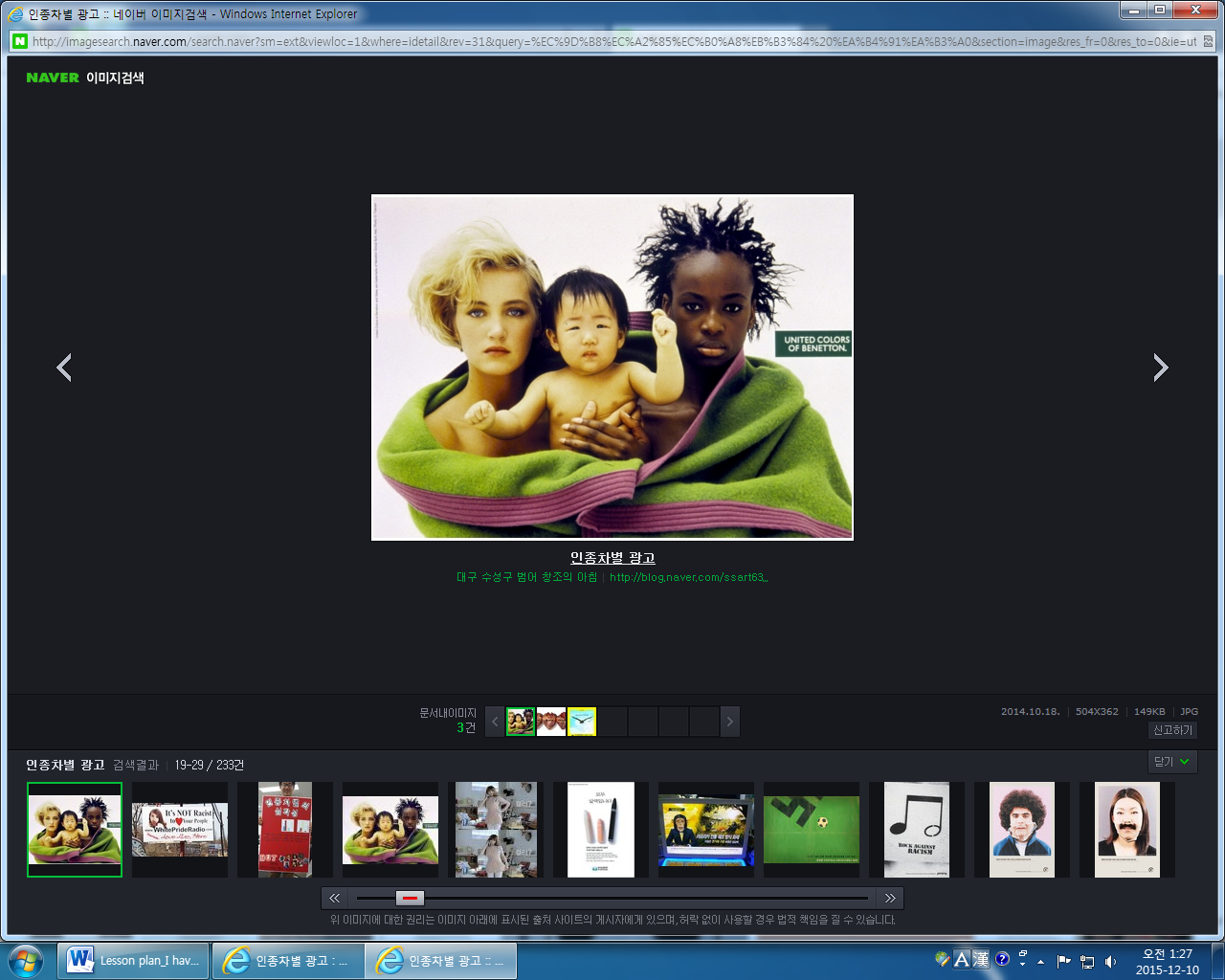
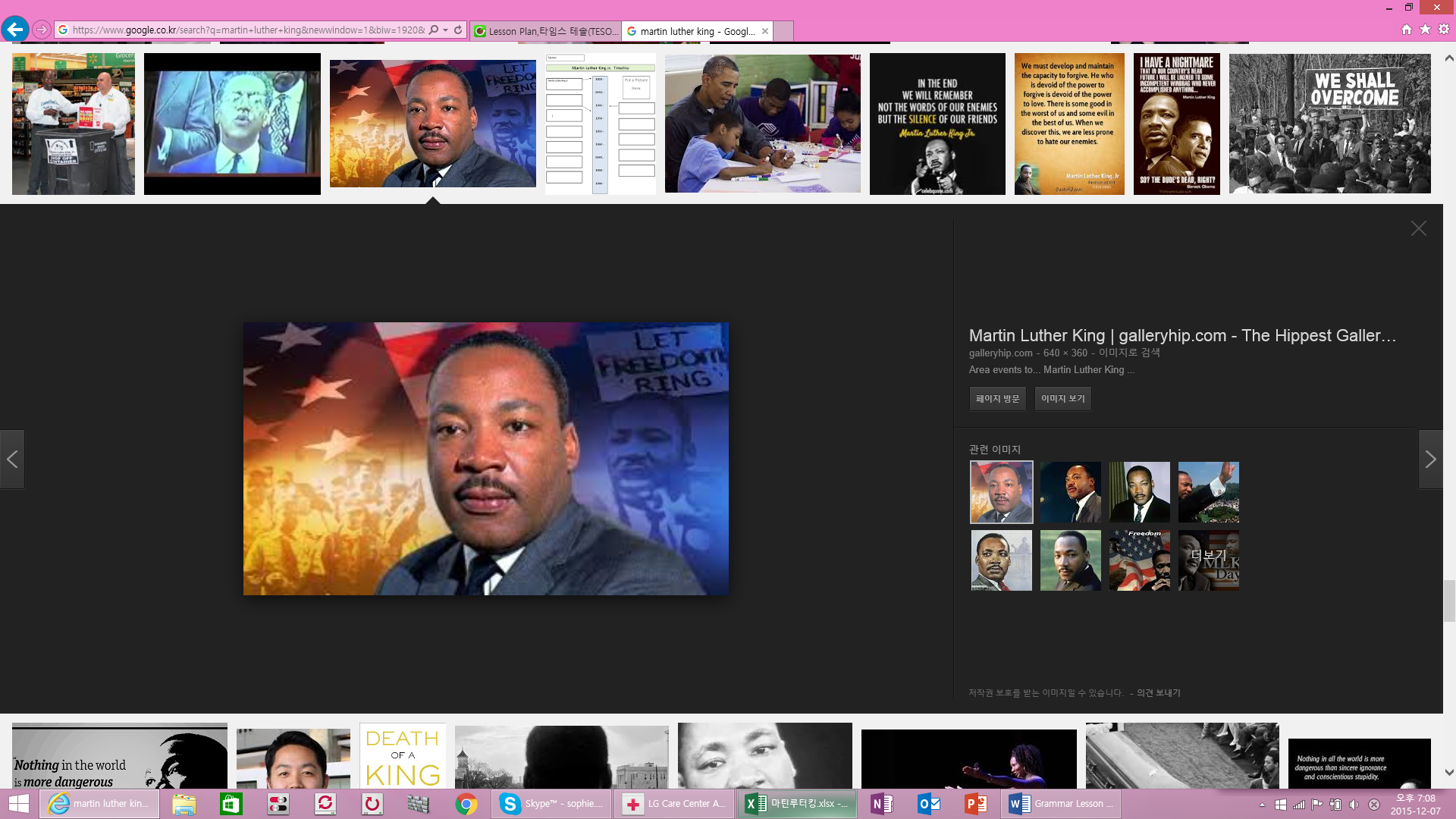
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| **Topic:** I Have a Dream by Martin Luther King Jr. | | | | |
| **Instructor:** | **Level:** | **Age:** | **Number of Students:** | **Length:** |
| So Yoen Kim | Intermediate | Adults | 13 students | 25 minutes |
| **Materials:**   * Pictures ( Poster against racial discrimination, Martin Luther King Jr., SELMA movie poster) * White board and markers * Video Clip * Worksheets (12 copies) | | | | |
| **Aims:**   * SWBAT understand the rules of relative clauses. * SWBAT practice and use the relative clauses by completing worksheet in pairs. * SWBAT read the famous saying out loud with their groups. * SWBAT write their dream and share it with the whole class. * SWBAT review what they are taught in the lesson by drills. * SWBAT write an essay on the topic as homework. | | | | |
| **Language Skills:**   * Listening: Listening to teachers’ explanations for the grammar points and instructions for the activity * Reading: article (famous saying) * Speaking: Sharing their dreams as an activity. * Writing: Writing an essay as homework | | | | |
| **Language Systems:**   * Phonology: Pronunciation of new vocabulary * Lexis: Learning vocabulary and grammar * Discourse: Sharing opinions about the topic by using the grammar points * Grammar: relative clauses | | | | |
| **Assumptions:**   * Students are at an intermediate level. * Students might know how the class is set up and run. * Students might be accustomed to using the relative clauses. * Students might know the teachers’ styles of teaching and the pace of the course. * Students might know how to express their opinions in English. | | | | |
| **Anticipated Errors and Solutions:**   * Students might make a mistake using the relative clauses informal way * Give an anticipated error and its correction before the main activity and after the activity. * Students might have difficulty in reading because of some vocabulary   🡺 Let them know the meaning of vocabulary by written below reading passage | | | | |
| **References:**   * Martin Luther King, Jr.. I Have A Dream Speech Retrieved from the book called “꼭 외워야 할 영어 명문 BEST 20 (The BEST 20 famous saying you should memory)” American English Publishers. (June 30, 2002) * Youtube video of Martin Luther King, Jr. I Have A Dream Speech (2013, August 28) Retrieved December 8, 2015, from <https://www.youtube.com/watch?v=3vDWWy4CMhE> | | | | |
| **Notes:** | | | | |

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| **Presentation:** | | | | |
| **Aims:**   * SWBAT briefly learn about Martin Luther King Jr. * SWBAT understand the rules of relative clauses. | | | **Materials:**   * Pictures (Poster against racial discrimination, Martin Luther King Jr., SELMA movie poster) * White board, markers * Worksheets (12 copies) | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| 1 min  3 min  2 min  0.5 min  0.5 min  0.5 min | Whole Class  Whole Class  Whole Class  Whole class  Whole class  Whole class | (Good or Tired)  (Martin Luther King Jr?)  (What is Selma?) | | **Greeting:**  Hello, everyone. How are you feeling today?  What do you think about this poster?  (show Ss the poster against racial discrimination)  Right, This poster is from the Benetton and they gave us message that ‘Even skin colors are different, we are all family.’  Ok, related to the racism, do you know who he is? (wait 30 seconds) I’ll give you a hint, he was an American’s minister and fought for the equal rights for the all citizens, including those who were born black.  Right, he is a Martin Luther King Jr.  He did this unforgettable speech in 1963, when he was about 34 years old and he was killed by the white in 1968.  Can you feel how close this happened?  If he didn’t kill that time, he is now about 86 years old.  There is also an America holiday called Martin Luther King, Jr. Day.  It is observed on the third Monday of January each year, which is around his birthday.  This is the movie called Selma released last year. So this is going to be your homework. (Selma is a city in the Alabama state)  Interestingly, Oprah Winfrey and Brad Pitt produced this movie together.  So, we saw the picture already and you’ll learn about relative clauses. And we’ll do worksheet in pairs and after that we’ll read passages and share our dreams with the whole class.  **Explanations for the relative clauses:**  Let’s see this chart together.  A relative clause begins with a relative pronoun (who, whom, whose, which, that,  where, when, why)  **Eliciting by simple variable substitution drill**  Ok, let’s read this sentence together.  (The woman is kind. + She lives next door.) What should be put it in the blank among the chart.  The woman who lives next door is kind.  (Ss say : who)  Alright, I knew you might know this already. What about this sentence?  I can’t find the book which was on the desk.  Good job, as you see the antecedent ‘book’ in the sentence is a thing, so it should be which.  What about ‘that’? do you think that also appropriate in this sentence? Right, ‘that’ can be used instead of people or thing or animals.  **Error correction:**  But make sure that it is not allowed in using with prepositions and relative pronouns consecutively. For example, let’s look at this sentence and tell me which sentence is right.  The concert in that I was interested was cancelled. (X)  The concert that I was interested in was cancelled. (O)  The concert in which I was interested was cancelled. (O)  Let’s see another example here.  Amy married a man + She worked with him.  🡺 Amy married the man whom she worked with. (O)  🡺 Amy married the man with whom she worked. (O)  **Instruction for worksheet:**  **(Activity 1: worksheet)**  Now, we are going to do worksheet in pairs. You can work with the person sitting next to you. The first thing you need to do is not to show your worksheet to your partner because you guys have different worksheets.  One person will get Exercise A and the other one will get Exercise B. Next, you need to correct sentences by using the relative clauses we learned today.  Talk to your partner while solving the problems. I will give you 3 minutes.  **ICQs:**  Are you going to work alone or in pairs?  How much time do you have?  Ok, you guys can start now.  **Instruction for reading:**  **(Activity 2: Reading the famous saying)**  If I move near each group, the group members will read the passage out loud.  **Instruction for sharing your opinion:**  **(Activity 3 : Sharing your dream)**  Ok, let’s write your dream and share with the whole class. I’ll give you 3 minutes to write down your dream on this paper.  Make sure it should be 1 sentence and above the paper, please write your name.  And be realistic, don’t write a thing such as unicorn.  And after 3 minutes, I’ll collect your note and put it in this box and then will share with whole class. Someone that I picked will stand in front and speak their dream by using the grammar points. |
| **Notes:** | | | | |
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| **Practice:** | | | | |
| **Aims:**   * SWBAT practice and use the relative clauses by completing the worksheet in pairs. * SWBAT write their each dream on the paper | | | **Materials:**   * White board and markers * Worksheets (12 copies) * Reading passage (12 copies) * Papers to write on Ss’s dream * A Box | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| 3 min  3 min  3 min | In pairs  Whole class  Whole class | **(Activity 1 : Worksheet)**  Students do the worksheet in pairs while talking to each one’s partner.  **(Activity 2 : Reading passage)**  Students will read famous saying together.  **(Activity 3 : Sharing your dream):**  Students will write down their dream on the note and after I collect those, they will randomly tell about their dream in front of the class. | | Go around the class and give help if needed    Teacher let Ss to read the passage by groups.  Go around the class and give help if needed |
| **Notes:** | | | | |
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| **Production:** | | | | |
| **Aims:**   * SWBAT share their opinions with the whole class. | | | **Materials:**   * White board and markers * Worksheets (12 copies) | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| 1 min  1 min  3 min | Whole class  Whole class  Whole Class |  | | **Activity 1 - Worksheet:**  Ok, everyone, time is up! Let’s talk about the worksheet for a moment before moving on to the next activity. Did everyone check the answers with the partner? Ok, was there anything that you need more explanations? (If so, explain it.)  (If not) Ok, great! Then, let’s move on to the next activity.  **Activity 2 – Reading the passage**  What do you think that Martin Luther King, Jr. stress in this speech? (all men are created equal.)  **Activity 3 – Sharing Dreams:**  **Ask Ss to share their dreams**  Ok, time is up everybody. Please fold the paper and put it in this box,  (Pick paper from the box randomly)  Call student name and XX would you come here and share your dream? (Ask at least 3 more people to share) |
| **Notes:** | | | | |
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| **Post Production:** | | | | |
| **Aims:** SWBAT review what they are taught in the lesson by drills.  SWBAT write an essay with the topic as homework | | | **Materials:**   * White board and markers * Video (if needed) – depends on times | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| 3.5 min | Whole class |  | | Today, we learned about the famous saying ‘I have a dream’ by Martin Luther King Jr. said and also we learned about relative clauses.  **CCQs:**  Can we put ‘that’ as relative clauses in anywhere? (No)  **Transformation Drill:**  Can you guys read this sentence (target sentence) with an appropriate ‘relative clauses’?  Ok, great.  If there’s a time left,  **Watching a Video Clip (2 min)**  **Homework:**  Ok, today’s homework is writing a movie report after watching the movie ‘Selma’.  **Closing Cue:**  Ok, you guys did a great job today and see you all in next class. Bye |
| **Notes:** | | | | |

**Pictures on the board for eliciting**



Poster against racial discrimination



Martin Luther King Jr.



**Reading Passage**

**I Have a Dream**

By Martin Luther King, Jr.

I say to you today, my friends, that in spite of the difficulties and frustration of the moment I still have a dream. It is a dream deeply rooted in the American dream.

I have a dream that one day this nation will rise up and live out the true meaning of its creed. “We hold these truths to be self-evident; that all men are created equal.”

I have a dream that one day on the hills of Georgia the sons of former slaves and the sons of former slave-owners will be able to sit down together at the table of brotherhood.

I have a dream that one day even the state of Mississipi, a desert state sweltering with the heat of injustice and oppression, will be transformed into an oasis of freedom and justice.

I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character.

I have a dream that one day the state of Alabama, whose governor’s lips are presently dripping with the words of interposition and nullification, will be transformed into a situation where little black boys and black girls will be able to join hand with little white boys and white girls and walk together as sisters and brothers.

I have a dream that one day every valley shall be exalted, every hill and mountain shall be made low, the rough place will be made plains, and the crooked places will be made straight, and the glory of the Lord shall be revealed, and all flesh shall see it together.

**\*creed** : (n) a statement of belief, principles, or opinions on any subject : 신념, 신조

**\*interposition** : (n) the disputed doctrine that a State may reject a Federal mandate that it considers to be encroaching on its rights : 각 주가 연방 정부의 조치에 반대할 수 있다는 설

**\*nullification** : (n) in U.S. history, the refusal of a State to recognize or enforce within its territory any Federal law held to be an infringement on its sovereignty : 주 내에서의 연방법의 실시 거부

**\*exalt** : (v) to raise on high; elevate : (지위, 명예 따위)를 높이다, 승진시키다

**EXERCISE A**

**Please make below sentences correct.**

1. The temperature **at** ~~that~~ **which** water boils is 100 degrees Celsius.
2. The wedding had only 20 guests, all of whom was the couple’s friends.
3. James sold 5 cars, two **of** ~~what~~ **which** were purchased by his friends.
4. The writer who articles were published in the New York Times was dishonest.
5. I’m working in a building ~~when~~ **whose** color is brown.
6. I know a girl who brother is an astronomer.

**Please choose the appropriate relative clauses.**

1. The students (**whom**/when) I talked with were against the war.
2. They are trying to find out the reason (which/why) the bridge collapsed.
3. Through hard work I achieved (**what**/when) I had really wanted to achieve.
4. We don’t know the location (which/where) the new department store will be built.

**EXERCISE B**

**Please make below sentences correct.**

1. The temperature at that water boils is 100 degrees Celsius.
2. The wedding had only 20 guests, **all of** ~~whom~~ **them** was the couple’s friends.
3. James sold 5 cars, two of what were purchased by his friends.
4. The writer ~~who~~ **whose** articles were published in the New York Times was dishonest.
5. I’m working in a building when color is brown.
6. I know a girl ~~what~~ **whose** brother is an astronomer.

**Please choose the appropriate relative pronouns.**

1. The students (whom/when) I talked with were against the war.
2. They are trying to find out the reason (which/**why**) the bridge collapsed.
3. Through hard work I achieved (what/when) I had really wanted to achieve.
4. We don’t know the location (which/**where**) the new department store will be built.

**Name : \_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**I have a dream that one day \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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