



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

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

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