

1. Identifying Embedded Structures

Read the sentences and underline the embedded clause(s). Then write the type of clause: **noun / relative / adverbial / infinitive**.

1. *If adolescents perceive a teacher's intervention as conveying that they are in need of help, this could undo its intended effects.*
2. *Educators such as John Dewey, who argued that every child's intelligence could be developed, influenced progressive education.*
3. *Interventions should be delivered in a subtle way to maximise their effectiveness.*
4. *The statistician Andrew Gelman claims that their research designs have enough degrees of freedom to support just about any theory.*
5. *Praising ability actually made the students perform worse, while praising effort emphasised that change was possible.*
6. *Motivational posters and talks are often a waste of time, and might well give students a deluded notion of what success actually means.*

Sentence	Embedded Clause	Type	Function
1	that they are in need of help	noun	object of "conveying"
2	who argued that every child's...	relative	describes John Dewey
3	to maximise their effectiveness	infinitive	shows purpose
4	that their research designs...	noun	object of "claims"

2. Rewriting Sentences

Combine the following sentences into **one sentence** using an embedded structure.

1. *Dweck divided a group of 10- to 12-year-olds into two groups. All were told that they had achieved a high score on a test.*
2. *Students were praised for their effort. This made them more likely to try future tasks.*
3. *Teachers delivered interventions. They wanted to maximise effectiveness.*
4. *Students make mistakes. Mistakes are learning opportunities.*

3. Sentence Completion

Complete the sentences with an appropriate **embedded clause**.

1. Students are more motivated if they receive feedback that ...
2. Educators such as Carol Dweck, who ..., influenced modern teaching.
3. Interventions should be delivered in a subtle way to ...
4. Praise can be harmful if it ...