

6.1 Defining and non-defining relative clauses

There are two types of relative clause: **defining** and **non-defining**. In both types, the relative clause gives information about a person or thing. The relative clause comes after this person or thing has been mentioned and starts with a relative pronoun (*who*, *which*, *that* or *whose*).

Defining relative clauses

GR6.1a)))

- I want to meet the person **who** found my handbag. I'd like to thank them.
- What's it called? It's the gadget **that** is used for opening cans.
- Look, isn't that the woman **whose** handbag you found?
- The man I met yesterday told me how to get to the concert hall.

- We use defining relative clauses to identify who or what we are talking about. We can use:
 - who** – for people
 - which** or **that** – for things
 - whose** – for possessions and family relationships
- We can leave out the relative pronoun if it is the object of the verb. *The first car (that) I had was a ten-year-old Volkswagen.*

Non-defining relative clauses

GR6.1b)))

- Nicolaus Otto, **who** died in 1891, was the inventor of the petrol engine.
- The Bugatti Veyron, **which** is one of the most expensive cars ever, was first produced in 2005.
- It was invented by Richard Beeston, **whose** father and grandfather were also inventors.

- We use non-defining relative clauses to give extra information. Non-defining relative clauses do not identify who or what we are talking about. It is usually already clear who or what we are talking about. We can use:
 - who** – for people
 - which** – for things
 - whose** – for possessions and family relationships
- We do not usually use *that* in a non-defining relative clause. ~~*The Bugatti Veyron, that is one of the most expensive cars ever, was first produced in 2005.*~~

Note that we use commas around a non-defining relative clause. Or before the relative clause if the clause is at the end of the sentence.

We can also use the relative adverbs *when* and *where* in relative clauses.
*Is this the hotel **where** we stayed last year?*
*Rush hour is the time of day **when** people drive to or from work.*

- Complete the text with appropriate relative pronouns.

An automobile, or motor car, is defined as a vehicle with wheels ¹ *that* has its own engine or motor and ² _____ is used mainly for transporting passengers. The invention of the automobile goes back to 1886, when the German inventor Karl Benz, ³ _____ is generally regarded as the inventor of the first modern automobile, introduced the Motorwagen to the public. Motorized vehicles soon started to replace animal-powered carriages, ⁴ _____ had for centuries been the main form of long-distance transport. The first affordable automobile ⁵ _____ sold in large numbers was the Model T, ⁶ _____ was introduced in the USA in 1908 and ⁷ _____ was produced by Henry Ford, ⁸ _____ Ford Motor Company had been founded in 1903. Many other automobile manufacturers soon began producing vehicles in the same way as Ford, and by the 1930s there were hundreds of different automobile companies around the world.

- Which of the relative clauses in the text in exercise 1 are defining and which are non-defining?

Defining:
 Non-defining:

- Rewrite the two sentences as one sentence using a relative clause.

- I've just read a book. I think you'll like it.
I've just read a book which/that I think you'll like.
- They're building a new factory. It will have no humans and only use robots.

- What's the name of the scientist? The one who discovered the X-ray?

- You can book an \$80,000 balloon flight. It goes into space.

- I've got a new mobile phone. It's got a 128GB memory.

- I met someone yesterday. He knows you.

- Is that the girl? We went to her party last weekend.

- The program isn't working properly. You loaded it yesterday.

- In which sentences in exercise 3 do we not need to use a relative pronoun?

6.2 Present perfect simple and continuous

GR6.2)))

- 1 The bus **hasn't come**. I've **been waiting** here for ages.
- 2 Stefan **hasn't been working** for this company for very long.
- 3 How long has Caroline **been teaching** at that school?
- 4 **Have** you **had** breakfast yet?

- We use the present perfect continuous (*have/has + been + -ing*) for unfinished actions which started in the past and continue up to now. It often answers the question *How long ...?*
*It's **been raining** all afternoon.*
*Scientists **have been investigating** climate change.*
*How long **have you been working** here?*
- We use the present perfect simple (*have/has + past participle*) for completed actions which happened at some point before now and still have an influence on the present. We don't know or aren't focusing on exactly when the action happened.
*It's **stopped raining**.*
***Have you seen** the weather forecast?*
- There is sometimes little difference between the present perfect simple and continuous. The choice is often about how we see the action.
*The weather's **been improving**.* (We see this as something in process.)
*The weather's **improved**.* (We see this as a finished state.)

We generally don't use the present perfect continuous with state verbs such as *be*, *have*, and *know*.
~~*We've been knowing about global warming for over 100 years.*~~

- 1 Choose the correct options to complete the sentences.
 - 1 It's *rained* / *'s been raining* since I got up.
 - 2 Have they *finished* / *been finishing* the experiment yet?
 - 3 Have you ever *seen* / *been seeing* a tropical storm?
 - 4 We've *tried* / *'ve been trying* to find a solution to the problem for weeks.
 - 5 Good news! Sam's *found* / *been finding* a solution to the problem!
 - 6 Sorry I'm late. How long have you *waited* / *been waiting*?
 - 7 Scientists have *tried* / *been trying* to find a solution to climate change for decades.
 - 8 It hasn't *snowed* / *been snowing* for ages.

- 2 Complete the sentences with the verbs in the box. In each pair, use the present perfect simple in one sentence and the present perfect continuous in the other.

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- 1 The average global temperature *has been increasing* for at least 100 years.
The average global temperature _____ every year for at least the last hundred years.
 - 2 It _____ a couple of times so far this year.
It _____ since this morning.
 - 3 Researchers _____ the phenomenon for a number of years.
Researchers _____ the phenomenon on several different occasions.
 - 4 He _____ the washing machine all morning.
_____ he _____ the washing machine yet?
 - 5 I _____ French for ages — not since I left school.
We _____ French for the past hour or so.
- 3 Complete the text about Arctic sea ice with the verbs in brackets in the most probable tense: present perfect simple or continuous.

Scientists ¹ *have been studying* (study) changes in Arctic sea ice for around 100 years. As measuring devices and satellite analysis ² _____ (become) more accurate, it ³ _____ (become) clear that the amount of Arctic sea ice ⁴ _____ (decrease) steadily for several decades. In fact, the Arctic ⁵ _____ (lose) 75% of its summer sea ice volume over the past three decades. This is mainly due to global warming. However, the amount of ice lost each year ⁶ _____ (depend) not only on global warming, but on a number of other things such as local weather patterns. In some years these things ⁷ _____ (cause) more or less sea ice to melt. However, even though in one year there may ⁸ _____ (be) more sea ice than in the previous year, the trend is that Arctic summer sea ice ⁹ _____ (disappear) at a rate of around 2.5% per year.