

# Vocabulary Starter

Read the sentence below. Use one of the modifiers to improve it. Can you use two modifiers to improve it? How about more than two?

precise noun

adverb

powerful verb

adjectives/s

**The cat walked along the wall.**

subordinate clause

fronted adverbial

embedded clause

Who can remember what a relative pronoun is?  
Can you give some examples?

who

which / that

whose

whom

where

when

**WALT:** use relative clauses to add information to a noun

**WILF:**

- I know that a complex sentence has at least two **clauses**.
- I use the relative pronouns **who, which, where, when** and **whose** to begin the subordinate (drop-in) clause.
- I know that **what** is not a relative pronoun.
- I know that the **relative pronoun** comes after the main noun.
- I know **that** can't be used as a relative pronoun in a drop-in clause.

# Let's start with a simple sentence.

Matthew was playing the guitar.

Not very interesting, is it?

Why don't we add some extra information?

Matthew was playing the guitar. He was in his bedroom.

Ok, but still rather simple. How could we improve this?

# Let's make it a complex sentence

Matthew was playing the guitar. He was in his bedroom.

The second sentence adds a bit of non-vital information to the first one, so we can drop it in, like this...

Matthew was playing the guitar. He was in his bedroom.



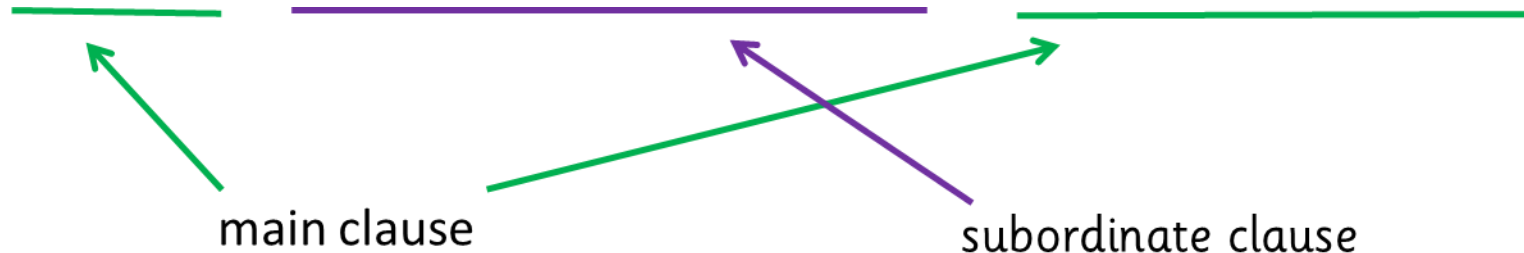
Matthew was playing the guitar, **who** was in his bedroom,



Matthew, **who** was in his bedroom, was playing the guitar.

# We've dropped in a relative clause!

Matthew, **who** was in his bedroom, was playing the guitar.



The **main clause** could be a sentence by itself and still make sense:

Matthew was playing the guitar.

However, the second sentence is now a **subordinate clause**, which doesn't make any sense by itself:

Who was in his bedroom.

The **subordinate clause** has to be stapled into the sentence with **commas**.

# So it's all relative, then?

We've replaced the pronoun in the second sentence with a **relative pronoun**. Can you spot it?

Matthew was playing the guitar. **He** was in his bedroom.

Matthew, **who** was in his bedroom, was playing the guitar.

**Who** is the relative pronoun we use to replace 'people' nouns/pronouns.

# Other Relative Pronouns

**Which** is the relative pronoun we use to replace 'objects' nouns/pronouns.

Apples grow on trees. **They** are very healthy.

Apples, **which** are very healthy, grow on trees.



# Other Relative Pronouns

**Whose** is the relative pronoun we use to replace possessive pronouns.

Victoria become Queen in 1837. Before Elizabeth II, her reign was the longest in British history.

Victoria, whose reign was the longest in British history, became Queen in 1837.

My dog is called Frizz. His fur is very curly.

My dog, whose fur is very curly, is called Frizz.

# Other Relative Pronouns

**Where** is the relative pronoun we use to replace 'place' nouns/pronouns.

Mallorca is a Spanish island. We go **there** on holiday.

Mallorca, **where** we go on holiday, is a Spanish island.



The relative pronoun always goes straight after the main noun, so sometimes we have to re-order the clause slightly.

# Other Relative Pronouns

**When** is the relative pronoun we use to replace 'time' noun phrases/pronouns.

In 2008, I was two years old. My brother was born in 2008.

In 2008, when my brother was born, I was two years old.

The relative pronoun always goes straight after the main noun, so sometimes we have to re-order the clause slightly.

# Instead of, not as well as...

Relative pronouns are used in drop-in clauses instead of the noun phrases/pronouns they relate to. Can you spot what's wrong with these new sentences?

My mum is a doctor. Her name is Safira.

My mum, whose ~~her~~ name is Safira, is a doctor.

That road is called Ryall Terrace. My friend lives there.

That road, where my friend lives ~~there~~, is called Ryall Terrace.

The writer has left the pronoun in the new subordinate clause, as well as adding a relative pronoun.

# Punctuation

Drop-in subordinate clauses have to be separated from the main clause.

Typically, we use commas to split the clauses, although dashes or brackets can also be used.

The fire engine, which had its blue lights on, raced past.

Grandma – whose eyes are sensitive – has to wear dark glasses.

Hospitals (where doctors and nurses work) are very busy places.

# Plenary

## What have we learned?

We can combine two simple sentences into a complex sentence using a relative pronoun.

Relative pronouns look like question words, but they're actually **replacing** a noun.

One of the sentences becomes a subordinate clause which we drop into the main clause after the noun.

For each of the following sentences, can you identify the **main clause**, **subordinate clause** and **relative pronoun**?

We have a lot of cousins **who** live in other cities.

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The first person **that** brought chocolate to Europe was the explorer Cortes.

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The machine **which** broke down has been mended.

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Your PE bag should be on your peg, **where** you can also hang up your coat.

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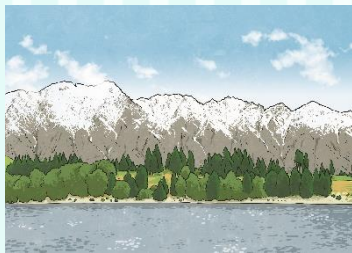
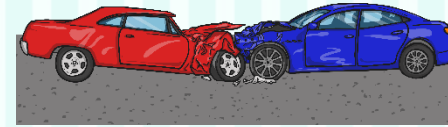
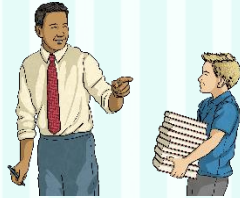
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# Task: Writing Relative Clause Sentences

Write a relative clause sentence about the pictures below. Choose 6 to complete or think of some of your own.

**Underline** the main clause in one colour and the relative (subordinate) clause in another.

**Circle** the relative pronoun. Remember to use punctuation – commas, brackets or dashes



next

# Task: Writing Relative Clause Sentences

Choose a square to reveal a hidden picture. Write a relative clause sentence about the picture on your whiteboard. Underline your relative pronoun.

A grid of 14 colored squares (blue and red) with question marks, arranged in three rows. The first row has four squares: blue, red, blue, red. The second row has five squares: red, blue, red, blue, red. The third row has four squares: blue, red, blue, red. A blue arrow labeled "next" is positioned at the bottom right of the grid.

# Quick Quiz 1

For each sentence, identify the relative pronoun:

I can't eat that chocolate bar because it has nuts in, **which** I'm allergic to.

Mangoes, **which** are grown in tropical countries, are one of my favourite foods.



The cats **that** were caterwauling last night kept me awake.

Jamal, **who** is a fantastic guitarist, has joined the school band.

# Quick Quiz 2

Can you match the main clause to the appropriate relative clause?

The cat scratched my arm,

The paddling pool is full of cool water,

I have a sister,

The ambulance rushed to help the child,

who is three years younger than me.

who had fallen from the tall slide.

which made it sore.

which is fabulous on this hot day.



# Quick Quiz 3

Can you break each relative clause sentence back down into two single-clause (simple) sentences?

I look just like my dad, whose hair is black too.

**I look just like my dad. His hair is black too.**

My rabbit, who loves carrots, always runs up to me when I go to its hutch.

**My rabbit always runs up to me when I go to its hutch. It loves carrots.**

Micah, whose legs were aching, finally completed the race.

**Micah finally completed the race. His legs were aching.**

# Plenary

Tick one box to show which part of the sentence is a **relative clause**.

The table which is made of oak is now black with age.

<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

# Plenary

Tick the option that shows how the underlined words are used in the sentence.

My baby brother was born in the hospital where my father works.

Tick **one**

as a preposition phrase

as a relative clause

as a main clause

as a noun phrase