

# This is the bag that I bought on holiday.

Connecting two sentences using relative pronouns.

## 1. Discuss

Discuss the following with a partner.

1. Do you like to travel?
2. When was the last time you went on holiday? Where did you go?
3. Who do you like to go on holiday with?
4. Do you buy souvenirs? What kind of souvenirs do you usually buy?

## 2. Matching

A. Look at the pictures and discuss the questions.



- a. 1. What country is the lucky cat from?
- a. 2. Where is the man on holiday?
- a. 3. What country are the dolls from?
- b. 4. Where are the friends?
- b. 5. Have you visited any of these countries? Would you like to?

B. Read sentences 1-4 and match them to the pictures above.

1. \_\_\_\_ Look at these souvenirs. I love them because they are really traditional.
2. \_\_\_\_ This is my husband. We went to California together.
3. \_\_\_\_ These are my friends. I spent three weeks traveling around Europe with them.
4. \_\_\_\_ This is the cutest souvenir. I bought it when I traveled around Asia.

## 3. Relative Clauses with Who, That, and Which

A. Review the information then complete the rules.

Relative clauses add essential information to help understand what person or thing we are talking about. The sentence may not be understood without the relative clause.

### Example 1

- A I like the painting.
- B Which painting?
- A The painting is in my living room. I like the painting that/which is in my living room.

### Example 2

- A This is the man.
- B Which man?
- A The man found my wallet. This is the man who found my wallet.

1. To give essential information about people, use the relative pronoun: .....
2. To give essential information about things, use the relative pronouns: ..... or .....

**B. Read the sentences and decide which relative pronouns to use and why.**

1. These are my friends. We spent three weeks traveling around Europe with them.

Relative pronoun: .....

Why? .....

2. This is the cutest souvenir. I bought it when I traveled around Asia.

Relative pronoun: .....

Why? .....

**4. Practice**

**A. Fill in the gaps with who, that, or which.**

1. She's the woman ..... married my cousin.

2. It's the school ..... I went to when I was young.

3. This is the new computer ..... I bought for work.

4. This is the hotel ..... I stayed at in Hawaii.

5. He's the mechanic ..... helped me when my car broke down.

6. This is the person ..... found my wallet.

**B. Match the two halves of the sentence.**

1. \_\_\_\_ This is the arena

2. \_\_\_\_ A Fiat was the first car

3. \_\_\_\_ This is the man

4. \_\_\_\_ That's the souvenir

5. \_\_\_\_ This is the video

6. \_\_\_\_ She's the woman

a. who lost his wallet.

b. who found my dog.

c. that I saw my first concert in.

d. that I wanted to show you.

e. that I drove.

f. that I bought in Cambodia.

**C. Rewrite the two sentences as one using the appropriate relative pronoun.**

1. These are the new shoes. (I bought them yesterday.)

.....

2. I saw the film. (You recommended it.)

.....

3. This is the family. (They live in the big house on the hill.)

.....

4. The woman works in a bank. (She lives next door.)

.....

5. The laptop has started making a strange noise! (I bought it last week.)

.....

D. Use relative pronouns and relative clauses to describe things that you have on your desk or in your bag.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

# This is the bag that I bought on holiday.



Level: Elementary: A2  
Pre-Intermediate: A2+

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Language: Grammar: Describing people, places, or things. Explaining.

Target time: 60 minutes.

Overview: Students are introduced to defining relative clauses (also known as restrictive relative clauses) to add essential information and how to identify which pronouns are used to discuss people and things. Students practice and will be able to connect two sentences using relative pronouns.

## 1. DISCUSS

A warm up activity helps set the mood for the topic/lesson and is a good opportunity to assess students' ability to generate language as well as elicit target vocabulary used in the lesson. If students struggle to engage with their partners, ask questions to encourage participation. Allow a few minutes for students to complete the warm up activity and continue the conversation if interesting.

## 2. MATCHING

A. In pairs, students look at pictures a-d and discuss the questions. Elicit answers from the class and have pairs explain their choices.

1. It is from Japan. The Maneki-neko literally meaning "beckoning cat" and is a common Japanese figurine.
2. He is on holiday in San Francisco, USA and is standing in front of the Golden Gate bridge.
3. They are from Russia. They are Matryoshka dolls or Russian nesting dolls.
4. They are in Paris, France.
5. Student's own answers. Elicit answers from students.

B. Individually, students match the sentences to pictures a-d in Part 2A and then compare with their partner, discussing why they chose each answer.

1. c.
2. d.
3. b.
4. a.

## 3. RELATIVE CLAUSES WITH WHO, THAT, AND WHICH

Give a short introduction to highlight the application of relative clauses and how they connect sentences. Relative clauses help add essential information to the thing or person being talked about and to form a more advanced and natural sounding sentence.

A. Individually students read the sentences and clauses (a-b) then complete rules 1 and 2. Check answers with the class. Explain how the sentences change and that them and him are removed and replaced with who/that/which. You may choose to review the different object pronouns or have students circle them in the sentences.

The relative pronoun 'that' can be used instead of 'who' (referring to persons) or 'which' (referring to things) in informal English. 'Who' and 'which' are more common in formal written English.

Explain that when referring to a person or thing, the relative

pronoun may be omitted, but it is included in formal English.

Formal: The library did not have the book which I wanted.

Informal: The library didn't have the book I wanted.

### Notes about 'whom'

The relative pronoun 'who' may cause confusion because it has both a subject form 'who' and an object form 'whom'. It is much more common in formal English and writing than in speaking. The key to choosing between these forms is to see what the pronoun is doing in its own clause. Use 'who' if the pronoun is the subject of the verb in the dependent clause and 'whom' if it is the object.

### Subject

The people are in a rock band. **They** just boarded the plane.  
The people **who** just boarded the plane are in a rock band.  
(The pronoun is the subject of the verb boarded.)

### Object

The cousin is coming to visit. We met **him/her** at the reunion.  
The cousin **whom** we met at the reunion is coming to visit.  
(The pronoun is the object of the verb met.)

1. To give more information about people, use the relative pronoun: **who** (that can also be used in informal English)
2. To give more information about things, use the relative pronouns: **that** or **which**

B. Individually, students read the sentences and decide which relative pronouns to use and why. Discuss answers with the class.

1. Relative pronoun: who  
Why? We are talking about people.
2. Relative pronoun: that or which  
Why? We are talking about a thing.

## 4. PRACTICE

A. Individually, students fill in the gaps with the best relative pronoun who, that, or which. Students can compare their answers with a partner and discuss any differences or check answers as a class.

1. She's the woman **who/that** married my cousin.
2. It's the school **that/which** I went to when I was young.
3. This is the new computer **that/which** I bought for work.
4. This is the hotel **that/which** I stayed at in Hawaii.
5. He's the mechanic **who/that** helped me when my car broke down.
6. This is the person **who/that** found my wallet.

B. Individually, students match the two halves of the sentences.

Students can compare their answers with a partner and discuss any differences or check answers as a class.

1. c. This is the arena that I saw my first concert in.
  2. e. A Fiat was the first car that I drove.
  3. a. This is the man who lost his wallet
  4. f. That's the souvenir that I bought in Cambodia.
  5. d. This is the video that I wanted to show you.
  6. b. She's the woman who found my dog.
- C. Individually, students rewrite the sentences using the appropriate relative pronoun. Answer any questions that arise. Students can compare their answers with a partner and discuss any differences or check answers as a class.
1. These are the new shoes **that/which I bought yesterday**.
  2. I saw the film **that/which you recommended**.
  3. This is the family **who/that lives in the big house on the hill**.
  4. The woman **who lives next door** works in a bank.
  5. The laptop **that I bought last week** has started making a strange noise!
- D. Individually, students use relative pronouns and relative clauses to describe things on their desk or in their bag. Students then read out their sentences to the class. Encourage students to ask questions about the items described.

#### **Extended activity**

Ask students to choose a holiday photo on their phone or smart device to show their partner and use relative clauses to describe and discuss. You might ask students to bring holiday photos with them to discuss at the start of their next class.