



# Worksheet

Assumption College Thonburi



LABOR OMNIA VINCIT  
DESIGN YOUR FUTURE  
Intensive Course



Name - Surname \_\_\_\_\_ Grade \_\_\_\_\_ No. \_\_\_\_\_

Teacher:	Ed Rush	Date:	15-01-2026
CEFR Level:	B1	Duration:	46 Minutes
Lesson Shape:	D (Situational Presentation - PPP)	Assessment:	N/A
Main Focus:	Grammar - Relative Clauses	Materials:	15-01-26-Relative-Clauses-Grammar-Intensive.pdf

**Main Aim:** By the end of the lesson, learners will be better able to **use defining and non-defining relative clauses** to combine ideas and add detail in the context of **food and agriculture**.

Time	Goal	Procedure	Int
<b>STAGE ONE: Lead-in &amp; Context Setting</b>			
6 Min	To activate schema and introduce the context of food/ agriculture	<ul style="list-style-type: none"> <li>Display the worksheet title: "The Bountiful Harvest - Relative Clauses."</li> <li>Ask Ss: "What's your favourite food? Where does it come from?" Elicit 2-3 responses.</li> <li>Show a simple sentence on the board: "I like pizza." Then add: "Pizza is Italian." Ask: "Can we combine these?"</li> <li>Elicit or guide Ss to: "I like pizza, which is Italian."</li> <li>Explain: "Today we'll learn how to combine sentences like this using relative clauses."</li> </ul>	T-Ss
<b>STAGE TWO: Presentation (Meaning, Form, Pronunciation)</b>			
12 Min	To present the meaning, form, and pronunciation of relative clauses	<ul style="list-style-type: none"> <li><b>Meaning:</b> Use the marker sentences on the board: <ul style="list-style-type: none"> <li>"Farmers <b>who</b> sell in local markets often earn more." (Defining - essential info)</li> <li>"Pomegranates, <b>which</b> are delicious, are rich in vitamins." (Non-defining - extra info)</li> </ul> </li> <li>Ask CCQs: "In sentence 1, do we know which farmers? (Yes, the ones who sell locally). In sentence 2, can we remove 'which are delicious'? (Yes, it's extra)."</li> <li><b>Form:</b> Draw a table on the board showing: <ul style="list-style-type: none"> <li><b>who</b> → People</li> <li><b>which/that</b> → Things</li> <li><b>where</b> → Places</li> </ul> </li> </ul>	T-Ss

Time	Goal	Procedure	Int
		<ul style="list-style-type: none"> <li>Highlight the comma rule: Non-defining clauses need commas; defining clauses don't.</li> <li><b>Pronunciation:</b> Drill the marker sentences chorally and individually. Focus on: <ul style="list-style-type: none"> <li>/hu:/ for "who"</li> <li>/wɪtʃ/ for "which"</li> <li>/weə(r)/ for "where"</li> <li>Stress the intonation drop before commas in non-defining clauses.</li> </ul> </li> <li>Write phonemic script on the board for Thai learners: /hu:/, /wɪtʃ/, /weə(r)/.</li> </ul>	
<b>STAGE THREE: Controlled Practice (Task 1 &amp; 2)</b>			
12 Min	To provide controlled practice identifying and using relative clauses	<ul style="list-style-type: none"> <li>Distribute the worksheet.</li> <li><b>Task 1 (Identify &amp; Classify):</b> Ss work individually to underline relative clauses and mark them as D (Defining) or ND (Non-defining). Set a 4-minute timer.</li> <li>Monitor and note common errors.</li> <li>Peer check: Ss compare answers in pairs.</li> <li>Feedback: Project or write answers on the board. Address any errors (e.g., comma placement).</li> <li><b>Task 2 (Fill the Gaps):</b> Ss complete sentences with <b>who</b>, <b>which/that</b>, or <b>where</b>. Set a 4-minute timer.</li> <li>Monitor for correct pronoun selection.</li> <li>Feedback: Elicit answers from Ss. Drill pronunciation of completed sentences.</li> </ul>	T-Ss / Ss-Ss
<b>STAGE FOUR: Semi-Controlled Practice (Task 3)</b>			
8 Min	To practice combining sentences using relative clauses	<ul style="list-style-type: none"> <li><b>Task 3 (Sentence Joining):</b> Ss join sentences using a relative clause after the subject.</li> <li>Model the first example on the board: "The people mostly eat fish. They live on small islands." → "The people who live on small islands mostly eat fish."</li> <li>Ss work in pairs to complete the remaining 3 sentences. Set a 5-minute timer.</li> <li>Monitor and assist with clause placement and comma usage.</li> <li>Feedback: Invite pairs to write their answers on the board. Discuss alternatives (e.g., "The people, who live on small islands, mostly eat fish" vs. defining version).</li> </ul>	Ss- Ss / T- Ss
<b>STAGE FIVE: Freer Production (Task 4 - Personal Writing)</b>			
6 Min	To use relative clauses productively in a personalized context	<ul style="list-style-type: none"> <li><b>Task 4 (Personal Writing):</b> Ss write a 50-70 word paragraph about their favourite food, using at least 2 relative clauses.</li> <li>Model an example on the board: "My favourite food is som tam, which is a spicy papaya salad. I usually eat it at restaurants where they make it fresh."</li> <li>Ss write individually. Set a 5-minute timer.</li> <li>Monitor and provide on-the-spot feedback on clause structure and comma usage.</li> <li>If time permits, Ss read their paragraphs to a partner.</li> </ul>	Ss (individual)

Time	Goal	Procedure	Int
<b>STAGE SIX: Error Correction &amp; Self-Assessment</b>			
2 Min	To consolidate learning and identify areas for improvement	<ul style="list-style-type: none"> <li>Ss use the “Self-Correction Radar” on the worksheet to check:               <ul style="list-style-type: none"> <li>Did I use two relative clauses?</li> <li>Did I use commas correctly for non-defining clauses?</li> </ul> </li> <li>Collect worksheets for formative feedback (optional).</li> <li>Quick oral feedback: “What’s one thing you learned today about relative clauses?”</li> </ul>	T-Ss / Ss