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# Conjoined Sentences and Relative Clauses: Error Analysis and Lesson Plans for Correction

Kim Mary Fine

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Conjoined Sentences and Relative Clauses:  
Error Analysis and Lesson Plans for Correction

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Submitted in partial fulfillment of the requirements  
for the Master of Arts in Teaching degree at the  
School for International Training, Brattleboro, Vermont.

March 1985

This project by Kim Mary Fine is accepted in its present form.

Date: April 1, 1985

Project Adviser: annie k. hawkinson

Project Reader: Jayne Osgood for Janie Duncan

Acknowledgements:

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## Abstract

Intermediate level ESL students' errors in conjoined sentences and relative clauses have been analyzed and corrected. Lesson plans have been designed for working with the correction of each error.

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## Introduction

I began this project by collecting writing samples from intermediate-level students of English as a Second Language (ESL). I corrected their papers without changing their original ideas.

After correcting one hundred papers and sorting through many morphological and syntactical errors, I decided to focus only upon the syntactic problems that the students were having. I found that the formation of conjoined sentences and relative clauses caused the students to make many errors in their written work. I decided to analyze the errors in these two areas.

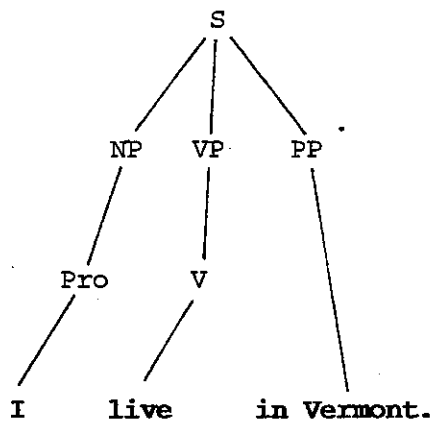
I have tried to design this project so that it can be easily read and understood by any ESL instructor. The project is divided into two parts: conjoined sentences and relative clauses. The format for each part is as follows:

1. Grammatical Function (Semantic rationale and structural explanation)
  - a. Error #1
    - (1) Examples (Errors in the students' work are cited and corrections are given, with extra space provided for additional examples)
    - (2) Lesson Plan (Sequenced activities for correcting the specific error)
  - b. Error #2
    - (1) Examples
    - (2) Lesson Plan

Etc.

As part of the grammatical function analysis, sentence diagrams are shown for basic structures. They are to be interpreted as follows:

S = Sentence  
 N = Noun  
 NP = Noun Phrase  
 Pro = Pronoun  
 V = Verb  
 VP = Verb Phrase  
 PP = Prepositional Phrase



I based my lesson plans on certain assumptions about teaching and learning. I am assuming that the students already have a basic knowledge of the rules of grammar and therefore need to be given the opportunity to use and build upon that knowledge. I believe that the teacher should not dominate the class because the students are more apt to learn when they can manipulate and experience the language in order to make generalizations for themselves.

The lessons include both oral and written work which I believe are complementary in the learning process. These lessons were designed with the high-intermediate level ESL student in mind but are adaptable for other levels.

Part A

CONJOINED SENTENCES

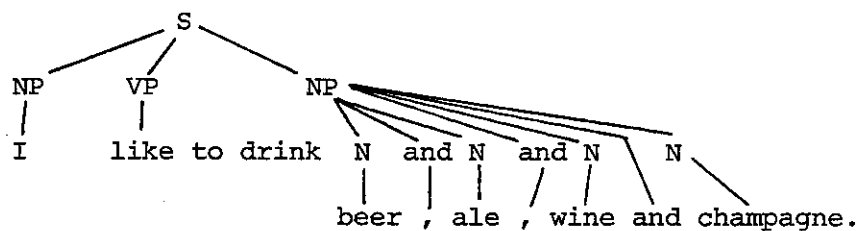


## 1. Conjunction of Multiple Nouns

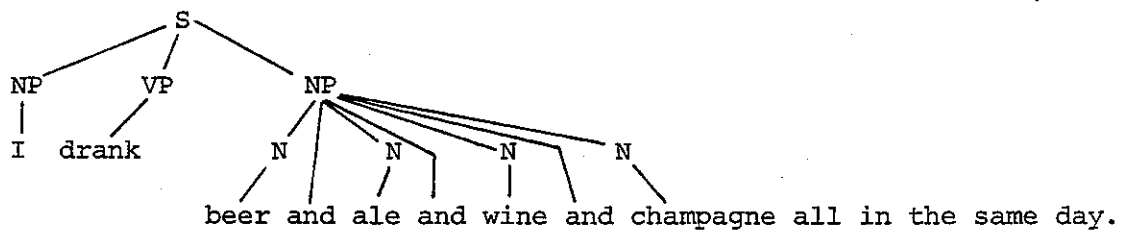
In a series of multiple nouns, all but the final conjunction is replaced with a comma. This signifies that the last word in the series follows.

The conjunction "and" is retained between multiple nouns in a series when the writer wishes to emphasize each conjoined part.

### Standard:



### Alternate Structure Used for Emphasis:



a. Error: Deletion of Non-initial Conjunctions

(1) Examples:

Wrong: I keep dogs and rabbits, ducks, fish, cats.

Right: *I keep dogs, rabbits, ducks, fish and cats.*

Wrong: He ordered roast beef, baked ham, fried chicken,  
broiled salmon, apple pie.

Right: *He ordered roast beef, baked ham, fried chicken,  
broiled salmon and apple pie.*

Additional Error Examples:

(2) Lesson Plan to Correct Deletion of Non-initial Conjunctions

OBJECTIVE:

The students will be able to place correctly the final conjunction in series of conjoined multiple nouns.

MATERIALS:

several apples, oranges, pears, bananas, grapes (or pictures of these fruits)

chalk

chalkboard

brown paper

markers

PRESENTATION:

- Two students volunteer. One is the receiver; one is the writer.

The teacher is the giver.

- The teacher hands the receiver two pieces of fruit and asks, "What did I give you?"

- The receiver answers. The writer writes what the receiver says on the board:

"You gave me an apple, and an orange."

- The teacher gives the receiver three more pieces of fruit and asks the receiver to add these fruits to the original sentence without using another "and":

"You gave me an apple and an orange, a pear, a banana, a grape."

- The students are asked if this sentence is correct:

"No, because the 'and' is in the wrong place."

- The writer changes the sentence:

"You gave me an apple, an orange, a pear, a banana and a grape."

PRACTICE:

- In groups of three, the students decide whether to be the giver, the receiver or the writer.
- Using pieces of fruit, they practice conjoining multiple nouns with an "and" in the final position.

ASSESSMENT:

- Groups of three are given brown paper and markers.
- They are asked to write what they have learned:
  - "With multiple nouns, one 'and' is placed before the last noun."
  - "Sometimes nouns are added on to a sentence; therefore, 'and' needs to be moved to the new final position."
  - "The 'and' signifies that the last noun of a series follows."
- These papers are displayed at the front of the class and the students discuss what was written.
- There is a choice between inserting a comma after the final "and" or not; stylistic preference is discussed.

b. Error: Absence of Deletion of Non-final Conjunctions

(1) Examples:

Wrong: Leg and calf and ankle and foot and toe and toenail  
can not be seen.

Right: *The leg, calf, ankle, foot, toe and toenail can not  
be seen.*

Wrong: There are few theaters, and music and cultural  
centers.

Right: *There are few theaters, music and cultural centers.*

Additional Error Examples:

(2) Lesson Plan to Correct Absence of Deletion of Non-final Conjunctions

OBJECTIVE:

The students will be able to delete all but the final conjunction in a series of conjoined multiple nouns.

MATERIALS:

A sack full of small items (number of students x 4 items each), such as:

erasers

paper clips

pencils

fingernail files

Pictures of items can substitute.

PRESENTATION:

- The teacher pulls out one item at a time from the sack and asks the class to tell her what she has (they add on as they go):

"You have a ring....and a rubber band....and a thumbtack....  
and an eraser."

- A student writes this sentence on the board.
- The teacher asks the student to write the sentence in a way that is common to the native English speaker:

"You have a ring, a rubber band, a thumbtack and an eraser."

PRACTICE:

- The students break up into small groups.
- Each student picks four items from the sack and writes a sentence listing what s/he has and then rewrites the sentence in the more

common form:

A: "I have a ring and an eraser and a file and a paper clip."

B: "I have a ring, an eraser, a file, and a paper clip."

ASSESSMENT:

- The students write what they have learned from this lesson:
  - "One 'and' is all that is necessary with multiple nouns."
  - "A comma takes the place of the omitted 'ands.'"
  - "The 'and' is placed before the final noun."
- The students discuss their findings.

c. Alternates for Emphasis: Deletion of Conjunctions

(1) Examples:

Standard: I drank beer, ale, wine and champagne all in the same day.

Alternate: *I drank beer and ale and wine and champagne all in the same day.*

Additional Examples:



(2) Lesson Plan for Using Conjunctions for Emphasis

OBJECTIVE:

The students will retain "and" between multiple nouns to show emphasis.

MATERIALS:

brown paper

markers

several articles of clothing

PRESENTATION:

- The teacher enters the room with a shopping bag. Her expression is that of excitement. She says: "Class, guess what? I went on this wonderful shopping spree yesterday. I bought this purplish blue shirt and a new hat and a dark brown leather belt and a wild-looking pair of sunglasses."
- The teacher then asks someone in the class to tell what it was that she bought.
- The other students help.
- One student writes on the board:

"You bought a purplish blue shirt and a new hat, and a dark brown leather belt and a wild-looking pair of sunglasses."
- The teacher asks how this sentence is different from others with multiple nouns in a series and why:

"The 'ands' are not replaced with a comma because an emphasis of each item is being made."

PRACTICE:

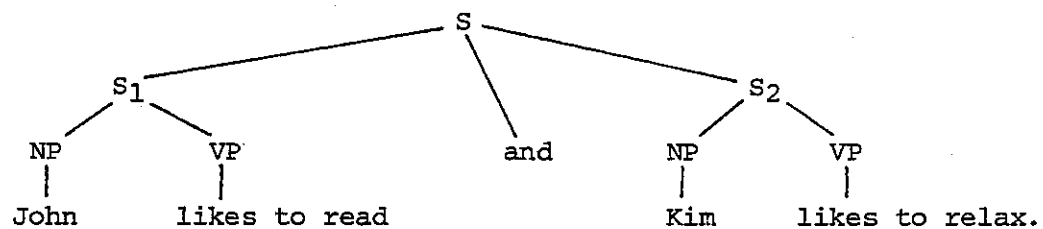
- In pairs, the students work together writing sentences on brown paper that emphasize each conjunct.
- The students present and mime their sentences for the others in the class.

ASSESSMENT:

- The students discuss the difference between deleting and not deleting "and" between multiple nouns in a series.

## 2. Conjunction of Multiple Sentences

When used, "and" indicates that the speaker perceives a linking relationship between two sentences. "And," therefore, can not be defined irrespective of speaker viewpoint.



a. Error: Absence of Conjunction

(1) Examples:

Wrong: I forgot my umbrella which I need it today.

Right: *I forgot my umbrella and I need it today.*

(Refer to Relative Clauses, p. 67)

Wrong: My father gives advice. My mother gives support.

Right: *My father gives advice and my mother gives support.*

Additional Error Examples:

(2) Lesson Plan to Correct Absence of ConjunctionOBJECTIVE:

The students will insert "and" between two related sentences.

MATERIALS:

flannel board

blank sentence cards

conjunction card: and

sentence cards: I forgot my umbrella. I need it today.

PRESENTATION:

- The teacher puts the two sentence cards side by side on the flannel board.
- She asks the students to read them:
 

"I forgot my umbrella. I need it today."
- The teacher asks the students if a native English speaker would say it that way.
 

"No."
- The students are asked to write the two sentences in a way that is more natural and native-speaker-like:
 

"I forgot my umbrella and I need it today."
- The "and" card is inserted between the two sentences on the flannel board.

PRACTICE:

- The students are given blank sentence cards and are to write two sentences that are more natural if conjoined with "and."
- In pairs, they conjoin each other's sentences.

ASSESSMENT:

- The students present their sentences on the flannel board, first separated and then conjoined with "and."
- The class discusses the sentences presented.

b. Error: Absence of Linking Relationship

(1) Example:

Wrong: I hope to go to college in the U.S. and my father went to the U.S. when he was my age.

Right: *I hope to go to college in the U.S. My father went to the U.S. when he was my age.*

Additional Error Examples:

(2) Lesson Plan for Absence of Linking Relationship

OBJECTIVE:

The students will write two independent sentences which have no linking relationship.

MATERIALS:

pictures

flannel board

blank sentence cards

PRESENTATION:

- The teacher holds up two different pictures that could be represented together.
- She displays a sentence for each picture on the flannel board.
  - "A boy is getting in a boat."
  - "Two girls are eating ice cream cones."
- The teacher asks if these sentences should be conjoined or whether they can remain as two independent sentences, and why.

PRACTICE:

- The students write two pairs of sentences:
  - (a) a pair that can be conjoined, and
  - (b) a pair that should not be conjoined.

(It would be helpful if the theme remained the same between the two pairs--e.g.: At the lake.)

ASSESSMENT:

- The pairs of sentences created by the students are displayed on the



flannel board and are discussed by the students.

- The students see that the sentences should remain independent when the second sentence does not show a linking relationship with the first sentence.

c. Error: Incorrect Conjunction Word

(1) Example:

Wrong: I like this school because you can learn English  
but you can learn another important things too.

Right: *I like this school because you can learn English and  
you can learn other important things too.*

Additional Error Examples:

(2) Lesson Plan to Correct Incorrect Conjunction Word

OBJECTIVE:

The students will conjoin two sentences with "and" appropriately.

MATERIALS:

assorted colorful and interesting pictures

PRESENTATION:

- The teacher holds up a picture.
- The students write two related sentences about the picture:  
    "The women are weaving cloth."  
    "The young children are helping them."
- The students are asked to conjoin the sentences into one.
- The students share what they have written:  
    "The women are weaving cloth and the young children are helping them."

PRACTICE:

- The students are paired up.
- They are given pictures about which to write sentences.
- The students write conjoined sentences with "and."

ASSESSMENT:

- The students discuss with their partner how to conjoin two related sentences.
- The teacher affirms if correct.

d. Error: Incomplete Sentence

(1) Example:

Wrong: And very quiet.

Right: *And very quiet it was.*

Additional Error Examples:

(2) Lesson Plan to Correct Incomplete Sentence

OBJECTIVE:

The students will not omit a subject and a verb when writing a description of something.

MATERIALS:

assorted objects

PRESENTATION:

- A vase is set down on a table in front of the class.
- The class is asked to describe it orally while the teacher writes on the board what they say:  
    "The vase is skinny. It's gold. And very shiny."
- The teacher has the students read the sentences and say whether or not they are complete sentences.
- When the students read, "And very shiny," they should say it is not a sentence because it lacks a subject and a verb.
- The class is asked to make "And very shiny" into a sentence:  
    "It is very shiny."  
    "It's gold and very shiny."

PRACTICE:

- The students are given objects to describe.
- First the students are to list the descriptors or adjectives.
- Then they write sentences using the descriptors. (The sentences can be independent or conjoined, depending on what sounds best to the student.)

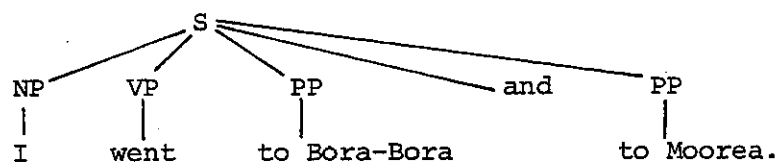
ASSESSMENT:

- The students read their sentences to the class.
- The other students say whether or not they are complete sentences.

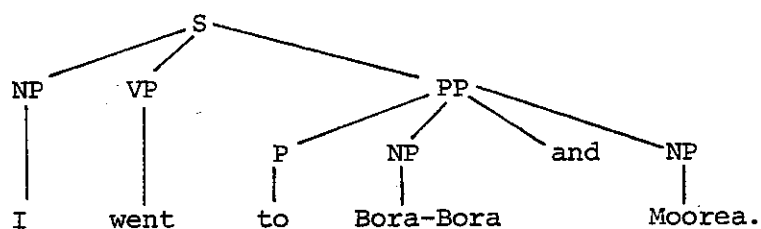
### 3. Conjunction of Prepositional Phrases

When used, "and" indicates that the speaker perceives a linking relationship between two prepositional phrases or the two nouns from two prepositional phrases, and the second preposition is deleted.

#### Without Preposition Deletion:



#### With Preposition Deletion:



a. Error: Omission of Conjunction

(1) Examples:

Wrong: I went to Vermont with two other Japanese girls, to Detroit by myself.

Right: *I went to Vermont with two other Japanese girls and to Detroit by myself.*

Wrong: There was a performance at 7:00, at 9:00.

Right: *There was a performance at 7:00 and at 9:00.*

Additional Error Examples:



(2) Lesson Plan to Correct Omission of ConjunctionOBJECTIVE:

The students will conjoin prepositional phrases with "and."

MATERIALS:

props as needed

PRESENTATION:

- The teacher asks the students to watch what she does.
- The teacher walks through the door. She asks the students what she did.

"You walked through the door."

- The teacher walks into the closet.

"You walked into the closet."

- The teacher repeats the first two acts one right after the other.

"You walked through the door and into the closet."

- The teacher asks what was used to connect the two prepositional phrases.

The students answer, "And."

PRACTICE:

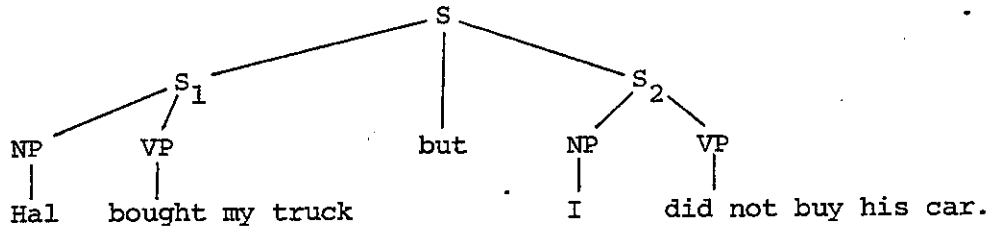
- The students write conjoined prepositional phrases without showing them to the members of their group.
- Each student mimes the sentence twice.
- The other members write what has happened.
- The students then read their sentences and see if the other students are correct.

ASSESSMENT:

- The class discusses the conjunction of prepositional phrases.
- Additional sentences are elicited.

#### 4. Contrast Between Sentences

"But" is inserted between an affirmative and a negative sentence to indicate contrast between the two statements.



a. Error: Absence of Negative Sentence

(1) Examples:

Wrong: My mother cooked me some typical Swiss foods but I could eat them.

Right: *My mother cooked me some typical Swiss foods but I could not eat them.*

Wrong: I had some homework but I completed it.

Right: *I had some homework but I did not complete it.*

Additional Error Examples:

(2) Lesson Plan for Correct Use of "But"

OBJECTIVE:

The students will insert "but" when conjoining an affirmative and a negative sentence.

MATERIALS:

brown paper

markers

pictures

PRESENTATION:

- A picture is displayed on the board.
- The teacher writes "+" and "-" above the picture.
- A student comes to the front of the class and says an affirmative/negative conjoined sentence referring to the picture.
- The class decides whether the sentence is correct or not.
- This is repeated with the rest of the students in the class.

PRACTICE:

- Using pictures, the students write affirmative and negative sentences conjoined with "but."

ASSESSMENT:

- The teacher writes these sentences on brown paper:
  - "I do not eat a lot of meat but I do eat it now and then."
  - "I want to go with you but I cannot."
  - "I had a lot of work to do but I did not do it."
- The students break up into small groups.

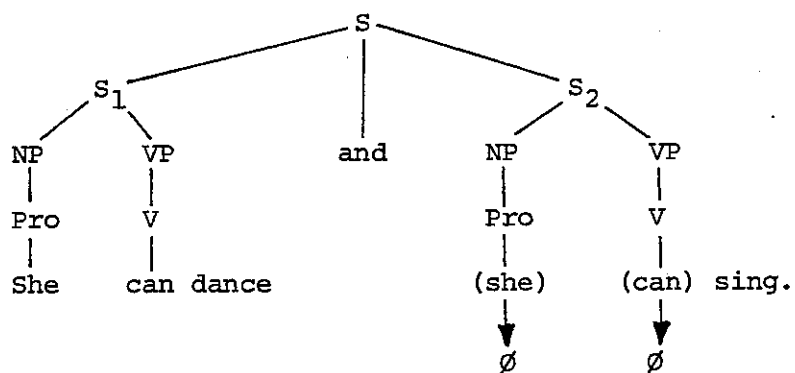
- Using brown paper and markers, each group is asked to analyze why "but" is used in these sentences:

"'But' is used to contrast an affirmative and a negative in a conjoined sentence."

- The brown papers are displayed at the board and discussed.

5. Conjoined Verb Phrases

Among native speakers, there exists a stylistic preference to shorten conjoined sentences by omitting parts that are identical in both. This is usually done when both sentences have the same semantic and structural make-up.



a. Standard and Variations: Deletion of Identical Parts

(1) Examples:

Standard: I like this school because you can learn English and you can learn other important things too.

Variation: *I like this school because you can learn English and other important things too.*

Standard: You can watch the walking people and you meet friends.

Variation: *You can watch the people walking and meet friends.*

(Refer to Relative Clauses, p. 74)

Additional Variation Samples:



(2) Lesson Plan for Deletion of Identical Parts

OBJECTIVE:

The students will delete identical parts in two conjoined sentences when appropriate.

MATERIALS:

chalkboard

chalk

PRESENTATION:

- The teacher asks a student what he does in his spare time.

"I watch TV."

- The student writes his reply on the board.

- The student is then asked "What else do you do?"

"I read books."

- The student is asked to conjoin the sentences.

"I watch TV and I read books."

- The student is asked to reduce the sentence by deleting parts that are identical in the second sentence.

"I watch TV and read books."

PRACTICE:

- In pairs, the students write two sentences about what they do in their spare time.
- These sentences are handed to their partners, who write them as one sentence in reduced form.

ASSESSMENT:

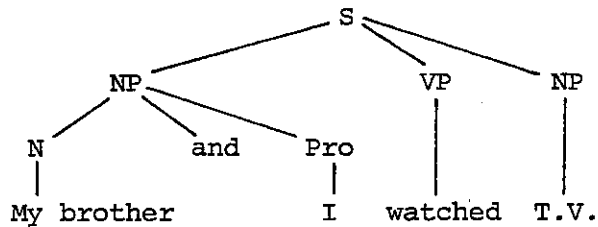
- More complex sentences are elicited.
- The students reduce them at the board.
- The students discuss why identical parts are deleted.

"It sounds more like native speech not to repeat them."

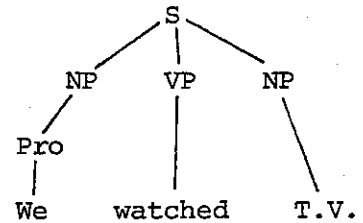
## 6. Pronoun Substitution with Conjoined Nouns

Conjoined nouns are replaced by a pronoun when the identity of the nouns has already been determined. The nouns do not remain in the sentence after the pronoun has been substituted unless a special emphasis for identification of the participant is being made.

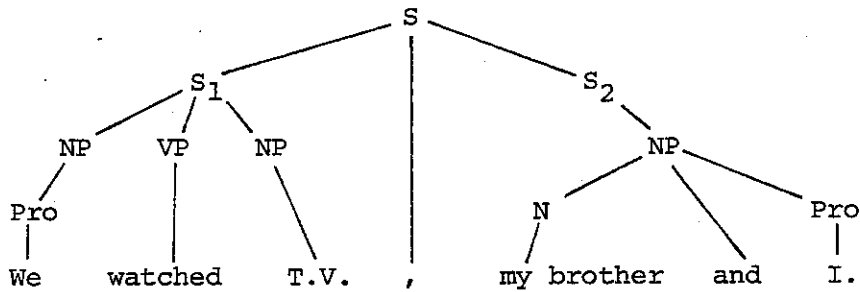
### Conjoined Nouns:



### Pronoun Substitution:



### Participant Identification for Emphasis:



a. Error: Absence of Deletion of Noun Phrase after Pronoun Substitution

(1) Examples:

Wrong: My brother and I, we washed up.

Right: *My brother and I washed up.*  
*We washed up.*

Wrong: My parents, my brother and I, we went to the café.

Right: *My parents, my brother and I went to the café.*  
*We went to the café.*

Additional Error Examples:

(2) Lesson Plan to Correct Absence of Deletion of Noun Phrase After Pronoun Substitution

OBJECTIVE:

The students will substitute a pronoun for a noun phrase correctly.

MATERIALS:

duplicate commands on separate pieces of paper (e.g., "Wash your face.")

paper clips

PRESENTATION:

- Two students mime what is written on a slip of paper:

"Wash your face."

- The rest of the class writes one sentence describing what the two students are doing:

"Adilia and Yoshi are washing their faces."

- The students then rewrite the sentences but this time do not mention the other students' names:

"They are washing their faces."

- The students read their sentences and state what they have done:

"I substituted 'they' for 'Adilia and Yoshi.'"

PRACTICE:

- In pairs, the students write a command without showing it to the other members of their group.
- Each pair mimes the command twice and the other members write what has happened, first using the students' names and then using pronoun substitution.
- The students then read the command to see if they are correct.

ASSESSMENT:

- The students discuss pronoun substitution.
- Additional sentences are elicited.

b. Standard and Alternates: Emphasis with Both Noun Phrase and Pronoun to Refer to Participant

(1) Examples:

Standard: My brother and I, we washed up.

Alternate: *My brother and I washed up.*  
*We washed up.*  
*We washed up, my brother and I.*

Standard: My parents, my brother and I, we went to the café.

Alternate: *My parents, my brother and I went to the café.*  
*We went to the café.*  
*We went to the café, my parents, my brother and I.*

Additional Examples:

(2) Lesson Plan for Emphasis with Both Noun Phrase and Pronoun to Refer to Participant

OBJECTIVE:

The students will not delete the noun phrase after pronoun substitution when emphasizing the participants.

MATERIALS:

duplicate commands on separate pieces of paper (e.g., "Wash your face.")  
separate index cards with "Who?" written on them

PRESENTATION:

- Two students mime what is written on a slip of paper:  
"Jump up and down."
- The rest of the class writes one sentence describing what the two students are doing, applying pronoun substitution:  
"They are jumping up and down."
- Another student holds up a "Who?" card. The students reply:  
"Yoichi and Nori."
- The students add what they have said onto their original sentence:  
"They are jumping up and down, Yoichi and Nori."

PRACTICE:

- The students divide up into groups.
- They are given command and "Who?" cards.
- One student mimes the command and another holds up a "Who?" card either before or after the mime performance.
- The other members of the group write the sentence, showing the participant emphasis.



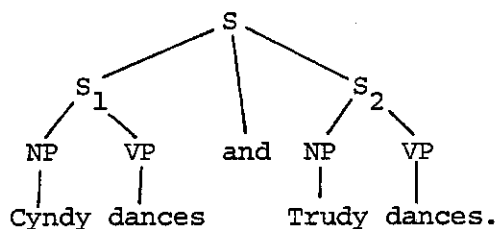
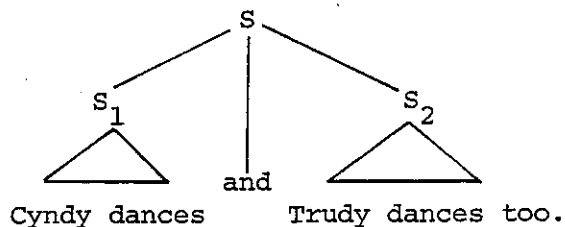
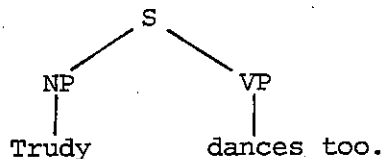
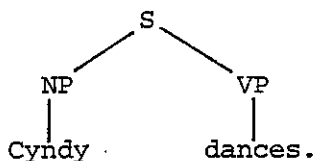
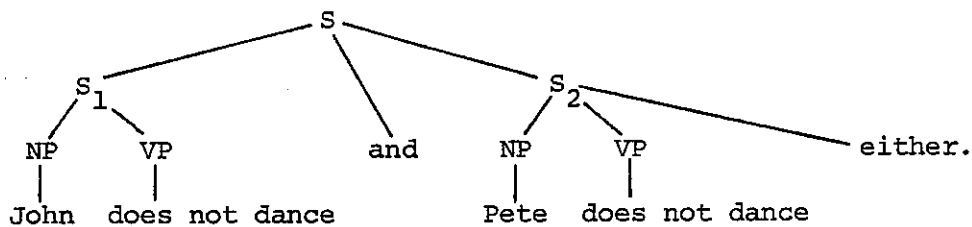
ASSESSMENT:

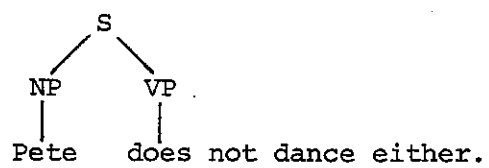
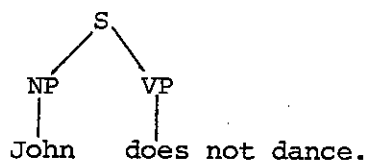
- The students discuss when a noun phrase and a pronoun both are retained in a sentence.
- Positioning of the noun phrase is also discussed.
- Other sentences are elicited.

7. Emphasis with "Too"/"Either"

"Too" is added at the end of a conjoined affirmative sentence to emphasize that the same event occurs in two conjoined sentences. "Too" is also added to a non-conjoined affirmative sentence to emphasize sameness with the preceding sentence.

"Either" is used in negative sentences instead of "too."

"TOO"Conjoined:Emphasis:Independent Sentences:"EITHER"Conjoined with Emphasis:

Independent Sentences:

a. Error: Addition of Incorrect Word

(1) Examples:

Wrong: Sportsmanship is an important thing either.

Right: *Sportsmanship is an important thing too.* .

Wrong: The classes are far away either.

Right: *The classes are far away too.*

Wrong: The food was not good too.

Right: *The food was not good either.*

Wrong: My family does not travel much too.

Right: *My family does not travel much either.*

Additional Error Examples:

(2) Lesson Plan for Correct Use of "Too" for Emphasis

OBJECTIVE:

The students will add "too" to the end of an affirmative sentence to emphasize sameness with the preceding sentence.

MATERIALS:

blank 3x5 cards

markers

PRESENTATION:

- The teacher hands out blank 3x5 cards and markers.
- She asks the students to write a topic on the card.
- The cards are collected by the teacher.
- The teacher then shows the students a card with the topic "vegetables" on it.
- The teacher says, "OK, write down two vegetables that you like."  
"carrots, corn"
- The teacher asks a student to name one vegetable that he likes:  
"I like carrots."
- Then she asks him to name another vegetable that he likes:  
"I like corn."
- The teacher writes both of these sentences on the board.
- She asks what is usually added to an affirmative sentence to show agreement:  
"Too."
- A student comes up and writes "too."  
"I like carrots. I like corn too."

- The teacher elicits what vegetables the other students like (using "too").

PRACTICE:

- The students get into pairs and the topic cards are distributed randomly to them.
- The students write two sentences for each topic.
- They state what they like about the topic, using "too" in the second sentence.

ASSESSMENT:

- The groups present a pair of sentences and explain the addition of "too" in the second sentence.

(3) Lesson Plan for Correct Use of "Either" for Emphasis

OBJECTIVE:

The students will add "either" to the end of a negative sentence to emphasize sameness with the preceding sentence.

MATERIALS:

blank 3x5 cards

markers

PRESENTATION:

- The teacher hands out blank 3x5 cards and markers to the students.
- She asks them to make a list of things that they do not do on the weekend:

"I don't study. I don't work. I don't sleep."

- A student volunteers to write two of his sentences on the board:

"I don't study. I don't work."

- The student is asked what is added to the second sentence to show sameness:

"I don't work either."

PRACTICE:

- The students are paired and asked to compare what they have written.
- The students then write sentences that show a common bond between the two of them:

"Yohko doesn't work on the weekend. I don't work on the weekend either."

ASSESSMENT:

- A topic is elicited from the students:

"school"

- A student writes a negative sentence about the topic:

"I don't like the food here."

- A second student adds another negative sentence including "either":

"I don't like the homework either."

- This is continued until all the students have given a sentence.

- The students discuss the addition of "either" for emphasis in negative sentences.



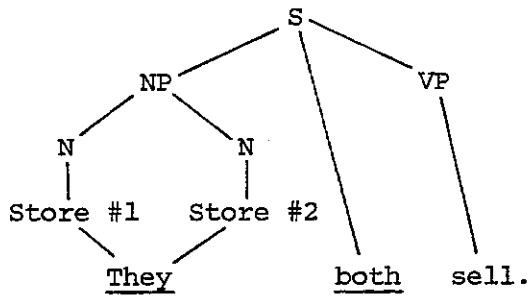
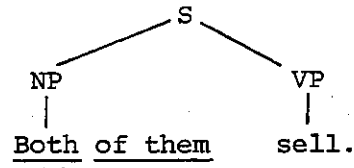
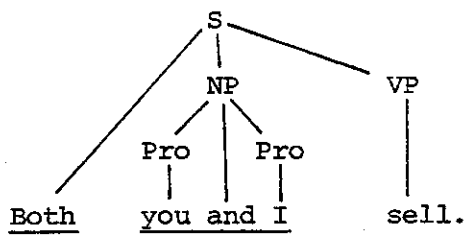
8. Emphasis with "Both"

"Both" is used to give emphasis when two entities are performing the same action or when one entity is performing two different actions. For example:

John and Zuli both work on Saturday.

John both works and plays on Saturday.

"Both" can not precede an independent pronoun unless the pronoun is the object of a preposition (such as "both of them") or the pronouns are conjoined (such as "both you and I").

Pronoun Substitution:Object of a Preposition:Conjoined Pronouns:

a. Error: Incorrect Placement

(1) Example:

Wrong: They sell both the same things.

Right: *They both sell the same things.*

Additional Error Examples:

(2) Lesson Plan to Correct Placement of "Both"

OBJECTIVE:

The students will place "both" correctly when using "both for emphasis with pronoun "they."

MATERIALS:

pairs of identical or similar articles of clothing (enough for entire class)

blank 3x5 cards

PRESENTATION:

- Two students stand up in front of the class.
- The teacher asks the class to make a statement about the two students:  
"They are males."
- Then the entire group of students is divided in half.
- Each group is given three cards.
- The two groups write each of the words from the sentence on separate cards so that the entire sentence is formed:  
"They" "are" "males."
- Both groups are given another card.
- They are told there is another word used when one wants to emphasize that two actions are happening or two entities are doing or being the same thing.
- The groups write that word on a blank card:  
"both"
- The groups then try positioning the "both" card in different positions in the sentence to find where it does or does not fit:

"They both are males."

"They are both males."

PRACTICE:

- The students pair up and select an identical or similar article of clothing to wear.
- They observe each other and write sentences using a pronoun and emphasizing with "both":

"We both are wearing ties."

"We are both wearing ties."

"We both have red ties."

ASSESSMENT:

- A few of the students' sentences are elicited and analyzed at the board for position with pronouns and with certain verbs.
- The groups discuss their findings and hypothesize why this is so.

b. Error: Incorrect Form of Pronoun

(1) Example:

Wrong: Both they sell the same things.

Right: *Both of them sell the same things.*

Additional Error Examples:

(2) Lesson Plan for Correct Form of Pronoun with "Both"

OBJECTIVE:

The students will use the object pronoun when "both" precedes the pronoun.

MATERIALS:

blank 3x5 cards

PRESENTATION:

- A sentence with "both" is written on the board:  
"They both ride motorcycles."
- The students are asked to give another way of saying this sentence:  
"Both of them ride motorcycles."
- The students are asked what has happened in order for this sentence to be produced:  
"'Both' is moved to sentence initial position."  
"'They' becomes the object of a preposition with 'of' and therefore changes to 'them.'"

PRACTICE:

- The students are given 3x5 cards.
- They write their names on the cards.
- They write a sentence using "both" and a subject pronoun.
- The students are told that the cards will be given to another student to change the pronoun and the position of "both."
- The cards are collected and re-distributed randomly.
- The students change the sentence and write it on the back of the card.

- The cards are then returned to their originator and corrected if needed:

"We both studied English all day yesterday."

"Both of us studied English all day yesterday."

ASSESSMENT:

- The students are asked who has a sentence card with the pronouns we, you, and they.
- The students write their sentences and another student changes them on the board.
- The students analyze and discuss the sentences:

"You both are good eaters."

"Both of you...."

"We both make a lot of money."

"Both of us...."

"They both talk a lot."

"Both of them...."

Part B

RELATIVE CLAUSES





a. Error: Incorrect Substitution(1) Example:

Wrong: We moved into our new flat who was comfortable and bigger than the old one.

Right: *We moved into our new flat which was comfortable and bigger than the old one.*

Additional Error Examples:

(2) Lesson Plan for Correct Substitution of Relative Pronoun

OBJECTIVE:

The students will use the relative pronoun "which" or "that" when referring to an inanimate object in written discourse.

MATERIALS:

chalkboard

chalk

pictures of objects and people

PRESENTATION:

- The students are asked to list some relative pronouns:

"who, that, which"

- They state when each is used:

"'Who' is used with people."

"'That' or 'which' is used with inanimate objects."

"'Which' is preferred in written discourse."

- The students are asked to create a sentence with a relative clause which refers to an inanimate object:

"The book which belongs to you is over there."

PRACTICE:

- The students are paired up.
- Each student writes two sentences that can be combined into one sentence with a relative clause.
- The students then give their two sentences to their partner to combine using the appropriate relative pronoun:

Student A gives Student B:

"The girl is in my class."

"The girl has long hair."

Student B combines the two to produce:

"The girl who has long hair is in my class."

ASSESSMENT:

- The teacher holds up a picture.
- The students write about the picture using a relative embedded sentence.
- This is repeated several times and the students take turns reading their sentences to the class.
- The students emphasize the relative pronoun.

b. Error: Omission of a Relative Pronoun

(1) Example:

Wrong: It is book helps our studies.

Right: *It is a book which helps our studies.*

Additional Error Examples:

(2) Lesson Plan to Correct Omission of a Relative Pronoun

OBJECTIVE:

The students will not delete relative pronouns when they are subjects of an embedded clause but may when they are the objects.

MATERIALS:

brown paper  
sentence cards  
markers  
blank 3x5 cards

PRESENTATION:

- These two sentences are presented to the class:
  1. "The house which you lived in was burned down."
  2. "The fire which burned down our house started next door."
- A blank card is placed over the relative pronoun in sentence #1.
- This is repeated for sentence #2.
- The students read each sentence and say whether or not it is correct:
  - "Number 1 is correct: The house you lived in was burned down."
  - "Number 2 is incorrect: The fire burned down our house started next door."
- In small groups the students discuss whether or not the relative pronoun can be deleted in each of these sentences and why.
- The groups report their findings to the class as a whole.

PRACTICE:

- The groups are given two blank sentence cards and two blank 3x5 cards.

- The students write a relative embedded sentence on each sentence card: one with a relative pronoun used as a subject, the other with a relative pronoun used as an object.
- The members of the group cover the relative pronoun with a blank 3x5 card.
- They read the sentence and then decide whether or not the sentence is correct with the deletion.

ASSESSMENT:

- The cards are collected and distributed among the class.
- The students delete the pronoun (if possible) and write the sentence on the back of the card.
- Each student reads the original sentence and then the deleted version (if one exists).
- The rest of the class corrects or affirms that student's decision.

c. Error: Absence of Deletion of Pronoun

(1) Example:

Wrong: I forgot my umbrella which I'm needing it today.

Right: *I forgot my umbrella which I need today.*

(Refer to Conjoined Sentences, p. 15)

Additional Error Examples:



(2) Lesson Plan to Correct Absence of Deletion of PronounOBJECTIVE:

The students will delete the pronoun when relative pronoun substitution has occurred.

MATERIALS:

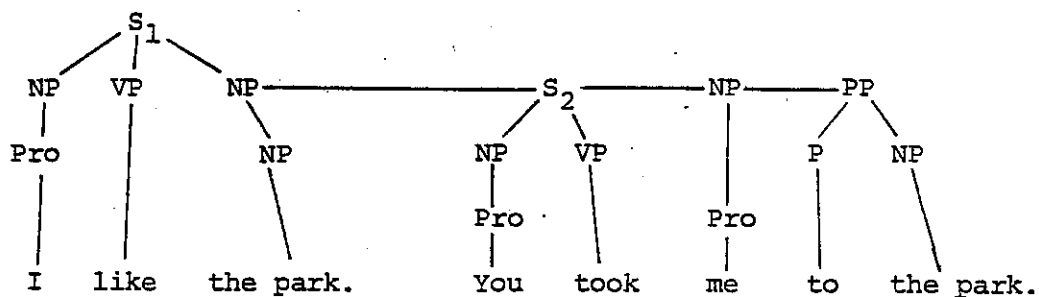
brown paper

sentence diagrams

markers

PRESENTATION:

- The class is shown this sentence diagram on brown paper:



- The class is asked what needs to be done to make these sentences into one relative embedded sentence.
- As the students speak, another student shows the movement or changes on the paper (relative pronoun substitution and relative pronoun fronting are shown).
- The teacher emphasizes that relative pronoun substitution means just that; no other referent should be used after the substitution has occurred.

PRACTICE:

- In small groups the students diagram a sentence of their own choice on brown paper.
- They show the substitution and fronting with lines and arrows.

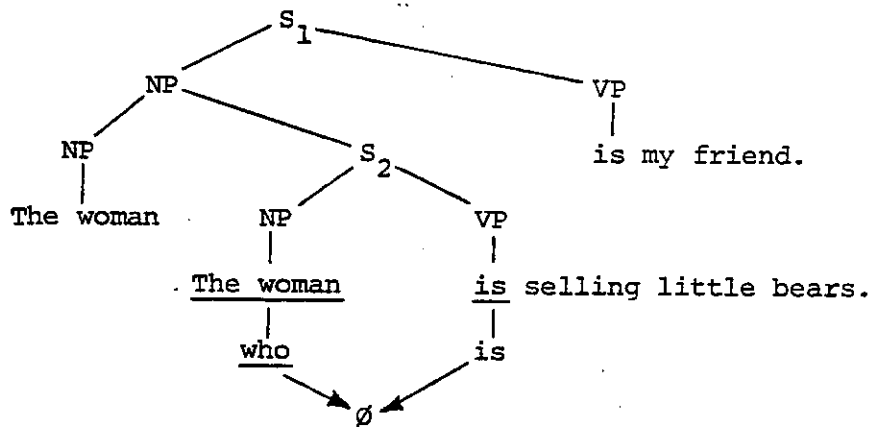
ASSESSMENT:

- The papers are displayed at the front of the class.
- They are discussed and analyzed.
- Other examples are elicited and diagrammed by the students.

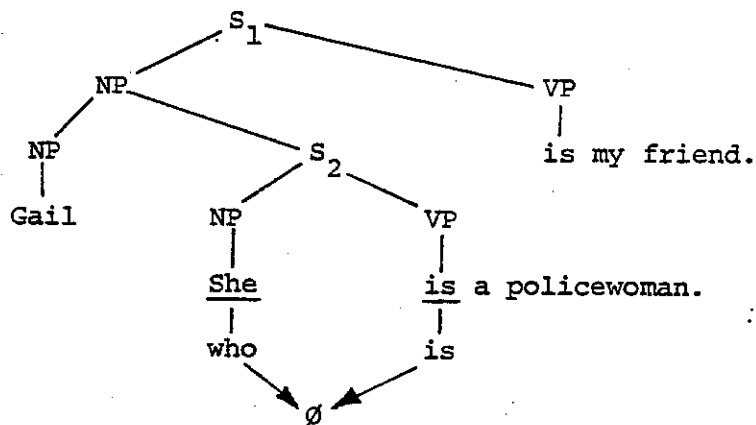
## 2. Relative Pronoun and "BE" Deletion

The relative pronoun and "BE" can be deleted from the relative clause. Both the relative pronoun and "BE" must be deleted together. The remainder of the sentence is simply joined together with no restructuring of its parts.

### Auxiliary BE:



### Copula BE:



a. Error: Incomplete Deletion

(1) Example:

Wrong: The woman who wearing a sweater has short hair.

Right: *The woman wearing a sweater has short hair.*

Additional Error Examples:

(2) Lesson Plan to Correct Incomplete Deletion

OBJECTIVE:

The students will delete both the relative pronoun and "BE" together.

MATERIALS:

action pictures

blank 3x5 cards

PRESENTATION:

- An action picture is held up in front of the class.
- The students make a relative embedded sentence about the picture:  
    "The monkey who is swinging in the tree has long arms."
- The students are asked if this sentence can be reduced, and if so, which word(s) can be deleted.
- A student underlines "who is" and covers the words with blank cards.
- Then he reads the sentence:  
    "The monkey swinging in the tree has long arms."
- From examining this sentence, the students are asked to hypothesize a rule:  
    "When 'BE' follows a relative pronoun and deletion is preferred, both words must be deleted together."

PRACTICE:

- Students are paired up.
- Each student is given an action picture.
- Each student writes a sentence about his picture using a relative pronoun and "BE."

- The picture and sentence are shown and read, respectively, to the partner.
- Then the sentence is reduced by the partner.

ASSESSMENT:

- Sentences with reductions are elicited from the students.
- The students analyze their reductions.

b. Error: Incorrect Restructuring

(1) Example:

Wrong: You can watch the walking people and you meet friends.

Right: *You can watch the people (who are) walking and you meet friends.*

(Refer to Conjoined Sentences, p. 35)

Additional Error Examples:

(2) Lesson Plan for Correct Restructuring

OBJECTIVE:

The students will restructure a relative embedded sentence correctly after deletion.

MATERIALS:

freelance pictures (see p. 77)

paper

markers

PRESENTATION:

- A freelance picture is held up.
- The students are asked to write a relative embedded sentence using both a relative pronoun and "BE":

"The shark who is smiling at me has two teeth."

- The students then reduce and rewrite their sentences.
- A student comes up to the board and writes out this process:

"The shark who is smiling at me has two teeth."

"The shark ( ) smiling at me has two teeth."

"The shark smiling at me has two teeth."

- The student explains each step.
- The teacher emphasizes that restructuring is simply closing the sentence by pulling the parts together.

PRACTICE:

- The students each draw a freelance picture to be used for eliciting relative embedded sentences.
- The pictures are held up individually.

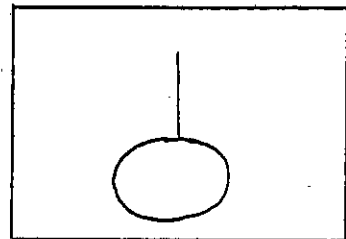
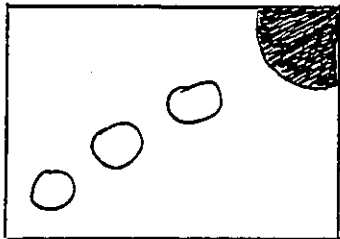
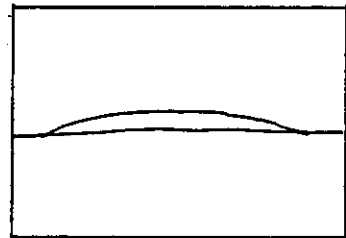
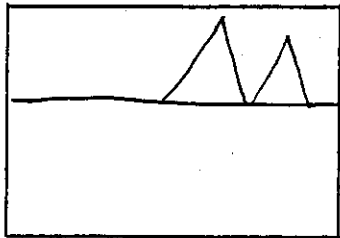
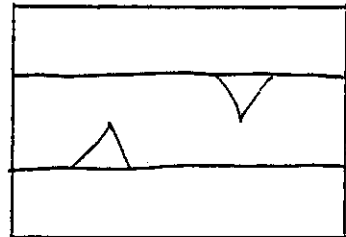
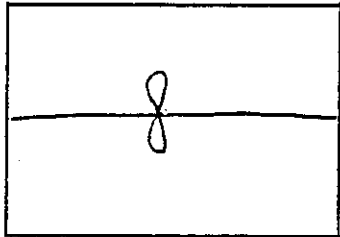
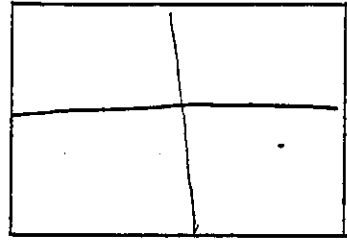
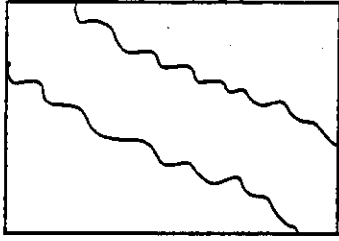


- Sentences relating to the pictures are elicited from the students.
- These sentences are reduced and restructured.

ASSESSMENT:

- The students work with other freelance pictures in groups.
- The sentences they write are reduced and restructured.

Freelance Pictures<sup>1</sup>



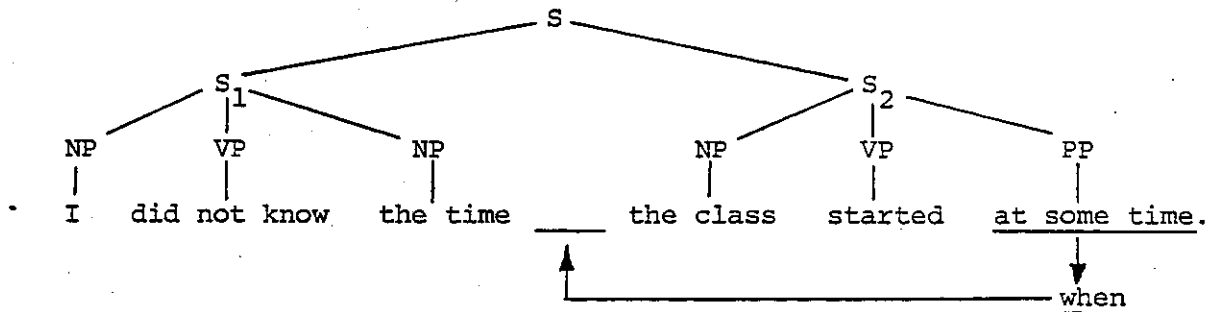
<sup>1</sup>This is an adaptation from: Doodles by Roger Price (Price/Stern/Sloan Publishers, Inc., 1966)

### 3. Relative Adverbs

Relative adverbs may be used together with the head noun to which they refer:

<u>Head Noun</u>		<u>Relative Adverb</u>
the time	+	when
the place	+	where
the reason	+	why

It is common, however, to delete either the head noun or the relative adverb. This deletion must occur when the head noun manner or way is used with the relative adverb how.



a. Error: Omission of Verb

(1) Example:

Wrong: He didn't know where Pizza My Heart.

Right: He *didn't know where Pizza My Heart was.*

Additional Error Examples:

(2) Lesson Plan to Correct Omission of Verbs

OBJECTIVE:

The students will include a subject and verb in a relative clause.

MATERIALS:

brown paper

markers

sentence cards

PRESENTATION:

- The teacher elicits relative adverbs and a few relative adverb embedded sentences from the class.
- The students identify the parts of speech for each word in the sentence.

PRACTICE:

- The class is divided into groups.
- Each group is given a relative adverb embedded sentence:
  - "I know where she lives."
  - "I know why she left."
  - "I want to know how he did that trick."
  - "He did not know when to go to bed."
- The groups study their sentence and rewrite it on brown paper.
- They mark what parts of speech the words in the sentence are.

ASSESSMENT:

- The brown papers are displayed in front of the class.
- They are explained by the students in each group.

- The groups show that a subject and verb are present in both the main clause and the relative clause.

b. Error: Incorrect Relative Adverb

(1) Example:

Wrong: I feel free to talk about the reason what I feel these things.

Right: *I feel free to talk about the reason why I feel these things.*

Additional Error Examples:

(2) Lesson Plan for Use of Correct Relative AdverbOBJECTIVE:

The students will combine head nouns and relative adverbs correctly.

MATERIALS:

3x5 cards (3 sets with relative adverbs and 3 sets with head nouns)

brown paper

markers

PRESENTATION:

- The class is shown these two cards together:

the reason why , then

the place where , then

the time when .

- The students are asked to give sentences using these pairs of cards together:

"I didn't know the reason why she left."

PRACTICE:

- In groups, the students are given two sets of cards.
- One set of cards has a head noun and the other set has a relative adverb.
- The groups arrange the cards so that the appropriate head noun precedes the relative adverb.
- Each student is responsible for writing a sentence using each pair.
- The group is responsible for correcting each other's sentences.



ASSESSMENT:

- The teacher collects all of the cards.
- She presents a head noun card and then a relative adverb card.
- The students affirm or negate their union.
- If the union is an affirmative one, then a sentence must be given using the head noun and relative adverb.
- This is repeated until all of the cards have been paired appropriately. For example:

the place	why	=	negative
-----------	-----	---	----------

the place	where	=	affirmative
-----------	-------	---	-------------

"I know a place where the fishing is good."

c. Error: Incorrect Combination of Head Noun and Relative Adverb

(1) Example:

Wrong: I hoped he knew the way how to get to my house.

Right: *I hoped he knew the way to get to my house.*  
*I hoped he knew how to get to my house.*

Additional Error Examples:

(2) Lesson Plan for Correct Combination of Head Noun and Relative Adverb

OBJECTIVE:

The students will not combine the head noun(s) way/manner with the relative adverb how.

MATERIALS:

sentence cards with one sentence on each card

PRESENTATION:

- The class is presented with two sentence cards:  
"They liked the way she taught the class."  
"They liked how she taught the class."
- The students are shown that these two sentences are the only combinations for the relative adverb how.

PRACTICE:

- The students are divided in half.
- One group writes a sentence using the relative adverb how.
- The other group writes a sentence using the head noun the way.
- The two groups exchange papers.
- They rewrite the sentence using either the head noun or the relative adverb (depending on which is not on their paper already).
- The papers are returned to the other group.

ASSESSMENT:

- The students discuss the head noun and relative adverb with how rule.
- More sentences are elicited to assess.

d. Standard and Variation: Optional Deletion

(1) Example:

Standard: My little brother didn't understand the reason  
why I wanted to study in the U.S.A.

Variation: *My little brother didn't understand the reason  
I wanted to study in the U.S.A.*

*My little brother didn't understand why I wanted  
to study in the U.S.A.*

Additional Examples:

(2) Lesson Plan for Optional Deletion

OBJECTIVE:

The students will delete either the head noun or the relative adverb.

MATERIALS:

3x5 cards (one group with relative adverbs: where, why, when;  
one group with head nouns: the place, the reason, the time)

blank sentence cards

PRESENTATION:

- At the board, a few sentences are written:
  - "I know the time she expects me."
  - "He did not know why I was upset."
  - "I could not find the place she told me to go to."
- The students are asked to identify the head nouns and relative adverbs in each of the sentences.
- The students notice that each sentence contains only one or the other.
- The students are shown that either the head noun or the relative adverb can be deleted.

PRACTICE:

- The students are given blank sentence cards.
- They are also given a 3x5 card with either a head noun or a relative adverb on it.
- Each student writes one sentence using what is written on their relative adverb or head noun card.
- The students then exchange their 3x5 card with another student.

- Again, they write a sentence.
- This is repeated until the students have a sentence for each of the head nouns and each of the relative pronouns. (Six sentences are written altogether by each student.)

ASSESSMENT:

- Each student is asked to read a sentence that s/he has written.
- The other students correct or accept the sentence.
- Head noun or relative adverb deletion is discussed.