

EdUHK Corpus-based ELT Lesson Design Competition

Lesson Topic/Title: Restrictive Attributive Clauses led by who/which/that/whose

Notes:

1. You may choose to focus on a separate linguistic skill, e.g., vocabulary, grammar, pronunciation, writing, reading, etc., or a combination of different linguistic skills, in your lesson design.
2. Please provide concrete teaching activities/working sheets with necessary notes/instruction.

Competition No. CH 36

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Target Students: Senior 1

Corpus Used: <https://www.lex Tutor.ca/conc/eng/> ('2k Graded(1m)*')

Lesson Duration: 80 minutes (a double-lesson)

Learning Objectives:

- 1. To differentiate the four relative pronouns of restrictive attributive clauses, namely who, which, that, whose;**
- 2. To provide students with authentic language use of restrictive attributive clauses;**

3. To express students' love for their mom.



Hi, Mom! is a movie _____ can make you laugh and cry. It is about a daughter _____ went back in time, became her mother's BFF, and took part in her life experiences (dating, getting married, working, having kids, etc.). This is the first film _____ Jialing has ever written, directed and produced. Actually, the purpose of making this film is to commemorate Jia's mother Li Huanying _____ delicate and selfless love has deeply touched the heart of the audience .

1. Read the text. Fill in the missing words from the box below

who which that whose

2. Look at the concordance lines below and see if you can find the answers to Question 1 by yourself, then check and discuss with your partner.

- 106. ong before he joined forces with the young bloods WHO made up its bohemia. This was the Dublin of Br
- 107. s pub. 'It seemed natural, just a group of people WHO met up most days,' she explains. 'Now, when I
- 108. sorts that attracted most of the 770,000 tourists WHO visited the nation last year. The warnings wer
- 109. pparently heeded by many international travelers, WHO spent \$465 million here in 1996, making touris
- 110. he drank no more than anyone else', other friends WHO visited him in Madrid towards the end talk of
- 111. rid, full of American people, mainly journalists, WHO were whispering to each other and pointing tha
- 112. ht answer, she gets the points.' Her son Pratham, WHO is just four years old, has a tutor at home si
- 113. tion. His family, first- generation city-dwellers WHO made their money selling silks to Europe, are
- 114. her barrier to outsiders. Pratham's mother, Renu, WHO lives in the traditional reserved style of vil
- 115. rents keep up the beat. Shama Bajaj is a graduate WHO has turned her back on a career for herself in
- 116. on the road. It will come as no surprise to women WHO have been through pregnancy that doctors ident
- 117. In February 1983 he shot several federal marshals WHO tried to arrest him, killing two. The 63- year
- 118. for many Americans. And here, at last, for those WHO craved action, was a case which justified not
- 119. ques and in the use of offensive weaponry. Anyone WHO surfs the Internet looking for information on
- 120. rica and the creation of its constitution. People WHO have inalienable rights to carry weapons and t
- 121. t open learning also provides room to grow. Those WHO have tried it say it is an extremely effective

016. From these meetings came the surge in membership **WHICH** turned the citizens' militias into a mass mo
017. he citizens' militias into a mass movement. Waco, **WHICH** seemed new and inexplicable to the rest of t
018. at last, for those who craved action, was a case **WHICH** justified not merely resistance, but actual
019. nstead of the traditional classroom-based course, **WHICH** requires staff to be away from the workplace
020. British Aerospace, operate open learning centres, **WHICH** staff can use for professional or personal s
021. of the tasks of moral leadership is to draw lines **WHICH** should not be crossed. Another is to disting
022. crossed. Another is to distinguish between things **WHICH** are different. In his latest encyclical, Eva
023. or any truly human society. But it is the details **WHICH** give cause for concern. Are there really no
024. echoes traditional Christian teaching. 'The life **WHICH** God gives man is quite different from the li
025. His glory.' As a statement about the present role **WHICH** human beings occupy, the theological claim i
026. ges of embryological development? The argument by **WHICH** the claim is defended rests on an ambiguous
027. e very minimum - requires some identifiable cells **WHICH** are going to distinguish that human being fr
028. is known about the nature of life. The lengths to **WHICH** the Pope is prepared to go are shown by his
029. y his failure to acknowledge any circumstances in **WHICH** abortion might be permissible, not even to s
030. ose, no law whatsoever can ever make licit an act **WHICH** is intrinsically illicit.' This takes us a l
031. nt. But even here there are some difficult issues **WHICH** are not faced. Just as life is not easy to d

002. nt's research interests and the 'academic rigour' **THAT** the university fosters. 'The university-based
003. the lousy ones. We are part of the university and **THAT** gives us a standard of education that is the
004. versity and that gives us a standard of education **THAT** is the standard of the university as a whole.
005. 'He cared deeply about people, I want you to make **THAT** clear.' She beams a broad grin and empties th
006. rybody else's business. Dangerfield cuts a swathe **THAT** many would- be wild men have tried to emulate
007. artan socks - with a suit. I certainly registered **THAT**.' They met later at a friend's party and, as
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014. repetition looming and moved to Madrid.' It seems **THAT** wherever Crist went, the others followed. 'Pa
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012. n Birmingham, the son of a silversmith's engraver **WHOSE** passion for culture included such weeklies a
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017. n there's Natrelle, the curious organic deodorant **WHOSE** advertising features a fair bit of body as v

3. Answering Question a - h. Groups can then feedback to each other, explaining the words.

- a. Please circle the part before the word *who* and underline the part after the word *who* in the sentences. The first example has been done for you.

006. ong before he joined forces with the young bloods **WHO** made up its bohemia. This was the Dublin of Br
 007. s pub. 'It seemed natural, just a group of people **WHO** met up most days,' she explains. 'Now, when I
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b. Tick the correct one(s). (You may tick both if necessary)

→ The circled words in Question a. refer to sb sth

These underlined words in Question a. refer to a phrase sentence

The underlined part in Question a. is used to introduce modify the circled part.

c. Please circle the part before the word *which* and underline the part after the word *which* in the sentences. The first example has been done for you.

016. From these meetings came the surge in membership **WHICH** turned the citizens' militias into a mass mo
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 031. nt. But even here there are some difficult issues **WHICH** are not faced. Just as life is not easy to d

d. Tick the correct one(s). (You may tick both if necessary)

→ The circled words in Question c. refer to sb sth

These underlined words in Question c. refer to a phrase sentence

These underlined part in Question c. is used to introduce modify the circled part.

e. Please circle the part before the word *that* and underline the part after the word *that* in the sentences. The first example has been done for you.

002. nt's research interests and the 'academic rigour' THAT the university fosters. 'The university-based
 003. the lousy ones. We are part of the university and THAT gives us a standard of education that is the
 004. versity and that gives us a standard of education THAT is the standard of the university as a whole.
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 015. cipline, but then there was a whole lot of things THAT went into that - the break-up of his first ma

f. Tick the correct one(s). (You may tick both if necessary)

→ The circled words in Question e. refer to sb sth

These underlined words in Question e. refer to a phrase sentence

These underlined part in Question e. is used to introduce modify
 the circled part.

g. Please circle the part before the word *whose* and underline the part after the word *whose* in the sentences. The first example has been done for you.

001. s a broad grin and empties the glass. For a woman WHOSE husband was the model for one of the most ro
 002. nts writing directly to the registered inspector, WHOSE name can be obtained from the school. The In
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 017. n there's Natrelle, the curious organic deodorant WHOSE advertising features a fair bit of body as v

h. Tick the correct one(s). (You may tick both if necessary)

→ The circled words in Question g. refer to sb sth

These underlined words in Question g. refer to a phrase sentence

These underlined part in Question g. is used to introduce modify
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4. Discovery and discussion.

Are you familiar with restrictive attributive clause? With the help of the table below, can you discover and discuss the form, function and use of restrictive attributive clause with your partner?

Restrictive Attributive Clause	
e.g (from corpus): Mr Moreen is <u>a person</u> who suffered brain damage. It was <u>the hope</u> which the French encouraged from time to time. The French Open Champion has <u>a serious condition</u> that will have to be taken care of seriously. ... <u>subject</u> whose importance is seldom realized. ... <u>a man</u> whose business is a corn miller's business.	
form	sb/ _____ + who/ _____ + _____
function	Restrictive Attributive Clause acts as _____ in a sentence.
use	Restrictive Attributive Clause is used to _____.

5. Summary of the form, function, and use of restrictive attributive clause.

Form: *antecedent (a person/a thing) + relative pronoun (who/which/that/whose) + a sentence*

Function: *It functions as the attribute/adjective in a sentence.*

Use: *It is used to modify the person/thing before the clause.*

E.g:

The city attracted **700,000 visitors** *who visited the nation.*

Another is to distinguish between **things** *which are different.*

6. Practice: choose the correct relative pronoun from (who/which/that/whose) and check understanding.

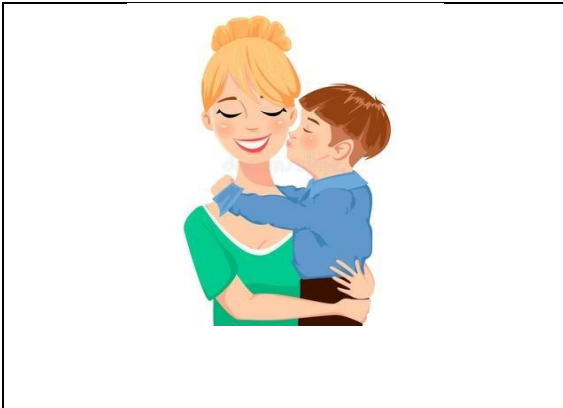


Hi, Mom! is a movie _____ can make you laugh and cry. It is about a daughter _____ went back in time, became her mother's BFF, and took part in her life experiences (dating, getting married, working, having kids, etc.). This is the first film



_____ Jialing has ever written, directed and produced. Actually, the purpose of making this film is to commemorate Jia's mother Li Huanying _____ delicate and selfless love has deeply touched the heart of the audience.

7. Oral and writing tasks.



Just like Miss Jia's mother, your mom is also an angel for you. Since Mother's Day is coming, why not introduce your mom to us?

- a. Answer the following questions and share them within your group. Try to use the restrictive attributive clauses as many as possible.
 - *What does your mom do? (e.g. My mother is a cook who makes delicious food and **desert** in a restaurant.)*
 - *What kind of person do you think your mom is? (e.g. My mom is a patient person who always keeps calm when I make mistakes.)*
 - *What is the greatest/moving thing that your mom has done for you? (e.g. The moving thing that my mom has done for me is making delicious breakfast every day.)*
 - *What kind of present/words will you give to your mom on Mother's Day? Why? (The present I will give to my mom is a hand cream to protect my mom's hands.)*
- b. Write a passage introducing your mom, including her profession, her quality/qualities, her love for you and your present for her on Mother's Day. Try to use the restrictive attributive clauses as many as possible.

