CHAPTER 13

Relative Clauses with Subject Relative Pronouns

A. GRAMMAR IN DISCOURSE: Office Outfits That Work . . 280

B. FORM: Relative Clauses with Subject Relative Pronouns ......................................... 282
   Restrictive Relative Clauses
   I know a woman who/that works at Jones & Roe.
   The rules which/that require suits are strictly enforced.
   Nonrestrictive Relative Clauses
   I know Sue Dunn, who works at Jones & Roe.
   The rules, which are strictly enforced, require business suits.

C. MEANING AND USE 1: Identifying Nouns with Restrictive Relative Clauses ..................... 288
   Identifying Nouns
   Reducing Restrictive Relative Clauses
   Beyond the Sentence: Combining Sentences with Relative Clauses

D. MEANING AND USE 2: Adding Extra Information with Nonrestrictive Relative Clauses .......... 294
   Adding Extra Information About Nouns
   Contrasting Restrictive and Nonrestrictive Relative Clauses
   Reducing Nonrestrictive Relative Clauses

WRITING: Write a "For and Against" Essay .......... 298
Office Outfits That Work

A1 Before You Read

Discuss these questions.

What kind of clothes do you think professional people and their staffs should wear to work: more formal or less formal? Do you think clothing affects job performance?

A2 Read

Read this newspaper article to find out what advice an employment expert gives to a male college student and a female executive.

OFFICE OUTFITS THAT WORK
Advice for Dressing Successfully in the Workplace

Q: I’m a male college student who is starting to job hunt. What advice can you give me about clothes that are suitable for interviews? I’m hoping to talk to a number of major software companies, which supposedly have “business casual” dress codes. Does that mean I don’t have to wear a suit?

A: Let’s start with your second question. “Business casual” means different things at different companies. Generally speaking, it doesn’t mean dressing in formal business wear, which for men means suits and ties. What it does mean is dressing in a relaxed, yet neat and professional-looking style. At some companies this might include cotton pants and knit shirts with collars, while other companies might even allow jeans and T-shirts.

But does that mean you should leave your suit and tie in the closet on the day of a big interview? Most managers would say, “Well, it may be OK, but it’s not worth the risk.” Interviewers are more likely to be impressed by job candidates who dress in a neat, professional way. If you’re a male college grad who wants to make the best possible impression, you can’t go wrong with a classic business suit.
Ideally, you should look for a suit that looks good and feels good. This will help you project the image of a person who is confident and capable. Suit colors like navy blue or gray are always a good choice. Then you can complete the look with a matching tie, a well-ironed, long-sleeved white shirt, and well-shined shoes.

Q: I’m a fashion-conscious female executive who doesn’t have a lot of time to worry about her wardrobe. Can you recommend any books or websites for women like me?

A: I’m glad you asked! There are several sites for female executives who want to show their stylish side. One of my favorites is a blog called “execu-chic,” which is written by a top-level woman consultant. For example, this week’s entry recommends classic but trendy low-heel shoes for the busy female executive who is on her feet all day.

Our column next week will feature advice on pants suits and skirt suits, so I’m sure you’ll find it useful.

capable: having the right skills and abilities  
confident: sure of oneself and one’s abilities  
executive: top-level manager  
fashion-conscious: interested in wearing stylish clothes  
supposedly: according to what people say  
wardrobe: all of a person’s clothing

A3 After You Read

Write T for true or F for false for each statement. Then change the false statements to true ones.

_F_ 1. The person who sent in the first question is a college graduate.

_The person who wrote the first question is still in college._

_T_ 2. Companies do not always agree on the meaning of “business casual.”

_T_ 3. The writer of the column thinks the man should definitely wear a suit to his interviews.

_T_ 4. The woman who submitted the second question is not interested in dressing fashionably.

_T_ 5. The writer of the column also writes a blog called “execu-chic.”

_F_ 6. The writer’s next column will probably appeal to the woman who submitted the second question.
Think Critically About Form

A. Look back at the article on page 280 and complete the tasks below.

1. **IDENTIFY** Three examples of relative clauses are underlined. Find nine more examples.

2. **RECOGNIZE** Circle the subject relative pronoun (who, which, or that) in each relative clause. Circle the noun or noun phrase it refers to.

3. **LABEL** Nonrestrictive relative clauses are set off from the nouns they modify by commas. There are three in the text (including one of the examples). Find them, and label them NR.

B. Discuss your answers with the class and read the Form charts to check them.

### Restrictive Relative Clauses

#### RELATIVE CLAUSES AFTER THE MAIN CLAUSE

<table>
<thead>
<tr>
<th>MAIN CLAUSE</th>
<th>RELATIVE CLAUSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>NOUN</td>
<td>SUBJECT RELATIVE PRONOUN</td>
</tr>
<tr>
<td>I know a woman</td>
<td>who that</td>
</tr>
<tr>
<td>They have rules</td>
<td>which that</td>
</tr>
</tbody>
</table>

#### RELATIVE CLAUSES INSIDE THE MAIN CLAUSE

<table>
<thead>
<tr>
<th>NOUN</th>
<th>SUBJECT RELATIVE PRONOUN</th>
<th>VERB</th>
</tr>
</thead>
<tbody>
<tr>
<td>A woman</td>
<td>who that</td>
<td>works</td>
</tr>
<tr>
<td>The rules</td>
<td>which that</td>
<td>require</td>
</tr>
</tbody>
</table>
## Nonrestrictive Relative Clauses

### RELATIVE CLAUSES AFTER THE MAIN CLAUSE

<table>
<thead>
<tr>
<th>MAIN CLAUSE</th>
<th>RELATIVE CLAUSE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NOUN</strong></td>
<td><strong>SUBJECT RELATIVE PRONOUN</strong></td>
</tr>
<tr>
<td>I know</td>
<td>Sue Dunn, who</td>
</tr>
<tr>
<td>No one likes</td>
<td>the rules, which</td>
</tr>
</tbody>
</table>

### RELATIVE CLAUSES INSIDE THE MAIN CLAUSE

<table>
<thead>
<tr>
<th>MAIN CLAUSE</th>
<th>RELATIVE CLAUSE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NOUN</strong></td>
<td><strong>SUBJECT RELATIVE PRONOUN</strong></td>
</tr>
<tr>
<td>Sue Dunn,</td>
<td>who works at Jones &amp; Roe, won't wear a suit.</td>
</tr>
<tr>
<td>The rules,</td>
<td>which are strictly enforced, require business suits.</td>
</tr>
</tbody>
</table>

### Restrictive and Nonrestrictive Relative Clauses

- Relative clauses (also called adjective clauses) modify nouns (or noun phrases). There are two types of relative clauses: restrictive and nonrestrictive.
  
  - Restrictive relative clauses distinguish one noun from another.
    
    I know the **woman** who works at Jones & Roe. I don’t know the **woman** who works at Transco.
  
  - Nonrestrictive relative clauses give extra information about a noun and are separated from that noun by commas. (In speech, a pause signals the commas.)
    
    Sue Dunn, **who works at Jones & Roe**, won’t wear a suit.
  
- As with all clauses, relative clauses have a subject and verb. They are dependent clauses. They cannot stand alone as complete sentences. They must be attached to a main clause.

- A relative clause can occur anywhere in a sentence but it must follow the noun it refers to.
  
    I know a **woman** who works at Jones & Roe.
    
    A **woman** who works at Jones & Roe won’t wear a suit.

### Subject Relative Pronouns

- When *who*, *which*, or *that* is the subject of a relative clause, it is a subject relative pronoun.

(Continued on page 284)
• In restrictive clauses, *who* and *that* are used for people. *Which* and *that* are used for things and animals.

• In nonrestrictive clauses, *who* is used for people and *which* is used for things.

• A subject relative pronoun is followed by a verb. The verb agrees with the noun that the subject relative pronoun refers to.
  
  I know a man who works at Jones & Roe.

  I know two men who work at Jones & Roe.

• A subject relative pronoun always has the same form, whether or not it refers to a singular noun (a man) or a plural noun (men).

• Sentences with subject relative pronouns can be thought of as a combination of two sentences.
  
  I know a woman. She works there. = I know a woman who works there.

• Do not repeat the noun or pronoun in the relative clause.
  
  x I know a woman who she works there. (Incorrect)

**B1 Listening for Form**

Listen to these comments about dress codes. Choose the main clause or relative clause that you hear. (Not every sentence contains a relative clause.)

1. a. clothes that express my individuality
   b. clothes express my individuality

2. a. the dress code, which is very casual
   b. the dress code is very casual

3. a. Ms. Chang, who is the manager
   b. Ms. Chang is the manager

4. a. the dress code is still very conservative
   b. the dress code that is still very conservative

5. a. Barker Bank has a strict dress code
   b. Barker Bank, which has a strict dress code

6. a. clothes were more formal
   b. clothes that were more formal

7. a. the men, who don't have to wear ties anymore
   b. the men don't have to wear ties anymore

8. a. my boss dresses very casually
   b. my boss, who dresses very casually

284 | **CHAPTER 13** Relative Clauses with Subject Relative Pronouns
B2 Identifying Relative Clauses

Work with a partner. Find the relative clauses in the conversation. Underline them and circle the noun phrases that they modify. Then practice the conversation.

Paul: What should I wear to my job interview, Dad?

Dad: How about your gray suit and [the shirt] that matches it?

Paul: Do you mean my new blue shirt, which is at the cleaners?

Dad: Oh. Well, what about the shirts that are hanging here on the door?

Paul: Hmm... should I wear the white one or the one that has pinstripes?

Dad: Wear the one that feels more comfortable. What time is the interview?

Paul: The boss's secretary, who called to confirm yesterday, said 10:15, although the manager who originally contacted me said 10:30. I'd better be there at 10:15.

Dad: By the way, was the Department of Labor booklet helpful?

Paul: Yes, especially part 3, which had a lot of practical advice.

Dad: Is the position that's open a new one?

Paul: No. I know the person who has it now. She's leaving to work at the Boston branch, which opens after the first of the year.

B3 Building Sentences with Subject Relative Pronouns

Build as many meaningful sentences as possible. Use an item from each column. Punctuate your sentences correctly.

We like the man that works in the bakery.

<table>
<thead>
<tr>
<th>we like</th>
<th>the man</th>
<th>that</th>
<th>works in the bakery are affordable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gary,</td>
<td>Gary, the new phone cards,</td>
<td>who</td>
<td></td>
</tr>
<tr>
<td>the new phone</td>
<td>cars</td>
<td>who</td>
<td></td>
</tr>
<tr>
<td>cards, cars</td>
<td></td>
<td>who</td>
<td></td>
</tr>
</tbody>
</table>
B4 Working on Placement of Relative Clauses

A. Rewrite these sentences about dress codes, inserting the restrictive relative clause in parentheses after the appropriate noun.

1. Dress codes can make employees unhappy. (that are too strict)
   
   Dress codes that are too strict can make employees unhappy.

2. Some employers won't hire applicants. (who dress too casually)

3. Employees believe that clothing is a form of free expression. (who oppose dress codes)

4. Some companies restrict clothing. (that has sports logos on it)

5. A company dress code may not allow women to wear skirts. (that are very short)

B. Rewrite these sentences, inserting the nonrestrictive relative clause in parentheses after the appropriate noun. Remember to add commas.

1. This T-shirt is inappropriate for work. (which has slogans on it)

   This T-shirt, which has slogans on it, is inappropriate for work.

2. What do you think about rule number 3? (which restricts very tight clothing)

3. My nephew Dan often wears very unusual clothing. (who works for a high-tech company)

4. My boss is trying to enforce a new dress code. (who has been here only for a year)

5. Casual dress has become the new standard in many companies. (which is hard to define)

B5 Working on Verb Agreement in Relative Clauses

Work with a partner. Complete each sentence with an appropriate subject relative pronoun and the correct form of the verb in parentheses. (Some items will have two possible answers.) Then practice the conversations with a partner.

1. A: Who is the person _______ who sits _______ (sit) next to you in English class?
   B: I don't know her name, but she's also in our chemistry class. She's the woman _______ who asks _______ (ask) a lot of questions.

2. A: My notebook, _______ which is _______ (be) on the table before, is missing.
   B: There's one over there _______ which looks _______ (look) like your notebook.
3. A: Sami, _______________ (live) across the street, plays with my son. Do you know his family?
   B: No. I thought that the people _______________ (own) that house didn’t have any children.

4. A: I need to see a doctor _______________ (treat) skin problems. Do you know any?
   B: Yes. Dr. Wu, _______________ (have) an office near here, is a dermatologist.

5. A: Koji and Susan, _______________ (finish) the project yesterday, can leave early today. Everyone else must stay in class until they finish.
   B: But what about the people _______________ (be) not in class yesterday?

6. A: AC Express, _______________ (have) an office downtown, can probably ship that package overseas. You should call them.
   B: OK. I will. But first I need to finish packing the items _______________ (be) on this list.

**B6 Combining Sentences with Who, That, or Which**

Combine each pair of sentences to make a restrictive relative clause using *who, that, or which*. There are two possible answers for each item.

1. I picked up the package. It was lying on the front step.
   
   *I picked up the package that/which was lying on the front step.*

2. The professor emailed me. He teaches Russian.

3. My sister has a cat. It has three kittens.

4. Did you buy the socks? They were on sale.

5. The little girl was crying. She hurt her knee.

6. They gave us an exam. It lasted an hour.

7. I spoke to two women. They saw the accident.

8. The child went home. He was sick.
Identifying Nouns with Restrictive Relative Clauses

Think Critically About Meaning and Use

A. Read the sentences and answer the questions below.
   1a. A man wore a tuxedo today.
   1b. A man who works with me wore a tuxedo today.
   2a. A dress code is a set of rules.
   2b. A dress code is a set of rules that describes the appropriate kind of clothing for work.

1. ANALYZE Compare 1a and 1b. Which sentence gives information that identifies the underlined noun?

2. ANALYZE Which sentence is a more complete definition, 2a or 2b?

B. Discuss your answers with the class and read the Meaning and Use Notes to check them.

Meaning and Use Notes

Identifying Nouns

> 1A Restrictive relative clauses identify nouns. They distinguish one person or thing from other people or things. They answer the question Which one(s)? Restrictive relative clauses express necessary information. They cannot be omitted without affecting the meaning of the sentence.

With a Relative Clause

A: Are your children in that group over there?
B: Yes, the girl that's wearing the red sweater and the boy who's wearing the gray sweatshirt are mine.
   (The relative clauses clearly identify B's children and distinguish them from the other children.)

Without a Relative Clause

A: Are your children in that group over there?
B: Yes, the girl and the boy are mine.
   (B's children have not been clearly identified. The meaning is incomplete.)
1B Restrictive relative clauses are used in definitions.
A locksmith is a person who makes and repairs locks and keys.
A penguin is a black and white bird which lives in the Antarctic.

1C Restrictive relative clauses are often used to provide information about a noun when it is first mentioned. If the information is new to the listener, the relative clause quickly identifies the noun. If the information is shared with the listener, it reminds the listener of the noun.

New Information
Guess what? A guy who works with me bought a house on our street.

Shared Information
Look. There are the dresses that are on sale.

Reducing Restrictive Relative Clauses

2 Subject relative pronouns + be are often omitted from restrictive relative clauses.

Full Form
Take the food that/which is on the table.
Look at the man who/that is wearing a tuxedo.

Reduced Form
Take the food on the table.
Look at the man wearing a tuxedo.

C1 Listening for Meaning and Use

Listen to the questions. Choose the most appropriate answer.

1. a. The woman who is near the window.
   b. The one which is near the window.
2. a. The rules are too strict.
   b. The rules that are too strict.
3. a. The one that's over there.
   b. The one who's over there.
4. a. The man who called yesterday.
   b. The man called yesterday.
5. a. The man is working downstairs.
   b. The man who is working downstairs.
6. a. The guy who fixes up old cars.
   b. The guy fixes up old cars.
7. a. The ones that got wet.
   b. The ones who got wet.
8. a. A suit is worn on formal occasions.
   b. A suit that is worn on formal occasions.
C2 Identifying Nouns

Work with a partner. In each picture one object belongs to you. Describe it using a restrictive relative clause.

1. You're at the airport, and you're looking for your luggage. There are four suitcases that look like yours.

   My suitcase is the one that has a round luggage tag.

2. It's dark, and you can't find your car in the parking lot. There are some cars in a row that look like yours.

3. You took off your snow boots when you entered the doctor's office. As you're leaving, you notice that there are three other pairs of boots similar to yours.

4. You hung up your raincoat on the coat rack at the restaurant. So did two other people.

5. All the students left their backpacks outside the language lab. Several students have backpacks just like yours.

6. You've lost your keys in a department store. When you go to the lost and found, the clerk shows you three sets of keys.
C3 Identifying and Defining with Subject Relative Pronouns

Work with a partner. Read each passage and use the information to answer each question with a sentence containing a relative clause.

1. Georgia O’Keeffe was a twentieth-century American artist. She painted well into her eighties. She is famous for painting flowers. The flowers were colorful.

   a. Who was Georgia O’Keeffe?
   
   Georgia O’Keeffe was a twentieth-century American artist who painted well into her eighties.

   b. What is she famous for?

2. Cancer is a serious condition. It causes tumors to grow in the body. Radiation is a cancer treatment. It can shrink tumors and prevent them from spreading.

   a. What is cancer?

   b. What is radiation?

3. Martin Luther King, Jr., was an African American. He led the civil rights movement in the 1960s. He fought for equal rights through passive resistance. This nonviolent method of protest was previously used by Mahatma Gandhi in the 1940s.

   a. Who was Martin Luther King, Jr.?

   b. What is passive resistance?

4. Phobias are exaggerated fears. These fears can prevent a person from leading a normal life. Some people suffer from agoraphobia. They have a fear of being in open places. Others suffer from claustrophobia. They have a fear of being in closed places.

   a. What is a phobia?

   b. Which people suffer from agoraphobia? Which suffer from claustrophobia?

C4 Defining Words with Relative Clauses

Work with a partner. Describe these different types of doctors by writing sentences with relative clauses. If necessary, use a dictionary.

1. A dermatologist is a doctor who treats skin problems.

2. A neurologist

3. A pediatrician

4. A dentist

5. A cardiologist

6. A podiatrist
Work with a partner. Look at each picture and answer the question using full and reduced relative clauses. Make up as many answers as possible for each item.

1. Which pair of shoes did you buy?
   
   The shoes that were made in Italy.
   The shoes made in Italy.

2. Which one is your son?

3. Which woman is the office manager?

4. Which man is your father?

5. Which hat are you going to wear?

6. Which iced tea mix do you prefer?
Combining Sentences with Relative Clauses

A paragraph with many short sentences may seem disconnected and hard to understand. You can use a relative clause to combine sentences that refer to the same noun or noun phrase. Relative clauses help avoid repetition and make the information flow more smoothly.

**A Paragraph Without Relative Clauses**

This story is about a young woman. She graduated from college with an engineering degree. After college, she worked for a small Internet company. The company sold books. Her friends, on the other hand, worked for well-known companies. These companies paid high salaries. She was frustrated and thought about quitting her job, but she didn’t. That decision paid off. That small Internet company was one of the first “dot-coms.” It became popular worldwide. Today, she is worth millions of dollars.

**A Paragraph with Relative Clauses**

This story is about a young woman who graduated from college with an engineering degree. After college, she worked for a small Internet company that sold books. Her friends, on the other hand, worked for well-known companies that paid high salaries. She was frustrated and thought about quitting her job, but she didn’t. That decision paid off. That small Internet company was one of the first “dot-coms” that became popular worldwide. Today, she is worth millions of dollars.

C6 Connecting Ideas with Relative Clauses

A. Rewrite the following paragraph using relative clauses to make the information flow more smoothly. Make any changes that you think will improve the paragraph.

School dress codes are becoming popular again, although this doesn’t necessarily mean that students have to wear uniforms. A school dress code is a set of rules. The rules restrict certain types of clothing. Some dress codes prohibit certain T-shirts. The T-shirts have offensive writing or pictures on them. Other dress codes prohibit certain types of pants or shirts. They prohibit very baggy pants, very tight pants, and very tight shirts. Many others prohibit certain types of skirts and dresses, too. The skirts and dresses are several inches above the knee. Some dress codes go even further. They don’t allow sports clothing. This clothing has logos on it.

B. In small groups, compare your rewritten paragraphs. Discuss any differences between your paragraphs. Decide which changes you prefer and why. Combine your paragraphs into one version that you all agree on.
Adding Extra Information with Nonrestrictive Relative Clauses

Think Critically About Meaning and Use

A. Read the sentences and answer the questions below.
   a. My brother who lives in Maine loves to fish. My other brother loves to ski.
   b. My brother, who lives in Maine, loves to fish. He takes us fishing when we visit.

1. **ANALYZE** Which relative clause gives necessary information that identifies my brother? Which relative clause adds information that is not essential?

2. **ANALYZE** Which underlined sentence implies that the speaker has only one brother?

B. Discuss your answers with the class and read the Meaning and Use Notes to check them.

**Meaning and Use Notes**

*Adding Extra Information About Nouns*

1A A nonrestrictive relative clause adds extra information about a noun, but it is not needed to identify the noun. This information is often new to the listener, but it isn’t essential; it can be omitted without affecting the meaning of the sentence.

**Without a Relative Clause**
My son Scott always wears a baseball cap. My son Greg doesn’t.

**With a Relative Clause**
My son Scott, who is 11, always wears a baseball cap. My son Greg, who is 13, doesn’t.
(The relative clauses give extra information about Scott and Greg but do not change the meaning of the sentences.)

1B Nonrestrictive relative clauses can add extra information about proper nouns and other unique nouns. They can also add information about a definite noun that has already been identified.

**Proper Noun**
Boston, which is in Massachusetts, has many colleges and universities.

**Noun Already Identified**
My antique desk was damaged by the flood. The desk, which is worth a lot of money, can probably be repaired.
Unique Noun
My sister, who is 17, is in high school.

Contrasting Restrictive and Nonrestrictive Relative Clauses

2 Restrictive relative clauses provide essential information in order to distinguish one noun from other similar nouns. Nonrestrictive relative clauses are used when there is only one particular noun or set of nouns. They do not distinguish nouns or provide essential information.

Restrictive Relative Clause
My brother who lives in Baltimore calls me every weekend.
(The relative clause distinguishes my brother from a brother who lives elsewhere. It implies that the speaker has more than one brother.)

Nonrestrictive Relative Clause
My brother, who lives in Baltimore, calls me every weekend.
(The relative clause is not used to distinguish my brother from anyone else. It implies that the speaker has only one brother.)

Reducing Nonrestrictive Relative Clauses

3 Subject relative pronouns + be are often omitted from nonrestrictive relative clauses.

Full Form
I spoke to Pedro, who is the boss.

Reduced Form
I spoke to Pedro, the boss.

D1 Listening for Meaning and Use

Listen to these situations. Choose the sentence that you hear.

1. a. My sister, who lives in New York, has two children.
   b. My sister who lives in New York has two children.

2. a. Have you met her brother, who works at the bank?
   b. Have you met her brother who works at the bank?

3. a. Give me the sheet of paper, which has the list of names.
   b. Give me the sheet of paper which has the list of names.

4. a. The man, who is talking, is my boss.
   b. The man who is talking is my boss.

5. a. She showed me her necklace which had beautiful stones.
   b. She showed me her necklace, which had beautiful stones.

6. a. Her grandmother, who lived until 80, was a teacher.
   b. Her grandmother who lived until 80 was a teacher.
D2 Adding Extra Information

A. Complete each main clause with a proper noun or other unique noun. Then add more information with a nonrestrictive relative clause at the end of the sentence.

1. I come from ________________, which ________________

2. I once visited ________________, which ________________

3. I've never met ________________, who ________________

4. I'd like to meet ________________, who ________________

B. Complete these sentences by first adding a nonrestrictive relative clause, and then completing the main clause.

1. My next vacation, ________________, is for one week.

2. My best friend, ________________,

3. My birthday, ________________,

4. My home, ________________,

D3 Choosing Restrictive or Nonrestrictive Relative Clauses

Work with a partner. Read each situation and related statement. Decide whether the relative clause in each statement is restrictive or nonrestrictive. If the clause is nonrestrictive, add commas to the sentence.

1. **Situation:** My parents moved to Toronto a few years ago. They used to live in Montreal.
   
   **Statement:** My parents, who used to live in Montreal, moved to Toronto a few years ago. nonrestrictive

2. **Situation:** I have two aunts on my mother’s side. One of them lives in Rio. The other one lives in São Paulo. One of them invited me to her son's wedding.
   
   **Statement:** My aunt who lives in Rio invited me to her son's wedding.

3. **Situation:** We live in Panama City. It's very warm and humid here.
   
   **Statement:** We live in Panama City which is very warm and humid.
4. **Situation:** My father lives next to a golf course. He loves to play golf.
   **Statement:** My father who loves to play golf lives next to a golf course.

5. **Situation:** My dentist has several dental hygienists. The same one always cleans my teeth. A different one cleans my son's teeth.
   **Statement:** The dental hygienist who cleans my teeth doesn't clean my son's teeth.

6. **Situation:** One of my sons is in the second grade, one is in the fourth grade, and one is a sophomore in high school.
   **Statement:** My son who is in the second grade loves math.

7. **Situation:** You've invited your friends Jane and Tina to dinner. Jane and Tina work at the same company. You tell this to Tina.
   **Statement:** I've invited my friend Jane who works in the legal division at your company.

8. **Situation:** A newspaper article describes pollution.
   **Statement:** Pollution which is still a major problem was an issue in the last election.

**D4 Describing People**

Write two sentences about each person. In the first sentence, identify the person with a restrictive relative clause. In the second sentence, provide further information using a nonrestrictive relative clause. Be ready to tell the class about one of these people.

1. an aunt
   
   *My aunt that lives in San Francisco loves antiques.*
   *Her daughter, who was just married, has a lot of antiques, too.*

2. an uncle

3. a friend

4. a teacher

5. a neighbor

6. a classmate
Think Critically About Meaning and Use

A. Read each sentence and the statements that follow. Write T if the statement is true or F if it is false.

1. The woman who works for my mother bought a new car.
   ______ a. A woman works for my mother.
   ______ b. My mother bought a new car.

2. My brother, who just called my father, lives in Dallas.
   ______ a. My brother lives in Dallas.
   ______ b. My father called my brother.

3. The man who looked at my car was very old.
   ______ a. My car was very old.
   ______ b. A man looked at my car.

4. An explosion, which injured 20 people, occurred at about 11:00 last night.
   ______ a. An explosion injured 20 people.
   ______ b. An explosion occurred at about 11:00.

5. I spoke to my brother, who is very worried about something.
   ______ a. I have a brother.
   ______ b. I am very worried about something.

   ______ a. I have more than one son.
   ______ b. Mary looks like John.

7. The milk, which is still on the first shelf, is spoiled.
   ______ a. The milk is spoiled.
   ______ b. There's probably milk on another shelf, too.

8. I took the umbrella, which was in the car.
   ______ a. There was only one umbrella.
   ______ b. The umbrella was in the car.
B. Discuss these questions in small groups.

1. **EVALUATE** Look at sentence 1. What can we conclude about the number of women on the mother’s staff? How does the meaning differ if the sentence had read, “A woman who works for my mother…”

2. **PREDICT** Look at sentence 8. If we change the sentence to read, “I took the umbrella that was in the car,” how does it affect your answers to statements a and b?

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**Edit**

Find the errors in these paragraphs and correct them. There may be more than one way to correct an error.

What kind of clothing should people who are going on a job interview wear? Is it ever acceptable to wear jeans to an interview? Should job candidates wear something that is sporty and comfortable? Or should they wear something what is more professional-looking? These are some of the questions concern many high school and college students which has never been on a job interview before.

Most people agree about the type of clothing is appropriate for interviews nowadays. Many employment websites advise that job applicants should try to dress in clothing is appropriate for a particular job. For example, a man who applying for an entry-level food service or factory job doesn’t need to appear for an interview in a three-piece business suit and an expensive silk tie. He should wear sensible, clean, and well-pressed clothing that show a readiness to roll one’s sleeves up and get the job done. Someone is applying for a managerial position will obviously need to dress more professionally to make a good first impression. Remember, too, that personal cleanliness is something who can impress an interviewer as much as your clothes. Candidates that shows up for an interview with bad breath or messy hair or fingernails are dirty are not going to make a good impression.
Write

Some people think primary and secondary students in your country should wear school uniforms, while others are strongly against it. Write a “for and against” essay presenting both sides of the issue. Use relative clauses with subject relative pronouns.

1. Brainstorm Think of all the arguments for and against students wearing school uniforms. Then use these categories to help you organize your ideas into paragraphs.
   - Introduction: What is the current situation? Do students wear uniforms? Can they wear what they like? Are there other rules about clothing?
   - Arguments for: What are the 2–3 main arguments for wearing school uniforms?
   - Arguments against: What are the 2–3 main arguments against wearing uniforms?
   - Conclusion: After considering both sides, which side do you support?

2. Write a First Draft Before you write your first draft, read the checklist below and look at the sentences you wrote in C6 on page 293. Write your draft using relative clauses.

3. Edit Read your work and check it against the checklist below. Circle grammar, spelling, and punctuation errors.

<table>
<thead>
<tr>
<th>DO I ...</th>
<th>YES</th>
</tr>
</thead>
<tbody>
<tr>
<td>organize my ideas into paragraphs?</td>
<td>□</td>
</tr>
<tr>
<td>use relative clauses to connect ideas and combine sentences?</td>
<td>□</td>
</tr>
<tr>
<td>use correct subject relative pronouns and verb forms that agree with the nouns that are modified?</td>
<td>□</td>
</tr>
<tr>
<td>use commas, as needed, to set off nonrestrictive relative clauses?</td>
<td>□</td>
</tr>
</tbody>
</table>

4. Peer Review Work with a partner to help you decide how to fix your errors and improve the content. Use the checklist above.

5. Rewrite Your Draft Using the comments from your partner, write a final draft.

I come from a country that has a long tradition of students wearing school uniforms, but now some people are questioning the tradition. On one hand, there are people who want to see the tradition continue. On the other hand, there are people who believe that...