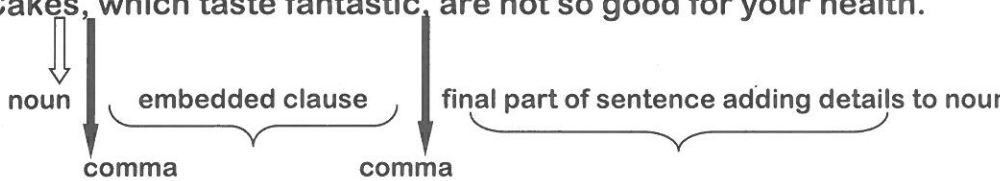


## 11. TITLE:

# NOUN SENTENCES

## which / who / where

### EXAMPLES:

- a. Cakes, which taste fantastic, are not so good for your health.
- 
- The diagram for example a shows the sentence "Cakes, which taste fantastic, are not so good for your health." with labels and arrows indicating its structure. A double arrow points down to "Cakes" with the label "noun". A single arrow points down to the first comma with the label "comma". A bracket under "which taste fantastic" is labeled "embedded clause". A single arrow points down to the second comma with the label "comma". A bracket under "are not so good for your health." is labeled "final part of sentence adding details to noun".
- b. Snakes, which scare me, are not always poisonous.
- c. My watch, which has to be wound up, works almost as well as one with a battery.

### EXPLANATION:

A *Noun, which/who/where* sentence is an example of a sentence with an embedded/subordinate clause. This sentence always begins with a noun which is followed by a comma then the embedded clause (the part of the sentence that can be omitted and the sentence would still make sense).

The embedded clause ends, as it started, with a comma then the final part of the sentence adds some detail to the opening noun.

## TEACHING TIPS:

As sentences with subordinate clauses are difficult to describe to pupils, I find it best to begin with modelled examples. Although a subordinate clause does not always have to begin with the word "which", I find pupils grasp the concept more quickly if they begin writing the subordinate clause with that word.

Once the concept is understood, then more variables can be introduced, e.g.

My mother, who was born in 1944, looks very young for her age.

The garage, where he had his car repaired, has been closed down.

### Keep it simple - make it stick!

It should always be remembered that our aim is to make the complex as achievable as possible for the pupils in our classes.

Demonstrating that an embedded clause can be removed and still leave a sentence which makes sense will be familiar to most teachers who have worked on this sentence type with a class. Teachers could use the following game to reinforce this.

Write a selection of starters and endings on the whiteboard, leaving a gap, punctuated with commas, between them.

These should make a sensible sentence on their own.

e.g.

My cat,

, plays with string.

The teacher,

, had taught for a very long time.

The house at the top of the hill,

, had been up for sale for years.

Pupils should then be asked to suggest a middle (the subordinate clause) which, together with the existing start and end, will still make sense. You could then display a selection of middles and ask for starters and endings which work. Points for the most amusing can be awarded!