

## Unit 2

# language focus

## relative clauses

Look at the biographies on pages 12 and 13 of the Classbook and complete part A.

### A

We use a **relative clause** to add information about a noun in the main clause.

We make relative clauses with the relative pronouns **who**, **which** and **that**.

We use **who** to add information about people.

Austen, **who** was the youngest of seven children, was born in 1775.

We use **which** or **that** to add information about things.

When he was two years old, he got an eye disease **that** made him blind.

She wrote in a small dressing room **which** had a creaking door.

The relative clause goes **after the noun** it adds information about.

He got an eye disease **which** made him blind.

### B

There are **two types** of relative clause.

#### 1 Defining relative clauses

- are used to tell the reader exactly who or what is being talked about.
- are necessary to understand the meaning of a sentence.

She wrote fascinating descriptions **which were about society and people.**

(essential information to identify what she described)

#### 2 Non-defining relative clauses.

- are used to give additional information which is not necessary to the meaning of the sentence.
- are punctuated with commas.

Jane Austen, **who was a famous English author,** wrote in the early 19th century.

### 1 Who, which or that?

Circle the correct word in each of the sentences below.

That's the author **who**/which wrote my favourite book.

1 He likes books **who**/which have pictures.

2 Ali's got a brother **who**/which lives in Muscat.

3 He bought a pen **who**/that cost £100.

4 She's the girl **who**/which won the writing competition.

5 Tom is the student **who**/which wrote that story.

6 I read a book **who**/that frightened me.

7 I like the job **who**/that I've got.

8 There's one thing **who**/which I don't like about this book.

### 2 Missing relative clauses.

Read the biography about Alfred Tennyson on page 13 of the Classbook. A number shows that a relative clause is missing from the text. Read the missing relative clauses below and match them to a number in the text. One has been done for you.

who was only 22

which is why it often has a strong rhythm

which made it difficult for him to read and write

1  who was the fourth of twelve children

which were unhappy and miserable

which caused more unhappiness

who they named Hallam

who made him the national Poet Laureate in 1850 and a Lord in 1883

## relative clauses

### Defining relative clauses

I like the person **who** gives me presents.

This is the shop **that** I bought the gift from.

Do you remember that red dress **which** I wore in your party?

There are a lot of students **who** did well in exams.

These are the parts **that** are damaged.

I have seen the person **who** was with you on the plane.

### Non-defining relative clauses

The doctor, **who is Indian**, gave me an effective medicine.

My car, **that I bought last year**, needs a new engine.

Ahmed bin Majid, **who guided Vasco da Gama**, invented the magnetic needle.

This product, **which I purchased by eBay**, has some problems.

**Ahmed** is my friend **who** always helps me.

This is the new **machine** **which** can make paper quickly.

## 1 Joining sentences.

Use *who* or *which* to join the two short sentences into one longer sentence. Remember to put the relative clause *after* the noun it is describing.

We learned about Arthur Conan Doyle.  
He wrote detective stories.

We learned about Arthur Conan Doyle, *who* wrote detective stories.

## learning strategy writing

You can make your sentences longer by:

- adding information with a relative clause using *who*, *which* or *that*
- adding clauses with conjunctions using *but*, *however*, *because* or *so*
- adding adjectives and adverbs

1 He writes books. The books are really exciting.

**He writes books that are really exciting.**

2 There's my teacher. My teacher gave me an A grade.

**There is my teacher who gave me an A grade.**

3 This is my friend. My friend likes detective stories.

**This is my friend who likes detective stories.**

4 I was talking to a woman. She writes poetry.

**I was talking to a woman who writes poetry.**

5 That's the man. He is going to sail round the world.

**That is the man who is going to sail round the world.**

## 2 Defining or non-defining?

Decide if the clauses are defining or non-defining and write **D** or **N** in the space provided. Read part B of the Language focus on page 15 of the Skills Book and look at the example to help you.



- |  |   |
|--|---|
| <b>Austen, who was a famous English author, wrote books in the early 19th century.</b> | N |
| <b>1 She wrote in a small dressing room that had a creaking door.</b>                  | D |
| <b>2 Dr. Hussein, who died on October 28th 1973, overcame blindness.</b>               | N |
| <b>3 Tennyson met Arthur Hallam, who became his best friend.</b>                       | D |
| <b>4 The old man who was carrying a book knocked at the door.</b>                      | D |
| <b>5 The students, who were late, waited in the classroom.</b>                         | N |

# language focus

## direct speech

Read the language focus and label the examples.

We use direct speech when we want to write the exact words that were spoken.

- a. We put the actual words someone said inside speech marks.
- b. A new bit of speech starts with a capital letter if it is the beginning of a sentence.
- c. We start a new line when a new person starts talking.
- d. We can put a full stop, question mark or exclamation mark inside the speech marks, if it is the end of a sentence.
- e. We can put a comma inside the speech marks if it isn't the end of a sentence.

a  
"Holmes," murmured Sir Henry, "You have saved my life."

"I'm sorry I put you in danger," replied Holmes, "Are you strong enough to stand?"

## 2 Missing speech marks.

Put the speech marks in the correct places in the following sentences.



- 1 Maha said, 'I think that poem's boring!'
- 2 'Where are you going?' asked the teacher.
- 3 Amy whispered, 'Don't go on that bus!'
- 4 The teacher said, 'I need some paper.'
- 5 'Stop!' said Issa, 'You can't do that!'
- 6 'I like this story,' said Molly, 'It's very exciting.'

## 1 Punctuation.

These direct speech sentences have not been punctuated carefully.  
Write them again and put in the correct punctuation. Look at the example to help you.

Mike said don't forget the capital letters → Mike said, "Don't forget the capital letters."

1 what are you doing asked Zainab

'What are you doing?' asked Zainab.

2 he smiled and said put it in the water

He smiled and said, 'Put it in the water.'

3 i think we should go now advised Mark

'I think we should go now,' advised Mark.

4 please can I have a cola asked Maha here's 100 baizas

'Please can I have any cola?' asked Maha. 'Here is 100 baizas.'

5 I don't have any cola replied the shopkeeper but I do have some milk

'I don't have any cola,' replied the shopkeeper, 'but I do have some milk.'

### 3 Said sentences.

Write some sentences with direct speech and using different words for "said".  
Look at the example to help you.

"What is it?" whispered Ali.

'I don't like this dress.' My daughter **wailed**.

'Don't do that again!' my dad **whispered**.

My teacher **asked** 'Why are you late?'

'Look out!' my friend **shouted**. 'A car is coming!'

'The food you serve is cold!' **complained** the customer.

'That is silly!' she **murmured**.



## 2 Relative clauses.



The following texts have been taken from the articles in activity 1 and 3 on page 16 of the Classbook. Decide which ones are relative clauses about people and which ones are about things. Look at the example to help you.

- 1 Officials announced that the new 'Writers Write' competition **which** aims to encourage students ... thing
- 2 Prizes **that** are worth OR 100 for each category ... thing
- 3 Bruce Bixby, **who** has been the head judge for the past 15 years ... people
- 4 ... authors **who** wanted to win this year's Big Book Award. people
- 5 ... the offices of the event organisers **that** are located in Seeb ... thing
- 6 ... The 'Young Writers' category **which** is for 8 to 12 year ... thing

### 3 Order of adjectives.

Find and read the information about order of adjectives on the ITC 'Writers Write Right' web page on pages 18 and 19 of the Classbook. Use the information to order the adjectives and write phrases to describe each picture in the space provided. Look at the example to help you.



- 1 table / wooden / large  
a large wooden table
- 2 Omani / small / khanjar / metal  
a small Omani metal khanjar
- 3 round / incense burner / clay / old  
an old round clay incense burner
- 4 Japanese / new / car / black  
a new black Japanese car
- 5 vase / tall / glass / cylindrical  
a tall cylindrical glass vase
- 6 plastic / modern / clock / round  
a modern round plastic clock

number	opinion	size	age	shape	colour	origin	material	purpose	noun
a	beautiful	big	new	square	green	Omani	Golden	hunting	bag
an	pretty	small	antique	round	blue	Chinese	wooden	kitchen	car
some	awful	tinny	modern	straight	yellow	British	silver	sleeping	pen
four	fantastic	huge	ancient	curly	brown	Japanese	steel	building	dress
	delicious	short		oval	black	Australian	paper	electrical	fan
	boring	enormous		curved	pink	Yemeni	plastic	sport	ring
	interesting	heavy			white		cotton		doll
	comfortable	light			red		silk		boot
	disgusting				purple		leather		



a

doll



an

apple



sex

some

oranges

# 1 Sounds: /θ/ and /ð/.

First listen to the following sounds and example words. Then sort the words provided and write them in the correct column of the chart.



Finally, listen and check your answers.

author	cloth	than	think
breath	clothes	thank	this
breathe	fifth	them	through
brother	myth	thick	with

θ	ð
three	this
both	then
thick	smooth
author	breathe
breath	brother
cloth	clothes
fitth	than
myth	them
think	this
thick	that
through	other

### 3 Write in the punctuation.

Punctuate the following sentences.

1 this is my best friend ali

This is my best friend, Ali.

2 I asked Where do you live

I asked, 'Where do you live?'

3 its behind you she shouted loudly

'It's behind you!' she shouted loudly.

4 you will need to list your name date of birth and occupation in the form provided

You will need to list your name, date of birth

and occupation in the form provided.

## 2 Relative clauses.

Write *who* or *which* in the sentences below.

- 1 That's my brother who has green eyes.
  - 2 I go to school by bus which I hate.
  - 3 The bin is full of rubbish which smells awful.
  - 4 Maha bought a goat which ate everything it saw.
  - 5 Ali was a boy who knew what he wanted.
  - 6 My mother is the person who taught me to cook.
-

## 5 Speech marks.

Put in the missing speech marks.

1. 'Can you sing?' asked Jim.
2. Vicky shouted, 'I'm going out!'
3. 'I'm scared,' cried Maha.
4. 'I like cats,' said Ali, 'But not dogs.'
5. Bob yelled, 'Go away! And don't come back!'

## 8 Order of adjectives.

Write complete sentences using the following adjectives.

1 cloth / an / enormous / new / silk / red  
an enormous new red silk cloth

2 gold / large / ring / ancient / a French / tall  
a large tall ancient French gold ring

3 French / tall / candlestick / a / silver  
a tall French silver candlestick

4 wooden / an / long / table / old  
an old long wooden table

5 blue / a / plate / round / china  
a round blue China plate

## 10 A mixed bag.

a Fill in the blanks with which or who.

1 My mother, who is the best in the world, can make anything.

2 Susan who lives in that house is so helpful.

3 The car which he drives is so slow.

4 The letter which you posted was very expensive.

5 Ali is the boy who won the writing competition.

b Re-write the sentences with the missing speech marks.

1 Don't shout at me please I said quietly.

'Don't shout at me please!' I said quietly.

2 I shouted Why did you do that?

I shouted 'Why did you do that?'