|  |
| --- |
| **Grammar Lesson Plan: Relative pronoun ‘who’** |

|  |  |  |  |
| --- | --- | --- | --- |
| **Instructor**  Sunny | **Level**  Intermediate | **Number of students**  10 | **Length**  30 minutes |

|  |
| --- |
| **Materials**  -Description cards  -Visuals of “Where’s Wally?”  -White board and a marker pen  -Worksheet 1 and 2  -A wall chart and a sticky tape |

|  |
| --- |
| **Aims**  -Main aim: To enable students to improve in their grammar by the lesson  -Secondary aim: To enable students to use correct grammar through various exercises on relative pronoun  -Personal aim: I want to make a informative lesson |

|  |
| --- |
| **Language Skills**  -Listening: Students will be listening to other students when sharing idea  -Speaking: Students will be telling their own stories in the post activity  -Reading: Students will be reading information on a wall chart  -Writing: Students will be exercising writing with a correct grammar on a worksheet |

|  |
| --- |
| **Language system**  -Lexis: Vocabularies relating to sentence structure  -Phonology: None to discuss  -Grammar: Relative pronoun ‘who’  -Function: Giving information about people  -Discourse: Telling stories |

|  |
| --- |
| **Assumptions**  -Students already know about Wally and had played with it once in their life time  -Students are able to follow instructions to run the class  -Students already know how to describe and give information about people in short sentences without a relative clauses joined together |

|  |  |
| --- | --- |
| **Anticipated Errors** | **Solutions** |
| Time might be short | Cut off some explanations when wall -charting. Students won’t need that much of information, instead, more exercises will be effective |
| Students might finish early | Time can be flexible. Listen more on the stories. Pick more students. If not possible to make on time, do SOS activity |
| Students might have difficulties to understand the explanation | Do exercise first and error-correct them. Give other examples if needed. |

|  |
| --- |
| **References**  -Google image: Searched with keywords- Where’s Wally? |

|  |  |  |
| --- | --- | --- |
| **Lead-in (3 min)** | | |
| Materials: Description cards and a sticky tape | | |
| Time | Set-up | Teacher talking |
| 3 min | Whole class | **Greeting**  Good morning, how are we all? Are you looking forward to your weekends? To begin our lesson, I am going to play a guessing game. |
|  |  | **Guess who?**  Instruction  I'm thinking of a person. I'll give you hints so guess who it is.  Teacher talk  This person isn't real. He is a character from a book (or a series of books). He is British. (Stick the hint on the board in order) He wears glasses. He wears red-striped shirt and a pair of jeans. (stick) He always travels around the world. We have to look for him. (stick) He is usually in the middle of a crowd and is very difficult to find. (stick) I used to look for him in the book when I was young. He's name starts with 'W'. The book's title is "Where is \_\_\_\_\_\_\_\_?"  (Student response "Wally"! Show Wally's pictures and stick it next to the description cards)  Good job. |

|  |  |  |
| --- | --- | --- |
| **Pre-activity (10 min)** | | |
| Materials: A wall chart, a visual of Wally, descriptive cards and worksheets (10 copies) | | |
| Time | Set-up | Teacher talking |
| 2 min | Whole class | **Eliciting**  So now, let's recall what we already know about Wally.  (read the description cards in order, as making sentences below)  -Wally is a British cartoon character who wears glasses, red-striped shirt and a pair of jeans  -Wally is a traveler who we look for  -Wally, who is in a crowd of people, is difficult to find  Can you find a common word used in those sentences to link clauses? (Student response: Who!)  Very well! |
| 4 min | Whole class | **Wall Chart**  Explain briefly about relative pronoun who. Give demonstration of making a sentence with the relative pronoun.  Demonstration  1) Subjective cases  Sunny is a student. Sunny is a subject in this case. Sunny sleeps very irregularly. Sunny is a subject in this sentence too. So, let’s put it together. Sunny is a student Sunny sleeps very irregularly. Then, replace the second Sunny into ‘who’. Sunny is a student who sleeps very irregularly.  2) objective cases: (When a person is being an object for an action taken)  Sunny is a student. Sunny is being something. Sunny is subjective here. We met Sunny yesterday. Sunny is being an object of an action- meeting. Do the same as subjective cases. Sunny is a student we met Sunny yesterday. Cross out Sunny, and put Who between the clauses. Sunny is a student who we met yesterday.  CCQ  When we are using ‘who’ as a relative pronoun, are we asking something? (NO)  Then are we using who to link clauses? (Yes) |
| 4 min | Individual | **Worksheet**  Distribute 10 copies of worksheets.  I’ll give you 2minutes to complete. You are working individually  ICQ  Are you working individually? (Yes)  How many minutes do we have? (Two)  Time keeping. Inform students how many seconds we got. Share the answers, starting from the end row. |

|  |  |  |
| --- | --- | --- |
| **Main activity(10 min)** | | |
| Materials: | | |
| Time | Set-up | Teacher talking |
| 10 min | Pair work | **Where’s Wally?**  Grouping; Divide students in 5 groups  Instruction  Now we are going to have fun a bit. I’ll give you these sheets per group. Don’t share what you have with other pairs.  (Distribute the worksheets)  Can you find a person marked with a name? Now you are telling other groups some hints about that person so the rest of class can find where the person is. When you give hints, use the relative pronoun ‘who’.  Demonstration  For example, Wally is a traveler who wears so many devices. Wally, who stands behind the white building, is smiling. Can you find him? (Show them the picture and state where the Wally is)  I’ll give you 2 minutes to think about some hints. You can write down at a small piece of paper, or at the back. Let’s begin!  Monitor students through the activity. Keep the time; inform them how many seconds left.  Share hints to find who is where. *Starting from the first group, can you tell us about Carl?* Board hints as they say. |

|  |  |  |
| --- | --- | --- |
| **Post activity(5 min)** | | |
| Materials: | | |
| Time | Set-up | Teacher talking |
| 5 mins | Pair work | Now, let’s move on to another activity.  This activity is called chain story. (Distribute the papers)  **Chain story**  What you do is basically making a story, but the sentences must be linked with relative clauses. How is a chain look like? They are linked right? So let’s look at the example. (Read out) You can write any sentence to begin with, but each sentence has to have the relative pronoun with it to be linked with the previous sentence. You work in pairs. Take turns to write short sentences. I’ll give you 3 minutes to make the story. Begin now!  (Share story of students) |

|  |  |  |
| --- | --- | --- |
| **SOS activity** | | |
| Materials: | | |
| Time | Set-up | Teacher talking |
| Flexible | Individual | Important people in my life.  Share a story of yours first. Ask student who their important people were. Encourage students to use relative pronoun ‘who’ in her/his talk. |