

Preview

In this lecture, we are going to study:

- adjective clauses
- a different kind of fragment

SENTENCE STRUCTURE: ADJECTIVE CLAUSES

Reading the model text we can see some sentences containing the words **who, that**, and sentences containing the word **which**.

- First of all, students **who** wear uniforms behave better.
- 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.

- According to a survey taken in South Carolina, middle school students **who** wear school uniforms have more positive feelings about their schools than students in schools with no uniforms.
- Third, schools **that** require uniforms erase economic and social differences.
- Also, students **who** cannot afford the latest fashions do not feel self-conscious.

ADJECTIVE CLAUSES WITH *WHO*, *WHICH*, AND *THAT*

In earlier lectures, you studied dependent clauses beginning with words such as ***because, since, when, after, before***, and ***if***. These clauses are called adverb clauses because they act like adverbs. That is they give more information about a verb.

There is another kind of dependent clause that begins with words such as ***who, which***, and ***that***. These clauses are called **adjective clauses** because they act like adjectives. That is, they give more information about nouns.

Students who wear uniforms behave better.

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.

Schools that require uniforms erase economic and social differences.

In the following sentences:

- the adjective clause is underlined
- **who, which, or that**
- **the noun** that the adjective clause gives more **information about**. Notice that the adjective clause comes **directly after** that noun.

Here are some things to know about adjective clauses:

1. Adjective clauses begin with the words **who, which,** and **that** (and others).
- 2.

who is used for people

which is used for things (and animals)

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

3. An adjective clause always follows the noun it gives more information about.

4. Commas are sometimes used with adjective clauses, and sometimes not. (We will learn about this rule later.)

PUNCTUATING ADJECTIVE CLAUSES

In some situations, you use commas with adjective clauses and in some situations, you don't. Using commas depends on whether the information in an adjective clause is necessary to identify the noun or just gives extra information about it.

Compare the sentences in the following chart:

Extra information	Necessary information
(Use commas)	(Don't use commas)
Rachel Kingsley, who uses drugs, is not a good parent.	A person who uses drugs is not a good parent.

• In the sentence on the left, the adjective clause **who uses drugs** is extra information about Rachel Kingsley. We 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 **who uses drugs** is necessary information to identify **person**. Which person is not a good parent?—a person who uses drugs. If the information in an adjective clause is necessary, do not use commas.

Extra information	Necessary information
(Use commas)	(Don't use commas)
Children shouldn't play the video game <i>Grand Theft Auto</i> , which teaches criminal behavior.	Children shouldn't play video games which/that teach criminal behavior.
Sergio, who is sitting next to the window, isn't paying attention.	The student 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.	They rented an apartment that/which was close to their child's school.

NB!

1. Use **that** with necessary clauses only.
Never use commas when a clause begins with **that**.

A college major that is very popular these days is psychology.
A book that gives synonyms for words is a thesaurus.

ADJECTIVE CLAUSES WITH WHOSE AND WHERE

Some more words for adjective clauses are **whose** and **where**. We use *whose* to introduce a relative clause indicating possession by people, animals and things:

e.g.

*John works with that other **chap** **whose** name I can't remember.*

*Shirley has a 17-year-old **daughter** **whose** ambition is to be a photographer.*

*This is the **book** **whose** title I couldn't remember.*

Where gives the idea of a place.

e.g.

*I know a **restaurant** where the food is excellent.*

NB!

Sometimes we can omit the words **who**, **which**, etc. in adjective clauses.

Compare:

1. The student who is sitting next to the window isn't paying attention.
2. The girl who I was looking at was my friend's sister. = The girl I was looking at was my friend's sister (*who* is not the subject!)
3. The book, which is on the table, is not interesting.
4. The book (that/which) he was reading was not interesting, but he had to read it.

MORE ABOUT FRAGMENTS

We already know about the sentence error called a fragment. Sometimes this

error happens when you write a dependent clause and forget to add an independent clause.

FRAGMENT: If you want to transfer to a four-year college.

FRAGMENT: Because it was raining when we left.

Here is another kind of sentence fragment.

FRAGMENT: Ron, who also takes night classes.

FRAGMENT: The book that was on the table.

In these fragments also, there is **no independent clause**. There is only a noun and an adjective clause. There are two ways to correct this kind of fragment.

1. Finish the independent clause.

CORRECTED: Ron, who also takes night classes, is very busy.

CORRECTED: The book that was on the table belongs to the teacher.

2. Delete *who*, *which*, or *that* to make a simple sentence.

CORRECTED: Ron takes night classes.

CORRECTED: The book was on the table.

NB!

When you fix this kind of fragment by deleting *who*, *which*, or *that*, be sure the remaining words make a meaningful sentence. For example, this is a fragment:

People who cross the street.

If you delete *who*, you get “People cross the street.” This is not a very interesting or meaningful sentence. It is better to correct this fragment by finishing the independent clause:

People who cross the street should look in both directions before stepping off the curb.

NB!

COMPLEX SENTENCES WITH CLAUSES OF TIME AND CONDITION

after as soon as before since until when whenever while	if on condition (that) in case (that) provided (that), providing (that) supposing (that) unless – если ... не
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Independent clause

Dependent clause

Future (will + V, will +be + V3) Imperative	Present V(s) Am, is, are + V3
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e.g.

We'll go out if it **isn't** cold. We'll go out when it **isn't** cold.

If Nick **comes**, we'll ask him. When Nick **comes**, we'll ask him.

If (when) Nick **comes**, ask him.

NB! Object clauses!

“Will it be necessary?” – She asks if it **will be** necessary.