

Lesson Plan Template Task Based Lesson (TBL)

<input type="checkbox"/> Listening <input type="checkbox"/> Speaking <input type="checkbox"/> Reading <input checked="" type="checkbox"/> Grammar <input type="checkbox"/> Writing
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Topic: Relative Pronouns

Instructor: Jenny	Level: Intermediate	Students: 12	Length: 30 Minutes
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Materials: <ul style="list-style-type: none"> - White board, Board markers, Eraser - Computer, Mp3 (Music and Lyrics OST) - Worksheets (Lyrics, Fill in the blanks, crossword – 12 copies each) - Papers

<ul style="list-style-type: none"> ➤ Main Aim: <ul style="list-style-type: none"> - Students practice the grammar skill of relative pronouns - Students distinguish the subject and object of relative pronouns ➤ Secondary Aim: <ul style="list-style-type: none"> - Students explore ways of extending sentences. - Students develop communication skill using the function of relative pronouns through activities. ➤ Personal Aim : <ul style="list-style-type: none"> - Teacher can gain various teaching skills by using inductive way such as playing games, pop song, activities

Language Skills: <ul style="list-style-type: none"> - Reading: Reading worksheet - Listening: Pop Music, Listening to the teacher's instruction and other students' talks - Speaking: Practicing activities and Speaking in pairs - Writing: Pop Music Dictation, Writing on the paper

Language Systems: <ul style="list-style-type: none"> - Grammar: relative pronouns - Function: Building structure, Composing sentences - Phonology: relative [ˈrelətɪv] vs relate [rɪˈleɪt] - Lexis: Vocabularies - Discourse: Giving information, General observation

Assumptions: <ul style="list-style-type: none"> - Students have learned the relative pronoun clauses - Students may feel difficult in combining two sentences into one - Students may be confused at whether leaving out the relative pronoun or not.

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Anticipated Errors and Solutions:

- Students may be confused at whether leaving out the relative pronoun or not.
 - Giving more examples and practices.
- Students may have difficulty in combining two sentences into one
 - More practices and slow activities
- Students may finish playing games in the main activity
 - Move to the next step

References:

<http://bogglesworldesl.com/RelativeClauseCrosswords.htm>
http://www.letshavefunwithenglish.com/games/relative_pronouns/
http://www.youtube.com/watch?v=fMmqh4Ut_Uo

Lead-In			
Materials: White board, Board markers, Eraser			
Time	Set Up	Student Activity	Teacher Talk
3 min	Whole Class	Listening to the teacher and answer the questions	<p>Greeting</p> <p>Hello everyone! How are you today?</p> <p>Did you have a great time last weekend?</p> <p>If you met someone and described him/her to your friend, how could you make it?</p> <p>He is a young doctor. And you want to belong to him.</p> <p>_____, can you describe it?</p> <p>Good.</p>

Pre-Activity			
Materials: Computer, Mp3 (Music and Lyrics OST), Worksheets (Lyrics)			
Time	Set Up	Student Activity	Teacher Talk
10 min	Individually and Whole Class	<p>Listening to the song</p> <p>Filling in the blank on the worksheet</p> <p>Answering questions (Eliciting, CCQ)</p>	<p><u>Elicit</u></p> <p>“First of all, we’re going to listen to a beautiful love song”</p> <p>Play on “You’re still the one” on http://youtube.com</p> <p>“Is it a lovely song, isn’t it? Did you listen to music well?”</p> <p>“Could you fill in the blank in the worksheet?”</p> <p>Hand out “lyrics” to students.</p> <p>Let Ss fill in the blank.</p> <p>“Can you guess what fills in the blank?”</p> <p>“Why do we fill “that” in the sentence?”</p> <p>“Do you know “that” means?”</p> <p><u>Model</u></p> <p>Write “Relative Pronouns” on the board.</p> <p>Ask the kinds of relative pronouns to students</p> <p>- Write “who, which, that, whose, what”</p>

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		<p><u>CCQ</u></p> <ul style="list-style-type: none"> - "What do we call a pronoun used to mark a relative clause? - Is it used as a subject or an object? - Can we use it differently according to an antecedent? <p><u>Instruction</u></p> <p>Hand out Worksheet. Select the pairs Let Ss combine the sentences in pairs 3 minutes will be given to you.</p> <p><u>Demonstration</u></p> <p>Teacher demonstrates how two sentences are combined.</p> <p>e.g : She has a son + He is a doctor => She has a son who is a doctor.</p> <p><u>ICQ</u></p> <p>How much time do you have to finish it? Are you working alone?</p> <p>"Now begin"</p> <p><u>Monitoring</u></p> <p>Monitor discreetly, Answer students if they ask questions</p> <p>Give time warning: 1 minute, 30 seconds. Be flexible with time. Give students 1 more minute if they need it</p> <p>"Time's up"</p> <p>Let Ss read the answers aloud. Ask Ss if the sentence is correct or not. Explain the meaning if necessary.</p>
	Writing (Combining the sentences)	
	Speaking the answers aloud	

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Main Activity			
Materials: Computer (Game on PPT), Worksheets			
Time	Set Up	Student Activity	Teacher Talk
10 min	Pairs and Whole Class	Answering the questions on the screen	<p><u>Instruction</u></p> <p>“Now we’re going to play a game”</p> <p>“You have to save penguins from the dangers of global warming by answering the questions”</p> <p>Divide 2 groups and you can cooperate to answer the questions</p> <p>ICQ</p> <ul style="list-style-type: none"> - Are you working by yourself? - What are you supposed to do now? <p>Show PPT on the screen</p> <p>Let Ss answer the questions seeing the screen.</p> <p>Point the grade to answering group and winner team can save penguins.</p> <p>Error correction</p>

Post Activity			
Materials: A4 papers			
Time	Set Up	Student Activity	Teacher Talk
7min	Whole Class	Writing & Speaking	<p><u>Instruction</u></p> <p>Divide 4 groups (3 persons in a group)</p> <p>Hand out A4 papers.</p> <p>Tell Ss to divide an a4 size paper into three columns</p> <p>Let Ss write a name(a thing) the whole class knows (or a name of celebrity) on the 1st column and fold the paper so that nobody could read and pass the paper to the next student.</p>

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		Speaking the sentences aloud	<p>Let Ss write a statement beginning with who/which on the 2nd column.</p> <p>Tell Ss to be careful with the verb (tense, person, etc)</p> <p>Fold the paper and pass</p> <p>The students will finish the relative clause on the 3rd column and read it aloud. 3minutes will be given to finish the sentence.</p> <p><u>Demonstration</u></p> <p>1st S can write “Jenny”</p> <p>2nd S can write “who loves movies”</p> <p>3rd S can write “enjoys dancing” and finish the sentence.</p> <p style="padding-left: 40px;">⇒ Jenny who loves movies enjoys dancing.</p> <p>ICQ</p> <p>How much time do you have to finish it?</p> <p>Are you working alone?</p> <p>“Now begin”</p> <p><u>Monitoring</u></p> <p>Monitor discreetly</p> <p>Answer students if they ask questions</p> <p>Give time warning: 1 minute, 30 seconds.</p> <p>Be flexible with time.</p> <p>Give students 1 more minute if they need it</p> <p>“Time’s up”</p> <p>Let Ss read their own sentences aloud.</p> <p>Ask Ss if the sentence is correct or not.</p> <p>Explain the meaning if necessary.</p>
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SOS Activities			
Materials: worksheets of crosswords			
Time	Set Up	Student Activity	Teacher Talk
5 min	Whole Class	Filling in the blank on the crosswords puzzle game	<p><u>Instruction</u></p> <p><u>Hand out the worksheet of “crosswords”</u></p> <p>Let students do some crosswords about the relative clauses</p> <p>Teacher makes a model: #1 An insect that makes honey.</p> <p>The answer is bee.</p> <p>Work in a group</p> <p>Give them 5 minutes.</p> <p>Check the answer</p> <p><u>ICQ</u></p> <ul style="list-style-type: none"> - What are we doing now? - Are you working in pairs? - How much time do we have? <p>“Now begin”</p> <p><u>Monitoring</u></p> <p>Monitor discreetly.</p> <p>After they finish, check the answers whole class together.</p> <p>Error correction</p>

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"You're Still The One"

by [Shania Twain](#)

(When I first saw you, I saw love.
And the first time you touched me, I felt love.
And after all this time, you're still the one I
love.)

Looks like we made it
Look how far we've come my baby
We mighta took the long way
We knew we'd get there someday

They said, "I bet they'll never make it"
But just look at us holding on
We're still together still going strong

(You're still the one)
You're still the one I run to
The one _____ I belong to
You're still the one I want for life
(You're still the one)
You're still the one _____ I love
The only one I dream of
You're still the one I kiss good night

Ain't nothin' better
We beat the odds together
I'm glad we didn't listen
Look at what we would be missin'

They said, "I bet they'll never make it"
But just look at us holding on
We're still together still going strong

(You're still the one)
You're still the one I run to
The one _____ I belong to

You're still the one I want for life
(You're still the one)
You're still the one _____ I love
The only one I dream of
You're still the one I kiss good night

(You're still the one)
You're still the one I run to
The one _____ I belong to
You're still the one I want for life
(You're still the one)
You're still the one _____ I love
The only one I dream of
You're still the one I kiss good night



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Combine the sentences. Use *who, which, that, whom*

ex: She has a son + He is a doctor => She has a son who is a doctor.

The boy is the student. + He is very fast.

.....

This is a camera. + It costs 100 dollars.

.....

Pam has a parrot. + It repeats after her.

.....

This is the man. + He opens the window.

.....

She can't see the snake. + It is lying on the ground.

.....

I meet the girl. + I like her very much

.....

He is an actor. + Nancy interviews him

.....

This is the cat. + I see it at the pet shop

.....

They are my friends. + I want to invite them to my party

.....

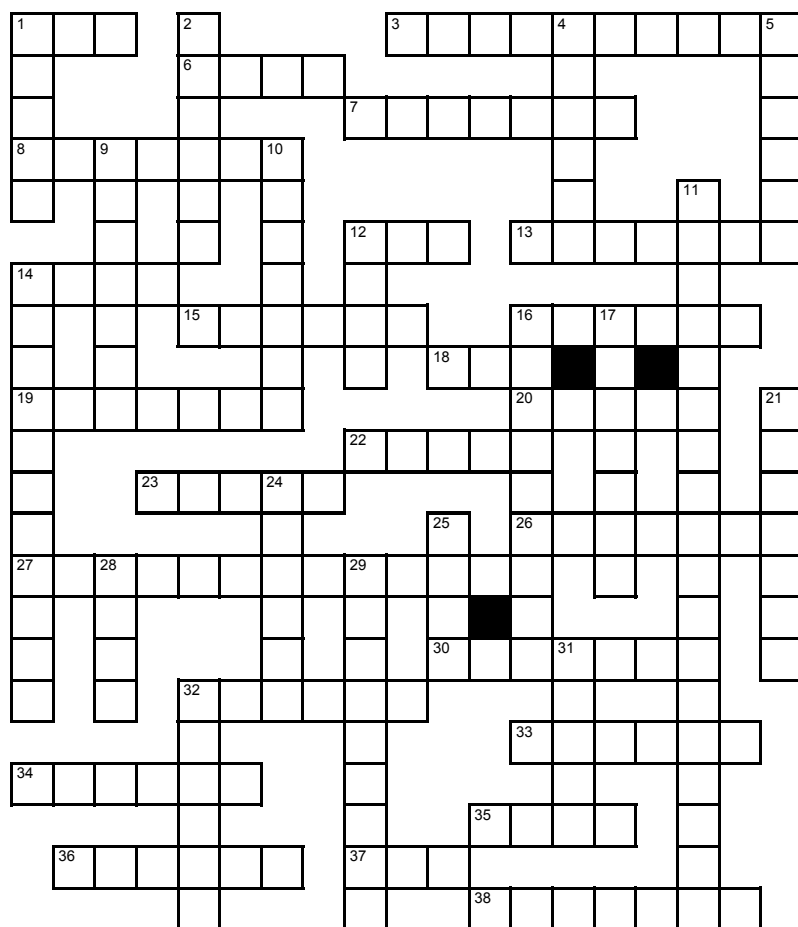
Here is the car. + She bought it for her son.

.....

She is a person. + She can be trusted.

.....

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Down

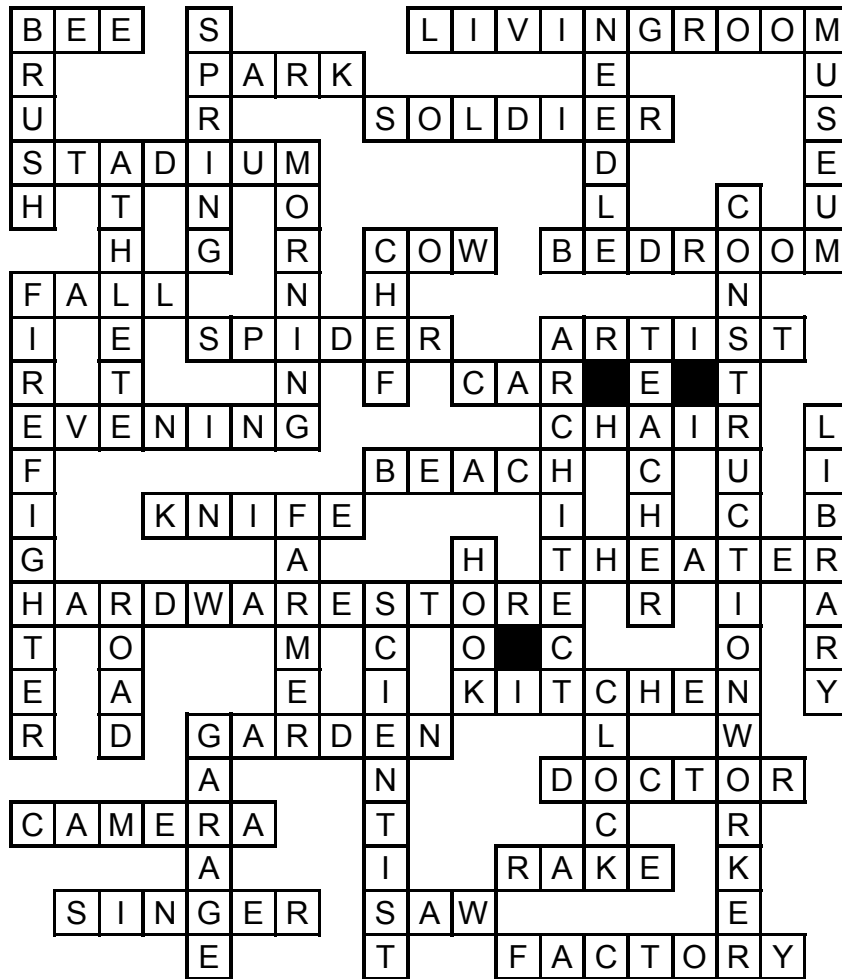
- | | |
|---|---|
| 1 Something that people use to paint. | 16 A person who designs buildings. |
| 2 The season when farmers plant crops. | 17 Someone who teaches. |
| 4 A thing that people use to sew. | 21 A place where people borrow books. |
| 5 A place where people can see old things and learn history. | 24 A person who grows crops. |
| 9 A person who plays sports. | 25 A thing that people use to catch fish. (4) |
| 10 The time of day when people eat breakfast. | 28 A place where people drive. |
| 11 A person who builds buildings. | 29 A person who does experiments. |
| 12 A person who cooks food. | 31 A thing that people use to tell the time. |
| 14 Someone who puts out fires. | 32 A place in a home where people park their cars. |

Things That...

Across

- 1** An insect that makes honey.
- 3** A place in a home where people watch TV.
- 6** A place where people picnic.
- 7** A person who has joined the army.
- 8** A place where people see soccer or baseball games.
- 12** An animal that gives us milk.
- 13** A place in a home where people sleep.
- 14** The season when leaves change color.
- 15** An animal that makes webs.
- 16** A person who draws pictures.
- 18** A thing that people drive.
- 19** The time of day when people eat dinner.
- 20** A place where people sit.
- 22** A place where kids make sandcastles.
- 23** A thing that people use to cut meat.
- 26** A place where people watch movies.
- 27** A place where people buy tools.
- 30** A place in a home where people cook food.
- 32** A place where people grow flowers.
- 33** A person who cures sick people.
- 34** Something people use to take pictures.
- 35** Something people use to clean up leaves.
- 36** A person who sings.
- 37** A thing that people use to cut wood.
- 38** A place where people make things.

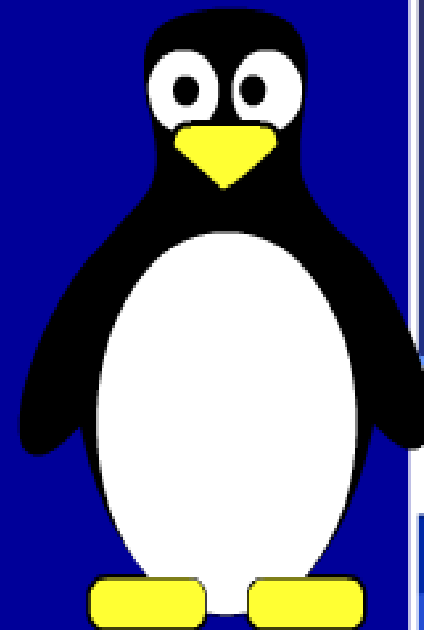
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Penguins in Peril

Save the penguins from
the dangers of global
warming by answering
the questions.

Start



The girl _____ Jim wants to invite is very shy.



(1) who

(2) (who / whom)

(3) which / that

(4) (which / that)

The music _____ I like best is the music of the 1960s.



(1) who

(2) (who / whom)

(3) which / that

(4) (which / that)

The man _____ we interviewed for the job was highly qualified.



(1) who

(2) (who / whom)

(3) which / that

(4) (which / that)

I have a friend _____ speaks
Japanese fluently.



(1) who

(2) (who / whom)

(3) which / that

(4) (which / that)

Tom is the sort of person _____
makes everybody laugh.



(1) who

(2) (who / whom)

(3) which / that

(4) (which / that)

The cookies _____ are on the coffee table look delicious!



(1) who

(2) (who / whom)

(3) which / that

(4) (which / that)

This is the dog _____ Mr. Jones is keeping.



(1) who

(2) (who / whom)

(3) which / that

(4) (which / that)

Is this the umbrella _____ you're looking for?



(1) who

(2) (who / whom)

(3) which / that

(4) (which / that)

Mr.Kent is a man _____ we can trust.



(1) who

(2) (who / whom)

(3) which / that

(4) (which / that)

I like the big tree _____ stands in the park.



(1) who

(2) (who / whom)

(3) which / that

(4) (which / that)

He is wearing a hat _____ is too big for him.



(1) who

(2) (who / whom)

(3) which / that

(4) (which / that)

I have a pen pal _____ lives in Sydney.



(1) who

(2) (who / whom)

(3) which / that

(4) (which / that)

This is the story about a man and his
dog _____ live in the cave.



(1) who

(2) which

(3) that

(4) (that)

Let's take a bus _____ goes to City Hall.



(1) who

(2) (who / whom)

(3) which / that

(4) (which / that)

This is the house _____ my father likes.



(1) who

(2) (who / whom)

(3) which / that

(4) (which / that)

Well done!

You saved the penguins from
disaster!

You answered all of the questions.

Why not now pick from the thousands of other
games available at www.what2learn.com

Replay

