

The Writing Center

DLA: Reduced Adjective Clauses



This DLA is a writable PDF form. You can enter your answers directly into this document.

YOU MUST DOWNLOAD AND SAVE THIS FILE TO YOUR COMPUTER.

Do not complete this form in a web browser. You will not be able to save your work.

Student Name:

Important Note

To get completion credit for this DLA, make sure you complete all the required activities. If you'd like help while working on a specific DLA, you can meet with a specialist at the Writing Center. Keep in mind that you might need to schedule a second appointment to review your work, check your understanding, and get your completion credit. You can only review **ONE** DLA per appointment. (Check the last section of this DLA for information on making your appointment and receiving completion credit for your work).

Activities (approximately 1 hour)

Read the information, complete the activities that follow, and be prepared to discuss your answers when you meet with a tutor.

Understanding Adjective Clauses

An adjective clause—also called a relative clause—is a group of words that modify or **describe a noun**. Remember that adjective clauses contain a **subject** and a **verb**, begin with a **relative pronoun** (*who, whom, whose, that, which*), and are dependent clauses, which means that they **cannot stand alone** because they have no meaning without an independent (main) clause.

She is the woman

independent clause

who works at the bakery.

adjective clause

Reduced Adjective Clauses

We reduce sentences when you have the same subject in the main clause and the adjective clause. Adjective clauses contain relative pronouns like *who, which, or that*. The reduced adjective clause becomes an adjective phrase, which does not have a subject. An adjective phrase does not have a subject and a verb. Instead, it has a present participle (base verb + ing) for the active voice or a past participle for the passive voice.

Sentence with Adjective Clause	Sentence with Reduced Adjective Clause
The girl who is standing by the table is my sister.	The girl <i>standing by the table</i> is my sister.
The watch that was found in the lobby belongs to Lilly.	The watch <i>found in the lobby</i> belongs to Lilly.
People who live in large cities have many resources.	People <i>living in large cities</i> have many resources.
Lee Davis, who is a business teacher , wrote this book.	Lee Davis, <i>a business teacher</i> , wrote this book.

Remember that only sentences with a verb immediately after the relative pronoun can be reduced. If there is a subject after the relative pronoun, the clause **cannot be reduced**.

- ❖ The man **who** is smoking (verb) by the door is my professor. (can be reduced)
- ❖ The man **whom** I (subject) was talking to is my professor. (cannot be reduced)

How to Reduce an Adjective Clause

If you want to reduce an adjective clause, make sure that the same subject is present in both clauses, and then follow these steps:

1. **Omit the relative pronoun (who, that, which) of the adjective clause**
 - Students ~~who~~ **need extra help** should see a tutor.
 - The words ~~that~~ **are underlined in red** have errors.
 - Roquefort, ~~which~~ **is a type of cheese**, comes from France.
2. **Omit the be form of the verb if there is one.**
 - Students **need extra help** should see a tutor. (no *be*)
 - The words ~~are~~ **underlined in red** have errors.
 - Roquefort, **is a type of cheese**, comes from France.
3. **Change the verb to its present participle form (–ing) for the active voice or leave it as the past participle for the passive voice. Sometimes after deleting be, there is no verb.**
 - Students needing **extra help** should see a tutor. (active voice → present participle)
 - The words **underlined in red** have errors. (passive voice → past participle)
 - Roquefort, **a type of cheese**, comes from France. (no verb)

A Quick Note about Active and Passive Voice

We use the passive voice when we want to focus on the object (the person or thing **receiving** the action) and NOT the agent (the person or thing **doing** the action).

- ❖ **Active:** A dog (agent) **bit** the man (object).
- ❖ **Passive:** The man (object) **was bitten** (*be + past participle*) by a dog (agent).

*See the Passive Voice DLA for more information.

Activities

Check off each box once you have completed the activity.

☐ 1. Reduced Adjective Clause Review

Review the information on this sheet. Then, answer the following questions.

When can you reduce adjective clauses?

What are the steps to reducing an adjective clause?

a.

b.

c.

□ 2. Online Quiz

Go to <http://tinyurl.com/reducedadjectiveclausesdlaquiz> and take the DLA quiz. You must score at least 75% on the quiz before meeting with a specialist. After you complete the task, please take a screenshot of the page that has your score and show it to your specialist. Do not exit the quiz until you take the screenshot.

Choose 3a or 3b Below.

3a. Review Your Own Writing

Collect some of your graded work. Find FOUR sentences with adjective clauses that can be reduced. Write down the original sentence (with the adjective clause), then reduce the sentence (with a new adjective phrase).

1a. Original Sentence:

1b. Reduced Sentence:

2a. Original Sentence:

2b. Reduced Sentence:

3a. Original Sentence:

3b. Reduced Sentence:

4a. Original Sentence:

4b. Reduced Sentence

If you do not have your own essay to work with, please complete the supplemental activity below (3b).

□ 3b. Reduced Adjective Clause Practice

Reduce the adjective clauses found in the following sentences.

1. People **who live on the streets** often need medical attention.
2. The keys **that are on the table** are mine.
3. The study **which was conducted by the university** is now in a journal.
4. The girl **who is swimming in the lake** is my sister.
5. Kathy, **who is my supervisor**, received an award from the regional manager.
6. Children **who are born with congenital heart disease** may have many health difficulties.

□ 4. Review the DLA/Receive Completion Credit

1. Go to [EAB Navigate](#) and make an appointment (online or in-person).
2. Attend your session and be prepared to explain your understanding of the information you've learned in the DLA. Consider the main concept you learned and how you might use this in your future assignments/classes.
3. If your professor asks you to provide proof, you can review the "appointment summary report" through EAB Navigate (app or desktop). You will find all Writing Center appointments under "appointment summary reports" (app or desktop). Look for the summary report for your DLA appointment. This is where your writing specialist will indicate the title of your DLA and state whether it is "completed" or "not completed." If it is marked as "not completed," book a follow up appointment to complete.

Note: Appointment summary reports are also sent weekly to your instructor on record. If there is an issue, please contact us at writingcenter@mtsac.edu or (909) 274-5325.

If you are an individual with a disability and need a greater level of accessibility for any document in The Writing Center or on The Writing Center's website, please contact the Mt. SAC Accessible Resource Centers for Students, access@mtsac.edu, (909) 274-4290.

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