

Chapter 12: ADJECTIVE CLAUSES

ORDER OF CHAPTER	CHARTS	EXERCISES	WORKBOOK
Introduction	12-1		
<i>Who, whom, which, and that</i> in adjective clauses	12-2 → 12-4	Ex. 1 → 12	Pr. 1 → 14
<i>Summary review</i>		Ex. 13	
Subject–verb agreement in adjective clauses	12-5	Ex. 14	Pr. 15
Prepositions in adjective clauses	12-6	Ex. 15 → 16	Pr. 16 → 18
<i>Summary review</i>		Ex. 17 → 18	
<i>Whose</i> in adjective clauses	12-7	Ex. 19 → 20	Pr. 19 → 20
<i>Cumulative review</i>		Ex. 21 → 30	Pr. 21 → 24

General Notes on Chapter 12

- By learning to use adjective clauses, students will greatly expand their ability to communicate and comprehend complex descriptions, definitions, contrasts, etc.
- To keep the focus on the main patterns, the text presents only restrictive (identifying) adjective clauses. These include fundamental structures with subject and object relative pronouns, omission of the object pronoun from an adjective clause, the placement of prepositions within a clause, and the use of *whose*. The text is designed so that the students first gain control of the basic patterns; they can wrestle with the punctuation of nonrestrictive (vs. restrictive) clauses at a later stage in their study of English (see *Understanding and Using English Grammar, Third Edition*, Chart 13-10).
- **TERMINOLOGY:** Minimal terminology to describe dependent (subordinate) clauses is introduced in the extensive footnote to Chart 12-1. Some books use the term “relative clause” instead of “adjective clause” and “relative pronoun” instead of “adjective clause pronoun.” Some students may find the terminology helpful; others will understand and gain control of the structures in this chapter without paying much attention to the terminology of grammar descriptions.

The extent to which you emphasize terminology in your teaching is your decision and in large part depends on the predominant learning styles of your students. Academically oriented students often like and need descriptive labels for grammar structures. Students interested in conversational English often concentrate more on understanding the examples than trying to grasp the grammar explanations. There is no “right” way to incorporate terminology in the teaching of grammar. The intention of the text is to offer just enough so that teacher and students can communicate about the structures.

- **SUGGESTION:** Before beginning the chapter in class, ask your students to turn to page 366 and write out Exercise 27 (or make up a similar exercise yourself with the same structures but different words). Collect the papers. You will be able to judge the ability levels of your class in using adjective clauses, and the students will have a preview of the grammar in this chapter. When the class is at the end of the chapter, return the papers and have the students correct their own errors, or have them write the exercise again and compare their two papers.

CHART 12-1: ADJECTIVE CLAUSES: INTRODUCTION

- There are three principal kinds of dependent clauses in English: (1) an adverb clause, (2) an adjective clause, and (3) a noun clause. The text presents the fundamentals of all three kinds.

The concept of a dependent clause (e.g., a “time clause” or an “*if*-clause”) is presented first in Chapters 2 and 3 in conjunction with the study of verb tenses. The terminology “adverb clause” is first used in Charts 8-6 and 8-7 in connection with the use of *because* and *even though*.

This chapter presents adjective clauses.

The third type of dependent clause, the noun clause, is introduced in Chapter 14.

- The approach in this chart is to connect the function of adjectives to the function of adjective clauses as a way of helping the students understand the purposes and uses of adjective clauses. One problem in examples (a) through (d) in the chart is that some students may think an adjective clause needs to have an adjective in it. That is not true. Ask students to note that example (e) contains no adjective; the information in the clause itself serves to describe the noun; i.e., the function of the clause is the same as the function of an adjective, and that’s why these clauses are called adjective clauses. The real point here is that adjectives in a noun phrase precede the noun, whereas adjective clauses follow the noun.

- The approach of the text is to connect the use of personal pronouns and relative pronouns. In a simple sentence or main clause, *he, she, it, they, him, her, them, his, and their* are used. Their counterparts in an adjective clause are *who, whom, that, which, and whose*. The object of this chapter is to show how these relative pronouns are used.

CHART 12-2: USING *WHO* AND *WHOM* IN ADJECTIVE CLAUSES

- The text presents a little information at a time about the patterns of adjective clauses, beginning here with a presentation of the subject pronoun *who* vs. the object pronoun *whom*.
- Review the terms “subject” and “object” as needed.
- Typical mistakes include the use of both an adjective clause pronoun and a personal pronoun:

INCORRECT: *The man who he lives next to me is friendly.*

INCORRECT: *The man whom I met him was friendly.*

Learners need to understand that *who* and *whom* are used instead of personal pronouns. The two kinds of pronouns have the same meaning (e.g., in the examples, *he* and *who* as well as *him* and *whom* refer to *the man*), but they are not used together. (Some languages do require both kinds of pronouns, but standard English does not accept both.)

- A few notes on *whom*: It is used infrequently in adjective clauses (and questions and noun clauses as well). It is presented here as a device to help students distinguish between subject and object relative pronouns in adjective clause patterns. The students will not be wrong if they use *whom* in object pronoun adjective clause patterns, but this usage may seem a bit stilted or old-fashioned. Later charts and exercises encourage them to use *that* or *who* or to omit the pronoun if possible.

The situations in which *whom* must be used instead of *who* or *that* are

- (1) following a preposition (e.g., *The man about whom I told you.* See Chart 12-6); and
- (2) in formal written English in a nonrestrictive clause (e.g., *The Prime Minister, whom no one dared interrupt, spoke for two hours on the need for trade restrictions.*)

This text does not present nonrestrictive relative clauses. (Instead, see *Understanding and Using English Grammar, Third Edition*, Chart 13-10.) *Whom* is also used in what the *Longman Dictionary of Contemporary English* calls “careful speech.” Otherwise, the use of *whom* is disappearing from contemporary English usage, especially in spoken language.

□ EXERCISE 1, p. 344. Adjective clauses with **WHO** and **WHOM**. (Charts 12-1 and 12-2)

Constructing these sentences, especially with *whom*, can be quite challenging. Give students time to work out the answers, then discuss any problems or alternatives.

ANSWERS:

3. The police officer who gave me directions was friendly.
4. The waiter who served us dinner was friendly.
5. The people whom I met at the party last night were very nice.
6. The people who live next to me have three cars.
7. The man whom I met on the plane talked a lot.
8. The man who sat next to me talked a lot.
9. Three women whom I didn't know walked into my office.
10. I talked to the women who walked into my office.

□ **EXERCISE 2, p. 345. Adjective clauses with WHO and WHOM. (Charts 12-1 and 12-2)**

ANSWERS:

- | | S | V | |
|-----------|------|--------------|-----------------------------------|
| 3. (whom | we | visited) | |
| 4. | (who | live | on a boat) |
| 5. | (who | was sitting | next to me) |
| 6. | (who | were playing | football at the park) |
| 7. (whom | I | admire | tremendously) |
| 8. (whom | they | met | in their English class) |
| 9. | (who | listen | to very loud music) |
| 10. | (who | had put | a beefsteak . . . without paying) |
| 11. (whom | I | invited | to dinner at my home) |

□ **EXERCISE 3, p. 346. Adjective clauses with WHO. (Charts 12-1 and 12-2)**

You might also ask the students to divide the sentences into two simple sentences.

Item 1: *The man answered the phone. He was polite.*

ANSWERS: 2. I liked the people **who** sat 3. People **who** paint 4. . . . married couples **who** argue 5. . . . gentleman **who** started

□ **EXERCISE 4, p. 346. Adjective clauses with WHO. (Charts 12-1 and 12-2)**

Adjective clauses are commonly used in definitions. Students are introduced to this typical use in this and the next exercise. Exercises 4 and 5 work well as group activities. Students will need to consult their dictionaries.

ANSWERS:

- | | | |
|------|------|-------|
| 2. C | 5. A | 8. D |
| 3. G | 6. B | 9. H |
| 4. J | 7. F | 10. I |

□ **EXERCISE 5, p. 346. Adjective clauses with WHO. (Charts 12-1 and 12-2)**

POSSIBLE COMPLETIONS: 1. . . . makes bread, cakes, pies, etc. 2. . . . fixes cars.
3. . . . serves drinks. 4. . . . collects stamps. 5. . . . spends money unwisely.
6. . . . studies outer space. 7. . . . makes things from wood. 8. . . . hoards his money.

CHART 12-3: USING WHO, WHO(M), AND THAT IN ADJECTIVE CLAUSES

- This chart expands upon what the students learned in Chart 12-2 by presenting the other possible patterns: those with *that* or with \emptyset (nothing).
- In actual usage, *who* is preferred to *that* as a subject pronoun, *that* is preferred to *whom* as an object pronoun, and in everyday use, omission of the object pronoun is usually preferred to the use of either *whom* or *that*. The text does not give the students this information. Rather, it aims to help the students gain control of a few basic patterns.

At this stage in language study, the learners generally still do not use adjective clauses idiomatically and may even avoid them altogether. Assure them that their idiomatic usage ability will grow as they gain experience with the language. As the English saying goes, from a small acorn the great oak grows. It is counterproductive for the grammar teacher or text to present the whole oak tree at the beginning.

□ **EXERCISE 6, p. 347. Adjective clauses with WHO, WHO(M), and THAT. (Chart 12-3)**

ANSWERS:

- | | |
|------------------|------------------|
| 3. who(m)/that/Ø | 7. who/that |
| 4. who/that | 8. who(m)/that/Ø |
| 5. who/that | 9. who(m)/that/Ø |
| 6. who(m)/that/Ø | 10. who/that |

CHART 12-4: USING WHICH AND THAT IN ADJECTIVE CLAUSES

- *Which* is also used in questions to ask for a choice between known items (i.e., *Which book is yours?*). Students are learning a different use of *which* in this chart.
- A fairly common error is the use of *what* in place of *which*:
INCORRECT: *The book what I read was very interesting.*
What is never used as an adjective clause pronoun.

□ **EXERCISE 7, p. 348. Adjective clauses with WHO, WHO(M), WHICH, and THAT. (Charts 12-3 and 12-4)**

Two or three students can respond to each item, each student giving a different form of the answer. Or the sentences can be written on the board by the students.

- ANSWERS: 2. The soup which/that/Ø I had for lunch was too salty. 3. I have a class which/that begins at 8:00 A.M. 4. I know a man who/that doesn't have to work for a living. 5. The information which/that/Ø I found on the Internet helped me a lot. 6. The people whom/that/Ø we saw on the bridge waved at us. 7. My daughter asked me a question which/that/Ø I couldn't answer. 8. The woman who/that read my palm predicted my future. 9. Where can I catch the bus which/that goes downtown? 10. All of the people who(m)/that/Ø I asked to my party can come.

□ **EXERCISE 8, p. 349. Adjective clauses with WHO and THAT. (Charts 12-3 and 12-4)**

These items are in the form of simple definitions, a useful structure for language learners.

The information about preferred patterns is in a footnote so that it can be emphasized or not as you see fit. The preferred patterns are given in the answers below, but any correct pattern a student uses is fine. The text seeks to give students initial familiarity with the meaning and structure of adjective clauses, but not to overburden them, especially at this level, with too many usage refinements concerning pattern frequency, variations in formal vs. informal registers, or restrictive vs. nonrestrictive clauses and their punctuation.

ANSWERS:

2. F that measures air pressure.
3. G that can be shaped
4. E who designs buildings.
5. H that is difficult to solve.
6. I who doesn't eat meat.
7. C that forms when water boils.
8. J that has a hard shell
9. A who leaves society
10. D that is square

□ **EXERCISE 9, p. 350. Adjective clauses. (Charts 12-1 → 12-3)**

The directions do not specify that students must use adjective clauses in their definitions. When a good definition is given that does not contain an adjective clause, accept it and then ask for a definition with an adjective clause. For example, item 3: *Birds are creatures with wings.* OR *Birds are creatures that have wings and can fly.*

POSSIBLE COMPLETIONS: 1. . . . that defines words. 2. . . . who takes care of sick people. 3. . . . that can fly. 4. . . . that we use to open locks. 5. . . . who is in jail. 6. . . . that has a very long neck. 7. . . . who take pictures with cameras. 8. . . . (whom) many people admire. 9. . . . that modifies a noun. 10. . . . (whom) we can trust.

□ **EXERCISE 10, p. 350. Object pronouns in adjective clauses. (Charts 12-3 and 12-4)**

ANSWERS: 2. . . . you wore ~~it~~ to class yesterday. 3. . . . you to meet ~~her~~.
4. . . . to rent ~~it~~ had two bedrooms. 5. . . . we bought ~~it~~ for ourselves last week.
6. . . . you met ~~her~~ at 7. . . . cat that ~~it~~ likes to catch birds. 8. . . . cat catches ~~them~~ are very frightened. 9. . . . had brought ~~it~~ into the house.

□ **EXERCISE 11, p. 351. Adjective clauses with WHO, WHO(M), WHICH, THAT, and Ø. (Charts 12-3 and 12-4)**

The boxed answers could advantageously be written on the chalkboard.

ANSWERS:

- | | |
|-------------------|--------------------|
| 1. which, that, Ø | 4. which, that, Ø |
| 2. who, that | 5. who(m), that, Ø |
| 3. which, that | 6. which, that |

□ **EXERCISE 12, p. 351. Identifying adjective clauses. (Charts 12-3 and 12-4)**

ANSWERS: 2. The (food) we ate at the sidewalk cafe was delicious. 3. . . . a (person) who owns or operates a store. 4. The (bus) I take to school every morning is
5. (Pizza) that is sold by the piece is 6. . . . (pirates) who sailed the South China Sea and the Gulf of Thailand. 7. . . . (heat) the sun produces. 8. . . . (fish) that can tear the flesh off an animal as large as a horse in a few minutes. 9. . . . (People) who read gain . . . A (person) who does not read is . . . (person) who cannot read. 10. . . . (birds) that live in most parts of North America . . . a (bird) that is a little larger than a sparrow and has a band of yellow across the end of its tail, it

□ **EXERCISE 13, p. 352. Review: adjective clauses. (Charts 12-1 → 12-4)**

ANSWERS: 3. **The** student who raised her hand in class asked the teacher a question. **The** student who sat quietly in his seat didn't. 4. **The** girl who won the foot race is happy. **The** girl who lost the foot race isn't happy. 5. **The** man who was listening to the radio heard the news bulletin . . . **The** man who was sleeping didn't hear it. 6. **The** person who bought a *(make of car)* probably spent more money than the person who bought a *(make of car)*. 7. **The** vegetables Tom picked from his grandfather's garden probably tasted fresher than **the** vegetables (OR: **the** ones) Amanda bought at a supermarket. 8. **The** young musicians who practiced hours and hours every day showed a great deal of improvement . . . **The** one who had a regular job and practiced only in the evenings and on

the weekends didn't show as much improvement. 9. **The** city that uses its rivers and streams as both a source of water and a sewer has a high death rate from infections diseases such as typhoid and cholera. **The** city that provides clean water and a modern sewer system for its citizens doesn't.

CHART 12-5: SINGULAR AND PLURAL VERBS IN ADJECTIVE CLAUSES

- Relative pronouns in English have the same forms in singular as in plural, but they carry the same number as their antecedents; verbs must agree with that number.
- Special attention is paid to subject–verb agreement in adjective clauses because it is a common source of errors. (Indeed, subject–verb agreement even in simple sentences remains a problem for learners at this level and beyond.)

INCORRECT: *My brother knows several people who **is** from Lebanon.*

INCORRECT: *I know a woman who **live** in the Courtyard Apartments.*

□ EXERCISE 14, p. 354. Subject-verb agreement in adjective clauses. (Chart 12-5)

ANSWERS:

- | | |
|-------------------------------|-------------------------------|
| 2. <u>tools</u> . . . are | 8. <u>athletes</u> . . . play |
| 3. <u>woman</u> . . . lives | 9. <u>books</u> . . . tell |
| 4. <u>people</u> . . . live | 10. <u>book</u> . . . tells |
| 5. <u>cousin</u> . . . works | 11. <u>men</u> . . . were |
| 6. <u>miners</u> . . . work | 12. <u>woman</u> . . . was |
| 7. <u>athlete</u> . . . plays | |

CHART 12-6: USING PREPOSITIONS IN ADJECTIVE CLAUSES

- The pattern in example (b) is uncommon and very formal (“careful English”). A native speaker might use *who* instead of *whom* but would be more likely to use the patterns in (c) and (d). The pattern in (e) is formal written English.
- Discuss the concept of formal vs. informal English. Formal English is found, for example, in academic journals, a school or business report, official correspondence, nonfiction books. Informal English occurs in everyday conversation, a letter to a friend or family member, a relaxed classroom, e-mail.

□ EXERCISE 15, p. 355. Prepositions in adjective clauses. (Chart 12-6)

Students could write these and then correct each other's papers, or they could be written on the board by the students.

ANSWERS:

- The man who(m)/that/Ø I told you **about** is over there.
The man **about** whom I told you is over there.
- The woman who(m)/that/Ø I work **for** pays me a fair salary.
The woman **for** whom I work pays me a fair salary.
- . . . the family who(m)/that/Ø she is living **with**.
. . . the family **with** whom she is living.

5. The picture which/that/Ø Tom is looking at is beautiful.
The picture at which Tom is looking is beautiful.
6. . . . the music which/that/Ø we listened to after dinner.
. . . the music to which we listened after dinner.

□ **EXERCISE 16, p. 356. Prepositions in adjective clauses. (Chart 12-6)**

Students sometimes ask how they are supposed to know which preposition they need to use. This exercise consists of preposition combinations with verbs, as listed in Appendix 2. Preposition combinations can be memorized, but principally, at least in the author's teaching experience, they need to be practiced until they "sound right." Appendix 2 contains preposition exercises, as does the Appendix section in the *Workbook*. The intention of the text is that the teacher intersperse work on prepositions throughout the teaching term, using the material in the Appendix as it best fits in with her/his syllabus.

ANSWERS: 2. to . . . (we went **to**) 3. in/at . . . (we stayed **in/at**) 4. to . . . (we listened **to**) 5. for . . . (Sally was waiting **for**) 6. to . . . (**to** whom I talked) 7. (that I was looking **for**) 8. (I borrowed money **from**) 9. (we talked **about** in class) 10. (I've been interested **in** for a long time) 11. (I had graduated **from**) 12. (**with** whom he is living) 13. (I was staring **at**) 14. (that I'm not familiar **with**) 15. (**with** whom I almost always agree) 16. (**to/with** whom you speak at the airline counter) 17. (you introduced me **to** at the restaurant last night) 18. (I've always been able to depend **on**) 19. (you waved **at**) 20. (**to** whom you should complain)

□ **EXERCISE 17, p. 357. Review: adjective clauses. (Charts 12-1 → 12-6)**

The directions ask the students to practice omitting the pronoun. If they do, that's good. If they don't, that's fine too.

ANSWERS: 1. The plane you're taking to Denver leaves 2. The university you want to go to is 3. You met the people I told you about. 4. The bananas your husband/wife bought were 5. The shirt/blouse the teacher is wearing is [Clarify that shirts are worn by both males and females, but blouses by females only.] 6. The market you usually go to has 7. You couldn't understand the woman you talked to 8. The scrambled eggs you had . . . cafeteria were cold. 9. You had a good time on the trip you took to Hawaii. 10. The doctor you went to yesterday prescribed some medicine 11. The cream you put in your coffee was 12. The . . . recorder you bought last month doesn't 13. You're going to call about the want ad you saw in [*Want ad* = an ad in a special section of a newspaper.]

□ **EXERCISE 18, p. 357. Review: adjective clauses. (Charts 12-1 → 12-6)**

Being able to recognize complex structures in their reading can help students decipher meanings of sentences.

ANSWERS: 2. (Flowers) that bloom year after year are . . . (Flowers) that bloom only one season are . . . 3. . . . (birds) that have long legs and curved bills. [Ask a student to draw a flamingo on the board, or draw one yourself.] 4. . . . an (animal or plant) that lived in the past. [*Remains*, as a noun, is always in the plural form and refers to the parts that are left after most other parts have been destroyed.] 5. . . . the (boy) who's wearing the striped shirt or the (boy) who has on the T-shirt? . . . the (boy) who just waved at us . . . the (kid) that has the red baseball cap? 6. . . . a (family) who lived near Quito, Ecuador . . . the (things) they did and said seemed . . . (people) who were like him in their customs and habits . . . the (way) of life that his host

family followed . . . the (things) he did with his host family began . . . the (things) that were different between his host family and himself . . . (things) they had in common as human beings despite their differences in cultural background. 7. . . . the (problems) that exist today have existed . . . (people) who come from different geographical areas or cultural backgrounds . . . group of (people) who are different from themselves in language, customs, politics, religion, and/or appearance . . . the (violence) that has occurred throughout the history of the world.

CHART 12-7: USING *WHOSE* IN ADJECTIVE CLAUSES

- The use of *whose* in adjective clauses is difficult for most learners. It occurs relatively infrequently. The text presents only a brief introduction and does not anticipate any degree of usage mastery by the learners.
- Pronounce *whose* and *who's* for the students, pointing out that they sound identical. One can discern the meaning (as a possessive or as a contraction of *who* and *is*) from the sentence structure and context.
- Point out that *whose* always accompanies a noun in an adjective clause; it does not stand alone as a pronoun as do *who*, *which*, and *that*. *Whose* functions as a possessive adjective, grammatically equivalent to the personal possessive adjectives *their*, *her*, *his*. (*Whose* can also be the equivalent to the possessive adjective *its*, but the text does not introduce the use of *whose* to modify “things” as well as “people,” e.g., *an organization whose membership exceeds a thousand people*. See *Understanding and Using English Grammar, Third Edition*, Chart 13-6.)

□ EXERCISE 19, p. 359. WHOSE in adjective clauses. (Chart 12-7)

First ask the students to find the possessive adjective for each item in the given sentences. For example, in item 1, the possessive adjective is *his*. Then have them change *his* to *whose*. Ask them to identify to whom *his* and *whose* refer. (Point out that *his* and *whose* have an identical meaning.) They refer to *the man*. *His* = *the man's* and *whose* = *the man's*. The man in sentence (a) lost his car to thieves. Tell them to keep *whose* with the noun that immediately follows (*car*) and move the phrase *whose car* immediately after the noun it modifies. That's how an adjective clause with *whose* is formed. Some students find these clauses confusing, especially in a case such as item 4 in which the word order changes from simple sentence to adjective clause, with the object (in this case *husband*) preceding the subject and verb.

ANSWERS: 2. There is the woman whose cat died. 3. Over there is the man whose daughter is in my English class. 4. Over there is the woman whose husband you met yesterday. 5. There is the professor whose course I'm taking. 6. That is the man whose daughter is an astronaut. 7. That is the girl whose camera I borrowed. 8. There is the boy whose mother is a famous musician. 9. They are the people whose house we visited last month. 10. That is the couple whose apartment was burglarized.

□ EXERCISE 20, p. 360. WHOSE in adjective clauses. (Chart 12-7)

This exercise repeats some of sentences from the previous exercise.

ANSWERS: 1. The man whose car was stolen called the police. 2. The woman whose cat died was sad. 3. The man whose daughter is in my English class is friendly. 4. The professor whose course I'm taking gives hard tests. 5. The man whose daughter

is an astronaut is very proud. 6. The girl whose camera I borrowed is a good friend of mine. 7. The people whose house I visited were very nice. 8. I have a friend whose brother is a police officer. 9. I have a neighbor whose dog barks all day long. 10. I like the people whose house we went to. (*Also possible, in very formal English: to whose house we went*) 11. I thanked the woman whose dictionary I borrowed. 12. The woman whose purse was stolen shouted "Stop! Thief!" 13. The man whose picture is in the newspaper is famous. 14. I know a girl whose family never eats dinner together.

□ **EXERCISE 21, p. 360. Review: adjective clauses. (Chapter 12)**

ANSWERS: (*Usual usage is in boldface.*)

- | | |
|-----------------------|--|
| 3. who /that | 11. whom |
| 4. whose | 12. which/ that |
| 5. which/ that | 13. whose |
| 6. who(m)/that/∅ | 14. which/that/∅ |
| 7. whom | 15. A: which/that/∅ . . . which/that/∅ |
| 8. whose | B: which/ that |
| 9. which/that/∅ | B: which/that/∅ |
| 10. who /that | A: whose |

□ **EXERCISE 22, p. 362. Written: adjective clauses. (Chapter 12)**

When making this assignment, ask your students to come up with some possible sentences they could write. Encourage imaginative and colorful descriptions.

□ **EXERCISE 23, p. 362. Review: adjective clauses. (Chapter 12)**

This probably works best teacher-led. You might want to do this exercise with books open first, then books closed the next day to build fluency in the use of basic adjective clause structures. As another possibility, you could have the students work the answers out in groups one day, and then you could lead an oral (books closed) review the next day.

Accept any correct structure, but encourage the learners to omit object pronouns.

It is important to write the main clause on the board so that the students can concentrate on forming the adjective clause. Substitute your students' names in the blanks between parentheses.

□ **EXERCISE 24, p. 363. Review: adjective clauses. (Chapter 12)**

ANSWERS: 2. whose son was in an accident 3. (that/which/∅) I slept on in a hotel last night 4. (that/which) erupted in Indonesia recently 5. whose speciality [BrE: speciality] is heart surgery 6. (that/which) lived in the jungles of Southeast Asia 7. whose mouth was big enough to swallow a whole cow in one gulp 8. (that/which/∅) you drink . . . (that/which) have been used

□ **EXERCISE 25, p. 364. Review: adjective clauses. (Chapter 12)**

ANSWERS:

- (1) . . . are (people) who provide love, care, and education for children.
Parents . . . (people) who raise a child . . .
- (2) . . . one (adult) with whom they can form a loving, trusting relationship.
A strong . . . (babies) who are not picked up frequently and held lovingly may . . .
(Youngsters) who are raised in an institution without bonding with an older (person) who functions as a parent often . . .

- (3) . . . safety. Children who are denied such basics in their early lives may One of the greatest responsibilities that parents have is
- (4) . . . The lessons that parents teach their children are . . . the education that young people need in order to become independent, productive members of society.

□ **EXERCISE 26, p. 365. Adjective clauses. (Chapter 12)**

This exercise presents a typical pattern in which adjective clauses are used and also draws attention to problems of number when *one of* and *some of* are part of the subject of a sentence.

The pattern with *one of* seems to be a particular source of errors. It is a useful pattern. Perhaps you could follow this exercise with oral practice. You give a noun + “I” and have the students complete this pattern: *One of the + plural noun + adjective clause + singular verb + rest of sentence*. For example:

TEACHER: cities I

SPEAKER: One of the cities I like best is Bangkok.

TEACHER: books I

SPEAKER: One of the books I use in my English classes is (*name of a book*).

Topics for oral practice: *places I, people I, women I, men I, problems I, buildings I, classes I, colors I, countries I, movies I, holidays I, restaurants I, students I, teachers I, animals I*.

□ **EXERCISE 27, p. 366. Written: adjective clauses. (Chapter 12)**

These sentence completions should be easily accomplished by the students at this point in the chapter. If you have the students write their sentences, return their papers with lots of praise.

□ **EXERCISE 28, p. 366. Error analysis: adjective clauses. (Chapter 12)**

ANSWERS: 2. The woman that/**whom**/Ø I met yesterday **was nice**. 3. The people **who** live next to me are friendly. 4. I met a woman **whose** ~~her~~ husband is a famous lawyer. 5. Do you know the people who **live** in that house? 6. The professor **who** teaches Chemistry 101 is . . . 7. . . . the people who/**whom**/Ø I visited ~~their house~~ on Thanksgiving Day. (OR: . . . the people **whose** ~~their~~ house I visited on Thanksgiving Day.) 8. The people who/Ø I met ~~them~~ at the party 9. . . . that/Ø we listened to ~~it~~. 10. The man **whose** bicycle was stolen was very angry. 11. . . . an instrument **that** measures time. 12. The apple tree that we planted ~~it~~ last year is 13. . . . I **didn't** have . . . people **whose** ~~their~~ native tongue is English. 14. One of the **things** I need to get **is** a new alarm clock. 15. The people who **were** waiting in line for tickets to the game ~~they~~ were

□ **EXERCISES 29 and 30, p. 367. Adjective clauses. (Chapter 12)**

The topics for speaking and writing are designed to be conducive to the use of adjective clauses. Some of the students' adjective clauses may be “forced,” which is understandable and even appropriate for learners who are trying out a new tool. Encourage your students to experiment.