Theme: People and Things Around Us
Focus: Adjectival Clauses

Lesson Objectives

Students are able to

1. describe people, animals and things using adjectival clauses,
2. complete sentences using the correct relative pronouns,
3. rewrite sentences using relative pronouns.

Resources
(Preparation to be done before the lesson)

1. Learning Grammar Workbook 5
2. Picture cards of people and things
3. A list of sentences using adjectival clauses with mistakes in the relative pronouns used
4. A list of sentences that can be rewritten using adjectival clauses
5. Writing paper or an English exercise book

Introduction / Warm-up Activity (5 min)

1. Show the students a set of picture cards. Tell them clues using adjectival clauses and get them to guess who you are talking about.
   Example:
   • The boy who injured his leg is Tom.
   The students have to guess which person is Tom. Alternatively, you may want to make the activity more interesting by making the clues more difficult.
   Example:
   • The boy who tripped and fell into a drain is Tom.
   The students then have to realize that the one who tripped and fell probably has an injured leg.
2. Repeat this activity as many times as possible.
3. Write the sentences on the board and underline the adjectival clauses.

Lesson (10 min)

Adjectival Clauses

1. Refer the students to **page 55 of Learning Grammar Workbook 5**. Point out the adjectival clauses in each sentence.
2. Highlight to the students the difference between 'who' and 'whom' and when these two pronouns should be used.

3. Show the students some sentences, one at a time, and get them to spot the mistakes in the sentences.

Classroom Activities / Assessment (10 min)

1. Let the students complete **Exercise 31, 32 and 33, pages 56 – 59** on their own.
2. Facilitate the students' learning by walking around to check their answers.

Additional Activities / Closure (15 min)

1. Divide the class of students into groups. Assign 2 out of 5 of the relative pronouns to each group. Show the class a list of sentences that can be rewritten using adjectival clauses. Get each group to select the sentences that can be rewritten using the relative pronouns assigned to them.
2. Get them to write their answers on writing paper or in an English exercise book.
3. Let them share their sentences with the class.
4. Alternatively, you may want to carry out the activity at a faster pace. Go through the sentences. Get the students to raise their hands if they have the relative pronoun that can be used to rewrite the sentences. Each group should have a representative who will raise his hand. The group whose member raises his hand the fastest will answer the question and get to score points. If the answer is wrong, the other groups have a chance to answer but the points awarded will only be half.
5. You may want to provide a variety of sentences to introduce a higher level of difficulty.
   Example:
   • The rat is under the dining table. It is eating my favourite biscuits. ➞ The rat that/which is under the dining table is eating my favourite biscuits.
   This will also provide an introduction to the Optional Activity below.

Optional Activities

1. Ask the students to complete **Exercise 34, page 60** as homework.
2. They should either write their homework details in their student handbooks or fold the pages of their workbooks.
3. You may want to start a 'Writer's Wall' with the students. Get them to contribute sentences to each type of relative pronoun. Encourage them to extend their sentences to form more complex sentences.
   Example:
   • This is the boy who stole the fruit. ➞ I saw the boy who stole the fruit when I was having dinner at the food centre last night.
4. Alternatively, you may give the students a basic sentence and get them to add to it or modify it.
   Example:
   • The man whom you were talking to owns this bakery. ➞ The elderly man in blue whom you were talking to this afternoon owns this popular bakery in my neighbourhood.
5. Get the students to underline the adjectival clause in each sentence.