

Relative clauses

A Starting activities

1 About relative clauses

Different relative clauses

- 1 Work as a class. What are the relative clauses in sentences a–g? For example, in the sentence *Tom Dennismore, who is twenty-seven, wrote 'My Life in Pictures'*, the relative clause is *who is twenty-seven*.
 - a That man who is sitting over there is an old friend of my father's.
 - b The two cars which are in front of the entrance must be removed immediately, please.
 - c The person who gave you that information is an idiot.
 - d The other train that was cancelled was going to London.
 - e Mrs Stanley, whose parents had once lived in the village, looked quickly at all the pretty houses and decided she liked it there.
 - f Seven-year-old Roy, who had never been polite, rudely shouted 'Be quiet' as the old man was finishing his story.
- 2 Only one of these two sentences should have commas round the relative clause. Where should the commas go?
 - a Arthur Grimes who is thirty painted 'The Cherry Tree'.
 - b The woman who lived next door was arrested last week.

When you have finished, look at Activity note 40 on page 148.

2 Tokyo, which is . . .

who, which, where, that, whose

- 1 Work as a class. Think of ten people, places, emotions (for example, 'love') and issues (for example, 'the environment') which interest you. One person in the class chooses one of the people, places, emotions or issues from your list. A second person adds a relative clause beginning with *who, which, that* or *whose* and a third person finishes the sentence in a way that makes sense. Example:
 Person 1: *The environment,*
 Person 2: *which is very important,*
 Person 3: *is something we should all care about.*
- 2 Work in pairs or groups of three and continue the Activity. If you are working in pairs, A speaks for Person 1 and 3, and B for Person 2 – then change round. Use *who, which, where, that* and *whose*.

3 Off-putting film titles

who, which, where, that, whose

- 1 Work in pairs or small groups. Most film titles aim to persuade people to see the film. Just for fun, think of some off-putting film titles that would persuade people not to see the film. Each title must contain a relative clause with *who, which, where, that* or *whose*. Here are some ideas for the first words of the titles but use your own ideas if you can.

Ideas: The Exercise Book . . . , A Piece of Cheese . . . , A Small . . . , A Table . . .

Example: *A Small Hole Which I Noticed In My Jacket*

- 2 Work as a class. Tell the other people in the class your titles and list the best of theirs.

B Grammar guide

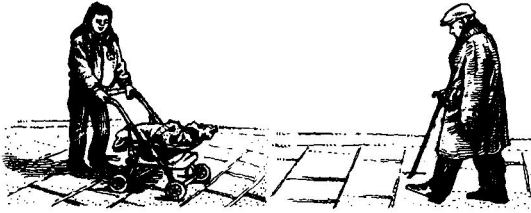
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- 1 Relative clauses** Clauses are parts of a sentence that have a main verb. Clauses with a relative pronoun (like *who* or *which*) are called relative clauses. In the sentence *That girl who just came in is in our class* the relative clause is *who just came in*.
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- 2 *who, which, whose, where and that*** ■ *Who* is used for people, *which* is used for things and *whose* can be used for people or things. *Whose* means 'belonging or referring to'. You can use *where* in a relative clause to talk about a place, as in *The town/room/street where . . .*
- *That* can replace *who* or *which* in identifying relative clauses only (see 3 below). *That* is less formal than *who* or *which*.
 - a *The man who/that she loved so much left without saying goodbye.*
 - b *That film which/that we went to see last week is on television tomorrow.*
 - c *South Korea, whose industry is developing quickly, can now produce microchips as cheaply as Japan.*
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- 3 Identifying and non-identifying relative clauses** ■ In sentence (a) in 2 (above) the relative clause identifies the man. It tells you which man. It is an identifying relative clause. If you take the identifying relative clause away, the sentence will lose a lot of its original meaning. But sentence (c) does not identify South Korea. It gives more information about South Korea, but if you remove it the sentence keeps much of its original meaning. The relative clause in sentence (c) is a non-identifying relative clause.
- Non-identifying relative clauses must have a comma after the noun.
This is Mr Turner, who is a painter.
If the sentence continues after the clause, there is a comma at the end of the clause.
This is Mr Turner, who is a painter, and his wife.
Non-identifying relative clauses are more common in formal spoken English and in written English than in conversational or informal English.
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- 4 Leaving out the relative pronoun: -ing and -ed clauses** ■ When the relative pronoun (*who, which* or *that*) is the subject of a clause, it can be replaced by *-ing* (present participle) or *-ed* (past participle) forms.
- a *The woman who is sitting on that bench looks ill* (with a relative pronoun) is the same as *The woman sitting on that bench looks ill* (present participle, no relative pronoun). Use an *-ing* form when you want to describe someone's actions now or at a past time.
 - b *The woman who was injured in the accident was going to work* (with a relative pronoun) is the same as *The woman injured in the accident was going to work* (past participle, no relative pronoun). The *-ed* forms are passive.
 - When *who, which* or *that* is the object you can also leave out the relative pronoun. *The woman (who) I loved went away.*

C Activities

1 The accident: Part 1

-ing and *-ed* clauses

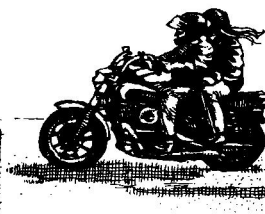
- 1 Work as a class. The people in the pictures below were involved in an accident. Describe each of the people in one phrase, using the words below the picture and an *-ing* or an *-ed* clause. Example: Picture 1: *A young mother pushing a pram with a baby in it . . .*



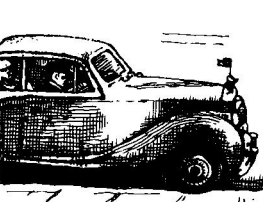
1 A young mother . . . 4 An elderly man . . .



2 A teenager . . .



5 A boy and a girl . . .



3 A chauffeur . . .



6 A lorry . . .

- 2 Work in pairs or small groups. Choose a street in the place where you are learning English and imagine that the accident happened there. Say what each of the people in the accident were doing from any time before the accident until the accident happened. For example, where were they all going when the accident happened? Use the *-ing* and *-ed* clauses from 1 to say who the people are and use as many other *-ing* and *-ed* clauses as you naturally can.

Example: *The lorry loaded with bricks started its journey in south London . . . The teenager crossing the road was hurrying to school.*

2 The accident: Part 2

-ing, *-ed* and relative clauses

- 1 Work as a class. Make sure you understand the vocabulary below. It will help you to describe the accident. Can you think of any other words you might need to describe an accident?

Vocabulary: slippery road, traffic lights, pedestrian crossing, ambulance crew, to swerve, to skid, to go too fast, to drive recklessly, to come round the corner, not looking where s/he is going

- 2 Work in pairs or groups. Describe the accident. You can use a drawing or diagram to help you, if you want to. Remember, all the people in the pictures in *The accident: Part 1* were involved. Use as many *-ing*, *-ed* and relative clauses as you naturally can. Use the past tense.

Examples:

The lorry loaded with bricks was out of control.

The motorbike, which had skidded on the wet slippery road, . . .

- 3 One pair or group describes the accident to the class. Note down any interesting uses of *-ing*, *-ed* and relative clauses.

3 The DIY crossword

Relative clauses

- 1 Work in pairs or groups. Write crossword clues. Each clue must contain a relative pronoun introducing a relative clause. You must know the answers to your own clues. Example:
Clue: A black and white bird which can swim but can't fly. Seven letters. Answer: Penguin.
- 2 Work in the same pairs or groups. Design a crossword from your crossword clues.
- 3 Work in the same pairs or groups. Give your crossword to another pair or group to do. Complete another pair or group's crossword.

D Accuracy practice

1 You are talking about a party you went to last week. Join the sentences using *whose*.

- 1 There was a tall man at the party. His wife could not come because she was ill.
- 2 There was a journalist there. Her work took her to lots of different countries.
- 3 I met a lot of new people at the party. I can't remember their names.
- 4 I talked to a woman. Her car had broken down on the way to the party.
- 5 I was introduced to a man. I had seen his brother on television the evening before.

2 Put in either *which* or *whose*. Christine is talking to a friend about her new job.

- 1 I'm working for a firm _____ main office is in London.
- 2 The firm, _____ employs five hundred people, makes video recorders.
- 3 My boss, _____ work takes him to a lot of other countries, has decided he needs an assistant in London. That's me.
- 4 I work mainly in the Finance Department, _____ is the smallest department in the firm.
- 5 The work, _____ increases a lot when the boss is away, is always interesting.

3 Put in a relative pronoun (*who*, *which*, *where*, *whose* or *that*).

- 1 The house _____ I lived as a child has been pulled down now.
- 2 Stop him! He's the man _____ stole my wallet.
- 3 There are many people _____ lives have been spoiled by that factory.
- 4 Is that the button _____ you pressed?
- 5 Could everybody _____ luggage has got lost please stay here?
- 6 The man _____ I saw last week said something totally different.
- 7 They have invented a television set _____ is as small as a watch.
- 8 My grandmother, _____ was an extraordinary woman, lived to the age of a hundred and fifteen.

4 Put the information in brackets into the sentence without using a relative pronoun. (Use an *-ing* or *-ed* clause.)

Example: A lorry has been stolen. (it was loaded with bricks)

A lorry loaded with bricks has been stolen.

- 1 A briefcase has been found in Room 253. (it belongs to the Managing Director)
- 2 That burglar is a neighbour of ours. (he was sentenced to five years in prison)
- 3 I heard some people in the street. (they were shouting)
- 4 The man was taken to hospital. (he was hurt in the accident)
- 5 The fence has been mended. (it was broken by the children)