|  |
| --- |
| **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 presentationSpeaking: Group working for discussion, Conversation with the teacher, PresentationReading: worksheetwriting: taking a note during group work |
| **Language Systems:**Phonology: presentation, understanding speaker's pronounciation and accent. Lexis: terms in grammmar on substitution tableGrammar: substitution tableDiscourse: group work for assignmentFunctions: 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 |

|  |
| --- |
| **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 carefullyunderstanding what they are going to do | **Introduction**GreetingSuggesting topicmentioning how useful it isExplaining the overall stages |
| Note: |

|  |
| --- |
| **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 clausedeciding 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: |

|  |
| --- |
| **Task Realization** |
| Sharing ideas | Aims: practicing , application. | Materials: worksheet, pen |
| **Time** | **Set up** | **Students** | **Teacher** |
| 10min15min | GroupGroup to Whole class | Group work: try to give unique ideasone 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 |

|  |
| --- |
| **Post Task** |
| Check SS' problem | Aims: overall checkreassuring how this class useful. | Material: paper, pen |
| **Time** | **Set up** | **Students** | **Teacher** |
| 10min2 min | Whole classWhole class | check if they understand well themselves.try to ask the teacherunderstanding 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**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **\* 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 redhelp us.I want to get. |
| of which / whose (possessive case) | color is red. |

 |

|  |
| --- |
| **\* 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. |

|  |
| --- |
| 1. who, that, (skip)2. which, that3, which, that4. which, that, (skip)5. whom, that, (skip)6. which, that, (skip)7. whose8. of which, whose9. whose10. of which, whose |