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| ☐ Listening ☐ Speaking ☐ Reading ☐ Grammar ☐ Writing |
| **Topic:** Relative clause |

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| Instructor:  Todd | Level:  Pre-intermediate | Students:  4 | Length:  30 minutes |

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| Materials:  - TV and Computer connected to Internet (To watch U-tube)  - Two pictures(classmates, Haribo strawbs)  - Worksheet 1 & 2 (4 copies)  - The lyric of relative clause song (4 copies)  - White board and markers |

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| Aims:  - Students will understand how to make sentences with 'relative clause'.  - Students will know the form of the relative clause by teacher's explanation and substitution table.  - Students will practice the relative clause by completing the worksheets.  - Students will practice speaking and listening ability by singing a relative clause song. |

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| Language Skills:  - Reading : Worksheet  - Speaking : Singing, Sharing ideas  - Writing : Worksheet  - Listening : Teacher's elicitation, Listening to the music video |

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| Language Systems:  - Discourse : Fun English  - Function : Learning grammar through repetition  - Grammar : Relative clause |

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| Assumptions:  - Students know the basic knowledge of the relative clause.  - Students are teenagers. |

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| Anticipated Errors and Solutions:  - If some students take longer to complete their task than expected.  → Give them more time.  - Some students may have difficulty in understanding the meaning  →Teacher provides more examples |

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| References:  <https://www.youtube.com/watch?v=HbVIIuhgg9Y> |

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| **Pre-Activity** | | | |
| Materials: A picture(classmates), White board and markers | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 10 min | Whole Class | See the picture and describe the people in the picture with relative clause. | Hello, everyone? How are you today?  Today's lesson is about relative clause. Have you ever heard about relative clause?  When we want to turn two sentences into one, we usually use relative clause. Do you understand me? Before the main activity, let's look at some picture.  (Show them the picture, and distribute the worksheet 1)  (Students : laugh)  This picture shows when we had a pizza party after mid-term exam.  Everyone in the picture seems to do something.  Can you describe it? What do they do?  (Practice together with worksheet)  What does Tim do?  On the sheet, there is a full sentence that Tim is the man. But I feel like this isn't enough. It is too limited to describe Tim.  (A student might say 'Tim wears a pair of glasses.')  OK. Write down the sentence 'Tim wears the glasses.' in the first blank.  We can put this information into existing sentence.  This time we use relative clause.  Relative clause begins with a relative pronoun such as Who Which That Whose.  **We use who when we talk about people**  **We use which when we talk about things**  **We use that when we talk about people or things**  **We use whose when we talk about possession. When A belongs to B, we use B whose A.**  Repeat after me!  **We use who when we talk about people**  **We use which when we talk about things**  **We use that when we talk about people or things**  **We use whose when we talk about possession. When A belongs to B, we use B whose A.**  So, This time we should use 'Who'.  Relative pronoun comes after a noun. Relative pronoun is used to provide more information about a person or a thing. It introduces a relative clause.  You should be careful that we must remove the repetitive noun in the second sentence.  Now, we complete these two sentences into one using relative clause. Perfect!  (Practice other questions as well.)  Finally, you finished all the tasks, and let's go to the main activity. |

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| **Main Activity** | | | |
| Materials : work sheet #2, Another picture(Haribo strawbs), White board and markers | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 7 min  5  min | Whole Class  Individually | Listen and understand  Connect two sentences using relative clause. | (Distribute the second work sheet to each student)  Now, Let's do 'relative clause' work. Look at the paper. At each number, there are 2 full sentences.  (You explain the meaning of the sentences one by one. And indicate which words are the same between two sentences and explain it to students.)  For example, look at the first question. Which words do you think is the same between two sentences? That's right. The dog and He. I personified the dog. I regarded the dog as a person.  First, you write the subject The dog and put relative pronoun after that. Which relative pronoun is fit? Who! you are right! and then remove 'he' in the second sentence. Because you wrote who instead of he. and then write the rest of the first sentence. Now, You connected these two sentences.  (Check if there is the word students don't understand)  Do you know Haribo strawbs? I can show you from the picture.  (Show it on the screen)  Let's fill in the blank now.  I'll give you 5 minutes.  CCQ)  Why do school gate keep burglars away?  Do you like porridge?  Are you done? Good~ |

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| **Post Activity** | | | |
| Materials: The lyric of the song, TV, Computer connected to Internet (For watching U-tube) | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 8 min | Whole Class | Check the answers  Repeat after me loudly!  Sing a song loudly! | (Distribute the lyric of the song)  There is one substitution table in the middle of the paper. This is the answer. Let's check.  You got 100 points? Well-done. Now, it's time to summarize the lesson.  (I explain every sentence on the lyric of the song)  Repeat after me. (read the lyric of song)  Speak out loud!  Good! Why don't you say it again line by line?  Wonderful students! Now, Let's watch the video.  (Turn on the video)  Let's sing along. (They sing together)  Well-done!  When you explain about your noun more, just put relative pronoun after the noun, and then you can tell more information about the noun!  But be careful! According to the kind of the noun, different relative pronoun should be used. Who Which That Whose.  I hope this is helpful. See you next time~~ |

(pictures)





(Worksheet #1)

1. What does Tim do?

He \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

-> Tim is the man \_\_\_\_\_\_\_\_\_ + \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. What does Lina do?

She \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

-> Lina is the woman \_\_\_\_\_\_\_\_\_ + \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. What does Eugene do?

She \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

-> Eugene is the woman \_\_\_\_\_\_\_\_\_ + \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. What does Song do?

-> She \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The woman \_\_\_\_\_\_ + \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is Song.

5. What does Todd do?

-> He \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The man \_\_\_\_\_\_\_\_\_ + \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is Todd.

6. What does Risa do?

-> She \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The woman \_\_\_\_\_\_ + \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is Risa.

(Worksheet #2)

The dog lives at 22 Pineapple road + He smells.

**-> The dog who smells lives at 22 Pineapple road.**

My mum puts diamonds all over her face + She is evil.

->

The school gates keep naughty burglars away + They are blue.

->

Dr. Smelly eats mainly Haribo strawbs! + His nose is massive.

->

The princess sat and cried in the great hall + Her heart is broken.

->

The magical table cost four hundred thousand pounds! + It grants wishes.

->

The teacher sits and cries into her cheese + She hunts for glitter.

->

My porridge is made from the tears of a duck! + It gives me energy.

->

**\* Relative clause – give us extra information**

**Relative clause – tell us about the noun**

**Relative clause – use a relative pronoun (Who, Whose, That, Which)**

(,) **RELATIVE CLAUSE**  (,)

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| The dog | who smells | lives at 22 Pineapple road. |
| My mum | who is evil | puts diamonds all over her . |
| The school gates | that are blue | keep naughty burglars away. |
| Dr. Smelly | whose nose is massive | eats mainly Haribo strawbs! |
| The princess | whose heart is broken | sat and cried in the great hall. |
| The magical table | that grants wishes | cost four hundred thousand pounds! |
| The teacher | who hunts for glitter | sits and cries into her cheese. |
| My porridge | that gives me energy | is made from the tears of a duck! |

**You need comas to protect the relative clause.**

**A comma on each side of the relative clause.**

**The sentence will make sense without the relative clause.**

**But let’s be honest. It make the sentence better.**