

Participle adjectives and compound adjectives

A

Participle adjectives

Some **-ing forms** (present participles) and **-ed forms** (past participles) of verbs can be used as adjectives. Most of these *participle adjectives* can be used before the noun they describe or following linking verbs (see Unit 21):

- The hotel had a **welcoming atmosphere**.
- I found this **broken plate** in the kitchen cupboard.
- The students' tests results were **pleasing**.
- My mother *seemed* **delighted** with the present.

B

We can use many participle adjectives *immediately* after nouns when they identify or define the noun. This use is similar to *defining relative clauses* and they are often called 'reduced relatives':

- We had to pay for the **rooms used**. (or ... the **rooms that were used**.)

Some of these are rarely used before the noun:

- My watch was among the **things taken**.
(but not ... the taken things.)

Also: **applying, caused, found, included, provided**

Others can be used before or immediately after nouns:

- The **crowd watching** grew restless. or
- The **watching crowd** grew restless.

Also: **affected, alleged, allocated, broken, chosen, identified, infected, interested, remaining, resulting, stolen**

C

In formal English, **that** and **those** can be used as pronouns before a participle adjective:

- The flour is of a higher quality than **that produced** by other varieties of wheat. (= the flour which is produced)
- The touchscreens perform less well than **those manufactured** elsewhere. (= the touchscreens which are manufactured elsewhere)
- Here is some advice for **those** (= people) **preparing** to go on holiday.

D

Compound adjectives

Many *compound adjectives* include a participle adjective. Common patterns are:

- | | |
|------------------------------------|--|
| <i>adverb + -ed participle</i> | <input type="checkbox"/> They are well-behaved children. |
| <i>adverb + -ing participle</i> | <input type="checkbox"/> Social networking is a fast-growing activity. |
| <i>adjective + -ed participle</i> | <input type="checkbox"/> She seems to live on ready-made meals. |
| <i>adjective + -ing participle</i> | <input type="checkbox"/> He's the longest-serving employee in the company. |
| <i>noun + -ed participle</i> | <input type="checkbox"/> The public square was tree-lined . |
| <i>noun + -ing participle</i> | <input type="checkbox"/> I hope it will be a money-making enterprise. |
| <i>-ed participle + particle</i> | <input type="checkbox"/> Did it really happen, or was it a made-up story? (from two-word verbs) |

We can use some participle adjectives **only** in adjective compounds. For example, we can't say '... behaved children' or '... a making enterprise' as the sense is incomplete without the adverb or noun.

Also: **New York-based, Paris-born, brick-built, easy-going, peace-keeping, long-lasting, good-looking, home-made, hair-raising, far-reaching, well-resourced, sweet-smelling, strange-sounding, soft-spoken, sour-tasting, nerve-wracking**

Note that many other compound adjectives do not include participle adjectives:

- The problem is **short-term**.
- It was just a **small-scale** project.

Exercises

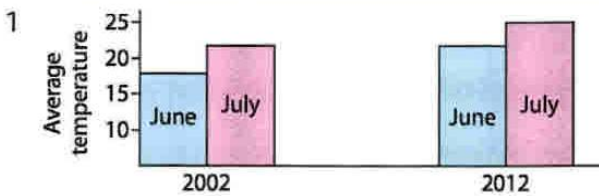
69.1 Replace the italicised parts of these sentences with present or past participle adjectives formed from the verbs in the box. Give alternative positions for the adjective if possible. **B**

~~-cause~~ identify include interest provide remain result

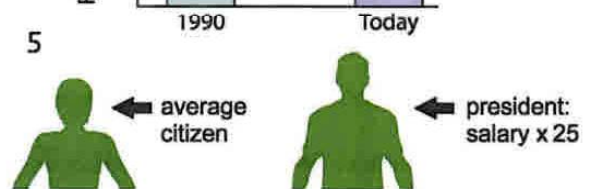
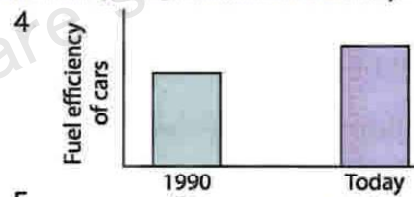
- I offered to pay for any damage *that was the result*. caused (not ... any caused damage.)
- Steps are being taken by telephone engineers to solve the problems *which have been noticed*.
- Visitors *who want to find out more* can buy a booklet with further information.
- Please answer the questions on the sheet *that has been given to you*.
- The holiday cost £1,200, with flights *which were part of the total*.
- I didn't want to be on TV but the publicity *that was the consequence* was good for business.
- Just before serving the pasta, sprinkle over any cheese *that is left over*.

69.2 Write a sentence to describe each set of information using either **that** or **those** followed by one of the participle adjectives from the box. **C**

earned found grown manufactured ~~-recorded~~



Average temperatures in June and July 2012 were higher than those recorded in June and July 2002. (or ... in the corresponding months in 2002.)



69.3 Complete each second sentence using a compound adjective from D to replace the italicised information in each first sentence. **D**

- The company *is organised from New York*. It is a New York-based company.
- The school *has all the things it needs*, with sufficient books and computers. The school is _____, with sufficient books and computers.
- I found that the whole experience *made me tense and worried*. I found the whole experience _____.
- The proposed changes will *have a major influence on a large number of people*. The proposed changes will be _____.

69.4 Match the words to form compound adjectives and use them to rewrite the italicised parts of these sentences. **D**

clean eye ~~ill~~ wide catching ~~-equipped~~ ranging shaven

- At the age of 16 children *do not have the ability or experience* to take on the role of parents. are ill-equipped.
- The discussions *dealt with a great variety of topics*.
- When I last saw him he had a beard, but now he *has no beard*.
- The advertisements for the new car are *very noticeable*.