

Missing Relatives;

1. Defining who or what they are...

● That looks like the couple...	● What do you call the thing...	● That's really the kind of oil...
■ ...that live next door to you.	■ ...that you open tins with?	■ ...that you put in salad dressing.
● I asked him to give me the box...	● Where can I find the person...	● What do you call somebody...
■ ...that you keep old envelopes in.	■ ...that deals with enquiries?	■ ...that's always forgetting things?
● That isn't the man...	● Which of these is the hotel...	● That's the kind of behaviour...
■ ...that I went to school with.	■ ...that you stayed in last summer?	■ ...that really annoys me.
● That's the kind of person...	● I'd like to see the letter...	● They introduced me to the man...
■ ...that I could spend my life with.	■ ...that came in the second post.	■ ...that I'll be taking over from.

Teachers' Notes:

In this activity, the students work in pairs or small groups.

Discourse points:

Recognising content links between clauses, and practising the use of 'that' to introduce defining (or identifying) clauses, for both people and things. Using the weak form of 'that' as relative pronoun, sometimes in contrast with the strong form of 'that' as demonstrative. Practising the appropriate intonation for WH questions and statements, i.e., falling tone; as the relative clause is defining, both clauses are part of the same tone group.

Method:

1. Photocopy and cut up enough sets of cards for each pair or group.
2. Divide the class into pairs or groups of 4-5, and give each group a set of cards.
3. Tell students to match each 'white' clause with a 'grey one', to form logical sentences.
4. Monitor and notice any problems emerging.
5. Cross- class feedback; a student from one group reads a starting clause, one from another completes it. Encourage discussion over problem areas, only clarifying where necessary.
6. Invite students in pairs or groups to explore which of the relative pronouns can be replaced by 'which', or 'who', or omitted altogether (i.e., act as object, not subject, in the defining clause).

Alternative, or later follow-up activity:

Issue one (or two) cards to each student. They circulate, saying their 'white' clauses to each other, and listening to their partner's 'grey' one, to find the relative clause for each main clause, and vice versa.