

Agenda

1. Announcement
2. 8C
3. Break
4. 8D

Assignment 3

- <https://forms.gle/wdTf8ET5rGSjMcYX8>
- Due April 5th
- Submit ONCE only
- No late assignment will be accepted.

Quiz 3 on 11th April

1. Vocab. Pg. 93 (fill in the blanks)
2. Second conditional (fill in the blanks)
3. Zero, first and second conditionals (fill in the blanks)
4. Relative pronoun (fill in the blanks, decide if the relative pronouns can be omitted or not, joining two sentences)

8C New things from old ones
Grammar: defining relative
clause

DEFINING RELATIVE CLAUSES

A defining relative clause gives information about the noun that comes directly before it and says exactly who or what the noun is. In defining relative clauses we use the relative pronouns *who*, *that* and *which*.

The shop that sells second-hand furniture is near here.

The person who sold me this shirt also made it.

Advertisements which don't tell the truth are terrible.

The relative clause can define either the **subject** of the main clause or the **object** of the main clause

The shop that sells second-hand furniture is near here.

The person who sold me this shirt also made it.

Advertisements which don't tell the truth are terrible.

subject

I know the person who made this shirt.

I hate advertisements that don't tell the truth.

subject

The shop that sells second-hand furniture is near here.

The person who sold me this shirt also made it.

Advertisements which don't tell the truth are terrible.

I know the person who made this shirt.

I hate advertisements that don't tell the truth.

In all of the above sentences, the relative pronoun has to be included because in each case it is the **subject of the relative clause.**

~~*This is the shop sells beautiful upcycled lamps.*~~

If the relative pronoun is the **object of the verb in the relative clause**, the relative pronoun can be left out.

These are the new shoes that I told you about.

These are the new shoes I told you about.

object

- We use relative pronouns in relative clauses to join two sentences that talk about the same person, things, time or place.
- We usually put them after nouns or noun phrases.
- Different relative pronouns are used to describe different kinds of nouns.

who



people

which



things / animals

that



people / things
(less formal)

refer to a person

1. who

Mr Tam is the teacher who teaches English.

With the relative clause, we know that “Mr Tam” is the one teaching English, but not any other teacher.



2. which / that



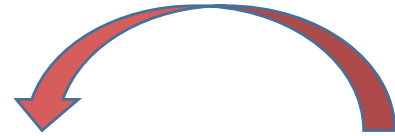
refer to a thing

The dress **which / that** I bought last week was on sale.

With the relative clause, we know that “the dress” the speaker bought last week is the one that was on sale, but not any other dress.

Example 1

refer to



Grace is the girl who lives next door.



Example 2

refer to



She is the owner of the dog which / that has a pair of big eyes.

Note: animals with names should be referred to as “who”, while animals without names should be referred to as “that” or “which”.

Quick Quiz

1. The dog which / that barked all night is now asleep.
2. The teacher who/that is singing in the music room is Miss Li.
3. Tammy has a pink school bag which / that is the same as Susan's.
4. I know the lady who/that drew that picture.

Relative Pronouns – joining two sentences

who



people

which



things / animals

that



people / things
(less formal)

1.

She has an uncle.



Her uncle works in a hospital.

She has an uncle who/that works in a hospital.

Step 1: find the nouns used in both sentences.

Step 2: choose the correct relative pronoun and place it after the main clause

Step 3: omit the repeated part (if any)

who/that

2.

Is that the house?



Mr. Wong wants to buy
the house.

Is that the house which/that Mr. Wong wants to
buy?

Practice

1.This is the cat. It ate the fish.

- This is the cat which/that ate the fish.

2.Look at the man. He is wearing a white shirt.

- Look at the man who is wearing a white shirt.

3.He has an aunt. She works in that factory.

- He has an aunt who works in that factory.

Practice

4. Where is the man? The man brought the parcel.
 - Where is the man who/that brought the parcel?
5. This is the road. It leads to the post-office.
 - This is the road which/that leads to the post-office.
6. Here is the crate. It arrived two days ago.
 - Here is the crate which/that arrived two days ago.
7. I have a friend. He lives in Hong Kong.
 - I have a friend who/that lives in Hong Kong.

Practice

8. The boy has hurt his leg. The boy fell down just now.

- The boy who/that fell down just now has hurt his leg.

9. I have broken the mirror. You lent it to me.

- I have broken the mirror which/that you lent to me.

Practice

10. The bird is a wood pigeon. You saw the bird on the steps just now.

- The bird which/that you saw on the steps just now is a wood pigeon.

11. The jewels have been stolen. She had locked them in the cupboard.

- The jewels which/that she had locked in the cupboard have been stolen.

GRAMMAR Defining relative clauses

- 1 Read the extract in the Grammar box from the article about Bureo. In each sentence, what noun does the pronoun in bold refer to?

Defining relative clauses

*They got together with a friend **who** also loves the ocean and surfing – Kevin Ahearn. Bureo has set up a fishnet recycling programme **that** makes it easy to get rid of old nets. Bureo has a factory in Chile **which** turns the old nets into plastic material to make skateboards.*

Defining relative clauses

*They got together with a friend **who** also loves the ocean and surfing – Kevin Ahearn. Bureo has set up a fishnet recycling programme **that** makes it easy to get rid of old nets. Bureo has a factory in Chile **which** turns the old nets into plastic material to make skateboards.*

2 Look at the extract in the Grammar box again. Choose the correct option to complete each sentence.

- 1** The pronouns *that*, *who* and *which* introduce more information about the nouns that come **before** / *after* them.
- 2** The pronoun *who* refers to **people** / *things* and the pronouns *that* and *which* usually refer to *people* / **things**.
- 3** The information that comes after the relative pronoun is **important** / *not important* to the meaning of the sentence.

3 Look at these two sentences. Can we leave out the pronoun when it is the subject or the object of the relative clause?

1 Bureo has set up a fishnet recycling programme that makes it easy to get rid of old nets.

sub. verb

2 Bureo has set up a fishnet recycling programme (that) many fishermen use.

sub. verb

1. Underline the relative clause in each sentence.
2. We can leave out the pronoun in the second sentence.
 1. Identify the verb and the subject in the relative clause in sentence 1.
 2. Identify the verb and the subject in sentence 2.

If the relative pronoun is the object of the verb in the relative clause, the relative pronoun can be left out.

4 Put the defining relative clauses in the correct places to complete the sentences.

1 Artijulos is an interesting home-furnishings shop **b** . These are things **a** – for example a vase **c** .

- a** that used to be other things
- b** that specializes in 'upcycled' products
- c** that used to be a lightbulb

2 Asher Jay is a designer **b** . She brings attention to global issues **a** , including environmental and human-rights issues.

- a** that need solutions
- b** who creates art and advertising

3 Local First is an organization **b** to buy from businesses **a** in the same area where they're sold.

- a** that make their products
- b** that encourages consumers

4 Arthur Huang is an engineer **a** . When his company designed and built a store for Nike, he used materials **b** .

- a** who believes in using recycled products
- b** that were made from old bottles, cans and DVDs

5 Cross out the unnecessary relative pronouns in these sentences.

Recycling old clothes

- 1** What can you do with clothes which are too old or don't fit you any more?
- 2** If they're in good condition, why not give them to friends who might like them?
- 3** Put aside any clothes ~~that~~ you might wear again and look at them in a year.
- 4** Keep any in bright colours or with interesting patterns ~~that~~ you like and make them into other things, e.g. handbags or bed covers.
- 5** Give them to a charity ~~which~~ you like to help.
- 6** Put them in the recycling bins ~~that~~ the local government provides.

6 Complete each sentence with *who*, *that* or *which*, where necessary.

--- (that/which)

1 This is the shirt _____ I made.

2 Shopping isn't an activity that/which interests me.

3 I have a cousin who / that always gives me her old clothes.

--- (that/which)

4 This is the old leather jacket _____ I bought from my friend.

--- (that/which)

5 That's the shop _____ we like because the clothes aren't expensive.

6 She's the friend who / that went shopping with me last week.

7 Complete the article with relative pronouns where necessary.

Shopping for clothes to upcycle

Every year, about ten billion kilogrammes of old clothes and material (1) _____ no one wants end up in the rubbish. Erica Domešek, the fashion designer (2) _____ started the popular website psimadethis.com, wants to change that. She shows people (3) _____ want to dress in an original, interesting way how to upcycle old clothes. You can use your own old things (4) _____ you no longer wear, or cheap clothes (5) _____ come from thrift stores*. If you're someone (6) _____ loves shopping, the thrift store option is a good one. You get the pleasure (7) _____ comes from shopping without the pain of spending a lot of money. In one video, Erica shows how you can choose a T-shirt in a colour (8) _____ you really like, then turn it into a fashionable scarf.

1. no pronoun (that / which)

2. who / that

3. who / that

4. no pronoun (that / which)

5. that / which

6. who / that

7. that / which

8. no pronoun (that / which)

thrift store *a shop that sells second-hand clothes*

8D Our campaign to ban plastic bags in Bali

“Go for it! Make that difference!”


MELATI AND ISABEL WIJSEN



AUTHENTIC LISTENING SKILLS

Content words

When you listen to authentic speech, you may not understand every word. However, the most important words – usually nouns and verbs – are often stressed. Listen for the stressed words and use them to figure out the meaning of what someone is saying.

- 1** Read the Authentic listening skills box. Then listen to part of the TED Talk. What do you notice about the underlined words? Practise saying the sentences with a partner.  **50**

In Bali, we generate 680 cubic metres of plastic garbage a day. That's about a fourteen-storey building. And when it comes to plastic bags, less than five percent gets recycled.

2 Listen to another part of the talk. Complete it with the content words you hear.  **51**

We know that changes the image you may have of our
(1) **island** . It changed ours, too, when we learned
about it, when we learned that almost (2) **all**
plastic bags in (3) **Bali** end up in our drains
and then in our (4) **rivers** and then in our
(5) **ocean** . And those that don't even make it to
the ocean, they're either (6) **burned** or littered.

3 Work in pairs. Have you ever thought something going on at your school or home was wrong? Did you do anything about it? What did you do? Was anything else possible?

4 Watch Part 1 of the talk. Complete the notes.  **8.1**

Two images of Bali: Island of gods and island of

(1) garbage

Problem: most plastic bags aren't (2) recycled and end up in the ocean

Solution: say (3) no to plastic bags

Melati and Isabel: (4) inspired by Mahatma Gandhi to go on a (5) hunger strike

5 Watch Part 2 of the talk. Choose the correct option to complete each sentence. ▶ 8.2

- 1** The governor of Bali agreed to meet / *talk on the phone with* the girls.
- 2** The governor *didn't promise* / promised to help them with their campaign.
- 3** Their campaign: for shops and restaurants / *beaches* to become 'bag-free' zones
- 4** They believe that kids / *only governments* have the power to change the world.
- 5** They want to stop people *in shops* / at the airport and ask about their plastic bags.

6 VOCABULARY IN CONTEXT

a Watch the clips from the talk. Choose the correct meanings of the words and phrases. ▶ 8.3

b Complete the sentences so they are true for you.

- 1 Thinking of problems in the world, I'd like to *do something about* ... **hunger / endangered species / rubbish in beautiful places.**
- 2 An example of a person who *walks his or her talk* is ... **Bill Gates / Nelson Mandela...**
- 3 An example of a person who has *made a difference* in my life is ... **your own answers**
- 4 A time in my life when I *went for it* was when I ... **your own answers**
- 5 A person who is a good example for others and tries to *be the change* they want in the world is ... **Angelina Jolie / Mark Ruffalo / Ellen MacAurthur**

CRITICAL THINKING Understanding a speaker's authority

When you think about a speaker's message, consider their experience. When a speaker talks about things they have actually done, their argument is stronger. They have more authority.

7 Isabel and Melati tell us to 'Go for it!' and to 'Make that difference.' What is the best reason why we should listen to them?

- a** They have watched other people successfully make changes in the world.
- b** They know that a lot of people believe that plastic bags are a serious problem.
- c** They've actually done what they're telling us to do, and they've succeeded.