



What have you learned from your grammar textbook?

There are several different kinds of modifiers that can occur in a noun phrase. **Adjectives, participles, and nouns** as modifiers occur **before** the head noun:

- *beautiful* flowers
- *interesting* story
- *vegetable* soup

Adjective clauses, adjective phrases, and prepositional phrases occur **after** the head noun:

- a friend *who lives next door*
- the girl *sitting over there*
- the lamp *on the table*

What does the corpus show?

A In **informational writing** (newspaper and academic writing), over half of all **noun phrases include a modifier**. But in conversation, most noun phrases consist of only a single noun or pronoun.

B In writing, **modifiers before** the head noun and **after** the head noun are about **equally common**. Many noun phrases have both:

- the *educational* goals *which they set for disabled pupils*
- a *new wake-up* service *that eliminates rude alarm clock awakenings*

C **Frequency information.** **Adjectives and nouns** are **common BEFORE** the head noun in **writing**, but **participles** are relatively rare.

| Modifier BEFORE Head Noun | Frequency | Examples |
|---------------------------|---------------|---|
| 1. adjective | very frequent | • a <i>great</i> success • the <i>important</i> question |
| 2. noun | very frequent | • <i>food</i> prices • <i>health</i> insurance |
| 3. <i>-ing</i> participle | NOT frequent | • <i>flashing</i> lights • an <i>exciting</i> discovery |
| 4. <i>-ed</i> participle | NOT frequent | • <i>exhausted</i> survivors • <i>complicated</i> instructions |

D **Frequency information.** There are four **main types of modifier** that occur **AFTER** the head noun in **writing**.

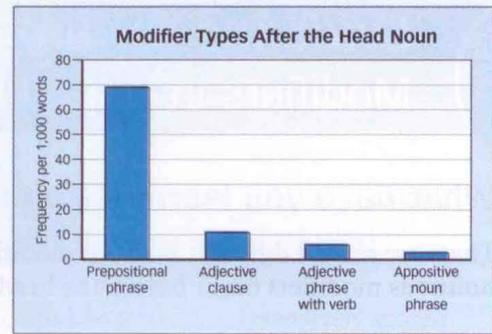
| Modifier AFTER Head Noun | Frequency | Examples |
|--|---------------------|--|
| 1. prepositional phrase as an adjective phrase | extremely frequent | • evidence <i>for the association of virus particles with the pancreatic cells of the chick</i> |
| 2. adjective clause* | relatively frequent | • laborers <i>who live in the towns where they work</i> |
| 3. adjective phrase** -ing phrase -ed phrase infinitive | less frequent | • activities <i>involving the close use of vision</i> • categories <i>based on medical criteria</i> • the person <i>to see</i> |
| 4. appositive noun phrase | less frequent | • Browning, <i>the Episcopal bishop</i> |

*See Units 41–43, and 47.

**See Units 44 and 45.

E **Prepositional phrases** are by far the **most common type of modifier** in **academic writing**. They often occur together in a series. Usually, these prepositions do not have their literal “physical” meaning (see Unit 46):

- Certain characteristics of matrices are of particular importance **in dynamical studies of systems**.
- The College of Pharmacy has gathered information **from world literature on the chemistry of 70,000 plants**.



Activities

1 Notice in context: Read the two paragraphs from different academic texts. Circle the head nouns and underline each noun modifier.

1. *The history of the printers' union in Scotland.*

Attempts to establish a national printers' union in Scotland began in 1836. Eventually the Scottish Typographical Association (STA) was founded in 1853. It included small offices in towns where there was a moderate amount of printing activity. The STA had a continuous existence from 1853, but there were still inequalities between offices in terms of number of members, strength, and administration.

2. *Education reform in Zambia.*

In the decade after independence, the high price of copper allowed the government to finance a large expansion of education and other social services. Zambia's first development plan set the ambitious goal of providing primary school facilities for all children by 1970. There was also an emphasis on getting urban and rural children through seven grades of primary school. This rapid expansion, combined with a large teacher training program, was a huge task.

2 Analyze discourse: Look back at Activity 1. Find some noun modifiers that are examples of the following types and write them down.

1. noun before the head noun: printers'
2. prepositional phrase after the head noun: in Scotland,
3. adjective phrase after the head noun: _____

3 Practice writing: The sentences are from an article about a political experiment. Combine each group of simple sentences to make a longer and more natural-sounding sentence. Use a variety of modifiers from Sections C and D. You may need to omit some words and phrases to make your new sentence grammatical. When you are finished, compare your sentences with a partner's. Answers may be different.

1. D.T. Campbell is a famous social scientist. He once designed a social experiment. It included several towns. The towns were divided into two groups. The groups were based on citizen characteristics.
D. T. Campbell, a famous social scientist, once designed a social experiment with several towns divided into two groups based on citizen characteristics.

2. Each town had a newspaper. The newspapers were persuaded to participate in the experiment.

3. They wrote phony articles. The articles were about political candidates. They contained information about their ideas and popularity. The information was false.

4. Scientists made comparisons. The comparisons covered the two groups of towns. Each town had citizens. The citizens answered questions about the candidates so the scientists could make the comparisons.

4 Practice writing: What is your ideal situation? Be as descriptive as possible to describe exactly what you want. Circle the head nouns and underline each noun modifier as you write them.



1. I am looking for a roommate who is quiet, loves dogs,
and is a college (student).



2. _____



3. _____

Now with a partner think of three other topics. Write your own descriptions of what your ideal would be and compare it with your partner's ideal.



What have you learned from your grammar textbook?

When an **adjective** occurs before a noun, we say that it **modifies the noun**:

- *beautiful* flowers
- *blue* sky
- *happy* baby

A **noun** can also **modify another noun**, acting like an adjective:

- *grammar* book
- *vegetable* soup
- *car* shop

What does the corpus show?

A In **informational writing** (newspaper and academic writing), many noun phrases include a modifier. Adjectives are extremely common. But surprisingly, **nouns as modifiers are almost as common as adjectives**.

B The most common adjectives in **writing** express many different functions.

| Function | Common Adjectives | | | | Examples | |
|------------------------------|---|-------------------------------------|--------------------------------|----------------------------|--|---|
| 1. describing size | <i>big</i> <i>great</i> | <i>high</i> <i>large</i> | <i>little</i> <i>long</i> | <i>low</i> <i>small</i> | • <i>high</i> risk • <i>large</i> amounts | • <i>little</i> fear of reprisal • <i>small</i> businesses |
| 2. describing time or age | <i>new</i> <i>old</i> | <i>young</i> | | | • a <i>new</i> law • the <i>old</i> town | • <i>young</i> children |
| 3. expressing evaluation | <i>best</i> <i>good</i> | <i>important</i> <i>main</i> | <i>major</i> <i>right</i> | <i>special</i> | • a <i>good</i> education • the <i>main</i> concern | • the <i>right</i> direction • a <i>special</i> process |
| 4. describing relationship | <i>different</i> <i>final</i> | <i>full</i> <i>general</i> | <i>same</i> <i>single</i> | <i>whole</i> | • a <i>different</i> story • <i>final</i> approval | • the <i>general</i> public • the <i>same</i> questions |
| 5. identifying topic or type | <i>economic</i> <i>international</i> | <i>national</i> <i>political</i> | <i>public</i> <i>social</i> | | • <i>economic</i> reform • <i>national</i> policy | • <i>political</i> influence • <i>social</i> benefits |

C The most common nouns used as modifiers in **writing** express different kinds of functions from adjectives. They often refer to **abstract entities** that you cannot actually see (e.g., *government*, *business*, *health*, *defense*). Such entities are commonly discussed in writing, making these noun-noun sequences especially important.

| Function | Common Nouns Used as Modifiers | | | | Examples | |
|------------------------------|--|--|---|---|---|---|
| 1. identifying institutions | <i>church</i> <i>city</i> <i>community</i> | <i>court</i> <i>government</i> <i>hospital</i> | <i>office</i> <i>police</i> <i>prison</i> | <i>school</i> <i>state</i> <i>world</i> | • <i>community</i> groups • <i>government</i> agencies | • <i>police</i> officer • <i>world</i> trade |
| 2. describing home or family | <i>baby</i> <i>car</i> | <i>child</i> <i>family</i> | <i>food</i> <i>home</i> | <i>tax</i> <i>water</i> | • <i>car</i> insurance • <i>food</i> prices | • <i>home</i> buyers • <i>water</i> bill |

| Function | Common Nouns Used as Modifiers | | | | Examples |
|--------------------------|--------------------------------|-----------------------------------|-------------------------------|----------------|--|
| 3. describing business | bank business company | computer consumer insurance | labor management market | price trade | <ul style="list-style-type: none"> • bank policy • company profits • market forces • price hikes |
| 4. describing conflict | army defense | emergency safety | security terrorist | war | <ul style="list-style-type: none"> • army base • safety equipment • security guard • war zone |
| 5. identifying the media | movie newspaper | press telephone | television TV | | <ul style="list-style-type: none"> • newspaper stories • TV ads |
| 6. describing health | cancer | drug | health | | <ul style="list-style-type: none"> • drug addict • health care |
| 7. describing time | day holiday | morning night | summer weekend | | <ul style="list-style-type: none"> • day care center • summer heat |
| 8. describing sports | football soccer | sports | team | | <ul style="list-style-type: none"> • soccer match • sports reporter |

Activities

- 1 Notice in context:** Read these two paragraphs from informational writing. Circle all nouns and adjectives that modify nouns. Underline the noun that is being modified.

1. **Newspaper writing:** *From an article describing the economy.*

In December, energy prices plunged 1.4% after remaining steady the previous month. Further declines are probably ahead because of warm winter weather. Prices of gasoline and home heating oil both fell. Food prices also fell last month and during all of 1991.

2. **Academic writing:** *From a text about primary school education.*

In each of the National Curriculum foundation subjects, there are primary school teachers with specialized knowledge. Out of 160,000 teachers, some 20,000 have qualifications in science, and 16,000 in math, with 40,000 in English. However, they and others with specialized skills are officially given only 40 minutes a week away from their home classes to develop specialized teaching programs related to their skill area.

- 2 Analyze discourse:** Look back at Activity 1 and at the modifiers you circled. First, label each modifier as either an adjective (**A**) or a noun (**N**). Then list the modifiers that describe the following:

a. **Institutions:** _____

b. **Time:** _____

List two more functions and provide examples:

c. (Other: _____): _____

d. (Other: _____): _____

3 Practice the structure: Complete the paragraphs with modifiers from Sections B and C. When a blank is followed by (N), fill it with a noun; when a blank is followed by (A), fill it with an adjective.

1. *From a textbook about learning language.*

You can practice listening both in and out of the classroom. Radio or _____ (N) programs offer good opportunities to listen to language. In the classroom, when you hear _____ (A) language, always listen several times before repeating. Participating in _____ (N) activities with local residents will also help improve comprehension.

2. *From an economic report about farming in Wales.*

Tourism played a significant role in many farms with cottages, which were all being rented during the _____ (N) period. Other _____ (N) opportunities included growing grass for dairies and for sheep, which was the main source of income. However, dry seasons with very _____ (A) rainfall presented a serious risk.

4 Practice writing: Read the newspaper advice column about Carol's problem. Then write your advice. Use at least three adjectives and two nouns that modify nouns. You can use the adjectives and nouns suggested in the box or others that you think of. Circle each adjective or noun modifier, and underline the noun that is being modified.

Carol just got married, and she is worried about the strict financial rules in her new relationship. What should she do?

Carol must pay half of the household bills every month, and her medical insurance and income taxes are her own responsibility. When she and her new husband take vacations together, she must pay for her own expenses. And, oh yes, Carol is expected to buy all her own clothes and pay for any gifts she purchases for family members. Carol's friends are concerned about what she may be getting into with this new relationship. Carol asked for my opinion.

| | | | | | |
|------------------|----------------|------------------|--------------|-------------|---------------|
| <i>emergency</i> | <i>holiday</i> | <i>important</i> | <i>new</i> | <i>same</i> | <i>unfair</i> |
| <i>health</i> | <i>home</i> | <i>marriage</i> | <i>right</i> | <i>tax</i> | <i>water</i> |

EXAMPLE

Carol needs to ask herself some important questions about what she wants from the relationship . . .



What have you learned from your grammar textbook?

Adjective clauses (also called “relative clauses”) are used to **modify a noun**. An adjective clause usually **begins with a relative pronoun** (*who, which, that, etc.*).

There are several options for **relative pronoun choice** in an adjective clause: (1) **who** is used for people; (2) **which** is used for things; and (3) **that** is used for both people and things.

1. the **man** *who* I saw
2. the **cup** *which* is on the table
3. the **book** *that* I read

The **relative pronoun** can be the **subject (S)** or the **object (O)** of the verb in the adjective clause.

- | | |
|--|---------------------------------------|
| S V | O S V |
| • the guy that looks like Charlie | • the guy that I saw last week |

When the **relative pronoun** is the **object** of the verb, it is **often omitted**.

- the guy *I saw* last week

What does the corpus show?

A Different **relative pronouns** are preferred for **different uses** depending on the **meaning, grammatical context, and register** (conversation or writing).

B **Relative pronouns** that refer to a **person** who is the **subject** of the verb in the adjective clause:

| Pronoun | Description of Use | Examples |
|-------------|---|---|
| <i>who</i> | <ul style="list-style-type: none"> • common in conversation • the most common choice in writing | <ul style="list-style-type: none"> • The people <i>who</i> were always doing everything got tired. • A doctor <i>who</i> lacks confidence will put the patient at risk. |
| <i>that</i> | <ul style="list-style-type: none"> • common in conversation • rare in writing | <ul style="list-style-type: none"> • He's the guy <i>that</i> always wears blue jeans. |

C **Relative pronouns** that refer to a **person** who is the **object** of the verb in the adjective clause:

| Pronoun | Description of Use | Examples |
|-------------|---|---|
| ∅* | <ul style="list-style-type: none"> • the most common choice in both conversation and writing | <ul style="list-style-type: none"> • You're the one person <i>I can talk to</i>. • Nosair met the woman <i>he married</i> at a Pittsburgh mosque. |
| <i>that</i> | <ul style="list-style-type: none"> • used occasionally in conversation • rare in writing | <ul style="list-style-type: none"> • Well this man <i>that she's engaged to</i> has been around for three years now. |
| <i>whom</i> | <ul style="list-style-type: none"> • very rare in conversation • rare in writing | <ul style="list-style-type: none"> • In economic and statistical terms, people <i>whom we define as old</i> are usually over 65. |

*∅ = no relative pronoun

Be careful! Many textbooks say **who** is a common informal replacement for **whom**. It is occasionally used in conversation, but **that** is more common, and **no relative pronoun** is by far the most common choice.

D Relative pronouns that describe a thing:

| Pronoun | Description of Use | Examples |
|--------------|--|---|
| <i>which</i> | <ul style="list-style-type: none">• rare in conversation• the most common choice in British English writing | <ul style="list-style-type: none">• The trust is a charity <i>which</i> helps those who describe themselves as New Age Travellers. |
| <i>that</i> | <ul style="list-style-type: none">• common in conversation• the most common choice in American English writing | <ul style="list-style-type: none">• They were all the songs <i>that</i> I thought you like.• The reprint contained two cartoons <i>that</i> had not appeared with the original series. |
| ∅* | <ul style="list-style-type: none">• relatively common in conversation• rare in writing, but sometimes used when the subject of the adjective clause is a personal pronoun | <ul style="list-style-type: none">• The last thing we want to do is irritate your elbow.• This task will be part of her work with the company <i>she</i> co-founded. |

*∅ = no relative pronoun

Activities

- 1 Notice in context:** Read the conversation and the paragraph from an academic text. Circle the relative pronouns and underline the adjective clauses.

1. Conversation: *About applying to a teacher's college.*

CLERK: You need to go in there and fill out the application for teacher's education. Then they'll give you a packet that has all your financial information.

STUDENT: Where do I find information about, um, class times?

CLERK: Uh, the man who makes the schedule is out. Can you come by tomorrow?

2. Academic writing: *About the history of women in society.*

Wealthy women also had special economic concerns that affected their marriage choices. Their social and economic status depended first on their fathers and later on their husbands. The economic status of even those educated women who worked was low in relation to that of educated men.

- 2 Analyze discourse:** The following sentences were found in separate conversations, and they all contain adjective clauses with no relative pronouns. Underline the adjective clauses and write the most common choice for a relative pronoun that could begin the relative clause. If the most common choice is no pronoun, write ∅.

- ∅ 1. I need to write her, but there are so many people I haven't written. I've just been so busy.
- ___ 2. I found out today that the doctor doesn't accept patients after seven thirty. So I was the last one he saw.
- ___ 3. Isn't that the most amazing thing you've ever seen? [*After a fireworks display.*]
- ___ 4. Hospital staff try very hard to give patients food they like and can digest comfortably.
- ___ 5. I saw that guy from Boston last night, the nicest guy I have ever met.
- ___ 6. Our house isn't really in a good location anymore. It seems like every place I have to go is on the other side of town.

- 3 Practice writing:** Complete this writing sample by an English learner. Write an appropriate relative pronoun (or write Ø for no pronoun) in each blank. Use each of the following options at least once: **that, which, who, Ø**.

Culture Shock

When I moved to America three years ago, I felt excited, scared, and happy. It took me a long time to get used to American food. Right now, the thing _____ I like best is chicken McNuggets. The other difference _____ I noticed is that in Taiwan people live in tall buildings _____ are built close together, but in LA people live in houses _____ have yards with flowers and trees. Now I'm living in San Marino. Although America is not my native country, I like living here, because of the contact with people _____ have different cultures. I have many friends here _____ I like a lot.

- 4 Practice conversation:** Work with a partner. Describe a person or an object in the room so that your partner can guess who or what it is. Find at least three people or objects to describe and take turns with your partner describing and guessing. Use adjective clauses and the most common relative pronoun choices.

EXAMPLES

- I see a **man who** is wearing brown socks and green shoes.
- I see **something that** is round and has many colored shapes on it.
- I see a **person I've known** for seven years.



What have you learned from your grammar textbook?

Adjective clauses can be used to modify nouns that refer to time or place.

Adjective clauses about place usually begin with *where*, *in which*, or *that*.

- That's the house **where** I live.
- That's the house **in which** I live.
- That's the house **that** I live in.

Adjective clauses about time can use *when*, *that*, or no relative pronoun.

- I remember the day **when** he left.
- I remember the day **that** he left.
- I remember the day he left.

What does the corpus show?

A Adjective clauses cover four types of adverb meaning: **place**, **time**, **reason**, or **manner** (how something is done). Although it is possible for these adjective clauses to modify many different nouns and to use many different relative pronouns, each type of clause has particular common patterns.

B Adjective clauses describing places:

| Common Pattern | Description of Use | Examples |
|---|--|--|
| 1. noun of place + <i>where</i> (physical place) | <ul style="list-style-type: none"> • common in conversation and writing • especially common with the noun place | <ul style="list-style-type: none"> • We should be getting to the place where the highways diverge. • They continued literacy training in the communities where they lived. |
| 2. noun + <i>where</i> (not physical place, but logical meaning) | <ul style="list-style-type: none"> • common in academic writing • especially common with the noun case(s) | <ul style="list-style-type: none"> • There are a number of cases where receptionists behave informally towards guests. |
| 3. noun of place + <i>that</i> OR noun of place + Ø* | <ul style="list-style-type: none"> • very common in conversation | <ul style="list-style-type: none"> • What's a cheaper place that we could go? • Where was that restaurant we had dinner at? |
| 4. noun of place + <i>in / to which</i> | <ul style="list-style-type: none"> • typically used only in academic writing | <ul style="list-style-type: none"> • The bird makes a well-insulated place in which to lay eggs. |

*Ø = no relative pronoun

C Adjective clauses describing times:

| Common Pattern | Description of Use | Examples |
|-------------------------------|--|---|
| 1. noun of time + Ø | <ul style="list-style-type: none"> • common in conversation and writing | <ul style="list-style-type: none"> • My grandfather was bald by the time he was thirty. • That was the day he left. |
| 2. noun of time + <i>when</i> | <ul style="list-style-type: none"> • less common | <ul style="list-style-type: none"> • Tell us about the time when you got stuck on the road in Nevada. |

D Adjective clauses describing **reasons**:

| Common Pattern | Description of Use | Examples |
|------------------------------------|---|---|
| 1. <i>reason</i> (n.) + <i>why</i> | • common in conversation and writing , especially: <i>There is no reason why</i> | • This may be the reason why a theory is lacking. • There's no reason why you shouldn't eat a chicken. |
| 2. <i>reason</i> (n.) + Ø | • common in conversation | • The only reason we went there was because we liked the people. |

E Adjective clauses describing **manner of doing something**:

| Common Pattern | Description of Use | Examples |
|--------------------------------------|--|--|
| 1. <i>way</i> (n.) + Ø | • common in conversation and writing | • That's the way I look at it. • Aspects of context influence the way law reports are formed. |
| 2. <i>way</i> (n.) + <i>that</i> | • common in conversation and writing (except academic writing) | • Here's a way that you could use it. • This is a change in the way that computers are organized. |
| 3. <i>way</i> (n.) + <i>in which</i> | • generally common only in academic writing | • They provide a way in which they may be more clearly understood. |

Activities

- 1 Notice in context:** Read the conversation and the two paragraphs from different types of writing. Circle the nouns modified by adjective clauses with adverb meanings. Underline the adjective clauses.

1. Conversation: *After a meeting.*

ALEJO: Hey, can I get a ride?

SALWA: Yeah, but you have to promise not to comment on the cleanliness of my car or the way I drive.

2. Fiction writing: *Disappointment after the wedding.*

Their honeymoon in Acapulco was a disaster. The surroundings were beautiful, but Eddie drank all day and gambled all night. Back in London things worsened, and by the time they moved into Lady Elizabetha's flat Rafaella had grown to hate her husband, and yet she had no idea how she could escape.

3. Academic writing: *Advice to language learners regarding listening/speaking practice.*

Listening can be done in a classroom-type situation where you listen to a live language helper or to a recording which can be played over and over again. Or it can be done outside the classroom—in any place where people are talking and you can listen. It is good to seek out opportunities where you can listen without being called upon to participate, for example, radio or TV programs, sermons, public speeches, in the village circle at night, and participating in community activities. In the classroom, when you obtain new data from a language helper, always listen several times before mimicking.

2 Analyze discourse: Look back at Activity 1. Decide whether each adjective clause indicates physical place, logical meaning, time, reason, or manner. Write **P** (place), **L** (logical meaning), **T** (time), **R** (reason), or **M** (manner), next to the clause.

3 Practice the structure: Complete the sentences with the appropriate words or phrases from the box. Use nouns and adjective clauses that are common for the type of writing or conversation. There may be more than one answer.

| | | | | |
|-----------------|------------------|-----------------|-------------------|----------------|
| <i>in which</i> | <i>time</i> | <i>way</i> | <i>where</i> | Ø (no pronoun) |
| <i>to which</i> | <i>time when</i> | <i>way that</i> | <i>reason why</i> | |

1. Pauli envied the _____ his elder brother could make friends so easily. (FICT.)
2. If the historical section of your thesis ends up being much too long, there is no _____ it cannot be edited and rewritten. (ACAD.)
3. Households were selected for the survey in a _____ gave all phone numbers, listed and unlisted, an equal chance of being included. (NEWS)
4. Clearly this is an area _____ considerable further work is required. (ACAD.)
5. STUDENT: Are bus passes here?
CLERK: No, we don't sell any bus passes here.
STUDENT: Oh . . . there's nowhere near to buy one, I suppose?
CLERK: The closest place _____ I know of is the University, but I think they're closed until Tuesday.

4 Practice conversation: Work with a partner. Ask and answer these questions. In each answer, include a noun modified by an adjective clause which has the meaning given in parentheses.

1. Where was your first job, or where do you hope it will be? (**physical place**)
2. I get done working at 9 tonight. What will you be doing then? (**time**)
3. How do you like to cook chicken? (**manner**)

5 Practice writing: Write your answers to these questions, using complete sentences. In each answer, include a noun modified by an adjective clause which has the meaning given in parentheses. Share your answers with a partner.

1. Should English instructors always give tests? (**logical meaning of where**; in your answer, describe a case where an instructor might not give a test)

2. Should your instructors give you homework every night? (**reasons**)



What have you learned from your grammar textbook?

Adjective clauses (also called “relative clauses”) are used to (1) **modify** a **noun**. They can also be used after (2) an **indefinite pronoun** or (3) the demonstrative pronoun **those**. The adjective clause usually begins with a relative pronoun, although it can sometimes be omitted.

1. The **book** *that I read* was very exciting. OR The **book** *I read* was very exciting.
2. He saw **someone** *who looked suspicious*.
3. **Those** *who failed the test* should speak to the teacher.

What does the corpus show?

A It is very **common** for **certain pronouns** to be **modified by adjective clauses**. The patterns **vary** in **conversation** and **informational writing** (newspaper and academic writing).

B The **indefinite pronoun** *one* modified by an adjective clause:

| | Description of Use | Examples |
|---------------------------------|---|---|
| 1. conversation | <ul style="list-style-type: none"> • common • often used with relative pronoun that or no relative pronoun • used to specify “which one” | <ul style="list-style-type: none"> • The one <i>that he gave me</i> is like a Swiss army knife. • Is this the one <i>he had</i>? |
| 2. informational writing | <ul style="list-style-type: none"> • very common • that, who, and which are the most common relative pronouns • used to add information about a noun that was already named | <ul style="list-style-type: none"> • The most stable free radical is the one <i>that predominates</i>. • The most satisfactory system is one <i>which indicates the structure of the compound</i>. • They are the ones <i>that must change</i>. |

C Other indefinite pronouns (i.e., *someone, somebody, something, etc.*) modified by adjective clauses:

| | Description of Use | Examples |
|---------------------------------|--|--|
| 1. conversation | <ul style="list-style-type: none"> • somewhat common • often used with relative pronoun that or no relative pronoun • adjective clauses are usually short • anything I can do is often used in offers of help | <ul style="list-style-type: none"> • I bet he’s waiting for something <i>that he wants</i>. • Nobody <i>I know</i> is ever gonna hear this. • And there was nothing <i>you could do about it</i>. • Call if there is anything <i>I can do</i>. |
| 2. informational writing | <ul style="list-style-type: none"> • very common • a great variety in relative pronouns (see Unit 41), but that is most common | <ul style="list-style-type: none"> • People think that heart attacks are something <i>that you die from</i>. • The supplier can provide solutions to anyone <i>who uses open systems</i>. |

Be careful! In **conversation**, “**sentence relatives**” are common after an indefinite pronoun. These clauses **modify the entire sentence**, not just the indefinite pronoun (see Unit 47).

- We try to control **everything**, *which is pretty tough to do*.

D The demonstrative pronoun *those* modified by an adjective clause:

| | Description of Use | Examples |
|---------------------------------|--|---|
| 1. conversation | <ul style="list-style-type: none">• uncommon• occasionally used in proverbs or jokes | <ul style="list-style-type: none">• There are three kinds of people: those who make things happen, those who watch things happen, and those who wonder what happened. |
| 2. informational writing | <ul style="list-style-type: none">• very common• who and which are the most common relative pronouns• the adjective clause identifies a person or object | <ul style="list-style-type: none">• The state of Wyoming doesn't sell coal but taxes those who extract it.• The schools that are highly regarded are those which have found ways of involving teachers in decisions. |

Activities

1 Notice in context: Read the conversation and the paragraph from an academic text. Circle indefinite or demonstrative pronouns and underline any adjective clauses that modify them.

1. **Conversation:** *About the music at a party.*

NICOLE: Do you have something that's a little more upbeat?

KATHI: There's a bunch of CD's over there.

NICOLE: Uh, do you want to listen to anything?

KATHI: Yeah. There's that really good one that we heard a few days ago.

2. **Academic writing:** *About attitudes in the classroom.*

As the teacher gets to know the class she should become aware of the individual personalities of the students. She should pay attention to those who are afraid in certain situations; the ones with few ideas who need help and to be given extra confidence and encouragement; the timid ones who need to be urged to take a leading role; and the students who respond well to a challenge. The teacher needs to observe whether or not these students are interacting in constructive ways that lead to learning.

2 Analyze discourse: Read the sentences and underline the adjective clauses that modify indefinite or demonstrative pronouns. Then explain the relative pronoun choice for each clause. Is the relative pronoun typical for the register (conversation or academic writing) and indefinite pronoun that it refers to? Write your explanation on the line.

1. He said criticism "is something that is uncomfortable, but it is something that I'll have to live with."
(NEWS)

2. I wonder if there's somebody I could call. (CONV.)

3. Teachers regard the activity as educational—one which supplements classroom education by exposing the students to diverse views. (NEWS)

4. There was nothing that we wanted to watch on TV. (CONV.)

5. They were faced with the impossible task of finding something that was cheap. (ACAD.)

6. Is this the one you're looking for? (CONV.)

3 Practice the structure: Complete the paragraph from a newspaper article about a burglary. Fill out each blank with an adjective clause that modifies the boldfaced pronoun. Use the words in parentheses. When you are finished compare your story with a partner's.

After Police Responded to a Complaint about a Noisy Couple

When the police returned to the station after talking to the couple, an officer remarked that the refrigerator in the neighbors' kitchen resembled **one**
that had been taken during a burglary at a nearby house

1. (taken / burglary/ house/ nearby)

Following their suspicions, the officers discovered **something**

2. (confirmed / theories / neighborhood / about)

After an investigation revealed that one of the neighbors was wanted for several crimes, including burglary, the officers returned to search the house to look for **anything**

3. (connected / neighbor / crimes / other)

They found many promising clues, but the **one**

4. (police / found / shocking / most)

led the officers' investigation in a completely new direction. A surprising twist to the story was about to unfold, and it was **nothing**

5. (any / ever / officers / foreseen)

4 Practice writing: Write descriptions of the objects and people listed. Use indefinite pronouns and **those** followed by adjective clauses. When you are finished, think of other objects or people to describe. Then with a partner, take turns guessing what is described.

1. jacket: *It's something that keeps you warm. I have one that has four pockets.*

There are those that have hoods and those that do not.

2. telephone: _____

3. TV reporter: _____

4. teapot: _____

5. travel agent: _____

6. (other) _____

7. (other) _____

8. (other) _____

9. (other) _____

10. (other) _____



What have you learned from your grammar textbook?

Nouns (N) can be followed by an **adjective phrase (AP)** functioning as a noun modifier:

- | | |
|---|----|
| N | AP |
|---|----|
- The *girls sitting on the bench* are my sisters.
 - The *book used in this class* is interesting.
 - It is *time to stop working*.

What does the corpus show?

A Infinitives can be used in adjective phrases that modify nouns. They are slightly more common in conversation than in writing. Other kinds of adjective phrases and adjective clauses are much more common in writing (see Unit 39 for an overview of noun modifiers in writing).

- The best *thing to do* is call.
- He hasn't had *time to talk*.

B In conversation, only a few nouns are commonly modified by infinitives. These nouns are very general in meaning (see Units 19 and 20 for more on general nouns in conversation). In a noun + infinitive combination, the infinitive expresses specific information and makes the message clearer than the noun alone would.

| Meaning Category | Noun (+ Infinitive) | Example |
|------------------------------|--|--|
| 1. objects | <i>thing</i> <i>stuff</i> <i>a lot</i> | <ul style="list-style-type: none"> • It wasn't a real sensitive <i>thing to say</i>. • I was making <i>stuff to drink</i>. • I've got <i>a lot to do</i>. |
| 2. time | <i>time</i> | <ul style="list-style-type: none"> • This is a good <i>time to have a break</i> before we finish for today. • It's <i>time to eat</i>. |
| 3. place | <i>place</i> <i>places</i> | <ul style="list-style-type: none"> • What a horrible <i>place to work!</i> • I've got <i>places to go</i>. |
| 4. manner of doing something | <i>way*</i> | <ul style="list-style-type: none"> • Find a better <i>way to say this</i>. |

*Way can also mean "distance," usually in a long way to go: *We've got a long way to go*.

C Most infinitive phrases do not have a subject stated in them because the subject is clear from the context. However, occasionally the subject of the infinitive is stated in a prepositional phrase with *for*:

| Reason for Subject | Phrase with Subject | Phrase without Subject |
|--|---|--|
| 1. emphasizes the speaker or listener, rather than making a more general statement | <ul style="list-style-type: none"> • That's a hard thing <i>for me to do</i>. [I do a hard thing.] | <ul style="list-style-type: none"> • That's a hard thing <i>to do</i>. [Implies it is hard for anyone.] |
| 2. states a subject that is not the speaker or listener | <ul style="list-style-type: none"> • It's time <i>for the leaves to fall off</i> the trees, isn't it? [The leaves fall off the trees.] | <ul style="list-style-type: none"> • It's time <i>to fall off</i> the trees. [Means that the speaker and listener will fall off the trees!] |

D In **academic writing**, **most nouns** modified by infinitive phrases are **more specific** than the general nouns in conversation. For example, the nouns **evidence** and **assumption** are abstract, but they are more specific than *thing* or *stuff*:

- There is **evidence to suggest** that we should control for age when assessing the impact of income.
- This is too general an **assumption to make**.

However, the general nouns **time** and **way** are also common with infinitives in writing:

- Sedimentation must have been fast enough to bury the tree before the tree had **time to rot**.
- One obvious **way to minimize** this problem is to reduce the number of different data formats.

Activities

1 Notice in context: Read the two excerpts from different conversations and the paragraph from an academic text. Underline the **noun + infinitive** combinations.

1. Conversation: *A dog trainer explains the advantages of a small cage (a "crate").*

You can put your dog in its crate at nighttime, and you don't have to worry about it, and your dog has its own little special place to sleep and a quiet time to relax. I mean like a portable cage inside your house, to put your animal in. That's also the best way to housebreak your dog, is get a crate.

2. Conversation: *A field researcher misses a good opportunity.*

When she first went to Dulce she was trying to find a place to stay there, and they made her this incredible offer. They said, you can stay in our portable housing for teachers, but you have to be a teacher's aide. She should have jumped on it because it would be a way for her to make friends and meet people, which you have to do before you can find an assistant and start getting data, but she wasn't thinking that way. She told them that she didn't have time to be a teacher's aide and then they all got insulted and everybody ignored her, the whole community.

3. Academic writing: *About a new medical discovery*

We have seen evidence to suggest that this could be the first step in what will probably be a revolution in medicine over the next decade. Gene therapy, a new medical tool in the war on cancer and many inherited disorders, could be used on patients for the first time this fall. A scientist for the National Institute of Health said that if the technique works, it gives doctors a powerful new way to cure the incurable.

2 Practice the structure: Complete each one of these sentences from conversation or academic writing with a noun and an infinitive from the appropriate box. Use each infinitive only once.

1. Conversation.

NOUNS: *time* *thing* *place* *stuff* INFINITIVES: *to eat* *to do* *to ask* *to go* *to study*

- The best time to study for any test is early in the morning.
- If you're gonna take a tropical vacation, the _____ is Hawaii.
- Cake doesn't sound like a particularly healthful _____ for breakfast.
- The boss just put these files on my desk. I've got plenty of _____ before I leave tonight.
- Now is the _____ what could happen if you go ahead with this plan.

2. Academic writing.

NOUNS: *time* *way* *assumption*

INFINITIVES: *to make* *to read* *to introduce*

- a. Studying Latin grammar and vocabulary is an easy _____ general linguistic concepts to language learners.
- b. In the world of traditional physics, it was the natural _____ that energy flowed in and out of space in a perfectly continuous way.
- c. A series of passages were read by adults in a reading comprehension study, with the _____ each sentence being measured.

3 Practice conversation: Work with a partner. Take turns asking each question and responding with a **noun + infinitive** combination that makes sense. A meaning category is suggested in parentheses for each one. Write your answers after you say them.

1. A: When do you think we should take our trip to New England? (**time**)

B: The best **time to go** is in the fall, when the leaves are changing color.

2. A: I'm going to do laundry. Do you have dirty clothes? (**object**)

B: _____

3. A: Should I buy a big screen TV now, or wait until they're cheaper? (**time**)

B: _____

4. A: What college do you recommend for math? (**place**)

B: _____

5. A: What can I do to get my kids to eat their vegetables? (**manner of doing something**)

B: _____



What have you learned from your grammar textbook?

When an adjective clause has a subject relative pronoun, the clause can often be changed to an adjective phrase: (1) an *-ing* phrase, (2) an *-ed* phrase, or (3) an appositive noun phrase.

| Adjective Clause | → | Adjective Phrase |
|--|---|---|
| 1. the girl who is running around the track | → | the girl running around the track |
| 2. the agreement which was discussed at the meeting | → | the agreement discussed at the meeting |
| 3. Nawaz Sharif, who is Prime Minister of Pakistan | → | Nawaz Sharif, Prime Minister of Pakistan |

What does the corpus show?

A Adjective phrases are as common as adjective clauses in academic writing. They are rare in conversation.

B Adjective clauses almost never include a present progressive verb. Instead writers use an *-ing* adjective phrase.

- Bank regulators soon will ease standards **governing** real estate appraisals.

NOT: Bank regulators soon will ease standards **which are governing** real estate appraisals.

C Frequency information. Most of the verbs that are common in *-ing* adjective phrases rarely occur as main clause progressive verbs. These are non-action (stative) verbs.

| Verbs (* = very common) | Examples |
|--|---|
| <i>arising</i> <i>concerning*</i> <i>relating</i> <i>consisting</i> <i>requiring</i> <i>containing*</i> <i>resulting</i> <i>having*</i> <i>using*</i> <i>including*</i> | <ul style="list-style-type: none"> • Procedures concerning office machinery are carried out efficiently. • Households containing an elderly member are exempt. • Gift-giving constitutes an exchange having special characteristics. • An alternative system involving nurses has also been evaluated. • Reports using the WADA technique have provided little counterevidence. |

Be careful! It is possible to use these same verbs in the simple present, in a full adjective clause. However, *-ing* adjective phrases are much more common for these verbs. When a full relative clause does occur, it is often a non-restrictive (non-essential) clause:

- The cost of installing open systems technology, **which contains** more options, is likely to be more than the cost of installing established proprietary solutions.

D Frequency information. The verbs that are common in *-ed* adjective phrases are also common as main clause passives.

| Verbs (* = very common) | Examples |
|--|---|
| <i>based*</i> <i>obtained</i> <i>caused</i> <i>produced</i> <i>concerned</i> <i>taken</i> <i>given*</i> <i>used*</i> <i>made</i> | <ul style="list-style-type: none"> • Approximation techniques based on "heuristic" rules are frequently employed in these situations. [PASSIVE: the . . . techniques are based on . . .] • This system complements the approach used in nursing care planning. [PASSIVE: the approach is used in . . .] |

E **Appositive noun phrases** are common in **academic writing** but rare in conversation. They often occur in parentheses.

| Function | Example |
|---|--|
| 1. explaining a technical term | • It can lead to hypocalcaemia (<i>a deficiency of calcium in the blood</i>). |
| 2. introducing an abbreviation | • The ratios in the caesium chloride (<i>CsCl</i>) crystal lattices are 1:1. |
| 3. providing information about a proper noun | • The information is being put together by the Central Computer Agency , <i>a body which advises government departments on equipment purchases</i> . |
| 4. providing a list of items in a group | • Univariate analysis was undertaken to examine the effect of a number of individual patient characteristics (<i>age, sex, body mass index, smoking</i>). |

Activities

1 Notice in context: Read the two paragraphs from different academic texts. First, underline each adjective phrase and draw an arrow to the noun it modifies. Be careful! Adverbs may occur between the adjective phrases and the nouns they modify. Second, circle the verbs in the adjective phrases that are related to passive voice verbs.

1. *From an instructional manual about building materials.*

Both the stands and supports of display boards commonly used for advertisements in the cities are mostly constructed of wood . . . Wood, the most suitable and most popular material for furniture, is comparatively cheaper than metal.

2. *From an article about methods of communication.*

One problem arising from the use of electronic communication results from the fact that procedures previously settled with paper letters and telephone calls are now also carried out through new electronic methods. This implies that correspondence concerning the same task may be contained in three different types of media (telephone, paper, and electronic media) and may become disjointed.

2 Analyze discourse: Read these sentences from academic writing. Underline each appositive noun phrase. Then label its function: Write **T** (explaining a technical term), **A** (introducing an abbreviation), **I** (providing information about a proper noun), or **L** (providing a list of items in a class) next to the phrase.

- Linguist I.A. Richards distinguishes four types of functions of language and four kinds of meaning (sense, feeling, tone, and intention).
- Magnetic resonance imaging (MRI) has evolved over the past decade as an important new technique, providing additional information to that obtained with standard medical investigations.
- It is still an adventure to travel down the canyon of the Colorado River in a small boat, repeating the first trip made in 1869 by Major John W. Powell, a geologist who later helped found the U.S. Geological Survey (USGS).
- The cotton crop is attacked by black-arm which is caused by a bacteria which also causes angular leaf spot, a disease that affects all above-ground parts of the plant.

3 Practice the structure: Complete each sentence with the correct form of one of the verbs from the box.

base give require obtain use contain include concern

1. In a vocabulary game, the computer might produce a list of words _____ one the child hasn't learned, and the child must locate that word. All other words in the list should be familiar to the child.
2. During photosynthesis, water is oxidized by the removal of hydrogen, and oxygen is released (a process _____ energy to break the chemical bonds between the hydrogen and oxygen).
3. One might say that the "candid camera" technique _____ in some television programs, where people have tricks played on them for the benefit of the viewers, is a source of observation for social scientists.
4. Because of difficult technical terminology, all medical information _____ to patients by doctors may not be fully understood and may require additional explanation.
5. Another drink from the coconut is the juice or wine _____ by tapping the unopened flowers.

4 Practice writing: For each of the following topics, choose a subject that interests you and write a short informative paragraph about it on a separate piece of paper. Use each of these types of adjective phrases at least once: **-ed**, **-ing** and appositive noun phrases. Include at least two adjective phrases in each description. Underline the adjective phrases.

1. Music
2. Recreation
3. Diet
4. Literature (e.g., books, magazines, newspapers, etc.)

EXAMPLES

Music produced with fiddles and banjos is often called Bluegrass ...
Tetherball (a leather ball attached to a tall metal pole with a long cord) is a popular schoolyard game ...
Diets consisting of very few calories are rarely effective ...
Books written during a period of depression or frustration in an author's life can be funny and uplifting.



What have you learned from your grammar textbook?

Prepositions show “physical” relationships such as **location** or **direction**. They are often combined with a noun or noun phrase to make **prepositional phrases**.

- I saw the lamp **on the table**.
- I put the book **in the box**.
- I gave the pen **to my friend**.

What does the corpus show?

A In **informational writing**, **prepositional phrases** are by far the **most common type of noun modifier** occurring after the head noun (see Unit 39).

B **Frequency information**. Only a few specific prepositions are especially common in prepositional phrases that are **noun modifiers**.

| Preposition | Frequency | Examples |
|---------------|---------------|---|
| 1. <i>of</i> | very frequent | • a set <i>of books</i> • the style <i>of interpretation</i> |
| 2. <i>in</i> | frequent | • variation <i>in the sample</i> • a decrease <i>in performance</i> |
| 3. <i>for</i> | frequent | • a school <i>for disabled children</i> • a cure <i>for AIDS</i> |
| 4. <i>on</i> | frequent | • restrictions <i>on travel</i> • a book <i>on pets</i> |

C Usually these **prepositions do not have their literal “physical” meaning**:

- These findings help to set a limit **on such generalizations**.
- This dependence has produced a change **in basic work practices**.

D In **informational writing**, we often find **complex structures**, with **several prepositional phrases** occurring in a **series**:

- a sudden increase **in demand for his product**
- the centre **of a cube with spheres at each corner**
- a preface **to a book on Kant by his friend and colleague Hamelin**

E Many common nouns tend to occur in combination with a specific preposition. You might want to learn these **noun + preposition combinations** as if they were a single word.

| Pattern | Noun + Preposition Combinations | | | Examples |
|----------------------|---|--|---|---|
| 1. noun + of | <i>amount of</i> <i>case of</i> <i>nature of</i> | <i>number of</i> <i>part of</i> <i>result of</i> | <i>type(s) of</i> <i>use of</i> | • a number of reasons for . . . • the use of computers |
| 2. noun + in | <i>change(s) in</i> <i>difference in</i> | <i>increase in</i> <i>interest in</i> | <i>reduction in</i> <i>variation in</i> | • an increase in fuel economy • interest in research |
| 3. noun + for | <i>basis for</i> <i>evidence for</i> <i>explanation for</i> | <i>need for</i> <i>potential for</i> <i>reason for</i> | <i>responsibility for</i> <i>support for</i> | • the basis for the agreement • the need for field surveys |
| 4. noun + on | <i>data on</i> <i>effect on</i> | <i>emphasis on</i> <i>studies on</i> | <i>information on</i> <i>influence on</i> | • no effect on the success rate • emphasis on global markets |

F Many **nouns** actually occur as **fixed expressions with two specific prepositions** – one before and one after:

| Pattern | Nouns Used in Pattern | | | Examples |
|---------------------------|--|--|--------------------------------|--|
| 1. <i>in the _____ of</i> | <i>absence</i> <i>area</i> <i>case</i> | <i>context</i> <i>form</i> <i>presence</i> | <i>process</i> <i>study</i> | • <i>in the absence of</i> a rationale • <i>in the case of</i> electronic media |
| 2. <i>in _____ of</i> | <i>a number</i> | <i>terms</i> | <i>a variety</i> | • <i>in terms of</i> rational principles |
| 3. <i>in _____ to</i> | <i>addition</i> | <i>contrast</i> | <i>relation</i> | • <i>in contrast to</i> other species |
| 4. <i>as _____ of</i> | <i>a consequence</i> | <i>part</i> | <i>a result</i> | • <i>as a result of</i> these changes |
| 5. <i>at the _____ of</i> | <i>beginning</i> <i>end</i> | <i>start</i> | <i>time</i> | • <i>at the end of</i> Chapter 6 |

Activities

1 Notice in context: Read the two paragraphs from different academic texts. Underline the prepositional phrases that modify nouns. Draw an arrow from the preposition to the noun that it modifies. Be careful! Some prepositions modify verbs.

1. *From the preface of a biology textbook.*

Brief notes in the margins serve as slight amplifications of the text and as comments on the extraordinary personalities who have been a part of the quest to understand the Earth. We have increased the number of boxes of notes that expand some materials of the text. These boxes are for the student who wants to understand more deeply some of the background of the subject.

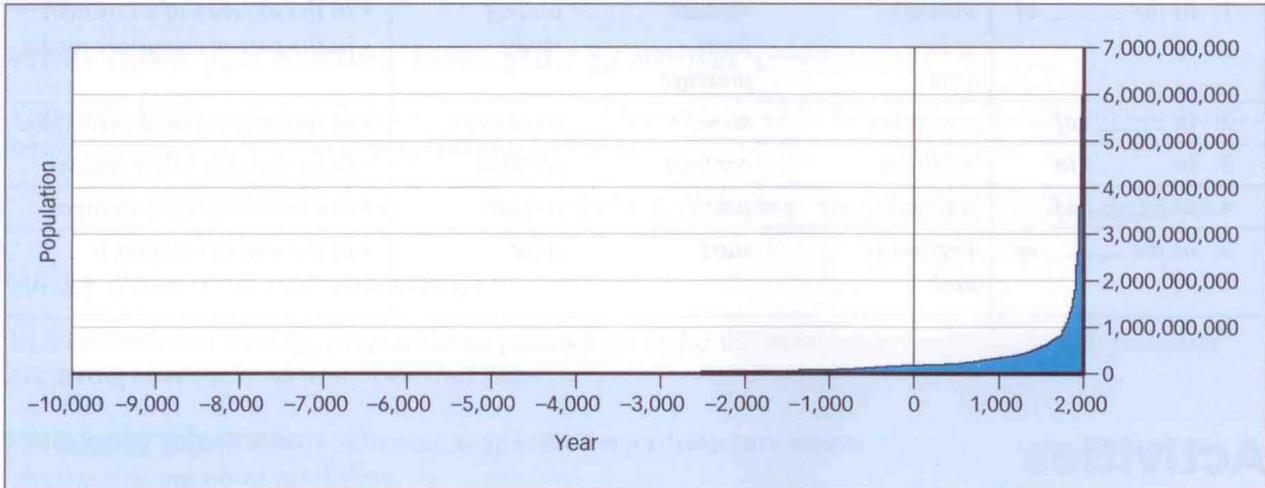
2. *From a book chapter about an insect population.*

There is a need for more studies in typical parts of the Bombay Locust area for comparison with other areas; it is not possible otherwise to discover the reasons for a decrease in the population density of the locust that has occurred since 1908.

2 Analyze and edit: Read the following sentences written by English language learners and decide if each boldfaced **noun + preposition(s)** combination is correct. If the combination is correct, write **C** on the line; if it is incorrect, cross it out and write the correct combination on the line.

- in the form of 1. His philosophy was that his cars had to have reliability ~~for the form of~~ simplicity and strength, rather than performance.
- _____ 2. If airlines made a substantial **reduction on** fares there would be times when travelers would be unable to find seats on the flight of their choice.
- _____ 3. Interviews were conducted and questionnaires were used to acquire **information on** the types of media used in advertising.
- _____ 4. In this essay, I attempt to analyze the potential problems and the **need for** road-building in eastern Malaysia.
- _____ 5. In recent times, there has been a renewed **interest for** the old traditions and the language of Scotland.
- _____ 6. The **reasons of** my choice to move to New Zealand are these: I don't like too much sun, but I like winter and downhill skiing.

3 Practice writing: Use your own ideas to offer explanations for the information in the graph, which shows human population growth over the last 12,000 years. Write at least one sentence with a **noun + preposition(s)** combination for each of the meanings listed below. You can use one of the nouns in parentheses.



1. **Cause-effect** (possible nouns: *effect, reason, influence, result, etc.*):

*Medical developments in the last two hundred years have had a major **effect on** human population growth.*

2. **Information** (possible nouns: *information, studies, study, data, interest etc.*):

***Information on** the best farming practices has increased food supply and population in many countries.*

3. **Change** (possible nouns: *change, reduction, increase, decrease, etc.*):

4. **Time** (possible nouns: *end, beginning, start, etc.*):

5. **Range** (possible nouns: *number, variety, amount, type, etc.*):
