**Lesson plan – Chapter 9 / Types of sentences (Introduction) Chapter 13 / Adjective clauses**

In Chapter 1 (week 2), you learned how to structure texts (TS – supporting sentences – concluding sentence).

In Chapter 2 (week 3 & 4), you learned about unity and coherence (how to stay on topic/focus on one main idea, how to achieve a good “flow” in your text (repetition of key words, good transition signals, logical order).

In week 5, we concentrate on the complexity of sentences. By now, you should be able to clearly present your argument after your TS (by presenting clear examples, facts, good transition signals to show one point after the other…). Now we are moving on to style. If you only write short sentences, your writing is too simplistic, and the text is choppy to read. There are ways to make your sentences more complex –

you combine independent clauses (they can stand alone) with dependent clauses.

First, we need to clarify the term clause. Look in your textbook on page 171 (blue box):

A clause must have a subject and a verb. Only then we speak of a clause. Look at the clause *Ecology is a science.* *Ecology* is the subject, *is* is the verb. This clause can stand on its own; it is complete! We call it an independent clause (IC). We can also call it a sentence.

Let’s look at *because pollution causes cancer*. It is also a clause (it has a subject and a verb - *pollution* is the subject, *causes* is the verb). But what is different here? It cannot stand on its own – it is a fragment. The word *because* makes it a fragment. It does not express a clear thought. We call it dependent clause (DC). You need another clause to complete the idea. For example: *Because pollution causes cancer, world leaders try to address the problem.* We combine the dependent clause (*Because pollution causes cancer*) with an independent clause (*world leaders try to address the problem*). Now we can call it a sentence because it expresses a clear thought. → Sentences are created with combining clauses. To call it a sentence, it must have at least one clause, one IC.

On p. 173, you see two examples of independent clauses (blue box).

Dependent clauses (other two blue boxes on p.173) start with so-called subordinators – they are also called subordinating conjunctions (when, because, if, whom,….and all the others in the second blue box). Look on p.33 in your textbook at the top: there you were already introduced to the term). In the Lesson plan Chapter 2, I already talked about these conjunctions on page 2. Look at it again. The moment you put a subordinator in front of an IC, it becomes dependent and cannot stand alone anymore!

Let’s do an exercise to check if you can distinguish an IC from a DC: p.174/ Practice1

I hope you had no problem with that exercise.

There are only three types of dependent clauses.

Today we start with the 1st type: **Adjectice clauses / Chapter 13**

You already covered adjective/relative clauses in your Grammar class; it should be a revision for you. I want you to see now how combining independent and dependent clauses makes your writing more complex before we continue with Chapter 9.

What you need to know about adjective clauses:

* They are dependent clauses.
* They are also called relative clauses because they start with a relative pronoun (who, which, that, whose, whom) or a relative adverb (where, when) – textbook p.245 top – PPP – slide 2
* They are called adjective clauses (AC) because they behave like an adjective – they modify (give more information about) a noun or pronoun. – textbook 244 text after Introduction

Read the text *The First Thanksgiving* on p.244. The model contains boldfaced adjective clauses. Answer the questions about the model.

Notice the position of the adjective clauses - read the text (position of adjective clauses) on 245. The position is very important to avoid confusion! PPP – slide 3,4 / Also verb agreement is very important to avoid confusion! (textbook p.246 top)

When you go back to the writing model on p.244, you notice that the first adjective clause is used with a comma. To explain this, you need to understand the difference between restrictive and nonrestrictive (defining and non-defining) adjective clauses. (textbook p.246) Look at the three important points: (PPP – slide 5,6)

1. A restrictive AC is necessary because it identifies the antecedent for the reader. For example: The man gave a lecture. Everybody would ask- which man? You need to add more information. This information is added in the AC. The man who teaches Biology at the PH gave a lecture. Now it is clear for the reader. NO COMMA!
2. A nonrestrictive AC only adds extra information, could be left out, the antecedent is clear. For example: Vienna, which is the capital of Austria, is a beautiful city. Vienna is clearly defined. COMMA!
3. The relative pronoun *that* is used in restrictive AC / *Which* is used in nonrestrictive AC

Do Practice 1 / p.247

Kinds of adjective clauses – p.247

1. The relative pronoun can be the subject – continue on p.248

Study the “box:” please use *who* for people, not *that*. Notice how you can combine two short sentences with using adjective clauses.

Do Practice 2 A / p.248 Think of ways to complete the sentences in 2 B

1. The relative pronoun can be the object – continue on p.250

Study the box: please use *whom* for people, not *that* – or omit the relative pronoun

Do Practice 3, p.251 Try it out: Think of sentences on your own.

1. Possessive adjective clauses (relative pronoun *whose*, in very formal writing *of which)* – continue on p. 252

Study the box on p.252 and 253

Do Practice 4 A,B,C / p.253,254

1. The relative pronoun can be the object of prepositions – continue on p.255

In the formal pattern, the preposition and the pronoun are together at the beginning of the clause.

Study the box on p.255 and 256

Do Practice 5 A

1. Relative pronouns in phrases of quantity and quality – continue on p.257

Study the box on p.257/258

Do Practice 6 A: sentences 2 and 3

1. Adjective clauses of time and place

As already mentioned at the beginning, adjective clauses can also be introduced by the relative adverbs *when* (time) and *where* (place).

Study the box on p.259

Do Practice 7 A / p.260,261 Think of three sentences in Practice 7 B

Look at the self-assessment now on p.263 – can you check all of them?

!! Now you are prepared to do the chapter quiz on moodle: Chapter 13 Test

Please incorporate adjective clauses in your texts – it is one way to make sentences more complex. A sentence that includes an IC and one or more DSs is, therefore, called a COMPLEX sentence.

Simplistic text: short sentences

Rosa Parks is a famous African American woman. She is often called “the mother of the civil rights movement.” The civil rights movement started in the 1950s in America.

Add complexity with adjective clauses:

Rosa Parks is a famous African American woman who is often called “the mother of the civil rights movement,” which started in the 1950s in America.

Can you notice the difference?

Have a good week!

Answer key:

Practice 1, p.174: Sentence 4,8,9 dependent / Sentence 3,5,6,7,10 independent

Writing model: 1.modifies *the first Thanksgiving feast in the United States*, 2.modifies the pronoun *Everyone,* 3.modifies *the food*, 4.*that they eat* – sentence 4 is in the past, sentence 7 in the present.

Practice 1: 3.NR, 4.R, 5.R, 6.R, 7.NR, 8.R,NR, 9.R, 10.NR

Practice 2 A: 2. …a slide that diagrammed…3. Words in English that begin with the consonants *th* are…4. …with English spelling, which is not always…5. Anyone who wants to be a computer programmer must have…6. ….a sports team that loses …

Practice 3: 2. …and high school, which he attended in Germany. 3. …and languages, which he disliked. / He did poorly in certain subjects (that) he disliked such as history and languages. 4. The only subjects (that) he enjoyed were… 5. He developed theories (that) we use to help us to understand the nature…. 6. …theory of relativity, which he….

Practice 4 A: 1. S. C’s president, whose expertise….is well known, has a… 2. F.N.B., whose president comes….neighborhood, tries to… 3. …trends among consumers , whose tastes change rapidly. 5. M.A., whose childhood was difficult, tells…

Practice 4 B: 2. ….sister, whose name I keep forgetting. 3. Any company whose logo or symbol consumers easily recognize has a better chance of success. 4. Mc.D’s, whose golden arches most people recognize, has ….

Practice 5 A: 2a. Affordable apartments in which young people would like to live are scarce. b. Affordable apartments (that) young people would like to live in are scarce. 3a. …choosing the people with whom they will….b. …(that / whom) they will share living….with. 4a. ….people to whom you are not related can be stressful, but…b. …people (that/whom) you are not related to can be stressful, but…5a. ….house in which they grew up. b. …house (that) they grew up in. 6a. …live with their parents, from whom they may declare their independence at age 18. b. …live with their parents, whom they may declare their independence from at age 18.

Practice 6 A: 2. , most of whom 3. , the most famous of which

Practice 7: 2. …year when the Berlin…3. In 1990, when East and West Germany were united, Germany…4. East Germany, where people….rule, became 5. …in areas where Germans…6. …in places where people…. 7. …is a city where many… 8. …the year when Russian….