

AYDI EST.

Open Learning ✨ Translation

2023-2024

Fourth Year

Second Term



9



The Last Lecture

Essay II

19.07.2024

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# HELLO EVERYONE!

## Chapter 13 Adverb Clauses

### Places Clauses

An adverb place clause tells where the action described by the main verb took place. The subordinators *wherever*, *everywhere*, and *anywhere* are similar in meaning and are interchangeable. You can begin a sentence with *wherever*, *everywhere*, and *anywhere* clauses, but usually not with a *where* clause. (Expressions such as the following are exceptions:

*Where there is lightning, there is thunder.*

*Where there is smoke, there is fire.)*

### Place Subordinators

Where: a specific place	Most people shop where they get the lowest prices.
Wherever: any place	I pay my credit card wherever I can
Everywhere: every place	Can you use an ATM card everywhere you shop?
Anywhere: any place	Anywhere you go, you hear people talking on their cell phones.

\*

### Practice 2

**A. Step 1** Form an adverb place clause by replacing the word *there* with a place subordinator in the appropriate sentence in each pair. Use all four subordinators at least once.

**Step 2** Write a new sentence by combining the adverb clause with the independent clause. Add a comma if necessary.

**Step 3** Circle the subordinators

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

1. *People prefer to shop / credit cards are accepted there*

People prefer to shop (where) credit cards are accepted.

2. *Consumers tend to buy more / credit cards are accepted for payment of merchandise there.*

Consumers tend to buy more (wherever) credit cards are accepted for payment of merchandise.

3. *You cannot use credit cards/you shop there.*

You cannot use credit cards (anywhere) you shop there.

4. *There are a few places of business/a credit card is not accepted there.*

There are a few places of business (where) a credit card is not accepted.

5. *Travelers can use credit cards in foreign countries/they are accepted there.*

Travelers can use credit cards in foreign countries (anywhere) they are accepted.

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### Distance, Frequency, and Manner Clauses

Adverb clauses of distance answer the question "How far?" Adverb clauses of frequency answer the question "How often?" Adverb clauses of manner answer the question "How?"

Distance, frequency, and most (but not all) manner clauses follow the independent clause.

#### Distance, Frequency, and Manner Subordinators

as + adverb + as: distance	Fire had destroyed the trees in the forest as far as the eye could see.
as + adverb + as: frequency	I do not visit my parents as often as they would like me to.
as: manner	We mixed the chemicals exactly as the lab instructor had told us to.
as + adverb + as: manner	Our instructor asked us to fill out the questionnaire as carefully as we could.
as if, as though: manner	The bus's engine sounds as if/as though it is going to stall at any moment.

#### Notes

1. In informal spoken English, people often use 'like' in place of 'as if' and 'as though'. Like is not correct in formal written English, so use only as if and as though in your writing.

Formal: It looks as if it is going to rain.

Informal: It looks like it is going to rain.

2. In very formal written English, the verb takes the same form as it does in conditional clauses when the information in the 'as if/as though' clause is untrue (or probably untrue). However, many English speakers use normal verb forms in this situation.

Formal: John acts as if he were the Prince of Wales.

Informal: John acts as if he is the Prince of Wales.

### PRACTICE 3

#### Distance, Frequency, and Manner Clauses

A. Form a sentence containing an adverb clause by adding a distance, frequency, or manner subordinator and completing the clause. Use each subordinator at least once. The first one has been done for you as an example.

1. People should try to recycle as often as they can. (frequency)

2. Most people want to move as far as they can from home. (distance)

3. We should not consume our natural resources as we did in the past. (manner)

4. Should teenagers have the right to dress as they choose? (manner)

5. No nation in the world can afford to act as if it were the only one. (manner-use as if or as though)

B. Answer the questions with sentences containing a clause of distance, frequency, or manner. Make sure that your answer contains two complete clauses, an independent clause and an adverb clause. (Hint: A phrase such as 'as fast as possible' is not a clause.) The first one has been done for you as an example.

1. *How does your writing instructor want you to write your essays?*

Our writing instructor wants us to write our essays as thoughtfully as we can.

2. *How should you act when you see an enraged elephant running toward you?*

I should run as fast as I can when I see an enraged elephant running toward me.

3. *How can you overcome stage fright? (Use as if or as though in*

your sentence.)

I should act as if the audience were not there.

\*\*\*

### Reason Clauses

An adverb reason clause answers the question "Why?" A reason clause can come before or after the independent clause in a sentence.

### Reason Subordinators

because	Europeans are in some ways better environmentalists than North Americans because they are more used to conserving energy.
since	Since many Europeans live, work, and shop in the same locale, they are quite accustomed to riding bicycles, trains, and streetcars to get around.
as	As the price of gasoline has always been quite high in Europe, most Europeans drive high-mileage automobiles that use less fuel.

### Practice 4

#### Reason Clauses

**Step 1 Form an adverb clause by adding a reason subordinator to the appropriate sentence in each pair. Do not change the order of the clauses.**

**Step 2 Write a new sentence by combining the adverb clause with the independent clause. Add a comma if necessary.**

**Step 3 Circle the subordinator.**

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

1. *Electricity is expensive. Europeans buy energy-saving household appliances such as washing machines that use less water.*

(Since) Electricity is expensive, Europeans buy energy-saving household appliances such as washing machines that use less water.

2. *Europeans experienced hardship and deprivation during and after World War II. They are used to conserving.*

Because Europeans experienced hardship and deprivation during and after World War II, they are used to conserving.

3. *Coal pollutes the air and gives off a lot of carbon dioxide. Most*

*European nations have switched to natural gas or nuclear power to produce electricity.*

Since coal pollutes the air and gives off a lot of carbon dioxide, most European nations have switched to natural gas or nuclear power to produce electricity.

**4. In the United States, in contrast, 56 percent of the nation's electricity is generated by burning coal. Coal is cheap and plentiful.**

In the United States, in contrast, 56 percent of the nation's electricity is generated by burning coal as coal is cheap and plentiful.

**5. The parliamentary system in Europe is different. A European head of government has more power than a U.S. president to force industry to make environmentally responsible changes.**

Because the parliamentary system in Europe is different, a European head of government has more power than a U.S. president to force industry to make environmentally responsible changes.

\*\*\*

### Result Clauses

An adverb result clause expresses the effect or consequence of the information in the independent clause. A result clause follows the independent clause in a sentence.

### Result Subordinators

so + adjective/adverb + that	<p>Joanna's cookie business is so successful that she hired three new employees last week.</p> <p>New orders are coming in so rapidly that she has expanded her production facilities.</p>
such a(n) + noun + that	<p>Joanne's cookies are such a success that she is considering franchising the business.</p>
so much/many + noun + that	<p>Running the business takes so much time now that Joanne no longer does the baking herself.</p> <p>There were so many orders for her holiday cookies that her workers were baking 24 hours a day.</p>

so little/few + noun + that	<p>Now Joanne has so little free time that she has not taken a vacation in months.</p> <p>Her cookies contain so few calories that even people on diets can enjoy them.</p>
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### Practice 5

#### Result Clauses

**A. Step 1** Form an adverbial clause by adding a result subordinator to the appropriate sentence in each pair.

**Step 2** Write a new sentence by combining the adverb clause with the independent clause. Add a comma if necessary.

**Step 3** Circle the subordinator.

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

**1. Anthropological museums have realistic displays. A visitor can gain insight into the lifestyles of ancient people.**

Anthropological museums have (such) realistic displays (that) a visitor can gain insight into the lifestyles of ancient people.

**2. The Ancient Peru exhibit was popular. It was held over for two weeks.**

The Ancient Peru exhibit was (so) popular (that) it was held over for two weeks.

\*\*\*

#### Purpose Clauses

An adverb purpose clause states the purpose of the action in the independent clause.

A purpose normally follows the independent clause, but you may put it at the beginning of a sentence if you want to especially emphasize it.

#### Purpose Subordinators

so that	Farmers use chemical pesticides so that they can get higher crop yields.
in order that	In order that consumers can enjoy unblemished fruits and vegetables, farmers also spray their fields.

\*

#### Notes

**1. In order that is formal.**

2. The modals may/might, can/could, will/would, or have to usually occur in a purpose clause.

3. We often use the phrase in order to + a base verb or simply to + a base verb when the subjects of both the independent clause and the purpose clause are the same person or thing. We prefer to + verb over in order to + verb because it is shorter. The first example above could be written as follows because the two subjects (farmers and they) refer to the same people.

Farmers use chemical pesticides in order to get higher crop yields.

Farmers use chemical pesticides to get higher crop yields.

In the second example, the two subjects (farmers and consumers) are different, so it is not possible to use an in order to + verb or a to + verb phrase.

### Practice 6

#### Purpose Clauses

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

Step 2 Add a purpose subordinator to one of the sentences in each matched pair to form a purpose clause.

Step 3 Write a new sentence by combining the adverb clause with the independent clause. Add a comma if necessary.

Step 4 Circle the subordinator.

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

e	1. Chemists create food products in the laboratory.	a. They can avoid food with chemicals.
f	2. For example, an artificial food called "bacon bits" was invented.	b. They can increase crop yields.
	3. Chemicals are added to many foods.	c. They can produce organic crops.
	4. Most farmers use chemical fertilizers and pesticides.	d. The foods will stay fresh longer.
	5. Some farmers use only natural pest control methods.	e. Consumers can have substitutes for scarce, expensive, or fattening



	natural foods.
6. People like to buy organic farm produce.	f. Consumers could enjoy the taste of bacon without the fat.

1. Chemists create food products in the laboratory (so that) consumers can have substitutes for scarce, expensive, or fattening natural foods.

2. For example, an artificial food called "bacon bits" was invented (in order that) consumers could enjoy the taste of bacon without the fat.

\*\*\*

### **Contrast Clauses**

There are two types of adverb clauses that express contrast: direct opposition clauses and concession clauses.

#### **Direct Opposition Clauses**

In this type, the information in the adverb clause and the information in the independent clause are in direct contrast.

#### **Direct Opposition Subordinators**

Whereas	San Francisco is cool during the summer, whereas Los Angeles is generally hot.
While	While most homes in San Francisco do not have air conditioning, it is a necessity in Los Angeles.

\*

#### **Notes**

1. While and whereas have the same meaning and are interchangeable.
2. Use a comma between the two clauses no matter which order they are in. (This is an exception to the comma rule for adverb clauses.)
3. Since the two ideas are exact opposites, you can put the subordinator with either clause, and the clauses can be in either order. Thus, the examples can be written in four ways with no change in meaning:
  - San Francisco is cool during the summer, whereas Los Angeles is generally hot.
  - Whereas Los Angeles is generally hot during the summer, San Francisco is cool.
  - Whereas San Francisco is cool during the summer, Los Angeles is

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generally hot.

Los Angeles is generally hot during the summer, whereas San Francisco is cool.

\*\*\*

### Concession (Unexpected Result) Clauses

A concession clause means "This idea is true, but the idea in the independent clause is more important."

These clauses are sometimes called "unexpected result" clauses because the information in the independent clause is surprising or unexpected based on the information given in the concession clause.

### Concession Subordinators

although	Although I had studied all night, I failed the test.
even though	Our house is quite comfortable even though it is small.
though	Though the citizens had despised the old regime, they disliked the new government even more.

\*

### Notes

1. Although, even though, and though have almost the same meaning. Though is less formal. Even though is a little stronger than although.

2. Some writers follow the normal comma rule for adverb clauses: Use a comma only when the concession clause comes before the independent clause. Other writers use a comma between the two clauses no matter which order they are in.

3. Be careful about which clause you use the subordinator with. Sometimes you can use it with either clause, but not always.

Correct: He loves sports cars, although he drives a sedan.

Correct: Although he loves sports cars, he drives a sedan.

Correct: I went swimming, even though the water was freezing.

Not possible: Even though I went swimming, the water was freezing.

### Practice 7 Contrast Clauses

A. Step 1 Decide whether the two clauses in each item express direct opposition or concession. (There are four of each.)

Step 2 Add an appropriate contrast subordinator to one of the clauses. Use each subordinator at least once. (You will use while

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and whereas twice each.)

**Step 3** Write a new sentence by combining the clauses, and add a comma.

**Step 4** Circle the subordinator.

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

1. *Modern Olympic equestrian events emphasize style. The ancient Greek events emphasized speed.*

Modern Olympic equestrian events emphasize style, (whereas) the ancient Greek events emphasized speed.

\*\*\*

### Conditional Clauses

A conditional clause states a condition for a result to happen or not happen. In the sentence *If it rains tomorrow, we will not go to the beach*, the condition is the weather. The result is going or not going to the beach. A conditional clause can come before or after an independent clause.

### Conditional Subordinators

If

If you study, you will get good grades.

The mayor would have lost the election if the labor unions had not supported him.

Unless

The mayor cannot govern unless the labor unions support him.

Unless you study, you will not get good grades.

\*

### Notes

1. There are four basic patterns of conditional sentences. Each pattern has a different combination of verb forms depending on whether the time is present, future, or past, and on whether the condition is true or not true. The following chart summarizes the four patterns. There are many variations to these basic patterns; consult a grammar book for more complete information.

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## 2. Unless means 'if not'

You cannot get a refund unless you have a receipt. (You cannot get a refund if you do not have a receipt.)

Unless you get at least 90% on the final exam, you will not get an A in the class. (You will not get an A if you do not get at least 90% on the final exam.)

\*\*\*

## Chapter 14 Adjective Clauses

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?

### Relative Pronouns and Adverbs

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

Pronoun	who, whom, whose, that	refer to people refer to animals and things
Adverb	which, whose, that when, where	refer to a time or a place

\*

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

antecedent.

**CONFUSING** He left the gift in his friend's car that he had just bought.  
(It is not clear whether the adjective clause modifies car or gift.)

**CORRECTED** He left the gift that he had just bought in his friend's car.  
(The adjective clause clearly modifies gift.)

\*

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.

Notice the following examples:

- *Esraa, who studies at the English department, is a serious student.*

"Who studies at the English department" is a non-restrictive (non-defining) clause.

- *The book which I have chosen is exceptional.*

"which I have chosen" is a restrictive (defining) clause.

\*

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 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.)

\*

### Kinds of Adjective Clauses

#### Relative Pronouns as Subjects

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

#### Subject Relative Pronouns

who, which, that

American football, which is 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  
who, that

People save time and energy. They' use microwave ovens.

People who use microwave ovens save time and energy.

People that use microwave ovens save time and energy. (Informal)

Nonrestrictive  
who

Microwave cooking is not popular with most professional chefs.

Professional chefs say that fast cooking does not allow flavors to blend.

Microwave cooking is not popular with most professional chefs, who say that fast cooking does not allow flavors to blend.

### For Animals and Things

Restrictive that	<p>Ovens are capable of cooking food quickly. They use microwave energy.</p> <p>Ovens that use microwave energy are capable of cooking foods quickly.</p>
Nonrestrictive which	<p>An electron tube in the oven produces microwaves. Microwaves cook by agitating the water molecules in food.</p> <p>An electron tube in the oven produces microwaves, which cook by agitating the water molecules in food.</p>

\*\*\*

### Relative Pronouns as Objects

#### Object Relative Pronouns

whom which, that Ø (no pronoun)	The address that he gave me was incorrect
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\*

**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	<p>The professor is chair of the English Department. You should see the professor.</p> <p>The professor whom you should see is chair of the English Department.</p> <p>The professor that you should see is chair of the English Department. (informal)</p> <p>The professor you should see is chair of the English Department.</p>
Nonrestrictive whom	<p>Dr. White is an ecologist. You met DR. White in my office.</p> <p>Dr. White, whom you met in my office, is an ecologist.</p>



## For Animals and Things

Restrictive that, Ø	<p>The book was written in German. The professor translated the book.</p> <p>The book that the professor translated was written in German.</p> <p>The book the professor translated was written in German.</p>
Nonrestrictive which	<p>Environmental science is one of the most popular courses in the college.</p> <p>Dr. White teaches environmental science.</p> <p>Environmental science, which Dr. White teaches, is one of the most popular courses in the college.</p>

\*\*\*

### 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.

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(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 whose	Opportunities are increasing for graduates. Graduates degrees are in computer engineering. Opportunities are increasing for graduates whose degrees are in computer engineering.
Nonrestrictive whose	Santa Claus is the symbol of Christmas gift-giving. His jolly figure appears everywhere during the Christmas season. Santa Claus, whose jolly figure appears everywhere during the Christmas season, 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 whose	The citizens protested. The government had confiscated their property. The citizens whose property the government had confiscated protested.
Nonrestrictive whose	Consumer Reports magazine publishes comparative evaluations of all kinds of products. Shoppers trust the magazine's research. Consumer Reports, whose research shoppers trust, publishes

comparative evaluations of all kinds of products.

\*\*\*

**Relative Pronouns as Objects of Prepositions**

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

**Object Relative Pronouns**

whom,  
that,  
Ø (no pronoun)

which,

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 - whom I shared a secret with

which I sent my application to - 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.

**For People**

Restrictive  
whom, that,

The candidate lost the election. I voted for the candidate.

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

\*\*\*

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

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

**Quantity Relative Pronouns**

- some of whom
- all of whom
- each of which
- both of which, etc.

He gave two answers, both of which were correct.  
The top students, all of whom graduated with honors, received scholarships.

**Quality Relative Pronouns**

- the best of whom
- the oldest of whom

She has three daughters, the oldest of whom is studying abroad.



the important of which, etc.	The comedian's jokes, the funniest of which I had heard before, were about politics.
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\*

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.

**For People**

Nonrestrictive of whom	The citizens of Puerto Rico are well educated. Ninety percent of them are literate. The citizens of Puerto Rico, ninety percent of whom are literate, are well educated.
---------------------------	---

**For Animals and Things**

Nonrestrictive of which	There are many delicious tropical fruits in Puerto Rico. I have never tasted most of them before. There are many delicious tropical fruits in Puerto Rico, most of which I have never tasted before.
----------------------------	---

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**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 when devout Muslims fast. The Saudi Arabian city of Mecca, where Mohammed was born, is the holiest city in Islam.
----------------	--

\*

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

\*\*\*\*\*

## Chapter 15 Participial Phrases

**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

-ing Participles

<p>The custom fascinates me. The essay won an award. The baby will sleep until eight.</p>	<p>The fascinating custom has been the subject of many books. Jacob wrote the winning essay. Try not to wake a sleeping baby.</p>
---	---

<ul style="list-style-type: none"> <li>A passive voice verb becomes an -ed participle.</li> </ul> <p>Verbs Some movies are rated X. My leg was broken in three places.</p>	<p>-ed participles Children should not see X-rated movies. My broken leg is healing slowly.</p>
--	---

<ul style="list-style-type: none"> <li>There are also perfect forms.</li> </ul> <p>Verbs The students had solved most of the problems without any help.</p>	<p>Perfect Participles Having solved most of the problems without any help, the students were exhilarated.</p>
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The most commonly used participle forms are shown in the following chart:

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

Example of having + past participle:  
- *Having opened its eyes, the infant cried.*

**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.

\*\*\*

### Reduced Adjective Clauses

Participial phrases can be formed by reducing adjective clauses and adverb clauses. For this reason, they are sometimes called reduced 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	Participial Phrases
A pedestrian who had been hit by a speeding taxi was lying in the street.	A pedestrian hit by a speeding taxi was lying in the street.
An ambulance that was summoned by a bystander came quickly.	An ambulance summoned by a bystander came quickly.
The taxi driver, who did not realize what had happened, continued on.	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 who study at this university are from foreign countries.	Many students studying at this university are from foreign countries.
Present continuous	Students who are taking calculus must buy a graphing calculator.	Students taking calculus must buy a graphing calculator.
Simple past	The team members, who looked happy after their victory, were cheered by the fans.	The team members, looking happy after their victory, were cheered by the fans.
Past	The crowd, which was	Cheering wildly as the

continuous	cheering wildly as the game ended, would not leave the stadium.	game ended, the crowd would not leave the stadium.
Future	Everyone who will take the TOEFL next month must preregister.	Everyone taking the TOEFL next month must preregister.

\*\*\*

### 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 that are not handed in by Friday will not be accepted.	Lab reports not handed in by Friday will not be accepted.
Simple past	The proposed law, which was opposed by the majority of the people, did not pass.	The proposed law, opposed by the majority of the people, did not pass.

\*\*\*

### Perfect Form Participial Phrases

Perfect forms emphasize the completion of an action that takes place before the action of the main verb. 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, which have fascinated people for centuries, are slowly being revealed.	The secrets of the universe, having fascinated people for centuries, are slowly being revealed.
Past perfect	The senator, who had heard that most people	Having heard that most people opposed the new law,

opposed the new law, voted against it.	the senator voted against it.
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### 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.

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### Reduced Adverb Clauses

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

Sentence with Adverb Clause	Sentence with -ing or -ed Phrase
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.	When entering a theater, you should turn off your cell phone. Having read that the company needed workers, John applied for a job.

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## EXAM NOTES:

✓ المطلوب من كتاب (The process of writing)

- Pages 168 – 172 & Pages 182 - 185

كيفية كتابة مقال (Problem and solution) وليس نظري  
✓ المطلوب من كتاب (Writing Academic English)

### Chapter 6

كيفية كتابة مقال (Cause and effect) وليس نظري  
سؤال كتابة المقال عليه ٥٠ علامة وسيكون هنالك أكثر من خيار.  
موضوع المقالة سيكون مشابهاً لمواضيع المقالات في الكتاب.  
✓ الجزء النظري وعليه ٥٠ علامة:

### Writing Academic English:

- Chapters 10 - 11 - 12 - 13 - 14 - 15

أمثلة على الأسئلة النظرية:

- Define the adjective clause and give examples.
- What is the definition of the participial phrase and when is it used?
- Mention the kinds of the adverb clause with examples.

Thank You

Wish you all the best



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