

UNIT 13

Adjective Clauses with Object Relative Pronouns

THE IMMIGRANT EXPERIENCE

OUTCOMES

- Identify or give additional information about people, places, or things, using adjective clauses with correct object relative pronouns
- Identify key details in an online book review
- Identify the image described in a recording
- Describe your hometown or city
- Research a successful immigrant and report findings
- Write about a place from one's childhood

STEP 1 GRAMMAR IN CONTEXT

BEFORE YOU READ

Look at the photo on page 200 and at the title of the reading. Discuss the questions.

1. Who is the man in the photo? Where is he?
2. How do you think he feels?



READ

Read this post from a class blog.

Sociology 139
The Immigrant Experience

HOME ABOUT THIS BLOG POSTS

Stories of a New Generation of Immigrants

Posted on March 21, 2016 by Alicia Arash — Leave a Comment

Immigrant Voices: 21st-Century Stories is one of the best books that I've ever read. The stories which editors Achy Obejas and Megan Bayles selected for the anthology¹ are powerful. They offer a compelling view into the lives of the current generation of immigrants to the United States. Of the eighteen stories in the book, my personal favorite is "Absence."

"Absence" is about Wari, a painter from Lima, Peru. His experiences illustrate many of the issues immigrants encounter. As he walks on the streets of New York, Wari is excited about the newness around him. But he is alone. The people who he loves are in Lima,

¹ anthology: a book of stories or poems by different authors



and he is unable to communicate with almost everyone **he meets** because he doesn't speak English. Most importantly, he wonders if he is still an artist. After all, his paint, brushes, and pencils are among the things **that he left in Peru**.

Wari's problems began at the U.S. Embassy in Lima, **where he went for a visa**. Wari had an invitation from an American university to exhibit his paintings. His plan was to get a three-month visa, **which he could use for a double purpose**. He hoped to show his artwork and also to have enough time to make a decision about whether to remain in the United States. Instead of three months, he received a visa for only one month, but he continued preparing for the day **when he would fly from Lima to Miami and on to New York**. When he got to Miami, an immigration officer said Wari didn't have enough money to stay in the United States for one month and reduced his visa to just two weeks.

When "Absence" ends on the evening of Wari's art exhibit, the big questions remain unanswered. Is Wari ready for life outside of Peru? Will he lose his connection to the place **where he grew up**? Will he experience poverty and loneliness as he struggles with life in a new country?

My grandfather, **with whom I have a close relationship**, came to the United States as a young man. Maybe because of him, I feel connected to the people **whose stories I read in *Immigrant Voices***. However, I'm certain this is a book **that you'll be interested in, too**. Once you start reading, you won't put it down!



AFTER YOU READ

A VOCABULARY Complete the sentences with the words from the box.

compelling encounter generation issue poverty struggle

1. Every day, I _____ new words in English, but I try to meet the challenge.
2. It's always interesting to hear the older _____ talk about how life used to be.
3. My grandfather was very poor. He left his country to escape from a life of _____.
4. The stories in the book are _____. I couldn't stop reading them.
5. The food in this country is a(n) _____ for me. I don't want to eat anything here.
6. Life can be difficult for immigrants, who often _____ to learn a lot in a very short time.

B COMPREHENSION Check (✓) the boxes to complete the statements. Check all the true information from the blog post.

1. Alicia Arash _____ the book *Immigrant Voices*.
 recommends has read selected stories for
2. Wari's experiences are _____ the experiences of many immigrants.
 similar to better than harder than
3. Wari _____ in the United States.
 speaks English with everyone has family and friends has nothing to paint with
4. Wari got his visa at the embassy in _____.
 Lima Miami New York
5. Wari wanted a three-month visa in order to _____, but he got a two-week visa instead.
 attend his art exhibit decide if he would immigrate learn English
6. Alicia Arash feels a connection to _____.
 Wari the immigrants in the book her grandfather

C DISCUSSION Work with a partner. Compare your answers in B. Why did you check the boxes you checked?

STEP 2 GRAMMAR PRESENTATION

ADJECTIVE CLAUSES WITH OBJECT RELATIVE PRONOUNS OR WHERE AND WHEN

Adjective Clauses After the Main Clause

Main Clause			Adjective Clause		
Subject	Verb	Noun/Pronoun	(Object Relative Pronoun)	Subject	Verb
He	read	the book	(<i>that</i>) (<i>which</i>)	she	wrote.
She	is	someone	(<i>who[m]</i>)	I	respect.
			<i>Whose + Noun</i>		
That	is	the author	<i>whose book</i>	I	read.
			<i>Where / (When)</i>		
She	loves	the city	<i>where</i>	she	grew up.
They	cried	the day	(<i>when</i>)	they	left.



Adjective Clauses Inside the Main Clause



Main Clause		Adjective Clause		Main Clause (cont.)	
Subject	(Object Relative Pronoun)	Subject	Verb	Verb	
The book	(<i>that</i>) (<i>which</i>)	I	read	is	great.
Someone	(<i>who[m]</i>)	you	know	was	there.
		<i>Whose + Noun</i>			
The man	<i>whose sister</i>	you	know	writes	books.

Main Clause		Adjective Clause		Main Clause (cont.)	
Subject	<i>Where / (When)</i>	Subject	Verb	Verb	
The library	<i>where</i>	I	work	has	videos.
The summer	(<i>when</i>)	she	left	passed	slowly.

GRAMMAR NOTES

1 Object Relative Pronouns

In Unit 12, you learned about adjective clauses in which the **relative pronoun** was the **subject** of the clause.

A **relative pronoun** can also be the **object** of an adjective clause.

Like subject relative pronouns, **object relative pronouns** come at the **beginning** of the adjective clause.

Relative pronouns (subject or object) always have the **same form**. They do not change for singular and plural nouns or pronouns, or for males and females.

The subject and the verb of the adjective clause follow the **object relative pronoun**. The **verb in the adjective clause** is singular if the subject of the clause is singular. It is plural if the subject of the clause is plural.

BE CAREFUL! Do not use an **object pronoun** (*me, you, him, her, it, us, them*) and an object relative pronoun in the same adjective clause.

SUBJECT
Achy Obejas is a writer. + **She** was born in Cuba. =

SUBJECT
Achy Obejas, **who was born in Cuba**, is a writer.

OBJECT
Obejas is also a journalist. + I saw **her** on TV.

OBJECT
Obejas, **who I saw on TV**, is also a journalist.

SUBJECT
Ben, **who lives in California**, is a journalist.

OBJECT
Ben, **who we just met**, reports on music.

That's the **student who** I met.

Those are the **students who** I met.

That's the **man who** I met.

That's the **woman who** I met.

OBJ. + SUBJ. + VERB
I like the blog posts **which she writes**.

I like the blog posts **which they write**.

She is the writer **who I saw** on TV.

NOT She is the writer who I saw **her** on TV.

2 Identifying and Nonidentifying Adjective Clauses

As you have seen in Unit 12, there are two kinds of adjective clauses:

- **identifying**

- **nonidentifying**

IN WRITING Use **commas** to separate a **nonidentifying** adjective clause from the rest of the sentence. In **speaking**, use short **pauses** to separate the **nonidentifying** adjective clause.

IDENTIFYING ADJECTIVE CLAUSE
I read a lot of books. The book **which I just finished** was very powerful.

(The adjective clause is necessary to identify which book I mean.)

NONIDENTIFYING ADJECTIVE CLAUSE
I read a lot of books. **This** book, **which I just finished**, was very powerful.

(I'm pointing to the book, so the adjective clause isn't necessary to identify it. The clause gives additional information.)

The Rice Room, which I read last year, is a great book.

The Rice Room [PAUSE] which I read last year [PAUSE] is a great book.

3 Object Relative Pronouns: Object of a Verb

Relative pronouns that can be the **object of the verb** in an adjective clause are *who(m)*, *which*, and *that*.

Use *whom*, *who*, or *that* for people:

- *whom*
- *who*
- *that*

You can also leave out the object relative pronoun in an identifying adjective clause.

Use *which* or *that* for things:

- *which*
- *that*

You can also leave out the relative pronoun in identifying adjective clauses.

USAGE NOTE In conversation, most people use *that* or no relative pronoun for the object of the verb in an identifying adjective clause.

BE CAREFUL! Do not use *that* in a nonidentifying adjective clause.

BE CAREFUL! Do not leave out the relative pronoun in a nonidentifying adjective clause.

VERB + OBJ.
She's a woman. + I admire *her*. =

She's a woman **whom** I admire.

She's a woman **who** I admire.

She's a woman **that** I admire.

She's a woman I admire.

MORE FORMAL

LESS FORMAL

VERB + OBJ.
I read a book. + She wrote *it*. =

I read a book **which** she wrote.

I read a book **that** she wrote.

I read a book she wrote.

MORE FORMAL

LESS FORMAL

IDENTIFYING ADJECTIVE CLAUSE
A: Did you read the article **that** Alicia posted?
B: Yes. I like all the articles **she puts on our blog**.

NONIDENTIFYING ADJECTIVE CLAUSE
Alicia's post, **which** we all read, was interesting.
NOT Alicia's post, ~~that~~ we all read, was interesting.

NONIDENTIFYING ADJECTIVE CLAUSE
I remember Wari, **who** she described very clearly.
NOT I remember Wari, ~~she described very clearly~~.

4 Object Relative Pronouns: Object of a Preposition

Relative pronouns that can be the **object of a preposition** in an adjective clause are *who(m)*, *which*, and *that*.

Use *whom*, *who*, or *that* for **people**:

- preposition + *whom*
- *whom* ... + preposition
- *who* ... + preposition
- *that* ... + preposition

You can also **leave out the object relative pronoun** in an **identifying** adjective clause.

Use *which* or *that* for **things**:

- preposition + *which*
- *which* ... + preposition
- *that* ... + preposition

You can also **leave out the relative pronoun** in **identifying** adjective clauses.

USAGE NOTE In **conversation**, most people use *that* or **no relative pronoun** for the object of a preposition in an **identifying** adjective clause. The **preposition** comes at the **end of the clause**.

BE CAREFUL! Do not use *that* in a **nonidentifying** adjective clause.

BE CAREFUL! Do not leave out the relative pronoun in a **nonidentifying** adjective clause.

PREP. + OBJ.
 He's the writer. + I work **for him**. =
 He's the writer **for whom I work**. MORE FORMAL
 He's the writer **whom I work for**.
 He's the writer **who I work for**.
 He's the writer **that I work for**.
 He's the writer **I work for**. LESS FORMAL

PREP. + OBJ.
 This is a book. + I am interested **in it**. =
 This is a book **in which I am interested**. MORE FORMAL
 This is a book **which I am interested in**.
 This is a book **that I am interested in**.
 This is a book **I am interested in**. LESS FORMAL

IDENTIFYING ADJECTIVE CLAUSE
 A: Here's the story **that she was talking about**.
 B: But it isn't the story **I've been looking for!**

NONIDENTIFYING ADJECTIVE CLAUSE
 Wari's story, **which I was impressed by**, was powerful.
NOT Wari's story, ~~that~~ I was impressed by, was powerful.

NONIDENTIFYING ADJECTIVE CLAUSE
 My grandmother, **who I often write to**, lives in Peru.
NOT My grandmother, ~~I often write to~~, lives in Peru.

5 Whose

Some adjective clauses begin with **whose** + **noun object** to show **possession** or **relationship**.

Whose + **noun object** comes at the beginning of the adjective clause. You cannot leave out **whose**.

The **noun** following **whose** can be the **object** of:

- the **verb** in the adjective clause
- a **preposition** in the adjective clause

Use **whose** to refer to:

- **people**
- **things**

BE CAREFUL! Do not use **who** + **possessive adjectives** (*my, your, his, her, its, our, their*) instead of **whose**.

POSS. + NOUN OBJ.
They're the immigrants. + We read **their stories**. =
They're the immigrants **whose stories we read**.

OBJECT VERB
The professor **whose class we like** studies immigration.

OBJECT PREP.
She's an author **whose book we're excited about**.

I like **authors whose** books I can feel connected to.

It's a **book whose** main character I love.

He's a writer **whose stories** I will never forget.

NOT He's a writer ~~who his~~ stories I will never forget.

6 Where and When

Where and **when** can also begin adjective clauses.

Use:

- **where** for a **place**
- **when** (or **that**) for a **time**

You can **leave out** **when** or **that** in **identifying** adjective clauses.

USAGE NOTE Instead of **where**, we sometimes use **preposition** + **which/that** to begin an adjective clause.

We can also **leave out** **which** or **that**.

Preposition + **which/that** is more formal than **where**.

BE CAREFUL! Do not use a **preposition** with **where**.

BE CAREFUL! **Where** cannot be the **subject** of an adjective clause.

That's the library **where she works**.

I remember the day **when I met him**.

I remember the day **that I met him**.

I remember the day **I met him**.

The building **where I live** is old.

The building **in which I live** is old.

The building **which I live in** is old.

The building **that I live in** is old.

The building **I live in** is old.

The street **where** they live is quiet.

NOT The street where they live ~~on~~ is quiet.

New York is a city **that has many immigrants**.

NOT New York is a city ~~where~~ has many immigrants.

REFERENCE NOTE

For more information on **identifying and nonidentifying adjective clauses**, see Unit 12 on page 187.

STEP 3 FOCUSED PRACTICE

EXERCISE 1 DISCOVER THE GRAMMAR

A **GRAMMAR NOTES 1–6** Read a second blog post by Alicia Arash. Underline the adjective clauses and circle the relative pronouns, *where*, and *when*. Then draw an arrow from each relative pronoun to the noun or pronoun that it refers to.

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The Immigrant Experience

HOME ABOUT THIS BLOG POSTS

When Reality Hits Home

Posted on March 22, 2016 by Alicia Arash — Leave a Comment

In the compelling story “Absence,” author Daniel Alarcón explains what happens to most immigrants. Eventually, there is a day when the newness of a new country ends. Suddenly, the things that immigrants used to be interested in become annoying. Even worse, these things become problems for the immigrant. For example, the stores where they shop suddenly seem small, crowded, and expensive. Or they continue to struggle with English, which they have been studying for many months.

At this point, the list of things that immigrants miss from their home country begins to grow. They think about the boss whose name they once wanted to forget. Amazingly, they remember him as someone who they respected and admired. They have memories of quiet streets and beautiful parks where their children played without a care in the world. And the food back home was fresh and mouth-wateringly delicious. Most of all, they remember the warmth of the people, with whom they could always connect. They miss the feeling of fitting in and belonging.

Fortunately, 21st-century immigrants can call or Skype with friends and family who they’ve left behind. They can also use money that they’ve earned in their new country to travel back to their old country for a visit. Immigrants of previous generations didn’t have these advantages.

B Read this conversation between Alicia and her classmate Ade. There are six adjective clauses without relative pronouns. The first one is already underlined. Find and underline five more. Then add appropriate relative pronouns.

ADE: The two articles that or which you posted on our class blog are great!

ALICIA: Thanks. I wrote the first one the day I finished reading *Immigrant Voices*. You can tell I was really excited about the book, can't you?

ADE: You're not alone. My sister loves immigrant literature. It's something she talks about all the time. In fact, the "birthday box" she sent me last week had a copy of *Immigrant Voices* in it.

ALICIA: Have you read it yet?

ADE: Not yet. But I will. It's on the list of things I'm going to do after midterm exams.

ALICIA: Well, as I said in my blog post, you'll love the book. By the way, you're from Nigeria, aren't you?

ADE: I was born in Nigeria. But this is the country I grew up in. I think of myself as Nigerian-American.

EXERCISE 2 RELATIVE PRONOUNS AND VERBS

GRAMMAR NOTES 1-4, 6 Complete this interview from a high-school newspaper. Use *who(m), that, which, where, or when* and the correct forms of the verbs in parentheses.

The Grover September 19, 2016 page 3 **MEET YOUR CLASSMATES**


Maniya, who a lot of our readers already know, has been at Grover High for three years now. We interviewed Maniya, who is from the Philippines, about her experiences as a new immigrant in the United States.

INTERVIEWER: How did your family choose Atlanta, Maniya?

MANIYA: My cousin, _____ we _____ with at first, lives here.

INTERVIEWER: What were your first impressions?

MANIYA: At first, it was a lot of fun. We arrived here at the beginning of the summer, _____ there _____ no school, so I didn't feel much pressure to speak English.



INTERVIEWER: What problems did you encounter when you finally went to school?

MANIYA: Of course, the class in _____ I _____ the biggest problems at first was English. I struggled to write compositions and to say the things _____ I _____ to say. It was really a big issue for me. Now it's much easier. I have a much stronger connection to English now.

INTERVIEWER: What was the biggest change for you when you got here?

MANIYA: We used to live in a big house, _____ there _____ always a lot of people. We were several generations under one roof. Here I live with just my parents and sister, _____ I _____ after school.

INTERVIEWER: How did you learn English so quickly?

MANIYA: At night, I write words and idioms on a small piece of paper _____ I _____ in my pocket. Then I study them at school whenever I have a chance between classes.

INTERVIEWER: Is there anything _____ you still _____ trouble with?

MANIYA: One thing _____ I still _____ hard to do is to make jokes in English. Some things are funny in Tagalog but not in English.

EXERCISE 3 IDENTIFYING ADJECTIVE CLAUSES

GRAMMAR NOTES 1-6 Complete the story. Use the sentences from the box. Change them to identifying adjective clauses and use relatives pronouns, *where*, or *when*.

- | | | |
|---------------------------------|----------------------------------|----------------------------------|
| I drank coffee there every day. | I knew her sister from school. | Many students attended it. |
| I had to leave Cracow then. | I loved it very much. | We both felt very good about it. |

Cracow is a city in Poland _____ *that I loved very much or which I loved very much* _____.

I lived there until I came to the United States. My parents owned a café in the town center _____.

One day, I met a woman there _____.

Her sister and I were in a class together _____.

The woman and I felt a strong connection _____.

For me, the day _____ was very sad.

EXERCISE 4 NONIDENTIFYING ADJECTIVE CLAUSES

GRAMMAR NOTES 1-6 Complete this article about Ben Fong-Torres. Use the sentences in parentheses to write nonidentifying adjective clauses with relative pronouns, *where*, or *when*. Don't forget to add commas.

Ben Fong-Torres was born in Alameda, California, in 1945. He was the son of first-generation Chinese parents. To escape a life of poverty, his father immigrated to the Philippines and then to the United States , where he settled down. His mother came to the United States ten years later _____.

1. (He settled down there.)

2. (Their marriage was arranged by relatives then.)

Fong-Torres, along with his brother and sister, grew up in the city of Oakland, California _____ . His family owned a Chinese restaurant _____ when they were not in school.

3. (There was a large Chinese community there.)

4. (All the children worked there.)

Young Ben was always an enthusiastic reader of cartoons and a huge fan of popular music _____ . At the age of twelve, Ben went with his father to Texas _____ .

5. (He heard it on the radio.)

6. (They opened another Chinese restaurant there.)

Ben encountered problems there because he was among people who had had no previous contact with Asians.

Back in Oakland, after the failure of the Texas restaurant, Ben got jobs writing for various magazines and newspapers. His interviews with hundreds of rock stars included the Beatles and the Rolling Stones _____ . He also did an interview with Ray Charles _____ .

7. (He loved their music.)

8. (He won an award for it.)

Fong-Torres was a DJ for San Francisco radio station KSAN, which plays rock music, and in 1976 he won an award for broadcasting excellence.

Fong-Torres and his wife Dianne Sweet _____

9. (He married her in 1976.)

still live in San Francisco. He hosts many events for the Chinese-American community in that city and continues to write about music for publications such as the e-zine (Internet magazine) www.AsianConnections.com.



Dianne and Ben Fong-Torres

EXERCISE 5 IDENTIFYING AND NONIDENTIFYING ADJECTIVE CLAUSES

GRAMMAR NOTES 1–6 Combine the pairs of sentences. Make the second sentence in each pair an adjective clause. Make any other necessary changes. Use relative pronouns, *where*, or *when* only when necessary.

1. That's the house. I grew up in the house.

That's the house I grew up in. or That's the house where I grew up.

2. I lived with my parents and my siblings. You've met them.

3. I had two sisters and an older brother. I felt a close connection to my sisters.

4. My sisters and I shared a room. We spent nights talking there.

5. My brother slept on the living room couch. I hardly ever saw him.

6. It was a large old couch. My father had made the couch himself.

7. My best friend lived across the hall. I loved her family.

8. We went to the same school. We both studied English there.

9. Mr. Robinson was our English teacher. Everyone was a little afraid of Mr. Robinson.

10. After school, I worked in a bakery. My aunt and uncle owned it.

11. They sold delicious bread and cake. People stood in line for hours to buy the bread and cake.

12. My brother and sisters live far away now. I miss them.

13. When we get together, we like to talk about the old days. We all lived at home then.

EXERCISE 6 EDITING

GRAMMAR NOTES 1-6 Read this student's book report. There are eleven mistakes in the use of adjective clauses with object relative pronouns and their punctuation. The first one is already corrected. Find and correct ten more.

Eva Hoffman spent her early childhood in Cracow, Poland, the city ^{where or in which} ~~that~~ she was born.

When she was thirteen, she moved with her family to Vancouver, Canada. Her autobiography, *Lost in Translation: A Life in a New Language*, that she wrote in 1989, describes her experiences as she leaves Cracow, the city which she called it home.

In spite of her family's poverty and small, crowded apartment, Ewa Wyda (Hoffman's Polish name) loved her native city. It was a place when life was lived intensely. She used to visit the city's many cafés with her father, that she watched in lively conversations with his friends. Hoffman remembers her neighbors as people, who she spent many happy hours with. Among them was Marek, who apartment she visited almost daily and who she always believed she would one day marry.

Madame Witeszczak who Ewa took piano lessons from, was the last person which Ewa said goodbye to before she left Poland. "What do you think you'll miss most?" her teacher asked. "Everything. Cracow. The school . . . you. Everything . . ."

At her new school in Vancouver, Hoffman is given her English name, Eva, that her teachers find easier to pronounce. Ewa, however, feels no connection to the name. In fact, she feels no connection to the English name of anything what she feels is important. All her memories are still in her first language, Polish.

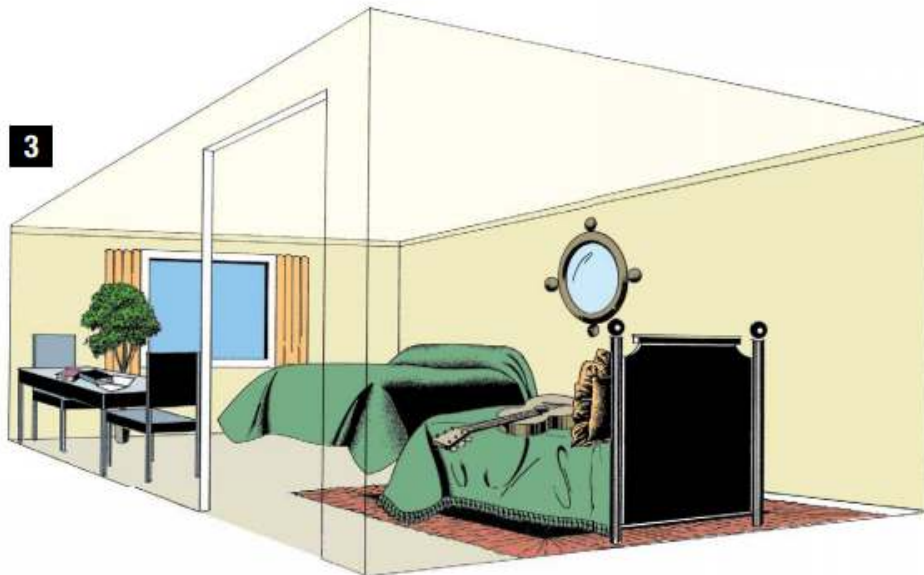
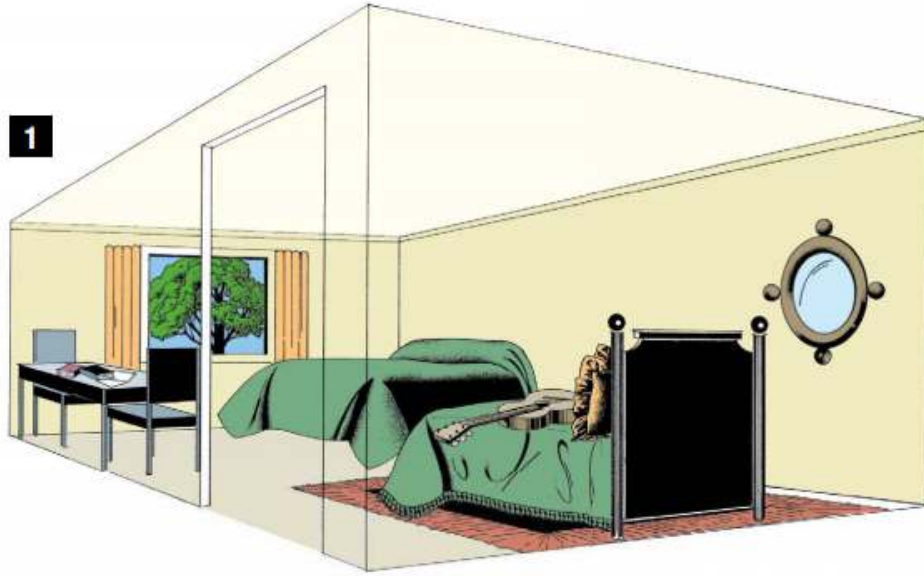
The story of Eva as she grows up and comes to terms with her new identity and language is fascinating and moving. It's a familiar story that all immigrants can relate to.

STEP 4 COMMUNICATION PRACTICE



EXERCISE 7 LISTENING

A Look at the pictures. Then listen to an author's description of her childhood room. Listen again and circle the number of the picture that the woman describes.



B Listen to the interview again. Then work with a partner. Discuss your answer in A. Why did you choose that picture? Why didn't you choose one of the other two pictures?

EXAMPLE: **A:** How did you decide which room to choose?

B: First of all, the bed that Maria's sister slept in...

EXERCISE 8 HOME SWEET HOME

CONVERSATION Work with a partner. Talk about the people and places in your hometown that are important to you. Use three of your own photos or pictures that you found on the Internet.

EXAMPLE: A: I love my hometown. This is the street where we lived before we moved here.
B: Is that the house you grew up in?
A: Yes, it is. I lived there until I was fifteen.

EXERCISE 9 SUCCESS STORIES

A GROUP PROJECT Work in a group. Choose one of the four successful immigrants to the United States listed below. Do research about the person and answer some of the questions.

- José Hernández, astronaut
- Mila Kunis, actress
- Jhumpa Lahiri, author
- Jerry Yang, Internet entrepreneur

Possible questions:

- When and where was the person born?
- How old was the person when he or she immigrated?
- What happened when the person immigrated?
- How did the person become successful?
- What connection does the person have to his or her country of birth?
- What is the most interesting fact that you learned about the person?



EXAMPLE: A: Mila Kunis is famous for the movies and television shows that she's made.
B: I didn't know this. Look. She was born in Ukraine.
C: Her family immigrated...
D: During the first months that she lived in the United States...

B Report back to your class. If your group chose the same person as another group, do you have the same information about that person? Compare answers.

EXAMPLE: A: Mila Kunis is famous for all the Hollywood movies that she's made.
B: Don't forget about television. Here's a list of the shows that she's appeared in.
A: She was born in Ukraine.
B: Right. But her family immigrated...
A: ...

EXERCISE 10 QUOTABLE QUOTES

DISCUSSION Work in a group. Read these quotes about home. Choose three quotes and discuss them. What do they mean? Do you agree with them? Why or why not? Give examples from your own experience to support your ideas.

1. Home is where the heart is.
—*Pliny the Elder (Roman soldier and encyclopedist, 23–79)*
EXAMPLE: A: I think this means that home is not always a place.
B: I agree. It's a feeling that you have.
C: I think it can be a place or person that you love.

2. Home is where one starts from.
—*T. S. Eliot (British poet, 1888–1965)*
3. Home is the place where you feel happy.
—*Salman Rushdie (Indian author, 1947–)*
4. Home is a place you grow up wanting to leave, and grow old wanting to get back to.
—*John Ed Pearce (U.S. journalist, 1917–2006)*
5. Home is not where you live but where they understand you.
—*Christian Morgenstern (German poet, 1871–1914)*
6. Home is the place where, when you have to go there, they have to take you in.
—*Robert Frost (U.S. poet, 1874–1963)*



FROM GRAMMAR TO WRITING

A BEFORE YOU WRITE Think about a place from your childhood. Complete the outline.

Place: _____

Description of the Place

Why the Place Was Important to Me

B WRITE Use your outline to write two paragraphs about an important place from your childhood. In the first paragraph, describe the place. In the second paragraph, explain why the place was important to you. Use adjective clauses with object relative pronouns, *where*, or *when*. Try to avoid the common mistakes in the chart.

EXAMPLE: The town where I grew up was the perfect place for a child. Living there was like living in an earlier century. We didn't lock our doors, and my best friend, who I saw every day, could visit anytime she wanted to. The house that my family owned was . . .

Common Mistakes in Using Adjective Clauses with Object Relative Pronouns

Use *who(m)*, *which*, or *that* as the **object relative pronoun** in an adjective clause. Do not use an object pronoun (*me*, *you*, etc.) and an object relative pronoun in the same adjective clause.

I remember the big dinners **that** we had on holidays.
NOT I remember the big dinners that we had ~~them~~ on holidays.

Use *who(m)*, *which*, *whose*, *where*, or *when* to start **nonidentifying** adjective clauses. Do not use *that*.

My best friend, **who** I saw daily, lived nearby.
NOT My best friend, ~~that~~ I saw daily, lived nearby.

Use *where* or **preposition + which/that** to describe a place. Do not use *where* + preposition.

The town **where** I lived was quiet.
NOT The town where I lived ~~in~~ was quiet.

C CHECK YOUR WORK Read your paragraphs. Underline the adjective clauses. Circle the relative pronouns, *where*, and *when*. Use the Editing Checklist to check your work.

Editing Checklist

Did you use . . . ?

- adjective clauses with object relative pronouns *who(m)*, *which*, or *that*
- whose* to show possession or relationship
- where* to show place and *when* to show time
- the correct verb form in adjective clauses
- commas to separate nonidentifying adjective clauses from the rest of the sentence

D REVISE YOUR WORK Read your paragraphs again. Can you improve your writing? Make changes if necessary. Give your paragraphs a title.

UNIT 13 **REVIEW**

Test yourself on the grammar of the unit.

A Circle the correct words to complete the sentences.

1. Mrs. Johnson, whom / whose dog I walk, lives next door.
2. She lives in an old house that / who her father built.
3. It's right next to the park where / when I run every morning.
4. She has a daughter which / who I went to school with.
5. We became best friends in 2005, where / when we were in the same class.
6. Ann, that / who I still call every week, moved to Canada last year.

B Complete each sentence with a relative pronoun, *where*, or *when*.

1. Today, I took a trip back to Brooklyn, _____ I grew up.
2. The emotions _____ I felt were very powerful.
3. I saw the house _____ my family lived in for more than ten years.
4. I saw some old neighbors _____ I remembered well.
5. Mrs. Gutkin, _____ son I used to do homework with, still lives next door.
6. It was wonderful to see Mrs. Gutkin, _____ I've always liked.
7. I'll never forget the day _____ I moved away from this neighborhood.

C Find and correct seven mistakes.

I grew up in an apartment building who my grandparents owned. There was a small dining room when we had family meals and a kitchen in that I ate my breakfast. My aunt, uncle, and cousin, in who home I spent a lot of my time, lived in an identical apartment on the fourth floor. I remember the time that my parents gave me a toy phone set that we used it so I could talk to my cousin. There weren't many children in the building, but I often visited the building manager, who's son I liked. I enjoyed living in the apartment, but for me the day where we moved into our own house was the best day of my childhood.

Now check your answers on page 478.

Go to [MyEnglishLab](#) to complete the review online.