

SENTENCE STRUCTURE

In the previous chapters, you learned about different types of dependent clauses, including time, reason, and condition clauses. In this section, you will learn about another kind of dependent clause called an **adjective clause**.

ADJECTIVE CLAUSES WITH WHO, WHICH, AND THAT

Adjective clauses (also called relative clauses) begin with words such as *who*, *which*, and *that*. These dependent clauses act like adjectives because they give more information about a noun.

Here are some things to know about adjective clauses:

- Adjective clauses begin with the words *who*, *which*, and *that* (among others).

who is used for people

which is used for things

that is used for things (and for people in informal English)

- An adjective clause follows the noun it gives more information about.
- Commas are sometimes used with adjective clauses, and sometimes not. (You will learn about this on page 180.)

In the examples, the adjective clause is highlighted. An arrow points to the noun that the adjective clause gives more information about.

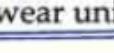
If we do not punish cheating, then we reward students   **who** cheat.

The principal usually puts a note about cheating in the student's academic record,   **which** may be part of a student's college application file someday.

Sixty-two percent turned in homework   **that** was done by someone else.

PRACTICE 5 Identifying Adjective Clauses

Look at each sentence. Underline the adjective clauses twice, and circle *who*, *which*, or *that*. Then draw an arrow back to the noun that the adjective clause gives more information about.

1. In my opinion, students     **who** wear uniforms behave better.
2. Long Beach, California,   **which** was one of the first cities in the United States to require uniforms in elementary and middle school, reported increased attendance and decreased bad behavior.



3. According to a survey that was done in South Carolina, middle school students who wear school uniforms have more positive feelings about their schools than students in schools that do not require uniforms.
4. Schools that require uniforms help lessen economic and social differences among students.
5. Students who cannot afford the latest fashions do not feel self-conscious.
6. Physical appearance, which can cause middle school students much anxiety, is less important when everyone wears the same uniform.

PRACTICE 6**Adjective Clauses with *Who* and *Which***

Complete the adjective clause in each sentence with *who* or *which*. (Do not use *that* in this exercise.)

1. In arranged marriages, _____ *which* are common in many countries, someone else chooses your marriage partner.
2. Sometimes the parents, _____ know their child better than anyone, choose.
3. Sometimes the parents hire a matchmaker, _____ charges a fee to find the right person.
4. The two young people are probably very nervous at their first meeting, _____ usually takes place in the bride's home.
5. In some cultures, a young man or woman _____ doesn't like the parents' or matchmaker's choice may say no.
6. Marrying for love, _____ is the custom in most Western cultures, does not guarantee happiness.
7. The divorce rate among couples _____ marry for love is very high.
8. People _____ listened only to their hearts sometimes wish they had listened to their heads.

PUNCTUATING ADJECTIVE CLAUSES

Using commas around an adjective clause depends on whether the clause provides extra information about the noun or whether it provides information that is necessary to identify the noun.

Compare these sentences:

EXTRA INFORMATION
(USE COMMAS)

Rachel Moore, **who never votes in elections**, is not a good citizen.

NECESSARY INFORMATION
(DO NOT USE COMMAS)

A person **who never votes in elections** is not a good citizen.

In the sentence on the left, the adjective clause *who never votes in elections* provides extra information about Rachel Moore. You don't need this information to identify her because her name tells us who she is. If an adjective clause gives extra information, separate it from the rest of the sentence with commas.

In the sentence on the right, the adjective clause *never votes in elections* provides information that is necessary to identify *person*. What kind of person is not a good citizen?—A person who never votes in elections. If the information in an adjective clause is necessary, do not use commas.

Here are additional examples.

EXTRA INFORMATION
(USE COMMAS)

Children shouldn't play the video game

Grand Theft Auto, **which teaches criminal behavior**.

Sergio, **who is sitting next to the window**, isn't paying attention.

Let's study at my apartment, **which is just a few minutes from campus**.

NECESSARY INFORMATION
(DO NOT USE COMMAS)

Children shouldn't play video games **that teach criminal behavior**.

The student **who is sitting next to the window** isn't paying attention.

They rented an apartment **that was just a few minutes from campus**.

Writing Tip

Use *that* (not *which*) with clauses that provide necessary information.

CORRECT: A college major **that** is very popular these days is psychology.

INCORRECT: A college major, **which** is very popular these days, is psychology.

Never use commas when a clause begins with *that*.

CORRECT: A book **that** gives synonyms for words is called a thesaurus.

INCORRECT: A book, **that** gives synonyms for words, is called a thesaurus.

PRACTICE 7

Punctuating Adjective Clauses

- A** Look at each sentence. Underline the adjective clause twice, and circle *who*, *which*, or *that*. Draw an arrow to the noun that it gives more information about. Add commas if needed.

1. A country that has a king or queen is called a monarchy.
2. England, which has a queen, is a monarchy.
3. A pediatrician is a doctor who takes care of children.
4. Dr. Jones who is our neighbor is a pediatrician.
5. Students who studied got As on the final exam.
6. Gabriela and Trinh who studied together got As on the final exam.
7. My birthday is next Monday which is a holiday.
8. A holiday that is especially fun for children is Halloween.

- B** Read the paragraph. Add commas where needed.

The Story of Coca-Cola

A popular beverage that is sold all over the world is Coca-Cola. A doctor who lived in Atlanta, Georgia, invented it in 1886. Dr. John Pemberton who was also a pharmacist first sold Coca-Cola as a nerve tonic¹, stimulant², and headache medicine. The name of the dark brown syrup that made people feel better was "Pemberton's French Wine Coca." Later someone added soda water to the syrup and it became the beverage that is our modern Coca-Cola. The first part of the name (*coca*) comes from *cocaine* which was one of the original ingredients. The second part of the name (*cola*) comes from *kola nut* which is still an ingredient today. The original formula has changed over the years. Of course, Coca-Cola no longer contains cocaine which is an illegal drug but it still tastes delicious. The formula for Coca-Cola is a secret that is carefully guarded.

COMPLEX SENTENCES WITH ADJECTIVE CLAUSES

In this section, you will practice writing complex sentences with adjective clauses. Remember that an adjective clause is a dependent clause. Therefore, you must combine it with an independent clause to make a complex sentence.

PRACTICE 8

Combining Clauses and Sentences

- A Combine each independent clause on the left with an adjective clause on the right to make a complex sentence. For some, there may be more than one answer. Put the adjective clause directly after the noun it gives more information about. Add commas if needed.

INDEPENDENT CLAUSES

- They gave their boss a Rolex watch.
- The purse is hers.
- Alice moved to New York last month.
- She is living in an apartment.
- Uncle John is a billionaire.
- A person has everything.

ADJECTIVE CLAUSES

- who owns a yacht and a jet
- which has a view of Central Park
- who was celebrating his 50th birthday
- who has love
- that is lying under the chair
- who is my best friend

1. They gave their boss, who was celebrating his 50th birthday,
a Rolex watch.

2. _____

3. _____

4. _____

5. _____

6. _____

- B** Combine each pair of simple sentences into a complex sentence containing an adjective clause with *who*, *which*, or *that*. Add commas where needed.

Cultures in Conflict

1. Jamila Haddad ran away from home last week. Jamila is a high school student in Chicago.

Jamila Haddad, who is a high school student in Chicago, ran away from home last week.

2. She ran away to avoid a marriage. The marriage was arranged by her parents.

She ran away to avoid a marriage that was arranged by her parents.

3. Mr. and Mrs. Haddad are very traditional. Mr. and Mrs. Haddad are from Lebanon.

4. Jamila is the oldest daughter in the Haddad family. The Haddad family immigrated to this country seven years ago.

5. Her parents want her to marry a man. The man is 32 years old.

6. The husband-to-be lives in Lebanon. Lebanon is a country in the Middle East.

7. He owns a business. The business is very successful.

8. People say he is very nice. People know him.
-
-

9. Jamila ran away from home rather than marry the man. Jamila wants to go to college in her new country.
-
-

10. Mr. and Mrs. Haddad don't understand why she ran away. Mr. and Mrs. Haddad thought they had arranged a good future for their daughter.
-
-

PRACTICE 9

Using Adjective Clauses in Definitions

For items 1–5, unscramble each set of words to make a definition that contains an adjective clause. (If you need to, look up unfamiliar words in a dictionary.)

1. A fanatic / who / a / person / extreme ideas / has / is

A fanatic is a person who has extreme ideas.

2. A vegetarian / person / doesn't eat / meat / is / a / who
-

3. A hybrid / car / gasoline / and / that / a / is / runs / on / electricity
-

4. Transients / have / who / people / no / permanent home / are
-

5. The giant panda / animal / is / that / near / extinction / an / is
-

For 6 and 7, write your own definitions using the words given and others as necessary.

6. Los Angeles / city / famous for
-

7. Dental hygienists / people / teeth
-

THE TOPIC SENTENCE

- In order to become a/an successful , a person should possess the following **qualities**.
- There are several important **characteristics** of a good
- The following **attributes** are required in order for a person to become a successful.....
- It is necessary for a to have the following **qualities**.

SUPPORTING SENTENCES

- Each main point: **A quality**
- Supporting details for each main point: **The examples/reasons that explain why that quality is important**

NOTE: Remember to use the transition signals in your supporting sentences

First, First of all, Second, Third, In addition, Also, Finally,	for example for instance
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Examples:

- **First of all**, a teacher should be extremely patient. **For example**...
- **Secondly**, a teacher should be an extremely patient person. **For example**...
- **In addition**, being a teacher requires extreme patience. **For instance** ,
- **Finally**, a teacher should be a person with extreme patience. **For instance** ,

THE CONCLUDING SENTENCE

End your paragraph by summarizing the main qualities. For example,

To summarize, employers look for dependable, responsible team players.

In brief, nursing is a profession for people who are caring, organized, calm, strong, and intelligent.

- Writers often use a **conclusion signal** to show their readers that this is the end of the paragraph. The chart lists several conclusion signals. Notice that there is always a comma after a conclusion signal.

CONCLUSION SIGNALS		
To conclude, In conclusion,	To sum up, To summarize, In summary,	In brief, In short, Indeed,

WRITING PRACTICE

Plan an outline and write an 150 word paragraph about the following topic:

“Characteristics of a good husband/wife”

Topic Sentence: _____
A. Main Point: _____
1. Supporting Detail: _____
B. Main Point: _____
1. Supporting Detail: _____
C. Main Point: _____
1. Supporting Detail: _____
Concluding Sentence: _____