

Other ways of adding information to noun phrases 1:  
additional noun phrases, etc.

A

We sometimes add information about a person or thing referred to in one noun phrase by talking about the same person or thing in a different way in a following noun phrase:

- A hooded cobra, *one of the world's most dangerous snakes*, has escaped from Dudley Zoo.
- Dr Alex Parr, *director of the State Museum*, is to become the government's arts adviser.

In writing, the items are usually separated by a comma, and in speech they are often separated by a pause or other intonation break. However, when the second item acts like a defining relative clause, when it is usually a name, there is usually no punctuation in writing or intonation break in speech:

- My friend Mia has moved to Sweden. (*rather than* My friend, Mia, ...)
- The current champion is expected to survive her first-round match with *the Italian Silvia Farina*. (*rather than* ... the Italian, Silvia Farina.)

B

We can add information to a noun phrase with a conjunction such as **and** or **or**:

- Kurt Svensson, her teacher **and well-known concert pianist**, thinks that she has great talent. (= her teacher is also a well-known concert pianist)
- Phonetics **or the study of speech sounds** is a common component on courses in teaching English as a foreign language.

C

The adverb **namely** and the phrase **that is** are used to add details about a noun phrase:

- This side effect of the treatment, **namely weight gain**, is counteracted with other drugs.
- The main cause of global warming, **that is the burning of fossil fuels**, is to be the focus of negotiations at the international conference.

D

We can also add information to a noun phrase using a participle clause beginning with an **-ing**, **-ed** or **being + -ed** verb form. These are often similar to *defining relative clauses*:

- The people **living next door** come from Italy. (*or* The people who are living next door ...)
- The weapon **used in the murder** has now been found. (*or* The weapon that was used ...)
- The prisoners **being released** are all women. (*or* The prisoners who are being released ...)

Note that **-ing** participle clauses correspond to defining relative clauses with an active verb, while **-ed** and **being + -ed** clauses correspond to defining relative clauses with a passive verb.

We can also use a **to-infinitive clause**, as in:

- Have you brought a book **to read**?
- My decision **to resign from the company** was made after a great deal of thought.
- I thought that the management's offer, **to increase staff holidays**, was a good one.

E

In written English, particularly in newspapers, **-ing** and **-ed clauses** are also used instead of *non-defining relative clauses*. These are usually written between commas or dashes (-):

- The men, *wearing anoraks and hats*, made off in a stolen Volvo estate.



- The proposals – *expected to be agreed by ministers* – are less radical than many employers had feared.



# Exercises

**56.1** Add the information in brackets to the sentences and rewrite them in an appropriate way, using the examples in A and B as models. **A & B**

- Gofast Technology has launched its new generation of high-speed trains. (*Gofast Technology is part of the Maddison Enterprises Group*)  
Gofast Technology, part of the Maddison Enterprises Group, has launched its new generation of high-speed trains.
- I went on an IT training course with my colleague. (*My colleague is Mateo*)
- Rubella is still a common childhood disease in many countries. (*Another name for rubella is German measles*)
- Four kilos of Beluga caviar has been ordered for the reception. (*Beluga caviar is among the most expensive foods in the world*)
- One of the most popular modern writers for children is John Marsden. (*John Marsden is Australian*)
- Tonya's father was in the crowd to watch her victory. (*Tonya's father has also been her trainer for the last ten years*)
- Dr Sofia Lopez has criticised government plans to cut health funding. (*Sofia Lopez is head of Downlands Hospital*)
- Klaus Schmidt is running in the Stockholm Marathon. (*Klaus Schmidt is the current European champion*) (*The German 10,000 metres record holder is also the current European champion*)

**56.2** Make sentences by matching the beginnings (in i) to the endings (in ii) and adding appropriate information (from iii) after **namely** or **that is**. **C**

(i)

- Leo Tolstoy's most celebrated novel,
- The two countries having land borders with the USA,
- The three most popular pets in Britain,
- The capital of Estonia,
- The largest island in the world,
- The 'consumers' of education,

(ii)

- are found in 25% of households.
- covers over 2 million square kilometres.
- should have ways of complaining about poor teaching.
- have complained to the President about the new customs regulations.
- was published in 1869.
- is situated on the Gulf of Finland.

(iii)

Tallinn students  
cats, dogs and rabbits  
~~War and Peace~~  
Mexico and Canada  
Greenland

1 + e Leo Tolstoy's most celebrated novel, namely *War and Peace*, was published in 1869.

**56.3** Complete the sentences with an **-ing**, **-ed** or **being + -ed** form of the verbs from the box. Then rewrite each sentence using a relative clause instead of the participle clause. **D**

~~drive~~ educate flow introduce need print say tell off

- The man driving the bus is my brother. *The man who is driving the bus is my brother.*
- I went to a reunion for students ..... in the physics department during the 1990s.
- As my aunt told me what she thought, I felt like a schoolboy ..... by his headteacher.
- There is a sign on the gate ..... 'Entry forbidden'.
- Across the river were some of the deer ..... into the park in the 19th century.
- Rivers ..... into the Baltic Sea are much cleaner now than ten years ago.
- The booklets ..... as we speak will be on sale later this afternoon.
- Anyone ..... further information can see me in my office.