



**COLEGIO MERCEDITAS DE SAN MARTÍN**

**CESAP.**

**LENGUA EXTRANJERA INGLÉS III**

**6<sup>to</sup> año C**

**LIC.PROF.TORRES, NAHIR RUBÉN NICOLÁS**

**PRACTICAL GUIDE**

**“RELATIVE CLAUSES”**

Objetivos: Que los alumnos investiguen y comprendan qué son las relative clauses, sus usos, diferencias entre defining y non-defining, y los pronombres relativos más comunes. Elaborarán su propio material de estudio como producto final.

<b>GENERALES.</b>	<b>ESPECÍFICAS.</b>
<ul style="list-style-type: none"><li>• Comunicación</li></ul>	<ul style="list-style-type: none"><li>• Inferencia de las funciones de la lectura y de la escritura través de variadas situaciones de lectura y escritura.</li><li>• Interpretación de enunciados, consignas, cuadros, gráficos, mapas, fotografías.</li></ul>
<ul style="list-style-type: none"><li>• Aprender a aprender</li></ul>	<ul style="list-style-type: none"><li>• Reflexión crítica acerca del propio desempeño de aprendizaje, identificando lo aprendido.</li></ul>

**2025**



### **Guided Research (Individual or Group Work)**

**Task: Search for information in books or online about Relative Clauses and answer the following questions.**

**IMPORTANT: USE YOUR OWN WORDS.**

#### **Guiding Questions:**

1. What is a relative clause? Give a simple definition.
2. Write 3 example sentences with relative clauses.
3. What are defining relative clauses? When are they used?
4. Give two examples of defining relative clauses.
5. What are non-defining relative clauses? When are they used?
6. Give two examples of non-defining relative clauses.
7. Make a list of relative pronouns (who, which, that, whose, where, when) and explain when each one is used. Include examples.
8. What is the main difference between defining and non-defining clauses in terms of structure and punctuation?
9. Investigate whether the relative pronoun can be omitted in some cases. Write examples of when and how these cases occur.

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#### **Summary Construction**

**Production Activity:**

**With the information you researched:**

**Create a clear summary in your own words that includes:**

- Definition of relative clauses.
- Differences between defining and non-defining clauses.
- List of relative pronouns with examples.
- Notes on the omission of the relative pronoun.

**Submit your summary individually in a concept map or comparison chart.**



### Guided Practice

1. Activity 1: Complete the sentences

Fill in the blanks with the correct relative pronoun (who, which, that, whose, where, when):

2. This is the girl \_\_\_ lives next door.
3. I visited the museum \_\_\_ was opened last year.
4. He is the teacher \_\_\_ students love him.
5. That's the house \_\_\_ I grew up.
6. I remember the day \_\_\_ we met.

2. Activity 2: Join the sentences Combine the sentences using relative clauses:

1. The man is my uncle. He is wearing a red cap.
2. I read a book. It was very interesting.
3. The woman is my teacher. Her son is my best friend.
4. This is the park. We play football here every weekend.

## Reporte Individual

### Individual Report

#### Instructions:

Write a reflection of at least 150 words in English about your learning process on relative clauses. In your reflection you must:

- Explain what you learned about defining and non-defining relative clauses and how to use them correctly.
- Mention which relative pronouns are easiest or most difficult for you to use and why.
- Reflect on how group research and oral presentations helped you understand the topic better.
- Provide at least two example sentences with relative clauses created by you.



- **Comment on how you could use relative clauses in real communication situations (for example, when describing people, places, or objects).**

**Group Oral Presentation (10 minutes per group)**

**Task:** Each group prepares a brief presentation (max. 10 minutes) where they:

- **Select a text of their choice.**
- **Explain what relative clauses are and their types.**
- **Show clear and original examples.**
- **Compare defining and non-defining clauses using their own examples.**
- **Include a mini-quiz (2 questions) for the rest of the class.**

 **Tip:** You can use posters, slides, or a whiteboard.

**Evaluation Rubric**

Criterion	Excellent (5)	Good (4)	Satisfactory (3)	In Progress (1-2)
<b>Content</b>	Complete, clear explanation, correct and varied examples.	Correct information, few errors.	Basic information, limited examples.	Incomplete or incorrect information.
<b>Clarity &amp; Organization</b>	Very well-organized presentation, connected ideas.	Clear and organized presentation.	Acceptable organization, some confusion.	Disorganized, confusing.
<b>Use of English</b>	Fluent English, varied vocabulary, clear pronunciation.	Correct English with some errors.	Frequent errors.	Many errors, hard to understand.
<b>Creativity &amp; Resources</b>	Attractive visual resources, creative examples.	Use of basic resources.	Few resources, little appeal.	No resources used.
<b>Teamwork</b>	All members actively participate.	Almost everyone participates.	Unequal participation.	Little group participation.

**Total:** \_\_\_ /20 points.