. Using WHICH to modify a whole sentence. (Chart 13-13)

ANSWERS: 2. My roommate never picks up after herself, which irritates me. [*picks up after herself* = makes order in her room] 3. Mrs. Anderson responded to my letter right away, which I appreciated very much. 4. There's been an accident on Highway 5, which means I'll be late to work this morning. 5. I shut the door on my necktie, which was really stupid of me. 6. Sally lost her job, which wasn't surprising. 7. She usually came to work late, which upset her boss. 8. So her boss fired her, which made her angry. 9. She hadn't saved any money, which was unfortunate. 10. So she had to borrow some money from me, which I didn't like. 11. She has found a new job, which is lucky. 12. So she has repaid the money she borrowed from me, which I appreciate. 13. She has promised herself to be on time to work every day, which is a good idea.

□ **EXERCISE 28, p. 287. Using WHICH to modify a whole sentence. (Chart 13-13)**

SAMPLE SENTENCES: 2. I didn't do well on the last test, which disappointed me. 3. The taxi driver was speeding, which made me nervous. 4. Sandra lied to her supervisor, which shocked all of us. 5. David called from the police station, which means he's probably in trouble. 6. My best friend took me to dinner for my birthday, which was a pleasant surprise. 7. David didn't keep his date with Maria, which made her very unhappy. 8. A friend visited my ailing mother in her nursing home, which I appreciated very much. 9. The workmen outside my window were making a lot of noise, which made it difficult for me to concentrate. 10. My best friend said something unkind to me, which bothered me so much that I couldn't get to sleep.

□ **EXERCISE 29, p. 288. Special adjective clauses. (Charts 13-11 → 13-13)**

Students need time to think of appropriate answers. This exercise is best done as seatwork or homework to be discussed or marked later. Some of the students' sentences are likely to be fairly awkward, which is more the fault of the exercise format than the students' lack of familiarity with adjective clause structures. It is an imperfect exercise, but allows students to experiment with the structures introduced in the charts.

SAMPLE COMPLETIONS: [Words already provided in the text are in *italics*.] 1. My best friend has four *brothers*, *all of whom* are older than she is. 2. She mailed the package *early*, *which was fortunate* because she had written down the wrong due date. 3. I carpool to school with four *students*, *three of whom* live in my apartment building. [*carpool* (noun or verb) = drive or ride together to save fuel] 4. The art director asked his staff for *ideas*, *none of which* he liked. 5. The women at the gala were wearing a lot of *jewelry*, *the value of which* was astronomical. 6. This school has many fine *teachers*, *some of whom* have taught here for more than 20 years. 7. I thought of home and my *mother*, *which made me* homesick. 8. The teenager delivered newspapers to earn *a little money*, *all of which* he spent on a new bicycle. 9. I have three *sisters*, *each of whom* is a college graduate. 10. We've just bought a *new car*, *the inside of which* smells like leather. 11. Anna bought a lot of new *clothes*, *some of which* she'll probably never wear. 12. My long-lost aunt arrived on our doorstep *two days ago*, *which surprised* everyone in the family.

□ **EXERCISE 30, p. 288. Adjective clauses. (Charts 13-1 → 13-13)**

This exercise illustrates adjective clause usage in formal written English.

ANSWERS:

2. The blue whale, which can grow to 100 feet and 150 tons, is considered the largest animal that has ever lived. [100 feet = 30 meters]
3. The plane was met by a crowd of three hundred people, some of whom had been waiting for more than four hours.
4. In this paper, I will describe the basic process by which raw cotton becomes cotton thread.
5. The researchers are doing case studies of people whose families have a history of high blood pressure and heart disease to determine the importance of heredity in health and longevity. [*longevity* /lɒŋˈdʒɛvɪti/ = living to an old age]
6. At the end of this month, scientists at the institute will conclude their AIDS research, the results of which will be published within six months.
7. According to many education officials, "math phobia" (that is, fear of mathematics) is a widespread problem to which a solution must and can be found.
8. The art museum hopes to hire a new administrator under whose direction it will be able to purchase significant pieces of art.
9. The giant anteater, whose tongue is longer than 30 centimeters (12 inches), licks up ants for its dinner.
10. The anteater's tongue, which can go in and out of its mouth 160 times a minute, is sticky.

□ **EXERCISE 31, p. 289. Activity: Adjective clauses. (Charts 13-1 → 13-13)**

An ideal is not necessarily real, so explain that students should imagine a type of person, not name someone they know.

□ **EXERCISE 32, p. 289. Activity: Adjective clauses. (Charts 13-1 → 13-13)**

You may want to assure students that any controversial ideals will not affect the way you mark their papers. After all, ideals are not necessarily real.

CHARTS 13-14 and 13-15: REDUCING AN ADJECTIVE CLAUSE TO AN ADJECTIVE PHRASE

• The structures in these two charts are of relatively high frequency. Although these patterns may not seem immediately familiar to the students, encourage them to include the patterns in their usage repertoire. Understanding of these structures is also important for reading comprehension, especially those sentences that cause the reader to pause to figure out the structure in order to grasp the meaning. It's important to know what parts of a sentence modify other parts of a sentence, and it helps to be able to see the form and meaning underlying reduced structures.

• Some other terms used for adjective phrases (Chart 13-15) are:

modifying participial phrase: *The man **talking to John***

*The ideas **presented in that book***

appositive: *George Washington, **the first president**, was*

In these exercises, all of these types are simply called "adjective phrases."

□ **EXERCISE 33, p. 291. Adjective phrases. (Charts 13-14 and 13-15)**

This exercise is intended as immediate followup to the explanation of Chart 13-15. Give students a few minutes to make the necessary changes, then open the discussion, reviewing each sentence carefully.

ANSWERS: [The adjective clauses are underlined.]

2. The people ~~who are~~ waiting for the bus in the rain are getting wet. 3. I come from a city ~~that is~~ located in the southern part of the country. 4. The children ~~who~~ attending that school receive a good education. 5. The scientists ~~who are~~ researching the causes of cancer are making progress. 6. The fence ~~which~~ surrounding our house is made of wood. 7. They live in a house ~~that was~~ built in 1890. 8. We have an apartment ~~which~~ overlooking the park.

□ **EXERCISE 34, p. 291. Adjective phrases. (Charts 13-14 and 13-15)**

After it is clear that the students understand the grammar in Exercise 33, they can do this exercise more independently. They may work in pairs to decide on their answers, or you may assign it for homework.

ANSWERS:

2. Be sure to follow the instructions ~~that are~~ given at the top of the page.
3. The rules ~~that~~ allowing public access to wilderness areas need to be reconsidered.
4. The photographs ~~which were~~ published in the newspaper were extraordinary.
5. There is almost no end to the problems ~~that~~ facing a head of state.
6. The psychologists ~~who~~ studying the nature of sleep have made important discoveries.
7. The experiment ~~which was~~ conducted at the University of Chicago was successful.
8. Kuala Lumpur, ~~which is~~ the capital city of Malaysia, is a major trade center in Southeast Asia.
9. Antarctica is covered by a huge ice cap ~~that~~ containing 70 percent of the earth's fresh water.
10. When I went to Alex's house to drop off some paperwork, I met Jerry, ~~who is~~ his longtime partner.
11. Our solar system is in a galaxy ~~that is~~ called the Milky Way.
12. Two out of three people ~~who are~~ struck by lightning survive.
13. Simon Bolivar, ~~who was~~ a great South American general, led the fight for independence early in the 19th century.
14. Many of the students ~~who~~ hoping to enter the university will be disappointed because only one-tenth of those ~~who~~ applying for admission will be accepted.
15. There must exist in a modern community a sufficient number of persons ~~who~~ possessing the technical skill ~~that is~~ required to maintain the numerous devices upon which our physical comforts depend. [This sentence came from the writing of Bertrand Russell, a British philosopher.]
16. Many famous people did not enjoy immediate success in their early lives. Abraham Lincoln, ~~who was~~ one of the truly great presidents of the United States, ran for public office 26 times and lost 23 of the elections. Walt Disney, ~~who was~~ the creator of Mickey Mouse and the founder of his own movie production company, once was fired by a newspaper editor because he had no good ideas. Thomas Edison, ~~who was~~ the inventor of the light bulb and the phonograph, was believed by his teachers to be too stupid to learn. Albert Einstein, ~~who was~~ one of the greatest scientists of all time, performed badly in almost all of his high school courses and failed his first college entrance exam. [All of the information in this item is true. It should encourage all of us who are less than perfect!]

□ **EXERCISE 35, p. 292. Adjective phrases. (Charts 13-14 and 13-15)**

In this exercise, the reverse of the last two exercises, students must expand phrases into clauses. When they read books and articles, it can be important for them to be able to determine what key structure words have been omitted from a complicated sentence.

ANSWERS: [The adjective clauses are underlined.]

2. Corn was one of the agricultural products which/that were introduced to the European settlers by the Indians. Some of the other products which/that were introduced by the Indians were potatoes, peanuts, and tobacco.
3. He read *The Old Man and the Sea*, which is a novel which/that was written by Ernest Hemingway.
4. Mercury, which is the nearest planet to the sun, is also the smallest of the nine planets which/that orbit the sun.
5. The pyramids, which are the monumental tombs of ancient Egyptian pharaohs, were constructed more than 4,000 years ago.
6. The sloth, which is a slow-moving animal which/that is found in the tropical forests of Central and South America, feeds entirely on leaves and fruit.
7. Two-thirds of those who are arrested for car theft are under twenty years of age.
8. St. Louis, Missouri, which is known as "The Gateway to the West," traces its history to 1763, when Pierre Laclède, who was a French fur trader, selected this site on the Mississippi River as a fur-trading post.
9. Any student who does not want to go on the trip should inform the office.
10. I just purchased a volume of poems that/which were written by David Keller, who is a contemporary poet who is known for his sensitive interpretations of human relationships.

□ **EXERCISE 36, p. 292. Adjective phrases. (Charts 13-14 and 13-15)**

This exercise consists of appositives. The appositive is a useful and common structure in written English. An appositive usually consists of a noun phrase* that follows and is equivalent to another noun phrase; it gives more information about a noun or noun phrase by describing or defining it. Appositives are nonrestrictive, requiring commas; they give additional information about the head noun but are not essential to give meaning to the noun. In item 1, Mt. Everest is Mt. Everest with or without the appositive; the appositive is nonrestrictive or nonessential, giving only additional clarifying information.

ANSWERS: 2. Baghdad, the capital of Iraq. 3. seismographs, sensitive instruments that measure the shaking of the ground. 4. The Dead Sea, the lowest place on the earth's surface, 5. Buenos Aires, the capital of Argentina. 6. lasers, devices that produce a powerful beam of light. 7. Mexico, the northernmost country in Latin America, 8. Nigeria, the most populous country in Africa, 9. Both Mexico City, the largest city in the Western Hemisphere, and New York City, the largest city in the United States 10. The mole, a small animal that spends its entire life underground, . . . The aardvark, an African animal that eats ants and termites,

□ **EXERCISE 37, p. 293. Review: adjective clauses and phrases. (Chapter 13)**

“Choppy” sentences are short and not smoothly connected.

This exercise gives students practice in constructing quite complex sentences, an important technique for communicating a lot of related information successfully and succinctly.

ANSWERS:

2. Disney World, an amusement park located in Orlando, Florida, covers a large area of land that includes / land including lakes, golf courses, campsites, hotels, and a wildlife preserve.
3. Jamaica, the third largest island in the Caribbean Sea, is one of the world's leading producers of bauxite, an ore from which aluminum is made.
4. Robert Ballard, an oceanographer, [also possible: *Oceanographer Robert Ballard*] made headlines in 1985 when he discovered the remains of the *Titanic*, the “unsinkable” passenger ship that has rested on the floor of the Atlantic Ocean since 1912, when it struck an iceberg. [*oceanographer* rhymes with *photographer*; the syllable “og” is stressed.]
5. William Shakespeare's father, John Shakespeare, was a glove maker and town official who owned a shop in Stratford-upon-Avon, a town about 75 miles (120 kilometers) northwest of London.
6. The Republic of Yemen, located at the southwest tip of the Arabian Peninsula, is an ancient land that has been host to many prosperous civilizations, including the Kingdom of Sheba and various Islamic empires. [Also possible, without using the underlined sentence as the independent clause: *The Republic of Yemen, an ancient land located at the southwest tip of the Arabian Peninsula, has been host to many prosperous civilizations, including the Kingdom of Sheba and various Islamic empires.*]

□ **EXERCISE 38, p. 294. Error analysis: adjective clauses and phrases. (Chapter 13)**

ANSWERS:

1. One of the people who(m) I admire most/most admire is my uncle.
2. Baseball is the only sport ~~in~~ (which) I am interested in ~~it~~. OR sport in which I am interested.
3. My favorite teacher, Mr. Chu, ~~he~~ was always willing to help me after class.
4. It is important to be polite to people who live in the same building.

* Appositives, while consisting of noun phrases, function grammatically as adjective phrases reduced from adjective clauses.

5. She lives in a hotel which/that is restricted to senior citizens. OR hotel is restricted to . . .
6. My sister has two children, whose ~~their~~ names are Ali and Talal. OR My sister has two children. Their names are Ali and Talal.
7. He comes from Venezuela, (which is) a Spanish-speaking country.
8. There are some people in the government (who are) trying to improve the lives of poor people.
9. I have some good advice for anyone who he wants/anyone wanting to learn a second language.
10. My classroom is located on the second floor of Carver Hall, (which is) a large brick building in the center of the campus.
11. A myth is a story which/that expresses traditional beliefs. OR A myth is a story expressing traditional beliefs.
12. There is an old legend (which is) told among people in my country about a man living (OR man who lived) in the seventeenth century who saved a village from destruction. [It is better style to use only one *who*-clause in a sentence.]
13. An old man was fishing next to me on the pier was muttering to himself. OR An old man who was fishing next to me
14. When I was a child, I was always afraid of the beggars who ~~they~~ went from house to house in my neighborhood. [*who* is the subject of *went*; thus, *whom* is incorrect.]
15. At the national park, there is a path which/that leads to a spectacular waterfall. OR At the national park there is a path leading to a spectacular waterfall.
16. The road (that) we took it through the forest it was narrow and steep.
17. There are ten universities in Thailand, seven of ~~them~~ which are located in Bangkok, (which is) the capital city.
18. I would like to write about several problems (which) I have faced ~~them~~ since I came/ since coming) to the United States.
19. There is a small wooden screen which/that separates the bed from the rest of the room. OR There is a small wooden screen separating the bed
20. At the airport, I was waiting for some relatives who(m)/that/Ø I had never met ~~them~~ before. OR At the airport, I was waiting for some relatives. which I had never met them before.
21. It is almost impossible to find two persons whose ~~their~~ opinions are the same.
22. On the wall, there is a colorful poster which it consists of a group of young people (who are) dancing. OR On the wall, there is a colorful poster which ~~it~~ consisting of
23. The sixth member of our household is Alex, that (who is) my sister's son. OR The sixth member of our household is Alex, that ~~is~~ my sister's son.
24. Before I came here, I didn't have the opportunity to speak with people whose native tongue is English. OR people for whom English is their native tongue.

□ **EXERCISE 39, p. 295. Activity: adjective clauses. (Chapter 13)**

The purpose of this practice is to encourage students to express their own knowledge and opinions while using many of the English structures they have learned. If the students discuss the questions in groups, the groups could later compare their lists of inventions and report their conclusions to the rest of the class.

The questions are just suggestions to stimulate the discussion or writing. It is not necessary to answer the questions in sequence or to answer every one of them.

In class, students could make a list of twentieth-century inventions, then rate them by answering item 1. After discussing their lists and ratings, they could complete the exercise in writing as seatwork or homework. In their writing, they should use several adjective clauses and phrases in their definitions, descriptions, and explanations.

ANSWERS: [These depend on students' creativity.]

[Note: Students may have a little difficulty with conditional verbs in item 5.]

□ **EXERCISE 40, p. 295. Activity: adjective clauses. (Chapter 13)**

Once they get control of adjective clauses, some students tend to overuse them for a while. This exercise is a way of pointing out that it is possible to use too many adjective clauses. At the same time, students should have fun playing with the structures they now control.

You might look up the children's story "The House That Jack Built," which constructs just such a sentence: "This is the cat that ate the rat that stole the cheese that"

□ **EXERCISE 41, p. 296. Writing: adjective clauses and phrases. (Chapter 13)**

Students should now feel relatively comfortable using adjective clauses and phrases in their own writing. However, you should assure them that it is neither necessary nor appropriate to have such structures in every sentence. Reward their successful sentences, especially those with good adjective clauses or phrases. You might want to set a limit on how long or short the essay(s) should be.

□ **EXERCISE 42, p. 296. Activity: speaking and writing.**

Producing a play, even a short one, can be challenging and time-consuming, so make sure that enough students are willing to cooperate and see it through to the end. Then it can be well worth the effort.