

3

Adjective Clauses

<i>Noun Antecedent Meaning:</i>	<i>Introductory Word</i>	<i>Illustrative Sentences</i>
1. a person	relative pronoun: who (<i>whom</i> or <i>whose</i>) that	Introductory word functioning as: <i>Subject</i> —He paid the money to the man who (or <i>that</i>) had done the work. <i>Object of verb</i> —He paid the man whom (or <i>that</i>) he had hired. <i>Object of preposition</i> —He paid the man from whom he had borrowed the money. <i>Possessive adjective</i> —This is the girl whose picture you saw.
2. a thing	which that	<i>Subject</i> —Here is a book which (or <i>that</i>) describes animals. <i>Object of verb</i> —The chair which (or <i>that</i>) he broke is being repaired. <i>Object of preposition</i> —She was wearing the coat for which she had paid \$2,000.
3. a time	relative adverb: when	This is the year when the Olympic Games are held.
4. a place	where	Here is the house where I live.
5. a reason	why	Give me one good reason why you did that.

Adjective clauses are also called relative clauses.

Other words that may introduce adjective clauses are:

before or after	He became sick the day before he was to leave for his vacation.
as (after the same)	She made the same mistakes as (= <i>that</i>) her sister did.

3-1

RECOGNITION OF ADJECTIVE CLAUSES

An adjective clause consists of a subject and a predicate that modifies a preceding noun or pronoun (its antecedent). Keep in mind that the introductory word **who** or **that** refers to a person, **which** or **that** to a thing, **when** to a time, **where** to a place, **why** to a reason.

Underline each adjective clause. Then underline its antecedent.

One of the most exciting sections of New York City is Greenwich Village (antecedent), which is located on the lower West Side (adjective clause). It is a place which attracts the young especially, as well as those who are young in spirit. It is also a place where the genuine and the false exist side by side.

One of the special attractions of the Village is the atmosphere of creativity generated by the many artists who have come to the Village to work. Their products can be seen in the art galleries that dot the streets and in the small shops which sell hand-crafted jewelry and leather goods. Their products can also be viewed at the famous outdoor art shows, where one may see on display the amazingly good and the incredibly bad.

Another attraction of Greenwich Village is offered by the off-Broadway theaters, which are often in converted homes, lofts, or church basements. These theaters produce much of the experimental drama that would be too risky to try out on Broadway, where a great deal of money is involved in each production. In these theaters, the audience, which is often seated arena style, may view plays that represent the new movements in drama. The audience may also view brilliant revivals of fine plays whose great depth and sensitivity attract only a small but select group. Some of the actors and actresses who became stars on Broadway first performed in these off-Broadway theaters.

3-2

PUNCTUATION OF ADJECTIVE CLAUSES

Use Commas (nonrestrictive clauses)		Do Not Use Commas (restrictive clauses)	
<i>When the antecedent is restricted in itself:</i>		<i>When the antecedent is restricted by the adjective clause:</i>	
Antecedent a proper noun	Many people congratulated William Faulkner , who had just won the Nobel Prize for literature.		Many people congratulated the man who had just won the Nobel Prize for literature.
Antecedent one of a kind	The boy's mother , who loves him very much, has made many sacrifices for his happiness.		A mother who loves her son very much will make many sacrifices for his happiness.
Antecedent restricted by the preceding context	Late in the evening they sent out for some coffee. The coffee , which had been boiling for a long time, tasted rancid.		Coffee which has been boiling for a long time will taste rancid.
<i>When the antecedent refers to all of a class:</i>		<i>When the antecedent is limited by the adjective clause to some of a class:</i>	
	The chairs , which were in bad condition, were sent out to be repaired and refinished.		The chairs which were in bad condition were sent out to be repaired and refinished.

Insert the adjective clause in each of the sentences below. Do not use commas if the adjective clause serves to identify the antecedent or to limit the quantity of the antecedent.

1. Adjective clause—who has too great expectations from his son.

a. Dr. White _____ may be disappointed.

b. A man _____ may be disappointed.

2. Adjective clause—where he keeps his money now.

a. The bank _____ is a very old and reliable one.

b. The National Savings Bank _____ is a very old and reliable one.

3. Adjective clause—who gave the lecture yesterday

a. The gentleman _____ is a famous scientist.

b. Dr. William Johnson _____ is a famous scientist.

4. Adjective clause—which revolves around the sun

a. The earth _____ is called a planet.

b. A heavenly body _____ is called a planet.

5. Adjective clause—who serves as a symbol of nobility and dignity

a. The queen of England _____ is loved by her people.

b. A queen _____ is loved by her people.

6. Adjective clause—who has studied his culinary art in France

a. The restaurant hired a new cook recently. The cook _____
_____ is expected to be very good.

b. A cook _____ is expected to be very good.

7. Adjective clause—which has all the latest improvements

- a. An air-conditioner _____ is quite expensive.
- b. An air-conditioner is being installed in the new theater. The air-conditioner _____
_____ is quite expensive.

8. Adjective clause—which were painted by the great masters of the Renaissance

- a. Some of the pictures _____
_____ sold for a high price at the auction. (omit *some of*)
- b. All the pictures _____
_____ sold for a high price at the auction. (omit *all*)

9. Adjective clause—who liked the insurance plan

- a. All the teachers _____ signed up for it. (omit *all*)
- b. Some of the teachers _____ signed up for it. (omit *some of*)

10. Adjective clause—who is very strict with his children

- a. John's father _____
believes that young people need a sense of discipline.
- b. A man _____
believes that young people need a sense of discipline.

11. Adjective clause—which uses a white whale to represent evil

- a. A novel _____
tells of one man's attempt to capture this whale.
- b. *Moby Dick* _____
tells of one man's attempt to capture this whale.

3-3

CASE OF RELATIVE PRONOUNS INTRODUCING ADJECTIVE CLAUSES

<i>Relative pronoun as</i>	<i>Person</i>	<i>Thing</i>
Subject	The doctor who (<i>or that</i>) came to see the sick woman gave her some medicine.	The tree which (<i>or that</i>) was planted last year already has blossoms.
Object of verb	The doctor whom (<i>or that</i>) he had called was delayed because of a traffic accident. <i>Informal:</i> The doctor (who) they had called was delayed because of a traffic accident.	The tree which (<i>or that</i>) his father planted last year already has blossoms. <i>Informal:</i> The tree his father planted last year already has blossoms.
Object of preposition	The doctor to whom she sent her friend is a well-known specialist. <i>Informal:</i> The doctor who(m) she sent her friend to is a well-known specialist. <div style="text-align: center;"><i>or</i></div> The doctor she sent her friend to is a well-known specialist.	The tree under which he is standing is a very old one. <i>Informal:</i> The tree which (<i>or that</i>) he is standing under is a very old one. <div style="text-align: center;"><i>or</i></div> The tree he is standing under is a very old one.
Possessive	The doctor, whose office was newly decorated, started to charge higher fees.	That tree, the branches of which are almost bare now, is a very old one. <i>Informal:</i> That tree, whose branches are almost bare, is a very old one.

That is used for persons and things in restrictive clauses only.
The relative pronoun may be omitted only in restrictive clauses.

Change the **second sentence** in each group of sentences into an adjective clause and insert in the space in the first sentence. Be careful of the punctuation of the adjective clauses. Observe formal usage.

EXAMPLE: The police finally arrested the thieves _____ who had participated in the _____
great train robbery.
The thieves had participated in the great train robbery.

1. The musicians _____ arrived very late because of the storm.
The company had hired them for the office party.
2. The rains _____ came too late to save the crops.
The farmers were expecting them.
3. Abstract art _____ is concerned with esthetic form rather than with graphic representation.
Many people do not understand abstract art.
4. The premiss _____ is not a very tenable one.
He based his arguments on this premise.

5. The car _____
_____ was continually being stopped by the cheering crowds.
The President was riding in the car.
6. The man _____
_____ was reluctant to report the theft to the police.
His money had been stolen.
7. The Browns were greatly impressed by the brilliance of Mr. Jones, the young author
_____.
They had just been introduced to him.
8. The French pianist _____
_____ turned out to be a great disappointment.
They had heard him praised very highly.

3-4

RELATIVE PRONOUNS AS OBJECTS OF PREPOSITIONS

Change the *second sentence* in each group of sentences into an adjective clause and insert it into the *first sentence*. Use both the formal and the informal forms of the adjective clause.

EXAMPLE: a. The company _____ employs many people.

She works for the company.

The company for which she works employs many people.

The company (which) she works for employs many people.

- b. Prof. Emery _____ has written a very controversial book.

Everyone is talking about him these days.

Prof. Emery, about whom everyone is talking these days, has written a very controversial book.

Prof. Emery, who(m) everyone is talking about these days, has written a very controversial book.

1. The house _____ is very old.
The Taylors live in the house.

2. The fire _____ is now under control.
The Fire Department has been fighting against it for several hours.

3. The bank _____ is very reliable.
I have just borrowed some money from it.

4. My father-in-law _____ is lending me some money for a new house.
I can always depend on him for help.

5. Beethoven's Moonlight Sonata _____ is a great piece of music.
I listen to it whenever I play my records.

6. He has gotten himself into a dangerous situation _____.
He has no control over this situation.

7. The Empire State Building _____ is one of the tallest buildings in
the world.
We are just going into this building.

8. The Rocky Mountains _____ are very beautiful.
We will soon be flying over them.

9. He picked up the toy _____.
His son was playing with the toy.

10. The enemies _____ are poverty and injustice.
Every country fights against these enemies.

11. The street _____ is a very busy one.
Our store is located on that street.

3-5

RELATIVE PRONOUNS

PATTERNING LIKE *SOME OF WHICH*

A relative pronoun may be in an of phrase which is preceded by the word it refers to. This construction is especially common after pronouns of indefinite quantity and after superlatives used as nouns.

The new students, *some of whom* came from other countries, were required to take a special orientation program.

This nightclub has put on many shows, *the most spectacular of which* is the present one.

This construction may also be used with other types of nouns.

They decided to see the movie at the Bijou, *the title of which* intrigued them.

In such clauses, *whose* may be an alternative for *of which*—*One of his books, the title of which* (or *whose title*) *escapes me at the moment, tells all about the "lost continent."*

In each group of sentences, change the *second sentence* into an adjective clause and insert it in the blank in the *first sentence*. Use commas for the adjective clause.

EXAMPLE: The toys, _____ most of which had been damaged in transit, were returned to the manufacturer.
Most of them had been damaged in transit.

1. The members of the band _____ came from all parts of the city.
The majority of them were amateurs.
2. She hurried home to feed her cats. _____
One of them had just had kittens.
3. The president appointed a special committee _____.
The chairman of the committee was to report to him periodically.
4. Their apartment _____ was one of the most expensive in the building.
The windows of their apartment faced the river.
5. This old book _____ has had a great influence on me.
The author of the book is unknown.
6. The children _____ went to look for something to stand on.
The tallest of them could not reach the shelf where the cookies were.

7. The storekeepers in the neighborhood _____
_____ asked for more police protection.
Several of them had already been robbed.
8. The residents _____
_____ were given help by the Red Cross.
All of their homes had been damaged by the flood.
9. He was put out of business by his many competitors _____
_____.
The most unscrupulous of them had cut prices below cost.

3-6

**NUMBER OF THE VERB
AFTER A PHRASE BEGINNING WITH *ONE OF THE***

This is one of the best books that (or which) *have* ever been written.
(Antecedent is the plural books.)¹

This is the only one of our books that (or which) has been written by an African author
(Antecedent is the singular the only one.)

Change the *first sentence* in each group to an adjective clause and insert it into the blank in the *second sentence*.

1. Some members are afraid to go ahead with the fund-raising dance.
Mr. Brown is one of those members _____
_____.
2. Mr. Brown is afraid to go ahead with the fund-raising dance.
He is the only one of the members _____
_____.
3. Some novels are truly monumental.
War and Peace is one of the few novels _____
_____.
4. *War and Peace* is truly monumental.
War and Peace is the only one of the novels in my library _____
_____.
5. Some students have failed the final examination.
He is one of the students _____
_____.
6. He has failed the final examination.
He is the only one of the students _____
_____.

¹In informal usage, a singular verb is frequently used in place of the plural verb in the adjective clause after a phrase beginning with *one of the*—This is one of the best books that *has* ever been written.

3-7 REVIEW OF ADJECTIVE CLAUSES

Combine the following groups of sentences so that the *second sentence* in each group becomes an adjective clause modifying the italicized word(s) in the first sentence. Punctuate carefully. Consider all possible forms, both formal and informal, for the introductory words.

Person as Antecedent

1. *Albert Einstein* will always be revered in history.

He was not only a great scientist but a great human being.

2. *A man* meets all his responsibilities.

Everyone admires such a man. (omit *such*)

3. *The student* was highly praised by his teacher.

The student's composition was read in class.

4. *Mr. Peters* is a very prominent lawyer.

The judge is talking to him at the moment.

5. *The man* is a very prominent lawyer.

The judge is talking to him at the moment.

6. All of *the office workers* were dismissed by the company. (omit *all of*)

They had gone on strike for higher pay.

7. Some of *the office workers* were dismissed by the company. (omit *some of*)

They had gone on strike for higher pay.

8. Suddenly *a man* appeared at the back door.
She knew the man was wanted by the police.
-
-

9. *The soldiers on the European front* were overjoyed when they received the news of the armistice.
Many of them had been on active duty for four years.
-
-

Thing as Antecedent

10. *Tennis* offers a pleasant means of recreation for young people.
It can be played by two or four players.
-
-

11. *His last letter* was lost.
It was the letter in which he enclosed the check.
-
-

12. *The books* finally arrived.
He had written for the books.
-
-

13. *This television program* is very popular with young children.
Some educators are producing the program.
-
-

14. Some people do not like *modern art*.
They believe it is only a random splashing of paint on canvas.
-
-

15. He made some notes on *a piece of paper*.
He then quickly put the piece of paper in his pocket.
-
-

Place as Antecedent

16. *The town* has been very much in the news these days.
The university is located there.

17. *The city* is rich in historical associations.
Henry James preferred to live there.

18. *London* is rich in historical associations.
Henry James preferred to live there.

19. *The garage* is very expensive.
The executives of the company park their cars there.

20. There was a wonderful view from *the hilltop*.
The hikers had stopped there to have lunch.

Time as Antecedent

21. The president will see you on *Saturday*.
On this day he will have more time to spend with you.

22. Most students look forward to *the Christmas holidays*.
At this time they can relax after months of hard work.

23. They generally take a short vacation in *January*.
In this month there is very little business in their store.

3-8

ADJECTIVE CLAUSES
USED IN DEFINITION

A word is usually defined by first placing it in a class and then stating what makes it different from the other members of its class (differentiae).

EXAMPLE: Geography—A science (class) *that* deals with the earth and its life . (differentiae)

Define the following words by adding adjective clauses to the class words that are given. Use the dictionary where necessary.

1. Cannibal—A human being *who* _____

2. Household—Those *who* _____

3. Socialism—A system or condition of society *in which* _____

4. Heaven—The expanse of space *that* _____

5. Bullfight—A spectacle *in which* _____

6. Humanism—A philosophy _____

7. Demagogue—A leader _____

8. Capitalist—A person _____

9. Peninsula—A body of land _____

3-9

USING ADJECTIVE CLAUSES
FOR SUMMARIZING

Study the following paragraphs carefully. Underline the parts of each paragraph that are required for completing the summary sentence. Use your own words as much as possible. (Do *not* write more than one sentence for each paragraph.)

Thoreau had no ambition to accumulate wealth; or to perform any work other than enough to provide him the minimum essentials for living. His consuming passion, always, was to achieve leisure time for the fundamentally important matters, as he saw them, of rambling in the Concord fields, studying nature at first hand, meditating, reading, writing—to do the things he wanted to do. His simple needs could be met without engaging in a life of drudgery, such as he observed his neighbors leading. Instead of the Biblical formula of six days of work and one day of rest, Thoreau preferred to reverse the ratios—devoting only the seventh day to labor. . . .

Robert B. Downs, *Books That Changed the World*, p. 66.²

Summary sentence—Thoreau was the kind of man who _____

Zen Buddhists say that you find truth only in your experience, not in thinking about it or listening to someone talk about his experience. To understand the meaning of life, one must live, not make up theories about it. One day a famous Zen teacher who liked to shock his pupils threw all of the statues of the Buddha into the fire to provide more warmth in the room. This is what Zen says everyone must do with all of his ideas—burn them up so that they will not clutter up one's mind unduly. . . .

Floyd H. Ross and Tynette Hills, *The Great Religions by Which Men Live*, p. 73.³

Summary sentence—The Zen Buddhist is a person who _____

²Robert B. Downs, *Books That Changed the World*, 1956. By permission of the New American Library.

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