

MEETING 10

ADJECTIVE CLAUSE AND ADJECTIVE PHRASE

(PART I)

A. OBJECTIVES OF THE STUDY

1. To explain adjective clause and adjective phrase.
2. To explain how to determine the incomplete adjective clause.

B. THE AIMS OF THE TOPIC

1. Students are expected to understand adjective clause and adjective phrase.
2. Students are able to determine the incomplete adjective clauses and fill them with the right marker.

C. GUIDANCE AND METHODS OF LEARNING

1. Lectures
2. Discussions
3. Presentations
4. Practices

D. MATERIAL DESCRIPTION

I. INCOMPLETE ADJECTIVE CLAUSE

As mentioned in the previous lesson, there are three types of dependent clauses, all of which are tested in Structure. Adjective clauses-also called relative clauses-are the most commonly tested of the three. You will see one or two items involving adjective clauses on most tests. Adjective clauses are a way of joining two sentences. In the joined sentence, the adjective clause modifies (describes) a noun (called the head noun) in another clause of the sentence. It begins with an adjective clause marker.

I wanted the book. The book had already been checked out.

The book *which I wanted* had already been checked out.

The adjective clause in this example begins with the marker *which* and modifies the head noun *book*.

Adjective clause markers are relative pronouns such as *who*, *that*, or *which* or the relative adverbs *when* or *where*.

II. ADJECTIVE CLAUSE MARKER

Who Subject (people)

A neurologist is a doctor *who* specializes in the nervous system.

Whom Object (people)

This is the patient *whom* the doctor treated.

Whose Possessive (people)

Mr. Collins is the man *whose* house I rented.

Which Subject/Object (things)

1. That is a topic *which* interests me. (*which* as subject)
2. That is the topic *on which* I will write. (*which* as object of preposition)

That Subject/Object (people/things)

1. Art *that* is in public places can be enjoyed by everyone. (*that* as subject)
2. The painting *that* Ms. Wallace bought was very expensive. (*that* as object)

Where Adverb (place)

Here is the site *where* the bank plans to build its new headquarters.

When Adverb (time)

This is the hour *when* the children usually go to bed.

Like all clauses, adjective clauses must have a subject and a verb. In some cases the adjective-clause marker itself is the subject; in some cases, there is another subject.

The painting was very expensive. Ms. Wallace bought it.

The painting *which* Ms. Wallace bought was very expensive.

The adjective-clause marker in the joined sentence replaces *it*, the object of the verb *bought*. In the joined sentence, the adjective clause keeps the *subject*-*Ms. Wallace-that* it had in the original sentence.

This is a topic. It interests me.

This is a topic *that interests me*.

The adjective-clause marker in the joined sentence replaces *it*, the subject of the second original sentence. In the joined sentence, the marker itself is the subject of the adjective clause. Notice that the inclusion of the pronoun *it* in the joined sentences above would be an error.

Incorrect: *The painting which Ms. Wallace bought *it* was very expensive.

*This is a topic which *it* interests me.

This type of mistake is sometimes seen in distractors.

When the markers *which*, *that*, and *whom* are used as objects in relative clauses, they can correctly be omitted.

The painting Ms. Wallace bought is very expensive. (*which* omitted)

The adjective-clause markers *which* and *whom* can also be used as objects of prepositions:

That is the topic. I will write on it.

That is the topic *on which I will write*.

You may also see sentences with adjective clauses used in this pattern: quantity word + *of* + relative clause

He met with two advisors. He had known both of them for years.

He met with two advisors, *both of whom he had known for years*.

I read a number of articles. Most of them were very useful.

I read a number of articles, *most of which were very useful*.

Any part of a relative clause can be missing from the stem of Structure items, but most often, the marker and the subject (if there is one) and the verb are missing. Any word or phrase from another clause-usually the head noun-may also be missing from the stem.

Sample Items

Cable cars are moved by cables ____ underground and are powered by a stationary engine.

(A) they run

(B) that they run

(C) run

(D) that run

Choice (A) is incorrect because the pronoun *they* cannot be used to join two clauses. Choice (B) is not appropriate because the subject *they* is not needed in the adjective clause; the marker *that* serves as the subject of the clause. Choice (C) is incorrect because there is no marker to join the adjective clause to the main clause.

The melting point is the temperature ____ a solid changes to a liquid.

(A) which

(C) which at

(B) at which

(D) at

Choice (A) is incorrect because a preposition is needed before the adjective clause. Choice (C) is incorrect because the relative pronoun comes before the preposition. Choice (D) is incorrect because the relative pronoun has been omitted.

There are six types of flamingos, all ____ have long legs, long necks, and beaks that curve sharply downward.

(A) of them

(C) of which

(B) that

(D) they

Choices (A) and (D) do not contain connecting words needed to join clauses. Choice (B) does not follow the correct pattern of relative clauses after a quantity word (*all*). The correct pattern needed to complete this sentence is quantity word + *of* + marker. Only (C) follows this pattern.

III. EXERCISES

Exercise 10.1:

Focus : Answering structure problems involving incomplete adjective clauses.
(Note: One or two items in this exercise do *not* focus on adjective clauses; these items are marked in the answer key with asterisks.)

Directions : Choose the one option-(A), (B), (C), or (D)-that correctly completes the sentence, and then mark the appropriate blank. The first one is done as an example.

1. Most folk songs are ballads _____ have simple words and tell simple stories.

(A) what

(C) when

(B) although

(D) that

2. After its introduction in 1969, the float process _____ the world's principal method of manufacturing flat sheets of glass.

(A) by which it became

(B) it became

- (C) became (D) which became
3. In 1850, Yale University established Sheffield Scientific School, _____
 (A) engineers were educated there
 (B) where engineers were educated
 (C) in which were engineers educated
 (D) where were engineers educated
4. Many of Louise Nevelson's sculptures consisted of a number of large wooden structures _____ in complex patterns.
 (A) which she arranged (C) which arranged
 (B) she arranged them (D) arranged them
5. In addition to being a naturalist, Stewart E. White was a writer _____ the struggle for survival on the American frontier.
 (A) whose novels describe
 (B) he describes in his novels
 (C) his novels describe
 (D) who, describing in his novels
6. Diamonds are often found in rock formations called pipes, _____ the throats of extinct volcanoes.
 (A) in which they resemble (C) there is a resemblance to
 (B) which resemble (D) they resemble
7. William Samuel Johnson, helped write the Constitution, became the first president of Columbia College in 1787.
 (A) whom he had (C) who had
 (B) and he had (D) had
8. Seals appear clumsy on the land, are able to move short distances faster than most people can run.
 (A) but they
 (B) which they
 (C) they
 (D) which

9. The instrument panel of a light airplane has at least a dozen instruments _____
- (A) the pilot must watch
 - (B) what the pilot must watch
 - (C) which the pilot must watch them
 - (D) such that the pilot must watch them
10. A keystone species is a species of plants or animals _____ absence has a major effect on an ecological system.
- (A) that its
 - (B) its
 - (C) whose
 - (D) with its