

## Lesson Plan

**Lecturer** : Somchay Makesavanh  
**Subject** : General English V (6172202)  
**Time** : 120 minutes  
**Unit 8** : Going to extremes.  
**Topic** : Relative clauses and Participles.

### Learning objectives:

- Students (Ss) will be able learn relative clauses and participles clauses.
- Ss will be able to learn new vocabulary.
- Ss will be able to learn practice pronunciation.

### Learning outcomes:

- Ss understand deeply the relative clauses and participles clauses.
- Ss have known more vocabulary about people, places, and think.
- Ss can pronounce the consonant cluster correctly.

Content	Teacher's activities	Students' activities	Teaching aids
<b>I. Greeting (3')</b>  <b>1. Checking homework.</b>	- T says 'Good morning everyone' to Ss - ask the head of class to report whether there is any absentee. - take note the absentees.  - ask Ss to say the answers of the	- Ss say 'Good morning teacher' - the head of class report the numbers and names of absentees.	

7	homework from Lecture 9 together. - write the answers on the board. - give feedback.	- Ss say the answers together. - take note and listen to the teacher.	
II. <u>Introduction</u> (5')	- write the topics on the board - introduce the topics which will be taught. - point and read the topics and ask Ss to repeat.	- make a copy. - listen and take note. - listen and repeat after the teacher.	White board Marker
III. <u>Procedure</u> <b>Activity 1: Defining and non-defining relative clauses.</b> (30')  Page, 50.	- introduce the meaning of relative clauses (differences of defining and non-defining relative clauses). - give some examples. - write the main explanation on the board. - invite questions. - answer the questions. - ask Ss to do the exercises. - discuss about the answers.	- listen and take note. - ask questions. - pay attention to do the exercises. - share and discuss the answers. - take note into the notebook.	Textbook White board Marker

### Grammar Explanation

#### What is a relative clause?

**Relative clauses are used to state additional information about the noun in the sentence.** It's usually just a **phrase or clause**, that's included as **part of the main sentence**.

**example:**

“The celebrity, who was a major film star, was photographed on the red carpet.”

The phrase “who was a major film star” adds some extra information to the sentence, so you can understand a little more about the subject, the celebrity.

## Two types of clauses.

### 1. What is a defining relative clause?

While both types of relative clauses add extra information to the sentence, a defining relative clause clearly adds detail about a specific noun that is defined.

examples:

“My **brother** who finished university this summer is spending the year travelling.”

“The **house** whose doors are shuttered is rumoured to be haunted!”

In both the examples above, you can see an extra clause in the middle of the sentence following the words “**who**” or “**whose**” which contain additional information. They relate to a specific noun that has been pointed out uniquely identified: “**my brother**” or “**the house**”.

So how do you put together a defining relative clause? You’ll need to use a relative pronoun such as “**who**”, “**whose**” or “**which**”.

# An important point to note is that without the additional clause, the sentence would not retain the same meaning.

### 2. What is a non-defining relative clause?

Non-defining clauses still add extra information, but not in the same way. While they tell you something additional, they’re not necessary to the meaning of the sentence, but just add an extra non-essential dimension.

#### **Example:**

“The **private yacht**, which was rumoured to be the most expensive in the world, belonged to the mysterious

couple.”

While the clause certainly tells you something interesting about the topic, the sentence would still retain the main meaning conveyed without it:

“The private yacht belonged to the mysterious couple.”

# Non-defining clauses also use relative pronouns, just as defining clauses do. The only difference is that you cannot use “that” with a non-defining clause, unlike defining clauses.

**Exercise 1:** Decide if these sentences are best completed with a defining relative clause (**D**), or a non-defining relative clause (**ND**). Write **D** or **ND** in the boxes.

1.  I'd love to meet someone \_\_\_\_\_  
\_\_\_\_\_.
2.  We're looking for a house \_\_\_\_\_  
\_\_\_\_\_.
3.  We went to see Romeo and Juliet \_\_\_\_\_  
\_\_\_\_\_.
4.  Do you know a shop \_\_\_\_\_  
\_\_\_\_\_.
5.  Marilyn Monroe \_\_\_\_\_  
\_\_\_\_\_ died of a drug overdose.
6.  I find people \_\_\_\_\_ difficult to get on  
with.
7.  My computer \_\_\_\_\_ is already  
out of date.
8.  I met a girl \_\_\_\_\_

9.  Professor James Williams \_\_\_\_\_ will give a talk next week.

10.  I bought a ham and pickle sandwich \_\_\_\_\_.

**Exercise2:** Complete the sentences in exercise 1 with this information. Add a relative pronoun and commas where necessary. Leave out the relative pronoun if possible.

You went to school with her.  
 I hate it immediately.  
 It has four bedrooms.  
 I bought it just last year.  
 They lose their temper.  
 It sells second-hand furniture.  
 Her real name was Norma Jean Baker.  
 This person could teach me how to cook.  
 I really enjoyed it.  
 Many people consider him to be the world's expert on volcanoes.

<b>Activity 2: Participles. Page, 53. (25')</b>	- ask Ss to open the textbook to page, 53.	- Ss open the textbook to page, 53.	
<b>Exercise 1:</b>	- introduce the meaning of participle and participle clauses. - write the main points and example on board. - explain and ask Ss to do the	- Ss pay attention to listen to the T's explanation. - take note into the notebook. - pay attention to the	Textbook White

<p><b>Exercise 2:</b></p>	<p>exercise.</p> <ul style="list-style-type: none"> <li>- check the answer (ask Ss to volunteer to read their sentences)</li> <li>- give feedback.</li> <li>- explain and ask Ss to complete the sentences.</li> <li>- ask Ss to read and translate the sentences.</li> <li>- check the answer (ask Ss to say out their answers together)</li> <li>- give feedback.</li> </ul>	<p>exercise.</p> <ul style="list-style-type: none"> <li>- Ss volunteer to read the answer sentences.</li> <li>- correct the mistakes.</li> <li>- Ss select the words from the box carefully and complete each sentence.</li> <li>- try to read and translate the sentences.</li> <li>- say the answer together.</li> <li>- correct the mistakes.</li> </ul>	<p>board Maker</p>
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**Exercises**

**1. Rewrite the sentences with a present or past participle clause instead of a relative clause.**

1. Can you see the woman dressed in red over there?

\_\_\_\_\_

2. People who live in blocks of flats often complain of loneliness.

\_\_\_\_\_

3. Letters that are posted before 5 p.m. should arrive the next day.

\_\_\_\_\_

4. The train that is standing on platform 5 is for Manchester.

\_\_\_\_\_

5. Firemen have rescued passengers who were trapped in the accident.

\_\_\_\_\_

6. They live in a lovely house that overlooks the River Thames.

\_\_\_\_\_

7. It took workmen days to clear up the litter that was dropped by the crowds.

**Exercise2: Complete the sentences with a verb form the box in either its present or past participle form.**

feel	borrow	explain	say	ruin	study	finish	take	know
steal								

- Jo was in a bad mood for the whole week, completely ruining our holiday.
- After \_\_\_\_\_ her exams, Maggie went out to celebrate.
- Jewellery \_\_\_\_\_ in the robbery has never been recovered.
- I got a letter from the Tax Office \_\_\_\_\_ that I owe them £1,000.
- \_\_\_\_\_ hungry, I decided to make myself a sandwich.
- Books \_\_\_\_\_ from the library must be returned in two weeks.
- Not \_\_\_\_\_ what to do, she burst out crying.
- I had a long talk to jack, \_\_\_\_\_ why it was important for him to work hard.
- \_\_\_\_\_ everything into consideration, I've decided to give you second chance.
- With both children \_\_\_\_\_ at university, the house seems really quiet.

<p><b>Activity 3: Vocabulary.</b> Page, 55.  about people, places, and things.</p> <p style="text-align: center;"><b>25'</b></p>	<ul style="list-style-type: none"> <li>- write the vocabulary on the board.</li> <li>- read the vocabulary to the class and ask Ss to repeat.</li> <li>- discuss the meaning of each word with the Ss.</li> <li>- explain and ask Ss to do the exercises.</li> <li>- check the answer</li> <li>- give feedback.</li> </ul>	<ul style="list-style-type: none"> <li>- take note into the notebook.</li> <li>- listen and repeat after the teacher.</li> <li>- share the idea with the teacher.</li> <li>- pay attention to listen to the explanation and start to do the exercises.</li> <li>- share the answer to the class.</li> </ul>	<p>Hand out</p>
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- do the correction.

**Exercise1: Complete the table with these descriptive adjectives. Put six in each group.**

unspoilt      stubborn      breathtaking      thrilled      spoilt  
aggressive      picturesque      automatic      hand-made      deserted  
exhausted      accurate      waterproof      desolate      long-lasting  
priceless      easy-going      overcrowded

People	Places	Things
	unspoilt	

**Exercise2: complete the sentences with an adjective from exercise 1.**

1. The view from the top of the mountain was absolutely \_\_\_\_\_ fantastic scenery as far as the eye could see.
2. These flowers are quite \_\_\_\_\_, if you keep the vase full of water and in the shade.
3. The new car we bought is fully \_\_\_\_\_. I don't want to change gear when I'm driving any more.
4. You're good to be on holiday with. You're very \_\_\_\_\_, and don't worry about anything.
5. The countryside we camped in was completely \_\_\_\_\_ -not a person, a gift shop or a caravan site for miles.
6. The Cotswolds is an area in England which is very \_\_\_\_\_. It has lots of pretty, old-fashioned villages and beautiful green countryside.

7. Their child is really \_\_\_\_\_. He won't do a thing they tell him. I think it's because he's \_\_\_\_\_. They give him everything he asks for.
8. That bag you're looking at is \_\_\_\_\_. Look at the quality of the work.
9. The beach was seriously \_\_\_\_\_. There was no room to put our towels down. So we hired a boat and sailed along the coast until we found a tiny one which was completely \_\_\_\_\_. We were the only ones on it.

<p><b>Activity 5: pronunciation</b> <b>(silent consonants)</b> <b>Page, 56.</b> <b>15'</b></p>	<p>- write the example of English words which have silent consonants on the board and explain to the Ss: <del>know</del>   <del>write</del>   <del>walk</del>   <del>climb</del></p> <p>- ask Ss to do the exercise on page, 56.</p> <p>- write all the words from the exercise on the board.</p> <p>- check the answer.</p> <p>- write the correct answers on the board.</p> <p>- point the words on board and ask Ss pronounce together.</p> <p>- point, read, and ask Ss to repeat each word.</p>	<p>- make a copy into notebook.</p> <p>- open the textbook into page, 56.</p> <p>- pay attention to do the exercise.</p> <p>- report the answer to the class.</p> <p>- listen and repeat after the teacher.</p> <p>- practice to pronounce together.</p>	
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**Exercise: Complete the table with these words. Cross out the silent consonants.**

industry	executive	honest	inhabitant
receipt	distinctly	rebuilt	fasten
eccentric	insect	lamp	sumptuous
exhausted	whistle	straight	anonymous
citizen	fascinating	delighted	documentary

landscape	temperature	business	debt
<b>A</b> all consonants pronounced		<b>B</b> some consonants not pronounced	
industry		honest	

<b>IV. Conclusion:</b> (5')	- conclude and write some of the main points on board.	- listen and take note	
Summary the lessons have learned.	- invite questions	- ask questions	White board
	- answer questions	- take note	Marker

<p><b>V. Giving homework:</b></p> <p><b>Lesson Revision</b></p> <p><b>(5')</b></p>	<p>- ask Ss to review the lesson which have learnt from today class at home.</p> <p>- say good bye.</p>	<p>- Ss take note the homework to do at home.</p> <p>- say good bye.</p>	<p>Textbook</p>
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