



Chapter 13

Adjective Clauses

CHAPTER SUMMARY

OBJECTIVE: 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 adjective clause pronouns used as the subject and then presents patterns of restrictive adjective clauses using subject pronouns, object pronouns, and possessive pronouns (*whose*). Then *where* and *when* are added, followed by a series of exercises that practice all these patterns. The use of commas in punctuating restrictive and nonrestrictive clauses is explained next, and then some less frequent uses of adjective clauses are explored. 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” 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.”

The term “subordination” is not always easy to explain, but you may want to give students some background. In literature and academic publications, writers often construct complicated sentences with multiple clauses in order to highlight some information while putting other details in the background. Students don’t need to produce such 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 closely 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.

EXERCISE 1. Warm-up. Page 270

Time: 5 minutes

- Write the sentences on the board.
- Circle the pronouns and draw arrows back to their antecedents (or you can ask students to do this).

CHART 13-1. Adjective Clause Pronouns Used as the Subject. Page 270

Time: 10–15 minutes

The verb *modify* means “change” or “limit the meaning of.” 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 the 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 functions 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. At this point, the students are being asked to learn all of the 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.*

- Write the chart title on the board.
- Demonstrate the function of an adjective by writing sentences about your students or your class.

The tallest student is Marco.

The Thai students are so sweet and generous.

The level 8 grammar students are the most interesting in the school.

Our grammar text is the blue Azar book.

- Underline the adjective phrase in each sentence. Elicit from students that these phrases limit the noun and allow us to know which noun (among them all) the main clause is about.
- Then, use each adjective or adjective phrase to create a new adjective clause to be used as the subject. Write the restated sentences containing adjective clauses directly below the originals.

The tallest student is Marco.

The student who / that is tallest is Marco.

The Thai students are so sweet and generous.

The students who / that are Thai are so sweet and generous.

The level 8 grammar students are the most interesting in the school.

The students who / that are in level 8 grammar are the most interesting in the school.

Our grammar text is the blue Azar book.

The text which / that we use in grammar is the blue Azar book.

- Explain to students that sometimes it works better to use an adjective clause (particularly if the adjective phrase — like *level 8 grammar* — is a bit awkward to form).
- Go over the rest of the chart together.

□ EXERCISE 3. Looking at grammar.

Page 271

Time: 10 minutes

- Give students time to complete the exercise on their own.
- For each item, have a student read both sentences aloud before subordinating the second one to the first.
- Correct target grammar deliberately and clearly. Write the complete, subordinated sentences on the board.

□ EXERCISE 4. Let's talk. Page 271

Time: 5–10 minutes

Expansion: Provide students with additional and alternative sentence starters. Then have them circulate around the room, collecting more information from one another. Finally, have each student make a statement about another person's preferences.

Additional sentence starters:

I admire teachers who. . .

I want to work with people who. . .

I can respect a boss who. . .

I would vote for a politician who. . .

I would never marry someone who. . .

I look up to leaders in business who. . .

□ EXERCISE 5. Listening. Page 271

Time: 10–15 minutes

Part I

- Tell students that the task is to expand the contracted form back to the full form and that they will hear the sentences just as they are written in the text (they will not hear the full, uncontracted form).

- When reviewing as a class, have students say the contracted form before giving the uncontracted one.

Part II

- Make sure students understand that though they will write the full form, they will not hear it.

Optional Vocabulary

protest march

retired

□ EXERCISE 6. Warm-up. Page 272

Time: 5–10 minutes

- Have a student (or students) read parts of or the whole passage aloud.
- Discuss the term “stay-at-home” dad, and ask students whether this role is typical for fathers in their countries.
- Using items 1–8, have students create sentences containing adjective clauses describing the kind of job William is looking for.
- If time allows, have students write their sentences on the board.

CHART 13-2. Adjective Clause Pronouns

Used as the Object of a Verb. Page 273

Time: 10 minutes

Review the difference between “subject” and “object” if necessary, enlisting students' help to do so. Also, reiterate 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, or reference source). 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 13-8) *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 13-8 that they cannot omit the object pronoun in nonrestrictive clauses.

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 # yesterday was enjoyable.*

INCORRECT: *I didn't know the man who(m) I spoke to him.*

- Write the chart title on the board.
- Ask a student or students to first explain what the subject of a verb and object of a verb are, and where they usually appear. Write their responses on the board. For example:

subject = noun or pronoun that does the action of the verb

subject = usually the first noun in the sentence; comes immediately before the verb

object = noun or pronoun that receives the action

object = usually comes immediately after the verb
- Have students generate a simple example based on their lives and write it on the board, labeling the subject, verb, and object, respectively. (You will need to adapt your presentation to the actual sentence your students produce.) For example:

Subject + Verb + Object

Makiko assisted Hans with the homework.

- Leave the sentence on the board.
- Add to this information another sentence:

The student was Hans.
- Explain that if we didn't know Hans's name or if we only knew that Makiko assisted him, we could define Hans as *the student who(m)/that/Ø Makiko assisted*.
- Write the options for defining Hans as separate sentences. For example:

The student who(m) Makiko assisted was Hans.

The student that Makiko assisted was Hans.

The student Ø Makiko assisted was Hans.
- Go over the rest of the chart with students.

□ EXERCISE 7. Looking at grammar.

Page 273

Time: 5 minutes

- Have student take turns reading items aloud and choosing all possible completions.
- Write correct completions on the board, and label the parts of speech and their functions as appropriate.

CHART 13-3. Adjective Clause Pronouns Used as the Object of a Preposition. Page 274

Time: 10–15 minutes

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 in perhaps 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.

- Write the chart title on the board.
- Explain that because some verbs require a preposition directing the action to the object (for example: *listen to music*), adjective clause pronouns can serve as the object of this preposition.
- Under the heading word *preposition*, write all of the prepositions that students can think of on the spot.
- With your students, create a few sentences that include verbs that are followed by prepositions, and write these on the board.
- Lead students into creating the following examples by first writing simple prompts on the board and setting a scene. For example, say:

We all know Monique's birthday is coming up. We are planning a surprise party for her.

Then write:

Monique \ be \ student + We \ plan \ surprise party \ her.

- Help students complete/create the following examples by writing *Monique* on the board and giving them words as necessary. You may have to lead them through this rather deliberately.

Monique is the student for whom we are having a surprise party.

Monique is the student who we are having a surprise party for.

Monique is the student that we are having a surprise party for.

Monique is the student Ø we are having a surprise party for.

- Try the same approach with the following (or one more relevant to your class members) example. Say:

Pablo and Ariane seem to be discussing some news. Apparently, Jana just told them about it.
- Now write the following cues on the board:

Pablo \ Ariane \ discuss \ news + Jana \ tell \ them \ it.

- Help students come up with the following possibilities, and write them on the board.

Pablo and Ariane are discussing the news about which Jana told them.

Pablo and Ariane are discussing the news which Jana told them about.

Pablo and Ariane are discussing the news that Jana told them about.

Pablo and Ariane are discussing the news Ø Jana told them about.

- Go over the chart with your students.

□ EXERCISE 10. Looking at grammar.

Page 274

Time: 5–10 minutes

- Have students complete the exercise aloud, taking turns.
- Correct them immediately and, if appropriate, write any incorrect choices on the board so that you can deliberately and visually correct the sentences by either crossing out repeated prepositions or adding in omitted ones.

- Ask students which is the most formal option and also which is the most natural for them to say. Students acquiring this structure are not always ready to omit the adjective clause pronoun until they have become used to the form.

□ EXERCISE 14. Check your knowledge.

Page 275

Time: 10–15 minutes

- Explain to students that this is a review of adjective clauses, but simple matters of agreement within the clause may also arise.
- Give students plenty of time to work through the exercise on their own before reviewing as a class.
- As part of correction, make sure to have students read the incorrect sentence first and then the corrected version aloud.

Optional Vocabulary

amateur starvation
temper malnutrition

□ EXERCISE 15. Looking at grammar: pairwork. Page 276

Time: 10–15 minutes

This exercise is intended to promote fluency and ease of usage.

- Model the examples clearly and carefully so that both Speaker A and Speaker B understand what is expected of them.
- Make sure that students understand the task before attempting it in pairs.
- Circulate, offering help especially to Speaker Bs, and ensure that both partners get equal time to practice with the forms.
- Review as a class by asking pairs of students to read their conversations aloud.

Optional Vocabulary

clerk
cash a check

CHART 13-4. Using *Whose*. Page 277

Time: 10 minutes

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

- Explain that *whose* has the same possessive meaning as any other possessive adjective pronoun (*his*, *her*, *our*, *my*, *its*, etc.) and that like these, it has to be followed by a noun.

- Ask students to remind you how we normally form a possessive adjective. Elicit *Add an apostrophe and an "-s."*

- Explain that we can't simply use an apostrophe + *-s* because of the confusion with *who's*, which is a contraction of *who* and *is*.

- Illustrate this further by showing students that *whose* truly is a possessive by reminding them of *it's* vs. the possessive *its*. Write the following on the board:

who's = contraction of *who* + *is*

whose = correct possessive form meaning belonging to or of *who*

- Using known information about the students in your class, create a couple of examples with the help of your students, and write these sentences on the board.

The woman whose hair is extremely curly is Aranza.

The man whose wife is arriving from Saudi Arabia later today is Abdur Rhaman.

- Have two students go to the board and identify/mark the adjective clause, its subject and verb with a lowercase **s** and **v**, and the subject and verb of the main clause with a capital **S** and **V**, respectively.

- Go over the chart with your class.

□ EXERCISE 18. Looking at grammar.

Page 278

Time: 5–10 minutes

Word order in this structure can be challenging for students. Take time with this exercise and use the board so that students can easily see patterns.

- Give students a few minutes to combine the two sentences, subordinating the second to the first with *whose*.
- Assign one item to each of five students, and have them write their combined sentences on the board.
- Those students remaining at their seats should correct the sentences on the board as part of the review.

□ EXERCISE 20. Let's talk: pairwork.

Page 278

Time: 5–10 minutes

There in these sentences is spoken with emphasis, as if one were pointing at someone. This is very different from the form *There + be* (Chart 6-4), which is rarely followed by *the*. Make sure to model the correct emphasis given to *there* and explain the context to your students before they begin practicing.

Expansion: Give students an opportunity to create their own descriptions of one another utilizing this adjective clause format. Make a copy of the class roster to hand out (if the class is relatively small) and ask class members to come up with one descriptive sentence for each of their peers. If the class is too big

for this, divide it into groups of four or five, and instruct each group member to write a sentence about every other member. Let students know that these sentences will be read aloud to the rest of the class, and the rest of the class will need to guess which student each sentence describes. This information should put them on notice to be both kind and professional in their descriptive sentences. Additionally, each sentence should be ambiguous enough to make the activity interesting and challenging. For example:

This student is the one whose favorite hobby is football.
This student is a Spanish woman whose passion is fashion.

EXERCISE 21. Listening. Page 279

Time: 5–10 minutes

- Write all three possibilities on the board:

whose who is who has

- Now ask students what kind of phrase they expect to follow each, and have students create a sentence for each category before having them listen to the audio. For example:

whose
I know someone whose hair is red.

who is
I have a friend who is an actor.

who has
I like any person who has integrity.

- Play the audio through once without stopping. Then play it again, stopping after each item.
- When reviewing answers as a class, point to the correct form of the answer on the board.

CHART 13-5. Using *Where* in Adjective Clauses. Page 279

Time: 5–10 minutes

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 examples.

- Write the chart title on the board.
- Underneath the word *where*, write the reminder that this word modifies a place.
- If you feel confident that students are happy with the program or school where they are studying, use it as the main focus of the remainder of the presentation.
- Ask students to think about their school, and together you will create sentences describing it. For example:

Boston College is a place where students all over the world meet each other.

This is a school where the teachers and staff enjoy their jobs.

The school where we study English is located in Harvard Square.

- Go over the chart with students, spending extra time on the use of prepositions.

CHART 13-6. Using *When* in Adjective Clauses. Page 280

Time: 5–10 minutes

- Write the chart title on the board and have students contribute some examples of possible *when* situations.
- Write the time nouns on the board (under the word *when*) and help students to expand the concept as much as possible. For example:

season
weekend
holiday / birthday / anniversary
decade
century
times of life: infancy, childhood, adolescence, young adulthood, middle age
events: meals, vacations, trips, weddings, parties, celebrations, elections, funerals, revolutions, coups, wars, etc.

- Together with your students, create a couple of sentences on the board. Use the context of their real lives to do so and, if needed, give them prompts so that they can come up with meaningful sentences. For example:

A birthday is a day when your family and friends celebrate you.

The most important time of Makiko's life was when she was home with her daughter.

- Go over the chart with students.

EXERCISE 26. Looking at grammar. Page 280

Time: 5–10 minutes

- You may wish to review the use of prepositions (*in*, *at*, *on*, *during*, *after*, *before*, etc.) with particular time phrases or words.
- Write the prepositions *At*, *In*, *On* on the board, and have students go to the board and write time words that are preceded by each one. For example:

<i>At</i>	<i>In</i>	<i>On</i>
<i>8:00 P.M.</i>	<i>a week</i>	<i>December 25, 1987</i>
<i>lunchtime</i>	<i>December</i>	<i>Halloween</i>

EXERCISE 27. Looking at grammar. Page 281

Time: 5–10 minutes

Optional Vocabulary

pastries
dominated
miser

Expansion: In order to give students some creative practice with using *where* and *when* in adjective clauses, you can play a version of the game Password

with them. Prepare index cards with six or eight nouns / noun phrases on them. These can also be proper nouns, as long as you are sure they are familiar to each student. Nouns that work best are everyday items, holidays, places, and events — they shouldn't be difficult, nor should they be too basic. Ideally, each member of the class has a unique card, but that does take some preparation.

Distribute one card to each student, and have the students arrange themselves so they are directly facing the person they will play the game with.

Have students begin the game. Whoever is going first describes each noun on his card — using adjective clauses — until his/her partner can say the noun aloud. The student then moves on to the next noun until he / she has finished and then it is the partner's turn to describe. Alternatively, students can take turns rather than one person completing all the nouns on his / her card before the other student goes.

Possible sets of random nouns: These can be copied, printed, and glued onto index cards so that they can be used again. They also provide a sample which is easy to replicate.

dental floss
a brontosaurus
a presidential election
rice
a closet
a remote control

a nail salon
the Fourth of July
an SUV
moisturizer
a clown
paste

a combination lock
the Dark Ages
flour
an attic
paperclips
a shovel

Paris
the 1960s
a pediatrician
an office supply store
pudding
childhood

□ EXERCISE 30. Let's talk. Page 282

Time: 15–20 minutes

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

Given that this is a somewhat complicated exercise format, it might work best if it is teacher-led (in terms of time allotted especially). If time is available, give students the opportunity to take responsibility for the quality of their own practice by interacting in 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 students to exchange real information or, if they prefer, to invent an interesting response.

- Model the exercise carefully, acting as the leader for the first example.
- You can set this exercise up with groups of three to four students, but it is important that one student be designated the leader to begin. If working with four students per group, students can rotate taking the roles of leader, Speaker A, and Speaker B.
- If you are not leading the exercise yourself, move around the room, ensuring that only the leader has a book open. Students may need you to step into each group and act as the leader briefly while establishing the pattern.
- Review as a class and choose some items to address to the whole class, encouraging students to answer using correct adjective clause formats.

CHART 13-7. Using Adjective Clauses to Modify Pronouns. Page 283

Time: 20 minutes

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 examples (g) and (h), 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.

- Write the chart title on the board.
- Underline the word *Pronouns*, and discuss with students the types of pronouns likely to be modified by adjective clauses.
- In order to make it clear to students what kind of pronouns need modification, present indefinite pronouns by reminding students to think back to their first day in the class, before they knew the school, you, or their peers. Ask students to recall their very first impressions of one another, the school staff, or teachers.
- You may need to ask them specific questions to prompt the production of appropriate adjective clauses. Help students with this task by sharing your first impression of one of them. For example:

When I first met this class, I noticed someone who was smiling a lot.

- Ask students the following questions, and lead them to come up with related sentences, using adjective clauses:

Who did you first notice when you sat down in this class? What did you notice about this person?

What was your first impression of your roommate?

When you first arrived at the school, who helped you to enroll in classes? What is your memory of this person?

- Now carefully help students piece together sentences, and write them on the board, demonstrating this common use of the modification of indefinite pronouns. For example:

When Chien-hui first entered this class, she saw someone who is very tall and very talkative. Who is it?

Maia first noticed two Thai students who seemed to be very good friends already.

- Go over the rest of the chart.

□ EXERCISE 32. Looking at grammar.

Page 283

Time: 10 minutes

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 10–12 are specifically for advanced students and may seem unfamiliar to intermediate students.

Optional Vocabulary

powerless

term

intermission

CHART 13-8. Punctuating Adjective Clauses. Page 285

Time: 20–25 minutes

The use of commas with adjective clauses can be rather challenging 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 be ready to provide additional examples.

- Write the chart title on the board.

- Write the adjective clause category headings below on the board and demonstrate the difference between a necessary and unnecessary adjective clause by writing two closely related sentences about someone in your class.

Necessary Information

The student in our class who is tall is Mario.

no commas

clause is necessary to understand who we are talking about

Extra Information

Mario, who is tall, is in our class.

commas used — similar to parentheses

clause adds extra information — not necessary to understand who we are talking about

- Go over the chart carefully, and remind students repeatedly that if they need the adjective information to understand which noun is being modified, no commas are used.

□ EXERCISE 35. Looking at grammar.

Page 286

Time: 10 minutes

- Give students time to complete the exercise alone.
- Read the first two items in the exercise aloud to students as examples for them to follow.
- Demonstrate to them how to pause and lower their voices between the two commas.
- Have students read the complete sentence aloud and then comment on the punctuation of each one, as illustrated in items 1 and 2.
- It is critical to make sure that students really understand the fundamental difference between necessary and unnecessary adjective clauses before moving on. Therefore, explain the meaning of each sentence.

Optional Vocabulary

staple situated

tropical

□ EXERCISE 40. Looking at grammar.

Page 288

Time: 10 minutes

This is a review 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. Group work is another option, where students can discuss the punctuation among themselves.

Optional Vocabulary

tusk conduct

chiefly chamber

EXERCISE 41. Reading and grammar.
Page 289
Time: 20 minutes

Part I

- Before reading through the passage, ask students what famous names they know associated with the computer industry.
- Ask students the difference between a PC and a Mac computer.
- Have students take turns reading sentences from the passage aloud, and refine their pronunciation of adjective clauses as you go through the reading.

Part II

- Explain to students that they will be completing the sentences with both necessary and non-necessary adjective clauses.

Optional Vocabulary

operating system
program
acquire
the rights

CHART 13-9. Using Expressions of Quantity in Adjective Clauses. Page 290
Time: 5–10 minutes

Example (a) illustrates the 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 meaning clearly and accurately without ever using this structure.

- Write the chart title on the board. Explain that this structure is used primarily in writing, when the author wants to pack as many statistics into one sentence as possible.
- Look at your class and find some article or color of clothing that a number of your students are wearing. You can also focus on nationality and gender to provide you with easily observable examples of the structure.
- Come up with three or four sentences using expressions of quantity in adjective clauses.
- Write the sentence on the board and underline the expressions of quantity in each of the adjective clauses. For example:

There are twenty-five students in this class, seventeen of whom are wearing blue jeans at this moment.

There are twenty students in this class, roughly half of whom are South American.

There are twelve students in this class, six of whom are women.

- Go over the chart with the students, but remind them that the structure is not critical and they will master it with time and increased exposure to it.

CHART 13-10. Using *Which* to Modify a Whole Sentence. Page 291
Time: 5–10 minutes

Make sure that students understand that *this* and *that* are used here as demonstrative pronouns that refer to a whole sentence.

This pattern is fairly common in spoken English, especially when discussing ideas and opinions. *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.

- Write the chart title on the board.
- Explain that this structure is very useful, especially when discussing ideas and opinions. In order to demonstrate, ask a student his/her opinion and another student to agree or disagree. It is best not to pick anything too controversial so that the structure can be the focus. For example:

What do you think the best age to get married is, Peter? Mimi, do you agree with Peter's opinion?

- Now using your students' opinions, transform them into one sentence using *which* to modify the whole sentence. For example:

Peter thinks 32 is the perfect age to get married, which Mimi disagrees with.

- Review the chart with your students, giving them plenty of examples of times they may use this structure.

EXERCISE 47. Looking at grammar.
Page 292
Time: 10 minutes

This exercise is a review of Charts 13-1 through 13-10. It illustrates adjective clause usage in formal written English.

- Give students time to combine the two sentences on their own, using correct subordination and punctuation.
- Review as a class by having students read their answers aloud, using correct pronunciation and intonation for non-necessary clauses.

Optional Vocabulary

raw case studies
heredity administrator
longevity

□ EXERCISE 48. Reading and grammar.

Page 293

Time: 10 minutes

- Tell students that they will be identifying either whole sentences / ideas or noun phrases by the adjective clauses that modify them.
- Students can take turns reading each paragraph and identifying which whole clauses or nouns are modified.
- If there is time, students can take turns writing items on the board and drawing an arrow to the clause (sentence) or words being modified. Doing so will prompt both self-correction and correction by peers and can prompt further engagement of the topic.

Optional Vocabulary

ferry
blocks
reimburse

□ EXERCISE 49. Let's talk or write. Page 293

Time: 10–15 minutes

- Explain to students that ideals are, by definition, somewhat unreal. They should imagine a type of person and not name someone they know.
- Ask students to expand their use of vocabulary in this exercise. By really imagining how they would like others to behave in an ideal world, they may be prompted to move beyond their “safety-zone” vocabulary.
- You may want to have students discuss these first in small groups and then have each student pick one item to expand into a paragraph, incorporating as many adjective clauses as they can.

CHART 13-11. Reducing Adjective Clauses to Adjective Phrases. Page 294

Time: 15–20 minutes

The structures in this chart are of relatively high frequency. Although these patterns may not seem immediately familiar to the students, encourage them to include these patterns in their everyday use. Certainly, students will hear these structures used in everyday conversation. Also understanding these structures is critical for reading comprehension. Readers need to be able to identify what nouns are being modified by which phrases and clauses in order to fully understand meaning.

Some other terms used for adjective phrases are:

- modifying participial phrases: *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.”

- Write the chart title on the board.
- Write the words *Clause* and *Phrase* on the board and ask your class how these two words differ.
- You can expect students to remember what a *clause* is as they have discussed this term so often in this chapter. In any case, help them to come up with key words for both and write these definitions underneath the terms on the board. For example:

<i>Clause</i>	<i>Phrase</i>
<i>has subject and verb</i>	<i>doesn't have subject and verb</i>
<i>expresses whole idea, with action</i>	<i>group of related words</i>
<i>independent clause can be a sentence</i>	<i>can't be independent or a sentence</i>

- Now write a sentence containing an adjective clause that can be reduced on the board. Use your students' lives for the context of the sentence. For example:

The students who are studying in this class are some of the most intelligent people I have ever met.

- Have a student go to the board, underline the adjective clause, and label the subject and verb of both the adjective clause and the main clause.
- Explain that only those adjective clauses that have a subject pronoun (*who, which, that*) can be reduced.
- Show students that in the case of the above sentence both *who* and *is* can be omitted by crossing them out and having a student read the remaining, now reduced clause aloud.
The students ~~who are~~ studying in this class are some of the most intelligent people I have ever met.
- Review the rest of the chart with your students.

□ EXERCISE 53. Looking at grammar.

Page 295

Time: 10 minutes

This exercise is the reverse of Exercise 51 and requires students to expand adjective phrases into complete adjective clauses.

- Tell students that when they read books and articles, it can be important for them to be able to determine what key structures have been omitted from a complicated sentence.
- Give students time to work on this independently, and then review as a class.

Optional Vocabulary

orbiting
monumental
tombs

Expansion: Give two students the same sentence including a reduced adjective phrase and have each expand it into a sentence on the board at the same time, without looking at one another's work. The seated students can correct the new sentences.

□ **EXERCISE 55.** Looking at grammar.
Page 296
Time: 10–15 minutes

This exercise consists of appositives. The appositive is a useful and common structure in written English. An appositive usually consists of a noun phrase but functions grammatically as an adjective clause. It is equivalent to another noun phrase; it gives more information about a noun by describing it 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 nouns. In Part II, item 1, Mount Everest is Mount Everest with or without the appositive; the appositive is nonrestrictive and nonessential, giving only additional clarifying information.

Optional Vocabulary

beam	industry
populous	lasers
seismographs	

□ **EXERCISE 56.** Listening. Page 297
Time: 10 minutes

Optional Vocabulary

debated	vibrations
deserted	detected
barking	dismiss
howling	subtle

□ **EXERCISE 57.** Looking at grammar.
Page 298
Time: 10–20 minutes

“Choppy” answers 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.

Optional Vocabulary

basin
bauxite
ore

□ **EXERCISE 59.** Let’s write. Page 300
Time: 15–20 minutes

At this point, students should feel relatively comfortable using adjective clauses and phrases in their own writing. You should assure your students that it is neither necessary nor appropriate to have such structures in every sentence.

- Give students at least 15 minutes to write on the topic of their choice. You may want to set a limit on how long or short the essay(s) should be.
- When marking students’ writing, reward and note their successful sentences, especially those with good adjective clauses or phrases.
- See the teaching suggestions in the front of this book for additional ideas for marking student writing.