Defining Relative Clauses (Who, Which, and That)

**Grammar Lesson Plan**

Level

Intermediate

Students

12

Length

35 minutes

Instructor

Kim, Hyejin

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| **Materials:**  - Two sentence notes for students who demonstrate  - 12 copies of the controlled practice worksheet  - Substitution Table  - 12 pieces of note for the less controlled practice  - Bingo game (4  - White board and board markers |
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| **Aims:**  - Ss will predict the meaning of the defining relative clauses by showing the demonstration using the realia.  - Ss will know the form of the defining relative clauses by teacher’s explanation (eliciting CCQ) and substitution table.  - Ss will practice the defining relative clauses by answering concept check questions and completing the worksheets.  - Ss will practice speaking and listening ability by sharing ideas in a group and present each other’s opinion. |
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| **Language Skills:**  - Reading: reading the text “What’s all that nonsense?” and the worksheet  - Writing: answering the worksheets and writing a poem  - Listening: listening to teacher’s presentation, instruction, demonstration and group members’ ideas of a poem  - Speaking: Sharing ideas in a group and presenting a group activity (poem) in class |
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| **Language Systems:**  - Phonology: drilling the sentences  - Grammar: use of the relative clauses (who, which) |
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| **Assumptions:**  - Students can make/understand a completed sentence.  - Students know the meaning of who and which.  - Students are able to identify a person or a thing. |
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| **Anticipated Errors and Solutions:**  - Students may have a hard time drilling  → Give students more chances to practice together and individually.  - Students may not know how to play the bingo game  → Show how to play the game by demonstrating.  - If time is short for the less controlled practice  → Give students time limit and ask one of the group members to present their sentence. |
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| **References:**  **-** Willians, Ivor.Grammar Zone 4. New York: Mc Graw Hill Publishing Co., Inc, 2008. Print. |

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| **Lead-In** | | |
| Materials: realia, notes for students | | |
| Time  5 min | Set Up  Whole Class | Procedure:   * Greeting   Good morning everyone, how was your *Sulnal*?  *Review*  Do you remember what we had learned previous class? We learned the conjunctions such as *and, but, or, so, and etc*. For example, I say, “Irene is a student. She studies English.” You can combine these two sentences simply using *and* like “Irene is a student, and she studies English.” Otherwise, “Irene is a student and studies English,” if she is Irene.  (Student’s name), can you make another example using the conjunction *but*?  (Student answers)  Very good. Now, we will learn another way to combine two sentences in a sentence.  *Contextualization*  Ask Taylor, “Do you like Mona?” (If she answers “yes”, then say, “I like Taylor who likes Mona.”) (If she answers “no”, then say, “I like Taylor who doesn’t like Mona.”) (Similarly, play with other students if time allows or students don’t understand.)  Ask students about coffee. Say, “Coffee contains caffeine.” Find someone who drinks coffee and ask “what are you drinking?” (If the person say “I am drinking coffee,” then say, “(the person’s name) is drinking coffee which contains caffeine.” (Similarly, play with other students if time allows or students don’t understand.)  *Guided Warmer Activity*  Say “I will show you a drama.” Ask Sunny and Liam come out and give each person a note that I prepared. [Sunny: I love Liam.] [Liam: I love Taylor.]  Tell students, “Do you know about the triangle love?” Sunny said, “I love Liam,” but Liam said “I love Taylor.” In this case, I can summarize the situation such that **Sunny loves Liam who loves Taylor.** |

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| **Presentation** | | |
| Materials: substitution table | | |
| Time  7 min | Set Up  Whole Class | Procedure:   1. **Recall**   What did I just say? (Sunny loves Liam who loves Taylor.) Sunny said, “I love Liam,” and Liam said “I love Taylor.” We had two different sentences. However, I only said one sentence which combined two sentences. Try to discuss how I combined two sentences. I’ll give you 3 minutes and afterwards we will discuss as a whole group. (3 students in a group)  *CCQ*  How much time do we have?  Do you work alone?  What do you discuss?  (Let students discuss and monitor discretely. After 3 minutes let groups take turns to tell you the story of the video.)   1. **Reflect**   Excellent work! Now can you combine these two sentences? I ate hotdog. The hotdog was undercooked. (Let students answer first and find the rules of **form**. If they can’t, try to elicit to use the relative pronoun, which.)  Try eliciting more questions from students to pull out the rules of **meaning** of the relative clauses. Some possible questions: ‘Did I enjoy hotdog?’, ‘Who ate the uncooked food?”, and etc.   1. **Conclude**   Substitution Table   |  |  |  | | --- | --- | --- | | I am a teacher | who | teaches math. | | Layla is a manager | Takes care of children. | | She has a pencil case | which | Contains color pens. | | Dinosaurs are large animals | Lived millions of years ago. |   Drilling  (Simple repetition drill using the Substitution Table)  Listen to what I say and don’t repeat.  *CCQ*  What do you do?  (Point to the Substitution Table while reading)  Now listen and repeat.  *CCQ*  What do you do?  (Point to the Substitution Table while reading and whole class repeat)  Good. Now I will pick some students to repeat individually.  (Point to the Substitution Table and pick students)  CCQ  Ok, let’s talk about the meaning of this sentence; Matt is a teacher who teaches Tesol.  Does Matt teach art? (N)  Does Matt learn Tesol? (N)  Does Matt teach Tesol? (Y)  This is another example; A blender is a machine which mixes food.  Does an oven mix food? (N)  Is a blender warming food? (N)  Does a blender mix food? (Y)  (Students answer the questions, and the teacher explains the reason.)   1. **Prepare**   Now, let’s practice it.  Are you ready to use the relative pronouns? |

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| **Practice** | | |
| Materials: 12 copies of the worksheets for controlled and less controlled practice | | |
| Time  5 min  5 min | Set Up  Whole Class  Individually  Whole Class  Groups  Whole Class | Procedure:   1. **Controlled Practice 1**   *Instruction*  Do the worksheet questions number 1 to 5. Match the two parts of the sentences individually. You have 1 minute.  *CCQ*  How much time do you have?  What do you do?  Are you working alone?  (Pass out the worksheet and run task)  *Feedback*  Do you need more time to do?  (If yes, give 30 seconds extra reading time.  If no, check answers together.)   1. **Controlled Practice 2**   *Instruction*  Do the worksheet questions number 6-11. Complete the sentences with who, that, or which individually. You have 1 minute.  *CCQ*  How much time do you have?  What numbers of question you answer?  Do you work with others?  (Run task)  *Feedback*  Do you need more time to do?  (If yes, give 30 seconds extra reading time.  If no, check answers together.)   1. **Less-Controlled Practice**   We will do an activity that I named “Be My Parts” In a group of three students, each student has a piece of paper written about a sentence, a relative clause, or anything (a blank paper.) You should find your classmates who can help you to finish your sentence. Besides, you should write a related sentence on the blank paper. Then each group will read out your sentence. You have 3 minutes.  (Pass out the pieces of paper randomly)  CCQ  How many people are in a group?  Do you fill it in the blank paper?  How much time do you have?  *Feedback*  Do you need more time to do?  (If yes, give 30 seconds extra time.  If no, each group presents their sentence.) |

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| **Production** | | |
| Materials: Bingo game paper | | |
| Time  8 min  7 min | Set Up  Whole Class  Groups  Whole Class | Procedure:   1. **Free practice**   *Instruction*  Now, let’s make own structure by playing the bingo game (4 4). 3-4 students are in a group. Then, do the rock paper scissors to decide which group goes first. There are numbers, one through sixteen, and each number’s back side hides a picture of a person or a thing. Students call a number and make a sentence using the picture with a relative pronoun. Make four lines to win the game.  *Demonstration*  For example, I call number 1, and then I turn the ‘number 1’ paper and see the picture of a dog. I say, “I have a dog which is mixed breed.  *CCQ*  How many lines do you have to make to win?  Do you work alone?  Monitor discreetly by giving *feedback* for each number (sentence)*.*  When a group makes four lines, the activity ends naturally.   1. **Warp-up**   Did you have fun learning the relative clause?  I hope you are the student who practices the relative clause in a sentence during the weekend.  We will learn more relative clauses next time. |