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| **Grammar Lesson Plan** | | | |
| **Title: Adjective Clause** | | | |
| **Teacher** | **Student Level & Age** | **No of Students** | **Length** |
| David (Min Woo Kim) | Intermidate & adult | 11 | 50 mins |
| **Materials:** 12 copies of 1 worksheet, board, paper, pen. | | | |
| **Aims:**  - To learn how "adjective clause" works.  - To practice utilization of "adjective clause"  - To check my listening comprehension  - To see the importance of "adjective clause" | | | |
| **Language Skills:**  Listening: Teacher's short speech, Discussion with partner, a group member's presentation  Speaking: Group working for discussion, Conversation with the teacher, Presentation  Reading: worksheet  writing: taking a note during group work | | | |
| **Language Systems:**  Phonology: presentation, understanding speaker's pronounciation and accent.  Lexis: terms in grammmar on substitution table  Grammar: substitution table  Discourse: group work for assignment  Functions: group discussion (questioning, answering, brief presentation and conversation with the partner) | | | |
| **Assumptions:**  - all students are single and college graduates (Age 23 up)  - all students have job experience  - No male student and teacher is only a man | | | |
| **Anticipated Errors and Solutions:**  **- Linteners may not understand the grammar terms on substitution table.**  ---> speek slowly, pointing the terms on the board.  **- Students may not understand the task**  ---> showing demonstration | | | |
| **Reference:** TOEIC Reading written by 김대균. p71-73 | | | |
| **Note: - time left**  ---> SOS - Postponeing the final check time with more question  **- time short**  ---> Plan B - reducing or elimination on post task | | | |

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| **Pre Task** | | | |
| Introduction  for topic | | Aims: understanding topic and why it is useful | Materials: Board, pen |
| **Time** | **Set up** | **Students** | **Teacher** |
| 3 Min | Whole Class | listening carefully  understanding what they are going to do | **Introduction**  Greeting  Suggesting topic  mentioning how useful it is  Explaining the overall stages |
| Note: | | | |

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| **Task Preparation** | | | |
| Preparation for group work | | Aims:  understanding overall usage of "adjective clause" | Materials:  paper, pen |
| **Time** | **Set up** | **Students** | **Teacher** |
| 10 min | Whole class | understanding overall forms of adjective clause  deciding if it is right what teacher point out  and then try to read it | **1.. Substitution Tables**  Practicing basic forms.  Introducing a form of "that" as an alternative.  and the case of skipping " a relative pronoun" |
| Note: | | | |

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| **Task Realization** | | | |
| Sharing ideas | | Aims: practicing , application. | Materials: worksheet, pen |
| **Time** | **Set up** | **Students** | **Teacher** |
| 10min  15min | Group  Group to  Whole class | Group work: try to give unique ideas  one of each group members presents.  the others answer. | **1. Group Work**  **Instructions**  dividing in 5 groups.  making a description of a classmate and an object into 5 sentences.  every sentence should be used in "adjective clause"  CCQ: who is she?  what is this?  **Presentation**  monitering if it is going well or participation |

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| **Post Task** | | | |
| Check SS' problem | | Aims: overall check  reassuring how this class useful. | Material: paper, pen |
| **Time** | **Set up** | **Students** | **Teacher** |
| 10min  2 min | Whole class  Whole class | check if they understand well themselves.  try to ask the teacher  understanding what the teacher emphasizes | **1. Final check on worksheet**  briefly check if SS' understand  **2. Conclusion**  reassuring how this grammar is useful. |
| **Plan B**: if time is unavailable, reduce this stage.  **SOS** - Postponeing the final check time with more question | | | |

**Worksheets, handouts and lesson materials**

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| **\* Substitution Tables on the Board**  antecedent relative pronoun   |  |  |  | | --- | --- | --- | | There is a person | **who (subjective case)** | want to get a good score.  is tall. | | **whom (objective case)** | I want to meet. | | whose (possessive case) | car is red. |   that,,,, skipping   |  |  |  | | --- | --- | --- | | There is a something | **Which (subjective case)**  **(objective case)** | is red  help us.  I want to get. | | of which / whose (possessive case) | color is red. | |

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| **\* Final Check**  1. I like the man ( ) is wearing a red shirt.  2. I like songs that ( ) talk about love.  3. We will listen to your needs, and suggest solutions ( ) fit your bisiness.  4. I like that book ( ) is written by Alain.  5. I finally met the singer ( ) I always wanted to meet.  6. He found the bag that ( ) his manager lost.  7. Mr. Reynolds hired the designer ( ) work won a prize in a contest.  8. They built a house whose ( ) the living room has a fireplace.  9. We had a meeting with the salesman ( ) items we buy regularly.  10. She was looking for a book whose ( ) cover page I accidentally had torn out. |

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| 1. who, that, (skip)  2. which, that  3, which, that  4. which, that, (skip)  5. whom, that, (skip)  6. which, that, (skip)  7. whose  8. of which, whose  9. whose  10. of which, whose |