

Adjective Clauses transcript

So, adjective clauses. How many of you know what adjective clauses are? Raise your hand if you know. We have one person. Sandra is the only one who knows what adjective clauses are. OK, we have another one. Good. We have two people here who are comfortable with adjective clauses. I know that most of you already read sentences with adjective clauses. I also know that you write sentences with adjective clauses. You probably don't realize that you are using them, but I hope after today you know little bit more about them.

Let's see. All right. There are couple of things of things we need to know about adjective clauses before we get started. You might have heard them being called relative clauses. Has anyone heard of relative clauses before? No one? Wow. ... I sometimes keep going back and forth. I call them relative clauses or adjective clauses, but they mean the same. They have the same meaning. Adjective clauses are called adjective clauses because they act like adjectives. That's what they do. But they are just group of words together that act like an adjective in a sentence. Rather than having one word like an adjective, this is a group words, a lot of words together, and they as a group act together as a clause. They act as an adjective. What adjective clauses do just like adjectives they identify or give more information about noun and pronouns. And, most often it is nouns and pronouns that come right before them. They are always identifying or giving information about the noun or pronoun right before whereas adjectives come right before the noun or pronoun. So the location is little bit different. You can use them to combine sentences. You can create complex sentences with adjective clauses. They are little bit more advanced than what we have been doing with subordinators, but you are doing the same thing. You are creating complex sentences. They are also depend clauses. They cannot stand alone. So, adjective clause alone cannot stand alone. So, it is same as our dependent clause with a subordinator. It cannot stand alone. And, when you are using adjective clauses, you are making your writing more descriptive and interesting. So, just like adding adjective into your writing, you are making it more lively, more fun to read. Adjective clauses are more difficult to put in your writing because there is a lot to do with punctuation, knowing where to put them, and doing them correctly, so they can be very tricky. So, that's why this semester we are only going to introduce the adjective clauses, trying to make you recognize what they are in a sentence, and we are going to combine some sentences together, so you can see how they work together. But, you don't have to be an expert in adjective clauses at the end of this semester.

So, let's see. We have subject relative pronouns. So, now, you remember that I told you that adjective clauses can also be called relative clauses. So, these pronouns that we are going to be using are actually called relative pronouns. They are not called adjective pronoun. They are relative pronouns. That's the name for them. You probably recognize them. They are words like *who* and *that*, *which* and *whose*. Those are relative pronouns that you are starting to think that oh, I have seen those before, I know what those are, and I use them in my writing all the time. Right? So, what you have to remember about subject relative pronouns is that *who* and *that* are used for people. *Who* is mainly used for people. *Which* and *that* are used for places and things. And, *whose* and noun always shows possession – something that somebody has. So, you notice that *that* can be used for people, places and things. So, *that* is one that can be used for any of those. *Who* is only for people. *Which* is only for places and things. So, that's what you have to remember about adjective clauses. Let's look at the examples that we have. The first one is *We*

have teacher who is from Finland. Me, right? So, now in here (...) *who* is describing teacher. So, the noun in the sentence. There is a noun and the adjective clause comes right after it. So, if we drew a line from the relative pronoun to the teacher, that's what it is describing. So, this whole clause here *who is from Finland* is the adjective clause. That's what is called adjective clause. And, *who* is the relative pronoun. And, this whole underlined thing is describing the teacher. It's giving us extra information about the teacher. The next one we have is *We study in the ILC which is in building 1200.* So, in this sentences, *which is in building 1200* is the adjective clause. Our relative pronoun is *which*, and *which* is always describing places and things. So, it's describing the ILC. So, if we draw a line from *which*, we would draw it to ILC. And, the last one, we have *I have a neighbor whose dogs like to visit our yard.* So, in this case, *whose* is one of those relative pronouns that show possession, people's possession. So, it's same to say *neighbor's dogs like to visit my yard.* That's what you are pretty much saying with this sentence. But, we are using the adjective clause here to describe the neighbor. *Neighbor's dogs.* Whose dogs? *Neighbor's dogs.* It's the same as writing with apostrophe s but this *whose* takes care of it. But, again, if we wanted to draw a line from *whose* to *neighbor*, that's what we would do.

Yes, question. OK, so the question was *which is the relative clause in sentence number 1 and number 2.* The underlined part is the relative clause, the one that starts with a relative pronoun. So, *who* and *which* is the relative pronoun and that begins the relative clause. So, the underlined part here is the adjective clause. So, if you look at this part – the beginning of the sentence. *We have a teacher* that's a complete sentence. We could put a period after that, and it would be fine. But, if the next sentence was *who is from Finland.* Well, that doesn't make any sense. That's a dependent clause. That cannot stand alone. It has to be attached to something else. So, that's how you know this part is the adjective clause because if you just had it on its own, it would not make any sense. The same thing in here – *we study in the ILC.* Perfectly fine. We can have that as an independent sentence. But then we would say *which is in building 1200* and that does not make any sense on its own. It has to be attached to this independent clause right here.

OK, next one. I wrote some extra sentences for you to show how to use *who* with people. All of them are pretty much the same, except I have different kinds of people in there. So, we could say something like *I have a friend who lives in Finland.* So, in that sentence, what is *who* describing? Friend. Yeah, friend, right? So, the person. Again, if we were drawing a line, if you have this in your notes, you could draw a line from *who* to a *friend* and you would know that this adjective clause is coming right after the noun it is describing. Right after the noun it's describing. OK, the next one. *Janet is my friend who lives in Boston.* Who is that describing? [students giving an answer] Either one of them because Janet is my friend, so friend is Janet, it is the same thing. But, in this sentence, if we look at it like this and we have to draw a line, we would draw a line from *who* to a *friend* because it's the noun right before the adjective clause. We could also say this sentence in a different way. We could put this adjective clause in the middle, we could say *Janet who lives in Boston is my friend.* So, the adjective clause can also be inside the sentence, separating the independent clause. So, you can do those type things with adjective clauses as well. So, *Janet who lives in Boston is my friend.* So, in this case, *who* would describe *Janet* because it comes right after *Janet.* [question from a student] Oh boy, commas, right? Sandra was asking about commas. It depends on if we know one Janet or five Janets. The punctuation rule is a whole other lesson that I am not going to be talking about today. It gets really complicated with commas. It has something to do with identifying and non-identifying adjective clauses, and we

are not going to talk about them today. We'll talk about another day, but that's a good question though. Any other questions? Everybody OK. All right. So, the third one we have is *That's my neighbor who just moved in*. So, *who* is describing what? [students answer] Neighbor, right? So, it comes right after the noun that it describes. And, the last one, *Ms. Marquis who teaches ESL loves music*. And, it is describing? [students answering] Ms. Marquis. Right. Notice this example here the adjective clause here is in the middle of the sentence, right? So, we could also say ... no, no we can't. We can't actually say it in different way because it is not describing music; it is only describing a person. So, we can only say *Ms. Marquis who teaches ESL loves music*. So, that gives a little bit extra information about Ms. Marquis.

Next, we have *which* and I wanted to give you some example how to use *which* with places and things. So, the first sentence *I will go to Boston which is my favorite city*. So, in this case *which* is describing what? [students answering] Boston. Very good! And, Boston is a place, so that's why we would use it right after the place we are describing. The next one is *I am reading My Name Is Not Angelica which is my favorite book*. Right? [students laughing] *Which* is describing what in this sentence? [students answering] *My Name Is Not Angelica* which is the name of the book, so even though I am not using the noun "book" in here, I'm using the name of the book, it's still a thing. Even though you see Angelica's name in there, it does not make this a person. It makes a thing because you know the book you have for the reading and writing class is this. And, the last one *I am doing my homework which is for tomorrow's class*. And, *which* is describing what? [students answering] Homework. Yep! Exactly. So, I think you starting to get the idea where do the adjective clauses go. They go right after the noun it describes. And, we are not going to worry about the punctuation yet. Although, I realize that I could have had couple things in there that could have had punctuation.

OK, *that* can be used for people, places or things. So, for those different things, for all of them. The book said "relative pronoun *that* is less formal than *which* and *who*." So, you probably hear *that* a lot in spoken English, so you will probably hear it more when talking to people. not to say that people don't use *who* and *which*, but you will probably see *who* and *which* more in readings you do, in newspapers and magazine and things like that. So, we can say "I will go to Boston that is my favorite city." Doesn't sound quite as nice as using *which*, but we could definitely do that. So, in this case, *that* is describing a place. Rather than using *which* we used *that*. The second one "Janet is my friend that lives in Boston." Again, doesn't sound quite as nice as using *who* in the previous sentences, but we can do that. In this case, *that* is describing *friend* who is a person. And, then the third one, "I'm doing my homework that is for tomorrow's class." Same thing, *homework* is thing and you can use *that* for it. Yes? Right. I think guys are becoming experts on this.

OK, *whose*. *Whose* is for those possessions. I think causes sometimes trouble because students are having trouble remembering how to use *whose*. If you remember that it somehow replaces the apostrophe s at the end of the noun when you are saying somebody's something. So, we could say "She is the neighbor whose baby cries all night." It's the same to say "That neighbor's baby cries all night." That would another way for me to say it without using an adjective clause. But, if I wanted to use an adjective clause showing possession, this describes the neighbor and gives the information what about that neighbor. Or, we could say "He's the teacher whose classes are fun." Now, we are describing the teacher and the teacher's class. "That teacher's

classes are fun” is another way to say that, but notice you would be using the apostrophe s here *teacher’s classes* rather than using the adjective clause. This gives you another way to write your sentences. You don’t always have to use the possessive; you can make your sentences complex sentences with adjective clauses using this *whose* in there. [student asks a question] So, the question was are the sentences after the error also adjective clauses because I have *that* in there. Yes? No, I should have not put *that* in there. I can see how it is confusing. So, you can just say *the neighbor’s baby cries all night*. This *that* is more like I am pointing at the person saying *THAT person’s baby*, I am pointing at a specific person. So, these ones after the arrow are not adjective clauses. They are just a different way for me to show you the same thing. Good question.

When we are combining sentences, and we are going to do couple practice activities like these, you will be given two separate sentences, and most often when you are writing your own sentences, you are writing a lot of simple sentences. And, sometimes you could actually combine them and create complex sentences. And, using an adjective clause is one way for you to do that. So, if we have two sentences. “Janet is my friend” is the first one, and “She lives in Boston” is the second one, we could actually combine two of them together to make a complex sentence and have an adjective clause in there. So, the way we are going to do that is that we keep the first sentence *Janet is my friend* on its own. Now, we have to decide who is *she* in the first sentence. Janet or my friend, right? We need to remember that Janet can be either one of those. So, in this case, we are going to replace *she* with a relative pronoun. And, what relative pronoun do we need to use when we are talking about people? *Who*, right? If you look at the second sentence where I have combined the two sentences, I have gotten rid of *she* and I have replaced it with *who*. I still keep rest of the sentence exactly the same. I need to keep *lives* third person singular here because we are still talking about *she*. The verb does not change. Verb tense and form stays the same. We are getting rid of the subject and replacing it with relative pronoun when you combine sentences like these together. So, *who* is describing or modifying *friend* by giving us more information about *friend*. This is pretty easy when you are combining to sentences together and you are kind of smashing them together, but sometimes you need to take a sentences and putting inside the already existing sentence like we talked about. I could say *Janet who lives in Boston is my friend*. We could also put that in the middle of the sentence as well and create another kind of a complex sentence. There are two ways for you to do that. What is important about combining these sentences is that you check and see what is the subject referring in the first sentence. For example, does *she* got with *Janet* or does *she* go with *my friend*. And, because in this sentence it does not make a difference, you can write it in two different ways.

OK, I would like you to combine some sentences. How about if you copy these for your notebook and then we can go over the answers together. So, copy them and then we’ll check the answers. So, let’s look at the first one. The first one we have two sentences: *I met a man* and *He is a famous singer*. If are leaving the first sentence as it is, and incorporating the second into the first one, we have to decide what is the noun that we are going to give more information about. So, in this sentence *man* and *he* match. So, we are replacing *he* with what? Who, right? Because it is a person. Man is a person. Jose, you want to give us the sentence? [Jose is talking] Yes, *I met a man who is a famous singer*. Very good. Excellent! The second is kind of weird because we have *I know a woman* and *Her brother is a movie star*. So, now we have *woman* and *her brother*, how are we going to combine those together? Fransisca. Whose. That’s right. So, you

decided because *her brother* shows possession, right? We can replace *her brother* with *whose* and say ... what do you say, Fransisca? Can you give me the whole sentence? [Fransisca is talking] Hmm. *I know a woman whose brother is a movie star.* So, you are replacing *her* with *whose* in that sentence. Very nice! Good job! The second one we have *a student* and *she*. Is a student a person or a thing? Hilda? [class is laughing] So, student is a person, so we use *who*. Very good! Hilda, do you want to give us the answer for sentence number three? [Hilda is talking] OK, very nice! It is a good start. So, Hilda said *I talked to a student who she is in my ESL 120A.* There is one little problem in that sentence. What do we need to take out from that example sentence Hilda gave us? *She*. You cannot repeat *she* in there because *who* replaces *she* in that sentence. So, you need to say *I talked to a student who is in my ESL 120A.* The relative pronoun *who* takes over the pronoun in the second sentence when you are combining them. You cross out *she* and replace it with *who*. You don't repeat it twice otherwise you have a double subject in that relative clause. Alla looks tired, so I am going to put you to work. So, the next one we have *textbooks* and *they*. Are we talking about things or people? [Alla is answering] OK, so we are talking about things, right? *I bought textbooks which were expensive* or you could also say *that*. *I bought textbooks that were expensive.* So, we are going to take *they*, cross that out, and write *which* in there. I just realized that we had slides for all of these. So, here are the answers. Sorry, I forgot. [goes through the answers again quickly with slides]. Ta-daa! We are done!