

Chapter 10

Complex Sentences Continued: Relative Clauses

Abstract In Chap. 9 we examined one type of complex clause, adverbial clauses. In this chapter we will be discussing another type of complex clause, relative clauses. We will explore what relative clauses are, the different types of relative clauses, and how they are formed. Section 10.1 discusses relative clauses and the relative pronouns. Section 10.2 examines relative adverbs. Section 10.3 looks at reduced relative clauses.

Keywords relative clauses • relative pronouns • essential relative clauses • nonessential relative clauses • reduced relative clauses

10.1 Section 1: Relative Clauses and Relative Pronouns

that	which	who	whom	whose
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A relative clause is a group of words that describes a noun or noun phrase. Relative clauses are also referred to as *adjective* clauses because the function of these clauses is to describe or modify a preceding noun phrase. In other words, relative clauses describe or provide information about someone or something in the main clause, very similar to the modifying function of adjectives. Like adverbial clauses, relative clauses are a type of subordinate clause and cannot stand alone. Relative clauses must be accompanied by a main clause.

Relative clauses are generally introduced by relative pronouns. English has five relative pronouns: *who*, *whom*, *that*, *which*, and *whose*. For people, we generally use *who*, *whom*, and sometimes *that*. We use *whose* to refer to possession. For everything else, we use *which* or *that*.

In formal prescriptive English, *that* should not be used for people, only *who* or *whom*. Nevertheless, it is common for native speakers to use *that* for people both in speaking and less formal writing. *Which* refers to things or concepts, never people.

that	things, people (informal); essential clauses
which	things, concepts; nonessential clauses
who	people, subject position, object position (informal)
whom	people, object position (formal)
whose	possession, people (formal); people and things (informal)

10.1.1 *Essential and Nonessential Relative Clauses*

There are two types of relative clauses, *essential* and *nonessential*. Different grammar books may call these two types of relative clauses *restrictive* and *non-restrictive* or *defining* and *non-defining*. Regardless of the label, the distinction between the two types of clauses is based on whether or not a relative clause is necessary or “essential” for the sentence to have meaning.

Essential and Nonessential Relative Clauses	
<i>Example A:</i> The teacher <i>who just graduated</i> is the newest teacher in the school.	<i>Example B:</i> The social studies teacher, <i>who is new</i> , is teaching a large class.
An essential relative clause	A nonessential relative clause
• provides necessary information to identify or limit the noun phrase it is modifying.	• adds extra information or supporting detail about the noun phrase it is modifying.
• gives central meaning to the clause by narrowing down the class, group, or category of the noun phrase being modified.	• can be deleted and the main clause will still have clear meaning.

In Example A, the relative clause *who just graduated* is specifying which particular teacher is the newest teacher in the school. In Example B, *who is new* is adding extra information about the social studies teacher, information that is not important to the fact of *teaching a large class*.
As shown in these examples, a relative clause is usually found immediately after the noun phrase it is modifying.

In addition to modifying a noun or noun phrase, what else can a relative clause modify?

A relative clause can also modify a main clause, in which case it will immediately follow that clause. The relative pronoun *which* is used when a relative clause modifies another clause:

Linda studied every weekend, **which** would drive Barney crazy.

Can both essential and nonessential relative clauses modify an entire clause?

Both essential and nonessential relative clauses can modify an entire clause. A comma precedes essential relative clauses that modify an entire clause. These clauses should not be confused with nonessential relative clauses that provide extra information about the noun phrase. Compare the two sentences:

Jason kept on telling jokes, which made all of us really angry.
Jason kept on telling jokes which made all of us really angry.

The inclusion or omission of the comma after the relative pronoun *which* changes the meaning of the two sentence. In the first sentence, *which* is modifying the main clause *Jason kept on telling jokes*. The relative clause is telling us that the act of telling (versus the jokes themselves) angered *us*.

In the second sentence, *which* is modifying *jokes*. It is specifying or identifying the type of jokes Jason told, namely jokes that angered *us*. From the perspective of prescriptive grammar, using *which* in this second sentence is incorrect. This brings us to our next point.

When do we use *which* versus *that*?

10.1.1.1 Which Versus That

Formal prescriptive grammar demands that *which* be used in nonessential clauses and *that* in essential clauses. In reality, native speakers often use *which* in place of *that* in **essential** clauses, although they rarely substitute *that* for *which* in **nonessential** clauses.

Jason kept on telling jokes, which made all of us really angry.	<i>which</i>, modifying entire clause
Jason kept on telling jokes which made all of us really angry.	<i>which</i>, essential clause modifying <i>jokes</i> (spoken and less formal written)
Jason kept on telling jokes that made all of us really angry.	<i>that</i>, essential clause modifying <i>jokes</i>

Also note that prepositions such as *in*, *on*, *from*, and so on may precede *which* but not *that* (when functioning as a relative pronoun):

The chair *in which* Justin sat was comfortable.
*The chair *on that* Justin sat was comfortable.
Near the back was a makeshift stage *on which* the band was playing.
*Near the back was a makeshift stage *on that* the band was playing.

Should I teach my students the distinction between *that* and *which*?

Not using *that* in nonessential clauses is something ESL/EFL students should be aware of. With respect to whether or not to teach the distinction between *which* and *that* in essential clauses depends on the goals of your students. Are the students

preparing to take a standardized test based on formal grammar? Are they more interested in becoming better communicators? Are you teaching in an EFL curriculum with a national curriculum and traditional grammar text? These and other questions relevant to your teaching situation will help you in deciding whether or not to teach this distinction. If you do decide to teach it, keep in mind that not all grammar and stylebooks today agree on whether or not the distinction should be maintained, so your students should be aware of the alternatives they are likely to encounter.

This first Discovery Activity provides practice in identifying essential and nonessential relative clauses. The answers to this Discovery Activity, as with all in this chapter unless indicated otherwise, are in the Answer Key at the end of the chapter.

Discovery Activity 1: Identifying Essential and Nonessential Relative Clauses

Look at the following excerpts.

1. Mark the relative pronoun.
2. Underline the relative clauses.
3. Decide whether a relative clause is essential or nonessential.

A.

When Mattel first broke ground here in 1967, Taiwan was still considered an underdeveloped country. But the Barbie factory, which was quickly followed by three others on the island, helped unleash an astonishing ... economic miracle ... The island, which is approximately the size of West Virginia, is the fifth largest economy in Asia. [Dmitri, H. (2005). Barbie's Taiwanese homecoming. *Reason*, 37 (1), 40–41.]

B.

During the twenties St. Elmo was a resort, with a reputation that spread as far away as Atlanta and Birmingham. [Thompson, M. (2013). *Hurricane season*. Kindle iPad Version. Retrieved from Amazon.com]

C.

The older Vega daughter, Paula, and her new boyfriend, whose name Gail had already forgotten, sat at the far end of the table. [Parker, B. (2005). *Suspicion of rage* (p. 70). New York: Penguin.]

D.

My neighbors use the diphthong-rich vowels of the hill accent that was my own first language. After I met, fell in love with, and married the man who was working this land. [Kingsolver, B. (2002). *Small wonder* (pp. 32–33). New York: HarperCollins.]

10.1.2 Relative Pronouns as Subjects and Objects

Relative pronouns can function as **subjects** of a relative clause or they can function as the **objects** of the relative clause. This is an important distinction ESL/EFL students need to learn because the function of the relative pronoun determines several different things.

How do we determine the function of a relative pronoun?

One way to distinguish the function of a relative pronoun is to consider what is following the relative pronoun:

- If there is a *verb phrase* following the relative pronoun, it is functioning as the **subject** of the relative clause.
- If there is a *noun phrase* or *pronoun* following the relative pronoun, it is functioning as the **object** of the relative clause.

Relative Pronoun: Subject of Verb Phrase			
main clause	relative pronoun	verb phrase	complement
Jenny wanted a cat	that	purred	a lot.
Teachers appreciate students	who	study	hard.

That and *who* are functioning as the subjects of their respective verb phrases and are thereby also the subjects of their relative clauses.

Relative Pronoun: Object of Verb Phrase			
main clause	relative pronoun	noun phrase/pronoun	complement
Astrid saw the movie	that	her friend	had recommended.
Cami helped the new student	whom	we	met yesterday.

In these two examples, the relative pronouns and their relative clauses are modifying the objects of the verbs. *The movie* is the object of *saw* and *the new student* is the object of *helped*.

Completing a chart, such as in Discovery Activity 2, is a useful way to help visualize the role of a relative pronoun in a sentence. The answers appear after this activity.

Discovery Activity 2: Distinguishing Relative Pronouns as Subjects Versus Objects

Look at the sentences.

1. Create a chart similar to the one here.
2. Enter each sentence into the chart. (VP means verb phrase)
 - The first two sentences are done for you as examples.

subject	VP	object	relative pronoun	subject	VP	complement	role of relative pronoun
George	saw	the movie	that		had won	an award.	subject
George	saw	the movie	that	his son	wanted	to see.	object

- (a) George saw the movie that had won an award.
- (b) George saw the movie that I wanted to see.
- (c) I found the keys that Sam had lost yesterday.
- (d) I found the keys that belong to Sam.
- (e) The big dog barked at the child who was crying hard.
- (f) The big dog barked at the child who the mother was chasing.
- (g) The teacher returned the tests that she had corrected.
- (h) The teacher returned the tests that counted for 50 % of the grade.
- (i) The searchers rescued the man who had lost his way.
- (j) The searchers rescued the man whom the dogs had found.

Discussion: Discovery Activity 2

Sentences a, d, e, h, and i: relative pronoun functioning as subject of the verb phrase
 Sentences b, c, f, g, and j: relative pronoun functioning as object of the verb phrase.

From the standpoint of formal prescriptive grammar, in Sentence f, the correct form of the relative pronoun should be *whom*, as in Sentence j, because the relative pronoun is in object position.

Why is it difficult to distinguish between who and whom?

10.1.2.1 Who Versus Whom

As we have already seen, *who* and *whom* are alternate forms, the choice of which depends on the function of the relative pronoun. It is the only relative pronoun to

have two forms. In formal prescriptive English, *who* is appropriate when the relative pronoun is the **subject** of the relative clause. *Whom* must be used whenever it is the **object** of the relative clause.

Today, especially in spoken and less formal written English, *who* is commonly used as both the subject and object relative pronoun. Because the distinction is becoming less common, both native and non-native speakers frequently have difficulty remembering and using the two forms.

Another reason for the confusion between *who* and *whom* is that all relative pronouns occur at the beginning of the relative clause, regardless of their function. In not understanding clearly the difference between the two forms, speakers may substitute *whom* for *who* when the relative pronoun is actually the subject of the relative clause, rather than the object.

If *who(m)* is followed by a verb phrase, this relative pronoun is functioning as the **subject**. If *who(m)* is followed by a noun or noun phrase, then this relative pronoun is functioning as the **object**. If there is a preposition before *who(m)*, then formal English requires *whom* since the relative pronoun is the object of this preposition. In spoken and informal written English, however, many native speakers would use *who* in all instances.

One way for native speakers and learners of English to evaluate whether or not to use *whom* or *who* is to try the sentence with *who* left out. If *who* can be omitted, then the relative pronoun is in object position and *whom* is the correct formal form:

The big dog barked at the child *who* was crying hard.

*The big dog barked at the child was crying hard.

The searchers rescued the man *whom* the dogs had found.

The searchers rescued the man the dogs had found.

We will discuss the omission of relative pronouns in greater length after the next Discovery Activity.

For extra practice in deciding between *who* and *whom*, try Discovery Activity 3 with these teacher-created sentences and then check your answers in the Answer Key. If you feel confident in your ability to distinguish the two forms, you may want to skip this Discovery Activity.

Discovery Activity 3: Choosing Between *Who* and *Whom* in Relative Clauses

Complete each sentence with either *who* or *whom*.

- (a) The doctors _____ had completed their training in Boston earned the most.
- (b) The bus driver _____ had had his license revoked was soon back on the job.
- (c) The movie director to _____ the studio had granted \$10 million went over budget.
- (d) The little girl _____ is holding her mother's hand is walking across the street.
- (e) The business people _____ have become the most successful work long hours.
- (f) The people _____ the drug company chose for its drug trials were seriously ill.
- (g) The president and CEO of the company _____ the board had recently elected resigned yesterday.
- (h) The department elected a new chairperson _____ was known for her leadership abilities.
- (i) The suit Kelly bought is being altered by a tailor _____ the store had recommended.
- (j) The students completed evaluations on the teacher _____ was teaching the course that semester.

When do we use the relative pronoun whose?

10.1.2.2 Whose

The relative pronoun *whose* refers to the possession of something by someone. It signals a possessive relationship between two nouns. The relative pronoun *whose* can occur in both essential and nonessential clauses.

The girl *whose* book I borrowed isn't here today.

Here *whose* tells us that the book belongs to the girl.

A rule of thumb for understanding the use of *whose* is to consider whether *his*, *her*, *its*, *their*, or a possessive form of the noun (apostrophe 's) can be substituted:

Eva is the student *whose* grades were the highest in the class.

Her grades were the highest in the class.

Eva's grades were the highest in the class.

Can we use whose for people and things?

In traditional prescriptive English, *whose* is considered appropriate only for use with persons and animate objects. The construction noun phrase + *of which* is used to refer to possession with inanimate objects:

The tsunami, *the effects of which* are still felt, was devastating.

The prancing putti, winged horses, naked youths, and bare buttocks scattered on them are regarded as anomalies in a culture the artistic legacy of which is predominantly Christian and Orthodox. [Paroma, C. (2013). Vision, transformation, and the Veroli Casket. *Oxford Art Journal*, 36(3), 325–344.]

This noun phrase + *of which* is primarily found in formal written English. Native speakers will generally use *whose* with inanimate objects or use an alternate construction:

The tsunami was devastating and its effects are still felt.	alternative construction
The effects of the devastating tsunami are still felt.	alternative construction
The tsunami, <i>whose effects</i> are still felt, was devastating.	whose

• **Learner difficulties**

Learners sometimes use *that* in nonessential relative clauses. Although native speakers commonly interchange *that* or *which* in essential relative clauses, they do not use *that* in nonessential relative clauses.

*My friend, *that* comes from my country, has helped me a lot.

Learners may use also *which* when referring to people. While we can use *that* to refer to both things and people in informal English, we use *which* only for things, never people.

*I have had many friends *which* are important to me.

Another area of confusion occurs with *whose* and *who's*. The two sound identical in spoken speech but are very different:

Cindy is the girl <i>who's</i> living with Pam.	contraction of who + is
The cashier sold sand buckets to the mother <i>whose</i> children had forgotten theirs.	relative pronoun

10.1.3 Omission of Relative Pronouns

When can we omit a relative pronoun?

As you have already seen, an important point in understanding relative clauses is determining whether or not the relative pronoun is functioning as the subject or the object of the relative clause. This is underscored by the fact that we can, at times, omit the relative pronoun. When the relative pronoun *who*, *whom*, *that*, or *which* is the **object** of an **essential** relative clause, we can omit the relative pronoun. (The relative pronoun *whose* cannot be omitted.)

Example: Omission of Relative Pronoun Possible			
They bought the house	<i>that</i>	everyone liked.	<i>That</i> is the object of <i>liked</i> . <i>They</i> is the subject of <i>liked</i> .
They bought the house	Ø	everyone liked.	<i>That</i> can be omitted because it is functioning as the object in an essential relative clause.

We cannot omit the relative pronoun in the following sentences because the relative pronouns are the **subjects** of the verbs:

Examples: Omission of Relative Pronoun Not Possible			
Susan wanted the book	<i>that</i>	was a bestseller.	<i>That</i> is the subject of <i>was</i> and cannot be omitted.
*Susan wanted the book	Ø	was a bestseller.	
The teacher	<i>who</i>	taught us has retired.	<i>Who</i> is the subject of <i>taught</i> and cannot be omitted.
*The teacher	Ø	taught us has retired.	

Discover Activity 4 provides an introduction to omitting relative pronouns. If you feel confident in your knowledge of when and when not to omit relative pronouns, move on to Discovery Activity 5.

Discovery Activity 4: Omitting Relative Pronouns

Decide whether or not the relative pronoun can be omitted in the sentences.

- (a) Last week Gina Giarda stood before her fans who had come from as far away as Japan to applaud her success.
- (b) Gina Giarda has become a performer who every music lover recognizes.
- (c) Music was something that she had loved from her earliest days.
- (d) When barely more than a toddler, Gina learned to play the violin from her parents who were talented musicians.
- (e) When she was eight, she received a prize that made her famous in classical music circles.
- (f) Later she began to write songs that she performed all over the world.

Discovery Activities 5 and 6 are more challenging than Discovery Activity 4. Discovery Activity 5 asks you to practice identifying omitted relative pronouns in isolated, teacher-created sentences. Discover Activity 6 builds on Discovery Activity 5 and asks you to identify relative clauses with omitted relative pronouns. These relative clauses come from authentic excerpts. Answers for both Discovery Activities can be found in the Answer Key at the end of this chapter.

Discovery Activity 5: Identifying Relative Clauses Without Relative Pronouns

Look at the sentences below in which the relative pronouns have been omitted.

- 1. Underline the relative clauses.
- 2. Decide which relative pronoun was omitted and indicate where it should go.

Example:

that

Evan sent me a letter ^ I forgot to answer.

- (a) The textbook Nora bought cost over \$100.
- (b) The new flight attendants the airline had hired quit last week.
- (c) The children got all the toys they asked for.
- (d) He finally met the woman he wanted to marry.
- (e) The animal shelter has many wonderful animals you can adopt.
- (f) The movie the kids rented was PG-13.
- (g) The science teacher all the students love is retiring at the end of the year.
- (h) Tina bought the car my brother was selling.

In completing this activity, you may have noticed that you could use *that* in every sentence. As we discussed earlier, *that* is considered acceptable for referring to people in spoken and informal written English whereas in formal English, *who/whom* should be used.

Note also that many speakers use *that* and *which* interchangeably when referring to animals or things, even though formal prescriptive grammar requires *that* in essential clauses.

The next Discovery Activity provides an opportunity for identifying relative clauses with or without relative pronouns. You may find this activity more challenging than the previous two Discovery Activities.

Discovery Activity 6: Identifying Relative Clauses With or Without Relative Pronouns

Look at the sentences below in which the relative pronouns have been omitted.

1. Identify the relative clauses. Be careful; remember that in some sentences the relative pronoun has been omitted.

A.

The effort is the force that moves the lever. The load is the weight the lever is trying to move. The fulcrum is the pivot, the point on which the lever moves. [Simple Machines: Meet the levers. (2005). *Kids Discover*, 15(4).]

B.

All recent hunter-gatherers are modern human beings (*Homo sapiens*) whose cultures are the products of long histories. [Gould, R. (2005). Lessons from the aborigines. The discovery of Lucy. *Dig*, 7(4), 18.]

C.

Mainly, they foraged for plants they could bring back to camp and process in some way to make them edible ... Then there were appliances—tools like stone seed grinding slabs that were too heavy to be carried easily from place to place. These were usually left at campsites that were revisited again and again... While fire is not an object, it is one of the most important kinds of technology we find among modern-day and historic hunter-gatherers. [Gould, R. (2005). Lessons from the aborigines. The discovery of Lucy. *Dig*, 7(4), 19–20.]

D.

Maddie remembers all too vividly an unfortunate faux pas I committed after I managed to carry on a lengthy conversation with a dark-haired girl I repeatedly called Claire, even though, according to my mortified daughter, Rachel (her actual name) bore absolutely no resemblance to Claire. [Murphy, A. P. (2004). *The 7 stages of motherhood* (p. 193). New York: Alfred A. Knopf.]

The next Discovery Activity is intended for extra practice. If you had difficulties with Discovery Activity 6, you should also do Discovery Activity 7. If you had no problems, continue on to the next section.

Discovery Activity 7: Identifying Relative Clauses With or Without Relative Pronouns

Look at the following excerpts.

1. Mark the relative pronouns.
2. Discuss what each one is modifying and whether it is in subject or object position.

A.

In the Arthurian world, the most dangerous foes came in the least likely guises. Heroic knights who slew giants, wizards and even dragons were often entrapped by the frailest maidens. [Day, D. (1999). *King Arthur* (p. 63). New York: Barnes & Noble.]

B.

The sword Excalibur was the gift of the Lady of the Lake to King Arthur ... Its jeweled scabbard had a magical property that prevented the warrior who wore it from being wounded. [Day, D. (1999). *King Arthur* (p. 82). New York: Barnes & Noble.]

C.

Arthur's sword had a scabbard which would not permit any weapon to draw his blood ... Arthur was betrayed by Morgan who stole both sword and scabbard, replacing them with counterfeit versions. [Day, D. (1999). *King Arthur* (p. 86). New York: Barnes & Noble.]

D.

Camera and light crews followed him, along with people from costume and makeup, and the two extras with whom Marla Valentine had recently conversed. [Graham, H. (2005). *Killing Kelly* (p. 17). Don Mills, Ontario: Mira.]

E.

Faulty listening is often responsible for the letter that needs to be retyped time and again, the team that cannot produce results, or the physician who faces a malpractice suit. [Shafir, R. (2001). *The Zen of listening* (p. 14). Wheaton, IL: Quest Books.]

10.1.4 Building Longer Complex Clauses

As we saw in Chap. 9, more than one adverbial clause can occur in a sentence. Similarly, more than one relative clause can occur in a sentence:

main clause	relative clause 1	relative clause 2
I read a book	<i>that</i> won a prize,	<i>which</i> is awarded yearly.

Relative clauses and adverbial clauses can also be found within the same sentence:

subordinate clause	main clause	relative clause
<i>While</i> I was reading,	I drank the tea	<i>that</i> you had given me.

The next Discovery Activity provides practice in identifying different types of clauses within a sentence. Because it not only includes relative clauses but also adverbial clauses, this is a good review of both this chapter and Chap. 9.

Discovery Activity 8: Longer Complex Clauses

Look at the excerpts, which all include more than one type of subordinate clause.

1. Locate the relative clauses and adverbial clauses.
2. Label each clause.

Example:

While they were talking to Jane who lived nearby, I was watching the game.

While they were talking to Jane, who lived nearby, I was watching the game.

subordinate clause (adverbial time), relative clause (who modifies Jane)

A.

She pushed open the door and battled her way through bucolic humanity to the side bar where the cast and crew who were allowed to stay out after ten o'clock had gathered in a dismal group. [Cookman, L. (2006). *Murder in Steeple Martin*. Kindle iPad Version. Retrieved from [Amazon.com](https://www.amazon.com)]

B.

I know a man who runs an important media business who suffers terribly before he gives a speech, who in fact for 20 years devoted considerable energy and ingenuity to successfully avoiding ever having to make one ... [Noonan, P. (1991). *Simply speaking* (p. 6). New York: Regan.]

C.

... in winter waist-high snowfields transform the western steppe into an immense featureless sea that billows and swirls when the Arctic wind whips down from the Siberian tundra. [Kelly, J. (2005). *The great mortality: An intimate history of the black death, the most devastating plague of all time* (pp. 29–30). New York: HarperCollins.]

D.

Because he was certainly not busy enough writing newspapers, creating the library system, and inventing various scientific innovations, Franklin also composed classical music and learned how to play the violin, the harp, and the guitar as well, while also becoming one of the first people who learned to play chess in the American colonies. [Johnson, J. (2016). *The Revolutionary War*. Kindle iPad Version. Retrieved from [Amazon.com](#)]

10.2 Section 2: Relative Adverbs

when	where	why
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In addition to relative pronouns, there are also other words that can introduce relative clauses. These words are called relative adverbs. They are called relative adverbs because, like many adverbs, *when*, *where*, and *why* refer to noun phrases of time, place, and reason, respectively. Very formal written English prefers the use of *in* or *on which* rather than *where*.

When can refer to any time and *where* to any place. *Why* is restricted and must be preceded by a noun phrase with the word *reason*. At times the noun phrase with *reason* is omitted but remains implicitly understood.

Examples: Relative Adverbs		
Ian remembered the day <i>when</i> he forgot to set his alarm clock.	time: the day	when —used to modify noun phrase of time (e.g., day, week, hour, minute, month, year)
Is this the house <i>where</i> George Washington slept?	place: the house	where —used to modify noun phrase of place, location, or space
I need to know the reason <i>why</i> you were late. I need to know <i>why</i> you were late.	reason	why —used to modify the noun <i>reason</i> , which may be omitted but there implicitly

Instead of the relative adverb when, can we use relative pronouns to express time and introduce a relative clause?

10.2.1 *Relative Pronouns Instead of Relative Adverbs*

The relative pronouns *that* or *on* + *which* can be substituted for the relative adverb *when*:

Ian remembered the day *when* he forgot to set his alarm clock. Ian remembered the day *that* he forgot to set his alarm clock. Ian remembered the day *on which* he forgot to set his alarm clock.

Are there any relative pronouns we can use in place of the relative adverb where?

The relative pronouns *which* and *that* can be substituted for the relative adverb *where*. When *which* or *that* is used, a preposition of place must be included, usually *in* or *on*.

Is this the house *where* George Washington slept?
Is this the house *in which* George Washington slept?
Is this the house *which* George Washington slept *in*?
Is this the house *that* George Washington slept *in*?

The preposition can come before *which* or at the end of the clause. Placing the preposition before *which* is more formal. With *that*, the preposition comes at the end of the clause.

Placing a preposition at the end of the clause is frowned upon by the most traditional of grammarians but is common in both informal and formal English.

Using the construction *in which* or *on which* can sound wordy and/or pretentious in informal English but is considered the more appropriate form in formal written English:

In most of the classrooms in which Somali Bantu focal group students were enrolled, there were two to three other refugee students present. [Roxas, K. (2011). Tales from the front line: Teachers' responses to Somali Bantu refugee students. (p. 521). *Urban Education*, 46 (30), 513–546.]

In Chap. 9 we learned that where is used to introduce adverbial clauses. Now we are seeing that where can be used to introduce relative clauses. How can we tell the difference?

10.2.1.1 *Where as Relative Adverb Versus Subordinator*

With *where*, we see again how form does not guarantee of function. We can understand the two different grammatical uses of *where* by looking at sentence structure. Compare these two sentences:

We went *where* we could eat a nice lunch.
We met in the Thai restaurant *where* we like to eat lunch.

In the first sentence, *where* is functioning as a subordinator of an adverbial clause of place; *where* is modifying the verb *went*. That is, *where* is telling us something about where the main action of the verb occurred.

In the second sentence, *where* is functioning as a relative adverb to introduce a relative clause. Here *where* is modifying the noun phrase *the Thai restaurant*. It is telling us something about the place itself. You may recall that a relative clause is also called an adjective clause because it modifies a noun or noun phrase, as we see in this sentence.

Another way to examine the two sentences is to see whether or not we can substitute a preposition of place + *which* for *where*. For these sentences, let's try to substitute *in which*:

*We went *in which* we could eat a nice lunch.

We met in the Thai restaurant *in which* we like to eat lunch.

We can only substitute *in which* for *where* in our second sentence. Now let's try this "test" with two other sentences using *on which*:

They've altered the stage *where* the band played last time.

They've altered the stage *on which* the band played last time.

The band plays *where* they find gigs.

*The band plays *on which* they find gigs.

Again, we see that substituting *on which* only works when *where* is functioning as a relative adverb.

Discovery Activity 9 has two parts. After you complete Part I, check your answers in the Answer Key and then complete Part II.

Discovery Activity 9: Relative Adverbs

Part I focuses on identifying relative adverbs. Part II focuses on substituting other words or phrases for a relative adverb.

Part I

Look at the following excerpts.

1. Mark the relative adverbs.
2. Identify what the relative adverb is modifying.

A.

When he was a safe distance from the gatekeeper he trotted up a ramp, where he could see what was going on inside this strange and interesting place. [Cleary, B. (1964/1992). *Ribsy* (p. 121). New York: Camelot.]

B.

“Things are different now ... There may be reasons why I have to get out of town.”
 [Thompson, M. (2013). *Hurricane Season*. Kindle iPad Version. Retrieved from Amazon.com]

C.

Anyone who stands at an urban intersection or in the lobby of a large office building soon senses some pattern in the migration of people. There are times when they flow together, congregating in dense masses, and times when they disperse and flow apart. [Barnlund, D. (1987). Verbal self-disclosure: Topics, targets, depth. In L. Luce & E. Smith (Eds.), *Towards internationalism* (2nd ed., p. 147). Cambridge, MA: Newbury.]

D.

Usually they filmed in the studio ... Tonight, however, they were out at Hibiscus Point, a man-made private development where they had been all day, filling every exterior shot they could in a matter of hours. [Graham, H. (2005). *Killing Kelly* (p. 14). Don Mills, Ontario: Mira.]

Part II

Sometimes it is possible to rewrite the sentence using a relative pronoun instead of a relative adverb.

1. Look back at the relative adverbs you identified.
2. Consider whether you can rewrite the sentence using a relative pronoun instead of the relative adverb. (If you can do so, you may need to add other words.)

What about adverbial clauses of time with when and relative clauses introduced by when?

10.2.1.2 When

As we saw with *where*, *when* modifies a noun phrase of time when functioning as a relative adverb:

Our street flooded the year *when* we had refinished the basement.

In this example, *when* is modifying *the year*. In the next example, we see *when* functioning as a subordinator and introducing the adverbial time clause, *it rains*.

The river sometimes floods *when* it rains.

This concludes Section 10.2 and we now turn to the last section on reduced relative clauses.

10.3 Section 3: Reduced Relative Clauses

If the relative clause has the relative pronoun *who*, *that*, or *which* and the relative pronoun is functioning as the **subject** of the relative clause, we can usually reduce the clause. Reduced relative clauses are different than relative clauses with an omitted relative pronoun. You can think of a reduced relative clause as a short form of a relative clause. We call this reduced form a *phrase*.

How can a relative clause be reduced?

10.3.1 Reducing Relative Clauses

Reduced relative clauses are relative clauses that do not have a full verb phrase. We can only reduce a relative clause in which the relative *pronoun* refers to the **subject** of the relative clause. To reduce a relative clause:

- If the main verb in the relative clause is in simple present or simple past, drop the relative pronoun and change the main verb to the present participle form.
- If the main verb in the relative clause is a part of a progressive verb phrase and thereby already a present participle, drop the relative pronoun and the *be* auxiliary.
- If *be* is functioning as a main verb in the clause and is followed by a prepositional phrase, drop both the relative pronoun and *be*.

Examples: Reduced Relative Clauses	
As I walked on the beach, the cold wave <i>that broke</i> on the shore shocked my bare feet.	• no auxiliary; main verb irregular past tense
As I walked on the beach, the cold wave <i>breaking</i> on the shore shocked my bare feet.	• <i>that</i> dropped; main verb changed to present participle
The young man <i>who was dancing</i> all night lives next door to me.	• <i>be</i> auxiliary + main verb already present participle
The young man <i>dancing</i> all night lives next door to me.	• <i>who</i> and <i>was</i> dropped
The cat <i>that was on his keyboard</i> played with the computer monitor.	• <i>be</i> main verb, followed by prepositional phrase
The cat <i>on the keyboard</i> played with the computer monitor.	• <i>that</i> and <i>was</i> dropped

What happens with a passive relative clauses?

10.3.2 Reducing Passive Relative Clauses

Passive relative clauses can also be reduced. If the passive verb phrase is in present or past tense, drop the relative pronoun and *be* auxiliary. If the passive verb phrase is in a progressive tense, drop the first *be* auxiliary:

Examples: Reduced Passive Relative Clauses	
The food <i>that was prepared</i> by the new catering service is very good.	• past passive
The food <i>prepared</i> by the new catering service is very good.	• <i>that</i> and <i>was</i> dropped
The landscape <i>that is being installed</i> now will soon be mature.	• <i>be</i> auxiliary (time, present) + <i>be</i> auxiliary (aspect, progressive), main verb already past participle
The landscape <i>being installed</i> now will soon be mature.	• <i>that</i> and <i>is</i> dropped

Discovery Activity 10 provides practice in reducing relative clauses, using teacher-made sentences and prepares you for the next activity, Discovery Activity 11, which uses authentic excerpts.

Discovery Activity 10: Reducing Relative Clauses

Look at the sentences and reduce the relative clause in each sentence.

Example:

She has a sister ~~who is~~ living in Alaska.

The hockey player ~~who was~~ injured by the puck went to the hospital.

(a) The cat went after the dog that tried to chase her.

(b) The trophy that was awarded at the end of the season went to the best new player.

(c) I have a friend who hopes to get on reality TV.

(d) The movie star who is on Blair’s favorite show graduated from my high school.

(e) After dark, the boys who were ice skating in the park went home.

Now that you have familiarized yourself with reduced clauses, try Discovery Activity 11 using authentic excerpts.

Discovery Activity 11: Identifying Reduced Relative Clauses

Look at the following excerpts.

1. Underline the reduced relative clauses.
2. Give the full form.

Example:

The boat, caught in the weeds, couldn't move.

The boat, which was caught in the weeds, couldn't move.

A.

Most of us are not great leaders speaking at great moments. Most of us are businessmen rolling out next year's financial goals, or teachers at a state convention making the case for a new curriculum, or nurses at a union meeting explaining the impact of managed care on the hospitals in which we work. [Noonan, P. (1991). *Simply speaking* (p. 47). New York: Regan.]

B.

She saw people sitting under a mildewed bus shelter, others walking a path along the side of the road... Closer to the city, they followed a truck laying down a fog of blue smoke through a quivering exhaust pipe... The Vegas lived in a sprawling, flat-roofed tri-level built around 1950 for someone with a great deal of money. [Parker, B. (2005). *Suspicion of rage* (pp. 39–40). New York: Penguin.]

What do ESL/EFL students find difficult about relative clauses?

- ***Learner difficulties***

Relative clauses pose a number of problems for language learners. First, languages differ in the construction and placement of relative clauses. In Korean, Japanese, and Chinese, for instance, a relative clause comes before the noun it is modifying and there are no relative pronouns. Learners who come from these and similar languages may have difficulty remembering to put a relative clause after the noun phrase it is modifying.

Low-proficiency learners have trouble remembering which relative pronoun to use. In helping learners decide which relative pronoun to use, have them ask themselves questions such as:

- Does the relative pronoun refer back to a person or to a thing?
- Does the relative pronoun refer to a possessive relationship?

Another area of difficulty is that in some, but not all relative clauses, the relative pronoun may be omitted. ESL/EFL students sometimes omit the relative pronoun in sentences where it cannot be omitted:

*I like Ms. Jeffers because she is a teacher always helps me.

A related problem for many learners is understanding the meaning of relative clauses without introductory relative pronouns.

Another trouble spot is the tendency of some ESL/EFL students, often as a result of transfer from their native language, to use *what* in place of *that*.

*That is the book **what** I want.

ESL/EFL students may also reduce nonessential relative clauses when only essential relative clauses can be reduced:

*Annette is working for a company, going broke.

Finally, learners of English may use a relative pronoun and or relative clause where one does not belong because a different structure is required:

*There are some problems caused by culture shock, **which are** anxiety, depression, and ill health.

Like other grammar elements we have discussed, learning to use relative clauses correctly requires practice. After learners have become familiar with the structure of relative clauses, writing assignments that encourage the production of relative clauses in context are essential.

10.4 Summary

The Relative Pronouns and Relative Adverbs	
Relative pronouns: pronouns that introduce relative clauses; relate clauses or phrases to noun phrase or pronoun	
who	person (or animate) subject
whom	person, object
that	person (informal) thing, concept, idea
which	thing, concept, idea
whose	possession
of which	possession (formal, inanimate)
Relative adverbs: adverbs that introduce relative clauses; relate clauses or phrases to specific types of noun phrases (time, place, reason)	
when	time

(continued)

(continued)

The Relative Pronouns and Relative Adverbs	
where	place
why	reason

Essential Versus Nonessential Relative Clauses	
essential relative clause	nonessential relative clause
• specifies something necessary to the meaning of the clause	• provides additional or supporting information
• identifies or clarifies a specific class or category of something	• extra information not essential to the meaning of the clause
• cannot be left out without changing the meaning of the clause	• if left out, the meaning of the main clause does not change
• no commas offsetting relative clause	• commas offsetting relative clause

Relative Pronouns: Which Versus That	
which	that
• almost never used with people or animals	• commonly used for people, animals, things
• can follow a preposition	• cannot follow a preposition
• used in both essential and nonessential relative clauses	• generally used only with essential relative clauses

Traditional prescriptive grammar allows only *that* in essential clauses and only *which* in nonessential clauses. Native speakers use *that* and *which* interchangeably in nonessential clauses.

10.5 Practice Activities

Activity 1: Forming Relative Clauses

Exercises on relative clauses for ESL/EFL students often consist of sentence combining. In such exercises students are given two sentences and asked to combine them into a relative clause. These exercises are useful in helping learners understand the structure of relative clauses.

1. Combine the following sentences into relative clauses.
2. Discuss whether the relative pronoun is functioning as the subject or object of the relative clause verb phrase.

Example:

That is a portrait of George Washington. George Washington was the first president of the United States

That is a portrait of George Washington *who* was the first president of the United States.
Who is the subject of *was*.

- (a) Nellie and Tom have a car. The car has over 100,000 miles.
- (b) Samantha bought the dress. She liked the dress.
- (c) She showed me a photo of her son. Her son is in the army.
- (d) Karen has a friend. Her friend is a drummer in a rock band.
- (e) The new movie theater opens next month. The new movie theater holds 600 people.
- (f) We saw a person. The person is a famous actress.
- (g) The teacher told stories. The stories were funny.
- (h) Her uncle is a politician. Her uncle is famous
- (i) Marta is one of my closest friends. I've known Marta for eight years.
- (j) The animal sanctuary has been famous for many years. It has received a large donation.

Activity 2: Identifying Relative Pronouns and Relative Adverbs

1. Mark the relative pronouns and relative adverbs in the excerpts.
2. See if you can tell whether they are essential or nonessential.

A.

It's an old Henny Penny supermarket that we renovated in 1976 when Bicentennial money was wandering around like helpless buffalo, and it houses seventeen little shops... and a watering hole called The Barre. This is one of those quiet little bistros where you aren't driven crazy by the constant ringing of cash registers. [Keillor, G. (1993/1982). What did we do wrong? In R. Baker (Ed.), *Russell Baker's book of American humor* (pp. 41–48). New York: Norton.]

B.

What invading species mostly don't do, it turns out, is out-compete native species. Take the case of the American gray squirrel, which was introduced in England in 1876. Dubbed "tree rat" by its detractors, the invader has made a pest of itself in its new land, where it is in the habit of eating flower bulbs and birds' eggs ... [Brudick, A. (2005, May). The truth about invasive species. *Discover*. Retrieved from <http://discovermagazine.com/2005/may/cover>]

C.

But in a period of mass death, when enormous amounts of money and property were suddenly being orphaned, notaries, who made out wills and other legal documents, played an essential role in the maintenance of civil order. [Kelly, J. (2005). *The great mortality: An intimate history of the Black Death, the most devastating plague of all time* (p. 91). New York: HarperCollins.]

D.

"Hope and I heard stories about a monster who lived in the forest, a creature that lived in the forest and ate everything that walked or flew, which is why there is no game in it. [McKinley, R. (1978). *Beauty: A retelling of Beauty & the Beast* (p. 76). New York: HarperTrophy.]

Activity 3: Following the Rules

According to formal prescriptive grammar, there are incorrect relative pronouns in the excerpts below.

1. Find and underline the “incorrect” relative pronouns.
2. Explain why each pronoun is “incorrect” from the perspective of formal prescriptive grammar.

A.

“It never occurred to us that the killer could be someone so charming ...” “Or so handsome ...” “sometimes it’s who you least expect.” Leatrice cleared her throat. “Appearances can be deceiving” [Durham, L. (2005). *Better off wed* (pp. 240–241). New York: Avon Books.]

B.

A hundred miles around and guarded by twelve great gates, the city had blue-water canals, fire brigades, hospitals, and fine broad streets lined with houses upon whose doors were listed the names of every occupant. [Kelly, J. (2005). *The great mortality: An intimate history of the Black Death, the most devastating plague of all time* (p. 33). New York: HarperCollins.]

Activity 4: Identifying Relative Clauses without Relative Pronouns

1. Identify the relative clauses with omitted relative pronouns.
2. Insert the omitted relative pronoun. More than one may be possible. If so, explain why.

A.

Before the informal talk could turn into a news conference she had no intention of giving, she slipped into her black wool coat. [Heggan, C. (2005). *The search* (p. 9). Ontario CA: Mira.]

B.

The country was flush with military success, awash in French war booty, and best of all, England had a king it could love again... [Edward II] was... quite handsome, a trait he shared with his son and successor ... [Kelly, J. (2005). *The great mortality: An intimate history of the Black Death, the most devastating plague of all time* (p. 184). New York: HarperCollins.]

C.

Anxious as she was to find a clue to her husband’s whereabouts, she was equally afraid of the answers she might unearth. For more than 8 months, doubt had simmered behind the anger she wore like armor. [Thompson, C. (2004). *Fatal error* (p. 135). New York: Leisure Books.]

D.

So I went for a hike with a crowd of exceedingly healthy people I had never seen before in my life. It was an easy walk along paths that meandered through the cloud-grass meadows ... [Asaro, C. (1995). *Primary inversion* (p. 157). New York: TOR.]

Activity 5: Identifying the Clauses in a Complex Sentence

The following excerpts contain examples of adverbial and relative clauses.

1. Label the adverbial clauses AC.

- Mark the subordinators.

2. Label the relative clauses RC.

- Mark the relative pronouns.

A.

While the sparkling twenty-somethings in *The Decameron* are fictional, the account of the plague that precedes their conversation in the church is not. [Kelly, J. (2005). *The great mortality: An intimate history of the Black Death, the most devastating plague of all time* (p. 105). New York: HarperCollins.]

B.

The upheaval in cosmology that took place in the 1920s was unusual because the established model of an eternal universe came under simultaneous attack on both fronts. [Singh, S. (2005). *Big bang: The origin of the universe* (p. 268). New York: HarperCollins.]

C.

When I was a college student in the seventies, Transcendental Meditation had become a vehicle of self-discovery and a discipline that brought welcome clarity to eighteen credit hours of graduate work and two part-time jobs. [Shafir, R. (2001). *The Zen of listening* (p. 6). Wheaton, IL: Quest Books.]

D.

Once Mr. Quinn's classroom was identified as the site for the study, I asked him to help me identify five native speakers of English who represented a range along a continuum in their abilities to independently and successfully complete a rigorous, linguistically and academically demanding project like the Senior Exhibition. Since Mr. Quinn had taught the same class of students the previous year, he had sufficient experience with them and their work to guide his decision making. [Enright, K.A. (2010). Language and literacy for a new mainstream (p. 92). *American Educational Research Journal*, 48(1), 80-118.)

Activity 6: Identifying Reduced Relative Clauses

Underline the reduced relative clauses. Give the full form.

A.

Eragon's stay is disrupted by news of an Urgal army approaching through the dwarves' tunnel. [Paolini, C. (2005). *Eldest: Inheritance book 2* (p. xvi). New York: Alfred A. Knopf.]

B.

I was intrigued by one display at the interpretive center, lying flat in a glass case. It was a facsimile reproduction of a journal entry made in May 1850 by an Oregon Trail pioneer from Indiana, Margaret Frink, describing the scene from the rise above the river that I had just left. [Buck, R. (2015). *The Oregon Trail: A new American journey*. Kindle iPad Version. Retrieved from [Amazon.com](https://www.amazon.com)]

C.

A new study by this group, presented at the 2005 World Garlic Symposium in April, found that when heart patients who were already taking cholesterol-lowering statin drugs added aged garlic extract supplements to their regimens, they showed additional improvement over simply taking the medication alone. [Downey, M. (2005). Garlic. *Better Nutrition*, 6, 8.]

Activity 7: Ungrammatical Sentences

1. Look at the following sentences.
2. Explain why they are ungrammatical according to Standard American English.
 - (a) The mountain who is the highest in the world is Mt. Everest.
 - (b) The book what I liked best was *Harry Potter and the Goblet of Fire*.
 - (c) The man, which my sister decided to marry, she met on the Internet.

Activity 8: Longer Complex Clauses

This activity reviews different types of clauses we have explored so far: subordinate clauses and reduced subordinate clauses from Chap. 9, and relative clauses from this chapter.

1. Identify the different types of clauses.
2. If a subordinate or relative clause is reduced, provide the full form.
3. If a relative pronoun is omitted, provide it. (There may be more than one possibility.)

A.

Fully grown mules tend to have the height and musculature of their mother, while inheriting the physique and more nimble legs of their jack father ... When mature, the hybrid offspring weight as much as seven hundred pounds less than their mother, giving the finished mule an extraordinary strength-to-weight ratio and agility far beyond its roots in the horse. [Buck, R. (2015). *The Oregon Trail: A new American journey*. Kindle iPad Version. Retrieved from [Amazon.com](https://www.amazon.com)]

B.

They knew that the bustling tent cities and outfitting depots mushrooming around the jumping-off towns created market conditions favorable to them ... Once safely ferried across the Missouri, the wagon trains disappeared beyond the bluffs into a prairie wilderness that was, literally, a no-man's land, a vaguely mapped "Northwest Territory," or "Indian Country," large parts of which were disputed by Mexico, Great Britain, and the United States. [Buck, R. (2015). *The Oregon Trail: A new American journey*. Kindle iPad Version. Retrieved from [Amazon.com](https://www.amazon.com)]

Activity 9: Error Analysis

The following excerpts were written by ESL students. There are relative clause errors. Because these excerpts have not been edited, there are other errors also.

1. What errors are the learners making?
2. What teaching suggestions can you offer? Focus **only** on the problems the learners are having with **relative clauses**.

A.

I think that a hobby, which is reading a book, is a good hobby for children. It doesn't have to be a difficult book. There are lots of people still do not know how to pronounce all words.

B.

In my reading, described the story of the immigrant family, I found the message of hope. The author said that there are some difficulties faced by immigrants caused by language, which is the inability to communicate with the host country people. There are also other problems that are lack of ability to get a good job, or missing family, or feeling everything strange.

10.6 Answer Key

Discussion: Discovery Activity 1

Excerpt A

which was quickly followed by three others on the island; nonessential
which is approximately the size of West Virginia; nonessential

Excerpt B

that spread as far away as Atlanta and Birmingham; essential

Excerpt C

whose name Gail had already forgotten; nonessential

Excerpt D

that was my own first language; essential
who was working this land; nonessential

Discussion: Discovery Activity 3

who	Sentences (a), (b), (d), (e), (h), and (j)
whom	Sentences (c), (f), (g), and (i)

Discussion: Discovery Activity 4

- The relative pronouns can only be omitted in Sentences (b), (c), and (f).
- They can be omitted in these sentences because they are the objects of the verb phrases.
- In Sentence b, the formal form of the relative pronoun is *whom*, not *who* because it is in object position.

Discussion: Discovery Activity 5

In very formal English, *whom* is the preferred object relative pronoun. *Who* is commonly used for both subject and object position. *That* is also used to refer to people, although frowned upon in formal English.

- (a) The textbook that Nora bought cost over \$100.
- (b) The new flight attendants whom/who/that the airline had hired quit last week.
- (c) The children got all the toys that they asked for.
- (d) He finally met the woman whom/who/that he wanted to marry.
- (e) The animal shelter has many wonderful animals that you can adopt.
- (f) The movie that the kids rented was PG-13.
- (g) The science teacher whom/who/that all the students love is retiring at the end of the year.
- (h) Tina bought the car that my brother was selling.

Discussion: Discovery Activity 6*Excerpt A*

- *that* moves the lever
- the lever is trying to move; relative pronoun *that* omitted
- *on which* the lever moves; preposition *on* necessary before *which* to specify place or location

Excerpt B

- *whose* cultures are the products of long histories

Excerpt C

- they could bring back to camp and process; relative pronoun *that* omitted
- *that* were too heavy to be carried easily from place to place
- *that* were revisited again and again
- we find among modern day ...; relative pronoun *that* omitted

Excerpt D

- I committed; relative pronoun *that* omitted
- a dark-haired girl I repeatedly called Claire; relative pronoun *who(m)/that* omitted

Discussion: Discovery Activity 7

Excerpt A

who	modifying <i>heroic knights</i> , subject of <i>slew</i>
-----	--

Excerpt B

that	modifying <i>magical property</i> , subject of <i>prevented</i>
who	modifying <i>the warrior</i> , subject of <i>wore</i>

Excerpt C

which	modifying <i>scabbard</i> , subject of <i>would not permit</i>
who	modifying <i>Morgan</i> , subject of <i>stole</i>

Excerpt D

whom	modifying <i>the two extras</i> , object of <i>conversed</i>
------	--

Excerpt E

that	modifying <i>the letter</i> , subject of <i>needs to be retyped</i> (passive infinitive)
that	modifying <i>the team</i> , subject of <i>cannot produce results</i>
who	modifying <i>the physician</i> , subject of <i>faces</i>

Discussion: Discovery Activity 8

Excerpt A

She pushed open the door and battled her way through bucolic humanity to the side bar *where* (**relative adverb, modifying *the side bar*, introducing relative clause**) the cast and crew *who* (**relative pronoun, modifying *the case and crew*, introducing relative clause**) were allowed to stay out after ten o'clock had gathered in a dismal group.

Excerpt B

I know a man *who* (**relative pronoun, modifying *a man*, introducing relative clause**) runs an important media business *who* (**relative pronoun, modifying *a man*, even though not immediately preceding, introducing relative clause**) suffers terribly *before* (**subordinator introducing adverbial clause of time**) he

gives a speech, *who* (**relative pronoun, modifying *a man*, even though not immediately preceding, introducing relative clause**) in fact for 20 years devoted considerable energy and ingenuity to successfully avoiding ever having to make one...

Excerpt C

In winter waist-high snowfields transform the western steppe into an immense featureless sea *that* (**relative pronoun, modifying *an immense featureless sea*, introducing relative clause**) billows and swirls *when* (**subordinator introducing adverbial clause of time**) the Arctic wind whips down from the Siberian tundra.

Excerpt D

Because (**subordinator introducing adverbial clause of reason**) he was certainly not busy enough writing newspapers, creating the library system, and inventing various scientific innovations, Franklin also composed classical music and learned how to play the violin, the harp, and the guitar as well, *while* (**subordinator introducing adverbial clause of time**) also becoming one of the first people *who* (**relative pronoun, modifying *first people*, introducing relative clause**) learned to play chess in the American colonies.

Discussion: Discovery Activity 9

Part I

Excerpt A

where	modifying <i>a ramp</i>
-------	-------------------------

Excerpt B

why	modifying <i>reasons</i>
-----	--------------------------

Excerpt C

when	two instances, both modifying <i>times</i>
------	--

Excerpt D

where	modifying <i>a man-made private development</i>
-------	---

Part II*Excerpt A*

from which could be substituted for *where*

Excerpt B

that could be substituted for *why*, although somewhat awkward and less common

Excerpt C

that could be substituted for both instances of *when*

Excerpt D

at which or *in which* could be substituted for *where*; more formal and less common

Discussion: Discovery Activity 10

- (a) The cat went after the dog ~~that tried~~ *trying* to chase her.
- (b) The trophy ~~that was~~ awarded at the end of the season went to the best new player.
- (c) I have a friend ~~who hopes~~ *hoping* to get on reality TV.
- (d) The movie star ~~who is~~ on Blair's favorite show graduated from my high school.
- (e) After dark, the boys ~~who were~~ ice skating in the park went home.

Discussion: Discovery Activity 11*Excerpt A*

Most of us are not great leaders (*who are*) speaking at great moments. Most of us are businessmen (*who are*) rolling out next year's financial goals, or teachers at a state convention (*who are*) making the case for a new curriculum, or nurses at a union (*who are*) meeting explaining the impact of managed care on the hospitals in which we work.

Excerpt B

She saw people (*who were*) sitting under a mildewed bus shelter, others (*who were*) walking a path along the side of the road ... Closer to the city, they followed a truck (*which was*) laying down a fog of blue smoke through a quivering exhaust pipe... The Vegas lived in a sprawling, flat-roofed tri-level (*that/which had been/or which/that was*) built around 1950 for someone with a great deal of money.