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| Listening  Speaking  Reading  Grammar  Writing |
| Topic: Relative Clauses |

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| Instructor:  Jane Kim Mi-gyeom | Level:  Upper-intermediate | Students:  15 | Length:  30 Minutes |

Materials:

* Board & Markers
* Pictures of library people and reading books (15 copies) & wallchart
* ‘complete & error’ worksheets and answer sheets (15copies)
* ‘Poor Crow and Sneaky Fox’ worksheets (4 copies for each part)
* ‘Life Changing Moment’ worksheets (15copies)
* ‘Likes and dislikes’ worksheets (15copies)

**Aims:**

* To review and practice a variety of relative clauses’ usage by defining of nouns.
* Building confidence in using relative clauses by describing goods, people and other related workplace situations.
* To practice questions and answers, specific description by interviewing their partner.
* To develop intensive listening, speaking, reading and writing skills by extending a story, interviewing from discussion.
* To build team work and cooperation skills by a group discussion
* To enable students to improve grammar skills by taking a grammar class to learn about relative clauses
* To enable students to improve grammar skills by applying their knowledge to answer inductively

Language Skills:

* **Reading:** Students will read sentences and questions to take a class.
* **Listening:** Students will listen to others’ short talks
* **Speaking:** Students will be talking by expressing their opinions what they want to share and what they guess to find out the answers.
* **Writing:** Students will write a story to extend, a story of <A crow and a fox> and ‘Life Changing Moment’.

Language Systems:

* **Lexis :** None to discuss
* **Function:** answering questions and completing worksheets
* **Discourse:** interviewing each other
* **Grammar:** usage of relative clauses
* **Phonology:** None to discuss

Assumptions:

* Students already know all kinds of relative pronouns, relative adverbs, and English pronoun.
* Students can assume there will be some group works and know how to run.
* Students are willing to participation the class.

Anticipated Problems and Solutions:

- **Students have difficulties to apply relative clauses.**

=>Give more time to think and let them find out themselves from drills or a word building that makes students lead the class actively with teacher.

- **Students may need more time to work on extending a story <A crow and a fox>**

=> If it takes longer than given time, ask other groups which have already finished their tasks to help a group to complete their task

**- If time is short,**

=> Take one or two minutes until students finished their task

**- If students finish their tasks earlier than anticipated,**

=>Run SOS activity

References:

www.google.co.kr

**To activity:**

http://esl.about.com/od

www.eslprintable.com

www.onespotenglish.com

**To vocabulary:**

www.merriam-webster.com

www.thesaurus.com

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| Lead In | | | |
| Materials:  Board & Markers, pictures of library people and reading books & wallchart | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| Total:  4min | Whole | Greeting with T  Thinking and talking with T about T’s questions. This process makes Sts concentrate on the class and find out what they will learn by themselves inductively. | Greeting  Hello guys. How are you?  Eliciting  (showing pictures – library, people reading books) What can you see? **“library”**  What are they doing? **“reading books”**  Then can I say like this?  **“A library is a place where people read or borrow books.”**  1. What is a white board? What is it for?  **’A white board is a thing which we can write with markers.’**  2. What is a doctor?  ‘ **A doctor is a person who takes care of patients’**  (putting a wallchart on the board)   |  | | --- | | ‘A place where people read or borrow books.’  ’A thing which we can write with markers.’  ‘A person who takes care of patients.’ |   Will you read this together?  So, you and I used the words who, which and where. (underlining 3 words who, which, and where) Can you tell me what we call these words?  *\*If students don’t say ‘relative clauses’, using a word building until they say.*  *“re… re… re… rela…”*  Yes, right! These are ’relative clauses’! (writing on the board) So, today, we will talk about relative clauses. |

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| Pre-activity | | | |
| Materials:  board & markers, ‘complete & error’ worksheets and answer sheets (15copies) | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| Total:  8min  2min  4min  2min | Whole  group  whole | Thinking about T’s questions. And try to answer.  Every Sts gets worksheet.  Solve the questions.  If they need to correct, they can correct it. | CCQs  1. What is different between who and which?  (tapping on the board) “‘Who’ is referring to ‘a person’. ‘Which’ is referring to ‘a thing’.”  2. Is there any word to replace with ‘who’ and ‘which’?  **“that”**  3. Can the word ‘that’ also replace with ‘where’?  “No. it can’t. ‘Where can’t replace with ‘that’.”  Instructions1  Before we start a funny thing, I will divide you into 4 groups. (Divide sts very clearly)  ‘Group A, B, C, D’  Here is an activity about relative clauses.  For 4 minutes, you can discuss within your group.  (Distribute ‘complete & error’ worksheet to every sts.)  Demonstration  Would you look at letter A, number1? Barbara works for a company and blank. You have to make a complete full sentence using in the box. So, look at the box. Um, ‘it makes furniture’ will be suitable. ‘It’ should be replaced with ‘which’. So, the answer is ‘Barbara works for a company which makes furniture.’ Clear? Now is your turn. You have to work with your members.  ICQs  1. What will you do now?  2. Do you work alone?  Monitoring  Giving sts a time warning by noticing how much time is left.  “30 seconds left. 15 seconds left. And, time’s up! Have you all finished?”  (tapping on the board)  Feedback & Error correction  “(S), Would you read your answer of letter A, number 2?”  “(S), Would you read your answer of letter B, number 3?”  (Give the answer sheets and check their answers in 30 seconds)  “Is everything OK?”  Check their answers. If any error is found, correct the error. |

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| Main Activity | | | |
| Materials:  ‘Poor Crow and Sneaky Fox’ worksheets (4 copies for each part) & wallchart | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| Total:  9min  1min  3min  5min | Whole  group  whole | Thinking about T’s questions. And try to answer.  Doing activity within group.  One St in each group writes their story on the board.  Check their stories and grammar with T. | CCQs  1. For using relative clauses, what we have to check first?  T will not tell the answer directly.  “We need to distinguish between a person and a thing. So, if it is a person, then it can be replaced with ‘who’. And, if it is an animal or a thing, we can be replaced with ‘which’. But there is an exception.  2. Sometimes we can use ‘who’ to animals. Isn’t it weird? Do you know when it can be?  “When we talk about a fable, to come closer to readers.”  Instructions  (showing a story)  Now, we will do a very interesting activity. Before we start, I will divide you into 3 groups. (Divide sts very clearly)  I prepared a story. It is about ‘Poor Crow and Sneaky Fox’. Each group will have a part of this story. You are going to be a writer. You have to complete the story using relative clauses what we learned. I will give you 3minutes.  (Distribute ‘Poor Crow and Sneaky Fox’ for each part to every sts.)  ICQs  1. What will you do now?  2. Do you work alone?  Monitoring  Giving Sts a time warning by noticing how much time is left.  “30 seconds left. 15 seconds left. And, time’s up! Have you all finished?”  (tapping on the board)  While Sts are doing their work, T put the wallchart on the board. (take a wallchart on the board)  Feedback & Error correction  “This is a right order. So, which group took the first? One St in each group writes your story on the board, please.”  “(S), could you read this story slowly for us?”  Check and circle relative clauses which Sts wrote down.  “Few minutes age, what did I say that which word can be replaced with ‘who’ and ‘which’?”  **“that”**  “(S), could you read the first sentence into ‘that’?”  Nice work! |

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| Post Activity | | | |
| Materials:  ‘Life Changing Moment’ worksheets (15copies) | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| Total:  9min  2min  5min  2min | Whole  pair or  group  whole | Thinking about T’s questions. And try to answer freely.  Interview St’s partner.  Have a short presentation about their interview.  After feedback, wrap up the class. | CCQs  1. Have you experienced any occasions that affected your life changed?  2. Can we remember that experience clearly?  “Yes, we can remember our past.”  T will not tell the answer directly.  Instructions  You and your partner should have an interview each other about life changing moment.  (Distribute ‘Life Changing Moment’ to every Sts.)  I’ll give you 5 minutes.  ICQs  1. What will you do now?  2. How many minutes do you have?  Feedback & Error correction  After their own time for interview, 2-3 Sts have a presentation. If any error is found, correct the error.  Ending  Today, you guys did a great job. Thank you very much! |

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| SOS Activity | | | |
| Materials: ‘Likes and dislikes’ worksheets (15copies) | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| Total:  10min  1min  6min  3min | whole  individually & pair | Answer to T.  Take the worksheet one by one.  After doing individual work, talk about topic in pair.  Have a short presentation about their preference.  After feedback, wrap up the class. | CCQs  1. Do you think that everyone has the same preferences?  2. Is it difficult to divide someone’s likes and dislikes?  Instructions  Now, we are going to write down, what you like and what you dislike. Take this paper.  (Distribute ‘like and dislike’ worksheet to every Sts.)  The first table is yours. And the other one is your partner’s. Once, you are finished with yours, you interview your partner to find out what she/he likes only. I will give you 6minutes.  ICQs  1. How much time do you have?  2. Do you work in group?  Monitoring  Giving sts a time warning by noticing how much time is left.  “3 minutes left. If you are done, interview your partner now.”  (After they’re writing)  At their seats, let 4-5 sts have a short presentation about their preference.  Feedback  What kind of people do we want in common?  What kind of house do we want in common?  What kind of car do we want in common? |

Materials: Pre-activity

A. Complete the sentences. Choose the best ending from the box and change each subject into a relative clause.

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| **he** invented the telephone | **it** makes furniture |
| **she** runs away from home | **it** gives you the meaning of words |
| **they** stole my car | **it** cannot be explained |

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| 1. Barbara works for a company |  |
| 2. The book is about a girl |  |
| 3. A mystery is something |  |
| 4. The police have caught the men |  |
| 5. A dictionary is a book |  |
| 6. Alexander Bell was the man |  |

B. These sentences are wrong. Correct them.

1. I don’t like stories who have sad ending.

2. What was the name of the person which phoned you?

3. This is a restaurant who Jane used to go.

4. The driver which caused the accident was fined $50.

**Answer**

A.

1. Barbara works for a company which makes furniture.

2. The book is about a girl who runs away from home.

3. A mystery is something which cannot be explained.

4. The police have caught the men who stole my car

5. A dictionary is a book which gives you the meaning of words.

6. Alexander Bell was the man who invented the telephone

B.

1. I don’t like stories which have unhappy.

2. What was the name of the person who phoned you?

3. This is a restaurant where Jane used to go.

4. The driver who caused the accident was fined $50.

Materials: Main-activity-answer

**Extending a story** Write your own story. You should use who or whom and which. You will make in order, after you are done with other groups.

(1) A big black crow, which was sitting in a tree with a big piece of cheese, which .

A fox, which passed by and saw her.

‘Oh, crow!’ said the fox.

(2) ‘How beautiful you are! I’m sure you have a beautiful voice too! Please sing for me!’ The crow, which ,

Opened her beak and sang. The cheese, which , fell to the ground.

(3) The fox, which , took the cheese and ran off to share it with his wife, who ,and children who .

Materials: post-activity

LIFE CHANGING MOMENTS <Interview your partner>

1. Can you remember a day when you made a big decision?

2. Can you remember a person who had a big influence on you as a child?

3. Can you remember a thing which you really wanted to have when you were young?

Materials: SOS-activity

**Like and dislike** Using relative clause who or which, write down about you.

My name: ( )

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| 1 | l like people |  |
| I dislike people |  |
| 2 | I like food |  |
| I dislike food |  |
| 3 | I like place |  |
| I dislike place |  |
| 4 | I like teacher |  |
| I dislike teacher |  |

Your partner: ( )

|  |  |  |
| --- | --- | --- |
| 1 | l like people |  |
| 2 | I like food |  |
| 3 | I like place |  |
| 4 | I like teacher |  |

Picture: library



Picture: reading books

