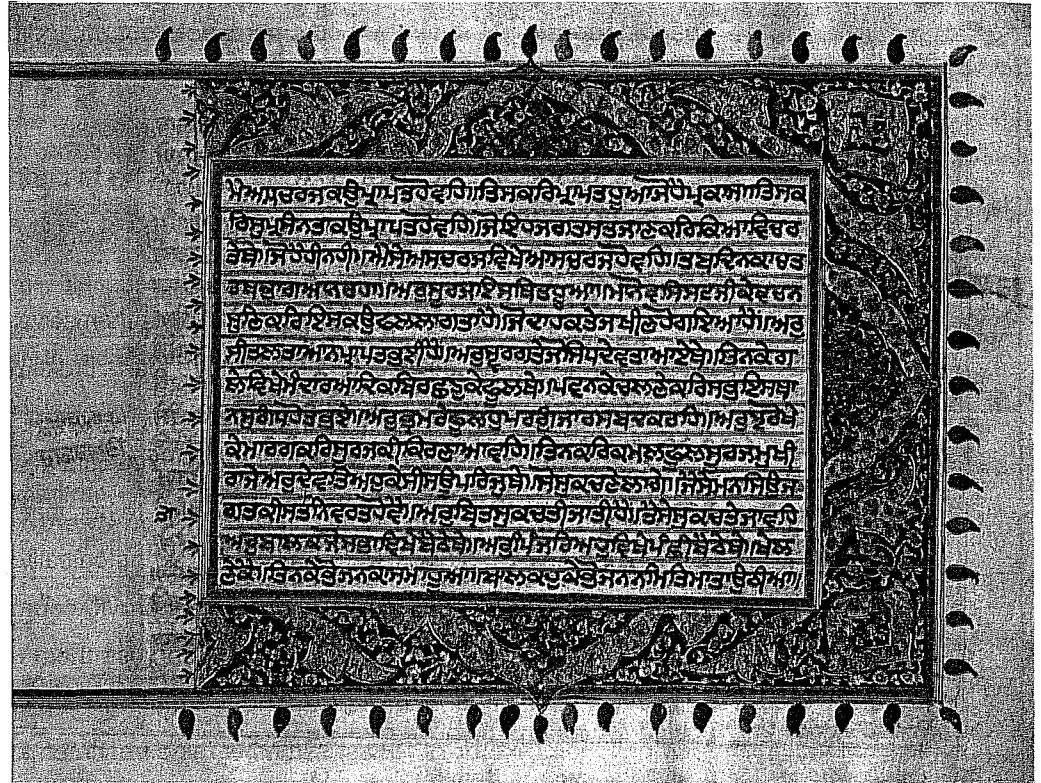


## Adjective Clauses



Hindu calligraphy

An **adjective clause** is a dependent clause that functions as an adjective. That is, it modifies (gives more information about) a noun or pronoun.

ADJECTIVE CLAUSE

The first thanksgiving feast in the United States, **which took place in 1621**, lasted three days.

ADJECTIVE CLAUSE

Everyone **who studied for the exam** passed it easily.

ADJECTIVE CLAUSE

The award **that Mario received** was for his volunteer work.

In the first sentence, *which took place in 1621* is an adjective clause that gives more information about the noun phrase *the first thanksgiving feast in the United States*. This noun phrase is called the **antecedent** of the adjective clause.

What is the adjective clause in the second sentence? What is the antecedent? Is the antecedent a noun or a pronoun? What is the adjective clause in the third sentence? What is the antecedent?

Adjective clauses are one way to improve your writing style because they use subordination to connect ideas. Subordination, rather than coordination (using lots of *ands* and *buts* to connect ideas) is the mark of a mature writing style. However, take care not to use too many adjective clauses. A paragraph or essay that is filled with too many *who*'s and *which*'s is not good either.

## Relative Pronouns and Adverbs

An adjective clause begins with a **relative pronoun** or **relative adverb**.

PRONOUNS	<b>who, whom, whose, that</b>	refer to people
	<b>which, whose, that</b>	refer to animals and things
ADVERBS	<b>when, where</b>	refer to a time or a place

### Position of Adjective Clauses

To avoid confusion, an adjective clause should come right after its antecedent.

CONFUSING	He left the gift in his friend's car <b>that he had just bought</b> . ( <i>It is not clear whether the adjective clause modifies car or gift.</i> )
CORRECTED	He left the gift <b>that he had just bought</b> in his friend's car. ( <i>The adjective clause clearly modifies gift.</i> )

In the following examples, notice that the adjective clause comes immediately after the antecedent *scientists* no matter where *scientists* appears in the sentence.

Scientists **who study fossils** are called paleontologists.

The government awards large contracts each year to scientists **who do research for the government**.

Occasionally, other words may come between the antecedent and the adjective clause.

Recently, a friend of mine at the University of Toronto, **who is majoring in electrical engineering**, received a government grant to study airport runway lighting.

Yesterday I spent an hour in the library reading the article from Scientific American **that the instructor had put on reserve**.

Sometimes an adjective clause modifies an entire sentence. In this case, it comes at the end of the sentence. The relative pronoun is always *which*, and the clause is always nonrestrictive.

The team won the championship, which shocked the opponents.

## Verb Agreement in Adjective Clauses

The verb in an adjective clause agrees in number with its antecedent. Compare these two sentences:

An employee **who works part-time** usually receives no benefits.

*(The verb **works** is singular to agree with the singular antecedent employee.)*

Employees **who work part-time** usually receive no benefits.

*(The verb **work** is plural to agree with the plural antecedent employees.)*

## Punctuation of Adjective Clauses

Adjective clauses are either **restrictive** (necessary) or **nonrestrictive** (unnecessary).

- A restrictive clause is necessary because it identifies its antecedent for the reader. Do not use commas with restrictive clauses.
- A nonrestrictive clause is not necessary to identify its antecedent; it merely gives the reader some extra information about it. Because you can omit a nonrestrictive clause without loss of meaning, separate it from the rest of the sentence with commas.
- The relative pronoun *that* is used in restrictive clauses only. *Which* is used in nonrestrictive clauses only. The other relative pronouns and adverbs can be used in both restrictive and nonrestrictive clauses.

**Restrictive (necessary): no commas**

The professor **who teaches my biology class** won a Nobel Prize two years ago.

*(Which professor won a Nobel Prize two years ago? The clause **who teaches my biology class** is necessary to identify the professor.)*

He won the prize for research **that might lead to a cure for AIDS**.

*(For which research did he win the prize? We need the clause **that might lead to a cure for AIDS** to tell us.)*

**Nonrestrictive (unnecessary): commas**

Professor Jones, **who teaches my biology class**, won a Nobel Prize two years ago.

*(The person who won a Nobel Prize is identified by his name, so the clause **who teaches my biology class** is extra, unnecessary information about Professor Jones. If it were omitted, we would still know which person won the Nobel Prize.)*

He won the prize for his research into the structure of T-cells, **which might lead to a cure for AIDS**.

*(We already know which research he won the prize for: his research into the structure of T-cells. The information **which might lead to a cure for AIDS** is not necessary to identify the research; it merely gives us extra information about it.)*

Identify and punctuate sentences with adjective clauses.

### PRACTICE 1

#### Restrictive and Nonrestrictive Clauses

**Step 1** Underline the adjective clause or clauses in each sentence. (Some sentences have two.)

**Step 2** In the space next to the sentence, write *R* for a restrictive and *NR* for a nonrestrictive clause.

**Step 3** Add commas to the nonrestrictive clauses.

The first two have been done for you as examples.

- R   1. Families whose incomes are below a certain level pay no income tax.
- NR  2. My family, whose income is more than \$50,000, pays about 25 percent income tax.
- \_\_\_\_\_ 3. The sun which in 40 minutes can produce enough solar energy to meet humankind's needs for a year is one of Earth's potential sources of power.
- \_\_\_\_\_ 4. We are at the beginning of a medical computer revolution, according to an article that appeared in *Time* magazine
- \_\_\_\_\_ 5. A medical computer is a machine that analyzes the results of laboratory tests and electrocardiograms.
- \_\_\_\_\_ 6. A physician who feeds a patient's symptoms into a computer receives a list of diseases that fit the symptoms of that patient.
- \_\_\_\_\_ 7. Laser beams which are useful in both medicine and industry were first predicted in science fiction stories 75 years ago.
- \_\_\_\_\_ 8. The country that has the highest per capita<sup>1</sup> income is not the United States which is in third place.
- \_\_\_\_\_ 9. Kuwait which is a small country in the Middle East is in first place.
- \_\_\_\_\_ 10. It was a thrilling experience to meet the author of the book that we had been reading all semester.
- \_\_\_\_\_ 11. The public is highly critical of the tobacco industry whose profits have been increasing in spite of the health risks of smoking.
- \_\_\_\_\_ 12. Carbohydrates which are composed of carbon, hydrogen, and oxygen are organic compounds.
- \_\_\_\_\_ 13. People who use body language<sup>2</sup> to express themselves are interesting to watch.
- \_\_\_\_\_ 14. My brother-in-law who is from Italy moves his hands a lot when he is talking.
- \_\_\_\_\_ 15. The man whom the president nominated to the Supreme Court is an experienced and respected judge.
- \_\_\_\_\_ 16. X-ray machines are gradually being replaced by machines that can provide clearer, more detailed images of the human body, its tissues, and its organs.
- \_\_\_\_\_ 17. X-ray machines are gradually being replaced by CAT scanners and MRI devices which can provide clearer, more detailed images of the human body, its tissues, and its organs.
- \_\_\_\_\_ 18. The company promised to reimburse<sup>3</sup> everyone who had bought a defective<sup>4</sup> product.
- \_\_\_\_\_ 19. Students whose grade point averages fall below 2.0 will be placed on probation.
- \_\_\_\_\_ 20. She plans to marry her childhood sweetheart whom she has known since they were five years old.

<sup>1</sup>per capita: per person (literally, "per head" in Latin)

<sup>2</sup>body language: communication by body movements

<sup>3</sup>reimburse: pay money back to

<sup>4</sup>defective: flawed, not in working condition

## Kinds of Adjective Clauses

There are different types of adjective clauses. In each different type, the relative pronoun has a different function. It may be a subject or an object in its own clause, or it may replace a possessive word.

### Relative Pronouns as Subjects

A relative pronoun can be the subject of its own clause.

Subject Relative Pronouns	
who, which, that	American football, <sup>s</sup> <b>which</b> <sup>v</sup> <b>is</b> the most popular sport in the United States, began at Harvard University.

In this pattern, *who*, *which*, and *that* can be either singular or plural. Make the verb agree with the antecedent.

I have not read the **magazine** that **is lying** on the coffee table.  
*(The verb **is lying** is singular to agree with the singular antecedent magazine.)*

I have not read the **magazines** that **are lying** on the coffee table.  
*(The verb **are lying** is plural to agree with the plural antecedent magazines.)*

The following examples show you how to combine two sentences to make a new sentence containing a subject pattern adjective clause.

For People	
Restrictive <b>who, that</b>	People save time and energy. <del>They</del> use microwave ovens. People <b>who use microwave ovens</b> save time and energy. People <b>that use microwave ovens</b> save time and energy. ( <i>informal</i> )
Nonrestrictive <b>who</b>	Microwave cooking is not popular with most professional chefs. <del>Professional chefs</del> say that fast cooking does not allow flavors to blend. Microwave cooking is not popular with most professional chefs, <b>who say that fast cooking does not allow flavors to blend.</b>
For Animals and Things	
Restrictive <b>that</b>	Ovens are capable of cooking food quickly. <del>They</del> use microwave energy. Ovens <b>that use microwave energy</b> are capable of cooking foods quickly.
Nonrestrictive <b>which</b>	An electron tube in the oven produces microwaves. <del>Microwaves</del> cook by agitating <sup>1</sup> the water molecules in food. An electron tube in the oven produces microwaves, <b>which cook by agitating the water molecules in food.</b>

<sup>1</sup>agitating: moving very quickly

**PRACTICE 2****Relative  
Pronouns  
as Subjects**

- A. Combine the two sentences in each pair to make a new complex sentence containing an adjective clause in the subject pattern.

**Step 1** Change the subject of the second sentence to a relative pronoun. Use *who*, *which*, or *that* as appropriate.

**Step 2** Combine the two sentences, placing the adjective clause as close to its antecedent as possible.

**Step 3** Add commas if necessary.

The first one has been done for you as an example.

- John Fish explained the complex structure of DNA. He is a research chemist.  
John Fish, who is a research chemist, explained the complex structure of DNA.
- While he lectured, he showed us a slide. The slide diagrammed the double helix structure of DNA.

- Words in English are often difficult for foreigners to pronounce. They begin with the consonants *th*.

- Foreigners also have difficulty with English spelling. English spelling is not always consistent with its pronunciation.

- Anyone must have a logical mind. He or she wants to be a computer programmer.

- Fans quickly lose interest in a sports team. The team loses game after game.

- B. Write six sentences that contain adjective clauses in the subject pattern. Use the following prompts. The first one has been done for you as an example.

1. I do not know anyone who does not like chocolate ice cream.

2. My father, who \_\_\_\_\_

3. \_\_\_\_\_ is a sport that \_\_\_\_\_

4. \_\_\_\_\_ is soccer, which \_\_\_\_\_

5. The school subject that \_\_\_\_\_

6. The school subjects that \_\_\_\_\_

## Relative Pronouns as Objects

A relative pronoun can be an object in its own clause.

Object Relative Pronouns	
whom, which, that, Ø (no pronoun)	The address <sup>o</sup> <del>that</del> <sup>s</sup> <del>he</del> <sup>v</sup> gave me was incorrect.

*Note:* You can omit *that* in object pattern clauses only.

The address **he gave me** was incorrect.

The following examples show you how to combine two sentences to make a new sentence containing an object pattern adjective clause.

For People	
Restrictive whom, that, Ø	The professor is chair of the English Department. You should see <del>the professor</del> . The professor <b>whom you should see</b> is chair of the English Department. The professor <b>that you should see</b> is chair of the English Department. ( <i>informal</i> ) The professor <b>you should see</b> is chair of the English Department.
Nonrestrictive whom	Dr. White is an ecologist. You met <del>Dr. White</del> in my office. Dr. White, <b>whom you met in my office</b> , is an ecologist.
For Animals and Things	
Restrictive that, Ø	The book was written in German. The professor translated <del>the book</del> . The book <b>that the professor translated</b> was written in German. The book <b>the professor translated</b> was written in German.
Nonrestrictive which	Environmental science is one of the most popular courses in the college. Dr. White teaches <del>environmental science</del> . Environmental science, <b>which Dr. White teaches</b> , is one of the most popular courses in the college.

### PRACTICE 3

#### Relative Pronouns as Objects

- A. Combine the two sentences in each pair to make a new sentence containing an adjective clause in the object pattern.

**Step 1** Change the object in the second sentence to a relative pronoun. Use *whom*, *which*, *that*, or no pronoun, as appropriate. Move the relative pronoun to the beginning of its clause.

**Step 2** Combine the two sentences, placing the new adjective clause as close to its antecedent as possible.

**Step 3** Add commas if necessary.

**Step 4** Write the sentences as a paragraph in the space provided.

The first one has been done for you as an example.

1. Albert Einstein was a high school dropout. The world recognizes him as a genius.
2. As a young boy, Einstein had trouble in elementary and high school. He attended these schools in Germany.
3. He did poorly in certain subjects such as history and languages. He disliked them.
4. The only subjects were mathematics and physics. He enjoyed them.
5. He developed theories. We use his theories to help us understand the nature of the universe.
6. Einstein is best known for his general theory of relativity. He began to develop this theory while living in Switzerland.

*Albert Einstein, whom the world recognizes as a genius, was a high school dropout.*

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**B.** Write five sentences of your own that contain adjective clauses in the object pattern. Use the prompts given, and then write two sentences of your own. Write both restrictive and nonrestrictive clauses.

1. My mother, whom \_\_\_\_\_
2. \_\_\_\_\_ the homework that \_\_\_\_\_
3. \_\_\_\_\_ someone whom \_\_\_\_\_
4. The islands of Hawaii, which \_\_\_\_\_
5. The television program that \_\_\_\_\_



## Possessive Adjective Clauses

In possessive adjective clauses, the relative pronoun *whose* replaces a possessive word such as *Mary's*, *his*, *our*, *their*, *the company's*, or *its*. Possessive adjective clauses can follow the subject or the object pattern.

In the subject pattern, the *whose* + noun phrase is the subject of the adjective clause. In the object pattern, the *whose* + noun phrase is the object in the adjective clause.

### Notes

1. Some writers feel that *whose* should be used to refer only to people. For animals and things, they recommend using *of which*. Compare:

I returned the book **whose cover** was torn.

I returned the book, **the cover of which** was torn.

Other writers use *whose* in all but the most formal writing (such as legal documents).

2. You have learned that the verb in an adjective clause agrees with the antecedent.

The **student who is working** alone is a friend of mine.

The **students who are working** together are also friends of mine.

Now learn the exception: When *whose* + noun is the subject of an adjective clause, the verb agrees with that noun.

She takes care of two children whose mother **works** at night.

(The verb **works** is singular to agree with mother.)

She takes care of two children whose parents **work** at night.

(The verb **work** is plural to agree with parents.)

The following examples show you how to combine two sentences to make a new sentence containing a subject pattern possessive adjective clause.

For People, Animals, and Things: Subject Pattern	
Restrictive <b>whose</b>	Opportunities are increasing for graduates. <del>Graduates'</del> degrees are in computer engineering. Opportunities are increasing for graduates <b>whose degrees are in computer engineering</b> .
Nonrestrictive <b>whose</b>	Santa Claus is the symbol of Christmas gift-giving. <del>His</del> jolly figure appears everywhere during the Christmas season. Santa Claus, <b>whose jolly figure appears everywhere during the Christmas season</b> , is the symbol of Christmas gift-giving.

The following examples show you how to combine two sentences to make a new sentence containing an object pattern possessive adjective clause.

For People, Animals, and Things: Object Pattern	
Restrictive <b>whose</b>	The citizens protested. The government had confiscated <sup>1</sup> <del>their</del> property. The citizens <b>whose property the government had confiscated</b> protested.
Nonrestrictive <b>whose</b>	<i>Consumer Reports</i> magazine publishes comparative evaluations of all kinds of products. Shoppers trust <del>the magazine's</del> research. <i>Consumer Reports</i> , <b>whose research shoppers trust</b> , publishes comparative evaluations of all kinds of products.

**PRACTICE 4**

*Possessive Adjective Clauses*

A. Combine the two sentences in each pair to make a new sentence containing a possessive adjective clause in the subject pattern.

**Step 1** Find a possessive expression in the second sentence and change it to *whose*.

**Step 2** Combine the two sentences, placing the new adjective clause as close to its antecedent as possible.

**Step 3** Add commas if necessary.

1. Maya Angelou tells about her early life in her book *I Know Why the Caged Bird Sings*. Her childhood was difficult.

Maya Angelou, whose childhood was difficult, tells about her early life in her book *I Know Why the Caged Bird Sings*.

2. Securities Corporation's president is a man. His expertise<sup>2</sup> on financial matters is well known.

\_\_\_\_\_

\_\_\_\_\_

3. First National Bank tries to attract female customers. The bank's president is a woman.

\_\_\_\_\_

\_\_\_\_\_

4. Companies conduct market research to discover trends among consumers. Consumers' tastes change rapidly.

\_\_\_\_\_

\_\_\_\_\_

5. A manufacturer can offer lower prices. Its costs are lower because of mass production.

\_\_\_\_\_

\_\_\_\_\_

<sup>1</sup>**confiscated:** taken by an authority, such as a government, teacher, or parent, without payment

<sup>2</sup>**expertise:** skill, knowledge

B. Follow the steps in Part A to combine the two sentences in each pair to make a new sentence containing a possessive adjective clause in the object pattern.

1. Maya Angelou is one of the most famous female poets in the United States. We have been reading Maya Angelou's poetry in our English class.

Maya Angelou, whose poetry we have been reading in our English class, is one of the most famous female poets in the United States.

2. John is dating a girl. I keep forgetting the girl's name.

\_\_\_\_\_

\_\_\_\_\_

3. Any company has a better chance of success. Consumers easily recognize its logo or symbol.

\_\_\_\_\_

\_\_\_\_\_

4. McDonald's has restaurants all around the globe. Most people recognize its golden arches.

\_\_\_\_\_

\_\_\_\_\_

C. Write three sentences containing possessive adjective clauses in either the subject or the object pattern. Use the following prompts.

1. the lost child, whose photograph

\_\_\_\_\_

\_\_\_\_\_

2. my cousin, whose car

\_\_\_\_\_

\_\_\_\_\_

3. teachers whose classes

\_\_\_\_\_

\_\_\_\_\_

**Relative Pronouns as Objects of Prepositions**

A relative pronoun can be the object of a preposition in its own clause.

Object Relative Pronouns	
whom, which, that, Ø (no pronoun)	The address to which I sent my application was incorrect.

These adjective clauses are formed in two ways: the formal way and the informal way.

(a) In the formal way, the preposition and relative pronoun are together at the beginning of the clause:

**for whom** I did a favor

**to which** I sent my application

**with whom** I shared a secret

**in which** the gift was wrapped

(b) In the informal way, the pronoun comes at the beginning and the preposition at the end of the clause:

**whom** I did a favor **for**                      **which** I sent my application **to**  
**whom** I shared a secret **with**              **that** the gift was wrapped **in**

When should you use the informal way, and when should you use the formal way? In all but the most formal writing (master’s theses, Ph.D. dissertations, legal documents, or business reports, for example), the informal pattern is probably acceptable. English has no academic or governmental authority that issues rules about correctness. Standards vary. In your classes, some teachers will require you to write only formal English, while others will accept informal usage. Always ask if you are not sure.

The following examples show you how to combine two sentences to make a new sentence containing an adjective clause. Sentence (a) is formal; all of the (b) sentences are informal.

<b>For People</b>	
Restrictive <b>whom, that, Ø</b>	The candidate lost the election. I voted for <del>the candidate</del> . (a) The candidate <b>for whom I voted</b> lost the election. (b) The candidate <b>whom I voted for</b> lost the election. The candidate <b>that I voted for</b> lost the election. The candidate <b>I voted for</b> lost the election.
Nonrestrictive <b>whom</b>	Mayor Pyle lost the election. I voted for <del>Mayor Pyle</del> . (a) Mayor Pyle, <b>for whom I voted</b> , lost the election. (b) Mayor Pyle, <b>whom I voted for</b> , lost the election.
<b>For Animals and Things</b>	
Restrictive <b>which, that, Ø</b>	No one had read the book. He quoted from the <del>book</del> . (a) No one had read from the book <b>from which he quoted</b> . (b) No one had read the book <b>which he quoted from</b> . No one had read the book <b>that he quoted from</b> . No one had read the book <b>he quoted from</b> .
Nonrestrictive <b>which</b>	The President’s Scholarship was awarded to someone else. John had applied for <del>the President’s Scholarship</del> . (a) The President’s Scholarship, <b>for which John had applied</b> , was awarded to someone else. (b) The President’s Scholarship, <b>which John had applied for</b> , was awarded to someone else.

**PRACTICE 5****Relative  
Pronouns  
as Objects  
of Prepositions**

A. Combine sentences to make a new sentence containing an adjective clause.

**Step 1** Change the sentence with the underlined prepositional phrase to an adjective clause.

**Step 2** Combine it with the first sentence. Write each new sentence twice, (a) in the formal pattern and (b) in any of the possible informal patterns.

The first one has been done for you as an example.

1. Finding reasonably priced housing in big cities is a problem. Many young people are concerned about the problem.

(a) Finding reasonably priced housing in big cities is a problem about which many young people are concerned.

(b) Finding reasonably priced housing in big cities is a problem that many young people are concerned about.

2. Affordable apartments are scarce. Young people would like to live in them.

(a) \_\_\_\_\_

(b) \_\_\_\_\_

3. Of course, many young people share apartments, but they have to take care in choosing the people. They will share living space and expenses with these people.

(a) \_\_\_\_\_

(b) \_\_\_\_\_

4. Living with people can be stressful, but it can also be fun. You are not related to the people.

(a) \_\_\_\_\_

(b) \_\_\_\_\_

5. In many countries, young people continue to live with their parents in the same house. They grew up in that house.

(a) \_\_\_\_\_

(b) \_\_\_\_\_

6. In the United States, young people do not want to live with their parents. They typically declare their independence from their parents at age 18.

(a) \_\_\_\_\_

(b) \_\_\_\_\_

B. Now write sentences of your own. Write two sentences in the informal pattern and two in a formal pattern. Use the prompts suggested.

1. Informal pattern

(a) The package that \_\_\_\_\_ for finally arrived.

(b) Uncle Charlie, whom \_\_\_\_\_ with, is going to spend Thanksgiving with his friends this year.

2. Formal pattern

- (a) I have received no response from your Customer Service Department, to which \_\_\_\_\_
- (b) The person to whom \_\_\_\_\_ called me yesterday with a job offer.

**Relative Pronouns in Phrases of Quantity and Quality**

A relative pronoun can occur in phrases of quantity and quality.

<b>Quantity Relative Pronouns</b>	
<p>some of whom all of whom each of which both of which, etc.</p>	<p>He gave two answers, <b>both of which</b> were correct.</p> <p>The top students, <b>all of whom</b> graduated with honors, received scholarships.</p>
<b>Quality Relative Pronouns</b>	
<p>the best of whom the oldest of whom the most important of which, etc.</p>	<p>She has three daughters, <b>the oldest of whom</b> is studying abroad.</p> <p>The comedian's jokes, <b>the funniest of which</b> I had heard before, were about politics.</p>

These adjective clauses can follow either the subject or the object pattern, and they are always nonrestrictive; that is, they are always used with commas.

The following examples show you how to combine two sentences to make a new sentence containing an adjective clause with an expression of quantity or quality. Notice that the relative pronoun is always *of whom* or *of which*.

<b>For People</b>	
<p>Nonrestrictive of whom</p>	<p>The citizens of Puerto Rico are well educated. Ninety percent of <del>them</del> are literate.<sup>1</sup></p> <p>The citizens of Puerto Rico, <b>ninety percent of whom</b> are <b>literate</b>, are well educated.</p>
<b>For Animals and Things</b>	
<p>Nonrestrictive of which</p>	<p>There are many delicious tropical fruits in Puerto Rico. I have never tasted most of <del>them</del> before.</p> <p>There are many delicious tropical fruits in Puerto Rico, <b>most of which</b> I have never tasted before.</p>

<sup>1</sup>literate: able to read and write

**PRACTICE 6**

**Adjective clauses  
with Phrases  
of Quantity  
and Quality**

A. Change the second sentence in each pair to an adjective clause, and combine it with the first sentence. The first one has been done for you as an example.

1. There is a chain of islands in the Caribbean Sea. The most charming of the islands is Puerto Rico.

There is a chain of islands in the Caribbean Sea, the most charming of which is Puerto Rico.

2. Puerto Rico attracts thousands of visitors. Most of them come for the sunny weather, the beautiful beaches, and the Spanish atmosphere.

\_\_\_\_\_

3. Puerto Rico has many historic sites. The most famous of them are in the Old San Juan area of the capital city.

\_\_\_\_\_

4. Puerto Rico's economy is growing. The most important sector<sup>1</sup> of the economy is clothing manufacturing.

\_\_\_\_\_

5. Puerto Ricans have strong ties to the United States. All of them are U.S. citizens.

\_\_\_\_\_

6. Puerto Rico has three political parties. One of them favors Puerto Rico's becoming a state.

\_\_\_\_\_

B. Complete the sentences.

1. The presidential candidate spoke about his qualifications, the most impressive of which \_\_\_\_\_

2. The doctors in the free clinic, most of whom \_\_\_\_\_

\_\_\_\_\_

**Adjective  
Clauses  
of Time  
and Place**

Adjective clauses can also be introduced by the relative adverbs *when* and *where*.

Relative Adverbs	
when, where	Ramadan is the month <b>when</b> devout Muslims fast. The Saudi Arabian city of Mecca, <b>where</b> Mohammed was born, is the holiest city in Islam.

<sup>1</sup>sector: part, division

These clauses refer to a time or a place, and they can be restrictive or nonrestrictive. In the following examples, notice how *when* and *where* replace entire prepositional phrases such as *during that night* and *in Berlin*.

Time	
Restrictive <b>when</b>	<p>The lives of thousands of Germans suddenly changed on the night. East German soldiers began building the Berlin Wall <del>during that night</del>.</p> <p>The lives of thousands of Germans suddenly changed on the night <b>when East German soldiers began building the Berlin Wall</b>.</p>
Nonrestrictive <b>when</b>	<p>On November 9, 1989, their lives changed again. The wall was torn down <del>on November 9, 1989</del>.</p> <p>On November 9, 1989, <b>when the wall was torn down</b>, their lives changed again.</p>
Place	
Restrictive <b>where</b>	<p>The city was suddenly divided. Citizens had lived, worked, and shopped relatively freely <del>in the city</del>.</p> <p>The city <b>where citizens had lived, worked, and shopped relatively freely</b> was suddenly divided.</p>
Nonrestrictive <b>where</b>	<p>Berlin was suddenly divided. Citizens had lived, worked, and shopped relatively freely <del>in Berlin</del>.</p> <p>Berlin, <b>where citizens had lived, worked, and shopped relatively freely</b>, was suddenly divided.</p>

It is also possible to write time and place clauses with the relative pronoun *which*, *that*, or  $\emptyset$  and a preposition. The following patterns are possible.

March 31, 1980, was the day	{	when I was born. on which I was born. which I was born on. that I was born on. I was born.
-----------------------------	---	--

Cody, Wyoming, is the town	{	where I grew up. in which I grew up. which I grew up in. that I grew up in. I grew up in.
----------------------------	---	---



**PRACTICE 7**  
*Adjective Clauses  
of Time and Place*

A. Combine the two sentences in each pair, changing the second sentence into an adjective clause of time or place. Add commas if necessary. The first one has been done for you as an example.

1. Germany had been divided into two countries since 1945. It was defeated in World War II in 1945.

Germany had been divided into two countries since 1945, when it was defeated in World War II.

2. 1989 was the year. The Berlin Wall was torn down in that year.

3. In 1990, Germany became one country again. East and West Germany were reunited in 1990.

4. East Germany became part of the Federal Republic of Germany. People had lived under communist rule in East Germany.

5. There was rejoicing in areas. Germans looked forward to reunification with their fellow citizens in some areas.

6. There was anxiety in places. People feared losing their jobs in some places.

B. Write four sentences containing adverbial adjective clauses, two sentences using *when* and two sentences using *where*. Try to write both restrictive and nonrestrictive clauses. Use the prompts given for sentences 1 and 2. Invent your own sentences in 3 and 4.

1. My grandmother enjoys telling about the time when

2. \_\_\_\_\_ my hometown, where

3. \_\_\_\_\_

4. \_\_\_\_\_

## Review

These are the important points covered in this chapter.

1. An adjective clause is a dependent clause that functions as an adjective; that is, it gives more information about a noun or pronoun in the independent clause. The modified noun or pronoun is called the antecedent.
2. An adjective clause begins with a relative pronoun or a relative adverb.
3. Place an adjective clause after its antecedent and as close to it as possible to avoid confusion of meaning.
4. The verb in an adjective clause should agree in number with its antecedent.
5. Adjective clauses are either restrictive (necessary) or nonrestrictive (unnecessary). Add commas before and after nonrestrictive clauses.

Relative Pronouns				
<b>who</b>	refers to people	subject in its own clause	restrictive or nonrestrictive	The professor <b>who teaches my biology class</b> won a Nobel Prize two years ago. Professor Jones, <b>who teaches my biology class</b> , won a Nobel Prize two years ago.
<b>whom</b>	refers to people	object in its own clause	restrictive or nonrestrictive	She loaned her car to someone <b>whom she did not know</b> . Professor Jones, <b>whom I have for biology</b> , won a Nobel Prize two years ago.
<b>whose</b>	refers to people, animals, and things; shows possession	subject or object in its own clause	restrictive or nonrestrictive	I studied algebra with a professor <b>whose name I have forgotten</b> . Apple Computer, <b>whose Macintosh computer changed computing</b> , was started by two men working in a garage.
<b>which</b>	refers to animals and things	subject or object in its own clause	nonrestrictive only	She teaches biology, <b>which is my favorite subject</b> . Her husband teaches algebra, <b>which I enjoy the least</b> .
<b>that</b>	refers to animals and things; informally, refers to people	subject or object in its own clause; if <i>that</i> is an object, it may be omitted	restrictive only	The class <b>that meets in the next room</b> is very noisy. The subject <b>that I enjoy the least</b> is algebra. The subject <b>I enjoy the least</b> is algebra. The salesman <b>that sold me my car</b> was fired. ( <i>informal</i> )

Relative Adverbs				
<b>when</b>	refers to a time		restrictive	I work full time on days <b>when I do not have classes.</b>
			or nonrestrictive	I did not work last week, <b>when I had my final exams.</b>
<b>where</b>	refers to a place		restrictive	She has never returned to the city <b>where she was born.</b>
			or nonrestrictive	First City Bank, <b>where I have a checking account,</b> was robbed last week.

## Editing Practice

Edit the following essay for errors in adjective clauses. You should make 14 changes. Look for the following kinds of errors.

INCORRECT RELATIVE PRONOUN

DISAGREEMENT OF VERB AND ANTECEDENT

INCORRECT REPETITION OF NOUNS OR PRONOUNS

INCORRECT COMMA USAGE

I telephoned the student <sup>whose</sup> ~~who~~ his wallet I found in the parking lot.

People who <sup>live</sup> ~~lives~~ in earthquake zones need earthquake insurance.

My friend whom I loaned my car to ~~him~~ returned it with several dents.

Electronic pagers, which always seem to beep at inappropriate times, should be turned off during <sup>^</sup>concerts, lectures, and naps. *(Two commas added.)*

### El Niño

<sup>1</sup>Scientists have been studying an ocean event who is the cause of drastic changes in weather around the world. <sup>2</sup>This event is an increase in the temperature of the Pacific Ocean that appear around Christmas off the coast of Peru. <sup>3</sup>Hence, the Peruvian fishermen whom first noticed it named it El Niño, a name that means “the Christ child” in Spanish. <sup>4</sup>The causes of this rise in ocean temperatures are unknown, but its effects are obvious and devastating.

<sup>5</sup>One of El Niño’s far-reaching effects is that it threatens Peru’s vital anchovy harvest, which could mean higher prices for food. <sup>6</sup>The warm water of El Niño keeps the nutrient-rich cold water which provides anchovies with food down at the bottom of the ocean. <sup>7</sup>Anchovies are the primary source of fish meal which is the main ingredient in livestock and chicken feed.

<sup>8</sup>In addition, guano<sup>1</sup> from birds who feed off the anchovies is a major source of fertilizer for farmers. <sup>9</sup>As a result of decreasing supplies of anchovies and guano, the prices of chicken feed, livestock feed, and fertilizer rise. <sup>10</sup>This causes farmers, who they must pay more for feed and fertilizer, to charge more for the food they produces. <sup>11</sup>The prices of eggs, meat, and even bread have soared as a result of El Niños in past years.

<sup>12</sup>El Niño has other global effects. <sup>13</sup>It can cause heavy rains, floods, and mudslides along the coasts of North and South America and droughts in other parts of the world. <sup>14</sup>In the 1982–1983 El Niño, West Africa suffered a terrible drought which caused crop failures and food shortages. <sup>15</sup>Lack of rain also created problems for Indonesia whose forests burned for months during the 1997–1998 El Niño. <sup>16</sup>Winds spread smoke from these fires as far north as Malaysia and Singapore, resulting in choking smog, that closed schools and caused pedestrians to wear masks.

<sup>17</sup>Indeed, El Niño is an unpredictable and uncontrollable phenomenon of nature, that we need to study it and understand it in order to prepare for and perhaps lessen its devastating effects in the future.

## Writing Practice

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Practice using adjective clauses in your writing. Choose one of the topics suggested, or write on a topic of your own choice. Write a short paragraph in which you use at least five adjective clauses. Use different patterns if possible.

1. Write about a favorite toy from your childhood.
2. Write about a childhood memory.
3. Describe a room in a house that you have lived in.
4. Retell the plot of a movie you have recently seen.
5. Describe a photograph or advertisement from a magazine.

---

<sup>1</sup>guano: droppings of seabirds and bats

# Participial Phrases



Chinese calligraphy, 4th century

## Participles

A **participle** is an adjective formed from a verb. There are two kinds of participles: *-ing* participles (called present participles) and *-ed* participles (called past participles).

a **sleeping** baby

a **used** car

a **frightening** experience

a **frightened** child

The two kinds of participles come from either active or passive voice verbs.

- An active voice verb becomes an *-ing* participle.

**Verbs**

The custom **fascinates** me.

The essay **won** an award.

The baby **will sleep** until eight.

***-ing* Participles**

The **fascinating** custom has been the subject of many books.

Jacob wrote the **winning** essay.

Try not to wake a **sleeping** baby.

- A passive voice verb becomes an *-ed* participle.

**Verbs**

Some movies **are rated X**.

My leg **was broken** in three places.

***-ed* Participles**

Children should not see **X-rated** movies.

My **broken** leg is healing slowly.

- There are also perfect forms.

**Verbs**

The students **had solved** most of the problems without any help.

**Perfect Participles**

**Having solved** most of the problems without any help, the students were exhilarated.

The most commonly used participle forms are shown in the following chart.

**Participle Forms**

Description	<i>-ing</i> Forms	<i>-ed</i> Forms
The <b>general forms</b> do not indicate time. Time is determined by the main clause verb.	verb + <i>ing</i> <b>opening</b>	verb + <i>ed, en, t, d</i> <b>opened</b> <b>taken</b> <b>bought</b> <b>sold</b>
The <b>perfect forms</b> emphasize that the action happened before the time of the main clause verb.	<i>having</i> + past participle <b>having opened</b>	

**Participial Phrases**

A **participial phrase** contains a participle + other words. Use participial phrases to modify nouns and pronouns.

Students **planning to graduate in June** must make an appointment with the registrar.

Airport security will question anyone **found with a suspicious object in their baggage**.

Participial phrases can be formed by reducing adjective clauses and adverb clauses. For this reason, they are sometimes called **reduced clauses**.

### Reduced Adjective Clauses

You can reduce a subject pattern adjective clause as follows.

1. Delete the relative pronoun (*who, which, or that*).
2. Change the verb to a participle.
3. Keep the same punctuation (commas or no commas).
4. Put the word *not* at the beginning of a participial phrase to make it negative.

#### Adjective Clauses

A pedestrian **who had been hit by a speeding taxi** was lying in the street.

An ambulance **that was summoned by a bystander** came quickly.

The taxi driver, **who did not realize what had happened**, continued on.

#### Participial Phrases

A pedestrian **hit by a speeding taxi** was lying in the street.

An ambulance **summoned by a bystander** came quickly.

The taxi driver, **not realizing what had happened**, continued on.

### Position and Punctuation of Participial Phrases

Participial phrases, like adjective clauses, can be restrictive (necessary) or nonrestrictive (unnecessary). If the original clause is nonrestrictive, the phrase is nonrestrictive also. A nonrestrictive phrase is separated from the rest of the sentence by commas. Restrictive phrases use no commas.

The position of a participial phrase in a sentence depends on whether it is restrictive or nonrestrictive, or whether it modifies an entire clause.

1. A restrictive participial phrase can only follow the noun it modifies and does not have commas.

RESTRICTIVE

A woman **hurrying to catch a bus** tripped and fell.

2. A nonrestrictive participial phrase can precede or follow the noun it modifies and is separated by a comma or commas from the rest of the sentence.

NONRESTRICTIVE

Teresa **hurrying to catch a bus** stumbled and fell.

**Hurrying to catch a bus**, Teresa stumbled and fell.

**CAUTION!** When you begin a sentence with a participial phrase, make certain that the phrase modifies the subject of the sentence. If it does not, your sentence is incorrect.

INCORRECT

Hoping for an A, my exam grade disappointed me.

(*The participial phrase Hoping for an A cannot modify my exam grade. A grade cannot hope.*)

CORRECT

Hoping for an A, I was disappointed in my exam grade.

3. Sometimes a participial phrase modifies an entire independent clause. In this case, it follows the clause and requires a comma.

The team won the championship, **shocking their opponents**.

**General Form -ing Participial Phrases**

A general form *-ing* participle may come from present, past, or future tense verbs.

Verb Tense	Sentence with Adjective Clause	Sentence with Participial Phrase
Simple present	Many students <b>who study at this university</b> are from foreign countries.	Many students <b>studying at this university</b> are from foreign countries.
Present continuous	Students <b>who are taking calculus</b> must buy a graphing calculator.	Students <b>taking calculus</b> must buy a graphing calculator.
Simple past	The team members, <b>who looked happy after their victory</b> , were cheered by the fans.	The team members, <b>looking happy after their victory</b> , were cheered by the fans.
Past continuous	The crowd, <b>which was cheering wildly as the game ended</b> , would not leave the stadium.	<b>Cheering wildly as the game ended</b> , the crowd would not leave the stadium.
Future	Everyone <b>who will take the TOEFL next month</b> must preregister.	Everyone <b>taking the TOEFL next month</b> must preregister.

**PRACTICE 1**  
**-ing Participial Phrases**

A. Rewrite each sentence, reducing the adjective clause to a participial phrase. Rewrite sentences 4 and 5 each in two ways: once with the participial phrase before and once with it after the noun it modifies. Add commas to sentences with nonrestrictive phrases. The first one has been done for you as an example.

- Robotics is a complex field that combines electronics, computer science, and mechanical engineering.

*Robotics is a complex field combining electronics, computer science, and mechanical engineering.*

- The number of students who are studying robotics is growing.

\_\_\_\_\_

\_\_\_\_\_

- Soon, robots that work in assembly plants will be able to follow voice commands.

\_\_\_\_\_

\_\_\_\_\_

- Robots, which have the ability to withstand extreme temperatures and radiation levels, can perform jobs that are too dangerous for humans.

a. \_\_\_\_\_

\_\_\_\_\_

b. \_\_\_\_\_

\_\_\_\_\_

- Robots, which do not need to eat, sleep, or take breaks, can work nonstop.

a. \_\_\_\_\_

\_\_\_\_\_

b. \_\_\_\_\_

\_\_\_\_\_



- B. Fill in the blank with an *-ing* phrase formed from the words in parentheses. Add commas if necessary. The first one has been done for you as an example.
- The industries using the most robots are those with assembly lines, such as automobile manufacturing. (**use/the most robots**)
  - In the field of medicine, it will soon be normal to find robots \_\_\_\_\_. (perform/surgery)
  - With one kind of robotic device, a human surgeon \_\_\_\_\_ directs the robot. (**sit/in front of a video screen**)
  - The surgeon controls three robotic arms \_\_\_\_\_ with joysticks similar to those used in video games. (**hold/surgical tools/above/patient**)
  - \_\_\_\_\_ robots are very valuable for surgery on infants. (**allow/surgeons to make tiny incisions and to use small tools**)

**General Form -ed Participial Phrases**

The general form *-ed* participle is the past participle or third form of a verb: *opened, spoken, sold, caught*. A general form *-ed* participle comes from both present and past tense passive voice verbs.

Verb Tense	Sentence with Adjective Clause	Sentence with Participial Phrase
Simple present	Lab reports <b>that are not handed in by Friday</b> will not be accepted.	Lab reports <b>not handed in by Friday</b> will not be accepted.
Simple past	The proposed law, <b>which was opposed by the majority of the people</b> , did not pass.	The proposed law, <b>opposed by the majority of the people</b> , did not pass.

**PRACTICE 2**

**-ed Participial Phrases**

- A. Rewrite each sentence, reducing the adjective clause to a participial phrase. Retain the commas in sentences containing them. The first one has been done for you as an example.
- Cigarette companies, which have been long<sup>1</sup> criticized for their advertising tactics, have been looking for new ways to sell their products.  
Cigarette companies, long criticized for their advertising tactics, have been looking for new ways to sell their products.
  - One company plans to try out a new approach that is aimed at young adults.  
 \_\_\_\_\_  
 \_\_\_\_\_

<sup>1</sup>long: for a long time

3. The new approach suggests that smokers, who are often scorned for continuing to smoke despite health risks, are daring rebels.

\_\_\_\_\_

\_\_\_\_\_

4. The company hopes that the image that is projected by the new marketing campaign will succeed half as well as the Marlboro Man image succeeded in the 1950s.

\_\_\_\_\_

\_\_\_\_\_

5. The Marlboro Man, who was pictured in hundreds of ads over the years, was a ruggedly handsome cowboy smoking a Marlboro cigarette.

\_\_\_\_\_

\_\_\_\_\_

**B.** Fill in the blanks with a participial phrase containing an *-ed* participle. Use the words in parentheses to make the phrase, and add commas if necessary.

1. The languages \_\_\_\_\_ *spoken most widely in Switzerland* \_\_\_\_\_ are German, French, and Italian. (**speak / most widely in Switzerland**)

2. Switzerland \_\_\_\_\_ has tried to remain neutral throughout its history. (**situate / between four sometimes warring countries**)

3. Children \_\_\_\_\_ have an advantage over monolingual children. (**raise / in bilingual families**)

4. A new treatment for malaria \_\_\_\_\_ will soon be available. (**develop / ABC Pharmaceutical Company**)

5. \_\_\_\_\_ the public responded generously. (**ask / to donate food and clothing to the hurricane victims**)

**Perfect Form Participial Phrases**

Perfect forms emphasize the completion of an action that takes place before the action of the main verb.<sup>2</sup> You can change both present perfect and past perfect verbs into perfect participles.

Verb Tense	Sentence with Adjective Clause	Sentence with Participial Phrase
Present perfect	The secrets of the universe, <b>which have fascinated people for centuries</b> , are slowly being revealed.	The secrets of the universe, <b>having fascinated people for centuries</b> , are slowly being revealed.
Past perfect	The senator, <b>who had heard that most people opposed the new law</b> , voted against it.	<b>Having heard that most people opposed the new law</b> , the senator voted against it.

<sup>2</sup>There is also an *-ed* perfect form (*having been* + a past participle). However, the perfect *-ed* form is often shortened to the general *-ed* form with no difference in meaning. In the following example, *having been elected* becomes *elected*: *The president, (having been) elected by a large majority, promised to lower taxes.*

**PRACTICE 3****Perfect Form  
Participial  
Phrases**

- A. Rewrite each sentence by changing the adjective clause to a participial phrase. Since all of the clauses in these sentences are nonrestrictive, use commas. For practice, write at least two of the sentences with the participial phrase at the beginning of the sentence, as in the second example in the chart on page 255. The first one has been done for you as an example.

1. Women around the world, who have traditionally been without political power, are beginning to gain influence in politics and government.

Having traditionally been without political power, women around the world are beginning to gain influence in politics and government.

OR

Women around the world, having traditionally been without political power, are beginning to gain influence in politics and government.

2. Ireland, which had never chosen a woman leader in its entire history, has elected two consecutive female presidents in recent years. (Put *never* in front of the participle.)

\_\_\_\_\_

\_\_\_\_\_

3. India and the Philippines, which have elected women prime ministers in the past, are more progressive in this area than the United States.

\_\_\_\_\_

\_\_\_\_\_

4. Voters in the United States, who have had little experience with strong female leaders at the national level, may never choose a female president.

\_\_\_\_\_

\_\_\_\_\_

- B. Fill in the blanks with a phrase containing a perfect form participle. Use the words in parentheses to make the phrase, and add commas.

1. \_\_\_\_\_ *Having saved for many years,* \_\_\_\_\_ the young couple could finally buy their first home. (**save / for many years**)

2. The New York Yankees baseball team \_\_\_\_\_ \_\_\_\_\_ is the best baseball team in the United States. (**win / The World Series more times than any other team**)

3. Janice \_\_\_\_\_ decided to hide one in a potted plant outside her front door. (**forget / her house key for the third time in a week**)

4. \_\_\_\_\_, my father found it difficult to quit. (**smoke / for 40 years**)

## Participial Phrases and Writing Style

Use participial phrases to improve your writing style.

- If you write sentences with a lot of *which*'s, *who*'s, and *that*'s, consider reducing some adjectives clauses to participial phrases.
- If you write short, choppy sentences, consider combining them by using participial phrases.
- Vary your sentence openings by occasionally starting a sentence with a participial phrase.

SHORT, CHOPPY SENTENCES

First-born children are often superachievers. They feel pressure to behave well and to excel in school.

IMPROVED

First-born children, who feel pressure to behave well and to excel in school, are often superachievers.

First-born children, feeling pressure to behave well and to excel in school, are often superachievers.

Feeling pressure to behave well and to excel in school, first-born children are often superachievers.

### PRACTICE 4

#### Sentence Combining

- A. Write sentences containing participial phrases by combining sentences.

**Step 1** Match the ideas in the two columns.

**Step 2** Change the sentence in the right column to a participial phrase.

**Step 3** Write a new sentence that combines the two parts, and add commas if necessary.

The first one has been done for you as an example. (There is more than one possible way to combine some of the sentences.)

- |   |  |
|---|--|
| <u>  d  </u> 1. Eskimos are distant cousins of modern Asians.   | a. A problem is being discussed by the Alaskan government. |
| _____ 2. Eskimos have adapted well to their harsh environment.  | b. Eskimos want to improve their standard of living.       |
| _____ 3. A problem concerns the rights of native Alaskans.  | c. Eskimos want to preserve their traditional way of life. |
| _____ 4. Some Eskimos reject the ways of the modern world. (Delete <i>some</i> in your sentence.)                                   | d. Eskimos had migrated across a land bridge from Asia.    |
| _____ 5. On the other hand, some Eskimos hope that they can combine both worlds—old and new. (Delete <i>some</i> in your sentence.) | e. Eskimos have lived in Alaska for thousands of years.    |

1. Having migrated across a land bridge from Asia, Eskimos are distant cousins of modern Asians.
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**B.** Follow the same procedure for these sentences. (There is more than one possible way to combine some of the sentences.)

- |   |   |
|---|---|
| _____ 6. Alaska became the 49th state of the United States in 1959.               | f. The people did not understand the value of the purchase.             |
| _____ 7. The purchase of Alaska was at first criticized.                          | g. Alaska was purchased from Russia in 1867.                            |
| _____ 8. The people of the United States called it "Seward's Folly." <sup>1</sup> | h. Alaska was once connected to Asia by a land bridge.                  |
| _____ 9. The state is now separated from Asia by only a few miles of water.       | i. The purchase was negotiated by Secretary of State William H. Seward. |

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

### Reduced Adverb Clauses

You can reduce some adverb clauses to *-ing* and *-ed* phrases.

**Sentence with Adverb Clause**  
**When you enter a theater**, you should turn off your cell phone.

**Because he had read** that the company needed workers, John applied for a job.

**Sentence with *-ing* or *-ed* Phrase**  
**When entering a theater**, you should turn off your cell phone.

**Having read** that the company needed workers, John applied for a job.

An *-ing* or *-ed* phrase from an adverb clause may occupy several positions in a sentence. If a participial phrase from a reduced adverb clause comes in front of or in the middle of the independent clause, punctuate it with commas. If it comes after the independent clause, do not use commas.

<sup>1</sup>folly: silly act; foolishness

To reduce an adverb clause, follow these steps.<sup>2</sup>

**Step 1** Make sure that the subject of the adverb clause and the subject of the independent clause are the same.

While **technology** creates new jobs in some sectors of the economy, **it** takes away jobs in others.

**Step 2** Delete the subject of the adverb clause. If necessary, move it to the subject position in the independent clause.

While **technology** creates new jobs in some sectors of the economy, ~~it~~ takes away jobs in others.

**Step 3** Change the adverb clause verb to the appropriate participle.

While **creating** new jobs in some sectors of the economy, technology takes away jobs in others.

**Step 4** Delete or retain the subordinator according to the following rules:

- Retain *before*, and retain *since* when it is a time subordinator.
- Delete *as* when it is a time subordinator.
- Delete all three reason subordinators *because*, *since*, and *as*.
- Retain *after*, *while*, and *when* if the participial phrase follows the independent clause. When the phrase is in another position, you may either retain or delete these subordinators.

Retain  
**before**

Before a student chooses a college, he or she should consider several factors.

**Before choosing a college**, a student should consider several factors.

A student should consider several factors **before choosing a college**.

**since** (time)

Carlos has not been back home since he came to the United States three years ago.

**Since coming to the United States three years ago**, Carlos has not been back home.

Carlos has not been back home **since coming to the United States three years ago**.

<sup>2</sup>*Note:* There are many instances in which the rules given in the four steps do not apply. The rules are general guidelines and do not cover every situation.

## Delete

**because**  
**since**  
**as** (reason)

Because (Since/As) Carlos came from a very conservative family, he was shocked at the U.S. system of coed<sup>1</sup> dormitories.

**Coming from a very conservative family**, Carlos was shocked at the U.S. system of coed dormitories.

*(Placing the -ing phrase at the end of the sentence does not work well in this example: **Carlos was shocked at the American system of coed dormitories coming from a very conservative family.** It sounds as if the dormitories come from a conservative family.)*

**as** (time)

As he gradually got used to the way of life in the United States, he became less homesick.

**Gradually getting used to the way of life in the United States**, he became less homesick.

## Retain or Delete

**after**

After he had passed the TOEFL exam, he became a freshman in college.

**After passing the TOEFL exam**, he became a freshman in college.

*(The perfect form, **After having passed the TOEFL exam**, is not necessary because the word **after** already indicates the time relationship.)*

**Having passed the TOEFL exam**, he became a freshman in college.

He became a freshman in college **after passing the TOEFL exam**.

**while**

While he was preparing for the TOEFL, he lived with a family.

**While preparing for the TOEFL**, he lived with a family.

**Preparing for the TOEFL**, he lived with a family.

He lived with a family **while preparing for the TOEFL**.

**when**

When he was asked about his life in the United States, he said that he was enjoying himself but that he was a little homesick.

**When asked about his life in the United States**, he said that he was enjoying himself but that he was a little homesick.

*(Placing the -ing phrase at the end of sentence results in awkwardness: **He said that he was enjoying himself but that he was a little homesick when asked about his life in the United States.** It sounds as if he is homesick only when he is asked about his life in the United States.)*

**Asked about his life in the United States**, he said that he was enjoying himself but that he was a little homesick.

<sup>1</sup>coed: coeducational, shared by men and women

**PRACTICE 5**  
*Reducing Adverb  
 Clauses*

- A. Rewrite the following sentences, changing the adverb clause in each to a participial phrase. If possible, write the sentence in more than one way. The first one has been done for you as an example.
- After I had received my B.A., I went to graduate school for two years.  
*After receiving my B.A., I went to graduate school for two years.*  
*Having received my B.A., I went to graduate school for two years.*
  - I enjoyed living in a big city while I was studying at the University of Chicago.  
 \_\_\_\_\_  
 \_\_\_\_\_
  - Before I left home, I promised my parents that I would return.  
 \_\_\_\_\_  
 \_\_\_\_\_
  - Because I am the eldest son, I am responsible for taking care of my parents.  
 \_\_\_\_\_  
 \_\_\_\_\_
  - Since they have spent most of their savings to send me and my sisters to college, my parents may not have enough money for their retirement.  
 \_\_\_\_\_  
 \_\_\_\_\_
- B. Complete the following sentences by adding a participial phrase in the blanks. Use the words in parentheses to make the phrase, and add commas if necessary.
- \_\_\_\_\_ automobile manufacturers want to replace assembly line workers with robots. (**hope / to save labor costs**)
  - Labor unions \_\_\_\_\_ are resisting the introduction of robots into factories. (**fear / loss of jobs for their members**)
  - Union members \_\_\_\_\_ went on strike. (**protest / loss of jobs**)

## Review

These are the important points covered in this chapter

- Participles are adjectives formed from verbs. Some participles are from active voice verbs:

The baby cried.

... the **crying** baby

The speaker bored the audience.

... the **boring** speaker



Some participles are from passive voice verbs:

The soldier was wounded. . . . the **wounded** soldier

The audience was bored by the speaker . . . the **bored** audience

The most commonly used participle forms and the times they indicate are shown in the following chart.

**Participle Forms**

Description	-ing	-ed
General: no time indicated	talking	talked
Perfect: time before that of the main verb	having talked	

2. You can form a participial phrase by reducing an adjective clause.

The audience, **which was listening intently to the music**, failed to notice the fire.

The audience, **listening intently to the music**, failed to notice the fire.

- A nonrestrictive participial phrase may precede or follow the noun it modifies and is set off by commas.

The audience, **listening intently to the music**, failed to notice the fire.

**Listening intently to the music**, the audience failed to notice the fire.

- A restrictive participial phrase must follow the noun it modifies and is not set off by commas.

The audience failed to notice the fire **starting to smolder<sup>1</sup> in the back of the auditorium**.

- A nonrestrictive participial phrase may also modify an entire sentence, in which case it comes at the end of the sentence and is set off by a comma.

The building collapsed, **killing three firefighters**.

3. Participial phrases may also be reduced from time and reason adverb clauses.

- Participial phrases reduced from time clauses may occupy various positions in a sentence, and the time subordinators are sometimes deleted and sometimes retained.

Time Clauses  
**Since I arrived** . . .

**After they had finished** . . .

Participial Phrases  
**Since arriving** . . .

**Having finished** . . .

**After finishing** . . .

<sup>1</sup>smolder: burn without flame

- Participial phrases reduced from reason clauses may come before or after the independent clause in a sentence. Reason subordinators are always deleted.

Reason Clauses	Participial Phrases
Because I wanted . . .	Wanting . . .
As we did not know . . .	Not knowing . . .

## Editing Practice

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Improve the following short essay by changing the underlined adjective and adverb clauses to participial phrases. Rewrite the essay on a separate sheet of paper.

### Global Warming

<sup>1</sup>One of the biggest problems that faces humankind in the next few decades is the problem of global warming. In the past 150 years, global temperatures have risen approximately 1°C (1.8°F). The year 1998 was the warmest year that has ever been recorded. If temperatures continue to rise, the consequences could be catastrophic. As Earth's temperature rises, polar ice will melt, which will cause the water level of the oceans to rise. Rising ocean levels, in turn, will cause flooding along the coasts. Global warming will also cause major changes in climate that will affect agriculture. For example, crops that were previously grown in Guatemala may not do so well because it will become too hot.

<sup>2</sup>Because they believe that the increase in carbon dioxide in Earth's atmosphere is the primary cause of global warming, scientists have urged immediate action to decrease CO<sub>2</sub> levels. They are asking the world's governments to write an agreement that will control the amount of CO<sub>2</sub> that is released into the atmosphere. After each government signs such an agreement, each government will have to enforce it. Brazilians, for example, will have to stop burning their rain forests, and Americans will have to stop driving their gas-guzzling SUVs.

## Writing Practice

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- A. Write eight sentences about yourself or members of your family, using a participial phrase in each. Try to use all three participle forms shown in the chart on page 262.

### Examples

Having six older brothers, I have always been interested in sports.

My father always had time to play with us, even after working 12-hour days in his small shop.

- B.** Write a short autobiography and include at least three participial phrases. You may write facts about your family background, your education, and your career goals, or you may write more personal information, such as your characteristics, your likes and dislikes, and your dreams and goals. Use the paragraph below as a model.

**MODEL**

**A Short Autobiography**

Born on November 12, 1980, in a medium-sized town in the mountains of Peru, I learned responsibility at an early age. My family, consisting of my father, my mother, and seven younger brothers and sisters, is quite large. Being the oldest daughter, I had many responsibilities. I helped my mother at home with the cooking and cleaning, and I was almost like a second mother to my younger siblings. By the time I was 10 years old, I had learned how to soothe a crying baby, how to bandage an injured knee or elbow, and especially how to get a bored schoolchild to finish his or her homework. Having helped my brothers and sisters with their homework for so many years, I have developed a love of teaching. I hope to get a college degree in elementary education and teach either math or science in my hometown in Peru.

## A

# The Process of Academic Writing

Academic writing, as the name implies, is the kind of writing that you are required to do in college or university. It differs from other kinds of writing, such as personal, literary, journalistic, or business writing. Its differences can be explained in part by its particular **audience**, **tone**, and **purpose**.

Whenever you write, consider your specific **audience**, that is, the people who will read what you have written. In academic writing, your audience is primarily your professors or instructors. Second, consider the **tone** of your writing, your style or manner of expression. It is revealed by your choice of words and grammatical structures and even the length of your sentences. The tone of a piece of writing can be, for example, serious, amusing, personal, or impersonal. Academic writing is formal and serious in tone. Finally, the **purpose** of a piece of writing determines its organizational pattern. A persuasive essay will be organized in one way and a comparison-contrast essay in another way.

Writing is a process of creating, organizing, writing, and polishing. In the first step of the process, you create ideas. In the second step, you organize the ideas. In the third step, you write a rough draft. In the final step, you polish your rough draft by editing it and making revisions.

## The Writing Process, Step 1: Creating (Prewriting)

The first step in the writing process is to choose a topic and collect information about it. This step is often called **prewriting** because you do the step *before* you start writing.

### Step 1A: Choosing and Narrowing a Topic

If you are given a specific writing assignment (such as an essay question on an examination), then what you can write about is limited. However, when you can choose your own topic, here are two tips for making a good choice.

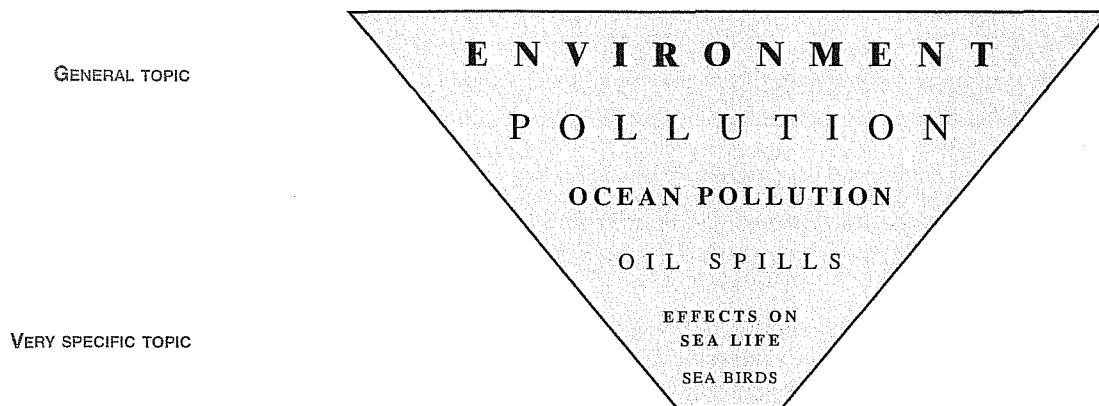
1. Choose a topic that interests you.
2. Choose a topic that fits the assignment.

If you are not sure what interests you, pay attention to what kinds of newspaper and magazine articles you read. Do your eyes stop at stories about new discoveries in science? Do you turn immediately to the travel, sports, or entertainment sections of newspapers? If you spend time watching television or exploring the Internet, what captures your interest when you are flipping through TV channels or surfing the Net?

Suppose you are interested in the environment, which is a very large topic. You must narrow the topic—perhaps to environmental pollution, if that is your interest. Environmental pollution, however, is still a large topic, so you must narrow the topic further—perhaps to one type of environmental pollution, such as pollution of the oceans.

Writing about ocean pollution is still too large because it includes pollution by oil, chemicals, sewage, and garbage. Therefore, you must narrow your topic further—perhaps to oil as a source of ocean pollution. You could make this topic even narrower by writing only about the effects of oil spills on sea life. This is an appropriate topic for a college assignment, perhaps a ten-page paper. For an essay-length paper, you should narrow the topic further, perhaps to just one kind of sea life—corals or sea birds or shellfish.

The diagram illustrates the process of narrowing a topic.



### PRACTICE 1

#### Choosing and Narrowing a Topic

Individually, in a small group, or with your whole class, narrow each of the general topics below to one specific topic below that you could write about in a college assignment.

School    Entertainment    Sports    Food

### Step 1B: Generating Ideas

After you have chosen a topic and narrowed it, the next prewriting step is to collect information and develop ideas. For some writing tasks, you will need to go to outside sources, such as newspapers, magazines, library books, or the Internet. For other assignments, you can interview friends, classmates, and neighbors to get their ideas and opinions. For still other writing tasks, you can search your own brain and life experiences. Four useful techniques for exploring within yourself are *journal writing*, *listing*, *freewriting*, and *clustering*.

#### Journal Writing

In journal writing, you can record your daily experiences, or you can write down quotations that are meaningful to you. You might write about a dream you had. You might have a conversation with yourself on paper during which you discuss a problem or an idea. The advantage of writing a journal is that you are writing only for yourself. You can write down your thoughts and explore ideas without worrying what other people will think. A personal journal can be a very rich source of ideas.

Three other brainstorming techniques are *listing*, *freewriting*, and *clustering*. Learn how to do each of them and then decide which is the most productive for you.

#### Listing

Listing is a brainstorming technique in which you think about your topic and quickly make a list of whatever words or phrases come into your mind. Your purpose is to produce as many ideas as possible in a short time, and your goal is to find a specific focus for your topic. Follow this procedure:

1. Write down the general topic at the top of your paper.
2. Make a list of every idea that comes into your mind about the topic. Don't stop writing until you have filled a page. Keep the ideas flowing. Try to stay on the general topic; however, if you write down information that is completely off the topic, don't worry about it because you can cross it out later.
3. Use words, phrases, or sentences, and don't worry about spelling or grammar.

Here is an example of the listing technique on the topic of the culture shock experienced by international students in the United States.

**MODEL**

*Listing*

<b>Culture Shock</b>	
communication problems	homeless people shocking sight
poor verbal skills	American students
children are disrespectful	classroom environment
new language	unclear expressions
American family life	public transportation is not good
families seldom eat together	need a car
lack vocabulary	use first names with teachers
show affection in public	college professors wear jeans
Americans talk too fast	students ask questions
they are friendly	no formal dress code
people are always in a hurry	no one takes time to cook good meals
use slang and idioms	professor's role
families don't spend time together	children spend more time with friends
on weekends and holidays	than with parents
children are "kings"	use incomplete sentences
lack confidence	poor pronunciation
American food is unhealthy	Americans difficult to understand
everyone eats fast food	students can challenge professors

4. Now rewrite your list and group similar ideas together. Cross out items that don't belong or that are duplications.

**Group A**

communication problems  
~~poor verbal skills~~  
~~new language~~  
~~lack vocabulary~~  
~~show affection in public~~  
~~Americans talk too fast~~  
~~they are friendly~~  
~~people are always in a hurry~~  
~~use slang and idioms~~  
~~lack confidence~~  
~~use incomplete sentences~~  
~~poor pronunciation~~  
~~Americans difficult to understand~~  
~~unclear expressions~~

**Group B**

~~homeless people~~  
~~shocking sight~~  
~~American students~~  
classroom environment  
~~public transportation~~  
~~is not good~~  
~~need a car~~  
~~use first names with teachers~~  
~~college professors wear jeans~~  
~~students ask questions~~  
~~no formal dress code~~  
~~no one takes time to cook good meals~~  
~~professor's role~~  
~~students can challenge professors~~

**Group C**

American family life  
~~children are "kings"~~  
~~families seldom eat together~~  
~~children are disrespectful~~  
~~families don't spend time together on weekends and holidays~~  
~~children spend more time with friends than with parents~~  
~~Americans food is unhealthy~~  
~~everyone eats fast food~~

## PRACTICE 2

### Brainstorming by Listing

Now there are three lists, each of which has a central focus. The central focus in each new list is circled: *communication problems*, *classroom environment*, and *American family life*. The writer can choose one list to be the basis for a single paragraph or all three for an essay.

With your class, in a small group, or individually, brainstorm by listing ideas on one of the following topics. Follow the four steps.

- Characteristics of a good student/employee/boss/friend
- Differences between generations
- Gender differences
- Changes in everyday life caused by new technology
- One of the topics from Practice 1: Choosing and Narrowing a Topic on page 266

### Freewriting

Freewriting is a brainstorming activity in which you write freely about a topic because you are looking for a specific focus. While you are writing, one idea will spark another idea. As with listing, the purpose of freewriting is to generate as many ideas as possible and to write them down without worrying about appropriateness, grammar, spelling, logic, or organization. Remember, the more you freewrite, the more ideas you will have. Don't worry if your mind seems to "run dry." Just keep your pencil moving. Follow this procedure:

1. Write the topic at the top of your paper.
2. Write as much as you can about the topic until you run out of ideas. Include such supporting items as facts, details, and examples that come into your mind about the subject.
3. After you have run out of ideas, reread your paper and circle the main idea(s) that you would like to develop.
4. Take each main idea and freewrite again.

In the following model, the student is supposed to write a paragraph about one major problem at his college. The student has no idea what to write about, so he starts freewriting about some of the problems that come to mind.

## MODEL

### Freewriting 1

#### Problems at Evergreen College

What is the biggest problem at Evergreen College? Well, I really don't know. In fact, I can't think of one particular problem although I know there are many problems. For one thing, the classrooms are usually overcrowded. At the beginning of this semester, Science Hall 211 had 45 students although there were only 31 desks. A few of the seats attached to the desks were broken, so about 20 had to sit on the floor. Besides, the classrooms are poorly maintained. In several of my classes, there are broken chairs and litter on the floor. Students even leave their dirty cups and other garbage on the desks. So the rooms are messy. The library is too small and always crowded with students. Not all students really study in the library. Sometimes they talk a lot, and this is really quite distracting to me and other serious students who want and need a quiet place to study. So the present library should be expanded or a new library should be built. Oh yes, I think that another problem is parking near the campus. The

college has a big parking lot across from the west side of campus, but it is always full. So many times students have to park their cars in the residential areas, which can be so far away from the campus that they have to run to class to make it. Yes, parking is a big problem that many students face every day. I have a car, and many of my friends have one. We really have a problem. So I think the biggest problem at Evergreen College is not enough parking spaces near the college campus . . .

After he finished freewriting, the student reread his paper and circled the main ideas, one of which he will consider as the major problem at Evergreen College.

Let's say that the student has decided to choose parking as the major problem at Evergreen College. Now that the student knows the topic he wants to write about, he will again brainstorm by freewriting, this time on the parking problem only. His freewriting paper might look like this.

### MODEL

#### Freewriting 2

#### The Parking Problem at Evergreen College

I think finding a parking space close to the campus at Evergreen College is a major problem. There are not enough parking lots for students to park their cars. Therefore, students have to come early to get a parking space, and even then, sometimes they are unlucky and can't get a good parking space. Once I couldn't find a space in the west-side parking lot, and I had to drive in the streets for a half hour before I found one. So I was late for class. Some students are late to class almost every time the English class meets. Some even drop the class, not because they can't handle it, but because they can't find a place to park close to the campus. The teacher warns them time and time again not to be late, but they can't help it. What is the solution to the parking problem? Maybe the college should spend some funds to construct a multilevel parking lot that will accommodate three times as many cars as the present parking lot holds.

The student can do this freewriting activity several times until he has enough material to develop into a paragraph or essay.

Brainstorm by freewriting on one of the following topics.

Advertising      Diets      Health foods      Automobiles

### PRACTICE 3

#### Brainstorming by Freewriting

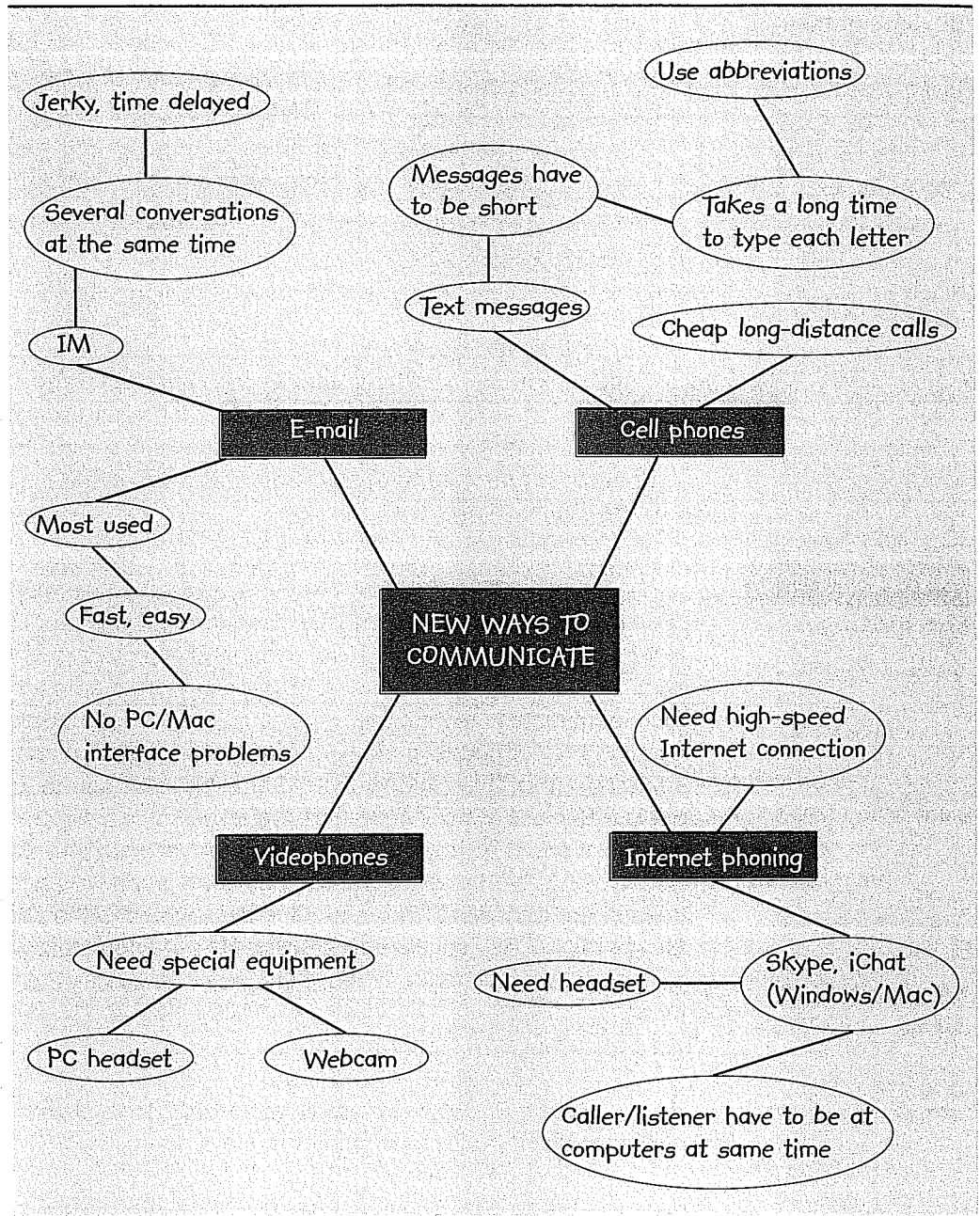
#### Clustering

Clustering is another brainstorming activity you can use to generate ideas. To use this technique, first, write your topic in the center of your paper and draw a "balloon" around it. This is your center, or core, balloon. Then write whatever ideas come to you in balloons around the core. Think about each of these ideas and make more balloons around them.

For example, suppose you are writing about the changes technology is making in the way we communicate. Using the clustering technique to get ideas, you might end up with the following.



**MODEL**  
Clustering



**PRACTICE 4**  
Brainstorming  
by Clustering

Use the clustering technique to generate ideas about the way technology has changed one area of daily living (housework, education, or money management, for example).

## The Writing Process, Step 2: Planning (Outlining)

In Step 1, you chose topics and narrowed them, and you generated ideas by brainstorming. In Step 2 of the writing process, the planning stage, you organize the ideas into an **outline**.

Turn back to the model about culture shock on page 267. The writer developed three different lists of ideas: *communication problems*, *classroom environment*, and *American family life*. Imagine that you are the student and that your assignment is to write a single paragraph.

### Step 2A: Making Sublists

As a first step toward making an outline, divide the ideas in the *communication problems* list further into sublists and cross out any items that do not belong or that are not useable.

#### MODEL

##### Sublists

#### Communication Problems

- |   |  |
|---|--|
| <p>(1) poor verbal skills<br/>         lack vocabulary<br/> <del>new language</del><br/>         poor pronunciation<br/> <del>lack confidence</del></p> | <p>(2) Americans difficult to understand<br/>         use incomplete sentences<br/>         unclear expressions<br/>         Americans talk too fast<br/>         use slang and idioms</p> |
|---|--|

The two sublists are (1) items that describe international students (*poor verbal skills*) and (2) items that describe Americans (*Americans difficult to understand*). *New language* and *lack confidence* do not fit in either sublist, so cross them out. The remaining items fit under 1 or 2. Now you have created a rough outline.

#### MODEL

##### Rough Outline

#### Communication Problems

- A. poor verbal skills  
 —lack vocabulary  
 —poor pronunciation
- B. Americans difficult to understand  
 —use incomplete sentences  
 —use unclear expressions  
 —talk too fast  
 —use slang and idioms

### Step 2B: Writing the Topic Sentence

Finally, write a topic sentence. The topic is clearly communication problems. A possible topic sentence might be as follows.

One problem that many international students face in the United States is communication with Americans.

OR

International students in the United States face communication problems with Americans.

## Step 2C: Outlining

An outline is a formal plan for a paragraph. You may never need to prepare a formal outline, but if you do, this is what one looks like.

### MODEL

#### Formal Outline

TOPIC SENTENCE

SUPPORTING POINT

SUPPORTING DETAIL

SUPPORTING DETAIL

SUPPORTING POINT

SUPPORTING DETAIL

SUPPORTING DETAIL

SUPPORTING DETAIL

SUPPORTING DETAIL

CONCLUDING SENTENCE

### Communication Problems

One problem that international students face in the United States is communication with Americans.

- A. International students have poor verbal skills.
  1. lack vocabulary
  2. have poor pronunciation
- B. Americans are difficult to understand.
  1. use incomplete sentences
  2. use unclear expressions
  3. talk too fast
  4. use slang and idioms

Because of their own poor verbal skills and because of Americans' way of speaking, international students have a hard time communicating when they first arrive in the United States.

With this outline in front of you, it should be relatively easy to write a paragraph. There is a topic sentence, two main supporting points, supporting details, and since this is a stand-alone paragraph, a concluding sentence.

### PRACTICE 5 Outlining

Follow the three steps described above and develop outlines for one of the other groups from the brainstorming list on culture shock, *classroom environment* or *American family life*. Each outline should contain a topic sentence, main supporting points, and supporting details.

## The Writing Process, Step 3: Writing

Step 3 in the writing process is **writing** the rough draft. Follow your outline as closely as possible, and don't worry about grammar, punctuation, or spelling. A rough draft is not supposed to be perfect.

Above all, remember that writing is a continuous process of discovery. As you are writing, you will think of new ideas that may not be in your brainstorming list or outline. You can add or delete ideas at any time in the writing process. Just be sure that any new ideas are relevant.

A rough draft that a student wrote from her outline follows.

**MODEL****First Rough Draft****Communication Problems**

<sup>1</sup>International students in the United States face communication problems with Americans. <sup>2</sup>It is a kind of culture shock to them. <sup>3</sup>They soon realize that their verbal skills are poor. <sup>4</sup>They lack vocabulary, and they have poor pronunciation. <sup>5</sup>American people don't understand them. <sup>6</sup>They also speak too softly because they are shy. <sup>7</sup>Students don't feel confidence when speaking English. <sup>8</sup>Is difficult for foreign people to understand Americans. <sup>9</sup>Americans use incomplete sentences, and often they use unclear expressions. <sup>10</sup>Americans talk too fast, so it is often imposible to catch their meaning. <sup>11</sup>Americans also use a lot of slangs and idioms. <sup>12</sup>People do not know their meaning.

## The Writing Process, Step 4: Polishing

The fourth and final step in the writing process is **polishing** what you have written. This step is also called revising and editing. Polishing is most successful if you do it in two stages. First, attack the big issues of content and organization (revising). Then work on the smaller issues of grammar and punctuation (editing).

### Step 4A: Revising

After you write the rough draft, the next step is to revise it. When you revise, you change what you have written to improve it. You check it for content and organization, including unity, coherence, and logic. You can change, rearrange, add, or delete, all for the goal of communicating your thoughts in a clearer, more effective, and more interesting way.

During the first revision, do not try to correct grammar, sentence structure, spelling, or punctuation; this is proofreading, which you will do later. During the first revision, be concerned mainly with content and organization.

- Read over your paragraph carefully for a *general* overview. Focus on the *general* aspects of the paper and make notes in the margins about rewriting the parts that need to be improved.
- Check to see that you have achieved your stated purpose.
- Check for general logic and coherence. Your audience should be able to follow your ideas easily and understand what you have written.
- Check to make sure that your paragraph has a topic sentence and that the topic sentence has a central (main) focus.
- Check for unity. Cross out sentences that are off the topic.
- Check to make sure that the topic sentence is developed with sufficient supporting details. Does each paragraph give the reader enough information to understand the main idea? If the main point lacks sufficient information, make notes in the margin such as “add more details” or “add an example.”
- Check your use of transition signals.
- Finally, does your paragraph have or need a concluding sentence? If you wrote a final comment, is it on the topic?

Now rewrite your paragraph, incorporating all the revisions. This is your second draft.

**MODEL****Revisions to  
Rough Draft**

**Communication Problems**

<sup>1</sup>International students in the United States face communication problems with Americans. <sup>2</sup>It is a kind of culture shock to them. <sup>3</sup>They soon realize that their verbal skills are poor. <sup>4</sup>They lack vocabulary, and they have poor pronunciation. <sup>5</sup>American people doesn't understand them. <sup>6</sup>They also speak too softly because are shy. <sup>7</sup>~~Students don't feel confidence when speaking English.~~ <sup>8</sup>Is difficult for foreign people to understand Americans. <sup>9</sup>Americans use incomplete sentences, and often they use unclear expressions. <sup>10</sup>Americans talk too fast, so it is often impossible to catch their meaning. <sup>11</sup>Americans also use a lot of slangs and idioms. <sup>12</sup>People do not know their meaning.

Annotations and Revisions:

- COMBINE SENTENCES:** An arrow points from sentence 1 to sentence 2.
- ADD TRANSITION SIGNALS:**
  - An arrow points from a circled 'T' to sentence 4.
  - An arrow points from a circled 'T' to sentence 8.
  - An arrow points from a circled 'T' to sentence 10.
  - An arrow points from a circled 'T' to sentence 11.
- ADD EXAMPLES:** An arrow points from a circled 'T' to sentence 4.
- ADD CONCLUDING SENTENCE:** An arrow points from a circled 'T' to sentence 12.

Additional annotations: Sentence 7 is crossed out. Sentence 8 begins with "Is" instead of "It is".

Notice the revisions the student marked on her rough draft.

1. She checked to make sure that her paragraph matched the assignment. The assigned topic was "culture shock." Although her second sentence mentions culture shock, her topic sentence does not, so she decided to combine sentences 1 and 2.
2. The writer checked the paragraph for unity and decided that sentence 6, which she had added while writing the rough draft, was a good addition. However, she decided that sentence 7 was off the topic, so she crossed it out.
3. She checked to see if there were enough supporting details, and she decided that there were not. She decided to add examples of poor pronunciation, an incomplete sentence, and an idiom. She could not think of an example of an unclear expression, so she crossed out her reference to unclear expressions in sentence 9.
4. She also decided to add transition signals such as *first of all*, *for example*, and *also* to make her paragraph more coherent.
5. She decided to add a concluding sentence.

Then the student wrote her second draft.

**PRACTICE 6***Revising*

By yourself, with a partner, or in a group, revise the following rough draft. Suggest or make revisions to the content and organization only. The assignment was to write one paragraph on the topic of culture shock.

**American Classrooms (Rough Draft)**

The classroom environment in American schools is very surprising to me. I am from a culture where teachers and students behave more formally. In this country, students can be very relaxed in classroom without getting into trouble. Students can ask questions and even disagree with the professors. This would never happen in schools in my culture. Teachers are different too. In my culture, there is a formal dress code for students and teachers. In the United States, teachers and students wear casual clothes to school. Most surprising of all, sometimes students call their professors by their first names. This seems disrespectful to me. American schools are easier, too. Here, they study a foreign language for only two years, and most students don't take advanced math. Teachers are a lot stricter in schools in my culture. They are not friendly to students.

**Step 4B:  
Editing  
(Proofreading)**

The second step in polishing your writing is proofreading your paper for possible errors in grammar, sentence structure, spelling, and punctuation.

- Check each sentence for correctness and completeness. You should have no fragments and no choppy or run-on sentences.
- Check each sentence for a subject and a verb, subject-verb agreement, correct verb tenses, noun plurals, articles, and so on.
- Check the mechanics: punctuation, spelling, and capitalization.
- Check for incorrectly used or repeated words.
- Check for contractions (*can't*, *isn't*, *I'll*, and so on). (Some writing instructors permit them, but others do not. Find out your instructor's preference.)

The student edited her paragraph as shown in the following model.

**MODEL****Proofreading****Communication Problems**

<sup>1</sup>One kind of culture shock faced by international students in the United States is ~~the~~ difficulty ~~they~~ ~~have~~ communicating with Americans. <sup>2</sup>They soon <sup>sp</sup> realize that their verbal skills are poor. <sup>3</sup>First of all, they lack vocabulary, ~~and~~ they have poor pronunciation, <sup>so</sup> ~~do not~~ <sup>do not</sup> American people ~~doesn't~~ understand them.

<sup>5</sup>For example, a few days ago, I asked an American student how to get to the library, but because I have trouble pronouncing *r*'s and *l*'s, the student ~~didn't~~ <sup>did not</sup> understand me. <sup>6</sup>I finally ~~have~~ <sup>had</sup> to write it on a piece of paper. <sup>7</sup>They also speak <sup>International students</sup> too softly because ~~are~~ <sup>they</sup> shy. <sup>8</sup>~~It is~~ <sup>It is</sup> difficult for foreign people to understand Americans, too. <sup>9</sup>Americans use incomplete sentences, such as "Later" to mean <sup>I will</sup> "I will see you later," and "Coming?" to mean "Are you coming?" <sup>10</sup>Also, Americans talk too fast so it is often <sup>sp</sup> impossible to ~~catch~~ ~~their~~ ~~mean~~ <sup>understand</sup> <sup>them</sup>ing. <sup>11</sup>In addition, Americans also use a lot of ~~slang~~ ~~and~~ ~~idioms~~, <sup>whose meaning nonnative speakers</sup> <sup>do not</sup> know ~~their~~ ~~mean~~ing. <sup>12</sup>People ~~do not~~ know <sup>do not</sup> their meaning. <sup>13</sup>For example, the other day someone said to me, "That drives me up the wall," and I could not imagine what he meant. <sup>14</sup>I ~~had~~ <sup>driving</sup> a picture in my mind of him ~~sitting~~ ~~in~~ his car ~~driving~~ ~~up~~ a wall. <sup>15</sup>It ~~didn't~~ <sup>did not</sup> make sense to me.

<sup>16</sup>In short, communication is probably the first problem that international students face in the United States. <sup>17</sup>After a while, however, their ears get used to the American way of speaking, and their own verbal ~~skills~~ <sup>abilities</sup> improve.

Following are the corrections the student made.

#### Sentence structure

1. This student knows that one of her writing problems is sentences that are sometimes too short, so she tried to find ways to lengthen her short sentences in this paragraph.
  - She added *When they first arrive in the United States* to sentence 2.
  - She combined sentences 3 and 4.
  - She combined sentences 11 and 12.
2. She crossed out three words in sentence 1 and changed *sitting in his car driving up a wall* to *driving his car up a wall* in sentence 14 to make these sentences more concise.

#### Coherence

3. It was not clear who *They* referred to in sentence 7 (Americans or international students?), so she changed it to *International students*.

#### Grammar

4. This student knows that she occasionally makes mistakes with verbs and omits subjects, so she checked carefully for these problems.
  - She needed to correct *doesn't* in sentence 4 and *have* in sentence 6.
  - She needed to add *they* in sentence 7 and *It* in sentence 8.

#### Mechanics

5. The student writer found two spelling errors and added a missing comma.
6. She also eliminated contractions.

#### Vocabulary

7. In sentence 10, because *catch their meaning* is not standard English and because she did not want to use the word *meaning* in consecutive sentences, she changed the phrase to *understand them*.
8. In sentence 11, *slang* is uncountable, so she crossed out the *-s*.
9. In sentence 12, *people* is not very specific. *Nonnative speakers* is more appropriate.
10. In the concluding sentence she did not want to repeat the phrase *verbal skills*, so she wrote *verbal abilities* instead.

Then the student wrote the final copy to hand in.

## Editing Practice

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By yourself, with a partner, or in a group, edit the following second draft. Suggest or make improvements to the sentence structure, and correct any mistakes you find in grammar, punctuation, and mechanics. Look for incorrect sentence structure (sentence fragments and run-ons) and places to combine short sentences. Look for subject-verb agreement errors and verb tense errors. Look for missing articles (*a, an, the*) and other



missing words. Look for incorrect forms after the word *enjoy*. Finally, look for errors in capitalization and noun plurals, and eliminate contractions.

### American Family Life (Second Draft)

One culture shock that I experience when I first arrive in U.S. is American families lifes. In my culture, family is most important. Its more important than work, school, and friends. We enjoy to spend time together. Mother cook a nice dinner every night for family. When we come home from work or school. Every member sit around the table and eat and talk. We joke and tease and enjoy this time together. In U.S., on the other hand, sometimes family never eat dinner together. The children busy with after-school sports or clubs. The father work late. The mother often work too. So she doesn't have time to cook nice meal. Maybe she bring home already-prepared food from a restaurant such as pizza. Or maybe she cook a fast-food dinner in the microwave. In addition, my family enjoys to spend time together on weekends and holidays. For example, on sundays we often having big barbecue, invite Aunts, Uncles, cousins, Grandparents. We spend whole day together. It gives nice feeling. In U.S., in contrast, children have their own activities, parents have different activities, teenagers prefer to be with their own friends. In fact, children spend more time with friends than with parents. Families here don't live close to one another. Children don't know their aunts and uncles. They don't become close their cousins. As we do in my culture. Its too bad, I think, for close family is lasting treasure.

### Step 4C: Writing the Final Copy

Now you are ready to write the final copy to hand in. Your instructor will expect it to be written neatly and legibly in ink or typed on a computer. Read it once more, and don't be surprised if you decide to make changes. Remember that writing is a continuous process of writing and rewriting until you are satisfied with the final product.

Following is the final copy of the paragraph about communication problems.

**MODEL***Final Copy***Communication Problems**

One kind of culture shock faced by international students in the United States is difficulty communicating with Americans. When they first arrive in the United States, they soon realize that their verbal skills are poor. First of all, they lack vocabulary, and they have poor pronunciation, so American people do not understand them. For example, a few days ago, I asked an American student how to get to the library, but because I have trouble pronouncing *r*'s and *l*'s, the student did not understand me. I finally had to write it on a piece of paper. International students also speak too softly because they are shy. It is difficult for foreign people to understand Americans, too. Americans use incomplete sentences, such as "Later" to mean "I'll see you later," and "Coming?" to mean "Are you coming?" Also, Americans talk too fast, so it is often impossible to understand them. In addition, Americans use a lot of slang and idioms whose meanings nonnative speakers do not know. For example, the other day someone said to me, "That drives me up the wall," and I could not imagine what he meant. I had a picture in my mind of him driving his car up a wall. It did not make sense to me. In short, communication is probably the first problem that international students face in the United States. After a while, however, their ears get used to the American way of speaking, and their own verbal abilities improve.