Relative clauses

A relative clause adds extra information to the sentence.
The boy who speaks five languages went to school.

We use that, who, what, where, which or why to add the extra
information. Two sentences can become one:
I bought a new bike. It was very shiny.
I bought a new bike that was very shiny.

Some relative clauses are non-essential. This means that
they give us information that we don’t necessarily need.

Lucas, who served the soup, didn’t notice
the banana skin on the floor.

Activity 1

Underline the relative clause in each sentence. One has been done for you.

Julie, who lives in Australia, is coming to visit this summer.

a) Any child who has forgotten their dinner money should go to the school office.

b) Ahmed is visiting Johannesburg, which is in South Africa.

c) I sent a letter that arrived two weeks later.

d) Rio, who found the necklace, handed it in.

e) The kite, which was broken, blew away.

Activity 2

Add a relative clause to these sentences, using where, who, whose or which.

a) My teacher told me to try my best.

b) The boy ran down the street.

c) I saw the dog.

d) “Don’t cry,” said the girl.

e) The athlete won the race.

f) She lived in a small house.
Activity 3

Complete the table to show whether each clause is essential or non-essential. Put a tick in the correct box for each sentence.

<table>
<thead>
<tr>
<th></th>
<th>Essential relative clause</th>
<th>Non-essential relative clause</th>
</tr>
</thead>
<tbody>
<tr>
<td>His car, which was very old, broke down.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>People who eat too much tend to have poor health.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The bike that came last had a flat tyre.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The coat, which was very old, had holes in the sleeves.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Activity 4

Circle the relative clauses in the sentences below.

a) My new kittens, who are called Spike and Spotty, sometimes climb up the wall.

b) Jamie won a trophy, which was a large gold cup, at his football competition.

c) My best friend, who lives in Wales, is great fun to play with.

d) The green car that was left outside the restaurant belongs to Martin.

Investigate!

Can you find four relative clauses from a book in the school library?

Looking through your reading book, can you find four sentences that have essential and non-essential clauses?
Adverbs of possibility

One of the ways we use adverbs is to show how possible or likely something is. We might use **perhaps, surely, certainly, possibly, definitely**, and **obviously**.

Adverbs of possibility usually come in front of the main verb.

*Will they **definitely** be there?*

*We will **possibly** come to England next year.*

*However, they come after *am, is, are, was, were.*

*They are **definitely** at home.*

*She was **obviously** very surprised.*

**Activity 1**

Underline the adverb that shows possibility in each of the sentences below. One has been done for you.

Perhaps he is too tired to come to the party.

a) She was clearly very emotional.

b) I'm too busy tomorrow; could I possibly come the day after?

c) He has obviously misunderstood the instructions.

d) They are certainly going to be there!

e) Maybe the message was never received.

f) The sun will definitely rise in the morning.

g) I am possibly the last to arrive.

h) Kim is certainly the smallest girl I know.
Activity 2

Rewrite each sentence, putting the adverb of possibility in the correct place.

a) Dad will come home early today. (probably)
b) The car will become rusty with age. (inevitably)
c) I can't think of a better reason. (possibly)
d) The test won't be so hard next time. (maybe)
e) I will call if my plans change. (certainly)
f) I am going to make a complaint. (definitely)
g) We will be late if we don't leave now. (surely)
h) I am impressed by your efforts. (truly)

Activity 3

Look at the table below. Use each adverb of possibility in a sentence.

<table>
<thead>
<tr>
<th>certainly</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>definitely</td>
<td></td>
</tr>
<tr>
<td>maybe</td>
<td></td>
</tr>
<tr>
<td>possibly</td>
<td></td>
</tr>
<tr>
<td>clearly</td>
<td></td>
</tr>
<tr>
<td>obviously</td>
<td></td>
</tr>
<tr>
<td>perhaps</td>
<td></td>
</tr>
<tr>
<td>probably</td>
<td></td>
</tr>
</tbody>
</table>

Investigate!

Can you write a sentence each about things that will certainly happen, probably happen and never happen? Then ask a friend to put them in order from very likely to very unlikely.
Adverbials

An adverbial gives more information about a verb. Adverbials answer the questions when, where, why, how and how often.

The bus leaves in five minutes.

She promised to see him last night.

Fronted adverbials add more information about time and place. They can also be used to compare or conclude. Fronted adverbials are given at the beginning of a sentence and are followed by a comma. Some examples are given below.

<table>
<thead>
<tr>
<th>Adverbs of time</th>
<th>Adverbs to compare</th>
<th>Adverbs to conclude</th>
</tr>
</thead>
<tbody>
<tr>
<td>After a while,</td>
<td>On the other hand,</td>
<td>Generally,</td>
</tr>
<tr>
<td>Instantly,</td>
<td>Similarly,</td>
<td>In conclusion,</td>
</tr>
<tr>
<td>Immediately,</td>
<td>At the same time,</td>
<td>Actually,</td>
</tr>
<tr>
<td>Previously,</td>
<td></td>
<td>In fact,</td>
</tr>
</tbody>
</table>

Activity 1

Underline the fronted adverbials in these sentences. One has been done for you.

During the night, the horses escaped from the field.

a) Since it is too late, you will need to do your homework tomorrow.

b) While I was waiting for the tram, it began to rain.

c) In the south of England, there are many popular football teams.

d) If I have time, I will write to you.

Activity 2

Underline the adverbs and adverbial phrases in the passage below.

On Saturday, I woke up and went straight to tennis. My opponent played brilliantly, but I managed to win the match. Unfortunately, the café at the sports centre was closed, so we went home for hot chocolate. During the afternoon, I played in the garden with my sister. We built a den and hid quietly inside until teatime. That night, I ate dinner as if I hadn’t eaten in days. I was worn out.
Activity 3

Add an adverbial phrase to each of the main clauses below to create a new sentence. Don’t forget to add a comma. One has been done for you.

One sunny morning, Cameron walked through the forest.

<table>
<thead>
<tr>
<th>Main clauses</th>
<th>Adverbial phrases</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cameron walked through the forest</td>
<td>In the dead of night</td>
</tr>
<tr>
<td>The police car came to a halt</td>
<td>One sunny morning</td>
</tr>
<tr>
<td>Divya stood underneath the lamp post</td>
<td>In the distance</td>
</tr>
<tr>
<td>There was a knock at the door</td>
<td>On the other side of the street</td>
</tr>
<tr>
<td>Catherine hurried to her car</td>
<td>All of a sudden</td>
</tr>
<tr>
<td>Jack lifted the curtain</td>
<td>In the depths of the countryside</td>
</tr>
</tbody>
</table>

Activity 4

For each sentence, write five new sentences, adding a different type of adverbial phrase each time. One has been done for you. Remember, adverbial phrases answer the questions when, where, why, how and how often.

The kite flew.

Yesterday, the kite flew. (when)
The kite flew over the tall trees. (where)
The kite flew because I let go of the string. (why)
The kite flew faster than an aeroplane. (how)
The kite always flew towards the trees. (how often)

a) The dog barked.
b) The baby cried.
c) Tomas walked down the road.
d) A lion roared across the savannah.
e) I drove my car.

Investigate!

How many adverbs can you name in two minutes?
Write some sentences containing adverbial phrases. Ask a friend to underline them.
Phrases and clauses

When learning about punctuation, it is helpful to understand the difference between a phrase and a clause.

<table>
<thead>
<tr>
<th>Phrase</th>
<th>A group of words that may have nouns or verbs but does not have a subject ‘doing’ a verb.</th>
<th>some funny animals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clause</td>
<td>A group of words that has a subject ‘doing’ a verb.</td>
<td>Some funny animals are running round the field.</td>
</tr>
</tbody>
</table>

There are different types of clauses that you are likely to have met so far.

| Main clause | A complete sentence by itself. | Tia went swimming.  
Kim eats doughnuts. |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Subordinate clause</td>
<td>Starts with a conjunction and does not make sense by itself.</td>
<td>because Orin likes singing</td>
</tr>
</tbody>
</table>

**Activity 1**

Identify whether the phrase or the clause has been underlined in the sentences below. Put a tick in the correct box.

<table>
<thead>
<tr>
<th>The knight fought his way through the forest.</th>
<th>Phrase</th>
<th>Clause</th>
</tr>
</thead>
<tbody>
<tr>
<td>The large batch of dough took ages to rise.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>For four days the child had a terrible hacking cough.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The doctor did a thorough examination of the patient and decided he would need to rest for at least a week.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>There are a huge number of people living in the Borough of Barnet.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Above the castle lurked a menacing monster.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>All through the night the rain fell.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I'd like to go to Disneyland for my dream holiday.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Activity 2

For each sentence, put a tick in the correct box to show whether the main clause or subordinate clause is underlined.

<table>
<thead>
<tr>
<th>Sentence</th>
<th>Main clause</th>
<th>Subordinate clause</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have violin lessons, although I have not been playing for very long.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>If you want to improve, you must practise a lot.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I practise every weekend, even when it's the school holidays.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ben went swimming, even though he was tired.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Activity 3

Underline the subordinate clause in each sentence below. One has been done for you.

Lucy enjoyed playing football, especially when Kofi asked her to take part.

a) When she was standing next to her brother, Anita looked very tall.

b) Even though he had little patience, Robert enjoyed chess.

c) Although I like cycling, I would prefer to go swimming today.

d) While you go to the river, I will watch the football.

e) I like the winter because I can build a snowman.

Investigate!

Can you write three phrases, three main clauses and three subordinate clauses?

In your reading book, can you find a phrase, an independent clause and a subordinate clause?
Using dashes

Dashes do the same job as brackets. They surround extra information in a sentence.

Mrs Moore – who was new to the school – was instantly loved by the children!

Single dashes can be used to emphasise a final comment or to add suspense.

<table>
<thead>
<tr>
<th>Final comment</th>
<th>I'd love to go out with you for dinner – if you pay for it!</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suspense</td>
<td>As the window creaked open, I turned around and saw – a stranger.</td>
</tr>
</tbody>
</table>

Activity 1

Which of the sentences below uses dashes correctly?

a) Tick one of the following.

   Olivia – my best friend – is coming round this evening.

   I love toast – in the morning – and evening.

   When I have a fizzy drink – it makes me giggle.

b) Tick one of the following.

   The cake was – lovely delicious in fact – so I had another slice.

   The cake was – lovely, delicious, in fact – so I had another slice.

   The cake was lovely – delicious, in fact – so I had another slice.
Activity 2

Place a single dash in each sentence to make it correct. One has been done for you.

My mum said the man was very thoughtful – I don’t know him.

a) “She got home, put the kettle on and sat down then she remembered.”

b) As the cellar door scraped across the stone floor, I peered inside and saw nothing.

c) It was only when I squinted that I could see what lay at the bottom of the steps – bones, lots of bones.

d) His writing was full of mistakes that could have been avoided.

e) The children cooled off in the swimming pool they had a lot of fun.

Remember!

A dash is not a hyphen, it’s longer! A hyphen is most often used to join two words for meaning (bad-tempered).

Investigate!

Write some examples of how to use the single dash to emphasise a final comment or add suspense.